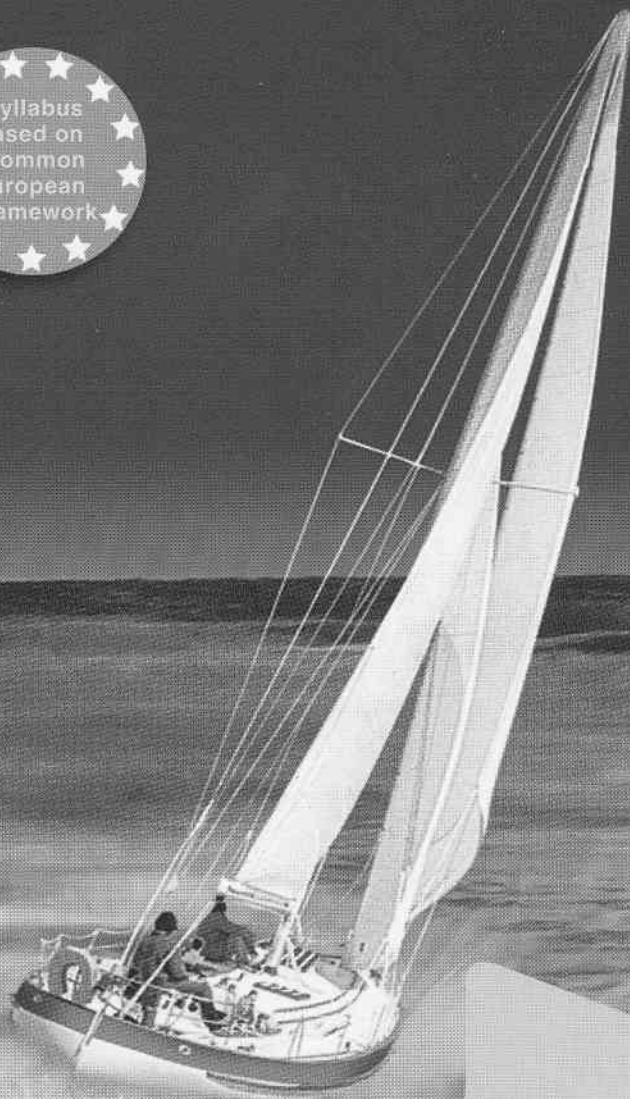


# Upstream

LEVEL B1+



**Student's Book**

Virginia Evans - Jenny Dooley



**Express Publishing**

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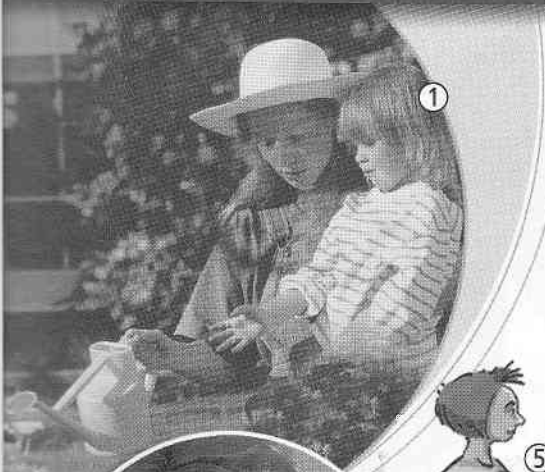
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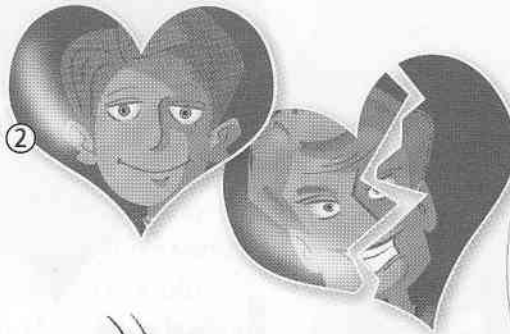
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1



2



3



4



5

- socialise
- express admiration
- make suggestions & agree
- express interest

► **Practise ...**

- present tenses
- stative verbs
- modal verbs (*must, have to, should/ought to, mustn't*)
- the future
- idioms related to animals, plants
- forming adjectives, nouns
- phrasal verbs with *after, out*

► **Write ...**

- a short paragraph about your neighbour
- a short paragraph about your friend
- an informal letter giving news
- a short article about stereotypes related to your country
- a short article about wildlife habitats in your country
- a leaflet advertising an Environment Day your group is organising
- a short letter to a friend about what you are going to do to help protect the environment
- a letter asking for information
- a list of pesticides available in your local supermarket and their uses

► **Look at Module 1**

Find the page numbers for pictures 1-5.

► **Find the unit and page number(s) for**

- signs
- a quiz
- a cartoon strip
- a noticeboard
- a leaflet about wildlife
- an advertisement

► **Listen, read and talk about ...**

- how to be a good neighbour
- personality & appearance
- chores
- relation to others
- wildlife
- flora & rainforests
- pesticides

► **Learn how to ...**

- apologise & accept apologies
- request help
- describe people
- introduce yourself & others

**Culture Clip:** Do you really know the British?

**Curricular Cut (Science):** Pesticides

**Eco-friends:** 3Rs

# 1a Neighbours



1 water your plants when you're away



2 watch your house when you're away



3 feed your pet

## Lead-in

- 1 What does a good or bad neighbour do? Look at the pictures and say.

*A good neighbour waters your plants when you are away.*

- 2 Think of your neighbours. How do the actions in the pictures make you feel: *angry? annoyed? embarrassed? thankful? grateful?*

*A: I get very angry when my neighbours play loud music late at night.*

*B: Me too. I'm also annoyed when my neighbour does DIY at night. He makes so much noise.*

## Reading & Listening

- 3 a. Read the title of the text and look at the pictures again. What is the text about? Read through and check.



## Love your neighbour?

I don't know about 1) ....., but the way I feel about my neighbours depends on the time of year and even the time of day. I'll tell you why.

I am a keen gardener but 2) ..... my next-door neighbour has a large dog that loves digging. Every autumn I plant bulbs and every spring I look 3) ..... to a wonderful display of tulips, daffodils and snowdrops. I'm always disappointed and it really gets me down. I'm sure my neighbour's dog digs the bulbs up and they're 4) ..... given a chance to grow. I haven't



4 do the shopping for you



5 babysit your kids

## STUDY SKILLS

### Completing a multiple choice cloze

Read the whole text to get an idea about the topic and general meaning. Read again carefully. Read a complete sentence before deciding on your choice of answer. Once you finish, read the whole text again, with the answers, to see if it makes sense.

- b. Read the text and choose the correct word for each space. Listen and check. In groups, explain the words/phrases in bold. Mime or draw their meaning.

8 let their children run wild

actually seen him do it, 5) ..... I give him the benefit of the doubt. However, the same dog also does me a favour, because if he sees birds trying to eat any seeds I plant, he chases them away immediately. It's because of him that I have such a lovely vegetable patch. So you can see 6) ..... sometimes I love him and at other times I hate him.

Then there's my other neighbour 7) ..... the street. She's a lovely lady who waters my plants when I'm away and generally keeps an eye on things 8) ..... me. Her three teenage children, on the other hand, are another story. They often sit on my garden wall in the evenings with their friends. They usually have chips and soft drinks and they stay there for hours, chatting cheerfully and laughing. It drives me crazy. They make a lot of noise and always leave their empty drink cans and chip papers 9) ..... , which really gets on my nerves! I have to go out the next morning and clear away their rubbish. But what can I do? I need to keep on good terms with them because their mother is so good to me.

So, love them or hate them, unless you want to move 10) ..... it's best to do what I do. You should try to get along with your neighbours, even if they annoy you at times.



6 do DIY at night



7 let their dog bark all day/night

- |    |                |           |           |                 |
|----|----------------|-----------|-----------|-----------------|
| 1  | A me           | B you     | C us      | D them          |
| 2  | A accidentally | B luckily | C badly   | D unfortunately |
| 3  | A ahead        | B behind  | C forward | D around        |
| 4  | A never        | B often   | C usually | D always        |
| 5  | A although     | B so      | C then    | D but           |
| 6  | A when         | B where   | C what    | D why           |
| 7  | A across       | B over    | C round   | D opposite      |
| 8  | A to           | B for     | C with    | D and           |
| 9  | A after        | B off     | C out     | D behind        |
| 10 | A home         | B house   | C address | D flat          |

### ► Speaking

- 4 Work in pairs. Use the article to act out a dialogue between the author and her neighbour about her neighbour's children.



9 drop litter in your garden

10 play loud music late at night

### Everyday English (apologising)

- 5 Work in pairs. You have been a bad neighbour. Use the language in the table to apologise. Your partner accepts your apology.

#### Apologising

- Sorry!
- I'm really/very/so/sorry about/for ...
- I'd like to apologise/say sorry for ...
- I'm sorry. I didn't mean to ...
- I (do) apologise (for) ...

#### Accepting an apology

- Don't worry about it.
- Not at all.
- That's (quite) all right/OK.
- It doesn't matter (at all).
- Forget (about) it.

A: *I'm very sorry about the noise last night. I hope it didn't wake you up.*

B: *That's all right. I wasn't at home.*

- 6 Think of ten words you have learnt in this lesson. In pairs, make sentences using them.

### Writing

**Portfolio:** Write a short paragraph about a neighbour of yours (40-60 words). Write:

- name & general impression
- what you like about him/her
- what you don't like & reasons
- sum up your opinion

## Personality

- 1 a. Match the personality names (1-10) to the kind of behaviour they refer to (a-j). Are there any similar names in your language?

- 1  a scatterbrain  
 2  a lazybones  
 3  a chatterbox  
 4  a nosey parker  
 5  a killjoy  
 6  a smart Alec  
 7  a silly billy  
 8  a high flier  
 9  a workaholic  
 10  a troublemaker

- a curious, likes to know other people's business  
 b ambitious, achieves success easily  
 c very hardworking, loves to work  
 d causes problems between people  
 e forgetful, disorganised  
 f doesn't like to be active  
 g boring, doesn't like to have fun  
 h can't stop talking  
 i behaves in a childish way, isn't sensible  
 j thinks they are very clever

- b. Work in pairs. Choose names for some of your family, friends and neighbours and give reasons.

A: My brother John is a chatterbox.

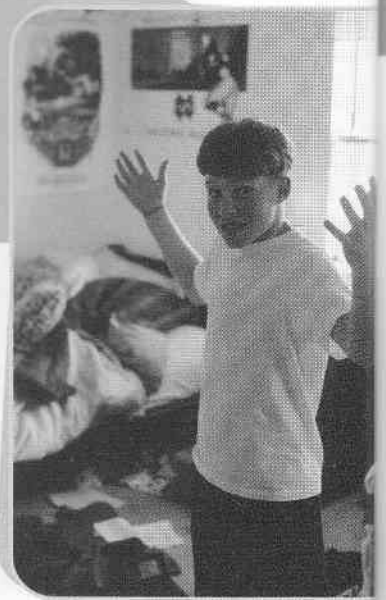
B: Why do you say that?

A: Because he can't stop talking.

► Reading

- 2 a. What type of person are you? Do the quiz, check your score and then compare answers with your partner.

## WHAT DOES YOUR BEDROOM SAY ABOUT YOU?



- 1 What is the first thing someone notices when they walk into your bedroom?  
 A the posters      B the furniture  
 C the mess
- 2 What do you keep in your drawers?  
 A souvenirs and knick-knacks  
 B neatly organised essential items  
 C magazines and sweet wrappers
- 3 Where is your favourite item of clothing right now?  
 A in the wash  
 B clean and hanging in the wardrobe  
 C I'm wearing it.
- 4 What do you usually head straight for when you go into your room?  
 A my CD player      B my desk      C my bed
- 5 What do you do if your mum tells you your room is messy?  
 A tell her to stay out of my room  
 B tidy up -  
 C hide everything under my bed
- 6 What is the last thing you do before you go to bed?  
 A write in my diary  
 B put out what I need for the next day  
 C listen to my favourite CD

**Mostly As:** You are creative and thoughtful. You like to express yourself through art, music, writing or sport.

**Mostly Bs:** You are sensible as well as ambitious. You know what you want and you always plan ahead.

**Mostly Cs:** You are easy-going and joyful and take each day as it comes. You are honest and caring but value your privacy.

- b. Match the highlighted character adjectives in the quiz to the definitions below. Use them to describe your friends.

- |                                       |                           |
|---------------------------------------|---------------------------|
| 1 develop original ideas, imaginative | 4 not get easily annoyed  |
| 2 not do childish, silly things       | 5 be helpful              |
| 3 want to be successful               | 6 not tell lies           |
|                                       | 7 be very happy           |
|                                       | 8 not upset others easily |

A: What is John like?

B: He's very sensible. He doesn't do childish, silly things.

### Word formation (adjectives from verbs & nouns)

- 3 Use your dictionaries to complete the sentences (1-6) with the adjectives derived from the words in bold.

We can form adjectives from verbs and nouns by using the following endings: *-ful, -ic, -ive, -ible, -ious, -less, -ish, -y, -ing*

- John is very ..... He never remembers where his things are. (FORGET)
- Luke is ..... I think he'll become a painter. (CREATE)
- He's very ..... He wants to become rich and famous. (AMBITION)
- Ann's ..... She always loses her things. (CARE)
- Don't be ..... Think of others first. (SELF)
- He's very ..... He tells the best jokes. (FUN)

### Chores

#### ▶ Speaking

- 4 Work in pairs. Use the table to find out which chores your partner does and how often.

• do the washing-up	• mop the floor
• tidy your room	• set the table
• clear the table	• feed the pet
• polish the furniture/the floors	• take out the rubbish
• change the sheets	• vacuum the carpets
• clean the bathroom	• dust the furniture
• clean walls/windows/ the oven/ the bathroom	• put away clothes
	• clean out the fridge
• every day/morning/week/month/etc	
• once/twice/three times a day/week/month/etc	
• daily/weekly/monthly	

A: How often do you do the washing-up?

B: Once or twice a week. And you?

A: I don't. My mum does it.

### Everyday English

#### ▶ Requesting help

- 5 Work in pairs. Use the phrases in the language box to act out dialogues as in the example. Use the activities in Ex. 4.

Requesting help	Agreeing/Refusing
• Can/Could you (please) ...?	• Sure. No problem!
• Do you mind (+ -ing) ...?	• Sure. That's fine.
• Do you think you could ...?	• Yes, of course.
	• I'm sorry, but ...
	• I'd like to, but ...
	• I'm afraid I can't. I ...

A: Do you mind setting the table?

B: I'm sorry, but I must vacuum the carpets.

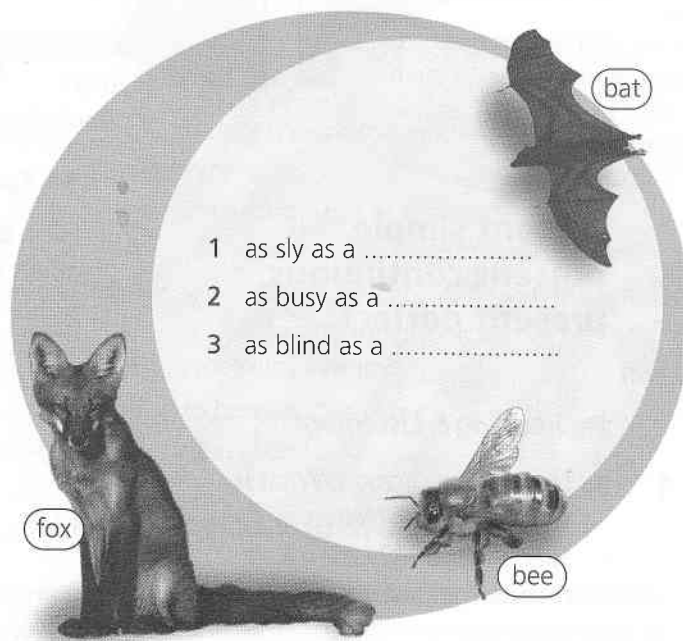
### Phrasal verbs



- 6 Complete the sentences with the correct verb form. Choose a phrasal verb and draw a picture of it.
- Ann ..... after her mum. She looks and behaves just like her. (resemble)
  - The policeman ..... after the thief and caught him. (pursue)
  - My dad ..... after my baby brother when Mum's at work. (take care of)

### Animal similes

- 7 Use the words to complete the phrases. Which similes best describe your family/friends? Tell your partner. Give reasons.



My grandfather is as blind as a bat. He can't see anything without his glasses.

- 8 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.

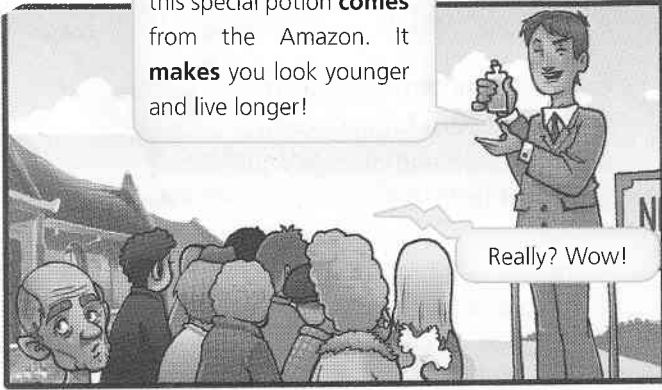
### Writing

**Portfolio:** Write a short paragraph about your friend (40-60 words). Write:

- name
- what he/she is like, giving reasons
- your feelings about him/her



Ladies and gentlemen, this special potion **comes** from the Amazon. It **makes** you look younger and live longer!

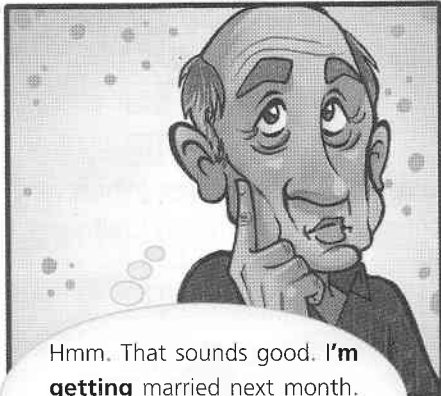


Really? Wow!

Look at me! I'm **standing** here today, a handsome young man – but I'm really over 200 years old!



His secret is simple – he **drinks** a bottle of this potion every day.



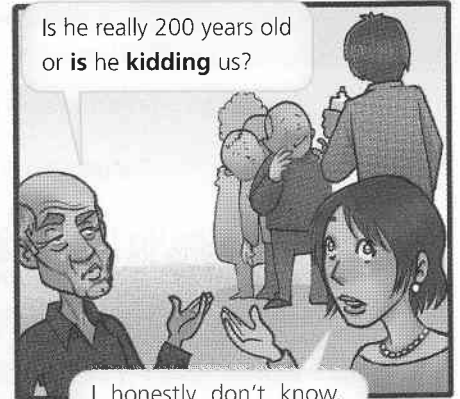
Hmm. That sounds good. I'm **getting** married next month. I want to look much younger on my wedding day.



How much **does** it cost?

£100 a bottle!

That's expensive!



Is he really 200 years old or **is** he **kidding** us?

I honestly don't know. I've **only been** with him for 150 years!

**Present simple, present continuous, present perfect**

Grammar Reference

**Reading & Listening**

1 a. Look at the cartoon. What is the man selling? What is special about it? Listen and read to find out.

b. Look at the verb forms in bold in the cartoon. Find examples of:

- a permanent state
- an action happening at or around the time of speaking
- a habit or routine
- a fixed future arrangement
- an action which started in the past and continues to the present

What tense is used in each case?

**Speaking**

2 Fill in **do, go or have**. Then use the question words to find out about your partner's daily routine and free-time activities.

- 1) ..... breakfast/lunch/dinner 2) ..... out for a meal  
 3) ..... the washing-up 4) ..... for a walk 5) ..... to bed  
 6) ..... shopping 7) ..... out with friends 8) ..... the shopping  
 9) ..... homework 10) ..... housework  
 11) ..... jogging 12) ..... for a swim 13) ..... to work/school  
 14) ..... to the cinema 15) ..... a shower/a bath

- How often ...?
- Where ...?
- How ...?
- When ...?
- What time ...?

A: *How often do you go out for a meal?*

B: *Once a week.*

3 Read the example. Which tense is used for: timetables? future arrangements? Use the notes to act out short exchanges.



A: *What time does the film start?*

B: *It starts at 9:00, so we are meeting at 8:00.*

## Already/Just/Yet/Ever/Never

- 4 Think of your day. What have you *already/just/not yet* done? Tell your partner.

*I've already had lunch.*

*I haven't done my homework yet.*

*I've just had a coffee.*

- 5 a. Work in pairs. Use the phrases to find out what your partner has (never) done before.

- play the trumpet • make a snowman
- ride a horse • speak to a famous person
- go to India • drive a car • eat caviar

A: *Have you ever played the trumpet?*

B: *No, I haven't. / Yes, I have.*

- b. Tell the class about your partner.

*John has never driven a car.*

## Present perfect continuous

Grammar Reference

- 6 Read the sentences and answer the questions.

*She has been working for him for a long time.*

*She has been working for him since 1992.*

- 1 How do we form the present perfect continuous?
- 2 How do we use *for/since*?
- 3 Which question do the sentences answer?

- 7 Use the verbs to write true sentences about yourself and your family. Use *since* or *for*.

- study • work • play • live

*I've been studying French for two years/since 2004.*

## Stative verbs

Grammar Reference

- 8 Read the theory box. Explain the meaning of both sentences in each pair. Make sentences of your own.

Stative verbs describe a state rather than an action (e.g. *like, love, hate, want, need, forget, remember, know, suppose*). They do not usually have continuous forms. Some stative verbs do have continuous forms but there is a difference in meaning.

- 1 a Linda **looks** unhappy.  
b Linda **is looking** for her necklace.
- 2 a Tina's silk scarf **feels** very soft.  
b Tina **is feeling** unwell today.
- 3 a Tom **has** his own flat.  
b Tom **is having** a shower now.

- 4 a I think *The Lord of the Rings* is fantastic.  
b I'm **thinking** of buying *The Lord of the Rings*.
- 5 a This cake **tastes** delicious.  
b She's **tasting** the soup to see if it's spicy.

- 9 Put the verbs in brackets into the *present simple/continuous* or *present perfect simple/continuous*.

1 A: ..... (you/see) Mary recently?

B: No, ..... (not/talk) to her since last month.

2 A: Why ..... (you/taste) the milk?

B: It ..... (smell) strange. I think it ..... (go off).

3 A: Where ..... (you/go)?

B: Shopping. .... (you/want) anything?

4 A: You ..... (look) tired.

B: Yes. I ..... (work) since 9 o'clock this morning.

5 A: Where ..... (Tony/live)?

B: In London – but at the moment he ..... (stay) in Bahrain.

6 A: ..... (you/come) to Ann's party tonight?

B: I'd love to, but I ..... (fly) to London. The plane ..... (leave) at 10:30.

## Sentence transformations

- 10 The sentences below are about chores. Complete the second sentence so that it means the same as the first. Use no more than three words.

1 I hate doing the washing-up.  
I don't ..... the washing-up.

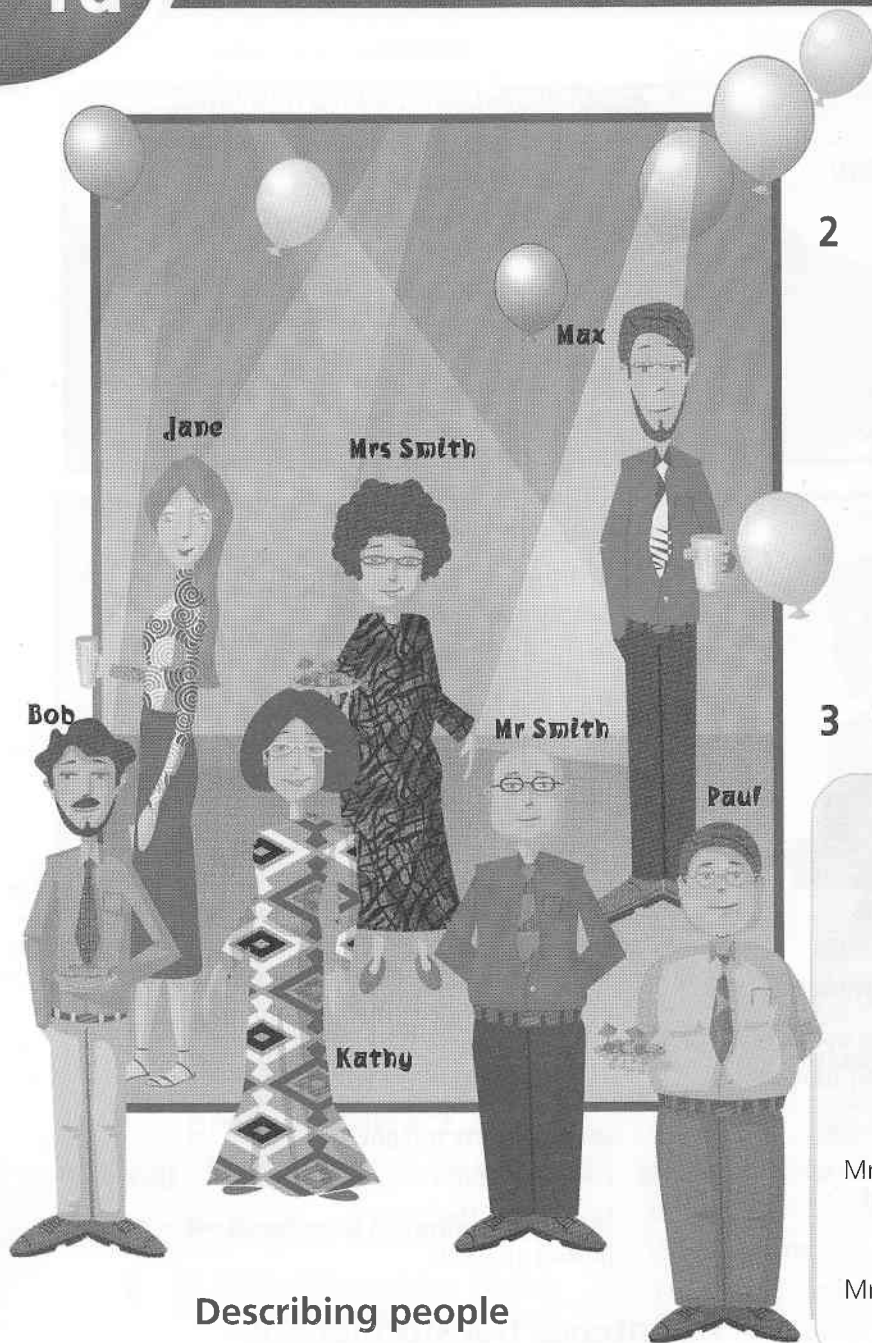
2 Take out the rubbish, please.  
Could you ..... rubbish?

3 She dusts the furniture every two weeks.  
She dusts the furniture ..... month.

4 It's a week since I last tidied my room.  
I ..... my room for a week.

5 Can you please mop the floor?  
Do you mind ..... floor?

- 11 Spend two or three minutes revising the grammar structures you have learnt in this lesson. In pairs, make sentences using them.



## Describing people

### ▶ Speaking

- 1 a. Look at the picture. Who:
- has got: curly/wavy/straight/short/long/  
brown/fair hair?  
a moustache/a beard/glasses?
- is: plump/thin/slim?  
short/tall/of average height?  
bald?  
in their early/late thirties/twenties/teens?  
middle-aged/old?
- b. Choose a person in the picture and describe him/her to your partner.

*Max is tall and slim with short brown hair. He's in his early thirties. He's got glasses and a beard.*

## Introducing ourselves/others

### ▶ Reading

- 2 Which of the following phrases do we use to introduce: *ourselves? others?*
- Hello there!
  - We haven't met before, have we?
  - Jane, meet Bob.
  - Pleased to meet you.
  - Mr Smith, may I introduce Jane Sharp?
  - I don't believe we've met before. I'm Bob Grant.
  - How do you do?
  - Hi - I'm Max.
  - Mr Smith, I'd like you to meet Paul Brown.

- 3 Complete the conversation with sentences from Ex. 2. Listen and check.

Jane: Hi, Max! This is a great party, isn't it?

Max: Hello there! Yes, it is. **a** We work together at Smith's. Bob, this is Jane, my next-door neighbour.

Jane: **b**, Bob.

Bob: Nice to meet you too, Jane.

Max: Oh! I don't believe it! There's our boss and his wife standing over there.

Bob: Oh no! He's coming over. I'll see you later.

Mr Smith: Good evening, Max.

Max: Hello. **c** Jane, this is my boss, Mr Smith.

Mr Smith: **d**.

Jane: Pleased to meet you.

### Read again. What are the relationships between these people?

Mr Smith and Mrs Smith	husband and wife
Jane and Max	strangers
Max and Bob	neighbours
Bob and Mr Smith	co-workers
Jane and Mr Smith	employer and employee

- 4 **Portfolio:** Work in groups. You are at a party. Use the phrases in Ex. 2 to introduce the people. Record yourselves.

## GAME

Play in teams. Take turns describing a person in the class (height, build, hair, eyes, etc). The other team try to guess who the person is.

## Relationships

### ► Listening

- 5 a. Listen and match the people to the character adjective and then to their relationship to Jean. There are some words you don't need.

People	Character	Relationship
Tom	talkative	co-worker
Tina	funny	brother
Jane	energetic	cousin
David	likeable	classmate
	mean	best friend
	friendly	neighbour

- b. Work in pairs. Write down the names of three people you know. Exchange papers and find out about each person.

A: *Who's Sarah?*

B: *She's my best friend.*

A: *What does she look like?*

B: *She is tall and slim, with long black hair and green eyes.*

A: *What is she like?*

B: *She's funny, friendly and talkative.*

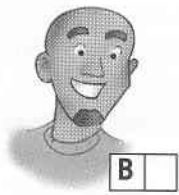
### ► Listening

- 6 Listen, choose the correct picture for each question and put a tick (✓) in the box.

- 1 Which one is David?



A

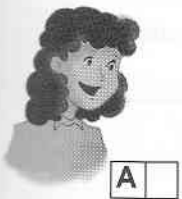


B

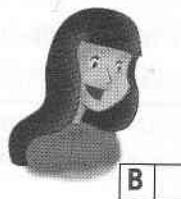


C

- 2 Which one is Kim?



A



B

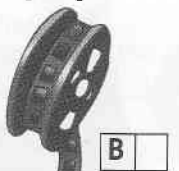


C

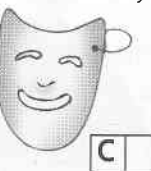
- 3 What is Ann going to do on her birthday?



A



B



C

## Social expressions

- 7 Match the exchanges. Listen and check.

1 <input type="checkbox"/>	Good night.	a Just fine, thanks.
2 <input type="checkbox"/>	Have a nice weekend.	b Take care. Have a nice day.
3 <input type="checkbox"/>	How're things?	c Sleep well.
4 <input type="checkbox"/>	Bye. I'm off to school now.	d No, no. It's my turn.
5 <input type="checkbox"/>	Let me buy you lunch.	e Never mind. You're here now.
6 <input type="checkbox"/>	Sorry I'm late.	f Thanks. The same to you.

## STUDY SKILLS

### Improving pronunciation

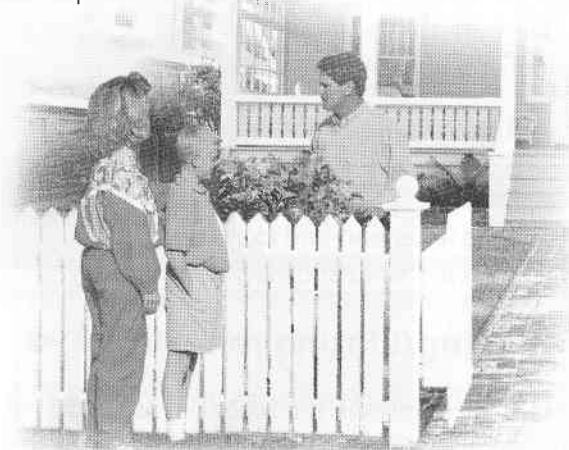
Focus on stress and intonation. This helps you sound more natural.

## Expressing admiration

- 8 Listen to the sentences. Listen again and repeat.

- What beautiful eyes!
- What a lovely scarf!
- How funny he is!
- This is a lovely party, isn't it?
- This is just great!

- 9 Look at the picture. In pairs, discuss it as in the example.



A: *Where do you think the picture was taken?*

B: *It was probably taken ...*

A: *What can you see in the picture?*

B: *I can see ...*

A: *What are the people doing?*

B: *They seem to be ...*

A: *Do you get on with your neighbours? etc*

- 10 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.

## Getting started

- 1 Do you write letters to your friends/pen-friends? How often? What do you write to each other about? Ask and answer in pairs.

## Looking closer

- 2 Anna is an exchange student in the UK. Read her letter to her friend and put the paragraphs in the correct order.

Dear Penny,

**a** My host family are wonderful! Mr Brown is really funny. He's always telling us jokes. Mrs Brown is great, too. She's a fantastic cook and keeps making me cakes and lots of other lovely things! Their daughter Cindy is our age. She's really cool. We often go shopping together. Last, but not least, there's Andy, Cindy's fourteen-year-old brother. He is quite shy and likes playing football.

**b** Anyway, got to go now – I've got an English exam tomorrow. Keep in touch!

**c** I really like going to school here! The teachers are very helpful. It's great fun learning another language! My classmates are all really friendly, especially Sally. She helps me out and is very kind. Charlie is the class clown. He's always getting into trouble for making everyone laugh!

**d** How are things going? Just dropping you a line to tell you about life here in York.

Love,  
Anna

- 3 Read the letter and find examples of *short forms*, *phrasal verbs* and *everyday vocabulary*.

## Opening/Closing remarks

- 4 Mark the phrases in the following list as **OR** (opening remarks) or **CR** (closing remarks).

- Write back soon and tell me your news.
- Sorry I haven't been in touch for a while.
- Hi! What's up?
- Hi! Guess what?
- I'm writing to let you know that ...
- Can't wait to see you.
- Well, that's all from me.
- Bye for now.
- Got to go now.

## STUDY SKILLS

## Understanding rubrics

To plan your piece of writing, read the rubric carefully and underline the key words. Key words indicate: the type of writing, the target reader, who you are, the writing style, the reason for writing and the topics you are going to write about. These will help you decide what you will write.

## Your turn

- 5 Read the rubric and underline the key words. What information do they give you?

- You have recently moved to another town.  
• This is part of a letter you received from a friend.

Hope you like the new area. What are your neighbours like? Have you made any new friends? What about your new classmates? Write back soon.

Jenny

Now write a letter answering your friend's questions (100-120 words).

- 6 **Portfolio:** Answer the questions in the plan, then write your letter (100-120 words).

## Plan

Dear + (*your friend's first name*)

## Introduction

(Para 1) *How are you going to greet your friend? Why are you writing the letter?*

## Main Body

(Paras 2-3) *What are your new neighbours like? What new friends have you made? What are they like? What are your classmates like?*

## Conclusion

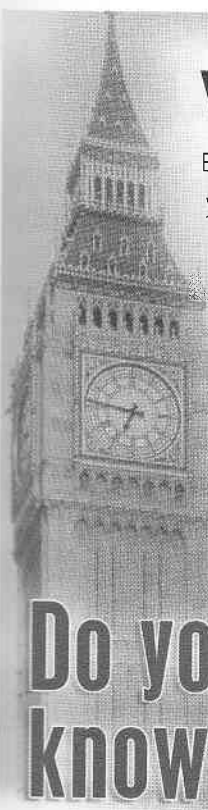
(Para 4) *What are your closing remarks? How will you sign off?*

## FUN TIME

Why are you late, Stan?

I was on time until I saw a sign that said "SLOW DOWN – SCHOOL AHEAD."





**W**hat comes to mind when you think of London? Even if you've never **0) been** there, you will probably think of Big Ben and double-decker buses. What about the British? Again, even if you've **1) .....** met any British people, you will probably come up with ideas such as **punctual, reserved, old-fashioned** or **polite**. But what are the British really like?

## Do you really know the British?



Bob

The most common picture **depicting** a typical Englishman is a man wearing a **bowler hat** **2) .....** reading *The Times* newspaper. However, bowler hats are rarely seen in England nowadays!



John

The British sense of humour is very **subtle**. A lot of people find it hard to understand our jokes. This is probably the reason **3) .....** we have a **reputation** for being very sarcastic. However, our sense of humour allows us to make fun of ourselves and see life in a **comical light**.

We are very polite! We say "Please" and "Thank you" a lot. We even thank the bus driver for the ride when we get off the bus! A lot of people think it is extreme, **4) .....** **politeness** is an important part of our daily lives!



Ann



Lucy

The British are famous for their **stiff upper lip**. If you keep a stiff upper lip, you are trying not to show you are upset. However, the fact that we don't show **5) .....** **emotions** doesn't mean that we don't have any!

### ► Reading & Listening

- 1 Which of the following adjectives would you associate with the British? Why? Discuss it in pairs.
  - reserved • loud • old-fashioned • organised
  - cold • eccentric • sensitive • tolerant
  - punctual • sarcastic • polite
- 2 a. Look at the title of the text. What do you expect it to be about? Read and check.  
 b. Read and complete the gaps (1-5). Listen and check. Then explain the words in bold.
- 3 Say three things you remember from the text.

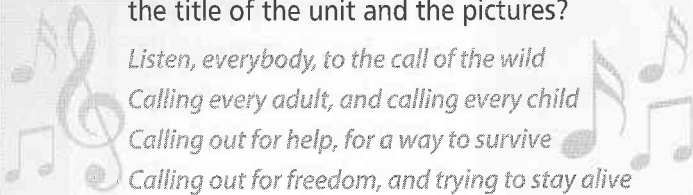
### ► Speaking

- 4 Which of the adjectives in Ex. 1 do you associate with the people in your country? Discuss it in pairs.
- 5 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.
- 6 **Project:** Work in groups. Think of some stereotypes related to the people in your country. Write a short article for an international student magazine. Illustrate it with pictures.

# 2a Call of the wild

## Lead-in

- 1 Listen and read the song. How is it related to the title of the unit and the pictures?



*Listen, everybody, to the call of the wild  
Calling every adult, and calling every child  
Calling out for help, for a way to survive  
Calling out for freedom, and trying to stay alive*

- 2 Discuss each picture, using the notes below:

- type of animal: *mammal, reptile, amphibian, etc*
- natural habitat:  
*land – jungle, forest, woodlands, prairie, mountains, etc*  
*water – pond, river, lake, wetlands, ocean, etc*
- endangered by:  
*hunting/fishing – for food, for its fur/etc, as pets, etc*  
*habitat changes – fires, cutting down trees, pollution, building houses/roads/fences, etc*

*Chimpanzees are mammals that live in forests. They are endangered because their habitat is destroyed when the forests they live in are cut down. People also hunt them for food or to sell as pets.*

## Reading

- 3 a. Look at the title of the text and the headings. What do you think you are going to read about? Listen, read and check.

## STUDY SKILLS

### Getting the main idea

Every paragraph contains a main idea. Finding the main idea of each section helps you understand the author's purpose.

- b. In pairs, find the main idea in each paragraph. What is the author's purpose in writing?

- 4 Look at the sentences (1-10) about wildlife and habitats. Read the text carefully and mark each sentence as **T** (true) or **F** (false). Then explain the meanings of the words in bold. In pairs, think of another title for the text.

- 1 Britain has a wide variety of wildlife.
- 2 All animals need a lot of space to live in.

- 3 Wildlife habitats are only found in the countryside.
- 4 Pond habitats are smaller than woodland habitats.
- 5 Half of all British wildlife is in danger of disappearing.
- 6 There aren't any places left for animals to live in.
- 7 Many animals' habitats are no longer the same.
- 8 There are fewer ponds these days because of man.
- 9 It's too late to save animals from extinction.
- 10 Making a pond in your garden can help wildlife.

## Speaking

- 5 Imagine you work for the Environment Agency. Use the headings in the text to talk about British wildlife and habitats.

## Listening

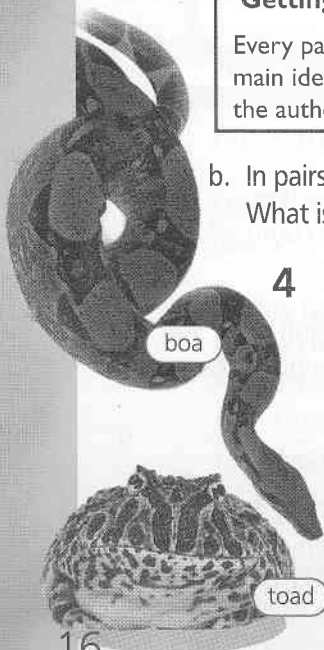
- 6 You are going to listen to someone talking about endangered species. Listen and write **Yes** or **No** next to each sentence.

- 1 There are around 12,000 endangered species today. ....
- 2 The Red Data List gives details of endangered wildlife. ....
- 3 Many plants are also endangered because of humans. ....
- 4 The European bison is endangered because of hunters. ....
- 5 The red wolf is endangered because man has cut down the trees. ....

- 7 Think of ten words you have learnt in this lesson. In pairs, make sentences using them.

## Writing

**Portfolio:** Work in groups. Collect information about two wildlife habitats in your country and the animals that live there. Write a short article about them (50-80 words) for a teen magazine. Write: *where they are, what lives there, your opinion*. Decorate your article with pictures.



# UK Wildlife - SOS!

## What is wildlife?

'Wildlife' means all the plants, animals and other living things found **in the wild**. These can be mammals such as **squirrels**, reptiles like the sand **lizard**, fish, insects, and **tiny** little animals that you can't see easily.

## What are habitats?

Habitats are the places where plants and animals live. They are all around us – on the land, in the water, in the city and in the countryside. Habitats can be large, like **woodlands** and **farmlands**, or small, like **ponds** and **hedgerows**. Some animals live in really tiny places, like the space between **sand grains**!

## What is happening?

In the UK alone, there are about 37,000 different species of animals and 65,000 different species of plants. Sadly, though, over the last 100 years more than 170 plant and animal species have completely disappeared.

Today, about 15% of all British wildlife is still **at risk**, especially animals such as the otter and the brown hare. Unless we do something to help, things will only get worse.

The main reason why some types of plants and animals are becoming **endangered species** is that their habitats are lost or have changed. Animals like **moths**, birds and **bats** have lost their homes as people have cut down the hedgerows they live in. Also, a lot of ponds are **no longer** suitable for the animals and plants to live in because they are polluted, or people have filled them in.

## What can we do?

We need to save many species of endangered British wildlife from **extinction** before it is too late. You can help by supporting **environmental groups** like the Environment Agency that are working to protect our **rare** wildlife and habitats from the danger of disappearing forever. You can even create a small wildlife habitat yourself, by making a pond at school or in your garden.

For a leaflet about how to create your own wildlife pond, please call: 0645 333 111.

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macaw

wolf

otter

panda

chinchilla

sea turtle

spotted dolphin

chimpanzee

brown hare

bison

Bengal tiger

bald eagle





Flora

- 1 Look at the picture.  
In pairs, say:

- where the picture was taken
- what you can see
- what the people are doing
- what they are wearing/feeling

► **Listening**

- 2 a. You are going to listen to somebody talking about why trees are important. Listen and choose the correct words.

### Trees are important

- reduce 1) **warmth/heating** and cooling costs
- protect us from ultraviolet radiation
- reduce 2) **wind/air** and soil erosion
- remove CO<sub>2</sub> from the 3) **ground/atmosphere** and release oxygen
- provide shelter and 4) **food/housing** for plants and animals
- reduce noise, dust and 5) **air/water** pollution

- b. Use the notes above to give a short talk on why trees are important.

## How to make a **Wildlife** Pond

You 1) ..... make a wildlife pond in your garden quite easily, whether you live in the country or in the city.

### When?

The best time 2) ..... year to do it is in November. Then the pond will be 3) ..... by the spring.

### Where?

Where you put the pond is 4) ..... important. First, it needs to be on level ground<sup>1</sup>. Secondly, it 5) ..... to be somewhere that is quite sunny but also with some shade<sup>2</sup>.

### What with?

The pond needs to have a lining<sup>3</sup> 6) ..... that the water stays in. You can buy a flexible pond liner from a garden centre. You also need to put

7) ..... soft under the lining so it doesn't tear<sup>4</sup>. You can use old newspapers if you like.

### Now what?

Dig the hole for the pond. You can make it the size and shape that you want but it has to be at 8) ..... two feet deep in the middle and shallow<sup>5</sup> around the edges. Clear away all the stones, put in the newspapers and the pond liner and add the water.

### What about the wildlife?

9) ..... two weeks you can add pond plants in and around the pond. As 10) ..... the animals, most of them will turn up<sup>6</sup> on their own – not at once, but over time.

<sup>1</sup> earth

<sup>3</sup> layer of plastic

<sup>5</sup> not deep

<sup>2</sup> protection from sunlight

<sup>4</sup> pull apart, get a hole

<sup>6</sup> appear

► **Reading**

- 3 a. Read the title of the text above and the headings. In pairs, try to answer the questions. Read and check.
- b. Complete the text with the correct word for each space. Listen and check.

- 1 A can B could C may D might  
2 A in B at C of D to  
3 A ready B available C complete D arranged  
4 A very B too C much D many  
5 A must B can C has D should  
6 A because B so C to D for  
7 A nothing B anything C everything D something  
8 A most B least C best D worst  
9 A When B Later C Before D After  
10 A for B far C with D to

### Taking action

- 4 a. Use the verbs to complete the phrases: *plant, start, recycle, adopt, raise, send, use*.
- 1 ..... a campaign to protect the environment; 2 ..... money; 3 ..... trees; 4 ..... rubbish; 5 ..... letters to local papers; 6 ..... an animal; 7 ..... public transport
- b. Work in groups. Suggest ways you can help protect the environment.

A: *I think we should plant some trees.*

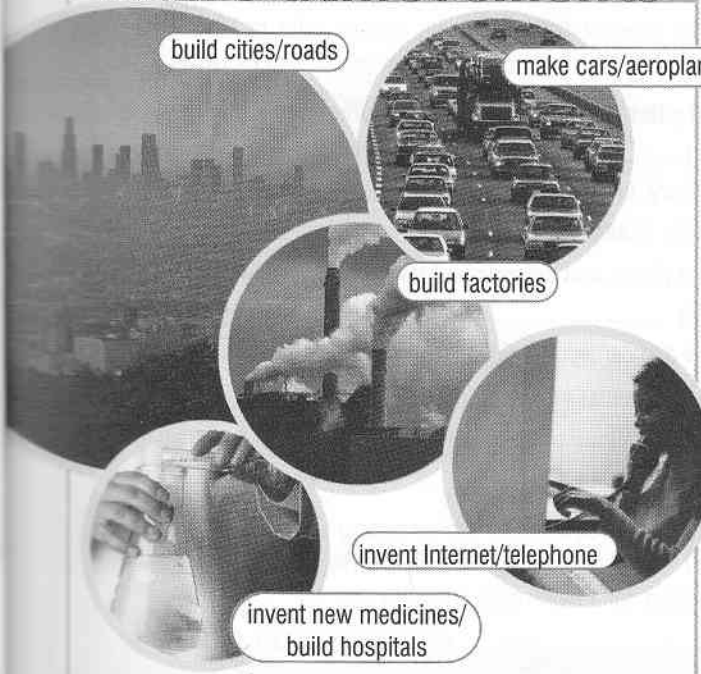
B: *That's a good idea. We can also ...*

Social issues

► Speaking

5 Look at the pictures. Use the ideas to discuss technology and modern life.

Man's achievements



+	travel faster	↔	there is a lot of air pollution
	have better living conditions	↔	animals lose their habitat
	produce things faster and better	↔	factory waste pollutes the water
	communicate better	↔	people are lonely
	people's lives can be saved	↔	people still die of starvation or illness
-			

A: *Man has made cars and aeroplanes, so we can travel faster.*  
 B: *That's true ... but on the other hand, there is a lot of air pollution.*

Prepositional phrases

6 Underline the correct preposition in bold. Check in your dictionaries. Make sentences using the phrases in italics.

- 1 A lot of animals are *at/in* risk of extinction.
- 2 We must *protect* habitats *of/from* disappearing.
- 3 You can help *save* animals *of/from* extinction.
- 4 Chinchillas are *at/in* danger of extinction.
- 5 'Wildlife' means animals living *at/in* the wild.

Similes

7 Match the pairs of words, then use the phrases to complete the sentences. Are there similar expressions in your language?



- 1 Jane has got a lovely suntan – she's .....
- 2 I went to bed late last night, but I feel ..... this morning.
- 3 When he started working for the company he was ..... but now he is much more experienced.
- 4 Snow White has skin as white as snow and lips .....

Phrasal verbs

8 Complete the sentences with the correct tense/form of the phrasal verbs.



- 1 Unless we do something soon, many species will ..... out. (**become extinct**)
- 2 I can't ..... out what type of insect this picture shows. (**see/understand**)
- 3 If we don't start protecting wildlife habitats, many animals will ..... out of places to live. (**have no more**)
- 4 Tom is ..... out – he's been digging a hole for a pond all morning. (**exhausted**)
- 5 Paul Sterry has ..... out a book of beautiful wildlife photographs. (**published**)

9 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.

Writing

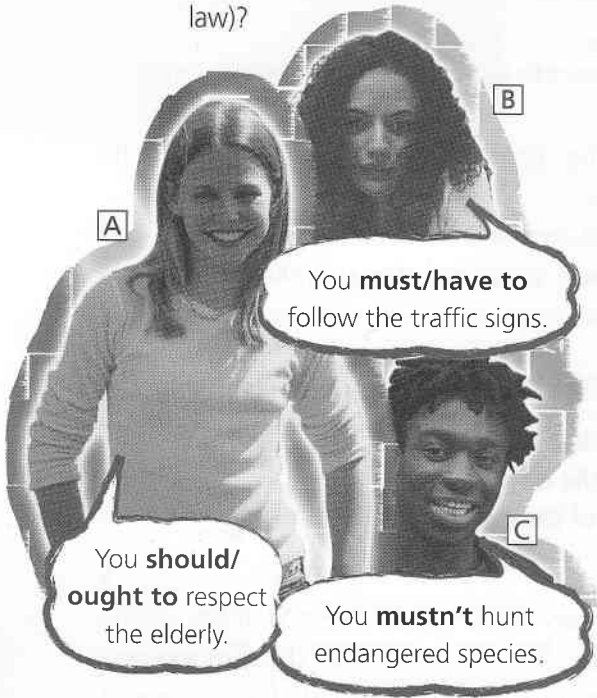
Portfolio: Work in groups. Prepare a leaflet advertising an *Environment Day* your group is organising. List the activities you are going to do.

**Modal verbs – “must”/ “have to”, “should”/ “ought to”, “mustn’t”**

Grammar Reference

1 Read the speech bubbles. Which of the modals in bold express:

- prohibition (it’s wrong/against the law)?
- advice/suggestion (it’s the right thing to do)?
- obligation/duty/necessity (it’s the law)?



► **Speaking**

2 Look at the signs below. Make full sentences using *must/have to*, *mustn’t* or *should* to explain what they mean.



1 People **mustn’t** ride their bikes on the public footpath.

# Advice For The Public



You 1) ..... treat the countryside as you would treat your home.

- **Be safe – plan ahead and follow any signs**  
When you go for a walk, you 2) ..... check the weather forecast before you set off and refer to up-to-date maps.
- **Leave gates and property as you find them**  
You 3) ..... climb over fences or hedges or touch machinery. In fields with crops you 4) ..... follow the paths around the edges. Do not walk across them.
- **Protect plants and animals and take your litter home**  
You 5) ..... drop litter – it is dangerous to wildlife and can spread diseases.
- **Keep dogs under close control**  
By law, you 6) ..... keep your dog on a short lead near farm animals.
- **Consider other people**  
You 7) ..... show respect for local people. Drive slowly and don’t block gateways with your car.

► **Reading & Listening**

- 3 Read the text above and complete the gaps with *must*, *mustn’t* or *should*. Listen and check.
- 4 Imagine you are taking a school class on a trip to the countryside. Tell the students what they *must/mustn’t/should/shouldn’t* do.

**Word formation (forming nouns from verbs)**

5 Use your dictionaries to complete each sentence with the noun derived from the word in bold.

We can form nouns from verbs by using the following suffixes: *-ion* (*prevent-prevention*), *-ation* (*converse-conversation*), *-sion* (*explode-explosion*), *-tion* (*suggest-suggestion*)

- 1 There is a meeting on elephant ..... next week. (CONSERVE)
- 2 We’ve got a huge ..... of paintings by this artist. (COLLECT)
- 3 You can ask questions at the ..... of the programme. (CONCLUDE)
- 4 The zoo announced that there will be a ..... in staff because of financial difficulties. (REDUCE)
- 5 Recycling helps control environmental ..... (POLLUTE)

**"Will"/"Going to"**

Grammar Reference

- 6 Match sentences 1-3 to what they express: *a future plan/intention, a prediction based on what we see, a prediction based on what we think/believe.*

- 1 Look at those dark clouds! **It's going to rain.**
- 2 I'm going to join Greenpeace this year.
- 3 I think he **will** succeed.

- 7 a. Peter's class have made some decisions to help the environment. Ask and answer.

- 1 join an environmental group (✓)
- 2 make a pond at school (✓)
- 3 go on a school trip to the countryside (x)
- 4 take part in a clean-up campaign (✓)
- 5 buy wildlife posters (x)
- 6 visit a wildlife park (✓)

A: *Are they going to join an environmental group?*

B: *Yes, they are. Do you think they will ...*

- b. What are you going to do to help protect the environment? Discuss.

**Future continuous, future perfect**

Grammar Reference

- 8 a. Which verb form expresses: *a previously arranged action? an action in progress at a certain time in the future? an action finished before a certain future time?*

- 1 This time next week I'll **be travelling** to Spain.
- 2 This time next week I'll **have finished** my project.
- 3 I'll **be seeing** Ann tonight.

- b. Put the verbs in the correct tense.

- 1 A: How long have you been in this club?  
B: By the end of June I .....  
..... **(be)** with them for a year.
- 2 A: Aren't you meeting Bob?  
B: By the time we get there, he .....  
..... **(leave)**.
- 3 A: When's your Science test?  
B: This time tomorrow I ..... **(sit)** it.
- 4 A: We ..... **(meet)**  
Tom tonight. Would you like to come?  
B: I'd love to but I can't.

- 9 What will you be doing: *at 6 o'clock tomorrow afternoon? at 8:30 Sunday evening?* What will you have done by the time you are 30?

**Time words & the future**

Grammar Reference

- 10 a. Read the examples. What tense do we use after time words (*when, until, before, as soon as, after, etc*) to refer to the future?

He'll come as soon as he finishes work.

I'll leave when she gets here. (time word)

BUT: **When** will she get here? (question word)

- b. Put the verbs in brackets into the present simple or future.

- 1 Can I see Ann before she .....  
(leave)?
- 2 We ..... **(wait)** until  
you're ready.
- 3 She ..... **(meet)** Dave  
before she goes home.
- 4 What will he do after he .....  
**(finish)** school?
- 5 What does she want to be when she .....  
..... **(grow up)**?

**Sentence transformations**

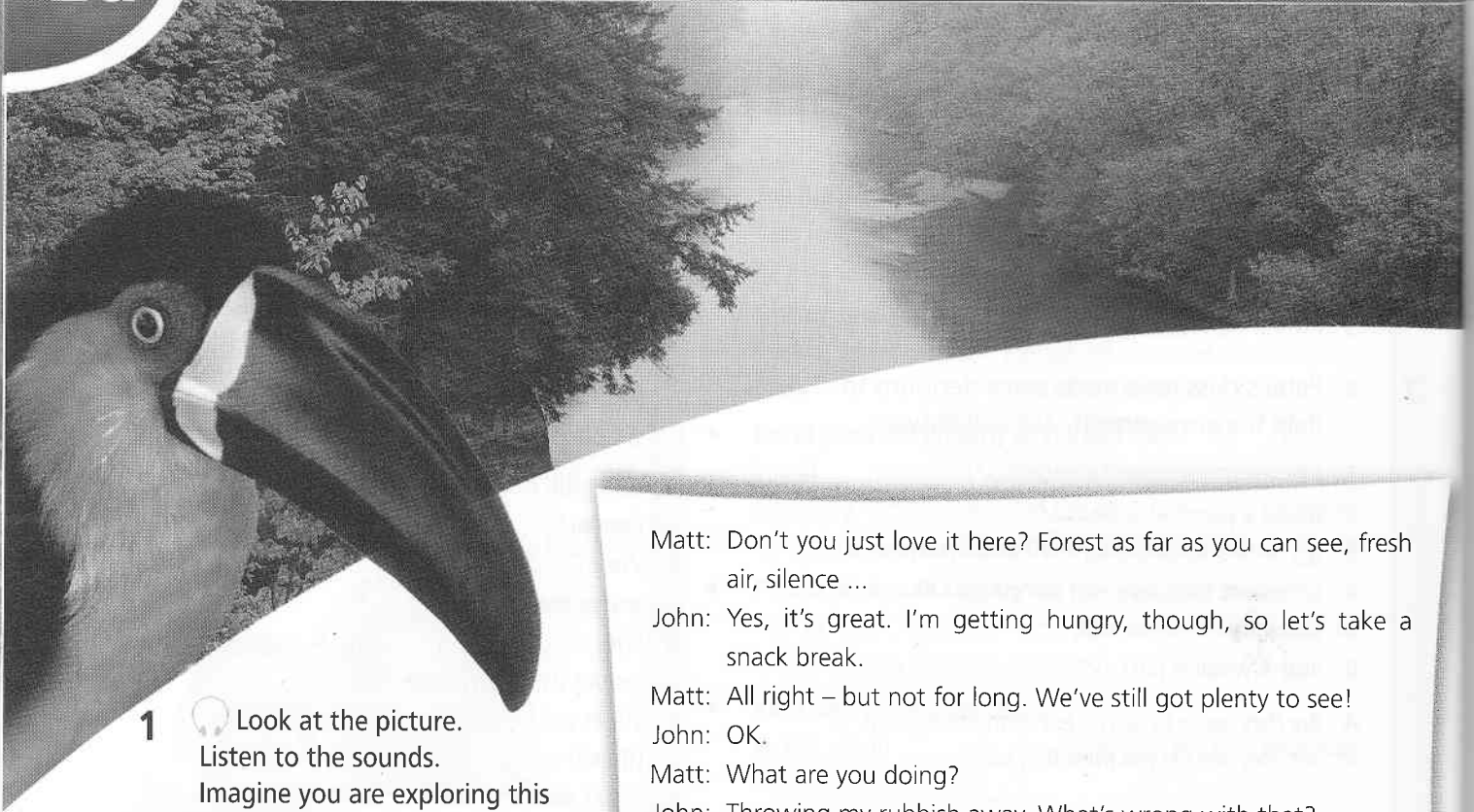
- 11 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Without breeding programmes, many animal species may disappear.  
Without breeding programmes, many animal species ..... out.
- 2 Why don't we take the children to the zoo?  
We ..... the children to the zoo.
- 3 My intention is to help the environment.  
I'm ..... help the environment.
- 4 It's against the law to drop litter in the street.  
You ..... litter in the street.
- 5 The law says you must keep your dog on a short lead near farm animals.  
By law, ..... to keep your dog on a short lead near farm animals.

- 12 Spend two or three minutes revising the grammar structures you have learnt in this lesson. In pairs, make sentences using them.

**Writing**

**Portfolio:** Use your answers in Ex. 7b to write a short letter to your friend about what you are going to do to help protect the environment.



- 1 Look at the picture. Listen to the sounds. Imagine you are exploring this area. What can you *see/hear/smell/touch/taste/feel*?

► **Intonation**

- 2 Listen and repeat. Which words are stressed? Which sentences express: criticism? apology?

Don't you just love it here?  
 What are you doing?  
 What's wrong with that?  
 Pick up your rubbish!  
 Sorry – I didn't think of that.  
 That's no excuse.  
 Well, I suppose you're right.

► **Reading**

- 3 The sentences above are from the dialogue. What do you think the dialogue is about? Listen, read and check.
- 4 Read the dialogue again and complete the sentences.
- 1 Matt likes forests because ...
  - 2 John wants ...
  - 3 Matt gets angry with John because ...
  - 4 John can't find ...
  - 5 Matt persuades John to ...

Matt: Don't you just love it here? Forest as far as you can see, fresh air, silence ...

John: Yes, it's great. I'm getting hungry, though, so let's take a snack break.

Matt: All right – but not for long. We've still got plenty to see!

John: OK.

Matt: What are you doing?

John: Throwing my rubbish away. What's wrong with that?

Matt: Pick up your rubbish! We were just admiring nature, and you decide to drop litter in the forest!

John: Sorry – I didn't think of that. Anyway, it's not like there's a rubbish bin here!

Matt: That's no excuse. You're polluting the forest! Animals live here. People camp here. They deserve a clean environment.

John: Well, I suppose you're right. I'll pick it up.

Matt: That's more like it!

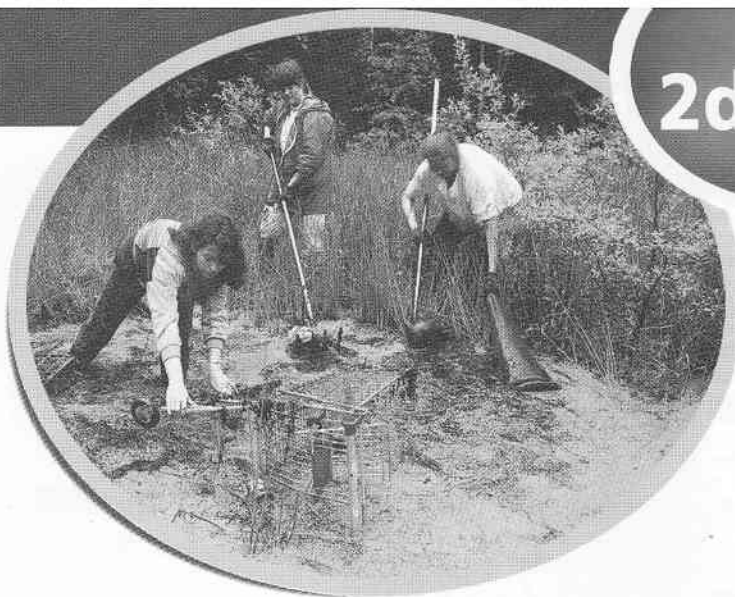
## Making suggestions & agreeing

- 5 In pairs, use the language in the table, the ideas listed and your own ideas to act out conversations as in the examples.
- help save forests / use less paper / plant new trees
  - cut down on rubbish / recycle paper, plastic and glass / reuse plastic bags
  - protect wildlife / join an environmental group / create a wildlife habitat in our gardens
  - save energy / use solar power / use energy-efficient light bulbs
- A: *Let's help save our forests by using less paper.*  
 B: *That's a good idea! We could also plant new trees.*  
 A: *Good thinking.*

Making suggestions	Agreeing
• Let's ...	• OK. Why not?
• Why don't you/we ...?	• That's a(n) excellent/good idea!
• How about (+ ing)?	• Good thinking.
• Why not (+ inf)?	• (What a) good/great idea!

6 Look at the picture. Use the questions to discuss it in pairs.

- 1 Where / picture taken? (*In a ...*)
- 2 What / you / see? (*I can ...*)
- 3 How / people / feel? (*They ...*)
- 4 Why / they / do this? (*Because ...*)
- 5 How / you / help / environment? (*I ...*)



## STUDY SKILLS

### Listening for specific information

Before you listen, read the questions and try to guess each answer. Listen the first time and check your guesses. Check each answer again carefully when you listen for the second time.

#### ► Listening

7 You will hear someone talking about forests. Read the questions. Can you guess the correct answer? Listen, and put a tick (✓) in the correct box for each question.

- 1 Why does David think forests are important?
 

<input type="checkbox"/>	A	They support 60% of the world's wildlife.
<input type="checkbox"/>	B	They provide jobs.
<input type="checkbox"/>	C	They help keep the climate in balance.
- 2 Why do some companies do research on forest plants?
 

<input type="checkbox"/>	A	to find new products
<input type="checkbox"/>	B	to find different kinds of food
<input type="checkbox"/>	C	to discover new medicines
- 3 In some parts of the world, forests provide the local people with
 

<input type="checkbox"/>	A	most of the food they eat.
<input type="checkbox"/>	B	wood to make all their furniture.
<input type="checkbox"/>	C	the only way to heat their houses.
- 4 Most of the wood taken from forests
 

<input type="checkbox"/>	A	is used for paper.
<input type="checkbox"/>	B	is burned as fuel.
<input type="checkbox"/>	C	is cut down for timber.
- 5 What harms forests the most?
 

<input type="checkbox"/>	A	forest fires
<input type="checkbox"/>	B	human actions
<input type="checkbox"/>	C	climate change
- 6 What does David say we can do to save forests?
 

<input type="checkbox"/>	A	plant trees and recycle paper
<input type="checkbox"/>	B	buy less recycled paper
<input type="checkbox"/>	C	choose wood products from trees you grow yourself

### Expressing interest

#### ► Speaking

8 Read the example. Look at the facts and the language box. In pairs, act out dialogues as in the example. You can also use ideas from Ex. 7.

A: *Scientists have identified more than 2,000 species of fish in the Amazon Basin.*

B: *Is that so?*

## Amazon Rainforest

### FACTS IN FIGURES

- **1/5 of the world's fresh water is in the Amazon Basin.**
- **Only 200,000 Indians live there nowadays.**
- **More than 20% of the world's oxygen is produced there.**

#### Expressing interest

Really! Is that so? How interesting! I never knew that!

9 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.



How did you get that black eye?

Yes ...

See that tree over there?

Well, I didn't!

## Getting started

- 1 Read the advert below. What is it about? What information does it give?

How long / last? What time / start?

Nature  
Walk  
in Ashton Memorial Park  
all ages welcome

Saturday  
3rd  
SEPTEMBER

For more  
information and  
an entry form, write to:  
John Baxter,  
77 Shelley Road,  
Lancaster LA1 5PH

How much / cost? When / closing date / entries?

If you wanted to join in the activity, what further information would you like to have? In pairs, make complete questions from the notes in blue.

## Let's look closer

- 2 Read and complete the letter with the phrases (a-f). What is each paragraph about? How does this letter differ from the one on p. 14?

Dear Mr Baxter,

▶ 1) ..... with regard to your advertisement in the Evening Reporter. I am interested in taking part in the nature walk and I would like some further information about it.

▶ 2) ....., does it cost anything to take part or is it free? I would also like to find out what time the walk starts, as well as how long it lasts.

▶ 3) ....., I would like to know whether I need to wear special clothing or bring anything with me. 4) ....., will refreshments be provided or do I have to bring my own? 5) ....., could you tell me when the closing date for entries is?

▶ Thank you in advance for your help. 6) ..... to hearing from you.

Yours sincerely,  
Jane Lipman  
Jane Lipman

- |                  |               |
|------------------|---------------|
| a To begin with  | d Finally     |
| b I look forward | e For example |
| c I am writing   | f In addition |

## Direct/Indirect questions

- 3 a. Read the questions below. How does word order differ in direct and indirect questions?

Where is Tom? (direct)

Do you know where Tom is? (indirect)

- b. Use the expressions in the box to change the direct questions to indirect questions.

Can/Could you (please) tell me/let me know ...?  
I would like to/be interested to know/find out ...

- 1 What time does it start?
- 2 How much does it cost?
- 3 Do I need any special equipment?
- 4 How long does the nature walk last?

- c. Find all the questions in the letter. Which ones are direct, and which are indirect?

## Your turn

- 4 **Portfolio:** Read the rubric, answer the questions, then write your letter (100-150 words).

- You saw this poster on your school noticeboard and
- you would like some more information. Write a
- letter using the notes you made.

What time  
and for  
how long?

Where  
exactly?

What  
exactly  
will we  
do?

## VOLUNTEERS NEEDED!

Are you free the first weekend  
in September?

Are you interested in  
protecting the local wildlife?

If so, contact: Brian Jones,  
65 Church Road, Bigley BI6 7PL

Do I need  
special  
clothes/  
equipment?

## Plan

Dear Mr/Mrs/Miss + (the surname of the person)

**Introduction** What are your opening remarks?  
(Para 1) Why are you writing?

**Main Body** What information do you want?  
(Paras 2-3) What questions will you ask?

**Conclusion** What are your closing remarks?  
(Para 4)

Yours sincerely + (your full name)



### ► Reading & Listening

- 1 Look at the picture and the title. Think of five questions about the subject. Does the text answer them? Read and check.
- 2 Read the text and mark the sentences **T** (true) or **F** (false). Then explain the words in bold.
  - 1 Pesticides are chemicals. ....
  - 2 Pesticides harm crops. ....
  - 3 Pesticides protect wildlife. ....
  - 4 Pesticides are dangerous. ....
- 3 Read again. What do the highlighted words refer to?
- 4  In pairs, fill in the gaps with the numbers below. Listen and check.
 

• 37 • 500 • 400 • 31,000

### Did you know?

- 1) ..... tonnes of pesticides are sprayed on UK land each year.
- 2) ..... pesticides have been banned in the UK.
- Europe has stopped using 3) ..... different pesticides in the last 10 years.
- 6 pesticides are approved for use in organic farming, but non-organic farmers can use about 4) .....

### ► Speaking

- 5 Spend two or three minutes revising what you have learnt in this lesson. Close your books and tell your partner.
- **Project**
- 6 Go to a supermarket near you and make a list of all the pesticides. What is each used for?

# Pesticides

## What are pesticides?

A 'pest' is any living thing that **harms** crop growth, carries **disease** or causes damage. Some methods of pest **control** are natural, but other methods use chemicals called pesticides. Fly spray, rat **poison** and similar things you may use in everyday life are all pesticides.

## Why do we need pesticides?

Farmers use pesticides to protect crops from insects, diseases and **weeds** while they are growing. They also prevent rats and mice, flies and other insects from **contaminating** foods when they are stored.

Pesticides help us control ants and **cockroaches** in our homes and destroy **mites** and **ticks**. Pesticides in wood and wool make our furniture and clothes last longer.

## Why are people concerned about the use of pesticides?

Pesticides can be useful, but they can also harm people, wildlife and the environment. This is why there are strict controls over their sale and use.

Many people **object** to their use because pesticides can contaminate our drinking water and cause health problems.

Some of the most commonly used pesticides are **toxic** to animals and humans and large amounts make us ill. They can give us headaches and stomach ache, damage our skin, hair and nails, and lead to weight loss. Experts believe that some of them can even cause **cancer**.



## Vocabulary & Grammar

### 1 Fill in the missing word.

- 1 Cutting ..... trees can destroy animal habitats.
- 2 Her brother loves to work. He is a .....
- 3 Tony keeps a(n) ..... on things when I'm away.
- 4 He tries to keep on good ..... with his neighbours.
- 5 Richard ..... after his father. Both have got black hair and blue eyes.
- 6 Can you ..... out the rubbish?
- 7 Please do me a ..... Watch my house when I'm away.
- 8 This awful music drives me .....
- 9 They've been studying English ..... last May.
- 10 He's always as ..... as a bee.

(10 marks)

### 2 Circle the correct item.

- 1 We can ..... a wildlife habitat by making a pond.  
A recycle    B fill in    C create
- 2 You ..... let your dog bark all night.  
A don't have to    B shouldn't    C must
- 3 A lot of people are still dying of .....  
A erosion    B habitat    C starvation
- 4 Cindy tries to get ..... with her neighbours.  
A along    B clear    C after
- 5 Her sister is very ..... She writes poems.  
A sensible    B creative    C organised
- 6 Could you please do the washing-..... tonight?  
A up    B out    C off
- 7 A lot of animals are in ..... of extinction.  
A illness    B danger    C risk
- 8 He has ..... cleared the table.  
A already    B since    C yet
- 9 Many plants and animals are ..... species.  
A natural    B wildlife    C endangered
- 10 Why don't we send a letter to the ..... newspapers?  
A fresh    B local    C public

(10 marks)

## Use of English

### 3 Complete the second sentence so that it means the same as the first. Use up to three words.

- 1 Heather Black has published a book about endangered species.  
Heather Black ..... out a book about endangered species.
- 2 It's against the law to drop litter on the pavement.  
You ..... litter on the pavement.
- 3 Could you change the sheets?  
Do you ..... the sheets?
- 4 Our neighbour takes care of my baby sister whenever my parents are at work.  
Our neighbour ..... my baby sister whenever my parents are at work.
- 5 Can you describe Peter to me?  
Can you tell me what .....

(10 marks)

### 4 Complete the sentences with the correct word derived from the words in bold.

- 1 You must be very ..... when you drive. **CARE**
- 2 Ann is a very ..... person. **IMAGINE**
- 3 We must save endangered animals from ..... **EXTINCT**
- 4 Mr Harris is very .....; he doesn't do childish or silly things. **SENSE**

(8 marks)

## Communication

### 5 Complete the exchanges.

- |                                     |                        |
|-------------------------------------|------------------------|
| a What's he like?                   | d That's an excellent  |
| b Don't worry about it.             | idea!                  |
| c Could you tidy your room, please? | e Pleased to meet you. |
- 1 A: Why don't you join an environmental group?  
B: .....
  - 2 A: We haven't met before, have we? I'm Judy Green.  
B: .....

- 3 A: .....  
 B: He is talkative and friendly.
- 4 A: .....  
 B: Sure. No problem!
- 5 A: I'm sorry. I didn't mean to forget your book.  
 B: .....

(10 marks)

**Listening**

6 You will hear a conversation between Claire and her friend, Tom, about a school trip to a safari park. Decide if each sentence is correct or incorrect. If it is correct, tick (✓) YES. If it is not correct, tick (✓) NO.

	Yes	No
1 Claire and her classmates are paying for the trip.	<input type="checkbox"/>	<input type="checkbox"/>
2 The school tour will last one day.	<input type="checkbox"/>	<input type="checkbox"/>
3 Claire is bored with the details of the trip.	<input type="checkbox"/>	<input type="checkbox"/>
4 Two of Claire's classmates won't go on the trip.	<input type="checkbox"/>	<input type="checkbox"/>
5 Tom has managed to overcome his fear of wild animals.	<input type="checkbox"/>	<input type="checkbox"/>
6 Claire is looking forward to the trip.	<input type="checkbox"/>	<input type="checkbox"/>

(12 marks)

**Writing**

7 This is part of an e-mail you received from your pen-friend:

The person I admire most is my mum. What about you? Which person do you admire? Is it a family member, a teacher, a friend of yours? What do they look like? What are they like? What good or bad things do they do?  
 Write back soon.  
 Ann

Write an e-mail answering your pen-friend's questions (100-120 words).  
 (20 marks)

**Reading**

8 Read and choose the correct word for each space.



More than 50% of people **1)** ..... the world live in cities. The **2)** ..... of people living in cities is **3)** ..... bigger every year. In Europe and the USA, 80% of people live in cities.

People move to cities to:

- **4)** ..... a job
- be near doctors and hospitals
- go to school **5)** ..... university
- be near shops, cinemas, restaurants and sports facilities

When a lot of people live in cities there are problems:

- People **6)** ..... a lot of rubbish.
- Cars and factories pollute the air.
- People build cities on farmland so there is **7)** ..... land for growing food.
- People clear wild areas to build cities, so plants and animals **8)** ..... their habitats.
- Some people move to cities **9)** ..... can't find jobs or a home. Three billion people live in cities, but one billion haven't got a house, **10)** ..... water, electricity or a job.

1 A at	B in	C on
2 A number	B rest	C part
3 A making	B getting	C rising
4 A look	B search	C find
5 A or	B but	C else
6 A raise	B do	C create
7 A less	B few	C many
8 A lose	B miss	C spend
9 A also	B and	C but
10 A clean	B public	C local

(20 marks)

(Total = 100 marks)

*Now I can...*

- describe people's appearance & character
- talk and write about the environment
- write a letter to a friend describing people
- write a letter asking for information

*...in English*



# Eco-friends 1

## ► Reading & Listening

- 1 a. Look at the title and read the introduction. What do you think the article is about?
- b. In pairs, think of one thing you can reduce, one you can reuse and one you can recycle. Listen and read the text. Does it mention any of your ideas?

- 2 Read the statements and mark them **T** (true) or **F** (false). Then explain the words/phrases in bold.

- 1 Taking the bus helps reduce pollution. T
- 2 Using rechargeable batteries helps the environment by reducing waste. .....
- 3 Always use plastic bags when you go shopping. .....
- 4 Reuse glass, aluminium, etc instead of recycling. .....
- 5 You can't recycle mobile phones. .....

## ► Speaking

- 3 Close your book and tell your partner three ways of helping the environment.
- 4 What are the people doing wrong? What should they do?



- A: Bill is wasting paper.  
B: He can save paper if he sets ...

# 3Rs: Reduce, Reuse, Recycle

HELPING THE ENVIRONMENT DOESN'T REALLY REQUIRE MUCH EFFORT. LET THE '3 Rs' BE YOUR GUIDE ...

## REDUCE

Every time we turn on the tap or the light switch, we're **wasting** valuable **resources**! Here's how to reduce your use of these resources:

### Electricity:

- ◆ Use **energy-efficient** products.
- ◆ Turn off lights and electrical **appliances** when you're not using them.

### Paper, etc:

- ◆ Buy in **bulk** – this helps avoid **excess** packaging.

### Fuel:

- ◆ Use public transport – this helps reduce air pollution.

### Water:

- ◆ Use water efficiently – don't leave taps running when you aren't using them.

## REUSE

By reusing materials we can **cut down on** the amount of rubbish we have to **get rid of**.

- ◆ Share books, magazines and newspapers.
- ◆ Give away old items you don't need (such as clothes, CDs, games, DVDs, etc) to **charity**.
- ◆ Use **rechargeable** batteries.
- ◆ Use canvas or cloth bags when you go shopping instead of plastic ones.
- ◆ Set the printer to print on both sides of a sheet of paper.

## RECYCLE

In a lifetime, the **average** person throws away 600 times their weight in waste! We can reduce our waste **output** by recycling. As well as glass, aluminium, plastic and paper, you can also recycle:

- ◆ Mobile phones & computers
- ◆ Motor oil
- ◆ **Fluorescent** light bulbs
- ◆ Printer ink **cartridges**

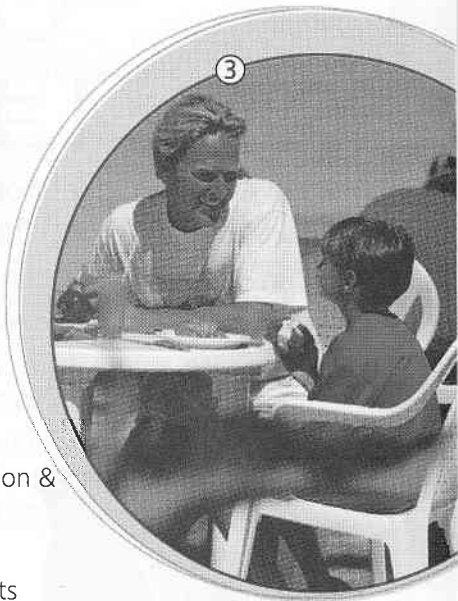
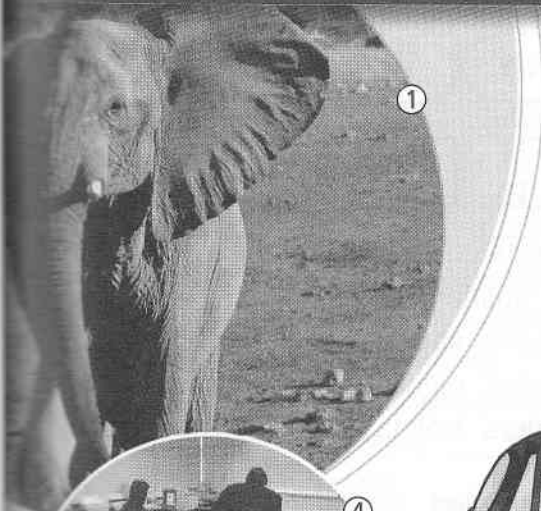
- 5 Think of ten words you have learnt in this lesson. In pairs, make sentences using them.

## ► Project

**Portfolio:** In groups, collect information and prepare a three-minute speech about the '3 Rs'. Record yourselves.

# Holidays & schooldays **Module 2**

Units 3-4



- express dissatisfaction & ask for details
- talk on the phone
- make polite requests
- describe pictures

► **Before you start ...**

- What makes a good neighbour?
- What do you do to help protect the environment?

► **Look at Module 2**

Find the page numbers for pictures 1-5.

► **Find the unit and page number(s) for**

- accommodation symbols
- tour advertisements
- a street sign
- a cartoon strip
- a literature extract

► **Listen, read and talk about ...**

- transport
- accommodation
- holidays & holiday problems
- feelings
- good manners
- education & school activities

► **Learn how to ...**

- book a guided tour

► **Practise ...**

- past tenses
- *used to - would*
- reported speech
- reporting verbs/modal verbs
- idioms related to holidays, education
- forming adjectives with negative meaning, nouns from verbs
- phrasal verbs with *off, down*

► **Write ...**

- a short article for a magazine about your worst holiday experience
- a letter to a friend from a holiday hotel
- a short paragraph describing some of the things you used to do on holiday when you were younger
- a story (1st person narrative)
- a leaflet on how a visitor to your country should behave while dining out
- an e-mail to a pen-friend about your school life
- a for and against essay

**Culture Clip:** Butlin's Holiday Camps

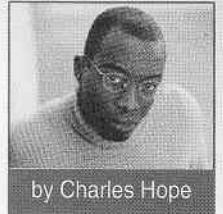
**Curricular Cut (Literature):** Pygmalion

**Eco-friends:** Carnivorous Plants

# 3a Take a break

## WISH YOU WEREN'T HERE!

Have you had a holiday where something or everything went wrong? Everyone wants to have a good time when they go on holiday, and it can be very upsetting when the dream holiday that you've **saved up** for and **looked forward to** all year **turns into** your worst nightmare. Here are some bad experiences and problems from readers' holidays.



by Charles Hope



**Y**ou can just imagine the scene. We had just finished a lovely picnic in a remote mountain forest in central France. Relaxed and happy, we made our way back to the road where we had left our car, only to discover that we had lost the keys! It was getting dark and there wasn't a soul around. I don't think we had ever felt so **terrified!** None of our mobile phones had any **reception** so we just had to wait.

Eventually, hours later, we heard the sound of a car coming along the road. Amazingly, the car was the same model as ours and we **waved frantically** for the driver to stop. He tried his key in the **boot lock** and magically, it opened, **revealing** the keys. They must have slipped out of my pocket. I can't tell you how **relieved** we felt! (Katy Banks)

**W**e were going on holiday to San Diego, USA. We'd booked the holiday online six months earlier and I hadn't bothered to check our passports. I'd just **assumed** everything was OK. So you can imagine my surprise when we were told at the check-in desk that we couldn't fly because our son's passport was **out of date**. My wife and daughter checked in and **off they went**. Nick and I **rushed** home, got his **birth certificate** and tried to get a new passport.



There was a huge **queue** at the Passport Office, so I pushed to the front and cried, "My family's gone on holiday and my son urgently needs a new passport!" Within an hour we had his passport. We rushed to the airport, but they told us we were too late and the next flight was at 5 am. At this point I **lost my temper**. We spent the rest of the day **wandering** around the duty free. We finally arrived at our **destination** twenty hours later, exhausted but **relieved** that we could start our holiday. (Nigel Barker)

**W**hen we arrived at the **resort**, we were very happy. The hotel was nice and the staff were polite and friendly. The beach looked fantastic, too – lovely white sand and **not a soul in sight**. Then we found out why. As we were walking along the beach we **noticed** a sign **warning** people against swimming in this area. There was a nasty smell to go with it. We had to spend the entire holiday round the hotel pool instead of swimming in the sea. We were very disappointed. (Bob & Steve)

Sometimes things go wrong through no fault of your own, but some problems can be **avoided altogether**.

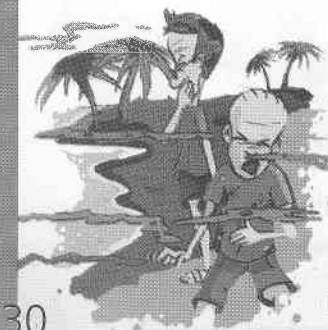
Simple things like wearing a **high factor** sun cream or checking the **expiry date** on a passport could save a lot of time and **inconvenience**.

Other things should go without saying, such as booking your holiday through a **reputable** travel company and **taking out** travel insurance.

If you want to know how to avoid common travel problems and how to stay healthy on your holidays, visit [www.travel-advice.net/](http://www.travel-advice.net/) or [www.lonelyplanet.com/health/](http://www.lonelyplanet.com/health/).

You'll also find money-saving ideas and advice on planning your next trip.

Next week: What can go wrong when you are buying a car.



## Lead-in

- 1 Listen to the music and the sounds.  
Answer the questions.

- Where are you? (*on a tropical island, in the mountains, in a forest, by a pool, in a country cottage*)
- What are you doing? (*sunbathing, swimming, relaxing, jumping off the diving board, camping, etc*)
- Are you alone or with company? (*family, friends*)
- What is the weather like? (*boiling hot, freezing cold, warm and sunny, chilly, etc*)
- How are you feeling? (*happy, relaxed, tired, peaceful, stressed, disappointed, etc*)

## Reading

- 2 Read the last sentence of each text. What are the texts about? What could go wrong while on holiday? Listen, read and check.

### STUDY SKILLS

#### Four-option multiple choice

Read the text carefully. Identify the topic, the general idea of the text, and the reason it has been written. This will help you answer the questions. Read the text again, then answer the questions one at a time. Check your choice against the text.

- 3 Read the article. Choose the best answer – A, B, C or D – for questions 1-5. Give reasons.
- What is the main purpose of the article?
    - to describe some common travel problems
    - to give readers the chance to talk about what happened to them on holiday
    - to advise us how to avoid holiday problems
    - to make fun of people's travel problems
  - What does Katy say about her holiday?
    - It was great, apart from one incident.
    - She did not enjoy it at all.
    - She wished it was like their other holidays.
    - It was a new experience.
  - What would a reader learn about Nigel from the text?
    - He loses his temper easily.
    - He likes doing things at the last minute.
    - He cries when things don't go his way.
    - He always stays calm in an emergency.

- When talking about their holiday problem, Bob and Steve say that
  - it was their fault.
  - it could happen to anyone.
  - it ruined the holiday.
  - it took them a long time to recover.
- Which of the following is the best description of Charles Hope?
  - a writer for a weekly magazine
  - a journalist who only writes about bad news
  - an advice columnist
  - a magazine editor

- 4 a. Explain the words/phrases in bold. Which of them are phrasal verbs?

- b. Complete the sentences with phrases from the text.

- We *were excited about* going to Madrid. We had been ..... it all year.
- The beach was *empty*. There was .....
- Your passport has *expired*. It's .....
- I *was very angry*. I .....

## Listening & Speaking

- 5 a. Listen and match the speakers (1-4) to the problems they had while on holiday.

- |                     |                    |
|---------------------|--------------------|
| a sunburn           | g lost or stolen   |
| b delayed flight    | h passport/credit  |
| c flat tyre         | i card/luggage     |
| d food poisoning    | h the weather      |
| e dirty beach/hotel | i customs problems |
| f small room        |                    |

- b. Have you ever had any of these problems on holiday? What happened? Tell your partner.

*Last summer we decided to spend our holidays in a friend's country cottage. As we were driving to the village we got a flat tyre. It took us two hours to fix it before we could continue.*

## Writing

**Project:** Think of your worst holiday experience. Write a short article for a magazine (80-100 words). Write: • where you went • who with • weather • when it happened • what happened

Transport

1 Read the sentences. What means of transport is each person referring to? Which is your favourite means of transport on holiday?

- a I'll meet you on deck in five minutes.
- b Come on! It's boarding now at gate 25. If we don't hurry, we'll miss it!
- c Shall I give you a lift to the office?
- d Excuse me. Is this the right platform for the 2:15 to London?
- e Put on the helmet, hold on tight and let's go.

▶ Listening

2 Listen to the announcements and match them to the forms of transport above. Which words helped you decide?

- Announcement 1 .....
- Announcement 2 .....
- Announcement 3 .....

3 a. Match the words in the list to the means of transport. Compare with a partner. Can you add any more words?

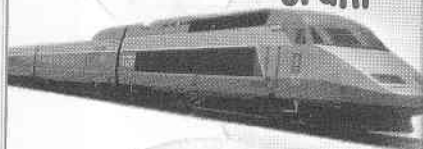
- cabin • carriage • landing • buffet car • seatbelt
- platform • check-in • boot • port • station
- rush hour • cruise • road map • flight
- takeoff • boarding pass • compartment • deck

car



.....  
 .....  
 .....

train



.....  
 .....  
 .....

aeroplane



.....  
 .....  
 .....

Ship/ferry



.....  
 .....  
 .....

b. Complete the following sentences with words and phrases from Ex. 3a.

- 1 We had too much luggage to fit in the ..... so we put some of it on the back seat.
- 2 It was very windy and the plane made a very bumpy .....
- 3 The police stopped me because I wasn't wearing my .....
- 4 We enjoyed our ..... immensely, thanks to the fantastic crew, who made sure the passengers had a good time.
- 5 As we came into the ..... we were amazed at how many other ships were already anchored there.
- 6 Our journey took ages because our train stopped at every ..... along the way!

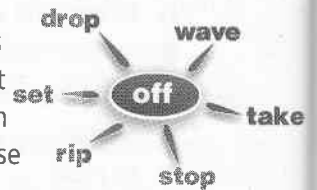
c. Make sentences of your own for five of the other words in Ex. 3a.

4 Fill in: **by, on, along, towards** or **off**.

- 1 They walked ..... the platform, looking for their carriage.
- 2 We took the bus to the beach, but the children went ..... foot.
- 3 Most people prefer to travel ..... plane.
- 4 As soon as they got ..... the ship, they were surrounded by locals trying to sell them souvenirs.
- 5 We moved slowly ..... the rear of the plane, looking for our seats.

Phrasal verbs

5 Complete the sentences with verbs in the correct form/tense, then explain the phrasal verbs. Choose one and draw a picture to illustrate its meaning.



- 1 As soon as the taxi arrived, they ..... off for the airport.
- 2 Some tour reps try to ..... off tourists by charging too much for organised tours.
- 3 My brother ..... me off at the airport in plenty of time for my flight.
- 4 The whole family ..... Tom off at the harbour when he went on his 2-month cruise.
- 5 On the way home, the coach ..... off in London so we could do some shopping.

6 I'm always a bit nervous until the plane has ..... off and is in the air.

**Idioms**

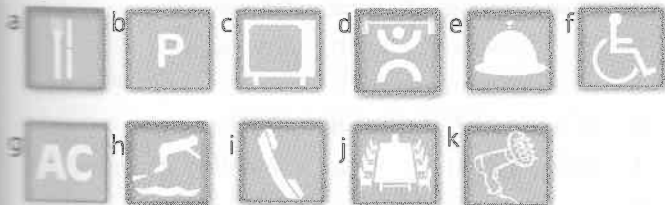
6 Match the idioms to their meanings, then use them to complete the sentences. Are there similar expressions in your language?

- |                     |  |
|---------------------|--|
| 1 hustle and bustle | a spend very little in order to save for sth |
| 2 pick and choose   | b choose selectively                         |
| 3 scrimp and save   | c unharmed                                   |
| 4 safe and sound    | d busy, noisy activity                       |
| 5 now and again     | e occasionally                               |

- Jane was relieved when Paul returned from his trip .....
- They couldn't wait to get away from the ..... of the city and have some peace and quiet for a while.
- Lisa likes to have a weekend away every .....
- Harry is so rich he can ..... from the most exotic holiday destinations.
- If we book this holiday, we'll have to ..... for the next few months to afford it.

**Accommodation**

7 a. In pairs, match the symbols to their meanings.



- |  |  |
|--|--|
| <input type="checkbox"/> 1 swimming pool   | <input type="checkbox"/> 7 wheelchair access/<br>disabled facilities |
| <input type="checkbox"/> 2 health club/gym | <input type="checkbox"/> 8 air conditioning                          |
| <input type="checkbox"/> 3 telephone       | <input type="checkbox"/> 9 restaurant                                |
| <input type="checkbox"/> 4 parking         | <input type="checkbox"/> 10 hairdryer                                |
| <input type="checkbox"/> 5 TV              | <input type="checkbox"/> 11 conference facilities                    |
| <input type="checkbox"/> 6 room service    |  |

**Speaking**

b. Which facilities/services are most important to you when you go on holiday? Discuss.

A: *To me, a swimming pool is important because I like to sunbathe by the pool when I'm on holiday.*

B: *I agree. Air conditioning is important to me because I want my room to be cool. etc*

**Reading**

8 a. Look at the title and the picture. What type of accommodation does the text describe? What facilities do you think the place offers? Read and check.

# Grange Hotel

Station Square  
Grange-over-Sands, Cumbria



**W**hether you are looking for a rural retreat or a city break, Grange Hotel gives you the best of both worlds. It is in the heart of the beautiful English countryside, but still only five miles outside the city.

Our pleasant and friendly staff will do everything to make your stay magical and memorable, whether it is for one night or a fortnight. Our service is second to none.

We offer comfortable and stylish rooms as well as a wide range of facilities, including an excellent restaurant, a swimming pool and a fully-equipped gym for you to enjoy during your stay. All our rooms have air conditioning, telephone, hairdryer and TV. The hotel also offers ample parking, conference facilities, room service and a laundry service.

Book online at [www.grange-hotel.co.uk](http://www.grange-hotel.co.uk)  
or call 01539 533666

b. Read the text again and answer the questions.

- Where is the hotel?
- What facilities does each room have?
- What other facilities are there in the hotel?
- How can you book a room?

**Writing**

**Project:** You are on holiday at the Grange Hotel. Write a letter to a friend of yours. (70-80 words) Include:

- where you are
- where you are staying
- what facilities it has got (e.g. restaurant, room service, etc)
- staff/service
- how you like it



## Past simple, past continuous, past perfect and past perfect continuous

Grammar Reference

### ► Reading

- 1 Read the text and say what tense each verb in bold is. Look at the Grammar Reference section and say how each tense is used.

It was time for a holiday! I **1) had been working** hard for months and **2) had decided** to spend two weeks in a 5-star hotel in the Bahamas. I had booked really early, so I was able to get a great deal. Maybe I would be mixing with the rich and famous! As soon as I **3) approached** the reception desk and **announced** my name, there was a flurry of activity. Before I knew what **4) was happening**, the manager had ordered a porter to grab my bags and show me to the penthouse suite. A large basket of fruit and goodies **5) was sitting** on a table, and an invitation to join the manager of the hotel for a complimentary dinner **was lying** on a silver platter. I had never stayed in such a luxurious hotel before and I thought to myself, "How kind and helpful the staff are!" I **6) gave** the porter a big tip, **unpacked** my bags and **headed** to the bathroom for a long, hot shower. Imagine my shock when, a few minutes after I returned to my bedroom, the porter returned and asked me nervously to pack my bags and leave the room!

A quick call to the manager cleared up the whole mystery. It seemed that I had the same name as a famous writer and the manager had mistaken me for her! They were very apologetic, but it wasn't long before I was in the regular room I had actually booked!



- 2 Put the verbs in brackets into the correct past tense to complete the short dialogues.

- 1 A: How ..... (be) your holiday in Spain?  
B: Great, thanks. I ..... (have) a fantastic time.

- 2 A: What ..... (you/do) when the phone ..... (ring)?  
B: I ..... (wash) my hair and I ..... (not hear) it.
- 3 A: Tony ..... (surf) the Net when he ..... (find) a great deal on a trip to Paris.  
B: I know, but by the time he ..... (tell) me about it I ..... (already/ book) my holiday to Berlin.
- 4 A: How ..... (you/miss) your flight?  
B: We ..... (shop) in the duty free shop and we ..... (not/hear) the announcement.
- 5 A: ..... (you/stay) in a hotel during your holiday?  
B: No. We ..... (rent) an apartment for two weeks.
- 6 A: Why was Steve so angry?  
B: I guess it was because he ..... (wait) for three hours before his flight was announced.
- 7 A: Jane ..... (look) exhausted when I saw her.  
B: She ..... (not/sleep) at all. She ..... (wait) all night long for her family to arrive.

- 3 Make as many sentences as you can.

- |                      |                           |
|----------------------|---------------------------|
| 1 drive / an hour    | a start raining           |
| 2 buy / souvenirs    | b ferry / arrive          |
| 3 wait / all morning | c lose my passport        |
| 4 lie on / beach     | d get / flat tyre         |
| 5 sleep / in tent    | e someone / steal / purse |

*I had been driving for an hour when I got a flat tyre.*

- 4 Use the time adverbs to make sentences about yourself.


- yesterday • by the time • two weeks ago
- while • last year • for hours yesterday
- for ten years • all day yesterday • last summer
- yet • already • before

*A car bumped into the back of us yesterday.*



In teams, continue the story. Try to use a variety of past tenses.

*We were all looking forward to our holiday.*

- 5  Read the text below. Listen to the sounds and continue the narration.

It had been bright and sunny all morning and we were having fun on our boat trip around the island. Then the weather changed, all of a sudden, and things quickly took a turn for the worse.

## Used to/ Would

Grammar Reference

- 6 a. Read the theory. In which sentences can you write *would* instead of *used to*?

*Would* and *used to* can be used to talk about past habits. *As a child, I used to/would go to the seaside every year.* (also *I went*)

*Used to* can also be used to talk about past states. *I used to love it, but now I prefer sightseeing holidays.* (NOT: *I would love it.*)

- b. Fill in ***used to*** and/or ***would*** where possible. Compare answers with your partner.

- As a child, my mum ..... go to France on holiday.
- My dad ..... have a boat that we took out on the lake each summer.
- We ..... go fishing every morning on holiday.
- When I was younger, I ..... stay with my cousins every summer.
- He ..... hate going to museums when we were on holiday.
- When we went to Spain I ..... go swimming every day.
- I ..... have a pet cat when I was four.

## Speaking

- 7 a. Look at the pictures. What did/didn't Sharon use to do on holiday when she was six?



- b. What about you? Mime the activities. Your partner tells the class.

## Sentence transformations

- 8 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.
- Tom telephoned during lunch to invite us to go camping.  
We ..... when Tom telephoned to invite us to go camping.
  - We pitched our tent and then started a camp fire.  
After we ..... our tent, we started a campfire.
  - It rained every day for the whole of the camping holiday.  
It didn't ..... for the whole of the camping holiday.
  - As a child, I went camping with my family every summer.  
As a child, I ..... go camping with my family every summer.
  - After working as a tour guide for ten years, Bob opened his own campsite.  
Before Bob opened his own campsite, ..... as a tour guide for ten years.
- 9 Think of the grammar structures you have learnt in this lesson. Close your books and tell a partner. Give examples.

## Writing

**Project:** Write a short paragraph describing some of the things you used to do on holiday when you were younger.

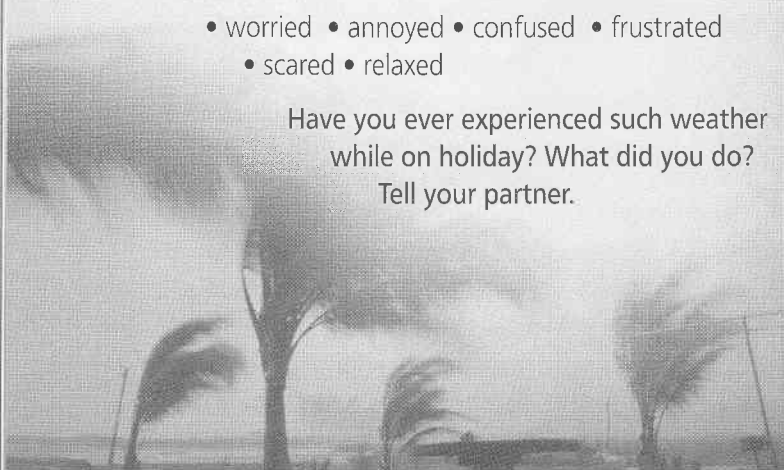
1 Listen to the sound effects and number them in the order you hear them. Which are related to wind, and which are related to rain? What are these words in your language?

- blow     drizzle     howl  
 pour     swirl

2 Look at the picture. How does it make you feel?

- worried • annoyed • confused • frustrated
- scared • relaxed

Have you ever experienced such weather while on holiday? What did you do? Tell your partner.



**STUDY SKILLS**

**Describing pictures**

When describing pictures, describe the people and activities as fully as possible. Imagine you are describing the picture to a person who can't see it, so be as detailed as possible.

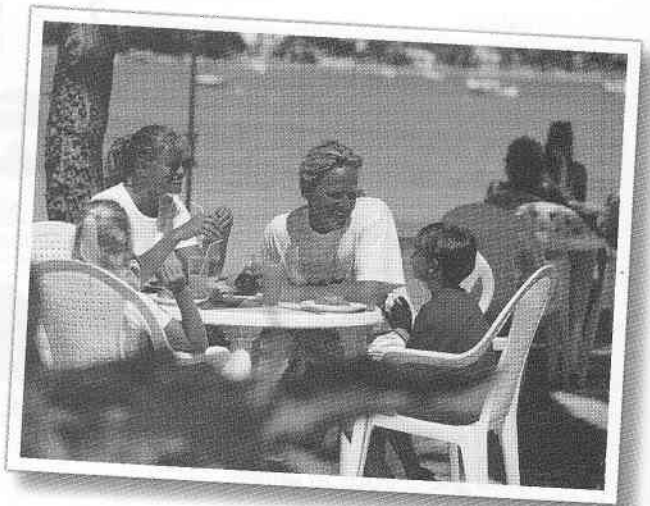
3 a. Look at the picture. Use the ideas to describe it to your partner. Your partner doesn't look at it.



- people? • place? • time of day? • weather?
- activities? • clothes? • colours? • feelings?

b. Now your partner looks at the picture and tells you how well you described it.

c. Swap roles and do the same with the picture below.

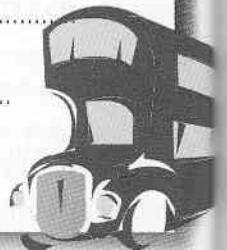


► **Listening**

4 Listen and fill in the missing information in the numbered spaces. Listen again and read to check.

**Victoria Bus Company**

- Operates 1) ..... bus services and city sightseeing tours.
- Sightseeing buses provide commentaries in 2) ..... languages. In 3) ..... tours are only available at weekends.
- There are tours every 4) ..... minutes from 9 am to 5) .....
- Each tour lasts for 6) ..... hours.
- Cost: Adults: 7) ..... Children under 8) ..... : £1



**Booking a guided tour**

► **Reading**

5 a. Look at the questions below from a dialogue between a tourist and a ticket seller. Who would ask each question? Write T for tourist or TS for ticket seller.

- How long does it last?
- When would you like to go?
- Can I help you?
- Is there a tour at 3 o'clock?
- How many people are you booking for?

b. Complete the dialogue with the questions from Ex. 5a. Listen and read to check.

- A: Good morning. 1) .....
- B: Yes – I'd like to book some tickets for the city tour, please.
- A: Certainly. 2) .....
- B: Just two adults – my friend and myself.
- A: 3) .....
- We have one starting in ten minutes.
- B: Actually, we want to go this afternoon. 4) .....
- .....
- A: No, but there's one at 3:15.
- B: That will be fine. 5) .....
- A: An hour. Here are your tickets. That's £10, please.
- B: Here you are.
- A: Thank you. Enjoy the tour!

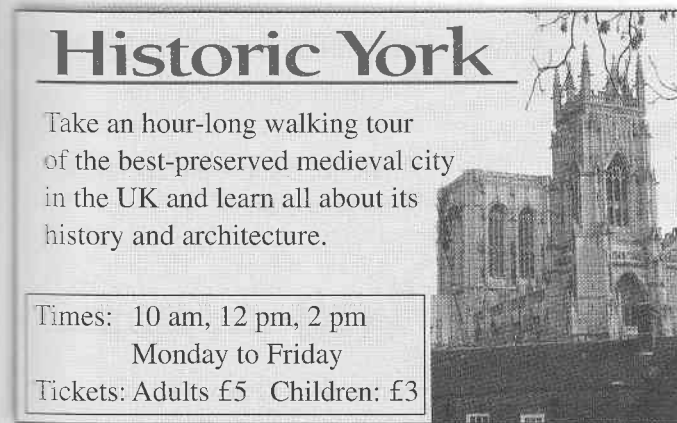
6 You have seen these advertisements. In pairs, take the roles of a tourist and a ticket seller and act out dialogues similar to the one in Ex. 5b.



**CITY CRUISES**

See the sights of London by boat on a one-hour cruise along the River Thames. Tours start at 11 am, 12:30 pm, 2 pm and 3:30 pm every day from Westminster Pier.

**Tickets:** Adults: £9.50      **Children:** £4.50



**Historic York**

Take an hour-long walking tour of the best-preserved medieval city in the UK and learn all about its history and architecture.

Times: 10 am, 12 pm, 2 pm  
Monday to Friday

Tickets: Adults £5    Children: £3

**Word formation (adjectives with negative meaning)**

7 Read the table. Form negative adjectives for the words (1-5). Check in your dictionaries. Make sentences using them.

We use the following prefixes to form negative adjectives: **un-** (*able-unable*), **in-** (*consistent-inconsistent*), **mis-** (*treated-mistreated*), **over-** (*crowded-overcrowded*), **dis-** (*organised-disorganised*)

- 1 friendly 2 comfortable 3 convenient  
4 informed 5 populated

► **Speaking**

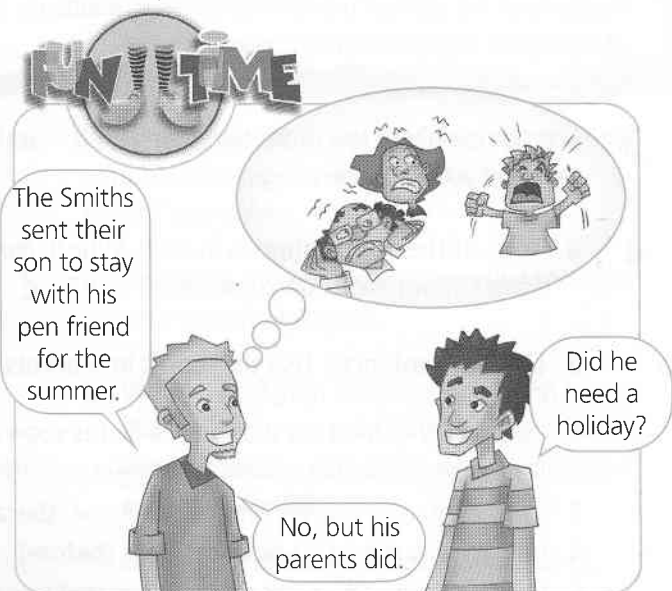
8 Use the useful language in the box and the notes below to act out exchanges in pairs, as in the example.

- room ... small / view not very good
- hotel staff ... rude / unfriendly
- coach trip ... long / uncomfortable
- hotel ... old-fashioned / dirty
- sightseeing tour ... expensive / only lasted 30 minutes
- camping holiday ... weather awful / campsite crowded

Expressing dissatisfaction	Asking for details
<ul style="list-style-type: none"> <li>• I wasn't satisfied/happy with ...</li> <li>• I didn't like/want ...</li> <li>• The ... was not what I had in mind.</li> <li>• The ... was not good enough.</li> </ul>	<ul style="list-style-type: none"> <li>• What was the problem?</li> <li>• What was wrong with it/them?</li> <li>• What do you mean?</li> </ul>

- A: *I wasn't satisfied with my room.*  
B: *Why? What was the problem?*  
A: *It was too small. etc*

9 Think of what you have learnt in this lesson. Close your books and tell a partner.



**FUN TIME**

The Smiths sent their son to stay with his pen friend for the summer.

Did he need a holiday?

No, but his parents did.

## Getting started

- 1 What's your favourite kind of story – *romance, adventure, a funny incident, etc?*

## Looking closer

- 2 Read the title. What do you think the story is about? Read and put the paragraphs into the correct order. Listen and check.



## Safari Scare

At first she just looked at us curiously. Then, a few minutes later, she climbed out of the pool and started to move towards the jeep. As she came closer and closer, Saliki quietly ordered us back into the jeep. I had just put my foot on the first step of the jeep when I felt myself slipping. The next thing I knew, I was flat on my back staring at the sky. While two people frantically dragged me into the jeep, Saliki slammed his foot down on the accelerator. Soon the angry elephant was far behind us.

Sitting in the jeep, I couldn't stop thinking about how lucky I had been. I was extremely grateful to the members of my group, and we were all really thankful to Saliki for being such an expert guide. After all, he was the one who had saved the day.

When I first woke up in the strange room, I couldn't think where I was. Slowly, as I listened to the sounds of many different kinds of birds singing and smelt the exotic fragrances of flowers coming in through my window, I realised I was in Africa! It was really true – this was the beginning of my safari adventure.

After getting dressed, I went to meet the others in my group. We had a delicious breakfast and then joined our guide, Saliki, beside his jeep. As soon as he had given us some instructions about going on safari, we climbed into the vehicle and set off. We had not driven very far when Saliki slowed the jeep so that we could watch a herd of elephants bathing in a muddy pool. The whole group laughed as the bigger elephants sprayed the backs of the younger members of the herd. Suddenly, however, one of the biggest elephants turned towards us.

- 3 List the events in the order they happened. Retell the story, giving it a different ending.
- 4 a. Look at the words/phrases in bold. Which: *link similar ideas? show time? show cause/effect?*
- b. Link the sentences. Use the words in brackets.
- 1 I got to my room. I started to unpack. (as soon as)
  - 2 I changed my clothes. I went for a night out. (then)
  - 3 I was excited. It was my first visit to Rome. (because)
  - 4 I packed my suitcase. I ordered a taxi. (before)
  - 5 I realised I didn't have my passport. I started to panic. (when)

- 5 Look at the picture and write a short paragraph to set the scene (i.e. where/when the story took place, who the characters were and what happened).



## Your turn

- 6 Read the rubric, underline the key words, then plan your story. Use the points below.

- The school magazine is having a short story competition.
- The story should be entitled: *A holiday where everything went wrong.* (100-120 words)

Before you start writing, think about:

**Theme:** What will your story be about?

**Main Character:** Who are you? What are you like?

**Setting:** Where does your story take place? (*in space, in Italy, in your garden, in an imaginary place?*) What is the weather like?

**Problem:** What is the problem you face? Do other characters help you solve it? What do you do to solve the problem?

**Resolution:** What happens in the end? How do you feel?

- 7 **Portfolio:** Use the plan below to write your story.

## Plan

**Introduction** (Para 1)

*set the scene*

**Main Body** (Paras 2 & 3)

*events in order they happened – climax event*

**Conclusion** (Para 4)

*end the story – feelings*

# Butlin's

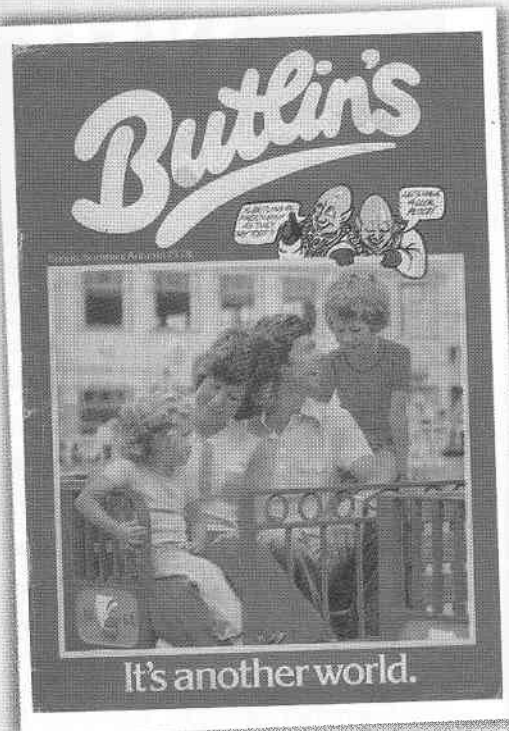
## Holiday Camps

1 Can you imagine spending your holiday on a campsite with 9,000 other people, being woken up at 7:30 every morning with "Good morning, campers!" from a loudspeaker? Sounds awful, doesn't it? Well, it's how many British people used to spend their summer holidays in the 1950s and 60s. Campers stayed not in tents but in comfortable chalets at different seaside locations around the UK. The biggest and most popular ones were run by Billy Butlin.

2 Butlin's holiday camps were exciting places for all the family. There were all sorts of activities, including games, talent shows and competitions. Every camp had its own miniature railway to ride on. There were swimming pools, adventure playgrounds, and theatre shows to suit people of all ages. There were also babysitters so parents could go out for the evening.

3 One unusual feature was that there weren't any restaurants! Campers used to eat in large dining halls at set times, and if they didn't get there on time, they didn't get any food! This was one reason why there were loudspeakers everywhere – to remind people of meal times!

4 However, times changed, and by the early 1980s a lot of the camps were closed. Cheap package holidays abroad gained popularity and holiday camps went out of fashion. Today, three Butlin's resorts remain in the UK. These days, guests stay in spacious apartments and luxury hotels, eat at a wide range of restaurants, attend concerts, pantomimes and the latest movies, or have fun at water parks and funfairs. One thing hasn't changed, though – they still offer inexpensive family holidays.



### ▶ Reading & Listening

1 a. Listen to the announcement. What type of holiday does it suggest?

b. Look at the title and the holiday brochure. What could someone do at these camps? Listen, read and check.

2 Read the text and answer the questions.

- 1 Where did the British use to go on holiday?
- 2 What could someone do at Butlin's camps?
- 3 Where did the campers eat?
- 4 Why did holiday camps go out of fashion?
- 5 Are there any Butlin's camps today?
- 6 What can guests do there nowadays?

3 Find words/phrases in the text that mean: *small, terrible, variety, amusement park, dated, fixed, cosy, survive, roomy.*

### ▶ Speaking

4 Work in groups. Use the text to prepare a one-minute radio advert about Butlin's camps. Record yourselves.

- 5
- a. Are/Were there holiday camps like these in your country? Discuss.
  - b. What would your ideal holiday camp be like? Tell your partner. Think about: *location, accommodation, entertainment, activities, food and dining facilities.*

*My ideal holiday camp would be ... It would have ...  
There would be ... It would be ...*

# 4a Live & learn

## Mind your Manners!

Do you ever speak with your mouth full of food? Do you forget to cover your mouth with your hand when you sneeze? If you are guilty of these 'crimes', then perhaps you should enrol on an Etiquette and Social Skills course. This is not just an **ordinary** course. It's a course in manners. You will have lessons in good manners and how to behave in **social situations**.

The person who teaches these lessons is Maggie O'Farrill at the Petite Protocol School, and her students are aged between six and twelve years old. She thinks this is the best time to teach kids. "At this age they are very easy," O'Farrill says. "When they get older, it's harder for them to **break bad habits**. Children at this age want to be polite. You can see that they're trying."

Maggie **instructs** the children to speak properly on the phone and walk correctly, as well as telling them about **basic** table manners. These classes have become popular because parents want **well-behaved** children but they are too busy to teach manners at home.

So, what do the children actually think of this course? The classes have **proven** to be popular with most of the children, and their teachers at school have **noticed** that the youngsters are **treating** each other with more respect. They also feel the **skills** they have learnt will be useful to them in the future. Danny, aged nine, **commented**, "If I get invited to the White House, I know I won't **spill** anything on the President."

Maggie O'Farrill herself believes that such skills can be **life-changing**. "We'll have children **growing up** who **value** manners. Maybe we'll see a change in direction for the better in society." That, however, **remains** to be seen. Only time will tell.



### Lead-in

- 1 Look at the pictures. What is someone doing in each picture: *yawning without covering their mouth with their hand? putting their feet on the table? laughing at sb? talking behind sb's back? talking loudly on the phone? sneezing without covering their mouth? talking with their mouth full?* What do all these actions have in common?

### Reading & Listening

- 2 a. Look at the title of the article. How is it related to the pictures? What do you **think** you are going to read about? Listen, read and check.

b. Read the text again and, for questions 1-5, choose the best answer, A, B, C or D.

- 1 What is the writer's main purpose in writing the text?
  - A to talk about pupils' bad habits
  - B to try to change society
  - C to encourage children to respect each other
  - D to discuss a way to improve children's manners
  
- 2 Maggie O'Farrill thinks you should
  - A teach manners when children are still young.
  - B give lessons on manners to teachers.
  - C show parents how to teach their children.
  - D instruct parents to be less busy.
  
- 3 What would a reader learn about Maggie O'Farrill from the text?
  - A She cannot teach Maths.
  - B She knows how to be polite.
  - C She can only teach six-year-olds.
  - D She studies at the Petite Protocol School.
  
- 4 Pupils enjoy these classes because
  - A they can meet the President.
  - B they learn about the future.
  - C they are helpful for their future lives.
  - D they learn not to spill things on people.

5 Which of the following is the best description of the Petite Protocol School?

A  
*This is the only school of its kind in the world.*

B  
*It is a school for children who have broken the law.*

C  
*It is a regular school with extra courses for young pupils.*

D  
*Parents like it and rely on it to help them bring up their children.*

3 Match the words in the two columns. Use the phrases to make sentences of your own.

- |             |                |
|-------------|----------------|
| 1 take/have | a good manners |
| 2 break     | b lessons      |
| 3 teach     | c with respect |
| 4 treat sb  | d bad habits   |

4 Complete each sentence with the correct preposition. Check in the text.

- 1 Don't speak with your mouth full ..... cake.
- 2 John is speaking ..... the phone.
- 3 Ann isn't at work. She's ..... home.
- 4 What do you think ..... his ideas?
- 5 She's very popular ..... her classmates.
- 6 You should treat older people ..... respect.
- 7 What we learn at school will be useful ..... the future.
- 8 Be careful not to spill coffee ..... your dress.

5 Explain the words in bold. Choose two or three and draw or mime their meaning.

## GAME

Divide the class into teams. A student from team A mimes something that is bad manners. Team B tries to guess what it is.

Team A S1: (*mimes speaking with mouth full*)

Team B S1: *You shouldn't speak with your mouth full of food.*

Team A S1: *Sorry.*

## Speaking

- 6 Work in groups. One of you is Ms O'Farrill, who is speaking to two parents about the school. Talk about what pupils are taught.

## Writing

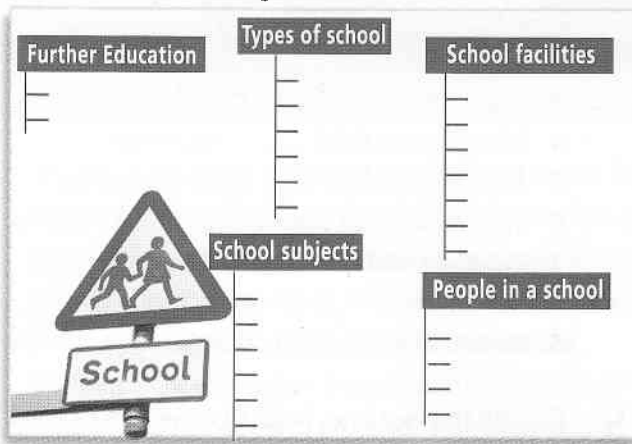
**Portfolio:** You have been asked to make a leaflet on how a visitor to your country should behave while dining out. Divide the leaflet into two sections, with Dos and Don'ts – that is, one for good table manners and one for bad. Work in pairs and decorate your leaflet with photographs or your own drawings.



Education

1 Complete the lists with these words. Add words of your own. Compare answers with a partner.

- French • head teacher • Maths • primary • Art
- secondary • Geography • high • nursery
- Music • headmaster • pupil • Science • library
- state • private • lab • playing fields • university
- classroom • playground • canteen • gym
- librarian • college



▶ Speaking

2 Discuss the questions with your partner. Use words from the lists in Ex. 1.

- 1 What type of school do you attend? Is it single-sex or co-educational?
- 2 Which is your favourite/least favourite school subject?
- 3 How many days a week do you attend school? What time do classes start/finish?
- 4 What facilities does your school have?
- 5 Which years are compulsory? When can you leave school?
- 6 Are you planning any further studies?
- 7 Have you ever been blamed for sth you didn't do? Has anyone ever threatened you at school? When? Why? What happened?

▶ Listening

3 Listen to Slava talking about his school life and make notes using the questions in Ex. 2. Compare your school life to Slava's.

School activities

4 a. Match the verbs to the nouns to make phrases related to things you do at school, as in the example.

- |                                      |                       |
|--------------------------------------|-----------------------|
| 1 do                                 | a an exam/a test      |
| 2 get                                | b your homework       |
| 3 take/pass/mess up/fail/retake/have | c lessons             |
| 4 have                               | d on a course         |
| 5 study                              | e English/Maths/Music |
| 6 enrol                              | f high/low marks      |
| 7 pay                                | g attention in class  |

b. Use verbs to complete the sentences.

- 1 Do you ..... attention in class?
- 2 He ..... Music lessons on Mondays.
- 3 Steve ..... his homework now.
- 4 Joan is ..... a test tomorrow.
- 5 She decided to ..... on a cookery course.

5 Underline the correct word. Check in your dictionaries. Explain the rest of the words.

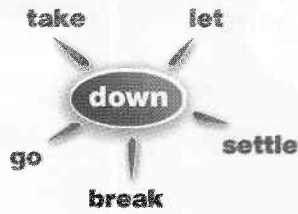
- 1 Tony is at university studying for a (qualification/certificate/diploma/degree) in English Literature.
- 2 Owen got six GCSE (passes/grades/marks/results) in his exams.
- 3 A (headmaster/teacher/tutor/professor) comes every Thursday to help me with Maths.
- 4 There were over 250 students at Dr Appleton's (lecture/lesson/seminar/class) on the Minoans.
- 5 I'm doing a 6-month business (curriculum/course/programme/schedule) at college.
- 6 Brian is a (pupil/student/learner/schoolboy) at Oxford University.
- 7 He (graduated/left/dropped out/applied) from Leeds University with a degree in History.
- 8 I have to hand in my thesis next week. The (close, deadline, end, term) is Wednesday.

Idioms

6 Complete the sentences with the correct idiom.

- live and learn • learn one's lesson
  - learn sth by heart • read sb like a book
- 1 Claire ..... the poem ..... for the test.
  - 2 Tom was ill after eating too much. He won't do it again – he .....
  - 3 After being married for twenty-five years, I can ..... my husband .....
  - 4 I didn't know our teacher had eight children. Well, you .....

Phrasal verbs



7 Fill in the correct verb form then explain the phrasal verbs.

- 1 Philip felt that he had ..... the team down when he missed the penalty.
- 2 Ann ..... down and started crying as she couldn't answer any of the questions!
- 3 The students ..... down the main points of the lecture.
- 4 Vicky's grades have ..... down.
- 5 After dinner she ..... down to do her homework.

► Reading

- 8 a. Look at texts 1-4. What type are they?
- b. Read the texts. What does each mean? Circle the correct letter, A, B or C.

1  
Joey,  
Your Drama teacher called. This evening's rehearsal for next Wednesday's school play will be at 8pm, not 7pm. Don't forget to bring your costume because it will be a full dress rehearsal.  
See you later,  
Mike

- A The rehearsal is next Wednesday.
- B Joey must have his costume with him next Wednesday.
- C The rehearsal this evening is going to be later than planned.

2

To:	Diana
From:	Debbie

Hi, Diana -  
Just a quick note to remind you to bring your Chemistry notes from last week with you to school tomorrow so that I can copy them. I was sick and missed both Tuesday's and Thursday's lessons, and I need to catch up before the exam next Friday.  
Thanks a lot!  
Debbie

- A Debbie wants the Chemistry notes by Thursday.
- B Debbie missed more than one lesson.
- C The Chemistry exam is on Tuesday.

3 **Students who do not attend class must bring a note from their parents explaining reason for absence.**

**NO EXCEPTIONS!**

- A All students must present a note if they miss a class.
- B Parents must come to school to explain their children's absence.
- C Students can't attend class if they haven't got a note.

4 Got some free time after school?

Why not join the Photography Club?

Field trips to exhibitions

Great club events

Learn about photography from the experts.

**ALL FOR JUST £10 PER MONTH!**

You don't even need a camera as we can supply you with one.  
To join, contact Hugh on 3914723

- A The Photography Club meets on weekdays.
- B You must have a camera in order to join the Photography Club.
- C Joining the Photography Club is free.

Word formation (nouns from verbs/nouns)

9 a. Read the theory. Are there similar structures in your language?

We can use the following suffixes to form nouns from verbs: **-er** (*drive-driver*), **-or** (*act-actor*) or other nouns: **-ian** (*library-librarian*), **-ist** (*art-artist*)

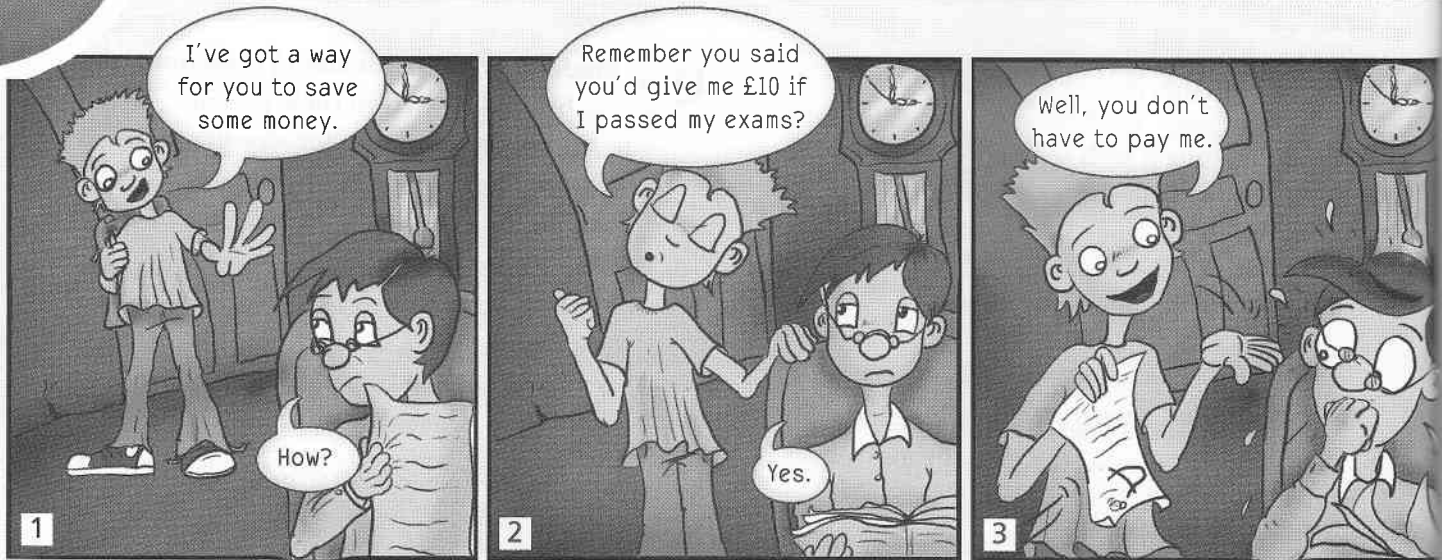
b. Now write the nouns for the following. Check in your dictionaries. Use them in sentences of your own.

- dance • collect • comedy • piano • examine
- operate • music • organise • perform

10 Think of ten words/phrases related to education you have learnt in this lesson. Make sentences using them. Tell your partner.

*Writing*

**Project:** Use your answers in Ex. 2 to send an e-mail to your English pen-friend about your school life. Start with: *Dear ...*,  
*You asked me about my school life.*



## Reported statements

Grammar Reference

- 1 a. Read the table and answer the questions.

Direct Speech	Reported Speech
"I'm ten," said Ann.	Ann said (that) she was ten.
"I'm studying hard," Kim said to Pete.	Kim told Pete (that) she was studying hard.
"I've done my essay," said Ben.	Ben said (that) he had done his essay.
"I passed the exam," said Rose.	Rose said (that) she had passed the exam.
"I was doing my homework," Sean said to Bill.	Sean told Bill (that) he had been doing his homework.
"I'll lend you my book," said Jim.	Jim said (that) he would lend me his book.

- Which verbs do we use to report someone's words? Which verb do we use, in both direct and reported speech, when the person spoken to is not mentioned?
- How do tenses change?
- How do pronouns / possessives change?
- Are there similar structures in your language?

### ► Reading

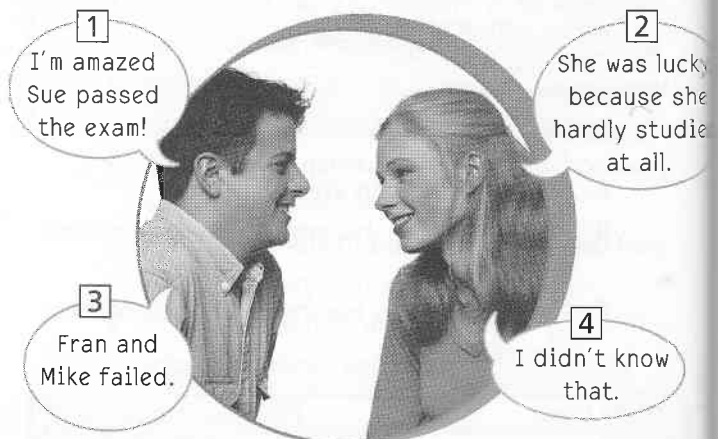
- b. Read the joke. Which speaker uses *reported speech*? What were the person's actual words?

- 2 Choose what the speaker actually said.

- The teacher told Simon his marks were good.
  - "Your marks are good."
  - "Your marks were good."
- He said he had seen John at school.
  - "I'll see John at school."
  - "I saw John at school."

- Ian said they would meet me after school.
  - "I'll meet you after school."
  - "We will meet you after school."
- Pam said that she had been studying in the library the previous afternoon.
  - "I was studying in the library yesterday afternoon."
  - "I have been studying in the library this afternoon."

- 3 Put Nick and Linda's comments into *reported speech*, using *said* or *told* as the reporting verb.

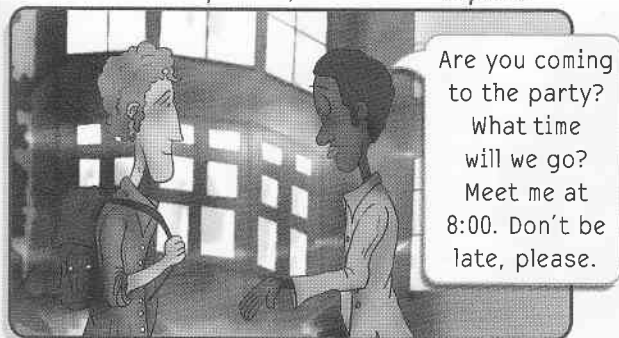


- 4 Turn the statements into *reported speech*.

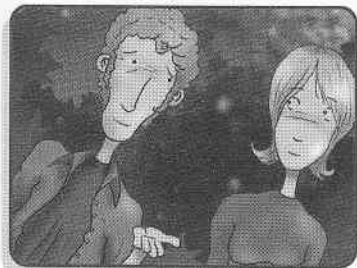
- "I don't want to go to school today," said Jimmy.
- "When you finish your homework, you can play outside," Kate said to her son.
- "I haven't finished my project yet," said Jane.
- "Tom finished school last month and he's looking for a job," Paul said to Lisa.
- "Tony was doing his homework yesterday afternoon at 4:00," Andy told Fran.
- "I will try to help you with your maths," Jack said to me.

## Reported questions/commands/requests

- 5 a. Dan meets Frank. Look at Frank's sentences. Is each one a *question, command or request*?



- b. Now Dan is talking to his friend. Read how he reports Frank's words, and answer the questions (1-3).



Frank **asked me if/whether** I was going to the party.  
He **asked me what** time we would go.  
He **asked/told me to meet** him at 8:00.  
He **asked/told me not to be** late.

- Which verb is used to report questions?
- Which words are used to introduce a reported question when there is no question word?
- How do we report a positive/negative command/request? Which verbs can we use to report a command/request?

## Reporting verbs

Grammar Reference

- 6 Look at the Grammar Reference section. Choose a verb to report the statements.

• promised • suggested • explained • denied

- "Let's go to the concert," Philip said to Ann.
- "I didn't take your pencil case!" Kathy shouted.
- "I'll bring it back tomorrow. Really!" Alex said.
- "I can't play football today, because he has detention," Sam said.
- "I'll help you study," he said.
- "Let's go to the library," he said.

- 7 Report the sentences.

- "How are you?" Tom asked Jane.
- "Can you lend me £5?" Bob asked Linda.
- "What was the exam like?" Julia asked Sam.
- "Can I use your ruler?" he asked me.
- "What's your favourite subject?" she asked me.
- "Give me your dictionary, please," she said to me.
- "Don't eat in the classroom!" the teacher said to us.
- "Stop arguing! I'm tired," she told Ann.
- "You should make a plan before you start writing your essay," Tom said to Ian.

## Reporting modal verbs

Grammar Reference

- 8 Look at the table. Then turn the following sentences into *reported speech*.

*will/would* → *would*, *may* → *might*, *must* → *must/had to*, *can* → *could* (present)/*would be able to* (future)  
*Would, could, used to, mustn't, should, might* and *ought to* do not change.

- "You must study harder," she said to me.
- "David can help you later," she said to me.
- "We'll go on an excursion," the teacher said.
- "We can come tomorrow," Ann said.
- "You shouldn't lie to her," he said to Bill.
- "He can speak French fluently," she said.

## Sentence transformations

- 9 Here are some sentences about school. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- "Let's study together," Emma said to me.  
Emma ..... together.
- "Do you enjoy the lessons?" Molly said to me.  
Molly ..... I enjoyed the lessons.
- "Where's your homework?" the teacher asked John.  
The teacher ..... his homework was.
- "I failed the exam," she said.  
She said she ..... the exam.
- "Give your reports to your parents to sign," the headmaster said to us.  
The headmaster asked ..... our reports to our parents to sign.

Telephone etiquette

► Reading

1 Read the dialogue below. What is it about? Complete the telephone conversation with the sentences A-H. Listen and check.

A: Good morning. Parklands Primary School. How can I help you?

B: 1) .....

A: Who is speaking, please?

B: 2) .....

A: One moment, Mrs Watson. I'll just call the staff room.

B: 3) .....

A: I'm afraid Miss Gibson isn't there right now. Would you like to leave a message?

B: 4) .....

A: I'll make sure Miss Gibson gets the message.

B: 5) .....



A Thank you.

B Yes, please. Could you tell her that Alison has a toothache and won't be able to go on the school trip today?

C No, thank you. I'll call back later.

D Hello – may I speak to Miss Gibson, please?

E Thank you. I hope Alison will be better tomorrow. Bye.

F Can you take a message, please?

G It's Moira Watson, Alison Watson's mother.

H Thanks. I'd appreciate it.



2 a. Look at the sentences in the table. Which could you hear in a telephone conversation between: *two friends? a secretary and a customer?*

Speaker A	Speaker B
<ul style="list-style-type: none"> <li>How can I help you?</li> <li>Who's speaking, please?</li> <li>I'm afraid ... is out of the office right now.</li> <li>I will put you through.</li> </ul>	<ul style="list-style-type: none"> <li>May I speak to ... , please?</li> <li>It's ...</li> <li>Could I leave a message?</li> </ul>
<ul style="list-style-type: none"> <li>Hi, Pat speaking.</li> <li>Sorry, he's out.</li> </ul>	<ul style="list-style-type: none"> <li>Hi. It's ... Can I talk to ...</li> <li>Can you tell him to call me when he's back?</li> </ul>

b. Listen to three short telephone exchanges. Which one is formal? In which one does someone leave a message?

3 Portfolio: In pairs, use expressions from Exs. 1 & 2 to act out these telephone conversations.

- phone your music teacher to ask if you can change the time of your piano lesson
- phone your class teacher to say you are ill and are not coming to school today
- phone your friend to invite him out

Polite requests

4 a. Complete the phrases with: *help, give, lend, hand in, borrow, hand out, write*

- to ..... sb's dictionary
- to ..... sb money
- to ..... sb with a school project
- to ..... sb a lift to school
- to ..... your homework
- to ..... on the blackboard
- to ..... photocopies/tests

b. Use the useful language in the table and the phrases in Ex. 4a to act out exchanges.

Requests	Agreeing	Disagreeing
<ul style="list-style-type: none"> <li>Could/Can you ..., please?</li> <li>Would you ...?</li> <li>Do/Would you mind ... -ing?</li> </ul>	<ul style="list-style-type: none"> <li>Yes, of course.</li> <li>Yes, certainly.</li> <li>All right.</li> <li>OK.</li> </ul>	<ul style="list-style-type: none"> <li>Actually, I ...</li> <li>Sorry, but ...</li> <li>I'm afraid ...</li> <li>I'm sorry, but I can't ...</li> <li>No, I can't.</li> </ul>

A: *Could I please borrow your dictionary?*  
 B: *Yes, of course.*

### ► Listening

5 You are going to hear two friends talking about a course they are taking at school. For each question, circle the correct letter, A, B or C.

- Mary is on her way
  - to her ICT class.
  - back to her house.
  - to meet Tom.
- Mary and Tom are in
  - their second year of ICT.
  - the same ICT class.
  - different ICT classes.
- In the beginning, Mary didn't think she would
  - enjoy her assignment.
  - like her new ICT teacher.
  - be interested in her ICT class.
- For her assignment, she has to
  - make sure her information is correct.
  - correct the information she finds.
  - be more careful with her planning.
- Tom's assignment is all about
  - pricing things.
  - buying refreshments.
  - using excellent maths skills.
- Tom told Mary that his teacher
  - gave him £25 for his project.
  - is going to give the money for the party.
  - has made the students a promise.

### Describing pictures

#### ► Speaking

6 a. Look at the picture below. Use the phrases to discuss it in pairs.



A

Where / picture taken?

What / you see?

What / happening?

How / people feel?

B

In/At ...

I can see ...

The ... has ... / A ... is

I think they ...

b. Now describe this picture. Another pair assesses your performance.



### STUDY SKILLS

#### Improving speaking skills

Express your opinion, giving reasons, and ask questions to elicit your partner's views. All good speakers are good listeners, too. Listen to your partner. This will help you understand what he/she thinks about the topic.

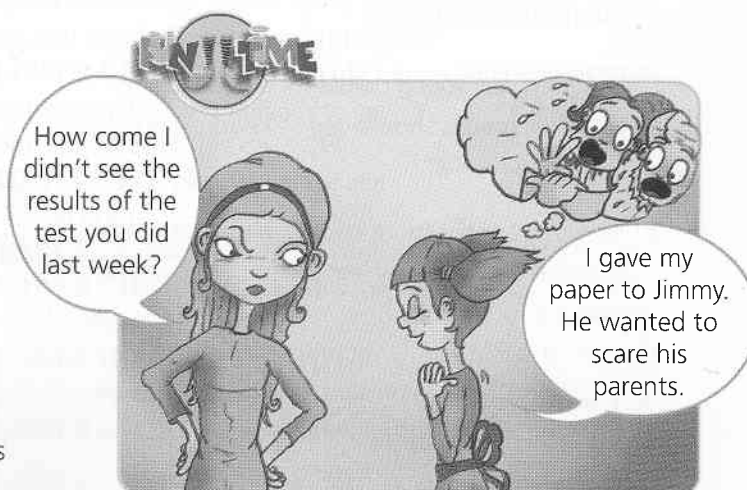
7 a. In pairs, discuss the following:

- Do you use a computer to do your homework?
- Do you enjoy ICT (Information & Communication Technology)?
- What do you think of online learning?

b. Assess another pair's performance. Think about:

- grammar and vocabulary
- pronunciation
- interactive communication

8 Think of ten new phrases you have learnt in this lesson. Close your book and tell each other.



## Getting started

- 1 In pairs, think of reasons for and against studying online.

## Looking closer

- 2 a. Read the essay and compare your reasons with those in the text.
- b. Which paragraph: *states the topic?* *presents the arguments for?* *presents the argument against?* *concludes and gives the writer's opinion?*

## Linkers

- 3 In for and against essays we use sophisticated words to link ideas. Replace the words in bold in the essay in Ex. 2 with the following:
- Finally • To conclude • In addition • although
  - To start with • On the other hand • Lastly
  - As a result • To sum up • Furthermore • Firstly
  - What is more • Consequently • However


## STUDY SKILLS

## Topic sentences

Begin each paragraph of the main body with a topic sentence which introduces or summarises the main idea of the paragraph. This should be followed by supporting sentences which give details and examples to develop and support this idea.

- 4 a. Underline the topic sentences in the essay. Suggest alternative ones.
- b. Match the topic sentences to the supporting sentences.
- 1  Even very young children should sit exams.
- 2  Final grades should depend entirely on exam results.

- a They get used to the idea, and it is good practice because they learn the correct way to prepare for exams.
- b First of all, students are aware from the very beginning how important the results will be for their future. In addition, teachers have a standard method for grading students.



The **PROS** and **CONS** of  
**Studying online**

▶ Online learning is becoming more popular today as more people have access to computers and the Internet. Indeed, there are those who believe that computers will replace classrooms in the near future.

▶ It is true that there are a number of advantages to learning online. **One**, you can study whenever you choose and you can find a wealth of information on the Internet. **And**, lessons do not last for a limited length of time. **So**, teachers can answer any questions you may have in greater detail.

▶ **But**, there are a number of disadvantages. **To begin**, online students cannot share and discuss ideas in the way they do in a classroom. **Also**, the equipment needed is expensive and information on the Internet is not always accurate. **Finally**, working on your own requires a lot of self-discipline which young children in particular do not have.

▶ **In conclusion**, I believe that **even if** learning online has some advantages, the disadvantages outweigh them. In my opinion, children will always learn best when they are in a classroom with a real live teacher.

## Your turn

- 5 Read the rubric and the table. Think of topic sentences and supporting sentences for each point.

• Your teacher has asked you to write an essay for and against wearing uniforms at school. Write your essay (100-160 words).

Pros
• encourage discipline, students concentrate better
• help identify intruders in the school
• help students resist peer pressure to buy trendy clothes
Cons
• are useless outside the school
• limit freedom of expression

- 6 Answer the questions in the plan, then write your essay (100-160 words).

## Plan

**Introduction** (Para 1)

*What is the topic?*

**Main Body** (Paras 2 & 3)

*What are the pros/cons?*

*What are the reasons to support them?*

**Conclusion** (Para 4)

*What is your opinion?*

## ► Reading

- 1 a. Look at the text. What type is it: a novel, a play, a cartoon strip?
- b. Who wrote it? What is it about? Read the biography and check.



**George Bernard Shaw** (1856-1950)

was born in Dublin, Ireland, to poor parents. In 1876, he moved to London. While there, he became deeply involved in politics and worked as a

theatre critic. In 1892, he wrote his first play, *Widowers' Houses*. He went on to write many more plays.

*Pygmalion* (1913) is the story of Professor Henry Higgins, a professor of phonetics who makes a bet that he can turn a common flower girl, Eliza Doolittle, into a lady in six months. He succeeds, and becomes quite fond of Eliza, but she eventually leaves him to marry the upper class Freddy Eynsford-Hill.

- 2 a. Look at the extract. How many people take part in this scene?
- b. Read the first exchange. Who do you think the young woman is? What does she want? Listen and read to find out.
- 3 Read again. Who uses formal, polite language? Who uses slang? How could Eliza express herself in a formal, polite style?

## ► Speaking

- 4 In groups, take roles and read out the extract.

## ► Listening

- 5 What do you think happens next? In groups, continue the scene. Listen and check.

## Pygmalion

**MRS PEARCE.** [*returning*] This is the young woman, sir.

**HIGGINS.** Why, this is the girl I jotted down last night. She's no use. [*To the girl*] Be off with you. I don't want you.

**THE FLOWER GIRL.** Don't you be so saucy. You ain't heard what I come for yet. Did you tell him I come in a taxi?

**MRS PEARCE.** Nonsense, girl! What do you think a gentleman like Mr Higgins cares what you came in?

**THE FLOWER GIRL.** I ain't come here to ask for any compliment; and if my money's not good enough I can go elsewhere.

**HIGGINS.** Good enough for what?

**THE FLOWER GIRL.** Good enough for ye—oo. Now you know, don't you? I'm come to have lessons, I am. And to pay for 'em, too.

**HIGGINS.** WELL!!! What do you expect me to say to you?

**THE FLOWER GIRL.** Well, if you was a gentleman, you might ask me to sit down, I think. Don't I tell you I'm bringing you business?

**HIGGINS.** Pickering, shall we ask this baggage to sit down or shall we throw her out of the window?

**THE FLOWER GIRL.** I won't be called a baggage when I've offered to pay like any lady.

**PICKERING.** [*gently*] What is it you want, my girl?

**THE FLOWER GIRL.** I want to be a lady in a flower shop instead of selling at the corner of Tottenham Court Road. But they won't take me unless I can talk more gentle. He said he could teach me. Well, here I am ready to pay him – not asking any favour – and he treats me as if I was dirt.

**MRS PEARCE.** How can you be such a foolish ignorant girl as to think you could afford to pay Mr Higgins?

**THE FLOWER GIRL.** Why shouldn't I? I know what lessons cost as well as you do; and I'm ready to pay.

**HIGGINS.** How much?

**THE FLOWER GIRL.** Now you're talking!

**HIGGINS.** Sit down.

**MRS PEARCE.** Sit down, girl. Do as you're told.

**THE FLOWER GIRL.** Ah—ah—ah—ow—ow—oo! No!

**PICKERING.** Won't you sit down?

**THE FLOWER GIRL.** Don't mind if I do.

**HIGGINS.** What's your name?

**THE FLOWER GIRL.** Liza Doolittle.



## Vocabulary & Grammar

### 1 Fill in the missing word.

- 1 The next train from Liverpool to Hull will arrive at ..... 2 in 15 minutes.
- 2 He won't make that mistake again. He's learnt his .....
- 3 He liked the poem so much he learnt it by .....
- 4 Penny has such bad ..... She's always talking with her mouth full.
- 5 Sandra ..... down in tears when she heard the bad news.
- 6 He ..... to hate swimming when he was young.
- 7 Robert likes ..... on the Net in his free time.
- 8 Can you ..... Jim off at the station on your way into town?
- 9 Make sure you have checked the expiry ..... on your passport before you go on holiday.
- 10 The beach was empty with not a soul in .....

(10 marks)

### 2 Circle the correct item.

- 1 History is an interesting ..... to study.  
A class      B lesson      C subject
- 2 Children should learn to ..... manners.  
A grow      B value      C break
- 3 He ..... from Leeds University last year.  
A graduated      B applied      C studied
- 4 Ann never ..... her temper.  
A misses      B forgets      C loses
- 5 He doesn't have the right ..... to become a pilot.  
A charms      B skills      C gifts
- 6 We ..... hard all year so we needed a holiday.  
A had been working      B worked  
C have been working
- 7 Dan ..... in the countryside when he got a flat tyre.  
A was driving      B drove      C had driven
- 8 You must wear your ..... when you are driving.  
A seatbelt      B boot      C road map

- 9 You ..... talk in the library. It is not allowed!  
A ought to      B can      C mustn't
- 10 Gerald and Pat ..... to the South of France three times now.  
A have been      B went      C were going

(10 marks)

## Use of English

### 3 Complete the second sentence so that it means the same as the first. Use up to three words.

- 1 "I don't know how to use a computer" she said.  
She said that she ..... how to use a computer.
- 2 "I'll see you soon, Mary," Anne said.  
Anne told Mary she ..... soon.
- 3 She asked Bob when he would be ready.  
"When ..... ready, Bob?" she asked.
- 4 "Don't forget to bring a coat!"  
He told me ..... to bring a coat.
- 5 "Are you leaving now?" he asked.  
He asked if ..... then.

(10 marks)

### 4 Complete the sentences with the correct word derived from the words in bold.

- 1 She will be a great ....., one day. **PIANO**
- 2 Pay ..... to what he says. **ATTEND**
- 3 My brother is so ....., he can never find a thing! **ORGANISED**
- 4 That dog looks very .....! Keep away from it! **FRIENDLY**

(8 marks)

## Communication

### 5 Complete the exchanges.

- a Would you like to leave a message?
- b Could I speak to the manager, please?
- c Of course not.
- d Why? What was the problem?
- e Yes. I'm not satisfied with your service.

- 1 A: .....  
B: One moment, I'll see if she's in.
- 2 A: .....  
B: It's all right. I'll call again this afternoon.
- 3 A: Would you mind opening the door?  
B: .....
- 4 A: Is there a problem, sir?  
B: .....
- 5 A: I didn't enjoy the meal very much!  
B: .....

(10 marks)

### Listening

- 6 You will hear a conversation between Sally and her friend, James, about the summer and the new school year. Decide if each sentence is correct or incorrect. If it is correct, tick (✓) YES. If it is not correct, tick (✓) NO.

	YES	NO
1 Sally is sorry that the summer holiday has finished.	<input type="checkbox"/>	<input type="checkbox"/>
2 Monday is not a good day for James.	<input type="checkbox"/>	<input type="checkbox"/>
3 Miss Counter teaches Geography.	<input type="checkbox"/>	<input type="checkbox"/>
4 James thinks Mr Shaw is a good Maths teacher.	<input type="checkbox"/>	<input type="checkbox"/>
5 James and Sally are not good at foreign languages.	<input type="checkbox"/>	<input type="checkbox"/>
6 Sally has arranged to study Spanish this year.	<input type="checkbox"/>	<input type="checkbox"/>

(12 marks)

### Writing

- 7 This is a magazine advert for a short story competition.

We are looking for short stories about your holiday experiences ... good or bad! Where did you go? What was it like there? What happened? How did things turn out? Was your holiday a dream or a nightmare?

So get writing now and you may see your name in print next month!

You've decided to enter the competition. Write your own short story about a holiday experience (100-120 words).

(20 marks)

### Reading

- 8 Read the article and mark the statements T (true) or F (false).



South Africa is one of the most beautiful countries in the world and a favourite destination for many travellers. From Kruger National Park to the Kalahari Desert, South Africa provides a great introduction to Africa, but it has more to offer than stunning landscapes.

If you visit South Africa, make sure you stop off in Cape Town. There is so much to see and do, you'll never get bored. There's always something happening in this exciting city, and it has great shops, too. The more adventurous can take a trip up Table Mountain or take a boat trip to see great white sharks and seals. Cape Town has something for everybody.

South Africa is a place that everyone should visit at least once in their lifetime! Book now for a holiday you will never forget.

- 1 South Africa is not very popular with tourists. ....
- 2 The Kalahari Desert is in Cape Town. ....
- 3 There is not much going on in Cape Town. ....
- 4 You can see some big, scary fish there. ....
- 5 The author recommends that everyone should go to South Africa. ....

(20 marks)

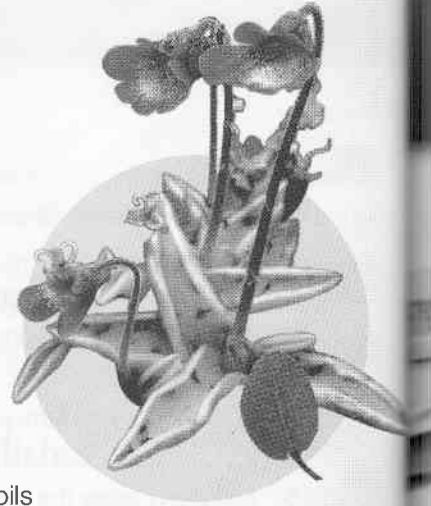
(Total = 100 marks)

### Now I can...

- talk and write about transport
- talk and write about holidays and holiday problems.
- talk and write about good manners and education
- write a short story
- express dissatisfaction/ask for details
- make polite requests

...in English

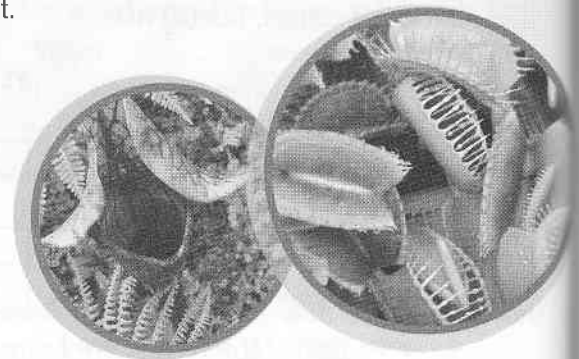
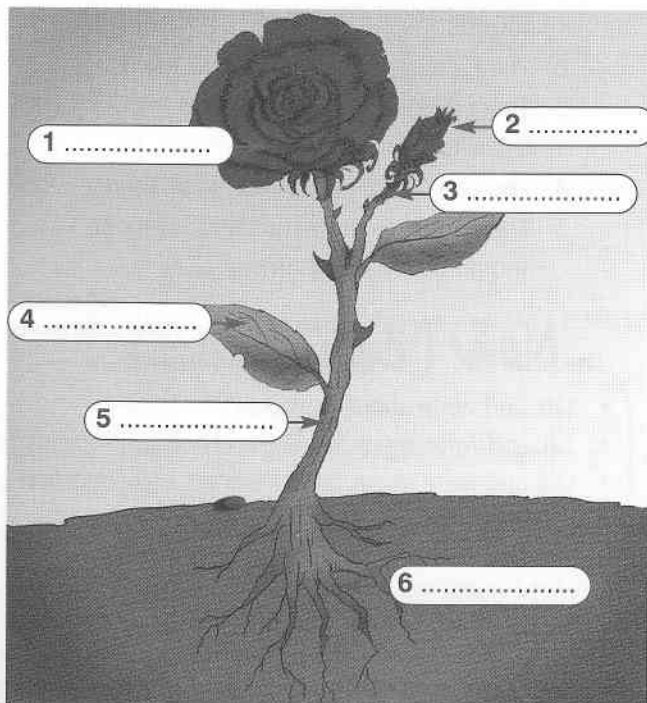
## Carnivorous Plants



All plants need certain **1) .....** (**base**) nutrients, including carbon, oxygen, nitrogen, phosphorus, potassium and other minerals. These keep the plants **2) .....** (**live**) and help them grow. Oxygen comes from the atmosphere, and most plants take in other nutrients from the soil. But some plants live in soils that do not have enough of the minerals they need, and have become carnivorous, meaning they eat meat! They get extra nitrogen from the body of insects which they catch in traps. Carnivorous plants have come up with **3) .....** (**differ**) ways of catching insects. The leaves of the Butterwort are sticky, so insects which land on the leaves get stuck, and the plant **4) .....** (**slow**) digests them. The Pitcher Plant, on the other hand, has long, hollow jug-shaped traps called 'pitchers', which hang at the end of its leaves. Insects fly to the pitcher because of its colour and smell, then fall down into the trap and cannot escape because the sides are **5) .....** (**slip**). In the case of the Venus Fly Trap, when an insect lands on one of its lobes, they snap shut and trap the insect inside. In this way, carnivorous plants have managed to adapt **6) .....** (**perfect**) to their environment.

### ▶ Speaking

- 1 a. Name some unusual plants in your country. Where do they live?
- b. Label the diagram of the plant with the words below. What are these words in your language?
  - leaf • flower • stem • roots • bud • stalk



### ▶ Reading & Listening

- 2 a. How do plants usually feed themselves? Read the first paragraph of the text and check your answers.
  - b. Read the text and complete each gap with the correct word derived from the word in brackets. Listen and check.
- 3 Explain the underlined words. Ask and answer comprehension questions based on the text.

### ▶ Project

**Portfolio:** Choose a habitat (a woodland, a river bank, a grassland) in your neighbourhood and do a plant study. Identify the species of plants you find there, and find out as much as you can about them. Make a poster, and either stick on photographs of them or draw them, then write a short paragraph about them. Give a short presentation to your class. Record yourself.

# Let's have fun

## Module 3

### Units 5-6

①



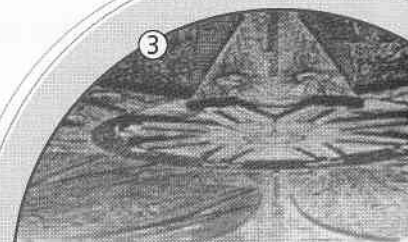
②



⑤



③



④



#### ► Before you start

- Have you ever had a bad experience while on holiday? Tell the class.
- What is a typical school day like?

#### ► Look at Module 3

Find the page numbers for pictures 1-5.

#### ► Find the unit and page number(s) for

- an advert about a ghostly tour
- instructions on how to use a gadget
- a pie chart
- a book cover

#### ► Listen, read and talk about ...

- mythical creatures
- moods & feelings
- body language
- types of films
- entertainment
- gadgets
- the Internet

#### ► Learn how to ...

- invite people & accept / refuse
- ask about a problem & offer help
- recommend something

#### ► Practise ...

- relative clauses (defining / non-defining)
- comparatives & superlatives
- exclamations
- articles
- quantifiers
- adverbs
- reflexive pronouns
- phrasal verbs with *over*, *in*

#### ► Write ...

- a short article about a mythical creature from your country
- an e-mail to your pen-friend about a scary dream you had
- a short paragraph about a festival in your country
- a 3rd-person narrative
- an advert for a walk tourists can take in your town
- a short review of a film you have seen
- instructions on how to send a text message
- a paragraph about how teens in your country communicate with friends
- a letter to a friend reviewing a CD


**Culture Clip:** The Ghost Hunt of York

**Curricular Cut (Literature):** The War of the Worlds

**Eco-friends:** Grow your own

# 5a Weird & wonderful

## Lead-in

- 1  Listen to the music and the sounds. How do the sounds make you feel?
- 2 Look at the pictures. How are they related to the title of the unit? Which time period do you associate them with: *the past, present or future*?

## Reading & Listening

- 3 Work in groups. What do you know about these creatures? Which had:
  - a long spiky tail? • a long neck? • big claws? • a glossy coat?
  - the body of a bird? • a horn on its forehead? • only one eye?
  - the body of a lion? • an eagle's head and pointed ears? • the body and legs of a horse? • nine heads? • large, strong wings?

What was each known for? Listen, read and check.

- 4 Read the text and decide if the sentences below are *T* (true) or *F* (false). What is the writer's reason for writing the text?

- |   |       |
|---|-------|
| 1 This website was designed for people who are interested in myths and legends. | T     |
| 2 Dragons belonged to powerful magicians.                                       | ..... |
| 3 There is only one famous Sphinx, the one from Thebes.                         | ..... |
| 4 The Sirens attracted sailors with their beautiful voices.                     | ..... |
| 5 People believed unicorns could heal the sick.                                 | ..... |
| 6 The Hydra had six heads.  | ..... |
| 7 All giants were mean and nasty.   | ..... |
| 8 Griffins often protected collections of valuable things.                      | ..... |
| 9 Centaurs had human bodies and horses' heads.                                  | ..... |
| 10 All the creatures in the text come from Greek myths.                         | ..... |

- 5 Match the underlined words in the text with the following meanings.

- 1 killing 2 numerous 3 unforgettable 4 tempted 5 shiny  
6 sticking out 7 huge 8 bravery 9 protect 10 guide

- 6 Replace the phrases in bold with words/phrases from the text.

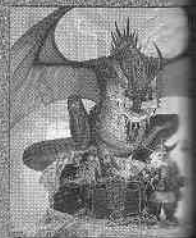
- 1 Midas was **unaffected by** any poison.
- 2 The Egyptians believed that the pharaohs were gods and **never died**.
- 3 Ancient Greeks **were scared of** the Hydra.
- 4 The Sphinx was hated because it would kill those who didn't answer its **puzzling question**.

## Gallery

## Books



The Hydra



Dragon



The Sirens



Giant



Griffin



Centaur



Sphinx

- 5 The Hydra had nine heads, each of which was **connected** to a long neck.
- 6 The Ancient Greeks had a lot of **old, popular** stories about mythical creatures.

Unicorn

# MYTHICAL CREATURES

- A **Dragons** can be found in countless stories around the world. The stories usually involve the slaying of the dragon by a hero. Dragons are symbols of evil, magic and power, perhaps because they often guard a treasure in a cave. Typically described as monstrous, lizard-like creatures that can breathe fire, have big claws, wings and a long spiky tail, it's no wonder they are storybook favourites. **READ MORE>>**
- B **The Sphinx** is a mysterious creature from Egypt and Greece. It had the body, legs and tail of a lion, a human head (sometimes male, sometimes female) and large, strong wings. The most famous sphinx from Greek legends was in Thebes. It asked travellers a riddle. Those who could answer the riddle were allowed to pass and those who could not were killed. **READ MORE>>**
- C **The Sirens** come from Greek mythology. They were very attractive creatures who were half woman and half bird, with wings and claws. They lived on an island between Italy and Sicily, and their beautiful voices and haunting songs lured sailors to their deaths by making them steer their ships straight towards the island and crash onto the rocks. **READ MORE>>**
- D **Unicorns** were magical mythical creatures that looked like horses. They first appeared in ancient myths from Mesopotamia, China and India. They were strong, wild and fierce, with glossy white coats, blue eyes and a horn projecting from their foreheads. People believed that if they drank from a unicorn's horn they would be immune to all poisons. **READ MORE>>**
- E **The Hydra** was a huge snake-like monster with nine heads. Each head was attached to a long neck, and if one was cut off, two would grow back in its place. They feature in Greek and African mythology. **READ MORE>>**
- F **Giants** were huge human-like creatures that appeared mainly in European folklore. They were tall, fat and ugly, and some had only one eye. They were feared and hated because of their cruelty, stupidity and fondness for eating people, although friendly giants were not completely unheard of. **READ MORE>>**
- G **Griffins** were gigantic mythical creatures from the Middle East and the Mediterranean. They had a lion's body and an eagle's head and wings, with pointed ears like a horse. With the speed and sight of an eagle and the strength and courage of a lion, griffins often protected vast treasures. **READ MORE>>**
- H **Centaur**s, from Greek mythology, were half horse and half man. They were human from the waist up, with the body and legs of a horse. There were two races: the first were wild and violent creatures that lived in the mountains and the forests; the other were gentle, wise and intellectual. **READ MORE>>**

- 7 Work in groups. Prepare questions based on the text. Exchange your questions with another group. Which group has the most correct answers?

## Speaking

- 8 What mythical creatures come from your country? Are there any famous stories about them? What did they look like? Discuss it in groups.

## Writing

**Portfolio:** Write a short article about any mythical creature from your country (60-80 words). Include:

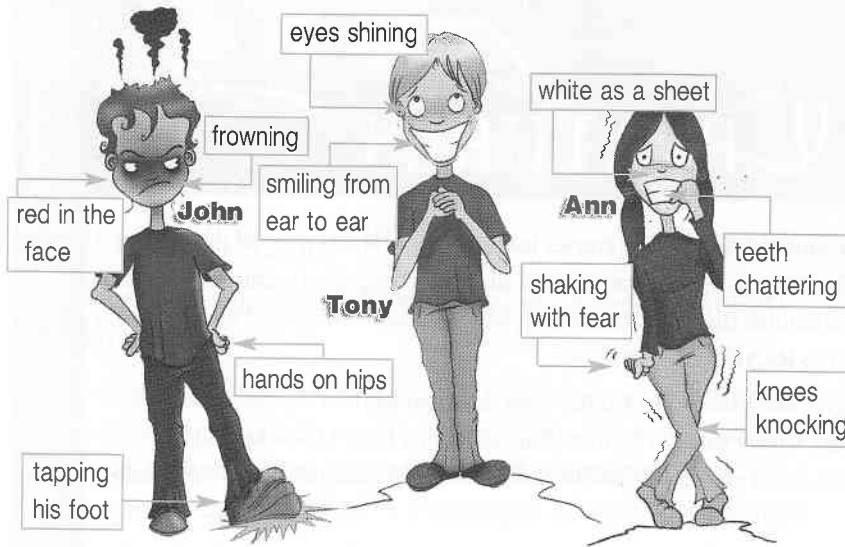
- what it looked like
- where it lived
- what it did

Decorate your project with pictures.

Moods & feelings

▶ Speaking

- 1 a. Look at the pictures. Who's: *happy and excited? angry and impatient? frightened and shocked?* Use the words/phrases to describe the people.



John stood with hands on hips, tapping his foot impatiently ...

- b. What gestures and facial expressions do people in your country use when they are *scared, shocked, angry, excited*, etc?

- 2 a. Circle the odd word out. Check in your dictionary.

- |                              |                           |
|------------------------------|---------------------------|
| 1 petrified, sleepy, scared  | 4 exhausted, sad, tired   |
| 2 pleased, afraid, terrified | 5 shy, surprised, shocked |
| 3 ecstatic, happy, bored     |                           |

- b. Use adjectives from Ex. 2a, and the ideas below, to act out exchanges as in the example.

- |                               |                             |
|-------------------------------|-----------------------------|
| 1 watch a horror film         | 5 see a snake in the garden |
| 2 hear good news              | 6 witness a bank robbery    |
| 3 find a mouse in the kitchen | 7 have my tooth taken out   |
| 4 almost crash my bike        | 8 have a bad dream          |
|                               | 9 spend all night studying  |

A: I watched a horror film last Friday.

B: Were you scared?

A: Scared? I was petrified!

**STUDY SKILLS**

**Onomatopoeia**

Onomatopoeic words are words that sound like the noise they describe (e.g. hiss, pop, etc). Use of such words makes descriptions more vivid.

- 3 Match the nouns to the verbs, then listen and check. Which make you feel: *peaceful? scared? warm and cosy?*

- |   |             |   |          |
|---|-------------|---|----------|
| 1 | birds       | a | crackles |
| 2 | leaves      | b | howls    |
| 3 | wind        | c | rustle   |
| 4 | chains      | d | creak    |
| 5 | fire        | e | rattle   |
| 6 | thunder     | f | rumbles  |
| 7 | floorboards | g | sing     |

- 4 Complete the sentences with one of the phrases below. Explain them in your language.

- fight to the death
- live in fear of
- scared to death of
- frighten the life out of

- 1 I'm ..... snakes!
- 2 The dog next door ..... me every time I leave the house.
- 3 I would ..... to protect my family.
- 4 Villagers near the forest ..... attacks from wolves.

**Prepositional phrases**

- 5 Fill in: *of, at, from, in or with*.

- 1 She trembled ..... fear as the giant came closer and closer.
- 2 He finally managed to escape ..... the dragon's cave.
- 3 You'd be really surprised ..... how many people thought unicorns were real.
- 4 They say that the monster died ..... a broken heart.
- 5 He gasped ..... horror at the sight of the snake.

**Idioms**

- 6 a. Match the idioms (1-5) to the definitions (a-e).

- 1 They killed the dragon in cold blood.

- 2  Trying to get information from him is **like getting blood out of a stone!**
- 3  My family means more to me than friends. After all, **blood is thicker than water.**
- 4  He **sweated blood** to set up the company.
- 5  Cruelty to animals **makes my blood boil.**

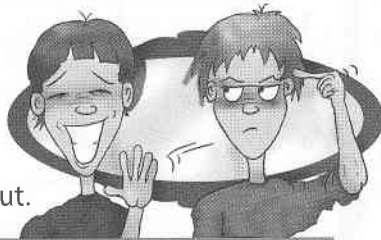
- a work extremely hard  
b family relationships are the most important  
c very difficult  
d in a cruel, unfeeling, violent way  
e make someone very angry

b. Now make up sentences using the idioms.

*He committed the crime in cold blood.*

### ▶ Reading

- 7 a. Read the title. What could it mean? Read the text to find out.



## SPEAK without saying a word

A new student walks up to you slowly, smiles, and says, "Excuse me – where's the lab?" Do you think they're desperate to find the lab? Think about it. They're smiling openly and approaching slowly with their head tilted. They are only trying to get to know you.

Body language is the quiet, secret language which is the most powerful language of all. According to experts, our non-verbal language communicates about 50% of what we really mean. The tone and speed of our voice account for 38%, while words themselves contribute only 7%. Non-verbal signals also have five times the impact of verbal signals.

Non-verbal communication is familiar to us from birth. A baby doesn't talk, but it smiles or cries to express itself. Our bodies send out messages constantly, and we don't always realise that we are communicating a lot more than we say. We understand what someone's gestures and body position indicate, and we send out our own messages, too – but we rarely stop to think about how we do it. Rubbing our eyes, clearing our throat, tapping our toes, scratching our nose, opening our arms or keeping our legs crossed all send out strong messages.

It is important to be aware of our own body language, as well as to understand what other people's body language means, so we can assess and react to them effectively. After all, actions speak louder than words.

b. Answer the questions. Then say three things you remember from the text.

- 1 What is body language?
- 2 How do we use body language?
- 3 Why is it important to understand body language?
- 4 What examples of body language are mentioned in the text?

### Phrasal verbs

- 8 Use the phrasal verbs to complete the sentences. Choose one and draw a picture to illustrate its meaning.



- 1 It took her quite a long time to ..... the shock. (**recover from**)
- 2 He ..... to the side of the road to see where the light was coming from. (**stop**)
- 3 He ..... the card to Ann. (**pass**)
- 4 I don't know what ..... me, but I started shaking like a leaf! (**suddenly happen to**)
- 5 He ..... the company when his uncle died. (**get control of**)

### Words often confused

- 9 Underline the correct word.

- 1 The smoke **raised/rose** high into the air.
- 2 The boy's wild behaviour is a serious problem. Nobody can **control/check** him.
- 3 He **remembers/reminds** me of my uncle.
- 4 The dog **lay/laid** down near the fire.

### ▶ Listening

- 10 You will hear Tom and Helen talking about a dream. Where was Helen in her dream? What happened? How did she feel?

### Writing

**Portfolio:** Write an e-mail to your pen-friend about a scary dream that you had (80-100 words). Include: *where you were (in the dream), what happened, how you felt and why.*



There was a **0**) *time* in the past when the people of Britain celebrated the end of summer and the beginning of winter on All Hallow's Eve, which is **1**) ..... 31st October. In **2**) ..... days, they thought that bad things always came with the long dark winter nights, **3**) ..... they built fires which they danced around. They also performed rituals to keep **4**) ..... evil. There were many people who believed that there were ghosts everywhere in winter. Villagers, whose beliefs were very simple, thought that if they wore scary costumes and masks **5**) ..... they left their homes after dark, the spooks and monsters that roamed around **6**) ..... night would not recognise them. They also left bowls of food outside their houses for these invisible ghouls, thinking this would stop **7**) ..... from trying to get in. Today, the British continue to celebrate this festival, which is now called Halloween, on 31st October. They do this by **8**) ..... up, wearing masks and putting candles inside lanterns made **9**) ..... pumpkins. They leave the lanterns outside to frighten **10**) ..... witches and ghosts, just as people in the past did, but today it is just for fun.

# Halloween



- |    |            |               |            |            |
|----|------------|---------------|------------|------------|
| 0  | A years    | <b>B</b> time | C period   | D age      |
| 1  | A in       | B on          | C at       | D to       |
| 2  | A late     | B these       | C previous | D those    |
| 3  | A after    | B so          | C next     | D then     |
| 4  | A back     | B down        | C out      | D up       |
| 5  | A after    | B soon        | C while    | D when     |
| 6  | A in       | B at          | C to       | D on       |
| 7  | A they     | B those       | C them     | D these    |
| 8  | A covering | B putting     | C wearing  | D dressing |
| 9  | A with     | B by          | C of       | D from     |
| 10 | A for      | B away        | C of       | D out      |

## Relative clauses

Grammar Reference

### ► Reading & Listening

- Think of three questions you want to ask about Halloween. Read the text and see if you can answer them.
  - Choose the correct word, A, B, C or D, to complete the gaps (1-10). Listen and check.

### ► Speaking

- Complete the sentences about yourself. Which of the underlined words are used for: *people? things? animals? places? time?* Find examples in the text.

- I don't like stories which/that ...
- I'd never go to a place where ...
- I like someone who/that ...
- I once met a man whose/that ...
- It was this time last year when ...

- Read the examples, then mark sentences 1-6 as **D** (defining) or **ND** (non-defining).

Tony, who loves scary movies, has a huge collection of DVDs. (non-defining relative clause)

People who don't eat meat are called vegetarians. (defining relative clause)

- They give necessary information.
- They are not put between commas.
- They give extra information.
- They cannot be omitted.
- They can be omitted.
- They are put between commas.

- Fill in the relative pronouns. Is each relative clause defining or non-defining? Use commas where necessary.

- My cousin Lisa is the sort of girl ..... loves dressing up.
- Jim ..... loves telling stories says he saw a ghost.
- The book ..... he is reading is about dragons.
- That's the boy ..... sister is an actress.
- This is the shop ..... you can buy good clothes.
- On our last holiday ..... we went to Spain we made a lot of new friends.
- My sister is studying at Cambridge ..... is a famous university.
- The costume ..... you're wearing is great.

- c. Which of the sentences in Ex. 3b can be written without the relative pronoun?

### Comparatives & superlatives

Grammar Reference

- 4 a. Look at the pictures and the examples. How do we form the comparative/superlative?

Lisa

Sue

Joy



Lisa has got short hair but Sue's got shorter hair than Lisa. Joy has got the longest hair of all.

- b. Compare the three girls.

	Lisa	Sue	Joy
careful	✓	✓✓	✓✓✓
sing well	✓✓	✓✓✓	✓
funny	✓	✓✓✓	✓✓
helpful	✓✓✓	✓	✓✓
old	✓	✓✓	✓✓✓
tall	✓✓	✓	✓✓✓

Sue is more careful than Lisa, but Joy is the most careful.

- 5 Read the examples. Use the structures to complete the exchanges.

- It's getting **colder and colder** as the days go by.
- Jack is **twice as clever as** his brother.
- **The earlier** we leave, **the earlier** we'll arrive.
- He isn't **as tall as** his sister.

- 1 A: What do you think of Ann?  
B: Well, she isn't .....  
(friendly) she looks.
- 2 A: It looks like summer is here already.  
B: Yes, it's getting .....  
(hot) every day.
- 3 A: I wish I was ..... (slim) you.  
B: Don't be silly. You've got a lovely figure!
- 4 A: What's your hurry?  
B: The ..... (fast) we pack, the  
..... (fast) we can leave.

### Word formation (adjectives ending in -ful/-less)

Adjectives ending in **-ful** show that the person/thing described has that quality. *a beautiful girl (indicates beauty)*  
Adjectives ending in **-less** show that the person/thing described doesn't have that quality. *a fearless boy (not having fear)*

- 6 Read the theory, then fill in the correct form of the words in brackets.

- 1 Brad Pitt is a ..... (success) actor.
- 2 His advice was extremely ..... (help).
- 3 He was so shocked at the film that he was ..... (speech).
- 4 Don't be afraid of that dog – it's ..... (harm).

### Sentence transformations

- 7 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 The Dracula costume was better than the ladybird costume.  
The ladybird costume wasn't ..... the Dracula costume.
- 2 John, whose sister is Ann, was the winner.  
It was Ann's ..... was the winner.
- 3 Mike arrived at the party before John.  
Mike arrived at the party ..... John.
- 4 Billy's wizard costume won a prize.  
Billy was the one ..... won a prize.
- 5 Her hat was nicer than the others!  
Her hat was ..... all!

#### ► Speaking

- 8 In pairs, talk about a festival in your country. Talk about: *the name of the festival, what you do to celebrate, the reason for the celebration.* Use relative pronouns and adjectives.

### Writing

**Project:** Now write a short paragraph (60-80 words) about this festival.

► Reading

1 Listen to the music. Imagine you are at a spooky Halloween party. Describe the scene. Think about: *where it is, when it is, who is there and what is happening.*

*I'm at my friend's house in the garden. It's midnight. etc*

2 a. Read the first and the last exchanges in the dialogue. What do you think Kim is going to do on Saturday? Listen and check.

John: Hi, Kim. I haven't seen you for ages. How are you?

Kim: I'm fine, thanks. I moved house recently so I've been very busy.

John: Sounds as if you need a rest! Listen, I'm having a Halloween party on Saturday night. Would you like to come?

Kim: It's very good of you to ask me, but I'm too busy. I still have a lot to do in the house.

John: Oh, come on! Everybody needs a break now and then.

Kim: Yes, you're right. To tell you the truth, I am getting a bit fed up with it all! OK. I'd love to. What time?

John: How about 7? We can chat a bit before the party starts at 8.

Kim: Sounds great! I can't wait.

John: Great! I'll see you on Saturday, then.

Kim: I wouldn't miss it for the world!

b. Read the dialogue and answer the questions.

- 1 Why hasn't John seen Kim for a while?
- 2 What does John invite Kim to?
- 3 Why does Kim refuse the invitation?
- 4 Why does Kim change her mind?
- 5 What time will the party start?

Invitations

3 a. Read the table. Work in pairs. Use the phrases in the table to act out a dialogue like the one in Ex. 2a, giving it a different ending.

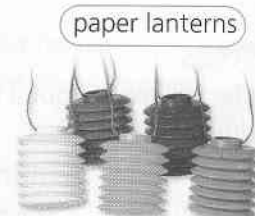
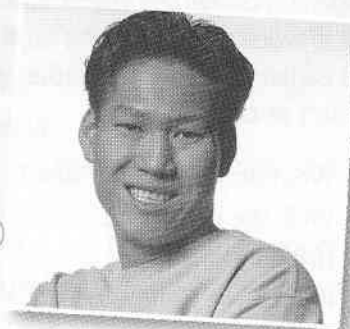
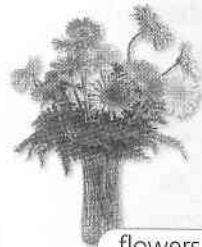
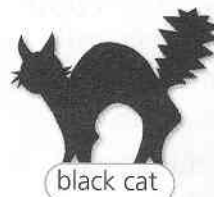
Inviting	Accepting	Declining
• (How) Would you like to (+inf)?	• Thank you.	• No, I'd rather not.
• What/How about (+ -ing form)?	• That will be (very) nice.	• (I'm sorry but) I can't because I'm (+ -ing form)
• Do come to ...	• I'd be glad to (+inf)	• Sounds good, but (+clause)
• Please come to ...	• With pleasure.	• Unfortunately I can't (+inf)
	• I'd like/love to.	• I'm afraid I can't.
	• I wouldn't miss it for the world.	

b. Act out dialogues for the following situations.

- Invite a friend to a fancy dress party at your place. Your friend accepts.
- Decline an invitation to dinner but invite the person to a festival instead.
- Invite a friend to the cinema with you. Your friend declines.

Making decisions

4 a. A friend of yours is having a Halloween party and has asked you to help with the decorations. Look at the pictures and decide which three things are the most appropriate.



► **Roleplay**

b. In pairs, use your ideas in Ex. 4a to act out the dialogue below.

A: I think we should have some ..... , because they're traditional at Halloween.

B: Yes, I agree. I don't think we need ..... or ..... – they aren't really appropriate, are they?

A: No, not really. What about some ..... ?

B: Good idea. How about ..... ?

A: Hm – maybe not for Halloween.

B: Perhaps you're right. We definitely need ..... , though.

A: That's true. I think that's enough.

B: OK. We're agreed, then – we'll have ..... , ..... and ..... . Let's get started!

**Exclamations**

5 a. Listen and underline the stressed words.

- What awful weather!
- What scary costumes!
- What a spooky house!
- It's such a scary film!
- It's so frightening!
- It's so spooky in here!
- How cold it is in here!

b. How do we form exclamations? Are there similar expressions in your language?

6 Now look at the pictures and make exclamations with *what, how, such, so*.



► **Listening**

7 a. You will hear a conversation between two friends about a Mexican festival. Read through the sentences (1-6) and underline the key words.

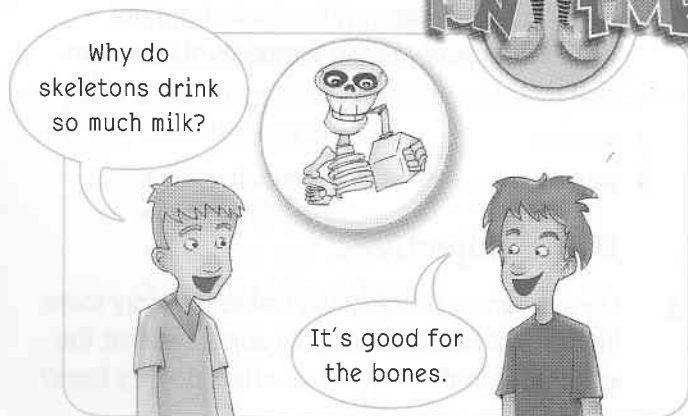
b. Listen and tick (✓) Yes if the sentence is correct or No if it is incorrect.

**DÍA DE LOS MUERTOS**  
Day of the Dead in Oaxaca



- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 1 Tom spent his holiday in Oaxaca.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The festival is celebrated throughout Mexico.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The festival lasts for two days.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 People wear costumes.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Mexicans find the festival depressing.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 In the end, Julia wants to go to the festival. | <input type="checkbox"/> | <input type="checkbox"/> |

8 Think of five phrases you have learnt in this lesson. Close your books and tell a partner.



## Swimming with SHARKS

We've all heard about people swimming with dolphins, but what about sharks? Well, that's what Oliver did last year in Australia! He had always dreamt of going to the Great Barrier Reef and it was exactly as he had imagined it – clear blue water and thousands of exotic fish. One day, as he was walking along the beach, he saw a sign advertising trips to dive with sharks. This was his kind of diving!

The next day he walked excitedly to the harbour, and soon he was on his way out to sea. Suddenly the captain switched off the engine. Some sharks had been spotted swimming near the boat. He put on his wetsuit and stepped carefully inside the cage that would take him underwater and protect him from any attack.

Sinking through shark-infested waters, trapped in a cage, is not everyone's idea of fun, but Oliver was absolutely thrilled! He

waited impatiently for the sharks to appear, and sure enough, within minutes, five huge Great Whites cautiously approached the cage and started circling it. They were so close he could see their sharp white teeth. Oliver had never realised how beautiful these animals were and how gracefully they moved. Suddenly, one of them crashed against the cage, knocking him over. Picking himself up, he saw the door of the cage lying open, the lock broken!

He knew he had to make it back up to the boat. He swam out of the cage and grabbed the rope that connected the cage to the boat overhead. But instead of attacking him, the sharks swam slowly around him as he was climbing up the rope.

He reached the boat in safety, aware that this had been the most amazing experience of his life. Can you guess what he did the very next day?

### Getting started

- 1 Read the title and listen to the sounds. What do you think the story is about? Listen, read and check.

### Looking closer

## STUDY SKILLS

### Beginning/Ending a story

An interesting beginning catches the reader's attention and a good ending makes him feel satisfied. You can start/end a story by:

#### using direct speech

*"I told you not to go there," John said angrily.*

#### asking a rhetorical question

*Who would go into an abandoned house alone?*

#### addressing the reader directly

*Have you ever come face to face with a crocodile?*

- 2 a. Read the story. Which technique(s) does the writer use to start/end his story?  
b. In pairs, suggest another beginning/ending.
- 3 Complete the phrases with adverbs from the text. Use these phrases in sentences of your own.
 

1 walked .....	4 .....
2 stepped .....	5 moved .....
3 waited .....	6 swam .....

### Using adjectives

- 4 Using a variety of adjectives makes the story more interesting. Find and circle the adjectives that the writer uses in the story. What effect do they have?

- 5 Replace the underlined adjectives in the text below with alternatives from the list.

- happy • terrible • pleasant • huge
- fresh • peaceful

It was a 1) nice summer's day and Tom was out walking his dog in the 2) nice, quiet countryside. Tom felt 3) good to be in the 4) good air. Just then, something 5) bad happened. A 6) big man jumped out of the bushes and grabbed Tom's dog.

### Your turn

- 6 Look at the rubric and answer the questions in the plan. Then write your story (100-150 words).

A teen magazine wants its readers to send in stories that begin with: "It was a dark and stormy night. John was on his way home."

## Plan

### Introduction (Para 1)

*When/Where does the story take place? Who is/are the main character(s)?*

### Main Body (Paras 2-4)

*What happens? What are the events in order?*

### Conclusion (Para 5)

*What happens in the end? How do(es) the character(s) feel?*

## the GHOST HUNT of YORK

You'll laugh, you'll scream, you may even cry – but you'll definitely have fun on the Ghost Hunt of York. It's an hour-and-a-half-long tour of the most haunted places in and around the city centre of York.

Whatever the weather, your guide will **appear** at 7:30 pm, formally dressed in his **traditional** Victorian coat and top hat, ready to lead you through the **maze** of streets that make up this **medieval** city. Ringing his death bell, he will take you on a walking tour of the darker side of the city and tell you its fascinating ghost stories. As well as telling you the spookiest ghost stories you've ever heard, your host will give you an interesting and hilarious history lesson, with a laugh a minute.

**Highly entertaining** as well as frightening, the tour will take you on

an emotional journey that includes practical jokes, optical illusions and **audience participation**. The tour **concludes** with a visit to Caesar's Restaurant, where customers may find more body parts on their plates than they ordered! Believe me when I say it may well be the best fun you'll have in ages! Still not sure? Then read these comments from some satisfied customers:

"A fabulously entertaining tour which all of us enjoyed immensely."

*The O'Sullivan Family (Portsmouth)*

"What a laugh! Looking forward to going again! Thanks. You made my night."

*Alison Hunt (Cambridge)*

"The ghost hunt was wonderful – entertaining and informative. I will definitely return for more ghosthunting next year!"

*Jill Durhanu (California)*



7:30 pm  
EVERY NIGHT  
SHAMBLES, YORK  
Adults £5 Boils &  
Ghouls\* – £3  
No need to book  
\* boys & girls

### ► Reading & listening

- 1 Look at the photos. What do you think is happening? Why is the man dressed in this way? Listen, read and find out.
- 2 Read the text and complete the summary, then explain the words/phrases in bold.

The Ghost Hunt of York takes place in the city of  
1) ..... It starts at 7:30 pm 2) .....  
in the Shambles. It costs 3) ..... and £3 for  
children. It lasts for 4) ..... hours and takes  
place whatever the weather. The tour guide leads  
you through the streets, ringing a bell and telling  
you ghost 5) ..... The tour ends at  
6) ....., where the people have an unusual  
dinner.

### ► Speaking

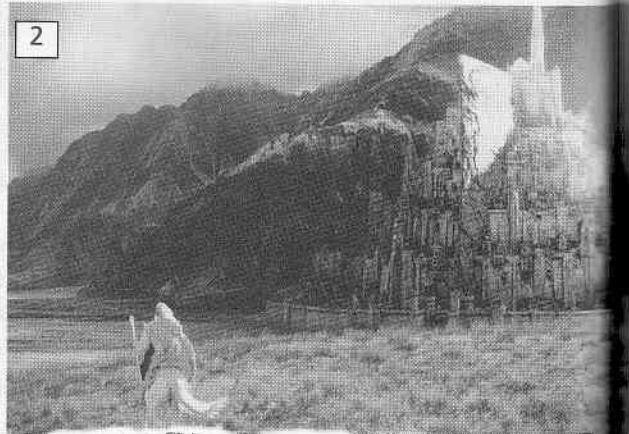
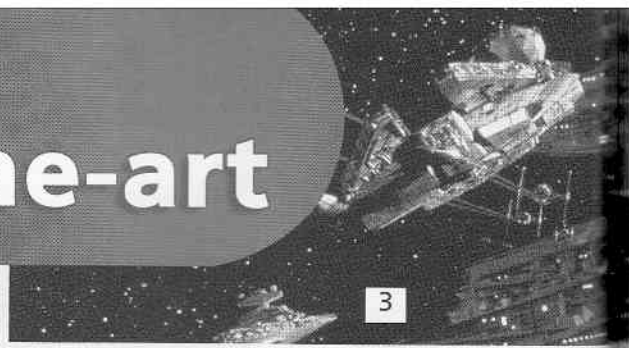
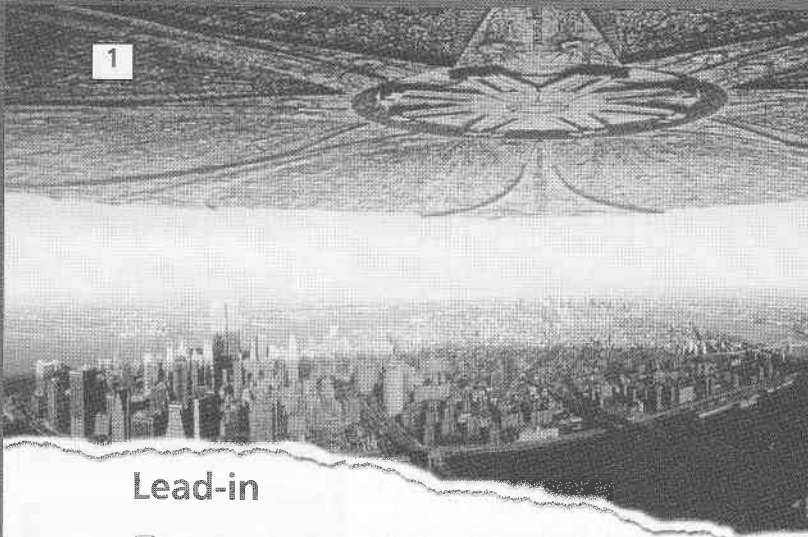
- 3 Work in pairs. Try to persuade your partner to go on the Ghost Hunt of York.

### ✍ Writing

**Portfolio:** Work in groups. Find information about a walk that tourists can take in a town in your country. Make notes under the following headings and then create your own advertisement.

- where/when it takes place
- how long it takes
- what the tour includes
- how much the tickets are

# 6a State-of-the-art



## Lead-in

1 Listen to the music and the sounds. Describe the scene. Where are you? What are you doing? What is happening? How do you feel?

2 Which is your favourite type of film?

- historical • science-fiction • action • comedy
- romance • horror • drama • war • thriller
- cartoon • western • detective

What do the films in the pictures have in common?

## Reading

3 a. Read the title of the text and look at the pictures. What is the text about? Listen and read to check.

b. Read the text and, for each question, choose the correct answer, A, B, C or D.

- 1 What is the writer's main purpose in writing the text?
  - A to describe his favourite films
  - B to say what he likes about different films
  - C to talk about his career in the film business
  - D to explain the history of special effects
- 2 What would a reader learn about filmmakers from the text?
  - A They want to fly.
  - B They are invading the Earth.
  - C They will destroy freedom across the universe.
  - D They want us to believe the impossible.
- 3 What does the writer say about his family?
  - A He wanted to zap them with a ray gun.
  - B They were his first audience.

- C They liked dressing up like soldiers.
- D They thought his choice of career was funny.

4 What does the writer say about his working life?

- A He enjoyed working on *2001: A Space Odyssey*.
- B He didn't enjoy working on *Star Wars*.
- C He enjoyed working on the Indiana Jones films.
- D He enjoyed working on *The Lord of the Rings* trilogy.

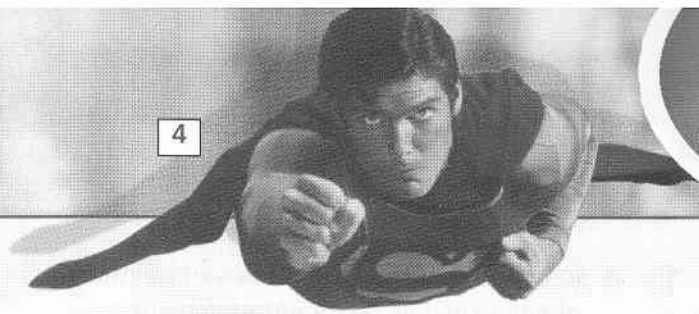
5 What might the writer say about special effects in films?

- A They're not as good as they used to be.
- B They've helped to make some great films.
- C They're more important than a good story.
- D They can't get any better than they are now.

4 Complete the sentences with the underlined words in the text.

- 1 Happiness is a wonderful .....
- 2 I like action films where lots of stuff gets .....
- 3 A lot of science-fiction films are about aliens ..... Earth.
- 4 This film is about a tyrant and his ..... on the planet Mars.
- 5 They arrived and ..... into the party, which was quite boring until they got there.
- 6 Computer generated images have ..... for years, but they get better all the time.
- 7 Astronomers still don't know a lot about our .....
- 8 ..... the hero walks off into the sunset.

4



# Dick Summers: *Special Effects* SUPERVISOR

A long time ago in a galaxy far, far away ... people used to believe whatever they saw with their own eyes. But do you really believe a man can fly? Do you believe aliens are invading Earth or that an evil empire will destroy **freedom** across the universe? For the makers of films like *Superman*, *Independence Day* and *Star Wars*, their **mission** is to make you believe and that's when they come to someone like me.

Over the years, I've travelled through time, breathed life back into dinosaurs and blown up entire planets. Today, I work at Industrial Light & Magic, but my interest in special effects goes back to my childhood. I remember seeing the alien in *The War Of The Worlds* **zap** some soldiers with a ray gun and I thought to myself, "I want to do that." My father had a home movie camera and I filmed my brother pretending to be a soldier. Then I filmed some fireworks exploding. My mum went crazy when she saw it, but my dad thought it was really funny and

that was all the **encouragement** I needed. I finally got into the film business in the 70s. Stanley Kubrick had amazed everybody with his beautiful film *2001: A Space Odyssey* and I found myself working on a similar film for a young guy called George Lucas. He kept talking about robots, or swords made out of light, and superfast spaceships, and I kept saying, "Sure, George, but how are we going to make it?" Well, in the end we found a way and *Star Wars* was a **massive** blockbuster. We made two more *Star Wars* films, and I had a great time working on the *Indiana Jones* movies, but then along came *Jurassic Park* in 1993 and that changed everything.

Computer animation had been around for a long time, but now we could make any kind of creature we wanted. Suddenly, it seemed like every film had to have CGI (computer generated imaging) and I think some people forgot that films still need imagination. I enjoy films like *The Lord of the Rings* trilogy because they've got drama and emotion as well as great special effects, but my kids like computer animated films like *Shrek*. Sometimes I try to imagine what kind of films they'll be watching when they're older, but then I **look back** at how far we've already come. Who could have dreamed any of this would really happen?

## 5 Match the words in bold to their synonyms.

- |           |           |           |
|-----------|-----------|-----------|
| 1 support | 3 liberty | 5 reflect |
| 2 shoot   | 4 huge    | 6 task    |

## 6 Read the sentences. Which is about a: *CD? film? game? concert? play?* Use the underlined words to talk about your favourite CD, film, etc.

- With an excellent cast, gripping plot and lots of special effects, this is sure to be a box office hit!
- The title track is the best, but the whole album is worth a listen, and some tunes may even have you singing along.
- Despite the simple plot and dull graphics, this fantasy adventure is engaging, quite difficult and lots of fun.
- The cast played to a full house on opening night and the audience loved their performance.
- The packed stadium rocked and the band gave a fantastic live performance of songs from throughout their long career.

## Speaking

7 In pairs, think of questions, then act out an interview between Dick Summers and a journalist, based on the information in the text.

## Listening

8 Listen and complete the film review.

Title: 1) .....

Directed by: Brian 2) .....

Starring: Tim 3) ..... as Dave Douglas.  
Robert Downey Jr gives a 4) .....  
performance as Dr Kozak.

An exciting film for 5) .....

## Writing

**Portfolio:** Write a short review of a film you have seen recently (50-60 words). You should include:

- title
- actors/director
- plot
- your opinion



Entertainment

- 1 a. In pairs, list as many places as you can think of where people go for entertainment.
- b. Complete the word(s) to match each definition. Are any of these words in your list?
- You go here to watch a film. c \_\_\_\_\_
  - You can meet your friends here for a coffee. c \_\_\_\_\_
  - You can ride on a roller coaster here. t \_\_\_\_\_ p \_\_\_\_\_
  - You go here to watch a play. t \_\_\_\_\_
  - You go here to watch a musical performance. c \_\_\_\_\_ h \_\_\_\_\_
  - You can see paintings here. a \_\_\_\_ g \_\_\_\_\_
  - You can go ten-pin bowling here. b \_\_\_\_\_ a \_\_\_\_\_
  - You go here to watch an opera. o \_\_\_\_\_ h \_\_\_\_\_

- c. In pairs, talk about which of these places you can find in the area where you live.

A: *There's a cinema and lots of cafés in my area.*  
 B: *There are some cafés in my area too, but there's no theatre.*

- 2 Fill in: **audience, subtitles, DVD, dubbed, band, performance, downloaded, track, album, applause, songs, crowd, films, website, horror.**

- A: I don't like watching films if the language has been ..... I prefer to read .....  
 B: Really? I don't watch many foreign .....
- A: There was a huge round of ..... from the ..... at the end of the .....  
 B: Yeah. The ..... went wild!
- A: This song is my favourite ..... on the whole .....  
 B: Yeah. They're my favourite ....., too.
- A: I rented a really good ..... last night called *Shawn of the Dead*.  
 B: That sounds like a ..... film. Was it?  
 A: No – actually, it was a comedy.
- A: I ..... some great ..... onto my iPod last night.  
 B: Really? Tell me the name of the ..... so I can see if there's anything I might like.

- 3 Fill in: **sequel, trilogy, special effects, blockbuster, computer animated, plot, box office.** Check in your dictionaries.

- The *Star Wars* films were huge ..... hits.
- Three films make up a .....
- A ..... continues the story of a previous film.
- ..... make films more exciting.
- Shrek* is a ..... film.
- This film is sure to be a summer .....
- The ..... was boring and predictable.

- 4 Fill in: **stars, filmed, directed, features, is set.**

- Most of the *Star Wars* films were ..... in a studio.
- Tom Cruise ..... in a lot of action films.
- The film ..... in outer space.
- The film is ..... by Steven Spielberg.
- Shrek* ..... a green ogre voiced by Mike Myers.

Gadgets

► Speaking

- 5 a. Look at the items. Which ones have you got?



- b. Use the verbs to complete the phrases. Then rank the objects in Ex. 5a in order of importance to you. Compare answers with a partner.

- send (x2) • listen (x2) • record • play
- take • store • watch • call

- ..... friends
- ..... text messages

- 3 ..... the latest games
- 4 ..... to your favourite tunes
- 5 ..... e-mails
- 6 ..... addresses, birthdays, etc
- 7 ..... films
- 8 ..... pictures
- 9 ..... to music, news, talk shows, etc
- 10 ..... TV programmes










A: *To me, the mobile phone is the most important of all, because I can call my friends or send text messages.*

B: *To me, the games console is the most important of all, because I can play the latest games.*

### ▶ Reading

- 6 a. Read the instructions and number them in the correct order. Which gadget from Ex. 5a are they for?

**Chapter 2: Using the remote control**

- press power on/off  to switch on
- use the direction buttons to highlight the menu item you want, then press enter 
- press previous  or next  to skip a scene before or after the one you are watching
- press eject  to open the disc tray; insert a disc; press eject again to close the tray
- wait until the onscreen menu appears
- press pause  to stop the movie briefly; press play  to continue watching from that point
- after watching, press stop  to stop the movie, and press power on/off  to switch off

- b. In pairs, use the instructions to act out a dialogue about how to use the gadget.

A: *I don't know how to use this. What do I do?*

B: *Well, first push the on/off button to switch it on.*

A: *This one? OK. It's on. What now? etc*

- 7 Match the adjectives to the phrases, then find the odd word out, as in the example.

- |            |                                     |
|------------|-------------------------------------|
| 1 scary    | a cartoon, phone, joke, film        |
| 2 funny    | b plot, character, game, crowd      |
| 3 complex  | c thriller, adventure, drama, album |
| 4 boring   | d book, film, song, cinema          |
| 5 gripping | e ride, film, <u>song</u> , book    |

## Prepositional phrases

- 8 Fill in: **on** or **in**.

- 1 Is there anything worth watching on TV tonight? I'm ..... *the mood for* a thriller.
- 2 I saw *X-Men III* at the cinema last night and I was ..... *the edge of* my seat!
- 3 I need to charge my mobile phone. Where can I *plug* ..... the charger?
- 4 I *tune* ..... to this radio station every day.

## Phrasal verbs

- 9 Complete the sentences with the correct verb form, then explain the phrasal verbs in bold.



- 1 It's really late and I'm tired. I think I'll ..... **in**.
- 2 I don't feel like going to the cinema – I'm going to ..... **in**.
- 3 OK. I ..... **in**. How do you work this digital camera?
- 4 After the concert we found a B&B to ..... us **in** for the night.
- 5 Please don't ..... **in** when I'm talking.
- 6 We got to the station just as the train ..... **in**.
- 7 My part-time job at the cinema only ..... **in** about £100 a week.

## Idioms

- 10 Fill in a word from the list below, then explain the idioms in bold. Are there similar idioms in your language?

• whale • Dutch • leg • storm

- 1 We had a ..... of a time at the party.
- 2 Sam paid an arm and a ..... for his new laptop.
- 3 Mobile phones have **taken the world by** .....
- 4 When I go out with Paul, we always **go** ..... – that is, we each pay half the bill.

## Writing

**Project:** Write a text giving instructions on how to send a text message on your mobile phone.

## Articles

Grammar Reference

## ► Reading &amp; Listening

- 1 a. Read the text and complete the gaps with *a*, *an* or *the* where necessary. Listen and check. How are articles used in your language?

# TOKYO teens

Japanese culture is having 1) ..... enormous impact on 2) ..... rest of the world, especially in 3) ..... areas of film, food, music and fashion. In 4) ..... Tokyo you can find cutting-edge fashion, experimental music and 5) ..... really funky, trendy youth scene. 6) ..... streets of Shibuya are 7) ..... city's most popular area for youth culture. Teenagers here are hip kids with all 8) ..... latest gadgets. 9) ..... Japanese teenage girls spend their money on 10) ..... hottest trends in clothes and music, and 11) ..... teenage boys invest in 12) ..... latest computer games and 13) ..... technology. Some young



Japanese people have started their own fashion houses and design companies which are taking 14) ..... rest of 15) ..... world by storm!

## b. Answer the questions.

- Which is the most popular teenage spot in Tokyo?
- What do Japanese teens spend their money on?
- What about teenagers in your town? In pairs, compare them with Japanese teens.

## Quantifiers

Grammar Reference

- 2 a. Which of these words go with countable/ uncountable nouns? What are these words used for? List them from the least to the most.

- several – few – all – many – a few
- some – little – a lot of – a little – every
- each – not any/no

## b. Underline the correct word. Give reasons and make sentences with the other words.

- A: Each/Every of us has a mobile phone.  
B: Yes, but few/some people aren't so fortunate.

- A: A lot of/A few my friends don't like going to the cinema.

B: Well, much/many people prefer to watch DVDs at home.

- A: Little/Few adults know how to use the Internet.

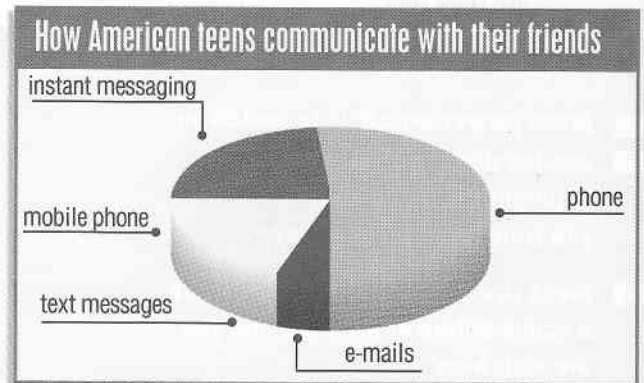
B: I disagree. I think there are only a few/a little who don't.

- A: All/Several my family uses SMS. How about yours?

B: Some/Not any of us do, but my dad still hasn't got a clue.

## ► Speaking

- 3 Use the information in the pie chart to make sentences. Use *most*, *a few*, *some*, *several*, *a lot of*.



Most American teenagers choose the phone when they want to communicate with friends.

## Adverbs

Grammar Reference

- 4 a. Read the theory. Give examples of your own. Are there similar structures in your language?

Adverbs describe **how**, **how often**, **where**, **when** and **to what degree** something happens.

*John walks **quickly**.* (How does he walk? – manner)

*The film has **almost** finished.* (To what degree? – degree)

*He **often** catches the bus to work.* (How often? – frequency)

*I saw him **yesterday**.* (When? – time)

*He was working **in the garden**.* (Where? – place)

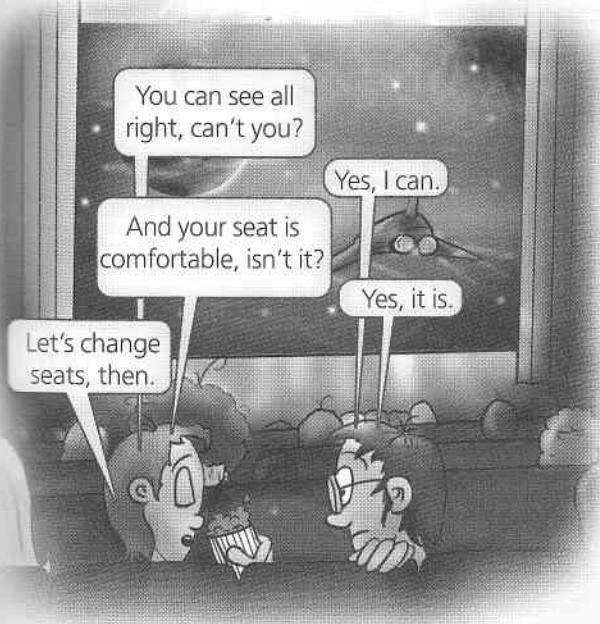
- b. Put the words in order to make complete sentences. What type of adverb is each?

- DVDs / all afternoon / we / watched
- waited / Bob / for the taxi / by the door
- slowly / chewed / Jane / her food
- disappointing / the film / rather / was
- to the cinema / goes / with her brother / usually / she

**Question tags**

Grammar Reference

5 Read the cartoon. Do the question forms ask for information or confirmation/agreement?



► **Listening**

6 Complete the question tags. Listen and tick. Listen again and repeat.

	(sure)	(not sure)
1 That's not a new jacket, .....?	✓	
2 You'll write to me, .....?		
3 I'm dressed smartly enough, .....?		
4 We've been invited, .....?		
5 He left an hour ago, .....?		
6 You've got enough, .....?		

**Echo tags**

Grammar Reference

7 a. Listen and read the examples. Are there similar structures in your language?

- He left. He did, didn't he? (confirmation)
- He left. Did he? (surprise)
- He didn't come. He didn't, did he? (confirmation)
- He didn't come. He didn't? (surprise)

b. Respond to the following.

- 1 It's 7 o'clock already. (surprise)
- 2 Maria's her sister. (confirmation)
- 3 He is still at work. (surprise)
- 4 It's a very funny film. (confirmation)
- 5 I haven't seen that film. (surprise)

**Reflexive pronouns**

Grammar Reference

8 Match the examples to the uses (a-c).

- 1 He cut himself.
  - 2 She went by herself.
  - 3 I don't believe it myself, but some people do.
- a the subject and the object are the same  
 b to emphasise the subject  
 c (with a preposition) = 'without anyone else'

9 Complete the sentences with reflexive pronouns.

- 1 A: Who are you going to the cinema with?  
 B: I'm going by .....
- 2 A: What's wrong with Sarah?  
 B: She's hurt .....
- 3 A: Can I get you a drink?  
 B: No, thanks. I'll get one .....
- 4 A: Has Jenny got a new mobile phone?  
 B: Yes, but she didn't pay for it .....
- 5 A: Who is arranging the party?  
 B: We are doing everything .....

**Sentence transformations**

10 Here are some sentences about technology. Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Most teenagers in America use the Internet. They are only ..... American teenagers who don't use the Internet.
- 2 Not many people can write computer programs. There are a ..... who cannot write computer programs.
- 3 I'm sure a mobile phone can't be that expensive! A mobile phone can't cost that ..... it?
- 4 There isn't a better MP3 player than this one. This ..... MP3 player.

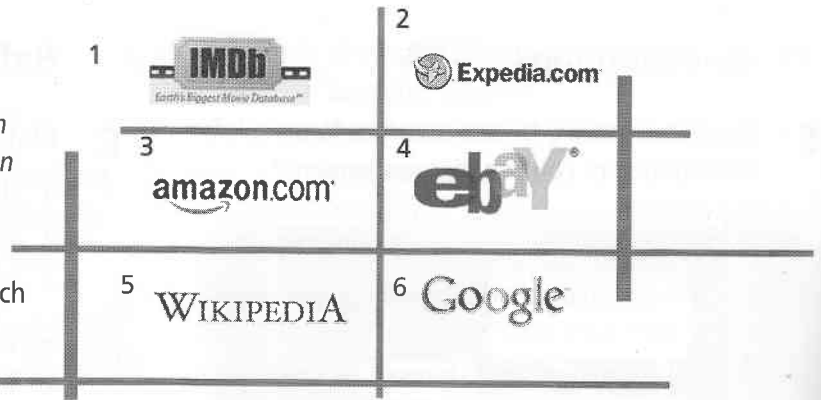
**Writing**

**Portfolio:** Prepare a simple questionnaire about how teens in your country prefer to communicate with their friends. Collect the completed questionnaire, prepare a pie chart, then write a short paragraph analysing the facts.

Do you like talking on the phone? Yes - No

The Internet

- 1 a. Look at the logos. Which is: a search engine? a shopping site? a travel site? an online auction site? an encyclopaedia? a film site?
- b. Do you know these websites? Which are your favourite websites?



- 2 Which of the following are: e-mail addresses? website addresses?

- 1 www.ebay.co.uk
- 2 www.google.com
- 3 ben.freeman@freemail.co.uk
- 4 jenster\_85@registersite.com
- 5 www.channel5/competition.net.au

How do we say each of these?

@ \_ / .

Read the addresses aloud, then listen and check.

▶ Listening

- 3 You will hear a conversation between two friends about the Internet. Listen and decide if each sentence is correct or incorrect, and tick (✓) box A for Yes or B for No.

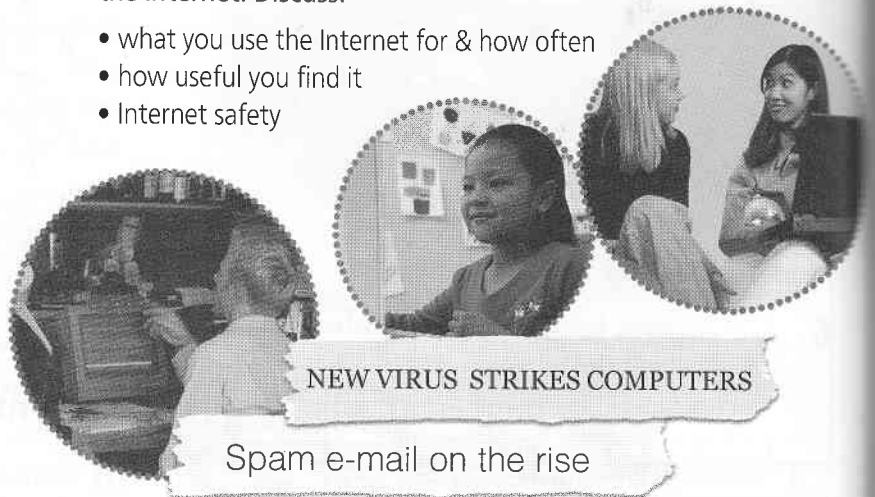
	A	B
	Yes	No
1 Sarah thinks that Andy spends too much time online.	<input type="checkbox"/>	<input type="checkbox"/>
2 At first, Sarah understands why Andy likes the Internet.	<input type="checkbox"/>	<input type="checkbox"/>
3 Sarah thinks the Internet is safe.	<input type="checkbox"/>	<input type="checkbox"/>
4 Andy thinks Sarah has a pessimistic attitude.	<input type="checkbox"/>	<input type="checkbox"/>
5 Andy is confident about the safety measures he has taken.	<input type="checkbox"/>	<input type="checkbox"/>
6 Sarah thinks Andy is responsible when he uses the Internet.	<input type="checkbox"/>	<input type="checkbox"/>

Expressing viewpoints

▶ Speaking

- 4 Look at the pictures and the headlines. In pairs, talk about the Internet. Discuss:

- what you use the Internet for & how often
- how useful you find it
- Internet safety



Asking about a problem & offering help

- 5 a. Match the verbs to the nouns.

Computer problems

1 <input type="checkbox"/> delete	a computer
2 <input type="checkbox"/> can't check	b software
3 <input type="checkbox"/> can't connect to	c a file
4 <input type="checkbox"/> can't install	d the server/Internet
5 <input type="checkbox"/> corrupt	e e-mails
6 <input type="checkbox"/> crash	f a disk

- b. In pairs, use the problems in Ex. 5a and the useful language to act out exchanges, as in the example.

Asking about a problem	Offering help
<ul style="list-style-type: none"> <li>• What's wrong?</li> <li>• What's the matter?</li> <li>• What's the problem?</li> <li>• What's up?</li> </ul>	<ul style="list-style-type: none"> <li>• Let me/Do you want me to have a look at it?</li> <li>• Can I help?</li> <li>• Perhaps I can help.</li> </ul>

- A: What's wrong?  
 B: I deleted a file by mistake.  
 A: Perhaps I can help.

► **Reading**

6 a. Read these sentences from a dialogue. What do you think the dialogue is about?

- Glad I could help.
- You're practically glued to that computer screen.
- Maybe you can help me.
- Why don't you try again?
- That's done the trick.
- What am I doing wrong?

b. Complete the dialogue with the sentences from Ex. 6a. Listen and check.

A: Hi, John. How's it going?  
 B: Oh, hello, Kim. I didn't see you there.  
 A: Yes, I know. 1) .....  
 B: Actually, I've got a problem. 2) .....  
 A: Sure. What's up?  
 B: I'm trying to check my e-mail but I can't get into it. It says to check my user ID and password, but I did that. 3) .....  
 A: 4) .....  
 These things are usually case sensitive, you know. Forgetting a capital letter can mess it up.  
 B: Really? Yes. You're right. 5) ..... Thanks.  
 A: No problem. 6) .....

c. Act out your own dialogues, using the ideas below.

- screen frozen / tried everything / restart the computer – usually works
- deleted a file by accident / can't find it / look in the recycle bin – you can usually restore it from there

**Word formation (verbs from adjectives)**

7 Read the rule, then form verbs from the adjectives to complete the sentences.

We use the prefix **en-** or the suffix **-en** to form verbs from adjectives to give the meaning **make**. – *Make sure you **enable** the firewall on your computer. We had to **widen** the doorway to get the new equipment in the room.*

1 Digital photography makes it easy for people to ..... their own pictures. (**large**)

- 2 Computers have definitely ..... the time it takes to do a lot of repetitive tasks. (**short**)
- 3 One problem with using computers is that it can ..... your eyes. (**weak**)
- 4 Run your anti-virus program regularly to ..... that your computer is kept clean. (**sure**)
- 5 Many people who use the Internet say it has ..... their horizons. (**broad**)

**Recommending**

8 Read the exchanges. In pairs, act out similar exchanges, using the ideas below and the expressions in the language box.

- 1 A: What do you think of this new video game?  
 B: It's excellent! You should definitely buy it.
- 2 A: What is that new computer shop like?  
 B: It's not very good. I wouldn't bother going there if I were you.
- 3 A: Have you been to the new spa in Bath?  
 B: Yes – it's fantastic! Don't miss the chance to go there!

Positive recommendation	Negative recommendation
<ul style="list-style-type: none"> <li>• It's great/fantastic/excellent/wonderful/etc!</li> <li>• If I were you, I'd buy one/go there/try it/etc.</li> <li>• Don't miss it/the chance to go there/see it/etc!</li> <li>• You should definitely buy one/go/try it/etc.</li> <li>• It's well worth a look/etc.</li> <li>• It's a must have/see!</li> </ul>	<ul style="list-style-type: none"> <li>• It's terrible/awful/disappointing/etc.</li> <li>• I wouldn't buy one/go there/try it if I were you.</li> <li>• Don't bother!</li> <li>• I wouldn't bother (going there/etc) if I were you.</li> <li>• It's not worth it/the money/a look/visit/etc.</li> </ul>


- new shopping centre \*\*\*\*\*
- Nightmare CD \*
- latest Harry Potter film \*\*\*\*\*
- Batman DVD \*\*\*

**FN TIME**

Did you write this play yourself?

Well, I'm glad to meet you, William Shakespeare. I thought you were dead.

Every line of it.



### Getting started

- 1 What's your favourite type of music? Who's your favourite singer? Tell your partner.

### Let's look closer

- 2 a. Read the letter. Which paragraph mentions: *the writer's reasons for liking the CD? a recommendation? name of CD? information about CD?*

Dear Julie,

▶ Hi! How are you? Sorry I haven't been in touch for a while but I've been really busy. Anyway, I've finally got some free time, so I thought I'd drop you a line and tell you about a great new CD I've bought. I listen to it all the time and I know it's just the sort of thing you like, too!

▶ The CD is called 'Escape' and it's by Enrique Iglesias, one of the best-selling Spanish artists in the world. It's a brilliant CD with thirteen tracks to enjoy.

▶ It's an album filled with many different types of songs, from upbeat pop tunes to romantic ballads. My favourite song is 'Here'. It's a beautiful slow song and Enrique's voice is full of emotion as he sings it. The title track 'Escape' is great, too. It will have you singing and dancing in no time with its catchy tune and rich sound.

▶ I think the album has something that will appeal to everyone. You should add this CD to your collection. I'm sure you'll like it. Anyway, I'd better go now. Write soon.

Love,  
Ann

- b. Read the letter again. What does Ann like about the CD?
- 3 Think of your favourite film/book/CD. Use the following phrases to talk about them.

### Background

- The film/story is set in ...
- This book is about ...
- This CD was recorded ...

### Descriptions

- The plot is excellent/interesting.
- It has amazing sound effects.
- The lyrics are great.
- The special effects are excellent/superb.
- The cast is superb/amazing/fantastic.
- The sound is rich.
- It's got catchy tunes.
- The singer's powerful voice makes this CD one of his best.

### General comments/opinion

- Don't miss it.
- It's well worth seeing/playing.
- You really must see/read/listen to it.

### Your turn

- 4 a. Read the rubric and the information in the box. Then answer the questions in the plan.
- ☛ This is part of a letter you received from an English pen friend.

In your next letter, please tell me all about your favourite CD. Why do you like it? What songs has it got?

Write a letter answering your pen friend's questions.

## Plan

### Introduction

(Para 1) Greetings – reason for writing

### Main Body

(Para 2) What facts should you include? (e.g. name, type, etc)

(Para 3) What does the CD contain? (tracks, comments on artist's performance)

(Para 4) Why do you like it?

### Closing Remarks

(Para 5) What is your recommendation? – closing remarks

- b. Write your letter (120-180 words). You can use the letter in Ex. 2 as a model.

H G Wells (1866-1946) was a British writer and was one of the first authors to write about time travel, space flight and alien invasion. He was most famous for his science-fiction novels, including *The Time Machine* (1895) and *The Invisible Man* (1897). In *The War of the Worlds* (1898), Martians use their advanced technology to invade Earth in huge machines, equipped with heat rays and chemical weapons, to attack humans.



# The War of the Worlds



"The fifth **cylinder**," I whispered, "the fifth ship from Mars, has struck this house and **buried** us under the ruins!"

Outside there began a metallic hammering, then a violent hooting, and then a hissing like the hissing of an engine. These noises continued occasionally, and increased as time wore on. Soon a thudding that made everything about us shake began and continued. The cylinder was already opened in the centre of the **pit**, and on the far edge of the pit, one of the great fighting-machines, left empty by its **occupant**, **stood stiff** and tall against the evening sky. At first I hardly noticed the pit and the cylinder because of the extraordinary **glittering mechanism** I saw, and because of the strange creatures that were **crawling** slowly and painfully across the ground near it.

The mechanism certainly held my attention first. It was one of those complicated frameworks that we now call handling-machines, and the study of which has already helped our **scientific advancement enormously**. It looked like a sort of metallic spider with five **jointed, agile** legs, and with an extraordinary number of jointed **levers, bars**, and reaching and clutching **tentacles** about its body.

Its movements were so **complex** and perfect that at first I did not see it as a machine, in spite of its metallic **gleam**. The fighting-machines were **coordinated** and **animated** to an extraordinary level, but nothing to compare with this.

When I looked again, the busy machine had already put together several of the pieces of **apparatus** it had taken out of the cylinder into a shape **remarkably similar** to its own; and down on the left a busy little digging machine had come into view, **letting off** jets of green **vapour** and working its way round the pit. This was what had caused the regular beating noise, and the rhythmic shocks. It whistled as it worked. So far as I could see, the thing was working without **direction** from a Martian at all.

## ► Reading & Listening

1 Look at the book cover. What kind of novels do you think H G Wells wrote? Read the biographical information above to find out.

2 Listen to the sounds and match them to the words/phrases below. What do you think is happening? Listen and read to find out.

- beating noise
- hissing of an engine
- metallic hammering • whistling
- violent hooting • thudding

3 Read the extract and answer the questions.

- 1 Where is the narrator?
- 2 What was the handling machine like?
- 3 What did it make?
- 4 Who operated the digging machine?

4 Read again. What do the underlined words refer to? Explain the words in bold.

5 What did the handling machine look like? List the words used by the author. Use your list to describe the machine to your partner.

6 Discuss which of the adjectives below best describe the narrator's feelings.

- amazed • surprised • shocked • scared
- sad • tense • relaxed • disappointed

Give reasons.

## ► Speaking

7 Imagine you were there. How would you feel? What would you do? Tell your partner.



## Vocabulary & Grammar

### 1 Fill in the gaps with the correct word.

- 1 Such rude behaviour makes my ..... boil.
- 2 Are you OK? You look as ..... as a sheet.
- 3 This MP3 player ..... up to 1,000 songs.
- 4 I'm scared to ..... of cockroaches.
- 5 He must be happy – he's smiling from ..... to ear.
- 6 The band gave a great live ..... of their most famous songs.
- 7 He took ..... the company after his father died.
- 8 He does like ..... -fiction stories.
- 9 Dragons are mythical ..... that can breathe fire.
- 10 He sent me a text ..... asking me to meet him at 6:00.

(10 marks)

### 2 Circle the correct item.

- 1 She trembled ..... fear as the giant approached her.  
A with      B of      C at
- 2 John ..... over to the side of the road to have a rest.  
A handed      B came      C pulled
- 3 I tune ..... to Radio 2 every morning.  
A on      B in      C up
- 4 We met a girl ..... father was a diver.  
A which      B that      C whose
- 5 ..... teenagers know how to use the Net.  
A Each      B Every      C Most
- 6 Avril is the ..... singer in the world!  
A best      B better      C worse
- 7 Listen to the birds ..... in the trees.  
A creaking      B howling      C singing
- 8 She taught ..... how to use a computer.  
A herself      B himself      C myself
- 9 The ..... broke into applause at the end.  
A cast      B band      C audience
- 10 He ..... me of my uncle.  
A looks      B reminds      C remembers

(10 marks)

## Use of English

### 3 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 The Christmas party was better than the Halloween party.  
The Halloween party wasn't ..... the Christmas party.
- 2 Ann's fairy costume won a prize.  
Ann was the girl ..... won a prize.
- 3 She arrived before Tony.  
Tony arrived ..... her.
- 4 Most young people have mobile phones.  
There are ..... who don't have mobile phones.
- 5 He said no one helped him fix it, but I don't believe him.  
He said he fixed ....., but I don't believe him.

(10 marks)

### 4 Fill in the correct word derived from the word in bold.

- 1 Jane is a very ..... girl. She always makes time for others. **HELP**
- 2 There are many ..... fish in the aquarium. **BEAUTY**
- 3 I was left ..... by the shocking news! **SPEECH**
- 4 The kitten never stops running around. It's very ..... **PLAY**
- 5 My dog looks scary, but he's ..... really! **HARM**

(10 marks)

## Communication

### 5 Complete the exchanges.

- a I wouldn't miss it for the world!
- b What's wrong?
- c It's not worth the money.
- d Would you like to come to my party on Saturday?
- e I'm really scared of heights!

- 1 A: .....  
 B: I deleted a file by mistake.
- 2 A: Please come to my party.  
 B: .....
- 3 A: What do you think of this jacket?  
 B: .....
- 4 A: .....  
 B: There's nothing to worry about.
- 5 A: .....  
 B: Sounds good, but I'm away that weekend.

(10 marks)

**Listening**

- 6 You will hear a girl inviting a friend to a Halloween party. Fill out the details on the invitation below.

**PARTY TIME**



TO: 0) Tom  
 FROM: 1) .....  
 DATE: 2) ..... October  
 PLACE: 3) .....  
 ADDRESS: 7, 4) .....  
 TIME: 5) .....

(10 marks)

**Writing**

- 7 Write a short review of your favourite film (100-120 words). Include the title, actors/director, the plot and your opinion.

(20 marks)

**Reading**

- 8 Read the text and answer the questions.

**The Edinburgh Festival**

If you are ever in Scotland in September, you should pay a visit to the Edinburgh Festival. It is a huge celebration of culture, where you can see comedy shows, musical performances, plays and much more.

The first Edinburgh Festival took place in 1947. It was seen as a way to re-unite Europe through culture, after World War II. The festival was so successful that it attracted more performers than there was room for. After nearly 60 years, the festival is still going strong and growing bigger every year.

The Festival is a place where new talent is discovered, as the principle is that anyone can apply to perform there. Last year's festival featured 27,000 performances in 240 different venues. There were so many performers that it would take you 5 years, 11 months and 16 days to watch all of them back to back!

With over 1.35 million tickets sold last year, it is certainly the place to be. For more information about this year's festival, go to <http://www.edfringe.com>.



- 1 Where does the Festival take place?
- 2 What type of acts can you see there?
- 3 How long has the Festival been running?
- 4 What was the purpose of the first Festival?
- 5 How many tickets were sold last year?

(20 marks)

(Total = 100 marks)

**Now I can...**

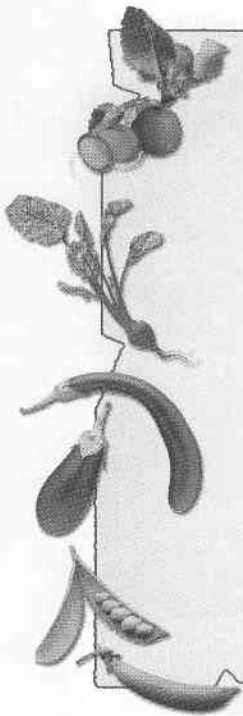
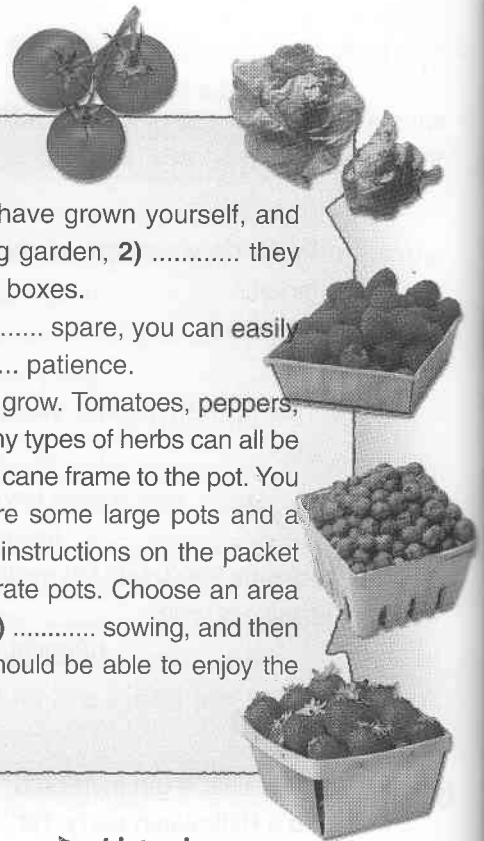
- talk and write about mythical creatures
- talk & write about festivals
- invite & accept/refuse
- write a 3rd-person narrative
- talk & write about a film I've seen/a CD I like
- talk & write about how teens communicate
- ask about a problem & offer help
- recommend sth

...in English



# Eco-friends 3

## Grow Your Own



Nothing tastes better **1)** ..... fruit and vegetables that you have grown yourself, and growing them is a fun and healthy hobby. You don't need a big garden, **2)** ..... they can grow well in pots, grow bags, hanging baskets and window boxes.

Even if you are an absolute beginner with only a balcony **3)** ..... spare, you can easily grow your own plants. All you need is a little effort and **4)** ..... patience.

Firstly, choose which fruits and vegetables you **5)** ..... like to grow. Tomatoes, peppers, aubergines, strawberries, spring onions, lettuce, beetroot and many types of herbs can all be **6)** ..... in pots. You can also grow peas and beans if you add a cane frame to the pot. You can buy the seeds from a garden centre. Then all you need are some large pots and a **7)** ..... of bags of compost. Sow the seeds according to the instructions on the packet and make **8)** ..... you put different varieties of plants in separate pots. Choose an area that is shaded but gets some sunlight. Water the plants straight **9)** ..... sowing, and then regularly throughout the summer. In a **10)** ..... weeks you should be able to enjoy the fruits of your labour.

- 1** How many of the fruits and vegetables in the pictures can you name? What are they called in your language? Do you grow any of them in your garden/on your balcony?

### ► Reading

- 2** a. Look at the title of the text. What do you think it is about?  
b. Read through the text once quickly. How many of the fruits and vegetables in the pictures are mentioned?
- 3** Read the text again and choose the correct word, A, B, C or D, to complete each gap. Listen and check.

- |                |             |            |            |
|----------------|-------------|------------|------------|
| 1 A as         | B of        | C than     | D from     |
| 2 A whereas    | B because   | C but      | D although |
| 3 A for        | B on        | C in       | D to       |
| 4 A a lot of   | B much      | C many     | D lots     |
| 5 A should     | B could     | C would    | D had      |
| 6 A brought up | B developed | C made     | D grown    |
| 7 A pair       | B couple    | C two      | D duo      |
| 8 A sure       | B confirmed | C definite | D positive |
| 9 A after      | B off       | C from     | D away     |
| 10 A little    | B few       | C some     | D lot      |

- 4** Find synonyms in the text for the words below.

• complete • plant (v) • kinds • routinely • work (n)

### ► Listening

- 5** a. You are going to hear someone talking about how to make your own compost. Listen and put the steps in the right order.

- A**  Fill it with kitchen and garden waste.  
**B**  Wait 2-3 months and then mix it up.  
**C**  Buy compost bin.  
**D**  Add some soil.  
**E**  Put compost on garden.  
**F**  Put bin on an earth surface.

- b. Listen again. What can you use to make compost?

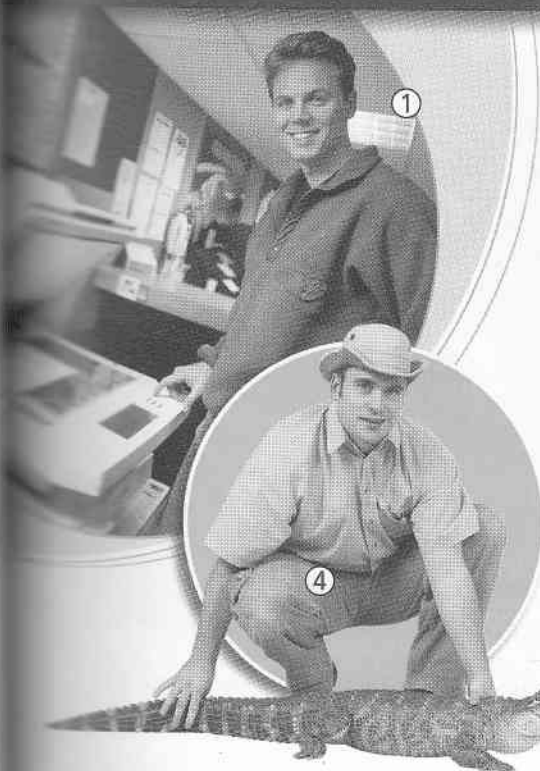
### ► Project

Work in groups. Grow your own fruit, vegetable or herb in a plant pot. Report back to the class on its progress.

# Busy people

## Module 4

### Units 7-8



- warn others
- report an emergency
- make suggestions & present results/consequences

#### ► Practise ...

- conditionals
- wishes
- clauses of purpose/result
- the passive
- causative form
- every, each, either, neither
- idioms related to work, crime
- formation of adjectives from verbs
- phrasal verbs with *through*, *away*

#### ► Write ...

- an article interviewing a person about their job
- a short e-mail to your English pen-friend about your dream job
- an e-mail to a friend of yours about some things you regret having done
- a letter of application
- an article about a popular tourist attraction in your country where you can see people in special uniforms
- a list of Dos and Don'ts on how to defend yourself
- an essay providing solutions to problems

#### ► Before you start

- Think of two festivals in your country. Describe them to the class. Which do you like most?
- Which is your favourite film? Describe its plot to the class.

#### ► Look at Module 4

Find the page numbers for pictures 1-5.

#### ► Find the unit and page number(s) for

- a cartoon strip about an accident
- a letter of application
- newspaper headlines
- a job advert

#### ► Listen, read and talk about ...

- jobs, job skills & qualities
- clothes at work
- self defence & how to stay safe
- types of crime
- the importance of having rules

#### ► Learn how to ...

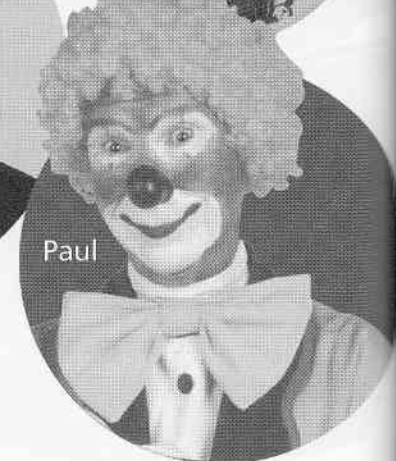
- talk about ambitions
- agree/disagree with opinions
- give an eye-witness account
- express annoyance & calm sb down

**Culture Clip:** The Ravenmaster

**Curricular Cut (Citizenship):** Following the rules

**Eco-friends:** Hydro-Logical

# 7a All in a day's work



## Lead-in

- 1 a. Write down as many jobs as you can think of in one minute.
- b. Listen to the sounds. What job does each remind you of? Are these jobs in your list?

- 2 a. Look at the pictures. What does the person in each picture do for a living?

*I think Laura's a ...*

- b. Fill in: **work, get, wear, do**. Use the phrases to make sentences about the people in the pictures.

- 1 ..... a good salary
- 2 ..... from home
- 3 ..... long hours/shifts/weekends
- 4 ..... a suit/a uniform to the office
- 5 ..... a lot of travelling

- c. What about your family members? What do they do? Use the phrases to talk about them in pairs.

A: *My dad works as ... He works long hours, but he doesn't mind as he likes his job a lot. What about yours?*

B: *My ...*

## Reading

- 3 a. Read the title, the introduction and the questions in the text. What do you expect the article to be about? Listen, read and check.

- b. Read the text and mark the sentences **Y** (Yes), **N** (No) or **DS** (doesn't say).

- 1 Angela started diving when she finished school.
- 2 Angela has passed two diving exams.
- 3 It is important for Angela to earn a good salary.
- 4 Angela is adventurous and determined.
- 5 It helps to have other skills as well as diving skills.
- 6 Angela works on her own.
- 7 Coral reefs are in danger.
- 8 We can't do much to help protect the coral reefs.
- 9 Angela often gets homesick.
- 10 Angela has had no difficulties with her groups so far.

- c. What do we learn about coral reefs from the text?

- 4 Complete the sentences with words from the text.

- 1 You need to study to get q..... before becoming a doctor.
- 2 After university, I t..... to become a teacher.
- 3 Kindness and patience are necessary q..... if you want to be a nurse.
- 4 Typing and filing are essential s..... for secretaries.
- 5 It took him a while to a..... to the new work environment.

# Cracking Career!

Ever dreamed about having a job on a tropical island like one of the Virgin Islands? Then why not consider working as a diving instructor? Not only can you help people learn this fascinating sport, but you can also help educate people about the environment ... Meet Angela Webb and discover how you can make your hobby your career!

So, Angela, is it hard to become an instructor? What qualifications do you need?

If you are determined and you really want to succeed, anything's possible! But, yes, it takes a lot of time to gain the relevant experience and qualifications. Through the BSAC (British Sub-Aqua Club), I first trained as a Sports Diver and then went on to do my Instructor qualification. If you are really ambitious, you can even progress to Advanced Instructor.

What kind of personality do you need to have to do this line of work? What qualities?

I would say a sense of leadership is important.

Also, determination and an adventurous spirit helps! But, obviously, you have to be good at working with people in a team, and fairly organised. But then there are also skills you need to acquire, like knowing how to use computers or how to speak other languages.

What facts can you tell us about coral reefs?

As much as a quarter of all marine

life lives there – did you know that? So, it's imperative that we look after them. Unfortunately, as you probably know, they are in jeopardy due to man's activity. They're being destroyed a lot faster than the time it took for them to be formed. Did you know that coral reefs take thousands of years to grow? Even if the conditions are perfect, they only grow about two centimetres a year.

That is amazing. Really makes you respect them. So what can we do to ensure the survival of coral reefs? When diving, be careful not to touch the coral, either with your body or your equipment. Also, we have to be extremely careful in the boat, so we don't drop anchor on a reef. Certainly, no rubbish should ever be dumped there, for obvious reasons. And, naturally, you shouldn't even think about taking some coral home as a souvenir!

Is there anything you don't like about the job you do? Of course it's difficult being away from your family and friends for long periods, and it takes time to adapt to the new culture you are living in. But after a while you find that you have a new home and a new set of friends, and there is no time to get homesick as there are so many new things to discover. The other main concern is the safety aspect – it can be daunting to think that you are responsible for the safety of all the people you instruct. Luckily, everyone under my instruction has escaped unharmed – touch wood!

5 Match the underlined words to their synonyms.

- frightening • feeling • take care of • move on
- danger • thrown away • get • ideal

What part of speech is each?

## Listening

6 Listen to someone talking about his job. Why does he like it? What negative points does he mention? What job do you think he does?

## Speaking

7 Make notes under the headings, then tell the class about what it is like being a diving instructor.

- qualifications • personal qualities • pros/cons

## Writing

Project: Interview a person about his/her job. Use the headings in Ex. 7 to prepare your questions. Interview the person, then write a short article (60-80 words) about him/her, similar to the one about Angela.

Jobs

1 a. Match the words to form compound nouns.

- |                            |          |   |            |
|----------------------------|----------|---|------------|
| 1 <input type="checkbox"/> | bus      | a | instructor |
| 2 <input type="checkbox"/> | bank     | b | agent      |
| 3 <input type="checkbox"/> | web      | c | clerk      |
| 4 <input type="checkbox"/> | security | d | programmer |
| 5 <input type="checkbox"/> | travel   | e | driver     |
| 6 <input type="checkbox"/> | factory  | f | guard      |
| 7 <input type="checkbox"/> | ski      | g | worker     |
| 8 <input type="checkbox"/> | computer | h | designer   |

b. Choose two jobs from Ex. 1a. Use these phrases to make as many true sentences about each job as possible.

**work:** shifts / from nine to five / six days a week / overtime / in an office / in a factory / from home / with your hands / behind a desk / with a computer / outside

**be:** your own boss / self-employed / well-paid / poorly-paid / underpaid / overworked / successful

**the work is:** boring / creative / stressful / interesting / repetitive / challenging / satisfying

*I'm not sure, but I think bus drivers work shifts. They are rather poorly paid. I guess their job is boring, because they drive the same route all day.*

► **Speaking**

2 What about you? What job would you love/hate to do? Why?

*I could never be a ... because I wouldn't like working shifts.*

*I'd prefer to be ...*

**Job skills & qualities**

3 In pairs, use the notes to talk about what skills/qualities each job requires, as in the example.

- teacher • architect • lawyer
- tour guide • librarian • songwriter
- office worker • vet • secretary

**Needs to have ...** good computer / organisational skills; a good telephone manner; a driving licence / university degree

**Must be good at ...** foreign languages, ICT, maths, music, etc; working alone / as part of a team; explaining things




**Should be ...** careful, creative, dedicated, hard-working, honest, patient, polite, reliable




**Must be interested in ...** helping others, reading, working with children / animals / etc

*A teacher needs to have a university degree, and must be good at explaining things. They should be dedicated and patient, and interested in helping others.*

► **Reading**

4 Read the descriptions of six personality types. Which type(s) are most/least like you? Which of the jobs would you like to do? Does this match the personality type you think is most like yours?

<p><b>Risk-taker:</b> You like to be in charge. You focus on goals and like to reach your target. You see opportunities and take them. You want to be rich and successful.</p>  <p><i>stockbroker, pilot, business manager</i></p>	<p><b>Conventional:</b> You like to see things through to the end and you pay attention to detail. You like order, routine and structure.</p>  <p><i>secretary, cashier, accountant</i></p>	<p><b>Investigative:</b> You're very curious and enjoy problem solving. You like to know how things work and to test out your ideas.</p>  <p><i>scientist, doctor, astronomer, detective</i></p>
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<p><b>Creative:</b> You're a bit of a dreamer, but you can express yourself and you like to find different ways of doing this.</p>  <p><i>artist, photographer, musician</i></p>	<p><b>Practical:</b> You like to get things done and don't like wasting time. You are good with your hands and like to spend time outdoors.</p>  <p><i>policeman, carpenter, farmer, electrician, mechanic</i></p>	<p><b>Caring:</b> You like being with people and working as part of a team. You are a good listener and like helping people with their problems.</p>  <p><i>teacher, nurse, social worker</i></p>
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5 Fill in: **payslip, applied, dismissed, unemployed, vacancy, resign, promotion, retired.**

- 1 A: Have you found a job yet?  
B: I ..... to join the army, but I haven't heard anything yet.
- 2 A: Is your brother still .....?  
B: No. There was a ..... at the local factory, so he's working there now.
- 3 A: Have you heard? Jones from Sales was .....  
B: No. He just ..... early so he can spend more time with his family.
- 4 A: I can't believe I didn't get that .....!  
B: You should ..... and look for another job.
- 5 A: How's your new job going, Sam?  
B: It's great. I can't wait to get my first .....

6 Fill in: **for, as or in.** Check in your dictionaries.

- 1 I'd like to apply ..... the post.
- 2 I have worked ..... a singer since 1995.
- 3 How long have you worked ..... Accounts?
- 4 Fill ..... this application form.

7 Complete the sentences with the correct word. Check in your dictionaries. Make sentences using the rest of the words.

- 1 I haven't had a **salary/wages/pay** rise for four years.
- 2 Until he **earns/gains/wins** more experience, there's no chance of him getting a better job.
- 3 Sarah is a teacher by **job/career/profession**.
- 4 Eve wants to make herself a(n) **occupation/career/employment** in the music industry.
- 5 Jack works for a sales **business/industry/company**.

### Word formation (forming adjectives from verbs)

8 Read the theory, then complete the sentences with the correct adjective derived from the verbs in bold.

We can form adjectives from verbs with the suffixes:  
**-able** (*imagine – imaginable*), **-ible** (*sense – sensible*),  
**-ive** (*impress – impressive*), **-ed** (*please – pleased*) and  
**-ing** (*please – pleasing*).

- 1 You have to be ..... (**create**) to be an artist.
- 2 Sam can't find a ..... (**suit**) job.

- 3 Tom is brilliant at making any subject ..... (**comprehend**) to small children.
- 4 Being a teacher is always ..... (**interest**) because every day is different.
- 5 Now he has finished university, Lee is a ..... (**qualify**) architect.

### Idioms

9 Choose the correct word in the second sentence to complete the idioms in bold, whose meaning is given in the first sentence. Are there similar idioms in your language?

- 1 Laura believed they would ask her to leave. She thought she would **get the bag/sack**.
- 2 This factory operates all day and all night. This factory operates **(a)round the clock/hours**.
- 3 Bill stopped working and went home at 6 pm. At 6 pm, Bill **called/named it a day**.
- 4 Henry was asked to leave his last job. Henry **got fired/shot** from his last job.

### Phrasal verbs

10 Complete the sentences with the correct verb form. Choose a phrasal verb and draw a picture of it.



- 1 Can you ..... me ..... to Mr Smith, please? (**connect by phone**)
- 2 John's working on a difficult project but I'm sure he can ..... it ..... (**complete successfully**)
- 3 Their plans for opening a new branch ..... due to lack of money. (**failed**)
- 4 Sue ..... a painful time when she got fired. (**experienced**)
- 5 Why don't you ..... the local paper for a vacancy? (**look at quickly**)

### GAME

Work in pairs. Make up a story including the phrasal verbs. The class votes for the best story.

### Writing

**Project:** Write a short e-mail to your English pen friend about your dream job. Say: *what it is, why it's your dream job, how it matches your personality type.*

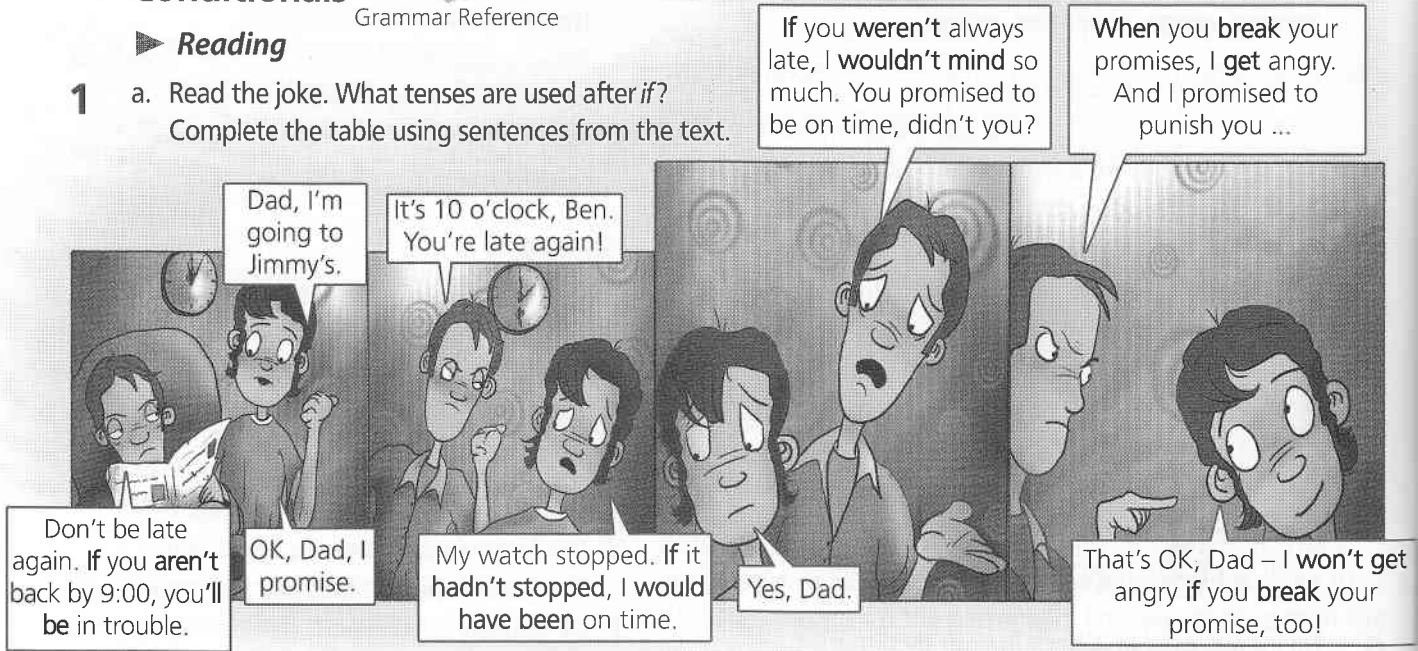


Conditionals

Grammar Reference

► Reading

- 1 a. Read the joke. What tenses are used after *if*? Complete the table using sentences from the text.



Type	Conditional clause	Main Clause
0	If/When + present simple <i>When/if you break your promises,</i>	present simple <i>I get angry.</i>
1	If + .....	will/won't (can/should/may/might/imperative) + bare infinitive
2	If + .....	would/wouldn't (could/might) + bare infinitive
3	If + .....	would/wouldn't + have + past participle

- b. Which type refers to: *an unlikely situation in the present? a real or probable situation in the present/future? an imaginary situation contrary to facts in the past? a general truth?*

- 2 Work in pairs. How do these sentences differ in meaning? Check in the Grammar Reference.

*If he does this project well, he'll get promoted.*  
*Unless he does this project well, he won't get promoted.*  
*When he does this project well, he'll get promoted.*

- 3 Complete the sentences. Which type of conditionals is each one?

- When she ..... (finish) school, she ..... (look) for a job.
- Unless Tom ..... (be) determined, he ..... (not/be) successful.
- If you ..... (enjoy) your job, you ..... (be) lucky.
- When you ..... (see) Mr Smith, ..... (tell) him to come immediately.
- When you ..... (mix) red and white, you ..... (get) pink.

- 4 Helen is quite unhappy. Read her thoughts, then rewrite the sentences using the second conditional.

1 I don't have enough qualifications to find a better job.

2 I don't earn enough money to buy a flat.

3 I feel tired because I go to bed late every night.

4 I don't have any friends, so I feel lonely.

*If I had more qualifications, I could find a better job.*

► Speaking

- 5 Work in groups. What would you do if you ...

- were Prime Minister for a day?
- had a lot of money? • saw a mouse?
- got lost in the jungle?
- failed your exams?

- 6 Work in pairs. What would have happened if you ...

- had woken up late this morning?
- had lost your pocket money?
- hadn't done your homework?
- had been born in another country?
- had won £1 million?

- 7 Start with a true statement about your day yesterday, then say what could have happened if you had done something different.

S1: *I woke up at 8 am yesterday.*

S2: *What would have happened if you hadn't woken up at 8 am?*

S3: *I would have missed the school bus. etc*

## Clauses of purpose

- 8 a. Read the examples.

- (to)-infinitive *He called to say he'd be late.*
- in order to, so as to (more formal) *They are working overtime in order to meet their deadline.*
- so that *I'll give you his number so that you can call him.*
- for + noun phrase *He wrote the article for money.*
- with a view to + -ing *She got a degree in design with a view to becoming a stylist.*

- b. Join the sentences, using the words in brackets.

- 1 He is studying English. He wants to travel abroad. (so as to)
- 2 Mark is saving hard. He wants to buy a car. (so that)
- 3 The company is interviewing now. They want to hire new staff. (with a view to)
- 4 She got a mortgage from the bank. She wants to buy a house. (in order to)
- 5 Everyone stopped working at one o'clock. They wanted lunch. (for)

## Wishes

Grammar Reference

- 9 a. Read the sentences. Which is: *a wish about the present/future? a wish/regret about the past? What words are used to introduce wishes? What tenses are used after these words?*

- I wish I had applied for the job
- If only you weren't working late today.
- I wish I could be a rock star.
- If only I had won that singing contest.

- b. Read Greg's thoughts and write sentences, as in the example.



- 10 Work in pairs. Say two things that you wish you could do/be, and two things you regret (not) having done.

A: *I wish I had taken my friend's advice.*

*If I had taken my friend's advice, I wouldn't have ...*

B: *I wish I were more patient.*

*If I was more patient, my friends ...*

## ► Listening

- 11 Listen to Mary. What does she regret? What would have happened if she had made a different choice?

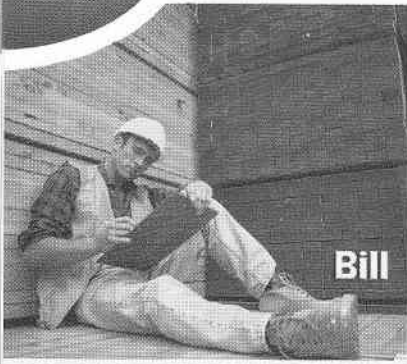
## Sentence transformations

- 12 Here are some sentences about the music industry. Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Deirdre doesn't earn enough money.  
Deirdre wishes ..... more money.
- 2 You need a lot of experience to get the job.  
Unless ..... experienced, you won't get the job.
- 3 Mel worked all night on the music video.  
Mel spent ..... on the music video.
- 4 John is a stylist for a rock star.  
John works ..... for a rock star.
- 5 She works Monday to Friday from 9 to 5.  
She has a ..... Monday to Friday.

## ✎ Writing

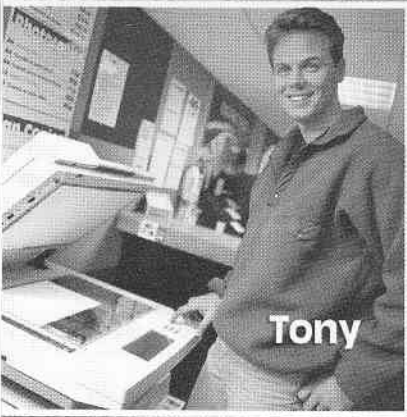
**Portfolio:** Think of some things you regret having done. Write an e-mail to a friend of yours, explaining the situation and what would have happened if you had acted differently.



Bill



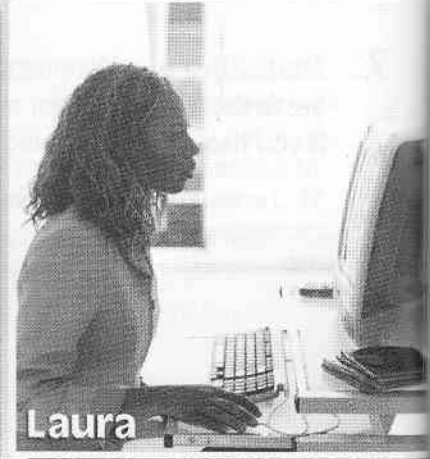
Ann



Tony



Mark



Laura

### Clothes at work

- 1 a. Look at the pictures. Who wears *a uniform, a hard hat, an overall, a blouse, a suit, jeans, boots, casual clothes* to work? What do these people do for a living?
- b. What clothes do you think are suitable to wear for a job interview as a: *part-time shop assistant? waiter at a café? secretary?*

### STUDY SKILLS

#### Listening for specific information

Read the statements and underline key words. This will help you understand the general content of the listening. Listen carefully. Try to listen for synonyms or rephrasing.

#### ► Listening

- 2 a. Read statements 1-5. What might the dialogue be about?
- b. Listen and mark the statements below as **T** (true) or **F** (false). Were your guesses correct?
- 1 Claire has an interview this morning. ....
- 2 Lynn thinks Claire should wear a smart suit for her interview. ....
- 3 At first, Claire thinks she doesn't have to dress nicely for the interview. ....
- 4 Claire usually wears a lot of make-up. ....
- 5 Lynn thinks Claire may get the job. ....

### Getting a job

#### ► Reading

- 3 a. Look at the questions. What is the dialogue about? Read through and check.
- A How many hours will you be working?  
 B What do you have to wear?  
 C How much money will you get?  
 D Did you meet any of the people you'll be working with?  
 E How did the interview go?
- b. Read again and complete the dialogue. Compare answers with a partner. Listen and check.

A: Hi, Betty!

B: I got the job! I start on Saturday!

A: Congratulations!

B: Sixteen hours a week, weekends only, and the pay is pretty good – £5 an hour plus tips.

A: Yeah. Not bad.

B: A uniform. It's a blue T-shirt, a red skirt and a white apron. They've provided me with two, so I always have a clean one to wear when the other is in the wash.

A: Smart thinking!

B: A few. They were really friendly. My duties will be quite easy, too – basically, just taking customers' orders, serving food and drinks and clearing away. I think I'm going to like it.

A: Good for you.

- c. Which of the sentences below best summarises the dialogue?

- Looking for a job
- Getting a job
- Applying for a job

4 Work in pairs. Imagine you have got a part-time job. Use the ideas below to tell your partner all about it. Use the dialogue in Ex. 3 as a model.

weekends off	work weekends/late nights
wear what I like	wear a uniform/suit
the money's great	the pay's terrible
helpful/friendly co-workers	unhelpful/unfriendly co-workers
easy/few duties	lots of duties, hard/dirty work

### Talking about ambitions

#### ► Speaking

5 a. Listen to some students talking about their ambitions. What does each person want to be?

Mary      Tom      Helen

b. In pairs, use the language box to talk about your ambitions.

Questions	Replies
• What are your plans for the future?	• I'd like to be ...
• What do you want to be when you grow up/leave school/finish your course/etc?	• I want to become ...
• What do you want to do for a living?	• I hope to get ...
• What is your ideal job?	• I would like/love to be ...
	• I wish I could be ...
	• My hope is to ...

### Describing pictures

6 a. Work in pairs. Look at the picture. Describe it to your partner. Talk about:

- where the people are
- what they are wearing
- what they are doing
- how they feel



b. Evaluate your partner's performance in terms of:

- accurate description
- grammar
- fluency

Swap roles. Look at the picture and describe it to your partner. Your partner evaluates your performance.

### Agreeing/disagreeing with opinions

7 Work in pairs. Study the table and the examples. Then discuss what you think the best job in the world is.

Asking about agreement & disagreement	
• Don't you agree that ...?	• Don't you think ...?
	• I think ... , don't you?
Expressing agreement	Expressing disagreement
• I (quite) agree.	• You are wrong (there).
• That's right/correct.	• I don't agree.
• Exactly/Certainly.	• That's not right.
• I think/believe so.	• Certainly not.
• You are right (there).	• I don't think so.
• Yes/Of course.	• Not really.

A: I think a teacher has a great job. He works with kids and shares knowledge.

B: I don't really think so. He has to spend a lot of time preparing for his lessons or marking essays. etc

8 Think of what you have learnt in this lesson. Close your books and tell a partner.



Getting started

- 1 What information do you think you should include in a letter of application? Choose from the list. Compare answers with your partner.
  - Work experience • Hobbies
  - What you are doing now • Personal qualities
  - Job title applying for • Salary you would like to get
  - How much you want the job
  - Where/When you saw it advertised
  - Qualifications • Family status

- 2 Which of the following greetings and salutations are appropriate for a letter of application? Why?

- |  |                                       |
|--|---------------------------------------|
| 1 Dear Sir/Madam,<br>Yours faithfully, | 3 Dear Mr Carver,<br>Yours sincerely, |
| 2 Dear Sally Brown,<br>Love,           | 4 Dear Mr Davis,<br>Yours,            |

Let's look closer

- 3 Read the letter and complete the paragraph plan.
  - age/qualifications • reason for writing
  - closing remarks • experience/personality

Dear Mr Savage,

1 I am writing to apply for the position of part-time shop assistant at Cobweb Records as advertised in *The Evening Post* yesterday.

2 I am an eighteen-year-old student. I am currently studying Music at Preston College.

3 I have some experience as I worked in a department store last summer. I am very friendly and polite, which I believe are necessary qualities for dealing with customers. I am also hardworking and don't mind working shifts.

4 I hope you will consider me for the job. I would be happy to attend an interview. I look forward to hearing from you soon.

Yours sincerely,  
Simon Smith  
Simon Smith

- Para 1 .....
- Para 2 .....
- Para 3 .....
- Para 4 .....

Formal style

- 4 Work in pairs. Which of the following characterise the style of the letter in Ex. 3? Give examples.
  - personal, chatty • polite • everyday language
  - short forms • full forms • formal phrasal verbs
- 5 Find formal expressions in the letter that match the informal ones below. Compare with your partner.

Informal	Formal
I want to apply for ...	<i>I am writing to apply for</i>
... that I saw an ad for in ...	.....
Right now, I'm studying ...	.....
Think about me for the job.	.....
I can't wait to hear from you.	.....

Your turn

- 6 **Portfolio:** Underline the key words in the rubric, then answer the questions in the plan. Use your answers to write your letter (100-150 words).
  - You saw this advertisement in *The Citizen* newspaper last Monday. Write a letter of application.

**WANTED**

Part-time waitress to work weekends at Streets café.

- Some experience required
- Good rates of pay
- Lively personality an asset

Apply in writing to Mr Field, PO Box 64

## Plan

Who will you address your letter to?  
**Introduction (Para 1)**  
What position are you applying for?  
Where and when did you see it advertised?

**Main Body (Para 2 & 3)**  
What are you doing at the moment?  
What is your work experience?  
What relevant personal qualities do you have?

**Conclusion (Para 4)**  
What are your closing remarks?  
How will you sign off?

## Unusual Jobs

### ► Listening & Reading

- 1 Look at the pictures and the title of the text. What do you think a 'ravenmaster' does? Read to find out.
- 2 a. Read the text and match the sentences (A-E) to the gaps (1-4). There is one extra sentence that you do not need to use. Compare answers with a partner. Listen and check.
  - A The birds' wings are clipped so they can't fly away.
  - B This is no easy task.
  - C At around 5:30 in the afternoon, he feeds the birds again.
  - D This responsibility falls to the Ravenmaster.
  - E The ravens eat a diet of raw meat, boiled eggs and bird biscuits soaked in blood.

b. Explain the words in bold.

- 3 In pairs, ask and answer comprehension questions about the Ravenmaster based on the information given in the text.

A: *Where does the Ravenmaster work?*

B: *At the Tower of London.*

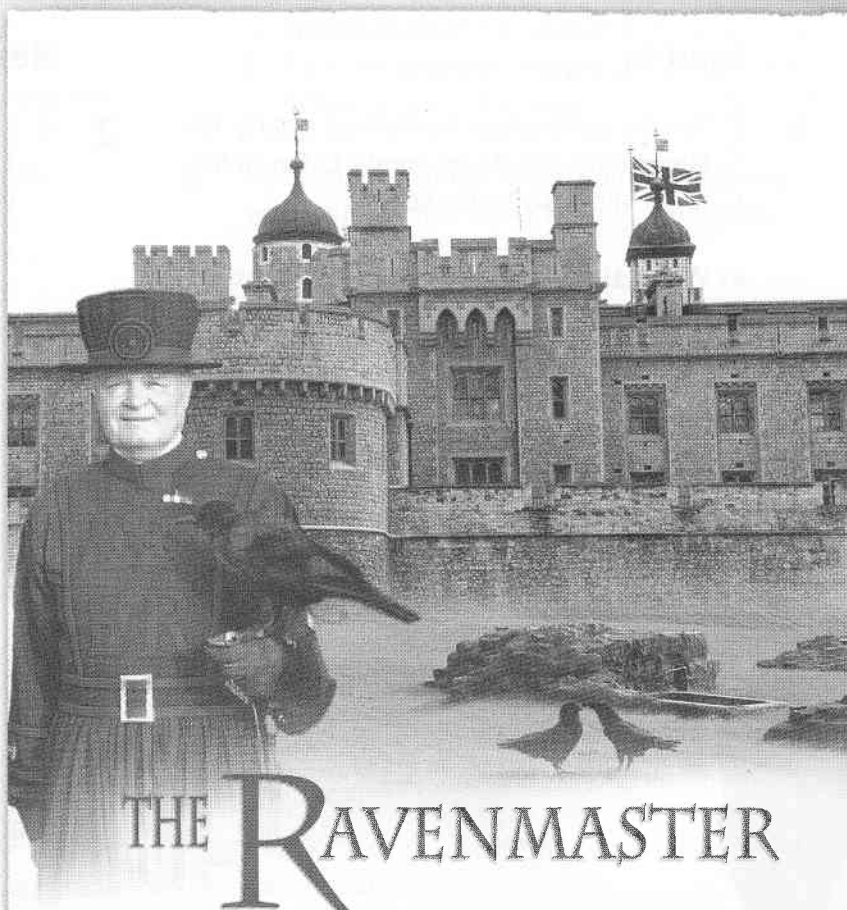
A: *What does he do?*

B: *He... etc*

### ► Speaking

- 4 Work in pairs. Take the roles of a ravenmaster and a reporter. Use the information in the text to act out an interview.

**Project:** Write a short article about a popular tourist attraction in your country where you can see people in special uniforms. Write: *where the place is, what you can see there, what the duties of the people are*



**L**egend has it that if the ravens ever leave the Tower of London, it will **crumble** and disaster will fall upon England. It is for this reason that there are always at least six ravens in **permanent residence** at the Tower.

Of course, someone has to look after the ravens and make sure that they are fed and kept in good health. **1**

He is one of the Yeomen Warders, also known as Beefeaters, that work at the Tower of London, but his **sole** responsibility is to care for the birds.

**2** In the morning, he has to get up at as early as 5 am to let the birds out of their cages, give them water and prepare their breakfast. **3**

After he has cleaned out the cages, the rest of his day is spent guarding various parts of the Tower, guiding visitors and answering their questions. However, he also keeps a careful eye on the birds throughout the day.

**4** At the end of the day he puts the birds to bed. He puts them back in their cages and locks them up for the night around 9 pm.

The Ravenmaster needs to be dependable, responsible and dedicated. After all, it's not just the **welfare** of the birds he has to think about – according to the **legend**, the **fate** of the nation rests on his shoulders, too!

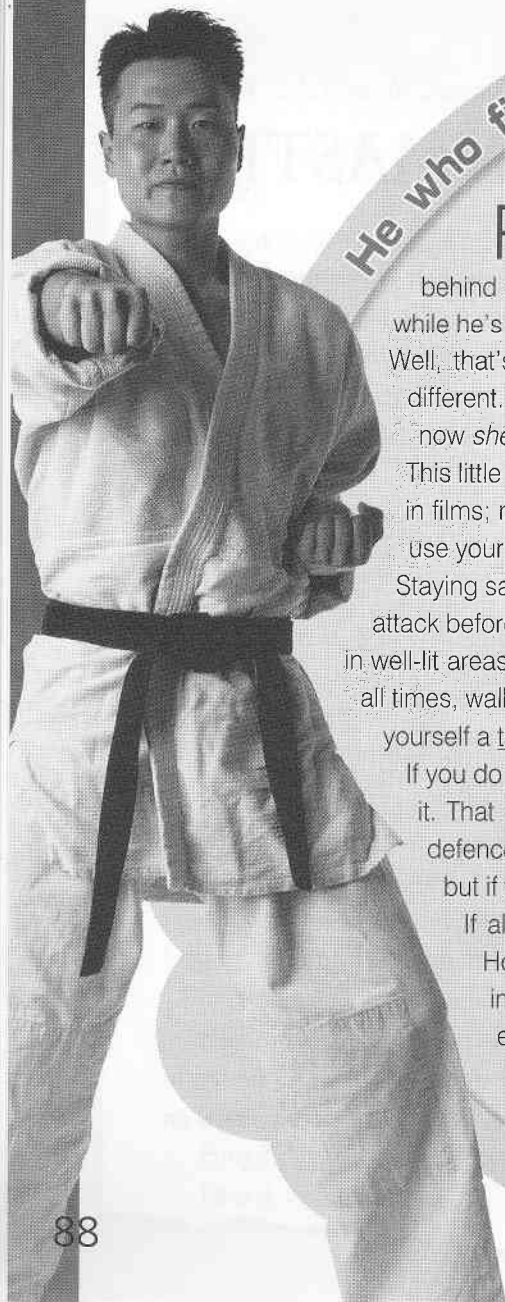
# 8a Staying safe

## Lead-in

- 1 a. You are coming back home from a party. It's late and the streets are empty. Listen to the music and describe the scene.
- b. Which of the following best describes your thoughts?
- 1 I'd better hurry!
  - 2 It's a lovely night!
  - 3 I should have asked for a lift!
  - 4 I like it now - so peaceful and quiet!
  - 5 What if someone appears from nowhere?
  - 6 Are those footsteps I can hear?
  - 7 Who's that behind that column?
  - 8 I should have joined that self-defence class.

## Reading

- 2 a. Look at the title of the article and the following phrases from the text. What do you expect to read about? Discuss in pairs.
- late at night, jumps out, performs fancy moves, drives away unharmed, grabs her, pulls her off balance, avoid a potential attack, use common sense, well-lit areas, aware of your surroundings, make yourself a target, best defence, walk away, fight back, self-defence class, escape an attacker's grasp*
- b. Listen, read and check.



## Self Defence

He who fights and runs away, lives to fight another day.

Picture the scene: a young woman is walking to her car in a multi-storey car park late at night. Suddenly, a man jumps out at her from behind a column. She performs some fancy moves, kicks him where it hurts and while he's on the floor she jumps into her car and drives away unharmed.

Well, that's how they do it in films. Unfortunately, the reality might be something quite different. When the girl tries to kick the bad guy, he grabs her and pulls her off balance and now *she's* on the floor, defenceless, with nowhere to run.

This little scenario should serve to teach you three very important things: real life is nothing like in films; never walk alone at night, whether you are a man or a woman; and, most importantly, use your brain and not your body to defend yourself against an attacker.

Staying safe is all about not putting yourself in a potentially dangerous situation. Avoid a potential attack before it happens by using your common sense. This means don't go out alone at night, stay in well-lit areas, make sure someone always knows where you are, be aware of your surroundings at all times, walk with confidence and carry a mobile phone with you at all times. Basically, don't make yourself a target. Attackers look for people who are vulnerable.

If you do find yourself in a dangerous situation where you are being threatened, try and diffuse it. That is, try not to make the situation worse by getting angry or trying to fight. The best defence is to remove yourself completely from the situation. Calmly walk away if you can, but if you feel you have to run away, then that's what you should do, as fast as you can.

If all else fails and physical force is your only choice, then you must fight back. However, the only way to do this effectively is to use the moves you have learnt in a self-defence class. A good self-defence instructor will teach you how to escape an attacker's grasp and how to disable or distract him long enough for you to escape.

Ask at your local police station, community centre or YMCA centre for details of your nearest class.

3 Read the text again, then answer questions 1-5. Compare answers with a partner. Give reasons for your choices.

- What is the writer's purpose in writing the text?
  - to describe something that happened
  - to say why people are attacked
  - to teach people how to fight
  - to explain how to defend yourself
- What would a reader learn about films from the text?
  - They don't give a realistic message about self defence.
  - They can make some people very violent.
  - They can be a useful way to learn about self defence.
  - You shouldn't watch them on your own.
- What does the writer say about attackers?
  - They like to attack people with mobile phones.
  - They prefer to attack confident people.
  - They are aware of their surroundings.
  - They look for easy targets.
- What does the writer say about physical force?
  - You should use it only if you are very angry.
  - You should use it as fast as you can.
  - You must always fight back.
  - You should learn how to use it beforehand.
- Which of the following is the best description of the writer?
  - Someone who watches too many violent films.
  - Someone who is trying to make people safer.
  - Someone who is learning how to fight criminals.
  - Someone who is worried about the causes of crime.

4 Replace the words/phrases in bold with the underlined words/phrases in the text.

- The best self defence is to make sure you aren't in a **weak, unsafe** position.
- Luckily the driver was **not hurt**.
- She was lying on the floor, **unable to protect herself**.
- You don't need expert knowledge in this situation – just use your **practical judgement**.

- Try to avoid being a **victim**. Never walk alone.
- He claims listening to music doesn't **take his attention away** from studying.
- There are **possible** problems which we need to take care of immediately.

5 Underline the correct word. Compare answers with your partner. Check in your dictionaries.

- He tried to **grab/remove** her car keys, but she started screaming.
- The prisoner tried to **avoid/escape** from prison.
- We shouldn't leave children **lonely/alone** at home late at night.
- What you said **harmed/hurt** her feelings.
- Things are difficult in **true/real** life.

### Speaking

6 You are a safety instructor. Read the text again, make notes under the headings, then give the class a short talk about self defence.

- how to avoid an attack
- what to do if involved in a dangerous situation
- what to do if being attacked

### Listening

7 Listen and complete the tips for staying safe.

## STAY SAFE!

- Always say **WHERE** you are going, **WHO** you are going with and **WHEN** you will be 1) .....
- Leave a 2) ..... where you can be contacted.
- Never talk to 3) .....
- Shout loudly and try to get away from someone if they try to 4) ..... you go with them.
- If you ever get lost in 5) ....., ask a police officer, a shop assistant or a woman with a child for help.

### Writing

**Portfolio:** Use the text in Ex. 7, as well as your own ideas, to prepare a list of Dos and Don'ts on how to defend yourself.



# Watch out!

There have been a number of incidents in the town centre lately involving purse snatching and muggings. For this reason Moreton Police are warning people to be careful this Bank Holiday weekend and to watch out for thieves and pickpockets. Police advise shoppers especially to take a few simple precautions to ensure they don't become victims of theft.

- Never leave your bag unattended on the back of shopping trolleys or on pushchairs.
- Always make sure that your bags are securely fastened.
- If your bag has a strap, wear it across your body with the openings facing inwards, and hold it close to your body.
- Never put your bag on the floor to look at anything on the shelves or when trying on clothing in changing rooms.
- Only keep items in your bag that you need, and leave other valuables in a safe place at home.
- If you do not have a bag, hold your purse/wallet close to your body or carry it in a concealed front pocket.
- Keep your cash card separate from your cheque book.
- Always remain aware of what is going on around you.

**Report any incidents to the police straight away and cancel any stolen bank and credit cards immediately. If you have any information about anyone involved in crime, call CRIMESTOPPERS on 0800 555 111.**

## Street crime

### ▶ Reading & Listening

- 1 a. Read the title and the introduction. What is the purpose of the text? Listen, read and check.
- b. Answer the questions.
- 1 Where do people sometimes leave their bags?
  - 2 What should you carry in your bag?
  - 3 How should you carry your purse/wallet?
  - 4 What should you do if your valuables are stolen?

- 2 a. Look at the table. Which of these words appear in the text in Ex. 1a?

Crime	Criminal	Verb
burglary	burglar	burgle (sb's house)
mugging	mugger	mug sb
robbery	robber	rob (a bank)
theft	thief	steal sth
kidnapping	kidnapper	kidnap sb
shoplifting	shoplifter	steal from a shop
pickpocketing	pickpocket	steal sb's purse

- b. Give definitions for the criminals in the table. What are these words in your language?

*A burglar is someone who burgles someone's home.*

- 3 Read the newspaper headlines. What crime is each one about?

**GUNMAN FLEES WITH CASH FROM BANK**

**RECORD NUMBER OF CARS STOLEN**

**WOMAN HURT DURING BREAK-IN**

**PENSIONER MUGGED FOR £13.50**

## Law-breakers

- 4 a. Which of the people in the list are law-breakers? Decide in pairs. Check in your dictionaries.
- thief • security guard • pickpocket • judge
  - victim • burglar • juror • mugger • witness
  - bank robber • barrister • detective • offender

- b. Complete the exchanges with words from the list. Which of the people in Ex. 4a is each exchange between?

*attempt, verdict, escape, court, innocent, break into, caught, found guilty, crime, sentenced, weapon, got away with, accused*

- 1 A: You have been ..... of the ..... . Do you have anything to say before you are .....?
- B: The ..... is wrong! I am .....!
- 2 A: Drop your ..... and put your hands above your head! Do not ..... to ..... The police are on their way.

B: Alright! You've .....  
me – but I almost .....  
..... it.

3 A: Take your time and tell the .....  
where you saw the ..... on the night  
of 3rd June.

B: I saw him ..... the house  
next door. He just forced open a window  
and climbed in.

**5 Use the phrases to complete the sentences.**

- press charges • minor offence
- armed robbery • crime scene • break the law

- 1 We should never .....
- 2 The police decided not to ..... and gave the man a warning instead.
- 3 The bank staff have special training in how to deal with an .....
- 4 Trespassing is a .....
- 5 The police put barriers around the ..... to keep the public and the press back.

**Prepositional phrases**

**6 Fill in: *before, in, of, with, to, under.* Check in your dictionaries.**

- 1 The man was charged ..... shoplifting.
- 2 She has to appear ..... court next week.
- 3 The thieves were brought ..... the judge.
- 4 They accused her ..... theft.
- 5 The pickpocket was taken to the station ..... handcuffs.
- 6 She was sentenced ..... twenty years in prison.
- 7 The mugger was placed ..... arrest.

**Phrasal verbs**



**7 Complete the sentences with the correct verb form.**

- 1 Crime in the city is ..... **away** tourists. (**detering**)
- 2 Criminals deserve to have their freedom ..... **away** from them. (**removed**)
- 3 Tanya has ..... **away** from home three times. (**left**)
- 4 The bank robbers ..... **away** with £400,000. (**escape**)

**Idioms**

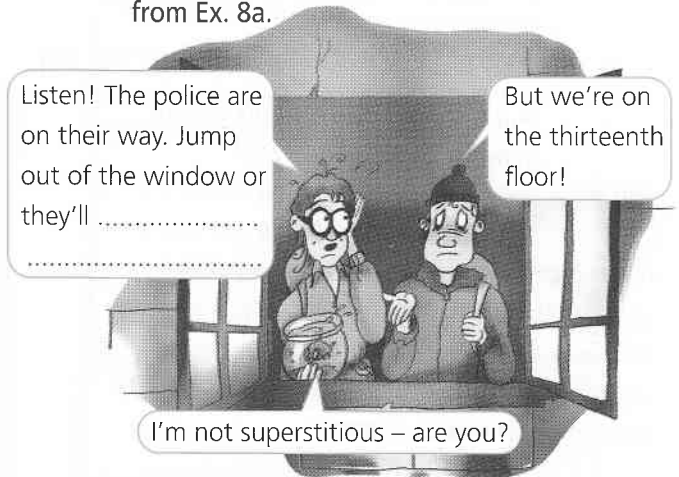
**8 a. Use the idioms to complete the sentences.**

- to take sth down • a slap on the wrist
- to catch someone red-handed
- off the record

Check in your dictionaries. Are there similar idioms in your language?

- 1 The store detective ..... the girl ..... as she hid the CD in her bag.
- 2 The police officer ..... the names and addresses of the witnesses.
- 3 The police told him this time he would only get ..... but next time he wouldn't be so lucky.
- 4 Tom agreed to tell the police everything as long as it was .....

**b. Complete the joke with the correct idiom from Ex. 8a.**



**Speaking**

**9 In pairs, talk about how you can avoid danger when out with your friends at night. Use the ideas to help you.**

- Take care on public transport • Stay with a group of friends
- Don't use a cash machine unless necessary • Walk in well-lit areas
- Don't accept lifts from strangers • Keep your bag fastened
- Share a taxi with friends • Don't walk and talk on your mobile

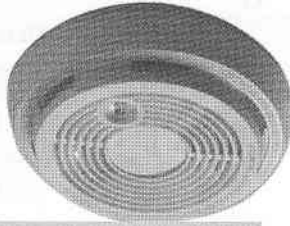
**Writing**

**Portfolio:** Imagine you are a teacher about to take your students on an educational trip to London. Prepare a leaflet explaining what they have to/mustn't do to be safe on the streets.

## The passive

Grammar Reference

- 1 Look at the sentences below. Which sentence emphasises what happened to a subject, rather than what a subject did?



Active		
subject	verb	object
James	installed	a smoke alarm yesterday
Passive		
subject	verb	agent
A smoke alarm	was installed	by James yesterday

### ► Speaking

- 2 James wants to make his house safe. Read his notes below. Then, in pairs, ask and answer questions using the passive, as in the example.

### To do List

- Put up high fence around garden  
*fencing coming next week*
- install burglar alarm  
*✓ being installed today*
- fit locks on doors and windows  
*✓ fitted yesterday*
- install security light  
*will do tomorrow*
- fit smoke alarms  
*✓ did this morning*

A: Has a high fence been put up around the garden?

B: No. The fence will be put up next week.

- 4 Use *with* or *by* to complete the following sentences.

**with + instrument/material/ingredient**

*The window was cut with a special tool.*

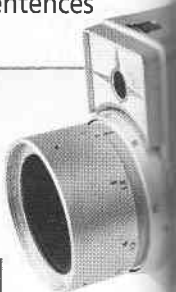
**by + agent** *Tim's house was burgled by a professional.*

- 1 The burglar alarm was installed ..... a security firm.
- 2 His home is fitted ..... a high-tech security system.
- 3 The house was painted ..... special anti-graffiti paint.
- 4 The burglar was caught red-handed ..... the police.
- 5 The child was pulled out through a window ..... the firefighters.

### ► Reading

- 5 a. Read and find an example of the passive voice. Then put the underlined sentences into the passive.

## Cameras all around you



According to a report out today, the UK has more closed circuit television cameras than any other country. This means that, in some areas, there is a good chance you'll be caught on camera about 10 times a day.

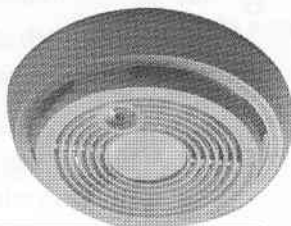
The report claims that CCTV cameras in public places protect people and prevent crime, as they help identify and catch criminals. It also claims that

*Portfolio* Look in English newspapers and find five headlines. Write the headlines out as full sentences, using the passive where possible.

## The passive

Grammar Reference

- 1 Look at the sentences below. Which sentence emphasises what happened to a subject, rather than what a subject did?



Active		
subject	verb	object
James	installed	a smoke alarm yesterday

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- fit locks on doors and windows  
*✓ fitted yesterday*
- install security light  
*will do tomorrow*
- fit smoke alarms  
*✓ did this morning*

A: Has a high fence been put up around the garden?

B: No. The fence will be put up next week.

- 3 In pairs, expand these headlines into full sentences using the correct passive tense.

1 **CCTV CAMERAS TO BE INSTALLED IN MORE AREAS**

2 **MAN CHARGED WITH 30 BURGLARIES**

3 **SURVEY SHOWS ONLY 1 IN 3 HOUSES HAVE SMOKE ALARMS**

4 **NEIGHBOURHOOD WATCH SCHEME A SUCCESS**

5 **700 KILLED IN HOUSE FIRES EVERY YEAR**

- 4 Use *with* or *by* to complete the following sentences.

*with* + instrument/material/ingredient

*The window was cut with a special tool.*

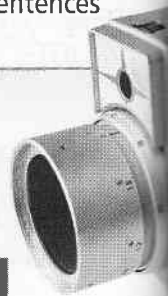
*by* + agent *Tim's house was burgled by a professional.*

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- 3 The house was painted ..... special anti-graffiti paint.
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- 5 The child was pulled out through a window ..... the firefighters.

## ► Reading

- 5 a. Read and find an example of the passive voice. Then put the underlined sentences into the passive.

# Cameras all around you



According to a report out today, the UK has more closed circuit television cameras than any other country. This means that, in some areas, there is a good chance you'll be caught on camera about 10 times a day.

The report claims that CCTV cameras in public places protect people and prevent crime, as they help identify and catch criminals. It also claims that research has shown that putting CCTV in car parks has reduced car crime and vandalism, and that more cameras on the streets may help to reduce street crime.

Opponents of CCTV, however, claim that the cameras are an invasion of privacy and a threat to personal freedom. Government officials deny this and say that the cameras offer people a feeling of security, and that only those people who are doing something wrong need to worry.

- b. Read again. What are the pros/cons of having CCTV cameras installed, according to the report?

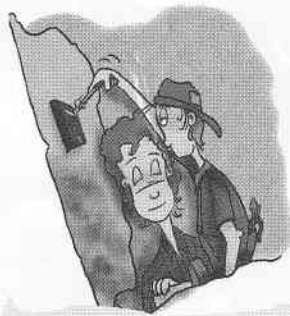
## Causative form

Grammar Reference

- 6 Read the sentences. Which one suggests that someone else does something for us?



- 1 Ben is installing a burglar alarm.



- 2 Ben is having a burglar alarm installed.

- 7 Change the sentences into the causative form.

- I am going to insure my valuables.
- A locksmith changes Maggie's locks regularly.
- A handwriting expert will check the document for the police.
- Tim uses a security firm to guard his office.
- A thief has stolen Brian's car.

## Clauses of result

Grammar Reference

- 8 a. Complete the gaps with *so* or *such*. Check in the Grammar Reference.

- The thief was ..... quick that no one saw him.
- There is ..... a lot of crime in this area that we are thinking of moving.
- My brother is ..... naughty that he gets into trouble all the time.
- There have been ..... many burglaries in our area lately that we have bought a burglar alarm.
- It was ..... a sad story that we cried in the end.
- He was driving ..... fast that he didn't manage to stop in time.

- b. Link the sentences using *As a result*, *Therefore*, *Consequently*, *For this/that reason*.

- CCTV cameras have been installed in the city centre. The amount of street crime has reduced.
- More houses have smoke alarms these days. Many lives have been saved.
- Prisons are overcrowded. Criminals are serving less time in jail.

- He was caught with the stolen jewellery. The police arrested him.
- No witness came forward. The police could not press charges.

## Every/each/either/neither

Grammar Reference

- 9 Fill in: *every*, *each*, *either* or *neither*. Check in the Grammar Reference.

- We can ..... go by car or by bus – I don't mind which.
- ..... of the witnesses said the same thing.
- ..... town has a police station.
- The man demanded that he should ..... be charged or set free.
- ..... of the two suspects admitted to the crime.

## Sentence transformations

- 10 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- The police arrested the burglar and took him to the station.  
The burglar ..... and taken to the station.
- The security firm fitted a burglar alarm at Paul's house.  
Paul ..... alarm fitted at his house by security firm.
- Ian insured his valuables for £1 million.  
Ian had ..... for £1 million.
- Burglars broke into Mark's house while he was away for the weekend.  
Mark's house ..... while he was away for the weekend.
- Lynn had a security system installed in her home.  
A security system ..... Lynn's home.

- 11 Think of the grammar structures you have learnt in this lesson. Make sentences using them. Tell a partner.

## Writing

**Portfolio:** Look in English newspapers and find five headlines. Write the headlines out as full sentences, using the passive where possible.

## Giving an eye-witness account

### ► Reading

- 1 Try to put the pictures in the order the events happened. How are they related to the dialogue below? Read the first exchange and check.
- 2 Read the dialogue and choose the correct response (a-e) to complete each gap. Listen and check.

A: Hello, sir. I'm Sergeant Smith. Please tell me what happened.

B:  1

A: Where were you?

B:  2

A: Can you describe what happened?

B: The red Ford car was at the junction, and just as it pulled out, the green Ibiza came out of nowhere very fast and they ran into each other.

A: I see. So you would say the second vehicle was travelling at high speed?

B:  3

A: OK. Can I take your name and address, please?

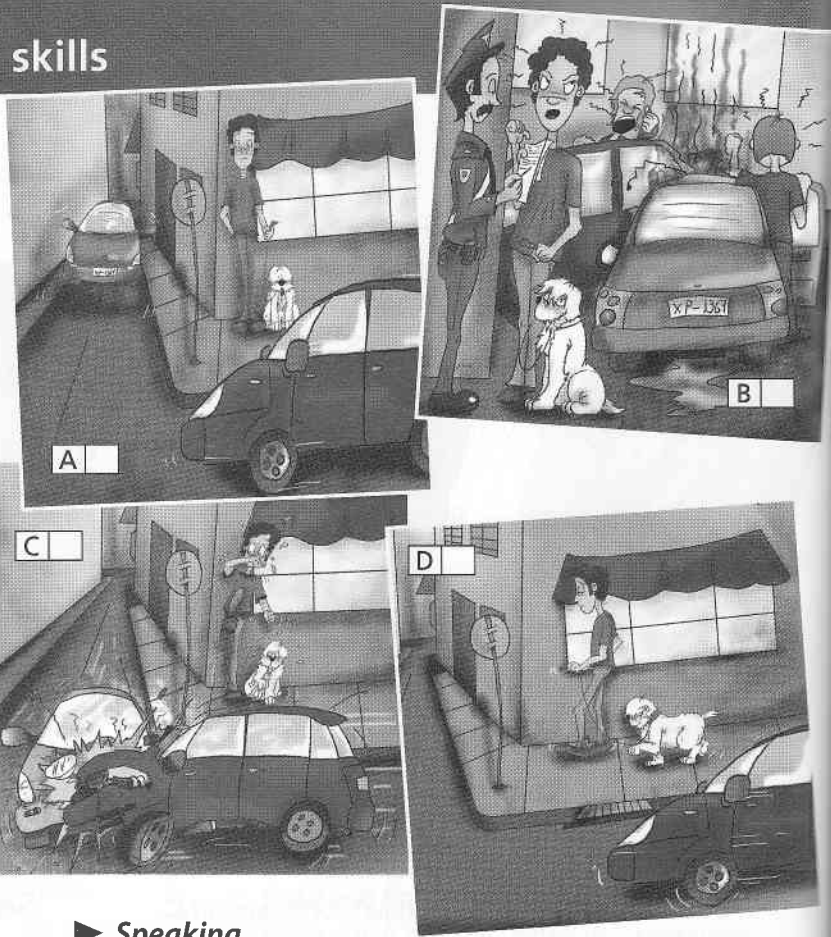
B:  4

A: Would you agree to be called as a witness at a later date?

B:  5

- a Yes, of course.  
 b I was walking my dog on Old Road.  
 c Well. There was a terrible road accident, as you can see.  
 d Definitely! At least 50 miles an hour.  
 e Yes. It's Karl Price, 9 Bull Lane, Princeton.

Were your guesses in Ex. 1 correct?



### ► Speaking

- 3 **Portfolio:** Work in pairs. Imagine the driver of the red car is giving his/her statement to the police officer. Take roles and act out the dialogue. Use the dialogue in Ex. 2 as a model. Record yourselves.

### ► Everyday English

## Expressing annoyance & calming someone down

- 4 Read the example, then use the points below and the language in the table to act out similar exchanges in pairs. You can use your own ideas.

- The amount of traffic on the roads
- People who drive too close
- Car alarms going off at night
- Drivers who play music so loud it's deafening

Expressing annoyance	Calming someone down
• I'm sick and tired of ...	• Calm down.
• I'm fed up with ...	• Take it easy.
• I won't tolerate ... any more	• Relax.
• I've had enough of ...	• Simmer down.
• I'm absolutely furious about ...	• Keep your hair on.
• I've had it with ...	• Don't get so worked up.

A: I'm sick and tired of the amount of traffic on the roads.

B: Calm down.

## Warning others

### ► Speaking

- 5 Use the useful language in the table to act out exchanges like the example below.

A: *Don't park there. You'll get a ticket.*

B: *Yes, I suppose you're right.*

Warning others	Heeding a warning
<ul style="list-style-type: none"> <li>• Don't (+ infinitive)</li> <li>• If I were you, I would/wouldn't ...</li> <li>• It's not a good idea to ...</li> <li>• It's a bad idea to ...</li> <li>• Look/Watch out for ...</li> <li>• Be careful (not to) ...</li> </ul>	<ul style="list-style-type: none"> <li>• You're right.</li> <li>• I guess so.</li> <li>• Good thinking.</li> <li>• That's true.</li> <li>• Yes, I suppose you're right.</li> </ul>

- 1 try to stop a burglar by yourself / may get hurt
- 2 when you cross the road / get knocked down
- 3 be out alone late at night / it is dangerous
- 4 leave your car unlocked / get stolen
- 5 exceed the speed limit / pay a fine

## Reporting an emergency

### ► Listening

- 6 a. What number do you call in your country when you need the emergency services? In what circumstances would you call them?

b. Listen and tick (✓) the expressions you hear. What emergency is the caller reporting?

- Please come quickly.
- Are you or anyone else in any immediate danger?
- Thank you for your help, Officer.
- A patrol car is on its way to you now.
- Help, help!
- Please state the nature of the emergency.
- Emergency services. Which service do you require?
- Please state your name and address clearly.

### ► Speaking

- c. Work in pairs. You have witnessed a road accident. Use the phrases in Ex. 6b, as well as your own ideas, to report it to the emergency services.

### ► Listening

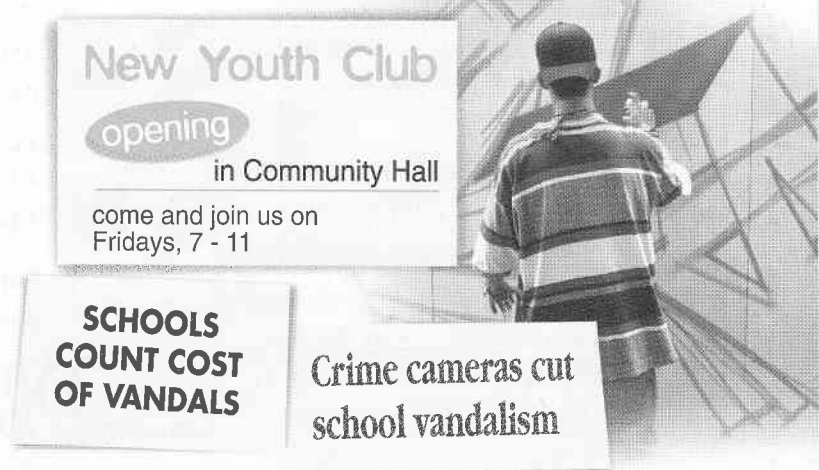
- 7 You will hear a conversation between a boy and a girl about vandalism at school. Look at the sentences below and decide if each sentence is correct or incorrect. If it is correct, put a tick (✓) in the box under A for YES. If it is not correct, put a tick (✓) in the box under B for NO.

- |   | A                        | B                        |
|---|--------------------------|--------------------------|
| 1 Rob is decorating the wall with ink.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Stacey likes graffiti.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Rob enjoys drawing graffiti.                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Stacey is worried that Rob might get punished.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Rob has thought about the damage he is causing.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The Headmaster does not think vandalism is a serious issue. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Rob may join a new club.                                    | <input type="checkbox"/> | <input type="checkbox"/> |

## Debating

- 8 Look at the pictures, the headlines and the poster and discuss the following in pairs. Talk about:

- whether or not graffiti is desirable or attractive in any way
- how the community can work together to stop vandalism
- how young people can spend their time more effectively



A: *I think graffiti is awful. Although it can be colourful and artistic, I think it is generally a bad thing.*

B: *Yes, I agree with you. It is a crime for young people to do it – it makes our neighbourhood look really ugly. etc*

## Getting started

- 1 You've read the following in a local magazine. What solutions can you suggest? Discuss it in pairs.

*More and more teens these days are victims of bullying. Please write in with your suggestions on how to avoid being bullied at school.*

## Let's look closer

- 2 a. Read the article. Which paragraph(s): *state the problem? summarise the writer's opinion? contain the writer's suggestions and possible results/consequences?*
- b. Were any of your ideas in Ex. 1 mentioned in the article?
- 3 Underline the topic sentences in the main body paragraphs. Can you suggest alternative ones?
- 4 a. Read the table. Which of these phrases has the writer used in his article?

## Making suggestions

- A useful suggestion would be ...
- Another suggestion/way to ... is/would be to ...
- It would be a good idea to ...
- It would help if you/we ... etc

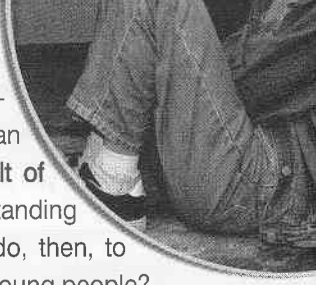
## Presenting results/consequences

- This would/could ...
- In this way, ...
- If ..., then ...
- As a result, ...
- By doing this, we/you/etc would ...

- b. Choose any of your ideas in Ex. 1. Write a topic sentence. Then write supporting sentences. Use the language in Ex. 4a.

## Safe Schooling

By Martin Raby

- 
- 1 Nowadays more teens than ever before either bully or are bullied at school. Bullies hurt their victims in different ways – physically, psychologically and verbally. It can happen to anyone and may be as a result of many things, such as appearance, social standing or even friendship groups. What can we do, then, to make school a safer and happier place for young people?
- 2 First, if you are a victim of bullying, it would be a good idea to talk to an adult you can trust. With their help, you can avoid dangerous situations. Remember – you do not have to suffer alone.
- 3 It would also help if you spent as much time as possible in the company of friends. By doing this, you avoid giving the bully the opportunity to pick on you. You have a far greater chance of being able to ignore or stand up to bullies if you are with a group of people.
- 4 Another suggestion is to join your school's antiviolence programme, if one exists. Alternatively, you could start one in your school to combat the problem. In this way, you will be able to help not only yourself, but others who may be in a similar situation.
- 5 There are many ways to put a stop to bullying. It should not be tolerated under any circumstances. Speak out and make our schools safer!

## Your turn

- 5 a. Read the rubric and underline the key words.
- You see the following on the Letters to the Editor page in your local newspaper. 'Local schools are being broken into and vandalised in the evenings and at weekends by gangs of youths. What can we do to stop this from happening? Write in with your suggestions.'
- b. Work in pairs. Use three of the solutions below and write a topic sentence for each main body paragraph. Then decide on their results and consequences.
- CCTV cameras
  - regular patrols
  - facilities for teens to spend their free time *e.g. youth centres*
  - punishment to fit crime *e.g. repair the damage*
- c. **Portfolio:** Use the plan and your answers in Ex. 5b to write your article. Swap papers and check your partner's article.

## Plan

## Introduction

(Para 1) *What is the problem?*

## Main Body

(Paras 2-4) *What are your suggestions/possible results?*

## Conclusion

(Para 5) *How would you summarise your opinion?*



# FOLLOWING THE RULES

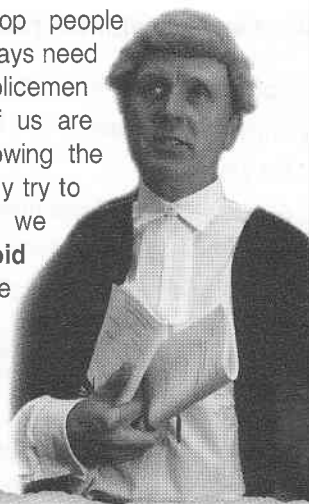
When people are playing a game, they need to follow the rules. If they don't, the game becomes **disorganised** and **unfair**, and it stops being fun. If a student ignores a rule against talking in class, the other students can't **concentrate**. Drivers who don't follow traffic laws can cause serious accidents.

Most things we do are governed by rules. These may be unwritten, like the 'rules' of social politeness, or **official laws passed by parliament** and **backed up** by the **legal system**. Punishment for breaking the rule may vary from being **criticised** to being **put in prison**.

But all rules and laws have the same purpose - to make it clear what most people agree is right or wrong, and what happens if someone **breaks the rule**. They are **designed** to **ensure fairness**, safety and respect for other people's rights, and in this way they help us work, play and live together peacefully.

If there were no rules and everyone was free to do whatever they wanted, most people would probably behave **selfishly**. We need rules to help us get along together and show respect for each other.

Having rules doesn't stop people breaking them. We will always need referees and **penalties**, policemen and prisons. But most of us are basically honest, and knowing the rules means that we usually try to follow them. One reason we do this is to **avoid** punishment, but the strongest argument for following the rules is, quite simply, that it makes the world a better place for all of us.



1 Think of yourself at home/school. What rules do you have to follow in each place? Who makes the rules? What happens if you break a rule?

2 Imagine the following situations. How would you feel, and why? What would you do? Discuss in groups.

- 1 You're playing a game, and one of the other players keeps cheating.
- 2 You're standing in a queue, waiting your turn, when someone pushes in front of you.
- 3 You see someone riding away on your new bike.
- 4 The pedestrian light is green, you cross the road, and a driver who has ignored the red light nearly hits you.
- 5 Someone starts shouting at you and pushing you because you have a different skin colour/religion/etc.

1 A: *I would be annoyed, because the point is to see who is the best player, and cheating spoils the game.*

B: *I agree. I would tell them to follow the rules, and if they didn't I would probably stop playing.*

C: *Yes, it's against the rules to cheat.*

3 In pairs, try to explain the meaning of these expressions. Use your dictionary to help you.

- as a rule • the golden rule
- above the law • the law of the jungle
- to take the law into your own hands

## ► Reading & Listening

4 Why do we need rules, and what would happen if we didn't have them? Discuss it in groups, then listen to and read the text quickly to see if it agrees with the points you mentioned.

5 Read the text again and decide if each sentence below is **T** (true) or **F** (false), according to what the text says. Then explain the words in bold.

- 1 A game isn't fun if players break the rules. ....
- 2 There are rules about most things we do. ....
- 3 Anyone who breaks a rule may go to prison. ....
- 4 There are different kinds of rules and laws, but they all have something in common. ....
- 5 Rules don't mention punishment. ....
- 6 Rules and laws are made to improve our lives. ....
- 7 Rules stop people behaving selfishly. ....
- 8 Good laws make punishment unnecessary. ....
- 9 Most people try to follow the rules. ....
- 10 The main reason we should follow the rules is to avoid being punished. ....

## ► Project

Work in groups. Decide on a set of rules for your English class, then write a document to be displayed on the class notice board. Explain:

- what you want the rules to achieve (*e.g. teach respect for others, encourage learning habits, etc*)
- what students (and teacher) must/mustn't do
- what happens if a rule is broken

## Vocabulary & Grammar

### 1 Fill in the gaps with the correct word.

- 1 You've ..... her feelings with your impolite comments.
- 2 He was found ..... of murder.
- 3 As he was away from home for over a year, he got very .....
- 4 We should ..... after coral reefs.
- 5 The police caught them ..... -handed.
- 6 Use your ..... sense, will you?
- 7 The police will ..... charges against him.
- 8 Breaking someone's window is a ..... offence.
- 9 He doesn't work for anyone. He's self- .....
- 10 My father works very ..... hours. We don't see much of him.

(10 marks)

### 2 Circle the correct item.

- 1 ..... of the suspects admitted to the burglary.  
A Either    B Any    C Neither
- 2 Coral reefs are in ..... due to man's activity.  
A risk    B jeopardy    C shift
- 3 They caught the burglar and placed him ..... arrest.  
A before    B with    C under
- 4 It takes a long time to ..... to a new work environment.  
A organise    B adapt    C succeed
- 5 The mugger was taken to the police station ..... handcuffs.  
A in    B of    C to
- 6 Attackers look for people who are .....  
A common    B vulnerable    C unharmed
- 7 Don't say that! You might ..... her feelings.  
A hurt    B ache    C harm
- 8 There are a lot of ways to avoid a(n) ..... attack.  
A alone    B unharmed    C potential
- 9 The attacker tried to ..... her car keys.  
A grab    B remove    C harm

- 10 She is a teacher by .....  
A job    B career    C profession

(10 marks)

## Use of English

### 3 Complete the second sentence so that it means the same as the first. Use no more than four words.

- 1 George is a presenter on a cable TV channel. George works ..... on a cable TV channel.
- 2 I should have applied for the post. I wish I ..... for the post.
- 3 The police caught the bank robber and arrested him. The bank robber ..... and arrested by the police.
- 4 They fitted an alarm system in our house. Our house ..... with an alarm system.
- 5 Pat insured her car for \$15,000. Pat had ..... for \$15,000.

(10 marks)

### 4 Fill in the correct word derived from the word in bold.

- 1 You have to be very ..... to become a fashion designer. **CREATE**
- 2 Penny was really ..... that Jane came to her party. **PLEASE**
- 3 The film was not ..... for young children. **SUIT**
- 4 James passed his exams and is now a ..... lawyer. **QUALIFY**
- 5 You can trust Pete; he is a very ..... boy. **SENSE**

(10 marks)

## Communication

### 5 Complete the exchanges.

- a Good thinking.
- b I don't agree.
- c What are your future plans?
- d How many hours will you be working?
- e I would love to be an actor.

- 1 A: .....  
B: I want to become a doctor.
- 2 A: If I were you, I wouldn't leave the car unlocked.  
B: .....
- 3 A: .....  
B: Sixteen hours a week.
- 4 A: I think teachers get paid too much money.  
B: .....
- 5 A: What do you want to do when you grow up?  
B: .....

(10 marks)

### Listening

- 6 You will hear two friends talking about what jobs they want to do. Match the person (1-5) to the profession/career (A-F).

- |           |                            |            |
|-----------|----------------------------|------------|
| 1 Susie   | <input type="checkbox"/> A | Songwriter |
| 2 Paul    | <input type="checkbox"/> B | Teacher    |
| 3 Lily    | <input type="checkbox"/> C | Vet        |
| 4 Carol   | <input type="checkbox"/> D | DJ         |
| 5 Matthew | <input type="checkbox"/> E | Florist    |
|           | <input type="checkbox"/> F | Lawyer     |

(10 marks)

### Writing

- 7 This is an advertisement for a job in your local newspaper.

#### WANTED:

Dedicated & hard-working teenager (16+) for well-paid shift work at a summer adventure camp.

Must be able to work both alone or as part of a team, have good communication skills and enjoy helping others.

If you are interested, apply in writing to Derek Green, Fun Camps, 100 Park Lane, Brighton BH1 2AE

Write a letter applying for the job. Make sure you include any experience and skills you have. (100 – 120 words)

(20 marks)

### Reading

- 8 Read the job adverts. Which job requires you to ...

- 1 work different hours each week?
- 2 have several years' experience?
- 3 travel a lot?
- 4 work some weekends?
- 5 have the ability to communicate with others?

## JOB OPPORTUNITIES

### A Production Assistant

TV channel in Central London needs a new member of staff. Your responsibilities will include answering the phone, meeting and greeting clients and helping whoever is in need. You must have a friendly personality and excellent communication skills. The work will involve some late nights and weekend work. No experience necessary - training will be given. Please call Tim on 020 789 3311 for an interview.

**Starting Salary:** £12,000

### B Web Designer

An exciting position has opened up in our design department. We are looking for a recent graduate with a degree in graphic design. The job is challenging and you need to be very creative. You will work shifts: one week 9-5; the second week 11-7. For more information call 0141 555 8675

**Salary:** £12 per hour

### C Journalist

Qualified journalist needed to work on a travel magazine. The ideal candidate should have at least 3 years' experience and love travelling. You will be sent on assignments all around the world and be writing articles and travel guides. Please e-mail your CV and a sample of your work to radiantnet@peepo.com

**Salary is negotiable**

(20 marks)

(Total = 100 marks)

## Now I can...

- talk and write about people's jobs and safety
- express my wishes and regrets
- write a letter of application
- give an eye-witness account
- write an essay providing solutions to problems

...in English

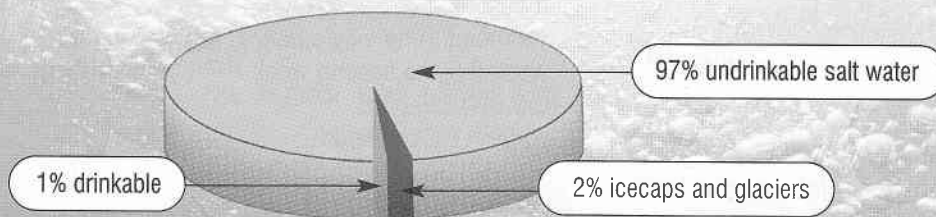
# Eco-friends 4

## Hydro-Logical

We may **take it for granted**, but water is the most important **resource** on Earth. It covers 80% of the Earth's surface and it's the only substance that can be found naturally in three forms: solid, liquid and gas. Water also makes up 66% of the human body and without it we can't live for more than a week.

Although water is the most common **substance** on Earth, we should use it carefully because only 1% is drinkable and 1/3 of all the people in the world can't get enough clean water. Today, we use 3 times more water than in 1950, and people in rich countries use 10 times more than those in poor ones. So where does it all go? Well, a single **dripping** tap can waste up to 7,600 litres of water in a year and a **leaking** toilet can waste about 260 litres in a day.

At home, we can help by fixing broken taps and toilets. Having showers instead of baths could save about 300 litres of water a week. We should also avoid using **chemicals** that pollute the water supply, because we can't increase the amount of fresh water in the world. We can only change the way we use it.



### ► Reading & Listening

- 1 a. Look at the title and the pictures. What do you think the article is about?  
 b. In pairs, think of five things we use water for. Listen and read the text. Does it mention any of your ideas?
- 2 a. Read the text again and mark the statements **T** (true) or **F** (false).
  - 1 66% of the Earth's water is drinkable.
  - 2 Humans can live for seven days without water.
  - 3 People use 1/3 of the water on Earth.
  - 4 Having baths instead of showers wastes water.
  - 5 We can't increase the water supply.

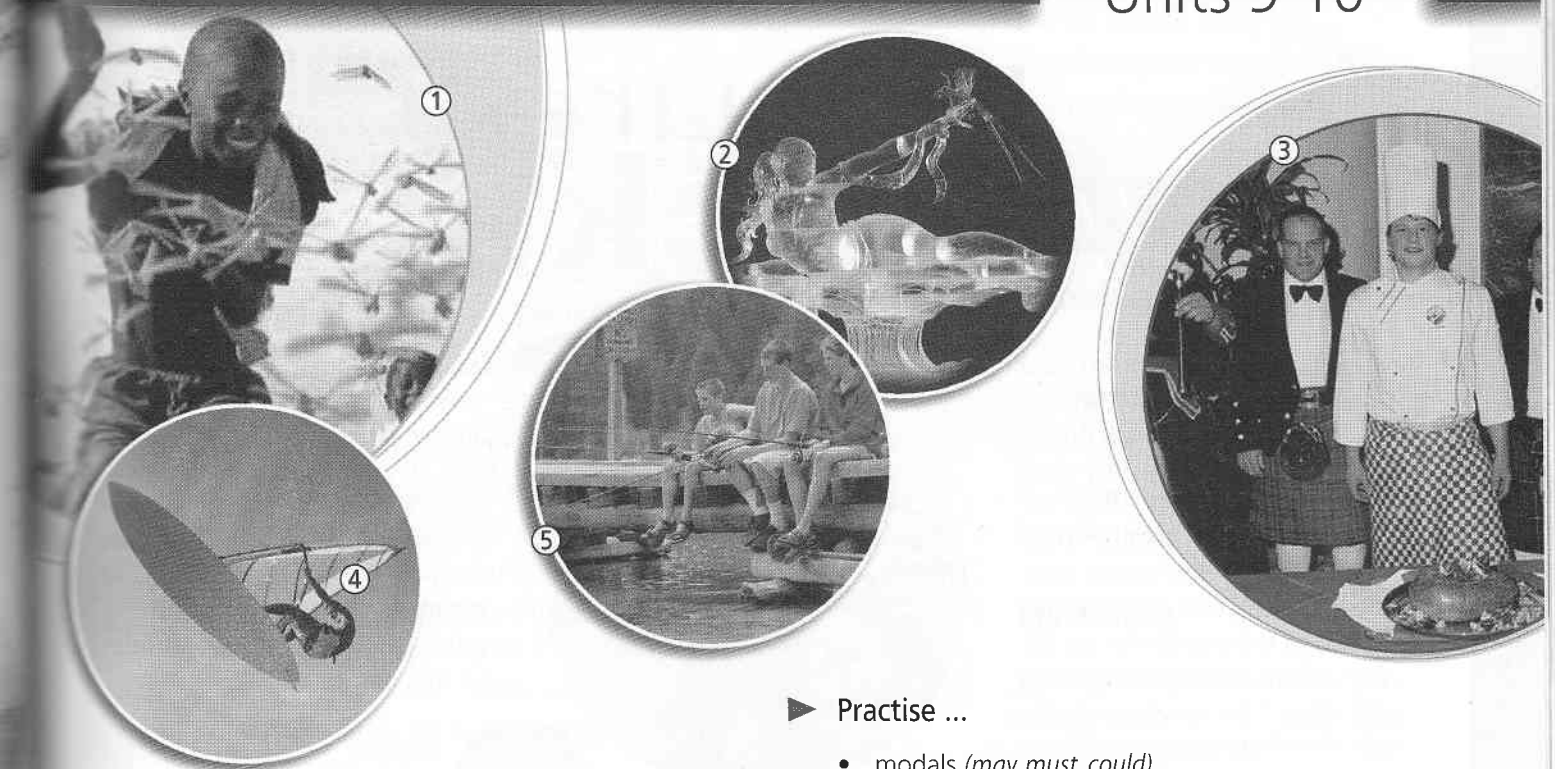
b. Explain the words in bold.

### ► Speaking

- 3 Close your book and tell your partner two ways to save water.
- 4 Think of ten words you have learnt in this text. In pairs, make sentences using them.

### ► Project

How much do you know about water? Work in groups. Collect information about water, then prepare a quiz for your classmates.



### ► Before you start

- What's your favourite: film? CD? Talk about them.
- How can you protect yourself from possible attackers?

### ► Look at Module 5

Find the page numbers for pictures 1-5.

### ► Find the unit and page number(s) for

- newspaper headlines
- a gym floor plan
- a questionnaire

### ► Listen, read and talk about ...

- animals & animal sounds
- the weather & extreme weather conditions
- food/drinks & cooking methods
- sports & sports places
- body image

### ► Learn how to ...

- talk about the weather
- express probability/possibility
- describe pictures
- ask for & give directions
- avoid direct answers

### ► Practise ...

- modals (*may, must, could*)
- making assumptions/deductions
- (to-) infinitive, -ing form
- idioms related to weather, ball
- phrasal verbs with *up, on*
- word formation of compound nouns

### ► Write/Make ...

- a short factfile about an insect of your choice
- an e-mail about a natural disaster
- a short text about a seasonal or weather-related festival
- an informal e-mail invitation
- an article about a winter event
- a festival food calendar
- an e-mail to your penfriend giving advice about how to improve their body image
- a survey report
- a *Did you know?* article about the human heart muscles

**Culture Clip:** Ice Art – Alaska

**Curricular Cut (Biology):** Muscles

**Eco-friends:** Sources of energy

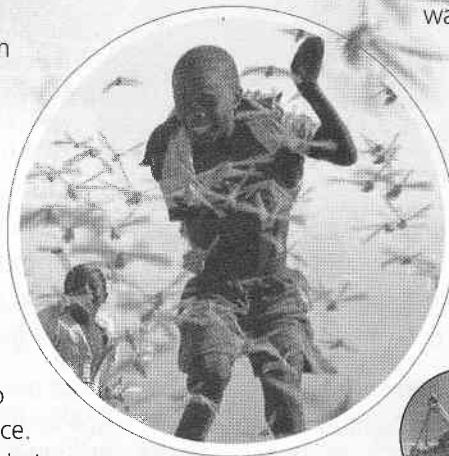
# 9a Forces of nature

## Nature Attacks!



### Killer Bees

You can find killer bees in North and South America, but **originally** they came from southern Africa. They are called killer bees because they attack anyone who comes near their **hive**, and over 1,000 people have died this way in the last 50 years. They become angry easily and are not scared of people. They can even **chase** their victims for up to half a mile. They only **sting** once. Female bees die after stinging, but during an attack hundreds and thousands of bees sting at once.



warm **sea currents** and strong winds push the jellyfish to shore. They usually disappear when the weather changes again. However, people should avoid touching them, turning them over or playing with them, because their sting is dangerous for anyone allergic to them. The moon jellyfish is the UK's most common **species** and they grow up to 40cm in size.



### Crickets

Cricket swarms are not uncommon, because when they travel in large groups they have a better **survival rate**. About 50 percent of them die when they split up compared to when they don't. However, swarms can be a nuisance, especially for farmers, because they damage their crops. Many crickets are **nocturnal** and they make a chirping noise by **rubbing** their wings together. However, the colder it gets, the slower crickets chirp.



### Locusts

Locusts can be up to 15 cm long and travel alone or in groups. When the **population** grows, they become more **social** and fly long distances to different countries. They can travel 200 km a day to find food. **Swarms** develop when the locusts crowd together in large numbers. When heavy rains are followed by a drought, locusts swarm to find food and become **aggressive**. A swarm of locusts can eat as much food as 2,500 hungry people!



### Flies

When the weather starts to warm up, people usually start to see flies around. However, **milder** weather due to climate change has led to an **explosion** in the fly population in recent years. Flies transmit around 40 serious diseases and carry the main types of **food poisoning germs**. Flies often swarm before it rains.



### Jellyfish

It is quite common to see massive swarms of jellyfish around the coast of Britain, because

### Lead-in

- 1 a. Match the animals to the sounds. Compare answers with a partner, then listen and check.

- 1 snakes **bleat/hiss**
- 2 cats **squeak/miaow**
- 3 canaries **twitter/moo**
- 4 doves **woof/coo**
- 5 lions **quack/roar**

- 6 wolves **oink/howl**
- 7 bees **buzz/tweet**
- 8 horses **neigh/grunt**
- 9 bulls **hoot/moo**
- 10 crickets **chirp/cluck**

What are these sounds in your language?

- b. Which of these are insects? Which insects can you see in the pictures in the article?

## Reading & Listening

2 Look at the title, the headings and the pictures. What do you think the text is about? Listen, read and check.

3 Look at the sentences below, then read the text again to decide if each sentence is true or false. If it is true, tick (✓) column A. If it is false, tick (✓) column B.

	A	B
1 Killer bees come from North America.	<input type="checkbox"/>	<input type="checkbox"/>
2 Killer bees can sting people many times.	<input type="checkbox"/>	<input type="checkbox"/>
3 Heavy rains cause locusts to swarm.	<input type="checkbox"/>	<input type="checkbox"/>
4 Locusts can travel from country to country.	<input type="checkbox"/>	<input type="checkbox"/>
5 Weather conditions affect jellyfish movement.	<input type="checkbox"/>	<input type="checkbox"/>
6 Jellyfish swarms happen a lot in the UK.	<input type="checkbox"/>	<input type="checkbox"/>
7 Swarms of crickets are uncommon.	<input type="checkbox"/>	<input type="checkbox"/>
8 The hotter it gets, the faster crickets chirp.	<input type="checkbox"/>	<input type="checkbox"/>
9 Flies can make us ill.	<input type="checkbox"/>	<input type="checkbox"/>
10 Flies die when temperatures rise.	<input type="checkbox"/>	<input type="checkbox"/>

4 Use the underlined words in the text to complete these sentences. Then explain the words in bold in the text.

- I would get ill if I ate peanuts because I am ..... them.
- My brother gets on my nerves – he’s such a .....
- In some parts of Africa a ..... can last for years.
- Swarms of locusts can cause ..... problems for farmers.
- Some farmers still harvest their ..... by hand.
- Mosquitoes ..... malaria to humans.

5 Match the nouns to the animals.

1 a swarm	5 a colony	a of monkeys	e of whales
2 a school	6 a pride	b of sheep	f of dogs
3 a flock	7 a pack	c of lions	g of ants
4 a herd	8 a troop	d of bees	h of cows

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7 ..... 8 .....

6 Which animals *sting* and which *bite*? Check in your dictionary.

- dog • bee • wasp • mosquito • squirrel • jellyfish • fly
- spider • snake • scorpion • ant

## Words often confused

7 Complete the gaps with the following words: *shore, coast, seaside, beach*. Check in your dictionaries.

- I love to listen to the gentle sound of the waves breaking on the .....
- I like to walk along the ..... collecting seashells in the summer.
- He often spends his summer holidays at the .....
- They have a summer house on the ..... of Spain.

## Speaking

8 Read the text again and in pairs, ask and answer comprehension questions.

A: *Where can you find killer bees?*

B: *In North and South America.*

## Listening

9 You will hear someone talking about locusts. Listen and fill in the fact file.



- Family: grasshopper
- Lifespan: 1) ..... months
- Diet: cereals and other crops
- Habitat: 2) ....., semi-dry areas
- Size: 3) ..... cm, weight: 4) ..... g
- Colour: brown, 5) ..... or yellow
- Young called: 6) .....

10 Think of ten new words you've learnt in this lesson. Make sentences using them. Tell your partner.

## Writing

Project: Write a short fact file about an insect of your choice. Use the headings in the fact file in Ex. 9 as a model.

The weather

1 Look at the mind map. Use the words to complete the text.



... You won't believe what the weather has been like! The forecast promised glorious 1) s....., so we expected a 2) h..... but on the first day it started to 3) d....., then dark clouds filled the sky and there was a terrible 4) d..... It was pretty depressing. We had to stay indoors. The wind was blowing a 5) g....., too. At least it's not 6) s..... or 7) s..... . Hopefully, it'll get better before we have to come home.

- 2 a. Use the verbs in the correct form to complete the sentences.
- blow • drizzle • howl • freeze • pour • shine
- 1 I hate it when it ..... I never know whether to take my umbrella or not because the rain is so light.
  - 2 Don't go out today without boots and a raincoat – it's ..... down.
  - 3 Brrr. You'll ..... outside in this weather. It's -5°C.
  - 4 The sun is ..... Let's go to the beach!
  - 5 It was so windy he was nearly ..... over.
  - 6 Can you hear the wind ..... through the trees? It sounds very spooky.

► Listening

b. Now listen to the sounds and the music. What is the weather like? Draw a picture of the scene. Describe your picture to the class.

3 Complete the words and phrases with the words in the list, then put them in the correct gaps in the sentences (1-7).

- flake • drop • stone • gust • bolt • flash • ray
- |                        |                       |
|------------------------|-----------------------|
| a a ..... of lightning | d a snow .....        |
| b a ..... of wind      | e a ..... of sunshine |
| c a thunder .....      | f a rain .....        |
|                        | g a hail .....        |

- 1 A ..... of wind blew off his hat.
- 2 After the storm a ..... of sunshine broke through the clouds.
- 3 Suddenly, a loud ....., shook the building.
- 4 A ..... is a ball of ice.
- 5 A large ..... fell on my head, and I dashed indoors just in time before the storm.
- 6 A ..... of lightning lit up the sky.
- 7 A ..... is like an ice crystal.

Extreme weather

4 Which of these conditions were the people below caught in: *blizzard, hailstorm, heatwave, thunderstorm, tornado, pouring rain*? What do you think happened afterwards?

- 1 We got completely wet through.
- 2 I couldn't see where I was going and the snow was at least a metre deep.
- 3 We were all sweating terribly. I wished it would rain to cool us down.
- 4 A lot of buildings were damaged and some trees had been ripped out of the ground.
- 5 It was scary and noisy as the hail was battering the roof of our car.
- 6 We were frightened, cold and wet.

Natural disasters

► Reading

5 Look at the headlines. What disaster is each about? Have you heard about any similar events in the news recently? Where and when did it take place? What happened? Talk in pairs.



1 Thousands made homeless by floods

2  **Earthquake hits** southwest Japan

3 **Skier killed in avalanche**

4 **Florida issues hurricane warning**

5 **Java volcano due to erupt** 

6 **DROUGHT HITS KENYA**

7 **New Isunami warning system in Pacific**

Temperature

► Speaking

- 6 a. Put the words in order from the highest to the lowest temperature.
- chilly • cold • freezing • hot • mild
  - scorching • warm • cool
- b. Think of your country. What is the temperature in various regions at different times of the year? Tell the class.

*During the winter, it's very cold. In the north, it's usually freezing and it often snows. Springtime is generally mild. In the south it is quite warm but in the north it stays rather cool until summer. etc*

Prepositional phrases

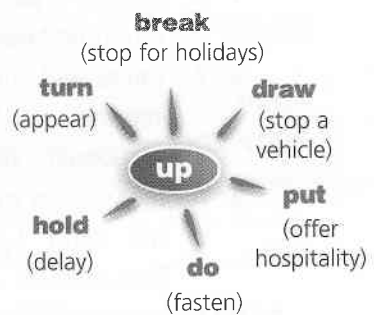
- 7 Underline the correct word in each sentence.
- 1 Tornadoes destroy everything in/on their path.
  - 2 In parts of Eastern Europe in winter, travellers should beware on/of getting caught in a blizzard.
  - 3 People in the UK often complain of/about the rain.
  - 4 Hailstorms caused a lot of damage in/to houses in the area.
  - 5 People had to deal with/at a long power cut after the storm.
  - 6 She is frightened of/about thunderstorms.

Idioms & fixed phrases

- 8 Read the sentences (1-8). Circle the right word to complete the idioms.
- 1 Richard is such a dreamer. He's got his head in the *clouds / fog*.
  - 2 Marcie is not very well. She's feeling under the *weather / temperature*.
  - 3 It was a silly argument – just a *storm / blizzard* in a teacup.
  - 4 Things were going so well for him, but then when it rains, it *pours / drizzles*.
  - 5 Greg told everyone Jane's exciting news before she did, and *stole her thunder / storm*.
  - 6 Donna puts some money aside every month and *saves it for a rainy / sunny day*.
  - 7 When he got his degree, he was so happy, he was on *cloud / sun* nine.
  - 8 He's in perfectly good health. He's as right as *snow / rain*.

Phrasal verbs

- 9 Look at the phrasal verbs and then complete the sentences with the correct verb forms.



- 1 Sarah can't wait for school to ..... up for the summer holidays.
- 2 My uncle's house was flooded so we ..... him and his family up until the damage was repaired.
- 3 Sorry we're late. We were ..... up by the bad weather.
- 4 I was waiting a long time in the rain before the bus ..... up.
- 5 It's freezing outside – don't go out without ..... up your jacket!
- 6 As the wedding car ..... up outside my house, the sun appeared from behind a cloud.

 Writing

**Project:** Imagine you experienced one of the natural disasters in Ex. 5. Write an e-mail to your English pen-friend describing your experience.

## Modals (possibility/probability/certainty)

Grammar Reference

- 1 Read the cartoon. Which of the modal verbs in bold expresses: *probability/possibility? certainty? ability?*

Don't sunbathe without sunscreen. You **may** get sunburnt which **must** hurt.



You're right, but I just love sunbathing. I **could** sit in the sun all day and night.

- 2 Circle the correct modal. What does each express? Check in the Grammar Reference.

- 1 A: They say it **should** / **might** rain today.  
B: You **must** / **have to** be joking!
- 2 A: You're wet through. You **must** / **can** be freezing!  
B: Yes. **Could** / **Would** I have a towel please?
- 3 A: The weather **may** / **must** get worse.  
B: You **can't** / **mustn't** have heard the forecast then – it said sunshine.
- 4 A: Be careful! The wind **must** / **might** blow your umbrella inside out.  
B: Thanks, but it **should** / **can** have died down a bit by now.
- 5 A: Tom's plane **can't** / **must** have taken off. All flights are cancelled due to the weather.  
B: Yes. He **should** / **must** be stuck at the airport.
- 6 A: Being caught in a tornado **might** / **must** be terrifying.  
B: Yes. They **may** / **can** destroy whole towns.
- 7 A: The storm **should** / **can** have passed by now.  
B: Yes. You **can't** / **must** be right.

- 3 Rewrite the phrases in bold, using an appropriate modal and making any other necessary changes.

- 1 There's a chance it'll rain later.  
2 I'm **certain** it's scary living in an earthquake zone.

- 3 I bet the weather forecast is on in a minute.  
4 It's likely that we'll have a very hot summer this year.  
5 I'm sure Tom **didn't** drive to work, because his car is in the drive, covered with snow.

### ► Listening

- 4 a. You will hear someone talking about a natural disaster. Listen and tick (✓) the correct column in the table.

	MUST	CAN'T	MAY/ CAN
AVALANCHE			
• happen anytime			
• start with weight of one skier			
• be easy to survive			
SKIER/CLIMBER			
• be mad not to take basic rescue equipment			
• be carried along at 100 mph			
• survive if near surface			
• survive after 45 min			

- b. Now use the table to make full sentences.

## Making deductions/assumptions

Grammar Reference

- 5 Match the sentences to the meanings.

- 1  That's his coat. He **must have forgotten** it.  
2  Alan hates cold weather. He **can't/couldn't have gone** skiing.  
3  Bill **might not know** about the bad weather warning.  
4  Tom **can't have been clearing** snow off the driveway all morning! It's still covered!

- a It's possible that he doesn't.  
b I'm sure he did.  
c I'm certain that he didn't.  
d I'm sure that he wasn't.

- 6 Read the sentences (1-6) and choose the correct word(s) in bold.

- 1 You **must/could** have been relieved to get home before the storm hit.

# The Sapporo Snow Festival



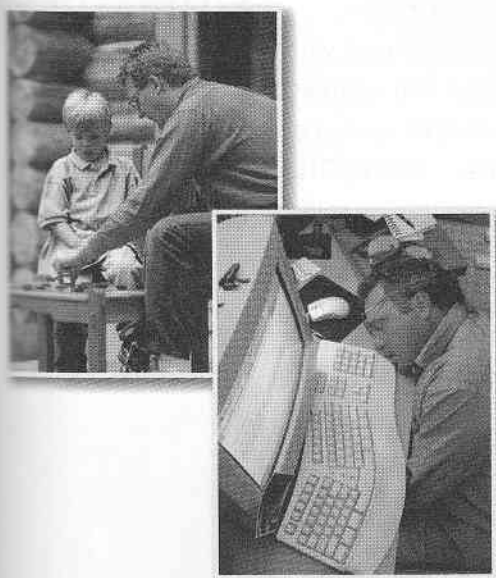
- 2 A hurricane **may/can't** have hit Florida. There was nothing on the news about it.
- 3 Be careful! You **could/should** hit someone in the eye with your umbrella!
- 4 Oh no! Marty **must/can't** have been waiting for the bus in the rain all this time!
- 5 Alex **may not/shouldn't** have heard the hurricane warning.
- 6 Gloria **must/may** have forgotten to put sun cream on! She's sunburnt all over!

**7 Rewrite the sentences using past forms of modal verbs.**

- 1 I don't think they left for Mexico.  
*They may not have left for Mexico.*
- 2 I'm sure she lost her way.
- 3 Perhaps he is feeling ill.
- 4 I don't think he will be seeing us tomorrow.
- 5 I'm sure she wasn't at home.
- 6 Perhaps she lost the way.

► **Speaking**

- 8** Look at the pictures. Make as many deductions as possible.



► **Reading**

- 9** Complete the text with the correct word derived from the words in bold.

Sapporo is the capital of Hokkaido, the most **1)** ..... island of Japan.

In February every year, a **2)** ..... number of visitors come to its snow festival.

Last year, about two million people came to see the hundreds of **3)** ..... snow statues and

**4)** ..... ice sculptures that the festival is famous for. The town's ambition to hold

one of Japan's **5)** ..... winter events

each year is made possible because it gets five metres of snow every winter.

The festival is now an **6)** ..... event that

includes a snow sculpture **7)** .....

in which teams from all around the world take

part. These sculptures are massive, and past entries

include **8)** ..... buildings, people and cartoon characters.

As well as the contest, there is a wide **9)** .....

of **10)** ..... and fun activities on offer.

**NORTH  
GROW**

**BEAUTY  
IMPRESS**

**BIG**

**NATIONAL  
COMPETE**

**FAME**

**VARY  
ENTERTAIN**

## Sentence transformations

- 10** For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 There is a chance that he will arrive tonight.  
He ..... tonight.
- 2 I'm sure Gary hasn't flown to Detroit; the weather's too bad.  
Gary ..... to Detroit; the weather's too bad.
- 3 He's soaking wet – I'm sure he has been walking in the rain.  
He's soaking wet – he ..... walking in the rain.
- 4 A drought is possible here, even in the winter.  
There ..... drought here, even in the winter.
- 5 I'm sure he didn't catch the 8 o'clock plane.  
He ..... missed the 8 o'clock plane.

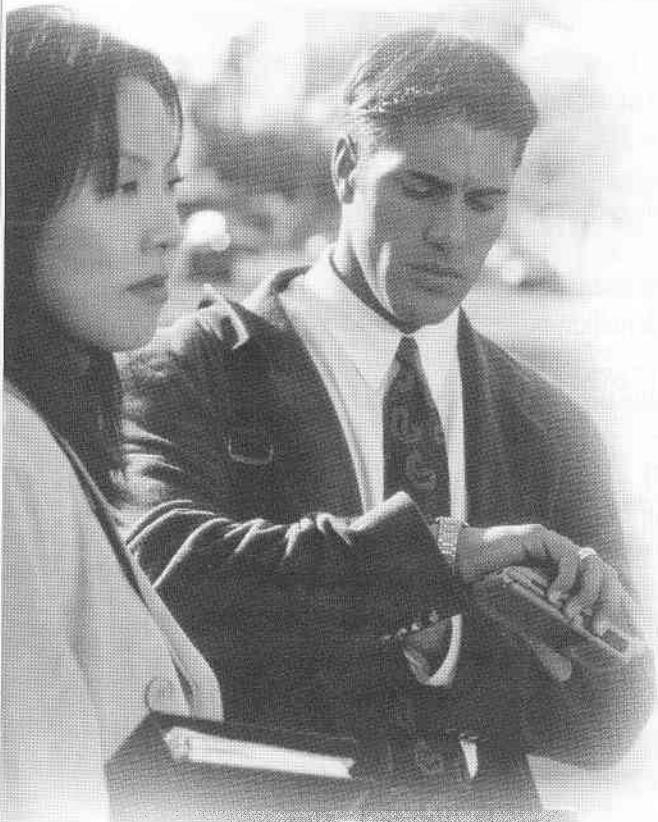
## Writing

**Project:** Write a short paragraph (50-60 words) about a seasonal or weather-related festival. Include:

- When/where it takes place
- What activities/food/etc there are
- How long it lasts

► **Reading & Listening**

- 1 Look at the picture. Where are the people? What could they be waiting for? Do they feel relaxed or impatient? Why?



- 2 a. The dialogue is related to the picture. What might the people be talking about? Read and check.

A: Excuse me. Have you been waiting long for the bus?

B:

A: It must be late because of the bad weather.

B: I hope it comes soon, or I may miss an important meeting.

A:

B: Me too. It wasn't this cold yesterday, was it?

A: No – and the forecast for the weekend is sunshine.

B:

A: That's a relief.

B: At least we don't live in the north. It must be really cold there now.

A:

B: It's about time!

- b. Complete the dialogue with sentences a-d. Compare answers with a partner. Listen and check.

- a Yes. We're in luck. Here's the bus.  
 b I think we both might be late for work and I'm freezing!  
 c Yes. It should have been here 10 minutes ago.  
 d Good. This can't last for more than a couple of days, then.

**STUDY SKILLS****Acting out a dialogue**

Making up dialogues and acting them out helps you build your conversational skills and become more creative. Try to use as much new vocabulary as you can to reinforce what you have learnt.

- c. **Portfolio:** Take roles and act out the dialogue in pairs. Give it a different ending. Record yourselves.

**Expressing probability/possibility**

- 3 a. Read the exchanges and underline the words/phrases that express probability or possibility.
- A: What's the weather like today?  
 B: It's fine at the moment, but it might rain this afternoon.
  - A: Take your coat with you.  
 B: Why? The weather's fine.  
 A: It may be sunny now, but it could get cold later.
  - A: It can be very cold in the winter in Russia.  
 B: Yes, especially in the east.
  - A: It should have stopped raining by now. Take a look outside, will you?  
 B: Yes, it has, just like the forecast said it would.
- b. Find statements in the dialogue that express probability/possibility.
- c. In pairs, act out your own exchanges similar to the example, using *can't* and *must*.
- A: *You can't be cold. It's 22 degrees!*  
 B: *Well, I am, so I must be coming down with something.*

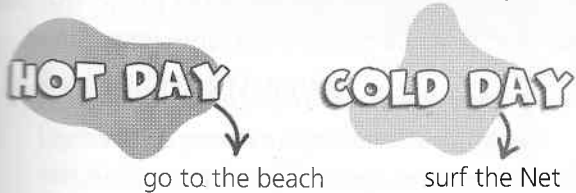
► **Listening**

- 4 a. You are going to hear someone talking about extreme weather conditions in different places around the world. Read through the sentences (1-6) and underline the key words.

	A	B
	Yes	No
1 Only scientists live in the coldest place in the world.	<input type="checkbox"/>	<input type="checkbox"/>
2 The coldest place in the world is a village in Siberia.	<input type="checkbox"/>	<input type="checkbox"/>
3 The hottest place in the world is in South America.	<input type="checkbox"/>	<input type="checkbox"/>
4 El Azizia is in the Sahara Desert.	<input type="checkbox"/>	<input type="checkbox"/>
5 It almost never stops raining in 'the land of the clouds'.	<input type="checkbox"/>	<input type="checkbox"/>
6 The windiest place in the world is in the USA.	<input type="checkbox"/>	<input type="checkbox"/>

- b. Listen and mark each sentence as correct or incorrect. If it is correct, put a tick (✓) in the box under A for YES. If it is incorrect, put a tick (✓) in the box under B for NO.

- 5 What do you do in hot/cold weather? Make spidergrams. Compare answers with a partner.



**Describing pictures**

► **Speaking**

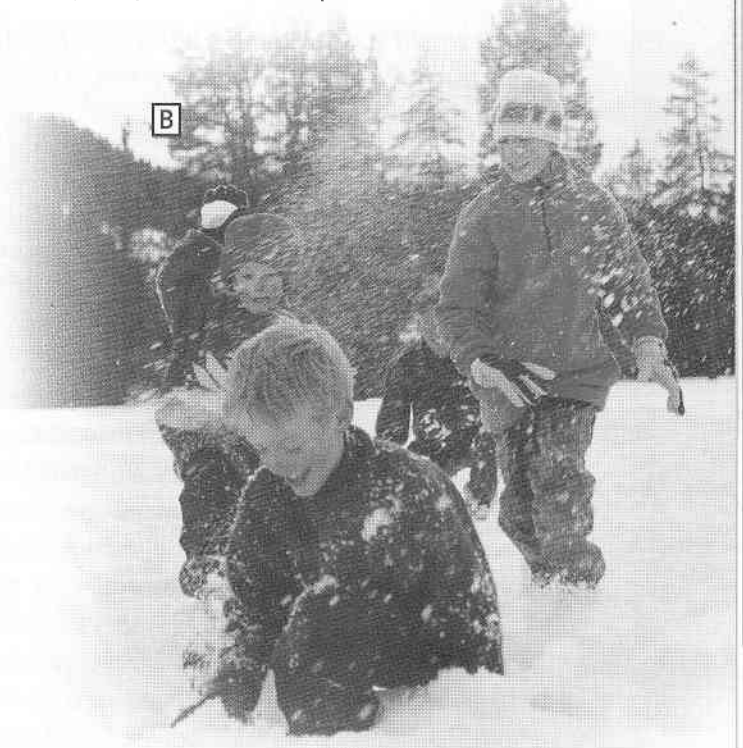
- 6 a. Look at picture A and describe it to your partner. Make speculations. Use *must*, *can't*, *may*.

A



- b. Listen to someone describing the same picture and evaluate them in terms of grammar, vocabulary and accuracy. How similar is their description to your partner's?

- c. Now, look at picture B and describe it to your partner. Make speculations about it.



- 7 In pairs, discuss how the weather affects your free-time activities.

- 8 Think of what you have learnt in this lesson. Close your books and tell a partner.



## Getting started

- 1 a. Have you ever sent/received an e-mail invitation? Who from/to? What about?
- b. What could you invite your friend to in writing?
- A birthday party, etc*
- 2 How would you start/end a letter to: *a friend? your teacher? someone you've never met?* Choose from the greetings below.

- Hi (+ first name)
- Love, (+ first name)
- Dear Sir/Madam
- Yours faithfully, (+ full name)
- Dear Mr/Mrs (+ surname)
- Best regards (+ full name)

- 3 Which of these phrases would be appropriate in an informal e-mail invitation? Decide in pairs. Which can you use to start/end your e-mail?


- I am writing to complain about ...
- Hi! How are you?
- Thanks for your letter.
- I look forward to hearing from you.
- Can't wait to hear from you.
- Write back soon!

- 4 In pairs, rewrite the following sentences in an informal style. Check with another pair.

- 1 I request the pleasure of your company at the Spring Ball.
- 2 Please advise me without delay.
- 3 I look forward to meeting you.
- 4 Thank you for your co-operation.
- 5 I hope my letter finds you in good health.

## Let's look closer

- 5 a. Read the rubric, then read the e-mail and match the paragraphs to the headings.

 You are going to a winter festival at Niagara Falls. Write an e-mail to a friend telling him/her about the festival and inviting him/her to go with you.

- a Description of festival
- b Opening remarks
- c Request for response and final remarks
- d Invitation to festival

↑ Previous ↓ Next   

To:

Subject:

Dear Sue,

1 Hi. How's it going? I hope you and your family are well. Thanks for your last e-mail. It was great to hear all your news.

2 Guess what? I'm going to a festival at Niagara Falls, Canada, next month. How would you like to go with me? It would be great to go together.

3 It's called the Winter Festival of Lights and it runs from 4 November to 2 January. It has huge animated light displays and fantastic themed night parades that include popular Disney characters. There is also a musical stage show called *Winter Wishes*, firework displays, concerts, ballet performances, art and craft shows and much, much more. We're leaving on 3 December and staying for a week until the 10th. The total cost will be \$700, including flights, accommodation and meals.


4 Please say you'll come. Let me know as soon as you can so we can make the arrangements. Hope to hear from you soon.

Love,  
Marcy

- b. Suggest a different beginning/ending for the e-mail.

## Your turn

- 6 Underline the key words in the rubric. Use the plan to make notes. Then write your e-mail.

-  Write an e-mail to a friend telling him/her about a seasonal festival in your country and inviting him/her to come with you (100-150 words).

## Plan

Dear (+ your friend's first name)

**Introduction**

(Para 1) Ask how he/she is.

Thank your friend for their last e-mail.

**Main Body**

(Para 2) Mention the festival.

Invite your friend to come with you.

(Para 3) Describe the festival (date – activities – travel details).

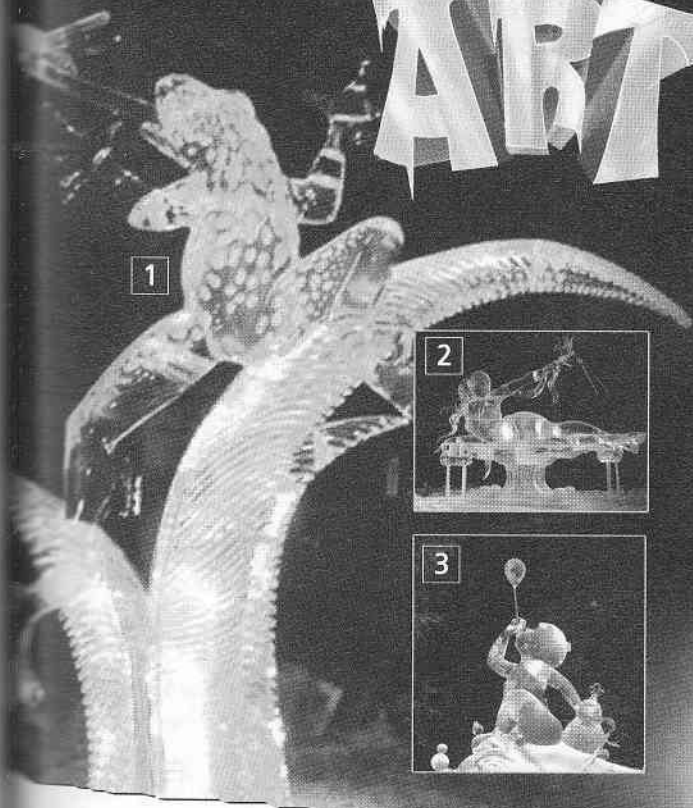
**Conclusion**

(Para 4) Encourage your friend to come.

Ask for a speedy reply.

Love,  
(your name)

# ICE ART



Ice Alaska is an amazing event that takes place in Fairbanks, Alaska. It brings the town to life in February and March every year. It is a wonderful event that **promotes** art, culture, education, **international friendship** and winter tourism through ice.

It was all started in 1934 by Kay Huffman and Clara Murray West. They used to organise the Fairbanks Winter Carnival, with activities such as parades and dog races. After four years, this became the Ice Carnival and Dog Derby, and artists would carve **thrones** from ice for the carnival queen and king. Each year these thrones became more **complex** and this was the start of the town's ice sculpting **tradition**.

In 1988 the festival was **revived**. Teams of ice sculptors came from China and Chicago to create sculptures for the Winter Carnival. They taught local people how to sculpt ice. An exhibition followed, and in 1990 the first competition was held. A team from France won first prize. Today, up to 75 teams from around the world compete in Ice Alaska every year.

Visitors can watch the artists at work and see all the finished sculptures in a fantastic light display. Children can have fun, too, in the Kids' Park, which offers a wide range of activities, including rides, slides, **mazes** and trains. This is **definitely** an event that is not to be missed! Find out more at [www.icealaska.com](http://www.icealaska.com)

### ► Reading & Listening

- 1 Look at the pictures and describe what you see. Then, in pairs, talk about *where*, *when*, *why* and *with what* you think the sculptures were made.
- 2 a. Read the title and the first sentence of each paragraph. Predict the content, then listen, read and check.  
b. Read the text and mark the statements as T (true) or F (false). Listen and check.
  - 1 Ice Alaska encourages friendships with people from other countries. ....
  - 2 It started as something quite different. ....
  - 3 Some local people know how to sculpt ice. ....
  - 4 It turned into a competition in 1988. ....
  - 5 It is not a festival children can enjoy. ....

- 3 Read the text again and explain the words in bold.

### ► Speaking

- 4 Make notes under the headings and use them to talk about the festival. • *Time & place* • *Reason for festival* • *How it began* • *The competition* • *What visitors can see & do*

### ✦ Writing


**Project:** Think of a popular winter festival/event in your country. Does it attract people from all over the world or is it just a local event? Do children participate in this festival? Write an article about it. Use the headings from Ex. 4.

# 10a Festive time

## Lead-in

- 1 a. In one minute, list as many festivals as you can think of. Compare answers with your partner. When does each happen?
- b. Choose a festival from Ex. 1 and use the phrases below to describe it to your partner. You can also use your own ideas.
- enjoy special dinner • send cards & chocolates
  - light bonfires • have barbecues
  - cook a special meal • throw parties
  - watch colourful parades • have a picnic
  - get dressed up in multi-coloured costumes
  - dress up in scary outfits • let off fireworks
  - exchange gifts/greetings • pull crackers
  - visit friends and relatives • dance to the music

*We celebrate New Year's Eve on 31 December. We visit friends and relatives and cook a special meal. We exchange gifts. When the clock strikes midnight we exchange greetings. Some people even let off fireworks.*

- 2  Listen to the music. Imagine yourself in the scene. Where are you? What are you doing? What can you see, feel, hear and taste? Use phrases from Ex. 1b to describe the scene.

## Reading & Listening

- 3 a. Look at the pictures. Which festivals do they show? Listen and read to see if your guesses were correct. Which foods are associated with each festival?
- b. Read the text again and mark the sentences **T** (true) or **F** (false). Compare answers with a partner.
- 1 Robert Burns is remembered on January 25th.
  - 2 Valentine's Day is celebrated in a few places.
  - 3 Poor people in Italy make a special soup in May.
  - 4 There are a variety of midsummer celebrations.
  - 5 Americans eat outdoors on Independence Day.
  - 6 Only people from the Caribbean go to the Notting Hill Carnival.
  - 7 Guy Fawkes' Night is only celebrated in the UK.
  - 8 Scottish people like to have very long parties at the end of the year.

- 4 In pairs, ask and answer comprehension questions based on the text.

- 5 In pairs, think of a short caption for each picture.

- 6 Complete the sentences with one of the underlined words/phrases in the text. Then explain the words in bold.

- 1 They had chicken wings as a starter, and roast lamb as the .....
- 2 They danced and had fun till the .....
- 3 They kept a minute's silence in ..... of those who were lost in the war.
- 4 The turkey is ..... with minced meat, onions and nutmeg.
- 5 They baked some potatoes in the ..... of the fire.

- 7 Underline the correct word. Compare answers with a partner. Check in your dictionaries.

- 1 I don't like **smoked/pickled** salmon.
- 2 He hates **bitter/oily** chocolate.
- 3 Can I have a bottle of **still/bubbly** water, please?
- 4 Chilli peppers are too **hot/spicy** for me.
- 5 Can you please **chop/grate** some cheese?
- 6 How about vanilla ice cream for **dessert/starter**?
- 7 This cake is delicious. Can I have the **prescription/recipe** please?

- 8 Work in pairs. Discuss the foods and the cooking methods as in the example.



- baked • roast
- boiled • fried
- grilled • raw
- mashed • steamed
- scrambled



- potatoes
- fish
- chicken
- vegetables
- rice • lamb

A: How do you like your eggs?

B: I like them boiled. What about you?

A: I like them scrambled.



# Festive Food Calendar

10a

Food and festivals go hand in hand, and there are hundreds of festivals around the world throughout the year. We have chosen a few of the more well-known ones and arranged them by month so that, if you want to, you can have a go at cooking some of the traditional dishes and specialities for each festival.



1

## JANUARY - MARCH

On 25 January, Scotland **celebrates** the memory of its most famous poet, Robert Burns. Scottish people enjoy a special dinner in which the main course is a dish called haggis.

This is a sheep's stomach which is stuffed with meat, onions and oatmeal.

In many counties around the world, Valentine's Day is celebrated on 14 February. People send each other cards, chocolates and heart-shaped biscuits. Couples go out for a **romantic** meal at a restaurant.

## APRIL - JUNE

May is the month when the people of Teramo, Italy, celebrate *Sagra delle Virtù*. They prepare *minestrone*, a kind of thick soup made with a large number of winter and fresh spring vegetables. As part of the festival, much of the soup is traditionally served to the poor.

Midsummer is celebrated on 24 June in many countries in many different ways. In Finland and Sweden, people make garlands with flowers, light big bonfires, dance traditional dances and eat lots of smoked and pickled fish.



2

## JULY - SEPTEMBER

Independence Day is a big celebration in the United States, and it takes place on 4 July. Across the country, there are firework displays and people enjoy barbecues and picnics. Popular foods include hamburgers, hot dogs, sandwiches, potato salad, **baked** beans and corn on the cob.



3

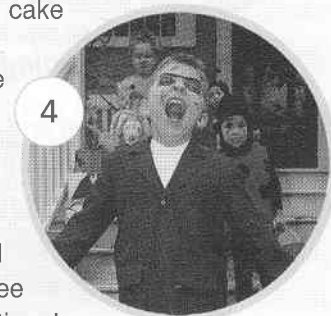
Started by the large Caribbean population who live there, the Notting Hill Carnival has become a huge international street festival which takes place in London, England, at the end of August every year.

Thousands of people line the streets to watch the colourful parade, dancing to the rhythm of funky Caribbean music. There are many **stalls** selling a range of **exotic** foods from all parts of the world.

## OCTOBER - DECEMBER

On the very last day of October, people in the UK, Canada and the USA celebrate Halloween. They dress up in scary **outfits** and have parties where they eat toffee apples and a wide variety of sweets and biscuits. Bonfire Night, also called Guy Fawkes' Night, is a celebration that is **unique** to the UK. It is celebrated on 5 November, when people light huge bonfires and let off fireworks. They eat potatoes baked in the ashes of the fire, cinder toffee and a sticky cake called parkin.

31 December is New Year's Eve and the people in Scotland celebrate Hogmanay. Parties last well into the early hours of the following day, with people eating traditional Scottish food such as shortbread and Dundee cake as well as enjoying a traditional **roast** dinner.



4

Perhaps you know of some traditional dishes that we haven't mentioned or you might have some interesting recipes you'd like to share. If so, we'd like to hear from you. Please write to our usual address.

## Speaking

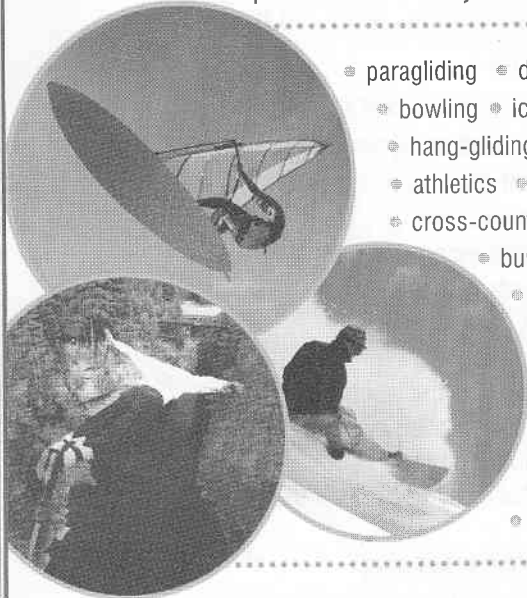
- 9 In groups, list festivals in your country and the dates they take place on. Use your list to present them to the class.

## Writing

**Portfolio:** Work in groups. Prepare a calendar for festivals in your country. Use the text in Ex. 3b as a model.

Sports

- 1 a. Group the sports in the list under the headings: *water sports; indoor sports; outdoor sports; extreme sports*. Which of these sports can you see in the pictures? Which is your favourite?



- paragliding • diving • boxing
- bowling • ice-skating
- hang-gliding • tennis • golf
- athletics • basketball • squash
- cross-country running • aerobics
- bungee jumping • skiing
- scuba diving
- football
- baseball
- snowboarding
- kayaking
- windsurfing
- swimming

- b. Which verbs do we use with each sport: *go, play* or *do*? Complete the table.

<b>go</b>	skiing, .....
<b>play</b>	football, .....
<b>do</b>	athletics, .....

▶ **Listening**

- 2 a. Listen and complete the chart. Use the verbs from the table in Ex. 1b to talk about what sports the students do.

PARTICIPATION IN SPORTS AT MILLFIELD HIGH SCHOOL		
1) .....	boys (25%)	girls (17%)
swimming	boys (2) .....	girls (85%)
athletics	boys (70%)	girls (3) .....
4) .....	boys (83%)	girls (6%)
aerobics	boys (5%)	girls (72%)
cross-country running	boys (5) .....	girls (19%)
6) .....	boys (76%)	girls (2%)

25% of the boys at Millfield High School play basketball.

- b. Which of these sports are popular with students in your class?

- 3 a. Match the sport to the place and the equipment.

sport	place	equipment
tennis	course	ball
football	court	skates
boxing	pitch	racquet
golf	rink	gloves
ice-skating	ring	clubs

- b. Now ask and answer, as in the example.

A: *Where do you play tennis?*

B: *On a tennis court.*

A: *What do you need to play?*

B: *A racquet. etc*

- 4 Complete each sentence with the correct form of one of the verbs in the list.

- throw • score • serve • catch • miss • win

- A: Tom's a great tennis player, isn't he?  
B: Yes, he is. He ..... so well no one can beat him.
- A: My team just ..... a goal!  
B: Great! Perhaps they'll win the match.
- A: I'll throw the ball and you ..... it.  
B: OK.
- A: Do you know who ..... the match last night?  
B: Yes – Manchester United, 2-1.
- A: Let me take the penalty.  
B: OK – but whatever you do, don't .....!
- A: Is this your ball?  
B: Yes it is. Can you ..... it to me, please?

- 5 Underline the correct word to complete the sentences. Check in your dictionaries. Make sentences using the rest of the words.

- There were over 10,000 audiences/viewers/spectators at the final.
- John won first position/place/point in the competition.
- Owen takes part in the tennis contest/event/tournament every year.
- The sports day was opened by Daley Thompson, a former Olympic gold medal winner/champion/defender.
- He plays for his local football group/society/team.

6 a. Read the examples and complete the table.

Boxing is popular **although** it is dangerous.  
 In spite of being dangerous, boxing is popular.  
 Despite being dangerous, boxing is popular.

..... + clause
..... + -ing form / noun

b. Use the adjectives to make true sentences about different sports.

- dangerous • fun • exciting • tiring
- expensive • boring • challenging • thrilling

**Idioms**

7 a. Match the idioms (1-5) to the meanings (a-e).

- Let's **get the ball rolling** and start the meeting.
- Come on! Let's go out tonight and **have a ball!**
- I've just started learning French instead of Spanish and it's a **whole new ball game** for me.
- Dad won't **play ball** and give me a loan.
- The ball is in your court** now – you must decide what to do.

- a have a great time
- b the next step is up to you
- c a completely different situation
- d be co-operative
- e begin a process

b. Are there similar phrases in your language?

**Phrasal verbs**

8 Replace the words in bold with a phrasal verb from the spidergram, in the correct form.



- Hard training **caused** muscle strain in his leg.
- The athlete **continued** running despite his injury.
- Nick **got dressed in** his football kit and went to play.
- John played cricket while his dad **watched**.

► **Reading & Listening**

9 a. Read the title and the subheadings. What is the writer's purpose? Read through and check.

b. Read again and complete the gaps. Listen and check.

**BODY IMAGE**



**Body image and self confidence** - Body image means how we feel **0)** *about* our physical appearance. Images of beautiful people in advertisements can make us anxious about the way we look. This pressure often affects teenagers in particular, and **1)** ..... can be difficult to enjoy life when you don't feel good about yourself.

**Only an image** - Remember that most of us will never have perfect bodies! The images that surround us are created to sell things, **2)** ..... we buy the products to be as beautiful and 'happy' as the models in the advertisements. However, most real people enjoy the company of a real person **3)** ..... than an attractive but unreal creation.

**Value yourself** - Concentrate on your good qualities, not the things you can't change. This will **4)** ..... you enjoy other aspects of growing **5)** ....., such as having friendships and facing challenges.

**Take action** - Change **6)** ..... way you see and think about yourself. Decide what you can realistically change about your appearance. You can't change your height or shoe size, but you might want **7)** ..... be fitter. Once you've decided, set realistic goals and keep track of your progress.

**Be good to yourself** - **8)** ..... you feel good, you're more likely to think and act positively. Make a list of things you like about yourself and give yourself at **9)** ..... three compliments every day. And the next **10)** ..... someone compliments you, believe it and say "Thank you!" Be grateful for all the things that make you **great!**

► **Speaking**

10 Work in groups. Use the text in Ex. 9 to try to persuade your friends to have a better image of themselves.

**Writing**

**Portfolio:** Use ideas from the text in Ex. 9, as well as your own ideas, to write an e-mail to your English pen-friend giving them advice about how to improve their body image.

# Healthy Lifestyles

Would you like to have a healthy lifestyle? Try the following.

## Do

- Avoid eating sugary snacks.
- Have a balanced diet – eating healthily is important and you'll feel better.
- Spend an hour exercising every day if you want to stay in good shape.
- Remember to allow some time for socialising and relaxation.

## Don't

- Eat between meals.
- Drink any fizzy drinks.
- Stay up late at night
- Let others influence your choice.
- Make the mistake of thinking being first is everything.

## infinitive/-ing forms

Grammar Reference

### ▶ Reading

- 1 Look at the Grammar Reference section and complete the rules with infinitive (with/without to) or -ing form. Find examples in the texts above.

- 1 preposition + .....
- 2 like/love/hate/enjoy etc + .....
- 3 would like/would love etc + .....
- 4 can, will, must etc + .....
- 5 wait, can't wait, remember etc + .....
- 6 let, make + .....
- 7 look forward to, don't mind, can't stand, avoid etc + .....

- 2 Look at the Grammar Reference section. Fill in the gaps with the verbs in brackets in the correct form. Give reasons.

- 1 A: I want ..... (start) an aerobics class.  
B: Really? Can I ..... (join) you?
- 2 A: John must ..... (take) more exercise.  
B: That's true. He'll ..... (lose) weight.
- 3 A: They aren't allowed ..... (take) part in the games.  
B: What a shame! They should ..... (complain) to the committee.
- 4 A: Let's ..... (go) swimming.  
B: I can't. I must ..... (buy) a new costume!
- 5 A: I enjoy ..... (go) to football games.  
B: Really? I can't stand people ..... (shout).
- 6 A: It's raining. There's no point in ..... (leave) now.  
B: How about ..... (order) a pizza, then?

- 7 A: Ann can't wait ..... (quit) her job!  
B: I know. She's planning ..... (move) to London and start a Master's degree.
- 8 A: Will you let me ..... (play) in the park?  
B: I'm afraid it's too late ..... (go) out on your own.

- 3 a. Read the following pairs of sentences. In pairs, discuss how they differ in meaning.

- 1 a He has stopped eating junk food. (*finish*)  
b He stopped to have a drink. (*temporarily*)
- 2 a She forgot to lock the door.  
b I'll never forget visiting Moscow.
- 3 a He remembered meeting her three years ago.  
b He remembered to pay the phone bill.
- 4 a Try cooking with olive oil. It'll taste better.  
b He tried to jump over the fence, but he couldn't.
- 5 a I used to eat chocolate all the time when I was younger.  
b I'm used to eating lunch at 1:30 pm.

- b. Put the verbs in brackets into the correct form.

- 1 A: I'll never forget ..... (travel) across Italy.  
B: Yes, but you forgot ..... (send) me a postcard.
- 2 A: Why don't you try ..... (take) an aspirin?  
B: I've had one already. I'll try ..... (relax) a bit, if I can.
- 3 A: Let's stop ..... (eat) something.  
B: Again? You should stop ..... (eat) so much!

- 4 A: He used to ..... (walk) to work before he got a car.  
 B: I hate driving. I'm used to ..... (take) the train.
- 5 A: Did you remember ..... (tell) John about the party?  
 B: Yes, but I don't remember ..... (invite) Ann.

► **Speaking**

4 Think of your lifestyle. Complete the sentences so they are true for you.

- 1 I avoid .....
- 2 I used to .....
- 3 I stopped .....
- 4 I must .....
- 5 I've always wanted .....
- 6 I'm used to .....
- 7 I try .....
- 8 I'm looking forward to .....

5 Look at the table, then rewrite the sentences using the verb in brackets in the correct form.

	infinitive	-ing form
Present	(to) play	playing
Present continuous	(to) be playing	—
Perfect	(to) have played	having played
Perfect continuous	(to) have been playing	—

- 1 She has lost a lot of weight. (seem)  
*She seems to have lost a lot of weight.*
- 2 He is playing well. (appear)
- 3 Mike plays golf on Saturdays. (enjoy)
- 4 They usually win home matches. (tend)
- 5 He is sorry he has missed so many training sessions this season. (regret)
- 6 She says she has been swimming for an hour. (claim)

6 Read the examples. Use the structures to express your preferences. Then complete the exchanges using similar structures.

I'd prefer to go out.  
 I prefer (playing) rugby to (playing) golf.  
 I'd rather play rugby than (play) golf.  
 I'd better leave you alone.

- 1 A: I like tennis more than squash.  
 B: Really? I prefer .....

- 2 A: I think we should cut down on fats.  
 B: We'd better .....
- 3 A: Let's go to the stadium.  
 B: I'd prefer .....

**GAME**



Look at the picture. In teams, take turns adding a sentence to the story, using these verbs:

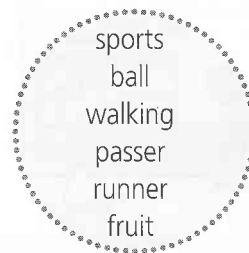
- decide • look forward to • try • manage
- start • notice • be afraid • continue
- have difficulty in • stop • see • be happy

Team A S1: *Last weekend we decided to go fishing.*  
 Team B S1: *It was a lovely day and ...*

**Word formation**

We can form compound nouns with:  
 noun + noun *car park*; noun + adverb *passer-by*;  
 adverb + noun *onlooker*; gerund + noun *swimming pool*

7 Match the words to form compound nouns, then use them in sentences.



**Sentence transformations**

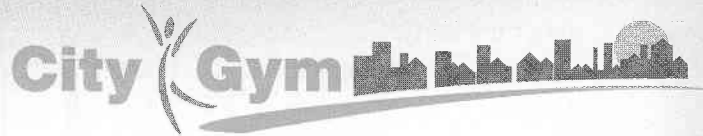
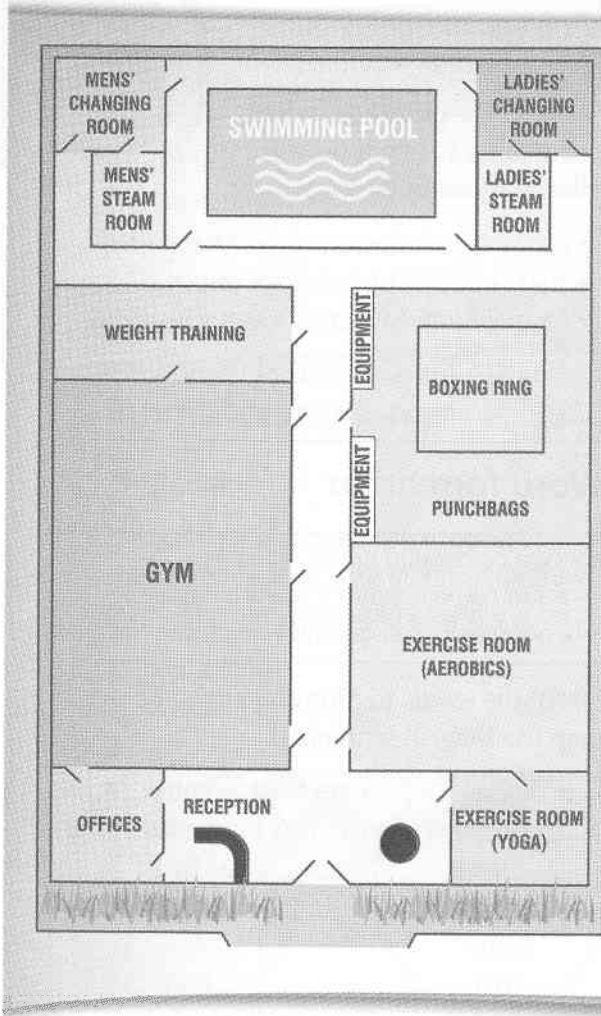
8 Here are some sentences about swimming. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 John likes swimming more than running.  
 John prefers ..... running.
- 2 It's too cold to swim in the sea.  
 It isn't ..... to swim in the sea.
- 3 You should join a swimming club.  
 Why don't ..... a swimming club?
- 4 I can't remember the last time I went swimming.  
 I haven't ..... for a long time.
- 5 It looks like he's a good swimmer.  
 He seems ..... good swimmer.

9 Think of the grammar structures you have learnt in this lesson. Make sentences using them. Tell a partner.

► **Listening**

- 1 You will hear a fitness advisor talking to a group of people who are thinking about becoming members of a gym. Listen and fill in the missing information.



**Fitness Advisors**

The office is 1) ..... the main desk in the reception area.

**Hours**

The gym is open from 10 am to 2) ..... every day.

**Facilities**

Indoor heated swimming pool, 3) ..... rooms, exercise rooms, fully-equipped gym, 4) ..... ring.

**Equipment**

Boxing gloves and exercise mats provided free of charge.

**Classes**

Yoga and aerobics classes cost 5) £..... per hour and swimming lessons cost £10 per hour as part of a 6) .....-lesson course.

**Asking for/Giving directions**

- 2 a. Look at the floor plan of City Gym in Ex. 1. What sports can you do there?

*You can do aerobics at City Gym.*

- b. Use the useful language in the table to ask for and give directions, as in the example.

Asking for directions	Giving directions
<ul style="list-style-type: none"> <li>Excuse me, where's the ... ?</li> <li>Could you please tell me where ...</li> <li>Can you tell me how to find/get to ... ?</li> </ul>	<ul style="list-style-type: none"> <li>It's/They're next to/opposite/behind/in front of, to the left/right of ...</li> <li>Turn left/right ...</li> </ul>

A: Excuse me. Where are the changing rooms?  
 B: They're next to the swimming pool.

► **Reading**

- 3 a. Jane was at the gym yesterday. Listen and say what happened to her.
- b. Read the first exchange in the dialogue on p. 119 and see if your guesses were correct.
- c. What do you think the trainer will advise her to do? Listen, read and check.
- d. Read the dialogue again and correct the statements (1-3).

- 1 Jane was doing aerobics at home.  
 2 Jane has damaged her muscle.  
 3 The trainer tells Jane to exercise more.

**Trainer:** Hi, Jane. Why are you limping?  
**Jane:** I've hurt my leg. It's really painful.  
**Trainer:** How did it happen?  
**Jane:** I was in the aerobics class when I suddenly felt a sharp pain.  
**Trainer:** Oh dear. Let's have a look, shall we?  
**Jane:** Ouch! That really hurts!  
**Trainer:** Hmm. I'd say you've probably damaged your tendon. You should see your doctor. You might need some painkillers, and you'd better rest. No more aerobics for you for a while!


**4 Portfolio:** You injured yourself in the gym. Using the notes below, take roles and act out a dialogue similar to the one in Ex. 3. Record yourselves.

- walking stiffly – hurt my back lifting weights – probably pulled a muscle – might need a muscle relaxant
- holding your wrist – hurt my hand – punching the punchbag – might have broken a bone – probably need an x-ray

**Avoiding direct answers**


**5 a.** Look at the poster. What should someone do to have a healthy lifestyle?

**CUT DOWN ON**



- coffee, tea, fizzy drinks, oils, fats, sweets, junk food
- watching TV, playing video games

**DO**



- drink water, milk, fruit & vegetable juice
- go cycling/swimming/running/dancing/skiing
- eat dairy products (e.g. cheese, yoghurt), poultry, fish, beans, vegetables (cabbage, lettuce, etc), fruit (pears, watermelon, etc) bread, cereal, rice, pasta
- play volleyball/basketball/football/tennis, walk, ride your bike, take the stairs

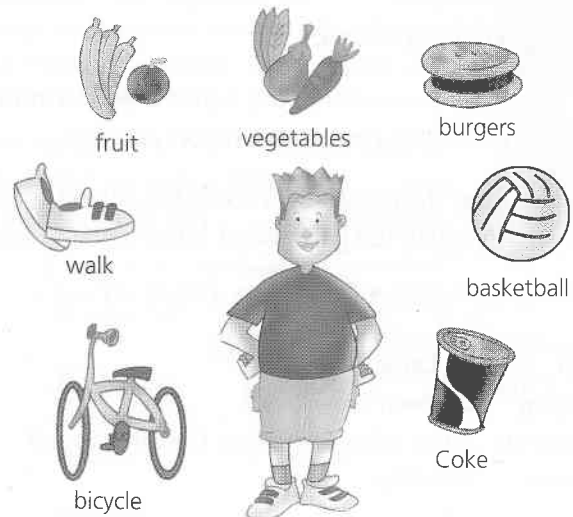
**b.** Use the table below and ideas from Ex. 5a to find out about your partner. Your partner tries to avoid giving a direct answer.

Asking	Avoiding direct answers
• Are you ... ?	• Not really.
• Do you ... ?	• Er ... not exactly.
• How often do you ... ?	• I suppose.
	• Sometimes.
	• Not that often, I guess.

*A: Do you eat plenty of fruit and vegetables?  
 B: Er ... not that often, I guess.*

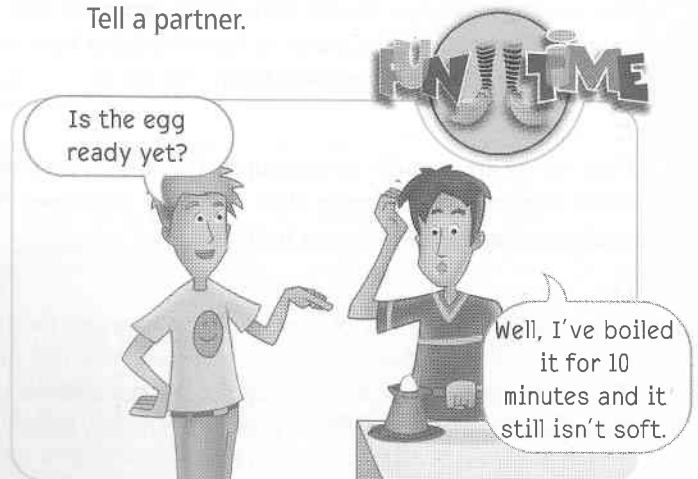
► **Speaking**

**6** A friend of yours wants to lose some weight. Talk in pairs about the changes your friend needs to make, then decide which are the most important things he/she should do.



*A: I think he/she should cut down on junk food.  
 B: I agree. He/She should eat more vegetables and fruit.*

**7** Think of six phrases you have learnt in this lesson. Make sentences using them. Tell a partner.




Getting started

- Below is part of a questionnaire that was given to 500 pupils at Greenhill School. Complete the questionnaire for yourself. Compare answers with a partner.

**How healthy are your eating habits?**

- What do you usually have for lunch?  
 A a meal in the school canteen  
 B snacks from the vending machines  
 C a packed lunch from home
- What do you prefer to eat?  
 A a sandwich    B a cooked lunch    C a packet of crisps
- What do you usually drink?  
 A water            B fizzy drinks            C fruit juice
- How many fizzy drinks do you drink a day?  
 A none            B one            C more than one



Looking closer

- How do you think the writer used the information she collected? Look at the report and say.
  - Read the report and choose the correct subheadings to complete the gaps. What is the writer's recommendation?  
 • Introduction • Conclusion • Food • Drinks

**To:** Mr Little, PSHE Class  
**From:** Elizabeth Snow, Year 7  
**Subject:** Eating habits of pupils at Greenhill School  
**Date:** 11th May

**A** .....  
 The aim of this report is to present the results of a survey in which 500 pupils were questioned about their eating habits.

**B** .....  
 The majority of pupils prefer unhealthy snacks and junk food from the vending machines to the hot meals served in the school's canteen. Three out of five prefer to have chocolate bars, crisps and other snacks instead of a cooked lunch.

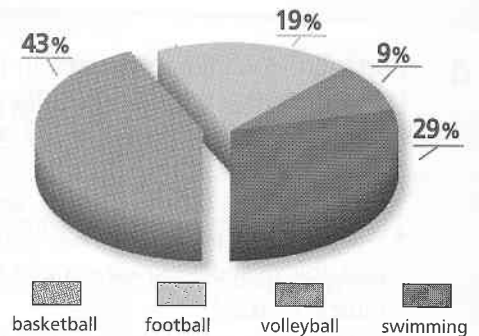
**C** .....  
 Fizzy drinks are popular among pupils. Fifty per cent of the pupils asked admitted having more than one fizzy drink per day. Only twelve per cent drink water or fruit juice.

**D** .....  
 To sum up, a large number of pupils prefer to have junk food and fizzy drinks instead of healthier cooked meals. I recommend that the School Board take action to make unhealthy options less available to pupils. They should also promote school dinners and healthy food.

Expressing facts

- Look at the pie chart. Use the phrases below to express the facts in the pie chart.

- the majority of those questioned say ...
- a minority of those questioned prefer ...
- a small/large/high number of students/people etc choose ...
- ten/fifty/etc per cent of people interviewed prefer ...



The majority of students prefer playing ball games ...

Your turn

- Portfolio:** Read the rubric and underline the key words. Prepare a simple questionnaire. Give it to your classmates to complete. Use their answers and the plan to write your report.

Your teacher has asked you to write a report about the sports and extra-curricular activities your classmates take part in. Write your report describing what they do in their free time (100-150 words).

Plan

**Introduction (Para 1)**

*What is the aim of the report?*

**Main Body (Paras 2-3)**

*What are the results of the survey? (Write them under appropriate headings.)*

**Conclusion (Para 4)**

*How could you summarise the results of the survey? What are your suggestions/recommendations?*



# Muscles

*Except for thinking, everything we do depends on our muscles, 1) ..... we realise it or not. Without muscles we 2) ..... be able to sit, move, talk, write, read, breathe or even digest our food.*

A muscle is a bundle of elastic tissue which contracts (in 3) ..... words, it becomes shorter and thicker) when it receives a signal from our **nerves** or **hormones**. There are three kinds of muscle: skeletal muscle, smooth muscle and cardiac muscle.

Skeletal muscles are also called voluntary muscles, because we 4) ..... control their movement when we want to. These muscles vary greatly in size and strength, from the small muscles around our eyes to the large, strong muscles of our thighs. They are **attached 5)** ..... the bones of our skeleton, and each muscle can move a part of the body in a certain direction. Even quite simple actions, 6) ..... as kicking a ball or smiling, may involve several muscle groups working together.

Smooth muscles are found in most of the body's **internal organs**. For example, smooth muscles in our stomach and **intestine** move food through our digestive system. Tiny muscles in our eyes 7) ..... the pupil bigger or smaller in response to light. All smooth muscles contract and relax automatically, 8) ..... our thinking about it, and so they are called involuntary muscles.

The third group, cardiac muscle, is found only in the walls of the heart. These muscles contract and relax automatically in a powerful, regular rhythm to **pump blood 9)** ..... our body. Our heart beats an average of about 70 times a minute, every 10) ..... minute of our lives, without ever resting.

### ► Reading & Listening

- 1 What kind of muscle do we use when we move, twist, dance, walk, run, lift weights, etc? Read through and check.
- 2 Read the text and, for each gap, choose the correct word, A, B, C or D. Compare answers with your partner. Listen and check.
- 3 Explain the words in bold. Then, in pairs, ask and answer questions based on the text.

### ► Speaking

- 4 Make notes under the headings. Use your notes to give a short presentation about muscles to the class.
  - why we need muscles
  - what muscles are made of
  - what types of muscles there are
  - what each type can do

- |    |           |            |             |           |
|----|-----------|------------|-------------|-----------|
| 1  | A unless  | B whether  | C either    | D or      |
| 2  | A weren't | B couldn't | C wouldn't  | D mustn't |
| 3  | A other   | B new      | C different | D or      |
| 4  | A have    | B need     | C are       | D can     |
| 5  | A with    | B at       | C to        | D on      |
| 6  | A like    | B so       | C same      | D such    |
| 7  | A do      | B make     | C have      | D get     |
| 8  | A without | B except   | C in spite  | D beside  |
| 9  | A across  | B between  | C around    | D over    |
| 10 | A one     | B single   | C solitary  | D lone    |

### ► Project

In groups, collect information about the human heart muscles. Prepare a *Did you know?* article for the school magazine. Write a short paragraph explaining what the heart does and how, then list interesting facts.

## Vocabulary & Grammar

- 1** Fill in the gaps with the correct word.
- We had roast lamb for the ..... course.
  - You shouldn't drink too many fizzy .....
  - We ..... gifts on New Year's Eve.
  - Can I have the ..... for this cake, please?
  - A ..... of lightning lit up the sky.
  - She saves her money for a ..... day.
  - Schools ..... up for the summer holidays on 13th June.
  - The ..... of wolves howled all night long.
  - Ann isn't very well. She's feeling ..... the weather.
  - We're looking ..... to our holiday.

(10 marks)

- 2** Circle the correct item.

- Listen to the lions .....  
A hissing    B howling    C roaring
- They danced till the ..... hours.  
A early    B later    C soon
- ..... chicken is healthier than fried chicken.  
A Grated    B Mashed    C Grilled
- In the summer he spends every day at the .....  
A beach    B coast    C shore
- There were over 5,000 ..... at the match.  
A audiences    B spectators    C viewers
- Sorry we were late. We were ..... up by the bad weather.  
A put    B drawn    C held
- Take your coat – it's a bit ..... outside.  
A scorching    B chilly    C freezing
- We have a new football ..... at our school.  
A pitch    B court    C rink
- Ken really loves ..... salmon.  
A oily    B smoked    C bitter
- Could you please ..... some cheese?  
A chop    B boil    C grate

(10 marks)

## Use of English

- 3** Complete the second sentence so that it means the same as the first. Use no more than four words.
- Why don't you join the gym?  
If I were you, ..... the gym.
  - It's too cold to go to the beach.  
It isn't ..... to go to the beach.
  - I like playing cricket more than football.  
I prefer ..... football.
  - It seems like he's good at tennis.  
He must ..... tennis player.
  - I haven't been jogging for ages.  
It's a long time ..... jogging.

(10 marks)

- 4** Fill in the correct word derived from the word in bold.

- A clown provided the ..... at the child's birthday party. **ENTERTAIN**
- The parade at the Notting Hill Carnival was lively and ..... **COLOUR**
- On Sundays, families in Britain sit down to eat a ..... roast dinner. **TRADITION**
- Guy Fawkes' Night is a popular ..... in the UK. **CELEBRATE**
- Boxing is a ..... sport. People often get hurt. **DANGER**

(10 marks)

## Communication

- 5** Complete the exchanges.
- There is going to be a heatwave!
  - Er ... not exactly.
  - It's next to the changing rooms.
  - Have you been waiting long?
  - What's the weather like today?

- 1 A: .....  
 B: Yes – about twenty minutes so far.
- 2 A: .....  
 B: It's fine at the moment.
- 3 A: Excuse me, where's the swimming pool?  
 B: .....
- 4 A: Are you eating plenty of healthy food?  
 B: .....
- 5 A: What's the weather forecast for the weekend?  
 B: .....
- (10 marks)

### Listening

- 6 You will hear a conversation between a doctor and his patient. Decide if each sentence is true or false, and put a tick (✓) in the correct box.

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1 Lisa is very sick.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Lisa doesn't eat many fruit and vegetables. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 She doesn't exercise much.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 She is in the swimming team.                | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The doctor gives her some medicine.         | <input type="checkbox"/> | <input type="checkbox"/> |
- (10 marks)

### Writing

- 7 This is an e-mail from your friend, who is not feeling herself.

Hi Patty,  
 How are you? I haven't been feeling so great lately. I have hardly any energy and sleep a lot more than usual.  
 I have also put on a bit of weight, which is really depressing. My clothes are getting so tight I'll need to buy some new ones soon!  
 Help me!  
 Love,  
 Sue

Write a reply to your friend giving her advice and tips on how she can look and feel healthier. (100-120 words)

(20 marks)

### Reading

- 8 Read the article and fill in the gaps with the word that fits best.



#### \*\*GET ACTIVE!

Stop making excuses! Everyone has time to do at least 1) ..... little bit of exercise a day, even if it means getting off 2) ..... bus one stop earlier or taking the stairs instead of the lift,

#### \*\*CUT IT OUT!

Stop sitting in 3) ..... of the TV and playing computer games all night. Try to look at exercise as fun! Not only will you get fit, but it is also a good opportunity to meet up with your friends and 4) ..... a good time.

#### \*\*EXERCISE REGULARLY

You should try to exercise 3-5 times a week 5) ..... around 30 minutes a time. You can go dancing, do aerobics or even 6) ..... bungee-jumping!

#### \*\*DUMP THE JUNK

Love juicy burgers but have no idea what broccoli is? Eating junk food once in a while won't do you much harm, but eating it all the time will have a bad effect 7) ..... your health, now and 8) ..... the future.

#### \*\* YOU ARE WHAT YOU EAT

You must try 9) ..... eat a 'balanced' diet – this is a diet that includes a combination 10) ..... several different food types. It should include grains and pulses, fresh fruit and vegetables, meat, dairy products and fats and oils.

(20 marks)

(Total = 100 marks)

### Now I can...

- talk and write about festivals
- talk about sports & sports places
- express probability/possibility
- ask for & give directions
- avoid direct answers
- write an informal e-mail invitation
- write a survey report

...in English



# Eco-friends 5

## ► Speaking

- 1 a. Look at the energy sources in the box. Which are: *renewable*? *non-renewable*?

• coal • gas • geothermal  
• hydroelectric • nuclear • oil  
• solar • wave • wind

- b. Which energy sources do you think are kind to the environment, and which damage the environment? Discuss it in pairs.

## ► Reading & Listening

- 2 Listen and read the text to check if your answers were correct. Which form of energy from Ex. 1a is not mentioned?

- 3 a. Read the text again and complete the sentences in your own words.

- 1 Burning fossil fuels releases ...
- 2 Known oil and gas reserves will disappear in ...
- 3 Renewable energy sources never ...
- 4 The sun's energy can ...
- 5 Hot springs can ...
- 6 We should try to ...

- b. Explain the words in bold.

## ► Project

Make a solar hot dog cooker at home.

**You will need:** a long, narrow cardboard box; masking tape; tin foil; stiff cardboard; a piece of wire; and, of course, a hot dog sausage.

## SOURCES of ENERGY

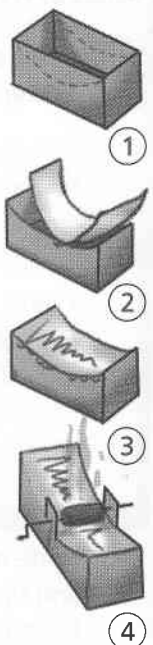
In the 21<sup>st</sup> century, our need for energy is greater than it has ever been. **Fossil fuels** like coal, oil and gas were formed millions of years ago, and when power stations burn them to create electricity, they release harmful gases into the atmosphere. There may be enough coal to last for a few hundred years, but known oil and gas reserves will run out in less than 50 years - and then what will we do?

Many scientists suggest turning to *renewable energy*, which means sources of energy that will never run out. It can be produced using the wind, the sun, waves or hot springs. The wind can turn large **turbines** to produce electricity, while energy from the sun can be collected in **panels** and stored in **batteries**. The movement of the sea can also be changed into electrical energy by using wave machines and, in parts of the world where there is volcanic activity, hot springs can produce geothermal energy. Unlike nuclear power, these are safe sources of energy that don't pollute the environment.

Our **dependence** on fossil fuels has to end soon. Let's hope that by the time all the reserves are gone, there will be enough alternative sources of efficient energy available. In the meantime, why don't we try to reduce the amount of energy that we use?

### Instructions:

- 1 Cut a curve into each long side of the box. (Fig. 1)
- 2 Cut out a piece of cardboard that will fit into the curve in the box and stick it on using masking tape. (Fig. 2)
- 3 Glue a piece of tin foil to the top piece of cardboard, shiny side out. Don't wrinkle the tin foil. (Fig. 3)
- 4 Attach a piece of cardboard with a hole punched in it to each side of the box. Put your hot dog sausage on the wire and stick the wire through the two holes. (Fig. 4)
- 5 The sun's heat energy will be directed onto the point where the hot dog is and will cook it!

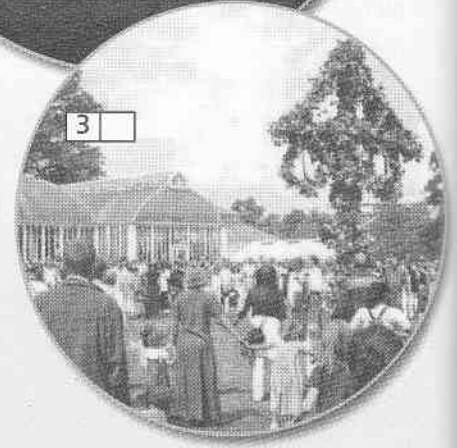
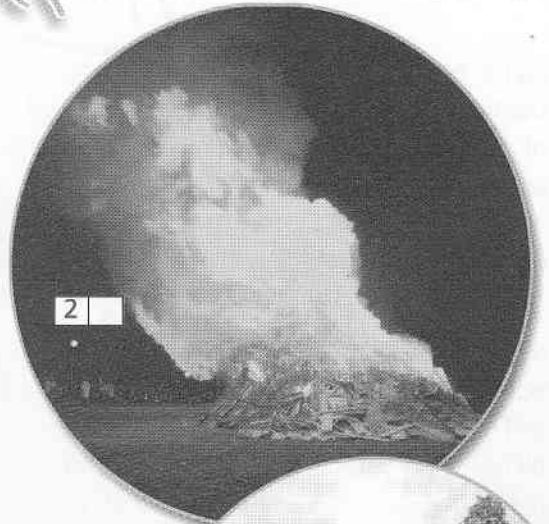


# Special Days





# The Summer Solstice



## Reading & Listening

- 1 What is the summer solstice? What date does it fall on?
- 2 Look at the statements and decide if they are true or false.
  - 1 The summer solstice is the shortest day of the year.
  - 2 In Sweden, girls put birch twigs under their pillows.
  - 3 At Stonehenge, people don't sleep the night before the summer solstice.
  - 4 In some parts of Estonia, they burn houses.
  - 5 In Poland, girls throw flowers into the sea.
- 3 Listen and read to check your answers.
- 4 Match the pictures (1-4) to the countries mentioned in the text.
- 5 Explain the words in bold.

## Speaking

- 6 Is the summer solstice celebrated in your country? If it is, in what way is it celebrated? Tell the class.



## A United Kingdom

The area around the famous 4,000-year-old monument of Stonehenge **comes alive** on the morning of the summer solstice, as thousands of people come to watch the sun **rise** over Salisbury Plain. People dance around the **standing stones** all night until the light of the rising sun touches the monument's stones, then loud **cheers ring out**.

## B Sweden

In Sweden, the summer solstice is an important festival. In the north, during the summer months, the sun does not set at all! There is daylight 24 hours a day! At Midsummer, many people leave their city dwellings to go into the countryside and commune with nature. They light bonfires and there is lots of singing and dancing around a **midsummer pole**. People decorate their homes with flowers and **birch branches**. Girls go to the fields to **gather** seven different kinds of wild flowers and grasses. They believe that if they sleep with these **tucked** under their pillow, they will dream of their future husband.

## C Poland

In Poland, especially in the Eastern Pomeranian and Kashubian regions of northern Poland, Midsummer is celebrated on June 23rd. People dress like dangerous sea pirates, and girls throw **wreaths** made of flowers into the Baltic Sea. The Midsummer Day celebration starts at about 8 pm and lasts all night until sunrise.

## D Estonia

Estonians celebrate "Jaaniõhtu" ("John's Night" in English) with **bonfires** on the eve of the summer solstice. On the islands of Saaremaa and Hiiumaa, old fishing boats may be burnt. On Jaaniõhtu, Estonians all around the country will gather with their families, or at larger events, to celebrate this important day with singing and dancing as Estonians have done for centuries. The celebrations that **accompany** Jaaniõhtu are the largest and most important of the year.

### ► Project – Build your own Stonehenge

Read the instructions and explain the words in bold. Follow the instructions and make an astronomical calendar, based on a small-scale copy of Stonehenge.

### You Will Need

- a centre pole for a reference point
- 15 metres of rope
- 20-30 marker stones or sticks
- a compass

### What to Do

- 1 Find a location near your house with **unobstructed** views of the eastern and western horizons. If you can find one with a 360° horizon view, all the better.
- 2 Place the **reference** pole at the centre point of a circle and place your compass on top of it.
- 3 Find due north and, using the **rope**, place a stone **marker** or stick 15 metres north of the centre.
- 4 Repeat the process for east, south and west.
- 5 Again using the rope, place marker stones every few metres around the **perimeter** of your circle. The centre of the circle now becomes your fixed reference point, and the westward-facing perimeter is where you'll be placing the sunset markers.
- 6 On solstice day, mark the point of sunset with a stick. Tag the stick with the date.
- 7 Repeat the process every seven days. You will see that the sun sets at a slightly different point every time. It 'walks' back and forth along the western horizon between the Tropics of Capricorn and Cancer. When you have finished (in a year's time) you will have a working astronomical calendar!

# Father's Day

*Father's Day, Father's Day,  
it is almost here.*

*It's the time when we say,  
"Thank you, Father dear."*

*Father's Day, Father's Day,  
it is almost here.*

*Hugs and kisses to my dad –*

*I love you,*

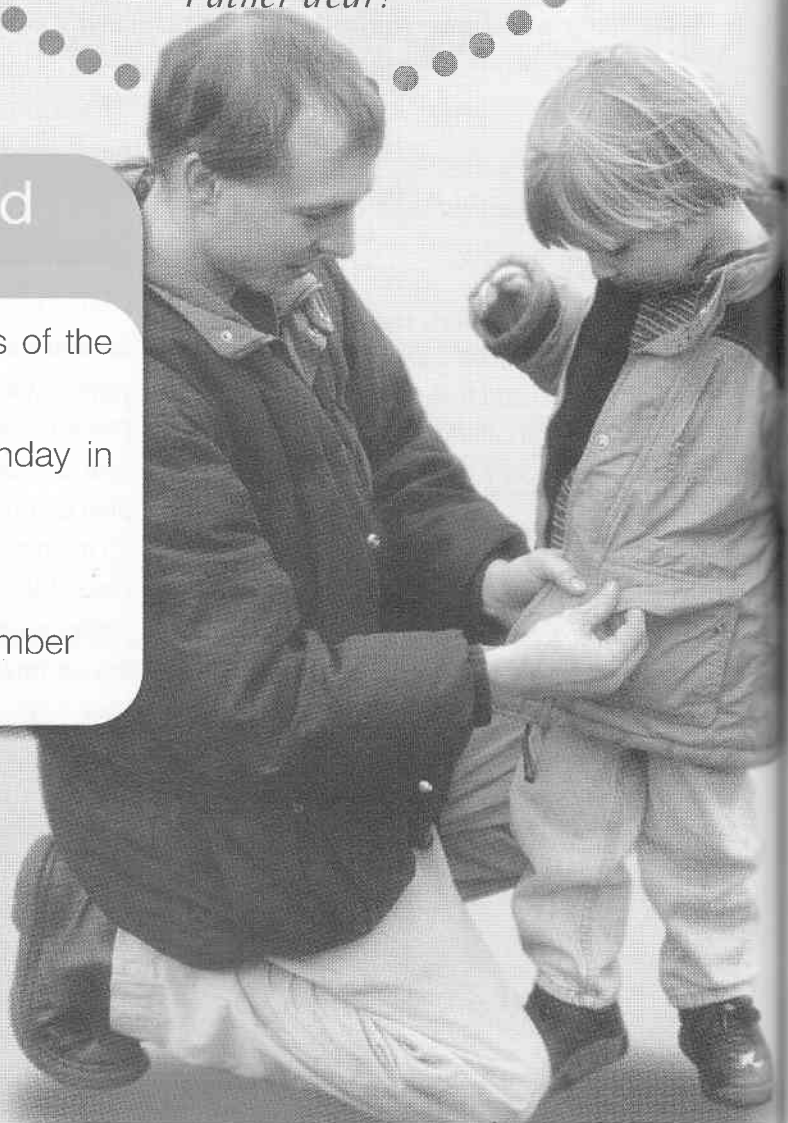
*Father dear!*

- 1 Read the title and the poem. When do you celebrate Father's Day in your country? When do people celebrate Father's Day in other countries? Use the information in the table below to act out exchanges, as in the example.

## Father's Day around the world

- USA, UK, Canada and most parts of the world – third Sunday in June
- Australia, New Zealand – first Sunday in September
- Spain, Belgium – 19 March
- Sweden – second Sunday in November

A: When do they celebrate Father's Day in the UK?  
B: On the third Sunday in June.





**2** How much do you know about the history of Father's Day? Where and when did it start? Who started it? Why? Listen and read to check.

It is generally agreed that an American lady named Sonora Louise Smart Dodd first had the idea of a "Father's Day" celebration. Her mother had died when she was young, and so her father had to bring up Sonora and her five brothers and sisters on his own. Because he was such a good father, Sonora wanted to find a way to honour him and thank him for what he had done.

She found the way in 1909, while listening to a sermon for Mother's Day. She thought there should be a similar celebration to honour people like her own father. She found that local leaders supported her idea, and the very first Father's Day was celebrated in Spokane, Washington, on 19 June 1910. It is said that she chose the date because June was the month in which her father had been born.

The idea for celebrating Father's Day did not catch on very quickly. Although President Woodrow Wilson gave his approval by celebrating Father's

Day privately with his family in 1916, people seemed to lose interest in the idea. However, President Calvin Coolidge gave his support in 1924, when he recommended that Father's Day should become an official national holiday. Unfortunately, many years passed before anything more was done to make this official.

The next important step towards official recognition came just over forty years later, when President Lyndon Johnson announced in 1966 that Father's Day would be an official national holiday, setting the date as the third Sunday in June. Even so, the holiday was not officially recognised until 1972, when President Richard Nixon signed the law that made Father's Day a permanent holiday to be celebrated every year on the third Sunday in June.

**Remember!** Whatever you do to celebrate Father's Day, never forget one thing. It is not enough to be nice to your father on this day alone. Show love and respect to both your parents every day of the year.

**3** Complete the time line with information from the text:



1909 – Sonora Dodd gets the idea for Father's Day while listening to a Mother's Day sermon.

**4** Read the text again and decide whether the statements below are true (T) or false (F).

- 1 Sonora's father had to bring up six children.
- 2 At first, Sonora did not find anybody who liked her idea.
- 3 People were slow to start celebrating Father's Day.
- 4 Father's Day became a national holiday in 1924.
- 5 Father's Day is now celebrated in the US on the same day every year.

► **Project**

In pairs, decide what you could do to celebrate Father's Day. Think about:

- presents (e.g. handmade or bought card, clothes, etc)
- activities (e.g. surprise party, eating out; etc)

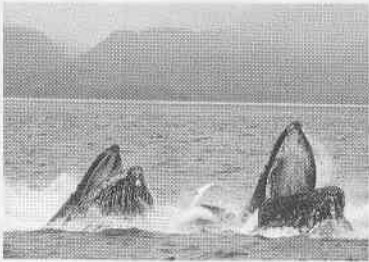


# Songsheet 1

## CALL OF THE WILD



Building towns and cities was our only goal  
 Now the animals are searching for the homes we stole  
 All they want is safety and some peace of 1) .....  
 Can't you hear them 2) ..... out to humankind?

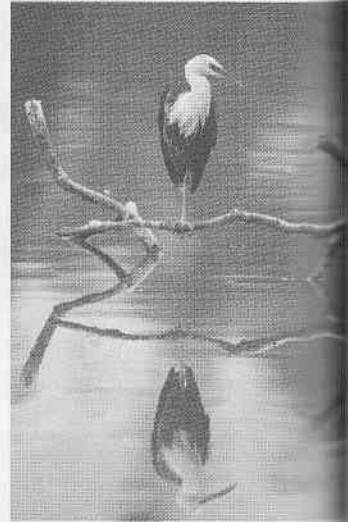


Listen, everybody, to the call of the wild  
 Calling every adult, and calling every child  
 Calling out for help, for a way to survive  
 Calling out for freedom, and trying to stay alive



We 3) ..... the forests, we destroyed the land  
 Now it's time to give the animals a helping 4) .....  
 We're a lucky species, with so much to give  
 Can't we give the animals a place to live?

Think of all the animals who live in 5) .....  
 If we don't help them soon, they could all disappear  
 We have all the power, we could help them all  
 Can't we work to 6) ..... all creatures, great and small?



- 1 Look at the pictures and the title. What problems do animals face?
- 2 Read the song and fill in the gaps with words from the list. Listen and check.
  - cut down • mind • hand
  - save • calling • fear
- 3 How does the singer feel about animals? What message does the song carry?
- 4 **Project:** Work in groups. Collect information about what problems animals face and what we can do to help them survive. Present it to the class.
- 5 In pairs, discuss the following sayings. What do they mean? Are there similar sayings in your language?
  - Actions speak louder than words.
  - Prevention is better than cure.



# Songsheet 2

## LIVE AND LEARN

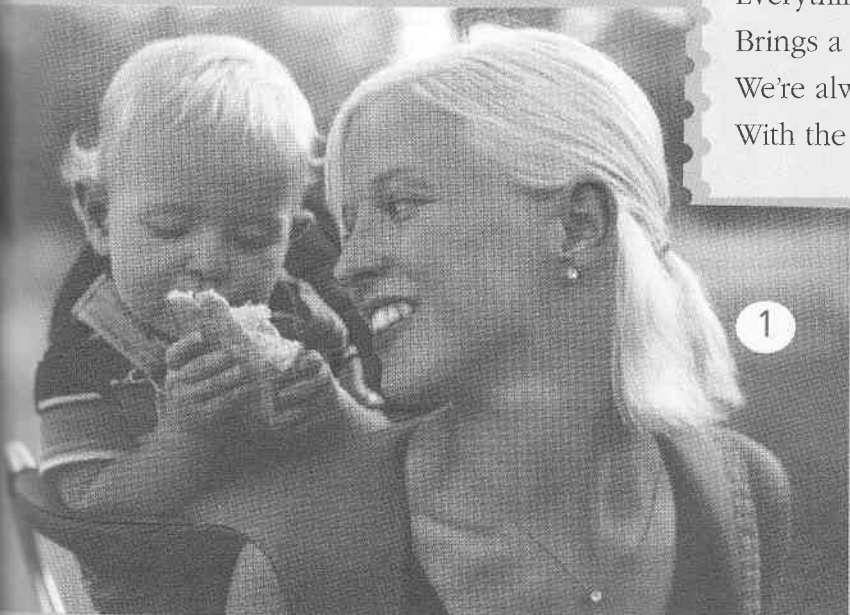
From the day our lives begin  
 We start to learn in many ways  
 We look around and take things in  
 And precious lessons fill our days

The road through life is very long  
 And lessons wait at every turn  
 We're sometimes right, we're sometimes wrong  
 That's the way we live and learn

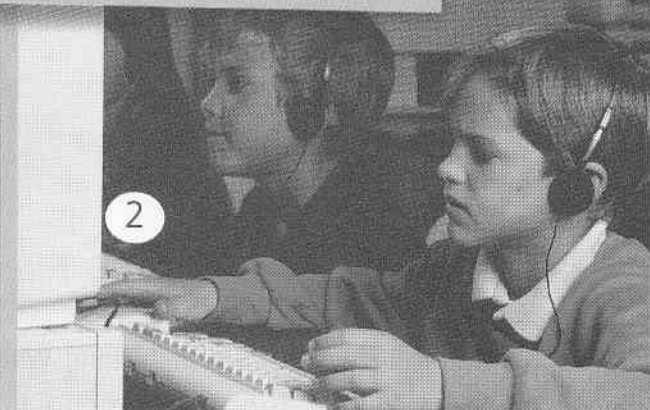
*Watching others lets us know  
 What to do and what to say  
 We change slowly as we grow  
 Learning lessons every day*

Everything we ever do  
 Brings a chance to learn great things  
 We're always learning something new  
 With the lessons each day brings

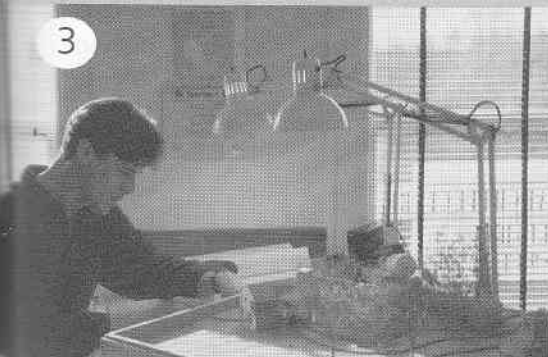
- 1 Look at the pictures. How are they related to the title of the song? Read the chorus (in italics) and check.
- 2 Read and listen. What is the singer's attitude towards life?
- 3 Which adjectives best describe the way the singer feels? Give reasons.
  - positive • optimistic • patient • stressed
  - bored
- 4 In pairs, discuss whether you agree or disagree with the singer.
- 5 In pairs, discuss the following sayings. What do they mean? Are there similar sayings in your language?
  - Patience is a virtue.
  - Nothing ventured, nothing gained.
  - Love makes the world go round.



1



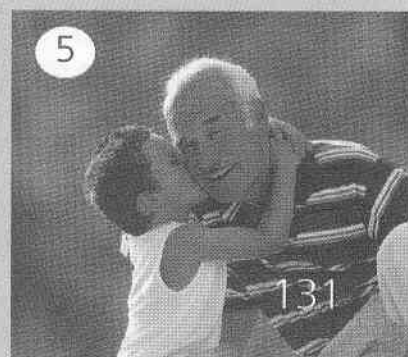
2



3



4



5

# Songsheet 3

1 Look at the pictures. How do they make you feel?

1

2

## NATURE'S POWER

3

4

Show respect for every creature  
Care for nature's every feature  
Nature will look after you  
If you look after nature, too

*Every sunset, every snowflake  
Every storm and every earthquake  
Every raindrop, every flower  
Is a sign of nature's power*

Every noisy roll of thunder  
Shows the power we are under  
Lightning strikes and hailstones fall  
Nature's power controls it all

From roaring lion to purring cat  
From cooing dove to squeaking bat  
Nature gives life to them all  
To every creature, great and small

2 These phrases appear in the song. What do you think the song is about? Listen, read and check.

- show respect • care for nature • look after nature
- nature's power • lightning strikes • roaring lion • gives life

3 Label the pictures with words from the poem.

4 Why should we respect nature, according to the singer?

5 In pairs, discuss the following sayings. What do they mean? Do you agree with them? Are there similar sayings in your language?

- There's no smoke without fire.
- Lightning never strikes in the same place twice.

# Songsheet 4

## MAKE YOUR DREAMS COME TRUE

We make our own luck in life  
If we work hard, we succeed  
Find your greatest qualities  
Follow where your dreams may lead

We all have a special skill  
Something great that we can do  
When you know your greatest strengths  
You can make your dreams come true

It is hard to reach the top  
It takes drive and it takes zeal  
Find your passion, search your soul  
Find your dream and make it real

You can be a great success  
Make your talents work for you  
You've got style and you've got flair  
A great life is in store for you

- 1 Read the title. Discuss how you can "make your dreams come true".
- 2 Listen and read. Are there any of your ideas from Ex. 1 in the song?
- 3 What advice would you give to a 16-year-old about how to have a great life? Discuss in pairs.
  - Make hay while the sun shines.
  - If a job is worth doing, it's worth doing well.
  - Failure teaches success.
  - Easier said than done.
  - The end justifies the means.
  - The first step is the hardest.
- 4 In pairs, discuss the following sayings. What do they mean? Are there similar sayings in your language?

# Songsheet 5

- 1 Look at the pictures. How are they related to the title of the song? Listen, read and check.
- 2 a. Read the song. What does someone have to do, according to the singer, to "be the best"?  
b. Do you agree with the singer? Discuss in pairs.
- 3 Do you have a healthy lifestyle? Tell your partner.
- 4 In pairs, discuss the following sayings. What do they mean? Do you agree with them? Are there similar sayings in your language?

• **Early to bed and early to rise,  
makes a man healthy, wealthy and wise.**

• **Where there's a will, there's a way.**

## Be the BEST

Treat your body with respect  
And it will look after you  
When you live a healthy life  
There is nothing you can't do

The greatest thing that you can do  
Is make sure you live healthily  
Look after yourself every day  
Be the best that you can be

Exercise, watch what you eat  
And get plenty of sleep at night  
Your body has to last a lifetime  
So you need to treat it right

Give yourself what you deserve  
Stay in shape and you'll go far  
By working out and keeping fit  
You can be a superstar

# Pairwork Activities

Visual Materials – Describing Pictures

## Unit 1

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?

A



B



- Your pictures show people doing things at home. Now talk together about the things you like/don't like doing at home.

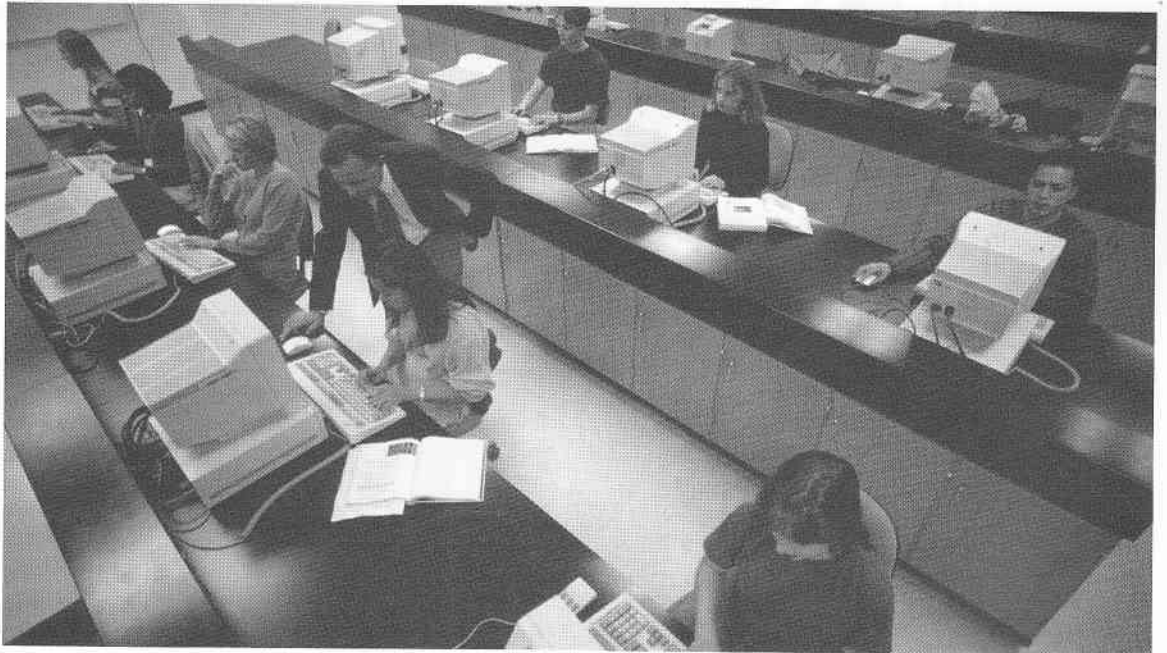
# Pairwork Activities

## Visual Materials – Describing Pictures

### Unit 4

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?

A



B



- Your pictures show people studying. Now talk together about the role of computers in education.



# Pairwork Activities

Visual Materials – Describing Pictures

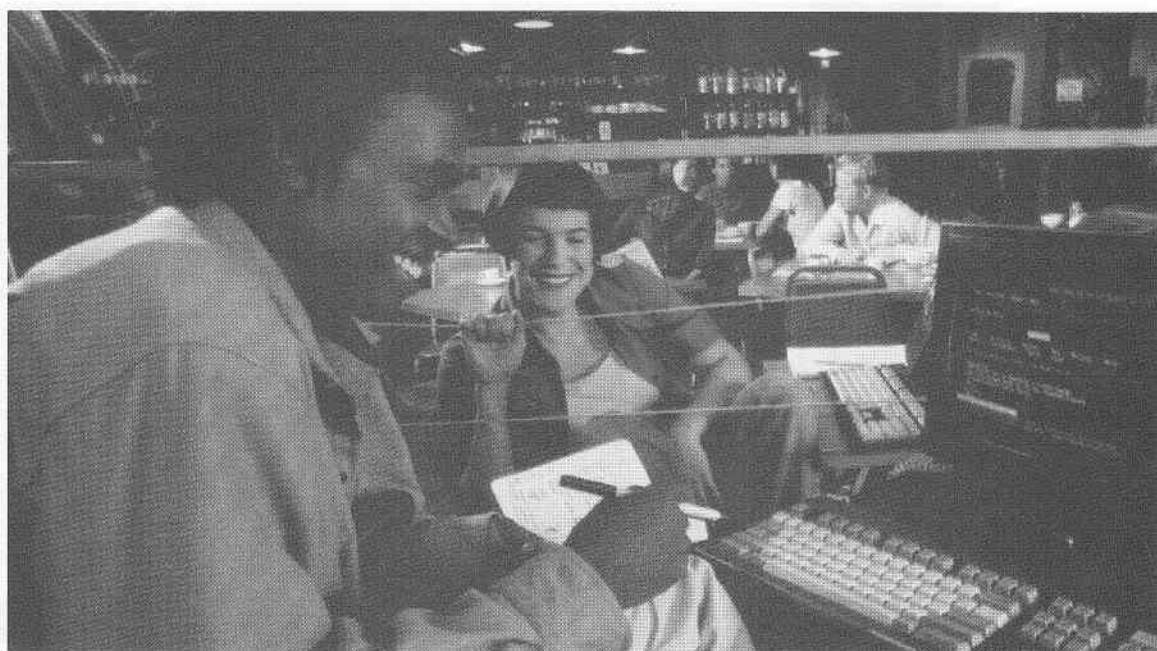
## Unit 6

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?

A



B



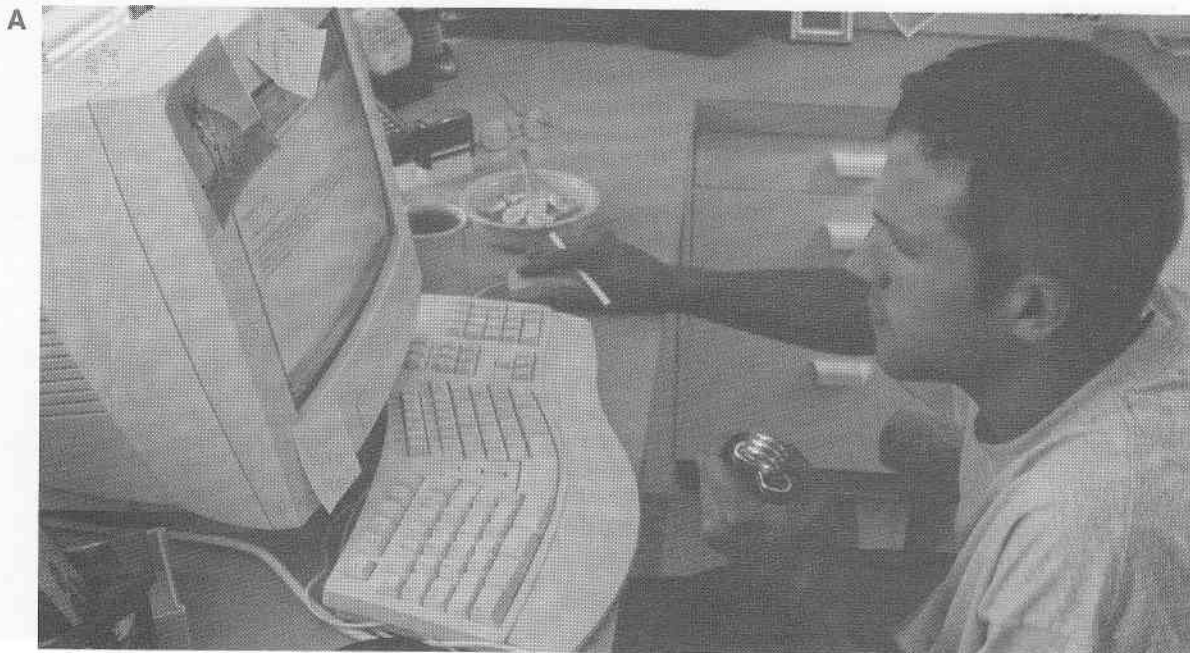
- Your pictures show people communicating in different ways. Now talk together about the ways you like/don't like to communicate with your friends.

# Pairwork Activities

## Visual Materials – Describing Pictures

### Unit 7

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?



- Your pictures show people working in different places. Now talk together about a job you would like to do and a job you would not like to do.

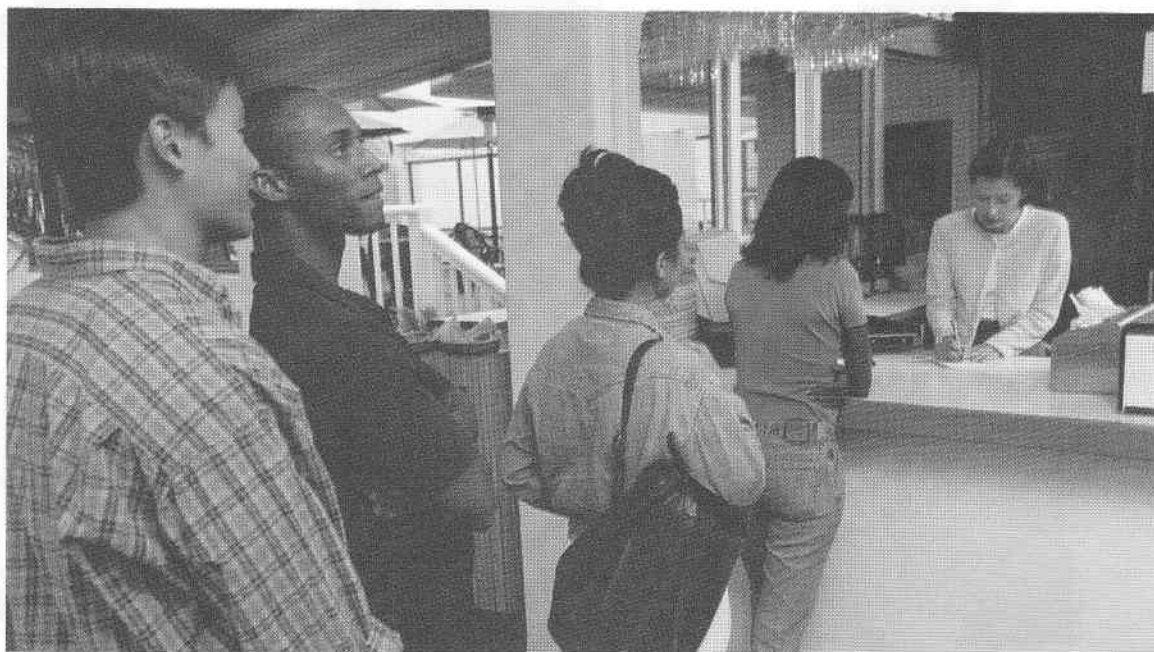
# Pairwork Activities

## Visual Materials – Describing Pictures

### Unit 10

- What can you see in the pictures?
- Where are the people? What clothes are they wearing?
- What are they doing? How do they feel?

A



B



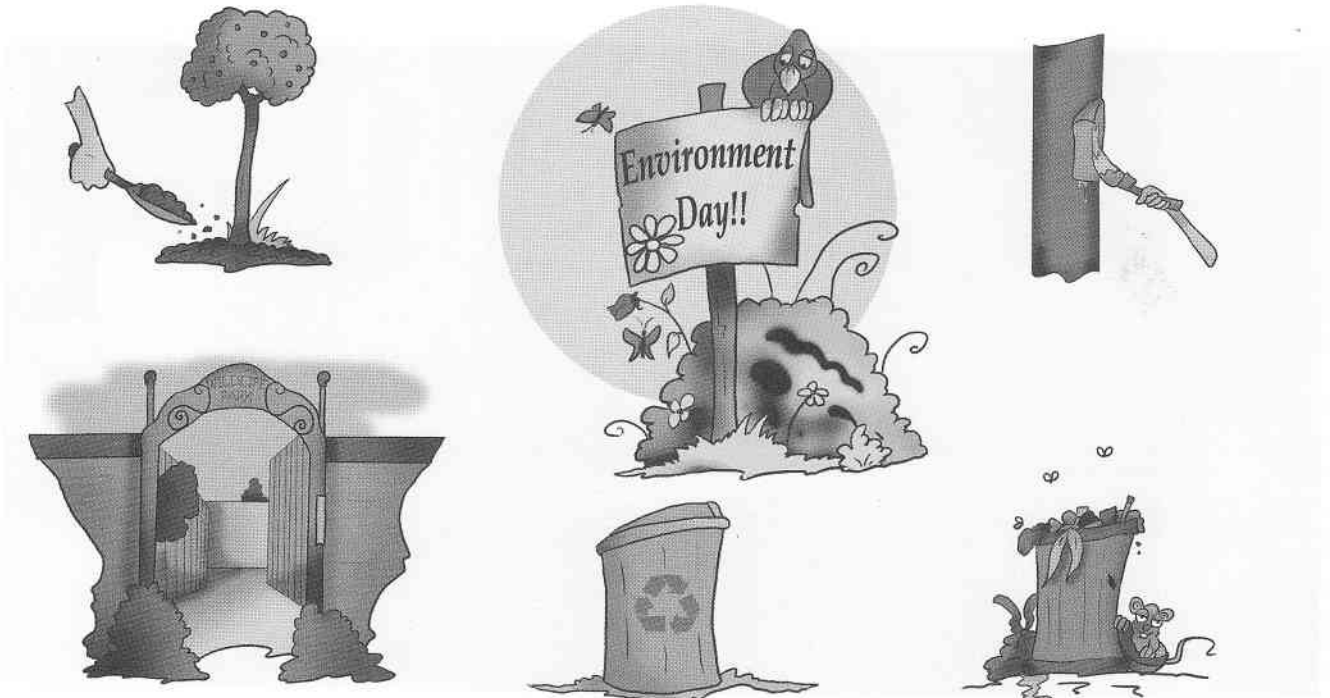
- Your pictures show people eating, or about to eat, in different places. Now talk together about places you go to when you want to eat out.

# Pairwork Activities

## Visual Materials – Making Decisions

### Unit 2

- You are planning activities for Environment Day. Talk together about the various things you can do to celebrate the day, and then decide which activities are the most suitable.



### Unit 3

- You are planning to go on holiday with your friend. Talk together about the various things you can do on your holiday, and then decide which things you will enjoy most.

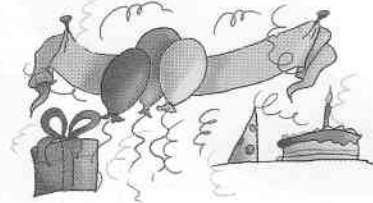
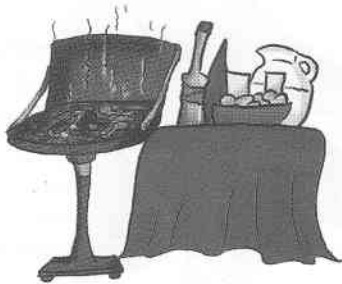
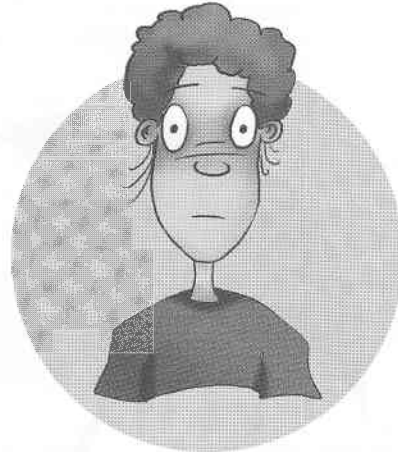


# Pairwork Activities

## Visual Materials – Making Decisions

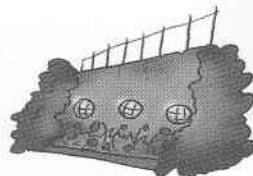
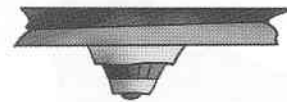
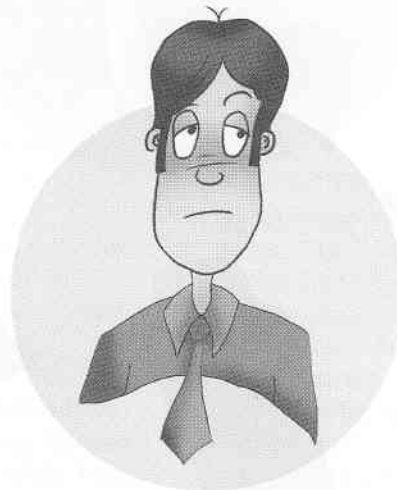
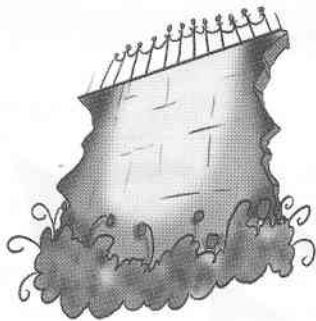
### Unit 5

- You are planning to have a party to celebrate the end of the school year. Talk together about the things you need for the party, and then decide which things your guests will enjoy most.



### Unit 8

- A friend of yours wants to know what to do to make his house safer. Talk together about the things your friend can do to make his house safer, and then decide which are the most important things to do.



# Pairwork Activities

Visual Materials – Making Decisions

## Unit 9

- You are planning to spend a summer's day in the countryside. The weather is going to be changeable. Talk together about the things you can take with you, and then decide which are the most important to take.



## Unit 1

### Present Simple and Present Continuous

We use the present simple for:

- facts and permanent states. *Rebecca lives in Australia.*
- general truths and laws of nature. *Leaves fall in autumn.*
- habits and routines (with **always**, **usually**, etc). *She visits her hairdresser's every month.*
- timetables and programmes (in the future). *The bus leaves at 7 o'clock in the morning.*
- sporting commentaries, reviews and narrations. *Cinderella goes to the ball, and meets the prince.*
- feelings and emotions. *I like Paul. He is a nice boy.*

The time expressions we use with the present simple are: *usually, often, always, every day/week/month/year, etc. in the morning/afternoon/evening, at night/the weekend, on Fridays, etc.*

We use the present continuous (to be + verb -ing):

- for actions taking place at or around the moment of speaking. *Jackie is watching a film.*
- for temporary situations. *We are travelling around Europe this month.*
- for fixed arrangements in the near future. *I am meeting a friend at the shopping centre this afternoon.*
- for currently changing and developing situations. *The earth is getting warmer and warmer.*
- with adverbs such as **always** to express anger or irritation at a repeated action. *She is always complaining about everything.*

The time expressions we use with the present continuous are: *now, at the moment, at present, these days, nowadays, still, today, tonight, etc.*

### Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the senses (**see**, **hear**, **smell**, **taste**, **feel**, **look**, **sound**, **seem**, **appear**, etc). *The perfume smells nice.*
- verbs of perception (**know**, **believe**, **understand**, **realise**, **remember**, **forget**, etc). *I understand how you feel.*
- verbs which express feelings and emotions (**like**, **love**, **hate**, **prefer**, **detest**, **desire**, **want**, etc). *I hate exercising.*
- some other verbs (**be**, **contain**, **include**, **belong**, **fit**, **need**, **matter**, **cost**, **own**, **want**, **owe**, **weigh**, **wish**, **have**, **keep**, etc) *This car belongs to me.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

Present Simple	Present Continuous
<b>THINK</b> <i>I think he's lying.</i> (= believe)	<i>I am thinking about cutting my hair.</i> (= am considering)
<b>HAVE</b> <i>She has a beautiful, large house.</i> (= own, possess)	<i>I am having a nice time.</i> (= am experiencing) <i>He is having a bath.</i> (= is taking) <i>We are having breakfast.</i> (= are eating)
<b>SEE</b> <i>I can see that you've decorated your flat.</i> (= it is visible) <i>I see what he means.</i> (= understand)	<i>I'm seeing my boss after my lunch break.</i> (= am meeting)
<b>TASTE</b> <i>The fish tastes salty.</i> (= it is, has the flavour of)	<i>Jane is tasting the sauce to see if it has enough pepper.</i> (= is testing)
<b>SMELL</b> <i>This rubbish smells awful.</i> (= has the aroma)	<i>She is smelling the perfume.</i> (= is sniffing)
<b>APPEAR</b> <i>They appear to be bored.</i> (= seems to)	<i>She is appearing on stage for the first time.</i> (= is performing)
<b>FIT</b> <i>The dress doesn't fit her.</i> (= it's too tight)	<i>Michael is fitting some new shelves on the walls.</i> (= is attaching)

Note:

- The verbs **look** (when we refer to somebody's appearance), **feel** (experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.  
*My arm hurts.* = *My arm is hurting.*

### Present Perfect

We use the present perfect (**have + past participle**) for:

- an action that happened at an unstated time in the past. The emphasis is on the action: the time when it occurred is unimportant or unknown. *I have painted the room. Peter has written two books.*
- an action which started in the past and continues up to the present, especially with stative verbs (see above) such as **be**, **have**, **like**, **know**, etc. *I have had this car for five years.*
- a recently completed action. *I've washed the dishes.*
- personal experiences or changes. *She has put on weight.*

The time expressions we use with the present perfect are: *for, since, already, always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still (in negations), etc.*

## Present Perfect Continuous

We use the present perfect continuous (have + been + verb -ing):

- to put emphasis on the duration of an action which started in the past and continues up to the present. *I have been studying all afternoon.*
- for an action which started in the past and lasted for some time. It may still be continuing or has finished already with the result visible in the present. *He's covered in mud because he has been working on the farm all day.*
- to express anger, irritation or annoyance. *She has been using my bike without my permission.*
- for repeated actions in the past continuing to the present. *She looks tired because she has been waking up really early lately.*

The time expressions we use with the present perfect continuous are: *for, since, how long, all day/morning/month/ etc, lately, recently*

**Note:** with the verbs **live, work, teach** and **feel** we can use the present perfect or the present perfect continuous with no difference in meaning. *He has worked/has been working in this company for seven years.*

## Unit 2

### Modals

Modals **can/could, may/might, must/have to, ought to, shall/should, will/would:**

- don't take **-s, -ing** or **-ed** suffixes
- are followed by the bare infinitive
- come before the subject in questions and are followed by **not** in negations
- don't have tenses in the normal sense. When followed by a bare present infinitive, they refer to an uncompleted action or state (i.e. present or future); when followed by the bare perfect infinitive, they refer to a completed action or state.

### Obligation/Duty/Necessity

**Must:** a) Expresses duty, strong obligation to do sth or that sth is essential. We generally use **must** when the speaker has decided that sth is necessary. *I must correct these essays today.*

b) **Must** is also used to give strong advice. *You must pay attention to your teacher.*

**Have to:** Expresses strong necessity/obligation. We usually use **have to** when somebody other than the speaker has

decided that sth is necessary. *The teacher told us that we have to study all the chapters for the exam.*

**Note:** **Must** and **have to** have different meanings in questions. *Do I have to go to the wedding? (Is it necessary for me ...?) Must you play your trumpet so loudly? (Do you insist that I ...?)*

**Should/Ought to:** Expresses weak obligation/duty. These are less emphatic than **must/have to**. *We should change the bathroom curtains soon.*

**Need:** It is necessary to. *Need I wake up early tomorrow?*

**Note:** **Need** can be used as a modal verb or as a main verb with no change in meaning. *Need I dress well for this party?/Do I need to dress ...?*

### Absence of necessity

**Needn't/Don't have to/Don't need to + present infinitive:** It isn't necessary to do sth (in the present/future). *You don't need to wash the dishes. I have a washing machine.*

### Prohibition

**Mustn't/Can't:** It is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *You mustn't/can't touch anything in the museum.*

### Ability/Permission

**Can:** expresses ability in the present. *He can play the piano really well.*

**Could:** expresses ability in the past. *He could swim very fast when he was a child.*

**Can/Could/May/Might ...?:** we use the structures to ask permission to do something. **Could** and **may** are more polite than **can**. **Might** is formal.

*Can I stay for lunch?* (informal)

*Could/May/Might I close the window?* (formal)

**We can/could ... /Shall we ...?:** to make suggestions

*We can/could go to a nice restaurant this evening.*

## Future Tenses

### Future Simple

We use the future simple (**will + bare infinitive**) for:

- decisions made at the moment of speaking. *I'm tired. I'll go to bed.*
- predictions about the future, based on what we think, believe or imagine, using the verbs **think, believe, expect**, etc; the expressions **be sure, be afraid**, etc; and the adverbs **probably, certainly, perhaps**, etc. *I'm sure he will call soon.*
- promises, threats, warnings, requests, hopes and offers. *Will you help me tidy the room?*
- actions, events, situations which will definitely happen in the future and which we can't control. *Jenny will be 5 years old next week.*



## Be going to

We use **be going to**:

- for plans, intentions or ambitions for the future. *She's **going to become** a dancer when she grows up.*
- actions we have already decided to do in the near future. *Paul **is going to** visit his aunt this weekend.*
- predictions based on what we can see or what we know, especially when there is evidence that something will happen. *Look out! That branch **is going to** fall onto the road.*

The time expressions we use with the future simple and **be going to are**: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer etc, in a week/month, etc.*

## Future Continuous

We use the future continuous (**will be + verb -ing**):

- for actions which will be in progress at a stated future time. *This time next week, I'll **be exploring** Egypt.*
- for actions which will definitely happen in the future as the result of a routine or arrangement. *I **will be travelling** with my company next week.*
- when we ask politely about someone's plans for the near future. *Will you **be finishing** your phone call soon?*

## Future Perfect

- We use the **future perfect (will have + past participle)** for actions that will have finished before a certain time in the future. *I **will have graduated** by the end of this year.*

The time expressions we use with the future perfect are: *before, by, by then, by the time, until/till (only in negative sentences)*

## Future Perfect Continuous

- We use the **future perfect continuous (will have been + verb -ing)** to emphasise the duration of an action up to a stated time in the future. The future perfect continuous is used with: **by ... for**. *By the end of the month, I **will have been playing** professional tennis for three years.*

Time clauses when talking about the future:

When we use words and expressions such as **while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time**, etc to introduce time clauses, we use the **present simple** or **present perfect**, NOT future forms.

*By the time we reach the station we will have missed the train.*  
(NOT: *By the time we will get there ...*)

We also use the **present simple** and **present perfect**, NOT future forms, after words and expressions such as **unless, if, suppose/supposing, in case**, etc. *Take some water with you in case you get thirsty.* (NOT: *... in case you will get thirsty.*)

We use **future forms** with:

- **when**, when it is used as a question word. *When will you **be going skiing**?*
- **if/whether** – after expressions which show uncertainty/ignorance etc, such as **I don't know, I doubt, I wonder, I'm not sure**, etc. *I **doubt whether** she **will come** to work today.*

## Unit 3

### Past Tenses

#### Past Simple

We use the past simple:

- for an action that occurred at a definite time (stated or implied) in the past. *He **finished** his project at 11 o'clock.*
- for actions that happened immediately after one another in the past. *She **woke up** and **opened** the window.*
- for habits or states which are now finished. *Mary **played** in music concerts when she was a child.*

Note that **used to/would** can also be used instead of the past simple for habits/repeated actions in the past.

The time expressions we use with the past simple are: *yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October etc, three days/weeks etc ago, in 1999, etc.*

#### Past Continuous

We use the past continuous:

- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (the longer action), and the past simple for the action which interrupted it (the shorter action). *I **was watching** TV when the doorbell rang.*
- for two or more simultaneous actions in the past. *I **was tidying** my room while my sister **was cooking** a meal.*
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished. *At 9 o'clock yesterday morning I **was driving** to work.*
- to describe the atmosphere, setting etc and to give background information to a story. *The wind **was blowing** and the dogs **were barking**. Somebody **was knocking** on the door.*

**Note:** When there are two past continuous forms in a sentence with the same subject, we can avoid repetition by just using the present participle (-ing form) and leaving out the verb to be. *She **was cooking** a meal, she **was listening** to the radio. = She **was cooking** a meal and **listening** to the radio.*

The time expressions we use with the past continuous are: *while, when, as, all morning/evening/day/week, etc.*

## Past Perfect

We use the past perfect (**had + past participle**):

- for an action which finished before another past action or before a stated time in the past. *Jenny **had eaten** her lunch by 2 o'clock.*
- for an action which finished in the past, and whose result was visible at a later point in the past. *He **had broken** his leg and a week later it was still hurting.*
- for a general situation in the past. *Everything **had seemed** normal at first.*

The time expressions we use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never, etc.*

## Past Perfect Continuous

We use the past perfect continuous:

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with **for** or **since**. *I **had been watching** TV for an hour when I remembered I had forgotten to call my friend.*
- for an action which lasted for some time in the past and whose result was visible in the past. *She **had been painting** her room and her clothes were covered in paint.*

The time expressions we use with the past perfect continuous are: *for, since, how long, before, until, etc.*

## Used to/Would

We use **used to/would** (*always/often/etc*) + bare infinitive to refer to past habits or repeated actions. *She **used to/would go** to the cinema once a week when she was a teenager.*

In such cases **used to/would** can be replaced by the past simple with no change in meaning. *When I lived in the country, I **worked/used to work** on a farm.*

But for an action that happened at a definite time in the past we use the **past simple**, not **used to**. *I **bought** a new computer yesterday. (NOT: I ~~used to buy~~ a new computer yesterday.)*

We also use **used to** to talk about past facts or situations which are no longer true. *I **used to enjoy** swimming. Now I prefer jogging.*

## Unit 4

### Reported Speech - Statements

**Reported speech** is the exact meaning of what someone said, but not the exact words. We do not use quotation marks. The word **that** can either be used or omitted after the introductory verb (*say, tell, suggest, etc*).

*He said (that) he would post his letters today.*

### Say - Tell

- **say + no personal object.** *She **said** she was bored.*
- **say + to + personal object.** *He **said to me** (that) he was really surprised.*
- **tell + personal object.** *She **told me** (that) she was going out.*

Expressions used with **say, tell** and **ask**.

Say	hello, good morning/afternoon etc, something/nothing, so, a prayer, a few words, no more, for certain/sure, etc
Tell	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody sth, someone's fortune, etc
Ask	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc

### Reported Statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.  
*Susan said, "I'm meeting my cousin after work."  
Susan said (that) **she** was meeting **her** cousin after work.*
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

#### Up-to-date reporting

The tenses can either change or remain the same in reported speech.

**Direct speech:** *Lucy said, "I **haven't booked** a ticket yet."*

**Reported speech:** *Lucy said (that) she **hasn't/hadn't booked** a ticket yet.*

#### Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

Direct speech	Reported speech
Present Simple → Past Simple <i>"The train arrives at 5 o'clock."</i>	<i>He said (that) the train arrived at 5 o'clock.</i>
Present Continuous → Past Continuous <i>"I am watching a football match."</i>	<i>He said (that) he was watching a football match.</i>
Present Perfect → Past Perfect <i>"I have made a pie."</i>	<i>He said (that) he had made a pie.</i>
Past Simple → Past Simple or Past Perfect <i>"I bought a new sofa."</i>	<i>She said (that) she bought/had bought a new sofa.</i>

Direct speech	Reported speech
Past Continuous → Past Continuous or Past Perfect Continuous	
"I was washing the dishes."	She said that she was/had been washing the dishes.
Future (will) → would	
"I will go to the bank tomorrow."	She said that she would go to the bank the next day.

- Certain words and time expressions change according to the meaning as follows:
 

now	→	then, immediately
today	→	that day
yesterday	→	the day before, the previous day
tomorrow	→	the next/following day
this week	→	that week
last week	→	the week before, the previous week
next week	→	the week after, the following week
ago	→	earlier
here	→	there
come	→	go
bring	→	take
- The verb tenses remain the same in reported speech when the introductory verb is in the present, future or present perfect.
 

*Dad always says: "You mustn't spend all your money."*  
*Dad always says (that) you mustn't spend all your money.*
- The verb tenses can either change or remain the same in reported speech when reporting a general truth or law of nature.
 

*The teacher said, "A tomato is a fruit."*  
*The teacher said (that) a tomato is/was a fruit.*

## Reported Questions

- Reported questions are usually introduced with the verbs **ask**, **inquire**, **wonder** or the expression **want to know**.
- When a direct question begins with a question word (**who**, **where**, **how**, **when**, **what**, etc), the reported question is introduced with the same question word.
 

*"How old are you?"* (direct question)  
*She asked me how old I was.* (reported question)
- When a direct question begins with an auxiliary (**be**, **do**, **have**), or a modal verb (**can**, **may**, etc), then the reported question is introduced with **if** or **whether**.
 

*"Have you finished yet?"* (direct question)  
*She asked me if/whether I had finished yet.* (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions, such as **please**, **well**, **oh**, etc are omitted. The verb tenses, pronouns and time expressions change as in statements.
 

*"Can you tell me when the shops close, please?"* (direct question)  
*She asked me if I could tell her when the shops closed.* (reported question)

## Reported Orders

To report orders in reported speech, we use the introductory verbs **order** or **tell + sb + (not) to - infinitive**.

*"Stop!"* (direct order)

*He ordered them to stop.* (reported order)

*"Get out!"* (direct order)

*She told us to get out.* (reported order)

Introductory verb	Direct speech	Reported speech
<b>+ to infinitive</b>		
agree	"Yes, I'll lend you £25."	He agreed to lend me £25.
claim	"I'm working on a top secret project."	She claimed to be working on a top secret project.
demand	"I want to be served immediately."	He demanded to be served immediately.
offer	"Would you like me to help you with your essay?"	She offered to help me with my essay.
promise	"I promise I'll do this for you."	He promised to do that for me.
refuse	"No, I won't do what they want."	He refused to do what they wanted.
threaten	"Be quiet or I'll punish you."	He threatened to punish us if we weren't quiet.
<b>+ sb + to-infinitive</b>		
advise	"You should exercise more."	He advised me to exercise more.
allow	"You can watch the film on TV."	He allowed me to watch the film on TV.
ask	"Can you do me a favour?"	He asked me to do him a favour.
beg	"Please, please, help me."	She begged me to help her.
command	"Put the gun down."	He commanded her to put the gun down.
encourage	"You should talk to her about this."	He encouraged me to talk to her about that.
forbid	"You cannot listen to your music at this time of night."	He forbade me to listen to my music at that time of night.
invite	"Will you come to my birthday party?"	She invited me to go to her birthday party.
order	"Do thirty push ups at once!"	He ordered me to do thirty push ups immediately.
remind	"Don't forget to call me when you get home."	He reminded me to call him when I got home.
warn	"Be careful, don't believe what she says."	He warned me not to believe what she says.
<b>+ -ing form</b>		
accuse sb of	"He stole my bag."	She accused him of stealing her bag.
admit (to)	"Yes, I dropped the vase."	He admitted to dropping/having dropped the vase.
apologise for	"I'm sorry I am late."	She apologised for being late.
boast about/of	"I'm an excellent actor."	He boasted of being an excellent actor.
complain (to sb) of/about	"I feel very tired."	She complained (to me) of feeling very tired.
deny	"I didn't tell her your secret!"	He denied telling/having told her my secret.
insist on	"I am going to give you a lift home."	He insisted on giving me a lift home.
suggest	"Why don't we play table tennis tomorrow?"	He suggested playing table tennis the next day.
<b>+ that clause</b>		
explain	"It is quicker to take the train because the traffic is heavy."	He explained that it was quicker to take the train because the traffic was heavy.
inform sb	"The flight has been cancelled due to bad weather conditions."	She informed us that the flight had been cancelled due to bad weather conditions.

## Unit 5

## Comparatives and Superlatives

We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with more than one person or thing of the same group. We often use **than** after a comparative and **the** before a superlative. *He is older than me. He's the oldest person in the room.*

Formation of comparatives and superlatives from adjectives and adverbs:

- with one-syllable adjectives, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.  
*nice – nicer – nicest*  
**Note:** for one syllable adjectives ending in a vowel + a consonant, we double the consonant.  
*fit – fitter – fittest*
- with two-syllable adjectives ending in **-ly, -y, -w**, we also add **-er / -est**. *shallow – shallower – shallowest*  
**Note:** for adjectives ending in a consonant + **y**, we replace the **-y** with an **-i**. *pretty – prettier – prettiest*
- with other two-syllable adjectives or adjectives with more than two syllables, comparatives and superlatives are formed with **more/most**.  
*interesting – more interesting – most interesting*
- with adverbs that have the same form as their adjectives, we add **-er/-est**. *fast – faster – fastest*
- two-syllable or compound adverbs take **more/most**.  
*quietly – more quietly – most quietly*  
**Note:** *clever, common, cruel, friendly, gentle, pleasant, polite, shallow, simple, stupid, quiet* can form their comparatives and superlatives either with **-er/-est** or with **more/most**
- **Irregular forms:**  
good – better – best / bad – worse – worst /  
much – more – most / little – less – least /  
far – farther/further – farthest/furthest /  
many/lots/a lot of – more – most

Types of comparisons:

- **as + adjective + as** (to show that two people or things are similar in some way) In negative sentences we use **not as/so ... as**. *This dress is as pretty as that one.*
- **less + adjective + than** (expresses the difference between two people or things) The opposite is **more ... than**. *The film is less interesting than the book.*
- **the least + adjective + of/in** (compares one person or thing to two or more people or things in the same group) The opposite is **the most ... of/in**. *It was the least expensive place I've ever visited.*
- **much/a lot/far/a little/a bit/slightly + comparative** (expresses the degree of difference between two people or things) *John is slightly taller than Anthony.*
- **comparative and comparative** (to show that something is increasing or decreasing) *Every day I'm feeling better and better with this medicine.*
- **the + comparative ... , the + comparative** (shows that two things change together, or that one thing depends

on another thing). *The more you eat, the fatter you get.*

- **by far + the + superlative** (emphasises the difference between one person or thing and two or more people or things in the same group). *Jackie is by far the best player in her team.*

## Relative Clauses

**Relative clauses** are introduced with either a **relative pronoun** or a **relative adverb**.

## Relative pronouns

We use:

- i. **who(m)/that** to refer to people.
- ii. **which/that** to refer to things.
- iii. **whose** with people, animals and objects to show possession (instead of a possessive adjective).

- **Who, which** and **that** can be omitted when they are the object of the relative clause. *That's the vase (which) I am going to buy.*
- **Whom** can be used instead of **who** when it is the object of the relative clause. **Whom** is always used instead of **who** or **that** after a preposition. *That's the person to whom I was talking to a few minutes ago.*
- **Who, which** and **that** are not omitted when they are the subject of a relative clause. *The man who drives that car is very rich.*
- **Whose** is never omitted. *That's the woman whose daughter is a lawyer.*

## Relative adverbs

We use:

- i. **when/that** to refer to a time (and can be omitted)  
*That was the time (when/that) I lived in California.*
- ii. **where** to refer to a place. *The shop where I bought your present is very near your home.*
- iii. **why** to give a reason, usually after the word **reason** (**why** can be omitted). *She was sick. That's the reason (why) she didn't come to work.*

## Defining and Non-Defining Relative Clauses

An identifying relative clause gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose, where, when** or the **reason (why)**. *The man who bought our car lives next door.*

A non-identifying relative clause gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which, whose, where** or **when**. *The woman, who was ninety years old, walked very slowly.*

**That** cannot be used to introduce a Non-defining relative clause.

## Unit 6

The indefinite article *a/an*

We use **a/an**:

- with nouns when referring to an unspecified thing. *Jack has got **a** cat. The cat is black and white.*
- with singular countable nouns when we want to say what somebody/something is or what someone's job is. *It is **a** kangaroo. Susan is **a** doctor.*
- in certain expressions when we want to show how often we do something. *I jog in the park three times **a** week.*

We use **a**:

- before singular countable nouns which begin with a consonant sound (***a** horse, **a** unicorn*).

We use **an**:

- before singular countable nouns which begin with a vowel sound (***an** apple, **an** hourglass*).

We don't use **a/an**:

- with uncountable or plural nouns. In these cases, we use **some** instead of **a/an**. *I want **some** butter and **some** bananas.*
- before an adjective if it is not followed by a noun. However, if the adjective is followed by a noun, we use **a** if the adjective begins with a consonant sound and **an** if the adjective begins with a vowel sound. *It is **a** thriller. It is **a** horrible thriller. This is **an** interesting film.*

The definite article *the*

We use **the**:

- with nouns when talking about something specific or something that has already been mentioned. *Susan has got **a** dog. **The** dog is **a** dalmatian.*
- with nouns that are unique (***the** sky, **the** moon, etc*).
- with names of newspapers (***the** Daily Mail*), cinemas (***the** Village*), theatres (***the** Bristol Old Vic*), museums/art galleries (***the** Metropolitan*), ships (***the** Queen Mary II*), organisations (***the** Red Cross*).
- with the names of rivers (***the** Danube*), groups of islands (***the** Bahamas*), mountain ranges (***the** Rocky mountains*), deserts (***the** Kalahari*), oceans (***the** Pacific*), canals (***the** Coral canal*), countries when they include words such as **States**, **Kingdom**, **Republic** (***the** UK*), names or nouns with **of** (***the** Houses of Parliament*), in geographical terms such as ***the** North pole/Arctic/Amazon, **the** South of England, **the** North/East/South/West*.
- with the names of musical instruments and dances (***the** violin, **the** tango*).
- with the names of families (***the** Smiths*) and nationalities ending in **-sh**, **-ch** or **-ese** (***the** Spanish*). Other nationalities can be used with or without **the** (***the** Swedes/Swedes*).
- with titles (***the** King, **the** Prime Minister*) BUT not with titles including a proper name (*King George*).

- with adjectives/adverbs in the superlative form (***the** worst holiday I've been on*) BUT when **most** is followed by a noun, it doesn't take **the**. *Most children start school at 8:15 am.*
- with the words **day**, **morning**, **afternoon** and **evening**. *She went to the cinema in **the** evening.*  
BUT: **at night**, **at noon**, **at midnight**, **by day/night**
- with historical periods/events (***the** French Revolution, **the** Iron Age*). BUT: **World War II**
- with the words **only**, **last** and **first** (used as adjectives). *He is **the** only one who doesn't agree.*
- with the words **station**, **cinema**, **theatre**, **library**, **shop**, **coast**, **sea(side)**, **beach**, **country(side)**, **city**, **jungle**, **world**, **ground**, **weather**. *How about going to **the** beach?*

We do not use **the**:

- with uncountable and plural nouns when talking about something in general. ***Snakes** can be dangerous. **Computers** are easy to use.*
- with proper nouns. ***Susan** is a doctor.*
- with the names of sports, games, activities, days, months, celebrations, colours, drinks and meals. *I want to play golf on **Sunday**.*
- with languages, unless they are followed by the word **language**. *Bob speaks **Spanish, Italian** and **German** fluently.* BUT: ***The English language** is spoken in many parts of the world.*
- with the names of countries which don't include the word **State**, **Kingdom** or **Republic**. *England, Greece, France.* BUT there are some exceptions: ***the Netherlands, the Gambia, the Vatican**.*
- with the names of streets (*Prince's Street, Market Street*). BUT: ***the M8, the A12**, squares (*Victoria Square*), bridges (*Tower Bridge*) BUT: **the Maidenhead Railway Bridge**, parks (*Hyde Park*), railway stations (*Victoria, King's Cross*), mountains (*Mount Olympus*), individual islands (*Cyprus*), lakes (*Lake Bala*) and continents (*Europe*).*
- with possessive adjectives or the possessive case. *That is **his** dog.*
- with the names of restaurants, shops, banks, hotels, etc which are named after the people who started them (***Marks & Spencer's, Costa Cafe***).
- with the words **bed**, **hospital**, **college**, **court**, **prison**, **school**, **university** when we refer to the purpose for which they exist. *I went to **bed** because I was tired.* BUT: *I carried the blankets to **the bed**.* (*specific*)
- with the word **work** (= place of work). *I got stuck in traffic, I am on my way to **work**.*
- with the words **home**, **mother**, **father**, etc when we talk about our own home/parents.
- with **by + means of transport** (*bus/ferry/train/car etc*). *I travelled to Rome **by car**.*
- with the names of illnesses. *She's got **hay fever**.* BUT: ***flu/the flu, measles/the measles, mumps/the mumps***

## Countable – Uncountable Nouns

- **Countable** nouns are those that can be counted (*one flower, two flowers, etc.*). **Uncountable** nouns are those that cannot be counted (*butter, salt, etc.*). **Uncountable** nouns take a singular verb and are not used with a/an.

Groups of uncountable nouns include:

- mass nouns (*coffee, flour, water, etc.*)
- subjects of study (*Biology, French, Geometry, etc.*)
- sports (*basketball, golf, tennis*)
- languages (*French, German, Italian*)
- diseases (*cancer, measles, hayfever*)
- natural phenomena (*fog, sunshine, wind*)
- collective nouns (*money, furniture, luggage*)
- certain other nouns (*fame, happiness, boredom*)

## Some/Any/No

**Some, any** and **no** are used with uncountable nouns and plural countable nouns. *some water, some potatoes.*

- **Some** and its compounds (**somebody, someone, something, somewhere, etc.**) are normally used in affirmative sentences. *There is some milk in the fridge.*
- **Some** and its compounds are also used in interrogative sentences when we expect a positive answer, for example when we make an offer or request. *Do you want something to drink?*
- **Any** and its compounds (**anyone, anything, etc.**) are usually used in interrogative sentences. *Is there anything left to do?* **Not any** is used in negative sentences. *There isn't any salt in this food.* **Any** and its compounds can also be used with negative words such as **without, never, rarely**. *I can't do anything without my computer.*
- When **any** and its compounds are used in affirmative sentences there is a difference in meaning. *You can take anything you like from the fridge.* (it doesn't matter what) *Anyone can be a member of this group.* (it doesn't matter who)
- **No** and its compounds can be used instead of **not any** in negative sentences. *Jack didn't say anything.* (= He said **nothing**) *There isn't anybody at home.* (= There is **nobody** at home)

Note: We use a singular verb with compounds of **some, any** and **no**. *Is there something wrong?*

## Every/Each

**Each** and **every** are used with singular countable nouns. We normally use **each** when we refer to several people or things and **every** when we refer to all people or things. *The acrobat was holding two balls in each hand. Every person on the street turned and stared.*

- The pronouns **everyone, everybody, everything** and the adverb **everywhere** are used in affirmative, interrogative and negative sentences, and are followed by a singular verb. We normally use **every** when we are thinking of people or things together, in a group, to mean all, everyone etc. *Every person in the theater clapped at the end of the play.* (= all together). Whereas we normally use **each**

when we are thinking of people or things separately, one at a time. *He made a speech where he thanked each person who helped him* (= one at a time).

- We use **every** to show how often something happens. *The bus passes every 15 minutes.*
- We use **every**, but not **each**, with words and expressions such as **almost, nearly, practically, and without exception**. *She eats three bars of chocolate practically every day.*

## A few/Few – A little/Little

**A few** and **few** are used with plural countable nouns. **A little** and **little** are used with uncountable nouns.

- **A few** means *not many, but enough*. *I have a few apples to make apple pie. I'll make it now.* **Few** means *hardly any, almost none* and can be used with **very** for emphasis. *There were few people at the party, so it wasn't a success.*
- **A little** means *not much, but enough*. *I have a little food left from yesterday. I'll eat that today for lunch.*
- **Little** means *hardly any, almost none* and can be used with **very** for emphasis. *I put very little sugar in the cake. It isn't sweet enough.*

## A lot of/lots of – much – many

- **A lot of/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** are not followed by a noun. *Were there a lot/lots of people at the meeting? Yes, there were lots.*
- **Much** and **many** are usually used in negative or interrogative sentences. **Much** is used with uncountable nouns and **many** is used with plural countable nouns. *There are not many flowers in the winter. I don't have much time.*

## Adverbs

- **Adverbs** usually describe verbs, adjectives, other adverbs or sentences.
- An adverb can be one word (*quickly*) or a phrase (*in the morning*). Adverbs can describe **manner** (how), **place** (where), **time** (when), **frequency** (how often), **degree** (to what extent), etc.

### Formation of adverbs

- We usually form an adverb by adding **-ly** to the adjective. *extreme-extremely*  
**BUT:** *elderly, cowardly, friendly, likely, deadly, lively, silly, ugly, lovely,* etc are adjectives. We use the words **way/manner** to form their adverbs. *Susan seemed very friendly yesterday. She behaved in a very friendly manner/way.*
- Adjectives ending in **-le** drop the **e** and take **-y**.  
*simple-simply*
- Adjectives ending in **consonant + y** drop the **y** and take **-ily**. *pretty-prettilly*
- Adjectives ending in **-l** take **-ly**. *practical-practically*

- Some adverbs have the same form as adjectives such as: **hard, fast, free, high, low, deep, early, late, long, near, straight, right, wrong**. Also **hourly, daily, weekly, monthly** and **yearly**.  
*She works **hard**.* (adverb)/*She is a **hard** worker.* (adjective)
- The adverbs below have two forms, each with a different meaning: *She dived **deep** into the water.* (= a long way down)  
*I am **deeply** impressed.* (= very)  
*You can use the swimming pool **free**.* (= without payment)  
*The dog was running around the garden **freely**.* (= without limit or restriction)  
*I had to reach **high** to reach the shelf.* (= at/to a high level)  
*Your help is **highly** appreciated.* (= very much)  
*She went to bed **late**.* (= not early)  
*I haven't seen Mary **lately**.* (= recently)  
*I think history is the subject I like **most**.* (= superlative of much)  
*I am **mostly** worried about your health.* (= mainly)  
*My school is **near** my home.* (= close)  
*I **nearly** fainted when I heard the news.* (= almost)  
*I think she's a **pretty** nice person.* (= rather)  
*Jane always dresses **pretily**.* (= in a pretty way)  
*He worked **hard** to pass his exams.* (= with a lot of effort)  
*I **hardly** know anyone in my new neighbourhood.* (= almost no one)  
**Note:** *hardly* has a negative meaning and is often used with: any, anything, anyone anywhere and ever.

### Order of adverbs

- Adverbs usually go after verbs but before adjectives, other adverbs and participles.  
*He paints **beautifully**.* (manner)  
*The book was **totally** boring.* (degree)
- Sometimes adverbs go before the main verb, eg. the adverbs of frequency (often, always, etc.). However, adverbs of frequency are placed after the verb **to be** and after auxiliary verbs.  
*Jack is **rarely** at school on time.*  
*I **have never** visited Australia.*  
*She **always** watches TV at night.*
- When there are two or more adverbs in the same sentence, they usually come in the following order: **manner – place – time**  
*The girl was **quietly** studying **in the library** **all afternoon**.*
- If there is a verb of movement (go, come, leave, etc) in the sentence, then the adverbs come in the following order: **place – manner – time**  
*Ben goes **to work** **by car** **in the morning**.*
- Adverbs of place and time can go at the end of the sentence.  
*I'll see you **next week**.* (time)

### Question Tags

- Question tags** are formed with an auxiliary verb and the appropriate personal pronoun. They take the same auxiliary as in the statement or, if there isn't an auxiliary in the statement, they take **do/does** (present simple) or **did** (past simple).

- After affirmative statements we use a negative interrogative tag and after negative statements we use a positive interrogative tag.  
*She plays in the team, **doesn't she?***  
*He didn't win the race, **did he?***

### Note:

- Let's** has the tag **shall we?** – *Let's watch a film, **shall we?***
- Let me/him** has the tag **will you/won't you?** – *You'll let me borrow your car, **won't you?***
- I have (possess)** has the tag **haven't I?** **BUT I have (used idiomatically)** has the tag **don't I?** – *He has a car, **hasn't he?*** *He had a nice time, **didn't he?***
- This/That is** has the tag **isn't it?** – *This is a good book, **isn't it?***
- I am** has the tag **aren't I?** – *I am right, **aren't I?***
- A **negative imperative** has the question tag **will you?** – *Don't leave the door unlocked, **will you?***

### Reflexive Pronouns

I – myself  
you – yourself  
he – himself  
she – herself  
it – itself  
we – ourselves  
you – yourselves  
they – themselves

We use reflexive pronouns:

- with verbs such as behave, burn, cut, enjoy, hurt, introduce, kill, look at, teach, etc., or with prepositions when the subject and the object of the verb are the same person.  
*I (subject) burnt myself (object) when I accidentally touched the iron.*
- with the preposition **by** when we mean alone/without company or without help (on one's own).  
*She spent her weekend **by herself/on her own**.*  
*He managed to lift the furniture **by himself/on his own**.*
- in the following expressions: enjoy yourself (have a good time), behave yourself (be good), help yourself (you are welcome to take something if you want).
- to emphasize the subject or the object of a sentence.  
*I myself wrote this essay.* (I wrote this essay, nobody else wrote it)  
*Daisy met Mick Jagger himself.* (She met Mick Jagger, not somebody else.)

### Note:

- We do not normally use reflexive pronouns with the verbs *concentrate, feel, meet* and *relax*.  
*You need to relax.* (NOT: ~~You need to relax yourself.~~)
- Reflexive pronouns are used with the verbs *dress, wash* and *shave* when we want to show that someone did something with a lot of effort.  
*Although she is only three years old, she managed to **dress herself**.*

**Each other** means **one another**.

- They looked at themselves in the mirror.
- They looked at each other and started laughing.

## Unit 7

### Conditionals: type 0/1

Type 0 conditionals are used to express a general truth or a scientific fact. In this type of conditional we can use **when** instead of **if**.

If-clause	Main Clause
If/when + present simple →	present simple
<i>If/When you touch fire, you burn yourself.</i>	

Type 1 conditionals are used to express a real or very probable situation in the present or future.

If-clause	Main Clause
If + present simple →	future simple, imperative, can/must/may/etc + bare infinitive
<i>If he goes on holiday, he will relax.</i>	

When the hypothesis comes before the main clause, we separate the two parts with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.

Note: With type 1 conditionals we can use **unless + affirmative verb** (= if + negative verb). *She will not forgive him unless he apologises to her.*

### Conditionals: Types 2 and 3

- **Conditionals Type 2 (unreal present)** are used to express imaginary situations which are contrary to facts in the present, and, therefore, are unlikely to happen in the present or the future. We can use either **were** or **was** for 1st and 3rd person singular in the *if*-clause. We can also use the structure *If I were you, ...* to give advice.

If-clause	Main Clause
If + past simple/ past continuous →	would/could/might + bare present infinitive
<i>If I spoke their language, I would know what they were talking about.</i>	
<i>If Richard was playing today, we would have a better chance of scoring.</i>	
<i>If I were you, I would apologise to her. (advice)</i>	

- **Conditionals Type 3 (unreal past)** are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

If-clause	Main Clause
If + past perfect/ past perfect continuous →	would/could/might + bare perfect infinitive
<i>If I had taken a taxi, I would have been there in time.</i>	
<i>If it hadn't been raining today, we would have gone on an excursion.</i>	

## Wishes

- We can use **wish /if only** to express a wish.

Verb Tense		Use
+ past simple/ past continuous	<i>I wish I could help. (but I can't). If only he was leaving tomorrow. (but he's not)</i>	To say that we would like something to be different about a present situation.
+ past perfect	<i>I wish I had accepted his invitation (but I didn't). If only I had told him the truth.</i>	To express regret about something which happened or didn't happen in the past.
+ subject + would + bare inf.	<i>I wish you wouldn't complain all the time. If only the bus would come.</i>	to express: <ul style="list-style-type: none"> <li>• a polite imperative.</li> <li>• a desire for a situation or person's behaviour to change.</li> </ul>

Note: • **If only** is used in exactly the same way as **wish**, but it is more emphatic or more dramatic.

- We can use **were** instead of **was** after **wish** and **if only**. *I wish I were/was on holiday now.*

## Unit 8

### The Passive

We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb. Only transitive verbs (verbs which take an object) can be used in the passive. (*live* does not have a passive form).

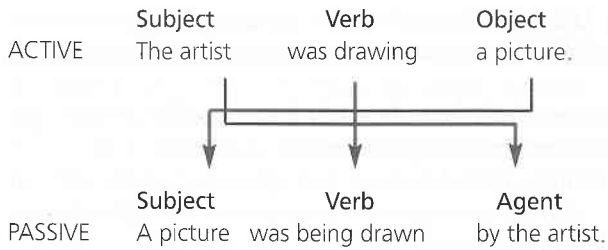
We use the passive:

- when the person or people who do the action are unknown, unimportant or obvious from the context. *The bike is being fixed. (It's unimportant who is doing it.) The post has been delivered. (It's obvious that the postman delivered it.)*
- when the action itself is more important than the person/people who do it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc. *Ancient statues have been discovered.*
- when we want to avoid taking responsibility for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame. *Ten soldiers were killed in the war. The washing up hasn't been done.*

Changing from the active to the passive:

- the **object** of the active sentence becomes the **subject** in the passive sentence
- the active verb remains in the same tense, but changes into a passive form
- the **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.





- Only transitive verbs (verbs that take an object) can be changed into the passive. **Active:** *Susan jogs in the park* (intransitive verb) **no passive form:** ~~*The park is jogged by Susan.*~~

Note: Some transitive verbs (*have, exist, seem, fit, suit, resemble, lack* etc) cannot be changed into the passive. *Jack resembles his father.* **NOT:** ~~*His father is resembled by Jack.*~~

- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *Barry got hit by a car when he was playing in the street. (Instead of was hit ...)*
- **By + the agent** is used to say who or what carries out an action. **with + instrument/material/ingredient** is used to say what the agent used. *The meal was made by Mario. It was made with lots of fresh ingredients.*
- The agent can be omitted when the subject is *they, he, someone/ somebody, people, one,* etc. *Somebody has broken the window. The window has been broken.*
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. *This book was written by Virginia Woolf.*
- With verbs which can take two objects, such as *bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend,* etc, we can form two different passive sentences. *Susan told Mary the truth. (active)*  
*Mary was told the truth by Susan. (passive, more usual)*  
*The truth was told to Mary by Susan. (passive, less usual)*
- If in an active sentence a preposition follows a verb, then in the passive it is placed immediately after the verb. *The bee stung him on the cheek. He was stung on the cheek by the bee.*
- The verbs **hear, help, see,** and **make** are followed by the bare infinitive in the active but by the to-infinitive in the passive. *Jack's father made him finish his homework. Jack was made to finish his homework.*
- **Let** becomes **be allowed to** in the passive. *My mum let me go to the cinema. I was allowed to go to the cinema.*
- To ask questions in the passive we follow the same rules as for statements, keeping in mind that the verb is in the interrogative form. *Have they announced the news yet? Has the news been announced yet?*
- When we want to find out who or what performed an action, the passive question form is **Who/What ... by?** *What was this accident caused by?*

Causative Form

- We use **have + object + past participle** to say that we have arranged for someone to do something for us. The past participle has a passive meaning. *Susan had her hair cut.* (She didn't cut it herself.)

- Questions and negations of the verb **have** are formed with **do/does** (present simple) or **did** (past simple). *Did you have your flat painted last week?*
- We also use **have something done** to talk about an unpleasant experience that somebody had. *Last night Karen had her bag stolen.* (= Her bag was stolen.)
- We can use the verb **get** instead of **have** in informal conversation. *I am getting some new curtains made.*  
**Note:** the word order is very important. *Fiona had her car washed* and *Fiona had washed her car* have very different meanings. In the first case, Fiona arranged for someone else to wash the car, whereas in the second case she washed the car herself.

	Regular active form	Causative form
Present Simple	<i>He cleans the windows.</i>	<i>He has the windows cleaned.</i>
Present Continuous	<i>He is cleaning the windows.</i>	<i>He is having the windows cleaned.</i>
Past Simple	<i>He cleaned the windows.</i>	<i>He had the windows cleaned.</i>
Past Continuous	<i>He was cleaning the windows.</i>	<i>He was having the windows cleaned.</i>
Future Simple	<i>She will clean the windows.</i>	<i>He will have the windows cleaned.</i>
Future Continuous	<i>He will be cleaning the windows.</i>	<i>He will be having the windows cleaned.</i>
Present Perfect	<i>He has cleaned the windows.</i>	<i>He has had the windows cleaned.</i>
Present Perfect Continuous	<i>He has been cleaning the windows.</i>	<i>He has been having the windows cleaned.</i>
Past Perfect	<i>He had cleaned the windows.</i>	<i>He had had the windows cleaned.</i>
Past Perfect Continuous	<i>He had been cleaning the windows.</i>	<i>He had been having the windows cleaned.</i>
Infinitive	<i>He should clean the windows.</i>	<i>He should have the windows cleaned.</i>
-ing form	<i>It's worth cleaning the windows.</i>	<i>It's worth having the windows cleaned.</i>

Every/Each/Either/Neither

- **Every** is used with singular countable nouns. It refers to a group of people or things and means all, everyone, everything, etc.  
*Every citizen has a birth certificate. (All citizens have birth certificates.)*
- **Each** is used with singular countable nouns. It refers to the members of a group separately.  
*Each member of the basket ball team has to practise hard everyday. (Each person separately.)*
- **Every one** and **each (one)** can be followed by **of**.  
*He bought two shirts but he realized that each one was too small for him.*  
*A lot of new members joined the school club and I liked every one of them.*

- **Either** refers to two people, things or groups and is followed by a singular countable noun. However, the **Either of + plural noun phrase** structure can be followed by either a singular or plural verb.

*Either shirt is nice. Either of the shirts is/are nice.*

We can use **not ... either (of)** instead of **neither (of)**.

**Either** can also be used at the end of a negative sentence.

*"I have never visited Japan." "I have never visited Japan either."*

- **Neither** refers to two people, things or groups and has a negative meaning. It is followed by a singular countable noun. However the **Neither of + plural noun phrase** structure can be followed by either a singular or plural verb in the affirmative.

*Neither dress I tried on was suitable for the wedding. Neither of them have been invited to the party.*

**Neither ... nor/Either ... or** are followed by either a singular or plural verb. *Neither Susan nor Mary is/are going on holiday this year.*

## Unit 9

### Logical Assumptions/Deductions

**Must:** Sure/Certain that sth is true.

**Must** is used in affirmative sentences and expresses positive logical beliefs. *You've passed all your exams, so you must be delighted!*

**Can't/couldn't:** Certain that sth is not true/real.

**Can't** and **couldn't** are used in negations and express negative logical assumptions. *Susan can't be at home yet. She doesn't finish work until 7.*

### Possibility

**Can + present infinitive:** General possibility, sth is theoretically possible. Not used for a specific situation. *You can choose anything you like from the buffet.*

**Could/May/Might + present infinitive:** It is possible/likely, perhaps. Used to show sth is possible in a specific situation. *You may find what you want at the supermarket.*

**Note:** We can use **can/could/might** in questions **BUT NOT may**. *Do you think you could buy me some milk?*

## Unit 10

### Infinitive

The **to-infinitive** is used:

- to express purpose. *Wendy went to the library to get a book.*
- after certain verbs (agree, appear, decide, expect, hope, plan, promise, refuse, etc). *They hope to complete the project soon.*
- after **would like, would prefer, would love**, etc to express a specific preference. *I would love to watch the play.*

- after adjectives which describe feelings/emotions (happy, sad, glad, etc); express willingness/unwillingness (willing, eager, reluctant etc); refer to a person's character (clever, kind etc) and the adjectives lucky and fortunate. *I was glad to see that you're safe.*

**Note:** With adjectives that refer to character we can also use an impersonal construction. *It was nice of you to give me advice.*

- after **too/enough**. *It's hot enough to swim in the sea.*
- to talk about an unexpected event usually with **only**. *I rushed to phone him only to find that he was out.*
- with **it + be + adjective/noun**. *It was difficult to answer the question.*
- after **be + first/second/next/last** etc. *She was the third person to wish me "Happy Birthday".*
- after verbs and expressions, such as **ask, learn, explain, decide, find out, want, want to know** etc when they are followed by a question word. *I couldn't decide where to go on holiday.*

**Note:** **why** is followed by **subject + verb**, **NOT** an infinitive. *I realized why I didn't pass my exam.*

- in the expressions **to tell you the truth, to be honest, to sum up, to begin with** etc. *To be honest I didn't think I would win the race.*

**Note:** If two **to-infinitives** are linked by **and** or **or** the **to** of the second infinitive can be omitted. *I want to go to the cinema and watch a good film.*

The **infinitive without to** is used:

- after modal verbs. *Rebecca can run very fast.*
  - after the verbs **let, make, see, hear, and feel**. *They made him fill out a lot of forms.* **BUT:** we use the **to-infinitive** after **be made, be heard, be seen** etc (passive form). *He was seen to enter the building.*
- Note:** When **see, hear** and **watch** are followed by an **-ing form** there is no change in the passive. *I heard Susan talking on the phone. Susan was heard talking on the phone.*
- after **had better** and **would rather**. *We had better take the train because the traffic is very bad at the moment.*
  - **help** can be followed by either the **to-infinitive** or the **infinitive without to**. *She helped me (to) choose the carpet for the living room.*

### -ing form

The **-ing form** is used:

- as a noun. *Dancing is great fun.*
- after certain verbs: **admit, appreciate, avoid, continue, deny, fancy, go (for activities), imagine, mind, miss, quit, save, suggest, practise, consider, prevent**. *Would you consider entering the contest?*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *Kate loves cooking.* **BUT:** for a specific preference (would like/ would prefer/would love) we use a **to-infinitive**.
- after expressions such as **be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point in, can't stand, have difficulty (in), have trouble** etc. *What's the use of taking your car when you can use the bus?*

- after **spend, waste, or lose** (time, money, etc). *He **wasted time talking** on the phone when he should have been working.*
- after the preposition **to** with verbs and expressions such as **look forward to, be used to, in addition to, object to, prefer** (*doing sth to sth else*). *She **prefers walking to running.***
- after other prepositions. *I am **thinking of spending** a month in China for the summer.*
- after the verbs **hear, listen to, notice, see, watch,** and **feel** to describe an incomplete action. *I **saw Jenny playing** tennis. (I **didn't watch her until the end of the game.**)*

**BUT:** we use the infinitive without **to** with **hear, listen to, notice, see, watch,** and **feel** to describe the complete action. *I **saw Robin catch** a fish. (I **saw him lifting it out of the sea.**)*

### Difference in meaning between the *to*-infinitive and *-ing* form

Some verbs can take either the *to*-infinitive or the *-ing* form with a change in meaning.

- **forget + to-infinitive** = not remember – *He **forgot to bring** his lunch-box with him.*  
**forget + -ing form** = not recall – *I'll never **forget meeting** you for the first time.*
- **remember + to infinitive** = not forget – *I must **remember to buy** some milk.*  
**remember + -ing form** = recall – *I **remember seeing** that person somewhere else but I don't know where.*
- **mean + to-infinitive** = intend to – *I **didn't mean to hurt** you. Sorry!*  
**mean + -ing form** = involve – *This journey **means driving** for long hours.*
- **regret + to-infinitive** = be sorry to (normally used in the present simple with verbs such as **say, tell, inform**) – *I **regret to inform** you that your flight has been delayed.*  
**regret + -ing form** = feel sorry about – *I **regret lying to** my best friend.*
- **try + to-infinitive** = do one's best, attempt – *She **tried to walk** but her leg hurt her.*  
**try + -ing form** = do something as an experiment – *How about **trying** this new shampoo? It's great!*
- **stop + to-infinitive** = stop temporarily in order to do something else – *As I was walking I **stopped to tie** my shoelaces.*  
**stop + -ing form** = finish doing something – *I **stopped going** to ballet classes when I was ten.*

# American English–British English Guide

## American English

## British English

### A

account  
airplane  
anyplace/anywhere  
apartment

bill/account  
aeroplane  
anywhere  
flat

### B

bathrobe  
bathtub  
bill  
billion=thousand million  
busy (phone)

dressing gown  
bath  
banknote  
billion=million million  
engaged (phone)

### C

cab  
call/phone  
can  
candy  
check  
closet  
connect (telephone)  
cookie  
corn  
crazy

taxi  
ring up/phone  
tin  
sweets  
bill (restaurant)  
wardrobe  
put through  
biscuit  
sweetcorn, maize  
mad

### D

desk clerk  
dessert  
downtown  
drapes  
drugstore/pharmacy  
duplex

receptionist  
pudding/dessert/sweet  
(city) centre  
curtains  
chemist's (shop)  
semi-detached

### E

eggplant  
elevator

aubergine  
lift

### F

fall  
faucet  
first floor, second floor, etc.  
flashlight  
French fries  
front desk (hotel)

autumn  
tap  
ground floor, first floor, etc.  
torch  
chips  
reception

### G

garbage/trash  
garbage can  
gas  
gas station  
grade

rubbish  
dustbin/bin  
petrol  
petrol station/garage  
class/year

### I

intermission  
intersection

interval  
crossroads

### J

janitor

caretaker/porter

### K

kerosene

paraffin

### L

lawyer/attorney  
line  
lost and found

solicitor  
queue  
lost property

### M

mail  
make a reservation  
motorcycle  
movie  
movie house/theater

post  
book  
motorbike/motorcycle  
film  
cinema

### N

news-stand

newsagent

### O

office (doctor's/dentist's)  
one-way (ticket)  
overalls

surgery  
single (ticket)  
dungarees

## American English

## British English

### P

pants/trousers  
pantyhose/nylons  
parking lot  
pavement  
pedestrian crossing  
(potato) chips  
public school  
purse

trousers  
tights  
car park  
road surface  
zebra crossing  
crisps  
state school  
handbag

### R

railroad  
rest room

railway  
toilet/cloakroom

### S

sales clerk/sales girl  
schedule  
shorts (underwear)  
sidewalk  
stand in line  
store, shop  
subway

shop assistant  
timetable  
pants  
pavement  
queue  
shop  
underground

### T

truck  
two weeks

lorry, van  
fortnight/two weeks

### V

vacation  
vacuum (v.)  
vacuum cleaner  
vest

holiday(s)  
hoover  
hoover  
waistcoat

### W

with or without (milk/cream in  
coffee)

black or white

### Y

yard

garden

### Z

(pronounced, "zee")  
zero  
zip code

(pronounced, "zed")  
nought  
postcode

## Grammar

He just went out./  
He has just gone out.

He has just gone out.

Hello, is this Steve?

Hello, is that Steve?

Do you have a car?/  
Have you got a car?

Have you got a car?

## Spelling

aluminum  
analyze  
center  
check  
color  
honor  
jewelry  
practice(n,v)

aluminium  
analyse  
centre  
cheque  
colour  
honour  
jewellery  
practice(n)  
practise(v)  
programme  
realise  
tyre  
traveller

program  
realize  
tire  
trave(l)ler

## Expressions with prepositions and particles

different from/than  
live on X street  
on a team  
on the weekend  
Monday through Friday

different from/to  
live in X street  
in a team  
at the weekend  
Monday to Friday

# Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read	read	read
build	built	built	ride	rode	ridden
burn	burnt (burned)	burnt (burned)	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
can	could	(been able to)	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	seek	sought	sought
come	came	come	sell	sold	sold
cost	cost	cost	send	sent	sent
cut	cut	cut	set	set	set
deal	dealt	dealt	sew	sewed	sewn
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
drink	drank	drunk	show	showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
flee	fled	fled	spend	spent	spent
fly	flew	flown	split	split	split
forbid	forbade	forbidden	spread	spread	spread
forget	forgot	forgotten	spring	sprang	sprung
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stunk
grow	grew	grown	strike	struck	struck
hang	hung (hanged)	hung (hanged)	swear	swore	sworn
have	had	had	sweep	swept	swept
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
learn	learnt (learned)	learnt (learned)	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written
let	let	let			

**Unit 1a**

annoyed (adj) /ə'noɪd/  
 babysit (v) /'beɪsɪt/  
 bark (v) /bɑ:k/  
 benefit (n) /'benɪfɪt/  
 bulb (n) /bʌlb/  
 chance (n) /tʃɑ:ns/  
 chase (v) /tʃeɪs/  
 chat (v) /tʃæt/  
 cheerfully (adv) /tʃɪə'fʊli/  
 clear away (phr v) /klɪə əweɪ/  
 daffodil (n) /dæ'fɒdɪl/  
 depend (v) /dɪ'pend/  
 dig (v) /dɪg/  
 disappointed (adj) /dɪ'səpəɪntɪd/  
 display (n) /dɪ'spleɪ/  
 do sb a favour (phr)  
 doubt (n) /daʊt/  
 drive sb crazy (phr)  
 embarrassed (adj) /ɪm'bærəst/  
 feed (v) /fi:d/  
 gardener (n) /gɑ:'dænə/  
 get along (phr v) /get əlɒŋ/  
 grateful (adj) /gret'fʊl/  
 grow (v) /grəʊ/  
 keen (adj) /ki:n/  
 keep an eye on (phr)  
 keep on good terms (phr)  
 neighbour (n) /neɪbə/  
 plant (v) /plɑ:nt/  
 seed (n) /si:d/  
 snowdrop (n) /snəʊ'drɒp/  
 thankful (adj) /θæŋk'fʊl/  
 tulip (n) /tju:lɪp/

**Unit 1b**

achieve (v) /ə'tʃi:v/  
 active (adj) /æktɪv/  
 ambitious (adj) /æm'bɪʃəs/  
 bat (n) /bæt/  
 bee (n) /bi:/  
 behave (v) /bi'heɪv/  
 blind (adj) /blaɪnd/  
 careless (adj) /keə'ləs/  
 caring (adj) /keərɪŋ/  
 cause (v) /kɔ:z/  
 chatterbox (n) /tʃætə'bɒks/  
 childish (adj) /tʃɪldɪʃ/  
 creative (adj) /kri'eɪtɪv/  
 curious (adj) /kɪ'kjʊəriəs/  
 develop (v) /dɪ'veləp/  
 disorganised (adj) /dɪ'sɔ:ɡənaɪzd/  
 dust (v) /dʌst/  
 easy-going (adj) /i:zi goʊɪŋ/  
 forgetful (adj) /fə'getfʊl/  
 fox (n) /fɒks/

funny (adj) /fʌni/  
 hardworking (adj) /hɑ:rdwɜ:kɪŋ/  
 helpful (adj) /hel'pʊl/  
 high flier (n) /haɪ flaɪə/  
 honest (adj) /ɒnɪst/  
 imaginative (adj) /ɪmæ'dʒɪnətɪv/  
 joyful (adj) /dʒɔɪ'fʊl/  
 killjoy (n) /kɪldʒɔɪ/  
 lazybones (n) /leɪzɪbəʊnz/  
 mop (v) /mɒp/  
 nosey parker (n) /noʊzi pɑ:kə/  
 notice (v) /nəʊtɪs/  
 polish (v) /pɒlɪʃ/  
 privacy (n) /prɪ'vəsi/  
 pursue (v) /pə'sju:/  
 resemble (v) /rɪ'zembəl/  
 scatterbrain (n) /skætə'breɪn/  
 selfish (adj) /selfɪʃ/  
 sensible (adj) /sensɪbl̩/  
 silly billy (n) /sɪli bɪli/  
 sly (adj) /slaɪ/  
 smart Alec (n) /smɑ:t ælk/  
 success (n) /sək'ses/  
 successful (adj) /sək'sesfʊl/  
 take care of (phr)  
 thoughtful (adj) /θɔ:tfʊl/  
 troublemaker (n) /trʌb'leɪkə/  
 vacuum (v) /vækju:m/  
 workaholic (n) /wɜ:kə'hɒlɪk/

**Unit 1c**

caviar (n) /kæ'vɪɑ:/  
 cost (v) /kɒst/  
 expensive (adj) /ɪk'spensɪv/  
 handsome (adj) /hændsəm/  
 honestly (adv) /ɒnɪstli/  
 kid (v) /kɪd/  
 necklace (n) /nekls/  
 performance (n) /pə'fɔ:rməns/  
 potion (n) /pəʊʃən/  
 secret (n) /sɪkɪt/  
 snowman (n) /snəʊmən/  
 sound (v) /saʊnd/  
 tour (n) /tʊə/  
 trumpet (n) /trʌmpɪt/

**Unit 1d**

bald (adj) /bɔ:ld/  
 beard (n) /bɪəd/  
 classmate (n) /klɑ:smet/  
 co-worker (n) /kəʊ wɜ:kə/  
 curly (adj) /kɜ:li/  
 employee (n) /ɪm'plɔɪ/  
 employer (n) /ɪm'plɔɪə/  
 energetic (adj) /enə'dʒetɪk/  
 fair (adj) /feə/  
 friendly (adj) /frendli/

husband (n) /hʌzbænd/  
 in one's early teens (phr)  
 introduce (v) /ɪn'trə'dju:s/  
 likeable (adj) /laɪkəbəl/  
 lovely (adj) /lɒvli/  
 mean (adj) /mi:n/  
 middle-aged (adj) /mɪd'leɪdʒd/  
 moustache (n) /mə'stɑ:ʃ/  
 never mind (phr)  
 of average height (phr)  
 plump (adj) /plʌmp/  
 slim (adj) /slɪm/  
 straight (adj) /streɪt/  
 stranger (n) /streɪndʒə/  
 take care (phr)  
 talkative (adj) /tɔ:kətɪv/  
 wavy (adj) /weɪvi/  
 wife (n) /waɪf/

**Unit 1e**

age (n) /eɪdʒ/  
 cook (n) /kʊk/  
 drop sb a line (phr)  
 exchange student (n) /ɪk'stʃeɪndʒ stju:dənt/  
 host (n) /həʊst/  
 keep in touch (phr)  
 shy (adj) /ʃaɪ/

**Culture Clip 1**

bowler hat (n) /'bəʊlə hæt/  
 depict (v) /dɪ'pɪkt/  
 double-decker bus (n) /dʌbəl dekeɪ bʌs/  
 eccentric (adj) /ɪk'sentɪk/  
 emotion (n) /ɪ'məʊʃən/  
 extreme (adj) /ɪk'stri:m/  
 get off (phr v) /get ɒf/  
 important (adj) /ɪm'pɔ:tənt/  
 in a comical light (phr)  
 mind (n) /maɪnd/  
 old-fashioned (adj) /'əʊld fæʃənd/  
 part (n) /pɑ:t/  
 polite (adj) /pə'leɪt/  
 politeness (n) /pə'leɪtnəs/  
 probably (adv) /prɒ'bæbli/  
 punctual (adj) /pʌŋktʃuəl/  
 reputation (n) /re'pju:teɪʃən/  
 reserved (adj) /rɪ'zɜ:vəd/  
 sarcastic (adj) /sɑ:kæstɪk/  
 sense of humour (phr)  
 sensitive (adj) /sensɪtɪv/  
 stiff (adj) /stɪf/  
 subtle (adj) /sʌtl̩/  
 thank (v) /θæŋk/  
 tolerant (adj) /tɒlərənt/

**Unit 2a**

amphibian (n) /æm'fɪbiən/  
 at risk (phr)  
 bald eagle (n) /bɔ:ld i:gəl/  
 Bengal tiger (n) /ben'gɔ:l taɪgə/  
 bison (n) /baɪsən/  
 boa (n) /boʊə/  
 brown hare (n) /braʊn heə/  
 chimpanzee (n) /tʃɪm'pænzɪ/  
 chinchilla (n) /tʃɪntʃɪ'lɪ/  
 completely (adv) /kəm'pli:tli/  
 countryside (n) /kʌn'trisaɪd/  
 cut down (phr v) /kʌt daʊn/  
 danger (n) /deɪndʒə/  
 disappear (v) /dɪ'səpɪə/  
 endangered (adj) /ɪndeɪndʒəd/  
 environmental group (n) /ɪnvaɪərənmentəl grʊp/  
 extinction (n) /ɪk'stɪŋkʃən/  
 farmland (n) /fɑ:mlænd/  
 fence (n) /fens/  
 forest (n) /fɒrɪst/  
 fur (n) /fɜ:/  
 grain (n) /greɪn/  
 hedgerow (n) /hedʒrəʊ/  
 hunt (v) /hʌnt/  
 hunter (n) /hʌntə/  
 insect (n) /ɪnsekt/  
 jungle (n) /dʒʌŋgəl/  
 lake (n) /leɪk/  
 land (n) /lənd/  
 leaflet (n) /li:flət/  
 lizard (n) /lɪzəd/  
 macaw (n) /mekəʊ/  
 mammal (n) /mæməl/  
 moth (n) /mɒθ/  
 natural habitat (n) /nætʃərəl hæbɪtət/  
 ocean (n) /əʊʃən/  
 otter (n) /ɒtə/  
 panda (n) /pændə/  
 polluted (adj) /pə'lju:tɪd/  
 pollution (n) /pə'lju:ʃən/  
 pond (n) /pɒnd/  
 prairie (n) /preəri/  
 rare (adj) /reə/  
 reptile (n) /reptal/  
 sand (n) /sænd/  
 sea turtle (n) /si:tɜ:tʃəl/  
 species (n) /spi:ʃɪz/  
 spotted dolphin (n) /spɒtɪd dɒlfɪn/  
 squirrel (n) /skwɪrəl/  
 tiny (adj) /taɪni/  
 toad (n) /təʊd/  
 variety (n) /və'reɪti/  
 wetlands (n) /wetləndz/

wild (n) /waɪld/  
 wildlife (n) /waɪldaɪf/  
 wolf (n) /wʊlf/  
 woodlands (n) /wʊdlændz/

**Unit 2b**

add (v) /æd/  
 adopt (v) /ədɒpt/  
 atmosphere (n) /ætməsfiə/  
 campaign (n) /kæmpəɪn/  
 communicate (v) /kəmjuːnɪkeɪt/  
 cool (v) /kuːl/  
 edge (n) /edʒ/  
 erosion (n) /ɪrəʊʒən/  
 exhausted (adj) /ɪgzɔːstɪd/  
 factory waste (n) /fæktri weɪst/  
 flexible (adj) /fleksɪbəl/  
 ground (n) /graʊnd/  
 heat (v) /hiːt/  
 hole (n) /hoʊl/  
 illness (n) /ɪlnəs/  
 invent (v) /ɪnvent/  
 level (n) /levəl/  
 liner (n) /laɪnə/  
 living conditions (n) /lɪvɪŋ  
 kənɪdɪʃənz/  
 lonely (adj) /ləʊnli/  
 medicine (n) /medɪsən/  
 oxygen (n) /ɒksɪdʒən/  
 protect (v) /prətekt/  
 provide (v) /prəvaɪd/  
 public transport (n) /pʌblɪk  
 trænspɔːt/  
 radiation (n) /reɪdɪeɪʃən/  
 raise (v) /reɪz/  
 recycle (v) /rɪsaɪkəl/  
 reduce (v) /rɪdjuːs/  
 release (v) /rɪliːs/  
 remove (v) /rɪmuːv/  
 rubbish (n) /rʌbɪʃ/  
 shade (n) /ʃeɪd/  
 shallow (adj) /ʃæləʊ/  
 shelter (n) /ʃeltə/  
 size (n) /saɪz/  
 soft (adj) /sɒft/  
 soil (n) /soɪl/  
 starvation (n) /stɑːvɪʃən/  
 stone (n) /stəʊn/  
 tear (v) /tiə/  
 turn up (phr v) /tɜːn ʌp/  
 ultraviolet (adj) /ʌltrəvaɪələt/  
 warmth (n) /wɔːmθ/

**Unit 2c**

advice (n) /ədvaɪs/  
 collect (v) /kəlekt/  
 conclude (v) /kənklud/

conserve (v) /kɒnsəːv/  
 consider (v) /kənsɪdə/  
 crop (n) /krɒp/  
 decrease (v) /dɪkriːs/  
 disease (n) /dɪziːz/  
 drop (v) /drɒp/  
 field (n) /fiːld/  
 gateway (n) /geɪtweɪ/  
 hedge (n) /hedʒ/  
 improve (v) /ɪmpruːv/  
 increase (v) /ɪnkrɪːs/  
 lead (n) /led/  
 litter (n) /lɪtə/  
 machinery (n) /məʃɪnəri/  
 property (n) /prɒpəti/  
 public (n) /pʌblɪk/  
 respect (v) /rɪspekt/  
 safe (adj) /seɪf/  
 sign (n) /saɪn/  
 spread (v) /spred/  
 stray (adj) /streɪ/  
 weather forecast (n) /weðə/  
 fɔːkɑːst/

**Unit 2d**

admire (v) /ədmaɪə/  
 bin (n) /bɪn/  
 camp (v) /kæmp/  
 climate (n) /klaɪmət/  
 create (v) /kriːt/  
 deserve (v) /dɪzəːv/  
 energy (n) /enədʒɪ/  
 excuse (n) /ɪkskjus/  
 fresh (adj) /freʃ/  
 nature (n) /neɪtʃə/  
 pick up (phr v) /pɪk ʌp/  
 save (v) /seɪv/  
 silence (n) /saɪləns/  
 snack (n) /snæk/  
 solar power (n) /səʊlə pəʊə/  
 suppose (v) /səpəʊz/  
 throw (v) /θrəʊ/

**Unit 2e**

advertisement (n)  
 /ædvɜːtɪsmənt/  
 entry (n) /entri/  
 last (v) /lɑːst/  
 refreshments (n) /rɪfrɛʃmənts/  
 volunteer (n) /vɒlɪntɪə/

**Curricular Cut 2**

cancer (n) /kænsə/  
 chemicals (n) /kemɪkəlz/  
 cockroach (n) /kɒkrəʊtʃ/  
 commonly (adv) /kɒmənli/  
 concerned (adj) /kɒnsɜːnd/

contaminate (v) /kɒntæmɪneɪt/  
 fly (n) /flaɪ/  
 headache (n) /hedək/  
 loss (n) /lɒs/  
 mite (n) /maɪt/  
 object (v) /əbɔːdʒekt/  
 pesticide (n) /pestɪsaɪd/  
 poison (n) /pɔɪzən/  
 prevent (v) /prɪvent/  
 rat (n) /ræt/  
 skin (n) /skɪn/  
 spray (n/v) /spreɪ/  
 stomach ache (n) /stʌmək eɪk/  
 tick (n) /tɪk/  
 toxic (adj) /tɒksɪk/  
 useful (adj) /juːsfəl/  
 weed (n) /wiːd/

**Eco-friends 1**

appliances (n) /əplɑːnsɪz/  
 average (adj) /ævərɪdʒ/  
 bulk (n) /bʌlk/  
 cartridge (n) /kɑːtrɪdʒ/  
 charity (n) /tʃærɪti/  
 cut down on (phr v) /kʌt daʊn  
 ɒn/  
 efficiently (adv) /ɪfɪjəntli/  
 electricity (n) /ɪlektɪrɪsɪti/  
 excess (n) /ɪksəs/  
 fluorescent (adj) /flʊəresənt/  
 fuel (n) /fjuːl/  
 get rid of (phr)  
 light switch (n) /laɪt swɪtʃ/  
 material (n) /mətɪəriəl/  
 output (n) /aʊtpʊt/  
 print (v) /prɪnt/  
 printer (n) /prɪntə/  
 product (n) /prɒdʌkt/  
 rechargeable (adj) /rɪtʃɑːdʒəbəl/  
 resources (n) /rɪzɔːsɪz/  
 sheet (n) /ʃiːt/  
 tap (n) /tæp/  
 turn off (phr v) /tɜːn ɒf/  
 turn on (phr v) /tɜːn ɒn/  
 valuable (adj) /væljuəbəl/  
 waste (v) /weɪst/

**Unit 3a**

assume (v) /əsjuːm/  
 birth certificate (n) /bɜːθ  
 sə'tɪfɪkət/  
 book (v) /bʊk/  
 check-in desk (n) /tʃek ɪn desk/  
 destination (n) /destɪneɪʃən/  
 discover (v) /dɪskʌvə/  
 experience (n) /ɪkspɪəriəns/  
 expiry date (n) /ɪkspəəri deɪt/

factor (n) /fæktə/  
 frantically (adv) /fræntɪkli/  
 go wrong (phr)  
 imagine (v) /ɪmædʒɪn/  
 inconvenience (n)  
 /ɪnkənviːniəns/  
 look forward to (phr v) /lʊk  
 fɔːwəd tə/  
 lose one's temper (phr)  
 nasty (adj) /nɑːsti/  
 nightmare (n) /naɪtmɛə/  
 not a soul in sight (phr)  
 queue (n) /kjuː/  
 reception (n) /rɪsepʃən/  
 relaxed (adj) /rɪlæks/  
 relieved (adj) /rɪlɪvd/  
 remote (adj) /rɪmoʊt/  
 reputable (adj) /rɛpjətəbəl/  
 resort (n) /rɪzɔːt/  
 reveal (v) /rɪvɪl/  
 rush (v) /rʌʃ/  
 scene (n) /siːn/  
 staff (n) /stɑːf/  
 terrified (adj) /tɛrɪfaɪd/  
 travel insurance (n) /trævəl  
 ɪnʃʊərəns/  
 urgently (adv) /ɜːdʒəntli/  
 wander (v) /wɒndə/  
 warn (v) /wɔːn/  
 wave (v) /weɪv/

**Unit 3b**

air conditioning (n) /eə  
 kənɪdɪʃənɪŋ/  
 amazed (adj) /əmeɪzd/  
 boarding pass (n) /bɔːdɪŋ pɑːs/  
 boot (n) /buːt/  
 buffet car (n) /bʌfeɪ kɑː/  
 carriage (n) /kærɪdʒ/  
 comfortable (adj) /kɒmfətəbəl/  
 compartment (n)  
 /kɒmpɑːtmənt/  
 conference (n) /kɒnfərəns/  
 crew (n) /kruː/  
 cruise (n) /kruːz/  
 deck (n) /dek/  
 disabled facilities (n) /dɪsəbəlɪd  
 fəsɪlɪtɪz/  
 drop off (phr v) /drɒp ɒf/  
 facilities (n) /fəsɪlɪtɪz/  
 flight (n) /flaɪt/  
 health club (n) /helθ klʌb/  
 hustle and bustle (phr)  
 luggage (n) /lʌgɪdʒ/  
 magical (adj) /mædʒɪkəl/  
 memorable (adj) /memərəbəl/  
 now and again (phr)

# Word List

passenger (n) /pæsɪndʒə/  
 pick and choose (phr)  
 platform (n) /plætfɔ:m/  
 port (n) /pɔ:t/  
 retreat (n) /rɪtri:t/  
 rip off (phr v) /rɪp ɒf/  
 road map (n) /rəʊd mæp/  
 room service (n) /ru:m sɜ:vɪs/  
 rural (adj) /rʊərəl/  
 rush hour (n) /rʌʃ aʊə/  
 safe and sound (phr)  
 scrimp and save (phr)  
 seatbelt (n) /si:tbeɪlt/  
 set off (phr v) /set ɒf/  
 stop off (phr v) /stɒp ɒf/  
 take off (phr v) /teɪk ɒf/  
 wave off (phr v) /weɪv ɒf/  
 wheelchair access (n) /'wi:tʃiə  
 ækses/

## Unit 3c

announce (v) /ənaʊns/  
 announcement (n) /ənaʊnsmənt/  
 approach (v) /əprəʊtʃ/  
 campsite (n) /kæmpsaɪt/  
 complimentary (adj) /kɒmplɪməntəri/  
 duty free shop (n) /dʒɪti fri: ʃɒp/  
 grab (v) /græb/  
 head (v) /hed/  
 luxurious (adj) /lʌɡʒʊəriəs/  
 mystery (n) /mɪstəri/  
 penthouse suite (n) /penthaʊs  
 swɪt/  
 porter (n) /pɔ:tə/  
 rent (v) /rent/  
 scuba diving (n) /skʊ:bə daɪvɪŋ/  
 seashell (n) /si:ʃel/  
 tour guide (n) /tʊə gaɪd/  
 unpack (v) /ʌnpæk/

## Unit 3d

adult (n) /ædʌlt/  
 architecture (n) /ɑ:kɪtektʃə/  
 available (adj) /əvəleɪbəl/  
 blow (v) /bləʊ/  
 coach trip (n) /kəʊtʃ tri:p/  
 commentary (n) /kɒməntəri/  
 confused (adj) /kən'fju:zd/  
 drizzle (v) /drɪzəl/  
 frustrated (adj) /frʌstretɪd/  
 guided tour (n) /gaɪdɪd tʊə/  
 hotel staff (n) /hoʊtel stɑ:f/  
 howl (v) /haʊl/  
 mediæval (adj) /medi:ɪvəl/  
 pour (v) /pɔ:/

scared (adj) /skeəd/  
 sightseeing tour (n) /saɪtsi:ŋ  
 tʊə/  
 swirl (v) /swɜ:l/  
 worried (adj) /wʌrɪd/

## Unit 3e

adventure (n) /ædventʃə/  
 curiously (adv) /kɪʊəriəsli/  
 drag (v) /dræg/  
 exotic (adj) /ɪɡzɒtɪk/  
 extremely (adv) /ɪkstri:mli/  
 fragrance (n) /frægrəns/  
 herd (n) /hɜ:d/  
 incident (n) /ɪnsɪdənt/  
 romance (n) /rɒməns/  
 slam (v) /slæm/  
 stare (v) /steə/

## Culture Clip 3

amusement park (n) /əmju:zmənt pɑ:k/  
 attend (v) /ətend/  
 camper (n) /kæmpə/  
 chalet (n) /ʃæleɪ/  
 cosy (adj) /kəʊzi/  
 feature (n) /fi:tʃə/  
 gain (v) /geɪn/  
 location (n) /ləʊkeɪʃən/  
 loudspeaker (n) /laʊdspɪ:kə/  
 package holidays (n) /pækɪdʒ  
 hɒlɪdeɪz/  
 playground (n) /pleɪgraʊnd/  
 popularity (n) /pɒpjələri:  
 remind (v) /rɪmaɪnd/  
 roomy (adj) /ru:mi/  
 survive (v) /sə'vaɪv/  
 tent (n) /tent/  
 theatre show (n) /θi:ətə ʃəʊ/  
 unusual (adj) /ʌnju:zʊəl/  
 water park (n) /wɔ:tə pɑ:k/

## Unit 4a

basic (adj) /beɪsɪk/  
 break bad habits (phr)  
 break the law (phr)  
 bring up (phr v) /brɪŋ ʌp/  
 comment (v) /kɒment/  
 crime (n) /kraɪm/  
 encourage (v) /ɪn'kʌrɪdʒ/  
 grow up (phr v) /grəʊ ʌp/  
 guilty (adj) /ɡɪlti/  
 instruct (v) /ɪnstrʌkt/  
 life-changing (adj) /laɪf  
 tʃeɪndʒɪŋ/  
 manner (n) /mænə/  
 ordinary (adj) /ɔ:dɪnri/

prove (v) /pru:v/  
 rely (v) /raɪl/  
 remain (v) /rɪmeɪn/  
 respect (n) /rɪspekt/  
 skill (n) /skɪl/  
 sneeze (v) /sni:z/  
 social situation (n) /soʊʃəl  
 sɪtʃueɪʃən/  
 society (n) /sə'saɪti/  
 spill (v) /spɪl/  
 treat (v) /tri:t/  
 value (v) /vælju:  
 well-behaved (adj) /wel  
 biheɪvd/  
 yawn (v) /jɔ:n/

## Unit 4b

absence (n) /æbsəns/  
 apply (v) /əplai/  
 art (n) /ɑ:t/  
 blame (v) /bleɪm/  
 break down (phr v) /breɪk  
 daʊn/  
 canteen (n) /kænti:n/  
 catch up (phr v) /kætʃ ʌp/  
 certificate (n) /sə'tɪfɪkət/  
 co-educational (adj) /koʊ  
 edʒʊkeɪʃənəl/  
 college (n) /kɒlɪdʒ/  
 compulsory (adj) /kɒmpʌlsəri/  
 costume (n) /kɒstjʊ:m/  
 course (n) /kɔ:s/  
 deadline (n) /dedlaɪn/  
 degree (n) /di:ɡri:  
 diploma (n) /dɪpləʊmə/  
 drop out (phr v) /drɒp aʊt/  
 enrol (v) /ɪnrəʊl/  
 event (n) /ɪvent/  
 exception (n) /ɪk'sepʃən/  
 exhibition (n) /eksɪbɪʃən/  
 go down (phr v) /ɡəʊ daʊn/  
 graduate (v) /grædʒueɪt/  
 gym (n) /dʒɪm/  
 head teacher (n) /hed ti:tʃə/  
 headmaster (n) /hedmɑ:stə/  
 join (v) /dʒɔɪn/  
 lab (n) /læb/  
 lecture (n) /lektʃə/  
 let down (phr v) /let daʊn/  
 librarian (n) /laɪbrəriən/  
 library (n) /laɪbrəri/  
 nursery (n) /nɜ:səri/  
 playing field (n) /pleɪɪŋ fi:ld/  
 present (v) /prɪzent/  
 primary (adj) /praɪməri/  
 private (adj) /praɪvət/  
 professor (n) /prəfesə/

qualification (n) /kwɒlɪfɪkeɪʃən/  
 rehearsal (n) /rɪhɜ:səl/  
 schedule (n) /ʃedju:l/  
 science (n) /saɪəns/  
 secondary (adj) /sekəndri:  
 seminar (n) /seminɑ:  
 settle down (phr v) /setl  
 daʊn/  
 state (adj) /steɪt/  
 take down (phr v) /teɪk daʊn/  
 term (n) /tɜ:m/  
 threaten (v) /θretən/  
 tutor (n) /tju:tə/  
 university (n) /ju:nɪvɜ:sɪti/

## Unit 4c

argue (v) /ɑ:gju:  
 detention (n) /dɪtenʃən/  
 essay (n) /eseɪ/  
 go on an excursion (phr)  
 hardly (adv) /hɑ:dli/  
 look for (phr v) /lʊk fɔ:  
 lucky (adj) /lʌki/  
 project (n) /prɒdʒekt/  
 sign (v) /saɪn/

## Unit 4d

appreciate (v) /əpri:ʃeɪt/  
 assignment (n) /əsəɪnmənt/  
 borrow (v) /brəʊ/  
 give sb a lift (phr)  
 hand in (phr v) /hænd ɪn/  
 hand out (phr v) /hænd aʊt/  
 have a toothache (phr)  
 leave a message (phr)  
 lend (v) /lend/  
 make a promise (phr)  
 postpone (v) /pəʊspəʊn/  
 staff room (n) /stɑ:f ru:m/

## Unit 4e

advantage (n) /ædvɑ:ntɪdʒ/  
 choose (v) /tʃu:z/  
 concentrate (v) /kɒnsəntreɪt/  
 deal with (phr v) /di:l wɪð/  
 disadvantage (n) /dɪsədʒvɑ:ntɪdʒ/  
 discipline (n) /dɪsɪplɪn/  
 identify (v) /aɪdentɪfaɪ/  
 main (adj) /meɪn/  
 miss out (phr v) /mɪs aʊt/  
 outweigh (v) /aʊtweɪ/  
 peer pressure (n) /piə preʃə/  
 peers (n) /piəz/  
 resist (v) /rɪzɪst/  
 share (v) /ʃeə/  
 trendy (adj) /trendi/



**Curricular Cut 4**

afford (v) /ə'fɔːrd/  
 baggage (n) /'bæɡɪdʒ/  
 cartoon strip (n) /kɑː'tuːn stri:p/  
 common (adj) /kɒmən/  
 compliment (n) /kɒmplɪmənt/  
 foolish (adj) /'fuːliʃ/  
 ignorant (adj) /ɪɡnərənt/  
 jot down (phr v) /dʒɒt daʊn/  
 nonsense (n) /nɒnsəns/  
 novel (n) /nɒvəl/  
 politics (n) /pɒlɪ'tɪks/  
 saucy (adj) /sɔːsi/  
 theatre critic (n) /θiːətə' krɪtɪk/

**Eco-friends 2**

adapt (v) /ədæpt/  
 alive (adj) /ə'lɪv/  
 bud (n) /bʌd/  
 carnivorous (adj) /kɑː'nɪvərəs/  
 come up with (phr v) /kʌm ʌp wið/  
 digest (v) /daɪdʒest/  
 escape (v) /ɪskeɪp/  
 hang (v) /hæŋ/  
 hollow (adj) /hɒləʊ/  
 leaf (n) /li:f/  
 mineral (n) /mɪ'nərəl/  
 nutrient (n) /njuː'triənt/  
 root (n) /ru:t/  
 slippery (adj) /slɪpəri/  
 stem (n) /stem/  
 sticky (adj) /stɪki/  
 trap (n) /træp/

**Unit 5a**

ancient (adj) /eɪnʃənt/  
 attach (v) /ətætʃ/  
 attract (v) /ə'trækt/  
 attractive (adj) /ə'træktɪv/  
 cave (n) /keɪv/  
 claw (n) /klɔː/  
 coat (n) /kəʊt/  
 countless (adj) /kaʊntləs/  
 creature (n) /kri:tʃə' /  
 evil (n) /ɪvəl/  
 fear (v) /fiə'  
 fierce (adj) /fiə's/  
 forehead (n) /'fɒrɪd/  
 giant (n) /dʒaɪənt/  
 glossy (adj) /glɒsi/  
 guard (v) /gɑːd/  
 heal (v) /hi:l/  
 hero (n) /'hɪərəʊ/  
 horn (n) /hɔːn/  
 immortal (adj) /ɪmɔː'tl̩/  
 immune (adj) /ɪmjūn/

intellectual (adj) /ɪntelɪktʃuəl/  
 legend (n) /ledʒənd/  
 lure (v) /ljʊə'  
 magic (n) /mædʒɪk/  
 magician (n) /mædʒɪjən/  
 mean (adj) /mi:n/  
 monstrous (adj) /mɒnstərəs/  
 mysterious (adj) /mɪstəriəs/  
 myth (n) /miθ/  
 nasty (adj) /nɑːsti/  
 numerous (adj) /njuːmərəs/  
 pointed (adj) /pɔɪntɪd/  
 power (n) /paʊə'  
 powerful (adj) /paʊə'fʊl/  
 project (v) /prədʒekt/  
 riddle (n) /rɪdəl/  
 sailor (n) /seɪlə'  
 slaying (n) /sleɪŋ/  
 speed (n) /spi:d/  
 spiky (adj) /spaɪki/  
 steer (v) /stiə'  
 symbol (n) /sɪmbəl/  
 tail (n) /teɪl/  
 treasure (n) /treʒə'  
 unforgettable (adj) /ʌnfə'getəbəl/  
 unicorn (n) /'juːnɪkɔːn/  
 vast (adj) /vɔːst/  
 waist (n) /weɪst/  
 wing (n) /wɪŋ/  
 wise (adj) /waɪz/

**Unit 5b**

angry (adj) /æŋɡri/  
 blood is thicker than water (phr)  
 chain (n) /tʃeɪn/  
 check (v) /tʃek/  
 control (v) /kənt'rɒl/  
 crackle (v) /krækəl/  
 creak (v) /kri:k/  
 ecstatic (adj) /ekstætɪk/  
 excited (adj) /ɪksaɪtɪd/  
 floorboard (n) /flɔː'boːd/  
 frightened (adj) /fraɪtənd/  
 frown (v) /fraʊn/  
 gasp (v) /gɑːsp/  
 get blood out of a stone (phr)  
 howl (v) /haʊl/  
 impatient (adj) /ɪmpeɪənt/  
 in cold blood (phr)  
 knock (v) /nɒk/  
 lay (v) /leɪ/  
 make one's blood boil (phr)  
 monster (n) /mɒnstə'  
 petrified (adj) /petrɪfaɪd/  
 rattle (v) /rætəl/  
 rumble (v) /rʌmbəl/

rustle (v) /rʌsəl/  
 shake (v) /ʃeɪk/  
 shocked (adj) /ʃɒkt/  
 sleepy (adj) /sliːpi/  
 surprised (adj) /sə'praɪzd/  
 sweat blood (phr)  
 tap (v) /tæp/  
 terrified (adj) /tə'raɪd/  
 thunder (n) /θʌndə'  
 tremble (v) /trembəl/  
 violence (n) /vɪələns/  
 witness (v) /wɪtnəs/

**Unit 5c**

belief (n) /biːlɪf/  
 build a fire (phr)  
 celebrate (v) /selɪbreɪt/  
 dragon (n) /dræɡən/  
 festival (n) /festɪvəl/  
 figure (n) /fɪɡə'  
 lantern (n) /læntə'n/  
 mask (n) /mɑːsk/  
 oversleep (v) /oʊvə'sliːp/  
 prize (n) /praɪz/  
 pumpkin (n) /pʌmpkɪn/  
 recognise (v) /rekəɡnaɪz/  
 ritual (n) /rɪ'tʃuəl/  
 roam (v) /rəʊm/  
 scary (adj) /skeəri/  
 vegetarian (n) /vedʒɪ'teəriən/  
 villager (n) /vɪlɪdʒə'  
 witch (n) /wɪtʃ/

**Unit 5d**

change one's mind (phr)  
 decline (v) /dɪklaɪn/  
 fed up with (phr)  
 graveyard (n) /ɡreɪvjaːd/  
 refuse (v) /rɪfjuːz/  
 skeleton (n) /skelɪ'tn/  
 skull (n) /skʌl/  
 spooky (adj) /spuːki/

**Unit 5e**

chilled (adj) /tʃɪld/  
 coach (n) /kəʊtʃ/  
 complain (v) /kəmpleɪn/  
 cottage (n) /kɒtɪdʒ/  
 deserted (adj) /dɪzə'tɪd/  
 desperately (adv) /desperətli/  
 distance (n) /dɪstəns/  
 grumpily (adv) /grʌmpɪli/  
 head (v) /hed/  
 miserably (adv) /mɪzərəbəlɪ/  
 moor (n) /mʊə'  
 patiently (adv) /peɪjəntli/  
 pointless (adj) /pɔɪntləs/

scream (v) /skri:m/  
 shepherd (n) /ʃepə'd/  
 spot (v) /spɒt/

**Culture Clip 5**

audience (n) /ɔːdiəns/  
 definitely (adv) /defɪnɪtli/  
 emotional (adj) /ɪmɔʊʃənəl/  
 entertaining (adj) /entə'teɪnɪŋ/  
 fascinating (adj) /fæ'sɪneɪtɪŋ/  
 frightening (adj) /fraɪtənɪŋ/  
 haunted (adj) /həʊntɪd/  
 have fun (phr)  
 include (v) /ɪnklʊd/  
 joke (n) /dʒɒk/  
 journey (n) /dʒɜːni/  
 maze (n) /meɪz/  
 participation (n) /pɑː'tɪsɪpeɪʃən/  
 practical (adj) /præktɪkəl/  
 traditional (adj) /trə'dɪʃənəl/

**Unit 6a**

action (n) /ækʃən/  
 alien (n) /eɪliən/  
 animation (n) /æ'nɪmeɪʃən/  
 blockbuster (n) /blɒk'bʌstə'  
 blow up (phr v) /bləʊ ʌp/  
 box office (n) /bɒks ɒfɪs/  
 breathe life (phr)  
 cartoon (n) /kɑː'tuːn/  
 comedy (n) /kɒmedi/  
 describe (v) /dɪskraɪb/  
 destroy (v) /dɪstrɔɪ/  
 detective (adj) /dɪtektɪv/  
 drama (n) /drɑːmə/  
 dream (v) /dri:m/  
 empire (n) /empaɪə'  
 encouragement (n) /ɪn'kʌrɪdʒmənt/  
 entire (adj) /ɪntaɪə'  
 film (v) /fɪlm/  
 freedom (n) /friːdəm/  
 galaxy (n) /gæləksi/  
 happiness (n) /hæpɪnəs/  
 historical (adj) /hɪstɒrɪkəl/  
 horror (n) /hɒrə'  
 imagination (n) /ɪmædʒɪneɪʃən/  
 invade (v) /ɪnveɪd/  
 liberty (n) /lɪbə'ti/  
 massive (adj) /mæsɪv/  
 mission (n) /mɪʃən/  
 planet (n) /plænɪt/  
 plot (n) /plɒt/  
 reflect (v) /rɪflekt/  
 romance (n) /rɒmæns/  
 science fiction (n) /saɪəns fɪkʃən/

sequel (n) /si:kwəl/  
 spaceship (n) /speɪsʃɪp/  
 special effects (n) /speʃlɪ'ɪfektz/  
 star (v) /stɑː/  
 sunset (n) /sʌnset/  
 superfast (adj) /su:pə'fɑːst/  
 sword (n) /sɔːd/  
 thriller (n) /θrɪlə/  
 trilogy (n) /trɪ'lɒdʒi/  
 universe (n) /juːnɪvɜː's/  
 war (n) /wɔː/  
 western (n) /westə'n/

**Unit 6b**

album (n) /ælbəm/  
 applause (n) /ə'plɔːz/  
 band (n) /bænd/  
 be in the mood (phr)  
 bowling (n) /boʊlɪŋ/  
 bring in (phr v) /brɪŋ ɪn/  
 button (n) /bʌtən/  
 cast (n) /kɑːst/  
 complex (adj) /kəmpleks/  
 crowd (n) /kraʊd/  
 cut in (phr v) /kʌt ɪn/  
 digital camera (n) /dɪ'dʒɪtəl kæmərə/  
 direction (n) /daɪ'rekʃən/  
 download (v) /daʊn'ləʊd/  
 dub (v) /dʌb/  
 DVD player (n) /diː viː diː pleɪə/  
 eject (v) /ɪdʒekt/  
 enter (v) /entə/  
 fantasy (n) /fæntəzi/  
 gadget (n) /gædʒɪt/  
 games console (n) /geɪmz kənsoʊl/  
 give in (phr v) /gɪv ɪn/  
 go Dutch (phr)  
 gripping (adj) /grɪpɪŋ/  
 handheld organiser (n) /hændhəld ɔː'gənəɪzə/  
 have a whale of time (phr)  
 highlight (v) /haɪlaɪt/  
 hit (n) /hɪt/  
 insert (v) /ɪnsɜːt/  
 item (n) /aɪtəm/  
 laptop (n) /læptɒp/  
 live (adj) /laɪv/  
 menu (n) /menjuː/  
 mobile phone (n) /məʊbəl fəʊn/  
 MP3 player (n) /em piː θriː pleɪə/  
 musical performance (n) /mjuːzɪkəl pə'fɔːməns/  
 on the edge of one's seat (phr)

ovation (n) /oʊ'veɪʃən/  
 packed (adj) /pækt/  
 pause (v) /pɔːz/  
 pay an arm and a leg (phr)  
 plug in (phr v) /plʌg ɪn/  
 press (v) /pres/  
 pull in (phr v) /pʊl ɪn/  
 radio (n) /reɪdɪəʊ/  
 roller coaster (n) /roʊlə'kɔːstə/  
 scenery (n) /sɪ'nəri/  
 stadium (n) /stædɪəm/  
 stay in (phr v) /steɪ ɪn/  
 subtitle (n) /sʌbtatɪl/  
 switch off (phr v) /swɪtʃ ɒf/  
 switch on (phr v) /swɪtʃ ɒn/  
 take in (phr v) /teɪk ɪn/  
 take the world by storm (phr)  
 track (n) /træk/  
 tray (n) /treɪ/  
 tune (n) /tjuːn/  
 tune in (phr v) /tjuːn ɪn/  
 turn in (phr v) /tɜːn ɪn/  
 video recorder (n) /vɪdɪəʊ rɪkɔːdə/  
 website (n) /websaɪt/

**Unit 6c**

arrange (v) /ə'reɪndʒ/  
 confirmation (n) /kɒnfə'meɪʃən/  
 culture (n) /kʌltʃə/  
 design (v) /dɪzəɪn/  
 enormous (adj) /ɪnɔː'məs/  
 experimental (adj) /ɪksperɪmentəl/  
 fashion (n) /fæʃən/  
 fortunate (adj) /fɔː'tʃʊnət/  
 funky (adj) /fʌŋki/  
 have not got a clue (phr)  
 impact (n) /ɪmpækt/  
 invest (v) /ɪnvest/  
 popular (adj) /pɒpjələ/  
 program (v) /prəʊgræm/  
 smartly (adv) /smɑːtli/  
 spot (n) /spɒt/  
 technology (n) /tek'nɒlədʒi/  
 teenager (n) /tiːneɪdʒə/  
 trend (n) /trend/  
 youth (n) /juːθ/

**Unit 6d**

attitude (n) /æ'tɪtjuːd/  
 auction site (n) /ɔːkʃən saɪt/  
 check (v) /tʃek/  
 computer screen (n) /kəm'pjʊtə skriːn/

confident (adj) /kɒnfɪdənt/  
 connect (v) /kənekt/  
 corrupt (v) /kə'rʌpt/  
 crash (v) /kræʃ/  
 delete (v) /dɪ'lɪt/  
 disk (n) /dɪsk/  
 encyclopaedia (n) /ɪnsaɪklə'piːdiə/  
 file (n) /faɪl/  
 film site (n) /fɪlm saɪt/  
 glue (v) /gluː/  
 install (v) /ɪnstɔːl/  
 measure (n) /meʒə/  
 network (n) /netwɜːk/  
 online (adj/adv) /ɒnlaɪn/  
 password (n) /pɑːswɜːd/  
 pessimistic (adj) /pɛsɪ'mɪstɪk/  
 recycle bin (n) /rɪ'saɪkəl bɪn/  
 responsible (adj) /rɪ'spɒnsəbəl/  
 restart (v) /rɪ'stɑːt/  
 restore (v) /rɪ'stɔːr/  
 safe (adj) /seɪf/  
 safety (n) /seɪfti/  
 search engine (n) /sɜːtʃ ɛndʒɪn/  
 server (n) /sɜːvə/  
 shopping site (n) /ʃɒpɪŋ saɪt/  
 social (adj) /soʊʃl/  
 software (n) /sɔːftweə/  
 spam (n) /spæm/  
 strike (v) /straɪk/  
 travel site (n) /trævəl saɪt/  
 user (n) /juːzə/  
 virus (n) /vaɪərəs/

**Unit 6e**

action-packed (adj) /ækʃən pækt/  
 challenging (adj) /tʃælɪndʒɪŋ/  
 collect (v) /kəlekt/  
 crystal (n) /krɪstəl/  
 dark (adj) /dɑːk/  
 difficulty (n) /dɪfɪkəlti/  
 dreadful (adj) /dredfʊl/  
 graphics (n) /græfɪks/  
 hilarious (adj) /hɪlə'ɪəriəs/  
 imaginative (adj) /ɪmædʒɪnətɪv/  
 level (n) /levəl/  
 lyrics (n) /lɪrɪks/  
 object (n) /ɒbdʒɪkt/  
 past (n) /pɑːst/  
 predictable (adj) /prɪdɪktəbəl/  
 price (n) /praɪs/  
 quality (n) /kwɒlɪti/  
 single (adj) /sɪŋɡl/  
 sort (n) /sɔːt/  
 sound (n) /saʊnd/  
 storyline (n) /stɔːrɪlaɪn/

stunning (adj) /stʌnɪŋ/  
 superb (adj) /su:pə'b/  
 type (n) /taɪp/  
 uncover (v) /ʌnkʌvə/  
 unlock (v) /ʌnlɒk/  
 version (n) /vɜːʃən/  
 video game (n) /vɪdɪəʊ geɪm/

**Curricular Cut 6**

advancement (n) /ædvɑːnsmənt/  
 agile (adj) /ædʒaɪl/  
 animated (adj) /ænɪmeɪtɪd/  
 apparatus (n) /æpə'reɪtəs/  
 attack (v) /ətæk/  
 author (n) /ɔːθə/  
 complicated (adj) /kəm'plɪkətɪd/  
 cylinder (n) /sɪ'lɪndə/  
 enormously (adv) /ɪnɔː'məsli/  
 equipped (adj) /ɪkwɪpt/  
 extraordinary (adj) /ɪk'strɔː'denri/  
 framework (n) /freɪmwɜːk/  
 hammering (n) /hæmə'ɪŋ/  
 hissing (n) /hɪsɪŋ/  
 hooting (n) /huːtɪŋ/  
 invasion (n) /ɪnvəʒən/  
 machine (n) /məʃɪn/  
 mechanism (n) /mekə'nɪzəm/  
 metallic (adj) /mə'tælɪk/  
 occasionally (adv) /ə'keɪʒənli/  
 occupant (n) /ɒkjʊpənt/  
 pit (n) /pɪt/  
 ruins (n) /ruːnz/  
 scientific (adj) /saɪəntɪfɪk/  
 similar (adj) /sɪmɪlə/  
 tentacle (n) /tentə'kəl/  
 thudding (n) /θʌdɪŋ/  
 vapour (n) /væpə/  
 violent (adj) /vaɪələnt/  
 whisper (v) /'wɪspə/  
 whistle (v) /'wɪsl/

**Eco-friends 3**

absolute (adj) /æbsəluːt/  
 aubergine (n) /əʊbə'ʒiːn/  
 balcony (n) /bə'ælkəni/  
 bean (n) /biːn/  
 beetroot (n) /biːt'ruːt/  
 beginner (n) /bɪ'gɪnə/  
 compost (n) /kɒmpɒst/  
 effort (n) /efə/  
 healthy (adj) /helθi/  
 herb (n) /hɜːb/  
 labour (n) /leɪbə/  
 lettuce (n) /letɪs/  
 patience (n) /peɪʃəns/

pea (n) /pi:/  
 pepper (n) /'pepə/ /  
 pot (n) /pɒt/  
 spring onion (n) /sprɪŋ ʌnʃən/  
 strawberry (n) /strɔ:bri/  
 sunlight (n) /sʌnlaɪt/  
 taste (v) /teɪst/  
 tomato (n) /tə'mɑ:təʊ/

**Unit 7a**

acquire (v) /ə'kwɪə/ /  
 adventurous (adj) /əd'ventʃərəs/  
 anchor (n) /'æŋkə/ /  
 aspect (n) /'æspekt/  
 career (n) /kə'reə/ /  
 concern (n) /kən'sɜ:n/  
 condition (n) /kən'dɪʃən/  
 coral reef (n) /kɒrəl ri:f/  
 daunting (adj) /dɔ:ntɪŋ/  
 determination (n) /dɪ'tɜ:mɪneɪʃən/  
 determined (adj) /dɪ'tɜ:mɪnd/  
 diver (n) /daɪvə/ /  
 diving (n) /daɪvɪŋ/  
 dump (v) /dʌmp/  
 earn (v) /ɜ:n/  
 educate (v) /edʒʊkeɪt/  
 ensure (v) /ɪnʃʊə/ /  
 equipment (n) /'kwɪpmənt/  
 gain (v) /geɪn/  
 homesick (adj) /hoʊmsɪk/  
 imperative (adj) /ɪm'perətɪv/  
 in jeopardy (phr)  
 instructor (n) /ɪn'strʌktə/ /  
 journalist (n) /dʒɜ:nə'list/  
 leadership (n) /li:də'ʃɪp/  
 marine life (n) /mərɪn laɪf/  
 obviously (adv) /ə'bvɪəslɪ/  
 perfect (adj) /pɜ:'fɪkt/  
 personality (n) /pɜ:'sɒnælɪti/  
 progress (v) /prə'gres/  
 relevant (adj) /rɪ'levənt/  
 responsibility (n) /rɪ'spɒnsə'bɪlɪti/  
 rewarding (adj) /rɪ'wɔ:dɪŋ/  
 salary (n) /sæləri/  
 shift (n) /ʃɪft/  
 souvenir (n) /su:vənɪə/ /  
 spirit (n) /spɪrɪt/  
 suit (n) /su:t/  
 tempt (v) /tempt/  
 touch wood (phr)  
 train (v) /treɪn/  
 unharmed (adj) /ʌnhɑ:'md/  
 wages (n) /weɪdʒɪz/  
 wear (v) /weə/ /

**Unit 7b**

accountant (n) /ə'kaʊntənt/  
 application form (n) /æ'plɪkəɪʃən fɔ:m/  
 apply (v) /ə'plai/  
 architect (n) /ɑ:'kɪtekt/  
 (a)round the clock (phr)  
 artist (n) /ɑ:'tɪst/  
 astronomer (n) /ə'strɒnəmɜ:/ /  
 bank clerk (n) /bæŋk klɑ:k/  
 bus driver (n) /bʌs draɪvə/ /  
 business (n) /'bɪznɪs/  
 call it a day (phr)  
 caring (adj) /keəɪŋ/  
 carpenter (n) /kɑ:'pɪntə/ /  
 carry through (phr v) /kæri θru:/ /  
 cashier (n) /kæʃɪə/ /  
 company (n) /kʌmpəni/  
 computer programmer (n) /kəm'pjʊtə' prɒgræmə/ /  
 conventional (adj) /kən'venʃənəl/  
 dedicated (adj) /dedɪkeɪtɪd/  
 detail (n) /di'teɪl/  
 detective (n) /dɪ'tektɪv/  
 dismiss (v) /dɪ'smɪs/  
 dreamer (n) /dri:mə/ /  
 driving licence (n) /draɪvɪŋ laɪsəns/  
 electrician (n) /ɪ'lektɪʃən/  
 employment (n) /ɪm'plɔɪmənt/  
 express (v) /ɪks'pres/  
 factory worker (n) /fæktri wɜ:kə/ /  
 fall through (phr v) /fɔ:l θru:/ /  
 farmer (n) /fɑ:mə/ /  
 focus (v) /fəʊkəs/  
 get fired (phr)  
 get the sack (phr)  
 go through (phr v) /gəʊ θru:/ /  
 goal (n) /gəʊl/  
 hardworking (adj) /hɑ:'dwɜ:kɪŋ/  
 industry (n) /ɪndə'stri/  
 interesting (adj) /ɪn'trestɪŋ/  
 investigative (adj) /ɪn'vestɪgətɪv/  
 lawyer (n) /lɔ:ə/ /  
 listener (n) /lɪsənə/ /  
 look through (phr v) /lʊk θru:/ /  
 manager (n) /mænɪdʒə/ /  
 mechanic (n) /mɪkæ'nɪk/  
 nurse (n) /nɜ:s/  
 occupation (n) /ɒkju:pəɪʃən/  
 office worker (n) /ɒfɪs wɜ:kə/ /  
 opportunity (n) /ɒpə'tju:nɪti/  
 overworked (adj) /əʊvə'wɜ:kt/ /

pay attention (phr)  
 payslip (n) /peɪslɪp/  
 photographer (n) /fə'tɒgrəfə/ /  
 pilot (n) /paɪlət/  
 policeman (n) /pə'lɪsmən/  
 poorly-paid (adj) /pəʊə'li peɪd/  
 profession (n) /prə'feɪʃən/  
 promotion (n) /prə'məʊʃən/  
 put through (phr v) /pʊt θru:/ /  
 reach (v) /ri:tʃ/  
 reliable (adj) /rɪ'laɪəbəl/  
 repetitive (adj) /rɪ'petɪtɪv/  
 resign (v) /rɪ'zaɪn/  
 retire (v) /rɪ'taɪə/ /  
 risk-taker (n) /rɪsk teɪkə/ /  
 satisfying (adj) /sætɪsfaɪŋ/  
 scientist (n) /saɪəntɪst/  
 secretary (n) /sek'retri/  
 security guard (n) /sɪkjʊəntɪ gɑ:d/  
 self-employed (adj) /self ɪm'plɔɪd/  
 ski instructor (n) /ski: ɪn'strʌktə/ /  
 social worker (n) /səʊʃəl wɜ:kə/ /  
 songwriter (n) /sɒŋraɪtə/ /  
 stockbroker (n) /stɒkbroʊkə/ /  
 stressful (adj) /stresfʊl/  
 structure (n) /strʌktʃə/ /  
 target (n) /tɑ:ɡɪt/  
 travel agent (n) /trævəl ədʒənt/  
 underpaid (adj) /ʌndə'peɪd/  
 unemployed (adj) /ʌnɪm'plɔɪd/  
 university degree (n) /ju:nɪvɜ:sɪti dɪɡri/  
 vacancy (n) /vækənsɪ/  
 vet (n) /vet/  
 web designer (n) /web dɪzəɪnə/ /  
 well-paid (adj) /wel peɪd/

**Unit 7c**

abroad (adv) /ə'brɔ:d/  
 be in trouble (phr)  
 be on time (phr)  
 break one's promise (phr)  
 hire (v) /haɪə/ /  
 interview (v) /ɪntə'vju:/ /  
 keep one's promise (phr)  
 mortgage (n) /mɔ:ɡɪdʒ/  
 pocket money (n) /pɒkɪt mʌni/  
 save (v) /seɪv/  
 stylist (n) /staɪlɪst/  
 tiring (adj) /taɪəɪŋ/

**Unit 7d**

apron (n) /ə'prɒn/  
 basically (adv) /beɪ'sɪkli/  
 blouse (n) /blaʊz/  
 boot (n) /bu:t/  
 casual (adj) /kæʒʊəl/  
 clear away (phr v) /kliə əweɪ/  
 congratulations (n) /kɒŋgrætʃəleɪʃənz/  
 customer (n) /kʌstəmɜ:/ /  
 do for a living (phr)  
 jeans (n) /dʒi:nz/  
 order (n) /ɔ:də/ /  
 overall (n) /əʊvə'rɔ:l/  
 part-time (adj) /pɑ:t taɪm/  
 shop assistant (n) /ʃɒp əsɪstənt/  
 waiter (n) /weɪtə/ /

**Unit 7e**

advertise (v) /əd'vetəɪz/  
 asset (n) /æset/  
 chatty (adj) /tʃæti/  
 currently (adv) /kʌrəntli/  
 department store (n) /dɪpɑ:tmənt stɔ:/ /  
 family status (n) /fæmɪli stətəs/  
 I don't mind (phr)  
 job title (n) /dʒɒb taɪtlə/  
 lively (adj) /laɪvli/  
 personal qualities (n) /pɜ:'sənəl kwɒlɪtiz/  
 position (n) /pəzɪʃən/  
 work experience (n) /wɜ:k ɪks'pɪəriəns/

**Culture Clip 7**

Beefeater (n) /bi:fɪtə/ /  
 boiled (adj) /bɔɪld/  
 cage (n) /keɪdʒ/  
 care (v) /keə/ /  
 clip (v) /klɪp/  
 crumble (v) /krʌmbəl/  
 dependable (adj) /dɪpəndəbəl/  
 diet (n) /daɪət/  
 disaster (n) /dɪzɑ:stə/ /  
 fall upon (phr v) /fɔ:l əpən/  
 fate (n) /feɪt/  
 guard (v) /ɡɑ:d/  
 guide (v) /ɡaɪd/  
 health (n) /helθ/  
 keep an eye on (phr)  
 legend (n) /ledʒənd/  
 lock up (phr v) /lɒk ʌp/  
 look after (phr v) /lʊk ɑ:ftə/ /  
 make sure (phr)  
 meat (n) /mi:t/

## Word List

nation (n) /neɪʃən/  
 permanent (adj) /pɜːmənənt/  
 prepare (v) /prɪpeə/  
 ravenmaster (n) /reɪvənmaːstə/  
 raw (adj) /rɔː/  
 residence (n) /rezɪdəns/  
 rest on sb's shoulder (phr)  
 soaked (adj) /soʊkt/  
 sole (adj) /soʊl/  
 task (n) /tɑːsk/  
 visitor (n) /vɪzɪtə/  
 welfare (n) /welʃeə/

### Unit 8a

attacker (n) /ətækə/  
 avoid (v) /əvɔɪd/  
 aware (adj) /əweə/  
 balance (n) /bæləns/  
 brain (n) /breɪn/  
 column (n) /kɒləm/  
 common sense (n) /kɒmən  
 sens/  
 community centre (n)  
 /kəmjuːnɪti sentə/  
 confidence (n) /kɒnfɪdəns/  
 criminal (n) /krɪmɪnəl/  
 defenceless (adj) /dɪfensləs/  
 defend (v) /dɪfend/  
 diffuse (v) /dɪfjuːz/  
 distract (v) /dɪstrækt/  
 escape (v) /ɪskeɪp/  
 fight (v) /faɪt/  
 force (n) /fɔːs/  
 grab (v) /græb/  
 grasp (v) /grɑːsp/  
 hurt (v) /hɜːt/  
 instinct (n) /ɪnstɪŋkt/  
 kick (v) /kɪk/  
 multi-storey (adj) /mʌlti stɔːri/  
 physical (adj) /fɪzɪkəl/  
 police station (n) /pəliːs steɪʃən/  
 potential (adj) /pətenʃəl/  
 potentially (adv) /pətenʃəli/  
 remove (v) /rɪmuːv/  
 scenario (n) /sɪnəriəʊ/  
 self defence (n) /self dɪfens/  
 stranger (n) /streɪndʒə/  
 victim (n) /vɪktɪm/  
 vulnerable (adj) /vʌlnərəbəl/  
 weak (adj) /wiːk/  
 well-lit (adj) /wel lɪt/

### Unit 8b

a slap on the wrist (phr)  
 accuse (v) /əkjuːz/  
 attempt (v) /əttempt/  
 barrister (n) /bærɪstə/

break into (phr v) /breɪk ɪntə/  
 break the law (phr)  
 burglar (n) /bɜːglə/  
 burglary (n) /bɜːgləri/  
 burgle (v) /bɜːglə/  
 cancel (v) /kænsəl/  
 cash card (n) /kæʃ kɑːd/  
 catch sb red-handed (phr)  
 changing room (n) /tʃeɪndʒɪŋ  
 ru:m/  
 cheque book (n) /tʃek bʊk/  
 conceal (v) /kənseɪl/  
 court (n) /kɔːt/  
 credit card (n) /kredɪt kɑːd/  
 crime (n) /kraɪm/  
 crime scene (n) /kraɪm siːn/  
 drive away (phr v) /draɪv əweɪ/  
 fasten (v) /fɑːsn/  
 get away (phr v) /get əweɪ/  
 guilty (adj) /ɡɪlti/  
 immediately (adv) /ɪmɪdiətli/  
 incident (n) /ɪnsɪdənt/  
 innocent (adj) /ɪnəsənt/  
 involve (v) /ɪnvɒlv/  
 judge (n) /dʒʌdʒ/  
 juror (n) /dʒʊərə/  
 kidnapper (n) /kɪdnæpə/  
 kidnapping (n) /kɪdnæpɪŋ/  
 minor offence (n) /maɪnə  
 ɔfens/  
 mug (v) /mʌg/  
 mugger (n) /mʌgə/  
 mugging (n) /mʌɡɪŋ/  
 off the record (phr)  
 offender (n) /ɔfendə/  
 pickpocket (n) /pɪkpɒkɪt/  
 pickpocketing (n) /pɪkpɒkɪtɪŋ/  
 precaution (n) /priːkəʊʃən/  
 press charges (phr)  
 purse (n) /pɜːs/  
 pushchair (n) /pʊʃtʃeə/  
 rob (v) /rɒb/  
 robber (n) /rɒbə/  
 robbery (n) /rɒbəri/  
 run away (phr v) /rʌn əweɪ/  
 sentence (v) /sentəns/  
 separate (adj) /sepəreɪt/  
 shoplifter (n) /ʃɒplɪftə/  
 shoplifting (n) /ʃɒplɪftɪŋ/  
 shopper (n) /ʃɒpə/  
 snatching (n) /snætʃɪŋ/  
 steal (v) /stiːl/  
 strap (n) /stræp/  
 superstitious (adj) /suːpəˈstɪʃəs/  
 take away (phr v) /teɪk əweɪ/  
 take sth down (phr v) /teɪk  
 daʊn/  
 theft (n) /θeft/

thief (n) /θɪf/  
 trolley (n) /trɒli/  
 try on (phr v) /traɪ ɒn/  
 unattended (adj) /ʌnətendɪd/  
 valuables (n) /væljuəbəlz/  
 verdict (n) /vɜːdɪkt/  
 wallet (n) /wɒlɪt/  
 warn (v) /wɔːn/  
 weapon (n) /wepən/

### Unit 8c

admit (v) /ædmɪt/  
 arrest (v) /ərest/  
 burglar alarm (n) /bɜːglə  
 əlɑːm/  
 circuit (n) /sɜːkɪt/  
 claim (v) /kleɪm/  
 demand (v) /dɪmɑːnd/  
 deny (v) /dɪnaɪ/  
 expert (n) /ekspɜːt/  
 fence (n) /fens/  
 firefighter (n) /faɪəˈfaɪtə/  
 fit (v) /fɪt/  
 government official (n)  
 /ɡʌvənmənt əfɪʃəl/  
 handwriting (n) /hændraɪtɪŋ/  
 install (v) /ɪnstɔːl/  
 insure (v) /ɪnʃʊə/  
 jail (n) /dʒeɪl/  
 lock (n) /lɒk/  
 naughty (adj) /nɔːti/  
 opponent (n) /əpəʊnənt/  
 overcrowded (adj)  
 /oʊvəˈkraʊdɪd/  
 prevent (v) /prɪvent/  
 put up (phr v) /pʊt ʌp/  
 reduce (v) /rɪdjuːs/  
 report (n) /rɪpɔːt/  
 research (n) /rɪsɜːtʃ/  
 security light (n) /sɪkjʊərɪti laɪt/  
 security system (n) /sɪkjʊərɪti  
 sɪstəm/  
 set free (phr)  
 smoke alarm (n) /sməʊk  
 əlɑːm/  
 survey (n) /sɜːveɪ/  
 suspect (n) /sʌspekt/  
 vandalism (n) /vændəlɪzəm/

### Unit 8d

be in an immediate danger  
 (phr)  
 deafening (adj) /defənɪŋ/  
 desirable (adj) /dɪzəɪərəbəl/  
 emergency (n) /ɪmɜːdʒənsi/  
 exceed (v) /ɪksɪd/  
 eye-witness (n) /aɪ wɪtnəs/

fine (n) /faɪn/  
 go off (phr v) /ɡoʊ ɒf/  
 issue (n) /ɪʃuː/  
 junction (n) /dʒʌŋkʃən/  
 knock down (phr v) /nɒk  
 daʊn/  
 patrol car (n) /pətroʊl kɑː/  
 require (v) /rɪkwaɪə/  
 road accident (n) /rəʊd  
 æksɪdənt/  
 traffic (n) /træfɪk/  
 travel at high speed (phr)  
 vehicle (n) /vɪɪkəl/

### Unit 8e

appearance (n) /əpɪərəns/  
 bully (v) /bʊli/  
 circumstance (n)  
 /sɜːkəmstæns/  
 combat (v) /kɒmbæt/  
 exist (v) /ɪgzɪst/  
 friendship (n) /frendʃɪp/  
 gang (n) /ɡæŋ/  
 physically (adv) /fɪzɪkəli/  
 psychologically (adv)  
 /saɪkələdʒɪkəli/  
 stand up (phr v) /stænd ʌp/  
 suffer (v) /sʌfə/  
 suggestion (n) /sədʒestʃən/  
 tolerate (v) /tɒləreɪt/  
 trust (v) /trʌst/  
 vandalise (v) /vændəlaɪz/  
 verbally (adv) /vɜːbəlɪ/

### Curricular Cut 8

back up (phr v) /bæk ʌp/  
 concentrate (v) /kɒnsəntreɪt/  
 criticise (v) /krɪtɪsaɪz/  
 design (v) /dɪzəɪn/  
 disorganised (adj)  
 /dɪsɔːɡənəɪzd/  
 fairness (n) /feərnəs/  
 ignore (v) /ɪɡnɔː/  
 legal system (n) /liːɡəl sɪstəm/  
 official law (n) /əfɪʃəl lɔː/  
 parliament (n) /pɑːləmənt/  
 pedestrian (n) /pɪdestriən/  
 penalty (n) /penəlti/  
 punishment (n) /pʌnɪʃmənt/  
 put in prison (phr)  
 referee (n) /refəri/  
 religion (n) /rɪlɪdʒən/  
 right (n) /raɪt/  
 rule (n) /ruːl/  
 selfishly (adv) /selfɪʃli/  
 unfair (adj) /ʌnfəə/

Eco-friends 4

chemicals (n) /kə'mɪkəlz/  
 drinkable (adj) /drɪŋkəbəl/  
 drip (v) /drɪp/  
 Earth (n) /ɜːθ/  
 glacier (n) /glæsiə/  
 leak (v) /liːk/  
 liquid (adj) /lɪkwɪd/  
 salt (n) /sɔːlt/  
 solid (adj) /sɒlɪd/  
 surface (n) /sə'fɪs/  
 take it for granted (phr)

Unit 9a

affect (v) /ə'fekt/  
 aggressive (adj) /ə'ɡresɪv/  
 allergic (adj) /ə'lɜːdʒɪk/  
 beach (n) /biːtʃ/  
 bleat (v) /bliːt/  
 buzz (v) /bʌz/  
 chase (v) /tʃeɪs/  
 chirp (v) /tʃɜːp/  
 cluck (v) /klʌk/  
 coast (n) /kəʊst/  
 colony (n) /kɒləni/  
 coo (v) /kuː/  
 cricket (n) /krɪkɪt/  
 crowd together (phr)  
 drought (n) /draʊt/  
 explosion (n) /ɪkspləʊʒən/  
 female (adj) /fiːmeɪl/  
 flock (n) /flɒk/  
 fly (n) /flaɪ/  
 food poisoning (n) /fuːd  
 pɔɪzənɪŋ/  
 germ (n) /dʒɜːm/  
 grunt (v) /grʌnt/  
 herd (n) /hɜːd/  
 hiss (v) /hɪs/  
 hive (n) /haɪv/  
 howl (v) /haʊl/  
 jellyfish (n) /dʒelɪfɪʃ/  
 lifespan (n) /laɪfspæn/  
 locust (n) /ləʊkəst/  
 malaria (n) /mə'leəriə/  
 massive (adj) /mæsɪv/  
 miaow (v) /mɪəʊ/  
 mild (adj) /maɪld/  
 moo (v) /muː/  
 mosquito (n) /mɒskɪtəʊ/  
 neigh (v) /neɪ/  
 nuisance (n) /njuːsəns/  
 oink (v) /ɔɪŋk/  
 originally (adv) /ə'riːdʒɪnəli/  
 pack (n) /pæk/  
 population (n) /pɒpjʊleɪʃən/  
 pride (n) /praɪd/

quack (v) /kwæk/  
 rate (n) /reɪt/  
 roar (v) /rɔː/  
 rub (v) /rʌb/  
 school (n) /skuːl/  
 sea current (n) /siː kʌrənt/  
 seaside (n) /siːsaɪd/  
 shore (n) /ʃɔː/  
 snort (v) /snɔːt/  
 squeak (v) /skwɪk/  
 sting (v) /stɪŋ/  
 survival (n) /sə'vaɪvəl/  
 swarm (n) /swɔːm/  
 transmit (v) /trænzɪt/  
 troop (n) /truːp/  
 tweet (v) /twiːt/  
 twitter (v) /twɪtə/  
 woof (v) /wʊf/

Unit 9b

a flash of lightning (phr)  
 a gust of wind (phr)  
 a ray of sunshine (phr)  
 a storm in a teacup (phr)  
 as right as rain (phr)  
 avalanche (n) /ævələnt/  
 be on cloud nine (phr)  
 blazing (adj) /bleɪzɪŋ/  
 blizzard (n) /blɪzəd/  
 break up (phr v) /breɪk ʌp/  
 breeze (n) /briːz/  
 chilly (adj) /tʃɪli/  
 cool (adj) /kuːl/  
 do up (phr v) /duː ʌp/  
 downpour (n) /daʊnpɔː/  
 draw up (phr v) /drɔː ʌp/  
 drizzle (n/v) /drɪzəl/  
 earthquake (n) /ɜːθkweɪk/  
 erupt (v) /ɪrʌpt/  
 feel under the weather (phr)  
 flood (n) /flʌd/  
 freeze (v) /friːz/  
 gale (n) /geɪl/  
 get one's head in the clouds  
 (phr)  
 glorious (adj) /glɔːriəs/  
 hail (n) /heɪl/  
 hailstone (n) /heɪlstəʊn/  
 hailstorm (n) /heɪlstɔːm/  
 heatwave (n) /hiːtweɪv/  
 hold up (phr v) /həʊld ʌp/  
 homeless (adj) /həʊmləs/  
 hopefully (adv) /həʊpəfʊli/  
 hurricane (n) /hʌrɪkən/  
 mild (adj) /maɪld/  
 natural disaster (n) /nætʃərəl  
 dɪzɑːstə/

pour (v) /pɔː/  
 put up (phr v) /pʊt ʌp/  
 raindrop (n) /reɪndrɒp/  
 save it for a rainy day (phr)  
 scorching (adj) /skɔːtʃɪŋ/  
 shine (v) /ʃaɪn/  
 shower (n) /ʃaʊə/  
 sleet (n) /sliːt/  
 snowdrift (n) /snəʊdrɪft/  
 snowfall (n) /snəʊfɔːl/  
 snowflake (n) /snəʊfleɪk/  
 steal sb's thunder (phr)  
 storm (n) /stɔːm/  
 sunshine (n) /sʌnʃaɪn/  
 thunderbolt (n) /θʌndə'boʊlt/  
 thunderstorm (n)  
 /θʌndə'stɔːm/  
 tornado (n) /tɔː'neɪdɔː/  
 torrential (adj) /tərənʃəl/  
 turn up (phr v) /tɜːn ʌp/  
 warm (adj) /wɔːm/  
 when it rains it pours (phr)

Unit 9c

carry along (phr v) /kæri ə'lɒŋ/  
 cartoon character (n) /kɑː'tuːn  
 kærɪktə/  
 competition (n) /kɒmpɪtɪʃən/  
 desert (n) /dezət/  
 entertainment (n)  
 /entə'teɪnmənt/  
 impressive (adj) /ɪmpresɪv/  
 international (adj)  
 /ɪntə'næʃənəl/  
 on offer (phr)  
 rescue equipment (n) /reskjʊ:  
 ɪkwɪpmənt/  
 sculpture (n) /skʌlptʃə/  
 statue (n) /stætʃuː/  
 sunburnt (adj) /sʌnbɜːnt/  
 weight (n) /weɪt/

Unit 9d

especially (adv) /ɪspeʃəli/  
 miss (v) /mɪs/  
 relief (n) /rɪliːf/  
 surf the net (phr)

Unit 9e

accommodation (n)  
 /əkɒmədeɪʃən/  
 arrangement (n) /ə'reɪndʒmənt/  
 craft (n) /krɑːft/  
 display (n) /dɪspleɪ/  
 flight (n) /flaɪt/  
 huge (adj) /hjuːdʒ/  
 meal (n) /miːl/

parade (n) /pə'reɪd/  
 pleasure (n) /pleʒə/  
 request (v) /rɪkwest/  
 stage (n) /steɪdʒ/

Culture Clip 9

artist (n) /ɑː'tɪst/  
 carve (v) /kɑːv/  
 compete (v) /kəmpeɪt/  
 exhibition (n) /eksɪbɪʃən/  
 maze (n) /meɪz/  
 organise (v) /ɔːrgənaɪz/  
 prize (n) /praɪz/  
 promote (v) /prəməʊt/  
 race (n) /reɪs/  
 revive (v) /rɪvaɪv/  
 sculptor (n) /skʌlptə/  
 slide (n) /slaɪd/  
 throne (n) /θrəʊn/  
 tourism (n) /tʊərɪzəm/  
 tradition (n) /trədɪʃən/

Unit 10a

ash (n) /æʃ/  
 baked (adj) /beɪkt/  
 bitter (adj) /bɪtə/  
 boiled (adj) /bɔɪld/  
 bonfire (n) /bɒnfɑɪə/  
 bubbly (adj) /bʌbli/  
 colourful (adj) /kʌlə'fʊl/  
 cracker (n) /krækə/  
 dessert (n) /dɪzəːt/  
 dress up (phr v) /dres ʌp/  
 enjoy (v) /ɪndʒɔɪ/  
 exchange (v) /ɪkstʃeɪndʒ/  
 exotic (adj) /ɪgzɒtɪk/  
 firework (n) /faɪə'wɜːk/  
 fried (adj) /fraɪd/  
 garland (n) /gɑː'lænd/  
 gift (n) /gɪft/  
 grate (v) /ɡreɪt/  
 grilled (adj) /ɡrɪld/  
 have a picnic (phr)  
 let off (phr v) /let ɒf/  
 light (v) /laɪt/  
 main course (n) /meɪn kɔːs/  
 mashed (adj) /mæʃt/  
 melt (v) /melt/  
 memory (n) /meməri/  
 oatmeal (n) /əʊtmɪl/  
 oily (adj) /ɔɪli/  
 outfit (n) /aʊtfit/  
 pickled (adj) /pɪkəld/  
 raw (adj) /rɔː/  
 recipe (n) /resɪpi/  
 rhythm (n) /rɪðəm/  
 roast (adj) /rəʊst/

## Word List

romantic (adj) /rəʊmæntɪk/  
 scrambled (adj) /skræmbəld/  
 silence (n) /saɪləns/  
 smoked (adj) /smɒkt/  
 speciality (n) /speʃiælɪti/  
 spicy (adj) /spaisi/  
 stall (n) /stɔːl/  
 starter (n) /stɑːtə/  
 steamed (adj) /stiːmd/  
 still (adj) /stɪl/  
 stuffed (adj) /stʌft/  
 turkey (n) /tɜːki/  
 unique (adj) /juːniːk/

### Unit 10b

a whole new ball game (phr)  
 aerobics (n) /əəroʊbɪks/  
 anxious (adj) /æŋkʃəs/  
 athletics (n) /æθlətɪks/  
 audience (n) /ɔːdiəns/  
 baseball (n) /beɪsbɔːl/  
 body image (n) /bɒdi ɪmɪdʒ/  
 bowling (n) /boʊlɪŋ/  
 boxing (n) /bɒksɪŋ/  
 bring on (phr v) /brɪŋ ɒn/  
 bungee jumping (n) /bʌndʒɪ dʒʌmpɪŋ/  
 carry on (phr v) /kæri ɒn/  
 champion (n) /tʃæmpiən/  
 club (n) /klʌb/  
 compliment (n) /kɒmplɪmənt/  
 contest (n) /kɒntest/  
 course (n) /kɔːrs/  
 court (n) /kɔːt/  
 creation (n) /kriːʃən/  
 cross-country running (n) /krɒs kʌntri rʌnɪŋ/  
 defender (n) /dɪfendə/  
 diving (n) /daɪvɪŋ/  
 event (n) /ɪvent/  
 get the ball rolling (phr)  
 glove (n) /glɒv/  
 golf (n) /gɒlf/  
 grateful (adj) /ɡreɪtful/  
 group (n) /ɡruːp/  
 hang gliding (n) /hæŋɡ glɑɪdɪŋ/  
 have a ball (phr)  
 height (n) /haɪt/  
 ice-skating (n) /aɪs sketɪŋ/  
 kayaking (n) /kaɪækɪŋ/  
 keep track (phr)  
 look on (phr v) /lʊk ɒn/  
 miss (v) /mɪs/  
 paragliding (n) /pærəglɑɪdɪŋ/  
 pitch (n) /pɪtʃ/  
 place (n) /pleɪs/  
 play ball (phr)

point (n) /pɔɪnt/  
 position (n) /pəzɪʃən/  
 put on (phr v) /pʊt ɒn/  
 racquet (n) /rækɪt/  
 realistically (adv) /riːəlɪstɪkəli/  
 ring (n) /rɪŋ/  
 rink (n) /rɪŋk/  
 score (v) /skɔːr/  
 scuba diving (n) /skʊbə daɪvɪŋ/  
 serve (v) /sɜːrv/  
 size (n) /saɪz/  
 skates (n) /skeɪts/  
 skiing (n) /skiɪŋ/  
 snowboarding (n) /snəʊbɔːrdɪŋ/  
 society (n) /səsaɪti/  
 spectator (n) /spektətə/  
 squash (n) /skwɒʃ/  
 surround (v) /səraʊnd/  
 swimming (n) /swɪmɪŋ/  
 team (n) /tiːm/  
 the ball is in the court (phr)  
 throw (v) /θrəʊ/  
 tournament (n) /tʊəˈnəmənt/  
 viewer (n) /vjuːə/  
 win (v) /wɪn/  
 windsurfing (n) /wɪndzɜːfɪŋ/  
 winner (n) /wɪnə/

### Unit 10c

allow (v) /əlaʊ/  
 ball game (n) /bɔːl geɪm/  
 choice (n) /tʃɔɪs/  
 committee (n) /kəmiːti/  
 fizzy drinks (n) /fɪzi drɪŋks/  
 fruit juice (n) /fruɪt dʒʊ:s/  
 influence (v) /ɪnfluəns/  
 passer by (n) /pɑːsə baɪ/  
 quit (v) /kwɪt/  
 relaxation (n) /rɪlæksəʃən/  
 runner up (n) /rʌnə ʌp/  
 snack (n) /snæk/  
 socialise (v) /səʊʃəlaɪz/  
 sports centre (n) /spɔːts sentə/  
 stay in good shape (phr)  
 stay up (phr v) /steɪ ʌp/  
 sugary (adj) /ʃʊgəri/  
 walking stick (n) /wɔːkɪŋ stɪk/

### Unit 10d

advisor (n) /ædvɑɪzə/  
 bone (n) /boʊn/  
 cut down on (phr v) /kʌt daʊn ɒn/  
 dairy (adj) /deəri/  
 fitness (n) /fɪtnəs/  
 free of charge (phr)

fully-equipped (adj) /fʊli ɪkwɪpt/  
 gym (n) /dʒɪm/  
 junk food (n) /dʒʌŋk fuːd/  
 limp (v) /lɪmp/  
 mat (n) /mæt/  
 muscle (n) /mʌsəl/  
 pain (n) /peɪn/  
 painful (adj) /peɪnful/  
 painkiller (n) /peɪnkɪlə/  
 poultry (n) /pəʊltri/  
 punch (v) /pʌntʃ/  
 punchbag (n) /pʌntʃbæg/  
 reception (n) /rɪsepʃən/  
 sharp (adj) /ʃɑːp/  
 steam (n) /stiːm/  
 stiffly (adv) /stɪfli/  
 swimming pool (n) /swɪmɪŋ puːl/  
 tendon (n) /tendən/  
 wrist (n) /rɪst/  
 yoga (n) /jəʊgə/

### Unit 10e

eating habits (n) /iːtɪŋ hæbɪts/  
 majority (n) /mədʒɔːrɪti/  
 minority (n) /maɪnɔːrɪti/  
 option (n) /ɒpʃən/  
 packed lunch (n) /pækt lʌntʃ/  
 question (v) /kwɛstʃən/  
 recommend (v) /rekəmənd/  
 school canteen (n) /skuːl kæntiːn/  
 vending machine (n) /vendɪŋ məʃɪn/

### Curricular Cut 10

automatically (adv) /ɔːtəmætɪkli/  
 beat (v) /biːt/  
 blood (n) /blʌd/  
 breathe (v) /briːð/  
 bundle (n) /bʌndəl/  
 cardiac (adj) /kɑːdiæk/  
 certain (adj) /sɜːtən/  
 contract (v) /kɒntrækt/  
 digest (v) /daɪdʒest/  
 digestive system (n) /daɪdʒestɪv sɪstəm/  
 direction (n) /daɪrekʃən/  
 elastic (adj) /ɪlæstɪk/  
 heart (n) /hɑːt/  
 hormone (n) /hɔːmɒn/  
 internal (adj) /ɪntɜːnəl/  
 intestine (n) /ɪntestɪn/  
 involuntary (adj) /ɪnvɒləntri/  
 movement (n) /muːvmənt/

nerve (n) /nɜːv/  
 organ (n) /ɔːgən/  
 pump (v) /pʌmp/  
 signal (n) /sɪgnəl/  
 skeletal (adj) /skelɪtəl/  
 skeleton (n) /skelɪtən/  
 smooth (adj) /smuːð/  
 strength (n) /streŋθ/  
 thigh (n) /θaɪ/  
 tissue (n) /tɪʃuː/  
 twist (v) /twɪst/  
 voluntary (adj) /vɒləntri/

### Eco-friends 5

alternative (adj) /ɔːltəːnətɪv/  
 amount (n) /əmaʊnt/  
 battery (n) /bætəri/  
 cardboard (n) /kɑːrdbɔːrd/  
 coal (n) /kəʊl/  
 dependence (n) /dɪpɛndəns/  
 efficient (adj) /ɪfɪjənt/  
 environment (n) /ɪnvaɪərnmənt/  
 fossil fuel (n) /fɒsəl fjuːəl/  
 gas (n) /gæs/  
 geothermal energy (n) /dʒiːəθɜːməl ɛnəˈdʒɪ/  
 hot spring (n) /hɒt sprɪŋ/  
 hydroelectric (adj) /haɪdrəʊɪlektrɪk/  
 nuclear (adj) /njuːkliə/  
 oil (n) /ɔɪl/  
 panel (n) /pænl/  
 pollute (v) /pəluːt/  
 power (n) /paʊə/  
 produce (v) /prədjuːs/  
 renewable (adj) /rɪnjuːəbəl/  
 run out (phr v) /rʌn aʊt/  
 scientist (n) /saɪəntɪst/  
 solar (n) /səʊlə/  
 source (n) /sɔːs/  
 suggest (v) /sədʒest/  
 turbine (n) /tɜːbaɪn/  
 volcanic activity (n) /vɒlkæniːk æktɪvɪti/  
 wave (n) /weɪv/  
 wind (n) /wɪnd/  
 wire (n) /waɪə/

# Upstream

## LEVEL B1+

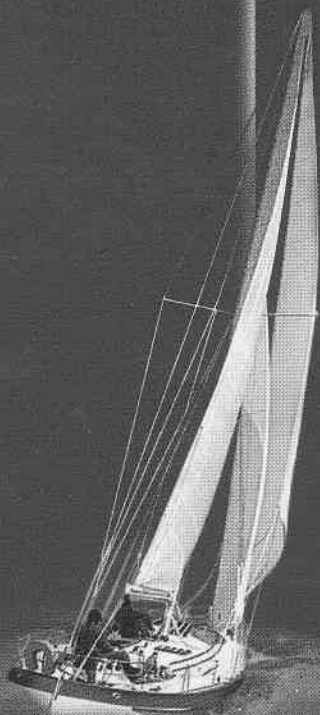
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