Aim High

Workbook 4

Paul Kelly Susan Iannuzzi

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1 The virtual world

READING

Before reading: Libraries

1 Match the words in the box with the definitions.

archive catalogue copyright ~~encyclopaedia~~ format impact in decline profound

1 A book with information arranged in alphabetical order. encyclopaedia
2 To make a list of all the things that you can find somewhere. _____
3 Very important. _____
4 The way something is arranged or produced. _____
5 A collection of historical documents. _____
6 Becoming weaker or less good. _____
7 The legal right to be the only person who may print, copy etc. a book, a song or a computer program. _____
8 An effect. _____

2 Read the text quickly. What kind of digital books can you find on these websites: Wikipedia, the Gutenberg Project and the Internet Archive?

3 Read the text again. Choose the best title for each paragraph (A–C). There are two titles that you do not need.

1 The libraries fight back
2 Online schools
3 Studying and the internet
4 The death of printed books?
5 The end of copyright

4 Are the sentences true or false? Correct the false sentences.

1 All students use the internet to do research. F
All students that have access to a computer and the internet.
2 Students are not using libraries as much as they did in the past. ____
3 Wikipedia prints encyclopaedias. ____
4 You can find well-known works of literature for free on some websites. ____
5 The books that are under copyright are not available on websites. ____
6 The Internet Archive has copied all the books at the Alexandrina library. ____
7 The author believes that libraries will survive. ____

The end of libraries?

A _____

The internet has had a profound effect on our lives, especially in areas such as studying. Today, every student that has access to a computer and an online connection surfs the net when they have to do research for a school or university task. The traditional method of going to a library and searching through archives and books is in decline.

B _____

The rise of online digital encyclopaedias such as Wikipedia first had a big impact on the sales of encyclopaedias in the traditional printed format. In fact many publishers have given up producing encyclopaedias on paper because people have stopped buying them. The other victims of the success of virtual information have been libraries. Why go to a library if you can find everything you need to know on your computer at home? Furthermore, internet sites such as the Gutenberg Project and the Internet Archive offer access to thousands and thousands of books that are not now affected by copyright. With a click of your mouse, classical literature is available online for free.



C _____

Libraries in Britain have seen a fall in the number of people using them because of the internet. However, not all libraries see the internet as an enemy. The Bibliotheca Alexandrina in Egypt is working with the Internet Archive, and the library stores a copy of all the website's digital material at the library in Alexandria. The library now has an incredible physical and virtual collection. Other libraries are cataloguing their material online and making a lot of their material available through the internet. In this way, they'll have both real and virtual users and will ensure the survival of their libraries in the digital era.

Making the internet work for you

1 Complete the sentences or answer the questions.

1 What do we call a personal website that gives information about what a person has done?
a field b archive c blog
2 Which adjective talks about things or activities that are normal or traditional?
a conventional b indispensable c time-consuming
3 If you *revolutionize* something, you ...
a always use it. b change it completely. c break it.
4 If you make a recommendation, you say something is ...
a worth trying. b not interesting. c expensive.
5 When you watch a video on the internet you ...
a browse it. b evolve it. c stream it.
6 Something that is *indispensable* is ...
a very important. b unimportant. c amazing.
7 What does *time-consuming* mean?
a taking time b not taking time c wasting time
8 When you *browse* on a computer, you look at ...
a software. b emails. c websites.
9 A particular area of activity or interest is called ...
a a resource. b a field. c an archive.
10 *Criteria* are ... that can help us to make decisions.
a lists b levels of quality c friends
11 Which phrasal verb means *to do or complete something*?
a carry on b carry off c carry out
12 If we talk about diverse things, they are ...
a the same. b different. c well-known.
13 *Evolve* means to ...
a never change. b change slowly. c change quickly.
14 If something happens *continually*, it happens ...
a again and again. b once. c once a year.
15 What do we keep in an archive?
a papers and documents b food c school books

Education words

2 Match the words with the definitions.

break up cram enrol fees grant marks ~~sit~~ task

1 to take an exam sit
2 what you get to show how good your school work is
3 to stop classes at school and start the holidays
4 to put yourself on a course
5 a piece of work that has to be done
6 the money you pay to go to schools and universities
7 to study very hard and learn a lot before an exam
8 money that the government pays for students' education

Word formation: nouns

3 Circle the correct suffix.

1 We've got an examin ation / ence / ment in English.
2 There is too much depend ation / ence / ment on cars.
3 I've applied to four universities but I've only received an acknowledge ation / ence / ment from one of them.
4 The company gives prefer ation / ence / ment to people that speak foreign languages.
5 You need to give a clear explan ation / ence / ment.
6 I bought this computer on a friend's recommend ation / ence / ment.
7 Winning a gold medal was a great achieve ation / ence / ment.

4 Complete the text with the correct suffixes.

I've just started at Manchester University and I'm living in a student [1]**reside**nce. It has the perfect [2]**combin**_____ of study facilities and [3]**entertain**_____ for students. In fact I've joined a theatre group. However, I don't act. My [4]**involve**_____ is connected to the [5]**organiz**_____ of the group's activities. I'm studying business and [6]**manage**_____ and helping to organize a theatre group is good experience that will look good on my CV in the future.

Verb + noun collocations

5 Complete the sentences with the words in the box.

blog criteria opportunity prices programme recommendation research ~~tasks~~

1 The students have to perform a few tasks on the computer to pass the Information Technology exam.
2 We had the _____ to give our opinions after the talk.
3 The petrol companies are continually increasing their _____ and people are driving less.
4 He's got a website and he also keeps a _____.
5 Students have to meet several _____ before we accept them on our university courses.
6 I'm carrying out _____ into internet use and I'll present the results in a report.
7 I accepted my teacher's _____ and decided to enrol on a course at Liverpool University.
8 We decided to record the _____ because it wasn't on TV until very late.

GRAMMAR

Present tense contrast

1 Match the description of the tenses (1–7) with sentences (a–g).

1 A habit or repeated activity.
2 A fact or general truth.
3 A temporary or changing activity or situation.
4 Something happening at the moment of speaking or around the moment of speaking.
5 An activity or state that started in the past and has a connection with the present.
6 A recently completed activity and situation without mentioning a specific time.
7 An activity that started in the past and is unfinished and still going on now.

a Internet connections are getting faster. 3
b I've done my homework. ____
c Mum writes about twenty emails every day. ____
d Old people use computers less than young people. ____
e He's been studying English for ten years. ____
f Andy is working in the library. ____
g We've had this computer for five years. ____

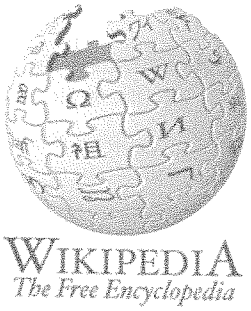
2 Choose the correct sentences.

1 a We've been training for next month's marathon for a year.
  b We've trained for next month's marathon for a year.
2 a I've had a motorbike since my birthday.
  b I have a motorbike since my birthday.
3 a Sara works in Madrid this week.
  b Sara is working in Madrid this week.
4 a They finish all their exams.
  b They've finished all their exams.
5 a John has been liking Italian food.
  b John likes Italian food.
6 a I'm writing an email to my teacher at the moment.
  b I write an email to my teacher at the moment.
7 a Dan never takes the train to work.
  b Dan is never taking the train to work.
8 a The number of internet users is increasing.
  b The number of internet users increases.

3 Answer the questions about yourself. Use the correct tense.

1 What have you been doing recently?
_____
2 What are you doing at the moment?
_____
3 What have you finished recently?
_____

4 Complete the text with the present simple, present continuous, present perfect simple or present perfect continuous form of the verbs in brackets.



Wikipedia started in 2001 and since then it [1] has become one of the most popular sites on the internet. Today, Wikipedia [2] _____ (help) to change the way people look for information. Millions of people [3] _____ (use) it every day and the site [4] _____ (have) over 15 million pages, in 272 languages. Anyone can write on Wikipedia and because of that a few people [5] _____ (add) false information over the years. However, most of the information on Wikipedia is correct, and at present Wikipedia [6] _____ (look) for new ways to make sure it is all correct. And although encyclopaedia publishers [7] _____ (try) to show that their encyclopaedias are better, it seems that for the moment the world still prefers Wikipedia.

5 Some of the tenses in bold are incorrect. Decide which ones are incorrect and correct them.

Hi Katie,

How are you? I **~~'m studying~~** [1] 've been studying a lot recently for my exams next week. I **finish** [2] _____ my revision for maths and science but I've still got to do geography and history. Today **I'm studying** [3] _____ my favourite subject, Spanish. There **'ve been** [4] _____ lots of good websites on the internet for learning Spanish. We **have** [5] _____ an internet connection at home for over a year now and **I'm finding** [6] _____ a lot of information on the web that helps me with my school work. **Do you use** [7] _____ it?

Anyway, I must go now. My mum **calls** [8] _____ me for dinner. Don't forget to write and tell me what you **'ve been doing** [9] _____ since we last saw each other!

Have you been doing [10] _____ exams at the moment, too?

Bye for now!

Nicole

Feeling at home

1 Complete the text with the correct form of the phrasal verbs in the box.

back up charge up copy in ~~plug in~~ set out switch on

We spend a lot of time using technology these days. I'm always [1] plugging in my mobile phone to [2] _____ the battery _____. And I immediately [3] _____ my computer as soon as I get home to see if I've received any emails. I also spend ages on my computer. When I send emails or messages to a friend, I often forget to [4] _____ my other friends _____ so I have to send the same message again and again. I'm also frightened about computer viruses and I [5] _____ my new documents. And I need a lot of time to write a document because I like to [6] _____ my writing in a clear and attractive way. Technology is supposed to help us save time but sometimes I think it does the opposite!

2 Match the phrasal verbs with the nouns they are used with.

1 sum up	a the sound on a TV
2 charge up	b homework
3 work out	c a badly written sentence
4 cut out	d documents on a computer
5 drop out of	e a maths problem
6 hand in	f main ideas in an essay
7 turn up	g information
8 back up	h university
9 find out	i a mobile phone

3 There are mistakes in six of the sentences. Find the mistakes and correct them.

1 ~~Switch~~ Turn _____ down the radio! We're trying to speak.
2 Andy dropped off of university after only six months.
_____
3 You can plug up your laptop here and charge it up.
_____
4 It's good, but you need to sum up your ideas in the last paragraph. _____
5 We need to find on a lot of information before we start writing. _____
6 Could you copy in Mr Watson when you send your email?
_____
7 Don't forget to hand out your work before Friday.
_____
8 Remember to back off all your documents before you switch off the computer. _____

4 Replace the phrasal verbs with the verbs in the box.

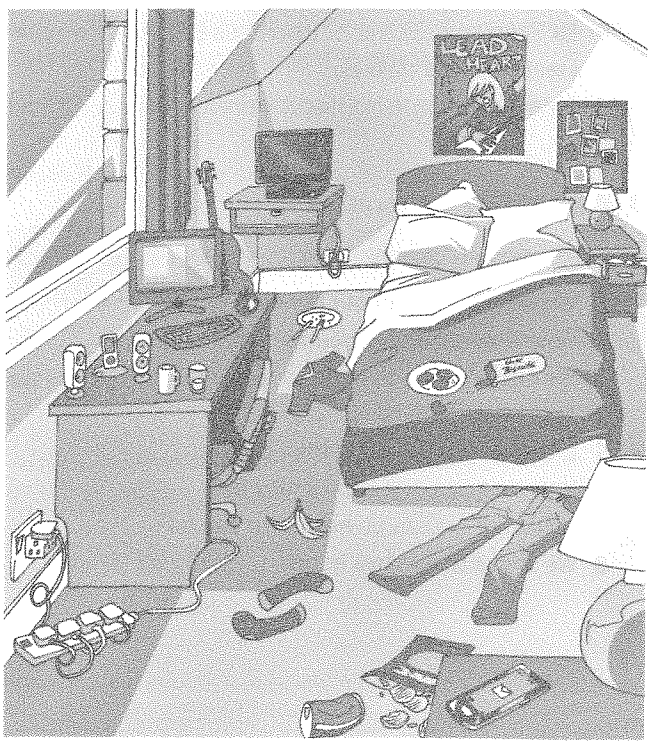
~~calculate~~ discover increase organize recharge summarize

1 We need to work out the cost of the holiday before we book it. calculate
2 And you turn up the volume with this switch here.
_____
3 Now I'd like to sum up what I've said so far. Firstly, ...
_____
4 First make a plan and set out your main ideas in different paragraphs. _____
5 The battery on my mobile is low and I need to charge it up. _____
6 We were shocked to find out that he wasn't telling the truth. _____

5 Imagine you are a hikikomori. Look at the picture of your bedroom and write a blog entry. Describe:

- what your bedroom is like
- what technology you have
- what a typical day is like.

_____
_____
_____
_____
_____
_____



GRAMMAR

Talking about the past and present

1 Complete the sentences with the words *present perfect* and *past simple*.

1 We use the present perfect to show how something in the past relates to the present.
2 We use the _____ with time expressions such as *yesterday, last week, a year ago*.
3 We use the _____ to show that something began and was completed in the past.
4 We use the _____ to show that an activity began in the past and continues up to the present.

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

1 My grandfather worked (work) with the company for thirty years, until he retired in 1998.
2 Sam _____ (play) football in Spain for three years but he still can't speak the language.
3 _____ your mum _____ (teach) at your school for a few years when you were a student there?
4 Alex _____ (not study) maths for ages. He'll fail the exam if he doesn't start soon.
5 We _____ (go) to the beach for a few hours on Sunday.
6 My brother _____ (work) with my dad for the past six months.
7 I _____ (play) basketball for the school team but I gave it up when I left.
8 'Where's John?' 'He _____ (go) to the shops.'
9 Mr Simmons _____ (teach) us English for a year. I really like his classes.
10 My sister _____ (study) French in Paris for a fortnight last summer.

3 Complete the sentences with the words in the box.

ago did for has have ~~last~~ yesterday yet

1 We went to Italy for our holidays last year.
2 How long _____ you been here for?
3 We didn't stay with my grandparents _____ a week.
4 Alan hasn't arrived _____.
5 Did they tell you about their plan _____?
6 How long _____ they play for?
7 How long _____ he known you for?
8 We spoke to him two hours _____.

4 Read the dialogue. Choose the correct answers.

Mark [1]Did you buy / Have you bought a new computer yet?
Simon Yes. I [2]'ve bought / bought one last weekend.
Mark Where [3]did you buy / have you bought it?
Simon At The Computer Store. I decided to get a laptop.
Mark Good idea. I [4]had / 've had my laptop for a month and it's really useful.
Simon Yes, you can take them anywhere. [5]Have you taken / Did you take yours to school?
Mark Yes, a few times. I [6]used / 've used it in the Information Technology class.
Simon Cool. How much [7]has your laptop cost / did your laptop cost?
Mark I can't remember because my dad [8]paid / has paid for it.
Simon Lucky you! I had to use my savings to pay for mine.

5 Use the words to write questions in the present perfect and past simple.

1 How long / you know / your best friend?
How long have you known your best friend?
2 How long / you use / the internet yesterday?
_____
3 How long / you have / your notebook?
_____
4 How long / you take / to do your last homework?
_____
5 How long / you live / in your home town?
_____
6 How long / you read / last weekend?
_____

CHALLENGE!

Answer the questions from exercise 5 about yourself. Then ask a friend the questions, and compare your answers.

1 I've known my best friend since I was at primary school.
2 _____
3 _____
4 _____
5 _____

WRITING

An opinion essay

Preparation

1 Complete the text with the linking words in the box. You can use some of them more than once.

although despite firstly for instance furthermore however ~~moreover~~ secondly similarly to sum up

Goodbye to books?

Technology experts are telling the world that our reading habits are about to change thanks to e-books. [1] moreover some of them claim that paper books are going to disappear very soon. [2] _____ the widespread support that these claims have, I don't completely agree. In my view, new technology in the entertainment field usually offers another way of doing things, but it doesn't mean the end for traditional forms of entertainment.

[3] _____ if we look at the arrival of the cinema at the beginning of the 20th century, we see that lots of people said it was the end for the theatre. Obviously, this was not true as the theatre is still very popular all around the world. [4] _____ many 'experts' predicted the end of the cinema when TV was invented, but cinemas continue to attract large audiences.

[5] _____ the music industry and TV companies have survived the arrival of the internet. [6] _____ lots of people, especially young people, listen to digital music that they have downloaded from the internet. [7] _____ 70% of the music that people buy still comes on CDs. [8] _____ TV companies continue to have very large audiences [9] _____ people are streaming videos on the internet.

[10] _____ there is a market for e-books but in my opinion people will continue to buy and read printed books. Recent history has shown that people like to have different ways of receiving information and entertainment, not just one.

2 Read the opinion essay again and answer the questions.

1 What is the writer's opinion?

_____

2 What are the writer's arguments to support the opinion?

_____

3 What is the writer's conclusion?

_____

3 Find words or expressions from exercise 1 which ...

a contrast ideas: although, despite, however

b summarize: _____

c add information: _____

d sequence ideas: _____

e give an example: _____

4 Read the essay topic and prepare your ideas to write an opinion essay.

Computers and the internet have given us better forms of entertainment.

- First, think about your own opinion on the topic.
- Make a list of points you can use to support your opinion.
- Make a list of examples that will illustrate your points.
- Decide which point is the strongest and use it as your main argument.
- Use the notes you have made to organize your material into four paragraphs.

Writing task

5 In your notebook write your opinion essay using your notes from exercise 4. Write about 200 words.

Check your work

Have you

- ☐ used linking words and expressions?
- ☐ given examples to support your ideas?
- ☐ checked grammar, spelling and punctuation?

SELF CHECK 1: GRAMMAR

1 Write the name of the tense highlighted in bold in each sentence. Explain why the tense is being used.

1 We've **made** our beds.

2 Dad **is going to work** on the underground this week.

3 Sue **has been learning** to play the piano for ten years.

4 Ray **is making** a cup of coffee.

5 Andy **has had** that jacket for ages.

6 **There are** more mobile phones than people in Britain.

7 Mum **did** her degree at Durham University.

8 Sally and Jane **have been** friends since school.

9 We've **been living** in Paris since 2007.

10 I always **switch** on my computer when I get home.

Your score /10

2 Complete the sentences with the correct verb forms.

1 **I study / I've been studying** English for six years.
2 We **moved / 've moved** to San Francisco in 1999.
3 Ewan's **living / lives** with his brother until he finds a flat.
4 A lot of people **watch / 've watched** TV for two hours a day.
5 I've **had / been having** these trainers for a week.
6 Sally **has taken / is taking** a rest at the moment.
7 **I always read / I'm always reading** before I go to bed.
8 The headmaster **saw / has seen** me leaving school early.
9 Mum! The baby **has woken / wakes** up.
10 Tom's **going / goes** for a run at 6 o'clock every morning.

Your score /10

3 There are mistakes in eight of the sentences. Find the mistakes and correct them.

1 Mike does a computer course this week.
2 Sue already ate lunch.
3 We've bought a new TV yesterday.
4 They're having breakfast at the moment.
5 Mum has that watch for years.
6 I'm studying the guitar for a year and I enjoy it.
7 Esther is singing in the choir every weekend.
8 Harry's met his old school friends last weekend.
9 Sales of laptop computers have increased in recent years.
10 Ann is always taking a sandwich to school.

Your score /10

4 Complete the sentences with the words in the box.

ages already for last moment month never this yesterday yet

1 Vicky hasn't been to the supermarket _____.
2 Frank beat Mike at tennis _____ afternoon.
3 We're studying past tenses _____ week.
4 Alan _____ cycles to school when it rains.
5 Dad's painting the sitting room at the _____.
6 I've been revising for next week's exams for _____.
7 Are they working at the Liverpool office this _____?
8 They didn't go to the theatre _____ weekend.
9 Sam has _____ finished the report.
10 They've been waiting here _____ an hour.

Your score /10

5 Complete the text with the present simple, present continuous, present perfect simple, present perfect continuous or past simple form of the verbs in brackets.

Diana usually [1]_____ (go) to her office in Oxford every day but she [2]_____ (work) at home this week. She is an editor and she [3]_____ (work) on a new book for six months and it's almost finished. Diana [4]_____ (meet) the author every week to talk about the book. She [5]_____ also _____ (show) the book to teachers to find out their opinions. A photographer [6]_____ (take) the photos for the book last week and Diana [7]_____ already _____ (choose) the photo for the front cover. The author [8]_____ (write) the last unit of the book at the moment. Diana [9]_____ (be) an editor since 2007 and she [10]_____ (like) her job very much.

Your score /10

Total /50

SELF CHECK 1: VOCABULARY

1 Answer the vocabulary quiz questions about words from Unit 1.

Quiz

1 _____ is a synonym for *take* when talking about exams.

2 Which verb isn't made into a noun by adding the suffix *-ence*: prefer, achieve or depend?
_____

3 A lot of people write personal _____ on the internet.

4 You have to pay _____ to go to university.

5 A good student gets good _____ in their exams.

6 Which verb means *to look* at the internet: stream, browse or carry out? _____

7 Something that is essential is _____.

8 You can make the verb *organize* into a noun by adding the suffix -_____.

9 The adjective _____ describes someone who is normal and traditional.

10 An _____ is a place for keeping papers and documents.

11 *Increase the sound of* something is a synonym for the phrasal verb _____.

12 A _____ is a piece of work that has to be done.

13 Do students break in, up or down at the end of the school year? _____

14 _____ is a formal word to describe the place where you live.

15 _____ is a phrasal verb that means to try and solve a problem.

16 Which phrasal verb means the same as *discover*: find out, back up or hand in? _____

17 To _____ means to join a course.

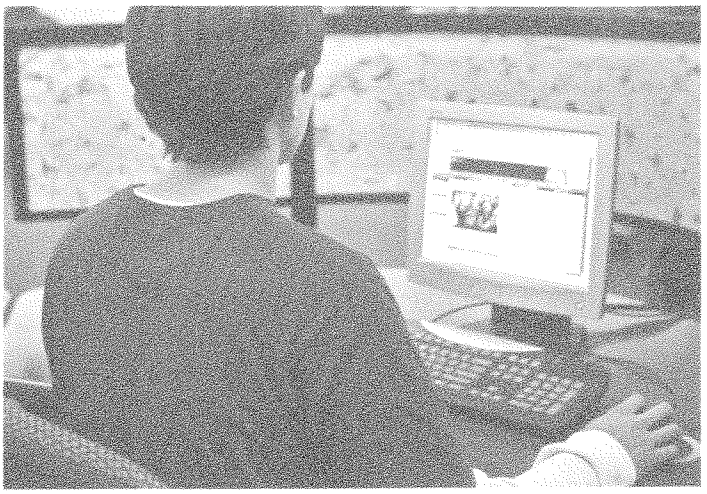
18 Which phrasal verb do we use with the noun *university*: cut out, sum up or drop out of?
_____

19 *Switch off* is the opposite of _____.

20 Do you make or do a recommendation?
_____

Your score /20

2 Complete the article with the correct words (a–d).



Some university professors are saying that the internet is making today's university students lazy. They also say that when students have to carry [1]____ a task they often hand [2]____ very similar pieces of work. Why? Well, the internet is the first, and sometimes the only, place that students go to do [3]____. When students type a topic into a search engine they all receive the addresses of the same popular websites. This means that most students are [4]____ the same material. In [5]____ such as science, students are referring to the ideas that are produced by just a few well-known scientists and missing out on other important opinions.

Many university professors are now making the recommendation that students also look for information in a more [6]____ way: by going to libraries. Of course, searching through books, documents and [7]____ in libraries is a time-[8]____ job, but it can give students the most original and interesting information. Professors believe that by researching more, students will base their work on different [9]____ that will force them to think more when they have to sum [10]____ the ideas that they have referred to.

1	a off	b on	c out	d away
2	a in	b out	c over	d down
3	a search	b research	c task	d find
4	a looking	b streaming	c browsing	d uploading
5	a fields	b flowers	c blogs	d archives
6	a boring	b conventional	c diverse	d modern
7	a websites	b topics	c dictionaries	d archives
8	a wasting	b losing	c consuming	d taking
9	a criteria	b criterion	c decisions	d marks
10	a in	b up	c out	d down

Your score /10

Total /30

2 Adventure

READING

Before reading: Adventure

1 Complete the sentences with the correct form of the verbs in the box.

capsize float rescue row ~~set off~~ signal undertake

1 We set off from home at 7 o'clock in the morning and arrived late in the evening.
2 With the help of life jackets they _____ on the water until help arrived.
3 He _____ the small boat across to the other side of the river.
4 A big wave _____ the boat and threw everyone into the sea.
5 He was waving his hands to _____ for help.
6 You can only _____ a trip to the Himalayas if you receive a lot of support.
7 Ann jumped into the water to _____ the small child that had fallen from the boat.

2 Read the text quickly. Which ocean did Sarah Outen row across and how long did it take her?

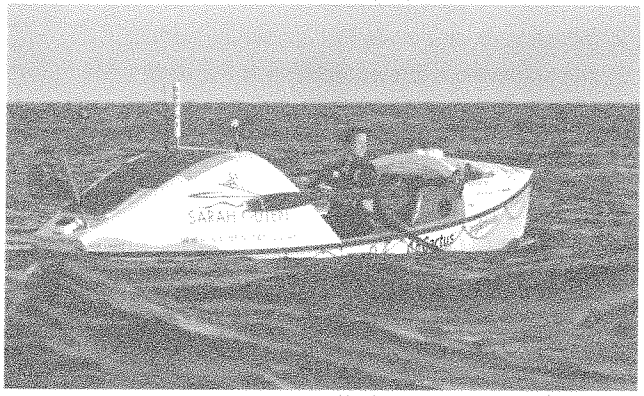
3 Read the text again. Put the events in the order that they actually happened.

a ☐ Sarah studied marine life.
b ☐ Her boat capsized.
c ☐ She arrived in Mauritius.
d ☐ Sarah got back in her boat.
e ☐ She left Australia.
f ☐ She decided to raise money for charity.
g ☐ Sarah floated in the water.
h [1] She started university.

4 Are the sentences true or false? Correct the false sentences.

1 Sarah is Australian.
2 Sarah taught biology at Oxford University.
3 She loved sailing on the River Thames.
4 She realized the negative impact that modern lifestyles were having on the world's rivers.
5 Sarah injured her arm when her boat capsized.
6 She received £11,000 for breaking three world records.

ADVENTURE AT SEA



What do you do if an enormous wave capsizes your boat and throws you into the sea? Most people would try and signal for help, but not 24-year-old Sarah Outen from Britain.

She was only 300 metres from the shore but she knew that if someone came and rescued her, she would lose everything she had been trying to achieve over the last four months.

Outen had set off from the west coast of Australia in February 2009 to row nearly 6,500 kilometres across the Indian Ocean to Mauritius. 124 days later she was floating in the water and looking at the lights on the shore. Although Sarah had injured her foot on some rocks when her boat had turned over, she managed to pull herself back in and finally arrived on the island. By successfully finishing her trip, she became the youngest woman in the world to row across an ocean.

But what makes someone try to undertake such a dangerous trip? Outen loves rowing and, while studying biology at Oxford University, spent most of her free time in a rowing boat on the River Thames. Furthermore, she went on various sea trips to study marine life and she saw the negative impact that our modern lifestyle is having on the world's oceans. She hoped to use her adventure to make people more aware of these problems. But her biggest motivation was her father's sudden and unexpected death. Sarah decided to use her trip to raise funds to help fight the disease that had killed him. It was a motivation that obviously worked, because at the end of her adventure she had raised £11,000 for charity and had also broken three world records – an achievement she could be very proud of.

Action woman

1 Answer the questions or complete the sentences with the words in the box.

accomplished civil war dense escape hardship kidnap mission put off scorching self-esteem solo unexplored unlike ~~valuable~~ waterways

1 Which adjective describes something that is helpful and useful? valuable
2 Rivers and canals are examples of what? _____
3 What do we call a conflict between groups of people who live in the same country? _____
4 What do we call a place that people have not yet visited to find out what is there? _____
5 What does *flee* mean? _____
6 Which word means *different from*? _____
7 We use the word _____ to describe work that someone feels they must do.
8 Which adjective describes lots of things that are close together? _____
9 Which verb means to take someone away and ask for money for their safe return? _____
10 Which adjective is the opposite of *freezing*? _____
11 The verb _____ means to make someone dislike something.
12 A person with lots of _____ has confidence in their own abilities.
13 Which noun means a situation that is not nice and not easy to deal with? _____
14 Which word means *on your own*? _____
15 What do we call a person that has the ability to do something very well? _____

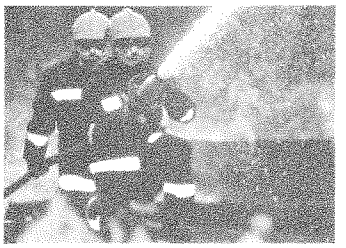
Prefixes

2 Put the words in the correct columns.

active asleep coloured eaten esteem important ~~sensitive~~ talented trained written

half-	hyper-	multi-
1 _____	2 sensitive	3 _____
4 _____	5 _____	6 _____
self-	**well-**	
7 _____	8 _____	
9 _____	10 _____	

3 Complete the text with words from exercise 2.



Before becoming a firefighter you have to do lots of tests. Candidates are tested to see if they are [1] hypersensitive to the effects of smoke and heat. Candidates must also pass a [2] _____ eye test to check they can see the differences between colours. They also test people's [3] _____, because firefighters have to be confident when they're in action. However, [4] _____ people are unwelcome, because firefighting is about teamwork and not about feeling superior to others. Candidates also have to do some tests that have to be [5] _____ and presented.

Once candidates pass the exams, they attend different training courses. Today's firefighters have to be [6] _____ and use a variety of skills for different types of emergencies. However, although firefighters are [7] _____, they continue to train during their career. Firefighting is exciting work and seems like the perfect job for [8] _____ people, but firefighters spend a lot of time waiting for something to happen. And it often happens at the wrong moment; firefighters frequently have to leave [9] _____ meals or get out of their beds when they're [10] _____ to put out fires. It's definitely not a job for people who like routine!

Adventure equipment

4 Match the words to make sentences.

1 You need matches and a camping stove g
2 You can use a compass or GPS ___
3 You should wear waterproofs ___
4 You need a paddle ___
5 You should wear a life jacket ___
6 You need a flask ___
7 You need a first aid kit ___
8 You need a sleeping bag and a tent ___

a to help someone who is hurt.
b if you want to carry a hot drink with you.
c to find your position.
d if it's raining.
e to sleep in when you go camping.
f when you're in a kayak or a boat.
g if you want to cook.
h to make a kayak move.

GRAMMAR

Past tenses

1 Match the descriptions with one of the tenses (a–d).

a past simple
b past continuous
c past perfect
d past perfect continuous

1 A shorter past action that interrupted a longer one. a
2 An uncompleted action that took place before a second past action. ___
3 An activity completed at a specific time in the past. ___
4 A description of the first of two past actions to take place. ___
5 An action that was in progress when another shorter one happened. ___
6 A past action that was in progress over a long period of time in the past. ___

2 **Some of the verbs in these sentences are incorrect. Correct them if necessary, or tick the ones that are correct.**

1 We studied when my mobile rang. ☐
We were studying when my mobile rang.
2 We had had an accident when I'd been driving for a long time without stopping. ☐
3 I saw Julia when I had been shopping. ☐
4 I saw the film of the book last night. I had read the book last year. ☐
5 When we left the house, the sun shone and the birds were singing. ☐
6 Sara had got up at 6 o'clock and then she went for a run. ☐
7 We finally saw the top of the mountain after we had been climbing for two days. ☐
8 My mum and dad were meeting each other when they were working at the same hospital. ☐

3 Say which event happened or was happening first.

1 I had breakfast. I had had a shower. I had a shower.
2 We'd been eating dinner. John arrived. _____
3 Frank phoned his best friend, John. He had heard John's news. _____
4 We played tennis. It had been raining. _____
5 My sister went to work for a newspaper. She had studied English at university. _____
6 The teacher had been taking the register. The head teacher entered the classroom. _____

4 **Complete the story with the correct past simple, past continuous, past perfect simple, or past perfect continuous forms of the verbs in brackets.**

We [1]had been climbing (climb) all day when we decided it was time to stop and rest for the night. We were all hungry because we [2]_____ (not eat) since breakfast. Kevin took out the camping stove and the matches and then [3]_____ (cook) dinner. He [4]_____ (give) everyone a plate of food and we ate in silence. We [5]_____ (eat) when suddenly we [6]_____ (hear) a strange noise. We all [7]_____ (look) at each other. Was it the wind? Time passed, but then there [8]_____ (be) another strange noise. It was exactly the same as the one we [9]_____ (hear) earlier. We had never heard a noise like that before and we [10]_____ (be) all very frightened!

CHALLENGE!

Write a short story like the one in exercise 4. Answer the questions to help you.

- Where were the people?
- What had happened before?
- What were they doing?
- What happened?
- How did they feel?

Mapping the desert

1 **Match the words in the box with the definitions.**

clearing dune foliage oasis ~~pass~~ range sandstorm shore summit tide undergrowth wave

1 A road or way over or between mountains. pass
2 Bushes and plants that grow around and under trees. _____
3 A small area without trees in the middle of a wood or forest. _____
4 The land at the edge of a sea or lake. _____
5 A line of mountains or hills. _____
6 All the leaves of a tree or plant. _____
7 A raised line of water which moves across the surface of an area of water, especially the sea. _____
8 The rise and fall of the sea that happens twice every day. _____
9 The top of a mountain. _____
10 A low hill of sand. _____
11 A strong wind carrying a large amount of sand. _____
12 A place in the desert where there is water and where plants grow. _____

2 **Complete the summary of Ahmed Hassanein's adventure with words from exercise 1.**

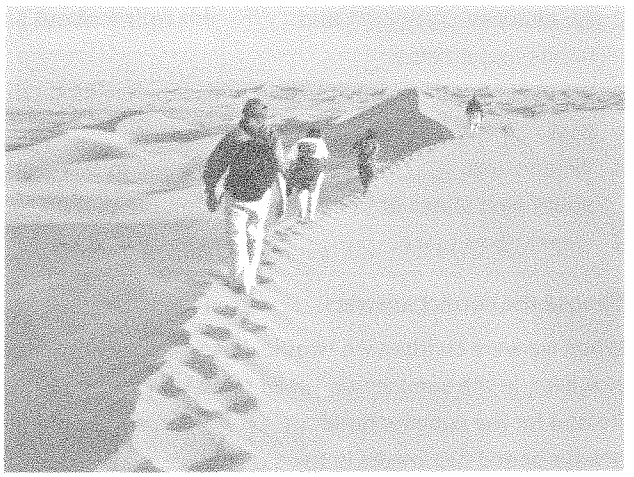
Hassanein's adventure started at As Sallum on the southern [1] shore of the Mediterranean Sea. From there he headed south-west to Siwa and to the [2] _____ at Kufra. Kufra is the only place that has a natural source of water in that area. Hassanein then headed towards the Great Sand Sea. It gets its name from the enormous sand [3] _____ that look like the big waves of an ocean. There were frequent [4] _____ and Hassanein and his team had to stop and protect themselves from the flying sand until they stopped. When they had finally crossed the Great Sand Sea, they found a [5] _____ of mountains where Hassanein made his most important discovery: the forgotten oases of Arkenu and Uweinat.

3 **Which things should you do (✓) and which shouldn't you do (✗) in the desert? Give reasons for your answers, then read the desert survival instructions.**

1 Drink water in small quantities.
2 Wear clothes that cover all your body.
3 Sit in your car to protect yourself from the sun.
4 Use the shade provided by a large rock or sand dune.
5 Carry lots of water.
6 Be as active as possible during the day.

DESERT SURVIVAL

We are frightened of deserts but many different groups of people have survived and lived happily in dry, hot desert conditions. In fact, if you are well prepared when you go to the desert, you shouldn't have any problems.



Clothes

Don't wear a T-shirt or shorts in the desert because your legs and arms will burn. You should wear long-sleeved shirts and long trousers that are baggy. A big hat that provides shade for your face, sunglasses and a good pair of boots are also essential.

The heat

The body loses a lot of liquid in hot conditions, so try to avoid doing physical activity during the day. You should also avoid hot places like cars and look for shade, even if it's behind a rock or a sand dune. Furthermore, when you sit on the hot desert floor, put something between you and the sand.

Water

Take plenty of water with you. Your brain and body need lots of water in the desert and taking little drinks of water doesn't help. Stay out of the sun and take big drinks of water when your body needs them.

CHALLENGE!

Write a brief summary of an adventure. It can be a real one or you can invent it. Include at least five words from exercise 1.

GRAMMAR

Past habits and situations

1 **Complete the sentences with the words in the box. Use some words twice.**

the past simple *used to* *would*

1 We use expressions such as *always, often, every day, when I was a child*, with _____ to talk about a past habit.
2 We also use _____ and _____ to talk about past habits and actions.
3 We use _____ to talk about typical behaviour in the past.
4 We only use _____ and not _____ to talk about past states or to emphasize a routine that no longer takes place.

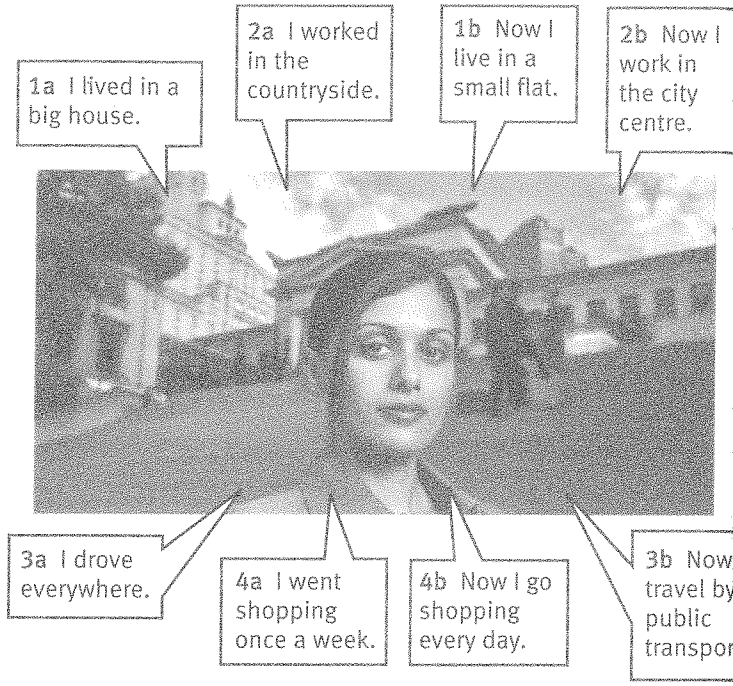
2 **Choose the correct answers.**

When we were children we [1]**would** / **used to** live in London. However, in the summer we [2]**used to / always** went to Ireland for the summer holidays. Every year, we [3]**would / always** spend two weeks in the same place, a seaside town called Tramore. Our grandparents [4]**used to / would** have a house there. Our grandmother made us a big breakfast every morning and then we [5]**used / would** go to the beach to play except when the weather was bad. It [6]**would / often** rained! I also remember that my brother and I [7]**would / always** have swimming competitions to see who was the fastest swimmer. He [8]**used to / would** be a better swimmer than me and he would always win!

3 **Complete the text with the infinitive or *-ing* form of the verbs in brackets.**

I've been in New York for a year and now I'm used to [1]living (live) in a busy city. I used to [2]_____ (live) in London, so I'm used to [3]_____ (travel) on crowded underground trains. I used to [4]_____ (work) in an office in London, so I'm used to [5]_____ (speak) in English. However, now I work in a bank and speak to different people every day but I'm not used to [6]_____ (listen) to the different American accents!

4 **Write sentences about what Sara used to do when she lived in the country and what she's used to doing in the city.**



1 a I used to live in a big house.
b Now I'm used to living in a small flat.
2 a _____
b _____
3 a _____
b _____
4 a _____
b _____

5 **Match the words to make sentences.**

1 I played _g_
2 I would visit my grandparents and I would ____
3 I finished my homework and ____
4 My teacher is used to ____
5 My dad would always ____
6 I study in London so I'm ____
7 In those days our parents would ____
8 Sara loves reading and she ____

a then I always watched TV for an hour.
b often take us to the children's theatre.
c arrive home from work at 7pm.
d help my grandmother bake bread.
e used to living abroad.
f read a novel every week when she was young.
g in the school basketball team every Saturday.
h speaking in public.

A narrative

Preparation

1 Read the story and number the paragraphs in the correct order.

An unforgettable fishing trip



A ☐ **After fishing for a short time, a strong wind started to blow** and we realized our boat had moved back towards the coast. We also both started to feel sick. **We decided to go back to the port, but that is when our problems really began.** Dad tried to start the engine but nothing happened. He spent ten minutes trying to start it, but it was impossible. **Then, he opened the petrol tank** and made a terrible discovery: we didn't have any petrol!

B ☐ Two years ago my dad bought a small motor boat. He had always wanted to go fishing at sea because there are more fish and a small boat would allow him to do that. I went with him on his first trip and we were both excited. However, our excitement soon disappeared!

C ☐ We started to row with the two emergency paddles but both the waves and the wind were getting stronger and pushing us back to the rocky shore. Suddenly, we heard a terrible noise as the bottom of the boat hit some rocks. **As soon as we heard the noise, water started rushing into the boat.** We both immediately jumped into the sea and swam to the coast and pulled ourselves out of the water. We turned round just in time as our first, and last, boat disappeared under the sea!

D ☐ **After just a few minutes on the boat, it became obvious that it was going to be more difficult than we had imagined. While we were leaving the port, my dad nearly hit the other boats** and a swimmer. However, after we had left the port, my dad relaxed and we went to a place where people said there were a lot of fish. As soon as we arrived, we stopped the motor and started fishing.

2 According to the story in the correct order, which paragraph ...

1 refers to the consequences of the story? ___
2 introduces the first difficulties? ___
3 sets the scene for the story? ___
4 introduces the turning point of the story? ___

3 Complete the table with the sentences in bold from the story.

When one action follows another
1 After fishing for a short time, a strong wind started to blow.
2
3
When two actions happen at the same time
4
5
6

4 Choose the correct answers.

1 **Afterwards** / **As soon as** I got on the boat, I put on a life jacket.
2 **While** / **After** he was climbing the mountain, I waited at base camp.
3 **After** / **As soon as** crossing the desert, we spent a week at the oasis.
4 We set up the tent. **When** / **Afterwards**, we collected wood to start a fire.
5 **When** / **After that** the wave hit the boat, we were looking at the compass.
6 **As soon as** / **After** the journey, we went to the hotel to rest.

Writing task

5 In your notebook write a narrative about an event that you remember from your childhood. Write 200–250 words and follow the plan.

Plan

Paragraph 1 • set the scene
Paragraph 2 • the first signs of something happening
Paragraph 3 • the turning point
Paragraph 4 • the final outcome

Check your work

Have you
☐ written four paragraphs?
☐ used sequencing clauses?
☐ checked grammar, spelling and punctuation?

SELF CHECK 2: GRAMMAR

1 Are the sentences true or false?

1 We use the past continuous to show that a shorter past action interrupted a longer one.
2 We use both *used to* and *would* to talk about past situations.
3 We use the past perfect simple to talk about the time relationship between two past actions.
4 We use the past perfect continuous to talk about the time relationship between an uncompleted past action that took place before a second action.
5 We use the past continuous to talk about a sequence of actions.
6 We use *be used to –ing* to talk about situations we are familiar with.
7 We use *would* to talk about typical behaviour in the past.
8 We use the past perfect simple to talk about an action that was happening when another shorter one took place.
9 We only use *used to + infinitive* to talk about past habits.
10 We use the past continuous to talk about longer situations and actions in the past.

Your score /10

2 Complete the sentences with the correct form of the verb in brackets.

1 I've worked in the restaurant for four years and I'm used to _____ late at night. (work)
2 We were driving home when the car _____. (break down)
3 David saw the man for the first time on Friday. He _____ him before then. (not see)
4 He stood up and started shouting after we _____ for an hour. (talk)
5 After we arrived at the hotel, we _____ dinner in the hotel restaurant. (have)
6 We used to _____ in the park until late every night. (play)
7 I opened the door, took off my coat and _____ into the kitchen. (go)
8 The parents _____ when the children ran into the house. (chat)
9 We _____ our parents in the shop when we arrived home from school. (help)
10 As soon as Alice _____ the news, she phoned her parents. (hear)

Your score /10

3 Find the mistake in each sentence. Rewrite the sentences.

1 Kate is a doctor and she's used to work with sick people.
_____
2 Sam switched off his computer and he had gone to bed.
_____
3 George would have a big dog when he lived in the country
_____
4 We met Mary when we had been visiting the museum.
_____
5 What were you doing when the teacher was coming in?
_____

Your score /10

4 Complete the story with the correct past simple, past continuous, past perfect simple, past perfect continuous, infinitive or *-ing* forms of the verbs in brackets.

I'm not used to [1]_____ (go) on adventures, but last week I [2]_____ (decide) to go camping with some friends. At first, the birds [3]_____ (sing) and the sun was shining. However, as we were walking through the fields, it [4]_____ (start) to rain. My friends put on their waterproofs, but I couldn't; I [5]_____ (leave) them at home! When we [6]_____ (walk) for an hour we decided to set up the tents. I used to [7]_____ (like) sitting in my dad's tent when I was a child, but now it [8]_____ (rain) heavily and I wasn't enjoying it. Then, after it [9]_____ (rain) for ages, we suddenly heard thunder and we [10]_____ (see) lightning. It was the beginning of the longest night of my life!

Your score /10

5 Match the questions with the answers.

1 Had you studied English before you came here?
2 Where did you use to spend your holidays?
3 What were they doing when you arrived?
4 What had you been doing before Anne fainted?
5 Are you used to eating spicy food?

a We would always go to my cousins' house on the coast.
b Yes, I am. I had it all the time in Mexico.
c We'd been having a cup of tea and chatting.
d They were playing a computer game.
e Yes I had, but I still found it difficult to understand the accent.

Your score /10

Total /50

SELF CHECK 2: VOCABULARY

1 Answer the vocabulary quiz questions about words from Unit 2.

Quiz

1 Which adjective don't we use with the prefix *hyper-*: asleep, active, sensitive? _____

2 A _____ can save your life in an accident at sea.

3 Which thing do you not find in a desert: a dune, an oasis or a tide? _____

4 An _____ place is a place that has not been visited and studied.

5 The _____ is the top of a mountain.

6 A _____ person can do lots of different things well.

7 A _____ meal is a meal that someone has not finished.

8 _____ are clothes that protect you from the rain.

9 Do you find a *pass* in the desert, the mountains or the jungle? _____

10 *Escape* is a synonym for _____ .

11 If somebody goes _____ they travel alone.

12 The line between the land and the sea is called the _____ .

13 Which prefix do we use with the adjective *esteem*: *well-*, *multi-*, or *self-*? _____

14 You can cook on a _____ .

15 The adjective _____ means *very hot.*

16 A _____ uses satellites to locate someone's position.

17 What do you need to control a kayak: a compass, a paddle or a flask? _____

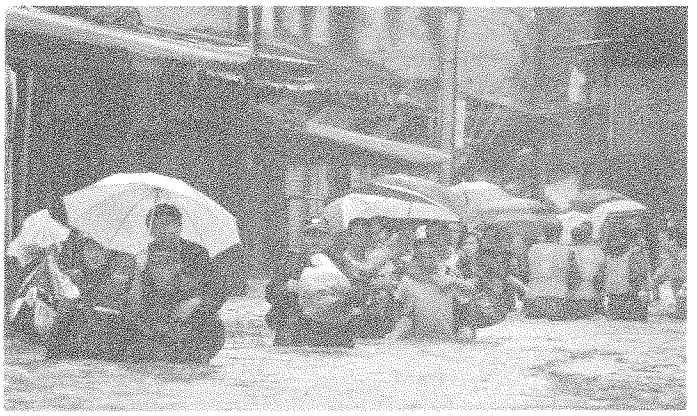
18 We use the adjective _____ to show that two or more things are different.

19 A _____ takes place between people who live in the same country.

20 You use _____ to start a fire.

Your score _____ /20

2 Complete the article with the correct words (a–d).



When most people hear the word 'adventure', they think of people leaving their comfortable homes to go on trips to [1]____explored parts of the planet. There, they have to cut through the foliage and [2]____ of jungles and face the attacks of dangerous animals. The media often presents these adventurers as heroes and some of them start to feel [3]____ important because of all the attention they receive. However, [4]____ the popular image of adventure on TV and in films, for a lot of people the reality is very different.

In some parts of the world, people are forced to have 'adventures' and [5]____ their homes when they find themselves in the middle of a [6]____ war or a natural disaster. They often don't have time to even fill a [7]____ with a few possessions. They are forced to live in large [8]____ with strangers and looking for food and water becomes a challenge every day. These 'adventurers' are not interested in improving their [9]____ esteem; they just want to end the [10]____ that they and their families are suffering and return safely to their homes.

1	a un	b in	c dis	d il
2	a dunes	b oasis	c tide	d undergrowth
3	a half-	b self-	c well-	d multi-
4	a different	b unlike	c dissimilar	d same
5	a escape	b run	c hide	d flee
6	a civil	b people	c country	d neighbour
7	a backpack	b sleeping bag	c flask	d tent
8	a rooms	b buildings	c tents	d sleeping bags
9	a self-	b hyper-	c well-	d multi-
10	a mission	b kidnap	c hardship	d sandstorm

Your score _____ /10

Total _____ /30

3 Motivation

READING

Before reading: Volunteering

1 Match the words (1–6) with the definitions (a–f).

1 If you have enthusiasm e
2 A science lab ____
3 If you give something back ____
4 A native speaker ____
5 If you raise money ____
6 If something is fully-equipped ____

a it has everything needed for a particular purpose.
b is a place to do scientific experiments.
c you want other people to benefit from your good fortune.
d you collect donations from people for a particular purpose.
e you have a strong interest to become involved.
f is someone who has spoken a language since they were a baby.

2 Read the text quickly. Who is Vasanth and what did he achieve?

3 Read the text again. Are the sentences true or false? Correct the false sentences.

1 Vasanth's students were likely to be from a poor background.
2 Vasanth's father came from Maganurpatti.
3 Vasanth's parents were teachers in South Carolina.
4 The school was for local native English speakers.
5 Teachers had a lot of students in their classes.
6 The teachers and students stopped work because of the heat.
7 People gave him money for school materials.
8 The local authorities built a new school.

4 Complete the sentences.

1 Vasanth didn't have to do anything when he was in India because ...

_____

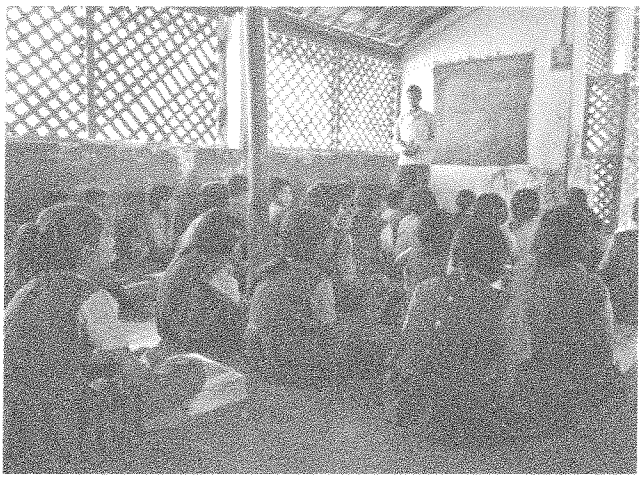
2 Vasanth felt he had to give something back because ...

_____

3 Vasanth felt he needed to do more than teach because ...

_____

SCHOOL HOLIDAYS



When a new teacher was told that he was wasting his time in class because his students would only be shepherds or servants, his motivation didn't disappear. Perhaps it was because he had travelled a long way from his home in the USA to teach at the school in Maganurpatti, a village in India. Perhaps it was because the school was in his father's village. Or perhaps it was just his youthful enthusiasm. The new teacher was only 12 years old!

Vasanth Kuppuswamy had gone to India to spend the summer with his grandparents. He didn't have to do anything, but he didn't just want to have a holiday. His parents had worked hard to give him a good education in South Carolina and he felt he had to give something back. He decided to teach English to local schoolchildren and the school was happy to welcome a native English speaker. However, Vasanth soon found out that not everybody in the world had the same educational facilities as him.

He discovered that there were sixty to seventy students in a class and they all sat on the floor. They didn't have course books or a library and there wasn't one computer in the building. Furthermore, the scorching Indian summer made working conditions almost unbearable. At the end of his stay, Vasanth left the school with a feeling that he needed to do more than teach.

He went back home and started giving talks to schools and organizations about his teaching experiences and soon he had raised enough money to buy books, tables and computers for the school. The local authorities were impressed by Vasanth's efforts and they agreed to build a science lab. Today, thanks to Vasanth, the school is fully-equipped, giving the students the chance to have an education like his and to do what he is now doing – studying at university.

VOCABULARY

Yes, we can!

1 Complete the sentences or answer the questions.

1 A *compatriot* is a person who ...
- a plays in the same team.
- b studies in the same class.
- (c) comes from the same country.

2 Which verb do we often use with the word *fees*?
- a eat
- b pay
- c give

3 The richest, most powerful, best educated people in society are part of the ...
- a mainstream.
- b elite.
- c background.

4 Somebody who is able to do many different things well has ...
- a all-round skills.
- b elite skills.
- c hyperactive skills.

5 Somebody or something that is much better than the others ...
- a stands in.
- b stands down.
- c stands out.

6 You need a ... to force air or liquid to move in a particular direction.
- a bomb
- b pump
- c bang

7 Which word has a similar meaning to *shatter*?
- a destroy
- b create
- c cause

8 *Socialize* means to spend time ...
- a alone.
- b with your friends.
- c at work.

9 Your ... refers to your family, social class and the education and experience you have.
- a consciousness
- b mainstream
- c background

10 To *transform* something means to... it.
- a change
- b break
- c cook

11 A *hyperactive* child is always ...
- a very quiet.
- b moving.
- c sleeping.

12 The adjective *impressive* has a similar meaning to ...
- a amazing.
- b lazy.
- c fascinating.

13 If you can control or defeat somebody or something, you ... them or it.
- a overdo
- b overtake
- c overcome

14 A person who has ideas and beliefs that are accepted by most people is part of the ...
- a mainstream.
- b elite.
- c background.

15 If you lose ... you can't see, hear or feel things.
- a background
- b consciousness
- c pump

Motivation

2 Choose the correct word for each definition.

1 (inspire) / **achieve**: to make somebody want to do or create something
2 **achieve** / **stimulate**: to complete something by hard work and skill
3 **achievement** / **incentive**: something that encourages you to do something
4 **stimulate** / **persevere**: to make somebody feel interested in something
5 **ambitious** / **inspiring**: having a strong desire to be successful, to have power, etc.
6 **ambition** / **motivation**: enthusiasm for doing something, especially something that involves hard work
7 **persevere** / **inspire**: to continue trying to do or achieve something that is difficult

Phrasal verbs: success and failure

3 Complete the sentences with the correct form of the phrasal verbs in the box.

build fall keep lose ~~pay~~ pull ~~off~~ off on out through up

1 All my sister's hard work ~~paid off~~ when the company gave her a promotion.
2 The sale of the house _____ because the bank wouldn't lend them the money.
3 I had to run faster to _____ with the other runners.
4 A lot of young people _____ on the chance of going to university because it's very expensive.
5 Nobody expected him to win but he _____ it _____!
6 Their success is _____ the good work of volunteers.

First aid

4 Complete the text with the words in the box.

bandage crutches ~~plaster~~ plaster cast walking stick wheelchair

Last week, I hurt my knee. I put a [1]~~plaster~~ on the small cut and rested, but the next day my knee was really big. My mum put a big [2]_____ around it and I could hardly walk so I used my grandad's wooden [3]_____. Later, my dad took me to the hospital. A nurse covered the whole of my leg in a hard [4]_____. I couldn't move! I had to sit in a [5]_____ and let my dad push me to the car! The nurse then gave me two [6]_____ to use until my knee was better. I hated them!

GRAMMAR

Modals: advice, obligation and prohibition

1 Match the functions in the box with the sentences (1–8). Use some of the functions more than once.

obligation necessity prohibition not necessary ~~recommendation~~

1 You should take a photo. recommendation
2 You mustn't take a photo. _____
3 You needn't take a photo. _____
4 You need to take a photo. _____
5 You don't have to take a photo. _____
6 You have to take a photo. _____
7 You must take a photo. _____
8 You ought to take a photo. _____

2 Decide if the pairs of sentences have the same (S) or different (D) meanings.

1 a Don't cycle on the pavement.
b You mustn't cycle on the pavement. S
2 a It's not necessary to phone.
b You don't have to phone. ____
3 a We should visit our uncle.
b It's necessary to visit our uncle. ____
4 a It would be a good idea to study.
b We ought to study. ____
5 a Get a passport to travel abroad.
b You don't need a passport to travel abroad. ____
6 a I have to do homework every evening.
b It's necessary to do homework every evening. ____
7 a Don't be late for the meeting.
b You don't have to be on time for the meeting. ____
8 a We have to collect our certificates.
b It would be a good idea to collect our certificates. ____

3 Choose the best answer for each situation.

1 I want to go to university so I **have to** / **must** study hard.
2 The rules say you **have to** / **must** pay to use the pool.
3 We **have to** / **must** train harder to win the league.
4 The workers **have to** / **must** wear a helmet on site.
5 I **have to** / **must** brush my teeth more often if I want to avoid a visit to the dentist's.
6 You **have to** / **must** show your passport before you get on the plane.

4 Read the rules for employees at a pizzeria. Choose the best answers.

THE ROMA PIZZERIA

RULES FOR ALL EMPLOYEES

1 Employees **need to** / **don't have to** arrive half an hour before the restaurant opens.
2 Employees **ought to** / **mustn't** be in the restaurant without wearing their uniform.
3 Employees **needn't** / **must** be polite and helpful to the customers.
4 Employees **have to** / **should** have a clean appearance.
5 Employees **need to** / **should** encourage customers to buy a dessert.
6 Employees **ought** / **don't have** to ask their manager for permission to finish early.
7 Employees **don't have to** / **needn't** work more than three nights a week.
8 Employees **don't have to** / **mustn't** work overtime. The manager must ask if the employee is available.

5 There are mistakes in four of the sentences. Find them and correct them.

1 They don't have to bring back the books until next week. I don't need them at the moment. ✓
2 We ~~mustn't~~ don't have to take food on the school trip if we don't want to. They'll give us lunch when we arrive.
3 You don't have to leave the classroom without asking the teacher for permission first.
4 My brother doesn't have to arrive late tomorrow. He's got a job interview.
5 We mustn't forget to buy Mum a birthday present.
6 I mustn't get up early tomorrow because it's a holiday.

CHALLENGE!

Write sentences about the rules at your school. Use the topics in the box to help you.

eating food homework the library punctuality school uniform speaking to a teacher

SKILLS

Teen speakers

1 Match the words in the box with the definitions.

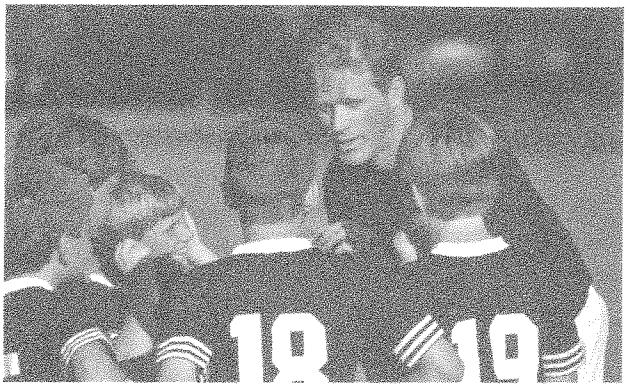
banner flip chart lectern microphone
projector screen speaker spotlights stage

1 A long piece of cloth with words or signs on it, which can be hung up or carried on two poles. banner
2 A platform in a theatre or concert hall where actors, musicians and speakers perform. _____
3 Lamps that can send bright light onto a small area. _____
4 The large flat surface on which films are shown. _____
5 A piece of electrical equipment that you speak into and that makes sounds louder or records them. _____
6 A large pad of paper on a stand with sheets that can be turned over, used for presenting information at meetings. _____
7 A person who makes a speech to a group of people. _____
8 A stand for holding a book or notes when you are giving a talk. _____

2 There are mistakes in six of the sentences. Find them and correct them.

1 I thought the ~~stage~~ speaker had a really boring voice and I nearly fell asleep.
2 I couldn't see the audience because the lecterns were pointing straight at me.
3 He presented a lot of numbers and diagrams on a flip chart, so it was easy to follow.
4 I put my notes on the banner, looked at the audience and started my speech.
5 We held up a microphone with the words 'Save our school' on it at the meeting.
6 She stood on a small projector screen so everybody could see her.
7 I showed a short film on the flip chart and then explained what it was about.
8 The audience couldn't hear him at first, so he used a microphone.

3 Read the speech and and choose the best summary (A–C).



OK, you all know this is our last opportunity! You also know that if we play as well as we can, we've got a great chance. We've been unlucky with injuries but today we haven't got any excuses! Let's go out there and give 100% and show people what we can really do! And when I ask you to give 100%, I'm asking you to give everything. Everything you've got from the start until the finish! It won't be easy! I'm asking for a lot of heart, determination and energy. It's going to hurt but anything less and we will fail!

And remember, each one of you has got a job to do. You need to focus on your job, on the things that you can control. You have control over your effort and the way you play. Don't worry about how the other players in our team are playing. Don't worry about the other team. Forget about the referee. You can't control your team mates, the other team or the referee. But you can control what you do. If everybody gives 100% and if everybody focuses on what they have to, then we will win the match!

A We will win the game if everyone works hard and nobody gets injured. We can't do anything about the referee but we must focus on the other players.
B We can win this match, but we will lose if we don't give 100% effort. We will only win the game if everyone works hard and concentrates on their own roles.
C We've got to win today. You need to concentrate 100% on everything that's going on around you, whether that's your team mates, the other team or the referee.

CHALLENGE!

Write a speech for a grandparent's birthday.

Introduction • Say what the occasion is.
Main part • Talk about your grandparent's qualities.
Conclusion • Wish your grandparent many more birthdays.

Speculating: present and past

1 Match the words in the box with the sentences. Use the words more than once.

certain possible impossible

1 He must have missed the train. certain
2 She might be at home. _____
3 They can't have seen the film yet. _____
4 Ann must be in the classroom. _____
5 It might have been a very interesting match. _____
6 Harry can't be very happy about the news. _____
7 There may be a person who can help us. _____
8 Sue could have been about to phone. _____

2 Which sentences in exercise 1 refer to the present and which refer to the past?

Present	Past
sentence 2	

3 Decide if the pairs of sentences have the same (S) or different (D) meanings.

1 a I'm sure he's French.
b He must be French. S
2 a The exam was definitely difficult.
b The exam might have been difficult. ____
3 a We're certain he didn't take your bike.
b He can't have taken your bike. ____
4 a It could be a solution to the problem.
b It's a possible solution to the problem. ____
5 a We might have made a mistake.
b I'm sure we made a mistake. ____
6 a They have possibly got lost.
b They can't have got lost. ____
7 a She can't be here!
b It's impossible that she's here. ____
8 a They might be at the restaurant.
b I'm sure they are at the restaurant. ____

4 Complete the rules with the words in the box.

past participle past ~~be~~ present can have

- We use modal verbs with the infinitive of *to* [1] be to speculate about the [2] _____.
- We use modal verbs with [3] _____ and the [4] _____ of the verb to speculate about the [5] _____.
- We don't use [6] _____ to speculate about what is possible.

5 Read the situations and speculate about them. Use *must* and *can't* and the correct present and past structures.



1 A group of people have maps in their hands and cameras around their necks. They are visiting famous monuments and sights in your city.
a They must be tourists.
b They _____ Japanese.
2 You see a very tall boy in the street. He is blond and has very pale skin.
a He _____ from China.
b He _____ from Sweden.
3 There is a big sign across the street that says 'Finish'. You see a group of men in sportswear and trainers who are drinking water. They look very hot and tired.
a They _____ in a marathon.
b They _____ money for charity.
4 You see a student looking at a noticeboard. The exam results are on the noticeboard. She is crying.
a She _____ the exams.
b She _____ good results.
5 You see a woman running down a street and looking at her watch. She is trying to get a taxi.
a She _____ late.
b She _____ to set her alarm clock.
6 Your brother's football team had an important match this morning. Your brother arrives home in a bad mood and doesn't want to talk about the game.
a They _____ the match.
b He _____ a fight with another player.

CHALLENGE!

Write sentences about your family and friends. Speculate about what they are doing at this moment and what they have done today.

My dad must be at work.
My sister might have been to the hairdresser's.

WRITING

An anecdote

Preparation

1 Read the anecdote. What problem did Mary have? What effect did her story have on the writer?

NEVER GIVE UP!

The other day I had to finish some homework, but I didn't feel very motivated and to be honest, I was wasting time. However, that soon changed. Spending time on the internet instead of studying, I came across a story about a young woman who had had to overcome a lot of difficulties in her life so that she could study.

The name of the young woman who inspired me was Mary Groda-Lewis. As a young child, Mary had dreamed of becoming a doctor but unfortunately she had a lot of problems at school. She did very badly in her school work and many of her teachers thought she was a problem student. Eventually, she was sent to a special school for difficult children and it was the best thing that happened to her.

At the special school, a teacher realized that although Mary was very intelligent, she had serious problems with reading. Doing some tests with Mary, the teacher discovered that she had dyslexia, a serious reading disability. Thanks to this discovery, Mary was able to start studying properly. However, she was just beginning to learn to read and write at the age when most students are going off to university.

Coming from a poor family, Mary couldn't afford to continue her studies and she had to find a job. Despite that, she never stopped studying in her free time and her perseverance paid off when she was accepted to study medicine at university at the age of 30. Today, her dream has come true and she is a respected family doctor. This story inspired me to finish off my homework and, although I'm sure I'll waste time again, remembering Mary's story should help me to do it less often!



2 Tick (✓) the information that is included in the anecdote.

1 The subject the writer was doing for homework. ☐
2 What the writer was doing when they first heard about Mary Groda-Lewis. ☐
3 The cause of Mary's learning problems. ☐
4 The writer's family history. ☐
5 A turning point that changed Mary's life. ☐
6 An example that shows us what Mary's character was like. ☐
7 The writer's plans for the future. ☐
8 What effect Mary's story had on the writer. ☐

3 Find three sentences that begin with present participles in the text.

1 Spending time on the internet instead of studying
2 _____
3 _____

4 Rewrite the three sentences from exercise 3, using a conjunction.

1 While I was spending time on the internet instead of studying
2 _____
3 _____

5 Rewrite the sentences with the words in brackets.

1 Studying at university, I met my best friend. (while)
While I was studying at university, I met my best friend.
2 Working on my project, I forgot to phone Frank. (as)
3 Opening the front door, I realized that we had been burgled. (when)
4 Being ill at home, I didn't know about the homework. (because)
5 Having lots of free time, I decided to study irregular verbs. (since)
6 Driving along the motorway, she heard the news on the radio. (while)

Writing task

6 Write an anecdote of 200 words, using the writing plan to help you.

Paragraph 1 • Where did you hear / read about the story?
Paragraph 2 • Who was involved? What was his / her situation?
Paragraph 3 • What happened?
Paragraph 4 • What was the result? What effect did the story have on you?

Check your work

Have you
- ☐ used present participles?
- ☐ followed the writing plan?
- ☐ checked grammar, spelling and punctuation?

SELF CHECK 3: GRAMMAR

1 Choose the correct answers.

1 Which modal verb is used to say something is prohibited?
a needn't b don't have to c mustn't

2 We use *ought to* to talk about a / an ...
a obligation. b recommendation. c prohibition.

3 If we are obliged to do something by another person or organization, we often use ...
a have to. b should. c must.

4 Which modal verb do we use to say it's not necessary to do something?
a don't have to b mustn't c shouldn't

5 *Ought to* has a similar meaning to ...
a must. b need to. c should.

6 We never use ... when we talk about what is possible.
a can b may c could

7 Which modal form do we use to say we are sure something is impossible?
a must b could c can't

8 'She must be German' means the same as 'I ... she's German'.
a 'm sure b doubt c think

9 We use the modal verbs *could, may* and ... to speculate about possibility.
a *must* b *might* c *can't*

10 Complete the sentence: It's wet outside. It must ...
a be rain. b have rain. c have rained.

Your score /10

2 Complete the sentences with one word. There is more than one possible answer in some sentences.

1 The teacher says that we _____ to hand our projects in next week.
2 I think you _____ speak to your parents about it.
3 You _____ have seen Bob. He's been in Canada since last week.
4 There's a lot of traffic so she _____ be late.
5 You don't _____ to bring any DVDs. We've got a lot that I haven't seen.
6 I think you _____ to wear glasses, if you get lots of headaches.
7 Well, I'm glad you didn't! You _____ start smoking.
8 You're right. I want to speak well, so I really _____ make more of an effort.
9 No, I don't. He _____ have been studying, I suppose.
10 She _____ be at her gymnastics class. She always has it at this time.

Your score /10

3 Complete the sentences with the words in the box.

present impossibility personal obligation
past possibility prohibition past impossibility
obligation from other people etc. present certainty
advice no obligation present possibility

We use ...
1 *have to* to show _____
2 *should* to give _____
3 *can't be* to talk about _____
4 *don't have to* to say there is _____
5 *must be* to talk about _____
6 *mustn't* to talk about _____
7 *may have* + past participle to talk about _____
8 *must* to show _____
9 *can't have* + past participle to talk about _____
10 *could be* to talk about _____

Your score /10

4 Put the words in the correct order to make sentences. There is an extra word in each sentence that is not needed.

1 left / by now / to / have / school / must / he
_____
2 been / doesn't / to / at the weekends / work / have / Sam
_____
3 needn't / you / your / have / you / bring / with / bags
_____
4 job / change / his / he / should / their
_____
5 the / speak / head teacher / to / if / ought / we / to
_____

Your score /10

5 Match sentences (1–5) with (a–e).

1 Tom's at the hospital.
2 Sally's bought a French-English dictionary.
3 They've been at the airport all day.
4 Ann doesn't look very happy.
5 Phil has done his homework.

a He can't have because the teacher was angry with him.
b She must be learning the language.
c He can't be. He was in the office this morning.
d She might have had some bad news.
e Their flight must have been cancelled.

Your score /10

Total /50

SELF CHECK 3: VOCABULARY

1 Answer the vocabulary quiz questions about words from Unit 3.

Quiz

1 Which thing doesn't help you walk: a walking stick, a wheelchair or crutches? _____

2 The phrasal verb *build* _____ means to use as a base to make further progress.

3 A person who talks in public is called a _____ .

4 Which verb means to destroy something: socialize, shatter or transform? _____

5 If something fails or doesn't happen, we say it *falls* _____ .

6 She lost _____ during the accident, so she doesn't remember anything about it.

7 Which verb means to continue to try to do something that is difficult? _____

8 You stand on a _____ to speak to an audience or to act in a play.

9 What do we use to push air into a bicycle wheel or a football? _____

10 If somebody is your _____ they are from the same country as you.

11 Which prefix do we use with the word *active*: super, mega or hyper? _____

12 If you have _____ skills, you can do many things well.

13 The verb _____ means to manage or solve a problem.

14 Where do you put a plaster: on a cut, on a broken bone or on a headache? _____

15 What do you speak into if you want a lot of people to hear what you say? _____

16 Are films shown on a flip chart, spotlight or a projector screen? _____

17 If something is considered to be normal by many people, we say it is _____.

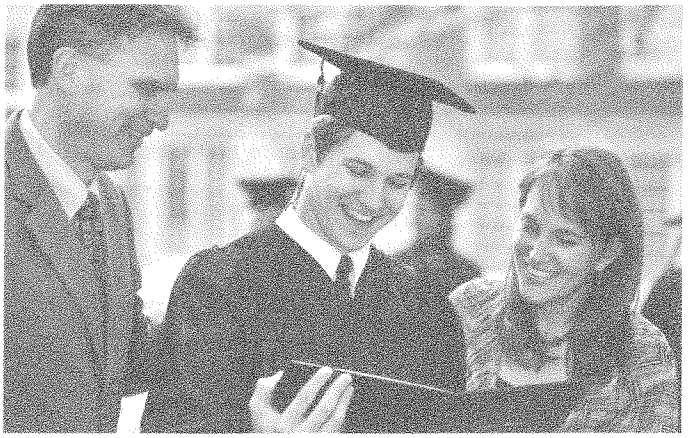
18 _____ means to change things a lot.

19 What tells people about your family, social status and education? _____

20 Successful people or great works of art can _____ you.

Your score /20

2 Complete the article with the correct words (a–d).



When successful people appear on TV to talk about the [1]___ things that they have [2]___, they often mention what has motivated them. This is frequently connected to fame and money, but for a lot of people [3]___ is not about material things.

For example, for most parents it is about doing their best for their children. It's about working hard so that they can pay for school [4]___ so that their children don't [5]___ out on a good education. Seeing their children progress is the only [6]___ they need to keep working hard every day. They're not worried about their children standing [7]___ and being members of society's [8]___, but they do want to make sure that they [9]___ up and have the same opportunities as the others. They feel all their hard work has paid [10]___ when they see their children do well in life as young adults.

1	a impressive	b hyperactive	c all-round	d extreme
2	a persevered	b stimulated	c achieved	d motivated
3	a stimulation	b motivation	c ambition	d achievement
4	a fees	b prices	c costs	d money
5	a go	b lose	c run	d shout
6	a incentive	b perseverance	c achievement	d ambition
7	a out	b up	c down	d around
8	a top	b bosses	c summit	d elite
9	a make	b save	c keep	d stand
10	a up	b off	c in	d on

Your score /10

Total /30

4 Future life

READING

Before reading: Environment

1 Match words in A with words in B to make compound nouns. Then complete the sentences.

A energy mass carbon ~~energy-saving~~ industrial motorized

B revolution industry transport ~~light bulbs~~ footprint consumption

1 Households can reduce their fuel bills by using energy-saving light bulbs.
2 Most commuters depend on _____ to get to work, such as buses and trains.
3 During the _____ the use of manual labour was replaced by steam-powered machines.
4 The _____ of electronic goods has resulted in a serious waste problem.
5 Some families have stopped travelling by air in an attempt to reduce their _____.
6 The _____ is always looking for new sources of clean fuel.

2 Read the text quickly. Which did Joan Pick give up first: her TV, her car or cooking?

3 Read the text again. Choose the best title (1–5) for each paragraph (A–D). Which title is not needed?

1 Is this our future? ___
2 The 'greenest' home in London ___
3 Training for the London marathon ___
4 A big polluter ___
5 A turning point ___

4 Choose the best answers.

1 Britain has produced more pollution than most countries because of ...
a its history. b British city-dwellers' lifestyles.
c industry in the capital city.
2 Joan Pick gave up motorized transport because ...
a she wanted to become a runner.
b her job made her think about things in a different way.
c she lost her job.
3 At home, Joan Pick ...
a doesn't use any electricity.
b exercises to keep fit in the winter.
c drinks hot tea.
4 If we want to live in a more sustainable environment, we will have to ...
a recycle more. b stop using the internet at home.
c follow Joan Pick's example.

A RADICAL LIFESTYLE



A Britain has one of the biggest carbon footprints in the world. Furthermore, as the country that was home to the industrial revolution, it is probably one of the countries that has been polluting the environment the longest. However, today's British city-dwellers are doing their best to make their cities greener, but none of them is as environmentally friendly as a woman from south London called Joan Pick.

B Now retired, Joan Pick was working as an adviser to the energy industry when she received a new project to work on: energy efficiency. While she was involved in the project, she came to the conclusion that mass consumption was wrong. So, in 1972 she decided to stop using her car and a year later she gave up using all motorized transport. Since then, she has walked or jogged everywhere and, at 67 years old, she still goes for a two-hour run every day.

C Joan is also quite radical at home. She said goodbye to her television ages ago and instead just listens to a second-hand radio. She gave up cooking and now eats only raw food. The only electricity she uses is to boil a little water for tea and to light the single, energy-saving light bulb that she uses at night. In the winter, she exercises to keep warm and wears her own homemade clothes.

D To most of us, it doesn't sound like a very attractive lifestyle. According to Joan Pick, however, it is a lifestyle that we will all have to follow if we want to live in a more sustainable way. After all, what's the point of recycling paper if you then spend hours on a computer and the internet, the biggest energy users of the 21st century? As far as Joan Pick is concerned, we are all going to have to become more radical when it comes to helping the planet.

An ecologist's dream

1 Complete the text with the correct form of the words in the box.

alternative conventional desalination enrolment harsh irrigation measure prompt renewable resident ~~sceptical~~ shade specialize sustainable uninhabitable

Although some people are [1] sceptical about the human causes of climate change, everybody agrees that we need to create [2]_____ towns and cities that do not damage the environment. This is especially true in [3]_____ places that are difficult to live in and where there is little water for a town's [4]_____ to drink or for the [5]_____ of fields. [6]_____ methods of using the earth's resources have often harmed the environment. In extreme cases, humans have made some parts of the planet [7]_____, not stopping until the last drop of water has been drunk or the last tree offering [8]_____ from the sun has been chopped down. We have to find new, [9]_____ ways of using the earth's resources and we have to make more use of [10]_____ sources of energy that are not going to run out.

Fortunately, nowadays people are aware of environmental problems and this has [11]_____ a lot of young people to do something about it. The increase in the number of [12]_____ on university science degrees that deal with the environment is a [13]_____ of this. Hopefully these future scientists who will [14]_____ in fields such as renewable resources or the [15]_____ of sea water will help us find better ways of using Earth's limited resources.

Suffixes

2 Correct the mistakes in the rules.

1 The suffix *-ize* combines with ~~nouns~~ to make verbs: commercial – commercialize. adjectives
2 The suffix *-ant* combines with adjectives to make nouns: immigrate – immigrant. _____
3 The suffix *-al* combines with verbs to make adjectives: nation – national. _____

3 Choose the correct answers.

1 My brother decided to special al / (ize) / ant in environmental studies at university.
2 Industrial countries have caused all the environment al / ize / ant problems.
3 The house we've bought is very old and we are going to modern al / ize / ant it.
4 The previous inhabit al / ize / ant of the flat left it in a terrible condition.
5 The council wants to industrial al / ize / ant the city and create more jobs.
6 I think David is quite boring and convention al / ize / ant.
7 He works as an assist al / ize / ant in a bookstore.

City life

4 Match the words (1–7) with the definitions (a–g).

1 bicycle lanes	a crowded or full of traffic
2 city-dwellers	b people whose job is to plan the development of a town
3 commuters	c situations in which it is possible to do something
4 congested	d when there is a lot of traffic because people are travelling to or from work
5 opportunities	e parts of a road that only bicycles are allowed to use
6 planners	f people that live in large towns
7 rush hour	g people who regularly travel between work and home

5 Complete the sentences with the words from exercise 4.

1 My train in the morning is always packed with commuters going to work and the university.
2 A city offers more entertainment _____ than a small town. There's always more to do.
3 Sorry we're late, but the roads were really _____ and then we had problems finding a parking space!
4 The council is creating more _____ so more people leave their cars at home and get some exercise going to work.
5 I don't start work until 10 o'clock so it means I miss all the _____ traffic and I always get there quite quickly.
6 How did the town _____ allow them to build such a wide road in the middle of the square?
7 The beaches are full of _____ on day trips at the weekends.

GRAMMAR

Talking about the future

1 Match the descriptions (1–6) with one of the tenses (a–d).

a present continuous
b *going to* + infinitive
c *will*
d present simple

1 An event that has been timetabled d
2 An offer or promise ___
3 A prediction based on the present evidence that you have ___
4 A decision made at the moment of speaking ___
5 Something that we have already arranged to do, often with other people ___
6 A personal plan that we have decided to do ___

2 Match sentences (1–8) with the responses (a–h).

1 What time does the train go? f
2 Look at those clouds. c
3 The phone's ringing. a
4 I'm just going to the shops. h
5 Please don't tell anyone. b
6 You're in a hurry! g
7 What are your plans for next year? d
8 What will your dad say? e

a I'll answer it.
b Don't worry. I won't say a word.
c Yes, it's going to rain.
d Yes, I'm meeting the boss in his office in five minutes!
e I'm not sure, but I think he'll be angry.
f It leaves platform 4 at 3 o'clock.
g Really? I'll come with you.
h I'm going to travel around the world.

3 Choose the most likely answer for each situation.

1 Alice has decided that she's **staying at home and studying** / **going to stay at home and study** this weekend.
2 I've just booked a table at the Regent Hotel. Joe and I are **having** / **going to have** lunch there at 1 o'clock tomorrow.
3 We've bought the tickets and our train **is going to leave** / **leaves** from platform six in ten minutes.
4 He isn't **playing** / **going to play** tennis on Saturday because he's broken his arm.
5 What are you **doing** / **going to do** when you leave school next year?
6 My parents are **talking** / **going to talk** to my teacher about my progress in class.

4 Choose the correct sentences.

1 a We're meeting Tom at the cinema this evening.
b We meet Tom at the cinema this evening.
2 a I'm not sure, but I think people will live on another planet one day.
b I'm not sure, but I think people are living on another planet one day.
3 a Yes, I've already decided. I buy a laptop computer, not a desktop.
b Yes, I've already decided. I'm going to buy a laptop computer, not a desktop.
4 a Don't cross the road now! That car isn't going to stop.
b Don't cross the road now! That car won't stop.
5 a Our plane is arriving at 2 o'clock on Friday.
b Our plane arrives at 2 o'clock on Friday.
6 a Don't pick up the suitcases. I'll carry them for you.
b Don't pick up the suitcases. I'm going to carry them for you.
7 a The play is going to start at 8 o'clock and it is going to finish at 10.30.
b The play starts at 8 o'clock and it finishes at 10.30.
8 a Don't worry. I'm not forgetting to bring the money tomorrow.
b Don't worry. I won't forget to bring the money tomorrow.

5 There are mistakes in four of the sentences. Find them and correct them.

1 I'm sure it ~~isn't snowing~~ won't snow at the weekend.
2 What time does their train get to the station?
3 I've decided that I will study medicine at university.
4 Don't worry. I'm going to help you cook lunch.
5 There's a traffic jam so he isn't going to arrive on time.
6 We will meet Dr Marks at the hospital at 10 o'clock.

CHALLENGE!

Write an email to a friend. Tell them about your plans for the future using the words in the box.

after school next summer next weekend tomorrow tonight when you leave school

Looking forward

1 What are the speakers talking about? Match the words in the box with the sentences.

contamination ~~deforestation~~ desertification overpopulation reclamation

1 'We can't continue to cut down the trees. They are important for the local environment.' deforestation
2 'We can take back land from the desert with careful irrigation and the planting of trees.' _____
3 'We must stop chemicals from the factory entering the town's drinking water.' _____
4 'If we overuse the land it will die and nothing will grow there.' _____
5 'So where will the food come from to feed all these people?' _____

2 Complete the sentences with words in the box. Use each word twice.

forecast prediction premonition scenario

1 I had a premonition that something bad was going to happen.
2 Jack made a _____ that Liverpool will win the league. Well, he is a Liverpool supporter!
3 The weather _____ says we'll have a sunny weekend.
4 One possible _____ is that they will close the school down.
5 I think their _____ about the future of the planet will be totally wrong.
6 Economists are making a negative _____ about the financial situation for the next year.
7 He had a _____ of danger as he walked into the dark building.
8 The most likely _____ is that we will move house.

3 Write a prediction about each of the following topics.

1 Your next exam results _____
_____
2 Your future _____
_____
3 The environment where you live _____
_____
4 Technology _____
_____
5 Space travel _____
_____

4 Match the words in the box with the texts (A–D).

forecast prediction premonition scenario

A Susan Davies was about to catch a flight from Heathrow Airport in London to Sydney, Australia, when she suddenly decided to leave the airport. Speaking to reporters at a press conference in London, Susan said she couldn't explain why she had changed her mind about catching the plane. The only thing she could say was that she had a strange feeling that something bad was going to happen. The plane, which was carrying 170 passengers, crashed into the Pacific Ocean as …

B '… of course the increase in the use of the internet on mobile phones and notebook computers means that the way we use the media is changing quickly. In a few years' time, printed newspapers will disappear and people will get all their information digitally. That means that newspapers are going to have to adapt to the new technology very quickly and look for new ways of making money from …. '

C United have really had a lot of bad luck in recent weeks with injuries, but they'll have all their star players back on Saturday. I know the players need some match practice, but personally I think they'll win the match if they manage to play at their best. Of course, City have won their last ten matches, but I really believe that United's extra quality will win them the game.

D 'At least two people were killed in the north of Mexico as Hurricane Alex brought heavy rain and strong winds to the country. The hurricane is now moving to the south of the country and is expected to become weaker in the next few hours. However, people should still stay at home until the authorities say it is safe to go out.'



Future continuous and future perfect

1 **Complete the rules with the correct tense.**

We use the future [1]_____ to talk about actions that will be completed by a certain time in the future.

We use the future [2]_____ to talk about actions that will be happening at a certain time in the future.

2 **Complete the sentences with the correct future continuous or future perfect form of the verbs in brackets.**

1 He had a lot of work to do so he won't have finished it all by the time I get home. (not finish)
2 I've got lots of time to relax so by the end of the holiday I _____ a few books. (read)
3 This is Anne's last year at school and this time next year she _____ at university. (study)
4 They've got a lot of work and they _____ my moped by this evening. (not repair)
5 My dad will be in London next week. He _____ there until Friday. (work)
6 If Ann works hard, she _____ all the reports by next Friday. (write)
7 I can't come to the cinema on Monday afternoon. I _____ for my exams. (revise)
8 It's only 4 o'clock so Mum _____ work yet. (not leave)

3 **Write sentences about the things Tom will have done by the end of July and the things he'll be doing in August.**

July	August
Do last exam	Live in the country
Finish school	Work on his uncle's farm
Say goodbye to mum and dad	Stay with cousins
Take the train to Brighton	Go to the beach

By the end of July ...

1 he'll have done his last exam.
2 _____
3 _____
4 _____

In August ...

5 _____
6 _____
7 _____
8 _____

4 **Complete the text with the correct future continuous and future perfect forms of the verbs in brackets.**

What [1] will I be doing (do) this time next Saturday? Well, I [2]_____ (run) in the marathon! I [3]_____ (finish) my training by Wednesday and then I'll have a few days rest. On the day of the race, some family and friends [4]_____ (stand) at different places along the route of the race and cheering me on. My mum bought me some new trainers, but I [5]_____ (not wear) them for the race. It's not a good idea to wear new trainers for a marathon. I [6]_____ (run) 42 kilometres when I finish the race and I'll need a good rest!



CHALLENGE!

Write sentences about the things that people in your family will have done in a month's time and things they will be doing.

My sister will have finished school.
My cousin David will be studying abroad.

A blog

Preparation

1 Read the blog. Where is Sharon going? What will she see and learn?

Back Forward Refresh Stop Home

GREEN STUDENTS' BLOG

YESTERDAY | LAST WEEK | LAST MONTH | LAST YEAR

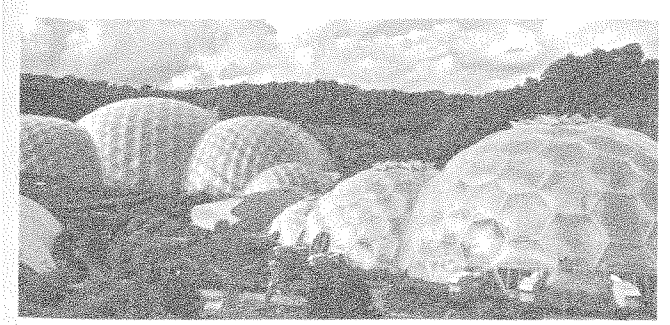
Sharon Smith

Hi everybody, how's life? I hope you're all well. Sorry for not updating my entry recently, but I have been busy with our school's plans to encourage students to be 'greener'. If we can't give a good example, how can we expect our parents to improve?!

Actually, that isn't the most exciting thing that's happening at the moment. I'm really looking forward to a school trip that we have next week. On Monday, we're setting off for the Eden Project in Cornwall and we'll be there for three days. 'What is the Eden Project?' I hear you ask. Well, it's a series of futuristic greenhouses that contain plants and trees from all over the world. On top of that, it also looks at how plants are important for producing the air we breathe, the food we eat and the medicines we take. And best of all, it looks at how plants are used in design and technology and how we can create a sustainable planet for the future. It sounds cool, doesn't it? Incidentally, I'll be updating my blog on the visit once I get back, so I'll keep you informed.

Anyway, remember that we have the Green Students' conference in London next month and we need people to help with the organization. Volunteer now! Take part and make it the best conference yet!

Please update your entries and let everybody know what is going on at your school. Until my next blog entry – Sharon.



2 Find an adverb or expression that ...

1 means *really* or *in fact*. Actually
2 changes the subject of conversation. _____
3 adds information to what has already been said. _____
4 introduces extra news that the writer has just thought of. _____

3 Find a phrasal verb that means ...

1 depart _____
2 return _____
3 participate _____
4 happen _____

4 What two other devices does the writer use to create an informal style of writing?

5 Put the words in order to make sentences. Place the time clause in the middle of each sentence.

1 when / the results / received / by email / them / I'll / I've / send out
I'll send out the results by email when I've received them.
2 won't / Jack / phone / until / knows / the / news / he _____
3 returned / as soon as / she / Sharon / will / has / update / from the trip / her blog _____
4 he / starts / will / our / photocopies / teacher / the lesson / before / hand out / the _____
5 will / after / leave / has got / on / everyone / the coach _____
6 brother / dinner / your / once / have / arrives / we'll _____

Writing task

6 **Write a blog entry. Think about a future visit that you are planning. Use the writing plan to organize your ideas.**

Paragraph 1 • Greet people and tell them what you've been doing.
Paragraph 2 • Present the main reason for writing. Give information about where you're going and why.
Paragraph 3 • Inform people about a future event where bloggers will meet each other.

SELF CHECK 4: GRAMMAR

1 Complete the sentences or answer the questions.

1 'I'll help you with your homework.' Is this sentence a prediction, plan or offer? _____
2 We use *going to* + infinitive to talk about _____.
3 We form the future perfect with *will* + _____.
4 We use the future perfect to talk about events that will _____ in the future.
5 We use the future continuous to talk about things that will be _____ in the future.
6 We don't usually use *will* when we talk about future _____.
7 We use the present simple to talk about _____.
8 We often use the verbs *think, believe, expect, hope* when we make predictions with _____.
9 *Going to* + infinitive isn't used to make a _____ decision.
10 We use the present continuous to talk about future _____.

Your score /10

2 Use the words in brackets to answer the questions.

1 When does the conference start? (2.30)
2 What will they be doing this time next week? (visit Paris)
3 Where are they meeting Mr Franks? (in reception)
4 What are you doing tonight? (go to basketball training)
5 What will he have finished by this afternoon? (the report)
6 Where are you going to stay in London? (at my sister's house)
7 What will the weather be like? (hot)
8 Who are you meeting in town? (my friends)
9 Who is going to play in the final? (Jack and Ewan)
10 When will you have done it? (by tomorrow morning)

Your score /10

3 Write the correct negative and interrogative forms of the sentences.

1 Mary will have finished her essay by tomorrow. ✗
2 We'll be watching the film at this time on Wednesday. ✗
3 Nigel will have moved to his new flat by the weekend. (?)
4 The coach arrives at 7.30. (?)
5 I'll bring the books tomorrow. ✗
6 Alice will have sent the emails to everybody by 7 o'clock. (?)
7 The teachers are meeting in the staffroom this evening. (?)
8 Ray is going to see the exhibition on Saturday. ✗
9 Anne will be driving home in her new car. (?)
10 Sue will pass all her exams. ✗

Your score /10

4 Find the mistake in each sentence. Rewrite the sentences.

1 Are you thirsty? I'm getting you a drink of water.
_____
2 I've got to read 20 more pages. I'll be finishing the book by this evening.
_____
3 There are five minutes left and Arsenal is winning 4-0. Arsenal will win the match.
_____
4 I haven't got your MP3 player, but I'll be bringing it tomorrow. I promise!
_____
5 The train will have left from platform 5 at 4 o'clock.
_____
6 I've decided that I'm not changing jobs next month.
_____
7 I'm not sitting at my desk all next week because I'll be on holiday!
_____
8 Next week we're having maths on Monday morning at 10.30 in room 3.
_____
9 What will you do at this time next year?
_____
10 I think aliens are going to visit Earth one day.
_____

Your score /10

5 Complete the text. Use the correct future tense with the verbs in brackets.

My class and I [1]_____ (go) on a school trip to Rome tomorrow! This time tomorrow we'll be flying on a plane and I [2]_____ (not sit) in class! The flight [3]_____ (take off) at 7 o'clock in the morning so I've decided that I [4]_____ (do) my packing straight after school. I think the weather [5]_____ (be) good when we get there, so I'm not going to take many warm clothes. Our history teacher said that we [6]_____ (meet) at the airport at 5 o'clock at Terminal 3. My mum and dad [7]_____ (take) me and my brother has made me promise that I [8]_____ (not wake) him up! During our stay we [9]_____ (visit) lots of different places every day and by the time we return home we [10]_____ (see) the Coliseum, the Forum and lots of fantastic art galleries. I can't wait!

Your score /10

Total /50

SELF CHECK 4: VOCABULARY

1 Answer the vocabulary quiz questions about words from Unit 4.

Quiz

1 Which suffix combines with adjectives to make verbs: *-ant*, *-ize* or *-al*? _____

2 A _____ is a person who lives in a place.

3 _____ hour is the time when most people go to or leave work or school.

4 A *premonition* is a feeling about the _____.

5 Where can you cycle in some cities? _____

6 If a place is _____, nobody can live there.

7 What does the suffix *-al* combine with to make adjectives: nouns or verbs? _____

8 What do we call people who are travelling to and from their places of work? _____

9 When there are too many people in one place, we talk about _____.

10 A form of _____ energy is one that will always exist.

11 We usually talk about the weather _____.

12 If it's too sunny, you should sit in the _____.

13 When we overuse land and nothing will grow there any more, we talk about _____.

14 What do we call the system that brings water to plants and crops? _____

15 *Deforestation* means to _____ trees.

16 You _____ in something when you spend most of your time working on one particular thing.

17 If you don't think that a claim made by someone is true or right, you are _____ about it.

18 A _____ person doesn't usually like alternative ideas.

19 Who is responsible for deciding how to use land and developing ideas for it? _____

20 When you want someone to make a decision, you try to _____ them.

Your score ____ /20

2 Complete the article with the correct words (a–d).

When people talk about the environment, they often focus on the planet's natural spaces. However, 50% of the world's population lives in cities and many [1]_____ want to live in more environmentally friendly places. Most big cities are [2]_____ and there is a lot of air [3]_____ from vehicles. In some cities, large groups of people in very poor neighbourhoods share [4]_____ living conditions. In these neighbourhoods, there are few [5]_____ for young people to find work and escape poverty, and this creates problems.

Apart from social problems, most cities are not [6]_____ and they have a negative impact on the environment around them. The growth of cities destroys the [7]_____ of the local countryside and they use up all of the resources. Fortunately, however, governments are now looking for [8] _____ ways of developing cities. Some of them have had a [9]_____ of success and have persuaded residents to leave their cars at home and cycle or take public transport to work. But there is still a lot of work to do. Imagine the [10]_____ of a green city that doesn't damage the environment and where humans and wildlife live together. Will we ever see it?

1	a measures	b city-dwellers	c commuters	d wildlife
2	a congested	b hard	c green	d empty
3	a petrol	b waste	c contamination	d wind
4	a harsh	b relaxed	c wild	d friendly
5	a ways	b enrolments	c factories	d opportunities
6	a renewable	b smart	c alternative	d sustainable
7	a biodiversity	b desalination	c resident	d reclamation
8	a uninhabitable	b sceptical	c alternative	d specialized
9	a amount	b measure	c shade	d little
10	a premonition	b prediction	c scenario	d future

Your score ____ /10

Total ____ /30

5 Our global heritage

READING

Before reading: Heritage

1 Match the words with the definitions.

1 antiquities	a to take things into or out of a country secretly
2 artefact	b things that belong to somebody
3 collaboration	c objects from ancient times
4 dealer	d the art of making objects from stone, wood or metal
5 sculpture	e a person who buys and sells things
6 property	f an object made by a person
7 restorer	g when people work together to achieve the same thing
8 smuggle	h a person who puts things back into their former condition

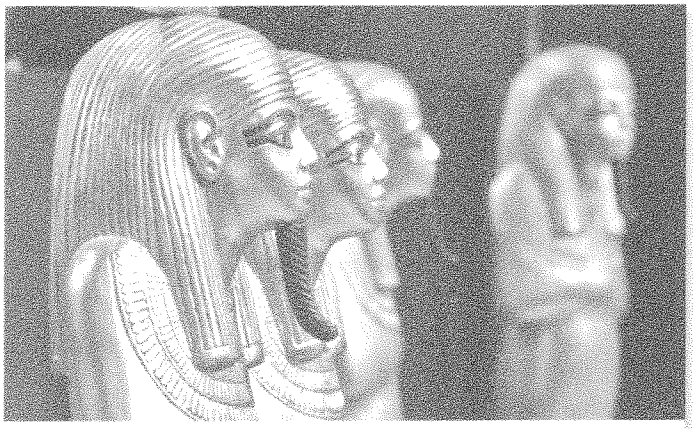
2 Read the text quickly. What was Tokeley-Parry's job? Why was he arrested?

3 Read the text again. Put the events in the order that they actually happened.

a ☐ Jonathan Tokeley-Parry was arrested.
b ☐ He visited the British Museum.
c ☐ He learnt how to restore artefacts.
d ☐ Stolen antiquities were returned to Egypt.
e [1] Jonathan Tokeley-Parry studied at university.
f ☐ He travelled to Egypt.
g ☐ He left Egypt.
h ☐ He made a Tutankhamen souvenir.

4 Are the sentences true or false? Correct the false sentences.

1 Tokeley-Parry learnt antiquities restoration skills at university.
2 He didn't have the typical appearance of a thief.
3 People thought he was interested in the restoration of Egyptian art.
4 Tokeley-Parry worked in collaboration with the Egyptian government.
5 He sold cheap souvenirs to tourists.
6 He used restoration techniques to hide what he was doing.
7 He was discovered after stealing something from the British Museum.
8 Some governments have to work hard to protect their heritage.



STEALING THE PAST

Jonathan Tokeley-Parry is a former Cambridge University scholar with an interest in antiquities. In fact, after leaving university he became an antiquities restorer and he was said to be one of the best. However, although Jonathan Tokeley-Parry looked like an educated gentleman, he used his restoration skills to work as a thief.

After working in London for a few years, Tokeley-Parry left England for Egypt. There he used his expertise to convince people that he was interested in restoring Egyptian artefacts. However, it was all a charade. During the 1990s, he smuggled more than 3,000 antiquities out of Egypt and sold them to dealers in London and New York for hundreds of thousands of dollars. But how did he do it? The Egyptian government carefully controls its antiquities and works in collaboration with other countries to stop smuggling. But, of course, most thieves do not have Tokeley-Parry's restoration skills.

Tokeley-Parry decided to disguise ancient works of art as cheap tourist souvenirs. He covered a sculpture of the pharaoh Amenhotep III in liquid plastic and when it was dry he painted it black and gold. It looked like a typical tourist souvenir of Tutankhamen, Amenhotep's grandson. Thousands of tourists leave Egypt with souvenirs in their baggage and Tokeley-Parry wasn't stopped as he left the country with a bust of Tutankhamen under his arm. Once he was in London, he restored the sculpture to its original appearance and sold it for $1.2 million.

Tokeley-Parry was finally caught when he showed the British Museum some artefacts he had. An expert in the Egyptology department realized they were stolen property and contacted the police. Tokeley-Parry was sent to prison and most of the pieces that he had stolen were returned to Egypt. Unfortunately, there are a lot more thieves like Tokeley-Parry and the governments of countries like Egypt, Greece and Italy have to spend a lot of time and money trying to stop them and to protect their heritage.

The Seven Wonders of the World?

1 Complete the sentences or answer the questions.

1 What do you call an event that is done to get people's attention?
a a sanctuary (b) a publicity stunt c a phenomenon

2 If you show *disapproval*, you think something is ...
a good. b normal. c bad.

3 Somebody who doesn't support any particular view in a disagreement is ...
a alternative. b conventional. c impartial.

4 When you put people or things into different groups, you ... them.
a categorize b proclaim c specialize

5 *Heritage* refers to language, culture and buildings that ...
a are being created now.
b were created in the past and exist now.
c will exist in the future.

6 If you don't include something in a list, it is called ...
a a sanctuary. b an omission. c a scholar.

7 A ... is a way of doing an activity that needs skill.
a technique b contender c poll

8 A person that competes in a competition is a ...
a scholar. b phenomenon. c contender.

9 A *poll* is when people are asked for their ...
a money. b personal information. c opinions.

10 An unusual or interesting thing in nature or society is called a ...
a controversy. b phenomenon. c measure.

11 When you collect information and organize it into lists, you ... it.
a proclaim b socialize c compile

12 A *scholar* ...
a works in an office.
b studies a subject carefully.
c is excellent at sport.

13 A *controversy* happens when people ... about something.
a agree b talk c disagree

14 A *sanctuary* is a place where people ...
a can study. b are protected. c have a holiday.

15 Which verb means to announce something publicly?
a proclaim b prompt c enrol

Easily confused words

2 Choose the correct answers.

1 She was a **disinterested** / **uninterested** observer of the elections and her report was impartial.
2 He was completely **disinterested** / **uninterested** in everything I said until I started talking about football.
3 The police made an **exhaustive** / **exhausting** search, but they still couldn't find the stolen paintings.
4 I've had an **exhaustive** / **exhausting** day. I got up at 6 o'clock and I haven't stopped since then!
5 It was very **satisfying** / **satisfactory** to have all our hard work recognized!
6 I want to save money and I'm looking for a more **economic** / **economical** way of getting to work.
7 The 4th of July 1776, when America became independent from Britain, was an **historic** / **historical** day.

3 Choose the correct answer.

Although museums teach us about the past, to make a museum visit a [1] **satisfactory** / **satisfying** experience for all visitors, they have had to adapt to the modern world. The purchase of the latest computers and electronic devices has had an [2] **economic** / **economical** impact on museums, but it has also helped to attract more visitors. While the more academic visitors can listen on audio devices, there are now entertaining interactive exhibits about [3] **historic** / **historical** artefacts that even the most [4] **uninterested** / **disinterested** school students find fun. By investing in the present, today's museums are bringing the past to more and more people.

Artefacts

4 Match the words with the descriptions.

bust ~~ceramics~~ jewellery mosaic tapestry

1 Some of the oldest examples of cups and plates have been found in China. ceramics
2 The Romans used small pieces of stone and coloured glass to create pictures and decorations. _____
3 It tells the story of the Norman invasion in 1066. It was made with wool to create pictures of the battles. _____
4 The makers of earrings and necklaces in Mesopotamia copied designs from nature. _____
5 The sculpture of the head of Nefertiti is in the Neues Museum in Berlin. The Egyptian government has asked the Germans to return it to its home country. _____

GRAMMAR

The passive

1 Choose the correct answers.

1 We use the passive when we want to focus on the result of an action / the person responsible for the action.
2 We use the passive when it's important / it isn't important to say who did something.
3 We use the passive when it isn't obvious / it's obvious who did something.
4 We often / rarely use the passive in academic writing, reports, official announcements and descriptions of processes.

2 Which sentences are passive (P) and which are active (A)?

1 It must have been cold in the mountains. A
2 We were taken to see the ruins. ___
3 English is spoken at the hotel. ___
4 The boat will be sailing across the Mediterranean. ___
5 Alice might have given her book to Jane. ___
6 He's been awarded a medal for bravery. ___
7 It had been raining for a while. ___
8 Tom will be driven to the airport. ___

3 Rewrite the sentences in the passive.

1 We won't send the report next week.
The report won't be sent next week.
2 Has the museum restored the ceramic artefacts?
3 The thief was going to take the bust out of the country.
4 He opens the office at 9 o'clock every morning.
5 She didn't paint the bust.
6 Pollution is destroying the site.
7 You can see the paintings at the art gallery.
8 They hadn't cleaned our room.

4 When do we need to use an agent? Choose the best sentence.

1 a My car was damaged by a falling tree. ✓
b My car was damaged.
2 a My mobile phone was stolen by someone.
b My mobile phone was stolen.
3 a Climate change is caused.
b Climate change is caused by global warming.
4 a Will the house be built next year?
b Will the house be built by builders next year?
5 a A lot of coffee is drunk in Turkey.
b A lot of coffee is drunk in Turkey by Turkish people.
6 a *Macbeth* wasn't written.
b *Macbeth* wasn't written by Charles Dickens.

5 There are mistakes in four of the sentences. Correct the sentences with mistakes.

1 The food has being prepared by our cook.
2 Mars will be visited by astronauts in the next 20 years.
3 The artefacts be stored at the museum.
4 The sculpture was going to returned to Egypt.
5 These clothes had been worn by the king.
6 The painting is been restored by a team of international experts.

CHALLENGE!

Write a short paragraph about changes that have been made or that are being made in your city or neighbourhood. Use the words to help you.

hospital local shops museum school transport sports facilities theatre

Where in the world?

1 Match the words (1–6) with the definitions (a–f).

1 excavation	a the parts of a building that are left after it has been damaged
2 fossil	b an object such as a building that can be seen easily from a distance and that helps you to recognize where you are
3 mediaeval settlement	c a large boat which has sunk in an accident at sea
4 landmark	d a place that a group of people built and lived in 1000 years ago
5 ruins	e an animal or plant that lived thousands of years ago which has turned into rock
6 shipwreck	f the search for old objects and artefacts in the ground

2 Complete the sentences with the words in the box.

artefacts civilizations era palaeontology ~~preservation~~ restoration

1 Although the building is a thousand years old, it has been looked after and it's in a good state of preservation.
2 The museum's collection includes _____ such as busts, statues and jewellery that are from the Roman period.
3 There was a time when people spoke to each other more, but that was before the internet _____.
4 The Incas formed one of the most important _____ in the American continent.
5 I was always fascinated by fossils as a child and I decided to study _____ at university.
6 The painting was in bad condition but _____ work has made it look new.

3 Match the words (1–5) with the examples (a–e).

1 landmark	a The Aztecs
2 excavation	b Big Ben
3 artefact	c The Roman period
4 era	d An ancient Greek drinking cup
5 civilization	e The Valley of the Kings

4 Give examples of the words below from your own country.

1 landmark _____
2 excavation _____
3 artefact _____
4 era _____
5 civilization _____

5 Answer the quiz questions.

Our World

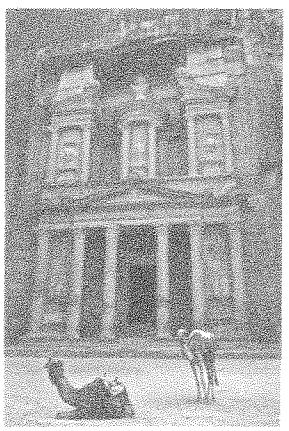
Test your knowledge with our quiz!

1 This place is considered the home of civilization. It was situated near the Tigris and Euphrates rivers about 5,000 years ago. It is believed that writing was invented here. What was it called?
a Iraq **b** Atlantis **c** Mesopotamia

2 This artefact helped experts finally understand Egyptian hieroglyphic writing. It was found at a coastal town on the Egyptian Mediterranean coast. The text includes instructions from the Egyptian ruler Ptolemy V to build statues. What is it called?
a the Rosetta Stone **b** the Cairo Stone **c** the Pharaoh's Stone

3 This shipwreck lies at the bottom of the Atlantic Ocean. The ship was travelling from Southampton, England to New York when it hit an iceberg on 14th April 1912. 1,523 people died. The shipwreck wasn't discovered until 1985. What was the name of the ship?
a the Queen Elizabeth **b** the Titanic **c** the Memphis

4 Built in the rocks of a valley that goes from the Red Sea to the Gulf of Aqaba, this ancient settlement was home to a civilization about 2,700 years ago. Today, the ruins of the city are visited by thousands of tourists every year. Where are the ruins?
a Petra **b** Alexandria **c** Antioch



5 This desert site has fossils of the sea's biggest creatures: the whale. Experts in palaeontology have shown that these fossils demonstrate that whales were land animals before they developed into sea creatures. Where can you see these fossils?
a Damascus zoo **b** Wadi Al-Hitan **c** the Red Sea

GRAMMAR

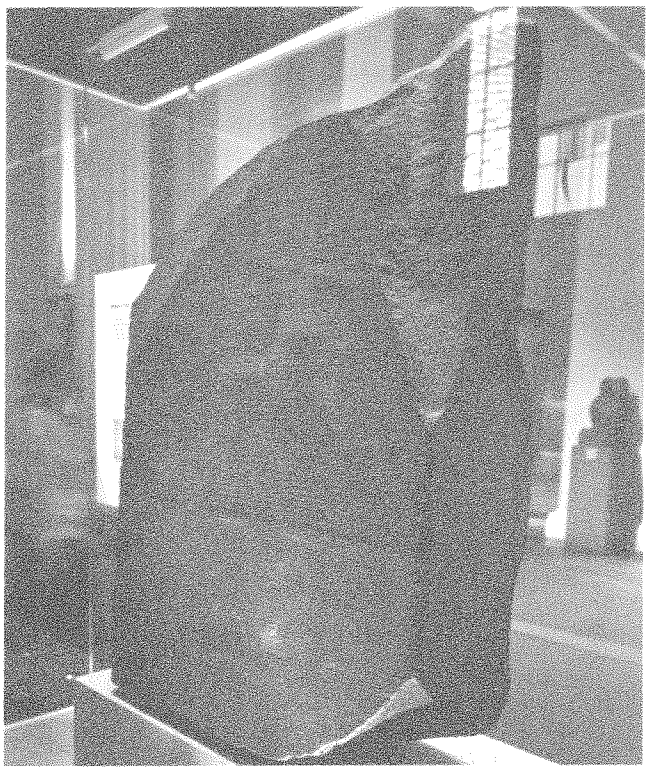
Impersonal passive

1 Complete the rules with the words in the box.

a clause general ~~an idea~~ thinks

We use some verbs in the passive after *it* to introduce [1] an idea. *It* is used to show that an idea, opinion or belief is held by people in [2] _____. We don't usually say who believes or [3] _____ this. The passive verb is followed by *that* and [4] _____.

2 Complete the text using the impersonal passive form of the verbs in brackets.



The Rosetta Stone in the British Museum.

In the 1970s, it [1] was believed (believe) that museums which had artefacts from other countries should return them to their original homes. Then, in 1986, it [2] _____ (report) that UNESCO had made a set of international rules for the return of works of art. Today, it [3] _____ (expect) that museums which have artefacts from other countries should return them to their original homes. However, the reality is a little different. It [4] _____ (know) that famous artefacts such as the Rosetta Stone at the British Museum have not been given back. The Rosetta Stone, found in Egypt in 1799, provided an important key to understanding the ancient Egyptian writing system. It [5] _____ (think) that one day they will return the objects, but the question is when. Museums don't want to lose such important artefacts, but most people agree that they cannot keep them.

3 Rewrite the sentences using the impersonal passive form of the verb in italics.

1 Journalists *reported* that the painting had been found.
It was reported that the painting had been found.

2 They *say* that the council is going to build a new school.
_____

3 People *think* that one day we will travel to Mars.
_____

4 They *expected* that the team would win the match.
_____

5 People *believed* that the world was flat.
_____

6 People *know* that the country has had financial problems.
_____

4 Complete the sentences with the *get / have something done* structure.

1 Did your dad repair his bike?
No, he got / had it repaired at the bike shop.
2 Are you going to install your new computer?
No, I _____ by a friend who is a technician.
3 Did you make your dress?
No, I _____ by a dressmaker.
4 Will she restore the painting?
No, she _____ by a professional restorer.
5 Are you going to cut your hair?
No, I _____ by a hairdresser.
6 Do they look after their own garden?
No, they _____ by a gardener.
7 Did you paint your house?
No, I _____ by the decorators.
8 Is he going to cook the food?
No, he _____ by a famous chef.

CHALLENGE!

Write sentences about the things that people in your family or your friends have done for them.

My mum has her hair done every month.
My dad had his office made bigger.

WRITING

A description of a place

Preparation

1 Read the description. What does the writer like best about her new home?



Home sweet home!

A We've lived in our house for only a year. My father is a doctor in central London and needed to be closer to his job, so we moved to Fulham, a neighbourhood in south-west London. Of course, because of this, both my sister and I had to change schools, and my mum decided to give up work for a while. However, we are both now settled at our new school and love our new home.

B Our new house is not very different to thousands of other houses in London, but it does have a large garden. We lived in a third-floor flat before and because of that we couldn't sit outside in the good weather. Now, of course, we run into the garden every time the sun shines, which does happen sometimes, even in London!

C However, the best thing about our new house is its location. Fulham could be a quiet neighbourhood in a small town and it's a great place for a family to live. It also has a lot of good shops and restaurants that are a short walk away and our school is also nearby. But the best thing of all is that it's only 6 km from the centre of London and so you are there in 20 minutes on the underground. Consequently, we have some of the best museums and art galleries in the world on our doorstep!

D I've now realized that the location of your home is as important as the building it's in. The closer you live to work and school, the less time you spend commuting. Furthermore, although living in a big city has disadvantages, it also has lots of positive points. Most big cities have lots of great places to visit and as a result you always have something interesting to do.

2 Which paragraph (A–D) talks about ... ?

1 a feature of the writer's house. B
2 what the writer has learnt by living in his / her house. ___
3 the reasons for living in the house and its location. ___
4 the neighbourhood and town where the writer lives. ___

3 What were the events or situations that caused the following results?

1 We moved to Fulham.
The writer's father needed to be closer to his job.
2 Mum decided to give up work.
3 We couldn't sit in the sun.
4 We can easily visit some of the best museums and art galleries in the world.
5 You always have something interesting to do.

4 Match the words (1–5) with (a–e) to make sentences.

1 There has been a fall in the number of visitors and as e
2 It was raining hard and so ___
3 The new exhibition was very popular and ___
4 The art thief was arrested as he left the museum and ___
5 The museum will be closed for a few weeks because ___

a subsequently he was sent to prison.
b of the repair work.
c we stayed inside the museum.
d consequently the museum received a lot more visitors.
e a result the museum is having financial problems.

Writing task

5 Write a description of your home. Use the writing plan and make notes for each paragraph. Write 200 words. Use the Writing Bank on page 90 to help you.

Paragraph 1 • Introduce your home. How long have you lived there? Do you know why your parents chose it?
Paragraph 2 • Describe the feature of your home that you like most of all.
Paragraph 3 • Describe the location of your home and your neighbourhood.
Paragraph 4 • Summarize your feelings about where you live.

SELF CHECK 5: GRAMMAR

1 Complete the sentences or answer the questions.

1 When we use the impersonal passive, we follow the passive verb with _____ + a clause.
2 We can also use the verb _____ in place of the verb 'have' in the *have something done* structure.
3 We introduce the agent in a passive sentence with the preposition _____.
4 We prefer to use the passive when we don't need to mention the agent because it's _____.
5 The impersonal passive is used to show that an _____ is held by a lot of people.
6 We form the passive with the verb *to be* and the _____ of the verb.
7 The passive is often used in _____ English.
8 We use *have something done* to show that _____ is doing something for us.
9 When do we NOT use a passive sentence?
10 We use the passive to focus on the _____ rather than the person who did the action.

Your score /10

2 Write the correct negative and interrogative forms of the sentences.

1 The airport will be built next year. ✗
_____
2 He gets his car cleaned every week. (?)
_____
3 The statue is being returned to its home country. (?)
_____
4 We had a new cooker installed. ✗
_____
5 It was reported that he wouldn't play. ✗
_____
6 The emails were sent last night. (?)
_____
7 These souvenirs were being sold at the airport. ✗
_____
8 The exhibition has been visited by lots of people. ✗
_____
9 He has his suits made by a tailor. (?)
_____
10 The government has been contacted by the museum. (?)
_____

Your score /20

3 Complete the text with the correct passive form of the verbs in brackets.

Big Ben [1]_____ (build) 150 years ago. The British government wanted to build a new Palace of Westminster because the old one [2]_____ (destroy) in a fire in 1834. It [3]_____ (decide) to build a new Parliament with a clock tower. The clock at the top of Big Ben is famous for its reliability, and while the tower [4]_____ (build) from 1844 to 1859, the clockmakers were creating the perfect clock. Since then, the clock [5]_____ (not stop) very often for repair work and most of the pieces that [6]_____ (use) in the original clock are still working today.

Over the years, millions of photographs of Big Ben [7]_____ (take) by tourists, but visitors [8]_____ (never allow) to enter the tower because it isn't open to the public. Today, Big Ben [9]_____ (consider) London's most popular landmark. It is also one of the best-known symbols of Britain and it [10]_____ (show) frequently at the beginning of films to show that the film takes place in London.

Your score /10

4 Rewrite the passive sentences as *have / get something done* sentences.

1 Sam's suit was cleaned.
_____
2 Some new trees were planted in our garden.
_____
3 A new program was being installed on my computer.
_____
4 The stolen artefacts were looked at by an expert.
_____
5 My hair is cut every month.
_____
6 Dad's car is being repaired at the garage.
_____
7 Alice's dress was made by a dressmaker.
_____
8 Rachel's office furniture has been changed.
_____
9 Andy's new fridge is going to be delivered.
_____
10 Frank's swimming pool is being built.
_____

Your score /10

Total /50

SELF CHECK 5: VOCABULARY

1 Answer the vocabulary quiz questions about words from Unit 5.

Quiz

1 What do experts in palaeontology study? _____

2 What do you call someone who studies something in great detail? _____

3 If a car doesn't use a lot of petrol, we say it is _____.

4 An *omission* is something that is not _____.

5 A particular period of time is called an _____.

6 To be _____ means to be fair because you do not support one group more than another group.

7 A ship that has stopped working and that has sunk is called a _____.

8 What do we call the objects you use to decorate your body and clothes? _____

9 To _____ is to put things into groups.

10 If something makes you feel very tired it is _____.

11 You show *disapproval* of something that is _____.

12 A _____ is a person who is trying to win a competition.

13 A *sanctuary* is a _____ place.

14 To _____ is to collect information and put it into lists.

15 If we keep something in good condition, it is an example of _____.

16 What do we call a sculpture of a person's head and shoulders? _____

17 _____ usually refers to culture, language and architecture.

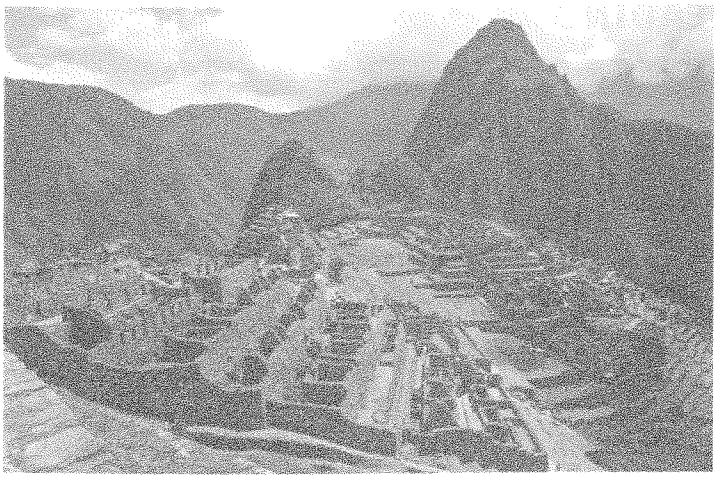
18 A *publicity stunt* is an act that is done to _____.

19 The Eiffel Tower in Paris is a famous _____.

20 A _____ is a situation that people disagree about.

Your score /20

2 Complete the article with the correct words (a–d).



Machu Picchu is a man-made [1]___ that stands on top of a mountain in Peru. The city was home to the Inca people about 600 years ago and although the [2]___ is in [3]___ today, its difficult location means it's in a good state of preservation. Local people have always known about the [4]_____ city, but the rest of the world didn't know anything about it until an American explorer, Hiram Bingham, [5]___ its existence in 1911.

Unfortunately for Peru, Bingham also decided to take some souvenirs of his visit: 40,000 [6]___ that included [7]___ such as cups and plates, and pieces of jewellery made from gold. He gave them to Yale University museum, where they were shown in an exhibition about the Inca [8]___. Naturally, the Peruvian people were not happy about this and they demanded their property back. After years of talks, the Peruvian government and Yale University finally came to an agreement that was [9]___ to both organizations. The University agreed to return the objects and Peru allowed the University to take part in new [10]___ at the site. Of course, the Americans weren't allowed to take any 'souvenirs' with them this time!

1	a phenomenon	b fossil	c scholar	d measure
2	a settlement	b contender	c city-dweller	d summit
3	a bust	b scenario	c shipwreck	d ruins
4	a historical	b historian	c historic	d history
5	a predicted	b motivated	c preserved	d proclaimed
6	a facts	b artefacts	c heritage	d dunes
7	a flasks	b ceramics	c archives	d enrolments
8	a civilization	b tourists	c souvenirs	d sanctuary
9	a satisfying	b satisfied	c satisfactory	d uninhabitable
10	a controversies	b omissions	c publicity stunts	d excavations

Your score /10

Total /30

6 In business

READING

Before reading: Business

1 Match the words with the definitions.

1 intensive	a the qualities that something has but that may not be fully developed yet
2 potential	b to work with other people to create or produce something
3 strategy	c to sell something with the help of advertising
4 market	d a person who makes money by running a business
5 collaborate	e a plan that you use in order to achieve something
6 entrepreneur	f involving a lot of work or care in a short period of time

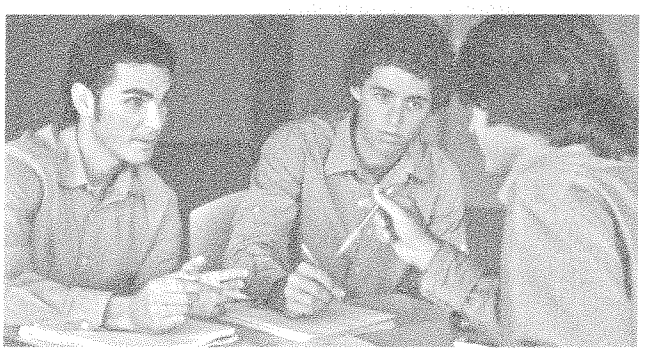
2 Read the text. Choose the best answers.

1 What type of holiday is being described?
   a a training course
   b a trip abroad
   c work experience
2 What do a lot of business projects focus on?
   a Products that we use for writing.
   b Products that we eat and wear.
   c Products we carry.
3 What do students study on the courses?
   a How to market home-made products.
   b Market potential of bags and pens.
   c Subjects related to launching a new product.
4 What is one of the things that students learn?
   a team work is important
   b how to deal with success
   c how to apply for a job

3 Are the sentences true or false? Correct the false sentences.

1 'Boot camp' is an American English expression.
2 The entrepreneur boot camp is for business people.
3 Teenagers on the course are shown how to start their own enterprise.
4 The students found out what type of bag people used.
5 The students spend two weeks on product design.
6 Successful business projects require brilliant ideas.

WORKING HOLIDAYS



What is your idea of a perfect summer holiday? Going abroad or to the seaside with your family? Having a relaxing time at home? Well, how about doing something different next time? For example, you could try a teen entrepreneur boot camp!

The expression 'boot camp' comes from the USA and it originally referred to military training for young people. However, today it is often used to talk about any type of intensive training course and that's exactly what the teen entrepreneur boot camp in New York is – an intensive introduction to the world of business for teenagers. In only a few weeks, students are expected to be ready to launch their own products or small businesses.

So what type of business projects do students look at? A lot of projects involve fashion and food. On one course, students had to find out if there was a market for a folder bag: a special bag for students that would hold their notes and pens. Another required them to look at the market potential for a company that produced home-made biscuits. In both cases, the students had just two weeks to look at product design, production costs, and sales and marketing strategy before making their decisions.

The teens on the courses are exhausted when they finish, but they have a much better idea about what turns a good idea into a success. They also learn that behind every brilliant business idea, there are a lot of different people who collaborate in its success by doing a wide range of tasks – experience that might provide them with jobs in the future.

High fliers

1 Complete the sentences or answer the questions.

1 Which verb means to begin a new business?
a pay off (b) launch c persist

2 Which word has a similar meaning to *enthusiasm*?
a eagerness b lucrative c capital

3 If you *come up with* something, you think of ...
a a problem. b a plan or idea. c an appointment.

4 Someone who regularly pays for a product is a ...
a role. b subscriber. c manufacturer.

5 If you are successful, we say your hard work has paid ...
a off. b out. c up.

6 A person who *persists* never stops ...
a sleeping. b eating. c trying.

7 If you want advice on something, you should speak to a ...
a branch. b proposition. c consultancy.

8 My bank has lots of ... in different towns and cities.
a branches b trees c plants

9 If you have a *role* in a company, you have a ...
a particular job. b big salary. c nice office.

10 If something is *lucrative*, it gives people the chance to ...
a have a holiday. b make money. c go home early.

11 Which word means to employ new people for a company?
a recruit b pay off c aim

12 The money that someone has to start a business is ...
a cash. b capital. c salary.

13 What do you call a plan that is suggested in business?
a preposition b preference c proposition

14 A *manufacturer* is a company that ... things.
a buys b produces c builds

15 If you *aim* something *at* someone, you ... them.
a direct it at b take it from c sell it to

Phrasal verbs: business

2 Correct the mistakes in the phrasal verbs.

1 It's difficult for young people to get ~~over~~ when they start in business. ahead

2 I offered him $100 for his bicycle but he turned it out. _____

3 The new shopping centre has been very successful and they're taking down more staff. _____

4 My sister has come out with a great system to study quickly for exams. _____

5 The new manager will take ahead the offices next month. _____

6 After working for a bank, my mum decided to branch back and open her own company. _____

7 The company is cutting off on the number of workers in the factory. _____

8 The bank pulled with of the deal at the last moment. _____

3 Complete the text with the correct form of the phrasal verbs from exercise 2.

My dad had some sports shops, but a few years ago he decided to [1] branch out into a new business and he [2] _____ a small sports club. My dad thinks that to [3] _____ you need to have new ideas. So he [4] _____ with the idea of a sports club for teenagers only. However, while the sports club was a success and he was [5] _____ new staff, the shops were doing badly and he had to [6] _____ on the number of shop staff. Finally, a company made him a very good offer that he couldn't [7] _____ and he decided to sell the club and [8] _____ the sports shop business completely.

Newspapers and magazines

4 Match the words in the box with the parts of a newspaper.

article caption classified ads column headline obituary review ~~supplement~~

The Sunday World Magazine

1 supplement

Airplane crashes in the Pacific Ocean

2 _____

Tom Wright (on the left) as he visits the new museum.

3 _____

There's a lot of action in the film, but the dialogues between the characters don't seem real at all.

4 _____

The poet Jody Miller died last weekend at her home in London at the age of 88. The poet had been ...

5 _____

For sale:
5 year-old Peugeot 205.
Excellent condition.
Phone 655300220

6 _____

Sara Parker continues her weekly light-hearted take on the news with an analysis of the recent election.

7 _____

Big increase in mobile phone use
By Mike Law. Wednesday 16th June

8 _____

GRAMMAR

Reported speech

1 Tick the items that usually change in reported speech.

1 the verbs in the reported sentence ☐
2 personal and possessive adjectives, time expressions and demonstrative adjectives ☐
3 the auxiliary verbs *can, may, must* and *have to* ☐
4 the auxiliary verbs *might, could, should* and *ought to* ☐

2 Rewrite the sentences in reported speech.



1 Jane said she should visit her grandparents.
2 Pete said _____
3 David said _____
4 Anne told Sara _____
5 Chloe said _____
6 Frank told us _____

3 Rewrite the sentences with the words in brackets.

1 Ann is going to Madrid. (Barcelona)
Are you sure? I thought she said she was going to Barcelona.
2 Mike ought to see a doctor. (dentist)
Really? I thought you said _____.
3 I have to help my mum this afternoon. (dad)
Do you? But you said _____.
4 Phil might be late. (early)
Really? I thought he said _____.
5 Andy has to work in his parents' shop this weekend. (revise)
Oh? But he said _____.
6 I think Sara should pay for the tickets. (you)
Are you sure? But you said _____.

4 Rewrite the questions in reported speech.

1 'Have you seen the new film?'
Jack asked me if / whether I had seen the new film.
2 'When will you launch the new magazine?'
Katie asked us _____.
3 'Is the company going to take on new staff?'
Ashley asked me _____.
4 'Can I write an article for the school newspaper?'
Tom asked me _____.
5 'Why haven't they asked for funding?'
Phil asked them _____.
6 'Is Alex going to visit the factory?'
Jackie asked me _____.

5 Complete the text with the reported questions.



I had an interview for a job yesterday. First, the interviewer asked [1] what my name was and where I lived. Then she asked [2] _____. Of course I said I spoke it very well. The next question was quite difficult to answer. She asked [3] _____. I said I really love working with computers. Then she asked [4] _____, which I thought was a bit strange because she had my CV and it says I went to university. Next she asked [5] _____ and I said I've got two. Finally, she asked [6] _____! That really surprised me, but I said, 'now,' and she took me straight to the office!

CHALLENGE!

Write down six things that people have said to you today using reported speech.

My mum said _____
My teacher told me _____
My best friend said _____

Young entrepreneurs

1 Write a synonym for the words in bold.

1 Their computer software company is our biggest **rival** in the market. competitor
2 Most of our **customers** use our services frequently. _____
3 Mary increased her **earnings** by giving private English classes. _____
4 We've decided to **purchase** 10 new computers for the office. _____
5 Selling sports clothes is a **lucrative** business. _____
6 **Overheads** such as rent, gas and electricity are very high in London. _____

2 Match the words (1–6) with the definitions (a–f).

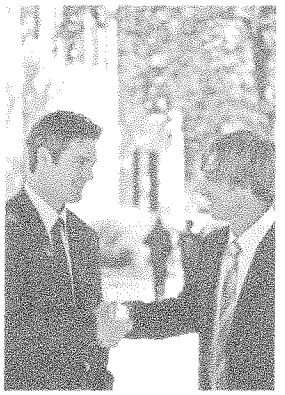
1 funding	a the action of beginning to operate a new business
2 market research	b the money that you make when you sell something for more than it cost
3 niche market	c money for a particular purpose
4 profits	d the study of what people want to buy and why
5 start-up	e an amount of something that is available to be used
6 supplies	f an opportunity to sell a particular product to a particular group of people

3 Complete the sentences with some of the words from exercises 1 and 2.

We did some [1] market research that showed that there weren't many computer repair companies in our area. But lots of people needed a repair service, so we went to a bank to ask for [2] _____ to start a repair business. Fortunately, the bank gave us the money. We don't have many [3] _____ because we don't have an office; we go to our [4] _____' homes to repair their computers. We use my bedroom to keep the [5] _____ of pieces of hardware that we need, but most people's problems are with software. Although we aren't rich, it's quite a [6] _____ business and when we've paid back the bank we hope to use our [7] _____ to [8] _____ new mopeds to replace the very old ones we are using to travel to people's homes and businesses.

4 Answer the questions in the quiz. What do you think your answers say about your business brain?

Have you got the personality to be a business person?



1 How do you feel when you have to meet new people?
   a confident
   b shy
2 How do you react when things don't go as you expected?
   a I persist and keep on working until I achieve what I want.
   b I give up.
3 How do you react to criticism?
   a I don't listen to it. I know when I'm right or wrong.
   b You can learn a lot from criticism, especially positive criticism.
4 What is your attitude to your hobbies and interests?
   a I like learning new things.
   b I prefer to do the same things again and again.
5 What does the word 'competition' mean to you?
   a I always want to do better than I did before.
   b I always want to do better than the other people in my class.
6 What do you think more about?
   a My past successes.
   b My plans for the future.
7 What do you do when you have a problem?
   a I come up with original solutions.
   b I always try to solve problems in the same way.
8 How do you prefer working when you've got a project to do?
   a On my own, because it's easier and saves time.
   b In a team so that we can share the tasks.

CHALLENGE!

Write a short description of a local business.

- What products or services do they sell?
- Who is the owner of the business?
- How many people work there?
- Do you think it's a successful business? Why?

GRAMMAR

Reporting verbs

1 Match the verbs (1–8) with the definitions (a–h).

1 accuse	a to make somebody believe something
2 assure	b to want to know something
3 convince	c to say that you do not want to do or accept something
4 deny	d to say that somebody has done something wrong
5 insist	e to tell somebody about something dangerous, so that they can avoid it
6 refuse	f to say strongly that somebody must do or have something
7 warn	g to state that something is not true
8 wonder	h to promise somebody that something will happen or be true

2 Put the verbs in the correct columns. Some verbs can go in two columns.

accuse advise apologize assure blame ~~decide~~ deny explain inform insist invite promise suggest

verb + infinitive with *to*
1 decide 2 _____
verb + *that* + clause
3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____
verb + gerund
9 _____ 10 _____
verb + preposition + gerund
11 _____ 12 _____
verb + object + infinitive with *to*
13 _____ 14 _____
verb + object + *that* + clause
15 _____ 16 _____ 17 _____ 18 _____
verb + object + preposition + gerund
19 _____ 20 _____

3 Choose the correct answer.

1 The man denied to take / taking the money.
2 They admitted to turn down / turning down the offer of funding from the bank.
3 Alice agreed that she / the teacher that she had to study harder.
4 Everyone congratulated the team on winning / to win the championship.
5 My brother encouraged that I study / me to study architecture.
6 Pete recommended going / us to go to see the new play at the theatre.
7 Sara convinced me that I should apply / to applying for the job.
8 The security guard warned not to touch / us not to touch the exhibits.

4 Complete the sentences with the words in brackets.

1 I reminded Tom to return the library books. (return / library books)
2 My uncle accused his neighbour _____. (damage / his car)
3 Lisa insisted on _____. (travel / by boat)
4 The children apologized _____. (break / the window)
5 The newspaper claimed _____. (the company / already close down)
6 My teacher offered _____. (help / us with our project)

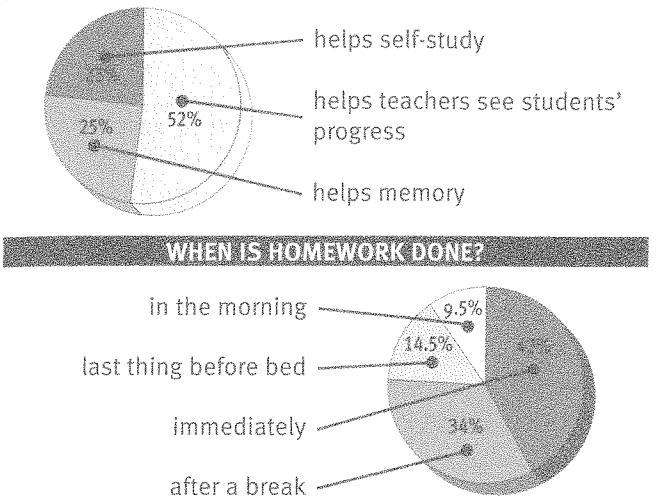
5 Write reported questions for the answers.

1 I live in Glasgow. (He / want)
He wanted to know where I lived.
2 No, I haven't bought new trainers. (Andy / enquire)
_____
3 Yes, Rachel will go to London. (Sue / wonder)
_____
4 I always cycle to school. (they / want / know)
_____
5 You can buy a ticket at the post office. (Alan / wonder)
_____
6 The theatre's in Leicester Square. (Kate / enquire)
_____

A report

Preparation

1 Read the report. How is the information in the pie charts and in the report different?



Doing homework

A The purpose of this report is to look at students' attitudes to homework and the number of hours that they spend doing it. The information in this report comes from 63 replies to a questionnaire sent out to students on the school website.

B In general, although most students would prefer to do other activities after school, all of the students that answered the questionnaire said homework was necessary. 33 students said it allowed teachers to see how well students were doing and 16 students said it was a good way of remembering what they had studied in class. The rest explained that homework taught them how to study on their own, something that students will have to do more frequently at university.

C As to when students do homework, there were a lot of different answers. 26 of the students claimed that they did their homework as soon as they arrived home. They explained that they could then relax for the rest of the evening. 21 students said they needed a break before studying and usually spent time with their families or watched TV first. 9 said it was the last thing they did before going to bed and 6 admitted to getting up early and doing it before breakfast. These students claimed that they worked best at that time.

D Broadly speaking, the majority of students realize that homework is an important part of the learning process. They know that they are not going to progress if they don't do it. With regard to when students do it, I think both parents and teachers need to be flexible. If students spend the right amount of time on their studies, then it doesn't really matter when they do them.

2 Which paragraph (A–D) talks about:

1 the writer's opinions? ____
2 students' opinions about the topic of the report? ____
3 how the information was collected? ____
4 some reasons for doing homework at a particular time? ____

3 Find four expressions in the text that

1 focus on specific information:
a _____ b _____
2 make generalizations:
c _____ d _____

4 Complete the sentences with the words in the box.

As far as your results ~~Broadly speaking~~, In most
On the To a great With regard

1 ~~Broadly speaking~~ the students' compositions were good.
2 _____ cases, a university degree in the UK takes three years.
3 _____ whole, I think your idea could work.
4 _____ extent, everybody now needs to know how to use a computer.
5 _____ are concerned, you will need top marks to study medicine.
6 _____ to your business plan, it's not clear how you will finance the project.

Writing task

5 Write a report on how computers are used by students. Read the questions and make some notes for each paragraph of your report. Use the Writing Bank on page 90 to help you.

Paragraph 1 • Introduction. What is the situation? Where do people use computers? Why do young people need to use them? How are they useful?
Paragraph 2 • Your school. Where can you find computers? Which lessons do you use them in?
Paragraph 3 • At home. How do students use computers at home for studying? How are they useful?
Paragraph 4 • Conclusions. What are the positive and negative points of using computers in education?

Check your work

Have you
- ☐ used expressions to focus on specific information?
- ☐ used expressions to make generalizations?
- ☐ checked grammar, spelling and punctuation?

SELF CHECK 6: GRAMMAR

1 Rewrite the sentences with the correct form of the verbs in brackets.

1 Ann said she was sorry for arriving late. (apologize)

2 George said he didn't take the money. (deny)

3 Dad said we had to be at home at 7 o'clock. (remind)

4 Lisa said that Rachel had taken her bag. (accuse)

5 The reporter said the school was going to close. (claim)

6 They said that the road was closed. (inform)

7 The teacher said we had to arrive on time. (advise)

8 The manufacturer said he wouldn't take on more workers. (refuse)

9 Mike said he would pay for everybody. (insist)

10 My uncle said I should play the piano. (encourage)

Your score /10

2 Complete the text with the correct words.

advised assured congratulated explained insisted promised suggested wanted whether wondered

My brother and I went to the bank to ask for funding to start a business. The bank manager [1]_____ to know what the business was. We [2]_____ that we would sell English football club souvenirs on the internet. He [3]_____ if we had a reliable supplier. We [4]_____ him that we had already made an agreement with a souvenir company to sell their goods. He enquired [5]_____ we had a place to store the supplies and he [6]_____ on us having somewhere safe. At the end of the interview, he [7]_____ us on having such a good idea and he [8]_____ meeting again the following week. He also [9]_____ us to make a business plan before then and he [10]_____ to think carefully about our idea.

Your score /10

3 There are mistakes in eight of the sentences. Find the mistakes and correct them.

1 He wanted to know when were we going.

2 He admitted that he might leave the company.

3 My parents invited all the family that they have dinner with us next weekend.

4 They blamed me of losing the match because I didn't score the penalty.

5 They wondered to know if the results had come out.

6 I asked if he knew the time?

7 Sam recommended to buy the tickets now.

8 My mum warned me to be careful when I cross the road.

9 Kevin apologized that he was late.

10 Amy suggested to eat a pizza for dinner.

Your score /10

4 Write the reported form using the subject and verb in brackets.

1 Why are you angry? (He / ask)
2 I'm sorry I shouted at you. (Tom / apologize)
3 Can I help you? (She / wonder)
4 You should tell Mary. (Sarah / advise)
5 Andy may miss the match. (I / warn)
6 Who is she? (Julie / want to know)
7 You'd better take your phone. (She / remind)
8 You can borrow my car. (Angela / offer)
9 We must get new passports. (Edward / insist)
10 I've lost my mobile phone. (Jane / admit)

Your score /20

Total /50

SELF CHECK 6: VOCABULARY

1 Answer the vocabulary quiz questions about words from Unit 6.

Quiz

1 _____ is a synonym for *income*.

2 What do you call a small advertisement in a newspaper that offers something for sale?
_____

3 If you *branch out*, you do something _____.

4 What do you call the writing under a picture in a newspaper? _____

5 _____ is a synonym for *proposition*.

6 What do you call a person who pays to receive a magazine regularly? _____

7 One office that is part of a bigger company is called a _____.

8 What do call the section of a newspaper that writes about someone who has just died?
_____

9 A manufacturer has a _____.

10 What is a *supplement*? _____

11 Which phrasal verb means to refuse an offer?
_____

12 A _____ is a company that gives advice.

13 Which phrasal verb means to recruit new workers? _____

14 To _____ a product is to put a product on the market.

15 What do we call a study that you make about the things and services that people buy?
_____

16 Someone who _____ never stops until they achieve what they want.

17 A _____ market is a market for special products and services.

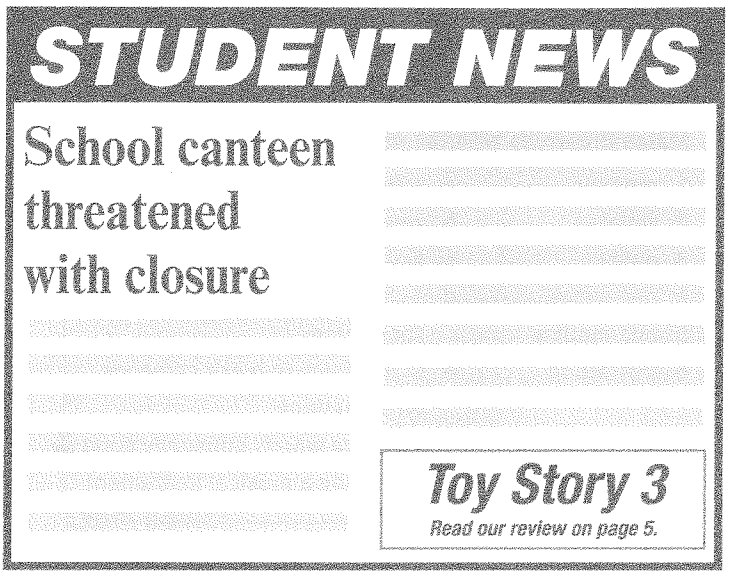
18 _____ is a synonym for *enthusiasm*.

19 Which phrasal verb means to think of a good idea? _____

20 _____ is a synonym for *purchase*.

Your score /20

2 Complete the article with the correct words (a–d).


STUDENT NEWS

School canteen threatened with closure

Toy Story 3
Read our review on page 5.

I started an online newspaper last year aimed [1]_____ teenagers. At first, I wrote everything but I had so much work that I had to [2]_____ a few friends to help. Now I just write the [3]_____ and give my opinion on something that is important to our readers. The paper includes [4]_____ on the latest films and my best friend Harry writes a [5]_____ every week about typical problems that teenagers sometimes have and what they can do about them. I don't really have many [6]_____ because everything is done on my computer at home, although I do have to pay for a lot of cinema tickets! All of the [7]_____ that I get comes from advertising and the business has become more [8]_____ recently as a lot of people are visiting the site and I can charge more for the advertising space. So it seems that all my hard work has paid [9]_____! However, things might change soon, because we've got new [10]_____ at my school. Some other students have set up their own site and they are hoping to challenge us for our readers!

1	a on	b in	c for	d at
2	a recruit	b branch out	c purchase	d persist
3	a editorial	b headline	c obituary	d article
4	a captions	b reviews	c supplements	d roles
5	a classified ad	b consultancy	c column	d proposition
6	a purchases	b capital	c overheads	d subscribers
7	a fixed costs	b customers	c competitors	d income
8	a profitable	b well	c poorer	d expensive
9	a up	b out	c off	d back
10	a clients	b subscribers	c manufacturers	d rivals

Your score /10

Total /30

7 Intelligence

READING

Before reading: Intelligence

1 Match the words with the definitions.

1 prodigy	a acting in a forceful way
2 virtuoso	b very good
3 pushy	c making you angry or dissatisfied
4 pressurize	d a child who is unusually good at something
5 outstanding	e to use force to make someone do something
6 frustrating	f a person who is unusually good at playing a musical instrument

2 Read the text quickly. Which three child prodigies are mentioned in the text?

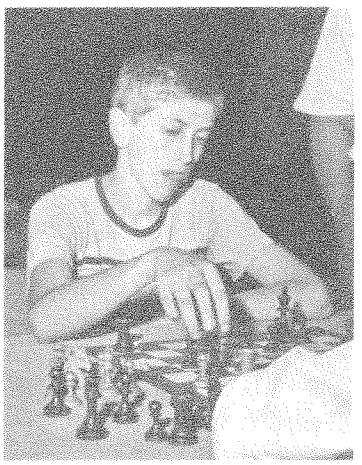
3 Are the sentences true or false? Correct the false sentences.

1 Child prodigies are born with their skills.
2 Most people fail to have the same success as child prodigies in their whole lifetimes.
3 Ruth Lawrence went to Oxford University at the age of 13.
4 Demanding parents want their clever children to have normal lifestyles.
5 Some parents hope to make money from their children's talent.
6 Young geniuses usually continue to be outstanding in their fields as adults.
7 Other children usually catch up with children that are good at music, maths and chess.
8 Young children that are forced to live as adults can have problems.

LITTLE GENIUSES

We have all heard stories of child prodigies who are born with such fantastic innate talent that they are doing at a very early age what most people never achieve in a lifetime. Wolfgang Amadeus Mozart was giving public performances of his piano and violin skills at the age of five, while the American chess player Bobby Fischer played 'the chess game of the century' when he was only thirteen. This was also the age when Ruth Lawrence graduated from Oxford University with a first-class mathematics degree. But what is it really like to be a virtuoso or an expert before your friends have left school?

The answer is that it can be difficult. Very often behind every child that has been called a 'genius', there are pushy parents. Although gifted children are usually aware of the fact that they have a special talent, many of them just want to live a normal child's life, going to school and playing with their friends. However, some parents see their child's skill as a chance to improve the family's income, and pressurize their 'little genius' to practise and study hard while their friends are enjoying themselves. This pressure can have negative consequences later in life.



Bobby Fischer



Ruth Lawrence

Most child prodigies fail to continue to be outstanding when they become adults, except for in the fields of maths, music and chess. In most cases, the other children catch up with them, and this can be very frustrating for children that were once told they were special. Even if they continue to be geniuses they can have problems. Many of them are forced to live in an adult world that they might be intellectually ready for, but they are not emotionally prepared for.

All of this doesn't mean you shouldn't do your best in your studies, but if nobody calls you a genius you needn't worry about it too much!

Nature or nurture?

1 Answer the questions or complete the sentences.

1 When you give something to another person that someone has given to you, you pass it ...
(a) on. b out. c in.

2 An *innate* quality is something that you ...
a learn. b forget. c are born with.

3 When you follow a particular belief or idea, you adhere ... it.
a to b with c for

4 Which noun means something is not available or there is little of it?
a hereditary b proof c lack

5 When you tell someone that an arrangement is certain to happen, you ... it.
a bring up b confirm c reinforce

6 If something is not perfect, we say it has ...
a a flaw. b potential. c intellect.

7 What does the adjective *cerebral* refer to?
a our bodies b our feelings c our brains

8 If you care for a child until he / she becomes an adult, you bring him / her ...
a down. b up. c on.

9 What's the name for the ability to understand and think in an intelligent way?
a intellect b brain c test

10 What do we call the place and conditions where someone lives?
a background b generation c surroundings

11 Someone's *potential* refers to someone's ability to ...
a do research.
b develop or succeed.
c rest and relax.

12 If you are *convinced* of something, you are ... about it.
a doubtful b certain c unsure

13 What do we call a fact or a piece of information that shows something is true?
a proof b result c belief

14 When you *reinforce* something, you make it ...
a stronger. b bigger. c louder.

15 *Hereditary* refers to passing something from ...
a uncle to nephew.
b child to parent.
c parent to child.

Exams

2 Match the words (1–8) with the definitions (a–h).

1 first draft	a understanding and skills that you have learnt
2 formulae	b clear enough to be read easily
3 knowledge	c learning by memory
4 legible	d well-known phrases that people have said or written
5 plagiarize	e a piece of writing that will be improved
6 quotations	f mathematical or scientific rules
7 rote-learning	g taking an exam
8 sitting	h to copy another person's work

Exam advice

3 Complete the phrasal verbs with the prepositions in the box.

out out through ~~up~~ up upon

1 come up
2 get _____
3 leave _____
4 pick _____
5 swot _____
6 work _____

4 Complete the sentences with the correct form of the phrasal verbs from exercise 3.

1 We need to work out a plan for our exam revision.
2 We've got no idea what is to _____ in the exam.
3 I _____ all of my homework last night so now I've got the rest of the weekend free.
4 Anne _____ quite a few words of Italian while she was on an exchange in Rome.
5 Sam needs to _____ his history notes for next week's exam.
6 You won't get full marks if you _____ key information.

Intelligent or stupid?

5 Choose the two words that have similar meanings to the words in bold.

1 **incompetent:** a inactive (b) useless (c) incapable
2 **ignorant:** a unaware b unconscious c uninformed
3 **scatterbrained:** a forgetful b absent-minded c open-minded
4 **accomplished:** a industrious b skilled c talented
5 **witty:** a humorous b fun c amusing
6 **wise:** a intelligent b knowledgeable c helpful

GRAMMAR

Question forms

1 Complete the rules with the words in the box.

infinitive main verb object ~~subject~~

When the question words *how many, what, which* and *who* are the [1] subject of a question, they are not followed by an auxiliary verb such as *do, be* or *have*. They are followed by the [2] _____.

When these question words are the [3] _____ of a question, they are followed by the auxiliary verb *do*, then the subject, then the [4] _____. We can use other auxiliary verbs such as *be* and *have*.

2 Choose the correct answers.

1 What **said Mike** / **did Mike say**?
2 Which train **leaves** / **does leave** from platform six?
3 How many exams **have you done** / **have done you** this week?
4 How many players **did miss** / **missed** the match?
5 Who **forgot** / **did forget** to buy a ticket?
6 What **did fall** / **fell** on the floor?
7 What **has happened** / **did happened** to your face?
8 Who **did you be** / **were you** talking to?

3 Make subject or object questions.

1 Who teaches you English? Mrs Adams teaches me English.
2 Which book did you read? I read a book about desert plants.
3 Who _____? Kevin sits next to me in class.
4 How many _____? Three students failed the IQ test.
5 What _____? He wants to be an architect.
6 How many _____? I bought four DVDs.
7 Which _____? Jack's motorbike goes the fastest.
8 What _____? A broken traffic light caused the accident.

4 Complete the policeman's questions.



1 Who / push? Who pushed you?
A young man pushed me.
2 Who / push? Who did you push?
I pushed him.
3 What / fall over?
I fell over a flower pot.
4 What / fall on the floor?
My bag fell on the floor.
5 What / happen?
The young man took my bag.
6 How many people / see the young man?
Lots of people saw him.
7 What / do?
I shouted 'help'.
8 Who / help?
An old lady helped me.

5 Choose the correct reply questions.

1 I can't come to class tomorrow.
Why not? / **Why me?**
2 His computer cost a fortune!
How many? / **How much?**
3 United are playing Arsenal on TV tonight.
When exactly? / **What exactly?**
4 Your sister needs your computer.
Why me? / **Why mine?**
5 Andy's gone to the cinema.
Who for? / **Who with?**
6 I'm meeting Chloe.
Where? / **Where from?**
7 I had a really nice pizza.
What? / **Which one?**
8 Sam is travelling to Paris.
How? / **Where to?**

Artificial intelligence

1 Complete the text with the correct form of the words in the box.

appliance articulated exploration household office remotely operated repetitive ~~robot~~

Although they don't look like the ones that appear in science fiction films, there are [1] robots all around us. Some work is very boring and that's why the [2] _____ jobs in factories are done by [3] _____ robots that look like big mechanical arms. Sea or space [4] _____ is very dangerous and often impossible for humans, so we send [5] _____ vehicles to travel to planets and the bottom of the oceans. At home, modern [6] _____ such as vacuum cleaners, washing machines and ovens often contain computer programs that allow us to give the machines orders to carry out specific [7] _____ tasks even when we aren't at home. And [8] _____ work has changed dramatically since the introduction of the computer. It seems that today we can't live without our 'robots', even if we don't realize that is what these machines really are.

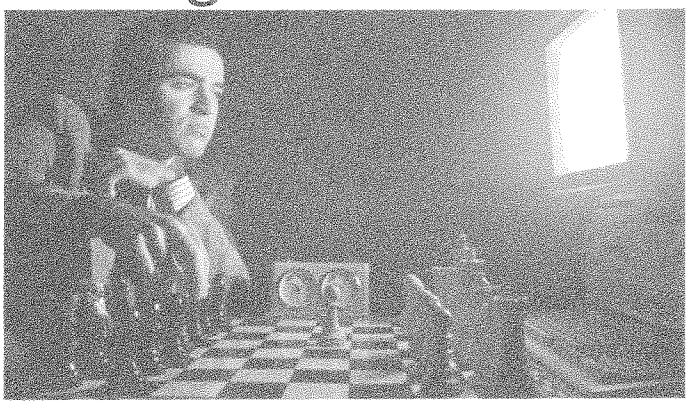
2 **Match the words with the dictionary definitions and complete the example sentences.**

chore ~~drudgery~~ errand function task workload

1 drudgery *noun* (uncountable) hard and boring work: the drudgery of housework.
2 _____ *noun* (countable) a job which has to be done regularly: Making my bed every morning is a real _____.
3 _____ *noun* (countable) a short journey to buy something from a shop: Jack has gone on an _____ to buy some bread.
4 _____ *noun* (countable) the amount of work someone has to do: I can't go out this weekend because I've got a heavy _____.
5 _____ *noun* (countable) a piece of work that has to be done, especially an unpleasant or difficult one: your first _____ is to reply to all these letters.
6 _____ *noun* (countable) the purpose of a thing or a person: What's the _____ of this machine?

3 **Read the title of the text and look at the photo. What do you think Deep Blue is? Then read the text and find out.**

Man against machine



Gary Kasparov

For years experts have been predicting the arrival of a computer that will be more intelligent than humans. Science fiction films have been showing future worlds where robots that are mentally superior to humans control the world. However, the reality is very different if we look at a chess game that took place in 1997.

The game of chess has always been associated with intelligence and its best players are seen as some of the most intelligent people on the planet. For that reason, the manufacturers of computers dreamed of the day when one of their machines could beat a grandmaster. Finally, in 1997, a computer called Deep Blue managed to defeat one of the world's greatest players of all time, Gary Kasparov.

TV news programmes and newspapers announced the result and said it was a sign of how machines were taking over the planet. However, a group of experts, including the makers of the computer, knew that the results of the game showed that the opposite was true. They had dreamed of inventing a machine that could play chess like a human, using creativity and intelligence, but instead Deep Blue was just an incredible calculator. It could calculate 200 million chess moves in a second and choose the best one to play, but it couldn't plan its following move like a human can.

In fact, scientists today know very little about one of nature's greatest creations, the human brain. They have, however, created computer chess and given every player in the world with a PC or laptop the chance to improve their chess skills and their brains.

4 **Answer the questions in your own words.**

1 How is reality different to the future that has been predicted by experts and shown in films?
2 Why did computer manufacturers dream of the day when their machines could beat a chess player?
3 What did the media say about the result of the game?
4 How was the opinion of the makers of the computer different to the media's?

Question tags

1 Match the phrases to make rules about question tags.

1 Negative question tags	a we use *they* in the question tag.
2 Affirmative tags	b use *will* in the question tag.
3 When *somebody / someone* and *everybody / everyone* are the subject of the main clause,	c use *shall* in the question tag.
4 When *nothing*, *something* and *everything* are the subject of the main clause,	d follow affirmative statements.
5 Sentences that begin with *Let's*	e follow negative statements.
6 Imperative sentences	f we use *it* in the question tag.

2 Choose the correct answers.

1 Let's go to the beach, **will** / **shall** we?
2 Somebody forgot to switch off the lights, **didn't** / **did** they?
3 Speak up, **will** / **do** you?
4 Everything went well, didn't **they** / **it**?
5 We didn't phone Pete, did **we** / **he**?
6 They're early, **don't** / **aren't** they?
7 Andy isn't Scottish, **will** / **is** he?
8 Let's stay at home, **shall** / **do** we?

3 Complete the sentences.

1 It's cold, isn't _____ it?
2 Be quiet, _____ you?
3 _____ send Mary an email, shall we?
4 Tom _____ like pasta, does he?
5 Something smells strange in the fridge, doesn't _____?
6 Let's cook dinner for our parents, _____ we?
7 Everyone arrived on time, didn't _____?
8 Ewan can't swim, _____ he?

4 There are mistakes in six of the sentences. Find them and correct them.

1 Everyone is coming to see the match, ~~isn't~~ they?
aren't
2 Anne doesn't play tennis, doesn't she? _____
3 Don't be late, shall you? _____
4 Let's chat about it, shall we? _____
5 Sam expects us to help him, does he? _____
6 Nothing works, do they? _____
7 Dad is going to Munich next week, isn't he? _____
8 Everything will be ready, won't they? _____

5 Choose the best response for each sentence.

1 You didn't book a table at the restaurant.
(a) I did book a table! b I did a table!
2 Your brother doesn't work hard enough.
a He works! b He does work hard!
3 You didn't know the answer.
a I did know it! b I did knew it!
4 You don't care if I fail the exam!
a I care! b I do care!
5 Your dad doesn't like me.
a He likes you! b He does like you!

CHALLENGE!

Imagine you're a journalist interviewing a famous person. Write six statements with question tags that you would like them to answer.

You've written a new book, haven't you?
Let's talk about your latest CD, shall we?

A discussion essay

Preparation

1 Read the discussion essay. Which school subjects are mentioned in the text?

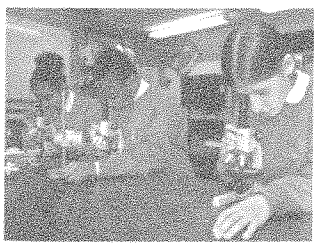
The school curriculum does not prepare students for the modern world

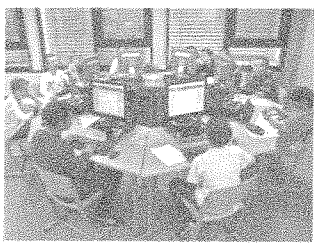
It is generally believed that schools should give their students the tools that they'll need for adult life. It is also widely accepted that a range of varied subjects gives students the necessary knowledge that will enable them to understand the world around them and to go on to university and a career. However, some people argue that the subjects that students study are not useful for the modern world and that school curriculums should be changed.

It is often supposed that the job of schools is not just to prepare young people for future employment. Those in favour of the present situation argue that schools should develop young people's minds and critical thinking. Subjects such as philosophy and art teach them to think about abstract ideas, a skill that will be useful at both university and in all types of careers. A good understanding of history also enables students to understand the reasons for the situation that their countries and the world are in now.

However, critics of these subjects say that if students want to be competitive in the future, they will need to be skilled in information technology. It is often stated that if a country wants to do well in the 21st century, it needs to have a computer-literate population. They think more school hours should be given to learning computer skills. They also claim that in a global business world, students should spend more time studying business and economic subjects.

As a student, I think it's important to be prepared for the modern world but I also want to know about the history and culture of my country. Furthermore, I want to think for myself, study a degree and not just become a 'robot' in an office. To sum up, I would say that both sides are right but it is also a question of finding a balance.





2 Put the underlined expressions from the text in the correct columns.

active construction	passive construction
1 some people argue	5 It is generally believed
2	6
3	7
4	8

3 Complete the sentences with the words in the box.

accepted argue critics ~~favour~~ generally often stated would

1 Those in favour of homework claim that it helps students develop good study habits.
2 It is often _____ that exams are a test of students' memories not their intelligence.
3 It is _____ believed that few people are in favour of IQ tests for children.
4 _____ of exams claim that we rarely have to do exams in real life.
5 It is widely _____ that schools have to teach more information technology.
6 Some people _____ that subjects like philosophy help students develop their intellects.
7 It is _____ supposed that it is difficult to find another system for checking students' progress.
8 I _____ say that some students wouldn't work hard without the motivation of exams.

Writing task

4 **Read the essay topic and prepare your ideas to write a discussion essay. Use the writing plan to help you.**

Computers stop students from thinking for themselves.

Paragraph 1 • Introduce the issue and the situation in your country. How many schools use computers?
Paragraph 2 • List points that support the title of the discussion essay, e.g. students can find essays on school topics already written on the internet.
Paragraph 3 • List arguments against the title of the discussion essay, e.g. the internet provides lots of stimulating and educational websites.
Paragraph 4 • Give examples of your experience and your opinions.

5 **In your notebook write your discussion essay using your notes from exercise 4. Write about 200 words. Use the Writing Bank on page 91 to help you.**

Check your work

Have you

- ☐ presented opinions using passive structures?
- ☐ concluded with your own experience and opinion?
- ☐ checked grammar, spelling and punctuation?

SELF CHECK 7: GRAMMAR

1 Write subject or object questions for the underlined words in the sentences.

1 Which _____?
A band called *the Strobes* won the competition.
2 How many _____?
A few people know about the problem.
3 What type of car _____?
My dad has bought a Mercedes-Benz.
4 What _____?
Sara saw Toy Story 3 at the cinema.
5 Which _____?
The first question was the most difficult.
6 How many _____?
I spoke to a lot of students.
7 Who _____?
Tim and Dave failed the IQ test.
8 Who _____?
My mum went with me to the shops.
9 Who _____?
That book belongs to Frank.
10 What time _____?
I left home at 9 o'clock.

Your score /20

2 Complete the questions with the correct question tags.

1 They've gone on holiday, _____?
2 Ashley didn't like her birthday present, _____?
3 Everybody wants to volunteer for the IQ test, _____?
4 Let's spend the afternoon at the park, _____?
5 OK, the exam is over. Stop writing, _____?
6 Somebody should help him, _____?
7 Mike hasn't got a computer, _____?
8 Everything will be on the table when you arrive, _____?
9 Everyone was very enthusiastic about the idea, _____?
10 Let's see if we can help them, _____?

Your score /10

3 Match the sentences (1–10) with the correct reply question or emphatic *do* response (a–j).

1 You didn't return the money to me.
2 I can't go on the school trip.
3 My sister's getting married.
4 You never listen to what I say.
5 Our train leaves tomorrow.
6 I'm going to buy a new computer.
7 Phil doesn't know how to play chess.
8 You never help us.
9 We're going abroad next week.
10 I've been given a pay rise!

a Why you?
b I do listen!
c I do help!
d What type?
e Where to?
f I did return it!
g Who to?
h Why not?
i He does know!
j Where from?

Your score /10

4 Complete each space in the dialogue with one word.

Mum You don't study enough, Anne. You've got exams soon!
Anne I [1]_____ study enough, Mum! I've been studying all weekend, [2]_____ I?
Mum When [3]_____ you study on Friday night? You went to the cinema with Katie!
Anne Well, I've got to relax as well!
Mum And what [4]_____ on Saturday morning?
Anne But I'm in the school team. I [5]_____ miss the school games, can I?
Mum And you went out on Saturday afternoon!
Anne [6]_____ to?
Mum To visit your grandmother.
Anne Well, you like me to visit her, [7]_____ you?
Mum Not when you've got exams! [8]_____ make a study plan, shall we?
Anne But I'll have more time next week because I finish schoo early every day.
Mum [9]_____ exactly?
Anne At 3 o'clock.
Mum Right. At three thirty you start studying.
Anne But Mum, I'm 16! Everybody at school organizes their own study periods, don't [10]_____?
Mum Well, when you demonstrate you can work on your own, I'll let you organize yourself!

Your score /10

Total /50

SELF CHECK 7: VOCABULARY

1 Answer the vocabulary quiz questions about words from Unit 7.

Quiz

1 Which word do we use to talk about objects such as washing machines, microwaves and fridges? _____

2 If you have to do a job many times, we say it is _____.

3 What phrasal verb means to create a plan? _____

4 An _____ robot has a long metal part that is like an arm.

5 What's a synonym for *mistake*? _____

6 Which word do we use to say someone has the qualities to do something in the future? _____

7 What phrasal verb means to raise children? _____

8 We say *to adhere* _____ something.

9 'To be or not to be' is a famous _____ from Shakespeare.

10 If something is _____ *operated*, it means it is operated from a distance.

11 A _____ person is very forgetful.

12 If you copy and use someone else's work and say that you did it, you _____ their work.

13 If someone's handwriting is clear and easy to read, we say it is _____.

14 What do we call a humorous person? _____

15 An _____ person is not good at what they do.

16 If you have a lot of things to do in your job, you say you've got a heavy _____.

17 Robots are often used in sea and space _____.

18 If someone *leaves* something *out* it means they don't _____ it.

19 The place and conditions that you live in are your _____.

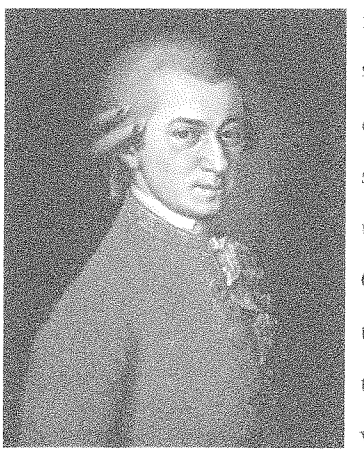
20 *Drudgery* refers to _____.

Your score /20

2 Complete the article with the correct words (a–d).

Although Wolfgang Amadeus Mozart's musical talent may have been [1]_____, his incredible musical [2]_____ came from hours spent swotting [3]_____ the work of other musicians. He was already an [4]_____ pianist and violinist at the age of five and he played for the kings and queens of Europe. However, he would go to concerts as often as he could to study the work of Europe's best composers so he could [5]_____ his own musical talent.

In his early twenties, Mozart [6]_____ through various jobs because he was determined to learn as much as possible about music. He was [7]_____ of his own great [8]_____ and he was determined to make the most of it, so he travelled around Europe, learning from other musicians and composing his own work. He soon became famous, but he didn't get rich from his talent. In fact, a [9]_____ of money was a constant problem in Mozart's short life. When he died at the age of just 35, he left over 600 pieces of work, more than enough [10]_____ that Mozart was a hard working genius.



1	a learnt	b born	c innate	d skilled
2	a role	b knowledge	c instrument	d knowing
3	a up on	b up in	c down on	d down in
4	a accomplished	b extreme	c uninhabitable	d alternative
5	a plagiarize	b reinforce	c come up	d persevere
6	a employed	b had	c leave	d got
7	a discovered	b unaware	c known	d convinced
8	a task	b errand	c function	d potential
9	a lack	b sum	c measure	d lot
10	a enrolment	b show	c proof	d material

Your score /10

Total /30

8 Only a game?

READING

Before reading: Bullying

1 Match the words (1–8) with the definitions (a–h).

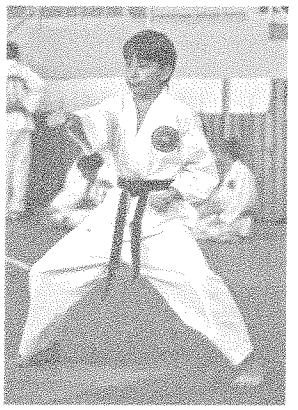
1 timid	a a fight
2 attributes	b the way that a person stands, walks, etc.
3 combat	c to frequently treat somebody badly
4 tormenters	d fears about your qualities and abilities
5 self-assured	e a person's qualities
6 insecurities	f shy
7 pick on	g people who cause others great unhappiness
8 posture	h believing that you can do or succeed at something

2 Read the text quickly. How did karate help Jamie Foster and Reece Hamilton?

3 Choose the best answers.

1 Why were both boys bullied at school? Because ...
   a they were shy.
   b they did karate.
   c their parents didn't know about the bullying.
2 Why do some people recommend karate to victims of bullying? Because ...
   a they can learn to hit their tormenters.
   b they will learn to walk better.
   c it can improve their self-esteem.
3 What are bullies like? They are ...
   a self-confident about their own abilities.
   b unaware of their own abilities.
   c uncertain about their own abilities.
4 What are the victims of bullying like? They ...
   a always look directly at people.
   b don't appear very certain of themselves.
   c are very talkative.
5 What happened when Jamie and Reece first learned karate?
   a The problems with the bullies soon stopped.
   b They used the self-defence techniques on the bullies.
   c They had a few more unpleasant situations at school.

FIGHTING THE BULLIES



Looking at Jamie Foster and Reece Hamilton, two of Britain's youngest karate champions, it's hard to believe that they were both victims of bullying at school. The two boys were both quiet and timid, attributes that unfortunately attract the attention of bullies. However, the boys' parents decided that their sons needed to learn how to defend themselves, and that's when they started karate classes.

Karate is a combat sport that involves a lot of physical contact and some teachers and youth workers recommend it to the victims of bullying as a possible solution to their problems. However, they are not suggesting that they learn karate and then go and attack their tormenters. They recommend it because it turns shy people like Jamie and Reece into the type of self-assured students that the bullies avoid.

Bullies hide their own insecurities by picking on people who lack self-confidence. Studies have shown that the victims of bullying are often quiet people who don't speak confidently. Their body posture is poor and they often avoid looking directly at people. Fortunately, these attributes can be improved and karate is one of the best ways of doing it.

Good posture is essential in karate and it is one of the first things that new students learn. They also have to focus on their opponent's every move and, as a consequence, karate forces students to look directly at people. Furthermore, they learn a number of self-defence techniques very quickly and that gives them the confidence they need to deal with any unpleasant situations that occur at school. However, after a few karate classes both Jamie and Reece found that they didn't need to practise their new skills on the bullies. Their straight backs and the confident expressions on their faces told the bullies that they were not prepared to be victims any more.

VOCABULARY

Diving in with both feet

1 Answer the questions or complete the sentences.

1 If you're on *a winning streak* you ...
a never win. b sometimes win. c always win.

2 Who stands on the *podium* after a race?
a the winner
b the last runner to finish
c the person who presents the medals

3 If you are *in the limelight*, you are ...
a in a theatre. b in the public eye. c in trouble.

4 Which word is a synonym of *combat*?
a shout b fight c hurt

5 If something happens *overnight*, it happens ...
a slowly. b during the day. c quickly.

6 If something is underneath another thing, it is ... it.
a below b on the same level as c above

7 Which noun means a feeling of liking or respect for another person?
a fame b prodigy c admiration

8 When something doesn't work as we planned, we say it ...
a backfires. b appeals. c provokes.

9 If you are *down to earth*, people think you are ...
a entertaining. b sensible. c silly.

10 Which word means a child who is a genius?
a an expert b a prodigy c a star

11 If something *appeals* to you, you think it is ...
a boring. b interesting. c enjoyable.

12 If someone *calls you names*, they say ... things about you.
a unpleasant b nice c true

13 Which verb means to cause a reaction?
a provide b provoke c prove

14 *Escalate* means to ... something.
a increase b reduce c maintain

15 *Fame* is when people ... what you have done.
a don't know b aren't interested in c talk about

Winners and losers

2 Complete the sentences with the words in the box.

front-runner runner up victor ~~world number one~~

1 Tennis player Rafael Nadal was the world number one in 2008 and 2010. Nobody could beat him.
2 Muhammad Ali was the _____ in 56 of his fights, and he only lost on five occasions.
3 Every time Usain Bolt competes in the 100 metres, he is the _____ to win the race.
4 Merlene Ottey was always the _____ in Olympic finals. She always went home with a silver and not a gold medal.

Physical exercise

3 Which exercises are being described?

handstand press-up pull-up sit-up squat thrust ~~stretching~~

1 Push out your arm as far as you can. Good. Now push out the other one. stretching
2 Right, put your hands behind your neck and use your stomach muscles to pull your head and back up. _____
3 Put your hands on the floor and push your legs into the air. _____
4 Hold the metal bar and pull your body up and your feet off the ground. _____
5 Lie on the floor with your face facing down. Now place your hands flat on the floor and push your body up. _____
6 Put your hands on the floor and bend your legs so that your knees are touching your chest. Now push your legs and feet behind you. _____

Athletics

4 Match the verbs (1–8) with the nouns (a–h).

1 train	a with stretching exercises
2 warm up	b athletics events
3 practise	c a record
4 take part in	d another club
5 do well	e three days a week
6 beat	f a trial
7 break	g my technique
8 invited for	h this season

Sports idioms

5 Choose the correct answers.

1 It was supposed to be a secret but Mike's comment **sailed through** / **gave the game away**.
2 I don't think we were competing **on a level playing field** / **off his own bat.** I wanted promotion but the boss gave the job to his son.
3 Transport? Don't **worry on that score** / **give the game away.** I've called a taxi.
4 Nobody helped him. He did it **on the ball** / **off his own bat.**
5 It wasn't exactly easy, but I'd studied a lot so I **sailed through** / **worried on that score.**
6 You have to be **on the ball** / **on a level playing field** in this job. If you don't concentrate, you can miss something important.

GRAMMAR

Mixed conditionals

1 Decide if the underlined words refer to an unreal present or an unreal past.

1 If they had bought the tickets for the match earlier, they would have better seats. unreal past
2 If she practised harder, she would have won more races. _____
3 If you didn't play so aggressively, the referee wouldn't have sent you off last Saturday. _____
4 If we had told Jack, he'd be here with us. _____
5 If Sara could hit the ball harder, she would have won more points. _____
6 If he had played all last season, we wouldn't be in the second division. _____

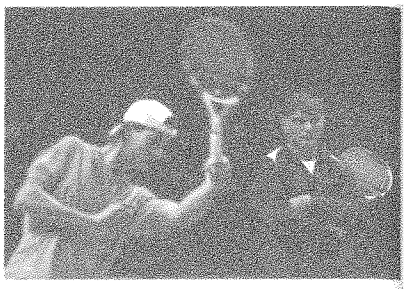
2 Complete the sentences with the correct mixed conditional forms of the verbs in brackets.

1 If Ray had phoned (phone) me, he would have your address.
2 If Helga spoke better English, she _____ (get) the job.
3 If I _____ (not be) always late for the matches, the trainer would have made me captain at the beginning of the season.
4 If Dad's car _____ (not break down), he wouldn't have to catch the bus to work.
5 If we _____ (not like) Japanese food, we wouldn't have gone to the Tokyo restaurant last night.
6 If Diane hadn't worked late, she _____ (not feel) so tired.
7 If Simon didn't know the manager, he _____ (not stayed) at that hotel.
8 If we had asked somebody, we _____ (not be) lost.

3 Write mixed conditional sentences for the following situations.

1 I didn't do my homework so the teacher is angry with me.
If I'd done my homework the teacher wouldn't be angry with me.
2 He isn't a fast runner so he never won a race.
3 Anne has to look after her sister after school so she didn't come shopping with us.
4 Sam lost his mobile phone so he has use his dad's old one.
5 Mike gets tired quickly so he didn't run in the marathon.
6 We didn't see the match so we don't know what happened.
7 Maria goes to French lessons on Wednesdays so she didn't stay to watch our match.
8 They played badly so the trainer wants them to do extra practice this week.

4 Complete the text with the correct mixed conditional forms of the verbs in brackets.



Rafael Nadal started playing tennis at the age of three. If Rafael Nadal [1] hadn't started (not start) playing tennis at a very young age, he probably [2] _____ (not be) one of the world's best players now. He was also born in the country with the best tennis schools and clubs in the world: Spain. If he [3] _____ (not be) Spanish, he [4] _____ (not have) had such good facilities. His uncle Toni has always been his trainer and the family expected Toni to teach Rafael more than just tennis. If his uncle [5] _____ (not train) him when he was younger, perhaps he [6] _____ (not display) such good manners on court and be such a good example to other young players.

5 Complete the sentences with *might*, *might have* and the correct form of the verb in brackets.

1 If they had arrived on time, the teacher might not be (not be) so angry now.
2 If Sam was a better goalkeeper, he _____ (save) the penalty in yesterday's match.
3 If we had brought a map with us, we _____ (know) where we are now.
4 If Katie wasn't so shy, she _____ (perform) better in last week's school play.
5 If you had asked for a tablet earlier, you _____ (not have) such a bad headache now.
6 If you were more interested, the chess teacher _____ (choose) you for the school team last term.

CHALLENGE!

Write four conditional sentences about how your life would be different now and how things would have been different in the past.

If I was more patient, I would have taken more time over my moves in last night's chess match.

The sports business

1 Choose the correct answers.

1 And now it's time for some commercials / media coverage before we return to Wembley for the second half of the match.
2 'Just do it!' is probably one of the best-known endorsements / slogans that a company has ever created.
3 Sponsorship / Media coverage of sport has increased dramatically over the years and sports news is sometimes given more time than other types of news.
4 Most sports wouldn't survive without the money they receive from sponsorship / target audiences.
5 A lot of famous sports players can earn more money from endorsements / slogans of products than from the sports they play.
6 The commercial / target audience for this magazine is girls between the ages of 14 and 18.

2 Match the words from exercise 1 with the short texts.

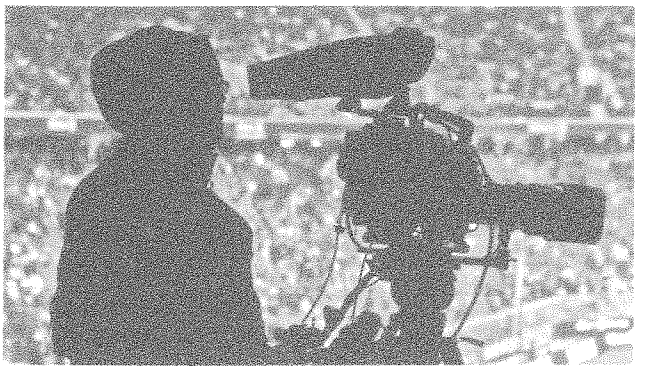
1 The new Quantam MP4 players are here! Available now at the special price of £99! Buy yours today! commercial
2 Cool trainers for tomorrow's stars! _____
3 This programme is going to be aimed at boys aged between the ages of 14 and 18. _____
4 Arsenal Football Club play at the Emirates Stadium and they wear the name of an airline on their shirts. _____
5 Football news is reported everywhere: on TV, the radio, and on the internet. _____
6 You've seen me scoring goals for Manchester United and England and if you want to do the same one day, I recommend you wear the same boots as I do! _____

3 Read the title of the text. Why do you think TV and sport are the perfect match? Read the text and check your answer.

4 Are the sentences true or false? Correct the false sentences.

1 Sports stars of the past were well known but not wealthy.
2 Sports stars of the past dreamed of being as famous as today's sports stars.
3 Television hasn't changed sport.
4 There are a lot of different emotions in sporting events.
5 Advertisers didn't think that TV and sport worked well together.
6 They show sport on TV at times when a lot of people can see it.
7 The sponsors don't want injured sports stars to play.
8 Some sports stars suffer from health problems when they finish playing.

TV and sport: the perfect match



There have always been famous sportsmen and women, but until quite recently nobody made a lot of money from playing sport. It was a hobby, not a professional career. But it's quite different today. Professional sport can now be extremely lucrative and top players earn salaries that sports stars a few years ago could only dream about. Today, sport is a ticket to fame and fortune.

The transformation of sport from a leisure activity to an industry has occurred because of the increasing importance of television in our lives. Sport and television are the perfect match. Television provides enormous audiences and sport provides spectacular drama, with joy, despair, excitement and tension in equal measure. What's more, television offers spectators all this drama in the comfort of their own homes. It's a winning combination.

Of course, advertisers have been quick to realize the true potential of this partnership. Sponsorship is everywhere, from football players who have the names of their sponsors on their kit to the Formula One drivers whose cars are covered in the names of the companies that finance them. There are teams, stadiums and even competitions named after the companies which have invested money in them. And all these major sporting events are shown on television at times which will reach a maximum audience. Sports events have become very long TV commercials.

However, millionaire sportsmen and women may find there is a price to pay for their fame and fortune. The enormous amounts of money in sport have increased the pressure on them to perform and succeed. The sponsors expect the stars to appear in the events that they are paying for. This means some professionals take painkillers so they can continue to play even when they're injured. When it's time for a comfortable retirement from sport, some sports stars will find that poor health caused by forcing their bodies to keep going when they should have rested makes life very uncomfortable.

CHALLENGE!

Find examples of the following in your own country:

- an endorsement by a sports star
- a TV commercial for a sports product
- sponsorship of a sports event
- a slogan for a sports product.

GRAMMAR

I wish / If only

1 Complete the rules with the words in the box.

past perfect tense were past tense

When we want to express that we would like a present situation to be different, we use *I wish* and *If only* with a [1]_____. After *I wish* and *if only* we can use [2]_____ instead of *was* in the third person.

When we want to express that we would like a past situation to have been different, we use *I wish* and *If only* with the [3]_____.

2 Complete the sentences by putting the verb in brackets in the correct form.

1 I'm really tired. If only I had gone (go) to bed early last night.
2 I've got a really difficult exam today. I wish I _____ (study) more for it.
3 I can't understand Herr Schmidt. If only I _____ (speak) better German.
4 I don't know how to cook a pizza and my mum is out. I wish my mum _____ (be) here.
5 I forgot to bring my mobile phone. If only I _____ (remember) to put it in my bag.
6 I don't know his address. I wish I _____ (have) it with me.

3 Write sentences with *I wish* and *If only*.

1 It's raining. (if / have / an umbrella)
If only I had an umbrella.
2 I felt sick. (I / eat / so much chocolate)
I wish I hadn't eaten so much chocolate.
3 I didn't have my camera with me. (if / take / my camera)
_____.
4 It's freezing. (I / be / warmer)
_____.
5 I didn't pass the driving test. (if / practise / more)
_____.
6 I live in a village. (if / live / in a big city)
_____.
7 I'm lonely. (I / know / more people)
_____.
8 I hit the car in front. (I / drive / so fast)
_____.

4 Rewrite the sentences with *should have* + past participle.

1 He didn't hand in his homework on time.
He should have handed in his homework on time.
2 Anne didn't go to volleyball training.
_____
3 Sam didn't score the penalty.
_____
4 Frank didn't phone his parents.
_____
5 Lisa didn't buy any bread.
_____
6 They didn't take a map.
_____
7 Sally didn't rest after her injury.
_____
8 We didn't arrive for the start.
_____

5 There are mistakes in six of the sentences. Find the mistakes and correct them.

1 If only my favourite football team lost last Saturday.
hadn't lost
2 They shouldn't have buy such expensive trainers.
bought
3 I wish you was here to help me. _____
4 If only the trainer was more understanding. _____
5 I wish he had told me I was playing earlier. _____
6 He shouldn't forgotten his football boots. _____
7 If only it hadn't raining now. _____
8 I wish I saw Jack score the winning goal at the end of Saturday's match. _____

CHALLENGE!

Imagine you are a footballer or a tennis player that has just lost a final. Write sentences with *I wish* / *If only* about six things which you wish were or had been different.

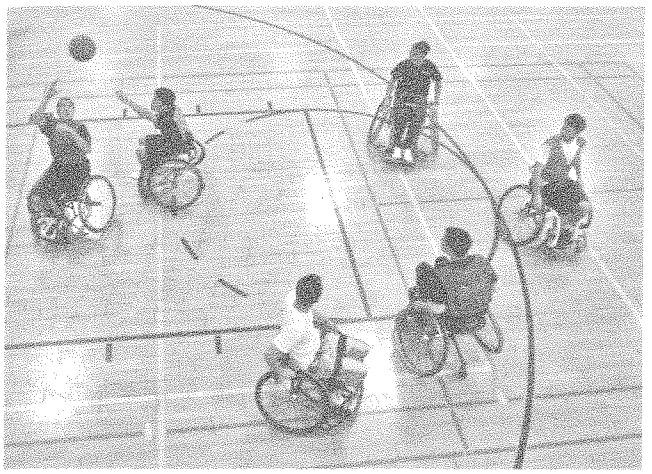
I wish I had scored a goal.
If only I hit the ball harder.
_____
_____
_____
_____

A biography

Preparation

1 Read the biography. Put the paragraphs in the correct order.

Paragraph 1 ___ Paragraph 3 ___
Paragraph 2 ___ Paragraph 4 ___



A Before the accident, everybody admired Andy for his footballing talent, but now he is also admired for his courage. Instead of feeling sorry for himself, Andy came back to school and decided to dedicate himself to his studies. And although he studies harder now, he hasn't given up sport. He took up marathons and wheelchair basketball and is successful at both of them. Andy's success is his incredible determination not to let a serious accident stop him from doing well in life.

B Although Andy was a good student at secondary school, he spent most of his time practising with a ball instead of studying. He was the star of the school football team and his skill, speed and reflexes soon made him the star of the Manchester Schools League. When he scored 42 goals in one season, he was invited by Manchester United to join their youth team. Andy quickly signed a contract to become a youth player, but unfortunately he never got the chance to wear a brand new United shirt.

C Andy Thomas was born in Manchester, England in 1992. He grew up near Old Trafford, the home of Manchester United. Andy was the youngest of three football-loving brothers and when he played, he always wore an old Manchester United shirt that had been passed down to him. However, it soon became clear that although he was the last to receive a football kit, he was the first when it came to football talent.

D During the summer holiday, Andy was involved in an accident that ended his football career before it had even started. While he was cycling near his home, a car knocked him over and caused serious injuries to his back. After months in hospital, he finally returned home in a wheelchair, unable to move his legs. His dream of becoming a professional footballer was over.

2 Which paragraph does the following information about Andy appear in?

a An important turning point in Andy's life. 3
b What people think of Andy today. ___
c Andy's decision to study hard. ___
d Andy's first games of football. ___
e The consequences of the turning point. ___
f Success in the school team. ___
g Where and when Andy was born. ___
h His progress as a footballer. ___

3 Which paragraphs in the biography contain the information in the box?

his situation now	first successes and failures
his early years	what people think of him
~~his date of birth~~	an important event
first steps in his field and career	
the consequences of an important event	

Paragraph 1: his date of birth
Paragraph 2: _____
Paragraph 3: _____
Paragraph 4: _____

4 Read the sentences from different biographies and decide in which paragraph, 1, 2, 3 or 4, you would expect to find each one.

1 She retired from professional tennis in 2004 and has worked as a TV commentator since then.
Probably in paragraph 4, as it talks about what the person is doing now.
2 When he was 13, Messi moved to Barcelona to start playing with the Barcelona youth team.
3 Her parents were very keen swimmers and they taught her to swim when she was still a baby.
4 Hicham's first marathon was in 1984 and he realized after that first official race that he had found the perfect distance.
5 In 2000 he got married to a famous singer and appeared more in the gossip magazines than in the sports pages.
6 She was elected a member of the Olympic Committee in 2005 and since then she has worked to improve facilities for all young players around the world.

Writing task

5 Write a biography of someone that you admire. Use the paragraph plan in exercise 3 to organize your information about the person.

SELF CHECK 8: GRAMMAR

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

1 If you _____ (not live) in France for two years, you wouldn't speak such good French.
2 If Jack _____ (not be) so fast, he wouldn't have caught the bus.
3 If we were in London, we _____ (go) to the match.
4 If David had left earlier, he _____ (be) at home now.
5 If Julie _____ (meet) Frank, she would know what he was like.
6 If they _____ (practise) at home, they would have played better in the chess championship.
7 If we had taken the train, you _____ (not have to) drive now.
8 If Ray had bought some sunglasses, his eyes _____ (not hurt).
9 If Alan _____ (speak) Spanish, we would have gone to Madrid.
10 If Susan lived in London, we _____ (stay) with her.

Your score /10

2 **Write *I wish* / *If only* sentences for the situations. Sometimes there may be more than one possible answer.**

1 I haven't got any money. _____
2 I failed my maths exam. _____
3 We lost the volleyball match. _____
4 I crashed my car. _____
5 It's hot. _____
6 I can't hear the music. _____
7 I speak too much. _____
8 I lost my mobile phone. _____
9 The television doesn't work. _____
10 I didn't buy that book. _____

Your score /20

3 **Choose the correct sentences for each situation.**

1 I missed the race.
a I wish I'd seen the race. b If only I saw the race.
2 Alice isn't patient so she didn't wait.
a If Alice had been patient, she would wait.
b If Alice was patient, she would have waited.
3 Tom hasn't got much money so he didn't go.
a If Tom had a lot of money, he might have gone.
b If Tom had had a lot of money, he might have gone.
4 I don't know the answer.
a If only I had known the answer.
b I wish I knew the answer.
5 We didn't arrive on time.
a We should have arrived on time.
b We should arrive on time.
6 Sam won the match and he's in the final.
a If Sam hadn't won, he wouldn't be in the final.
b If Sam had won, he would be in the final.
7 It snowed all night.
a If only it had snowed.
b If only it hadn't snowed.
8 I like chocolate so much!
a I wish I didn't like chocolate so much.
b I wish I hadn't liked chocolate so much.
9 You didn't record the film so now we can't watch it.
a If you hadn't recorded the film, we would have been able to watch it.
b If you had recorded the film, we would be able to watch it.
10 Mark wants to go to university so he studied hard.
a If Mark wanted to go to university, he wouldn't have studied hard.
b If Mark didn't want to go to university, he wouldn't have studied hard.

Your score /10

4 **Put the verbs in brackets in the correct form.**

Harry Where were you on Wednesday evening?
Simon I've had exams this week. If I [1] _____ (not have) exams, I would have gone to training.
Harry Well, you should [2] _____ (tell) the trainer.
Simon I did tell him. I sent him an email. Although I wish I [3] _____ (phone) him. What did he say?
Harry He said that if a player had missed training without a good excuse, he [4] _____ (not play) in the game on Saturday.
Simon But I've got a good excuse! If only I [5] _____ (tell) him about the exams last week!
Harry If he [6] _____ (read) your email before training, you might still be in the team.
Simon If only I [7] _____ (can) speak to him.
Harry You should [8] _____ (think) about it before now! The night before the game is too late.
Simon OK, OK! Perhaps if you had said something on Wednesday, I [9] _____ (not be) in this situation!
Harry Hey, it's not my fault! If we [10] _____ (go) to the same school, I might have known about your exams.

Your score /10

Total /50

SELF CHECK 8: VOCABULARY

1 Answer the vocabulary quiz questions about words from Unit 8.

Quiz

1 We usually say 'to _____ an opponent' when you are the winner.

2 If you *sail through* an exam you _____.

3 The person who comes second is called a _____.

4 What do we call advertisements done by famous people? _____

5 A famous person is often in the a) limelight or b) bright lights. _____

6 Which word do we use to say a child is a genius? _____

7 If something happens *overnight*, it is _____ to happen.

8 Before going for a run you should *warm* _____.

9 Don't tell them; don't give the _____ away!

10 A TV advertisement is also called a TV _____.

11 To provoke something means to _____ it _____.

12 When you always win during a period of time, we say you're on a _____.

13 We usually say 'to _____ a record'.

14 When someone says bad things to someone, they call them _____.

15 The *victor* is the _____ of a match.

16 Which sports idiom means the conditions are the same for everyone? _____

17 When you push your body up with your hands and arms, you are doing _____.

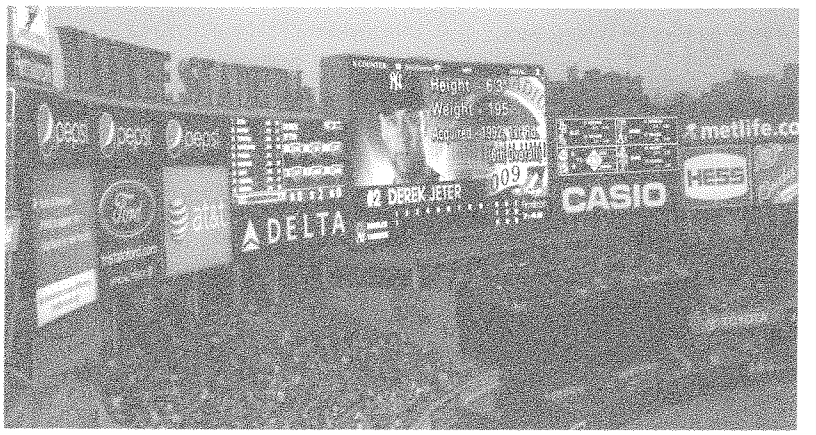
18 What do winners stand on? _____

19 TV, the radio, newspapers and the internet are all examples of what? _____

20 When you do a handstand, your head is _____ your legs.

Your score /20

2 Complete the article with the correct words (a–d).



Today, sport is big business with sports clubs often more interested in money and [1]_____ instead of [2]_____ their players. Football matches and [3]_____ events are organized so that as many of the sponsors' [4]_____ audience as possible can see them. The [5]_____ that sports fans used to feel for their sporting heroes is sometimes replaced by annoyance at the way sport is used to try and persuade us to buy things.

Despite this, sport still [6]_____ to millions of people. We enjoy seeing a sportsman or woman taking on the world and beating them off his / her own [7]_____. We know that apart from talent, the best sportsmen and women spend hours [8]_____. We know that luck also plays a big part, because one injury and their plans to become the world [9]_____ can [10]_____ in a second. For the moment, the excitement and emotion of sport helps us forget that it is often just another form of advertising.

1	a commercial	b slogan	c sponsor	d sponsorship
2	a coaching	b teaching	c combating	d practising
3	a game	b track	c season	d trial
4	a target	b aim	c media	d overnight
5	a endorsement	b limelight	c admiration	d fame
6	a calls	b likes	c attracts	d appeals
7	a bat	b club	c field	d score
8	a training	b coaching	c doing	d stretching
9	a number one	b runner up	c front-runner	d victor
10	a escalate	b provoke	c backfire	d combat

Your score /10

Total /30

9 Literature

READING

Before reading: Writing

1 Match the words (1–8) with the definitions (a–h).

1 genre	a a first or early copy of a piece of writing
2 would-be	b stopping something or someone from being completely bad
3 plot	c the most important and exciting part of a book
4 turning point	d a typed or hand-written copy of a book that hasn't been printed yet
5 climax	e a particular type of book, film, etc.
6 redeeming	f a time when an important change happens
7 manuscript	g the events in a story and how they develop
8 draft	h hoping to do something

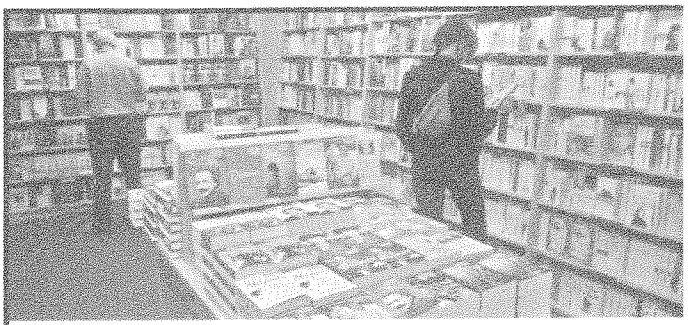
2 Read the text quickly. Why do some people want to write a novel?

3 Which sections – Genre, Plot, Characters or Write! – talk about the following topics?

1 The development of the story _____
2 Avoiding extremes _____
3 Other people's opinions _____
4 Inventing people's pasts _____
5 Research into what people like _____
6 How much you have to write _____
7 Advice from people in the book industry _____
8 Choices made by the characters _____

4 Are the sentences true or false? Correct the false sentences.

1 It's not a good idea to write about what you know.
2 A visit to a bookshop will show you what people are reading at the moment.
3 The plot has three parts.
4 The climax comes before the turning point.
5 Your characters should have good and bad qualities.
6 Base your characters on the biographies of real people.
7 Try and write something every day.
8 Ask your family and friends to help you to write.



How to write a novel

Have you ever read a novel and thought, 'I could do better than that'? Well, if you really do think you can do better than some published writers, follow our tips below, switch on your computer and start writing!

• Genre

Many editors tell would-be writers to choose topics that they are familiar with. So, a young adult writer might find it easier to write about family life, school and friends. However, if you want to try something different then you should go to a local bookshop and see which genres, such as science fiction, mystery, detective stories are popular, and write a novel like that.

• Plot

Next, you have to decide what your novel is going to be about. Once you have the main idea for the story, you then have to think about what is going to happen in the beginning, in the middle and at the end. Your story will also need a turning point which challenges your main characters and forces them to take action. The decisions the characters take should lead to the exciting climax of the story.

• Characters

Try to make your characters as real as possible. Even your hero or heroine shouldn't be perfect, because nobody is perfect in real life. That rule also applies to the bad guys in your story. Nobody is completely bad and they should have some redeeming characteristics. Before you start writing, create biographies for each of your characters and make notes about their hobbies, education and families so that they begin to feel like real people.

• Write!

Thanks to computers, writing a novel is easier than ever before, but you still have to sit down and produce between 40,000 and 75,000 words! Find a quiet moment every day and write something, even if it's only a sentence or a paragraph. Once you've written a chapter, ask your friends and family to read it and tell you what they think. Be prepared to accept criticism and to rewrite your manuscript two or three times. Not even the best writers produce a perfect first draft!

VOCABULARY

Reading through the ages

1 Answer the questions or complete the sentences.

1 Which verb means to collect and increase over time?
a preserve b degenerate c accumulate

2 What is an *epic*?
a a long poem b a big meal c a famous poet

3 Which material do you not *engrave* words on?
a wood b paper c stone

4 A search for something that is difficult to find is a ...
a prose. b flourish. c quest.

5 A *recital* of poetry or music is a ...
a CD. b book. c performance.

6 Prose is usually used in ...
a songs. b poetry. c novels.

7 If something *degenerates*, it becomes ...
a worse. b better. c smaller.

8 Discussion about the quality of books and poetry is ...
a review. b literary criticism. c literature.

9 A person who can read and write is ...
a literate. b privileged. c numerate.

10 To *flourish* means to develop ...
a badly. b successfully. c quickly.

11 Which verb means to remember something exactly?
a remind b recall c memorize

12 A *revival* is when something becomes ...
a popular. b popular again. c unpopular.

13 A *privileged* person has ...
a advantages. b good health. c good results.

14 *Stagnation* occurs when something ...
a changes. b stays the same. c gets better.

15 If you want to keep something as it is, you ... it.
a prevent b predict c preserve

Reading

2 Complete the sentences with the correct form of the words in the box.

bestseller ~~bookworm~~ browse flick through
from cover to cover look up pore over take out

1 Jack's a bookworm. He's always got his head in a book.
2 My dad reads the newspaper _____ every morning.
3 I can _____ for hours in the local bookshop before I finally decide which book I want to buy.
4 He _____ the contract and carefully studied each section before he signed it.
5 I _____ information in an online encyclopaedia when I'm doing my homework.
6 I don't always read the supplement. I just _____ it to see if there's an interesting article.
7 His first book became a _____ and was later made into a film.
8 I _____ three books from the library, but now I don't think I'll have time to read them.

Types of books

3 Match the words with the definitions.

1 anthology
2 biography
3 novel
4 reference book
5 text book
6 travel guide

a a book that is used for obtaining information e.g. a dictionary
b a book that is used in schools to teach a particular subject
c a book of poems, pieces of writing, etc. by different authors
d a book for tourists that gives information about interesting places
e the story of a person's life written by someone else
f a book that tells a story about invented events and people

The parts of a book

4 Match the words with the parts of a book.

acknowledgements appendix bibliography ~~blurb~~
contents footnotes glossary index

An incredibly well-constructed story, full of mystery, adventure and action. The most original novel to have appeared in years.

1 blurb

Chapter 1: Shakespeare's childhood page 1
Chapter 2: Shakespeare the actor page 26
Chapter 3: Shakespeare in London page 35

2 _____

[1]The photographs on this page are from the archive.
[2]The event at the palace took place on July 12th, 2008.

3 _____

Shakespeare, Susan, 66-67, 102-104.
Shoreditch (London), 35-37, 39-41.
Stratford, 1-7, 9-10, 22-26, 34-35, 88-94, 102-108.

4 _____

J.P.V.D Balsdon, *Julius Caesar and Rome* (1967)
S. Weinstock, *Divus Julius* (1971)
Z.Yavetz, *Caesar and his public image* (1983)

5 _____

aery: area *castor:* hat
blow upon: to betray *cote:* house
blunt: money *flat:* stupid

6 _____

I would especially like to thank my family for their support and patience.

_____

Background notes
Charity schools gave a bad education to the very poor. The children at charity schools had to wear a uniform that made it clear to everyone that they were pupils of a school for the very poor.

8 _____

GRAMMAR

Object relative clauses

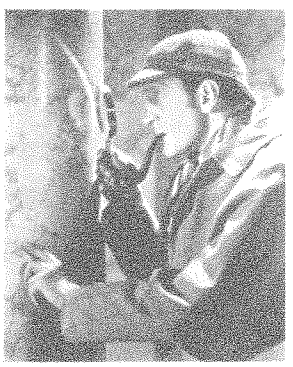
1 Decide if the defining relative clauses in the sentences are object relative clauses (O) or subject relative clauses (S).

1 The book which you lent me was really entertaining. S
2 She writes about places which few visitors have been to. ___
3 He didn't like the biography that was written about him. ___
4 The library which is in the city centre is open until 10 o'clock at night. ___
5 The text which I need this weekend is at school. ___
6 This is the dictionary which comes with a CD-Rom. ___

2 Choose the correct answers.

1 The publisher is looking for writers who **are** / they are speakers of Arabic and English.
2 There are a few rules which **can** / you can follow if you want to write a novel.
3 I met some friends that **they live** / live in Paris.
4 Have you read the book that **will** / we'll be studying next week?
5 I want to write an email to the online bookshop that **sent** / they sent me the wrong books.
6 It was a play that **will** / we'll never forget.
7 You have to take these books back to the library that **borrowed** / you borrowed them from.

3 Read the text and decide which relative pronouns can be left out. Cross out the ones that can be omitted.



The first Sherlock Holmes story [1]that Conan Doyle wrote was *A Study in Scarlet*. This wasn't the first novel [2]which focussed on detective work, but it was the first of a genre [3]which the reading public still enjoy today: crime fiction. The magazine [4]which serialized the Sherlock Holmes stories was called *The Strand* and there was great excitement when a new episode was published; arguments sometimes broke out in bookshops [5]that had sold out of copies.

However, Conan Doyle tired of the detective [6]that he had invented. In *The Final Problem*, he killed off the detective in a fight, but the public wouldn't accept Holmes' disappearance, and Conan Doyle was forced to bring him back. In fact, Holmes was the first fictional character [7]who people set up fan clubs for, and they still exist today.

4 Join the sentences with defining relative clauses. Leave out the relative pronoun if you can.

1 This is the book. We found it in the street.
This is the book we found in the street.
2 The man was a novelist. He wrote detective stories.
___
3 Jane's bought a new e-book. It's got a great screen.
___
4 Max is the writer. He wrote a book of poems.
___
5 Chinese is a language. People find it very difficult.
___
6 The biography was very interesting. I read it last summer.
___
7 The new bookshop has a lot of comics. We went to it.
___
8 The owner of the bookshop was very friendly. I spoke to her.
___

5 Complete the sentences with a suitable preposition.

1 The purpose for ___ which this machine was invented was to improve efficiency.
2 The 23rd April is the day ___ which both Miguel Cervantes and William Shakespeare died.
3 The recital ___ which we were invited was cancelled.
4 Shoreditch is a neighbourhood ___ which Shakespeare built a theatre.
5 That's the university ___ which Naguib Mahfouz studied.

CHALLENGE!

Write sentences about three books that you would recommend to a friend. Say what type of book each one is and say what happens.

The first book I would recommend is an adventure story about a boy who gets lost in New York.

E-books

1 Match the words (1–8) with the definitions (a–h).

1 audio book	a a book that has a stiff cover
2 comic book	b a magazine that tells stories with pictures
3 e-book	c a book that you listen to
4 hardback	d a book that is read on an electronic device
5 leaflet	e a book that has a soft cover
6 paperback	f a long roll of paper with writing on it
7 scroll	g a flat piece of stone that has writing engraved on it
8 tablet	h a small printed piece of paper that advertises or gives information about something

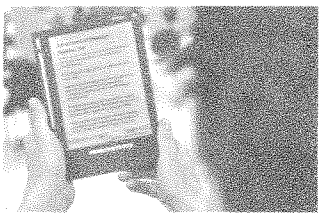
2 Are you a bookworm? Answer the questions and check your results at the bottom of the page!

1 Which activity would you choose if you had half an hour's free time?
   a Watch TV.
   b Text friends on my mobile.
   c Read a magazine or newspaper.
   d Read a novel.
2 What do you mostly use the internet for?
   a Watching videos.
   b Using social networking sites to chat to my friends.
   c Reading newspapers and magazines online.
   d Finding information about the book I'm reading at the moment.
3 What's your opinion of e-books?
   a I'll buy one if you can watch videos on them.
   b I don't want a device that can store lots of books.
   c They could be useful for downloading online magazines.
   d Anything that makes reading easier is welcome.
4 What would a visitor learn about you by looking at your bookshelves?
   a I don't have any bookshelves.
   b I have some nice photos on them.
   c I like reading magazines.
   d I have good taste in literature and I am well informed.
5 What is your favourite genre at the moment?
   a Soap operas on TV
   b Text messages
   c Journalism
   d Different types of novels

3 Read the text and answer the questions in your own words.

1 What is slow reading?
2 Why don't people finish the online texts they start?
3 What effects has the internet had on students' ability to concentrate?
4 What should people do if they want to do slow reading?
5 Why is slow reading useful?

SLOW READING



Have you bought an e-book yet? If you haven't, you might like to think about a new fashion that has just become popular before you do: slow reading. Slow reading is the idea of university professors and intellectuals that want people to switch off their electronic reading devices and computers and pick up a book and read it … slowly.

Why? Well, according to research by the Poynter Institute, people's reading habits are changing because of the internet. They discovered that when people read an online article or text, they usually only finish 20% of it. People click on links to other sites that are in the texts they are looking at, or they are interrupted by emails and messages while they are reading. We are becoming used to reading short pieces of text quickly before moving on to the next one.

This, according to university professors, is having a negative effect on our ability to concentrate on longer texts and books. At one university in Britain, a professor is giving his students fewer books to read because they find it hard to pay attention to what they are reading. Another professor claimed that today's students can't concentrate on a book for more than 30 seconds.

Of course, university professors know that the internet is not going to disappear, but they want students to take their time when they read the material that they need to study. Therefore, they have invented 'slow reading'. The professors suggest that students spend part of their reading time with all electronic devices switched off. Without links to other sites or interruptions from messages, it is hoped that students will be able to focus on the meaning behind the words, as well as the words themselves. Quick reading is useful for getting information and facts, but if you want to really understand what someone has written, you need to take your time.

Are you a bookworm? Quiz answers.
Mostly 'a' answers. It seems that you spend too much time watching TV and videos. You should try and vary your free time activities, and introduce books into your life!
Mostly 'b' answers. You are in danger of being unable to understand longer texts. If the only things that you read are text messages, you might also find that you have difficulties concentrating on longer texts.
Mostly 'c' answers. You obviously enjoy reading, but you need to try different, and longer, pieces of writing.
Mostly 'd' answers. You could definitely be called a bookworm! However, make sure you leave time for other activities.

Reduced relative clauses

1 **Decide which sentences can be rewritten with reduced relative clauses.**

1 The customers (who were) in the bookshop all wanted to buy the same book. ☑
2 Kevin Watts, whom I met at a literary festival, is giving a recital of his new poems. ☐
3 *Sense and Sensibility*, which Jane Austen wrote in 1811, has been made into a film and a TV series. ☐
4 The students who are studying ancient literature have an extra lecture this afternoon. ☐
5 The new magazine, which is available only on the internet, is for teenage readers. ☐
6 My new Rayton e-book, which was voted the best e-book on the market, has a long-lasting battery. ☐
7 People who are waiting for the author to sign their books are wasting their time. ☐
8 William Faulkner, who was an American author, wrote about poor people in the southern states. ☐

2 **Decide which sentence in each pair can be reduced.**

1 a Architects **who worked** on the new museum disagree about the next step. ☐
b Architects **who were working** on the new museum disagree about the next step. ☑
2 a The poems **that were printed** in the 17th century were much longer than today's poems. ☐
b The poems **that publishers printed** in the 17th century were much longer than today's poems. ☐
3 a George Eliot, **who was the author of** *The Mill on the Floss*, was born in Nuneaton, England. ☐
b George Eliot, **who wrote** *The Mill on the Floss*, was born in Nuneaton. ☐
4 a Books **which are sold** on the internet are usually cheaper than books for sale in bookshops. ☐
b Books **which websites sell** on the internet are usually cheaper than books for sale in bookshops. ☐

3 **Read the text. Find six relative clauses. Which relative clauses can be reduced?**

I went to our office, which is in Birmingham, and I spoke to the people who are working in the sales department. We talked about the sales strategy for the winter season, which is our busiest period, and I met the staff who had been chosen to visit the bookshops. Then we had lunch with the editors who work with our most popular authors. Finally, we looked at the comments about the new books from readers who are writing reports on them.

4 **Rewrite the reduced relative clauses with relative pronouns.**

1 A scarf is a piece of clothing worn in the winter.
A scarf is a piece of clothing which is worn in the winter.
2 In the past, philosophy was a subject taught in schools all around the world.
3 Paris, visited by five million tourists last year, is the most popular tourist destination in the world.
4 The books in my bag are a birthday present for Dad.
5 Robinson Crusoe, based on a real 18th century sailor, was created by Daniel Defoe.
6 The man sitting in the kitchen is a police officer!
7 This novel is perfect for someone looking for an entertaining detective story.
8 Some people on the underground last night were involved in an accident.

5 **Choose the correct answers.**

1 There were some poets **reading** / **read** their own work.
2 There is a bookshop **selling** / **sold** books at half price.
3 There were some CDs **producing** / **produced** by local artists.
4 There was a bag **leaving** / **left** on the train.
5 There are some boys **waiting** / **waited** to see Jack.
6 There was some food **preparing** / **prepared** for us.
7 There is a concert **arranging** / **arranged** for next Friday.
8 There were a few people **asking** / **asked** for help.

CHALLENGE!

Write six sentences about an author you like. Use reduced relative clauses.

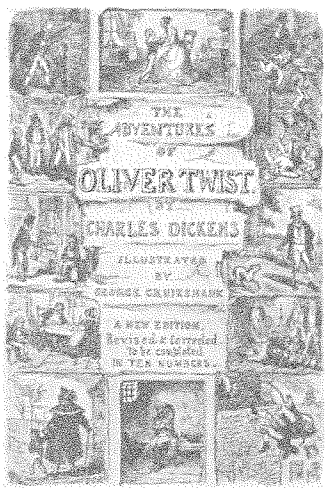
Daphne Du Maurier was born into a wealthy family and she lived in in the society of the rich, (which was) often used by the author in her novels.

A book review

Preparation

1 Read the book review. Does the reviewer like the book or not?

One of the best books that I have ever read is *Oliver Twist* by Charles Dickens. [1] It was first published in 1837 in weekly parts in a magazine. [2]_____ London in the first half of the nineteenth century and shows two completely different parts of the capital city: the rich and poor neighbourhoods. [3]_____ and it tells the story of a young orphan who experiences the best and the worst of life.



The main character is Oliver Twist and although [4]_____, he is a very shy and reserved boy. His mother died when he was a baby and he was left in an orphanage where the conditions for the children are terrible. Oliver is soon forced to leave the orphanage and find a job, but his life doesn't improve.

[5]_____ he meets the Dodger. The Dodger is a thief and he works for Fagin, a man who uses children to steal. Oliver is forced to join Fagin's group, but he is caught by the police when he tries to rob a man in the street. However, Oliver is very lucky, because instead of being sent to prison, he is rescued by a kind old man called Mr Brownlow. The rest of the story is about the fight between the evil Fagin and the kind Mr Brownlow to keep Oliver.

To sum up, *Oliver Twist* is a story about the struggle between good and evil. The plot is full of humorous moments, but Dickens [6]_____ expose the terrible conditions that children lived in and the danger of criminals using them for their own advantage. [7]_____ is fast from the beginning to the dramatic end and [8]_____ anyone who enjoys action-packed stories which have a happy ending.

2 Complete the review with the words in the box.

The novel is narrated in the third person It's set in
There is a turning point when
he is the protagonist of the story
I would recommend it to The pace of the story
~~It was first published in~~ used the novel as a vehicle to

3 Choose the best answers.

1 *Zaynab*, written by Husayn Haykal, is the name of the **message is still relevant today** / **the protagonist of the story.**
2 **I couldn't put the book down** / **would recommend the book** until I'd read the last page.
3 There is **a turning point** / **a twist at the end** when the hero is involved in a car accident and the rest of story is completely different.
4 H G Wells' *Time Machine* **was published** / **is set** in the future.
5 Obviously, all biographies are **written in the first person** / **narrated in the third person.**
6 The protagonist of Miguel Cervantes' most famous work **takes place in** / **inhabits** a world of imaginary adventures.

4 Read the plan. Which information would you NOT include in each paragraph?

Paragraph 1 • name of the book and author; where the story is set; your opinion of the book; the type of book it is; the author's life
Paragraph 2 • the book's sales; the main character; the narrator; the newspaper reviews of the book; what happens to the main character
Paragraph 3 • the film version of the book; a turning point; the development of the story; interesting information about the author
Paragraph 4 • the message of the novel; the main character's personality; why you would or wouldn't recommend it; the author's life.

Writing task

5 Write a review about a book written by a well-known author in your country. Organize your review into four paragraphs and write about 200 words.

Check your work

Have you
- ☐ used the present tense where appropriate?
- ☐ included useful phrases from exercises 2 and 3?
- ☐ checked your grammar, spelling and punctuation?

SELF CHECK 9: GRAMMAR

1 Complete the sentences with the relative pronouns *who* or *which* where necessary.

1 Sara should return the computer to the person _____ she borrowed it from.
2 Do you remember the play _____ we saw last year?
3 I prefer novels _____ are considered classics by the experts.
4 He told me about a shop _____ only sells e-books.
5 It's a story _____ all children love.
6 A good book is one _____ doesn't make me fall asleep!
7 I spent ages writing a story _____ nobody will read.
8 Andy wants to invite a poet _____ will make the guests laugh at his brother's wedding.
9 Sally has got an e-book _____ she can store a thousand books on.
10 I saw your friend _____ wants to be a writer.

Your score /10

2 Rewrite the sentences as reduced relative clauses.

1 There was a tablet which was engraved in an ancient language.
_____
2 We met some of the people who were acting in the play.
_____
3 There is some bread which was made by my grandmother.
_____
4 Charlotte Brontë, who was the author of *Jane Eyre*, was the oldest of the three sisters.
_____
5 Someone who is interested in Arabic poetry will find this web page useful.
_____
6 There is an e-book which is recharging on your desk.
_____
7 I met an editor who was working on a bestseller and he said the writer was illiterate!
_____
8 Barcelona, which was the host city for the 1992 Olympic Games, is home to some great architecture.
_____
9 The e-books which were in the shop last week have already been sold.
_____
10 There were a lot of people who were waiting to buy tickets.
_____

Your score /10

3 Read the text about e-books. Which relative clauses (1–10) can be reduced? Delete the unnecessary words.

E-books are a reality, but are they here to stay? There are over two million free e-books [1]which are available on the internet, and that seems a good reason [2]why the makers of e-books think they will be successful. A person [3]who owns an e-book can carry thousands of books on it, another argument that people [4]who are in favour of e-books use. There are also computer programmes [5]which people can use to translate books, so e-books give you the chance to read titles [6]that have been written in other languages.

However, there are also negative points. E-books are quite delicate, and an e-book [7]which is dropped on the floor might stop working. That doesn't happen to paper books. E-book batteries, [8]which you don't need for paper books, need to be recharged. Furthermore, technology is continually changing and although your e-book was very modern in the year [9]when you bought it, in a few years' time it might not work with the latest technology. So you might have to buy again the collection of books [10]which you keep in your e-book's memory – a collection of books that would last much longer in the original format on your bookshelves!

Your score /20

4 Correct the mistakes in the sentences.

1 The book which I left it on my desk has disappeared.
2 The town in where we spend the summer is on the coast.
3 I met the teacher which is going to take our literature class.
4 George Orwell, was the author of *Animal Farm*, also wrote film scripts.
5 They gave me an anthology of poems has written by various authors.
6 I didn't like the film saw last week.
7 There are some people are standing outside the door.
8 That was the day for which I started university.
9 That's the reason for that I decided to study law.
10 There was a girl who sitting alone in the classroom.

Your score /10

Total /50

SELF CHECK 9: VOCABULARY

1 Answer the vocabulary quiz questions about words from Unit 9.

Quiz

1 What do we *engrave* words on? _____

2 Where do you find the *blurb*? _____

3 What kind of books, such as encyclopaedias, give you information? _____

4 If you are privileged, you are _____.

5 The verb _____ means to keep things in the same condition.

6 What kind of book is *Aim High*? _____

7 We usually use *prose* in _____.

8 What do we call a difficult search for something? _____

9 A _____ is cheaper than a hardback.

10 A *bibliography* is a list of _____.

11 Which part of a book tells you which page each chapter starts on? _____

12 What's the expression that we use to say you read every page in a book? _____

13 When things get worse, they _____.

14 *Comic books* tell a story with _____.

15 These books are popular with tourists. _____

16 The place in the book where the writer says 'thank you'. _____

17 What do you find in a *glossary*? _____

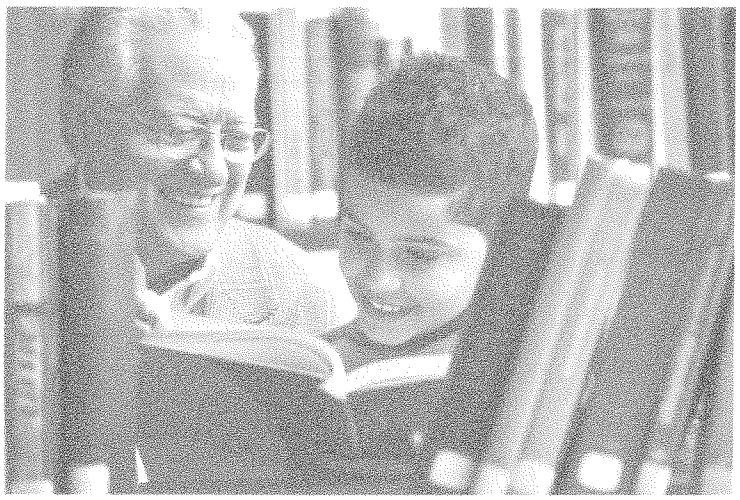
18 *Stagnation* means things _____.

19 What do you sometimes find at the bottom of a page? _____

20 What kind of book can you listen to? _____

Your score /20

2 Complete the article with the correct words (a–d).



Most children become [1]_____ because they've seen people at home reading. It was my grandfather who taught me to appreciate books, but he hadn't [2]_____ a big collection of books at home. In fact, the only books he ever had in his bedroom were the ones he had taken [3]_____ from the library. He used to read three books a week and he would [4]_____ parts of the best ones. I would find him sitting in his armchair poring [5]_____ the works of Shakespeare or the [6]_____ of Charles Dickens. He also enjoyed poetry and he read the famous [7]_____ of the Greek writers.

However, although he loved books, he never [8]_____ the shelves of bookshops. He said that booksellers were only interested in making money from [9]_____ written by, or about, celebrities. I think he's hoping that there'll be a [10]_____ of interest in less fashionable writers.

1	a contents	b booksellers	c bookworms	d critics
2	a bought	b accumulated	c flourished	d written
3	a out	b in	c off	d away
4	a sing	b save	c preserve	d memorize
5	a on	b over	c under	d down
6	a novels	b soap operas	c programmes	d magazines
7	a footnotes	b epics	c quests	d prose
8	a flicked through	b degenerated	c browsed	d looked up
9	a bestsellers	b stagnation	c critics	d scrolls
10	a appendix	b leaflet	c revival	d recital

Your score /10

Total /30

10 Body language

READING

Before reading: Writing systems

1 Match the words (1–6) with the definitions (a–f).

1 symbol	a television, radio and newspapers
2 media	b to write down information so that it is not forgotten
3 record	c a person employed to copy official documents
4 script	d a mark, letter or number that is used to represent something
5 scribe	e connected in a way that makes sense
6 coherent	f a system of writing

2 Read the text quickly. According to the article, when did the communications revolution take place?

3 Put the events in the correct chronological order.

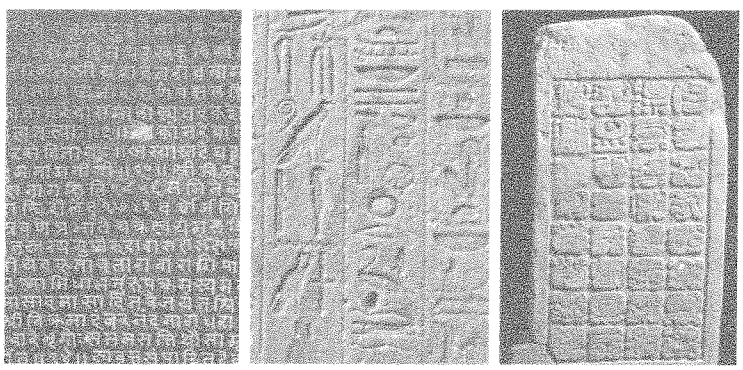
a [ ] People begin to live and work in the same place.
b [ ] Writing was a tool for controlling an empire.
c [ ] People created symbols.
d [ ] A system was developed for organizing society.
e [ ] Working at home became common again.
f [1] People painted on cave walls.

4 Are the sentences true or false? Correct the false sentences.

1 New companies have started because of the internet.
2 The internet was started by people working at home.
3 People didn't use to live in villages and towns.
4 Writing was used to help control people's belongings.
5 All people in Egypt knew how to write.
6 Today's media still talks about the writing revolution.
7 The first examples of writing are nearly 4,000 years old.

The communications revolution

Everybody agrees that the internet has dramatically changed the way we do business, entertain ourselves and even shop. Thanks to the internet, new businesses have been set up and millions of workers around the world can work from home. But just as business has been an important motivation for the creation and development of this incredible communication tool, it was also the incentive for perhaps the greatest human invention of all time: writing.



Humans first expressed themselves through cave paintings 30,000 years ago. Later they started to develop symbols. However, it wasn't until people stopped living a nomadic life and settled down that a proper writing system was invented. Writing was the product of agricultural societies that farmed land and lived in villages and towns. As it became important to count and record property, land, crops and animals, different societies started to develop their own writing systems and scripts. Most experts agree that writing began independently in five different civilizations around the world: Sumer (southern Iraq), Egypt, India, China and Mexico. And nearly all of the examples of writing found in these places are related to the organization and control of society. The first writers weren't interested in literature; they were interested in business.

Writing was a new 'technology' that transformed society. In ancient Egypt, it was a very important tool for maintaining the Egyptian empire, and only people from certain backgrounds were allowed to train as scribes. Knowledge is power, and the Egyptian rulers didn't want that knowledge falling into their enemies' hands.

Since then, writing has demonstrated that it is the most important communication tool of all. Without it, none of the advances that have been made in the world would have been possible. And although today's media talks about the modern communications revolution, the real revolution occurred over 3,600 years ago when the first coherent written texts began to appear in Sumer and Egypt.

It's written all over your face!

1 Answer the questions or complete the sentences.

1 If you say that something is not correct, you ... something or someone.
a detect b reveal c contradict

2 If something is correct for a situation, we say it is ...
a brief. b appropriate. c painstaking.

3 Your eyes and nose are examples of ... features.
a facial b head c expression

4 Which word is the opposite of *deliberately*?
a happily b accidentally c slowly

5 If something is *brief*, it lasts ...
a a short time. b a long time. c for ever.

6 Which verb means to ask a lot of questions?
a detect b interrogate c reveal

7 Which verb is used to say that something difficult to notice has been found?
a search b detect c flash

8 Which verb is a synonym for *reveal*?
a uncover b cover c hide

9 A cardiologist looks after your ...
a lungs. b heart. c eyes.

10 Something that *flashes* appears for ...
a a short time. b a long time. c for ever.

11 *Lead to* is used to say that one thing caused another to ...
a disappear. b finish. c happen.

12 What does *painstaking* mean? Something that ...
a gives care and attention.
b needs care and attention.
c doesn't need care and attention.

13 Which verb means to put things in order?
a catalogue b research c detect

14 *Inconsistency* means things don't ...
a exist. b work. c match.

15 *Look* ... means you're trying to notice something.
a out for b in c away

Face idioms

2 Match the words to make idioms with *face*.

1 to lose	a straight face
2 to keep a	b brave face
3 face-	c faces
4 to put on a	d to someone's face
5 to say something	e to-face
6 to pull	f face

3 Choose the correct answers.

1 Why don't you lose face / say it to his face instead of sending him an email?
2 Children sometimes pull faces / put on a brave face, but you're a bit old for that, aren't you?
3 I shouldn't have laughed, but I couldn't keep a straight face / lost face when he dropped his tray!
4 We can organize meetings with webcams, but we really prefer to pull faces / do them face-to-face.
5 I really admire her. It was a serious illness but she put on a brave face / kept a straight face throughout her recovery.
6 He put on a brave face / lost face when he didn't get the promotion that we had expected.

Facial expressions

4 Complete the sentences with the correct forms of the verbs in the box.

~~beam~~ blink frown grimace sneer

1 He's happy and always beaming at everyone.
2 My boss thought the idea was silly, and _____ at my suggestion.
3 It was clear that she was upset, but she managed to _____ away her tears.
4 She's not happy about it ... she's _____ .
5 When I mentioned his embarrassing mistake, he _____ and said, 'Don't remind me!'

Collocations with *research*

5 Match the expressions with the definitions.

a research grant a research paper an area of research findings in-depth research to fund someone's research to reveal results ~~to undertake research~~

1 To agree to be responsible for a project: to undertake research
2 A very detailed study: _____
3 Money given by the government or an organization for someone to do a project: _____
4 To provide the money for a project: _____
5 A piece of writing done as part of a project: _____
6 Information that comes from doing research: _____
7 To let something that was unknown become known: _____
8 A particular subject for a project: _____

GRAMMAR

Determiners

1 Complete the rules with words in the box.

quantifiers pronouns articles

Determiners come before nouns and they include the [1]_____ *a, an* and *the*.

Some determiners, known as [2]_____, tell us how much or how many.

We use these quantifiers, except for *every*, with the preposition *of* when they come before [3]_____.

2 Match the determiners (1–6) with the definitions (a–f).

1 many	a a small number of something
2 both	b a large number of people or things
3 few	c the things, people, etc. in a group of two or more, considered separately
4 each	d an amount that is not exact but fewer than many
5 several	e the members of a group of three or more considered in general
6 every	f two people or things together

3 Complete the sentences with the words in the box.

both each every few many several

1 We'll just have a few sandwiches for lunch because it's late.
2 My mum works at the hospital and she knows _____ patient there.
3 There are _____ ways of improving your communication skills.
4 I'm afraid there aren't _____ parking spaces left.
5 _____ Manchester United and Arsenal are playing in the Champions League.
6 _____ poem in the anthology is by a different writer.

4 Choose the correct answers.

1 I'll ask Julia and Katie to translate it. **Several** / **Both** of them can speak French.
2 'Have you read these books?' 'I've read two of them, but I haven't had time to read **all** / **a few** of them.'
3 How **many** / **few** of them are coming to lunch?
4 **Several** / **Every** of us went to the talk on interview skills.
5 **Each** / **All** of the photos shows a different face.
6 There aren't **many** / **few** bottles of water left.

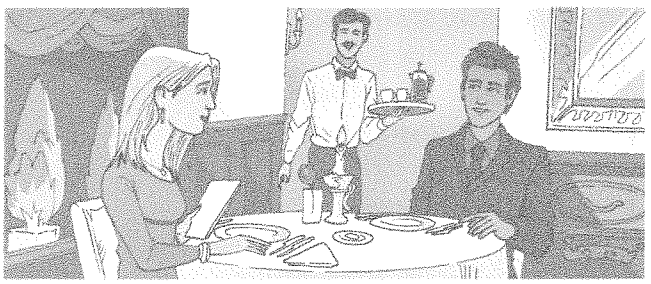
5 Complete the spaces in the sentences with *the* or leave them empty.

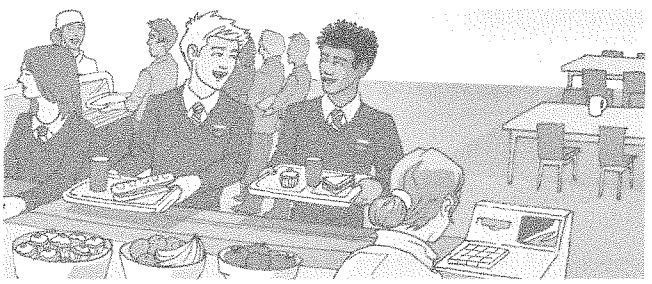
1 Alice cycles to _____ school every day. The school is in Browning Road and it's about five kilometres away.
2 I broke my leg and I was taken to _____ hospital by ambulance. The doctors at _____ hospital looked after me very well.
3 I told the children to stop jumping on _____ beds and to go to _____ bed immediately.
4 My dad is a professor at _____ new university in Birmingham, but he studied at _____ university in Durham.
5 We couldn't find any nice T-shirts in _____ town so we bought some in _____ town where we spent our summer holidays.

CHALLENGE!

People behave differently in different places. Compare the different types of behaviour that you can expect to find in these places:

an expensive restaurant a school cafeteria
a library a gymnasium a museum a supermarket





People in an expensive restaurant usually wear smart clothes, whereas in a school cafeteria students are wearing school uniform.

Making an impression

1 Match the words (1–8) with the definitions (a–h).

1 creased	a not suitable
2 dishevelled	b dressed tidily
3 inappropriate	c correct for the situation
4 matching	d untidy appearance
5 neat	e wearing smart, fashionable clothes
6 respectable	f going well together
7 scruffy	g full of lines because it has not been ironed or treated properly
8 well-dressed	h dirty and untidy

2 Complete the sentences with the words in the box.

aimless ~~idle~~ industrious meticulous single-minded sloppy

1 Mike is very intelligent but unfortunately he's also idle. He just doesn't like hard work and that's why he always fails his exams.
2 Lisa's work is always _____ and perfectly presented. It's excellent!
3 Jack has always been _____ about what he was going to study. He always said he wanted to be a doctor and next week his determination is going to pay off!
4 He doesn't have any plans for the future or any idea about what he wants to do. He really is quite _____.
5 Look at the way that you're dressed! You can't go to an interview without doing your tie properly. You look so _____!
6 Sara is a very _____ student. She's always working on her studies and revising her notes.

3 Put the adjectives from exercises 1 and 2 in the correct columns.

Positive adjectives	Negative adjectives
industrious	

4 Read the text quickly. What are the six recommendations that the article makes about using your voice?

Voice training

If you've got an interview soon for a university course or a job, you will find lots of advice about how to prepare for it on the internet. There are thousands of websites that provide information on the clothes you should wear, the way you should shake hands and the body language you should use. However, a lot of these sites forget to mention one very important thing about interviews: you have to speak!

It's important to speak at an interview with enthusiasm and to use a strong voice to show confidence. Also, you can make a good impression with your voice if you know how to use it properly. You should try and control the speed at which you speak – if you speak too quickly, you will seem nervous and if you speak too slowly, you will appear bored and not interested in the course or job.

Furthermore, you should choose your words carefully. The vocabulary you use will indicate your education and training. It will also show what you actually know about the course or job you are applying for. If you use the vocabulary that is associated with the subject or field you are discussing in the interview, then it will give the impression that you know what you are talking about.

Another skill that you need is to know when to keep your mouth shut, as it's important to be a good listener in an interview, too. However, make sure the interviewer knows that you are paying attention by nodding your head and occasionally saying 'I see' or 'I understand'. However, if you don't understand, don't be afraid to ask polite questions.

Going to an interview is like sitting an exam and, in the same way that students revise for their exams, candidates have to prepare and practise for their interviews. That also includes practising how to use your voice with your family and friends.

5 Match the words to make sentences about the text.

1 The internet doesn't	a make you come across as nervous or uninterested.
2 The wrong speed can	b be accompanied by comments that show you are following the conversation.
3 Vocabulary can	c think of an interview as a type of examination.
4 Silence should	d be worried about asking questions.
5 Candidates shouldn't	e indicate your knowledge of the subject.
6 Candidates must	f provide much advice on how you should speak in an interview.

GRAMMAR

Verb patterns: *-ing* or infinitive form?

1 **Match the verb patterns (1–6) with the definitions (a–f).**

1 *go on* + *-ing* ___c___
2 *try* + infinitive with *to* ____
3 *forget, regret, remember* and stop + *-ing* ____
4 *try* + *-ing* ____
5 *forget, regret, remember* and *stop* + infinitive with *to* ____
6 *go on* + infinitive with *to* ____

a an action earlier than the main verb
b an action at the same or a later time than the main verb
c to continue an activity or situation.
d to change an activity or situation.
e to do something to see what will happen
f to make an effort to do something

2 **Complete the sentences with the infinitive with *to* or *-ing* form of the verbs in brackets.**

It was 7 o'clock in the evening so they stopped [1] ___to eat___ (eat) a sandwich and have a cup of coffee. After the break they went on [2] _____ (put) up pictures until late at night. They tried [3] _____ (finish) everything but they were very tired and decided to continue the next day. John remembered [4] _____ (lock) the door when he left, but he forgot [5] _____ (close) the museum office window. The next morning he regretted [6] _____ (not close) the window. Somebody had got in during the night and taken two valuable paintings.

3 **Complete the sentences with the infinitive with *to* or *-ing* form of the verbs in the box.**

~~drink~~ go have play put down remember ring switch off

1 Have you tried ___drinking___ hot milk before you go to bed? That should help you sleep.
2 Please remember _____ the computers before you leave.
3 If you get the job, don't forget _____ me!
4 Susan remembers _____ her bag, but she doesn't remember picking it up.
5 Andy stopped _____ for the team when he went to university.
6 I tried _____ the formula for the maths exam, but I couldn't.
7 I've been driving for ages now. Let's stop _____ a cup of coffee.
8 We'll never forget _____ to Rome for our honeymoon.

4 **Use the words to write complete sentences.**

1 Andy / forget / take / his umbrella
Andy forgot to take his umbrella.
2 Harry / go on / become / a successful architect
_____
3 Jane / not regret / buy / the dress
_____
4 During the journey / they / stop / have / a break
_____
5 Sam / remember / go / to Sweden / all those years ago
_____
6 Chloe / try / run / in the marathon / once
_____
7 We / forget / take / our passports
_____
8 Lisa / stop / drink / cola / ages ago
_____

5 **Complete the sentences with the infinitive with *to* or *-ing* form of the verbs in brackets.**

1 He's continuing ___to play___ (play) even though he's injured.
2 Sara would prefer _____ (eat) pasta with meat sauce.
3 We hate _____ (play) computer games.
4 It began _____ (snow) just after breakfast.
5 What do you like _____ (do) in your free time?
6 I'd love _____ (see) your paintings.

CHALLENGE!

Write a sentence about each of the following situations.

1 Something you'll never forget doing.
2 Something you've tried to learn, but can't.
3 Something you regret saying to a friend.
4 Something you stopped doing.
5 Something you remember to do every evening before going to bed.

1 I'll never forget visiting the Eiffel Tower in Paris.
_____
_____
_____
_____
_____

An email or informal letter

Preparation

1 Read the email. Where is Montse from?



Hi Montse,

Thanks for your email and the attached photos. Your younger brother is nearly as tall as you! Great to hear you'll be in Ireland for the summer again this year. Can't wait to see you! I've been [1]very busy with school work these last few months because I also had my university entrance interview and exams. [2]In general, they went well but I haven't got the results yet. Anyway, [3]to sum up, I need a break from all this exam stress!

The good news is that my dad's [4]employer has said we can use his summer home in Mayo on the west coast of Ireland. The only thing you'll have to [5]fund is your flight over. I'm sure we're really going to love it because it's [6]very isolated and peaceful. The perfect place to relax! There are some great beaches, beautiful countryside and lovely towns to visit. I'll [7]inform you about everything when you arrive in Dublin. But remember, this is Ireland! Swimming in the Atlantic Ocean will not be like swimming in the Mediterranean at all, I can promise you!

Anyway, I've got to finish now. My mum says I've got to help with the shopping. Not exactly fun! I'll be [8]in contact with more info about Mayo (check it out on the internet) soon! Say 'hi' to your [9]parents, the [10]children and everybody in Barcelona!

See you soon!

Dara

2 Replace the more formal words underlined in the text with the informal words and expressions in the box.

1 up to my neck in _____

boss by and large folks foot the bill for
give you the low-down on in a nutshell in touch
kids off the beaten track ~~up to my neck in~~

3 Complete the informal expressions and match them with the more formal words and expressions in the box.

accommodation to arrive to come to a halt
~~to help~~ very busy with very quickly

1 give someone a hand : to help
2 in a _____ : _____
3 pull _____ : _____
4 a _____ over someone's _____ : _____
5 up to _____ _____ in : _____
6 _____ somewhere : _____

Writing task

4 **A friend is going to spend the summer holidays with you. Write an email / informal letter to him/her, telling them about your plans for the summer. Use the Writing Bank on page 91 to help you. Decide which paragraphs in your email / informal letter will contain the information in the box.**

best wishes to your friend and family
the place where you're going to spend the holidays
thanks for your friend's last email / letter
your recent activities a reason for finishing the letter
react to your friend's news
brief information about where you're going to spend the holidays

- Paragraph 1
- Paragraph 2
- Paragraph 3

Check your work

Have you

- ☐ used informal words and expressions?
- ☐ used the correct language to begin and end an email / informal letter?
- ☐ checked your grammar, spelling and punctuation?

SELF CHECK 10: GRAMMAR

1 Choose the correct answers.

1 Which determiner isn't a quantifier?
a the b each c all

2 Which quantifier don't we use with the preposition *of*?
a both b every c each

3 Determiners come before ...
a verbs. b nouns. c prepositions.

4 We use ... to talk about two people or things together.
a both b all c few

5 Which quantifier refers to an inexact amount that is fewer than many?
a much b both c several

Your score /10

2 Complete the sentences with a determiner.

1 I'm having a _____ problems with this exercise. Can you help me?
2 There's not _____ time to go before the train leaves.
3 How _____ of them have to do the interview?
4 _____ grammar and vocabulary are in the exam.
5 I think that _____ student can pass the exam if they revise enough.
6 _____ of the candidates were very nervous before the interview but most of them were relaxed.
7 We met at _____ new shopping centre in town.
8 Is it better to revise two subjects at the same time or to study _____ one separately?
9 _____ interview is usually followed by an exam for the successful candidates.
10 _____ children love pizzas.

Your score /10

3 Correct the mistakes in the sentences.

1 People think it is essential to study at the university.
2 The neighbours went on to sing even though I asked them to stop.
3 What would you like doing in the future?
4 I remember to meet him at your house last month.
5 A several candidates spoke very well about the subject.
6 The sun was just beginning shining when I got up.
7 Every of the students has to hand in their projects on Friday.
8 I won't forget buying some bread before I come home.
9 There are a lot of Latin words in all Spanish and French.
10 Can we stop taking a photo before we continue?

Your score /10

4 Choose the correct answer.

1 We saw a petrol station and stopped **putting / to put** some petrol in the car.
2 We'll never forget **meeting / to meet** the president.
3 We visited Mike and he went on **showing / to show** his holiday photos all night!
4 Frank isn't here because I forgot **telling / to tell** him about the meeting.
5 He stopped **drinking / to drink** tea a long time ago.
6 Please remember **tidying / to tidy** your bedroom.
7 We regret **telling / to tell** them the results of the test.
8 Anne left school and went on **studying / to study** law.
9 Do you remember **going / to go** to primary school?
10 You tried hard, but I regret **saying / to say** that you didn't pass the interview.

Your score /10

5 Choose the correct answers.

Phil Hi Jack. You look miserable. What's wrong?
Jack I've just come back from an interview at Liverpool University.
Phil Ah, of course. I remember [1]**talking / to talk** about it last week. How did it go?
Jack Terrible! I really regret [2]**applying / to apply** for a place.
Phil Why?
Jack Well, I didn't prepare properly. I forgot [3]**telling / to tell** them why I was interested in the course. I just went on [4]**talking / talk** about my good school grades all the time.
Phil But [5]**several / all** students talk about their exam grades, especially if they are good. What did they expect?
Jack Well, there were two candidates before me and they [6]**both / all** talked about the latest engineering technology that they'd read about, and they sounded like experts!
Phil How do you know that?
Jack We stopped [7]**having / to have** lunch after the interviews before we went on [8]**making / to make** a tour of the campus.
Phil Perhaps their exam grades weren't as good as yours and they needed to impress. Not [9]**every / each** student gets three A grades like you did!
Jack Well, we'll see. They'll email me the results next week and I want to forget about my visit to [10]**no article / the** university until then!

Your score /10

Total /50

SELF CHECK 10: VOCABULARY

1 Answer the vocabulary quiz questions about words from Unit 10.

Quiz

1 Complete the idiom: _____ *a brave face.*

2 What do we call the money you receive from the government to do research? _____

3 What do we call the doctor who looks after your heart? _____

4 What's the opposite of *appropriate*? _____

5 Which word is a synonym for *hard-working*? _____

6 What is a synonym for *lazy*? _____

7 She's determined to succeed. She's very single- _____.

8 If your clothes go well together, we say they are _____.

9 *To* _____ means to smile in a very unpleasant way.

10 What do we call the information that you find from doing research? _____

11 What's the opposite of *neat*? _____

12 *To* _____ means to put things in order.

13 If you do something *deliberately*, you do it _____.

14 *To* _____ means to take responsibility for an important project.

15 Somebody who is very careful about their work is _____.

16 Children often _____ faces.

17 Something very short is _____.

18 What do you do when you close and open your eyelids quickly? _____

19 If you're trying to notice something, you *look* _____ for it.

20 Which adjective do we use to talk about things that refer to the face? _____

Your score /20

2 Complete the article with the correct words (a–d).



The worst interview I've ever had was when I had just left university in London. I went for a job with an advertising agency and I arrived punctually in [1]_____ clothes for the business world: a suit. I was met at the small office by both the agency owners. One of them smiled at me, but the other just [2]_____. Then, I was asked to sit at a desk [3]_____ with the friendly partner, while the other sat behind me. The friendly one asked a question, but before I'd answered it, his colleague started [4]_____ me about my interest in advertising. After I had managed to answer a few questions, he started saying he had [5]_____ various [6]_____ in my answers and he claimed that I had [7]_____ myself. I was confused and felt myself [8]_____ as I tried to understand what was going on. Then I suddenly realized that the two partners had decided to each play a role: the good guy and the bad guy. I suddenly found the situation amusing and I couldn't keep a [9]_____. They were such bad actors! Naturally, when the 'bad guy' saw that I was almost [10]_____, it was the end of any chances I had of working with them!

1	a aimless	b appropriate	c creased	d painstaking
2	a flashed	b revealed	c smiled	d grimaced
3	a brave face	b face-to-face	c straight face	d facial
4	a matching	b cataloguing	c sneering	d interrogating
5	a detected	b hidden	c covered	d undertaken
6	a problems	b worries	c findings	d inconsistencies
7	a contracted	b contradicted	c revealed	d creased
8	a frowning	b sneering	c crying	d shouting
9	a face	b false smile	c straight face	d brave face
10	a beaming	b singing	c wincing	d joking

Your score /10

Total /30

ROUND-UP 1–2

Before reading: Making a difference

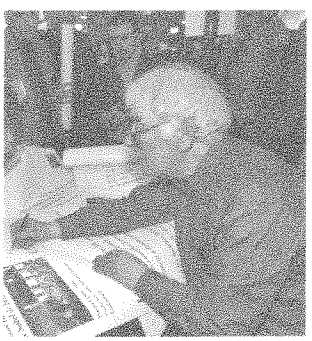
1 Complete the sentences with the correct form of the words in the box.

broadcast contribution impact involved in prohibit research revolutionize

1 They are doing _____ into a new medicine that stops heart disease.
2 If you want to make a _____ to the school newspaper, please hand it in before Friday.
3 Stress can have a very negative _____ on people's health.
4 Lots of TV companies _____ their programmes on the internet.
5 Mobile phones have completely _____ the way people communicate with each other.
6 In some areas of the school the use of mobile phones is _____.
7 My mum teaches at the university and she's also _____ the development of new communications technology.

2 Read the text. Who is Seamus Heaney? What prize did he win?

The small nation with a big voice



Seamus Heaney

Writers from 37 different countries have received the Nobel Prize in Literature since the award first appeared in 1901. Four of the prize winners come from Ireland, which is not bad for a nation with a population of just six million. And Ireland's contribution to literature is even more impressive when you realize that the Irish have only been speaking English, the language used by the Irish Nobel Prize winners, for two hundred years.

Most people spoke Irish until the 18th century when the British occupied Ireland and the use of Irish was prohibited. Furthermore, famine in the 19th century had a big impact on the Irish-speaking areas of the country as thousands of people died or emigrated to escape hunger. As a result, the number of speakers of Irish fell dramatically and English became the most important language. However, research has shown that the Irish have been producing written texts, especially poetry, for a lot longer than their British neighbours. In fact, the Irish language has the third oldest literature in Europe after Greek and Latin.



Jonathan Swift
Gulliver's Travels

Many experts say it is this writing tradition that has helped the Irish produce so many famous writers such as Jonathan Swift, WB Yates, James Joyce, Samuel Beckett and Seamus Heaney, who have all revolutionized literature in English. Seamus Heaney, who won the Nobel Prize in 1995, is one of the most popular English speaking poets, and his influence on contemporary poetry has been very significant.

Today, Irish writers have a very positive image in the English-speaking world and this ability to use language so creatively has also seen Irish people enjoy success in other fields. In Britain, some of the most popular journalists that broadcast TV and radio programmes are Irish. On the other side of the Atlantic, Irish film directors, screenwriters and actors have been involved in many of the most successful Hollywood films. Thanks to their ability to speak and write a 'foreign language' well, they have given a small nation an incredibly big voice.

3 Read the text again. Answer the questions.

1 Why is Ireland's success in winning the Nobel Prize in Literature surprising? Give two reasons.
a _____
b _____
2 Give two reasons why the number of Irish speakers fell dramatically.
a _____
b _____
3 According to some people, why has Ireland produced so many great writers?
_____
4 Apart from writing literature, what other professions are the Irish good at?
a _____
b _____
5 Explain the title of the article.
_____

CHALLENGE!

Write a short text (about 50 words) about a writer from your country. Include the following information: name and age of writer, what well-known work he / she has written, what prizes he / she has won, why his / her work is special.

_____
_____
_____
_____

ROUND-UP 3–4

Before reading: Architecture

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

connect with construct designs experimental inhabitant location sophisticated

1 The architect wants to create a house that _____ a rural environment.
2 The first _____ of the region built an irrigation system to support rice cultivation.
3 The hotel is in a fantastic central _____ next to Green Park and close to Buckingham Palace.
4 The _____ lighting system comes on when you walk in the room.
5 The _____ for the new library have been approved. Construction will start next spring.
6 The designs were rejected because they were too _____ and most people wanted something more traditional.
7 They are going to _____ a new underground line across the city.

2 Read the text. Why did they give the name Treasure Island to an island in San Francisco Bay?

3 Read the text again. Write a sentence to explain what each date and number represents in the text.

1 1939 In 1939, the US government organized an international exposition on the island.
2 1,000 _____
3 2010 _____
4 25 _____
5 13,000 _____
6 30 _____

CHALLENGE!

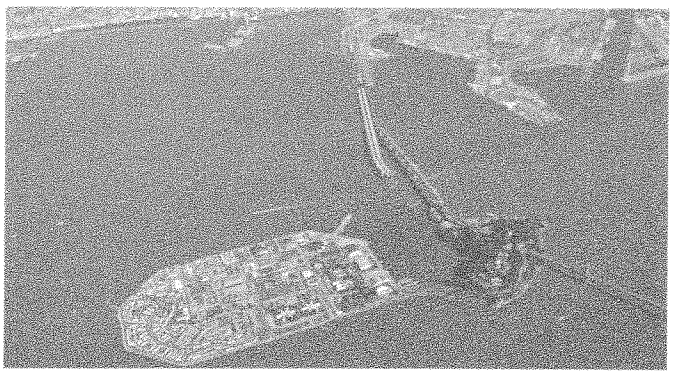
Write a description of an environmentally-friendly building. Include the following information: type of building, its purpose and location, and what is special about its design.

Treasure Island

For most people, Treasure Island is the name of a famous novel about pirates that they read when they were children. However, the inhabitants of the real Treasure Island are hoping that the name will soon have another association and that people will connect it with a sophisticated city.

In 1939, the US government decided to build a small man-made island in San Francisco Bay as the location for an international exposition. They named it after Robert Louis Stevenson's famous novel because the writer had lived in San Francisco for a few years. Today, the island is home to just over 1,000 inhabitants who live surrounded by old, unused buildings – a very different place to the tropical island described by Stevenson. However, that is soon going to change because San Francisco council has decided that it is the perfect place for an experimental city of the future.

In 2010, one of America's largest developers announced plans to build a self-sustaining city on Treasure Island. The plan is so big that a team of architects from three design companies are working on the 25 towers that will provide homes and offices for 13,000 people by 2016. The tallest tower will rise to 200 metres, 30 metres higher than the towers on the famous Golden Gate Bridge, and will provide



homes with spectacular views of the city, the bridge and the bay. However, architecture today has to provide environmentally friendly buildings and the city council wants more than just spectacular designs. As a result, the developer will construct skyscrapers that are covered in giant solar panels that provide all the energy that the buildings need. The buildings will also protect the inhabitants from the strong winds from the Pacific Ocean, but will allow sunlight to reach the streets at all times during the day.

As everybody knows, the Americans are very good at constructing spectacular cities. However, will they be able to create a city that is really environmentally friendly? Only time will tell!

ROUND-UP 5–6

Before reading: Festivals

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

demonstration ingredient participate performance practical promote relations

1 It's important to keep good _____ with your neighbours.
2 Ann has some good ideas, but they won't work. They're not very _____.
3 Advertising is an important way for companies to _____ their goods.
4 Andy couldn't _____ in the celebrations because he was away on business.
5 The school theatre group will give two _____ of the play next week.
6 She gave us a _____ of how to make a traditional dish for the festival.
7 The _____ for this dish are on our cookery website.

2 Read the text. What do the Jyekundo Festival and 'buzkashi' have in common?

3 Read the text again. Decide if the sentences are true or false. Correct the false sentences.

1 King Richard wanted a horse so he could continue fighting.
2 People still respect good horse riders.
3 Horse races take place on all five days of the Jyekundo Festival.
4 People buy and sell goods at the Jyekundo Festival.
5 At the Jyekundo Festival, riders shoot arrows when they are upside down on a horse.
6 Goats and calves are not eaten in central Asia.
7 In buzkashi, the rider that carries the dead animal must take it to both ends of the field.
8 It takes a long time to become a good rider in buzkashi games.

CHALLENGE!

Write a brief description of a festival that takes place in your town or region. Include the following information: when it takes place, what it celebrates, typical activities that people do.

A horse, a horse, my kingdom for a horse!

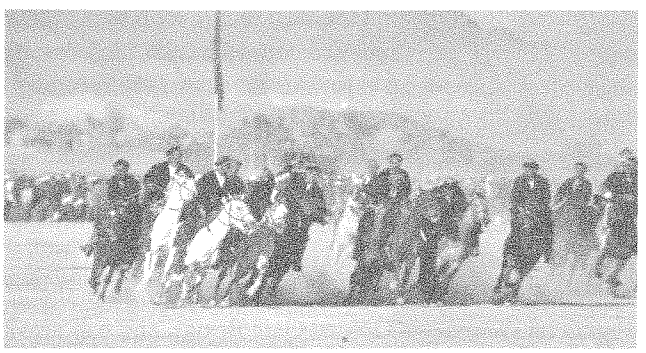
'A horse, a horse, my kingdom for a horse!' shouts King Richard in William Shakespeare's play *Richard III*. In this scene, the king wants to escape from the battlefield and his speech demonstrates the importance that horses have had for humans, especially in wars, agriculture, transport and entertainment. Furthermore, a skilled horse-rider is admired by all cultures around the world, and so this week we look at a festival and a game that celebrate both horses and horse-riding skills.

The Jyekundo Festival, Tibet

Every year on 25th July, twenty thousand people meet in the town of Jyekundo in Tibet to participate in a spectacular five-day horse festival. The people belong to different nomadic tribes living in the region. The first two days of the festival are spent strengthening relations between the different groups, and dancers and musicians entertain each other with performances that last all day. People also use the festival to promote and sell their own products. Then, on the third day the stars of the festival appear: the horses. The activities include races and demonstrations of riding skills, such as shooting an arrow when riding, turning upside down on a running horse and even a horse walking race.

Buzkashi, Central Asia

The peoples of central Asia have long been famous for their horse-riding skills, and one of them involves picking up a goat or a calf from the ground while riding at full speed. The ability to pick up a common ingredient in local dishes without stopping is obviously useful and it has become the basis of a game called 'buzkashi', which is popular at festivals in Kyrgyzstan, Tajikistan, Kazakhstan, and Uzbekistan. In the game, two teams on horses must try and pick up the body of a dead goat or calf and carry it around a flag at one end of a field and then leave it at a specific spot at the other end of the field. Naturally, the other team has to stop the rider with the dead animal and to take ownership of it. Although it's good fun to watch, for the riders it's a serious business and they train for years to become 'chapandaz', expert riders.



Before reading: Sustainable tourism

1 Complete the sentences with the words in the box.

crew destination exclusive resorts safari season surroundings the wealthy

1 Plane tickets and hotels are more expensive during the peak _____.
2 Mayfair is an _____ part of London where houses are extremely expensive.
3 There are lots of good seaside _____ on the southern coast of Turkey.
4 A member of the _____ gives you a demonstration of the emergency procedures.
5 A good architect takes into account the building's _____.
6 _____ live in a world of luxury that most of us can only imagine.
7 We arrived at our _____ very late because of the delay.
8 We went on _____ in South Africa and saw all types of wild animals.

2 Read the text. What monuments are shown in the photos?

3 Answer the questions.

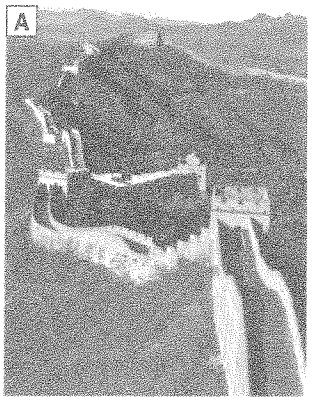
1 Why has tourism increased in the last few years?
_____
2 What is the difference between tourism in the past and tourism now at the Pyramids of Giza?
_____
3 How does tourism damage ancient monuments?
_____
4 Why are authorities reluctant to control tourism?
_____
5 Why does the Great Wall of China need restoring?
_____

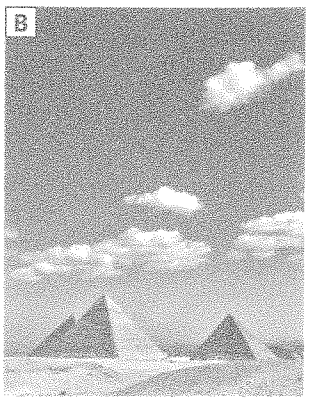
CHALLENGE!

Write a list of things that visitors to your city should and shouldn't do.

Tourist advice for visitors to _____
Clothing: People in my city wear long-sleeved shirts and tops and long dresses and trousers.
Photography: _____
_____
Historic sites: _____
_____

Tourists: friends or enemies?





Have you ever been on a safari to the Serengeti? Have you ever walked on the Great Wall of China or climbed to the top of Machu Picchu in Peru? Until quite recently, these places were exclusive destinations for the wealthy. However, thanks to low-cost airlines and the internet, international travel has grown dramatically in recent years and, according to the statistics, there are 500,000 passengers and flight crew in the air at any time of the day! This is good news for the tourist business, but is it good news for the world's famous monuments?

The Pyramids of Giza in Egypt have survived the desert for over four thousand years, but some experts claim they won't survive the modern phenomenon of tourism. In the past, there was a short tourist season but today hundreds of tourists arrive on coaches to see the Pyramids every day of the year. As a result of this, salt from human sweat and pollution from vehicles are quickly eroding the pyramid stones. Tourism is damaging the famous monuments but if the Egyptian authorities stop people visiting the monuments, they will lose the income that tourism creates.

Tourism has become a multi-million dollar industry, but now governments and organizations such as UNESCO want to control it before the resorts and landmarks that millions of tourists visit are damaged, or even destroyed. But it's not just governments that need to take action. In China, an important restoration programme has been started on the Great Wall. Unfortunately, although the Chinese government is looking after the wall, a few tourists think it's amusing to write graffiti on it while others even take pieces of the wall as souvenirs.

Governments must obviously take responsibility for their heritage and look after it, but tourists must also play their part. If we want the world's most famous sites and their surroundings to be available to future generations, then we all have to participate in preserving our common heritage.

ROUND-UP 9–10

Before reading: Nomadic lifestyles

1 Match the words with the definitions.

1 settler	a a person who has come to a foreign country to live there permanently
2 nomad	b a group of people that have the same customs and language
3 tribe	c a member of a tribe that moves from place to place
4 immigrant	d a person who travels to different places to find out about them
5 chief	e a person who goes to live in a place where not many people are living
6 explorer	f the person who leads a tribe

2 Read the text. How were the Australian Aborigines affected by the British settlers?

3 Read the text again. What information do we learn about Aborigines? Tick (✓) the boxes.

1 When they arrived in Australia. ☐
2 Hunting and fishing techniques. ☐
3 How they were affected by the British settlers. ☐
4 Traditional aboriginal dishes and recipes. ☐
5 Traditional customs that are continued today. ☐
6 The number of Aborigines living in Australia today. ☐
7 The benefit of understanding aboriginal traditions and culture. ☐

CHALLENGE!

How do people pass on information from generation to generation in your culture? What important traditions can you learn from your ancestors?

Museums: _____

_____

Food and drink: _____

_____

_____

_____

_____

_____

_____

_____

_____



Passing on traditions

The Aborigine people of Australia are believed to have been living there for at least 40,000 years. They were semi-nomadic hunters and gatherers, living in small communities along coastal areas and rivers. All these aboriginal communities shared an intimate understanding of, and relationship with, the land. It's their knowledge of the plants and animals that has ensured the long survival of the Aborigines, because of their great ability to care for their environment and adapt to it.

But their lives were dramatically changed by the arrival of European settlers. On April 19, 1770, the British explorer James Cook reached the south-eastern coast of Australia and called it New South Wales. Later, more British ships arrived with settlers who built a harbour, now known as Sydney Harbour. The British colonization of Australia was catastrophic for the Aborigines. The settlers brought diseases, and took away their land. The Aborigines were forced to move to more inhospitable areas and suffered from losing their traditional sources of food and water.

Today, many Aborigines have modern lifestyles, but they still practise the customs of their nomadic ancestors. Passing on knowledge from generation to generation is an important part of aboriginal cultural life, and various groups and families meet at particular sites across the country and teach the songs, stories, dances and traditional knowledge to the younger members of the family. Some families still go on 'walkabout', where, in the past, young people were sent off to wander around the desert on their own. To survive, they had to demonstrate that they had learnt the hunting and cooking techniques that they had been taught. Today, aboriginal boys and girls are accompanied on 'walkabout' by their parents, who teach them about the land and where to detect food and water.

Although most Aborigines are no longer nomads, their nomadic traditions have become very popular with Australians and people from other countries. As the world becomes aware of the need to look after the environment, people are beginning to realize that aboriginal culture is a great source of information on how to care for the land, animals and plants.

FUNCTIONS BANK

Getting help with IT queries

Can you give me a hand?
Will you explain something to me?
Would you show me how to upload a photo?
Click on the icon.
Browse your files.
Choose one of the options that comes up.
Go to your home page.

Sympathizing with someone

How dreadful!
What a nightmare!
What a disaster!
How awful!
What a pity!
What bad luck!

Offering congratulations

Congratulations!
Well done!
That's great news!
I'm really pleased for you.
I'm thrilled for you.
You must be delighted.

Giving a presentation

In my view ...
I believe / I don't believe ...
Furthermore ...
Moreover ...
All in all ...
To sum up ...

Asking for information: at the museum

I wonder if you could help me?
May I ask ...
Can you tell me ... ?
Is it possible ...
One last question ...

Making a point

As far as I'm concerned ...
I reckon ...
I can't deny that ...
It's true that ...
I would still say that ...
Having said that, I still think ...

Expressing opinions

How do you feel about ...
I'm absolutely convinced that ...
There's no doubt in my mind that ...
I believe very strongly that ...
Let's not forget that ...
One in five people think that ...
Two out of nine people say that ...
Half of the population believes that ...

Starting a conversation

How long have you been coming here?
How often do you have matches?
How about you?
What about you?
So do I.
I don't either.
Me neither.
Me too.

Talking about pros and cons

The good thing about it is ...
Another advantage is ...
The first drawback is ...
That's an interesting question.
I've never really thought about it ...

Talking about mobile phones

Are you on contract or pay as you go?
How long is the contract for?
How many free minutes have you got?
I've got unlimited text messages.

A description

There are lots of famous buildings and monuments in London, but my favourite is the Tower of London. The Tower of London is on the north bank of the River Thames, next to the world famous Tower Bridge. The first tower was built in 1078 by William the Conqueror to protect London from invasions. Later, other monarchs added more walls and buildings to the original structure and there are now almost twenty towers at the Tower of London site.

The Tower used to be home to the medieval kings of England. However, as the Tower grew older, the royal family looked for a more comfortable home and the Tower became a prison. Some of England's kings and queens were even held prisoner there. Today, it houses a fantastic museum and it is a building of great historical importance for the city and the country.

Thousands of tourists visit the site every year, and one of the main attractions is the Beefeaters, who are the guards of the Tower. Today's Beefeaters are retired soldiers and they wear the famous, colourful red and gold uniform that tower guards have always worn since 1552. The Beefeaters look after the site and also act as tourist guides.

I have great memories of visits to the Tower with my grandfather. He was really interested in history and he wanted to share everything he knew about the Tower with me. His plan worked because now I'm studying history at London University! When I finish classes, I sometimes sit on one of the benches between the river and the Tower and hope that it will give me the inspiration I need to write my essays!

- Organize your description into four paragraphs. Begin by giving information about the location and the history of the place.
- In paragraphs two and three, give unusual and interesting facts about the place and add information about why it is popular.
- Use a neutral style, between formal and informal. Avoid colloquial expressions and contractions when giving factual information.
- Try to use a variety of adjectives to make your description more interesting.
- The fourth paragraph should contain a personal anecdote.

A report

- Give every paragraph of the report a heading.
- In the introduction, explain what the report is about and how you got your information.
- In paragraphs two and three, analyze the answers to the questions you raised in the introduction.
- Use expressions to focus on specific information.
- Use a variety of reporting verbs to report what people said.
- In the final paragraph, say what your conclusions are.
- Use expressions that make generalizations about a topic.

Leisure time

Introduction

The aim of this report is to look at the way students between the ages of 16 and 18 use their free time during the week. This report is based on information obtained from personal and online interviews with thirty students.

How much free time?

Twelve of the students I spoke to claimed that they had approximately two hours of free time every evening. However, they pointed out that it really depended on the amount of homework they had. As far as the other eighteen students were concerned, five claimed that they had no free time at all as they had sports training with school teams three nights a week. The rest said they couldn't really say how much they had because every evening was different.

What do they do in their free time?

Eight students said they were big fans of computer games and they usually spent their free time playing games with their friends. However, they added that they only did this once or twice a week. Ten students said they often had other activities after school, which varied from language classes to learning to play a musical instrument. Five students said they spent their free time playing with their younger brothers and sisters, even when they didn't want to! Finally, seven of the students in the survey said they chatted to friends online.

Conclusions

Broadly speaking, it seems that the majority of teenagers at our school are occupied in the evenings. Nearly all of them felt they deserved some free time after doing their homework, but most of them realized that it's not always possible. However, when they can relax, they seem to prefer to do so by playing computer games with friends or chatting online.

WRITING BANK

A discussion essay

- Write four paragraphs. Begin with an introduction that explains the current situation of the subject that you are writing about. Write two paragraphs giving reasons why you support the idea, and reasons against the idea. Finish with a conclusion that includes your opinions.
- Use linking expressions that sequence ideas.
- Support your ideas with clear examples.
- Use linking expressions that add information.
- Use linking expressions that contrast ideas.
- Use linking expressions that summarize your arguments.
- Use expressions that clearly show you are giving your own opinions.

Are social networking sites dangerous?

In recent years, the introduction of mobile phones and the internet has provided people with new ways of communicating with their friends and family. Furthermore, although the internet offers various ways of contacting friends, for a lot of young people the most popular development has been the invention of social networking sites. But do these sites have any real value?

Firstly, for many young people, social networking sites such as Facebook and MySpace are like an electronic diary. For example, if you want to meet your friends at the cinema, you can send a message to all the people you want to go with, via their social network pages. Their replies will soon let you know who can or can't go. What's more, when you've got photos or videos of events that you've been to with your friends, you can easily upload them to your page and share them. Apart from that, you can also use your page to tell people about your hobbies, so friends will know if you have the same interests.

However, it is also true that people have had problems because of their social networking pages. Some people have made rude comments and as a result friendships have been damaged. In addition to unfortunate comments, some people upload photos of themselves doing silly things. Universities and employers often look at candidates' pages and if they see silly photos of a person, that person might not be accepted for the degree course they wanted or get a job they applied for.

To sum up, in my opinion, social networking pages are really useful, if you use them properly. If you use your common sense and remember that the pages can often be visited by people who you don't know, you shouldn't have any problems. After all, you wouldn't go up to a complete stranger in the street and tell them about your private life, so we shouldn't do that on a social networking page.

An email or informal letter

Hi Sergio,

Thanks for your email. I'm sorry I haven't replied until now, but I've been really busy with exams. I have got some really good news – my parents have agreed that I can spend the summer in Rome to learn Italian! As you can imagine, I'm over the moon about it! We'll be able to see each other and you can show me the sights!

Well, the first thing I need to sort out is some accommodation. It'd be great if you could give me a hand to find somewhere to stay. Do you know of a place where they put students up at a reasonable price? Do they open the hall of residence at your university to visitors in the summer? Let me know if you think of anything or send me the addresses of any websites that you think could be useful.

Another thing you can give me advice on is how I should behave when I get there – I don't want to make a fool of myself by doing the wrong things! So if there are any local customs that you think I should know about, please tell me!

Anyway, I've got to go now because I want to start looking for flights. I'll let you know the exact dates when I've got everything organized. Say 'hello' to your folks for me and tell them that I'm looking forward to seeing them soon. I hope we'll be able to have a chat when I've learnt a bit of Italian!
Keep in touch!

Best wishes,

Simon

- Start the email or letter with 'Hi' and the person's name.
- Divide the email or letter into at least three clear paragraphs. Each paragraph should have its own topic.
- We often start an email or letter by referring to an email or letter that we have recently received from the person we are writing to.
- Use informal language (contractions, phrasal verbs, and colloquial expressions) in emails and informal letters.
- Use words that are often found in spoken English.
- Give a reason for finishing your email or letter.
- At the end of the email or letter, you can use an expression like *Keep in touch!* or *See you soon!*
- You might like to add *Best wishes* or *Take care* before you sign off.

VOCABULARY NOTEBOOK UNIT 1

access /'ækses/
achieve /ə'ʧiːv/
achievement /ə'ʧiːvmənt/
acknowledge /ək'nɒlɪʤ/
acknowledgement /ək'nɒlɪʤmənt/
although /ɔːl'ðəʊ/
archive /'ɑːkaɪv/
at the moment /ət ðə 'məʊmənt/
back up /ˌbæk 'ʌp/
beyond /bɪ'jɒnd/
bio /'baɪəʊ/
biotechnology /baɪəʊtek'nɒləʤi/
blog /blɒg/
break up /ˌbreɪk 'ʌp/
briefly /'briːfli/
browse /braʊz/
carry out /ˌkæri 'aʊt/
certain /'sɜːtn/
charge up /ˌʧɑːʤ 'ʌp/
combination /kɒmbɪ'neɪʃn/
combine /kəm'baɪn/
come to an agreement /ˌkʌm tu ən ə'griːmənt/
compete /kəm'piːt/
continually /kən'tɪnjuəli/
conventional /kən'venʃənl/
copy in /ˌkɒpi 'ɪn/
cram /kræm/
criteria /kraɪ'tɪəriə/
current /'kʌrənt/
cut out /ˌkʌt 'aʊt/
depend /dɪ'pend/
dependence /dɪ'pendəns/
despite /dɪ'spaɪt/
directory /də'rektəri, dɪ-, daɪ-/
diverse /daɪ'vɜːs/
download /daʊn'ləʊd/
dramatic /drə'mætɪk/

drop out /ˌdrɒp 'aʊt/
enrol /ɪn'rəʊl/
entertain /entə'teɪn/
entertainment /entə'teɪnmənt/
establish /ɪ'stæblɪʃ/
evolve /ɪ'vɒlv/
examination /ɪgzæmɪ'neɪʃn/
examine /ɪg'zæmɪn/
exist /ɪg'zɪst/
existence /ɪg'zɪstəns/
explain /ɪk'spleɪn/
explanation /ekspləˈneɪʃn/
extremely /ɪk'striːmli/
fee /fiː/
field (of advertising) /fiːld/
finally /'faɪnəli/
find out /ˌfaɪnd 'aʊt/
for instance /fər 'ɪnstəns/
for the better /fə ðə 'betə(r)/
grant /grɑːnt/
hand in /ˌhænd 'ɪn/
home entertainment /ˌhəʊm entə'teɪnmənt/
in conclusion /ɪn kən'kluːʒn/
in support of /ɪn sə'pɔɪt ☒v/
indispensable /ɪndɪ'spensəbl/
information superhighway /ɪnfəˌmeɪʃn 'suːpəhaɪweɪ/
insist /ɪn'sɪst/
insistence /ɪn'sɪstəns/
institution /ɪnstɪ'tjuːʃn/
inter /'ɪntə(r)/
interactive /ɪntər'æktɪv/
involve /ɪn'vɒlv/
involvement /ɪn'vɒlvmənt/

/i/ happy	/æ/ flag	/ɜː/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑː/ art	/ɒ/ not	/uː/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/iː/ he	/e/ egg	/ɔː/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

keep in touch /ˌkiːp ɪn ˈtʌʧ/

manage /ˈmænɪʤ/

management /ˈmænɪʤmənt/

mark /mɑːk/

micro /ˈmaɪkrəʊ/

microcomputer /ˈmaɪkrəʊkəmpjuːtə(r)/

moreover /mɔːrˈəʊvə(r)/

namely /ˈneɪmli/

never had it easier /ˌnevə ˌhæd ɪt ˈiːziə(r)/

on a small scale /ˌɒn ə ˈsmɔːl ˌskeɪl/

organization /ɔːgənaɪˈzeɪʃn/

organize /ˈɔːgənaɪz/

phenomenon /fəˈnɒmɪnən/

phishing /ˈfɪʃɪŋ/

plug in /ˌplʌg ˈɪn/

prefer /prɪˈfɜː(r)/

preference /ˈprefrəns/

properly /ˈprɒpəli/

proto /ˈprəʊtəʊ/

prototype /ˈprəʊtətaɪp/

rapidly /ˈræpɪdli/

reaffirm /riːəˈfɜːm/

reasonable /ˈriːznəbl/

recommend /rekəˈmend/

recommendation /rekəmenˈdeɪʃn/

reside /rɪˈzaɪd/

residence /ˈrezɪdəns/

resource /rɪˈzɔːs/

revolutionize /revəˈluːʃənaɪz/

secondly /ˈsekəndli/

set out /ˌset ˈaʊt/

shop around /ˌʃɒp əˈraʊnd/

similarly /ˈsɪmələli/

sit /sɪt/

site /saɪt/

social networking site /ˌsəʊʃl ˈnetwɜːkɪŋ ˌsaɪt/

source (of) /ˈsɔːs (əv)/

spam /spæm/

spammer /ˈspæmə(r)/

spread /spred/

stream /striːm/

sum up /ˌsʌm ˈʌp/

switch off /ˌswɪʧ ˈɒf/

switch on /ˌswɪʧ ˈɒn/

task /tɑːsk/

techno /ˈteknəʊ/

technophobia /teknəʊˈfəʊbiə/

time-consuming /ˈtaɪm kənˌsjuːmɪŋ/

to sum up /tə ˌsʌm ˈʌp/

turn down /ˌtɜːn ˈdaʊn/

turn up /ˌtɜːn ˈʌp/

ultra /ˈʌltrə/

ultralight /ˈʌltrəlaɪt/

user /ˈjuːzə(r)/

vast /vɑːst/

virtual /ˈvɜːʧuəl/

weather forecast /ˈweðə ˌfɔːkɑːst/

webcam /ˈwebkæm/

work out /ˌwɜːk ˈaʊt/

Additional vocabulary

/p/ pen	/d/ dog	/ʧ/ beach	/v/ very	/s/ speak	/ʒ/ television	/n/ now	/r/ radio
/b/ big	/k/ can	/ʤ/ job	/θ/ think	/z/ zoo	/h/ house	/ŋ/ sing	/j/ yes
/t/ two	/g/ good	/f/ food	/ð/ then	/ʃ/ she	/m/ meat	/l/ late	/w/ we

VOCABULARY NOTEBOOK UNIT 2

abandon (ship) /əˈbændən/

accomplished /əˈkʌmplɪʃt/

adventurer /ədˈventʃərə(r)/

afterwards /ˈɑːftəwədz/

alone /əˈləʊn/

analysis /əˈnæləsɪs/

backpack /ˈbækpæk/

base /beɪs/

be capable of /ˌbi ˈkeɪpəbl əv/

be involved in /ˌbiː ɪnˈvɒlvd ˌɪn/

be put off (sth by sb) /ˌbi ˌpʊt ˈɒf/

border /ˈbɔːdə(r)/

break (the silence) /ˌbreɪk (ðə ˈsaɪləns)/

catch cold /ˌkætʃ ˈkəʊld/

cautious /ˈkɔːʃəs/

civil war /ˌsɪvl ˈwɔː(r)/

clearing /ˈklɪərɪŋ/

coast road /ˈkəʊst ˌrəʊd/

colony /ˈkɒləni/

companion /kəmˈpæniən/

compass /ˈkʌmpəs/

conquer /ˈkɒŋkə(r)/

crisis /ˈkraɪsɪs/

criterion /kraɪˈtɪərɪən/

cross (a river, country) /krɒs/

cruise ship /ˈkruːz ˌʃɪp/

deer /dɪə(r)/

dense /dens/

destination /destɪˈneɪʃn/

device /dɪˈvaɪs/

distant /ˈdɪstənt/

do sth for a living /ˌduː … fər ə ˈlɪvɪŋ/

draw (the curtains) /ˌdrɔː (ðə ˈkɜːtnz)/

dune /djuːn/

emergency shelter /ɪˌmɜːdʒənsi ˈʃeltə(r)/

extremely /ɪkˈstriːmli/

fall fast asleep /ˌfɔːl ˌfɑːst əˈsliːp/

feel faint /ˌfiːl ˈfeɪnt/

fellow /ˈfeləʊ/

final outcome /ˌfaɪnl ˈaʊtkʌm/

flee /fliː/

flora /ˈflɔːrə/

focus (on) /ˈfəʊkəs (ɒn)/

foliage /ˈfəʊliɪdʒ/

form part of /ˌfɔːm ˈpɑːt əv/

frightening /ˈfraɪtnɪŋ/

full moon /ˌfʊl ˈmuːn/

get back /ˌget ˈbæk/

goods /gʊdz/

grab /græb/

growl (v) /graʊl/

half- /hɑːf/

half asleep /ˌhɑːf əˈsliːp/

half-eaten /ˌhɑːf ˈiːtən/

hardship /ˈhɑːdʃɪp/

headquarters /hedˈkwɔːtəz/

helper /ˈhelpə(r)/

hero /ˈhɪərəʊ/

hidden /ˈhɪdn/

hyper- /ˈhaɪpə(r)/

hypersensitive /haɪpəˈsensətɪv/

in contrast to /ˌɪn ˈkɒntrɑːst tə/

in spite of /ˌɪn ˈspaɪt əv/

in the middle of /ˌɪn ðə ˈmɪdl əv/

keep calm /ˌkiːp ˈkɑːm/

keep sb prisoner /ˌkiːp … ˈprɪznə(r)/

kidnap /ˈkɪdnæp/

lacking in confidence /ˌlækɪŋ ɪn ˈkɒnfɪdəns/

landscape /ˈlændskeɪp/

lay out /ˌleɪ ˈaʊt/

let (sb do sth) /let/

make an impact (on) /ˌmeɪk ən ˈɪmpækt/

/i/ happy	/æ/ flag	/ɜː/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑː/ art	/ɒ/ not	/uː/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/iː/ he	/e/ egg	/ɔː/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

mathematics /ˌmæθəˈmætɪks/

mentality /menˈtæləti/

mention /ˈmenʃn/

mid-air /ˌmɪd ˈeə(r)/

mission /ˈmɪʃn/

mountain edge /ˌmaʊntən ˈedʒ/

mountaineer /maʊntəˈnɪə(r)/

multi- /ˈmʌlti/

multicoloured /ˌmʌltiˈkʌləd/

multi-talented /ˌmʌlti ˈtæləntɪd/

news /njuːz/

oasis /əʊˈeɪsɪs/

otherwise /ˈʌðəwaɪz/

overweight /əʊvəˈweɪt/

pass /pɑːs/

personal achievement /ˌpɜːsənl əˈtʃiːvmənt/

piece (of equipment) /piːs/

plenty of /ˈplenti əv/

put sb to sleep /ˌpʊt … tə ˈsliːp/

rainwater /ˈreɪnwɔːtə(r)/

range /reɪndʒ/

respected /rɪˈspektɪd/

run back /ˌrʌn ˈbæk/

salmon /ˈsæmən/

sandstorm /ˈsændstɔːm/

scenery /ˈsiːnəri/

scorching /ˈskɔːtʃɪŋ/

self- /self/

self-esteem /ˌself ɪˈstiːm/

self-important /ˌself ɪmˈpɔːtnt/

sheep /ʃiːp/

shore /ʃɔː(r)/

solo /ˈsəʊləʊ/

species /ˈspiːʃiːz/

strong wind /ˌstrɒŋ ˈwɪnd/

summit /ˈsʌmɪt/

survival /səˈvaɪvl/

system /ˈsɪstəm/

take away /ˌteɪk əˈweɪ/

that sounds amazing! /ˌðæt ˌsaʊndz əˈmeɪzɪŋ/

throughout /θruːˈaʊt/

tide /taɪd/

travel book /ˈtrævl ˌbʊk/

trek /trek/

trousers /ˈtraʊzəz/

undergrowth /ˈʌndəgrəʊθ/

unexplored /ʌnɪkˈsplɔːd/

unfinished /ʌnˈfɪnɪʃt/

unknown /ʌnˈnəʊn/

unlike /ʌnˈlaɪk/

unpleasant /ʌnˈpleznt/

valuable /ˈvæljuəbl/

volcano /vɒlˈkeɪnəʊ/

waterway /ˈwɔːtəweɪ/

wave /weɪv/

well- /wel/

well-trained /ˌwel ˈtreɪnd/

well-written /ˌwel ˈrɪtn/

wildlife /ˈwaɪldlaɪf/

Additional vocabulary

/p/ **p**en	/d/ **d**og	/tʃ/ bea**ch**	/v/ **v**ery	/s/ **s**peak	/ʒ/ televi**s**ion	/n/ **n**ow	/r/ **r**adio
/b/ **b**ig	/k/ **c**an	/dʒ/ **j**ob	/θ/ **th**ink	/z/ **z**oo	/h/ **h**ouse	/ŋ/ si**ng**	/j/ **y**es
/t/ **t**wo	/g/ **g**ood	/f/ **f**ood	/ð/ **th**en	/ʃ/ **sh**e	/m/ **m**eat	/l/ **l**ate	/w/ **w**e

VOCABULARY NOTEBOOK UNIT 3

address (an audience) /əˌdres (ən 'ɔːdiəns)/ _____
admire /əd'maɪə(r)/ _____
advice /əd'vaɪs/ _____
advise /əd'vaɪz/ _____
ahead (of) /ə'hed əv/ _____
all-round /'ɔːlˌraʊnd/ _____
ambitious /æm'bɪʃəs/ _____
an intelligent move /ən ɪnˌtelɪʤənt 'muːv/ _____
analysis /ə'næləsɪs/ _____
anecdote /'ænɪkdəʊt/ _____
antibiotic /æntibaɪ'ɒtɪk/ _____
at the beginning of ... /ət ðə bɪ'gɪnɪŋ əv/ _____
background /'bækgraʊnd/ _____
bandage /'bændɪʤ/ _____
banner /'bænə(r)/ _____
behaviour /bɪ'heɪvjə(r)/ _____
belief /bɪ'liːf/ _____
believe /bɪ'liːv/ _____
boo /buː/ _____
brighten up (mood) /ˌbraɪtn 'ʌp/ _____
build on /'bɪld ˌɒn/ _____
business audience /'bɪznəs ˌɔːdiəns/ _____
cable /'keɪbl/ _____
calculate /'kælkjuleɪt/ _____
canvas /'kænvəs/ _____
canvass /'kænvəs/ _____
clear /klɪə(r)/ _____
closing time /'kləʊzɪŋ ˌtaɪm/ _____
come from /'kʌm frəm/ _____
compatriot /kəm'pætriət/ _____
completely /kəm'pliːtli/ _____
concentrate (on) /'kɒnsəntreɪt (ɒn)/ _____
connect sth to /kə'nekt ... tu, tə/ _____
consciousness /'kɒnʃəsnəs/ _____
construct /kən'strʌkt/ _____
crazy /'kreɪzi/ _____
crutch /krʌʧ/ _____
deal with /'diːl ˌwɪð/ _____
desire to do well /dɪˌzaɪə tə ˌduː 'wel/ _____
destroy (sb dream/s) /dɪˌstrɔɪ (... 'driːmz)/ _____
determined /dɪ'tɜːmɪnd/ _____
device /dɪ'vaɪs/ _____
devise /dɪ'vaɪz/ _____
dilemma /dɪ'lemə, daɪ-/ _____
distinguish /dɪ'stɪŋgwɪʃ/ _____
drought /draʊt/ _____
elite /ɪ'liːt/ _____
evidence /'evɪdəns/ _____
extend /ɪk'stend/ _____
extent /ɪk'stent/ _____
extreme weather conditions /ɪkˌstriːm 'weðə kənˌdɪʃnz/ _____
factor /'fæktə(r)/ _____
fall through /ˌfɔːl 'θruː/ _____
feel sorry (for yourself) /ˌfiːl 'sɒri (fə jə'self)/ _____
fees /fiːz/ _____
flip chart /'flɪp ˌʧɑːt/ _____
force (sb to do sth) /ˌfɔːs (... tə 'duː ...)/ _____
fresh water /ˌfreʃ 'wɔːtə(r)/ _____
from the moment /frəm ðə 'məʊmənt/ _____
generate (electricity) /'ʤenəreɪt/ _____
get fit /ˌget 'fɪt/ _____
get sb into fights /ˌget ... ˌɪntə 'faɪts/ _____
hygiene /'haɪʤiːn/ _____
hyperactive /haɪpər'æktɪv/ _____
impressive /ɪm'presɪv/ _____
incentive /ɪn'sentɪv/ _____
incorrectly /ɪnkə'rektli/ _____
inspire /ɪn'spaɪə(r)/ _____
it wasn't long before ... /ˌɪt 'wɒznt ˌlɒŋ bɪˌfɔː/ _____
it would be a good idea to ... /ˌɪt wʊd ˌbi ə 'gʊd aɪˌdɪə tə/ _____

/i/ happy	/æ/ flag	/ɜː/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑː/ art	/ɒ/ not	/uː/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/iː/ he	/e/ egg	/ɔː/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

keep up /ˌkiːp ˈʌp/

learn from (mistakes) /ˌlɜːn frəm (mɪˈsteɪks)/

lectern /ˈlektɜːn/

level /ˈlevl/

look angry /ˌlʊk ˈæŋgri/

lose out /ˌluːz ˈaʊt/

mainstream /ˈmeɪnstriːm/

make a surprise visit /ˌmeɪk ə səˌpraɪz ˈvɪzɪt/

microphone /ˈmaɪkrəfəʊn/

motivate /ˈməʊtɪveɪt/

move in the right direction /ˌmuːv ɪn ðə ˌraɪt dəˈrekʃn, dɪ-, daɪ-/

noticeable /ˈnəʊtɪsəbl/

out of the question /ˌaʊt əv ðə ˈkwestʃən/

overcome /əʊvəˈkʌm/

pay off /ˌpeɪ ˈɒf/

persevere /pɜːsɪˈvɪə(r)/

personal quality /ˌpɜːsənl ˈkwɒlәti/

phobia /ˈfəʊbiə/

plaster /ˈplɑːstə(r)/

plaster cast /ˈplɑːstə ˌkɑːst/

presentation /prezn'teɪʃn/

professional advice /prəˌfeʃənl ədˈvaɪs/

projector screen /prəˈʤektə ˌskriːn/

pull off /ˌpʊl ˈɒf/

pump /pʌmp/

see better /ˈsiː ˌbetə(r)/

send sb off (to) /ˈsend … ˌɒf tə/

sense of achievement /ˌsens əv əˈʧiːvmənt/

shatter /ˈʃætə(r)/

shine (straight) into /ˈʃaɪn (ˈstreɪt) ˌɪntə/

smart clothes /ˌsmɑːt ˈkləʊðz/

socialize /ˈsəʊʃəlaɪz/

speaker /ˈspiːkə(r)/

speculate about /ˈspekjuleɪt əˌbaʊt/

spend time with sb /ˌspend ˈtaɪm wɪð/

spotlight /ˈspɒtlaɪt/

stage /steɪʤ/

stand out /ˌstænd ˈaʊt/

stimulate /ˈstɪmjuleɪt/

tactic /ˈtæktɪk/

thanks to /ˈθæŋks tə/

the other day /ðiˌ ˌʌðə ˈdeɪ/

transform /træns'fɔːm/

unconscious /ʌnˈkɒnʃəs/

unfortunately /ʌnˈfɔːʧənətli/

unprepared /ʌnprɪˈpeəd/

useless /ˈjuːsləs/

versus /ˈvɜːsəs/

victory /ˈvɪktəri/

walk through (the front door) /ˈwɔːk ˌθruː ðə ˌfrʌnt ˈdɔː(r)/

walking stick /ˈwɔːkɪŋ ˌstɪk/

wheelchair /ˈwiːlʧeə(r)/

whole /həʊl/

with the press of a switch /ˌwɪð ðə ˌpres əv ə ˈswɪʧ/

Additional vocabulary

/p/ pen	/d/ dog	/ʧ/ beach	/v/ very	/s/ speak	/ʒ/ television	/n/ now	/r/ radio
/b/ big	/k/ can	/ʤ/ job	/θ/ think	/z/ zoo	/h/ house	/ŋ/ sing	/j/ yes
/t/ two	/g/ good	/f/ food	/ð/ then	/ʃ/ she	/m/ meat	/l/ late	/w/ we

VOCABULARY NOTEBOOK UNIT 5

a kind of ... /ə 'kaɪnd əv/
abbreviation /əbriːvi'eɪʃn/
achieve (independence) /ə'ʧiːv/
acronym /'ækrənɪm/
ancient /'eɪnʃənt/
Anglicism /'æŋglɪsɪzəm/
anthropology /ænθrə'pɒləʤi/
antonym /'æntənɪm/
artefact /'ɑːtɪfækt/
as a result ... /əz ə rɪ'zʌlt/
authorities /ɔːθɒrətiz/
because of this/that ... /bɪ'kɒz, bɪ'kəz əv ðɪs, ðæt/
beginning of the end /bɪˌgɪnɪŋ əv ði 'end/
biography /baɪ'ɒgrəfi/
bonus /ˌbəʊnəs/
building project /'bɪldɪŋ ˌprɒʤekt/
building technique /'bɪldɪŋ tekˌniːk/
bust /bʌst/
categorize /'kætəgəraɪz/
celebration (of) /selɪ'breɪʃn/
ceramics /sə'ræmɪks/
childhood memory /ˌʧaɪldhʊd 'meməri/
civilization /sɪvəlaɪ'zeɪʃn/
colourful /'kʌləfl/
compile /kəm'paɪl/
consequently /'kɒnsɪkwəntli/
construction /kən'strʌkʃn/
contemporary /kən'tempərəri/
contender /kən'tendə(r)/
controversy /kən'trɒvəsi/
despite /dɪ'spaɪt/
disapproval /dɪsə'pruːvl/
disinterested /dɪs'ɪntrəstɪd/
earthquake /'ɜːθkweɪk/
economic /iːkə'nɒmɪk/
economical /iːkə'nɒmɪkl/
entomology /entə'mɒləʤi/

era /'ɪərə/
eruption /ɪ'rʌpʃn/
excavation /ekskə'veɪʃn/
exhausting /ɪg'zɔːstɪŋ/
exhaustive /ɪg'zɔːstɪv/
face (a problem) /feɪs/
formation /fɔː'meɪʃn/
former /'fɔːmə(r)/
fossil /'fɒsl/
furthermore /'fɜːðəmɔː(r)/
get a study done /ˌget ə 'stʌdi ˌdʌn/
get attention /ˌget ə'tenʃn/
have no intention (of doing sth) /ˌhəv 'nəʊ ɪnˌtenʃn/
heritage /'herɪtɪʤ/
historic /hɪ'stɒrɪk/
historical /hɪ'stɒrɪkl/
homophone /'hɒməfəʊn/
housing estate /'haʊzɪŋ ɪˌsteɪt/
impartial /ɪm'pɑːʃl/
in great detail /ˌɪn ˌgreɪt 'diːteɪl/
in the future /ˌɪn ðə 'fjuːʧə(r)/
in the heart of /ˌɪn ðə 'hɑːt əv/
in the past /ˌɪn ðə 'pɑːst/
incorporate /ɪn'kɔːpəreɪt/
incredibly /ɪn'kredəbli/
international cooperation /ɪntəˌnæʃnəl kəʊɒpə'reɪʃn/
it is said that /ˌɪt ɪz 'sed ðət/
it is thought that /ˌɪt ɪz 'θɔːt ðət/
it was believed that /ˌɪt wəz bɪ'liːvd ðət/
item (of decoration) /'aɪtəm/
jewellery /'ʤuːəlri/
landmark /'lændmɑːk/
lighthouse /'laɪthaʊs/

/i/ happy	/æ/ flag	/ɜː/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑː/ art	/ɒ/ not	/uː/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/iː/ he	/e/ egg	/ɔː/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

luxurious /lʌgˈʒʊərɪəs/

mankind /mænˈkaɪnd/

massive /ˈmæsɪv/

mediaeval settlement /medi,iːvl ˈsetlmənt/

meet the needs (of) /ˌmiːt ðə ˈniːdz/

meet with /ˈmiːt ˌwɪð/

meteorology /miːtiəˈrɒlədʒi/

monument /ˈmɒnjumənt/

mosaic /məʊˈzeɪɪk/

multiple /ˈmʌltɪpl/

natural disaster /ˌnætʃrəl dɪˈzɑːstə(r)/

natural environment /ˌnætʃrəl ɪnˈvaɪrənmənt/

not surprisingly /ˌnɒt səˈpraɪzɪŋli/

omission /əˈmɪʃn/

online edition /ɒnˈlaɪn ɪˌdɪʃn/

overlook /əʊvəˈlʊk/

palaeontology /pælɪɒnˈtɒlədʒi, peɪ-/

peace and quiet /ˌpiːs ən ˈkwaɪət/

phenomenon /fəˈnɒmɪnən/

poll /pəʊl/

preservation /prezəˈveɪʃn/

proclaim /prəˈkleɪm/

protect sb (from harm) /prəˈtekt/

protected site /prəˌtektɪd ˈsaɪt/

publicity stunt /pʌbˈlɪsəti ˌstʌnt/

reaction /riˈækʃn/

restoration /restəˈreɪʃn/

ridicule /ˈrɪdɪkjuːl/

rocky /ˈrɒki/

ruins /ˈruːɪnz/

sanctuary /ˈsæŋktʃuəri/

satisfactory /sætɪsˈfæktəri/

satisfying /ˈsætɪsfaɪɪŋ/

scholar /ˈskɒlə(r)/

seismology /saɪzˈmɒlədʒi/

seven wonders of the world /ˌsevn ˌwʌndəz əv ðə ˈwɜːld/

shipwreck /ˈʃɪprek/

so /səʊ/

special protection /ˌspeʃl prəˈtekʃn/

special status /ˌspeʃl ˈsteɪtəs/

spectacular /spekˈtækjələ(r)/

start a fashion for sth /ˌstɑːt ə ˈfæʃn/

subsequently /ˈsʌbsɪkwəntli/

support sb (in an argument) /səˈpɔːt/

synonym /ˈsɪnənɪm/

tapestry /ˈtæpəstri/

technique /tekˈniːk/

the plan is to /ðə ˈplæn ˌɪz tə/

uninterested /ʌnˈɪntrəstɪd/

volcanology /vɒlkəˈnɒlədʒi/

watch the world go by /ˌwɒtʃ ðə ˌwɜːld ˌgəʊ ˈbaɪ/

world heritage site /ˌwɜːld ˈherɪtɪdʒ ˌsaɪt/

worldwide /ˈwɜːldwaɪ d/

Additional vocabulary

/p/ pen	/d/ dog	/tʃ/ beach	/v/ very	/s/ speak	/ʒ/ television	/n/ now	/r/ radio
/b/ big	/k/ can	/dʒ/ job	/θ/ think	/z/ zoo	/h/ house	/ŋ/ sing	/j/ yes
/t/ two	/g/ good	/f/ food	/ð/ then	/ʃ/ she	/m/ meat	/l/ late	/w/ we

VOCABULARY NOTEBOOK UNIT 6

a good education /ə ˌgʊd edʒu'keɪʃn/

accuse /ə'kjuːz/

aim at /'eɪm ət/

apply (for a job) /ə'plaɪ/

appreciate (the need for sth) /ə'priːʃieɪt/

article /'ɑːtɪkl/

as for /'æz fə(r)/

at the same time (as) /ət ðə 'seɪm ˌtaɪm/

be considered one of the best /ˌbi kənˌsɪdəd ˌwʌn əv ðə 'best/

be determined (to do sth) /ˌbi dɪ'tɜːmɪnd/

be mistaken (about sth) /ˌbi mɪ'steɪkən/

be passionate (about sth) /ˌbi 'pæʃənət/

blame /bleɪm/

brain-storming /'breɪn ˌstɔːmɪŋ/

branch /brɑːnʃ/

branch out into sth /'brɑːntʃ ˌaʊt ˌɪntə/

break into (a market) /'breɪk ˌɪntə/

broadly speaking /'brɔːdli ˌspiːkɪŋ/

business plan /'bɪznəs ˌplæn/

buy /baɪ/

capital /'kæpɪtl/

caption /'kæpʃn/

chief executive officer (CEO) /ˌtʃiːf ɪgˌzekjətɪv 'ɒfɪsə(r) (ˌsiː ˌiː 'əʊ)/

classified ad /ˌklæsɪfaɪd 'æd/

client /'klaɪənt/

close to home /ˌkləʊs tə 'həʊm/

column /'kɒləm/

come before sb or sth /ˌkʌm bɪ'fɔː(r)/

come up with /ˌkʌm 'ʌp ˌwɪð/

competitor /kəm'petɪtə(r)/

consultancy /kən'sʌltənsi/

contradict /kɒntrə'dɪkt/

cooperative /kəʊ'ɒpərətɪv/

credit card /'kredɪt ˌkɑːd/

customer /'kʌstəmə(r)/

cut back /ˌkʌt 'bæk/

disagreeable /dɪsə'griːəbl/

draw (a conclusion about sth) /drɔː/

eagerness /'iːgənəs/

earnings /'ɜːnɪŋz/

effect (on sth) /ɪ'fekt/

engineering /endʒɪ'nɪərɪŋ/

enthusiasm /ɪn'θjuːziæzəm/

experienced /ɪk'spɪəriənst/

expert advice /ˌekspɜːt əd'vaɪs/

family life /'fæməli ˌlaɪf/

firm /fɜːm/

fixed cost /'fɪkst ˌkɒst/

for free /fə 'friː/

franchise /'frænʧaɪz/

function /'fʌŋkʃn/

gain (experience in) /geɪn/

get (a suitcase downstairs) /get/

get a cold /ˌget ə 'kəʊld/

get ahead /ˌget ə'hed/

get an email /ˌget ən 'iːmeɪl/

get angry /ˌget 'æŋgri/

get home /ˌget 'həʊm/

get sb /get/

graphic designer /ˌgræfɪk dɪ'zaɪnə(r)/

head office /ˌhed 'ɒfɪs/

headline /'hedlaɪn/

help out (with) /ˌhelp 'aʊt/

humorous /'hjuːmərəs/

/i/ happy	/æ/ flag	/ɜː/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑː/ art	/ɒ/ not	/uː/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/iː/ he	/e/ egg	/ɔː/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

improve (relations between) /ɪm'pruːv/

in general /ˌɪn 'ʤenrəl/

income /'ɪnkʌm/

indeed /ɪn'diːd/

insincere /ɪnsɪn'sɪə(r)/

insist (on having sth done) /ɪn'sɪst/

interfere /ɪntə'fɪə(r)/

internet security /ˌɪntənet sɪ'kjʊərətɪ/

interviewer /'ɪntəvjuːə(r)/

invest (money in sb or sth) /ɪn'vest/

keen /kiːn/

languages /'læŋgwɪʤɪz/

launch /lɔːnʧ/

law /lɔː/

lucrative /'luːkrətɪv/

mainstream media /ˌmeɪnstriːm 'miːdiə/

manufacturer /mænju'fækʧərə(r)/

market research /ˌmɑːkɪt rɪ'sɜːʧ, 'riːsɜːʧ/

medicine /'medsn/

multinational /mʌlti'næʃnəl/

obituary /ə'bɪʧuəri/

offer (sb the position of) /'ɒfə(r)/

on the whole /ˌɒn ðə 'həʊl/

online shopping /ˌɒnlaɪn 'ʃɒpɪŋ/

over and over again /ˌəʊvər ən ˌəʊvər ə'gen/

overheads /'əʊvəhedz/

own /əʊn/

paid work /ˌpeɪd 'wɜːk/

parent company /'peərənt ˌkʌmpəni/

partnership /'pɑːtnəʃɪp/

pass through /ˌpɑːs 'θruː/

pay off /ˌpeɪ 'ɒf/

persist /pə'sɪst/

possibly /'pɒsəbli/

problem-solving /'prɒbləm ˌsɒlvɪŋ/

profession /prə'feʃn/

profitable /'prɒfɪtəbl/

proposition /prɒpə'zɪʃn/

pull out of /ˌpʊl 'aʊt əv/

purchase /'pɜːʧəs/

recipe /'resəpi/

recruit /rɪ'kruːt/

reduce (costs) /rɪ'djuːs/

regarding /rɪ'gɑːdɪŋ/

retire /rɪ'taɪə(r)/

review /rɪ'vjuː/

rival /'raɪvl/

role /rəʊl/

run (a business) /rʌn/

run (one's own business) /rʌn/

sales person /'seɪlz ˌpɜːsn/

science /'saɪəns/

secret of success /ˌsiːkrət əv sək'ses/

shameful /'ʃeɪmfl/

solve (a problem) /sɒlv/

start-up /'stɑːt ˌʌp/

stiffly /'stɪfli/

subscriber /səb'skraɪbə(r)/

subsidiary /səb'sɪdiəri/

supplement /'sʌplɪmənt/

take on /ˌteɪk 'ɒn/

take over /ˌteɪk 'əʊvə(r)/

take the trouble (to do sth) /'teɪk ðə ˌtrʌbl/

to a great extent /ˌtu ə 'greɪt ɪkˌstent/

trade fair /'treɪd ˌfeə(r)/

turn down /ˌtɜːn 'daʊn/

typical /'tɪpɪkl/

web design /'web dɪ'zaɪn/

willing (to do sth) /'wɪlɪŋ/

with regard to /ˌwɪð rɪ'gɑːd tə/

/p/ **p**en	/d/ **d**og	/ʧ/ bea**ch**	/v/ **v**ery	/s/ **s**peak	/ʒ/ televi**s**ion	/n/ **n**ow	/r/ **r**adio
/b/ **b**ig	/k/ **c**an	/ʤ/ **j**ob	/θ/ **th**ink	/z/ **z**oo	/h/ **h**ouse	/ŋ/ si**ng**	/j/ **y**es
/t/ **t**wo	/g/ **g**ood	/f/ **f**ood	/ð/ **th**en	/ʃ/ **sh**e	/m/ **m**eat	/l/ **l**ate	/w/ **w**e

VOCABULARY NOTEBOOK UNIT 7

a product of /ə 'prɒdʌkt əv/
academic achievement /ˌækəˌdemɪk ə'tʃiːvmənt/
accomplished /ə'kʌmplɪʃt/
adhere to (a belief) /əd'hɪə(r)/
adopt /ə'dɒpt/
adoptive family /əˌdɒptɪv 'fæməli/
ancestor /'ænsestə(r)/
anxiety /æŋ'zaɪəti/
appliance /ə'plaɪəns/
arguments against /ˌɑːgjumənts ə'genst/
arguments in favour /ˌɑːgjumənts ˌɪn 'feɪvə(r)/
articulated robot /ɑːˌtɪkjuleɪtəd 'rəʊbɒt/
artificial intelligence /ɑːtɪˌfɪʃl ɪn'telɪdʒəns/
assess /ə'ses/
be aware (of sth) /ˌbiː əˌweə(r)/
be convinced /ˌbi kən'vɪnst/
be in good form /ˌbi ɪn ˌgʊd 'fɔːm/
be skilled (at sth) /ˌbi 'skɪld/
belief /bɪ'liːf/
brain power /'breɪn ˌpaʊə(r)/
bring up /ˌbrɪŋ 'ʌp/
care for (sb) /'keə ˌfɔː(r), fə(r)/
career opportunity /kə'rɪər ɒpəˌtjuːnəti/
carry out (a function) /ˌkæri 'aʊt/
cerebral /'serəbrəl/
cerebrum /sə'riːbrəm, 'serəbrəm/
computer function /kəm'pjuːtə ˌfʌŋkʃn/
confirm (the idea that) /kən'fɜːm/
cranium /'kreɪniəm/
do a brain teaser /ˌduː ə 'breɪn ˌtiːzə(r)/
do badly (at sth) /ˌduː 'bædli/
do well (in exams) /ˌduː 'wel/
dominate /'dɒmɪneɪt/

drudgery /'drʌdʒəri/
enable (sb to do sth) /ɪ'neɪbl/
encourage (sb to do sth) /ɪn'kʌrɪdʒ/
exam candidate /ɪg'zæm ˌkændɪdeɪt/
exploration /eksplə'reɪʃn/
first draft /ˌfɜːst 'drɑːft/
flaw /flɔː/
following /'fɒləʊɪŋ/
formula /'fɔːmjələ/
fully developed /ˌfʊli dɪ'veləpt/
gain (a qualification) /geɪn/
gene /dʒiːn/
generation to generation /dʒenəˌreɪʃn tə dʒenəˌreɪʃn/
get better and better /ˌget ˌbetər ən 'betə(r)/
give a speech /ˌgɪv ə 'spiːtʃ/
good judgement /ˌgʊd 'dʒʌdʒmənt/
greatly /'greɪtli/
grown up /ˌgrəʊn 'ʌp/
have access to /ˌhæv 'ækses tə/
have an effect (on sth) /ˌhæv ən ɪ'fekt/
have an influence on sb /ˌhæv ən 'ɪnfluəns ɒn/
hereditary /hə'redɪtri/
household /'haʊshəʊld/
household chores /ˌhaʊshəʊld 'tʃɔːz/
housework /'haʊswɜːk/
human intelligence /ˌhjuːmən ɪn'telɪdʒəns/
identical twins /aɪˌdentɪkl 'twɪnz/
ignorant /'ɪgnərənt/
in conclusion /ˌɪn kən'kluːʒn/
in other words /ˌɪn 'ʌðə ˌwɜːdz/
in some cases /ˌɪn 'sʌm ˌkeɪsɪz/
inaccurate /ɪn'ækjərət/
incompetent /ɪn'kɒmpɪtənt/
increase (IQ) /ɪn'kriːs/
innate /ɪ'neɪt/
intellect /'ɪntəlekt/

/i/ happy	/æ/ flag	/ɜː/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑː/ art	/ɒ/ not	/uː/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/iː/ he	/e/ egg	/ɔː/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

interact with sb /ɪntər'ækt wɪð/ _____

interpretation 🔊
/ɪntɜːprɪ'teɪʃn/ _____

invite sb to dinner 🔊
/ɪn,vaɪt … tə 'dɪnə(r)/ _____

IQ (Intelligence Quotient)
/,aɪ 'kjuː (ɪn'telɪʤəns
,kwəʊʃnt/ _____

IQ test /,aɪ 'kjuː ,test/ _____

it is a well known fact that 🔊
/,ɪt ɪz ə 'wel ,nəʊn ,fækt ðæt/ _____

it is generally believed that 🔊
/,ɪt ɪz 'ʤenrəli bɪ'liːvd ðət/ _____

it is often stated that 🔊
/,ɪt ɪz 'ɒfn, 'ɒftən ,steɪtɪd ðət/ _____

it is widely accepted that 🔊
/,ɪt ɪz 'waɪdli ək,septɪd ðət/

just 🔊 /ʤʌst/ _____

knowledge 🔊 /'nɒlɪʤ/ _____

lack of (sth) 🔊 /'læk əv/ _____

legible /'leʤəbl/ _____

level (of) 🔊 /'levl/ _____

make the best (of sth) 🔊
/,meɪk ðə 'best/ _____

measure (intelligence) 🔊
/'meʒə(r)/ _____

medulla oblongata
/mə,dʌlə ɒblɒŋ'gaːtə/ _____

mental ability 🔊
/'mentl ə,bɪlətɪ/ _____

middle-class background
/,mɪdl ,klɑːs 'bækgraʊnd/ _____

mistaken (belief) 🔊
/mɪ'steɪkən/ _____

mostly 🔊 /'məʊstli/ _____

mundane /mʌn'deɪn/ _____

nature 🔊 /'neɪʧə(r)/ _____

nevertheless 🔊 /nevəðə'les/ _____

nonetheless /nʌnðə'les/ _____

nurture /'nɜːʧə(r)/ _____

office work 🔊 /'ɒfɪs ,wɜːk/ _____

on the other hand 🔊
/,ɒn ðɪ 'ʌðə ,hænd/ _____

opinion 🔊 /ə'pɪnjən/ _____

opponents (of) 🔊 /ə'pəʊnənts/ _____

opportunities 🔊 /ɒpə'tjuːnətɪz/ _____

pass on (sth to sb) 🔊
/,pɑːs 'ɒn/ _____

password /'pɑːswɜːd/ _____

pioneer /paɪə'nɪə(r) _____

pituitary gland
/pɪ'tjuːɪtəri ,glænd/ _____

plagiarize /'pleɪʤəraɪz/ _____

positive result 🔊
/,pɒzətɪv rɪ'zʌlt/ _____

potential 🔊 /pə'tenʃl/ _____

power of the mind 🔊
/,paʊər əv ðə 'maɪnd/ _____

proof 🔊 /pruːf/ _____

provide (an argument) 🔊
/prə'vaɪd/ _____

provide (sb with a good
education) 🔊 /prə'vaɪd/ _____

quotation /kwəʊ'teɪʃn/ _____

reach adulthood
/,riːʧ 'ædʌlthʊd/ _____

reinforce /riːɪn'fɔɪs/ _____

relate to (sth) 🔊 /rɪ'leɪt/ _____

remarkably 🔊 /rɪ'mɑːkəbli/ _____

remotely operated vehicle
/rɪ,məʊtli ,ɒpəreɪtɪd 'viːəkl/ _____

repetitive /rɪ'petətɪv/ _____

rote learning /'rəʊt ,lɜːnɪŋ/ _____

scatterbrained /'skætəbreɪnd/ _____

send sb on an errand
/,send … ,ɒn ən 'erənd/ _____

separate (at birth) 🔊 /'sepəreɪt/ _____

seriously 🔊 /'sɪəriəsli/ _____

set (of) 🔊 /set/ _____

sign (of) 🔊 /saɪn/ _____

similar 🔊 /'sɪmələ(r)/ _____

sit (an exam) 🔊 /sɪt/ _____

sit next to sb 🔊
/,sɪt 'neks ,tuː, tə/ _____

spinal cord /'spaɪnl ,kɔːd/ _____

straight after 🔊
/,streɪt 'ɑːftə(r)/ _____

study 🔊 /'stʌdi/ _____

support (for sth) 🔊 /sə'pɔːt/ _____

surroundings 🔊 /sə'raʊndɪŋz/ _____

thalamus /'θæləməs/ _____

the brains behind the business
🔊 /ðə 'breɪnz bɪ,haɪnd ðə
,bɪznəs/ _____

theory 🔊 /'θɪəri/ _____

throughout 🔊 /θruː'aʊt/ _____

totally 🔊 /'təʊtəli/ _____

unfair 🔊 /ʌn'feə(r)/ _____

useful 🔊 /'juːsfl/ _____

wise 🔊 /waɪz/ _____

witty /'wɪti/ _____

workload /'wɜːkləʊd/ _____

/p/ pen	/d/ dog	/ʧ/ beach	/v/ very	/s/ speak	/ʒ/ television	/n/ now	/r/ radio
/b/ big	/k/ can	/ʤ/ job	/θ/ think	/z/ zoo	/h/ house	/ŋ/ sing	/j/ yes
/t/ two	/g/ good	/f/ food	/ð/ then	/ʃ/ she	/m/ meat	/l/ late	/w/ we

VOCABULARY NOTEBOOK UNIT 8

according to /ə'kɔːdɪŋ tə/ _____
admiration /ædmə'reɪʃn/ _____
affectionate /ə'fekʃənət/ _____
appeal to /ə'piːl ˌtuː, tə/ _____
athletics /æθ'letɪks/ _____
backfire /bæk'faɪə(r)/ _____
be frightened (of heights) /ˌbi 'fraɪtnd/ _____
be in the limelight /ˌbiː ɪn ðə 'laɪmlaɪt/ _____
be invited (for a trial) /ˌbiː ɪn'vaɪtɪd/ _____
be provoked by /ˌbi prə'vəʊkt ˌbaɪ/ _____
beat /biːt/ _____
benefit (from) /'benəfɪt/ _____
break (a record) /breɪk/ _____
bring sth to the attention of sb /ˌbrɪŋ ... tə ði əˌtenʃn əv/ _____
bully sb /'bʊli/ _____
by the time ... /ˌbaɪ ðə 'taɪm/ _____
call sb names /ˌkɔːl ... 'neɪmz/ _____
centre of attention /ˌsentər əv ə'tenʃn/ _____
clear (sth) up /ˌklɪə(r) ... 'ʌp/ _____
coach /kəʊʧ/ _____
combat (bullying) /'kɒmbæt/ _____
come first (second etc) /ˌkʌm 'fɜːst/ _____
commercial /kə'mɜːʃl/ _____
constant /'kɒnstənt/ _____
cut short (football career) /ˌkʌt 'ʃɔːt/ _____
daydream (of) /'deɪdriːm/ _____
dedicate (oneself to sth) /'dedɪkeɪt/ _____
defeat /dɪ'fiːt/ _____
delicate /'delɪkət/ _____
determination /dɪtɜːmɪ'neɪʃn/ _____
dive in with both feet /ˌdaɪv ˌɪn wɪð ˌbəʊθ 'fiːt/ _____
down to earth /ˌdaʊn tu 'ɜːθ/ _____
draw /drɔː/ _____
eligible /'elɪʤəbl/ _____

endorse (a product) /ɪn'dɔːs/ _____
endorsement /ɪn'dɔːsmənt/ _____
escalate /'eskəleɪt/ _____
exact (sth) from sb /ɪg'zækt/ _____
exceptional /ɪk'sepʃənl/ _____
exotic /ɪg'zɒtɪk/ _____
fall out (with sb) /ˌfɔːl 'aʊt/ _____
fame /feɪm/ _____
family affair /'fæməli əˌfeə(r)/ _____
favourite (to win) /'feɪvərɪt/ _____
financial support /fəˌnænʃl, fɪ-, faɪ- sə'pɔːt/ _____
finishing line /'fɪnɪʃɪŋ ˌlaɪn/ _____
football career /'fʊtbɔːl kəˌrɪə(r)/ _____
front-runner /ˌfrʌnt 'rʌnə(r)/ _____
furthermore /fɜːðə'mɔː(r)/ _____
get around (a place) /ˌget ə'raʊnd/ _____
give the game away /ˌgɪv də 'geɪm əˌweɪ/ _____
handstand /'hændstænd/ _____
hardly /'hɑːdli/ _____
have a normal life /ˌhæv ə ˌnɔːml 'laɪf/ _____
have the support of sb /ˌhæv ðə sə'pɔːt əv/ _____
head off (for) /'hed ˌɒf/ _____
hiding place /'haɪdɪŋ ˌpleɪs/ _____
hold up (a trophy) /ˌhəʊld 'ʌp/ _____
humanitarian /hjuːmænɪ'teərɪən/ _____
ignorance /'ɪgnərəns/ _____
in front of /ˌɪn 'frʌnt əv/ _____
inequality /ɪnɪ'kwɒlɪti/ _____
interruption /ɪntə'rʌpʃn/ _____
involvement /ɪn'vɒlvmənt/ _____
it was clear that ... /ˌɪt wəz 'klɪə ðət/ _____
knowledge (of sth) /'nɒlɪʤ/ _____
leading /'liːdɪŋ/ _____

/i/ happy	/æ/ flag	/ɜː/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑː/ art	/ɒ/ not	/uː/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/iː/ he	/e/ egg	/ɔː/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

level playing field
/ˌlevl ˈpleɪɪŋ ˌfiːld/

lose /luːz/

make money (from sth/sb)
/ˌmeɪk ˈmʌni/

make one's dream come true
/ˌmeɪk wʌnz ˌdriːm ˌkʌm ˈtruː/

marketing tool
/ˈmɑːkətɪŋ ˌtuːl/

media attention
/ˈmiːdiə əˌtenʃn/

media coverage
/ˈmiːdiə ˌkʌvərɪdʒ/

member (of society)
/ˈmembə(r)/

miss (a chance) /mɪs/

need (sb to do sth) /niːd/

occupy (a place) /ˈɒkjupaɪ/

off one's own bat
/ˌɒf wʌnz ˌəʊn ˈbæt/

on that score
/ˌɒn ˈðæt ˌskɔː(r)/

on the ball /ˌɒn ðə ˈbɔːl/

outstanding /aʊtˈstændɪŋ/

overnight /əʊvəˈnaɪt/

penalty shootout
/ˌpenəlti ˈʃuːtaʊt/

physical violence
/ˌfɪzɪkl ˈvaɪələns/

podium /ˈpəʊdiəm/

practical /ˈpræktɪkl/

press-up /ˈpres ˌʌp/

prodigy /ˈprɒdədʒi/

professional sport
/prəˌfeʃənl ˈspɔːt/

promote (respect)
/prəˈməʊt/

pull-up /ˈpʊl ˌʌp/

put (sth/sb) in the lead
/ˌpʊt … ˌɪn ðə ˈliːd/

put distance between
/ˌpʊt ˈdɪstəns bɪˌtwiːn/

qualify (for sth) /ˈkwɒlɪfaɪ/

quite a few /ˈkwaɪt ə ˈfjuː/

race relations
/ˌreɪs rɪˈleɪʃnz/

radically /ˈrædɪkli/

reflex /ˈriːfleks/

represent /reprɪˈzent/

reside (in) /rɪˈzaɪd/

run a marathon
/ˌrʌn ə ˈmærəθən/

runner-up /ˌrʌnər ˌʌp/

running technique
/ˈrʌnɪŋ tekˌniːk/

sail through /ˌseɪl ˈθruː/

season (sport) /ˈsiːzn/

sit-up /ˈsɪt ˌʌp/

skilful /ˈskɪlfl/

slogan /ˈsləʊgən/

sponsor /ˈspɒnsə(r)/

sponsorship /ˈspɒnsəʃɪp/

sporting success
/ˌspɔːtɪŋ səkˈses/

squat /skwɒt/

stretching /ˈstreʧɪŋ/

suffer (from) /ˈsʌfə(r)/

surround /səˈraʊnd/

surroundings /səˈraʊndɪŋz/

tamper (with sth) /ˈtæmpə/

target audience
/ˌtɑːgɪt ˈɔːdiəns/

the perfect candidate
(for the job) /ðə ˈpɜːfɪkt ˌkændɪdeɪt/

there are two sides to …
/ˌðeər ə ˈtuː ˌsaɪdz tə/

to look after your every need
/tə ˌlʊk ˌɑːftə jɔːr ˌevri ˈniːd/

track event /ˈtræk ɪˈvent/

training session
/ˈtreɪnɪŋ ˌseʃn/

underneath /ʌndəˈniːθ/

unsound /ʌnˈsaʊnd/

victor /ˈvɪktə(r)/

vocal /ˈvəʊkl/

warm up /ˌwɔːm ˌʌp/

waste one's money (on sth)
/ˌweɪst wʌnz ˈmʌni/

widespread /waɪdˈspred/

win /wɪn/

winning streak
/ˈwɪnɪŋ ˌstriːk/

world number one
/ˌwɜːld ˌnʌmbə ˈwʌn/

/p/ **p**en	/d/ **d**og	/ʧ/ bea**ch**	/v/ **v**ery	/s/ **s**peak	/ʒ/ televi**s**ion	/n/ **n**ow	/r/ **r**adio
/b/ **b**ig	/k/ **c**an	/ʤ/ **j**ob	/θ/ **th**ink	/z/ **z**oo	/h/ **h**ouse	/ŋ/ si**ng**	/j/ **y**es
/t/ **t**wo	/g/ **g**ood	/f/ **f**ood	/ð/ **th**en	/ʃ/ **sh**e	/m/ **m**eat	/l/ **l**ate	/w/ **w**e

VOCABULARY NOTEBOOK UNIT 9

account /ə'kaʊnt/
accumulate /ə'kjuːmjəleɪt/
acknowledgements /ək'nɒlɪdʒɪmənts/
acquaintance /ə'kweɪntəns/
aggressive /ə'gresɪv/
agony /'ægəni/
all over the world /ˌɔːl ˌəʊvə ðə 'wɜːld/
anecdote /'ænɪkdəʊt/
anthology /æn'θɒlədʒi/
appealing /ə'piːlɪŋ/
appendix /ə'pendɪks/
as a consequence of /əz ə 'kɒnsɪkwəns əv/
audio book /'ɔːdiəʊ ˌbʊk/
back cover /ˌbæk 'kʌvə(r)/
ballad /'bæləd/
best-seller /ˌbest 'selə(r)/
bibliography /bɪbli'ɒgrəfi/
biography /baɪ'ɒgrəfi/
blurb /blɜːb/
bookworm /'bʊkwɜːm/
browse /braʊz/
centre of learning /ˌsentər əv 'lɜːnɪŋ/
characteristic (of) /kærəktə'rɪstɪk/
cinema industry /'sɪnəmə ˌɪndəstri/
collaborator /kə'læbəreɪtə(r)/
colleague /'kɒliːg/
comic book /'kɒmɪk ˌbʊk/
company /'kʌmpəni/
conserve /kən'sɜːv/
considerably /kən'sɪdərəbli/
criticism /'krɪtɪsɪzəm/
cultural centre /'kʌltʃərəl ˌsentə(r)/
decline /dɪ'klaɪn/
degenerate (into) /dɪ'dʒenəreɪt/
dramatically /drə'mætɪkli/
e-book /'iː ˌbʊk/
ecstasy /'ekstəsɪ/
enable (sb to do sth) /ɪ'neɪbl/
engrave (on) /ɪn'greɪv/
entertaining /entə'teɪnɪŋ/
epic /'epɪk/
equivalent /ɪ'kwɪvələnt/
eternal life /ɪˌtɜːnl 'laɪf/
everyday speech /ˌevrideɪ 'spiːtʃ/
experiment (with sth) /ɪk'sperɪmənt/
express (an opinion) /ɪk'spres/
factual information /ˌfæktʃuəl ɪnfə'meɪʃn/
flick through /'flɪk ˌθruː/
flourish /'flʌrɪʃ/
folk tale /'fəʊk ˌteɪl/
footnote /'fʊtnəʊt/
friendship /'frendʃɪp/
from cover to cover /frəm ˌkʌvə tə 'kʌvə/
gadget /'gædʒɪt/
gig /gɪg/
glossary /'glɒsəri/
gripping /'grɪpɪŋ/
hardback /'hɑːdbæk/
have a dramatic effect (on sth/sb) /ˌhæv ə drəˌmætɪk ɪ'fekt/
heroism /'herəʊɪzəm/
hideous /'hɪdiəs/
impoverished /ɪm'pɒvərɪʃt/
index /'ɪndeks/
inferior /ɪn'fɪəriə(r)/
inhabit /ɪn'hæbɪt/
instalment /ɪn'stɔːlmənt/
it's (not) surprising that /ˌɪts (ˌnɒt) sə'praɪzɪŋ ðət/
leaflet /'liːflət/
legend /'ledʒənd/
lifestyle /'laɪfstaɪl/
light hearted /ˌlaɪt 'hɑːtɪd/

/i/ happy	/æ/ flag	/ɜː/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑː/ art	/ɒ/ not	/uː/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/iː/ he	/e/ egg	/ɔː/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

limit (oneself to sth) /'lɪmɪt/

linger /'lɪŋgə(r)/

literate /'lɪtərət/

look up /ˌlʊk 'ʌp/

mainly /'meɪnli/

mate /meɪt/

melancholy /'melənkɒli/

memorize /'meməraɪz/

modernist /'mɒdənɪst/

narrate /nə'reɪt/

narrator /nə'reɪtə(r)/

neighbour /'neɪbə(r)/

new form (of) /'njuː ˌfɔːm/

novel /'nɒvl/

pace (of a story) /peɪs/

paperback /'peɪpəbæk/

pastime /'pɑːstaɪm/

plot /plɒt/

pore over /'pɔːr ˌəʊvə(r)/

practise (a skill) /'præktɪs/

preserve /prɪ'zɜːv/

privileged /'prɪvəlɪʤd/

prose /prəʊz/

protagonist /prə'tægənɪst/

quest /kwest/

question /'kwesʧən/

queue /kjuː/

reading habit /'riːdɪŋ ˌhæbɪt/

recital /rɪ'saɪtl/

reference book /'refrəns ˌbʊk/

renewed interest /rɪˌnjuːd 'ɪntrəst/

respectable /rɪ'spektəbl/

revival /rɪ'vaɪvl/

scroll /skrəʊl/

serialize /'sɪərɪəlaɪz/

set off (on a journey) /ˌset 'ɒf/

slavery /'sleɪvəri/

soap opera /'səʊp ˌɒprə/

social group /ˌsəʊʃl 'gruːp/

spread (across) /spred/

spread (an idea) /spred/

stagnation /stæg'neɪʃn/

stunning /'stʌnɪŋ/

stupidity /stjuː'pɪdətɪ/

table of contents /ˌteɪbl əv 'kɒntents/

tablet /'tæblət/

take out /ˌteɪk 'aʊt/

tale /teɪl/

technological advance (in sth) /teknəˌlɒʤɪkl əd'vɑːns/

text book /'tekst ˌbʊk/

theme /θiːm/

thought-provoking /'θɔːt prəˌvəʊkɪŋ/

travel guide /'trævl ˌgaɪd/

turn into /'tɜːn ˌɪntə/

turning point (of a story) /'tɜːnɪŋ ˌpɔɪnt/

twist (in a story) /twɪst/

unbearable /ʌn'beərəbl/

undergo (a revival) /ʌndə'gəʊ/

use sth as a vehicle to /'juːz … əz ə ˌviːəkl tə/

utensil /juː'tensl/

value /'væljuː/

version (of) /'vɜːʃn/

weekly /'wiːkli/

wild /waɭld/

writing style /'raɪtɪŋ ˌstaɪl/

yarn /jɑːn/

Additional vocabulary

/p/ **p**en	/d/ **d**og	/ʧ/ bea**ch**	/v/ **v**ery	/s/ **s**peak	/ʒ/ televi**s**ion	/n/ **n**ow	/r/ **r**adio
/b/ **b**ig	/k/ **c**an	/ʤ/ **j**ob	/θ/ **th**ink	/z/ **z**oo	/h/ **h**ouse	/ŋ/ si**ng**	/j/ **y**es
/t/ **t**wo	/g/ **g**ood	/f/ **f**ood	/ð/ **th**en	/ʃ/ **sh**e	/m/ **m**eat	/l/ **l**ate	/w/ **w**e

VOCABULARY NOTEBOOK UNIT 10

a new way of life /ə ˌnjuː ˌweɪ əv ˈlaɪf/

adopt (a position) /əˈdɒpt/

agree (with a theory) /əˈgriː/

aimless /ˈeɪmləs/

alight (from) /əˈlaɪt/

appropriate /əˈprəʊpriət/

be in touch (with sb) /ˌbiː ɪn ˈtʌtʃ/

beam /biːm/

body language /ˈbɒdi ˌlæŋgwɪdʒ/

body posture /ˈbɒdi ˌpɒstʃə(r)/

brief /briːf/

by and large /ˌbaɪ ən ˈlɑːdʒ/

carefully /ˈkeəfəli/

catalogue /ˈkætəlɒg/

charge /tʃɑːdʒ/

come (to a halt) /ˌkʌm (tu ə ˈhɔːlt, ˈhɒlt)/

come over /ˈkʌm ˌəʊvə(r)/

come to the attention of /ˈkʌm tə ði əˌtenʃn əv/

conform (to sth) /kənˈfɔːm/

contempt /kənˈtempt/

contradict /kɒntrəˈdɪkt/

cosmopolitan /kɒzməˈpɒlɪtən/

creased /kriːst/

damp /dæmp/

deep /diːp/

dejected /dɪˈdʒektɪd/

deliberately /dɪˈlɪbərətli/

delighted /dɪˈlaɪtɪd/

derisory /dɪˈraəsəri/

detect /dɪˈtekt/

differ (from) /ˈdɪfə(r)/

disdain /dɪsˈdeɪn/

dishevelled /dɪˈʃevld/

dishonesty /dɪsˈɒnɪsti/

disinterest /dɪsˈɪntrəst/

disprove (a theory) /dɪsˈpruː v/

dissatisfied /dɪsˈsætɪsfaɪd/

document /ˈdɒkjumənt/

dress sense /ˈdres ˌsens/

erroneous /ɪˈrəʊniəs/

essential /ɪˈsenʃl/

eye contact /ˈaɪ ˌkɒntækt/

face-to-face /ˌfeɪs tə ˈfeɪs/

facial /ˈfeɪʃl/

facial expression /ˌfeɪʃl ɪkˈspreʃn/

facial muscle /ˌfeɪʃl ˈmʌsl/

fed up /ˌfed ˈʌp/

find (somewhere to live) /ˌfaɪnd (ˌsʌmweə tə ˈlɪv)/

findings /ˈfaɪndɪŋz/

flash (across) /flæʃ/

flawed /flɔːd/

flawless /ˈflɔːləs/

foot the bill for sth /ˌfʊt ðə ˈbɪl fə/

forced smile /ˌfɔːst ˈsmaɪl/

frown /fraʊn/

fund /fʌnd/

fundamental /fʌndəˈmentl/

furious /ˈfjʊəriəs/

gesture /ˈdʒestʃə(r)/

get used to sb/sth /ˌget ˈjuːst tə/

give sb a roof over their head /ˌgɪv … ə ˈruːf ˌəʊvə ˌðeə ˌhed/

give sb the low-down (on) /ˌgɪv ðə ˈləʊ ˌdaʊn/

global /ˈgləʊbl/

grimace /grɪˈmeɪs, ˈgrɪməs/

heart patient /ˈhɑːt ˌpeɪʃnt/

hide (behind) /haɪd/

human emotion /ˌhjuːmən ɪˈməʊʃn/

idle /ˈaɪdl/

impeccable /ɪmˈpekəbl/

in a flash /ˌɪn ə ˈflæʃ/

in a nutshell /ˌɪn ə ˈnʌtʃel/

/i/ happy	/æ/ flag	/ɜː/ her	/ʊ/ look	/ʌ/ mum	/ɔɪ/ noisy	/ɪə/ here
/ɪ/ it	/ɑː/ art	/ɒ/ not	/uː/ you	/eɪ/ day	/aʊ/ how	/eə/ wear
/iː/ he	/e/ egg	/ɔː/ four	/ə/ sugar	/aɪ/ why	/əʊ/ go	/ʊə/ tourist

in an attempt to /ˌɪn ən əˈtempt tə/

in vain /ˌɪn ˈveɪn/

inappropriate /ɪnəˈprəʊpriət/

in-depth /ˌɪn ˈdepθ/

indicate /ˈɪndɪkeɪt/

industrious /ɪnˈdʌstriəs/

innate ability /ɪˈneɪt əˌbɪlətɪ/

intentionally /ɪnˈtenʃənəli/

interrogate /ɪnˈterəgeɪt/

isolated /ˈaɪsəleɪtɪd/

keep a straight face /ˌkiːp ə ˌstreɪt ˈfeɪs/

lead (to) /liːd/

lean (forward) /liːn/

look out (for sth) /ˌlʊk ˈaʊt/

lose face /ˌluːz ˈfeɪs/

make peace (with sb) /ˌmeɪk ˈpiːs/

manipulation (of) /mənɪpjuˈleɪʃn/

matching /ˈmætʃɪŋ/

mental state /ˈmentl ˌsteɪt/

meticulous /məˈtɪkjələs/

mirror (a gesture) /ˈmɪrə(r)/

misery /ˈmɪzəri/

neat /niːt/

nod /nɒd/

occasionally /əˈkeɪʒnəli/

off the beaten track /ˌɒf ðə ˌbiːtn ˈtræk/

packed /pækt/

painstaking /ˈpeɪnsteɪkɪŋ/

preventative medicine /prɪˌventətɪv ˈmedsn/

pull faces /ˌpʊl ˈfeɪsɪz/

put on a brave face /ˌpʊt ɒn ə ˌbreɪv ˈfeɪs/

recognition (of) /rekəgˈnɪʃn/

recover /rɪˈkʌvə(r)/

research paper /rɪˈsɜːtʃ, ˈriːsɜːtʃ ˌpeɪpə(r)/

respectable /rɪˈspektəbl/

reveal /rɪˈviːl/

rude /ruːd/

say sth to sb's face /ˌseɪ … tə … ˈfeɪs/

scared /skeəd/

scruffy /ˈskrʌfi/

settle in /ˌsetl ˈɪn/

single-minded /ˌsɪŋgl ˈmaɪndɪd/

sloppy /ˈslɒpi/

slow down /ˌsləʊ ˈdaʊn/

sneer /snɪə(r)/

soaked /səʊkt/

stand (on sb's foot) /stænd/

stressed /strest/

strive (to do sth) /straɪv/

subconsciously /sʌbˈkɒnʃəsli/

terrified /ˈterɪfaɪd/

test (a theory) /test/

to make matters worse /tə ˌmeɪk ˌmætəz ˈwɜɪs/

tone /təʊn/

trivial /ˈtrɪvɪəl/

true feelings /ˌtruː ˈfiːlɪŋz/

undergo /ʌndəˈgəʊ/

undertake research (into) /ʌndəˌteɪk rɪˈsɜːtʃ, ˈriːsɜːtʃ/

unfriendly /ʌnˈfrendli/

unpleasant /ʌnˈpleznt/

unsuccessfully /ʌnsəkˈsesfəli/

up to your neck in /ˈʌp tə jɔː ˌnek ɪn/

well dressed /ˌwel ˈdrest/

wince /wɪns/

worried /ˈwʌrid/

written all over sb's face /ˌrɪtn ɔːl ˌəʊvə … ˈfeɪs/

/p/ **p**en	/d/ **d**og	/tʃ/ **ch**each	/v/ **v**ery	/s/ **s**peak	/ʒ/ televi**s**ion	/n/ **n**ow	/r/ **r**adio
/b/ **b**ig	/k/ **c**an	/dʒ/ **j**ob	/θ/ **th**ink	/z/ **z**oo	/h/ **h**ouse	/ŋ/ si**ng**	/j/ **y**es
/t/ **t**wo	/g/ **g**ood	/f/ **f**ood	/ð/ **th**en	/ʃ/ **sh**e	/m/ **m**eat	/l/ **l**ate	/w/ **w**e

irregular verbs

Base form	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/-ed	learnt/-ed
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overcome	overcame	overcome
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/-ed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/-ed	smelt/-led
speak	spoke	spoken
spell	spelt/-ed	spelt/-led
spend	spent	spent
spill	spilt/-ed	spilt/-led
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written