OXFORD



INSIGHT

Pre-Intermediate Workbook

Second Edition

Sue Merifield • Lucy Holmes • Chris Speck

OXFORD
UNIVERSITY PRESS

Guide for Classroom Presentation Tool



INSIGHT

Pre-Intermediate Workbook

Second Edition

Sue Merifield • Lucy Holmes • Chris Speck

Contents

1 Welcome to my world p4

Vocabulary p4: Adjectives + prepositions: feelings; Compound nouns: everyday objects; Routines
Grammar p5: Present simple and present continuous
Listening, vocabulary and speaking p6: Collocations with *make* and *do*; Free-time activities; Asking for personal information

Vocabulary and grammar p7: Phrasal verbs with *get*; Articles
Reading p8: School life in South Korea
Writing p10: An informal email

Assess your progress p11

2 Going places p12

Vocabulary p12: Antonyms: describing places; Places in town; Geographical features
Grammar p13: Past simple; Past simple and past continuous
Listening, vocabulary and speaking p14: The senses; Prepositions of movement; Asking for and giving directions

Vocabulary and grammar p15: Verbs + prepositions; *while*, *as* and *when*
Reading p16: Nieuw Amsterdam
Writing p18: A travel blog

Assess your progress p19

3 Spoiled for choice p20

Vocabulary p20: Life cycle of food; Compound nouns and adjectives; Food and nutrition
Grammar p21: Determiners
Listening, grammar and speaking p22: Indefinite pronouns and adverbs: *some-*, *any-*, *no-*, *every-*; Inviting and responding

Vocabulary and grammar p23: Food adjectives; Containers; Relative pronouns and adverbs
Reading p24: Fad diets
Writing p26: Short texts

Assess your progress p27

4 Personal space p28

Vocabulary p28: Adverbs of manner and comment; Compound adjectives; Houses and homes
Grammar p29: Comparative and superlative adjectives; (*not*) *as* … *as*; *too* and *enough*
Listening, vocabulary and speaking p30: Collocations: household chores; Asking for permission

Vocabulary and grammar p31: Phrasal verbs; Parts of a house; Verbs + infinitive or *-ing* form
Reading p32: Let's look at … life in Ancient Rome
Writing p34: A description of a room

Assess your progress p35

5 No limits p36

Vocabulary p36: Generations; Adjective suffixes: *-ing* and *-ed*; Noun suffixes: *-ment* and *-ion*
Grammar p37: Present perfect and past simple; Present perfect with *already*, *just* and *yet*
Listening, vocabulary and speaking p38: Base and strong adjectives; Describing a photo

Vocabulary and grammar p39: Phrasal verbs: stages in a journey; Personality adjectives; Present perfect with *for* and *since*
Reading p40: Bear Grylls: what life has taught him
Writing p42: A description of a person

Assess your progress p43

6 You live and learn p44

Vocabulary p44: Collocations: crime; Negative prefixes: *un-*, *im-*, *ir-* and *il-*; School: bad behaviour
Grammar p45: *will* and *going to*; First conditional
Listening, grammar and speaking p46: Zero conditional; Making offers and suggestions

Vocabulary and grammar p47: School: compound nouns; Expressing probability; Adjectives in poems
Reading p48: Summerhill School
Writing p50: A for and against essay

Assess your progress p51

7 Progress report p52

Vocabulary p52: Statistics; Nouns with two meanings; Country facts
Grammar p53: *must*, *mustn't*, *have to*, *don't have to*
Listening, vocabulary and speaking p54: Business; Electronic devices

Vocabulary and grammar p55: Language; Second conditional; *I wish …*
Reading p56: The myth that British people only speak English
Writing p58: A formal email of enquiry

Assess your progress p59

8 Overachiever p60

Vocabulary p60: Verbs + prepositions: success; Suffixes: *-ant*, *-ent*, *-ance*, *-ence*; Sport: places
Grammar p61: Sport: compound nouns; Past perfect
Listening, vocabulary and speaking p62: Collocations: achievement; Expressing and justifying opinions

Vocabulary and grammar p63: State and society; *used to*
Reading p64: So near, yet so far
Writing p66: An opinion essay

Assess your progress p67

9 Breaking news p68

Vocabulary p68: Words to do with fake news; Collocations: the media; Parts of a newspaper
Grammar p69: Reported speech
Listening, vocabulary and speaking p70: Films; Film genres; Giving and reacting to news

Vocabulary and grammar p71: Types of TV programme; Question tags
Reading p72: *The Big Issue*
Writing p74: A review of a TV programme

Assess your progress p75

10 Material world p76

Vocabulary p76: Phrasal verbs: buying and selling clothes; Compound nouns; Materials
Grammar p77: The passive: present simple and past simple; The passive: present perfect
Listening, vocabulary and speaking p78: Environment; Persuading, agreeing and disagreeing

Vocabulary and grammar p79: Adjective suffixes: *-ful* and *-less*; Protest: verb phrases; The passive: future
Reading p80: Stop the fur trade
Writing p82: A description of a process

Assess your progress p83

GLOBAL SKILLS

Being a global citizen p124
Making healthy choices p125
Structuring a presentation p126
Choosing a career path p127
Finding reliable online sources p128

Grammar reference and practice p84
Literature Insight p104
Exam Insight p114
Wordlist p129

1 Welcome to my world

Vocabulary

Insight Adjectives + prepositions: feelings

1 Choose the correct prepositions.

1 Alice hates swimming. She's afraid **with** / **of** / **about** the water.
2 My little brother is ashamed **about** / **in** / **of** his behaviour. He says he's very sorry.
3 I'm not very interested **in** / **on** / **with** science. I really prefer art and music.
4 Jacob usually gets anxious **for** / **about** / **with** meeting new people because he's quite shy.
5 I'm very proud **about** / **of** / **in** you. You worked so hard to pass your exam.
6 Tyler tries out for the football team every year. He's fed up **with** / **in** / **about** never being picked.
7 Claire and Sasha are very keen **in** / **about** / **on** netball. They play twice a week.
8 Are you excited **on** / **of** / **about** the school trip to London next week?

Insight Compound nouns: everyday objects

2 Match the words in A to the words in B to make ten compound nouns. Then use six of the compound nouns to complete the sentences.

A

■ birthday ■ bus ■ car ■ credit ■ ID ■ key ■ mobile ■ shopping

B

■ bag ■ card ■ centre ■ keys ■ list ■ phone ■ ring ■ ticket

1 I give a _____ to each of my friends on their special day (but not always a present).
2 I carry my college _____ every day. The photo on it is terrible!
3 I help Mum write the _____ before we go to the supermarket. I always add chocolate!
4 I meet Jessica at the _____ most Saturdays – but we never have much money to spend.
5 I pay for shopping in cash because I'm too young to have a _____ .
6 I keep my _____ in my pocket. The screen is cracked because it sometimes falls out!

Vocabulary extra Routines

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

1 I get up early and make
2 It takes me ten minutes to get
3 I usually walk or take
4 I finish school at 2 p.m. and I get
5 In the evening, I sometimes go

a home around three o'clock.
b out with friends.
c breakfast for my family.
d ready for school.
e the bus to school.

4 Complete the article with one or two words in exercises 1–3.

In my school bag ...

We asked three students in different countries, 'What are the most useful objects in your bag?'

Brandon, aged 16, USA



I usually take my laptop bag to school as I need to use a laptop in some of my lessons. What else is in the bag? Well, this [1]_____ is essential because it has my locker key on it. All my books are in my locker, so I can't lose this! And here in Texas, we can drive at 16 and sometimes I drive to school, so I also have these [2]_____ . I passed my test first time and my parents were very proud [3]_____ me.

Carmen, aged 15, Spain



Actually, I have a [4]_____ in my bag because my friend Sofia is 16 today! Three of us are going [5]_____ after school and we're very excited [6]_____ it. What else? Well, here's my [7]_____ . Everyone over 14 years old carries this document in my country.

Mei Hua, aged 16, China



I always [8]_____ the bus to school, so one important thing is my [9]_____ . I need it to [10]_____ home again, too. I also always have my [11]_____ , although I don't text anyone while I'm at school. I'm afraid [12]_____ losing it, though!

5 TASK Which three objects in exercises 2 and 4 are most important for you? Why? What other objects do you need in your everyday life?

Grammar

Present simple and present continuous

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

1 They speak Spanish in Brazil. (Portuguese)
They don't speak Spanish in Brazil. They speak Portuguese.

2 Algeria is the smallest country in Africa. (largest)

3 There are 48 states in the USA. (50)

4 Penguins live near the North Pole. (South Pole)

5 The River Danube runs through Africa. (Europe)

6 In Australia, winter starts in December. (June)

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

■ build ■ do ■ get ■ go out ■ learn ■ look for ■ not cook ■ not go ■ not play ■ stay ■ watch ■ work

1 Max _____ in bed today because he's ill. He _____ to school.
2 Daisy and her sister _____ their biology homework right now. They _____ about the human body.
3 Sarah's mum _____ ready for work. She _____ her car keys.
4 These volunteers _____ in Vietnam for six months. They _____ a primary school.
5 Melanie _____ dinner tonight. She _____ with her friends to celebrate her birthday.
6 Paul and Jake _____ football with their friends today. They _____ the World Cup on TV.

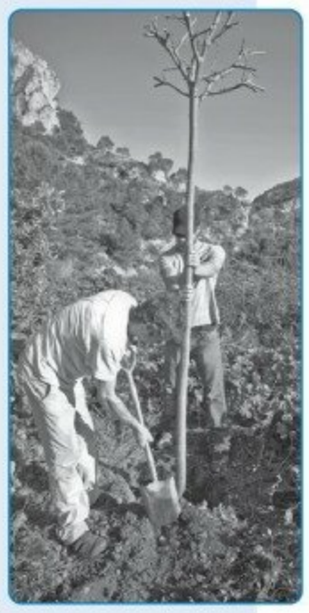
3 Match the people to the correct situation, a or b.

1 ___ **Caleb** I'm living in Brazil.
___ **Gabriel** I live in Brazil.
a Brazil is his home country.
b He's from England, but he's in Brazil at the moment.

2 ___ **Becky** I'm not working on Friday.
___ **Anna** I don't work on Friday.
a She's on holiday this Friday.
b She's never in the office on Friday.

3 ___ **David** What are you doing?
___ **Bento** What do you do?
a Tell me about your job.
b I want to know if you're busy now.

4 Complete the interview with the present simple or present continuous form of the verbs in brackets.



Alex Hi, Lucy. You're involved in a voluntourism project here in Nicaragua. What [1]_____ (you / do) at the moment?
Lucy Well, this project is about reforestation. As you can see, I [2]_____ (prepare) the ground so we can plant the trees which are in those pots over there.
Alex What [3]_____ (you / like) about this project?
Lucy Everything! I always [4]_____ (enjoy) spending time outside and this area is very beautiful. Also, I [5]_____ (think) it's very important to plant trees here because it helps the local people. In fact, every day I [6]_____ (meet) more and more wonderful people. The food they [7]_____ (cook) is amazing, too. For breakfast tomorrow, we [8]_____ (have) *gallo pinto*, a traditional dish with rice and beans.
Alex [9]_____ (you / understand) the language?
Lucy Well, I [10]_____ (speak) Spanish, which is useful. But some of the people speak a different native language and I [11]_____ (not know) that.
Alex How long [12]_____ (you / stay)?
Lucy The project [13]_____ (be) three months long and after that I [14]_____ (go) to the coast for two weeks.
Alex [15]_____ (you / travel) there alone?
Lucy No, there are three of us. We [16]_____ (want) to relax and sunbathe after all our hard work.

5 Choose the correct words.



Hi! We are Serena and Abigail. We're in Newquay in Cornwall. It's Sunday and this is the video blog of us joining our first ever beach clean.

Our family moved here last summer because we all **[1]love / are loving** the sea, but every day on our way to school, we **[2]see / 're seeing** so much rubbish on the beach. It **[3]looks / is looking** terrible and it's bad for wildlife too, so there's a group of Newquay people who **[4]get / are getting** together once a month to collect rubbish and make the beach clean again. Today, we **[5]help / are helping**, too. That girl over there who **[6]wears / is wearing** black jeans is Abigail's pen pal, Chantale, who **[7]stays / is staying** with us at the moment. She says they often **[8]do / are doing** this on her local beach in the South of France.

Look! It **[9]doesn't take / isn't taking** long to fill a bag. This is our third in half an hour! Most of the rubbish is plastic, so I **[10]think / 'm thinking** it's good that a lot of shops in Newquay **[11]don't give / aren't giving** customers plastic bags anymore, only paper ones. I **[12]never use / 'm never using** a plastic bag again!

Thanks for watching our video! If there's a beach clean near you, why not join in?

6 TASK Choose three people in your family. Write sentences about what they do every day, what they are doing now and their planned arrangements for the weekend.

Listening, vocabulary and speaking

V Insight Collocations with *make* and *do*

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

1 I don't [1]_____ a lot of phone calls. Do you?
2 My sister [2]_____ a lot of housework in our house.
3 It's easy to [3]_____ new friends if you join a club.
4 I forgot to [4]_____ my homework again!
5 Which sport are we [5]_____ next?
6 I'm nervous about this test. I don't think I'm going to [6]_____ well.
7 I'm [7]_____ a crossword, but it's really difficult. Look!

a You're right. That's how I met Joe and Ollie.
b We have to [8]_____ a choice between basketball and football.
c Oh no! You'll have to [9]_____ a good excuse or Mr Smith will be really angry.
d Don't worry. You can only [10]_____ your best.
e Let me see. Ah, well, you [11]_____ a mistake in number one down.
f Really? *My* sister only [12]_____ dinner occasionally.
g No, I prefer to message my friends.

Vocabulary extra Free-time activities

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

bake ■ check ■ films ■ hang ■ jewellery ■ novel ■ play ■ social networking ■ support

Try something new, make more friends, make a difference ...

Do you sit at home and [1]_____ video games all afternoon? Are you fed up with just watching [2]_____ every weekend? At the Challenge Centre, we have clubs and activities for everyone. New members are always welcome!

Arts and crafts weekend
Learn to make [3]_____ – earrings, necklaces and bracelets. Sat–Sun, 10 a.m.

Book group
Read a [4]_____ and discuss it with your friends! We choose a different book every two weeks. Join us at 4 p.m. on Tuesday.

East Park festival
Come and [5]_____ out new bands from the area, listen to cool music and [6]_____ out with friends in the sun. East Park, 20th May.

Cookery for beginners
Learn to make pizza, [7]_____ cakes and bread, and much more. Starts at 5 p.m. on Friday.

Help a silver surfer
Volunteers wanted! Can you teach an old person how to use [8]_____ sites and send emails? If you have some free time on Thursday afternoons, we'd like to hear from you.

Contact info@challengecentre.com to find out more.

Asking for personal information

3 1.01 Listen to the dialogue. Are the sentences true (T) or false (F)?

1 Kirsten knows Joe's cousin.
2 Joe thinks playing trumpet is easy.
3 Joe is taking a music exam.
4 Joe and Kirsten are meeting on Sunday.

4 1.01 Listen again. Tick (✔) the phrases that you hear.

Asking for personal information	Reacting
☐ How do you know ...?	☐ Really?
☐ Where are you from?	☐ It's very different from ....
☐ What's it like there?	☐ Actually, I love it.
☐ What do you think of ...?	☐ Me too.
☐ What do you do at the weekend?	☐ We usually ....
☐ Are you into ...?	☐ That sounds great.

5 1.01 Complete the dialogue with the phrases in exercise 4. Then listen and check.

Joe Is this your first time at band practice?
Kirsten Yes, that's right. I'm here with Natasha.
Joe Natasha? She's my cousin! [1]_____ her?
Kirsten She sits next to me in maths. I'm Kirsten, by the way.
Joe I'm Joe. You have an interesting accent. [2]_____?
Kirsten I was born in Australia, but I moved here a long time ago. So, you play the trumpet. Is it easy?
Joe Not really, but I started quite young.
Kirsten [3]_____? How young?
Joe I think I was about six. [4]_____ the band?
Kirsten Actually, I love it. [5]_____ preparing for music exams.
Joe Oh, which one are you taking?
Kirsten Grade five. Don't talk about it! [6]_____, Joe?
Joe Well, I often play video games. I'm quite good at them.
Kirsten [7]_____. I play all the time! Have you got a PlayStation?
Joe Yes. In fact, Natasha and her brother are coming over on Sunday, so why don't you come, too?
Kirsten [8]_____. See you then!

6 Read the dialogue again and underline all the examples of showing interest and asking a follow-up question.

7 TASK There is a new student in your class. Write the dialogue of your first meeting. Find out more about them, their family and free-time activities.

Vocabulary and grammar

Insight Phrasal verbs with *get*

1 Complete the sentences with the words below.

away ■ off ■ on ■ through ■ to ■ with

1 I don't really get on _____ my little brother. He's so annoying!
2 We get _____ the train at the second stop, but there are never any seats.
3 It's a difficult situation, but we'll get _____ it together.
4 I really need to get _____ for a few days. Let's go camping this weekend.
5 What time does this train get _____ Oxford?
6 When you get _____ the train, remember to check that you've got all your things.

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

To: Ruby

Subject: Your visit

Hi Ruby,

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

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

Anyway, when you arrive, take the 119 bus from the airport, and remember to show your ticket when you [4]_____ the bus. [5]_____ the bus when you reach Dejvická station, then take a metro train to Muzeum station. Call me when you [6]_____ Muzeum and I'll come to meet you.

I'm really looking forward to seeing you.

Love,

Ella

Articles

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

1 Sergio Arau is **an** / **the** artist, musician and director.
2 He was born in **the** / **–** Mexico City, **a** / **the** capital of **a** / **–** Mexico.
3 In 2004, he made **a** / **the** film called *A Day Without a Mexican.*
4 **A** / **The** film is about **a** / **–** Mexican immigrants in **a** / **–** California.
5 *A Day Without a Mexican* won **an** / **–** award at **a** / **the** Cartagena Film Festival.
6 About 30% of **a** / **the** people who live in California are **the** / **–** Mexican.

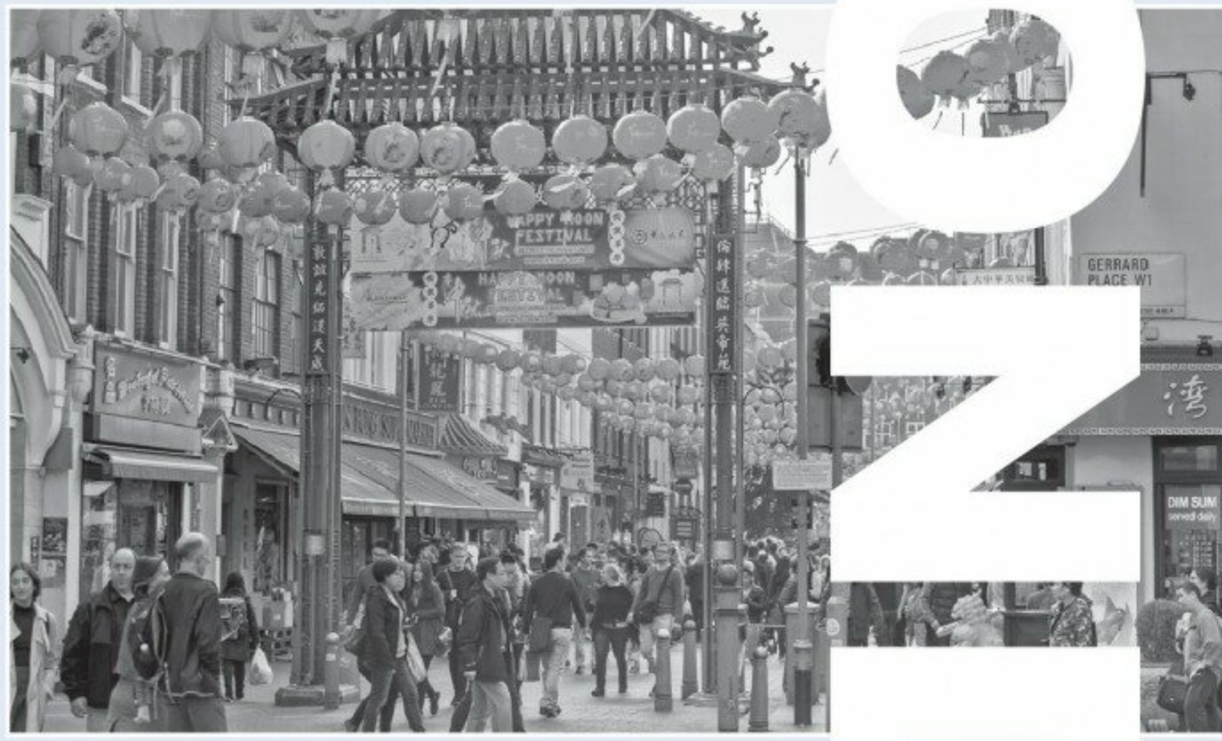
4 Complete the article about London with *a* / *an*, *the* or – (= no article).

MULTICULTURAL LONDON



I'm [1]_____ taxi driver in [2]_____ London. [3]_____ population of London is 8.9 million, which makes [4]_____ capital of [5]_____ UK similar to New York in size. And, just like New York, London is [6]_____ extremely multicultural place. Around 2.5 million of the people who live here weren't born in this country. In fact, [7]_____ recent study found that [8]_____ 'Londoners' speak over 300 languages.

In some places in [9]_____ city, you can almost experience life in [10]_____ different country. Here are two of my favourites.



Chinatown

The first immigrants from [11]_____ China came here in the 18th century. Chinatown is in [12]_____ centre of [13]_____ London, not far from Covent Garden, and has over 80 different Chinese restaurants and supermarkets. [14]_____ area is very busy at [15]_____ start of the year when Chinese New Year celebrations take place.

Little India

This is where I live. In Southall, not far from Heathrow Airport, over 50% of residents are from India and Pakistan or have Asian parents. There's [16]_____ large Asian market selling imported fashion and food. Visitors can buy [17]_____ newspaper in Punjabi, eat a delicious samosa from [18]_____ Southall Market or see an amazing Sikh temple.

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

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

1 Read Seoyun's blog post quickly. How is school in South Korea similar to or different from school in your country?

Home About Destinations Gallery Blog

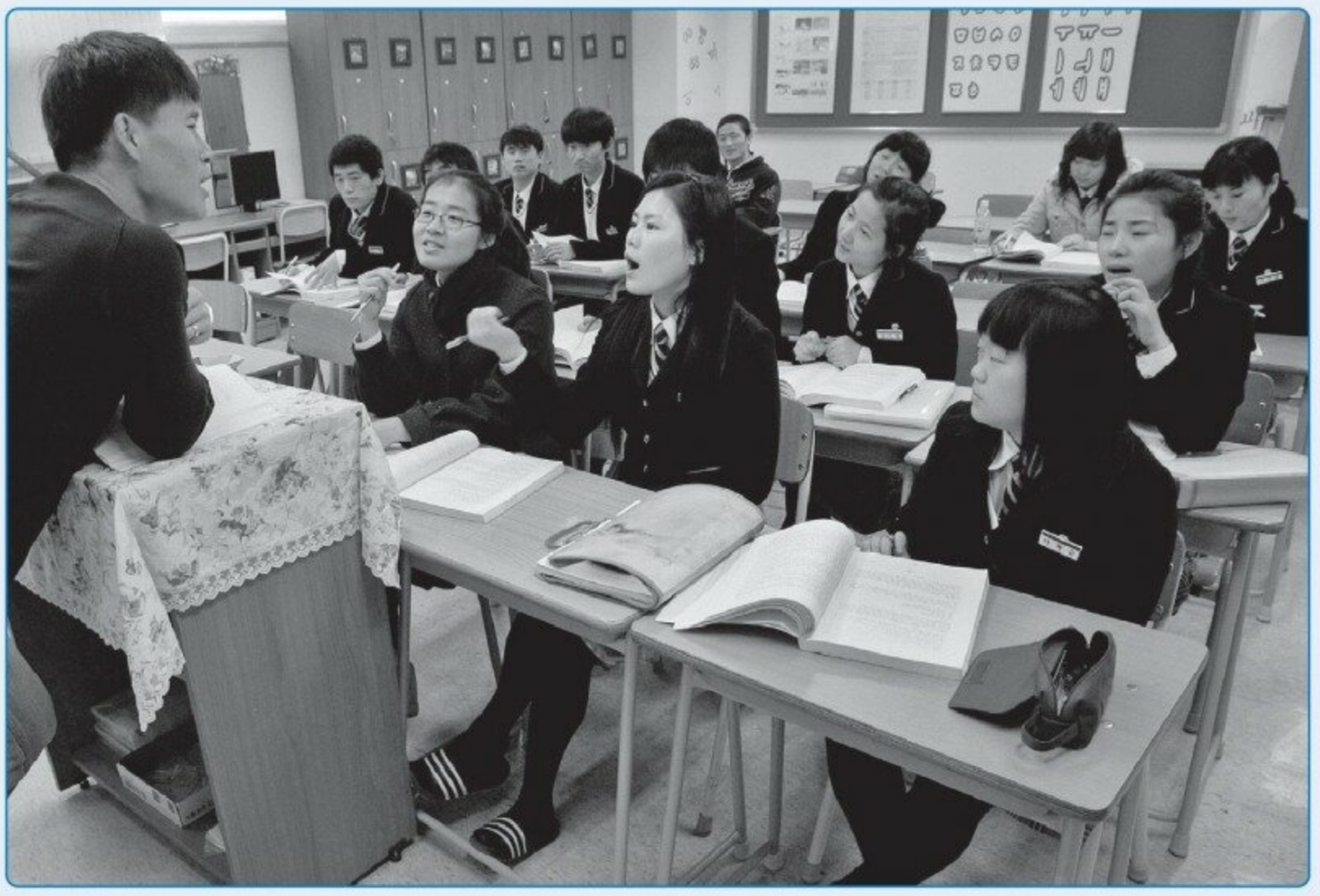
School life in South Korea



Seoyun



Charlotte



Welcome to our blog! Charlotte and I decided to start it after we 'met' through the BTS fan club. Now I've got a friend I can practise my English with who loves K-pop, too. We want to share information here so our readers can learn more about us and life in South Korea and the UK. Today, it's my turn to post … about school.

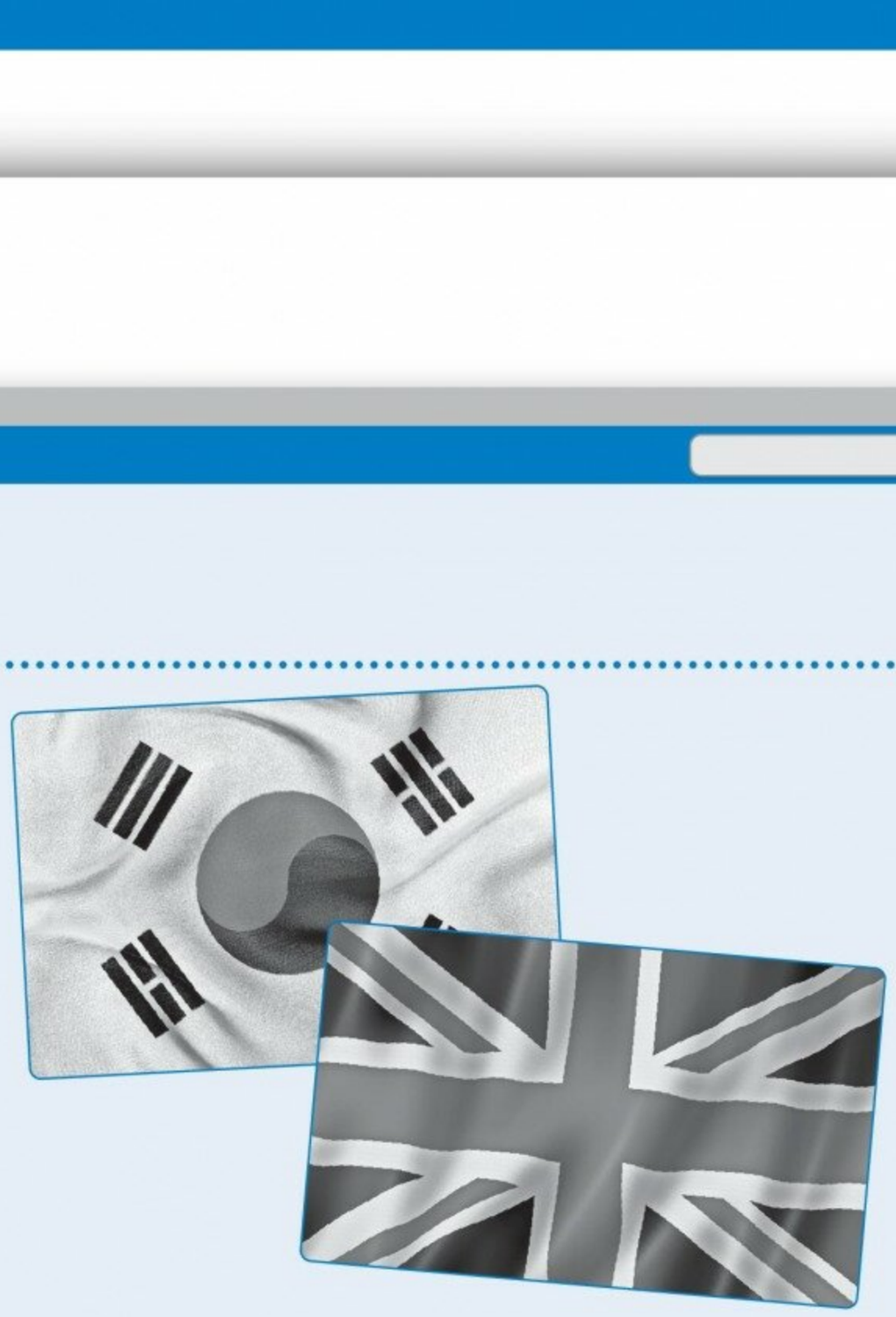
It was really interesting to learn about being a secondary school student in London. I go to state school too, but mine is nothing like yours, Charlotte. You said your classes are quite big, but 30 is nothing! I have at least 40 in my class, sometimes 50. Also, I can't believe that in the UK you finish school at around 3.30 and just have a little bit of homework – and not even every day! It's incredible. You asked what my school day is like, so I'll tell you …

I get up at 6.30. School starts at 8 a.m. We quickly do our hair at school before the teachers turn up (Hayun even takes her straighteners!) and we put on make-up. It isn't allowed, but everyone does it. The teachers don't usually say anything if you don't put on too much.

The highlight of my day is lunch in the canteen. We hurry to line up at 12.30. We all want to be first because the food is amazing. After lunch, we study until 4 p.m., then go home, but the main difference between your life and mine is that I go back to school in the evening. We have to do *yaja*, which is private study time. You can choose what you need to study, but some students just message their friends or play games on their cell phones (until a teacher takes them away!).

Yaja is from 9.00 until 10.30 p.m., but all our parents pay for private tuition too, usually in private academies, called *hagwon*. So first I go out to the academy after dinner, around 6.30, and then back to school for *yaja* after that. Finally, my mum picks me up and takes me home. We don't spend much time at home at all. Parents spend a huge amount of money on education because they want us to do well and get into one of the 'SKY' universities (Seoul National University, Korea University and Yonsei University, which are like your Oxford and Cambridge in the UK). We just do all this studying and don't really think about it – until we find out about how kids live in other countries!

I study hard because I don't want to let my parents down. You're basically under pressure until the big exam at the end of secondary school called



suneung, when you're 19. My brother, Minjun, is taking it next November and he's already stressed.

It's Saturday tomorrow and of course I have to study, but later I'm meeting Hayun and we're going shopping. We sometimes go to the movies or sing karaoke or meet up with some other friends in a cafe. I don't stay up late at the weekend because my mum and dad don't want me to get too tired. Unlike me, Charlotte can have sleepovers at her friend's house. What else does she do at the weekend? Let's find out …

2 Read the blog post again and put A–H in the order that they happen each school day in Seoyun's life.

____ **A** She starts school at eight o'clock in the morning.
____ **B** She goes home from school for the second time.
____ **C** She goes to school for private study (*yaja*).
____ **D** She has dinner at home.
____ **E** She goes to a private academy (*hagwon*).
____ **F** She does her hair and make-up.
____ **G** She has lunch in the canteen.
____ **H** She goes to school.

3 Are the following statements true (T) or false (F)?

1 Seoyun and Charlotte are into the same kind of music.
2 Charlotte goes to a state school in London.
3 The class size is smaller in Seoyun's school.
4 Charlotte and Seoyun's schools finish at the same time.
5 Teachers tell you what to study during *yaja*.
6 South Korean parents want their children to go to Oxford or Cambridge University.
7 Seoyun's brother is around 18 years old.
8 On Saturdays, Seoyun doesn't have to study.

4 Study the highlighted phrasal verbs in the blog. Then match them to definitions 1–8.

1 collect someone in a car and take them somewhere
_____
2 get together with another person / other people to spend time with them
_____
3 apply to your face / dress yourself in something
_____
4 get a place (on a course, at college …)
_____
5 not go to bed
_____
6 form a queue or wait behind the person in front
_____
7 make someone feel disappointed by not doing something they expect you to do
_____
8 arrive, attend
_____

5 Complete Charlotte's email to Seoyun with phrasal verbs from exercise 4. Use a different verb in each gap.

To: Seoyun

Hi Seoyun,

Great blog post! My parents want me to [1]_____ a good university too, but I can't believe how hard you study. I'm glad you have some time off on Saturdays!

I think you and I do the same kinds of things at the weekend, although sometimes I [2]_____ until about 11 p.m. if we watch a film. On Saturdays, I usually [3]_____ Eloise and her brother and we go shopping or have a burger somewhere.

In fact, I'm writing this email in a cafe because I'm waiting for them to [4]_____ soon. We're going to watch the new James Bond film. We have to [5]_____ outside the cinema for a while, but I've [6]_____ a hat and gloves to stay warm. I hope we enjoy this Bond film. We all felt [7]_____ by the last one because the story was terrible. I hope Eloise [8]_____ soon, or we'll be at the back of the queue.

I know, I'll write a review of the film for our blog. OK?

Bye for now,

Charlotte x

6 TASK Imagine that you have a friend in another country, like Charlotte or Seoyun. Tell him/her about your weekend.

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

Writing An informal email

1 Read Freya's email to Poppy and choose the correct answers.

1 Who is Freya writing to?
- **a** her friend
- **b** her sister

2 What is the type of composition?
- **a** formal
- **b** informal

3 What does she want Poppy to include in her reply?
- **a** similarities and differences with her parents
- **b** what she does at the weekend with her family

To: Poppy

Subject: Parents!

Hey Poppy,

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

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

Love,

Freya

2 Read Poppy's email reply and answer the questions. Write F (Freya) or P (Poppy).

Which person:

1 enjoys going for walks? ____
2 often hangs out with friends? ____
3 is keen on water sports? ____
4 is interested in cooking? ____
5 loves listening to music? ____
6 doesn't like going to museums? ____

To: Freya

Subject: Parents!

Hi Freya,

Thanks for your email – I couldn't reply before because I'm staying in Wales with my grandparents this week and we're kind of busy. My mum's here for the weekend, too. We're having a great time. We both really enjoy cooking. In fact, Mum is baking a cake in the kitchen as I write. Later, we're going for a walk along the beach. I always enjoy the walks, but my grandparents don't. And unlike you, I love going to museums!

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

I'm going surfing later if the weather stays fine. The weather here is just like the weather in Ireland – it rains a lot.

Love,

Poppy

Send

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

4 Complete the sentences with the words below.

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

1 Poppy has _____ with her mother.
2 Freya thinks she has _____ with her parents.
3 The weather in Ireland is quite _____ to the weather in Wales.
4 In _____ to her mum and dad, Poppy loves football.
5 _____ her parents, Freya isn't interested in museums.
6 _____ of Poppy's grandparents enjoys long walks.

5 Look back at the two emails and underline the informal words and phrases, including any short forms.

Writing guide

■ **TASK** **Imagine you have received an email from Freya asking about the free-time activities you and other members of your family enjoy. Write a reply.**

■ **PLAN 1** **Answer the questions and make notes.**

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

■ **PLAN 2** **Decide which ideas you are going to use and match them to these paragraphs.**

Paragraph 1: Thank Freya for her email. Write about the similarities. Say which activities you have in common with other members of your family.

Paragraph 2: Write about the differences. Say which activities you enjoy that your other family members do not.

Paragraph 3: Say what you are doing today or at the weekend.

■ **WRITE** **Write your email to Freya.**

■ **REVIEW** **Check the following points.**

- Have you written your email in three paragraphs?
- Have you included all the information asked for?
- Have you used a variety of expressions to describe similarities and differences?
- Have you used suitable informal phrases?
- Have you checked spelling, grammar and punctuation?

U1 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 1A		Mark
	I can scan a text to find specific information.	
	I can use adjectives + prepositions to talk about feelings.	
	I can combine words to make compound nouns.	
	How can I improve?	

Lesson 1B		Mark
	I can use the present simple to talk about routines, facts and general truths.	
	I can use the present continuous to talk about current activities and planned future events.	
	How can I improve?	

Lesson 1C		Mark
	I can understand opinions and main points in a radio interview.	
	I can use collocations with *make* and *do*.	
	I can ask for personal information and respond appropriately.	
	How can I improve?	

Lesson 1D		Mark
	I can find and understand relevant information in an article.	
	I can understand and use phrasal verbs with *get*.	
	I can use articles before nouns.	
	How can I improve?	

Lesson 1E		Mark
	I can write an informal email.	
	I can use phrases to describe similarities and differences.	
	How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

2 Going places

Vocabulary

V Insight Antonyms: describing places

1 Complete the sentences with the antonym of the adjectives below.

■ dangerous ■ deserted ■ dirty ■ lively ■ modern ■ popular ■ tidy ■ wide

1 This cafe is quite _____ with young people because it is too expensive.
2 Don't go to the skatepark at night. It isn't _____.
3 You can't drive down Brydges Place in London because it's very _____ – it's only 84 centimetres from one side of the street to the other side.
4 We only have a three-person tent and there are five people in my family, so it's very _____ inside.
5 After the festival, there were empty cans and food containers everywhere! It was really _____.
6 I lived in a big city before, so this village feels very _____.
7 On holiday in France, we visited a lot of _____ castles, dating back to the 1400s.
8 Singapore is famous for its _____ streets. Dropping litter could cost you up to $2,000.

V Insight Places in town

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

■ amusement park ■ art gallery ■ concert hall ■ factory ■ football stadium ■ library ■ market ■ railway station ■ ~~skatepark~~ ■ sports centre ■ subway ■ theatre ■ university

1 After school, I go roller skating with my friends, and on Saturday I play badminton or basketball indoors. I love sport! Sometimes, I go with my brother to watch Manchester United. I'm a big fan.
a skatepark b _____ c _____

2 This is the place where I study. My course is three years long and this is my second year. In the city centre, there's an old building where I go to read and borrow books. At the weekend, I also enjoy cooking for my friends. I know a great place to buy fruit and vegetables. It isn't expensive.
a _____ b _____ c _____

3 I work hard from Monday to Friday at Allied Motor Parts, making parts for cars. Tonight, I have tickets to see a play with my girlfriend, Julia. We're going to the Playhouse, which is just two stops on the Central line from Julia's office. You walk up the steps and come out of the station and the Playhouse is just in front of you.
a _____ b _____ c _____

4 I travel between different cities for work – always by train because I hate buses. I buy and sell paintings, so it's very important that I see the work of new artists. In my free time, I like listening to classical music.
a _____ b _____ c _____

Vocabulary extra Geographical features

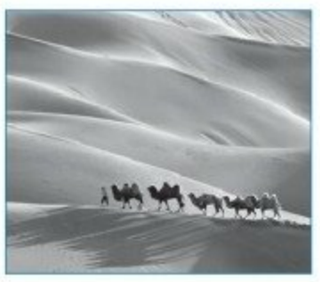
3 Write the geographical feature for each photo.





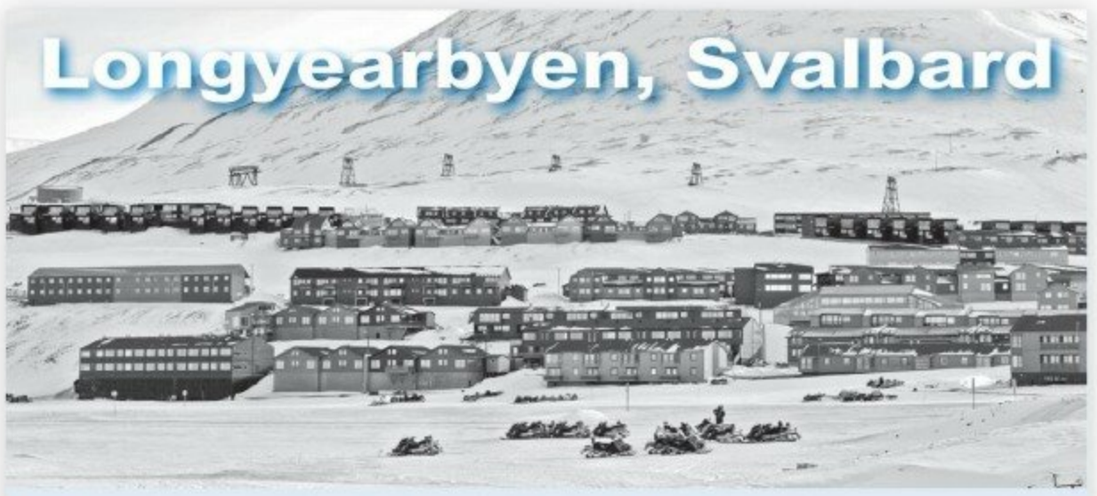
1 _____ 2 _____ 3 _____





4 _____ 5 _____ 6 _____

4 Look at the photo and complete the article with places in town, geographical features and adjectives for describing places.



High up in the Arctic Circle, about 2,500 people live in the Norwegian town of Longyearbyen. It is the world's northernmost city and is situated in a [1]_____ on the edge of a lake surrounded by high [2]_____ covered in snow. The temperature is between -20 and 7°C, and for two and a half months, it is completely dark here. However, Longyearbyen is a [3]_____ tourist destination, with over 100,000 visitors every year, so it is often quite [4]_____. They come to see whales and also polar bears, but these animals make Longyearbyen a [5]_____ place because they sometimes attack humans. Fortunately, the town has a [6]_____ to help people in any emergencies. There are no roads in Longyearbyen, so there is no public transport. There are also no [7]_____ to make things in Longyearbyen, but, surprisingly, there is a [8]_____ with around 700 students. While staying here, most people enjoy exploring nature. One way you can explore is by boat. Svalbard is an island, so you are never far from the [9]_____. If you prefer indoor activities, there are also museums, restaurants and an art [10]_____.

5 TASK What are the places in your town that are important for you? Why are they important? Think of one adjective to describe each place and say what you do there.

Grammar

Past simple

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

Thanks to a stranger

On 10 April 1912, 18-year-old Anna Turja [1]_____ (leave) England on a large ship. Her family, who [2]_____ (come) from Finland, [3]_____ (be) poor and she [4]_____ (need) a job. When a relative [5]_____ (ask) her to work in his shop in Ohio, USA, she [6]_____ (decide) to go there.

Anna [7]_____ (like) the ship. She [8]_____ (describe) it as a floating city because the deck [9]_____ (be) wider than the streets in her home town back in Finland. One evening, she [10]_____ (be) asleep when someone [11]_____ (knock) on the door. Anna [12]_____ (go) out, but she [13]_____ (not understand) what the people were saying because she [14]_____ (not speak) English. She [15]_____ (not know) what to do. Then a stranger [16]_____ (take) her to a lifeboat …

The ship was called the *Titanic*. Anna [17]_____ (survive), but 1,502 others didn't. She never [18]_____ (forget) that night, and every year on 12th April, she [19]_____ (tell) the story to her children.

2 Read the interview and write Tan's questions. Complete the answers. Use the past simple.

Tan Where / be / you / on 13th November?
[1]_____

Axel We [2]_____ (be) on a school trip in our capital city, Berlin.

Tan How / you / get / there?
[3]_____

Axel We [4]_____ (go) by bus from Hamburg.

Tan What / you / see / there?
[5]_____

Axel Well, in the morning we [6]_____ (see) the Reichstag, the parliament building. It's amazing.

Tan How / you / spend / the afternoon in Berlin?
[7]_____

Axel We [8]_____ (give) people free cups of coffee and cakes in Alexanderplatz.

Tan Why / you / do / that?
[9]_____

Axel Because it [10]_____ (be) World Kindness Day. It was really fun!

Past simple and past continuous

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

1 a I was carrying a heavy bag at the station, but a kind woman helped me put it on the train.

1 I (carry) a heavy bag at the station,
2 I (take) an exam when I (feel) sick,
3 I (try) to get a taxi when it (start to rain),
4 Adam (take) photos when he (drop) his wallet,
5 We (walk) in the forest when we (get) lost,

~~a but a kind woman (help) me put it on the train.~~
b but a local man (tell) us the way to the campsite.
c but a kind teacher (bring) me a glass of water.
d but a helpful person (lend) me an umbrella.
e but someone (pick) it up and (return) it to him.

4 Choose the correct words.

myblog POSTS ABOUT FOLLOW ARCHIVE

It [1]**was** / **was** being the week before the annual festival to celebrate the famous pasta dish which [2]**came** / **was coming** from our town: spaghetti all'amatriciana. Visitors [3]**arrived** / **were arriving** in Amatrice and I [4]**enjoyed** / **was enjoying** being able to help decorate the town for the celebrations.

But at 3.36 a.m. on Wednesday 24th August, while most people [5]**slept** / **were sleeping**, a 6.2 magnitude earthquake shook the town. It was so strong that people [6]**felt** / **were feeling** it 150 km away in Rome. Around 80% of the buildings [7]**collapsed** / **were collapsing** and the earthquake [8]**trapped** / **was trapping** many people in their homes.

My sister and I [9]**wanted** / **were wanting** to help the rescue teams, but it was very dangerous. When they [10]**found** / **were finding** a ten-year-old girl alive, we [11]**ran** / **were running** up the street to tell her grandmother the good news.

On the church tower, the clock [12]**stopped** / **was stopping** at 3.39, three minutes after the earthquake [13]**happened** / **was happening**. That was five years ago. We are now rebuilding the town, but we will always remember.



Like | Share | Comment

5 TASK Think of a time when you helped someone. Describe your experience.

1 Where were you and what were you doing?
2 Who needed your help? What were they doing?
3 How did you help? What did you do?
4 What happened next?

Listening, vocabulary and speaking

Insight The senses

1 Write the sense (noun) for each body part 1–5.



1 _____ 2 _____ 3 _____ 4 _____ 5 _____

2 Complete the sentences about Alana and Ben's trip to Paris, France, with the correct form of the verbs below. Use each verb once only.

feel ■ hear ■ see ■ smell ■ taste

1 Ben ordered a 'croque monsieur' in a cafe. It was a toasted sandwich. I tried it and it _____ really nice!
2 On Saturday afternoon, we _____ an opera at Palais Garnier. It was long, but we loved it.
3 The open-top bus tour was great, but we got so cold that we couldn't _____ our fingers!
4 Yesterday, we _____ a lot of noise and saw there was a big demonstration outside our hotel.
5 We visited a famous cheese shop called Androuet. Some of the cheese _____ so strong, I didn't even want to try it!

Vocabulary extra Prepositions of movement

3 Read what Alana says about the first day in Paris. Choose the correct prepositions of movement to complete the text.

Walking to the Eiffel Tower

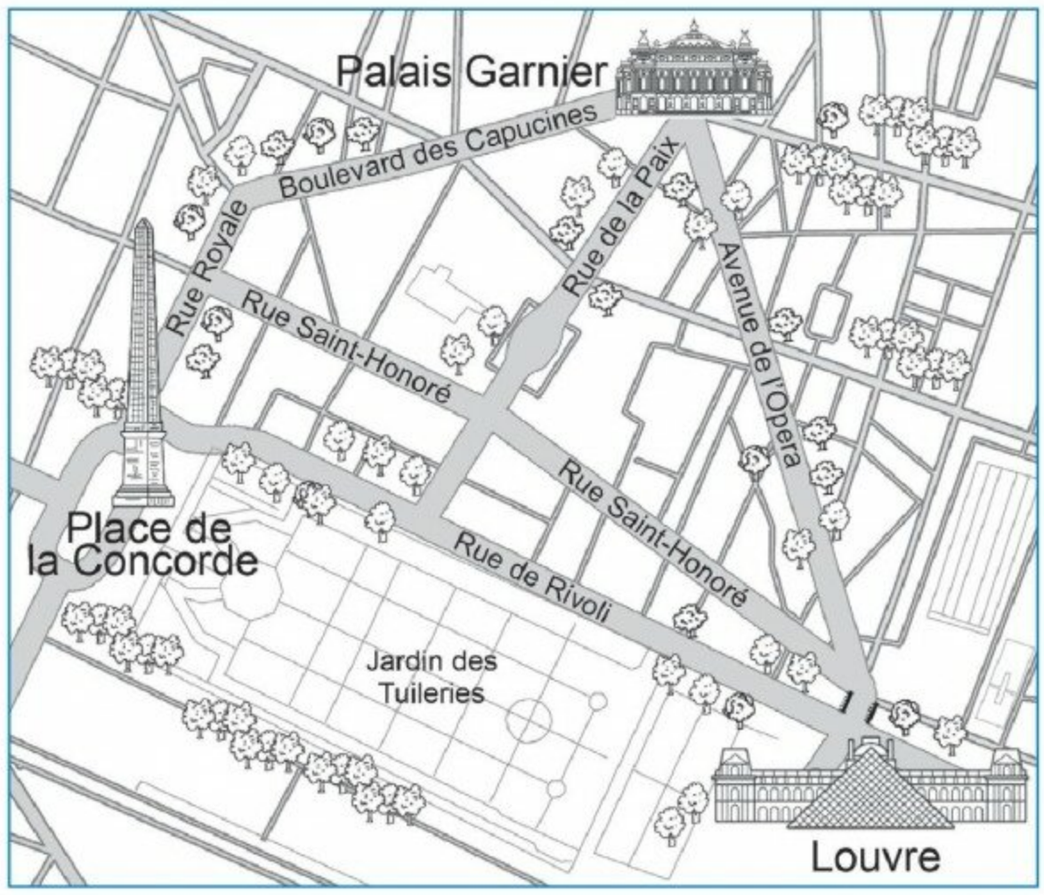
We turned left [1]**out of / down** our hotel and walked [2]**past / across** the road carefully, checking for traffic. Then we went [3]**under / down** the steps into the subway (or *metro* as they call it in Paris), and got on the train. We got off the train at Cambronne Station, walked [4]**up / through** the steps and came [5]**out of / towards** the station onto Boulevard Garibaldi. We walked [6]**through / along** that street, [7]**towards / across** the Eiffel Tower. On the way, we went [8]**under / past** a lovely cafe, but Ben said we didn't have time for coffee. In fact, we were early for our ticket time when we reached the Eiffel Tower, so we walked [9]**through / out** the park and looked at some paintings in an outdoor gallery there.

Asking for and giving directions

4 2.01 It is the second day of Alana and Ben's holiday in Paris. Listen to the dialogue and choose the correct answers.

1 Alana and Ben are standing in front of
a their hotel. **b** the Louvre. **c** Palais Garnier.
2 They want to go to
a the Louvre. **b** Place de la Concorde.
c Palais Garnier.
3 They get directions from
a a French woman. **b** an English woman.
c a maps app.

5 2.01 Listen again. Mark Alana and Ben's route on the map of the city.



6 Read the sentences. Write B (Ben) or W (woman) next to the phrases that they use in the dialogue.

A Could you tell us how to get there? ____
B You can't miss it! ____
C Are you from Paris? ____
D turn left into Avenue de l'Opera ____
E Sorry, I didn't catch that. ____
F Sorry to bother you. ____
G Go down Rue de Rivoli … ____

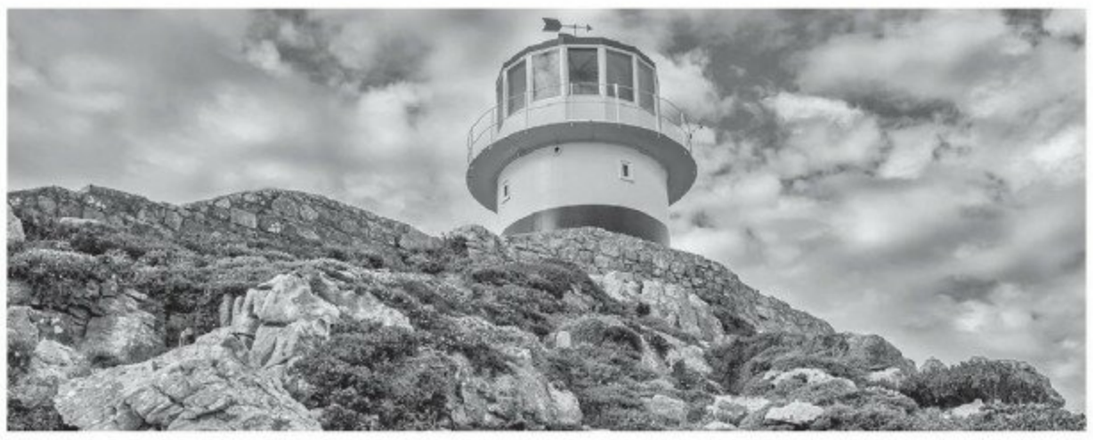
7 2.01 Complete the dialogue with phrases A–G in exercise 6. Then listen and check.

Ben [1]____ Do you speak English?
Woman Yes, I do.
Ben That's good. [2]____
Woman Yes, I am. How can I help you?
Ben Well, we're looking for the Palais Garnier. [3]____
Woman Oh yes. Er … [4]____ and then turn right. Then at the end of the road, [5]____ and walk along the road to Palais Garnier.
Ben [6]____ Did you say turn left or right from Rue de Rivoli?
Woman Turn right. After that, you turn left and go along Avenue de l'Opera. When you reach the end of the street, you'll see Palais Garnier. [7]____
Ben Great! Thank you very much.

8 TASK Look at the map of Paris in exercise 5. You are a tourist and you want to go to Place de la Concorde. You are in front of Palais Garnier Opera House. Ask for directions. Write the dialogue. Do not forget to use a phrase to ask for attention to begin the conversation.

Vocabulary and grammar

V Insight Verbs + prepositions



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

1 I'm in Cape Town waiting _____ the next bus to Pretoria, another city in South Africa.
a about **b** at **c** for

2 The city of Cape Town belonged _____ Holland in the 17th century.
a of **b** at **c** to

3 A famous lighthouse warns sailors _____ the cliffs at the Cape of Good Hope.
a from **b** about **c** to

4 When he was in prison on Robben Island, Nelson Mandela hoped _____ a change in government.
a from **b** for **c** on

5 What happened _____ Nelson Mandela? Well, he came out of prison and became president.
a to **b** about **c** from

6 I thought _____ watching a rugby match when I was in Johannesburg last week, but I couldn't go in the end.
a about **b** on **c** for

7 The city of Durban borrowed its name _____ Sir Benjamin d'Urban, who was a politician.
a to **b** about **c** from

8 I learned a lot _____ my trip to South Africa.
a from **b** to **c** for

while, *as* and *when*

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



1 _____ I was staying in West Virginia, USA, I passed through a town called Friendly.
2 We lived in a small town called Whynot _____ we lived in North Carolina.
3 _____ I was reading a travel magazine, I learned that there's a tiny village called Lost in the Cairngorm mountains in Scotland.
4 We saw a signpost for a place called Kill _____ we were driving back to our hotel.
5 I was surprised _____ I discovered that they named New York after the Duke of York.
6 _____ I was visiting a city called London in Canada, my best friend Henry was staying at a hotel in London, England.

3 Complete the text about the moon. Use the past simple or past continuous form of the verbs in brackets.

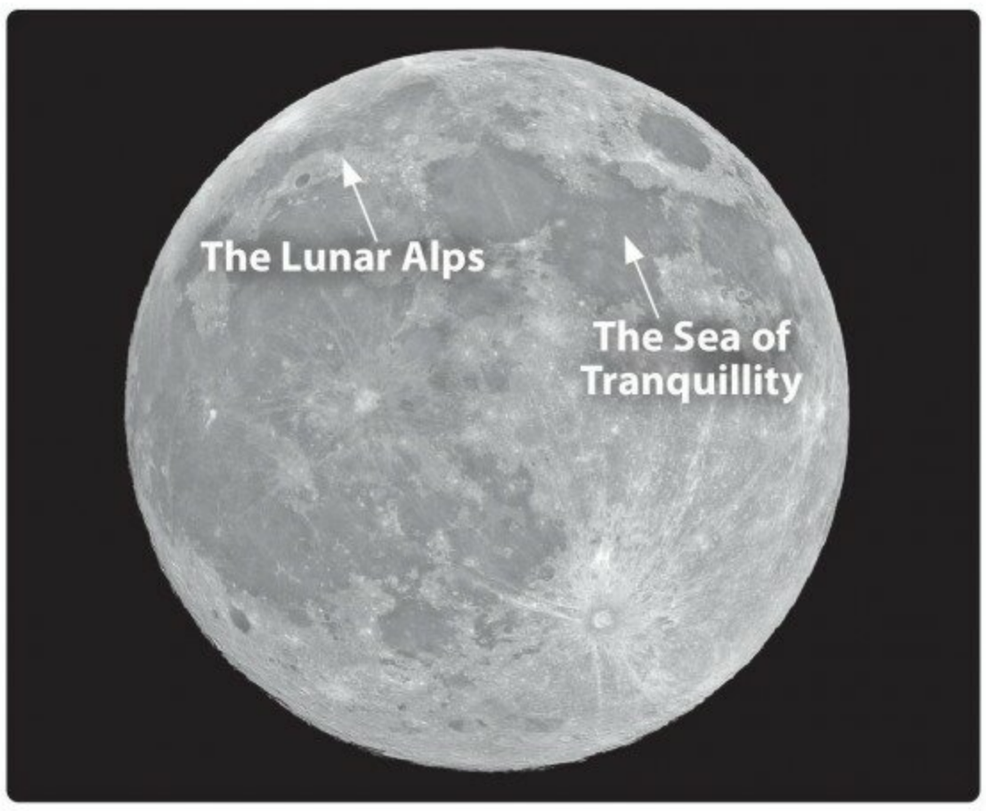
share Sign in Blog

Places on the moon

Last night, there was a full moon and as I [1]_____ (look) up at it, I [2]_____ (try) to remember the names of some of the features. Yes, all of the places on the moon have names, just like on Earth. Here are some examples.

The Lunar Alps

In the 1600s, as the famous astronomer Galileo [3]_____ (study) these structures on the moon through his telescope, he [4]_____ (decide) they looked a lot like mountains. In 1647, a Polish astronomer, Johannes Hevelius, [5]_____ (have) the same thought while he [6]_____ (make) a map of the moon. He named them after a mountain range on Earth.



The Sea of Tranquillity

In 1651, two more astronomers, Grimaldi and Riccioli, made another lunar map. When they [7]_____ (see) a smooth area, they [8]_____ (believe) it was water, so they called it a sea (though we now know that the moon's surface is dry). The Sea of Tranquillity is where Neil Armstrong [9]_____ (take) his first steps when NASA [10]_____ (put) the first men on the moon in 1969.



4 TASK Imagine you were travelling somewhere yesterday when you saw one of your friends. Send a message to a friend, telling them about it. Think about the following questions.

- What were they doing?
- Why do you think they were doing that?
- What happened next?

Reading

1 **Look at the title of the article and the pictures. What do you think the name of this city is now?**

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

- **A** Who lived on the island before the Europeans arrived?
- **B** When did people from Europe first arrive and start living on the island that became Nieuw Amsterdam?
- **C** What were the names and jobs of the people who lived in the city of Nieuw Amsterdam?
- **D** What buildings did Nieuw Amsterdam have and what did they look like?
- **E** How large and successful is the city today?
- **F** Why and when did Nieuw Amsterdam become an English city?

3 **Read the article again. Choose the correct answers. Remember to identify paraphrasing in the text.**

1 In 1625, Dutch ships arrived for the first time
- **a** on the west coast of North America.
- **b** on a beach in the north of a beautiful island.
- **c** at a harbour on a long, green island.
- **d** at a mountain near a river in the south.

2 The Dutch discovered an island that
- **a** had a lot of trees and wildlife.
- **b** had a lot of high mountains.
- **c** was short and wide with a lot of cliffs.
- **d** was very cold, dry and unfriendly.

3 When the Dutch arrived,
- **a** people were already living in the south of the island.
- **b** native people attacked the unusual visitors.
- **c** the island was completely deserted.
- **d** people on the island met them and were friendly.

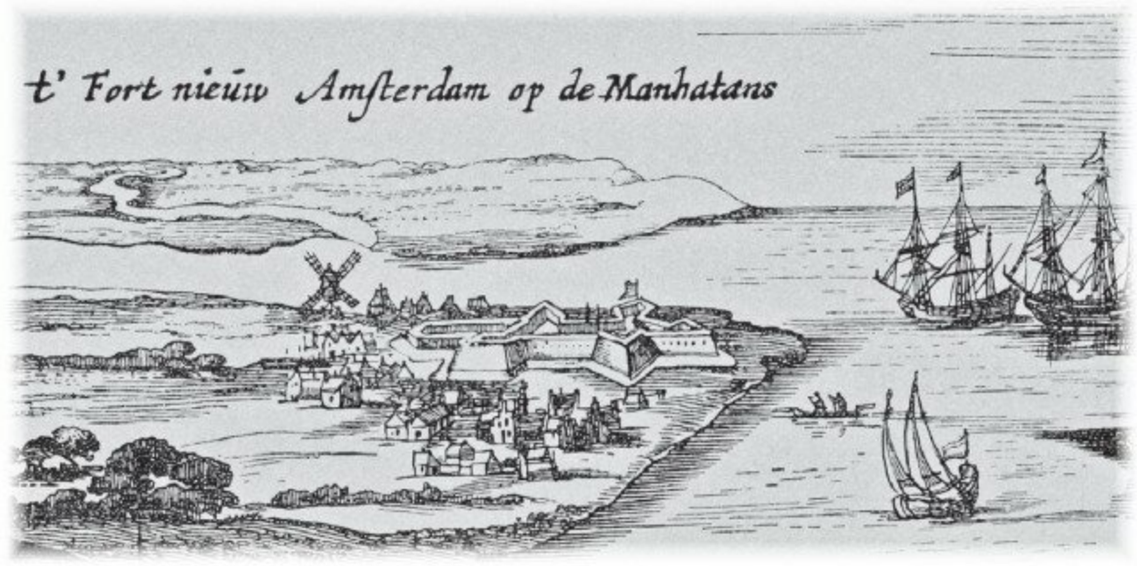
4 The first buildings in Nieuw Amsterdam were
- **a** a fort and some new homes.
- **b** homes, shops and a new school.
- **c** churches and government buildings.
- **d** houses along a wide, central street.

5 Nieuw Amsterdam became an English city in 1664, when
- **a** Holland's ships went to protect other Dutch towns.
- **b** ships from England arrived in the city's harbour.
- **c** the people moved to other Dutch towns in America.
- **d** the Dutch government decided to build new colonies.

6 When Nieuw Amsterdam became English,
- **a** most Dutch people went back to Holland.
- **b** English people constructed different styles of buildings.
- **c** the people there decided to keep the same government.
- **d** most English people didn't want to give the city a new name.

ONLINE ENCYCLOPEDIA

Nieuw Amsterdam





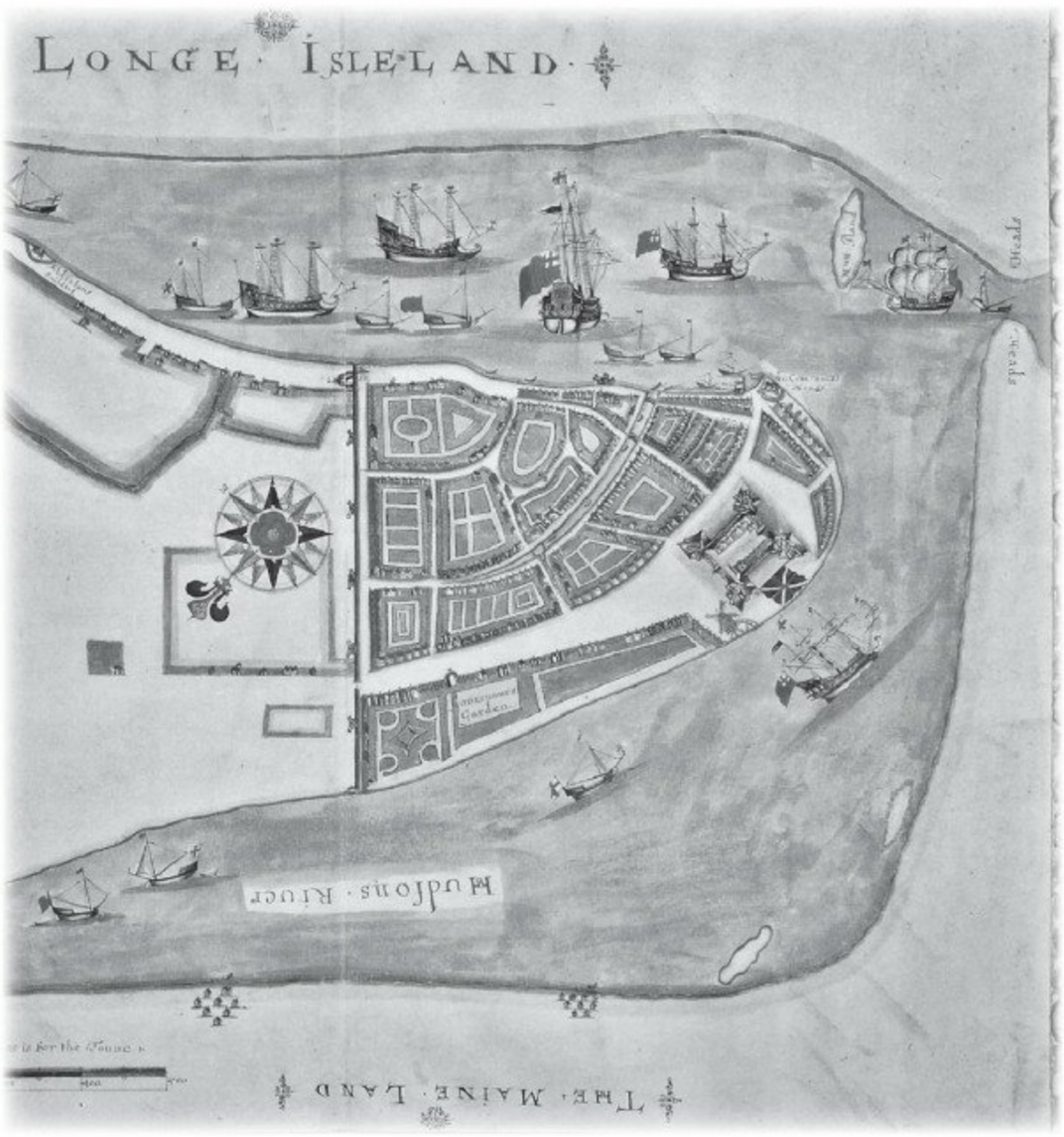
1 _____

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

2 _____

The men from Holland weren't the first people on the island. Native Americans lived in a forest near the mountain in the north, and they called their island Manna-hata, which meant 'island of many hills'. They were happy to see the unusual new visitors and didn't attack them. They wanted to meet them and buy things from them. The leader of the Dutch expedition met the Native Americans, and they agreed to sell the deserted south of the island to him. It wasn't expensive. It cost 60 Dutch guilders, which is only about 20 euros now!

BROWSE LOG OUT



3 _____

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

4 _____

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

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

1 Adjectives that describe geographical features:

_____

_____

_____

2 Adjectives that describe buildings:

_____

_____

3 Verbs used to talk about building houses:

_____

_____

4 Nouns that refer to people:

_____

_____

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

1 Tim jumped into the river and found it was quite _____. His feet couldn't touch the bottom.
2 The architect _____ the new church in 1920, but they didn't start building it until 1935.
3 The builders who _____ the new library were very fast. It took them just six months.
4 It is always dark in the _____ forest here. The sun can't get through so many trees.
5 There are some stone houses in the village, but ours is _____ – built from trees.
6 The ship only survived the storms at sea because it was very _____.
7 The first Portuguese _____ arrived in Brazil in the 1500s, led by Pedro Álvares Cabral.
8 In Cabral's home town, local _____ can see a statue of the explorer.
9 It took us a long time to climb the hill because it was so _____.

6 TASK Imagine that you are a 17th-century explorer who discovered an island and started a new city. Prepare answers to the questions below, and write or tell the story of your discovery.

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

Writing A travel blog

Insight Descriptive adjectives

1 Choose the odd one out.

1	bright	lively	stormy	rainy
2	helpful	peaceful	friendly	polite
3	beautiful	crowded	historic	tiring
4	interesting	awful	exciting	fascinating

2 Match sentences 1–6 to words in exercise 1.

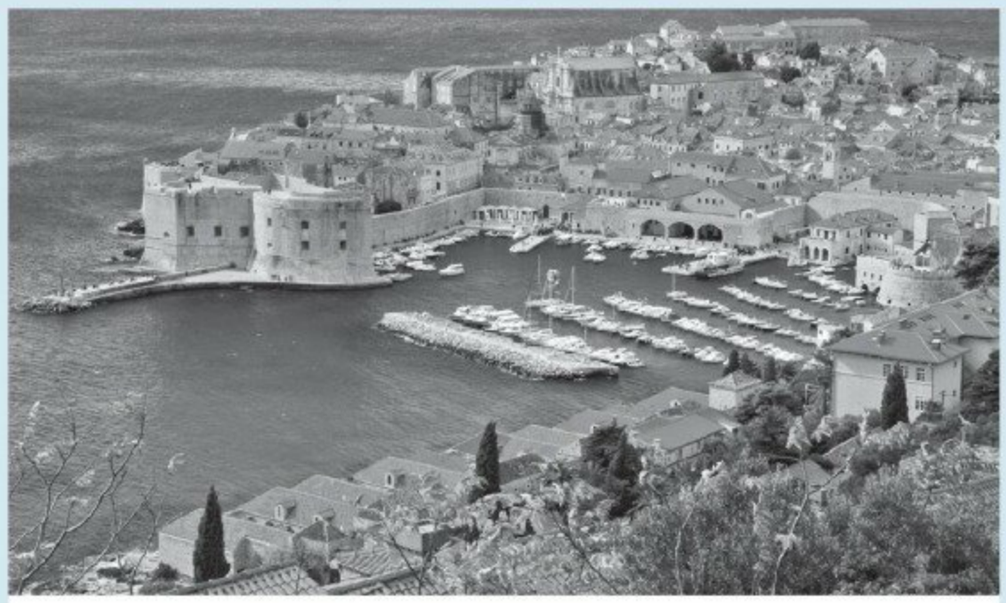
1 Yesterday, it rained all day, and it was so windy that some trees blew down. _____
2 The local people are kind, friendly and they like giving you information. _____
3 It was a very sunny summer's day with a blue sky. _____
4 The market was busy and noisy, and a lot of things were happening. _____
5 They built the theatre and the main square in the 1700s. _____
6 The hotel was so dirty and our room smelled very bad! _____

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

1 Which city did Oliver visit? _____
2 What did Oliver like ☺ and what did he dislike? ☹

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

Share Sign in Blog



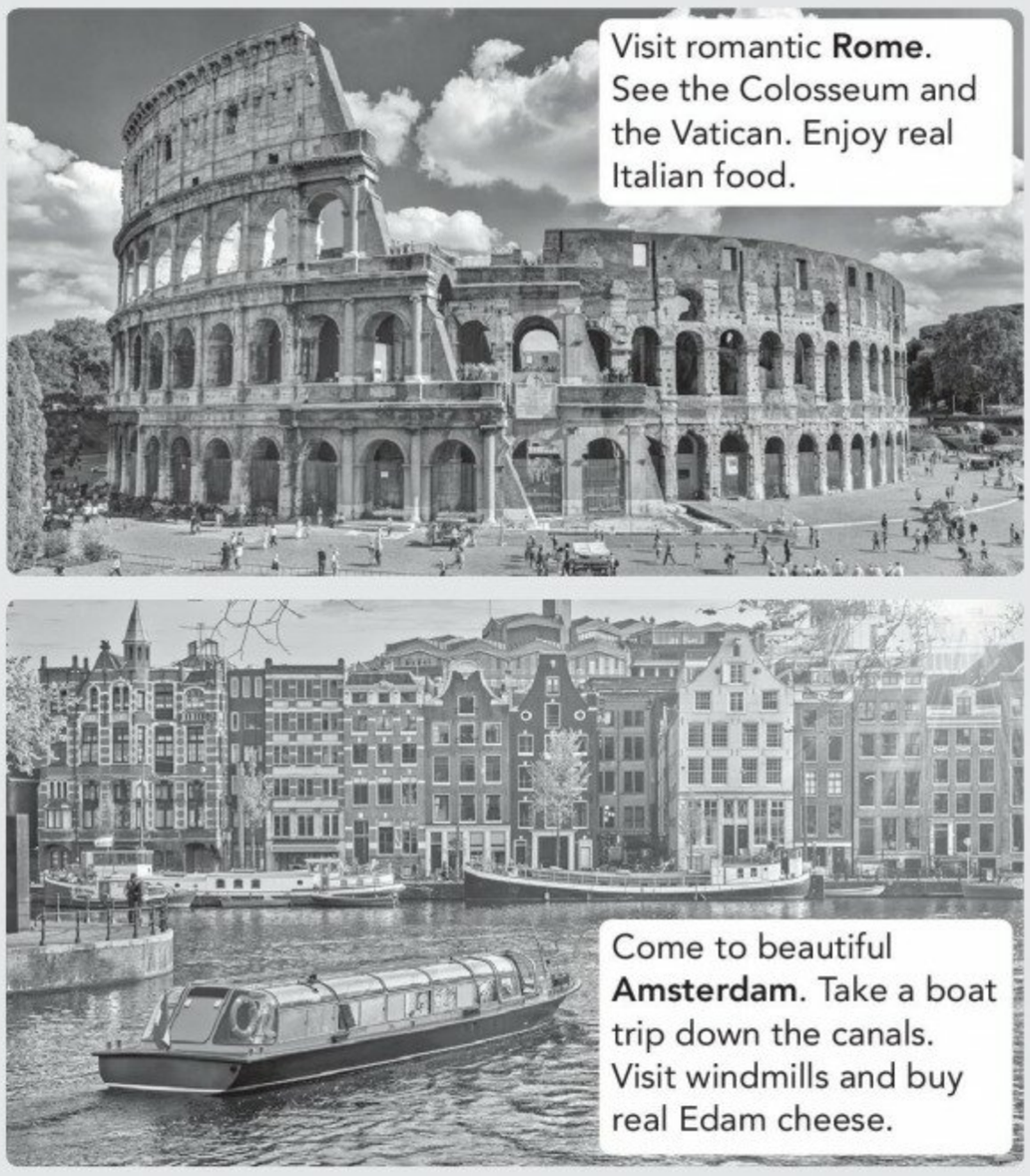
On Monday, I took the bus from Sarajevo to Dubrovnik in Croatia. It was a **bright**, [1]**bright** day, but the [2]**boring** journey through the countryside was really **boring**.
While I was staying at a [3]**busy** hostel in the **busy** Old Town area, I climbed the [4]**old** city walls and went in some **old** churches. I sat in a **nice** square and a [5]**nice**, kind lady told me the best place to get ice cream. I took a cable car to the top of Mount Srð to see the [6]**fantastic** view of the city. It was really **fantastic**. It was also a very [7]**quiet** place. It was so **quiet** at the top of Mount Srð. Then I returned to the city centre and visited a [8]**beautiful** market and had lunch in a **beautiful** cafe.
I loved the food there – it was really tasty!

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

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

Writing guide

■ **TASK** **Choose one of the following city breaks to famous European cities, or a trip to a city you know well. Imagine that you went on the trip last weekend. Write a travel blog post about the trip.**



■ **PLAN 1** **Think about the following.**

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

■ **PLAN 2** **Decide which ideas you are going to use and match them to these paragraphs.**

Paragraph 1: Write when you went, where you went and how you got there.
Paragraph 2: Write about the trip – the distance, the weather and how you felt.
Paragraph 3: Write about the destination – its appearance, its history, its people, what you saw and did and how you felt.
Paragraph 4: Sum up why you liked or didn't like the trip.

■ **WRITE** **Write your travel blog post.**

■ **REVIEW** **Check the following points.**

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

U2 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 2A	Mark
I can understand and identify paraphrasing in an article.	
I can use adjectives to describe a town.	
I can talk about different places in a town.	
How can I improve?	

Lesson 2B	Mark
I can use the past simple to talk about completed actions or states in the past, and past habits.	
I can use the past continuous to give background descriptions and talk about actions in progress at a specific time in the past.	
How can I improve?	

Lesson 2C	Mark
I can understand the main points and important details in a narrative.	
I can use vocabulary relating to the senses to talk about a place.	
I can ask for, follow and give directions.	
How can I improve?	

Lesson 2D	Mark
I can understand factual information in a text.	
I can use verb and preposition combinations.	
I can use *while*, *as* and *when* to talk about events in the past.	
How can I improve?	

Lesson 2E	Mark
I can write a blog post.	
I can use a variety of adjectives to describe travel experiences.	
I can use a variety of words and phrases to avoid repetition.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

3 Spoiled for choice

Vocabulary

Insight Life cycle of food

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



___ **1** To keep the orange juice fresh,
___ **2** Boats and planes transport the orange juice to
___ **3** After we finish the orange juice,
___ **4** We buy orange juice in the supermarket
___ **5** Machines wash the oranges and process
___ **6** Brazilian farmers grow oranges
___ **7** Factories package the juice in cartons and bottles and
___ **8** Lorries transport the oranges

a put a label on them with the date.
b we refrigerate it.
c supermarkets all over the world.
d and we drink it at breakfast time.
e in sunny orange groves.
f we should recycle the empty packaging.
g them into juice.
h to the factories.

Insight Compound nouns and adjectives

2 Complete the sentences with the words below.

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

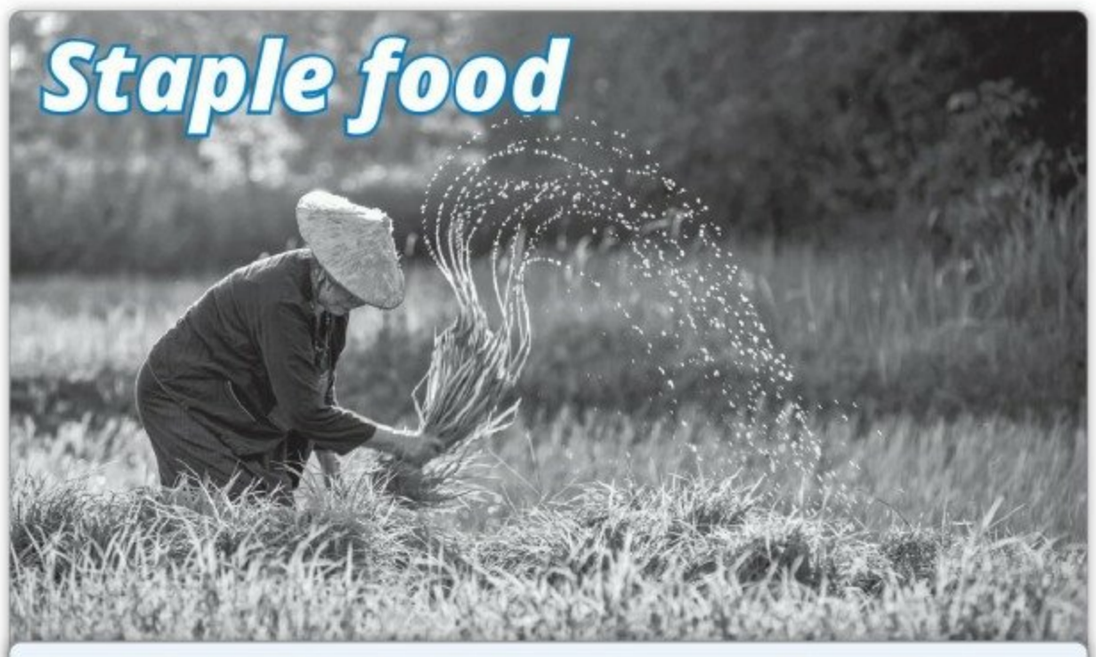
1 My parents only buy _____ toilet paper and tissues which are made from 100% recycled paper.
2 Scientists say that _____ is causing sea levels to rise.
3 Our new car is better for the environment than our old one, and it saves us money because it is _____.
4 Locally grown food generally has a lower carbon footprint because of the lower number of _____.
5 At the _____, they sort the materials into different bins – glass, wood, paper and plastic.
6 Planting more trees is one way to help balance the amount of _____ in the atmosphere.
7 Around 24% of UK waste is collected and transported to _____, but people are trying to reduce this amount.

Vocabulary extra Food and nutrition

3 Choose the correct words.

1 **Fats** / **Nutrients** from vegetable sources, like nuts and olives, are healthier than those from animals.
2 **Sugar** / **Protein** is good for your nails and hair. Beef contains the most of all meat products.
3 Some **carbohydrates** / **additives** help us to preserve food so we can keep it for longer.
4 Ketchup is very high in **minerals** / **sugar**. There is around a teaspoon of it in every tablespoon of ketchup.
5 An apple contains six different **vitamins** / **nutrients**, including A and C.
6 On average, men need to consume 2,500 **additives** / **calories** a day and women need 2,000.

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



Rice is the staple food in many countries in Asia, which means it is eaten by everyone almost every day. In Europe, staple foods include potatoes and bread. All of these are high in ¹c_____, so they give us energy and they are quite low in ²f_____. One hundred grams of rice has 111 ³c_____. Potatoes contain a lot of ⁴v_____ C, and rice contains ⁵m_____ such as iron and calcium. In Asia, people usually eat rice with fish, meat and vegetables, but if you like sweet food, you can also add ⁶s_____ and eat it as dessert.

It is easy to keep rice – just put it in an airtight container in a cool, dark place. You don't have to ⁷r_____ it, which is very useful in hot countries.

Farmers in countries like Vietnam ⁸g_____ rice in fields with a lot of water, called paddy fields. The process of growing rice produces ⁹g_____ gases such as methane, which can be bad for the environment. Global ¹⁰w_____ is also a problem for rice farmers because one of its effects is flooding, for example in Vietnam's Mekong River delta where they grow over half of the country's rice. Water is good for rice, but not too much!

5 TASK What is the staple food in your country? Describe its life cycle. How eco-friendly is it?

Grammar

Determiners

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

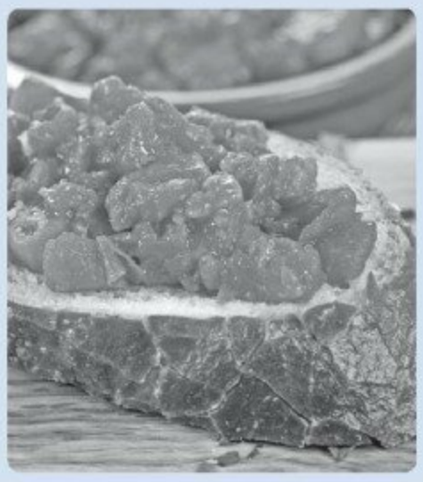
1 Horse meat is popular in _____ countries, but British people don't eat it.
2 There isn't _____ fruit that doesn't contain vitamins.
3 'Is there _____ sugar in lemons?'
'Yes, a lemon contains about two grams of sugar!'
4 _____ people don't eat meat, eggs or dairy products. They're called vegans.
5 People can live for more than a month without food, but only a week if they don't have _____ water.
6 We need _____ milk from the shop.

2 Complete the blog posts with the words below. Use each word only once.

■ a few ■ a little ■ a lot of ■ any

My breakfast

I usually don't eat [1]_____ food at breakfast time – I just drink a cup of coffee. But at the weekend, I love our breakfast of *pan a la Catalana*. It's a slice of bread with just [2]_____ garlic and then [3]_____ chopped tomatoes on top. I have [4]_____ friends who add ham or cheese to this dish but, like me, most people prefer it without. – **Rosa**



■ a few ■ many ■ much ■ some



Breakfast is very important – I don't know [5]_____ Turkish people who miss it. The main ingredients are cheese, olives, sliced tomatoes and cucumber. I usually cook [6]_____ eggs, too – just two or three. I think it's healthy because it doesn't contain [7]_____ sugar, but you can have bread with honey if you prefer. It's traditional to finish breakfast by drinking [8]_____ coffee. – **Sevim**

■ a few ■ any ■ many ■ some



Do I eat [9]_____ healthy food? No, not really. Look at my breakfast! It contains [10]_____ meat, a fried egg and not [11]_____ vegetables. If you want to make it better for you, you can add [12]_____ grilled tomatoes. – **Finlay**

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

1 _____ do you eat for breakfast?
a nothing
b just some cereal
c a lot of fruit

2 _____ cola do you drink a day?
a a lot
b a little
c none

3 _____ portions of fruit and vegetables do you eat in a day?
a none
b two or three
c five or more

4 _____ glasses of water do you drink in a day?
a one
b three
c more than five

5 _____ meals do you miss in a week?
a a lot
b a few
c none

6 _____ junk food do you eat in a week?
a five or six portions
b two portions
c none

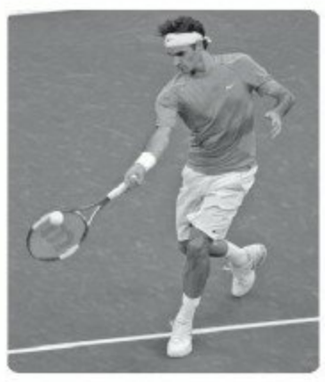
Mostly As:
You don't eat very well. Try to eat more healthy food and drink more water – you'll feel better.

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

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

4 Choose the correct words.

Eat like an athlete



How [1]**much / many / a lot of** calories do professional athletes need to eat every day? Do they drink [2]**much / a few / many** water? Do they only eat healthy food? We have answers for you, and [3]**a few / much / a little** of them may be surprising.

The number of calories depends on the sport. A tennis player can use around 1,800 calories in a match, but a marathon runner needs [4]**a little / many / much** more – around 3,000 calories per race.

So let's take the very famous tennis player Roger Federer as an example. Federer drinks [5]**any / some / a few** fresh orange juice as part of his healthy breakfast. On match days, he needs [6]**a lot of / much / any** carbohydrates for energy and he always eats pasta for lunch. Water is important, but he also drinks [7]**much / some / a little** energy drinks during a match. His dinner isn't always healthy – he often eats out in Italian or Indian restaurants.

Does Federer eat [8]**any / some / much** snacks? Well, not junk food, but yes; like [9]**a lot of / a little / any** tennis players, he has a banana between games. He also says that he enjoys treats, so he sometimes eats [10]**a few / a little / many** chocolate or ice cream for dessert. He also likes coffee.

It's clearly not true that top athletes can't have [11]**any / many / a few** unhealthy food, but of course, their training programmes make them very fit anyway.

5 TASK Describe what you have for breakfast. Is your breakfast healthy or unhealthy? Explain why.

Listening, grammar and speaking

Indefinite pronouns and adverbs:

some-, any-, no-, every-

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

anyone ■ anything ■ anywhere ■ everybody ■ everything ■ no one ■ nothing ■ nowhere ■ someone ■ somewhere

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

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

1 I don't know *a person* who can make better brownies than my daughter.

2 'Where's the salt?'
'I think I left it *in the cupboard or on the table* in the kitchen.'

3 I looked *in all places*, but I couldn't find the biscuits. Did you buy any?

4 What did you cook for lunch?'
'*I didn't cook lunch.*'

5 *A person* told me that the fruit in that shop is very fresh.

6 Did you bring *all the things* we need for the picnic?

Inviting and responding

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

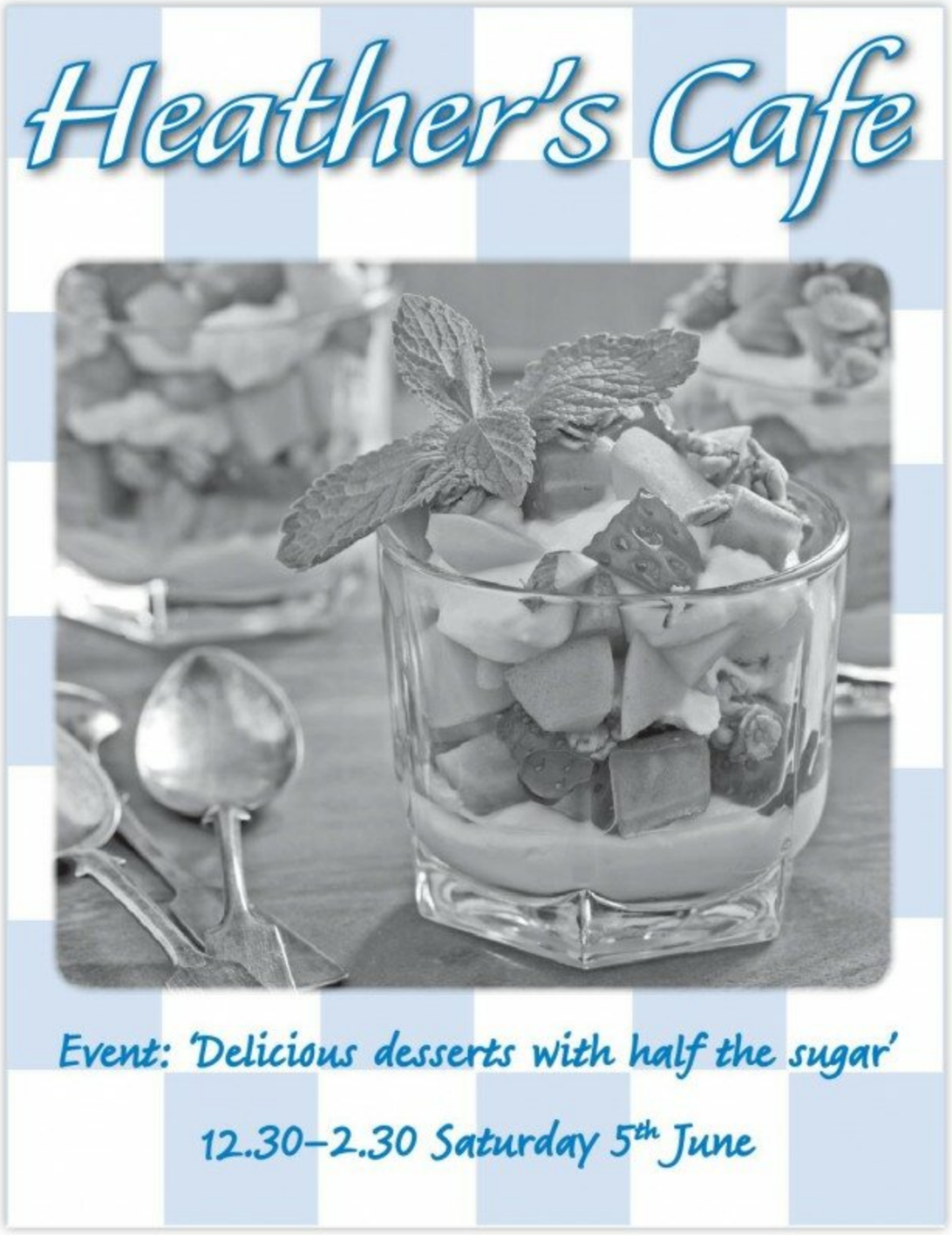
1 Curtis wants to go out for lunch on Friday.
2 Lily accepts the invitation immediately.
3 Lily has a maths test on Friday.
4 Lily, Curtis and Roxanna are in the same class.
5 Lily is going to meet Curtis at the restaurant.

4 3.01 Complete the extracts from the dialogue. Write two words in each gap. Listen again and check.

Curtis Would [1] _____ to come?
Lily Maybe. What time?
Curtis Why [2] _____ meet me there at seven?
Lily Thanks, Curtis, but [3] _____.
Curtis That's [4] _____.
Lily OK, then. That [5] _____. I can study on Saturday.
Curtis In fact, I can call for you at your house. [6] _____ you think?
Lily That's [7] _____ idea. Do [8] _____ to come at 6.45?
Curtis OK. I hope they serve pizza at the restaurant.
Lily I'm sure they do. What's your favourite pizza?
Curtis Ham and mushroom.
Lily Mine, too! Would [9] _____ to share one?
Curtis Yes, I'd [10] _____.

5 Read the dialogue extract again. When does Lily keep the conversation going? How does she do it?

6 TASK Study the advert below. A cafe in your town is having a special event, where you can find out how to make desserts which are healthy and taste great. You can try some of the food, too. Write a dialogue inviting some friends to come with you.



Vocabulary and grammar

Vocabulary extra Food adjectives

1 Choose two adjectives in each group below which can usually be used to describe each food item.

1	**soup**	plain	soft	spicy
2	**peas**	cooked	organic	unhealthy
3	**apple**	tender	healthy	delicious
4	**meat**	frozen	tough	sweet
5	**vinegar**	cooked	sour	disgusting
6	**cheese**	hard	frozen	processed

Insight Containers

2 Choose the correct answers.

1 Who has eaten all the eggs? There's only one left in this _____ .
a jar **b** carton **c** packet

2 I bought a big _____ of potatoes because you need about eight to make this dish.
a tube **b** bag **c** jar

3 One _____ of cola a week isn't too bad, but you mustn't drink too much.
a carton **b** bag **c** can

4 Whose is this _____ of hand cream?
a box **b** can **c** tube

5 Did you put a _____ of crisps in your lunch box?
a packet **b** bottle **c** carton

6 I'd like a _____ of mineral water and a chicken salad, please.
a box **b** bottle **c** tube

7 I can't open this _____ of honey. Could you help me, please?
a carton **b** jar **c** box

8 Antony gave me this _____ of chocolates. Would you like one?
a box **b** tube **c** bottle

Relative pronouns and adverbs

3 Choose the correct words.

1 The first American supermarket, **who** / **which** opened in 1930, was called King Kullen.
2 It was a place **that** / **where** people could buy cheap food, so it quickly became popular.
3 The person **who** / **when** owned the supermarket was Michael Cullen, a 46-year-old American.
4 Michael, **whose** / **where** parents were Irish immigrants, lived in Queens, New York City.
5 Before he opened King Kullen, Michael worked for a company **who** / **that** sold tea and coffee.
6 By 1936, the year **who** / **when** Cullen died, there were more than 1,200 supermarkets in 85 American cities.

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



British TV audiences love a good cookery competition. One show [1]_____ is especially popular is called *The Great British Bake Off*. In fact, on the day [2]_____ the final takes place, around 7 million TV viewers watch it.

All of the 12 or so bakers [3]_____ take part are amateurs, so they have never baked professionally. They compete in a special kitchen [4]_____ is outside in a big white tent. The contestants have to bake all kinds of bread, pastry and cakes, but the place [5]_____ they work doesn't have much space. Another thing [6]_____ makes it more difficult is that there is a time limit for each task. At the minute [7]_____ the time runs out, they have to stop cooking, even if they haven't finished.

There are two professional chefs [8]_____ judge what the contestants produce, and each week the baker with the lowest score leaves the competition. This goes on until there are only three contestants left and then in the *Bake Off* final, the one [9]_____ cake is the best wins the competition.

In 2011, a new *Bake Off* series was launched for very talented young chefs [10]_____ are between 9 and 15 years old, called *Junior Bake Off*. Could you take part?

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

1 The San Siro is a football stadium AC Milan and Internazionale play their home matches.
2 The poster you gave me looks great in my room.
3 The baker made this cake added too much sugar.
4 Do you remember the summer we went to France?
5 We'd like to thank the person cooked this delicious meal.
6 The fish we bought yesterday wasn't fresh.
7 I can't find the key opens this door.
8 The happiest day of my life was the day I graduated from university.

6 TASK Write about someone you know who can cook very well.

- What kind of food do they cook?
- What ingredients do they use?
- Do you think they could win a cooking show like *Bake Off*? Why / why not?

1 **Read the introduction of the article. Choose the best summary.**

a The writer aims to find the best fad diet.
b The writer wants to know if fad diets work.
c The aim of the writer is to show that fad diets don't work.

Glossary

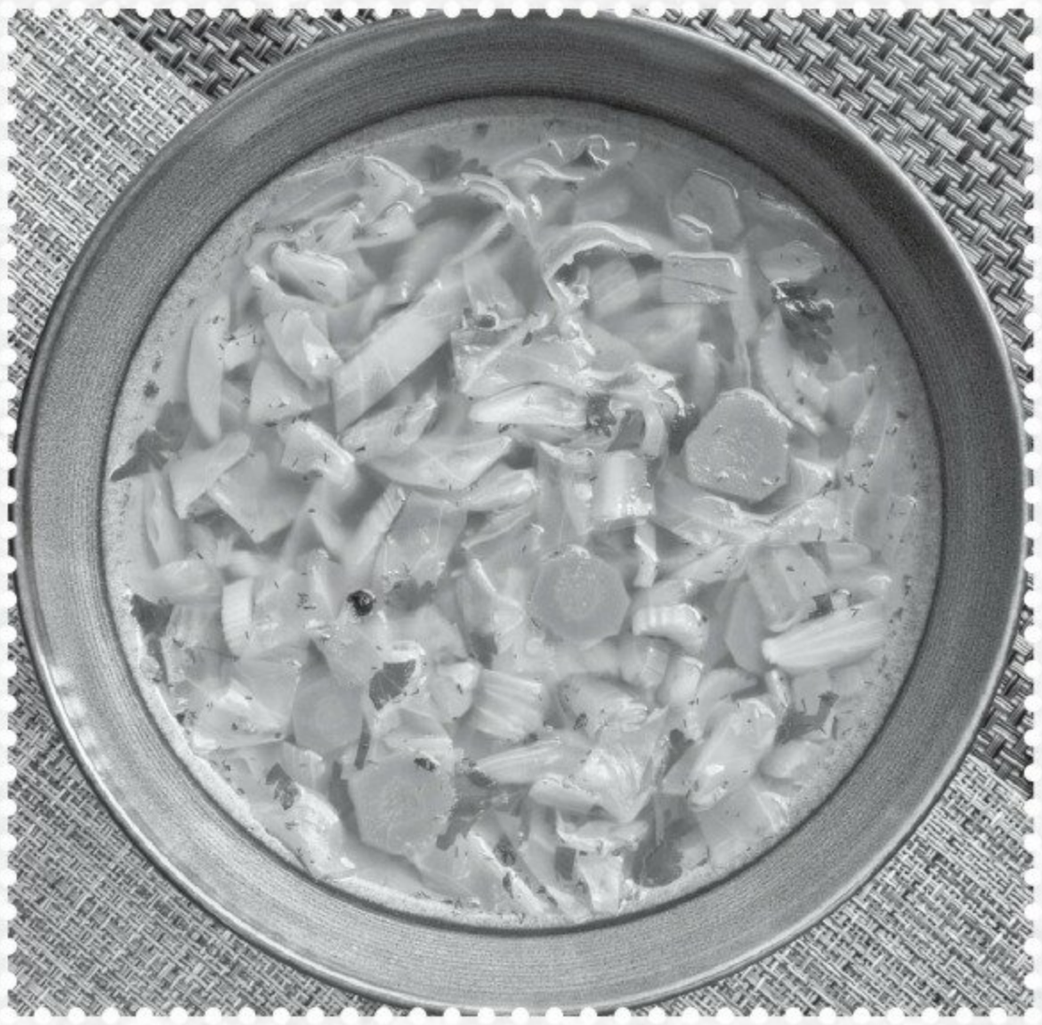
* fad = something that people are interested in for only a short period of time

Fad* diets

Since the 1930s, there have been hundreds of diet plans which make almost unbelievable promises. Diet X will make you slim and Diet Y will make you strong. But is there any truth in these claims? I analysed three examples of fad diets to find the answer to this question.

1 Cabbage Soup Diet

This diet appeared in the 1980s, though nobody knows who invented it. It's a simple idea. For one week, eat as much cabbage soup as you like and you will quickly lose weight. This vegetable is cheap and is a good source of fibre, which helps with your body's **digestion**. The soup can also include other **ingredients** such as green peppers, onions, celery and carrots.



Does it work?

The diet is far from balanced, with not many carbohydrates, no protein and no healthy fat. Also, it's very boring to eat the same thing all day, every day, and the soup **recipe** often includes a lot of salt, which is bad for you. People on this diet will get slimmer, but usually put on weight fast when they start eating normal food again.

2 Master Cleanse



Also known as the Lemonade Diet and created in 1941 by an American, Stanley Burroughs, the Master Cleanse usually lasts for two weeks and is popular with Hollywood celebrities. It involves drinking a **mixture** which contains water, lemon juice, cayenne pepper and maple syrup. It is called a 'detox' diet as they say it improves the health of your body by removing toxins or poisons. However, many leading **dieticians** tell us there is no scientific **evidence** that toxins build up inside you.

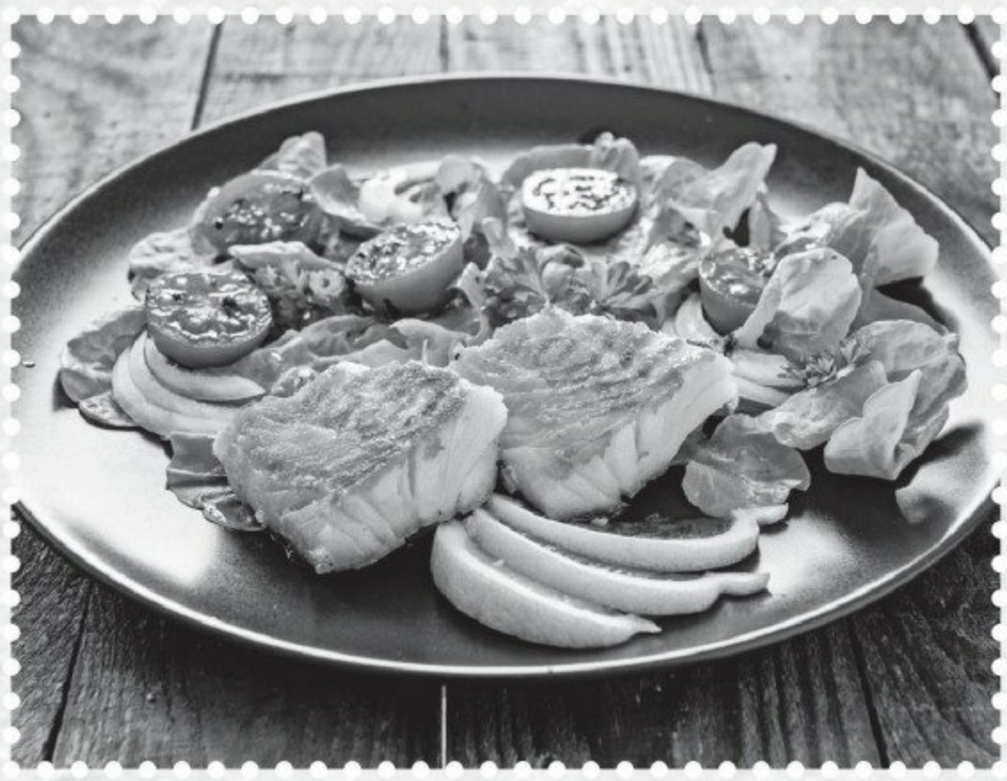
Does it work?

People lose weight because it has very few calories – just 600 a day. However, health experts agree that human bodies need a variety of food to provide different **nutrients**, which may be why this diet can also cause tiredness and headaches. As with other extreme diets, it is common to put weight on again soon after the end of the diet.



2 **Complete the table with information from sections 1–3 of the article.**

Name of diet	Cabbage Soup Diet	Master Cleanse	Blood Group Diet
When did it become famous?	in the 1980s	1 _____	2 _____
Who invented it?	3 _____	4 _____	5 _____
What is its aim?	6 _____	it's a 'detox'	to help you become healthy
How long do you stay on the diet?	7 _____	8 _____	the article doesn't say
What do you have to do?	9 _____	drink special lemonade	eat only certain food types
Does the diet work?	No. You may lose weight, but you will put it on again.	10 _____	Not really. It's quite healthy, but it isn't necessary to eat specific foods for your blood group.



3 Blood Group Diet

Here's an idea from 1996 – that the best diet for you depends upon your blood type: A, B, AB or O. In his bestselling book *Eat Right 4 Your Type*, Peter D'Adamo says that people in each blood group respond differently to food and he provides lists of food that each group should and shouldn't eat. For example, group O can have fish, vegetables, olive oil and fruit but no dairy or beans.

Does it work?

Hmm, in fact all four types of diet are quite good for you as they contain fresh, natural food rather than processed meals. However, **researchers** have found no scientific evidence that a particular blood type needs specific kinds of food.

So, what has our research shown us? That following a fad diet for a short time doesn't harm you. On the other hand, it probably won't do you much good either. It always makes sense to investigate the science behind the claims.

3 **Find the nouns in bold in the article. Then complete definitions 1–8 with the nouns.**

1 _____ is facts based on experiments or experiences which show you that something is true.
2 _____ are substances found in food which humans need to grow and stay healthy.
3 _____ are the different things you need in order to make a particular dish.
4 _____ are people who advise others about what food to eat to stay healthy.
5 _____ are people who study things so that they can find out new facts about them.
6 A _____ gives you instructions on how to make a meal.
7 _____ is a natural process inside your body. It is when your body breaks food down into chemicals which it can use.
8 A _____ is a combination of things put together.

4 **Complete the sentences with the nouns in exercise 3.**

1 All the _____ in cabbage soup are vegetables.
2 Scientific studies by _____ show that fad diets do not work.
3 This drink is a _____ of pineapple juice, orange juice and sparkling water.
4 We paid a private _____ to advise my mother what to eat after she came home from hospital.
5 My favourite _____ for chocolate cake is in this cookery book.
6 Tomatoes, spinach and blueberries all contain a lot of _____, so they are good for you.
7 There is a lot of scientific _____ that a balanced diet and exercise are both important for staying healthy.
8 My grandfather has problems with his _____, so he can't eat some kinds of food and he also has to take medicine.

5 **TASK** **Imagine you can create a new diet. What is it for? What is it called? What do you eat and drink on this diet? Are there any other rules?**

Writing Short texts

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

2 **Read the texts again. Find and underline examples of the things below.**

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

A

VEGETARIAN COOKERY COURSE

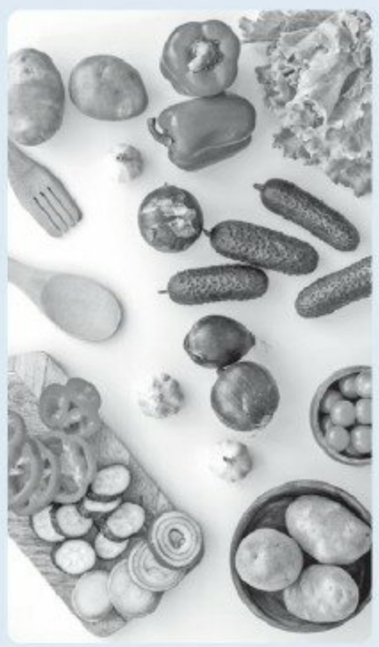
Interested in cooking? Want to learn more about preparing meals without meat?

Come and join our first cookery class on Tuesday 24th September at 10 a.m.

Try a different recipe each week, e.g. curry, pizza, cakes, etc.

Everyone's invited!

FYI This week the meeting is at 13 Moorland St.



B

Parents' evening

Date: 9th March
Location: school hall
Time: 3.30 p.m. – 6 p.m.

RSVP by completing the details below and returning it to the school office.

Name: _____

Preferred time: _____

FYI No parking is available in the school car park.

C

Rebecca

Thanks for the invite to dinner.

Sounds great, but busy on Fri – sorry. Taking little sister to cinema (promised a long time ago).

Let's meet at the sports centre on Mon.

Hannah

PS Can't find my jacket. Call me asap if you have it!

D

FOR SALE



Kamon colour printer

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

€15

Call Pete, tel. 027 554 3958.

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

1 You need a device with internet connection, *for example* a mobile phone, tablet or laptop.
2 The invitation says *Please reply* by 6th June.
3 Let us know *as soon as possible* if you can come.
4 Don't forget to take some paper, a pen and pencil, *and so on.*
5 *I also want to say,* please remember to buy some bread.
6 Write your name, address and *phone number* in the box.
7 There is a new Indian restaurant in East *Street.*
8 I like all kinds of food, *especially* Italian and Chinese.
9 *For your information,* the course starts at 10 a.m. Don't be late!

Writing guide

■ **TASK** **Read tasks 1 and 2 below and check you understand them. Choose one of the tasks and write a short text.**

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

■ **PLAN 1** **Who is each short text for? Are you writing to invite, ask for help, explain, remind, make an offer, etc.?**

■ **PLAN 2** **Follow the instructions.**

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

■ **WRITE** **Write your short text.**

■ **REVIEW** **Check the following points.**

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

U3 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 3A	Mark
I can find and understand relevant information in an article.	
I can describe the life cycle of food.	
I can combine words to form compound nouns and adjectives.	
How can I improve?	

Lesson 3B	Mark
I can use determiners to talk about quantity with countable and uncountable nouns.	
I can ask and answer questions about quantity using determiners.	
How can I improve?	

Lesson 3C	Mark
I can understand and recognize key words in a radio programme.	
I can use indefinite pronouns and adverbs to talk about people, things and places.	
I can make and respond to invitations.	
How can I improve?	

Lesson 3D	Mark
I can understand the main points of a book extract.	
I can use container words to talk about quantities.	
I can use relative pronouns and adverbs to give more information.	
How can I improve?	

Lesson 3E	Mark
I can write notes that give clear information.	
I can identify the purpose of a text before writing it.	
I can use abbreviations and ellipsis in short texts.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

4 Personal space

Vocabulary

Insight Adverbs of manner and comment

1 What is it like to live in a castle? Guido tried it for a week. Complete the interview with the correct form of the words below.

careful ■ easy ■ happy ■ lucky ■ quick ■ unsurprising



1 'Hi, Guido! So, how did you get to stay in a castle?'
'I entered a competition online and, _____, I won it!'
2 'Did you stay there by yourself?'
'No. There were three other winners. I was _____ that I wasn't alone.'
3 'Was it comfortable to sleep in the castle?'
'No! We slept in an old stone tower and, _____, it was very cold.'
4 'It's a big building. Did you get lost?'
'No, it was _____ to get around. A guide gave us a tour.'
5 'Was there anything dangerous about staying there?'
'Yes, the stairs. In the dark, we had to go up and down them very _____!'
6 'Was it fun?'
'Yes, it was great! The week passed very _____ and I didn't want to go home.'

Insight Compound adjectives

2 Complete the compound adjectives with the words below. There are two words that you do not need. Then match 1–5 to sentences a–e.

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

1 a _____-saving device
2 a _____-detached house
3 an _____-fashioned bathroom
4 a _____-time job
5 a _____-storey house

a The sink and bath are from the 1970s.
b It's a modern house with four bedrooms upstairs.
c My next-door neighbours play loud music!
d Eleanor works from nine to five every day.
e It's a washing machine.

Vocabulary extra Houses and homes

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

block of flats ■ bungalow ■ caravan ■ cottage ■ detached house ■ mansion

1 My home is small and old. I like living in the country.
2 I'm a traveller. I can't stand staying in one place.
3 My house is quite big but not huge. The best thing about it is not having neighbours.
4 I live on the sixth floor. The people upstairs are noisy!
5 I like to live somewhere which is large and luxurious and shows how wealthy I am.
6 I'm 86 years old and I can't use stairs.

4 Choose the correct words.

A grandmother remembers



I grew up in the 1950s. My family lived in a small [1]**detached / terraced** house like most of the people I knew. You could hear the neighbours through the walls. It was a two- [2]**plan / storey** house and we were [3]**fortunate / fortunately** to have three bedrooms for six of us. How was it different from modern- [4]**time / day** houses? Well, my grandchildren can't believe that the toilet was outside in the yard! And there were no labour- [5]**saving / time** devices like dishwashers or even washing machines. But we weren't [6]**unhappily / unhappy** at all. Yes, we helped our parents a lot with housework but, [7]**surprisingly / surprising**, we still had time to play out on the street. Our way of life may seem [8]**semi / old-**fashioned now, but I miss those days.

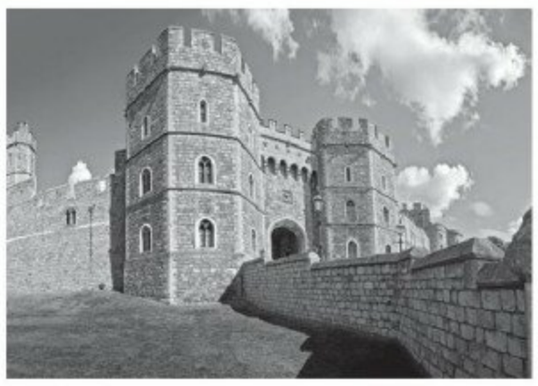
5 TASK Imagine you are inside your dream house. Walk around and describe it.

I'm downstairs. I'm walking into the kitchen. It's very ...

Grammar

Comparative and superlative adjectives

1 **Read the information about two famous homes of the British royal family. Write sentences with the comparative form of the adjectives in brackets.**



	Buckingham Palace	Windsor Castle
Built in	1703	1070
Height	24 metres	65.5 metres
Size	775 rooms	1,000 rooms
Busy	552,000 tourist visits a year	1,652,000 tourist visits a year
Comfortable	★★★★★	★★★★
Impressive	★★★★	★★★★★

1 (old) _____
2 (tall) _____
3 (small) _____
4 (busy) _____
5 (comfortable) _____
6 (impressive) _____

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

1 Which is _____ (large) city by population: Tokyo, Beijing or Mexico City?
2 Which is _____ (long) river: the Amazon, the Congo or the Nile?
3 Which is _____ (far) from London: Los Angeles, Chicago or New York?
4 Which ocean is _____ (deep): the Atlantic, the Pacific or the Arctic?
5 Which is _____ (expensive) capital city to live in: Madrid, London or Vienna?

(*not*) *as* … *as*

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

1 Both the kitchen and the bathroom in our house are old-fashioned. (old-fashioned)
The kitchen is as old-fashioned as the bathroom in our house.
2 My brother's bedroom is really untidy, but mine is worse! (messy)
_____
3 Our garden and our neighbour's garden are the same size. (big)
_____
4 A large flat here costs £150,000 and a small house is the same price. (expensive)
_____
5 The cooker isn't clean, but the fridge is quite clean! (dirty)
_____

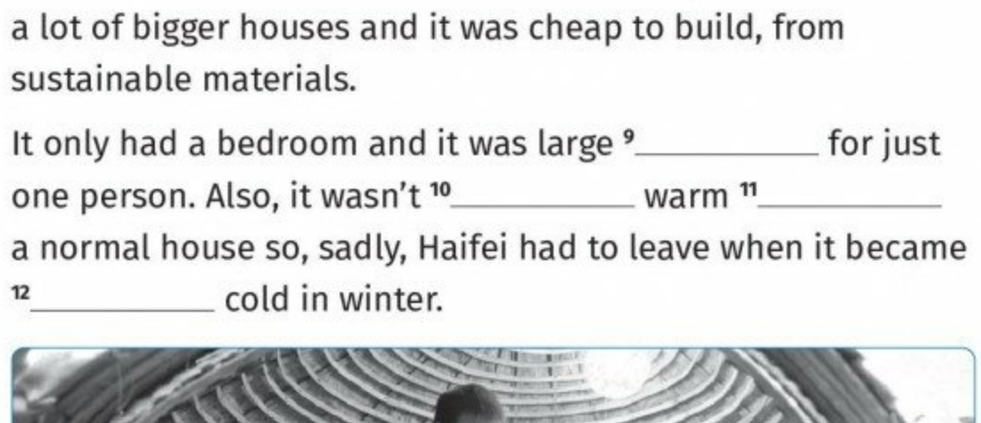
too and *enough*

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

1 'Can you hear me?' (loud)
'No, I can't. The TV is _____.'
2 'Why do you rent your flat?' (rich)
'Because I'm not _____ to buy one.'
3 'Do you want to have breakfast on the balcony?' (cold)
'No! It's _____ to go outside.'
4 'Is your daughter learning to drive?' (old)
'No, not yet. She isn't _____.'
5 'Why do you want to take a taxi?' (far)
'I think it's _____ to walk.'
6 'Can you pass me that book from the top shelf?' (tall)
'No, I can't reach it. I'm not _____.'

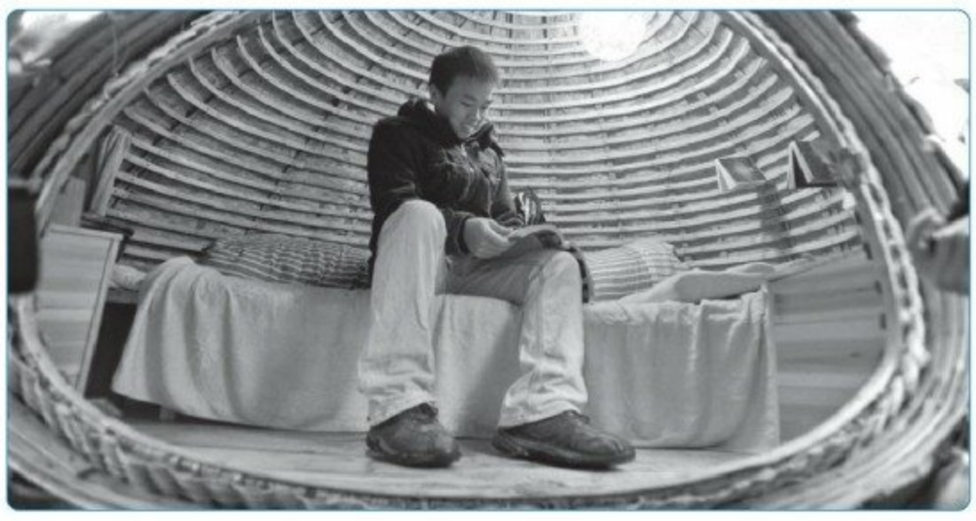
5 **Write one word in each gap to complete the article.**

internationalhomes.org
Houses | Flats | Rentals | Search



This is one of [1]_____ tiniest and [2]_____ interesting houses we've seen. Built in 2010, Chinese architect Dai Haifei's egg house was about [3]_____ big [4]_____ a small van. [5]_____ tallest point of the roof was only two metres. That isn't [6]_____ low to stand up, but it isn't very comfortable. However, it was solar-powered, so it was [7]_____ eco-friendly [8]_____ a lot of bigger houses and it was cheap to build, from sustainable materials.

It only had a bedroom and it was large [9]_____ for just one person. Also, it wasn't [10]_____ warm [11]_____ a normal house so, sadly, Haifei had to leave when it became [12]_____ cold in winter.



6 TASK **Compare your house or flat to the egg house. Is anything the same? What is different?**

Listening, vocabulary and speaking

Insight Collocations: household chores

1 Choose the correct verbs to make collocations with the nouns 1–8.

clean ■ do (x2) ■ lay ■ load ■ make ■ take out ■ vacuum

1 _____ the rubbish
2 _____ the washing machine
3 _____ the bathroom
4 _____ the table
5 _____ the ironing
6 _____ the bed
7 _____ the floor
8 _____ the dishes

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

In my family, everyone has specific chores to do. For example, on Saturdays, my mum [1]_____ all the floors, and my sister [2]_____ the ironing. Grandad [3]_____ out the rubbish, and I [4]_____ the bathroom. My mum [5]_____ all the beds.

After lunch, my dad and brother [6]_____ the dishes and then they also [7]_____ the washing machine with dirty clothes. At the end of the day, Grandma and my sister cook dinner together and I [8]_____ the table before we all sit down to eat.

Asking for permission



3 4.01 William needs to ask permission in four different situations. Listen to dialogues 1–4 and decide who he is talking to in each one.

A His dad
B His teacher
C His friend, Jack
D His friend's mum

4 4.01 Listen again and answer the questions.

1 What does William want to borrow from Jack?
_____
2 Why does he need it?
_____
3 Why does William ask to leave the lesson early?
_____
4 What does William need Mrs Coyne's permission for?
_____
5 Why does Jack think his mum will refuse permission?
_____
6 What does William promise his dad?
_____

5 4.01 Put the words in order to complete the questions William uses to ask for permission. Then match questions 1–4 to the responses a–d. Listen and check.

1 I / for a minute / borrow / Can / your mobile / ?
_____
2 please leave / I / the lesson / at twelve o'clock / Could / ?
_____
3 mind / Jack / with me / you / comes home / if / Do / ?
_____
4 the shower / Is / OK / I / if / it / use / first / ?
_____

a OK then, no problem.
b Sure, go ahead.
c Of course you can.
d That depends.

6 Which questions 1–4 are indirect language? Why does William choose to use this kind of language?

7 TASK Write a short dialogue to ask permission in each situation 1–3. Remember to be indirect when necessary.

1 You're staying at your uncle's house and you want to watch TV. Ask him.
2 You're at your friend's house and you want to get a drink. Ask your friend.
3 You would like extra time to do your homework. Ask your teacher.



Vocabulary and grammar

Insight Phrasal verbs

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

1 I went _____ to the cellar to get some potatoes and other vegetables that we store there.
2 What time did you get _____ this morning? You look tired.
3 This charity looks _____ old buildings which are historically important.
4 The famous architect Frank Gehry grew _____ in Canada but moved to the USA.
5 Tidying the house tired me _____ so I need to lie down now.
6 He wants to find _____ about the architect who designed this block of flats.
7 New research about climate change has brought _____ changes in how we heat our homes.
8 Jennifer has a very beautiful garden. She likes showing it _____.

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

myblog POSTS ABOUT FOLLOW ARCHIVE



This very ordinary 1950s semi-detached house, called Mendips, is where John Lennon [1]_____. His parents didn't live there. His Aunt Mimi [2]_____ him. You can visit it on a guided tour and stand in the bedroom where Lennon [3]_____ every morning. You walk down the same stairs he [4]_____ to have breakfast before going to school. It is also easy to imagine him coming home aged 20, [5]_____ after playing in the Beatles' first gig at the Cavern Club.

And if you want to [6]_____ about Paul McCartney's teenage years, his home is just a few minutes away on Forthlin Road. In this house, John and Paul composed and practised many of the Beatles' early songs. They often invited friends round to hear them [7]_____ their new tunes. It is strange to think that the group who [8]_____ such a big change in musical history started out here.

Like | Share | Comment

Vocabulary extra Parts of a house

3 Choose the best answers to the questions.

1 What is usually upstairs?
a the front door **b** the garage **c** the balcony
2 What is always downstairs?
a the cellar **b** the attic **c** the skylight
3 Where is the car?
a in the garage **b** under the stairs **c** in the attic
4 What can't you open?
a the skylight **b** the front door **c** the step
5 What is often the highest thing in a house?
a the chimney **b** the attic **c** the balcony
6 What can you walk up, from one floor to the next?
a the stairs **b** the upstairs **c** the skylight
7 What can't you put your bike in?
a the garage **b** the chimney **c** the cellar
8 What do bungalows never have?
a a garage **b** stairs **c** a front door

Verbs + infinitive or *-ing* form

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

1 Is there anything you hate **to do** / **doing** in your job?
2 Are you looking forward **to starting** / **to start** work in Blenheim Palace next week?
3 What types of houses do you enjoy **to working** / **working** on?
4 Do you ever imagine **to live** / **living** in a mansion or a castle?
5 What do you try not **to do** / **doing** when you decorate an old house?

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

a _____ Well, I can't stand _____ (paint) doors. It takes a long time!
b _____ Well, I always avoid _____ (move) delicate things. I don't want to break anything.
c _____ I love _____ (repair) historic old cottages most of all.
d _____ Not really. I don't need _____ (use) my imagination. I work in these buildings every day.
e _____ Yes, I am, but I promised _____ (give) my assistant the week off, so I'm going to be very busy.

6 TASK John Lennon and Paul McCartney's childhood homes were very ordinary British houses. In your country, what kind of home do most people live in? Answer the questions.

1 What type of building is it?
2 How many storeys does it have, and what rooms are on each storey?
3 Which of the parts of a house in exercise 3 does it have?
4 What do you like and dislike about this kind of home?

Reading

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

1 Look at the title. What is the text about? Is it fact or fiction?
2 Look at the layout. Where is the text from? Is it from a leaflet for tourists, a personal blog or an article from a history magazine?
3 Look at the pictures. Which of the following topics do you expect to find in the text?
- what people wore
- how they decorated their homes
- the design of their homes
- how they travelled
- their pets
- the lives of both the rich and the poor
- school life for Roman children
- games and activities
- what Roman soldiers did

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

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

A Amazingly, for example, they had running water and central heating.
B Luckily, there was very little crime in Ancient Rome.
C However, they didn't have much free time because they needed to do their chores.
D That was because it was safer and more private to face the courtyard and not the street.
E The only season when they ate inside was winter.
F In many ways, they were as attractive as a millionaire's mansion today.
G Several generations lived together under one roof, including aunts, uncles and cousins.

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

1 Ancient Rome was too crowded.
2 Poor people usually lived in one-storey buildings.
3 Dogs were more common as pets than any other animal.
4 Teenagers often did the cooking for the family.
5 Poor people cooked food outside.
6 The bedrooms in rich people's houses were upstairs.
7 Burglars often stole jewellery and paintings from rich people's houses.
8 Rich people had the same type of furniture as we have today.

Let's look at ... life in Ancient Rome

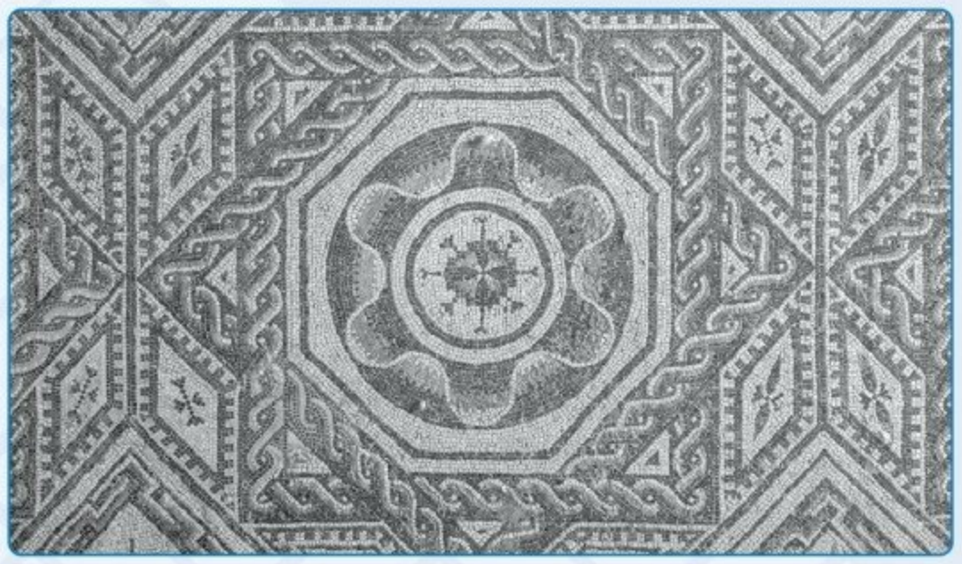
The Romans had one of the greatest and most powerful empires in history. They built roads and canals, and hundreds of elegant cities full of theatres, markets and enormous sports stadiums. But what were ordinary Roman houses like, and what was life like in a typical Roman home?



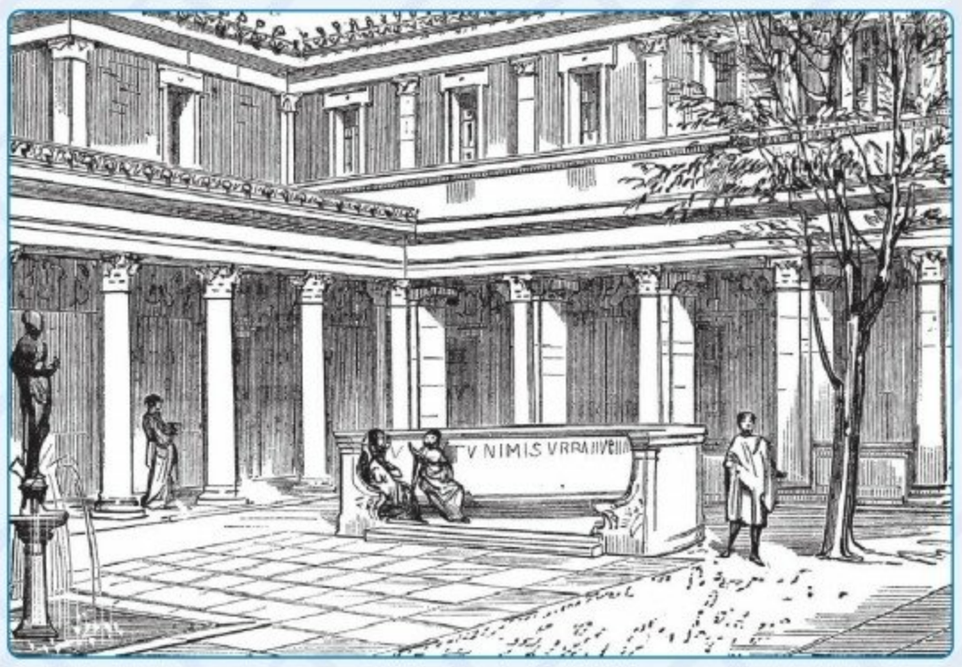
Two thousand years ago, the ancient city of Rome had over 1 million residents, and there wasn't enough space for all the people. When we think of Rome, we think of magnificent stone buildings like the Colosseum or the Pantheon, but most of its houses were wooden, especially in the poorer districts. Poorer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



Wealthier people had larger and more luxurious houses. [3]_____ And because rich Romans had so many servants and slaves, their lives were unbelievably comfortable. Their one-storey homes were made of brick, with attractive red roofs, and the windows of all the rooms faced towards the courtyard. [4]_____ Rich people wanted to be safe from crime. They had a big wall at the front of the house with a huge front door, and they had guards to watch out for thieves and burglars, especially at night.



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



People lived in Ancient Rome 2,000 years ago, but were their homes and their daily lives so very different from the lives of very poor and very rich people today?

Glossary

* pipes = long tubes that carry water around a house
* mosaics = wall pictures made from a lot of small stone pieces

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

1 thieves and burglars
   - **a** Which people only steal things from houses?
   - **b** Which people steal things from anywhere?

2 guards and gardeners
   - **a** Which people grow flowers and plants?
   - **b** Which people protect a place?

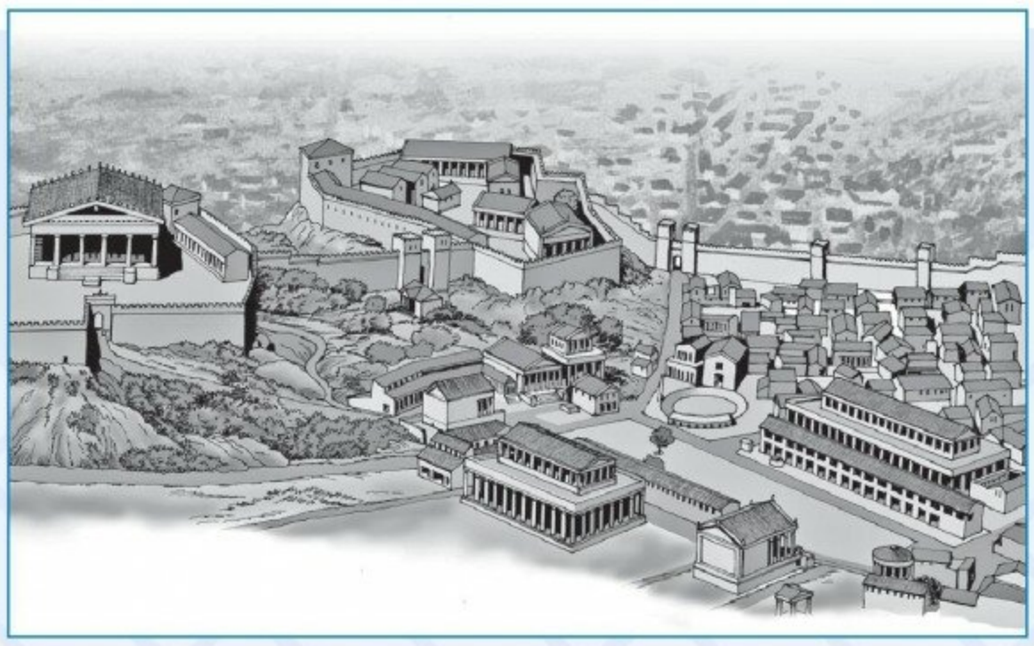
3 servants and slaves
   - **a** Which of these people get paid for their work?
   - **b** Which people belong to someone else?

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

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

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

7 TASK Imagine being a teenager in Ancient Rome. Describe where you live and who you live with. Say how you spend your day.



Writing A description of a room

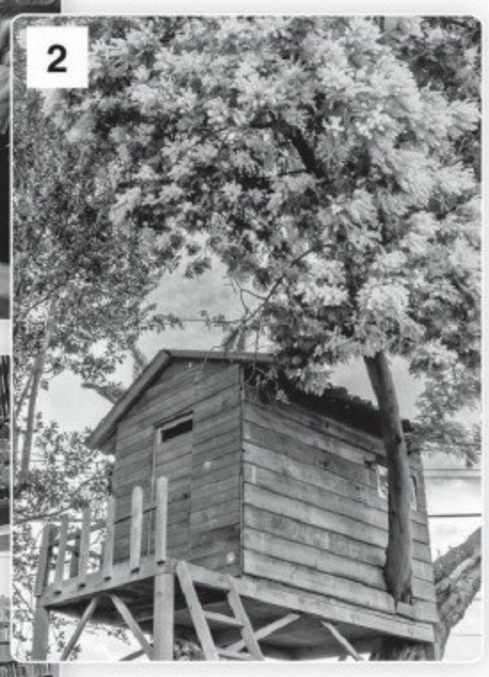
1 **You see a competition in a magazine. Read the instructions. What do you have to do? What can you win?**

My home from home

At home, we feel safe, comfortable and relaxed. But which other places do you love spending time in? Write and describe a place away from home that makes you feel at home. Tell our readers why you love it. Our judges will pick their favourite description. First prize: £30

2 **Now read three competition entries and look at the photos. Which place does each text describe?**







A … That's one reason why I love Arthur's Coffee Shop. There are two armchairs and a long sofa in my favourite spot. They're right in the corner of the room, so it feels like a private place. It's really quiet and relaxing there without the loud music they play in the cafe next door. The coffee is excellent and I love this place because I can spend hours there chatting with my friends.

B … In fact, it's an escalator to take readers to the third floor of our amazing new city library. I go there twice a week to borrow books. There are rows and rows of metal bookcases full of books and DVDs, and a lot of tables and chairs. It's an incredibly modern building, but it's also comfortable and I love sitting there and reading my favourite novels.

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

3 **Here are three ways to interest the reader with your first sentence. Match sentences 1–3 to a–c. Then decide which text each sentence belongs to.**

1 _____ Once, two years ago, my brother fell from the tree and hurt his arm!
2 _____ There's something strange. It's lit up with blue light.
3 _____ From the window, I can see the whole of the park and watch people walking their dogs.

a a view from inside
b a dramatic event
c an interesting or mysterious object

Insight Adverbs of degree

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

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

Writing guide

■ **TASK** **Think of a special place away from home where you feel at home. Write a description of the place for a blog.**

■ **PLAN 1** **Decide how you are going to start your description. Make notes about the general appearance of the place, the things you can find there and what you like about it.**

■ **PLAN 2** **Decide which ideas you are going to use and match them to these paragraphs.**

Paragraph 1: Start your description with an interesting opening sentence.
Paragraph 2: Describe the general appearance of the place and the important things that you can see in it.
Paragraph 3: Write about other things in the place, and use adverbs and adjectives to describe them.
Paragraph 4: Write what you love about the place, or what you love doing there.

■ **WRITE** **Write your description.**

■ **REVIEW** **Check the following points.**

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

U4 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 4A	Mark
I can make predictions about a text from headings, titles, pictures or headlines.	
I can use adverbs of manner and comment.	
I can use compound adjectives to describe places and things.	
How can I improve?	

Lesson 4B	Mark
I can use comparative and superlative adjectives, and (*not*) *as* … *as* to compare people, places and things.	
I can use *too* and *enough* to talk about degree.	
How can I improve?	

Lesson 4C	Mark
I can understand the main points of a talk.	
I can use collocations to describe household chores.	
I can ask for permission.	
How can I improve?	

Lesson 4D	Mark
I can skim-read to find relevant information in a text.	
I can use phrasal verbs to talk about different lifestyles.	
I can recognize and use different verb patterns.	
How can I improve?	

Lesson 4E	Mark
I can write a description of a room.	
I can use different types of opening sentences to make my descriptions interesting.	
I can use adverbs of degree to make the meaning of an adjective stronger or weaker.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

5 No limits

Vocabulary

Vocabulary extra Generations

1 Match people 1–6 to the words below.

an adolescent ■ a baby ■ a child
a middle-aged person ■ a senior citizen ■ a toddler

1 Our little Billy is just four weeks old.
2 Rosie is going to be 14 next week.
3 My dad is 53.
4 Evie is nearly two years old and already talks a lot.
5 My grandmother is 74.
6 Ethan is only five years old, but he's quite tall.

V Insight Adjective suffixes: *-ing* and *-ed*

2 Read the blog post and choose the correct adjectives.

POSTS ABOUT FOLLOW sportblog

Stars of the X Games, USA

Snowboarding, skateboarding and motocross are among the many [1]**amazed** / **amazing** sports that people watch at the X Games every year. Over 100,000 spectators attend the games. They are [2]**excited** / **exciting** by the bravery and ability of extreme sports stars who never seem [3]**frightened** / **frightening** by anything. But who are the superstars of the X Games? Here are three of our favourites …

1 Dallas Friday



Everyone was [4]**amazed** / **amazing** when she won the first of her four X Games gold medals at the age of 14, only a year after she started wakeboarding. It was [5]**embarrassed** / **embarrassing** for other, more experienced wakeboarders who didn't think that someone so young could win. She just got better and better every year. And soon nobody was [6]**surprised** / **surprising** when she won again and again!

2 Ryan Sheckler



Sheckler started skateboarding at the [7]**amazed** / **amazing** age of two! This [8]**exciting** / **excited** performer won his first gold medal at the X Games when he was 13 years old. Since then, he isn't [9]**embarrassed** / **embarrassing** to admit that he is one of the richest skateboarders.

3 Jolene Van Vugt



At the age of 11, she persuaded her dad to buy her a motorbike. At first, it was a little [10]**surprised** / **surprising** to see such a young girl on a bike, but over the years she became a number one motocross rider. She had a [11]**frightening** / **frightened** accident in 2015, but this superstar was soon back on her bike.

Like | Share | Comment

V Insight Noun suffixes: *-ment* and *-ion*

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

argue ■ decide ■ encourage ■ enjoy ■ ~~intend~~ ■ solve

1 *-ion*	2 *-ment*
intention	_____
_____	_____
_____	_____

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

COULD BE POSITIVE

RISK-TAKING



Taking risks is a normal part of teenage [1]_____ (develop), as we all know. It is important to challenge yourself, and most young people don't need much [2]_____ (encourage) to do things that adults would consider rather dangerous. A dad may find it [3]_____ (surprise) when his teenage children do something risky. That's because he forgets that teenagers are more likely to feel [4]_____ (excite) than [5]_____ (frighten) when faced with the chance to try something new.

There's also the well-known issue of peer pressure – trying to make a good [6]_____ (impress) on your friends by taking a risk. This was observed by American psychology professor Laurence Steinberg as he studied teens playing a research game. Some played on their own and others were watched by their friends. To begin with, this last group's [7]_____ (decide) were more risky than the decisions of the teens playing alone, but, interestingly, Steinberg noticed that the groups quickly found a [8]_____ (solve) to the game which could help them win more often. This may show that watching other teenagers take risks can be a good way to learn.

So when your dad gets angry because your [9]_____ (intend) was just to please your friends and you are totally [10]_____ (embarrass), it isn't all bad. Maybe your friends will learn something from it!

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

Grammar

Present perfect and past simple

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

Wong How Man is a Chinese explorer.

1 He / travel / along the Yangtze River.

_____

2 He / not / visit / the Arctic.

_____

3 How many travel books / he / write?

_____

Felicity Aston is a British explorer and Antarctic scientist.

4 She / go / to the North and South Poles.

_____

5 She / never / explore / South America.

_____

6 She / ever / get lost?

_____

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

1 _____ you ever _____ (take) your children on an expedition?

2 _____ you ever _____ (ride) a camel across a desert?

3 _____ you ever _____ (break) a bone during an expedition?

4 _____ you ever _____ (make) videos of your adventures?

5 _____ you ever _____ (climb) a mountain?

a No, I haven't. But I _____ (hurt) my knee when I was climbing last year!

b Yes, I have. I _____ (go) up Mont Blanc in 2016 and the Matterhorn in 2017.

c Yes, I have. We _____ (film) my last trip along the River Danube. You can watch it online.

d No, I haven't. But when I was in Sri Lanka _____ (ride) an elephant!

e Yes, I have. My eldest son _____ (enjoy) kayaking with me in South America last year.

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

1 We're in Athens, but it's only our first day, so we _____ (not see) the Acropolis yet.

2 Seth _____ (never visit) his capital city, but he plans to go there one day.

3 Alice and Joe _____ (bring) a lot of souvenirs back from their trip last year.

4 I _____ (never fly) in a helicopter, but my sister has.

5 When I was 18, I _____ (drive) across Europe with some friends.

6 On this holiday, we _____ (spend) most of our time on the beach. It's been wonderful.

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

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

1 It's day three of my trip to Barcelona. I've already seen (I / see) all the most famous sights.

2 '_____ (you / booked the flights)?'
'No. We think we might go by train instead.'

3 _____ (we / arrive) back at the airport, so we haven't got our luggage yet.

4 'Adam is coming home in two months, isn't he?'
'Actually, the expedition _____ (finish). He arrived a few weeks ago.'

5 _____ (Lucy / not climb Mount Fuji), but she really wants to do it one day.

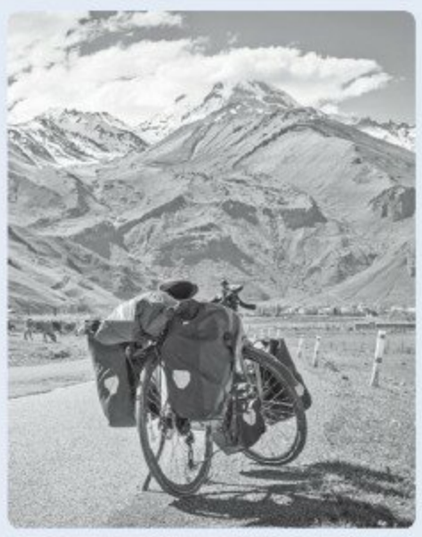
6 _____ (Robin / completed) the Atlantic Challenge. He looks very cold and tired!

5 Complete the blog post with one word in each gap.

posted 20 January 2020

Saving the planet – by bike

Who, what, where?



Have you [1]_____ heard of Teresie Hommersand? In 2017, this Norwegian woman [2]_____ Cape Town, where she was living, to start an epic 20,000 km journey by bicycle across two continents to her home town of Kapp in Norway. She isn't a professional cyclist and has [3]_____ cycled long-distance before.

Why?

Travelling by bike is a way to reduce her carbon footprint because flying is very bad for the environment. In fact, Teresie hasn't [4]_____ since 2012. She hopes that people who have [5]_____ thought about climate change will be inspired by her journey.

How far now?

She has [6]_____ finished the African part of the journey. She [7]_____ at the border of Egypt and Jordan in 2018. On the way, she was chased by an elephant and some people [8]_____ stones at her! But just look at Teresie's Facebook™ page to see all the positive experiences she [9]_____ had so far. She is now cycling across the continent of Europe, often camping in her little tent, but she has also [10]_____ with countless strangers in their homes. Keep going, Teresie!

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

- climb a mountain in the Himalayas
- row across the Atlantic
- ride an elephant through a tropical forest in Ghana

Listening, vocabulary and speaking

Insight Base and strong adjectives

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

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

myblog POSTS ABOUT FOLLOW ARCHIVE

Is it a real phobia?

Here is a list of some very strange phobias!

Entomophobia
Most insects are very small – [1]_____, in fact – but some people are very scared of them! They can't stay in the same room as a butterfly or an ant.

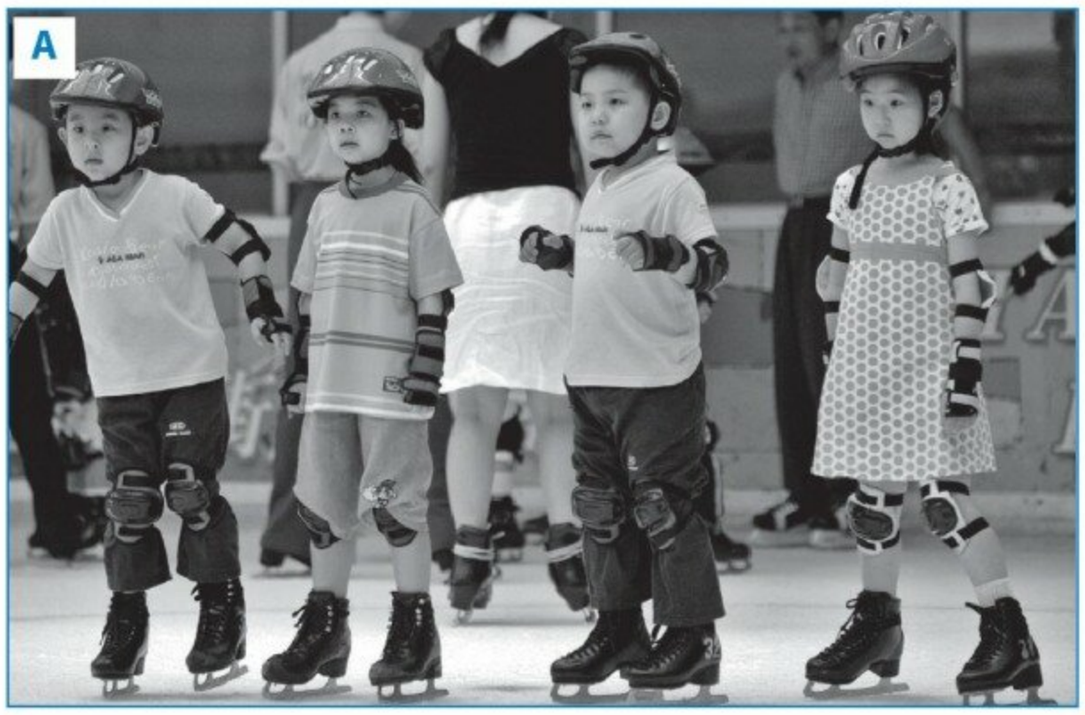
Frigophobia
Imagine never building a snowman! This is the fear of being cold. When it's -5°C and [2]_____ outside, these people are shivering – with fear!

Angrophobia
This is the fear of becoming angry and losing control. People with this phobia hate the idea of getting [3]_____ with someone and having an argument.

Coulrophobia
With their white faces and red noses, clowns are supposed to be [4]_____. But if you have coulrophobia, they aren't funny. They're just terrifying!

Like | Share | Comment

Describing a photo





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

1 Where are the children, and what are they learning to do?
2 What similarities and differences can you see between the photos?
3 How do the people look and feel? Which adjectives can you use?

3 5.01 Listen to Max describing photo A and Annabel describing photo B. They both give one piece of information about their photo that is wrong. What do they say that is wrong?

4 Put phrases a–l into the correct categories.

~~a the photo shows~~
~~b in the background~~
c judging by her face
d on the left / right
e she could be
f next to
g in the middle
h it looks like they are
i in this photo, there are
j in the foreground
k I can see that they are
l behind

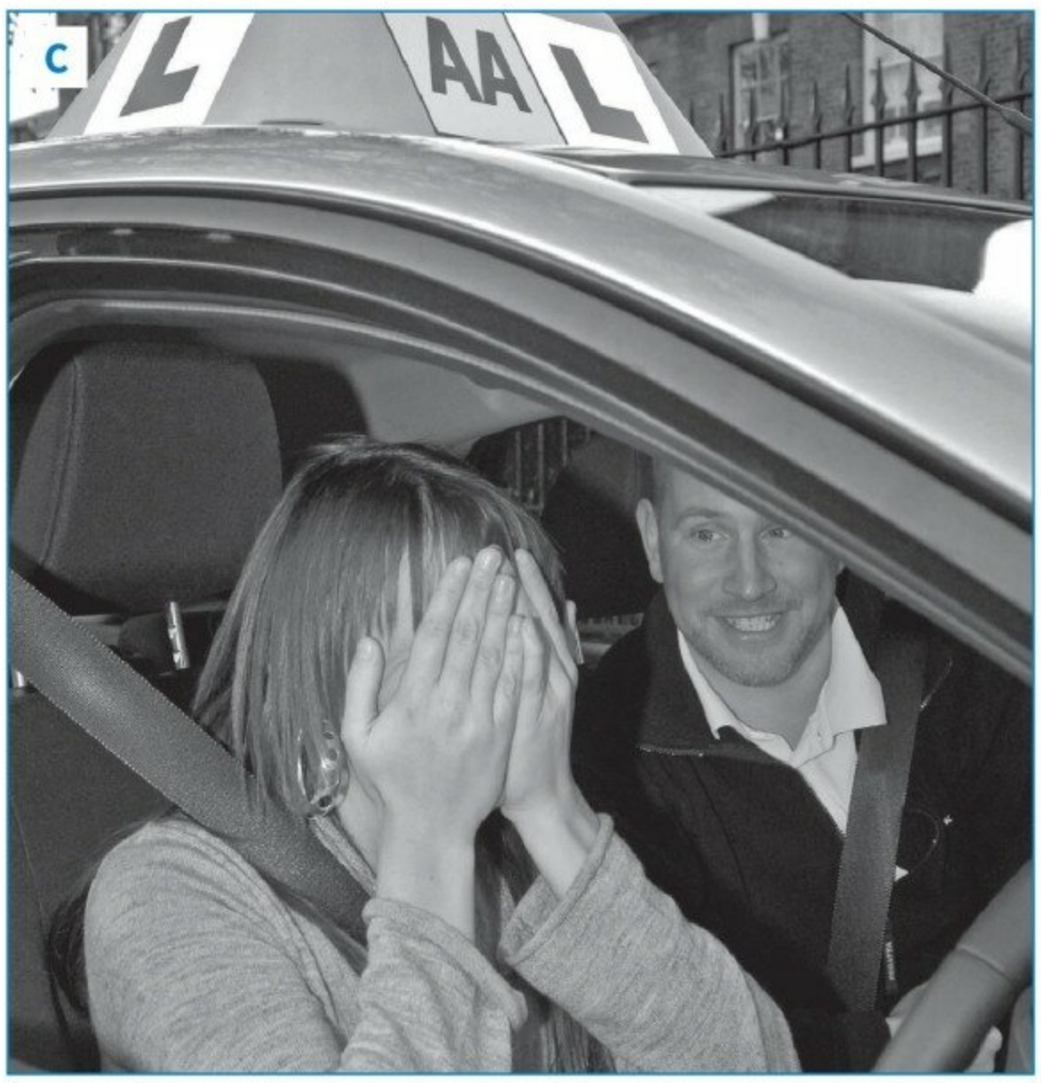
Locating	Describing	Speculating
in the background	the photo shows	

5 5.01 Listen again. Write M (Max) or A (Annabel) next to the phrases in exercise 4 that they use. Which phrase(s) do they NOT use?

6 5.02 Listen to the final part of the dialogue again. How does Max show cultural sensitivity?

7 Look at photo C of another person having a lesson. Answer the questions.

1 Where are these people and what are they doing?
2 How do you think they feel? Why?



8 TASK Have you ever tried to learn something completely new? Did you have lessons? What did you do and how did you feel?

Vocabulary and grammar

Insight Phrasal verbs: stages in a journey

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



Mount Kilimanjaro expedition

1 On the first day, Jane, Tonya and I set **out** / **up** early. We travelled by Land Rover™ to the start of our walk up Kilimanjaro.
2 The Land Rover broke **up** / **down** about half an hour from the start, so we got out and started walking.
3 After a few kilometres, we came **over** / **across** a group of people who were on their way down.
4 At this point, unfortunately, Tonya turned **back** / **off** because she felt ill.
5 She joined the other group and went **down** / **out** to the village at the bottom of the valley.
6 Jane and I decided not to give **down** / **up** and continued the walk, which took four days.
7 We carried **off** / **on** to the top and it was amazing. At almost 6,000 metres high, Kilimanjaro is the highest mountain in the world that you can walk up.
8 To break our long walk down, we stopped **off** / **on** at Millennium Camp for the night.

Vocabulary extra Personality adjectives

2 Choose the negative word in each group.

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

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

1 Lauren could never be serious. She told jokes and made everyone laugh. _____
2 Ruth told everyone that she'd been to the South Pole before. This was not true. _____
3 Andrew hardly did any work on the expedition. _____
4 George paid for the whole trip and bought equipment for the other explorers. _____
5 Jessica hardly spoke to anybody for the whole two weeks. _____
6 Petra was the first person to walk across dangerous places during the expedition. _____

Present perfect with *for* and *since*

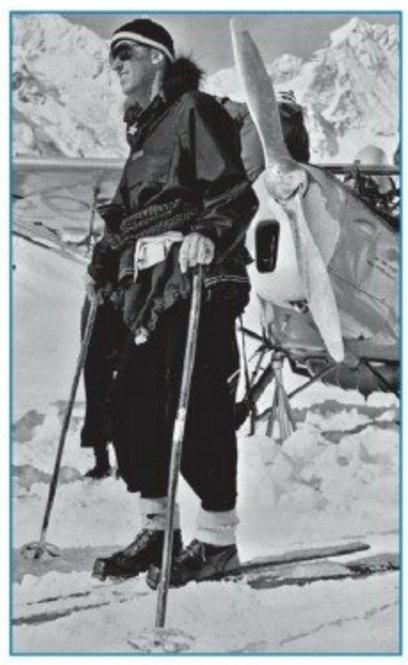
4 Complete the sentences with *for* or *since*.

1 McMurdo Station is Antarctica's biggest research facility. It has been used _____ governments signed the Antarctic Treaty in the 1950s.
2 There have been permanent research stations in Antarctica _____ 1904.
3 There's a station called The Pole of Inaccessibility which nobody has used _____ around 50 years.
4 _____ the early part of last century, 32 countries have built an Antarctic station, including India and Brazil.
5 Some scientists stay in research stations all year round. Antarctica has had a permanent population of about 1,000 people _____ the last five years.
6 The British Antarctic base 'Halley' has been rebuilt five times _____ it was first set up in 1956.

5 Choose the correct words to complete the text.

PROFILE VIEW ALL

Sir Edmund Hillary 1919–2008



Don't be surprised if you [1]**heard** / **have heard** this name before. Edmund Hillary is famous for being the first person to climb Mount Everest. Several films about his expedition have been made [2]**since** / **for** he reached the top with Tenzing Norgay in 1953.
However, Hillary was also one of the leaders of the first overland crossing of Antarctica between 1955 and 1958. This important expedition [3]**included** / **has included** setting up Scott Base, New Zealand's Antarctic station, a research facility which [4]**has been** / **was** in use [5]**since** / **for** over 60 years, (though the original building [6]**has been** / **was**, completely rebuilt [7]**since** / **for** Hillary opened it in 1957).
Edmund Hillary [8]**returned** / **has returned** to the South Pole a number of times in his exciting life. Looking back at his experiences on his 85th birthday, Hillary said, 'What a fortunate person I [9]**have been** / **was**.' He managed to return to Scott Base one last time, at the age of 87.
[10]**Since** / **For** his death in 2008, the New Zealand government [11]**has honoured** / **honoured** his achievements in many ways. For example, [12]**since** / **for** 1990, Hillary's face [13]**has appeared** / **appeared** on the $5 banknote.

6 TASK Describe a famous explorer or adventurer that you know about. What are / were they like? Describe their achievements. Have there been any books or films about them?

Reading

1 **Look at the photos of Bear Grylls. What kinds of things has he done in his life? What kind of person do you think he is?**

2 **Read the article. Are the sentences true (T) or false (F)? Correct the false ones.**

1 Bear Grylls learned survival skills in the army.
2 His father couldn't ski.
3 At the age of nine, he became a Cub Scout.
4 He has never climbed Mount Everest.
5 You can watch Bear Grylls on American TV.
6 Bear Grylls is a father.

3 **Study the pronouns in bold in the article. What do they refer to?**

1 their (line 6) _____
2 he (line 12) _____
3 which (line 16) _____
4 this (line 27) _____
5 them (line 37) _____
6 him (line 60) _____

4 **Read the article again and answer the questions.**

1 What is Bear Grylls's full name?

_____

2 What present did his father give him when he was eight?

_____

3 How many years was he in the SAS for?

_____

4 What caused his skydiving accident?

_____

5 Name one unusual thing that Bear Grylls has done in a TV show.

_____

6 Name three characteristics Grylls says you need to get through life.

_____

7 What does Bear Grylls say he finds tough?

_____

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

a stop being involved in something / decide not to go ahead with something

_____

b start to do or learn something (e.g. a sport or a new hobby)

_____

c solve a problem / find a way to go through something difficult

_____

d stop trying to do something

_____

e learn something (in an informal way)

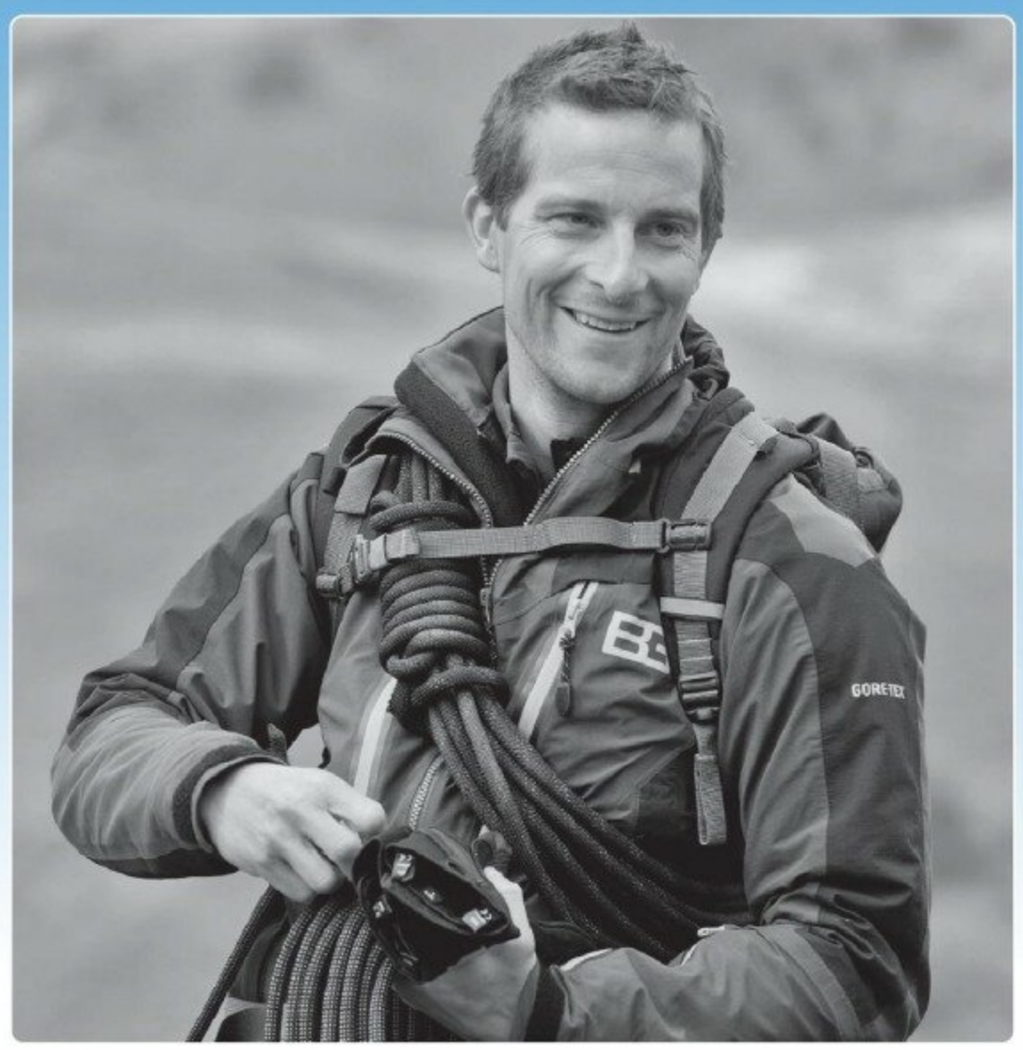
_____

f happen

_____

Bear Grylls:

what life has taught him



He's a black belt in karate, a mountaineer, Chief Scout and a world-famous survival expert. How did all this come about for Bear Grylls? Born in 1974, Bear, or Edward Michael Grylls, grew up reading comics about heroes. His grandfather and father were both military men, and he followed in **their** footsteps to become a member of the Special Air Service (SAS) when he was 20. He says he learned many of the survival skills he uses today during the SAS selection process and his years as a soldier, between 1994 and 1997.

Bear also picked up a lot from his father. **He** was the one who taught Bear to ski, sail and climb. And from an early age, Bear dreamed of climbing Mount Everest, inspired by a poster of the world's highest mountain **which** his dad gave him when he was eight years old, the same age that he joined the Cub Scouts.

At that time, he was, perhaps surprisingly, facing a difficult time at school because of bullying. He was regularly beaten up by another student and this was one reason that he decided to take up karate. The hardest thing he has ever had to deal with in his life, however, was his most serious skydiving accident. While jumping out of a plane in Africa, there was problem with his parachute and he crashed to the ground. **This** left him with three broken bones in his back and almost put an end to his dream of climbing Everest. However, Grylls refused to give up and 18 months later, he reached the summit of the mountain. He was just 23, which was a world record at the time. He's been back to the Himalayas several times since his first Everest climb, doing amazing challenges to raise money for causes such as the children's charity Global Angels.



Most people know Grylls through one of his TV series, and there have been a lot of **them**. First, there was *Born Survivor: Bear Grylls*, known as *Man vs. Wild* in the USA. Since then, he has starred in around ten more programmes and become well known for doing things most people would not dare to do, such as swimming through freezing water, drinking his own urine and eating insects. It's great television, but what's the point? Bear Grylls often answers that these extreme challenges and those of everyday life aren't so different because you need the same things to get through them: positivity, kindness, humility, courage, determination.

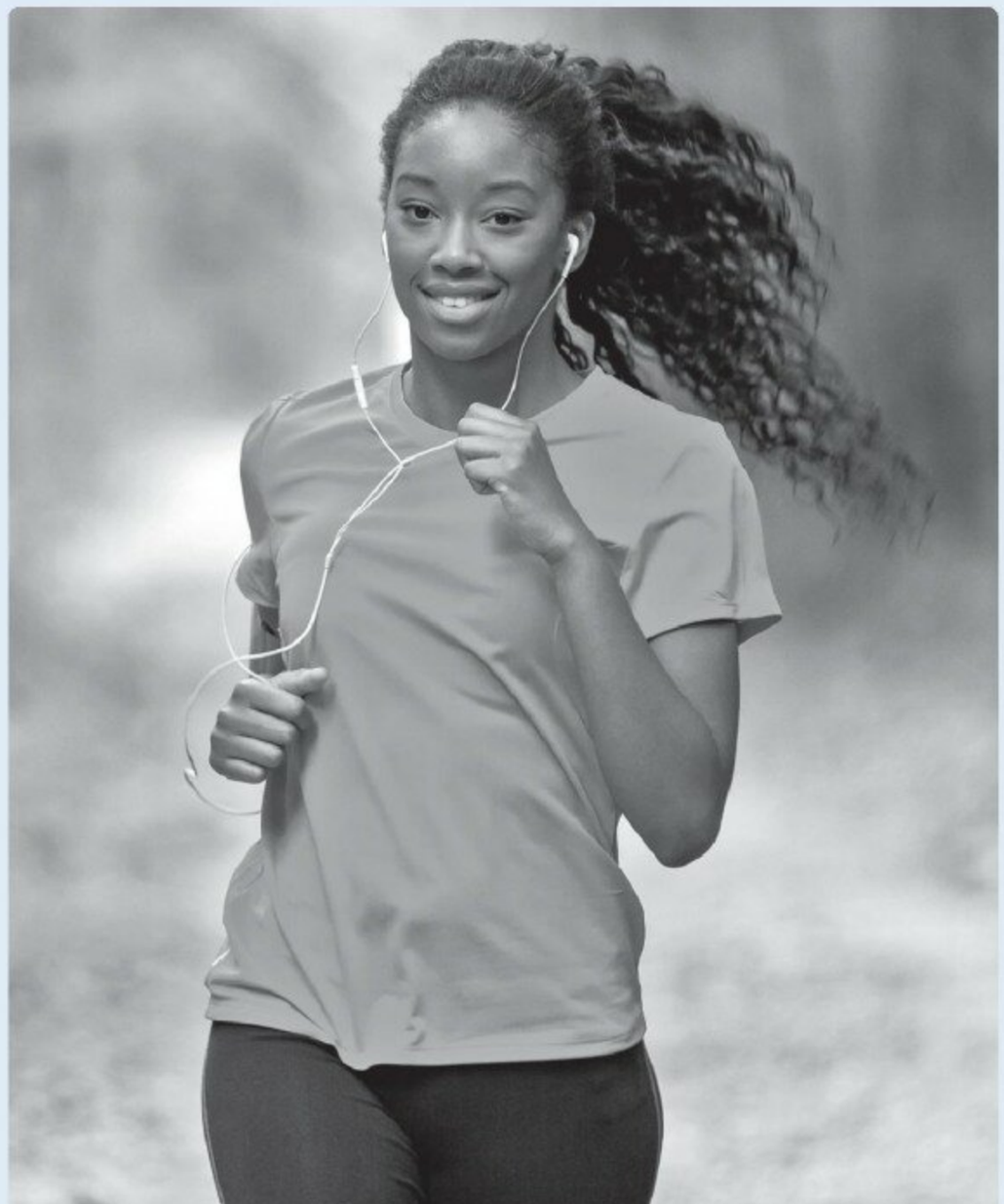
Along with these characteristics, he would say you need to be prepared and, of course, none of Bear's achievements have happened without a lot of hard work. He does yoga and works out regularly, so he's incredibly fit. So, is anything tough for Bear Grylls these days? Well, early in his career, when his first son Jesse was still a baby, he set off to cross the North Atlantic in an 11-metre inflatable boat. He remembers thinking that it was too late to pull out of the expedition, but being a dad made **him** more worried about the risk. He still says that the hardest part of his job is being away from his children.

6 **Complete the blog post with the correct form of the phrasal verbs in exercise 5.**

Marathon **blog** POSTS ABOUT FOLLOW ARCHIVE

My marathon challenge

I honestly never thought I could do it, but I'm proud to say that I have just run my first marathon. It [1]_____ because my sister decided to raise money for charity and she asked me to help her even though she knew I wasn't very fit. I [2]_____ running as soon as I agreed to do the marathon and went out three times a week with my running group. It was so hard! I wanted to [3]_____ so often, but I knew that if I [4]_____ of the race, my sister would be really disappointed. My running friends encouraged me a lot and I [5]_____ a lot of good running tips from them, such as what speed to run at and how to breathe well. I'm really glad I've done this challenge because I raised £200 for the charity and also learned to [6]_____ physical and mental tiredness, which will be useful in other situations in life.



Like | Share | Comment

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

Writing A description of a person

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



1 Kit DesLauriers is a world champion freeskier. She's won National Geographic Adventurer of the Year, too. (as well)

_____

2 DesLauriers was the first woman to ski down Mount Everest. She was the first person to ski down some of the highest mountains in the Arctic, too. (in addition)

_____

3 In 2006, Kit became the first person to ski 'The Seven Peaks' (the highest peaks on all seven continents of the world). She has written a book about it, too. (what's more)

_____

4 Kit is passionate about nature and volunteers to protect the Arctic National Wildlife Refuge in Alaska, USA. She studied environmental political science at college, too. (also)

_____

2 Read the text about astronaut Peggy Whitson and complete the gaps with the words below. Use each word or phrase once only.

■ also ■ as well ■ in addition ■ what's more

Peggy Whitson

The modern explorer I admire the most is Peggy Whitson. She is an American astronaut who has worked for NASA for many years. Her career shows that if you are brave, intelligent and hard-working, you can achieve your dream. [1]_____, it shows that women can be successful in a profession that is physically very difficult. Whitson has spent 665 days away from Earth and has made ten space walks in her career, which is a record for a woman. In total, she has spent over 60 hours on space walks, which is another female record. She was aged 56 on her 2016 space mission, which means she holds the record for being the oldest woman to fly in space [2]_____. Of course, Whitson has to be very well prepared. [3]_____ to her physical preparations for going into space, Peggy had to learn Russian so she could read the displays in the Soyuz spacecraft and talk to the Russian astronauts. She is [4]_____ a talented scientist with a doctorate in biochemistry, and she has done hundreds of important biology experiments during her space missions. Whitson is an important role model for women in one of the world's most exciting jobs. That's why I admire her.

3 Read the factfile about Peggy Whitson. Then read the description again. Find three mistakes in the factfile.

FACTFILE



Name: Dr Peggy Whitson
Occupation: scientist and astronaut at NASA
Date of birth: 1965
Nationality: British
Achievements (as an explorer): 665 days in space in total; most space walks by a woman (5), most time spent on space walks by a woman (60 hours, 21 minutes), oldest woman in space
Other achievements: PhD in biochemistry

4 Here are two more factfiles about modern explorers. Choose the best headings for each factfile. There is one heading that you do not need.

A Trek along the riverbank **B** Mountain adventures
C Journey to the seabed

FACTFILE



Name: James Cameron
Occupation: film director and ocean explorer
Date of birth: 1954
Nationality: Canadian
Achievements (as an explorer): first man to go on a solo dive down to the bottom of the Mariana Trench, the deepest place in the ocean, in 2012
Other achievements: made a lot of films, including *Aliens*, *The Terminator*, *Titanic* and *Avatar*; helped to develop underwater 3D cameras

1 _____

FACTFILE



Name: Ed Stafford
Occupation: adventurer, explorer and TV presenter
Date of birth: 1975
Nationality: British
Achievements (as an explorer): achieved a Guinness World Record in 2012 as the first person to walk the length of the river Amazon
Other achievements: wrote a blog for the charity Prince's Rainforest Project, campaigning against deforestation; made several TV survival series, including one on a remote island called *Naked and Marooned*.

2 _____

Writing guide

■ **TASK** Write a description of a living explorer or adventurer for a web page about explorers.

■ **PLAN 1** Decide who you are going to write about, do your research and make notes. (If you choose to write about James Cameron or Ed Stafford, you can use the factfiles in exercise 4 to help you.)

■ **PLAN 2** Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Say who you admire and why.
Paragraph 2: Give background information. Write about their achievements and their personal qualities.
Paragraph 3: Say why you admire them again.

■ **WRITE** Write your description.

■ **REVIEW** Check the following points.

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

U5 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 5A	I can identify and understand reference items in a text.	**Mark**
	I can use *-ed* and *-ing* adjectives to describe feelings and situations.	
	I can form nouns from verbs using suffixes.	
	How can I improve?	
Lesson 5B	I can use the past simple and the present perfect to talk about experiences.	**Mark**
	I can use the present perfect with *already, just and yet*	
	How can I improve?	
Lesson 5C	I can identify information said by different speakers in a radio programme.	**Mark**
	I can use base and strong adjectives to describe things.	
	I can describe and speculate about a photo.	
	How can I improve?	
Lesson 5D	I can scan for specific information in a text.	**Mark**
	I can use phrasal verbs to describe stages in a journey.	
	I can use *for* and *since* to say how long a situation has existed.	
	How can I improve?	
Lesson 5E	I can write a description of a person.	**Mark**
	I can use linkers to express addition.	
	I can use topic sentences at the start of paragraphs.	
	How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

6 You live and learn

Vocabulary

Insight Collocations: crime

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

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



Police [1]_____ 18-year-old Greg Morrissey when he was found with a bag full of spray paint cans. He was [2]_____ with vandalizing the wall of Drayton Secondary School. At Drayton Magistrates' Court on Friday, he was ordered to [3]_____ a £90 fine.

It is not the first time that Morrissey has [4]_____ in court. He [5]_____ a different crime a year ago – setting fire to a car. For that offence, Morrissey [6]_____ two months in prison.

When he was a younger teenager, he frequently [7]_____ into trouble both in and out of school. His head teacher says that he had to [8]_____ Morrissey for breaking school rules almost every week.

Insight Negative prefixes: *un-*, *im-*, *ir-* and *il-*

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

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

3 Complete the second sentence with an adjective in exercise 2 so that it has got a similar meaning to the first sentence.

1 There is no logical reason to behave that way.
It's irrational to behave like that.
2 Some teenagers today are very rude to older people.
Some teenagers today are very _____ to older people.
3 She behaves like a child even though she is 17 years old.
She is 17 years old, but she is very _____.
4 He never wants to be at school and cries during lessons.
He is very _____ at school.
5 Allowing students to carry knives would be ridiculous.
Nobody could ever consider it.
Allowing students to carry knives is _____.
6 We need rules, even though they can't always be exactly right in every situation.
Rules are necessary, but they are sometimes _____.

Vocabulary extra School: bad behaviour

4 Complete the report with the words below.

bullying ■ detentions ■ expel ■ suspend ■ swearing ■ truant ■ vandalizing ■ warnings

Drayton Secondary School

SCHOOL DISCIPLINARY REPORT: Amelia Johnson

UNACCEPTABLE BEHAVIOUR:

[1]_____ **at teachers:** she uses bad language in the classroom.
Playing [2]_____**:** she misses school two or three days a month and is usually found in the shopping centre.
[3]_____ **her classmates:** she is unkind to younger students and has been physically aggressive on several occasions.
[4]_____ **school property:** she has scratched her name on a desk and written in a number of schoolbooks.

PUNISHMENTS:

[5]_____**:** the head teacher has spoken to Amelia about her behaviour 11 times in the past two months.
[6]_____**:** Amelia has had to stay at school after 4 p.m. eight times.

RECOMMENDED ACTION:

[7]_____ Amelia from school for two weeks with a supervised study programme at home.
If Amelia's bad behaviour continues after this, the school will have to [8]_____ her. She will not be allowed to come back.

5 Complete the article with the words in exercises 1–4. Use one word in each gap.

Thinking of missing school in the UK? Don't!

One study states that 17% of British school-leavers are functionally [1]_____, which means they don't have high-level reading skills. Of course, this makes it almost [2]_____ to get a good job. For this reason, the UK government says you have to stay in education until the age of 18 and, according to the law, it is [3]_____ to [4]_____ truant. But what can head teachers do? They can't [5]_____ you from school, because staying at home is what you want! Well, in the UK, the government won't only [6]_____ the student but the parents, too. Teenagers who don't go to school will get their parents into [7]_____. Your mum or dad could have to pay a [8]_____ of £60, and if you do it a lot, this could go up to £2,500. Parents of students who miss a lot of school sometimes appear in [9]_____ and it is even possible for them to [10]_____ up to three months in prison as a result!

6 TASK You are the head teacher of a school. Decide what punishments to give the two students below. Do you need to involve the police? Why / why not?

1 An older student bullied 13-year-old Reese Atkins for six months in his previous school. Today, Reese forced two 11-year-olds to give him money. He had a knife.
2 Fourteen-year old Emily Milton swore at a teacher and then later vandalized his car. The damage cost £400 to repair.

Grammar

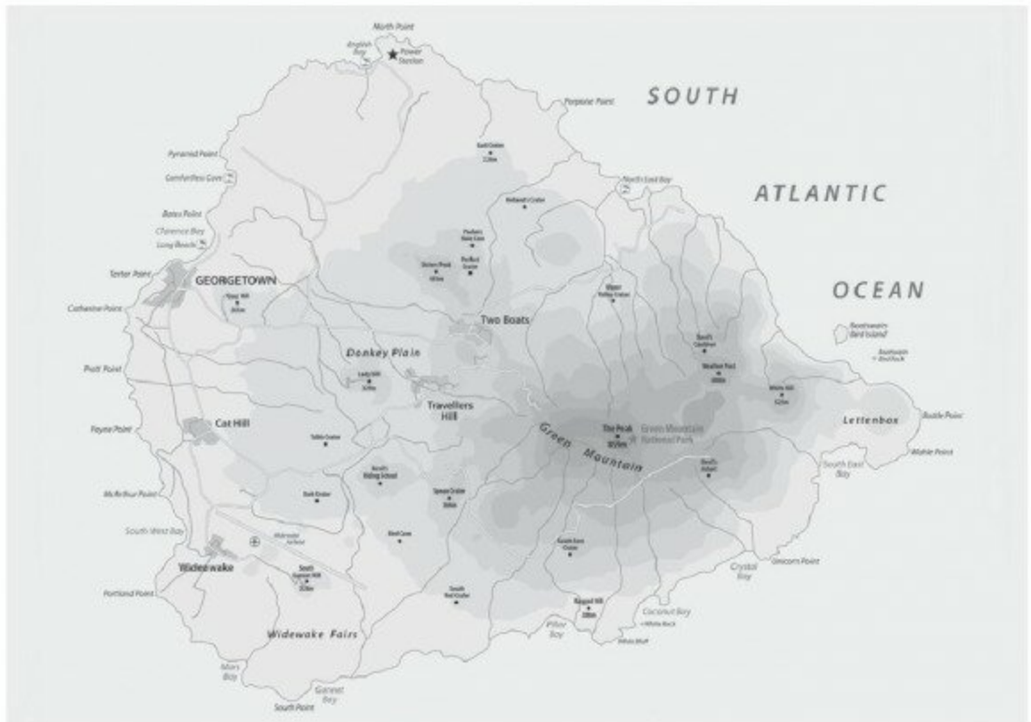
will and *going to*

1 Read the text and choose the correct words.

Island life



It's the start of a new life for the Pullen family. Gerald Pullen has a new job. He [1]**is going to / will** work for the government – on Ascension Island. The whole family [2]**are going to / will** move to this remote island tomorrow. Gerald's teenage son Nicholas thinks it [3]**is going to / will** be hard to live on such a small island at first after living in London. He hopes it [4]**isn't going to / won't** be difficult to make friends. All the children on the island go to one school, in Two Boats village. Nicholas has made some plans to try to fit in with the other students. He [5]**is going to / will** learn about the history of the island, and he [6]**is going to / will** join the Scouts, which is a popular activity for young people there.



The Pullens [7]**are going to / will** set off early in the morning and the journey [8]**is going to / will** take about two days — first by plane to South Africa and then by boat. What an adventure!

2 Complete Nicholas's phone conversation with his friend Becky. Use *will* or the correct form of *be going to*.

Nicholas Hi, Becky.
Becky Nick! I can't believe you're leaving tomorrow. I [1]_____ miss you so much!
Nicholas I know. Me too.
Becky What are your plans for when you arrive?
Nicholas Well, Dad says there are bikes at the new house, so I [2]_____ cycle around the village and the island and find out where everything is.
Becky I think it [3]_____ be exciting.
Nicholas Yes, but I'm nervous about school. What if they don't like me?
Becky Don't worry, Nick. I'm sure they [4]_____ love you when they get to know you.
Nicholas Well, I think there's a school chess club, so I [5]_____ probably join that to make some friends.
Becky That's a good idea. Don't forget us here, will you?
Nicholas Of course not! I promise I [6]_____ send a lot of emails. I've also decided that I [7]_____ write a blog, so you can read that, too.

First conditional

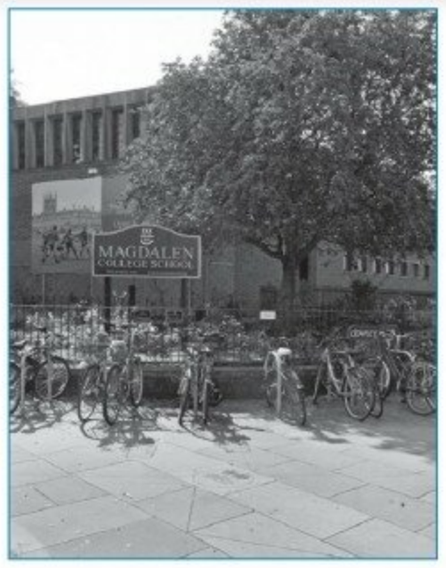
3 Complete the sentences with the correct form of the verbs in brackets.

1 What _____ Nicholas _____ (do) if he _____ (not like) life on Ascension Island?
2 Nicholas _____ (make) friends if he _____ (join) the school chess club.
3 There are green turtles on the island. If Nicholas _____ (go) to the beach at night, he _____ (see) them there.
4 If Nicholas _____ (not email) his friends in the UK, they _____ (be) upset.
5 Nicholas's friends _____ (learn) about life on Ascension if they _____ (read) his blog.

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

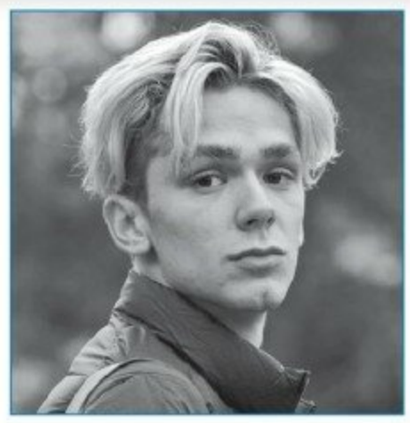
■ cost ■ not be ■ start ■ stay ■ work

In September, I [1]_____ at Magdalen College School, (MCS) Oxford. In my school, I've always been top of the class, but I know it [2]_____ easy to achieve that at MCS as it's very competitive. So I [3]_____ very hard to do well, and also because it's very expensive. I'm 13 now. If I [4]_____ at the school until I'm 18, it [5]_____ my parents £95,000 because the fees are £19,000 a year.



■ be ■ go ■ have to ■ laugh ■ not say ■ not see ■ study ■ try

Is it worth it? People say if you [6]_____ at MCS, you [7]_____ to a top university and that's my plan. I [8]_____ to get a place at Oxford or Cambridge University. I'm excited, but I know it [9]_____ different from the school I go to now. First of all, I [10]_____ any girls at MCS because it's for boys only. Secondly, I [11]_____ dye my hair brown again. And I must remember that Magdalen is pronounced 'maudlin'. If I [12]_____ it the right way, people [13]_____ at me …



5 TASK You are going to go to a new school. Answer the questions.

1 What do you plan to do before you start at the school?
2 What do you think you'll enjoy? What won't you enjoy?
3 How do you think you'll make friends?
4 What new things do you plan to try?

Listening, grammar and speaking

Zero conditional

1 Write zero conditional sentences with *if*.

1 you / score the most points / you / win
If you score the most points, you win.

2 you / be good at / sport / you / enjoy it
_____

3 children / play team games / they / make friends easily
_____

4 you / not concentrate / you / always lose
_____

5 children / not play outside / they / not learn about nature
_____

6 you / score a goal / you / feel proud
_____

2 Write zero conditional sentences to complete the notice on the school website.

New players needed! Come and join one of our sports teams. Here are some good reasons why.

1 join a team / meet new people
If you join a team, you meet new people.

2 exercise your body / stay healthy
_____

3 your team wins a match / feel amazing
_____

4 learn new sports skills / improve your fitness
_____

5 do an outdoor sport / get fresh air
_____

6 not win / learn how to stay strong
_____

4 6.01 Listen again and choose the correct answers.

1 Why doesn't Kyle want to join Swim Club?
- **a** It starts too early.
- **b** He's busy at the weekend.
- **c** He doesn't like swimming.

2 What does Kyle suggest they go to together?
- **a** Swim Club
- **b** Film Club
- **c** karate

3 Which thing below does Kyle NOT offer?
- **a** a lift home from badminton
- **b** to walk to badminton with Amy
- **c** to lend Amy a badminton racket

4 Where are they going to meet?
- **a** at Amy's house
- **b** at Kyle's house
- **c** at school

5 6.01 Match offers and suggestions 1–4 from the dialogue to responses a–e. There is one response that you do not need. Listen again and check.

1 Why don't we go to Film Club?
2 Do you want to come with me?
3 Do you want me to bring one of those?
4 We can give you a lift home, if you like.

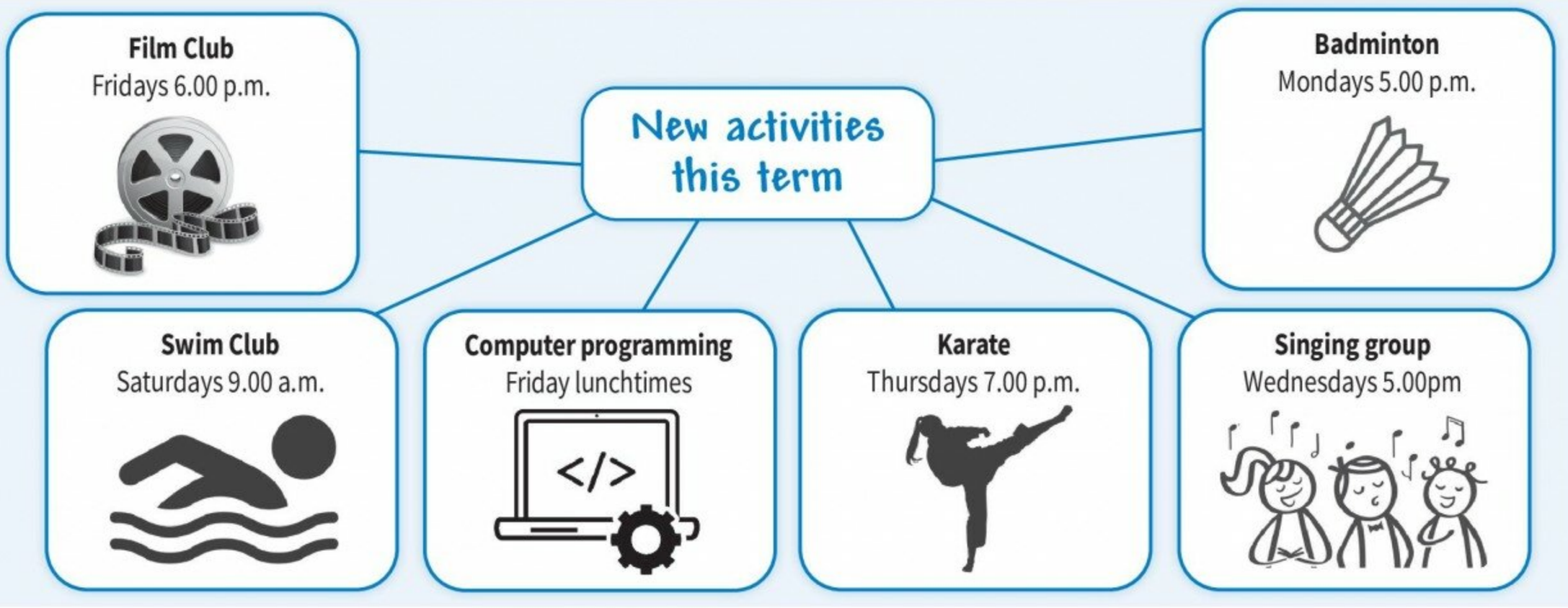
- **a** That's really kind.
- **b** I'd love to, but I work on Friday evenings.
- **c** All right, then.
- **d** That'd be great, but are you sure?
- **e** Sorry, I can't.

6 Which responses in exercise 5 decline an offer? Which one is the most polite?

7 TASK Choose one of the activities on the poster in exercise 3 which you would like to do. Then write a dialogue between you and a friend. Make offers and suggestions.

Making offers and suggestions

3 6.01 Read the poster and listen to the dialogue. Which club do Amy and Kyle decide to join?



Vocabulary and grammar

Vocabulary extra School: compound nouns

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

1	**a** playing	**b** play	**c** class	**field**
2	**a** playing	**b** text	**c** table	**book**
3	**a** play	**b** head	**c** school	**canteen**
4	**a** class	**b** notice	**c** time	**room**
5	**a** sports	**b** notice	**c** time	**table**
6	**a** play	**b** class	**c** school	**ground**
7	**a** notice	**b** head	**c** time	**teacher**
8	**a** science	**b** head	**c** sports	**laboratory**

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

1 **The information you need is on page ten. Read it and look at the diagrams again.**

_____

2 **What time is English? When's PE? We read this to know where we should be.**

_____

3 She's the most important person in our school. She may be kind, but don't break the rules.

_____

4 Spend some money. Buy something to eat. For a quick, tasty lunch, it's hard to beat.

_____

5 **Potassium, magnesium, burning hot. Wear a white coat when you're in this spot.**

_____

Expressing probability

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

1 *study history – YES!*
2 *join the judo club – YES (but not certain)*
3 *get better at maths – NOT LIKELY (but I'll try)*
4 *read more books – YES!*
5 *try to join the school council – POSSIBLE*
6 *learn to play chess – POSSIBLE*
7 *play for the basketball team – NOT LIKELY (but I'll try)*
8 *get a part-time job – NO! (too busy at school)*

1 (definitely) I'll definitely study history.
2 (probably) _____
3 (maybe) _____
4 (certainly) _____
5 (may) _____
6 (perhaps) _____
7 (might) _____
8 (definitely) _____

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

■ definitely ■ might ■ perhaps ■ possible ■ probably ■ will ■ won't



Study goals for Milly

Milly probably [1]_____ pass her English writing exam
Because she doesn't practise as much as she should.
She must study hard for her grades to improve.
Then perhaps she [2]_____ start to feel good.

Maybe this is the year she will learn to ignore
The noisy students who distract her in class.
She will [3]_____ need to do all her homework.
Then it's [4]_____ that she will pass.

In life, Milly will probably be happy and do well.
She's a popular student and so kind.
But she needs to keep up with her intelligent friends
Or she will [5]_____ be left behind.

[6]_____ she will concentrate seriously this year.
That's what we hope for from Milly.
She [7]_____ even go right to the top of the class
If she is sensible and stops being silly.

V Insight Adjectives in poems

5 **Circle all the adjectives used in the poem. Which adjectives are NOT used about Milly? What do they describe?**

6 **TASK** **Write about your goals for this year at school. Say how likely you think it is that you will do them. Think about:**

■ sports and activities you'll try.
■ subjects you'll enjoy most and do well in.
■ new things you'll learn to do.

Reading

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

a It's about a school for students that are very intelligent and academic and want to get good exam results in art and drama as well as traditional subjects.

b It's about a modern school for teenagers which offers unusual subjects that you don't often find on a typical school timetable.

c It's about an old school for young children and teenagers which gives students an opportunity to decide when and how they want to learn and develop.

2 Read the article again. Choose the correct answers.

1 Which of the following statements about Summerhill School is not true?
- **a** It's by the sea or not far from the seaside.
- **b** It's possible to have meals at the school.
- **c** Both teachers and students stay at the school.
- **d** The school building is modern and unusual.

2 According to the text, which one of the following 'rights' do children at Summerhill have?
- **a** They can vote for their favourite classes.
- **b** They can choose not to do exams.
- **c** They can have lessons outside if they want.
- **d** They can choose their teachers.

3 What usually happened in most schools in the 1920s, according to the text?
- **a** School uniforms were not common.
- **b** Teachers weren't sure how to educate children.
- **c** Children couldn't speak during their lessons.
- **d** Teachers allowed the students a lot of freedom.

4 In what way are modern state schools different from Summerhill today?
- **a** Their students certainly won't work as hard as Summerhill's.
- **b** Their students are under a lot more pressure to do well in exams.
- **c** Their students spend more time discussing ideas than at Summerhill.
- **d** They don't expect their students to do as well in exams as Summerhill's.

5 Why does today's head teacher say the school has to adapt?
- **a** Because when the children arrive at Summerhill, they don't know how to behave.
- **b** Because the school has changed from how it was before.
- **c** Because they go on trips to a lot of interesting places.
- **d** Because they encourage parents to buy more things for their children.

6 What is the best way to describe the message of Summerhill School?
- **a** Young people need loving, kind, helpful parents.
- **b** They need adults to give them a good example.
- **c** They need to make their own decisions and take responsibility for them.
- **d** They need adults to organize their lives.

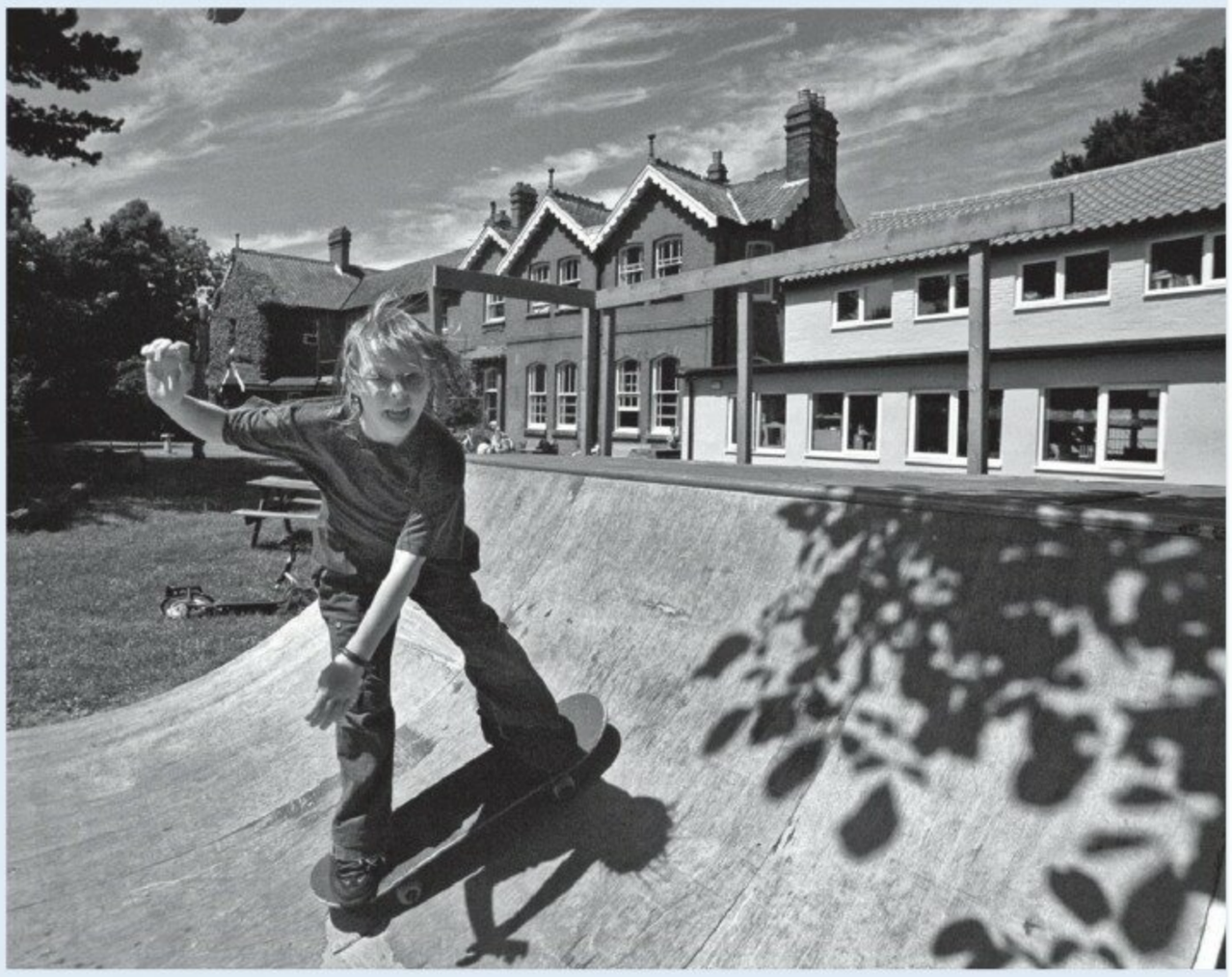


Summerhill School

Imagine a school …
Where kids have freedom to be themselves …
Where you can play all day if you want to …
And there is time and space to sit and dream …
… could there be such a school?

If you travel about 140 kilometres north of London, to England's east coast, you'll find a very unusual school. It's a boarding school in a large 19th-century building, where children, teachers and other members of staff live, eat, study and work together. Its name is 'Summerhill'. There are 70 students at the school, aged between five and 18, and the school has its own library, theatre, sports hall and playing fields. What makes the school different, however, is the way it treats* its students. Summerhill is a free school. If you go there, you have the right to choose when you attend classes, the right to vote on school rules, and the right to take exams … but only if you want to. If you prefer going for a walk in the countryside instead of going to maths, that's OK. Nobody is going to punish you.

This may sound like a new and revolutionary idea for a school but, actually, Summerhill first opened in 1921 and celebrates its 100-year anniversary in 2021. It describes itself as the oldest 'children's democracy' in the world. Back in the 1920s, society believed that children were immature and irresponsible and that the only way to educate them was to be strict. Children had to wear uniforms, be silent and never ask questions. Schools regularly used corporal punishment when pupils broke the school rules, and there were so many rules that it was difficult not to get into trouble. In contrast, AS Neill, the man who started Summerhill, wanted a school where children were free to make their own decisions and to give their opinions. His philosophy was that if



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

Nowadays, the rules in state secondary schools aren't as strict as they were 100 years ago, but the pressure on students to work hard and do well is perhaps greater than before. In the future, there will probably be more tests and exams in state schools, but not at Summerhill. Students there will be free to discuss ideas, write stories, play games and act in plays. In this way, these young people will develop their imaginations and their personalities.

AS Neill died in 1973, and his daughter, Zoë Neill Readhead, is the head teacher today. The school is the same as it ever was, but Ms Readhead points out that Summerhill has to adapt because the children coming to the school have changed. Modern parents spend a lot of time with their children – they take them to interesting places, they organize things for them to do, and they buy them a lot of presents. In Ms Readhead's opinion, this isn't always a good thing. When these young people get to Summerhill, they are often spoiled and don't know how to do things by themselves, so Summerhill has to teach them how to behave in a school democracy. They need to learn to be free from having their lives organized by adults.

Summerhill continues to be a school that believes young people should live their own lives, not the lives that their parents and teachers think they should have.

Glossary

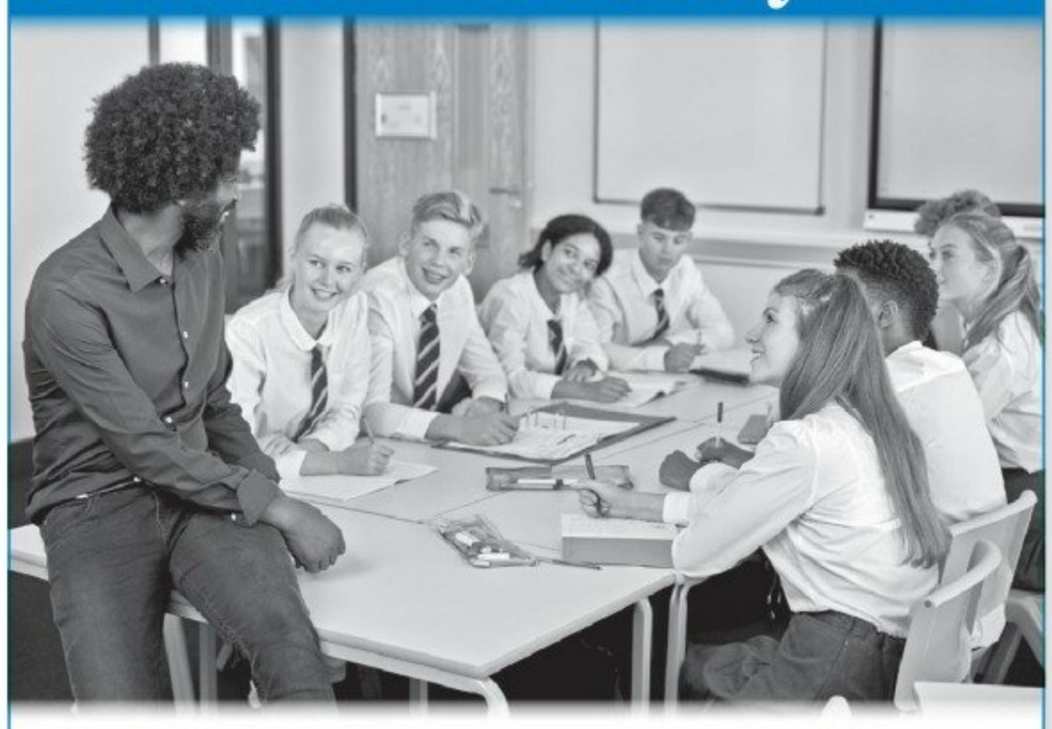
* treat = behave in a particular way towards someone or something

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

1 show your view or opinion in a meeting or an election _____
2 schools for students aged between 11 and 18, which you don't have to pay for _____
3 a school where the students live and sleep _____
4 having very strong rules _____
5 the people who work in a school or an office _____
6 hitting people with something to punish them _____
7 a word used to describe children who are not nice because their parents give them everything they want _____
8 go to and be present at _____

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

Britain's school system



Most students don't [1]_____ private schools because they are usually expensive. The majority of teenagers go to [2]_____ and they go home at the end of each school day, although there are around 40 [3]_____ in the state system. In general, the head teacher decides everything at their school, including which [4]_____ to employ and how to punish students who break the school rules. In the past, some used [5]_____, but in 1986 this was banned by law. These days, head teachers can be very [6]_____ or choose to give their students more freedom. In many secondary schools, there is a student council which gives students the chance to [7]_____ on important issues.

5 TASK Your friend Callum is thinking about going to a new school. He has to decide between a state secondary school and Summerhill. Give him some advice about which school to choose and why.

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

Writing A for and against essay

Insight Linkers

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

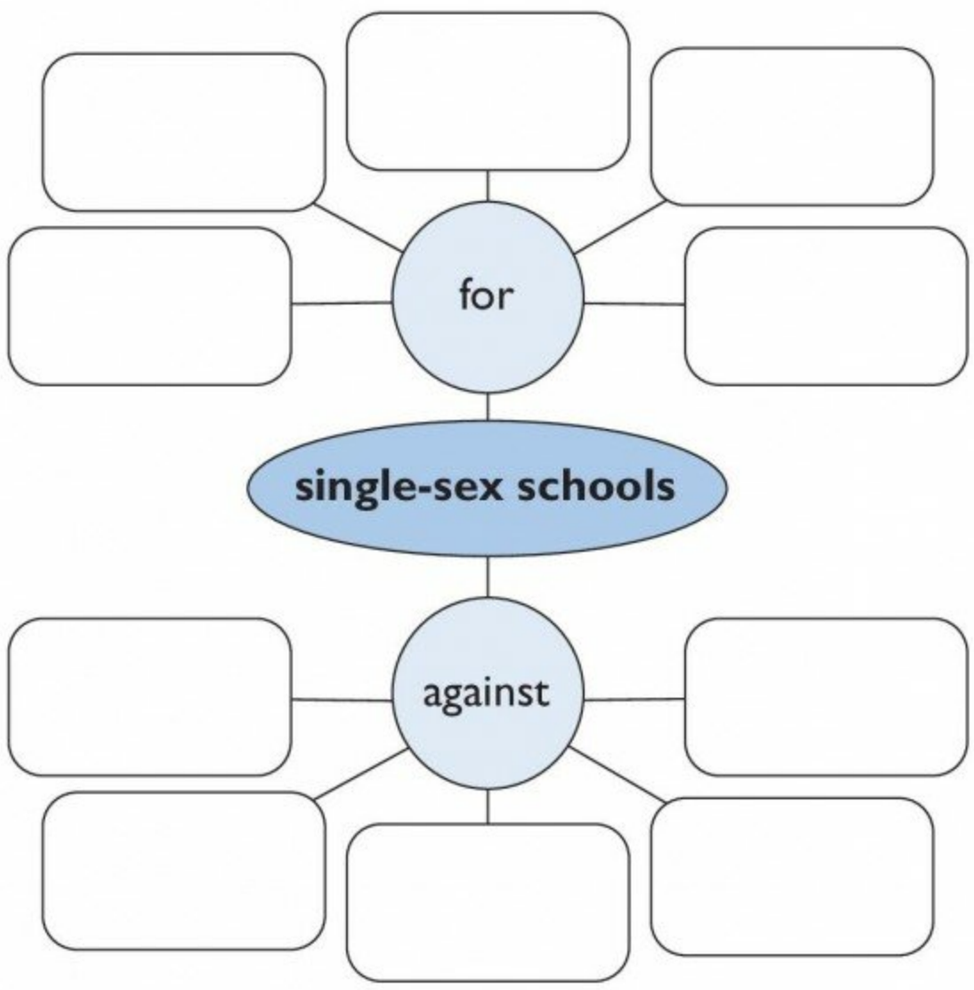
1 Although research shows that grades in single-sex schools are higher than mixed schools,
2 Maths and science have been traditionally thought of as 'male' subjects.
3 On the one hand, students sometimes feel more comfortable studying in single-sex classes.
4 It may be true that boys and girls learn in different ways,

a On the other hand, it does not prepare them for real life after school when they will need to mix with the opposite sex.
b but good teachers can make sure both sexes learn well in mixed classes.
c However, in an all-girls school, the students feel free to enjoy and do well in these subjects because there are no boys to make fun of them.
d this may be because single-sex schools often select students with an entrance test.

2 Choose the correct linking words or phrases.

1 **Although** / **However** I prefer to study with other boys, it's important to be able to work with girls, too.
2 Girls often do better in single-sex schools, **but** / **on the one hand** boys tend to study better when there are also girls in the class.
3 Single-sex education is an old-fashioned idea from the 1800s and it is less common these days. **However,** / **Although,** many mixed schools still have separate lessons for boys and girls in PE.
4 **On the one hand,** / **However,** teenagers can feel very distracted and embarrassed around the opposite sex. On the other hand, it is important for them to learn to socialize.

3 Find four arguments 'for' and four arguments 'against' single-sex schools in exercises 1 and 2 to complete the mind map. Add one extra idea of your own to each category.



4 Complete the essay with the correct linkers. Which of the arguments from the mind map does the writer use?

What are the arguments for and against single-sex schools?

In the UK, some parents choose to send their children to all-boys or all-girls schools. [1]_____ there are some reasons why this is a good idea, I don't believe that children should go to single-sex schools. On the one hand, some students may feel more comfortable and less embarrassed in a single-sex classroom. [2]_____, it is necessary for boys and girls to learn how to deal with their feelings and socialize in a mature way. Other people argue that girls often do better in all-girls schools, especially in maths and science, [3]_____ boys study better when girls also attend the lessons, so this is unfair for boys.

I think that [4]_____ the two sexes may learn in different ways, a good teacher can help both boys and girls to do well in a mixed group.

In conclusion, single-sex schools are generally a bad idea. It is true that students at single-sex schools may sometimes get better grades. [5]_____, boys and girls need to learn to work together because this reflects real life.

Writing guide

■ **TASK** **Read the task and check you understand it.**

Write a for and against essay on the following topic: What are the arguments for and against exams in schools?

■ **PLAN 1** **Write down your ideas in a mind map like the one in exercise 3. Decide which arguments you support. Decide on the order of your arguments. Which are the most important?**

■ **PLAN 2** **Decide which ideas you are going to use and match them to these paragraphs.**

Paragraph 1: Introduce the topic and your opinion.
Paragraph 2: Arguments you don't support
Paragraph 3: Arguments you support
Paragraph 4: Conclusion – summarize the arguments you support.

■ **WRITE** **Write your for and against essay.**

■ **REVIEW** **Check the following points.**

- Are your ideas divided into paragraphs?
- Have you used linkers of contrast correctly?
- Have you checked spelling, grammar and punctuation?

U6 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 6A		Mark
	I can understand cohesion in a text.	
	I can use crime collocations to talk about crime and law.	
	I can use prefixes to form adjectives with negative meaning.	
	How can I improve?	

Lesson 6B		Mark
	I can use *will* and *going to* to talk about the future.	
	I can use the first conditional to talk about possible future situations and probable results.	
	How can I improve?	

Lesson 6C		Mark
	I can take notes to summarize the main ideas of a presentation.	
	I can use the zero conditional to talk about general facts.	
	I can make and respond to offers and suggestions.	
	How can I improve?	

Lesson 6D		Mark
	I can understand the description of places and feelings in a poem.	
	I can use adjectives to express positive and negative feelings.	
	I can use modal verbs and adverbs to express probability.	
	How can I improve?	

Lesson 6E		Mark
	I can write a for and against essay.	
	I can plan for writing by brainstorming ideas.	
	I can use words and phrases to express contrast, reason, result and additional information.	
	How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

7 Progress report

Vocabulary

Insight Statistics

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

1 By adding population numbers from all its countries, we have worked out that the total population of the world is around 7.7 billion.
a we calculated **b** we divided **c** we decreased

2 There are 195 countries in the world, so if we take 7.7 billion and share it between 195, it makes the average population of each country almost 40 million.
a we halved **b** we multiplied **c** we divided

3 One hundred years ago, over 25% of the world's population lived in Europe. Today, the number is down to about 12.5%.
a it doubled **b** it halved **c** it multiplied

4 Between 2018 and 2030, Niger's population is expected to go up by over 50%, the biggest jump in the world.
a it will increase **b** it will double **c** it will decrease

5 From 2005 to 2015, Andorra's population went down by 3.61%, the largest drop in the world.
a it increased **b** it doubled **c** it decreased

Insight Nouns with two meanings

2 Complete each pair of sentences with the same word.

■ country ■ end ■ present ■ second ■ way

1 **a** Every ten years, the Indian government counts the number of people in the country. This is called a census. It's a _____ of finding out how many people live in India.
b If you travel all the _____ from Goa in the south of India to Delhi in the north, you'll pass through several of the world's fastest-growing cities.

2 **a** France gave the Statue of Liberty to the city of New York as a _____ in the 1880s.
b At _____, the population of the USA is over 330 million.

3 **a** In many Asian countries, people have to move from the _____ to the city to find work.
b In my _____, Nigeria, we've got a population of over 200 million people – it's the highest in Africa.

4 **a** In 1899, at the _____ of the 19th century, the population of Australia was under 4 million. Now, it's over 25 million.
b To what _____ do people start wars? I don't understand the reason.

5 **a** Burger King is the _____-biggest burger chain in the world, after McDonald's™.
b Every _____, McDonald's sells 75 burgers. That's 270,000 an hour!

Vocabulary extra Country facts

3 Complete the factfile about South Africa with the words below.

■ Area ■ Climate ■ Culture ■ Currency ■ Ethnic groups ■ Geography ■ History ■ Population ■ Religion ■ Time zone

FACTFILE VIEW ALL

FOCUS ON SOUTH AFRICA



- [1] _____ : about 59 million people
- [2] _____ : almost 1,219,089 km²
- [3] _____ : Rand (ZAR)
- [4] _____ : GMT + 2 hours
- [5] _____ : in 1652, Dutch farmers started living in Cape Town. In 1806, the British took control and, in 1910, they united four colonies and created South Africa. In 1961, the country became independent.
- [6] _____ : large areas of flat land surrounded by mountains to the east, south and west
- [7] _____ : mainly mild to hot in summer with cold nights; some snow in winter
- [8] _____ : mainly Christians and Muslims, but also others
- [9] _____ : 11 official languages; known for its music and sport
- [10] _____ : population made up of 80.9% black African, 8.8% mixed race, 7.8% white, 2.5% Indian / Asian

4 Choose the correct words.

The population of New Zealand

When the first British colonists arrived in New Zealand in 1642, led by Dutch navigator Abel Tasman, they weren't welcome. At the [1]**end** / **way** of their journey, they blew trumpets as a [2]**way** / **race** of celebrating the landing. Unfortunately, to the native Maori people, this signalled the start of a battle and they killed some of the crew.

The country became popular in the [3]**time** / **area** of the explorer James Cook. In the 18th century, he travelled there and wrote about it in detail. In 1840, the British settled in Wellington, and the European population [4]**increased** / **decreased** rapidly: it went from around 2,000 in 1840 to tens of thousands in the 1860s. The number of Maori was around 80,000 in 1840, but that [5]**figure** / **people** fell to 40,000 by 1900. Fighting between settlers and Maori continued until 1870.

These days, [6]**a multiplied** / **an estimated** 75% of the population identify as European, and 16% as Maori. The rest are mainly Asians and Pacific Islanders. Nowadays, the different [7]**people** / **times** mainly live in harmony and there is more ethnic diversity than ever before. From 1956 to 2013, the population of New Zealand [8]**halved** / **doubled** from 2.2 to 4.4 million.

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

Grammar

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

1 **Tyler works in a pizza restaurant at weekends. Match 1–3 to a–f to make sentences about the rules of the job.**

1 You must / have to
2 You mustn't
3 You don't have to

a eat pizza for lunch.
b arrive late and leave early.
c be polite to customers.
d like pizza to do the job … but it helps!
e wash your hands before starting work.
f use food that isn't fresh.

2 **Read the advice about having your own company. Match sentences a–f to summaries 1–6 below. Then rewrite the sentences using *have to*, *don't have to*, *must* or *mustn't*.**

1 _____ It's good not to think too much about something. Just go for it.
2 _____ It isn't necessary to be the cleverest person. You can learn a lot from other people who have more experience.
3 _____ Always try to improve. Ask yourself what you could have done better every evening.
4 _____ You can't do well in business without networking. Talk to people in your field so they know who you are.
5 _____ Give yourself enough of a chance. Keep going and, in time, you'll be successful.
6 _____ Know your market well. It's impossible to run a successful business if you haven't found out information about it.

a You _____ talk to people in the same kind of work as you.

b You _____ be more intelligent than everyone else.

c You _____ do your homework. Knowledge is power.

d You _____ try to do better each day.

e You _____ give up too soon.

f You _____ spend too much time considering decisions.

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

The 80 / 20 rule



Kerry works in an expensive designer clothes shop in central Manchester, and she [1] _____ look good every day – it's important for her to make a good impression. 'I [2] _____ look badly dressed,' she says. 'In my shop, the shop assistants [3] _____ wear smart clothes and look clean and tidy, and they [4] _____ just stand there and look bored. After all, people are coming into the shop to buy fashionable new clothes, so they don't want to see someone looking miserable, untidy and unfashionable! They [5] _____ buy anything, and they won't if they think that the assistant isn't friendly.

However, being well dressed and helpful is only part of the job. In the shop where I work, we [6] _____ think about the 80/20 rule, too. It's an important rule in shop sales. It says that 20% of the customers that come into your shop regularly make 80% of the purchases. So, when regular customers come in, we [7] _____ make them feel welcome by remembering their names and telling them what's new in the shop and what's on sale. Of course, we [8] _____ remember the names of customers who don't come in regularly – that's impossible and, anyway, some customers hate it when you start talking to them. They just want to look at clothes by themselves. What's more, we [9] _____ say anything that sounds like we're trying to convince someone to buy something they don't want. No customer likes that! But we [10] _____ offer good advice. It's important to show that we know about the clothes we're selling.'

4 TASK **Have you ever had a part-time job? What did you find difficult / easy about it? If you have not had a job, imagine you are Kerry. What do you think is difficult / easy about her job?**

Listening, vocabulary and speaking

Insight Business

1 Read the article and complete the factfile.

Jasmine Crowe started Goodr in 2017. She decided to do something positive about food waste when she saw homeless people without enough to eat while driving through Atlanta, Georgia. This is now where her main office is. It all started when a video of one of her pop-up restaurants for homeless people went viral. Jasmine is the CEO of the company, which tries to connect companies that have too much food with people who don't have enough. A lack of food was never the problem; the problem was, and still is, getting food to the right people before it went to a rubbish dump. Their message on posters is 'Feed More, Waste Less'.



FACTFILE VIEW ALL

Company: [1] _____
Headquarters: [2] _____
Founder: [3] _____
Idea: [4] _____
Advert: [5] _____

Vocabulary extra Electronic devices

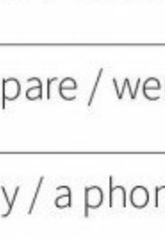
2 Complete the sentences with the words below.

games console ■ headphones ■ mobile phone ■ satnav ■ smart TV ■ smart watch ■ tablet ■ VR headsets

1 I got a new _____ for my birthday and I can play online with my friends. I love it!
2 It's easier to read my messages on my new _____ than on my phone while I'm walking, and I can also check the time.
3 Using my _____, I can surf the internet, send emails and texts, take and store photos, and … oh yes, call my friends.
4 I have a new _____ that is so thin and light, it's hard to believe it's more powerful than my old computer.
5 We can connect our _____ to the internet and stream films as well as watching normal programmes.
6 My _____ are so useful, especially for listening to music when I go to the gym.
7 A _____ receives data from over 30 satellites in orbit around the Earth, so you always know where you are.
8 We went on a school trip and used _____ to experience an earthquake. It looked and felt real!

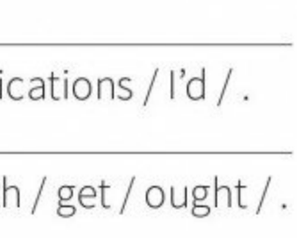
3 Read the adverts. Find four differences between the two products.

Tech A 217
- Silver and black
- **£199** SIM-free phone
- 17.02 cm screen
- 32 megapixel camera
- 128 GB memory
- 36-hour battery capacity



A

Giant 2.0
- Black and silver
- 48-hour battery
- 64 GB storage
- 15.49 cm display
- 32 megapixel camera
- **£159** SIM-free phone



B

4 7.01 Listen to the dialogue. What type of phone does Fiona advise Tyler to buy? Which phone does Tyler decide to buy?

5 7.01 Put the words in order to make sentences. Then match sentences 1–6 to categories a–c. Listen again and check your answers.

1 you / Which phone / should / do / buy / I / think / ?
_____
2 to / Maybe / online / it's / look / good idea / a / .
_____
3 buy / Tech A 217 / Should / the / I / ?
_____
4 you, / If / compare / were / I / the specifications / I'd / .
_____
5 a good battery / a phone / You / to / with / get / ought / .
_____
6 bad / That / idea / a / isn't / .
_____

a Asking for advice: _____, _____
b Giving advice: _____, _____, _____
c Responding to advice: _____

6 Your best friend wants to buy some headphones. Make a dialogue to discuss the best option. Try to use phrases like *Hmm, let me think …* and *That's a good question …* to give yourself some thinking time.

Zanik 200
HP direct cat.000125681
Black or white
£39.99



- Wireless
- 12-hour battery life
- 10-metre range
- 180-minute charging time

A

JSL 0.1 HP direct
cat.000125687
Grey or silver
£79.99



- Wireless
- 30-hour battery life
- 9-metre range
- 210-minute charging time

B

7 TASK When you buy something electronic, what helps you decide what model to buy? Think about comparison websites, recommendations from friends and cost.

Vocabulary and grammar

Insight Language

1 Complete the sentences with the words below.

accent ■ dialect ■ fluent ■ foreign ■ official ■ slang

1 Mexico has no _____ language. In contrast, South Africa has 11!
2 In Newcastle-upon-Tyne in England, most people speak a / an _____ of English which has different words from standard English. For example, *gan* means 'go' and *owa* means 'over'.
3 In Denmark, people speak Danish as their native language, but about 85% of the population learn and speak English as a / an _____ language.
4 On the island of Malta in the Mediterranean, over 80% of the population are _____ English speakers. Malta used to be a British colony, so people there speak English very well.
5 People in Liverpool have a very different _____ from people in Manchester, even though there are only 56 kilometres between the two cities. They use the same words but pronounce them very differently.
6 There are a lot of _____ words in New Zealand English, including *mean,* which means 'great' and *hard yakka,* which means 'hard work'.

Second conditional

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

1 If they / have a holiday home on the coast of Brittany / they / know a few words of the Breton dialect.

_____

2 If I / know how to speak Basque, / I / go to the Basque country in the north of Spain.

_____

3 If we / decide to live in the Faroe Islands, / we / have to learn Faroese.

_____

4 If I / come from Barcelona, / I / speak Catalan.

_____

5 You / learn Gaelic / if you / go to school on the western islands of Scotland.

_____

6 Tony / understand Romansh / if he / live in the Engadin valley in Switzerland.

_____

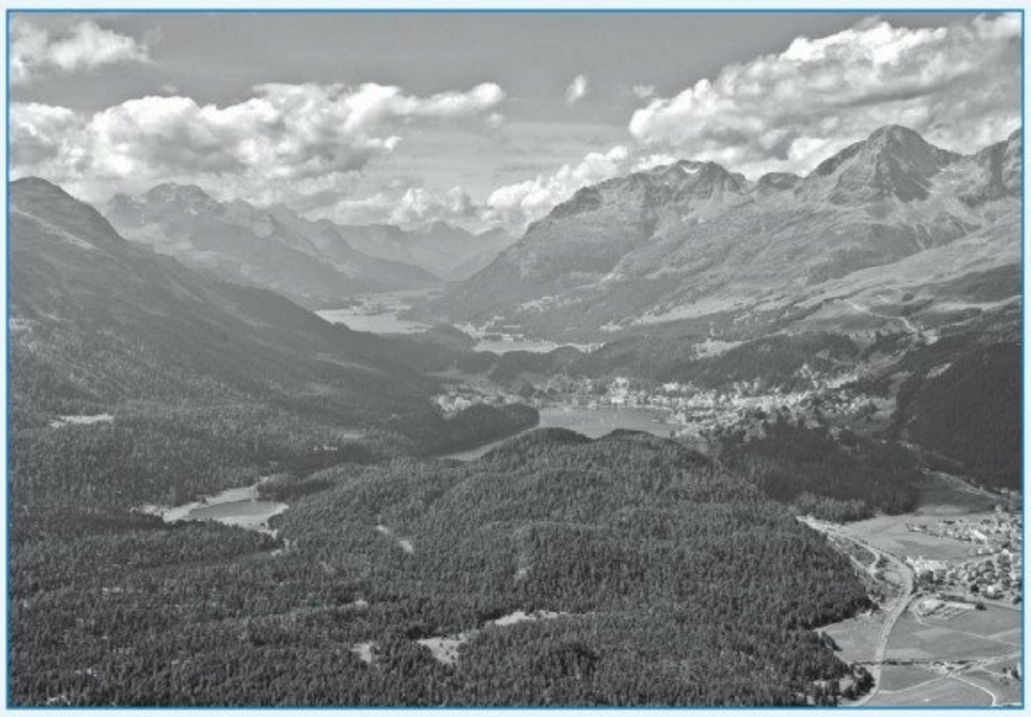
Language	Number of speakers
Catalan	10 million
Basque	700,000
Breton	500,000
Faroese	75,000
Romansh	60,000
Scottish Gaelic	60,000

I wish …

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

1 I don't speak Mandarin Chinese.
I wish _____.
2 James has a strong accent.
James wishes _____.
3 Jade isn't learning financial skills at school.
Jade wishes _____.
4 I don't have a new tablet.
I wish _____.
5 Will and Sheila aren't fluent in Scottish Gaelic.
They wish _____.
6 I have to translate this message into Portuguese.
I wish _____.

4 Choose the correct words.



If you [1]**went** / **would go** to Switzerland on holiday, you [2]**probably expected** / **would probably expect** to hear French, Italian and German. But did you know there's a fourth language: Romansh? It's a mix of several dialects which an estimated 60,000 people speak – that's only around 0.5% of the population. [3]**Would** / **Did** you want to learn another language if so few people [4]**spoke** / **would speak** it? Well, in 1938, a massive 90% of the Swiss people voted to make it an official language.

So now, if you [5]**would live** / **lived** in the beautiful mountainous Graubünden region in the south-east of the country, you [6]**would have** / **had** the chance to learn it at school, read it in the newspaper and hear it on TV. And it [7]**is certainly** / **would certainly be** an area to visit if you [8]**would want** / **wanted** to go somewhere with its own character.

In 1982, linguist Heinrich Schmid developed a standard written form of the language. I wish he [9]**were** / **would be** around today to give his opinion on its success, even though many people still prefer to communicate in their own particular dialect of Romansh.

5 TASK Which of the languages below do you think is the most difficult / the easiest / the most like your own language / the most useful?

Braille (for blind people) ■ Latin ■ Mandarin ■ Russian ■ sign language ■ Spanish ■ Thai

Reading

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

Indigenous /ɪnˈdɪdʒənəs/ *adjective* native or original to that area

1 How many indigenous languages are there in the UK?
- **a** two
- **b** five
- **c** eleven

2 How many million people speak these indigenous languages?
- **a** 1.4
- **b** 2.3
- **c** 9.6

3 After English, what is the next most popular language that people speak?
- **a** Irish
- **b** Scots
- **c** Welsh

4 What percentage of Welsh people can now speak Welsh?
- **a** 30%
- **b** 55%
- **c** 90%

5 In recent years, what has happened to the number of indigenous language speakers?
- **a** It has increased.
- **b** It has decreased.
- **c** It has stayed the same.

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

1 The indigenous languages in the UK are similar to English.
2 Some people get annoyed if you don't speak their language.
3 Over 2 million people in the UK don't speak English.
4 It is thought that the number of Welsh speakers has gone up by 5%.
5 TV programmes have helped to increase interest in indigenous languages.
6 There is a great dislike of globalization in small communities.
7 Indigenous languages are important for people to feel like they belong.
8 On average, we lose one of the world's languages every week.



The myth that British people only speak English

People in the UK don't have to speak other languages. With an estimated 98% of the population speaking English, why would they need anything else? Many people point out that most native English speakers don't learn another language because English is the top international language. However, it may surprise you to know that if you travelled around certain parts of the UK, you would hear people speaking other languages – languages which don't sound anything like English.

There are actually 11 indigenous languages spoken in the UK. These are made up of five Celtic ones, three Germanic ones and three Romance ones. While it is more usual to speak English, as many as 2.3 million people also speak an indigenous language, and older family members often pass them on to the younger generations. In this respect, it would be a mistake to ignore them when talking about languages in the UK.

In recent years, interest in indigenous languages has grown. A study by the Office of National Statistics found that the number of Welsh speakers has gone up from 25% in 2008 to 30% in 2018, and the Welsh government wants 1 million people to be able to speak Welsh by 2050. In Scotland, although some think of Scots more as a dialect, 1.5 million people can currently speak it. Furthermore, Duolingo recently reported that one of its most popular new courses was Scottish Gaelic. Across the Irish Sea in Northern Ireland, there are now a large number of schools teaching children in Irish.

On top of all this, successful TV programmes such as *Hinterland*, set in Wales, and *Outlander*, set in Scotland, are keen on including local languages. And viewers of these series sometimes like to pick up bits of the languages.



You don't have to be an expert to see that this increased interest in maintaining indigenous languages and the need to show your cultural identity is partly due to the threat of globalization. Indigenous languages are so much more than words, and no one wants to see them die out, even if only small communities speak them. When a rare language disappears, so does its culture and traditions.

Then there's communication. If you went to a family party where people were speaking Irish, you'd probably want to understand what they're talking about. You don't have to know the language, but it's certainly useful when you want to fit in with those around you. It helps you get on with your neighbours, groups of friends, colleagues or family members if you speak the same language. In short, the community in which you live creates a need for you to know that particular language.

So, while British people mainly speak one language and often don't keep up with the foreign languages they learned at school, there are still pockets of the UK where indigenous languages are equally important in day-to-day life. And with the world losing one of its 7,000 languages every couple of weeks, it's easy to see why there's been an increased effort to save them.

3 Match the highlighted words in the article to definitions 1–10 below.

1 give to someone _____
2 comment on something _____
3 increase _____
4 continue with something _____
5 include _____
6 be friendly with _____
7 no longer be active or exist _____
8 learn _____
9 like to do something _____
10 feel comfortable in a certain group _____

4 Choose the correct words.

myblog POSTS ABOUT FOLLOW ARCHIVE

Tips from someone who has been there!



You don't have to [1]**point out** / **fit in** in Asia, but there is one small piece of advice that I would like to [2]**go up** / **pass on** to anyone going there: it definitely helps if you can [3]**pick up** / **keep up with** a few words before you get on that plane. This is what I learned the hard way! When I first went to Japan, I didn't know any Japanese. I was [4]**keen on** / **passed on** French and German at school and even got a degree in Italian. But knowing other languages was no help at all – I couldn't even read the words!

This time, I wasn't in Cornwall having fun trying to learn an indigenous language which was [5]**dying out** / **fitting in**. This was a complicated language [6]**got on with** / **made up of** three alphabets which 130 million people speak! How was I going to survive? I had to find a way.

I was lucky enough to work in a school with Japanese English teachers who I [7]**got on with** / **keen on**. They gave me lessons after work, and I made a big effort to [8]**make up of** / **keep up with** the language outside my classes. As I grew in confidence and learned from the many mistakes I made, the number of Japanese phrases I understood slowly [9]**went up** / **died out**.

Now as a teacher, when my students tell me how hard it is to learn a different language, I [10]**pick up** / **point out** that I can understand how it feels, thanks to my experience in Japan.

Like | Share | Comment

5 TASK Would you go to live in a country where you have no knowledge of the language? Would you find it exciting or scary, or both?

Writing A formal email of enquiry

Insight Expressing reason and result

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

1 I've decided to research my family tree because I want to find out more about my Native American ancestors. (since)

2 I've learned to speak Navajo, so I can chat online to people from the Navajo community in New Mexico. (as a result)

3 All Native Americans speak English because they have to use English in their daily lives. (as)

4 In the late 19th century, the US government forced all Navajo people to live in the same place, so almost all of them live in New Mexico nowadays. (therefore)

2 Read the advertisement and complete the factfile.



Learn a rare language today!

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

Learn the language today by signing up for our course, which includes a textbook and access to video and audio material online, for only $90.

For further information and costs, please write to:

Adam Williams at a_williams@tsalagi.com



CHEROKEE FACTFILE VIEW ALL

1 official name of language: _____

2 number of speakers: _____

3 location of majority of speakers: _____

3 Penny would like to learn the Cherokee language. Complete her email with the words below. There is one word that you do not need.

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

Subject: Cherokee language course

Dear Mr Williams,

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

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

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

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

I look [10]_____ to hearing from you.

Yours [11]_____,

Penny Evans

4 Read the email again and answer the questions.

1 What information does she want to find out from Adam?

2 Is the email formal or informal? How do you know?

Writing guide

■ **TASK Choose one of the advertisements and write a formal email.**

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

B Are you Cherokee? Research your family tree with our online service. If you are a descendant of Native Americans, we'll help you to join the Cherokee Nation of Oklahoma and you can attend Cherokee festivals.

■ **PLAN 1 Think of five queries (e.g. cost, location, duration, etc.) and make notes.**

■ **PLAN 2 Choose three queries and match them to these paragraphs.**

Paragraph 1: Say why you are writing.
Paragraphs 2, 3 and 4: Ask your queries.
Paragraph 5: Thank the reader for their help.

■ **WRITE Write your email.**

■ **REVIEW Check the following points.**

- Are your ideas divided into paragraphs?
- Have you used expressions of reason and result?
- Have you used formal language?
- Have you checked spelling, grammar and punctuation?

U7 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 7A	Mark
I can understand a writer's opinion in an article.	
I can use verbs to talk about statistics.	
I can understand and use nouns with two meanings.	
How can I improve?	

Lesson 7B	Mark
I can use *must*, *mustn't*, *have to* and *don't have to* to talk about rules and obligations.	
I can describe rules and regulations in different situations.	
How can I improve?	

Lesson 7C	Mark
I can listen for statistics and recognize numerical information.	
I can use nouns to talk about business.	
I can ask for, give and respond to advice.	
How can I improve?	

Lesson 7D	Mark
I can find and understand relevant information in an article.	
I can use words and phrases to talk about language.	
I can use the second conditional and *I wish* to talk about imaginary situations.	
How can I improve?	

Lesson 7E	Mark
I can write a formal email.	
I can use the correct register in my writing.	
I can use phrases to express reason and result.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

8 Overachiever

Vocabulary

Insight Verbs + prepositions: success

1 Choose the correct prepositions.



1 Swimmer Ellie Simmonds won her two gold medals in Beijing in 2008 at only 13 years of age. The Paralympian has an OBE from the Queen and now campaigns **for** / **over** / **of** healthy living in childhood.
2 Jesse Owens competed **in** / **of** / **on** the Olympic Games in Berlin in 1936 and succeeded **of** / **in** / **at** winning four gold medals, which was a record.
3 German tennis player Steffi Graf always dreamed **at** / **from** / **of** becoming number one in the world. She achieved her goal and spent 377 weeks in the top spot, more than any other player past and present.
4 On 6 May 1954, at Oxford University, English runner Roger Bannister fought **of** / **for** / **on** the title of first man to run a mile in under four minutes. All his fans praised him **for** / **over** / **of** achieving something which many thought was physically impossible.
5 In 2018, Kenyan Eliud Kipchoge prepared **for** / **on** / **by** the Berlin Marathon. He became the first person to complete a marathon in under two hours and two minutes. His fans congratulated him **in** / **at** / **on** his greatest accomplishment.

Insight Suffixes: *-ant, -ent, -ance, -ence*

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

■ brilliance ■ confidence ■ different ■ distant ■ importance ■ independence ■ intelligence ■ patience ■ violent

a the ability to wait for a long time or to accept annoying behaviour without getting angry
b freedom from political control by other countries
c far away
d a belief in your ability to do things and be successful
e not the same
f great talent
g intended to hurt somebody physically

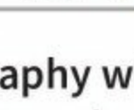
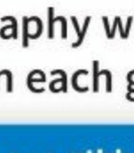
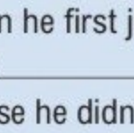
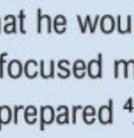
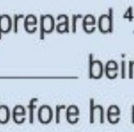
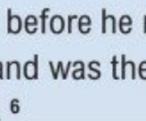
Vocabulary extra Sport: places

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

A ■ boxing ■ climbing ■ football ■ golf ■ ice ■ running ■ swimming ■ tennis

B ■ course ■ court ■ pitch ■ pool ■ ring ■ rink ■ track ■ wall

NORTHMOOR SPORTS WEEK

EVENT		LOCATION	TIME
12th September			
1 _____		Wembury Stadium	09.00–10.45
2 _____		North Sports Centre	09.00–10.30
3 _____		Riverdell School	11.00–13.00
4 _____		North Sports Centre	11.00–13.00
13th September			
5 _____		Wembury Stadium	10.30–12.00
6 _____		Evans Park	10.30–13.00
7 _____		Evans Park	15.30–17.30
8 _____		North Sports Centre	15.30–17.30

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

Home | Sport | Famous athletes | Swimming |

Michael Phelps was born in 1985 in Baltimore into a family of swimmers. When he first joined a swimming club at seven, he had no [1]_____ in the water and did backstroke because he didn't want to put his head underwater. This soon changed, and by 11, his coach Bob Bowman predicted that he would compete [2]_____ the Olympics. At 12, Michael focused more of his time in the swimming [3]_____ as he prepared [4]_____ his future career. He dreamed [5]_____ being the greatest swimmer of all time and he didn't disappoint: before he retired at 31, he won 23 golds, three silvers and two bronzes and was the only American swimmer to take part in five Olympics. His [6]_____ in the sport was obvious to see. More recently, he has campaigned [7]_____ mental health after suffering from depression and anxiety throughout his career. His fans have congratulated him [8]_____ this and praised him [9]_____ stressing the [10]_____ of this issue.

5 TASK Do you like sport? What are you good at? What qualities do you need to be good at sport?

Grammar

Vocabulary extra Sport: compound nouns

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

LOCAL HERO

Of all this year's [1]winter _____ at the annual meetup in Westlands, people are most excited about the men's figure skating. The city's number one skater, Sam Ryford, is back to fight for another [2]gold _____ . It isn't going to be easy. Many thought he wouldn't be putting on his [3]ice _____ at all following a serious injury which meant he couldn't skate for several months. But people are hopeful that when they look up at the [4]score_____ , he'll be at the top again.

COMEBACK KINGS

In tonight's big [5]football _____ , Liverpool needed to score four goals to beat Barcelona in the Champions League semi-final, after losing the first match 3–0. In a very exciting match, Liverpool were winning 1–0 at [6]half-_____ . In the second half, Liverpool scored two goals in three minutes, and then near the end, they scored a dramatic goal to make the [7]_____ score after 90 minutes Liverpool 4 – Barcelona 3 over the two matches. Liverpool's [8]goal_____ , Alisson, was voted man of the match in a game to remember!

Past perfect

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

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

2 Anton forgot to bring his towel. He wanted to go swimming. (but)
_____
_____

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

4 Steve ran the London Marathon. Then he went for a massage. (after)
_____
_____

5 Anna played badly, so Ellie won the tennis match. (because)
_____
_____

6 George warmed up. Then he ran onto the pitch. (before)
_____
_____

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

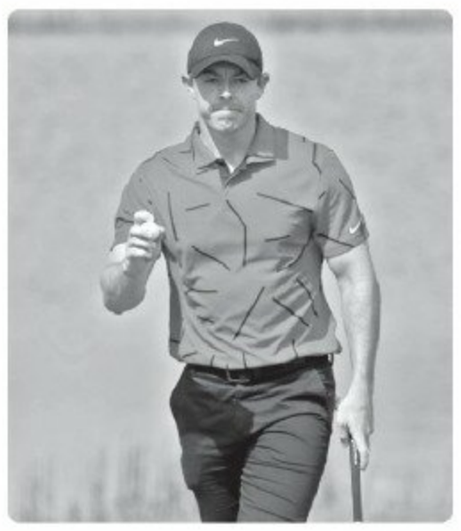
1 It was bright and sunny when Linda started the marathon, but later it began to rain. Then she saw a bus stop and decided to get on the bus.
During the marathon, it began to rain. It had been bright and sunny when Linda started the race. Then she saw a bus stop and decided to get on the bus.

2 Dan ran really well in the race. He was in second place. Then he fell over and twisted his ankle. He tried to finish the race, but it was impossible.
Dan fell over and twisted his ankle.
_____
_____
_____

3 Jill ran quickly at the start of the marathon. She was in the lead for most of it. Then she saw Patrick ahead of her at the finishing line. How did he win?
Suddenly, Jill saw Patrick ahead of her.
_____
_____
_____

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

Rory's early night goes wrong



Rory McIlroy, one of the world's best golf players, enjoys playing in the European Ryder Cup team. But, one year, he nearly didn't play!

He went to bed early that Saturday. Earlier in the day, he [1]_____ (play) two golf matches in the Ryder Cup near Chicago, but he [2]_____ (win) only one of them. He really [3]_____ (want) to get up early and be ready for his next match on Sunday morning. However, before he went to bed, he [4]_____ (forget) to check the starting time of his match. He thought that it was at 12.25 p.m., but it was at 11.25 a.m.

The next morning, the captain of his team, José María Olazábal, suddenly [5]_____ (realize) that his best player [6]_____ (not arrive). They [7]_____ (call) Rory, and he [8]_____ (race) to the golf course in a police car. He arrived only ten minutes before his match [9]_____ (start). There was no time to warm up, but Rory [10]_____ (play) really well. His team won – by one point!

5 TASK Think of a time you took part in or attended a sports event. What happened before, during and after the event?

Listening, vocabulary and speaking

Insight Collocations: achievement

1 Read the text and choose the correct words to complete the collocations.

internationalbusiness.org

Positive thinking | Forums | Search | Sign in

The power of positive thinking

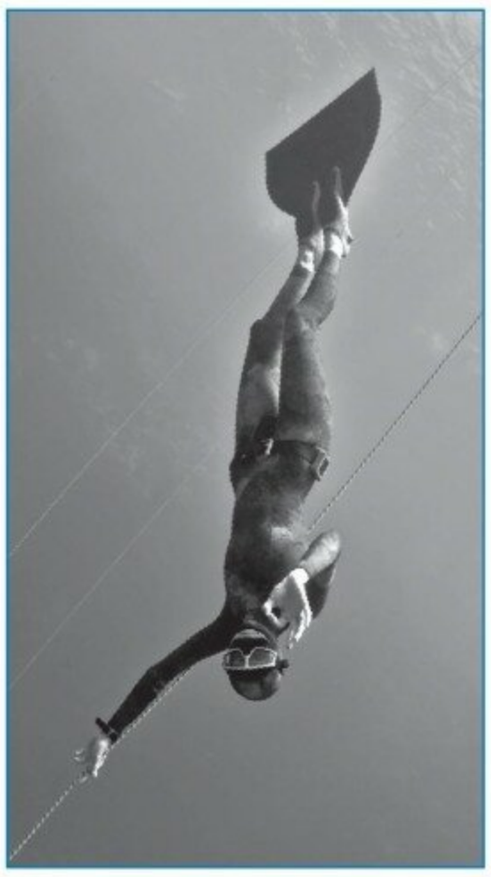
There are many times in life when you have to [1]_____ to a challenge. This is often most obvious in your career. You want to [2]_____ your goal, but it is time-consuming and a distant dream for many. You start at the bottom of the ladder and [3]_____ progress can seem very slow. But focus on each step, one at a time, and celebrate those smaller achievements. Think ahead. Work out how to [4]_____ possible problems that you will face, and they will be easier to manage. Gradually, you'll get higher and higher, and one day you'll realize that you actually [5]_____ a way. So, [6]_____ your mind to it and you won't look back!



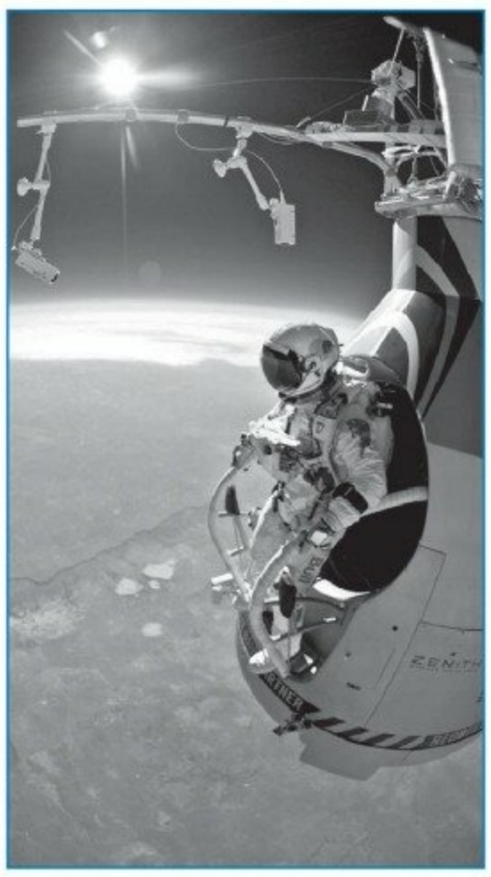
1	**a** solve	**b** find	**c** rise	**d** put
2	**a** achieve	**b** make	**c** solve	**d** do
3	**a** doing	**b** rising	**c** taking	**d** making
4	**a** make	**b** solve	**c** take	**d** rise
5	**a** found	**b** achieved	**c** made	**d** put
6	**a** make	**b** put	**c** take	**d** do

Expressing and justifying opinons

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



1 In 2009, 47-year-old Russian diver Natalia Molchanova jumped into the sea, held her breath and went down to 101 metres. She broke the women's world record for a freedive.



2 In 2012, a 43-year-old Austrian man called Felix Baumgartner broke the world skydiving record. He jumped from a helium balloon at the amazing height of 39 kilometres above the Earth.

3 8.01 Listen to Daisy and Jack talk about the two achievements in exercise 2. Which one do they think is the greater achievement?

4 8.01 Listen again. Which of the following opinions does Daisy express?

1 Freediving is easier than going up in a helium balloon and skydiving.
2 Freedivers do more training than skydivers.
3 Freedivers are stronger than skydivers.
4 Freediving is as dangerous as going up in a helium balloon and skydiving.

5 8.01 Write D (Daisy) or J (Jack) next to the phrases that they use in the dialogue. Listen and check. Which phrase do they NOT use?

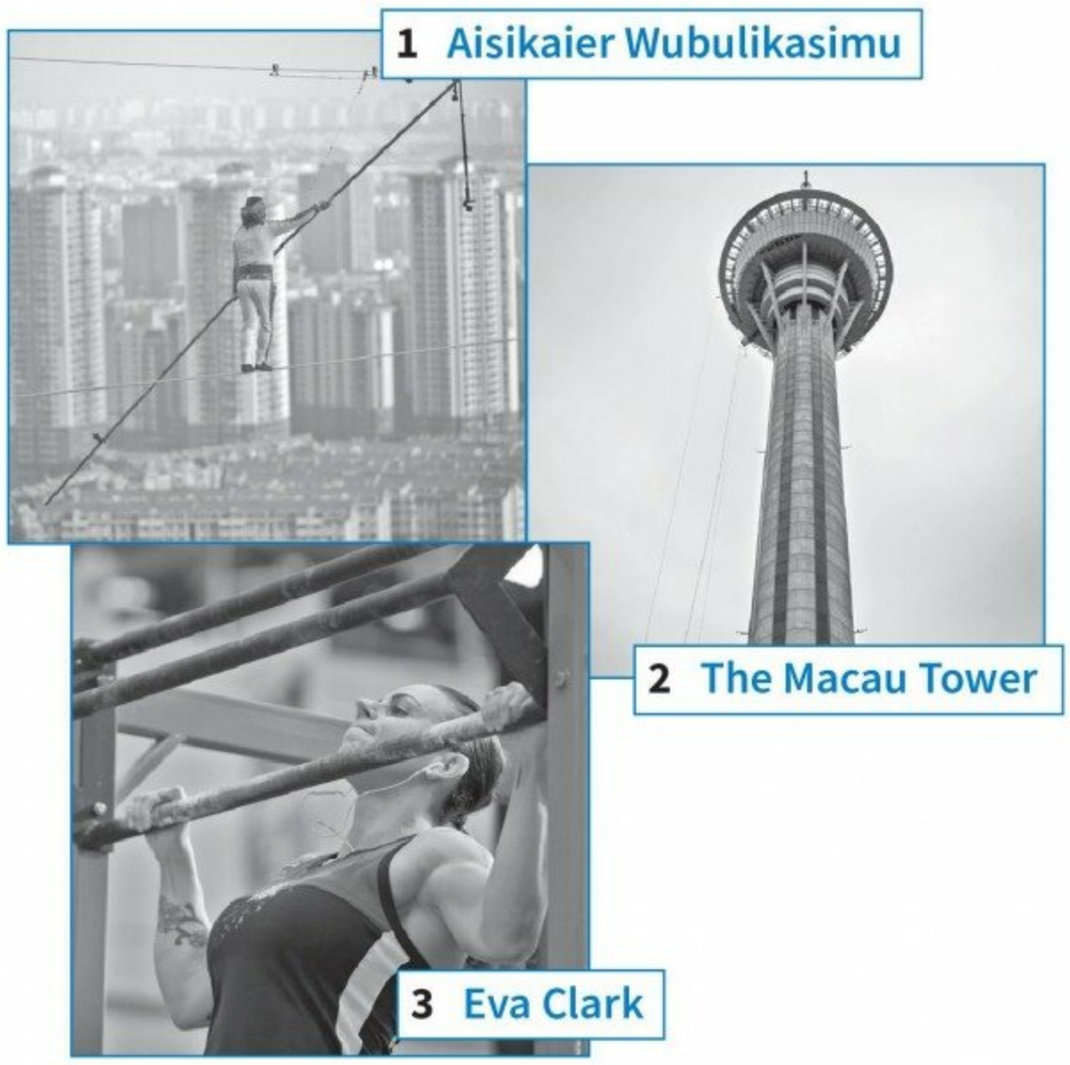
Expressing opinions
1 For me, …
2 In my view, …
3 It seems to me that …

Justifying opinions
4 The reason I say that is …
5 You can't deny that …

Responding to opinions
6 OK, you have a point.
7 I see what you mean.
8 I'm not sure I agree.

Conversation fillers
9 Well, …
10 Basically, …
11 you know, …

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



1 Aisikaier Wubulikasimu from China achieved the fastest tightrope walk over 100 metres. He did it in 36.86 seconds on 6 June 2013.
2 The highest bungee jump from a building was set by New Zealander AJ Hackett on 17 December 2006. He jumped from the Macau Tower and fell 199 metres!
3 Eva Clarke from Australia did the most pull-ups in one hour on 10 March 2016 – 725 in total.

7 TASK Think of a challenge you faced. How did you deal with it? What did you learn about yourself?

Vocabulary and grammar

Insight State and society

1 Complete the sentences with the words below.

capital ■ economy ■ election ■ empire ■ monarchy ■ politician

1 A / An _____ is a country which has a royal family.
2 The _____ is the money, tax and spending of a country.
3 The _____ of Italy is Rome.
4 A / An _____ is where citizens can vote for their leader.
5 A / An _____ is a group of nations with one ruler.
6 A / An _____ is a person in government who represents people.

used to

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

1 In which country / Barack Obama / be / the president?

_____

a Oman **b** the USA **c** Australia

2 What / people in Russia / call / their monarch?

_____

a the Kaiser **b** the King **c** the Tsar

3 Which of these countries / be / in the Spanish Empire?

_____

a Brazil **b** Paraguay **c** Algeria

4 Where / the population of Ancient Athens / meet and vote?

_____

a the Parliament **b** the Cathedral **c** the Acropolis

5 When / New York / be / an English city?

_____

a 100 years ago **b** 300 years ago **c** 500 years ago

6 In which capital city / Diego Rivera / live?

_____

a Buenos Aires **b** Lima **c** Mexico City

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

1 Napoleon Bonaparte _____ (be) the emperor of France.
2 In 1802, Napoleon _____ (introduce) a new French honours system: the Légion d'honneur.
3 Before Napoleon, ordinary people _____ (not get) honours or medals. Only aristocrats got them.
4 Napoleon _____ (give) the honour, in the form of a large medal, to his bravest soldiers.
5 In the late 19th century, an American _____ (become) a member of the Légion d'honneur because he was the emperor's dentist!
6 At that time, people _____ (wear) their medals on their coats every day.
7 Paul McCartney, who _____ (play) with the Beatles in the 1960s, is a member of the Légion d'honneur.

4 Choose the correct words to complete the text.

Australia and the honours system



1975 was an [1]_____ year for Australia. This was the year when the country [2]_____ able to award its own honours. Before then, Britain [3]_____ responsible for this task. Now, there are 58 different awards in the Australian system of honours. The country doesn't have complete [4]_____ regarding honours as Queen Elizabeth II still has to approve the introduction of a new honour.

In Australia, you don't have to be an important [5]_____ to nominate someone for an award for service, achievement or excellence. Anyone can put someone's name forward.

The honours system [6]_____ discontinued in 1976, although it [7]_____ again for a short time in 1986. Then Tony Abbot [8]_____ it again in 2014 when he was Prime Minister.

Although Australia [9]_____ a part of the British [10]_____, it has been independent since 1931. Because of this, many Australians regard the honours system as outdated.

1 **a** import **b** important **c** importing **d** importance
2 **a** had been **b** has been **c** was **d** used to be
3 **a** has been **b** had been **c** was being **d** was been
4 **a** independent **b** dependent **c** independence **d** dependence
5 **a** politician **b** monarchy **c** empire **d** election
6 **a** used to be **b** was being **c** was **d** has been
7 **a** appeared **b** appearing **c** appear **d** to appear
8 **a** introduced **b** had introduced **c** was introducing **d** used to introduce
9 **a** is being **b** has been **c** was being **d** used to be
10 **a** Capital **b** Government **c** Election **d** Empire

5 TASK Who would you like to honour in your country and why? Think about sport, entertainment, science and friends or family.

Reading

1 **Look at the article and photos A–C. What are the names of the sports that the people do? Have you tried these sports? Would you like to if you haven't?**

A _____
B _____
C _____

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

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

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

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

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

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

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

SO NEAR,

Juha Mieto

In the Winter Olympic Games of 1980, Juha Mieto of Finland stood on the starting line of the 15-kilometre cross-country ski race with only one thing on his mind. He hadn't won a medal in this race at his two previous Olympics, but this time he was the number one skier in the world and he intended to fight for the gold medal. [1] _____ It was his last chance of achieving his Olympic dream. His coach, who had trained him for years, and all his teammates on the Finnish team really wanted him to win.

In the race, Juha skied really well, but his Swedish rival Thomas Wassberg stayed with him throughout the race. As they approached the finishing line, both men seemed to cross at the same time. [2] _____ But then they announced the result – Wassberg had won by one hundredth of a second. Juha congratulated the Swede on his victory. However, he felt really disappointed because his dream was over. He never competed in the Olympics again.

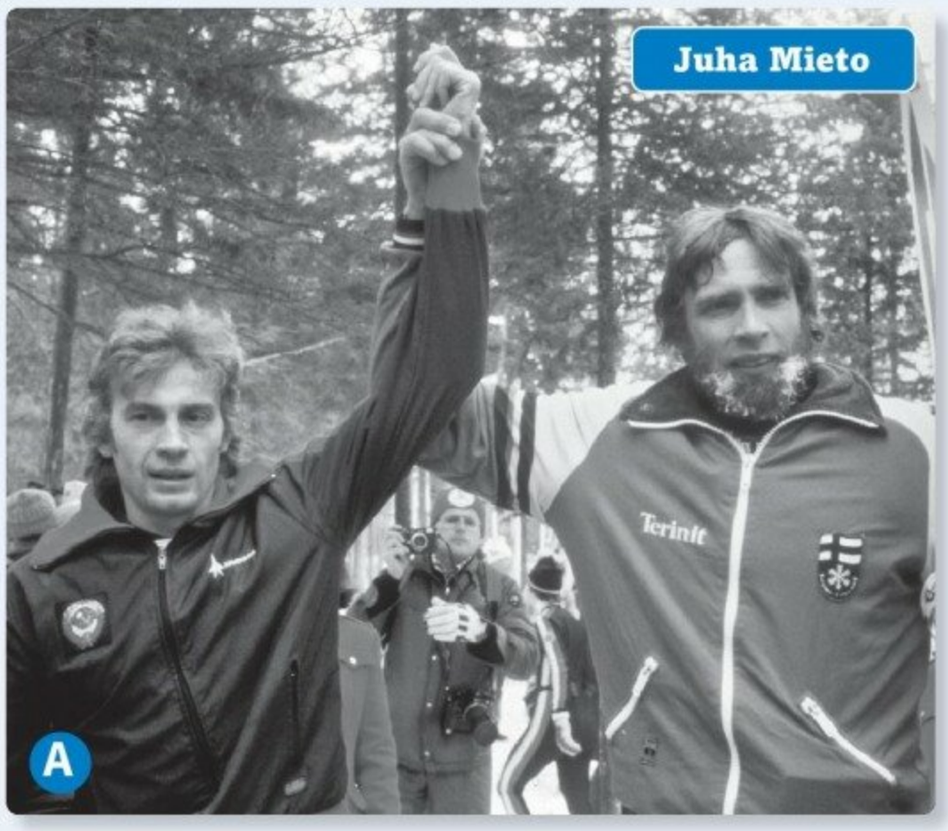
Julie Moss

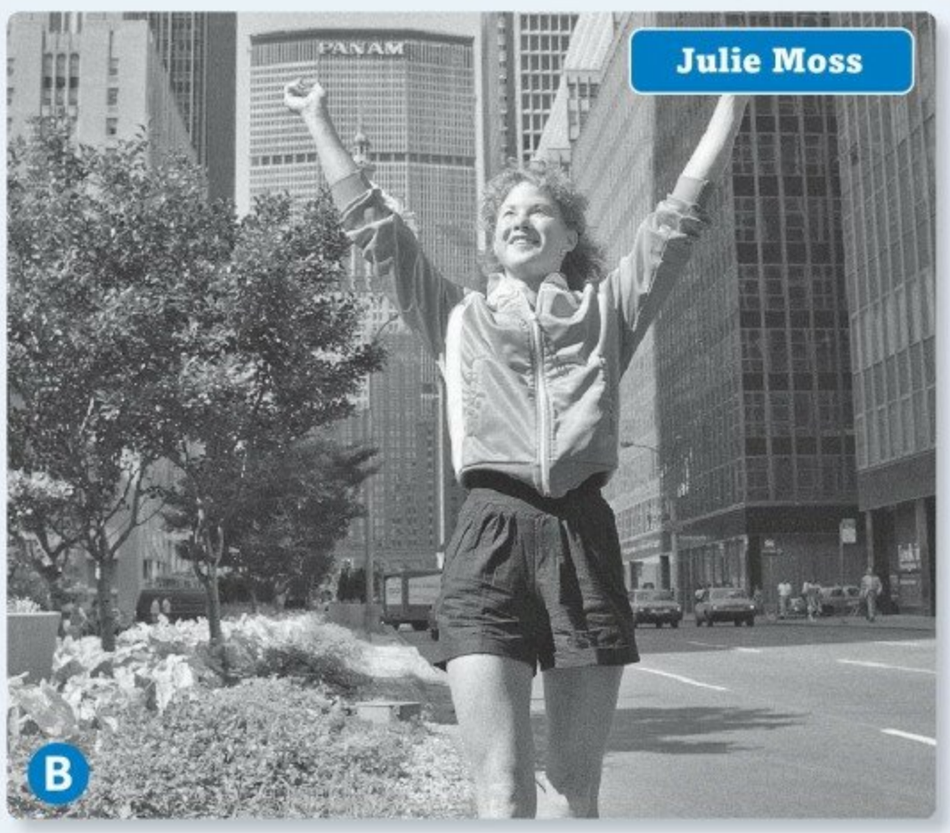
In February 1982, a young American athlete called Julie Moss had only two more kilometres to run to win the Ironman Triathlon World Championship in Hawaii. She had completed a 3.86-kilometre swim and a 180-kilometre bike ride and she was the leader in the race. It was an amazing and unbelievable achievement because Julie had never done a triathlon before. Her nearest rival was a long way behind her, and all her fans in the crowd were cheering and shouting. [3] _____ She was completely exhausted and her legs were shaking. But Julie didn't give up. Perhaps she felt that she should finish the race because of the support from all her fans. She slowly stood up and continued running, but she was so tired that she fell over again and again. Ten metres from the finishing line, she fell over for the last time, and another athlete ran past her to win the race. Julie finished second. She had lost the race, but she didn't mind. She had become famous all over the USA. Many people believe that her determination to finish the race was one of the most inspiring moments in the history of the triathlon.

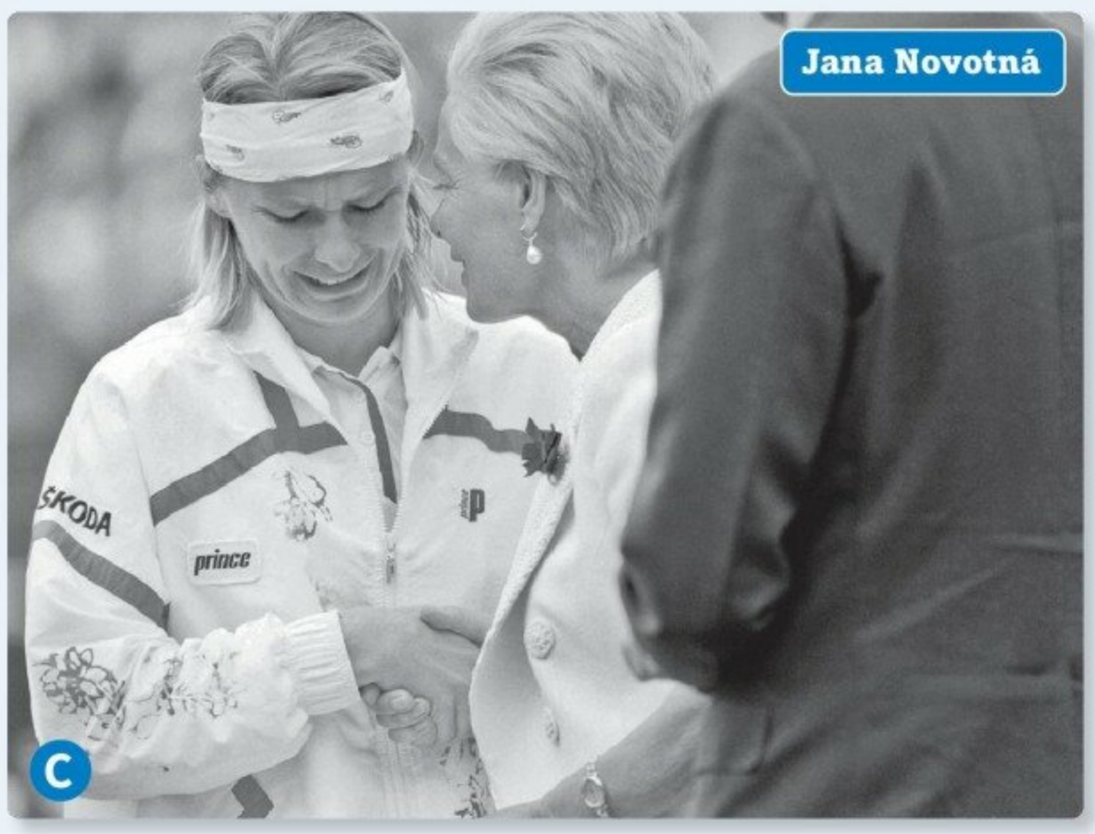
YET SO FAR

Jana Novotná

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







6 Match the highlighted words in the article to definitions 1–7.

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

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

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

8 TASK How do you think people motivate themselves after narrowly losing a race or competition? In what situations do you think competitors feel more pressure to win?

Writing An opinion essay

Insight Introducing examples and a conclusion

1 Choose the correct words to complete the sentences.

1 Money doesn't make you happy. _____, the actor Jim Carrey famously said, 'I think everybody should get rich and famous and do everything they ever dreamed of, so they can see that it's not the answer.'
- **a** For example
- **b** Such as
- **c** In conclusion

2 Successful people _____ entrepreneur Bill Gates, author Isabelle Allende and singer Shakira often give away money to charities.
- **a** to sum up
- **b** such as
- **c** for instance

3 Being wealthy is often an advantage. _____, however, I think there are more important things in life.
- **a** All things considered
- **b** Such as
- **c** For instance

4 Having money is no bad thing, but the key to enjoying life is happiness. _____, it's better to be happy in life than to be rich.
- **a** Such as
- **b** For example
- **c** To sum up

5 Some of the greatest artists didn't make money in their lifetime. _____, Vincent van Gogh depended on financial support from his brother.
- **a** To conclude
- **b** Such as
- **c** For instance

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

> You are only really successful in life if you make a lot of money.

1 Having money shows that you have worked hard.
2 Being happy and loved is a sign of success.
3 You can live in a big house and have whatever you want.
4 Artistic people are often successful, but often not rich.
5 If you have money, you can use it to help people or change the world.
6 Ordinary things, such as getting a job that you like or bringing up a family, are successes.
7 You do not need a lot of money to make good friends.

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

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

A Some people believe that making money is the most important thing in life. Others think that there are other ways of measuring success. So, is it true that people are only successful in life if they become rich?

B In my view, being successful is not about money. It is about being happy, making other people happy and feeling loved by friends and family. Billionaires such as Howard Hughes and Hetty Green, who lived alone and had no friends, were not successful because they were lonely and unhappy.

C I also think that being successful is about doing something interesting and rewarding with your life. For instance, if you become a talented teacher, a great doctor or a good parent, you will achieve your goal. In addition, _____.

D On the other hand, if you make money, it shows that you have worked hard and been good at what you do. In the business world, for example, a high salary usually means that you are good at your job. In addition, I think that _____.

E In conclusion, although it is true that making money often means that you have been successful in your job, it is not the only way of measuring success. I believe that being happy, being loved, bringing up a family and being creative in arts and sciences make you more successful in life than being rich.

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

Writing guide

■ **TASK Write an opinion essay on this topic.**

'Success is achieved in how popular you are with others.' Do you agree?

■ **PLAN 1 Brainstorm ideas and organize them into a mind map.**

■ **PLAN 2 Decide if you agree or disagree with the statement. Then choose the two strongest arguments in support of your opinion, and one argument against. Think of suitable examples.**

Paragraph 1: Introduce the topic and summarize the opinions that people have on it.
Paragraphs 2 and 3: In each paragraph, give an argument in support of your opinion. Add supporting statements and/or examples.
Paragraph 4: Give an argument against your opinion, with details, and a counterargument.
Paragraph 5: Summarize the main points.

■ **WRITE Write your opinion essay.**

■ **REVIEW Check the following points.**

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

U8 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 8A		Mark
	I can identify and understand fact and opinion in a text.	
	I can use verbs + prepositions to talk about success.	
	I can use noun and adjective suffixes.	
	How can I improve?	

Lesson 8B		Mark
	I can use the past perfect to descibe the order that things happened in the past.	
	I can tell a story using the past perfect and other past tenses.	
	How can I improve?	

Lesson 8C		Mark
	I can listen for specific information in a radio programme.	
	I can use verb + noun collocations to describe achievements.	
	I can express, justify and respond to opinions.	
	How can I improve?	

Lesson 8D		Mark
	I can scan a text for specific information.	
	I can use vocabulary to talk about state and society.	
	I can use *used to* to talk about past habits and states.	
	How can I improve?	

Lesson 8E		Mark
	I can write an opinion essay.	
	I can use different phrases to give examples.	
	I can use different phrases to introduce a summary or a conclusion.	
	How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

9 Breaking news

Vocabulary

Insight Words to do with fake news

1 Choose the correct words.

1 I'm not sure if this story is **misleading** / **believable**. There seem to be no reliable witnesses.
2 When writing an article, always try to use **trusting** / **trusted** sources.
3 After the publication, the celebrity admitted the story had been totally **made-up** / **responsible**.
4 The media should try to avoid **misleading** / **convincing** the general public.
5 That journalist is a **responsible** / **made-up** writer, so I think we can rely on his report.
6 It isn't a very **convinced** / **convincing** argument in my opinion.

Insight Collocations: the media

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

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

1 News reports containing a lot of violence shouldn't be _____ on TV.
2 Different police units often work together to _____ a crime.
3 The police are _____ evidence against the illegal dealings of the company.
4 The author was very excited when they _____ her first novel.
5 All of the major news channels _____ on the heavy floods last month.
6 Can you _____ the rumour that the manager is due to be sacked?

Vocabulary extra Parts of a newspaper

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

A Waiting to see a good horror? The wait is over. This film ticks all the right boxes … .

B The England women's team come back with an impressive win over Germany

C CLEANER wanted for friendly family in Birmingham. £15 an hour. Call … .

D The latest research suggests eating a little chocolate every day can have health benefits … .

E The euro is down against the dollar for the first time this year.

F **Across**
1 The largest continent in the world.
3 Another name for *protect*.

1 crosswords and games _____
2 business and finance _____
3 sports section _____
4 classified ads _____
5 arts and entertainment _____
6 lifestyle _____

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

■ broadcast ■ crosswords ■ finance ■ gather ■ guide ■ international ■ misleading ■ published ■ report ■ trusted

newstoday.org

News | Forums | Search | Sign in

Today 09.40

UK newspapers



If you live in the UK, there are two types of newspaper you can read: a broadsheet or a tabloid. The tabloid has always historically been [1]_____ in a smaller size. The word 'tabloid' comes from the name given to a type of small tablet of medicine in the 1880s. People started using it for newspapers that have short news stories. Tabloids are often considered to be less [2]_____ than broadsheets because of their more shocking headlines, and the way they [3]_____ on the news can be [4]_____, especially if they support a particular political view.

Broadsheets used to be bigger, but some have recently reduced their size to match that of tabloids. The journalists who write for them usually focus on more serious stories: [5]_____ news, politics, business and [6]_____. In the past, they didn't use to have colour photos on the front page, but this is more common these days.

The two types of newspapers, however, do have some things in common, such as a TV [7]_____ and some [8]_____ and games for entertainment.

It is also worth remembering that whichever kind of newspaper you read, you should try to [9]_____ information from a wide range of different sources.

5 TASK Do you read the same newspapers as your friends or family? Why / why not? Which part do you most enjoy? Do you prefer to read news online?

Grammar

Reported speech

1 Read the sentences and complete the two people's opinions on watching catch-up TV rather than live TV. Use the correct form of the verbs.

1 The man said that many people enjoyed binge-watching series and found it relaxing.
2 He also told us that eight out of ten adults used catch-up TV apps.
3 He added that people didn't have to wait until the following week to view the next episode, unlike traditional television.
4 He said that binge-watching was becoming more popular every year.
5 The woman believed that almost half of binge-watchers were trying to cut down.
6 She also said that 70% of them watched more than they intended to.
7 She thought that this would cause them to suffer from lack of sleep.
8 She believed that the binge-watching trend was because of faster internet speeds.

Is catch-up TV better than live TV?



Many people [1]_____ binge-watching series and [2]_____ it relaxing. Eight out of ten adults [3]_____ catch-up TV apps. You [4]_____ wait until next week to watch the next episode, unlike traditional TV. Binge-watching [5]_____ more popular every year.



Almost half of binge-watchers [6]_____ to cut down. 70% of them [7]_____ more than they intended to. I think watching too much [8]_____ them to suffer from lack of sleep. The binge-watching trend [9]_____ because of faster internet speeds.

2 Choose the correct words.

1 The shop assistant **said** / **told** me that the latest smartphone was better than the one I'd chosen.
2 I **said** / **told** that I didn't want to spend that much money.
3 My mum **said** / **told** that I shouldn't get something too expensive.
4 So the assistant **said** / **told** that another company would have a cheaper model.
5 I **said** / **told** the assistant that I wanted to buy that one instead.

3 Rewrite the sentences as reported speech.

Six terrible excuses for arriving late.

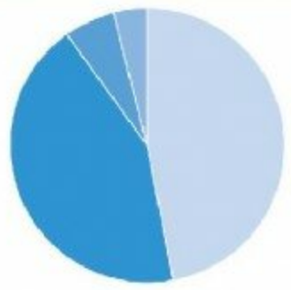
1 'I didn't hear my alarm.'
2 'My brother hid my car keys.'
3 'I thought it was fashionable to be late.'
4 'I forgot the time.'
5 'The bus didn't come.'
6 'My dog was sick.'

1 Martina said _____.
2 Thomas told our teacher _____.
3 Chloe said _____.
4 My cousin said _____.
5 Eric told our boss _____.
6 Sandra said _____.

4 Look at the pie chart and read Helen's blog post. Then complete the report below.

Poll **results** POSTS ABOUT FOLLOW ARCHIVE

Do you listen to music while you study?



A recent study has shown that if you listen to music before you start studying, this has a positive effect. However, listening at the same time as studying generally stops people from doing well. So what did the 500 people who responded think?

Personally, I don't like to listen to music when I study, so I'm surprised at the results: 40% of teens always listen to music while they are studying. For me, it's a bad idea as it will take me longer to finish my homework. I used to share a room with my sister and she always played music when she was at home, so I didn't have a choice! I agree with the 48% who said, 'It depends on the situation'. The other 7% said they never do, so either they don't like music, or they are lucky enough to have a quiet space to study.



Like | Share | Comment

Helen said that she [1]_____ surprised at the results of the poll because 40% of young people said they always [2]_____ to music while they [3]_____. She said that, for her, it [4]_____ a bad idea as it [5]_____ her longer to finish her homework. She added that she [6]_____ with the 48% who said it [7]_____ on the situation because she used to share a bedroom with her sister, so she [8]_____ a choice. Finally, she said that perhaps people who never [9]_____ to music [10]_____ it, or they [11]_____ lucky enough to have a quiet place to study.

5 TASK Do you binge-watch TV series? Why / why not? What sort of programmes do you enjoy watching?

Listening, vocabulary and speaking

Insight Films

1 Choose the correct words.



1 The Russo Brothers directed the Hollywood **blockbuster** / **plot** *Avengers: Endgame*.
2 Stephen McFeely and Christopher Markus wrote the **scene** / **script**.
3 The **crew** / **cast** includes Robert Downey Jr as Iron Man, Scarlett Johansson as the Black Widow and Chris Evans as Captain America.
4 Alan Silvestri composed and conducted the **plot** / **soundtrack**. He also wrote the music for *Forrest Gump*.
5 It's difficult to understand the **plot** / **crew** if you haven't seen any of the other Avengers films.
6 There are a lot of **special effects** / **scripts**, and most of them are computer-generated.
7 The **film set** / **crew** was in the USA, England and Scotland.
8 Brie Larson, who plays Captain Marvel, filmed all of her **scenes** / **cast** before the filming of *Captain Marvel*. But *Captain Marvel* was in the cinemas before *Avengers: Endgame*.

Vocabulary extra Film genres

2 Complete the sentences with the film genres below. There is one film genre that you do not need.

- animated films
- documentary films
- historical dramas
- horror films
- musicals
- romantic comedies
- science-fiction films

1 I really enjoy _____, like *Mamma Mia* – the songs are great!
2 My mum is a big fan of the costumes in _____, but I'd hate to dress that way!
3 David Attenborough has made some amazing _____ about our planet.
4 Old _____, like the original *Star Wars*, are still very popular.
5 Pixar Studios make excellent _____, such as *i*. The colours are wonderful.
6 _____ just scare me. I don't know why anyone would like watching them.

Giving and reacting to news

3 9.01 Listen to the dialogues and answer the questions.

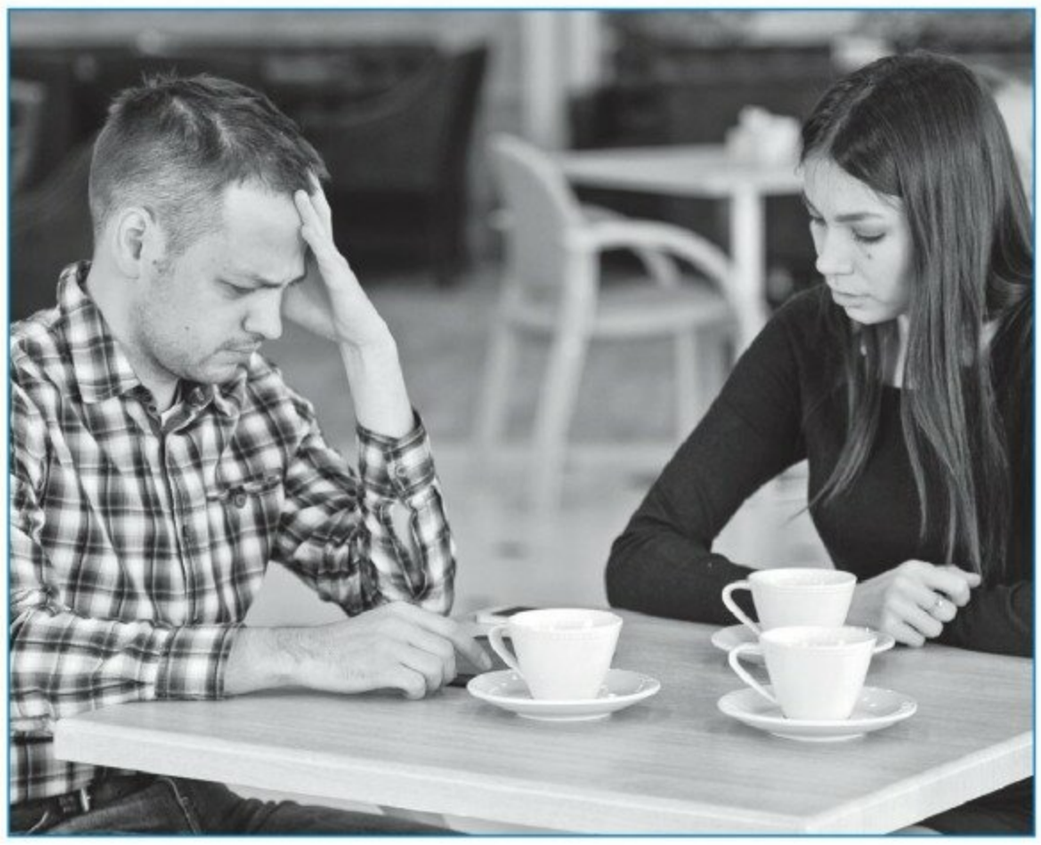
1 Where was Jacob going to drive his parents?
   a to his aunt's house
   b to a restaurant
   c to his work
2 Where is Archie's new job?
   a in a cinema
   b in a bank
   c in a library

4 9.01 Read the sentences and write G (ways of giving news) or R (ways of reacting to news) next to the phrases. Then listen again and write the name of the person who says them. There is one sentence that is not used in the dialogues.

Dialogue 1	Dialogue 2
Jacob, Linda	Archie, Kerry

1 That's fantastic news. ___ _____
2 I'm really pleased … . ___ _____
3 I was just talking to … . ___ _____
4 I've got some exciting news. ___ _____
5 What a dreadful thing to happen! ___ _____
6 Oh no! Poor … ! ___ _____
7 Cool. ___ _____
8 Have you heard about … ? ___ _____
9 You must be disappointed. ___ _____

5 Name the people in the photo.



_____ _____

6 Complete dialogues 1–4 with the phrases below.

- Well done! I'm really pleased for you.
- Have you heard about the competition? I won first prize!
- Oh no! You must be really disappointed.
- My friend told me that someone has broken the statue in the park.

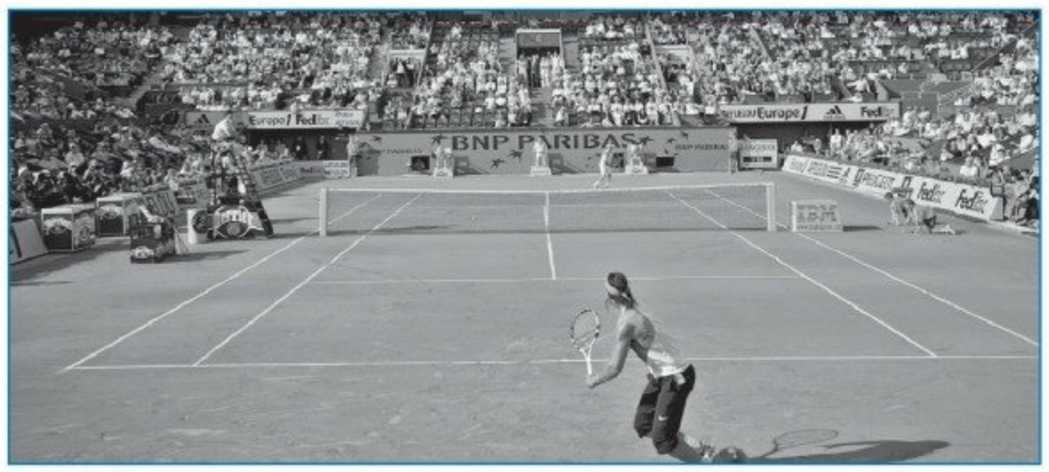
1 **A** _____
   B Oh no! What a shame. How did that happen?
2 **A** I have some good news. I got that job I applied for!
   B _____
3 **A** I can't play in the tournament because I've injured my leg.
   B _____
4 **A** _____
   B Lucky you!

7 TASK Tell your partner about a film you saw that was better or worse than you expected. Talk about the plot, the type of film it was and who you went with. Use some of the phrases in exercises 4 and 6. Then swap.

Vocabulary and grammar

Insight Types of TV programme

1 Match the types of TV programme with the examples.



■ cartoons ■ chat shows ■ costume dramas
■ ~~reality shows~~ ■ sitcoms ■ soap operas
■ sports coverage ■ wildlife documentaries

1 reality shows — *Big Brother*, *Race Across the World*
2 _____ — *Match of the Day*, *The French Open*
3 _____ — *Neighbours*, *The Bold and the Beautiful*
4 _____ — *Friends*, *How I Met Your Mother*
5 _____ — *Blue Planet*, *Life*
6 _____ — *The Ellen DeGeneres Show*, *The Late, Late Show*
7 _____ — *Downton Abbey*, *Peaky Blinders*
8 _____ — *Phineas and Ferb*, *The Simpsons*

2 Complete the text about popular types of TV programmes in different countries. Use the words in exercise 1.

How my TV viewing has changed

Like most people, I enjoy watching TV. It's an escape for me after a long day at work. But my viewing habits have changed over the years.

I have always enjoyed watching popular [1]_____ like *Friends* – most of us can relate to sitting in a coffee shop chatting with our friends.

When I was a child, obviously there were some programmes I couldn't watch. I often came downstairs quietly to see what my parents were watching. Unfortunately, they used to watch [2]_____ set in Victorian England or [3]_____ with guests that I didn't even recognize. So I was quite happy to spend my viewing time watching [4]_____ like *Scooby-Doo* and *SpongeBob SquarePants*.

As I became a teenager, nature and the world around us became more interesting. That's when [5]_____ became part of my daily viewing. I used to tell everyone all the fascinating facts I learned.

I did go through a time in my twenties of trying to watch a couple of [6]_____ just so I could chat with my friends about who was marrying whom, who was fighting with whom and so on, but it got so boring! And I just didn't have time to watch them five times a week!

Now, I don't really watch anything. I'd rather go out and see friends than stay in and be a couch potato! 😃

Question tags

3 Where does the name 'soap opera' come from? Look at the photos. Then choose the correct question tags.





1 The first soap operas were on the radio, **wasn't they** / **weren't they**?
2 This was originally in the USA in the 1920s, **wasn't it** / **didn't it**?
3 A lot of housewives listened every day, **don't they** / **didn't they**?
4 Big companies, like Procter and Gamble, sponsored the programmes, **didn't they** / **didn't it**?
5 Some of these companies sold soap, so the programmes were called soap operas, **isn't it** / **weren't they**?
6 Eventually, television became more popular than radio, **didn't they** / **didn't it**?

4 Complete the dialogue with question tags.

A Soap operas are so entertaining, [1]_____?

B Do you think so? They can be so boring sometimes, [2]_____? A lot of the things that happen aren't exactly believable, and we've seen all the stories before, [3]_____?

A Well, you've got a point, but people always want to know what happens next, [4]_____? And there are a lot of different characters, [5]_____? Teenagers as well as adults.

B But the characters aren't very realistic, [6]_____? We really don't behave like that, [7]_____?

A No, but that isn't the point. It's just a bit of fun, [8]_____?

B Perhaps you're right, but at the end of the day, people will always want to watch them, [9]_____?

5 TASK What do you watch on TV? Do you watch any programmes from other countries? Do you learn anything about those countries through the programmes you watch?

Reading

1 Read the article and match headings A–G to paragraphs 1–5. There are two headings that you do not need.

A Has it made a difference?
B What the future holds
C How it works
D How *The Big Issue* was born
E Who pays for it?
F What's in it?
G The story of a seller

2 Read the article again and choose the correct answers.

1 What did the creators of *The Big Issue* want to do?
a put an end to homelessness
b help homeless people create a support group
c give homeless people a chance to make money
d give the homeless money to start the project

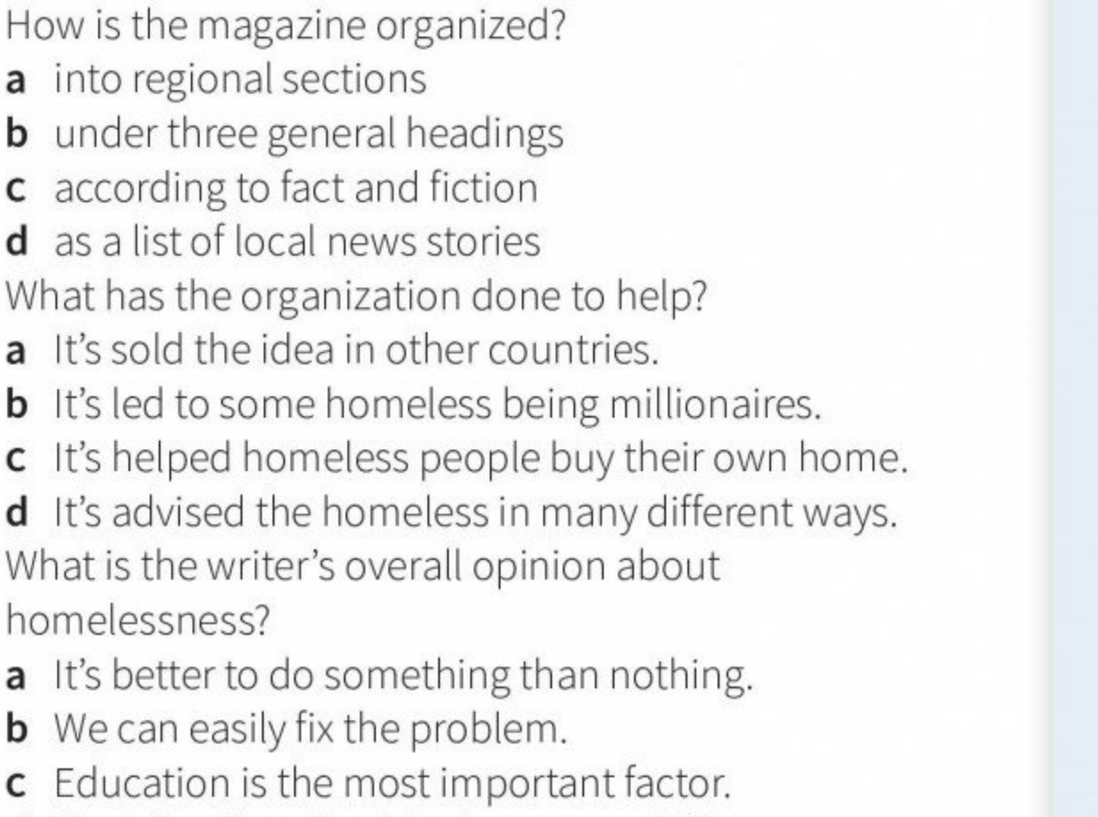
2 How do the sellers make their money?
a They get paid for the time they work.
b They get money for essential daily items.
c They ask the people in the street for money.
d They buy the magazines and earn cash from sales.

3 What is true about Sabrina Cohen-Hatton?
a *The Big Issue* offered her fresh hope.
b She became homeless after she left school.
c Being homeless meant she failed her exams.
d After her father died, she didn't have a home.

4 How is the magazine organized?
a into regional sections
b under three general headings
c according to fact and fiction
d as a list of local news stories

5 What has the organization done to help?
a It's sold the idea in other countries.
b It's led to some homeless being millionaires.
c It's helped homeless people buy their own home.
d It's advised the homeless in many different ways.

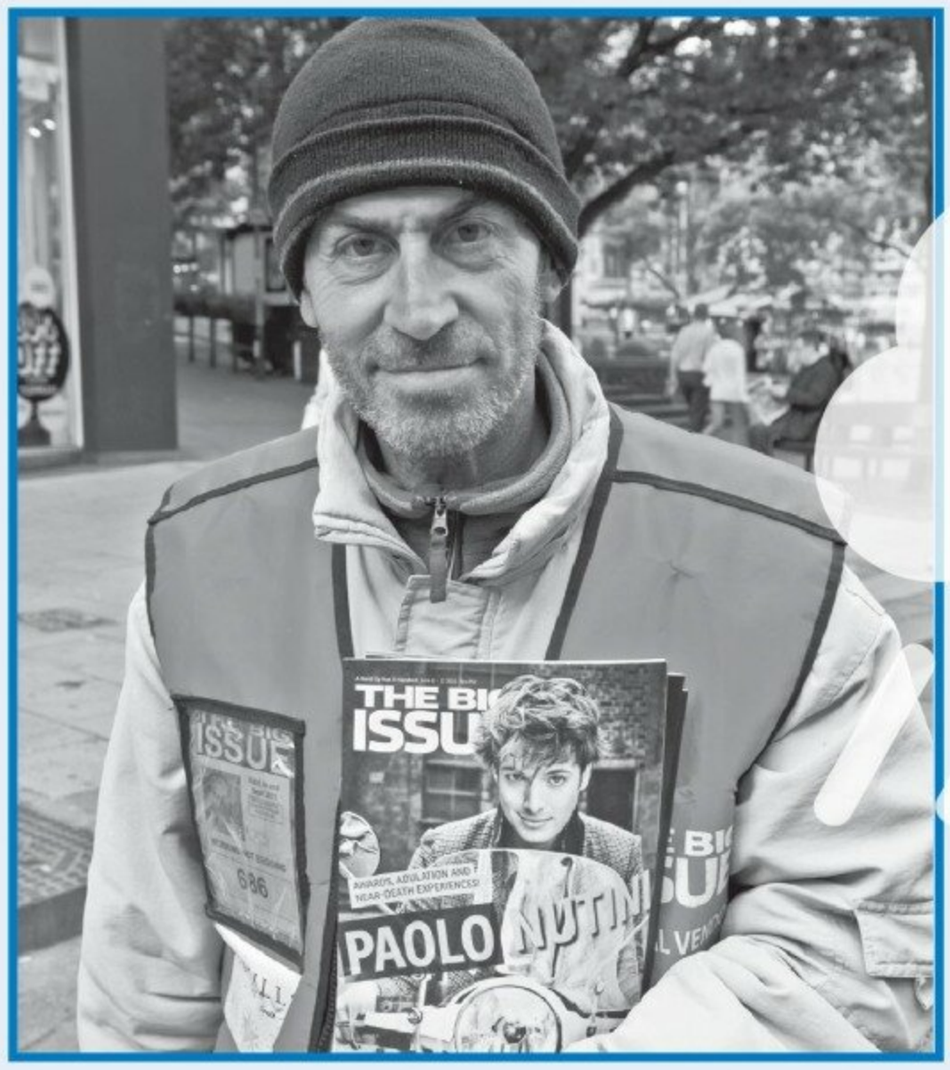
6 What is the writer's overall opinion about homelessness?
a It's better to do something than nothing.
b We can easily fix the problem.
c Education is the most important factor.
d Their families should take responsibility.



THE BIG ISSUE

1 _____

Back in 1991, John Bird and Gordon Roddick decided to make a positive change as a reaction to seeing a large number of people sleeping on the streets of London. It seemed that there wasn't an effective answer to the problem and, on top of that, it was getting worse. They put their heads together to come up with a solution. Their view was that the best way to help people wasn't to hand them cash, but to help them help themselves. This is the key to the idea of *The Big Issue* magazine as it celebrates its 30th birthday.



2 _____

The Big Issue sellers are very visible in many towns and cities across the UK, wearing their distinctive red jackets. While they stand there in all weathers, they don't get an hourly wage. Rather, their job is to buy the magazines for £1.25 and make a profit. At £2.50 per copy, the motivated person can make enough money for their daily needs. In short, it's a kind of micro-business. The main point is that it isn't begging, so if you buy a copy, make sure you actually take it and don't just hand over money. This increases the sense of self-worth and job satisfaction of the homeless person.

3 _____

Take the case of Sabrina Cohen-Hatton. Following the death of her father and unhappiness at home, she found herself on the streets at just 15 years of age. Most people find exams difficult at the best of times, but studying for important school exams without a home is particularly difficult. Now one of the most senior firefighters in the UK, Sabrina has really turned her life around. For her, *The Big Issue* is something she'll always appreciate. It gave her the opportunity to earn money and helped her to feel good about herself again.



4 _____

Each issue is full of information for the reader, so you certainly get your money's worth. There are three main sections: news, features and culture. There are also four regional variations of the magazine with slight differences in their content, like '10 things happening this week', giving information of events in the area to local residents. The Fact/Fiction section picks up on a big story in the news that week and analyses it to see how true it is and if it's factually right. This isn't a bad thing considering the increasing amount of fake news we are exposed to every day. There's also a letters section to make readers feel more involved.

5 _____

It would appear so from the figures. Since its creation in 1991, the magazine has helped 92,000 sellers earn a massive £115 million. There are currently 15,000 sellers, and more than 400,000 people in the UK read it. Another 120 similar magazines have adopted the same spirit as *The Big Issue* in a total of 35 countries. In 1995, the Big Issue Foundation was set up. This is a charity that helps homeless people get the support they need. Obviously, there's no quick and easy solution, and many of the reasons someone finds themselves homeless are far from simple. However, the foundation doesn't just help with problems related to housing. It now also supports their education, training and employment.

3 Find words 1–5 in the article. Then choose the correct meaning for each word as it is used in the article.

1 view (paragraph 1)
   - **a** an opinion
   - **b** the things you can see from a particular position

2 kind (paragraph 2)
   - **a** behaving in a way that shows you care about other people
   - **b** a type of thing or person

3 issue (paragraph 4)
   - **a** a topic or problem that people discuss
   - **b** a magazine or newspaper published for one particular day or month

4 right (paragraph 4)
   - **a** correct or good
   - **b** the opposite of left

5 adopt (paragraph 5)
   - **a** to take somebody else's child into your family and become their legal parent(s)
   - **b** to accept or start to use something new

4 Complete the sentences with the words in exercise 3.

1 'In my _____, people should be able to vote at the age of 16.'
'You should go to Brazil. Sixteen-year-olds there are allowed to vote in elections.'

2 In 2006, the company SanDisk advertised their new MP3 player by launching an anti-iPod™ campaign called 'iDon't', which described iPod users as 'iSheep' and 'iChimps'. The campaign failed, and the company had to _____ a new strategy.

3 Some students thought the teacher was rather strict, but she was always _____ to me.

4 Piracy is a big problem for the film and TV industry. Companies are constantly looking for ways to deal with the _____.

5 When we went to Prague last year, we visited the Žižkov Television Tower. It's about 216 metres tall, and the _____ from the top is amazing!

6 'I'm not sure if Canberra is the capital of Australia.' 'Yes, that's _____. I've just checked it on the internet.'

7 Have you seen the latest _____ of *Time* magazine? There's an article in it about my company!

8 The editor's office is just down this corridor, on the _____.

9 Angelina Jolie has six children. She _____ the eldest three, two boys and a girl, from Cambodia, Vietnam and Ethiopia.

10 'What _____ of TV programme is *Doctor Who*?'
'It's a British science-fiction programme about time travel.'

5 TASK Think about a person or organization you know about that helps people. What do they do and how do they help?

Writing A review of a TV programme

1 Read the review below and answer the questions.

1 Look at the picture below. What kind of TV programme do you think it is?

2 Which of the topics do you think the review will mention?

- the audience
- the contestants
- the location
- the losers
- the music
- the presenters
- the prize
- the tasks

Insight Describing TV programmes

2 Read the review again and choose the correct words.

Last night's TV

I'm a Celebrity … Get Me Out of Here!



There is one reality series in the UK which seems to have stood the test of time. It is just as [1]**entertaining / predictable** today as it was back in 2002 when it started.

It involves a group of celebrities who go to an Australian jungle for three weeks. They have to do tasks to earn nice meals – if they fail, they only get [2]**boring / memorable** rice to eat for the day. The challenges are [3]**dull / humorous** to watch and the public votes for who they want to do them. Camp members are voted off in the final week, leaving one king or queen of the jungle.

I think it has succeeded where other reality shows haven't because of the programme's presenters. They are [4]**convincing / predictable** viewers themselves, laughing along with us. Then there is the big budget. The opening of the show is often [5]**dull / spectacular**, involving helicopters and parachutes. The last three people are usually the people who are the most [6]**impressive / boring** during the challenges – and the winner isn't usually [7]**humorous / predictable**. For example, no one expected a soap opera star or a TV chef to win against stronger competitors, but they did!

So, if you have nothing better to do, watch a few episodes. I suggest you start with the [8]**memorable / convincing** ones from the bushtucker trials – an eating challenge. If those don't make you laugh, nothing will!

3 Read the last paragraph of the review again. Which of these ways of finishing a review did the writer use?

- a memorable moment from the programme and a recommendation
- a prediction
- a quote
- a rhetorical question

4 Read the following alternative endings to the review. Match them to the types of endings in exercise 3.

A It is completely unexpected, but this is the best thing on TV this year. What's next? A reality programme about gardening?

B After the show finished, winner Giovanna said she was blown away. 'I can't believe it,' she said, 'It's been the most amazing experience.'

C I hear that they are already filming the next series. If it is as good as this one, I will definitely be watching!

5 TASK What do you think makes a TV programme successful? Consider the time it is broadcast, the cast, the cost and the format.

Writing guide

TASK Think about a popular TV programme from your country that people of all ages watch. Plan and write a review.

PLAN 1 Think about the programme and make some notes.

- What type of programme is it?
- When is it broadcast?
- Who are the participants?
- Who watches it?
- Why is it popular?
- Is there a presenter?
- What three adjectives best describe it?

PLAN 2 Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Include general information and give a very brief opinion of the programme.
Paragraph 2: Summarize the programme. Explain in more detail what happens.
Paragraph 3: Give a more detailed opinion of the programme. Use examples to justify your opinion.
Paragraph 4: Summarize your opinion of the programme. Try to finish the review in an interesting way, using one of the ideas in exercise 3.

WRITE Write a review of a TV programme. Use the plan to help you.

REVIEW Check the following points.

- Are your ideas divided into paragraphs?
- Have you used a variety of adjectives?
- Have you included examples from the programme to justify your opinion?
- Have you checked spelling, grammar and punctuation?

U9 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

		Mark
Lesson 9A	I can find and understand relevant information in an article.	
	I can use a variety of words to talk about fake news.	
	I can use verb + noun collocations to talk about the media.	
	How can I improve?	
Lesson 9B	I can use reported speech to report what was actually said.	
	I can use *say* and *tell* to introduce reported speech.	
	How can I improve?	
Lesson 9C	I can understand and identify the main ideas in a radio programme.	
	I can talk about the different things or people needed to make a film.	
	I can give and react to good and bad news.	
	How can I improve?	
Lesson 9D	I can scan a text to locate specific information.	
	I can talk about different types of TV programmes.	
	I can use question tags to ask for confirmation or agreement.	
	How can I improve?	
Lesson 9E	I can write a review.	
	I can write an effective ending to a text.	
	I can use a variety of adjectives to describe a film.	
	How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

10 Material world

Vocabulary

Insight Phrasal verbs: buying and selling clothes

1 Complete the dialogues between a shop assistant (SA) and a customer (C) with the correct form of the phrasal verbs below.

hang up ■ look around ■ pick up ■ sell out ■ take off ■ try on

1 **SA** Can I help you?
C No, thanks. I'm just _____.

2 **C** Where can I _____ this shirt?
SA There are changing rooms at the back of the shop.

3 **C** What do you think?
SA Hmm … It looks a bit too big. _____ that one _____. I'll go and find a smaller size.

4 **C** Where shall I put the clothes I don't want?
SA Leave them here and I'll _____ them _____ for you.

5 **C** Do you have this T-shirt in red?
SA I'm sorry. We've _____ of them in that colour.

6 **C** Can you _____ those trousers for me, please? My hands are full.
SA Yeah, sure. Where shall I put them?

Insight Compound nouns

2 Choose the correct words to complete the compound nouns.

1 Did you know that 85% of people who work in sweat_____ are young women aged 15 to 25?
a shops **b** second-hand **c** companies

2 It is estimated that cotton _____ cover about 2.5% of the world's agricultural land.
a shops **b** fields **c** areas

3 Could you work in a hot factory with no air _____? Many people in developing countries work in hot places with no fresh air.
a field **b** tag **c** conditioning

4 Look at the price _____ before you buy something. If it's very cheap, ask where they made the product.
a tag **b** note **c** ticket

5 Factory _____ in China make 70% of the world's umbrellas. Where was your umbrella made?
a shops **b** fields **c** workers

6 TK Maxx is my favourite _____ shop in London. It sells hundreds of cheap T-shirts every day.
a sweat **b** discount **c** export

Vocabulary extra Materials

3 Put the materials in the correct category.

cotton ■ denim ■ fur ■ leather ■ linen ■ nylon ■ wool

1 made from plants: _____, _____, _____
2 made from animals: _____, _____, _____
3 man-made: _____

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

Three style icons who changed fashion

Katharine Hepburn



On screen from the 1930s until the 1950s, the actress Katharine Hepburn stood out for her clothing. She favoured a more masculine style. It wasn't common at that time to see a woman wearing white [1]_____ shirts, a blazer and trousers. Her look was low-maintenance but stylish. She first [2]_____ on this type of clothing because it was quick and easy – she simply didn't have time to look through the huge variety of dresses hanging [3]_____ in the clothes shops.

David Bowie



Pop star David Bowie was a fashion icon in the 1960s and 70s. From kimonos to [4]_____ jeans, he experimented with his clothes and looked effortlessly cool. And like Hepburn, he challenged gender stereotypes.
Bowie wore clothes made by some of the biggest designers in the world, but he was just as comfortable looking around [5]_____ shops. And if his fans liked what he wore, that item would often sell [6]_____.

Mary Quant



Designer Mary Quant became famous in the 1960s for her clothes that were small but had big price [7]_____. Many women in cities all over the world loved her miniskirts and minidresses, but others tried them on and quickly took them [8]_____ again as they were just too short for them! Their length drew a lot of attention at that time but, according to Quant, the reason was very practical. She said that she had made them short so that she could still run for a bus!

5 TASK How have fashions changed in your lifetime? How was fashion different when your parents were young? Try to use some of the vocabulary in exercises 1–3.

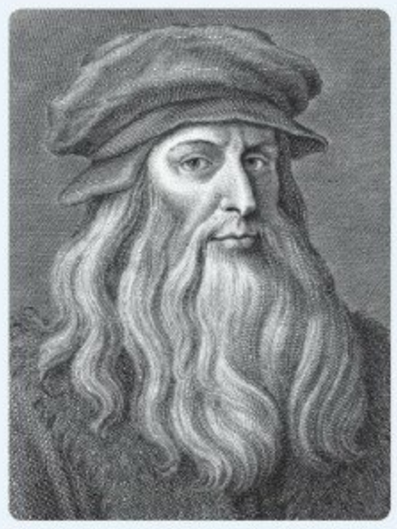
Grammar

The passive: present simple and past simple

1 Read the text and complete the sentences below. Use the present or past simple passive.

Leonardo da Vinci – a man of many talents

People today know Leonardo da Vinci as a famous artist. He painted the *Mona Lisa* sometime between 1503 and 1519, and the *Last Supper* around 1495–98. But he was also a scientist, engineer, musician, mathematician and inventor. Born in Italy in the Renaissance in 1452, he was very much ahead of his time. He was particularly interested in flight and drew a diagram of a helicopter a long time before we had the technical ability to build one. He also designed a bicycle 300 years before it appeared on our roads.



Being left-handed, Leonardo found writing from left to right uncomfortable. Maybe for this reason, he wrote his notes backwards. This also meant that other people couldn't easily steal his ideas. Thanks to his interest in anatomy, his drawings of the human body are scientifically accurate and many artists continue to study them today.

1 Leonardo da Vinci _____ by most people today as an artist.
2 The *Mona Lisa* _____ around 1503–1519.
3 A diagram of a helicopter _____ by Leonardo centuries before the first one was built.
4 The bicycle _____ by Leonardo da Vinci 300 years before people rode them.
5 Leonardo da Vinci's notes _____ backwards.
6 Leonardo da Vinci's drawings of the human body _____ by artists today.

2 Write questions about the fluoroscope. Use the present or past simple active or passive.

1 what / be / the fluoroscope / ?
What was the fluoroscope?
It was a machine that used X-rays to make light.
2 when / invent / it / ?
_____
In the 1890s.
3 who / invent / it ?
_____
Thomas Edison.
4 where / build / the first one / ?
_____
In New Jersey.
5 the fluoroscope / use / today / ?
_____
No, it isn't.

The passive: present perfect

3 Complete the sentences about the Mars chocolate company with the correct form of the verbs in brackets. Use the present perfect active or passive.

1 The Mars family _____ (own) a factory for making sweets and chocolate since 1911.
2 The family's company _____ (manufacture) chocolate bars since the 1920s.
3 Mars products, such as M&Ms and Orbit gum, _____ (sell) all over the world for over 80 years.
4 Mars bars _____ (make) in the UK since the 1930s.
5 Snickers bars used to be called Marathons in the UK. However, they _____ (not call) Marathons since 1990.
6 The Mars company _____ (produce) pet food as well as chocolate for many years.
7 One of Mars's British factories _____ (close) by the company in recent years.
8 The Mars company _____ (start) making more products in the Czech Republic recently.

4 Choose the correct answers.

The story of dental floss



Some kind of tool [1] _____ to clean between people's teeth since ancient times. Back then, a sharpened stick [2] _____ and later, horse hair. It was only in 1815 that modern dental floss [3] _____ by Dr Levi Spear Parmly, a dentist from New Orleans. In a book he [4] _____ on the subject in 1819, the advice was to brush twice a day and floss once. This led to a rapid increase in its production. In 1882, dental floss [5] _____ by the Codman & Shurtleff Company, so there was clearly a demand for it. Shortly afterwards, it [6] _____ by Johnson & Johnson. During World War Two, the cost of silk went up, so another material [7] _____. Nylon became the norm. These days, dental floss [8] _____ all over the world and comes in a variety of flavours, sizes and materials.

1 **a** is being used **b** used **c** has been used **d** was used
2 **a** preferred **b** was being preferred **c** is preferred **d** was preferred
3 **a** invented **b** was invented **c** was inventing **d** has invented
4 **a** published **b** was published **c** was publishing **d** has published
5 **a** mass-produced **b** was mass-produced **c** was mass-producing **d** has mass-produced
6 **a** was patenting **b** has patented **c** patented **d** was patented
7 **a** used **b** is used **c** was being used **d** was used
8 **a** is sold **b** has sold **c** is selling **d** was sold

5 TASK Think about a product people use every day. Look up how it is made and its history. Tell your partner about it using the passive.

Listening, vocabulary and speaking

Insight Environment

1 Choose the correct verb in each sentence. Then choose A if the sentence is active and P if the sentence is passive.

1 If we **use up** / **cut down** all the oil and gas, we will have to use other sources of energy such as wind, solar or nuclear power. **A** / **P**
2 In the 1950s, no fish lived in the River Thames in London because of the pollution. However, between 1950 and 2010 the level of pollution in the river has been **reduced** / **supported** and now there are a lot of fish. **A** / **P**
3 In 2015, Hurricane Patricia reached the Mexican coast. The village of Chamela was virtually **reduced** / **destroyed** in the hurricane. Almost every house fell down **A** / **P**
4 Some people **support** / **ban** the World Wildlife Fund by giving money to the organization every year. **A** / **P**
5 We should **survive** / **ban** whale hunting because it is cruel and unnecessary. Countries can make more money from whale watching, which is very popular with tourists, than from hunting whales. **A** / **P**
6 Camels **destroy** / **survive** in the desert because they can drink and store 100 litres of water at one time. **A** / **P**
7 Do you know what percentage of plastic waste is **reduced** / **recycled** in your country? **A** / **P**
8 It is important to **use up** / **conserve** the Gir Forest in India because the last wild Asiatic lions live there. **A** / **P**

Persuading, agreeing and disagreeing

2 10.01 Look at the posters. Then listen to the dialogue. Which of these events does Katie persuade Oliver to go to?

A

TREE PLANTING DAY



Volunteers needed to help at the local park!

Please come and help - Sunday 11 a.m. to 4 p.m.

B

LEARN TO DRIVE – TASTER DAY



Learn the basics of driving. Come to the stadium on **Saturday at 10 a.m.** and speak to our friendly instructors.

C

CLEAN UP OUR CITY CENTRE

Join the debate in the School Sports Hall, Friday 5 p.m.

3 10.01 Listen again. Choose the correct answers.

1 Where did Katie see the event?
  a at the stadium
  b at the park
  c at the school
2 Which of these problems does Katie talk about?
  a There is very little clean air.
  b There are a lot of new buildings.
  c There are no city centre parks anymore.
3 What does Oliver usually do on Sunday mornings?
  a He walks his dog.
  b He plays sport.
  c He relaxes.
4 Which of these arguments does Katie NOT use to persuade Oliver to help?
  a More volunteers are often needed.
  b They both use parks to play sport.
  c People of all ages enjoy outdoor space.
5 What does Oliver agree to do?
  a to help but come late
  b to help but bring his dog
  c to help but only for an hour

4 Match sentences 1–6 to categories a–c.

1 It will make a difference.
2 I'm not sure about that.
3 Oh, come on, Oliver.
4 I know what you mean.
5 I don't think so.
6 Perhaps you're right.

a Persuading: _____, _____
b Agreeing: _____, _____
c Disagreeing: _____, _____

5 10.01 Does Oliver agree (✔) or disagree (✘) with Katie when she says the sentences? Listen again and check.

1 Oh, come on, Oliver. I think you'll enjoy it. _____
2 But it's only a few hours. You'll be glad you did it. _____
3 We really should help with this. _____

6 10.01 Put the words in the correct order to make phrases for disagreeing politely. Who says them – Katie or Oliver? Listen again and check.

1 right / I / don't / sorry, / but / think / that's
_____
_____
2 sure / I'm / not / that / actually, / about
_____
_____

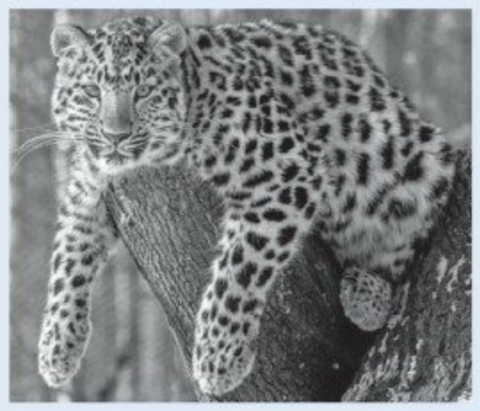
7 TASK Choose one of the other two posters in exercise 2. Write a dialogue to persuade your friend to go with you. Your friend politely disagrees, at least at first.

Vocabulary and grammar

Insight Adjective suffixes: *-ful* and *-less*

1 Complete the text with the adjective form of one of the nouns in brackets. Use the suffixes *-ful* and *-less*.

Join the fight to save the Amur leopard!



Amur leopards are [1]_____ (**power** / **harm**) runners, reaching speeds of up to 37 miles per hour. They are also [2]_____ (**success** / **end**) hunters, willing to eat the meat of any animal they catch. These big cats live in a limited area between Russia and China, and can survive in extreme weather, both hot and cold. But they are unable to fight against the [3]_____ (**hope** / **harm**) changes in their habitat caused by farming and forest fires. There are also [4]_____ (**use** / **thought**) hunters who kill Amur leopards for their fur. On top of this, they are [5]_____ (**success** / **power**) against the stronger tigers in the same region that kill them.

With your help, this doesn't need to be a [6]_____ (**end** / **hope**) situation. There may be a way to increase their numbers. You can do something really [7]_____ (**use** / **end**) by giving just a small donation each month. In 2007, there were only 30 Amur leopards left. By 2017, there were 57, and now there are as many as 70. This is thanks to the [8]_____ (**end** / **harm**) hard work of the Russian National Park. Go to our website now and help us save these beautiful creatures.

Vocabulary extra Protest: verb phrases

2 Choose the correct verbs.

1 _____ our campaign to save the Amur leopards!
a Join **b** Donate **c** Post **d** Shout

2 Help us to _____ against the destruction of their forests.
a make **b** protest **c** sign **d** post

3 You can _____ on demonstrations against illegal hunting.
a make **b** do **c** go **d** join

4 You can also _____ our online petition to support the Amur leopards.
a carry **b** post **c** shout **d** sign

5 Please _____ a comment on our website to show your concern.
a post **b** donate **c** go on **d** protest

6 _____ a banner on a demonstration …
a Join **b** Protest **c** Carry **d** Shout

7 … or _____ slogans to show how you feel!
a shout **b** post **c** go on **d** join

8 Please _____ some money to our campaign.
a carry **b** donate **c** sign **d** make

The passive: future

3 Rewrite the sentences using the future passive to make predictions.

1 In the future, we will use more applications like Google Lens™ to point our mobile devices at objects and find out information about them.
In the future, more applications like Google Lens _____.

2 We'll make calls on our mobile phones without touching the screen.
Calls on mobile phones _____.

3 We won't need keyboards on computers because of touchscreen technology.
Keyboards _____.

4 We'll print houses on 3D printers.
Houses _____.

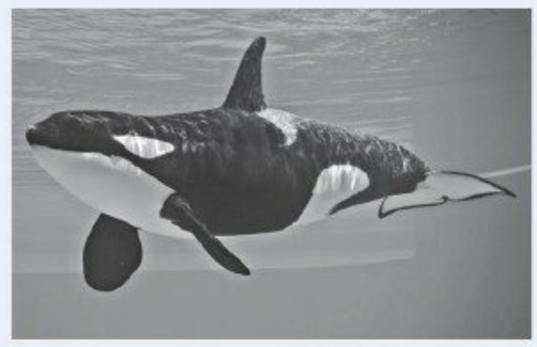
5 Scientists will reduce the size of computers so that they're the same size as a credit card.
The size of computers _____.

6 New search engines won't change the world – but there'll be a lot of them!
The world _____.

4 Choose the correct words.

myblog POSTS ABOUT FOLLOW ARCHIVE

Using satellites to follow the whales



In our view, the hunting of whales is [1]**thoughtless** / **helpless** and cruel, and it may one day result in their extinction. Whales are in danger because, even today, they [2]**hunt** / **are hunted** for their meat, bones and teeth. Whales are also victims of [3]**harmful** / **harmless** pollution in the oceans. That's why WhaleWatch, a NASA-funded online tool, [4]**has been started** / **was started** in 2015 to follow their travels across the world's oceans. Satellite tracking [5]**combines** / **is combined** with environmental information to predict where the whales are at any given time. In this way, ships can avoid them and won't be a threat to their safety.
A special programme called *WhaleWatch* [6]**will be broadcast** / **will broadcast** on Saturday at 7 p.m. If you want to show your support for our campaign to ban whale hunting globally, please [7]**sign** / **make** our online petition or [8]**take** / **post** a comment on our message board.

Like | Share | Comment

5 TASK Is there a wildlife cause that you feel strongly about? How will you encourage people to join you and give their support to the campaign?

Reading

1 **Look at the photos. What is the connection between them?**

2 **Study the title and the layout of the text. Read the title, quote and last paragraph and choose the correct answers.**

1 What is the main message of the quote at the start of the reading?
- **a** Animals are far stupider than humans.
- **b** If you wear fur, you aren't very intelligent.
- **c** Humans are really no different from animals.
- **d** Animals get caught because humans are cleverer than them.

2 Who is the text written for?
- **a** those who don't own any fur
- **b** those who want to be fashionable
- **c** those who are against the fur trade
- **d** those who want to work in the fur trade

3 Its main purpose is
- **a** to promote the fur trade to sell internationally.
- **b** to educate people about the anti-fur campaign.
- **c** to warn people about harmful ways in which we make clothes.
- **d** to communicate why some people choose to wear fur.

3 **Read the text and check your answers in exercise 2.**

4 **Read the text again. Match summaries A–G to paragraphs 1–5. There are two summaries that you do not need.**

A _____ Animals are still treated badly by companies in the fur industry.

B _____ Nowadays, in the clothes stores and on the catwalks of Europe, fur clothes are growing in popularity.

C _____ Although farming or importing fur is prohibited by many countries, the fur trade continues to be successful.

D _____ The anti-fur campaign groups want the governments of countries in Asia to stop the fur trade by introducing stricter rules.

E _____ Several decades ago, people in the fashion industry were responsible for making fur clothes very unpopular.

F _____ Anti-fur campaigners ask young people to take action to support their campaign.

G _____ A representative of companies that buy and sell furs argued that fur farming has never been cruel.





the fur trade

It takes 40 dumb animals to make a fur coat … but only one to wear it. *1990s anti-fur slogan*

1 In the 1990s, five of the world's most famous supermodels protested against wearing fur. Their campaign was so successful that most fashion-conscious people in Europe gave up their fur boots, coats and hats, and it became embarrassing to put on a fur coat in public. There were programmes on TV about how cruel the trade in animal skins was, and people who continued to wear fur in public were criticized or shouted at in the street.

2 Today, several decades later, the situation has changed. The fur trade is a powerful industry again, and global sales of fur are now worth over 8 billion euros a year. In some European capitals, shops that sell products made from animal skins have reported a 50% increase in business. Supermodels have returned to promoting fur on the catwalk, and people in fur coats aren't shouted at in the street anymore. It's cool to wear fur again. But why? Is it because the cruelty of the industry has been forgotten?

3 Many groups that campaign against the fur industry are reaching out to a new generation of young people who love fashionable clothes. This generation was too young to be aware of the campaign in the 1990s, and so the anti-fur groups are targeting them with their anti-fur trade message. A spokesperson for the fur industry was interviewed recently by a fashion magazine and they told the reporter that fur farming has been modernized and isn't as cruel as it used to be. Many people believe that this isn't true, and that animals used in the fur trade are still treated badly. Reports show that over 50 million animals will be killed for their fur this year, and most of them will spend their short lives on fur farms before they're killed. Mink and foxes are kept in small cages, in crowded conditions, and they often feel very stressed. These animals can't live in cages because they're naturally wild. Moreover, in some countries in Asia, where domestic animals such as cats and dogs are used to provide fur, there are no strict rules about how to look after animals, and they're often kept in terrible conditions.





4 So, what should be done? In some countries, like the UK and Austria, fur farming is banned, and in the EU and the USA, there are very strict controls on importing fur. Fur from cats and dogs is banned in the EU, for example. However, these laws haven't managed to stop the trade. As long as there are people who buy and wear fur, there will be companies who make a profit out of it.

5 Anti-fur campaigners are eager to encourage people who share their views to join them and spread their message. They use a variety of means to appeal to people who feel it's wrong to wear an animal's skin to support their campaigns. They educate young people about the fur trade by providing information showing the conditions that animals are kept in on farms, and by telling them which clothes shops in Europe continue to sell fur products. Their supporters can help by signing online petitions and handing out information either to people they know or to people on the street. Frequent demonstrations are held in major cities around the world where supporters keenly take up the fight. Anti-fur campaigners strongly believe that cruelty to animals can be stopped if people are educated about the issue and join together to support the campaign.

5 Study the highlighted words in the text. Then match the words in each pair below to the correct definitions.

1 _____ fashion-conscious (person)
_____ fashionable (clothes, place, person)
a following a style that is popular at a particular time
b very interested in fashion

2 _____ take up
_____ give up
a stop doing something
b start doing something, or join something

3 _____ fur farming
_____ fur trade
a producing fur from animals in cages
b buying and selling fur

4 _____ domestic
_____ wild
a raised or grown by humans; kept in a house or farm
b living in nature; not raised or grown by humans

5 _____ hand out
_____ reach out
a ask for help
b put in somebody's hand

6 Complete the questions with the correct form of the words in exercise 5.

1 Jane wears such _____ clothes. People often mistake her for someone famous because she looks really stylish.
2 Dogs are the most popular _____ animals in the UK with 26% of adults owning one.
3 Teachers try to _____ to their students who isolate themselves.
4 I was never a _____ teenager because I didn't care about wearing the latest clothes. Basically, I wasn't very cool!
5 _____ has been illegal in the UK since the year 2000.
6 We need more people to _____ the fight to save bees. The planet cannot survive without them.
7 Sachiko no longer works in the _____, which is a relief to her family who are all vegetarian.
8 Sometimes the only way of seeing _____ animals like lions and tigers is to go to a zoo.
9 I had an awful job when I was a student. I had to _____ leaflets to people in all weathers.
10 My grandma _____ wearing fur after learning about how the animals were killed.

7 TASK Think of five reasons why people support the fur trade. Then think of five reasons why people are against the fur trade. Which is the most important reason for and against, and what is your personal opinion on this issue?

Writing A description of a process

1 Put the sentences in order to describe the process of making paper. Then choose the correct linking words.

1 _____ **Then** / **Last of all**, the trunks are broken down into very small pieces.
2 _____ **Finally** / **Next**, the paper is treated with a special solution so that it doesn't absorb too much ink.
3 _____ **First** / **Lastly**, the trees are cut down and taken to a paper mill.
4 _____ **In the beginning** / **Next**, they are put through a machine which removes the outer layer, or bark.
5 _____ **After that** / **First of all**, these pieces are put into digesters – pressure boilers which mix the small pieces with water to make pulp.

2 Read the sentence below. Find and correct eight spelling and punctuation errors. Then decide where the sentence goes in the description of the process in exercise 1.

after a wile the water is removed leaving a thin laier of paper wich is then dryed

3 Read the interview with an ice cream manufacturer. Then write a description of the process using the present simple passive and the linking words in exercise 1.

Home > Get support > Online forums

S Has ice cream always been popular?

M Oh yes. People invented it over 2,000 years ago and we know that the Roman emperor Nero ate ice cream in the 1st century BCE.

S Really? So, how do you make ice cream in your factory?

M Well, we weigh all the ingredients that we need and we mix them together. We heat the mix at a really high temperature and kill any harmful bacteria.

S And then? What do you do next?

M We leave the mix for four hours. When it's cool, we add colours and flavours.

S OK. So that's it?

M Not quite. The people in the factory pump the mix through a freezer. It freezes some of the water in the ice cream and puts air in it. We add nuts, fruit and chocolate.

S It's a long process!

M Yes. We package the ice cream and send it to shops … and, well, that's it.

S Great, thanks!

How is ice cream made in a factory?



Ice cream has always been popular. It was invented over 2,000 years ago and it was eaten by Emperor Nero in Ancient Rome. Let's look at how it's made.

First of all, in the factory, all the ingredients that are needed are weighed. Then, …

Writing guide

■ **TASK** **Choose one of the popular food items or drinks below. Describe the process of making the product.**

▪ bread ▪ Coca-Cola™ ▪ coffee ▪ cornflakes ▪ crisps ▪ jam ▪ mayonnaise ▪ tomato ketchup

■ **PLAN 1** **Research the product you have chosen and find out interesting facts about it, as well as how it is made. Which of the verbs below will you need to use in your description?**

▪ add ▪ cut ▪ freeze ▪ grow ▪ heat ▪ mix ▪ package ▪ send ▪ weigh

■ **PLAN 2** **Decide which ideas you are going to use and match them to these paragraphs.**

Paragraph 1: Introduce the product, say what people use it for today and when people started to use it in the past. Include some interesting facts.
Paragraphs 2 and 3: Describe how it is made, using linking words to show the different stages of the process.

■ **WRITE** **Write your description. Use the plan to help you.**

■ **REVIEW** **Check the following points.**

▪ Are your ideas divided into paragraphs?
▪ Are the stages of the process in the correct order? Do the linking words make this clear?
▪ Have you checked spelling, grammar and punctuation?

U10 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 10A	I can identify the purpose of a text.	**Mark**
	I can use phrasal verbs about buying and selling clothes.	
	I can use compound nouns.	
	How can I improve?	
Lesson 10B	I can use the passive to talk about the results of actions.	**Mark**
	I can understand a spoken text using different passive forms.	
	How can I improve?	
Lesson 10C	I can listen for specific information to complete a summary.	**Mark**
	I can understand and use verbs to talk about the environment.	
	I can use expressions to persuade, agree and disagree.	
	How can I improve?	
Lesson 10D	I can understand paragraph summaries in a text.	**Mark**
	I can use suffixes to form adjectives.	
	I can use the passive in the future form.	
	How can I improve?	
Lesson 10E	I can write a description of a process.	**Mark**
	I can use words and phrases for expressing sequence.	
	I can check accuracy of spelling and punctuation when writing.	
	How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

Grammar reference and practice 1

1.1 ■ Present simple and present continuous

Present simple

Affirmative and negative			
I We You They	live don't (= do not) live		in a city.
He She It	lives doesn't (= does not) live		
Questions and short answers			
Do	I we you they	live in a city?	Yes, I do. No, I don't.
Does	he she it		Yes, he does. No, he doesn't.

Spelling rules: third person singular

- Most verbs: add *-s*
- Verbs ending in *-s*, *-sh*, *-ch*, *-o*, *-x*: add *-es*
- Verbs ending in consonant + *-y*: change *-y* to *-ies*

Use

We use the present simple to talk about:

- habits and everyday routines, normally with adverbs of frequency such as *always*, *usually*, *often*, *sometimes*, *rarely* and *never*. We can also use time expressions such as *every evening / Monday / winter* or *in the morning / evening*, etc.
  I sometimes get up late on Sunday.
  Diana travels to Latin America every summer.
  Note that adverbs of frequency go immediately before the main verb, but after the verb *be*. Longer time expressions usually go at the end of the sentence.
  Do you always do your homework before dinner?
  The school is never open on Sunday.
  The school usually closes in the afternoon.
- facts and general truths.
  Annika and Elly come from the Netherlands.
  December isn't a warm month in Europe.
- states. Some verbs that describe states are *believe*, *hate*, *know*, *like*, *love*, *need*, *prefer*, *understand*, *want*.
  Erdem knows the names of all countries in Africa. Do you want to work on one of our projects?

1 Choose the correct words.

1 Carol **go** / **goes** to school by train.
2 My father often **flies** / **fly** to Italy for his work.
3 Helen **washes** / **wash** her hair every day.
4 Our friends don't **lives** / **live** very far from here.
5 **Does** / **Do** Paul have a big family?
6 My sister **don't** / **doesn't** finish school at 4 p.m.

2 Put the words in order to make sentences.

1 don't / I / have breakfast / usually / .
2 your brother / a new car / every year / buy / does / ?
3 never / before eleven o'clock / we / go to bed / .
4 is / often / Paula / late for class / .
5 we / at home / sometimes / have our lunch / .
6 always / Simon's parents / in the evening / watch TV / .
7 have / in the afternoon / rarely / lessons / they / .
8 cinema / you / go / do / the / to / often / ?

Present continuous

Affirmative and negative			
I	'm (= am) 'm not (= am not)		playing tennis.
He She It	's (= is) isn't (= is not)		
We You They	're (= are) aren't (= are not)		
Questions and short answers			
Am	I	playing tennis?	Yes, I am. No, I'm not.
Is	he she it		Yes, he is. No, he isn't.
Are	we you they		Yes, we are. No, we aren't.

Spelling rules: *-ing* form

- Most verbs: add *-ing*
- Verbs ending in *-e*: remove *-e* and add *-ing*
- Verbs ending *-ie*: change *-ie* to *-ying*
- Short verbs ending consonant + vowel + consonant: double the final consonant and add *-ing*

Use

We use the present continuous to talk about:

- actions that are happening at the time of speaking, often with expressions such as *at the moment* and *now*.
  'Where is Peter?' 'He's having lunch at the moment.'
  I can't talk right now. I'm eating dinner.
- actions that are happening around now, but perhaps not at the moment of speaking.
  Paul is teaching English in Africa. (He isn't necessarily teaching English right now.)
  Freya is studying Japanese at university. (She isn't necessarily having lessons right now.)
- planned future arrangements, usually with time expressions such as *tomorrow*, *tonight* and *this afternoon / week / Friday*.
  I'm flying out to Africa tomorrow.
  What are you doing tonight?
  Sandra isn't going on holiday this summer.

3 Complete the sentences. Use the present continuous form of the verbs in brackets.

1 It _____ (snow) at the moment.
2 I _____ (not do) anything right now.
3 Gina and Paul _____ (try) to make a meal over a fire.
4 _____ you _____ (write) your essay?
5 They _____ (not open) the new school this month.
6 What time _____ we _____ (leave) on Friday?

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

brush ■ do ■ get ■ make ■ not organize ■ play

1 It's nearly seven o'clock. _____ you _____ ready?
2 Leo _____ a mess with those paints.
3 I'm nearly ready. I _____ my teeth.
4 We _____ the party. Kim is doing it.
5 She isn't very good at cooking, but she _____ her best.
6 Chris and Phil _____ tennis this afternoon.

5 Complete the sentences. Use the present simple or present continuous form of the verbs in brackets.

1 Can you help me? I _____ (look) for a good hostel.
2 The children's English isn't very good, but it _____ (get) better.
3 My friend and I _____ (chat) online about twice a week.
4 _____ (Sally and Naomi / come) to watch the match later?
5 I _____ (not have) the same thing for breakfast every day.
6 This project is hard work. You _____ (need) to be very fit and healthy.
7 We _____ (meet) Samuel at eight o'clock tonight.
8 _____ (you / prefer) hot or cold weather?

1.2 ■ Articles

a / an

We use *a / an* before singular countable nouns when:

- we mention something for the first time.
  When they first arrived, they lived above a bakery.
- we say what someone's job is.
  Her mother is a cleaner.
- we describe a person or thing.
  It's a lovely day.
  He's from a poor family.

the

We use *the* before singular and plural countable nouns, and uncountable nouns when:

- we refer to something that was mentioned before.
  Tomas bought a food stall. The stall did very well.
- there is only one person or thing, or when it is clear which one we mean because of the context.
  Wait for me at the station. (There is only one station.)

No article

We use no article with:

- plural or uncountable nouns when we talk about something in general.
  Bakers make bread and cakes.
- names of people, streets, cities, mountains, countries, languages and continents (*Uncle Peter*, *Caracas*, *Everest*, *Africa*). Note that there are exceptions to this rule: we use *the* before some countries, regions and mountains such as *the USA*, *the UK*, *the Middle East*, *the Rocky Mountains*. We always use *the* with rivers, seas and oceans such as *the Hudson river*, *the North Sea*, *the Pacific Ocean*.

1 Complete the sentences with *a / an* or *the*.

1 We had a great meal in _____ Indian restaurant called Mumtaz.
2 Let's eat in _____ restaurant across the road tonight.
3 _____ bank that my father works in is opposite my school.
4 Gina works in _____ bank. I don't know which one.
5 I talked to _____ interesting woman at the bus stop this morning.
6 _____ woman who lives next door used to be an actress.

2 Add *the* once or twice to each sentence.

1 It rains a lot in UK.
2 When was last time you saw Aunt Carla?
3 It's been very wet recently. Rain is damaging flowers in our garden.
4 We're spending some time in France. We're staying in an apartment near river Seine.
5 We got to airport very early, and had to wait a long time for flight.
6 You can't eat in here. Look at signs on walls.
7 Dog looked very thirsty, so we went to look for water.
8 Don't ever look directly at sun.

Grammar reference and practice 2

2.1 ■ Past simple

Affirmative and negative			
I You He / She / It We They	lived didn't (= did not) live	here.	
Questions and short answers			
Did	I you he / she / it we they	live here?	Yes, I did. No, I didn't.

Spelling rules

- Most regular verbs: add *-ed*
- Regular verbs ending in *-e*: add *-d*
- Short regular verbs ending in consonant + vowel + consonant: double final consonant and add *-ed*
- Regular verbs ending consonant + *-y*: change *-y* to *-ied*

Many verbs have irregular past simple forms, for example, *have* → *had*, *know* → *knew*, *teach* → *taught*. They form questions and negatives in the same way as regular verbs. The verb *be*, however, is different. The past simple affirmative forms of *be* are *was* and *were*. The negative forms are formed by adding *n't* (= *not*).

You / We / They were excited about the trip.
I / He / She / It wasn't very old then.

The past simple question form of *be* is formed by changing the order of the subject and the verb.

Were you / we / they excited about the trip?

Use

We use the past simple for:

- a completed past action or a past state. We often use it with expressions that show when things happened, such as *yesterday*, *ago*, *when I was a child*, *in April / 2008*, *last night / week / month / year*, etc.
  The train left the station two minutes ago. You missed it.
  We helped the lady with her bags. She was very old.
- a past habit, often with adverbs of frequency and time expressions such as *every week / Monday / summer / year*.
  They visited their grandparents every Sunday.
- a sequence of actions in the past.
  The man crossed the road and went into a cafe.

1 Choose the correct words.

1 What did you **buy** / **bought** at the shops?
2 It **stopped** / **stop** raining.
3 I didn't **liked** / **like** the hotel.
4 George **didn't be** / **wasn't** in class yesterday.
5 Did you **caught** / **catch** the train on time?
6 She **study** / **studied** French at university.

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

1 We're hungry because we _____ (not have) breakfast this morning.
2 _____ (your mum and dad / buy) a new car recently?
3 When Jack was younger, he _____ (spend) every summer by the sea.
4 Ella _____ (go) into town, had coffee with her friends and then came back home.
5 The shops in town _____ (not be) very busy yesterday.
6 When _____ (you / learn) to speak French?
7 I _____ (run) all the way home to see my favourite TV programme.
8 _____ (they / travel) by train or by bus?
9 Alina _____ (not come) to see us last weekend.
10 _____ (she / forget) the name of the hotel where they stayed?

2.2 ■ Past continuous

Affirmative and negative			
I He She It	was wasn't (= was not)		travelling very fast.
We You They	were weren't (= were not)		
Questions and short answers			
Was	I he she it	looking at a map?	Yes, I was. No, I wasn't.
Were	we you they		Yes, we were. No, we weren't.

Use

We use the past continuous for:

- background descriptions, especially in stories.
  The sun was shining and the birds were singing.
- actions in progress at a specific time in the past.
  What were you doing at 3 p.m. on Wednesday?
  I was watching TV and my brother was listening to music.

We often use the past continuous and the past simple together for a longer action interrupted by a shorter action.

It was raining when we left the house.

We do not use the past continuous with state verbs such as *believe*, *need*, *understand*, etc. but we often use it with verbs which show that the action or event has duration such as *wait*, *live*, *work*, *rain*, etc.

1 Complete the sentences. Use the past continuous form of the verbs below.

call ■ have ■ hope ■ not listen ■ not sit ■ send ■ talk ■ watch

1 We _____ a fantastic time at the party.
2 Joe tried to tell her the truth, but Eva _____ _____ to him.
3 Who _____ you _____ an email to?
4 I _____ to get a bike for my birthday, but I got a new football.
5 _____ Tim _____ my name?
6 The people at the concert _____ down because there weren't any seats.
7 The TV was on, but no one _____ it.
8 Sorry, _____ you _____ to me?

2 Complete the sentences. Use the past continuous form of the verbs in brackets.

1 You were shouting in your sleep. What _____ _____ (you / dream) about?
2 Dan and Dave _____ (not swim) in the sea. They were on the beach.
3 When I woke up, I _____ (lie) on the floor.
4 We _____ (get) ready for the party when you phoned.
5 Why _____ (Fred / run) to school? He wasn't late.
6 I wasn't at home at ten o'clock. I _____ (help) my uncle in his garden.
7 What's the name of the girl you _____ (talk) to last night?
8 Kim and I _____ (wait) for you in the park. Why didn't you come?

3 Write sentences without changing the word order. Use the past simple and past continuous in each sentence.

1 Maya / walk / to school / when / she / meet / Lola.
_____
2 We / sit / by the pool / when / it start / to rain.
_____
3 When / the bus / come, / Joe / buy / a magazine.
_____
4 When / you / phone / me, / I / bake / a cake.
_____
5 Carla / not smile / when / I / look / at her.
_____
6 The children / not play / outside / when / the accident / happen.
_____
7 When / the police / stop / him, / he / drive / home.
_____
8 I / read / your email / when / they / arrive.
_____

2.3 ■ *while*, *as* and *when*

- We use *while* and *as* with the past simple and past continuous to talk about actions that take place at the same time. Generally, *while* and *as* are used to introduce longer actions.
  While you were having lunch, I was working hard in the garden.
  They arrived as I was leaving.
- We use *when* to introduce a shorter action that interrupts a longer one.
  He was walking home when he met an old friend.
- We also use *when* to talk about an event that is immediately followed by another event.
  When it stopped snowing, we went outside.
- We can use *when*, *as* or *while* at the beginning of a sentence or in the middle. If it is used in the middle, there is no comma.
  I was working hard in the garden while you were having lunch.
  We went outside when it stopped snowing.

1 Choose the correct sentence ending.

1 I was crossing the street
  a while I heard the shop window break.
  b when I heard the shop window break.
2 While I was repairing my bike,
  a I cut my hand.
  b I was cutting my hand.
3 The sea was coming in quickly as
  a we were walking along the beach.
  b we walked along the beach.
4 When we stopped the car to look at the map,
  a while we were realizing we were lost.
  b we realized that we were lost.
5 As Dave was putting up the tent,
  a when Mark made dinner.
  b Mark was making dinner.
6 The ferry left
  a while the passengers were getting on.
  b when the passengers got on.
7 I heard a strange noise
  a just as I was falling asleep.
  b when I fell asleep.

2 Complete the sentences with *while*, *as* or *when*. Sometimes more than one answer is possible.

1 No one was listening _____ Sam was telling the joke.
2 Everyone laughed _____ Karen told the joke.
3 _____ we were planning our route, the wind blew the map away.
4 _____ we planned our route, we didn't have a very good map.
5 Sue and Ian decided to get a sandwich _____ they were waiting for you.
6 Were you annoyed _____ Ryan arrived late?

Grammar reference and practice 3

3.1 ■ Determiners

These determiners are used to talk about quantity: *some*, *any*, *a little*, *a few*, *much*, *many*, *a lot of*.

We use *some* and *any* before uncountable nouns or plural countable nouns to mean 'a number of' or 'an amount of'.

- *Some* is used in affirmative sentences.
  I've got some apples. There's some tea on the table.
- *Any* is used in negative sentences and in questions.
  Did the supermarket have any chicken?
  We haven't got any carrots.
  Have you got any bananas?
  There isn't any meat in the fridge.
- *Some* can also be used in questions, but only if they are offers or requests.
  Would you like some cake?
  Can I have some cake?

We use *a little* and *a few* to refer to small amounts.

- We use *a little* with uncountable nouns.
  We only need a little milk for the cake.
- We use *a few* with plural countable nouns.
  Meals are healthier if you add a few vegetables.

Much and *many* are used in negative sentences and questions to talk about larger quantities.

- We use *much* with uncountable nouns.
  Have you got much rice?
  There isn't much coffee.
- We use *many* with plural countable nouns.
  'Are there many glasses in the cupboard?' 'Yes, but there aren't many plates.'

We generally use *a lot of* to talk about larger quantities in affirmative sentences, for both uncountable and plural countable nouns. It is also possible to use *a lot of* in negatives and in questions.

Ellie eats a lot of fruit and vegetables.
A lot of people like Italian food.

1 Choose the correct sentence in each pair.

1 **a** I've got a lot of milk.
  b I've got much milk.
2 **a** There isn't many coffee left.
  b There isn't much coffee left.
3 **a** I'm only buying a little grapes.
  b I'm only buying a few grapes.
4 **a** We haven't got any ice cream, I'm afraid.
  b We haven't got some ice cream, I'm afraid.
5 **a** Can I have any tea?
  b Can I have some tea?
6 **a** Do you want much bottles of water?
  b Do you want many bottles of water?
7 **a** People eat much junk food these days.
  b People eat a lot of junk food these days.
8 **a** Are there any onions in the cupboard?
  b Are there some onions in the cupboard?

2 Choose the correct countable or uncountable nouns to complete the sentences.

1 Are there any **additives** / **fat** in this snack bar?
2 There aren't many **cheese** / **mushrooms** on my pizza. Can I have some more, please?
3 We have a little **burgers** / **meat** left in the freezer.
4 There was some **meals** / **food** at the party, so I'm not hungry now.
5 You can eat a few **chocolate** / **biscuits** every week, but not too many.
6 Is there much **apples** / **fruit** in this cake?

3 Complete the sentences with the words below. There is one word that you do not need.

■ a lot of ■ any ■ few ■ little ■ many ■ much ■ some

1 The bus was late because there was _____ traffic.
2 Chloe doesn't take _____ clothes on holiday.
3 There are only a _____ sandwiches here. We need more for the picnic.
4 If you like sweet tea, you should only add a _____ sugar, as it's bad for your teeth.
5 Have you got _____ information about places to visit around here?
6 There isn't _____ water left – only half a bottle.

3.2 ■ Indefinite pronouns and adverbs: *some-*, *any-*, *no-*, *every-*

We use indefinite pronouns that combine *some-*, *any-*, *no-* and *every-* with *-body*, *-one* or *-thing* to refer to people and things without saying exactly who or what they are.

The pronouns *somebody* and *someone* mean the same; so do *anybody* and *anyone*, *everybody* and *everyone*, etc. Note that the indefinite pronoun *no one* is two separate words.

Somebody is upstairs.
There isn't anything in the fridge.
I opened the door, but no one was there.

In English, a sentence can only contain one negative form, so an affirmative verb must be used with pronouns or adverbs formed with *no-*.

No one came to the party. I didn't see anyone.
NOT ~~No one didn't come. I didn't see no one.~~

We can use the same combination of *some-*, *any-*, *no-* and *every-* with *-where* to form the adverbs *somewhere*, *anywhere*, *nowhere* and *everywhere*. These words refer to places.

I looked everywhere but I couldn't find my shoes.
The station is somewhere near here.
This animal is found in Australia and nowhere else.

Note that after indefinite pronouns and adverbs we always use a singular verb.

Everyone knows about it.
NOT ~~Everyone know about it.~~

1 Complete the words with *some*, *any*, *no* or *every*.

1 We invited a lot of people to the concert but _____body came.
2 My dog follows me _____where. He even follows me to school.
3 _____one is talking upstairs. Who is it?
4 I looked for a present for Mum, but I didn't buy _____thing in the end.
5 Have you been _____where today?
6 A lot of children get bored in the summer. They say that there's _____thing to do.
7 'Do you know _____one who lives in London?' 'Yes, a few people.'
8 This place is very popular. _____body likes it.

2 Complete the sentences with an indefinite pronoun or adverb.

1 I didn't go _____ this weekend. I stayed at home.
2 In the past, you couldn't buy spices in many places, but now you can find them _____.
3 Teresa made a cake, but _____ liked it. It wasn't sweet enough.
4 What did I do with my MP3 player? I know I put it _____ in this room.
5 Here's the menu. Would you like _____ to drink?
6 _____ lent me €5 recently, but I can't remember who it was.
7 I've eaten _____ at all today. That's why I'm so hungry!
8 It's very dark here. I can't see _____.

3.3 ■ Relative pronouns and adverbs

Relative pronouns and adverbs link two ideas.
There is a vending machine. It sells frozen food.
There is a vending machine that sells frozen food.
NOT ~~There is a vending machine that it sells ... .~~
The relative pronoun *who* refers to a person, and *which* refers to a thing. The pronoun *that* can refer back to both people and things.
There is a vending machine which / that sells frozen food.
I know someone who / that lives near you.
We can leave out *who*, *which* or *that* if they are followed by another pronoun or a noun. We can't leave out *who*, *which* or *that* if they are followed by a verb.
An additive is a thing (which / that) we put in food.
BUT
An additive is a thing which / that is put into food.
We use the relative pronoun *whose* to refer back to a person who owns something.
There's my neighbour. We found his dog.
There's my neighbour whose dog we found.
The relative adverb *when* refers to a time at which something happened.
I was happy when I was a child.
Sunday is the only day when I can relax.
The relative adverb *where* refers to a place in which something happened.
I want to show you the house where I was born.
Britain is one of the few countries where people drive on the left.

1 Choose the correct words. In which sentence can the relative pronoun be left out?

1 The place **where** / **that** we're spending our holidays is near the beach.
2 Let's meet in the cafe **that** / **where** is in the square.
3 Did you meet the boy **who** / **whose** parents are both chefs?
4 Do you know the name of the new girl **who** / **which** sits next to Jack?
5 We're looking forward to the day **when** / **which** we leave school.
6 The shop **that** / **whose** we buy our school uniforms from is very expensive.
7 Saturday is the only day **which** / **when** I don't have to do homework.
8 A concert hall is a place **where** / **whose** you can listen to live music.
9 My grandma remembers a time **that** / **when** these streets were all countryside.
10 The area **where** / **which** we live is very quiet.

2 Rewrite the sentences that do not need a relative pronoun.

1 The girl that lives next door to me is in my class.
_____
2 Mrs Taylor isn't a person that I know very well.
_____
3 The family whose cat destroyed our flowers are buying a dog.
_____
4 The cinema which we go to every week is closing down.
_____
5 Our teacher is a person who everyone respects.
_____
6 Our teacher is a person who expects a lot of her students.
_____

Grammar reference and practice 4

4.1 ■ Comparative and superlative adjectives

Spelling rules

- For short adjectives, add *-er* to form the comparative and *the* + *-est* for the superlative.
  small → *smaller* → *the smallest*
  young → *younger* → *the youngest*
- For short adjectives ending in *-e*, add *-r* or *the* + *-st*.
  large → *larger* → *the largest*
  cute → *cuter* → *the cutest*
- For short adjectives ending in vowel + consonant (except *-w*), double the consonant and add *-er* or *the* + *-est*.
  hot → *hotter* → *the hottest*
  wet → *wetter* → *the wettest*
- For adjectives ending in consonant + *-y*, remove the *-y* and add *-ier* or *the* + *-iest*.
  early → *earlier* → *the earliest*
  busy → *busier* → *the busiest*
- For adjectives of two or more syllables (except adjectives ending in *-y*), add *more* or *the most* before the adjective.
  modern → *more modern* → *the most modern*
  delicious → *more delicious* → *the most delicious*
- Some adjectives are irregular, for example:
  good → *better* → *the best*
  bad → *worse* → *the worst*
  far → *further / farther* → *the furthest / farthest*

Use

We use comparative adjectives to compare two people or things. Comparative adjectives are often followed by *than*.
In the past, houses were darker than they are now.
I think my sister is more intelligent than my brother.
We use superlative adjectives to compare a person or thing with the whole group. We do not use *than* after superlatives.
The bathroom is the smallest room in our house.
This old castle is the most popular tourist attraction in our town.

1 Write the comparative and superlative form of each adjective.

1	beautiful	_____	_____
2	funny	_____	_____
3	nice	_____	_____
4	far	_____	_____
5	dangerous	_____	_____
6	sad	_____	_____
7	interesting	_____	_____
8	bad	_____	_____
9	wide	_____	_____
10	clean	_____	_____
11	dirty	_____	_____
12	famous	_____	_____

2 Study the table and write comparative sentences. Use the adjectives in brackets.

	House A	House B
Location	city centre	countryside
Date of building	1965	1925
Height	20 metres	15 metres

1 House A is _____ (noisy) House B.
2 House A is _____ (modern) House B.
3 House A is _____ (big) House B.
4 House B is _____ (quiet) House A.
5 House B is _____ (old) House A.
6 House B is _____ (small) House A.

3 Complete the sentences with the superlative form of the adjectives below.

■ expensive ■ good ■ hot ■ large ■ lazy ■ tidy

1 We've got _____ dog in the world. He just lies on the sofa all day.
2 _____ room in our house is the living room, but my parents' bedroom is also quite big.
3 My computer is _____ thing I own. It cost a lot of money.
4 Tom got _____ exam result in the class. He was very happy about it.
5 Megan's bedroom is _____ room in the house because she puts all her things away.
6 _____ place in the world is Death Valley in the USA. Temperatures reach up to 57°C.

4.2 ■ *(not) as … as, too, enough*

(not) as … as

We can use (*not*) *as* + adjective + *as* to compare two people or things. The adjective doesn't change and it always comes between *as* and *as*.

- *as … as* shows that two people or things are the same or equal.
- *not as … as* shows that two people or things are not the same or equal.

Our dog is as old as yours. (The two dogs are the same age.)
Danny isn't as funny as Ben. (One of the two boys is funnier than the other.)
Is this necklace as expensive as that bracelet?

too + adjective

We use *too* + adjective to describe something that is more than is necessary, or is not acceptable.
They didn't buy the house because it was too expensive. (It cost more money than they wanted to pay.)
The adjective always comes after *too*.
The infinitive form of the verb can also follow *too* + adjective.
We were too tired to run.

(*not* +) adjective + *enough*

We use adjective + *enough* to describe something that is as good, big, fast, etc. as is necessary.

Is your room warm enough? (= Do you need more heating?)

The adjective always comes before *enough*.

NOT ~~enough warm~~

We can add *not* before adjective + *enough* to make a negative.

I can't get to sleep. I'm not tired enough.

The infinitive form of the verb can also follow adjective + *enough*.

Is he old enough to go to university?

1 Write sentences with *as … as* and *not as … as*.

1 a cottage / a mansion (not big)

_____

2 Buckingham Palace / the Tower of London (well known)

_____

3 bicycles / sports cars (not expensive)

_____

4 musicians / actors (popular)

_____

5 a 10,000-metre race / a 100-metre race (not fast)

_____

6 a lake / an ocean (not deep)

_____

7 the Sahara Desert in Africa / the Gobi in Asia (dry)

_____

8 Mount Fiji / Mount Everest (not high)

_____

9 skiing / skating (dangerous)

_____

10 the moon / the sun (not far from Earth)

_____

2 Choose the correct words.

1 At Christmas, the shops are **crowded enough** / **too crowded**.
2 My wardrobe isn't **big enough** / **too big** to put all my clothes in. I need a larger one!
3 These days, everything is **too** / **enough** expensive.
4 Is the meat ready? Is it **enough tender** / **tender enough**?
5 We never use those chairs because they are **not enough** / **too** uncomfortable to sit on.
6 Processed food has got **too much** / **enough** sugar and salt in it. It isn't healthy.
7 I'm very tired. The bus journey was **too long** / **not long enough**.
8 The book I need is on the top shelf. I'm **not tall enough** / **too tall** to reach it.
9 I can't hear you. Please turn down the music. It's **too** / **enough** loud.
10 What time is it? Six o'clock? It's **enough early** / **too early** to get up!

4.3 Verbs + infinitive or *-ing* form

When two verbs appear together in a sentence, the first one can be followed by the infinitive or the *-ing* form of the second.

When I'm older, I want to be a historian. (*want* + infinitive)

I enjoyed reading this book. (*enjoy* + -ing form)

It is important to remember the pattern for each verb. Below are some of the most common.

Verb + infinitive	Verb + *-ing* form
agree	avoid
decide	can't stand
hope	don't mind
need	enjoy
promise	hate
pretend	like
try	look forward to
want	love
would like	

Note the difference between *like* and *would like*:

Do you like swimming? (= Do you enjoy it in general?)

Would you like to go swimming today? (= Do you want to do it now, or at a specific time?)

1 Match 1–8 to a–h to make sentences.

1 What do you like
2 My grandad wanted
3 I can't stand
4 Diana tried to imagine
5 Once I finish school, I hope to
6 Karl says he doesn't mind
7 What do you mean? We never agreed to
8 I'm looking forward to

a painting the fence. He finds it quite relaxing.
b being back home for the holidays.
c pay for everyone's food!
d to be an archaeologist when he was younger.
e work abroad as a journalist.
f ironing. It's such a boring job.
g doing in your spare time?
h sitting in her favourite armchair back at home.

2 Complete the sentences using the infinitive or *-ing* form of the verb in brackets.

1 You should avoid _____ (go) anywhere too hot.
2 Leo is hoping _____ (become) famous.
3 Lucy and Caroline enjoy _____ (study) at the summer school.
4 Why do you want _____ (be) a lawyer?
5 We are looking forward to _____ (relax) on our holiday.
6 I really hate _____ (get) mosquito bites.
7 I'd like _____ (work) abroad next year.
8 Take your time. I don't mind _____ (wait).

Grammar reference and practice 5

5.1 ■ Present perfect

We form the present perfect with the auxiliary verb *have* and the past participle of the main verb.

Affirmative and negative			
I We You They	have haven't (= have not)		seen this film.
He She It	has hasn't (= has not)		
Questions and short answers			
Have	I we you they	seen this film?	Yes, I have. No, I haven't.
Has	he she it		Yes, he has. No, he hasn't.

Use

We use the present perfect:

- to talk about something that happened before now, at an indefinite time in the past.
  I've met a lot of famous people in my life.
  He's written six books.
  They've travelled a lot in Africa and Asia.
- to talk about an action or event that started or happened in the past, but has got a connection with the present. The action or event might be finished or unfinished.
  The rain has stopped. We can go out now.
  I've made a cake. Would you like some?
  She's lost her keys and can't open the door now.
  He's lived in this town all his life. (He was born here and he still lives here now.)
- to talk about experiences, especially with *ever* and *never*.
- to talk about recent events.

ever and *never*

In present perfect questions, we often use *ever* (= at any time in the past).

Have you ever tried a risky sport?

To express a negative, we can use *never* (= at no time in the past) + affirmative verb.

I've never tried a risky sport.

been and *gone*

The verb *go* has two past participle forms: *been* and *gone*.

- We use *been* when we know that someone has returned from a journey.
  Josh has been to India. (He is back now.)
- We use *gone* when the person has not returned.
  Josh has gone to India. (He is still in India.)

1 **Study the table and complete the sentences using the present perfect.**

	Take a lot of risks	Travel to different countries	Have a number of exciting experiences
Lydia	✔	✘	✔
Ryan	✘	✔	✔
Scott	✔	✘	✘

During the past year:

1 Lydia _____ a lot of risks.
2 Ryan _____ a lot of risks.
3 Lydia and Scott _____ to different countries.
4 Ryan _____ to different countries.
5 Lydia and Ryan _____ a number of exciting experiences.
6 Scott _____ many exciting experiences.

Present perfect and past simple

Present perfect	Past simple
For experiences and actions that happened at an indefinite time in the past, often with *ever* and *never*. Have you ever been to Spain? I've never been to Spain. Carrie has stayed at that hotel twice.	For actions that happened at a specific point in the past, usually with time expressions such as *ago*, *yesterday*, *last week / year*, *in 2009*, etc. and in questions with *when*. When did Lee go to Spain? Lee went to Spain last year.
For finished or unfinished actions and situations that have a connection with the present. I've lived in Germany all my life.	For finished actions and situations that happened in a period of time that has ended. I lived in Germany from 2015 to 2018.

2 **Write the correct past simple or present perfect form of the verbs in brackets.**

1 Mr Franks was well known in this town.
He _____ (play) football for the local team until 2012.
2 My grandma _____ (be) very happy when we visited her in her new home.
3 We _____ (meet) Tim and Helen in the park last week.
4 I _____ (not see) a film at the cinema for a few months.
5 _____ you ever _____ (wear) fancy dress?
6 He didn't pass the exam because he only _____ (write) his name on the paper.
7 We _____ (have) a terrible day. I hope tomorrow will be better.
8 Mum _____ (not go) to the shops. She's still writing the shopping list.

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

We use *just* before the past participle in affirmative sentences and questions to talk about something that happened immediately before the moment of speaking.
I've just finished making the dinner.
We use *already* before the past participle in affirmative sentences and questions to talk about something that happened sooner than expected.
Mr Smith has already arrived. He's an hour early.
We use *yet* at the end of the sentence in negative sentences and questions to talk about something that was expected to happen, but which hasn't happened.
Robert hasn't called yet. We're still waiting.
Have you met Billy yet?

1 Write sentences with *just* and the present perfect.

1 He / arrive.
_____
2 She / see / her name on the list.
_____
3 Carol and Ted / get married.
_____
4 I / write / an email / to you.
_____
5 You / walk / past a very famous person.
_____
6 We / finish / our homework.
_____

2 Choose the correct words.

1 She's only been here two weeks and she's **yet** / **already** made a lot of friends.
2 He said he'd contact you. Has he phoned you **yet** / **already**?
3 Have they **yet** / **already** decided who's in the team? That was quick!
4 I haven't seen that film **yet** / **already**. Is it good?
5 'Is John still in the queue for the rollercoaster?' 'No, he's **yet** / **already** been on it.'
6 'Could you tell Phil that his dinner is ready?' 'I **yet** / **already** have.'

5.3 ■ Present perfect with *for* and *since*

We use the present perfect + *for* or *since* to say how long a situation has existed.

- We use *for* with a period of time: *for a few seconds*, *for a day*, *for two weeks*, *for several years*.
  She's had this house for many years.
- We use *since* with a specific time: *since ten o'clock*, *since Friday*, *since yesterday*, *since May*, *since 2007*.
  She's had this house since 2011.

We can use the question *How long … ?* with the present perfect to ask about the length of time that a present situation has existed.
How long has Jo lived here? (Jo still lives here.)

1 Rewrite the sentences using *for* or *since*. Today is Friday 19 June 2025. Marcia is 25 years old.

1 Marcia's been here since Monday.
Marcia's been here _____.
2 Marcia's parents have lived in New York for two years.
Marcia's parents have lived in New York _____.
3 Marcia has had a car since she was 18.
Marcia has had a car _____.
4 Marcia's twin brothers have been teenagers for ten days.
Marcia's twin brothers have been teenagers _____.
5 Marcia's worked at the post office since January.
Marcia's worked at the post office _____.
6 Marcia's been engaged for two months.
Marcia's been engaged _____.

2 Complete the questions. Then write true answers.

1 Where do you live? How long / you / live there?
_____
_____
2 What's the weather like today? How long / it / be cold (sunny, raining, snowing, etc.)?
_____
_____
3 What are you wearing? How long / you / have it?
_____
_____
4 Who is your best friend? How long / you / know them?
_____
_____
5 Do you study geography at school? How long / you / study it?
_____
_____
6 What are your favourite animals? How long / you / be interested in them?
_____
_____

3 Complete the sentences with the words below.

■ already ■ ever ■ for ■ just ■ never ■ since ■ yet

1 I've known my best friend _____ a long time.
2 My sister has _____ tried a risky sport.
3 Have you _____ tried trampolining?
4 Mike's 32 now, and has had a fear of injections _____ his childhood.
5 Have they published the exam results _____?
6 The ground is wet because it has _____ stopped raining.
7 It's only September, but they've _____ bought some Christmas presents.

Grammar reference and practice 6

6.1 ■ *will* and *going to*

will

Affirmative and negative		
I You He / She / It We They	'll (= will) won't (= will not)	wait here.
Questions and short answers		
Will	I you he / she / it we they	be all right?
		Yes, I will. No, I won't.

Use

We use *will* and *won't* (= will not) to express:

- predictions, or future facts that we are certain about, often after the verb *think*.
  That plant won't survive for long without water.
  I don't think they'll win the competition.
- decisions made at the moment of speaking, offers and promises.
  'It's very hot in this room.' 'I'll open the window.'

going to

Affirmative and negative		
I	'm (= am) 'm not (= am not)	going to work tonight.
He She It	's (= is) isn't (= is not)	
We You They	're (= are) aren't (= are not)	
Questions and short answers		
Am	I	Yes, I am. No, I'm not.
Is	he she it	Yes, he is. No, he isn't.
Are	we you they	Yes, we are. No, we aren't.

going to come?

Use

We use *be* + *going to*:

- to make a prediction about the future based on something we can see in the present.
  Look at those clouds. It's going to rain.
- to describe an intention.
  I'm going to start keeping a diary.
- to talk about a future plan.
  We are both going to study in the USA next summer.

Compare:
going to: They aren't going to stay in London very long. (This is their plan or intention.)
will / won't: They won't stay very long. (I predict this.)

1 Choose the correct words.

1 Dana **will** / **is going to** stay with her French penfriend this summer. She's really excited.
2 We need some milk. I **'m going to** / **'ll** go out and buy some.
3 Do you think that we **'re going to** / **'ll** get there in time for the concert?
4 Help that boy. He **'s going to** / **will** fall off the wall.
5 I can't come out tonight. I **'ll** / **'m going to** work on my school project.
6 Mike thinks that his new school **is going to** / **will** have better facilities than his old one.
7 I've decided that I **'ll** / **'m going to** live in Italy when I grow up.
8 What a mess! **Will you** / **Are you going to** help me to tidy up?

2 Complete the sentences with *will* or the correct form of *be going to*.

1 I don't think the students _____ get lost.
2 Sam and I are training really hard this week. We _____ run in the 10-kilometre race on Saturday.
3 There's a spelling mistake on our poster. I _____ change it.
4 Nobody wants to come to our concert. It _____ be a disaster!
5 During the summer, I _____ work at the leisure centre to earn some money.
6 Mr Kempton thinks the window _____ cost about €200 to repair.
7 I _____ have a party on Saturday. Would you like to come?
8 It's Sarah's birthday next week. I think I _____ buy her some flowers.

6.2 ■ First conditional

We use the first conditional to talk about a possible present action or situation, and its probable result.

If you study hard at school, you'll do well.
CONDITION — RESULT
If + present simple, — *will* + infinitive

If we put the result clause first, there is no comma.

You'll do well if you study hard at school.
RESULT — CONDITION
will + infinitive — *if* + present simple

In a condition clause, *if* is followed by the present simple, even though the verb refers to the future.
If we miss the train, we'll be late for school.
NOT ~~If we'll miss the train ... .~~

It is possible to use a negative verb in either or both parts of a conditional sentence.
If he doesn't learn to read, he won't do very well.

1 **Match 1–6 to a–f to make sentences.**

1 If you break this law,
2 The children won't work well
3 You'll easily pass the exam if
4 If that man takes those things,
5 It will be easier for you to get up on time
6 If I don't go home soon,

a you work hard and do your homework.
b if you use an alarm clock.
c you'll pay a fine.
d I'll get into trouble with my parents.
e if they're too tired to concentrate.
f I'll call the police.

2 **Write first conditional sentences. Use the correct form of the verbs in brackets.**

1 If I _____ (have) enough money, I _____ (buy) some new clothes.
2 If it _____ (rain), they _____ (not hold) the concert.
3 Meg _____ (be) annoyed if we _____ (be) late.
4 We _____ (catch) the bus if we _____ (not feel) like walking.
5 If they _____ (not leave) now, they _____ (miss) their train.
6 You _____ (not get) a good job if you _____ (not do) well in your exams.

6.3 ■ Zero conditional

We use the zero conditional to talk about a general fact that always or usually follows as a logical result of an action. The present simple is used in both parts of the sentence.

If you are tired,	you make more mistakes.
CONDITION	RESULT
If / When + present simple,	present simple

When the result clause comes first, there is no comma.
You make more mistakes if you are tired.

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

■ learn ■ not do ■ not practise ■ pay ■ put ■ seem

1 If you _____ a musical instrument, you don't improve.
2 When you _____ a new language, it opens up a new world.
3 The world _____ a nicer place when people are polite.
4 If a person commits a crime, they _____ for it.
5 Children become lazy when they _____ things for themselves.
6 When you _____ police officers in schools, it creates a sense of fear.

6.4 ■ Expressing probability

We express levels of certainty about the future using the following expressions:

100%	
(very likely)	(I)'ll definitely / certainly
50%	(I)'ll probably It's possible that (I)'ll Perhaps / Maybe (I)'ll (I) might / may (I) probably won't
(very unlikely)	(I) definitely / certainly won't
0%	

Compare:
There probably won't be food shortages in 20 years' time. (= It is likely that there won't be.)
People might / may work from home more in five years' time. (= It is likely that they will.)
More and more people will probably work from home in five years' time. (= It is likely that they will.)

1 **Write sentences expressing probability. Use the key below.**

✘✘ = definitely won't
✘ = probably won't
✘✔ = might / maybe / it's possible that
✔ = will probably
✔✔ = will definitely

1 Max / have a birthday party. ✔
_____
2 I / go to / football practice / this lunchtime. ✘
_____
3 This computer / work / with that cable. ✘✘
_____
4 I / check my emails / later. ✘✔
_____
5 We / spend / Christmas / at home / this year. ✔✔
_____
6 It / rain / this afternoon. ✘✔
_____
7 People / write letters by hand / in 20 years' time. ✘
_____
8 I / visit / my friends / at my old school. ✘✔
_____
9 Ben and Amy / get married / this year. ✔
_____
10 My parents / travel to China / in July. ✘✘
_____

Grammar reference and practice 7

7.1 ■ *must, mustn't, have to, don't have to*

must and *mustn't*

Must is used with an infinitive without *to*. The forms of *must* are the same for all persons, and there is no auxiliary *do* in questions or negatives.

Affirmative and negative		
I You He / She / It We They	must mustn't (= must not)	wait here.
Questions and short answers		
Must	I you he / she / it we they	wait here?	Yes, I must. No, I mustn't.

Note that the question form *Must I / you / we*, etc. … *?* is not very common. Use *Do I / you / we have to … ?* instead.
We use *must* when the speaker feels that it is very important for someone to do something.
I must stop eating chocolate and biscuits.
We must hurry up.
The children must go to bed now.
You must be home before it gets dark.
We use *mustn't* when it is very important for someone not to do something.
I mustn't be late for the exam tomorrow.
You mustn't take any dictionaries into the exam.

1 Complete the sentences with *must* or *mustn't*.

1 You _____ be prepared to work hard when you start a business.
2 Drivers _____ park their cars in front of this gate.
3 People _____ have a ticket or official document to enter the Olympic stadium.
4 I _____ go to the dentist tomorrow. My tooth really hurts.
5 You _____ bring a translation of your qualifications to the interview so we can check them.
6 Students _____ bring tablet computers into the exam. We will take away all electronic equipment.
7 You _____ touch any fruit or vegetables in the market. You will have to pay for them.
8 You _____ drive so fast. The speed limit is 40 kilometres per hour!
9 All passengers _____ show their passports at the airport.
10 You _____ play loud music after ten o'clock in the evening.

have to and *don't have to*

Affirmative and negative			
I We You They	have to don't have to	study.	
He She It	has to doesn't have to		
Questions and short answers			
Do	I we you they	have to study?	Yes, I do. No, I don't.
Does	he she it		Yes, he does. No, he doesn't.

In affirmative sentences, *have to* is used in a similar way to *must*.
You have to be home before it gets dark.
We usually use *have to* rather than *must* when the situation (not the speaker) makes the action important.
I have to take two buses to school. (This is the journey to school.)
I have to wear a uniform. (This is in the school rules.)
People have to drive on the left in the UK. (That's the law.)
We use *don't have to* when it isn't necessary for someone to do something.
You don't have to bring any food. Lunch will be provided.
Note that while the meaning of *have to* and *must* is almost the same in the affirmative, the meaning of the negative forms is completely different. Compare:
You mustn't pay John – he hasn't done any work yet.
You don't have to pay John – I have already paid him.
We use the question form *Do I / you / we / they have to … ?* or *Does he / she / it have to … ?* to ask if it is necessary to do something.
Do we have to do all the work ourselves?

2 Write sentences with the correct form of *have to*.

1 I / not / go to bed early / at the weekend.
_____
2 An entrepreneur / have some money / to begin a business with.
_____
3 You / use the correct currency / when you go to a foreign country.
_____
4 University students / not / wear / a uniform.
_____
5 Someone who drives / a car / not / travel / by bus.
_____
6 You / not / do exams every day of your life.
_____
7 My brother / get up / at four o'clock / to go to work.
_____

3 Complete the sentences with the words below.

don't have to ■ has to ■ have ■ have to (2) ■ must (2) ■ mustn't

1 Do I _____ do my homework now? I want to go out.
2 Paul doesn't _____ help in the garden. Why do I have to do it?
3 You and Kim _____ stay. You can go home whenever you want.
4 People _____ exercise more. We're all getting less healthy.
5 Look after Ben. Remember – you _____ go near the railway line.
6 Visitors _____ take their litter away with them.
7 Karen lives near the school, so she doesn't _____ to take the bus to get there.
8 Jack _____ go soon because he has a dentist's appointment.

7.2 ■ Second conditional

We use second conditional clauses to describe present and future situations that are imaginary or unreal. The past forms are used to show the situation is different from reality.

If I met an alien,	I'd scream and run away.
CONDITION	RESULT
If + past simple,	*would* (*'d*) + infinitive

As with first conditional sentences, the result can come first. In this structure, there is no comma.

I'd scream and run away	if I met an alien.
RESULT	CONDITION
would (*'d*) + infinitive	*if* + past simple

In the structure *if* clause + *be*, the form *were* can be used with *I*, *he*, *she* and *it*. We often use *If I were you* … to give advice to someone. In spoken English, *was* is more frequent.

If I were you, I'd buy a new phone.
If Lily was / were good at languages, she'd learn Chinese.

We can use negatives in either or both parts of the sentence.

If I won a lot of money, I wouldn't waste it.
I wouldn't eat the food if I didn't like it.

In questions, we can start either with the condition or with the result.

What would you do if you were invisible?
If animals could talk, what would they say?

1 Choose the correct words.

1 If I **am** / **were** 18, I'd learn to drive.
2 What **would** / **will** you do if you didn't have to go to school?
3 If Sheila **would have** / **had** a dog, she'd take it out for a walk every day.
4 I wouldn't tell them about this if I **be** / **were** you.
5 If it wasn't raining, I **won't** / **wouldn't** need an umbrella.
6 If you **could** / **can** read people's thoughts, what would you do?

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

1 You _____ (can) become an entrepreneur if you borrowed €2,000.
2 If we went by plane, we _____ (get) there quicker.
3 If the world's population _____ (stay) the same, we'd still have energy problems.
4 English _____ (not be) so important if they didn't speak it in the USA.
5 If you had a satnav, you _____ (not get) lost all the time.
6 If we could go back in time, we _____ (find) the world a very different place.

3 Match the imaginary situations to the imaginary outcomes. Then write conditional sentences. Begin with *If I* … .

1 have a lot of money	a be an airline pilot
2 can live anywhere	b buy a big football club
3 make the law	c speak German fluently
4 can have any skill	d choose Paris
5 can have any job	e ban cars
6 be from Germany	f want to make people laugh

7.3 ■ *I wish …*

We use *wish* + past simple when we want to say that we would like a present situation to be different.

I wish I lived in Paris. (I would like to live in Paris, but I don't.)

We can use *were* instead of *was* when the subject of *be* is *I*, *he*, *she* and *it*. We don't use *would*.

I wish Joe were here.
NOT ~~I wish Joe would be here.~~

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

1 I wish I _____ (know) more English words.
2 I wish we _____ (not have) any homework tonight.
3 I wish I _____ (be) taller.
4 I wish I _____ (go) to a different school.
5 I wish we _____ (not live) in this boring place.
6 I wish my mum _____ (not be) so strict.

2 Rewrite the sentences saying how you would like the present situation to be different. Use *I wish* … .

1 Life is so complicated. _____
2 I don't enjoy sport. _____
3 I can't cook. _____
4 People drive everywhere. _____
5 I'm not good at art. _____
6 My camera doesn't work. _____
7 I don't understand this exercise. _____
8 Sarah is always late. _____

Grammar reference and practice 8

8.1 ■ Past perfect

Affirmative and negative			
I You He / She / It We They	had hadn't (= had not)	passed the test.	
Questions and short answers			
Had	I you he / she / it we they	passed the test?	Yes, I had. No, I hadn't.

We form the past perfect with *had* / *hadn't* + past participle. Remember that the past participle is often the same as the past simple form. However, many past participles have an irregular form.

Use

We use the past perfect to talk about something that happened before something else in the past.
Marie had left the office when I called her. (Marie left the office, and then I called her.)
We can also use the past perfect to explain a situation or give a reason.
I was nervous because I hadn't driven on the motorway before.
We can use the past perfect together with the past simple to describe two past actions, introduced by *when* or *after*. The verb in the past perfect always refers to the action that happened first.
They took away his medal after he had won it. (He won the medal, and then they took it away.)
When Colin arrived, everyone had gone home. (Everyone went home, and then Colin arrived.)

1 Write the second sentence of each pair. Use the past perfect form of the verb given.

1 We arrived too late. The train / just / leave the station.

_____

2 It was a waste of money. Jo and Ann / buy / the same present for Ben.

_____

3 Sam was disappointed. He / not win / the competition.

_____

4 I had to accept the truth. The campaign / not be / successful.

_____

5 Chloe thanked me. I / congratulate / her on winning the race.

_____

6 Everyone was very relieved to arrive. The journey / take / a long time.

_____

2 Complete the questions with the past perfect form of the verbs in brackets.

1 The door was open. _____ someone _____ (be) there before me?
2 _____ you _____ (read) the book before you saw the film?
3 I saw you at about three o'clock. _____ the exam already _____ (finish) by then?
4 Why did Ben come back to the house? _____ he _____ (forget) something?
5 Joe and Chloe left the cinema early. _____ they _____ (see) the film before?
6 Why was everyone outside the restaurant? _____ it _____ (close) early?
7 Mary wasn't at home. Where _____ she _____ (go)?

3 Choose the correct words.

1 We **were** / **had been** there for ten minutes when the police arrived.
2 The reason you nearly fainted was because you **didn't eat** / **hadn't eaten** anything.
3 Where **did Ryan go** / **had Ryan gone** on holiday last summer?
4 I didn't go to the theatre that evening because **I'd already seen** / **I already saw** the play.
5 In 1950, there **were** / **had been** two ice rinks in this town.
6 We **didn't have** / **hadn't had** much money when we were young, but we enjoyed ourselves.
7 Tina **wasn't** / **hadn't been** very well last night.
8 She joined the beginners' group even though she **had played** / **played** before.

4 Write one sentence that links the sentence pairs with *because*. Use the past perfect form once in each new sentence.

1 We couldn't get in. Keira locked the door.

_____

2 Everyone congratulated Mark. He did so well.

_____

3 I thought Helen would win the prize. She wrote a brilliant essay.

_____

4 Steve didn't have any money. He bought a new pair of running shoes.

_____

5 The two athletes left the competition. They cheated.

_____

6 I was very happy. I made some progress on my project.

_____

7 The telephone wasn't working. You didn't pay the bill.

_____

8.2 ■ *used to*

Affirmative and negative			
I You He / She / It We They	used to didn't use to	swim every day.	
Questions and short answers			
Did	I you he / she / it we they	use to swim every day?	Yes, I did. No, I didn't.

Use

We use *used to* + infinitive to talk about:

- past habits.
  When I was young, I used to play football with my friends every afternoon.
  We used to go sailing in summer, but now we prefer mountain biking.
  What kind of books did you use to read as a child?
- past states or situations.
  Jen used to have very long hair, but she had it cut short last year.
  We used to live in Chester, but we moved to Newcastle when I was 12.
  Anna didn't use to like tea, but now she drinks tea with milk all the time.

We don't use *used to* for single actions. Compare the following sentences:

We used to go to the theatre a lot when we lived in London.

NOT ~~We used to go to the theatre on my tenth birthday.~~

Richard used to be very handsome when he was young.

NOT ~~Richard used to be very handsome at the party last night.~~

We can often use the past simple instead of *used to*, but we prefer *used to* when we want to emphasize that the situation today is different.

When Tom was a teenager, he listened to rock music. (He may or may not listen to rock music now.)

When Tom was a teenager, he used to listen to rock music. (He doesn't listen to rock music anymore.)

Note that *used to* doesn't have a present tense form. To talk about present habits and situations, we always use the present simple, **NOT** ~~*use to*~~.

1 Write statements and questions with the correct form of *used to*.

1 We / win / every game of cricket. ✘

2 My grandparents / vote / in every local election. ✔

3 The stadium / have / two towers on the roof. ?

4 Dan / be / very confident about his sporting abilities. ✘

5 You / be / a very patient person. ?

6 Ian / spend / every evening at the gym. ✔

7 Laura's dad / be / a civil servant. ?

8 Lee / compete / against much bigger boys in races. ✔

9 How often / Stan and George / play basketball. ?

10 They / get up / early in the morning. ✘

2 Complete the sentences with the verbs below. Use *used to* if possible. If not, use the past simple form of the verb.

■ be ■ build ■ buy ■ dream ■ follow ■ own ■ want ■ win

1 My parents _____ a shop. It was very successful.
2 James _____ a medal. He was very proud of it.
3 They _____ the new school very quickly.
4 I _____ of this moment, and now it's finally arrived.
5 We _____ the campaign from start to finish.
6 Sarah _____ her cousin a beautiful present when she got married.
7 Back in the 1960s, a lot of students _____ to change the world.
8 That's where the post office _____, over there on the corner.

Grammar reference and practice 9

9.1 ■ Reported speech

We use reported speech when we want to tell someone about something that another person said. Tenses and pronouns change in reported speech if the time and the speaker change.
The tense of the main verb changes in the following ways.

Direct speech		Reported speech
Present simple		Past simple
She said, 'The facts are true.'	→	She said that the facts were true.
Present continuous		Past continuous
'I'm watching the news,' I said.	→	I said that I was watching the news.
Present perfect		Past perfect
'I've seen the news,' he said.	→	He said that he had seen the news.
Past simple		Past perfect
'I found my pen,' he said.	→	He said that he had found his pen.
will		*would*
You said, 'I will come.'	→	You said that you would come.

Pronouns and possessive adjectives also change.
'I've seen the news,' he said. → He said that he had seen the news.
'My birthday was very memorable,' said Louise. → Louise said that her birthday had been very memorable.
'We will go to Paris in June,' my parents said. → My parents said that they would go to Paris in June.
We sometimes leave out *that* in reported speech.
'There is a letter for you,' she said. → She said (that) there was a letter for me.

say or *tell*

We can use *say* or *tell* to introduce reported speech.

- *say* + (*that*)
  Marisa said (that) she was worried.
  She said (that) she had had a bad day.
  We never use an object after *say*.
  NOT ~~She said me that ... .~~
- *tell* + person + (*that*)
  Tell is always followed by a personal object.
  Marisa told me (that) she was worried.
  She told me (that) she had had a bad day.
  NOT ~~Marisa told that she was worried.~~

There are many other reporting verbs. Some examples are: *announce*, *confirm*, *complain* and *explain*. These verbs are not followed by a personal object.
They announced (that) they were getting married.
NOT ~~They announced me that ... .~~
We confirmed (that) the details were true.
She complained (that) the radio didn't work.
He explained (that) it was broken.

1 Complete the reported speech sentences. Use the past simple, past continuous, past perfect or *would* / *wouldn't*.

1 'Pete doesn't spend more than an hour on his mobile every day,' said Lawrence.
Lawrence said that Pete _____ more than an hour on his mobile every day.
2 'We're watching a chat show,' said Zak.
Zak said that they _____ a chat show.
3 'The wildlife documentary didn't start until 10 p.m.', said Marie.
Marie said that the wildlife documentary _____ until 10 p.m.
4 'Rob has written a great script for the play,' said Paul.
Paul said that Rob _____ a great script for the play.
5 'The newspaper will publish details of the event,' said the reporter.
The reporter said that the newspaper _____ details of the event.
6 'Zoe isn't watching a sitcom,' said Lara.
Lara said that Zoe _____ a sitcom.
7 'I won't finish the crossword,' said Dad.
Dad said that he _____ the crossword.

2 Complete the sentences with the correct pronouns and possessive adjectives.

1 'I'm waiting for a package,' said Steve.
Steve said that _____ was waiting for a package.
2 'We'll wait for you both outside,' said Karen and Jack.
Karen and Jack said that _____ would wait for _____ outside.
3 'You've passed your exam!' said my teacher.
My teacher said that _____ had passed _____ exam.
4 'Your sister doesn't look like you,' said Marta.
Marta said that _____ sister didn't look like _____.
5 'Everyone had a great time at your birthday party,' said Nick.
Nick told me that he had had a great time at _____ birthday party.
6 'Jim didn't walk home with his usual friends,' said Karl.
Karl said that Jim hadn't walked home with _____ usual friends.

3 Complete the sentences with *said* or *told*.

1 Everyone _____ that the special effects in the film were spectacular.
2 Caroline _____ that her mother spoke several languages.
3 The head of the theatre company _____ her that she would be a good actress.
4 The man _____ the newspaper's editor that he was going to complain about the article.
5 We _____ that we didn't want the story to appear in the middle of the paper.
6 I _____ my friends that I was going to be on a reality TV show.

9.2 ■ Question tags

A question tag is a short question that we sometimes add at the end of a statement.

- After an affirmative statement, the question tag is negative.
  He's part of the film crew, isn't he?
- After a negative statement, the question tag is affirmative.
  War films aren't very interesting, are they?

The verb used in the question tag depends on the verb that is used in the statement. If there is an auxiliary verb, we repeat the auxiliary verb and add a pronoun. The tense for the auxiliary verb matches the tense used in the statement.

The film set is very convincing, isn't it?
The actors weren't very good, were they?
Leah won't be late, will she?
You haven't seen Tom, have you?

If there is no auxiliary verb, we use the auxiliary verb *do* / *does* for a present simple verb, or *did* for a past simple verb.

Lauren likes costume dramas, doesn't she?
You finished the crossword, didn't you?

The intonation used in question tags affects the meaning.

- We use rising intonation when we aren't sure if what we are saying is true, and we want the other person to confirm it.
  You don't like romantic comedies, do you?
- We use falling intonation when we are sure that what we are saying is true, and we want the other person to agree with us.
  Sarah hasn't started taking acting lessons, has she?

1 Choose the correct words.

1 Ellen's finished all her exams, **isn't** / **doesn't** / **hasn't** she?
2 You won the art prize this year, **haven't** / **didn't** / **won** you?
3 Everyone enjoyed the film, **didn't** / **did** / **don't** they?
4 We won't make the same mistake next year, **will** / **do** / **make** we?
5 I'm not doing anything wrong, **do** / **don't** / **am** I?
6 Shaun loves science fiction, **does** / **doesn't** / **isn't** he?
7 It's a beautiful day today, **aren't** / **is** / **isn't** it?
8 You will come to the theatre with us tonight, **aren't** / **don't** / **won't** you?
9 The first broadcast by the BBC was in 1922, **didn't** / **wasn't** / **am** it?
10 The programme about the history of the BBC hasn't started yet, **has** / **does** / **is** it?
11 We haven't missed the train, **have** / **did** / **haven't** we?
12 You will call me, **will** / **won't** / **don't** you?

2 Complete the sentences with question tags. Use one of the verbs in A and one of the pronouns in B in each sentence.

A ■ can ■ can't ■ do ■ doesn't ■ have ■ haven't ■ is ■ isn't

B ■ he ■ I ■ it ■ she ■ they ■ we ■ you (x2)

1 They've chosen Antoinette to be in the school play, _____?
2 You and Tania can swim, _____?
3 Tom isn't writing the whole script, _____?
4 You haven't thought about this very much, _____?
5 We can't use that as a headline, _____?
6 The exam's going to be very hard, _____?
7 Sally likes costume dramas, _____?
8 I don't look very good in this, _____?

3 Write statements with question tags for these situations.

1 You want confirmation that the train leaves at six o'clock.
_____
2 You want someone to confirm that you aren't far from the station.
_____
3 You want someone to confirm that Paul will be at the party.
_____
4 You want confirmation that Amanda has finished with the computer.
_____
5 You want someone to agree that Mark is going to win the race.
_____
6 You want confirmation that the film doesn't start until eight o'clock.
_____
7 You want someone to agree that it's very hot in the room.
_____
8 You want someone to confirm that George and Samantha aren't American.
_____
9 You want someone to agree that Lionel Messi is the best football player.
_____
10 You want confirmation that Andrea has a red car.
_____
11 You want someone to confirm that the exam will start at one o'clock.
_____
12 You want someone to agree that Isabel's hair looks very nice.
_____

Grammar reference and practice 10

10.1 ■ The passive

The passive is formed with *be* + past participle of the main verb.

We use the passive:

- when we are more interested in the action than in the person or thing that performs the action.
  English is spoken by over 1.8 billion people around the world.
  America was discovered in 1492.
- when we don't know who performs the action, or when it is clear from the context who performs the action.
  These cars are made in Japan.
  My camera was stolen.

When we want to say who performs an action in a passive sentence, we use the preposition *by*.

active: John Logie Baird invented the television.

passive: The television was invented by John Logie Baird.

Passive verbs have the same tenses as active verbs, and the rules for tense usage are the same.

The passive: present simple

Present simple of *be* + past participle

Affirmative	
This bag is made of real leather.	
The children are paid very little.	
Negative	
The boy isn't paid a good wage.	
The clothes aren't sold directly to shops.	
Questions and short answers	
Is this bag made of leather?	Yes, it is. No, it isn't.
Are lemons grown in Greece?	Yes, they are. No, they aren't.

The present simple passive is often used to describe a general process.

The clothes are washed and ironed. Then they are hung up in the shop.

The passive: past simple

Past simple of *be* + past participle

Affirmative	
A lot of money was donated.	
The clothes were made in China.	
Negative	
The price wasn't reduced.	
We weren't given anything to eat.	
Questions and short answers	
Was all the money donated?	Yes, it was. No, it wasn't.
Were the clothes washed?	Yes, they were. No, they weren't.

We use the past simple passive to talk about specific actions.

On Thursday, the clothes were washed and ironed.

Note that some verbs in English, such as *give*, *send* and *tell*, can have two objects. Usually the first object is a person and the second is a thing.

John gave Mary some flowers.
They sent me a long letter.
Elsa told the children a story.

In the passive, we often make the person subject of the sentence, not the thing.

Mary was given some flowers.
I was sent a long letter.
The children were told a story.

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

1 The price tags are _____ (take) off straight away.
2 The banners were _____ (carry) through the streets.
3 Fur is still _____ (wear), although many people protest about it.
4 The clothes were _____ (throw) away even though they were not damaged.
5 The boy was _____ (wake) at 4 a.m. to begin work.
6 Cocoa trees are _____ (grow) in countries like Brazil and Ghana.

2 Complete the sentences with *is*, *are*, *was* or *were*.

1 The clothes _____ exported to other countries and they are then sold for a higher price.
2 The bridge _____ built in only six months.
3 In this country, I think children _____ given too much pocket money nowadays.
4 This T-shirt _____ made of cotton.
5 The children _____ told to work in the factory. They didn't have a choice.
6 During a demonstration, slogans _____ often shouted.

3 Rewrite the sentences in the passive without *by*. Use the present or past simple passive.

1 Someone stole my mobile phone yesterday.
_____
2 Everyone finished lunch by 2 p.m.
_____
3 We freeze food products to conserve them.
_____
4 They publish daily newspapers every day.
_____
5 People met us at the station.
_____
6 The postman delivers the post before nine o'clock.
_____
7 My parents gave me an alarm clock for my birthday.
_____
8 Someone cleans the office every night.
_____

10.2 ■ The passive: present perfect

Present perfect of *be* + past participle

Affirmative	
A petition has been signed.	
Comments have been posted.	
Negative	
The mine hasn't been closed.	
The clothes haven't been worn.	
Questions and short answers	
Has the tag been removed?	Yes, it has. No, it hasn't.
Have the coats been hung up?	Yes, they have. No, they haven't.

1 Complete the sentences. Use the present perfect passive form of the verbs in brackets.

1 The pesticides _____ (ban), but people still use them.
2 The process _____ (explain) to everyone, but not everyone understood.
3 The streets _____ (clean). There isn't any litter.
4 The money _____ (not find). The police are still looking for it.
5 Our team _____ (not award) a gold medal. We came second.
6 _____ a complaint _____ (make) about the noise?

2 Complete the sentences. Use the present perfect passive form of the verbs below.

■ make ■ not close ■ not find ■ sell ■ tell

1 The car is British, but the engines _____ in Germany for the last few years.
2 Her school _____ yet, but most of the students are already at different schools.
3 _____ you _____ about Marie? She's going to be on TV!
4 This Italian brand of trainers _____ in the UK since the 1990s. It's popular with British students.
5 The man went missing last night, and he still _____.

10.3 ■ The passive: future

will + *be* + past participle

Affirmative	
The clothes will be cleaned tomorrow.	
Negative	
The environment won't be protected.	
Questions and short answers	
Will the clothes be sold here?	Yes, they will. No, they won't.

1 Complete the sentences. Use the future passive form of the verbs below.

■ exhibit ■ not fix ■ not know ■ not provide ■ track ■ use

1 For the next two months, the artist's work _____ in the Branson Museum.
2 In the future, global changes _____ more closely.
3 Pens _____ in the exam, so remember to take your own.
4 All the money that our company donated _____ for the new campaign.
5 My computer is broken, and unfortunately it _____ before Monday.
6 The results of the experiment _____ for a few months.

2 Complete the second sentence so it has got a similar meaning to the first sentence. Use the future passive.

1 Someone will write the report.
The report _____.
2 Someone will bring the cake in at the end of the meal.
The cake _____ in at the end of the meal.
3 They'll cut down large parts of the rainforest to make roads.
Large parts of the rainforest _____ to make roads.
4 They won't publish the book until next year.
The book _____ until next year.
5 We'll hang coats next to the jackets and trousers.
The coats _____ next to the jackets and trousers.
6 They'll catch the thief soon.
The thief _____ soon.

3 Rewrite the sentences in the future passive. Use *by* to say who will perform the action.

1 Two of the managers will interview you.
_____
2 A doctor will perform the operation on John's knee.
_____
3 The construction company won't design the motorway.
_____
4 Will the journalist email the article? (✔)
_____
5 Jessica will send the foreign students an information pack.
_____
6 Will the secretary book the train tickets? (✘)
_____

Literature Insight 1 *Huckleberry Finn* – Mark Twain

Before you read

1 Read about Mark Twain. What happened at the time of his birth and death?
2 Read the background to the story. Why are Jim and Huckleberry leaving Jackson Island?

About the author

Mark Twain (real name Samuel Langhorne Clemens)
Born: 1835 in Missouri, USA
Died: 1910
Important works: *The Adventures of Tom Sawyer* (1876), *The Prince and the Pauper* (1881), *The Adventures of Huckleberry Finn* (1884)

Did you know? Mark Twain is sometimes called 'the father of American literature' because he was one of the first American authors to write popular stories about ordinary people in the United States. He's also famous for his sense of humour and amusing sayings, like 'When I was younger I could remember anything, whether it happened or not.' Mark Twain had several jobs before he became a writer. At first he was a printer, then he worked on boats and he even tried gold mining. He took his pen name, Mark Twain, from an expression used by boatmen on the Mississippi river. They shouted 'mark twain' to tell others that the water was deep enough for a boat to sail through.
He was born at a time when people could see Halley's Comet in the sky. This happens for a few weeks about every 75 years. He said he would die when it next returned to the sky, and he was right. He died of a heart attack the day after it appeared again.

1 Read the extract from *Huckleberry Finn*. Match sentences A–G to gaps 1–7 in the extract.

A They made a terrible noise and someone called from the house, 'Who's there?'
B When I came up out of the water, I couldn't see Jim anywhere.
C He thought it was Cairo.
D I was really pleased to see him.
E When it began to get light, we hid.
F Together, we went down to some trees by the river.
G It was very dark that night and it wasn't easy to see where we were going.

2 SPEAKING Work in pairs. Answer the questions.

1 Why are Jim and Huckleberry Finn going to Ohio? What other reasons did people have for making long journeys in the past? Do people travel for the same reasons today?
2 Do you think Huckleberry Finn is a good friend? Why / why not?
3 What do you think happens next?

Background to the story

Huckleberry Finn is a 14-year-old boy from a small American town – St Petersburg, Missouri. He hasn't got a home because his mother died and his father, who is often drunk, rarely stays in one place. For a while, Huck lives with a kind old lady called Widow Douglas and her sister, Miss Watson. He likes Widow Douglas, but he's unhappy that she wants him to wear clean clothes and go to school.

Huck is pleased when his father returns and takes him to live in a hut in the woods. But soon Mr Finn starts hitting the boy and locking him inside the hut when he goes out. Huck runs away to Jackson Island. He meets Jim, Miss Watson's slave, who is hiding there. After a few days, Huck dresses as a girl and goes into town to find out what is happening. He discovers that people think Jim is on the island and that there's a reward of $300 for anyone who finds him. What is more, there's a search party going to the island that night, so Huck and Jim decide it's time to leave.



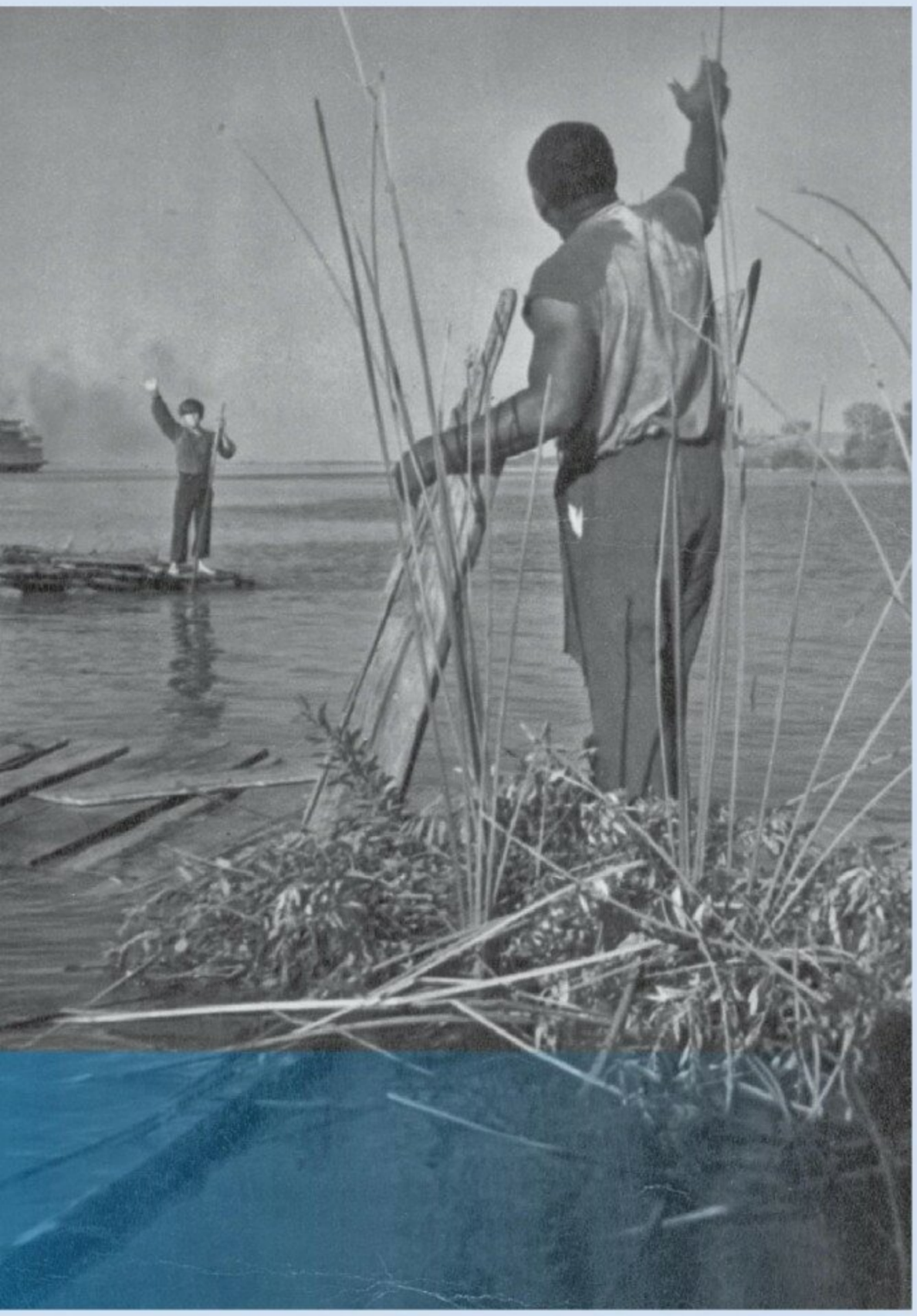
We got out the raft as fast as we could, put all our things on it, tied the canoe on behind, and moved off down the river.

[1] _____ When it was dark again, we travelled on. On the fifth night we passed St Louis, and we decided to go on down to Cairo in Illinois, sell the raft there and get a boat to Ohio. There are no slaves in Ohio.

We slept for most of that day and we began our journey again when it was dark. After some time, we saw lights on the Illinois side of the river and Jim got very excited. [2] _____ Jim got the canoe ready and I went off in it to take a look at those lights. But it wasn't Cairo.

After that, we went on down the river. [3] _____ Suddenly, a big steamboat came at us very fast, and the next minute it was right over us. Jim and I jumped off the raft into the water. The boat hit the raft and went on up the river.

[4] _____ I called out his name again and again, but there was no answer. 'He's dead!' I thought. Slowly,



I swam to the side of the river and got out. I saw that I was near a big old wooden house. Suddenly a lot of very angry dogs jumped out at me. [5] _____

'George Jackson,' I answered quickly. 'I've fallen off a river boat.'

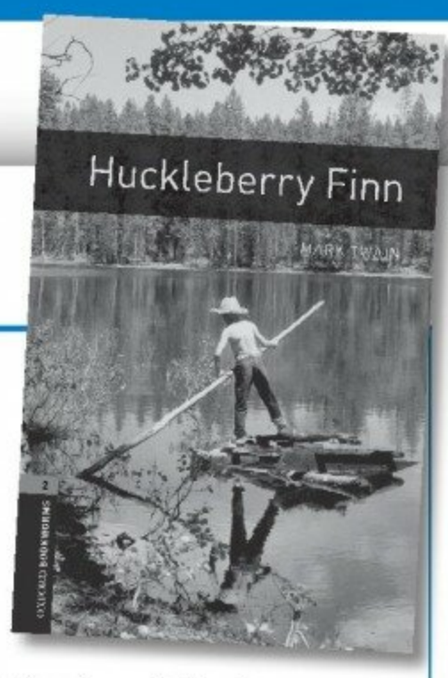
Well, the people who lived in that house were very kind, and they took me in and gave me some new clothes and a good meal. I told them that my family were all dead, so they said I could stay with them as long as I wanted. It was a beautiful house and the food was good there, so I stayed.

A few days later one of the slaves in the house came to me and said, 'Come with me!' [6] _____ 'In there!' he said and went away.

On the ground, I found a man, asleep. It was Jim! [7] _____ When the steamboat hit the raft, Jim told me, the raft didn't break up. Jim swam after it and caught it. Then he began to look for me.

From Oxford Bookworms, Level 2: *Huckleberry Finn* by Mark Twain, retold by Diane Mowat, 9780194790635

Read on



Huckleberry and Jim travel down the river on the raft. They meet two men who tell them they are an English Duke and the son of the King of France. Huck doesn't believe them, but says nothing. One day Jim goes missing and Huck finds out that earlier that day, the Duke and King sold his friend to a family called the Phelpses. He goes to their house, and discovers that Mr and Mrs Phelps are the aunt and uncle of his friend Tom Sawyer. In fact, they are expecting Tom to arrive when Huck knocks on their door. Because they haven't seen their nephew for many years, the Phelpses don't know what he looks like, so they think Huck is Tom. A little later, Huck meets Tom near the house and he tells his friend what happened. Tom thinks the situation is funny and decides to tell his aunt and uncle that he is Sid, his own brother. They return to the Phelpses' house and together plan to set Jim free again.

3 Read what happens next. Why do the Phelps family think Huckleberry Finn is Tom Sawyer?

4 LI.01 Listen to the next part of the story. Why are the three friends happy?

5 LI.01 Listen again. Are the sentences true (T) or false (F)? Correct the false ones.

1 Huckleberry thinks that Tom's plan is bad.
2 Jim knows that the boys are trying to free him.
3 Mr Phelps sends a letter to Jim's owner.
4 The boys' plan to free Jim is successful.
5 Tom doesn't want to see a doctor about his leg.
6 Jim and Huckleberry escape on the raft and leave Tom on Spanish Island.

6 SPEAKING Work in pairs. Answer the questions.

1 Why did Tom and Huckleberry write secret letters? Do you think this was a good idea?
2 Use a dictionary to help you. Which of the adjectives below best describe Jim, Huck and Tom? Give reasons for your choice.

■ adventurous ■ afraid ■ anxious ■ clever ■ fearless ■ happy ■ kind ■ loyal ■ poor ■ sad ■ stupid ■ young

Writing

7 Write an ending for the story. Imagine you are Huckleberry Finn and you are now 60 years old. You are telling the story to your grandson. Include the following and your own ideas.

- What happened to Jim and Tom when the doctor arrived? Did Tom go to hospital?
- What happened in the next few days, weeks or months? Did you visit any other towns or interesting places? Did you ever reach Cairo in Illinois?
- Where are the three friends now and what are they doing? Is Jim still a slave?

Literature Insight 2 *Alice in Wonderland* – Lewis Carroll

Before you read

1 Read about Lewis Carroll. Do you know any of the characters in *Alice's Adventures in Wonderland* or *Through the Looking-Glass*? Who are they?
2 Read the background to the story. What is unusual about the rabbit? What do you think a place called 'Wonderland' is like?

About the author

Lewis Carroll (real name Charles Dodgson)
Born: 1832 in Daresbury, Cheshire, England
Died: 1898

Important works: Novels: *Alice's Adventures in Wonderland* (1865), *Through the Looking-Glass and What Alice Found There* (1871); Poems: *Jabberwocky* (1871), *The Hunting of the Snark* (1876)

Did you know? Charles Dodgson was an English author, mathematician, inventor and photographer. When he was a child, he was very good at writing word games and puzzles. Charles had ten brothers and sisters and he often told stories to entertain them. At the age of 18, he went to study mathematics at Oxford University and later became a teacher.
Charles got the idea for *Alice's Adventures in Wonderland* in 1862 while on a boat trip on the River Thames with a colleague and the colleague's children. Alice was the name of one of the children. At first he told her the story. She liked it and she asked him to write it down.
Because he was a mathematician, there are a lot of references to mathematical theories and problems in the book, but you don't have to be good at maths to enjoy it.

Background to the story

Alice is sitting next to her older sister on a river bank. Her sister is reading a book, but Alice has got nothing to do. There aren't any pictures in the book for Alice to look at and there isn't anyone to talk to. She feels bored. Suddenly, she sees a white rabbit run past her. It's wearing a waistcoat and it's got a pocket watch. Alice quickly runs after it and falls into a rabbit hole, where she finds a fantasy world of talking animals and strange people



She was now in a long, dark room with doors all round the walls, and she could not see the White Rabbit anywhere.

She tried to open the doors, but they were all locked. 'How will I ever get out again?' she thought sadly. Then she saw a little glass table with three legs, and on the top of it was a very small gold key. Alice quickly took the key and tried it in all the doors, but oh dear! Either the locks were too big, or the key was too small, but she could not open any of the doors.

Then she saw another door, a door that was only forty centimetres high. The little gold key unlocked this door easily, but of course Alice could not get through it – she was much too big. So she lay on the floor and looked through the open door, into a beautiful garden with green trees and bright flowers.

Poor Alice was very unhappy. 'What a wonderful garden!' she said to herself. 'I'd like to be out there – not in this dark room. Why can't I get smaller?' It was already a very strange day, and Alice was beginning to think that anything was possible.

After a while she locked the door again, got up and went back to the glass table. She put the key down and then she saw a little bottle on the table ('I'm sure it wasn't here before,' said Alice). Round the neck of the bottle was a piece of paper with the words DRINK ME in large letters.

1 Read the extract from *Alice's Adventures in Wonderland*. What happens to Alice after she drinks from the bottle?

2 Read the extract again. Put the events a–h in the correct order.

___ **a** Alice leaves the key on the table.
___ **b** Alice finds something to eat.
___ **c** Alice picks up a key which unlocks one of the doors.
___ **d** Alice worries the drink might be dangerous.
___ **e** Alice decides to go into the garden.
1 **f** Alice tries to get out of the room, but discovers that she can't.
___ **g** Alice becomes so small that she can't reach the key.
___ **h** Alice gets annoyed with herself.

3 SPEAKING Work in pairs. Answer the questions.

1 What is Alice like? Think of three adjectives to describe her. Give reasons for your choice.
2 What do you think happens next? Does Alice eat the cake? How does she get out of the room?



But Alice was a careful girl. 'It can be dangerous to drink out of strange bottles,' she said. 'What will it do to me?' She drank a little bit very slowly. The taste was very nice, like chocolate and oranges and hot sweet coffee, and very soon Alice finished the bottle.

* * *

'What a strange feeling!' said Alice. 'I think I'm getting smaller and smaller every second.'

And she was. A few minutes later she was only twenty-five centimetres high. 'And now,' she said happily, 'I can get through the little door into that beautiful garden.'

She ran at once to the door. When she got there, she remembered that the little gold key was back on the glass table. She ran back to the table for it, but of course, she was now much too small! There was the key, high above her, on top of the table. She tried very hard to climb up the table leg, but she could not do it.

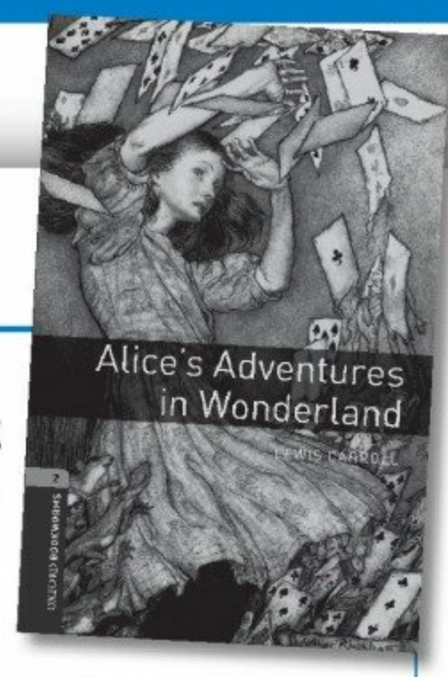
At last, tired and unhappy, Alice sat down on the floor and cried. But after a while she spoke to herself angrily.

'Come now,' she said. 'Stop crying at once. What's the use of crying?' She was a strange child, and often talked to herself like this.

Soon she saw a little glass box near her on the floor. She opened it, and found a very small cake with the words EAT ME on it.

From Oxford Bookworms, Level 2: *Alice's Adventures in Wonderland* by Lewis Carroll, retold by Jennifer Bassett, 9780194790512

Read on



Alice eats the cake. At first nothing happens, but then she starts getting bigger and bigger. Soon she hits the ceiling of the room. Alice starts to cry and she cries for so long that her tears form a river. She finds a pair of white gloves and puts them on, then she becomes small again. In fact, she becomes so small that the river of tears carries her out of the room. Once outside, she discovers she isn't in the beautiful garden. She's in a wood, where she meets the White Rabbit again and talks to some strange creatures like the Cheshire Cat, who is always smiling. Alice asks the cat who lives nearby. The cat tells her that the March Hare lives to the right and a Hatter to the left, but he warns her that they are both mad. Alice sets off to visit the Hare.

4 Read what happens next. Who does Alice decide to visit?

5 LI.02 Listen to the next part of the story. What time is it when Alice arrives at the March Hare's house? What time is it when she leaves?

6 LI.02 Listen again. Complete sentences 1–10 with characters A–D.

A the March Hare B the Hatter
C the Dormouse D Alice

1 ___ sits between the Hatter and the March Hare.
2 ___ doesn't wait for an invitation to sit down.
3 ___ offers Alice something to drink.
4 ___ makes a comment about someone's hair.
5 ___ thinks the Hatter and the March Hare aren't polite.
6 ___ asks unusual questions.
7 ___ likes puzzles.
8 ___ sleeps most of the time.
9 ___ looks at his watch to find out what day it is.
10 ___ thinks that butter is good for watches.

7 SPEAKING Work in pairs. Answer the questions.

1 What do Alice, the March Hare and the Hatter do that is rude? In your opinion, who is the rudest? Why?
2 What is the difference between 'I mean what I say' and 'I say what I mean'?
3 Does Alice enjoy the tea party? What kind of parties do you enjoy?

Writing

8 Imagine you are at an unusual tea party. Write a description of it. Include this information:

- who invited you
- who is at the party
- where it is
- what you have to eat and drink
- why it is unusual

Literature Insight 3 *Hard Times* – Charles Dickens

Before you read

1 Read about Charles Dickens and his experience as a child. What do you think this story might be about?
2 Look at the photo and read the background to the story. What do you think schools were like in the 19th century?

About the author

Charles Dickens
Born: 1812 in Portsmouth, England
Died: 1870

Important works: *Oliver Twist* (1837–39), *Nicholas Nickleby* (1838–39), *A Christmas Carol* (1843), *David Copperfield* (1849–50), *Hard Times* (1854), *Great Expectations* (1860–61)

Did you know? Dickens is one of the greatest English novelists. He wrote about the social conditions of 19th-century England. Life was difficult then and many people, including children, worked long hours and earned very little. When Dickens was 12 years old, his father went to prison because he borrowed too much money. Dickens had to go and work in a factory, so he didn't go to school for several years. He became rich and famous later in life, but this experience influenced his stories.
Like many novels in the 19th century, Dickens' works first appeared as serialized stories in newspapers and magazines. The topics and the memorable characters, such as Mr Pickwick and Scrooge, made the stories extremely popular. At that time, many people were illiterate, so they went to coffee shops to hear the stories read aloud.

1 Read the extract from *Hard Times*. What does Sissy Jupe's father do?

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

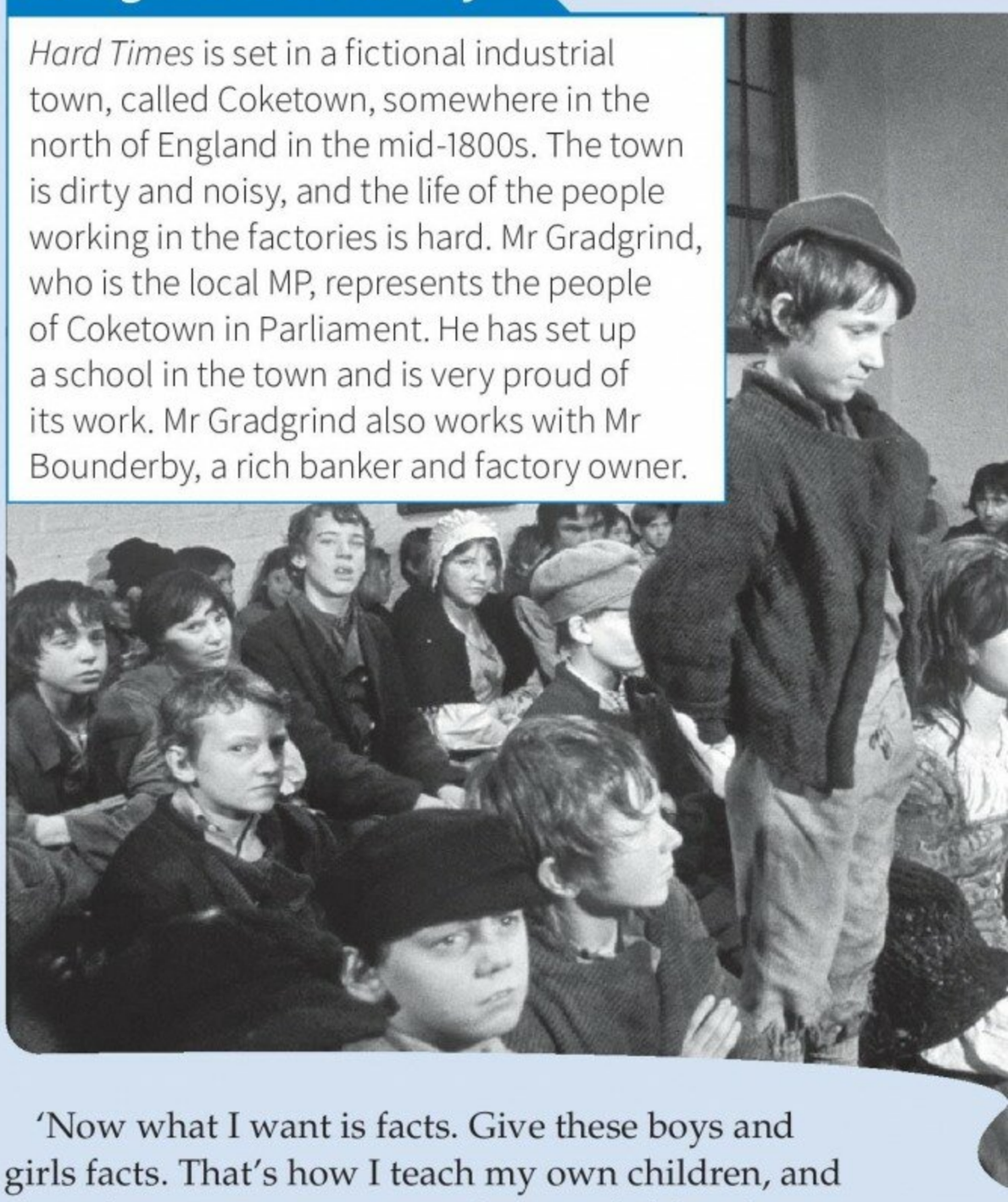
1 Mr Gradgrind hasn't got any children.
2 He worked as a teacher before he became an MP.
3 Sissy Jupe and Mr Gradgrind haven't met before.
4 He asks Sissy to tell him more about the circus.
5 Sissy agrees with Mr Gradgrind that it's wrong to have patterns on carpets.
6 He doesn't want the children in his school to use their imagination.
7 Bitzer is Mr Gradgrind's favourite student.
8 Mr Gradgrind stays to watch the rest of the lesson.

3 SPEAKING Work in pairs. Answer the questions.

1 Do you agree with Mr Gradgrind that the only thing you need is facts? Are facts and money more important than ideas and feelings? Why / why not?
2 Do you think Sissy will be happy at Mr Gradgrind's school? Why / why not?

Background to the story

Hard Times is set in a fictional industrial town, called Coketown, somewhere in the north of England in the mid-1800s. The town is dirty and noisy, and the life of the people working in the factories is hard. Mr Gradgrind, who is the local MP, represents the people of Coketown in Parliament. He has set up a school in the town and is very proud of its work. Mr Gradgrind also works with Mr Bounderby, a rich banker and factory owner.



'Now what I want is facts. Give these boys and girls facts. That's how I teach my own children, and that's how I want you to teach these children here in my school. Facts, Sir, only facts!'

These words were spoken in a large, clean schoolroom with high, white, empty walls. The speaker was Mr Thomas Gradgrind, a Member of Parliament, a man of facts, numbers, and information. He had a square body, a square face, and a loud voice. He stood beside the schoolteacher and looked at the children, sitting in rows like empty bottles, all waiting for somebody to fill them up with facts.

'Girl number twenty,' he said, looking at a dark-eyed girl in the front row. 'Who is that girl?'

'Sissy Jupe, Sir,' said girl number twenty, in a shaking voice.

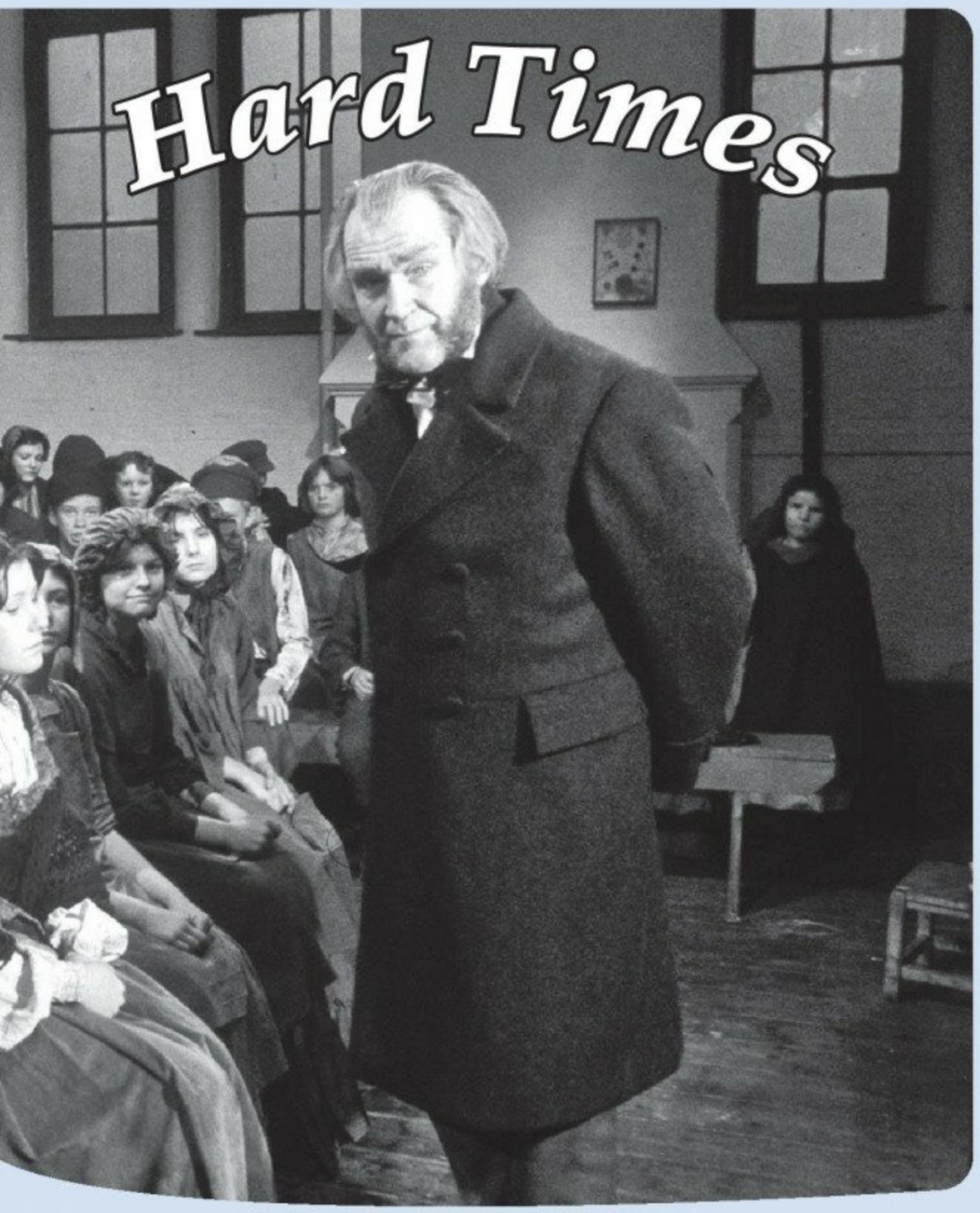
'Sissy is not a name. Call yourself Cecilia.'

'My father calls me Sissy, Sir,' she replied quietly, her face reddening.

'Then tell him that he mustn't. What is your father?'

'He's a clown in the circus, Sir. The horse-riding circus.'

'We don't want to talk about circuses here,' said Gradgrind in a stern voice. 'Let me ask you, boys and girls, would you like to have paper on your walls, with pictures of horses on it?'



Half of the children called 'Yes, Sir!' Then the other half, seeing Mr Gradgrind's stony face, shouted 'No, Sir!'

'Of course, no,' said Mr Gradgrind. 'Do you ever, in fact, see real horses walking up and down the sides of rooms? Of course not! And would you like to have a carpet with pictures of flowers on it in your house? Girl number twenty!'

'Yes, Sir,' answered Sissy Jupe, reddening more deeply. 'I like flowers. They're pleasant and pretty. My idea is–'

'Ah! That's the problem!' said Mr Gradgrind. 'Ideas! Never have ideas, Cecilia Jupe. Never. Now then, who can tell me what you must have? Bitzer, can you?'

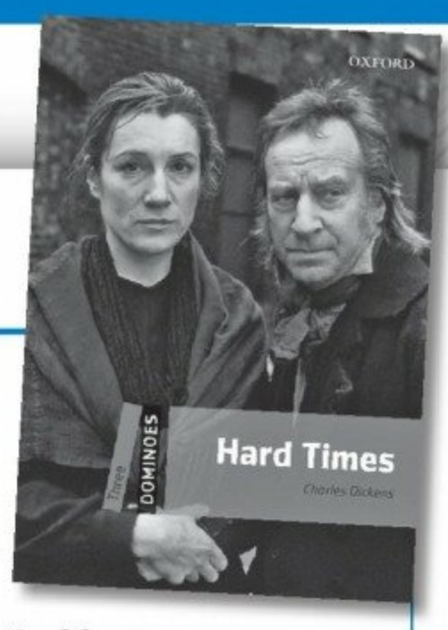
He looked at a boy with very light skin, white hair, and cold, almost colourless eyes.

'Facts, Sir,' replied the boy.

'Very good, Bitzer. You must not have anything which you cannot, in fact, see in the real world – no horses on your walls, no flowers on your floors. Facts, only facts!'

Mr Gradgrind ordered the schoolteacher to begin his lesson, and then he left for home.

From Oxford Dominoes, Level 3: *Hard Times* by Charles Dickens, retold by Susan Kingsley, 9780194608213



Read on

On his way home, Mr Gradgrind passes the circus and discovers Tom and Louisa, two of his five children, watching the performance. Louisa tells him she wondered what it was like. She's tired of a life full of facts. They all go home, where they find Mr Bounderby talking to Mrs Gradgrind. Mr Bounderby suggests sending Sissy away from the school because he thinks she's a bad influence on the other children. The two men set out to find Sissy's father and tell him about their decision. They meet Sissy on the way. She has bought a medicine called 'Nine Oils' for her father because he's ill. They go to the house together, but Sissy's father isn't at home. She's worried and goes out to look for him. Mr Bounderby and Mr Gradgrind stay in the house and talk to some of the neighbours.

4 Read what happens next. What do you think has happened to Sissy's father?

5 LI.03 Listen to the next part of the story. Does Sissy agree to go with Mr Gradgrind?

6 LI.03 Listen again. Choose the correct answers.

1 Sissy's father has disappeared because
   - **a** he's too old to work in the circus.
   - **b** he doesn't get on with his daughter.

2 Sissy's father wanted her
   - **a** to have a good education.
   - **b** to work in the circus.

3 Mr Gradgrind tells Sissy
   - **a** that she isn't going to see her father again.
   - **b** that he'll look after her.

4 If she accepts the offer,
   - **a** her father will have to pay for her education.
   - **b** she won't speak to the circus people again.

5 If her father comes back,
   - **a** he won't be able to find her.
   - **b** Mr Sleary will contact Mr Gradgrind.

6 Mr Sleary thinks that
   - **a** people need entertainment as well as hard work.
   - **b** Sissy should forget the circus people.

7 SPEAKING Work in pairs. Answer the questions.

1 Why do you think Mr Gradgrind changed his mind about sending Sissy away from the school?
2 Did Sissy make the right choice? Why / why not?

Writing

8 Imagine you are Sissy Jupe. Write a letter to your father telling him how your life has changed since he left. Include this information:

- what happened after he left
- where you live now
- what Mr Gradgrind and his family are like
- what the school is like and what you learn there
- what you want your father to do

Literature Insight 4 *The Railway Children* – Edith Nesbit

Before you read

1 Read about Edith Nesbit. How many children's books did she write? What were they about?
2 Read the background to the story. What things do you think the children miss after they move to the country? How is life in the country different from life in the city?

About the author

Edith Nesbit
Born: 1858 in London, England
Died: 1924

Important works: *The Story of the Treasure Seekers* (1899), *Five Children and It* (1902), *The Railway Children* (1906), *The Enchanted Castle* (1907)

Did you know? Edith Nesbit's real life was as interesting and full of adventures as her fiction. She didn't have a happy childhood because her father died when she was four years old, her sister was very ill, and the family often had to move to different countries. They travelled to France, Germany and Spain, but Edith didn't always go with them. She had to go to boarding school. However, she didn't like it and once even tried to run away from it. When Edith was 13, the family finally returned to England and settled in a house near a railway line. She was very happy there, and this period of her life inspired many of her poems and stories.
Edith Nesbit wrote over 60 books for children in various genres. Some of the books, like *The Railway Children*, told stories of children and their adventures in the real world, while others were about children who meet fantasy creatures, travel in time and find magic objects.

1 Read the extract from *The Railway Children*. Who stole the coal?

2 Read the extract again. Choose the correct answers.

1 The children's mother _____ about their father.
a writes stories **b** rarely talks **c** forgets
2 Mother says the family don't have
a a lot of food. **b** much money.
c to wear old clothes.
3 _____ comes up with a plan for the fire.
a Peter **b** The girls **c** Mrs Viney
4 The children find some coal
a behind the house. **b** under some stones.
c on the hill.
5 Mrs Viney _____ what the children are doing.
a finds out **b** doesn't know
c worries about
6 The Station Master wants to take the children to the
a police station. **b** railway station.
c station yard.

3 SPEAKING Work in pairs. Answer the questions.

1 Do you think Peter knew it was wrong to take the coal? Why / why not?
2 What would you do with the children if you were the Station Master?

Background to the story

Roberta (Bobbie), Phyllis and Peter live happily with their parents in London. They have a comfortable life with everything they need – clothes, food and a lot of toys. Then on Peter's birthday, two men knock on the door and ask to speak to the children's father. The three men talk for a long time and finally all three leave the house together. The children's mother tells the girls and Peter that their father has left on business and will be away some time. While they wait for him to return, they move to a house in the country near a railway line. Mrs Viney, a woman from the village, cooks for them and helps with housework.



And so the days passed. The children did not go to school now, and Mother spent every day in her room, writing stories. Sometimes she managed to sell a story to a magazine, and then there were cakes for tea. The children did not forget their father, but they did not talk about him much, because they knew that Mother was unhappy. Several times, she had told them that they were poor now. But it was difficult to believe this because there was always enough to eat, and they wore the same nice clothes.

But then there were three wet days, when the rain came down, and it was very cold.

'Can we light a fire?' asked Bobbie.

'We can't have fires in June,' said Mother. 'Coal is very expensive.'

After tea, Peter told his sisters, 'I have an idea. I'll tell you about it later, when I know if it's a good one.'

And two nights later, Peter said to the girls, 'Come and help me.'

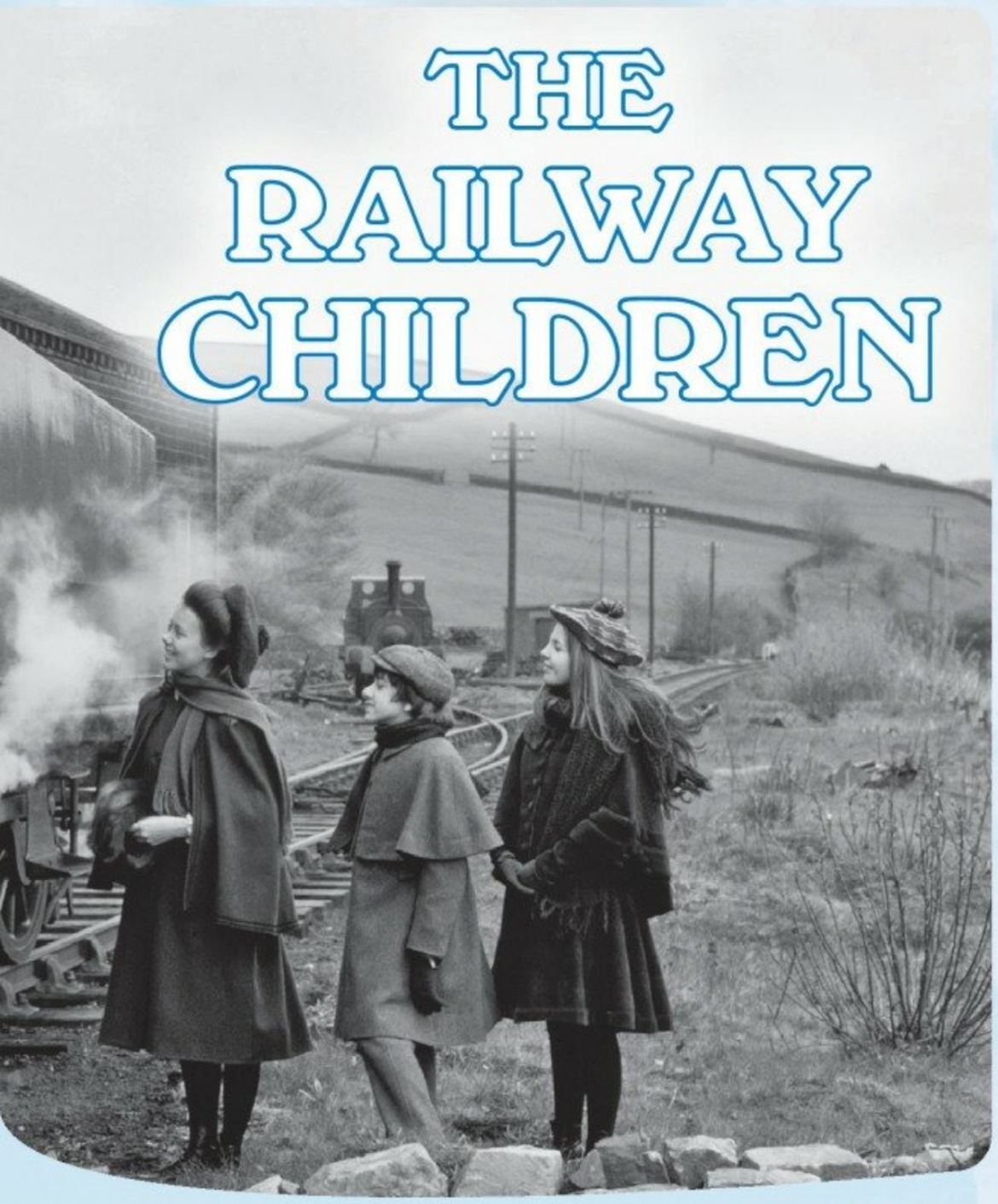
On the hill, just above the station, there were some big stones in the grass. Between the stones, the girls saw a small heap of coal.

'I found it,' said Peter. 'Help me carry it up to the house.'

After three journeys up the hill, the coal was added to the heap by the back door of the house. The children told nobody.

A week later, Mrs Viney looked at the heap by the back door and said, 'There's more coal here than I thought there was.'

THE RAILWAY CHILDREN



The children laughed silently and said nothing.

But then came the awful night when the Station Master was waiting for Peter in the station yard. He watched Peter climb on the large heap of coal by the wall and start to fill a bag.

'Now I've caught you, you young thief!' shouted the Station Master. And he took hold of Peter's coat.

'I'm not a thief,' said Peter, but he did not sound very sure about it.

'You're coming with me to the station,' said the Station Master.

'Oh, no!' cried a voice from the darkness.

'Not the *police* station!' cried another voice.

'No, the railway station,' said the man, surprised to hear more voices. 'How many of you are there?'

Bobbie and Phyllis stepped out of the darkness.

'We did it, too,' Bobbie told the Station Master. 'We helped carry the coal away, and we knew where Peter was getting it.'

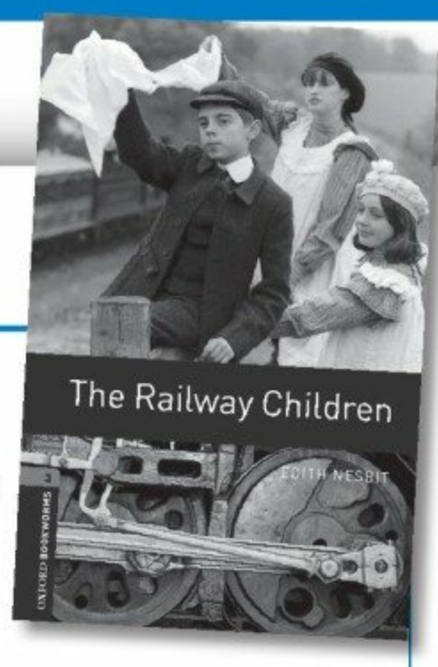
'No, you didn't,' said Peter, angrily. 'It was *my* idea.'

'We did know,' said Bobbie. 'We pretended we didn't, but we did.'

The Station Master looked at them. 'You're from the white house on the hill,' he said. 'Why are you stealing coal?'

From Oxford Bookworms, Level 3: *The Railway Children* by Edith Nesbit, retold by John Escott, 9780194791281

Read on



The Station Master tells the children that taking coal from the railway is stealing, but he doesn't take them to the police station. They know he's right and are sorry for what they did. Soon they start visiting the station again and they make friends with the porter, Mr Perks. Every morning, the children wave at the passengers on the 9.15 train to London. They notice that an old man, who they call the Old Gentleman, waves back at them. He's on the train every morning and after a while the children start thinking they know him, although they've never spoken to him. They also imagine that he knows their father because he lives in London, too.
Then one day their mother is sick and Mrs Viney sends for the doctor …

4 Read what happens next. Why do the children imagine the Old Gentleman might know their father?

5 LI.04 Listen to the next part of the story. Complete sentences 1–7 with characters A–F.

A Mother	B Peter	C Phyllis
D Bobbie	E the Old Gentleman	F Perks

1 ___ tells the other children to find a way to get the things that needs.
2 ___ and ___ paint a sign.
3 ___ shows the sign to ___ as the train goes past.
4 ___ gives ___ a letter when the train stops
5 ___ is going to pay ___ when he grows up.
6 ___ delivers a box with some food and flowers for ___ .
7 ___ is happy to help the children.

6 SPEAKING Work in pairs. Answer the questions.

1 Were the children right to ask for help? Why / why not?
2 If the children lived in the 21st century, what do you think they would do in order to find money to buy the things for their mother?

Writing

7 Write an email to a company or individual asking for help. Include this information:

- what you want (for example, sports or computing equipment, library books, a new sports hall)
- why you want it
- why you are asking that person or company
- how it will make a difference

Literature Insight 5 *The Lost World* – Sir Arthur Conan Doyle

Before you read

1 Read about Sir Arthur Conan Doyle. What type of books did he write? What genre do you think *The Lost World* is?
2 Read the background to the story. Why does Ned Malone want to go on an adventure?

About the author

Sir Arthur Conan Doyle
Born: 1859 in Edinburgh, Scotland
Died: 1930

Important works: Sherlock Holmes novels and collections of short stories, including *The Sign of Four* (1890) and *The Hound of the Baskervilles* (1902); Professor Challenger stories, including *The Lost World* (1912)

Did you know? Sir Arthur Conan Doyle learned the art of storytelling from his mother, who had a passion for books and an expressive, dramatic voice.
He started writing while he was a medical student at the University of Edinburgh, and some of his short stories appeared in magazines. When he graduated and became a doctor, he didn't have many patients at first, so he used to write between appointments.
Although Arthur Conan Doyle is famous as the creator of Sherlock Holmes, he also wrote many short stories in other genres, including science fiction and historical dramas. In addition, he published many non-fiction books, plays and poetry.
After the death of his first wife and one of his sons, he became very interested in spiritualism and wanted to find out if there was life after death. He was a member of The Ghost Club, which started in Cambridge in the 1850s to research paranormal activity. Many people were interested in spiritualism in the 19th century, including Charles Dickens.

1 Read the extract from *The Lost World*. Answer the questions.

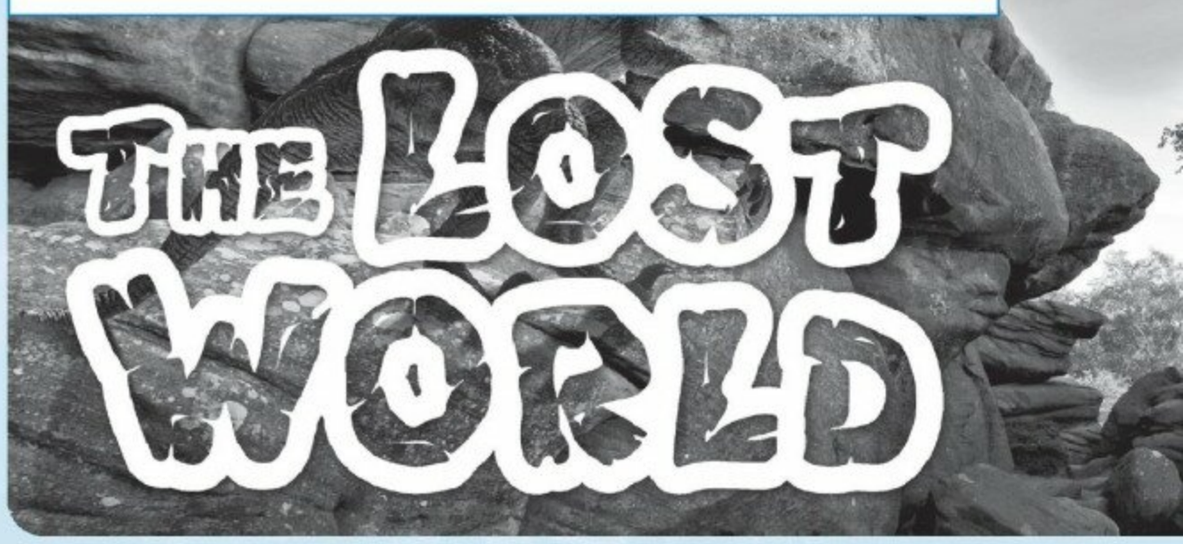
1 How does Ned feel on his way to work?
2 What is Ned's opinion of Mr McArdle?
3 What does Mr McArdle think of Ned's work?
4 Why does Mr McArdle ask Ned if he wants to die young?
5 Why is it unusual for young reporters to go to dangerous places?
6 What has Professor Challenger done to other reporters?
7 Why does Professor Challenger's trip to South America remain a mystery?
8 What two explanations does McArdle give for Professor Challenger's behaviour?

2 SPEAKING Work in pairs. Answer the questions.

1 In your opinion, why doesn't Mr McArdle send a famous reporter to interview Professor Challenger?
2 What personal qualities and skills do you need to be a great reporter? Has Ned got those skills?
3 What do you think will happen when Professor Challenger meets Ned?

Background to the story

The young journalist Ned Malone is in love with a beautiful lady, Gladys Hungerton, and wants to marry her. Gladys thinks Ned is a good friend and she likes spending time with him, but she refuses to marry him. He isn't the type of man she dreams of marrying. In her imagination, her future husband is a fearless and famous adventurer. Ned decides to take up the challenge and 'do something great in the world'. Gladys tells him that they can talk again when he has achieved this goal.



That was how it all began. As I waited for my bus in the dark, rainy London streets, something was burning inside me. I was twenty-three, an unimportant young reporter on the *Daily Gazette* newspaper, but I felt inside me the hot fire of first love. Tonight, I was sure, I would find something that would change my life. I would find a great thing to do, a brave adventure somewhere out in the world, and I would win my Gladys's love.

So, that cold November evening, I arrived at the office of the *Gazette* with my head full of these ideas. Mr McArdle, the news editor, was at his desk. I always liked old McArdle, and I hoped that he liked me.

'I hear that you are doing very well, Mr Malone,' he said, in his kind Scottish voice. 'You have written some very good pieces for us.'

'Thank you,' I answered.

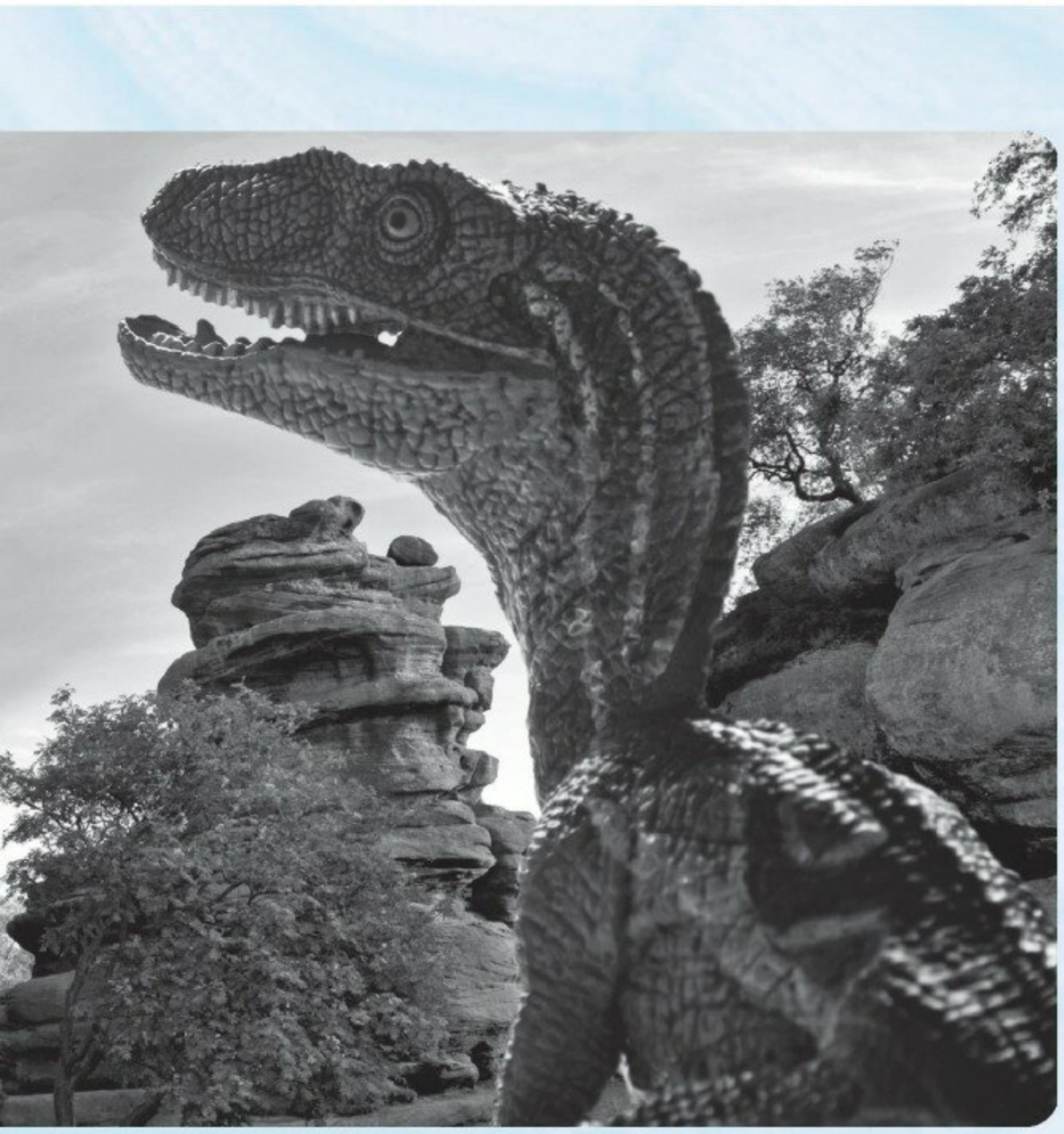
'Now, how can I help you?'

'Sir, I … I have something to ask you. Do you think that you could possibly send me somewhere with a lot of adventure and danger? I'll try to write something good for the *Gazette*, I really will.'

'Were you thinking of anywhere special?'

'Not really. But somewhere very difficult. I want something really hard.'

'Oh dear me, Mr Malone. That's very brave of you,' replied McArdle. 'Do you really want to lose your life so young?'



'No, I want to find out what my life really means.'
'Mr Malone, the days of young reporters going on dangerous adventures are past, I'm afraid. These days editors only give jobs like that to famous reporters,' he said. But then a sudden smile came to his face. 'Wait a minute! I have an idea. Why don't you go and see Professor Challenger?'

'Professor Challenger! The famous zoologist!' was my surprised reply. 'Didn't he break the arm of that reporter from *The Times*?'

'Yes, but I'm hoping that you'll have better luck. And you said that you wanted danger, didn't you? Here are some notes for you to begin with.'

He gave me a paper and I read it quickly.

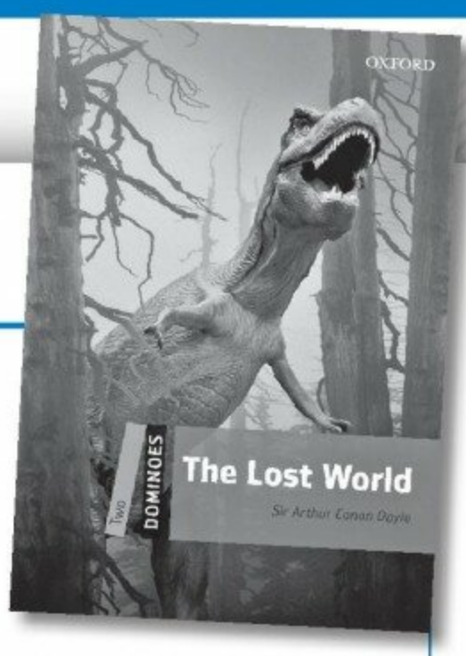
'But, sir,' I said to McArdle, putting the paper in my pocket. 'I don't understand. Why do I need to talk to this man? What has he done?'

McArdle's round, red face looked up from his newspaper.

'He spent a year alone, in a place somewhere in South America. No one knows where it was. He came back to London last year, and he said one or two things about his travels, but then people started asking questions and he stopped talking so freely. Either something wonderful happened there – or the man's a liar. Most people think he's a liar. So now he hits anybody who asks him questions, and he throws reporters downstairs. That's your man, Mr Malone. Go and see what you think of him.'

From Oxford Dominoes, Level 2: *The Lost World* by Sir Arthur Conan Doyle, retold by Susan Kingsley, 9780194248808

Read on



Ned goes to see his friend Tarp Henry, who is a scientist and knows of Professor Challenger's work. Tarp shows Ned some of Challenger's books. Ned then decides to pretend that he's a young scientist interested in the Professor's work, and writes him a letter. When Tarp reads the letter, he warns Ned that Challenger is dangerous but he doesn't think that the Professor will answer Ned's letter. However, he's wrong and the Professor invites Ned to his home. When they meet, Challenger soon realizes that Ned is a journalist and attacks him. The two men end up in the street with a policeman standing next to them ready to arrest the Professor. Ned tells the policeman that he started the fight and that Challenger didn't mean to hurt him. The Professor is surprised and suggests they return inside to finish their conversation.

3 Read what happens next and check your answer to question 3 in exercise 2.

4 LI.05 Listen to the extract and complete the sentences.

1 Professor Challenger went to South America _____ ago.
2 The Indians took him to see an ill _____.
3 In the book he found, there were drawings of people, _____ and _____.
4 Ned is shocked when he sees the _____ on the last page.
5 The first bone which the Professor shows Ned is _____ long.
6 Professor Challenger thinks the bone came from a _____.
7 Other _____ believe all the dinosaurs died millions of years ago.

5 SPEAKING Work in pairs. Answer the questions.

1 Would you like to go on an expedition to find new places or creatures? Why / why not? Where would you like to go?
2 Imagine one of you is the Professor and the other is Ned. Carry out an interview for the *Gazette* about how Professor Challenger found the drawings and the bones.

Writing

6 Write an article for the *Gazette* based on the interview you carried out in exercise 5. Include this information:

- who Professor Challenger is
- what he has found, when and where
- what other scientists think of his ideas
- what you think of them

Exam Insight 1

Listening

Exam Strategy

- Read the exam task and identify the topic.
- Read each question carefully.
- Underline the key words so you know what to listen for.

1 Read each question in exercise 2 carefully and underline any key words.

2 EXAM TASK EI.01 Listen to two people talking about travel and choose the correct answers.

1 When did Abdi go on the trip?
- **a** When he finished school.
- **b** When he was 15.
- **c** Just over a month ago.

2 Abdi went to Papua New Guinea because
- **a** his father went to school there.
- **b** he wanted to help.
- **c** he was on a study trip.

3 Who paid for Abdi's visit to Papua New Guinea?
- **a** He paid for it.
- **b** the government
- **c** the village

4 How does Abdi feel about his trip?
- **a** He wants to go again.
- **b** He enjoyed all of it.
- **c** He feels good about it.

5 Which of the following sentences is true?
- **a** Nazanin went to India on holiday.
- **b** Delhi made Nazanin feel nervous and excited.
- **c** Life in India was quite similar to her normal life.

Reading

Exam Strategy

- Read each short text and decide what situation it would appear in.
- Use the visual information (layout, location, etc.) to help identify the context.
- Compare each option with the text before choosing an answer.

3 EXAM TASK

1 Read the advert and choose the correct answer (**a**, **b** or **c**).

Do you care about the environment?
Are you are interested in recycling?
Are you keen to find out how
you can make a difference to our
planet in your daily life?

If so, join us on Thursday 10th March at 12.00 in the school canteen.

This meeting is for people who
- **a** would like to volunteer to clean up the environment.
- **b** want to learn how to help the world around them.
- **c** often go to the school canteen at lunchtime.

2 Read the text message and choose the correct answer (**a**, **b** or **c**).

Lynn, I took your advice and booked a hostel in Berlin. It will be the best way for me to meet new people and it's definitely cheaper than the other options – thanks! Luis

- **a** Luis wants Lynn to go to Berlin with him.
- **b** Luis thinks that hostels are quite cheap.
- **c** Luis doesn't want to get to know anyone new.

3 Read the note and choose the correct answer (**a**, **b** or **c**).

Found! Did you lose your wallet in this building? It has money and a house key inside. Knock on flat 9 and ask for Tina.

- **a** Someone from number 9 lost their wallet.
- **b** The wallet was found outside the building.
- **c** The person who found the wallet is in flat 9.

4 Read the notice and choose the correct answer (**a**, **b** or **c**).

Pompeii ruins tour

Schedule tomorrow:

- *Breakfast at 7.30*
- *Depart for Pompeii at 8.30, meet at reception and walk to the train station*

Bring good walking shoes, sun cream and a hat.

- **a** It's going to be hot on the tour of Pompeii.
- **b** The group is going to meet at the train station.
- **c** Arrival at Pompeii will be around 8.30.

5 Read the email and choose the correct answer (**a**, **b** or **c**).

To: Alexis
Subject: Vegetarian spaghetti
Alexis, would you like to come for dinner tonight? I'm making vegetarian spaghetti. If you can come, please bring something to drink. I'm serving dinner at seven.
Thanks, Petra

Send

The purpose of this message is
- **a** a suggestion.
- **b** a request.
- **c** an invitation.

Use of English

Exam Strategy

- Read the text quickly to find out the topic and the general meaning.
- Read the whole sentence with each of the options in place and decide which sounds the best.

To: hello@changingplaces.org

Hi Changing Places,

I'm Sylvie and I come from Manchester in the UK. At the moment, I'm on an exchange trip in Denmark. [1]_____ I'm here, I'm staying in Copenhagen with a Danish family. They have a daughter called Camilla. She's the [2]_____ age as me, but we don't have a lot in common. She likes reading and studying, and I'm keen [3]_____ music. I love playing the guitar.

Danish schools are similar to schools in the UK in a lot of ways. They have the same subjects, but students here don't have to wear uniforms. Students still have to [4]_____ homework, though.

The food is more or less the same. They have fast food and pizza, but the breakfasts are definitely nothing like I [5]_____ in Manchester. The family I'm staying with have bread with cheese and jam! They eat rye bread – it's really bitter, and I'm too embarrassed to say I don't like it.

Today is Saturday and [6]_____ family are taking me to see a museum in Copenhagen. I think it will be kind [7]_____ boring, but they said we'll go to have an ice cream after. It isn't something I'd do in the UK – but different is good. I'll see something I haven't seen before!

Yours,

Sylvie

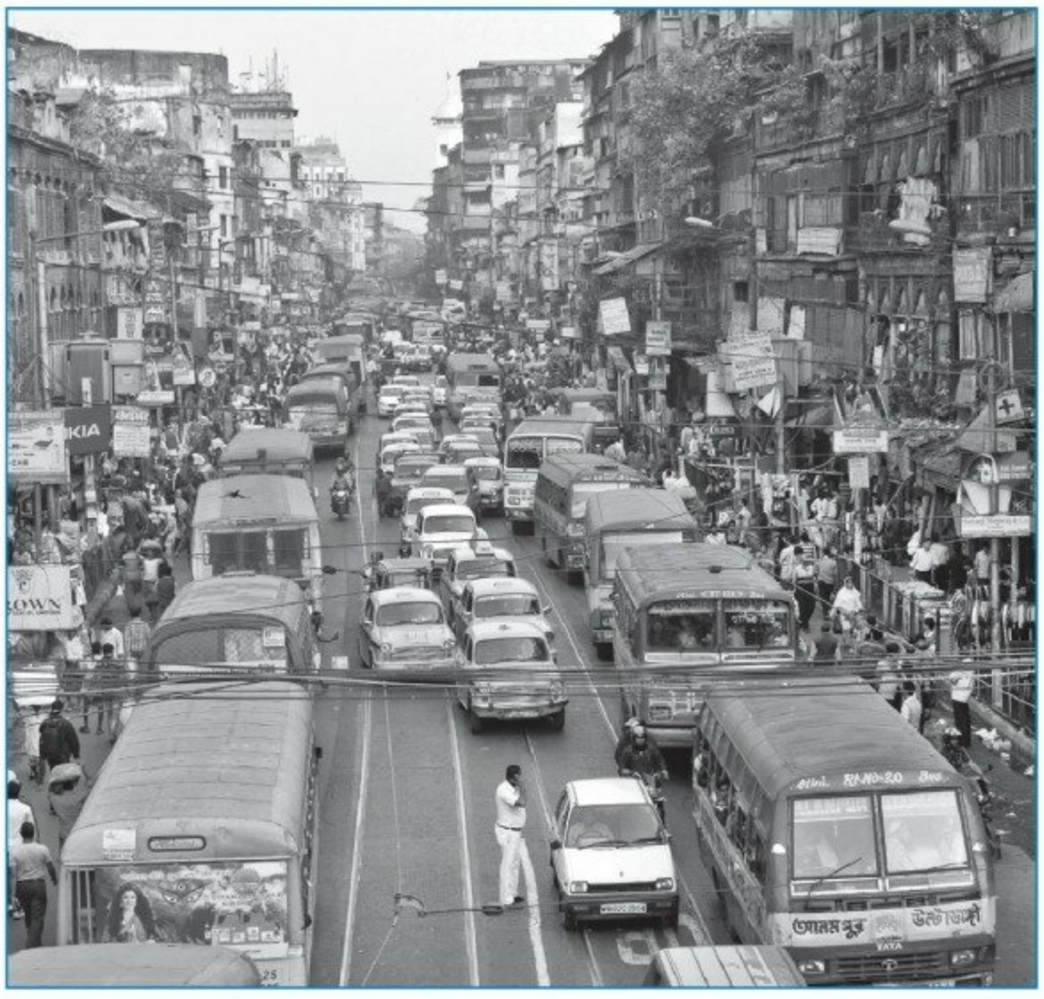
4 EXAM TASK Choose the correct answers to complete gaps 1–7.

1	**a** When	**b** While	**c** As	**d** So
2	**a** similar	**b** same	**c** unlike	**d** nothing
3	**a** of	**b** to	**c** on	**d** about
4	**a** do	**b** have	**c** make	**d** work
5	**a** am having	**b** am taking	**c** take	**d** have
6	**a** –	**b** an	**c** the	**d** a
7	**a** off	**b** of	**c** to	**d** with

Speaking

5 Look at the photo. Which three words from the list below will you probably not need to describe the photo?

across ■ busy ■ cars ■ city ■ exciting ■ hill ■ proud ■ trip ■ volunteer



Exam Strategy

- Use the preparation time to plan what you are going to say.
- Remember to read the task carefully. Give full descriptions and use language for speculation.

6 EXAM TASK Read the task below. You have 30 seconds to prepare, and 60 seconds to give your talk.

Look at the photo. Describe what the advantages and disadvantages of living in a busy city might be.

Writing

Exam Strategy

- Before you write your essay, think about and make notes on what you're going to include.
- Review your own writing. Think about what could be improved in terms of organization, language and communication.

7 Read the exam task in exercise 8 and then think about the following questions.

- What are the advantages of travel?
- What are the disadvantages of travel?
- In your opinion, do you think travel is a good thing?

8 EXAM TASK Write an essay. Use 100–160 words. The title of the essay is: 'How important is it to travel to different countries?'

Exam Insight 2

Listening

Exam Strategy

- First, read and listen to the instructions, then use the pause to read the questions and think about the context.
- During the first listening, listen for gist and choose the best option for each question.
- During the second listening, check all your answers carefully.

1 Read the questions below. Which room is the recording about?

2 EXAM TASK EI.02 Listen to a radio interview with Libby, the editor of *Modern Homes* magazine and choose the correct answers.

1 How long has she worked at *Modern Homes* magazine?
- **a** for the last three years
- **b** for 20 years
- **c** since she became the editor there

2 In the past, the kitchen was just the place where
- **a** people went to eat.
- **b** people watched TV.
- **c** people prepared food.

3 Nowadays, people
- **a** cook more than they did before.
- **b** spend more time in the kitchen than before.
- **c** have bigger families than before.

4 The 'island' is where people
- **a** put their coffee machine.
- **b** sit and talk.
- **c** do most of their cooking.

5 Libby thinks the modern kitchen
- **a** is good for family life.
- **b** has made life easier for us.
- **c** will change in the future.

Reading

3 Read the text about the Plate and Spoon quickly. Choose the best endings for sentences 1 and 2.

1 The text is
- **a** part of a letter.
- **b** a review.
- **c** an advertisement.

2 The writer goes to the restaurant
- **a** on her own.
- **b** with three other people.
- **c** with one other person.

Exam Strategy

- Start by skimming the text to find out the topic and general meaning.
- Then read the text again, much more carefully.
- Deal with the questions one by one, comparing each option with the text before choosing one.

Plate and Spoon, London EC2

I didn't know much about the Plate and Spoon before setting off there for dinner, but at least three people have told me it's the best new restaurant in the city, so I thought I should give it a try.

As soon as we walked in, I realized that dining here was going to be an interesting experience. The restaurant was full, but not noisy. Some diners were talking, but many were not. And later, I found out why.

The menu isn't long, but it changes daily and is beautifully written out on white card. There is variety: meat, fish, vegetarian. And dishes range from the simple (a plain grilled steak) to the more complex (a tower of aubergine, goat's cheese and tomato served with a dressing of fresh herbs).

I choose plain dishes. I often do when eating somewhere for the first time. If something simple can be made to taste really good, that is the mark of an excellent chef. I decide on a tomato salad, followed by a piece of grilled fish. My partner chooses soup and a seafood lasagne.

The tomatoes come with olives and herbs, and they taste as fresh as the tomatoes from my own garden. Harry's soup is steaming hot, as it should be, and delicious. My fish is perfect: not overcooked, not undercooked. It comes with tiny, tasty vegetables. The seafood lasagne is a creamy, fishy heaven.

And this is when I discover why the room is so quiet. It's the silence of diners enjoying their food, tasting every mouthful. They talk when the plates are empty, but not while eating.

I finish with home-made ice cream. Harry has an apple dessert that silences him for another ten minutes as he rolls his eyes with pleasure. Then the bill comes. It isn't cheap, but for food like this most people would think it a small price to pay. And with all tips going directly to the staff, we happily add 10% and depart, knowing that we will be back before too long.

4 EXAM TASK Read the text again and choose the correct answers.

1 The writer goes to the restaurant because
- **a** it's quiet.
- **b** she likes simple food.
- **c** she's heard it's good.
- **d** it's new.

2 The writer chooses something plain because
- **a** she wants to see how fresh the food is.
- **b** she thinks plain food is tastier.
- **c** she doesn't like more complex dishes.
- **d** she wants to see how good the chef is.

3 Which of the following sentences is not true?
- **a** The tomatoes are very fresh.
- **b** The fish is undercooked.
- **c** The soup is tasty.
- **d** The seafood lasagne is delicious.

4 The main reason the people in the restaurant are quiet is
- **a** because it's rude to talk when you are eating.
- **b** so that they can enjoy their food more.
- **c** because they are busy eating their food.
- **d** so that they can hear each other talk.

5 Which would be the best summary for the article?
- **a** An expensive meal that was worth it.
- **b** A restaurant that we won't visit again.
- **c** Excellent food but not worth the price.
- **d** Great food but just too quiet.

Use of English

Exam Strategy

- Read the whole text to understand the narrative.
- After choosing an answer, check the other three options and decide why they are wrong.
- Once all the gaps are completed, read the whole text again to check it makes sense.

TREE HOUSES – NOT JUST FOR KIDS

Have you ever wanted to hide away from the rest of your family and get a little [1]_____ and quiet? Do you think houses in trees are just for children? Well, think again. Here at Arborbuild, we can help you [2]_____ the perfect tree house.

David Arbor started Arborbuild in the late 1980s. He needed an office to work [3]_____, so he built a tree house in his garden. He enjoyed the project so much that he gave [4]_____ his job as an accountant and started his own company, building tree houses full-time. Twelve people now work for him and he has [5]_____ tree houses in 15 countries.

[6]_____ you need an office, a storeroom, a playroom for the kids or just somewhere to relax and read a book, Arborbuild can help you. Our designers will help you create the perfect space. Our workers will then build your dream – a dream that will [7]_____ a lifetime.

5 EXAM TASK **Choose the correct answers to complete gaps 1–7.**

1	**a** silence	**b** rest	**c** sleep	**d** peace
2	**a** map	**b** describe	**c** design	**d** understand
3	**a** in	**b** for	**c** with	**d** to
4	**a** for	**b** over	**c** in	**d** up
5	**a** make	**b** built	**c** build	**d** had
6	**a** Where	**b** As	**c** If	**d** Can
7	**a** last	**b** stay	**c** keep	**d** remain

Speaking

6 Imagine you are giving advice to someone who wants to eat more healthily. Look at the list below and think about whether they should include these things in their diet and, if so, how much.

- additives
- calories
- carbohydrates
- fat
- minerals
- nutrients
- protein
- salt
- sugar
- vitamins

Exam Strategy

- Read each question carefully. Respond to each question, speaking for 30 seconds for each question.
- Express your feelings or opinions and provide information to justify them.

7 EXAM TASK **Answer five questions related to the topic in exercise 6. You have 30 seconds to answer each question.**

1 What is your favourite meal?
2 How often do you eat in a restaurant?
3 Talk about a bad meal that you had.
4 Do you think it's important to try a variety of different types of food?
5 What advice would you give to someone who wanted to eat more healthily?

Writing

Exam Strategy

- Before you reply, be clear about who you are writing to, why you are writing and what you need to include.
- Read the email carefully and make sure you answer the four prompts.
- After writing, read through your answer to check for spelling, punctuation and grammar.

8 EXAM TASK **Write an email to reply to your friend, Oliver, using the notes below. Write 80–130 words.**

Say why you left.

Say what you'd like to change.

To:

Hi,

How are you?

I'm really happy to hear that you've left home and have a new place to live. Why did you leave?

Tell me all about your new place. I want to know everything. Is there anything that you'd like to change in it? Where is it?

It would be cool to see it! You should invite me to come over.

See you soon!

Oliver

Describe the new place.

Invite Oliver.

Exam Insight 3

Listening

Exam Strategy

- Read the exam task and think about the context.
- Listen for gist during the first listening, then listen for details during the second listening.
- Remember the words you hear won't be exactly the same as the words in the sentences.

1 You are going to hear four people talking about dangerous sports. Tick (✓) the words below that you think you will hear.

alive ■ beach ■ boat ■ comfortably
dressing gown ■ fall ■ float ■ frightened
hang-glider ■ life jacket ■ relax ■ rescue ■ ropes
snow ■ sofa ■ wind

2 EXAM TASK EI.03 **Listen to four people talking about dangerous sports. Match speakers A–D with information 1–6. There are two pieces of information that you do not need.**

A ☐ B ☐ C ☐ D ☐

1 This person is giving safety instructions.
2 This person rescued a friend.
3 This person was frightened.
4 This person is a newsreader.
5 This person is talking about a journey.
6 This person was in a plane crash.

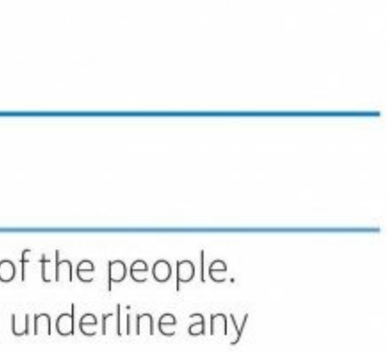
Reading

Exam Strategy

- Start by reading the five descriptions of the people.
- Next, read all eight texts carefully and underline any matches between these and anything in the descriptions of the people.
- Then compare the description again with any possible matches. The details should match in every way.

3 EXAM TASK Read the descriptions of the sports and decide which one would be the most suitable for each person.

1 Sheila wants to take part in a healthy game with other people. She's had an operation on her knee, so she can't run. She doesn't have money to buy equipment.



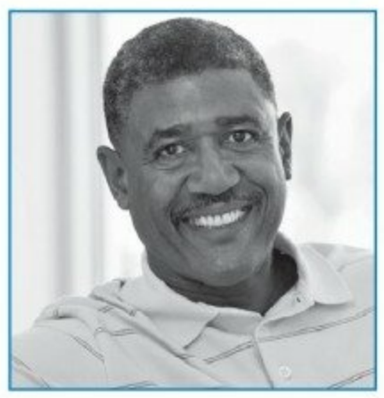
2 Ali is sociable and lives in the city. He's energetic and isn't afraid of a little aggression. He's already tried running but he found it boring, so he'd like something that he can do with other people.



3 Priti hasn't found a sport that makes her feel confident yet. As she's small for her age, she sometimes feels insecure. She doesn't mind practising with other people but doesn't enjoy playing in a team environment.



4 Victor is retired and enjoys watching team sports on TV, although he doesn't like participating in them. He claims that he gets on better with animals than people. He has plenty of time and money and wants to enjoy himself.



5 Zebib loves going fast and she doesn't mind taking risks as long as she's having fun. In the past, she played hockey, but she didn't enjoy it because there were too many people. She's quite independent and lives in the countryside.



A Mountain biking

Do you enjoy the thrill of going fast? Do you love speed and a bit of danger? If so, then mountain biking might be for you. You don't need to be very fit or have a great bike, but both of these definitely help and, of course, you'll need somewhere to ride.

B Walking football

This team game was invented in 2011 so that older people could get some exercise and also play football again! It's quite a strange sport when you first see it because nobody runs! They still shout a lot and get tired. They even fall over sometimes, so it isn't totally safe, but it gets your heart moving and it's fun.

C Rugby

This sport originated in the town of Rugby in the UK when people picked up a football and started to run with it! It's a fast team game that is very physical. Players smash into each other to try and get the ball. You need to be ready to get hurt!

D Running

You don't need any equipment apart from trainers and a road, and it's an activity that anyone can do at any level. You can be super fit or overweight; you can be eight years old or 80. It's also flexible. You can do it any time and you don't need anyone else.

E Chess boxing

Can you imagine putting these two activities together? Opponents play three minutes of chess before putting on their boxing gloves and climbing into the ring to fight. It sounds crazy, but it's now a professional sport for people who like adrenaline as well as using their brain.

F Karate

This martial art comes from Japan and is popular in many different countries around the world. It isn't just about learning how to defend yourself; it also has a spiritual side about developing self-knowledge and respect for yourself and others.

G Cricket

If you don't understand cricket, you may think it's rather boring and has complex rules. Although there can be a lot of standing and waiting, there's also a mix of strategy and fast action. If you've never played before, you'll need to join a team who can teach you.

H Horse riding

There is a lot more to riding than you might think. It isn't just a case of sitting on a horse while it does all the work. Horse riding needs patience and training as well as a lot of strength. It isn't a cheap hobby. You'll need a horse and all the equipment to go with it.

Use of English

Exam Strategy

- Start by skim-reading the text to find out the topic and general meaning.
- Think about the types of words that could fit in the gaps, e.g. prepositions, verbs, auxiliary verbs, articles, pronouns.
- When you have finished, read the text again to check the sentences make sense.

4 Complete the sentences with options A–D.

1 She wants to go _____ university, but she can't decide what subject she wants to study.
A in **B** to **C** at **D** up

2 I read a really interesting article _____ teaching children to read.
A about **B** with **C** in **D** by

3 She _____ has a gold medal for the 400 metres and now she's trying for the 800.
A just **B** always **C** yet **D** already

4 He's achieved a lot _____ he started at his new school.
A during **B** when **C** since **D** after

5 If students have regular breaks, they _____ better grades.
A have got **B** got **C** get **D** are getting

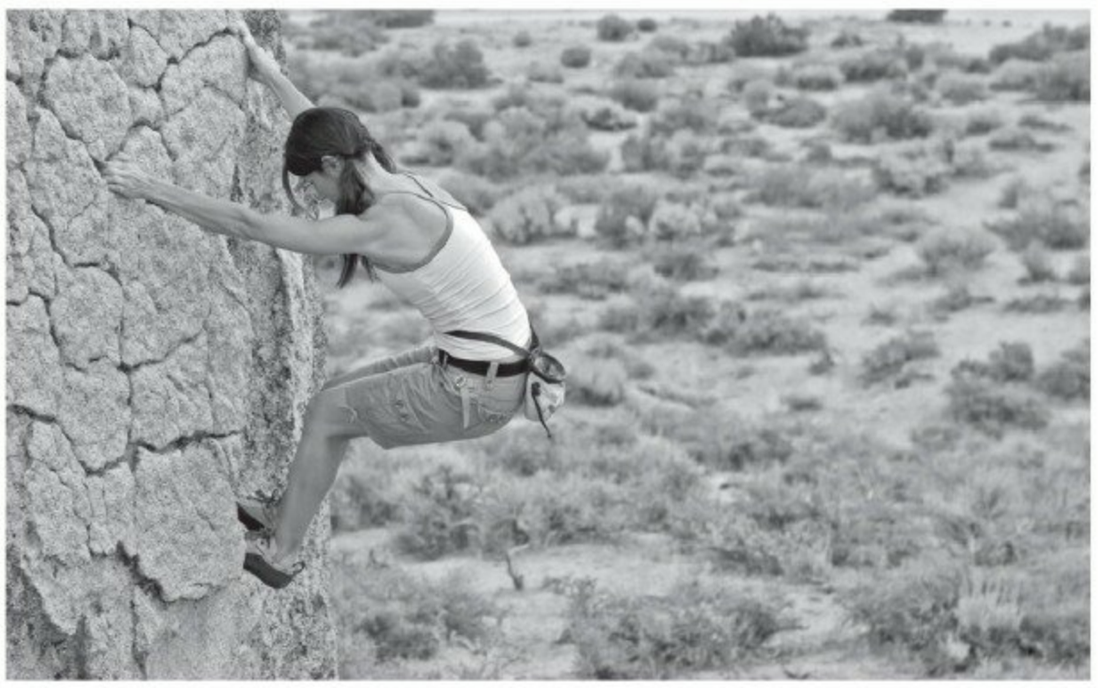
6 The team set _____ for Antarctica in October.
A down **B** off **C** about **D** into

5 EXAM TASK Read the text about education. Complete gaps 1–10 with a suitable word. Use one word in each gap.

Education around the world

Education for children [1]_____ very important in today's world. Sadly, many children cannot go to school because [2]_____ war or lack of money. Through education, children have a fairer chance in life, and above all, [3]_____ allows them to grow as human beings and to contribute to their families and to society. A recent United Nations report stated that [4]_____ number of children [5]_____ do not go to school [6]_____ falling too slowly. [7]_____ report said that 56 million children globally are not in education. Not as many girls have access to education [8]_____ boys. This is important because the children of women who [9]_____ had an education are 40% more likely to live past the age of five. In other words, education not only increases your chances of getting a job, but it is [10]_____ important for your family's health.

Speaking



Exam Strategy

- Describe the people and activities in the photograph as fully as possible. This may include naming all the objects, describing colours, clothing, time of day, weather, etc.
- Show your ability to organize your ideas using simple connectives like *so*, *but* and *because*.

6 EXAM TASK Look at the photo. Give a one-minute talk describing what is happening, how you think the person is feeling and why people do activities like this.

- You have 30 seconds to think about what you are going to say.
- You have one minute to give your talk.

Writing

Exam Strategy

- Plan your writing carefully to make sure it is well organized and answers all the questions.
- Aim to use a range of tenses, expressions and vocabulary to show the full range of your language ability.
- Use linking words to connect your ideas together.
- Don't forget to organize your ideas into paragraphs.

7 EXAM TASK Write an article based on the information below. Write 100–160 words.

Homework

Why do teachers give homework?

Is homework useful, or is it a waste of your time?

Do you enjoy homework?

Write an article answering these questions and we will put it on our website.

Exam Insight 4

Listening

Exam Strategy

- Read the questions and options for each question.
- Then listen for the gist or general meaning of each recording and choose the best option.
- On the second listening, check your answers.

1 EXAM TASK EI.04 **Listen and answer the question for each recording, 1–4.**

1 What is the speaker's intention?
   a to explain
   b to advertise
   c to inform

2 Why has Janet's company been successful?
   a She has a reasonably priced product.
   b She has a very good product.
   c It's hard to give a single reason.

3 What does the Businessperson of the Year sell now?
   a women's and children's clothes
   b clothes for all the family
   c fashionable work clothes

4 Why do the supermarkets know the real population figure?
   a because they provide the food for everyone
   b because they fill in government forms
   c because they buy all the food

Reading

Exam Strategy

- Read the text through first, ignoring the gaps.
- Check that the sentence you select fits with the text before and after the gap, both grammatically and in relation to the narrative or argument presented in the text.
- Once all the gaps are completed, read the text again to check it makes sense.

2 Read the short text. Explain what the underlined words 1–9 refer to.

Robert Peary reaches the North Pole

Every day, the four Eskimos with [1]me became more keen and interested. When we stopped to make camp, [2]they would climb a small hill and look north, hoping to see the Pole. [3]They were now certain we would get [4]there this time.

The icy wind burned our faces. A long time after we made camp each day, [5]they hurt so much we could hardly sleep. The Eskimos also complained about [6]their noses, which I had never heard [7]them do before. The last march north ended within sight of my [8]goal, but I was too tired to take the last few steps. I had a few hours' sleep. But when I woke up, I thought: 'The Pole at last. My dream for 20 years. I have done [9]it.'

3 EXAM TASK Read the text about Roald Amundsen's arrival at the South Pole. Some parts of the text have been removed. Complete the text with sentences A–H. There are three sentences that you do not need.

Arriving at the South Pole (1911)

That night in the tent, it was like the night before a big party. Everyone felt that something great was about to happen. [1]_____ On each occasion, I felt like I had as a little boy the night before Christmas.

In the morning, the weather was fine, as if made for our arrival at the Pole. [2]_____ Then we set off in the usual way. Nobody said much, but everybody looked around much more. Hansen's neck seemed to grow longer as he tried to see a little further ahead. But all he could see was endless flat countryside.

At three in the afternoon, a cry of 'Stop!' rang out from all the drivers at exactly the same time. [3]_____ We had reached the Pole. The journey had ended. I know it would be natural to say that I had achieved my life's goal. But I had not. In fact, I could not have been in a more different and opposite place at that moment. Since childhood, I had dreamed of the areas around the North Pole. And yet, here I was at the South Pole. Can you imagine anything more upside down?

We believed we were now at the Pole. Of course, we all knew we were not standing on the exact spot. [4]_____ But we were so near, it could not make any difference. We congratulated each other, shaking each other by the hand.

Then we carried out the most important act of the whole journey. We planted the flag. I decided that we should do this together – five frozen, weather-beaten hands pushing it into the frozen ground. It was not for one man to do this. [5]_____ It was the only way I could show my thanks in this icy, empty place.

A We looked at our kilometre counters. We had come the full distance.
B We could not be sure where that was because of the instruments we had.
C I slept well and didn't wake up at all.
D Outside we heard the noise of the flag in the wind.
E It was for everyone who had risked their lives and stayed together.
F We had breakfast more quickly than usual and were out of our tent sooner.
G I woke up several times during the night.
H We set up camp and made dinner before we went to bed.

Use of English

Exam Strategy

- Read the text to find out the topic and general meaning.
- After you choose an answer, check the other three options and decide why they are wrong.
- When all the gaps are completed, read the whole text again to check it makes sense.

4 EXAM TASK Read the email. Choose the correct answers to complete gaps 1–6.

Hi Sally,

I wanted to tell you how much I enjoyed [1]_____ in the London Marathon this year. I was always terrible at sport, especially at school, so I never thought I would be able to do it.

Did you know that two athletes and a journalist started the London Marathon in 1981 and that the course is over 42 kilometres [2]_____ ? I had to train for six months to make sure I could run the distance. Can you believe that I went running every morning? It's amazing what you can do if you put your [3]_____ to it. I also raised £500 for charity, which was great. It's a fantastic feeling to be part of something so big, where so many people rise to the [4]_____ . I heard that over 30,000 people ran this year. Of course, the weather was typical – it rained on the day, but we all kept warm by running so much! I was so happy to see the [5]_____ . I finished the race in four hours, thirty minutes and ten seconds. I wish I [6]_____ do it again so I could get a better time. I know I can go faster!

How about joining me in the marathon next year? It's fun, honestly!

Love,

Ted

1	**a**	run	**b**	running
	c	to run	**d**	ran
2	**a**	distance	**b**	long
	c	far	**d**	length
3	**a**	mind	**b**	effort
	c	goal	**d**	challenge
4	**a**	success	**b**	challenge
	c	goal	**d**	achievement
5	**a**	ending line	**b**	goal line
	c	final	**d**	finish line
6	**a**	can	**b**	be able
	c	could	**d**	will

Speaking

Exam Strategy

- Before you start speaking, think about what you want to say for each point in the exam task.
- Always give a reason for your arguments.
- Think of useful expressions for giving opinions, agreeing and disagreeing.

5 Give reasons and justifications for these arguments.

1 Learning foreign languages is useful.
2 Before travelling, we should know something about the culture of the country we visit.
3 Everyone should know how to cook.

6 EXAM TASK Have a discussion about sports in school. Look at the points below and justify your opinions.

- Sports help people stay fit and healthy.
- Sports help people enjoy their lives.
- There is evidence that fitter students learn better.
- Sports encourage team building and strengthen independence.

Writing

Exam Strategy

- Before you write, make sure you know who you are writing to and if it should be formal or informal.
- Think about what you need to include.
- It can be useful to practise planning your answers carefully before writing, in order to make sure your answers are well organized and contain relevant content.

7 Rewrite the sentences using a formal style.

1 Tell me more about the school scholarship.
2 What's the course about?
3 Thanks a lot for your help. Write soon!

8 EXAM TASK Read this email from Dr Moore at Oxford Scholarships and the notes you have made. Then write your email back to Dr Moore using all the notes. Write about 100 words.

What topics will I study in the area of … ?

What are the entry requirements?

Dear Student

RE: Scholarships available

We have a number of different scholarships available next year in sport, technology and science.

If you would like to apply for one of our famous scholarships, please write to us for more information.

Yours faithfully,

Dr S Moore

Oxford Scholarships

What qualifications will I receive?

Dates and hours of the course?

Exam Insight 5

Listening

Exam Strategy

- Read the text and try to predict the sort of language and information you are going to hear. The words you need are in the recording. You don't need to change the word form.
- During the first listening, note down single words, numbers or very short noun phrases to complete each gap.
- During the second listening, check that your answers make sense.

1 Look at the questions in exercise 2. Try to guess what kind of answer you will write.

1 Answer 1 might be
a a word **b** a number **c** a date
2 Answer 2 might be
a a noun **b** a number **c** a date
3 Answer 3 might be
a a noun **b** an adjective **c** a verb
4 Answer 4 might be
a a noun **b** an adjective **c** a verb
5 Answer 5 might be
a a word **b** a number **c** a date
6 Answer 6 might be
a a word **b** a number **c** a date

2 EXAM TASK EI.05 **You will hear two people talking about inventions. For each question, write the correct answer in the gap. Write one or two words or a number, date or time.**

1 Air Fuel Synthesis has made _____ of petrol in the last three months from air.
2 They hope that they will be able to create enough fuel to sell commercially in the next _____ .
3 Angela Griffiths hopes that this process will help towards _____ the energy crisis.
4 It is often thought that Teflon™ was discovered by _____ .
5 Teflon was first discovered in _____ .
6 Teflon wasn't used on kitchen equipment until _____ .

Reading

Exam Strategy

- Start by skim-reading the text to find out the topic and general meaning.
- Remember, the first four questions follow the order of the information and the fifth question is about the whole text.
- When you have finished, carefully check your choice of answer with the text.

3 EXAM TASK Read the text. For each question, choose the correct answer.

Journalist James Atkinson talks about writing the news

I'm from a small town called Neath in Wales. I got into writing when I was at school. We had a student magazine and I started writing articles for it about events and sports. I found that I really liked it. There was a good mix of interviewing people, research and writing. I went to university in Manchester to study journalism and ended up back in Wales, working for the local paper here in Neath.

I've been an investigative journalist for about five years and I cover all kinds of stories including crime, news, local politics and celebrities. Not too much happens in Neath, so when there is a news story, I get to hear about it quite quickly. I have a lot of cousins and relatives, and quite often they've already told me about things that are happening before anyone else hears about it! I do some online research, but almost all of my stories come through people I know.

I think the internet has really changed journalism. People used to buy newspapers every day, but they don't anymore; they read their news online. The newspaper that I work for is now available online as well as in print and we get as many readers, in fact more, on our website. What we have to offer that social media doesn't is the fact that people in Neath trust us to tell the truth. And we do – we're reliable and dependable. We're a local paper for local people and we have to print facts and not rumours. There's a lot of fake news, but we simply can't print anything we want. Our readers would stop reading us if we did.

1 James likes being a journalist because
a he used to write for the student magazine at school.
b he writes articles about sports and events.
c he likes writing, doing research and talking to people.
2 James gets many of the stories for the newspaper
a by talking to members of his family.
b by talking to local politicians
c by hearing things after everyone else.
3 Which of these best describes James's newspaper?
a It has now gone totally online.
b They sell more newspapers than before.
c They have more online readers.
4 What does James think about fake news?
a He believes it sells newspapers.
b He thinks that it is dishonest.
c He believes he shouldn't write it.
5 Which of the following sentences is true?
a James believes that printed newspapers will disappear in the future.
b James feels a responsibility to both his online and print readers.
c James wouldn't be able to do his job without his extended family.

Use of English

Exam Strategy

- Start by skim-reading the text to find out the topic and general meaning.
- You should work through the six questions, reading the whole sentence to choose the correct word to complete the gap.
- Once all the gaps are completed, read the whole text again to check it makes sense.

4 **Read the text about recycling. Complete the text with the correct options.**

We all want to [1]_____ the environment, but do you ever [2]_____ that the world's problems are so big that there are no solutions? No doubt, you have heard this before, but it's true – small actions can really [3]_____ a difference. For example, electric lighting [4]_____ 20% of the world's electricity. As a result, about 700 million tonnes of carbon are released into the atmosphere every year. Changing to energy-saving light bulbs can help reduce this.

Is recycling really worth it? Yes. Each glass jar that is [5]_____ saves enough energy to light a 100-watt bulb for four hours, and glass can be recycled an infinite number of times. If you [6]_____ your heating at home by two degrees, you can save about 1,000 kilograms of carbon every year. Imagine if 100 people in your area had the same idea. Don't give up – small changes can produce big results if enough people make them.

1	**a**	recycle	**b**	control
	c	help	**d**	stop
2	**a**	protect	**b**	conserve
	c	understand	**d**	worry
3	**a**	do	**b**	make
	c	take	**d**	help
4	**a**	makes	**b**	has
	c	reduces	**d**	uses
5	**a**	released	**b**	protected
	c	conserved	**d**	reused
6	**a**	turn down	**b**	break down
	c	put on	**d**	use up

Speaking

Exam Strategy

- First, look at the photos carefully and think about what the people are doing.
- Use question words to help you prepare what you are going to say, e.g. *Who?*, *What?*, *Where?*, *Why?*, *How?*
- Think about the vocabulary you need to describe the photos.

5 **Look at the photos in the task and note three differences between them.**

6 **EXAM TASK** **These two photos show ways in which you can help the environment. Give a one-minute talk describing what the people are doing and why, how they are feeling and which activity you think would be the most suitable for a school project.**

- You have 30 seconds to think about what you are going to say.
- You have one minute to give your talk.





Writing

Exam Strategy

- Read the email carefully and make sure you answer the four prompts.
- After writing, read through your email to check for mistakes and make sure you have included all the content points.
- It is a good idea to practise writing timed answers within the recommended word length.

7 **EXAM TASK** **Read this email from Vicky and the notes. Write a reply to Vicky using all the notes. Write about 100 words.**

Say when and where I saw it.

Tell her about the main characters.

Hi,

I hope you are well.

I saw a very good film last week and I thought of you. The film was called *Our World* and it was all about saving the environment.

Tell me about a film that you saw. When did you see it? Who was it about? What did you think about the acting?

Do you think I should see it?

I'm looking forward to hearing from you.

Vicky

Do I recommend it or not? Why?

Tell her about the main performances.

Global skills Being a global citizen

1 Read the blog post and answer the questions.

1 How much of the world's water is in the oceans?
2 Why can't we drink this water?
3 Name two ways we use water mentioned in the article.
4 Why do we need to think about how much water we use?
5 Name two ways we can save water.
6 How can we spread the message to save water?

myblog POSTS ABOUT FOLLOW ARCHIVE

Saving water

SEARCH



It's easy to turn on a tap! We don't have to make an effort – the water is just there! But did you know that 97.5% of the world's water is too salty for us to drink? It's in our oceans. And most of the remaining 2.5% is in the ice caps. That leaves us with a very small amount of water, which we need for everything, from producing clothes and food to washing, cleaning and, of course, drinking.

It's time for us all to take responsibility in order to avoid water shortages, but how? Have a shorter shower, boil only the water we need, turn off taps when cleaning teeth and save rainwater by using a rainwater tank. By doing this, we can make a difference to the planet. And speak out about it. Tell your friends and family to do the same.

Like | Share | Comment

2 Match the ideas about how to be a global citizen 1–5 to the practical ideas of how you can make a difference a–e.

1 create a fair society
2 contribute to the community
3 try to understand global issues
4 respect and value diversity
5 consider the environment

a Practise active listening with people from different cultures and backgrounds. Try to understand what life is like for them.
b Help to raise money. Think of a project you're interested in and an event which would attract local people to it.
c Don't accept prejudice. Try to speak out about people you feel are being treated unfairly in a safe, sensible way.
d Carry a reusable bottle rather than buying bottled water.
e Follow the news and know what's going on in the world.

3 Choose the correct verb to complete a school's campaign for its pupils to become global citizens.

This year at Winterfield School we promise to:

1 **raise** / **pay** money for the local wildlife trust.
2 **do** / **make** an effort to talk to people of different ages and cultures.
3 **have** / **take** part in some volunteer work.
4 **take** / **get** responsibility for reducing waste.
5 **do** / **make** our best to think about the consequences of our actions.
6 **have** / **make** a difference by educating ourselves about different social issues.

4 Complete the conversation between two pupils from Winterfield School using the words below.

affects ■ open ■ respect ■ speaking ■ support ■ value

A What is your class going to do to help the school campaign?
B Mrs Jones says we need to [1]_____ everyone's ideas in the class and then decide on something. We're all [2]_____ out about something we're passionate about.
A Yeah, good idea. We're going to think about what we can do at home and try to get everyone in the house to [3]_____ us. You know, things like saving water, using reusable bottles …
B Yeah, I guess it [4]_____ everyone, so people at home should be involved, too.
A How about the volunteer work project?
B Well, I'm going to help at the old people's home. People need to [5]_____ their minds to the issues which older people face.
A Good idea. I'm sure they'll [6]_____ your help.

5 TASK Think of three ways you could get your school involved in a similar campaign. Consider the points below.

- what you can do
- how you'll get other people involved
- how the school can promote the campaign

Assess your progress

	Mark (1–3)
1 Name two ways you can become more of a global citizen.	
I can understand what it means to be a global citizen.	
2 Think of a social or environmental issue. What action could you take to address it?	
I can reflect on how to take action to address a social or environmental problem.	
I can prepare and give a presentation about a global issue.	

How can I improve?

Global skills Making healthy choices

1 Read the article. Are the sentences true (T) or false (F)?

1 It is necessary for a good fitness plan to include exercise five times a week or more.
2 You need to totally change your lifestyle to get fit.
3 In the writer's opinion, the majority of us could easily follow an NHS exercise plan.
4 Dancing is an example of moderate exercise.
5 It's best to stop eating all unhealthy food.
6 Making exercise a part of your normal routine is the best strategy.



Many people think that starting a new fitness plan involves exercising at least five times a week and completely giving up all their bad habits. They make the mistake of changing their behaviour too much and finally losing motivation.
The advice given by the National Health Service (NHS) in the UK might surprise you. If you are aged between 19 and 64, they suggest doing 150 minutes of moderate exercise or 75 minutes of vigorous exercise a week, which is something most of us could achieve. The first could be a fast walk, a bike ride or dancing. The second could be jogging, a team sport or a martial art.
Balance is the key, so don't feel you need to say no to every unhealthy treat. Build exercise into your normal day and you'll even start to enjoy it.

2 Complete the text about healthy living strategies with the verbs below.

copy ■ feel ■ focus ■ have ■ repeat ■ teach

share Sign in Blog

Treats will be more enjoyable if you [1]_____ them less often.
Don't think about what you're missing. [2]_____ on the benefits to your health.
Write down everything you're grateful for in your life and you'll start to [3]_____ more positive.

Habits are hard to break, so [4]_____ the new action many times and use strategies that work.
The choices you make are about you, so try not to [5]_____ or compare yourself to others.
Books, documentaries and websites can [6]_____ you about the mind and body.

3 Choose the correct words to complete the poster.

Here at Wellfoods, we know that food can improve mental and physical [1]wellbeing / stress. Follow our five key [2]strategies / balances today!

- **[3]Treat / Behaviour** is automatic. The first step is to realize this.
- **[4]Balance / Behaviour** is important. Don't try to give up all unhealthy food.
- **[5]Habits / Treats** are OK sometimes. It isn't cheating.
- Reduce **[6]strategy / stress** as much as possible to avoid eating too much.
- Unhealthy **[7]habits / stresses** are hard to break. But repetition creates newer, healthier ones.

Speak to one of our helpful assistants for more information!

4 Complete the conversation between a customer and an assistant at Wellfoods with the correct prepositions. One gap does not need a preposition.

A Excuse me. I want to improve my diet. Could you give me some advice? I can't avoid [1]_____ doing it any longer!
B I'd be happy to help. What kind of things do you want to cut down [2]_____?
A Well, I'm busy so I eat a lot of microwave meals. I want to give them [3]_____ if I can.
B Yes, they aren't the best. This book is great if you don't have much time. It focuses [4]_____ healthy meals you can make in 15 minutes.
A Really? Sounds great. And how would you deal [5]_____ snacks?
B We have a range of nuts which are high in protein, and berries, which are high in fibre. I would aim [6]_____ eat these instead of biscuits or chocolate because they'll fill you up for longer.
A Thanks. I hope that buying this stuff will help motivate me [7]_____ make better food choices.
B Well, it's a good start!

5 TASK Think about how you could improve your own lifestyle. Consider the ideas below.

bad habits ■ food ■ getting to school ■ homework ■ seeing friends and family ■ sleep ■ sport ■ use of smartphones

- What things could you easily change?
- What things don't you need to change?
- What things would take a big effort to change?

Assess your progress

	Mark (1–3)
1 How much exercise should you do every week?	
I can understand a text about health and wellbeing.	
2 What do you need to think about in order to live healthily?	
I can reflect on my diet, lifestyle, physical activity and habits.	
I can prepare an information poster for other students.	

How can I improve?

Global skills Structuring a presentation

1 Read the article and answer the questions.

1 Why do first impressions matter?
2 What is the best kind of story to tell?
3 What does telling a story make the audience do?
4 Why is an open-ended question better than a yes/no question?
5 What is the third technique mentioned?
6 What do all three techniques have in common?

How to get the attention of your audience

First impressions matter. The same applies if you make a presentation. The opening can mean the difference between getting an audience on your side or not. Here are three techniques:
Tell a story. Everyone loves a story, especially if it involves the speaker. It creates interest and makes the audience think about how this will relate to your main point.
Ask an open-ended question. This is something like 'How do you relax?', rather than a yes/no question like 'Do you like to relax?' People will really think about what you have asked.



Tell the audience to imagine something. For example, if you are going to talk about countries with dirty water, you might say, 'Imagine not having access to clean water.'
Each of these techniques involves the audience. Start right, and you are less likely to lose their interest as you continue.

2 There are a few questions to ask yourself before you give a presentation. Match questions 1–4 to sentences a–d.

1 Is it memorable?
2 Is it interesting?
3 Is it clear?
4 Does it have a strong ending?

a You want to make the audience leave feeling inspired by what you have said.
b Try to think of a good way that your audience can keep in mind what you have said.
c You want to get the audience's attention and make them want to learn more about what you have said.
d Try to make the structure of your presentation easy for the audience to follow.

3 Look at the sentences below and decide if they belong to the opening section (OS), middle section (MS) or closing section (CS).

1 My final point is ____
2 To close my presentation, I'd like to leave you with this advice. ____
3 In this presentation, I'm going to ____
4 And now I'd be happy to answer any questions. ____
5 Moving on to my next point, ____
6 To begin with, I'd like to ask you a question. ____
7 Thank you for listening. ____
8 To sum up, ____
9 My first main point is ____

4 Put the words in the correct order to make sentences from a presentation.

1 does / before / start, / I / anyone / why / to / we / need / sleep / know / ?

2 divided / will / my / parts / presentation / two / be / into / .

3 start / at / like / to / messages / by / how / we / receive / I'd / looking / .

4 brings / me / this / my / last / to / point / .

5 like / closing, / I'd / that / to / say / is / important / in / happiness / .

6 the / presentation / brings / to / this / end / my / of / me / .

5 TASK Choose one of the topics that interests you. Then follow the instructions below to create a presentation.

- ○ The benefits of becoming vegan
- ○ How to help protect the environment
- ○ Money and sport
- ○ Why children should be encouraged to read
- ○ The benefits of having a break from your smartphone



1 Prepare your presentation, thinking carefully about the structure.
2 Practise your presentation, and remember not to read it word for word.
3 Record your presentation.
4 Listen to your presentation and make changes where necessary.

Assess your progress

	Mark (1–3)
1 Give three ways you can open a presentation so that your audience is interested.	
I can understand the structure of an effective presentation.	
2 Give two phrases you can use in each section of a presentation: opening, middle and closing.	
I can use language to signpost a presentation.	
3 What four questions do you need to ask yourself before giving a presentation?	
I can give and evaluate a structured presentation.	

How can I improve?

Global skills Choosing a career path

1 Read the advice about volunteering. Decide if the statements are true (T), false (F) or not given (NG).

1 Volunteering isn't helpful for everyone.
2 Employers always look for volunteer work on CVs.
3 The place where you volunteer will probably teach you new skills.
4 You can always use what you learn in your next job.
5 Colleagues or friends of colleagues can be a good source of career information.
6 Volunteering is a waste of time if you don't enjoy it.

How can volunteering help your career?



Deciding on a career can be difficult when you are unclear of the direction you want to take. A good idea for anyone in this situation is to volunteer.

Firstly, it looks good on your work history in your CV. Employers can see that you have some work experience as well as school qualifications.

Secondly, you can learn new skills, like teamwork or problem-solving. You will often receive training while you're working which you may be able to use in future jobs.

Thirdly, you can make contacts. You never know who you might meet. If the people you work with can't help you with what you want to do, they may know people who can.

Lastly, if your voluntary job isn't for you, try something else. These experiences are not only a good way of finding out what you want to do, but also what you don't want to do.

2 Complete the tips on choosing a career with the words below.

consider ■ different ■ flexible ■ instincts ■ keep ■ possible

Be [1]_____: It doesn't matter if you decide you don't like something.
Listen: It's good to talk to as many people as [2]_____.
However, your own [3]_____ are also important because other people's goals are often [4]_____ from our own.
[5]_____ learning about yourself: What we want can change, so we need to continue thinking about who we are and what we want next.
Think about the future: You don't need to know exactly what your career will be, but it's a good idea to [6]_____ the future. Think about skills, salary and the type of job you want.

3 Read the conversation between two friends and choose the correct verbs.

A Hi, Jane. How are you?
B Oh hi, Naoko. I'm OK, I just [1]**did** / **made** an online personality test about the career I should choose.
A What did it say?
B It said I should work in a hospital.
A I thought you wanted to [2]**do** / **make** the same job as your mum.
B I know. I've always wanted to be a vet, but now I'm not sure. I might [3]**change** / **make** my mind because I'd like to help people.
A Well, you don't have to [4]**take** / **make** a decision now. Why don't you [5]**have** / **do** some volunteer work at your mum's surgery and at a hospital? You might get a clearer idea if you compare both jobs.
B That's true. I think that's good advice. Then, when I've decided, I can [6]**have** / **get** the right qualifications at university. Anyway, how are you?
A Yeah, not too bad, thanks.

4 Match words 1–6 to the correct definitions a–f.

1 lifestyle
2 values
3 salary
4 motivation
5 goals
6 personality

a the money you earn from a job
b your character shown in how you think and behave
c the things a person usually does
d beliefs that help you decide what is right and wrong
e your future ambitions
f the enthusiasm you have to do something

5 TASK Look at the ideas below in relation to the career you want and rank them in order of importance (1–11). Then write about why you ranked them in that way.

company	☐	motivation	☐
holidays	☐	nice colleagues	☐
job satisfaction	☐	opportunity to grow	☐
location	☐	training	☐
long working hours	☐	values	☐
money	☐		

Assess your progress

	Mark (1–3)
1 Give four tips to follow when choosing a career path.	
I can identify the factors involved in choosing a career.	
2 Give four ways volunteering can help your career.	
I can reflect on and develop my career plans.	
3 Define the following new words. 1 motivation 2 goals 3 values	
I can write a personal profile for a careers website.	

How can I improve?

Global skills Finding reliable online sources

1 Read the online text and answer the questions.

1 What kind of source is it?
2 Who wrote it? What do we know about the writer?
3 Why did they write it?
4 When did they write it?
5 How professional and accurate does it appear? Does anything make you question whether it is a reliable source?

Layla's lifestyle blog

You can look 10 years younger!

Hi guys. Wow, I can't believe we're in July already – halfway through 2020, and Ive reached 25,000 subscribers! Thanks so much for your love and support on my beauty tips.

Today, I want to tell you about 4EVA Young face cream. It really works! My friends from Bodyworld and I all did a month-long experiment and could see that our skin felt and looked younger.

You just use it before you go to bed and again when you wake up in the morning. It's that simple! For research, the special ingredient was tested on woman in a recent survey* and 95% of them said the cream had a positive effect on their skin.

And you can buy the cream here on my blog with a 25% discount. Only £50! Do it today!

**Survey in 2017 on 100 women aged 18–25*

www.bodyworld.com



2 How can you check if a source is reliable? Tick ✓ five points below that are important to check.

Finding online reliable sources checklist

A The organization is well known and trustworthy. ☐
B It isn't too old. More recent information is usually better. ☐
C It gives the writer's opinion. It is important to know how the writer feels about the topic. ☐
D You can fact-check. The same pieces of information can be found in other places online or in newspapers. ☐
E It has a common top-level domain (TLD), such as .com, .net or .org. ☐
F You can understand the message clearly and can check the sources the writer provides. ☐
G Don't worry about spelling mistakes. This shouldn't mean the content is unreliable. ☐
H It suits your purpose. Think carefully about how you want to use the information and if it is good for this. ☐

3 Complete the sentences with the words below.

■ accurate ■ out of date ■ professional ■ unbiased ■ unreliable ■ unsuitable

1 This article was written in 2015, so the information is _____.
2 This blog has lot of spelling mistakes – it needs to be more _____.
3 I would say that this website is _____ for under-18s.
4 The new school website looks very _____ with all the good-quality images.
5 I wish we had a more _____ media. Everything is so political these days.
6 That blogger is _____. She changes her opinion depending on who pays her to advertise their products.

4 Match words 1–6 to the correct quotes a–f.

1 incorrect
2 recent
3 badly designed
4 date of publication
5 web address
6 web page

a 'I don't like the look of it at all. It's so hard to read.'
b 'I'm sure that information is wrong.'
c 'It's www.newsthisweekuk.com.'
d 'This article is really up to date.'
e 'It says it was written on 15 January 2011.'
f 'It makes a great initial impression, which means I want to explore the site more.'

5 TASK Find a blog about a topic which people have strong views on, for example pollution, using animals in sport, etc. What evidence does the blogger present to support their opinion and is it reliable? Give reasons for your answer. Prepare a presentation and think about the following questions.

1 What kind of source does the blogger use?
2 What do we know about the blogger?
3 Why did the blogger write the piece?
4 When did they write the piece?
5 How professional does the blog look?

Assess your progress

	Mark (1–3)
1 Give three ways to assess if an online source is suitable for you.	
I can understand how to question an online source.	
2 What is the opposite of the following words? ■ accurate ■ biased ■ suitable ■ up to date	
I can discuss the reliability of online sources.	
3 Define the following new words. ■ date of publication ■ recent ■ web address	
I can prepare for and give a presentation using reliable online sources.	

How can I improve?

Wordlist

This list contains the key words from the units in the Student Book.

Unit 1

afraid (of sb / sth) (adj) /əˈfreɪd/ feeling fear; frightened: *Are you afraid of dogs?*

anxious (about sb / sth) (adj) /ˈæŋkʃəs/ worried and afraid: *I'm anxious about my exam.*

ashamed (of sb / sth) (adj) /əˈʃeɪmd/ feeling guilty or embarrassed about sb / sth or because of sth you have done: *He was ashamed of his old car.*

bake (cakes) (v) /beɪk/ to cook in an oven in dry heat: *On my birthday he baked a cake.*

birthday card (n) /ˈbɜːθdeɪ kɑːd/ *We sent her a birthday card and a present.*

(make) breakfast (n) /ˈbrekfəst/ *We make breakfast for our parents at weekends.*

brush your teeth (v) /brʌʃ jɔː(r) tiːθ/ *Always brush your teeth twice a day.*

bus ticket (n) /ˈbʌs tɪkɪt/ *I don't have enough money for a bus ticket.*

car keys (n) /ˈkɑː(r) kiːz/ *He was angry with her for losing the car keys.*

check (your phone) (v) /tʃek/ to find out if sb / sth is there: *I checked my phone for messages.*

check out (new bands) (v) /ˈtʃek aʊt/ to look at sb / sth, especially to find out if you like them them / it: *I love checking out new bands at festivals.*

comb your hair (v) /ˌkəʊm jə(r) ˈheə(r)/ to make your hair tidy using a comb: *He combed his hair before the interview.*

computer program (n) /kəmˈpjuːtə(r) ˌprəʊgræm/ *Learn how to write a computer program.*

concert ticket (n) /ˈkɒnsət tɪkɪt/ *He bought the concert tickets online.*

credit card (n) /ˈkredɪt kɑːd/ *Can I pay by credit card?*

(do a) crossword (n) /ˈkrɒswɜːd/ a word game in which you have to write the answers to clues (= questions) in square spaces, which are arranged in a pattern: *I love doing the crossword in the newspaper.*

do your best (v) /duː jə(r) ˈbest/ to do all or the most that you can: *I did my best to help her.*

do your hair (v) /duː jə(r) ˈheə(r)/ to make your hair tidy: *My mum always does my hair for me before I go out.*

excited (about sth) (adj) /ɪkˈsaɪtɪd/ feeling or showing happiness and enthusiasm; not calm: *Are you getting excited about your holiday?*

(do sb a) favour (n) /ˈfeɪvə(r)/ something that helps sb: *Please do me a favour and open the door.*

fed up (with sb / sth) (adj) /ˌfed ˈʌp/ bored or unhappy; tired of sth: *I'm fed up with watching TV. Let's go out.*

(watch a) film (n) /fɪlm/ *Shall we stay in and watch a film tonight?*

get away (v) /get əwˈeɪ/ to go on holiday, often to relax: *I'm hoping to get away for a few days soon.*

get off (sth) (v) /get ˈɒf/ to leave a bus, train, etc.; to climb down from a bicycle, horse, etc.: *I got off the bus at the wrong stop.*

get on (sth) (v) /get ˈɒn/ to climb onto a bus, train, bicycle, horse, etc.: *I got on just as the train was about to leave.*

get on (with sb) (v) /get ˈɒn/ to have a friendly relationship with sb: *I get on well with my brother.*

get ready (for sth) (v) /get ˈredi/ to prepare for sth: *Just give me five minutes to get ready.*

get through (v) /get ˈθruː/ to manage to complete sth difficult or unpleasant: *She got through her final exams easily.*

get to (v) /ˈget tə/ to arrive at or reach a place: *I'll get to work in ten minutes.*

(do) good (n) /gʊd/ sth that will help sb / sth: *I want to do good by helping elderly people.*

hang out (with friends) (v) /hæŋ ˈaʊt/ to spend time relaxing, especially with other people: *After school I hang out with friends.*

have a drink (v) /hæv ə ˈdrɪŋk/ *Can I have a drink, please?*

(do) homework (n) /ˈhəʊmwɜːk/ *I can't be bothered to do my homework now.*

(do the) housework (n) /ˈhaʊswɜːk/ work to take care of a home, for example cleaning and washing clothes: *I'll help you to do the housework.*

interested (in sb / sth) (adj) /ˈɪntrəstɪd/ wanting to know or hear more about sth / sb; enjoying or liking sth / sb: *They weren't interested in my opinion.*

(make) jewellery (n) /ˈdʒuːəlri/ objects such as rings, etc. that are worn as personal decoration: *Gold is used for making jewellery.*

(make a) journey (n) /ˈdʒɜːni/ an act of travelling from one place to another, usually on land: *We made the journey to Cardiff by car.*

keen (on sb / sth) (adj) /kiːn/ very interested in sb / sth: *He's very keen on jazz.*

key ring (n) /ˈkiː rɪŋ/ a ring on which you keep keys: *He had two keys on his key ring.*

learn (a language) (v) /lɜːn/ to get knowledge, a skill, etc.: *I'd like to learn another language at college.*

make a choice (v) /ˌmeɪk ə ˈtʃɔɪs/ to choose between two or more people or things: *I had to make a choice between my holiday and my job.*

make a difference (to sth) (v) /ˌmeɪk ə ˈdɪfrəns/ to have an effect (on sb / sth): *Marriage made a big difference to her life.*

make an effort (v) /meɪk æn ˈefət/ to do something even though it is difficult or you don't want to do it: *Please make an effort to be on time.*

make an excuse (v) /meɪk æn ɪkˈskjuːs/ to give a reason (that may or may not be true) in order to explain your behaviour: *He made an excuse for not doing his homework.*

make a meal (v) /ˌmeɪk ə ˈmiːl/ *Can you make a meal for your family tonight?*

make a mess (v) /ˌmeɪk ə ˈmes/ to make a thing or place dirty or untidy: *You can paint the door, but don't make a mess!*

make a mistake (v) /ˌmeɪk ə mɪˈsteɪk/ to think or do sth wrong: *I made a mistake in my exam.*

make friends (with sb) (v) /ˌmeɪk ˈfrendz/ to be / become a friend (of sb): *Tony is shy and finds it hard to make friends.*

(read a) novel (n) /ˈnɒvl/ a book that tells a story about people and events that are not real: *'Oliver Twist' is a novel by Charles Dickens.*

organize (a party) (v) /ˈɔːgənaɪz/ to plan or arrange an event, activity, etc.: *I'm organizing a party for my birthday.*

parking ticket (n) /ˈpɑːkɪŋ tɪkɪt/ a piece of paper that orders you to pay money as a punishment for parking your car where it is not allowed: *If you park here, you will get a parking ticket.*

(make a) phone call (n) /ˈfəʊn kɔːl/ *I have to make a phone call before the meeting.*

proud (of sb / sth) (adj) /praʊd/ feeling pleased and satisfied about sth that you own or have done: *She is very proud of her new car.*

raise money (v) /reɪz ˈmʌni/ to bring or collect money together: *We are raising money for charity.*

(have a) sandwich (n) /ˈsænwɪtʃ, -wɪdʒ/ *I think I'll just have a sandwich rather than a full meal.*

shopping bag (n) /ˈʃɒpɪŋ bæg/ *Can you help me carry these shopping bags?*

shopping centre (n) /ˈʃɒpɪŋ sentə(r)/ a place where there are many shops. *The new shopping centre will soon be open.*

shopping list (n) /ˈʃɒpɪŋ lɪst/ a written list of things that you want to buy: *Can you put butter on your shopping list?*

(use) social networking sites (n) /ˌsəʊʃl ˈnetwɜːkɪŋ saɪts/ *How many social networking sites do your friends use?*

speak out (v) /spiːk aʊt/ to state your opinions publicly, especially in opposition to something and in a way that takes courage: *He was the only one to speak out against the decision.*

(do a) sport (n) /spɔːt/ *John does a lot of sport.*

support a team (v) /səˌpɔːt ə ˈtiːm/ to have a particular sports team that you like more than any other: *Which football team do you support?*

take part in (v) /teɪk pɑːt ɪn/ to be involved in something: *They took part in the discussion.*

take responsibility (v) /teɪk rɪˌspɒnsəˈbɪləti/ to have a moral duty to do, help or take care of something: *We need to take responsibility for looking after the environment.*

take the bus (v) /teɪk ðə ˈbʌs/ to use a bus to make a journey: *It's quicker to take the bus.*

(play) video games (n) /ˈvɪdiəʊ geɪmz/ *Shall we play video games tonight?*

(do) water sports (n) /ˈwɔːtə(r) spɔːts/ sports such as sailing and waterskiing: *I love doing water sports in the summer.*

Unit 2

across (prep) /əˈkrɒs/ *He walked across the field.*

along (prep) /əˈlɒŋ/ *She ran along the road.*

amusement park (n) /əˈmjuːzmənt pɑːk/ a large park with things you can ride on and play: *My favourite amusement parks are in Orlando.*

art gallery (n) /ˈɑːt gæləri/ a building or room where works of art are shown to the public: *Paris is famous for its art galleries.*

away (from sb / sth) (prep) /əˈweɪ/ *She ran away from the house.*

awful (adj) /ˈɔːfl/ very bad or unpleasant: *It was an awful film. I hated it.*

beautiful (adj) /ˈbjuːtɪfl/ *This beach is beautiful.*

belong (to sb) (v) /bɪˈlɒŋ/ to be owned by sb: *That book doesn't belong to you.*

boring (adj) /ˈbɔːrɪŋ/ not at all interesting: *That lesson was so boring!*

borrow (sth from sb / sth) (v) /ˈbɒrəʊ/ to take or receive sth from sb / sth that you intend to give back later: *Could I borrow your pen, please?*

bright (adj) /braɪt/ having a lot of light: *It was a bright, sunny day.*

bus station (n) /ˈbʌs steɪʃn/ a place where buses begin and end journeys: *The bus leaves the bus station at 9.30 a.m.*

busy (adj) /ˈbɪzi/ full of people, movement and activity: *The town centre was so busy yesterday.*

cave (n) /keɪv/ a large hole in the side of a cliff (= a high steep area of rock) or hill, or under the ground: *When it rained, we sheltered in a cave.*

cheap (adj) /tʃiːp/ charging low prices: *We stayed in a cheap hotel.*

cinema (n) /ˈsɪnəmə, -mɑː/ a place where you go to see a film: *What's on at the cinema now?*

clean (adj) /kliːn/ not dirty: *The whole house was beautifully clean.*

cliff (n) /klɪf/ a high, very steep area of rock, especially one next to the sea: *The cliffs by the sea are very beautiful.*

concert hall (n) /ˈkɒnsət hɔːl/ *The city has a rich cultural life, with many theatres and concert halls.*

crowded (adj) /ˈkraʊdɪd/ full of people: *The town was crowded with tourists.*

dance hall (n) /ˈdɑːns hɔːl/ a large public room where people pay to go to dance: *My parents met at their local dance hall.*

dangerous (adj) /ˈdeɪndʒərəs/ likely to cause injury or damage: *The strong currents in the sea here are extremely dangerous for swimmers.*

desert (n) /ˈdezət/ a large area of land, usually covered with sand, that is hot and has very little water and very few plants: *The desert extends over a huge area of the country.*

deserted (adj) /dɪˈzɜːtɪd/ empty, because all the people have left: *There was no sign of life in the deserted house.*

dirty (adj) /ˈdɜːti/ not clean: *Your hands are dirty. Go and wash them!*

down (prep) /daʊn/ *We ran down the hill.*

ears (n pl) /ɪə(r)z/ *Elephants have large ears.*

expensive (adj) /ɪkˈspensɪv/ costing a lot of money: *The meal was very expensive.*

eyes (n pl) /aɪz/ *She's got blue eyes.*

factory (n) /ˈfækt(ə)ri/ a building where products are made, mainly by machine: *They work in the car factory.*

famous (adj) /ˈfeɪməs/ known about by many people: *Marilyn Monroe was a famous actress.*

fantastic (adj) /fænˈtæstɪk/ very good; excellent: *She's a fantastic swimmer.*

fascinating (adj) /ˈfæsɪneɪtɪŋ/ very attractive or interesting: *Chinese culture is fascinating to me.*

feel (v) /fiːl/ to notice or experience sth using your sense of touch: *I felt something crawling up my back.*

football stadium (n) /ˈfʊtbɔːl ˌsteɪdiəm/ *We saw the players outside the football stadium.*

forest (n) /ˈfɒrɪst/ a large area of land covered with trees: *A lot of Canada is covered in forest.*

friendly (adj) /ˈfrendli/ behaving in a kind and open way: *My neighbours are very friendly.*

happen (to sb / sth) (v) /ˈhæpən/ to be what sb / sth experiences: *What do you think has happened to Julie? She should have been here an hour ago.*

hear (v) /hɪə(r)/ *I didn't hear you knock!*

Wordlist

hearing (n) /ˈhɪərɪŋ/ *Her hearing isn't very good so you need to speak louder.*

hill (n) /hɪl/ a high area of land that is not as high as a mountain: *Their house is at the top of the hill.*

historic (adj) /hɪˈstɒrɪk/ famous or important in history: *Rome is a historic city.*

hope (for sth) (v) /həʊp/ to want sth to happen or be true: *She's hoping for a bike for her birthday.*

hospital (n) /ˈhɒspɪtl/ *My brother is in hospital – he's broken his leg.*

hot (adj) /hɒt/ having a high temperature: *Can I open the window? I'm really hot.*

into (prep) /ˈɪntə, ˈɪntu/ *Come into the house.*

lake (n) /leɪk/ a large area of water that is surrounded by land: *We all swam in the lake.*

learn (from sb / sth) (v) /lɜːn/ *It's important to learn from your mistakes.*

library (n) /ˈlaɪbrəri/ a room or building that contains a collection of books, etc. that can be looked at or borrowed: *My library books are due back tomorrow.*

lively (adj) /ˈlaɪvli/ full of energy, interest, excitement, etc.: *The town is quite lively at night.*

long (adj) /lɒŋ/ *She had a long holiday.*

market (n) /ˈmɑːkɪt/ a place where people go to buy and sell things: *There is a fruit and vegetable market in the town.*

messy (adj) /ˈmesi/ dirty or untidy: *I need to tidy my bedroom – it's so messy!*

modern (adj) /ˈmɒdn/ of the present or recent times: *Pollution is one of the major problems in the modern world.*

mountain (n) /ˈmaʊntən/ a very high hill: *Which is the highest mountain in the world?*

narrow (adj) /ˈnærəʊ/ having only a short distance from side to side: *The bridge is too narrow for two cars to pass.*

nice (adj) /naɪs/ *Did you have a nice time?*

nose (n) /nəʊz/ We *breathe in through our nose.*

old (adj) /əʊld/ *This house is quite old.*

out (of sth) (prep) /aʊt/ *She took her purse out of her bag.*

over (prep) /ˈəʊvə(r)/ *He jumped over the fence.*

past (prep) /pɑːst/ *He walked straight past me.*

peaceful (adj) /ˈpiːsfl/ calm and quiet: *It's so peaceful here.*

polite (adj) /pəˈlaɪt/ having good manners and showing respect for others: *The shop assistant was very helpful and polite.*

popular (adj) /ˈpɒpjələ(r)/ liked by many people or by most people in a group: *Brighton is a popular seaside town.*

pretty (adj) /ˈprɪti/ attractive and pleasant to look at or hear: *Rachel looks really pretty in that dress, doesn't she?*

prison (n) /ˈprɪzn/ a building where criminals are kept as a punishment: *He was sent to prison for robbing a bank.*

quiet (adj) /ˈkwaɪət/ without much activity or many people: *The streets are very quiet on Sundays.*

railway station (n) /ˈreɪlweɪ steɪʃn/ a building on a railway line where trains stop so that passengers can get on and off: *Is this the way to the railway station?*

rainy (adj) /ˈreɪni/ having or bringing a lot of rain: *It was a cold, rainy day.*

safe (adj) /seɪf/ not likely to cause danger, harm or risk: *It isn't safe to walk home at night here.*

school (n) /skuːl/ *They're building a new school.*

sea (n) /siː/ *Do you live by the sea?*

see (v) /siː/ *It was so dark that we couldn't see.*

short (adj) /ʃɔːt/ *The trip home was short.*

sight (n) /saɪt/ the ability to see: *My grandmother has very poor sight.*

sighted (adj) /ˈsaɪtɪd/ having the ability to see: *Some blind people have a sighted guide.*

skatepark (n) /ˈskeɪtpɑːk/ *Oscar met his friends at the skatepark every weekend.*

skin (n) /skɪn/ the natural outer covering of a human or animal body: *He has dark skin.*

smell (n) /smel/ *Dogs have a very good sense of smell.*

smell (v) /smel/ *He could smell something burning.*

sports centre (n) /ˈspɔːts sentə(r)/ *Our town has a new sports centre.*

stormy (adj) /ˈstɔːmi/ used for talking about very bad weather, with strong winds, heavy rain, etc.: *Due to the stormy weather, it was a bumpy flight.*

subway (n) /ˈsʌbweɪ/ a railway system under the ground: Shall we walk or go by subway?

sunny (adj) /ˈsʌni/ having a lot of light from the sun: *The weather will be sunny but cold.*

taste (n) /teɪst/ the ability to recognize the flavour of food or drink: *I've got a bad cold and I seem to have lost my sense of taste.*

taste (v) /teɪst/ to notice or recognize the flavour of food or drink: *Can you taste the garlic in this?*

taxi rank (n) /ˈtæksi ræŋk/ a place where taxis park while they are waiting for customers: *We waited at the taxi rank.*

theatre (n) /ˈθɪətə(r)/ *I love going to the theatre.*

think (about sb / sth) (v) /θɪŋk/ *What are you thinking about?*

through (prep) /θruː/ *We drove through town.*

tidy (adj) /ˈtaɪdi/ arranged with everything in good order: *Her room is very tidy.*

tiring (adj) /ˈtaɪərɪŋ/ making you want to rest or sleep: *City life can be very tiring.*

tongue (n) /tʌŋ/ the soft part inside your mouth that you can move. You use your tongue for speaking, tasting things, etc.: *He ran his tongue nervously over his lips.*

touch (n) /tʌtʃ/ one of the five senses: the ability to feel things and know what they are like by putting your hands or fingers on them: *The sense of touch is very important to blind people.*

towards (prep) /təˈwɔːdz/ *I saw Ken walking towards the station.*

under (prep) /ˈʌndə(r)/ *The dog crawled under the gate and ran into the road.*

university (n) /ˌjuːnɪˈvɜːsəti/ an institution that provides the highest level of education, in which students study for degrees and in which academic research is done: *My sister is studying at university.*

unpopular (adj) /ʌnˈpɒpjələ(r)/ not liked by many people: *Her methods made her very unpopular with the staff.*

up (prep) /ʌp/ *The monkey climbed up the tree.*

valley (n) /ˈvæli/ the low land between two mountains or hills, which often has a river flowing through it: *The village was at the bottom of a valley.*

wait (for sb / sth) (v) /weɪt/ *If I'm a bit late, can you wait for me?*

warn (sb about sb / sth) (v) /wɔːn/ to tell sb about sth unpleasant or dangerous that exists or might happen, so that they can avoid it: *He warned me about the danger of walking home alone at night.*

waterfall (n) /ˈwɔːtəfɔːl/ a river that falls from a high place, for example over a rock, etc.: *There was a beautiful waterfall nearby.*

wide (adj) /waɪd/ measuring a lot from one side to the other: *We drove down a wide road.*

windy (adj) /ˈwɪndi/ with a lot of wind: *They set out on a cold, windy afternoon.*

young (adj) /jʌŋ/ *She has a young son.*

Unit 3

additive (n) /ˈædətɪv/ a substance that is added to sth in small amounts for a special purpose: *Organic foods don't contain any additives.*

artificial (adj) /ˌɑːtɪˈfɪʃl/ not genuine or natural but made by people: *This orange juice contains no artificial flavourings.*

bag (n) /bæg/ *She brought some sandwiches in a plastic bag.*

behaviour (n) /bɪˈheɪvjə(r)/ the way that somebody behaves, especially towards other people: *I noticed a change in his behaviour.*

bottle (n) /ˈbɒtl/ *They drank two bottles of water.*

box (n) /bɒks/ a container made of wood, cardboard, metal, etc. with a flat stiff base and sides and often a lid: *Put the books in a cardboard box.*

calorie (n) /ˈkæləri/ *A fried egg contains about 100 calories.*

can (n) /kæn/ a metal container in which food or drink is kept without air so that it stays fresh: *She opened a can of beans.*

carbohydrate (n) /ˌkɑːbəʊˈhaɪdreɪt/ one of the substances in food, for example sugar, that gives your body energy: *Athletes need a diet that is high in carbohydrates.*

carbon footprint (n) /ˌkɑːbən ˈfʊtprɪnt/ a measure of the amount of carbon dioxide that is produced by the daily activities of a person or company: *I'm trying to reduce my carbon footprint.*

carton (n) /ˈkɑːtn/ a small container made of cardboard or plastic: *Shall we buy a carton of orange juice?*

cooked (adj) /kʊkt/ *I like cooked carrots better than raw ones.*

delicious (adj) /dɪˈlɪʃəs/ having a very pleasant taste or smell: *This soup is absolutely delicious.*

disgusting (adj) /dɪsˈgʌstɪŋ/ very unpleasant: *What a disgusting smell!*

eat (v) /iːt/ *Do you want something to eat?*

eco-friendly (adj) /ˌiːkəʊ ˈfrendli/ not harmful to the environment: *Solar power is an eco-friendly kind of energy.*

energy-efficient (adj) /ˌenədʒi ɪˈfɪʃnt/ able to work well without wasting fuel or energy: *My new car is very energy-efficient.*

fat (n) /fæt/ the soft white substance under the skins of animals and people: *I don't like meat with a lot of fat on it.*

food miles (n pl) /ˈfuːd maɪlz/ a measurement of the distance that food travels from the producer to the consumer and the fuel that this uses: *Do you think about the food miles when you buy bananas?*

fresh (adj) /freʃ/ (used especially about food) produced or picked very recently; not frozen or in a tin: *I always buy fresh fruit.*

frozen (adj) /ˈfrəʊzn/ (used about food) stored at a low temperature in order to keep it for a long time: *You can keep frozen vegetables for a very long time.*

global warming (n) /ˌgləʊbl ˈwɔːmɪŋ/ the increase in the temperature of the Earth's atmosphere, caused by the increase of certain gases: *What are the effects of global warming on our climate?*

greenhouse gases (n pl) /ˌgriːnhaʊs ˈgæsɪz/ harmful gases in the air which cause the warming of the Earth's atmosphere: *We have to reduce emissions of greenhouse gases.*

grow (v) /grəʊ/ (used about plants) to exist and develop in a particular place; to make plants grow by giving them water, etc.: *We grow vegetables in our garden.*

habit (n) /ˈhæbɪt/ a thing that you do often and almost without thinking, especially something that is hard to stop doing: *I'm trying to break the habit of staying up too late.*

healthy (adj) /ˈhelθi/ helping to produce good health: *I try to have a healthy diet.*

jar (n) /dʒɑː(r)/ a container with a lid, usually made of glass and used for keeping food, etc. in: *I can't unscrew the lid of this jar.*

minerals (n) /ˈmɪnərəlz/ *Plants take minerals and other nutrients from the soil.*

natural (adj) /ˈnætʃrəl/ existing in nature; not made or caused by humans: *I prefer to see animals in their natural habitat rather than in zoos.*

nutrient (n) /ˈnjuːtriənt/ a substance that is needed to keep a living thing alive and healthy: *Our bodies need a lot of different nutrients.*

organic (adj) /ɔːˈgænɪk/ (used about food or farming methods) produced by or using natural materials, without artificial chemicals: *We grow organic vegetables.*

package (v) /ˈpækɪdʒ/ to cover sth, or a number of things, in paper or thin plastic, or in a box: *Nicely packaged goods sell quickly.*

packet (n) /ˈpækɪt/ a small box, bag, etc. in which things are packed to be sold in a shop: *We ate a packet of biscuits.*

plain (adj) /pleɪn/ simple in style; not decorated or complicated: *My dad only eats plain food.*

processed (adj) /ˈprəʊsest/ treated, for example with chemicals, in order to preserve, change, etc.: *Processed cheese lasts longer than fresh cheese.*

produce (v) /prəˈdjuːs/ to grow or make sth by a natural process: *This region produces most of the country's wheat.*

protein (n) /ˈprəʊtiːn/ a substance found in food such as meat, fish and eggs. It is important for helping people and animals to grow and be healthy: *Vegetarians have to make sure they eat enough protein.*

raw (adj) /rɔː/ not cooked: *Raw vegetables are good for your teeth.*

recycle (v) /ˌriːˈsaɪkl/ to put used objects and materials through a process so that they can be used again: *Aluminium cans can be recycled.*

recycling centre (n) /riːˈsaɪklɪŋ sentə(r)/ *We always take our empty bottles to the recycling centre.*

refrigerate (v) /rɪˈfrɪdʒəreɪt/ to make food, etc. cold in order to keep it fresh: *It is important to refrigerate all meat products.*

rubbish dump (n) /ˈrʌbɪʃ dʌmp/ a place where you can take rubbish and leave it: *We took the old furniture to the rubbish dump.*

salt (n) /sɔːlt/ a common white substance that is found in seawater and the earth. Salt is used in cooking for flavouring food: *Add a little salt.*

sour (adj) /ˈsaʊə(r)/ having a sharp taste like that of a lemon: *This sauce is quite sour.*

spicy (adj) /ˈspaɪsi/ containing a lot of spice (= a substance, especially a powder, made from a plant and used to give flavour to food): *Do you like spicy food?*

strategy (n) /ˈstrætədʒi/ a plan that is intended to achieve a particular purpose: *We need to devise an effective long-term strategy.*

stress (n) /stres/ pressure or worry caused by the problems in somebody's life: *Things can easily go wrong when people are under stress.*

sugar (n) /ˈʃʊgə(r)/ a sweet substance that you get from certain plants: *Do you take sugar in tea?*

sweet (adj) /swiːt/ containing, or tasting as if it contains, a lot of sugar: *I like sweet things.*

tender (adj) /ˈtendə(r)/ (used about food) soft and easy to cut or bite: *The meat should be nice and tender.*

throw away (v) /θrəʊ əˈweɪ/ to get rid of rubbish or sth that you do not want: *I threw his letters away.*

tough (adj) /tʌf/ difficult to cut and eat: *This steak is rather tough.*

transport (v) /ˈtrænspɔːt/ to take sb / sth from one place to another in a vehicle: *The fruit was transported by lorry.*

treat (n) /triːt/ something very pleasant that somebody can enjoy, especially something that you give somebody or do for them: *When I was young, chocolate was a treat.*

tube (n) /tjuːb/ *You need to buy a tube of toothpaste.*

unhealthy (adj) /ʌnˈhelθi/ likely to cause illness or poor health: *Do children eat too much unhealthy food?*

vitamin (n) /ˈvɪtəmɪn/ *Oranges are rich in vitamin C.*

wellbeing (n) /ˈwel biːɪŋ/ general health and happiness: *We try to ensure the wellbeing of our employees.*

Unit 4

a bit (adv) /ə ˈbɪt/ slightly, a little: *I was a bit annoyed with him.*

attic (n) /ˈætɪk/ the space or room under the roof of a house: *There's a lot of junk up in the attic.*

balcony (n) /ˈbælkəni/ *My flat has a nice balcony.*

block of flats (n) /ˌblɒk ɒv ˈflæts/ a building that contains many sets of rooms that are used as homes by different people: *She lived in a block of flats in the middle of the city.*

bring about (v) /brɪŋ əˈbaʊt/ to cause sth to happen: *A new government cannot bring about instant change.*

bungalow (n) /ˈbʌŋgələʊ/ a house that is all on one level, without stairs: *My grandmother lives in a bungalow.*

caravan (n) /ˈkærəvæn/ a large vehicle that is pulled by a car or a horse. You can sleep, cook, etc. in a caravan when you are travelling or on holiday: *Have you ever been on holiday in a caravan?*

castle (n) /ˈkɑːsl/ a large building with high walls and towers, built to defend people against attack: *The hotel used to be a castle.*

cellar (n) /ˈselə(r)/ an underground room that is used for storing things: *We keep our washing machine in the cellar.*

chimney (n) /ˈtʃɪmni/ a structure through which smoke or steam is carried up and out through the roof of a building: *Smoke poured out of the factory chimneys.*

clean (the bathroom) (v) /kliːn/ to make sth free from dust or dirt by washing or rubbing it: *Don't forget to clean the bathroom!*

cottage (n) /ˈkɒtɪdʒ/ a small and usually old house, especially in the country: *We rented a cottage by the sea.*

detached house (n) /dɪˌtætʃt ˈhaʊs/ a house that is not joined to any other house: *There are a few detached houses here.*

do the dishes (v) /duː ðə ˈdɪʃɪz/ to wash the plates, knives, forks, etc. after a meal: *I'll cook and you can do the dishes.*

do the ironing (v) /duː ðɪ ˈaɪənɪŋ/ to use an iron to make clothes, etc. smooth: *I usually do the ironing on Sunday evening.*

downstairs (adv) /ˌdaʊnˈsteəz/ towards or on a lower floor of a house or building: *Dad's downstairs, in the kitchen.*

easily (adv) /ˈiːzəli/ without difficulty: *He passed the test easily.*

extremely (adv) /ɪkˈstriːmli/ very: *Listen – this is extremely important.*

find out (v) /faɪnd aʊt/ to get some information; to discover a fact: *Have you found out how much the tickets cost?*

fortunately (adv) /ˈfɔːtʃənətli/ by good luck: *Fortunately it wasn't raining, so we went out.*

front door (n) /frʌnt dɔː(r)/ the main entrance to a house: *Open the front door.*

full-time (adj) /ˈfʊl taɪm/ (done or working) for all the normal period of work: *He has a full-time job.*

garage (n) /ˈgærɑːʒ, -ɪdʒ/ *The house has a double garage.*

get up (v) /get ˈʌp/ *What time do you have to get up in the morning?*

grow up (v) /grəʊ ˈʌp/ to develop into an adult: *What do you want to be when you grow up?*

happily (adv) /ˈhæpɪli/ willingly: *I would happily give up my job if I didn't need the money.*

incredibly (adv) /ɪnˈkredəbli/ very: *We have had some incredibly strong winds recently.*

labour-saving (adj) /ˈleɪbə(r) ˌseɪvɪŋ/ reducing the amount of work needed to do sth: *Do you use labour-saving devices in the kitchen?*

lay the table (v) /leɪ ðə ˈteɪbl/ to arrange knives, forks, plates, etc. on the table: *Can you lay the table for dinner, please?*

load (the washing machine) (v) /ləʊd/ to put a large quantity of sth into or onto sb / sth: *I'll load the washing machine and you can do the ironing.*

look after (sb / sth) (v) /lʊk ˈɑːftə(r)/ to be responsible for or take care of sb / sth / yourself: *Can you look after the children tonight?*

luckily (adv) /ˈlʌkɪli/ it is a result of good luck that: *Luckily, I remembered to bring some money.*

make your bed (v) /meɪk jə(r) ˈbed/ to arrange the sheets, etc. so that your bed is tidy and ready for you to sleep in: *I make my bed every morning.*

mansion (n) /ˈmænʃn/ a very large house: *He lives in a mansion.*

modern-day (adj) /ˈmɒdn deɪ/ of the present time: *Modern-day gadgets are very efficient.*

not very (adv) /nɒt veri/ *He's not very tall.*

old-fashioned (adj) /ˌəʊld ˈfæʃənd/ usual in the past but not now: *That word sounds a bit old-fashioned.*

open-plan (adj) /əʊpən ˈplæn/ (used about a large area inside a building) not divided into separate rooms: *My mum works in an open-plan office.*

quickly (adv) /ˈkwɪkli/ *The cooker's on fire! Do something quickly!*

quite (adv) /kwaɪt/ *The film's quite good.*

rather (adv) /ˈrɑːðə(r)/ quite: *It was a rather nice day.*

really (adv) /ˈrɪəli/ *I'm really tired.*

roof (n) /ruːf/ the part of a building, vehicle, etc. which covers the top of it: *The roof was damaged by the storm.*

(take out the) rubbish (n) /ˈrʌbɪʃ/ things that you do not want anymore; waste material: *It's your turn to take out the rubbish.*

semi-detached house (n) /ˌsemi dɪtætʃt ˈhaʊs/ a house that is joined to another house with a shared wall on one side forming a pair of houses: *Do you live in a semi-detached house?*

show off (v) /ʃəʊ ɒf/ to try to impress people by showing them how clever you are: *John was showing off in front of his friends.*

skylight (n) /ˈskaɪlaɪt/ a small window in a roof: *My bedroom has a skylight, so I can see the stars.*

slightly (adv) /ˈslaɪtli/ a little: *I'm slightly older than her.*

stairs (n) /steə(r)s/ *She ran up the stairs.*

step (n) /step/ one of the surfaces on which you put your foot when you are going up or down stairs: *Hold on to the handrail – these steps are very slippery.*

surprisingly (adv) /səˈpraɪzɪŋli/ in a way that causes surprise; it is surprising that: *Surprisingly, not many people got the correct answer.*

tent (n) /tent/ a small structure made of cloth that is held up by poles and ropes. You use a tent to sleep in when you go camping: *We could pitch our tents in that field.*

terraced house (n) /ˌterəst ˈhaʊs/ forming part of a line of similar houses that are all joined together: *There are a lot of terraced houses in many big cities.*

three-storey (adj) /ˈθriː stɔːri/ having three floors or levels: *They live in a three-storey house.*

tire out (v) /taɪə(r) aʊt/ to make sb / yourself very tired: *The long country walk tired us all out.*

two-bedroomed (adj) /tuː bedrʊmd/ *We live in a two-bedroomed house.*

unfortunately (adv) /ʌnˈfɔːtʃənətli/ in a way that is unlucky; it is unlucky that: *I'd like to help you but unfortunately there's nothing I can do.*

unsurprisingly (adv) /ʌnsəˈpraɪzɪŋli/ in a way that is not surprising; it is not surprising that: *Unsurprisingly, everyone is talking about the football match.*

upstairs (adv) /ˌʌpˈsteəz/ to or on a higher floor of a building: *She's sleeping upstairs.*

vacuum (the floor) (v) /ˈvækjuːm/ to clean a carpet, etc. with a machine that sucks up the dirt: *The bedroom floor needs to be vacuumed.*

very (adv) /ˈveri/ *Sue was very rude.*

Unit 5

adolescent (n) /ˌædəˈlesnt/ a young person who is no longer a child and not yet an adult, between the ages of about 13 and 17: *The book was written for children and adolescents.*

adult (n) /ˈædʌlt/ a person or an animal that is fully grown: *This film is suitable for both adults and children.*

amaze (v) /əˈmeɪz/ to surprise sb very much; to be difficult for sb to believe: *It amazes me that anyone could be so stupid!*

amazed (adj) /əˈmeɪzd/ *I was amazed by the change in his attitude.*

amazing (adj) /əˈmeɪzɪŋ/ *I've got an amazing story to tell you.*

angry (adj) /ˈæŋgri/ feeling or showing anger: *My parents will be angry with me if I get home late.*

argue (v) /ˈɑːgjuː/ to say things, often angrily, that show that you do not agree with sb about sth: *I never argue with my parents about money.*

argument (n) /ˈɑːgjumənt/ an angry discussion between two or more people who disagree with each other: *Sue had an argument with her father about politics.*

audience (n) /ˈɔːdiəns/ the group of people who have gathered to watch or listen to something (a play, concert, somebody speaking, etc.): *The audience were clapping for ten minutes.*

baby (n) /ˈbeɪbi/ a very young child: *I'm going to have a baby.*

bad (adj) /bæd/ *I'm afraid I've got some bad news.*

big (adj) /bɪg/ *He lives in a big house.*

boiling (adj) /ˈbɔɪlɪŋ/ (informal) very hot: *Open a window – it's boiling in here.*

brave (adj) /breɪv/ ready to do things that are dangerous or difficult without showing fear: *'This may hurt a little, so try and be brave,' said the dentist.*

carry on (v) /kæri ɒn/ to continue: *She intends to carry on studying next year.*

child (n) /tʃaɪld/ *A group of children were playing in the park.*

Wordlist

clear (adj) /klɪə(r)/ easy to understand and not confusing: *She gave me clear and precise directions.*

cold (adj) /kəʊld/ *Take your coat. It's cold outside.*

come across (sb / sth) (v) /kʌm əˈkrɒs/ to meet or find sb / sth by chance: *I came across this book in a second-hand shop.*

cowardly (adj) /ˈkaʊədli/ having no courage and being afraid in dangerous or unpleasant situations: *He was too cowardly to tell the truth.*

decide (v) /dɪˈsaɪd/ to think about two or more possibilities and choose one of them: *You'll have to decide what to do.*

decision (n) /dɪˈsɪʒn/ a choice or judgement that you make after thinking about various possibilities: *Have you made a decision yet?*

develop (v) /dɪˈveləp/ to grow slowly, increase or change into sth else; to make sb / sth do this: *Over the years, she's developed her own singing style.*

development (n) /dɪˈveləpmənt/ the process of becoming bigger, stronger, better, etc., or of making sb / sth do this: *There are frequently new developments in science.*

dishonest (adj) /dɪsˈɒnɪst/ that you cannot trust; likely to lie, steal or cheat: *Beware of dishonest traders in tourist areas.*

elderly (man / woman) (adj) /ˈeldəli/ (used about a person) old: *He offered his chair to an elderly woman.*

embarrass (v) /ɪmˈbærəs/ to make sb feel uncomfortable or shy: *You embarrassed me today!*

embarrassed (adj) /ɪmˈbærəst/ *I felt so embarrassed when I dropped my glass.*

embarrassing (adj) /ɪmˈbærəsɪŋ/ *He asked her an embarrassing question.*

encourage (v) /ɪnˈkʌrɪdʒ/ to give hope, support or confidence to sb: *The teacher encouraged her students to ask questions.*

encouragement (n) /ɪnˈkʌrɪdʒmənt/ the act of giving hope, support or confidence to sb: *Kim gave me a lot of encouragement.*

enjoy (v) /ɪnˈdʒɔɪ/ *I really enjoyed that meal.*

enjoyment (n) /ɪnˈdʒɔɪmənt/ *She gets a lot of enjoyment from teaching.*

excite (v) /ɪkˈsaɪt/ to make sb feel happy and enthusiastic or nervous: *Don't excite the baby too much or we'll never get him off to sleep.*

excited (adj) /ɪkˈsaɪtɪd/ *Are you getting excited about your holiday?*

exciting (adj) /ɪkˈsaɪtɪŋ/ *Berlin is one of the most exciting cities in Europe.*

extroverted (adj) /ˈekstrəvɜːtɪd/ confident and full of life, and preferring being with other people to being alone: *She's an extroverted person who loves going to parties.*

freezing (adj) /ˈfriːzɪŋ/ very cold: *It's absolutely freezing outside.*

frighten (v) /ˈfraɪtn/ to make sb / sth afraid or shocked: *That programme about the rise in the crime rate really frightened me.*

frightened (adj) /ˈfraɪtnd/ *He was frightened of spiders.*

frightening (adj) /ˈfraɪtnɪŋ/ *That horror film was frightening!*

funny (adj) /ˈfʌni/ *That's the funniest thing I've heard in ages!*

furious (adj) /ˈfjʊəriəs/ very angry: *He was furious with her for losing the car keys.*

generous (adj) /ˈdʒenərəs/ happy to give more money, help, etc. than is usual or expected: *It was generous of your parents to lend us that money.*

give up (v) /gɪv ʌp/ to stop trying to do sth; to accept that you cannot do sth: *They gave up once the other team had scored their third goal.*

go down (v) /gəʊ daʊn/ to go from one place to another: *I can't go down to the lake today. It's too far.*

hard-working (adj) /ˈhɑːd wɜːkɪŋ/ working with effort and energy: *He has always been hard-working and conscientious.*

hilarious (adj) /hɪˈleəriəs/ extremely funny: *That joke was hilarious!*

honest (adj) /ˈɒnɪst/ (used about a person) telling the truth and never stealing or cheating: *We need an honest person for this.*

hot (adj) /hɒt/ *It's hot today, isn't it?*

huge (adj) /hjuːdʒ/ very big: *Their house is huge.*

I'd be happy to answer any questions … (phrase) /aɪd bi ˈhæpi tu ˈɑːnsə(r) ˈeni ˈkwestʃənz/ *I'd be happy to answer any questions about the presentation.*

impress (v) /ɪmˈpres/ to make sb feel admiration and respect: *She's always trying to impress people with her new clothes.*

impression (n) /ɪmˈpreʃn/ an idea, a feeling or an opinion that you get about sb / sth: *What's your first impression of the new director?*

In this presentation, I'm going to … (phrase) /ɪn ðɪs ˌprezn̩ˈteɪʃn aɪm ˈgəʊɪŋ tə/ *In this presentation, I'm going to talk about the effects of global warming.*

intend (v) /ɪnˈtend/ to plan or mean to do sth: *I'm afraid I spent more money than I had intended.*

intention (n) /ɪnˈtenʃn/ *Our intention was to leave early.*

kind (adj) /kaɪnd/ caring about others; friendly and generous: *Everyone's so kind here!*

lazy (adj) /ˈleɪzi/ (used about a person) not wanting to work: *Don't be lazy. Come and give me a hand.*

mean (adj) /miːn/ wanting to keep money, etc. for yourself rather than let other people have it: *He won't lend you money – he's much too mean.*

memorable (adj) /ˈmemərəbl/ worth remembering or easy to remember, especially because of being special or unusual: *Her novels are full of memorable characters.*

middle-aged (man / woman) (adj) /ˌmɪdl ˈeɪdʒd/ (used about a person) being between about 40 and 60 years old: *My parents are middle-aged.*

Moving on to my next point, … (phrase) /ˈmuːvɪŋ ˈɒn tə maɪ nekst pɔɪnt/ *Moving on to my next point, we also need to think about cultural sensitivity.*

My first / final main point is … (phrase) /maɪ fɜːst / ˈfaɪnl meɪn pɔɪnt ɪz/ *My first main point is that we need to recycle more.*

quiet (adj) /ˈkwaɪət/ with very little or no noise: *Keep quiet – I'm on the phone!*

ridiculous (adj) /rɪˈdɪkjələs/ very silly or unreasonable: *That's a ridiculous price!*

senior citizen (n) /ˌsiːniə(r) ˈsɪtɪzn/ an older person, especially sb who has retired from work: *We need more housing for senior citizens.*

serious (adj) /ˈsɪəriəs/ needing to be treated as important, not just for fun: *Don't laugh – it's a serious matter.*

set out (v) /set aʊt/ to leave on a journey: *They set out at dawn.*

shy (adj) /ʃaɪ/ nervous and uncomfortable about meeting and speaking to people; showing that sb feels like this: *She's very shy with strangers.*

silly (adj) /ˈsɪli/ appearing ridiculous, so that people will laugh: *I'm not wearing that hat – I'd look silly in it.*

small (adj) /smɔːl/ *They live in a small town.*

solution (n) /səˈluːʃn/ a way of solving a problem, dealing with a difficult situation, etc.: *He found a solution to the problem.*

solve (v) /sɒlv/ *The government is trying to solve the problem of inflation.*

speaker (n) /ˈspiːkə(r)/ a person who gives a talk or makes a speech: *He was a guest speaker at the conference.*

stop off (v) /stɒp ɒf/ to stop during a journey to do sth: *We stopped off to see some friends before coming home.*

surprise (v) /səˈpraɪz/ to make sb feel surprised: *It wouldn't surprise me if you get the job.*

surprised (adj) /səˈpraɪzd/ *I was very surprised to see Cara there. I thought she was still abroad.*

surprising (adj) /səˈpraɪzɪŋ/ *It's surprising how many adults can't read or write.*

talkative (adj) /ˈtɔːkətɪv/ liking to talk a lot: *He was very talkative.*

teenager (n) /ˈtiːneɪdʒə(r)/ *The group's music is very popular with teenagers.*

(in your) teens (n) /tiːnz/ the period of sb's life between the ages of 13 and 19: *Sarah is in her teens.*

terrible (adj) /ˈterəbl/ very unpleasant; causing great shock or injury: *What a terrible thing to do!*

Thank you for listening. (phrase) /ˈθæŋk juː fə(r) ˈlɪsnɪŋ/ *Thank you for listening. Are there any questions?*

tiny (adj) /ˈtaɪni/ very small: *The tiny insect is only one millimetre in length.*

To begin, … (phrase) /tə bɪˈgɪn/ *To begin, I'd like to talk about my favourite coffee shop.*

To close … (phrase) /tə kləʊz/ *To close my presentation, I'd like to leave you with this advice.*

To sum up, … (phrase) /tə sʌm ʌp/ *To sum up, we should all recycle more.*

toddler (n) /ˈtɒdlə(r)/ a young child who has only just learned to walk: *My little sister is still a toddler.*

turn back (v) /tɜːn bæk/ to return the same way that you came: *We've come so far already; we can't turn back now.*

(in your) twenties (n) /ˈtwentiz/ the period of sb's life between the ages of 20 and 29: *She was in her early twenties.*

unkind (adj) /ˌʌnˈkaɪnd/ unpleasant and not friendly: *That was an unkind thing to say.*

young person (n) /ˈjʌŋ pɜːsn/ a teenager: *There isn't much for young people to do in this town.*

Unit 6

arrest (v) /əˈrest/ *The man was arrested for carrying a weapon.*

blue (adj) /bluː/ *His eyes were bright blue.*

bully (v) /ˈbʊli/ to use your strength or power to hurt or frighten sb who is weaker or to make them do sth: *Don't try to bully me into making a decision.*

charge (v) /tʃɑːdʒ/ to accuse sb officially of doing sth which is against the law: *He has been charged with robbery.*

cheat (v) /tʃiːt/ to act in a dishonest or unfair way in order to get an advantage for yourself: *Paul was caught cheating in the exam.*

classroom (n) /ˈklɑːsruːm/, /ˈklɑːsrʊm/ *There is a ban on mobile phones in the classroom.*

commit (a crime) (v) /kəˈmɪt/ to do sth bad or illegal: *The boy had committed a crime.*

(appear in) court (n) /kɔːt/ the place where legal trials take place and crimes, etc. are judged: *He will appear in court tomorrow.*

(give a) detention (n) /dɪˈtenʃn/ the punishment of being kept at school for a time after other students have gone home: *The teacher gave her a detention for being late.*

expel (v) /ɪkˈspel/ to force sb to leave a country, school, club, etc.: *The boy was expelled from school for fighting.*

fight (v) /faɪt/ to use physical strength, guns, weapons, etc. against sb / sth: *My younger brothers were always fighting.*

(pay a) fine (n) /faɪn/ a sum of money that you have to pay for breaking a law or rule: *You'll have to pay a fine if you park your car there.*

get into trouble (v) / get ˈɪntə ˈtrʌbl/ to get into a situation which is dangerous or in which you may be punished: *You'll get into trouble if you don't do your homework.*

glass-clear (adj) /glɑːs klɪə(r)/ as clear as glass: *I travel to where the green leaves burn, / To where the ocean's glass-clear and blue …*

green (adj) /griːn/ *These bananas aren't ripe yet – they're still green.*

grey (adj) /greɪ/ *He was wearing a grey suit.*

happy (adj) /ˈhæpi/ *I was really happy to see Mark again yesterday.*

head teacher (n) /hed ˈtiːtʃə(r)/ the teacher in charge of a school: *The head teacher is leaving at the end of term.*

illegal (adj) /ɪˈliːgl/ not allowed by the law: *It is illegal to drive a car without insurance.*

illiterate (adj) /ɪˈlɪtərət/ not able to read or write: *Their parents were illiterate.*

immature (adj) /ˌɪməˈtjʊə(r)/ (used about a person) behaving in a way that is not sensible and is typical of people who are much younger: *He's too immature to take his work seriously.*

imperfect (adj) /ɪmˈpɜːfɪkt/ *You will lose marks if your spelling is imperfect.*

impolite (adj) /ˌɪmpəˈlaɪt/ rude: *She's a very impolite woman.*

impossible (adj) /ɪmˈpɒsəbl/ *That horse is impossible to control.*

irrational (adj) /ɪˈræʃənl/ not based on reason or clear thought: *He has an irrational fear of spiders.*

irresponsible (adj) /ˌɪrɪˈspɒnsəbl/ not thinking about the effect your actions will have; not sensible: *It is irresponsible to let small children go out alone.*

legal (adj) /ˈliːgl/ allowed by law: *It is not legal to drive a car without insurance.*

literate (adj) /ˈlɪtərət/ able to read and write: *Candidates must be literate and have basic maths skills.*

mature (adj) /məˈtʃʊə(r)/ behaving in a sensible adult way: *Is she mature enough for such responsibility?*

narrow (adj) /ˈnærəʊ/ having only a short distance from side to side: *The bridge is too narrow for two cars to pass.*

noticeboard (n) /ˈnəʊtɪsbɔːd/ a board on a wall for putting written information where everyone can read it: *I'll put the timetable up on the noticeboard.*

perfect (adj) /ˈpɜːfɪkt/ completely good; without faults or weaknesses: *The car is two years old but it is still in perfect condition.*

play truant (v) /pleɪ ˈtruːənt/ to stay away from school without permission: *The teacher knew that Joe had been playing truant.*

playground (n) /ˈpleɪgraʊnd/ an area of land where children can play: *Some girls were skipping in the playground.*

playing field (n) /ˈpleɪɪŋ fiːld/ *We play rugby on the school playing field.*

polite (adj) /pəˈlaɪt/ having good manners and showing respect for others: *The assistants in that shop are always very helpful and polite.*

possible (adj) /ˈpɒsəbl/ *The doctors did everything possible to save his life.*

(spend time in) prison (n) /ˈprɪzn/ a building where criminals are kept as a punishment: *He found it hard to get a job because he had spent time in prison.*

punish (v) /ˈpʌnɪʃ/ to make sb suffer because they have done sth bad or wrong: *The children were severely punished for telling lies.*

rational (adj) /ˈræʃnəl/ *There must be a rational explanation for why he's behaving like this.*

responsible (adj) /rɪˈspɒnsəbl/ (used about a person) that you can trust to behave well and in a sensible way: *Mai is responsible enough to take her little sister to school.*

school canteen (n) /skuːl kænˈtiːn/ *I'm having lunch in the school canteen today.*

school uniform (n) /skuːl ˈjuːnɪfɔːm/ *Do you have to wear (a) school uniform?*

science laboratory (n) /ˈsaɪəns ləˌbɒrətri/ *We did an experiment in the science laboratory.*

sports hall (n) /ˈspɔːts hɔːl/ *They played basketball in the sports hall.*

staffroom (n) /ˈstɑːfruːm, ˈstɑːfrʊm/ a room in a school where teachers can go when they are not teaching: *The teachers were drinking coffee in the staffroom.*

suspend (v) /səˈspend/ to send sb away from their school, job, position, etc. for a period of time, usually as a punishment: *He was suspended from school for a week for stealing.*

swear (v) /sweə(r)/ to use rude or bad language: *It's rude to swear.*

sweet-scented (adj) /swiːt ˈsentɪd/ having a pleasant smell: *But in his mind's eye he could see / Sweet-scented jasmine clinging to the walls …*

textbook (n) /ˈtekstbʊk/ *Most of his essay was copied from the textbook.*

timetable (n) /ˈtaɪmteɪbl/ a list that shows the times at which sth happens: *I misread my timetable and missed the lesson.*

unhappy (adj) /ʌnˈhæpi/ *They're unhappy at being left out of the team.*

unthinkable (adj) /ʌnˈθɪŋkəbl/ impossible to imagine or accept: *It was unthinkable that he would never see her again.*

unusual (adj) /ʌnˈjuːʒuəl/ not expected or normal: *It's unusual for Joe to be late.*

usual (adj) /ˈjuːʒuəl/ happening or used most often: *He got home later than usual.*

vandalize (v) /ˈvændəlaɪz/ to damage sb else's property on purpose and for no reason: *All the garages in this area have been vandalized.*

warm (adj) /wɔːm/ having a pleasant temperature that is fairly high, between cool and hot: *It's quite warm in the sunshine.*

(give a) warning (n) /ˈwɔːnɪŋ/ something that tells you to be careful or tells you about sth, usually sth bad, before it happens: *Your employers can't dismiss you without giving you a warning.*

Unit 7

accent (n) /ˈæksent/ *He speaks with a strong Scottish accent.*

advert (n) /ˈædvɜːt/ a piece of information in a newspaper, on TV, a picture on a wall, etc. that tries to persuade people to buy sth, to interest them in a new job, etc.: *The advert is directed at young people.*

architecture (n) /ˈɑːkɪtektʃə(r)/ the style or design of a building or buildings: *I don't really like modern architecture.*

area (n) /ˈeəriə/ the size of a surface, that you can calculate by multiplying the length by the width: *The area of the room is 35 square metres.*

calculate (v) /ˈkælkjuleɪt/ to find sth out by using mathematics; to work sth out: *It's difficult to calculate how long the project will take.*

change your mind (v) /tʃeɪndʒ jɔː(r) maɪnd/ to change a decision or an opinion: *What made you change your mind?*

climate (n) /ˈklaɪmət/ *What are the effects of global warming on our climate?*

company (n) /ˈkʌmpəni/ a business organization selling goods or services: *She applied to several companies for a job.*

country[1] (n) /ˈkʌntri/ *There was snow over much of the country during the night.*

country[2] (n) /ˈkʌntri/ *Do you live in the town or the country?*

culture (n) /ˈkʌltʃə(r)/ *People of many different cultures live in the city.*

currency (n) /ˈkʌrənsi/ the system or type of money that a particular country uses: *The currency of Argentina is the peso.*

customer (n) /ˈkʌstəmə(r)/ a person who buys goods or services in a shop, restaurant, etc.: *She served the customer quickly.*

decrease (v) /dɪˈkriːs/ to become or to make sth smaller or less: *Profits have decreased by 15%.*

dialect (n) /ˈdaɪəlekt/ *When we first moved here, it was hard to understand the local dialect.*

divide (v) /dɪˈvaɪd/ to separate into different parts: *The house is divided into flats.*

do a personality test (v) /duː ə ˌpɜːsəˈnæləti test/ to do a quiz or questionnaire used to measure personality characteristics: *My sister did a personality test to find out what job would suit her.*

do some volunteer work (v) /duː sʌm ˌvɒlənˈtɪə(r) wɜːk/ to do work (for a good cause) without being paid for it: *Alice did some volunteer work in Asia last summer.*

do the job (v) /duː ðə dʒɒb/ *You should ask the people who do the job about their everyday life.*

double (v) /ˈdʌbl/ to become or to make sth twice as much or as many; to multiply by two: *The price of houses has almost doubled.*

end[1] (n) /end/ *I'm going to Italy at the end of May.*

end[2] (n) /end/ an aim or purpose: *They were prepared to do anything to achieve their end.*

estimate (v) /ˈestɪmeɪt/ to calculate the size, cost, etc. of sth approximately, before you have all the facts and figures: *She estimated that the work would take three months.*

ethnic group (n) /ˈeθnɪk gruːp/ *It is illegal to discriminate against any religious or ethnic group.*

figure[1] (n) /ˈfɪgə(r)/ an amount (in numbers) or a price: *The unemployment figures are lower this month.*

figure[2] (n) /ˈfɪgə(r)/ the shape of the human body: *She's got a beautiful slim figure.*

fluent speaker (n) /ˌfluːənt ˈspiːkə(r)/ a person who is able to speak a foreign language easily and accurately: *Jane's a fluent Russian speaker.*

foreign language (n) /ˌfɒrən ˈlæŋgwɪdʒ/ the system of communication in speech and writing that is used by the people of a country that is not your own: *She speaks five foreign languages in addition to English.*

founder (n) /ˈfaʊndə(r)/ a person who starts a new institution or organization: *There is a painting of the founder of our school in the hall.*

games console (n) /geɪmz ˈkɒnsəʊl/ *He always has the latest games consoles.*

geography (n) /dʒiˈɒgrəfi/ *We're studying the geography of Asia.*

get a qualification (v) /get ə ˌkwɒlɪfɪˈkeɪʃn/ to pass an exam or successfully complete a course of study: *You should get a qualification before applying for jobs.*

halve (v) /hɑːv/ to reduce by a half; to make sth reduce by a half: *Shares in the company have halved in value.*

headphones (n pl) /ˈhedfəʊnz/ a piece of equipment you wear over your ears to listen to music without other people hearing it: *She was listening to the radio through headphones.*

headquarters (n) /ˈhedkwɔːtəz/ the place from where an organization is controlled; the people who work there: *Where is / are the firm's headquarters?*

history (n) /ˈhɪstri/ *The book was about British and European history.*

increase (v) /ɪnˈkriːs/ to become or to make sth larger in number or amount: *She increased her speed to overtake the lorry.*

invention (n) /ɪnˈvenʃn/ a thing that has been made or designed by sb for the first time: *The electric car is a useful invention.*

location (n) /ləʊˈkeɪʃn/ a place or position: *Several locations have been suggested for the new office block.*

make a decision (v) /meɪk ə dɪˈsɪʒn/ to think carefully about the different possibilities that are available and choose one of them: *I think I've made the right decision.*

multiply (v) /ˈmʌltɪplaɪ/ to increase or make sth increase by a very large amount: *Our profits have multiplied over the last two years.*

native speaker (n) /ˌneɪtɪv ˈspiːkə(r)/ a person who speaks a language as their first language and has not learned it as a foreign language: *All our Spanish teachers are native speakers.*

official language (n) /əˌfɪʃl ˈlæŋgwɪdʒ/ *Chile's official language is Spanish.*

partner (n) /ˈpɑːtnə(r)/ one of the people who owns a business: *I'm afraid I can't sign these papers without my business partner's approval.*

population (n) /ˌpɒpjuˈleɪʃn/ *What is the population of your country?*

present[1] (n) /ˈpreznt/ the time now: *I'm rather busy at present. Can I call you back later?*

present[2] (n) /ˈpreznt/ *The book was a present from my sister.*

product (n) /ˈprɒdʌkt/ *The company has just launched a new product.*

race[1] (n) /reɪs/ one of the groups into which people can be divided according to the colour of their skin, their hair type, the shape of their face, etc.: *People of many different races live together in this country.*

race[2] (n) /reɪs/ a competition between people, animals, cars, etc. to see which is the fastest or to see who can achieve sth first: *Let's have a race to the end of the road.*

religion (n) /rɪˈlɪdʒən/ *I never discuss politics or religion.*

research (n) /rɪˈsɜːtʃ/ detailed and careful study of sth to find out more information about it: *We are carrying out market research to find out who our typical customer is.*

satnav (n) /ˈsætnæv/ (satellite navigation) *All our company's drivers have a satnav.*

second[1] (n) /ˈsekənd/ *She can run 100 metres in just over 11 seconds.*

second[2] (adv) /ˈsekənd/ 2nd: *I came second in the competition.*

slang (n) /slæŋ/ *'Hop it!' is slang for 'Go away!'*

smart TV (n) /smɑːt ˌtiː ˈviː/ a television on which you can access the internet and use apps as well as watching programmes: *I watch YouTube™ on my smart TV.*

smart watch (n) /ˈsmɑːt wɒtʃ/ a small computing device you wear on your wrist: *The company launched a new smart watch today.*

tablet (n) /ˈtæblət/ a small computer with a touchscreen instead of a keyboard: *I usually watch films on my tablet.*

time[1] (n) /taɪm/ *I phoned them three times.*

time[2] (n) /taɪm/ *As time passed and there was still no news, we got more worried.*

time zone (n) /ˈtaɪm zəʊn/ *The flight from England to Japan crosses several time zones.*

translation (n) /trænsˈleɪʃn/ *A translation of each word is given in brackets.*

Wordlist

VR headset (n) /ˌviː ɑː(r) 'hedset/ a piece of equipment you wear over your eyes to experience image and sounds created by a computer that seem almost real to the user (virtual reality): *When I put on the VR headset, I was suddenly in a different world.*

way[1] (n) /weɪ/ a particular method, style or manner of doing sth: *What is the best way to learn a language?*

way[2] (n) /weɪ/ the route you take to reach somewhere; the route you would take if nothing were stopping you: *Can you tell me the way to James Street?*

Unit 8

achieve (a goal) (v) /ə'tʃiːv/ to gain sth, usually by effort or skill: *She's willing to do anything to achieve her goal.*

boxing ring (n) /'bɒksɪŋ rɪŋ/ *The two men stood at opposite corners of the boxing ring.*

brilliance (n) /'brɪlɪəns/ very great cleverness, skill or success: *Everyone talks about her brilliance at maths.*

brilliant (adj) /'brɪlɪənt/ very clever, skilful or successful: *That's a brilliant idea!*

campaign (for / against sb / sth) (v) /kæm'peɪn/ *Local people are campaigning for lower speed limits in the town.*

capital (n) /'kæpɪtl/ *Rome is the capital of Italy.*

change (the world) (v) /tʃeɪndʒ/ to become different or to make sb / sth different: *If we worked hard enough, we could change the world.*

changing room (n) /'tʃeɪndʒɪŋ ruːm/ a room for changing clothes in, for example before or after playing sport: *The footballers were getting dressed in the changing room.*

civil servant (n) /ˌsɪvl 'sɜːvənt/ a person who works for the civil service (= all government departments, except the armed forces): *He's been a civil servant for 25 years.*

climbing wall (n) /'klaɪmɪŋ wɔːl/ a wall at a sports centre where you can practise climbing: *She was very tired when she got to the top of the climbing wall.*

compete[1] **(for sth)** (v) /kəm'piːt/ to try to be more successful or better than sb else who is trying to do the same: *The children competed for their mother's attention.*

compete[2] **(in sth)** (v) /kəm'piːt/ to try to win or achieve sth, or to try to be better than sb else: *The world's best athletes compete in the Olympic Games.*

confidence (n) /'kɒnfɪdəns/ the feeling that you are sure about your own abilities, opinion, etc.: *I didn't have the confidence to tell her I thought she was wrong.*

confident (adj) /'kɒnfɪdənt/ *You should feel confident about your own abilities.*

congratulate (sb on sth) (v) /kən'grætʃuleɪt/ to tell sb that you are pleased about sth they have done: *Colin congratulated Sue on passing her driving test.*

difference (n) /'dɪfrəns/ the way that people or things are not the same or the way that sb / sth has changed: *What's the difference between this computer and that cheaper one?*

different (adj) /'dɪfrənt/ *Cricket is quite different from baseball.*

distance (n) /'dɪstəns/ *The map tells you the distances between the major cities.*

distant (adj) /'dɪstənt/ a long way away in space or time: *Rob loves visiting distant countries.*

dream of (sth) (v) /driːm əv/ to imagine sth that you would like to happen: *I've always dreamed of winning a lot of money.*

economy (n) /ɪ'kɒnəmi/ the operation of a country's money supply, commercial activities and industry: *The economy is slowly improving.*

election (n) /ɪ'lekʃn/ (the time of) choosing a Member of Parliament, President, etc. by voting: *Presidential elections are held every four years.*

empire (n) /'empaɪə(r)/ *Julius Caesar ruled over a huge empire.*

fight (for sb / sth) (v) /faɪt/ to try very hard to support sb or to get or keep sth: *We must fight for our rights.*

final score (n) /ˌfaɪnl 'skɔː(r)/ the number of points, goals, etc. at the end of a game or competition: *What was the final score?*

find a way (v) /faɪnd ə 'weɪ/ to discover or think of a method of doing or achieving sth: *You must find a better way of organizing your time.*

finish line (n) /'fɪnɪʃ laɪn/ a line showing the end of a race: *Everyone cheered the winner as he crossed the finish line.*

football match (n) /'fʊtbɔːl mætʃ/ an organized game of football: *Are you going to watch the football match tonight?*

football pitch (n) /'fʊtbɔːl pɪtʃ/ a special area of ground where you play football: *The crowd ran onto the football pitch.*

goalkeeper (n) /'gəʊlkiːpə(r)/ (in sports such as football, etc.) the player who stands in front of the goal and tries to stop the other team from scoring: *The goalkeeper made a magnificent save.*

gold medal (n) /gəʊld 'medl/ the prize for first place in a sports competition: *How many gold medals did we win in the 2012 Olympics?*

golf course (n) /'gɒlf kɔːs/ *There are 18 holes on a golf course.*

government (n) /'gʌvənmənt/ the group of people who rule or control a country: *The governments involved met in Geneva.*

gym (n) /dʒɪm/ a room or hall with equipment for doing physical exercise: *The school has built a new gym.*

half-time (n) /hɑːf 'taɪm/ (in sport) the period of time between the two halves of a match: *Arsenal were behind at half-time.*

ice rink (n) /'aɪs rɪŋk/ a large area of ice, or a building containing a large area of ice, which is used for skating: *The road was so slippery that it was like an ice rink.*

ice skates (n) /'aɪs skeɪts/ boots with thin sharp metal parts on the bottom that are used for moving on ice: *Her ice skates were very expensive.*

importance (n) /ɪm'pɔːtns/ the quality of being important: *The decision was of great importance to the future of the business.*

important (adj) /ɪm'pɔːtnt/ having great value or influence; very necessary: *Tomorrow will be the most important day of my life!*

independence (n) /ˌɪndɪ'pendəns/ (used about a person, country, etc.) the state of being free and not controlled by another person, country, etc.: *In 1947 India achieved independence from Britain.*

independent (adj) /ˌɪndɪ'pendənt/ *Most former colonies are now independent nations.*

intelligence (n) /ɪn'telɪdʒəns/ *Exams don't always measure intelligence.*

intelligent (adj) /ɪn'telɪdʒənt/ *All their children are very intelligent.*

monarchy (n) /'mɒnəki/ the system of government or rule by a king or queen: *Should Britain abolish the monarchy?*

patience (n) /'peɪʃns/ the quality of being able to stay calm and not get angry, especially when there is a difficulty or you have to wait a long time: *I've got no patience with people who don't even try.*

patient (adj) /'peɪʃnt/ *It won't be long now. Just be patient.*

politician (n) /ˌpɒlə'tɪʃn/ *Politicians of all parties supported the war.*

praise (sb for sth) (v) /preɪz/ to say that sb / sth is good and should be admired: *The firefighters were praised for their courage.*

prepare (for sth) (v) /prɪ'peə(r)/ to get ready or to make sb / sth ready: *Bo helped me prepare for the exam.*

president (n) /'prezɪdənt/ *The crowd was awaiting the appearance of the President.*

(make) progress (n) /'prəʊgres/ movement forwards or towards achieving sth: *Anna's making progress at school.*

put your mind to (sth) (v) /pʊt jɔː(r) maɪnd tə/ to decide you want to achieve sth and give this all of your attention: *You could be a great tennis player if you put your mind to it!*

racecourse (n) /'reɪskɔːs/ a place where horse races take place: *The race was held at a famous racecourse.*

racing track (n) /'reɪsɪŋ træk/ a piece of ground, often in a circle, for cars to have races on: *The cars sped around the racing track.*

rise to the challenge (v) /ˌraɪz tə ðə 'tʃælɪndʒ/ to show that you are able to deal with a problem, etc. successfully: *Hannah had never written a newspaper article before, but she rose to the challenge.*

running shoes (n) /'rʌnɪŋ ʃuːz/ *I can't find my running shoes!*

running track (n) /'rʌnɪŋ træk/ a piece of ground, often in a circle, for people to have races on: *The running track was wet so the race was cancelled.*

scoreboard (n) /'skɔːbɔːd/ a large board that shows the score during a game, competition, etc.: *What are the numbers on the scoreboard?*

solve (a problem) (v) /sɒlv/ to find a way of dealing with a problem or difficult situation: *The government is trying to solve the problem of inflation.*

stadium (n) /'steɪdiəm/ *The stadium was full of cheering people.*

succeed (in sth / in doing sth) (v) /sək'siːd/ to manage to achieve what you want; to do well: *A good education will help you succeed in life.*

swimming pool (n) /'swɪmɪŋ puːl/ *My dream house would have a huge garden and a swimming pool.*

take advantage (of sth) (v) /teɪk əd'vɑːntɪdʒ/ to make good or full use of sth: *We should take full advantage of these low prices while they last.*

tennis court (n) /'tenɪs kɔːt/ *This tennis court has a very uneven surface.*

violence (n) /'vaɪələns/ behaviour which harms or damages sb / sth physically: *Is there too much violence on TV?*

violent (adj) /'vaɪələnt/ *The demonstration started peacefully but later turned violent.*

winter sports (n) /ˌwɪntə(r) 'spɔːts/ *My favourite winter sports are skiing and ice hockey.*

world record (n) /wɜːld 'rekɔːd/ *Who holds the world record for high jump?*

Unit 9

accurate (adj) /'ækjərət/ correct and true in every detail: *I'm not convinced the reports are accurate.*

action film (n) /'ækʃn fɪlm/ a film in which a lot of dangerous and exciting things happen, such as fights or car chases: *Would you classify it as an action film or a thriller?*

animated film (n) /'ænɪmeɪtɪd fɪlm/ *These days, most animated films are made using computers.*

arts and entertainment (section) (n) /ˌɑːts ənd entə'teɪnmənt/ a section of a newspaper that is about films, theatre, books, TV programmes etc.: *Have you read the arts and entertainment section yet?*

believable (adj) /bɪ'liːvəbl/ seeming true or possible: *Her explanation sounded believable.*

blockbuster (n) /'blɒkbʌstə(r)/ a book or film with an exciting story which is very successful and popular: *What is the name of Steven Spielberg's latest blockbuster?*

broadcast (on the internet / the radio / TV) (v) /'brɔːdkɑːst/ to send out internet, radio or TV programmes: *The BBC World Service broadcasts to most countries in the world.*

broadsheet (n) /'brɔːdʃiːt/ a newspaper with large pages which mainly reports serious news: *Broadsheets are not as popular as tabloids.*

business and finance (section) (n) /ˌbɪznəs ən 'faɪnæns/ a section of a newspaper which is about business and the economy: *I read about it in the business and finance section.*

cartoon (n) /kɑː'tuːn/ a film that tells a story by using moving drawings: *Homer Simpson is a famous cartoon character.*

cast (n) /kɑːst/ all the actors in a play, film, etc.: *The entire cast was / were excellent.*

celebrity gossip (n) /sə,lebrəti 'gɒsɪp/ talk or stories about famous people's private lives which may not be true: *Tell me all the latest celebrity gossip!*

chat show (n) /'tʃæt ʃəʊ/ a TV or radio programme on which well-known people are invited to talk about themselves: *Zendaya was a guest on the chat show last night.*

classified ads (n) /ˌklæsɪfaɪd 'ædz/ small advertisements that you put in a newspaper if you want to buy or sell sth, etc.: *If you need a babysitter, you could look at the classified ads.*

confirm (the details / the facts / a rumour) (v) /kən'fɜːm/ to say or show that sth is true; to make sth definite: *Please confirm your request in writing.*

convincing (adj) /kən'vɪnsɪŋ/ able to make sb believe sth: *Her explanation for her absence wasn't very convincing.*

costume drama (n) /'kɒstjuːm drɑːmə/ *My favourite costume drama is 'Downton Abbey'.*

crew (n) /kruː/ the group of people who work together to make a film or TV programme: *There were two sound engineers and a camera operator in the crew.*

crosswords and games (section) (n) /ˌkrɒswɜːdz ən ˈgeɪmz/ a section of a newspaper which has crosswords (= a word game in which you have to write the answers to questions in square spaces, which are arranged in a pattern), games and puzzles (= a game that makes you think a lot): *Please pass me the crosswords and games section.*

documentary film (n) /ˌdɒkjuˈmentri fɪlm/ *Did you see that documentary film about Sri Lanka?*

domestic news (n) /dəˌmestɪk ˈnjuːz/ news which is about the country that it is reported in; not foreign or international news: *When I get a newspaper, I usually read the domestic news first.*

dull (adj) /dʌl/ not interesting or exciting; boring: *Life is never dull in the city.*

editor (n) /ˈedɪtə(r)/ the person who is in charge of all or part of a newspaper, magazine, etc. and who decides what should be included: *Who is the editor of 'The Times'?*

editorial (n) /ˌedɪˈtɔːriəl/ an article in a newspaper, usually written by the editor, giving an opinion on an important subject: *The paper sometimes publishes editorials.*

entertaining (adj) /ˌentəˈteɪnɪŋ/ interesting and amusing: *She was always so funny and entertaining.*

fantasy film (n) /ˈfæntəsi fɪlm/ a film that is about imaginary places, animals, events, things, etc.: *My favourite fantasy film is 'Alice in Wonderland'.*

film set (n) /ˈfɪlm set/ the place or area where filming is done: *The actors arrived at the film set very early in the morning.*

(the) front page (n) /frʌnt ˈpeɪdʒ/ the first page of a newspaper: *Have you seen the front page of today's paper?*

game show (n) /ˈgeɪm ʃəʊ/ a television programme in which people play games or answer questions to win prizes: *Some game shows offer huge prizes.*

gather (evidence / information / news) (v) /ˈgæðə(r)/ to bring many things together: *They have gathered a lot of information on the subject.*

headline (n) /ˈhedlaɪn/ the title of a newspaper article printed in large letters above the story: *Click on the link to read the latest headlines.*

historical drama (n) /hɪˈstɒrɪkl ˌdrɑːmə/ a film or TV programme that is set at a particular time in history: *I would love to act in a historical drama!*

horror film (n) /ˈhɒrə(r) fɪlm/ a film about frightening or shocking things, such as ghosts, monsters, etc.: *What's the scariest horror film you've seen?*

humorous (adj) /ˈhjuːmərəs/ amusing or funny: *It's a very humorous book.*

impressive (adj) /ɪmˈpresɪv/ causing a feeling of admiration and respect because of the importance, size, quality, etc. of sth: *The way he handled the situation was most impressive.*

international news (n) /ɪntəˌnæʃnəl ˈnjuːz/ news which is about issues affecting other countries: *I always read the international news first.*

interview (a celebrity / person / politician) (v) /ˈɪntəvjuː/ to ask sb questions about their opinions, private life, etc.: *Next week, I will be interviewing Spielberg about his latest movie.*

investigate (a crime / problem / story) (v) /ɪnˈvestɪgeɪt/ to try to find out all the facts about sth: *The police are investigating the murder.*

journalist (n) /ˈdʒɜːnəlɪst/ a person whose job is to collect and write about news: *Journalists were crowding around the police station.*

lifestyle (section) (n) /ˈlaɪfstaɪl/ a section of a newspaper which is about clothes, furniture, hobbies, etc.: *I love the lifestyle section of this paper!*

made-up (adj) /ˈmeɪd ʌp/ invented, not true or real: *He told us a made-up story.*

memorable (adj) /ˈmemərəbl/ worth remembering or easy to remember: *The concert was a memorable experience.*

misleading (adj) /ˌmɪsˈliːdɪŋ/ giving the wrong idea and making you believe something that is not true: *The figures they published are misleading.*

musical (n) /ˈmjuːzɪkl/ a play or film which tells the story using songs: *Did you get to see a musical when you were in London?*

out of date (adj) /ˌaʊt əv ˈdeɪt/ old-fashioned or without the most recent information and therefore no longer useful: *These figures are very out of date.*

plot (n) /plɒt/ the series of events which form the story of a novel, film, etc.: *The play had a very weak plot.*

predictable (adj) /prɪˈdɪktəbl/ that was or could be expected to happen: *The film was boring – the plot was too predictable!*

professional (adj) /prəˈfeʃənl/ showing that somebody is well trained and has a lot of skill: *People trust websites that look professional.*

publish (a magazine / a newspaper / a novel) (v) /ˈpʌblɪʃ/ to prepare a book, magazine, etc. and make it available to the public in print or on the internet: *This dictionary was published by Oxford University Press.*

reality show (n) /riˈæləti ʃəʊ/ a TV programme that is based on real people (not actors) in real situations, presented as entertainment: *Reality shows can make ordinary people famous.*

report (a crash / an event / a murder) (v) /rɪˈpɔːt/ (in a newspaper or on the TV, radio or internet) to write or speak about sth that has happened: *The paper sent a journalist to report on the events.*

responsible (adj) /rɪˈspɒnsəbl/ able to be trusted to do the right thing: *Young children should always have a responsible adult with them.*

review (n) /rɪˈvjuː/ a newspaper or magazine article, or an item on TV or radio, in which sb gives an opinion on a new book, film, play, etc.: *The film got bad reviews.*

romantic comedy (n) /rəʊˌmæntɪk ˈkɒmədi/ an amusing film about a relationship between two people who are or fall in love with each other: *'Serendipity' is my favourite romantic comedy.*

scene (n) /siːn/ one part of a book, play, film, etc. in which the events happen in one place: *The first scene of 'Hamlet' takes place on the castle walls.*

science-fiction film (n) /ˌsaɪəns ˈfɪkʃn fɪlm/ a film about imaginary events that take place in the future: *Fans of science-fiction films absolutely love 'Blade Runner'.*

script (n) /skrɪpt/ the written form of a play, film, speech, etc.: *Who wrote the script for the film?*

sitcom (n) /ˈsɪtkɒm/ a funny programme on TV that shows the same characters in different amusing situations each week: *It's the most popular sitcom ever.*

soap opera (n) /ˈsəʊp ˌɒprə/ a story about the lives and problems of a group of people, which continues several times a week on TV or radio: *She never misses an episode of her favourite soap opera.*

soundtrack (n) /ˈsaʊndtræk/ the recorded sound and music from a film or computer game: *This film has a very good soundtrack.*

special effects (n) /ˌspeʃl ɪˈfekts/ sounds or images in a film or TV programme which are added or changed after filming, often using a computer: *The special effects were amazing!*

spectacular (adj) /spekˈtækjələ(r)/ very impressive to see: *The view from the top of the hill is quite spectacular.*

sports coverage (n) /ˈspɔːts ˌkʌvərɪdʒ/ reported news about sports events: *The sports coverage during the Olympics was excellent.*

sports section (n) /ˈspɔːts ˌsekʃn/ a section of a newspaper that is about sports events: *Did you read about yesterday's football match in the sports section?*

superficial (adj) /ˌsuːpəˈfɪʃl/ not serious or important: *The whole topic of the show was just superficial.*

tabloid (n) /ˈtæblɔɪd/ a newspaper with small pages, often with a lot of pictures and short articles, especially ones about famous people: *Don't believe everything you read in the tabloids.*

television guide (n) /ˈtelɪvɪʒn gaɪd/ a section of a newspaper that shows the times at which TV programmes will be shown: *Have we got the television guide for this week?*

thriller (n) /ˈθrɪlə(r)/ a play, film, book, etc. with a very exciting story, often about a crime: *Everyone was talking about Dan Brown's new spy thriller.*

trusted (adj) /trʌstd/ giving confidence that sb / sth is honest and fair: *The President depends on his trusted advisers.*

unbiased (adj) /ʌnˈbaɪəst/ fair and not influenced by your own or somebody else's opinions, desires, etc.: *My teacher gave me some unbiased advice.*

unreliable (adj) /ˌʌnrɪˈlaɪəbl/ that cannot be trusted or depended on: *The judge found that she was an unreliable witness.*

unsuitable (adj) /ʌnˈsuːtəbl/ not right or appropriate for a particular person, purpose or occasion: *He was wearing shoes that were totally unsuitable for climbing.*

war film (n) /ˈwɔː(r) fɪlm/ a film that is set at a time in history when a war was taking place: *Do you think war films can really show the horrors of war?*

weather forecast (n) /ˈweðə(r) fɔːˌkɑːst/ a description of the weather that is expected for the next few days: *The weather forecast is good for tomorrow.*

western (n) /ˈwestən/ a film or book about life in the past in the west of the United States: *There are a lot of westerns on the television late at night.*

wildlife documentary (n) /ˈwaɪldlaɪf dɒkjuˌmentri/ a film or a TV or radio programme that gives facts or information about animals, plants, etc.: *Did you see the wildlife documentary about polar bears?*

Unit 10

air conditioning (n) /ˈeə kənˌdɪʃnɪŋ/ the system that keeps the air in a room, building, etc. cool and dry: *Our classroom has no air conditioning – it's very warm!*

ban (v) /bæn/ to officially say that sth is not allowed, often by law: *The government has banned the import of products from that country.*

(carry a) banner (n) /ˈbanə(r)/ a long piece of cloth with words or signs on it, which can be hung up or carried on two poles: *The demonstrators carried banners saying 'Stop the War'.*

break down (v) /breɪk ˈdaʊn/ to separate into parts: *The muscles in our stomach break down our food.*

conserve (v) /kənˈsɜːv/ to avoid wasting sth: *Conserve your energy as it's a long way.*

cotton (n) /ˈkɒtn/ a natural cloth or thread made from the thin white hairs of the cotton plant: *He's got a lot of cotton T-shirts in his wardrobe.*

cotton field (n) /ˈkɒtn fiːld/ an area of land where cotton plants are grown: *Working in the cotton fields was very tiring.*

cut down (v) /kʌt daʊn/ to make sth fall down by cutting it: *They cut down my favourite tree in the park.*

denim (n) /ˈdenɪm/ a thick cotton cloth (often blue) that is used for making clothes, especially jeans: *I bought a new denim jacket.*

destroy (v) /dɪˈstrɔɪ/ to damage sth so badly that it can no longer be used or no longer exists: *The building was destroyed by fire.*

discount shop (n) /ˈdɪskaʊnt ʃɒp/ a shop that sells things at lower prices than most other shops: *The discount shop in our town sells cheap clothes.*

donate (money) (v) /dəʊˈneɪt/ to give money or goods to an organization, especially one for people or animals who need help: *She donated a large sum of money to Cancer Research.*

end (n) /end/ the furthest or final part of sth; the place or time where sth stops: *She couldn't wait to hear the end of the story.*

endless (adj) /ˈendləs/ very large in size or amount and seeming to have no end: *The possibilities are endless.*

export company (n) /ˈekspɔːt ˌkʌmpəni/ a business organization that sends goods to another country for sale: *My mum works for a big export company.*

factory worker (n) /ˈfæktəri ˈwɜːkə(r)/ a person who works in a factory: *Factory workers are often expected to work at night.*

fur (n) /fɜː(r)/ the skin and hair of an animal that is used for making clothes, etc.; a piece of clothing that is made from this: *Many people think it is wrong to wear fur nowadays.*

go on a demonstration (v) /gəʊ ɒn ə demənˈstreɪʃn/ take part in a public protest for or against sb / sth: *They went on a demonstration against the rise in university fees.*

go on strike (v) /gəʊ ɒn ˌstraɪk/ to stop work as a protest: *Union members voted to go on strike.*

hang up (v) /hæŋ ʌp/ to put sth on a hook: *Give me your coat so I can hang it up.*

harm (n) /hɑːm/ damage or injury: *Peter ate some of those berries but they didn't do him any harm.*

harmful (adj) /ˈhɑːmfl/ causing harm: *Traffic fumes are harmful to the environment.*

Wordlist

harmless (adj) /ˈhɑːmləs/ not able or not likely to cause damage or injury; safe: *You needn't be frightened – these insects are totally harmless.*

help (n) /help/ *Do you need any help with that?*

helpful (adj) /ˈhelpfl/ giving help: *Ask Mr Brown. He's always very helpful.*

helpless (adj) /ˈhelpləs/ unable to take care of yourself or do things without the help of other people: *The ship was helpless against the storm.*

hope (n) /həʊp/ the feeling of wanting sth to happen and thinking that it will: *What hope is there for the future?*

hopeful (adj) /ˈhəʊpfl/ believing that sth that you want will happen: *He's very hopeful about the success of the business.*

hopeless (adj) /ˈhəʊpləs/ giving no hope that sth / sb will be successful or get better: *Most of the students are making progress, but Michael is a hopeless case.*

join a campaign (v) /dʒɔɪn ə kamˈpeɪn/ become part of a plan to do a number of things in order to achieve a special aim: *They joined a campaign to raise awareness about global warming.*

lace (n) /leɪs/ cloth that is made of very thin threads sewn in patterns with small holes in between: *The cloth had a decorative lace edge.*

leather (n) /ˈleðə(r)/ the skin of animals which has been specially treated. Leather is used to make shoes, bags, coats, etc.: *These shoes have leather soles.*

linen (n) /ˈlɪnɪn/ a type of strong cloth that is made from a natural substance from a plant: *I bought some cream linen trousers.*

look around (v) /lʊk əˈraʊnd/ to look at many things (before buying sth): *She looked around but couldn't find anything she liked.*

make a complaint (v) /meɪk ə kəmˈpleɪnt/ to say that you are not satisfied with sth: *You should make a complaint to the company that made the machine.*

nylon (n) /ˈnaɪlɒn/ a very strong artificial material that is used for making clothes, rope, brushes, etc.: *My tights are made out of nylon.*

pick up (v) /pɪk ʌp/ to take hold of and lift sb / sth: *Lucy picked up the child and gave him a cuddle.*

post a comment (v) /pəʊst ə ˈkɒment/ write something on a website that gives your opinion or feeling about sth: *I posted a comment about reducing our carbon footprint.*

power (n) /ˈpaʊə(r)/ the ability to control people or things or to do sth: *The aim is to give people more power over their own lives.*

powerful (adj) /ˈpaʊəfl/ having a lot of control or influence over other people: *The president is very powerful.*

powerless (adj) /ˈpaʊələs/ without strength, influence or control: *I stood and watched him struggle, powerless to help.*

price tag (n) /praɪs tæg/ a label on sth that shows how much you must pay: *How much is this T-shirt? I can't find the price tag.*

protect (v) /prəˈtekt/ to keep sb / sth safe; to defend sb / sth: *Parents try to protect their children from danger as far as possible.*

protest against (a decision) (v) /prəˈtest əˌgenst/ to say or show that you do not approve of or agree with sth, especially publicly: *Students have been protesting against the government's decision.*

put on (v) /pʊt ɒn/ to dress yourself in sth: *Put on your coat!*

recycle (v) /ˌriːˈsaɪkl/ to treat sth that has already been used so that it can be used again: *This bag is made of 100% recycled paper.*

reduce (v) /rɪˈdjuːs/ to make sth less or smaller in quantity, price, size, etc.: *I bought this shirt because the price was reduced from £50 to £25.*

second-hand shop (n) /ˌsekənd ˈhænd ʃɒp/ a shop that sells things which have already been used or owned by sb else: *I got some books at the second-hand shop.*

sell out (v) /sel aʊt/ to sell all of sth so that no more is / are available to be bought: *I'm afraid we've sold out of bread.*

shout a slogan (v) /ʃaʊt ə ˈsləʊgən/ a short phrase that is easy to remember and that is used in politics or advertising: *The protestors were shouting anti-government slogans.*

silk (n) /sɪlk/ the soft smooth cloth that is made from threads produced by a silkworm: *This shirt is real silk.*

success (n) /səkˈses/ the fact that you have achieved what you want; doing well and becoming famous, rich, etc.: *Hard work is the key to success.*

successful (adj) /səkˈsesfl/ having achieved what you wanted; having become popular, rich, etc.: *Every one of his records has been successful.*

support (v) /səˈpɔːt/ to help sb / sth by saying that you agree with them or it, and sometimes giving practical help such as money: *Several large companies are supporting the project.*

survive (v) /səˈvaɪv/ to continue to live or exist in or after a difficult or dangerous situation: *More than 100 people were involved in the crash and most of them survived.*

sweatshop (n) /ˈswetʃɒp/ a place where people work for low wages in poor conditions: *I hope my trainers weren't made in a sweatshop.*

take off (v) /teɪk ɒf/ to remove sth, especially clothes: *Come in and take your coat off.*

thought (n) /θɔːt/ the power or process of thinking: *I need to give this problem some thought.*

thoughtful (adj) /ˈθɔːtfl/ thinking about what other people want or need: *It was very thoughtful of you to send her some flowers.*

thoughtless (adj) /ˈθɔːtləs/ not thinking about what other people want or need or what the result of your actions will be: *She is always making thoughtless remarks.*

try on (v) /traɪ ɒn/ to put on a piece of clothing to see if it fits you properly: *Can I try these jeans on, please?*

use (n) /juːs/ the purpose for which sth is used: *This machine has many uses.*

use up (v) /juːz ʌp/ to use sth until no more is left: *Who used up all the printer ink?*

useful (adj) /ˈjuːsfl/ having some practical use; helpful: *I gained useful experience from that job.*

useless (adj) /ˈjuːsləs/ that does not work well, that does not achieve anything: *This new machine is useless.*

velvet (n) /ˈvelvɪt/ a type of cloth made of cotton or other material, with a soft thick surface on one side only: *My sister won't let me borrow her velvet dress!*

wool (n) /wʊl/ the soft thick hair of sheep: *The sweater is 50% wool and 50% acrylic.*

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2022

The moral rights of the author have been asserted

e-Book Edition

ISBN: 978 0 19 426293 4

First published in 2022

No copying or file sharing

This digital publication is protected by international copyright laws. No part of this digital publication may be reproduced, modified, adapted, stored in a retrieval system, or transmitted, in any form or by any means, to any other person or company without the prior permission in writing of Oxford University Press, or as expressly permitted by law. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not modify, adapt, copy, store, transfer or circulate the contents of this publication under any other branding or as part of any other product. You may not print out material for any commercial purpose or resale

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims all and any responsibility for the content of such websites

ACKNOWLEDGEMENTS

Cover images by: Shutterstock/4 PM production/Dudarev Mikhail/VicW.

The publisher would like to thank the following for their permission to reproduce photographs: 123RF (Hirun Sutummakid, Laurent Davoust); agefotostock (WENN); Alamy Stock Photo (AF archive, Alex's Pictures - Moscow, Antony Nettle, Brian Harris, Chronicle, Cultura Creative (RF) , Directphoto Collection, George Sweeney, Granger Historical Picture Archive, Howard Davies, Lebrecht Music & Arts, Maurice Savage, Photononstop, Pictorial Press Ltd, REUTERS, Shaun Higson/Lifestyle, SPUTNIK, T.M.O.Pictures, Tom Morgan, WENN Rights Ltd); Bridgeman Images (London Metropolitan Archives, SZ Photo/Daniel Sambraus); Corbis (237); Getty Images (AFP, Anadolu Agency, Barcroft Media, DEA/G.DAGLI ORTI, DNY59, Hagen Hopkins, Popperfoto, Prince Williams/WireImage, STR/AFP); Oxford University Press (Gareth Boden, Mark Mason, Oxford University PressI); Shutterstock (279photo Studio, Air New Zealand, Akugasahagy, alexsalo images, angelo gilardelli, Anthony Correia, antoniodiaz, B & T Media Group Inc., Bear Grylls Ventures/Electus/Kobal, Ben Molyneux, Boudewijn Sluijk, Bozena Fulawka, Caron Watson, Celso Pupo, Chanclos, Connie Fitzgerald, CREATISTA, Daniela Migliorisi, Danzky, Dave Caulkin/AP, Dean Drobot, DGLimages, Dietmar Temps, Digital Images Studio, Dmitri Gomon, Donya Nedomam, ERIK S LESSER/EPA-EFE, EtiAmmos, EvaL Miko, Evannovostro, Everett, Everett Historical, farmers daughter, fizkes, Francesco Bonino, Fsolipa, Fure, G-Stock Studio, George Rudy, Georgie Gillard/ANL, Globe Turner, Graeme Lamb, homydesign, Hortimages, Iakov Filimonov, insta_photos, Intars Klavenieks, IR Stone, ITV, Jacek Chabraszewski, James Bowyer, James Gourley/ITV, Jay Nemeth/Sportsandnews/Sipa, Joe Gough, Jose Carlos Alexandre, Kaspars Grinvalds, Kiev.Victor, Krakenimages.com, lehvis, Lenscap Photography, leungchopan, Lev Levin, losw, LStockStudio, LU JINRONG, M_Agency, Makkuro GL, Marques, Marty Lederhandler/AP, Marzolino, Massimo Todaro, Mauricio Graiki, Michael Reynolds/EPA, Miles Away Photography, Milleflore Images, Milos Vucicevic, Mix and Match Studio, Monkey Business Images, Moon Meadows, moremari, Morphart Creation, Mungkhood Studio, Murray Sanders/Daily Mail, Nils Jorgensen, Ninja SS, null Marvel/Disney/Kobal, OFFFSTOCK, Pal Teravagimov, Patryk Kosmider, Paul_Brighton, Pecold, photomak, Photoongraphy, pockygallery, Radiokafka, Rainer Lesniewski, robcocquyt, Robert Milek, Roman Kosolapov, Rubeus Olivander, Rudie Strummer, Samuel Borges Photography, Save nature and wildlife, Sergey Orlov, SeventyFour, Sihi, Solar.Garia, stockfour, Syda Productions, Take A Pix Media, VCoscaron, vectorlight, Viacheslav Lopatin, Vikafoto33, Yasonya, Yulia Davidovich).

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material: p.104 Extract from Oxford Bookworms, Level 2: *Huckleberry Finn* by Mark Twain, retold by Diane Mowat, © Oxford University Press 2008, reprinted by permission; p.106 Extract from Oxford Bookworms, Level 2: *Alice's Adventures in Wonderland* by Lewis Carroll, retold by Jennifer Bassett, © Oxford University Press 2008, reprinted by permission; p.108 Extract from Oxford Dominoes, Level 3: *Hard Times* by Charles Dickens, retold by Susan Kingsley, © Oxford University Press 2019, reprinted by permission; p.110 Extract from Oxford Bookworms, Level 3: *The Railway Children* by Edith Nesbit, retold by John Escott, © Oxford University Press 2008, reprinted by permission; p.112 Extract from Oxford Dominoes, Level 2: *The Lost World* by Sir Arthur Conan Doyle, retold by Susan Kingsley, © Oxford University Press 2010, reprinted by permission; p.48 Text about Summerhill School is reprinted by kind permission of A. S. Neill Summerhill Trust.