

Janet Hardy-Gould • James Styring



English *Plus*

Workbook 4 with MultiROM



OXFORD

OXFORD
UNIVERSITY PRESS

Janet Hardy-Gould
James Styring

English

Plus

Workbook 4

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 2011

The moral rights of the author have been asserted

First published in 2011

2015 2014 2013 2012 2011

10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. 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 circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

ISBN: 978 0 19 474863 6 Workbook

ISBN: 978 0 19 474887 2 MultiROM

ISBN: 978 0 19 474879 7 Pack

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Illustrations by: Dylan Gibson p.40; David Oakley/Arnos Design pp.93, 94, 95, 96, 97, 98; Mark Ruffle p.48.

Cover photographs: Getty (hikers reading a map/Tyler Stableford/Riser), (sightseeing at the Louvre/Rayman/Photodisc); iStockphoto (studying on a laptop/deann1974); Oxford University Press (teen couple with magazine/Rubberball).

The publisher would like to thank the following for their permission to reproduce photographs: Alamy Images pp.6 (mountain bikers/Al Churcher), 10 (teen with driving licence/WoodyStock), 21 (worried girl/David J. Green), 37 (leaving bus/Paul Chauncey), 43 (Mini cars/Tengku Mohd Yusof), 69 (boys with laptop/MBI); Corbis pp.25 (surgeons/Heide Benser), 28 (smiling woman/Christine Schneider/cultura), 36 (Woman seated in porthole/Carl & Ann Purcell), 52 (Barack Obama/Brooks Kraft), 56 (Roger Federer/Michael Cole), 58 (woman reclining/Imagemore Co. Ltd), 66 (check-in/Image Source); Getty Images pp.7 (Teen birthday party/Thinkstock), 9 (listening to radio/FPG), 12 (Elvis Presley/Michael Ochs Archives), 13 (Nirvana/Jeff Kravitz/Film Magic), 17 (exam/Digital Vision), 17 (girl with trophy/Digital Vision), 18 (Edinburgh/Roy Rainford/Robert Harding World Imagery), 26 (man jogging/Digital Vision), 34 (school bus/Thinkstock), 35 (Opening birthday present/Britt Erlanson/Stone), 44 (tattoo/Photodisc), 50 (political candidate/UpperCut Images), 58 (bored girl/Photodisc), 58 (Shocked man/Dimitri Vervitsiotis), 58 (Woman laughing and covering her face/Photodisc), 60 (girl sleeping/Digital Vision), 68 (man on phone/Regine Mahaux); iStockphoto p.4 (Boredom/Juanmonino); Kobal Collection p.41 (*How to Steal a Million*/20th Century Fox); Masterfile pp.25 (businesswoman/Norbert Schafer), 32 (The Acropolis, Athens/R. Ian Lloyd), 42 (cotton workers/Robert Harding Images), 58 (surprised woman/Artiga Photo); Oxford University Press pp.4 (Jogging/Digital Vision), 4 (TV dinner/Pixland), 17 (IT Technician/Blend Images), 27 (Athlete celebrating/Corbis), 27 (Bride and Groom/Photodisc), 29 (No Smoking sign/Martin Diebel), 58 (Frightened man/Brownstock Inc.), 58 (Angry teenage girl/Imageshop); Photolibary pp.4 (Teenager sleeping/Rubberball), 17 (Teenagers studying in library/Kablonk), 58 (Girl reading book/Blend Images); Rex Features pp.4 (Teenage downloading music/Sipa Press), 4 (Paperboy delivering newspaper/Shout), 11 (The Beatles/Daily Mail), 52 (John Lennon/George Konig), 66 (Police press conference); Science Photo Library p.24 (mouse/George Steinmetz).

Although every effort has been made to trace and contact copyright holders before publication, this has not been possible in some cases. We apologise for any apparent infringement of copyright and, if notified, the publisher will be pleased to rectify any errors or omissions at the earliest possible opportunity.

Contents

	page
Starter unit	4
Unit 1 Generations	8
Unit 2 Happy together	16
Unit 3 Health matters	24
Unit 4 Let's go!	32
Unit 5 Image and identity	40
Unit 6 A perfect world	48
Unit 7 Ups and downs	56
Unit 8 Honestly!	64
Language focus reference and practice	72
Pronunciation bank	90
Wordlist	93
Expression bank	102
Irregular verbs list	104

VOCABULARY ■ Verb collocations

1 ★ Complete the verbs.



do _____ exercise

1 d _____ music
from the internet

2 g _____ late



3 g _____ bored



4 e _____ money



5 w _____ TV

2 ★★ Complete the sentences with the words in the box. Then match sentences 1–6 with places a–f.

exams late bored do earn time

- 1 Ivan is very lazy. He always gets up _____ late . d
- 2 You should study more if you want to pass the _____ ! _____
- 3 I'd love to buy these jeans. I need to _____ some money. _____
- 4 This film is really long and very slow. I'm getting _____ . _____
- 5 Don't just spend _____ sunbathing. Come in the sea with us! _____
- 6 If you want to _____ exercise, why don't you go for a run? _____

- a at the cinema
b in the park
c at school

- d at home
e at the beach
f at the shops

3 ★★ Complete the definitions with verb collocations.

If you get some euros, dollars or pounds by doing work, you earn money.

- 1 If you stay in bed all morning, you _____.
- 2 If you become unhappy because you have nothing to do, you _____.
- 3 If you move songs from a website onto your computer, you _____.
- 4 If you don't go out of your house, you _____.
- 5 If you write to your friends on your mobile phone, you _____.
- 6 If you go for a run or play sport, you _____.
- 7 If you connect to the internet, you _____.

4 ★★★ Complete the text with verb collocations. Use the correct form of the verbs.

Life at boarding school

Mei-li is a student at an international boarding school near Farnham in the UK.

'It's a busy life and there's no time for students to get bored. My day starts at around 6.30 from Monday to Friday,' says Mei-li. 'But Saturdays and Sundays are easier because I ¹ _____ – usually at about 10 o'clock.'

She has breakfast at 7.15 and then she usually ² _____. 'I often go for a quick run,' she says. She has lessons until 3.30 in the afternoon, with an hour for lunch. Then she starts doing her homework. 'After that we can do what we want,' smiles Mei-li. 'I ³ _____ to my family in China on my mobile phone. I can tell them about my day.'

She has a computer in her room and she often ⁴ _____ – she likes the BBC website a lot. She also ⁵ _____ from the internet. 'I've got thousands of songs on my mp3 player now!'

In the holidays, Mei-li goes home to China. 'For the first week, I don't go out much. I ⁶ _____ and I ⁷ _____ talking to my family.'

Present simple and continuous

1 ★ Choose the correct words.

Look! It **snows** / **'s snowing** outside.

- 1 'Are you busy now?' 'No, I **don't do** / **'m not doing** anything.'
- 2 They always **stay** / **are staying** in the same hotel when they go on holiday.
- 3 We **don't like** / **aren't liking** romantic films.
- 4 'Where's Jon?' 'He **tidies** / **'s tidying** his room.'
- 5 This TV programme is good. **Do you enjoy** / **Are you enjoying** it?
- 6 How often **does she go** / **is she going** shopping?
- 7 Please stop talking! I **listen** / **'m listening** to my new Katy Perry CD.
- 8 What **do you eat** / **are you eating** every lunchtime at school?

2 ★★ Complete the text using the present simple or the present continuous form of the verbs in brackets.

Stars of tomorrow

Max Ragley **is** (be) one of the UK's best young dancers. He ¹ **comes** (come) from Manchester but he ² **doesn't live** (not live) there most of the time because he ³ **goes** (go) to the English National Ballet School in London.

Max normally ⁴ **studies** (study) ballet at school but this week he ⁵ **isn't doing** (not do) his usual classes – he ⁶ **is learning** (learn) to dance hip hop instead.

'A well-known singer ⁷ **wants** (want) me to dance in his new pop video!' says Max. 'At the moment I ⁸ **am working** (work) with three other hip hop dancers and we ⁹ **are having** (have) a good time together. I ¹⁰ **enjoy** (enjoy) these new classes a lot.'

Max's two older brothers ¹¹ **go** (go) to school in Manchester. 'They ¹² **like** (like) football and they ¹³ **don't know** (not know) how to dance!' laughs Max. 'But they always ¹⁴ **come** (come) to my shows at the Ballet School.'

Verbs + -ing / to

3 ★★ Complete the sentences using the -ing or to form of the verbs in the box.

buy listen swim watch get-up
cook download

'It's the first day of the summer holidays!'
'Great, I don't need **to get up** early.'

- 1 'I don't mind _____ but I can't stand doing the washing-up.'
'Don't worry, I'll help you.'
- 2 'Do you like your new mp3 player?'
'Yes, I love _____ new music from the internet.'
- 3 'Where are you going?'
'To the shops. I want _____ a new dress for the party.'
- 4 'This Rihanna song is great.'
'Yes, I always enjoy _____ to her music.'
- 5 'Would you like to go to the cinema?'
'No, thanks. I'm not into _____ films.'
- 6 'Come into the pool with us!'
'Sorry, I hate _____ in cold water.'

4 ★★★ What do your friends and family like doing? What would they like to learn to do? Write sentences using the words in the box and your own ideas.

my best friend my brother / sister
my mum / dad my cousin

ski / snowboard learn Mandarin / Arabic
swim / surf cook / make Italian food
play the piano / violin sew / make clothes

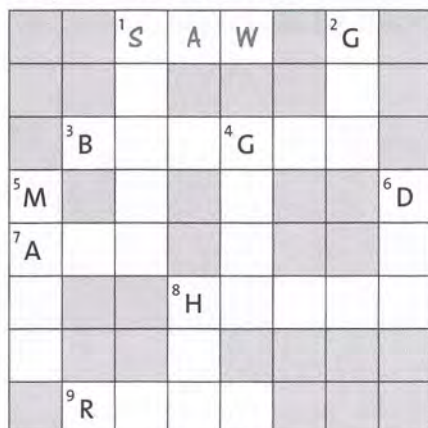
enjoy like love be into want
don't mind need

My sister is really into skiing and she wants to learn to snowboard too.

My dad loves swimming and he wants to learn to surf.

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

- 1 ★ Complete the crossword with the past simple form of the verbs.



Across

- 1 see
3 buy
7 eat
8 hear
9 ride

Down

- 1 speak
2 get
4 give
5 make
6 do
8 have

- 2 ★★ Complete the sentences using the past simple form of the verbs in exercise 1.

I spoke to that new boy in the class yesterday. He's really nice.

- Our teacher _____ us some really difficult homework yesterday.
- My friend wants to be a clothes designer. She _____ me a nice dress for Christmas.
- I _____ all those difficult grammar exercises in ten minutes. It was amazing!
- We feel a bit ill. We _____ too much in the restaurant.
- I _____ that new Tinie Tempah song on the radio. It was very good.
- Karl _____ his sister's pink bike to school today because his bike was broken.
- Lucas _____ 95% in his science exam. He was really pleased!
- Dad loves old films so we _____ him a Charlie Chaplin DVD.
- When I was at the theatre last week, I _____ that actor from *Friends*.
- It was really hot this morning so I _____ a cold drink. Then I felt much better.

- 3 ★★ Complete the dialogues using the correct form of the verbs in the box.

get buy go speak eat see
give be teach ride make

'What did you get for your birthday?'

'My family bought me an mp3 player.'

1 'Did you _____ that horror film on TV last night?'

'No, I quickly _____ behind the sofa and I stayed there.'

2 'Did your parents _____ to you in another language when you were a child?'

'Yes, my mum _____ me a bit of Italian. We had a lesson every week.'

3 'What did you _____ for lunch today?'

'A very large pizza. I _____ it myself. It had cheese, tomatoes, mushrooms, and ham on it.'

4 'Did you _____ Anna's horse?'

'No. I _____ too scared! But I _____ it an apple and some carrots.'

- 4 ★★★ Complete the sentences with the past simple form of an irregular verb.

What did you do on the first day of the summer holidays?

I didn't see any of my school friends on the first day of the holidays because they ¹ _____ all busy. What a long and boring day! **Lucas, 15**

My brother and I ² _____ up very early and we ³ _____ our new mountain bikes up into the hills near our house. We ⁴ _____ a lot of interesting plants and animals there. **Adam, 16**

I ⁵ _____ up late and then I ⁶ _____ anything all day. Perfect! **Gabriella, 14**

The first day of the holidays ⁷ _____ my mum's birthday so I ⁸ _____ to the supermarket and

⁹ _____ a lot of food, then

I ¹⁰ _____ a big chocolate birthday cake for her. We

¹¹ _____ the whole cake in one day – delicious!

Esther, 15



Past simple

- 1 ★ Order the words to make sentences and questions. Make contractions where necessary.
go / not / did / we / May / until / holiday / on
We didn't go on holiday until May.

1 was / late / not / the / I / plane / for

2 did / the / what / you / on / flight / do / ?

3 happy / was / your / brother / little / ?

4 did / the / not / dog / come / us / with

5 did / how / mum / to / your / France / travel / ?

6 you / did / stay / hotel / in / a / nice / ?

7 were / happy / with / food / the / not / we

- 2 ★★ Write past simple questions and short answers.

Rafael Nadal / win / Wimbledon / in 2010

Did Rafael Nadal win Wimbledon in 2010?

Yes, he did.

1 J.K. Rowling / write / the book / *The Da Vinci Code*

2 the 2008 Olympics / be / in Beijing

3 Nelson Mandela / be born / in London

4 the actress Meryl Streep / appear / in the film *Mamma Mia!*

5 Italy / be / the winners of the football World Cup / in 2010

6 Rihanna / sing / a song called *Umbrella*

Object and subject questions

- 3 ★★ Complete the questions.

Someone helped Chloe with her school work.

Who helped Chloe with her school work?

1 Ellen emailed someone yesterday.

Who _____ yesterday?

2 Someone took my new bike.

Who _____ my new bike?

3 Mark met someone last year.

Who _____ last year?

4 Something happened this afternoon.

What _____ this afternoon?

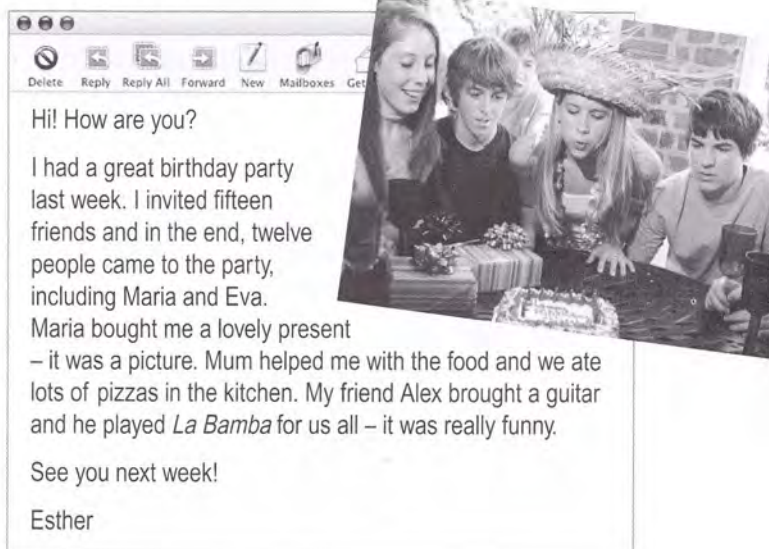
5 My parents bought something on Tuesday.

What _____ on Tuesday?

6 Something arrived in the post today.

What _____ in the post today?

- 4 ★★★ Read the email. Then complete the questions.



Hi! How are you?

I had a great birthday party last week. I invited fifteen friends and in the end, twelve people came to the party, including Maria and Eva. Maria brought me a lovely present – it was a picture. Mum helped me with the food and we ate lots of pizzas in the kitchen. My friend Alex brought a guitar and he played *La Bamba* for us all – it was really funny.

See you next week!

Esther

How many people did you invite? Fifteen.

1 _____ to the party? Twelve.

2 _____ a lovely present? Maria.

3 _____ for you? A picture.

4 _____ with the food? Mum.

5 _____ in the kitchen? Pizzas.

6 _____ a guitar? Alex.

7 _____ for you all? *La Bamba*.

VOCABULARY ■ Past decades

1 ★ Find nine more nouns.

S	W	A	R	S	T	I	C	O	N
I	C	O	R	P	O	T	E	S	T
N	R	W	O	R	I	P	O	O	G
V	E	E	C	O	N	O	M	Y	A
E	S	A	O	T	I	V	O	I	D
N	I	P	V	E	O	E	D	S	G
T	S	O	R	S	C	R	A	Z	E
I	O	N	T	T	O	T	S	O	T
O	V	E	Y	E	R	Y	O	I	N
N	E	S	R	C	R	I	S	I	S

- _____ war _____ 5 _____
- 1 _____ 6 _____
- 2 _____ 7 _____
- 3 _____ 8 _____
- 4 _____ 9 _____

2 ★★ Complete the sentences with the words in exercise 1.

Napoleon declared _____ war _____ on Russia in 1812.

- The sword was a popular _____ in Ancient Greece and Rome.
- There's an anti-war _____ in Washington today.
- Children who live in _____ often have poor health and don't go to school.
- James Bond has a cool new _____ in every film.
- Jacqueline Kennedy was a fashion _____ in the 1960s.
- Tourism is good for the country's _____.
- There was a _____ for jazz music in the USA at the beginning of the twentieth century.
- My uncle says that one day we'll have an energy _____ because there won't be enough petrol.
- I think the best modern _____ is the car that uses hydrogen instead of petrol.

3 ★★ Complete the text with the words in the box.

craze crisis economy gadgets
invention protests wars

The last decade

A lot changed during the last decade, 2000–2009, which is also called the Noughties.

What was good?

The most important invention on the internet was social networking. The ¹ _____ for Facebook started in 2004, and for Twitter in 2006. Some say the most exciting ² _____ of the Noughties were the iPod (2001), the iPhone (2007) and the iPad (2009).

What wasn't so good?

There were ³ _____ in Iraq and Afghanistan, and international ⁴ _____ against the wars. The decade ended with a banking ⁵ _____ and problems in the global ⁶ _____.

4 ★★ Answer the questions. Write complete sentences.

What are there often protests against?

There are often protests against wars and unpopular politicians.

- 1 What is the latest craze with your friends?

- 2 What is your favourite gadget? Why?

- 3 Who do you think is an icon?

- 4 What is the best invention ever, in your opinion? Why?

- 5 Where are there wars at the moment?

used to

1 ★ Choose the correct words.

My grandad used to / didn't use to have a mobile phone when he was young.

- 1 My family used to / didn't use to live in the city but now we live on a farm.
- 2 There used to / didn't use to be a library in our area but they built one last year.
- 3 I used to / didn't use to play with toys when I was younger. These days I play computer games.
- 4 We used to / didn't use to be vegetarian but we don't eat meat now.
- 5 I love spicy food but I used to / didn't use to like it when I was younger.
- 6 I used to / didn't use to walk everywhere but now I go on my bike.
- 7 I used to / didn't use to be unemployed but I work in a hospital now.
- 8 There used to / didn't use to be war but now there is peace.

2 ★★ Complete the sentences. Use *used to* or *didn't use to* and the verbs in the box.

drive email listen read ride be
write use watch

Then and Now

In the 1930s, people didn't use to watch television. There were black-and-white television sets, but they ¹ _____ very expensive. People ² _____ to the radio instead.

Most people ³ _____ cars. They ⁴ _____ bicycles or walk.

In the 1930s, people ⁵ _____ letters, but they ⁶ _____ their friends. They ⁷ _____ newspapers but they ⁸ _____ computers. Some people had a telephone in the 1930s, but mobile phones didn't exist then.



Past perfect and past simple

3 ★★ Write sentences. Use the past perfect and past simple in each sentence.

we / eat / all the sandwiches / mum / make for us

We ate all the sandwiches mum had made for us.

- 1 by the time / my parents / come home / I / cook dinner / and I / clean the house

- 2 she / not get / Amber's present / when I / see / her / this morning

- 3 he / get upset / after he / read / the news

- 4 when I / see / Steven yesterday / he / buy / another gadget

- 5 Jason / be / good at football / because he / learn / to play when he was four

- 6 the war / start / before Liam / join / the army

- 7 by the time / the police / arrive / the thieves / run away with the money

- 8 I / not read / the book before we / watch / the DVD

4 ★★★ Complete the sentences with your own ideas using the past perfect to explain each situation.

I got to the bus stop at 9.03 but the bus had gone.

- 1 We asked Jack to play football with us but _____.
- 2 Mark's wallet was empty because _____.
- 3 Louis laughed because _____.
- 4 Mary failed the history test because _____.
- 5 I tried to buy an mp3 player on the internet but _____.
- 6 They offered me some food but _____.

- 1 ★ Complete the sentences with the words in the box.

on with better the bus school
married upset the flu present
together up

After school, we all got together in a café.

- 1 My brother and his girlfriend are getting _____ next year.
- 2 She's got _____, so she won't come to the party.
- 3 I'll get _____ at 8.45 because I missed the one at 8.30.
- 4 I had extra homework because I got to _____ late.
- 5 He gets _____ at 7.15 every day.
- 6 I don't get _____ my sister. We always argue.
- 7 Don't worry! Things sometimes get worse before they get _____.
- 8 'Why did your little sister get so _____ yesterday?' 'Because my parents bought me a new bike but they didn't get a _____ for her!'

- 2 ★★ Match phrases 1–9 with definitions a–i.



- | | |
|-------------------------|---------------------------------|
| 1 get a driving licence | a find work |
| 2 get together | b improve |
| 3 get a present | c become unhappy |
| 4 get a job | d obtain a permit for driving |
| 5 get upset | e become ill |
| 6 get better | f meet friends or family |
| 7 get home | g give or receive a gift |
| 8 get on with | h arrive at your house |
| 9 get the flu | i have a good relationship with |

- 3 ★★ Complete the text using the phrases in the box.

get the bus get together get a job
get upset get home get a present
get up get a driving licence get on with

Eight months ago, Susan got a job as an assistant in a bank. She loved her job, but she didn't ¹ _____ the bank manager and she often ² _____ because he wanted her to work in the evenings and at weekends.

Susan used to ³ _____ very early every morning. She had breakfast at seven o'clock, then she left the house at about 7.15 and ⁴ _____ to work. She couldn't drive, but she wanted to ⁵ _____ and she was saving money to buy her own car.

Susan used to finish work at seven o'clock and she usually didn't ⁶ _____ until after 8.30 in the evening. On Tuesdays and Thursdays, however, she had aerobics classes after work and she used to get really tired!

Last week, Susan was promoted. Now she is the bank manager! This weekend she is going to ⁷ _____ with her friends and family to celebrate. Her mum is going to ⁸ _____ for her!

- 4 ★★ Answer the questions. Write complete sentences.

- 1 When do you get upset?

- 2 When will you get a driving licence?

- 3 What time did you get home yesterday?

- 4 When do you and your friends get together?

- 5 What presents would you like to get for your next birthday?

- 6 Who do you get on with the best?

- 7 What job do you think you'll get one day?

- 8 Why do people get married?

Past continuous

- 1 ★ Complete the table with *was*, *wasn't*, *were* or *weren't*.

Affirmative		
I	<u>was</u>	working.
You	<u>1</u>	dancing.
He / She / It	<u>2</u>	listening.
We / You / They	<u>3</u>	eating.
Negative		
I	<u>wasn't</u>	working.
You	<u>4</u>	dancing.
He / She / It	<u>5</u>	listening.
We / You / They	<u>6</u>	eating.
Questions		
<u>Was</u>	I	working?
<u>7</u>	you	listening?
What <u>8</u>	he / she / it	eating?
Where <u>9</u>	we / you / they	going?

Past simple and continuous

- 2 ★★ Complete the text using the correct form of the verbs in the box.

fly hear look open run scream
see wait wave work

The day Grandad saw a Beatle Heathrow, London, 25 June 1967.

Grandad and his friend were working at Heathrow Airport when they ¹_____ the sound of a helicopter. They ²_____ at the sky when suddenly his friend ³_____, 'It's the Beatles! They're in the helicopter!' While the helicopter ⁴_____ past them, Grandad ⁵_____ a white face. He thinks it was John Lennon. Finally, the helicopter landed. While they ⁶_____, a door ⁷_____. It was the pilot. While the pilot ⁸_____ at the crowd, the Beatles ⁹_____ out of a door on the other side of the helicopter.



- 3 ★★ Order the words to make sentences.

There is one word in each sentence you do not need.

made / arrived / they / having / when I / were / a rest

They were having a rest when I arrived.

- and we / it / wet / to rain / got / started / met
- rang / listening / the phone / raining / while I / to some music / was
- we / home / were / while we / met / weekend / your brother / walking
- a DVD / was / fell asleep / Pete / when he / watching / were
- got / David / married / his homework / was / while he / a text message / doing / from his girlfriend
- to my classroom / I / leave / to school / at 8.45 a.m. / went / got / and I
- was / breakfast and she / sleeping / were / at 7.30 this morning / he / having / was
- when / cooked / my dad / from work / dinner / he / came back / happened

- 4 ★★★ Complete the sentences with your own ideas.

- I was walking to school today when _____
- While I was watching TV yesterday, _____
- I was doing my homework last week _____
- When I got home, my family were _____
- While my mum and dad _____
- When my best friend _____
- While I _____
- When you _____

- 1 ★ Read the text quickly. What is the relationship between the speakers? Tick ✓ the correct box.

- a ☐ brother and sister
b ☐ father and daughter
c ☐ grandfather and granddaughter

Rock 'n' Roll Revolution

Erin What were you listening to while I was making dinner?

Bob That was the King! Didn't you recognize his voice?

Erin No. Do you mean Kings of Leon?

Bob No, Erin, the King of rock 'n' roll: Elvis Presley!

Erin Who's Elvis Presley?

Bob What?! Elvis Presley is the biggest pop music icon – ever!

Erin Oh. I haven't heard of him.

Bob Never mind. I'll never forget the day I discovered the King. I was listening to the radio when this **incredible** song came on. It was Elvis. He was singing *Love Me Tender*. I'd never heard anything like it.

Erin What do you mean?

Bob Before Elvis, there was classical music and jazz, but there had never been much music for us young people. Then they started to play Elvis Presley's records on the radio. His music was really **wild** and his songs started a rock 'n' roll craze all around the world. He was famous for his dancing too, although my parents' generation was rather shocked by it!

Erin Really? What were the videos like?

Bob This was back in 1956, remember. They hadn't invented the video! And we couldn't afford a telly in those days.

Erin I can't believe you lived without TV! So how did you see Elvis dancing then?

Bob We went to see him in a live show. Live shows are so much better than TV! Anyway, all the gadgets you use nowadays – mobile phones, games consoles – well, those didn't exist when I was a lad. Inventions like mp3 players are very new. Even your parents didn't have them when they were growing up.



- 2 ★★ Match the bold words in the text with the definitions.

- amazing, unbelievable incredible
1 becoming an adult _____
2 these days, in modern times _____
3 energetic, not controlled _____
4 television _____
5 young man _____

- 3 ★★ Read the text again. Choose the correct words.

- Erin was _____.
a eating **b cooking** c washing up
1 Bob was listening to _____.
a Kings of Leon **b jazz** c Elvis Presley
2 *Love Me Tender* was _____.
a the first Elvis song that Bob had heard
b Elvis's first song c the best Elvis song
3 Elvis Presley started a new _____.
a craze **b generation** c radio show
4 Bob saw Elvis _____.
a on TV **b in concert** c on video
5 They had _____ in the 1950s.
a records **b videos** c CDs

- 4 ★★★ Answer the questions. Write complete sentences.

How do you think Bob felt when Erin didn't recognize Elvis's voice? He was surprised.

- 1 How do you think Bob's parents felt when they saw Elvis dancing?

2 Which generation was keen on Elvis's music?

3 What kind of music do you think Bob's parents listened to?

4 What was special about Elvis's music?

Build your vocabulary

- 5 ★★ Match sentence halves 1–6 with a–f.

- | | |
|------------------|----------------------------|
| 1 He isn't crazy | a at dancing. |
| 2 I'm bored | b from other gadgets. |
| 3 We're good | c about hip hop. |
| 4 He's famous | d to their grandparents. |
| 5 It's different | e for his novels. |
| 6 They're polite | f with watching this film. |

Language point: Giving examples

- 1 ★ Read the sentences and circle the phrases for giving examples.

We used to go on holiday to seaside towns such as Brighton.

- 1 Lots of pop icons are American, for instance, Madonna.
- 2 They used to buy lots of gadgets like digital watches.
- 3 I can say a few things in Polish, for example, *Dziękuję* means *Thank you*.
- 4 Artists such as Jackson Pollock and Mark Rothko became very popular in the 1950s.

- 2 ★★ Rewrite the sentences using the phrases in exercise 1.

Does she get upset about things? Does she get upset about being old?

Does she get upset about things like being old?

- 1 My dad loves reggae music. He loves Bob Marley's songs.

- 2 They used to have protests against lots of things. They used to have protests against the Vietnam War.

- 3 I often get together with my family. We usually meet at the café on Princes Street.

TASK

- 3 ★★ Read the notes. Then complete the essay.

THE NINETIES

Good times: people richer, more leisure

Bad times: Gulf War (1990), people worrying about the future

Music: Hip hop and rap, pop-punk and grunge bands, e.g. Nirvana and Pearl Jam

Female musicians: Shakira, the Spice Girls

End of the decade: internet changed the world

1999: millions have a computer and the internet at home

- 4 ★★★ Read the notes. Then write an account of the eighties.

THE EIGHTIES

Good times: fall of the Berlin Wall (1989), end of the Cold War

Bad times: food crisis in Ethiopia, war in the Middle East, big protests in Europe and the USA against the Vietnam War

Films of the decade: *Star Wars*, *Jaws*, *Indiana Jones*

Music: MTV launched in 1981, Live Aid concert in 1985 (raising money to help the people in Ethiopia)

Rock, heavy metal and punk bands, e.g. Iron Maiden (UK), Guns N' Roses (USA)
Pop music, e.g. ABBA (Sweden), Michael Jackson (USA)

1982: first music CD produced in Germany

End of the decade: CDs, video games and camcorders become popular, many people have CD player and game console at home

THE NINETIES

In the nineties there were good times and important events such as establishing the European Union in 1993. People had more money and more free time.

There were some bad times, for instance ¹_____ started ²_____ and people ³_____ the future.

In the world of music, ⁴_____ were really popular. Female musicians such as ⁵_____ had a big impact in the 1990s, too.

By the end of the decade, ⁶_____ had changed the world. In 1990, it started to ⁷_____ popular. By 1999, ⁸_____ of people ⁹_____.



Kurt Cobain of Nirvana,
December 1993

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

☐ ☐ ☐ ☐ I need to try this again.

☐ ☐ ☐ ☐ I am happy with this.

☐ ☐ ☐ ☐ I could do this better.

☐ ☐ ☐ ☐ I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

Past decades

- 1 Complete the sentences with the nouns in the box.

craze economy gadgets icon
invention poverty protest war

- The car was a new _____ about 130 years ago.
- Many people lost money after the problems with the _____ in 2009.
- The Iraq _____ ended in the Noughties.
- Michel Jackson was a pop _____.
- _____ like the Walkman were popular in the 1980s.
- Many old people in the world live in _____.
- There was a _____ for rock'n'roll.
- My grandad went on a _____ against the Vietnam War in the 1970s.

- 2 Write sentences with *used to* or *didn't use to*.

When my parents were children ...

- they / have / mp3 players

- teenagers / listen to / hip hop

- they / watch / cartoons on TV

- people / drive / electric cars

- people / play / computer games

- online shopping / be / popular

- people / wear / flared trousers

- they / go on holiday / every summer

I can talk about my habits when I was younger.

MY EVALUATION ☐ ☐ ☐ ☐

READING ■ Comparing generations

- 3 Choose the correct words to complete the text.

The Generation Gap

The older generation often complains that today's teenagers are very different ¹ _____ young people in the 1970s. In the past, teenagers used to be more polite ² _____ the older generation. They were keen ³ _____ books and outdoor activities as well. Today, adults often complain that modern teens aren't as polite. They say teens aren't interested ⁴ _____ books and they get bored ⁵ _____ things very quickly. They're just crazy ⁶ _____ texting.

- | | | |
|----------|---------|---------|
| 1 a for | b from | c about |
| 2 a for | b to | c with |
| 3 a on | b with | c at |
| 4 a in | b for | c at |
| 5 a from | b about | c with |
| 6 a with | b about | c on |

I can understand a text comparing past and present generations.

MY EVALUATION ☐ ☐ ☐ ☐

LANGUAGE FOCUS ■ Past perfect and past simple

- 4 Complete the sentences. Use the past perfect and past simple in each sentence.

- Alexander the Great _____ (create) an empire by the time he _____ (be) 25.
- I _____ (want) to call you, but Mark _____ (not give) me your number.
- We _____ (not get) her a present before we _____ (go) to her birthday party.
- My mum _____ (get) her driving licence after we _____ (buy) a new car.
- It _____ (be) rainy and they _____ (forget) to take umbrellas.
- I _____ (not get) to school on time because I _____ (get up) late.

I can talk about events at different times in the past.

MY EVALUATION ☐ ☐ ☐ ☐

VOCABULARY AND LISTENING ■ Uses of get

- 5 Complete the dialogue with the words in the box.

driving licence a job married up
bus to work

- Amy** Grandma, what was it like when you were young?
Gran Well, I met my husband, your grandfather, when I was 19. After we'd got ¹_____, I got ²_____ in a car factory. I used to get ³_____ at five o'clock in the morning in those days.
Amy Why so early?
Gran I had to get ⁴_____ by six o'clock, and I used to walk every morning. In those days, nobody had a car. I didn't get a ⁵_____ until I was 33!
Amy Didn't you get tired when you walked to work every day?
Gran Not at all. I was fitter back then. I used to get the ⁶_____ when it snowed, but I liked walking. Life was slower in those days.

I can understand people talking about their memories.

MY EVALUATION ☐☐☐☐

LANGUAGE FOCUS ■ Past simple and continuous

- 6 Choose the correct words.
- Did you get / Were you getting upset while you read / were reading my poem?
 - When I walked into the room, Sam read / was reading a book and Jim solved / was solving a crossword puzzle.
 - My bike broke down / was breaking down so I got / were getting the bus to work.
 - I saw / was seeing Pippa while I walked / was walking home.
 - We drove / were driving through the desert when our car broke down / was breaking down.
 - What did you do / were you doing after I called / was calling you last night?

- The last time I looked / was looking out of the window, I saw / was seeing some clouds.
- Did you see / Were you seeing me while I danced / was dancing with Alex?

I can talk about past events and memories.

MY EVALUATION ☐☐☐☐

SPEAKING ■ Talking about past events

- 7 Complete the words in the dialogue.

- Grandad** Did I ¹e _ _ _ tell you ²a _ _ _ the family crisis?
William No. When ³w _ _ ⁴t _ _ _?
Grandad It was around fifteen years ago now. The worst ⁵b _ _ was when we lost the house.
William Oh, no! What ⁶h _ _ _ _ _ then?
Grandad We had to live in a caravan.
William That sounds terrible!

I can talk about events in the past.

MY EVALUATION ☐☐☐☐

WRITING ■ Describing a decade

- 8 Complete the text with sentences a–i. There is one sentence you do not need.

The sixties

The 1960s was a decade which
¹_____. They only remember
²_____. One of the most memorable
 events ³_____, when American
 astronauts ⁴_____. In the world
 of fashion, ⁵_____. In the music
 charts, ⁶_____. The Scottish actor
 Sean Connery ⁷_____. By the end of
 the decade, scientists ⁸_____, like
 satellites and lasers.

- the good times
- the Beatles were number one
- was the first moon landing
- miniskirts were really popular
- my grandparents always talk about
- had made many important inventions
- invented cassettes and halogen lamps
- starred in the first five James Bond films
- walked on the moon in 1969

I can write an account of a decade.

MY EVALUATION ☐☐☐☐

VOCABULARY ■ Relationships

1 ★ Choose the correct words.

- 1 Yasmin and Harry have got a lot in **common** / **an argument**. They both love cycling.
- 2 Adrian is **getting on with** / **going out with** his friends tonight. They're going to an Italian restaurant.
- 3 When did you first **get to know** / **make up** Lydia and Ellie?
- 4 Maria has already **introduced** / **made friends with** the new girl in our class.
- 5 Hugo **got engaged** / **fell out with** some of his friends last week.
- 6 Does your cousin want to **get married** / **get to know** next year?
- 7 Did you **make up with** / **introduce** Freddie? I know you had an argument with him two days ago.
- 8 I always **fall out with** / **get on with** my teacher. She's very nice.

2 ★★ Write words for the definitions.

When you start to become friends with somebody.

get to know

- 1 When a man and a woman become husband and wife.

- 2 When two people shout at each other.

- 3 When you promise to marry somebody in the future.

- 4 When you say to somebody, 'This is my friend, Peter.'

- 5 When you were angry with somebody but now you are friends again.

- 6 When you have a good relationship with somebody.

- 7 When you are angry with somebody and you stop speaking to them or seeing them.

3 ★★ Complete the dialogues with the words in the box.

get on with meet make get to know
have an argument introduced
have got a lot in common go out with

'Do you get on with your sister?'

'Not really. We have an argument about something at least once a day!'

1 'Where did you _____ your best friend?'

'My cousin Clare _____ me to her on the bus.'

2 'Why do you _____ Dylan every weekend?'

'We _____. We both enjoy going to the cinema.'

3 'Do you often _____ friends with new people at parties?'

'No, I find it difficult to _____ strangers.'

4 ★★★ Complete the text with words from exercises 1, 2 and 3. Use only one word for each gap.

Gossip News

Jodie says 'goodbye' to Jake

Big Brother TV star Jodie Smith has fallen out with her boyfriend Jake Lewis. Jodie first ¹_____ DJ Jake at a club in London three years ago. A good friend ²_____ them and they immediately got ³_____ very well. Jodie and Jake soon began to go ⁴_____ together. Some people thought that they might get ⁵_____ and then get ⁶_____ one day.

But last week they had an ⁷_____ at a party and now they have separated. Jodie's friends say that it is a pity because the couple have got a lot in ⁸_____. They think that Jodie will soon start to miss Jake and want him back.

Perhaps they will get together again – we can only wait and see.

Present perfect + *just, still, already* and *yet*

- 1 ★ Order the words to make sentences and questions.

you / have / yet / Natalie / to / spoken / ?

Have you spoken to Natalie yet?

1 still / already / haven't / six o'clock /
but I / finished / it's / my homework

2 Ela / Tom / and / just / engaged / got / have

3 arguments / had / already / we've / today /
two

4 any / hasn't / Jessica / at / still / friends /
made / school

5 met / parents / your / have / boyfriend /
yet / your / ?

6 friends / already / have / him / I / my / to
introduced / all

- 2 ★★ Write sentences in the present perfect using the words in the box.

yet / not repair / the computer
still / not do / the homework
~~already / finish / the exam~~
just / win / the competition



He's already finished
the exam.



1



2



3

Present perfect + *for* and *since*

- 3 ★★ Complete the sentences. Use the present perfect form of the verbs in the box and *for* or *since*.

not have know write work live
watch not rain be play

Has this cheese been in the
fridge for more than a month?

1 My sister _____ her friend Kate
_____ 2010.

2 We _____ that TV series _____
about three years.

3 It's really hot and dry this year. It
_____ at all _____ May.

4 They _____ basketball for the same
team _____ they were five.

5 _____ your dad _____ in the
same office _____ twenty years?

6 Tara _____ a day off school
_____ a long time.

7 _____ you _____ in this house
_____ last June?

8 That famous author _____ three new
books _____ last summer.

- 4 ★★★ Write sentences using the present perfect and *for* or *since*. Use the words in the boxes and your own ideas.

I my mum / dad my brother / sister
my best friend my school friends

like (a band / pop star / sports star)
know (a friend / boyfriend / girlfriend)
play (sport / musical instrument)
live in (a town or village / a flat or house)
study (a language / subject)
have (a pet / mp3 player / computer)

My best friend has liked the band Kings of Leon for
about three years.

1

2

3

4

5

6

- 1 ★ Complete the table with the words in the box.

unforgettable fascinating exhausting
hilarious outstanding awful gorgeous
terrifying revolting furious

Positive	Negative
unforgettable	

- 2 ★★ Choose the correct answers.

I've just read an article about the life of Picasso. It was _____.

a furious **b fascinating** c revolting

1 We cycled up a high mountain. It was really _____ and I needed to sit down when we reached the top.

a exhausting b hilarious c outstanding

2 She's _____ with her boyfriend because he's forgotten her birthday again. I've never seen her so angry!

a hilarious b unforgettable c furious

3 My friend Mark wants to go out with Lucy. He thinks she's _____.

a terrifying b gorgeous c furious

4 I had a fantastic first date with my boyfriend. It was _____ – I'll always remember it.

a fascinating b awful c unforgettable

5 That new Ben Stiller film really made me laugh a lot. It was _____.

a hilarious b terrifying c gorgeous

6 'Are you afraid of snakes?' 'Yes, I think they're _____!'

a outstanding b terrifying c exhausting

7 I didn't enjoy the meal. It was _____!

a revolting b furious c fascinating

8 We loved the classical music concert. The orchestra was _____.

a hilarious b awful c outstanding

- 3 ★★ Complete the dialogues with the words in the box.

outstanding fascinating terrifying
furious unforgettable revolting

'The singer at that concert was good.'

'Good? I thought she was outstanding.'

1 'What did you think of those new lemon sweets?' 'They were _____. Don't buy them again.'

2 'Did your sister come home late last night?' 'Yes. My dad was _____!'

3 'Is that programme interesting?' 'I'm watching a documentary about how stars are born. It's _____!'

4 'Did you enjoy your surprise birthday party?' 'Yes, I'll remember it forever. It was _____.'

5 'Shall we go back to the fun fair today?' 'No, thank you! Some of the rides were _____!'

- 4 ★★★ Complete the postcard with extreme adjectives.

Hi Jessica!

I'm on holiday in Edinburgh with my family. There are so many interesting places to see – it's a really fascinating city. We've just been to the theatre to see a funny American comedian who told some ¹_____ jokes. He was good-looking too – really ²_____!

Yesterday morning, we climbed a big hill called Arthur's Seat. It took a long time and it was completely ³_____. But at the top we had a very good view over the city.

Today, I tried some traditional Scottish food called haggis. It's like a big sausage. My dad loved it but I thought it was ⁴_____!

Guess what? I've already lost my camera. My mum is ⁵_____ because I always lose things!

Tomorrow night, we're going on a 'ghost walk' to visit the old parts of the city in the dark. I'm rather afraid – I think it will be ⁶_____!

See you next week

Ellen



Present perfect and past simple

1 ★ Choose the correct words.

We've known / We knew Anna and Joe for ten years. We're really good friends now.

- 1 Have you seen / Did you see Paul this week?
- 2 When has your sister met / did your sister meet her boyfriend?
- 3 What's that noise? Have your neighbours bought / Did your neighbours buy a new dog recently?
- 4 I've talked / I talked to my grandparents on the phone last week.
- 5 So far this week we've seen / we saw two hilarious films on TV.
- 6 Have your friends bought / Did your friends buy tickets for the concert yesterday?
- 7 My younger sister has started / started school six months ago.
- 8 Simon has been / was at the beach for hours. I think he's having a great time there.

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

- David Have you ever visited (visit) Disneyland Paris?
- Carla Yes, I ¹ _____. It's fantastic!
- David When ² _____ you _____ (go) there?
- Carla I ³ _____ (go) with my mum last weekend.
- David Really?
- Carla Yes. We ⁴ _____ (travel) there by train on Friday evening and we ⁵ _____ (leave) on Sunday morning. But my dad ⁶ _____ (not come) with us.
- David ⁷ _____ he _____ (be) there before?
- Carla No, he ⁸ _____. He hates places like that. He ⁹ _____ (not visit) a theme park since 1985 when he ¹⁰ _____ (be) fourteen years old!
- David And what ¹¹ _____ you _____ (think) of the rides?
- Carla I really ¹² _____ (like) them all – especially the Big Thunder Mountain ride. It's terrifying! ¹³ _____ you ever _____ (see) a photo of it?
- David No, I ¹⁴ _____. But I ¹⁵ _____ (hear) a lot about it. It sounds great.

Present perfect simple and continuous

3 ★★ Write sentences and questions using the present perfect simple or continuous.

Grace looks really hot!

she / run / ? Has she been running?

- 1 I heard your neighbour lost her cat yesterday. she / find / it / ? _____
- 2 That's my brother on the floor over there! he / hurt / his leg _____
- 3 We want to play tennis but we can't. it / rain / for hours _____
- 4 Where's my wallet? It isn't in my bag. somebody / take / it _____
- 5 I'm furious with George. He isn't answering his phone and I need to talk to him. I / call / him / all day _____
- 6 Rachel is very unhappy. she / fall out with / her best friend _____
- 7 The children have got very red eyes. they / cry / ? _____

4 ★★★ You have been at home with a friend all afternoon. Your mum comes back and asks you: *What have you been doing?* Write sentences using the present perfect continuous. Use the phrases in the boxes and your own ideas.

tidy my desk revise for the exam
speak English learn French vocabulary
practise the piano write a letter
do my homework read a book

not chat on the internet
not eat a lot of sweets
not listen to loud music
not talk on the phone
not read a magazine
not play on the computer

I've been cleaning my room. We haven't been watching TV.

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

1 ★ Read the text. Tick ✓ the correct box.

The text is about ...

- a ☐ two footballers who get married.
- b ☐ two football fans who get married.
- c ☐ a footballer who marries a TV star.

In love with football

At 11 o'clock this morning, James and Fiona will look deeply into each other's eyes, exchange rings and become husband and wife. But at this wedding, there will be no church bells or quiet music. This is because they have decided to get married on the huge pitch at Sheffield Wednesday football club.

The couple's friends and family will wear blue and white striped football kit. During the ceremony they will be able to join the couple in singing some of the club's famous football songs.

James, 28, first met Fiona, 29, at a Sheffield Wednesday match in 2008 when a friend introduced them to one another in the club shop. They've been to every game since then except for one match when Fiona was ill.

'I've supported Wednesday for over twenty years,' says James. 'It was a dream come true to fall in love with another fan. We've got a lot in common – we occasionally have an argument but we've never argued about our favourite team!'

'We've been saving up for two years to pay for the wedding,' smiles Fiona, 'and we've chosen to have our reception in the club restaurant. It's going to be an unforgettable day for all of us!'

2 ★★ Read the text again. Are the sentences true or false?

James and Fiona will get married at midday.
false

- 1 They will get married in a church. _____
- 2 Everybody will have to sing football songs at the wedding. _____
- 3 The couple first met in the club shop. _____
- 4 They have been to every Sheffield Wednesday match since they met. _____
- 5 James and Fiona never have any arguments. _____
- 6 Fiona thinks that it will be a very memorable day. _____

3 ★★ Match words 1–6 with definitions a–f.

- | | |
|------------------|--|
| 1 exchange | a not very often |
| 2 kit | b a long thin line of colour |
| 3 occasionally | c give one thing and get another thing for it |
| 4 save up | d keep money to buy something later |
| 5 stripe | e be a fan of a sports club |
| 6 support a team | f all the clothes that you wear to play a particular sport |

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

What will James and Fiona exchange at the wedding?

They will exchange rings.

- 1 What will many of the guests wear?

- 2 How old are James and Fiona?

- 3 Who introduced James to Fiona?

- 4 How long has James been a Sheffield Wednesday fan?

- 5 How long have James and Fiona been saving up for the wedding?

- 6 Where will the reception be?

Build your vocabulary

5 ★★ Complete the sentences with the words in the box.

in from about in to with of in

- 1 They're thinking of getting married.
- 2 Do you agree _____ arranged marriages?
- 3 Fatima's husband comes _____ the USA.
- 4 Not all relationships end _____ marriage.
- 5 Did your brother get married _____ Anna?
- 6 My sister has fallen _____ love again.
- 7 Do you believe _____ love at first sight?
- 8 I dreamt _____ you last night.

Language point: both and neither

1 ★ Choose the correct words.

Those cafés are excellent. Both / Neither of them have outstanding food.

- 1 You can't join our football team. **Both** / **Neither** of you knows how to play.
- 2 My parents were late for the train. Both of them **walks** / **walk** slowly.
- 3 We went to the cinema because we **both** / **neither** wanted to see the film.
- 4 It's our first visit to Paris. **Neither** / **Both** of us has been here before.
- 5 Why don't you sit down? Both of you **looks** / **look** tired.
- 6 This TV programme is hilarious! **Both** / **Neither** of us are really enjoying it.

2 ★★ Write present simple sentences with both or neither.

neither / us / like / playing golf

Neither of us likes playing golf.

- 1 both / you / want / to buy / the new CD
- 2 neither / them / study / French or German
- 3 both / us / like / strong coffee
- 4 neither / them / miss / their friend Peter
- 5 both / my parents / speak / English
- 6 neither / you / be / invited / to my birthday party

TASK

3 ★★ Read Mia's diary. Then complete the email.

Delete Reply Reply All Forward New Mailboxes Get Mail

Hi Jo

How are things in London? Have you made any new friends? Have you been to Madame Tussauds yet?

I told you about my plans to move to a new school – well, I've just started there this week. On the ¹ _____ day I sat next to a ² _____ called Lucy who was very nice to me. We ³ _____ on really well. ⁴ _____ of us are interested in art, music and fashion, so we have a lot in ⁵ _____. She said we could go to the art gallery together on Saturday.

The ⁶ _____ day Lucy told me she wanted to be my best friend. I said that I was new to the school and I wanted to be friends with ⁷ _____ the students in my class. Lucy ⁸ _____ to me since then and I'm not ⁹ _____ at school any more!

Have you made any plans for the weekend? Do you fancy coming to Canterbury for a day? I'd really like to see you!

Mia

17 May

Day one at the new school. I sat next to one of the girls – Lucy. She was really kind. We talked about art, music and fashion. We like the same things!

18 May

Lucy would like to be my best friend. But I'm new and I want to be friends with everybody in the class – not just her.

19 May

Lucy isn't speaking to me now and I feel really unhappy and lonely!



4 ★★★ Write an email to a friend.

Give your news and invite him / her to join the dance club or the sports club. Use the notes in one of the boxes and your own ideas.

just started at a new dance club / don't know anybody / feel shy / want to make friends but can't talk to anybody / worry a lot about next week / need a partner

joined new sports club / played tennis on Monday / want to play volleyball but not enough people for a team / four other friends joined but need one more / coach very friendly

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

☐ ☐ ☐ ☐ I need to try this again.

☐ ☐ ☐ ☐ I am happy with this.

☐ ☐ ☐ ☐ I could do this better.

☐ ☐ ☐ ☐ I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

Relationships

- 1** Complete the sentences with the words in the box.

married argument introduce
engaged friends know common

- 1 Olivia and Mark have just had a big _____. They're both furious!
- 2 Can you _____ me to that boy? He looks friendly.
- 3 It's easy to make _____ at our school. Everybody is really nice.
- 4 Paul and his girlfriend got _____ yesterday. They're going to get _____ next year.
- 5 'Do you have a lot in _____ with your cousin?' 'No, we like different things.'
- 6 I like Isaac. I want to get to _____ him better.

- 2** Write sentences and questions using the present perfect.

- 1 I / just / meet / your friend Rashid

- 2 they / already / be / to Paris / ?

- 3 Emily / made up / with / her boyfriend / yet / ?

- 4 your cousin / get married / yet / ?

- 5 we / still / not see / your wedding photos

- 6 I / already / phone / Karl / about the party

- 7 Andrew / just / ask / me / to go out with him

I can talk about friends and relationships.

MY EVALUATION ☐ ☐ ☐ ☐

READING ■ Marriage

- 3** Match sentence halves 1–6 with a–f.

- | | |
|--------------------------|---------------------|
| 1 I don't always agree | a of marrying Jim. |
| 2 Jessica is thinking | b in an argument. |
| 3 All the presents come | c with traditions. |
| 4 Jill has got engaged | d from a big shop. |
| 5 The conversation ended | e in love with you. |
| 6 Charlie has fallen | f to a Polish man. |

I can understand a text about marriage.

MY EVALUATION ☐ ☐ ☐ ☐

LANGUAGE FOCUS ■ Present perfect + *for* and *since*

- 4** Complete the sentences. Use the present perfect form of the verbs in brackets, and *for* or *since*.

- 1 We _____ (know) Aziz _____ 2009.
- 2 My grandmother _____ (live) here _____ thirty years.
- 3 _____ you _____ (be) in this class _____ a long time?
- 4 My little brother _____ (have) a bike _____ September.
- 5 She _____ (not work) in that shop _____ last summer.
- 6 They _____ (not see) Jennifer _____ six months.
- 7 My grandfather _____ (work) as a professional singer _____ about five decades.
- 8 Ruth _____ (not eat) meat or fish _____ she was eight years old. She is a vegetarian.

I can talk about how long I have done something.

MY EVALUATION ☐ ☐ ☐ ☐

VOCABULARY AND LISTENING ■ Extreme adjectives

5 Complete the sentences with an adjective.

- 1 We've just seen that new horror film. It was t _____!
- 2 'Have you read any interesting books?' 'Yes, this one here is f _____.'
- 3 I haven't seen that funny TV programme but it sounds h _____.
- 4 'Have you ever run ten kilometres?' 'Yes, it was e _____!'
- 5 My grandfather has eaten sushi. He didn't like it and said it was r _____.
- 6 'Has your mum ever played any of your computer games?' 'Yes, she thought they were a _____!'
- 7 'Have you seen that fantastic show at the theatre?' 'Yes, it was o _____.'
- 8 I've broken my brother's new DVD player. He's f _____!

I can use extreme adjectives to describe experiences.

MY EVALUATION □□□□

LANGUAGE FOCUS ■ Present perfect and past simple • Present perfect simple and continuous

6 Choose the correct words.

- 1 We've known / We knew our neighbours for ten years. They often come for dinner
- 2 Turn off the TV! You've watched / You've been watching it for hours!
- 3 I've talked / I talked to my grandparents on the phone last night.
- 4 So far this week we've seen / we saw two great films on TV.
- 5 She's read / She's been reading her new book all day but she hasn't finished it yet.
- 6 I'm going out because I've finished / I've been finishing all my homework.
- 7 When has your sister met / did your sister meet her boyfriend Nathan?
- 8 You've got food all over your T-shirt. Have you cooked / Have you been cooking?

I can talk about things that happened or started in the past.

MY EVALUATION □□□□

SPEAKING ■ Invitations

7 Put the dialogue in the correct order. Number the sentences.

- ☐ Harry Yes, it's fantastic. I'm going there tomorrow. Do you fancy coming?
- ☐ Ellie All right. See you tomorrow then. Bye!
- ☐ Harry Hi Ellie! I haven't seen you for a while. How are things?
- ☐ Ellie No, I haven't. But I've heard it's brilliant.
- ☐ Harry Nine o'clock, I think. But I'll text you later, OK?
- ☐ Ellie Yes, I'd love to. That would be great. What time?
- ☐ Harry Fine, thanks. Have you been to that new sports centre yet?
- ☐ Ellie Not bad. How are you?

I can make and respond to invitations.

MY EVALUATION □□□□

WRITING ■ An email to a friend

8 Complete the email with the words in the box.

fancy time know done reckon
plans sitting went

Hi Yasmin

How are you? I hope you had a great ¹ _____ last weekend in Paris. I ² _____ to a big concert in London. It was really good but it was exhausting!

Have you made any ³ _____ for next weekend? Do you ⁴ _____ coming cycling near Cambridge with Alice and me? I haven't ⁵ _____ much exercise this week. I've been ⁶ _____ in front of my computer all the time!

I've attached a map of the roads around Cambridge so you can have a look. What do you ⁷ _____? Alice thinks it sounds like a lot of fun. I hope you can come. Let me ⁸ _____ then.

Amy

I can write an email invitation to a friend.

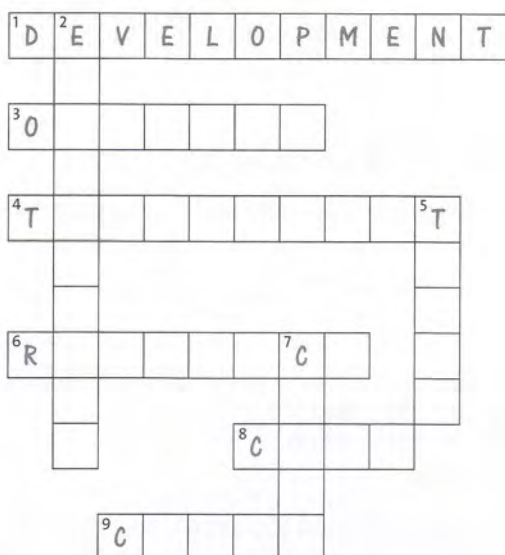
MY EVALUATION □□□□

VOCABULARY ■ Medical science

1 ★ Write the noun form of the verbs.

verb	noun
discover	d i s c o v e r y
1 develop	d _ _ _ _ _
2 operate	o _ _ _ _ _
3 prevent	p _ _ _ _ _
4 suffer	s _ _ _ _ _
5 treat	t _ _ _ _ _

2 ★★ Complete the crossword.



- 1 a new product or invention
- 2 a scientific test
- 3 cut into the body to repair or remove something
- 4 an organ moved from one person to another
- 5 give medical care to a person who is ill
- 6 a careful study or investigation
- 7 something that produces an effect
- 8 a medicine or treatment that helps someone to get better
- 9 a biological copy

3 ★★ Complete the sentences using a noun or a verb.

The discovery of penicillin has changed modern medicine.

- 1 Can the flu c _ _ _ _ _ death?
- 2 The d _ _ _ _ _ of new drugs is very important.
- 3 Will he get better? Is there a c _ _ _ _ _ for this type of flu?
- 4 They gave him a kidney t _ _ _ _ _ two weeks ago. Now he feels much better.
- 5 Did they t _ _ _ _ _ you for a long time in hospital?
- 6 This c _ _ _ _ _ might not live as long as a natural sheep.
- 7 We can't p _ _ _ _ _ cancer but we can p _ _ _ _ _ AIDS.
- 8 They are going to o _ _ _ _ _ on my leg tomorrow.

4 ★★★ Complete the text with medical science words.

Animal experiments



Why do scientists experiment on animals?

More than 350 years ago, scientists ¹ _ _ _ _ _ that animals have got similar bodies and organs to humans. So, in order to ² _ _ _ _ _ human diseases, scientists tested new ³ _ _ _ _ _ on animals before they gave them to humans. They say that without doing ⁴ _ _ _ _ _ on animals, they wouldn't be able to ⁵ _ _ _ _ _ as many diseases. Animal rights campaigners disagree. They say that a lot of animals ⁶ _ _ _ _ _ and that it is cruel and unnecessary.

could, can, will be able to

1 ★ Choose the correct words.

I always play football with Sam and Bill on Tuesdays, so I **couldn't** / **won't be able to** go to the cinema with you next Tuesday.

- 1 I **could** / **can** swim ten years ago. I learnt when I was five.
- 2 People **can** / **will be able to** live on Mars one day.
- 3 She reads the BBC website because she **can** / **could** speak English.
- 4 **Could** / **Can** you ride a bike five years ago?
- 5 I **can't** / **couldn't** find the book that you wanted so I stopped looking.
- 6 My mum **couldn't** / **can't** drive. She hasn't got a driving licence.
- 7 It was too noisy in the room and I **couldn't** / **can't** hear what the teacher was saying.
- 8 I'm afraid I **won't be able to** / **couldn't** play tennis with you tomorrow. I'm going to meet my cousin.

2 ★★ Choose the correct verb in brackets and complete the text with affirmative and negative forms of *could, can* and *will be able to*.

Advances in Medical Science



Two hundred years ago, medical science was very basic and doctors could perform (perform / suffer)

only simple operations. They ¹ _____ (cut / use) X-rays to see inside their patients until about 100 years ago. Doctors ² _____ (cure / cause) most infections until the discovery of penicillin in 1928.

Recently, there have been incredible advances in medical science. Scientists ³ _____ (experiment / clone) animals these days but they ⁴ _____ (clone / prevent) humans yet.

In the future, doctors ⁵ _____ (operate / discover) on people using nanobots. People ⁶ _____ (sleep / live) longer, perhaps 150 years, but we ⁷ _____ (live / transplant) forever!

may, might, could, must, can't

3 ★★ Complete the sentences with *may / might / could, must* or *can't*.

That boy can't be Lee. He's too tall, and Lee never wears a baseball cap.

- 1 The operation was successful! You _____ be really pleased.
- 2 He's very ill. He _____ need a transplant. The doctor isn't sure.
- 3 Their umbrellas are wet. It _____ be raining.
- 4 It's still dark outside. It _____ be 9 a.m. yet.
- 5 He's wearing a white coat. He _____ be a doctor, or he _____ be a nurse.
- 6 I _____ go out later, it depends on the weather.
- 7 You've been driving all day. You _____ be tired.
- 8 'Is your phone ringing?' 'No, it _____ be mine. I left it at home this morning.'

4 ★★★ Describe the photo. Use *may / might / could, must* or *can't*, the phrases in the box and your own ideas.

about 15 / 45 / 65 a farmer a lawyer
a doctor on holiday at home at work
Italian British Japanese



She could be a lawyer.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

1 ★ Match phrasal verbs 1–8 with definitions a–h.

- | | |
|---------------|------------------------------------|
| 1 go without | a exercise |
| 2 give up | b stop having something |
| 3 cut down on | c do less of something |
| 4 take up | d stop doing something |
| 5 get over | e move the switch so that it stops |
| 6 work out | f make a short visit |
| 7 call on | g start something |
| 8 turn off | h become well or happy again |

2 ★★ Choose the correct answers.

Bryan was really disappointed when his team lost the match, but I'm sure he'll _____ it soon.

- a call on **b get over** c give up

1 I've hurt my knee. The doctor says I should _____ football for a few months.

- a work out b take up c give up

2 'I'm bored.' 'You should _____ blogging. It's fun.'

- a take up b go without c turn off

3 Don't worry about your ex-boyfriend. Go out, get together with your other friends and you'll _____ him quickly.

- a cut down b work out c get over

4 We haven't seen Jenny for ages. Let's _____ her after school tomorrow.

- a call on b turn off c go without

5 I want to be healthier, so I'm going to _____ sugar for a while.

- a take up b go without c work out

6 My brother is overweight. The doctor says he must _____ junk food and do some exercise.

- a cut down on b call on c take up

7 I don't want to _____ the TV yet. I love this show.

- a work out b get over c turn off

8 He isn't fit enough. The doctor says he should _____ three times a week.

- a go without b work out c give up

3 ★★ Complete the text using phrasal verbs.

Amy Guess what? Uncle Tomasz is going to run a marathon next month, can you believe it?

Dan What? I can't hear you. Turn off the TV.

Amy I said, Uncle Tomasz is going to run a marathon next month!

Dan A marathon? No way!

Amy Seriously! He's already planning it. First, he has to ¹_____ up smoking completely.

Dan Wow. No more cigarettes? Do you think he can ²_____ without cigarettes?

Amy He says he'll ³_____ down to five a day this week, and then one a day next week.

Dan Is he going to ⁴_____ up sport?

Amy Yes, he's joined the same gym as dad. He says he's going to ⁵_____ out every day, starting from tomorrow.

Dan Ha, ha! Will he ever ⁶_____ over the shock of doing exercise?

Amy I don't know. I'm a bit worried.

Dan We should go and support him! Why don't you ⁷_____ on him tomorrow after school?



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

1 Have you ever given up anything?

2 Is there anything you should cut down on?

3 What could you not go without?

4 What hobbies have you taken up recently?

5 How often do you call on your grandparents?

Past modals

- 1 ★ Write sentences using *have / has* and the past participle of the main verb.

I / must / turn off / the computer last night

I must have turned off the computer last night.

- 1 He hasn't gone to the hospital yet.
they / can't / operate / on him

- 2 Helen is crying.
she / could / have / an argument with Ted

- 3 Mum isn't here.
she / might / go / shopping

- 4 He looks happy.
he / must / pass / the test

- 5 She was on her own.
she / can't / get together / with her friends

- 2 ★★ Complete the dialogue.

the car could / kill the driver can't / notice
he must / look you must / see
he might / hurt it must / be
the boy can't / hear the boy must / see

Police Did you see the accident?

Eva I was standing right here ...

Police So you must have seen what happened.

Eva Yes. A boy was waiting to cross the road just over there. ¹_____ the wrong way because a car was coming when he stepped into the road.

Police What did you do?

Eva I shouted but ²_____ me – he didn't stop. I waved at the car, but ³_____ me either because she didn't slow down. At the last moment, ⁴_____ the car, because he suddenly jumped out of the way.

Police ⁵_____ the boy!

Eva Yes. He was very lucky! I saw him fall over, so ⁶_____ his arm. He can't have injured his legs or feet though, because he got up immediately and ran to the side of the road.

Police Thank you. ⁷_____ a shock to see this happen.

- 3 ★★ Complete the sentences using *might / could, can't or must + have + past participle*.

'Where's Josh? 'I don't know. He might have called on some friends.' (call on)

- 1 Jo wasn't at school today. You _____ him in the school library this afternoon. (see)
2 I'm not sure why my sister was crying. She _____ something. (lose)
3 Layla asked for my phone number again. She _____ it. (forget)
4 'Who rang the door bell?' 'I'm waiting for a parcel. It _____ (be) the postman.'
5 United were losing 7-0 after the first half. They _____ the match! (won)

- 4 ★★★ Write three sentences about each photo using *might / could, can't or must*. Use the ideas in the box and your own ideas.

take up running the day before get married
know each other for a long time be fit
lose weight go to work this morning



- 1 He looks very healthy! He must be very fit.

- 2 They look so happy. _____

should, must, have to

- 5 ★★ Write sentences about your school rules. Use the affirmative and negative of *should, must and have to*.

We must be polite to our teachers.

- 1 We _____ run in the corridors.
2 We _____ wear a school uniform.
3 We _____ read books during the lunch break.
4 We _____ do homework every day.
5 We _____ fall asleep in class.

- 1 ★ Read Mark's letter to a magazine. Tick ✓ the correct box.

Mark Gallagher wrote the letter to ...

- a ☐ give advice.
b ☐ ask for advice.
c ☐ explain how to prevent stress.

Ask Rosie



Dear Rosie

I'm seventeen years old and my life is really stressful. I've got homework, exam preparation, extra science classes and football practice – and after school, I help my parents around the house! Is being a teenager always this tough? Whoever said that schooldays are the happiest days of your life can't have gone to a school like mine. These can't be the happiest days of my life! I'm really suffering. What should I do?

Mark Gallagher, Wallingford

Have a laugh with friends

Dear Mark

Yes, being a teenager is stressful, so don't worry! Few parents realize that life today is so much faster than it used to be. Although adults romanticize their childhood, they must have studied and worked hard too. Here are four great stress cures. Follow them, and you'll be able to live a busy but happy life.

- A** Exercise at least three times a week. You can do sports or work out – or even walk the dog. Exercise relaxes your body and your brain.
- B** Help your mind to relax. Discover new interests like judo, sudoku or even fishing!
- C** 'You are what you eat.' You might enjoy burgers, chips and sugary food, but this diet makes your body scream: 'No! Stop!' Listen to your body, go without junk food, and feel the stress melt away.
- D** Social networking sites, emails and text messages are useful, but don't forget the importance of meeting your mates face-to-face. Laughing with friends is the most effective way of preventing stress.

- 2 ★★ Read the text again. Match headings 1–4 with paragraphs A–D.

- 1 Take up something new B
2 Get together with friends —
3 Get fit —
4 Eat right —

- 3 ★★ Match words 1–6 with definitions a–f.

- | | |
|---------------|--|
| 1 tough | a something to eat that isn't very good for you |
| 2 romanticize | b pressure and worry |
| 3 junk food | c difficult |
| 4 melt away | d good friends |
| 5 mates | e disappear |
| 6 stress | f make something seem more exciting or interesting |

- 4 ★★★ Answer the questions. Write complete sentences.

Why is Mark's life stressful?

Because he is too busy.

- 1 How is modern life different from life in the past?

- 2 What do some people say about their time at school?

- 3 Why is exercise important?

- 4 Why might a new hobby reduce stress?

- 5 What shouldn't you eat?

- 6 What is the best way of avoiding stress?

Build your vocabulary

- 5 ★★ Write the noun form of the verbs in bold. Use suffixes **-ist**, **-ness**, **-ence** or **-ment**.

We've **treated** fifty people.

We've given fifty people the treatment.

- 1 Dr Dilks **specializes** in apitherapy.
Dr Dilks is an apitherapy _____.
- 2 Being **lonely** makes people sad.
_____ makes people sad.
- 3 This patient is very ill.
This patient's _____ is serious.
- 4 This research can tell us how **intelligent** people are.
This research tests _____.
- 5 Dr Chandley is a _____.
She knows a lot about **psychology**.

Language point: Discourse markers

1 ★ Choose the correct words.

They are going to operate on him next week.

In addition, / **In conclusion** they are going to transplant a kidney soon.

- 1 **Although** / **All in all**, I am not in favour of experiments on animals.
- 2 This cure is effective. **On the other hand**, / **To sum up**, there can be side effects.
- 3 Its cause is unknown. **Even though** / **What's more**, I don't think scientists will ever find a cure for it.
- 4 The treatment always works **also** / **but** it is expensive.
- 5 Zootherapy can't cure cancer. **Furthermore** / **However**, it can help people suffering from depression.

2 ★★ Complete the sentences with the words in the box.

all in all although but addition
however also

We can operate this week _____ **but** _____ we can't transplant the liver until next week.

- 1 _____ this is a serious illness, I'm sure we can cure her.
- 2 He shouldn't drink coffee or tea. In _____, he should avoid alcohol.
- 3 This is my mobile number. You can _____ contact me at the hospital.
- 4 They can clone sheep and dogs. _____, they can't clone people.
- 5 There are arguments for and against the treatment but, _____, we think it's the best treatment for you.

TASK

3 ★★ Read the task and the notes. Then use the notes and words from exercise 1 to complete the discussion essay.

Are you for or against a complete ban on smoking? Explain your answer.

smoking in public places = illegal
let smokers decide themselves
careful: cigarette ends = fire
smoking is allowed outside bars and restaurants
non-smokers breathe smoke
very bad for smokers' health
other habits bad for health



At the moment, it is illegal to smoke in public places in many parts of the world. However, people can still ¹_____.

One of the arguments for a complete ban on smoking is that smoking ²_____. In addition, people who don't smoke often have to ³_____. Furthermore, smokers must be very ⁴_____. Some fires are caused by cigarettes.

On the other hand, perhaps we ⁵_____ for ourselves. Also, a lot of ⁶_____, for example drinking wine and beer. Should we ban alcohol, too?

⁷_____, I am in favour of a complete ban on smoking. I believe that then we will have a healthier society.

4 ★★★ Read the essay question. Make notes for and against free medical care. Then write a discussion essay.

Are you for or against the government providing free medical care for everyone? Explain your answer.

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

☐ ☐ ☐ ☐ I need to try this again.

☐ ☐ ☐ ☐ I am happy with this.

☐ ☐ ☐ ☐ I could do this better.

☐ ☐ ☐ ☐ I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

Medical science

1 Choose the correct answers.

In the future, people won't ¹_____ from many diseases because doctors will be able to ²_____ almost everything. There'll be a ³_____ for cancer, and surgeons will be able to do any sort of ⁴_____, even a brain ⁵_____!

Today, scientists do medical ⁶_____ on animals. In the future, scientists will ⁷_____ new drugs using computers instead.

- | | | |
|-----------------|----------------|--------------|
| 1 a cause | b suffer | c treat |
| 2 a clone | b prevent | c operate |
| 3 a cure | b transplant | c prevention |
| 4 a operation | b discovery | c cause |
| 5 a prevention | b clone | c transplant |
| 6 a experiments | b developments | c cures |
| 7 a clone | b treat | c develop |

2 Look at the chart. Write sentences with *can*, *could* and *will be able to*.

	2010		now		2020	
	Ali	Ivan	Ali	Ivan	Ali	Ivan
speak English	✓	✗	✓	✓	✓	✓
play the guitar	✗	✓	✗	✓	✗	✓
drive a car	✗	✗	✗	✗	✓	✓

- Ali / speak English / in 2010

- Ivan / speak English / in 2010

- Ivan / play the guitar / now

- Ali / drive a car / now

- Ivan and Ali / drive a car / in 2020

- Ali / play the guitar / in 2020

I can talk about ability and possibility.

MY EVALUATION ☐ ☐ ☐ ☐

READING ■ Alternative therapy

3 Complete the text with the words in the box.

connection depression loneliness
psychologist specialist treatment

Many alternative medicine practitioners believe that there is a strong ¹_____ between the patient's mind and the body. So, instead of seeing a traditional ²_____, patients suffering from ³_____ or ⁴_____ can visit an alternative medicine centre. The centre might recommend homeopathy, music therapy, aromatherapy, or a ⁵_____ such as acupuncture (using tiny metal needles) with a ⁶_____ practitioner.

I can understand a text about alternative medicine.

MY EVALUATION ☐ ☐ ☐ ☐

LANGUAGE FOCUS ■ *may, might, could, must, can't*

4 Complete the texts with *may / might / could, must* or *can't*.

It's an animal and it can fly.

It ¹_____ be a bird or it ²_____ be an insect. It ³_____ have wings. It ⁴_____ be an elephant!

◆ ◆ ◆

It's got two wheels and it goes 60 kilometres per hour.

It ⁵_____ be a car. It ⁶_____ be a bicycle. It ⁷_____ be a motorbike.

◆ ◆ ◆

It's a warm place where you can swim.

It ⁸_____ be a river or the seaside. It ⁹_____ a swimming pool. It ¹⁰_____ be a bath because that would be too small to swim in!

I can talk about things that are possible or certain.

MY EVALUATION ☐ ☐ ☐ ☐

VOCABULARY AND LISTENING ■ Phrasal verbs

- 5 Complete the dialogue using the correct form of the phrasal verbs in the box.

cut down work out go without
take up turn off give up

- Tom Why are you so slim?
Sara I ¹ _____ junk food. I haven't eaten any chocolate for two months!
Tom I might try that, but I couldn't ² _____ burgers!
Sara You could ³ _____ on sugar, though. And you could have a salad instead of chips with your burger.
Tom I suppose so.
Sara You should ⁴ _____ a sport.
Tom But I can't ...
Sara Just do it! ⁵ _____ your computer game and come for a run with me!
Tom That sounds serious.
Sara We can start with one kilometre and we can run a little further each time.
Tom But I hate running ...
Sara What about the gym then? Why don't you come and ⁶ _____ with me tomorrow after school?

I can talk about a healthy lifestyle.

MY EVALUATION ☐ ☐ ☐ ☐

LANGUAGE FOCUS ■ Past modals

- 6 Choose the correct words.

- I can't find my mp3 player. My brother **could** / **can't** have borrowed it.
- Everyone is leaving the stadium. The match **must** / **can't** have finished.
- This film was released earlier this year. You **might** / **can't** have seen it last year.
- I saw Uncle Rob smoking again. He **must** / **can't** have given up yet.
- My phone rang. The caller was 'Home'. It **might** / **can't** have been my mum.
- Ethan's broken his leg. He **must** / **can't** have fallen over again.

I can speculate about the past.

MY EVALUATION ☐ ☐ ☐ ☐

SPEAKING ■ Exchanging opinions

- 7 Choose the correct answers.

- Pam What do you ¹ _____ of the new website?
Joe It's OK, but there ² _____ definitely be more photos.
Lily I ³ _____ really decide, but I ⁴ _____ Joe's right. It's a nice design. However, it isn't very colourful.
Pam I'm not sure ⁵ _____ that. I reckon it ⁶ _____ be more serious. It's about the campaign's message, not about how pretty it looks.
Lily You might be right.
- | | | |
|------------|-----------|-----------|
| 1 a reckon | b think | c decide |
| 2 a could | b might | c should |
| 3 a can't | b mustn't | c haven't |
| 4 a want | b suppose | c decide |
| 5 a about | b on | c at |
| 6 a would | b should | c will |

I can exchange opinions with other people.

MY EVALUATION ☐ ☐ ☐ ☐

WRITING ■ A discussion essay

- 8 Complete the essay with the phrases in the box. Then put paragraphs a–d in the correct order.

more addition in all arguments (x2)
for (x2) against in favour of other hand

- a ☐ On the ¹ _____, cycling can make you hot and tired. You also get wet in the rain.
b ☐ All ² _____, I think cycling is a good idea, although I am not ³ _____ making cycling compulsory.
c ☐ There are ⁴ _____ both ⁵ _____ and ⁶ _____ cycling.
d ☐ One of the ⁷ _____ ⁸ _____ cycling is that it's healthy. Cyclists live longer than people who don't cycle. In ⁹ _____, cycling in the city is faster than going by car because you can avoid traffic jams. What's ¹⁰ _____, a bike is much cheaper than a car.

I can write a discussion essay.

MY EVALUATION ☐ ☐ ☐ ☐

VOCABULARY ■ Travel: nouns

1 ★ Choose the odd word out.

five-star / guided / luxury accommodation

- 1 diving / skiing / city **equipment**
- 2 mosquito / sightseeing / guided **tour**
- 3 luxury / long-haul / five-star **hotel**
- 4 **travel agent** / brochures / net
- 5 day / round-the-world / ticket **trip**

2 ★★ Complete the sentences with travel nouns.

If you're interested in seeing the places in a city, you can go on a sightseeing tour.

- 1 If you want to protect your skin, you must buy s_____.
- 2 If you'd like to find information about a country, you should get a g_____.
- 3 If you don't want insects to bite you, you need a big m_____ n_____.
- 4 If you're interested in visiting Australia, you need to book a l_____ f_____.
- 5 If you want to travel to a place and come back, you need a r_____ t_____.

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

hotel agent return four-star
day city guidebook

- Clara Hi Paula! I hear you've won a holiday from your local travel agent.
What sort of holiday is it?
- Paula A three-day ¹_____ break to Rome.
- Clara Really? I've always wanted to go there. You must be very excited!
- Paula Yes, I am. The holiday includes ²_____ flights, too!
- Clara And where are you staying?
- Paula In a luxury ³_____ – it's ⁴_____ accommodation.
- Clara Brilliant. I like the sound of it.
- Paula And there's a ⁵_____ trip to Pompeii. I've bought a ⁶_____ already!
- Clara Wonderful! Do you need a friend to go with?
- Paula Sorry. I'm taking my mum.

4 ★★ Choose the correct answers.

_____ tickets to Japan are very expensive.

- a Guide **b Return** c Five-star

- 1 Would you like to come on a skiing _____ with us?
a travel b trip c accommodation
- 2 I flew from London to Mexico last month. It was my first _____ flight.
a long-haul b city c skiing
- 3 When you go to Africa, you need to take a mosquito _____.
a book b equipment c net
- 4 Film stars usually stay in expensive hotels. They prefer luxury _____.
a accommodation b trip c break
- 5 My parents went on a city _____ to Lisbon last weekend.
a break b travel c agent
- 6 We stayed in a _____ hotel which was very comfortable.
a long-haul b three-star c return

5 ★★★ Complete the text with words from exercises 1, 2 and 3.

Bored of traditional holidays? Try a short city break to Athens with Alpha Travel

Are you interested in visiting the Greek capital, Athens? But you don't want to travel alone? There is a perfect solution for you! Your local

¹_____, Alpha Travel, is organizing a group holiday to Athens for young people. The trip includes ²_____ to Athens International Airport where a local representative will meet you. You will stay in a small youth hostel near the city centre – it isn't a ³_____ like the Hilton or the Ritz, but it is very friendly and comfortable!

During your four-day stay you will visit the world-famous Acropolis and go to some fascinating museums. There will also be a ⁴_____ to the sunny island of Hydra. You'll need a swimsuit and of course some ⁵_____ – you don't want to get burnt!



be going to

- 1 ★ Complete the table with the words in the box.

aren't 're Is 'm 's Are going
'm not stay to You

Affirmative

I 'm going to ask the travel agent about Paris.
You're going ¹ _____ buy a guidebook.
He / She / It ² _____ going to return soon.
We / You / They ³ _____ going to fly.

Negative

I ⁴ _____ going to book a luxury hotel.
⁵ _____ aren't going to swim.
He / She / It isn't ⁶ _____ to travel by car.
We / You / They ⁷ _____ going to come.

Questions

Am I going to ⁸ _____ in a five-star hotel?
Are you going to travel anywhere this summer?
⁹ _____ he / she / it going to stop here?
¹⁰ _____ we / you / they going to walk?

- 2 ★★ Harry, Ruby and Olivia are going on holiday with their school. Write sentences using the affirmative and negative of *be going to*.

	Harry	Ruby and Olivia
play beach volleyball	X	✓
swim in the lake	✓	X
do a bungee jump	✓	✓
climb some mountains	X	✓
learn to sail a boat	✓	X
make a campfire	X	✓
run in the forest	✓	X

Harry isn't going to play beach volleyball.

- Ruby and Olivia _____ in the lake.
- Harry _____ a bungee jump.
- Ruby and Olivia _____ some mountains.
- Harry _____ to sail a boat.
- Harry _____ a campfire.
- Ruby and Olivia _____ in the forest.

will* and *be going to

- 3 ★★ Complete the sentences with *will* or *be going to*. Use the affirmative or negative form of the verbs in brackets.

Charlotte Have you ever been to Tunisia?

Will Yes, I have. I'm sure you'll enjoy (enjoy) your holiday there.

1 James What are your plans for the summer?

Andrew I _____ (stay) with my grandparents for a few weeks.

2 Khalid Why don't you try skiing one day?

Chris No, I don't want to. I know I _____ (not like) it.

3 Ashraf Look at the time!

Laura Oh no. We _____ (be) late.

4 Sam What do you think about the future of the planet?

Lucy I think it _____ (get) much hotter in the next century.

5 Nadia Has your sister decided about that job at the hotel?

Lucy Yes. She _____ (not apply) for it.

6 Ruben Do I need a lot of money for a return ticket to the airport?

Esme No, it's only a short trip so it _____ (not cost) much.

- 4 ★★★ Complete these sentences about the future with *will* or *going to*. Use the verbs in the box or your own ideas.

play football / tennis watch a film
be a film star own a fast car
visit a friend's house win the Nobel prize

This evening I 'm going to watch a new film.

- When my brother is thirty he _____.
- On Sunday I _____.
- In ten years' time my best friend _____.
- Tomorrow afternoon my mum _____.
- When I'm forty I'm sure _____.
- Later today we _____.

1 ★ Match sentence halves 1–8 with a–h.

- 1 I've already booked b
- 2 They're hoping to stop
- 3 We're going to set
- 4 On holiday I came
- 5 We need to check
- 6 You must fasten
- 7 The bus had to turn
- 8 You can't board

- a across a fascinating museum. It wasn't in the guidebook.
- b a flight to Costa Rica.
- c in early and then walk to Gate 12.
- d off in Miami when they fly to Brazil.
- e the plane without your passport.
- f your seat belts now.
- g back because of the awful weather.
- h off early from home. We don't want to be late.

2 ★★ Write the verbs for the definitions.

When you start a journey. set off

- 1 When you get onto a plane.
- 2 When you tell the person at the desk in the airport that you have arrived.
- 3 When you buy a ticket in advance.
- 4 When you make a short visit to a place during a journey.
- 5 When you find something by accident when you're not looking for it.
- 6 When you need to return the way you have come because there is a problem.
- 7 When you close something so that it won't come open.

3 ★★ Choose the correct answers.

We're not far from Amsterdam now. I think the plane is going to soon.

a board **b land** c come across d book

- 1 There was a lot of snow on the road and the bus needed to .
a check in b fasten c turn back d set off
- 2 When I was in Vienna I an old friend. It was good to see her after all those years.
a turned b set off c booked d came across

- 3 We're driving from London to Scotland but we're going to in Liverpool for a few days.
a board b stop off c fasten d turn back
- 4 Hurry up. We need to the plane. They won't wait for us!
a set off b fasten c board d come across
- 5 We want to on the journey at half past four. We can't leave any later.
a set off b book c come across d board
- 6 When you arrive at the airport, please at the desk in Terminal 3.
a fasten b board c turn d check in

4 ★★★ Complete the email using the correct form of the verbs from exercises 1, 2 and 3.

Delete Reply Reply All Forward New Mailboxes Get Mail

Hi Billie!

I think I told you some time ago about our plans for a school theatre trip. In the end, our teacher booked us all tickets to see *Romeo and Juliet* in London last week. But the whole day was a disaster!

We all got on the school bus at eleven o'clock in the morning. We ¹ our seat belts and then we ² on our trip. But soon the bus stopped because there was a problem with the engine and we all needed to get off.

It was two hours before a new bus arrived and we waited in the cold! But it was too late to get to the theatre so we ³ towards home.

On the way back the driver decided to ⁴ at a nice warm café. We all had a delicious hot chocolate and the driver ⁵ one of his old friends. We were all happy at last!

Our parents were very surprised when we arrived home early. I think we're going to watch a DVD of *Romeo and Juliet* in class, but it won't be the same!

Jessica x x



Present simple and continuous for future

1 ★ Choose the correct words.

My cousins visit / are visiting Amsterdam next week on a city break.

- Let's run to Platform 3. The Manchester train goes / is going from there at 3.15.
- Martha sees / is seeing her grandparents tomorrow.
- Hurry up! The school bus arrives / is arriving at half past seven.
- My parents stop off / are stopping off in Hong Kong on their way to Australia next week.
- I meet / 'm meeting Jane at the station café later today.
- Where does the bus to Glasgow leave / is the bus to Glasgow leaving from?
- What time do you go / are you going to the party tonight?
- What time do you have / are you having lunch with Petra this Friday?
- Let's go! The concert starts / is starting at half past six and it is already quarter past.
- I don't go out / 'm not going out this evening. I'm too tired.

2 ★★ Complete the dialogue about arrangements for a school trip. Use the present simple or the present continuous form of the verbs.

you / go / on that school trip / on Monday / ?

Ben Are you going on that school trip on Monday?

- yes / what time / the bus / leave / ?
Charlie _____
- it / leave / at six o'clock in the morning
Ben _____
- how long / be / the journey / ?
Charlie _____
- it / take / four hours
Ben _____
- oh no / ! / what / you / take / with you / ?
Charlie _____
- I / take / my mp3 player / and a lot of sweets
Ben _____
- fantastic / ! / I / definitely / sit / next to / you
Charlie _____

***will* for spontaneous decisions**

3 ★★ Complete the dialogues. Use *will* or *won't* and the verbs in the box.

help lend not come carry not watch
phone show do

'I haven't got enough money for the bus.'
'Don't worry. I'll lend you five euros.'

1 'The swimming pool closes at 12.00 today.
I _____ swimming this afternoon then.'

2 'Our daughter has had an accident.'
'I _____ the doctor at once.'

3 'We can't find our hotel.' 'The tour guide
_____ you where it is.'

4 'I've lost my camera.' 'Don't worry.
We _____ you to find it.'

5 'There's a great travel programme on TV
but I _____ it. I _____ my
homework instead.' 'Good idea!'

6 'I think I've got too many bags!' 'It's OK. My
brother _____ some of them for you.'

4 ★★★ You're organizing a surprise party for your friend. Write sentences with *will* and *won't*. Use the verbs in the box and your own ideas.



bring buy find give invite look for
organize play sing tell wear

We won't tell Amelia about it. It'll be a surprise.

- _____
- _____
- _____
- _____
- _____
- _____



Underwater adventure

- A** If you love the sea but you're tired of beach holidays, the perfect trip for you is a visit to the Jules Verne Lodge in Florida, USA. But the Jules Verne is no ordinary place to stay – it's a unique hotel on the floor of the ocean.
- B** The Jules Verne Lodge is the world's very first underwater hotel. It was built in the 1970s as a marine laboratory off the coast of Puerto Rico. Then in 1986 it moved to the sea near Florida and opened its doors to guests from around the world.
- C** Before you set off on your short journey down to the hotel, you'll need to take a three-hour scuba diving course. When you've learnt everything, you can put on your full scuba diving equipment and swim nine metres down to the entrance.
- D** It isn't a five-star hotel but you and your travel companions will be surprised by the modern accommodation and excellent facilities. There's air conditioning,

warm showers, a DVD player and the most outstanding views. When you look through the enormous windows you can see hundreds of multi-coloured fish and exotic marine plants.

- E** During your stay you'll have two meals a day cooked by a professional chef. Breakfast is at 8.00 a.m. and the evening meal is at 6.00 p.m. There are also day trips and underwater excursions organized by the hotel staff.
- F** A top resort in Dubai in the Middle East is also developing a luxury underwater hotel for the future. But if you stay at the Jules Verne Lodge, you can tell all your friends that you stayed in the very first hotel under the ocean.

1 ★ Read the text. Tick ✓ the correct box.

The text is about an underwater ...

- a ☐ laboratory in the Middle East.
- b ☐ hotel in Puerto Rico.
- c ☐ hotel in Florida.

2 ★★ Read the text again. Match headings 1–5 with paragraphs A–F.

An unusual holiday for people who love the sea

A

- 1 A comfortable place to stay _____
- 2 The hotel's history _____
- 3 Plans for another hotel under the sea _____
- 4 What you need to learn first _____
- 5 High-quality food _____

3 ★★ Match words 1–8 with definitions a–h.

- 1 laboratory d
- 2 unique _____
- 3 marine _____
- 4 scuba diving _____
- 5 staff _____
- 6 resort _____
- 7 enormous _____
- 8 companion _____

- a swimming under the sea with special equipment
- b all the people who work in a place
- c not like anything else
- d a special room where scientists work
- e a place where people go on holiday
- f a person who travels with another person
- g connected with the sea
- h very big

4 ★★★ Answer the questions.

What is unique about the Jules Verne Lodge?

It is the world's first underwater hotel.

1 What was the hotel in the past?

2 How do you get down to the hotel?

3 What facilities can you find in the hotel?

4 How often does the chef cook for you?

5 Where will there be another underwater hotel?

Build your vocabulary

5 ★★ Complete the sentences with *trip*, *travel*, *journey* or *voyage*.

In 2008 Louis Palmer was the first man to travel around the world in a solar-powered car.

- 1 Marco Polo's _____ to Beijing was mostly on foot. It took four years and he arrived in 1275.
- 2 In 1842, Queen Victoria was the first British monarch to go on a day _____ by train.
- 3 The Wright brothers and their planes are famous in the history of air _____.
- 4 The first _____ of the Titanic in 1912 ended in disaster.
- 5 The fast train from London to Paris only takes about two hours. It's good if you want to go on a shopping _____.

Language point: Linkers

1 ★ Choose the correct words.

In the shop we bought two postcards **and** / or a guidebook.

- 1 The walking tour was exhausting **because** / **so** I decided to sit down for a few minutes.
- 2 They enjoyed the food a lot, **and** / **but** they thought it was too expensive.
- 3 You can **either** / **because** stay with the group or explore the city on your own.
- 4 It was amazing. We visited the theme park **and** / **but** the zoo in one day.
- 5 David has to choose. He can either visit the museum **or** / **and** go to the café.
- 6 We had a big lunch today **so** / **because** we were very hungry.
- 7 I had lost my camera **but** / **so** I couldn't take any photos.
- 8 It wasn't a luxury hotel, **because** / **but** it was near the beach.

2 ★★ Complete the dialogues with the words in the box.

because and so either but
because or

'Why do I need to wear a coat?' ' Because it's going to be cold in the evening!'

- 1 'What would you like? The chocolate cake _____ the biscuits?' 'The cake, please.'
- 2 'What are the two most important things for the trip?' 'Suncream _____ a mosquito net.'
- 3 'Where's James?' 'He's ill _____ he can't come to school today.'
- 4 'Did you like the meal?' 'The food was nice _____ I didn't like the coffee very much.'
- 5 'Where do you want to sit?' 'We can _____ sit here or next to the window.'
- 6 'Why do you like Paris?' 'I love the city _____ there are so many places to visit.'

TASK

3 ★★ Read the notes. Then complete the letter.

Tour group	students from France
Arrive	Friday 10 a.m. bus station
Morning	city tour in school bus
Lunch	at the hotel
Afternoon	free – possibly visit shops
Evening	barbecue or eat in Italian restaurant



Westgate School

Hi everybody!

As you know our French visitors are coming on Friday ¹_____. I'm writing to explain about the plans for the first day of their visit.

They arrive at ²_____ o'clock at the bus ³_____. Our school bus is going to meet them and take them on a short ⁴_____ of the city so they can see all the sights.

After the tour they'll go straight to their hotel and have ⁵_____. Then in the afternoon they'll be free to go ⁶_____ or relax at the hotel.

In the early evening we'll either have a ⁷_____ for them or we'll take them for ⁸_____ at the Italian restaurant near the bridge. But of course, it all depends on the weather.

Looking forward to seeing you on ⁹_____ at the station.

Mrs Watson

- 4 ★★★ A group of visitors from another country is coming to your school and you are helping to organize the visit. The group is a football team, a choir or a drama group. Write a letter to the other helpers and explain about the plans for the first day.

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

☐ ☐ ☐ ☐ I need to try this again.

☐ ☐ ☐ ☐ I am happy with this.

☐ ☐ ☐ ☐ I could do this better.

☐ ☐ ☐ ☐ I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

Travel: nouns

1 Choose the correct answers.

- Why are you buying this _____? We already have one!
a return b trip c guidebook
- It's usually cold and rainy in October. We don't need to take _____.
a suncream b net c flight
- We can either buy some skiing _____ or we can hire it from the local sports shop.
a equipment b day c net
- Sarah and James are going on a romantic city _____ to Venice next weekend.
a mosquito b break c agent
- I'm not going to stay in that five-star _____. It's too expensive.
a hotel b trip c flight
- If you want to go on holiday to Easter Island, you'll have to book a _____ flight.
a diving b city c long-haul
- We already have suncream but we don't have a mosquito _____.
a return b net c guidebook
- Did you book the holiday with a travel _____?
a agent b ticket c return

2 Complete the sentences using *be going to*.

- What _____ while you are on holiday in Thailand? (you / do)
- We _____ in a luxury hotel. (stay)
- What time _____? (you / set off)
- My sister _____ some souvenirs. (buy)
- I _____ any postcards. (not send)
- _____ to the same hotel next summer? (you / return)
- We _____ an expensive holiday next year. (not have)
- _____ to Vienna or do you prefer to go by train? (you / fly)

I can talk about holiday plans.

MY EVALUATION ☐ ☐ ☐ ☐

READING ■ Holiday advice

3 Complete the text with *trip*, *journey*, *travel* or *voyage*.

A trip to New York – now and then

New York is a popular destination in the world of modern ¹_____. Now you can fly to the city from as far away as Europe for a short weekend ²_____ but in the past European visitors went by ship and made the long ³_____ across the Atlantic in around two weeks.

Everything changed with the start of Trans-Atlantic air ⁴_____ for passengers in the late 1930s. The ⁵_____ now took about twelve hours from London or other European capitals.

In 1977, a new plane called Concorde began to fly to the US. You could ⁶_____ from the UK to New York in only three and a half hours! It was perfect for a business or shopping ⁷_____ but sadly Concorde stopped in 2003. If you want to fly to New York today, it now takes around six hours from London.

I can understand a text about travel.

MY EVALUATION ☐ ☐ ☐ ☐

LANGUAGE FOCUS ■ *will* and *be going to*

4 Choose the correct words.

- People will go on holiday in space one day. I'm sure **it'll** / **it's going to** be possible.
- I've already spoken to Anna. **We'll** / **We're going to** go on holiday to New York together!
- In 100 years' time, I think **we'll** / **we're going to** get all our energy from the sun.
- Look, that plane is flying very low. **It'll** / **It's going to** land near here!
- Don't watch that DVD about air travel. I know **you won't** / **you're not going to** like it.

I can talk about future plans and predictions.

MY EVALUATION ☐ ☐ ☐ ☐

VOCABULARY AND LISTENING ■

Travel: verbs

5 Complete the sentences with travel verbs.

- All passengers must c _ _ _ _ i _ _ an hour before departure.
- Please b _ _ _ _ the plane to Warsaw at Gate 15.
- What time are you going to s _ _ o _ _ tomorrow morning?
- Please b _ _ _ your onward travel with the travel agent.
- I'm afraid that the aircraft needs to t _ _ _ b _ _ _ because of the strong winds.
- This flight will s _ _ _ o _ _ in Hong Kong for three hours.
- Please f _ _ _ _ _ your seat belts because the plane is going to land.
- Did you c _ _ _ a _ _ _ _ _ anything interesting while exploring the island?

I can understand a travel announcement.

MY EVALUATION ☐ ☐ ☐ ☐

LANGUAGE FOCUS ■ Present simple and continuous for future

6 Complete the sentences using the present simple or present continuous form of the verbs in brackets.

- _____ (you / meet) Joel at the station tonight?
- I haven't got plans for this weekend. I _____ (not do) very much.
- Grace's plane _____ (not arrive) in Australia until tomorrow morning.
- I know there's a train to Zurich later today. What time _____ (it / leave)?
- My dad _____ (drive) us to the airport at five o'clock.
- 'When's the basketball match tomorrow?' 'It _____ (start) at four o'clock.'

I can talk about travel arrangements.

MY EVALUATION ☐ ☐ ☐ ☐

SPEAKING ■ Asking for and giving information

7 Complete the dialogue with the words in the box.

staying trips do sounds like
wondering book information

Clerk Hello. Is there anything I can
1 _____ for you?

Tony We're 2 _____ in Derby next month. We were 3 _____ if there's anything interesting to do around there.

Clerk Yes, there are day 4 _____ to the Alton Towers theme park.

Tony That 5 _____ good. Could you give me some 6 _____ about the cost?

Clerk It's £30 per person for adults.

Tony That's not bad. Can you tell me if we need to 7 _____ that?

Clerk Yes. I'll do it for you now if you 8 _____.

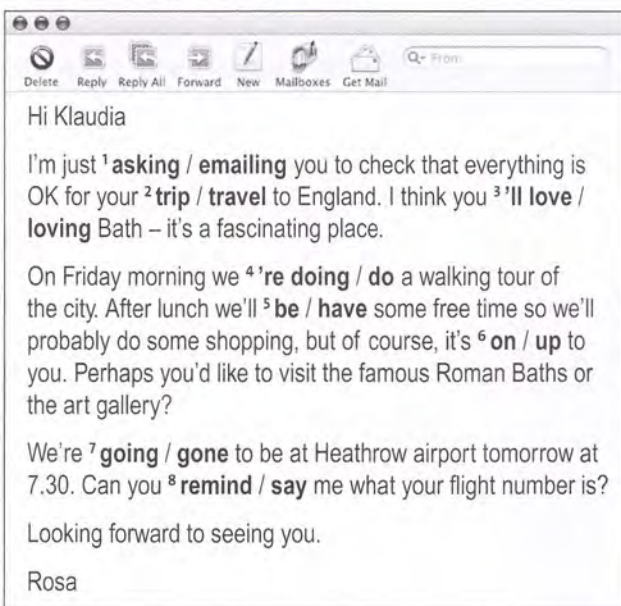
Tony Yes, please. Thank you.

I can ask for and give information.

MY EVALUATION ☐ ☐ ☐ ☐

WRITING ■ An email about a visit

8 Choose the correct words.



Hi Klaudia

I'm just ¹asking / emailing you to check that everything is OK for your ²trip / travel to England. I think you ³ll love / loving Bath – it's a fascinating place.

On Friday morning we ⁴'re doing / do a walking tour of the city. After lunch we'll ⁵be / have some free time so we'll probably do some shopping, but of course, it's ⁶on / up to you. Perhaps you'd like to visit the famous Roman Baths or the art gallery?

We're ⁷going / gone to be at Heathrow airport tomorrow at 7.30. Can you ⁸remind / say me what your flight number is?

Looking forward to seeing you.

Rosa

I can write about plans for a visit.

MY EVALUATION ☐ ☐ ☐ ☐

VOCABULARY ■ Body decoration

1 ★ Choose the odd word out.

- ring necklace **moustache**
- 1 nail varnish dreadlocks lipstick
 2 tattoo beard moustache
 3 chain lipstick ring
 4 beard hair dye sideburns
 5 piercing tattoo moustache
 6 sideburns piercing dreadlocks

2 ★★ Write the words for the definitions.

A circle of metal that you wear on your finger.
ring

- 1 Something that you use to change the colour of your hair. _____
 2 A picture on somebody's skin. _____
 3 A lot of metal rings that are joined together. _____
 4 Coloured liquid which you paint on your nails. _____
 5 Jewellery that you wear round your neck. These are sometimes made of beautiful stones or expensive metal. _____
 6 Colour that you put on your lips. _____
 7 Hair grown on the side of a man's face. _____

3 ★★ Complete the sentences with the words in the box.

moustache sideburns necklace
 dreadlocks lipstick tattoo hair dye
 piercing

'Dad wants to look younger by growing long sideburns on his face.' 'That isn't a good idea!'

- 1 'Can you help me put my gold _____ on?' 'Yes, of course.'
 2 'Look. I've got a _____ of my girlfriend's name on my arm!' 'Yes, but the spelling is wrong!'
 3 'I want to get a _____ in my nose.' 'What will your mum say?'
 4 'Your brother's face looks really different today.' 'Yes, he's shaved off his _____.'

5 'We want to buy this red _____ for Anna.' 'Don't get that. Buy the pink one instead.'

6 'Shall I put my hair into _____ like that reggae star?' 'Yes, you'll look great.'

7 'Why don't you try this blonde _____?' 'Yes, I could look just like Cameron Diaz.'

4 ★★ Complete the descriptions.

John is 25 years old and he's a bank manager. He's recently grown a beard, ¹s_____ and a ²m_____ because he'd like to look older. When he's at work he always wears a smart suit and a tie. He really likes jewellery but he can't wear his favourite gold ³c_____ in the office. His colleagues don't know that he's got a ⁴t_____ of a lion on his shoulder!



Helena is a 28-year-old jewellery designer. She's wearing a silver ⁵r_____ and a ⁶n_____ from her new collection. She loves red – her favourite football team play in that colour. She always wears red ⁷l_____ and ⁸n_____. Tomorrow, she's also going to buy some red ⁹h_____ to change the colour of her hair. Why? Her football team are in the final of the European Cup.



5 ★★ Write about your favourite celebrity. Use words from exercises 1, 2, 3 and 4.

My favourite celebrity is Angelina Jolie. She often wears beautiful necklaces and rings, and she has helped to design some jewellery for a top London shop ...

Reflexive pronouns; *each other*

1 ★ Choose the correct words.

My cousin Adrian and I don't see each other / ourselves very often.

- 1 We ate too much food last night and we made ourselves / each other ill.
- 2 My brother cut himself / himself on a knife.
- 3 I can't help you to make dinner, Natalie. You'll have to cook it yourself / yourselves.
- 4 You're both good at French now. You can express ourselves / yourselves very clearly.
- 5 Alice and Melissa really enjoyed themselves / herself on holiday.
- 6 Jamal and I are friends. We always say 'hello' to ourselves / each other at school.
- 7 'Are you all right?' 'Yes, I'm fine. I fell over but I didn't injure myself / himself.'
- 8 We all laugh when our dog looks at itself / themselves in the mirror.

2 ★★ Complete the dialogue with the words in the box.

myself each other herself ourselves
ourselves yourself himself yourselves

- Leah Hi there! Great party, isn't it? We wanted to introduce ourselves. I'm Leah and this is my best friend, Holly.
- Josh Hi. I'm Josh and this is Will from Australia. He's here in London on a visit. We've known ¹ _____ for years.
- Holly And are you enjoying ² _____ here in London, Will?
- Will Yes, it's great. And I've bought ³ _____ a lot of new things to take back to Australia.
- Holly Did you come over to the UK on your own?
- Will Yes, I did. My brother and sister wanted to come, but my brother hurt ⁴ _____ in a surfing accident last month, and my sister didn't have enough money to buy ⁵ _____ a plane ticket!
- Leah Oh dear! Now, are you two hungry? Come over and help ⁶ _____ to the food. It's delicious. Holly and I made these sandwiches ⁷ _____. Here are some plates.

Active or passive: introduction

3 ★★ Complete the text using the present simple passive form of the verbs in the box.

write draw take buy (x2) design
send check upload

How is a fashion magazine made?

The stories and articles in a fashion magazine are written by journalists. The photos ¹ _____ by professional photographers and sometimes photos ² _____ on the internet. The cartoons and pictures ³ _____ by the magazine's illustrators. Each article ⁴ _____ by the editor and then the pages ⁵ _____ by a graphic designer. When the magazine staff are happy with all of the stories and images, a PDF of the magazine ⁶ _____ to the printers. If the magazine has a website, some of the stories ⁷ _____ to the internet. A few weeks later, the magazine appears in the shops and it ⁸ _____ and read by you!

4 ★★★ Rewrite the active sentences in the passive. Include *by* + agent if necessary.

Audrey Hepburn wore this dress in the film *How to Steal a Million*.

This dress was worn by Audrey Hepburn in the film
How to Steal a Million.

- 1 Hubert de Givenchy designed the dress.

- 2 Givenchy created many of her famous dresses.

- 3 They sold the dress for almost \$100,000 in 2009.

- 4 They gave some of the money to charity.

- 5 Fashion designers often copy Audrey Hepburn's dresses.

- 6 Fans all over the world admire her style.



1 ★ Write the noun form of the verbs.

design	<u>designer</u>
1 export	_____
2 grow	_____
3 import	_____
4 manufacture	_____
5 produce	_____
6 shop	_____
7 supply	_____
8 work	_____

2 ★★ Match words 1–8 with definitions a–h.

1 design	<u>g</u>	5 manufacture	_____
2 export	_____	6 producer	_____
3 grower	_____	7 shop	_____
4 importer	_____	8 supply	_____

- a a person who puts plants in the ground and looks after them
 b provide large amounts of a particular product, like gas or oil
 c a person or a company that brings products into a country
 d a person who makes something, like cheese or wine
 e buy things in a store or supermarket
 f sell products to another country
 g make plans of how something will work or look
 h produce things in a factory

3 ★★ Complete the sentences with words in exercise 1.

This company manufactures cars. It's the biggest manufacturer of cars in Europe.

- 1 Jimmy Choo and Manolo Blahnik are famous fashion d_____. They d_____ shoes for many celebrities.
 2 Jake is a w_____ in a factory. He w_____ for a company that makes cars.
 3 Mehmet works in London as an i_____. He i_____ carpets from Istanbul.
 4 This company e_____ cars to Japan. It's the biggest e_____ of cars in the USA.
 5 My uncle is a wine p_____ and he lives in France. He p_____ very high-quality wine.
 6 Russia s_____ gas to a lot of European countries. It is one of the world's most important gas s_____.

4 ★★ Complete the text with the words in the box.

designers growers import manufacture
 produce shoppers supply export



The NEW Keerok Football shirt

The clothes company Keerok has decided to sell a new type of sports shirt. Keerok's designers are going to use a special type of lightweight cotton. They have found some ¹_____ in India who ²_____ this cotton and ³_____ it to other countries. The company wants to ⁴_____ the cotton into the UK in April. Their factories will ⁵_____ the shirts in May and June, and they will be able to ⁶_____ the shops in July. Before the football season starts in the autumn, ⁷_____ will be able to buy the shirts at a special price.

5 ★★ Write sentences about your town, region or country. Use the words in the boxes or your own ideas.

grow export import manufacture
 produce design supply

oil gas fruit wine clothes shoes
 cars jewellery

growers exporters importers
 manufacturers designers suppliers

The UK imports a lot of fruit from Spain.

Two of the most famous clothes designers in the UK are Stella McCartney and Sarah Burton.

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

Passive: past, present and future

1 ★ Choose the correct answers.

The world's oldest gold necklace _____ in Peru over 4,000 years ago.

a were made b was made

1 In 80 years' time, clothes _____ by computers, not by people.

a be designed b will be designed

2 The first Levi jeans _____ in California in the 1850s.

a were manufactured b manufactured

3 Most of the world's cotton _____ in the USA, Uzbekistan, China and India.

a is grown b are grown

4 Over 25% of clothes in the USA _____ from China.

a is imported b are imported

5 In the future, most T-shirts and jeans _____ from natural material.

a won't be made b not made

2 ★★ Complete the text using the past, present or future passive form of the verbs.

design see export make change
start call manufacture advertise
continue

The Oxford Mini

The Mini, the UK's smallest and most famous car,

was designed by Sir Alec Issigonis. At first, it ¹ _____ 'The Austin Mini-Minor' but later its name ² _____ to just 'the Mini'.

Minis ³ _____ in Oxford and Birmingham between 1959 and 2000. They ⁴ _____ to nearly every country in the world.

In 2001, production of a 'New Mini' started again, this time in a different factory in Oxford. Nowadays, these new cars ⁵ _____ from modern lightweight materials and they ⁶ _____ in magazines for younger people.

Car experts think production of the Mini ⁷ _____ and in the future more and more of these cars ⁸ _____ on the roads.



Passive: questions

3 ★★ Write passive questions. Then choose the correct answers.

General Knowledge Quiz

Who was the 1997 film Titanic made (make) by? Steven Spielberg / James Cameron

1 _____ most of the world's coffee _____ (grow) in Brazil? yes / no

2 Who _____ the Hercule Poirot stories _____ (write) by? Charles Dickens / Agatha Christie

3 _____ French _____ (speak) in New Zealand? yes / no

4 How much chocolate _____ (eat) every year by the Swiss? 8.2 kg / 11.2 kg per person

5 Where _____ the jewels of the British Royal Family _____ (keep)? the Tower of London / Buckingham Palace

6 _____ the first ballpoint pen _____ (invent) in Hungary? yes / no

7 Where _____ the Football World Cup _____ (hold) in 2022? Russia / Qatar

4 ★★★ Write passive questions. Then write true answers.

when / your school / build

When was your school built? It was built in the 1930s.

1 when / computers / first / introduce / at your school

2 hot food / cook / for the students / every day

3 how often / students / give / homework

4 French / teach / at your school

5 you / offer / the chance to learn more languages / in the future



Chinese craze for English tattoos

Tattoos of Chinese characters have long been popular in the West. But now tattoo parlours in China are reporting a sudden craze for tattoos in English.

Zhang Aiping, a tattooist from Shanghai, said: 'Around thirty per cent to forty per cent of our customers are choosing tattoos in English now. This has happened really suddenly, since the beginning of this year.'

The reason for choosing English is simple – a tattoo in a foreign language is exciting, mysterious and exotic. Yang Enna, a twenty-two-year-old television producer in Shanghai, said, 'English tattoos are just more special. If I had tattoos in Chinese, everyone would immediately know what they meant.'

The Chinese clients are often inspired by footballers, such as David Beckham, who has tattoos in a number of different

languages. Beckham chose a tattoo of a Chinese proverb on a trip to Hong Kong. But of course there are many dangers in having a tattoo – especially in another language.

For example, singer Britney Spears wanted the Chinese symbol for 'mystery' tattooed on her back but she had the symbol for 'strange' instead! And the American basketball player Marcus Camby was seen last year with two enormous Chinese characters on his arm which have no real meaning at all.

And this leads us to the question, are tattoos a good idea at all? Not if you're Kimberley Vlainck from Belgium whose father was furious when she came home with fifty-six star tattoos on her face! So perhaps it's a good idea to think twice before you ask for a tattoo.

1 ★ Read the text. Tick ✓ the correct box.

The text is about tattoos of ...

- a ☐ English footballers.
- b ☐ English words and Chinese symbols.
- c ☐ old English proverbs.

2 ★★ Complete the sentences with the names in the box.

Marcus Camby Zhang Aiping
Kimberley Vlainck Yang Enna
David Beckham Britney Spears

Zhang Aiping is now doing a lot more tattoos in English.

- 1 _____ has tattoos in more than one language.
- 2 _____ has tattoos of two very large Chinese characters.
- 3 _____ had more than fifty tattoos at once.
- 4 _____ thinks tattoos in English are unusual and different.
- 5 _____ came home with a tattoo of the wrong Chinese symbol.

3 ★★ Match words 1–5 with definitions a–e.

- | | |
|-------------|---|
| 1 exotic | a a letter or symbol |
| 2 tattooist | b a well-known phrase that gives advice |
| 3 character | c two times |
| 4 proverb | d a person who does tattoos |
| 5 twice | e strange or unusual |

4 ★★★ Answer the questions.

What percentage of Zhang Aiping's customers ask for tattoos in English?

Around thirty to forty per cent.

- 1 Why do people choose a tattoo in English?

- 2 What was written on David Beckham's body?

- 3 What symbol did Britney Spears want on her back? What symbol did she have?

- 4 What was the problem with the Chinese characters on Marcus Camby's arm?

- 5 Where are Kimberley Vlainck's tattoos?

Build your vocabulary

5 ★★ Add negative prefixes to the words.

- 1 This letter is impossible to read. The handwriting is _____regular and almost _____legible.
- 2 'It's _____legal now to drive and talk on your mobile phone.' 'Yes. Some people think it's _____fair but it's not _____common to see people driving with a phone in their hand.'
- 3 'Oh no! You've forgotten to do your homework again! You're _____organized and _____responsible.' 'It's very _____sensitive and _____respectful of you to say that about me!'

Language point: Adverbs of degree

1 ★ Write sentences with the adverbs.

●●●●●●	extremely	●●●○○○	rather
●●●●●○	really	●●○○○○	quite
●●●●○○	very	●○○○○○	a bit

I was unhappy about the dress I bought. ●●●
I was rather unhappy about the dress I bought.

- 1 We all had a memorable day. ●●●●
- 2 That fashion show was good. ●●●●●
- 3 The assistant looked angry. ●●●●●●
- 4 Your older brother is good-looking. ●●
- 5 I felt frightened when I watched that film. ●

2 ★★ Order the words to make sentences.

There is one word in each sentence you do not need.

shoes / extremely / those / a / expensive / are
Those shoes are extremely expensive.

- 1 was / bit / worried / very / I / you / about
- 2 feels / he / tired / rather / today / a
- 3 bag / your / fashionable / these / really / is
- 4 cold / was / bit / a / rather / yesterday / it
- 5 quite / are / looks / that / interesting / magazine
- 6 some / dress / is / nice / her / extremely

TASK

3 ★★ Read Jack's email. Then complete the letter of complaint.

From

Hi Sam

Guess what! Jodie and I put on our best clothes and went to that Italian restaurant in the centre of town on Tuesday. It cost £50, but it was the worst meal I've ever had!

I couldn't eat my pizza because it was burnt and Jodie's food was really cold! The service was very bad too – the waitress dropped a glass of orange juice all over Jodie's new dress!

I tried to complain to the waitress but she didn't really listen to me.

I'm so angry that I'm going to write and complain to the restaurant now. I've got a receipt and I'm going to ask them to refund the price of the meal.

Bye!

Jack

4 ★★★ Imagine that you went out for a meal with a friend but you did not enjoy it. Make notes and then write a letter of complaint.

10 Cross Street
 Sheffield
 S2 5BL
 5th June 2011

Don Giovanni's
 15 Bridge Street
 Sheffield
 S1 3KT

Dear Sir or Madam

I am writing to complain about a meal that I had at your
 1 _____ in Sheffield last 2 _____.

We paid 3 _____ for the dinner but I was really disappointed with the quality of the food and the service.

My pizza was completely 4 _____ and my girlfriend's spaghetti was very 5 _____. The waitress also dropped orange juice over my girlfriend's 6 _____!

I tried to talk to the 7 _____ about the problems but she was extremely rude and refused to listen.

I would be grateful if you would 8 _____ the price of the meal. I enclose the 9 _____.

I look forward to hearing from you.

Yours faithfully

Jack Heath

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

☐☐☐☐ I need to try this again.

☐☐☐☐ I am happy with this.

☐☐☐☐ I could do this better.

☐☐☐☐ I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

Body decoration

1 Complete the sentences with body decoration words.

- 1 Does this gold c _ _ _ _ look good with my shirt?
- 2 I'd never have a big t _ _ _ _ on my arm.
- 3 That pink n _ _ _ v _ _ _ _ really suits Anna.
- 4 Buy that h _ _ _ d _ _ and go blonde for the party!
- 5 I'm not mad about the p _ _ _ _ _ in his ear.
- 6 She doesn't like her boyfriend's b _ _ _ _ . She thinks it doesn't suit his face.

2 Complete the sentences with the words in the box.

ourselves himself myself itself
herself yourselves themselves
yourself each other

- 1 Tara and Nina always look cool. They make all their clothes _____.
- 2 Anna is going to buy _____ a new ring today.
- 3 Did David cut his hair _____? It's a bit short.
- 4 My sister phoned her friend and they talked to _____ about the latest fashions.
- 5 I chose this lipstick _____. Does it suit me?
- 6 Did you teach _____ to make jewellery, Maria?
- 7 Our cat hurt _____ and now it looks unhappy.
- 8 We went shopping and bought _____ new shoes.
- 9 Did you two enjoy _____ at the fashion show?

I can use reflexive pronouns.

MY EVALUATION ☐☐☐☐

READING ■ Fashion

3 Complete the sentences with the negative form of one of the adjectives in brackets.

- 1 In 1900, it was _____ for women to wear trousers. (common / legible / organized)
- 2 I can't read Ava's letter. Her writing is _____. (decent / fair / legible)
- 3 In some countries clothes are made by children. A lot of people think it's _____. (decent / moral / regular)
- 4 Always wear decent clothes in a church or mosque. If you don't, it's _____. (respectful / common / organized)
- 5 Nowadays, it's _____ to ride a motorbike without a helmet in the UK. (moral / legal / decent)

I can understand a text about attitudes to fashion.

MY EVALUATION ☐☐☐☐

LANGUAGE FOCUS ■ Active or passive: introduction

4 Complete the sentences with the verbs in the box.

buy are bought opened makes
was opened

- 1 Armani _____ a new shop in Dover.
- 2 These expensive sunglasses _____ by our very rich customers.
- 3 This designer _____ beautiful clothes for young people.
- 4 London Fashion Week _____ by a famous film star.
- 5 Some people _____ all their clothes from cheap fashion websites.

I can use the passive to talk about clothes and fashion.

MY EVALUATION ☐☐☐☐

VOCABULARY AND LISTENING ■

Commerce

5 Choose the correct answers.

- When people _____ for clothes, do they think about the environment?
a supply b supplier c shop d shoppers
- Do cotton _____ use a lot of pesticides on their crops?
a growers b grow c export d exporters
- Why do a lot of factories _____ bad quality clothes?
a manufacture b shop c work d worker
- Why are the _____ in clothes factories paid badly?
a import b importers c workers d work
- Will the fashion industry _____ recycled clothes in the future?
a shop b shopper c producer d produce

I can understand and react to an interview about ethical fashion.

MY EVALUATION □□□□

LANGUAGE FOCUS ■ Passive: past, present and future • Passive: questions

6 Complete the sentences with the past, present or future passive form of the verbs in the box.

wear grow photograph build recycle

- Cotton _____ on farms in the USA.
- _____ this beautiful green dress _____ by Keira Knightley in the film *Atonement* in 2007?
- Robert Pattinson _____ with his new girlfriend at the Oscars. There's a picture in this magazine.
- In the future, old clothes and shoes _____ and the materials used to make new ones.
- A big new shop _____ here by an Italian fashion company next year.

I can use the passive to talk about products.

MY EVALUATION □□□□

SPEAKING ■ Changing something in a shop

7 Put the dialogue in the correct order. Number the sentences.

- ☐ Kim Yes, here you are.
- ☐ Kim Can I try this top on?
- ☐ Alex Yes, have you got the receipt?
- ☐ Alex We've sold out of those, I'm afraid. But you can choose something else if you like.
- ☐ Alex Of course. The changing rooms are over there.
- ☐ Kim Hi. I bought this skirt yesterday but it doesn't fit. Is it OK if I change it?

I can change something in a shop.

MY EVALUATION □□□□

WRITING ■ A formal letter

8 Complete the letter with the correct form of the verbs in brackets.

Dear Sir or Madam,

I ¹ _____ (write) to complain about a product that I ² _____ (buy) from your store in the Riverside Shopping Centre.

Three days ago, I ³ _____ (pay) £35 for a long silver necklace at the shop. When I arrived home, I put on the necklace but it broke immediately.

I ⁴ _____ (take) it back to the shop yesterday but the manager ⁵ _____ (be) rather rude and ⁶ _____ (refuse) to change it. I ⁷ _____ (tell) that I hadn't put on the necklace correctly. In my opinion, the problem ⁸ _____ (cause) by the bad quality of the product.

I would be grateful if you would refund the price of the necklace. I ⁹ _____ (enclose) the receipt.

I look forward to ¹⁰ _____ (hear) from you.

Yours faithfully,

Eleanor Smith

I can write a letter of complaint.

MY EVALUATION □□□□

VOCABULARY ■ Nations and government

1 ★ Choose the correct words.

British **citizens** / **currency** can work in any European Union country.

- 1 In most countries, there are national **elections** / **borders** every four or five years.
- 2 Poland has got **borders** / **laws** with seven countries.
- 3 The Italian **currency** / **flag** is green, white and red.
- 4 The **borders** / **ministers** have made some new laws.
- 5 The British **minister** / **head of state** is the Queen.
- 6 Andorra is a tiny European **nation** / **flag**.
- 7 The British **law** / **government** has had meetings with the United Nations.
- 8 The euro is the **currency** / **election** of many European countries.
- 9 In a **democracy** / **government**, all the adult citizens can vote.
- 10 In many countries, it's against the **government** / **law** to smoke in public buildings.

2 ★★ Match words 1–8 with definitions a–h.

- 1 government —
- 2 election —
- 3 law —
- 4 citizen —
- 5 currency —
- 6 border —
- 7 democracy —
- 8 minister —

- a a time when citizens vote for the political candidates
- b the money that you can use in a country
- c an elected member of a government
- d a rule for the citizens of a country
- e the group of people who control a country
- f a person who has full rights as a member of a country
- g a system in which citizens elect their leaders
- h a line that divides two countries

3 ★★ Complete the text with the words in the box.

border citizens currency democracy elections government head of state

Four Nations

The UK is made up of four nations: England, Scotland, Wales and Northern Ireland. There is a land **border** between Northern Ireland and Eire (the Republic of Ireland), although you don't have to show your passport.

The British ¹ _____ is the pound (£), and the popular name for the red, white and blue flag is the Union Jack. The UK is a ² _____, and British ³ _____ choose their politicians in national ⁴ _____.

The head of the ⁵ _____ is the Prime Minister but Queen Elizabeth II is the ⁶ _____.



4 ★★★ Answer the questions.

- 1 Who is the head of state in your country?

- 2 Which countries have got borders with Switzerland?

- 3 What was the French currency before the euro?

- 4 Where does the British government meet?

- 5 How many citizens are there in your country?

- 6 When were the last elections in your country?

- 7 At what age does the law allow students to leave school in your country?

- 8 What does your country's flag look like?

make and let

- 1 ★ Complete the sentences with *make* or *let*.

'You look sad. What's wrong?'

'My parents won't let me go to Glastonbury Festival.'

- 1 'Can I use your dictionary?'

'Yes, of course I'll _____ you have it!'

- 2 'Does your teacher _____ you study in the library after school?'

'No, we don't have to study there, we can work at home as well.'

- 3 'Oh no! I haven't got any money.'

'You should _____ Mark give back the money he borrowed from you last week.'

- 4 'Won't your mum give you any pocket money?'

'No, she's going to _____ me get a holiday job!'

- 5 'Where's your bike?'

'I've _____ my sister borrow it. She'll be back soon.'

- 6 'Can I buy your old mp3 player?'

'No, I'm sorry. I don't want to sell it but I'll _____ you use it for a while.'

- 2 ★★ Order the words to make sentences and questions. There is one word or phrase you do not need in each sentence.

MTV / at the weekend / meet / my mum / watch / me / lets

My mum lets me watch MTV at the weekend.

- 1 to the / you / go / let / last month / football match / your parents / will / on Saturday / ?

- 2 very / makes / extra homework / us / our teacher / always / do

- 3 me / every Friday / my dad / friends / clean / makes / my room

- 4 use / your mum / after midnight / sometimes / you / go to bed / does / let / ?

- 5 home / lets / our teacher / never / in / us / go / early

- 6 him / me / yesterday / my brother / help / borrow / with the housework / made

First conditional + *if or unless*

- 3 ★★ Write sentences using the first conditional and *if or unless*.

If you arrive (you / arrive) early, will you save (you / save) me a seat?

- 1 _____ (the website / not open)

_____ (you / have got) the password.

- 2 Please _____ (you / call me)

_____ (you / find) my wallet?

- 3 _____ (my parents / not give) me any pocket money _____ (I / pass) my exams.

- 4 _____ (it / rain), _____ (we / not play) football in the park.

- 5 _____ (you / practise) more, _____ (you / not get into) the team.

- 6 _____ (I / not call) you _____ (we / get) home really late. I won't want to wake you.

- 7 _____ (more people / vote) for her this time, _____ (she / lose) the election.

- 8 _____ (what / happen) to Chelsea _____ (they / not score) enough goals?

- 4 ★★★ Complete the first conditional sentences. Use your own ideas.

If the weather's nice this weekend, I'll go to the beach with my friends

- 1 We'll go to the cinema tonight unless _____

- 2 If I finish my homework early, _____

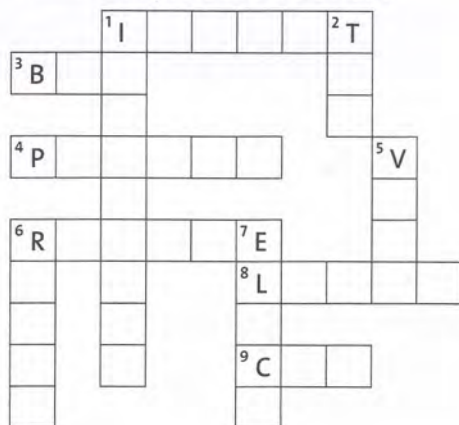
- 3 I won't see my friends this weekend _____

- 4 Unless it's really cold, _____

- 5 If there's nothing on TV tonight, _____

- 6 My parents will be upset if _____

1 ★ Complete the crossword.



Across

- 1 put money into something to make it better
- 3 make something illegal, for example, smoking
- 4 allow
- 6 make something smaller
- 8 move something down
- 9 stop, remove or reduce something

Down

- 1 make something available for the first time
- 2 money that is paid to the government
- 5 say which candidate you want to win an election
- 6 increase or make something higher
- 7 choose a person by voting

2 ★★ Choose the correct answers.

The government has _____ smoking in restaurants.

a banned b raised c lowered d introduced

- 1 Did you _____ for Tom Jones in the last election?
a invest b tax c introduce d vote
- 2 The government _____ EU citizens to enter the country without a visa.
a stands for b permits c cuts d elects
- 3 Are they going to _____ income tax next year?
a build b invest c lower d tax
- 4 If you _____ me, I'll make university education completely free!
a vote b ban c elect d introduce
- 5 They'll _____ a better health system.
a introduce b ban c cut d tax
- 6 If we _____ our education budget, we'll have more money for health services.
a cut b tax c permit d stand for

7 The government needs to _____ €20 million in education.

a invest b elect c lower d vote

8 Can you _____ parliament if you are 16?

a reduce b invest c ban d stand for

3 ★★ Complete the text with the words in the box.

elect introduce lower raise invest
stand for tax vote ban

Broken promises?

At election times, politicians stand for parliament and make promises because they want the public to ¹ _____ for them.

'If you ² _____ us, we'll build more hospitals and improve the health service! And we'll ³ _____ more in public transport and new roads,' they say.

'Education is very important. We'll ⁴ _____ free milk and fruit for every school student!'

Politicians say, 'We'll ⁵ _____ taxes, we'll ⁶ _____ nuclear weapons, we'll do everything that you want!'

In reality, however, governments need to ⁷ _____ the public, or they'd have no money. And after an election, governments often have to ⁸ _____ taxes to pay for the things they've promised!



4 ★★★ Imagine you are the mayor of your town or city. What changes would you introduce? Write six sentences using the verbs in the box.

ban cut invest introduce permit
raise reduce

I'd introduce a programme of activities for young people in the city.

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

Second conditional

1 ★ Match sentence halves 1–6 with a–f.

- | | |
|--|---|
| 1 If they banned cars in city centres, | a if I didn't have my boots. |
| 2 We'd go to the beach more often | b the air would be much cleaner. |
| 3 We'd be angry | c if the weather was better. |
| 4 If we had enough money, | d I'd be quite upset. |
| 5 I wouldn't play football | e if the government raised taxes again. |
| 6 If you forgot my birthday, | f we'd book a holiday to Peru. |

2 ★★ Order the words to make sentences and questions. There is one word or phrase you do not need in each sentence.

Lady Gaga, / I'd ask / I will meet / If / I met / her to sing.

If I met Lady Gaga, I'd ask her to sing.

- If I / would have / had / a cat or a dog. / a pet, / it / would be

- everybody voted / I was / I'd be / amazed / for that singer. / if

- TV. / don't be / If I / I'd watch / wasn't / busy,

- didn't have / homework tonight? / What / would you do / do would you / if you

- the exam? / you feel / if / How / did / would / you didn't pass

3 ★★★ Write questions using the second conditional. Then write true answers.

how / you / feel / you / meet / a head of state

How would you feel if you met a head of state?

If I met a head of state, I'd feel very shy!

- you / be / a minister / what / you / ban

- what / you / study / you / go / to university

- you / have / €500 / what / you / buy

- you / have / a superpower / what / it / be

- where / you / live / you / be / rich

First and second conditionals

4 ★★ Complete the sentences using the first or second conditional form of the verbs in brackets

If pigs had (have) wings, would they be able (they / be able) to fly?

- If I _____ (be) an astronaut, I _____ (travel) to other planets.
- If you _____ (not see) Tom ever again, how _____ (you / feel)?
- What _____ (you / do) if you _____ (see) a ghost?
- If you _____ (eat) more of this cake, you _____ (be) sick. You've already had five slices!
- Who _____ (you / vote) for if you _____ (be) eighteen?
- If you _____ (be) late, we _____ (not wait). We'll have to go without you!

Regrets about past and present

5 ★★ Complete the sentences using the past simple or past perfect form of the verbs in brackets.

I forgot to bring my homework. I wish I had remembered (remember) it.

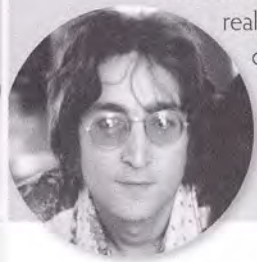
- I haven't got any money. I wish I _____ (save) some.
- It's raining. I wish it _____ (be) dry.
- Chelsea lost! I wish they _____ (win).
- It's Tuesday. I wish I _____ (not have) maths today.
- I'm tired. I wish I _____ (not go) to bed so late last night.
- My trainers are old. I wish I _____ (have) a new pair.

Imagine ...

The song *Imagine* was written and sung by the English musician John Lennon, who was one of the Beatles. He believed that we are all one country, one world and one people. *Imagine* is a beautiful and very lyrical song, but it has a very strong message, too.

In the song, John Lennon imagines a world without governments or borders, a society without greed or hunger, a world in which we all help each other. What would the world be like if we didn't have countries? What would it be like if there were no wars? Do we really need so many possessions? Would we be happier if we had fewer things? The song does not give answers to any of these questions, but it certainly makes you think.

But isn't *Imagine* too idealistic? What would happen if we didn't have laws and policemen and politicians? Would we really live in peace without governments? Of course, *Imagine* isn't about a real future. *Imagine* is about hope, and that's what made it popular all over the world.



We all need hope. When Barack Obama was elected as the first African-American head of state in the USA in 2008, he said, 'Hope is what led me here today – with a father from Kenya, a mother from Kansas, and a story that could only happen in the United States of America. Hope is ... the belief that our destiny will not be written for us, but by us; by all those men and women who are not content to settle for the world as it is; who have the courage to remake the world as it should be.'

Barack Obama's election was important because it gave hope to millions of black Americans who felt that they didn't have a voice. Obama's election gave hope to millions of other people around the world as well because he promised to end some of the wars in the Middle East.

What about you? Who or what gives you hope? What future do you hope for?

- 1 ★ Read the text. What is the most important idea in the text? Tick ✓ the correct box.

a ☐ peace b ☐ hope c ☐ politics

- 2 ★★ Read the text again. Match words 1–5 with definitions a–e.

- | | |
|--------------|--|
| 1 greed | a imaginarily perfect, unrealistic |
| 2 idealistic | b what will happen to us in the future |
| 3 destiny | c a strong desire for food, money or power |
| 4 settle for | d strength in a difficult situation |
| 5 courage | e accept a situation that isn't ideal |

- 3 ★★ Are the sentences *true* or *false*?

John Lennon was a member of a band. true

- John Lennon believed that there should be many different countries in the world but only one government. _____
- The message of the song is that if people had more possessions, they would be happier. _____
- The song doesn't say what would happen if there were no laws. _____

- 4 The song is about an imaginary world. _____

- 5 *Imagine* was only popular in the USA. _____

- 4 ★★★ Answer the questions.

What band was John Lennon in? The Beatles

- Why do people like *Imagine*?

- Where did Obama's parents come from?

- When was Obama elected President of the USA?

- How did Obama give hope to many Americans?

- What did Obama say he would do?

Build your vocabulary

- 5 ★★ Choose the correct words.

It's important to arrive at / on / of time.

- Do you ever learn things in / by / on heart?
- I never get in / for / of trouble at school.
- Did he do those things on / in / of purpose?
- Tell me by / on / in advance if you want to come.
- I called you of / by / on mistake.
- My dad buys lots of things at / in / on the internet.

Language point: References and pronouns

1 ★ Match sentence halves 1–6 with a–f.

- 1 There are a lot of new ministers in the government, and c
 - 2 The country has got a new head of state, _____
 - 3 There will be elections in June, _____
 - 4 This is a nation of 30 million citizens, but not all of _____
 - 5 You can stand for parliament but _____
 - 6 Society won't tolerate corruption, so _____
- a who most people are very positive about.
 - b when 75% of citizens will probably vote.
 - c they all want to make a good impression.
 - d there are laws against it.
 - e this doesn't mean that you'll be elected.
 - f them have got the right to vote.

2 ★★ Complete the sentences with the words in the box.

their them our who this we which

We've voted for a head of state who's promised to lower our taxes.

- 1 This country has got eight international borders, _____ are expensive to maintain.
- 2 The ministers take decisions. The government turns _____ decisions into laws.
- 3 Our politicians are not making enough progress. _____ aren't going to vote for them in the next election!
- 4 The citizens want us to cut taxes, which will help _____ to save more money.
- 5 The president has chosen four ministers, _____ will start work in August.
- 6 The elections start tomorrow. _____ is an important moment for our country.

TASK

3 ★★ Read the notes. Then complete the opinion essay.

'The government plans to make it compulsory to vote.'
Are you in favour of or against compulsory voting?

Compulsory voting for everybody

In favour

- not enough voters
- complaint = politicians don't listen
- no vote = no voice
- need to hear everybody's opinions
- feeling that opinions important = more interested in politics
- everybody vote = positive for society and individuals

The government plans to introduce a new law, which will make it compulsory for everybody to vote. In my view, this is necessary because not enough people vote.

Many people complain ¹_____. However, I don't think that all those people vote. If people ²_____, they ³_____ a voice in society.

I believe that it would be better for society if we ⁴_____. I also think that people ⁵_____ in politics if they ⁶_____ were important.

It seems to me that if everybody ⁷_____, this would ⁸_____ thing for both ⁹_____. That's why I am in favour of compulsory voting.

4 ★★★ Imagine that the government in your country plans to make school compulsory until the age of eighteen. Write a list of ideas in favour of or against this idea. Then write an opinion essay.

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

☐ ☐ ☐ ☐ I need to try this again.

☐ ☐ ☐ ☐ I am happy with this.

☐ ☐ ☐ ☐ I could do this better.

☐ ☐ ☐ ☐ I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

Nations and government

1 Complete the words in the sentences.

- The police make people obey the l _ _.
- E _ _ _ _ _ s are when people choose the g _ _ _ _ _ that they want.
- C _ _ _ _ _ s vote for p _ _ _ _ _ s.
- B _ _ _ _ _ s are around a country.
- What is the c _ _ _ _ _ y of China?

2 Complete the sentences using *let* or *make*.

- He never _ _ _ _ _ me drive his car.
- The teacher _ _ _ _ _ us write an essay about the future of democracy last week.
- Mum _ _ _ _ _ me stay out late on Fridays.
- _ _ _ _ _ your brother _ _ _ _ _ you use his laptop next weekend?
- _ _ _ _ _ your dad _ _ _ _ _ you clean the car yesterday?

I can talk about permission and obligation.

MY EVALUATION ☐ ☐ ☐ ☐

LANGUAGE FOCUS ■ First conditional + *if* or *unless*

4 Rewrite the sentences using *if* or *unless*.

- I'll vote for you if you promise to help us.
I won't _ _ _ _ _
- You'll get wet unless you take an umbrella.
If you _ _ _ _ _
- They won't raise taxes if we protest.
They will _ _ _ _ _
- They won't fly the flag unless the head of state is there.
They'll _ _ _ _ _
- If you ask him, he'll help you.
He won't _ _ _ _ _

I can talk about a future situation and its consequences.

MY EVALUATION ☐ ☐ ☐ ☐

READING ■ Micronations

3 Complete the text with *by*, *for*, *in* or *on*.

The Kingdom of Lovely is one of many micronations ¹ _ _ _ _ _ the internet. It doesn't exist ² _ _ _ _ _ reality because its territory is a flat in London. Danny Wallace, a British writer, created it ³ _ _ _ _ _ fun. Wallace is the king, but he didn't create the micronation ⁴ _ _ _ _ _ his own. He was helped online by thousands of supporters. In 2005, he organized a party for the micronation's national holiday, 'Lovely Day'. Only citizens who were invited ⁵ _ _ _ _ _ advance could attend. They sang the national anthem of the kingdom, which they knew ⁶ _ _ _ _ _ heart.

I can understand a text about micronations.

MY EVALUATION ☐ ☐ ☐ ☐

VOCABULARY AND LISTENING ■

Government policies

5 Choose the correct words.

- The government is going to **introduce** / **invest** / **vote** new parking rules.
- They will **lower** / **ban** / **elect** smoking.
- Ministers can **reduce** / **lower** / **stand for** election every five years.
- The government will have a lot of money after they **vote** / **tax** / **raise** petrol more.
- The head of state has asked businesses to **ban** / **invest** / **vote** in city centre buildings.

I can talk about government policies.

MY EVALUATION ☐ ☐ ☐ ☐

LANGUAGE FOCUS ■ Second conditional

6 Write second conditional sentences and questions.

- 1 you / read / this book / I / lend / it to you
Would _____?
- 2 I / live / in the Caribbean / I / swim / every day
If I _____.
- 3 we / have / an alternative / we / not vote /
for John Smith
If we _____.
- 4 Ms Black / not be / a minister / her father /
not be / the head of state
Ms Black wouldn't _____.
- 5 I / give / you a ticket / you / come / to the
concert with me
If I _____?
- 6 he / not go / to the library / he / not need /
some more books
He wouldn't _____.

LANGUAGE FOCUS ■ First and second conditionals

7 Complete the sentences. Use the first or second conditional form of the verbs in brackets.

- 1 I _____ (help) you if I _____
(have) the time, but I'm really busy today.
- 2 This film's so boring! If I _____ (fall)
asleep again, _____ (you / wake) me?
- 3 What _____ (you / buy) if you
_____ (have) €50,000?
- 4 Give me my phone! If you _____ (not
give) it back, I _____ (tell) the police!
- 5 If animals _____ (can) talk, what
_____ (they / say) about humans?
- 6 Hurry up! If we _____ (leave) now,
we _____ (arrive) at the airport by
eight o'clock and we _____ (not miss)
the plane.

I can talk about what I would do in likely or unlikely situations.

MY EVALUATION ☐ ☐ ☐ ☐

SPEAKING ■ Apologizing and expressing regrets

8 Complete the dialogue with words in the box.

afraid realize something sorry
were wrong

President You look worried, Daniel. Is
1 _____ wrong?

Minister I'm 2 _____ so.

President What is it?

Minister I told the newspapers that the
government was cutting taxes.

President That's good news!

Minister But I got it 3 _____. We're
raising taxes!

President Oh, I didn't 4 _____ we were
raising taxes.

Minister I'm really 5 _____. I wish I'd
told them we were raising taxes.

President Never mind. If I 6 _____ you,
I'd email the newspapers with an
explanation right now.

I can apologize and express regrets.

MY EVALUATION ☐ ☐ ☐ ☐

WRITING ■ An opinion essay

9 Read the text and choose the correct words.

The government plans to ban hooded tops.
In my 1 _____, this is very unfair. In the
first 2 _____, it isn't true that all people
who wear hooded tops are criminals. I believe
3 _____ all sorts of innocent citizens wear
hooded tops! It 4 _____ to me that the
government won't control crime just by banning
hooded tops! I've no 5 _____ that thousands
of people will protest against this ban.
6 _____ conclusion, citizens should be able to
choose what they wear and how they wear it.

- 1 place – example – opinion – doubt
- 2 view – place – idea – problem
- 3 view – place – that – in
- 4 seems – that – believes – worry
- 5 idea – opinion – doubt – view
- 6 In – On – For – Of

I can write an opinion essay.

MY EVALUATION ☐ ☐ ☐ ☐

VOCABULARY ■ Attributes and personality

- 1 ★ Complete the attributes and personality nouns.

Roger Federer is famous for his su cc es ss at Wimbledon.



- 1 Bill Gates is well known for his wealth and his g_____.
- 2 Bono is famous for his p_____ about ending world hunger.
- 3 That famous model is known for her m_____. She often has arguments with her personal assistants.
- 4 People like Prince William because of his good manners and p_____.
- 5 The actor Tom Cruise is not shy at all. He has a lot of c_____.

- 2 ★★ Complete the definitions with the words in the box.

pessimism responsibility polite
frustration moody anxiety respect
generous optimistic

If you suffer from anxiety, you often feel worried.

- 1 If you treat other people with _____, you are polite and kind to them.
- 2 If you suffer from _____, you get angry and annoyed because you can't get what you want.
- 3 If you are _____, you always remember how to behave well.
- 4 If you have feelings of _____, you think that bad things will happen.
- 5 If you are _____, you usually try to look on the good side of life.
- 6 If you have a sense of _____, you feel that you must take care of other people.
- 7 If you are _____, you often give presents to others.
- 8 If you are _____, you often change from happy to sad.

- 3 ★★ Complete the sentences with attributes and personality adjectives.

'What does Oscar want to be?' 'A doctor. He's really passionate about helping people.'

- 1 'Do you think I'll be a s_____ tennis player?' 'No, you can't even hit the ball at the moment.'
- 2 'I'm a_____ about the exam and I can't sleep at night!' 'Don't worry. I'm sure it'll be OK.'
- 3 'Do you feel p_____ about next year?' 'Not at all. My life is just getting better and better.'
- 4 Lola, you're a r_____ person. Will you look after our six dogs next week?
- 5 'Your sister is so p_____. She always says 'thank you'.' 'Really? She never says it at home!'
- 6 'My brother laughs when I sing.' 'That's not very nice. He should be more r_____.'
- 7 I've been waiting for the bus for over an hour. I feel really f_____.

- 4 ★★★ Choose five adjectives and write sentences about some of the people below.

respectful successful polite generous
moody confident anxious pessimistic

my brother / sister my mum / dad
my best friend my favourite sports star
my favourite film star / singer

My sister is very generous. She often gives presents to people.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Comparing adjectives and adverbs

1 ★ Choose the correct words.

Charlie is six months older / oldest than me.

- Ryan plays in the more successful / most successful basketball team in the country.
- Emma is so kind. She's the less selfish / least selfish girl in our class.
- Are you less pessimistic / least pessimistic now than you were last year?
- I don't talk much. I'm the most quiet / quietest person in our group.
- In our music lessons Karl sings more loudly / more louder than Ben.
- 'Why did you come last in the race?' 'Because I ran the more slowly / most slowly!'

2 ★★ Complete the second sentence so that it has the same meaning as the first sentence.

London is usually colder than Rome. (hot)

Rome is usually hotter than London

- My dad is meaner than my mum. (generous)
My mum _____
- Our cat is quieter than our dog. (noisy)
Our dog _____
- David's painting is better than Daniel's. (bad)
Daniel's _____
- Molly works faster than Isabel. (slow)
Isabel _____
- Noah and Dylan arrived later than us. (early)
We _____

3 ★★ Complete the sentences with the superlative form of one of the adjectives in brackets. Use *the most*, *the least*, or *the -est*.

David never says 'please'. He's the least polite person I know. (optimistic / polite / honest)

- Ben and Ed always think that we're going to lose. They're _____ boys in the team. (selfish / optimistic / kind)
- My bedroom is _____ room in the house! (wealthy / fast / tidy)
- That movie was really slow and boring. It was _____ film that I've seen all year. (delicious / generous / interesting)
- James got 98% in his French exam. He's _____ student at languages in our class. (good / funny / difficult)
- Cara never does jobs around the house. She's _____ person in our family. (successful / helpful / anxious)

Third conditional

4 ★★ Complete the third conditional sentences using the verbs in the box.

buy eat not enter lose invite
play not meet

They would have invited you to the party if they'd known your telephone number.

- We _____ tennis with you if we'd remembered to bring our rackets.
- If I'd heard the teacher was leaving, I _____ her some flowers.
- James wouldn't have felt hungry if he _____ all his breakfast.
- If Layla _____ the competition, she wouldn't have won first prize.
- If I hadn't joined that drama club, I _____ my girlfriend.
- What would they have done if they _____ all that money?

5 ★★★ Read the story. Then complete the sentences using the third conditional.

One night Ben met an old school friend and she invited him to a party. He danced for hours until he was very tired. The next morning he didn't hear his alarm clock and he woke up late. He didn't leave the house on time so he missed the bus. He walked through the local park instead and found one pound there. He bought a lottery ticket with the money and amazingly he won the lottery! So he went on a safari in Africa and saw elephants in the wild.

If Ben hadn't met an old school friend, he wouldn't have gone to the party. (meet / old school friend)

- If he hadn't danced for hours, _____ (feel / tired)
- _____, he wouldn't have woken up late. (hear / alarm clock)
- If he'd left the house on time, _____ (miss / bus)
- _____, he wouldn't have found one pound. (walk / park)
- If he hadn't bought a lottery ticket, _____ (win / lottery)
- _____, he wouldn't have seen elephants in the wild. (go / to Africa)

1 ★ Complete the -ed adjectives.



frightened



1 b_____



2 t_____



3 r_____



4 a_____



5 f_____



6 a_____



7 e_____

2 ★★ Complete the sentences. Use the -ed or -ing adjective, noun or verb form of the words in brackets.

Our holiday was very relaxing. (relax)

- 1 I felt _____ when I fell over. (embarrass)
- 2 That show often _____ me. (shock)
- 3 _____ is never a problem in the holidays. (bore)
- 4 The 3D film *Avatar* is _____. (astonish)
- 5 The news was _____. (horrify)
- 6 My sister has a strange _____ with snakes. (fascinate)

- 7 Do science fiction books _____ you? (bore)
- 8 We all listened with _____ as our teacher said we could go home early. (astonish)
- 9 I don't like that singer. She _____ me. (annoy)
- 10 This *Dracula* DVD is _____! (terrify)

3 ★★ Complete the email with the words in the box.

fascinating shock boring relaxation
relax annoy annoying horrified
terrify interested

Dear Katia

Thank you so much for your letter. It was fascinating to learn all about your family and where you live.

I was pleased to hear that you have a little brother too! My brother is called Archie and he's seven. Most of the time he's nice but he can be very ¹_____ at times. I was ²_____ when he put a spider in my bed last week – it was a real ³_____! I'm very frightened of spiders – they ⁴_____ me! Does your brother do little things to ⁵_____ you sometimes?

I'm glad you're ⁶_____ in swimming. Some people think it's ⁷_____ just swimming up and down a pool but I find it very good for ⁸_____. I also like to ⁹_____ by doing yoga.

Write to me again soon!

Best wishes

Grace

4 ★★ Write sentences about how you feel. Use the words in the box or your own ideas.

wildlife programmes horror films
3D films tattoos global warming
getting a job in the future classical music
heavy metal music motor racing

Wildlife programmes on TV fascinate me – I think that some of the animals are astonishing.

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

Defining relative clauses

1 ★ Match sentence halves 1–8 with a–h.

- | | |
|---------------------------------------|--------------------------------------|
| 1 We know a girl | a whose guitar was stolen? |
| 2 Is that the musician | b who has a phobia of spiders. |
| 3 Can I see the article about phobias | c where we played tennis last week. |
| 4 This is the park | d which you read earlier? |
| 5 Are we near the shop | e which I took for a walk. |
| 6 Shall we watch the film | f that's on the other TV channel? |
| 7 Here's the dog | g which I bought for my wife. |
| 8 These are the flowers | h where I saw that nice silver ring? |

2 ★★ Complete the sentences with relative pronouns. Then choose the correct answers.

How much do you know about British music and culture?

Glastonbury is a famous British music festival which takes place ...

a in a park. b on a farm. c on a beach.

- 1 The person _____ wrote the book *Charlie and the Chocolate Factory* was called ...

a J.K. Rowling. b Enid Blyton.
c Roald Dahl.

- 2 Madam Tussauds is a museum in London _____ you can find models of ...

a animals. b famous people. c buildings.

- 3 The famous footballer _____ wife was a singer with the Spice Girls is ...

a David Beckham. b Wayne Rooney.
c John Terry.

- 4 The stadium in London _____ you can see sport and rock concerts is called ...

a Old Trafford. b Madison Square Gardens.
c Wembley.

- 5 The *X-Factor* is a TV show _____ finds new ...

a pop stars. b actors. c chefs.

- 6 Robert Pattinson is a British actor _____ is in one of the *Harry Potter* films and the ...

a *Star Wars* films. b *Twilight* films.
c *Scooby Doo* films.

Non-defining relative clauses

3 ★★ Complete the non-defining relative clauses with *who*, *which*, *where* or *whose*. Then put the punctuation in the correct place.

My cousin who comes from Newcastle is a famous singer.

- Jack _____ lives next door to me has broken his arm.
- My new laptop _____ arrived yesterday was very expensive.
- That French village _____ we always go on holiday is very nice.
- Anna _____ brother is in my drama club won the prize yesterday.
- Mr Stanley _____ is standing over there is our chemistry teacher.
- Her coat _____ she bought from that new shop was very expensive.
- My friend _____ dad is a film star invited me to her birthday party.
- The old museum _____ we saw the big Picasso painting has just bought some more pictures.

4 ★★★ Complete the sentences with defining or non-defining relative clauses and the words in brackets.

My sister Emily, who is nearly nineteen, has gone to university. (be / nineteen)
She married a man whose name is Caesar.

- Mark Zuckerberg _____ is one of the wealthiest people in the world. (create / Facebook)
- Is this the school _____? (Prince William / study)
- The Taj Mahal _____ was built by Emperor Shah Jahan in memory of his wife Mumtaz. (a palace / in India)
- The letter _____ was from his girlfriend. (he / received yesterday)
- Do you know anyone _____? (have / pink hair)
- The White House _____ is the official residence of the President of the USA. (a building / in Washington)
- The shop _____ has closed down. (I / buy / this dress)
- My grandfather _____ goes swimming every day! (be / eighty)



Why teenagers can't get out of bed

A 'Come on, it's time to get up now! You're going to be late for school again! You won't have time for breakfast if you don't hurry!'

B Do your parents ever say these things? Well, if you're one of the many teenagers who find it difficult to get up – there's good news. You're completely normal!

C Recent research shows that teenagers do in fact need lots of sleep and their brains often work better in the afternoons. They have different body clocks to adults. Dr David Bainbridge from Cambridge University believes that the teenage body clock runs two hours behind adult time. This can make their day seem more like 26 hours long – so 8 a.m. feels like 6 a.m.

D One head teacher, Dr Paul Kelley of Monkseaton High School in the north of England, is taking the new research very seriously. 'Teenagers aren't lazy,' he says.

'We're depriving them of the sleep they need ... and this has a negative impact on their learning.' Dr Kelley thinks that teenagers can become anxious, moody and frustrated if they don't get enough sleep and they may have difficulty concentrating on their lessons. So in the future he wants to introduce a new timetable at the school and give students those important extra hours of sleep.

E One pupil, Tayler McCullough, 15, said the majority of students would look forward to the extra hours in bed. 'It's extremely hard to get up in the morning. One or two people like to get to school early, but most of us would be up for going in later.'

F But not all teachers agree with the idea of starting school later. Many think that there is a simple alternative – going to bed early!

1 ★ Read the text. Tick ✓ the correct box.

The author wrote the text to ...

a ☐ warn. b ☐ inform. c ☐ thank.

2 ★★ Read the text again. Match headings 1–6 with paragraphs A–F.

- | | |
|---------------------------------------|----------|
| 1 Not everybody wants a new timetable | <u>F</u> |
| 2 Don't worry. You're not unusual! | _____ |
| 3 A school's plans for the future | _____ |
| 4 Changing body clocks | _____ |
| 5 A student's opinion | _____ |
| 6 The things that parents say | _____ |

3 ★★ Are the sentences *true* or *false*?

Research shows that it's normal for teenagers to get up late. true

- | | |
|---|-------|
| 1 Teenagers need to sleep in the afternoons. | _____ |
| 2 Dr Bainbridge is a surgeon. | _____ |
| 3 Dr Kelley works in London. | _____ |
| 4 Dr Kelley plans to change the timetable at his school. | _____ |
| 5 Tayler McCullough is pessimistic about Dr Kelley's ideas. | _____ |

4 ★★★ Answer the questions.

What do many teenagers find hard to do?

They find it hard to get up.

- 1 How long does a day seem to a teenager?
- _____

- 2 What problems can teenagers have if they get out of bed early?
- _____

- 3 Why does Dr Kelley want to change the timetable at his school?
- _____

- 4 According to McCullough, what would most students think about the new timetable?
- _____

- 5 What do some teachers think that teenagers should do?
- _____

Build your vocabulary

- 5 ★★ Complete the sentences with the antonyms of the words in bold.

refuse simple unfortunately
meanness miserable dull

She doesn't understand **generosity**. In fact, she's famous for her meanness.

- 1 'Is that exercise **complicated**?' 'No, it's really _____.'
- 2 That boy never looks **happy**. He always seems _____.
- 3 'Do they usually **accept** your help?' 'No, they always _____ it.'
- 4 **Luckily** I remembered the sandwiches but _____ I forgot to buy juice.
- 5 'Was your holiday **exciting**?' 'No. It was rather _____.'

Language point: Modifying comparatives

- 1 ★ Complete the sentences. Put the words in brackets in the correct position.

Amy is a lot less _____ pessimistic this year. (a lot)

- 1 We all need _____ to study _____ harder. (a bit)
- 2 Daniel will become _____ more _____ successful in the future. (much)
- 3 She _____ seems _____ less moody at the moment. (slightly)
- 4 They're behaving _____ more responsibly _____. (a lot)
- 5 The children are _____ noisier _____ today. (a bit)
- 6 Please talk _____ more quietly _____ in class. (a little)
- 7 Will you arrive _____ earlier _____ tomorrow? (slightly)
- 8 I'm _____ feeling _____ less anxious today. (much)

- 2 ★★ Order the words to make sentences and questions. There is one word you do not need in each sentence.

Tom you / are / optimistic / feeling / a / more / ?

Are you feeling more optimistic?

Ali today / lot / feel / yes / I / better / much

Yes, I feel much better today.

1 Jo run / you / can / faster / slightly / a / ?

Lin a / tired / no / I'm / much / today / bit

2 Daisy dad / your / the / did / more / drive / yesterday / carefully / ?

Max he / yes / drove / lot / a / slowly / was / more

3 Luke Cara / is / very / little / happier / a / now / ?

Eve she / seems / no / relaxed / bit / a / most / less

TASK

- 3 ★★ Read the notes. Then complete the email. Use one word in each gap.

Why I went on the trip	5 July: Summer holiday starts. It's really boring. 15 July: I met Josh and he told me about visiting his Brazilian cousins. I thought that I needed more adventure and optimism in my life too!
Who with	Alex, my brother
Where	French and Spanish cities
How long	a couple of weeks
The best place	the Alhambra
My feelings about the trip	Fantastic trip – of course, I'm quite poor now but I'll never regret going. I saw so many brilliant places!

- 4 ★★★ Imagine that you went travelling for a month. Write an email to a friend to tell them about your trip. Use the table in exercise 3 to help you plan your ideas.

Delete
Reply
Reply All
Forward
New
Mailboxes
Get Mail

From
Search Mailbox

Hi Cameron!

Sorry I haven't emailed you for ages but I've been away. Do you remember that at the beginning of the summer holiday I was really ¹_____?

Well, everything changed when I saw my old friend ²_____ in town about a month ago. He had just come back from a visit to his cousins in ³_____. Chatting to him made me realize that I should be more adventurous and more ⁴_____ about life in general!

I talked to my older ⁵_____ Alex and we decided to travel by train to some of the most famous cities in France and ⁶_____ for two ⁷_____. We visited some amazing places, including the ⁸_____, a magnificent palace in the south of Spain. I'll show you my photos of it.

I haven't got any ⁹_____ now but I don't ¹⁰_____ travelling at all. If I hadn't done that trip, I wouldn't have ¹¹_____ so many wonderful places!

Let's meet up next week.

Matt

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

☐☐☐☐ I need to try this again.

☐☐☐☐ I am happy with this.

☐☐☐☐ I could do this better.

☐☐☐☐ I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

Attributes and personality

1 Complete the sentences with the words.

anxiety anxious politeness polite
optimism optimistic

- 'Do you have a feeling of _____ about the exams?' 'Yes, I feel very positive.'
- We want all the students at this school to say 'please' and 'thank you'. _____ is very important.
- Owen always thinks the future will be good. He's the most _____ person I know.
- Jim is more _____ than Sylvia. He always smiles and opens the door for people.
- My mother always gets _____ if I'm late.
- Many students feel _____ about their first day at school.

2 Choose the correct answers.

- James never spends any money. He's _____ boy in our class.
a meaner b meanest
c the meanest d the meaner
- Ellie always looks worried. She is _____ than her friends.
a anxious b more anxious
c most anxious d the most anxious
- Kate is confident about the race. She was _____ runner at our school last year.
a good b better c best d the best
- You need to take your work _____.
a more seriously b the more seriously
c the most seriously d the least seriously
- This was _____ film I've ever seen!
a less interesting b least interesting
c the least interesting d the less interesting
- Rob cycled to school _____ than Pete.
a quickly b quick c less quickly d quicker

I can compare people and the things they do.

MY EVALUATION ☐☐☐☐

READING ■ The Yes Man

3 Complete the sentences with the antonyms of the words in bold.

- 'Did the Yes Man **accept** every invitation?' 'That's right. He didn't **r** _____ any of them.'
- He never had a **dull** moment. Every day was e _____.
- He also learned that **meanness** was wrong and g _____ was much better.
- Luckily**, Danny won a lot of money but u _____ he lost it all again.
- He helped **poor** people and learnt that w _____ people aren't always happy.
- His life became less c _____. He didn't have to make any more decisions so everything was more **simple**!

I can understand a text about a man who changed his attitude to life.

MY EVALUATION ☐☐☐☐

LANGUAGE FOCUS ■ Third conditional

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

- If I hadn't got up late this morning, I _____ the school bus.
(not miss)
- My sister would have won that tennis match if she _____ harder. (try)
- I wouldn't have fallen over if you _____ me. (not push)
- If Adam _____ his homework more quickly, he would have gone to the park. (do)
- I _____ 'hello' if I had seen you. (say)

I can talk about imaginary situations in the past.

MY EVALUATION ☐☐☐☐

VOCABULARY AND LISTENING ■ Feelings

5 Complete the sentences with an *-ed* or *-ing* adjective, a noun or verb form.

- I feel very frightened when I'm in big crowds. I think they're te_____.
- I'm really wo_____ about my exam results. I think I made many mistakes.
- I ran away when the dog came near. It was em_____ because everyone looked up.
- I watch that TV series about people with phobias. It always fa_____ me.
- I had a sh_____ when I saw a rat in the supermarket.
- My sister talks about her phobias all the time. Sometimes it's a bit an_____.

I can understand a discussion about phobias.

MY EVALUATION ☐ ☐ ☐ ☐

LANGUAGE FOCUS ■ Defining and non-defining relative clauses

6 Write [D] next to the sentences with defining clauses and [N] next to the ones with non-defining clauses. Then complete the sentences with *which*, *who*, *where* or *whose*.

- My new teacher, _____ lives near the school, is very nice. ____
- I know a nice place _____ we can go after school. ____
- That unfriendly neighbour, _____ dog hurt me, has just sold his house. ____
- The Italian designer shop, _____ you saw those nice shoes, has closed down. ____
- I haven't spoken to the tall woman _____ is standing over there. ____
- She told me all about her new car, _____ she bought in France two months ago. ____
- There's a boy in my class _____ parents are famous television actors. ____
- Do you like the new jacket _____ I got at the shopping centre yesterday? ____

I can describe people, things and places using relative clauses.

MY EVALUATION ☐ ☐ ☐ ☐

SPEAKING ■ Reacting to news and sympathizing

7 Complete the dialogue with the words.

least up down end just too would

- Mel Hello, Harry. What's the matter? You look a bit ¹_____.
- Harry I've ²_____ heard that I've failed my piano exam.
- Mel Don't worry, it isn't the ³_____ of the world.
- Harry If I had been more relaxed, I ⁴_____ have played better.
- Mel Don't take it ⁵_____ badly. At ⁶_____ you can do it again.
- Harry That's true, I suppose.
- Mel Cheer ⁷_____! Let's go shopping.
- Harry Good idea. I feel better already.

I can sympathize with someone.

MY EVALUATION ☐ ☐ ☐ ☐

WRITING ■ An experience

8 Choose the correct words.

This time three months ago, things weren't going ¹**to / two / too** well for me. I had broken my leg and I needed to stay in hospital for a long time. I was feeling really ²**boring / bored / boredom** and unhappy. I ³**spent / spend / spending** a lot of time in my bed watching TV and I didn't do any of the special exercises that the therapist had recommended.

⁴**Everything / Everybody / Everywhere** changed the day I talked to a new doctor. He explained carefully why I needed to move my leg every day. He made me ⁵**realized / realizing / realize** that I should be more positive. He also gave me a book about a boy ⁶**which / who / whose** learnt to walk again after an accident. I ⁷**started / start / will start** to do all the exercises and slowly I began to learn to walk again.

⁸**This / Those / These** days, I feel much happier. I can now walk well. But I think that if I ⁹**didn't / hadn't / not** met that doctor, I ¹⁰**can / will / would** have stayed in hospital for much longer.

I can write about a personal experience.

MY EVALUATION ☐ ☐ ☐ ☐

VOCABULARY ■ Morals

1 ★ Match verbs 1–8 with a–h.

- | | |
|-----------|--------------------------|
| 1 make | a around a problem |
| 2 do | b to do something |
| 3 feel | c an excuse |
| 4 hurt | d guilty about something |
| 5 keep | e quiet about something |
| 6 pretend | f someone's feelings |
| 7 break | g something wrong |
| 8 get | h the law |

2 ★★ Complete the sentences with *do*, *break*, *make*, *keep* or *tell*.

I never tell lies!

- The police interviewed her but she didn't _____ the truth.
- I'm so upset. Why did she _____ her promise to me?
- I don't want to give personal information. I'll _____ up my address when I fill in the form.
- I always _____ something wrong in exams.
- You don't need to come to the party. I'll _____ an excuse for you.
- _____ quiet about the money. It's better if they don't know about it.
- The police will arrest you if you _____ the law.

3 ★★ Complete the dialogue. Use the correct form of the verbs in the box.

break feel keep make do pretend
tell tell hurt

PERSONAL DETAILS

MR ☐ MRS ☐ MISS ☒
SURNAME: STEVENS
FORENAME(S): ABIGAIL
AGE: 18

OCCUPATION/JOB: STUDENT
ADDRESS: 5 MOON CRESCENT,
RYE, EAST SUSSEX

Please read the following questions carefully and answer each one honestly:

- Do you have high/low blood pressure? YES NO
- Are you on any medication? YES NO

JUMBO
GYM



Megan What's the matter? Do you _____ feel _____ guilty about something?

Abigail Yes, I do. I've ¹ _____ something wrong.

Megan What have you done? Have you ² _____ the law?

Abigail No, you know I wouldn't do that.

Megan What is it then? Have you ³ _____ someone's feelings?

Abigail No, I haven't! But I've ⁴ _____ a lie.

Megan Really? Who to?

Abigail I didn't lie to a person, I ⁵ _____ up some information on a form.

Megan What did you write?

Abigail I was applying for gym membership, and the minimum age is eighteen. I'm eighteen in three weeks, so I ⁶ _____ to be eighteen on the form. Now I'm worried they'll find out that I didn't ⁷ _____ the truth.

Megan Don't worry, I'll ⁸ _____ quiet about it! You'll probably be eighteen by the time you get your membership card!

4 ★★★ Answer the questions. Use your own ideas.

- Have you done anything wrong this week? What was it?

- Has anyone ever hurt your feelings? How?

- Have you ever hurt anyone's feelings? How? Did you feel guilty about it?

- What is the most imaginative excuse you have ever made?

- Is it ever OK to tell a lie? When? Why?

- Have you ever pretended to be someone else?

- Have you ever made things up? What? When?

- Think of a problem you had recently. How did you get around it?

Indirect requests

- 1 ★ Complete the table with the words in the box.

not to them tell not asked to

Affirmative

I asked her to be quiet.

You told me to give it back.

He / She told ¹ _____ to go home.

We / You / They asked me to ² _____ the truth.

Negative

I told him ³ _____ to lie.

You asked them not to be late.

He / She ⁴ _____ us not to leave the door open.

We / You / They told him ⁵ _____ laugh.

- 2 ★★ Complete the indirect requests.

'Don't be late, Jane!'

Jane's sister told her not to be late.

1 'Please close the door.'

Dad asked me _____.

2 'Don't copy the homework!'

Mrs Jenkins told us _____.

3 'Show me your tickets.'

The bus driver told us _____.

4 'It would be great if you could call me back later.'

Zara asked me _____.

5 'Don't go away.'

Tina asked me _____.

6 'Could you carry those shopping bags, please?'

The old lady asked me _____.

7 'Stop! Look before you cross the road!'

The police officer told us _____ and _____.

8 'Would you mind opening the window?'

Eva asked me _____.

9 'Don't give more food to the cat. I've just fed it.'

Mum told me _____ because she'd just fed it.

10 'Please tell Sarah to tidy her room.'

Sheila asked us _____.

Reported speech: tense changes

- 3 ★★ Complete the sentences.

'It rained all day.'

Dad said that it had rained all day.

1 'We'll be a bit late.'

They said that they _____ a bit late.

2 'I've been to Italy.'

George told me that he _____ to Italy.

3 'You look great in the red dress.'

Tanya said that I _____ great in the red dress.

4 'I can't speak Russian.'

He told me that he _____ speak Russian.

5 'I'm sorry.'

Simon said that he _____ sorry.

6 'You must be quiet.'

I told you that you _____ be quiet.

7 'Jo has a new car.'

Kevin told me that Jo _____ a new car.

8 'I'm waiting in front of the library.'

Justin said he _____ in front of the library.

- 4 ★★★ Rewrite the dialogue using reported speech.

Nina I'm worried about my relationship with Basil. I've told a few lies.

Evan Don't worry! Everybody tells lies sometimes.

Nina I was really stupid.

Evan Don't say things like that. Everything will be fine.

Nina You don't understand! I've made mistakes.

Evan You must tell the truth. Honesty is always the best policy.

Nina said that she was worried about her relationship because she

¹ _____ lies. Evan

² _____ worry. He said that

³ _____ sometimes. Nina

said ⁴ _____. Evan told her

⁵ _____. He said that

⁶ _____ fine. Nina told him

that ⁷ _____. She said that

⁸ _____ mistakes. Evan

said that ⁹ _____ and that

honesty ¹⁰ _____.

1 ★ Choose the correct words.

I **admitted** / insisted to my brother that I had eaten the biscuits.

- 1 My mum **invited** / agreed to take me shopping for new jeans.
- 2 Laura and Josh **convinced** / complained that the food was terrible.
- 3 We **invited** / offered some friends to our house for a barbecue.
- 4 Maya **convinced** / insisted me that going by bike was a good idea.
- 5 They **offered** / ordered a huge cake from the bakery for my party.
- 6 Katy **refused** / complained to help me.
- 7 I **offered** / ordered to lend my sister £10.
- 8 The teacher **insisted** / explained how to do the exercise.

2 ★★ Read the definitions. Then write the reporting verbs.



say that something isn't good enough

complain

- 1 make somebody believe something _____
- 2 give an explanation _____
- 3 say that you did something _____
- 4 request or ask for something _____
- 5 ask a person to come somewhere _____
- 6 not to accept 'no' for an answer _____
- 7 not to accept an offer or an order _____
- 8 accept a suggestion or a statement _____
- 9 make a suggestion or present somebody with something _____

3 ★★★ Complete the text. Use the past simple form of the reporting verbs in the box.

admit agree ask complain convince explain order refuse

Police catch Manchester football thieves



Police told reporters how they caught a gang of thieves in Manchester, north-west England. The gang admitted that they rob the homes of footballers who are playing in matches in other towns. The police caught the gang after several famous footballers ¹_____ that their houses had been burgled. A police investigation led to Adnan Daci. At first, Daci ²_____ to speak. Later, he ³_____ that the gang's boss had ⁴_____ him and three other men to work for the gang. The police ⁵_____ Daci a lot of questions about the gang's boss. Then they ⁶_____ Daci to take them to the boss's house. In exchange, the police ⁷_____ not to prosecute Daci.

4 ★★★ Answer the questions. Use your own ideas.

1 Do you ever complain? What about?

2 When do you invite people to visit you?

3 Have you ever refused to do something? What was it?

4 Have your parents ordered you to do anything recently?

5 Who have you offered to help recently?

6 Do you ever admit that you've done something wrong?

1 ★ Order the words to make reported questions.

'Did you tell the truth?' she asked.

us / if / she / we / had told / the truth / asked
She asked us if we had told the truth.

1 'What time is it?' he asked.

time / asked / he / what / was / it

2 'Are you watching the news?' dad asked.

were / the news / dad / if / we / asked / watching

3 'Have you seen my pen?' he asked.

whether / we / asked / 'd seen / he / his pen

4 'Where's your book?' the teacher asked.

the teacher / where / was / my book / asked

5 'Were you on time?' she asked.

whether / 'd been / I / she / asked / on time

6 'How many people will you invite to the party?' Julian asked.

people / invite / we / would / to the party / asked / Julian / how many

2 ★★ Complete the reported questions.

'Has anyone finished?'

Tanya asked if / whether anyone had finished.

1 'How long have you lived in Milan?'

He asked

2 'Can we start playing?'

They asked

3 'Where has Simon been?'

Mum asked

4 'Who is playing the guitar?'

I asked

5 'Will you be home at 6.30?'

She asked

6 'Did you finish the book?'

Steven asked

3 ★★ Complete the direct questions.

Can you tell me how old you are?

How old are you?

1 I'd like to know when she'll be ready.

When

2 I was wondering if you've got a laptop.

Have

3 Can you tell me what you're doing?

What

4 I was wondering whether you like red roses.

Do

5 Can you tell me how you made this cake?

How

6 I'd like to know when you arrived.

When

4 ★★★ Rewrite the direct questions as indirect questions using the phrases in the box.

Can you tell me ... ? I'd like to know ...
I was wondering ...

What are you thinking?

I'd like to know what you're thinking.

1 Can you speak Japanese?

2 Are they coming here later?

3 Where was that noise coming from?

4 Did you meet my sister?

5 Have you ever been to Brazil?

6 Could you call on me later?

Hundreds of thousands of mobile phones are lost and stolen every day. Losing your phone, with all your friends' numbers on it – perhaps with your photos and your songs, too – can be something of a small personal disaster.

One day, Jack Gallagher was sitting on a bench in a London park. Suddenly, a phone on the ground started to ring. He pretended that he couldn't hear it. Then it rang again. He answered it. The speaker, Louise, explained that she had lost her phone. She asked, 'Where are you? I wonder if you could give me back my phone.' Jack said, 'No problem. I'll meet you at Euston Station.'

When he met Louise, she admitted that it was part of an experiment. 'Oh!' said Jack. She explained that a group of psychologists wanted to test people's honesty. They left phones in public places and then rang them. About 20% of the people who answered the phones refused to return

them. However, 80% of people agreed to give them back.

Why? The psychologists found that two key factors made a difference. Firstly, people were more likely to return the phone if a woman called, as opposed to a man. The psychologists think that people probably feel guiltier about being dishonest to women than to men.

Secondly, phones with a photo of a car on the screen were much less likely to be returned than phones with a photo of a baby. The psychologists say that images of babies provoke sympathetic reactions in people.

So now you know: keep a photo of a baby brother, sister or cousin on your screen – and ask your mum to call your number if you lose your phone!



1 ★ Read the text. Tick ✓ the correct box.

The text is about how ...

- a ☐ people lose their phones.
- b ☐ people steal mobile phones.
- c ☐ to get back your lost phone.

2 ★★ Read the text again. Order the events.

- a ☐ Jack agreed to meet Louise.
- b ☐ The phone started to ring again.
- c ☒ Jack was relaxing in the park when a phone started to ring.
- d ☐ Jack answered the phone.
- e ☐ Louise explained that it was an experiment to test people's honesty.
- f ☐ Jack ignored the phone.
- g ☐ Louise asked Jack to return her phone.

3 ★★ Choose the correct answers.

___ of phones are lost every day.

- a Millions **b Thousands** c Hundreds

- 1 Louise asked where ___ was.
a Jack b she c her phone
- 2 The phone was _____.
a on a bench b in a car c on the ground
- 3 In the experiment, most people ___ the phones.
a returned b didn't return c rang
- 4 People were more likely to return a 'lost' phone if the speaker was a _____.
a psychologist b woman c man

4 ★★★ Answer the questions.

What can you lose if your phone is stolen?

Your friends' numbers, your photos and music.

- 1 How do you think Jack felt while he was pretending not to hear the phone?

- 2 Who should you ask to call your number if your phone is lost?

- 3 How do people feel about lying to a woman?

- 4 What effect does a photo of a baby have on people?

- 5 If you found a phone, what would you do?

Build your vocabulary

5 ★★ Complete the sentences with the correct form of *make* or *do*.

Listen, I'm doing you a favour.

- 1 This extra money _____ a lot of difference. I'll use it to pay my electricity bill.
- 2 _____ you _____ that online survey yet?
- 3 I _____ dinner tonight.
- 4 She always _____ the same excuses.
- 5 It's hard, but I'm _____ my best.
- 6 I trust you to _____ the right thing.

Language point: Punctuation in dialogues

- 1 ★ Rewrite the sentences including commas, question marks, full stops and speech marks.

Where were you going our friends asked
'Where were you going?' our friends asked.

- 1 Don't tell lies I said
- 2 What did you say he shouted
- 3 Who would know the answer we wondered
- 4 I won't forget grandma insisted
- 5 Were you having a good time she asked

- 2 ★★ Read the reported speech. Then write direct speech with the correct punctuation.

John asked where we were.

'Where are you?' John asked.

- 1 I asked what you were watching.
- 2 She said it was half past eight.
- 3 Tom said he lived in London.
- 4 He asked which one I preferred.
- 5 Sam asked if I would help her.
- 6 They said they were going to the match.

TASK

- 3 ★★ Read the text. Underline the reporting verbs.

An innocent mistake

Last week my new friend Pete and I were making mp3 playlists on our laptops. He was looking at my playlist and I offered to make a copy of my favourite album for him. Just then, he suddenly became angry. He said I couldn't do that because it was illegal. At first I felt embarrassed and I didn't say anything. Then I replied that I had paid for the CD, so I could copy the music if I wanted to. He said that copying music was the same as stealing a CD from a shop. I told him I hadn't thought of that. He explained that his dad was a musician.

I felt really guilty. To cut a long story short, I deleted all the copied mp3s from my hard drive. I know this was the right thing to do.



- 4 ★★ Rewrite the text using direct speech.

An innocent mistake

Last week Pete and his new friend Jamal were making mp3 playlists on their laptops. Pete was looking at Jamal's playlist.

'Pete, I'll make a copy of my favourite album for you.' Jamal offered. Just then, Pete suddenly became angry. He said, ¹_____. At first Jamal was embarrassed and he didn't say anything. Then he replied, ²_____. Pete did not agree. He said, ³_____. ⁴_____, Jamal told him. ⁵_____, Pete explained.

Jamal felt really guilty. To cut a long story short, he deleted all the copied mp3s from his hard drive. He knew that was the right thing to do.

- 5 ★★★ Imagine that you are going to watch a film with a friend. He suggests downloading a film illegally from the internet but you'd prefer to hire a DVD from a shop. Explain what happens and include some dialogue in your narrative.

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

☐ ☐ ☐ ☐ I need to try this again.

☐ ☐ ☐ ☐ I am happy with this.

☐ ☐ ☐ ☐ I could do this better.

☐ ☐ ☐ ☐ I can do this very well.

VOCABULARY AND LANGUAGE FOCUS ■

Morals

- 1 Complete the sentences with the verbs in the box.

break do feel hurt keep make
pretend tell

- Do you _____ guilty about losing her DVD?
- Why did you _____ all those lies?
- I won't admit it, I didn't _____ anything wrong.
- You know that I'd never _____ the law.
- Did she _____ an excuse?
- You can't _____ my feelings.
- Why don't you _____ to be English?
- Please _____ quiet about my exam results. I haven't told my parents yet.

- 2 Write indirect requests using the correct form of *tell* or *ask*.

- 'Tell me the time,' said Lisa.

- 'Go away!' he shouted to them.

- 'Did you make it up?' she wanted to know.

- 'Don't pretend to be sad,' mum told me.

- 'Be careful,' the police officer warned her.

- 'Don't worry about me,' he said to her.

- 'Listen!' the teacher said to us.

- 'Open the door,' she said to me.

I can request something and report someone's request.

MY EVALUATION ☐ ☐ ☐ ☐

READING ■ Honesty

- 3 Complete the text using the correct form of *do* or *make*.

The music industry has ¹ _____ a survey to find out how people get and listen to music. A lot of people admitted that they copied mp3 files for friends. They ² _____ lots of excuses – for example, they said new music was too expensive. People said they wanted to ³ _____ the right thing but they couldn't afford to buy everything. So the music industry has ⁴ _____ a plan. They are going to ⁵ _____ their best to sell albums as cheaply as possible and they think the plan will ⁶ _____ a lot of difference to how fans buy music.

I can understand a text about honesty.

MY EVALUATION ☐ ☐ ☐ ☐

LANGUAGE FOCUS ■ Reported speech: tense changes

- 4 Rewrite the sentences as reported speech.

- 'I can play the violin,' said Jon.
Jon said he _____.
- 'I don't like my new bicycle,' he told us.
He told us he _____.
- 'I'm thinking about Justin Bieber,' she said.
She said she _____.
- 'I'll pay later,' he told the shopkeeper. He told the shopkeeper he _____.
- 'You must drive slowly,' the police officer told them. The police officer told them they _____.
- 'We love fishing,' they said.
They said they _____.
- 'This holiday has been great,' we told our friends. We told our friends the holiday _____.
- 'Your homework is excellent,' our teacher said. The teacher told us _____.

I can report things that people have said.

MY EVALUATION ☐ ☐ ☐ ☐

VOCABULARY AND LISTENING ■ Reporting verbs

5 Choose the correct words.

George Parker was a brilliant conman. About 100 years ago, he ¹**admitted** / **offered** to sell Brooklyn Bridge to a rich tourist who had just arrived in the USA.

Parker ²**invited** / **refused** the man to look at 'his' bridge. At first the man ³**refused** / **ordered**, but Parker was a very persuasive conman and he ⁴**agreed** / **insisted**! He ⁵**explained** / **convinced** why he wanted to sell the bridge. Parker ⁶**convinced** / **complained** the tourist to buy it by producing false documents. These showed that he owned the bridge. The man ⁷**agreed** / **ordered** to buy it. But it was actually a public bridge – it wasn't Parker's at all! He sold it a few times to different people, but he was arrested after a buyer ⁸**invited** / **complained** to the police.

I can understand a radio programme about famous conmen.

MY EVALUATION ☐ ☐ ☐ ☐

LANGUAGE FOCUS ■ Reported and indirect questions

6 Rewrite the direct questions as reported questions.

1 'What time does the train leave?'
He asked _____

2 'Are you watching the news?'
Dad asked me _____

3 Mum asked, 'Have you seen the newspapers?'
Mum asked us _____

4 'When will they get home?'
She asked _____

5 'Did you finish your homework?'
The teacher asked me _____

7 Rewrite the direct questions from exercise 6 as indirect questions.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

I can ask and respond to indirect questions.

MY EVALUATION ☐ ☐ ☐ ☐

SPEAKING ■ Explaining and clarifying situations

8 Put the dialogue in the correct order. Number the sentences.

- ☐ Meg I don't have pocket money. I bought this mp3 player with the money my grandparents gave me for my birthday.
- ☐ Meg Honestly, it's true! If you don't believe me, ask my sister.
- ☐ Meg Yes. Why do you ask?
- ☐ Rob Is that a new mp3 player?
- ☐ Rob Are you telling the truth?
- ☐ Rob You told me that you didn't have enough money to go out with me on Friday, but you bought a new mp3 player!

I can explain and clarify a situation.

MY EVALUATION ☐ ☐ ☐ ☐

WRITING ■ A narrative

9 Add commas, question marks, full stops and speech marks to the dialogue in the narrative.

Two weeks ago Tom, Nina and I were walking to school when we saw a young man breaking the windows of a shop. What shall we do I asked. Tom said We should stop him What if he's dangerous asked Nina. Give me your phone I told Tom. I'll call the police

The young man had run away by the time the police arrived. Can you describe the man they asked. We described the young man and, to cut a long story short, the police arrested him near our school.

I can write a narrative with dialogue.

MY EVALUATION ☐ ☐ ☐ ☐

Present simple and continuous

Use

The present simple is used to talk about:

- 1 Habits, routines and things that occur regularly.
I do exercise every day.
It often rains in April.
- 2 Facts, general truths and permanent situations.
Paris is the capital of France.
Water boils at 100°C.
- 3 Mental or emotional states, including likes and dislikes.
I feel happy today.
Do you believe in ghosts?
I prefer jazz to rock.

Adverbs of frequency and time expressions like *every morning*, *once a week* and *on Fridays* are often used with the present simple.

The present continuous is used to:

- 1 Describe actions in progress and actions which happen at the moment of speaking.
I'm writing an email to my best friend.
'Where's Hakan?' 'He's talking on the phone.'
Is Claudia doing her homework now?

Time expressions like *now*, *at the moment* and *today* are often used with the present continuous.

- 2 Talk about arrangements with a fixed date or time in the future.
I'm having lunch with my grandparents tomorrow.
Are you meeting Sebastian after school?

Remember that stative verbs are not usually used with the present continuous. These include: *believe*, *belong*, *own*, *have* (possess), *hate*, *imagine*, *know*, *like*, *love*, *prefer*, *remember*, *think*, *understand* and *want*.

Verbs + -ing / to

The *-ing* form is used after the following verbs and expressions: *enjoy*, *love*, *like*, *prefer*, *hate*, *don't mind*, *can't stand*, *be into* and *finish*.

I love reading ghost stories.

He can't stand watching horror films.

Do you enjoy swimming?

Note that we don't usually use *love* or *prefer* in negative sentences.

The infinitive with *to* is used after the following verbs and expressions: *want*, *decide*, *need*, *would like*, *would prefer*.

I want to download some music from the internet.

She doesn't need to go home now.

Would you like to have a party for your birthday?

Past simple

Affirmative	Negative
I / You / He / She / It / We / You / They danced.	I / You / He / She / It / We / You / They didn't dance.
I / You / He / She / It / We / You / They sang.	I / You / He / She / It / We / You / They didn't sing.
Questions	
Did I / you / he / she / it / we / you / they dance?	
Did I / you / he / she / it / we / you / they sing?	

Regular and irregular verbs

For most regular verbs, we add *-ed*: *look* → *looked*.

If the verb ends in *-e*, we add *-d*: *smile* → *smiled*.

If the verb has one syllable and ends in a consonant preceded by a vowel, we double the consonant before adding *-ed*: *plan* → *planned*.

In British English, we always double the consonant */*: *travel* → *travelled*.

If the verb ends in *-y* preceded by a consonant, we delete the *-y* and add *-ied*: *study* → *studied*.

There are no rules for the formation of irregular verbs. See the list of irregular verbs on page 104.

Use

The past simple is used to talk about a finished action or a period of time in the past. It is often used with past time expressions which pinpoint specific moments in the past: *yesterday*, *last night*, *two years ago*, *on Tuesday*, *in 2010*.

Natalie spoke to your brother last night.

I didn't send you a text message on Tuesday.

Did you go on holiday in 2010?

Object and subject questions

In the sentence below, *John* is the subject, while *Mary* and *a red rose* are both objects.

John gave Mary a red rose.

Object questions

An auxiliary verb is used when the question refers to the **object** of the verb:

Who did John give a red rose to? What did John give Mary? How many roses did he give her?

Subject questions

No auxiliary verb is used when the question refers to the **subject** of the verb:

Who gave Mary a red rose?

What happened on 21 July 1969?

Which bus goes to the station?

Present simple and continuous

- 1 Complete the sentences using the present simple or present continuous form of the verbs in brackets.

Dad isn't in the kitchen. He's sitting in the dining room. (sit)

- 1 Joanna is angry. She _____ to me at the moment. (not speak)
- 2 _____ the question? (you / understand)
- 3 Anna _____ at the hospital every day. (work)
- 4 Why _____ a jacket? It's really hot! (you / wear)
- 5 We _____ far from my school. (not live)
- 6 Amelia _____ (chat) to her friends on the internet this evening.
- 7 I can't come to the park now. I _____ (have) dinner.
- 8 My parents often _____ (spend) time in the garden.
- 9 James can't answer that question. He _____ (not know) the answer.
- 10 You can turn off the TV. They _____ (not watch) it.

Verbs + -ing / to

- 2 Complete the text using the -ing or to form of the verbs in brackets.

Exam worries? Would you like to pass (pass) all your exams this year? Here's how to study successfully at home.

- ◇ First of all, you need ¹ _____ (start) early. Don't leave your revision to the last minute!
 - ◇ Which subject is your favourite? Do you like ² _____ (learn) about maths or history? Start with the subject that you really want ³ _____ (study) first. Then change to something different after half an hour.
 - ◇ If you enjoy ⁴ _____ (listen) to music, you can play quiet classical music while studying. Of course, if you'd prefer ⁵ _____ (read) in silence, that's good too.
 - ◇ When you finish ⁶ _____ (work), have a break. Decide ⁷ _____ (do) something fun with your friends. Perhaps you all like ⁸ _____ (play) table tennis or you love ⁹ _____ (watch) comedy films.
- Good luck!

Past simple

- 3 Complete the dialogue with *was*, *were*, *wasn't* or *weren't*.

Grace Hi, Harry! Where were you yesterday?

Harry I ¹ _____ at school because I ² _____ ill. My brother and sister ³ _____ ill too.

Grace Really? That's bad. ⁴ _____ you all bored at home?

Harry No, we ⁵ _____. There ⁶ _____ a fantastic film on TV. It ⁷ _____ very interesting!

- 4 Write affirmative [+] and negative [-] past simple sentences and questions [?].

I didn't go to a theme park yesterday. [+]

I went to a theme park yesterday.

- 1 The weather was good. [?]

- 2 I didn't ride on the big roller coaster. [+]

- 3 We ate in a Mexican restaurant. [-]

- 4 My little brother got bored. [-]

- 5 The theme park closed at seven o'clock. [?]

- 6 We didn't have a very good time. [+]

Object and subject questions

- 5 Write questions for the answers.

Who answered the phone? _____?

Mum answered the phone.

- 1 What _____?
I bought some new shoes.
- 2 Who _____?
Sandra ate the chocolate cake.
- 3 What _____?
Nothing happened yesterday.
- 4 Who _____?
I helped Josh and Luke.
- 5 How many _____?
Twenty people went to the meeting.
- 6 Which _____?
I saw the film about India.

used to

Affirmative	Negative
I / You / He / She / It / We / You / They used to live in Oxford.	I / You / He / She / It / We / You / They didn't use to live in London.
Questions	Short answers
Did you / he / she / it / you / they use to live in Edinburgh?	Yes, we did. No, they didn't.

Use

The structure *used to* + verb is often used to describe habits, states, or repeated actions in the past which are now finished.

I used to live in Madrid. Now I live in New York.

I used to like gadgets. Now I prefer fashion.

I used to go to work by bus. Now I cycle.

Past perfect and past simple

Past perfect	
Affirmative	Negative
I / You / He / She / It / We / You / They had finished.	I / You / He / She / It / We / You / They hadn't changed.
Questions	Short answers
Had I / you / he / she / it / we / you / they arrived?	Yes, they had. No, I hadn't.

Use

The past simple is used to talk about a finished action which happened at a specific time in the past.

Two months ago Laura gave Fred an mp3 player for his birthday.

The past perfect is used to talk about an action in the past which happened **before** another more recent past action. The events do not need to be presented in chronological order as the tense shows which happened first.

Last week Fred lost the mp3 player that Laura had given him for his birthday.

First action: Laura gave Fred an mp3 player.

Second action: Fred lost the mp3 player.

The programme had started when I turned on the TV.

First action: The programme started.

Second action: I turned on the TV.

Arnold celebrated after he had passed his exams.

First action: Arnold passed his exams.

Second action: He celebrated.

Note that we can also use *after* and *before* with two past simple verbs to link events chronologically, and to say that one action follows another.

I turned off the light before I left the room.

Past simple and continuous

Past continuous	
Affirmative	Negative
I was singing.	I wasn't singing.
You were singing.	You weren't singing.
He / She / It was singing.	He / She / It wasn't singing.
We / You / They were singing.	We / You / They weren't singing.
Questions	Short answers
Was I singing?	Yes, you were.
Were you singing?	No, I wasn't.
Was he / she / it singing?	Yes, he / she / it / was.
Were we / they singing?	No, we / they weren't.

Use

The past simple is used to talk about a finished action or a period of time in the past.

I got a new job last week.

The past continuous is used to talk about an action that was in progress in the past.

'What were you doing at 6.30 this morning?' 'I was having breakfast.'

The past continuous and the past simple are often used together in the same sentence when one action interrupts another. The past continuous is used for the long action and the past simple for the action that interrupts the long action. Note that *while* is usually used with the past continuous and *when* with the past simple.

We had a coffee while we were waiting for the train.

I was watching TV when my mum got home.

Two past simple verbs are used when one action follows another.

I came home at 6.30 and I cooked dinner.

Two past continuous verbs are used to talk about two simultaneous actions that were in progress in the past.

I was doing my homework while my mum was cooking dinner.

used to

- 1 Complete the sentences with the correct form of *used to* and the verbs in the box.

be get on with drink walk go
listen have study surf

We didn't use to study English ten years ago.
Now we have classes every week.

- 1 I _____ very short but now I'm tall.
- 2 My parents _____ the internet when they were children.
- 3 My sister _____ coffee, but now she does.
- 4 You _____ to school, but now you get the bus.
- 5 My parents _____ to university. They left university when they were 24 years old.
- 6 Maya _____ long blonde hair, but she has had it cut short now.
- 7 I _____ to pop punk, but now I love Justin Bieber.
- 8 I _____ my sister, but now we are great friends.

Past perfect and past simple

- 2 Complete the sentences. Use the past perfect and past simple in each sentence.

They lent (lend) me a film, but
I'd seen (see) it already.

- 1 We _____ (not visit) Sam's house before she _____ (have) the party.
- 2 John _____ (get) better before the doctor _____ (arrive).
- 3 She _____ (get) her driving licence after she _____ (practise) for 120 hours!
- 4 Sophia _____ (not have) any money because she _____ (lose) her purse.
- 5 We _____ (leave) the café before you _____ (come).
- 6 I _____ (feel) tired in the morning because I _____ (not sleep) very well.
- 7 They _____ (join) the protest after they _____ (hear) about the crisis.
- 8 Sally _____ (get) married before she _____ (move) to Italy.

- 3 Write sentences using the past perfect or past simple form of the verbs.

I / not be / hungry because I / have / breakfast
I wasn't hungry because I'd had breakfast.

- 1 Lou / forget / her passport so she / can't / leave the country

- 2 we / not meet / last weekend because we / see / each other the weekend before

- 3 Simon / remember / that he / not get / a present for his grandma

- 4 we / not study / the past perfect so the teacher / explain / it very carefully

- 5 Jane / not travel / before she / go / to France

- 6 I / buy / the tickets / before we / get / to the cinema

Past simple and continuous

- 4 Complete the sentences using the past simple or past continuous form of the verbs in brackets.
While I was waiting (wait) for you, I wrote this poem.

- 1 Ann was singing while Charlie _____ (play) the piano.
- 2 When the teacher called your name, you _____ (talk) to Tim.
- 3 I _____ (work) when the alarm rang.
- 4 It wasn't raining when the class _____ (finish).
- 5 I _____ (cut) my finger while I was repairing my bike.
- 6 The computer crashed while I _____ (do) my homework!
- 7 Al got up, _____ (brush) his teeth, _____ (get) dressed, _____ (have) breakfast and _____ (go) to work.
- 8 What _____ (you / do) after you _____ (get) my text message?

Present perfect + *just, still, already* and *yet*

Just is used to reinforce the idea that an action has only been completed very recently. It is used in affirmative sentences, and comes between the auxiliary *has / have* and the past participle.

We've just seen a terrifying film.

Still is used to reinforce the idea that something has not changed. It is used in negative sentences, and comes before the auxiliary *has / have*.

It's 10.30 and you still haven't finished your homework!

Already is used when an action is completed sooner than we expected. It is used in affirmative sentences, and comes between the auxiliary *has / have* and the past participle.

Dominic isn't here. He's already gone to the bus stop.

Yet is used to talk about something which has not happened, or when we do not know if something has happened. It is used in questions and in negative sentences, and always comes at the end of the phrase.

Has William met your parents yet?

Carla and Ollie haven't arrived yet.

Present perfect + *for* and *since*

For can be used with the present perfect or the past simple. With the present perfect, *for* describes the duration of an action or event which started in the past and continues into the present. It is followed by a period of time: *for three months, for five days, for ages*.

They've lived in this street for two years. = They moved two years ago and they still live here.

With the past simple, *for* describes an action which started and finished in the past.

He worked here for three years. = He doesn't work here now.

Since is used with the present perfect, and it indicates when an action started.

We've known Kate since June.

Present perfect and past simple

The past simple is used to talk about a finished action which happened at a specific time in the past.

She caught the train at three o'clock.

The present perfect is used to describe events which started in the past and continue in the present.

I've had this mountain bike for two years.

The past simple is used with time expressions which pinpoint specific moments in the past: *yesterday, last month, at nine o'clock, two years ago*.

The present perfect is used with expressions which describe the point at which an action started, or a period of time: *for three years, since 1997*.

Present perfect simple and continuous

Present perfect continuous	
Affirmative	Negative
I / You / We / They've been playing.	I / You / We / They haven't been playing.
He / She / It's been playing.	He / She / It hasn't been playing.

The present perfect continuous is made with *have* or *has* + *been* followed by the *-ing* form of the main verb.

Questions	Short answers	
	Affirmative	Negative
Have I / you / we / they been waiting?	Yes, I / you / we / they have.	No, I / you / we / they haven't.
Has he / she / it been waiting?	Yes, he / she / it has.	No, he / she / it hasn't.

Use

The present perfect simple implies that an action is complete.

I've read this hilarious book. (= I've finished it)

The present perfect continuous implies that an action is not complete and might continue.

I've been reading this hilarious book. (= I haven't finished it and I'll continue reading it)

Verbs that have the idea of a very long time or repeated action are often used in the present perfect continuous: *wait, learn, try, rain, play, work*.
I've been waiting for ages!

Verbs that have the idea of a short time or single action are often used in the present perfect simple: *cut, stop, finish, start, break, die, lose, buy*.
She's cut her finger.

Remember that stative verbs are only used with the simple form. These include: *believe, belong, own, have* (=possess), *hate, imagine, know, like, love, prefer, remember, think, understand, want*.
I've known Helena for three years.

Present perfect + *just, still, already* and *yet*

- 1 Write sentences and questions using the present perfect and the adverbs in brackets.

I / finish / my homework (just)

I've just finished my homework.

1 she / not / meet / your older brother (still)

2 you / finish / your homework / ? (yet)

3 he / not eat / his breakfast (still)

4 I / have / a bath (already)

5 your boyfriend / arrive / at the door (just)

Present perfect + *for* and *since*

- 2 Complete the phrases with *for* or *since*.

_____ *for* _____ twenty years

1 _____ 2007

2 _____ an hour

3 _____ I was ten

4 _____ the 1990s

5 _____ two days

6 _____ we last met

7 _____ a month

8 _____ last June

9 _____ six o'clock

10 _____ ages

- 3 Complete the second sentence so that it has the same meaning as the first sentence. Use the present perfect form of the verbs in brackets, and *for* or *since*.

Tanya last visited Paris in 2007. (not be)

Tanya hasn't been to Paris since 2007.

1 Yusuf bought this computer two months ago. (have)

Yusuf _____ two months.

2 I first met Juliet a year ago. (know)

I _____ a year.

3 Mario and Gina got married last week. (be)

Mario and Gina _____ a week.

4 My parents moved to Brighton five years ago. (live)

My parents _____ five years.

5 I became a vegetarian when I was sixteen. (not eat meat)

I _____ I was sixteen.

6 Sue went to the library at eight o'clock this morning and she's still there now. (be)

Sue _____ eight o'clock this morning.

Present perfect and past simple

- 4 Complete the sentences using the present perfect or past simple form of the verbs in the box.

introduce do work not make
get not send fall out

I've worked in that shop since I was fifteen.

1 Lucas _____ with his girlfriend last week.

2 She _____ already _____ all the exercises.

3 My aunt _____ married last year. She had a very big wedding.

4 You _____ me that important email yet.

5 Erin _____ me to her friend Max yesterday.

6 I _____ dinner yet.

Present perfect simple and continuous

- 5 Complete the sentences using the present perfect simple or continuous form of the verbs in brackets.

Hannah is a bit sad today. She's had _____ an argument with her boyfriend. (have)

1 Is Jack in his bedroom? I _____ him for ages but he hasn't answered. (call)

2 I'm furious. My sister _____ my mobile phone. (lose)

3 My dad can't write. He _____ his arm. (break)

4 I _____ my bedroom all morning but I haven't finished yet. (tidy)

5 We _____ for two hours. We should stop soon. (chat)

6 She can't buy a ticket because she _____ all her money. (spend)

7 Ben _____ for hours, but the food still isn't ready. (cook)

8 I've been waiting for half an hour, but the bus still _____. (arrive)

Introduction to modal auxiliary verbs

Modal auxiliary verbs like *can*, *could*, *may*, *might*, *must* and *should* are always followed by the infinitive without *to*. They have got the same form for all subject pronouns.

I / You / He / She / It / We / They might be late.

With *may* and *might*, we do not use contracted negative forms.

You mightn't be lucky. You mayn't be lucky.

could, can, will be able to

Affirmative		
Past	Present	Future
We could go without lunch.	I can play the piano.	He'll be able to see them.
Negative		
Past	Present	Future
We couldn't go without lunch.	I can't play the piano.	He won't be able to see them.

Use

Could, can and *will be able to* are used to express ability in the past, present and future.

Past: *I couldn't swim when I was six.*

Present: *I can't answer the phone now. I'm cooking.*

Future: *I won't be able to come tonight because I'm busy.*

may, might, could, must, can't

Possibility	
Affirmative	Negative
I may / might come later.	I may / might not arrive on time.
They could be in the classroom.	
Certainty	
Affirmative	Negative
She must be the new teacher.	You can't be hungry already.

Use

May, might and *could* have got the same meaning. They are used to say that something is possible, but not certain.

This may / might / could be John's new car, or it may / might / could be the black one over there. I'm not sure.

Must is used to say that something is certain.

This must be John's new car. It's in front of his house.

Can't is used to say that something is impossible.

This can't be John's new car. He wouldn't buy a pink one!

The negative forms *couldn't* and *mustn't* are not used to talk about certainty or possibility in the present.

Past modals

Possibility	
Affirmative	Negative
I may / might / could have had flu.	I may / might not have had flu.
Certainty	
Affirmative	Negative
She must have had flu.	You can't / couldn't have had flu.

Past modals are always followed by *have* and the past participle of the main verb.

It might have rained. She must have survived.

Use

May / might / could have + past participle are used to say that something was possible, but not certain.

It may / might / could have been Ann on the phone.

Must have + past participle is used to express certainty about the past.

The ambulance has gone. It must have taken the patient to hospital.

Can't / couldn't have + past participle are used to express certainty in negative sentences.

It can't / couldn't have been Jo you saw at the party last night. She's still in hospital.

should, must, have to

Use

Should is used to ask for or give advice.

'What should I do?' 'You should have a vaccination.'

Must and *have to* refer to rules, laws and obligations.

Students at this school must / have to wear ties.

Must is often used to refer to something that the speaker thinks is necessary.

I must be at home by 8.45. My favourite show starts at nine o'clock and I don't want to miss it.

Have to is often used when the circumstances make something necessary.

I have to be at home by nine o'clock. My parents don't let me stay out late during the week.

Mustn't means that something is prohibited.

You mustn't lie and you mustn't steal.

Don't have to means that something is not necessary.

I don't have to get up early on Sundays.

could, can, will be able to

- 1 Complete the sentences with affirmative and negative forms of *could*, *can* and *will be able to*.

We can't speak Russian but we can speak German.

- 1 I _____ speak English ten years ago but now I can.
- 2 I _____ vote when I'm older.
- 3 Sorry, I _____ help you now. I'm busy.
- 4 I _____ write my name when I was four years old. My mum taught me.
- 5 People _____ go without food for a long time!
- 6 Next Tuesday I'm going to have an operation on my leg. I _____ play football next weekend.
- 7 I _____ drive a car one day.
- 8 I spoke to him last week, but I _____ understand what he was saying.
- 9 I've been having lessons for six months, so now I _____ play tennis very well.
- 10 I'm afraid that I _____ give you a lift to the station tomorrow. You'll have to go by bus.

may, might, could, must, can't

- 2 Choose the correct words.

'We've been cooking the omelette for twenty minutes.'

'It usually only takes fifteen minutes. It must / may / can't be ready now.'

- 1 It's snowing. It can't / must / may be cold outside.
- 2 'Whose is this science fiction DVD?'
'It could / might / can't be my dad's! He hates science fiction.'
- 3 Someone's coming. It can't / could / must be Sally. She sometimes gets home at this time.
- 4 You go to the gym every day. You might / must / can't enjoy keeping fit.
- 5 No one answered the phone when I called. They can't / could / may be at home.
- 6 'I haven't eaten all day!' 'You can't / might / must be hungry.'
- 7 It's sunny. It might / can't / may not be warm outside.
- 8 The train goes in ten minutes. You must / might / can't miss it if you don't hurry up.

Past modals

- 3 Complete the sentences using *may* / *might* / *could*, *can't* or *must*, and *have* and the verb in brackets.

Ed doesn't look happy. He must have failed (fail) his driving test again.

- 1 Justin Bieber definitely wasn't in last week's show. You _____ (see) him in a different one.
- 2 You _____ (watch) *Saw* at the cinema. It's an 18 certificate and you're only 16.
- 3 He _____ (call) but I'm not sure. He hasn't left a message.
- 4 He likes science fiction so he _____ (read) this book about *Star Wars*.
- 5 My little brother _____ (text) you. He hasn't got a phone.
- 6 Jon always walks or cycles to school. His bike is broken so he _____ (walk) this morning.
- 7 Oh, no! I had my homework on the bus this morning and now I can't find it. I _____ (leave) it on the bus.
- 8 Alex has broken her wrist. She _____ (write) this note. Someone else _____ (write) it.

should, must, have to

- 4 Complete the sentences with the phrases in the box.

don't have to get don't have to give
has to do must remember mustn't be
shouldn't get should apologize
should wash

You should wash your hands before you eat.

- 1 We _____ late for class today. We were late yesterday and the teacher was very angry.
- 2 You _____ me the money now. You can give it to me later.
- 3 My brother _____ extra homework for a week.
- 4 I _____ Tanya's birthday.
- 5 They _____ a new TV. The old one still works.
- 6 You _____ upset. Everything is going to be all right.
- 7 You were very rude to Caleb. I think you _____ to him.

be going to

Affirmative	Negative	
I'm going to walk.	I'm not going to walk.	
You're going to walk.	You aren't going to walk.	
He / She / It's going to walk.	He / She / It isn't going to walk.	
We / You / They're going to walk.	We / You / They aren't going to walk.	
Questions	Short answers	
	Affirmative	Negative
Am I going to wait?	Yes, I am.	No, I'm not.
Are you going to wait?	Yes, you are.	No, you aren't.
Is he / she / it going to wait?	Yes, he / she / it is.	No, he / she / it isn't.
Are we / you / they going to wait?	Yes, we / you / they are.	No, we / you / they aren't.

It is common to use the contracted forms in negative short answers. However, the contracted forms are never used in positive short answers.

Use

The future form *be going to* is used to describe plans and intentions for the future.

We're going to fly to Berlin next Friday. We've booked our tickets already.

I'm not going to marry you!

What are you going to do this weekend?

will and be going to

will		
Affirmative	Negative	
I / You / He / She / It / We / You / They will fly.	I / You / He / She / It / We / You / They won't fly.	
Questions	Short answers	
	Affirmative	Negative
Will I / you / he / she / it / we / you / they fly?	Yes, I / you / he / she / it / we / you / they will.	No, I / you / he / she / it / we / you / they won't.

Will is always followed by the infinitive without *to*.
They'll visit all the famous places in Rome.

You'll enjoy this new travel book.

The negative *will not* is usually contracted to *won't*.

She won't get to the airport on time.

We won't set off early tomorrow.

Use

Will is used to make a prediction or give an opinion about the future, especially after *I (don't) think ...* and *I'm sure ...*.

I think the trip will be really interesting.

I'm sure you'll like the hotel.

The future form *be going to* can also be used to make predictions, but only when the prediction is based on some evidence.

Adam is standing next to the pool. He's going to jump in.

The sky is very dark. It's going to snow soon.

Present simple and continuous for future

The choice of which tense to use for the future depends on the event being described and on the way the speaker sees the event.

The present simple is used to talk about timetables or schedules in the future.

The plane from London arrives at eight o'clock.

The film starts at seven o'clock.

The present continuous is used to talk about events that have been arranged for the future, usually at a specific time or on a particular day.

I'm playing tennis with Jodie on Sunday.

'What are you doing tonight?' 'We're meeting Sam and Josh.'

will for spontaneous decisions

Will is used to express a spontaneous decision, when people decide to do something at the moment of speaking. It is also used to express offers of help and promises.

'It's very hot in here.' 'Don't worry. We'll open all the windows.'

'I'm very thirsty.' 'I'll get you some water.'

be going to

- 1 Write sentences and questions using *be going to*.

we / get off / the plane / now

We're going to get off the plane now.

- 1 Mark / not come / on the day trip

- 2 my dad / book / a holiday to Miami

- 3 I / not get on / that busy bus

- 4 they / not visit / the museum / today

- 5 you / stay / in a luxury hotel / in Geneva / ?

- 6 when / you / board / the plane / ?

- 7 Alfie / meet / us / at the station / ?

- 8 we / go / by train or by bus / ?

will and be going to

- 2 Complete the sentences using *will* or *be going to*, and the correct form of the verbs in the box.

not arrive go win buy make play
live not-like start

Don't buy that T-shirt for your sister. She definitely won't like it.

- 1 'Why is John carrying sports equipment?'
'He _____ tennis with Richard.'
- 2 I've decided to learn Arabic. I _____ lessons next week.
- 3 In the future, I think most people _____ in smaller flats and houses.
- 4 I'm very excited. We _____ a new laptop today.
- 5 Cara is often late for school. I'm sure she _____ on time today.
- 6 It's 10 – 0 to my favourite football team.
They _____ the match today!
- 7 In the next century, everybody _____ on holiday in space.
- 8 'Why are you cutting up those onions?'
'I _____ a pizza for dinner.'

Present simple and continuous for future

- 3 Complete the dialogue using the present simple or continuous form of the verbs in brackets.

- Nick Hi, Kate. Are you coming (you / come) to London with us tomorrow?
- Kate Yes, I am. What time ¹ _____ (we / see) everybody at the station?
- Nick Well, the London train ² _____ (leave) at 10.00. It ³ _____ (go) from Platform 5. So we ⁴ _____ (meet) at 9.45 in front of the station.
- Kate Great. I ⁵ _____ (get) the bus to the station with Sian. It ⁶ _____ (arrive) at about 9.30 and it ⁷ _____ (stop) next to the station.
- Nick Excellent. I ⁸ _____ (walk) to the station with my brother. See you there!

will for spontaneous decisions

- 4 Complete the sentences with *will* or *won't* and the verbs in brackets.

It's really warm and sunny today. I won't put on my coat and jumper. (put on)

- 1 We haven't got any bread. We _____ at the shop on the way home. (stop off)
- 2 We don't want to be there too early. We _____ from the house until two o'clock. (set off)
- 3 'The roads are very icy. It's not safe to drive.'
'Don't worry. I _____ to school today.' (walk)
- 4 I had an argument with my friend and I feel bad about it now. I _____ her and make up with her. (phone)
- 5 The plane doesn't leave until five o'clock so we _____ yet. (check in)
- 6 There's a lot of snow outside. I _____ a snowman! (make)
- 7 'Come on, Kevin. It's ten o'clock already.' 'Yes, mum. I _____ in a minute.' (get up)
- 8 I don't feel very well. I _____ sightseeing today.' (go)
- 9 'This music is really loud.' 'Sorry, I _____.' (turn down)
- 10 'Would you like some chocolate cake or ice cream?' 'Thanks, but I'm not hungry. I _____ dessert.' (have)

Reflexive pronouns; each other

Reflexive pronouns are used when the subject and the object of the verb are the same.

I hurt myself while I was playing hockey.

Reflexive pronouns show that the person who does the action is also the person who is affected by it. This is called a 'reflexive' action.

I often talk to myself.

She bought herself a silver necklace.

Richard taught himself to play the violin.

Singular	Plural
I hurt myself.	We hurt ourselves.
You hurt yourself.	You hurt yourselves.
He hurt himself.	They hurt themselves.
She hurt herself.	
The dog hurt itself.	

The pronoun *each other* is used to talk about reciprocal actions. Unlike reflexive actions, reciprocal actions always involve more than one person.

We always send each other postcards.

You've known each other since 2010.

They smiled at each other and shook hands.

Active or passive: introduction

The active voice is used when we are interested in the agent (the person or thing who does the action).

Sarah Burton designed this dress.

The passive voice emphasizes the action itself. The action is more important than the person who does the action.

These jeans weren't manufactured in Japan.

If we want to ask about or say who does the action, we use *by*.

The first collection was designed by Ralph Lauren.

Who are these clothes made by?

When a sentence is changed from active to passive, the object of the active sentence becomes the subject of the passive sentence.

People make these trainers in China. → These trainers are made in China.

They invited Kate to Fashion Week. → Kate was invited to Fashion Week.

Note that the pronouns often need to change.

Sonia gave me an mp3 player for my birthday. →

I was given an mp3 player for my birthday.

We made the birthday cake. → The birthday cake was made by us.

Passive: past, present and future**Past passive**

The affirmative form of the past passive is made with subject + *was / were* + the past participle of the main verb.

You were invited to the party.

The negative form of the past passive is made with subject + *wasn't / weren't* + the past participle of the main verb.

You weren't invited to the party.

Present passive

The affirmative form of the present passive is made with the subject + *am / is / are* + the past participle of the main verb.

I am invited to the party.

The negative form of the present passive is made with the subject + *am not / isn't / aren't* + the past participle of the main verb.

I'm not invited to the party.

Future passive

The affirmative form of the future passive is made with subject + *will be* + the past participle of the main verb.

He will be invited to the party.

The negative form of the future passive is made with subject + *won't be* + the past participle of the main verb.

He won't be invited to the party.

Passive: questions

Present and past passive questions are made with *be* + subject + past participle. The short answer uses the corresponding form of *be*.

'Are you invited to the party?' 'Yes, I am.'

Future passive questions are made with *will* + subject + *be* + past participle. The short answer uses *will* but not *be*.

'Will they be invited to the party?' 'No, they won't.'

How much will they be paid?

Reflexive pronouns; *each other*

- 1 Complete the sentences with the correct reflexive pronoun or *each other*.

My sister has gone shopping. She's going to buy herself some new nail varnish.

- 1 Don't worry about me. I'm OK. I can look after _____.
- 2 You mustn't blame _____ for the accident, Ellen. It wasn't your fault.
- 3 At Christmas, my sister and I always give _____ presents.
- 4 Thank you for the wonderful party. We really enjoyed _____.
- 5 Oliver is a very quiet boy. He doesn't know how to express _____.
- 6 Our cat has taught _____ how to push the door open.
- 7 My parents have known _____ for over thirty years.

Active or passive: introduction

- 2 Choose the correct answers.

We _____ to be quiet by the teacher.

a told **b were told** c was told

1 She _____ in the clothes industry.

a works b is worked c working

2 These jackets _____ in Milan.

a make b makes c are made

3 The criminals _____ by the police.

a arrest b arrested c were arrested

4 Liam _____ three goals today.

a scored b was scored c did score

5 A lot of cake _____ at this festival every year.

a eats b is eating c is eaten

6 The shops in London _____ expensive Italian shoes.

a import b importing c are imported

- 3 Rewrite the active sentences as passive sentences. Use *by* + agent if necessary.

They give the money to charity.

The money is given to charity.

1 The teacher won't ask us any questions.

2 They design the clothes here.

3 The president opened the fashion show.

4 Versace will design the new uniforms.

5 They didn't give me any instructions.

6 They produce the clothes in Hong Kong.

Passive: past, present and future

- 4 Complete the sentences with the correct passive form of the verbs in brackets.

They weren't paid last Friday. (not paid)

1 This suit _____ by Dolce and Gabbana for last year's fashion show. (design)

2 If we arrive late tonight, we _____ tickets for the show. (not give)

3 Every year, a lot of oranges _____ from Spain. (export)

4 Next year, the shoes _____ in Italy. (manufacture)

5 Grapes _____ here five years ago. (not grow)

6 These days, English _____ in many countries. (study)

7 Look at the label on these shoes. You can see that they _____ of leather. (make)

8 In the future, more electricity _____ by solar power. (supply)

Passive: questions

- 5 Rewrite the affirmative sentences as questions.

The clothes will be imported on Friday.

Will the clothes be imported on Friday?

1 This car was manufactured in the UK.

2 The keyboards are imported by Tech-Buy.

3 The cotton will be produced in India.

4 These bananas were grown in Ghana.

5 Your dad is paid €12 an hour.

6 This skiing equipment was made in France.

7 We are invited to the fashion show.

make and let

The verbs *make* and *let* are followed by object pronoun / noun + infinitive without *to*.

I'll make him promise.

Did they let you go out last night?

Both *make* and *let* are irregular verbs:

make – *made* – *made* *let* – *let* – *let*

Use

Make means 'to force someone to do something'.

I won't make you eat it. = I won't force you to eat it.

Let means 'to allow someone to do something'.

My dad let me go out. = He allowed me to go out.

First conditional + if or unless**Affirmative**

If I / we / you / they win, I / we / you / they'll be happy.

If he / she stays at home, he / she'll watch TV.

Negative

If I / we / you / they don't call, I / we / you / they won't visit.

If he / she doesn't listen, he / she won't understand.

Questions

If you / they've got money, will you / they pay for me?

If he / she forgets, will he / she be in trouble?

The first conditional is formed with *if / unless* + subject + present simple + comma (,) + *will / won't* + infinitive without *to*.

The *if / unless* clause can also come in the second half of the sentence. If the *if / unless* clause comes second, we don't use a comma.

I'll go to Sam's party if I finish my homework early. = *If I finish my homework early, I'll go to Sam's party.*

Unless means *if not*.

She won't be happy unless she wins. = *She won't be happy if she doesn't win.*

Use

The first conditional is used to talk about possible situations and the probable results of actions.

If you lose his camera, he'll be really angry.

I won't help you unless you tell me the truth.

Second conditional

The second conditional is formed with *if / unless* + subject + past simple + comma (,) + *would / wouldn't* + infinitive without *to*.

The *if / unless* clause can go in the first or the second half of the sentence. If the *if / unless* clause comes second, we don't use a comma.

We'd have better students if we invested more in schools. = *If we invested more in schools, we'd have better students.*

Affirmative

If I / we / you / they got 85%, I / we / you / they'd pass.

If he / she cut taxes, he / she'd be popular.

Negative

If I / we / you / they didn't have money, I / we / you / they wouldn't buy a new car.

If he / she saw an alien, he / she would scream.

Questions

If you / they saw the president, would you / they recognize her?

If he / she voted, would he / she vote for you?

Use

The second conditional is used to talk about hypothetical, unreal or imaginary situations.

If I was the education minister, I'd ban science! = I'm not the education minister.

I'd go on holiday if I won the lottery. = I haven't won the lottery and I don't think that I will.

We also use the second conditional to give advice.

If I were you, I'd be quiet!

First and second conditionals

Both the first and the second conditionals refer to the present or future.

The first conditional is used to talk about possible situations and probable results.

If I vote, I'll vote for the Greens. = It's possible I'll vote, and if that happens, I'll probably vote for the Greens.

The second conditional is used to talk about hypothetical, unreal or imaginary situations.

If I was president, I'd build better schools. = I am not president.

Regrets about past and present

I wish + past simple is used to express regrets about an event or a situation in the present.

I wish I didn't live in London. = I live in London now but I don't want to live there.

I wish + past perfect is used to express regrets about an event or a situation in the past.

I wish I had told them about the accident. = I didn't tell them about the accident and now I regret it.

make and let

1 Complete the sentences with *make* or *let*.

Does she let you go out late?

- Does your dad _____ you clean your room every week?
- Did Mr Smith _____ you tidy the classroom yesterday?
- Simon's really kind. He _____ me borrow his bike last week.
- Did your parents _____ you watch the end of Football Special last night?
- I wanted to play tennis, but the coach wouldn't _____ me.

First conditional + *if* or *unless*

2 Complete the sentences with *if* or *unless*.

My parents won't give me any pocket money unless I pass my exams.

- My parents won't give me any pocket money _____ I fail my exams.
- I'll tell you my secret _____ you promise not to tell anybody else.
- I won't tell you my secret _____ you promise not to tell anybody else.
- _____ I don't win, I'll be upset.
- _____ you hurry up, you'll miss the bus again.

3 Complete the first conditional sentences with the verbs in brackets.

We 'll vote (vote) for you if you lower (lower) the taxes.

- Unless you _____ (call) me, I _____ (see) you at the stadium at 6.30.
- Mum _____ (worry) if Fiona _____ (not get) home soon.
- If he _____ (finish) early, he _____ (wait) by the school gates.
- We _____ (practise) at Rob's house unless his parents _____ (be) at home.
- If you _____ (not help) me, I _____ (cry)!

Second conditional

4 Choose the correct words.

If you have / had some money, what songs did / would you download?

- Would he feels / feel better if we 're stopping / stopped talking?
- She 's ban / 'd ban rock music if she was / 'd be in the government.
- If they listened / 'll listen, they 'd hear / hear the music.
- If the weather was / would be nicer, we 'd play / played football outside.
- What do / would you say if Justin Bieber walked / would walk in right now?

First and second conditionals

5 Write first or second conditional sentences.

I / not mind / if you / be / a few minutes late (1st)

I won't mind if you're a few minutes late.

- I / be / in a band if I / live / in London (2nd)
- what / you / buy / you / have / €250 / ? (2nd)
- where / you / wait / if it / be / raining / ? (1st)
- I / be / happier if I / live / in a big city (2nd)
- if you / meet / the head of state / what / you / say / ? (2nd)
- if I / send / you an invitation / you / come / to the party / ? (1st)

Regrets about past and present

6 Complete the sentences using the correct form of the verbs in the box.

be bring listen play speak text

It's too dark to play football. I wish we had played earlier.

- I'm cold. I wish I _____ my coat.
- It's only Wednesday. I wish it _____ the weekend.
- We don't understand. We wish we _____ to the teacher.
- He's from Argentina. I wish I _____ Spanish so that I could talk to him.
- She's sad. She wishes her boyfriend _____ her earlier.

Comparing adjectives and adverbs

Adjectives modify nouns. Adverbs modify verbs.

Adam is a careful driver. Adam drives carefully.

Regular adverbs are formed by adding *-ly*.

polite → *politely* *confident* → *confidently*

If the adjective ends in *-y*, remove *-y* and add *-ily*.

happy → *happily* *lucky* → *luckily*

If the adjectives ends in *-ic*, we add *-ally*.

pessimistic → *pessimistically*

Some adverbs are irregular: *fast* → *fast*, *hard* →

hard, *late* → *late*, *good* → *well*

Formation of the comparative and superlative forms of adjectives and adverbs

- 1 Adjectives and adverbs with one syllable: add *-er* for the comparative and *the* + *-est* for the superlative.
weak → *weaker* → *the weakest*
fast → *faster* → *the fastest*
- 2 Adjectives and adverbs ending in *-e*: add *-r* for the comparative and *the* + *-st* for the superlative.
rare → *rarer* → *the rarest*
late → *later* → *the latest*
- 3 Adjectives ending in a vowel followed by a consonant: double the final consonant and add *-er* or *the* + *-est*.
big → *bigger* → *the biggest*
- 4 Two-syllable adjectives and adverbs ending in *-y*: remove *-y* and add *-ier* for the comparative and *the* + *-iest* for the superlative.
healthy → *healthier* → *the healthiest*
early → *earlier* → *the earliest*
- 5 Adjectives and adverbs of two or more syllables: add *more* for the comparative and *the most* for the superlative.
dangerous → *more dangerous* → *the most dangerous*
carefully → *more carefully* → *the most carefully*
- 6 Some adjectives are irregular: *good* → *better* → *the best*, *bad* → *worse* → *the worst*, *little* → *less* → *the least*

Use

The comparative is used to compare two people, places or things.

New York is bigger than Hamburg.

Jodie speaks more politely than Georgia.

The superlative is used to compare one person, place, or thing with a whole group.

You are the kindest person I have ever met.

Karl ran the most quickly out of all the students.

Third conditional

The clause which introduces the situation in the third conditional is formed with *if* + subject + past perfect. The clause which introduces the result is formed with subject + *would have* / *wouldn't have* + past participle.

If Mark had left earlier, he would have caught the train.

Gail wouldn't have been late if she hadn't overslept.

Use

The third conditional is used to talk about an unreal or hypothetical situation in the past.

If I had known it was your birthday, I would have bought you a present. = I didn't know it was your birthday so I didn't buy you a present.

Defining relative clauses

A defining relative clause comes after a noun and gives important information about the noun. The sentence does not make sense or is not complete without the clause. The clause is introduced by a relative pronoun. Note the pronoun *that* can be used instead of *who* or *which*.

I like people who / that have a good sense of humour.

This is the shop where I bought a new book.

Non-defining relative clauses

A non-defining relative clause comes after a noun and gives extra information about the noun. The non-defining relative clause is separated from the rest of the sentence by commas. In spoken language this is indicated by pauses. The sentence can still make sense without the clause.

Anna, who lives next door, is terrified of heights.

My friend told me her address, which I wrote in my diary.

In non-defining relative clauses it is not possible to use *that* instead of *who* or *which*.

	Relative pronouns	
	Defining	Non-defining
people	who / that	who
objects or ideas	which / that	which
places	where	where
possession	whose	whose

Remember not to confuse *whose* and *who's*.

That's the man whose car I borrowed last week.

That's the man who's my neighbour.

Comparing adjectives and adverbs

1 Write the adverb form of the adjectives.

- | | | | |
|---------------|------------------|--------------|-------|
| anxious | <u>anxiously</u> | 6 honest | _____ |
| 1 serious | _____ | 7 moody | _____ |
| 2 happy | _____ | 8 useful | _____ |
| 3 pessimistic | _____ | 9 optimistic | _____ |
| 4 sudden | _____ | 10 busy | _____ |
| 5 colourful | _____ | 11 rude | _____ |

2 Write sentences using the comparative or superlative form of the words in brackets.

My cousin Julia is more generous than my sister. (generous)

- Hollywood is the home of _____ film studios in the world. (famous)
- You arrived _____ than your parents. Why were they late? (soon)
- Jake speaks _____ than me. I'm very loud! (quietly)
- Heathrow is _____ airport in the world. (busy)
- That meal was extremely cheap. It's _____ meal I've ever had! (expensive)

Third conditional

3 Rewrite the sentences using the third conditional.

I didn't look at the calendar so I didn't know it was your birthday.

If I had looked at the calendar, I would have known it was your birthday

- I met my girlfriend when I went to the disco. I wouldn't _____.
- I listened carefully so I understood the maths lesson. If I hadn't _____.
- We were thirsty because we hadn't bought a drink. We wouldn't _____.
- You didn't concentrate so you didn't pass the exam. If you had _____.
- You ran fast so you hurt your leg. If you hadn't _____.

Defining relative clauses

4 Complete the definitions with *who*, *which* or *where* and a suitable word.

A bakery is a shop where you buy bread.

- An architect is a person _____ designs _____.
- A necklace is a piece of jewellery _____ you wear around your _____.
- A gym is a place _____ you do _____.
- A coat is something _____ keeps you _____.
- A mechanic is someone _____ fixes _____.

5 Complete the sentences with *who*, *who's* or *whose*.

Are you the person who I spoke to on the phone?

- What's the name of that boy _____ looks like a film star?
- 'Where's the man _____ dog attacked me?' 'That's him over there.'
- Is that the new girl _____ in our class?
- Do you know anybody _____ good at maths?
- Did you meet the woman _____ daughter was in the Olympics last year?

Non-defining relative clauses

6 Match the sentences. Then write new sentences using non-defining relative clauses and *who*, *which*, or *whose*.

- | | |
|--|-----------------------------------|
| 1 My uncle goes running every day. | a It sells American clothes. |
| 2 Those children are good at painting. | b It lasted two weeks. |
| 3 A new shop has just opened in town. | c He's 82 years old. |
| 4 Our holiday has now finished. | d Their father is an art teacher. |
| 5 My sister has got a new job. | e She lives in Paris. |

- My uncle, who is 82 years old, goes running every day.
- _____
- _____
- _____
- _____

Indirect requests

Direct requests	
Affirmative	Negative
'Be quiet!' the teacher said.	'Don't shout!' she said.
'Sit down, please,' he said.	'Don't tell lies,' he said.

Indirect requests			
Affirmative			
subject	verb	object	infinitive
The teacher	asked	us	to be quiet.
He	told	me	to sit down.
Negative			
subject	verb	object	not + infinitive
She	asked	us	not to shout.
He	told	her	not to tell lies.

Use

Indirect requests are used to report requests that people have made, without quoting their exact words. Both *tell* and *ask* can be used to report requests. They are always followed by an object. *He asked me to be quiet. I told him that I was sorry.*

Reported speech: tense changes

Direct speech	Reported speech
Present simple 'I feel sad.'	Past simple He said that he felt sad.
Present continuous 'We're studying.'	Past continuous They said that they were studying.
be going to (present) 'I'm going to tell the truth.'	be going to (past) He said that he was going to tell the truth.
Past simple 'You played really well.'	Past perfect She said that I had played really well.
Present perfect 'I've made a mistake.'	Past perfect He said that he had made a mistake.
Past perfect 'I'd made a mistake.'	Past perfect He said that he had made a mistake.
will / would 'I won't / wouldn't break the law.'	would She said that she wouldn't break the law.
can / could 'I can / could come to your party.'	could He said that he could come to my party.

must / have to

'I must tell you a secret.'
'They have to wear uniforms.'

mustn't

'You mustn't go.'

had to

She said that she had to tell me a secret.
He said that they had to wear uniforms.

mustn't

He said that I mustn't go.

Use

Reported speech is used to report what someone has said, without quoting their exact words. Note that the pronouns often need to change.

'I think you did the right thing,' he said.

He said that he thought I had done the right thing.

Reported questions

	if / question word	subject	verb (with tense change)
She asked	if	I	had told a lie.
He asked Jo	where	she	lived.
We asked	how many	people	had called.

Reported questions have the same word order as affirmative sentences. The rules for changing the verb tenses are the same as with affirmative and negative reported speech.

Use

Reported questions are used to report what someone has asked, without quoting their exact words. The reported words in *yes / no* questions are introduced by *if* or *whether*.

'Can you help?' → He asked me if / whether I could help.

With questions that contain a question word, we repeat the question word.

'How old are you?' → She asked me how old I was.

Indirect questions

Indirect questions have the same word order as affirmative sentences. Unlike reported questions, indirect questions have the same tense as in the original direct question.

'Why did you lie?' → 'Can you tell me why you lied?'

'Is that my book?' → 'I'd like to know if / whether that's my book.'

'Did you phone him?' → 'I was wondering if / whether you phoned him.'

Use

Indirect questions are often used instead of direct questions because they sound more polite.

Indirect requests

1 Complete the indirect requests.

'Do your homework,' mum said.

My mum told me to do my homework.

1 'Listen,' said the teacher.

The teacher _____ me to _____.

2 'Don't touch the light,' he said.

He _____ us _____.

3 'Don't talk to me!' she said.

She _____ her brother _____.

4 'Buy some more eggs,' Rudi said.

Rudi _____ her _____.

5 'Don't forget!' Taylor said to me.

Taylor _____ me _____.

6 'Do the washing-up,' dad said.

Dad _____ us _____.

7 'Wear a shirt,' my grandma said.

My grandma _____ me _____.

8 'Be very careful,' the police officer said.

The police officer _____ me _____.

Reported speech: tense changes

2 Rewrite the sentences using reported speech.

'I'm going to play tennis later,' said Anna.

Anna said that she was going to play tennis later.

1 'We won't forget,' promised Carl.

_____.

2 'I can't speak Portuguese,' explained Jill.

_____.

3 'I don't know her!' insisted Sam.

_____.

4 'We didn't feel guilty,' admitted Flo.

_____.

5 'Steve's telling the truth,' said Ian.

_____.

6 'They've forgotten about the party,' complained Tina.

_____.

7 'You must arrive before 8.30,' said the head teacher.

_____.

8 'We aren't copying,' promised Ella.

_____.

Reported questions

3 Complete the reported questions.

'Did you remember the book?'

She asked us if we had remembered the book.

1 'Why did you break the law?'

The policeman asked _____.

2 'Where have they gone?'

I asked _____.

3 'Do you want more?'

She asked us if _____.

4 'Have they read our blog?'

I asked whether _____.

5 'Is Paul coming?'

She asked us if _____.

6 'What are you thinking about?'

He asked _____.

7 'What have they done?'

I asked _____.

8 'What will happen when they learn about that?'

I asked _____.

Indirect questions

4 Rewrite the direct questions as indirect questions using the words in brackets.

'Did you tell the truth?' (I / if)

I was wondering if you told the truth.

1 'Why did you break the law?' (I'd / why)

_____.

2 'Who was that man?' (Can ...?)

_____.

3 'Do you want more?' (I / whether)

_____.

4 'Have they read our blog?' (I'd / if)

_____.

5 'Is Paul coming?' (I / if)

_____.

6 'What are you thinking about?' (I'd / what)

_____.

7 'Where have they gone?' (Can ...?)

_____.

8 'Could we borrow a DVD?' (We / whether)

_____.

Unit 1: Past tense -ed endings

1 • 1.02 Listen and repeat.

/d/ /t/ /ɪd/
called finished celebrated

2 • 1.03 Listen and write /d/, /t/ or /ɪd/. Then listen again and repeat.

- 1 I missed you. _____
- 2 We'd finished before 6.30. _____
- 3 Who shouted my name? _____
- 4 I'd already offered to help. _____
- 5 Who invented the miniskirt? _____
- 6 He showed us the weapons. _____
- 7 What attracted you to this craze? _____
- 8 We're worried about the economy. _____

3 • 1.04 Listen and circle the word which has got a different sound.

- 1 talked thanked wished wanted
- 2 waited invited changed invented
- 3 cleaned asked borrowed married
- 4 needed introduced liked cooked
- 5 listened produced played smiled
- 6 walked watched happened looked

4 • 1.05 Listen and check your answers. Then listen again and repeat.

3 Write the words from exercise 2 in the table.

• •	• • •
_____	_____
_____	_____
• • •	• • • •
_____	_____
_____	_____

4 • 1.08 Listen and check your answers. Then listen again and repeat.

5 • 1.09 Listen to the words. Have they got the same [S] or different [D] number of syllables?

- | | | |
|-----------------|--------------|-------|
| 1 gorgeous | boring | _____ |
| 2 awful | nice | _____ |
| 3 excellent | exhausting | _____ |
| 4 interesting | furios | _____ |
| 5 unforgettable | outstanding | _____ |
| 6 unpleasant | good-looking | _____ |

6 Draw the stress patterns for these adjectives. Use a dictionary to help you.

- | | |
|---------------|---------------|
| 1 lonely | 6 frightening |
| 2 difficult | 7 worried |
| 3 complicated | 8 outstanding |
| 4 perfect | 9 tiring |
| 5 funny | 10 patient |

Unit 2: Word stress

1 • 1.06 Listen and repeat the words. Notice the word stress.

- 1 awful • •
- 2 hilarious • • • •
- 3 revolting • • •
- 4 fascinating • • • •

2 • 1.07 Listen to the words. How many syllables have they got? Write 2, 3 or 4.

- 1 angry _____
- 2 terrifying _____
- 3 furious _____
- 4 exhausting _____
- 5 gorgeous _____
- 6 unpleasant _____
- 7 memorable _____
- 8 fascinating _____

Unit 3: Weak forms

1 • 1.10 Listen to the weak forms in the sentence.

/ə/ /ə/

We can go home at three thirty.

2 • 1.11 Listen and repeat. Circle the weak form(s) in each sentence.

- 1 I can get dinner tonight.
- 2 You'll be able to speak Spanish one day.
- 3 You might have told me.
- 4 Fleming was a famous scientist.
- 5 We must go to France next summer!
- 6 They were experimenting with new treatments.
- 7 They should have been more careful.

PRONUNCIATION BANK

3 Circle the weak form in each sentence.

- 1 I'm going to go swimming this weekend.
- 2 We can speak Turkish.
- 3 I think they should apologize.
- 4 Where have you been?
- 5 She used to live in Paris.
- 6 They could be in the classroom.

4 • 1.12 Listen and check your answers. Then listen again and repeat.

Unit 4: Third person singular

1 • 1.13 Listen to the verbs with the third person singular endings /z/, /s/ and /ɪz/ in the sentences. Write the word you hear.

- 1 /z/ The bus _____ at ten.
- 2 /s/ The train _____ for five minutes.
- 3 /ɪz/ The teacher _____ a trip.

2 • 1.13 Listen again to exercise 1 and repeat the sentences.

3 • 1.14 Listen and repeat the words in the box. Then complete the table.

finishes goes leaves starts loses
meets plays sets off watches

/z/	/s/	/ɪz/
goes		

4 • 1.15 Listen and check your answers. Then listen again and repeat.

5 • 1.16 Listen to the pairs of words. They both have the same sound at the end. What is it? Circle /z/, /s/ or /ɪz/. Then listen and repeat.

- 1 visits takes /z/ /s/ /ɪz/
- 2 washes crashes /z/ /s/ /ɪz/
- 3 lands travels /z/ /s/ /ɪz/
- 4 catches wishes /z/ /s/ /ɪz/
- 5 comes boards /z/ /s/ /ɪz/
- 6 stops books /z/ /s/ /ɪz/

Unit 5: Diphthongs

1 • 1.17 Listen and repeat the diphthongs /eɪ/, /aɪ/, /ɪə/, /eə/ and the words.

- 1 /eɪ/ chain
- 2 /aɪ/ side
- 3 /ɪə/ beard
- 4 /eə/ hair

2 • 1.18 Listen and repeat the words in the box. Then complete the table.

nail piercing dye wear tribe
painful appearance chair year
name rare light

/eɪ/	/aɪ/	/ɪə/	/eə/
nail			

3 • 1.19 Listen and check your answers. Then listen again and repeat.

4 • 1.20 Listen and circle the word which has got a different sound.

- 1 play they buy say
- 2 like time air height
- 3 clear bear ear dear
- 4 why late nine nice
- 5 fair where there here
- 6 right wait eight made
- 7 sky high I'm train

Unit 6: Contractions

1 • 1.21 Listen and tick ✓ the sentence that you hear.

- 1 I'll be OK. I will be OK.
- 2 He'd help me. He would help me.
- 3 I'm sorry. I am sorry.
- 4 You'd forget unless I reminded you. You would forget unless I reminded you.
- 5 It'll be fine. It will be fine.
- 6 It won't be too difficult. It will not be too difficult.
- 7 We're always late. We are always late.
- 8 She's here now. She is here now.

2 Rewrite the sentences with contractions.

- 1 Where is Tony? _____
- 2 I will be on time. _____
- 3 Who is that? _____
- 4 We would like to come. _____
- 5 He will not forget. _____
- 6 I am never early. _____
- 7 We are voting for you. _____
- 8 It will be great. _____

3 • 1.22 Listen and check your answers. Then listen again and repeat.

4 Choose the correct long form.

- 1 He's just come back from Paris.
a is b has c was
- 2 I'd like a cup of coffee, please.
a had b would c could
- 3 Let's go to the cinema tonight.
a is b has c us
- 4 If I knew her name, I'd tell you.
a had b could c would
- 5 She's going to Brazil next week.
a is b has c us
- 6 I wish I'd told him the truth.
a had b would c could

Unit 7: /θ/, /ð/, /f/ and /v/

1 • 1.23 Listen to the sounds /θ/, /ð/, /f/ and /v/.

- 1 /θ/ thing
- 2 /ð/ this
- 3 /f/ if
- 4 /v/ I've

2 • 1.24 Listen to the words in the box. Then complete the table.

brother few free leaf leave mouth
that the think three very view

/θ/	/ð/	/f/	/v/
mouth			

3 • 1.25 Listen and check your answers. Then listen again and repeat.

4 • 1.26 Listen to the tongue twisters. Then listen again and repeat. How fast can you say them?

- 1 On Thursday, I think I must thank Beth for my thirty-three birthday presents.
- 2 These clothes are much better than those other clothes over there.
- 3 The first fast ferry arrives at five past four on the fifth of February.
- 4 I have lived in this very lovely village in the valley since November.

Unit 8: Sentence stress

1 • 1.27 Listen and repeat the sentences. Notice the stress on the important words.

- 1 How **come** you **didn't** want to **tell** me?
- 2 You **told** me that you **didn't** like **horror** films.
- 3 Are you **telling** me the **truth**?
- 4 When are we **going** to **get** there?
- 5 I **heard** you live in **Chelsea**.
- 6 **Dale** told me that it's **true**!

2 • 1.28 Listen and underline the stressed words in the sentences.

- 1 Why do you ask so many questions?
- 2 What games does James like playing?
- 3 He's never visited America.
- 4 If you don't believe me, you can ask dad.
- 5 Could you help me tidy the house?
- 6 Would you mind not putting your feet on the table?

3 • 1.28 Listen and check your answers. Then listen again and repeat.

Phonetic symbols

Vowels

/i/	happy
/ɪ/	it
/i:/	he
/æ/	flag
/ɑ:/	art
/e/	egg
/ɜ:/	her
/ɒ/	not
/ɔ:/	four
/ʊ/	look
/u:/	you
/ə/	sugar
/ʌ/	mum
/eɪ/	day
/aɪ/	why
/ɔɪ/	noisy
/aʊ/	how
/əʊ/	go
/ɪə/	here
/eə/	wear
/ʊə/	tourist

Consonants

/p/	pen
/b/	big
/t/	two
/d/	dog
/k/	can
/g/	good
/tʃ/	beach
/dʒ/	job
/f/	food
/v/	very
/θ/	think
/ð/	then
/s/	speak
/z/	zoo
/ʃ/	she
/z/	television
/h/	house
/m/	meat
/n/	now
/ŋ/	sing
/l/	late
/r/	radio
/j/	yes
/w/	we

Starter unit

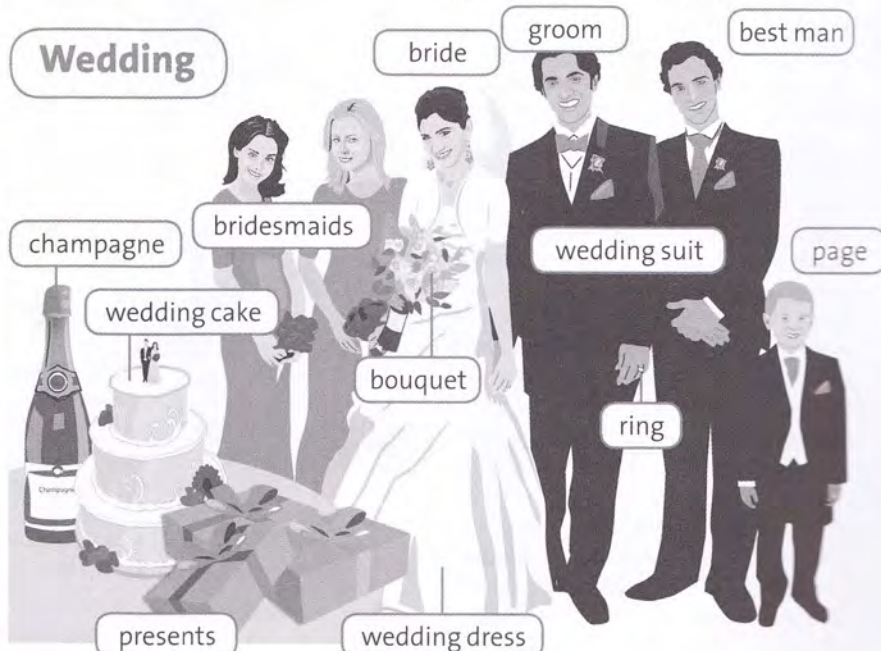
do exercise (v) /,du: 'eksəsaɪz/
 download music (v) /,daʊn'ləʊd
 'mju:zɪk/
 earn money (v) /,ɜ:n 'mʌni/
 get bored (v) /,get 'bɔ:d/
 get up (v) /,get 'ʌp/
 go online (v) /,gəʊ ɒn'laɪn/
 have a lie-in (v) /,hæv ə laɪ 'ɪn/
 pass exams (v) /,pu:s ɪg'zæmz/
 present (n) /'preznt/
 send text messages (v) /,send 'tekst
 ,mesɪdʒɪz/
 spend money (v) /,spend 'mʌni/
 spend time (v) /,spend 'taɪm/
 stay at home (v) /,steɪ ət 'həʊm/
 text message (n) /'tekst ,mesɪdʒ/
 theme park (n) /'θi:m pa:k/
 watch TV (v) /,wɒtʃ ,ti: 'vi:/

Unit 1

account (n) /ə'kaʊnt/
 assassination (n) /ə,sæsi'neiʃn/
 aware (adj) /ə'weə(r)/
 bad language (n) /,bæd 'læŋgwɪdʒ/
 ballroom (n) /'bɔ:lru:m/
 big band (n) /'bɪg bænd/
 black-and-white TV (n) /,blæk ənd
 'waɪt ,ti: 'vi:/
 bottom (n) /'bɒtəm/
 break up (v) /,breɪk 'ʌp/
 calculator (n) /'kælkjuleɪtə(r)/
 carry (v) /'kæri/
 celebrate (v) /'selɪbreɪt/
 clothes (n pl) /kləʊðz/
 colourful (adj) /'kʌləfəl/
 compete (v) /kəm'pi:t/
 craze (n) /kreɪz/
 crisis (n) /'kraɪsɪs/
 cut off (v) /,kʌt 'ɒf/

decade (n) /'dekeɪd/
 disco (n) /'dɪskəʊ/
 discover (v) /dɪ'skʌvə(r)/
 economy (n) /ɪ'kɒnəmi/
 elderly (adj) /'eldəli/
 event (n) /ɪ'vent/
 exist (v) /ɪg'zɪst/
 fashion (n) /'fæʃn/
 fashionable (adj) /'fæʃnəbl/
 festival (n) /'festɪvəl/
 fond of (adj) /'fɒnd əv/
 gadget (n) /'gædʒɪt/
 get (v) /get/
 get better (v) /,get 'betə(r)/
 get home (v) /,get 'həʊm/
 get married (v) /,get 'mæɪrɪd/
 get on with (v) /,get 'ɒn wɪð/
 get the flu (v) /,get ðə 'flu:/
 get together (v) /,get tə'geðə(r)/
 get up (v) /,get 'ʌp/
 get upset (v) /,get ʌp'set/
 gravity (n) /'grævəti/
 hairstyle (n) /'heəstɑɪl/
 hang out (v) /,hæŋ 'aʊt/
 hippy (adj) /'hɪpi/
 iceberg (n) /'aɪsbɜ:g/
 icon (n) /'aɪkɒn/
 invent (v) /ɪn'vent/
 invention (n) /ɪn'veɪʃn/
 issue (n) /'ɪʃu:/
 jazz (n) /dʒæz/
 job (n) /dʒɒb/
 keen (adj) /ki:n/
 leap (n) /li:p/
 length (n) /leŋθ/
 library (n) /'laɪbrəri/
 live (adj) /laɪv/
 mankind (n) /mæn'kaɪnd/
 media studies (n) /'mi:diə ,stʌdɪz/
 memorable (adj) /'memərəbl/
 middle-aged (adj) /,mɪdl 'eɪdʒd/
 millennium (n) /mɪ'lenɪəm/

Wedding



miniskirt (n) /'mɪnskɜ:t/
 mobile phone (n) /,məʊbaɪl 'fəʊn/
 the Noughties (n) /ðə 'nɔ:tɪz/
 opportunity (n) /,ɒpə'tju:nəti/
 outdoors (adv) /,aʊt'dɔ:z/
 party (n) /'pɑ:ti/
 pay attention (v) /,peɪ ə'tenʃn/
 polite (adj) /pə'laɪt/
 poverty (n) /'pɒvəti/
 protest (n) /'prəʊtest/
 protest (v) /prə'test/
 record player (n) /'rekɔ:d,pleɪə(r)/
 research (v) /rɪ'sɜ:tʃ/
 respectful (adj) /rɪ'spektfəl/
 ride (v) /raɪd/
 run out (v) /,rʌn 'aʊt/
 satellite (n) /'sætələɪt/
 save up (v) /,seɪv 'ʌp/
 shilling (n) /'ʃɪlɪŋ/
 shock (v) /ʃɒk/
 skirt (n) /skɜ:t/
 spoilt (adj) /spɔɪlt/
 step (n) /step/
 suit (n) /su:t/
 technology (n) /tek'nɒlədʒi/
 toddler (n) /'tɒdlə(r)/
 toy (n) /tɔɪ/
 tragic (adj) /'trædʒɪk/
 trendy (adj) /'trendi/
 trousers (n) /'traʊzəz/
 uniform (n) /'ju:nɪfɔ:m/
 upset (adj) /ʌp'set/
 vinyl (n) /'vaɪnl/
 violence (n) /'vaɪələns/
 war (n) /wɔ:(r)/
 weapon (n) /'wepən/
 wear (v) /weə(r)/
 wide (adj) /waɪd/

Unit 2

accuse (v) /ə'kju:z/
 affect (v) /ə'fekt/
 agree (v) /ə'ɡri:/
 apologize (v) /ə'pɒlədʒaɪz/
 argue (v) /'ɑ:gju:/
 arranged marriage (n) /ə'reɪndʒd
 'mæɪrɪdʒ/
 attach (v) /ə'tætʃ/
 awesome (adj) /'ɔ:səm/
 awful (adj) /'ɔ:fl/
 beach volleyball (n) /'bi:tʃ, vɒlibɔ:l/
 boiling (adj) /'bɔɪlɪŋ/
 build up (v) /,bɪld 'ʌp/
 bungee jump (n) /'bʌndʒɪ, dʒʌmp/
 campsite (n) /'kæmpsait/
 care (v) /keə(r)/
 change your mind (v) /,tʃeɪndʒ jɔ:
 'maɪnd/
 choose (v) /tʃu:z/
 commitment (n) /kə'mɪtmənt/
 complicated (adj) /'kɒmplɪkeɪtɪd/
 concentrate (v) /'kɒnsntreɪt/
 cost (v) /kɒst/
 course (n) /kɔ:s/

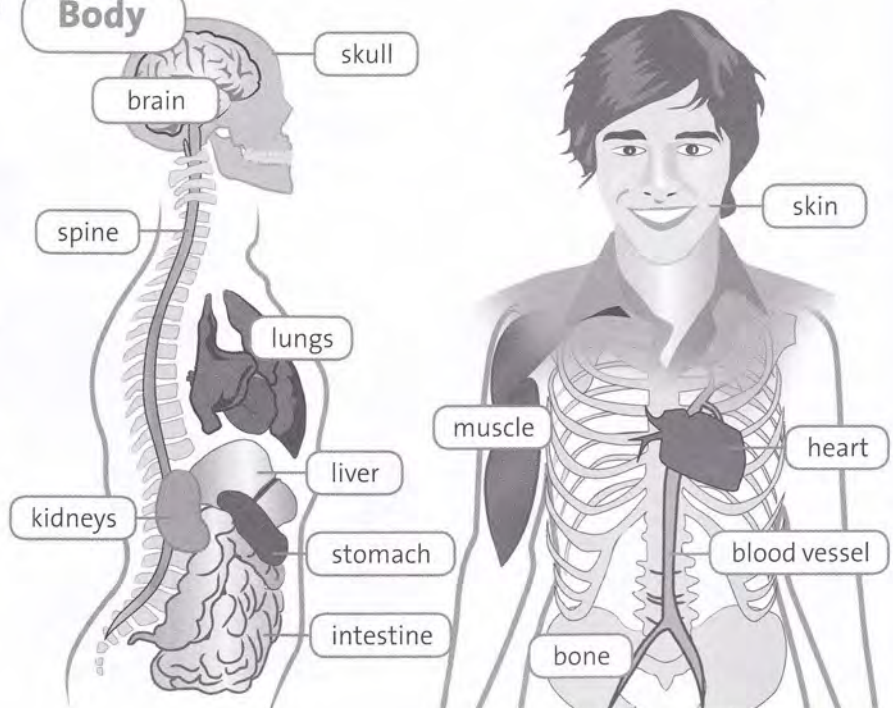
crash (v) /kræʃ/
 delicious (adj) /dɪ'lɪʃəs/
 diving (n) /'daɪvɪŋ/
 enormous (adj) /ɪ'nɔ:məs/
 exhausting (adj) /ɪɡ'zɔ:stɪŋ/
 failure (n) /'feɪljə(r)/
 fall out with (v) /,fɔ:l 'aʊt wɪð/
 fascinating (adj) /'fæsɪneɪtɪŋ/
 filthy (adj) /'fɪlθi/
 formal (adj) /'fɔ:ml/
 freezing (adj) /'fri:zɪŋ/
 funfair (n) /'fʌnfɛə(r)/
 furious (adj) /'fjuəriəs/
 get engaged (v) /,get ɪn'geɪdʒd/
 get married (v) /,get 'mæɪrɪd/
 get on with (v) /,get 'ɒn wɪð/
 get to know (v) /,get tə'nəʊ/
 go out with (v) /,ɡəʊ 'aʊt wɪð/
 gorgeous (adj) /'ɡɔ:dʒəs/
 have an argument (v) /,hæv ən
 'ɑ:gjumənt/
 have got a lot in common (v)
 /,hæv ɡɒt ə 'lɒt ɪn 'kɒmən/
 hilarious (adj) /hɪ'leəriəs/
 horror film (n) /'hɒrə(r),fɪlm/
 introduce to (v) /,ɪntrə'dju:s tə/
 link (n) /lɪŋk/
 lonely (adj) /'ləʊnli/
 make friends (v) /,meɪk 'frendz/
 make up with (v) /,meɪk 'ʌp wɪð/
 meet (v) /mi:t/
 memorable (adj) /'memərəbl/
 moonlight (n) /'mu:nlaɪt/
 occasion (n) /ə'keɪʒn/
 outstanding (adj) /aʊt'stændɪŋ/
 partner (n) /'pɑ:tənə(r)/
 practice (n) /'præktɪs/
 prefer (v) /prɪ'fɜ:(r)/
 relationship (n) /rɪ'leɪʃnʃɪp/

rely (v) /rɪ'laɪ/
 require (v) /rɪ'kwaɪə(r)/
 respect (v) /rɪ'spekt/
 revolting (adj) /rɪ'vɒltɪŋ/
 salsa (n) /'sælsə/
 shout (v) /ʃaʊt/
 soaked (adj) /səʊkt/
 soaking (adj) /'səʊkɪŋ/
 spotless (adj) /'spɒtləs/
 status (n) /'steɪtəs/
 suffer (v) /'sʌfə(r)/
 sushi (n) /'su:ʃi/
 terrifying (adj) /'terɪfaɪɪŋ/
 tiny (adj) /'taɪni/
 tradition (n) /trə'dɪʃn/
 understanding (adj)
 /,ʌndə'stændɪŋ/
 underwater (adv) /,ʌndə'wɔ:tə(r)/
 unforgettable (adj) /,ʌnfə'getəbl/
 unpleasant (adj) /ʌn'pleznt/
 wedding (n) /'wedɪŋ/

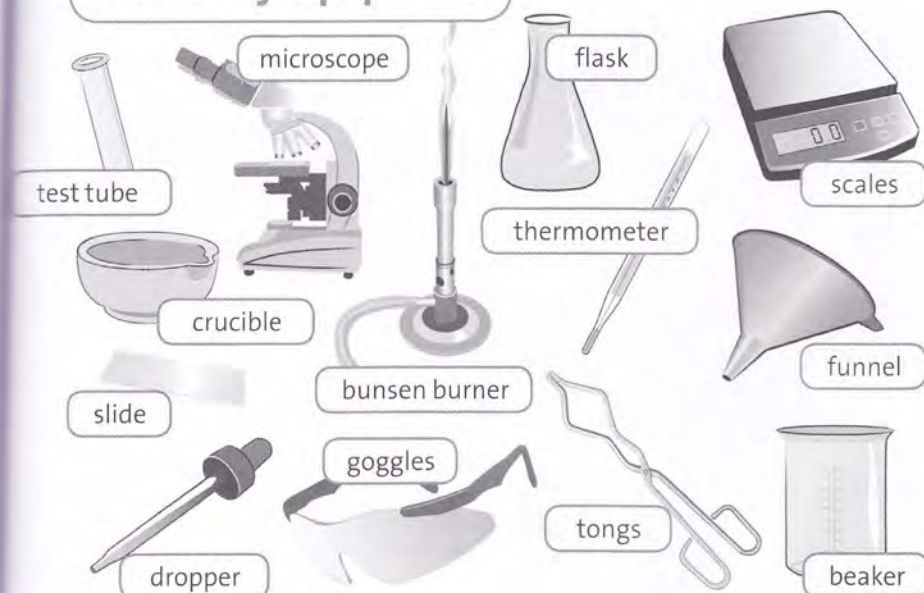
Unit 3

acupuncture (n) /'ækjupʌŋktʃə(r)/
 aggressiveness (n) /ə'ɡresɪvnəs/
 alternative medicine (n)
 /ɔ:l,tɜ:nəɪv 'medsn/
 anaesthetic (n) /,ænəs'tetɪk/
 antibiotic (n) /,æntɪbaɪ'ɒtɪk/
 antiseptic (adj) /,æntɪ'septɪk/
 apitherapy (n) /eɪpɪ'therəpi/
 aroma (n) /ə'roumə/
 aromatherapy (n)
 /ə,roumə'therəpi/
 arthritis (n) /ə:'θraɪtɪs/
 ban (v) /bæn/
 bath (n) /bɑ:θ/
 bee (n) /bi:/

Body



Chemistry equipment



benefit (v) /'benɪfɪt/
 blood pressure (n) /'blʌd ,preʃə(r)/
 brain (n) /breɪn/
 broken (adj) /'brʊkən/
 bubble (n) /'bʌbl/
 burn (n) /bɜ:n/
 call on (v) /'kɔ:l ,ɒn/
 calm (adj) /kɑ:m/
 cancer (n) /'kænsə(r)/
 cause (n) /kɔ:z/
 cause (v) /kɔ:z/
 centenarian (n) /,sentɪ'neəriən/
 century (n) /'sentʃəri/
 chemist (n) /'kemɪst/
 clear (adj) /kliə(r)/
 clever (adj) /'kleɪvə(r)/
 clone (n) /kləʊn/
 clone (v) /kləʊn/
 cold (n) /kəʊld/
 concentrated (adj) /'kɒnsntreɪtɪd/
 connection (n) /kə'nekʃn/
 control (n) /kən'trəʊl/
 cosmetic (n) /kɒz'metɪk/
 cream (n) /kri:m/
 cruel (adj) /kru:əl/
 cure (n) /kjʊə(r)/
 cure (v) /kjʊə(r)/
 cut down on (v) /,kʌt 'daʊn ɒn/
 defective (adj) /dɪ'fektɪv/
 depression (n) /dɪ'preʃn/
 develop (v) /dɪ'veləp/
 development (n) /dɪ'veləpmənt/
 dilute (v) /dai'lju:t/
 direct (adj) /də'rekt, dɪ- daɪ-/
 discover (v) /dɪ'skʌvə(r)/
 discovery (n) /dɪ'skʌvəri/
 disease (n) /dɪ'zi:z/
 drug (n) /drʌg/
 effect (n) /ɪ'fekt/
 efficient (adj) /ɪ'fɪʃnt/
 enjoyment (n) /ɪn'dʒɔɪmənt/
 epidemic (n) /,epɪ'demɪk/
 essential oil (n) /ɪ'senʃl 'ɔɪl/

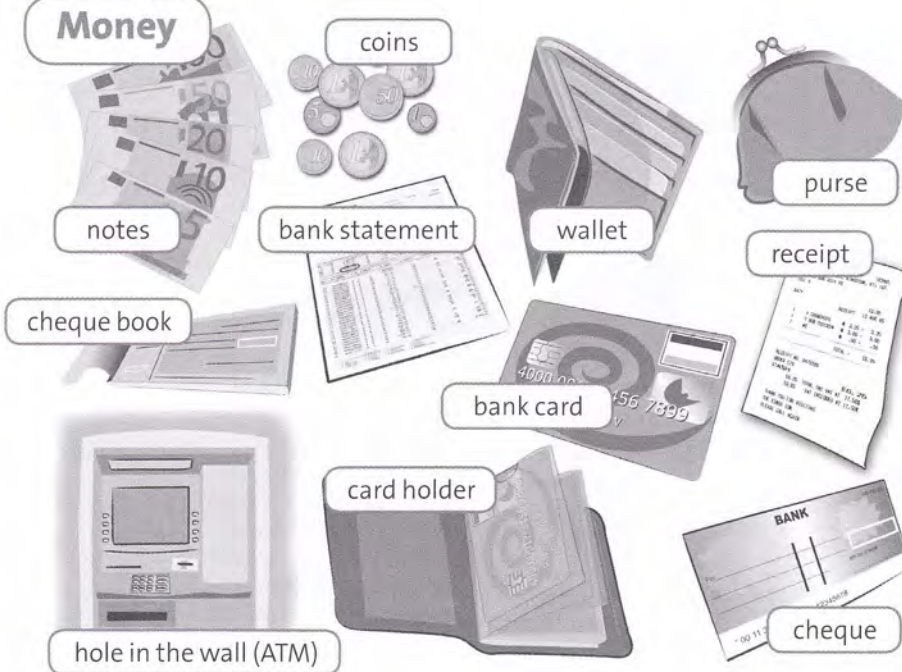
evidence (n) /'eɪdɪns/
 experiment (n) /ɪk'sperɪmənt/
 experiment (v) /ɪk'sperɪmənt/
 fight (v) /faɪt/
 flu (n) /flu:/
 gene therapy (n) /,dʒi:n 'θerəpi/
 get over (v) /,get 'əʊvə(r)/
 give up (v) /,gɪv 'ʌp/
 go without (v) /,gəʊ wɪ'taʊt/
 herbalism (n) /'hɜ:bəlizəm/
 homeopathy (n) /,həʊmi'ɒpəθi,
 ,hɒmi-/
 hydrotherapy (n) /,haɪdrəʊ'therəpi/
 illness (n) /'ɪlnəs/
 imaginary (adj) /ɪ'mædʒɪnəri/
 immune system (n) /ɪ'mju:n
 ,sɪstəm/
 infect (v) /ɪn'fekt/
 infection (n) /ɪn'fekʃn/
 inhale (v) /ɪn'heɪl/
 inject (v) /ɪn'dʒekt/
 injection (n) /ɪn'dʒekʃn/
 injury (n) /ɪndʒəri/
 intelligence (n) /ɪn'telɪdʒəns/
 lavender (n) /'lævəndə(r)/
 legal (adj) /'li:gl/
 loneliness (n) /'ləʊnlɪnəs/
 malaria (n) /mə'leəriə/
 massage (v) /'mæsɑ:ʒ/
 mature (v) /mə'tʃʊə(r)/
 microscopic (adj)
 /,maɪkrə'skɒpɪk/
 mood (n) /mu:d/
 nanobot (n) /'nænəbɒt/
 non-essential (adj) /,nɒn ɪ'senʃl/
 obesity (n) /əʊ'bi:səti/
 operate (v) /'ɒpəreɪt/
 operation (n) /,ɒpə'reɪʃn/
 osteopathy (n) /,ɒsti'ɒpəθi/
 pain (n) /peɪn/
 practitioner (n) /præk'tɪʃənə(r)/
 prevent (v) /prɪ'vent/
 prevention (n) /prɪ'venʃn/

radiation (n) /,reɪdɪ'eɪʃn/
 reflexology (n) /rɪ'fleks'ɒlədʒi/
 replace (v) /rɪ'pleɪs/
 research (n) /rɪ'sɜ:tʃ, 'ri:sɜ:tʃ/
 robot (n) /'rɒbɒt/
 sadness (n) /'sædnəs/
 shiatsu (n) /ʃi'ætsu:/
 skin (n) /skɪn/
 specialist (n) /'speʃəlist/
 spread (n) /spred/
 sterile (adj) /'sterail/
 sting (n) /stɪŋ/
 strict (adj) /strikt/
 strong (adj) /strɒŋ/
 subtle (adj) /'sʌtl/
 suffer (v) /'sʌfə(r)/
 suffering (n) /'sʌfərɪŋ/
 suggest (v) /sə'dʒest/
 survive (v) /sə'vaɪv/
 take up (v) /,teɪk 'ʌp/
 technique (n) /tek'ni:k/
 transplant (n) /'trænsplɑ:nt, trænz-/
 transplant (v) /træns'plɑ:nt, trænz-/
 treat (v) /tri:t/
 treatment (n) /'tri:tmənt/
 turn off (v) /,tɜ:n 'ɒf/
 unusual (adj) /ʌn'ju:ʒuəl/
 vaccine (n) /'væksɪn/
 weak (adj) /wi:k/
 work out (v) /,wɜ:k 'aʊt/
 X-ray (n) /'eks reɪ/
 zootherapy (n) /zu:'θerəpi/

Unit 4

aboard (adv) /ə'bo:d/
 accommodation (n)
 /ə,kɒmə'deɪʃn/
 activity holiday (n) /æk'tɪvətɪ
 ,hɒlədeɪ/
 adventure holiday (n)
 /əd'ventʃə(r) ,hɒlədeɪ/
 advice (n) /əd'vaɪs/
 advise (v) /əd'vaɪz/
 appreciate (v) /ə'pri:ʃiət/
 binoculars (n) /brɪ'nɒkjələz/
 board (v) /bo:d/
 book (v) /bʊk/
 brochure (n) /'brɒʃʊə(r)/
 budget (adj) /'bʌdʒɪt/
 camp (v) /kæmp/
 cave (n) /keɪv/
 change course (v) /,tʃeɪndʒ 'kɔ:s/
 check in (v) /,tʃek ɪn/
 city break (n) /'sɪti ,breɪk/
 coach tour (n) /'kəʊtʃ ,tɔ:(r)/
 come across (v) /'kʌm ə,kros/
 crew (n) /kru:/
 cruise (n) /kru:z/
 custom (n) /'kʌstəm/
 cycling tour (n) /'saɪklɪŋ ,tɔ:(r)/
 day trip (n) /'deɪ tri:p/
 departure date (n) /dɪ'pɑ:tʃə(r)
 ,deɪt/
 diving (n) /'daɪvɪŋ/

Money



en route (adv) /ɒn 'ru:t/
 equipment (n) /'i:kwɪpmənt/
 fasten (v) /'fɑ:sn/
 five-star (adj) /'faɪv ,stɑ:(r)/
 flight (n) /flaɪt/
 flight attendant (n) /'flaɪt
 ətendənt/
 fluffy (adj) /'flʌfi/
 fly (n) /flaɪ/
 gang (n) /gæŋ/
 Ganymede (n) /'gænɪmɪd/
 gear (n) /gɪə(r)/
 guidebook (n) /'gaɪdbʊk/
 helicopter (n) /'helɪkɒptə(r)/
 hitchhike (v) /'hɪtʃhaɪk/
 journey (n) /'dʒɜ:ni/
 Jupiter (n) /'dʒu:pɪtə(r)/
 land (v) /lænd/
 leaflet (n) /'li:flət/
 lend (v) /lend/
 long-haul (adj) /'lɒŋ haʊl/
 luxury (adj) /'lʌkʃəri/
 Mars (n) /mɑ:z/
 meteor shower (n) /'mi:tɪə:(r)
 ,ʃaʊə(r)/
 monastery (n) /'mɒnəstri/
 mosque (n) /mɒsk/
 mosquito net (n) /mɒs'ki:təʊ net/
 ocean (n) /'əʊən/
 package holiday (n) /'pækɪdʒ
 ,hɒlədeɪ/
 passenger (n) /'pæsɪndʒə(r)/
 penguin (n) /'peŋgwɪn/
 precious (adj) /'preʃəs/
 remind (v) /rɪ'maɪnd/
 resort (n) /rɪ'zɔ:t/
 return (adj) /rɪ'tɜ:n/
 round-the-world trip (n) /,raʊnd ðə
 ,wɜ:ld 'trɪp/
 safety film (n) /'seɪftɪ ,fɪlm/
 seaside (n) /'si:saɪd/

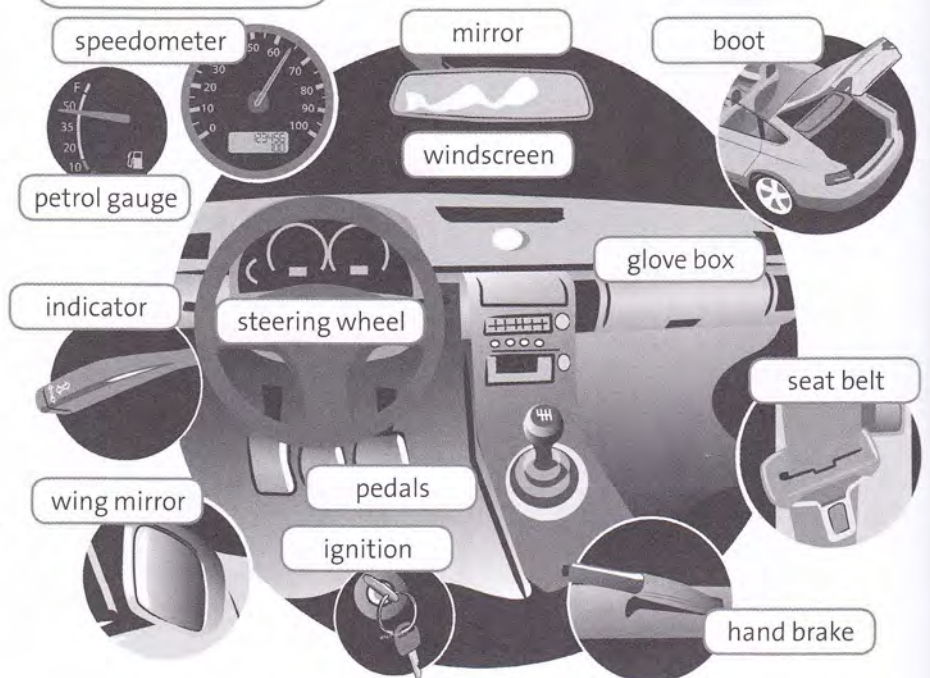
sensitive (adj) /'sensətɪv/
 set off (v) /,set 'ɒf/
 sightseeing (n) /'saɪtsi:ŋ/
 snorkel (n) /'snɔ:kl/
 spill (v) /spɪl/
 stop off (v) /'stop ,ɒf/
 suitcase (n) /'su:tkeɪs/
 sunburnt (adj) /'sʌnbɜ:nt/
 suncream (n) /'sʌn ,kri:m/
 swimsuit (n) /'swɪmsu:t/
 take off (v) /,teɪk 'ɒf/
 timetable (n) /'taɪmteɪbl/
 torch (n) /tɔ:tʃ/
 tourist attraction (n) /'tɔ:rist
 ət'rækʃn/
 tourist guide (n) /'tɔ:rist ,gaɪd/
 travel agent (n) /'trævl ,eɪdʒənt/

trip (n) /trɪp/
 turn back (v) /,tɜ:n 'bæk/
 voyage (n) /'vɔɪdʒ/
 waste (v) /weɪst/

Unit 5

arrest (v) /ə'rest/
 atmosphere (n) /'ætməsfɪə(r)/
 attitude (n) /'ætɪtju:d/
 auction (n) /'ɔ:ktʃn/
 baggy (adj) /'bægi/
 beard (n) /bɪəd/
 beware (v) /bɪ'weə(r)/
 bikini (n) /bɪ'ki:ni/
 chain (n) /tʃeɪn/
 changing room (n) /'tʃeɪndʒɪŋ
 ,ru:m/
 charity (n) /'tʃærəti/
 chemical (n) /'kemɪkl/
 combat (n) /'kɒmbæt/
 common (adj) /'kɒmən/
 compensation (n) /,kɒmpen'seɪʃn/
 complain (v) /kəm'pleɪn/
 consider (v) /kən'sɪdə(r)/
 controversy (n) /'kɒntrəvɜ:si,
 kən'trɒvəsi/
 cotton (n) /'kɒtn/
 criminal (n) /'krɪmɪnl/
 crop (n) /krɒp/
 daring (adj) /'deərɪŋ/
 death (n) /deθ/
 decent (adj) /'di:snt/
 define (v) /dɪ'faɪn/
 design (v) /dɪ'zaɪn/
 designer (n) /dɪ'zaɪnə(r)/
 disapproval (n) /,dɪsə'pru:v/
 disorganized (adj) /dɪs'ɔ:gənəɪzd/
 disrespectful (adj) /,dɪsrɪ'spektfl/
 dreadlocks (n) /'dredləks/
 dye (v) /daɪ/

Parts of a car



eccentric (adj) /ɪk'sentɪk/
 elder (n) /'eldə(r)/
 emo (n) /'i:məʊ/
 enclose (v) /ɪn'kləʊz/
 establish (v) /ɪ'stæblɪʃ/
 ethical (adj) /'eθɪkl/
 export (v) /ɪk'spɔ:t/
 exporter (n) /ek'spɔ:tə(r)/
 extremely (adv) /ɪk'stri:mli/
 eyeliner (n) /'aɪləna(r)/
 fair (adj) /feə(r)/
 Fair Trade (adj) /,feə(r) 'treɪd/
 flatmate (n) /'flætmeɪt/
 goth (n) /gɒθ/
 grateful (adj) /'ɡreɪtfl/
 grow (v) /ɡrəʊ/
 grower (n) /'ɡrəʊə(r)/
 grunger (n) /'ɡrʌndʒə(r)/
 hair dye (n) /'heə ,daɪ/
 harm (v) /hɑ:m/
 hippy (n) /'hɪpi/
 hooded (adj) /'hʊdɪd/
 hoody (n) /'hʊdi/
 huge (adj) /hju:dʒ/
 illegal (adj) /ɪ'li:ɡl/
 illegible (adj) /ɪ'ledʒəbl/
 illiterate (adj) /ɪ'lɪtəɪt/
 illogical (adj) /ɪ'lɒdʒɪkl/
 immoral (adj) /ɪ'mɒrəl/

impatient (adj) /ɪm'peɪnt/
 import (v) /ɪm'pɔ:t/
 importer (n) /ɪm'pɔ:tə(r)/
 impossible (adj) /ɪm'pɒsəbl/
 impractical (adj) /ɪm'præktɪkl/
 inconsistent (adj) /ɪnkən'sistent/
 indecent (adj) /ɪn'di:snt/
 insensitive (adj) /ɪn'sensətɪv/
 intolerant (adj) /ɪn'tələrənt/
 irregular (adj) /ɪ'reɡjələ(r)/
 irresponsible (adj) /ɪrɪ'spɒnsəbl/
 label (n) /'leɪbl/
 legible (adj) /'ledʒəbl/
 lipstick (n) /'lɪpstɪk/
 logical (adj) /'lɒdʒɪkl/
 lyrics (n) /'lɪrɪks/
 magic (n) /'mædʒɪk/
 make-up (n) /'meɪk ,ʌp/
 manufacture (v)
 /,mænju'fæktʃə(r)/
 manufacturer (n)
 /,mænju'fæktʃərə(r)/
 moral (adj) /'mɒrəl/
 moustache (n) /mə'sta:ʃ/
 movement (n) /'mu:vmənt/
 mysterious (adj) /mɪ'stɪəriəs/
 nail varnish (n) /'neɪl ,vɑ:nɪʃ/
 necklace (n) /'nekləs/

open-minded (adj) /,əʊpən
 'maɪndɪd/
 organized (adj) /'ɔ:gənəɪzd/
 painful (adj) /'peɪnfl/
 panic (v) /'pænik/
 pesticide (n) /'pestɪsaɪd/
 piercing (n) /'pɪəsɪŋ/
 possible (adj) /'pɒsəbl/
 practical (adj) /'præktɪkl/
 preppy (n) /'prepi/
 produce (v) /prə'dju:s/
 producer (n) /prə'dju:sə(r)/
 provoke (v) /prə'vʊk/
 punk (n) /pʌŋk/
 quite (adv) /kwaɪt/
 really (adv) /'ri:əli/
 rebel (n) /'rebl/
 receipt (n) /rɪ'si:t/
 refund (n) /'rɪ:fʌnd/
 refund (v) /rɪ'fʌnd/
 regular (adj) /'regjələ(r)/
 respectful (adj) /rɪ'spektfl/
 responsible (adj) /rɪ'spɒnsəbl/
 ring (n) /rɪŋ/
 scream (v) /skri:m/
 sell out (v) /,sel 'aʊt/
 shop (v) /ʃɒp/
 shopper (n) /'ʃɒpə(r)/
 sideburns (n) /'saɪdbɜ:nz/

Jewellery and accessories



Fabrics



skater (n) /'skeɪtə(r)/
 smart (adj) /smɑ:t/
 stylish (adj) /'stailɪʃ/
 suit (v) /su:t/
 supplier (n) /sə'plaɪə(r)/
 supply (v) /sə'plaɪ/
 sweatshirt (n) /'swetʃɜ:t/
 tattoo (n) /tə'tu:/
 tattoo (v) /tə'tu:/
 tie (n) /taɪ/
 timid (adj) /'tɪmɪd/
 tolerant (adj) /'tɒlərənt/
 top hat (n) /,tɒp 'hæt/
 torn (adj) /tɔ:n/
 uncertain (adj) /ʌn'sɜ:tn/
 uncommon (adj) /ʌn'kɒmən/
 underwear (n) /'ʌndəweə(r)/
 unfair (adj) /,ʌn'feə(r)/
 wardrobe (n) /'wɔ:drəʊb/
 wellington boots (n) /,welɪŋtən
 'bu:ts/
 worker (n) /'wɜ:kə(r)/

Unit 6

aim (n) /eɪm/
 alternative (n) /ɔ:l'tɜ:nətɪv/
 area (n) /'eəriə/
 ban (v) /bæn/
 banner (n) /'bænə(r)/
 border (n) /'bɔ:də(r)/
 China (n) /'tʃaɪnə/
 citizen (n) /'sɪtɪzn/
 conclusion (n) /kən'klu:ʒn/
 consequence (n) /'kɒnsɪkwəns/
 create (v) /kri'eɪt/
 currency (n) /'kʌrənsi/
 cut (v) /kʌt/
 democracy (n) /dɪ'mɒkrəsi/
 demonstrator (n) /'demənstreɪtə(r)/
 discriminate (v) /dɪ'skrɪmɪneɪt/
 elect (v) /ɪ'lekt/
 election (n) /ɪ'lekʃn/

European Union (n) /,juərə'pi:ən
 'ju:niən/
 flag (n) /flæg/
 government (n) /'gʌvənmənt/
 head of state (n) /,hed əv 'steɪt/
 helmet (n) /'helmt/
 high-visibility jacket (n) /,haɪ
 vɪzə'bɪləti 'dʒækɪt/
 hobby (n) /'hɒbi/
 ideal (adj) /aɪ'di:əl/
 idiot (n) /'ɪdiət/
 in advance (adv) /,ɪn əd'vɑ:ns/
 introduce (v) /,ɪntrə'dju:s/
 invade (v) /ɪn'veɪd/
 invest (v) /ɪn'vest/
 land (v) /lænd/
 law (n) /lɔ:/
 lower (v) /'ləʊə(r)/
 majority (n) /mə'dʒɔrəti/
 map (n) /mæp/
 micronation (n) /'maɪkrəneɪʃn/
 minister (n) /'mɪnɪstə(r)/
 motorist (n) /'məʊtərɪst/
 nation (n) /'neɪʃn/
 national (adj) /'næʃnəl/
 negative (adj) /'negətɪv/
 obey (v) /ə'bei/
 own (v) /əʊn/
 permit (v) /pə'mɪt/
 placard (n) /'plækɑ:d/
 platform (n) /'plætfɔ:m/
 policy (n) /'pɒləsi/
 politician (n) /,pɒlə'tɪʃn/
 raise (v) /reɪz/
 reduce (v) /rɪ'dju:s/
 representative (n) /,reprɪ'zentətɪv/
 ruler (n) /'ru:lə(r)/
 salary (n) /'sæləri/
 scooter (n) /'sku:tə(r)/
 simply (adv) /'sɪmpli/
 stamp (n) /stæmp/
 stand for (v) /'stænd ,fɔ:(r)/
 tax (v) /tæks/

territory (n) /'terətəri/
 violent (adj) /'vaɪələnt/
 virtual (adj) /'vɜ:tʃuəl/
 vote (v) /vəʊt/

Unit 7

accept (v) /ək'sept/
 admire (v) /əd'maɪə(r)/
 annoy (v) /ə'noɪ/
 annoyed (adj) /ə'noɪd/
 annoying (adj) /ə'noɪɪŋ/
 anxiety (n) /æŋ'zaɪəti/
 anxious (adj) /'æŋkʃəs/
 argument (n) /'ɑ:gjumənt/
 associate (v) /ə'səʊʃieɪt/
 astonish (v) /ə'stɒnɪʃ/
 astonished (adj) /ə'stɒnɪʃt/
 astonishing (adj) /ə'stɒnɪʃɪŋ/
 attribute (n) /'ætrɪbjʊ:t/
 beggar (n) /'begə(r)/
 bore (v) /bɔ:(r)/
 bored (adj) /bɔ:d/
 boring (adj) /'bɔ:rɪŋ/
 Buddhist (n) /'bʊdɪst/
 cash (n) /kæʃ/
 change (n) /tʃeɪndʒ/
 confidence (n) /'kɒnfɪdəns/
 confident (adj) /'kɒnfɪdənt/
 disappointed (adj) /,dɪsə'pɔɪntɪd/
 down (adj) /daʊn/
 downside (n) /'daʊnsaɪd/
 down-to-earth (adj) /,daʊn tu 'ɜ:θ/
 dull (adj) /dʌl/
 embarrass (v) /ɪm'bærəs/
 embarrassed (adj) /ɪm'bærəst/
 embarrassing (adj) /ɪm'bærəsɪŋ/
 enthusiastic (adj) /ɪn,θju:zi'æstɪk/
 fascinate (v) /'fæsɪneɪt/
 fascinated (adj) /'fæsɪneɪtɪd/
 fascinating (adj) /'fæsɪneɪtɪŋ/
 fault (n) /fɔ:lt/
 fed up (adj) /,fed 'ʌp/
 frequently (adv) /'fri:kwəntli/
 fright (n) /fraɪt/
 frighten (v) /'fraɪtn/
 frightened (adj) /'fraɪtnd/
 frightening (adj) /'fraɪtɪŋ/
 frown (v) /fraʊn/
 frustrating (adj) /fra'streɪtɪŋ/
 frustration (n) /fra'strefʃn/
 generosity (n) /,dʒenə'rɒsəti/
 generous (adj) /'dʒenərəs/
 go downhill (v) /,gəʊ daʊn'hɪl/
 guess (v) /ges/
 honest (adj) /'ɒnɪst/
 honesty (adj) /'ɒnəsti/
 horrify (v) /'hɒrɪfaɪ/
 horrified (adj) /'hɒrɪfaɪd/
 horrifying (adj) /'hɒrɪfaɪɪŋ/
 innocent (adj) /'ɪnəsnt/
 interest (v) /'ɪntrəst/
 interesting (adj) /'ɪntrestɪŋ/
 interested (adj) /'ɪntrəstɪd/
 mean (adj) /mi:n/

messy (adj) /'mesi/
 miss (v) /mɪs/
 moodiness (n) /'mu:diːnəs/
 moody (adj) /'mu:di/
 naughty (adj) /'naʊti/
 newsagent's (n) /'nju:zeɪdʒənts/
 on the up and up (adj) /ˌɒn ðɪ ʌp ən ʌp/
 optimism (n) /'ɒptɪmɪzəm/
 optimistic (adj) /ˌɒptɪ'mɪstɪk/
 paralympic (adj) /ˌpærə'lɪmpɪk/
 passion (n) /'pæʃn/
 passionate (adj) /'pæʃənət/
 pay back (v) /ˌpeɪ 'bæk/
 peace (n) /pi:s/
 pessimism (n) /'pesɪmɪzəm/
 pessimistic (adj) /ˌpesɪ'mɪstɪk/
 philosophy (n) /fɪ'lɒsəfi/
 polite (adj) /pə'laɪt/
 politeness (n) /pə'laɪtnəs/
 rarely (adv) /'reəli/
 refuse (v) /rɪ'fju:z/
 relax (v) /rɪ'læks/
 relaxed (adj) /rɪ'lækst/
 relaxing (adj) /rɪ'læksɪŋ/
 respect (n) /rɪ'spekt/
 respectful (adj) /rɪ'spektfəl/
 responsible (adj) /rɪ'spɒnsəbl/
 responsibility (n) /rɪ'spɒnsə'bɪləti/
 rough (adj) /rʌf/
 rude (adj) /ru:d/
 scratch card (n) /'skræt'fɑ:d/
 selfish (adj) /'selfɪʃ/
 shock (v) /ʃɒk/
 shocked (adj) /ʃɒkt/
 shocking (adj) /'ʃɒkɪŋ/
 simple (adj) /'sɪmpl/
 sociable (adj) /'səʊfəbl/
 spoil (v) /spɔɪl/
 stale (adj) /steɪl/
 stranger (n) /'streɪndʒə(r)/
 stress (n) /stres/
 stressful (adj) /'stresfəl/
 success (n) /sək'ses/
 successful (adj) /sək'sesfəl/
 unfortunately (adv) /ʌn'fɔ:tʃənətli/
 up and running (adj) /ʌp ən 'rʌnɪŋ/
 ups and downs (n) /ʌps ən 'daʊnz/
 useful (adj) /'ju:sfəl/
 volunteer (n) /ˌvɒlən'tɪə(r)/
 wealth (n) /welθ/
 wealthy (adj) /'welθi/
 well-behaved (adj) /ˌwel br'heɪvd/
 worry (v) /'wəri/
 worrying (adj) /'wərɪd/
 worrying (adj) /'wərɪŋ/

Unit 8

acceptable (adj) /ək'septəbl/
 admit (v) /əd'mɪt/
 agree (v) /ə'ɡri:/
 appear (v) /ə'piə(r)/
 attend (v) /ə'tend/
 break a promise (v) /ˌbreɪk ə 'prɒmɪs/
 break the law (v) /ˌbreɪk ðə 'lɔ:/
 classic (adj) /'klæsɪk/
 complain (v) /kəm'pleɪn/
 conman (n) /'kɒnmæn/
 considerate (adj) /kən'sɪdərət/
 convince (v) /kən'vɪns/
 depend (v) /dɪ'pend/
 dishonest (adj) /dɪ'sɒnɪst/
 explain (v) /ɪk'spleɪn/
 faithful (adj) /'feɪθfəl/
 favour (n) /'feɪvə(r)/
 feelings (n) /'fi:liŋz/
 gardener (n) /'ɡɑ:dənə(r)/
 guiltily (adv) /'ɡɪltɪli/
 guilty (adj) /'ɡɪlti/
 honestly (adv) /'ɒnɪstli/
 honesty (n) /'ɒnəsti/
 humane (adj) /hju:'meɪn/
 hurt (v) /hɜ:t/
 illegal (adj) /ɪ'li:ɡl/
 illegally (adv) /ɪ'li:ɡəli/
 inconsiderate (adj) /ˌɪnkən'sɪdərət/
 inhumane (adj) /ˌɪnhju:'meɪn/
 insist (v) /ɪn'sɪst/
 invite (v) /ɪn'vaɪt/
 keep quiet (v) /ˌki:p 'kwaɪət/
 make an excuse (v) /ˌmeɪk ən ɪk'skju:z/
 offer (v) /'ɒfə(r)/
 order (v) /'ɔ:də(r)/
 persuade (v) /pə'sweɪd/
 pleasant (adj) /'pleznt/
 pretend (v) /prɪ'tend/
 prisoner (n) /'prɪznə(r)/
 promise (n) /'prɒmɪs/
 refuse (v) /rɪ'fju:z/
 robbery (n) /'rɒbəri/
 scarf (n) /skɑ:f/
 similar (adj) /'sɪmələ(r)/
 statue (n) /'stætʃu:/
 supermarket (n) /'sɜ:pmɑ:kɪt/
 survey (n) /'sɜ:veɪ/
 suspicious (adj) /sə'spɪʃəs/
 tell a lie (v) /ˌtel ə 'laɪ/
 tell the truth (v) /ˌtel ðə 'tru:θ/
 thoughtful (adj) /'θɔ:tfl/
 tidy (v) /'taɪdi/
 truth (n) /tru:θ/
 unfaithful (adj) /ʌn'feɪθfəl/
 white lie (n) /ˌwaɪt 'laɪ/
 yoga (n) /'jəʊɡə/
 zone (n) /zəʊn/

English Plus Options

Extra listening and speaking

Unit 1

curly (adj) /'kɜ:li/
 look like (v) /'lʊk ,laɪk/
 take after (v) /'teɪk ,ɑ:ftə(r)/

Unit 2

come up (v) /ˌkʌm ʌp/
 make it (v) /'meɪk ɪt/
 split up (v) /ˌsplɪt ʌp/

Unit 3

appointment (n) /ə'pɔɪntmənt/
 convenient (adj) /kən'vi:niənt/

Unit 4

departure bay (n) /dɪ'pɑ:tʃə(r) beɪ/
 destination (n) /ˌdestɪ'neɪʃn/
 fare (n) /feə(r)/

Unit 5

blues (n) /blu:z/
 classical (adj) /'klæsɪkl/
 gig (n) /ɡɪɡ/
 heavy metal (n) /ˌhevi 'metl/
 hip hop (n) /'hɪp ,hɒp/
 rap (n) /ræp/
 release (v) /rɪ'li:s/
 rhythm (n) /'rɪðəm/

Unit 6

candidate (n) /'kændɪdət/
 improve (v) /ɪm'pru:v/
 reliable (adj) /rɪ'laɪəbl/
 strongly (adv) /'strɒŋɡli/

Unit 7

barbecue (n) /'bɑ:bɪkju:
 fall off (v) /ˌfɔ:l ɒf/
 rent (v) /rent/
 spectacular (adj) /ˌspek'tækjələ(r)/
 windsurfing (n) /'wɪndzɜ:fɪŋ/

Unit 8

calculate (v) /'kælkjuleɪt/
 cookie (n) /'kʊki/
 melon (n) /'melən/
 muffin (n) /'mʌfɪn/
 pineapple (n) /'paɪnæpl/

Curriculum extra

Unit 1

barbed wire fence (n) /ˌbɑ:bɪd ˌwaɪə(r) 'fens/
 celebration (n) /ˌselɪ'breɪʃn/
 concrete (adj) /'kɒŋkri:t/
 divided (adj) /dɪ'vaɪdɪd/
 guard (n) /ɡɑ:d/
 install (v) /ɪn'stɔ:l/
 monitor (v) /'mɒnɪtə(r)/
 permanent (adj) /'pɜ:mənənt/

pull down (v) /pʊl daʊn/
 reunification (n) /riːjuːnɪfɪ'keɪʃn/
 secret police (n) /sɪkrət pə'liːs/
 separate (adj) /sɪ'peɪrət/
 shortage (n) /'ʃɔːtɪdʒ/
 standard of living (n) /stændəd əv 'lɪvɪŋ/
 temporary (adj) /'tempərəri/

Unit 2

delighted (adj) /dɪ'laɪtɪd/
 encouragement (n) /ɪn'kʌrɪdʒmənt/
 fictional (adj) /fɪkʃənl/
 fine (adj) /faɪn/
 income (n) /'ɪnkʌm/
 neighbourhood (n) /'neɪbəhʊd/
 particular (adj) /pə'tɪkjələ(r)/
 possession (n) /pə'zɛʃn/
 realist (adj) /'rɪəlɪst/
 realistic (adj) /rɪə'lɪstɪk/
 servant (n) /'sɜːvənt/
 surrounding (adj) /sə'raʊndɪŋ/
 unmarried (adj) /ˌʌn'mæɪrɪd/

Unit 3

absorb (v) /əb'zɔːb/
 acid (n) /'æsɪd/
 calorie (n) /'kæləri/
 carbohydrate (n) /ˌkɑːbəʊ'haidreɪt/
 cell (n) /sel/
 cholesterol (n) /kə'lestərnəl/
 dairy food (n) /'deəri fuːd/
 diabetes (n) /ˌdaɪə'biːtiːz/
 diet (n) /'daɪət/
 digest (v) /'dɪdʒest/
 exercise (n) /'eksəsaɪz/
 evidence (n) /'eɪvɪdəns/
 factory (n) /'fæktəri/
 fat (n) /fæt/
 fatty (adj) /'fæti/
 fibre (n) /'faɪbə(r)/
 heart disease (n) /'hɑːt dɪ'ziːz/
 influence (n) /ɪn'fluəns/
 mineral (n) /'mɪnərəl/
 nut (n) /nʌt/
 nutrient (n) /'njuːtriənt/
 nutritionist (n) /njuː'trɪʃənɪst/
 oily fish (n) /'ɔɪli fɪʃ/
 Omega-3 (n) /ˌəʊmɪgə 'θriː/
 portion (n) /'pɔːʃn/
 processed (adj) /'prəʊsest/
 protein (n) /'prəʊtiːn/
 prove (v) /pruːv/
 regular (adj) /'regjələ(r)/
 repair (v) /rɪ'peə(r)/
 saturated (adj) /'sætʃəreɪtɪd/
 snack (n) /snæk/
 tissue (n) /'tɪʃuː/
 unhealthy (adj) /ˌʌn'helθi/
 unsaturated (adj) /ˌʌn'sætʃəreɪtɪd/
 vitamin (n) /'vɪtəmɪn/

Unit 4

altitude (n) /'æltɪtjuːd/
 artificial (adj) /ˌɑːtɪ'fɪʃl/
 billionaire (n) /ˌbɪljə'neə(r)/
 boundary (n) /'bɑʊndri/
 breathtaking (adj) /'breθteɪkɪŋ/
 craft (n) /kraːft/
 Earth (n) /ɜːθ/
 edge (n) /edʒ/
 forecast (v) /'fɔːkɑːst/
 fund (v) /fʌnd/
 launch (v) /lɔːntʃ/
 man-made (adj) /ˌmæn 'meɪd/
 moon (n) /muːn/
 navigate (v) /'nævɪgeɪt/
 orbit (v) /'ɔːbɪt/
 orbit (n) /'ɔːbɪt/
 researcher (n) /rɪ'sɜːtʃə(r)/
 space shuttle (n) /'speɪs ʃʌtl/
 space station (n) /'speɪs steɪʃn/
 space tourist (n) /'speɪs tʊərɪst/
 spacecraft (n) /'speɪskraːft/
 sub-orbital (adj) /ˌsʌb 'ɔːbɪtəl/
 transmit (v) /træns'mɪt/
 view (n) /vjuː/
 weightlessness (n) /'weɪtləsnes/

Unit 5

agricultural (adj) /ˌægrɪ'kʌltʃərəl/
 appalling (adj) /ə'pɔːlɪŋ/
 child labour (n) /tʃɪldləʊ 'leɪbə(r)/
 cotton mill (n) /'kɒtn mɪl/
 demand (n) /dɪ'mænd/
 employ (v) /ɪm'plɔɪ/
 exploit (v) /ɪk'splɔɪt/
 homeless (adj) /'həʊmləs/
 Industrial Revolution (n) /ɪnˌdʌstriəl revə'luːʃn/
 injure (v) /ɪndʒə(r)/
 kill (v) /kɪl/
 locally (adv) /lɒkəli/
 loose (adj) /luːs/
 machinery (n) /mə'ʃɪnəri/
 orphan (n) /'ɔːfn/
 phenomenon (n) /fə'nɒmɪnən/
 strict (adj) /strikt/
 textile (n) /'tekstaɪl/
 transformation (n) /trænsfə'meɪʃn/
 workplace (n) /'wɜːkpleɪs/

Unit 6

army (n) /'ɑːmi/
 continue (v) /kən'tɪnjuː/
 cruelty (n) /'kruːəlti/
 custom (n) /'kʌstəm/
 defeat (v) /dɪ'fiːt/
 delighted (adj) /dɪ'laɪtɪd/
 dishonesty (n) /dɪs'ɒnɪsti/
 enjoyable (adj) /ɪn'dʒɔɪəbl/
 explanation (n) /ˌeksplə'neɪʃn/
 freely (adv) /'friːli/
 jealousy (n) /'dʒeləsi/
 judge (n) /dʒʌdʒ/
 madness (n) /'mædnəs/
 murder (n) /'mɜːdə(r)/

peaceful (adj) /'piːsfl/
 proudly (adv) /'praʊdli/
 punishment (n) /'pʌnɪʃmənt/
 rob (v) /rɒb/
 sensible (adj) /'sensəbl/

Unit 7

amount (n) /ə'maʊnt/
 amygdala (n) /ə'mɪgdələ/
 analyse (v) /'ænəlaɪz/
 basic (adj) /'beɪsɪk/
 brain stem (n) /'breɪn stem/
 breathing (n) /'briːðɪŋ/
 cerebellum (n) /ˌserə'beləm/
 cerebrum (n) /sə'riːbrəm/
 complex (adj) /'kɒmpleks/
 constant (adj) /'kɒnstənt/
 constantly (adv) /'kɒnstəntli/
 coordination (n) /kəʊˌɔːdɪ'neɪʃn/
 creative (adj) /kri'eɪtɪv/
 deal (v) /diːl/
 digestion (n) /daɪ'dʒestʃən/
 essential (adj) /ɪ'senʃl/
 evolve (v) /ɪ'vɒlv/
 hemisphere (n) /'hemɪsfɪə(r)/
 highly (adv) /'haɪli/
 hypothalamus (n) /haɪpə'θæləməs/
 incredibly (adv) /ɪn'kredəbli/
 instinct (n) /ɪn'stɪŋkt/
 involuntary (adj) /ɪn'vɒləntri/
 link (v) /lɪŋk/
 neurone (n) /'njuːərɒn/
 opposite (adj) /'ɒpəɪt/
 primitive (adj) /'prɪmətɪv/
 shape (n) /ʃeɪp/
 specialized (adj) /ˌspeʃəlaɪzd/
 spinal cord (n) /'spainl kɔːd/
 straight (adv) /streɪt/
 survival (n) /sə'vaɪvl/
 unique (adj) /juːniːk/

Unit 8

deceive (v) /dɪ'siːv/
 dilemma (n) /dɪ'lemə/
 envious (adj) /'enviəs/
 identity (n) /aɪ'dentəti/
 option (n) /'ɒpʃn/
 principle (n) /'prɪnsəpl/
 reward (n) /rɪ'wɔːd/
 trust (n) /trʌst/
 uncover (v) /ˌʌn'kʌvə(r)/
 value (n) /'væljuː/

Culture**Unit 1**

boyish (adj) /'bɔɪʃ/
 childhood (n) /tʃɪldhʊd/
 dominate (v) /dɒmɪneɪt/
 economy (n) /ˌkɒnəmi/
 goods (n) /ɡʊdz/
 hysteria (n) /hɪ'stɪəriə/
 icon (n) /'aɪkɒn/
 nickname (n) /'nɪkneɪm/
 provocative (adj) /prə'vɒkətɪv/

ration (v) /'ræfən/
 recover (v) /rɪ'kʌvə(r)/
 scene (n) /si:n/
 Second World War (n) /,sekənd
 'wɜ:ld 'wɔ:(r)/
 swinging sixties (n) /,swɪŋɪŋ
 'sɪkstɪz/
 symbolize (v) /'sɪmbəlaɪz/
 trendy (adj) /'trendi/
 vibrant (adj) /'vaɪbrənt/
 youth culture (n) /'ju:θ ,kʌltʃə(r)/

Unit 2

aisle (n) /aɪl/
 best man (n) /,best 'mæn/
 borrow (v) /'brɒrəʊ/
 bouquet (n) /bu'keɪ/
 bride (n) /braɪd/
 bridesmaid (n) /'braɪdzmeɪd/
 ceremony (n) /'serəməni/
 civil (adj) /'sɪvəl/
 date back (v) /'deɪt ,bæk/
 decline (v) /dɪ'klaɪn/
 groom (n) /gru:m/
 guest (n) /gest/
 licence (n) /'laɪsəns/
 look after (v) /'lʊk ,ɑ:ftə(r)/
 reception (n) /rɪ'sepʃən/
 register office (n) /'redʒɪstə ,ɒfɪs/
 speech (n) /spi:tʃ/
 superstition (n) /,sju:pə'stɪʃən/
 vicar (n) /'vɪkə(r)/
 wedding dress (n) /'wedɪŋ ,dres/
 wedding ring (n) /'wedɪŋ ,rɪŋ/

Unit 3

ability (n) /ə'bɪləti/
 additive (adj) /ə'dɪktɪv/
 associated (adj) /ə'səʊʃɪeɪtɪd/
 available (adj) /ə'veɪləbl/
 blame (v) /bleɪm/
 burn (v) /bɜ:n/
 comparison (n) /kəm'pærɪsn/
 confectionery (n) /kən'fekʃənəri/
 consume (v) /kən'sju:m/
 convenience food (n)
 /kən'vi:nɪəns ,fud/
 disastrous (adj) /dɪ'zɑ:stəs/
 fancy (v) /'fænsi/
 fizzy drink (n) /,fɪzi 'drɪŋk/
 genetically (adv) /dʒə'netɪkli/
 habit (n) /'hæbɪt/
 interfere (v) /,ɪntə'fɪə(r)/
 junk food (n) /'dʒʌŋk ,fu:d/
 massive (adj) /'mæsɪv/
 on the move (adv) /,ɒn ðə 'mu:v/
 savoury (adj) /'seɪvəri/
 set (adj) /set/
 snack (v) /snæk/
 suggest (v) /sə'dʒest/
 tooth decay (n) /'tu:θ dɪ'keɪ/

Unit 4

annoying (adj) /ə'noɪɪŋ/
 construction (n) /kən'strʌkʃən/
 consumer (n) /kən'sju:mə(r)/

cooperation (n) /kəʊ,pə'reɪʃən/
 critic (n) /'krɪtɪk/
 harm (n) /hɑ:m/
 housework (n) /'haʊswɜ:k/
 kindness (n) /'kaɪndnəs/
 lack (v) /læk/
 last (v) /lɑ:st/
 mainly (adv) /'meɪnli/
 perspective (n) /pə'spektɪv/
 plant (v) /plɑ:nt/
 poverty (n) /'pɒvəti/
 replace (v) /rɪ'pleɪs/
 rewarding (adj) /rɪ'wɔ:dɪŋ/
 rhino (n) /'raɪnəʊ/
 sanctuary (n) /'sæŋktɪfʊəri/
 short-term (adj) /'ʃɔ:t tɜ:m/
 skilled (adj) /skɪld/

Unit 5

anarchic (adj) /ə'nɑ:kɪk/
 authority (n) /ə'θɒrəti/
 bin liner (n) /'bɪn ,laɪnə(r)/
 body piercing (n) /'bɒdi ,pɪəsɪŋ/
 concerned (adj) /kən'sɜ:nd/
 discontent (n) /,dɪskən'tent/
 disillusioned (adj) /,dɪslu:'ʒnd/
 everyday (adj) /'evrɪdeɪ/
 express (v) /ɪk'spres/
 eyebrow (n) /'aɪbrəʊ/
 ideology (n) /aɪdɪ'ɒlədʒi/
 incorporate (v) /ɪn'kɔ:pəreɪt/
 ironically (adv) /aɪ'rɒnɪkli/
 jewellery (n) /'dʒu:əlri/
 leather jacket (n) /,leðə 'dʒækɪt/
 lip (n) /lɪp/
 mainstream (adj) /'memstri:m/
 Mohican (adj) /məʊ'hɪ:kən/
 monarchy (n) /'mɒnəki/
 neon (n) /'ni:ɒn/
 padlock (n) /'pædlɒk/
 recession (n) /rɪ'seɪʃən/
 ripped (adj) /rɪpt/
 safety pin (n) /'seɪftɪ ,pɪn/
 slogan (n) /'sləʊgən/
 spike (v) /spaɪk/
 stud (n) /stʌd/
 surprising (adj) /sə'praɪzɪŋ/
 unconventional (adj)
 /,ʌnkən'venʃənəl/
 untidy (adj) /ʌn'taɪdi/
 zip (n) /zɪp/

Unit 6

application form (n) /,æplɪ'keɪʃən
 ,fɔ:m/
 audience (n) /'ɔ:diəns/
 badge (n) /bædʒ/
 blog (n) /blɒg/
 campaign (n) /kæm'peɪn/
 campaign (v) /kæm'peɪn/
 charismatic (adj) /,kærɪz'mætɪk/
 corridor (n) /'kɒrɪdɔ:(r)/
 facility (n) /fə'sɪləti/
 grade (n) /greɪd/
 hard-working (adj) /,hɑ:d 'wɜ:kɪŋ/

publicize (v) /'pʌblɪsaɪz/
 represent (v) /,reprɪ'zent/
 rewarding (adj) /rɪ'wɔ:dɪŋ/
 rhyme (v) /raɪm/
 stick (v) /stɪk/
 supporter (n) /sə'pɔ:tə(r)/
 voice (n) /vɔɪs/

Unit 7

absurd (adj) /əb'sɜ:d/
 aspect (n) /'æspekt/
 bizarre (adj) /bɪ'zɑ:(r)/
 comedian (n) /kə'mɪ:diən/
 eccentric (adj) /ɪk'sentɪk/
 eccentricity (n) /,ɪksen'trɪsəti/
 hormone (n) /'hɔ:məʊn/
 incomprehensible (adj)
 /ɪn,kəmprɪ'hensəbl/
 irony (n) /'aɪrəni/
 laughter (n) /'lɑ:ftə(r)/
 make fun of (v) /,meɪk 'fʌn əv/
 offensive (adj) /ə'fensɪv/
 perform (v) /pə'fɔ:m/
 release (v) /rɪ'li:s/
 sarcasm (n) /'sɑ:kæzəm/
 sense of humour (n) /,sens əv
 'hju:mə(r)/
 sunshine (n) /'sʌnʃaɪn/

Unit 8

achieve (v) /ə'tʃi:v/
 boarding school (n) /'bɔ:dɪŋ ,sku:l/
 boot camp (n) /'bu:t ,kæmp/
 challenging (adj) /'tʃælɪndʒɪŋ/
 chore (n) /tʃɔ:(r)/
 combine (v) /kəm'baɪn/
 commercial (adj) /kə'mɜ:ʃl/
 deal (v) /di:l/
 discipline (v) /'dɪsəplɪn/
 focus (n) /'fəʊkəs/
 gradually (adv) /'grædʒuəli/
 military (adj) /'mɪlətri/
 out of control (adj) /,aʊt əv
 kən'trəʊl/
 outdoor (adj) /'aʊtdɔ:(r)/
 rebellious (adj) /rɪ'beljəs/
 routine (n) /ru:'ti:n/
 self-esteem (n) /,self rɪ'sti:m/
 tough (adj) /tʌf/

Starter unit

Talking about your interests

Do you like / enjoy ... -ing?
Are you into ... -ing?
Yes, I (really) love it.
It's OK. / I don't mind it.
No, I (really) hate it.

Asking about the past

What was the last exam that you took?
When did you last go to London?
At what age did you first ride a horse?
What did you do on Saturday?

Unit 1

Memories

I (can't) remember it clearly.
I remember ... -ing.
As far as I remember, ...
It was about ... years ago.
That's all I can remember.
I can't remember anything about ...

Talking about a past event

Did I ever tell you about ... ?
When was that?
It was around forty years ago now.
Did you have a good time?
The best bit was ...
What happened then?

Describing a past decade

The ... was a decade which ...
There were good / bad / difficult times.
One of the most memorable ...
In the world of music / films / fashion, ...
It was the era of ...
By the end of the decade, ...
People were more aware of issues such as ...

Unit 2

Making and responding to invitations

Have you got time for one?
I can't, I'm afraid.
Do you fancy coming?
I'd love to.
I'll text you, OK?
That would be great.

Inviting a friend

Have you made any plans for ... ?
Let me know then.
I really hope that you ...
What do you reckon?

Do you fancy ... ?

Unit 3

Exchanging opinions

It should definitely ...
What do you think?
I can't really decide, ...
I suppose ...
Do you agree?
I'm not sure about that.
I reckon it should be more ...
You might be right.

Presenting arguments

There are arguments both for and against ...
One of the arguments for ... is ...
In addition, ...
On the other hand, ...
All in all, ...
I am (not) in favour of ...

Unit 4

Asking about times and timetables

When's the next ... to ... ?
What time does it get in?
Is that direct?
The next one leaves at ...
You have to change at ...

Asking for and giving information

Is there anything I can do for you?
I was wondering if ...
Could you give me ... ?
Can you tell me if ... ?
Yes, here we are.
Do I need to book it?

Presenting plans

I'm just writing to ...
We'll be free ...
It's up to you.
I expect we'll end up ...
Maybe we could ...
Can you remind me ... ?

Unit 5

Appearance

... look(s) ... cool / painful / colourful.
I'd never have / wear ...
I (quite / really) like ...
I'm not mad about ...
I don't like ... (much / at all).
I (don't) think ... would suit me.

Changing clothes

They don't fit.
Is it OK if I change them?
Have you got the receipt?

We've sold out of those, I'm afraid.

Can I try these things on?
It really suits you.
I'll take it then.

Formal letters

I am writing to complain about ...
I enclose the receipt.
Yours faithfully,
I would be grateful if you would ...
I look forward to hearing from you.

Unit 6

Apologizing and expressing regrets

Is something wrong?
I'm afraid so / not.
I got it wrong.
I didn't realize ...
I'm really sorry.
I wish we hadn't ...
If I were you, I'd ...

Opinions

In my view, ...
In the first place, ...
I believe that ...
I've no doubt that ...
It seems to me that ...
In conclusion, ...
I feel strongly that ...

Unit 7

Sympathizing

You look a bit down.
Sorry to hear that.
It isn't the end of the world.
Don't take it too badly.
At least ...
Look at it this way.
Cheer up!

Describing a personal experience

Things weren't going too well for me.
If I hadn't ... , I'd never have ...
Everything changed for me ...
These days, I feel ...
... made me realize that ...

Unit 8

Requests

Could you ... ?
Can you ... ?
It would be great if you could ...
Would you mind (not) ... -ing?

Explaining and clarifying

Why do you ask?
 You told me that ... , but I heard that ...
 How come you didn't tell me about it?
 I was only (taking) ...
 Are you telling me the truth?
 Honestly, it's true!
 If you don't believe me, you can ...

Telling a story

We were (having a great time) when ...
 To cut a long story short, ...
 In the end, ...
 At first ...
 Just then, ...
 Something happened ...

Extra listening and speaking

Unit 1

Talking about a family likeness

You (don't) look like ...
 We've got similar / the same ...
 You don't look anything like him.
 Neither of us has / is ...
 He's / She's like me in other ways.
 Who do you take after?

Unit 2

Changing a plan

Are you still coming?
 What's happening on (Wednesday)?
 I can't make it.
 Something's come up.
 Can we do it another time?
 How about ... instead?
 Is ... any good for you?

Unit 3

Joining a health club

I'm interested in joining the club.
 Could you tell me when you are open?
 How do you spell your first name / surname?
 What's your date of birth?
 Can I take a contact number, please?
 Is ... convenient?

Unit 4

Buying a coach ticket

What time does the next coach leave?
 What bay does it leave from?
 A single / return to ... , please.
 When are you coming back?
 What time does it get in?
 Do I have to change?
 No, it's direct.

Unit 5

Talking about music

I've never heard of them.
 What sort of music is it?
 The lyrics are ...
 They write the songs themselves.
 It was released ...
 I reckon they're going to be really big.

Unit 6

Interviewing an election candidate

Can I ask you some questions about ... ?
 What do you feel strongly about?
 I see. In that case, ...
 What changes would you make?
 How would that improve things?
 I see what you mean, but ...
 My final question is this: ...

Unit 7

Telling a story

That reminds me.
 You'll never guess what happened.
 Guess who ... !
 No way!
 Honestly! It was him / her.
 You mean to say you actually ... ?

Unit 8

Paying for things

I make that ...
 I'm terribly sorry.
 Not to worry.
 I owe you ...
 I think you've given me too much change.

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be /bi:, bi/	was /wɒz, wəz/, were /wɜ:(r), wə(r)/	been /bi:n/
become /bi'kʌm/	became /bi'keɪm/	become /bi'kʌm/
begin /bi'ɡɪn/	began /bi'ɡæn/	begun /bi'ɡʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burnt / burned /bɜ:nt, bɜ:nd/	burnt / burned /bɜ:nt, bɜ:nd/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
can /kæn/	could /kəd/	
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cost kɒst	cost kɒst	cost kɒst
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
eat /i:t/	ate /eɪt, et/	eaten /'i:tən/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə'get/	forgot /fə'ɡɒt/	forgotten /fə'ɡɒtn/
get /get/	got /ɡɒt/	got /ɡɒt/
give /ɡɪv/	gave /geɪv/	given /'ɡɪvn/
go /ɡəʊ/	went /went/	gone /ɡɒn/ been /bi:n/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
learn /lɜ:n/	learnt / learned /lɜ:nt, lɜ:nd/	learnt / learned /lɜ:nt, lɜ:nd/
leave /li:v/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
meet /mi:t/	met /met/	met /met/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
send /send/	sent /sent/	sent /sent/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent /spent/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tok/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/
wear /weə(r)/	wore /wɜ:(r)/	worn /wɜ:n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /rɪtn/

English Plus is a four-level course for teenagers.
It builds students' confidence through supportive graded practice,
helping them to achieve the learning outcomes in every lesson.

With *English Plus* you can

Plan lessons more easily

- One lesson per page means you can simply pick up and teach the course
- A focus on tasks throughout the course provides clear goals and encourages students to actively use new language
- *English Plus iTools* gives you digital classroom resources for interactive teaching

Support students individually

- Graded photocopiable resources, tests and Workbook exercises mean you can give students activities that match their individual level
- Step-by-step writing lessons with a *Writing Guide* help to build confidence
- *Finished?* activities keep fast finishers busy

Choose to do more

- *Options* gives you flexibility with four extra lessons for each unit (culture, CLIL, vocabulary or listening and speaking practice) allowing you to revise, consolidate or extend the unit
- Over 150 graded photocopiable resources and tests help you to supplement or extend the lessons

English Plus components

- Student's Book
- Workbook with MultiROM
- Teacher's Book with photocopiable resources
- Audio CDs
- DVD
- Test Bank MultiROM
- *iTools* (Interactive Whiteboard Resources)

+ Extra listening and speaking

+ Curriculum extra

+ Culture

+ Vocabulary bank

OXFORD
UNIVERSITY PRESS

www.oup.com/elt

