

PROSPECTS

STUDENT'S BOOK

PRE-INTERMEDIATE

KEN WILSON • JAMES TAYLOR

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Warm up



1 Starter

a Can you do the following things in English?

- give your name, nationality, age and say when and where you were born
- list 20 personal possessions
- talk about your family and hobbies
- ask someone for all this information

b In pairs. Imagine that you come from different countries and you are meeting for the first time, in a youth hostel, for example. Have a conversation and include all the information from 1a.

2 Reading and writing

Read this penfriend letter and write a reply, answering all the questions.

Dear Eva,
Hi!

My name is Sophie and I live near Oxford, about 70 kilometres north west of London. I'm 16 years old and I'm at Central Oxford School. My favourite subjects are German and History. I've got a brother and a sister. My brother Eddie is 14 and my sister Emily is 10. We've got a dog called Barney. I think he's a bit boring – I don't like dogs very much! I like playing hockey and working with computers. I haven't got a computer at home, but we've got one at school.

Where do you live? What's the name of your school and what are your favourite subjects? Have you got any brothers and sisters? What are your hobbies? Have you got any pets?

I'm looking forward to your letter!

Yours,

Sophie

3 Speaking and listening

a Look at the photographs on these pages.

Which cities can you see? Say what you know about them.

b Listen and check and make a note of any new information.





4 Vocabulary

a Read the following words. Which ones are illustrated on this page?

actor	art	bicycle	bus	car	
CD player	computer	doctor	drama	football player	geography
German	history	motorbike	physics	plane	radio
taxi	teacher	television	train	tram	truck

b Put them into groups, as follows:

- means of transport
- electrical items
- occupations
- school subjects

c Which of the words are the same or similar in your language?



5 Pronunciation

The /æ/ sound as in *actor* and the /e/ sound as in *television*

a Find five words on this page that contain the /æ/ sound and five words which contain the /e/ sound. Look in the instructions, as well

b Listen and check your answers.



1 I enjoy it!

Present simple tense; verb + verb; object pronouns. Likes and dislikes. Hobbies and work.

Pronunciation: /ɔɪ/ as in *enjoy*

1 Starter

- a Combine verbs from one group with nouns from the other. Make a list of your likes and dislikes.

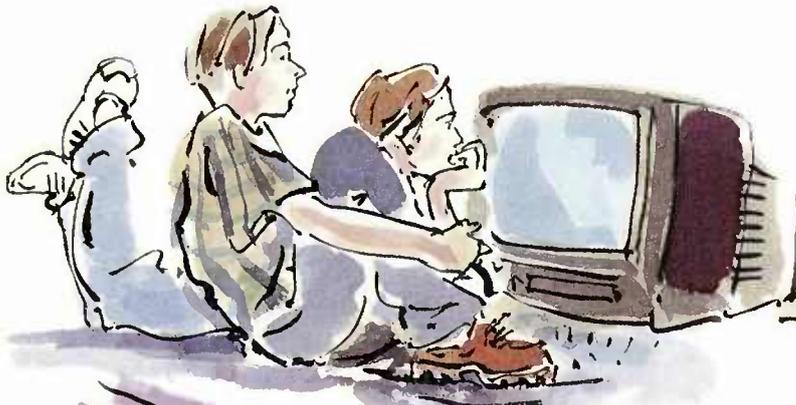
*Example: I like watching basketball.
I don't like playing basketball.*

play eat go listen watch write

basketball cinema television pizzas soccer
radio rock music hamburgers classical music

- b In pairs. Ask your partner about his/her likes and dislikes.

*Example: Do you like going to the cinema? Yes, I do.
No, I don't.*



2 Reading

- a Before you read the introduction to the *Family Friends* interview, check the meaning of these words in a dictionary.

researcher presenter celebrity fan

- b Read the introduction and find the answers to these questions.

- 1 What relation is Amy to Joe?
- 2 Do they work or are they students?
- 3 Where do they live?

3 Reading

- a Read the *Family Friends* article and make a list of Amy's and Joe's likes and dislikes.

*Example: Amy likes watching late-night television.
Joe doesn't like Amy's programme.*

- b Read the article again and find adjectives to complete these sentences.

- 1 Heavy Metal bands are usually very _____ .
- 2 I love jazz. It's my _____ kind of music.
- 3 I don't watch children's television. Some of the programmes are _____ .
- 4 My Mum loves Barry Manilow songs. She thinks they're very _____ .
- 5 I like reading about celebrities, because they have _____ lives.

FAMILY FRIENDS

This week: Amy and Joe Smith

AMY SMITH (24) studied English and Media Studies at Nottingham University and then worked for a year as an English teacher in Poland. She joined Network Television as a researcher. Now she works as a presenter on *Here and Now*, a children's programme. Her brother Joe is 17 and still at school. At the weekend, he plays drums in a band. When he leaves school, he wants to be a professional musician. Amy and Joe live with their parents in West London. We talked to them about TV, cinema, music and reading.

Television

Amy: I work as a television presenter. My work is interesting. I enjoy it very much but when I go home, I prefer listening to the radio. But I enjoy watching late-night TV – especially celebrity interviews.

Joe: I watch *Here and Now* because my sister Amy is one of the presenters. I like watching her but the programme is terrible. I don't like it. I prefer watching music programmes. I watch MTV a lot.

Music

Joe: My band is called Noise and we're very noisy! That's why a lot of people like us – and some people hate us! I like loud music, and I'm a big fan of 70s bands like Led Zeppelin and AC/DC.

Amy: I'm a bit old-fashioned about music. I like ballads and slow romantic songs. My brother Joe is in a band. They're very noisy but Joe is a very good drummer. I enjoy watching him. He's got a really nice voice but he isn't the singer. What a pity!

Cinema

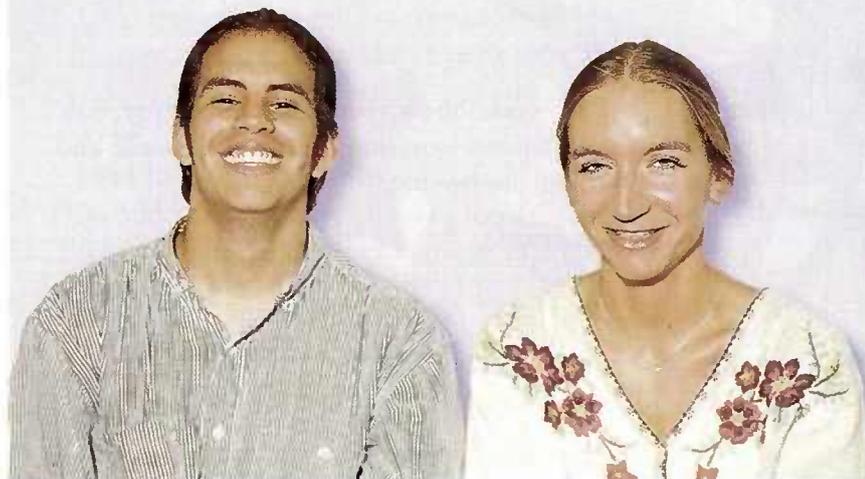
Amy: I love going to the cinema. I like European films – French, Czech and Polish especially. Joe never comes with me. He watches a lot of videos – action films, usually. I don't like them very much. In fact, I hate watching most of them!

Joe: I don't like going to the cinema. I prefer watching videos at home. My favourite films are action movies. I like old Schwarzenegger films and I'm a big fan of Jean-Claude Van Damme.

Newspapers/magazines

Amy: I don't have time for newspapers. I read a lot of magazines, especially about films. *Empire* is my favourite. I read it every month.

Joe: Mum and dad buy newspapers every day but I never read them. I sometimes read other people's newspapers on the bus. I read a lot of music magazines. *Q magazine* is my favourite.



4 Reading and writing

a Who or what do the words in italics refer to?

- 1 Line 12 Joe: I don't like *it*.
- 2 Line 17 Joe: Some people hate *us*.
- 3 Line 25 Amy: I enjoy watching *him*.
- 4 Line 10 Joe: I like watching *her*.
- 5 Line 44 Amy: I read *it* every month.
- 6 Line 30 Amy: Joe never comes with *me*.
- 7 Line 48 Joe: I never read *them*.

b Complete the second sentence in these examples.

Example: *Empire is my favourite magazine. I buy it every month.*

- 1 Joe's a good singer. I like listening to _____.
- 2 I buy three newspapers every day. I read _____ after school.
- 3 My aunt reads the news on TV. I watch _____ every day.
- 4 It's a very noisy band. I don't like _____.
- 5 My brother and I live with our parents. They're very good to _____.
- 6 My sister never watches MTV with _____.

5 Listening and reading

a Listen and decide who is speaking. Choose from this list.

Amy Joe their father their mother
Joe's friend Amy's producer Joe's teacher

b One word is wrong in each sentence from the article. Underline it and find the correct word.

- 1 My son plays in a band. They're very nice.
- 2 I like romantic rock bands.
- 3 Joe doesn't work very hard at home. I think he prefers playing soccer.
- 4 My daughter is a radio presenter.
- 5 I'm very annoyed that she works for us.

6 Writing

Write a short letter to a penfriend comparing what you like and what someone else likes (your friend, your sister, your cousin etc.).

Example: *I like classical music but my sister prefers rock music.*

7 Pronunciation

The /ɔɪ/ sound as in *enjoy*

The /ɔɪ/ sound is usually spelt *oi* or *oy*.

a Listen and practise the pronunciation of these words.

boil boy destroy enjoy
noisy toy voice

b Now complete these sentences with one of the words. Change the form of the word, if necessary.

- 1 I heard a loud _____ in the street.
- 2 Three _____ are playing football in the garden.
- 3 I don't _____ watching sport on TV.

8 Round up

a Write down one or more of the following:

- the name of your favourite film stars (male and female)
- the name of your favourite band
- the name of your favourite sports star and sports team
- your three favourite hobbies

b Pair work. Show your list to a partner. Ask and answer questions about the people and things on the list.

Example: *Do you like Brad Pitt?
I love him! He's
fantastic/super/cool.
I don't like him.
Who's Brad Pitt?*

c Find other people who like the same things.

Language Check

1 The present simple tense

You use the present simple to talk about:

- routines

Amy **presents** her show at the same time every day.
Joe and Amy **don't get up** at the same time.
Does Joe **watch** a lot of television?

- things which are generally true (not only at the present time)

Television presenters **work** very hard.
Hungary **doesn't have** a coast.
Do you live with your parents?

Exercise 1

Use the examples to complete this table for the verb *work*.

	Affirmative	Negative	Interrogative
<i>He/she/it</i>			
<i>I/you/we/they</i>			

2 Verb + verb

When there are two verbs together, the second verb may have different forms.

I can't **speak** English very well. (This is the form after modal verbs.)

I want **to speak** English very well.

I enjoy **speaking** English.

Exercise 2

Find four other verbs in this unit where the second verb can have the *-ing* form. Write sentences using the four verbs to express your own opinions.

- _____.
- _____.
- _____.
- _____.

3 Object pronouns

You use object pronouns after most verbs and prepositions.

I know Joe and Amy and I see **him** a lot.
What about **her**?

Exercise 3

Add the missing pronouns.

- I got this book for my birthday. My brother gave it to _____.
- Hi, Amy. I often see _____ on TV.
- Joe's very good. I like _____.
- Amy's my sister. Look, here's a picture of _____.
- Joe likes heavy metal but I hate _____.



Does he watch a lot of television?

2 Where are they now?

The present simple and present continuous (contrast). Occupations.

Pronunciation: /aʊ/ as in *now*

1 Starter

In pairs. Talk about the answers to these questions.

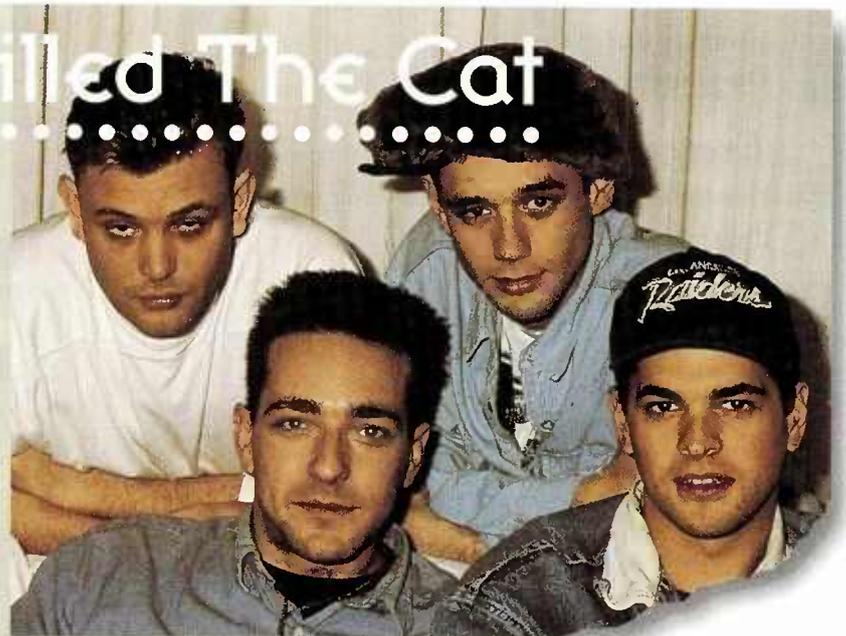
- Which song is top of the music charts at the moment in your country?
- What is the name of the artist or band?
- What do you know about him/her/them?

Curiosity Killed The Cat

Curiosity Killed The Cat is the name of a band from the late 80s. In 1986, their single *Down To Earth* reached number 3 in the charts, and their second release *Misfit* also reached the Top 10. American artist Andy Warhol was a big fan of the band and appeared in the video of *Misfit*. After another hit with *Hang On In There Baby* in 1992, the band split up. Where are they now?

Singer Ben Volpeliere-Pierrot is a music producer. At the moment, he's working with an Italian band called 2 Men 4 Soul, but he isn't singing any more. Drummer Migi Drummond and bass player Nick Thorpe are running their own recording company. Nick sometimes works as a session musician, because 'my heart is still in music'.

Guitarist Julian Brookhouse often works as a session musician, but at present he's writing music for a television commercial with Ben. 'I'm enjoying doing commercials. It's fun,' he says, 'but I want to record some more songs. Music is the only thing I can do.'



2 Reading

a Read the article and find words which mean the following:

- someone who plays music with a lot of different bands
- a successful song
- an advertisement on TV
- stopped working together

b Answer these questions.

- How many years ago did the band split up?
- What are Migi and Nick doing these days?
- Is Ben working with them?
- Who says, 'I'm enjoying doing commercials.'?

3 Reading

Read the letters in Bob's Star Postbag. Bob's answers are in note form. Give complete answers from the notes.

BOB'S STAR POSTBAG - *where are they now?*

Dear Bob,
Can you help me? I'm a big fan of a band called Metal Power. They released an album in 1992 called *This is Power*. It's my favourite album of all time. But now I can't find any information about them. Where are they and what are they doing these days?



Dear Bob,
My favourite film is *Night Train to Odessa*, starring Skip Hawkins and Tracey Taylor. Did they make any other films together? Are they still making films? Are they married to each other?



Dear Bob,
Do you remember a TV show in the early 90s called *What's the big idea?* The presenter was a really nice girl called Helen Watson. What happened to her? Is she still working on television?

Steve Batts (vocals): left the group (1994). Working as a waiter in Birmingham. Alan Brown (guitar): joined Slow Blues Band (1993) - they're touring England at present. Pete Smith (bass) and Tiger Platt (drums): formed their own band (1995 - Dead Dogs); hoping for a hit but playing in pubs and small clubs for the moment.

Skip Hawkins: made two more films. Died 1995. Tracey Taylor: married Troy Rabin, film director (1994). Lives in Beverly Hills. Making a film with Brad Pitt at the moment.

What's the big idea? ended 1994. Watson left; wanted to work as an actor; joined the National Theatre; at the moment, she's currently playing Ophelia in Shakespeare's Hamlet.

4 Speaking

In groups. Make questions and answer them.

- Who is/are your favourite singer/band?
- What is/are he/she/they doing at the moment?
- Who is your favourite film actor?
- Is his/her latest film showing at the moment?

5 Speaking and writing

a Who is it? Match the names and descriptions.

- 1 _____ plays the violin in an orchestra.
- 2 _____ flies her own small aeroplane.
- 3 _____ teaches geography in a secondary school.
- 4 _____ drives passengers around London.

Karen

Steffi



Rick

Bob

b Ask and answer questions about the people.

Example: What does Bob do? He teaches geography in a secondary school.

c Look at the pictures and ask more questions.

6 Listening

a Listen to the conversation between Amy Smith and Mike Thompson. Which of these questions can you answer?

- 1 Where did Mike meet Amy?
- 2 When was the last time they met?
- 3 What was his job then?
- 4 What does he do and what does he want to do?
- 5 What is he studying at the moment?
- 6 Does Amy remember meeting him?

b Listen to the second part of the conversation and find the answers to the rest of the questions.

7 Pronunciation

The /aʊ/ sound as in *now*

a Six of the following words contain the /aʊ/ sound. Which ones? Listen and check.

about	also	annoyed
download	going	how
join	loud	mouse
only	our	Poland
slow	video	voice

b Complete these sentences with one of the words containing the /aʊ/ sound.

- 1 I can't find my computer _____.
- 2 _____ old is your modem?
- 3 I don't know anything _____ computers.

8 Round up

- a Write a letter asking for information about an old music or film star that you like.
- b Pass the letters round the class. Read letters from other students. Write anything you know about the stars at the bottom of the letters.

Language Check

1 The present continuous tense

You use the present continuous to talk about:
■ the present moment

I'm **reading** about the present continuous.
They **aren't working** today.
Is Bob **teaching** this morning?

■ the extended present

Tom's **travelling** around the world.
I'm **not studying** very hard for my exams.
Are you still **working** as a waitress?

Exercise 1

Read the following sentences.
Do they refer to 'the present moment' or 'the extended present'?

- 1 My uncle is travelling through Europe by train.
- 2 My sister is talking to her friend on the telephone.
- 3 Three people in the class aren't here. They're taking an examination in another room.
- 4 Peter's father is writing a book about birds.
- 5 Who's making all that noise?

Exercise 2

Write five sentences about things you are or aren't doing. Include things you are or aren't doing at the present moment and in the extended present.

2 Frequency adverbs

You use these adverbs to say 'how often' something happens.

Nick Thorpe **sometimes** works as a session musician.
Julian **often** works as a session musician.

Note that these adverbs usually come between the subject and the verb. But note the difference with the verb *to be*.

My mum is **always** busy but my uncle and aunt are **never** busy!

In the present tense, these adverbs always go with the present simple.

Exercise 3

Add frequency adverbs (*always, sometimes* etc.) to these sentences about your country.

- 1 It rains in the summer. _____
- 2 Tourists visit my town. _____
- 3 My local soccer team wins the championship. _____
- 4 Our athletes are successful at the Olympics. _____
- 5 There is snow in winter. _____

Exercise 4

Complete these five sentences about yourself.

- 1 I sometimes _____
- 2 I never _____
- 3 I often _____
- 4 I usually _____
- 5 I always _____



Tom's travelling the world.

3 Fans and wizards

Relative clauses. Stative verbs. Possessive adjectives
Computer vocabulary.

Pronunciation: /eə/ as in *their*

1 Starter

a Read the article and find the following:

- 1 someone who likes a band or team _____
- 2 three sports which people in the class like _____
- 3 a 'place' (on some computers) where you can find information about everything _____



1 There are ten students in my class who are very big music fans. They've got T-shirts with the name of their favourite
5 band and they play their cassettes all the time – even in class! I hate that! Our teacher sometimes gets annoyed with them.
10 There are another dozen who are big sports fans. There are three girls who love watching Italian soccer. Six of
15 the boys are big basketball fans. That's funny, because they're all really short! All the

sports fans watch sports programmes on satellite TV. They have photographs of
20 their favourite teams on the front of their notebooks.
Then there are the computer people – there are seven of them. We call them
25 the wizards. They like surfing the internet. All the wizards are on the internet at home. They're everyone's friends! Why? Because they can
30 download information which people want about bands and sports teams.

What about me? Well, I like music, but I'm not a fan of any
35 particular band. I don't like soccer and I don't like basketball, but I like playing tennis. I don't understand computers and I haven't got a
40 computer at home. I like books – novels, biographies, anything. I'm the only one in the class who likes reading. I'm the fourth group –
45 which only has me in it.

b Now answer the questions.

- 1 How many students are there in the class?
- 2 How many girls like soccer?
- 3 Why are the computer wizards popular?
- 4 Does the writer like music and sport?

c Explain these references.

- Line 7: I hate *that*! What does she hate?
Line 16: *They're* all really short! Which students are short?
Line 28: *They're* everyone's friends. Who are everyone's friends?
Line 45: Which only has me in *it*. In what?

2 Reading

- a Read the article again. Make a list of words that you don't understand or that you aren't sure about. Show your list to another student. Help your partner with any words that you know.

*Example: What does short mean?
It means ... /I don't know.*

- b Find any problem words in a dictionary or ask your teacher.

3 Writing

- a Read these sentences. Are these things true about your class?
- 1 There are three students who are big sports fans.
 - 2 All the girls in the class are fans of the same band.
 - 3 There isn't anyone who likes TV game shows.
 - 4 The films which are really popular are musicals.
- b Write a paragraph of similar information about your class.

*Example: There are five students who like American films.
There aren't any students who like jazz.*

- c Read your paragraph to other students. Agree or disagree with the ideas you hear.

4 Speaking

- a Read these comments by students in a class in a secondary school in Britain. They are talking about the difference between boy students and girl students.

'We wear different kinds of T-shirts. Our T-shirts usually have pictures of rock bands. Their T-shirts usually have pictures of boy bands.' Eric, aged 15

'When we have a break, we usually sit and talk. The boys always want to go outside and play football.' Martha, aged 14

'I think we make plans about the future. We know what we want to do.' Anna, aged 16

'I think girls do more homework than boys. They spend more time doing it anyway.' Alan, aged 14

'Boys don't write very much in essays. But they sometimes write really interesting stuff.' Jane, aged 17

- b Now answer the questions about the students in your class.

- 1 What is the difference between the way boys and girls dress?
- 2 Do boys and girls talk about different things?
- 3 Does everyone do the same amount of homework?
- 4 Do all students make plans about the future – or only girls?
- 5 Does everyone write about the same things in essays?

5 Groupwork

- a In groups, make a list of the following:

- sports that people in your class like
- television programmes that people watch
- things that people in the class read

- b Give information about your group. Write it on the board. The next group then says if their lists are the same or different.

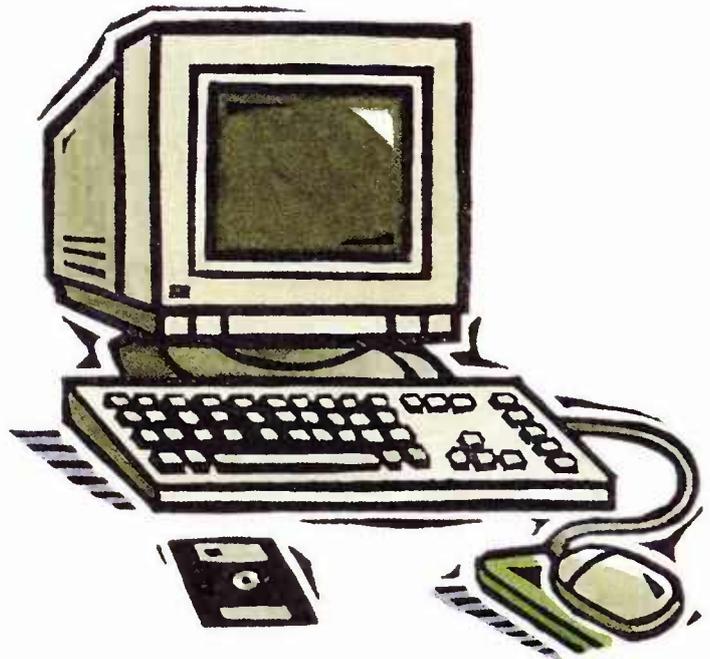


6 Listening

- a Before you listen to the conversation, look at this list of computer words. Which ones can you see in the illustration?

disk icon internet keyboard
modem monitor mouse
printer screen

- b Now listen to the conversation. Tick the words in the list that you hear.



7 Reading and speaking

- a In pairs, practise this extract from the conversation.

Girl: Do you know what icon means?
Boy: Yes.
Girl: What does it mean?
Boy: It's a little picture on the screen.
Girl: Right. Now this icon connects us to the internet.
Boy: Right.
Girl: Do you know what the internet is?
Boy: Of course I do!
Girl: What is it?
Boy: You get information from the internet.
Girl: Good! And how do you access it?
Boy: How do you access information on the internet?

- b Now ask and answer questions about the other computer words. Describe the items in English or translate them into your language.

8 Pronunciation

The /eə/ sound as in *their*

- a All these words contain the /eə/ sound. The pronunciation of the words in each pair is the same. Listen and practise.

air/heir bear/bare fare/fair pair/pear
stare/stair their/there wear/where

- b Check the meaning of the words and then listen to the cassette. Which of the pair do you hear?



9 Round up

All the words in this list are in unit 1. Say what they mean in your language or ask the teacher what they mean.

celebrity especially favourite
magazines old-fashioned professional
researcher romantic

Example: I know what celebrity means.
It means ...

Example: I don't understand ... What does it mean?

Language Check

1 Relative clauses

You use relative clauses to describe people (*who*), things (*which*), and places (*where*).

Betty was the woman **who** worked in a restaurant.

Blue was the restaurant **where** she worked.

It was a job **which** Betty liked a lot.

Exercise 1

Complete these sentences with the correct relative.

- 1 There are 12 students _____ are big sports fans.
- 2 They wear T-shirts _____ advertise their favourite teams.
- 3 Tennis is the only game _____ Paul likes.
- 4 The 'wizards' are students _____ like surfing the internet.
- 5 The internet is the place _____ they get their information.

2 Stative verbs

These verbs don't express an action and they don't normally have a continuous form. Find seven different stative verbs in this conversation.

A: What's the problem now?

B: I don't understand this word. What does it mean?

A: I think I know but I don't remember the word in English. Where's your dictionary?

B: I haven't got a dictionary.

A: Well, you need one. When's your birthday?

B: I don't want a dictionary for my birthday. I want an interesting present!

3 Possessive adjectives

Complete the conversation with the correct possessive adjectives.

Adam: Hi. I'm Adam. Are you on holiday here?

Tina: Yes. I'm Tina. Why does _____ book say 'Dave'?

Adam: Dave's _____ brother and this is _____ book.

Tina: Have you got any sisters?

Adam: Yes, one. _____ name's Sam. She's 17.

Tina: I haven't got any brothers but I've got two sisters.

Adam: What are _____ names?

Tina: Emma and Diana. Come and visit us!

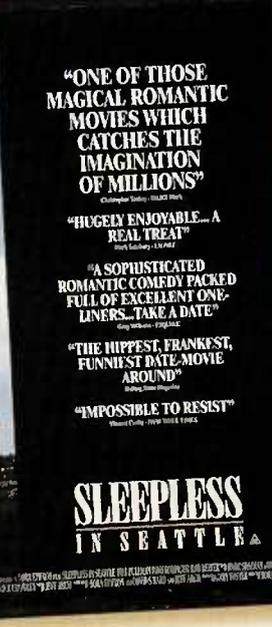
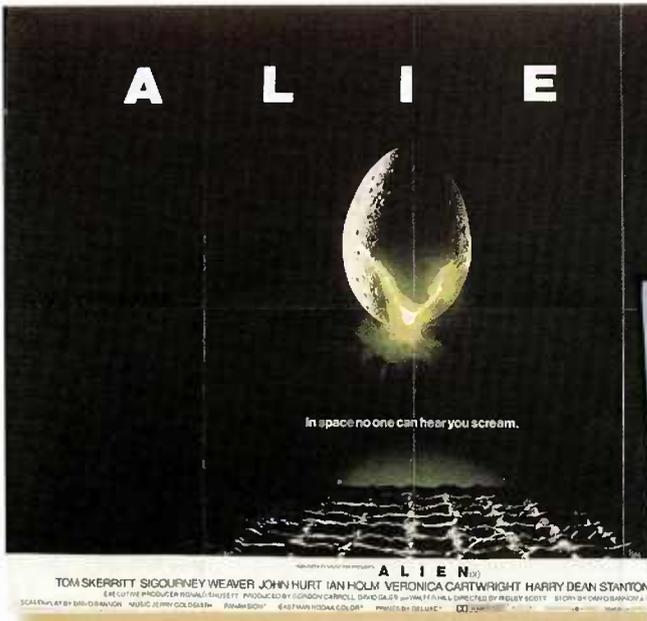
Adam: All three of you? Which one is _____ house?

Tina: See those houses on the hill? _____ house is the small white one.

4 Action!

Past simple: regular and irregular verbs. Story-telling with the present simple
 Film vocabulary. Writing biographies.

Pronunciation: The /ʃ/ sound as in *action*



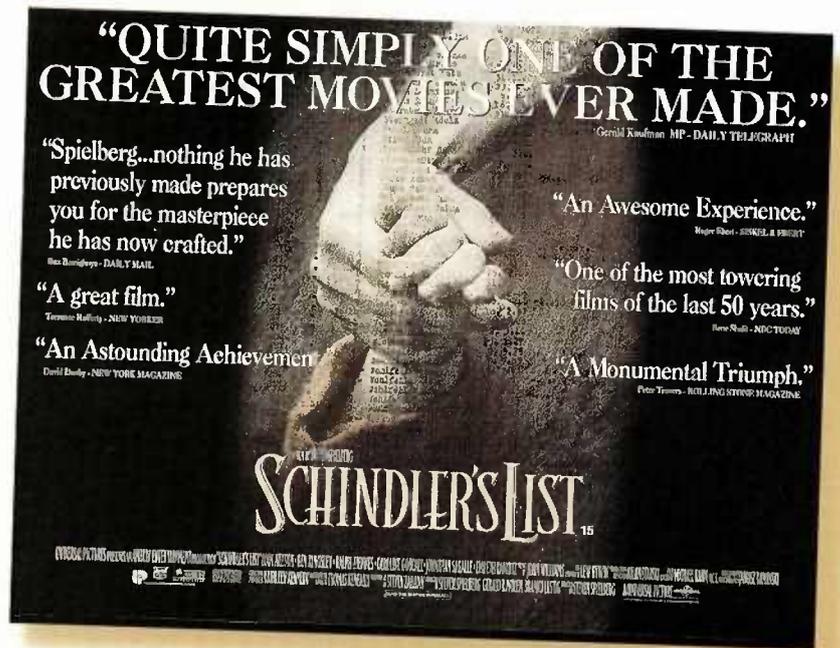
1 Starter

- a Look at the film posters.
 What kind of films are they?
 Choose from this list.

- action film
- disaster film
- historical film
- western
- comedy
- gangster film
- romance
- science fiction film

- b In pairs or groups. Ask and answer these questions.

- 1 What was the last film you saw (on TV or at the cinema)?
- 2 What kind of film was it?
- 3 Who was in it?
- 4 What was it about?



2 Reading

a Read the article about Steven Spielberg and answer these questions.

- 1 What were his father's and mother's occupations?
- 2 What did he learn when he was a scout?
- 3 What did he want to study after finishing school?
- 4 What was Spielberg's first long film?
- 5 What did he do before making that film?

b Answer the questions about the article.

- 1 Line 17 *his big break*: was this an important moment in his life?
- 2 Line 5 *naughty*: did he do good things or bad things?
- 3 Line 11 *his school marks weren't good enough*: did the teachers like his work?
- 4 Line 18 *the head of TV films*: is this an important job?
- 5 Line 24 *a brilliant film*: did people like the film or hate it?

c Now re-tell the story of Spielberg's life in your own words.

3 Writing and listening

a Look at these simple past forms of regular verbs.

learn learned produce produced
study studied stop stopped

b Make a list of regular verbs from the article.

c Listen and practise the pronunciation of the verbs. What's the difference in the pronunciation of the ending of *learn*, *produce* and *direct*?

4 Reading and writing

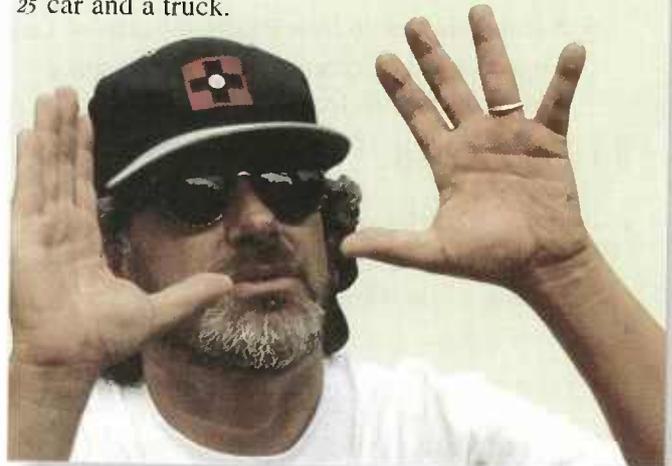
Read the notes and write a biography of film director Jane Springfield for your school newsletter. Use as many past tense verbs as you can.

SPIELBERG'S BIG BREAK

Steven Spielberg was born in Cincinnati, Ohio, on 18th December 1946. His father was a computer technician and his mother was a concert pianist. The family was well-off but family life was not very easy. He was a very naughty child (he once covered the neighbour's windows with peanut butter) and watched TV all the time.

He learned about photography and film-making at his local boy scout troop. He produced and directed about 20 short films before he was 20. Spielberg applied to go to film school but his school marks weren't good enough, so he studied English at California State University. But his interest in the cinema never stopped and most of the time he studied the history of film-making.

After he finished university, Spielberg went to California. His big break came when he met Sidney Sheinberg, the head of TV films at Universal Studios. Sheinberg gave Spielberg a contract to direct TV programmes and films. Spielberg worked on many different programmes, including an episode of *Columbo*. He made his first cinema film the following year when he wrote and directed *Duel*, a brilliant film about a deadly race between a car and a truck.



Name:	Jane Springfield
Date of birth:	23rd January 1971
Place of birth:	Liverpool, England
Father's occupation:	Mechanic
Mother's occupation:	Cleaner
Early life:	'I was a difficult child, always in trouble.'
Education:	Anfield Comprehensive School Theatre design course at Art School
Big break:	Met Paul McCartney's daughter Stella at Art School
First film:	<i>Stella's Birthday Party</i>

5 Reading and listening

- a Match the title and descriptions of these Spielberg films – share your ideas with other students.

Jaws (1975)

Close Encounters of the Third Kind (1977)

E.T. The Extra-Terrestrial (1981)

Jurassic Park (1993)

Schindler's List (1994)

- 1 A rich scientist plans a dinosaur theme park. The dinosaurs are made from fossil DNA. Before the park opens, the dinosaurs escape. Panic!
- 2 A series of UFOs appear in the state of Indiana. A workman tries to find the hidden landing site. Aliens and earth people meet for the first time.
- 3 A German businessman saves the lives of Jews during the Second World War.
- 4 A great white shark terrorises a Long Island holiday town during the tourist season.
- 5 A lonely boy who lives in the suburbs of Los Angeles meets a creature from outer space and protects him from the police.

- b Listen and check. 

- c In pairs. Tell the story of a film you have seen. Don't say the title. Your partner has to guess the name of the film.

6 Listening and speaking

- a Listen to Helen, Mike and Françoise talking about films. Make notes about the following:
- what are their favourite films?
 - which film do they agree about?
 - which film do they disagree about?
 - which film is unknown to two of them?

- b Listen again. Which of these words do they use? What do the words describe?

magic magnificent new nice
ridiculous scared scary stupid
wonderful worried

- c Think of a scary, stupid or wonderful film or TV show. Compare your choice with other students.

7 Pronunciation

The /ʃ/ sound as in *action*

- a Find the /ʃ/ sounds in these sentences.

- 1 He wants to be a professional musician.
- 2 She likes French, Czech and Polish films.
- 3 His father was a computer technician.
- 4 They're writing music for a television commercial.

- b Now listen and check. 

- c Find five other words in units 1–4 containing the /ʃ/ sound.
- d The sentences in activity 7a describe people in units 1–4 of this book. Who do the sentences describe?

8 Round up

In groups.

- Choose a famous person from your country. Write down all the biographical details you can think of.
- Take your details to other groups. Ask them to add information and help them with their biographies.

Language Check

1 The simple past tense

Each verb (except *to be*) has only one form for all persons in the past tense.

direct **directed** (all persons) give **gave** (all persons)
be **was** (I, he, she, it) **were** (you, we, they)

Exercise 1

Complete this paragraph with forms of the verbs *live* and *be*.

I _____ in this town when I _____ a young child. When my father _____ a child he _____ in this town – and when my father's parents _____ children they _____ in the town, too. Things don't change much round here. What about you? Did you live here when you _____ a child?

Regular and irregular verbs

The past tense ending of regular verbs is *-ed*. There are some spelling variations.

Note: If the verb ends consonant + *y*, change to *i* and add *-ed*.

If the verb ends one vowel + one consonant, double the letter.

Exercise 2

Write the past tense forms of these verbs from the unit:

finish _____ plan _____
try _____ like _____
play _____

Many common verbs have irregular past tense forms.

Exercise 3

Write the present tense forms of these irregular verbs from units 1–4.

ate _____ meant _____
bought _____ read _____

found _____ spent _____
had _____ split _____
heard _____ understood _____

2 The simple past (negative and interrogative)

You form the negative with the past tense of the verb *to do* (*did*) + *not* (*n't*) + the base form of the verb.

I **didn't like** *Jurassic Park*.
They **didn't eat** their lunch.

You form the interrogative by inverting *did* and the subject.

Did Stephen Spielberg **direct** *Amistad*?
Did you **find** your book?

Note: All verbs are regular in the negative and interrogative.

Exercise 4

Unjumble these questions and answer them.

- 1 television night did watch you last ?
- 2 in their did everyone homework the class do ?
- 3 for apple you breakfast eat an did ?
- 4 today at did arrive you school early ?
- 5 exercise did this understand you ?

Exercise 5

Rewrite this joke, putting the verbs in the present tense.

A horse went into a pub and ordered a beer. The barman was surprised but he gave him the beer and asked for five pounds. The horse gave five pounds to the barman and drank the beer.

'We don't get many horses in here,' said the barman.

'I'm not surprised,' said the horse. 'The beer is expensive.'

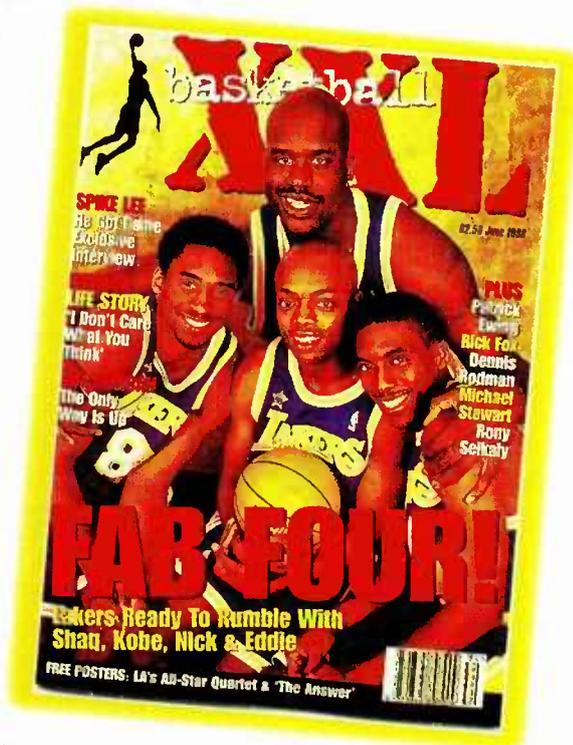
5 Magazines

British people read a lot of magazines. Newspaper shops contain hundreds of them. There are magazines about sport, films, computers, fashions, cars, motorbikes and lots more. Here is some information about three different magazines.

1 Reading

Read the information about *XXL Basketball*. Then close your books and repeat the information in your own words.

XXL Basketball is a British magazine for fans of American basketball which started in 1995. The editor's name is Lee Berry. It has articles and interviews about American basketball, plus items about fashion and basketball on the internet. For example in one issue, there is an interview with Glenn Robinson of the Milwaukee Bucks and an article about the Chicago Bulls. It appears every month and costs £2.50. There are about 112 pages, and there is usually a free poster in the middle.



2 Reading

Read the information about *Q* and then the article. The information is correct. Find five mistakes in the article.



Title: Q
Started: 1986
Price: £2.70
Subject: All kinds of music
Number of issues every year: 12
Number of pages: 180
Contents: Articles about music and musicians, interviews, music charts, quiz, free CD (sometimes), letters pages, questions from readers, Where are they now?
In this issue: The top 100 albums of all time (readers' votes); a review of last year's music, an interview with Blur, an article about summer festivals
Senior Editor: Chris White

Q is a new magazine for fans of classical music. It appears every week. It has 180 pages and it costs £2.70. It contains articles about music and musicians, but there aren't any music charts. In this issue, the editor lists his favourite 100 albums of all time and there's an article about the Back Street Boys and other boy bands. There's also an interview with superstar band Blur.

3 Reading and writing

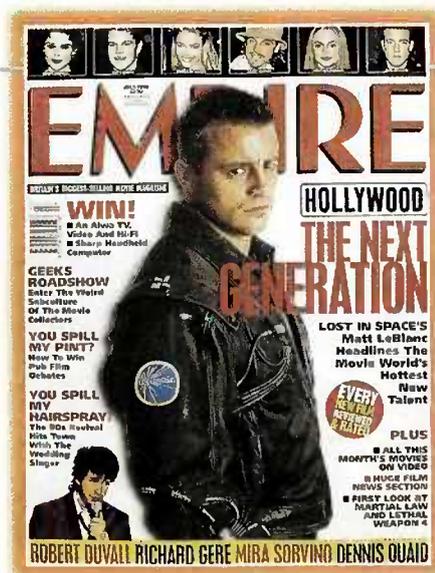
Read the information below and write a paragraph about *Empire* magazine.

Title: *Empire* **Subject:** Films
Started: 1990 **Number of issues every year:** 12
Price: £2.60 **Number of pages:** 148

Contents: Film reviews, interviews, articles about movies and stars, readers' letters, questions and answers, Where are they now?, competitions

In this issue: An article about Steven Spielberg, an interview with Richard Gere; information on the new generation of Hollywood stars.

Editor: Ian Nathan



4 Speaking

Class discussion.

- How many people in the class regularly read a magazine? How many people don't read magazines? Why not?
- Which are the most popular magazines in the class?
- What page do people turn to first? Why?

5 Writing

Write a paragraph for your school/class newspaper about your favourite magazine. Refer to the following:

- the title and price and how often it appears (daily, weekly, monthly)
- regular features and pages
- what you like and don't like about it

6 Reading and writing

- 1 What year was Jean-Claude van Damme born?
 - 2 Is he a good dancer?
 - 3 Did he work as a professional dancer?
 - 4 Did he speak English when he went to Hollywood?
 - 5 What's the name of the film he's making at the moment?
- Write down other things that you know about Jean-Claude van Damme. Share your ideas with the rest of the class.

Celebrity Spotlight



Jean-Claude van Damme is a Belgian film actor. When he was a child, he took martial arts classes and ballet lessons. When he was a teenager, he won the European Professional Karate Association middleweight championship. A Paris ballet company offered him a job as a professional dancer. He decided he wanted to work in films so he didn't take the job. Instead, he went to the USA.

In 1981, at the age of 21, he moved to Hollywood. He took English lessons and delivered pizzas to make money. One night, he met a film producer outside a restaurant. 'Hello, I'm Jean-Claude van Damme', he said, 'I'm an actor and a martial arts champion.'

The producer didn't believe him, so van Damme showed him a karate kick – centimetres from his face. The producer was shocked, but also very impressed. He arranged to meet van Damme the next day. The following year, van Damme appeared in *Kick Boxer*, the first of several action movies.

Now he earns about \$8 million for every film he makes. At the moment, he's making a film called *Legionnaire*, about a Belgian playboy who gets involved with the Mafia.

Jean-Claude van Damme

Read the letters and answers.
 Answer Paula's final questions at the end of each letter.

Paula's



Problem Page

Dear Paula,
She's a television presenter and she works as a television presenter. Do they mean the same thing?
 Yours, Peter

Dear Peter,
 Yes, they do. Always use the indefinite article when you say someone's occupation. Can you think of any occupations where you use *an*?

Dear Paula,
 In unit 2, I read an article about a band called *Curiosity Killed the Cat*. It says: *The band split up*. I looked up the verb *split*. Why is it the same word in the present and the past tense?
 Yours, Michaela

Dear Michaela,
 Some verbs in English are the same in the present tense and the past tense. A lot of verbs ending in the letter *t* are the same – *cut, shut, put*, for example. There are other verbs as well. In fact, there is a verb in your letter. Which one is it?

Dear Paula,
 We say *I don't know* and *I don't understand*. *I don't know* means every day. If I have a problem now, why can't I say *I'm not knowing* and *I'm not understanding*?
 Yours, Kati

Dear Kati,
 You're right – it's strange! When you want to show that something is happening now, you often use the present continuous: *I'm reading a book, I'm having breakfast* etc. But you don't use the present continuous with some verbs. These are called *stative verbs*. Here are some common ones: *mean, know, understand, remember*. Do you know any other verbs like this?

Word Power

Which words describe *films* and which describe *music*? Which describe both?

- actor album band bass
 big break chart club director
 drummer guitarist magazine
 Oscar producer professional
 review screen singer star
 studio video writer



Progress Check

1 Complete the sentences with *possessive adjectives*.

Example: My friend gave me a photo of Jean-Claude Van Damme for my birthday.

- a I really like van Damme and I go to see all _____ films.
- b Jack and Suzy are brother and sister. _____ brother Paul is a musician.
- c Paul met Alan and Patrick at a party. Now he plays guitar in _____ band.
- d The cat has got something wrong with _____ leg.
- e The vet's name is Mrs Winter. _____ surgery is open on Saturdays.

2 Circle the odd one out. Give reasons for your choice.

- a European Hungarian Czech
Slovenian Polish
- b presenter singer waitress
rock band producer
- c cinema media newspapers
magazines television
- d keyboard monitor mouse
modem internet
- e meet go work
write do

3 Complete these sentences with a verb from the list below using the present simple or present continuous tense. Use one word only in each space.

think read enjoy like prefer want

- Phil: Which book _____ you _____ at the moment?
- Lizzie: *Flaubert's Parrot* by Julian Barnes.
- Phil: _____ you _____ it?
- Lizzie: Yes, I _____ it's very good. I _____ it a lot. I _____ it to his previous books.
- Phil: Interesting. I _____ to read it too!

4 Write the past tense forms of these verbs in the correct lists.

become bring cause direct go happen
learn leave meet make offer put
reach read seem spend start study
take want watch win work write

Regular

Irregular

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5 Read the answers. Write the missing words in the questions.

Example: Do you know Pete? Yes, I do.

- a _____ you help me? Sorry, I can't.
- b _____ Mary see that film? No, she didn't.
- c _____ did Amy study?
At Nottingham University.
- d _____ does she do now?
She's a TV presenter.
- e _____ was the band's drummer?
Migi Drummond.
- f _____ people were there in the band?
Four.

And finally ...

The Rolling Stones first performed together about forty years ago at a jazz club in West London. Three of the original band members (Mick Jagger, Keith Richard and Charlie Watts) are still touring. Is there a band like the Rolling Stones in your country?



6 Is there any meat in it?

There is/are with countable/uncountable nouns. Possessive pronouns. Quantifiers. Food and healthy eating.

Pronunciation: The /ɪ/ sound in *fish* and the /i:/ sound in *meat*

1 Starter

- a What's the difference between these two sentences?

There are some bananas in the fridge.
There's some milk in the fridge.

- b Which of these food items are countable and which are uncountable?



apples sugar meat coffee cola rice sausages
cheese milk peas mushrooms eggs salt water

- c Listen and check.



2 Reading, listening and speaking

- a Read the conversation and predict the missing lines.

WAITER: Today's special is Hungarian goulash. It's very nice.

WENDY: Is there any meat in it?

WAITER: _____.

WENDY: I'm sorry. I'm a vegetarian. I don't eat meat.

WAITER: Oh, I see. Well, how about fish and chips?

WENDY: I don't eat fish, either.

WAITER: Ah. In that case, what about a ham omelette?

WENDY: _____.

WAITER: There isn't much meat in a ham omelette.

- b Listen and check. You will hear an extra character called Tom. How is Tom different from Wendy?



- c In threes. Close your books and act out the conversation from memory.

3 Reading

Decide which sentence from the box is true about these dishes.

minestrone soup

mushroom pizza

chicken soup

cheeseburger

ham omelette

goulash

There's some meat in it.
 There's a lot of meat in it.
 There isn't any meat in it.
 There isn't much meat in it.

4 Writing and speaking

a Complete the bubbles with one of these sentences.

- That isn't mine, it's hers.
- That isn't hers, it's mine.
- That isn't his, it's mine.
- That isn't mine, it's yours.
- That isn't ours, it's theirs.
- That isn't mine, it's his.

b In pairs. Pick up two items from your desk, one belonging to you and one to your partner. Say who the items belong to.



5 Reading, writing and listening

a Read and complete the conversation, using the correct possessive pronoun.

WAITRESS: OK. Mushroom pizza. Who is this for?
 TOM: That's theirs/mine.
 WAITRESS: Here you are.
 TOM: Thank you.
 WAITRESS: And ... er ... ham omelette. Who is this for?
 TOM: It's hers/mine.

WENDY: It isn't ours/mine. It's got meat in it.
 TOM: Oh sorry.
 WAITRESS: Did anyone order a ham omelette?
 NEXT TABLE: Over here! That's ours/yours.
 WAITRESS: What about this minestrone soup? Is this theirs/yours?
 WENDY: No. It must be mine/theirs.

b Listen and check.



6 Writing and listening

- a Look at the picture and write down the food words that you know. Ask other students or the teacher for any words you don't know.
- b Listen and check the words. 
- c Which of the food items in the illustration do you eat regularly? Which of them are good for you?



7 Reading and writing

- a Look at the title of this article. What do you think it will tell you to do?
- eat a lot of meat and fish; don't eat meat or fish
 - don't eat any sugar and salt; don't eat much sugar/salt
 - never eat sweets and crisps; don't eat too many sweets and crisps
- b Read the article and check. What does the expression *balanced diet* mean?
- c How many portions of the four main food groups do you eat every day? How many snacks do you eat every day? Make a list and compare it with other students.

8 Pronunciation

The /ɪ/ sound as in *fish* and the /i:/ sound as in *meat*
Look back at the food items on this page. Which of them contain the /ɪ/ or /i:/ sounds? Listen and check.

9 Round up

In groups. Discuss your answers with other students in your group and then with the whole class.

- 1 Do you eat much meat?
- 2 Do you like eating vegetables?
- 3 Is there much meat in typical dishes from your country?
- 4 Can you imagine eating only vegetables?

Healthy Eating - Food for LIFE!

We all need food, but we need a balanced diet. Otherwise, we don't get all the nutrients we need. A balanced diet means you eat all the things you need - you don't eat too much of some items and not enough of others.

These are the four main food groups, with their recommended daily portions:

- 1 milk and dairy foods (including cheese, yogurt) (2-3)
- 2 meat and fish (including eggs, chicken) (2)
- 3 vegetables and fruit (including green vegetables, root vegetables, fruit juice) (4+)
- 4 potatoes and cereals (including bread, pasta, rice) (4+)

Each group is a good source of particular nutrients. A lot of meals are a combination of two or more of the main food groups. Goulash and rice, for example, is a combination of groups 1 and 4. A vegetarian pizza is a combination of groups 1, 3 and 4.

We also eat other things, fat, oil, salt and sugar, for example. And of course, everyone eats snack foods (crisps, sweets etc.). It's better to eat only a little of these, because they contain a lot of fat, sugar or salt and don't have much food value.

Language Check

1 *There is/there are* + countable nouns

Singular: **There's a potato** under the table.
Plural: **There are some potatoes** on the table.

Note: In these sentences *a* and *some* do not refer to the quantity. They only indicate singular/plural. In some languages they would have no translation.

There is + uncountable nouns

There's some fish if you prefer.
There isn't any rice in the packet.
Is there any milk in the fridge?

Note: *Any* replaces *some* in negative sentences and usually in interrogative sentences.

Exercise 1

Underline the correct forms.

- 1 Is/Are there any milk in the fridge? Yes, there is/are.
- 2 Is/Are there any bananas on the table? No, there isn't/aren't.
- 3 There's/There are some onions in this salad.
- 4 There isn't/aren't any pepper on my chips.

Exercise 2

Complete these sentences with *a/an/some/any*.

I need _____ onion, _____ meat and _____ eggs.

There's _____ meat but there aren't _____ eggs and there aren't _____ onions either.

2 *A lot of, (not) much, (not) many*

You use *a lot of* with countable or uncountable nouns.

There are **a lot of** good students in this class.
There's **a lot of** sugar in my coffee.

You use *(not) many* with countables in questions and negative sentences.

There aren't **many** British Olympic **medallists**.
Are there **many** foreign **students** in England?

You use *(not) much* with uncountables in questions and negative sentences.

There isn't **much** **meat** in a ham omelette.
Is there **much** **meat** in your country's national dish?

Exercise 3

Complete the sentences with *a lot of* or *not much/many*.

- 1 There _____ meat in our traditional food.
- 2 There _____ snow in winter.
- 3 There _____ Japanese tourists in my country.

3 Possessive pronouns

There is a difference between possessive pronouns and possessive adjectives.

Possessive adjectives: That's **Mary's** book.
That's **her** book.

Possessive pronouns: That's **Mary's book**.
That's **hers**.

Note: Like adjectives, possessive pronouns do not change form.

That book is **mine**. Those books are **mine**.

Exercise 4

Complete these sentences with a possessive pronoun (*mine, yours* etc.).

- 1 Give me that book. It's _____.
- 2 These aren't their chocolates, they're _____. We bought them.
- 3 Excuse me? I found this watch. Is it _____?
- 4 Is that John and Sally's house? They live in it, but it isn't _____.

7 Is there a museum near here?

Articles in place names. Prepositions.
Listing events and actions.

Pronunciation: The /u:/ sound
as in *choose*

1 Starter

In groups. What do you know about the following cities? (Don't talk about a city in your own country). Share your information with other students.

Kraków Prague Budapest Ljubljana Warsaw

Central Europe

DISCOVER EXCITING CENTRAL EUROPE!

Central European Tours offers you the holiday of a lifetime!

**See the cream of European cities!
Visit fabulous cathedrals, museums and art galleries!
Sail along the magnificent River Danube!
Travel by train across beautiful landscapes!**

Explore Central Europe in less than two weeks with a Central European Tours Holiday. First of all, fly to Kraków, in the north of Poland and spend two days in this wonderful city.



Then travel by train north-east to Prague, the capital of the Czech Republic and the birthplace of Franz Kafka. Spend three days in this delightful city.

From there, head south-west by luxury bus for three days in Budapest, the capital of Hungary – two cities for the price of one! Sail on the Danube! Enjoy the good food!

Finally, take the train north to Ljubljana, the capital of Slovenia, with its beautiful lakes and mountains. Spend three days relaxing here before flying back to London.

*For the holiday of a lifetime –
choose Central European Tours!*



2 Reading and listening

- a Read the itinerary for a visit to Central Europe and find out the following:
- How long does the visit take?
 - How many capital cities does it visit?
 - How many different means of transport are there?

- b There are some geographical mistakes in the article. Look at a map on page 112 and find at least three.

Example: Krakow isn't in the north of Poland. It's ...

- c Listen to the correct information and check your answers.



3 Writing

a Complete this letter about a Central European Tours holiday.

We had a great time in Central Europe. First of all, we _____ to Kraków in Poland. It's a brilliant place. There's a fantastic square in the centre of the city. Spielberg filmed Schindler's List in Kraków – did you know that? Then we _____ the train to Prague in the Czech Republic. Do you remember Kolya, the film about the little boy? That's in Prague! I recognised some of the buildings. Prague is great – Kafka _____ there – did you know that?

After that, we _____ a bus to Budapest. What a great place! It's really two different cities, Buda and Pest. We _____ on the river Danube. There are some magnificent bridges across the river. Then we took another train, this time to Ljubljana in Slovenia. Great place! We _____ some souvenirs there. Before that, we _____ an incredible lake called Lake Bled. There are mountains everywhere. Finally, we _____ back to London from there. A great holiday!

b Answer these questions.

- 1 Which country did they fly to first?
- 2 Which city did Steven Spielberg film in?
- 3 Which river did they sail on?
- 4 Where did they fly to London from?

c Write a paragraph about a holiday.

Mention the following:

- where you went
- when you went
- who you went with
- how you went (bus, train etc.)
- where you stayed
- what you saw

4 Pair work

a Write an itinerary for a visitor to your region, town or capital city.

Write it in the same style as the advertisement on page 26.

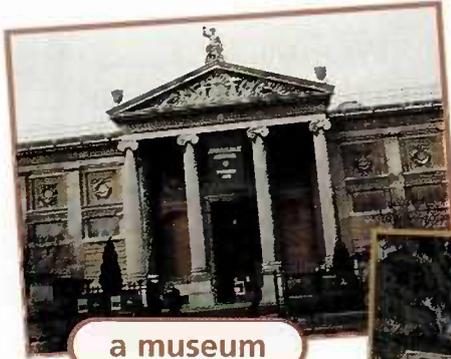
Example: Visit our Museum of Modern Art! It has many paintings by our famous artists.

b Read your suggestions to the rest of the class.

You can do it in the style of a radio advertisement for your town.

5 Speaking and listening

- a In pairs. Look at these photographs. Are there any places like this in your town? Where are they?



a museum



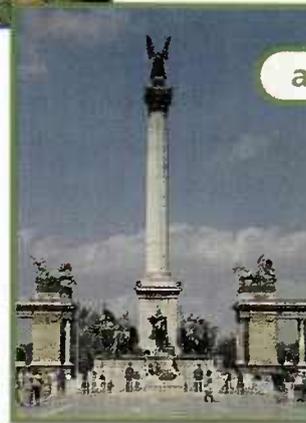
a swimming pool



a bookshop



an art gallery



a statue

Example: There's a museum in Baker Street.

- b Listen to the conversations and find out where some of the places in the picture are. Are these locations correct?



in the main square
opposite the cathedral

in the centre of the city
next to the town hall

behind the statue
near the river
between the castle and the city wall

6 Speaking

In pairs. Choose three locations in your town. Devise and act out a similar conversation between a local person and a tourist.

Example: Is there a museum near here?

Yes, there is. The Museum of Modern Art is ...

7 Pronunciation

The /u:/ sound as in *choose*

Two of these words *don't* contain the /u:/ sound. Which ones? Practise the pronunciation, then listen and check.



do pool book two
good food

8 Round up

In groups of four:

- Write down some cities that you want to visit.
- Organise an itinerary.
- Write down what you want to do.

Example: First, we want to go to ... Then we want to visit ... After that, we ... Finally, ...

Language Check

1 Articles with places

If it's clear which place you mean (for example, if there's only one), you use *the*.

That's **the cathedral**.

There was a meeting at **the Town Hall**.

Let's meet at **the main square**.

Go to **the airport**.

Let's meet at **the restaurant**. (The speakers know which restaurant.)

Note: In each case, there's usually only one in a city.

But:

John's house is near **a pub**.

I'm looking for **a cheap restaurant**. (The speaker doesn't know which one.)

Note: If the name of a town comes first, don't use *the* or *a*.

We met at **Prague Airport**.

They left from **Manchester Airport**.

You do not use articles with street names.

There are many theatres on **Shaftesbury Avenue**.

He lives on **Temple Street**.

Exercise 1

Complete these sentences with *a(an)*, *the* or nothing (X).

- _____ Buckingham Palace is _____ large building in _____ centre of London.
- We arrived at _____ Orlando Airport at 3 o' clock but we didn't have _____ hotel. We finally found one in _____ downtown area on _____ International Drive.
- You can see _____ cathedral in York (it's called York Minster) when you come out of _____ railway station. Very near _____ cathedral is _____ small church.

2 Prepositions

Look at the examples of *the* in these examples of prepositions of place.

near the cathedral	behind the museum
in the main square	opposite the cathedral
next to the castle	between the castle and the city wall

Prepositions may also be followed by object pronouns.

It's behind them .	She's next to him .
He's next to her .	Between you and me .

Exercise 2

Write the locations of these places in your town or capital city.

Example: The Opera House is in the main square.

- The parliament building _____ .
- There's a famous statue of _____ .
- The cathedral _____ .
- The River _____ .
- The Museum of _____ .

Prepositions in questions

They went to Bled. Which other town in Slovenia did they go **to**?

There are so many tourists in Prague. Where do they all come **from**?

Exercise 3

Order the words to form questions.

- airline/you/did/with/fly/which?
_____ ?
- Jan/from/does/where/come?
_____ ?
- born/Kafka/city/in/was/which?
_____ ?
- Slovenia/part/the Postojna Caves/are/which/of/in?
_____ ?

8 Why do boys have to wear ties?

Obligation and prohibition:
must/mustn't; have to/don't
have to. School subjects.

Pronunciation: *must* and *mustn't*

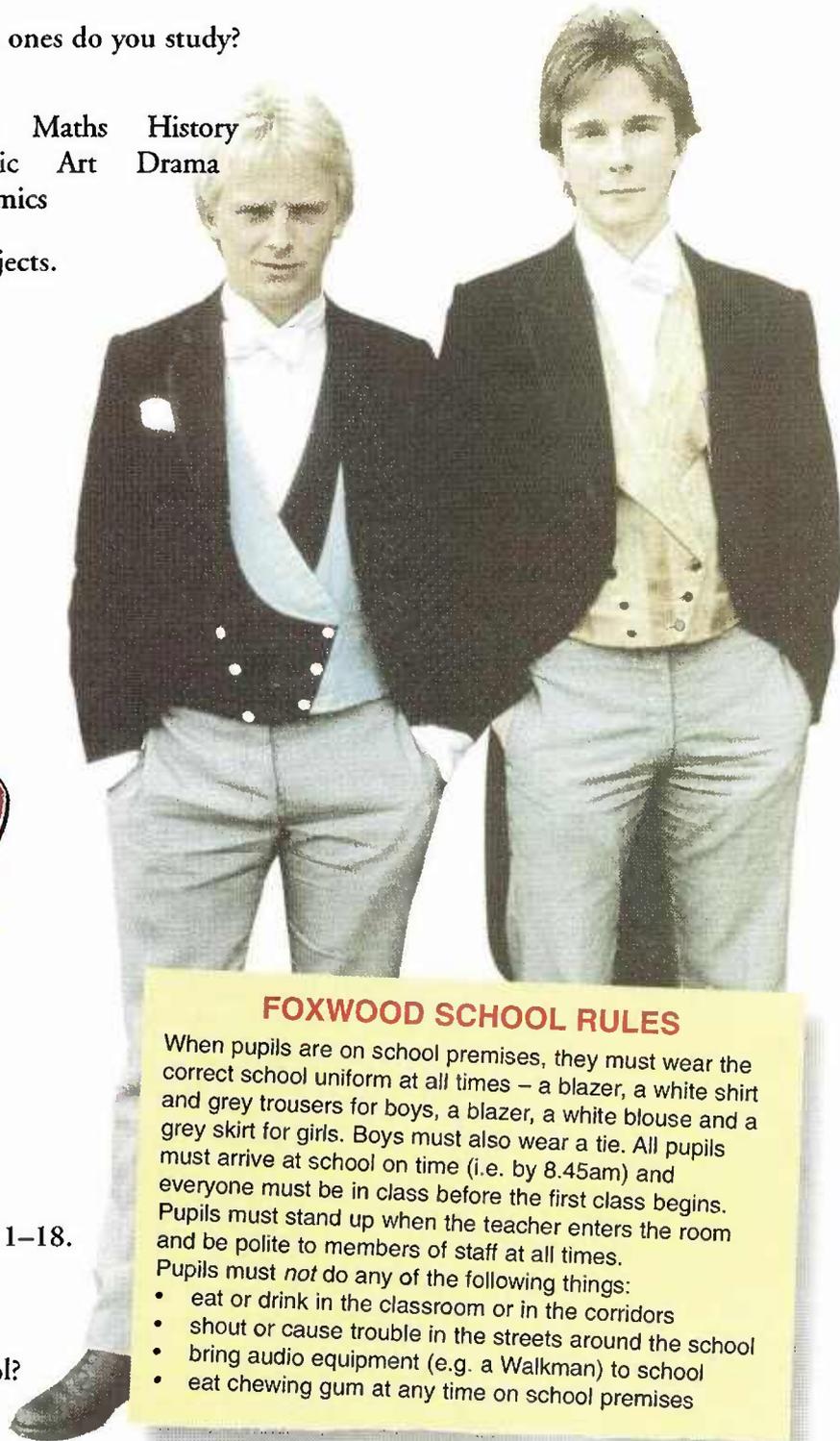
1 Starter

- a Read this list of school subjects. Which ones do you study?
Which other subjects do you study?

English French German Science Maths History
Geography Computer Studies Music Art Drama
Information Technology Home Economics

- b Answer these questions about your subjects.

- 1 Which is your favourite subject?
- 2 Which subjects don't you like?
- 3 Which subjects are compulsory?
- 4 Which subjects are optional?



FOXWOOD SCHOOL RULES

When pupils are on school premises, they must wear the correct school uniform at all times – a blazer, a white shirt and grey trousers for boys, a blazer, a white blouse and a grey skirt for girls. Boys must also wear a tie. All pupils must arrive at school on time (i.e. by 8.45am) and everyone must be in class before the first class begins. Pupils must stand up when the teacher enters the room and be polite to members of staff at all times.

Pupils must *not* do any of the following things:

- eat or drink in the classroom or in the corridors
- shout or cause trouble in the streets around the school
- bring audio equipment (e.g. a Walkman) to school
- eat chewing gum at any time on school premises

2 Reading

- a Read these school rules from an English private school for pupils aged 11–18. Are the rules exactly the same for boys and girls?
- b Which rules are the same in your school? Which ones are different?

3 Groupwork

- a Read this article from the Foxwood School magazine. Which rules for teachers do you like? Which ones do you think your teachers like?
- b In groups. Think of more rules to add to each list for your teachers.
- c Write the new rules for teachers on the board. Have a class vote about them.

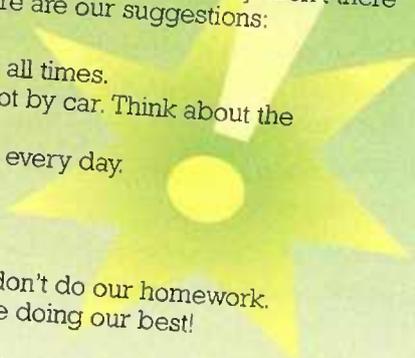
Foxwood is a great school and we all like being here. We think some of the school rules are OK, but some are terrible. Why do boys have to wear ties? Girls don't have to wear ties! Why must girls wear skirts? Why can't we all wear jeans at school? And most important of all – why aren't there any rules for teachers? Here are our suggestions:

Teachers must ...

- 1 wear bright colours at all times.
- 2 go to school by bus, not by car. Think about the environment!
- 3 play music in the class every day.
- 4 listen to our opinions.
- 5 smile in the morning.

Teachers mustn't ...

- 1 get annoyed when we don't do our homework.
- 2 write bad reports. We're doing our best!
- 3 wear brown shoes.
- 4 compare this year's students with last year's students.



4 Listening

- a Read this conversation between a Foxwood pupil and a pupil visiting from another school. Predict the missing words.

Wendy: Is your school like Foxwood?

Marina: No, it's completely different.

Wendy: In what way?

Marina: Well, you have to _____ .
We don't have to _____ .

Wendy: Really?

Marina: Yes. We can wear what we like.

Wendy: That's interesting.

Marina: And when the teacher comes in, we don't have to _____ .

Wendy: I see.

Marina: But we have to study _____ .

Wendy: Really? How many?

Marina: About fifteen.

Wendy: Fifteen! Wow!

- b Listen and check. What extra information about the other school do you hear?



5 Speaking and writing

- a What are the rules in your school about the following? Talk about them, and write the rules on the board.
- 1 **Clothes** Can you wear what you want, or do you have to wear certain colours?
 - 2 **Chewing gum, and other food and drink** Can you chew gum in class? Can you bring food and drink from home? Is there a shop where you can buy food and drink?
 - 3 **Noise** Are there any places in the school where you have to be quiet? Can you talk in class?
 - 4 **Audio equipment** Can you listen to a Walkman or CD player in class? Or in the corridor?
 - 5 **Homework** Do you have to do homework every day? What happens if you don't do it?
 - 6 **Punctuality** What time do you have to be at school in the morning? What happens if you're late?
- b Do you think all the rules are OK? Which ones would you like to change? Have a class vote.
- c Write a letter to a pupil at Foxwood School, comparing the rules in your school and his/her school.

6 Reading

a Read the article about schools in Britain and find the answers to these questions.

- 1 When do British pupils start secondary school?
- 2 What subjects do British secondary school pupils have to study?
- 3 What choice of foreign languages is there?
- 4 Do pupils have to study music or drama?

In Britain,

secondary school starts at the age of 11. Most students go to a state comprehensive school*. They don't have to do an examination to go there.

At a comprehensive school, certain subjects are compulsory – English, Maths, Science, a foreign language, and a humanities subject (History, for example). They can choose other subjects – including Home Economics,

Music, Art, Drama, and Information Technology. At the age of 16, students in England usually take GCSE examinations* (this system is different in Scotland).

In comprehensive schools, the compulsory foreign language is usually French. Students can take a second foreign language at the age of 13. The second foreign language is usually Spanish or German, but some comprehensive schools only teach French.

* comprehensive school = secondary school in the UK
* GCSE = General Certificate of Secondary Education

b Are the following things true in English schools?

- 1 You don't have to learn a foreign language.
- 2 You have to learn at least two languages.
- 3 All comprehensive school pupils can study Spanish or German.

c Compare your school system and the British system, sentence by sentence.

*Example: In Britain, secondary school starts at the age of 11.
In my country, ...*

7 Pronunciation



Must and mustn't

Listen to *must* and *mustn't* in sentence patterns, then complete these sentences.

In my country, you _____ drive on the right.

We _____ play loud music in the classroom.

You _____ run in the corridors at our school.

I _____ do some homework every evening.

8 Round up

- a Talk about things which are compulsory – at school and in general.
- b Make a list of the things you have to do on the board. Which of them do you agree with?

Language Check

- 1 *Can* and *must* are modal verbs. Grammatically, these verbs are different from ordinary verbs in several ways.

Must indicates obligation.

You **must** wear a uniform.

You **must** drive on the left in England.

Mustn't indicates prohibition.

You **mustn't** eat chewing gum in class.

You **mustn't** drive on the right in England.

Must and *mustn't* are the same for all persons.

I **must** do my homework.

They **must** wear a tie.

We **mustn't** talk in class.

Must she do the exercise now?

- 2 *Must* and *have to* mean the same thing in statements and questions.

I **must** wear a tie. I **have to** wear a tie.

Must she wear a skirt? **Does** she **have to** wear a skirt?

- 3 *Mustn't* and *don't have to* are not the same. *Don't have to* means there is *no* obligation:

At Foxwood School, students **must** wear a uniform.

At our school, we **don't have to** wear a uniform.

- 4 *Can* and *can't*
Can and *can't* indicate permission and prohibition.

In my school, we **can** wear what we want.

We **can't** wear jeans at school.

Why **can't** we wear jeans in school?

Exercise 1

True or false?

- 1 You **mustn't** be careful when you ride a bicycle in the city. _____
- 2 Workers **must** pay tax to the government. _____

- 3 You **mustn't** listen when the teacher is talking. _____
- 4 You **must** carry a passport when you travel to another country. _____
- 5 Pupils **must** wear jeans at Foxwood School. _____

Exercise 2

Complete these sentences with *must/mustn't* or *don't/doesn't have to*.

- 1 In my country, you _____ drive on the right.
- 2 At my school, boys _____ wear a tie.
- 3 You _____ cross the road when the light is red.
- 4 You _____ do your homework every day.
- 5 She _____ do any homework. She did it yesterday.

Exercise 3

Complete these questions with *must* or *can't*.

- 1 Why _____ I travel where I want without a passport?
- 2 Why _____ I do homework every night?
- 3 It's hot! Why _____ we have the lesson in the park today?
- 4 I don't want to be a soldier. Why _____ I do military service in the army?
- 5 I like planes. Why _____ I do military service in the air force, instead?

Exercise 4a

Underline the modal verb in each pair of sentences.

- 1 I want to go. I **must** go.
- 2 Tom **wants** to finish his homework. Tom **will** finish his homework.
- 3 They **don't** like doing that. They **shouldn't** do that.
- 4 Do I **enjoy** reading? May I **read** that?

Exercise 4b

Explain what difference each pair of verbs shows.

Are there any modal verbs in your language?

9 When I leave school ...

Expressing your intentions with *going to*.
Giving reasons. *so/because*

Pronunciation: The /j/ sound as in *politician* and the /tʃ/ as in *teacher*

1 Starter

- a Look at the three people in the picture. What do you think they do? Choose from this list.

architect bus driver computer programmer
teacher politician
second hand car salesman/woman
singer tourist guide

Example: I think Andrew is probably a(n) ...

- b Which of the jobs would you like to do, and which wouldn't you like to do? Give reasons, if you can.

*Example: I'd like to be a ...
I wouldn't like to be a ...*



Nigel

Elizabeth

Andrew

2 Reading

Here are some letters that Nigel, Elizabeth and Andrew wrote to their career advisers in their last year at school.

What are you going to do when you leave school? Discuss with a partner and then make notes. Use expressions from the three letters to career advisers.

I have no idea what I want to do when I leave school. I need a break from studying and I don't want to get a job. I think I'll take some time off and read a lot of books. I'd like to travel, but I can't afford it.
Elizabeth Black

I know exactly what I'm going to do when I leave school. I'm going to get a temporary job during the summer. Then I'm going to visit my uncle who lives in South Africa and stay with him for three months. When I come back to England, I'm going to apply for a job with British Airways because I want to be a pilot.

Nigel Brown

When I leave school, I want to go to drama school because my ambition is to be an actor. I applied to the Royal Academy of Dramatic Art last year, but they didn't give me an interview. I'm going to apply again and see what happens.

Andrew White

3 Reading

- a Match the letters on page 34 with their teachers' replies below.

Are you sure you really want to do that? *It's a very insecure career. You have to work very hard for very little money.*

I think that your plans are excellent. Send your application to BA before you go away. But remember – *you must cut short your holiday if they offer you an interview.*

If you haven't got enough money to travel, *get a temporary job!* Don't sit at home and read all day. And think about university or college. You have to apply immediately if you want a place next year.

- b Choose the best explanation of the three phrases in *italics*.

- 1 It's a very insecure career.
a It's a very dangerous job.
b You have no chance of getting this job.
c You are not certain of work in this job.
- 2 *you must cut short your holiday*
a you must come home early from your holiday
b you must have a short holiday
c you mustn't have any holiday at all
- 3 *get a temporary job*
a start work immediately
b work for a short period
c get a part-time job

4 Listening

- a Listen and find out what they do now. Answer with a complete sentence.

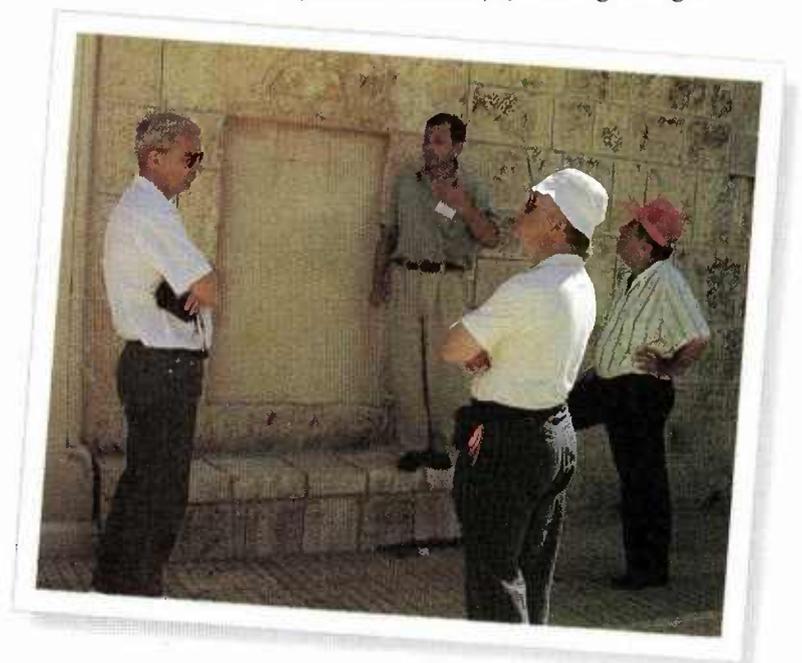


- b What answers do they give to the following questions? Answer in your own words.

- Do you enjoy your work?
- What's the secret of your success?

- c Which answers are true? (There may be more than one possible answer.)

- 1 If you want to be a tourist guide,
a you have to learn two foreign languages.
b you have to speak two languages.
c you don't have to speak a foreign language.
- 2 If you want to be a good politician, you have to
a enjoy meeting people.
b have a lot of problems.
c listen to people's problems.
- 3 If you want to be a successful salesman or saleswoman,
a you have to buy a lot of things.
b you have to sell good things.
c you have to enjoy selling things.



5 Reading

a Read these extracts from five application forms. What kind of applications are they?

- 1 an application for a full-time job
- 2 an application for a part-time job
- 3 a college application
- 4 an application for a travel grant

My ambition is to be an international interpreter, so I want to learn at least two foreign languages. If my application is successful, I want to spend a month in Paris and a month in Berlin.

Anthony Park

Have you got any vacancies at Cooper's Paint Ltd? I don't want to work in a factory, but I need a job. I write at least 20 letters a week. Please reply.

Catherine Wild

Please can you help me? I want to work in a hotel and I need to improve my English. I need to go to England but I haven't got any money.

José Suarez

I'm writing to ask if you have any vacancies for Saturday staff at Smith's. I'm a student at Foxwood School. I haven't got any experience of shop work, but I'm very enthusiastic and I learn quickly.

Dora Brown

This is my second application to RADA. I applied last year but you turned me down. I'm applying again because I still want to work in the theatre.

Andrew Carter

b Which do you think is the best application? Why?

c Now answer these questions.

- 1 What is Smith's?
- 2 What languages does Anthony want to study?
- 3 What happened when Andrew applied to RADA last year?
- 4 Why does José want to improve his English?
- 5 Is Cooper's Paint Ltd a shop?

6 Pronunciation



The /ʃ/ sound as in *politician* and the /tʃ/ sound as in *teacher*

Look at units 6-9 and make a list of at least 5 words which contain the /ʃ/ sound and five which contain the /tʃ/ sound. Then listen and check.

7 Round up

a In groups. Discussion:

- What are your plans for next summer? Are you going on holiday? Are you going to travel? Are you going to study or work? Are you going to stay at home?

b Report to the class about the people in your group.



Language Check

1 going to

This often indicates intentions or plans.

I'm going to buy a sandwich.

Note: We usually leave out *go* after *going to*.
Find an example in the questions in 7a.

When talking about the future, you use the present tense after *when*.

What are you going to do **when** you leave school?

Exercise 1

Put this conversation in the correct order. The first and last parts are in the right place.

Jason: Hi, Emily! Why are you taking all your books home? 7

Emily: France. We're going to live in Paris.

Jason: An international school! That's great! I hope you have a good time.

Emily: Because today is my last day at school.

Jason: That's excellent. But what about school?

Emily: There's an international school in Paris. I'm going to study there.

Jason: But it's only April! Why are you leaving school in April?

Emily: Because we're moving. We're going to live in another country.

Jason: Where are you going to live?

Emily: Thanks. Write to me! 10

Exercise 2

Complete the sentences and answer them.

1 What are you going to do after school today?
_____.

2 What _____ have for dinner?
_____.

3 What are you going to do this weekend?
_____.

4 _____ in the summer?
_____.

2 so and because

You use *so* and *because* to indicate reasons.

I'm going to apply to British Airways **because** I want to be a pilot.

My ambition is to be an international interpreter, **so** I want to learn at least two foreign languages.

Exercise 3

Complete these sentences with *so* or *because*.

1 I'm going to stay at home this weekend _____ I have to study for an exam.

2 My parents are going to study Spanish _____ they want to go to Latin America.

3 They want to travel round Brazil _____ they're going to learn Portuguese, too.

4 He's doing extra athletics training _____ he wants to be an Olympic athlete.

5 The Prime Minister wants to meet the queen when she arrives, _____ he's going to the airport.

Exercise 4

Connect these pairs of sentences twice with *so* and *because*.

Example: *Amy's going to work hard at her English. She wants to study it at university.*

a Amy's going to work hard at English because she wants to study it at university.

b Amy wants to study English at university so she's going to work hard at it.

1 I dream of being a pilot one day. My uncle bought me a flight simulator computer game.

2 Hannah would like to be a primary teacher. She really likes helping young children.

3 My parents love the French way of life. They always go to France for their holidays.

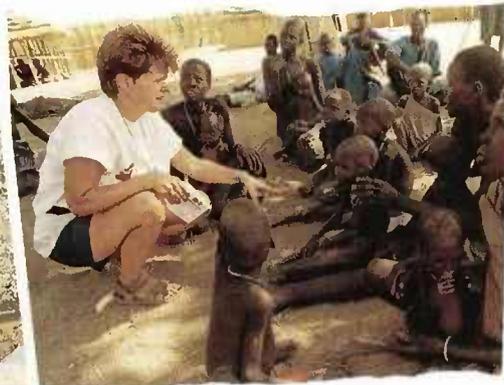
4 I'm not very good at drawing. I don't want to study art.

10 Working in another country

1 Reading

Match the people in the photos with three of the texts.

What does the person in the other text do? What do they have in common?



- 1 I went to work in Spain three years ago. I liked it and I wanted to stay, but my contract was only for one year. Then I saw an advertisement in a newspaper for a teacher in Budapest, and I worked there for a year. I liked it very much so I decided to take the opportunity to travel round the region. Now I'm working in Zagreb in Croatia. I want to work in at least five Central European countries before I go back to England.
- 2 I started working for the BBC * in 1990. At that time, I was a reporter on a radio news programme. I transferred to television about three years ago. I specialise in foreign news, and I travel to a lot of different countries, often with the Foreign Secretary.
- 3 I became an aid worker in 1985 and came to Ethiopia two years later. At that time, there was a war between the Ethiopian government and the rebels in Eritrea. The war is over and there are no television cameras, but the problems are still here. We're building a new hospital in a town about 300 kilometres from Addis Ababa, the capital. The people are wonderful and very helpful. Our main problem is transport. We haven't got many trucks and the roads are not very good.
- 4 My favourite part of the job is just before we take off. There are a lot of preparations. We have to make about 180 checks before we're ready. I'm a 747 captain, so I fly long-distance. My favourite destination is Santiago de Chile in South America. We have to cross the Andes mountain range to get there.

* BBC = The British Broadcasting Corporation, the biggest radio and TV company in Britain.

2 Listening



Listen and find out a new piece of information about each person.

3 Speaking

Close your books and explain how all four people decided to do the jobs they are doing.

4 Writing

a Write answers to the following questions.

- 1 Would you like to do any of the jobs on the previous page? If your answer is 'No', give reasons.
- 2 Would you like to work in another country? If your answer is 'No', give reasons.
- 3 Which country or countries would you like to work in and why?
- 4 What kind of work would you like to do there?
- 5 Do you know about any opportunities working in other countries?

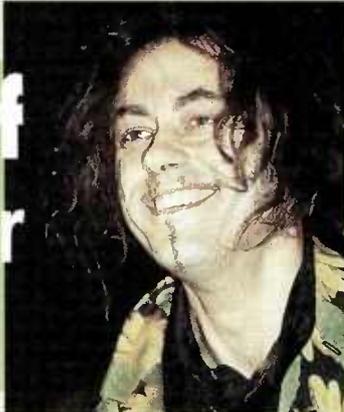
b Compare your answers with other students and discuss them.

Celebrity Spotlight



Michael Buerk - Newsreader

Michael Buerk is a television newsreader. He reads the Nine O' Clock News on BBC television. But he's famous for another reason as well. In 1984, he was a television news reporter. The BBC sent him to South Africa to do a report. On the way home, he and his film crew stopped in Ethiopia where they filmed scenes of a terrible famine. People didn't have any food. People in Britain, other parts of Europe and the USA saw these pictures for the first time.



Bob Geldof - Singer

5 Reading

a Read the text and find words and expressions that mean the following:

- 1 very big
- 2 people who film television programmes
- 3 money or activities for people who need help
- 4 there isn't enough food for everyone
- 5 not only in one country

b Answer these questions. If the answers are 'yes', write a paragraph about the people and the events.

- 1 Is there a famous person in your country who is famous for doing charity work like this?
- 2 Are there any charity pop concerts in your country?

Bob Geldof, an Irish pop star, saw the report and decided to do something to help. With some friends, he released a record called *Do They Know It's Christmas?* which reached number 1 in Britain and the USA. The following year, 1985, he organised two enormous pop charity concerts on the same day, one in London, the other in Philadelphia. There were also concerts in other cities as well.

The international event was called Live Aid. Live Aid raised £20 million for the victims of famine in Africa.

Paula's



Problem Page

Dear Paula,

I understand about countable nouns and uncountable nouns. And I know we say *There are a lot* for countables and *there is a lot* for uncountables. But my teacher said we must say: *There's a lot of money on the table*. Why? You can count money.

Yours, Éva.

Dear Éva,

That's a very good question! Think of it like this: money is a general word. You can't say fifty money. We use the name of particular currencies when we are counting – fifty pounds or fifty dollars. So you can say *There are a lot of dollars on the table*.

How many other sentences can you write with *there's a lot of*?

Dear Paula,

In a story, it said:
They went to London by train.
Can we also say
by plane?

Yours, Katrina

Dear Katrina,

Yes, you can. In fact, you can talk about a lot of other means of transport in the same way. The exceptions are *on foot* and *on horseback*.

How many other transport words do you know?

Dear Paula,

Our teacher said that there is no *s* in the third person singular of *must*. Are there any other verbs like that?

Yours, Dora

Dear Dora,

Yes, there are. *Must* is a modal verb. *Can* and *may* are other examples of modal verbs. Can you write five sentences with *can*? Write about yourself, friends and your favourite stars.

Word Power *Travel*

a Which of these items do you need when you travel to other countries?

blackboard boarding card foreign currency
foreign language passport password phrasebook
rucksack suitcase ticket visa visiting card

b Where do you get travel documents from?

box office check-in desk head office passport control
passport office secret agent ticket office travel agent



Progress check

1 Complete the conversation with expressions from the box.

there is there are there isn't
there aren't is there are there

HARRY: _____ some mushrooms in that bag and _____ some cheese in the fridge but _____ much milk and _____ any potatoes.

MANDY: No. But _____ a lot of tomatoes and _____ a lot of bread.

HARRY: _____ any eggs? _____ any butter?

MANDY: _____ many eggs and _____ any butter.

HARRY: Let's make mushroom omelettes and cheese and tomato sandwiches!

2 Complete these sentences with *a/an, the* or *nothing*.

- _____ cathedral opposite _____ Houses of Parliament is _____ Westminster Abbey.
- How can I get to _____ Town Hall?
- Go down _____ Oxford Street and then ask _____ police officer.
- There's _____ airport south of London. It's called _____ Gatwick Airport.
- Is there _____ museum near here?

3 Read the sentences. Tick ✓ the ones which are true about your country.

- Boys have to do military service.
- If they don't want to do military service, they have to do community service.
- Girls have to do military service.
- If they want to, they can do community service.
- If you go to the university, you don't have to do military service.

4 Find the mistakes. Write out the sentences correctly.

- I can't go to the cinema today but my friend John cans. _____
- Do you can go tomorrow then? _____
- Sorry, I don't can't go tomorrow either. _____
- Who with are you going to the cinema? _____
- Between you and me, I am not wanting to go with John. _____

And finally ...



'This was me when I was a baby.'

Residents of the European Union don't have to carry a passport when they travel to other EU countries. An identity card or a driving licence is enough. In the next century, they will only need to carry proof of residence. What next? A photograph?

11 Robot slaves of the future

1 Starter



Find the words for these items in the box. Then listen, check your answers and practise the pronunciation. Where do you find the other items in the list?

cooker fridge frying pan
hairdryer helicopter
iron robot shower
vacuum cleaner videophone

1



2



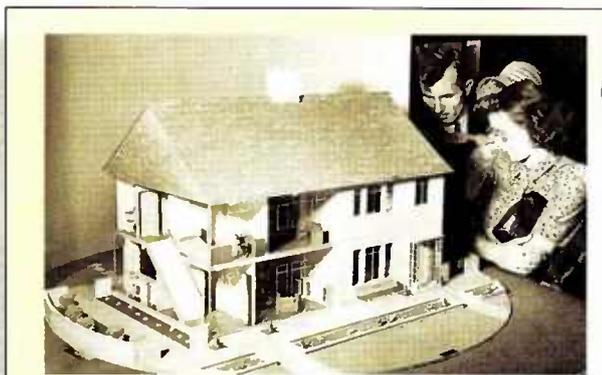
3



4



5



People like predicting the future ...

The 1928 Ideal Home Exhibition took place at Olympia, a large hall in London. There was an exhibit called *The House of the Future*. There were a lot of predictions about the future. One of them was very interesting. It said: In the year 2000, Olympia will have parking space for 10,000 private planes. Olympia is still there. There are *No Parking* signs everywhere – for cars, not private planes!

At the Ideal Home Exhibition thirty years later, in 1958, there was a model of a typical home in the year 2000, with the following predictions.

In the year 2000 ...

- every house will have a robot slave.
- robot slaves will do the housework. They will iron clothes, sweep floors, make beds and cook meals.
- every house and apartment will have central heating and air conditioning.
- there will be video telephones

and automatic answering machines.

- men and women will wear the same style of clothes (a kind of silver one-piece spacesuit).
- every bathroom will have a shower. The shower will wash and dry you, like a giant hairdryer.
- people will travel around in private helicopters.

2 Reading and speaking

- a Read the text on page 42 and answer these questions.
- 1 What is Olympia and what kind of events take place there?
 - 2 What do you think the Ideal Home Exhibition is?
 - 3 Which 1958 predictions about the year 2000 came true?
 - 4 Which predictions didn't come true?
 - 5 Which important changes took place between 1958 and 2000 that people didn't predict?
- b In groups. Talk about the following:
- 1 Who does the housework in your family?
 - 2 Do you help? What do you regularly do?
 - 3 Do girls do more housework than boys?
 - 4 What do you think of the following ideas?
robot slaves video phones
wash-and-dry showers private helicopters

3 Reading and listening

- a Read the following predictions about the middle of the 21st century.
- 1 Everyone will have a job.
 - 2 A lot of people will have nothing to do.
 - 3 Children will get a good education.
 - 4 There will be good opportunities to travel.
 - 5 We will all have a lot of free time.
- b Now listen to Alison's personal predictions about the future. Which of the predictions in 3a are hers? Which one is not mentioned?



- c Now read and listen to James making his predictions. What extra words are in the written version?



Is he more or less optimistic than Alison?

Well, in my opinion, the twenty-first century will be a very interesting time. I think the big cities of the world will be very exciting places in the future. I think all the old buildings will disappear, and we will see lots of new interesting places to live and work right in the centre of the city. I imagine they will stop building high-rise apartment blocks and more people will live in houses. I don't think cities of the future will be dangerous places.

4 Writing and speaking

- a Make a list on the board of the predictions about the 21st century in activity 3. Write two lists: Optimistic and Pessimistic. Write them in your own words as full sentences.

Example: There will be a lot of interesting new buildings.

- b Now add at least one prediction to each column.

- c Ask and answer questions about the predictions.

Example: Do you think there will be lots of interesting new buildings?

Yes, I think so.

No, I don't think so.

I don't know.

- d Write a paragraph with your personal predictions. Use the opinion expressions from activity 3:

In my opinion ...

I imagine ... etc

5 Reading and listening

a Read the conversation and predict the ending.

Matt: Goodbye, Jenny! Goodbye, Sam!

Jenny: Goodbye, Matt!

Sam: Goodbye, Matt!

Matt: See you tomorrow.

Jenny: Tomorrow?

Matt: Yes. Will you be here again tomorrow night?

Jenny: Oh – sorry, Matt. No, I won't. I'll be in London.

Matt: Oh. What about you, Sam? Will you be here tomorrow night?



b Now listen and check. Make a note of short answers to *will* questions.



6 Speaking

a Where are the people in the illustrations? Choose from this list.

at school at home in the park at the cinema in a café
in bed in my room in the library at a soccer match



b In pairs, ask and answer questions about next weekend.

Choose an answer from the list above, if you like.

Add extra information, if you can.

Example: Will you be at home on Saturday afternoon?

No, I won't. Where will you be?

I'll be at a soccer match.

7 Pronunciation

The /ju:/ sound as in *future*

a Which of these words contain the /ju:/ sound?

view improve you school
new room true opportunities

b Listen to the words in context and check.



8 Round up

a In groups. Choose one of the following topics:

sport entertainment work travel clothing schools

b Discuss the topic and make two predictions about the future – one serious prediction and one not serious.

c Share your ideas with the rest of the class.

d Write a paragraph describing some of the predictions you heard.

Language Check

- 1 *Will* is a modal verb (like *can* and *must*) and has the characteristics of modal verbs. It has the same form for all persons, *will* ('ll).
- I'll see you tomorrow.
We'll be here on Saturday.
The negative *won't*.
I won't buy trainers from that shop again.
They were too expensive.
You make questions by changing the order of *will* and the subject.
Will you go to the party on Saturday?
Will is followed by the base form of the verb (not *to* or *-ing*).
They'll go by bus. We'll catch the train.

Exercise 1

Complete these sentences with *will* or *won't*.

- 1 I _____ be at school tomorrow.
- 2 Everyone in the class _____ take an English exam at the end of the year.
- 3 I _____ clean my room this evening.
- 4 We _____ have the same English teacher next year.
- 5 I _____ be at a different school next year.

Exercise 2

Answer these questions about your personal future. Give details, if you can.

- 1 What will you do when you leave school?
- 2 Will you continue to study English?
- 3 Will you try to get a job in this town?
- 4 Will you do military service?
- 5 Will you be here ten years from now?

- 2 *Will* for predictions, offers of help and promises.

The future *will* be very different from today.
Schools *won't* change a lot.

If you travel with Central European Tours, you'll have a wonderful holiday. (promise)

I'll bring some sandwiches to the party. (offer)

Exercise 3

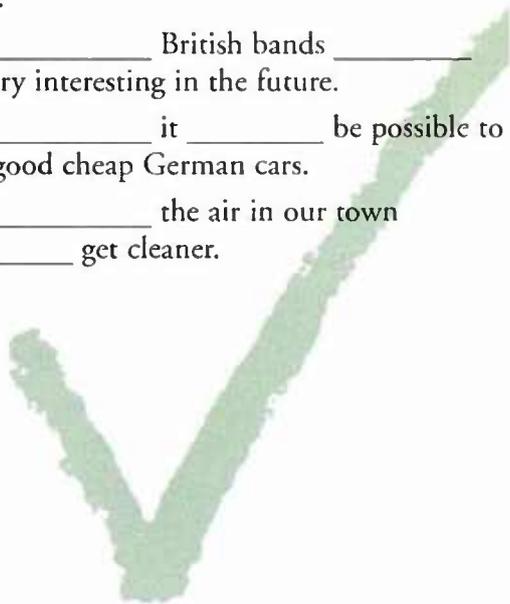
Are these sentences predictions, offers of help or promises?

- 1 I'll make some coffee.
- 2 It'll rain tomorrow.
- 3 Don't worry, we'll do our homework.
- 4 They won't be here in time for the match.
- 5 I'll do the washing up.

Exercise 4

Give your opinion about the following, using an expression from this unit. Use a different expression to start each one.

- 1 I *think* American movies *will* continue to be popular.
- 2 _____ it _____ be easy to travel to other countries in the next few years.
- 3 _____ British bands _____ be very interesting in the future.
- 4 _____ it _____ be possible to buy good cheap German cars.
- 5 _____ the air in our town _____ get cleaner.



12 Read the instructions!

Conditional sentences. Imperatives in instructions. Technology.

Pronunciation: The /b/ sound as in *Bill* and the /p/ sound as in *people*

1 Starter

a Look at the illustration. What is the man doing? Choose from this list.

- 1 He hasn't got his keys and he's trying to get into his house.
- 2 He's cleaning the windows.
- 3 He's a burglar and he's trying to break a window.
- 4 He's an actor in a film.
- 5 He's a spy and he's trying to steal some secret papers.

b Listen to the conversation and answer these questions.



- 1 What does the man say he is doing?
- 2 Why is he doing it?
- 3 Does the police officer believe him?



2 Reading

a Read the instructions about the X-Ray alarm system.

CONGRATULATIONS!

You are now the owner of the X-Ray™ Alarm System.

If you use it correctly, it will protect your property from thieves and intruders. Please follow the instructions carefully.

- 1 Choose a personal secret code number. Don't tell anyone what it is. If you tell other people, it won't be a secret!
- 2 Key in your personal number every time you leave the house. If you don't, the alarm won't operate and your house won't be safe.

3 When you open the door again, you will hear a buzzing sound. Don't worry.

When you key in your number, the buzzing noise will stop. If you don't key in your number, the alarm will go off.

If someone tries to enter your house ...

- the alarm will go off.
- a light will flash outside your front door.
- a bell will ring at the police station.

b Answer the questions.

- 1 Line 4 *property*: Is that a place or an object?
- 2 Line 4 *thieves*: Do they steal things from you or sell things to you?
- 3 Line 4 *intruders*: Are they welcome or unwelcome?
- 4 Line 6 *secret*: Does everyone know it?
- 5 Line 18 *the alarm will go off*: Does it make a loud noise or a quiet noise?

c True or false?

- 1 If you don't tell people your code number, it'll be a secret.
- 2 If you key in your code number, the alarm won't go off.
- 3 If the alarm goes off, the police will come to your house.
- 4 If someone rings your bell at night, the alarm will go off.

3 Listening and reading

a Listen to a conversation about the X-Ray alarm system. Find the answers to these questions:



- a How many people live in the house?
- b What relation are they to the customer?
- c When was the customer born?
- d The engineer doesn't want to know the customer's birthday. Why not?

b In pairs. Read this extract from the conversation. Find some new information in the written version

Customer: So what do I have to do?
Engineer: Well, first of all, choose your personal security code number.
Customer: How many numbers?
Engineer: Four or five.
Customer: So I can use my birthday. Fourteen-two-sixty-seven.
I was born on St Valentine's Day.
Engineer: Stop! Don't tell me what it is!
Customer: Why not?
Engineer: Don't tell anyone your secret code number.
If you do that, it won't be a secret!
Customer: OK. I'll use my mother's birthday.
Engineer: That's fine.
Customer: She was born on Christmas Day 1945.

4 Reading and speaking

In pairs.

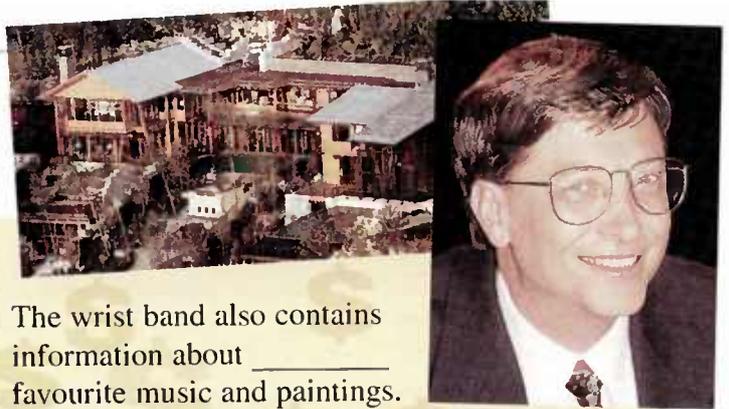
STUDENT A: Close your book and describe how the X-Ray alarm system works.

STUDENT B: Read the instructions. Help Student A to describe the system.

5 Writing

a Complete the text with *he, his, they* or *their*.

Bill Gates is the owner of Microsoft, a huge computer software company. The headquarters of the company is in Seattle, Washington. _____ lives in an enormous house on the shore of Lake Seattle. _____ house is very high-tech and has some interesting features. When people visit the house, _____ receive a special wrist band. This is a security device. Security workers always know exactly where _____ are.



The wrist band also contains information about _____ favourite music and paintings. When visitors walk into a room, _____ hear _____ favourite music and see _____ favourite paintings. If Mr Gates wants to talk to them, a computer in the room will flash _____ name on the screen.

b Find adjectives which mean the following:

- 1 very big (2 words) 2 not common 3 you like something

6 Reading and writing

a Read this letter. Choose *if* or *when* to complete the sentences.

b Write a similar letter about yourself. Use sentences with *if* or *when*, if possible. Include this information:

- what will you do when you leave school?
- what kind of work do you want to do?
- are you doing anything now to prepare for it?

I'm absolutely crazy about computers. _____ I leave school, I'll study computer software design. I'm going to apply for a place at the London School of Computers. It isn't easy to get a place there. I'll have to work hard _____ I want to get in. _____ I finish studying, I want to work for a big computer company like Microsoft or Intel. I think I'll write to Bill Gates and ask him for a job. _____ he replies, I'll be very happy! _____ he doesn't reply, I won't mind. I'm going to visit Seattle next summer. _____ I'm there, I'll visit Microsoft.

7 Pronunciation

The /b/ sound in *Bill* and the /p/ sound in *people*

a Listen and practise the pronunciation of these words.



Bill button suburb bus bicycle block
robot apartment parking space police
sweep shop protect property people
painting programme press picture
private helicopter

b Say these sentences and phrases. Then listen and check.

The police will protect your property.
Press a button and change the picture.
Robot slaves make beds and sweep floors.
Bicycles, buses and private helicopters.

8 Round up

Class discussion

- a What do you think of Bill Gates' house? Find new adjectives to describe it.
- b What other things can you describe as *high-tech*? Think of at least three.

Language Check

1 Conditional sentences

- a In conditional sentences about the future, use the present tense after *if*. Use the *will* future in the other part of the sentence.

If he replies, I'll be very happy!

The alarm will go off if someone opens the door.

It won't go off if you don't key in your number.

Note: *When* instead of *if* shows that something will certainly happen.

When this class ends, we'll go home.

- b Use *when* to indicate certainty that something will happen in the future.

When I leave school, I'll study computer software design.

I'll visit Microsoft when I'm there.

NB: Notice when there are commas in these sentences.

Exercise 1

What will happen if ... ?

- 1 you don't do your English homework tonight?

If _____ .

- 2 you're late for school tomorrow?

If _____ .

- 3 the school alarm goes off today?

If _____ .

- 4 you're late home tonight?

If _____ .

Exercise 2

Write five other conditional sentences about you and your life.

Exercise 3

Write *if* or *when* and choose the correct tense to complete these sentences.

- 1 I (do) my homework if/when I (get) home tonight.

- 2 If/When I (leave) school, I want to study medicine.

- 3 I (visit) the USA if/when I (get) a travel grant.

2 Imperatives for giving instructions

Choose a personal secret code number.

Don't tell anyone what it is!

Exercise 4

Complete these instructions with an affirmative or negative instruction.

Choose a verb from the list.

ask talk follow cross complete eat

- 1 _____ breakfast before you come to school, not in the classroom.

- 2 _____ the road when the light is red!

- 3 _____ to other students during the examination.

13 I'm having a party

Present tenses for talking about the future.
Invitations.

Pronunciation: The /æ/ sound as in *have*
and the /ɑ:/ sound as in *party*

1 Starter

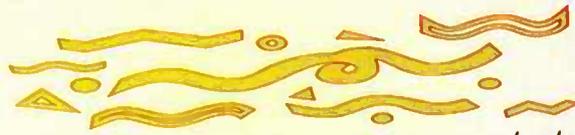
What's the difference between these three questions and answers?

- a What's she doing? She's writing a book about Hungary.
- b What's John doing? He's standing on his head.
- c What are you doing this summer? We're going to Lake Bled.

2 Reading

Read the party invitations and answer the questions.

SCHOOL IS OVER!



Paul, Jenny and Fiona are leaving school on Friday, so we're celebrating two days later at Monty's disco. Midday to midnight! Please come!

I'M having a party on
Saturday 4th April
(the day before my birthday!!!).
Please come!
Bring a friend.
JANET

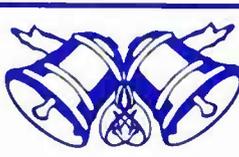


Would you like to come to tea on Tuesday?

My sister Jane is leaving for New York the next day. I'd really like to see you!

Alan

- a What are Paula, Jenny and Fiona celebrating?
- b Where is their party taking place?
- c Why is Janet having a party?
- d When are Colin and Amy getting married?
- e Where are they having their reception?
- f Is Alan going to America?



Amy and Colin

You are invited to the wedding of
Amy Smith and Colin Dawson
at Oxford Church on Tuesday 11th July 2pm.
Reception at The Bull Hotel (6pm)

RSVP

3 Reading

True or false?

- a Janet's having a party on her birthday.
- b Brian and Amy are getting married at the Bull Hotel.
- c Alan's sister is going to America on Wednesday.
- d Paula, Jenny and Fiona are having a party on Sunday.

4 Reading

Read the three replies to an invitation and answer these questions.

- Which invitation are the writers replying to?
- Are the replies formal or informal?
- Are they friendly or unfriendly?

Hi! Thanks for the invitation. I can't come - sorry! My brother's getting married on Saturday, so I'll be there. Anyway, I hope you have a brilliant time! Happy birthday for Sunday, as well.

Thank you very much for the invitation. I'd love to come. My cousin Alex is arriving from Australia on Monday, his plane gets in at midday. Can I bring him with me? I think he met Jane when he was here last year.

Dear Amy,
Thank you for the invitation. I'm sorry to tell you that I can't come. I'm going to the hairdresser on Saturday and I can't change the appointment. I hope you have a nice time. Say hello to your fiancé for me.

Sally

5 Listening and speaking

a Listen to a phone conversation between Amy and Sally and find the answers to these questions.



- 1 Is the conversation friendly or unfriendly?
 - 2 Is Sally's excuse the same?
 - 3 Why is the other girl surprised at the end?
- b In groups. Discuss the conversation between Amy and Sally. Why is there a problem between them? Share your ideas with the rest of the class.

6 Reading and writing

- a Check the invitations on page 50 again. Then find a factual mistake in each of these conversations.

1

Susan: Would you like to come to a party on Friday night?

Martin: Where?

Susan: At Janet's house.

Martin: Janet's having a party?

Susan: Yes.

2

Oliver: Are you doing anything on Wednesday night?

Anne: No, I'm not. Why?

Oliver: Paul and Jenny are having a party. Would you like to go?

Anne: Yes. What time does it start?



3

Tony: Amy and Colin are getting married next Saturday. Do you want to go to the wedding?

Rachel: I'd love to but I can't.

Tony: Why not?

Rachel: My aunt and uncle are coming to see us.

Tony: So what? You can see them another time.

- b Choose a sentence to complete each conversation in 6a.

That's true. They live in Australia.

I'm not sure. I'm getting there about eight.

Why didn't she invite me?

No I can't. They're driving from Scotland.

Janet's my sister. I can't go to her party.

I think it's starting at lunchtime.

- c Now listen and check. 

- d Which event is this conversation about? Why is it different?

A: What time does the train leave?

B: At 10.30.

A: What time does it arrive in Oxford?

B: At 11.30.

A: What about the train back?

B: The last train leaves at midnight.

7 Pronunciation

The /æ/ sound as in *have* and the /ɑ:/ sound as in *party*

- a Which of these words contain the /æ/ sound and which contain the /ɑ:/ sound?

Practise them, then listen and check. 

Saturday park café match apartment
car fantastic alarm flash art happy
March Paris Prague marry can't

- b Practise these sentences. 

Then listen and check.

We're having a party on Saturday night.

She's driving her car to Paris in March.

The alarm is on and the light's flashing.

They've got a fantastic apartment in Prague.

8 Round up

- In groups. Devise a party. Think of the theme you want (cowboys, bikers, etc.) and design an invitation for other groups in the class.
- Deliver invitations to the other groups in the class.
- Write replies to the other groups. Only accept one invitation! Write letters of apology to the others.

Language Check

1 Present tenses to talk about the future

The present continuous tense

You can use the present continuous (with a future time expression) to talk about future arrangements.

I'm having a party on Saturday night.
We're leaving school on Friday.
They're getting married on New Year's Day.

The present simple tense

You can use the present simple tense to talk about future times and timetables, especially where these are fixed and regular.

What time does your plane arrive?
Her bus gets in at 7.30 and the party starts at 8 o'clock.

Exercise 1

Complete these future sentences about you with time expressions.

- 1 This class finishes at _____.
- 2 I'm going home at _____.
- 3 I'm having dinner at _____.
- 4 I'm meeting some friends on _____.
- 5 I'm leaving school in _____.

Exercise 2

Complete this conversation with verbs in the correct present tense.

- A: We _____ to the beach this weekend. (go)
B: Great! Can I come?
A: Sure. The bus _____ at 6.30 on Saturday morning. (go)
B: What about the bus home?
A: We're not sure when we _____ back but one bus _____ at 5.40 and _____ here at 7.20. (come leave get)

2 Making, accepting and refusing invitations

■ Informal

Can you come to my party?
Please come!

■ Formal

Would you like to
your sister come to my party?
your parents

Yes, I would.
Yes, I'd love to.
I'd love to, but I can't.
I'm sorry. I'm going to ...

Exercise 3

Complete these invitations and refusals.

- 1 _____ you _____ to my party? Yes, I can.
- 2 _____ your sister _____ to come to my party on Saturday?
She _____ but _____. She's _____ her friend in hospital.
- 3 _____ you and your parents _____ to my party? They _____, but I'm sorry I _____.
- 4 I'm sorry I _____ to your wedding. I'm _____ married the same day.

14 You shouldn't do that!

Should/shouldn't. Bicycle vocabulary

Pronunciation: The /ɒ/ sound as in *stop*

1 Starter

- Look at the illustration of a bicycle. How many of the parts can you name?
- Listen and try to write down the words. 
- In groups. Share your ideas about how to spell the words. Write the words in pencil.

Example: How do you spell number 5?

- In pairs.

STUDENT A: Turn to page 108. Spell the words for your partner.

STUDENT B: Write down the words.

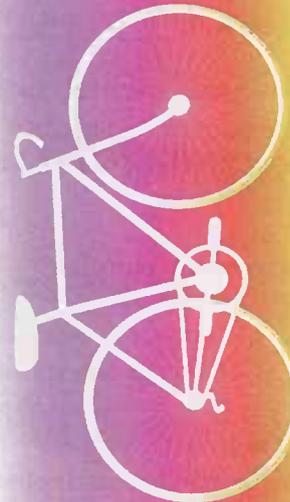


2 Reading, writing and listening

- Read the information about bicycles. Six of the bicycle words in the first paragraph are written in the wrong place. Write the correct version in your notebook.

A bicycle has two wheels, two pedals, a handlebar and a saddle. When you get on a bike, you sit on the handlebar, hold the wheels and put your feet on the saddle. When you press the handlebar, this turns the back wheel and the bike moves. You steer the bike with the wheel. The front wheel and two brakes are on the handlebar.

You change gear with the gear lever. The brake on the right stops the front wheel. The brake on the left stops the back wheel. If you want to stop quickly, don't use the front wheel brake! And don't forget – you should always wear a helmet when you ride a bike. And you shouldn't ride at night without lights.



- Listen and check. 

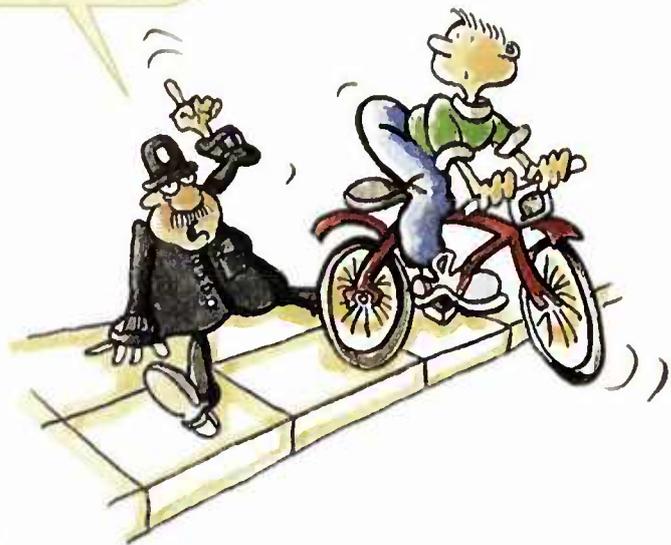
- Close your book and explain how a bicycle works.

3 Reading and writing

Read the last two sentences in the reading text again. They give *advice* to cyclists. Then complete the following pieces of advice with *should* or *shouldn't*.

- a _____ ride a bike inside the school.
- b _____ check your tyres every day.
- c _____ oil the wheels once a week.
- d _____ ride on the pavement.
- e _____ take a friend on the back of your bike.

You shouldn't ride on the pavement.



4 Listening and reading

- a Listen to the police officer talking to the cyclist. What extra advice does he give?
- b Read this extract from the conversation. Re-write the officer's advice with *should* sentences.

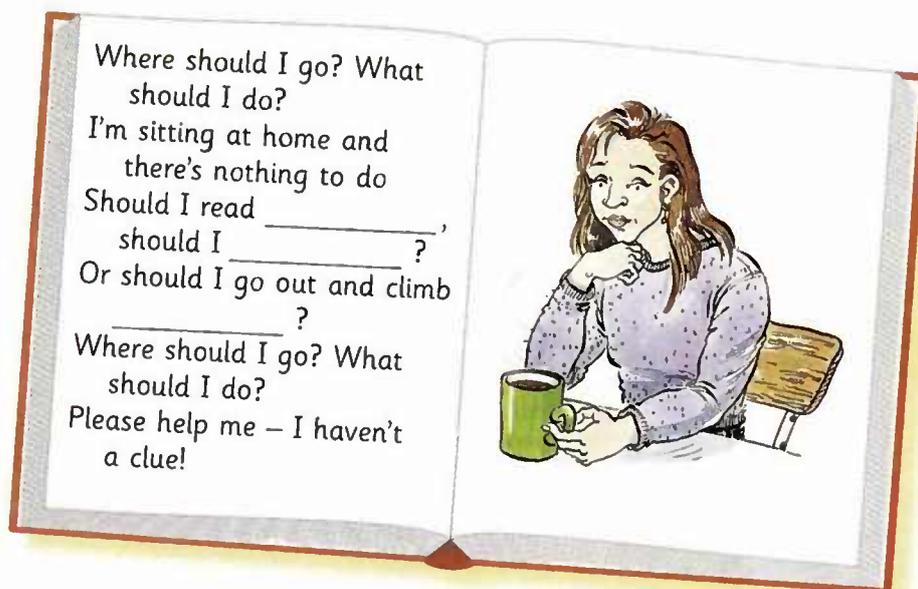


Officer: You shouldn't ride a bicycle if the brakes don't work.
Cyclist: Sorry.
Officer: And you shouldn't ride on the pavement.
Cyclist: I know.
Officer: And you're not wearing a helmet. You shouldn't ride a bike if you're not wearing a helmet.

- c In pairs or groups. Think of extra pieces of advice for cyclists. Tell other students.

5 Writing, speaking and listening

- a In groups. Complete the poem with your own words and read your version aloud.
- b Listen and compare your poem.



6 Reading and speaking

a Read the warning signs. Where are they from? Choose from this list.

at a power station on a beach on a plane in a swimming pool outside a club
 at an airport at a road junction in a park at a football stadium



b Say what the signs mean, using *must/mustn't* or *should/shouldn't*.

Example: You mustn't open the gate and ...

7 Pronunciation

The /ɒ/ sound as in *stop*

a Practise these words with the /ɒ/ sound. Put them in sentences. Then listen and compare your answers.

stop job watch soccer
 shop robot Microsoft



b Find an example of the /ɒ/ sound in these phrases. Listen and check.

apartment blocks fantastic opportunities hot water the alarm will go off



8 Round up

- How many people in the class have bikes?
- How many people ride bikes to school?
- Is it safe to ride bikes in your town?
- Where are the danger areas?

Language Check

1 *Should* is a modal verb, like *can*, *must* and *will*.

Modal verbs:

- they are always the same form:
I should he should
- the negative comes after the verb: *shouldn't*
(*should not*)
- in questions, you put the modal before the subject: *Should I wear a helmet?*
- you can use a modal in the answers to *yes/no* questions: *Should I go? Yes, you should.*

2 You use *should* to ask for and give advice.

You **should** wear a helmet.

You **shouldn't** ride your bike here.

Should I study another language?

Exercise 1

Do you think the following is good advice? Give reasons.

- 1 You should do five hours homework every day.
- 2 You shouldn't watch television, except at weekends.
- 3 You shouldn't smoke cigarettes until you are 30.
- 4 Everyone should travel round the world.
- 5 You should work for a year before you go to university.

Exercise 2

Complete the sentences with *should* or *shouldn't*.

- 1 You _____ read other students' papers during an exam.
- 2 You _____ do your homework without the help of your brothers and sisters.

3 You _____ check your change before you leave a shop.

4 You _____ gossip about your friends when they aren't there.

5 You _____ talk to your friends if you have a problem.

3 Remember unit 8? You can use *must* to express obligation and *mustn't* to express prohibition.

You **must** turn right here.

You **mustn't** swim when the red flag is flying.

Exercise 3

Must/mustn't or *should/shouldn't*? Give reasons, if you can.

- 1 You _____ play sports when you are at school.
- 2 You _____ ride a bike at night without lights.
- 3 You _____ stop talking when the teacher comes in.
- 4 You _____ be polite to older people.
- 5 You _____ look at other students' work during an examination.

Exercise 4

Are the modals in these sentences used correctly?

- 1 In my country, you **shouldn't** drive on the left.
- 2 You **can't** walk alone in the centre of our capital city.
- 3 You **shouldn't** give flowers to women in my country.
- 4 You **must** wear a scarf on windy days.
- 5 You **can** travel by train from my town to Paris in less than two days.

15 The End of the World?

1 Reading

a Read the article and answer the questions.

A huge asteroid is on a collision course with Earth. It will pass – or collide with – Planet Earth at 17.30 GMT on 26th October 2028. The asteroid (1997XF11) is 1.6 kilometres wide.

'I'm very scared,' said Jack Hills, an asteroid specialist at Los Alamos National Laboratory in the USA. 'If the asteroid collides

with Earth, a lot of people will die.' Steve Maran of the American Astronomical Society doesn't agree. 'We won't be certain of its path for many years,' he said.

Scientists estimate that the asteroid will pass between the Earth and the moon and will be visible in Europe for two hours. It will pass 48,000 kilometres from the centre of the Earth (41,000

kilometres from the Earth's surface). However, if these estimates are wrong, a collision will be a real danger.

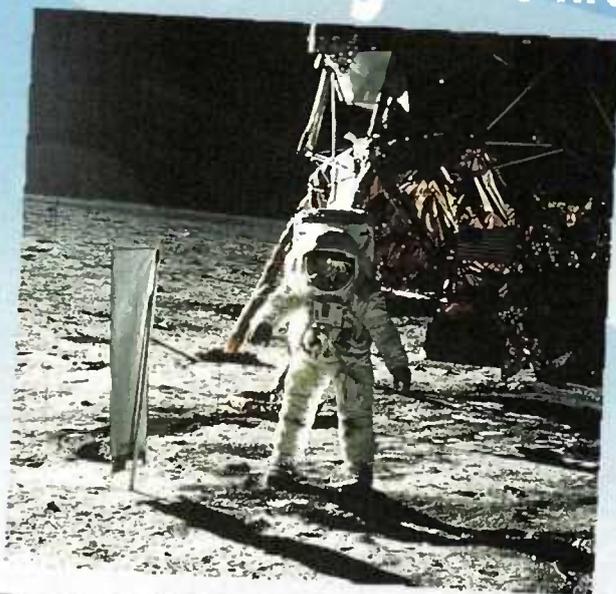
What will happen if the asteroid collides with Earth? The air will catch fire, the sea will turn to steam and there will be enormous tidal waves. In addition, huge pieces of rock will fly into space.

- a How many years from now will the asteroid be near Earth?
b Where does Jack Hills work?
c How far is it from the surface of the Earth to the centre?
d What is the difference between water and steam?
- b Underline words in the article which mean the following:
- a hit (verb)
 - b frightened (adjective)
 - c sure (adjective)
 - d you can see it (adjective)
 - e very big (adjective)
- c Complete these sentences in your own words.
- a The asteroid will reach Earth _____.
 - b If it collides with Earth, _____.
 - c In Europe, we will see _____.
 - d The dinosaurs disappeared because _____.
 - e I think the asteroid _____.
- d Close your books and tell the story in your own words.



Neil Armstrong – the first person on the moon.

Celebrity Profile



Neil Armstrong was born on 5th August 1930. He was the first person to walk on the moon. On 16th July 1969, with his companions Buzz Aldrin and Michael Collins, he left Cape Kennedy in the command ship Columbia on top of a Saturn 5 rocket. Five days later, Armstrong and Aldrin landed on the moon in the Apollo II lunar module. They stayed there for 22 hours. Collins remained at the controls of the command ship.

2 Reading and writing

a Read the article about Neil Armstrong and his companions.

Do you know anything about expeditions to the moon?

b Now read this newspaper extract from 22nd July 1969.

Check any words you don't know. Re-write the last paragraph in the past tense.

Yesterday at 3.56 British Summer Time, Neil Armstrong stepped off the ladder of the lunar module onto the surface of the moon. 'That's a small step for a man, a giant leap for mankind,' he said.

Edwin 'Buzz' Aldrin joined him and the two astronauts experimented moving around in the moon's low gravity. They collected samples of dust and rock, took photographs and planted the American flag.

The two astronauts will stay on the moon's surface for less than a day. Tomorrow they will lift off and the lunar module will re-attach to Apollo 11. They will transfer to the main spacecraft, taking their lunar samples with them. They will then jettison the lunar module and start the engines. The spacecraft will then return to Earth.

3 Speaking

Do a class survey and find the answers to these questions.

Ask students to give reasons for their answers.

How many people in the class ...

■ would like to travel in space?

■ *wouldn't* like to travel in space?

■ think space travel is a waste of time and money?

Read Paula's answers to the questions. Explain the words in italics.
Do these grammatical forms exist in your language?

Paula's



PROBLEM PAGE

Dear Paula,
When we use *should*, do we add an *s* for he and she?
Yours,
Ildiko.

Dear Ildiko,
No, you don't add an *s* for the *third person of should*. *Should* is a *modal verb*. Modal verbs don't take *s* in the *third person*.

Dear Paula,
I will go and *I'll go*. Are they the same thing?
Yours,
Peter.

Dear Peter,
Yes, they mean the same thing. *I'll* is the *contracted* form of *I will*.

Dear Paula,
Is this right: *If I will see him, I will say hello*.
Best wishes,
Hana

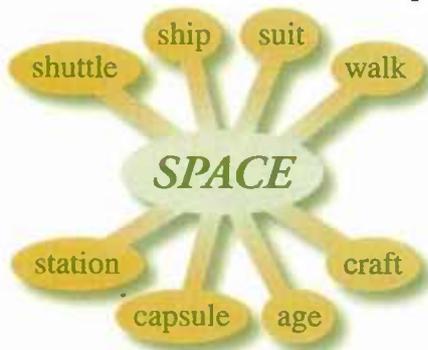
Dear Hana,
The sentence is wrong. It should be: *If I see him, I'll say hello*. Don't use the *future tense* in an *if* clause.

Dear Paula,
I'm having a party. Does that mean *now* or *in the future*?
Yours sincerely,
Adam

Dear Adam,
This is probably an example of the *present continuous tense* with a *future meaning*. *I'm having a party* can mean *now* or *in the future*.
You can imagine this conversation: *What's all that noise?* *Oh, sorry, I'm having a party*. (present meaning). But it could also be this: *What are you doing next Saturday?* *I'm having a party*. (future meaning). Of course, if there's a *future time phrase* (*I'm having a party tomorrow night*) then there is no doubt at all.

Word Power

1 Find the meaning of all these combinations with the word 'space'.



2 Match the words on the left with their dictionary definitions on the right.

- | | |
|----------------|-----------------------------------------------------------------------------------------------|
| a planet | 1 the band of light across the night sky, consisting of millions of faint stars |
| b star | 2 a celestial body that is visible in the night sky as a point of light; the sun, for example |
| c universe | 3 a celestial body that revolves round a star; Earth, for example |
| d solar system | 4 a vast number of star systems; gravitational attraction holds them together |
| e Milky Way | 5 the sun and all the celestial bodies in its gravitational field |

Progress Check

- 1 Circle the odd one out and give reasons.
- a school library cinema classroom

- b cinema theatre disco park

- c burglar police officer teacher actor

- d brakes saddle helmet wheel

- e airport railway station power station bus stop

- 2 Do you agree with these predictions? Add two more and discuss them with other students.

In the year 2020 ...

- a every house will have a robot slave.

- b everyone will take their holidays on the moon.

- c there won't be schools, everyone will study at home.

- d Germany will be the only producer of cars.

- e my country will win the soccer World Cup.

- f _____
- g _____

- 3 Unscramble these sentences.

- a it tomorrow rains won't play football if we

- b Bill Gates in I visit when Seattle I'm will

- c to I school be when want computer leave programmer I a

- d bike if you a you wear ride helmet a should

- e I this a when cup exercise will I finish of make coffee

- 4 Say 'no' to these invitations. Use different present continuous tense examples.

a Would you like to come to the cinema tonight?

I can't. I'm _____

b Would you and your sister like to come to my party on Saturday?

c Would your brother like to go to a soccer match tomorrow night?

- 5 Complete the dialogue using the most suitable future tense in each case.

A: I _____ (go) for a holiday on Monday.

B: Where to?

A: To Vienna.

B: _____ (go) by plane?

A: Yes, I am. The Vienna plane _____ (leave) at 8.45.

B: No, it doesn't. The Vienna plane _____ (leave) at 8.20.

A: Really?

B: Yes, and the plane _____ (be) full. That plane always is. Get there early!

A: OK. I _____ (be).

B: Vienna's great. I'm sure you _____ (love) it.

And finally ...

A large hotel company is planning to build the first hotel on the moon. It will be ready in the year 2020. They estimate that it will cost about half a million dollars a night to stay there. They think that the price will come down after the first year.



16 What colour are her eyes?

Describing appearance and personality.
What does she look like? What's he like?

Pronunciation: The /aɪ/ sound as in *like*



1 Starter

- a Look at the people in the photos. Use words in the box to describe them.

tall pretty lazy short slim
happy old quiet young friendly
sad good-looking nice

- b Look at these two sentences about the woman in picture 1. What is the difference between them? Why doesn't the second sentence say *She's nice*?
- She's slim and she's got long hair.
She looks nice.
- c Write two similar sentences about the other people in the pictures.

2 Reading and writing

- a Read this information.
Which person is it about?

His name is Alex and he's from Manchester. He was born in Belfast and he moved to Manchester when he was 18. He works in a factory. The factory produces jeans and T-shirts. His wife's name is Molly. She's a supervisor at the factory where he works. They've got three children. They're all at college or university. Alex is a soccer fan and his favourite team is Manchester City. He's 61 years old.

- b In pairs or groups. Invent information about one of the other people in the illustrations. Write a paragraph and read it to the rest of the class.

3 Listening and writing

a Read the conversation.

What is the difference between these questions?

What does she look like?

What's she like?

Alice: Do you know Sally Richards?

Tom: I don't think so. What does she do?

Alice: She's a drama student.

Tom: What does she look like?

Alice: She's tall and she's very good-looking.

Tom: What's she like?

Alice: She's very nice.



b Listen to the complete conversation. Do you think Tom knows Sally? Write a paragraph about them. Say where they met, when they met and what they did together.



4 Reading and speaking

In pairs or groups. Read the conversation in 3a again and devise a similar conversation about your English teacher or another person in the class. Imagine that one of you doesn't know this person.

Example: Do you know ... ? No. What does she look like?

5 Writing and reading

HOW WELL DO YOU KNOW YOUR BEST FRIEND?

Answer the questions – but don't look at your best friend when you're doing it!

- 1 When is his/her birthday? _____
- 2 Has he/she got any brothers and sisters? _____
- 3 Is he/she left-handed or right-handed? _____
- 4 Has he/she got any pets? _____
- 5 What colour are his/her eyes? _____
- 6 What colour is his/her hair? _____
- 7 What book is he/she reading at the moment? _____
- 8 What's his/her favourite TV programme? _____
- 9 Who's his/her favourite film star? _____
- 10 What kind of music does he/she like best? _____

a Write answers to these questions about your best friend.

b Write a paragraph about your best friend. Use all the information from the questionnaire.

Example: I don't know which book he's reading.

c Compare your notes with other students. Can anyone answer all the questions?

6 Speaking

a Look at the illustration. The boy is waiting for an interview. Describe his appearance.

- What's he wearing?
- What's he drinking?
- What else is he doing?
- Do you think he will make a good impression?



b In pairs

STUDENT A: Imagine you are going for an interview.

STUDENT B: Give advice about appearance and behaviour. Use the examples in the list. Think of other examples, as well.

*Example: You should be polite during the interview.
Should I wear jeans? No, you shouldn't!*

comb your hair smile drink a can of Coke
talk about yourself wear a tie
ask questions eat chewing gum smoke

7 Pronunciation

The /aɪ/ sound as in *like*

a Listen and practise these words containing the /aɪ/ sound.

library private dry life drive exciting right
ride idea try night quiet high-tech time bike fly



b Now say these sentences quickly.

Don't ride a bike with no lights at night!
An exciting time? Try the library!
Drive a car, fly a plane, it's a high-tech life!

c Write another sentence containing two or more words containing the /aɪ/ sound.

8 Round up

You're unique!

You're different from everyone else in the class. Write a paragraph about yourself. Read this one for guidance.

I'm tall and I've got long dark hair. I'm a Leo. I'm left-handed. I've got two brothers and a dog. My favourite film star is Jack Nicholson and my favourite TV show is The Simpsons. I'm the only one in the class like this! I'm unique!

Language Check

1 Adjectives

You use adjectives to describe appearance and personality.

■ Talking about appearance

NB: Remember that adjectives do not change form.

He's tall. She's tall. They're tall.

■ Talking about personality

If you know someone, use the verb *be* + adjective.

He's very nice.
She's friendly.

If you don't know the person, but think you can see something about their personality, use *look* + adjective.

He **looks** nice.
She **looks** very **friendly**.

Exercise 1

Are these sentences true about people you know? Re-write them, if necessary.

1 My favourite uncle is very tall.

2 My best friend has got very long hair.

3 Our maths teacher is very friendly.

4 I've got a cousin who is very intelligent but very lazy.

5 I'm very quiet and very nice.

6 Our neighbours are very noisy.

7 The president's wife is very good-looking.

8 I've got a left-handed sister.

2 Asking questions

Asking questions about appearance and personality.

Use these questions to ask about people you don't know.

What does she look like? (a question about appearance) She's tall.

What's she like? (a question about personality) He's very friendly.

NB: Do not confuse these questions with *What does she like?* (a question about preferences)

Exercise 2

Answer these questions.

1 What does your Science teacher look like?

2 What's she/he like? _____

3 What does your best friend look like?

4 What's she/he like? _____

5 Do you look good with short hair or long hair? _____

Exercise 3

Read the answers and complete the questions.

1 _____ is Jane? She's 17.

2 _____ ?

She's tall and dark.

3 _____ ?

She's 1.78.

4 _____ ?

She's a bit quiet.

5 _____ eyes?

They're brown.

6 _____ birthday?

I'm not sure. In August, I think.

7 _____ film star?

Mel Gibson. She's crazy about him.

8 _____ does she like best? Adventure films and science fiction.

17 He's taller than me.

Comparatives of short, long and irregular adjectives. Expressing opinions.

Pronunciation: The /ɔ:/sound as in *more*



Name: Ronaldo
Nationality: Brazilian
Born: Rio de Janeiro
Occupation: Soccer player
Date of birth: 22.9.76
Height: 1.80m

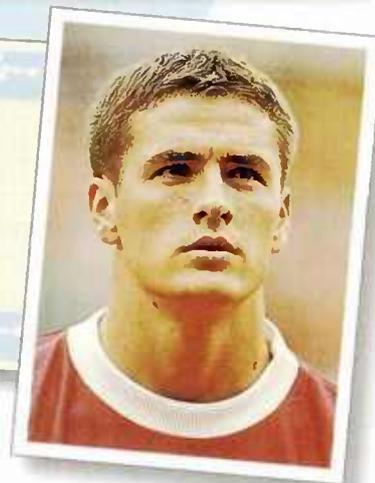


Name: Pete Sampras
Nationality: American
Born: Washington D.C.
Occupation: Tennis player
Date of birth: 8.12.71
Height: 1.85m



Name: Goran Ivanisevic
Nationality: Croatian
Born: Zagreb
Occupation: Tennis player
Date of birth: 13.9.71.
Height: 1.94m

Name: Michael Owen
Nationality: British
Born: Chester
Occupation: Soccer player
Date of birth: 14.12.79
Height: 1.76m



1 Starter

Look at the photos.
Give information about the four players in your own words.
Add any other information that you know.

2 Writing

Write down two sentences about the sportsmen in the photos.

*Example: Ronaldo is older than Michael Owen.
Goran Ivanisevic is taller than Pete Sampras.*

Compare yourself (and other people in your class) with the four players.

*Example: I'm younger than Ronaldo.
Michael Owen is older than me.*

Comparatives (1):

good → better
old → older
nice → nicer
lazy → lazier
big → bigger

3 Listening and speaking

- a Listen to two people comparing the four sportsmen. Who are their favourite players? What adjectives do they use to describe them?
- b In pairs. Choose one or more categories from this list. Write down your favourite person in the category. Tell your partner your favourite and say why you like him/her.

sportsman sportswoman male singer female singer
film actor film actress male TV personality female TV personality



THE ONE IN THE MIDDLE

My name is Angela Martin. I've got two brothers and two sisters. My brother Alan and my sister Pauline are older than me. The others are younger than me. I'm the one in the middle! Alan is 18, Pauline is 17 and my younger sister, Jill, is 15. Me? I'm older than Jill but younger than Pauline.



My 'little' brother Sam is a year younger than Jill but he's really tall – he's about 1 metre 90! He's 20 centimetres taller than me, and 10 centimetres taller than Alan. Alan gets really annoyed when Sam says 'Hi big brother!'

I like my brothers and sisters – sometimes! Alan is a bit serious, but he's very nice. He's much nicer than Sam. They both play the guitar, but Alan is much better than Sam. That's because Sam is really lazy.

Pauline is very friendly and helps me a lot. My little sister Jill is very quiet and she's the same height as me. In fact, we're both the same height as my mum.

4 Reading

Read the information and answer the questions.

- a How old is Angela? b How tall is she?
c How tall is Alan? d How old is Sam?

5 Writing and listening

- a Write a paragraph about yourself, comparing yourself to friends and people in your family. Use these adjectives.

old young tall short lazy quiet nice

- b In pairs. Test your partner's memory. Do this in turns.

STUDENT A: Read your information.

Example: I'm taller than my sister Ildikó ...

STUDENT B: Listen to all the information and then try to repeat it.

STUDENT A: Confirm or correct the information.

6 Reading

- a Match the sports and school subjects in the box on the left with one or more adjectives on the right. Make notes and compare your notes with other students.

American football Art baseball basketball
 Computer Studies English German History
 Mathematics rugby Science soccer tennis

boring dangerous difficult easy
 exciting important intelligent
 interesting stupid useful

- b In groups. Give your opinions about the sports and school subjects. Agree or disagree with the opinions you hear.

*Example: I think basketball is boring.
 I don't agree. I think it's interesting.*

Comparatives (2):

difficult → more difficult
 interesting → more interesting

7 Reading and writing

- a Read these comparisons. Do you agree with them?

- 1 History is more useful than English.
- 2 Mathematics is more difficult than History.
- 3 Computer Studies is more interesting than Science.
- 4 Science is more important than Art.
- 5 Basketball is more fun than tennis.
- 6 Soccer is better than rugby.

- b Write down your own comparisons.

8 Pronunciation

The /ɔ:/ sound as in *more*

- a Read and practise these words containing the /ɔ:/ sound.
 How many different spellings of the sound can you find?

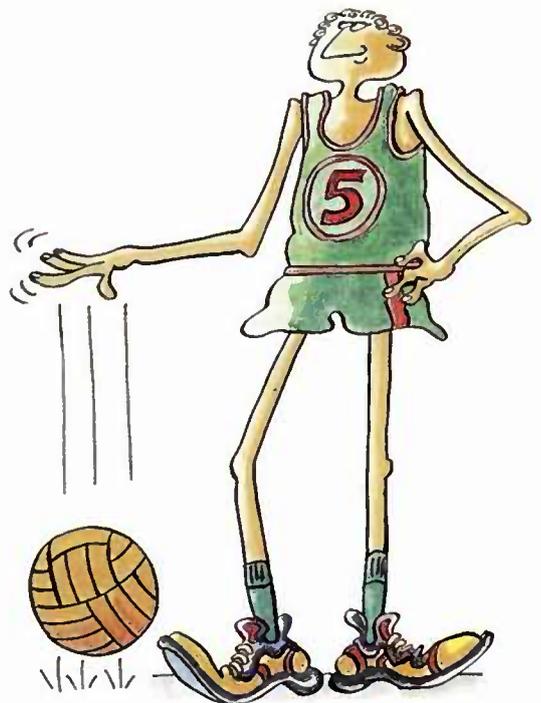
more four important floor enormous sport door
 your draw airport passport boarding wall warning
 short keyboard

- b Listen and check the pronunciation.



9 Round up

- a Make a list of your school subjects. Write at least one adjective next to each subject. Use adjectives from activity 5, and any others you can think of.
- b Write complete sentence comparisons of your school subjects. Read them to the rest of the class. Agree or disagree.



Language Check

Comparison of adjectives

a 'short' adjectives

With almost all one-syllable adjectives, and some two-syllable ones, you add *-er*.

tall old

John's **taller** than me,* but I'm **older** than him*.

Spelling note:

Words which end in a single vowel + single consonant:

fat fatter slim slimmer thin thinner

Two-syllable adjectives which end in a consonant + *y*:

funny funnier lazy lazier pretty prettier

b 'long' adjectives

With almost all adjectives of three or more syllables, and with many two-syllable adjectives, you use *more*.

Jane's **more** interesting than John, but John's **more** intelligent than her*.

c 'irregular' adjectives

There are three adjectives which have irregular comparatives.

good better bad worse far further/farther

At the 1998 World Cup, Croatia was **better** than Germany, but **worse** than France – and went **further** than England.

d The conjunction which follows these types of comparative adjectives is *than*.

Mary's bigger **than** I am.

* We commonly use the object pronoun form (when it is alone) after comparatives. More formally we add a verb.

e We often add *much* to *than* comparisons for emphasis.

She's **much** heavier **than** me.

Basketball's **much** more interesting **than** football.

I'm **much** worse **than** Mary at English.

Exercise 1

Complete these sentences about you, other people in the class and school subjects.

- 1 I'm older than _____ .
- 2 I'm taller _____ .
- 3 _____ is the same height as me.
- 4 _____ is lazier than _____ .
- 5 _____ and I are both younger _____ .
- 6 _____ is better at English _____ .
- 7 _____ is worse at _____ .
- 8 _____ is much more interesting _____ .
- 9 Chemistry is _____ History.
- 10 _____ is a more useful subject _____ .

Exercise 2

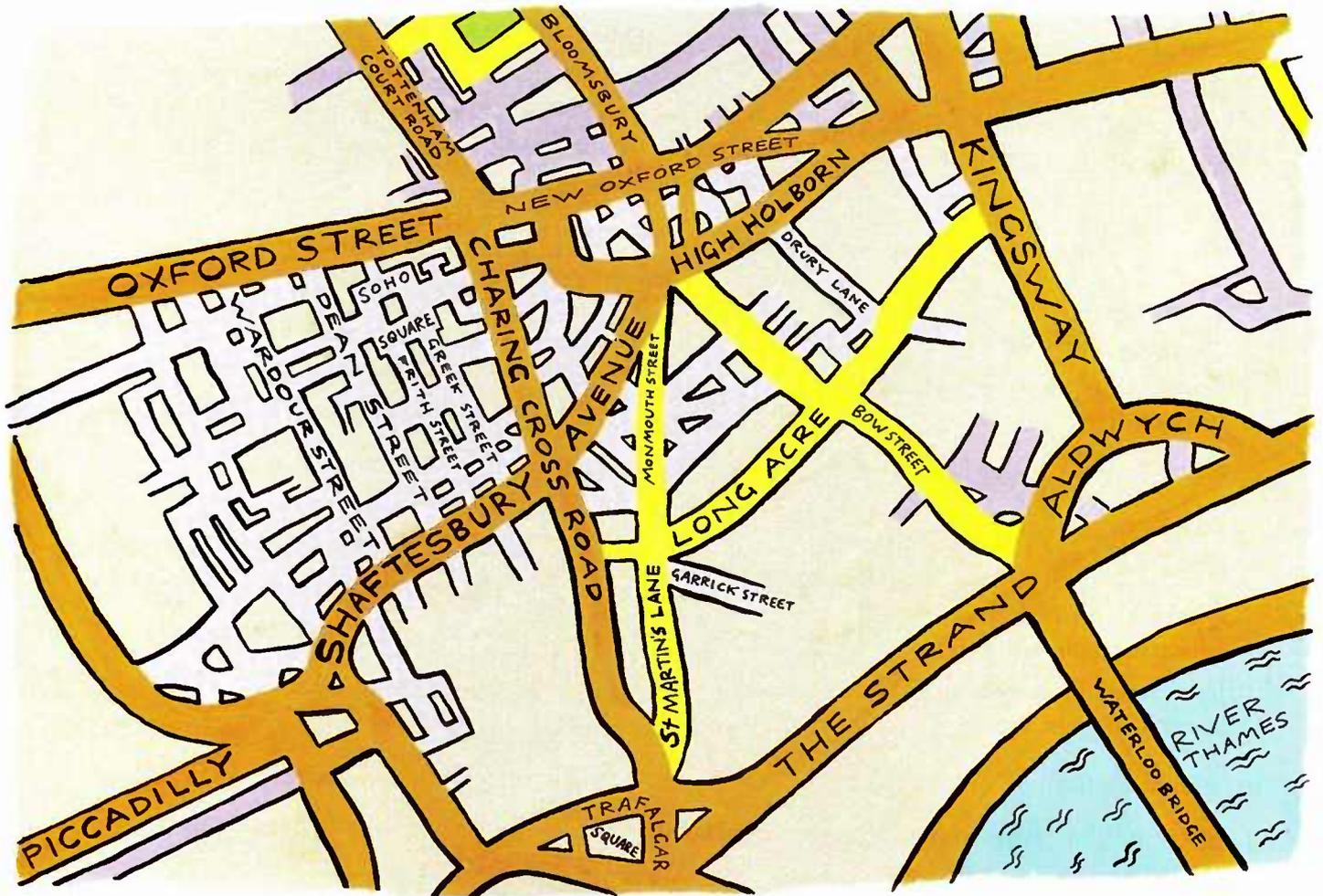
Complete these comparisons and add three more.

- 1 Canada is _____ my country.
- 2 Budapest is _____ Prague.
- 3 English _____ German.
- 4 Football _____ basketball.
- 5 My cousin _____ me.
- 6 Art is _____ science.
- 7 Maths is _____ English.
- 8 _____ .
- 9 _____ .
- 10 _____ .

18 *The most exciting place!*

Superlatives of short and long adjectives.
Talking about places.

Pronunciation: The /əʊ/ sound as
in *most*



1 Starter

a Look at the street map of Central London. How many street names do you know? Where did you see or hear them?

b Which of the following sentences do you think are true about London?

- 1 It's the biggest city in the world.
- 2 At one time, it was the biggest city in the world.
- 3 It's the biggest city in Europe.
- 4 It's the biggest city in Britain.
- 5 It has the biggest airport in the world.

Look at the bottom of page 73 to check.

Superlatives:

good	→	the best
nice	→	the nicest
interesting	→	the most interesting

2 Pairwork

a Work in pairs.

STUDENT A: Read the *London Guide* information on this page.

STUDENT B: Read the information on page 108.

Between you, find at least five examples of superlative adjectives.

b In pairs, ask and answer questions about the information you haven't got in the *London Guide*.

*Example: Where can you find the most delicious coffee?
How do you spell that?*

c Listen and check the pronunciation of the London place names.



THE BEST PLACES TO GO THE BEST THINGS TO DO

London. Eight million, seven hundred and fifty thousand people live and work here. Millions of tourists come here. It doesn't matter if you're a resident or a visitor. There are thousands of places for you to go and have fun. Here are my personal favourites.

✓ **The most exciting music**

I like Latin music – salsa, samba and tango. You can't beat Bar Salsa in Charing Cross Road. There's live music every night from about nine. But be careful – salsa is the most difficult dance in the world!

✓ **The most delicious coffee?**

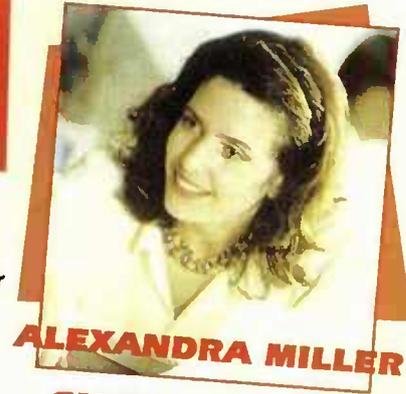
Ask your partner!

✓ **The best street market**

Portobello Road has the best atmosphere. Camden Market has the most interesting people. But my favourite market is Columbia Road – it's full of flowers, exotic plants and great sandwich shops!

✓ **The best place to see a soccer game?**

Ask your partner!



ALEXANDRA MILLER

CHOOSES HER TOP SEVEN

✓ **The best music shop**

I don't like cassettes and CDs, I prefer vinyl records. For me, the best place to go for vinyl is the Record Exchange in Notting Hill Gate. The records are second-hand, but they're in perfect condition.

✓ **The most interesting park?**

Ask your partner!

✓ **The best free entertainment?**

Read this – then ask your partner!
My favourite place for free entertainment is Covent Garden market. You can see actors, musicians, comedians and the most amazing street theatre. It's out of doors but the market is covered and there are places to sit down.

3 Reading and listening

a Work in threes. Read the first part of a conversation between two tourists and an information officer. Then devise an ending to the conversation with information about your town.

Officer: Good morning, can I help you?

Tourist 1: Oh, good morning.

Tourist 2: Good morning. Yes, we'd like some information.

Officer: Right. What would you like to know?

Tourist 1: Well, we'd like to go out tonight.

Tourist 2: Somewhere nice.

Officer: OK. What kind of thing would you like to do?

Tourist 1: Dancing. We'd like to go dancing.

Tourist 2: Yes. Dancing. Where's the best place to go dancing?

b Now listen to the complete conversation and answer these questions.



- 1 Where does the officer recommend?
- 2 Are they happy with the information she gives them?
- 3 What kind of dancing would they like to do?
- 4 Has the officer got any information about it?

4 Writing

Write notes for a guide to your town. Write something for at least three of the sections in the *London Guide*.

5 Reading and listening

- a Read the information about some of the world's biggest cities. Then close your books and repeat the information in your own words.

In 1939, London was probably the biggest city in the world. The population at that time was more than eight and a half million. Now the biggest city in the world is probably Mexico City, with a population of about twenty million. The population of Mexico's capital city will probably rise to more than thirty-one million by the year 2050. Tokyo, Japan has a population of about fifteen million. However, if you include the port area of Yokohama, the population rises to nearly thirty million. The smallest city (and country!) in the world is the Vatican City, where the Pope lives.

- b Now listen and make a note of any extra information you hear.



- c Write about the biggest cities in your country. Include the answers to these questions:
- what is the population?
 - is the biggest city the capital?
 - what is the second biggest city?

6 Pronunciation



The /əʊ/ sound as in *most*

- a Practise the pronunciation of these words containing the /əʊ/ sound.

homework telephone snow postcard moment studio don't
photo show home old radio posters window only

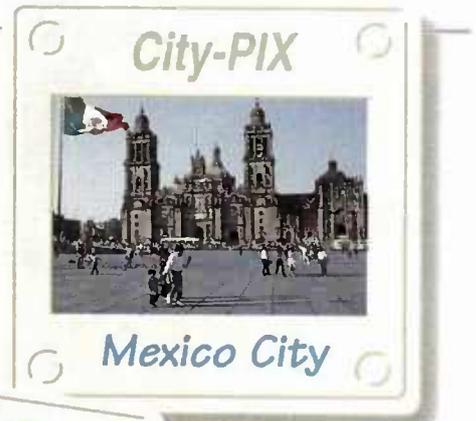
- b Competition: How many words from 6a can you put in one sentence?

7 Round up

Who's the best of all time?

Get into groups of fans: soccer (or other sports), movies, pop music etc.

- Sports fans: Choose the best team of all time, from your country or the world.
- Movie fans: Choose the ten best films of all time.
- Music fans: Choose the ten best singers/bands of all time.



Language Check

Superlative forms of adjectives

As with the comparative, there are two main ways of forming superlatives:

a 'short' adjectives

tall taller tallest He's **the tallest** person in the class.

friendly friendlier friendliest They're **the friendliest** football fans in London.

nice nicer nicest It's **the nicest** place in Slovenia.

big bigger biggest It's **the biggest** country in the world.

b 'long' adjectives

interesting more interesting
the most interesting

Holland Park is **the most beautiful** park in London.

Bond Street is probably **the most expensive** street in London.

c Irregular adjectives

good better (than) (the) best
They have **the best** coffee in London.

bad worse (than) (the) worst
In the 1950s London had **the worst** smog.

far further (than) (the) furthest
Land's End is **the furthest** point you can reach.

Exercise 1

Complete the sentences with a superlative expression. Use your dictionary, if necessary.

- China is _____ country in the world.
- The US President is probably _____ person in the world.
- Soccer players are _____ sportsmen in my country.

4 Summer is _____ season of the year.

5 Lunch is _____ meal of the day.

Exercise 2

Complete these sentences about your country.

In my opinion ...

- ... the most beautiful part of my country is _____.
- ... the most famous historical figure is probably _____.
- ... the most interesting TV programme is _____.
- ... the best band is _____.
- ... the best film director is _____.

Exercise 3

Complete this table.

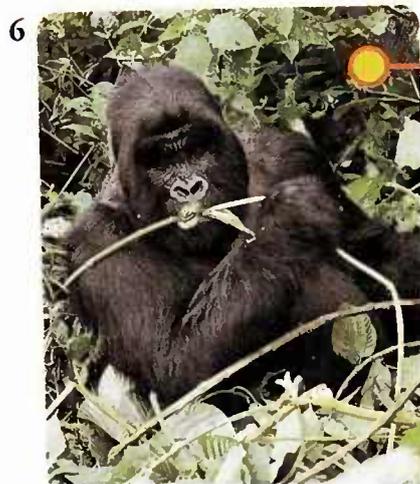
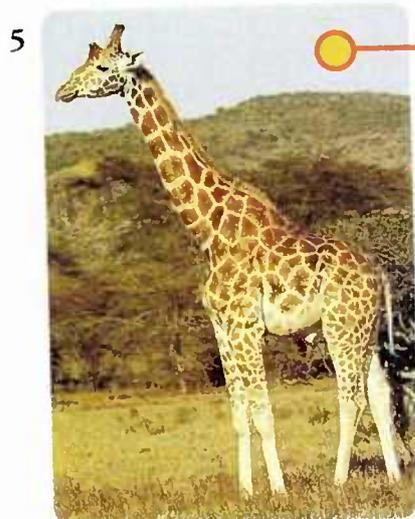
Adjective	Comparative	Superlative
<i>difficult</i>		
	<i>easier</i>	
		<i>worst</i>
<i>thin</i>		
	<i>more famous</i>	
		<i>furthest</i>
<i>good</i>		
	<i>bigger</i>	
		<i>most boring</i>

Answer to activity 1b: London isn't the biggest city in the world, but all the others are true.

19 I've never seen a camel.

The present perfect tense: *ever* and *never*.
Wild animals.

Pronunciation: The /e/ sound as in *ever* and the /æ/ sound as in *camel*



elɪfənt

tʌɪɡə

tʃi:tə

weɪl

dʒɪrɑ:f

ɡɔrɪlə

1 Starter

a Look at the photos of the creatures. Work out the pronunciation of the names from the phonetics.

b Now listen and check. Are the words the same, similar or completely different in your language?

c Write down something you know about one of the creatures. Read your information to the rest of the class.



2 Reading and listening

a Read these descriptions. Which animals in the photos do they refer to?

- 1 the largest and heaviest animal in the world
- 2 the largest land animal
- 3 the world's biggest primate
- 4 the world's tallest animal
- 5 the biggest member of the cat family
- 6 the fastest land animal

b Now listen to the cassette. What other information do you hear?



3 Reading and listening

- a Read the conversation and predict the missing words. Find the names of the animals in your dictionary if you don't know them.

Tom: Have you ever seen a _____ ?

Susan: Yes, I have.

Tom: Where?

Susan: In Egypt.

Tom: What are they like?

Susan: They're really funny.

Tom: Have you ever seen a _____ ?

Susan: Yes, I have.

Tom: Where?

Susan: At the Vienna Safari Park.

Tom: What _____ ?

Susan: They're beautiful, but a bit dangerous, as well.

Tom: Have you ever seen a _____ ?

Susan: No, I haven't. Have you?

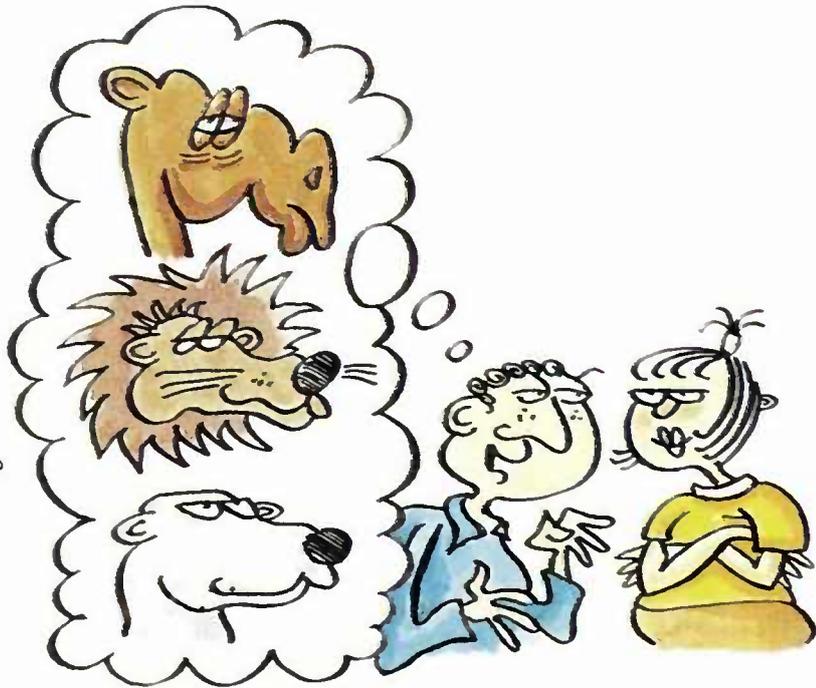
Tom: _____

Susan: Where? At the North Pole?

Tom: No. In a zoo.

Susan: What are they like?

Tom: They sleep a lot.



- b Now listen and check.



4 Speaking

Make a list of all the wild animals you know. Ask and answer questions about them.

Example: Have you ever seen a crocodile?

Yes, I have/No, I haven't.

Where?

At the zoo./ On television.

What are they like?

5 Listening and speaking

- a Listen to the pronunciation of the past participles of these verbs.

drive eat see speak meet read ride write



- b Practise asking questions with *have you ever ... ?*

Example: Have you ever driven a car?

- c Make a note of things your partner has done and has never done.

Example: She's met a politician. She's never ridden a motorbike.

6 Reading

- a Read the first paragraph of the article. What are the four main reasons that animals are in danger?
- b Read the second paragraph. Why do hunters kill elephants and tigers?
- c Read the third paragraph. What is the good and bad news about blue whales?
- d What do these words in the text refer to?
- Line 8: still *others* – other what?
- Line 16: It is illegal to buy and sell *them* – buy and sell what?
- Line 16: *They* also suffer – what do?
- Line 20: *Their* paws – whose paws?
- Line 22: Bring *them* good luck – bring who?

All over the world, there are animals in danger. Different animals may be in peril for different reasons. We hunt some of them for food, or for their fur or ivory. We destroy other animals' habitat. And still others suffer because of drought and civil war.

Animals in DANGER

Elephants are in danger in both Africa and India. Their tusks are very valuable in many countries, even though it is illegal to buy and sell them. They also suffer when their water supply disappears. In Siberia, hunters kill tigers for their furs and their paws. People think that the paws will bring them good luck. In Rwanda, gorillas are in danger because of civil war.

There is some good news. Twenty years ago, blue whales were in danger of extinction. Now the numbers are increasing again because of the international ban on whaling. However, some countries, including Japan and Norway, want to start whaling again.

7 Pronunciation



The /e/ sound as in *ever* and the /æ/ sound as in *camel*

- a Listen to a list of words. The first syllable of all the words contains /e/ or /æ/. Make two lists in your notebook.
- b Listen again and check your answers.

8 Round up

Memory test.

- a Write down three things you've never done and read them to the class.

Example: I've never seen a camel.

I've never been to Paris.

I've never eaten Chinese food.

- b At the end: try to remember everyone's items, starting with the first student.

Language Check

The present perfect tense

Form

The present tense of *have* (3rd person singular: *has*) + the past participle.

John **has seen** a whale.

They **have eaten** Spanish food.

The negative and interrogative are formed with the auxiliary verb *have*.

Have you seen a gorilla?

He **hasn't ridden** a motorcycle.

Exercise 1

Complete this verb chart.

Verb	Past tense	Past participle
drive	_____	_____
eat	_____	_____
_____	saw	_____
_____	spoke	_____
_____	_____	met
_____	_____	read
ride	_____	_____
_____	wrote	_____

Use

In a general sense, the present perfect connects the past and the present.

Present perfect + *ever/never* = in your life/up to now.

Have you ever seen a crocodile?

I've never seen a camel.

Exercise 2

Complete these sentences, using verbs from exercise 1.

1 Have you ever _____ a car?

2 Have you ever _____ an English novel?

3 _____ a famous person?

4 _____ a motorbike?

5 _____ a French film?

Exercise 3

Write sentences about things you and other people have never done.

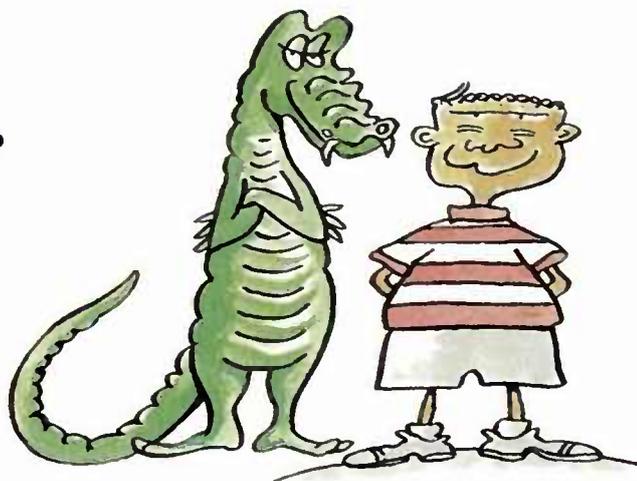
1 I've never _____

2 My brother/sister _____

3 My best friend _____

4 _____

5 _____



Have you ever seen a crocodile?

20 Europe and the USA

1 Speaking

How well do you know your own country?
In groups. Find the answers to these questions.

- What is the highest point in the country?
- How long is the coastline?
- What is the name of the biggest lake?
- What is the population of the second biggest city?
- How many medals did your country win at the last Olympics?

2 Speaking

How well do you know the USA?

- What is the name of the capital city?
- How many states are there?
- Which is the largest state?
- Where is Hollywood?
- What is the name of the vice-president?

Check your answers on page 109.

3 Reading and writing

a Read the text quickly. Which of these sentences describes it best?

- It's a story about Hungary and the Czech Republic.
- It's a comparison of two Central European countries and a state in the USA.
- It's an advertisement for tourism.

b Write sentences about your country, using the expressions in the text in italics.

Example: My country is famous for its mountains, lakes and wine.

The populations of Hungary and the Czech Republic are *about the same size* as the population of the state of Ohio. Ohio is *much bigger*. It covers an area of 106,000 square kilometres, compared with Hungary (93,000 square kilometres) and the Czech Republic (78,800 square kilometres).

Hungary is *famous for its spas* and for Lake Balaton, the largest lake in Europe. The Czech Republic is famous for its castles. The capital cities, Budapest and Prague, are both beautiful and attract millions of foreign visitors every year. Budapest *is situated on the River Danube*, and Prague is situated on the River Vltava. There are elegant bridges crossing both rivers, and there are spectacular views of the cities from them.

The capital of Ohio is Columbus, but the biggest city is Cleveland (population: 650,000). Cleveland is situated on the banks of Lake Erie, one of the biggest lakes in North America. A lot of tourists go to Ohio *because of the (American) Football Hall of Fame in Canton and the Rock and Roll Hall of Fame in Cleveland.*

4 Reading and speaking

Read the information in the boxes.
Make comparisons between
Slovenia and Arkansas.

*Example: The population of
Slovenia is bigger
than/smaller than/the
same size as ...*

5 Speaking and reading

In groups. Choose an American
state. Find information about it.
Bring magazine photos, news items
and maps. Present your information
to the rest of the class.

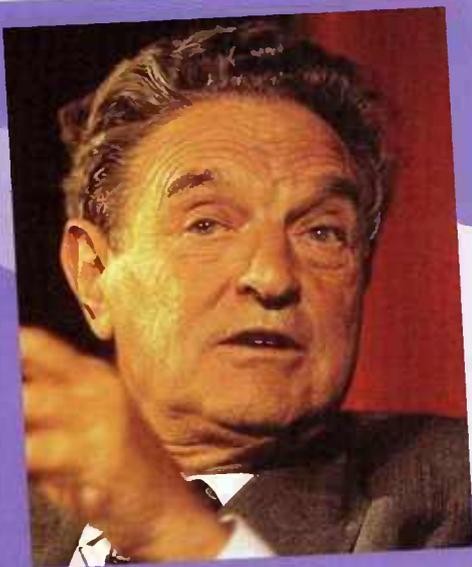
SLOVENIA

Population: 2 million
Capital city: Ljubljana: population, 276,000
Area: 20,250 kms²
Geography: Mountains, lakes, rivers, waterfalls
Famous tourist landmarks: Lake Bled, Postojna caves
Coastline: 27 kilometres

ARKANSAS

Population: 2.3 million
Capital city: Little Rock: population: 200,000
Area: 137,500 kms²
Geography: northern and western borders
are mountains; eastern and
southern parts are plains, with
lakes and hot springs
No coastline

Celebrity Spotlight



George Soros - Hungarian-American Financier

George Soros is one of the richest men in the world. He was born in Hungary but now he lives and works in New York. He is an international investments expert. His favourite kind of investment is currency. He invests in currencies when their value is low and sells them when their value is high. In 1994, he earned more than

100 million dollars in a day when he invested in UK currency.

Soros uses some of his profits to help people. He built the Central European University in Prague and he provides funds for study and travel. Students and teachers of English can travel to other countries, thanks to the Soros Foundation.

- 6 Read the information about George Soros and answer the questions.
- Have you ever heard of George Soros?
 - What kind of investments does Soros like best?
 - What does he do with his money?
 - Who is the richest person in your country? How does he/she make money?

Read the problems and answer Paula's extra questions.

Paula's



Problem Page

Dear Paula,
If you want to describe a good-looking girl, can you say *She's a good-looking?*
Yours,
Erika.

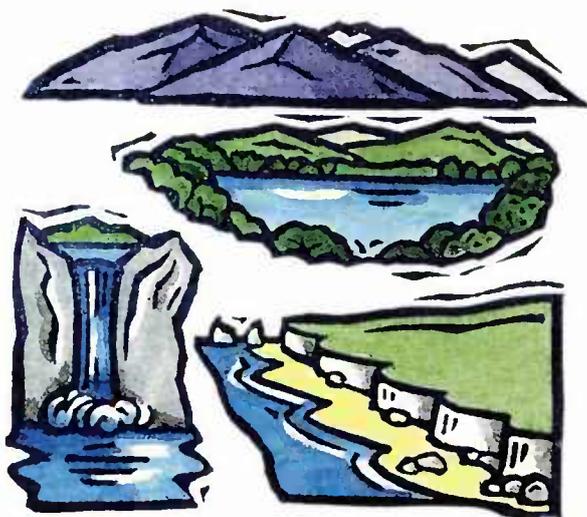
Dear Erika,
No, you can't. Use the indefinite article *a/an* if there is a singular noun. Eg: *She's a good-looking girl.* If it's plural, you can say: *They're good-looking girls.* Do you know any other words which mean *good-looking?*

Dear Paula,
My teacher says comparatives are different if an adjective has one or two syllables. What's the difference?
Yours,
Peter

Dear Peter,
You make the comparative of a one-syllable adjective by adding *-r* or *-er* (*nice-nicer, young-younger*). You make the comparative of adjectives like *handsome* or *useful* with *more... than*. Eg: *He's more handsome than his brother.* If a two-syllable adjective ends consonant + *y* (*friendly, happy, lazy, pretty*), you change the *y* to *-ier*.
Make comparative sentences with these adjectives ending *-y*.

Dear Paula,
If someone asks *What does he look like?* can you answer *He looks like tall?*
Yours,
Gregor.

Dear Gregor,
Definitely not! The best answer to the question is simply: *He's tall.* Remember the difference between *What does he look like?* and *What's he like?*



Word Power

a Speaking and writing
These geographical features have appeared in this unit. Which ones exist in your country?

mountains plains
lakes spas caves
waterfalls coastline
rivers

b Which of the following adjectives can you use to describe the geographical features in a? You can use the same adjectives for more than one.

high deep long
dark cold beautiful
wide rocky

c Write a description of the geography of your country, using words from the two lists.

Progress Check

- 1 Read these statements. Correct them, if necessary.
- a My favourite film star has long dark hair and a beautiful smile. _____
_____.
- b Our teacher is short and has dark hair.

_____.
- c The prime minister of my country is tall and slim. _____
_____.
- d My cousin has red hair and is very friendly.

_____.

- 2 Put this conversation in the right order.
- JANE: He's tall and thin and he's got long hair.
HUGH: No. Who is he?
JANE: The guitar. I'm sure you've met him.
HUGH: Your cousin? What does he do?
JANE: Do you know Terry Fox?
HUGH: Are you? What does he look like?
JANE: He's my cousin.
HUGH: What does he play?
JANE: He's a musician.
HUGH: I'm sorry. I don't think I know him.

- 3 Read the information about Slovenia and Arkansas on page 79 and decide if these sentences are true or false.
- a Slovenia is bigger than Arkansas. _____
- b The population of Arkansas is a bit bigger than the population of Slovenia. _____
- c The population of Ljubljana is about the same as the population of Little Rock. _____
- d The coastline of Slovenia is longer than the coastline of Arkansas. _____

- 4 Complete the questions with the correct question words.
- a _____ is your favourite relation? My cousin Jane.
- b Really? _____ do you like her? I don't know, but I do.
- c _____? She's very nice and friendly.
- d And _____? She's tall and blonde.
- e _____? About 1.75.
- f And _____? They're blue.
- g _____? She's 21.
- h And _____? It's on April 1st.

And finally ...



The fastest land animal in the world is the cheetah. Over short distances, it can travel at about a hundred kilometres an hour. In Britain, the fastest land animal is the red deer. Normally, it can run at about 40 kilometres an hour, but in October 1970, a red deer ran through the streets of Manchester at about 70 kilometres an hour. We know this because it ran past a police radar speed trap.

21 I've just bought some new trainers!

The present perfect tense with *just* and *already*. The present perfect and past simple tense. Shopping.

Pronunciation: the /dʒ/ sound as in *just*

1 Starter

a Read the conversation and predict the ending.

Alan: I've just bought some new trainers!
Brian: Really? Let me see them.
Alan: Do you like them?
Brian: They're OK. Where did you buy them?
Alan: At JT Sports Store.
Brian: How much did they cost?
Alan: £79.99.
Brian: Do you like *my* new trainers?
Alan: Yes – hey! They're the same as mine!



b Now listen and check.



c In pairs. Practise a similar conversation about one of the following. Act out your conversation for the rest of the class.

a new baseball cap some new jeans
a new T-shirt some new boots
a new pair of sunglasses a new jacket

2 Reading and writing

a Read the text and choose the more appropriate words.

b Write a similar text about you and your partner after your conversation in activity 1c.

c Now complete these sentences with *pleased*, *annoyed* or a different adjective. Choose a verb from the box.

meet ride see
eat write
drive read

Alan has just bought a new pair of trainers and he feels really (annoyed/pleased) because his friend Brian has just bought (a different/the same) pair of trainers and paid much (less/more) for them. Alan (found/bought) his trainers (in a shop/at a market) and paid (nearly/more than) 80 pounds for them. Brian bought his trainers (in a shop/at a market) and paid less than a (half/quarter) the price that Alan paid. Brian, of course, is very (annoyed/pleased) because he's (saved/wasted) a lot of money.

- 1 I'm very _____ because I've just _____ a Cadillac for the first time in my life.
- 2 I'm very _____ because I've just _____ a composition and the teacher doesn't want to see it!
- 3 I'm very _____ because I _____ my best friend's bicycle.
- 4 My best friend is very _____ because I _____ her cake.
- 5 My sister is very _____ because she _____ her favourite pop star.



3 Reading, listening and speaking

- a Read the conversation and match it with one of the illustrations. Think of an ending. Listen and compare your ending.



Dora: I've just found some money in the street.

Jane: What are you going to do?

Dora: I don't know.

Jane: I think you should _____.

- b Now listen to another conversation. Which illustration does it relate to? What do you think of the advice?



- c In pairs. Devise a similar conversation about the third illustration. Which of these words can you use?

cat doctor dog hospital kitten
police station puppy shop vet

4 Drawing

Look at the picture. What has the boy just done?
Draw a similar picture of someone who has just done something.



5 Reading

These sentences are correct. Which ones are surprising things to say?

- a I've just started learning English.
- b My sister has just started learning English.
- c I've just fallen asleep.
- d He's just fallen asleep.
- e I've just swum across Lake Balaton.

6 Reading and listening

- a Read Dora's shopping list. Why do you think she needs these things?
- b Listen to Dora talking to a friend on the phone. How does Dora sound? Relaxed? Anxious? Is her friend sympathetic?
- c Look at the answers to these questions. Then ask and answer three similar ones.

Is she going to buy a swimsuit?
No, she's already bought one.
Is she going to buy some shampoo?
No. She's already bought some.



7 Writing and speaking

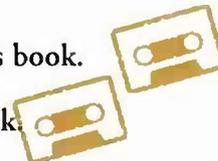
Make a list of the things you need to do today, including things you've already done. Show your list to a partner. Ask and answer about the lists.

*Example: When are you going to do your homework?
I've already done it.
When are you going to clean your room?
This evening.*

8 Pronunciation

The /dʒ/ sound as in *just*

- a Listen and write down the words you hear. They are all in this book.
- b Which of these words contain the /dʒ/ sound? Listen and check.
- German geography garden go general giant dangerous huge



9 Round up

- a Read the following list of activities. Which ones:

- have you already done?
- would you like to do?

- | | |
|------------------------|---------------------------------------------|
| 1 learn to drive | 2 write a short story |
| 3 visit the USA | 4 see an international sporting event |
| 5 meet a famous person | 6 climb the highest mountain in the country |
| 7 appear on television | 8 make a record |

- b In pairs. Ask and answer about the things in activity 9a that you have done.

*Example: I've already learned to drive.
Really? When did you do that?*

- c Think of more activities. Ask and answer questions about them.

Language Check

1 The present perfect with *just*

Just emphasises that an action took place a short time ago.

I've *just* seen your brother.

John's *just* got his exam results.

Exercise 1

Match the sentences (1–5) with the responses (a–e).

- 1 Would you like a cup of coffee?
 - 2 Have you read the newspaper?
 - 3 Is that a new jacket?
 - 4 What's the matter? You look white!
 - 5 Why are you smiling?
- a No, I haven't. It's just arrived.
 - b I've just met a fantastic boy.
 - c Yes. I've just bought it.
 - d I've just seen a ghost!
 - e No thanks, I've just had one.

2 The present perfect with *already*

You can use *already* to indicate that you have done something, especially when someone thinks that you haven't.

Are you going to do your homework?

I've *already* done it.

Are you going to buy a swimsuit?

I've *already* bought one.

Don't use a past time expression after *already*.

XX *I've already done it last week.* **XX**

Exercise 2

Re-write the sentence in brackets with *already* or *just*.

Example: *I don't want to see Titanic.*

(*I saw it last week.*)

*I've **already** seen it.*

- 1 I don't need to read the exercise.
(I read it last week.)

- 2 Do you like my trainers?
(I bought them an hour ago.)

- 3 I don't need to do my homework.
(I did it yesterday.)

- 4 Don't phone David.
(I phoned him five minutes ago.)

- 5 Guess what!
(I saw Leonardo Di Caprio two hours ago!)

3 The present perfect and the past tense

You can use the past tense to ask for more information about an event in the past.

I've just found some money!

Where did you find it?

I've already seen *Titanic*.

When did you see it?

Exercise 3

Ask a question for more information.

- 1 I've just lost my wallet!
Really? Where _____ ?
- 2 I've already met the Queen.
Really? When _____ ?
- 3 I've just bought a new guitar.
_____ ?
- 4 My sister has already done her examination.
_____ ?
- 5 My parents have just gone on holiday.
_____ ?

22 Aliens have invaded Earth!

The present perfect. News items.
Talking about recent events.

Pronunciation: The /v/ sound as in *very* and the /w/ sound as in *well*

1 Starter

a Look at the newspaper headlines.

- Are there any words you don't know?
- Can you guess them from the context?
- Are the news items ordinary or sensational?
- Which ones do you think are genuine?



b The events have already taken place. What tense are the verbs in the headlines? Is this the same in your language?

2 Writing

Write similar headlines to the ones on this page about the following.

- A teacher at your school
- A local sports team
- A famous person from your town

3 Reading

Read the conversation and devise a similar one for one of the other items.
Add information, if you can.

A: *Have you heard the news?*

B: *No?*

A: *Norway has won the Eurovision Song contest!*

B: *Really?*

4 Reading and speaking

a Read a report of one of the news items and find the following:

- three past tense verbs
- three present perfect tense verbs
- three future tense verbs

Prime Minister Tony Smith has resigned. He had an argument with the leader of the opposition Harry Williams in parliament yesterday. He left the parliament building at five o'clock and announced his resignation twenty minutes later.

His deputy Linda Brown has become the temporary leader of the party. The party will vote for a new leader next week. There will probably be a general election at the end of the year. Smith's friends and colleagues were shocked by the news.

Reporters gathered outside Mr Smith's home, but he wasn't there. His secretary said: 'Sorry, Mr Smith isn't here. He's gone on holiday. He won't be back until next month.'

b Answer the questions in your notebooks. Compare your answers with other students.

- 1 When did Tony Smith resign?
- 2 Why did he resign?
- 3 How did his friends feel?
- 4 What time did he announce his resignation?
- 5 What did he do next?
- 6 Where is he now?

5 Listening

a Listen to a radio news report about two of the other stories.

- How many people do you hear?
- What are their jobs?



b Both the reporters made a mistake in the interviews. What were their mistakes?

6 Speaking

a Choose one of the remaining stories and devise a radio news item.

b Act out your news item for the rest of the class.

7 Listening



a Look at the illustration. What kind of programme is it? Choose from this list. Do you have programmes like this in your country? What do you think of them?

- a game show a chat show a news programme
a documentary a cartoon a sports programme

b Read the list of prizes. Which one would you like to win?

- | | |
|-------------------------------------|-------------------------------------|
| 1 a weekend for two in London | 2 a Mercedes 200 SE |
| 3 a camping holiday at Lake Balaton | 4 a language study holiday in China |
| 5 a BMW motorbike | 6 a ski-ing holiday in Slovenia |

c Listen to the contestants receiving their prizes. Why is George's reaction different from the others? Which of these represents his feelings?



He doesn't want to go to China because ...

- | | |
|------------------------------------------|-------------------------------------|
| 1 ... he would prefer to go to Slovenia. | 2 ... he doesn't like China. |
| 3 ... he's already been to China. | 4 ... he doesn't like Chinese food. |

8 Pronunciation

The /v/ sound as in *very* and the /w/ sound as in *well*

a Listen to 8 sentences and write down any words you hear with the /v/ or /w/ sounds.



b Now listen again and check.

9 Round up

Work in groups. Devise a game show.

- Write five general knowledge questions (you must know the answers!).
- Think of four wonderful prizes and one horrible prize. Write them on pieces of paper and number them.
- Ask your first general knowledge question to another group. If they get the answer right, ask them to choose a number from 1–5.
- Tell them which prize they have won.



Language Check

1 The present perfect

- You can use the present perfect to talk about news or important new events (but not if you include a past tense time expression).

The Prime Minister has resigned!

But: The Prime Minister resigned at 3.30 this afternoon.

You've won a holiday in China.

But: She won a holiday on last night's programme.

- With the present perfect the emphasis is on the event more than on when the event happened.

I've had a great weekend.

I haven't done my homework.

Exercise 1

Turn the headlines into short news reports by adding details.

*Example: The Prime Minister resigns!
The Prime Minister has resigned.
He walked out of parliament
yesterday after an argument with
the leader of the opposition.*

1 Monaco win the European Cup!

2 Sampras loses the Wimbledon Final!

3 Aliens land on the moon!

4 A dog finds the World Cup!

Exercise 2

Connect the news items.

- | | |
|---------------------------------|----------------------------------------|
| 1 Madonna | a have cancelled their tour of Europe. |
| 2 The Rolling Stones | b has directed his first film. |
| 3 Leonardo di Caprio | c has released a new record. |
| 4 Prince William | d have gone on holiday. |
| 5 The King and Queen of Belgium | e has broken his arm. |

Exercise 3

Underline the correct expression in brackets.

A: (Have you heard/Did you hear) the latest news? (They've found/They found) a new planet!

B: No! When (have you heard/did you hear) that?

A: (I've heard/I heard) it on the radio this morning.

B: I don't believe it!

A: It's true. (They've said/They said) it's just a little bigger than Earth.

B: That's incredible! Wait a minute. (Have you looked/Did you look) at the date?

A: What? Oh, no. April 1st. Sorry.

2 The present perfect of the verb *to go*

The verb *to go* has two past participle forms.

He's gone on holiday. (He's there now.)

I've already been there. (Now I'm back.)

Exercise 4

Complete these sentences with *been* or *gone*.

1 I'm not sure where she is. I think she's _____ to the cinema.

2 Hello. I'm back! I've _____ to the swimming pool!

23 Excuses, excuses!

The present perfect with *yet*. Routines.

Pronunciation: The /ʌ/ sound as in *done*

1 Starter

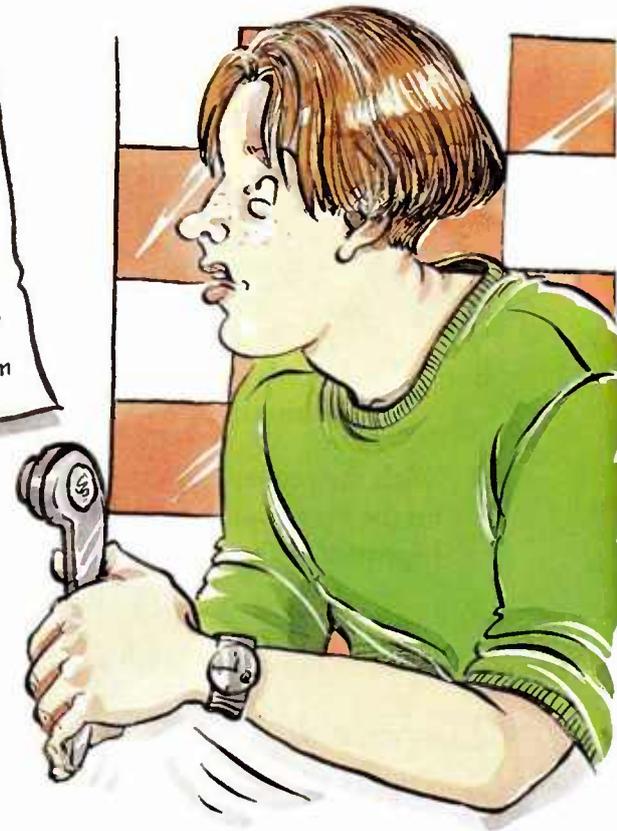
- a Read the list of activities. Which ones *have you done* today and which ones *haven't you done*?

Example: I've had breakfast. I haven't done my homework.

- b Read your list to a partner. Respond to your partner's list.

*Example: I've had breakfast.
Me too./Have you? I haven't.
I haven't done my English homework.
Me neither./Haven't you? I have.*

Tommy!
Don't forget to
have breakfast
do your homework
clean your teeth
read a book
eat an apple
drink some milk
brush your hair
write a letter to
your grandmother
Have a nice day!
Mum



2 Reading, listening and speaking

- a Read the conversation and devise an ending.

TEACHER: ADAMS?
ADAMS: YES, SIR?
TEACHER: WHERE'S YOUR HOMEWORK?
ADAMS: I HAVEN'T DONE IT YET, SIR.
TEACHER: WHY NOT?
ADAMS: BECAUSE _____



- b Listen and compare your answer. Make a note of all the excuses. Which is the best excuse?



- c In groups of four. Close your books and act out the conversation. Use your own words and add extra information, if you like.

3 Writing

Complete this letter from a parent to the teacher. Are the excuses good or bad? Have you ever used any of them?

Dear Mr Evans ...

Tommy didn't come to school yesterday because ...

(a) he _____ ill.

(b) he _____ to the doctor's.

(c) he _____ to bed very late the night before.

He hasn't done his homework because ...

(a) he left his _____ at school.

(b) he lost his _____ and couldn't get into the house until I came home.

(c) he visited his _____ in hospital.

(d) his pet goldfish died yesterday and he was very _____.

(e) there was a very good _____ on television last night.

(f) the homework was too difficult and he couldn't _____ it.

Yours sincerely,

Mrs Adams

4 Writing

Write your own letter explaining why (a) you didn't come to school yesterday and (b) you haven't done your homework. Use excuses from the letter in activity 3 and excuses you invented.

5 Reading

Read Tommy Adams' plans for the weekend and answer the questions.

- It's 3.30 on Saturday. What's he doing? _____.
- It's 6.30pm on Saturday. Is he doing his homework?
_____.
- It's 10am on Sunday. Where is he? _____.
- It's 5pm on Sunday. Has he done his homework yet?
_____.
- It's 8pm on Sunday. Has he done his homework yet?
_____.

SATURDAY	SUNDAY
AM Stay in bed	AM Stay in bed
1pm Have breakfast	1pm Have breakfast
3pm Arsenal v Chelsea	2pm Soccer in the park
6pm Cinema	5pm Sleep
10pm Home	7pm Homework (if I have time)

6 Listening and reading

- Listen to a telephone conversation between Adams and Baker. It's 7pm on Sunday. Before you listen, read Baker's questions and some possible answers. Underline the answers you expect to hear.

- What are you doing? Nothing. I've just woken up./I've just started my homework.
- Have you done your homework yet? No, not yet./Yes, I've finished it.
- Did you do any homework yesterday? Yes, I worked for three hours./No, I went to a football match and then I went to the cinema.
- What are you going to tell Mr Evans? I'm going to apologise./I don't know.

- Now listen and check. 

7 Pronunciation

The /ʌ/ sound as in *done*

- Complete these sentences using a word which contains the /ʌ/ sound.

- My uncle is my _____'s brother.
- He's a _____ driver.
- You _____ drive on the right in London.
- I don't _____ the word 'funny'.
- Lake Balaton is in _____.
- I'm hungry but I can't buy a hamburger. I haven't got any _____.

- How many other words in these sentences contain the /ʌ/ sound? Listen and check. 

8 Round up

- In groups. Make a list of the following:

- the biggest new film at your local cinema
- the biggest new music release by your favourite bands and singers
- magazines that everyone (or nearly everyone) in the group reads

- Make a list of questions about the three items in 8a. Ask your questions to students in other groups. Ask for extra information.

*Example: Have you seen ... yet?
Yes, I have./No, not yet.
When did you see it?*

Language Check

The present perfect

You use the present perfect when you are talking about a period of time which isn't finished (today, this week, this year, in the last five years).

I haven't cleaned my teeth today.
I've been to the cinema twice this week.
I've visited the Postonja caves three times this year.

Exercise 1

Complete these sentences about you and the student next to you with affirmative or negative verbs.

- 1 I _____ cleaned my teeth today.
- 2 I _____ eaten an apple.
- 3 He/she _____ answered questions in the lesson today.
- 4 He/she _____ done his/her homework.
- 5 I _____ been to the seaside this year.

Exercise 2

Tick the sentences which are true about you.

- 1 I haven't had any breakfast today. _____
- 2 I've never seen a camel. _____
- 3 I've seen three films this week. _____
- 4 I've eaten three apples today. _____
- 5 I haven't had my lunch yet. _____

The present perfect + yet

You can use *yet* in questions and negative sentences (but only if you expect something could have happened).

I haven't done it yet. (= I will (probably) do it in the near future)

Have you done your homework yet? No, not yet.
I'm doing it now.
No, but I'm going to do it.

Not: I haven't been to the moon yet.

Exercise 3

Complete the sentences with a present perfect verb + *yet*.

Example: she must do her homework but she hasn't done it yet.

- 1 We must take an exam but _____.
- 2 My sister has to write a letter but _____.
- 3 My parents want to buy a new car but _____.
- 4 I want to see the new Brad Pitt film but _____.

Exercise 4

Complete these questions about you and then answer them.

- 1 How many letters _____ today?
How many letters _____ yesterday?
- 2 How long _____ English in your previous school?
How long _____ English in this school?
- 3 _____ any children's TV programmes in the last three years?
_____ any children's TV programmes when you were a child?
- 4 How many books _____ this month?
How many books _____ last month?
- 5 _____ to another country last holiday?
_____ to another country this year?

24 I've been here before.

Present perfect + *before*. Jamaica. Travelling vocabulary.

Pronunciation: the /k/ and /g/ sounds



1 Starter

Find the Caribbean Sea on a map of the world. Write down anything you know about the islands in the region.

2 Reading, listening and writing

a Read the text about Jamaica. Choose words from these lists to complete it.

- (1) island mountain lake
- (2) whisky rum brandy
- (3) hundreds thousands millions
- (4) people birds dinosaurs
- (5) reggae rock jazz
- (6) musician politician businessman

b Now listen and check.

c Read the text again and find adjectives derived from these nouns. Write new sentences using one or more of the adjectives.

*Example: centre central
There is a large central plain in my country.*

centre sand mountain volcano
difference fame beauty

Jamaica is the third biggest (1) _____ in the Caribbean. It is mountainous, with plains along the northern and southern coasts, where there are white sandy beaches. The main exports are sugar and (2) _____. Tourism is also very important. Jamaica is beautiful – and unique!

Volcanic eruptions in the Pacific Ocean created the islands of the Caribbean. This activity continued for (3) _____ of years. The islands moved slowly eastwards, through the area which is now Central America. Jamaica is different from all the other islands because it made the journey from the Pacific underwater!

The island didn't appear above sea level until it reached the Caribbean. For this reason, all the plants, animals and (4) _____ in Jamaica are completely different from the other islands.

Apart from Cuba, it is probably the most famous island in the region. (5) _____ is the music of Jamaica. The most famous (5) _____ (6) _____ of all time, Bob Marley, came from Jamaica.

3 Writing

Close your books and write down everything you can remember about Jamaica.

4 Speaking

a Which of these sentences is true about you?

1 I like/love/hate reggae music.

2 I've never heard of reggae music.

3 I know a lot about reggae music.

4 I've never heard of Bob Marley.

5 I've heard of Bob Marley but I don't know/like his music.

6 I know a lot about Bob Marley.

b If your answer is 3 and/or 6, tell the rest of the class about reggae music and/or Bob Marley.

c Write a paragraph about what you know or have learnt about Bob Marley and reggae music.

5 Speaking and listening

a In pairs. Make three different conversations from these lines. Use the same line twice, if necessary.



b Read out one of your conversations to the rest of the class.

c Now listen and check.



6 Speaking

Work in pairs. Ask and answer these questions.

- Have you ever flown in a plane? (If the answer is 'No', answer question e)
- How many times have you flown?
- When was your first flight?
- How did you feel? Bored? Excited? Sick? Tired? Frightened?
- Would you like to fly? Where would you like to fly to?

7 Reading and writing

a Put these diary notes in the right order.

- I've just looked out of the window for the first time. What an incredible view! I can see the tops of the clouds. It's a brilliant sunny day. This is very exciting!!*
- The seat belt sign is on. The pilot said we're going to land at Kingston Airport in 10 minutes. We must all go back to our seats.!*
- We're at the end of the runway. The engine noise has just changed – now it's quite loud. The plane is accelerating. Now I'm really nervous. I don't know what to do. Should I look out of the window? I think I'll keep writing in my diary.!*
- I'm sitting on a plane at Heathrow Airport Terminal Four. I've never flown before. I'm very excited but also very nervous. This is my first flight – and I'm flying all the way to Jamaica! It's a nine-hour flight!*
- We've just landed. I'm exhausted but excited. I've never been anywhere like this before.!*

b If you have flown, write your first impressions of flying. If you haven't flown, imagine you are flying for the first time and write a similar diary.

8 Pronunciation

The /k/ and /g/ sounds

- a Which of these words contain the /k/ sound? Listen and check. 

bicycle café celebrity central children
cinema class Czech dancer jacket
Jamaica police school success

- b Which of these words contain the /g/ sound? Listen and check. 

bridge English flight general George
giraffe glass go gorilla hamburger
Hungary large reggae tiger

- c Say these sentences quickly.

*I like tigers, giraffes,
gorillas and hamburgers.*

*Children speak English at
school in Jamaica.*

Café, cinema or reggae club?

9 Round up

In groups. Imagine one person is a tourist guide and the others are tourists at a major attraction in your country. Decide on a location and devise a conversation. Make a list of the tourists' questions and the guide's answers. Act out your scene for the rest of the class.



Language Check

The present perfect with *before*

I've been here before. (= this is not my first visit)

I've never been here before. (= this is my first visit)

You can use the present perfect to say the number of times you have done something in the past, but you don't say exactly when.

I've been to Prague three times.
This is the third time I've seen *Titanic*.

If you use a past time expression, you must use the past tense.

I went to Prague twice in 1998.
I saw *Titanic* three times last month.

Exercise 1

Complete the answers.

- 1 Is this your first visit?
Yes, I've _____ .
- 2 Is this your first visit?
No, _____ .
- 3 Look at this photograph. Do you know this man?
No, _____ .
- 4 What's the food like in this restaurant?
I don't know. _____ .
- 5 Is this a good band?
I don't know. _____ .
- 6 Is this the first time you've been here?
No, it's _____ .
- 7 How do you know the DJ in this club?
Because _____ .
- 8 Do you know the way to the station?
No, I _____ .
- 9 Do you know the name of this pizza?
No, _____ .
- 10 Why do you know all the songs in this film?
Because this is _____ .

Exercise 2

Choose the appropriate tense for the verb *to go* and make sentences.

- 1 I/never/Berlin.

- 2 She/Berlin/last week.

- 3 I arrived home this morning. I/Berlin.

- 4 They aren't here. They/Berlin.

- 5 We/Berlin/every Christmas.

Exercise 3

Complete the sentences. Are they true or false about you, your family and your school?

- 1 I _____ never flown in a plane.
- 2 I _____ in a plane three or four times.
- 3 My mother _____ never been to England.
- 4 My aunt is in America. It's her first visit. She _____ before.
- 5 My brother is going to Berlin for a holiday. He _____ three times.
- 6 I'm going to the mountains for the first time next week. I've _____ before.
- 7 This year we are using a new book. We've _____ before.
- 8 My sister's working for an American company again. She's _____ before.
- 9 Our German teacher is new. We've _____ before.
- 10 It snowed in April this year! It's _____ before.

25 Review of the book



1 Writing

What else have you done this year? Write a letter to a penfriend talking about your achievements since 1st January. Give details of times and places.

2 Writing

One-minute word test. Get into groups!

The ə is the most common sound in English.

In one minute, write down as many words as you can containing the ə sound.

The words must come from the following categories:

family members occupations comparative adjectives

3 Writing

Complete these sentences using an object pronoun (*him, them* etc.) or a possessive adjective (*his, their* etc.)

- I like MTV. I watch _____ every night.
- I love Robert de Niro. I've seen all _____ films.
- The Rolling Stones are terrible. I hate _____.
- My parents have just sold _____ car.
- We have to change _____ classroom tomorrow.
- I love apples. I eat _____ every day.
- My sister is much taller than _____.
- Petra forgot to do _____ homework.
- Why are you looking at _____ watch?
- Your hair is too long. You should cut _____.

4 Speaking

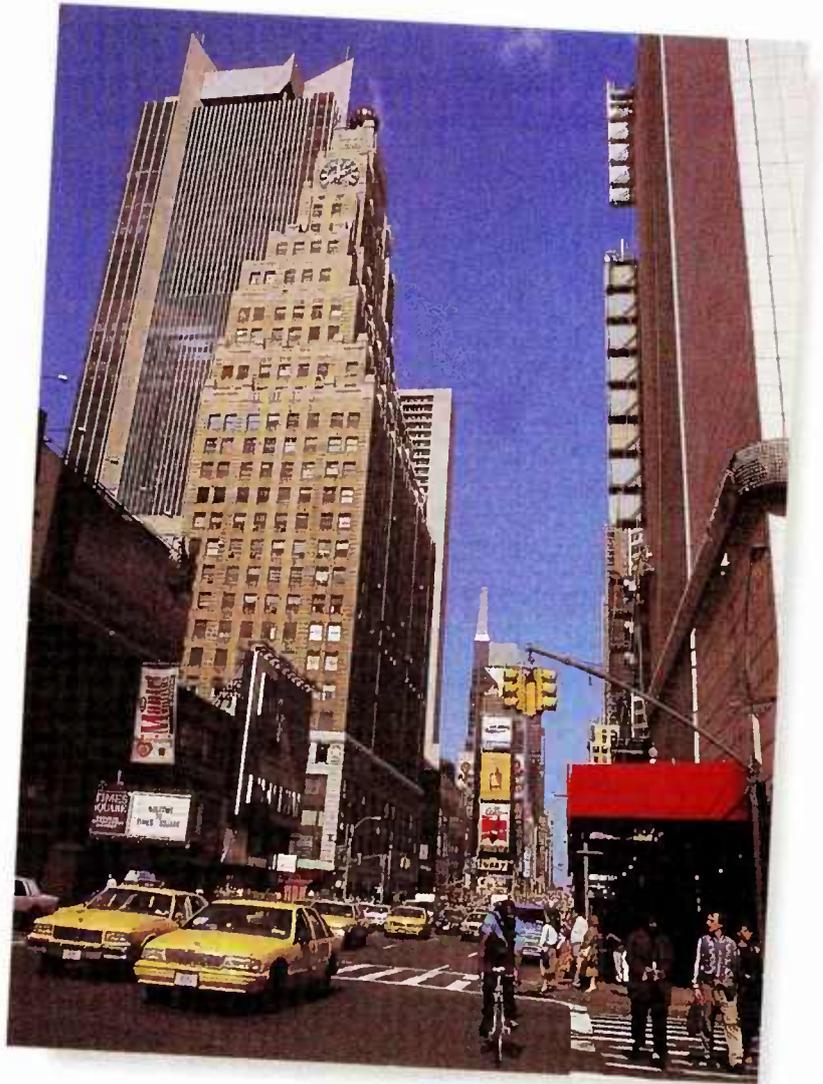
Memory test – Get into groups!
Look at the following picture for
15 seconds.
Then close your books and say
what's in it.

Example: There are some cars ...

5 Speaking

In pairs. Imagine one of you is a
tourist in your own town. Ask these
questions. Your partner must answer
them, using a place in your town,
region or country. Change parts
after five questions.

- 1 Where can I go for a swim?
- 2 Is there a good museum near here?
- 3 Is there a statue in the main square?
- 4 Where's the best bookshop?
- 5 Is there a castle in this town?
- 6 Are there any music shops?
- 7 Which is the best disco in town?
- 8 Is there a wall round the city?
- 9 Is there a train to Paris from here?
- 10 How far is the nearest airport?



6 Speaking

Physical exercise test. Get into groups!

- a Write down a set of instructions for the other groups in the class.

*For example: touch the door
write your name on the board
walk round the room*

- b Group A: Give instructions to Group B.

Group B: Follow the instructions.

Group B: Give instructions to Group C etc.

*Example: You must all run and touch the door.
or
One of you must run and touch the door.*

7 Writing

Complete the questions with one word. Then choose the correct answers.
Careful: there can be more than one correct answer.

- 1 If I go the zoo, which of these animals _____ I see?
a tiger b camel c dog d giraffe
- 2 Which of these things _____ there on a computer?
a screen b cassette c monitor d keyboard
- 3 Which of these verbs _____ irregular?
a see b break c meet d buy
- 4 Which of these things _____ you eat?
a helmet b hamburger c orange d pedal
- 5 When you _____ a horror film, how do you feel?
a bored b frightened c confused d excited
- 6 What _____ you do if the light is red at the crossing?
a wait b cross the road c run d stop
- 7 What kind of hair _____ you got?
a short b long c curly d straight
- 8 Which of these things _____ in your country?
a spas b castles c mountains d lakes
- 9 Which of these things _____ you have for breakfast yesterday?
a coffee b toast c cheese d fruit
- 10 Which of these things _____ you just done?
a eaten a sandwich b written a letter
c talked to the teacher d read this exercise

8 Writing

Get into groups!

True or false superlatives

- a Write three superlative sentences. One or two of them should be true, one or two of them should be false. The sentences should be fact, not opinion.

*Example: The Atlantic Ocean is the biggest ocean in the world.
The most successful soccer team of all time in this country is ...*

- b Read your three sentences to other groups.
Make notes of other group's 'facts' and discuss them.
- c Choose another group in the room and comment on their facts.
Say which ones you think are true and which ones are false.
If you can, give the correct information.

*Example: We don't think the Atlantic is the biggest ocean in the world.
We think the Pacific is the biggest ocean in the world.*

9 Reading and writing

Complete the text, using a word from the box.
You may have to make the word plural.

enjoy
film
write
understand
person
language
talk
watch
different
speak

There are about 5,000 million (1) _____ in the world and they speak about 9,000 (2) _____. More than a thousand million people (3) _____ Chinese. However, there are a lot of (4) _____ Chinese dialects - Mandarin and Cantonese, for example. Sometimes, people in one part of China can't (5) _____ people from another part. But they all use the same written language. If a Cantonese-speaking person from Hong Kong wants to do business with a Mandarin-speaking person from Beijing, they can't (6) _____ to each other on the phone, but

10 Speaking

Get into groups!

- a Discuss the answers to Paula's last Problem Page.



- b Now read Paula's answers on page 109.

Congratulations!
You've finished
Prospects
Pre-intermediate!

Paula's

PROBLEM PAGE

Dear Paula,
When you say *I've just*, is it always about something that happened a few minutes ago?
Yours, *Danny*

Dear Paula,
If someone says *Would you like some coffee?* what is the best answer? *No, thank you. I've already had one* or *No, thank you. I've already had some.*
Yours, *Hana*

Dear Paula,
When you ask a question beginning *Have you ever ... ?*, does it mean *in your life* or *today*?
Yours, *Veronica*

Dear Paula,
My teacher says this question is wrong: *Have you done your homework yesterday?* Why is it wrong?
Yours, *Marco*

Grammar summary

to be

- This is the only verb with three present tense forms and two past tense forms.

Present form

am/is/are

'm not/isn't/aren't

am I?/is he?/are we?

Past form

was/were

wasn't/weren't

was he?/were they?

Present perfect

have/has been

haven't been/hasn't been

has he been?/have you been?

- We use the verb *to be* in many different ways:

to identify people and things

*Examples: This is John./What are they?
They're crocodiles.*

to talk about place (location)

*Example: Where's my book?
It was on that chair.*

to talk about age

Example: I'll be 17 on Friday.

to talk about prices

*Example: How much is this jacket?
It's £30.*

to talk about jobs/professions

Example: How long have you been a teacher?

as an auxiliary verb

*Example: What were they doing?
He was talking and she
was listening.*

Translate the sentences above. Do you use the verb *to be* in these ways in your language?

The simple present and the present continuous

- Simple present

Affirmative:

Add *-s (-es)* to the verb for 3rd person singular only.

Add *-es* after verbs ending in *-s, -sh, -ch, -x* and *-z*.

Example: Mr and Mrs Brown teach languages. He teaches English, she teaches French.

Verbs which end consonant + *y* change to *-ies*.

Example: Jane studies a lot and she plays a lot of tennis.

Negative and Interrogative:

Use the *do/does* auxiliary.

*Example: They don't teach every day.
Does he teach on Mondays?
No, he doesn't.*

- Present continuous

Affirmative, negative and interrogative:

Use *to be + -ing* form of verb (present participle).

Example: I'm enjoying this. John isn't enjoying it. Are you enjoying it?

- We use the simple present for routines and facts.

*Examples: My brother gets up at 5 o'clock every day.
Vegetarians don't eat meat.
What time do you usually go to bed?*

- We use the present continuous for actions at the present moment.

*Example: What are you doing, Jack?
I'm looking for my glasses.*

- We can also use it for things happening over a longer "present" (but which are not permanent).

Example: *Hello, Emma. What are you doing these days? I'm waiting to go to university and I'm working here.*

Look at these sentences. Explain why they are incorrect. Re-write them.

- 1 Look at that man! What *does he do*?
- 2 What time *are you usually starting school*?
- 3 Where *are elephants living*?
- 4 *Do you read* a good book at the moment?

Stative verbs.

- Verbs which are not action verbs, are not normally used in the continuous form: *like, believe, include, remember, want, understand, know, think, have (got).*

Complete each conversation with forms of the verb in brackets.

- 1 A: When I was younger, Elvis was my favourite singer.
B: And _____ you _____ him now?
A: Well, I still _____ him but I _____ him so much now. (like)
- 2 A: Let's go to the disco!
B: I _____ that's a very good idea. I _____ we should go to the cinema.
What _____ you _____, Charlie?
C: I _____ we should stay here! (think)

Note: Some stative verbs can also be used as action verbs. In these uses they can be in the continuous form.

Example:

- A: *Where shall we go, Bill?*
B: *Wait a minute. I'm thinking. Why isn't Angela here?*
A: *Because she's having a party at her house.*
B: *OK. Let's go to the party.*

The simple past

- Simple past

Affirmative:

Except for the verb *to be (was/were)*, each verb has only one past tense form.

For regular verbs add *-d/-ed*: *dance > danced; look > looked*. Some spelling changes occur with some verb endings: *carry > carried; stop > stopped*.

Many common verbs are irregular: *go > went; buy > bought; swim > swam*.

Negative and interrogative:

Use the past tense form (*did*) of the *do* auxiliary.

Example: *I didn't like the film. Did you like it?*

Are these past tense forms regular or irregular? (It doesn't matter if you don't know the meanings.)

made shot risked hit married put thought
wrote voted

- We use the simple past tense:

a) to talk about actions completed in the past.

Example: *Beethoven composed nine symphonies.*

b) for a series of past actions (e.g. as in a story).

Example: *I left the room, ran down the stairs, walked quickly along the street to my bicycle and then saw the tall man again.*

c) when there is a past time expression.

Examples: *He read that book last week; I met him yesterday; They finished their class ten minutes ago.*

The present perfect

■ present perfect

Affirmative:

We use the verb *have* + the past participle.

Example: I've read that book but my brother hasn't read it.

With regular verbs the past participle has the same form as the simple past: *They've finished.*

With irregular verbs the form is sometimes the same (*make – made – made*) and sometimes different (*swim – swam – swum*).

Negative:

Add *not* (*n't*) to *have*.

Example: We haven't seen your bicycle.

Interrogative:

Put *have* before the subject.

Example: Has Mary finished her work?

- In general the present perfect is used to connect the past and the present in some way. It usually has the idea of :

a) "up to now"

*Examples: Have you ever seen an elephant?
I've never eaten broccoli.
Have you done your homework yet?
Have you seen John today?
(time period still continuing)
I've had this book since I was eight.
(and I still have it)
Sue has worked here for ten years.
I've read this book about six times.*

b) "an effect on the present"

*Examples: They've just won the cup
(they're very excited).
I've already had lunch
(so I'm not hungry).
He's broken his leg
(now he can't play).*

Notice the difference:

Have you seen John this morning? (It's still morning)

Did you see John this morning? (It's afternoon or evening)

John's broken his leg. (no time indicator)

He broke his leg in the last minute of the game. (a past time adverbial)

Explain why some sentences in the following conversation are in the present perfect.

A: Did you like *Titanic*?

B: I haven't seen it yet.

A: Really? I've seen it three times.

B: I haven't been to the cinema for weeks, not since my birthday.

A: That's incredible. I've been five times this month!

B: Lucky you! Anyway, I've just finished my homework, so what about lunch?

A: No, thanks. I've already eaten – and I haven't started my homework!

The future

There are several ways of expressing future ideas in English.

■ will

Will is a modal auxiliary verb so it has the same form for all persons and is followed by the base form of the verb.

Example: Halley's comet will return in 2062.

The negative *will not* is usually contracted to *won't*.

Will is the general tense for talking about the future. It is particularly used for:

a) predictions

Example: It won't rain tomorrow.

b) promises

Example: I'll give you the money next week.

c) offers

Example: We'll take you to the station.

d) requests

Example: Will you help me with my homework?

■ going to

Form = verb *to be* + *going to*

We use *going to*:

a) when we are talking about future plans

Example: *We're going to visit Australia next year!*

b) when we are talking about intentions

Example: *I'm going to stop watching TV.*

c) for predictions when there is present evidence

Example: *Look at that car! It's going to crash!*

■ present continuous

We use this tense to talk about fixed arrangements in the future.

Example:

A: *What are you doing this evening?*

B: *I don't think we're doing anything. Why?*

A: *I'm having a party at my house. Would you like to come?*

In these cases, *going to* is usually possible too, but not *will*.

Note: The present continuous cannot be used for predictions, promises, offers or requests.

■ simple present

We use this tense to talk about timetables.

Example:

A: *When are you leaving?*

B: *I'm going tomorrow. The bus leaves at 10.30.*

The simple present is also used with future meaning in clauses after *if*, *when* and *as soon as*.

Examples: *I'll write when I get there. They'll ask if they need help.*

Explain the future uses in these sentences:

- 1 Look at those clouds. It's going to rain.
- 2 Which city will hold the next Olympic Games?
- 3 Hurry! The concert starts at 8 o'clock.
- 4 I'm sorry. Mr Smith can't see you tomorrow. He's visiting our Edinburgh office.
- 5 I'll pay for the coffees.
- 6 I'm going to work hard this year.

Modal auxiliary verbs

In the present tense, these verbs (*can*, *must*, *should*, *will*, etc.) are different in form from ordinary verbs because:

- a) they do not have *-s* endings in the 3rd person singular.
- b) they do not have infinitives, *-ing* forms or past participles.

They are like other auxiliary verbs in the way they form the negative and interrogative and the way they are used in short answers.

Examples: *I can't come. Can I go? No, you can't.*

All modal verbs are used in several different ways.

Examples: *Can you speak English? (ability)*
You can't go out! (permission/prohibition)
You must go. (obligation)
That must be Fred. (inference)
You shouldn't eat that. (advice)
You should drive more carefully. (obligation)

Complete these sentences with auxiliary verbs. Tick (✓) the sentences with modal auxiliaries.

- 1 _____ you finished? No, I _____.
- 2 _____ you go to school yesterday? Yes, I _____.
- 3 _____ you speak English very well? Yes, I _____.
- 4 _____ you reading my book? No, I' _____.
- 5 _____ you watch so much TV? No, I _____.

Articles

- The indefinite article *a/an* is used for singular nouns (there is no plural).

The definite article *the* is the same for singular and plural.

- In general, we use the definite article when:
 - a) the other person knows which thing we are talking about.

Example: The book which we bought.

- b) there is only one (so, again, we know which one).

Example: The moon looked beautiful.

- We use the indefinite article to:

- a) identify something.

*Examples: That's an orchid.
He's a doctor.*

- b) say "an example of a thing".

Example: I'd like a pizza and a glass of water.

Note: With uncountable nouns (milk, love, geography, etc.), we do not usually use any article: Love is all you need; I don't like milk; Geography is fun.

Complete the text.

When we arrived there were _____ books on the floor and _____ old map on the table. _____ books were written in a strange language and _____ map had a small green circle on it.

Can you explain: *the floor; the table; a strange language; a green circle*? Continue the text with another sentence about "strange language" and "green circle" (*a or the?*).

Pronouns and possessive adjectives

Subject pronoun	Object pronoun	Possessive adjective
<i>I</i>	<i>me</i>	<i>my</i>
<i>you</i>	<i>you</i>	<i>your</i>
<i>he</i>	<i>him</i>	<i>his</i>
<i>she</i>	<i>her</i>	<i>her</i>
<i>it</i>	<i>it</i>	<i>its</i>
<i>we</i>	<i>us</i>	<i>our</i>
<i>they</i>	<i>them</i>	<i>their</i>

- Use subject pronouns before the verb.

Example: I like pizzas. Do they look interesting?

- Use object pronouns as the object of the verb and after prepositions.

*Examples: Have you met them?
They saw us.
This came from him.
We arrived at the party before her.*

Note: In informal English, we use object pronouns rather than subject pronouns after the verb be.

*Example: A: Who is it?
B: It's us.*

Also in responses without verbs.

*Example: A: I really liked that film!
B: Me, too!*

- Use possessive adjectives before nouns.

*Examples: That's my book.
That's Mary over there and they're her parents.
Have you seen our dog?*

Note: As with other adjectives, the form of the possessive adjective does not change if the following noun is plural.

Complete the following with appropriate forms from the table.

- 1 When Mr and Mrs Smith arrived at the hotel _____ had _____ suitcases with _____.
- 2 Elvis? I love _____! I think _____ songs are fantastic. _____ was the greatest! _____ is the greatest!
- 3 A: Who's coming to the meeting?
B: Mary.
A: Oh, no. Not _____! _____'s really difficult.
B: No, _____ isn't. All _____ classmates like _____.
A: Maybe, but not _____!

Adjectives

■ Adjectives do not have a plural form.

Example: A big blue book; Three big blue books.

■ Adjectives usually come:

- a) after the verb *be* and a few other (linking) verbs.

*Examples: The story was very interesting.
She looked nice.*

- b) before the noun they describe.

Examples: It wasn't a long story; She was a short, dark-haired woman.

Note: Adjectives cannot normally be used in the place of nouns. Instead, we add *one/ones*.

Example: Which do you prefer? The big one.

■ Comparative and superlative adjectives:

Short adjectives of one syllable add *-er* and *-est*

Example: big > bigger > biggest.

For long adjectives of three or more syllables use *more* and *the most*.

Example: interesting > more interesting > most interesting.

Most two-syllable adjectives use *more* and *the most*, but those ending in consonant + *-y* (and some others) do not.

*Examples: happy > happier > happiest
narrow > narrower > narrowest*



Key and communication tasks

Unit 14

Activity 1d

- 1 the front wheel
- 2 the back wheel
- 3 the saddle
- 4 the handlebars
- 5 the brakes
- 6 the pedals
- 7 the gear lever
- 8 the helmet



Unit 18

Activity 2

THE BEST PLACES TO GO THE BEST THINGS TO DO

ALEXANDRA MILLER

CHOOSES HER TOP SEVEN



✓ **The most exciting music?**

Ask your partner!

✓ **The most delicious coffee?**

Two choices! The best Italian coffee is at Bar Italia in Dean Street, Soho. The best American coffee is at the Seattle Coffee Company.

✓ **The best street market?**

Ask your partner!

✓ **The best place to see a soccer game?**

London has about 14 professional teams. I'm a Chelsea fan, so of course, I think they're the best. But Fulham is a great place to see soccer. Fulham has the friendliest fans and you have the most wonderful view of the River Thames.

✓ **The best music shop?**

Ask your partner!

✓ **The most interesting park?**

There are hundreds of great parks in London. For me, the most beautiful park is Holland Park in West London, because there are pink flamingos. And the coffee is good, too!

✓ **The best free entertainment?**

My favourite place for free entertainment is the foyer of the National Theatre on the South Bank. You can usually hear a classical string quartet, or a jazz ensemble. You don't need a ticket for the theatre. You can sit there for hours with a cup of coffee. It's the best – and most comfortable – free entertainment in London!

Unit 20

Activity 2

How well do you know the USA?

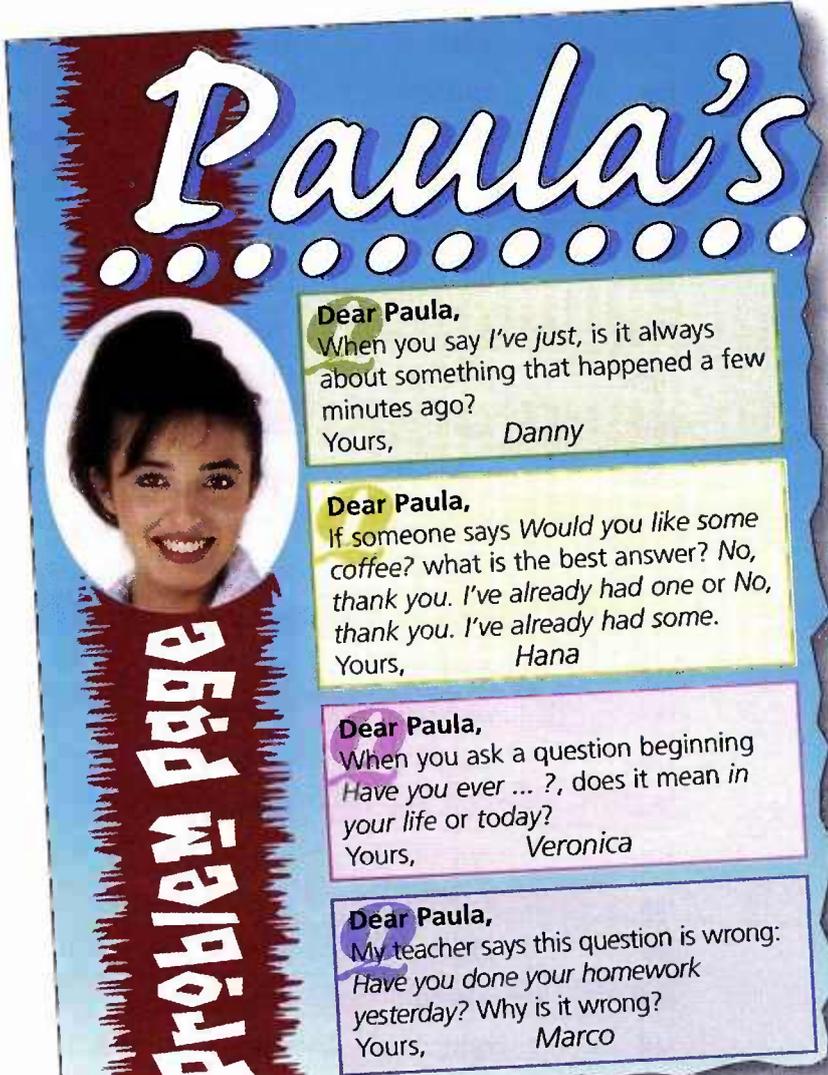
- a Washington, DC
- b 52
- c Alaska
- d Near Los Angeles, California
- e Until the year 2000, Al Gore

Unit 25

Exercise 10

Paula's last Problem Page answers.

Get into groups and discuss the answers to Paula's last Problem Page.



Paula's

Problem Page

Dear Paula,
When you say *I've just*, is it always about something that happened a few minutes ago?
Yours, *Danny*

Dear Paula,
If someone says *Would you like some coffee?* what is the best answer? *No, thank you. I've already had one* or *No, thank you. I've already had some.*
Yours, *Hana*

Dear Paula,
When you ask a question beginning *Have you ever ... ?*, does it mean *in your life* or *today*?
Yours, *Veronica*

Dear Paula,
My teacher says this question is wrong: *Have you done your homework yesterday?* Why is it wrong?
Yours, *Marco*

Dear Danny

I've just done it usually means *I did it a few minutes/hours ago.*

Dear Hana

If someone asks: *Would you like some coffee?* you can answer: *No thanks, I've already had some.* If they ask: *Would you like a coffee?* You can also answer: *No thanks, I've already had one.*

Dear Veronica

Have you ever ... ? always means *in your life.*

Dear Marco

If you use a time expression like *yesterday* in your question, the question should be in the past tense:

100 irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	give	gave	given
beat	beat	beaten	go	went	gone
become	became	become	grow	grew	grown
begin	began	begun	have	had	had
bite	bit	bitten	hear	heard	heard
blow	blew	blown	hide	hid	hidden
break	broke	broken	hit	hit	hit
bring	brought	brought	hold	held	held
build	built	built	hurt	hurt	hurt
burst	burst	burst	keep	kept	kept
buy	bought	bought	know	knew	known
catch	caught	caught	lay	laid	laid
choose	chose	chosen	lead	led	led
come	came	come	leave	left	left
cost	cost	cost	lend	lent	lent
cut	cut	cut	let	let	let
dig	dug	dug	lie	lay	lain
do	did	done	light	lit	lit
draw	drew	drawn	lose	lost	lost
drink	drank	drunk	make	made	made
drive	drove	driven	mean	meant	meant
eat	ate	eaten	meet	met	met
fall	fell	fallen	put	put	put
feed	fed	fed	read	read	read
feel	felt	felt	ride	rode	ridden
fight	fought	fought	ring	rang	rung
find	found	found	rise	rose	risen
fly	flew	flown	run	ran	run
forget	forgot	forgotten	say	said	said
forgive	forgave	forgiven	see	saw	seen
freeze	froze	frozen	seek	sought	sought
get	got	got	sell	sold	sold

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
send	sent	sent	wake	woke	woken
set	set	set	wear	wore	worn
shake	shook	shaken	win	won	won
shine	shone	shone	write	wrote	written
shoot	shot	shot			
show	showed	shown			
shrink	shrank	shrunk			
shut	shut	shut			
sing	sang	sung			
sink	sank	sunk			
sit	sat	sat			
sleep	slept	slept			
speak	spoke	spoken			
speed	sped	sped			
spend	spent	spent			
spit	spat	spat			
split	split	split			
spread	spread	spread			
spring	sprang	sprung			
stand	stood	stood			
steal	stole	stolen			
stick	stuck	stuck			
strike	struck	struck			
swear	swore	sworn			
swim	swam	swum			
take	took	taken			
teach	taught	taught			
tear	tore	torn			
tell	told	told			
think	thought	thought			
throw	threw	thrown			
understand	understood	understood			



World Map





Word List

A

about (1)	/əbaʊt/
absolutely (12)	/æbsəlu:tli/
academy (9)	/əkædəmi/
accelerate (24)	/ækseləreit/
accept (13)	/æksept/
across (7)	/əkros/
act (6)	/ækt/
action (1)	/ækʃən/
actor (2)	/æktə/
adventure (16)	/ədventʃə/
advertise (3)	/ədvtəɪz/
advertisement (2)	/ədvtɪzɪsmənt/
aeroplane (2)	/eərəpleɪn/
afford (9)	/əfɔ:d/
Africa (10)	/æfrɪkə/
after (1)	/ɑ:ftə/
again (1)	/əgeɪn/
age (5)	/eɪdʒ/
ago (2)	/əgəʊ/
aid worker (10)	/eɪd wɜ:kə/
air (3)	/eə/
air conditioning (11)	/eə kəndɪʃənɪŋ/
air force (8)	/eə fɔ:s/
airline (7)	/eəlaɪn/
airport (7)	/eəpɔ:t/
airways (9)	/eəweɪz/
alarm (12)	/ələ:m/
album (2)	/ælbəm/
alien (22)	/eɪlɪən/
all (2)	/ɔ:l/
along (7)	/əlɒŋ/
aloud (14)	/əlaʊd/
already (21)	/ɔ:lredi/
also (2)	/ɔ:lsəʊ/
always (2)	/ɔ:lweɪz/
amazing (18)	/əmeɪzɪŋ/
ambition (9)	/æmbɪʃən/
America (13)	/əmerɪkə/
American (2)	/əmerɪkən/
animal (24)	/æniməl/
announce (22)	/ənaʊns/
annoyed (1)	/ənɔɪd/
another (2)	/ənəðə/
answer (1)	/ɑ:nsə/
answering machine (11)	/ɑ:nsəriŋ məʃi:n/
any more (2)	/eni mɔ:/
anyone (12)	/eniwʌn/
anything (2)	/eniθɪŋ/
apart from (24)	/əpɑ:t frəm/

apartment (11)	/əpɑ:tmənt/
apologise for (23)	/əpɒlədʒaɪz/
apology (13)	/əpɒlədʒɪ/
appear (2)	/əpɪə/
appearance (16)	/əpɪərəns/
apple (4)	/æpl/
application (9)	/æplɪkeɪʃən/
apply for (4)	/əplai fɔ:/
appointment (13)	/əpɔɪntmənt/
April (22)	/eɪprəl/
architect (9)	/ɑ:kɪtekt/
area (7)	/eəriə/
argument (22)	/ɑ:gjə:mənt/
arm (22)	/ɑ:m/
army (8)	/ɑ:mɪ/
around (2)	/əraʊnd/
arrangement (13)	/əreɪndʒmənt/
arrive (24)	/əraɪv/
art (4)	/ɑ:t/
article (1)	/ɑ:tɪkəl/
artist (2)	/ɑ:tɪst/
as well (10)	/əz wel/
ask for (1)	/ɑ:sk fə/
asteroid (15)	/æstəroɪd/
astronaut (15)	/æstrənɔ:t/
astronomical (15)	/æstrənɒmɪkəl/
atmosphere (18)	/ætmosfɪə/
attach (15)	/ətætʃ/
attract (20)	/ətɹækt/
attraction (15)	/ətɹækʃən/
audio (8)	/ɔ:diəʊ/
August (15)	/ɔ:gəst/
aunt (1)	/ɑ:nt/
Australia (13)	/ɒstreɪlɪə/
automatic (11)	/ɔ:təmætɪk/
avenue (7)	/ævənju:/
away (9)	/əweɪ/

B

back (7)	/bæk/
bad (4)	/bæd/
bag (10)	/bæg/
balanced adj. (6)	/bælənst/
ballad (1)	/bæləd/
ballet (5)	/bæleɪ/
ban (19)	/bæn/
banana (6)	/bə'nɑ:nə/
band (1)	/bænd/
bare (3)	/beə/
barman (4)	/bɑ:mən/
baseball (17)	/beɪsbɔ:ɪl/
basketball (1)	/bɑ:skɛtbɔ:ɪl/
bass (2)	/beɪs/
bathroom (11)	/bɑ:θru:m/
be born (4)	/bi bɔ:n/
beach (13)	/bi:tʃ/
bear (3)	/beə/

beat (18)	/bi:t/
beautiful (7)	/bjʊ:tɪfəl/
beauty (24)	/bjʊ:tɪ/
because (1)	/bɪkɒz/
become/became (5)	/bɪkʌm//bɪkeɪm/
bed (11)	/bed/
beer (4)	/bɪə/
behind (7)	/bɪhaɪnd/
Belgian (5)	/beldʒən/
Belgium (22)	/beldʒəm/
bell (12)	/bel/
below (5)	/bɪləʊ/
best (8)	/best/
better (6)	/betə/
bicycle (8)	/baɪsɪkəl/
big (1)	/bɪg/
biker (13)	/baɪkə/
biographical (4)	/baɪəgræfɪkəl/
biography (3)	/baɪnɒgrəfi/
biology (21)	/baɪnɒlədʒɪ/
bird (24)	/bɜ:d/
birthday (1)	/bɜ:θdeɪ/
birthplace (7)	/bɜ:θpleɪs/
biscuit (6)	/bɪskɪt/
bit (1)	/bɪt/
blackboard (10)	/blækbo:d/
blazer (8)	/bleɪzə/
block (11)	/blɒk/
blonde (20)	/blɒnd/
blouse (8)	/blaʊz/
blue (19)	/blu:/
board (8)	/bo:d/
boarding card (10)	/bɔ:ɪdɪŋ kɑ:d/
body (15)	/bɒdi/
boil (1)	/bɔɪl/
book (1)	/bʊk/
bookshop (7)	/bʊkʃɒp/
boot (21)	/bu:t/
bored (25)	/bo:d/
boring (17)	/bɔ:ɪŋ/
both (5)	/bəʊθ/
box office (10)	/bɒks ɒfɪs/
boy (1)	/bɔɪ/
brake v. (14)	/breɪk/
brandy (24)	/brændɪ/
Brazil (17)	/bræzɪl/
Brazilian (17)	/bræzɪljən/
bread (6)	/bred/
break (4)	/breɪk/
breakfast (4)	/brekfəst/
bridge (7)	/brɪdʒ/
bright (8)	/braɪt/
brilliant (4)	/brɪljənt/
bring/brought (5)	/brɪŋ//brɔ:t/
Britain (8)	/brɪtən/
British (5)	/brɪtɪʃ/

brother (1) /brʌðə/
brown (8) /braʊn/
build/built (20) /bɪld//brɪlt/
building (7) /bɪldɪŋ/
burglar (12) /bɜːglə/
bus (1) /bʌs/
bus driver (9) /bʌs draɪvə/
bus stop (15) /bʌs stɒp/
business (25) /ˈbɪznɪs/
businessman (24) /ˈbɪznɪsmən/
bur (1) /bʌt/
butter (10) /bʌtə/
button (12) /bʌtən/
buy/bought (4) /baɪ/bɔːt/
buzzing n. (12) /bʌzɪŋ/
C
café (11) /kæfeɪ/
call (1) /kɔːl/
camel (19) /kæməl/
camera (10) /kæmərə/
camping (22) /kæmpɪŋ/
can/can't (1) /kæn//kɑːnt/
Canada (17) /kænədə/
cancel (22) /kænsəl/
Cantonese (25) /kæntəniːz/
cap (21) /kæp/
capital (6) /kæpɪtəl/
capsule (15) /kæpsjuːl/
captain (10) /kæptən/
car (4) /kɑː/
career (9) /kæriə/
career advisor (9) /kæriə ədvaɪzə/
careful (8) /keəfəl/
carefully (12) /keəfəli/
Caribbean (24) /kæriːbiːən/
carry (8) /kæri/
cartoon (22) /kɑːtuːn/
cassette (3) /kæset/
castle (20) /kɑːsəl/
cat (5) /kæt/
catch fire (15) /kætʃ faɪə/
catch/caught (11) /kætʃ//kɔːt/
category (17) /kætɪgəri/
cathedral (7) /kəθiːdrəl/
cause v. (5) /kɔːz/
cave (7) /keɪv/
CD player (5) /siːdiː pleɪə/
celebrate (13) /selɪbreɪt/
celebrity (1) /səlebrɪti/
celestial (15) /səlestriəl/
centimetre (5) /sentɪmitə/
central (7) /sentrəl/
central heating (11) /sentrəl hiːtɪŋ/
centre (7) /sentə/
century (10) /sentʃəri/
cereal (6) /siəriəl/

certain (8) /sɜːtən/
certainly (12) /sɜːtənli/
champion (5) /tʃæmpjən/
championship (5) /tʃæmpjənʃɪp/
charity (10) /tʃærɪti/
chart (2) /tʃɑːt/
chat (22) /tʃæt/
cheap (7) /tʃiːp/
check v. (1) /tʃek/
check-in desk (10) /tʃek ɪn deɪsk/
cheese (6) /tʃiːz/
cheeseburger (6) /tʃiːzbɜːgə/
cheetah (20) /tʃiːtə/
chewing gum (8) /tʃuːɪŋ ɡʌm/
chicken (6) /tʃɪkɪn/
child/children (1) /tʃaɪld//tʃɪldrən/
China (18) /tʃaɪnə/
Chinese (19) /tʃaɪniːz/
chips (6) /tʃɪps/
chocolate (6) /tʃɒklət/
Christmas (24) /krɪsməs/
church (7) /tʃɜːtʃ/
cinema (1) /sɪnɪmə/
city (6) /sɪti/
civil war (19) /sɪvəl wɔː/
class (2) /klɑːs/
classical (1) /klæsɪkəl/
classmate (11) /klɑːsmeɪt/
classroom (8) /klɑːsruːm/
clean (11) /kliːn/
cleaner (4) /kliːnə/
clear (7) /klɪə/
climb (14) /klaɪm/
clothes (11) /kləʊðz/
clothing (11) /kləʊðɪŋ/
cloud (24) /klaʊd/
club (2) /klʌb/
clue (14) /kluː/
coast (1) /kəʊst/
coastline (20) /kəʊstlaɪn/
code (12) /kəʊd/
coffee (6) /kɒfi/
cola (6) /kəʊlə/
cold (20) /kəʊld/
colleague (22) /kəliːg/
collect (15) /kəlekt/
college (9) /kɒledʒ/
collide (15) /kəlaɪd/
collision (15) /kəlɪʒən/
colour (8) /kʌlə/
comb (16) /kəʊm/
come/came (1) /kʌm//keɪm/
comedian (18) /kəmiːdiən/
comedy (4) /kɒmədi/
commercial (2) /kəmɜːʃəl/

community service (10) /kəmjuːnɪti sɜːvɪs/
companion (15) /kəmpeɪnjən/
company (2) /kʌmpəni/
competition (5) /kɒmpətiʃən/
complete (1) /kəmpliːt/
completely (8) /kəmpliːtli/
compulsory (8) /kəmpeɪlsəri/
computer (2) /kəmpjʊːtə/
computer programmer (9) /kəmpjʊːtə prəʊgræmə/
Computer Studies (8) /kəmpjʊːtə stʌdɪz/
concert (4) /kɒnsət/
condition n. (18) /kəndɪʃən/
contents (5) /kɒntents/
contest (22) /kɒntest/
continue (24) /kəntɪnjuː/
contract n. (4) /kɒntrækt/
control n. (15) /kəntroʊl/
cook n. (11) /kʊk/
cooker (11) /kʊkə/
cool (1) /kuːl/
corridor (8) /kɒrɪdɔː/
cost v. (5) /kɒst/
count (10) /kaʊnt/
country (2) /kʌntri/
course (4) /kɔːrs/
cousin (1) /kʌzən/
cover (4) /kʌvə/
crazy (12) /kreɪzi/
cream (7) /kriːm/
create (24) /kriːeɪt/
crew (10) /kruː/
crisp (6) /krɪsp/
Croatia (10) /krəʊeɪʃə/
Croatian (17) /krəʊeɪʃən/
crocodile (19) /krɒkədəɪl/
cross v. (8) /krɒs/
Cuba (24) /kjuːbə/
cup (6) /kʌp/
curly (25) /kɜːrli/
currency (10) /kʌrənsɪ/
currently (2) /kʌrəntli/
customer (2) /kʌstəmə/
cut/cut (5) /kʌt/
Czech (1) /tʃek/
D
dad (1) /dæd/
daily (5) /deɪli/
dairy (6) /deəri/
dance (18) /daːns/
dancer (5) /daːnsə/
dangerous (11) /deɪndʒərəs/
dark (16) /dɑːk/
date of birth (4) /deɪt əv bɜːθ/

daughter (1) /dɔ:tə/
 day (1) /deɪ/
 deadly (4) /dedli/
 death (5) /deθ/
 December (4) /dɪsembə/
 deep (20) /di:p/
 deer (20) /diə/
 definitely (20) /defɪnɪtli/
 delicious (18) /dɪlɪʃəs/
 delightful (7) /dɪlaɪtflɪ/
 deliver (5) /dɪlɪvə/
 deputy (22) /depju:tɪ/
 design (4) /dɪzəɪn/
 desk (6) /desk/
 destination (10) /destɪneɪʃən/
 destroy (1) /dɪstrɔɪ/
 device (12) /dɪvaɪs/
 dialect (25) /daɪəlekt/
 diary (24) /daɪəri/
 dictionary (1) /dɪkʃənəri/
 die (2) /daɪ/
 diet (6) /daɪət/
 difficult (4) /dɪfɪkəlt/
 dinner (9) /dɪnə/
 dinosaur (15) /daɪnəsɔ:/
 direct (4) /daɪrekt/
 director (2) /daɪrektə/
 disappear (11) /dɪsəpiə/
 disaster (4) /dɪzəstə/
 disco (13) /dɪskəʊ/
 discover (7) /dɪskʌvə/
 disk (3) /dɪsk/
 dislike (1) /dɪslaɪk/
 distance (20) /dɪstəns/
 DNA (4) /di:neɪ/
 do/did (1) /du://dɪd/
 doctor (21) /dɒktə/
 documentary (22) /dɒkjuməntəri/
 dog (21) /dɒg/
 dollar (10) /dɒlə/
 door (12) /dɔ:/
 doubt (15) /daʊt/
 download (2) /daʊnləʊd/
 downtown (7) /daʊntaʊn/
 dozen (3) /dɒzən/
 drama (8) /drɑ:mə/
 draw (17) /drɔ:/
 drawing (9) /drɔ:ɪŋ/
 dream (9) /dri:m/
 dress (3) /dres/
 drink/drank (4) /drɪnk//drænk/
 drive/drove (2) /draɪv//drəʊv/
 driving license (10) /draɪvɪŋ laɪsəns/
 drought (19) /draʊt/
 drummer (1) /drʌmə/
 drums (1) /drʌmz/

dry (11) /draɪ/
 dust (15) /dʌst/
E
 each other (2) /i:tʃ əðə/
 early (2) /ɜ:li/
 earn (5) /ɜ:n/
 earth (15) /ɜ:θ/
 east (7) /i:st/
 eastern (20) /i:stən/
 eastwards (24) /i:stwədz/
 easy (4) /i:zi/
 eat/ate (4) /i:t//eɪt/
 enter (12) /entə/
 editor (5) /edɪtə/
 education (11) /edju:kəɪʃən/
 egg (6) /eg/
 Egypt (19) /i:dʒɪpt/
 either (6) /aɪðə/
 election (22) /ɪ:leɪkʃən/
 elegant (20) /elɪgənt/
 elephant (19) /ələfənt/
 else (1) /els/
 engine (15) /endʒɪn/
 engineer (12) /endʒɪniə/
 England (9) /ɪŋglənd/
 English (1) /ɪŋglɪʃ/
 enjoy (1) /endʒɔɪ/
 enormous (10) /ɪnɔ:məs/
 enough (4) /ɪnʌf/
 entertainment (11) /entəteɪnmənt/
 enthusiastic (3) /enθju:zɪ:æstɪk/
 environment (8) /envaɪrənmənt/
 episode (4) /epɪsəʊd/
 equipment (8) /ɪkwɪpmənt/
 eruption (24) /ɪrʌpʃən/
 escape (4) /eskeɪp/
 especially (1) /espə:ʃəli/
 essay (3) /eseɪ/
 estimate (15) /estɪmeɪt/
 Ethiopia (10) /i:θi:əʊpiə/
 Ethiopian (10) /i:θi:əʊpiən/
 EU (10) European Union /i:ju://ju:rəpi:ən ju:njən/
 Europe (7) /ju:rəp/
 European (1) /ju:rəpi:ən/
 even (3) /i:vən/
 evening (8) /i:vniŋ/
 event (10) /ɪvent/
 every (1) /evri/
 everyone (3) /evriwʌn/
 everything (3) /evriθɪŋ/
 exactly (8) /egzæktli/
 examination (8) /egzæmɪneɪʃən/
 excellent (9) /eksələnt/
 exception (10) /eksepʃən/
 exchange (18) /ekstʃeɪndʒ/

excited (25) /eksəɪtɪd/
 exciting (11) /eksəɪtɪŋ/
 excuse (13) /ɪkskjuz/
 exhausted (24) /egzɔ:stəd/
 exhibit (11) /egzɪbɪt/
 exhibition (11) /ɪksɪbɪʃən/
 exotic (18) /egzɒtɪk/
 expedition (15) /ɪkspədi:ʃən/
 expensive (4) /ɪkspensɪv/
 experience (9) /ɪkspɪəri:əns/
 experiment (15) /ɪkspɛrɪmənt/
 expert (20) /ɪkspɜ:t/
 explore (7) /ɪksplɔ:/
 export (24) /ɪkspɔ:t/
 eye (16) /aɪ/
F
 fabulous (7) /fæbjʊləs/
 face (5) /feɪs/
 fact (25) /fækt/
 factory (9) /fæktəri/
 faint (15) /feɪnt/
 fair (3) /feə/
 fall/fell asleep (21) /fɔ:l//fel əsli:p/
 fame (20) /feɪm/
 family (1) /fæməli/
 famine (10) /fæmɪn/
 famous (4) /feɪməs/
 fan (1) /fæn/
 fantastic (1) /fæntəstɪk/
 fare (3) /feə/
 farther (17) /fɑ:ðə/
 fashion (4) /fæʃən/
 fast adj. adv. (19) /fɑ:st/
 fat (6) /fæt/
 father (1) /fɑ:ðə/
 favourite (1) /feɪvərɪt/
 feature (5) /fi:tʃə/
 feel (25) /fi:l/
 fiancé (13) /fi:ənsɛɪ/
 field (15) /fi:ld/
 figure (18) /fɪgə/
 film (1) /fɪlm/
 film-making (4) /fɪlm meɪkɪŋ/
 finally (7) /faɪnəli/
 financier (20) /faɪnænsi:ə/
 find/found (4) /faɪnd//faʊnd/
 finish (4) /fɪnɪʃ/
 fire (15) /faɪə/
 first (4) /fɜ:st/
 fish (6) /fɪʃ/
 flag (14) /flæg/
 flash (12) /flæʃ/
 flight (24) /flaɪt/
 flight simulator (9) /flaɪt sɪmjʊleɪtə/
 floor (11) /flɔ:/

flower (18)	/flaʊə/	gorilla (19)	/gə'ri:lə/	holiday (3)	/hə'lɪdeɪ/
fly/flew (2)	/flaɪ//flu:/	gossip (14)	/gɒsɪp/	Home Economics	/həʊm
food (6)	/fu:d/	goulash (6)	/gu:læʃ/	(8)	ekənɒmɪks/
foot/feet (14)	/fʊt//fɪt/	government (8)	/gʌvəmənt/	home (1)	/həʊm/
football (1)	/fʊtbɔ:l/	grant (9)	/grɑ:nt/	homework (4)	/həʊmwɜ:k/
foreign (6)	/fɔ:rn/	gravitational (15)	/grævɪteɪʃənəl/	hope (2)	/həʊp/
Foreign Secretary	/fɔ:rn	gravity (15)	/grævɪtɪ/	horror (4)	/hɒrə/
(10)	sekrətəri/	great (4)	/greɪt/	horse (4)	/hɔ:rs/
forget/forgot (14)	/fə'get//fə'gɒt/	green (6)	/gri:n/	horseback (10)	/hɔ:rsbæk/
formal/informal	/fɔ:məl/	grey (8)	/greɪ/	hospital (10)	/hɒspɪtəl/
(13)	/ɪnfɔ:məl/	guess (4)	/ges/	hot (8)	/hɒt/
fossil (4)	/fɒsəl/	guitar (2)	/gɪtə:/	hotel (7)	/həʊtel/
foundation (20)	/faʊndeɪʃən/	guitarist (2)	/gɪtə:rɪst/	hour (15)	/aʊə/
fourth (2)	/fɔ:θ/	H		house (3)	/haʊs/
France (17)	/frɑ:ns/	habitat (19)	/hæbɪtæt/	housework (11)	/haʊswɜ:k/
free (5)	/fri:/	hair (16)	/heə/	huge (15)	/hju:dʒ/
free time (11)	/fri: taɪm/	hairdresser (13)	/heədresə/	humanities (8)	/hju:mænɪtɪz/
French (1)	/frentʃ/	hairdryer (11)	/heədraɪə/	hundred (5)	/hʌndrəd/
Friday (13)	/frɑɪdɪ/	half (15)	/hɑ:f/	Hungarian (5)	/hʌngeəri:ən/
fridge (6)	/frɪdʒ/	hall (7)	/hɔ:l/	Hungary (1)	/hʌŋgəri/
friend (1)	/frend/	ham (6)	/hæm/	hungry (23)	/hʌŋgri/
friendly (13)	/frendli/	hamburger (1)	/hæmbɜ:gə/	hunt (19)	/hʌnt/
frightened (15)	/fraɪtənd/	handlebar (14)	/hændəlbɑ:/	hunter (19)	/hʌntə/
front (3)	/frʌnt/	handsome (20)	/hænsəm/	I	
fruit (6)	/fru:t/	happen (2)	/hæpən/	icon (3)	/aɪkɒn/
frying pan (6)	/fraɪɪŋ pæn/	happy (2)	/hæpi/	idea (9)	/aɪdɪə/
full (15)	/fʊl/	hard (1)	/hɑ:d/	ideal (11)	/aɪdɪ:əl/
full-time (9)	/fʊl taɪm/	hate (1)	/heɪt/	identity card (10)	/aɪdentɪtɪ kɑ:d/
fun (2)	/fʌn/	have/had (4)	/hæv//hæd/	ill (23)	/ɪl/
funds (20)	/fʌndz/	head (4)	/hed/	illegal (19)	/ɪli:gəl/
funny (3)	/fʌni/	head office (10)	/hed ɒfɪs/	illustration (3)	/ɪləstreɪʃən/
fur (19)	/fɜ:/	headquarters (12)	/hedkwɔ:təz/	imagine (6)	/ɪmædʒɪn/
further (17)	/fɜ:ðə/	healthy (6)	/helθi/	immediately (9)	/ɪmi:dʒətli/
G		hear/heard (1)	/hɪə//hɜ:d/	important (4)	/ɪmpɔ:tənt/
gallery (7)	/gæləri/	heart (2)	/hɑ:t/	improve (9)	/ɪmpru:v/
game n. (3)	/geɪm/	heavy (17)	/hevi/	in fact (1)	/ɪn fækt/
gangster (4)	/gæŋgstə/	heavy metal (1)	/hevi metəl/	increase (19)	/ɪnkrɪs/
garden (1)	/gɑ:dən/	height (17)	/haɪt/	incredible (7)	/ɪnkredɪbəl/
gather (22)	/gæðə/	heir (3)	/eə/	India (19)	/ɪndɪə/
gear lever (14)	/gɪə li:və/	helicopter (11)	/helɪkɒptə/	Information	/ɪnfəmeɪʃən
geographical (7)	/dʒi:əgræfɪkəl/	hello (15)	/hələʊ/	Technology (8)	teknɒlədʒɪ/
geography (2)	/dʒi:ɒgrəfi/	helmet (14)	/helmit/	insecure (9)	/ɪnsɪkjʊə/
German (4)	/dʒɜ:mən/	help v. (2)	/help/	inside (14)	/ɪnsaɪd/
Germany (15)	/dʒɜ:məni/	helpful (10)	/helpfʊl/	instead (5)	/ɪnsted/
get/got (1)	/get//gɒt/	here (1)	/hɪə/	intelligent (16)	/ɪntelɪdʒənt/
get up (1)	/get ʌp/	hers (6)	/hɜ:z/	intention (9)	/ɪntenʃən/
giant (11)	/dʒaɪənt/	hi (19)	/haɪ/	interest (4)	/ɪntrest/
giraffe (19)	/dʒɪrɑ:f/	high-rise (11)	/haɪ raɪz/	interesting (1)	/ɪntrestɪŋ/
girl (2)	/gɜ:l/	high-tech (12)	/haɪ tek/	international (7)	/ɪntənæʃnəl/
give/gave (1)	/gɪv//geɪv/	hill (3)	/hɪl/	internet (3)	/ɪntənət/
glass (6)	/glɑ:s/	his (6)	/hɪz/	interpreter (9)	/ɪntɜ:prɪtə/
go/went (1)	/gəʊ//went/	historical (18)	/hɪstɒrɪkəl/	interview (1)	/ɪntəvju:/
goldfish (23)	/gəʊldfɪʃ/	history (4)	/hɪstri/	intruder (12)	/ɪntru:də/
good (1)	/gʊd/	hit (2)	/hɪt/	invade (22)	/ɪnveɪd/
good-looking (16)	/gʊdlʊkɪŋ/	hobby (1)	/hɒbi/	investment (20)	/ɪnvestmənt/
goodbye (11)	/gʊdbaɪ/	hold/held (14)	/həʊld//held/	invitation (13)	/ɪnvɪteɪʃən/

invite (13)	/ɪnvaɪt/	leopard (19)	/ləpəd/	medicine (12)	/medsən/
involve (5)	/ɪnvɒlv/	less (7)	/les/	meet/met (2)	/mi:t//met/
Irish (5)	/aɪrɪʃ/	lesson (5)	/lesən/	meeting (7)	/mi:tiŋ/
iron v. (11)	/aɪən/	level (24)	/levəl/	member (5)	/membə/
island (24)	/aɪlənd/	library (11)	/laɪbrəri/	memory (6)	/meməri/
issue (5)	/ɪʃu:/	life/lives (1)	/laɪf//laɪvz/	merre (17)	/mi:tə/
Italian (2)	/ɪtæljən/	lifetime (7)	/laɪftaɪm/	Mexico (18)	/meksɪkəʊ/
item (3)	/aɪtəm/	lift off (15)	/lɪft ɒf/	midday (13)	/mɪddeɪ/
ivory (19)	/aɪvəri/	light (8)	/laɪt/	middle (5)	/mɪdəl/
J		like (1)	/laɪk/	middleweight (5)	/mɪdəlweɪt/
jacket (21)	/dʒækɪt/	litter (14)	/lɪtə/	midnight (13)	/mɪdnɑɪt/
Jamaica (24)	/dʒəmeɪkə/	little (3)	/lɪtl̩/	military service (8)	/mɪlɪtri sɜ:vɪs/
Japan (18)	/dʒəpæn/	live v. (1)	/lɪv/	milk (6)	/mɪlk/
Japanese (6)	/dʒæpəni:z/	local (4)	/ləʊkəl/	million (5)	/mɪljən/
jazz (1)	/dʒæz/	lonely (4)	/ləʊnli/	mind (12)	/maɪnd/
jeans (8)	/dʒi:nz/	long (4)	/lɒŋ/	mine (6)	/maɪn/
jettison (15)	/dʒetɪsən/	long-distance (10)	/lɒŋ dɪstəns/	minestrone (6)	/mɪni:stɹəʊni/
Jew (4)	/dʒu:/	look up (5)	/lʊk ʌp/	minute (21)	/mɪnɪt/
job (2)	/dʒɒb/	lose/lost (22)	/lu:z//lɒst/	modal (1)	/məʊdəl/
join (1)	/dʒɔɪn/	lot (1)	/lɒt/	model (11)	/mɒdəl/
journey (24)	/dʒɜ:ni/	lotion (21)	/ləʊʃən/	modem (2)	/məʊdəm/
juice (6)	/dʒu:s/	lottery (22)	/lɒtəri/	modern (7)	/mɒdən/
July (15)	/dʒu:lai/	loud (1)	/ləʊd/	moment (2)	/məʊmənt/
junction (14)	/dʒʌŋkʃən/	love (1)	/lʌv/	Monaco (22)	/mɒnəkəʊ/
just (10)	/dʒʌst/	low (15)	/ləʊ/	Monday (15)	/mʌndi/
K		luck (19)	/lʌk/	money (5)	/məni/
karate (5)	/kəra:ti/	lunar module (15)	/lu:nə mɒdju:l/	monitor (3)	/mɒnɪtə/
key (12)	/ki:/	lunch (4)	/lʌntʃ/	month (1)	/mʌnθ/
keyboard (3)	/ki:bɔ:d/	lunchtime (13)	/lʌntʃtaɪm/	monthly (5)	/mʌnθli/
kill (19)	/kɪl/	Luxembourg (22)	/lʌksəmbɜ:g/	moon (15)	/mu:n/
kilometre (10)	/kɪləmɪtə/	luxury (7)	/lʌkjəri/	morning (2)	/mɔ:niŋ/
kind (1)	/kaɪnd/	M		mosquito (21)	/mɒski:təʊ/
King (22)	/kɪŋ/	Mafia (5)	/məfiə/	mother (1)	/mʌðə/
kitten (21)	/kɪtən/	magazine (1)	/mægəzi:n/	motorbike (5)	/məʊtəbaɪk/
know/knew (1)	/nəʊ//nju:/	magic adj. (4)	/mædʒɪk/	mountain (7)	/maʊntən/
L		magnificent (7)	/mægnɪfɪsənt/	mountainous (24)	/maʊntənəs/
laboratory (15)	/ləbɒrətɪ/	main (6)	/meɪn/	mouse (2)	/maʊs/
ladder (15)	/lædə/	male (1)	/meɪl/	move (5)	/mu:v/
lake (7)	/leɪk/	man (11)	/mæn/	movie (1)	/mu:vi:/
land (15)	/lənd/	mandarin (25)	/mændərɪn/	much (1)	/mʌtʃ/
landing site (4)	/ləndɪŋ saɪt/	mankind (15)	/mæŋkaɪnd/	mum (1)	/mʌm/
landmark (20)	/ləndma:k/	many (4)	/meni/	museum (7)	/mju:ziəm/
landscape (7)	/ləndskeɪp/	map (7)	/mæp/	mushroom (6)	/mʌʃru:m/
large (7)	/lɑ:dʒ/	March (13)	/mɑ:tʃ/	music (1)	/mju:zɪk/
last (4)	/lɑ:st/	mark (4)	/mɑ:k/	musical (3)	/mju:zɪkəl/
late (2)	/leɪt/	market (18)	/mɑ:kɪt/	musician (1)	/mju:zɪjən/
late-night (1)	/leɪtnaɪt/	married (2)	/mæɪrɪd/	must (6)	/mʌst/
Latin (18)	/lætɪn/	martial arts (5)	/mɑ:ʃəl ɑ:ts/	N	
lazy (16)	/leɪzi/	Maths (8)	/mæθs/	name (1)	/neɪm/
leader (22)	/li:də/	matter (18)	/mætə/	national (2)	/næʃnəl/
leap (15)	/li:p/	meal (11)	/mi:l/	nationality (17)	/næʃnəltɪ/
learn/learnt (2)	/lɜ:n//lɜ:nt/	meat (6)	/mi:t/	naughty (4)	/nɔ:ti/
leave (1)	/li:v/	mechanic (4)	/mekænik/	near (7)	/niə/
left-handed (16)	/left hændɪd/	medal (20)	/medəl/	nearly (21)	/niəli/
leg (5)	/leg/	medallist (6)	/medəlɪst/	need (3)	/ni:d/
lemonade (6)	/leməneɪd/	Media Studies (1)	/mi:diə stʌdɪz/	neighbour (4)	/neɪbə/

neither (23) /naɪðə/
nervous (24) /nɜːvəs/
network (1) /netwɜːk/
never (1) /nevə/
new (5) /njuː/
news (1) /njuːz/
newspaper (1) /njuːspeɪpə/
newsreader (10) /njuːzriːdə/
next (5) /nekst/
nice (1) /naɪs/
night (12) /naɪt/
noisy (1) /noɪzi/
normally (3) /nɔːməli/
north (7) /nɔːθ/
North Pole (19) /nɔːθ pəʊl/
northern (20) /nɔːðən/
Norway (22) /nɔːweɪ/
notebook (3) /nəʊtbʊk/
novel (3) /nɒvəl/
now (1) /naʊ/
nutrient (6) /njuːtriːənt/
O
occupation (4) /ɒkjʊˈpeɪʃən/
ocean (24) /əʊʃən/
October (20) /ɒkˈtəʊbə/
odd (5) /ɒd/
of course (6) /əv kɔːs/
offer (5) /ɒfə/
office (10) /ɒfɪs/
often (1) /ɒfən/
oil (6) /ɔɪl/
OK (8) /əʊkeɪ/
old (1) /əʊld/
old-fashioned (1) /əʊldfæʃənd/
Olympic (6) /əlɪmpɪk/
omelette (6) /ɒmlet/
on foot (10) /ɒn fʊt/
once (4) /wʌns/
one-piece (11) /wʌn piːs/
onion (6) /ˈɒnjən/
only (1) /əʊnli/
open (4) /əʊpən/
opera (7) /ɒpərə/
operate (12) /ɒpəreɪt/
opportunity (10) /ɒpətjʊˈnɪti/
opposite (7) /ɒpəzɪt/
opposition (22) /ɒpəzɪʃən/
optimistic (11) /ɒptɪmɪstɪk/
optional (8) /ɒpʃənəl/
orchestra (2) /ɔːkɪstrə/
order (4) /ɔːdə/
ours (6) /aʊz/
out of doors (18) /aʊt əv dɔːz/
outer space (4) /aʊtə speɪs/
outside (5) /aʊtsaɪd/
over (10) /əʊvə/

own (1) /əʊn/
owner (12) /əʊnə/
P
Pacific (24) /pəˈsɪfɪk/
packet (6) /ˈpækɪt/
page (5) /peɪdʒ/
painting (7) /ˈpeɪntɪŋ/
palace (7) /ˈpælɪs/
paper (12) /ˈpeɪpə/
paragraph (3) /ˈpærəgrɑːf/
parents (1) /ˈpeərənts/
park (8) /pɑːk/
parking (11) /ˈpɑːkɪŋ/
parliament (7) /ˈpɑːləmənt/
part-time (9) /ˈpɑːt taɪm/
particular (3) /ˈpɑːtɪkjələ/
party (5) /pɑːti/
pass (2) /pɑːs/
passenger (2) /ˈpæsɪndʒə/
passport (8) /ˈpɑːspɔːt/
passport control (10) /ˈpɑːspɔːt kəntrəʊl/
password (10) /ˈpɑːswɜːd/
pasta (6) /ˈpæstə/
path (15) /pɑːθ/
pavement (14) /ˈpeɪvmənt/
paw (19) /pɔː/
pay/paid (8) /peɪ//peɪd/
pea (6) /piː/
peanut butter (4) /ˈpiːnʌt bʌtə/
pear (3) /peə/
pedal (14) /pedəl/
pencil (14) /pensəl/
penfriend (1) /penfrend/
pepper (6) /pepə/
perfect (18) /pɜːfekt/
perform (5) /pəˈfɔːm/
peril (19) /perəl/
personal (11) /pɜːsənəl/
pet (16) /pet/
photography (4) /fəˈtɒɡrəfi/
phrasebook (10) /ˈfreɪzbʊk/
pianist (4) /ˈpiənɪst/
pick up (6) /pɪk ʌp/
picture (1) /ˈpɪktʃə/
pilot (9) /ˈpaɪlət/
pity (1) /pɪti/
pizza (1) /ˈpiːtsə/
plain (24) /pleɪn/
plan v. (4) /plæn/
plane (8) /pleɪn/
planet (15) /ˈplænɪt/
plant (15) /plɑːnt/
play (1) /pleɪ/
playboy (5) /ˈpleɪbɔɪ/
player (2) /pleɪə/

please (9) /pliːz/
pleased (21) /pliːzd/
plus (5) /plʌs/
point (18) /pɔɪnt/
Poland (1) /pəʊlənd/
police officer (10) /pəliːs ɒfɪsə/
police station (12) /pəliːs steɪʃən/
Polish (1) /pəʊlɪʃ/
polite (8) /pəlaɪt/
politician (9) /pəlɪtɪʃən/
pool (7) /puːl/
pop (10) /pɒp/
Pope (18) /pəʊp/
popular (3) /pɒpjələ/
population (18) /pɒpjələˈeɪʃən/
port (18) /pɔːt/
portion (6) /pɔːʃən/
postbag (2) /pəʊstbæg/
postcard (18) /pəʊstkɑːd/
poster (4) /pəʊstə/
potato (6) /pəˈteɪtəʊ/
pound (4) /paʊnd/
power station (14) /paʊə steɪʃən/
prefer (1) /prɪfɜː/
preparation (10) /preˈpæreɪʃən/
present (1) /prezənt/
presenter (1) /prɪzenteɪ/
President (18) /prezɪdənt/
press (12) /pres/
pretty (16) /prɪti/
previous (5) /prɪviːəs/
price (5) /praɪs/
primary (9) /praɪməri/
primate (19) /praɪmeɪt/
Prime Minister (20) /praɪm mɪnɪstə/
prince (22) /prɪnts/
printer (3) /prɪntə/
private (8) /praɪvɪt/
prize (22) /praɪz/
probably (9) /prɒbəbli/
problem (3) /prɒbləm/
produce (4) /prədjuːs/
producer (1) /prədjuːsə/
professional (1) /prəˈfeʃənəl/
profile (15) /prəʊfaɪl/
profit (20) /prɒfɪt/
programme (1) /prəʊgræm/
proof (10) /pruːf/
property (12) /prɒpəti/
protect (12) /prətekt/
provide (20) /prəvaɪd/
pub (2) /pʌb/
pupil (8) /ˈpjuːpəl/
puppy (21) /ˈpʌpi/
Q
quarter (21) /kwɔːtə/

Queen (21)	/kwɪn/	rugby (17)	/rʌɡbɪ/	shirt (8)	/ʃɜ:t/
quickly (9)	/kwɪkli/	rule (8)	/ru:l/	shocked (5)	/ʃɒkt/
quiet (12)	/kwaɪət/	rum (24)	/rʌm/	shoe (8)	/ʃu:/
quite (24)	/kwaɪt/	run/ran (2)	/rʌn//ræn/	shop (5)	/ʃɒp/
quiz (5)	/kwɪz/	runway (24)	/rʌnweɪ/	shore (12)	/ʃɔ:/
R		S		short (1)	/ʃɔ:t/
race (4)	/reɪs/	sad (16)	/sæd/	shorts (21)	/ʃɔ:ts/
radar (20)	/reɪdɑ:/	saddle (14)	/sædəl/	should (11)	/ʃʊd/
radio (1)	/reɪdɪəʊ/	safari (19)	/səfɑ:rɪ/	shout (8)	/ʃaʊt/
railway station (15)	/reɪlweɪ steɪʃən/	safe (12)	/seɪf/	shower (11)	/ʃaʊə/
raise (10)	/reɪz/	sail (7)	/seɪl/	shut/shut (5)	/ʃʌt/
range (10)	/reɪndʒ/	salad (6)	/sæləd/	shuttle (15)	/ʃʌtl/
reach (2)	/ri:tʃ/	salesman/	/seɪlzmən/	Siberia (19)	/saɪbrɪəriə/
reader (5)	/ri:də/	woman (9)	wʊmən/	sick (24)	/sɪk/
ready (10)	/redɪ/	salsa (18)	/sælsə/	sign n. (14)	/saɪn/
really (1)	/riəli/	salt (6)	/sɒlt/	silver (11)	/sɪlvə/
rebel (10)	/rebəl/	samba (18)	/sæmbə/	singer (1)	/sɪŋə/
receive (12)	/rɪsɪv/	same (1)	/seɪm/	single n. (2)	/sɪŋɡəl/
reception (13)	/rɪsepʃən/	sample (15)	/sɑ:mpəl/	sister (1)	/sɪstə/
recognise (7)	/rekəɡnaɪz/	sand (24)	/sænd/	sit/sat (9)	/sɪt//sæt/
record (2)	/rekɔ:d/	sandwich (9)	/sændwɪtʃ/	situated (20)	/sɪtʃu:etɪd/
red (8)	/red/	sandy (24)	/sændɪ/	ski-ing (22)	/ski:ɪŋ/
reggae (24)	/regeɪ/	satellite (3)	/sætələɪt/	skirt (8)	/skɜ:t/
region (7)	/ri:dʒən/	Saturday (5)	/sætədeɪ/	sky (15)	/skɑɪ/
release (2)	/rɪli:s/	sausage (6)	/sɔ:sɪdʒ/	slave (11)	/sleɪv/
remain (15)	/rɪmeɪn/	save (4)	/seɪv/	sleep/slept (19)	/sli:p//slept/
remember (2)	/rɪmembə/	scared (15)	/skeəd/	slim (16)	/slɪm/
republic (7)	/rɪpʌblɪk/	scary (4)	/skeəri/	Slovenia (18)	/sləvi:nɪə/
researcher (1)	/rɪsɜ:tʃə/	scene (10)	/si:n/	Slovenian (5)	/sləvi:nɪən/
resident (10)	/rezɪdənt/	school (1)	/sku:l/	slow (1)	/sləʊ/
resign (22)	/rɪzaɪn/	Science (8)	/saɪəns/	slowly (24)	/sləʊli/
restaurant (2)	/restɒrənt/	science fiction (4)	/saɪəns fɪkʃən/	small (2)	/smɔ:l/
return (12)	/rɪtɜ:n/	scientist (4)	/saɪəntɪst/	smile (8)	/smaɪl/
review (5)	/rɪvju:/	Scotland (8)	/skɒtlənd/	smog (18)	/smɒɡ/
revolve (15)	/rɪvɒlv/	scout (4)	/skaʊt/	smoke (16)	/sməʊk/
rice (6)	/raɪs/	screen (3)	/skri:n/	snack (6)	/snæk/
rich (20)	/rɪtʃ/	sea (15)	/si:/	snow (6)	/snəʊ/
ride (8)	/raɪd/	seaside (23)	/si:saɪd/	so (1)	/səʊ/
right (5)	/raɪt/	season (18)	/si:zən/	soccer (1)	/sɒkə/
right-handed (16)	/raɪt hændɪd/	seat (24)	/si:t/	society (15)	/səsaɪəti/
ring v. (12)	/rɪŋ/	seat belt (24)	/si:t belt/	software (12)	/sɒftweə/
rise/rose (18)	/raɪz//rəʊz/	second hand (9)	/sekənd hænd/	solar system (15)	/səʊlə sɪstəm/
river (7)	/rɪvə/	secondary (2)	/sekəndrɪ/	soldier (8)	/səʊldʒə/
road (8)	/rəʊd/	secret (9)	/si:kri:t/	sometimes (1)	/sʌmtaɪmz/
robot (11)	/rəʊbɒt/	secret agent (10)	/si:kri:t eɪdʒənt/	son (1)	/sʌn/
rock (15)	/rɒk/	secretary (10)	/sekɹətəri/	song (1)	/sɒŋ/
rock and roll (20)	/rɒk ən rəʊl/	security (12)	/sɪkjʊ:ərɪti/	sorry (5)	/sɒri/
rock music (1)	/rɒk mju:zɪk/	see/saw (1)	/si://sə:/	soup (6)	/su:p/
rocket (15)	/rɒkɪt/	seem (5)	/si:m/	source (6)	/sɔ:s/
rocky (20)	/rɒki/	sell/sold (9)	/sel//səʊld/	South Africa (9)	/saʊθ æfrɪkə/
romance (4)	/rəʊməns/	send/sent (9)	/send//sent/	South America (10)	/saʊθ əmeɪrɪkə/
romantic (1)	/rəʊməntɪk/	senior (5)	/si:nɪə/	south (7)	/saʊθ/
room (8)	/ru:m/	serious (11)	/sɪəriəs/	southern (20)	/sʌðən/
root (6)	/ru:t/	session (2)	/seʃən/	souvenir (7)	/su:vəniə/
royal (9)	/rɔɪl/	shampoo (21)	/ʃæmpu:/	spa (20)	/spɑ:/
rucksack (10)	/rʌksæk/	shark (4)	/ʃɑ:k/	spaceship (15)	/speɪsʃɪp/

spacesuit (11)	/speɪsu:t/	supervisor (16)	/su:pəvaɪzə/	today (2)	/tədeɪ/
Spain (10)	/speɪn/	supply (19)	/səplɑɪ/	together (1)	/təgeðə/
Spanish (8)	/spæniʃ/	sure adj. (3)	/ʃʊ:/	tomato (10)	/təməʊtəʊ/
speak/spoke (1)	/spi:k//spəʊk/	surf (3)	/sɜ:f/	tomorrow (11)	/təmɒrəʊ/
speaker (7)	/spi:kə/	surface (15)	/sɜ:fɪs/	tonight (18)	/tənaɪt/
special (6)	/speʃəl/	surgery (5)	/sɜ:dʒəri/	too (1)	/tu:/
specialise (10)	/speʃəlaɪz/	surprised (4)	/səpraɪzd/	tooth/teeth (23)	/tu:θ//ti:θ/
specialist (15)	/speʃəlist/	sweep (11)	/swi:p/	top (2)	/tɒp/
spectacular (20)	/spektækjələ/	sweet (6)	/swi:t/	topic (11)	/tɒpɪk/
speed (20)	/spi:d/	swim (21)	/swɪm/	touch (25)	/tʌtʃ/
spell/spelt (1)	/spell//spelt/	swimming pool (7)	/swɪmɪŋ pu:l/	tour (2)	/tuə/
spend (1)	/spend/	swimsuit (21)	/swɪmsu:t/	tourism (20)	/tuəɪzəm/
split up (2)	/splɪt Δp/	system (8)	/sɪstəm/	tourist (6)	/tuəɪst/
sport (1)	/spɔ:t/	T		tourist guide (9)	/tuəɪst gaɪd/
spotlight (5)	/spɒtlaɪt/	T-shirt (3)	/ti:ʃɜ:t/	town (4)	/taʊn/
spring (20)	/sprɪŋ/	table (1)	/teɪbəl/	town hall (4)	/taʊn hɔ:l/
spy n. (12)	/spaɪ/	take off (9)	/teɪk ɒf/	toy (1)	/tɔɪ/
square (7)	/skweə/	take/took (5)	/teɪk//tuk/	traditional (6)	/trədiʃənəl/
stadium (14)	/steɪdɪəm/	tall (16)	/tɔ:l/	train (7)	/treɪn/
stair (3)	/steə/	tango (18)	/tæŋɡəʊ/	trainers (21)	/treɪnəz/
strand (13)	/stænd/	rax (8)	/tæks/	transfer v. (10)	/trænsfɜ:z/
star (1)	/stɑ:/	tea (13)	/ti:/	transport (13)	/trænspɔ:t/
rare (3)	/steə/	reach/taught (2)	/ti:tʃ//tɔ:t/	trap (20)	/træp/
start (5)	/stɑ:t/	teacher (1)	/ti:tʃə/	travel (2)	/trævəl/
state (8)	/steɪt/	team (1)	/ti:m/	travel agent (10)	/trævəl eɪdʒənt/
statue (7)	/stætʃu:/	technician (4)	/tekniʃən/	troop (4)	/tru:p/
stay (7)	/steɪ/	teenager (5)	/ti:neɪdʒə/	trouble (4)	/trʌbəl/
steal/stole (12)	/sti:l//stəʊl/	telephone (11)	/telɪfəʊn/	trousers (8)	/traʊzəz/
steam n. (15)	/sti:m/	television (1)	/telɪvɪʒən/	truck (4)	/trʌk/
sreer (14)	/stiə/	temporary (9)	/tempərəri/	try (4)	/traɪ/
step (15)	/step/	tennis (3)	/tenɪs/	Tuesday (13)	/tju:zdeɪ/
still (1)	/stɪl/	terminal (24)	/tɜ:mɪnəl/	turn down (9)	/tɜ:n daʊn/
stop (2)	/stɒp/	terrible (1)	/terɪbəl/	turn to (5)	/tɜ:n tu:/
store (21)	/stɔ:/	terrorise (4)	/terərəɪz/	tusk (19)	/tʌsk/
straight (25)	/streɪt/	thank (6)	/θæŋk/	TV (1)	/ti:vi:/
strange (5)	/streɪndʒ/	theatre (2)	/θɪətə/	twice (9)	/twɑɪs/
street (1)	/stri:t/	their (3)	/ðeə/	typical (6)	/tɪpɪkəl/
student (1)	/stju:dənt/	theme park	/θi:m pɑ:k/	tyre (14)	/taɪə/
studio (4)	/stju:diəʊ/	these (1)	/ði:z/	U	
study (1)	/stʌdi/	thief (12)	/θi:f/	UFO (4)	/ju:efəʊ/
style (7)	/stɑɪl/	thin (18)	/θɪn/	Unidentified	
sub-title (25)	/sʌbtɑɪtəl/	thing (1)	/θɪŋ/	Flying object	
suburb (12)	/sʌbɜ:b/	think/thought (1)	/θɪŋk//θɔ:t/	UK (20) United	/ju:keɪ/
success (9)	/səkses/	third (15)	/θɜ:d/	Kingdom	
successful (2)	/səksesfəl/	this (1)	/ðɪs/	uncle (9)	/ʌŋkəl/
suffer (19)	/sʌfə/	those (6)	/ðəʊz/	under (6)	/ʌndə/
sugar (6)	/ʃʊɡə/	though (19)	/ðəʊ/	understand/	/ʌndəstænd/
suircase (10)	/su:tkeɪs/	thousand (18)	/θaʊzənd/	understood (4)	/ʌndəstʊd/
summer (9)	/sʌmə/	through (24)	/θru:/	underwater (24)	/ʌndəwɔ:tə/
sun (15)	/sʌn/	ticket (10)	/tɪkɪt/	unhappy (2)	/ʌnhæpi/
Sunday (13)	/sʌndeɪ/	tidal wave (15)	/taɪdəl weɪv/	uniform (8)	/ju:nɪfɔ:m/
sunglasses (21)	/sʌŋglɑ:ses/	tie (8)	/taɪ/	universal (4)	/ju:nɪvɜ:səl/
sunny (11)	/sʌni/	tiger (19)	/taɪɡə/	universe (15)	/ju:nɪvɜ:sɪs/
suntan (21)	/sʌntæn/	time (1)	/taɪm/	university (1)	/ju:nɪvɜ:sɪti/
super (1)	/su:pə/	title (5)	/taɪtəl/	until (24)	/ʌntɪl/
superstar (5)	/su:pəstɑ:/	toast (25)	/təʊst/	USA (10)	/ju:eseɪ/

useful (17)	/ju:ʃʊl/
usually (1)	/ju:zʒʊli/
V	
vacancy (9)	/veɪkənsɪ/
vacuum cleaner (11)	/vækju:m kli:nə/
valuable (19)	/væljəbəl/
value (6)	/vælju:/
variation (4)	/veəriəʃən/
vast (15)	/vɑ:st/
Vatican City (18)	/vætɪkən sɪti/
vegetable (6)	/vedʒtəbəl/
vegetarian (6)	/vedʒɪteəriən/
very (1)	/veri/
vet (5)	/vet/
Vice-President (20)	/vaɪs prezɪdənt/
victim (10)	/vɪktɪm/
video (1)	/vɪdɪəʊ/
videophone (11)	/vɪdɪəʊfəʊn/
view (11)	/vju:/
vinyl (18)	/vaɪnəl/
violin (2)	/vaɪəlɪn/
visa (10)	/vi:zə/
visible (15)	/vɪzɪbəl/
visit (3)	/vɪzɪt/
visiting card (10)	/vɪzɪtɪŋ kɑ:d/
visitor (7)	/vɪzɪtə/
vocabulary (19)	/vəkæbjələri/
vocal (2)	/vəʊkəl/
voice (1)	/vɔɪs/
volcanic (24)	/vɒlkænɪk/
volcano (24)	/vɒlkeɪnəʊ/
volleyball (19)	/vɒlɪbɔ:l/
vote v. (5)	/vəʊt/
W	
waiter (2)	/weɪtə/
waitress (2)	/weɪtrɪs/
wake/woke up (23)	/weɪk//wəʊk ʌp/
walk (12)	/wɔ:k/
Walkman (8)	/wɔ:kmən/
wall (7)	/wɔ:l/
wallet (21)	/wɒlɪt/
want (1)	/wɒnt/
war (4)	/wɔ:/
wash (11)	/wɒʃ/
waste (15)	/weɪst/
watch v. (1)	/wɒtʃ/
water (6)	/wɔ:tə/
waterfall (20)	/wɔ:təfɔ:l/
way (9)	/wei/
wear/wore (3)	/weə//wɔ:/
wedding (13)	/wedɪŋ/
Wednesday (13)	/wenzdeɪ/
week (1)	/wi:k/
weekend (1)	/wi:kend/
weekly (5)	/wi:kli/
welcome adj. (12)	/welkəm/

well (1)	/wel/
well-off (4)	/wel ɒf/
west (1)	/west/
western (4)	/westən/
whale (19)	/weɪl/
whaling (19)	/weɪlɪŋ/
wheel (14)	/wi:l/
whiskey (24)	/wɪski/
white (3)	/waɪt/
whole (6)	/həʊl/
wide (15)	/waɪd/
wife (16)	/waɪf/
win/won (5)	/wɪn//wɒn/
window (4)	/wɪndəʊ/
wine (20)	/waɪn/
winter (6)	/wɪntə/
wish (15)	/wɪʃ/
wizard (3)	/wɪzəd/
woman (3)	/wʊmən/
wonderful (7)	/wʌndəfʊl/
work (1)	/wɜ:k/
worker (8)	/wɜ:kə/
workman (4)	/wɜ:kmən/
world (2)	/wɜ:ld/
worry (12)	/wʌrɪ/
worse (17)	/wɜ:s/
worst (18)	/wɜ:st/
wrist (12)	/rɪst/
write/wrote (1)	/raɪt//rəʊt/
writer (3)	/raɪtə/
X	
X-ray (12)	/eksreɪ/
Y	
year (1)	/jɪə/
yesterday (8)	/jestədeɪ/
yet (23)	/jet/
yoghurt (6)	/jɒgət/
young (4)	/jʌŋ/
yours (6)	/jɔ:z/
Z	
zoo (19)	/zu:/

STUDENT'S BOOK • PRE-INTERMEDIATE

Prospects is a 5 level course for learners of English at secondary level. It has been specifically written for students in Central Europe. *Prospects* is designed as a multi-level entry course enabling teachers to choose the entry point according to their students' needs and experience.

Each level offers learners a strong grammatical base. A variety of motivating and stimulating activities give students the opportunity to consolidate their learning. The topics have been specifically chosen to appeal to students aged between 14–18 and reflect their interests and ambitions.

Prospects Pre-Intermediate is for students who have studied up to two years of English at primary school and offers:

- integrated skills work using a variety of communicative activities
- vocabulary development
- authentic language
- grammar reference section including an irregular verb table
- regular review units for consolidation and further practice

The Workbook provides further opportunity for self-study.

The Teacher's Book contains thorough and detailed guidance on how to approach each unit. The themes of each unit are fully explored, and there is a section of photocopiable material for use in the classroom.

Entry level chart	Students with no previous knowledge of English	Students with a grounding in English – up to 2 years at primary school	Students with a solid foundation in English at primary school
YEAR 1	Beginner	Pre-Intermediate	Intermediate
YEAR 2	Pre-Intermediate	Intermediate	Upper-Intermediate
YEAR 3	Intermediate	Upper-Intermediate	Advanced
YEAR 4	Upper-Intermediate	Advanced	Exam Preparation

- Entry at *Beginner* is for complete beginners learning English for the first time
- Entry at *Pre-Intermediate* is for those who have studied English for up to two years at primary school
- Entry at *Intermediate* is for able students with a good grounding in English at primary school

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