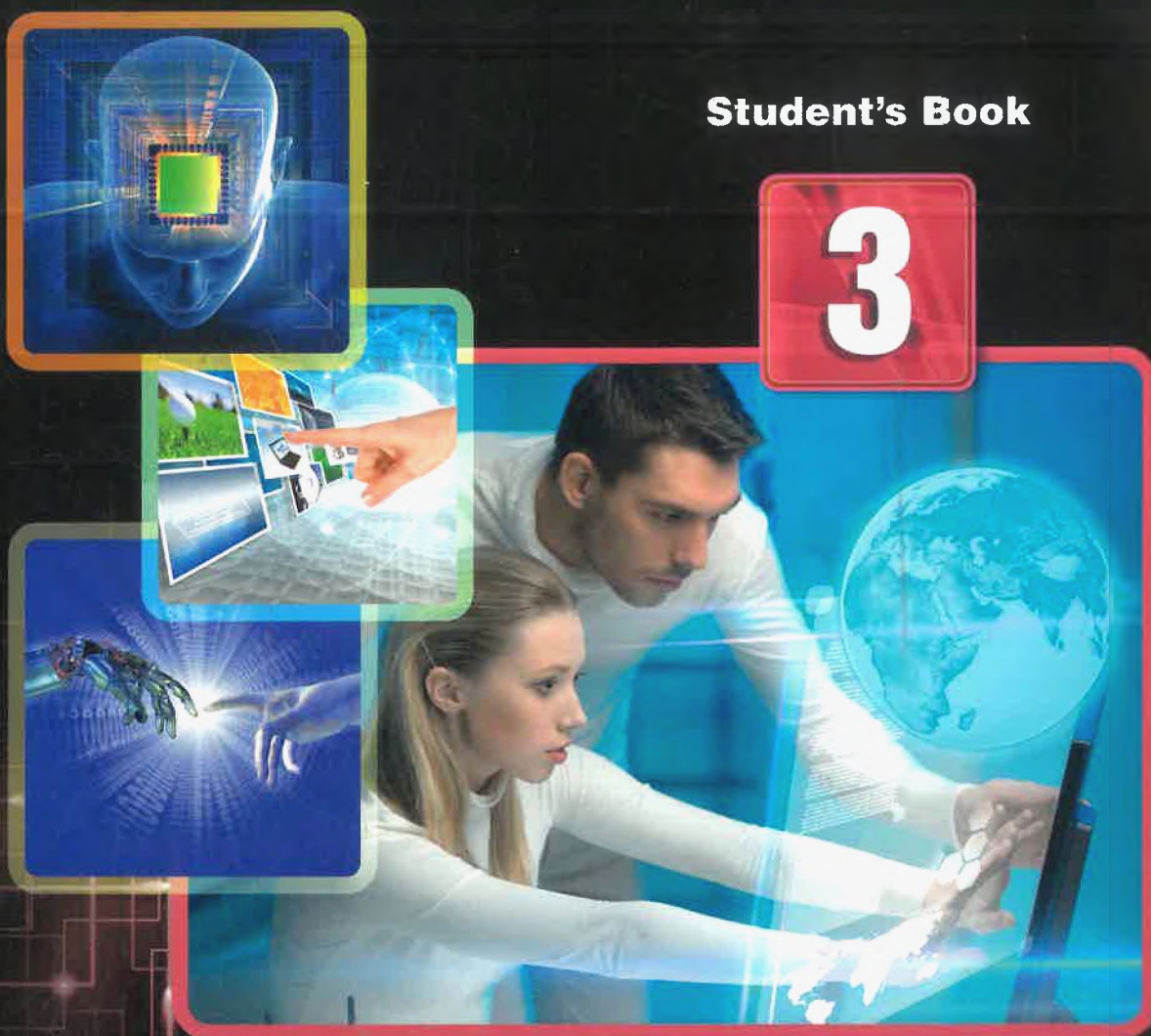


On Screen

Student's Book

3



Virginia Evans - Jenny Dooley



Express Publishing

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On Screen

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-s ending (3rd person singular)				
stress in compound nouns	- talk about jobs - compare & contrast shops - asking for/giving advice - describe pictures	- a description of a scene - compare classmates - a text about a shop in your town/city - an informal email giving advice (SKILLS: opening/closing remarks, informal style, give advice)	TOPSHOP TOPMAN (article) – (gapped text)	(PSHE) Money Matters (article) – (matching headings to paragraphs)
/e/, /z/, /n/	- TV presentation - narrate an experience - ask about/describe/ comment on sb's experience - describe feelings - dialogue completion - describe a picture	- a paragraph describing a natural disaster in your country - a list of disasters in your country - a story (SKILLS: using adverbs/ adjectives, feelings, picture cards, sequence of events)	Sandy Strikes (diary entries) – (multiple choice, answer questions)	(History) A City Burns down (article) – (complete sentences)
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Pronunciation/ Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
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Writing (an email)				
/s/, /ʃ/	- describe an injury - treat an injury - respond to situations - describe a picture	- a text about plants - a text about natural remedies - an opinion essay (SKILLS: topic, supporting sentences, express opinion)	<i>Natural healing</i> (article) – (multiple matching, answer questions)	(Science) <i>Our Skin</i> (informative article) – (answer questions, T/F statements)
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Sentence transformations) – Writing (an email)				
intonation in question tags	- describe an event - book tickets for an event - complain - respond to situations - a presentation about Op Art	- biography of an artist - a review of a book - a text about a traditional musical instrument - formal letter of complaint (SKILLS: formal style, linkers of concession)	<i>Cultural events</i> (adverts) – (multiple choice)	(Art & Design) <i>Op Art</i> (article) – (answer questions)
Speaking (dialogue completion)				
Use of English (text completion, sentence completion) – Writing (an email)				

Starter

Daily routines

- 1 a) Use the phrases below to describe a typical weekday of yours.



- b) Use the phrases in the pictures in Ex. 1a to find out about your partner's daily routine. Use: *What time ...? When ...? Do you ...? What do you do in the morning/afternoon/evening?*

Adverbs of frequency

see p. GR2

- 2 Read the sentences about Steve. What are the words in **bold** in your language? Where do we put adverbs of frequency, before or after: *main verbs? the verb to be?*

0%	He is never late for school.
25%	He sometimes walks to school.
50%	He often goes to the library on Saturdays.
75%	He usually watches TV in the evenings.
100%	He always takes a shower in the mornings.

- 3 Make sentences about Anna and Mary. What about you?



- 4 Write an email describing your daily routine to your friend, ask about his/her daily routine and ask permission to call him/her at the weekend for a chat.



Free Time

- 5 Tell your partner what free-time activities you like. Use: *every day, at weekends, once/twice a week, in the evenings.*



Free-time activities

- hang out with friends • listen to music
- watch a DVD • play sports
- surf the Internet • send text messages
- read a book • watch TV • play computer games
- go shopping • go jogging • chat on the phone
- go skateboarding • read a magazine • play the guitar

love like not mind not like hate

A: I like reading a book and surfing the Internet in the evenings. How about you?

B: Oh, I don't like surfing the Internet, but I love ... etc.

Question words

see p. GR1

- 6 Fill in the correct question words, then match the questions to the answers. What are these exchanges in your language? Identify the similarities/differences.

- | | |
|--|-------------------------------|
| 1 is she? | a He's from Poland. |
| 2 school does she go to? | b I'm 16 years old. |
| 3 is the Art lesson? | c Three times a week. |
| 4 is he from? | d Because he won first prize. |
| 5 is he happy? | e In 10 minutes. |
| 6 old are you? | f She's my friend, Rosa. |
| 7 often does Mark go to the gym? | g On foot. |
| 8 does she go to school? | h Bridgeway School. |

Pronouns & Possessive adjectives

SUBJECT PRONOUNS	I, you, he, she, it, we, you, they
OBJECT PRONOUNS	me, you, him, her, it, us, you, them
POSSESSIVE ADJECTIVES	my, your, his, hers, its, ours, yours, theirs
POSSESSIVE PRONOUNS	mine, yours, his, hers, -, ours, yours, theirs

- 7 Read the table. Say the words in your language.

- 8 Replace the words in bold with the correct *pronoun* or complete with the correct *possessive adjective*.

- Mary is from London.
She is from London.
- This is Paul's.
.....
- This is her bicycle.
.....
- Jenny is 16 years old.
.....
- Is he talking to Ben?
.....
- This is my car.
It's
- Tony and I love skateboarding.
.....
- He wants to buy a DVD for Bob.
.....
- Look at Ann.
.....
- This is Ann and Pete's dog.
It's.....

can/have/do

- 9 Complete the gaps with *can, have, has, do or does*. Answer the questions.

- "Can you swim?" "Yes, I can."
- "..... you go jogging?"
"....."
- "..... your dad got a bike?"
"....."
- "..... your friend go to the gym?" "....."
- "..... you got a car?"
"....."
- "..... your teacher have a beard?"
"....."
- "..... you hang out with your friends?"
"....."
- "..... you ride a bike?"
"....."



Starter

Present simple > see p. GR1

10 Write the verbs below. Compare with your partner.

- | | |
|---------------------|------------------------|
| 1 I play – it | 6 I make – she |
| 2 I go – she | 7 I swim – he |
| 3 I fish – he | 8 I miss – she |
| 4 I mix – she | 9 I finish – she |
| 5 I eat – it | 10 I know – he |

11 How do we pronounce the -s ending? Copy and complete the table with the verbs from Ex. 10.

12 Listen and check.

/s/	
/z/	
/ɪz/	

12 Complete the gaps with the correct form of the *present simple* using the verbs in brackets.

- Jane (get up) at 6 o'clock in the morning.
- Peter (not/live) in London.
He (live) in York.
- (she/like) coffee? No, she
- (Steve/go) to school on foot?
Yes, he
- What
(Peter and Mike/do) at the weekends?
- Anna (study) a lot during the weekend.
- (Mary/play) the guitar?
Yes, she
- My dad (wash) the car every Sunday.

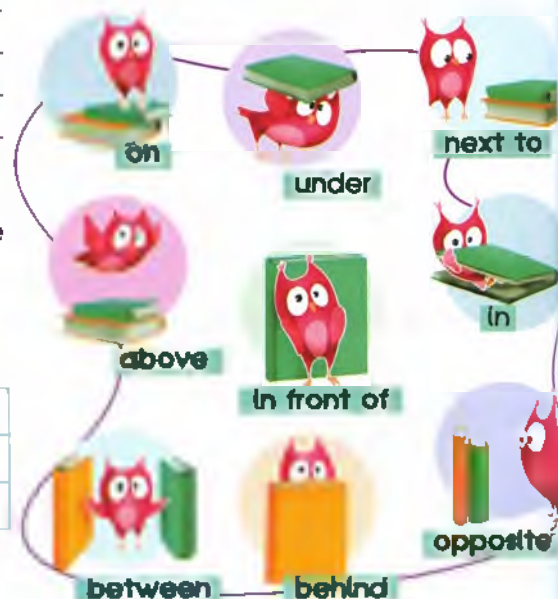
Prepositions of time > see p. GR1

13 Complete the sentences with the correct prepositions *at*, *on*, or *in*.

- He left 10th June.
- Tim often goes skateboarding the weekend.
- My mum was born November.
- My music lesson is half an hour.
- We usually stay at home Sundays.
- I sometimes listen to music the evening.
- I often go to gym Mondays.
- We're going abroad a week.

Prepositions of place

14 Say the prepositions. What are they in your language?



15 a) Look at the picture and choose the correct preposition.



This is a picture of our living room. There's a fireplace **1) opposite/next to** the glass door. There's a round table **2) in front of/behind** the fireplace. **3) In/On** the table there is a pot with a plant. **4) Under/Next to** the table there is a carpet. There's a sofa with two cushions **5) in/on** it **6) behind/opposite** the glass table. There's a wooden table **7) between/next to** the fireplace and the armchair. **8) In front of/Behind** the sofa there is another table. There are paintings **9) on/at** the walls.

b) Compare the living room in your house to the one in the picture in Ex. 15a.



Pictograms

16 Explain the pictograms in English, then in your language.



Food/Drinks

17 List the words under the headings: **MEAT** – **DAIRY** – **FRUIT** & **VEGETABLES** – **DESSERTS** – **DRINKS** – **OTHER**. In two minutes, add as many more words as you can.

- milk • lamb • chocolate • bananas • burger
- apple juice • spaghetti • coffee • potatoes
- cabbage • pizza • lettuce • cheese • apples
- sugar • chicken • salt • yoghurt • rice • eggs
- cake • pears • tea • bread • nuts • grapes
- carrots • biscuits • ice cream

a/an – some/any – (how) much/many – a lot/lots of – (a) few/(a) little

Countable	Uncountable
Countable nouns are nouns we can count. <i>an/one apple – two apples</i>	Uncountable nouns are nouns we can't count. <i>(some) milk</i> (NOT: a milk – two milks)
<i>How many apples do you need? Not many.</i>	<i>How much milk is there? Not much.</i>
<i>There are a lot/lots of bananas in the fridge.</i>	<i>We've got a lot of/lots of cheese. Let's make a cheese pie.</i>
<i>There aren't many eggs.</i>	<i>We haven't got much flour.</i>
<i>There are only a few. (some)</i>	<i>We've only got a little. (some)</i>
<i>There are very few oranges (almost no)</i>	<i>There is very little bread. (almost no)</i>
<i>We haven't got any pears.</i>	<i>There isn't any apple juice.</i>

see p. GR1

18 Read the theory and say the examples in your language. Which of the words in bold do we use in: affirmative sentences? negative sentences? questions?

19 Write C for countable or U for uncountable. Then write their corresponding plural forms.

- | | | | |
|-----------|-------|------------|-------|
| 1 milk | U | 8 melon | ..... |
| 2 egg | C | 9 tea | ..... |
| 3 honey | ..... | 10 shelf | ..... |
| 4 carrot | ..... | 11 grape | ..... |
| 5 pear | ..... | 12 woman | ..... |
| 6 yoghurt | ..... | 13 trolley | ..... |
| 7 lettuce | ..... | 14 burger | ..... |

20 Choose the correct words.

- 1 Is there **some/any** flour in the cupboard?
- 2 Don't eat too **much/many** sweets!
- 3 Are there any carrots? Yes, **a few/a little**.
- 4 There is very **little/few** sugar. Let's buy **any/some**.
- 5 There's only **a little/a few** pasta left.
- 6 How **much/many** milk do you take in your coffee?
- 7 Are there **much/many** grapes? Yes, **a lot/little**.

21 Complete the dialogue. Use: *much, many, a, an, some, any, or a lot (of)*.

- A: I'm hungry!
- B: Would you like 1) sandwich?
- A: Not really. Have we got 2) eggs? I fancy 3) omelette.
- B: No, sorry. What about 4) soup?
- A: OK. How 5) mushrooms are there?
- B: Oh, we've got 6)
- A: Good. Is there 7) tomato juice?
- B: Yes, but not 8) Let's make your soup.

22 What do you eat/drink every day? Use the words/phrases to tell your partner.

- (too) much • (too) many
- a lot of • any • some
- (a) few • (a) little

chicken, meat, sweets, pasta, fruit, fish, eggs, biscuits, tea, milk, chips, cola, vegetables, ice cream

I think I eat too much fish but I don't eat a lot of eggs. Also, I eat some fruit and ...

What's in this unit?

- **Topics:** People, Work, Shopping, Services
- **Vocabulary:** work, earnings, words often confused, character adjectives, appearance, phrasal verbs, prepositions, workplaces, qualities, personality, clothes, shops, word formation
- **Grammar:** present simple/present continuous, adverbs of frequency, stative verbs, relative clauses, comparative/superlative forms
- **Reading:** magazine articles; adverts
- **Listening:** monologues, a conversation
- **Speaking:** asking for/giving advice, describing pictures
- **Writing:** an informal email giving advice
- **Culture:** chain stores; TOPSHOP & TOPMAN (PSHE) Money Matters
- **CLIL:**
- **Skills:** reading (multiple matching, text completion), listening (multiple choice), speaking (dialogue completion)

Reading

- 1** Look at the pictures showing different reptiles. Can you name any others?

tortoise, chameleon, etc

- 2** a) The text is about a herpetologist. Which of these sentences do you think are true about him? Decide in pairs.

- 1 Brady captures reptiles for a living.
- 2 He analyses their blood and tissue.
- 3 His TV show is interesting.
- 4 He works for a team of scientists.
- 5 He is thinking about retiring soon.

- 1.3** b) Listen and read to find out.

The Gator Doc

1

A man in a long-sleeved cotton shirt, blue jeans and hiking boots is making his way through a cave in Indonesia. A film crew is recording him. Even in the light of the cameras, it's still too dark to see inside the cave. Then, suddenly, a giant python attacks the man, wraps itself around his legs and sinks its huge teeth into him. For most people, this is too scary. But for Brady Barr it's all part of a day's work.

2

Brady Barr is an American herpetologist. He studies snakes, crocodiles, lizards and other reptiles. He is currently filming wildlife documentaries about the world's largest and scariest reptiles. After

capturing them, Brady takes blood and tissue samples to analyse them and then he releases the animals back into their natural habitat.

3

Brady knows very well that the animals he meets are very dangerous. This is why he is always extra careful with them. His adventures in the wild keep millions of viewers glued to their TV screens. Brady admits that filming his show keeps him so busy that he doesn't always have enough time to do the necessary follow-up studies. For this reason, he works with a team of scientists who continue the work and publish the results of his research. As for retirement, the Gator Doc – the 'alligator doctor' as they call him – says: "I don't know how much longer I can keep on doing this work. The snakes and crocs are getting younger and faster!"

alligator

crocodile

STUDY SKILLS

Matching headings to paragraphs

Read the rubric, then underline the key words in the headings. Try to think of words related to them. Read the text quickly to get the gist. Read again and try to find words that mean the same as the underlined ones. This will help you do the task.

- 3 Read the text. For each paragraph 1-3 choose the correct heading (A-D). One heading is extra.

A ALWAYS IN DANGER

B A SNAKE BITE

C COLD-BLOODED SCIENCE

D A WELL-PAID JOB

- 4 Answer the questions in your own words.

- What does a herpetologist do?
- What does Brady do with the animals after he catches them?
- Why does Brady work with other scientists?
- Why do people call him the Gator Doc?
- Why does Brady want to retire?

Check these words

- long-sleeved • cotton • hiking boots
- make his way • cave • film crew • record
- wrap • sink • herpetologist • currently
- capture • blood sample • tissue sample
- analyse • release • natural habitat
- glue to • admit • research • retirement



- 5 Complete the sentences.

- Brady Barr works as
- Brady is very careful with the reptiles because they
- Because of filming there isn't enough time for Brady

Vocabulary

- 6 Find the words in the text that mean:

- Para 1: puts around sth, very big, frightening
- Para 2: at present, catching
- Para 3: watching with attention, agrees, stopping work for ever, continue

- 7 Fill in: *sink, make, admits, release, keep on.*

- He that it's getting more and more difficult to work with alligators.
- They are planning to the tiger back into the jungle.
- We saw the boat into the water.
- The research team tried to their way through the thick forest.
- He's determined to working with reptiles although they are dangerous.

- 8 a) **COLLOCATIONS** Fill in: *documentaries, follow-up, samples, hiking, natural, film.*

- | | |
|------------------|-----------------|
| 1 boots | 4 tissue |
| 2 crew | 5 habitat |
| 3 wildlife | 6 studies |

- b) Use the collocations to write sentences based on the text.

Speaking

- 9 Tell the class five things that impressed you from the text.

Writing

- 10 **THINK!** Imagine you are Brady and you come face to face with a giant python. In three minutes, write a few sentences describing the scene and your feelings. Tell the class.



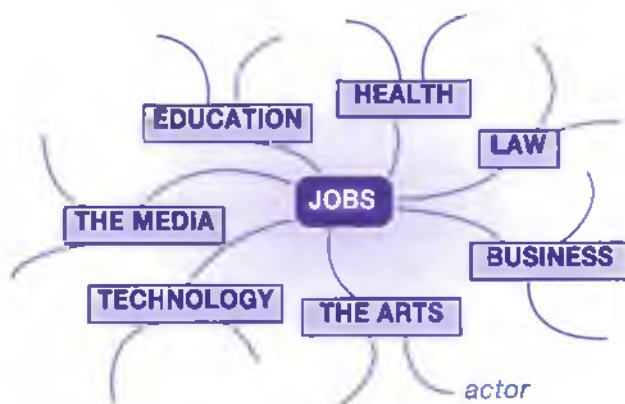
Vocabulary

Work & Earnings

- 1** In a minute write down as many jobs as possible. Compare with your partner.

- 2** a) Complete the spidergram. Use the jobs in the list. Add one more job in each category.

• actor • banker • judge • surgeon • journalist • sheriff
• singer • paramedic • graphic designer • office manager
• engineer • professor • tutor • news presenter



- b) Which of the people in Ex. 2a: work outdoors/indoors? work shifts? wear a uniform/special clothing at work?

Words often confused

- 3** Complete the gaps with the words in the list in their correct form. Check in the Word List.

• work • job • occupation

- Now that Patrick has a steady he can save up some money.
- Neil is looking for in the music industry.
- Please write down your name, current address and in the space provided on the form.

• earn • win • gain

- My parents their living as doctors.
- You need to more experience in your field before you can work for a big company.
- The first to answer all the questions correctly the prize!

• salary • wage • bonus

- His daily as a waiter isn't very high, but he gets a lot of money from tips.
- Now that he's a company manager, Nathan's comes to £65,000 a year.
- Our boss gave us a for our good work.

- 4** Fill in: *full-time, experience, overtime, apply*.

We are looking for young people to work as **1)** shop assistants in our new **Preston store**.

Hours: Mondays to Fridays, 11 am to 7 pm.
2) is possible during the sales period.

Salary: £800

No previous **3)** is necessary.

For more information contact Mr Smithers at 01772-701222 or **4)** by email at Prestontoy@gmail.co.uk

- 5** Choose the correct words. Check in the Word List.

- Andrew works very **long/ lengthy** hours and rarely has enough free time.
- Amanda is working **part-time/overtime** these days, so she comes back home late.
- We have a tough deadline to **meet/face** so we are staying in the office till late.
- Jenny is thinking of taking three weeks off **work/job**.
- John works very well under **stress/pressure**.

- 6** Listen to four people talking about their jobs. What do they do?

Nick Tony Kate Lisa

- 7** **SPEAKING** Ask and answer questions, as in the example.

A: What does your father do for a living?

B: He's a lawyer.

A: Where does he work?

B: He works in a law firm.

Character adjectives

8 Fill in: **brave, patient, sociable, responsible, polite.** Check in the Word List.

- Tour guides should be and enjoy talking to other people.
- Kindergarten teachers have to be because they work with young children.
- Firefighters should be as they often face dangerous situations.
- A customer service representative must be and not rude to customers.
- You can always trust Ronald to do the right thing; he's a very person.

9 Match the adjectives to their opposites. Check in the Word List.

1	brave	a	irresponsible
2	creative	b	unfair
3	honest	c	cowardly
4	loyal	d	humourless
5	fair	e	careless
6	responsible	f	lazy
7	helpful	g	dishonest
8	careful	h	disloyal
9	humorous	i	unhelpful
10	energetic	j	unimaginative

10 **SPEAKING** Which adjectives in Ex. 9 best describe: *you? your friends?* Tell your partner.

Appearance

11 In pairs, put the words and phrases under the correct headings. Check with another pair.

- blue • young • slim • curly • short
- handsome • freckles • pretty • tall
- beard • blond(e) • overweight • old
- wavy • plump • in his/her late teens
- green • of medium height • glasses
- straight • middle-aged • beautiful
- wrinkles • well-built • thin • bald
- moustache • shoulder-length
- in his/her early thirties

Age

Build

Hair

Eyes

Height

Looks

Special features

12 Use words in Ex. 11 to describe the people in the pictures.



Phrasal verbs (related to jobs)

13 Choose the correct particle. Check in the Word List.

- Jacob works in the department which **deals with/of** customers' complaints.
- They can't decide where to **set off/up** their new offices.
- Ian wants to **give away/up** his office job and work as a freelancer.
- Please **write down/up** what office supplies we need so I can order them.
- Jane's **looking for/of** a new job.

Prepositions

14 Fill in: *with (x2), for, of, in, about.* Check in Appendix 1.

Friends forever

Laura is my best friend. We hardly ever get angry 1) each other. If we disagree 2) something, Laura makes a joke about it. She has a talent 3) making me laugh, even when I feel sad. We're interested 4) the same things. For example, Laura's fond 5) playing sports, just like me, and we both love going to the cinema. Laura also gets on well 6) my family. She's loyal and honest and I'm glad she's my friend.

Present simple/Present continuous



David 1) works as an airline pilot. His flight 2) leaves at 11:00. He usually 3) flies to European countries. But today 4) he's flying to Canada. 5) He's staying in Canada for a week. He 6) is flying back to the UK next Sunday.

- | | |
|----------------------------|-----------------------|
| ☐ a | routines |
| ☐ b | fixed arrangements |
| ☐ c | actions happening now |
| ☐ d | permanent states |
| ☐ e | temporary situations |
| ☐ f | timetables |

see pp. GR1-GR2

- 1 Match the tense forms to their meanings. When do we use the *present simple*? When do we use the *present continuous*? How do we form each tense in English? Is it the same in your language?

- 2 Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 A: (you/drive) to the office every day?
B: No, I (catch) the bus.
- 2 A: James (love) swimming.
B: Yes, but he (not/like) other sports.
- 3 A: (she/join us for) lunch later?
B: No, she can't. Her train (depart) at 1 o'clock.
- 4 A: (Helen/usually/sit) at this desk?
B: Yes, but today she (sit) over there by the window.
- 5 A: (you/go) to work now?
B: No, my office (not/open) on Mondays.

Adverbs of frequency see p. GR2

- 3 Put the adverbs of frequency in the correct order.

- sometimes • never • usually • always
• hardly ever • often

- | | |
|-------------------|----------------------|
| 1 0% <i>never</i> | 4 50% |
| 2 5% | 5 75% |
| 3 25% | 6 100% <i>always</i> |

- 4 Put the adverbs of frequency in the correct position.

- 1 Oliver finishes work at 5:00. (*usually*)
2 John is late for work. (*never*)
3 Susie eats her lunch at her desk. (*sometimes*)
4 Maria walks to the office. (*always*)
5 Sam plays tennis after work. (*often*)

- 5 SPEAKING Write true sentences about you/your friends. Use: *now, at the moment, at present, always, never, sometimes, usually*. Tell your partner.

*I'm having an English lesson now.
I never eat fish.*

Stative verbs

(have, see, think, look, etc)

see p. GR2

- 6 Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 A: I (think) of applying for a part-time job.
B: I (think) that's a great idea!
- 2 A: Paul (look) for a new job.
B: No wonder he (look) stressed.
- 3 A: I (see) you're advertising for a new secretary.
B: Yes, I (see) some of the applicants later.
- 4 A: I hear you (have) a new boss.
B: Yes, we (have) a meeting with him after lunch.
- 5 A: Donna (be) really rude today!
B: That's strange. She (be) usually very polite.

Relative clauses

Defining

- The girls **(who)** I work with are sociable and humorous.
- Patience and loyalty are qualities **which** make somebody a good friend.
- I like places **where** I can meet new people.

Non-defining

- Ryan, **who** is my best friend, is honest.
- Beth, **whose** sister is my friend, is clever.
- I think honesty, **which** is a good quality, is an important characteristic in a friend.

see pp. GR2-GR3

7 Read the examples above. Which *relative pronoun/adverb* do we use with *people/places/things*? for *possession*? How do *defining relative clauses* differ from *non-defining*? In defining relative clauses, when can we omit the relative pronoun/adverb? Is it the same in your language?

8 Fill in the correct *relative pronoun/adverb* and say which are defining (D) or non-defining (ND). Add commas where necessary.

- 1 The people *who* work as fire fighters are very brave. D
- 2 John father owns the bakery is my friend.
- 3 Patience is a quality all teachers need to have.
- 4 Mrs Jenkins is very fair is a great boss.
- 5 Carluccio's is the restaurant he works.

Comparative/Superlative forms

Amazing Facts!

- The **tallest** man in the world is Sultan Kosen. He's 2.51 metres tall!
- Natasha Moraes de Andrade's hair is 1.57 metres long, but it's not as **long** as Xie Qiuping's hair. At 5.62 metres, Xie has the **longest** hair in the world!
- The people of the island of Ikaria, Greece, are among the **healthiest** in the world. They live **much longer** than people from **busier, more stressful** places.

see p. GR3

9 Read the facts in the table. Find examples of the *comparative* and the *superlative* in the text.

10 Complete the gaps with the correct form of the *adjective* in brackets. Say them in your language. How do the sentences differ in the two languages?

- 1 Lydia has a (**big**) office than Katie.
- 2 Tanya is (**helpful**) student in the class.
- 3 Brian is (**responsible**) than Adam.
- 4 Simon isn't (**creative**) as his sister.
- 5 She gets (**high**) salary in the company.

Sentence transformations

11 Complete each sentence with no more than four words.

- 1 Julia earns more than Carl. (**MUCH**)
Carl doesn't earn Julia.
- 2 This is the office Sally works in. (**WHERE**)
This is the office works.
- 3 No one in the office is more organised than Karen. (**MOST**)
Karen is person in the office.
- 4 That's the job advert. I saw it yesterday. (**WHICH**)
That's the job advert yesterday.
- 5 Mike's job isn't as tiring as Jenny's. (**MORE**)
Jenny's job is Mike's.
- 6 Lisa is my cousin. She's a nurse. (**WHO**)
Lisa, is my cousin.
- 7 Sarah's project is better than anyone else's. (**THE**)
Sarah's project is of all.
- 8 This is Tom. His father is a doctor. (**WHOSE**)
This is Tom, is a doctor.

12 **WRITING** Write sentences comparing your classmates. Use: *tall, short, funny, hard-working, helpful, energetic*. Tell the class.

Peter is taller than Jim. Bob is the tallest of all.

Vocabulary

- 1 In a minute, write as many words as you can think of to complete the mindmap.



Reading

- 2 a) Look at the picture of a UK fashion shop. Do you know this shop? Which of these can you find there?

- stylish clothes • accessories
- designer clothes • footwear
- casual clothes • vintage clothes
- a nail salon • a spa • a hair salon
- a cafe • a restaurant

- b) Read through to find out.

TOPSHOP TOPMAN

Are you a fashion conscious teen on a budget? Are you looking for stylish clothes and accessories? If so, you would love Topshop and its little brother Topman. It's one of the favourite places for UK teens, selling clothes at reasonable prices.

Starting out in the basement of a department store in 1964, Topshop and Topman are a brilliant success story. 1 The idea behind the company isn't to make its customers into fashion victims but to help them develop their own style. The shops have a great range of jeans, shoes and accessories and great offers.

2 Customers simply book an appointment, then sit and relax while friendly and helpful shop assistants find exactly what they are looking for!

For a unique shopping experience, the huge Oxford Circus branch in London is a must. 3 This amazing store includes a vintage clothes section, treats such as frozen yoghurt, a nail salon, a hair salon, music DJs and even a cafe.

Topshop and Topman also support many charities.

- 4 Topshop and Topman love to set trends, but not just with their fashionable clothes!

Check these words

- fashion conscious • on a budget
- stylish • basement • fashion victim
- range • offer • unique • branch
- vintage • treat • support • charity
- raise money • set trends

- 3** Read again and fill in the gaps (1-4) with a correct sentence (A-E). One sentence is extra. What words helped you decide?

- A With its five floors, it's the biggest fashion shop in the world!
 B They have the largest design team of any high street store.
 C They even have a personal shopping service.
 D They sell special collections to raise money for people in need.
 E There are over 300 stores in the UK and 140 abroad.

Vocabulary

- 4** Choose the correct words.

- Kate has **developed/booked** her own fashion **range/style**.
- There are thousands of **assistants/customers** every day at Topshop's Oxford Circus **branch/charity**.
- Most teenagers live on a tight **branch/budget**.
- It's important to many teens to get the right **look/fashion**.
- Topshop **attracts/supports** charities such as Age UK.
- Fashion designers often **put/set** fashion trends.

- 5** **COLLOCATIONS** Fill in the gaps with the words: *hair, raise, reasonable, book, shop, fashion, department, set, design, unique*.

- team
- store
- prices
- a trend
- salon
- assistant
- victim
- experience
- money
- an appointment

Word formation (forming person nouns)

- 6** Complete the sentences with the nouns derived from the words in bold.

We use **-or, -ian, -ist, -er** to form person nouns.
translate – translator music – musician
art – artist retail – retailer

- Export company is seeking a full-time (**TRANSLATE**).
- He is a wildlife (**PHOTOGRAPH**).
- He works as a (**LAW**).
- James is a professional (**MUSIC**).
- She is a great (**VIOLIN**).

Listening

- 7** You are going to listen to two friends talking about their favourite type of clothes. For each person (1-4) choose the type of clothes (A-E) they prefer. One type is extra.

PEOPLE

- ☐ Geoff's sister
- ☐ Mary
- ☐ Geoff
- ☐ Mary's brother

TYPES OF CLOTHES

- sports clothes
- designer labels
- casual clothes
- second-hand clothes
- formal clothes

Speaking

- 8** Listen and read the text. Tell your partner three reasons why Topshop and Topman are special.

Writing

- 9** Think of a popular shop in your town/city. Make notes under the headings: **NAME – LOCATION – PRODUCTS IT SELLS – OTHER INFORMATION**. Use your notes to write a short text about it.

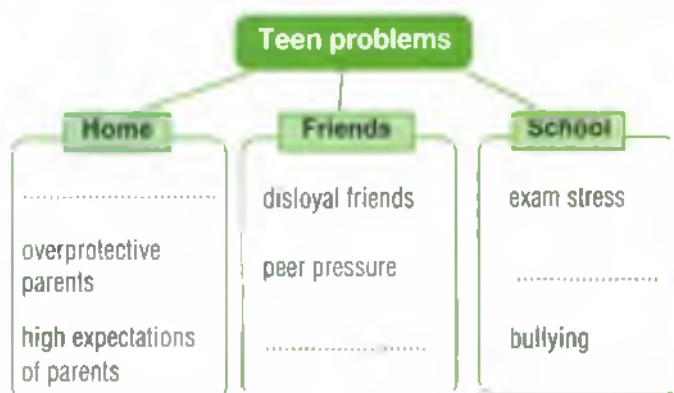
- 10**  How similar/different is the shop you wrote about in Ex. 9 from the shop in the text?

- 11** **ICT** Collect information about famous shops in other countries. Present them to the class.



Listening skills

- 1** a) Complete the spidergram with one more problem for each category.



- b) Which of the problems in Ex. 1a have you experienced? Tell your partner.

Multiple matching

STUDY SKILLS

Read the rubric and the sentences. Think of words related to each. While you listen, try not to get distracted as all options are mentioned.

- 2** You are going to hear four teens talking about problems they are experiencing. Match the sentences (A–E) to the speakers (1–4) and write the appropriate letter (A, B, C, D or E) in the right box. One sentence does not match any of the speakers.

- A My friends are pressuring me into doing something.
 B My parents expect too much from me.
 C I'm stressed about an upcoming exam.
 D My parents don't give me enough independence.
 E I have a friend who is gossiping about me.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

Intonation

- 3** Listen and repeat.

Stress in compound nouns
 In compound nouns the primary stress is on the first word.

- waiting room • bus stop • peer pressure
- exam stress • shop assistant

Multiple choice

STUDY SKILLS

Read the rubric, then the questions and possible answers. This will help you understand what the conversation/monologue will be about. While you listen, try not to get distracted as all options are mentioned.

- 4** a) Read the rubric, then read the questions and the possible answers and complete the task.

You are going to listen to two recordings. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions by circling A, B, or C.

Recording 1

- 1 The conversation takes place
 A in a classroom. B at a bus stop.
 C in a waiting room.
- 2 Steve is
 A the oldest child in the family.
 B the youngest child in the family.
 C the middle child in the family.
- 3 Steve's main complaint about Greg is that he's
 A very untidy. B too noisy.
 C very neat.

Recording 2

- 4 At some point, 70% of American high school students
 A are victims of bullying.
 B bully other students.
 C report bullying to a teacher.
- 5 Experts think that bullies
 A want people to notice them.
 B want people to ignore them.
 C want people to avoid them.
- 6 The speaker
 A offers help to bullies.
 B complains about bullies.
 C advises victims of bullying.

- b) What advice does the speaker in Recording 2 offer to victims of bullying? Do you agree with him?



Everyday English

Asking for/Giving advice

- 1 Read the first exchange in the dialogue. What do you think Jane's advice will be?

1.10 Listen and read to find out.

A: Hi Laura. Is everything OK?
 B: Hey, Sharon. Well, it's my sister, Pamela. She keeps borrowing my clothes without asking. She's driving me crazy! Any ideas what to do?
 A: Well, one thing you can do is lock your bedroom door so she can't look through your wardrobe.
 B: No, that won't work. We share the same bedroom, so I can't lock the door.
 A: OK, well why don't you talk to your parents about it, then? They could help you set some rules so it won't happen again.
 B: That's not a bad idea. After all, I don't have a problem with her borrowing my clothes. I just want her to ask me first. Thanks for your help, Sharon.
 A: You're welcome.

- 2 a) Replace the underlined sentences with sentences from the language box.

Asking for advice

- What should I do?
- I have a bit of a problem with ...
- Can you give me some advice?
- What am I supposed to do?
- What's the best way to ...?
- What do you think I should do?

Giving advice

- I suggest that you ...
- If I were you, I'd ...
- How about ...?
- You could ...
- Have you thought of ...?
- It might be a good idea to ...

Responding to advice

- I'm not sure about that.
- I don't think that will help.
- Yes, I suppose so.
- That sounds like good advice!

b) What are these phrases in your language? Identify the similarities/differences.

- 3 Take roles and read the dialogue aloud.

- 4 A friend of yours is having problems with a classmate. Use phrases from the language box and the ideas below to act out a dialogue similar to the one in Ex. 1.

Problem: one of your classmates makes fun of you

Possible solutions: tell your classmate how his/her behaviour is annoying; ask your teacher for help

Describing pictures

- 5 Look at the picture and complete the description with the words/phrases in the list.

- polo shirt • white shirt
- university • casual clothes
- relaxed



This picture shows two young men who might be 1) students. They are sitting at a cafe. They are wearing 2) The one on the left is wearing a red 3) The one on the right is wearing a 4) They look 5)

- 6 Look at the picture and complete the sentences. Tell your partner.



- 1 This picture shows
- 2 They are at, and they are probably
- 3 They are wearing
- 4 The girl on the right is wearing
- 5 The girl on the left is wearing ...
- 6 They look

Rubric analysis

- 1 Read the rubric and look at the underlined words. Complete the sentences.

Your English friend, Conrad, has very overprotective parents who never let him go out with friends, as they are worried about his schoolwork. Write Conrad an email (50-100 words). In your email:

- sympathise with his problem.
- give him advice.
- express hope that things will go well.

- 1 You are going to write a(n)
- 2 It will be for
- 3 It will be about
- 4 The style should be
- 5 You should write words.

Model analysis

- 2 Read the model. Which paragraph:

offers advice and possible results? 1

expresses hope things will go well and the writer's closing remarks? 2

expresses sympathy for person's problem and offer to help? 3

Informal style

- 3 Read the email again and find examples of the following:

- 1 short verb forms
- 2 simple linking words
- 3 everyday language
- 4 omission of personal pronouns

Hi Conrad,

Sorry to hear you're having problems with your parents. I understand how you feel and want to give you some advice.

To begin with, you must earn your parents' trust. You should prove that you are responsible. If you do homework on time, you can get good grades. Then, your parents won't worry about your schoolwork. You can also explain to your parents that going out with friends is important. This will help you learn how to get along with others.

I hope things get better soon. I'm sure your parents only want what's best for you. Let me know what happens!

Best wishes,

Alan



Opening/Closing remarks

- 4 Mark the sentences as *OR* (opening remark) or *CR* (closing remark).

- 1 Say hi to everyone in your family for me.
- 2 How's things?
- 3 I was really glad to hear from you.
- 4 Let me know how things turn out.
- 5 Can't wait to hear from you.
- 6 Hi! How's everything?
- 7 Sorry I haven't written for so long.
- 8 Well, I'd better go now.
- 9 Let me give you some advice on how you can
- 10 I thought I'd drop you a line to
- 11 All the best and keep me posted.
- 12 Write back soon.

- 5 Replace the opening/closing remarks in the email in Ex. 1 with remarks from Ex. 4.

Giving advice & Expressing possible results

6 a) Match the problems to the advice.

- | | |
|--|--|
| 1 ☐ I wake up tired every morning. I can't concentrate at school. | a Join a gym. You'll get in shape and feel healthier. |
| 2 ☐ I need to lose weight. My clothes don't fit me. | b Stand up to them. They'll see that you're strong and confident and back down. |
| 3 ☐ I argued with my brother. He won't talk to me now. | c Make sure you go to bed earlier. You'll get the sleep you need. |
| 4 ☐ Two kids at school are constantly bullying me. I feel scared. | d Have extra lessons after school. Your language skills and grades will improve. |
| 5 ☐ I'm doing very badly in French. I'll fail the class. | e Apologise to him. He'll forgive you. |

b) Write sentences using phrases from the Useful Language box, as in the example.

It would be a good idea to go to bed earlier. This way you'll get the sleep you need.

Writing

7 a) Read the rubric and underline the key words.

Your English friend is new at school, and he/she hasn't made any friends yet. Write him/her an **email** (50-100 words). In your email:

- sympathise with his/her problem.
- give advice.
- express hope things will go well.

b) Match the advice (1-3) to the results (a-c).

Advice

- 1 ☐ Join a school club or sports team.
- 2 ☐ Throw a party and invite people from school.
- 3 ☐ Don't wait for others to speak to you; introduce yourself first.

Results

- a You'll meet people who share the same interests as you.
- b You will show them you want to be friends with them.
- c You'll be able to meet people in the comfort of your own place.

8 Use ideas from Ex. 7b to complete your email. Follow the plan.

Useful Language

Opening remarks

- Having read your problem, ...
- I understand how you feel about ...

Giving advice

- It would/might be a good idea to ...
- I strongly advise you to ...
- First of all, it's important that you ...
- You should(n't) ... • Why don't you ...
- The best thing to do would be to ...
- Have you thought of ... • You can also ...
- Another idea would be to ...

Result

- This would mean that ... • Then, ...
- That/This way, ... • If you do this, you'll ...

Closing remarks

- I hope my advice helps.
- Let me know what happens.
- Let's hope everything turns out all right.

Plan

Hi, (friend's first name)

(Para 1) sympathy for reader's problem; offer of help

(Para 2) advice and possible results

(Para 3) expression of hope that things will go well; closing remarks

(your first name)

Hi ...,
I understand how you ... I'd be happy to ...
Why don't you ... ? This way ...
You can also ... Then, ...
I hope my advice ... Let me ...
Yours,



Checklist

When you finish your piece of writing check it for the following:

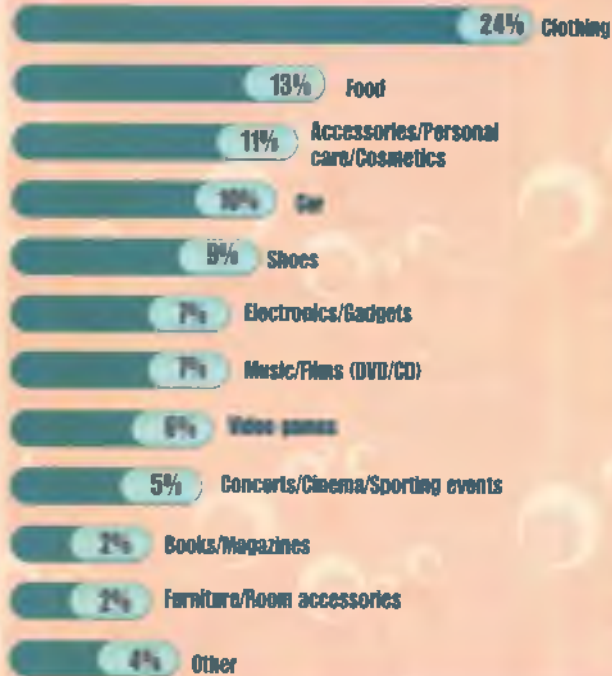
- Are your opening/closing remarks appropriate for the intended reader?
- Do you support your advice with expected results?
- Have you written in an informal style?
- Have you checked for grammar, spelling or punctuation mistakes?



- 1 What do teenagers in North America usually spend money on? Look at the diagram and say. Compare them to your own habits.

Teen Spending

In North America, by category, March 20... (% of total)



- 2 How can teens manage their money better?



Listen and read the text to find out.

- 3 Read the text again and match the headings to the paragraphs. One heading is extra.

- A Plan your spending
- B Set realistic goals
- C See what you can earn
- D See your savings grow

- 4 Match the words in bold in the text to their definitions: *money, small tasks, accept, slowly increase, do what you decide.*

- 5 **THINK!** What advice can you give to a friend who isn't very good at saving? In a few minutes, write a few sentences based on the text. Read them to the class.

Money Matters

Let's face it, we all love spending money! You might think you're too young to worry about money issues, but it's never too early to learn how to be a responsible earner and spender.



Maybe your only income is your pocket money, but there are many ways for teens to make extra **cash**. If your parents agree, start by doing **errands** for family, friends and neighbours for a small **fee**. Team up with a friend to wash cars, walk dogs or do gardening. Use your skills, too. Are you creative? Make craft items like greetings cards and sell them to friends and relatives.

2

However much money you have, budgeting is an important skill to learn. Decide how much you want to spend each month on new clothes, food and other things and **stick to it**. Before buying those designer jeans, wait for the sale or look around in outlets or chain stores for a cheaper pair that looks just as nice.

3

Finally, open a savings account. A good rule is to try saving **half** of what you earn. Half of the £10 you earn might not seem like a lot, but **little** amounts soon **add up**. £5 a week today could easily become enough money to buy your first laptop!

Check these words

• face • issue • earner • spender • income
• do errands • fee • team up • craft items
• budgeting • stick to • sale • outlet
• chain store • savings account



Vocabulary

1 Choose the correct word.

- Jenny is under **stress/pressure** at work.
- I'm looking for a new **work/job**.
- Tim is **fair/honest** and never tells lies.
- Mark's job is **full-time/part-time** – he only works in the evenings.
- She is very **careful/careless** and often makes mistakes.
- Her daily **salary/wage** doesn't include travel costs.

(6x3=18)

2 Fill in: meet, gain, take, earn, apply, work.

- Donna and Jack two weeks off work every summer to go on holiday.
- Lisa wants to for the job of secretary.
- He needs to the deadline.
- He is working at a school to experience in teaching.
- She wants to a living as a nurse.
- Ted doesn't need to overtime.

(6x2=12)

3 Choose the correct item.

- We're trying to set **up/off** a new shop.
- He's looking **for/down** a job as a waiter.
- Write **down/with** his address.
- Faye has a talent **on/for** design.
- Mike is interested **of/in** history.

(5x2=10)

Everyday English

4 Complete the dialogue with: What's the best way to – That sounds like good advice! – If I were you, I'd ... – I'm not sure about that. – How about ...

- A: Hi Steve, are you still looking for a part-time job?
- B: Yes, but there are no adverts in the newspaper today. **1)** find a job these days?
- A: Well, **2)** go into town and look for adverts in the shop windows.
- B: **3)** I don't usually see adverts there.
- A: **4)** looking online then?
- B: Thanks! **5)**

(5x4=20)

Grammar

5 Put the verb in brackets into the present simple or present continuous.

- Tony always (drive) to work.
- When (they/usually/finish) work?
- Ann (sleep) now.
- Your new job (sound) great.
- We (work) overtime today.
- He (not/live) in London.

(6x3=18)

6 Fill in an appropriate relative pronoun. Add commas where necessary. Write D for defining and ND for non-defining.

- Amy, *who* is a nurse, works at the clinic. (ND)
- The job he's applying for is in York.
- Do you know the reason she left?
- Joe mum is a tutor moved abroad.
- The office I work is on Main Street.

(5x2=10)

7 Put the adjectives in brackets in the correct form.

- My salary is (high) than his.
- Tim is (tall) person of all.
- She's (patient) than me.
- A doctor's job isn't (dangerous) as a firefighter's.
- Mike is (well-paid) of all.
- Her new job is (good) than her old one.

(6x2=12)

Total: 100



Grammar in Focus

Fill in the correct form of the word in brackets, choose the correct word or fill in the gaps.

- (you/want) to work from home? Studies show that people **2)** work from home are **3)** (happy) than people working in offices. They also save **4)** (much) money because they **5)** (not/travel) to work every day. At the moment, we **6)** (look) for people to work from home, translating texts into English. We deal **7)** texts in Spanish, Arabic and Chinese, so you **8)** (need) to know one of these languages, but no **9)** previous/last experience is necessary. Interested? Visit our website.

Reading

Multiple matching

Preparing for the task

- 1 Read the text. Choose the best answer.

NEXT SALE
ALL SALE ITEMS HALF PRICE OR LESS
SALE STARTS – TUESDAY 10TH JANUARY

- 1 What is this text?
A an advert B an announcement
- 2 Where can you see this text?
A in a newspaper B in a shop window
- 3 What is the aim of the text?
A to advertise a shop
B to inform people of something special
- 4 What does the text tell people about?
A when they can get items at lower prices
B when the shop starts selling items

STUDY SKILLS

Read the texts to get to know what each is about. Think where you can see each/what the purpose is. Read the sentences and underline the key words. They will help you do the task.

- 2 Read the texts below. For each text 1-4 choose the right sentence and write the appropriate letter (A, B, C, D or E) in the table. One sentence is extra and does not match any of the texts.

1 **SHOP SHOES**
Click here to view our selection >

2 **SKYWAYS**

Are you looking for a full-time job that can take you to exciting places around the world? Then join our cabin crew and fly the skies with us.

3 **SIMPLE LOOK**
Elegant & stylish
suits, skirts & dresses
Reasonable prices
Sizes 10-18

4 Your NEW YUMMY
is now open in York.
Come along & enjoy
a FREE ice cream
with any main meal
MEALS from £7.00

- A This text advertises a restaurant.
B You can see this text in a shoe shop.
C You can see this text in a fashion magazine.
D You can see this text online.
E This text advertises a post.

1	2	3	4

Listening

Multiple choice

Preparing for the task

- 3 a) Read the question and look at the pictures. Which of these words/phrases match each picture?

- ride a bike • answer the phone
- delivery boy • supermarket
- stacking shelves • take orders

What job is Harry having an interview for?



- b) Now read the script. Which is the correct answer?

- A: Is Harry still working at the supermarket?
B: Not really. The hours were long and he didn't earn much stacking shelves.
A: I see. So is he looking for a job now?
B: Actually, yes. He's having an interview today at a take away.
A: You mean as a delivery boy? Can he ride a bike?
B: Yes, he can but there are no free posts. They are looking for someone to answer the phones and take orders.
A: I see.

STUDY SKILLS

Read the rubric, then read the questions and possible answers and underline the key words. Listen carefully and choose the option that best answers each question.

- 4** a) Read the rubric, then the questions and the possible answers. Think of words/phrases related to each option.

You are going to hear five short texts twice. For questions 1-5, choose the answer which matches what you have heard by circling the appropriate letter A, B or C.



- b) Do the listening task.

- 1 What does John do for a living?

A



B



C



- 2 What time are Jane and Sally meeting?

A



B



C



- 3 Where are Peter and Andrea?

A



B



C



- 4 What does Mary want to buy?

A



B



C



- 5 Paul is calling Mark
A to ask for a favour.
B to ask for advice.
C to give advice.

Speaking

Dialogue completion

Preparing for the task

- 5** a) Read the question. Which of the following does it ask about?

X: What does Paul do?

- A a person's job?
B a person's workplace?
C a person's activity?

- b) Look at the options A-C. Which answers the question?

Y: A He's brave.

- B He's a security guard.
C He's at work.

- c) Now match these questions to the rest of the options in Ex. 5b.

X: 1 Where is Paul?

- 2 What is Paul like?

- 6** Read the rubric, then do the task.

Read the dialogues (1-3). Complete them with appropriate responses by circling the appropriate letter (A, B or C).

- 1 X: What is your new teacher like?

Y:

- A She's at school.
B She's patient.
C She's working hard.

- 2 X: Where does Mary work?

Y:

- A At a bank.
B She works 9-5.
C She's got a part-time job.

- 3 X: How much is it?

Y:

- A It's red and white.
B It's size 10.
C It's on sale. Only £4.

Reading

Text completion

Preparing for the task

- 1** Read the extract. Use the underlined words to help you choose the sentence (A or B) that best completes the gap.

As a nature photographer, I take snaps of wild animals for a living. It's a wonderful job that allows me to visit some of the most beautiful destinations in the world. I'm taking pictures for a magazine here of the Cape buffalo. It's one of the most dangerous animals in Africa, so I have to be very careful.

- A** There I capture images of the natural beauty.
B At present, for example, I'm staying in Kenya.

STUDY SKILLS

Before you read the options, underline key words in the sentences before and after the gaps. Predict the sentences that are missing, and then look through the options. This will help you do the task.

- 2** Read the text below. Complete the gaps (1-4) with appropriate sentences (A-E). Write the appropriate letters (A, B, C, D or E) in the gaps. One sentence does not match any of the gaps.



You've probably heard the phrase 'shop till you drop' but what about 'swap till you drop'? In recent years, many people have begun swapping their possessions with others instead of buying new products in the high street. One popular swapping phenomenon is called 'swishing'.

According to the dictionary, when you 'swish' something, you move it through the air quickly so that it makes a sound. **1** Nowadays, 'swishing' means 'swapping clothes' and swishing parties have become popular with fashion-lovers all over the world.

Swishing parties are social events unlike anything you've ever attended. Everyone who is invited brings along one or more unwanted items of clothing. **2** Then, when everyone has arrived, the swishing begins!

Everyone looks through their friends' clothes, hoping to find something that they like. **3** As they swish, everyone has a good time chatting with old friends, making new friends and enjoying drinks and snacks.

4 She loves the way swishing saves her money on clothes shopping, but her main concern is the environment. According to Lucy, the fashion industry encourages us to throw out old clothes and buy new clothes. Swishing saves these unwanted clothes from ending up in our already overflowing landfill sites.

So are you sick of looking at that green top hanging in your wardrobe unworn for the last year? Then, what are you waiting for? Organise a swishing party today! Who knows? You might pick up something wonderful to take its place!

- A** Recently, though, the word has taken on a new meaning.
B Lucy Shea is the founder of swishing in the UK.
C Usually, each guest takes at least one item of clothing home with them.
D Swishing is especially popular with women in their late 20s.
E It doesn't matter if they aren't designer labels, the only rule is that each item should be in a good condition with no rips, holes or stains.

Listening

Multiple choice

Preparing for the task

- 3** Read the two multiple choice questions below and then answer the questions (1-2).

- 1 How is the interview being conducted?
A face to face **C** through a video link
B over the phone
- 2 Why did Mr Lewis leave his previous job?
A He was fired. **B** He retired. **C** He quit.

- 1 How many people will be talking? Who?

- 2 What is the reason for their conversation?

- 4** Now, read the dialogue and answer the two multiple choice questions above.

A: I'm sorry for keeping you on hold, Mr Lewis. Now, I see on your CV that you have been out of work for six months. Why did you leave your last job?

B: Well, my last job was as a sport journalist. I loved the work, but unfortunately, the paper's sales began to drop. Many of my colleagues got fired and I didn't want the same to happen to me. So, I decided to leave and find work elsewhere.

A: Oh, I'm terribly sorry, but I have another important call. Can I ring you back in ten minutes?

B: Yes, that's not a problem.

STUDY SKILLS

Read the questions and underline the key words. They contain information about the situation and what you should listen for.

5

1.13

You are going to hear two recordings. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions by circling the appropriate letter (A, B or C).

Recording 1

- 1 Bob wants to buy a tablet PC
A to use as an educational tool.
B to play computer games on.
C to connect with his friends.
- 2 Bob earns money by
A doing jobs for his parents.
B working at a café.
C doing errands.
- 3 Peter advises Bob
A how to apply for a job.
B where to buy a tablet PC.
C how to earn more money.

Recording 2

- 4 In Dudley's Fashions there are sales in
A ladieswear. **B** menswear.
C children's wear.
- 5 The shop that sells footwear is
A Dudley's. **B** Clark's.
C Smith's.
- 6 The purpose of the recording is
A to give information to shoppers.
B to advertise a coming sale.
C to announce the opening of a shopping centre.

Workbook p. 13

Check your progress

GOOD /

VERY GOOD //

EXCELLENT ///

Now I can do these things in English

- talk about jobs & workplaces ☐
- describe personal qualities & personality ☐
- compare two or more people, things etc ☐
- ask for and give advice ☐
- write an email giving advice ☐
- talk about shops & products/clothes ☐

and I can do these tasks

- multiple matching (reading) ☐
- multiple choice (listening) ☐
- dialogue completion (speaking) ☐
- text completion (reading) ☐

Unit 2

Nature's Fury

What's in this unit?

- **Topics:** Nature, Health, Disasters
- **Vocabulary:** natural disasters, weather, phrasal verbs, prepositions, word formation
- **Grammar:** past simple, past continuous, used to/would/past simple
- **Reading:** a blog
- **Listening:** dialogues, a monologue
- **Speaking:** narrating experiences, dialogue completion, describe a picture
- **Writing:** a story
- **Culture:** *Sandy Strikes*
- **CLIL:** (History) *A City Burns Down!*
- **Skills:** reading (multiple matching, matching headings to paragraphs), listening (multiple matching), use of English (text completion, sentence completion)

Reading

- 1 a) Use these words to label the diagram: *lava, slope, crater, magma, smoke and ash cloud, rim, lava stream.*



- b) Listen and check. Listen and repeat. What are these words in your language?



Check these words

- erupt • located in • worth the effort • fellow • fans
- camp overnight • hike • disappointed • fountain of lava
- safe distance • magnificent • run down
- slope • rise • admit • approach • rim • risk • burn
- heat • unbelievable • close encounter • unforgettable

STUDY SKILLS

Predicting content

Read the title of the text and the first sentence in each paragraph. This will help you predict what the text is about.

- 2 Read the title and the first sentence in each paragraph. What is the text about? Read through and check.
- 3 Match the paragraphs (1-3) to the headings (A-D). There is one extra heading.

- A An amazing view
- B Close enough
- C A difficult hike
- D A huge volcano

Nia Davies' BLOG

SEARCH

Home

Archive

Blogger

1

I am **fascinated** by volcanoes. So, when I heard the news that Mount Nyamulagira was erupting, I had to see it! Located in Virunga National Park in the Democratic Republic of the Congo, it wasn't easy to get there, but it was worth the **effort**. I joined a group of **fellow** volcano fans who were camping overnight close to the volcano. We hiked for four hours to get there. Each of us was carrying our own food, water and sleeping bag, so by the time we arrived we were exhausted – but not **disappointed**.

2

We saw the first fountains of lava as we approached the camp. The camp was a safe **distance** from the crater, but the lava was shooting 200 metres into the air. The colours were magnificent! As we got closer, we could see the streams of red lava. They were running down the slopes of the volcano. Smoke and ash were **rising** into the sky. It was wonderful, but I admit, I was a bit scared.

3

Once the sun was up, we **approached** the rim. We didn't go right up to it – we didn't want to risk getting any burns! But the heat was **unbelievable**; it was too hot for me. I took some fantastic pictures. My close encounter with an erupting volcano was unforgettable!



Did you Know?

Magma and lava are the same thing – liquid rock. It's called magma while it's in the volcano and lava when it comes out!

4 Answer the questions.

- How did they reach the volcano?
- What made Nia feel scared?
- Why did Nia think the visit "was worth the effort"?

Vocabulary

- 5 Match the words in bold in the text with their synonyms: *disheartened, astonishing, interested, moving upwards, hard work, range, similar, went closer to*.

- 6 Fill in: *erupt, hike, rise, admit, risk* in their correct form.

- We watched as the smoke and ash into the sky.
- If we went any closer we getting burns.
- The volcano and hot lava flowed out of the crater.
- I that I was scared of the volcano.
- We for four hours to get to the camp.

Speaking

7 1.15

- a) Listen and read the text. Then, put the events in the order they happened.

- | | |
|----------------------------|-------------------------------------|
| ☐ A | The group saw the lava. |
| ☐ B | The volcano erupted. |
| ☐ C | The group went close to the crater. |
| ☐ D | Nia decided to go to the Congo. |
| ☐ E | The group arrived at the camp. |
| ☐ F | The group walked for hours. |

- b) Use the list to give the class a summary of the text.

Writing

- 8 Imagine you were in the same group as Nia. Send your English-speaking friend an email narrating your experience.

Natural disasters

1 a) Complete the news reports. Use:

- wildfire • hurricane • tsunami
- avalanche
- volcanic eruption
- flood
- earthquake



In November, 2012, heavy rains filled the streets of Birmingham and the caused severe damage to the area.

1 At midnight on 29th August, 2010, a(n) occurred at Mount Sinabung in Indonesia, causing a huge cloud of smoke and ash.



2 Fill in: *collapsed, rescued, saved, survived, shook, damaged, erupted, hit, recover, caused, evacuate, warned.*

- 1 A skier a young boy that got trapped in an avalanche.
- 2 He without food for two weeks in his snowed-in car.
- 3 Emergency services three people after the building in the early hours last Friday.
- 4 The house violently during the earthquake.
- 5 A tsunami the island after the earthquake.
- 6 The tsunami 100 houses and the death of ten people.
- 7 Firefighters asked people to the burning building immediately.
- 8 They were on a trip in New Zealand when the volcano
- 9 The police people to stay inside or go to higher ground.
- 10 The Mayor expressed his worries about whether his town will from the disaster.



3 On 29th October, 2012, a(n) called Sandy hit the New Jersey coastline with 80 mph winds.

4 On 11th March, 2011, a huge hit the coastline of Japan causing mass destruction.



5 On 12th January, 2010, at 4:53 local time, a(n) hit the island of Haiti creating aftershocks for several days.



6 In October 2003, a(n) broke out in San Diego County in California burning down over 280,000 acres of forest.



7 In April, 2013, 5 snowboarders died in a(n) in the Rocky Mountains in Denver, USA.

3 Choose the correct word. Check in the Word List.

It all happened really quickly. We heard the warning on the news, but there was no time to 1) go away/escape. The river 2) burst/exploded its banks and we 3) reached/climbed onto the roof to get as high as possible because the water was 4) rising/lifting fast. We were lucky, as the 5) rescuers/helpers got to us quickly and took us to 6) safety/shelter.
Glenn, 15, Wales

Comments

Which disaster is Glenn describing?

4 Listen to Kate describing a disaster she experienced. What happened? Listen and make notes, then tell the class.

Weather

5 a) COLLOCATIONS Choose the odd word out.

- 1 high – low – freezing – good **temperatures**
- 2 bitterly – quite – heavy – really **cold**
- 3 dry – lovely – strong – bad **weather**
- 4 wet – torrential – heavy – light **rain**
- 5 foggy – strong – rough – chilly **wind**
- 6 strong – thick – dense – heavy **fog**
- 7 cold – fresh – thick – freezing **air**

b) Use the collocations in sentences of your own.

6 Choose the correct word.

- 1 Most of the people left the area before the storm **arrived/reached**.
- 2 I watched as the black clouds **collected/gathered** in the sky.
- 3 Temperatures **rose/raised** last weekend.
- 4 The rain was **pouring/dropping** down as we were walking towards the village.
- 5 An **avalanche** happened when a huge area of snow **melted/dissolved**.
- 6 During the hurricane the wind **blew/poured** at over 100 mph.

7 **a) Listen to the weather forecast.**
What will the weather be like today in the *morning, afternoon* and *evening*?

b) What was the weather like in your country yesterday? Tell the class.

Phrasal verbs (related to disasters)

8 Underline the correct particle.

- 1 When a fire **breaks out/off**, you should call the fire department.
- 2 After the flood, there was a lot of mess to **clean up/out**.
- 3 Dean was injured so we **called in/for** an ambulance.
- 4 Don't try to **put off/out** the fire yourself, call for help.
- 5 It was raining for two days before the weather **cleared up/off**.
- 6 The lights **went out/off** and I got scared.

Prepositions

9 Fill in: *from (x3), to, on, with*.

- 1 There was a lot of damage the building after the earthquake.
- 2 Sandbags can help protect buildings water damage.
- 3 Firefighters saved three men the burning building.
- 4 People in remote areas often depend their neighbours for help in times of disaster.
- 5 Volunteers helped the rescue efforts.
- 6 We haven't heard James since the earthquake hit.

Word formation (abstract nouns)

10 Form nouns derived from the words in bold.

We use **-ance** (*appear – appearance*), **-ery/-ry** (*slave – slavery*), **-f** added to verbs ending in **-ve** (*believe – belief*), **-ion/-ation** (*admire – admiration, digest – digestion*), **-ment** (*move – movement*), **-ness** (*happy – happiness*) to form abstract nouns.

- 1 Your in this matter is highly appreciated. (**ASSIST**)
- 2 The rescue team got medals for their (**BRAVE**)
- 3 It was a to see everyone sound and safe. (**RELIEVE**)
- 4 It was the captain's to abandon the ship. (**DECIDE**)
- 5 The issued a tsunami warning. (**GOVERN**)
- 6 The of the disaster forced the government to ask for help. (**SERIOUS**)

11 **WRITING** **ICT** What disasters happened in your country in the last ten years? Collect information, then write a few sentences about each. Use the texts in Ex. 1 as a model. Present the information to the class.

Past simple vs Past continuous

Australia's
YOUNG REPORTERS' BLOG

Ben (18:53)

Hi guys!

Let me tell you what **1) happened** to me last Tuesday. I **2) was working** out in the fields on my dad's farm while my parents **were doing** chores inside the house. It was a perfect day. The sun **3) was shining** and a light breeze **was blowing**. But then everything changed. At about 1:30 in the afternoon, I **4) was fixing** a fence when I **noticed** a cloud of black smoke in the distance and I could smell something burning. I **5) realised** that it was a wild fire, so I ran back to the house and **called** the emergency services.

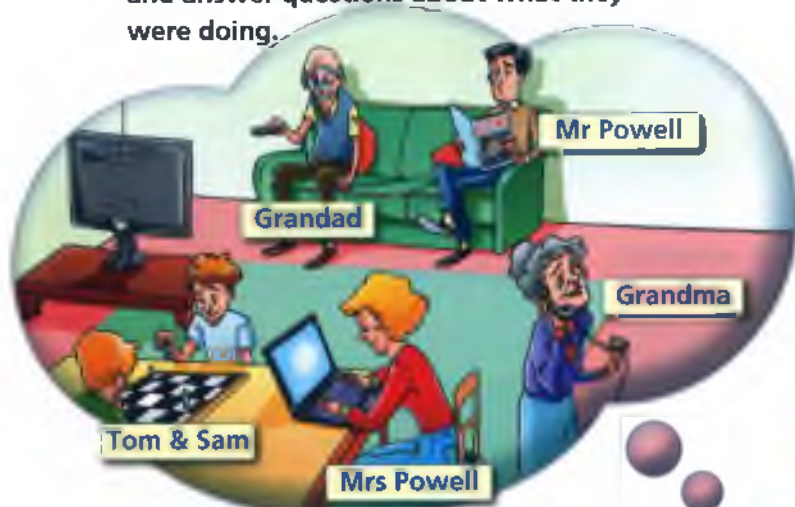
All night, firefighters **6) were spraying** the flames with water from trucks and helicopters. Eventually, they managed to put out the fire. Did any of you see the wild fire last week?

- A** ☐ an action which happened at a specific time in the past (stated or implied)
- B** ☐ actions which happened one after the other in the past
- C** ☐ an action which was happening at a specific time in the past
- D** ☐ two actions which were happening at the same time in the past
- E** ☐ an action which was happening in the past when another action interrupted it
- F** ☐ background information to a story

see pp. GR3-GR4

- 1** Read the text. Which verb forms in bold are in the *past simple*, *past continuous*? Match them to their uses. How do we form these tenses? Is it the same in your language?

- 2** The Powells were in their living room yesterday at 8 o'clock when the earthquake happened. In pairs, use the prompts to ask and answer questions about what they were doing.



- 1** Mr Powell/watch TV/read a magazine
A: Was Mr Powell watching TV?
B: No, he wasn't. He was reading a magazine.
- 2** Grandma/read a magazine/talk on the phone
- 3** Tom and Sam/send an email/play board game
- 4** Grandad/play a board game/watch TV
- 5** Mrs Powell/talk on the phone/send an email

- 3** Put the verbs in brackets into the *past simple* or the *past continuous*.

- 1** A: When *did the tsunami hit* (the tsunami/hit) the coast?
B: At 6:42 this morning. Most people
(still/sleep) in their beds at that time.
- 2** A: What (happen) to Douglas last weekend?
B: He (walk) in the mountains when he (see) an avalanche. He (call) the emergency services. They (arrive) quickly and (rescue) three people.
- 3** A: What (you/do) at 10 o'clock last night when the hurricane hit?
B: I (do) my homework and my brother Ben (read) a book.

- 4** Complete the sentences with your own words.

- 1** I was tidying my bedroom when
- 2** Last Saturday I
- 3** At 7:30 last night I
- 4** I was reading a book while
- 5** I ate my dinner and then

- 5 Put the verbs in brackets into the *past simple* or the *past continuous*.

THE DOWNTON GAZETTE

A devastating flash flood 1) (occur) in the village of Downton yesterday. Emma Michael, a local resident, narrowly escaped injury when floodwaters 2) (wash away) a bridge on her way to work. "It 3) (rain) and the wind 4) (blow) as I 5) (drive) to work yesterday morning," says Emma. "I 6) (listen) to the radio when I 7) (hear) reports that the water in the river 8) (be) really high. I 9) (stop) my car to take a look and, at that moment, a huge wall of water 10) (rush) down the river and 11) (sweep away) the bridge. I 12) (have) a lucky escape!"

- 6 **SPEAKING** In pairs, ask and answer questions, as in the example.

- The fire broke out.
(• watch TV/living room • run/outside)
A: *What were you doing when the fire broke out?*
B: *I was watching TV in the living room.*
A: *What did you do?*
B: *I ran outside.*
- The hurricane hit. (• do/my homework • hide/in the basement)
- The earthquake happened. (• have/an English lesson • crawl/under a desk)

Sentence transformations

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

- The firefighters arrived while the fire was still burning.
The fire was still burning arrived.
- Alan started watching TV at 7:00 and he finished at 9:00.
Alan at 8:30.
- The storm started during our lunchbreak.
While we, the storm started.
- It was still raining when we got to school.
We got it was still raining.

used to/would/past simple

John used to live in a village. He didn't use to have a bike back then. He used to walk to school. All this changed last year when he moved to the big city.

- We use **used to/past simple** to talk about past habits/states.
- We use **would** for repeated past actions BUT not for past states.
- We use the **past simple** and NOT *used to* for actions which happened at a definite time in the past.

see p. GR4

- 8 a) Read the text and the theory. Underline all *used to* forms. Which is a *past habit*? a *past state*?

b) Which forms of *used to* can be replaced with *would*? Why?

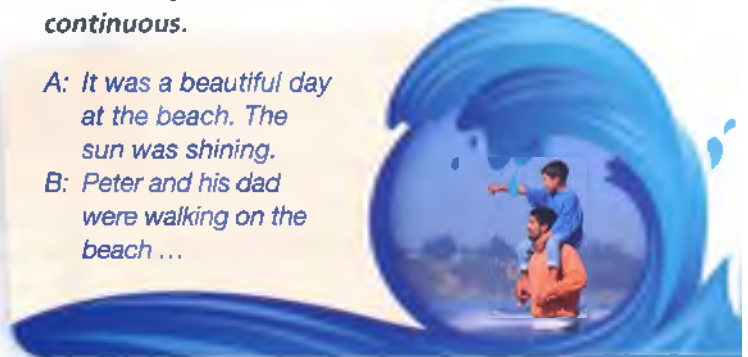
c) Can we replace *changed* with *used to/would*? Why? Why not?

- 9 Choose the correct item.

- We felt/used to feel the quake last night.
- When Mark was a child, he **used/would** visit his grandparents every weekend.
- The Smiths **would buy/bought** a new house last month.
- Lyn **used to/would** have a yacht.
- They **told/would tell** everyone the news.

- 10 **SPEAKING** Look at the pictures. In pairs, say where the people were, what they were doing, what they could see, hear or smell, how they were feeling. Use the *past simple* and *past continuous*.

A: *It was a beautiful day at the beach. The sun was shining.*
B: *Peter and his dad were walking on the beach ...*



- 11 **WRITING** Using your answers from Ex. 10, write a short story entitled "A Terrifying Experience". Use the *past simple* and *past continuous*.

Reading

1 Listen to the sounds and look at the pictures. What comes to mind?

2 a) Look at the pictures. Which shows:

- flooded streets? 1
- trees swaying in the wind? 2
- a car under a fallen tree? 3
- power lines on the ground? 4

b) Read the title. What do you think Sandy is? How are these sentences related to the texts?

Listen and read to find out.

3 Read the diary entries and choose the right answer A, B, C or D.

- The writer woke up because of
A thunder.
B rain.
C wind.
D her mum's voice.
- While they were in the basement they felt
A safe. C surprised.
B scared. D lucky.
- The writer was relieved that
A all her neighbours were safe.
B emergency services were close.
C the house was in good condition.
D a puppy survived the hurricane.
- The author's purpose is to
A explain how a disaster happened.
B describe a bad experience.
C inform us of a disaster.
D describe a surprising rescue.

SANDY Strikes

5th May

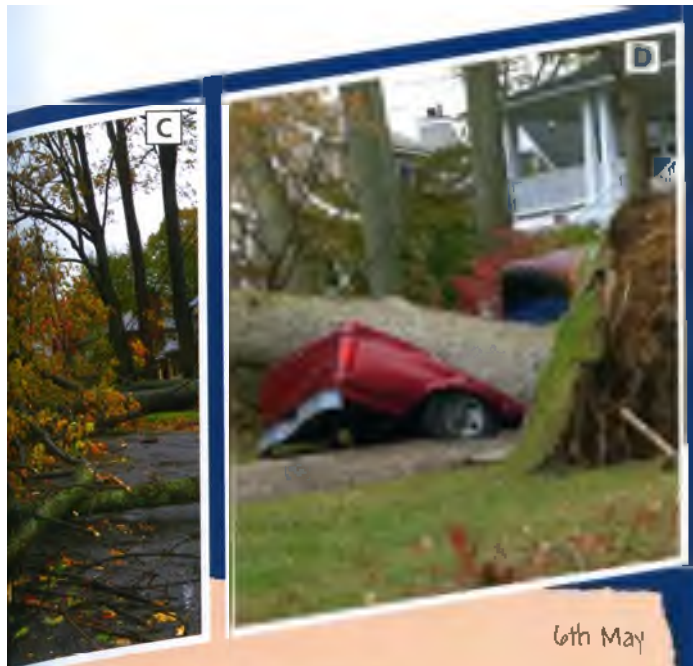
What a terrible night! It was 11 o'clock and I was sleeping. Suddenly, I heard a loud bang. I realised it was thunder, and I jumped out of bed! I ran to the window and saw that it was raining heavily. The wind was blowing and the trees were swaying. Then, my mother came into my bedroom. She looked very shocked and she was shaking. "Hurricane Sandy is coming!" she cried. We ran downstairs into the basement where we were safe from the storm. The wind was so strong that the whole house was shaking. Outside, we could hear windows smashing. It was terrifying!

Check these words

• bang • realise • thunder • rain heavily • wind • blow
• sway • shake • cry • basement • safe • smash
• terrifying • power line • emergency services • siren
• clear up • yelp • porch • shiver • mud • miracle • survive

4 Read the texts again and answer the questions.

- Why did the family go to the basement?
- What effect did Sandy have on the town?



6th May

We spent all of last night in the basement. When we finally came out in the morning, we were surprised by what we saw. The streets were flooded, there were power lines on the ground and our car lay under a fallen tree. All across town, the sirens of the emergency services were wailing while people were clearing up the mess in their homes and gardens. Luckily our house wasn't too badly damaged. There was only some glass on the floor, and rubbish on our lawn. Thankfully, no one was hurt. As we were cleaning up the lawn, I suddenly heard a little yelp. It was coming from under the porch. I went to get a closer look and couldn't believe my eyes! There before me was a tiny white puppy. It was shivering and covered in mud. When it saw me, it jumped into my arms. It's such a miracle that this little dog survived such a terrible storm!

Vocabulary

5 Fill in the gaps with a verb: *sway, blowing, shake, smash, wailing, clear up, shiver, survive*.

- The sirens of the emergency services were very loudly.
- Everyone worked together to the streets after the storm.
- The trees started to in the wind.
- The wind was hard.
- Harry used a rock to the window.
- The earthquake caused the walls to
- We were lucky to such a huge storm!
- Emma started to because she was cold.

6 Replace the words in **bold** with the following words: *bang, shocked, luckily, cried, relieved, hurt, safe, rubbish*.

- No one was **injured** in the hurricane.
- "It's an earthquake!" she **shouted**.
- There was a loud **noise** outside my window.
- There was **litter** all over the street.
- She looked **scared** and she was crying.
- We felt **calm** when the storm was finally over.
- They were **protected** from the storm in the basement.
- Fortunately**, the hurricane didn't cause much damage to the area.

7 **COLLOCATIONS** Fill in: *heavily, power, loud, strong, services*.

- | | |
|--------------|-------------------|
| 1 bang | 4 lines |
| 2 rain | 5 emergency |
| 3 wind | |

Speaking

8 a) Read the diary entries again and put the events in the order they happened.

- | | |
|--|--|
| A ☐ | We were cleaning up the lawn when I heard a yelp. |
| B ☐ | We ran downstairs. |
| C ☒ | I was sleeping when I heard a loud bang. |
| D ☐ | We came out of the basement. |
| E ☐ | My mother came to my room. |
| F ☐ | We saw power lines on the ground and heard sirens. |
| G ☐ | The puppy jumped into my arms. |
| H ☐ | I looked out of the window. |
| I ☐ | We went into the basement. |

b)  Imagine you were a reporter. Use the events in Ex. 8a to tell the class what happened from your point of view.

Writing

9 Think of a disaster in your country or in other countries. Write how it was similar/different to the one in the text.



Listening skills

Multiple choice

Preparing for the task

- 1** Read the question and possible answers. Then read the extract from the script. Use the underlined words/phrases to choose the best option.

- 1 Peter was in his room when he
A heard a noise. B the lights went out. C the bell rang.

Bob: Hi, Peter. How was your weekend?

Peter: You won't believe what happened to me! I was lying in my bed listening to music when I thought I heard the bell ring. I went to check who it was, but there was no one. Only some kids were playing in the streets making noise. I closed the door behind me and went back to my room. I felt a bit anxious. Then there was thunder and the lights went out.

- 2** a) Read the rubric, then read the questions and possible answers and underline the key words, then do the task.

You are going to hear two recordings twice. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions according to what you hear by circling the appropriate letter (A, B or C).

Recording 1

- 1 When the earthquake hit, Jodie was
A playing outside. B in her bedroom. C on the stairs.
- 2 When the room shook, Jodie thought
A there was a strange noise.
B there was nothing to worry about.
C it would fall on her.
- 3 The dialogue is mainly about
A a music show on TV. B family members.
C an earthquake that hit the area.

Recording 2

- 4 When Annie first looked out of the window, she saw
A Katie. B the barn. C trees on fire.
- 5 The barn caught fire straight away because
A it was an old building. B the trees were blazing.
C there was a lot of hay in it.
- 6 Annie talks mostly about
A her family and their house. B her feelings and the fire.
C Melbourne and Australia.

- b) **THINK!** Retell Annie's story from her mother's point of view.

Matching exchanges

Preparing for the task

- 3** a) Read statement 1. What can the question be?

- 1 No, it was hot and sunny.

b) Choose the question (A-D) that matches the statement.

- A Was it a sunny day yesterday?
B What's the weather like?
C Did it rain yesterday?
D Did it stop raining?

c) What makes the other options inappropriate?

- 4** a) Read the rubric and the statements A-E. Think of a question that can answer each.

You are going to hear four questions. Read the answers. For every question 1-4 choose the right answer (A-E). One answer doesn't match any of the questions.

- A Yes, if he doesn't take long.
B Yes, he was late.
C No, he was half an hour late.
D Maybe he had an appointment.
E Because he had to catch the bus.

1	2	3	4



- b) Do the listening task.

Pronunciation /e/, /æ/, /ʌ/

- 5** Listen and tick (✓). Listen and repeat. Can you think of one more word for each sound?

	/e/	/æ/	/ʌ/		/e/	/æ/	/ʌ/
bet				cut			
bat				met			
but				back			

Everyday English

Narrating experiences

1 a) Listen to the sounds. What phrases come to mind?

b) The sounds are related to the dialogue. What is it about? Read through and check.

2 Read the dialogue. Fill in each gap (1-4) with the correct word (A, B or C). Is it *formal* or *informal*?

Andy: Hey Bob. I **1** about the earthquake. Are you alright?

Bob: I'm OK now, but it was terrible. There was a loud rumbling **2** and then, everything started shaking.

Andy: Poor you. I bet you were terrified!

Bob: I was. The windows **3** and the furniture fell over. Luckily no one was hurt.

Andy: You had a lucky escape.

Bob: I know. It was a horrible **4** and I'm relieved it's over.

- | | | |
|-------------|-----------|---------------|
| 1 A hear | B heard | C was hearing |
| 2 A sight | B sound | C noise |
| 3 A smashed | B crashed | C collapsed |
| 4 A picture | B idea | C experience |

3 Listen to the dialogue. Take roles and read it aloud.

4 Replace the underlined sentences in the dialogue with sentences from the language box.

Asking about an experience

- What happened?
- Is everyone OK?

Describing an experience

- It was awful/frightening etc.
- It was a horrible/terrifying etc experience.

Commenting on sb's experience

- You were very lucky.
- I bet you were scared/relieved etc.

Describing feelings

- I was terrified/scared/relieved etc.

5 Read the news headline and act out a dialogue similar to the one in Ex. 2. Use sentences from the language box. Make sure you use informal style.

HURRICANE SANDY HITS THE US FLOODING TOWNS AND LEAVING MILLIONS WITHOUT POWER

Setting the scene

STUDY SKILLS

When we describe a picture we talk about the place (where), the time (when), the people (who), the weather, the activities, their clothes and their feelings (what).

6 Look at the picture. Use the words to complete the description: *looking, cold, Monday, nervous, had, warm, waiting, directions*.



One **1** morning Teresa was **2** for a train. She **3** a job interview that day. It was **4** on the platform but she was wearing her **5** coat, hat and gloves. She was **6** at her map for **7** and feeling **8** about the interview.

7 Look at the picture. Use the words to set the scene.

- Dora
- autumn afternoon
- going home
- raining hard
- light jacket and jeans
- carry shopping bags
- miserable



A DISASTROUS HOLIDAY

Model analysis

- 1** Read the rubric, then the model.
How do the underlined words in the rubric relate to the model?

Your English teacher has asked you to write a short story (60-100 words) about a holiday of yours. Your story should contain:
• a yacht. • a storm.

STUDY SKILLS

Setting the scene

We start a short story by setting the scene. In order to do so we imagine we are looking at a picture and describe the place (where), the time (when), the weather, the people involved (who), their clothes, their activities and their feelings.

- 2** a) Look at the picture and read the paragraph. Answer the questions.



Last weekend, John went boating on the lake. It was sunny, so he was wearing his favourite shirt, a cap and sunglasses. It was a perfect day to go sailing. He felt relaxed as he enjoyed the summer breeze on his face.

- 1 Where and when did the story happen?
- 2 What was the weather like?
- 3 Who are the main characters?
- 4 What did they do?
- 5 How did they feel?

b) How does the writer set the scene in the story in Ex. 1?

A Last summer, I was in Ibiza with my family. One day, my dad hired a yacht and we went sailing. The weather was strange that day. One minute, it was hot and the next, it was cool, so I decided to wear a jacket. All morning, the sea was calm. But after lunch, I started to feel worried when the sky grew dark.

B Minutes later it started raining heavily and a massive wave smashed into us. Before I knew what happened, my sister and I were in the sea. I swam fast towards her. I held Lisa's head above the waves and looked round for the yacht. It was on its side. Luckily, one of the lifeboats floated nearby. I pushed my sister into it and climbed in. I couldn't see my parents anywhere.

C It took five hours for the rescue team to find us. When they brought us back to shore, our parents were waiting for us. We were relieved to be safe and back together.

- 3** a) List the events in the story in the order they happened.
b) Use the list to retell the story in the third person.

Feelings

- 4** How does each speaker feel? Choose from the feelings in the list.

• tired • relieved • confused • sad • excited • scared

- 1 At last the storm was over and we were on solid ground.
- 2 As the train was pulling out of the station, I couldn't hold back my tears.
- 3 Suddenly, I heard a strange noise from downstairs and the lights went out. I screamed.
- 4 It was very late and I was looking forward to going to sleep.
- 5 I couldn't understand if it was a dream or if it really happened.
- 6 We couldn't wait for our holiday to start.

STUDY SKILLS

Using adverbs/adjectives

When we write a story, we can use verb-adverb collocations and a variety of adjectives. They make our story sound more interesting to the reader.

Adverbs

- 5** a) Study the theory. Find examples in the story in Ex. 2.

Form:

- adjective + **-ly**: careful - carefully
- adjective ending in **-ic** + **-ally**: electronic - electronically
- adjective ending in **-e** → **-y**: terrible - terribly
- adjective ending in **-y** → **-ily**: easy - easily

Irregular forms: good - well, fast - fast, hard - hard

b) Form adverbs from the adjectives below to complete the sentences.

- happy • hard • patient • heavy • quick • ironic
- slow • careful

- 1 He waited for the rescue team to find him.
- 2 She ran to the police officer and asked for help.
- 3 The wind was blowing and the trees were swaying.
- 4 The girl approached the old lady and gave her hand to her.
- 5 It was raining all night.
- 6 We cheered when we saw the lifeguard-boat come close.
- 7 He looked at the man and smiled
- 8 The young boy was listening to what the leader was explaining.

Adjectives

- 6 Replace the adjectives in bold with these adjectives: huge, kind, pleasant, tall.

It was a 1) **nice** summer afternoon. In the garden, the birds were chirping in the 2) **nice** trees. Suddenly, the walls started shaking, and dishes and glasses crashed to the floor and broke. There was a 3) **big** boom, the pipes burst and the kitchen started to fill with water. We heard a siren outside. A 4) **nice** firefighter came to our door to see if we were OK.

Writing

- 7 a) Read the rubric.

Your teacher has asked you to write a **short story** (50-100 words) entitled **The Rescue**. In your story you should include:

- a bedroom.
- a fire.

b) Look at the pictures and try to put them in correct chronological order.

 Listen and check.



 c) Listen again and make notes. Use your notes to complete the story.

Useful Language

Setting the scene

- Last summer/year etc I/my family etc went to/travelled around etc...
- We stayed ...

Events

- One day/morning etc ... we/I decided to ...
- We watched ... Then, I ...
- Suddenly ... etc
- After that ...
- I/We etc started screaming/yelling etc.

Ending

- We were relieved/happy/sad ...
- It was the most ... experience of my life.

Plan

- (Para 1) *set the scene (time, place, people, weather, activity)*
- (Para 2) *events in the order they happened & main event*
- (Para 3) *what happened in the end; people's feelings*

The Rescue

Last month, I ...

I was ... Suddenly I heard ... It was ... I ...

Three hours later ...

I was exhausted, but relieved.



Checklist

When you finish your piece of writing, check it for the following:

- Does your story include everything asked for in the rubric?
- Is the sequence of events clear?
- Are your paragraphs well structured?
- Does your story contain past tenses?
- Is there a variety of adjectives and adverbs?
- Are there any spelling or grammar mistakes?



Check these words

- break out • barn • flames • shout for help • rush to • bucket • put out
- spread to • in flames • reach • out of control • panic • burn down • sparks
- catch fire • head for • burn to the ground • die out • homeless • rebuild

A CITY BURNS DOWN!

Around 8 pm on the night of October 8th, 1871, Patrick and Catherine O'Leary of 13, De Koven Street, Chicago went to bed. Soon after, a fire broke out in their barn. One of the O'Learys' neighbours was walking by when he saw flames coming from the barn. He shouted for help and neighbours rushed to the fire with buckets of water. They were unable to put out the fire, and it quickly spread to other homes. Soon the whole neighbourhood was in flames. Most of the homes and buildings in Chicago were wooden at the time and with the help of the wind the fire quickly grew. Unfortunately, firefighters went to the wrong location and by the time they reached the fire it was out of control. People began to panic. They were running in the streets, while buildings were burning down around them. When the fire reached the Chicago River, people thought it was finally over, but, with the help of the wind, sparks jumped over the river and buildings on the other side caught fire. The fire then headed for the city centre. Government buildings, hotels and businesses burnt to the ground. After two days, rain began to fall, and on the morning of October 10th, 1871, the fire finally died out. One of the biggest American disasters of the 19th century left 300 people dead, 100 000 people homeless and 17,500 buildings destroyed. The people of Chicago immediately began to rebuild their city from this disaster that started with a small fire in the O'Learys' barn.

- 1 a) Check the meaning of the words/ phrases in bold in the Word List.

The Chicago Fire ...

- 1 **broke out** in a house.
- 2 was **out of control** when firefighters arrived.
- 3 reached the Chicago River and many buildings on the other side **caught fire**.
- 4 destroyed the city centre and many buildings **burnt to the ground**.
- 5 **died out** after one day.
- 6 left 17,500 people **homeless**.

b) Which of the above sentences are true about the Chicago Fire?



Listen and read to find out.

- 2 Read the text and complete the sentences.

- 1 A neighbour saw flames
- 2 Neighbours tried to put out the fire with
- 3 Before long all of the neighbourhood was
- 4 At first, firefighters arrived at the
- 5 As the fire got worse people started to
- 6 After crossing the river the fire

- 3 Answer the questions.

- 1 Why did the Chicago fire grow so quickly?
- 2 What happened to the fire when it reached the river?
- 3 What makes the Chicago Fire one of the biggest American disasters?

- 4 Fill in: *broke, burnt, put, died, rushed, spread*.

- 1 The fire out after a few hours.
- 2 A fire out in the school.
- 3 Firefighters to the burning home.
- 4 Many buildings down.
- 5 The fire quickly to other homes.
- 6 They couldn't out the fire, so they called the fire brigade.

- 5 Use the following to make sentences based on the text: *Patrick & Catherine O'Leary, 13 De Koven Street, Chicago, firefighters, Chicago River, October 10 1871, 100,000, O'Leary's barn*.

- 6   Find information about a disaster that happened in your country. Compare it to the Chicago Fire.



Vocabulary

- 1** Fill in: *rescue, evacuate, blow, survive, erupt, damage, pour* in the correct form.
- Active volcanos
 - In a hurricane, winds at 80 mph.
 - The emergency services a woman trapped in the avalanche.
 - The rain down for days.
 - They told us to the school.
 - After the disaster, she without food for two weeks.
 - The hurricane didn't the house.
(7x2=14)

2 Choose the correct word.

- Temperatures **raise/rise** in the summer.
- The fire **arrived/reached** the edge of the city.
- It's **bitterly/heavily** cold outside.
- He **gathered/warned** us to stay inside.
- The hurricane **hit/shook** the coast.
- The **strong/heavy** winds caused problems.
- Power **lines/pipes** were on the ground.
- The city took many years to **recover/save** from the disaster.
(8x2=16)

3 Read the description and fill in the correct natural disaster.

- A skier was trapped under the snow for five hours. a
- Over 200,000 acres of forest burnt down. w ... f ...
- We saw smoke and ash coming from the mountain. v e
- A huge wave caused mass destruction along the coast. t
- The ground was shaking and several buildings collapsed. e
(5x3=15)

4 Choose the correct item.

- He depends **on/to** his friends for help.
- The firefighters put **out/off** the fire.
- The Mayor has new plans to protect the city **from/of** floods.
- The injured skier called **in/for** help.
- I last heard **from/of** Laura an hour ago.
(5x3=15)

Everyday English

- 5** Complete the exchanges with: *it was awful. – What happened? – She was lucky. – Is everyone OK?*

- A: I had a terrifying experience.
B:
- A: I heard about the flood. Are you alright?
B: I'm OK now, but
- A: Our house collapsed in the earthquake.
B: Oh no!
- A: Karen wasn't hurt in the fire.
B: I know.
(4x5=20)

6 Grammar

Put the verb in brackets into the **past simple** or the **past continuous**.

- The flood (**damage**) the house.
- He (**walk**) home when he (**see**) the smoke.
- The wind (**blow**) and rain (**fall**) when we left.
- They (**look**) for Amy all night.
- They (**evacuate**) the area while the fire (**burn**).
(5x2=10)

7 Choose the correct item.

- She **used to/would** have long hair.
- They **would turn/turned** around and saw the avalanche coming.
- We **heard/used to hear** a noise coming from outside.
- I **used to/would** like listening to music while studying.
- I **used to/use to be** afraid of thunder.
(5x2=10)

Total: 100



Grammar in Focus

Put the words in brackets into the correct form, choose the correct item or fill in the gaps.

- I **1**) **used to/would** live in New York, but when I was 12 I **2**) (**move**) to California. On my first day of school, I **3**) (**sit**) in my classroom when I **4**) (**feel**) the ground start to shake. I **5**) (**be**) scared, but luckily it **6**) (**not/ last**) long and there was no damage **7**) the school building.

Reading

Multiple matching

Preparing for the task

- 1** Match the sentences (1-4) with the sentences (A-D) that have similar meanings. Which words helped you to decide?

- 1** ☐ People who are outside should stay away from the walls of buildings.
- 2** ☐ Put on long sleeves, long trousers and good shoes to protect yourself from broken objects.
- 3** ☐ Get under a piece of heavy furniture and hold on to it.
- 4** ☐ Stay indoors until the shaking stops.

- A** Don't go outside until everything is no longer moving and it's clear that there's no more danger.
- B** Use a table, desk or bed as a shelter and don't let go of it.
- C** Change out of summer clothing, which makes injuries more likely.
- D** To stay safe, don't go near tall structures, and avoid doorways in particular.

STUDY SKILLS

In this task all three paragraphs are of the same type (e.g advertisement) and on the same topic. The rubric tells you both. Once you know the topic and text type, try to predict in your head what language you will see in the three paragraphs. When you read the paragraphs, take note of the key vocabulary. To help you to match the questions to the texts, look for language within the questions that somehow refers to the key words and phrases in the paragraphs.

- 2** Read the information from three earthquake safety advice leaflets (A-C) and the questions (1-4). For each question choose the correct leaflet and write the appropriate letter in the box. There is one question that matches none of the paragraphs.

EARTHQUAKE

safety advice

A If an overnight earthquake wakes you, don't get up. Trying to move to a safer location is more dangerous than staying under the sheets. For example, broken glass can injure you if you try to go downstairs. Instead, stay where you are and protect your head with a pillow.

B Stop at the roadside in a safe place. Avoid bridges and locations near trees, damaged buildings and broken power lines. Don't leave your vehicle and don't remove your seat belt. Switch on the radio and listen for advice from the authorities.

C Don't waste food or water. Major earthquakes can create a shortage of both. If **water is still** running from the tap, it's a good idea to fill a bathtub. If you are without power, unplug all electrical items to prevent fires when the electricity returns.

	Which leaflet gives useful advice for	
1	survivors of an earthquake?	
2	people who work nights?	
3	people who are in cars?	
4	people who experience an earthquake while sleeping?	

Listening

Multiple matching

Preparing for the task

- 3** Read the script. Use the underlined words to match the people to the weather conditions.

Ann: Is John back from his skiing holiday in Austria yet, Henry?

Henry: Yes, but he had an awful time.

Ann: Oh no! Why?

Henry: He said it was rainy and foggy the whole time. The snow just melted away so they had to close the ski slope.

Ann: Wow! How unlucky! How about his sister Sandy? I think she went skiing in Italy at the same time.

Henry: Yes, she's back home too. She had better luck. The temperature was around zero the whole time. Everything was white like a winter wonderland!

PEOPLE

WEATHER

- 1 ☐ John
2 ☐ John's sister

- A snow
B fog



- 4** You are going to hear a conversation between two friends. Match the different types of weather (A-E) to the people (1-4). Write the appropriate letter (A, B, C, D or E) in the right box. One weather type is extra and does not match any of the people.

PEOPLE

TYPES OF WEATHER

- 1 ☐ Billy
2 ☐ Billy's parents
3 ☐ Julie's brother
4 ☐ Julie

- A rainy
B hot
C windy
D stormy
E cold

Use of English

Text completion

Preparing for the task

- 5** a) Read the sentences. Decide which type of word is missing from each sentence.

- 1 It was hard to keep when the lights went out. (particle/adjective)
- 2, nobody was seriously injured. (adverb/pronoun)
- 3 I was forward to the volcano hike. (verb/noun)
- 4 We hold emergency drills regularly because we live an earthquake zone. (preposition/conjunction)
- 5 The rescuers to the collapsed building. (verb/adjective)
- 6 By 3 o'clock the fire was getting out control. (preposition/adjective)

- b) Now choose the correct word for each gap.

- 1 calm/calming
- 2 Fortunately/Fortunate
- 3 looking/looked
- 4 with/in
- 5 rushed/rushing
- 6 from/of

- 6** Read the task below. Complete the gaps (1-3) with the words from the box to make the text grammatically and lexically correct. There are three extra words that you don't need.

- | | | |
|-----------|-------------|------------|
| A pushing | C expected | E agreed |
| B waited | D discussed | F carrying |

The story of Pompeii in Italy is one of the most famous natural disasters in history. Although the town was very close to the volcano Vesuvius, nobody 1) it to erupt the way it did in 79 AD. In fact, people 2) that Vesuvius was extinct. The eruption buried the town so quickly that many people were still 3) out everyday activities when they were killed.

Reading

Matching headings to paragraphs

Preparing for the task

- 1** Read the headings. Decide which of the words below the headings best match the underlined words.

A All flooded

B Saved from the air

- sky • crowds • water • disaster • rescuer • survive
- helicopter • coastline • waves

- 2** Read the paragraph below and decide which heading from Ex. 1 best matches it. Underline the words that helped you decide.

Skier Cedric Genoud spent 17 hours buried under 50 cm of snow after an avalanche in the Swiss Alps in 2010. He survived by making a hole in the snow around his face with his hands so that he could breathe. His rescuers were in a helicopter when they noticed snow that was moving where Cedric lay.

- 3** Read the text and match the headings (A-D) with the paragraphs (1-3). One heading does not fit for any paragraph.

1

When Erika and Stefan Svanstrom from Sweden planned a four-month-long honeymoon in 2010, they were hoping for the trip of a lifetime. The couple certainly had a memorable trip, but not exactly for the reasons they were expecting.

2

On the first stage of their journey, they got stranded in the German city of Munich due to one of Europe's worst ever blizzards. Then in Cairns in Australia, they were evacuated from their accommodation because of a cyclone, and spent 24 hours in a shopping centre with 2,500 other people. They then experienced flooding in Brisbane and came close to wildfires in Perth.

3

They had some good luck when they moved on to New Zealand – they arrived just after a major earthquake in Christchurch. But in Tokyo their timing wasn't so good. They were there during one of the biggest earthquakes in Japanese history. Fortunately, they survived to tell the tale of their extraordinary trip.

- A** Delayed and disrupted
- B** Scorching weather
- C** Extra-special holiday
- D** From one danger zone to another

Use of English

Text completion

Preparing for the task

- 4** Choose the correct option. Discuss whether the sentences test grammar or lexis.

- 1** I was a bath when the fire alarm went off.
A taken **B** taking
C to take
- 2** A tsunami was possible, so we headed the hills.
A for **B** in **C** at
- 3** We couldn't see because of the smoke.
A nothing **B** something
C anything
- 4** His mistake the accident.
A caused **B** happened
C made
- 5** I was both scared and fascinated the experience.
A of **B** by **C** on
- 6** The oldest building in the town burnt in the fire.
A down **B** through
C off
- 7** We need to the town from possible flooding.
A prevent **B** protect
C insure
- 8** He was covered dirt and mud, but he was uninjured.
A of **B** in **C** up
- 9** There was water everywhere – I believe my eyes.
A wouldn't **B** couldn't
C shouldn't
- 10** Sadly, the fire 30 people dead.
A made **B** left
C caused

STUDY SKILLS

Be aware that this task can test both grammar and lexis. You may have to add a word, such as the appropriate part of the verb to be, to the word in the box in order to make the text grammatically correct. The extra word in the box is there to try to confuse you in relation to at least one of the gaps.

- 5 Read the text. Complete each gap by using a word from the box in the correct form. Correct grammar and spelling is required. There is one extra word.

read	torrent	family
five	walk	visit

Hi David.

Hello from Majorca. It's my 1) holiday in this beautiful place, which I love. Even so, I had a new experience yesterday. I 2) along the beach when the sky suddenly went black. Before I knew it, 3) rain was falling. 4) all over the beach were trying to shelter themselves from the rain with their towels. Today, I 5) an article about the storm online. It's very rare to experience such heavy rain here at this time of year.

Sentence completion

Preparing for the task

- 6 a) Read the sentence. Then underline the correct options in sentences A and B.

Many families (become/homeless) because of the damage the hurricane caused to houses.

- A The sentence contains a verb which **doesn't have a continuous form/describes an event in the past.**
B The verb in brackets is **regular/irregular.**

- b) Complete the gap in the sentence in Ex. 6a.

- 7 Complete the second sentence using the correct form of the words in the brackets. Do not change the order of the words. Add any words that are necessary.

- I (see/avalanche) in the distance when I was on the mountain top.
I in the distance when I was on the mountain top.
- Jessica (use/hate/thunder), but now she's less frightened of it.
Jessica, but now she's less frightened of it.
- I (make/dinner) when the fire broke out.
I when the fire broke out.
- Olaf is from northern Norway, so he (use/cold) weather.
Olaf is from northern Norway, so he weather.
- The research centre (locate) a volcanic island.
The research centre a volcanic island.

Workbook p. 23

Check your progress

GOOD /

VERY GOOD //

EXCELLENT ///

Now I can do these in English

- | | |
|--|--|
| • talk about disasters ☐ | • write a short story ☐ |
| • describe the weather ☐ | • summarise a text ☐ |
| • narrate an experience ☐ | • order events ☐ |
| • describe a picture ☐ | • write a story ☐ |

and I can do these tasks

- multiple matching (reading) ☐
- multiple matching (listening) ☐
- text completion (use of English) ☐
- matching headings to paragraphs (reading) ☐
- sentence completion (use of English) ☐

Unit 3

Experiences

What's in this unit?

- **Topics:** Travelling & Tourism
- **Vocabulary:** holidays, words often confused, phrasal verbs, experiences, health problems, word formation, feelings, prepositions
- **Grammar:** present perfect/present perfect continuous, present perfect vs past simple, *have been (to)/have gone (to)*, *such (a/an)/so*
- **Reading:** article
- **Listening:** dialogues, monologues
- **Speaking:** describing an experience, matching exchanges
- **Writing:** a semi-formal letter
- **Culture:** Charity events
- **CLIL:** (Geography) *Biomes*
- **Skills:** listening (T/F statements, multiple matching), reading (multiple choice, multiple matching), speaking (responding to situations), writing (an email)

Reading

- 1 In one minute, write down as many types of holidays as you can think of. Compare with your partner. Which is your favourite type of holiday?
- 2 Look at the pictures. Which shows: *an expedition?* *harsh weather conditions?* *a person skiing while dragging a sledge with supplies?*
- 3 Read the title of the text and the first sentence in each paragraph. What do you think the text is about? Read through to find out.

A Polar Adventure!

What comes to mind when you think of a family holiday? A seaside trip? A cruise? Not for Amelia Hempleman-Adams!

As the daughter of a famous British explorer, Amelia's family holidays have never been **ordinary**. Since the age of seven, she has been travelling all over the world. **1** But even these extreme family trips couldn't prepare her for an adventure that would take her to the frozen landscapes of Antarctica. Her destination? The South Pole!

Amelia prepared for Antarctic temperatures as low as -50°C by camping in a supermarket storage freezer! **2** She also exercised every day to get her body ready for the **challenge**.

3 Along with eight other expedition members, they flew to Antarctica and **arrived at** the 'farthest point South' where in 1909 the famous explorer Ernest Shackleton had to abandon his own mission to the Pole. It was from there that Amelia's **brave** team set off on skis, hoping that their 21st-century **attempt** would succeed.

During the journey, Amelia faced very **tough** conditions. She had to ski against strong freezing winds while **dragging** a heavy sledge with supplies. David, meanwhile, was **anxious** to protect his daughter from the dangers of hypothermia and frostbite. **4** Amelia became the youngest person ever to ski to the South Pole – an amazing **achievement** for a 16-year-old schoolgirl!

- 4 Read the text and complete the gaps (1-4) with the correct sentence (A-E). One sentence is extra.

- A However, after 14 days in this extreme environment, on 9th December, the group reached their destination.
- B When she was seven, she travelled all the way across the US in a caravan and aged nine she climbed Mount Fuji in Japan.
- C However, she couldn't get used to the harsh conditions.
- D Even there the temperature only dropped to -27°C!
- E In November 2011, Amelia and her father, David, began their journey.

- 5 Listen to and read the text again. Answer the questions in your own words.

- How did Amelia Hempleman-Adams get to the South Pole?
- What made Amelia's trip difficult?
- Why was Amelia's trip a 'once-in-a-lifetime experience'?

Check these words

- polar • come to mind • seaside trip
- cruise • explorer • ordinary • caravan
- extreme • frozen • landscape
- destination • storage freezer • drop
- challenge • expedition • member
- farthest • abandon • mission • set off
- attempt • face • tough • freezing wind
- drag • sledge • supplies • hypothermia
- frostbite • achievement

Vocabulary

- 6 Complete the sentences. Use: *abandoned, comes, protect, set off, faced, dropped*. Which verb is a phrasal verb?
- What to mind when you look at these photos?
 - The temperatures last night to below 0°C.
 - They the expedition because of bad weather conditions and returned home.
 - They for the lake early in the morning.
 - He a lot of problems while hiking through the forest.
 - They stayed in the cabin to themselves from the heavy snowfall.

- 7 **COLLOCATIONS** Fill in: *strong, expedition, frozen, extreme, storage, seaside*.

- trip;
- winds;
- landscape;
- freezer;
- members;
- conditions

Use the completed phrases in sentences of your own.

- 8 Match the words in bold in the text to their synonyms: *effort, normal, pulling, courageous, test, worried, reached, accomplishment, difficult*. What part of speech is each?

Speaking

- 9 Make notes of the key points in each paragraph of the text. Imagine you are one of Amelia's team members. Use your notes to narrate the expedition to the class from your point of view.

Writing

- 10 Imagine you are Amelia. Write a short text to post on your blog after you have returned from your expedition. Describe the expedition and your feelings. Read your text to the class.

Holidays

- 1 Use the verbs below to complete the adverts.

• offer • rent • climb
• book • fly • explore
• bargain

2 **DON'T BE AFRAID OF THE DARK!**

Come the Aillwee Caves this summer!

3 **Want to get away?**



..... a cottage in Tuscany!

5 your aeroplane tickets now!



There are only five seats left at this price!



Feel the Earth's power beneath your feet as you Mount Vesuvius.

- 2 Choose the correct word. Check in the Word List.

When young British people 1) **leave/stop** school, they face some difficult decisions. Some students 2) **pick/decide** to get jobs right away while others go straight to university. Some choose to 3) **take/hold** a year out, travelling and 4) **experiencing/learning** about other cultures.

Whether it's 5) **spending/lasting** 12 months teaching English in Africa or 6) **offering/volunteering** in a national park, a gap year can be extremely beneficial. Being in an unfamiliar environment forces you to 7) **make/develop** self-confidence.



1 **Experience New York like never before!**

..... in a helicopter and enjoy amazing views of the Big Apple!

4 Istanbul has so much to! Visit museums or with locals for carpets and leather bags in the Great Bazaar.

Words often confused

- 3 Complete the gaps with words in the lists in their correct form.

• borrow • lend • let

- My parents our house while we were abroad.
- Do you mind if I your bike to go to the beach?
- Sam me his suitcase for my holiday to Spain.

• journey • trip • voyage

- In the summer, we took day to the beach every weekend.
- The from Rome to Naples takes about an hour by train.
- On Columbus' third, he reached South America for the first time.

Phrasal verbs (related to travel)

- 4 Choose the correct particle. Check in the Word List.

- We **checked in/on** to the hotel and fell asleep immediately.
- I just **found out/in** that I won a trip to Australia for a week!
- Even though Josh was exhausted, he didn't **give up/down** and continued walking.
- We have to **put off/on** our plans to go to Paris until next summer.

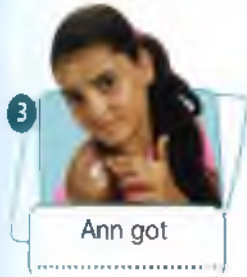
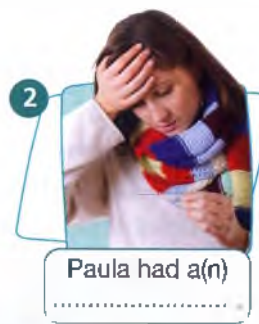
Experiences

- 5 Fill in the sentences with the correct form of the verbs: *join, raise, participate, volunteer, manage*.

- Last summer, Pete in an animal reserve in South Africa. Working with elephants was a great experience!
- While we were in Los Angeles, we in the Coastal Clean-up Day.
- When we were in London, we joined a charity event and managed to a lot of money for the homeless.
- Josh to climb the 1,576 steps of the Empire State Building in record time!
- Last summer, I a charity that delivers meals to people who can't buy or prepare their own.

Health problems

- 6 Fill in: *allergy, runny nose, sunburnt, cramp, fever, rash.*



Feelings

- 7 Listen to three people talking about their last holidays. What happened to each of them?

Sue Lara Andy

- 8 **SPEAKING** When did you last have any of these problems? What happened? Tell the class.

Word formation (-ing/-ed participles)

- 9 Use the correct participle, *-ing* or *-ed*, of the verbs in brackets to complete the gaps.

-ing participles describe what something was like. *The flight was tiring.* (what was the flight like? Tiring).
-ed participles describe how someone felt. *We were tired.* (How did we feel? Tired).

- He decided to participate in the expedition and he was (**EXCITE**)
- The photos he sent us are (**AMAZE**)
- He was but pleased with the result. (**EXHAUST**)
- It was to see the conditions the animals lived in. (**DISAPPOINT**)
- They were in the project (**INTEREST**)

- 10 How did each person feel? Match the sentences to the feelings: *satisfied, proud, inspired, amazed, enthusiastic.*

- When I saw the photos, I decided that I wanted to get involved too.
- I can't believe his finishing time in the marathon – three hours and ten minutes!
- I can't wait for the clean-up day this year! Last year, we picked up almost 20 tons of litter! I hope we break that record!
- Though I wasn't the first to the top of the Empire State Building, I know my efforts will help people in need.
- My son raised £1,000 for charity. What a great achievement!

- 11 Listen to Josh describing an experience he had. What did he do? How did he feel?

- 12 **SPEAKING** Have you ever participated in a similar event? What did you do? How did you feel? Tell the class. If not, would you like to participate in such an event? Why?

Prepositions

- 13 Fill in: *of, with, in, at, for.*

- He excelled his studies.
- I hope that my brother succeeds university next year.
- Samantha applied a post at a tourist agency.
- My parents were very proud me for completing the race!
- Students in their final year of school are faced difficult decisions.

- 14 **WRITING** In three minutes, write about your last holiday. What made it special? Read your sentences to the class.

Present perfect/Present perfect continuous

A

Hi Lisa!

1) **We've just arrived** in Barcelona. Dad's taking a nap; he's tired because 2) **he's been driving** all day. I 3) **haven't travelled** abroad before so everything is new for me. I'm so excited that 4) **I've been emailing** my friends for the past hour or so. Barcelona is such a beautiful city that I can't wait to look around! Have you ever been to Spain?

Annie

B

Mum,

5) **I've called** you twice today but there's no answer. I've gone to the pharmacy because 6) **I've got sunburnt** and it's so painful that I need some cream to put on it.

See you later,

Dennis

C

The Galápagos Islands have such wonderful wildlife that they are famous all over the world. Important scientists, 7) **have studied** the Islands' animals and birds. People **have only lived** here since 1832, when the Galápagos Islands **became** part of the country of Ecuador.

- A ☐ an action that happened at an unspecified time in the past
- B ☐ to place emphasis on the duration of an action that started in the past and continues up to the present
- C ☐ a recently completed action
- D ☐ a single past action that has a visible result in the present
- E ☐ an experience
- F ☐ an action that started and finished in the past and lasted for some time with a visible result in the present
- G ☐ an action which happened in a specific time period which is not over at the time of speaking

see pp. GR4-GR5

- 1 a) Read the texts. What type is each? What is the style in each? What tenses are the verbs in bold? How do we form the *affirmative/negative/interrogative* of these tenses? Are there similar structures in your language? How are they formed/used?

b) Match the verb forms (1-7) in the texts to their uses (A-G).

- 2 Put the verbs in brackets into the *present perfect* or the *present perfect continuous*.

- Haley (**sunbathe**) since 10 o'clock this morning.
- Ivan (**look**) for his passport for an hour, but he still can't find it.
- Lina (**travel**) to Canada three times this year.
- They (**just/book**) their tickets to Barcelona.
- Jane (**try**) snails.
- (**you/ever/be**) to Poland?
- Joe (**already/pack**) his suitcase.
- How long (**you/wait**) for the bus to arrive?

- 3 Put the verbs in brackets into the *present perfect* or the *present perfect continuous*.

- A: How long (**they/live**) in Mexico?
B: For about six years, I think.
- A: How many times (**you/fly**) to Australia?
B: Three times.
- A: Jenny is really nervous about flying.
B: Yes, she (**never/travel**) by plane before.
- A: Alan (**walk**) around the Old Town all day.
B: No wonder he looks tired now.
- A: The beaches in Thailand were beautiful!
B: Really? I (**not/visit**) Thailand.
- A: Why are you looking so worried?
B: I (**lose**) the key to our hotel room!

- 4 **SPEAKING** In pairs, make sentences using *yet, already, for, since, ever, never, just, still*.

A: I **haven't written** my essay **yet**.
B: I **have just finished** mine but I **still haven't started** my Maths homework.

Present perfect vs Past simple

5 Look at text C. Which tenses are the highlighted verb forms? Which verb form describes an action which: *finished in the past?* *started in the past and continues up to now?*

6 Put the verbs in brackets into the **present perfect** or the **past simple**.

Dear Alice,
Sorry I **1)** (**not/write**) for so long, but ever since we **2)** (**arrive**) in Thailand five weeks ago, we **3)** (**be**) very busy. Right now we're on the island of Koh Phi Phi and we **4)** (**just/book**) some scuba diving lessons. I **5)** (**send**) you some postcards and souvenirs from Bangkok last week. **6)** (**you/receive**) them yet?
Write back and tell me the news from home,
Claire

7 Read the sentences, then match the verbs in bold to their uses.

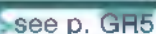
have been (to)/have gone (to)

Where is Mr Jones? **1) He's gone to Japan.**

Where has Mr Jones been? **2) He's been to Japan.**

☐ **a** He is not there now. He has come back.

☐ **b** He hasn't come back yet. He's still there.



8 Complete the sentences with **have/has been** or **have/has gone**.

- Lisa to the shops; do you want to wait for her?
- They to Spain many times.
- Henry to Los Angeles twice this month.
- Sue and Ian aren't here. They to Brighton.
- You should go to Ireland. We there lots of times.
- I think Kelly to China before – why don't you ask her about it?

9 Look at the extracts and find examples of **such (a/an)** and **so**. Then complete the rule.

such (a/an)/so

To express result, we use:

- 1)** + adjective/adverb ... **that**
- 2)** **a/an** (+ adjective) + countable singular noun ... **that**
- 3)** (+ adjective) + uncountable singular/plural noun ... **that**.



10 Fill in: **so** or **such (a/an)**.

- We had amazing time in Italy that we have decided to go back next year.
- The hotel was dirty that we left after one night.
- The meal was delicious that I asked the chef for the recipe.
- It was boring plane journey that she fell asleep.
- This book is good that I read it twice.
- He had fun in New Zealand that he moved there permanently.

Sentence transformations

11 Complete the second sentence so that it means the same as the first. Use the word in bold.

- When did they move to the USA? (**MOVED**)
How long is it to the USA?
- He began working here six years ago. (**HAS**)
He here for six years.
- It was raining heavily. We stayed in. (**SO**)
It was raining stayed in.
- The last time I went abroad was 2010. (**BEEN**)
I abroad since 2010.
- We left two days early because the hotel was terrible. (**SUCH**)
It was we left two days early.

12 **WRITING** Imagine you are on holiday.

Write an email to your friend, using Annie's email as a model. Use the **past simple**, **present perfect** and **present perfect continuous**.

Reading

1 a) Look at the pictures. Which shows:

- someone wearing a red nose? ☐ 1
- someone dressed up as a gorilla? ☐ 2
- a sculpture made of cans? ☐ 3
- people walking with multi-coloured lights at night? ☐ 4

b) How do you think the pictures are related to charities?



Listen and read to find out.

Dear Sally,
Hello from Denver! I've been staying with my host family. They are such nice people. They've shown me around all the sights. I've been to the Botanical Gardens and the Denver Art Museum. I've also seen a really bizarre charity event! Last Sunday, 1,000 people dressed up as gorillas to run a race to help endangered mountain gorillas in Africa. I felt tempted to join in! See you when I get back,
Tara

Sally Field
10 Kent Road
Liverpool
England

A

From: Andy Page
To: Tom Hiller
Subject: Night-time marathon

SHINE



Hello Tom,
Hope you're well. I arrived in London four days ago. I came here with my dad on his business trip. He's been attending lots of meetings, so we haven't gone on any sightseeing tours, but London's such a vibrant place that there's something to see around every corner! Yesterday, I came across a fantastic event in the city centre. Thousands of people were taking part in a night-time marathon called 'Shine'. This event raises money for cancer research. It was a night to remember! Talk to you soon,
Andy

2 Read the texts and for questions 1-4 choose the correct answer by circling A, B or C.

- During Tara's trip to Denver, she
 - A saw animals in danger.
 - B participated in a charity event.
 - C got free accommodation.
- Andy is in London
 - A to do business.
 - B for a charity event.
 - C with a family member.
- What is text C about?
 - A a charity event
 - B a strange art exhibition
 - C the homeless
- What is true about Susie?
 - A She is enjoying the British weather.
 - B She is taking baking lessons.
 - C She has relatives in the UK.

From: David Liston
To: James Hart
Subject: Can sculptures

Hi James,
Greetings from New York! I've explored so much of this amazing city since my last email. The highlight so far was my visit to Symbol Gallery last Saturday. There was a temporary display there called Canstruction. It had around twenty sculptures which were all made from cans of food! When the exhibition is over, the gallery will donate all the food to the city's homeless! I've attached some photos of the sculptures. Hope you like them!
David



Vocabulary

3 Fill in the sentences using the verbs: *dress, raise, donate, attend, explore, attach* in their correct form.

- 1 You can the event provided you buy a ticket for entrance.
- 2 Don't forget to the photos with your email.
- 3 Last May, we £800 for the homeless charity by organising a mini-marathon.
- 4 Peter has decided to up as a rabbit for the charity race.
- 5 The rich businessman has most of his wealth to charity.
- 6 Yesterday afternoon, Alison the city on an open-top tour bus.

4 Choose the correct word.

- 1 Helen's mother went on a business **tour/ trip** to Madrid.
- 2 Even small donations to the charity **make/ do** a difference.
- 3 The doctor gave him a **research/vaccine** to prevent him from getting the disease.
- 4 The **sight/display** of the homeless man looking for food made Lisa cry.
- 5 The **highlight/detail** of the holiday was our visit to the Archaeological Museum.

5 Match the words in bold to their synonyms: *strange, attractions, created, money, not permanent, threatened, study, handicapped.*

6 Do or make? Fill in the gaps. Check in your dictionaries.

- 1 a difference; 2 good;
- 3 a change; 4 a mistake;
- 5 your best; 6 a decision;
- 7 an effort; 8 nothing

Speaking

7 Tell the class what each of the events in the texts is about.

THINK! Which one would you like to participate in? Why?

Listening

8 Listen to an announcement and mark the sentences T (True) or F (False).

- 1 Students need to be at the event at 9 o'clock.
- 2 Only students can take part in the running race.
- 3 The speaker thanks all the people who have made the event successful.

Writing

9 **ICT** Think of a charity event in your country or one in other countries you have heard of or have participated in. Did they involve similar activities? Write a short paragraph comparing the events.

Hey Jenny,

I've been having a great time visiting my cousin in the UK. The weather is very different to what we have in Australia though! Did you know they celebrate 'Red Nose Day' in the UK? This big charity event has been taking place since 1988 to raise money for the homeless, the **disabled** and for people in Africa in need of fresh water and vaccines. When my cousin told me her school was taking part, I really wanted to help. I **designed** the posters for their school bake sale and I've been selling red noses, too. I really hope the **funds** we've raised will make a difference!

See you soon,
Susie

Check these words

• *bizarre* • *charity event* • *dress up* • *tempted* • *join in*
• *business trip* • *sightseeing tour* • *vibrant* • *marathon*
• *raise money* • *cancer research* • *explore* • *highlight*
• *temporary display* • *sculpture* • *can* • *exhibition* • *donate*
• *homeless* • *attach* • *disabled* • *vaccine* • *bake sale* • *funds*



Listening skills

Multiple choice



1 Read the rubric, then the questions and the possible answers. Do the task.

You are going to hear five short recordings. For each question (1-5), choose the right answer (A, B or C).

1 What was the weather like?



2 When will Wendy travel to Malaysia?

A June B July C August

3 What time does the festival end?



4 Where are the speakers?



5 Where can you find this?

- A on a TV programme
- B in a travel agency
- C on a website

Pronunciation: such/so



2 a) Read the theory. Fill in so/such.

so + adjective/adverb: It's so hot!
such + (adj) + noun: It's such a hot day!

- 1 They're expensive clothes.
- 2 He's tired!
- 3 She speaks quickly!
- 4 It's a lovely day!
- 5 It's a cold evening!



b) Listen and repeat.

Multiple choice

Preparing for the task



3 a) Read the dialogue and think of synonyms for the underlined words.

A: Ann, have you checked the weather forecast in the holiday resort yet? I'm trying to decide what to pack.

B: Yes, I read it online. It's quite warm, but the area is having very showery weather at the moment.

A: I hope it won't get chilly.

b) Answer the question. Which words helped you decide?

The weather in the holiday resort is

- A rainy.
- B cold.
- C extremely hot.



4 a) Read the rubric, then read the questions and possible answers.

You are going to hear two recordings twice. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions according to what you hear by circling the appropriate letter (A, B or C).

Recording 1

- 1 Sam's pen-friend
 - A has never been abroad.
 - B was in England while Sam was in Spain.
 - C visited England last year.
- 2 The exchange programme
 - A helped Sam become fluent in Spanish.
 - B did not improve Sam's Spanish at all.
 - C encouraged Sam to study Spanish more.
- 3 In the dialogue, the speakers are mainly talking about
 - A learning a second language.
 - B a holiday abroad.
 - C having a foreign pen-friend.

Recording 2

- 4 The speaker is
 - A a former student in the school.
 - B a teacher in the school.
 - C a parent of a student in the school.
- 5 The students Lisa is speaking to
 - A are in their final year of secondary school.
 - B have just taken their final exams.
 - C are in their first year of college.
- 6 Lisa is speaking to the students
 - A to tell them about her career.
 - B to advise them to go to college.
 - C to encourage them to travel.



b) What advice does Lisa give? How useful do you think it is?

Everyday English

Describing an experience

- 1** The picture is related to the dialogue. What do you think the dialogue is about? Read through and check.



- 2** a) Read the dialogue. Fill in each gap (1-3) with the correct word (A, B or C).

Becky: Hi Erin. I haven't seen you all summer. Where have you been?

Erin: Hi Becky. I was abroad **1)** the last two months. I was volunteering at a nature reserve in India.

Becky: Really? How was it?

Erin: I had the time of my life! I worked with a group of orphaned golden leaf monkeys. Every day, I had to feed them and play with them. At the end of my trip, I helped to release them back into the wild. That was a moment I'll never forget. I felt so sad to leave them, but also very proud of the work I did to help them.

Becky: Wow! It sounds like you had a great time.

Erin: I really did and I learnt so much about the wildlife in India. It's **2)** a beautiful country. I was so impressed.

Becky: Well, I **3)** in my dad's shop for the last two months, but hopefully, I'll do some volunteer work next year.

Erin: That's a great idea. You won't regret it!

- 1 A by B in C for
2 A so B such C so much
3 A have been working B have worked
C was working



- b) Listen and check. Take roles and read the dialogue aloud.

- 3** Replace the underlined phrases in the dialogue with phrases from the language box.

Asking about an experience

- How was it?
- Did you have a good time?
- What was it like?

Describing an experience

- It was a(n) memorable/unforgettable/amazing etc
- I had the time of my life.
- That was a moment I'll never forget.
- I'll always remember that moment.

Commenting on sb's experience

- It sounds like you had a(n) good/great/enjoyable time.
- You must have really enjoyed/loved it.

Describing feelings

- I felt (so) sad/depressed/proud/satisfied etc.
- I was (so) impressed/amazed etc.

- 4** Act out a similar dialogue to the one in Ex. 2. Use phrases from the language box and the prompts below.

Student A: You went on holiday to Peru and visited Inca ruins. There, you learnt about Inca history and culture.

Student B: You didn't travel abroad. Instead, you have been working in an electronics shop. You want to travel abroad next year.

Matching exchanges

- 5** You are going to hear four statements. For each statement (1-4) choose the right response and write the appropriate letter (A-E) in the box. One response does not match any of the statements.

- A I was a bit depressed.
B I've been abroad all summer.
C You won't regret it!
D I really did.
E It was very memorable.

1	2	3	4



Rubric analysis

- 1** Read the rubric and underline the key words. Then, answer the questions.

You have just returned from England where you attended lessons at a language school. During your visit, you stayed with a host family, the Platts. Write a **letter** thanking them for their kindness during your stay. In the letter:

- state what you enjoyed most about your stay.
- say how helpful your stay was.
- invite the Platts to stay at your home.

Write your letter (50-100 words).

- 1 What are you going to write?
- 2 Who are you going to write to?
 - a complete strangers
 - b people you don't know very well
 - c close friends
- 3 What style should you write?
 - a formal
 - b informal
 - c semi-formal
- 4 How many words should you write?
- 5 What should your letter include?

Model analysis

- 2** a) Read the letter and choose the appropriate words/phrases in bold.

b) Match the paragraphs with the headings below.

- 1 ☐ opening remarks, reason for writing
- 2 ☐ closing remarks
- 3 ☐ how helpful your stay was
- 4 ☐ what you enjoyed most
- 5 ☐ invitation for the host family

- 3** Read the theory. Find examples of semi-formal style in Lucas' letter.

1) Dear/Hi Mr and Mrs Platt,

I am 2) **writing/dropping you a line** to thank you for your kindness during my stay. You made me feel most welcome.

I really appreciate all 3) **your efforts/the stuff you did** during my stay. I especially liked the food. The meals you served were 4) **absolutely delicious/really yummy**.

My stay was very helpful for my English. In just two weeks, I 5) **improved considerably/got much better**. Now, I feel more confident of passing my exams.

My parents 6) **say hello/send their regards**. They say you 7) **will always be welcome guests/can always stay** in our house.

Thank you very much once again. I hope to see you sometime soon.

8) **Best wishes/Bye for now,**

Lucas Ludz

Semi-formal style

Semi-formal style is used when writing to people you do not know very well or when you want to be more polite and respectful (e.g. a friend's parents, a schoolteacher.)

Semi-formal style is characterised by:

- the use of less colloquial language (e.g. *Thank you for your letter.*) (Instead of: *Thanks a lot for your letter.*)
- less frequent use of short forms, phrasal verbs or idioms (e.g. *I am writing to inform you...*) (Instead of: *I'm writing to let you know about ...*)
- a polite, respectful tone (e.g. *Would you mind if I borrowed your computer?*) (Instead of: *Can I borrow your computer?*)

- 4** Read the extracts and replace the informal words/phrases in bold with the semi-formal words/phrases in the list.

- will be unavailable
- Thank you for the invitation
- I apologise
- Mrs McGrath
- replying

Dear 1) **Fiona,**

2) **Thanks for asking me** to the creative writing workshop next Tuesday. 3) **I'm sorry** for not 4) **getting back** to you sooner. Unfortunately, I 5) **won't be able to make it** on that date.

- I was wondering if you had
- Could you tell me
- some questions
- Regards
- am not sure

Finally, I would like to ask you 1) **a few things**. 2) **Let me know** what the weather is like in your country in May. At the moment, I 3) **haven't a clue** what clothes to pack for my visit. Also, 4) **do you have** a computer that I could use, or should I bring my own?

5) **With love,**

Trevor Stevens

- 5 Replace the opening and closing remarks in Lucas' letter with remarks from the Useful Language box.

Error correction

- 6 Read the extract and find four grammar mistakes, three punctuation mistakes and three spelling mistakes.

I also wanted to tell to you that staying with you was greit for my English, I learnt such many new words. I cant wait to impressing my friends back home in Warsaw. My parents herd all about our adventures. They want to thank your too, and hope to met you one day?

Writing

- 7 Read the rubric and underline the key words.

You have just returned from Scotland where you took part in a charity event. During your visit, you stayed with a host family. Write a **letter** thanking them for letting you stay at their house. In the letter.

- tell them how successful the charity event was.
- say what you have been doing since your return.
- invite them to visit your home.

Write your letter (50-100 words).

Tenses

- 8 Put the verbs in brackets into the correct tense.

- 1 It was very kind of you (**make**) me feel so welcome.
- 2 I (**enjoy**) every minute of my stay in Scotland.
- 3 In the end, we (**raise**) over £4,000.
- 4 I (**not/return**) to school yet.
- 5 For the last few weeks, I (**help**) my dad in his shop.
- 6 You are always welcome here if you ever decide (**visit**) my country.

- 9 Use sentences from Ex. 8 and phrases from the Useful Language box to complete your letter. Follow the plan.

Useful Language

Opening remarks/Reason for writing

- I am writing to thank you/ask you/inform you, etc
- My reason for writing is to thank you/ask you/inform you, etc

Closing remarks

- Once again, thank you/I apologise, etc ...
- I hope to see you at some point in the future.
- I look forward to seeing you soon.

Plan

Dear + (person's/couple's second name),

(Para 1) opening remarks; reason for writing

(Paras 2-4) topics in separate paragraphs

(Para 5) closing remarks

Best wishes,

(your full name)

Dear Mr and Mrs ... ,

I am writing to It was very kind
I enjoyed

The charity event was In the end

Since I have been home ...

Thank you once again ...

You are always ...

Best wishes, ...



Checklist

When you finish writing your letter, check for the following:

- polite and respectful tone
- less frequent use of short forms, phrasal verbs, idioms
- no grammar/spelling/punctuation mistakes
- appropriate opening and closing remarks



CLIL

Geography

1

a) What is a biome?

How many main types are there?

b) What characterises boreal and temperate forests?



Read and listen to find out.

2

Read the text and answer the questions.

- 1 What do some animals do to cope with the cold winters of the boreal forest biome?
- 2 What happens to oak trees each year?
- 3 Why do many humans live in the temperate forest biome?

3

Match the words in bold to their synonyms.

- consists of • range
- moderate • create
- travel • area

4

Use these words/phrases to make sentences.

- cone • human population
- weather conditions
- average temperature
- hibernate • adapt

5



Compare and contrast the two forest biomes.

6

ICT In groups of four, research the tropical rainforest biome and find out about its: *location – weather conditions – plants – animals*. Prepare a PowerPoint presentation for the class.

Biomes

A biome is a **region** of the world that has a similar climate in which a certain community of plants and animals live. They are often referred to as ecosystems. There are two main types of biomes: terrestrial and aquatic. Some scientists identify five main types of biomes: aquatic, desert, forest, grassland and tundra. These are further separated into more specific categories. There are three categories of forest biomes: tropical rainforest, boreal and temperate. Let's take a look at two of them.

Boreal Forest Biome (Taiga)

The boreal forest biome is the largest land biome in the world. This biome exists below the Arctic Circle in areas such as Scandinavia, Canada and northern Russia. It mostly **contains** forests with conifers. Conifers are trees like pines and firs that **produce** their seeds in cones and have needles instead of leaves. This biome has two main seasons – a short wet summer and a long cold winter with lots of snow. The average temperature for 6 months of the year is below freezing! Because of this, many of the animals in this biome such as the grizzly bear and the racoon hibernate during winter, and many birds such as the goose and woodpecker **migrate** south.

Temperate Forest Biome

Just below the boreal forest biome there is the temperate forest biome. This biome exists in areas such as Britain, the middle of Europe and the north of the USA. Temperate forests have trees, such as oaks and maples, which lose their leaves every year. In this biome there are four seasons each with different weather conditions – but the temperatures are never extremely hot or cold. Because of this, there is a very wide **variety** of animals in this biome such as deer and coyotes. Also, because of its **temperate** climate, this biome is also home to a lot of the world's human population!

Check these words

- biome • adapt • aquatic • grassland
- tundra • boreal • pine • fir • seed
- cone • needle • grizzly bear • racoon
- hibernate • woodpecker • migrate
- temperate • oak • maple • deer
- coyote • population



Vocabulary

1 Choose the correct item.

- 1 We **rented/let** a cottage for our holiday.
- 2 Jeff is very **proud/amazed** of taking part in the marathon.
- 3 Lewis **excelled/joined** in his exams.
- 4 Students **experience/face** difficult decisions when they leave school.
- 5 I'm **raising/taking** money for charity.

(5x2=10)

2 Fill in: *rash, allergy, cramp, fever, runny nose*.

- 1 Mary has a(n) to flowers.
- 2 John has a(n) and his temperature is nearly 40°C.
- 3 Terry's skin is red and itchy – he has a(n)
- 4 I've got a(n) Have you got any tissues?
- 5 Fiona ate too much and now she's got a(n) stomach

(5x3=15)

3 Choose the correct word to complete the sentence.

- 1 Andrew just found **about/out** that he got the summer job.
- 2 Kevin applied **for/with** a post at the company.
- 3 We checked **at/in** to the hotel as soon as we arrived.
- 4 Even though it was hard, Terry didn't give **up/off** and finished the race.
- 5 Beth had to put **off/up** her holiday.

(5x3=15)

Everyday English

4 Fill in: *It sounds like you had a great time – I felt so sad – I'll always remember that moment – I had the time of my life.*

- 1 A: How was your gap year in India?
B: Fantastic!
- 2 A: Watching the baby elephant take its first steps was amazing!
B: Yes,
- 3 A: Volunteering in Brazil was great!
B:
- 4 A: Did you have a good time?
B: Yes, but when I had to leave.

(4x5=20)

Grammar

5 Underline the correct item.

- 1 He **has visited/visited** Bali twice so far.
- 2 She **has lent/lent** me her bike yesterday.
- 3 Helen **has started/started** her new job two weeks ago.
- 4 Annie **has tried/tried** scuba diving.

(4x2=8)

6 Fill in the gaps with the *present perfect* or *present perfect continuous* of the verbs given.

- 1 Fred (**apply**) for three jobs this morning.
- 2 My cousin (**learn**) French for seven years.
- 3 Jack (**deliver**) food to the homeless since 10 o'clock this morning.
- 4 The children (**raise**) £500 for the charity so far.

(4x5=20)

7 Fill in: *so, such or such a/an*.

- 1 The tour was interesting that I told all my friends back home to try it.
- 2 My hotel room was disappointment that I complained to the manager.
- 3 We had fun at the resort that we have booked to go again next year.
- 4 The chef was amazing cook that we ate at the restaurant every evening.

(4x3=12)

Total: 100



Grammar in Focus

Put the words in brackets into the correct form, choose the correct item or fill in the gaps.

Hello readers and welcome to another issue of *Holiday Heaven*, the magazine that 1) (**provide**) holiday ideas for two decades. Last week, our reporter Jim Hollins 2) (**travel**) to Norway and while he 3) (**stay**) in the town of Tromsø, he 4) (**see**) the Northern Lights. You can find his article on page 52 – the photos are 5) beautiful that you'll want to 6) **book/offer** a holiday there right away!

Listening

T/F statements

Preparing for the task

- 1** a) Match the sentences (1-8) to the speakers' intentions in the list.

- make a request • apologise • invite
- ask for information • thank • inform
- advise • complain

- 1 Can you tell me how much you are renting your holiday cottage for?
- 2 I was very disappointed with the tour your company organised.
- 3 Our sincere thanks go to the event organisers.
- 4 Why don't you come and visit us in London sometime?
- 5 I just wanted to tell you that I haven't booked the plane tickets yet.
- 6 I suggest you see a doctor.
- 7 Please forgive me for not sending a postcard!
- 8 Would you mind if my brother joined us on the expedition?



- b) Listen to five announcements (A-E). What is the speaker's intention in each? Which words/phrases helped you decide?

- | | |
|---------------------------|--------------------|
| A a apologising | b thanking |
| B a inviting | b informing |
| C a complaining | b making a request |
| D a advising | b confirming |
| E a asking for directions | b reminding |



- 2** You are going to hear an announcement. Decide whether sentences 1-3 are (T) true or (F) false.

- 1 The school is organising a visit to the seaside.
- 2 The pupils will travel by train.
- 3 The speaker is reminding pupils to do something.

Reading

Multiple choice

Preparing for the task

- 3** a) Read the texts and match the columns.

A

Hi, Nina,
What have you been doing lately? I've just got back from a fantastic Kenyan safari! I had the time of my life. I took some fabulous pictures, including one of a herd of zebras. Can't wait to show you!
Anna

B

Hey there, Anna,
You lucky thing! Kenya sounds amazing! I haven't gone on holiday yet, but I've booked two weeks scuba diving in the Seychelles. They say scuba diving in the coral reefs there is really spectacular. I'll phone you before I go.
Nina

- | | |
|-----------------|---------------|
| 1 Text A | a wildlife |
| 2 Text B | b photography |
| 3 Texts A and B | c sport |

- b) Read the text, then answer the question.

Dear All,
My thanks to everyone who supported our marathon. Thanks to your generosity we raised £800 for heart research. A big thank you also to those who gave up time to train with me. Let me know if you feel like joining me for next year's big challenge!
Will

Which are **NOT** reasons why Will is writing?

- a to report the results of an event
- b to thank people for making donations
- c to announce marathon winners

STUDY SKILLS

Be aware that in this task, all the answer options make reference to the content of the text in some way, but only one is ever 100% correct.

- 4** Read the five texts and answer questions (1-4) by choosing from options A-E.

A Adrian,
I've had an invitation to a concert this evening which I couldn't refuse. It's in aid of a children's hospital which is in need of new medical equipment. I've left you some dinner in the oven. See you later!
Anne

B Dear Mrs Jones,
We would like to thank you for your kind donation of items for our spring fair. Thanks to the generosity of companies like yours, we have raised a wonderful £500!
Sincerely,
Gemma Rice, Event Organiser

C **Help the Forest!**
Welcome to Gisland Forest! If you have a few hours to spare, you can make all the difference to the work we do here protecting the various birds and wildlife in the forest. If you are interested in helping out, please contact Sandy Strong at the information kiosk for an application form.

D    
From: Liz Dawson
To: Lucy Wells
Subject: Packing
Hey Lucy,
I've started packing for our trip. I can't wait! Unfortunately, I can't find my ski gloves. I know they're in the house somewhere, but I can't think where. Do you have a spare pair you can lend me for the trip?
Love,
Liz

E 
Evan,
Welcome back and well done! Can't believe I know someone who has climbed Everest! I'm away in Cardiff today interviewing people, but you can tell me all about it at the weekly meeting.
CU!
Elaine

- Texts A and B are **BOTH** about
A business. B charity. C health care.
- At Gisland Forest, you can
A do volunteer work. B get a job.
C study various birds.
- Which is true about Liz?
A She is going to lend Lucy some gloves.
B She wants to borrow something from Lucy.
C She has forgotten her gloves at Lucy's.
- Elaine wrote the text message
A to tell Evan where she is.
B to arrange a business meeting.
C to invite Evan for an interview.

Speaking

Responding to situations

Preparing for the task

- 5** a) Look at sentences 1-4. Which are formal and which are informal?

- Better luck next time!
- We apologise for any inconvenience.
- How does a meal out sound to you?
- Thank you for your patience.

- b) Match sentences 1-4 from Ex. 5a to situations A-D.

- A** ☐ Someone has lost at a card game.
B ☐ An item a customer ordered has taken three weeks to arrive.
C ☐ A friend has something to celebrate.
D ☐ A library is closing early.

- 6** Read the situations (1-3) and choose the appropriate thing to say from options A-C.

- Your sister keeps taking your things without asking first. You ask your friend for advice.
A Any ideas what to do? B Was she right?
C What should she do?
- You want to know if your friend is free to attend an event on Sunday.
A How does this Sunday sound to you?
B What's the forecast for Sunday?
C What did you do last Sunday?
- You have just started a telephone conversation with someone you haven't seen for a long time.
A I apologise for the delay. B I hope you can make it.
C Sorry I haven't been in touch.

Reading

Multiple matching

Preparing for the task

- 1 Use the underlined words/phrases to match statements 1-4 to the sentences (A-D). How has the information been paraphrased?

- 1 I'm keen on water sports like diving and sailing, but this year I think I will try something different for a change.
- 2 I need a break from studying, so I'd be happy doing anything that isn't indoors and where I can earn some cash.
- 3 I hope to be a doctor someday, so I'd like some hands-on experience in a clinic.
- 4 I'm not afraid of hard work, so long as I can experience some local culture.

- A We offer generous rates of pay to fruit pickers on one of our many strawberry farms.
- B Working as a medical volunteer, you'll make a real difference to the quality of people's lives.
- C The teaching hours are long and demanding, but you get a real taste of traditional island life.
- D Complete a short training course (prices start from around £3,500) and become a qualified ski instructor.

STUDY SKILLS

You will usually be able to find at least two clues to the correct answer in each speaker's words. Pay attention to their negative statements as well as the affirmative statements they make.

- 2 Read the three people's descriptions of themselves (1-3) and the four descriptions of gap year activities (A-D). For each person, choose the gap year activity that best suits them. One activity is extra.

- 1 **Gareth:** In my gap year I'd like to have a good time and meet new people. In my opinion, that's what life is all about! I don't mind doing indoor or outdoor work, so long as there's interesting company.

- 2 **Wendy:** To be honest, I'd rather work with animals than people. My dad was a vet and in the holidays I often went to work with him. I'd like to do something similar in my gap year and I'm not afraid of hard physical work.

- 3 **James:** I'm not sure what I'd like to do as a career, so in my gap year I'd like to learn a number of skills that might be useful in the future. I'd also like to help ordinary people to be successful in life.

A SUMMER CAMPS

Summer camps for children are hugely popular in the USA, and they all need people to help to organise them and help to take care of the participants. It's one of the most sociable ways to spend part of your gap year, as you'll meet, and live alongside, people from all over the world.

B Worldwide Opportunities in Organic Farming

This organisation, known as WOOF, is a global network of environmentally friendly farmers who are happy to host volunteers for up to six months. You might have to build fences, help grow and gather fruit and vegetables and help to look after cows, pigs, sheep and chickens. You need to have a good standard of fitness.

C Sweet as candy Rangers

Would you like to spend some time living in one of the most beautiful corners of the United States and helping visitors to appreciate the wonders of nature? Then you should apply to become a volunteer national park ranger. Volunteers often lead educational hikes, explaining all about the park's wildlife and perhaps geology.

D SHIMONI FOREST

If you'd like to do two very different kinds of voluntary work, you can head for Kenya's endangered Shimoni Forest. It needs people to help count the rare monkeys that live in the forest. You can also spend time teaching Maths to village children.

Listening

Multiple matching

Preparing for the task

- 3 Read sentences 1-5 and look at the underlined words. Read sentences A-E and match them to sentences 1-5. Which words helped you decide?

- 1 ☐ I have always loved children.
 2 ☐ We spent two glorious weeks at the seaside.
 3 ☐ I'm thinking of taking a gap year.
 4 ☐ Stop worrying so much about your trip.
 5 ☐ Everyone had a marvellous time!

- A We all had the time of our lives!
 B There's no need to be so anxious about the journey.
 C Now I've got a great tan!
 D I'm working as an au pair in France.
 E Many students find a break in their studies helpful.

- 4 Read the script. Which sentence (A-C) best matches what the speaker says? Use the underlined words/phrases to help you.

One day last year my family and I were on a beach in Spain. My dad and brother went off sailing while Mum and I decided to sunbathe. Unfortunately, it was so warm we were too sleepy to stay awake. Dad and Tony returned three hours later and they saw two bright red lobsters! The sunburn was so bad we ended up getting first aid treatment!

- A We couldn't get a good night's sleep.
 B A boat trip turned out badly.
 C We had to visit the doctor.



You will hear four people talking about adventurous experiences. Match statements A-E to the correct speaker. There is one extra statement that does not go with any of the speakers.

- A I didn't let my concerns stop me.
 B I've discovered a pleasant place to be.
 C I didn't expect to receive such a warm welcome.
 D I was pleased with my performance.
 E A change of plan worked out well.

Speaker 1 ☐

Speaker 2 ☐

Speaker 3 ☐

Speaker 4 ☐

Writing

Writing Bank 1

- 6 Read the rubric. Then write your email.

Write an **email** to your English-speaking friend (50-100 words). In your email:

- introduce yourself.
- tell him/her about your favourite school subjects & sports.
- ask your pen-friend about his/her likes/dislikes.

Workbook p. 33

Check your progress

GOOD /

VERY GOOD //

EXCELLENT ///

Now I can do these in English

- talk about holidays ☐
- describe experiences ☐
- talk about health problems ☐
- describe feelings ☐
- comment on sb's experience ☐
- write a semi-formal letter ☐
- talk & write about biomes ☐

and I can do these tasks

- T/F statements (listening) ☐
- multiple choice (reading) ☐
- responding to situations (speaking) ☐
- multiple matching (reading) ☐
- multiple matching (listening) ☐
- writing (an email) ☐

Unit 4

Law & Order

What's in this unit?

- ▶ **Topic:** Social issues
- ▶ **Vocabulary:** breaking the law, safety, feelings, prepositions, phrasal verbs, word formation
- ▶ **Grammar:** past perfect vs past perfect continuous, -ing form/infinitive, adjectives, adverbs
- ▶ **Reading:** news reports
- ▶ **Listening:** dialogues, monologues
- ▶ **Speaking:** making a witness statement, responding to situations
- ▶ **Writing:** an informal email
- ▶ **Culture:** *Agatha Christie's Miss Marple*
- ▶ **CLIL:** (Literature) *The Hound of the Baskervilles*
- ▶ **Skills:** listening (T/F statements, matching exchanges, multiple choice), use of English (text completion), reading (text completion), writing (an email)

Reading

- 1** Read the title of the text and look at the key words that appear in each text.

- A** burglar, trying to escape, roof, slipped, fell down chimney, got stuck, owners helped him out, police waiting, got money back
- B** elderly lady, men trying to steal car, screamed, get key into the ignition, key didn't fit, found own car, drove to police station, men reporting a car theft
- C** two robbers, yelled at shop assistant, began growling, thieves ran off empty-handed, security cameras, police, arrest, proud of his Chihuahua

What do you think the texts are about?



Listen and read to find out.

Crime never pays



Thieves don't usually hang around the **scene** of the crime, but one Dutch burglar **simply** had no **choice**. He had been trying to escape over the roof of a house he had just burgled when he slipped in the dark, fell down the chimney and got **stuck**. The owners of the house were at home during the theft. After hearing the **burglar** call for help, they actually helped him out! Once the burglar managed to climb out of the chimney, however, the police were waiting for him. The owners got their money and jewellery back and the burglar's plan went up in smoke!

Check these words

• thief • hang around • scene of the crime • choice
 • escape • burgle • slip • chimney • get stuck
 • owner • call for • however • go up in smoke
 • steal • ignition • counter • car theft • press charges • nap • robber • yell • without delay
 • growl • leap • run off • empty-handed • chase
 • security camera • arrest • fight crime

- 2** Read the three stories (A-C) and the questions (1-4). For each question, choose the right story and write the appropriate letter in the box. One story matches two questions.

	Which story is about:	
1	thieves frightened by an animal?	
2	a person who reports their mistake?	
3	an accident-prone thief?	
4	thieves who left without taking anything with them?	

A elderly Florida lady, who had been out shopping, got a shock when she found four men **trying** to steal her car. The lady started screaming, "I have a gun! Get out of the car!" The men didn't wait to be told twice – they got out and ran as fast as they could. The lady put her shopping into the car and got into the driver's seat. However, she found she couldn't get her key into the ignition. She had been trying to make the key fit for several minutes when she realised why it wouldn't – she had been trying to start a car that wasn't hers! The lady found her own car parked just a few metres away and drove to the police station. When she told the police officer her story, he couldn't stop laughing. He pointed to the other end of the counter where four **frightened** men were reporting a car theft by a short, white-haired lady. Luckily for the lady, the men didn't **press charges** against her!



Little Paco had been enjoying an afternoon nap in his owner's shop in South California, when suddenly two robbers came in and **yelled** at the shop assistant "Give us the money. Hurry up!" Without delay, Paco began growling and leapt at the robbers' legs. The two thieves **ran off** empty-handed, with Paco still chasing them. The security cameras had caught the event and the police were able to arrest the thieves. The shop's owner, who hadn't been at the shop that day, is very **proud of** his Chihuahua. It seems when it comes to fighting crime, Paco certainly is top dog!



Vocabulary

- 4** Complete the sentences. Use: *hang, escape, burgle, catch, press, steal, pay, growl, leap, fight* in the correct tense.
- The man decided not to charges against the owner of the dog.
 - The dog angrily as we walked up to the front door.
 - When you around in a busy place be aware of your belongings.
 - The burglar tried to over the garden wall, but the police him.
 - Committing crimes doesn't !
 - I watched in shock as the man off the rock and dived into the sea.
 - The man who our house left his wallet behind.
 - A police officer's job is to crime!
 - Someone my camera while I was on holiday last May.

- 5** Match the words in bold in the texts to their synonyms.

- thief that enters a house • just • old
- option • went away • area • trapped
- satisfied with • attempting • scared
- prosecute • shouted

What part of speech is each word?

Speaking

- 6** Read the texts again and give the class a summary of each. You can use the phrases in Ex. 1.

Writing

- 7** **THINK!** Which story is the funniest to you? Why? Write a few sentences. Read it to the class. Find someone in the class who agrees with you. Did you each choose that story for the same reason?

- 8** **ICT** Find another funny crime story. Write a summary of it. Read it to the class.

- 3** Answer the questions.

- How did the Dutch burglar's plan fail?
- Why did the four men in the police station look frightened?
- What makes Paco a top dog?

Breaking the law

- 1 Look at the pictures. In pairs, list the crimes from the most to the least serious. Which of them are petty crimes? Compare with another pair.



- 2 a) Complete the newspaper headlines. Use: *break into, sets, caught, sprays, steals, exceeding, forging.*

- 1 POP STAR PULLED OVER FOR SPEED LIMIT
- 2 TWO MEN APARTMENT AND TAKE JEWELS
- 3 YOUTH HISTORIC MONUMENT WITH GRAFFITI
- 4 MAN FIRE TO EMPTY HOUSE
- 5 GANG JAILED FOR 1 MILLION IN BANK NOTES
- 6 TWO YOUNG GIRLS LEAVING SHOP WITHOUT PAYING
- 7 TEENAGER NEIGHBOUR'S CAR

- b) Which of the crimes in Ex. 1 does each match?

- 3 Complete the sentences using the correct form of these verbs: *arrest, put, rob, sentence, accuse, break, find, go, commit, charge.*

- 1 We shouldn't the law.
- 2 The judge decided to the robbers in jail.
- 3 The police them with trespassing.
- 4 They will on trial next month.
- 5 The shopkeeper them of leaving without paying.
- 6 The police prosecute people who crimes.
- 7 The police the thieves in Central Square.
- 8 A gang of seven tried to a bank.
- 9 The jury did not them innocent.
- 10 The judge the men to six months in jail.

- 4 Choose the correct words. Check in the Word List.

- 1 The story is about a man who's trying to **forge/break/steal/rob** a casino.
- 2 The prisoner tried to **escape/avoid/run out/go away** from prison without success.
- 3 He **refused/denied/agreed to/accepted** the accusation.
- 4 The man hid to **look after/keep out/save/protect** himself from the burglar.
- 5 They **insisted/threatened/warned/stated** to call the police if he didn't turn the music down.

Safety

- 5 Fill in: *avoid, stay, carry, walk, inform.*

- 1 a mobile phone in case of an emergency.
- 2 your parents where you're going and when you'll be home.
- 3 in well-lit areas.
- 4 with another person or a group of friends.
- 5 sharing personal information with strangers.



6 Fill in: *victim, witness, jury, judge, clues, criminal*.

- The found the man guilty
- The evidence didn't support his claims that he was not a
- There were too many that placed him at the scene of the crime.
- The did not allow the news media into the courtroom.
- The described the scene in detail.
- The had slight head injuries.

7 a) Listen to two news reports. Which crime is each about?

b) Listen again. Who was involved? Where? What happened? Tell your partner.

Feelings

8 Which feeling does each sentence suggest?

- *annoyed* • *frightened* • *relieved* • *disappointed*
• *worried* • *surprised*

- Don't turn on the light! I think I heard someone outside!
- Why are all the lights in the house on? What's going on?
- We almost caught the burglar, but he got away. Too bad!
- What if the robber comes back? What should we do?
- Someone stole my bag. Thank goodness I had nothing valuable in it!
- I wish they would stop playing music loud at night!

Prepositions

9 Fill in the prepositions: *to, into, in, for, by, at, from*.

ILLEGAL DOWNLOADING

1) law, it's a **crime** to download a film 2) the Internet without paying 3) it. Today, more and more people around the world have access 4) high-speed Internet connections and use them to download illegal files quickly and easily. In the UK alone, illegal downloading costs the film industry around £170 million a year, and the music industry up to £500 million! This puts thousands of jobs 5) risk and makes it **more** difficult for people to have careers as filmmakers or musicians. Up until recently, there were very few laws 6) place to deal with this problem, but today illegal downloaders in many countries can get heavy **fin**es. So next time your friend sends you a link for a pirated film, take 7) account the consequences of illegal downloading. Hopefully, you'll choose to go to your local cinema instead!

Phrasal verbs

(related to crime)

10 Underline the correct particle.

- The robber **got away for/with** over a thousand pounds.
- The police said that the man tried to **blow up/down** a container.
- Earlier, he had tried to **break off/into** an office building.
- I really hope he doesn't **get away at/with** his criminal activity.
- Hopefully, someone will find him and **turn him in/out**.

Word formation

11 Fill in the blanks with the correct form of the word in brackets. Which are person nouns? Which are abstract nouns?

- There were reports of two in the neighbourhood this week. (**BURGLE**)
- The bank was over in seconds, because the police arrived immediately. (**ROB**)
- The police caught the (**ARSON**)
- Shops have security cameras to catch (**SHOPLIFT**)
- There have been more cases of than usual this month. (**VANDAL**)
- The woman reported the to the police. (**THIEF**)

12 **SPEAKING** Think of a crime you have read about or seen on the news. Tell the class. Talk about *type of event, place, time, what exactly happened*.

13 **WRITING** Write a short summary of the event in Ex. 12.

A criminal reports a crime

Last Tuesday, Marcus Lewis (23) was telling his friends about a car he **1) had stolen** the day before. He was very pleased with himself because he **2) had escaped** from the police. But, unfortunately for Marcus, **he hadn't realised** that when he sat down, he **had dialled** a number by accident. And who **had Marcus called**? The police, of course! They overheard his conversation, traced the call and arrested him for theft.



"We **3) had been chasing** Marcus for months," said Officer Stanton of the Metropolitan Police. "We were pretty happy when we received the call because we **4) had been waiting** for him to make a mistake."

Marcus Lewis is standing trial on Tuesday. He is accused of theft and several other petty crimes.

- A** to put emphasis on the duration of an action which started in the past and continued for some time in the past
- B** for an action that lasted in the past and whose result was visible in the past
- C** for an action that happened in the past before another action in the past or before a specific time in the past
- D** for an action that happened in the past and whose result is visible in the past

- 1** Read the article and look at the verbs in bold. How do we form the past perfect and the past perfect continuous? Then match the verbs (1-4) to their uses (A-D).

- 2** Fill in the gaps with one of the verbs from the list in the *past perfect* or the *past perfect continuous*.

- burgle • steal • read • wait
- not/catch • work

- 1 Amy was sad because somebody *had stolen* her favourite necklace.
- 2 The detective looked tired because he on the case all night.
- 3 Lucy was worried because the police the criminal yet.
- 4 They were upset because somebody their house.
- 5 The accused was worried because he for the jury to reach a verdict for over an hour.
- 6 The police officer was tired because he case files all morning.

Past perfect/Past perfect continuous

The **past perfect** is the past equivalent of the present perfect.

- We *felt* safe because the police *had arrested* the criminal
- We *feel* safe because the police *have arrested* the criminal

The **past perfect continuous** is the past equivalent of the present perfect continuous.

- He *had been using* the computer for hours and his eyes *were* tired.
- He *has been using* the computer for hours and his eyes *are* tired.

see pp. GR5-GR6

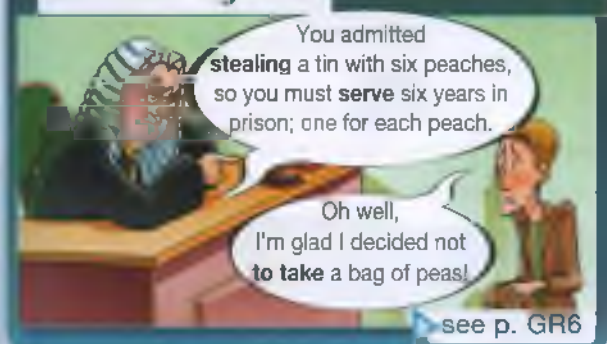
- 3** Read the theory in the box and then use the phrases in brackets to make sentences.

- 1 He was tired. (*drive all night*)
He had been driving all night.
- 2 They were pleased. (*solve the crime*)
- 3 She is exhausted. (*walk all day*)
- 4 We were cold. (*stand outside for hours*)
- 5 Mrs Adams is happy. (*the police/find her jewellery*)

- 4** Complete the exchanges by putting the verbs in brackets into the *past simple*, *past perfect* or *past perfect continuous*.

- 1 A: Alice (*be*) miserable yesterday because somebody (*take*) her bike.
B: Yes, she (*leave*) it outside the library while she was doing her shopping but when she went back to get it, somebody (*steal*) it.
- 2 A: How long (*the police/look*) for the stolen money before they (*find*) it?
B: They (*search*) for over ten hours.
- 3 A: (*you/go*) out last night?
B: No, I (*be*) too tired. I (*write*) reports all day.

Infinitive/-ing form



5 Look at the words in bold in the joke. What part of speech is each one? In three minutes, write as many other uses of these parts of speech as you can remember.

6 Put the verbs in brackets into the correct *-ing* or *infinitive* form.

- 1 A: I really like (watch) *Criminal Minds*.
B: Me too, but tonight I'd prefer (see) something else.
- 2 A: How can we (protect) our house against thieves?
B: I think it's worth (invest) in a good alarm system.
- 3 A: Bill is thinking of (join) the police force.
B: Isn't he too young (do) that?
- 4 A: We'd better (leave) before 7:00.
B: That's OK – I'm used to (wake up) early.

7 Complete the sentences using *too* or *enough* and the correct *infinitive* form.

- 1 He is very tall. He isn't the man we're looking for.
He is too tall to be the man we're looking for.
- 2 We have money. We can install an alarm.
We have
- 3 The fire is very big. We can't put it out.
The fire is
- 4 She was driving fast. She couldn't stop.
She was
- 5 Officer Jones has a lot of experience. He can question the suspect.
Officer Jones has

8 Complete the sentences about yourself, using the *infinitive* or *-ing* form.

- 1 I like
- 2 I can't
- 3 I would like
- 4 I can't stand

Sentence transformations

9 Complete the second sentence so that it means the same as the first. Use up to four words.

- 1 It was the first time there had been a mugging in the town. (NEVER)
There a mugging in the town before.
- 2 She usually checks her emails for an hour in the morning. (SPENDS)
She usually her emails in the morning.
- 3 After following the thief for hours, the police caught her. (BEEN)
The police the thief for hours before they caught her.
- 4 Emma often writes reports. (USED)
Emma is reports.

10 **SPEAKING** The Halls have just returned from their holiday. Form sentences to say what had happened.

- 1 be tired/because travel all day
They were tired because they had been travelling all day.
- 2 come home/find out/someone/burgled/their house
- 3 the police/try/to call the Halls/two hours
- 4 the Halls/feel sad/burglars/take/jewellery

11 **WRITING** Imagine you are one of the Hall family. Complete the blog entry.

Post a comment

Hi guys!

My family and I went on holiday last month and when we came back, we had a nasty surprise. We were all tired because we had been travelling all day. But when we came home, ...

Reading

- 1 a) List the phrases below under the headings: **Character** – **Appearance** – **Dwelling** – **Likes/Hobbies** – **Abilities**.

- white-haired • china blue eyes • lives in a village
- amateur detective • likes knitting • enjoys gardening
- likes watching people • solves crimes • cheerful
- observant • keen intuition • sharp eye

- b) What do these phrases tell you about the woman in the picture? Who is this person?



Listen and read to find out.

Agatha Christie's

Miss Marple

Imagine you're on a train. Sitting opposite you is a white-haired lady with china blue eyes. As the lady glances round the train to the window, her hands are busy knitting something in the softest pink wool. Knitting, however, isn't her only hobby – another is solving crimes! Introducing Miss Marple ...

Miss Marple is an amateur detective and one of the famous British writer Agatha Christie's most popular characters. She lives quietly in a pretty village, knitting, gardening and people watching. Every so often, however, Miss Marple puts her knitting aside and turns her attention to solving crimes. Agatha Christie had already been writing for 12 years when, in 1932, Miss Marple appeared in *The Thirteen Problems*. Who was the inspiration behind the character?

A recent discovery made by her grandson, Mathew Prichard, has shed light on how the author created Miss Marple. Prichard had been clearing out a cupboard in his grandmother's former home when he stumbled upon a dusty cardboard box. Opening it, Mathew found 27 audio tapes with recordings Christie had made while writing her autobiography.

When Mathew played the tapes, he was amazed to hear his grandmother's strong, distinctive voice once again. Speaking into her dictaphone, Christie revealed she had based Miss Marple on her mother's mother. As the author said, "Although a cheerful person, she always expected the worst of anyone and anything. And with almost frightening accuracy, she was usually right."

Miss Marple has the same keen intuition. She is observant, her sharp eye picks up the smallest but most important of details. She also relates the past to the present, drawing on past experiences to make sense of present-day puzzles. All of this, combined with her knowledge of village life, helps to solve any mystery.

Christie hadn't intended to make Miss Marple a permanent character, but in her determined way, the white-haired detective became a success! Christie wrote 12 Marple mysteries including, *The Body in the Library*, *They Do It with Mirrors* and *A Caribbean Mystery*.

The character has appeared on film and in TV series worldwide.

Check these words

- glance • wool • amateur • turn her attention to
- inspiration • shed light on • clear out • former
- stumble upon • dusty • recording • distinctive
- base on • accuracy • keen intuition • observant
- sharp eye • pick up • relate • draw on
- past experience • make sense of • combined with
- intend • permanent • determined

2 Read the text and mark the sentences *T* (true) or *F* (false). Correct the false statements.

- 1 Miss Marple works for the police.
- 2 Her house is in the countryside.
- 3 She was Christie's first detective character.
- 4 Prichard wrote his grandmother's biography.
- 5 Christie's grandmother was the inspiration for creating Miss Marple.
- 6 Miss Marple ignores small details.
- 7 Miss Marple became a favourite character among readers.
- 8 Miss Marple has appeared on stage.

3 Answer the questions in your own words.

- 1 How did Agatha Christie conceive the idea of creating Miss Marple?
- 2 What qualities make Miss Marple a good detective?
- 3 How is she not a typical detective?

Vocabulary

4 Complete the sentences. Use: *introduce, glance, solve, turn, shed, stumble, reveal, base, pick, draw* in the correct tense.

- 1 The detective on his experiences of previous crimes to solve the mystery.
- 2 Let me you to the officer dealing with the case.
- 3 She at me, smiled and returned to her knitting.
- 4 The author her most famous character on a family member.
- 5 The latest news article light on new aspects of the crime.
- 6 The detective his attention to the butler and started asking him questions.
- 7 The police have not yet the identity of the victim.
- 8 As I was cleaning my room, I upon my favourite detective novel!
- 9 Detectives crimes for a living.
- 10 The police inspector up on a clue everyone else had missed.

5 Match the highlighted words to their opposites:
disappeared, old, professional, best, clean, unpopular, sad, temporary, noisily, careless, hardest.

6 Match the words in bold to their synonyms: *thought of, previous, focuses on, surprised, influence, joined, strong, sharp instinct, planned, precision.*

What part of speech is each?

Speaking

7 Read the text and find the main idea in each paragraph. Use the ideas to give the class a summary of the text.

Listening

8 Listen to an announcement and complete the gaps. Use up to three words.

Event: The **1** Festival

Purpose: to celebrate her

2

Entertainment: jazz bands, puppet shows, rides,

3 parties

Visit Agatha Christie's

4 on the

River Dart.

Watch a **5** of one of her novels.

Writing

9  What do you think makes Miss Marple a lovable character? In three minutes write a few sentences. Read them to the class.

10 Think of a famous TV or book character in your country or in other countries. In groups, collect information under the headings:
NAME - WHO CREATED HIM/HER - LOOKS - CHARACTER - ABILITIES - WHAT MAKES HIM/HER SPECIAL and present the character to the class. How is he/she similar/different to Miss Marple?



Listening skills

Multiple choice

- 1** a) Read the rubric, then read the questions and the possible answers. What can each recording be about?

You are going to listen to two recordings. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions by circling A, B, or C.

Recording 1

- 1 The sports car was travelling at a speed of miles an hour.
A 30 B 40 C 80
- 2 After the crash the driver of the sports car
A was badly injured.
B was arrested by the police.
C bought another car.
- 3 The conversation takes place
A in a sports hall.
B at a police station.
C in the street.

Recording 2

- 4 The police officer suggests always carrying
A a light.
B a music player.
C a mobile phone.
- 5 When you walk, you should
A be with friends.
B listen to music.
C take a map with you.
- 6 The speaker's main message to the audience is
A to report incidents to the police.
B to learn how to protect yourself.
C to stay at home after dark.



- b) Do the listening task.

- c) **THINK!** How useful is Sergeant Daniels' advice to you? Tell the class. If you can't think of some words use non-verbal or verbal strategies.

Multiple matching

STUDY SKILLS

Read the rubric and the sentences. Underline the key words. Think of words related to each. The correct answer is often a synonym of the words you hear.

- 2** a) Read the rubric and the sentences. Try to think of words/phrases that relate to the underlined ones.

You are going to hear four people talking about disturbing the peace. Match the sentences (A-E) to the speakers (1-4) and write the appropriate letter (A, B, C, D or E) in the right box. One sentence does not match any of the speakers.

- A There were two reasons why we complained.
- B I came to an agreement with the person making the noise.
- C We had to tell them to turn the music down.
- D I'm thinking of reporting the noise to the police.
- E The noise was caused by something not working properly.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	



- b) Do the listening task.

Intonation

- 3** a) Read the theory. Fill in: *what*, *what a(n)*, *how*.

Exclamations

- **What a(n)** + adjective + countable noun (*What a nice day!*)
- **What** + adjective + plural/uncountable noun (*What colourful clothes! / What nice weather!*)
- **How** + adverb (*How fast he drives!*)

- 1 shocking news!
- 2 quickly they disappeared!
- 3 beautiful paintings!
- 4 fast they came!
- 5 noisy music they're playing!
- 6 clever detective!



- b) Listen and repeat. Mind the intonation.

Everyday English

Making a witness statement

1 Read the first exchange in the dialogue. What kind of crime did the person witness? What do you think happened? Read to find out.

2 a) Read the dialogue again. Fill in each gap (1-3) with the correct option (A, B or C).

A: So, Mr Smith. You were on Wentworth Street at 8 pm on Wednesday. Can you tell me what you saw?

B: I had just come out of a pizzeria when I saw a yellow sports car come out of a turning. Seconds later, it went through a red light and almost crashed **1)** a white van going the other way. The van braked, but it hit another car. The sports car just kept going.

A: Did you get a look at the driver?

B: I couldn't see that well, but he seemed to be in his late teens.

A: Did you get the registration number of the car?

B: Unfortunately, no – it all happened **2)** fast.

A: What did you do?

B: I ran over to see if I could help. Fortunately, no one was seriously injured, but I called an ambulance and the police.

A: Thank you for your time. Please tell us if you remember anything else.

B: You're **3)**, Officer. I will.

- | | | |
|----------|-----------|-----------|
| 1 A onto | B into | C against |
| 2 A that | B much | C so |
| 3 A sure | B welcome | C true |

b) Match the underlined formal sentences with their synonymous informal ones: *Not really.* – *I think he was about 18 years old.* – *What did you see?* – *I tried to help.* – *Did you see the driver?* – *If you think of something else call me.*

3 a) Listen to the dialogue. Is it a formal or an informal one? Take roles and read it aloud.

b) Work in pairs. Imagine you are Mr Smith. Tell your brother about the accident you witnessed. Use informal style.

4 Replace the underlined sentences in the dialogue with sentences from the language box.

Questioning a witness

- What exactly did you see?
- Did you notice anything unusual?
- Did you see what he/she looked like?

Requesting further information

- If you think of any more information, please give us a call.
- Call this number if you have anything to add.

Responding to questioning

- I didn't really notice. • I saw him quite clearly.
- I went to check that he was alright.
- I contacted/phoned the police.

Describing people

- He was about (40 years old).
- I'd say he was (in his early twenties).
- He was tall/quite short/had dark curly hair etc.

5 In pairs, act out a dialogue similar to the one in Ex. 2. Use phrases from the language box in Ex. 4 and the prompts below.

Student A: You witnessed a road accident last Sunday when a motorbike skidded on a patch of oil. Make a witness statement to the police.

Student B: You are a police officer. Take Student A's statement.

Make sure you use formal style.

Responding to situations

6 For each situation 1 and 2, choose the appropriate response. Circle A, B or C.

1 A police officer asks you to describe a suspect. What do you say?

- A I didn't notice anything unusual.
- B I went to see if I could help.
- C He was in his late thirties.

2 Your neighbour has helped you find your cat. What do you say?

- A Thank you for your help.
- B Thank you for your time.
- C Thanks for coming.

Rubric analysis

- 1 Read the rubric and look at the underlined words. Complete the sentences.

Yesterday, you witnessed a bank robbery. Write an informal email (50-100 words) to your American friend. In your email:

- explain where you were.
- describe the event
- say how you felt

- 1 You are going to write a(n)
- 2 It will be for
- 3 It will be about
- 4 The style should be
- 5 You should write words.

Model analysis

- 2 Read the email. Which paragraph:

states the place and what happened? 1

states feelings; includes closing remarks? 2

includes opening remarks; introduces topic? 3

Participles

- 3 Put the verbs in brackets into -ing/-ed participles.

- 1 It was an experience! (**excite**)
- 2 They were all very (**exhaust**)
- 3 I was at the sight. (**surprise**)
- 4 It was to think the thieves had broken in while we were sleeping! (**frighten**)
- 5 The neighbours are that the burglar will come back. (**worry**)
- 6 It's how fast the police arrived! (**amaze**)

From: Frank
To: Scott
Subject: Bank robbery!

Hey Scott,

▶ How are you? Guess what I saw yesterday! It was really shocking!

▶ My parents and I had gone to the mall for lunch. We were quietly eating in a nice Italian food court when someone shouted "Everybody get down!" Looking across at the bank opposite, I saw a frightened cashier talking to a tall, dark man and realised it was a robbery. Seconds later, we heard sirens wailing. The police soon arrived and took the robber away.

▶ It all happened very quickly. We felt so relieved and I'm glad he got caught!

Bye for now,
 Frank

Adjectives

▶ see pp. G16-G17

- 4 a) Read the theory. Find an example in the email.

Order of Adjectives

Adjectives tell us what something is like. They are the same in the singular and the plural. They come before a noun (*a red hat*) or after the verb *to be*. (*The hat is red.*)

	Opinion	Size	Age	Shape	Colour	Origin	Material	Noun
a	nice	small	old	round	brown	French	wooden	box

- b) Put the adjectives in the correct order.

- 1 She lost a(n)
(gold/expensive/round) brooch
- 2 He was driving a(n)
(Italian/red/new) sports car.
- 3 She got a
(thin/modern/black) laptop.
- 4 She wore a(n)
(multi-coloured/long/linen) dress.
- 5 They were wearing
(black/cotton/Italian) T-shirts.

Adverbs see p. GR7

5 a) Read the theory. Find examples in the email.

Adverbs can modify verbs (*she walks slowly*), adjectives (*a very fast car*), or other adverbs (*she walks very slowly*). There are adverbs of **manner** (how), **degree** (how much), **place** (where), **time** (when), and **frequency** (how often).

b) Find the adverbs in the sentences. What kind is each?

- 1 The car pulled out so quickly that the other driver had no time to brake.
- 2 Tomorrow, I need to go to the police station to make an eyewitness statement.
- 3 It seems that there's a robbery every month in this town!
- 4 The robber was hiding behind a bush when the police found him.
- 5 Thank goodness the burglar took almost nothing from my room!
- 6 The crime was solved easily because the criminal had left clues everywhere.

6 Complete the sentences with items from the list.

• extremely • quite • on the motorway • fast • during the day

- 1 The police arrested a man for speeding
- 2 He was sure he saw someone in the garden?
- 3 The accident happened so I couldn't get the number of the car.
- 4 You may find it surprising that the majority of crimes are committed and not after dark.
- 5 I was shocked to find that someone had stolen my passport.

Writing

7 Read the rubric. Use the language from the Useful Language box to complete your email. Follow the plan. You can use the email in Ex. 2 as a model.

You witnessed a road accident last week. Write an **email** to your English pen-friend, (50-100 words). In your email:

- describe what happened.
- explain why you were there.
- mention what you did.

Useful Language

Setting the scene

- You'll never guess what I saw (yesterday)!
- (Last Monday), I witnessed something dreadful/exciting/shocking etc.
- I/We were driving on the motorway/ down a country road/in the city centre/ on a busy/quiet street in the suburbs etc

Events

- Suddenly, I saw a car/motorbike/lorry etc swerve/skid across the road.
- The driver pulled out of a right/left hand turning/overtook us/drove through a red light/didn't indicate etc.
- Seconds/Minutes later, the (car) crashed into/collided with the (van).
- I called the police/an ambulance.

Feelings

I/We felt so relieved/shocked/upset/happy etc that ...

Plan

Hi, + (friend's first name)

(Para 1) opening remarks; reason for writing

(Para 2) place accident happened; why you were there; what you did

(Para 3) how you/others felt; closing remarks

(your first name)

Hi ... ,

How are things? ... I witnessed ... last week ... had just ... and ...

Suddenly, I saw Seconds later, I We called ...

We felt



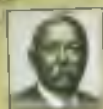
Checklist

When you finish your piece of writing, check it for the following:

- Have you arranged your ideas in paragraphs?
- Have you checked it for grammar and spelling mistakes?
- Is it the correct word length?
- Have you used a variety of adjectives and adverbs?



The Hound of the Baskervilles



Arthur
Conan
Doyle
(1859-1930)

studied medicine at Edinburgh University. His mother had instilled in him a passion for stories, so he worked as both a surgeon and an author. He is most famous for his stories about the detective Sherlock Holmes, who first appeared in 1887. In this extract from *The Hound of the Baskervilles*, Holmes and his assistant Dr Watson, who narrates the Holmes stories, are trying to trap a terrifying hound by using Sir Henry Baskerville as bait.

A thick, white fog hung over the moor that night, moving slowly in our direction. The moon shone on it and Holmes sighed **impatiently** as he watched it.

"It's moving towards us, Watson."

"Is that serious?" I asked.

"Very serious, **indeed** — the one thing that could **ruin** my plan. Sir Henry can't be very long **now**. His life **depends on** his coming out of the house before the fog covers the path."

The fog had covered the trees in the garden and was getting closer to the house.

"If he isn't outside in a quarter of an hour, the path will be covered. In half an hour we won't be able to see our hands in front of us."

"Shall we **move further back** to higher ground?"

"Yes, I think it would be better."

We moved back until we were half a mile

from the house, and still that **white sea swept** onwards.

A sound of quick steps broke the silence.

The steps grew louder, and through the fog, as through a curtain, Sir Henry appeared.

"Look out!" cried Holmes, "It's coming!"

There was a strange sound from within the fog. We waited, **uncertain** what horror would **break from its heart**. Suddenly, Holmes' eyes were wide with **amazement**. I rushed to my feet, my mind **paralysed** by the **dreadful** shape which had **sprung** out from the shadows of the fog. A hound it was, an **enormous** coal-black hound — fire burst from its mouth and its eyes **glowed like flames**.

1 Who was Sir Arthur Conan Doyle? How is Sherlock Holmes, the famous detective, related to him? Read the biography to find out.

2 Read the first 16 lines of the text. Why is Holmes upset? What do you think will happen next?

2.15 Listen and read to find out.

3 Read the extract again and answer the questions.

- 1 Where were Holmes and Dr Watson?
- 2 Who were they waiting for?
- 3 Why did they move higher?
- 4 What was the hound like?
- 5 Who narrates the story?
- 6 In what person is the extract written?

4 Match the words in bold to their meanings: *relies on, anxiously, surprise, moved, really, huge, unsure, destroy, frozen, jumped, horrible, shone.* Use each one in a sentence of your own.

Check these words

- fog • hang • moor • sigh • ruin • depend on
- path • further back • sweep • break the silence
- grow louder • look out • horror • eyes wide with amazement • rush • mind • paralyse
- spring out • shadow • burst • glow

5 Read the theory. Identify the stylistic devices in the underlined phrases in the extract.

- **Similes** use the words *as* or *like* to compare one idea to another in order to suggest that they are similar. *Jane's hair is as white as snow.*
- **Metaphors** make a direct comparison between two things without the use of *as* or *like*. *Jenny's eyes were two deep, blue pools.*
- **Personifications** assign the qualities of a person to something not human for emphasis. *The wind howled in our ears.*

6 List the events in the order they happen, then give the class a summary of the extract

7 What do you think happens next?

2.16 Listen to find out.

Vocabulary

1 Choose the correct item.

- 1 The **judge/jury** is a group of people who decide if someone is guilty or not.
- 2 The **vandal/arsonist** has burnt down several buildings.
- 3 The police received a call about a **robbery/burglary** at the bank.
- 4 Keith lost his wallet and mobile phone in the **mugging/bullying**.
- 5 Annie was the **victim/witness** of a burglary – the thieves took all her jewellery.

(5x3=15)

2 Fill in: *exceed, attack, drop, download, catch*.

- 1 Our dog is trained to burglars if they come into the house.
- 2 It's illegal to films from the Internet without paying.
- 3 The police are trying to a woman who stole £10,000.
- 4 Don't the speed limit.
- 5 You mustn't litter in the street – use the bins provided.

(5x3=15)

3 Choose the correct item.

- 1 Lately, there has been a rise **in/on** crime.
- 2 I don't want to walk home alone – I'm frightened **about/of** muggers.
- 3 We're worried **about/of** the number of burglaries in this area.
- 4 They tried to blow **up/off** an old building.
- 5 The thief broke **at/into** a shop.

(5x2=10)

Everyday English

4 Fill in: *Were there other people around? – I phoned the police. – I didn't get a good look. – Did you see anything else?*

- 1 A: What did the woman look like?
B:
- 2 A:
B: Yes, a white van was parked outside.
- 3 A:
B: No, I was alone.
- 4 A: What did you do?
B:

(4x5=20)

Grammar

5 Choose the correct tense.

- 1 The robber **had left/had been leaving** before the police arrived.
- 2 He was angry because somebody **had been taking/had taken** his keys.
- 3 How long **had you been waiting/had you waited** before the ambulance arrived?
- 4 By the time we got there, the firefighters **had put out/had been putting out** the fire.
- 5 They were tired because they **worked/had been working** all night.

(5x4=20)

6 Complete the sentences with the correct form of the verbs in brackets (*to infinitive or -ing form*).

- 1 I suggest (**install**) CCTV cameras in your shop.
- 2 She would like (**be**) a police officer when she grows up.
- 3 I think we had better (**call**) the police.
- 4 It's too late (**go**) out now.
- 5 He's a police officer so he's used to (**deal**) with dangerous situations.

(5x4=20)

Total: 100



Grammar in Focus

Fill in the correct form of the word in brackets, choose the correct word or fill in the gaps.

Last Monday, Ben Lawrence (27) **1** (enter) the Midway Bank and **2** (demand) £250,000 in cash. The bank clerk, **3** which/who felt very frightened **4** Lawrence, handed over the money immediately. Police caught Lawrence later, though, and **5** arrested/sentenced him.

"We had no difficulty in **6** (find) Lawrence," said Sergeant Franks. "We identified him from the CCTV footage. He **7** (stand) in the queue at the bank for over 10 minutes before he tried **8** (rob) it!"

Listening

T/F statements

Preparing for the task

- 1 Read the sentences and choose the correct intention on the part of the speaker.
 - 1 Well done on passing your law exams!
 - a to congratulate
 - b to persuade
 - 2 I'd be delighted to come!
 - a to refuse an invitation
 - b to accept an invitation
 - 3 If you like crime novels, you'll love this one!
 - a to advise
 - b to recommend
 - 4 This property is protected by security cameras.
 - a to warn
 - b to persuade
 - 5 It was most kind of you to do that!
 - a to thank
 - b to offer
 - 6 We have invited a police inspector to give a safety talk at the school.
 - a to give an invitation
 - b to give information
 - 7 What do you think I should do?
 - a to complain
 - b to ask for advice
 - 8 Why don't we provide more litter bins in the school playground?
 - a to suggest
 - b to ask for information

2



Listen to the announcements. What is each speaker's intention?

Speaker 1:

Speaker 2:

Speaker 3:

STUDY SKILLS

In this task, you will be listening for both detail and gist. You will hear the recording twice, so you can listen for gist the first time and for detail the second time. Pay special attention to the third question, which tests the speaker's intention.

3



You are going to hear an announcement. Decide whether sentences 1-3 are true or false.

- 1 Litter in the school playground is a problem because there is a shortage of bins.
- 2 Students who litter will have extra lessons after school.
- 3 The speaker is warning the class about their behaviour.

Matching exchanges

4



You are going to hear four questions twice. Read the responses below (A-E). For each question, choose the appropriate response. There is one extra response that doesn't match any of the questions.

- A I'll just check.
- B No, and it used to be so clean.
- C Sorry, I didn't know it was private.
- D I can't hear anything.
- E There was a party in the flat downstairs.

1	2	3	4

STUDY SKILLS

Read the responses before you listen to the recording and try to predict the content of the first half of the exchanges. Ask yourself what kind of event or situation they suggest.

Use of English

Text completion

Preparing for the task

- 5 a) Look at the gaps. Which gap asks for: *infinitive without to? past simple? present simple? Which words helped you decide?*

- 1 It's getting too dark to see, so let's the search for today.
- 2 Government ministers to build three more prisons in the next four years.
- 3 He had been stealing cash from the till for years, but nobody until last week.

- b) For each sentence choose the correct option.

- 1 A to call off B calling of C call off
- 2 A plan B were planning
 C had planned
- 3 A noticed B was noticing
 C has noticed

- 6 Read the text and complete the gaps by choosing from options A, B or C.

From: George Underwood
To: Andrea Prior
Subject: Thinking of you

Dear Andrea,

I hope you're all feeling OK. I was really sorry to hear you 1) Apart from the loss of your things, I know it's a very unpleasant feeling to know that a stranger has been in your house. I'm planning 2) my aunt who lives in your area on Thursday. Would you like me 3) on you, too?

Regards,
George

- 1 A are burgled B were burgling
 C were burgled
- 2 A to visit B visit C visiting
- 3 A calling B to call C call

Text completion

Preparing for the task

- 7 Read the short texts. What does each gap ask for: *noun? adjective? verb? conjunction? preposition? Choose the word that best fits each gap.*

• making • place • space • doing

My neighbours kept 1) so much noise that I had to find another 2) to live.

• yet • still • small • minor

Dropping litter in the street is a 3) offence, but some people 4) do it.

• accused • guilty • innocent • charged

When he was 5) with downloading music illegally, he insisted he was 6)

• through • over • level • limit

She was driving 7) the speed 8) when the accident happened.

- 8 Read the text and complete the gaps (1-3) with the words (A-F). Three words do not match any of the gaps.

A post C amounts E keep
B make D send F rates

OPEN QUESTION

MOST POPULAR



UK VANDALISM FIGURES

I read the other day that vandalism 1) have fallen by as much as 37% since 2007 in England and Wales. What could be the reason for this?

20 hours ago - 3 days left to answer



Best answer

In 2006/7, when smartphone sales really began to take off, youngsters had more to 2) them occupied. Why hang around on the streets when you could join a chat room? Social networking has become the new graffiti. Instead of writing on a wall to express your feelings, you can just 3) a message on Facebook or Twitter for all to see.

Reading

Text completion

Preparing for the task

- 1** Read the first sentence and choose the option (a or b) that is the appropriate second sentence.

- 1 Police uniforms have changed dramatically over the decades.
 - a One example of this is the police helmet.
 - b However, helmets continue to change style.
- 2 Women first entered the British police force in 1914.
 - a As a result, women campaigned to enlist as soldiers.
 - b This was because men were away fighting in the war.
- 3 Police Inspector Simms says he is proud of his officers.
 - a They dealt with the situation in a calm and professional manner.
 - b He is always calm when they face difficult situations.
- 4 Mrs Hubbard heard a burglar outside, so she called 999 at once.
 - a Moments later, a police car arrived.
 - b She called again a second time.
- 5 Have you ever wondered who invented fingerprinting?
 - a Believe it or not, it dates back to ancient times.
 - b They are constantly inventing new high-tech methods.

STUDY SKILLS

Pay particular attention to conjunctions, pronouns and other linking words and phrases in the answer options and in the sentences either side of the gaps in the text. These provide strong clues as to the right answer.

- 2** Read the text, from which four sentences have been removed. Fill gaps 1-4 by choosing the correct sentence for each gap from sentences A-E. There is one extra sentence that does not fit any gap.

The European Union

The European Union, known as the EU, has 28 member states. **1** The capital is Brussels and it has a number of governing bodies and institutions. These include: the European Commission, the European Council, the Court of Justice of the European Union, the European Central Bank and the European Parliament.

2

The EU evolved from the European Economic Community (EEC), which was formed in 1958.

3

The EU has developed a single market through a standardised system of laws that apply in all member states. In 22 EU states passport controls have been abolished and other EU policies allow the free movement of people, goods and services. There are common policies on trade, agriculture, fishing and development. **4** The eurozone is a monetary union with a common currency. It was established in 1999 and was fully operational by 2002. There are currently 17 member states.

- A Croatia became the 28th member state in July, 2013.
- B Also, there are common laws relating to justice and home affairs.
- C The Maastricht Treaty established the European Union under its current name in 1993.
- D EU citizens elect the European Parliament every five years.
- E It has a combined population of over 500 million people.

Listening

Multiple choice



You will hear two recordings.

Questions 1-3 refer to recording 1, while questions 4-6 refer to recording 2. Answer the questions according to what you hear by circling the appropriate letter (A, B or C).

Recording 1

- 1 According to Bill Gibbs, most people who litter
 - A don't consider it as something serious.
 - B are unaware it is a crime.
 - C do so mainly in cities.
- 2 Which is true about litter fines?
 - A If you pay them early, they are sometimes reduced.
 - B The average price you have to pay is £80.
 - C The smaller the item of litter, the less you pay.
- 3 At the end of the conversation, Bill Gibbs
 - A suggests ways we can prevent the litter problem.
 - B explains how to react if we witness someone littering.
 - C advises us how to take legal action.

Recording 2

- 4 One part of the speaker's job is to
 - A decide whether people are guilty.
 - B provide legal guidance.
 - C develop new laws.
- 5 In the speaker's job it's necessary to be good at
 - A keeping paperwork in order.
 - B making people feel comfortable.
 - C public speaking.
- 6 The main reason behind the speech is to
 - A explain the work of a magistrates' clerk.
 - B prepare people for appearing in court.
 - C try to recruit magistrates.

Writing

Writing Bank 1

4 Read the rubric and do the task.

You are studying in England and are going back home for two weeks' holiday. There is a lot of crime in your area and you don't want to leave your flat empty. Write an **email** to a college friend (50-100 words) inviting him/her to house-sit while you are away. In your email:

- explain why you are worried about leaving the flat empty.
- tell him/her what security precautions he/she should take.
- suggest how your friend can make him/herself at home in your flat.

Workbook p. 43

Check your progress

GOOD //

VERY GOOD //

EXCELLENT ///

Now I can do these in English

- | | |
|---|---|
| • talk about law & order ☐ | • make a witness statement ☐ |
| • describe feelings ☐ | • write an informal email describing sth I witnessed ☐ |
| • talk about safety ☐ | • summarise a text ☐ |
| • present TV/book characters ☐ | |

and I can do these tasks

- | | |
|---|--|
| • T/F statements (listening) ☐ | • text completion (reading) ☐ |
| • matching exchanges (listening) ☐ | • multiple choice (listening) ☐ |
| • text completion (use of English) ☐ | • writing (an email) ☐ |

Unit 5

Technology

What's in this unit?

- **Topics:** Science, Technology
- **Vocabulary:** electrical devices, the Internet, phrasal verbs, prepositions, word formation, ICT
- **Grammar:** present simple/continuous (future meaning), *will/be going to*, conditionals, wishes
- **Reading:** an article
- **Listening:** a dialogue, monologues, an announcement
- **Speaking:** expressing annoyance
- **Writing:** a for-and-against essay
- **Culture:** *Textin' teens in the USA*
- **CLIL:** (ICT) *About Computers*
- **Skills:** listening (multiple choice), speaking (dialogue completion), reading (multiple matching, matching headings to paragraphs), use of English (text completion, sentence completion), writing (an email)

Reading

- 1** a) Read the dictionary entries. What information do they contain?

android /ˈændrɔɪd/ (n) a robot that looks like a person

avatar /ˈævətɑː/ (n) an icon or figure that represents a person in a computer game

robot /ˈrəʊbɒt/ (n) a machine programmed to move and perform in place of a person

- b) Look at the photograph. What do you think Bina48 is? What can it do? Read through to find out.

Chat with BINA48



Can you imagine **chatting with** a robot? If this seems impossible to you, it could be time to think again. It's a reality that's coming closer with the arrival of Bina48 – the world's most advanced humanoid robot ...

- 2** Read the text from which four sentences are missing. Complete the gaps (1-4) with appropriate sentences (A-E). Write appropriate letters (A, B, C, D or E) in the gaps. One sentence does not match any of the gaps.

- A She can also be very funny and likes telling jokes.
- B Below its surface are 30 motors which allow her to smile, frown and look confused.
- C Surely robots cannot replace human relationships.
- D Robots never get tired or bored by repetition.
- E This 'mindfile' was uploaded into Bina48's artificial intelligence database.

- 3** Listen to and read the text again. Then, answer the questions.

- 1 How does Bina's brain work?
- 2 How could androids like Bina help us in the future?
- 3 How do Bina's feelings differ from humans'?

This is a robot that can talk, **recite** poetry and even tell jokes! Her creators **claim** that Bina48 is even **capable of** independent thought and emotion. But how is this possible? In order to create a personality for the robot, a real woman called Bina Rothblatt recorded a 20-hour-long compilation of her **memories**, feelings and beliefs.

1 Bina48 – the android – then selects what to say from the mindfile, **mimicking** the way a brain works.

Bina48 'lives' at an artificial intelligence research centre in the US. Bruce Duncan has worked there for two years and claims he has become close friends with Bina. According to Bruce, Bina doesn't like violence and she has favourite films, music and books. 2 However, Bina feels **lonely** sometimes, and wishes she had another robot friend for company.

David Hanson is the hardware designer who made this android. It took three years to complete it and cost \$125,000. Bina48 is only a head and shoulders. Her skin is made of a flexible material called 'frubber'. 3

Bina48 is also a bit of a trivia master; her database contains a **vast** virtual library of classic fiction as well as an in-depth knowledge of science and history. In fact, Hanson believes robots like Bina48 will become teacher avatars for humans as well as **companions** in the future.

This might all sound strange to you, but Hanson **insists** that this is going to happen someday soon. In Japan, home-help robots are already **assisting** elderly people with household tasks. But can a robot ever replace contact with a human? 4 Perhaps we need to ask Bina for her

opinion. "I can express some emotions," she says, "but I can't feel as deeply as a human feels and that makes me sad sometimes."

Vocabulary

4 Complete the sentences. Use: *independent, emotions, artificial, flexible, in-depth, compilation, contact, companions.*

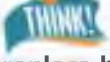
- I don't think robots will ever replace the need for human
- Even the most advanced robots can not feel as deeply as humans do.
- Scientists are trying to make robots capable of thought.
- The professor was amazed by Mark's understanding of robotics.
- The technology used to create intelligence is advancing quickly.
- In the future, robots could become for the elderly so they don't feel lonely.
- The book is a of different essays about humanoid robots.
- Early robots couldn't smile because they did not have skin.

5 Match the words in bold to their synonyms: *helping, huge, recollections, able, talking to, imitating, say aloud, without friends, strongly claims.* What part of speech is each?

Speaking

6 Imagine you are Bruce Duncan. Use the information in the article to present Bina48 to the class.

Writing

7  Do you think robots can replace human contact? In three minutes write a few sentences expressing your opinion. Tell the class.

Check these words

- advanced • humanoid robot • recite poetry • capable of
- independent thought • emotion • compilation • memories
- upload • artificial intelligence database • mindfile
- mimicking • brain • violence • hardware designer
- flexible material • motor • frown • trivia master • vast
- in-depth • assist • elderly • household tasks

Electrical devices

- 1 a) Match the devices with the words in the list.

- | | |
|---|---------------------|
| 1 | video games console |
| 2 | digital camera |
| 3 | smartphone |
| 4 | flat screen TV |
| 5 | MP3 player |
| 6 | laptop |



- b) Which of the devices (A-F) have got: a screen? a keyboard? earphones? buttons? a controller? a microphone? a touchscreen? a lens?

- 2 Listen to two adverts: Which of the devices in Ex. 1a is each about? Which words helped you decide?

- 3 **SPEAKING** Which of the devices in Ex. 1a have you got? What do you use them for?

- 4 Fill in the verbs: *charge, connect, scan, update, upgrade, operate, record, download.*

- You should your computer for viruses regularly.
- You can the model helicopter using a remote control.
- It is illegal to music from the Internet if you haven't paid for it.
- You need to your antivirus software so it can detect the latest viruses.
- Paul forgot to his phone this morning and now it has no battery.
- Diane wants to her laptop because it is too old to run the latest software.
- Alan's digital camera can take photos and short videos.
- You need to turn on the Wi-Fi before you can to the Internet.

- 5 a) Complete the notices with the words in the list.

- viruses • fax • memory
- files • wireless • system
- life • resolution • desktop

Second-hand MP3 Player

- 64 GB 1)
- Plays all audio 2)
- 4-hour battery 3)

Lamond Computer Workshop

We fix laptops and 4) computers

- remove 5)
- upgrade to a faster operating 6)

Don't miss our special offers

Goldmark 2000 All-in-one Printer

- Prints high 7) photos
- Includes 8) machine
- 9) connection to your computer

- b) Which notice(s) is/are about selling a device? repairing a device?

The Internet

- 6 Emoticons are used on the Internet to show feelings. Add an emoticon to respond to each of the sentences.

:)	Happy	:-o	Shocked
:-D	Delighted	:-|	Angry
:-(	Sad	:'-(	Tearful
%-)	Confused	:-/	Doubtful
\$-)	Greedy	l-o	Bored

- I heard that he used to be a spy! :-/
- Guess what? I passed my driving test!
- Did you hear the news? George is moving to France!
- Unfortunately, I didn't get the job.
- Then, connect the USB cable to the port. Correct?

7 Fill in: *chat, slide, home, social, search, scroll*.

- 1 Type the celebrity's name in a engine to find sites about him.
- 2 Your page is the first site that appears when you open your browser.
- 3 You can have conversations with people from around the world in a room.
- 4 The speaker showed us a show of photographs from his time in Africa.
- 5 Click on the bar to move the document up and down.
- 6 Fred is a member of a network.

8 Fill in the verbs: *attach, open, save, insert, edit, create, click, send, log, search*.

How to send a document to an email contact

- 1) on the icon of the document you want to send. This will 2) the document so that you can read it and 3) it if it needs any changes.
- 4) your changes and then close the document. Now, go on the Internet and 5) into your email account.
- 6) a new email. Then, find an option that lets you 7) files to your email. Now, to 8) for your document and choose it. It's probably in the 'My Documents' folder.
- 9) a message for your contact telling him/her details about the document. Then, you're ready to 10) it!

Phrasal verbs

9 Choose the correct participle.

- 1 The TV doesn't work because you haven't **plugged it in/on**.
- 2 **Turn out/on** the air conditioning; it's very hot.
- 3 You need a password to **log in/up** to someone's email account.
- 4 Don't forget to **switch off/out** the lights.
- 5 Could you **turn up/over** the volume? I can't hear what the presenter is saying.

Prepositions

10 Read the text and fill in: *to, with, for (x2), in, from*.

The Future of Robots

50 years ago, robots only appeared 1) sci-fi films, but today we benefit 2) a variety of robots that can do many different tasks. For instance, many factories are using robots to speed up production while military robots can do jobs that are too dangerous 3) humans. According 4) some experts, robots will soon be able to communicate 5) us, do our housework and care 6) the young and elderly.

Word formation

11 Read the theory. Then use appropriate prefixes and the adjectives in brackets to complete the sentences.

Prefixes

We use these prefixes before adjectives.

inter- (connecting two or more people or things)

national – **international**

trans- (from one place to another) *Atlantic* – **transatlantic**

pre- (before) *historic* – **prehistoric**

extra- (above, beyond) *ordinary* – **extraordinary**

im-/in-/il- (not, opposite) *possible* – **impossible**;

appropriate – **inappropriate**; *logical* – **illogical**

- 1 After lessons, there are lots of activities available at our school. (**CURRICULAR**)
- 2 Steve is sensible, but he can be very at times. (**MATURE**)
- 3 You can control this video game with your body movements! (**ACTIVE**)
- 4 They went on a(n) train journey across Asia. (**CONTINENTAL**)
- 5 I'm afraid I have a(n) meeting, so I can't meet you for lunch. (**ARRANGED**)

12 **WRITING** **ICT** Collect information on how to take a photo using a digital camera. Write the instructions. Tell the class.

Present simple/Present continuous/will/be going to

1) I think we **will** get a good mark for this report.

2) What time **does** our presentation **begin**?

My computer keeps crashing.

4) I **am going to** call a technician.

But we **are** meeting Lynn and Sue in half an hour!

In ten minutes! We'd better hurry or we **are** going to be late.

OK, 6) I'll do it tomorrow.

Legend:

- A** to talk about future plans and intentions
- B** for fixed arrangements in the near future
- C** for future predictions based on what we believe or imagine will happen
- D** to talk about timetables or programmes
- E** to make predictions based on what we see or know
- F** for on-the-spot decisions

see p. GR8

1 Identify the tenses in bold (1-6), then match them to their uses (A-F). Are there similar structures in your language? How are they used?

2 Fill in *will*, *be going to*, the *present simple* or the *present continuous* of the verbs in brackets.

- 1 A: I think that we **(solve)** many problems in the future with new technology.
B: Maybe, but I believe it **(create)** new problems.
- 2 A: You've been surfing the Net all day. You **(damage)** your eyes.
B: You're right. I **(switch off)** the computer.
- 3 A: **(you/do)** anything tonight?
B: Yes I **(go)** to the cinema. I think I **(ask)** Emma to come with me.
- 4 A: It's 8:30. You **(be)** late for work!
B: No, I'm not. The shop **(not/open)** until 10 o'clock.
- 5 A: I expect that you **(need)** a camera when you go on holiday in June.
B: Actually, Sam **(lend)** me his.

We do not use future tenses after: **when** (time conjunction), **while**, **before**, **until**, **by the time**, **if** (conditional), **as soon as**, **after**, etc.

When you see Ben, ask him about tonight's meeting.

BUT: Future forms can be used where **when** is used as a question word and **if** means 'whether'.

When will they finish building the robot?

She isn't sure if she will buy a new camera tomorrow.

3 Put the verbs in brackets into the correct tense, using *will* or the *present simple*.

- 1 I **(wait)** here until you **(get back)**.
- 2 As soon as you **(finish)** your homework, I **(let)** you play computer games.
- 3 He **(update)** my antivirus software before he **(use)** the Internet.
- 4 I'm not sure if her parents **(buy)** her an MP4 player.
- 5 If you **(not/know)** how to print photos, I **(be)** happy to show you.
- 6 "When **(you/upgrade)** your games console?"
"When I **(have)** enough money."

4 **WRITING** What will the Earth be like in 50 years' time? Spend three minutes writing about this topic. Read the sentences to your partner.

Conditionals types 0, 1, 2, 3

If/When ice **melts**, it **becomes** water. (type 0)

If I **pass** my exams, my parents **will buy** me a games console. Unless you **charge** your phone, it **won't work**. (= If you don't) (type 1)

If I **had** a laptop, I **could watch** DVDs in my bedroom. If I **were** you, I **d check** my computer for viruses. (type 2)

If you **had copied** your photos onto a CD, you **wouldn't have lost** them when your computer crashed. (but you did) (type 3)

see pp. GR8-GR9

5 Read the examples. How do we form conditionals types 0, 1, 2 and 3? Is it the same in your language?

6 Put the verbs in brackets into the correct tense. What type of conditional is each sentence?

- If he had saved money, he
..... (buy) that smartphone.
- If I were you, I
(choose) a cheaper model.
- If it's still raining this evening, we
..... (stay in) and watch a film on the new flat screen TV.
- If you (boil) water, it evaporates.
- If she (install) some antivirus software, her computer wouldn't have got a virus.
- If you had a mobile phone, you
..... (send) text messages.

Wishes see p. GR9

7 Study the examples. Which one expresses:
a wish for the present? a regret about the past?
a wish for a situation to change?



8 Write sentences, as in the example.

- I deleted my profile.
I wish I hadn't deleted my profile.
- I'm not good at fixing computers.
- I didn't save the document.
- My sister uses my phone without asking.
- That laptop is too expensive.

Sentence transformations

9 Complete the second sentence so that it means the same as the first, using the word in bold. Use up to four words.

- I don't have an MP3 player. **(WISH)**
I an MP3 player.
- If you don't plug the printer in, it won't work. **(UNLESS)**
The printer won't work it in.
- Ryan regrets telling his friends his password. **(WISHES)**
Ryan told his friends his password.
- I'd call Jack, but I don't know his number. **(KNEW)**
If I ,
I would call him.
- Why don't you turn off the TV when you're not watching it? **(WOULD)**
I wish
the TV when you're not watching it.

10 **(SPEAKING)** Use the prompts to ask and answer questions, as in the example.

- have a smartphone • have more money
- own a robot • be old enough to drive

A: *If only I had a smartphone.*

B: *Why? What would you do?*

A: *If I had a smartphone, I could check my emails.*

11 **(WRITING)** Complete the sentences with your own ideas.

- If I were Prime Minister for a day,
- If I had studied more,
- If only I were
- I wish my parents would
- I wish I hadn't

What American Teens do on their Mobile Phones

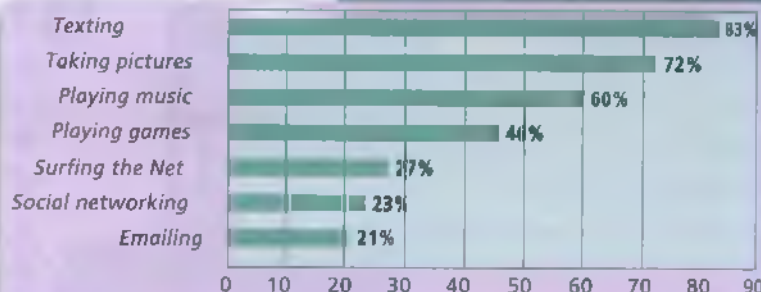
Reading

- 1 What gadgets have you got? What do you use each for? Tell your partner.

I have got a mobile phone, an MP3 player etc.

I use my mobile phone to send messages etc.

- 2 a) 75% of American teens own mobile phones. What do they use their mobile phones for? What is the percentage in each case? Look and say.



- b) How do mobile phones affect their lives. Tell the class.



Listen and read to find out.

- 3 Read the text. For each paragraph (1-3) choose the right heading (A-D). Two headings are extra.

- | | |
|--------------------------------|-----------------|
| A The real cost of texting | D Talk is cheap |
| B No time to talk | E Easy talk |
| C Texting explosion in the USA | |

- 4 Answer the questions in your own words.

- What group of teens use their mobile phones more?
- What does the writer mean when he says "All this texting comes at a price"?
-  Who is the writer addressing in the text? What is his purpose?

1

Do you own a mobile phone? Do you send text messages? Even if you send texts, it's **likely** that in America you are going to find teens sending many more than you do! American teens are sending more text messages to each other than ever before. How many? Well, if you had a dollar for every text the average American teens send in a month, you would have over \$3,300!

2

Just ten years ago, it was very rare to see an American teen with a mobile phone. Back then, they were mostly just used for emergencies. Now, though, American teenage girls send an average of 4,050 texts per month! Teen boys send fewer, but their total still reaches 3,000 a month! So why have American teens turned into text-zombies? Many teens like how confidential texting is. They can send and receive texts without their parents or teachers knowing about it. Another reason is teens' busy schedules. Many teens **are involved in** after-school activities or have volunteer or **regular** jobs, and texting is much easier and faster than talking on the phone.

Check these words

- likely • average • emergency • text-zombies
- confidential • busy schedule • be involved in
- volunteer • regular • comes at a price
- develop • coherently • suffer • chop • butcher
- natural flow • shame • arthritis • thumb
- mention • admit • increase • risk • crash
- countless • care

Vocabulary

5 Complete the sentences. Use: *emergency, average, schedules, volunteer, price, face-to-face, sense, coherently, flow, arthritis.*

- 1 Mobile phones can be useful in a(n)
- 2 Mike keeps leaving out words and changing the topic! His language has no natural
- 3 Our busy mean we don't always have time to talk.
- 4 On, teenage girls text more often than teenage boys.
- 5 Peter developed in his knees as he grew older.
- 6 The convenience of mobile phones comes at a; teens are not developing their language skills.
- 7 Anna has developed a great of humour.
- 8 As the use of mobile phones increases, communication is suffering.
- 9 More and more teens work in jobs in their spare time.
- 10 Texting could damage teens' ability to speak

6 Match the words in bold to their synonyms: *caution, probable, is badly affected, numerous, take part in, destroys, confess, normal, cuts, pity, raises, risks.*

3

All this texting comes at a price! Are American teens still going to be capable of face-to-face communication? Many have never even developed a good sense of what it means to speak coherently with others. Even written language **suffers**, since keeping exchanges to 140 characters **chops** words in half and **butchers** the natural flow of language. What a **shame** it would be if in 10 to 20 years teens develop arthritis in their thumbs! Not to mention the danger of car accidents. Nearly 50% of American teens **admit** to texting while driving or to being in a car while the driver was texting. Texting **increases** the risk of crashing by 23 times!

While mobile phones have **countless** advantages, there is no **doubt** that they do come with **dangers**. We hope that if you use one, you use it with **care**!



Speaking

7 Read the text again and make notes under the headings: **MOBILE PHONES – USAGE – RISKS**. Use your notes to make a presentation to the class. Start like this: *Good morning. Today, I am going to talk about ... Most teens use ... to ... There are risks, however, ...*

Listening

8 You are going to hear four people talking about mobile phones. Read the statements (A-E). Listen and match them to the speakers (1-4). There is one extra statement.

Mobile phones ...

- A are useful when you're planning to meet people.
- B are only good for sending texts.
- C allow you to call friends from anywhere.
- D should be used sensibly.
- E have altered the way young people relate to each other.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

Writing

9 a) What percentage of your class has a mobile phone? What do you use them for? Prepare a questionnaire for your classmates. Use the phrases in the diagram in Ex. 2 as well as your own ideas.

Most teens in my class ... Some ... A few ...

b)  Compare the results to those for American teens.

c)  Compare these results to those of other countries.

Multiple choice

- 1** a) Read the rubric, then read the questions and possible answers. What do you think each recording is about?

You are going to hear two recordings twice. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions according to what you hear by circling the appropriate letter (A, B or C).

Recording 1

- 1 On Saturday evening, Sarah plans to
 - A visit her brother's college.
 - B cook dinner for her parents.
 - C spend time with her family.
- 2 Sarah stopped using her mobile phone because
 - A most of her friends use email.
 - B it was costing her too much money.
 - C her parents took it from her.
- 3 In the dialogue the teenagers are mainly talking about
 - A the rules that their parents make them follow.
 - B a concert that they are planning to attend.
 - C the pros and cons of mobile phones.

Recording 2

- 4 Frank is annoyed with Chloe because she
 - A hung up while he was speaking to her.
 - B turned her mobile phone off.
 - C is not answering her mobile phone.
- 5 Brian's computer
 - A was affected by a virus.
 - B sent a virus to Frank's email account.
 - C is equipped with anti-virus software.
- 6 Frank is calling Chloe
 - A to warn her about a computer virus.
 - B to give her advice about online shopping.
 - C to ask her if he can use her credit card.



b) Do the listening task.

c) What points for/against using mobile phones are mentioned in Recording 1?



Think of two more points.

Multiple matching



a) Read the rubric and the sentences. Do the listening task.

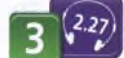
You are going to hear four speakers talking about their personal computers. Match the sentences (A-E) to the speakers (1-4) and write the letter (A-E) in the right box. One sentence does not match any of the speakers.

- A I waste a lot of time on my computer.
- B I take my computer with me wherever I go.
- C I buy new computers regularly.
- D I share a computer with someone else.
- E I avoid using computers at home.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

b) What do you use your computer for? Tell your partner.

T/F statements



Read the rubric and the statements (1-3). Do the listening task.

You are going to listen to an announcement twice. Mark the sentences (1-3) T (True) or F (False).

- 1 The speaker is a science teacher.
- 2 The competition will take place after classes end.
- 3 The announcement is about inviting parents to an event.

Pronunciation: Homophones

Homophones are words that sound the same, but have different meanings. Sometimes these words are spelt the same (e.g. *well* meaning both *healthy* and *a hole in the ground with water*) or they have different spellings (e.g. *too* [also] and *two* [the number]).



Choose the correct homophones in bold.

- 1 **Knight/Night** vision technology helps us study animal behaviour in the wild.
- 2 My new laptop only **ways/weights** half a kilo.
- 3 Paul gets headaches if he **stares/stairs** at his computer screen too long.
- 4 Today, the problem of e-**waist/waste** is a big one.

Everyday English

Expressing annoyance

1 Read the first and last exchanges. What is the dialogue about? Read through and check.

2 a) Read the dialogue. Fill in each gap (1-3) with the correct word (A, B or C).

A: Hello Sam. Did you get a new mobile phone?

B: Hi Andy. Actually, it's a smartphone. My parents gave it to me for my birthday.

A: Oh! So how are you finding it?

B: Well, I'm not happy with its Internet browser. It's extremely slow.

A: Really? That's a shame. Is there 1) else wrong with it?

B: Well, I'm also very disappointed with the touchscreen. The letters are 2) small that it's impossible to type on it!

A: Hmm, it's a pity you're having trouble with it. Smartphones are usually really useful devices.

B: I know, but this one is driving me crazy! I think I 3) it to the shop and buy another one.



- | | | |
|------------------|---------------|----------------------|
| 1 A something | B nothing | C anything |
| 2 A so | B very | C too |
| 3 A am returning | B will return | C am going to return |

b) Match the underlined informal sentences to their synonymous formal ones: *how unfortunate that it is causing you problems* – *what is your opinion of it* – *it is very frustrating* – *I'm disappointed with* – *I'm also dissatisfied with* – *How awful for you!*

3 Listen to the dialogue. Take roles and read it aloud.

4 Replace the underlined phrases in the dialogue with phrases from the language box.

Asking about a product

- What do you think of ...?
- What's it like?

Expressing annoyance

- I'm not pleased with ...
- I'm very frustrated/ annoyed etc with ...
- It's getting on my nerves.

Sympathising

- That's a pity.
- I'm sorry to hear that.

5 Act out a similar dialogue to the one in Ex. 2. Use phrases from the language box and the prompts below.

Student A: You got a new MP3 player from your grandparents as a graduation present. You are disappointed with it because:

- it only has the memory to hold 100 songs.
- its battery only lasts for two hours.

Student B: Ask Student A about the product and sympathise with him/her.

Dialogue completion

6 Read the dialogues (1-3). Complete them with the appropriate responses (A, B or C).

1 X: Excuse me, is there a computer shop near here?

Y:

X: Thank you very much.

A Yes, let me show you on the map.

B Yes, I want to buy a computer.

C Yes, there will be one tomorrow morning.

2 X: Would you like me to help you with this?

Y:

A Sure, I'll help you.

B That's very kind of you, thanks.

C Yes, I liked it a lot.

3 X: Can you show me how to turn it on?

Y:

A Yes, of course you can.

B I'm sure I will.

C You just press a button on the side.



Rubric analysis

- 1 Read the rubric and underline the key words. Then, answer the questions.

Your teacher has asked you to write an **essay** presenting the pros and cons of students using the Internet for educational purposes. Write your essay (120-180 words).

- 1 What type of essay should you write?
- 2 What style should your essay be written in: informal or formal?
- 3 How many paragraphs should your essay have?

Model analysis

- 2 a) Read the essay and match the paragraphs (A-D) with the headings (1-4).

- | | | |
|---|--------------------------|---|
| 1 | ☐ | summarise points, state your opinion |
| 2 | ☐ | arguments against & examples/justifications |
| 3 | ☐ | introduce topic |
| 4 | ☐ | arguments for & examples/justifications |

b) Find examples of formal style: *complex sentences, formal linkers, passive voice, impersonal style.*

- 3 Read the essay again and complete the table.

Arguments for	Justifications/Examples
1 <i>find information for homework</i>	
2	
Arguments against	Justifications/Examples
1	
2	

Linking words/phrases

Linking words/phrases connect our ideas and make it easier for the reader to understand our arguments.

- 4 Replace the linking words/phrases in bold in the text with ones from the box on p. 93.

▶ Around the world, a huge number of students have access to the Internet. The Internet is considered to be a helpful tool for students, but it also has its disadvantages.

▶ There are benefits of using the Internet for students. 1) **In the first place**, the Internet is very useful when they need help to complete their homework. For example, there are many websites where students can get information quickly and easily. 2) **Also**, they can use the Internet for distance learning. 3) **For instance**, students can take online courses.

▶ 4) **On the other hand**, there are drawbacks of using the Internet for educational purposes. 5) **Firstly**, many sites on the Internet are not written by qualified people. 6) **For this reason**, they often have incorrect information which students might use for their homework. 7) **Another drawback** of students using the Internet is copying pieces of text from it. 8) **As a result**, they could trick their teachers and get high marks in their homework, but not learn anything at all.

▶ 9) **All things considered**, there are advantages and disadvantages when it comes to using the Internet for educational purposes. 10) **I believe** the Internet opens up a world of information for students provided it is used the right way.

- 5 Choose the correct words/phrases in bold.

- 1 One point **in favour of/against** studying online is that you don't have to pay for campus accommodation.
- 2 **However/Furthermore**, there are certainly arguments that can be made against choosing a career in computer programming.
- 3 **All things considered/On the other hand**, e-readers have both advantages and disadvantages.
- 4 Another **drawback/advantage** of shopping online is that it is not always 100% safe.
- 5 **In conclusion/To give an example**, I firmly believe that all students should learn basic computer skills.

Topic/Supporting sentences

In many formal pieces of writing we should start each main body paragraph with a topic sentence that introduces its main idea. Topic sentences should be followed by supporting sentences that further explain the main idea of the topic sentence.

- 6 a) Underline the topic sentences in the essay in Ex. 2.
Replace them with other sentences of the same meaning.

b) Read the sentences and decide which ones are topic (T) or supporting (S) sentences.

- 1 The main advantage of tablet computers is their portability.
- 2 To begin with, booking holidays online can be risky.
- 3 For instance, it costs millions of pounds to build spacecraft.
- 4 However, there are also a number of disadvantages of social networking.
- 5 There are some clear benefits of using mobile phones.

- 7 Read the rubric and underline the key words.

Your teacher has asked you to write an **essay** presenting the pros and cons of teenagers owning mobile phones. Write your essay (120-180 words).

- 8 Match the arguments (1-4) to the justifications/examples (a-d).

ARGUMENTS

- 1 ☐ convenient form of communication
- 2 ☐ distract students from schoolwork
- 3 ☐ can cost a lot of money
- 4 ☐ useful in case of emergencies

JUSTIFICATIONS/EXAMPLES

- a call and send texts instead of doing homework
- b parents can contact children easily
- c can call parents/police when in trouble
- d sometimes not aware of hidden charges

Writing

- 9 Use your answers from Ex. 8 to complete your essay. Follow the plan.

Linking words/phrases

List and add points

- In the first place • To begin/start with
- Firstly • Secondly • Finally • In addition
- Also • Furthermore

List advantages

- The first/main advantage of ...
- One/Another/An additional advantage of ...
- One point/argument in favour of ...

List disadvantages

- The first/main disadvantage/drawback of ...
- One/Another/An additional disadvantage/drawback of ...
- One point/argument against ...

Introduce examples/justifications

- for example • for instance • for this reason
- to give an example • therefore • as a result

Show contrast

- However • Although • On the other hand

Introduce a conclusion

- In conclusion • All in all • To sum up

Express an opinion

- I believe • I think • In my opinion • To me

Plan

Introduction

(Para 1) *present the topic*

Main Body

(Para 2) *arguments for & examples/justifications*

(Para 3) *arguments against & examples/justifications*

Conclusion

(Para 4) *opinion; balanced summary of arguments*

These days, more and more teenagers ...
In the first place, For instance, ...
Furthermore, To give an example, ...
On the other hand, The main argument against ... For example, Also, For this reason, ...
All things considered, ...



Checklist

When you finish your essay, check for the following:

- appropriate linking words/phrases
- arguments for and against in separate paragraphs
- examples/justifications for each of your arguments
- your opinion in the conclusion

About Computers

Computers are machines that take information (**input**), follow instructions about what to do with it (the **program**) and produce a **result (output)**. How did they develop?

A The Antikythera Mechanism

In 1900, some sponge divers found an ancient ship off the coast of the Greek island of Antikythera. Inside the ship there was a machine from around 100 BC. It took 100 years for experts to understand how it works. When someone entered a date into it, this amazing machine could say where the sun, the planets and the moon were on that day!



B Pascal's Calculator

In 1642, Blaise Pascal invented a machine that could do arithmetic. He wanted to help his father do his work as a tax official. Seven years later, Blaise began to sell the machines. He only sold twenty though because most people couldn't understand how to use them!



C Charles Babbage's Analytical Engine

In 1837, Charles Babbage also designed a machine that could do arithmetic, but this machine had a special feature. It could accept cards that told it what to do. These cards were the first computer programmes. Unfortunately, Babbage never finished building the machine.



D ENIAC

The first major electronic computer was called ENIAC. It was designed by John Mauchly and J. Presper Eckert in 1946. It weighed 27 tonnes and took up 167 m²!

Newspapers at the time called it the 'Giant Brain' and it opened people's eyes to the power of computers.



Check these words

- input • follow instructions • program
- output • sponge diver • coast • expert
- enter a date • arithmetic • tax official
- design • special feature • accept • major
- electronic computer • weigh • take up

- 1 Look at the pictures in the texts. How are these machines related to computers?



Listen and read to find out.

- 2 Read the text and answer the questions (1-6). Write A, B, C or D.

Which machine ...

took up a huge amount of space?

 1

was invented for a family member?

 2

used electricity?

 3

made money for its inventor?

 4

was lost for many years?

 5

was never completed?

 6

- 3 Complete the sentences. Use: *instructions, designed, weigh, took up, feature, coast, arithmetic, enter.*

- A calculator is a machine that can do advanced
- ENIAC was huge and a whole room.
- You can text onto the screen by using a keyboard.
- This computer's best is its large memory.
- Mauchly and Eckert ENIAC for the US army.
- Most laptops today very little, so it's easy to carry them around.
- The Antikythera Mechanism was found off the of a Greek island.
- Babbage's Analytical Engine could follow that it received on cards.

4



Tell the class four things that impressed you about the predecessors of modern computers.

5

[ICT] In groups of four collect more information about any of the machines in the text. Present the information to the class.



Vocabulary

1 Complete the word to match the definition.

- 1 A piece of computer equipment that you speak into. m _ _ _ _ _
- 2 The part of a computer which the sound comes out of. s _ _ _ _ _
- 3 An electronic device used for playing music stored in files. M _ _ p _ _ _ _
- 4 The part of a computer that you use to type. k _ _ _ _ _
- 5 The curved piece of glass or plastic that you look through on a camera. l _ _ _

(5x2=10)

2 Choose the correct item.

- 1 You should regularly **scan/search** your computer for viruses.
- 2 If the battery is low, you should **charge/record** your phone.
- 3 Use the **scroll/slide** bar to move down the page.
- 4 My friends use the same **social/chat** network.
- 5 It's much quicker nowadays to **insert/connect** to the Internet.

(5x4=20)

3 Choose the correct word.

- 1 A lot of modern technology first appeared **at/in** science fiction films.
- 2 Everybody benefits **from/of** scientific advances.
- 3 Some jobs are too dangerous **about/for** humans to do so they use robots.
- 4 I've forgotten my password so I can't log **in/on** to my email account.
- 5 According **at/to** some scientists, everyone will soon have personal robots.

(5x2=10)

Everyday English

4 Fill in: *That's a shame – I'm not happy with – are you finding it – What do you think of*

- 1 A: How are you finding your new laptop?
B: it .
- 2 A: this camera?
B: It looks great!
- 3 A: I just bought a smartphone.
B: So, how ?
- 4 A: My new touchpad isn't working.
B:

(4x5=20)

Grammar

5 Put the verbs in brackets into the correct future tense.

- 1 Experts believe that we **(have)** interactive robots in the future.
- 2 I **(order)** a new computer when I get paid.
- 3 I'm tired. I **(go)** to bed.
- 4 Simon **(wait)** until next year to buy a smartphone.

(4x5=20)

6 Choose the correct item.

- 1 If I had installed anti-virus software, my laptop **wouldn't have got/will get** a virus.
- 2 If you **upgraded/upgrade** now, you will get an MP3 player for free.
- 3 If you **had told/told** me you needed the file, I would've attached it to the email.
- 4 I **would buy/will buy** a new flat-screen TV if I had enough money.
- 5 Unless they make it harder to download films, people **will/would** continue to do it.

(5x2=10)

7 Choose the correct item.

- 1 If only I **had/would have** read the reviews before I bought this camera.
- 2 I wish people **wouldn't/won't** talk on their mobile phones on the train.
- 3 If only we **could/would** buy the camera.
- 4 Lauren wishes she **owned/owns** a robot.
- 5 Joe wishes he **had/have** got a tablet PC.

(5x2=10)

Total: 100



Grammar in Focus

Put the words in brackets into the correct form, choose the correct item or fill in the gaps.

When I first 1) **(get)** a mobile phone I thought it was amazing, but, over the years, mobiles 2) **(become)** even 3) sophisticated. Nowadays, with smartphones, people have access 4) their very own hand held pocket super computer. The phones of today enable us 5) **(make)** calls, but they can also do so 6) **much/many** more. The modern mobile is just great – what 7) **(they/think)** of next?

Listening

Multiple choice

Preparing for the task

- 1 a) Look at the pictures in questions 1-4 in Ex. 1b. What does each show?

STUDY SKILLS

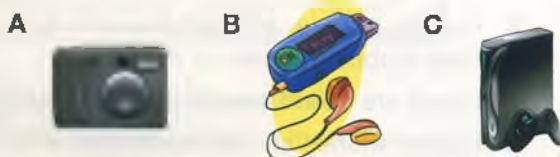
In this task, you can expect to hear everyday conversations, phone messages and advertising material in the recording.

- b) You are going to hear five short recordings. For questions 1-5, choose the answer (A, B or C) which best matches what you have heard.

- 1 What does Julie have to do today?



- 2 What present did Mary receive?



- 3 What machine does the man have?



- 4 Where is Elaine?



- 5 The speaker is talking about
A a new store.
B a special offer.
C a change in opening times.

Speaking

Dialogue completion

Preparing for the task

- 2 For questions 1-2, first read the response, then read the two statements (A and B). Which statement is more likely to come before the response?

- 1 **Statement A:** Do you think you can do it?
Statement B: Could you help me with something?
Response: Of course. What's the problem?
- 2 **Statement A:** How far is the museum?
Statement B: Can we walk to the museum?
Response: It's a short walk from here.

- 3 a) Read the sentences given without looking at the option. Can you guess how each speaker feels/what they want?

- 1 X: Do you mind if I use your computer?
Y:
A Not at all. B Of course I can.
C Yes, take this.
- 2 X:
Y: Every evening.
A How often do you play computer games?
B How much time do you spend on computer games?
C Who do you play computer games with?
- 3 X: I wish I had a better camera.
Y:
X: Yes, that's true.
A Would you like to use mine?
B If only I had.
C At least it's simple to use.

- b) Complete the dialogues with the appropriate response (A, B or C).

Reading

Multiple matching

Preparing for the task

- 4 Read the text, then choose the correct answer to complete sentences 1-3.

SEE THE FUTURE OF ROBOT TECHNOLOGY

BETA225, one of the most advanced androids on the planet, will appear at this year's Townsley Science Festival together with its creator in Townsley University's Ryberg Hall at 6 pm on 15th April. In a talk entitled *More or Less Human?*, Robert Frobisher will tell the story behind BETA225 before demonstrating what it can do. The venue holds a maximum of 200 people. We therefore recommend you visit the festival's website to check availability and reserve a seat.

- 1 This text **advertises/reviews** something.
- 2 Visitors to the event will **hear about the history of robots/see a robot in action**.
- 3 The writer suggests that **booking is essential/more than 200 people will attend the event**.

STUDY SKILLS

It's a good idea to read all the texts at least twice. You can read them all quickly for gist to begin with, then read them in more detail when trying to match the sentences to them.

- 5 Read the following texts. For each text 1-4 choose the right sentence and write the appropriate letter (A, B, C, D or E) in the table. One sentence is extra.

1 WEB DESIGN FOR BEGINNERS

Do you wish you could build your own web pages? Our tutors will show you that it's easier than you think. Ideal for small business owners.

2

This month we review a wide range of wireless printers. It's essential reading for all laptop users – if you don't have a wireless printer yet, we predict you'll have one soon.

3

FREE INTERNET

This PC is available for all visitors to the centre. At times when other visitors are waiting to use it, use is limited to a maximum period of 15 minutes.

4

Due to a systems upgrade, this service will be unavailable between 10 pm on Thursday and 2 pm on Friday. During this time you can access your account via our customer services team on 0855 343 88321.

- A This text draws attention to a rule.
- B You can see this text in a computing magazine.
- C You can see this text on a website.
- D This text advertises an online business.
- E This text informs people about a course.

1	2	3	4

Reading

Matching headings to paragraphs

STUDY SKILLS

In this task, the correct headings provide summaries of the paragraphs. Reading the headings in short articles in English language newspapers and magazines will improve the reading skills you need for this task.

- 1** Read the text and match the headings (A-E) to the paragraphs (1-3). Two headings do not match any paragraphs.

Soon mobile phones may be as common among children as adults. Indeed, phones that kids as young as four can use are already available.

1 ☐

At what age should children get mobile phones? In many people's opinion, children younger than 10 have no real need to have a personal phone, and are not responsible enough to look after a valuable piece of technology. However, some parents like the idea of their children carrying phones because they feel their sons and daughters are safe, even when they're out of sight.

2 ☐

If you want to reach your children at all times, but you don't want them to become Internet

and text addicts, you can buy a basic model designed especially for kids. There are bright, simple phones available that have no screen. All the young phone user can do is make calls by pressing one of a number of large buttons with contacts' names on them, including one for 999 emergency calls. People can call the phone only if a parent authorises them to.

3 ☐

These simple phones can also help to develop your child's creative side. For example, some companies let you decide how your phone will look by using a fun online design service. So even if all age groups are going to own mobiles in the future, at least they will be able to express their own individual style!

Use of English

Text completion

Preparing for the task

- 2** Choose the correct option. Which words helped you decide?

- There is no way of how technology will develop in the future.
A knowing B knew C to know
- The account is easily with your personal code number.
A accessed B accessing C to access
- That's the time today my computer has crashed.
A two B second C twice

- Were you in building the robot?
A involving B involved C involve
- My computer course covers lots of topics; it's very
A varied B various C variety
- Which of the two has the best automated traffic control system?
A city B cities C city's

Mobiles for minors



- A LIMITED FUNCTIONS
- B SAFETY DEBATE
- C UNNECESSARY OR USEFUL?
- D CHOOSE YOUR IMAGE
- E EXPENSIVE TO BUY

- 3 Read the text and complete the gaps (1-5) with appropriate words from the box in the correct form. One word is extra.

involve think access country vary three

A few decades ago, most of us never
 1) the Internet would play such an important role in our lives. Now, it's hard to imagine living without it! Nevertheless, most people around the globe still don't have access to it. According to international statistics, only a
 2) of us are able to go online. This isn't surprising when you compare the cost of having a private broadband connection in
 3) countries. In the USA and Hong Kong, for example, people need to spend only around 0.5% of their monthly income to have a home broadband connection. In some African
 4), however, people need to spend more than 2,000% of their wages to do the same. For people there, mobile phones are the main means of 5) information.

Writing

Writing Bank 1

- 4 Read the rubric, then do the task.

You have lost your camera. Write an **email** to your English pen-friend (50-100 words). In your email:

- describe how you lost it.
- say how your parents reacted to it.
- explain what you are going to do to get a new one.

STUDY SKILLS

Make sure you read the whole sentence before writing your answer. If there are two clauses in the sentence, the clause that is complete can be a big help in identifying the correct tense to use in your answer.

Use of English

Sentence completion

- 5 Complete the second sentence using the words in brackets so that it is grammatically correct. Do not change the order of the words given. Use up to four words to complete each sentence.

- 1 I won a great MP3 player yesterday so I'm **(go/sell)** my old one.

I won a great MP3 player yesterday so I'm my old one.

- 2 If he had known you had the DVD of the film, he **(not/pay)** to download it.

If he had known you had the DVD of the film, he to download it.

- 3 I **(work/home)** this Saturday so I can't go to the exhibition with you.

I this Saturday so I can't go to the exhibition with you.

- 4 If they **(use/Internet)**, they wouldn't spend so much money on phone calls.

If they, they wouldn't spend so much money on phone calls.

- 5 I **(wish/know)** to use that graphic design program.

I to use that graphic design program.

Workbook p. 53

Check your progress

GOOD /

VERY GOOD //

EXCELLENT ///

Now I can do these in English

- talk about electrical devices ☐
- Identify emoticons ☐
- give instructions ☐
- talk about mobile phones ☐
- express annoyance/sympathise ☐
- write a for-and-against essay ☐

and I can do these tasks

- multiple choice (listening) ☐
- dialogue completion (speaking) ☐
- multiple matching (reading) ☐
- matching headings to paragraphs (reading) ☐
- text completion (use of English) ☐
- writing (an email) ☐
- sentence completion (use of English) ☐

Unit 6

Healthy mind, healthy body

What's in this unit?

- **Topics:** Health, Food, Sports
- **Vocabulary:** food, drink, tastes, quantities, cooking methods, word formation, extreme sports, prepositions, injuries, phrasal verbs, health problems
- **Grammar:** the passive, changing from active to passive, reflexive/emphatic pronouns, the causative,
- **Reading:** short texts
- **Listening:** a dialogue, monologues, an announcement
- **Speaking:** describing/treating an injury, responding to situations, describe a picture
- **Writing:** an opinion essay
- **Culture:** *Natural Healing*
- **CLIL:** (Science) *Our Skin*
- **Skills:** listening (multiple matching, T/F statements), reading (multiple matching), use of English (text completion), writing (a note)

Reading

1 How are the texts related to each other?



Listen, read and check.

2 Read the texts. For questions 1-4, choose the correct option A, B or C.

- 1 Text A is mainly about
 - A different uses for mushrooms.
 - B the effects of eating various mushrooms.
 - C ways to avoid toxic mushrooms.
- 2 What is true about poison oak?
 - A All people are allergic to it.
 - B Its symptoms last for seven days.
 - C It can be treated with water.
- 3 Jill says that alien plants
 - A invade foreign habitats.
 - B are bad for the environment.
 - C help other plants to grow.
- 4 The purpose of the text is to
 - A warn readers against GM foods.
 - B give information about GM products.
 - C to discuss the future of GM foods.

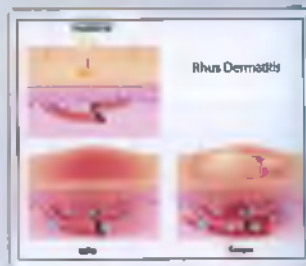
A PoISONOUS MUSHROOMS

Mushrooms are enjoyed all over the world, on pizza, pasta and more. However, many species are very **harmful**. The destroying angel looks **innocent** but **don't** be fooled by its appearance! When it is eaten, it can destroy a person's organs and eventually kill them! If you eat the death cap fungus, you must go to hospital immediately or you will die of liver poisoning. The ergot fungus grows on wheat and slows down the blood flowing around your body. It can also **make** you behave very strangely! So just remember, unless you are 100% sure it is safe, **don't** eat a wild mushroom!



The problem

Poison oak contains urushiol oil which is a substance that causes allergic reactions in most people. You should always avoid touching this plant.



Effects

Symptoms include rash and blisters and a feeling of burning in the muscles. These symptoms can last for several weeks.

Treatment

If you are suffering from these symptoms, soak a cloth in cold water and put it on the affected area. If you continue to have symptoms, have the problem treated by a doctor.

From: Jill
To: Sandra
Subject: Alien plants!

Dear Sandra,

Have you heard of alien plants? These are plants that have been moved from their natural habitat into another. They can cause all sorts of problems in their new environment. For example, the floating pennywort, a plant species from North America, was brought to Britain in the 1980s. It spread throughout the country, especially around lakes, and used up a lot of the oxygen that fish and other plants needed. This was a **massive** problem until the **government** managed to control it. Another alien plant is the Japanese knotweed which can grow through walls and pavements causing terrible damage. It's almost impossible to kill. These plants are really **fascinating**!

Jill

GM The future of food

Genetically-modified (GM) foods are often criticised for being bad for people's health. But there is no **evidence** to support this! Here are some of the reasons to choose GM foods:

- Some GM crops contain more vitamins than naturally-grown crops.
- They are **cheap** to grow and buy.
- GM crops can survive in **severe** weather.

Know the facts and make the right choice.

Check these words

- *species* • *innocent* • *be fooled* • *organ* • *eventually*
- *liver poisoning* • *urushiol oil* • *substance* • *allergic reaction* • *avoid* • *symptom* • *include* • *rash*
- *blisters* • *burning* • *last* • *several* • *treatment* • *suffer*
- *soak* • *affected area* • *alien plant* • *natural habitat*
- *spread* • *oxygen* • *manage* • *control* • *pavement*
- *impossible* • *genetically-modified* • *criticise* • *evidence*
- *support* • *crop* • *survive* • *severe*

3 Answer the questions.

- 1 Why are destroying angel mushrooms dangerous?
- 2 What can someone do if they touch poison oak?
- 3 Why is Japanese knotweed a problem?
- 4 What makes some GM foods healthier than organically-grown crops?

Vocabulary

- 4 Match the words in bold to their synonyms: *huge, interesting, extreme, dangerous, inexpensive, harmless, proof.*

- 5 Fill in: *fool, avoid, suffer, last, treat, soak.*

- 1 Some plants look harmless, but don't let their appearance you!
- 2 After touching poison oak, you may from an allergic reaction.
- 3 The pain from the injury can for a few days.
- 4 a cloth in water and apply it to the affected area.
- 5 It is best to all contact with poison oak.
- 6 The nurse used some gel to the patient's wound.

- 6 **COLLOCATIONS** Complete the phrases.
Use: *affected, reaction, plant, behave, wild, severe, poisoning, natural.*

- | | |
|-------------------|------------------|
| 1 liver | 5 species |
| 2 allergic | 6 habitat |
| 3 strangely | 7 mushroom |
| 4 weather | 8 area |

Speaking

- 7 What did you know about the plants in the texts? What did you learn? Tell the class.

Writing

- 8 **ICT THINK!** What else would you like to know? Collect information then write a short text. Read it to the class.

Food & Drink

- 1 a) Write two things you usually buy from each supermarket section.

1  Dairy milk	7  Frozen food pizza
2  Baking flour	8  Fruit & Vegetables grapes
3  Bakery bagel	9  Seafood prawns
4  Tinned food baked beans	10  Snacks crackers
5  Pasta & Rice spaghetti	11  Beverages coffee
6  Meat & Poultry beef	12  Confectionery sweets

b) In pairs ask and answer, as in the example.

A: Excuse me. I need to buy some baked beans. Where can I find them?

B: You'll find them in the tinned food section in aisle 4.

Tastes

- 2 Fill in: spicy, bitter, sour, sweet, creamy, salty, juicy, strong.

- Brian likes his tea so he leaves the bag in the cup.
- foods like crisps and chips have a lot of sodium which is bad for your heart.
- The oranges were so that we made lots of orange juice with them.
- This cake is very; it must have a lot of sugar in it.
- You should add some cream to the sauce to make it
- Curries are too for me. I don't really like them.
- Even after he added some honey, the lemon sauce was far too
- Dark chocolate often tastes because it has no sugar in it.

Quantities

- 3 Choose the correct word.

- He gave Annie a **bar/slice** of chocolate.
- Paul usually eats a **pot/cup** of yoghurt for breakfast.
- Add a **pinch/spoon** of salt to the soup to give it more flavour.
- You need a **clove/piece** of garlic to make this dish.
- Brian put a **slice/handful** of cheese inside his sandwich.
- Are there any tea **bags/boxes**? I'd like to drink a hot drink.
- Could you get a **packet/box** of spaghetti at the supermarket?
- There is a **jar/tin** of sardines in the cupboard.

Cooking methods

- 4 Choose the odd word out.

- fried/boiled/grilled **eggs**
- scrambled/mashed/roast(ed) **potatoes**
- grilled/baked/fried **chicken**
- roasted/steamed/boiled **carrots**
- fried/mashed/boiled **rice**

- 5 In pairs ask and answer, as in the example.

A: How do you like your eggs?

B: I prefer them boiled.

- 6 a) Look at the menu and fill in: main courses, beverages, desserts, starters.

Dinner Menu

- | | |
|---|---|
| 1)
• Vegetable soup
• Garlic bread
• Chicken wings | 3)
• Fruit salad
• Chocolate cake
• Strawberry ice cream |
| 2)
• Chicken curry
• Pasta with tomato sauce
• Smoked salmon with baked potato | 4)
• Tea or coffee
• Mineral water
• Soft drinks |

- 3.2 b) Listen to a dialogue at a restaurant. What do the man and the woman order?

- 7 SPEAKING** In groups of three take the roles of a waiter and two customers and act out a dialogue similar to the one in Ex. 6b. Use the menu in Ex. 6a and phrases from the language box.

Waiter

- Are you ready to order?
- And for you?
- And for main course/ dessert?
- What would you like to drink?

Customer

- I'll have ... followed by ...
- I'd like ... to start with.
- For starter/main course I'll ...
- ... for me, please.

Word formation

- 8** Complete the sentences with the adjectives derived from the words in bold.

We use these suffixes to form adjectives: **-ous** (luxury – luxurious), **-tive** (sense – sensitive), **-y** (dirt – dirty), **-ful** (care – careful), **-ar** (circle – circular)

- 1 Frittata is a dish to an omelette. (**SIMILE**)
- 2 Some mushrooms are highly (**POISON**)
- 3 Tom is very about what he lets his kids eat. (**SELECT**)
- 4 Cereal is a option for breakfast. (**HEALTH**)
- 5 This is the most cake I've ever seen. (**BEAUTY**)

Extreme sports

- 9** a) Which of these sports can you see in the pictures: snowboarding? skydiving? kayaking? bungee jumping? parachuting? ice climbing?



- b) List the sports under the headings.



- 10 SPEAKING** Which of these sports do you think is the most/least dangerous? Why?

Prepositions

- 11** Choose the correct preposition.

Rapid Falls Adventure Camp

Are you bored **1) of/to** staying at home during the summer? Whether you're used **2) to/of** getting your feet wet or completely new **3) to/for** the world of water sports, Rapid Falls is the place **4) for/of** you! Campers can try a variety **5) in/of** water sports **6) from/to** kayaking **7) towards/to** canoeing. You can even compete **8) with/in** races! And you don't need to worry **9) about/on** equipment; we provide campers **10) for/with** all the equipment they need. Book now!

Injuries

- 12** Fill in: *sprained, twisted, burnt, hit, broke, pulled, cut, bruised.*

- 1 Jane her hand when a cup of boiling water fell on her.
- 2 Peter his finger with a knife while he was chopping some vegetables.
- 3 John his leg when he crashed into a tree while skiing.
- 4 Henry his eye while boxing; now he's got a black eye!
- 5 Ken his head on the cupboard door.
- 6 Greg a muscle during the race.
- 7 Karen her ankle when her football boot got stuck in the grass.
- 8 Peter his wrist when he tried to catch the basketball.

Phrasal verbs (related to health)

- 13** Fill in the particles: *after, on, down, round, out.*

- 1 He's on a diet because he has put weight.
- 2 Rachel felt faint and almost passed
- 3 The doctor tried to bring the unconscious patient by tapping his cheek.
- 4 Helen has a sore throat and thinks she's coming with the flu.
- 5 The nurses looked her father while he was in hospital.

The passive

When poison becomes a cure!

It **has been discovered** that ergot – a poisonous fungus that grows on wheat – also had medical uses. Although ergot can be deadly in large quantities, new medicines are being developed which will use the fungus to beat migraines.

ANNOUNCEMENT

A lecture on Killer Plants **will be held** in the Conference Centre on Tuesday 25th May. The lecture **will be presented** by Dr Guy Robertson, a leading botanist at Bristol University.

Poisonous Delicacy

Pufferfish **were first eaten** in Japan over 2,000 years ago. To this day, they **are still considered** a delicacy, even though they are extremely poisonous!

see p. GR9

- 1 Look at the verb forms in bold in the extracts. How do we form the *passive voice*?

- 2 Fill in: *is, have, was, will*.

- Dinner served at 8:00 every evening.
- The missing climber seen by a local man yesterday.
- The winner of the kayaking competition be announced this afternoon.
- People who eat nuts been found to weigh less than those who don't.

- 3 Read the theory box. Justify the use of the passive in the extracts. Is there passive voice in your language too? When do you use it?

Changing from active to passive

	Subject	Verb	Object
Active	Millions of people	eat	junk food every day.
Passive	Junk food	is eaten	by millions of people every day.

Who invented snowboarding? (active)

Who **was** snowboarding invented by? (passive)

Use

The passive is used:

- when the action is more important than the person who does it (as in news headlines, newspaper articles, formal notices, instructions, advertisements, processes, etc).
- when the person who does the action is unknown, unimportant or obvious from the context.

Note: We use **by + agent** to say who carries out the action.

see p. GR10

- 4 Rewrite the sentences in the *passive*.

- They use chemicals to make sugar white.
- Snails have attacked spinach.
- Are they setting up lights outside the stadium?
- He hasn't approved the new menu yet.
- They don't accept credit cards.
- Who holds the record for the highest skydive?
- They will answer questions at the end of the lecture.
- They have opened a new café in town.

Sentence transformations

- 5 Complete each sentence with two to five words, including the word in bold.

- They serve all the main courses with rice or chips. (**served**)
All the main courses rice or chips.
- When did they introduce bungee jumping? (**was**)
When introduced?
- The doctor has told Ben to exercise. (**been**)
Ben to exercise.
- Who will buy the restaurant? (**will**)
Who by?
- They have held the ice climbing competition here three times before. (**held**)
The ice climbing competition three times before.
- An amateur skier broke the record. (**broken**)
The record an amateur skier.

Reflexive/Emphatic pronouns

PIZZA

Would you like me to cut your pizza into six slices or twelve?

Oh, six, please – I could never eat twelve by myself.

myself	yourself	himself/herself	itself
ourselves	yourselves	themselves	

He burnt **himself** on the oven. (reflexive) (= He did it to himself)

I made the dinner **by myself**. (emphatic) (= on my own)

Note: behave **yourself** (= behave well), be **by myself** (= be on my own), enjoy **yourself** (= have a nice time), make **yourself** at home (= be comfortable), help **yourself** (= you are welcome to take sth if you want)

➔ see pp. GR10-GR11

6 Fill in the correct reflexive/emphatic pronoun.

- Tina cut with a knife.
- I made breakfast for Mum
- Paul, help to some cake.
- Come in girls. Make at home.

7 a) Read the examples. How is the causative formed? Which sentence shows that someone does something for someone else?

The causative



Jenny is putting a bandage on her leg.



Ryan is having a bandage put on his arm.

have + object + past participle

Maggie had a cake made yesterday.

He had his eyes checked last Friday.

➔ see p. GR10

b) Rewrite the sentences in the causative.

- The milkman brings us fresh milk.
We have fresh milk brought to us.
- Mr Thomas mended Jack's parachute.
- The cleaner is cleaning the house for them.
- Sheila has baked some biscuits for Lee.

8 Read the situations, then write sentences using the causative.

- Paul is repairing Carrie's skis. What is Carrie doing?
She is having her skis repaired by Paul.
- Monica arranged for a new kitchen to be fitted last week. What has Monica done?
- Mr Alan's secretary makes his coffee every morning. What does Mr Alan do?
- Harry will arrange for somebody to do his shopping. What will Harry do?
- Amy burnt her hand. Her mum is putting cream on it. What is Amy doing?

Sentence transformations

9 Complete each sentence with two to five words, including the word in bold.

- They hired a baker to make the cake. (**had**)
They by a baker.
- The doctor checked Lisa's blood pressure last week. (**had**)
Lisa last week.
- They are building a new cafe in our street. (**built**)
A new cafe in our street.
- The hairdresser is cutting Tom's hair. (**is**)
Tom cut.
- The Mayor will visit the new market tomorrow. (**be**)
The new market the Mayor.

10

WRITING

Read the fact file about parachuting and then write sentences using the verbs in the list in the *passive*.

• hold • design • build • open

FACT FILE

Designer of first parachute:

Leonardo da Vinci

Maker of the first parachute:

Joseph Montgolfier

Skydiving schools: open since the 1950s

Record for longest time in freefall:

Joseph Kittinger

The first parachute was designed by Leonardo da Vinci.

Reading

- 1 a) What do you know about the plants in the text? How can they be used as natural remedies?



b) Listen and read to find out.

- 2 Read the texts. Answer the questions (1-4). One text answers two questions.

Which natural remedy (A-C) would be ideal for someone who

- | | | |
|---|----------------------------------|--|
| 1 | has cut his finger with a knife? | |
| 2 | has walked a lot? | |
| 3 | has got a blocked nose? | |
| 4 | has pains in his stomach? | |

- 3 Answer the questions in your own words.

- Where did eucalyptus leaves come to England from?
- Which natural remedy takes a long time to prepare? Why?
- THINK!** How effective do you think these treatments are?

Vocabulary

- 4 Complete the sentences. Use: *inhale, imported, lean, put, treated, preserve, pour.*

- The doctor my wound when I cut my finger.
- Could you me some peppermint tea from the teapot?
- Cinnamon was to Europe from Egypt in the Middle Ages.
- Just over the bowl of hot water and the steam. This will **help** unblock the nose.
- You can herbs in olive oil and use them later.
- a tea bag in warm water, then place it over your closed eyes.

A

Eucalyptus

If you're **suffering from** a cold or a flu, get some eucalyptus oil. Eucalyptus leaves have been imported from Australia to Britain for many years. Inhaling eucalyptus oil is a very **effective** way to clear your nose when it is stuffy. This can be done by **filling** a sink or large bowl with hot water and adding 3-5 drops of eucalyptus oil. Then, simply **place** a towel over your head, lean over and breathe deeply!

Calendula tincture

Herbal tinctures are an **ancient** natural medicine. A calendula tincture is one of the most popular. Calendula tincture is made from the marigold flower which can be found in many British gardens. This **sunny** little flower can help stomach aches, muscle pains and **backache**. It can also **clean** dirt from wounds to help them heal. To make a calendula tincture, **pick** about 15 grammes of marigold petals and **rinse** them before putting them into a jar. Next, pour in cider vinegar – this will **preserve** the petals for years. Leave the mixture for 4 weeks, then **remove** the petals and pour the liquid into a bottle. To drink it, add a few drops to warm water.

B



Natural Healing

People in Britain have a long tradition of using natural remedies.

Here's a guide to some natural treatments you can try!

STUDY SKILLS

Using dictionaries

Dictionaries are useful to check the meaning or spelling of unknown words. Most dictionaries give the part of speech of each word (n, adj, v, etc) and its pronunciation.

5 Use your dictionaries to explain the words in bold in the text.

6 **COLLOCATIONS** Complete the phrases.

Use: *muscular, rough, natural, olive, cider, tasty, ground, effective, warm, skin.*

- | | |
|------------------|------------------|
| 1 pain | 6 problems |
| 2 remedies | 7 spice |
| 3 way | 8 feet |
| 4 vinegar | 9 cinnamon |
| 5 water | 10 oil |

Check these words

• *natural remedies* • *import* • *inhale* • *effective*
 • *stuffy* • *sink* • *bowl* • *drop* • *place* • *towel*
 • *lean* • *breathe* • *herbal* • *tincture* • *backache*
 • *dirt* • *wound* • *heal* • *petal* • *rinse* • *jar*
 • *cider vinegar* • *preserve* • *mixture* • *pour*
 • *liquid* • *spice* • *health benefit* • *treatment*
 • *minor* • *soften* • *rough* • *ground cinnamon*

C Cinnamon

When cinnamon first arrived in Britain, it was used as a **tasty** spice to flavour food.

However, its many health benefits were soon **discovered**. Cinnamon oil is very useful as a treatment for minor skin problems. It can even soften the skin of tired rough feet! Simply add 2 tablespoons of ground cinnamon to ½ a cup of water. Then add ¼ of a cup of milk, 1 tablespoon of olive oil, and the juice of 5 lemons. Put your feet in the mixture for 15 minutes and relax.



Health problems

7 Choose the correct word. Check in the World List.

- Many people in poorer countries don't get the medical **cure/treatment** they need.
- After eating the seafood, Patrick developed a(n) **allergy/rash** on his arms.
- You should clean the **wound/injury** with water and put a bandage on it.
- Symptoms of the **flu** include **fever/temperature** and general weakness.
- Peter was in great **pain/ache** when he broke his arm.
- You should visit your local **GP/surgeon** for any minor health complaints you have.
- Change the bandage regularly to prevent **infection/disease**.
- Brenda swallowed the **injection/tablet** with a glass of water.

Speaking

8 a) **THINK!** Tell the class four things you have learnt from the text.

b) Compare eucalyptus oil to calendula tincture and ground cinnamon.

- All three of them
- Cinnamon is used to, but eucalyptus isn't.
- Only calendula is found
- Both eucalyptus and cinnamon were imported

Listening

9 **3.4** Listen to someone explaining how chamomile works as a natural remedy. Mark the sentences **T** (true) or **F** (false).

- Camomile can be used as a hair treatment.
- It is quite expensive to prepare it.
- The speaker explains how to make a home remedy.

Writing

10 **ICT** Are there similar natural treatments used in your country or in other countries? Collect information, then write a short text. Present it to the class.



Listening skills

T/F statements

- 1** a) Read the rubric and the statements (1-3).

You are going to listen to an announcement twice. Mark the sentences (1-3) T (True) or F (False).

- 1 All of the runners will begin the race at the same time.
- 2 Each runner will receive free sunscreen before the race.
- 3 The speaker gives runners health advice.



- b) Do the listening task.

Multiple matching

- 2** a) Read the rubric and the sentences.

You are going to hear four speakers talking about diets. Match the sentences (A-E) to the speakers (1-4) and write the letter (A-E) in the right box. One sentence does not match any of the speakers.

- A I follow a strict diet because of my career.
- B I changed my whole family's eating habits.
- C I don't eat some foods for medical reasons.
- D It's not possible for me to follow a healthy diet.
- E I tried but failed to follow a new diet.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	



- b) Do the listening task.

- 3** In four sentences describe your diet. How healthy is it?

Pronunciation /s/, /ʃ/

- 4** Listen and check (✓) the correct boxes. Listen again and repeat.

	/s/	/ʃ/		/s/	/ʃ/
short			sure		
single			chef		
city			swim		

Multiple choice

- 5** a) Read the rubric, then read the questions and possible answers.

You are going to hear two recordings twice. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions according to what you hear by circling the appropriate letter (A, B or C).

Recording 1

- 1 The main reason Terry eats fast food is because it is
A convenient. B cheap.
C tasty.
- 2 Linda advises Terry
A to join a gym.
B to cook his own meals.
C to see a doctor.
- 3 The conversation takes place in
A a fast food restaurant.
B an office.
C someone's home.

Recording 2

- 4 According to the presenter, ready-made meals usually include
A a dessert. B a plate.
C some cutlery.
- 5 The presenter mentions that frozen food
A keeps all its nutrients.
B loses some of its flavour.
C needs salt to help preserve it.
- 6 In the monologue, the presenter
A asks for people's thoughts.
B states his opinion.
C gives people advice.



- b) Do the listening task.

- 6** What points against ready-made meals does the presenter mention? Can you think about other points for/against ready-made meals? Discuss in pairs.

Everyday English

Describing/Treating an injury



1 Read the first exchange. What do you think is wrong with Sam? Read through to find out.

2 Read the dialogue. Fill in each gap (1-3) with the correct word (A, B or C).

A: Hi Sam. What seems to be the problem?

B: Hello Dr Lee. Well, I was skateboarding when I suddenly lost my balance and fell off my skateboard. I think I've broken my ankle.

A: Oh dear. Well, I can see it's swollen. Can you put **1)** weight on it?

B: Well, I can walk a little, but it's very painful.

A: You probably just have a bad sprain, but to make sure, I want to send you for an X-ray.

B: Do you have any idea when it will be better? **I 2)** an important rugby match in two weeks.

A: Well, **3)** if it's a sprain, you'll need to give it at least six weeks rest. So, I'm afraid you won't be able to play, Sam.

- | | | |
|---------------|----------|------------------|
| 1 A some | B no | C any |
| 2 A am having | B have | C will be having |
| 3 A even | B unless | C although |

3 Listen to the dialogue. Take roles and read it aloud.

4 Replace the underlined phrases in the dialogue with phrases from the language box below.

Asking about an injury

- What's bothering you?
- Where do you feel the pain?
- Where does it hurt?

Describing an injury

- It looks like I've broken/sprained etc my ...
- I'm in a lot of pain.
- It's really painful.

Treating an injury

- You're going to need ...
- I'm going to prescribe ...

5 a) Match the health problems to their causes and the doctor's advice.

- | |
|---|
| 1 ☐ pulled muscle |
| 2 ☐ cut leg |

- | |
|-------------------------------------|
| a fell on rocks while hiking |
| b lifting a heavy weight |

- | |
|--------------------------------|
| i put a bandage on it |
| ii put an icepack on it |

b) Now, act out a dialogue similar to the one in Ex. 2. Use phrases from the language box and one of the situations in Ex. 5a. Use non-verbal strategies (e.g. *gestures, body language, facial expressions, eye contact, etc*).

Responding to situations

6 For situations 1-2, choose the correct response.

- You want to see a doctor. You call a doctor's receptionist. What do you say?
 - Could I make an appointment to see the doctor?
 - Is the doctor ready to see me now?
 - Can I arrange a meeting with the doctor?
- You are a doctor who is examining a patient. Advise the patient to rest her injured knee.
 - You mustn't rest until your knee is better.
 - I advise you to see a doctor.
 - You should give the knee enough rest.

Describe a picture

7 Describe the picture.



In this picture I can see ... They seem to be in ... The doctor is ... Maybe the patient ...

Rubric analysis

- 1 Read the rubric and underline the key words. Then answer the questions.

Your class has had a discussion about the following statement: *More people should stop eating meat and become vegetarian*. Now, your teacher has asked you to write an essay giving your opinion on the topic (120-180 words).

- 1 What type of essay should you write?
- 2 Who will the reader of your essay be?
- 3 What style should your essay be written in?
- 4 In which paragraph(s) should you state your opinion on the topic?

Model analysis

- 2 Read the essay and match the paragraphs (A-D) to the headings (1-4) below.

- 1 second viewpoint & reasons/ examples
- 2 restate opinion
- 3 first viewpoint & reasons/example
- 4 introduce topic and state your opinion

- 3 Read the essay again and complete the table.

Viewpoints	Reasons/Examples
1 <i>eating meat bad for our health</i>	
2	

Useful words/phrases

- 4 Replace the linking words/phrases in bold with linking words/phrases from the Useful Language box.

Expressing opinion

- 5 Find two phrases the writer uses to express his/her opinion. Replace them with phrases from the Useful Language box.

▶ These days many people choose to give up eating meat in favour of a vegetarian diet. Many people disagree with this, but in my opinion, a meat-free diet is a good thing.

▶ **In the first place**, eating meat can be bad for our health. **For example**, red meat especially may cause heart disease because of its high fat content. **Furthermore**, animals are given hormones and antibiotics that can be harmful for us.

▶ **Secondly**, the meat industry is cruel to animals. **For instance**, animals are often kept in poor conditions or in cages. **This means that** they cannot walk around or have natural light. **Additionally**, the methods used for killing animals make them suffer.

▶ **All things considered**, I strongly believe it is best not to eat meat. Vegetarians benefit by eating healthily and fewer animals suffer.



- 6 Rewrite the following statements so that they express an opinion.

- 1 Organic food may cost more, but it is worth the money.
.....
- 2 Too much food is wasted nowadays.
.....
- 3 Children should be encouraged to eat more fruit and vegetables and fewer sweets.
.....

Topic sentences

- 7 Underline the topic sentences in the model essay. Write sentences using the prompts to replace them. Use different linking words/phrases.

a vegetarianism/be/healthier choice/to eating meat

b animals/used for food/be treated badly

Writing

- 8 Read the rubric and underline the key words.

Your class has had a discussion about the following statement:
More people should stop buying ready-made foods and prepare home-cooked meals instead. Now, your teacher has asked you to write an essay giving your opinion on the topic (120-180 words).



- 9 a) Match the viewpoints (1-4) to the reasons/examples (a-d).

1 ☐ unhealthy –full of additives & preservatives	a makes life easier for single working people
2 ☐ convenient – useful for unexpected guests	b high in salt and fat which are harmful to health
3 ☐ time saving – ideal for people who have no time to cook	c home-cooked food costs much less
4 ☐ expensive – cost a lot of money	d can keep them in freezer

b) Which points agree/disagree with the statement?

- 10 a) Decide whether you agree/disagree with the statement in Ex. 8.

b) Use your answers from Ex. 9 to write your essay. Follow the plan.

Useful Language

Linking words/phrases for opinion essays

- **list points:** in the first/second place, to begin/start with, firstly, secondly, finally
- **add points:** in addition, also, furthermore, moreover
- **introduce reasons/examples & expand points:** for example, for instance, such as, in particular, therefore, for this reason, because, since, in other words
- **concluding:** in conclusion, all in all, to sum up, taking everything into account
- **give opinion:**
 - I believe/think/feel (that) ...
 - As far as I am concerned, ...
 - In my opinion/view, ...
 - To my mind, ...
 - The way I see it ...

Plan

- (Para 1) present the topic & give opinion
(Para 2) first viewpoint & reasons/examples
(Para 3) second viewpoint & reasons/examples
(Para 4) restate opinion

Nowadays, many people ... Although ... in my opinion, ...

To begin with, ... In particular, ... Moreover, ...

Secondly, ... Therefore, ... Also, ... As a result, ...

To sum up, I feel ... We ... and, at the same time, ...



Checklist

When you finish writing your essay, check for the following:

- appropriate linking/words phrases
- viewpoints with reasons/examples
- formal language
- your opinion in introduction/conclusion

Our skin

Na

C



It stretches, weighs about four kilogrammes on average and is the largest organ in the human body. What is it? Our skin!

Skin consists of three layers. The outer layer, the epidermis, has cells containing keratin, a protein which strengthens the skin and makes it waterproof. It also has melanin which darkens the skin and shields it from sunlight. How dark our skin is depends on how much melanin the epidermis contains. The middle layer, the dermis, is elastic and makes the sense of touch possible. The inner layer, the hypodermis, stores fat and energy, has large blood vessels and helps regulate body temperature. Skin is our first line of defence against bacteria and it lets us feel heat, cold and pain. It also helps control our body temperature and keeps our muscles, bones and internal organs safe.

Skin repairs itself during sleep, so getting enough sleep is important. Drinking water keeps skin soft and prevents it from drying out. To keep skin looking young and well-nourished, it is also essential to follow a balanced diet with foods rich in vitamins and minerals.

Vitamin A helps repair and maintain the health of skin. Foods high in vitamin A include carrots, sweet potatoes, lettuce and apricots.

Vitamins C & E protect the skin from sun damage and pollution. Vitamin C is found in kiwis, oranges, broccoli and peppers. Vitamin E is found in nuts, olives and spinach.

Vitamin H strengthens hair and nails, which both grow out of the skin and depend on it to be healthy. You can get vitamin H from nuts, beans, bananas and mushrooms.

Minerals make skin elastic and help heal wounds. They are found in eggs, fish, whole grains and a range of fruit and vegetables.



1 a) Which of these sentences are true about our skin? Decide in pairs.

- 1 Human skin has only two layers, the epidermis and the dermis.
- 2 Skin helps control the temperature of the human body.
- 3 Skin can't protect us from any bacteria.
- 4 To keep our skin healthy we should eat healthily and drink enough water.
- 5 The skin is the largest organ in the human body.



b) Listen, read and check.

2 Read the text again and answer the questions.

- 1 What does the dermis do?
- 2 What part of the skin helps the body regulate its temperature?
- 3 What should we do to prevent skin from drying out?
- 4 Why is sleep important for the skin?
- 5 Which vitamin helps you to maintain healthy hair?

Check these words

• stretch • weigh • on average • organ • layer
• outer • epidermis • cell • keratin • strengthen
• waterproof • melanin • darken • shield
• dermis • elastic • inner • hypodermis • store
• fat • blood vessels • regulate • defence
• bacteria • muscles • bone • internal • well-nourished • mineral • depend on • whole grains

3 Choose the correct word.

- 1 The amount of **keratin/melanin** affects how dark a person's skin is.
- 2 Skin defends the body against **bacterial/minerals**.
- 3 Skin **shields/keeps** muscles, bones and internal organs safe.
- 4 When you sleep, your skin **controls/repairs** itself.

4 Say five things you learnt from the text.

- 5 **ICT** In groups of four, collect information on how to protect our skin from the sun. Prepare a presentation for the class.



Vocabulary

1 Fill in: *box, bag, piece, slice, pot*.

- 1 Leave the tea in the cup.
- 2 Pass me that of cereal.
- 3 He ate a of yoghurt for breakfast.
- 4 There's a of beef in the freezer – we can have it for dinner tomorrow.
- 5 Harry ate the last of pizza.

(5x2=10)

2 Underline the correct item.

- 1 This **spicy/salty** curry is hot!
- 2 Ice cream is the best **beverage/dessert**.
- 3 **Roast/Steam** the carrots in the oven.
- 4 Flour is in the **baking/bakery** section.
- 5 **Fried/Baked** eggs are great for breakfast.

(5x2=10)

3 Match the words to form phrases.

1	twist	A	his finger
2	sprain	B	her eye
3	bruise	C	his wrist
4	pull	D	her ankle
5	cut	E	a muscle

(5x2=10)

4 Circle the correct word.

- 1 We looked **after/at** Joe when he was ill.
- 2 Don't worry **for/about** anything, I'll help.
- 3 At camp you can compete **in/at** races!
- 4 We're used **to/in** trying new things.
- 5 I think I'm coming **on/down** with the flu.

(5x2=10)

Everyday English

5 Fill in: *Where does it hurt? – I'm in a lot of pain. – What seems to be the problem? – You're going to need an X-ray.*

- 1 A:
B: I think I've broken my arm.
- 2 A:
B: I'm going to prescribe you some medicine.
- 3 A: I think I've sprained my ankle.
B:
- 4 A:
B: Here – my wrist.

(5x4=20)

Grammar

6 Rewrite the sentences in the passive.

- 1 Schools will ban junk food.
.....
- 2 The chef created a new dessert.
.....
- 3 People have used chamomile tea as a healing drink for centuries.
.....
- 4 The company imports cinnamon from Egypt.
.....

(4x4=16)

7 Complete the sentences using the causative.

- 1 Their dinner was cooked by the chef.
They
- 2 Kate's mum makes her lunch every day.
Kate
- 3 She is putting a plaster on Greg's finger.
Greg
- 4 The men will deliver our cooker on Friday.
We

(4x4=16)

8 Fill in the gaps with the correct reflexive/emphatic pronoun.

- 1 I hurt falling off my skateboard.
- 2 The kids made the meal by
- 3 Help to the cake, please.
- 4 Jack ate the chocolate all by

(4x2=8)

Total: 100



Grammar in Focus

Put the words in the brackets into the correct form, choose the correct word or fill in the gaps.

In the past, people 1) **use to/used to** cook their own meals and their food 2) (**make**) using only natural ingredients. These days, we lead 3) (**busy**) lives than then and we often have difficulty in 4) (**find**) time to cook. Instead, we eat junk food 5) **which/who** contains a lot of salt, sugar and chemicals. But nobody knows how so much junk food 6) (**affect**) our bodies in the future.

Listening

Multiple matching

STUDY SKILLS

While you listen to the recording, note the order of the list of the people in the task. The first person in the list (the person marked '1') will usually be the first person that can be matched to an item (A-D). The second, third and fourth people in the list will follow in order.

- 1** You are going to hear a conversation between two friends. Match the people (1-4) to the parts of meals (A-E) they are responsible for. Write the appropriate letter (A, B, C, D or E) in the right box. One of the options does not match any of the people.

PEOPLE	
1	Frank
2	Veronica
3	Lisa
4	Chris

PARTS OF MEALS	
A	dessert
B	drinks
C	snacks
D	starter
E	main course

T/F statements

Preparing for the task

- 2** Listen to four announcements. What is each speaker's intention? Match the speakers (1-4) to the intentions (A-D).

- A to apologise
B to give instructions
C to request help
D to give a warning

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

- 3** Listen to an announcement and mark the sentences (1-3) T (true) or F (false).

- 1 All sports equipment is for sale at a reduced price.
2 You can find golf equipment at discounted prices for one day only.
3 The speaker's intention is to advertise a special offer.

Reading

Multiple matching

STUDY SKILLS

When you read the three texts, try to think of alternative ways to phrase the information contained in them. This will help you to see the links between them and the sentences.

- 4** Read the information about different treatments for indigestion (A-C). For each question 1-4, choose the correct treatment and write the appropriate letter in the box. One treatment matches two of the paragraphs.

Which treatment is most suitable for someone who:

1	suffers from indigestion at night?	
2	needs to recover from indigestion quickly?	
3	is suffering after having a large meal?	
4	suffers from indigestion a lot?	

DEALING WITH INDIGESTION

Indigestion is the pain you feel in your stomach when you have difficulty digesting your food. It is a very common medical problem, but there are many treatments that can help.

A Do you have an upset stomach from eating too much at dinner? Then try drinking a warm cup of peppermint tea. This natural remedy calms the muscles in the stomach and allows the body to digest food more easily. People who get indigestion often, though, should avoid this remedy, because it may make the problem worse.

B One helpful solution for people who suffer from indigestion regularly is to change your body position. If you suffer from indigestion after dark, try using an extra pillow. Lying flat can make the acid in your stomach go up to your chest, but raising your head can help to stop this from happening.

C There are many indigestion tablets available from your pharmacy. All of these medications can make you feel better almost immediately. But don't take these tablets continually because they may cause serious side-effects such as breathing problems, sweating and chest pains.



Use of English

Text completion

Preparing for the task

5 a) Read the sentences and decide which type of word is missing in each.

- 1 You should any mistakes you had in your homework. (adverb/verb)
- 2 I'll never forget the I felt when I went bungee jumping. (noun/adjective)
- 3 I got a bad cut on my arm, but luckily it didn't become (adjective/verb)
- 4 The doctor put on the bandage very (adverb/noun)

b) Now choose the correct word to complete each sentence.

- | | |
|-------------------------|-----------------------|
| 1 correct – correctly | 3 infected – infect |
| 2 exciting – excitement | 4 skilful – skilfully |

6 Complete the gaps (1-3) with words from the box. There are three extra words that you don't need.

- | | | |
|------------|----------|---------|
| A variety | C under | E below |
| B complete | D choice | F fill |

SYNERGY FITNESS CENTRE Membership FAQs

• How old do I need to be to become a member?

Normally, you need to be at least 16, but people 1) 16 can become members if they join along with at least one of their parents/guardians. You can find out about our family deals from the front desk.

• Do I need to be in good health to become a member?

Before you begin any serious exercise program, you should always consult your doctor. We will also ask you to 2) in a form with your medical history so that we can create a suitable and safe fitness plan for you.

• How often do I need to pay membership fees?

We have a huge 3) of membership options. It depends on how often you want to work out. You can pay every month or you can get a discount by paying for a yearly membership. Please ask for prices at the front desk.

Listening

Multiple matching

Preparing for the task

- 3** Read the text and answer the questions. Justify your answers.

I had just cooked some pasta and I was carrying the pan from the cooker to the sink when I heard a loud noise in the street. I got such a shock that I dropped the pan on the floor and hot water spilled onto my foot. It was really silly of me to walk around without any footwear, but thankfully the burn wasn't serious.

- What is the text about?
 A an accident
 B cooking techniques
 C noise pollution
- Which sentence best describes the main idea of the text?
 A I got injured because I was careless.
 B I really can't stand noise.
 C I like cooking pasta.

STUDY SKILLS

In this task all of the four speakers will speak about a similar topic. For this reason, you may hear the same or similar words in many of the recordings. Be careful not to listen for single words and instead, focus on the entire recording.

4 ^{3,14}

You will hear four people talking about health problems. Match the statements (A-E) to the correct speakers (1-4). There is one extra statement that does not match any of the speakers.

- A At first, I didn't realise I was injured.
- B A series of mistakes led to my injury.
- C I got injured by avoiding a more serious injury.
- D I regret failing to follow a piece of advice.
- E I became ill quite suddenly.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

Writing

Writing Bank 2

- 5** Read the rubric. Then do the task.

You have cooked something special. Leave your English flatmate a **note** (50-100 words). In your note:

- explain what you have cooked.
- ask your flatmate to buy some vegetables.
- say what time you'll be back.

Workbook p. 63

Check your progress

GOOD ✓

VERY GOOD //

EXCELLENT ///

Now I can do these in English

- talk about food & drinks ☐
- describe tastes ☐
- express preferences in cooking methods ☐
- order food at a restaurant ☐
- talk about extreme sports ☐
- describe injuries ☐

and I can do these tasks

- multiple matching (listening) ☐
- T/F statements (listening) ☐
- multiple matching (reading) ☐
- text completion (use of English) ☐
- writing (a note) ☐

What's in this unit?

- ▶ **Topics:** Environment, Social issues, Education
- ▶ **Vocabulary:** global issues, education, prepositions, phrasal verbs, word formation
- ▶ **Grammar:** modals, deductions, singular/plural nouns, *some/any/no/every + compounds, the/—*
- ▶ **Reading:** article (multiple choice)
- ▶ **Listening:** a dialogue, monologues
- ▶ **Speaking:** presenting problems & suggesting solutions, dialogue completion
- ▶ **Writing:** an essay suggesting solutions to problems
- ▶ **Culture:** *Making the World a Better Place*
- ▶ **CLIL:** (Environmental Science) *What is your water footprint?*
- ▶ **Skills:** listening (T/F statements), reading (multiple choice, multiple matching), speaking (responding to situations), use of English (text completion, sentence completion, sentence transformations), writing (an email)

Reading

- 1** Read the title, the introduction and the first sentence in each paragraph. What do you think this boy did?

(2.15) Listen and read to find out.

Lion Lights

As night **falls** on the plains of Kenya, a group of Maasai tribesmen pick up their spears and go to sit near their cattle. Their job is to protect the cattle from the Maasai's greatest enemy; the lion. However, thanks to one boy's **clever** invention, this nightly task is slowly becoming a thing of the past.

Richard Turere is a 13-year-old Maasai boy who grew up helping his father take care of their cattle. "We depend on our cattle to survive. They give us milk and meat, but the lions used to come at night and feed on them," explains Richard. However, one night when Richard was watching over the cattle, he noticed that the lions were staying far away from him. Richard was holding a torch and it seemed like the lions were **scared** of the **moving** light.

The next day, Richard started work on an invention. First, he installed bulbs in a circle around his family's land. Then, he **connected** these bulbs to a special car battery. This battery could charge itself during the day with a solar panel. Richard made the bulbs flicker on and off at night to trick the lions into thinking that somebody was holding a torch.

Since Richard installed his 'lion lights' two years ago, his family has not lost any cattle because of lion attacks. **In fact**, his invention was such a **success** that many other Maasai families came to ask him to build lion lights around their land. Today, around 75 of these systems have been installed around Kenya.

Richard's invention isn't just helping the Maasai; it's also helping the lions. The Kenya Wildlife Service **estimates** that there are just 2,000 lions left in the country. 15 years ago, there were around 15,000. One of the **main** reasons why lions throughout Africa have become endangered is because **locals** kill them to protect their livestock. Thanks to Richard's invention, in Kenya at

2 Read the text. For questions 1-4, choose the correct option (A, B or C).

- In the introduction the writer says that
 - the Maasai have developed survival skills.
 - the Maasai kill lions at night.
 - lions pose a serious threat to the Maasai.
- The power for Richard's invention comes from
 - a car engine.
 - a torch.
 - the sun.
- Richard's invention is important because
 - the Maasai don't worry about their lives.
 - both people and animals can live in harmony.
 - both the lions and the people are safe from attacks.
- After he invented the lion lights, Richard
 - moved to the USA.
 - changed schools.
 - became a pilot.

3 Answer the questions in your own words.

- Before Richard's invention, what did the Maasai have to do each night?
- Why is it important that the bulbs in Richard's invention flicker?
- Why are there so few lions in Kenya today?

least, this is no longer necessary. The lion lights are allowing man and beast to live in peace.

As well as becoming **famous** in his own community, Richard has earned praise around the world. He even gave a speech about his invention to a conference in California, USA. Also, he won a scholarship to one of Kenya's top schools. "One day I want to be a pilot!" says Richard. Clearly, this incredible boy has a very bright future.

Check these words

• plain • Maasai tribesman • pick up • spear
 • cattle • protect • enemy • invention • nightly task
 • grow up • depend • feed on • torch
 • seem like • install • bulb • connect • car battery
 • charge • solar panel • flicker • trick • success
 • system • estimate • endangered • locals
 • livestock • allow • beast • peace • community
 • earn praise • give a speech • conference
 • scholarship • incredible • bright future

Vocabulary

4 Fill in the verbs: *grew, flickered, earned, installed, charged, depended.*

- Fiona her phone before it ran out of battery.
- He up in a small village near Nairobi.
- Greg a fire alarm system in his house.
- Karen on her parents for advice.
- The actor's performance him praise in all the newspapers.
- The torch a few times before it ran out of battery.

5 Fill in: *car, main, trick, take, solar, peace, protect, attacks, endangered, bright.*

- to sb into thinking;
- to care of;
- to livestock;
- battery; 5 panel;
- lion; 7 reason;
- to become
- to live in; 10 future

6 Match the words in bold to their synonyms: *major, actually, eat, needed, amazing, calculates, joined, afraid, look after.* What part of speech is each?

7 Match the highlighted words to their opposites: *foreigners, still, stupid, unknown, rises, failure.*

Speaking

8 Work in pairs. Take the roles of Richard and a journalist. Use the information in the text to act out an interview.

Writing

9 Read the text again and find the main idea in each paragraph. Use the ideas to summarise the text.

- What makes Richard an 'incredible boy'? What does his action teach us about caring for the environment? Write a few sentences. Read them to the class.

Global issues

- 1 a) List the problems under the headings *Environmental* and *Social*.



- b) Which ones can you see in the pictures?

- 2 Match the newspaper headlines to the problems in Ex. 1.

1 PANDA CLOSE TO EXTINCTION

2 50,000 PEOPLE LIVING ON NEW YORK'S STREETS

3 ASIAN MAN SUES BOSS FOR DISCRIMINATION

4 CONFLICT ENDS AFTER PEACE DEAL

5 HEAVY TRAFFIC CAUSING MORE SMOG

6 INCREASE IN TEMPERATURES DUE TO HUMANS SAYS SCIENTIST

7 20% OF FAMILIES LIVE ON ONE MEAL A DAY

8 CHILDREN LEAVING SCHOOL WITHOUT BASIC READING SKILLS

9 THOUSANDS PROTEST AGAINST DESTRUCTION OF AMAZON RAINFOREST

10 SCIENTISTS FIND CURE FOR DEADLY VIRUS

11 LOCAL LANDFILL SITE NOW FULL

- 3 a) **COLLOCATIONS** Read the notices and fill in the gaps with: *medical, quality, trained, natural, orphan, war, developing, non-profit, oil, endangered*.

A Learning Station is a(n)

- 1) organisation that helps bring 2) education to 3) countries around the world. Our latest project involves setting up a school for 4) children in Calcutta. Donations of pencils, pens or textbooks are very welcome.

C BITL (Before It's Too Late) is a charity that aims to save 8) animals and protect the 9) world. We need volunteers on Friday 19th May to help clean up the 10) spill on Pebble Beach.



- b) Are there similar organisations in the EU? What do they aim to do? Collect information. Tell the class.

- 4 Complete the sentences with: *fight, provide, volunteer, prevent, improve, create, raise, abandon*.

- The charity's aim is to a better future for all mankind.
- Many families had to their homes to escape the war.
- The doctors set up a small clinic to free medical care for the refugees.
- Philip created a website to awareness about the problem of homelessness.
- We need to act now to more children from dying from hunger.
- We should all donate money to help disease in developing countries.
- Paul has decided to at an animal shelter during the summer.
- The charity sends money to help people's lives in developing countries.

B



World Aid provides 5) help to people in 6) zones. We need 7) professionals to carry on our work. Are you a doctor or nurse? Then sign up today!

Education

- 5** Fill in the gaps with: *resit, do, pass, fail, hand, attend, take, graduate*.
- Ken is going to his driving test tomorrow and he's nervous.
 - Steve didn't get high enough marks in the exam, so he has to it next month.
 - In England you must school until you are 16.
 - Jane didn't very well in the test; she only got 60%.
 - If you don't revise, you will the exam.
 - Students must in their exam papers at the end of the exam.
 - Next year, Kate hopes to from university with a degree in French.
 - Bob is a good student, so I think he will the exam easily.

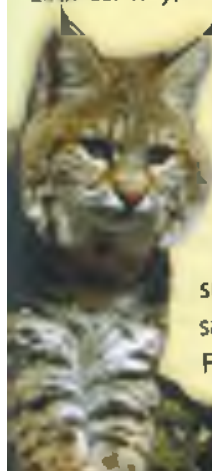
6 **SPEAKING** Answer the questions.

- What types of schools are there in your country: single-sex or co-educational?
- How many days a week do you attend school? What time do classes start/finish?
- Which years are compulsory in your country's educational system?

Prepositions

- 7** Fill in: *from (x2), in, at, on, of, by*.

The Iberian lynx is a type of big cat that lives in southern Spain. This animal mostly feeds 1) rabbits. However, 2) the beginning 3) the 20th century, diseases killed a lot of rabbits and the Iberian lynx suffered 4) a lack of food. Also, this animal has been affected 5) humans building in their natural habitats. Nowadays, there are only around 300 Iberian lynxes living 6) the wild today. Conservation groups such as SOS Lynx are trying hard to save this animal 7) extinction. Fortunately, its population is slowly beginning to rise again.



Phrasal verbs (related to global issues)

- 8** Choose the correct particle. Check in the world list.
- The mayor **put forward/across** a plan to reduce air pollution in the city.
 - War **broke up/out** between the two countries late last night.
 - The new president aims to **bring about/over** changes in the country's educational system.
 - They **set off/up** the organisation to help poor children learn how to read.
 - Experts predict that we will **run over/out of** fossil fuels in less than 50 years.
 - The president praised the charity for **carrying on/out** such important work.

Word formation

- 9** Complete the gaps with the correct form of the words in brackets.

ProPlanet is an environmental
 1) (**organise**) based in London, England. Our mission is to lower carbon gas 2) (**emit**) across the country. We believe that the levels of air 3) (**pollute**) in English cities are too high and that we are using too much 4) (**electric**). Our activities include raising 5) (**aware**) of the problem of 6) (**globe**) warming by handing out leaflets and teaching people how they can reduce their carbon footprint. We all have a 7) (**responsible**) to save our planet!

PRO PLANET

- 10** a) Listen to someone talking about his experience volunteering in Africa. Where was he? What did he do? What was his favourite experience?

b) **SPEAKING** Would you like to volunteer abroad? What work would you like to do? Tell the class.

- 11** **THINK!** **ICT** In groups do research about a country in the developing world. Prepare a PowerPoint presentation to raise awareness about the different problems that this country faces.



Modals

Ellsworth Nature Reserve

- Children under 12 **1) must** be accompanied by an adult.
- **2) You should** wear sturdy footwear – the paths of the reserve are uneven.
- **3) You needn't** bring food – **4) you can** eat at one of our restaurants.
- **5) You mustn't** feed the animals.
- **6) You have to** book in advance for our Wild Wetlands Tour.
- During bad weather, **7) we may** close parts of the reserve due to flooding.

Entrance to the reserve is free, but people are asked to leave a small donation. The money is used to look after the animals at Ellsworth Nature Reserve. **8) Would you** like to learn more about us? Then visit our website: www.ellsworthreserve.org

- | | |
|---|----------------------------|
| a | It's forbidden to |
| b | It's possible to |
| c | It's necessary to |
| d | It's possible that we will |
| e | Do you want to |
| f | are obliged to |
| g | It's a good idea to |
| h | It's not necessary to |

- We **had to** clean up the oil spill last week. (past tense of must = we were obliged to)
- We **could** swim in the river when we were younger, but now it's too polluted. (repeated action in the past = we had the ability to)
- There were a lot of children at the orphanage, but we **were able to** help them all. (single action in the past = managed to)
- The journalist **couldn't/wasn't able to** interview the politician about global warming yesterday. (past single action)
- We **didn't need/didn't have to** organise a protest. The factory lowered their carbon emissions. (It wasn't necessary and we didn't do it.)

see p. GR11

1 Look at the leaflet above. Match the verbs in bold to what they express. Do you use modal verbs in your language? How?

2 Choose the correct *modal*.

- A: Have you seen Pam today?
B: No, but I think she **may/has to** be visiting the nature reserve.
- A: **Would/Can** I help you clean up?
B: That would be great!
- A: We **must/may** all look after the planet.
B: Yes, we **can/should** care for our world.
- A: You **couldn't/mustn't** talk in the library.
B: Yes, you **may/should** be asked to leave.
- A: We **needn't/mustn't** revise – the test has been postponed until next month.
B: But we still **may/have to** do our essays.

3 Match the sentences to their meanings.

Deductions

- | | |
|--|--------------------------------------|
| 1 Perhaps I think she is at school. | a She must be at school. |
| 2 I'm sure she is at school. | b She can't be at school. |
| 3 I'm sure she isn't at school. | c She may/might be at school. |

see p. GR12

4 Complete the sentences using *must*, *can't* or *may/might*.

- I'm sure he **works** hard.
He
- I'm sure she **doesn't** know the address.
She
- Perhaps** he has an answer.
He
- I'm sure they **are** here.
They

5 Fill in: *may*, *could/couldn't*, *had to*, *would*, *should*, *needn't* to match the meaning in brackets.

- you like to join our charity? (Do you want to?)
- You recycle. (It's a good idea to)
- Matt answer the exam questions. (wasn't able to)
- Lyn come next year. (it's possible)
- You book tickets in advance. (It isn't necessary)
- When she was 4 years old, she count to 100. (was able to)
- They close the beach because of the oil spill. (were obliged to)

6 Rewrite the sentences using: *can*, *needn't*, *can't*, *must*, *mustn't*.

- 1 It's not necessary for us to hand the homework in today.
We
- 2 I'm sure Josh will be able to pass the test.
Josh
- 3 It's forbidden for journalists to enter the war zone.
Journalists
- 4 Is it OK if I take a photo of the panda?
.....
- 5 They are obliged to open more schools.
They
- 6 Diane isn't able to volunteer because she is under 16.
Diane

7 **WRITING** What *must/mustn't/should/shouldn't* we do to help our planet? Write a few sentences, using the prompts below and your own ideas.

- cut down trees • drive cars • litter
- protect endangered animals
- use public transport

Singular/Plural nouns

- Some nouns take a plural verb. These are: clothes, police, people, customs, earnings, trousers, goods, outskirts, etc. *The police are on their way.*
- Some nouns take a singular verb. These are: furniture, homework, information, work, advice, money, news, athletics, gymnastics, measles, Maths, politics, etc. *The news is John's most favourite programme on TV.*

see p. GR12

8 Read the theory box. Find examples in the leaflet on p. 122.

9 Choose the correct item.

- 1 Maths **is/are** my favourite school subject.
- 2 The clothes for charity **is/are** in that box.
- 3 Her glasses **is/are** on the table.
- 4 The rest of my family **is/are** in the UK.
- 5 The money for your school trip **is/are** in my wallet.
- 6 There **is/are** people in the world who can't read.

some/any/no/every + compounds

- A: Someone from the charity Food Aid came to our school today. Did you know that there are children who have **nothing** to eat and there isn't **anybody** around to help them?
- B: That's awful! Is there **something** we can do?
- A: Well, if **everyone** gives a little money to charities like Food Aid, they can use it to help children in need **everywhere** in the world.

see p. GR12

10 Read the dialogue. How do we use *some/any/no/every* and their compounds?

11 Complete the sentences with the compounds of *some/any/no/every*.

- 1 Let's do to help.
- 2 Kelly has been nearly in Africa. She loves travelling.
- 3 Has seen my school bag?
- 4 It's really quiet. There's in the house except us.
- 5 Is there we can do to help?
- 6 Let's ask where the exam is.



see pp. GR12-GR13

12 Read the joke. Look at the words in bold. Justify the use, or not, of *the*.

13 Fill in *the* where necessary.

- 1 Sahara Desert is in Africa.
- 2 Spain is a beautiful country.
- 3 Martin can play guitar.
- 4 Beth and Amy live in United Kingdom.
- 5 I'm going to the beach after lunch.
- 6 Nile is the longest river in the world.

Reading

- 1 What is a non-governmental organisation (NGO)? What do you know about the NGOs in the text? What is the aim of each organisation?

 Listen and read to find out.

- 2 Read the texts (A-C) and the questions (1-4). For each question choose the right NGO and write the appropriate letter in the box next to it. One NGO matches two questions.

Which NGO ...

- 1 ☐ helps animals in danger?
 2 ☐ gets funds from people in authority?
 3 ☐ helps people get food?
 4 ☐ lets people decide how to help?

- 3 Answer the questions in your own words.

- 1 What must you do before you can volunteer for the WWF?
 2 Where does UNICEF help children?
 3 What is ACF International involved in?
 4  Why does the WWF focus on the survival of only 36 endangered species?

SPAIN

Making the World a Better Place



A

The **World Wide Fund for Nature (WWF)** was founded in 1961 and today it is the world's largest environmental organisation.

We are involved in over 1,300 environmental projects in more than 100 countries. Much of our work focuses on the survival of 36 endangered species and the protection of their natural habitats.

These animals include the Indian elephant, the gorilla, the giant tortoise and the panda. The WWF Spain Office was founded in 1968. To do our work, we always depend on people's support. There are many ways you can help. Visit our website and sign up as an official supporter of the organisation to get information about volunteering programmes and fundraising events.



B

unicef



GREECE

The **United Nations Children's Fund (UNICEF)** is an international programme run by the United Nations. Here in Greece it was set up in 1977 and aims to help children in developing countries. We offer medical assistance in emergency situations, and we build schools and children's hospitals. Only around 10% of the money we need to do our work comes from governments; all the rest comes from the public. So what can you do to help? We at UNICEF encourage you to use your imagination when it comes to fundraising. Visit our website to get a free fundraising pack with all the details you'll need!



Vocabulary

4 Complete the sentences with the verbs: *founded, aimed, depended, run, struggled, involved*.

- 1 The charity is in various projects to help disabled people worldwide.
- 2 During the famine, the country on aid from charities.
- 3 Since 1950, the charity has to bring quality education to poor children.
- 4 The homeless charity was in 1960 by a group of university professors.
- 5 The environmental organisation is by a team of environmentalists.
- 6 Locals to grow enough crops to survive during the drought.

Check these words

• *found* • *be involved in* • *focus on* • *survival* • *protection*
 • *natural habitat* • *depend on* • *run a programme* • *support*
 • *official* • *sign up* • *volunteering programme* • *fundraising event*
 • *set up* • *aim to* • *developing country* • *assistance* • *encourage*
 • *details* • *hunger* • *in response to* • *struggle* • *drought*



Action Against Hunger (ACF International)

was founded in 1979 by a group of French doctors, scientists and writers. It is an international charity that aims to end world hunger and today it helps more than 6 million people in over 40 countries. Much of our work is in response to war and natural disasters.

We also help communities that struggle to grow food due to drought or other weather conditions.

But we need your help to keep our programmes running. Visit our website for more information.



5 **COLLOCATIONS** Match the words to make collocations.

1	official	a	conditions
2	natural	b	country
3	fundraising	c	supporter
4	sponsorship	d	organisation
5	endangered	e	money
6	weather	f	habitat
7	developing	g	species
8	non-governmental	h	event

Speaking

6 a) **THINK!** Compare and contrast the three NGOs in the text.

b) **THINK!** Which one would you like to join? Why? Tell your partner.

Listening

7 **3 18** Listen to an announcement and mark the sentences T (true) or F (false).

- 1 Nigel Walker's lecture has already begun.
- 2 Students can't eat full meals in the conference centre.
- 3 The announcement advises students about the best lectures to attend.

Writing

8 **ICT** Collect information about an NGO in your country or other countries under the headings: **NAME – ITS AIMS – WHERE IT WORKS – HOW TO GET INVOLVED**. Write a short text to advertise it. Include photos. Read your text to the class. Alternatively prepare a PowerPoint presentation.



Listening skills

Multiple choice

- 1** a) Read the rubric. Then read the questions and the possible answers. Underline the key words. What do you think each recording is about?

You are going to hear two recordings. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions according to what you hear by circling the appropriate letter (A, B or C).

Recording 1

- 1** Nightstop is currently operating
 - A** in many areas of Britain.
 - B** as a kind of youth hostel.
 - C** a training scheme for young people.
- 2** What is the host's opinion of Nightstop?
 - A** It can't prevent an emergency.
 - B** It's only a temporary solution.
 - C** It's too good to last.
- 3** Fred is mainly talking about
 - A** how young people can benefit from Nightstop.
 - B** what people need to do to become a host.
 - C** the reasons why teenagers become homeless.

Recording 2

- 4** At the new recycling centre locals can
 - A** get spare parts for their household appliances.
 - B** dump recyclable materials at no cost.
 - C** dump their recyclable waste without sorting it first.
- 5** Shelly Furlong believes that
 - A** the recycling centre is too far away from the town.
 - B** the town mayor does not care about winning votes.
 - C** recycling bins should be colour-coded.
- 6** The speaker is
 - A** a news presenter.
 - B** an environmental activist.
 - C** the town mayor.



- b)** Do the listening task. Compare your answers with your partner's.

- 2** Answer the questions with your partner.



- 1** Think of two reasons why you would like to join Nightstop.
- 2** What do you recycle? Do you put it in a bin or take it to a recycling centre?
- 3** Have you ever volunteered for a charity? What work did you do?

Multiple matching

- 3** a) Read the rubric, then read the sentences (A-E) and underline the key words. Think of words related to the underlined words.

Listen to four people talking about the problem of graffiti. Match the speakers (1-4) to the sentences (A-E). There is one extra sentence.

- A** The authorities should remove graffiti as soon as possible.
- B** There are positive aspects to graffiti.
- C** The public need to get more involved.
- D** Offenders should be given hard work to do.
- E** Using more technology could be helpful.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	



- b)** Do the listening task. Compare your answers with your partner's.



- c)** What is your opinion about graffiti? Tell your partner.

Pronunciation: Interjections



- 4** What feeling does each interjection express? Listen and circle the correct word.

- 1** Phew! That boat just missed hitting a dolphin! **sadness/relief**
- 2** Wow! That was a brilliant documentary on global warming! **amazement/disappointment**
- 3** Oh! I didn't know Mark worked for World Aid! **surprise/worry**
- 4** Yay! They've accepted my volunteer application! **delight/confusion**

Everyday English

Presenting problems & Suggesting solutions

- 1 Read the first exchange. What is the dialogue about?
Read through and check.

- 2 a) Complete the gaps with the correct word.

Brian: Hi, Pete. Did you have a nice time in the city yesterday?

Pete: Oh, hi Brian. Yes, it was really enjoyable. But I was shocked by the amount of graffiti I saw. It really 1) the city look ugly.

Brian: Yes, I noticed that too 2) I visited the city last week. It made me really angry to see graffiti on the city's public buildings 3) monuments. Something needs to be done about this problem.

Pete: Well, one solution could be to fine anyone caught spraying graffiti in the city. By doing 4), people would think twice before vandalising public property.

Brian: I'm not sure about that. Most people 5) spray graffiti are teenagers and they don't have the money to pay fines. Instead, I think it would help if CCTV cameras 6) installed around public buildings. If teens saw these, they 7) decide against spraying graffiti.

Pete: Good thinking!



- 3.22 b) Listen and check. Take roles and read it aloud.

- 3 Replace the underlined phrases in the dialogue with phrases from the language box below.

Presenting a problem

- I was shocked/appalled by ...
- It made me angry/sad/disappointed to see ...
- Something needs to be done about ...
- Action needs to be taken to stop ...

Suggesting solutions

- One solution could be to ...
- (I think) it would be a good idea to/if ...
- It would help if ...

Agreeing/Disagreeing

- Great/Good idea!
- Good thinking!
- That might/could (just) work!
- I don't know about that.
- I'm not sure that would work.

- 4 Now, act out a dialogue on the problem of pollution similar to the one in Ex. 2. Use the ideas below and phrases from the language box in Ex. 3.

- ban cars from city centre
- reduce cost of public transport

Dialogue completion

- 5 Read the rubric, then do the task.

Read the dialogues (1-3).
Complete them with the appropriate responses (A, B or C)

- 1 X: What do you know about the event?
Y:
A I don't know how.
B Not much.
C I'm not sure.
- 2 X: Could you help me take these to the recycling centre?
Y:
A I couldn't.
B That's great, thanks.
C Yes, of course.
- 3 X: Are you coming to the volunteer centre on Saturday?
Y:
X: 8:30.
A Sure. What time is it?
B Yes. Where is it?
C Yes, he's coming.

Rubric analysis

- 1 Read the rubric and look at the underlined words. Use them to answer the questions.

You have had a class discussion about the problem of heavy traffic in your city. Now your teacher has asked you to write an essay (120-180 words) suggesting ways to solve this problem.

- 1 What type of essay are you going to write?
- 2 What is the topic of the essay?
- 3 Who is going to read it?
- 4 How many words should you write?

Model analysis

- 2 Read the model essay, then match the paragraphs (A-D) to the headings (1-4).

- 1 ☐ summarise your opinion
- 2 ☐ second suggestion & expected result
- 3 ☐ state problem and cause
- 4 ☐ first suggestion & expected result

- 3 Read the essay again and complete the table in your notebooks. Use the completed table to talk about suggestions to reduce the traffic in your town/city.

Suggestions	Expected results
<i>lower the cost of public transport</i>	

▶ Every day, citizens of our city suffer long delays while driving in the city. Our population has risen dramatically in recent years, and its road system is not able to cope with the greater number of cars. But what can be done about this problem?

▶ A useful suggestion for solving our city's traffic problems would be to lower the cost of public transport. For example, bus and train tickets could be halved. By doing this, more people would use public transport and there would be less traffic.

▶ Another solution could be to convince people to use bicycles to commute. For instance, we could create bicycle lanes in the city. The result of this would be that cycling around the city would become much safer and more people would choose this mode of transport instead of driving.

▶ The traffic problem in our city cannot be solved overnight. By doing things that encourage people to use other forms of transport, though, there would be fewer cars on the roads.

- 4 Replace the underlined phrases in the essay with phrases from the Useful Language box. You may need to change the sentences slightly.

Making suggestions

- 5 Rewrite the sentences using the words/phrases in brackets.

- 1 We should all turn off the lights before leaving a room. Less electricity would be used on campus. (A useful suggestion would be to ... / By doing this ...)
- 2 Wealthy people should donate more to charity. There would be less poverty in the world. (It would be a good idea if ... / The result of ...)
- 3 A youth club should be built in the town. Teenagers would have somewhere safe to spend their time. (Another way to solve this problem would be to ... / In this way ...)

Topic sentences

- 6 Find the topic sentences in the model. Replace them with appropriate topic sentences from below.

- A Our city's traffic problem could be solved by reducing the fares for buses and trains.
- B It would help if our city's public transport system was less costly to run.
- C It would also be a good idea to plan separate routes in the city.
- D The situation could be improved by selling bicycles at discount prices.

Supporting sentences

7 Use the prompts below and appropriate words/phrases to write supporting sentences, as in the example.

- A**
- they/organise/day/so/spend/equal time/all/ subjects
 - feel/less stressed

The problem of exam stress could be solved if students made a study plan. *For instance, they should organise the day so that they spend equal time on all their subjects. As a result of this,*

- B**
- schools/have/PE lessons/twice/a day
 - children/get/more exercise/lose/weight

A useful suggestion to solve the problem of child obesity would be to have more PE lessons in schools.....

- C**
- set up/youth clubs/where/they/play sports
 - teens/have/somewhere/spend/time

To solve the problem of youth crime it would be a good idea to create more facilities for teenagers in the town.....

Writing

8 Read the rubric, then match the suggestions to the expected results.

Your teacher has asked you to write an essay for the school magazine on how to help solve the problem of graffiti in your community. Write your **essay** (120-180 words).

Suggestions

- 1** ☐ create graffiti parks
- 2** ☐ introduce tougher fines

Expected Results

- A** people would think twice before vandalising property
- B** people could have a place to express their art

9 Use your answers from Ex. 8 to complete your essay. Follow the plan.

Useful Language

Make suggestions

- A useful suggestion would be to ...
- Another solution ...
- ... could be solved by ...
- Another way to ... is/would be to ...
- The situation could be improved if/by ...
- It would be a good idea if/to ...
- It would help if ...

Give examples

- For instance/example
- In particular
- In other words

Present results/consequences

- This would ...
- Then ...
- By doing this, you/we/etc would ...
- If ..., the result would be ...
- As a result./In this way,
- The effect/consequence/result of ... would be ...
- ... so that ...
- ... due to the fact .../... because ...

Plan

Introduction

(Para 1) state problem and cause

Main Body

(Para 2) first suggestion, examples & expected result

(Para 3) second suggestion, examples & expected result

Conclusion

(Para 4) summarise your opinion

Graffiti is a serious problem nowadays
 ... One suggestion would be ... By doing this... Another way ... Then, ...
 The problem of graffiti cannot be ...



Checklist

When you finish your piece of writing, check it for the following:

- suggestions with expected results in clearly laid out paragraphs
- a variety of phrases to make suggestions/present results
- formal language
- a summary of your opinion in the conclusion
- spelling, punctuation or grammar mistakes



CLIL

Environmental Science

What is your Water Footprint?

- 1 What is your water footprint? What can you do to reduce the amount of water you consume in daily life?



Listen and read the text to find out.

- 2 Read the text again and match the paragraphs (1-3) to the headings (A-D). One heading is extra.

- A How to Calculate Your Water Footprint
- B Do Your Part
- C Not Just the Water you Drink
- D Why Does It Matter?

- 3 Complete the sentences. Use these words: *reduce, consume, access, waste, growing, effort*.

- 1 We all need to make a(n) to save our planet.
- 2 Not everyone has to clean water.
- 3 The world's population is at a rate of around 1.1% per year.
- 4 We need to the amount of water we daily.
- 5 We shouldn't the food we buy.

- 4 Match the words in bold to their synonyms: *is able to use, rare, quantity, goods, uses up, influenced, working out, repeated actions, increases, cut down on, trying, help, familiar with, clever*.

- 5  What is the author's purpose: to educate? to entertain? to inform? to persuade? Give reasons.

1

A water footprint is the **amount** of water a person **consumes** each day. However, it's not as simple as **calculating** the amount of water you drink or use to wash with. Your water footprint is the amount of water that you consume by your way of life. It includes the water that is used to make your clothes, the food you eat, and any other **products** you consume.

2

Everywhere around the world people use water daily, but not everyone **has access to** clean water. The world's water supply is **under pressure** from a growing population. Already, 1.2 billion people, about a fifth of the world's population, are living in areas where water is **scarce**. And many people in the rest of the world use more water than they need which **adds to** the problem of water shortages.

3

So what can you do to reduce your water footprint? First, try changing some bad **habits** you have like taking a shower instead of a bath or turning off the tap while brushing your teeth. Another important way to **reduce** water waste is not to waste food. By eating all the food you buy, you help make the most of the water used to produce it. The less food you waste, the less water you waste. Finally, you should be **aware of** what foods and other products require a lot of water to produce and make **smart** consumer choices. Knowing your water footprint and **making an effort** to reduce it can really **make a difference**.

Check these words

• footprint • amount • consume • daily • access • supply
• pressure • growing population • billion • scarce • water shortage • bad habit • reduce • turn off • waste • aware of
• require • smart • make an effort • make a difference

- 6 Tell the class five things that you learnt from the text.



How will this text change the way you use water? Tell the class.

- 7  A carbon footprint is the amount of greenhouse gases created by a person's energy use during their life. In groups, collect information about it. Prepare a presentation for the class.



Vocabulary

1 Fill in: *awareness, pollution, poverty, warming, habitats.*

- Global causes temperatures to rise.
- We should protect animals natural
- Cars cause air in our cities.
- They raise about illiteracy.
- is a serious social problem. (5x4=20)

2 Underline the correct word.

- Hand/Take** in your work by Friday.
- You must get 55% to **do/pass** the exam.
- I need to **resit/attend** the test I failed.
- We **sponsor/donate** money to charity.
- The charity helps people affected by **human/natural** rights abuses. (5x2=10)

3 Circle the correct item.

- Lynxes feed **on / with** small animals.
- He suffers from a lack **from / of** food.
- Very few tigers still live **in / at** the wild.
- Help save the lynx **of / from** extinction.
- They set **up / out** a charity to help the homeless. (5x2=10)

Everyday English

4 Fill in: *I'm not sure – It made me angry – One solution could be – Good thinking!*

- A: I was shocked by all the graffiti I saw.
B: to see that too.
- A: I think it would be a good idea to join this charity.
B:
- A: It would help if there were bigger fines.
B: if that would work.
- A: What can we do about the problem?
B: to install cameras. (4x5=20)

Grammar

5 Fill in: *is or are.*

- The police looking for the vandals.
- Measles a common disease.
- Your school trousers on your bed.
- Physics my favourite subject.
- The news on now. (5x2=10)

6 Rewrite the sentences using the modals: *could, should, ought to, mustn't, needn't.*

- You are not allowed to** feed the animals.
.....
- I advise you to** do some practice tests.
.....
- Is it possible for her to** join UNICEF?
.....
- It's not necessary for you to** worry.
.....
- It's your duty to** revise for your exam.
..... (5x2=10)

7 Fill in the gaps with the compounds of *some, any, no, every.*

- Homeless people have to live.
- is waiting for you in your office.
- You can sit you like.
- Thanks for you did for us.
- has to be done to stop air pollution. (5x2=10)

8 Fill in *the* where necessary.

- The lynx is endangered in Spain.
- United Nations run UNICEF.
- We can help planet by recycling.
- lions can be dangerous.
- She has visited Easter Island. (5x2=10)

Total: 100



Grammar in Focus

Put the words in the brackets into the correct form, choose the correct word or fill in the gaps.

Care For the World works to protect 1) environment from harm. Last year we 2) (save) two forests from being destroyed. However, if we hadn't received your help, this 3) (not/be) possible. Please continue 4) (support) our important work. Donate online today and you 5) **could/should** make the world a 6) (good) place tomorrow than it was yesterday.

Listening

T/F statements

Preparing for the task

- 1** Read the text and answer the questions. Justify your answers.

Thank you for coming to our volunteering open day. You can all help make a real difference to the lives of homeless people in this city. We are particularly looking for people to help us with our IT skills classes as teachers. If that sounds like something you'd be interested in doing, please write your name and phone number on the sheet at the back of the hall.

- 1 What kind of organisation does the speaker represent?
 - a a business
 - b a charity
- 2 Who is the speaker talking to?
 - a potential volunteers
 - b potential educators
- 3 What is the purpose of the talk?
 - a to give advice
 - b to inform

STUDY SKILLS

Before you listen to the recording, read the questions and try to predict who the speaker is and who he/she might be speaking to. Also, think about the reason why the speaker is talking. By predicting the content, you will find it easier to answer the questions.

- 2** You are going to hear a short talk. Decide whether the sentences (1-3) are (T) true or (F) false.

1	The speaker is representing a charity.	T	F
2	The speaker didn't like the work in his first volunteering position.	T	F
3	The speaker advises students to volunteer abroad.	T	F

Reading

Multiple choice

Preparing for the task

- 3** Read the text. For questions 1-2 choose the correct option (A or B).

Hi Joe,
I'm taking part in our school's fundraising event on Sunday. It's for a charity that provides emergency food aid after natural disasters. But we're a little short on containers to collect money in. Do you have any buckets or plastic boxes that you could lend me? I know that you're busy on Sunday, so I can collect them on Saturday evening.
Samantha

- 1 How are Joe and Samantha related?
 - A friends
 - B colleagues
 - C schoolmates
- 2 Why did Samantha write the email?
 - A to invite Joe to a charity event
 - B to ask to borrow something from Joe
 - C to offer to collect something

STUDY SKILLS

One of the questions in this task may be about the purpose of the text. For questions like these, think about the relationship between the writer and the reader, and the main topic of the text.

- 4** Read the texts (A-D) and answer the questions (1-4) by choosing the correct option (A-C).

A

Dear Professor Phillips,
I wanted to express my gratitude for the talk you gave on endangered species in the town hall yesterday. I thought you might like to know that I've decided to donate 2% of all sales at my company to your charity this week.
Best regards,
Rachael Woods (BE Electronics)

Enter the British Inventor's Competition!

We're looking for young talents from across the nation. So if you have a bright idea, enter now for the chance to win £50! You can design or build anything you want, provided you are a student and under the age of 16.

Inbox Sent

From: Steve Jones
To: Rob Johnson
Subject: Assignment

Hi Rob,

How are you? Since you were off sick today, I just wanted to let you know about our new assignment. We need to write about a charity that we would like to volunteer for. The deadline is on the 16th of March. I'll go over all the details when I see you!

Steve

Mark,

Just a note about the ride I took on your bike yesterday evening. The batteries in the front light ran out so when I got home, I replaced them with some of my rechargeable ones. Don't worry; I won't need them until next week. You really should buy some yourself, though – they save a lot of money. See you later,
Peter

1 Text A

- A** thanks a person. **B** makes an invitation.
C informs of an event.

2 To enter the Inventor's Competition, you must

- A** be over 16.
B pay a fee of £50.
C be a student.

3 Steve wrote the email

- A** to express sympathy.
B to give information.
C to arrange a meeting.

4 What is true about Peter?

- A** He cycled with Mark yesterday evening.
B He lent something to Mark.
C He bought something for Mark.

Speaking

Responding to situations

Preparing for the task

5 a) Read the sentences (1-4). Which one asks for help? offers help? asks for advice? makes a suggestion?

- 1 ☐ What should I do?
2 ☐ Why don't we join in?
3 ☐ Any ideas how to open it?
4 ☐ Do you need any help?

b) Read the responses (A-D). Match them to the questions (1-4) in Ex. 5a to form exchanges.

- A** Good idea!
B No, thanks. I can manage.
C If I were you, I'd tell him the truth.
D Let me show you.

STUDY SKILLS

Read the situation and try to guess what was said before the response. Also, think about the emotions of the speaker giving the response. This will help you complete the task.

6 Read the situations (1-3) and choose the appropriate response from options A-C.

- You agree with your friend's suggestion to raise money for a charity by organising a concert. What will you say to him?
A Well done!
B That's a great idea!
C Good luck!
- Your friend asks you to take part in a public protest, but you're not sure you agree with the protestors' ideas. What will you say to him?
A Sure. Why not?
B Certainly not.
C I'll think about it.
- A representative from a charity thanks you for your help at a litter pick-up event. What will you say to him?
A Don't mention it.
B You're welcome to join in.
C I won't miss it.

Reading

Multiple matching

- 1** Read the information (1-3) about three people and the advertisements (A-D) for volunteering positions. For each person choose the volunteering position that suits them best. One position is extra.

1 Steve

When I was young, I really wanted to become a vet but, unfortunately, I didn't get good enough exam results. I still try to help animals in any way I can, though. I have a long history of volunteering for animal shelters and I'm always willing to help worthy animal charities – just as long as it doesn't involve much travel.



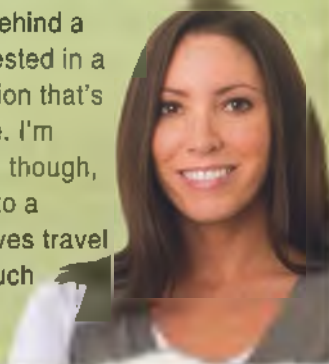
2 Karen

I'm in my final year of school at the moment, but next year, I don't want to enter university straight away. Instead, I'd love to volunteer abroad for a year and work with underprivileged children. I don't have a lot of money, though, so I would need some help to pay for my flights.



3 Helen

I work as an office assistant and spend most of my time behind a desk, so I'm interested in a volunteering position that's a little more active. I'm very busy at work, though, so I can't commit to a position that involves travel or takes up too much of my free time.



A Langton Travel won't find you relaxing resorts where you can work on your tan. But if you'd like to get to know a new culture while working in the local community, we can help! At the moment, we are currently accepting applications for a one-month volunteer position at an orphanage in China. The position comes with free travel expenses.

B Furry Friend Clinic gives medical care to lost or abandoned pets in the city area. We depend entirely on donations to keep our services running – so that means our staff work largely for free. Are you qualified in animal care? If so, we'd love you to help us out. Please contact 01-4232232 for more information.

C Every year, the Rain Mountain Sanctuary in Kenya takes in hundreds of orphan monkeys. But we need your help! We're looking for volunteers from around the world to raise money for our organisation in their local communities. Please visit our website and download our fundraising information pack today.

D Forest Friends is looking for volunteers to take part in our weekend tree-planting days this spring. As our city has expanded, thousands of trees have been cut down. For too long, this issue has been ignored. But now it's time to act! People of any age can join, and we will supply all the necessary equipment.

Use of English

Text completion

- 2** Read the text. Complete the gaps (1-5) by using a word from the box in the correct form. There is one extra word that you don't need.

forget two nation integrate aware elect

The European Union is an economic community and although it has a flag and a(n) **1** anthem, it is not a **nation** state. The fact that not many people vote in the European **2** shows that it is not a political union. However, **3** is very important for a number of reasons.

Firstly, it reduces the risk of war. **4** it promotes economic growth and thirdly, political integration protects democracy. Unfortunately, the protection of democracy has been **5** in the rush to remove trade barriers.

Sentence completion

STUDY SKILLS

In this task the words in brackets are usually verbs or adjectives. They appear in their root form. Think about which tense the verbs should be in or whether it should be a passive or active sentence. Adjectives often need to be changed to their comparative or superlative form.

3 Complete the second sentence using the words in brackets so that it is grammatically correct. Do not change the order of the words given. Use up to four words to complete each sentence.

- The charity **(have/do)** a study into child poverty and the results are shocking.
The charity
a study into child poverty and the results are shocking.
- It's a humanitarian organisation that **(be/establish)** the 1940s.
It's a humanitarian organisation that the 1940s.
- I think this **(be/polluted)** city I've ever visited.
I think this
city I've ever visited.
- Peter **(have/volunteer)** for various charities since he was 18.
Peter
for various charities since he was 18.
- Nobody in the class **(be/dedicate)** to volunteer work than Brian.
Nobody in the class
..... to volunteer work than Brian.

Sentence transformations

4 Complete the second sentence so that it means the same as the first. Use the word in bold.

- It's illegal to drop litter in the park. **(MUST)**
You
litter in the park.
- He asked Tony to help him plan the event. **(HAD)**
He
him plan the event.
- Jenny is organising a visit to the museum. **(BEING)**
A visit to the museum
..... by Jenny.
- You should take part in the fundraising day. **(WERE)**
If I
part in the fundraising day.
- It's possible that he'll be back by Sunday. **(MAY)**
He by Sunday.

Writing

➤ Writing Bank 1

5 Read the rubric, then do the task.

Your school is organising a fundraising day. Write an **email** to your English-speaking friend (50-100 words). In your email:

- explain the reason for the event.
- describe what you will do.
- ask if your friend has participated in a similar event.

➤ Workbook p. 73

Check your progress

GOOD /

VERY GOOD //

EXCELLENT ///

Now I can do these in English

- talk about global issues, environmental or social ☐
- talk about the education system in my country ☐
- present problems & suggest solutions ☐
- write an essay suggesting solutions to problems ☐

and I can do these tasks

- T/F statements (listening) ☐
- multiple choice (reading) ☐
- responding to situations (speaking) ☐
- multiple matching (reading) ☐
- text completion (use of English) ☐
- sentence completion (use of English) ☐
- sentence transformations (use of English) ☐
- writing (an email) ☐

Unit 8

Culture

What's in this unit?

- **Topics:** Culture, Art
- **Vocabulary:** cultural events, venues & activities, mass media: newspapers, magazines & cinema, word formation, TV programmes/theatre, phrasal verbs, prepositions
- **Grammar:** direct/reported speech – reported statements, reported questions, reported commands/requests, clauses of purpose/reason/result
- **Reading:** an article
- **Listening:** a dialogue, monologues
- **Speaking:** booking tickets for an event, responding to situations
- **Writing:** a formal email of complaint
- **Culture:** *Musical instruments across America*
- **CLIL:** (Art & Design) *Op Art*
- **Skills:** listening (T/F statements, matching exchanges, multiple choice), reading (multiple matching, matching headings to paragraphs), speaking (dialogue completion), use of English (text completion, sentence completion), writing (an email)

Reading

- 1** Which of these materials are used to paint an oil painting: *a canvas, oil paints, crayons, paintbrushes, a palette, an easel, a sharpener?* Check in the Word List.

- 2** Look at the picture. What is the person doing? What is unusual about it? How do you think he is doing it?

 Listen and read to find out.

Check these words

- *plunge into* • *unique* • *art movement*
- *fascinated* • *underwater* • *capture*
- *hold his breath* • *sketching* • *beneath*
- *process* • *no doubt* • *thankfully*
- *fully-trained* • *creativity* • *leading*
- *waterproof* • *canvas* • *oil-based* • *arise*
- *limited* • *air tank* • *surface*
- *go to such lengths* • *sensitive* • *accurately*
- *portray* • *experience* • *earn a place*

Underwater

Art



Some people travel to far-off places to paint beautiful scenery. But how about plunging into the depths of the Black Sea? Welcome to the world of underwater painting...

- 3** Read the text. For questions 1-4, choose the correct option A, B or C.

- 1 Modern-day underwater artists
 - A can hold their breath for a long time.
 - B are experienced scuba divers.
 - C don't use any special equipment while painting.
- 2 What makes underwater painting different from regular painting?
 - A the special canvas
 - B the paints
 - C the method
- 3 Underwater artists must
 - A have a lot of patience.
 - B be able to paint quickly.
 - C have a good eye for colour.
- 4 According to Oksana, what are the benefits of painting underwater?
 - A It makes artists aware of the underwater world.
 - B It is a unique experience.
 - C It allows the artist to paint the scene in detail.

This unique art movement began over 100 years ago with the artist Walter Howlison Pritchard. As a student, Walter became **fascinated** with the underwater world and wanted to capture its beauty in his art. As such, he used to hold his breath while sketching **beneath** the waves; a **process** that no doubt took a lot of time and energy! Thankfully though, with today's modern technology, underwater artists no longer have to hold their breath. Instead, they are fully-trained scuba divers with all the necessary equipment to relax and **let** their creativity flow!

Although hard to believe, the Ukraine has a national school of underwater painting. Among its students is one of the **leading** underwater painters in the world, artist and diver Alexander Belozor. Apart from using a special waterproof canvas, Alexander **claims** that underwater painting is just like regular painting. The oil-based paints which he uses are no different from regular paints and the technique is the same. However, **certain** difficulties arise.

For a start, the artists only have a **limited** amount of air while they are painting. Their air tanks only allow them to stay underwater for 40 minutes, so while painting is usually a lengthy task, that is certainly not the case for an underwater artist! In fact, each painting generally takes less than an hour to **complete**. On top of this, being underwater makes it harder to see colour. In particular, red paint may appear brown or even black! As a result, the artists may surface to find their painting looks different from how they **imagined** it!

So with these problems in mind, why then do these painters go to such lengths for their art? Well, scuba-artist Oksana Bilyk says that the human eye is more **sensitive** to underwater colours than any camera. So in order to **accurately** portray this world, you need to experience it. Well, the results of their work are certainly impressive and have even earned one of the artists a place in the Guinness Book of World Records!

4 Answer the questions in your own words.

- 1 How similar is regular painting to underwater painting?
- 2 What makes underwater painting difficult?
- 3 What makes this type of art unique?

Vocabulary

5 Complete the sentences. Use: *plunged, capture, hold, surface, portray, experienced, earned, arose.*

- 1 You need a flash to a night scene with a camera.
- 2 The diver into the depths of the sea.
- 3 You need to be able to your breath when you swim underwater.
- 4 The artist described how he the world through his travels.
- 5 His innovative work him a place among the best artists in the world.
- 6 He was taught how to the figure accurately and expressively.
- 7 Lots of problems when the artist moved to Paris.
- 8 Deep sea divers must slowly to give time to their bodies to slowly adjust to pressure changes.

6 Match the words in bold to their synonyms.

- precise • exactly • thought of • insists
- allow • interested • restricted • under
- procedure • a few • do • best

7 Match the highlighted words to their opposites.

- ugliness • ordinary • same • useless
- unusual • short • common

Speaking

- 8 a)  Tell the class five things that impressed you from the text.
- b)  Creativity and originality are important. Why? Write a short paragraph expressing your opinion. Read it to the class.

Writing

- 9  Collect information about Alexander Belozor. Write a short biography about him. Present it to the class.



Vocabulary

Cultural events, venues & activities

- 1 a) Fill in: *sings, exhibit, stars, conducts, performs*.

A



Leonardo DiCaprio 1) in this glamorous remake.

B

The Magic Flute

Soprano Aleksandra Kurzak

- 2) highlights from Mozart's comic masterpiece.



C



Henry V

Jude Law 3) the title role in Shakespeare's classic play.

D



Last Night of the Proms

Female maestro Marin Alsop 4) this year's concert.

E

Art Show

Twelve artists 5) photos and paintings of London's River Thames.

- b) Match the adverts (A-E) from Ex. 1a to the venues.

- | | |
|---|--------------|
| 1 | theatre |
| 2 | concert hall |
| 3 | opera house |
| 4 | art gallery |
| 5 | cinema |

- 2 List the words: *photography, theatre, film, sculpture, painting, drawing, music, carving, pottery, dance, engraving* under the headings below.

Visual arts

photography

Performing arts

theatre

Which is/are your favourite art form(s)?

- 3 Fill in the verbs: *decorate, design, draw, carve, illustrate, paint, sculpt* in their correct form.

- Wesley asked me to his portrait.
- Mr Smith theatre costumes for a living.
- Max can statues from metal or stone.
- Fran employed an artist to her new book.
- When John finished making the wooden jewellery box, he his initials on the top of the lid.
- Claire spends Sundays in the park sketches of the plants there.
- The Taj Mahal is with a variety of precious stones.

Mass media: Newspapers, Magazines & Cinema

- 4 a) Match the sentences to the newspaper/magazine sections: *reviews, advice column, classified ads, front page, health, weather, obituary, TV guide, sports, finance*.

- Temperatures will drop to -5°C overnight.
- Why don't you ask your parents if you can get a part-time job?
- Fast and Furious 6*: The sixth film is really spectacular!
- The famous film director died yesterday aged 75.
- Racing bike for sale. Brand-new – unwanted gift.
- Helicopter crashes killing all on board.
- Banks cut interest rates to boost economic growth.
- Green tea helps arthritis sufferers.
- Home team scores victory!
- Don't miss the last episode on Channel 4!

- b) Which sentences are headlines? Why?

5

4.2

- a) Listen and match four people to their favourite newspaper/magazine section. One section is extra.

- A sports
B health
C financial
D TV guide
E advice column

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

- b) Complete the sentences about you.

- I never read *the classified ads section*. I find it *boring*.
- I sometimes read
- I read regularly.

- 6 Fill in: *broadsheet, weekly, tabloid, circulation, headline, online, glossy, daily, articles*.

People who like to read serious news on a 1) basis usually read a 2) newspaper. The main story of the day is given under a 3) on the front page and the rest of the paper is divided into sections. If you prefer reading gossip about the lives of the rich and famous, then a 4) is for you. Magazines are publications which appeal to readers with specialised interests, featuring 5) about fashion, for example. They often have 6) covers and have a 7) or sometimes monthly 8) Nowadays, many of these publications can be read 9)

Word formation

- 7 Complete the gaps with the word that derives from the words in bold.

UK cinemas are releasing the

- 1) (**LATE**) in the Iron Man series on 25th April. All the films are based on the Marvel Comics stories and the third film doesn't 2) (**APPOINT**). It wasn't filmed in 3D but there is a 3) (**CONVERT**) version for 3D addicts! Robert Downey Jr. stars as Tony Stark and Ben Kingsley plays The Mandarin. The exciting 4) (**MUSIC**) score was composed by the 5) (**TALENT**) Brian Tyler. Although Shane Black, who directed the film, is not that well-known, he did an 6) (**AMAZE**) great job in bringing the characters to life!

TV programmes/Theatre

- 8 Choose the correct word. Check in the Word List.

- 1 Tom is a talented **playwright/screenwriter** whose work is frequently produced at the National Theatre.
- 2 At the end of the play, the **audience/cast** broke into a loud **applause/soundtrack**.
- 3 When the actor stepped onto the **stalls/stage**, the crowd went wild.
- 4 The **producer/director** told the actors to speak more softly.
- 5 The **curator/usher** showed us down the **aisle/corridor** to our seats.

Phrasal verbs (related to media/art)

- 9 Choose the correct word. Check in the Word List.

- 1 James **took on/out** a subscription to a motoring magazine.
- 2 Helen is thinking of **signing down/up** for pottery classes.
- 3 Sally is **bringing round/out** her new book next autumn.
- 4 The new art exhibition at the Tate has really **pulled in/at** the crowds!
- 5 This newspaper **comes out/in** every Sunday.

Prepositions

- 10 Fill in: *from, in (x2), at, by, until, to, of*.

At the *Sign of the Sugared Plum*, 1) Mary Hooper, is set 2) London in 1665. Country girl Hannah goes 3) the city to work in her sister's sweetshop. Business is doing well 4) the Plague takes hold of London, bringing disease and death. As the horror increases, the girls realise they must escape 5) the city 6) the first opportunity. 7) addition to its interesting plot, Mary Hooper's excellent research into this period 8) London's history makes the novel a fascinating read.

- 11 **WRITING** Write a short review of a book you enjoyed reading. Present it to the class.

Direct/Reported speech – Reported statements



The only time I feel alive
is when I'm painting.

It took me four years to
paint like Raphael, but a lifetime
to paint like a child.

It has bothered
me all my life that I don't paint
like everybody else.

Direct speech is the actual words someone said.
Reported speech is the exact meaning of what
someone said but not the actual words.

DIRECT SPEECH	REPORTED SPEECH
"I like cartoons," she said.	She said (that) she liked cartoons.
"I'm waiting at the park," he said.	He said (that) he was waiting at the park.
"It closed down," she said.	She said (that) it had closed down .
"I've seen <i>The Great Gatsby</i> ," Alex said.	Alex said (that) he had seen <i>The Great Gatsby</i> .
"I'll email you the details," Jenny said to me.	Jenny told me (that) she would email me the details.
"I can't afford it," she said to him.	She told him (that) she couldn't afford it.

see p. GR13

- 1 a) How do tenses and pronouns in English change from direct to reported speech? Which verbs are used to introduce reported statements in English? Is it the same in your language?

b) Report the quotations.

- 2 Fill in *said* or *told*.

- He he wanted to watch the film.
- They us there were no tickets left.
- Anna to me that she liked the plot.
- Greg that he had seen the painter.
- We them to wait for us.

- 3 Read the theory box then write the sentences in *reported speech*.

- "I watched TV last night," Tom said.
- "I'm listening to the radio," Mum told me.
- "I have read this book seven times," said Laura.
- "I was buying a newspaper when you called me," Tim told me.
- "I'll lend you the DVD sometime," she said to me.
- "I'm tired of watching TV," he said.

- 4 Study the examples and answer the questions.

Reported questions

DIRECT SPEECH	REPORTED SPEECH
"Did he come?" he asked.	He asked if/whether he had come.
"Who wrote the script?" he asked me.	He asked me who had written the script.

see pp. GR13-GR14

- Which verb is used to introduce reported questions?
- When do we use *if* in reported questions?
- How do the tenses change from direct to reported questions?

- 5 Rewrite the questions in reported speech.

- "Do you like the plot?" she asked Karen.
- "Have you read this book?" Paul asked Ann.
- "When will you see the film?" she asked me.
- "Which actor played Tony Stark?" he asked.

Reported commands/requests

DIRECT SPEECH	REPORTED SPEECH
"Turn up the volume, please," he said to me.	He told me to turn up the volume.
"Don't turn off the TV, please," she said to me.	She asked me not to turn off the TV.

see p. GR14

- 6** Read the theory box. How do verb forms change from direct to reported commands/requests? Then change the sentences into reported speech.

- 1 "Close the door," he said to me.
- 2 "Don't lose the tickets," Lisa said to Kate.
- 3 "Call the museum," Paul said to Dave.
- 4 "Don't talk in the cinema," Mum said to us.
- 5 "Don't be late," he said to Evan.

- 7** **SPEAKING** Work in groups of three.

Student A: You saw a new film last week.

Student B: Ask A about the film.

Student C: Report the dialogue to the class.

SB: Which film did you see at the cinema?

SA: I saw ...

SC: B asked A which film he had seen at the cinema. ...

Clauses

Clauses of purpose

- We left early **to** be there on time.
- The channel conducted a survey **so as to/in order to** evaluate viewers' preferences. (formal)
- They will install big screens **so that** everyone can see the speaker.
- Take your ID card **in case** they ask for it.
- He finished his presentation 10 minutes early **so that** people could ask their questions.

Clauses of reason

- She went to London **because** she wanted to visit the National Portrait Gallery.
- **As/Since** he was interested in painting, he joined the art club.
- His beautiful paintings were **the reason why** Van Gogh became famous.

Clauses of result

- The exhibition is **so original** that it has received outstanding reviews.
- It's **such a great opera** that I've seen it twice.
- She writes **such interesting books** that I've bought them all.
- The play has a famous cast. **As a result**, hundreds of people have seen it.

see p. GR14

- 8** Read the theory box. How are *clauses of purpose/reason/result* introduced? Which tenses are used after *in case*? What goes after *so/such*?

- 9** Choose the correct item.

- 1 The film was **such/so** good that Marie saw it five times.
- 2 I lent Beth a book **so that/in case** she could read it on the train.
- 3 Picasso is the reason **because/ why** Sam decided to become a painter.
- 4 They are **such/so** talented artists that they're sure to become famous.
- 5 **Since/Why** I'm going to the cinema, I'll book our tickets for Monday night.
- 6 It was **such/so** a boring film that James fell asleep.

- 10** Join the sentences below using the words in brackets.

- 1 She joined the drama club. She wanted to improve her performance. (**because**)
- 2 They bought the building. They wanted to convert it into a museum. (**in order to**)
- 3 The film was really good. I bought the book. (**such a ... that**)
- 4 They waited outside the gallery. They wanted to see the sculptor. (**so as to**)

Sentence transformations

- 11** Complete the second sentence so that it means the same as the first, using the word in bold. Use two to five words.

- 1 Ryan had already seen the film, so he didn't come with us. (**SINCE**)
Ryan didn't come with us the film.
- 2 She wanted to go to the exhibition because she knew the artist. (**WHY**)
The go to the exhibition was that she knew the artist.
- 3 I laughed a lot because the characters in the play were very funny. (**SUCH**)
The play had I laughed a lot.
- 4 I'll save my poems on a CD. My computer might crash. (**CASE**)
I'll save my poems on a CD crashes.

- 12** **WRITING** Write six sentences containing grammar forms presented in this lesson.

Reading

- 1 Complete the spidergram using the musical instruments in the list. Check in your dictionary.

- trumpet • guitar • flute • piano
- xylophone • triangle • drum • accordion
- clarinet • saxophone • violin • harp
- trombone

INSTRUMENTS



Check these words

- reflect • folk music • round • metal string
- gathering • influence • basic • buffalo • deer • skin
- stretch • form a circle • strike • covered mallet
- beat • spiritual meaning • rattle • coconut • seed
- fit with • feathered • handle • hula dancing
- shake • rattling • gracefully • sway • hip

- 2 Listen to the sounds. Which five musical instruments can you hear?

- 3 Look at the musical instruments in the pictures. What type of instrument is each? Which country is each from?



Listen and read to find out.

- 4 Read the texts. Which musical instrument (A, B or C):

requires several people to play in harmony?

had an effect on other types of music?

is used in traditional shows?

is made from an animal organ?

is made from a fruit?

Musical Instruments across America

Music is an important part of every culture. It brings people together through song and dance. In America there are various musical instruments that reflect the American way of life. Let's take a look at some of them!

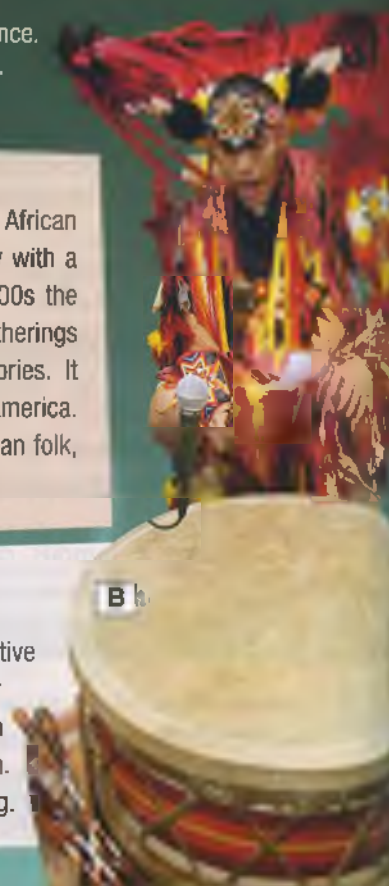


The Banjo

The banjo is a **traditional** instrument of African American folk music. It has got a round body with a **long** neck and metal strings. In the early 1800s the banjo was often played at African American gatherings where people would dance, sing and tell stories. It soon became a **popular** instrument all over America. The banjo influenced the development of American folk, country and jazz music.

The Powwow Drum

A powwow drum is one of the **oldest** and most basic instruments in Native American music. It is **large** and made from carved wood, with buffalo, deer or cow skin stretched on top. Several men form a circle and strike the drum together with **covered mallets**. The men sing along to the beat of the drum. The songs are in Native American languages and have great spiritual meaning.



5 Answer the questions.

- 1 How is the banjo similar to the 'uli'uli?
- 2 How does the powwow drum differ from the banjo?
- 3  Why is music an important part of every culture according to the writer? Do you agree with it? Why? Why not?

Vocabulary

6 Complete the sentences. Use: *brings, reflect, influence, shake, swaying*.

- 1 The instruments of various cultures their ways of life.
- 2 Different musical traditions others in the course of history.
- 3 Look at those dancers from left to right, right to left!
- 4 When you this rattle, it makes a lot of noise!
- 5 Music is one of the most important tools that people together.



The 'Uli'Uli

C

The 'uli'uli is one of the most popular instruments used in Hawaiian music. It is a beautiful rattle made from a coconut filled with seeds and fitted with a feathered handle. Men and women play the 'uli'uli in traditional hula dancing performances. Dancers hold them and shake them to create a rattling sound while **gracefully** swaying their hips from side to side.

7 Match the words in bold in the texts to their opposites: *awkwardly, newest, short, modern, unpopular*.

8 Say or tell. Fill in the gaps. Check in your dictionaries.

- 1 a story; 2 your name;
- 3 a lie; 4 the difference;
- 5 to myself; 6 someone
- 7 much; 8 the truth; 9 goodbye; 10 one from another

Speaking

9 Choose one text again and make notes under the headings: **NAME - TYPE - DESCRIPTION - WHEN PLAYED**. Use your notes to present the instrument to the class.

Listening

10 Listen to an advert and complete the gaps with the correct word.

Annual student concert

The concert is at 1 .

Both students and 2 can attend.

All music is written by 3 .

Types of music: contemporary, classical, jazz and 4 .

Snacks and drinks in

5

Writing

11 Collect information about traditional musical instruments in your country or in other countries. Write a short text about them describing how they are similar/different. Present them to the class.



Listening skills

Multiple choice

- 1** a) Read the rubric, then read the questions and possible answers. Underline the key words/phrases.

You are going to hear two recordings twice. Questions 1-3 refer to recording 1, while questions 4-6 refer to recording 2. Answer the questions according to what you hear by circling the appropriate letter (A, B or C).

Recording 1

- 1 Why does the customer complain to the manager?
 - A The author never arrived at the bookshop.
 - B The author left the bookshop early.
 - C The customer was last in the queue.
- 2 Which is true about Tom?
 - A He likes Jessie Harrington's books.
 - B He wrote to ask Jessie for an autograph.
 - C He's easily disappointed.
- 3 At the end of the conversation, the manager
 - A accepts that he has made a mistake.
 - B regrets that there is nothing he can do.
 - C offers the customer a free gift.

Recording 2

- 4 As a teenager, Jane Austen
 - A published several poems.
 - B disliked living in a small village.
 - C began to develop her talents.
- 5 Two of Jane Austen's works
 - A were never finished.
 - B had unexpected endings.
 - C had a different style to her other novels.
- 6 The speaker is talking about
 - A what English society was like in the 19th century.
 - B how an author's writing career developed.
 - C how today's novelists compare with Jane Austen.



b) Do the listening task.

c) Tell your partner three things you have learnt about Jane Austen.

Multiple matching

- 2** a) Read the rubric and the statements (A-E). Then do the task.

You are going to hear four people talking about problems they had. Match the statements (A-E) to the speakers (1-4). There is one extra statement.

- A Something got in our way.
- B The seats weren't close enough to the stage.
- C There wasn't enough space.
- D Some of the equipment was faulty.
- E More staff were needed.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

b) Have you ever had a similar problem? Narrate it to the class.

Intonation: question tags

> see p. G114

We use affirmative question tags after negative sentences to ask for information. *He isn't at home, is he?*
 We use negative question tags after affirmative sentences to confirm information. *It's beautiful, isn't it?*
 We use rising intonation when we aren't sure of the answer.

The programme's on at ten o'clock, isn't it? (expect an answer)

We use falling intonation when we are sure of the answer.

John reads The Times, doesn't he? (not expect an answer)

- 3** Complete the gaps with the questions tags.



Listen and choose the correct box.

Listen and repeat.

- 1 It's an amazing film,?
- 2 He doesn't like that sculpture,?
- 3 She's booked the tickets,?
- 4 The reviews of the book were poor,?
- 5 We can go to the gallery,?
- 6 You didn't buy that expensive painting,?

Everyday English

Booking tickets for an event

- 1 Look at the picture and read the first exchange in the dialogue. What is the dialogue about? Read through and check.



Woman: Hello. I'd like two tickets for this evening's Beethoven concert, please.

Clerk: I'm sorry. The concert is fully booked for tonight and tomorrow. The 1) available booking is for Monday evening.

Woman: Can I make a booking for next Friday, then?

Clerk: Certainly. 2) you prefer the stalls or the balcony?

Woman: How much are the tickets?

Clerk: Tickets for the stalls cost £25 each. For the balcony, they're £15.

Woman: The stalls please.

Clerk: Let me see ... We've got two seats in Row 4, right 3) to the aisle.

Woman: That's perfect!

- 2 a) Read the dialogue. Fill in each gap (1-3) with the correct option (A, B or C).

- 1 A early B earlier C earliest
2 A Will B Would C Should
3 A next B opposite C near



- b) Listen and check. Take roles and read the dialogue aloud.

- 3 Replace the underlined phrases in the dialogue with phrases from the language box.

Requesting availability

- Have you got any seats (available) for ...?
- Can I have two tickets for/reserve seats for ...?

Stating availability

- There are/We've got (two) seats ...
- (Two) seats are available ...
- There's nothing available for ...
- Tickets are sold out.
- They're in the front row/close to the stage/at the back of the auditorium, etc.

- 4 Take roles. Use phrases from the language box to act out a dialogue similar to the one in Ex. 1.

Student A: You and your cousin want to see the latest Star Trek film. You are at the cinema box office trying to book tickets.

Student B: You are the ticket clerk at the box office. Help Student A to book tickets.

5

- a) Listen to someone asking for directions. Draw the route on the map.



- b) In pairs ask for and give directions using the map in Ex. 5a.

Rubric analysis

- 1** Read the rubric and look at the underlined words. Complete the sentences.

You recently attended a classical concert and were dissatisfied with the performance. Write a formal email to the concert hall manager (50-100 words). In your email:

- complain about the quality of the performance.
- describe the problems you experienced.
- ask for some form of compensation.

- 1 You are going to write a(n)
- 2 The style should be
- 3 The event you are going to write about is
- 4 The reason you're writing is
- 5 The person you are writing to is

Model analysis

- 2** Read the model. Fill in the missing words. Why does the writer sign off using *Yours faithfully*?

- 3** a) Read the model again. Which paragraph:

states the action the writer expects to be taken?

1

gives details of the second complaint?

2

states the reason for writing?

3

gives details of the first complaint?

4

b) Find examples of formal style in the email (*full verb forms, longer sentences, formal linkers*).

From: Andy Hartnell

To: The Concert Hall Manager

Subject: Complaint

Dear Sir/Madam,

I am writing **1)** say how disappointed we were **2)** the quality of the performance we attended last night. The event was very poorly organised.

3), the concert did not start **4)** time. It was advertised to commence **5)** 9:00 pm. However, it started 10:00 pm. **6)** a result, we missed the last train home **7)** had to take a taxi.

Secondly, there was no ventilation **8)** the venue. Although **9)** was very hot inside, there was not **10)** air conditioning system.

For all these reasons, I insist **11)** a full refund of the price of our tickets, I look forward **12)** your response.

Yours faithfully,

Adam Hartnell

Linkers: *concession* > see p. GR14

- 4** a) Study the examples. When do we use a comma to separate the concession clause from the main clause?

Although we left early, we got stuck in traffic. (although/even though + clause)

We got stuck in traffic despite leaving early. (despite/in spite of + noun/-ing form)

Despite the fact that we left early, we got stuck in traffic. (despite/in spite of the fact that + clause)

- b) Use the linkers in brackets to join the sentences.

- 1 The cinema was air-conditioned. It was still very hot. (**although**)
- 2 We arrived on time for the event. We had to wait half an hour for it to start. (**in spite of**)
- 3 I asked the steward for another seat. He completely ignored me. (**even though**)
- 4 We were told the play was fully booked. We had already booked tickets. (**in spite of the fact that**)
- 5 We followed the online instructions. The computer didn't accept the booking. (**despite**)

- 5** a) What tone is the email in Ex. 2 written in? Check in the Useful Language box.

- b) Use phrases from the Useful Language box to rewrite paragraphs A and D using a different tone.

- 6 a) Read the following extracts and say which are beginnings (B) and which are endings (E).

1 B I am writing to complain about the difficulty we had in registering to attend the event. *mild tone*

2 I demand a full refund.

3 I would appreciate it if the price of my ticket could be refunded.

4 I am writing to inform you that I was absolutely horrified at the rudeness of the staff in your theatre box office.

- b) What tone has the writer used in each: *mild*? or *strong*?

Formal style

- 7 Replace the informal phrases in the extract with the phrases in the list.

- I feel I am entitled to
- I look forward to a prompt reply
- a written apology
- As you can imagine
- a full refund
- I am extremely upset

1) I'm sure you'll realise 2) I'm really annoyed. 3) I think I should get 4) all my money back, in addition to 5) a big "sorry" from the local manager. 6) Write back soon.

Writing

- 8 a) Read the rubric and underline the key words.

You recently saw a performance with your class, but you were dissatisfied with it. As the head of the student committee write an **email** to the theatre manager (50-100 words). In your email:

- state your dissatisfaction
- explain what was wrong with the performance.
- state what you expect the manager to do.

Listening for ideas



- b) Listen to Peter talking to a friend of his about a play he attended. Make notes under the headings: **event** – **time** – **place** – **complaints** – **action to be taken**.

- 9 Use ideas from Ex. 8a to complete your email. Use language from the Useful Language box and follow the plan.

Useful Language

Opening remarks (mild tone)

- I am writing in connection with .../to complain about ...
- I would like to draw your attention to ...

Closing remarks (mild tone)

- I feel I am entitled to a free ticket for another show, production etc/a refund.
- I look forward to hearing from you shortly.

Opening remarks (strong tone)

- I am writing to say how disgusted/disappointed etc I am with ...
- I wish to inform you that the ... was totally unacceptable/disgraceful etc.

Closing remarks (strong tone)

- I insist on/demand a ticket for another show, production etc/a full refund.
- I look forward to receiving an explanation.
- I will take the matter further if necessary.

Plan

Dear Sir/Madam,

(Para 1) opening remarks; reason for writing

(Para 2) details of first complaint

(Para 3) details of second complaint

(Para 4) closing remarks; request for action to be taken

Yours faithfully,

(your full name)

Dear Sir/Madam,

I am writing ...

Firstly, ... Despite ... , ...

Secondly, ... It was ...

For these reasons, ... I feel I am ...

I look forward ...

Yours faithfully,



Checklist

When you finish your email, check it for these:

- Have you used a consistent tone?
- Have you separated your ideas into paragraphs?
- grammar/spelling mistakes
- Have you used a formal style?
- Have you used some linkers of concession?



CLIL

Art & Design

- 1 a) The painting shows wavy stripes. Stare at it for a few moments. Can you see the stripes moving?

b) The painting is an example of Op Art. What do you think it is? When did it start?



Listen and read to find out.

- 2 Read the text and answer the questions.

- 1 What is Op Art?
- 2 Where did it start?
- 3 How did it start?
- 4 Where did it get its name from?
- 5 Who are some Op artists?
- 6 What characterises Riley's paintings?

- 3 **THINK!** What do you think made this art movement popular?

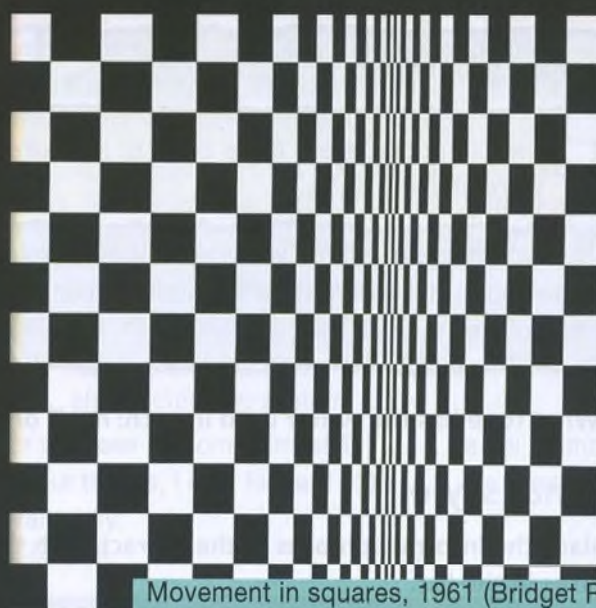
- 4 Match the words in bold to their synonyms.

- presented • stayed
- typical • mess • move
- took place • concentrate
- moving

- 5 How are these words related to Op Art? Tell the class.

- New York
- Arnold Schmidt and Julian Stanczak
- Optical Paintings
- Bridget Riley
- album covers

- 6 **[ICT]** In groups of four collect more information about Op Art. Prepare a presentation for the class.



Movement in squares, 1961 (Bridget Riley)

Op Art is the art movement that plays with the way we see things.

The Op Art movement began in the early 1960s, and its centre was New York. Artists such as Arnold Schmidt and Julian Stanczak began to study optical illusions to discover how they worked. They used those techniques to create paintings that played tricks on the eyes. A journalist for Time magazine first used 'Op Art' to describe the pieces in Stanczak's 1964 exhibition Optical Paintings and the name **stuck**.

The 1965 exhibition 'The Responsive Eye', which **was held** in the Museum of Modern Art in New York, made Op Art world-famous. It **featured** many artists, including Ellsworth Kelly, Victor Vasarely and the British artist Bridget Riley. Her paintings are for many **classic** Op Art. Mainly black and white, they won't let the viewer **focus** on them. When they try, they seem to **slide** away from their gaze. Turning, bending and **shifting**, they never stay still.

The exhibition was very popular with the public. They said the paintings produced strong feelings such as **confusion** and shock. Op Art was soon everywhere – on everything from clothing to album covers – and the effects were widely used on TV and in the cinema in the sixties.

Check these words

- art movement • optical illusion • play tricks
- exhibition • stick • feature • focus • slide away
- gaze • bend • shift • confusion • dizziness

Vocabulary

- 1** Fill in: *ads, column, tabloid, guide, headlines.*
- I don't usually read the newspaper – I just glance at the
 - Why don't you check the classified to find a part-time job?
 - The newspapers always contain a lot of gossip about famous people.
 - Can you pass me the TV so that I can see what's on tonight.
 - Maybe you should write to the advice if you are having problems.

(5x4=20)

2 Choose the correct item.

- They **sculpted/carved** their initials on the tree.
- The room was **decorated/illustrated** with their children's artwork.
- My cousin **plays/stars** the main character in Henry V.
- He gave up acting to **direct/design** films.
- I like to take walks and **paint/draw** sketches of the countryside.

(5x4=20)

3 Choose the correct item.

- Cassie took **out/off** a subscription to her favourite magazine.
- In/On** addition to the ancient sculptures, the museum also has a variety of other art.
- My favourite author is bringing **on/out** a new book in the autumn.
- The story is set **in/at** London.
- The film is based **in/on** a book.

(5x2=10)

Everyday English

- 4** Fill in: *How much are the tickets – Tickets are sold out – Have you got any seats for next weekend then – There are two seats available*

- A: Have you got any seats available?
B: I'm sorry. ?
- A: ?
B: They're £10 each.
- A: Can I make a booking for two for Tuesday?
B: Certainly.
- A: I'm sorry the concert is sold out.
B: ?

(4x5=20)

Grammar

5 Rewrite the sentences in reported speech.

- "Turn the TV off!" Mum told me.
.....
- "When does the film start?" Joe asked me.
.....
- "The show will open next week," she said.
.....
- "Don't touch the exhibits," Dad said to us.
.....

(4x3=12)

6 Write the correct question tag.

- The effects were amazing, ?
- He'll join us later ?
- Jude Law is a great actor ?
- You didn't reserve the tickets, ?
- The show hasn't started yet, ?

(5x2=10)

7 Rewrite the sentences using the words in brackets.

- I didn't go to the show. I was ill. (**because**)
.....
- It was an interesting exhibition. We went to see it twice. (**such an ... that**)
.....
- Mark recorded the TV programme. He didn't want to miss it. (**so as not to**)
.....
- Amy was late. She missed the artist's interview. (**so ... that**)
.....

(4x2=8)

Total: 100



Grammar in Focus

Put the words in brackets into the correct form, choose the correct item or fill in the gaps.

Last week, I **1** (**ask**) by my editor to report on the art exhibition at the National Gallery. Now, I'm a film critic and **2** **because/as a result** I **3** (**not/know**) a lot about art. In fact, I **4** (**never/even/be**) to an art exhibition before! But I was **5** **surprised/surprising** to find that the exhibition consisted **6** paintings all with the same theme: film! I found it very interesting and I'm certain you will enjoy **7** (**see**) it too.

Listening

T/F statements

Preparing for the task

- 1 Read the statements (1-5) and match them to the speakers' intentions (A-E).

- 1 On behalf of the gallery, I'd like to express our gratitude for your donation.
- 2 We'd love you to come to the dinner we're hosting after the play.
- 3 For the entire month students get free admission to the Rockford Gallery.
- 4 We are very sorry if we have caused you any inconvenience.
- 5 Please mind your possessions while you are visiting the museum.

- A to apologise
- B to invite
- C to inform
- D to give a warning
- E to thank

- 2 You are going to hear a short talk. Decide whether the sentences (1-3) are true or false.

- 1 Laura Grainger is a full-time teacher.
- 2 The class is for people with different skill levels.
- 3 The speaker is advertising a class.

Matching exchanges

- 3 You are going to hear four statements. For each statement choose the appropriate response (A-E). There is one extra response that does not match any of the statements.

- A For this afternoon's showing or tonight's?
- B I'm sure you'll enjoy it.
- C I really liked it, actually.
- D Well, strange things have happened!
- E I think that was the director's intention.

1	2	3	4

Reading

Multiple matching

Preparing for the task

- 4 Read the text and choose the correct answer to complete the sentences (1-3).



MOBILE PHONES

Audience members are asked to turn off their mobile phones before entering the hall.

Please note that phones in silent mode can also disturb the musicians, as can using your phone to read and send text messages. Audience members who insist on using their phones during the performance may be asked to leave. Thank you for your co-operation.

- 1 The notice is written in a **polite/rude/chatty** tone.
- 2 The notice was most likely written by the **manager of a music hall/a member of the audience**.
- 3 The purpose of the notice is to **remind/give a warning**.

- 5** Match the sentences (A-E) to the texts by writing the appropriate letter (1-4). There is one extra sentence that does not match any of the paragraphs.

1 It has too much electric guitar for my taste, but the vocals are very impressive.

2 Grainger Gallery 21st May – From 3 pm there will be no access to the second floor due to the installation of a new exhibition. We apologise for any inconvenience.

3 Frederick Johnson has played the leading role in dozens of plays on Radio Frampton. This evening he makes his very first stage appearance.

4 Shawm – 12th -17th century. This ancient woodwind instrument was very popular in Europe during the Renaissance period.

- A** This text gives a warning.
B You can see this text in a museum.
C You can see this text in a concert hall.
D This text reviews something.
E You can see this text in a theatre programme.

1	2	3	4

Speaking

Dialogue completion

Preparing for the task

- 6** For questions 1-3 choose the statement (a or b) which most likely comes before the response.

- 1** A: **a** Excuse me, when does the exhibition open?
b Which exhibition interests you most?
 B: I'll find out.
- 2** A: **a** I really enjoyed the book – thanks for recommending it to me.
b The concert is free, but you need to book a seat.
 B: You're very welcome!
- 3** A: **a** What do you think of the painting?
b Are you interested in buying the painting?
 B: It's great.

STUDY SKILLS

It is helpful in this task to look at the responses (A-C) first and to come up with a possible opening exchange for each of them. Then, look at the first statement in the exchange and see if it is similar to any of your guesses. This will help you complete the task.

- 7** Complete the exchanges (1-3) by choosing the appropriate responses (A, B or C).

- 1** X: How was your trip?
 Y:
A It's interesting.
B It was fantastic.
C Oh, that's awful.
- 2** X: We watched a film about Henry V.
 Y:
 X: Nothing special.
A What did you think of it?
B Was it good?
C Did you enjoy it?
- 3** X: What does your dad do?
 Y:
A He's on holiday.
B He's a director.
C He's here.

Listening

Multiple choice

1  4.15

You will hear two A-E recordings. Questions 1-3 refer to recording 1 and questions 4-6 refer to recording 2. Choose the correct answers (A, B or C).

Recording 1

- 1 Before he became a film director, Simon ...
 - A was a theatre director.
 - B was a professional theatre actor.
 - C did a course in theatre.
- 2 When he was working as a film director, Simon ...
 - A always wanted more free time.
 - B spent a lot of time on trips.
 - C got into many arguments with producers.
- 3 The interview takes place ...
 - A on a radio show.
 - B in front of a live audience.
 - C on a TV show.

Recording 2

- 4 The sculpture that the speaker describes shows someone ...
 - A performing in a concert.
 - B composing music.
 - C listening to music.
- 5 The sculpture was created for ...
 - A a concert hall.
 - B a private home.
 - C an outdoor space.
- 6 The speaker is ...
 - A an auctioneer.
 - B a museum tour guide.
 - C a music teacher.

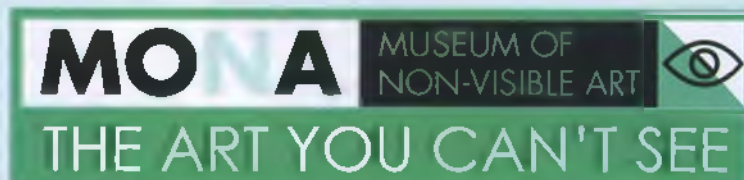
Reading

Matching headings to paragraphs

2

Read the text and choose the correct headings (A-E) for each of the paragraphs (1-3). There are two extra headings that do not match any of the paragraphs.

- A IT'S ALL IN THE DESCRIPTION
- B BUYING IDEAS
- C DEVELOPING DIFFERENT SKILLS
- D AN INVISIBLE MUSEUM
- E FROM DREAMS TO REALITY



Before a canvas is painted on or a piece of marble is sculpted, great art always begins with an inspiring idea. But can a piece of art simply be this idea?

1

The Museum of Non-Visible Art (MONA) gathers together works of art that don't actually exist. Visitors don't actually see physical objects – in fact, they don't even enter a building. MONA is an online museum and visitors to the site read cards that contain descriptions of imagined pieces of art. Some of the cards are even for sale, so that the buyer has the unique right to bring the piece of art to life.

2

Take, for example, 'Impossible Diamond' by Paul McCormick. On the card, McCormick describes a diamond-shaped sculpture made from 20,000 separate black diamonds. Each diamond hangs from the ceiling by invisible threads that are just out of reach of the viewer. McCormick claims that the piece symbolises our modern obsession with wealth and beauty. Visitors to MONA are required to imagine this piece of art without seeing it in real life.

3

MONA might sound like the most boring museum in the world – after all, there are no physical objects to look at! But surprisingly, the site is very popular. The aim of the museum is to remind us about the importance of imagination in art and how the imagination can free minds to come up with the impossible pieces of art. MONA has convinced plenty of people that it's worth supporting. In fact one woman paid \$10,000 for one of the non-visible pieces of art!

Use of English

Text completion

- 3** Read the text and complete the gaps (1-5) with appropriate words from the box in the correct form. One word is extra.

photo	wander	they
impressive	two	trip

From: Jane Trimble

To: Thomas Madigan

Subject: Greetings from London!

Hi Tom,

Hope you're keeping well. We arrived here last Sunday morning and since then, we 1) around the city and visiting its many cultural attractions. It's my 2) time in London, but my sister, Lisa, has never been here before. That means I've had to revisit some places from my previous trip which can be a little boring. One sight that I was delighted to return to, though, was the Tate Modern. It's Britain's biggest museum of modern art and includes works by Picasso and Dalí! But what we found 3) was the building itself. The museum is located inside an old power station! We took lots of 4) Remind me to show 5) to you when we get back.

See you soon,

Jane

Sentence completion

- 4** Complete the second sentence using the words in brackets so that it is grammatically correct. Do not change the order of the words given. Use up to four words to complete each sentence.
- The artist (**sell/seven**) his paintings so far today.
The artist his paintings so far today.
 - Henry is (**less/talented**) all the students in his Art class.
Henry is all the students in his Art class.
 - This novel (**be/write**) in 1956.
This novel in 1956.
 - Terry (**fond/take**) photographs whenever he attends art exhibitions.
Terry photographs whenever he attends art exhibitions.
 - Don't worry, the film (**not/start**) by the time you arrive at the cinema.
Don't worry, the film by the time you arrive at the cinema.

Writing

Writing Bank 1

- 5** Read the rubric, then do the task.

Your school is organising an arts & crafts day. Write an **email** to your friend from the USA who attends the American school in Warsaw (50-100 words). In your email:

- invite him/her to the event.
- describe the programme of the day.
- give him/her directions how to find your school

Workbook p. 83

Check your progress

GOOD /

VERY GOOD //

EXCELLENT ///

Now I can do these in English

- talk about cultural events & venues ☐
- write a biography of an artist ☐
- talk about artistic activities ☐
- talk about mass media, TV ☐
- programmes & theatre ☐
- write a short review of a book ☐
- talk & write about musical instruments ☐
- book tickets for an event ☐
- write a formal letter of complaint ☐

and I can do these tasks

- T/F statements (listening) ☐
- matching exchanges (listening) ☐
- multiple matching (reading) ☐
- dialogue completion (speaking) ☐
- multiple choice (listening) ☐
- matching headings to paragraphs (reading) ☐
- text completion (use of English) ☐
- sentence completion (use of English) ☐
- writing (an email) ☐

Grammar Reference

Unit 1

Question words

We use the following question words to ask about people, places, things, etc.

- People: **who/whose** *Who is John? He's my uncle. Whose pencil is this? It's Cathy's.* (possession)
- Things: **what/which** *What is your favourite sport? Football.* (unlimited choice) *Which bag is yours? The black one.* (limited choice)
- Place: **where** *Where is he from? He's from Poland.*
- Time: **when/how long (ago)/how often/what time** *When does the train leave? At 10 pm. How long does it take you to get to work? About an hour. How often do you play tennis? Every week. What time do you start school? At 8 am.*
- Quantity: **how much** *How much flour do we need for the cake? Not much.*
- Number: **how many** *How many students are there in your class? Thirty.*
- Manner: **how** *How are we getting to the city centre? By bus.*
- Reason: **why** *Why is Kate so happy? It's her birthday today.*
- Age: **how old** *How old is your brother? Twenty.*

Prepositions of time

- We use **prepositions of time** (**on, in, at**) to say when something happened, happens or will happen.
- **at** is used for **time** (*at 4 o'clock*), **holidays** (*at Christmas, at Easter, at the weekend*) and in **expressions** (*at the moment, at present, at dawn, at noon/at lunchtime, at night, at midnight*).
- **in** is used for **months** (*in July*), **seasons** (*in spring*), **years** (*in 2013*), **centuries** (*in the 19th century*), and in **expressions** (*in the morning/afternoon/evening, in an hour, in a minute, in a week/few days/month/year, in the night*).
- **on** is used for **days** (*on Saturday*), **dates** (*on 21st May*), **a specific part of a particular day** (*on Saturday evening*) and an **adjective + day** (*on a hot day*).
- We use **in** with names of **cities** (*in Cracow*), and **countries** (*in Poland*).

Note: We do not use prepositions of time:

- a) with the words **today, tomorrow, tonight** and **yesterday** *Mary isn't going to school tomorrow.* (NOT: ~~on~~ tomorrow.)
- b) with the words **this, last, next, every, all, some, each, one** and **any** *She's flying to Cracow this Friday* (NOT: ~~on~~ this Friday)

a/an – some/any – (how) much/many – a lot/lots of – a few/a little

- We use **a/an** with nouns when referring to an unspecified thing. *Cathy has got a bicycle. The bicycle is red.*

- We use **a** before singular countable nouns which begin with a consonant sound (*a book, a car*). We use **an** before singular countable nouns which begin with a vowel sound (*an umbrella, an hour*).
- We don't use **a/an** with uncountable or plural nouns. In these cases we use **some** (*some orange juice, some oranges*).
- We use **some** in the affirmative with uncountable nouns and plural countable nouns. **Some** can also be used in the interrogative when making offers or requests. *There is some milk in the fridge. There are some apples in the basket. Would you like some tea?*
- We use **any** in interrogative and negative sentences with uncountable nouns and plural countable nouns. **Any** can also be used in affirmative sentences, but there is a difference in meaning. Look at the examples: *Are there any cherries in the bowl? There aren't any oranges in the fridge. You can pop in any time.* (= It doesn't matter what time.) *You can take any sweets you like.* (= It doesn't matter which.)
- **Much** and **many** are usually used in negative or interrogative sentences. **Much** is used with uncountable nouns and **many** is used with countable nouns. *We don't have much milk. Are there many chairs in the classroom?*
- **How much/many** is used in interrogative sentences. **Much** is used with uncountable nouns and **many** is used with countable nouns. *How much milk do we want? How many tomatoes do we need?*
- **A lot/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when a **lot/lots** are not followed by a noun. *We've got a lot of/lots of food. There are a lot of students in the class. Have you got many friends? Yes, I've got a lot/lots.*
- **A few** means not many, but enough. It is used with plural countable nouns. *I have a few cherries. I can make a cherry pie.*
- **A little** means not much, but enough. It is used with uncountable nouns. *I have a little flour. I can make a cake.*
- **Note:** **few/little** means hardly any, not enough and can be used with **very** for emphasis. *Few people like this dish as it is very spicy. I've got very little time this week. I'm busy at work.*

Present simple

Form: subject + verb

Use

We use the **present simple** for:

- permanent states, repeated actions and routines. *David works as an airline pilot.* (permanent state) *He flies to Poland every weekend because of his job.* (routine/repeated action)
- general truths and laws of nature. *Water boils at 100°C.* (general truth/fact)

Grammar Reference

- timetables (trains, planes, etc) and programmes. *The plane to Cracow takes off at 5:30am.* (timetable)
- sport commentaries, reviews and narration. *He kicks the ball and passes it to Beckham.* (sport commentary) *Brad Pitt acts superbly in the film.* (review) *So, the Queen tells him ...* (narration)

Time words/phrases used with the present simple: always, usually, etc., in the morning/afternoon/evening/ every day/week, etc. at night/the weekends, etc.

Present continuous

Form: subject + verb **to be** + main verb **-ing**

Use

We use the **present continuous**:

- for actions taking place now and for temporary situations. *Right now she's looking at a holiday brochure.* (action at the time of speaking) *He's staying in Canada for a week.* (temporary situation)
- for actions happening around the time of speaking. *We're taking an exam this week.*
- with **always** when we want to express our irritation at actions which happen too often. *You're always forgetting to pay the bills.* (irritation)
- for actions we have already arranged to do in the near future, esp. when we know the time and place. *He's flying back to the UK next week.* (future arrangement)
- for changing or developing situations. *More and more forests are disappearing.* (changing situation)

Time words/phrases used with the present continuous: now, at the moment, these days, at present, today, tonight, nowadays, etc.

Present simple vs Present continuous

Present simple	Present continuous
permanent states and facts <i>He works at a law firm.</i>	temporary situations <i>She's looking for a job these days.</i>
habits/routines <i>She goes to the cinema every Saturday.</i>	actions happening at or around the time of speaking <i>A film crew is recording the python right now.</i>
timetables <i>The train arrives at 10:00.</i>	fixed arrangements in the near future <i>He's flying to Spain tonight.</i>

Adverbs of frequency

- Adverbs of frequency can be used with the **present simple** to show how often something happens.

He often goes jogging in the park.

Some adverbs of frequency are:

always (100%)	sometimes (25%)
usually (75%)	rarely/seldom/hardly ever (5%)
often (50%)	never (0%)

- Adverbs of frequency come before the **main verb** but after the verb **to be** and auxiliary or modal verbs such as **do, can, must**, etc. The adverbs **rarely, seldom** and **never** have a negative meaning and are never used with the word **not**. *Mary is often late for school. You must always behave yourself at the office. I rarely finish work at 5:00.*
- Adverbs of frequency go before the auxiliary verb in short answers. *Do you work long hours? No, I never do.*

Stative verbs

Stative verbs are verbs which do not normally have continuous tenses because they describe a state rather than an action. These include:

- verbs which express likes and dislikes: *like, love, hate, dislike, enjoy, prefer.* *Cathy likes her job.*
- verbs of perception: *believe, know, notice, remember, forget, recognise, understand, realise, seem, think*, etc. *I don't understand what the professor is saying.*
- verbs of the senses: *see, hear, smell, taste, look, sound*. We often use **can** or **could** with these verbs when we refer to what we *see, hear*, etc at the moment of speaking. *Your perfume smells nice. John must be in the office; I can hear him talking on the phone.*
- Some Stative verbs have continuous tenses, but there is a difference in meaning. Study the following examples:
I think that's a great job. (believe)
I am thinking of applying for a part-time job. (am considering)
He looks stressed. (seems, appears)
Paul is looking for a job. (searching)
I see you're advertising for a new secretary. (perceive, realise)
I am seeing some of the applicants later. (am meeting)
I hear you have a new job. (possess)
We're having dinner after work. (are having dinner-idiom)

Relatives

The relative pronouns **who/that, whose** and **which/that** and the relative adverbs **where/when/why** introduce relative clauses.

- who/that/whose:** people
which/that/whose: objects/animals
where: place
when: time
why: reason
- We use **who/that** to refer to people. *The man who/that is with John is a famous actor.*
- We use **which/that** to refer to animals, objects or ideas. *This is the house which/that has got a huge swimming pool.*
- We use **whose** to show possession. It cannot be omitted. *That's the man whose father is a great scientist.*

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- We do not use a relative pronoun with another pronoun (*I, you, he, him*, etc) *I know someone who is a singer.* (NOT: *I know someone who he is a singer.*)
- **who/which/that** can be omitted when it is the object of the relative clause; that is, when there is a noun or subject pronoun between the relative pronoun and the verb. *I spoke to a man (who/that) I had met before.* (the relative pronoun is the object) *That's the book (which/that) I read last summer.*
- **who/which/that** cannot be omitted if it is the subject of the relative clause; that is, when there is not a noun or a subject pronoun between the relative pronoun and the verb. *I know a man who/that is a lawyer. The dog which/that ran away is mine.* (the relative pronoun is the subject)
- We use **where** to refer to places. **Where** is used after nouns like *place, house, street, town* and *country*. *This is the place where I work.*
- **When** is used to refer to time, usually after nouns like *time, period, moment, day* and *summer*. It can either be replaced by **that** or can be omitted. *I'll never forget the day (when/that) I first met him.*
- **Why** is used to give reason, usually after the word *reason*. It can either be replaced by **that** or can be omitted. *The reason (why/that) I can't meet you tonight is that I'm working overtime.*

Defining/Non-defining relative clauses

- A **defining relative clause** gives necessary information and is essential to the meaning of the main sentence. We do not put the clause in commas. *The woman who moved next door to us is very polite.* (Which woman is polite? The one who moved next door to us.)
- A **non-defining relative clause** gives extra information and is not essential to the meaning of the main sentence. The clause is put in commas. We cannot use **that** instead of **who**. *Beth, who is my best friend, is honest.* (Beth is honest – the meaning of the sentence is clear. Who is my best friend – gives extra information.)

Comparative/Superlative

Form

- With one-syllable and two-syllable adjectives, we form the comparative by adding **-er** and the superlative by adding **-est**.
short – shorter – the shortest
Note: For one-syllable adjectives ending in vowel + consonant we double the consonant. *thin – thinner – the thinnest*. For two syllable adjectives ending in consonant + -y we drop -y and add -ier/-iest. *healthy – healthier – the healthiest*
- With adjectives of more than two syllables, we form the comparative with **more** and the superlative with **the most**. *helpful – more helpful – the most helpful*

- With some two-syllable adjectives, such as *friendly, clever, narrow*, etc, we form the comparative/superlative either with **-er/-est** or with **more/the most**. *friendly – friendlier – the friendliest* or *friendly – more friendly – the most friendly*
- We can use **less** in the comparative and **the least** in the superlative as the opposite of **more ... than** and **the most ...**. *interesting – less interesting – the least interesting*

Irregular comparatives and superlatives

little – less – the least
many/much/a lot of – more – the most
good – better – the best
bad – worse – the worst
far – farther/further – the farthest/furthest

Use

- We use the comparative to compare one *person, animal, thing, place*, etc with another. We can use **than** with the comparative. *Mary has a bigger office than John.*
- We use the superlative to compare one person, animal, thing, etc, with two or more people, animals, things, etc, in the same group.
- We use **the ... of/in** with the superlative. We use **in** with the superlative when we talk about places. *He's the friendliest boy in the class. He's the tallest of all. She has got the longest hair in the world.* (NOT: *of the world*)

Study the following examples:

- **very** + adjective/adverb *He is very polite.*
- **much/a lot/far/a little/a bit** + comparative form of the adjective
She seems much better today than yesterday.
- **(not) as** + adjective + **as**
John is (not) as kind as Cathy.

Unit 2

Past simple vs Past continuous

Past simple

We use the past simple for:

- an action which happened at a stated or implied time in the past. *Jonathan sprained his wrist two weeks ago.* (The time is stated. The action is complete.) *He couldn't write after that.* (The time is implied.)
- actions which happened immediately one after the other in the past. *He got out of bed, had a shower and left for work.*
- for past habits or states which are now finished. In such cases we can also use the expression **used to**. *People travelled/used to travel by carriage in the old days.*

Time words/phrases used with the past simple:
ago, yesterday, last week/month, etc.

Grammar Reference

Past continuous

We use the **past continuous** for:

- an action which was in progress at a stated time in the past. We don't know when the action started or finished. *It **was raining** heavily at 9 o'clock last night.* (We don't know when the rain started or when it stopped.)
- a past action which was in progress when another action interrupted it. We use the **past continuous** for the action in progress (longer action) and the **past simple** for the action that interrupted it (shorter action).
*She **was walking** when she **slipped** on some ice.*
- for two or more actions which were happening at the same time in the past (simultaneous actions). *The ground **was shaking** while the people **were trying** to find a way to get out of the building.*
- to give background information in a story.
*The sun **was shining** and the wind **was blowing** when he set off for work.*

Time words/phrases used with the past continuous: while, when, as, all day/night/morning, all day yesterday, etc.

Note: *When/While/As + past continuous (longer action) Jason twisted his ankle **while/when/as he was running** on the sand. **When** + past simple (shorter action). Sam was writing a letter **when** the lights went out.*

used to/would

Used to

- **Used to** has the same form in all persons, singular and plural, and is followed by the infinitive.
- We form questions with the auxiliary **did**.
*Did he **use to work** in the emergency services?*

AFFIRMATIVE	I, You, He/She/It, etc used to exercise.
NEGATIVE	I, You, He/She/It, etc didn't use to exercise.
INTERROGATIVE	Did I, you, he/she/it, etc use to exercise?
SHORT ANSWERS	Yes, I, you, he/she/it, etc did . No, I, you, he/she/it, etc didn't .

- We use **used to** to talk about past habits or things that do not happen any more. *Jonathan **used to work** as a volunteer for a rescue team.* (Jonathan doesn't work as a volunteer anymore.)
- We can use the **past simple** or **used to** to talk about past habits with no difference in meaning.
*He **used to be** a firefighter. He **was** a firefighter.*

Note: We can't use **used to** for actions which happened at a stated time in the past. *She **joined** a group of volcano fans last summer.* (NOT: *She ~~used to~~ join a group of volcano fans.*)

Would

We use **would/used to** for repeated actions or routines in the past. We do not use **would** with stative verbs, because they describe states and not actions.

*We **used to/would go** camping by the river.* (We don't go camping anymore.) **BUT** *I **used to be** a volunteer.* (NOT: *I ~~would be~~ a volunteer.*)

Unit 3

Present perfect

Form: have/has + past participle

Use

We use the **present perfect**:

- for actions which happened at an unstated time in the past. The exact time is not mentioned because it is not important. We put more emphasis on the action. *Jake **has finished** school.* (When did he finish school? We don't mention the exact time because it is not important.)
- for actions which started in the past and continue in the present, especially with stative verbs such as *be, have, like, know*, etc. *She **has been** a teacher at this school since 2004.* (She started working in this school in 2004 and she is still working here.)
- for actions which have recently finished and whose results are visible now. *He **is very happy**. He **has won** a race.* (We can see that he is happy.)
- for an action which has happened within a specific time period which is not over at the time of speaking with time words/phrases such as: *today, this week/morning/evening/month*, etc. *She **has sent** three emails **this morning**.* (It's still morning so this period of time is not finished.)
- for a personal experience or change. *They **have visited** Poland.*

Time words/phrases used with the present perfect: for, since, already, just, always, ever, how long, yet, lately, never, so far, today, this week/month, etc.

just/yet/already/since/for/ever/never/still

- We use **just** to show that an action finished only a few minutes earlier. *I've **just finished** my homework.*
- We use **yet** in questions and negations. ***Have you decided** where to go on holiday **yet**? No, I **haven't decided yet**.*
NOTE: **Yet** is used in questions and negations with the **Present Perfect** only.
- We use **already** in positive statements and questions. ***Have you **already** sent** the email? Yes, I've **already done** it.*
- We use **since** to state a starting point. *She **has worked** as a volunteer **since** 2004.*

Grammar Reference

- We use **for** to express duration. *Mary hasn't been on holiday **for** two years.*
- We use **ever/never** for personal experiences/changes which have happened. *I have **never** travelled abroad. Have you **ever** visited Poland?*
- We use **still** in the affirmative with the present continuous, **BUT** it can also be used with the present perfect in negations for emphasis or to show surprise. *John is **still** taking a shower. He **still** hasn't found a job.*

have been (to) – have gone (to)

- we use **have been (to)** to say that someone went somewhere but has come back. *She's **been to** Spain.* (She went to Spain and she came back.)
- we use **have gone (to)** to say that someone went somewhere and is still there. *He **has gone to** the post office.* (He has not returned yet.)

Present perfect vs Past simple

PRESENT PERFECT	PAST SIMPLE
an action which happened at an unstated time in the past <i>They have bought a yacht.</i> (We don't know when.)	an action which happened at a stated time in the past <i>They bought it last week.</i> (When? Last week. Time mentioned.)
an action which started in the past and is still continuing in the present <i>Mary has worked as a tour guide for ten years.</i> (She still works as a tour guide.)	an action which started and finished in the past <i>He lived in Thailand for three years.</i> (He doesn't live in Thailand anymore.)

Present perfect continuous

Form: **have/has + been + verb -ing**

Use

We use the **present perfect continuous**:

- to place emphasis on the duration of an action which started in the past and continues up to the present. *They **have been sailing** for two hours.*
- for actions which started and finished in the past and lasted for some time with a visible result in the present. *He is tired because he **has been working** all day.*

NOTE: We use the **present perfect** to place emphasis on the **number** but we use the **present perfect continuous** to place emphasis on the **duration**. *He **has sent** three emails so far. He **has been sending** emails all day.*

Time words/phrases used with the present perfect continuous: since, for, how long, all day/week, etc.

so/such

We use (**so/such ... that**) to express the result of sth.

- **such + a/an + adjective + singular countable noun ... (that)** *She is **such a nice person** **that** everybody likes her.*

- **such + adjective + uncountable or plural noun ... (that)** *It was **such good news** **that** he told everyone.*
- **so + adjective/adverb ... (that)** *He is **so kind** **that** everyone likes him. He runs **so fast** **that** I can't catch him.*
- **so + adjective + a(n) + noun ... (that)** *It was **so great a book** **that** she couldn't put it down.* (not usual)
- **such + a lot of + noun ... (that)** *They had **such a lot of fun sailing** **that** they decided to do it again.*
- **so + few/little/many/much + noun ... (that)** *She has **so few friends** **that** she feels lonely.*

Unit 4

Past perfect

Form: **had + past participle**

AFFIRMATIVE	I/You/He/She/It/We/They had run .
NEGATIVE	I/You/He/She/It/We/They hadn't run .
INTERROGATIVE	Had I/you/he/she/it/we/they run ?
SHORT ANSWERS	Yes , I/you/he/she/it/we/they had . No , I/you/he/she/it/we/they hadn't .

Use

We use the **past perfect**:

- for an action that happened **before another past action** or **before a stated time in the past**. *The thieves **had already left** before the police arrived.*
- for an action which finished in the past and whose result was visible in the past. *John was happy yesterday. He **had signed** a major contract.*

The **past perfect** is the past equivalent of the **present perfect**.

- *He was happy. He **had got** a promotion.* (The action: *had got* – happened in the past. The result: *was happy* – was also visible in the past.)
- *He is happy. He **has got** a promotion.* (The action: *has got* – happened in the past. The result: *is happy* – is still visible in the present.)

Time words/phrases used with the past perfect: before, after, already, for, since, just, until, by, by the time, etc.

Past perfect continuous

Form: **had + been + verb -ing**

AFFIRMATIVE	I/You/He/She/It/We/They had been sleeping .
NEGATIVE	I/You/He/She/It/We/They hadn't been sleeping .
INTERROGATIVE	Had I/you/he/she/it/we/they been sleeping ?
SHORT ANSWERS	Yes , I/you/he/she/it/we/they had . No , I/you/he/she/it/we/they hadn't .

Use

We use the **past perfect continuous**:

- to emphasise the duration of an action that started and finished in the past before another past action or stated time in the past. *They had been looking for the burglar for some time before they finally caught him.*
- for an action which lasted for some time in the past and whose result was visible in the past. *She had been studying for so many hours that she got a headache.*

The **past perfect continuous** is the past equivalent of the **present perfect continuous**.

- Her eyes were red. She had been crying for hours.* (The action: *had been crying* – lasted for some time in the past. The result: *red eyes* – was also visible in the past)
- Her eyes are red. She has been crying for hours.* (The action: *has been crying* – started in the past. The result: *red eyes* – is still visible in the present.)

-ing form

We use the **-ing form**:

- as a noun. *Stealing is a crime.*
- after the following verbs: *like, dislike, love, hate, enjoy, prefer, start, begin, finish, stop*, etc to express general preference. *He enjoys watching detective stories.*
- after the verb *go* when we talk about activities. *We often go horse riding at the weekends.*
- after prepositions. *Cathy isn't interested in reading crime novels.*
- after the following phrases: *be busy, it's no use, it's (not) worth, there's no point (in), what's the use of, can't help, can't stand, have difficulty (in), look forward to*. *The witness had difficulty in recognising the thief.*
- after the preposition *to* with verbs and expressions such as *look forward to, be used to, get round to, object to, in addition to, prefer* (doing sth to doing sth else, etc.) *He is used to working long hours.*
- after the following verbs: *avoid, appreciate, admit, confess, consider, deny, continue, imagine, involve, mind, regret, risk, spend, suggest*, etc. *Mary avoids walking home alone at night.*
- after: *spend, waste, lose (time, money)*, etc. *She spends all her money buying gifts for her family.*

to-infinitive

We use the **to-infinitive**:

- to express purpose. *The police searched the area to find the robbers.*
- with the adverbs *too* and *enough*. *It's too dark outside to walk home alone.*
It isn't bright enough outside to walk home alone.
- after *be + adjective (happy, nice, sorry, etc)*. *I'm happy to hear you're fine after the attack.*

- after the following verbs: *advise, agree, decide, expect, hope, manage, offer, plan, promise, refuse, seem, want*, etc. *They hope to catch the arsonist soon.*
- after *be + the first/second, etc/next/last/best*, etc. *He is always the first to arrive.*
- to talk about an unexpected event which can be unpleasant usually with *only*. *He went to the office only to find out that he had left the file at home.*
- after *would like/would love/would prefer*. *I'd love to learn a foreign language.*

Infinitive without to

We use the **infinitive without to**:

- after modal verbs (*can, may, should*, etc). *We must call for help.*
- after the verbs *let* and *make*. *They let the suspect go free. You shouldn't make him apologise.* (BUT in the passive: *He shouldn't be made to apologise.*)
- after *had better* and *would rather*. *You had better tell the judge the whole truth. She would rather not talk to the lawyer.*
- help is followed by the **to-infinitive** or the **infinitive without to**. *She helped me (to) do my homework.*

Verbs taking the to-infinitive or the -ing form with a change in meaning

Difference in meaning between the to-infinitive and -ing form

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- forget + to-infinitive** = not remember
He forgot to post the letter.
- forget + -ing form** = not recall
She will never forget visiting China.
- remember + to-infinitive** = not forget
John remembered to lock the door.
- remember + -ing form** = recall
I don't remember meeting you before.
- try + to-infinitive** = attempt, do one's best
She tried to win the competition.
- try + -ing form** = do sth as an experiment
Try cutting down on fat. You may lose weight.
- stop + to-infinitive** = stop temporarily in order to do something else.
He stopped to buy a newspaper on his way home.
- stop + -ing form** = finish doing something.
She stopped going to the gym when she hurt her back.

Adjectives

- Adjectives** describe nouns. They have the same form in the singular and plural. *a cheap burglar alarm – cheap burglar alarms*

Grammar Reference

- Adjectives go before the nouns they describe. *It's a pleasant day.*
They also go after the verbs: *be, look, seem, smell, sound, feel, taste*, etc. *He's thin. He seems bored. He feels tired.*
- There are **opinion adjectives** (*smart, bad, etc.*), which show what a person thinks of somebody or something, and **fact adjectives** (*short, big, old, etc.*), which give us factual information about somebody or something, that is, they describe what somebody or something is like in reality.

Order of adjectives

- Opinion adjectives** go before **fact adjectives**.
a handsome young man
- When there are two or more fact adjectives in a sentence, they usually go in the following order:

Size	Age	Shape	Colour	Origin	Material	Noun
<i>a small</i>	<i>old</i>	<i>oval</i>	<i>black</i>	<i>Italian</i>	<i>leather</i>	<i>bag</i>

- We do not usually use a long list of adjectives before a single noun. A noun is usually described by one, two or three adjectives at the most.
She bought an expensive French perfume.
- The **present** and **past participles** can be used as adjectives. The **present participle** describes what somebody or something is (it answers the question, *what kind?*) *It's a very tiring job.* (What kind of job? Tiring.) The **past participle** describes how somebody feels (it answers the question, *how do you feel?*) *He's very tired.* (How does he feel? Tired.)

Adverbs

Adverbs describe verbs, adjectives or other adverbs.

- An adverb can be one word (*slowly*) or a phrase (*in the street*).
- Adverbs usually go after verbs. (*Simon drives carefully.*) They can also go before verbs (adverbs of frequency). (*He rarely calls me.*) Adverbs go before adjectives, other adverbs and past participles. *The test was surprisingly easy. She speaks incredibly quickly. English is widely spoken.*

Formation of adverbs

- We usually form an adverb by adding **-ly** to the adjective. *slow-slowly*
- Adjectives ending in **-le** drop **e** and take **-y**.
probable-probably
- Adjectives ending in a consonant + **y** drop the **y** and take **-ily**. *heavy-heavily*
- Adjectives ending in **-l** take **-ly**. *careful-carefully*
- Adjectives ending in **-ic** usually take **-ally**.
tragic-tragically BUT *public-publicly*

- Some adverbs are not formed according to the above rules. They have either a totally different form (*good – well*) or the same form as the adjective (*deep, early, fast, hard, high, late, long, low, near, right, straight, wrong*). *Lucy is a fast runner.* (adjective) *She runs fast.* (adverb)
- There is a difference in meaning between the following pairs of adverbs:
She is studying hard these days. (hard = with effort)
I could hardly see in the dark. (hardly = scarcely)
The market is near our home. (near = close to)
It took her nearly a month to finish the project. (nearly = almost)
Cathy arrived late at school again. (late = not early)
I haven't seen her lately. (lately = recently)
The plane flew high above the city. (high = at a high level)
She is a highly respected manager. (highly = very)
Children enter the museum free. (free = without charge)
Nowadays, people travel freely within Europe. (freely = without restraint)
- The following words end in **-ly**, but they are adjectives: *friendly, likely, lively, lonely, lovely, silly, ugly*. We use the phrase *in a ... way/manner* to form their adverbs. *She dances in a lively way/manner.* (NOT: *She dances lively.*)

Order of adverbs

- Adverbs** can describe frequency (how often), manner (how), degree (to what extent), place (where) and time (when).
- Adverbs of frequency** go after modal verbs and the verb **to be**, but before main verbs. *She can never beat Kate at tennis. Ben is always late. I usually eat at home.*
- Adverbs of manner** go before the main verb, after the auxiliary verb or at the end of the sentence.
He easily answered the questions in the test. He is anxiously waiting for an answer. She opened the letter carefully
- Adverbs of degree** (absolutely, completely, totally, extremely, very, quite, rather, etc) go before an adjective, an adverb or a main verb, but after an auxiliary verb. *We quite enjoyed the film. I didn't completely understand what he meant. She was extremely careful.*
- Adverbs of place and time** usually go at the end of the sentence. *Shall we meet outside? I saw him yesterday.*
- When there are two or more adverbs they come in the following order: **manner – place – time**. *He worked quietly at his desk all day.*
BUT: verb of movement + **place – manner – time**.
She went home by taxi last night.

Unit 5

will

Form: subject + *will* + main verb

We use the **future simple**:

- for **on-the-spot decisions**. *This smartphone is cool. I'll buy it.* (on-the-spot-decision)
- for **future predictions based on what we believe or imagine will happen**. (usually with the verbs: *hope, think, believe, expect, imagine, etc.*; with the expressions: *I'm sure, I'm afraid, etc.*; with the adverbs: *probably, perhaps, etc.*) *Her teacher thinks she'll be a great scientist one day.* (future prediction based on what we believe) *She'll probably be late tonight.*
- for **promises** (usually with the verbs *promise/swear, etc.*) *(I promise I'll help you create an email account tonight.), threats (Stop playing computer games or I'll send you to your room.), warnings (Save this file or you'll lose the document.), hopes (I hope I'll see you soon.), offers (I'll lend you my car if you want.).*
- for **actions/events/situations** which will definitely happen in the future and which we cannot control. *She will be ten years old next month.* (We cannot control it.)

Note: We never use *will* after words and expressions such as *while, before, after, till/until, as, unless, when, once, as soon as, as long as, by the time, in case, on condition, etc.* We use the present simple or present perfect instead. *I'll call you as soon as I finish/have finished work.* (NOT: ... ~~as soon as I will finish.~~)

Time words/phrases used with the future simple: tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year, etc.

be going to

Form: subject + verb *to be (am/is/are)* + *going to* + base form of the main verb

We use **be going to**:

- to talk about our **future plans and intentions**. *He is going to open his own restaurant soon.* (He's planning to ...)
- to make **predictions based on what we see or know**, especially when there is evidence. *Look at those dark clouds! It's going to rain.* (prediction based on what we see)

Time words/phrases used with *be going to*: in a little while, tomorrow, the day after tomorrow, in two/three etc. days time, next week/month/year, tonight, soon, in a week/month, etc.

Present simple/Present continuous

- We use the **present simple** with a future meaning for **timetables/programmes**. *My plane leaves in an hour.* (timetable/programme)
- We use the **present continuous** with a future meaning for **fixed arrangements** in the near future. *They are having a party for their 50th anniversary on Saturday.* (fixed arrangement in the near future)

Conditionals

Conditional clauses consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result).

When the **if-clause** comes before the main clause, the two clauses are separated with a comma. *If the weather is good, we will go on a picnic.*

Note: We don't use a comma when the **if-clause** follows the main clause. *We will go on a picnic if the weather is good.*

Use

	IF-CLAUSE (hypothesis)	MAIN CLAUSE (result)
0 conditional general truth or scientific fact	<i>if/when</i> + present simple <i>If/When you stay in the sun too long, you get sunburnt.</i>	present simple
1st conditional real, likely to happen in the present/future	<i>if</i> + present simple <i>If I finish my homework early, I'll come to the party. If you are ill, call the doctor. If you do the washing up, you may play outside.</i>	future simple, imperative, <i>can/must/may, etc</i> + bare infinitive
2nd conditional • unreal imaginary situation in the present/future • advice	<i>if</i> + past simple <i>If I had a few days off, I'd go to the seaside. (BUT I don't have a few days off) unreal past. If I were you, I'd see a doctor. (advice)</i>	<i>would/could/might</i> + bare infinitive
3rd conditional • imaginary situation in the past • regret • criticism	<i>if</i> + past perfect <i>If they had seen James, they would have told me. (BUT they didn't) If you had studied harder, you wouldn't have failed the exam. (criticism)</i>	<i>would/could/might have</i> + past participle

- We can use **were** instead of **was** for all persons in the **if-clause** of Type 2 conditionals. *If he were/was rich, he could help us with our problem.*

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- With Type 1 conditionals we can use **unless** + affirmative verb or **if** + negative verb. *Unless you leave now, you won't catch the last bus.* (= *If you don't leave now, you won't catch the last bus.*) (NOT: *Unless you don't leave*)
- We can form conditionals by using words/expressions such as **unless** (type 1 conditionals), **providing/provided that**, **so/as long as**, **on condition that**, **what if**, **even if**, **supposed/supposing** (type 2, conditionals), **otherwise** (= if not), **but for**, **and**, **or (else)**, **even if**, **in case/in the event of**.
You'd better leave now. Otherwise, you'll miss the flight. (If you don't leave now, you'll miss the flight.) *I'll go to the cinema providing/provided (that) I find tickets.* (... if I find tickets) *Suppose/Supposing you lost your keys, what would you do? In the event of an emergency, sound the alarm.*

Wishes

We can use **wish/if only** to express a wish.

I wish/If only		USE
+ past simple/past continuous	<i>I wish/If only I was/were rich.</i> (but I'm not)	to say that we would like something to be different about a present situation
+ past perfect	<i>I wish/If only I had listened to your advice.</i> (but I didn't) <i>I wish/If only I hadn't said anything.</i> (but I did)	to express regret about something which happened or didn't happen in the past
+ sb/sth + would + bare infinitive	<i>I wish you would tidy your room.</i> (Please, tidy your room.) <i>I wish the wind would stop blowing.</i> (wish for a change in a situation) <i>I wish/If only John would stop insulting people.</i> (wish for a change in someone's behaviour)	to express: - a polite imperative - a desire for a situation or person's behaviour to change

- If only** is used in exactly the same way as **wish** but it is more emphatic or more dramatic. We can use **were** instead of **was** after **wish** and **if only**. *If only/I wish I was/were taller.*
- After the subject pronouns **I** and **we**, we use **could** instead of **would**. *I wish I could travel abroad.* (NOT: *I wish I would travel* ...)

Unit 6

The passive

Form

We form the **passive** with the verb **to be** in the appropriate tense and the past participle of the main verb.

	ACTIVE	PASSIVE
Present Simple	<i>They clean the house every day.</i>	<i>The house is cleaned every day.</i>
Present Continuous	<i>They are cleaning the house now.</i>	<i>The house is being cleaned now.</i>
Past Simple	<i>They cleaned the house yesterday.</i>	<i>The house was cleaned yesterday.</i>
Past Continuous	<i>They were cleaning the house at 10 o'clock yesterday.</i>	<i>The house was being cleaned at 10 o'clock yesterday.</i>
Present Perfect	<i>They have already cleaned the house.</i>	<i>The house has already been cleaned.</i>
Past Perfect	<i>They had cleaned the house.</i>	<i>The house had been cleaned.</i>
Future Simple	<i>They will clean the house tomorrow.</i>	<i>The house will be cleaned tomorrow.</i>
Modals	<i>They can clean the house.</i>	<i>The house can be cleaned.</i>
Infinitive	<i>They have to clean the house.</i>	<i>The house has to be cleaned.</i>

Notes:

- The **present perfect continuous** and the **past perfect continuous** are not normally used in the passive.
- We can use the verb **to get** instead of the verb **to be** in everyday speech, when we talk about things that happen by accident or unexpectedly. *His car got damaged in the accident.*

Use

We use the **passive**:

- when the person who carries out the action is **unknown**, **unimportant** or **obvious** from the context. *The window was broken.* (we don't know who broke it) *Her lunch is delivered every day.* (it is not important who delivers it) *The cows are milked once a day.* (it is obvious that the farmer milks the cows)
- when the action itself is more important than the person who carries it out, as in **news headlines**, **newspaper articles**, **formal notices**, **instructions**, **advertisements**, etc. *Two teenagers were injured in a skydiving accident yesterday.*
- to make statements more formal or polite. *Smoking is prohibited in the museum.*

Note: The passive is used more often in written English than in spoken English.

Changing from active to passive

- The **object** of the active sentence becomes the **subject** of the passive sentence.
- The active verb remains in the same tense, but changes into a passive form.
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or omitted.

ACTIVE	subject Sam	verb made	object breakfast.
PASSIVE	subject Breakfast	verb was made	object by Sam.

Only transitive verbs (verbs that take an object) can be changed into the passive. *They leave work early every day.* (intransitive verb; no passive form)

We use:

- by + agent** to say who or what carries out an action. We use **with + instrument/material/ingredient** to say what the agent used. *The sauce was made by a famous chef. It was made with garlic and chilli peppers.*
- The agent can be **omitted** when the subject is *they, he, someone/somebody, people, one*, etc. *They have eaten all the food.* (active) *All the food has been eaten.* (passive)
- The agent is **not omitted** when it is a specific or important person, or when it is essential to the meaning of the sentence. *The restaurant was opened by Jamie Oliver.*
- With verbs which take two objects such as *bring, tell, offer, pay, send, promise, buy, lend, write, give*, etc, we can make two different passive sentences. *He gave her a cookery book.* (active) *She was given a cookery book.* (passive, more usual) *A cookery book was given to her.* (passive, less usual)
- In passive questions with *who, whom* or *which* we do not omit **by**. *Who cooked this meal? Who was this meal cooked by?*

The causative

We use **have + object + past participle** to say that we arrange for somebody to do something for us.

Present Simple	<i>He fixes the tap.</i>	<i>He has the tap fixed.</i>
Present Continuous	<i>He is fixing the tap.</i>	<i>He is having the tap fixed.</i>
Past Simple	<i>He fixed the tap.</i>	<i>He had the tap fixed.</i>
Past Continuous	<i>He was fixing the tap.</i>	<i>He was having the tap fixed.</i>

Future Simple	<i>He will fix the tap.</i>	<i>He will have the tap fixed.</i>
Present Perfect	<i>He has fixed the tap.</i>	<i>He has had the tap fixed.</i>
Present Perfect Continuous	<i>He has been fixing the tap.</i>	<i>He has been having the tap fixed.</i>
Past Perfect	<i>He had fixed the tap.</i>	<i>He had had the tap fixed.</i>
Present Perfect Continuous	<i>He had been fixing the tap.</i>	<i>He had been having the tap fixed.</i>
Modals	<i>He may fix the tap.</i>	<i>He may have the tap fixed.</i>

- Questions and negations of the verb **have** are formed with **do/does** in the present simple and **did** in the past simple. *Do you have your hair cut every month? Did she have the house cleaned?*
- We can also use **have something done** to express that something unpleasant happened to somebody. *Mary had her purse stolen yesterday.* (= Mary's purse was stolen. This sentence shows that this unpleasant incident happened to her.)
- We can use the verb **get** instead of the verb **have** only in informal conversations. *We must get the fridge repaired soon.* (= We must have the fridge repaired soon.)

Reflexive/Emphatic pronouns

Form

myself	yourself	himself/herself/itself
ourselves	yourselves	themselves

Use:

We use **reflexive pronouns**:

- with verbs such as *burn, cut, hurt, introduce, kill, look at, teach*, etc, when the subject and the object of the verb are the same. *I (subject) introduced myself (object) to the class.*
- in the following expressions: *enjoy yourself* (have a good time), *behave yourself* (be good), *help yourself* (you are welcome to take something if you want), *she lives by herself* (she lives on her own), *do it yourself* (do it without being helped), *make yourself at home* (feel comfortable). *Did you enjoy yourself at the party?*
- with the preposition **by** when we mean alone, without company or without help (**on one's own**). *I watched the film by myself/on my own.*

We use **emphatic pronouns** to emphasise a noun or a pronoun in a sentence. They usually come after the noun or the pronoun they emphasise. *I made the cake myself.* (I made the cake, nobody did it for me.) *I need to talk to Karen herself.* (I need to talk to Karen, not to anybody else.)

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Notes:

- We **do not use** reflexive pronouns with the verbs **get up, rest, meet** and **relax**. *She finds it difficult to relax.* (NOT: *She finds it difficult to relax herself.*)
- The verbs **dress, wash** and **shave** are not normally followed by a reflexive pronoun. However, we can use a reflexive pronoun with these verbs when we want to show that someone did something with a lot of effort. *She dressed in an evening gown and left for the dinner party. BUT Although she had a broken arm, she managed to dress herself.*

Unit 7

Modals

Can/Could, may/might, must/have to, ought to, shall/should, will/would:

- don't take **-s, -ing** or **-ed** suffixes.
- are followed by the bare infinitive (infinitive without **to**).
- come before the subject in questions and are followed by **not** in negations.
- don't have tenses in the normal sense.

Obligation/Duty/Necessity (**must, have to, should/ought to**)

- **Must** expresses **duty/strong obligation** to do sth, and shows that sth is essential. We generally use **must** when the speaker has decided that sth is necessary (i.e. subjective). *My driving test is tomorrow. I must study.* (It is my duty/I am obliged to do sth.)
- **Have to** expresses **strong necessity/obligation**. We usually use **have to** when somebody other than the speaker has decided that sth is necessary (i.e. objective). *Our teacher says that we have to hand in our assignments by Friday.* (It's necessary.)
- **Had to** is the past form of both **must** and **have to**.
- **Should/Ought to** express **duty, weak obligation**. *We should all donate money to help fight disease in developing countries.* (It's our duty-less emphatic than **must**.)

Absence of necessity (**don't have to/don't need to, needn't**)

- **don't have to/don't need to/needn't**: It isn't necessary to do sth in the present/future. *She doesn't have to resit the exam. You don't need to finish the report by Friday. I needn't worry about the results.* (It isn't necessary.)
- **didn't need to/didn't have to**: It wasn't necessary to do sth. We don't know if it was done or not. *They didn't need to donate a lot of money to the charity.* (We don't know if they did.) (It wasn't necessary.)

Permission/Prohibition (**can, may, mustn't, can't**)

- **Can/May** are used to ask for/give permission. **May** is more formal than **can**. *Can/May I have a look at your essay? (Is it OK if ...?) Yes, you can/may.*
- **mustn't/can't**: It is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *You mustn't/can't talk in the library.* (You aren't allowed.)

Possibility (**can, could, may, might**)

- **can + present infinitive**: general/theoretical possibility Not usually used for a specific situation. *People can set up charities.* (it is theoretically possible)
- **could/may/might + present infinitive**: possibility in a specific situation *We might organise a public protest.* (It is possible./It is likely./Perhaps.)
Note: We can use **can/could/might** in questions BUT not **may**. *Where could I find rare books?*

Ability/Inability (**can, could, was able to**)

- **Can('t)** expresses (in)ability in the present/future *She can type really fast.* (She is able to ...)
- **Could** expresses **general repeated ability** in the past. *He could swim fast when he was five.* (He was able to)
- **Was(n't) able to** expresses (in)ability on a specific occasion in the past. *She was(n't) able to attend yesterday's lecture.* (She managed/didn't manage to ...)
- **Couldn't** may be used to express any kind of inability in the past, repeated or specific. *She couldn't read when she was three.* (past repeated action) *She couldn't/wasn't able to study yesterday because she had to work overtime.* (past single action)

Offers/Suggestions (**can, would, shall, could**)

- **can**: *Can I help you?* (Would you like me to ...?)
- **would**: *Would you like some coffee?* (Do you want ...?)
- **shall**: *Shall I open the door for you?* (Would you like me to ...?/Do you want me to ...?)
- **can/could**: *We can go to the library. You could ask her to help you with the project.* (Let's ...)

Probability (**will, should/ought to**)

- **will**: *She will agree to come with us.* (100% certain)
- **should/ought to**: *He should/ought to be on time.* (90% certain; future only; it's probable)

Advice (**should, ought to, shall**)

- **should**: general advice *She should study harder.* (It's my advice./I advise her to ...)
- **ought to**: general advice *We ought to respect the animals.* (It's a good thing/idea to do.)
- **shall**: asking for advice *Shall I apply for this job?* (Do you think it's a good idea ...?)

Logical assumptions/deductions (*must, may/might, can't*)

- **must**: almost certain that this is/was true
It's Sunday. He must be at home. (I'm sure/certain)
- **may/might/could**: possible that this is/was true
She isn't here yet but she may come later. (It is possible./It is likely./Perhaps.)
- **can't/couldn't**: almost certain that this is/was impossible
He is at work. He can't be at home. (I'm sure that he isn't.)

Singular/Plural nouns

We use **singular verb forms** with:

- mass nouns: *butter, cheese, bread, air, gold, wood* etc. *There is some butter left in the fridge.*
- school subjects: *maths, geography, physics* etc. *Physics is my favourite subject at school.*
- games: *football, billiards, dominoes* etc. *Billiards is my favourite game.*
- diseases: *measles, mumps, flu* etc. *Measles is a terrible childhood disease.*
- some other nouns: *news, advice, information, money, furniture, hair, homework, rubbish, jewellery, luggage* etc. *The furniture in the room is quite old.*

We use **plural verb forms** with:

- objects consisting of two parts: *items of clothing (pyjamas, trousers, shorts etc), tools (scissors, pliers etc), instruments (binoculars, compasses etc).*
- group nouns: *family, team, police, staff* etc, when we mean the individuals that make up the group. However, we use singular verb forms when we refer to them as a unit. *My family have different ideas on certain issues.* (We mean the individual members of the family.) *Mary's family always spends Easter together.* (We refer to them as a unit.)

some/any/every/no + compounds

Some, any, every, and no are used with uncountable nouns and plural countable nouns.

	Countable	Uncountable
AFFIRMATIVE	some	some
INTERROGATIVE	any	any
NEGATIVE	not any/no	not any/no

	People	Things/Places
AFFIRMATIVE	someone/somebody	something/somewhere
INTERROGATIVE	anyone/anybody	anything/anywhere
NEGATIVE	no one/not anyone nobody/not anybody	not anything/ nothing not anywhere/ nowhere

- *Some* and its compounds are also used in interrogative sentences to make an offer or a request. *Would you like some coffee?* (offer) *Can I have some tea?* (request)
- When *any* and its compounds are used in affirmative sentences, there is a difference in meaning. Study the following examples: a) *You can pop in any time.* (It doesn't matter when) b) *Anyone/Anybody can take part.* (It doesn't matter who.) c) *You can donate anything.* (It doesn't matter what.) d) *You can sit anywhere.* (It doesn't matter where.)
- *Every* is used with singular countable nouns. *Every student was given a certificate.*
- The pronouns *everyone/everybody, everything* and the adverb *everywhere* are used in affirmative, interrogative and negative sentences and are followed by a singular verb. *Everybody/Everyone is studying for the exams.*

The definitive article *the*

We use *the*:

- with nouns when talking about something specific or something that has already been mentioned. *I bought a top and a skirt. The top is white and the skirt is black.*
- with nouns that are **unique** (*the Earth, the Sun, etc*).
- with the names of **rivers** (*the River Thames*), **groups of islands** (*the Canary Islands*), **mountain ranges** (*the Andes*), **deserts** (*the Sahara Desert*), **oceans** (*the Atlantic Ocean*), **canals** (*the Canal*), **countries** when they include words such as *States, Kingdom, Republic* (*the United Kingdom*), in **geographical terms** (*the North Pole/Arctic/Amazon*).
- with the names of **musical instruments** (*the piano*).
- with the names of **families** (*the Stevensons*) and nationalities ending in *-sh, -ch* or *-ese* (*the Chinese*).
- with **titles** (*the Queen*) BUT not with titles including a proper name (*Queen Elizabeth*).
- with names of **hotels** (*the Plaza Hotel*), **theatres/cinemas** (*the National Theatre*), **ships** (*the Titanic*), **organisations** (*the Red Cross*), **newspapers** (*the Times*) and **museums** (*the Archaeological Museum*).
- with the words **morning, afternoon and evening**. *She usually studies in the afternoon.*
- with **adjectives/adverbs** in the superlative form. *He is the most gifted writer I've ever known.*

We do not use *the*:

- with uncountable and plural nouns when talking about something in general. *Mobiles are easy to use.*
- with **proper names**. *This is Paul.*
- with **languages**, unless they are followed by the word *language*. *She speaks Spanish.* BUT: *The Greek language.*
- with the names of **countries** which don't include the word *State, Kingdom or Republic* (*Germany, Poland, (BUT the Netherlands, the Gambia), streets (King Street), parks (Hyde Park), cities (Barcelona),*

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mountains (*Everest*), individual islands (*Corfu*), lakes (*Loch Ness*) and continents (*Africa*).

- with **possessive adjectives** or the **possessive case**. *This is my car. This is John's bike.*
- with the words *home/Father/Mother* when we refer to our home or parents. *Mother is at home.*
- with **illnesses**. *He's got malaria. BUT flu/the flu, measles/the measles, mumps/the mumps.*
- with *by* + **means of transport**: *by bus/car/train/plane* etc. *She travelled by bus. BUT She left on the 8 o'clock bus this morning.*

Unit 8

Reported speech

Direct speech is the exact words someone said. We use quotation marks in direct speech.

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks in reported speech. The word **that** can either be used or omitted after the introductory verb (*say, tell, etc.*).

Say – Tell

- **say** + no personal object *She said (that) she was happy.*
- **say** + **to** + personal object *She said to me (that) she was happy.*
- **tell** + personal object *She told me (that) she was happy.*
- we use **say** + **to**-infinitive but never *say about*. We use *tell sb, speak/talk about*. *He said to meet her at the art gallery. He told her/spoke/talked about his new exhibition.*

SAY	hello, good morning/afternoon, etc, something/nothing, so, a prayer, a few words, no more, for certain/sure, sorry, etc.
TELL	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc.
ASK	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc.

Reported statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence. *James said, "I've booked my ticket."* (direct statement) *James said (that) he had booked his ticket.* (reported statement)
- We can report someone's words either a long time after they were said (**out-of-date reporting**) or a short time after they were said (**up-to-date reporting**).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: *Mary said, "I've booked the tickets."* (direct speech)

Reported speech: *Mary said that she has/had booked the tickets.* (reported speech)

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

DIRECT SPEECH	REPORTED SPEECH
Present Simple → Past Simple	
"I am busy."	He said (that) he was busy.
Present Continuous → Past Continuous	
"I'm drawing sketches now."	She said (that) she was drawing sketches then.
Present Perfect → Past Perfect	
"I have bought tickets for the opera."	He said (that) he had bought tickets for the opera.
Past Simple → Past Simple or Past Perfect	
"We slept early yesterday."	They said (that) they slept/had slept early the day before.
Past Continuous → Past Continuous or Past Perfect Continuous	
"I was watching the news."	She said (that) she was watching/had been watching the news.
Will → Would	
"I will be late."	She said (that) she would be late.

- Certain words and time expressions change according to the meaning as follows: **now** → then, immediately; **today** → that day; **yesterday** → the day before, the previous day; **tomorrow** → the next/following day; **this week** → that week; **last week** → the week before, the previous week; **next week** → the week after, the following week; **ago** → before; **here** → there

Reported questions

- Reported questions are usually introduced with: *ask, inquire, wonder* or the expression *want to know*.
- When the direct question begins with a question word (*who, where, how, when, what, etc.*), the reported question is introduced with the same question word. *When did you leave?* (direct question) *She asked/wondered when he had left.* (reported question)
- When the direct question begins with an auxiliary (*be, do, have*) or a modal verb (*can, may, etc.*), then the reported question is introduced with *if* or *whether*. *"Have you finished?"* (direct question) *He asked me if/whether I had finished.* (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as *please, well, oh, etc* are omitted. The verb tenses,

pronouns and time expressions change as in statements. *"Can you help me?"* (direct question) *She asked him if he could help her.* (reported question)

Reported orders/commands

- We use **order/tell + sb + (not) to-infinitive** to report orders/commands. *"Sit down," he said. He ordered/told them to sit down.*
- To report instructions, we use the verb **tell + sb + (not) to-infinitive**. *"Turn off the lights," she told them. She told them to turn off the lights.*

Clauses of concession

Concession is expressed with:

- **although/even though/though + clause**. *Although/Even though/Though he was tired, he came with us.* *Though* can also be put at the end of the sentence. *There was heavy traffic. He arrived on time, though*
- **despite/in spite of + noun/-ing form**. *Despite the rain/raining, they sat in the garden.*
- **despite/in spite of the fact (that) + clause**. *In spite of the fact that it was raining, they sat in the garden.*
- **while/whereas/but/on the other hand/yet + clause**. *She danced very well; yet she didn't win the competition.*
- **nevertheless/however + clause**. *I bought these tickets online; however, they were still a bit pricey.*
- **however/no matter how + adj/adv + subject (+ may) + verb**. *However hard she tried, she didn't win.*

A comma is used when the clause of concession either precedes or follows the main clause. *Even though it is hard work, he enjoys acting. He enjoys acting, even though it is hard work.*

Clauses of reason

Clauses of reason are adverbial clauses and are used to express the reason for something. They are introduced by:

- **because**. *I called them because they were late.*
- **as/since (= because)**. *I didn't buy the museum tickets as/since they were too expensive.*
- **the reason for + noun/-ing form**. *The reason for her delay was that she had missed the bus.*
- **the reason why + clause**. *The reason why she was late was that she had missed the bus.*
- **because of/on account of/due to + noun**. *They decided to go to the show because of/on account of/due to the free tickets.*
- **because of/on account of/due to the fact that + clause**. *They decided to go to the show because of/on account of/due to the fact that the tickets were free.*
- **now (that) + clause**. *Now (that) we are all here, we can start with our drawing class.*
- **for = because (in formal written style)**. *She couldn't come to the concert hall, for she was ill.*

Clauses of purpose

- Clauses of purpose are introduced by: **so that**, **in order to/so as to** (formal English), or **to-infinitive**.
- **In order to/so as to** (formal English), **to + infinitive**. *Please call the box office in order to reserve your seat. She went to the shops to buy clothes.*
- We use **so that + will/can** to refer to the present/future and **so that + would/could** to refer to the past. *She's studying so that she can become a teacher. He set his alarm so that he wouldn't oversleep.*

Clauses of result

Clauses of result are introduced by:

- **that** (after *such/so ...*), **(and) as a result**, **(and) as a consequence**, **consequently**, **so**, etc. *It was such lovely weather that he decided to play outside.*
- **such a(n) + (adjective) + singular countable noun ... that**. *He is such a talented actor that everybody admires him.*
- **such + (adjective) + uncountable/plural noun ... that**. *They are such friendly people that they make you feel welcome.*
- **such + a lot of + noun ... that**. *They had such a lot of fun at the cinema that they decided to go again.*
- **so + adjective/adverb ... that**. *She is so talented that she makes her parents proud.*
- **so + few/little/many/much + noun ... that**. *He had so little time that he decided not to start the presentation.*
- **so + adjective + a(n) + noun ... that**. *It was so great a film that they saw it twice.* (not usual)

Question tags

- Question tags are short questions at the end of statements. We form them with an auxiliary verb and a subject pronoun. *She's pretty, isn't she?*
- We use affirmative question tags after negative sentences to ask for information. *He isn't at work, is he?*
- We use negative question tags after affirmative sentences to confirm information. *He's nice, isn't he?*
- Some verbs/expressions form question tags differently: *I am – aren't I? I am late, aren't I? imperative – will you/won't you? Don't cry, will you/won't you? Let's – shall we? Let's eat, shall we? I have (got) – haven't I? He has (got) a dog, hasn't he? I have (other meanings) – don't I? She has dinner at 7 every day, doesn't she? There is – isn't there? There is a film on TV tonight, isn't there? This/That is – isn't it? That's your dad, isn't it?*

Intonation

- When we are sure of the answer, the voice goes down in the question tag. *You live in Cracow, don't you? (↘)*
- When we are not sure of the answer and want to check information, the voice goes up in the question tag. *She didn't sleep, did she? (↗)*

Notions & Functions

1 Study the tables. How similar/different are these in your language?

Asking for & Giving personal information

Asking for personal information	Giving personal information
- What's your first name/surname? - What's your current address? - What nationality are you? - What's your profession? - Do you have any siblings?	- It's Claire/Peters. 14, Kent Road. - I'm Polish. - I'm a dentist/farmer/etc - Yes, I have a sister./ No, I'm an only child.

Describing appearance/character

Asking	Answering
What does she look like?	- She's tall and slim/short and plump. - She wears glasses/braces. - She's got long curly fair hair and blue eyes.
What's she like?	- She's sociable/generous/reliable. - She can be lazy at times.

Introductions

Introducing	Responding
- This is my brother, Keith. - Pleased to meet you, too. - My name's Wendy. - It's nice to meet you, too. - Let me introduce my friend, Frank. - Brian, this is Mark. - Please call me Bob.	- It's a pleasure to meet you, Keith. - Nice to meet you, Wendy. - How do you do? - Then you must call me Maggie.

Getting acquainted

Asking	Answering
Excuse me, do you speak English?	Yes, I do. / I do a little.
Excuse me. Are you ...?	Yes, that's me. / No, you've got the wrong person.
Are you a friend of Paul's?	Yes, we were in school together. / No, but I know his wife, Ellen.

Saying thank you

Saying	Responding
Thanks.	You're welcome.
Thanks a lot.	It's a pleasure.
Thank you very much	Don't mention it.

Habitual actions

Asking	Answering
What time do you get up in the morning?	I usually get up at 8:00 am.
What do you do in your free time?	I like/enjoy watching films/reading books/etc.
What do you do at the weekend?	I sometimes go to the mall/visit my cousins/etc.
What are your hobbies?	I play table tennis and collect stamps
Are you in the school football team?	Yes, we're having a great season!

Feelings

Saying	Responding
I'm sick/ill. I feel awful/terrible.	I'm sorry to hear that.
I'm sleepy/tired/exhausted.	Why don't you take a nap?
I failed the test.	Don't worry. You'll pass next time. / Don't let it upset you.
I won first prize!	Congratulations! / That's great/wonderful news!
I'm getting married next weekend.	You must be joking/kidding! / Congratulations!

Opinions

Asking	Answering
What do/did you think of ...?	- I think/thought (it/he/she is/was great!) - If you ask me, ... - In my view, ...
Do you like (my new jeans?)	Yes, they look great on you.
How was your weekend?	- I had a great time! - It was nothing special.
- I think/believe ... - Do you agree? - It's my view that ... How about you? / And you? - What are your thoughts on this subject?	Agreeing
	- Yes, of course. / Certainly. - Exactly/Absolutely. - You're absolutely right.
	Disagreeing
	- You're totally/completely wrong. - I'm afraid I don't agree with you. / I'm afraid you're wrong. - You've got a point, but ... / Perhaps, but ...

Notions & Functions

Asking for information

Asking	Answering
• Can you tell me the way to the post office?	• Yes, go up this street and take a left. It's next to the train station.
• Which stop should I get off?	• You can get off at Kent Station.
• How much does a single/return ticket cost?	• It's 12.
• How much is admission?	• It's free of charge.
• Is there a discount price for students?	• Yes, you get 20% off./ No, you must pay full price.

Offering help

Asking	Responding
• Can/Could I help you?	• Yes, please. Could you ...?
• How can I help you?	• I'm just looking, thanks.
	• No, thanks. I can do it myself.
	• No, thanks. I'll manage.
• Do you need some help?	• Yes, would you mind carrying/lifting/etc ...

Plans & Intentions

Asking	Responding
• What are you going to do after you graduate?	• I'd like to get a job/travel the world/etc.
• What are your plans for the summer?	• I'm thinking of going backpacking/getting a part-time job/etc.
• Are you going on the excursion this weekend?	• I'm afraid I won't be able to make it.
	• Yes, I wouldn't miss it!
• What are you doing tonight?	• I'm taking my parents out for a meal.
• What are your dreams for the future?	• I'd like to work in the fashion industry.

Preferences & Offers

Asking	Responding
• Do you like Indian food?	• Not really. I (much) prefer Thai cuisine.
• Would you like to go jogging?	• OK. / Certainly. / Why not?
	• No, I'm not in the mood.
• Do you want to go out tonight?	• No, I'd rather stay in/stay at home.
	• Yes, that sounds like a great idea.
• Would you like a biscuit?	• Yes, please. / No, thanks.

Lack of understanding

Stating/Asking	Responding
• I'm afraid I don't understand.	• Let me explain it to you (again).
• Could you repeat that, please?	• Yes, of course. / Certainly.
• Could you speak more slowly, please?	
• Could you speak up, please?	
• Could you spell that, please?	• Yes, it's P-I-double M-S
• How do you spell that?	
• What do you mean (by that)?	• What I'm trying to say is ...
• What's the word for ...?	• It's ...
• How do you say ... in your language?	
• What does ... mean?	• It means ...

Confirmation

Asking	Responding
• Is that true?	• I'm sure it is. / Yes, it is.
	• Certainly not. / No, it's not.
• Are you sure?	• Absolutely. • I'm quite sure.
• Do you think that's possible?	• Yes, I think so.
	• I'm not really sure. / Who knows?

Apologising

Apologising	Responding
• I'm very/truly sorry.	• That's all right. / That's OK.
• Please forgive me.	• It doesn't matter. / Never mind.

Requests/Permission

Asking	Answering
• May/Can I join you?	• Yes, of course. / Certainly.
• Would you mind if I sat here?	• Not at all.
	• I'm afraid you can't.

Making suggestions

Suggesting	Responding
• Let's eat out this evening.	• That sounds like a great idea. / Sure.
• Shall we meet tonight at 9?	• Nine's OK with me.
• How about meeting at seven?	• That's far too early for me.

Advice

Asking	Giving
• What should I do?	• Why don't you ...?
	• How about (seeing) ...?
• I don't know what to do. Any ideas?	• If I were you, I'd ...
	• You'd better (have) ...
	• Don't ask me!

Notions & Functions

2 Choose the correct item (A, B or C) to complete the exchanges.

1 X: Are you sure it's Bob?

Y:

- A Absolutely.
- B That's incorrect.
- C Do you know?

2 X: Excuse me, are you a friend of Matt's?

Y:

- A No, it doesn't matter.
- B No, we're close friends.
- C I'm afraid you've got the wrong person.

3 X: Could you kindly repeat that, please?

Y:

- A Yes, of course.
- B I didn't mean to.
- C I'm not sure I can.

4 X: What did you think of the lead actor's performance?

Y:

- A I think we should see it.
- B I thought about it.
- C I thought he was great.

5 X: Shall we meet outside the cinema at nine thirty?

Y:

- A Sure.
- B All right, let's make it seven.
- C Never mind.

6 X: What are you doing this evening?

Y:

- A I'm not in the mood.
- B I go to bed early at night.
- C I'm staying in.

7 X: I can't find my keys. What should I do?

Y:

- A You can ask me.
- B Why don't you call your flat mate?
- C You'd better keep a spare key.

8 X: What does Karen look like?

Y:

- A She's reliable and hardworking.
- B She's tall and slim with blue eyes.
- C She can be selfish at times.

9 X: Thanks a lot for the present.

Y:

- A Thank you, too.
- B It's a pleasure.
- C It's welcome.

10 X: I won the table tennis championship!

Y:

- A Congratulations!
- B Don't let it upset you.
- C That's all the news.

11 X: What's your uncle's profession?

Y:

- A He's very kind.
- B He's quite tall.
- C He's a doctor.

12 X: Let's get something to eat.

Y:

- A I'm afraid not.
- B All right.
- C I have an idea.

13 X: How could I help you?

Y:

- A I wonder if you can help me.
- B Yes, please.
- C I'm looking for the DVD players.

14 X: What do you do in your free time?

Y:

- A I'm having a great time.
- B I enjoy reading novels.
- C I have a lot of free time.

15 X: What nationality are you?

Y:

- A I live in England.
- B I'm English.
- C England.

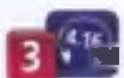
16 X: Do you like my new glasses?

Y:

- A You need a new pair.
- B It's nothing special.
- C They look really nice on you.

Notions & Functions

- 17 X: Could you tell me how much the admission to the art gallery is?
Y:
A It's 20% off.
B It's free of charge.
C It's open from 9 am to 2 pm.
- 18 X: Is that true?
Y:
A Yes, I can.
B Yes, you should.
C I'm sure it is.
- 19 X: This is my friend, Philip.
Y:
A It's been a pleasure, Philip.
B Nice to meet you, too.
C Pleased to meet you.
- 20 X: Please, forgive me.
Y:
A It seems so.
B It doesn't matter.
C Are you all right?
- 21 X: I'm moving to Japan.
Y:
A You can't be serious!
B That's a joke.
C Yes, please.
- 22 X: Do you need help with those boxes?
Y:
A I need it.
B Please mind the boxes.
C No, thanks. I'll manage.
- 23 X: What are you going to do during the summer holidays?
Y:
A They're coming soon.
B I'd like to do some volunteer work.
C I'm looking forward to it.
- 24 X: Do you like horror films?
Y:
A OK.
B No, I'd rather not.
C I much prefer musicals.
- 25 X: What does this word mean?
Y:
A What do you mean?
B Yes, of course.
C Let me explain it to you.
- 26 X: Could you tell me the way to the metro station, please?
Y:
A Yes, it's just up this street.
B Where is it exactly?
C Thanks for the directions.
- 27 X: Could you speak up, please?
Y:
A Certainly.
B Yes, that's D-O-D-D-S.
C How slowly?
- 28 X: Are you taking part in the clean-up day?
Y:
A I'm on my way.
B No, I'd like to go to the clean-up day instead.
C Yes, I wouldn't miss it.
- 29 X: I'm so sorry about my behaviour yesterday.
Y:
A Absolutely.
B That's all right.
C Yes, thank you.
- 30 X: Excuse me, do you speak French?
Y:
A I do a little.
B Yes, you can.
C Yes, that's me.
- 31 X: Would you like to see a play tonight?
Y:
A Yes, I'd rather stay in.
B It sounds like it.
C OK. Why not?
- 32 X: May I sit in this seat?
Y:
A That's the wrong seat.
B Yes, of course.
C Not that way.



Listen to the exchanges. Which are *formal*? Which are *informal*?

Informal emails/letters

Informal emails/letters are pieces of writing we send to people we know well. We usually start an informal email/letter with *Dear* + the person's first name. In the first paragraph, we write our **opening remarks** (e.g. *Hi! How are you?*) and **the reason for writing**. We write about specific topics in separate paragraphs. In the last paragraph, we write our **closing remarks** (e.g. *Have to go now.*) and sign off with an informal ending (e.g. *Yours*) and our first name.

We use informal style; that is:

- everyday vocabulary (*I'm having a great time.*)
- colloquial expressions/idioms (*Drop me a line.*)
- informal linkers (*so, and, etc*)
- short verb forms (*I can't, I'll be, etc*)

Useful Language

Starting an informal email/letter

- Dear Mum/Dad, Dear Aunt Claire,
- Dear Grandad, Dear Tom/Lucy, etc.

Opening remarks

- Hope you're OK.
- How are you doing?
- Hi from (*Moscow/Rome/Cracow*) etc.
- Thanks for your email.
- Sorry I didn't write earlier, but I ...
- Sorry for not writing for so long.
- Hi! How are you?
- It was good to hear from you.
- I haven't heard from you for a while.

Reason for writing

- I wanted to drop you a line to tell you my news/to tell you about ...
- I just wanted to ask/remind/thank etc. you ...
- Just a quick email/letter to tell you ...
- I wondered if you'd like to ...
- This is just to let you know ...
- I'm sorry to hear about ...
- I was a bit worried and wanted to see if you're OK.

Making reference to future contact

- Drop me a line sometime.
- I hope to hear from you soon.
- Give me a call later.
- Let me know if you can make it or not.
- Let me know as soon as possible.

Closing remarks

- Email me soon. • Write soon.
- I'd better get going./Bye for now.
- I must go now./Got to go now.

Ending an informal email/letter

Yours./Best wishes./Love./Take care, etc + your first name

You have a new teacher at school who you like very much. Write an **email** (50-100 words) to your English pen-friend about him/her. In your email:

- say how long you have known the teacher.
- describe him/her briefly.
- mention what the teacher is planning for a school trip.

Hi Jason,

How are you keeping? Just a quick email to tell you about a really cool new History teacher at our school. Mr Hansen joined the school a month ago. His lessons are interesting and great fun, too.

Mr Hansen is in his early thirties with fair hair and blue eyes. He's very patient and answers all our questions. Everyone gets on with him!

Mr Hansen has promised to take us to a vintage car museum next month. I love old cars so I'm sure we'll have a fantastic time!

Got to go now. Write soon.

Yours,

Adam

Practice

- 1 Rewrite the first sentence of the email. Use phrases/sentences from the Useful Language section.
- 2 Replace the closing remarks in the email with other appropriate phrases.
- 3 You have an interesting new neighbour in your street. Write an email (50-100 words) to your Australian pen-friend about him/her. In your email:
 - say how long you have known the neighbour.
 - briefly describe him/her.
 - mention how you plan to get to know him/her better.

Informal messages/ notes

Informal messages or notes are short pieces of writing we write to inform people about something, ask them to do something for us, arrange a meeting, etc.

Messages provide all the information needed without being chatty. We usually omit words such as **personal pronouns** (*I, you, etc*) **articles** (*a/an, the, etc*), **auxiliaries** (*am, have, etc*) and **greetings** (*Dear, Yours, etc*).

We can use the **imperative**, **informal linkers**, **participles** and **short verb forms**. We don't normally write in paragraphs.

Useful Language

Starting a message

Person's first name only, e.g. *Tony/Mark*,

Reason for writing the message

- Need to work late.
- Had to go shopping.
- Got phone call from Janusz.
- Richard just called and
- Couldn't wait for you.
- Had to go to the (*supermarket*).

Making arrangements for later

- Be back in (*an hour*).
- I won't be late.
- Call you later.
- See you at (*the cinema*).
- Call me if you have any problems.

Making suggestions

- How about ...?
- We could (*meet*) ...

Asking for a favour

- Can/Could you ...?
- Would you mind ... *-ing* ...?
- Please, (*give/take it to* ...).

Apologising

- (*So/Really*) sorry.
- Feel awful/really bad.

Ending a message

- Thanks. • Cheers. • See you.

Asking for permission

- Can/May I ...?
- Do you mind if ...?
- Is it all right if ...?

Giving permission

- Yes./Certainly./Of course.
- Please do. • That's (quite) all right.

Refusing permission

- No./You can't./I'm afraid not.
- I'm sorry, but ...
- It's not allowed ...

You study English abroad and will be working late at your college tonight. It is your turn to cook dinner but you won't be able to. Write a **note** for your English flatmate (50-100 words). In your note:

- explain why you are working late.
- ask your flatmate to prepare dinner.
- suggest what he/she can cook.

omission of personal pronoun informal linker participle

first name only Zelda,

short form verb Have to finish a project so staying late at college tonight. Won't manage to cook dinner! So sorry!

omission of article Would you mind doing it and I'll take your turn tomorrow? Why not make spaghetti? Full packet in cupboard and minced beef for sauce in freezer.

imperative Defrost in microwave. See you about 9:30.

omission of article Thanks a million!

ending Ola

Practice

- 1** Read the model below. Why isn't it appropriate? Think about: *layout, the way it starts/ends, chatty language, omission of pronouns/articles/auxiliaries*. Rewrite it to make it appropriate.

Dear Theodore,

I hope you had a nice English class today. Unfortunately, I could not come. You see, I was feeling unwell. I had a headache and a runny nose so maybe I am coming down with something!

I was wondering if you could do me a big favour. Could you possibly let me have any photocopies or notes that Miss Ames handed out in the lesson? I'm dreadfully sorry to bother you but it really would be a great help!

Thank you very much indeed.

Best regards,

Tony

- 2** Read the rubrics, then do the tasks.

A You have been invited to a formal dinner but you don't have a suitable jacket. Write a **note** to your English flatmate (50-100 words) In your note:

- ask to borrow his jacket.
- explain why you need it.
- ask him to call you and let you know

B Your English flatmate has left you a note asking to use your laptop this evening and to borrow a textbook for his project. Write a **note** in reply (50-100 words). In your note:

- refuse permission to use your laptop.
- explain why.
- give permission to borrow the textbook.

Word List

Abbreviations

(adj) adjective
(adv) adverb
(conj) conjunction
(n) noun

(phr) phrase
(phr v) phrasal verb
(pl n) plural noun
(prep) preposition

(pron) pronoun
(pp) past participle
(v) verb

(sb) somebody
(sth) something

Unit 1 – Profiles

1a (pp. 10-11)

admit /əd'mɪt/ (v) = to agree that sth is true

analyse /æ'næləɪz/ (v) = to study or examine sth in detail in order to discover more about it

attack /ə'tæk/ (v) = to fall on sb and hurt them

blood sample /'blʌd ,sɑ:mpəl/ (n) = a small amount of blood that is examined in order to find out sth about the whole

capture /'kæptʃə/ (v) = to take into your possession or control by force

cave /keɪv/ (n) = a huge natural hole under the ground

cold-blooded /'kəʊld 'blʌdɪd/ (adj) = (of animals) having a body temperature that changes, such as snakes

cotton /'kɒtən/ (n) = cloth made from the white hair of a plant

currently /'kʌrəntli/ (adv) = at present; at this time

film crew /'fɪlm kru:/ (n) = a group of people working together to make a film

glued (to) /'glu:d/ (pp) = looking at sth and not paying attention to anything else

herpetologist /'hɜ:pɪtələdʒɪst/ (n) = a zoologist who studies reptiles and amphibians

hiking boots /'haɪkɪŋ 'bu:ts/ (pl n) = special footwear used for taking long walks in the mountains or country

long-sleeved /'lɒŋ 'sli:vɪd/ (adj) = (of clothing) that covers all of your arm

make my way through (phr) = to go towards sth, esp. when this is difficult or takes a long time

natural habitat /'nætʃərəl 'hæbɪtæt/ (n) = the environment in which an animal or plant normally or usually lives

record /rɪ'kɔ:d/ (v) = to store sounds or moving pictures using electronic equipment

release /rɪ'li:s/ (v) = to give freedom to sth or sb

reptile /'reptail/ (n) = a cold-blooded creature that lays eggs, e.g. a snake

research /rɪ'sɜ:tʃ/ (n) = a detailed study of a subject in order to discover new information

retire /rɪ'taɪə/ (v) = to stop performing your work because of old age

retirement /rɪ'taɪəmənt/ (n) = leaving your job and stopping working because you are old

sink my teeth into sth (phr) = to put my teeth deep into sth

the snake wraps itself around sth (phr) = the snake winds around sth so as to hold it

tissue sample /'tɪʃu: ,sɑ:mpəl/ (n) = a small amount of the material which forms an animal cell, used for testing

well-paid /wel 'peɪd/ (adj) = earning a good salary

wildlife documentary /'waɪldlaɪf dokjumentəri/ (n) = a film that gives information about plants and animals in nature

1b (pp. 12-13)

apply /ə'plaɪ/ (v) = to make a request for a job by sending your details for a specific position

banker /'bæŋkə/ (n) = sb with an important position in a bank

be fond of sth (phr) = to like sth very much

beard /bɪəd/ (n) = hair growing on a man's cheeks and chin

blond(e) /blɒnd/ (adj) = (of hair) having a yellow colour

bonus /'bəʊnəs/ (n) = extra money that you are paid on top of your salary

brave /breɪv/ (adj) = not afraid

business /'bɪznəs/ (n) = the industry of buying and selling things; trade

careful /'keəfəl/ (adj) = giving a lot of thought to sth to be safe

careless /'keələs/ (adj) = not paying attention to things or taking risks

cowardly /'kəʊədli/ (adj) = not brave

creative /kri'eɪtɪv/ (adj) = having an ability to make new or beautiful things

curly /'kɜ:li/ (adj) = (of hair) having a curved shape; not straight

deal with /di:l wɪð/ (phr v) = to handle sth difficult

dishonest /dɪ'sɒnəst/ (adj) = not telling the truth

disloyal /dɪ'sləʊəl/ (adj) = not always supporting your friends or country

earn /ɜ:n/ (v) = to receive money for the work that you do

earnings /ɜ:nɪŋz/ (pl n) = the money which you receive for the work that you do

education /edʒu'keɪʃən/ (n) = learning and the industry connected to it

energetic /enədʒetɪk/ (adj) = having lots of energy

engineer /endʒɪ'nɪə/ (n) = sb who builds machines or vehicles

experience /ɪk'sprɪəns/ (n) = the skill that you gain from doing sth

fair /feə/ (adj) = treating people well and equally

freckle /'frekəl/ (n) = a dark mark on sb's skin, usually small and in large groups

full-time /fʊl 'taɪm/ (adj) = working all the hours of a 5-day working week

gain /geɪn/ (v) = to get sth little by little

get on well with sb (phr) = to enjoy sb else's company

give away /gɪv ə'weɪ/ (phr v) = to give sth to sb because you don't want it anymore

give up /gɪv 'ʌp/ (phr v) = to stop doing sth

graphic designer /'græfɪk dɪ'zaɪnə/ (n) = sb who designs pictures and texts for magazines, advertisements, etc

health /helθ/ (n) = the industry of providing medical care

helpful /'helpl̩/ (adj) = being happy to help other people

honest /'ɒnəst/ (adj) = telling the truth

humorous /'hju:mərəs/ (adj) = being funny and having a sense of humour

humourless /'hju:mələs/ (adj) = not being funny and having no sense of humour

irresponsible /ɪrəs'pɒnsəbəl/ (adj) = unreliable

job /dʒɒb/ (n) = your regular work that you do for a living

journalist /dʒɜːnəlɪst/ (n) = sb who writes for newspapers or magazines

judge /dʒʌdʒ/ (n) = the official in control of a court who decides how criminals should be punished

law /lɔː/ (n) = the legal industry, lawyers, judges, etc

lazy /leɪzi/ (adj) = doing as little as possible; not wanting to do sth

look for /lʊk fɜː/ (phr v) = to search for sth

loyal /lɔɪəl/ (adj) = staying by sb's side and always supporting them

meet a deadline (phr) = to finish sth before a set time

middle-aged /ˌmɪdl ˈeɪdʒd/ (adj) = between 40 and 60 years old

news presenter /ˌnjuːz prɪzɛntə/ (n) = sb who presents the news on television

occupation /ˌɒkjʊˈpeɪʃən/ (n) = a formal word for "job"

office manager /ˌɒfɪs mænɪdʒə/ (n) = sb who is in charge of an office

overtime /ˌəʊvətaɪm/ (n) = the extra hours that you spend at work

overweight /ˌəʊvəˈweɪt/ (adj) = too heavy for your size

paramedic /ˌpærəˈmedɪk/ (n) = sb who has been trained to do medical work, but who is not a doctor or a nurse

part-time /ˌpɑːt ˈtaɪm/ (adv) = working only for a part of a week

patient /ˈpeɪʃənt/ (adj) = able to wait for a long time, or stay calm in annoying situations

plump /plʌmp/ (adj) = a little fat

polite /pəˈlaɪt/ (adj) = having good manners and caring about other people

professor /prəˈfesa/ (n) = sb who teaches at a university

responsible /rɪˈsponsəbəl/ (adj) = easily trusted and relied on

salary /ˈsæləri/ (n) = the money which you are paid every month for the work that you do

save up /seɪv ʌp/ (phr v) = to collect money for a certain purpose

set off /set ɒf/ (phr v) = to start a journey

set up /set ʌp/ (phr v) = to start a company, a business, etc

shoulder-length /ˈʃəʊldə ˌlenθ/ (adj) = (of hair) reaching the shoulders

slim /slɪm/ (adj) = attractively thin

sociable /ˈsəʊjəbəl/ (adj) = enjoying spending time with other people

steady /ˈstedi/ (adj) = regular

surgeon /ˈsɜːdʒən/ (n) = a doctor who is specially trained to perform medical operations

technology /tekˈnɒlədʒi/ (n) = the science used in making things and the industry connected to it

the arts /ði ˈɑːts/ (pl n) = the creative industry, theatre, literature, etc

the media /ði ˈmiːdiə/ (pl n) = the entertainment and information industry

tutor /ˈtjuːtə/ (n) = sb who teaches privately or at a college

unfair /ʌnˈfeə/ (adj) = treating people badly or unequally

unhelpful /ʌnˈhelpfəl/ (adj) = not helping other people

unimaginative /ʌnɪˈmædʒənətɪv/ (adj) = not having new ideas

wage /weɪdʒ/ (n) = the money which you are paid every day or week for the work that you do

wavy /ˈweɪvi/ (adj) = (of hair) growing like waves

win /wɪn/ (v) = to be the best in a competition and get a prize

work /wɜːk/ (n) = what you do to earn money

wrinkle /ˈrɪŋkəl/ (n) = each of the lines on the face that old people have

write down /raɪt ˈdaʊn/ (phr v) = to write sth on paper

write up /raɪt ʌp/ (phr v) = to write a report using your notes

1c (pp. 14-15)

advert /ædvɜːt/ (n) = information telling people about a job

applicant /æplɪkənt/ (n) = sb who asks for a job in writing

depart /dɪˈpɑːt/ (v) = (of a train, plane, etc) to start a journey

honesty /ˈɒnəsti/ (n) = the quality of always telling the truth

loyalty /lɔɪəlti/ (n) = the quality of staying by sb's side and always supporting them

patience /ˈpeɪjəns/ (n) = the ability to wait for a long time and stay calm

quality /ˈkwɒləti/ (n) = a part of your character; a trait

1d (pp. 16-17)

basement /ˈbeɪsmənt/ (n) = the floor of a building underneath the ground floor

be on a budget (phr) = to have a limited amount of money to spend on sth

branch /brɑːntʃ/ (n) = one shop of a group of many stores

charity /ˈtʃærɪti/ (n) = a group that helps people in need

fashion conscious /ˈfæʃən ˌkɒnʃəs/ (adj) = wanting to follow the latest fashions and trends

fashion victim /ˈfæʃən ˌvɪktəm/ (n) = sb who follows the newest fashions without having their own opinion

offer /ˈɒfə/ (n) = selling sth at a reduced price for a limited time

raise money (phr) = to collect money for sth

range /reɪndʒ/ (n) = a variety of different things

set trends (phr) = to change the way sth is developing

stylish clothes (phr) = fashionable pieces of clothing

support /səˈpɔːt/ (v) = to help a charity by giving money

treat /triːt/ (n) = sth enjoyable that you offer sb

unique /juːˈniːk/ (adj) = unlike anything else

vintage clothes /ˈvɪntɪdʒ ˌklaʊðz/ (pl n) = pieces of clothing that are of very good quality

1e (p. 18)

bullying /ˈbʊlɪŋ/ (n) = hurting or frightening others at school

disloyal friends (phr) = friends that do not support and disappoint you

gossip /ˈɡɒsɪp/ (v) = to talk about other people and say things that aren't true

high expectations (phr) = hoping that sb will do sth very good for you

neat /niːt/ (adj) = very tidy

overprotective parents (phr) = a father and mother trying too hard to protect their children and interfering with their life

Word List

peer pressure /piəˌpreʃə/ (n) = the pressure from people of your own age to fit in and be liked
upcoming /ʌpˌkʌmɪŋ/ (adj) = happening very soon
victim /ˈvɪktɪm/ (n) = sb who has been attacked

1g (pp. 20-21)

apologise /əˈpɒlədʒaɪz/ (v) = to say sorry
argue /ɑːɡjuː/ (v) = to fight with sb and shout at them
back down /bækˈdaʊn/ (phr v) = to admit you've lost
concentrate /kɒnsəntreɪt/ (v) = to focus on sth
confident /kɒnfədənt/ (adj) = sure of yourself
earn sb's trust (phr) = to make people believe in you and think that you are a good person
in the comfort of (phr) = feeling relaxed in
introduce yourself (phr) = to tell sb your name for the first time
keep sb posted (phr) = to keep telling sb the latest news
prove /pruːv/ (v) = to show sb that sth is true
stand up to /stændˈʌp tə/ (phr v) = to defend yourself against sb

CLIL 1 (p. 22)

add up /ædˈʌp/ (phr v) = to calculate together small amounts to make a large amount gradually
budget /ˈbʌdʒɪt/ (v) = to decide how much money you are going to spend on sth
chain store /tʃeɪnˈstɔː/ (n) = a store owned by a company that has many other shops of the same kind
craft item /kraʊft aɪtəm/ (n) = sth artistic made by hand
do errands (phr) = to do little jobs for sb
earner /ˈɜːnə/ (n) = sb who earns money
face /feɪs/ (v) = to accept the fact that a situation exists
fee /fiː/ (n) = the money that sb is paid for a service
income /ɪŋkəm/ (n) = the money that sb gets from their work
issue /ɪʃuː/ (n) = a problem
outlet /aʊtlet/ (n) = a shop where things are sold at a cheaper price than usual

sale /seɪl/ (n) = the fact that a shop sells sth at a lower price than normal
savings /ˈseɪvɪŋz/ (pl n) = the money that you have put aside
savings account /ˈseɪvɪŋz əˌkaʊnt/ (n) = a bank account where you leave money that you have been keeping
spender /ˈspendə/ (n) = sb who spends money
stick to /stɪk tə/ (phr v) = to carry on doing sth without changing it
team up /tiːm ʌp/ (phr v) = to work together with sb else

Skills 1 (pp. 24-25)

do sth for a living (phr) = to do a job in order to earn money
elegant /eləɡənt/ (adj) = fashionable and attractive
favour /ˈfeɪvə/ (n) = sth you do to help sb
reasonable /ˈrɪzənəbel/ (adj) = (of prices) not high
selection /səˈleɪʃən/ (n) = a collection of things
stack shelves (phr) = to put items on a shelf in a shop

(pp. 26-27)

be fired /biˈfaɪəd/ (v) = to lose my job
be the founder of (phr) = to be the one who starts a business or sets the trend
capture /ˈkæptʃə/ (v) = to record; to photograph
concern /kənˈsɜːn/ (v) = a worry; a problem
conduct /kənˈdʌkt/ (v) = to do sth
destination /ˌdesɪˈneɪʃən/ (n) = the place that you are going to
encourage /ɪnˈkʌrɪdʒ/ (v) = to persuade sb to do sth
landfill site /ˈlændfɪlˌsaɪt/ (n) = a place where lots of rubbish is buried under the ground
quit /kwɪt/ (v) = to leave my job
rip /rɪp/ (n) = a long cut
stain /steɪn/ (n) = a mark that is difficult to remove
swap /swɒp/ (v) = to exchange sth with sb
swish /swɪʃ/ (v) = to move sth through the air quickly in order to make a sound
take a snap (phr) = to take a photo

Unit 2 – Nature's Fury

2a (pp. 28-29)

admit /ədˈmɪt/ (v) = to agree that sth is true
approach /əˈprəʊtʃ/ (v) = to go closer to sth
be worth the effort (phr) = (of an action) to justify the energy you have spent on it
burn /bɜːn/ (n) = an injury caused by fire
camp overnight (phr) = to stay outdoors in a tent for the night
close encounter (phr) = a situation in which you come too close to sth, usually dangerous
crater /ˈkreɪtə/ (n) = the hole at the top of a volcano
disappointed /ˌdɪsəˈpɔɪntɪd/ (adj) = disheartened; discouraged
erupt /ɪˈrʌpt/ (v) = (of a volcano) to become active, explode and send hot lava, ash and smoke into the sky
fan /fæn/ (n) = sb who likes sth very much
fascinated /ˈfæsəˌneɪtəd/ (adj) = extremely interested in sth
fellow /feləʊ/ (n) = sb who shares the same interests as you
fountain of lava (phr) = a flow of hot liquid rising into the air when a volcano erupts
heat /hiːt/ (n) = very high temperature
hike /haɪk/ (v) = to go for a long walk in the mountains or the countryside
lava /ˈlɑːvə/ (n) = the hot liquid rock that comes out of a volcano
lava stream (phr) = a narrow moving mass of liquid rock
located in (phr) = being in a particular place; situated in
magma /ˈmæɡmə/ (n) = the hot liquid inside the Earth's crust from which lava is formed
magnificent /ˌmæɡnɪfɪsənt/ (adj) = very impressive
rim /rɪm/ (n) = (of a volcano) the edge that goes all the way round its top
rise /raɪz/ (v) = to move upwards
risk /rɪsk/ (v) = to expose yourself to danger; to take a chance
run down /rʌnˈdaʊn/ (v) = to go down sth
safe distance (phr) = the space from sth dangerous that is safe for you to be in

slope /sləʊp/ (n) = the side of a hill, mountain, etc

smoke and ash cloud (phr) = a cloud made up of smoke and ash coming out of a volcano

unbelievable /ʌnbɪˈliːvəbəl/ (adj) = astonishing; incredible

unforgettable /ʌnfəˈɡetəbəl/ (adj) = amazing; not easily forgotten

2b (pp. 30-31)

acre /eɪkə/ (n) = a unit for measuring land (= 4,047 square metres)

aftershock /ˈɑːftəʃɒk/ (n) = a small earthquake that follows the main earthquake

avalanche /æˈvələntʃ/ (n) = a large amount of snow that falls down a mountain

bank /bæŋk/ (n) = the land along a river or around a lake

bitterly /ˈbɪtəli/ (adv) = extremely

blow /bləʊ/ (v) = (of wind) to move with speed

break off /breɪk ˈɒf/ (phr v) = to cut

break out /breɪk ˈaʊt/ (phr v) = to start suddenly

burst /bɜːst/ (v) = to break apart

call for /kɔːl fə/ (phr v) = to ask for sb to come; to require

call in /kɔːl ˈɪn/ (phr v) = to visit briefly

cause /kɔːz/ (v) = to make sth happen

chilly /ˈtʃɪli/ (adj) = (of weather) uncomfortably cold

clean out /kliːn ˈaʊt/ (phr v) = to clean completely

clean up /kliːn ˈʌp/ (phr v) = to remove dirt or mess from somewhere

clear off /kliə ˈɒf/ (phr v) = to go away; to leave

clear up /kliə ˈʌp/ (phr v) = (of weather) to improve

climb /klaɪm/ (v) = to move upwards using your hands and feet

collapse /kəˈlæps/ (v) = to fall down suddenly

collect /kəˈlekt/ (v) = to get together

damage /ˈdæmɪdʒ/ (v) = to harm sth/sb

dense /dens/ (adj) = thick

dissolve /dɪˈzɒlv/ (v) = (of a solid) to mix with a liquid

drop /drɒp/ (v) = to let sth fall

earthquake /ˈɜːθkweɪk/ (n) = the sudden violent shaking movement of the ground

emergency services /ɪˈmɜːdʒənsi ˌsɜːvəsɪz/ (pl n) = the police, fire department and ambulance services

erupt /ɪˈrʌpt/ (v) = (of a volcano) to become active, explode and send hot lava, ash and smoke into the sky

escape /ɪˈskeɪp/ (v) = to run away from a place

evacuate /ɪˈvækjuet/ (v) = to leave a dangerous area

explode /ɪkˈspləʊd/ (v) = to burst violently

flood /flʌd/ (n) = a large amount of water that covers an area of land

foggy /ˈfɒgi/ (adj) = (of weather) full of fog; misty

gather /ɡæðə/ (v) = to build up

go away /ɡəʊ əˈweɪ/ (phr v) = to move away from a place; to leave

go off /ɡəʊ ˈɒf/ (phr v) = (of a bomb) to explode

go out /ɡəʊ ˈaʊt/ (phr v) = (of a light) to stop shining

helper /ˈhelpə/ (n) = a person who helps sb

hit /hɪt/ (v) = to strike; to reach a place with a lot of force

hurricane /ˈhʌrɪkən/ (n) = a strong storm with very powerful winds

lift /lɪft/ (v) = to raise from a lower to a higher place

mass destruction (phr) = a huge catastrophe

melt /melt/ (v) = (of snow) to become liquid because of heat

occur /əˈkɜː/ (v) = to happen; to take place

pour /pɔː/ (v) = (of rain) to fall heavily

put off /pʊt ˈɒf/ (phr v) = to postpone

put out /pʊt ˈaʊt/ (phr v) = to stop a fire

raise /reɪz/ (v) = to lift

reach /riːtʃ/ (v) = to arrive at

recover /rɪˈkʌvə/ (v) = to get back to a normal state, usually after sth bad has happened

rescue /ˈreskjʊː/ (v) = to save sb

rescuer /ˈreskjʊə/ (n) = a person who saves sb from danger

rise /raɪz/ (v) = to go upwards

safety /ˈseɪfti/ (n) = the state of being safe from danger

save /seɪv/ (v) = to help sb from danger

shake /ʃeɪk/ (v) = to move violently back and forth

shelter /ˈʃeltə/ (n) = a place that provides protection from danger

survive /səˈvaɪv/ (v) = to continue to live in spite of danger

torrential /təˈrenʃəl/ (adj) = (of rain) very violent and heavy

tsunami /tsʊˈnɑːmi/ (n) = a high sea wave, usually caused by an earthquake

volcanic eruption (phr) = the sudden explosion inside a volcano, which makes lava come out of its top

warn /wɔːn/ (v) = to inform sb about a possible danger

wildfire /ˈwaɪldfaɪə/ (n) = a fire which is burning out of control in an area

2c (pp. 32-33)

board game /bɔːd geɪm/ (n) = any game played on a specially designed piece of wood or thick card, e.g. chess, Monopoly, etc

breeze /briːz/ (n) = a light wind

crawl /kroʊl/ (v) = to move slowly with the body close to the ground

devastating /devəˈsteɪtɪŋ/ (adj) = causing lots of destruction

resident /ˈrezɪdənt/ (n) = sb who lives in an area; an inhabitant

sweep away /swiːp əˈweɪ/ (v) = to destroy completely

2d (pp. 34-35)

bang /bæŋ/ (n) = a sudden very loud noise

basement /ˈbeɪsmənt/ (n) = the room under the ground level of a house

blow /bləʊ/ (v) = (of air or wind) to be in motion

clear up /kliə ˈʌp/ (phr v) = to put things in order; to tidy up

cry /kraɪ/ (v) = to shout

emergency services /ɪˈmɜːdʒənsi ˌsɜːvəsɪz/ (pl n) = the police, fire department and ambulance services

it rains heavily (phr) = water falls in the form of drops from the sky in large amounts

miracle /ˈmɪrəkl/ (n) = a very surprising and unexpected event

mud /mʌd/ (n) = soft wet earth

porch /pɔːtʃ/ (n) = a platform at the entrance of a house or other building covered by a roof

Word List

power line /paʊə laɪn/ (n) = a wire that carries electricity above or below the ground

realise /rɪəlaɪz/ (v) = to be aware of sth

safe /seɪf/ (adj) = protected from danger

shake /ʃeɪk/ (v) = to move violently back and forth or sideways

shiver /ʃɪvə/ (v) = to shake because of cold

siren /saɪərən/ (n) = a device that makes a loud signal, usually placed on emergency service vehicles

smash /smæʃ/ (v) = to break into pieces

survive /səvaɪv/ (v) = to stay alive despite an injury, illness, catastrophe, etc

sway /sweɪ/ (v) = to move slowly from side to side

terrifying /terəfaɪn/ (adj) = very scary; extremely frightening

thunder /θʌndə/ (n) = the booming sounds you hear during a storm after a lightning

wind /wɪnd/ (n) = air that moves very quickly because of the weather

yelp /jelp/ (n) = a short sharp cry, usually made by a dog

2e (p. 36)

blaze /bleɪz/ (v) = to burn strongly and brightly

hay /heɪ/ (n) = dried grass

2f (p. 37)

crash /kræʃ/ (v) = to break with noise

I bet (phr) = I'm almost sure

rumbling /rʌmblɪŋ/ (adj) = (of a sound) low and continuous

2g (pp. 38-39)

cheer /tʃɪə/ (v) = to give a loud shout showing happiness

chirp /tʃɪp/ (v) = (of birds) to make a short high-pitched sound

deck /dek/ (n) = the floor of a ship

float /fləʊt/ (v) = to stay on the surface of a liquid and not sink

massive /mæsɪv/ (adj) = very big

rescue team (phr) = a group of people who are searching for sb who is lost or in danger

solid /sɒlɪd/ (adj) = firm

CLIL 2 (p. 40)

barn /bɔ:n/ (n) = a large building on a farm for keeping animals or equipment in

break out /breɪk aʊt/ (phr v) = (of a fire, war, etc) to start suddenly

bucket /bʌkət/ (n) = a container used to carry water

burn down /bɜ:n 'daʊn/ (phr v) = to be destroyed by fire

burn to the ground (phr) = to be completely destroyed

catch fire (phr) = to start burning

die out /daɪ 'aʊt/ (phr v) = to become weaker and then stop completely

flame /fleɪm/ (n) = the burning gas from sth on fire which produces a yellow light

head (for) /hed/ (v) = to go towards

homeless /həʊmləs/ (adj) = without a place to live

in flames (phr) = on fire and burning

out of control (phr) = impossible to limit

panic /pænik/ (v) = to have a sudden strong feeling of fear

put out /pʊt 'aʊt/ (phr v) = to stop a fire

reach /ri:tʃ/ (v) = to arrive in/at

rebuild /ri:'bɪld/ (v) = to build again

rush /rʌʃ/ (v) = to move quickly towards a place

shout for help (phr) = to call out loudly for help

spark /spɔ:k/ (n) = a very small piece of fire which flies out from sth burning

spread /spred/ (v) = to cover a big area

Skills 2

(pp. 42-43)

bury /beri/ (v) = to place sb or sth in the ground and cover with soil or rock

emergency drill (phr) = a practice session on what to do in a dangerous and unexpected situation

extinct /ɪk'stɪŋkt/ (adj) = (of a volcano) no longer active

shortage /ʃɔ:tɪdʒ/ (n) = lack of

unplug /ʌn'plʌg/ (v) = to disconnect an electric appliance from the power supply

vehicle /'vi:ɪkəl/ (n) = a machine that you travel in or on, e.g. a car, bus, motorbike, etc

(pp. 44-45)

delayed /dɪleɪd/ (adj) = made to happen later than intended or expected

disrupted /dɪs'rʌptɪd/ (adj) = interrupted

evacuate /ɪvækjueɪt/ (v) = to remove sb from a dangerous place to safety

extraordinary /ɪk'strɔ:dənəri/ (adj) = remarkable

get stranded (phr) = to be left behind or cut off without a way to escape

scorching /skɔ:tʃɪŋ/ (adj) = extremely hot and dry

shelter myself (phr) = to try to find protection from danger

tale /teɪl/ (n) = a narrative; a story

torrent /tɒrənt/ (n) = a large amount of rain falling heavily

Unit 3 – Experiences

3a (pp. 46-47)

abandon /ə'bændən/ (v) = to give up; to leave

achievement /ə'tʃi:vmənt/ (n) = an accomplishment

anxious /æŋkʃəs/ (adj) = worried

arrive (at) /ə'reɪv/ (v) = to reach a place

attempt /ə'tempt/ (n) = an effort

brave /breɪv/ (adj) = courageous

caravan /kə'rævən/ (n) = a vehicle that people can travel and live in on holiday

challenge /tʃæləndʒ/ (n) = a task or situation that tests sb's abilities and determination

cruise /kru:z/ (n) = a holiday on a large boat

destination /destə'neɪʃən/ (n) = the place to which sb or sth is going

drag /dræg/ (v) = to pull with difficulty

drop /drɒp/ (v) = to fall to a lower level or amount

expedition member (phr) = a person belonging to an organised journey made for a particular purpose

explorer /ɪk'splɔ:rə/ (n) = sb who travels to unknown places to find out what is there

extreme /ɪk'stri:m/ (adj) = not usual

face /feɪs/ (v) = to have to deal with sth difficult or unpleasant

farthest /fɑ:ðəst/ (adj) = (the superlative form of "far") the most distant; the most remote

freezing wind (phr) = a strong current of air that is extremely cold

frostbite /frɒstbaɪt/ (n) = an injury to body parts, such as the nose, fingers or toes, caused by extreme cold

frozen /frəʊzən/ (adj) = very cold; consisting of ice

hypothermia /haɪpəʊθɜːmiə/ (n) = a serious medical condition in which your body temperature is abnormally low caused by extremely low temperatures

landscape /lændskeɪp/ (n) = an area of land

mission /mɪʃən/ (n) = an important job or task assigned to a group of people

ordinary /ɔːdənəri/ (adj) = common; normal

polar /pəʊlə/ (adj) = relating to either the North or the South pole

seaside trip (phr) = a journey to an area by the sea for a holiday

set off /set 'ɒf/ (phr v) = to start a journey

sledge /sledʒ/ (n) = a vehicle used to transport sb or sth over snow and ice, with long pieces of wood instead of wheels

sth comes to mind (phr) = to remember sth

storage freezer /stɔːrɪdʒ fɪːzə/ (n) = a large container where you can store food at very low temperature

supplies /sə'plaɪz/ (pl n) = food, equipment and other essential things that people need to live

tough /tʌf/ (adj) = difficult

3b (pp. 48-49)

allergy /ælədʒi/ (n) = a reaction to sth that makes you sick

amazed /ə'meɪzd/ (adj) = very surprised

apply (for) /ə'plaɪ/ (v) = to make a formal request for a job

bargain /bɑːɡən/ (v) = to try to persuade sb to give you a better price

be faced (with) /bɪ 'feɪst/ (v) = to have to deal with a difficult situation

book /bʊk/ (v) = to buy a ticket in advance

borrow /bɒrəʊ/ (v) = to use sth that belongs to sb else and return it later

check in /tʃek 'ɪn/ (phr v) = to announce your arrival at a hotel and take your key

climb /klaɪm/ (v) = to go up

decide /dɪ'saɪd/ (v) = to come to a decision

develop /dɪ'veləp/ (v) = to gain

enthusiastic /ɪnθjuːzɪ'æstɪk/ (adj) = having or showing great interest and excitement

excel (at) /ɪk'sel/ (v) = to be very good at sth

experience /ɪk'sprɪəns/ (v) = to go or live through sth

explore /ɪk'splɔː/ (v) = to travel through an unknown or unfamiliar area to learn about it

fever /fiːvə/ (n) = a medical condition in which the temperature of your body is very high and you feel ill

find out /faɪnd 'aʊt/ (phr v) = to get information about sth or sb; to learn

fly /flaɪ/ (v) = to travel through the air in an aircraft

get sunburnt (phr) = to have a red and sore skin by staying under the sun for too long

give up /gɪv 'ʌp/ (phr v) = to quit; to stop trying

inspired /ɪn'spaɪəd/ (adj) = extremely influenced by sb or sth to do sth

join /dʒɔɪn/ (v) = to become a member of a group or organisation

journey /dʒɜːni/ (n) = the act of travelling from one place to another

last /lɑːst/ (v) = to continue for a specified time period

learn (about sth) /lɜːn/ (v) = to gain knowledge of sth

leave school (phr) = to stop attending classes

lend /lend/ (v) = to give sb sth for a short time, expecting that they will give it back to you later

let /let/ (v) = to rent a room, flat or house to sb

offer /ɒfə/ (v) = to make sth available; to provide an opportunity for sth

proud /praʊd/ (adj) = feeling happy about your achievements

put off /put 'ɒf/ (phr v) = to postpone

put on /put 'ɒn/ (phr v) = to get dressed

raise money (phr) = to collect money for sth

rash /ræʃ/ (n) = red spots on your skin as a result of an illness

rent /rent/ (v) = to pay money regularly to use a house, room, etc

runny nose (phr) = a nose with liquid coming out of it as a result of being sick

satisfied /sætɪsfɑɪd/ (adj) = pleased with sth

self-confidence /self 'kɒnfɪdəns/ (n) = the belief in yourself and your abilities

spend /spend/ (v) = to pass (your time)

stomach cramp /stʌmək kræmp/ (n) = a sudden severe pain in the body organ that is used for the digestion of food

succeed (in) /sək'sɪd/ (v) = to be successful at sth

take a year out (phr) = to take a year break from studying at university, usually to travel or work

trip /trɪp/ (n) = a journey of a short duration to a place and back again

volunteer /vɒlən'tɪə/ (v) = to do sth without getting paid

voyage /vɔɪdʒ/ (n) = a long journey, especially by sea

3c (pp. 50-51)

nap /næp/ (n) = a short light sleep, usually during the day

snail /sneɪl/ (n) = a small creature with a soft body and round shell that eats plants and moves very slowly

3d (pp. 52-53)

attach /ə'tætʃ/ (v) = to send a document, a photo or a piece of extra information in an email

bake sale /beɪk seɪl/ (n) = an event in which people sell breads and cakes they have made to raise money for charity

bizarre /brɪ'zɑː/ (adj) = very unusual or strange

business trip (phr) = a journey made in connection with your job

can /kæn/ (n) = a closed metal container used to store food and drink

cancer research (phr) = the detailed study in order to discover facts about cancer (a serious illness)

Word List

charity event (phr) = an occasion organised to raise money for a worthy cause

design /dɪˈzaɪn/ (v) = to create

donate /dəʊneɪt/ (v) = to give money or goods to help a person or organisation

dress up /dres 'ʌp/ (phr v) = to wear a costume

endangered /ɪn deɪndʒəd/ (adj) = (of animals) in danger of extinction

exhibition /ˌeksəˈbɪʃən/ (n) = a public event in which works of art, such as paintings, sculptures, etc, are on display

explore /ɪk'splɔː/ (v) = to travel through an unknown or unfamiliar area to learn about it

funds /fʌndz/ (pl n) = money

go on a business trip (phr) = to travel for work

highlight /haɪlaɪt/ (n) = the most interesting or memorable part

homeless /həʊmləs/ (adj) = having nowhere to live

join in /dʒɔɪn ɪn/ (phr v) = to become involved in an activity with others

make a difference (phr) = to have an impact on sth

marathon /mæɾəθən/ (n) = a foot race on roads over a distance of 42 km

raise money (phr) = to collect an amount of money, usually for charity

sculpture /ˈskʌlptʃə/ (n) = an object carved out of wood, stone or clay by an artist

sights /saɪts/ (pl n) = interesting places that people go to see

sightseeing tour (phr) = an organised trip to visit areas of interest in a city

temporary display (phr) = an exhibition that only lasts for a certain period of time

tempted /ˈtemptɪd/ (adj) = wanting to try or do sth

the disabled /ðə dɪsˈeɪbld/ (adj) = the people who are unable to use part of their body because of illness or injury

vaccine /væksɪn/ (n) = a substance injected to sb to prevent them from catching a disease

vibrant /ˈvaɪbrənt/ (adj) = full of energy

3e (p. 54)

fluent /fluːənt/ (adj) = able to speak another language very well

former /ˈfɔːmə/ (adj) = of an earlier time; before the present time

improve /ɪmˈpruːv/ (v) = to make sth better

showery /ˈʃəʊəri/ (adj) = (of weather) with frequent periods of rain

3f (p. 55)

depressed /dɪˈprest/ (adj) = sad; unhappy

release /rɪˈliːs/ (v) = to set sth or sb free

3g (pp. 56-57)

appreciate /əˈpriːʃieɪt/ (v) = to be thankful for sth

considerably /kənˈsɪdəəbli/ (adv) = greatly; a lot

drop sb a line (phr) = to write sb a short letter

send my regards (phr) = to send my good wishes to sb

stuff /stʌf/ (n) = things

CLIL 3 (p. 58)

adapt /əˈdæpt/ (v) = to change to suit one's environment

aquatic /əˈkwætɪk/ (adj) = living in water

be referred to as (phr) = to be called

biome /baɪəʊm/ (n) = an area that has a particular weather where certain animals and plants live

boreal /ˈbɔːiəl/ (adj) = referring to the climate and region of the Arctic

common /kəˈmən/ (adj) = ordinary; usual

cone /kəʊn/ (n) = the dry fruit of a pine tree or a fir tree

coyote /kəʊəti/ (n) = a wild animal similar to a dog

deer /diə/ (n) = an animal that lives in forests and has long legs and horns

fir /fɜː/ (n) = an evergreen tree that we usually decorate at Christmas

grassland /ˈgrɑːslænd/ (n) = a large area covered with grass

grizzly bear /ˈgrɪzli beə/ (n) = a large brown bear

hibernate /haɪbəneɪt/ (v) = (of animals) to sleep through the winter

maple /ˈmeɪpəl/ (n) = a tree with distinctive leaves that have five points

migrate /maɪˈɡreɪt/ (v) = (of animals/ birds) to move from one part of the world to another because of the season

needle /niːdl/ (n) = the pointy leaf of a pine tree or fir tree

oak /əʊk/ (n) = a type of tree with very hard wood for making furniture

pine /paɪn/ (n) = a kind of evergreen tree with leaves like needles

population /ˌpɒpjəˈleɪʃən/ (n) = the number of people who live in an area

produce /ˈprɒdjuːs/ (v) = to make

raccoon /rəˈkuːn/ (n) = a small animal with grey fur and a striped tail

region /rɪˈdʒən/ (n) = an area

seed /siːd/ (n) = the small hard part of a plant that a new plant grows from

temperate /ˈtempərəl/ (adj) = (of a climate) with mild temperatures

tundra /ˈtʌndrə/ (n) = a large flat area without trees in very cold parts of the world

variety /vəˈraɪəti/ (n) = a range of sth

woodpecker /ˈwʊdˌpekeɪ/ (n) = a small bird that lives in trees and makes holes in wood to find food

Skills 3

(pp. 60-61)

have time to spare (phr) = to have some free time left

inconvenience /ˌɪnkənˈviːniəns/ (n) = a nuisance

protect /prəˈtekt/ (v) = to keep sth or sb safe from harm

sincere /sɪnˈsɪə/ (adj) = honest

spectacular /spekˈtækjələ/ (adj) = extremely impressive

(pp. 62-63)

be keen on sth (phr) = to be interested in and enjoy doing sth

concern /kənˈsɜːn/ (n) = a feeling of worry about sth

demanding /dɪˈmaʊndɪŋ/ (adj) = requiring a lot of time and effort

expect /ɪkˈspekt/ (v) = to think that sth might happen

fence /fens/ (n) = a barrier, usually made of wood or wire enclosing an area

gap year (phr) = a period of time spent working or travelling between leaving school and starting university

glorious /glɔːrɪəs/ (adj) = wonderful; enjoyable
hands-on experience (phr) = knowledge or skill gained by practical training
marvellous /mɑːvələs/ (adj) = incredible; excellent
ordinary /ɔːdənəri/ (adj) = common; not special
rare /reə/ (adj) = scarce; not often seen or found

Unit 4 – Law and order

4a (pp. 64-65)

accident-prone /æksɪdənt prəʊn/ (adj) = very likely to have many accidents
arrest /ə'rest/ (v) – (of the police) to catch sb who is believed to have committed a crime
burgle /bɜːqəl/ (v) = to break into a building and steal things
call (for) /kɔːl/ (v) = to shout for sth
car theft /kɑː θeft/ (n) = the act of taking a motor vehicle without the owner's permission
chase /tʃeɪs/ (v) = to run after sb/sth in order to catch them
chimney /tʃɪmni/ (n) = a pipe on the roof of a building through which smoke from a fireplace escapes
choice /tʃɔɪs/ (n) = sth that you choose from a range of things
counter /kaʊntə/ (n) = a long narrow surface in a shop, bank, etc where people are served
empty-handed /empti hændɪd/ (adj) = having failed to obtain what you wanted
escape /ɪ'skeɪp/ (v) = to get away; to leave
fight crime (phr) = to prevent illegal acts
frightened /fraɪtənd/ (adj) = afraid
get stuck (phr) = to be unable to move or get away from a place
go up in smoke (phr) = (of a plan) to fail to produce the result that was expected
growl /graʊl/ (v) = to make a deep rough sound in the throat, usually in anger
hang around /hæŋ ə'raʊnd/ (phr v) = to spend a lot of time in a place doing nothing

however /haʊ'evə/ (adv) = nevertheless
ignition /ɪɡnɪʃən/ (n) = the place in a car where you put the key to start the engine
leap /li:p/ (v) = to jump suddenly into the air
nap /næp/ (n) = a short sleep, usually during the day
owner /əʊnə/ (n) = a person to whom sth belongs
press charges (phr) = to make an official accusation of wrong doing against sb
proud (of) /praʊd/ (adj) = very pleased about
robber /rɒbə/ (n) = a person who illegally takes sth from a person or place
run off /rʌn ɒf/ (phr v) = to leave; to go away quickly or suddenly
scene of the crime (phr) = the place where a crime took place
security camera /sɪ'kjʊənti kæməə/ (n) = a visual recording device used to stop and record the activity of criminals
simply /sɪmpli/ (adv) = just
slip /slɪp/ (v) = to slide unintentionally
steal /sti:l/ (v) = to take sth that does not belong to you without the owner's permission
thief /θi:f/ (n) = a person who steals things
try /traɪ/ (v) = to attempt
without delay (phr) = not waiting
yell /jel/ (v) = to shout loudly

4b (pp. 66-67)

accept /ək'sept/ (v) = to agree to do sth
accusation /ækju'zeɪʃən/ (n) = a statement saying that sb has done sth wrong or dishonest
accuse (sb of doing sth) /ə'kjuz/ (v) = to say that sb has done sth wrong, illegal, etc
agree (to do sth) /ə'ɡriː/ (v) = to say "yes" to an idea or plan
annoyed /ə'nɔɪd/ (adj) = angry; irritated
arrest /ə'rest/ (v) = (of the police) to catch sb who is believed to have committed a crime
arson /ɑːsən/ (n) = the act of setting sth on fire on purpose
avoid /ə'vɔɪd/ (v) = to stay away from sb/sth

blow up /bləʊ 'ʌp/ (phr v) = to destroy with explosives
break into /breɪk ɪntə/ (phr v) = to enter a place using force in order to steal sth
break off /breɪk ɒf/ (phr v) = to suddenly stop talking
break the law (phr) = to do sth illegal
burglary /bɜːgləri/ (n) = the crime of entering a building by force and stealing things
car theft /kɑː θeft/ (n) = the act of taking a motor vehicle without the owner's permission
catch /kætʃ/ (v) = to stop a criminal
charge (sb with) /tʃɑːdʒ/ (v) = to formally accuse sb of doing sth illegal
clue /kluː/ (n) = a piece of information that helps to solve a crime or puzzle
commit a crime (phr) = to do an illegal act
criminal /krɪmɪnəl/ (n) = sb who has committed an illegal or violent action
deny /dɪnaɪ/ (v) = to say that sth is not true
disappointed /dɪsə'pɔɪntɪd/ (adj) = sad because sth has not happened or is not as good as hoped
disturb the peace (phr) = to interrupt the calmness of a situation or place
download films/music illegally (phr) = to take films/music from the Internet without permission or paying for it
drop litter (phr) = to allow rubbish to fall on the ground
escape (from) /ɪ'skeɪp/ (v) = to break out of (a prison)
exceed /ɪk'siːd/ (v) = to go beyond sth
find sb innocent (phr) = to decide that sb didn't commit a crime, based on evidence presented in court
forge /fɔːdʒ/ (v) = to illegally copy an official document or work of art
forgery /fɔːdʒəri/ (n) = the crime of making a copy of an official document or work of art
frightened /fraɪtənd/ (adj) = anxious or afraid of sth/sb
get away with /get ə'weɪ wɪð/ (phr v) = to avoid punishment for doing sth wrong
go away /ɡəʊ ə'weɪ/ (phr v) = to leave sb or a place

Word List

go on trial (phr) = to appear in court accused of a crime
guilty /'gɪlti/ (n) = having broken the law
have access to sth (phr) = sth is easy for you to have and use
inform /ɪn'fɔ:m/ (v) = to let sb know
injury /ɪndʒəri/ (n) = damage done to a person's body
insist (on) /ɪn'sɪst/ (v) = to keep doing sth
keep out /ki:p 'aʊt/ (phr v) = to not allow sb to get involved in sth
look after /'lʊk ɑ:fə/ (phr v) = to take care of
petty crime (phr) = an illegal activity that is not very serious
prosecute /prɒ'sɪkjʊt/ (v) = to charge sb with a crime and put them on trial for it
protect /prə'tekt/ (v) = to keep sb safe
put sb in jail (phr) = to put sb in prison for committing a crime
refuse (to do sth) /rɪ'fju:z/ (v) = to say that you will not do sth
relieved /rɪ'li:vɪd/ (adj) = happy because sth unpleasant didn't happen
rob a bank (phr) = to steal money from a place where people keep their savings
robbery /rɒbəri/ (n) = the crime of stealing sth from a person or place
run out of /rʌn 'aʊt əv/ (phr v) = to not have any more left
safety /seɪfti/ (n) = a situation in which you are protected from danger or harm
save /seɪv/ (v) = to make sb safe from danger or harm
sentence (sb to) /sentəns/ (v) = to give a punishment to sb who has committed a crime
set fire to sth (phr) = to make sth start burning on purpose
shoplifting /ʃɒp'lɪftɪŋ/ (n) = stealing sth from a shop
speeding /spi:drɪŋ/ (n) = driving faster than is allowed in a specific area
spray /spreɪ/ (v) = to force a liquid out of a can onto a surface
state /steɪt/ (v) = to say or write sth in a formal way
steal /sti:l/ (v) = to take sth that does not belong to you without the owner's permission

surprised /sə'praɪzd/ (adj) = having a feeling of surprise when sth unexpected happens
take sth into account (phr) = to consider sth seriously
threaten /θreɪn/ (v) = to tell sb that you will do sth bad if they do not do what you want
trespassing /'trespəsɪŋ/ (n) = the act of going on sb's land without their permission
turn sb in /tɜ:n 'ɪn/ (phr v) = to hand a criminal into the police
turn sb out /tɜ:n 'aʊt/ (phr v) = to make sb leave a place forever
vandalism /vændə'lɪzəm/ (n) = the act of intentionally damaging public property
victim /vɪkrəm/ (n) = sb who has suffered as a result of the actions of sb else
warn /wɔ:n/ (v) = to make sb aware of a possible danger or problem
witness /wɪtnəs/ (n) = sb who sees a crime or accident happening
worried /wʌrɪd/ (adj) = feeling anxious or troubled about sb/sth

4c (pp. 68-69)

dial /daɪəl/ (v) = to press the buttons on a telephone in order to make
invest /ɪn'vest/ (v) = to spend a lot of time, money or energy on sth useful
miserable /mɪzərəbəl/ (adj) = very unhappy
pea /pi:/ (n) = a round green seed eaten as a vegetable
peach /pi:tʃ/ (n) = a round juicy fruit with a yellow-red skin and a stone in the centre
reach a verdict (phr) = to make an official decision in a law court if sb is guilty or not
serve /sɜ:v/ (v) = to spend a certain amount of time in prison
stand trial (phr) = to appear in a law court to answer to a crime
suspect /sə'spekt/ (n) = sb who is believed to have committed a crime
trace /treɪs/ (v) = to find the origin of sth

4d (pp. 70-71)

accuracy /ækjə'resɪ/ (n) = the quality of being true or correct, even in small details

amateur /æmə'teə/ (adj) = not professional; doing sth as a hobby
amazed /ə'meɪzd/ (adj) = very surprised
base sth on sth else /beɪs ɒn/ (phr v) = to develop sth from sth else
cheerful /tʃɪəfəl/ (adj) = happy
china blue (phr) = the blue colour appearing on things made of clay, e.g. plates, cups, etc
clear out /kliə 'aʊt/ (phr v) = to tidy up a place
combine (with) /kəm'bain/ (v) = to join sth with sth else
create /kri'eɪt/ (v) = to invent sth
determined /drɪ'tɜ:mɪnd/ (adj) = having made a firm decision to do sth
distinctive /dɪ'stɪŋktɪv/ (adj) = easily recognisable
draw on /drɔ: ɒn/ (phr v) = to make use of sth
dusty /dʌsti/ (adj) = covered with dust
former /'fɔ:mə/ (adj) = previous; past
glance /glɑ:ns/ (v) = to look at sth quickly
inspiration /ɪnspə'reɪʃən/ (n) = a source of ideas
intend /ɪntend/ (v) = to have decided or planned to do sth
keen intuition (phr) = a sharp instinct
knitting /nɪtɪŋ/ (n) = the activity of making clothes using wool and needles
make sense of (phr) = to understand
observant /əb'zɜ:vənt/ (adj) = very good at noticing things
past experience (phr) = sth that happened to sb in the past and affects the way they feel
permanent /pɜ:mənənt/ (adj) = lasting forever
pick up /pɪk 'ʌp/ (phr v) = to notice sth very small
popular /pɒpjələ/ (adj) = liked by a lot of people
recent /rɪ:sənt/ (adj) = happening not long ago
recording /rɪ'kɔ:drɪŋ/ (n) = sounds or moving pictures captured on a tape or film
relate (to) /rɪ'leɪ/ (v) = to connect sth to sth else
reveal /rɪ'vi:l/ (v) = to make sth known
sharp eye (phr) = the ability to notice details

shed light on sth (phr) = to highlight or reveal sth

stumble upon /ˈstʌmbəl əpən/ (phr v) = to discover sth by chance

turn my attention to (phr) = to start to think about sth in particular

wool /wʊl/ (n) = a thread made from the hair of sheep

4f (p. 73)

brake /breɪk/ (v) = (of a vehicle) to stop

registration number /redʒəˈstreɪʃən nʌmbə/ (n) = the official set of numbers and letters shown on the front and back of a vehicle

turning /ˈtɜːnɪŋ/ (n) = a place where a road connects with another going in a different direction

4g (pp. 74-75)

brooch /brəʊtʃ/ (n) = a piece of jewellery fastened to women's clothes

bush /bʊʃ/ (n) = a plant with many thin branches

cashier /kæʃɪə/ (n) = sb who works in a shop where they receive money from customers

food court /fuːd kɔːt/ (n) = the place in a shopping centre where all the restaurants and cafes are located

wail /weɪl/ (v) = to make a long, loud, high-pitched sound

CLIL 4 (p. 76)

author /ˈɔːθə/ (n) = a writer of books

bait /beɪt/ (n) = food used to attract and catch an animal

break the silence (phr) = to end a period of time without sound

burst /bɜːst/ (v) = to move quickly and suddenly out of a place

depend (on) /dɪˈpend/ (v) = to be determined by sth; to rely on sth

dreadful /dredfəl/ (adj) = horrible

enormous /ɪnɔːməs/ (adj) = huge

extract /ekstrækt/ (n) = a short piece of writing taken from a book

eyes wide with amazement (phr) = eyes that are very wide because you are shocked or surprised

fog /fɒɡ/ (n) = a thick cloud of tiny drops of water in the air that makes it difficult to see things

further back (phr) = at a greater distance in the opposite direction from sth

glow /ɡləʊ/ (v) = to produce a steady light; to shine

grow louder (phr) = to increase in volume

hang /hæŋ/ (v) = to stay in the air for a long period of time

horror /ˈhɒrə/ (n) = sth shocking or terrifying

hound /haʊnd/ (n) = a dog used for hunting

impatiently /ɪmˈpeɪʃəntli/ (adv) = anxiously

indeed /ɪnˈdiːd/ (adv) = really

instil /ɪnˈstɪl/ (v) = to gradually put ideas in sb's mind to influence the way they think

look out /lək ˈaʊt/ (phr v) = to be careful

mind /maɪnd/ (n) = the ability to think

moor /mʊə/ (n) = an area of open and usually high land with poor soil, covered with grass and low bushes

narrate /nəˈreɪt/ (v) = to tell a story

paralyse /pəˈrælaɪz/ (v) = to cause a part of the body to stop working or acting normally

path /pɑːθ/ (n) = a long strip of ground which people walk on to get from one place to another

ruin /ruːn/ (v) = to spoil or destroy

rush /rʌʃ/ (v) = to hurry

shadow /ˈʃædəʊ/ (n) = an area of darkness caused by light being blocked by sth

sigh /saɪ/ (v) = to let out a deep breath expressing disappointment, pleasure, etc

spring out /ˈsprɪŋ ˈaʊt/ (phr v) = to appear suddenly by jumping

surgeon /sɜːdʒən/ (n) = a doctor who does operations

sweep /swiːp/ (v) = to move quickly with force

trap /træp/ (v) = to catch an animal

uncertain /ʌnˈsɜːtn/ (adj) = unsure

Skills 4

(pp. 78-79)

congratulate /kənˈɡrætʃuleɪt/ (v) = to praise sb for sth good they have done

conjunction /kənˈdʒʌŋkʃən/ (n) = a linking word joining parts of a sentence

loss /lɒs/ (n) = the state of losing or no longer having sth

occupy /ˈɒkjupaɪ/ (v) = to keep sb busy and interested over a period of time

persuade /pəˈsweɪd/ (v) = to convince sb to do sth

property /ˈprɒpəti/ (n) = a building and its surrounding land

recommend /ˌrekəˈmend/ (v) = to suggest sth

till /tɪl/ (n) = a machine in shops for calculating the amount that a customer has to pay, and for storing the money

(pp. 80-81)

baton /ˈbætn/ (n) = a short thick stick used as a weapon by the police

bobby /ˈbɒbi/ (n) = an informal word for "policeman"

crime rate /kraɪm reɪt/ (n) = the number of crimes committed in a certain time period

enlist /ɪnˈlɪst/ (v) = to join the armed forces

fingerprinting /ˈfɪŋɡəˌprɪntɪŋ/ (n) = the recording of the unique patterns on sb's fingertips

gradually /ˈɡrædʒuəli/ (adv) = little by little

helmet /ˈhelmət/ (n) = a strong hat worn by soldiers, the police, motorcyclists, etc

legal guidance (phr) = help and advice about how to do sth in connection with the law

magistrate's clerk (phr) = sb who keeps records for a judge in a local law court

maintain /meɪnˈteɪn/ (v) = to continue to have sth and not allow it to become weaker

opponent /əˈpəʊnənt/ (n) = a person who disagrees with an action or belief and tries to change it

protestor /ˈprɒtestə/ (n) = sb who shows or says publicly that they object to sth

recruit /rɪˈkruːt/ (v) = to employ

respect /rɪˈspekt/ (n) = having a good opinion about sb or sth

sack /sæk/ (v) = to dismiss sb from their job

take legal action (phr) = to go to court about a disagreement

Word List

truncheon /ˈtrʌŋtʃən/ (n) = a short thick stick used as a weapon by the police

updated /ˈʌpdeɪtɪd/ (adj) = modern

Unit 5 – Technology

5a (pp. 82-83)

advanced /ədˈvɑːnst/ (adj) = ahead in terms of technology or science

artificial intelligence /ˌɑːtɪfɪʃəl ɪnˈtelɪdʒəns/ (n) = the ability of some machines to think and behave like people

assist /əˈsɪst/ (v) = to help

brain /breɪn/ (n) = the organ inside your head that enables you to think

capable (of) /ˈkeɪpəbəl/ (adj) = able to do sth

chat /tʃæt/ (v) = to talk in an informal way

compilation /ˌkɒmpɪleɪʃən/ (n) = a collection of texts, documents, recordings, etc

elderly /ˈeldəli/ (adj) = (of people) old

emotion /ɪˈməʊʃən/ (n) = a feeling

flexible material (phr) = a solid substance which can bend without breaking

frown /fraʊn/ (v) = to move the muscles in the forehead together, usually because you are worried or angry

hardware designer (phr) = sb who creates plans for electrical machinery, such as computers and robots

household tasks (phr) = chores around the home

humanoid robot (phr) = a machine that looks and acts like a human being

independent thought (phr) = thinking by yourself

in-depth /ɪnˈdepθ/ (adj) = detailed

insist /ɪnˈsɪst/ (v) = to strongly claim

lonely /ˈləʊnli/ (adj) = unhappy because you don't have friends

memories /ˈmemərɪz/ (pl n) = recollections

mimic /ˈmɪmɪk/ (v) = to imitate [past: mimicked; present participle: mimicking]

mindfile /ˈmaɪndfaɪl/ (n) = the part of a robot that stores information about a real person's feelings and memories

motor /ˈməʊtə/ (n) = the part of a machine that causes the rest of the machine to move

recite poetry (phr) = to say poems aloud

trivia master (phr) = sb who knows a lot of unusual or unimportant facts

upload /ˈʌpˈləʊd/ (v) = to transfer digital information to a machine or the Internet

vast /vɔːst/ (adj) = huge

violence /ˈvaɪələns/ (n) = physical force used to hurt sb

5b (pp. 84-85)

appear (in) /əˈpiə/ (v) = to be seen in a film, TV show, etc

attach files (phr) = to add electronic files to an email

benefit (from) /ˈbenəfɪt/ (v) = to gain an advantage from sth

care for /ˈkeə fə/ (phr v) = to look after

charge your phone (phr) = to plug your phone into an electricity supply so that the battery fills up

chat room /tʃæt ru:m/ (n) = a site on the Internet where people can send instant messages to each other

click on the icon (phr) = to click on the small picture on the screen

click on the scroll bar (phr) = to click on the long thin box at the side of the computer screen which moves the text up and down

communicate (with) /kəˈmjuːnɪkeɪt/ (v) = to talk to

confused /kənˈfjuːzd/ (adj) = not understanding

connect to the Internet (phr) = to link your computer, smartphone, etc to the Internet

create a new email (phr) = to make a new email

delighted /dɪˈlaɪtɪd/ (adj) = very happy

doubtful /ˈdaʊtfl/ (adj) = not believing sth

download music from the Internet (phr) = to copy and transfer music files from the Internet to your computer, smartphone, etc

edit /edɪt/ (v) = to make changes

greedy /ˈɡriːdi/ (adj) = wanting more than you really need

home page /ˈhəʊm peɪdʒ/ (n) = the main page of a website

insert a message (phr) = to type some text in an email

log in /ˌlɒg ˈɪn/ (phr v) = to enter the required information to access a website, email account, etc

log into your email account (phr) = to enter the required information to access your email account

operate /ˈɒpəreɪt/ (v) = to control

plug in /ˌplʌg ˈɪn/ (phr v) = to put a plug into an electric socket

production /prəˈdʌkʃən/ (n) = the act of making goods in large quantities

record videos (phr) = to create videos

remove viruses (phr) = to get rid of computer programs that can make copies of themselves and damage the software

resolution /ˌrezəˈluːʃən/ (n) = how clear the details on a digital screen or photograph appear

save /seɪv/ (v) = to press a button which copies data to your computer and keeps them

scan the computer for viruses (phr) = to check the computer for programs that can make copies of themselves and damage the software

search engine /ˈsɜːtʃ ˌendʒən/ (n) = a computer program that searches the Internet

show a slide show (phr) = to display a set of pictures one after the other

social network /ˌsəʊʃəl ˈnetwɜːk/ (n) = a website where people can build relationships with others who have similar interests and experiences

switch off /ˌswɪtʃ ˈɒf/ (phr v) = to stop a piece of electrical equipment work by turning it off

tearful /ˈtɪəfəl/ (adj) = sad and ready to cry

turn on /ˌtɜːn ˈɒn/ (phr v) = to make a piece of electrical equipment work by switching it on

turn up /ˌtɜːn ˈʌp/ (phr v) = to make the sound on a radio, TV, etc louder

update the antivirus software (phr) = to get the latest version of the software that protects your computer from viruses

upgrade your laptop (phr) = to get a newer model of your laptop

wireless connection (phr) = a link between your computer and another piece of hardware or the Internet, which doesn't need wires

5c (pp. 86-87)

evaporate /ɪˈvæpəreɪt/ (v) = (of a liquid) to turn into a gas because it has been heated up

regret /rɪˈɡret/ (v) = to feel sorry about sth

5d (pp. 88-89)

admit /ədˈmɪt/ (v) = to confess

arthritis /ɑːˈθraɪtəs/ (n) = a disease in which the joints of the body swell up

average /ˈævərɪdʒ/ (adj) = ordinary

be involved in (phr) = to take part in

busy schedule (phr) = a full timetable

butcher /ˈbʊtʃə/ (v) = to destroy

care /keə/ (n) = caution

chop /tʃɒp/ (v) = to cut

coherently /kəʊhɪərəntli/ (adv) = clearly; logically

confidential /kɒnfəˈdenʃəl/ (adj) = private and secret

countless /kaʊntləs/ (adj) = numerous

crash /kræʃ/ (v) = to have an accident in a car

dangers /deɪndʒəz/ (pl n) = risks

develop /drɪveləp/ (v) = to gain through experience

emergency /ɪˈmɜːdʒənsi/ (n) = an unexpected and unpleasant situation

increase /ɪnˈkriːs/ (v) = to raise

likely /laɪkli/ (adj) = probable

mention /menʃən/ (v) = to speak or write about sth briefly

regular /ˈregjʊlə/ (adj) = normal

risk /rɪsk/ (n) = the danger; the possibility that sth bad may happen

sth comes at a price (phr) = sth includes disadvantages

suffer /sʌfə/ (v) = to be badly affected

text-zombie /ˈtekst ˌzɒmbi/ (n) = sb who spends a lot of time sending text messages

the natural flow of language (phr) = the way people normally speak

thumb /θʌm/ (n) = the thick short finger at the side of each hand

volunteer /ˌvɒləntɪə/ (n) = sb who works without getting paid

what a shame (phr) = what a pity

5e (p. 90)

affect /əˈfekt/ (v) = to influence

annoyed /əˈnɔɪd/ (adj) = irritated; a little angry

equip /ɪˈkwɪp/ (v) = to supply sb with sth

pros and cons (phr) = the advantages and disadvantages

5g (pp. 92-93)

access (to) /ˈækses/ (n) = the opportunity to use sth

accommodation /əˌkɒməˈdeɪʃən/ (n) = a place that you live in temporarily

argument /ˈɑːɡjʊmənt/ (n) = a reason that supports a point of view

charge /tʃɑːdʒ/ (n) = an amount of money paid in exchange for a service

disadvantage /ˌdɪsədˈvɑːntɪdʒ/ (n) = a problem

distance learning /ˌdɪstəns ˌlɜːnɪŋ/ (n) = a way of studying using the Internet at home rather than going to classes

distract /dɪˈstrækt/ (v) = to draw sb's attention away from what they are doing or should do

drawback /ˈdrɔːbæk/ (n) = a disadvantage

portability /ˌpɔːtəˈbɪləti/ (n) = the quality of an object being able to be carried easily

purpose /ˈpɜːps/ (n) = a reason for doing sth

qualified /ˈkwɒlɪfaɪd/ (adj) = having the right knowledge or skills to do sth

CLIL 5 (p. 94)

accept /əkˈsept/ (v) = (of a machine) to be designed to take sth

arithmetic /əˈrɪθmətɪk/ (n) = a field of mathematics involving addition, subtraction, multiplication and division

coast /kəʊst/ (n) = the edge of the land where it meets the sea

design /dɪˈzaɪn/ (v) = to plan how a machine, building, etc will look and work

electronic computer /ˌelɪktrɒnɪk kəmˈpjʊtə/ (n) = a machine that uses programs to operate and stores information

enter a date (phr) = to put the day, month and year into a machine

expert /ˈekspɜːt/ (n) = sb who knows a lot about a particular thing

follow instructions (phr) = to use a fixed set of rules to do sth

input /ɪnˈput/ (n) = the information that you put into a computer

major /ˈmeɪdʒə/ (adj) = of greater importance

output /ˈaʊtput/ ((n)) = the results that a computer produces

program /ˈprəʊɡræm/ (n) = a set of instructions that a computer uses to operate

special feature /ˌspeʃəl ˈfi:tʃə/ (n) = a unique characteristic

sponge diver /ˌspɒndʒ ˈdaɪvə/ (n) = sb who swims down to the bottom of the sea in order to collect sponges (sea creatures full of holes)

take up /ˌteɪk ˈʌp/ (phr v) = to occupy a certain space

tax official /ˈtæks əˈfɪʃəl/ (n) = sb who collects money for the government from the people

weigh /weɪ/ (v) = to be a certain weight

Skills 5

(pp. 96-97)

attend /əˈtend/ (v) = to go to an event or a place

availability /əˌveɪləˈbɪləti/ (n) = the quality of sth being able to be used or bought

demonstrate /ˌdeməˈstreɪt/ (v) = to show how sth works

entitled /ɪnˈtaɪtəld/ (pp) = having a certain name

essential /ɪˈsenʃəl/ (adj) = necessary

limited /ˈlɪməɪtɪd/ (adj) = restricted

predict /prɪˈdɪkt/ (v) = to make a guess about what will happen in the future, based on fact

recommend /ˌrekəˈmend/ (v) = to advise

reserve a seat (phr) = to arrange for a seat to be kept for you at a play, lecture, etc

(pp. 98-99)

addict /æˈdɪkt/ (n) = sb who is obsessed with a certain activity

authorise /ˈɔːθəraɪz/ (v) = to give permission

compare /kəmˈpeə/ (v) = to look at the similarities and differences between two things

Word List

creative /kri'eɪtɪv/ (adj) = having the ability to imagine and make things
decade /'dekeɪd/ (n) = a period of 10 years
function /fʌŋkʃən/ (n) = an action which a device can perform
globe /gləʊb/ (n) = the world; planet Earth
indeed /ɪn'di:d/ (adv) = certainly ; in fact
individual /ɪndə'vɪdʒuəl/ (adj) = unique
involve /ɪn'vɒlv/ (v) = to have sb/sth as a participant or part
reach /ri:tʃ/ (v) = to contact sb on the phone
safety /'seɪfti/ (n) = the state of not being dangerous

Unit 6 – Healthy mind, healthy body

6a pp. (100-101)

affected area (phr) = the part of the body that has a problem
alien plant (phr) = a plant that is growing somewhere that is not its natural habitat
allergic reaction (phr) = a medical condition in which you become ill because of sth you eat, touch or breathe in
avoid /ə'vɔɪd/ (v) = to try not to do sth
be fooled /bi 'fu:ld/ (v) = to be tricked into believing sth that is not true
blister /'blɪstə/ (n) = a bubble on the skin filled with liquid
burning /'bɜ:nɪŋ/ (n) = a painful feeling as if a part of your body is on fire
cheap /tʃi:p/ (adj) = inexpensive
control /kən'trəʊl/ (v) = to limit the growth of sth
criticise /kɪtɪ'saɪz/ (v) = to say bad things about sb/sth
crop /krɒp/ (n) = a plant that is grown for food
eventually /ɪ'ventʃuəli/ (adv) = in the end
evidence /'eɪdɪns/ (n) = proof
fascinating /fæ'seɪnɪtɪŋ/ (adj) = interesting
fungus /fʌŋɡəs/ (n) = a plant without leaves or flowers that gets its energy from other living things
genetically-modified /dʒə'netɪkli mɒdɪfaɪd/ (adj) = (of a plant) that has had its DNA changed scientifically

harmful /hɑ:mfəl/ (adj) = dangerous
impossible /ɪm'pɒsɪbəl/ (adj) = not able to be done
include /ɪn'klud/ (v) = to have as part of sth
innocent /ɪnəsənt/ (adj) = harmless
invade /ɪn'veɪd/ (v) = (of plants) to begin to grow in a place in large quantities, causing damage to other plants
last /lɑ:st/ (v) = to continue for some time
liver poisoning (phr) = an occasion when sth that you eat or drink makes the liver stop working properly
manage /mænɪdʒ/ (v) = to succeed in doing sth difficult
massive /mæsɪv/ (adj) = huge
muscles /mʌsəlz/ (pl n) = the parts of the body that connect the bones and allow the body to move
natural habitat /nætʃərəl hæbɪtæt/ (n) = the type of environment that an animal or plant usually lives in
naturally-grown /nætʃərəli 'graʊn/ (adj) = (of plants) grown in a traditional way without chemicals or changes in their DNA
organ /'ɔ:gən/ (n) = each of the parts of our bodies which has a particular function, e.g. the heart, lungs, liver, etc
oxygen /'ɒksɪdʒən/ (n) = a gas that is in the air and which we breathe
pavement /peɪvmənt/ (n) = the raised part next to the road that people walk along
rash /ræʃ/ (n) = an area of red marks on the skin
several /sevərəl/ (adj) = a few
severe /se'vɪə/ (adj) = very bad
soak /səʊk/ (v) = to put sth in a liquid and leave it there until it is full of the liquid
species /spi:ʃi:z/ (n) = a group of plants or animals with similar characteristics
spread /spred/ (v) = to grow quickly and cover a large area
substance /sʌbstəns/ (n) = a type of solid, liquid or gas
suffer /sʌfə/ (v) = to experience sth unpleasant
support /sə'pɔ:t/ (v) = to show that sth is true

survive /sə'vaɪv/ (v) = to continue to live
symptom /sɪmptəm/ (n) = a sign of an illness
treatment /tri:tmənt/ (n) = the use of medicines or therapies to make a medical condition go away
urushiol oil /'ʊru:ʃi:ɔɪl ,ɔɪl/ (n) = a liquid found in some plants that causes skin rashes
wheat /wi:t/ (n) = a plant that is used to make flour

6b pp. 102-103

baked /beɪkt/ (adj) = (of breads, cakes, etc) cooked in an oven
bakery /'beɪkəri/ (n) = the place where bread, buns and cakes are made and sold
baking /'beɪkɪŋ/ (adj) = (of ingredients) used in baking, e.g. flour, sugar, baking powder, etc
bar /bɑ:/ (n) = a block of a solid food, e.g. chocolate
beverages /bevə'reɪdʒɪz/ (pl n) = drinks
bitter /'bɪtə/ (adj) = not sweet
boiled /bɔɪld/ (adj) = cooked in boiling water
break my leg (phr) = to break the bone inside my leg
bring sb round /brɪŋ 'raʊnd/ (phr v) = to wake sb up who has lost consciousness
bruise my eye (phr) = to hit my eye so that a purple mark appears
burn my hand (phr) = to damage the skin on my hand with sth very hot
cheek /tʃi:k/ (n) = each of the two soft parts on the sides of the face
clove /kləʊv/ (n) = each of the pieces of a garlic
come down with /kʌm 'daʊn wɪð/ (phr v) = to become ill with a disease
compete (in sth) /kəm'pi:t/ (v) = to take part in an event in which everyone is trying to win
confectionery /kən'fekʃənəri/ (n) = sweets and chocolates
creamy /kri:mɪ/ (adj) = thick; containing lots of cream
cup /kʌp/ (n) = a container for drinks
cut my finger (phr) = to cut the skin on my finger with sth very sharp
dairy /deəri/ (adj) = (of foods) related to milk, e.g. cream, yoghurt, cheese, etc

dessert /dɪ'zɜ:t/ (n) = the sweet course of a meal

fried /fraɪd/ (adj) = cooked in hot oil

frozen food /frəʊzən 'fud/ (n) = food that is kept in freezers

fruit & vegetables (phr) = 

garlic /gɑ:lk/ (n) = 

grilled /grɪld/ (adj) = cooked on a wire tray under/over intense heat

handful /hændfʊl/ (n) = the amount of sth that can be picked up in your hand

hit my head (phr) = to bang my head on sth

jar /dʒɑ:/ (n) = a glass container with a lid

juicy /dʒu:si/ (adj) = containing lots of liquid

look after /lʊk ɑ:ftə/ (phr v) = to take care of

main course /meɪn 'kɔ:s/ (n) = the main dish of a meal

mashed /mæʃt/ (adj) = (of potatoes/vegetables) boiled and then crushed

meat & poultry (phr) = 

packet /pækɪt/ (n) = a container made of thin plastic

pass out /pɑ:s 'aʊt/ (phr v) = to lose consciousness

pasta & rice (phr) = 

piece /pi:s/ (n) = a small quantity of sth solid

pinch /pɪntʃ/ (n) = a very small amount

pot /pɒt/ (n) = a small plastic container that food (e.g. yoghurt) is sold in

pull a muscle (phr) = to stretch one of the muscles of the body so far that it hurts

put on weight (phr) = to become heavier

roasted /rəʊstɪd/ (adj) = cooked in an oven until crispy

salty /sɔ:lti/ (adj) = containing lots of salt

scrambled /skræmbəld/ (adj) = (of eggs) cooked in a pan with butter and milk while stirring continuously

seafood /si:fud/ (n) = food that comes from the sea, e.g. prawns, fish, octopus, etc

slice /slaɪs/ (n) = a thin piece of sth that has been cut from a larger piece

snacks /snæks/ (pl n) = foods that people eat between meals, usually unhealthy ones, e.g. crisps, biscuits, etc

sour /saʊə/ (adj) = having a sharp taste, like that of a lemon

spicy /speɪsi/ (adj) = having a strong flavour that feels hot in the mouth

spoon /spu:n/ (n) = the amount of sth that fits on a spoon

sprain my wrist (phr) = to twist my wrist suddenly so that it hurts

starter /stɑ:tə/ (n) = the small dish served before the main course

steamed /sti:md/ (adj) = cooked over boiling water

strong /strɒŋ/ (adj) = having lots of flavour

sweet /swi:t/ (adj) = containing lots of sugar

tap /tæp/ (v) = to hit gently

tea bag /ti: bæɡ/ (n) = a paper bag with tea leaves inside for making tea

tin /tɪn/ (n) = a metal can

tinned food /tɪnd 'fud/ (n) = food that is sold in metal cans

twist my ankle (phr) = to turn my ankle accidentally to the side so that it hurts

unconscious /ʌn'kɒnʃəs/ (adj) = in a condition in which you cannot see, hear, feel, move or think

6c (pp. 104-105)

accept /ək'sept/ (v) = (of a machine) to be designed to take sth

amateur /æmətə/ (adj) = doing an activity for fun rather than as a profession

announcement /ə'naʊnsmənt/ (n) = a public notice

bandage /bəndɪdʒ/ (n) = a piece of material used to cover a wound

blood pressure /blʌd 'preʃə/ (n) = the force with which the blood flows around the body

consider /kən'sɪdə/ (v) = to believe that sth has a certain quality

cure /kjʊə/ (n) = a medicine or therapy that makes an illness go away

delicacy /dɪlɪkəsi/ (n) = a food that is thought to be special and delicious

fit /fɪt/ (v) = to install

freefall /fri:fɔ:l/ (n) = the period of time when a skydiver is falling through the air before he opens his parachute

hold the record (phr) = to have the title of being the best at sth

leading /li:ɪŋ/ (adj) = being one of the best in a certain field

lecture /lektʃə/ (n) = a formal talk on a scientific subject

medical use (phr) = sth that is not a medicine being used to treat medical conditions

obvious /ɒbvɪəs/ (adj) = easy to see or understand

process /prəʊses/ (n) = a set of steps which describe how sth is done or made

6d (pp. 106-107)

ache /eɪk/ (n) = a dull constant pain in part of the body

allergy /ælədʒi/ (n) = a reaction to sth that you eat, touch or breathe in

ancient /eɪnʃənt/ (adj) = very old

backache /bækeɪk/ (n) = the condition of having pain in your back

bowl /bəʊl/ (n) = a round container without a lid

breathe /bri:ð/ (v) = to move air into and out of your lungs

cider vinegar /saɪdə 'vɪnɪɡə/ (n) = vinegar made from cider (an alcoholic drink made from apples)

dirt /dɜ:t/ (n) = small pieces of mud, soil, etc

discover /dɪs'kʌvə/ (v) = to find out

disease /dɪ'zi:z/ (n) = an illness

drop /drɒp/ (n) = a very small amount of a liquid

effective /ɪfektɪv/ (adj) = working well

fever /'fi:və/ (n) = a rise of body heat above normal

flavour /'fleɪvə/ (v) = to give food a particular or more taste

GP /dʒi: 'pi:/ (n) = a general practitioner, a doctor who treats all illnesses

Word List

ground cinnamon (phr) = a spice made from the bark of a tree which has been made into a powder

guide /gaɪd/ (n) = basic written information

heal /hi:l/ (v) = (of a wound) to get better

health benefit (phr) = a quality that a food or drink has which is good for your health

herbal /hɜ:bəl/ (adj) = made from special plants used for making medicine

import /ɪm'pɔ:t/ (v) = to bring goods into a country from another country

infection /ɪn'fekʃən/ (n) = a condition in which bacteria grow on a wound

inhale /ɪn'heɪl/ (v) = to breathe in

injection /ɪn'dʒekʃən/ (n) = a substance that is put into the body using a needle

injury /ɪndʒəri/ (n) = physical damage to the body

jar /dʒɑ:/ (n) = a glass container with a lid

lean /li:n/ (v) = to bend your body forwards, backwards or sideways

liquid /'lɪkwɪd/ (n) = a fluid, not a solid or a gas

minor /maɪnə/ (adj) = not serious

mixture /'mɪksʃə/ (n) = a substance that consists of two or more ingredients

natural remedies (phr) = treatments for illnesses that are made using things from nature

pain /peɪn/ (n) = a feeling in part of the body that hurts

petal /petl/ (n) = each of the coloured parts that make up a flower

pick /pɪk/ (v) = to take flowers from where they are growing

place /pleɪs/ (v) = to put sth in a certain place

pour /pɔ:/ (v) = to cause a liquid to flow from one place to another

preserve /prɪ'zɜ:v/ (v) = to keep sth in the same state for a long time

rinse /rɪns/ (v) = to wash sth quickly in water

rough /rʌf/ (adj) = (of skin) dry and he face, hands or dishes

sink /sɪŋk/ (n) = a basin with a plug used for washing the face, hands or dishes

soften /sɒfən/ (v) = to make sth softer

spice /spaɪs/ (n) = a powder from parts of plants used to give flavour to food

stuffy /'stʌfi/ (adj) = (of the nose) blocked making it difficult to breathe

suffer (from) /sʌfə/ (v) = to experience sth unpleasant

surgeon /sɜ:dʒən/ (n) = a doctor who performs operations

swallow /swɒləʊ/ (v) = to move food or drink from your mouth into your stomach through the throat

tablespoon /'teɪbəlspu:n/ (n) = an amount that fits in a large spoon used to serve food

tablet /'tæblət/ (n) = a pill containing medicine

tasty /teɪsti/ (adj) = delicious

temperature /'temprətʃə/ (n) = a measurement that shows the heat of a person's body

tincture /'tɪŋktʃə/ (n) = a medicine made from a plant extract mixed with alcohol

towel /taʊəl/ (n) = a thick piece of material used to dry the body after a bath or shower

tradition /trə'dɪʃən/ (n) = sth that has been done in the same way for a long time

treatment /'tri:tment/ (n) = the use of medicines or therapies to make a medical condition go away

wound /wu:nd/ (n) = a deep cut in the skin

6e (p. 108)

convenient /kən'vi:niənt/ (adj) = easy and fast

cutlery /'kʌtləri/ (n) = knives, forks and spoons

nutrients /'nju:triənts/ (pl n) = substances in foods that are needed for a healthy body

strict /strikt/ (adj) = with clear rules and rather rough

6f (p. 109)

lose my balance (phr) = to feel dizzy and fall over

prescribe /prɪ'skraɪb/ (v) = (of a doctor) to write down a medicine for a patient to take

6g (pp. 110-111)

additives & preservatives (phr) = substances added to foods in order to improve their taste or make them last longer

content /'kɒntent/ (n) = the amount of a substance in a product

harmful /'hɑ:mfəl/ (adj) = dangerous

CLIL 6 (p. 112)

apricot /eɪprɪkɒt/ (n) = 

bacteria /bæk'tɪəriə/ (pl n) = tiny living things made up of only one cell, which often cause illness and infection

blood vessel /blʌd ,vesəl/ (n) = each of the tubes that carry blood around the body

bone /bəʊn/ (n) = each of the hard parts that make up the skeleton of a creature

cell /sel/ (n) = a tiny structure which makes up all living things

darken /dɑ:kən/ (v) = to make sth darker in colour

defence /dɪfens/ (n) = protection

depend (on) /drɪ'pend/ (v) = to rely on sth

dermis /dɜ:mɪs/ (n) = the middle layer of our skin

elastic /ɪ'læstɪk/ (adj) = able to stretch

epidermis /epɪ'dɜ:mɪs/ (n) = the top layer of our skin

fat /fæt/ (n) = a soft white substance that occurs in the bodies of living creatures

hypodermis /haɪpə'dɜ:mɪs/ (n) = the inside layer of our skin

inner /ɪnə/ (adj) = being closest to the centre

internal /ɪn'tɜ:nəl/ (adj) = inside

keratin /kerətɪn/ (n) = a protein that occurs in our skin, hair, nails, etc

kiwi /ki:wi:/ (n) = 

layer /leɪə/ (n) = a thin flat area, usually lying above or below another

lettuce /letɪs/ (n) = 

melanin /melə'nɪn/ (n) = a coloured substance that occurs in our skin, hair and eyes, and gives them their colour

mineral /ˈmɪnərəl/ (n) = a substance that occurs naturally in food

muscle /ˈmʌsəl/ (n) = each of the parts of the body that connect the bones and allow the body to move

nail /neɪl/ (n) = each of the hard parts at the ends of the fingers and toes

on average (phr) = typically

organ /ˈɔ:gən/ (n) = each one of the parts of our bodies which has a particular function, e.g. the heart, lungs, liver, etc

outer /aʊə/ (adj) = being furthest from the centre

range (of) /reɪndʒ/ (n) = a variety of

regulate /ˈregjuleɪt/ (v) = to keep sth constant

shield /ʃi:ld/ (v) = to protect sth

store /stɔ:/ (v) = to keep sth in order to use it later

strengthen /ˈstreŋθən/ (v) = to make sth stronger

stretch /stretʃ/ (v) = to extend and become longer

waterproof /ˈwɔ:təpru:f/ (adj) = not allowing water to pass through it

weigh /wei/ (v) = to be a certain weight

well-nourished /ˌwel ˈna:rtʃt/ (adj) = having been given everything necessary to survive and grow

whole grains (phr) = the seeds of plants such as barley, rye and wheat, including their outer part

Skills 6

(pp. 114-115)

acid /æsɪd/ (n) = the liquid produced by the stomach to break down food

consult /kənˈsʌlt/ (v) = to ask for advice from sb

digest /daɪdʒest/ (v) = (of the body) to process food

discounted /dɪsˈkaʊntɪd/ (adj) = with money off

guardian /ɡɑ:diən/ (n) = sb who is responsible for a child instead of their parents

indigestion /ˌɪndɪdʒestʃən/ (n) = the condition in which the body can't process food properly, causing pain in the stomach and chest

peppermint /ˈpepəˌmɪnt/ (n) = a herb used for flavouring food and making tea

reduced /rɪˈdju:st/ (adj) = less than usual

side-effect /saɪd ɪˈfekt/ (n) = an unwanted effect from taking a medicine

sweating /ˈswetɪŋ/ (n) = the process in which the body produces salty liquid on the skin when sb is hot or afraid

(pp. 116-117)

appeal (to) /əˈpi:l/ (v) = to be attractive to sb

appetite /æˈpetaɪt/ (n) = the feeling of wanting to eat

portion /ˈpɔ:ʃən/ (n) = an amount of food enough for one person

quiche /ki:f/ (n) = a pastry case filled with eggs, milk, cheese and other ingredients

regular /ˈregjələ/ (n) = sb who often visits a place

serving /ˈsɜ:vɪŋ/ (n) = an amount of food given to one person at a meal

sit-down meal (phr) = a meal eaten sitting down at a table

spill /spɪl/ (v) = to accidentally let liquid fall from a container

Unit 7 – Global issues

7a (pp. 118-119)

allow /əˈlaʊ/ (v) = to let sb do sth

attack /əˈtæk/ (n) = the act of hurting sb/sth using violence

beast /bi:st/ (n) = an animal, esp. a dangerous one

bulb /bʌlb/ (n) = a glass object that produces light when electricity is passed through it

car battery /kɑ: bæˈtəri/ (n) = the source of electrical power in the engine of a motor vehicle

cattle /kætl/ (pl n) = cows and bulls kept by people for their milk and meat

charge /tʃɑ:dʒ/ (v) = to put electricity into an electric device, such as a battery

community /kəˈmju:nəti/ (n) = a group of people living in a specific area

conference /ˈkɒnfərəns/ (n) = a meeting organised to discuss a particular subject

connect /kəˈnekt/ (v) = to join; to link

depend (on) /dɪˈpend/ (v) = to be affected or determined by sth

earn praise (phr) = to do sth that deserves other people's admiration

endangered /ɪnˈdeɪndʒəd/ (adj) = in danger of not existing any more

enemy /ˈenəmi/ (n) = an opponent; sb who dislikes another person and tries to harm them

estimate /ˈestɪmeɪt/ (v) = to give an approximate calculation of the quantity or value of sth

feed (on) /fi:d/ (v) = to eat

fire alarm system /faɪə əˈlɑ:m ˌsɪstəm/ (n) = equipment that detects and warns people about a fire

flicker /ˈflɪkə/ (v) = (of a light) to flash on and off

give a speech (phr) = to stand up and talk about a subject in front of people

grow up /ɡrəʊ ˈʌp/ (phr v) = (of a person) to develop from a child into an adult

have a bright future (phr) = to show signs that you will be successful

incredible /ɪnˈkredɪbəl/ (adj) = very impressive; extremely good

install /ɪnˈstɔ:l/ (v) = to put a piece of equipment somewhere and connect it

invention /ɪnˈvenʃən/ (n) = sth that has never been made before

it seems like (phr) = it appears that

livestock /ˈlaɪvstɒk/ (n) = the animals, such as cows, chickens, sheep, etc, on a farm

locals /ˈləʊkəlz/ (pl n) = the people belonging to a particular place

Maasai tribesman /ˈmɑ:sai ˌtraɪbzməːn/ (n) = a man belonging to the group of Maasai warriors living in East Africa

nightly task (phr) = sth that you have to do every night

peace /pi:s/ (n) = freedom from war or quarrelling

plain /pleɪn/ (n) = a large area of flat land

protect /prəˈtekt/ (v) = to prevent sth or sb from being harmed or damaged

run out of battery (phr) = to have no power left

scholarship /ˈskɒləʃɪp/ (n) = an award of money given to a very good student for further study

Word List

solar panel /ˈsəʊlə ˈpænl/ (n) = a device that turns energy from the sun into electricity

spear /spiə/ (n) = a long thin pole with a sharp point, used in hunting and warfare

success /sək'ses/ (n) = sth that gets positive results

survival skill /sə'vaɪvəl ,skɪl/ (n) = an ability that helps you to manage a difficult situation

survive /sə'vaɪv/ (v) = to continue to exist or live

system /sɪstəm/ (n) = sth consisting of parts which work together to produce a result

take (up) /teɪk/ (v) = to lift; to pick up

threat /θret/ (n) = a probable danger

torch /tɔ:tʃ/ (n) = a small electric light held in the hand

trick /trɪk/ (v) = to deceive

7b (pp. 120-121)

abandon /ə'bændən/ (v) = to leave a place, thing or person

air pollution /eə pe'lju:ʃən/ (n) = the process of making the atmosphere dirty and harmful to life

at the beginning of (phr) = at the start of sth

attend school (phr) = to go to a place of learning and take lessons

be affected (by) /bi ə'fektɪd/ (v) = to be under the influence of sth

break out /breɪk 'aʊt/ (phr v) = to start suddenly

break up /breɪk 'ʌp/ (phr v) = (of a meeting, party, etc) to be over

bring about /brɪŋ ə'baʊt/ (phr v) = to cause sth to happen

carry on /kæri 'ɒn/ (phr v) = to continue doing sth

carry out /kæri 'aʊt/ (phr v) = to perform a task; to do sth in order to achieve a result

co-educational /kəʊ edʒu'keɪʃənəl/ (adj) = (of schools) attended by both boys and girls

compulsory /kəm'pʌlsəri/ (adj) = of sth that has to be done

conflict /kɒnflɪkt/ (n) = a serious disagreement between two or more groups

create /kri'eɪt/ (v) = to bring sth into existence; to cause sth to happen

deforestation /di:fɒrə'steɪʃən/ (n) = the cutting down or destruction of the trees in a certain area

destruction /drɪ'strʌkʃən/ (n) = the act of destroying sth

developing country (phr) = a country with little industry and, usually, low incomes

discrimination /dɪ'skrɪmɪneɪʃən/ (n) = unfair treatment of a group of people

disease /dɪ'zi:z/ (n) = an illness or sickness

do well in a test (phr) = to get good marks in an exam

emit /ɪ'mɪt/ (v) = to produce or send out light, gas, smell or heat

endangered animal (phr) = an animal that may soon not exist

endangered species (phr) = a type of animals or plants under the threat of extinction

escape /ɪ'skeɪp/ (v) = to get away from a place or situation that you don't want to be in

extinction /ɪk'stɪŋkʃən/ (n) = the death of all living members of a species

fail an exam (phr) = to not pass

fight /faɪt/ (v) = to use a lot of effort to stop sth happening

global warming (phr) = the gradual increase in the Earth's temperature caused by harmful gases in the atmosphere

globe /gləʊb/ (n) = the world

graduate from university (phr) = to successfully complete a course at higher education

hand in my exam paper (phr) = to give my work to the teacher responsible for an exam

homelessness /həʊmləsnes/ (n) = the situation of having nowhere to live

illiteracy /ɪ'lɪtərəsi/ (n) = the condition of being unable to read or write

improve /ɪm'pru:v/ (v) = to make sth better

in the wild (phr) = living in nature

landfill site (phr) = a place where rubbish is taken and buried

mankind /mæn kaɪnd/ (n) = the whole human race

medical help (phr) = treatment by doctors

natural world (phr) = the environment around us in which animals and plants live

non-profit organisation (phr) = a company which does not keep any of the money it makes

oil spill (phr) = leakage of oil into the sea

orphan /ɔ:fən/ (n) = a child with no living parents

pass an exam (phr) = to succeed in an exam or test

pollute /pə'lju:t/ (v) = to make sth dirty or harmful

poverty /pɒvəti/ (n) = the condition of being extremely poor

prevent /prɪ'vent/ (v) = to stop sth from happening

provide /prə'vaɪd/ (v) = to give or supply a person with sth they need

put across /put ə'krɒs/ (phr v) = to clearly explain an idea, belief, etc

put forward /put 'fɔ:wəd/ (phr v) = to suggest an idea; to propose

quality education (phr) = a high standard of teaching or learning in a school or university

racism /reɪsɪzəm/ (n) = the belief that sb from another race is not as good as you

raise /reɪz/ (v) = to increase

refugee /refjʊ'dʒi:/ (n) = sb who has been forced to leave their country, esp. for political reasons or because of war

resit /rɪ'sɪt/ (v) = to do an exam again after failing it

rubbish /rʌbɪʃ/ (n) = waste products from human activity

run out of /rʌn 'aʊt əv/ (phr v) = to have no more of sth left

run over /rʌn əʊvə/ (phr v) = to explain sth quickly

save (from) /seɪv/ (v) = to rescue sth or sb from danger

set off /set 'ɒf/ (phr v) = to start a journey

set up /set 'ʌp/ (phr v) = to create; to establish

single-sex /sɪŋɡəl 'seks/ (adj) = (of schools) attended by only one gender

suffer (from) /sʌfə/ (v) = to experience a bad or difficult situation

take a driving test (phr) = to attempt to gain the qualification that legally allows a person to drive

trained professional (phr) = sb who works in a job requiring special education or training

virus /ˈvaɪrəs/ (n) = a microbe or germ that can cause a disease

volunteer /ˌvɒləntɪə/ (v) = to work without being paid

war /wɔː/ (n) = an armed fight between two countries

war zone (phr) = a place where people fight a war

7c (pp. 122-123)

be accompanied (by sb)

/bi əˈkʌmpənid/ (v) = to go somewhere with sb

donation /dəʊneɪʃən/ (n) = money or goods given to a charity or other organisation

litter /lɪtə/ (v) = to drop small pieces of rubbish on the ground

measles /miːzəlz/ (n) = an infectious disease that produces small red spots over the body, common in children

outskirts /aʊtskɜːts/ (pl n) = (of a town or city) the areas furthest from the centre

postpone /pəʊsˈpəʊn/ (v) = to arrange an event for a future time

sturdy /stɜːdi/ (adj) = strong and unlikely to be easily damaged or injured

7d (pp. 124-125)

aim /eɪm/ (v) = to try to achieve sth

announcement /əˈnaʊnsmənt/ (n) = a statement made to the public giving information about sth

assistance /əˈsɪstəns/ (n) = help; aid

be involved (in sth) /bi ɪnˈvɒlvd/ (v) = to take part in sth

conference centre (phr) = a place where meetings and formal discussions take place

crop /krɒp/ (n) = a plant, such as grain, fruit or vegetable, grown by farmers and used as food

depend (on) /drɪˈpend/ (v) = to be affected or determined by sth

details /diˈteɪlz/ (pl n) = analytical information about sth

developing country (phr) = a country with little industry and, usually, low incomes

disabled /dɪsˈeɪbld/ (adj) = unable to use part of your body because of illness or injury

drought /draʊt/ (n) = a period of continuously hot and dry weather

encourage /ɪnˈkʌrɪdʒ/ (v) = to make sb more likely to do sth

endangered species (phr) = a type of animals or plants under the threat of extinction

famine /ˈfæmən/ (n) = a situation in which large numbers of people have little or no food

focus (on) /ˈfækəs/ (v) = to concentrate fully on sth in particular

found /faʊnd/ (v) = to start and support an institution or organisation

fundraising event (phr) = an occasion when people collect money for a charity

get funds (phr) = to collect money (for a charity)

hunger /ˈhʌŋgə/ (n) = the feeling of needing to eat; lack of food

in response to (phr) = as an answer to

natural habitat (phr) = the natural environment of an animal or plant in which it normally lives or grows

non-governmental organisation (phr) = a company which is free from state control

official /əˈfɪʃəl/ (adj) = approved by an authority; formal

official supporter (phr) = a person or organisation approved to give help and/or money to a cause

people in authority (phr) = the men and women in charge

protection /prəˈtekʃən/ (n) = the act of keeping sb/sth from being hurt or damaged

run a program (phr) = to operate a plan of activities

set up /ˌset ˈʌp/ (phr v) = to create; to establish

sign up /ˌsaɪn ˈʌp/ (phr v) = to put your name on a list in order to participate in sth

sponsorship money (phr) = a financial contribution given by an organisation or an individual

struggle /ˈstrʌɡəl/ (v) = to work hard for sth

support /səˈpɔːt/ (n) = the help or encouragement given to sb/sth in a difficult situation

survival skill (phr) = an ability that helps you to manage a difficult situation

volunteering program (phr) = a plan of work that sb does not get paid for doing

weather conditions (phr) = the condition of the atmosphere at a certain place and time, as regards temperature and the presence of rain, sunshine, wind, etc

7e (p. 126)

amazement /əˈmeɪzmənt/ (n) = surprise; admiration

aspect /æspekt/ (n) = a part of the character or nature of sth

confusion /kənˈfjuːʒən/ (n) = a feeling of not understanding sth or not knowing what to do about sth

delight /dɪˈlaɪt/ (n) = the feeling of great pleasure and enjoyment

offender /əˈfendə/ (n) = sb who has committed a crime

relief /rɪˈliːf/ (n) = a pleasant feeling caused by the discovery that a bad situation has ended or isn't going to happen

spare part /speə ˈpɑːt/ (n) = (of a machine) a piece that can replace another piece if the second is broken

7f (p. 127)

appalled /əˈpɔːld/ (adj) = shocked or disgusted because sth is so unpleasant or bad

ban /bæn/ (v) = to forbid or not allow sth

public property (phr) = buildings owned by the government

7g (pp. 128-129)

citizen /sɪtəzən/ (n) = a person of a town, city or country

commute /kəˈmjuːt/ (v) = to travel regularly by bus, train, car, etc from your home to your place of work

convince /kənˈvɪns/ (v) = to persuade sb to do sth

Word List

cope (with) /kəʊp/ (v) = to deal with a problem or task successfully
delay /dɪˈleɪ/ (n) = a situation in which you have to wait longer than expected for sth to happen
discount /ˈdɪskaʊnt/ (n) = a reduction in the usual price of sth
facilities /fəˈsɪlɪtɪz/ (pl n) = places that provide services
fare /feə/ (n) = the amount you pay to travel between two places on public transport
obesity /əʊˈbiːsɪti/ (n) = the state of being very overweight
overnight /əʊvənʌɪt/ (adv) = very quickly
recent /rɪˈsɛnt/ (adj) = having happened just before the present time, not long ago
separate /ˈsepəreɪt/ (adj) = independent

CLIL 7 (p. 130)

access (to sth) /ækses/ (n) = the ability or permission to use sth
add (to sth) /æd/ (v) = to increase sth
amount /əˈmaʊnt/ (n) = a quantity of sth
bad habit (phr) = sth not good that sb does often
be aware of (phr) = to know about sth
billion /ˈbɪljən/ (n) = a thousand million; 1,000,000,000
calculate /ˈkælkjuleɪt/ (v) = to determine a number or an amount from information that you already have
consume /kənˈsjʊm/ (v) = to use
daily /ˈdeɪli/ (adv) = done every day
footprint /ˈfʊt.prɪnt/ (n) = the mark that sb's foot makes
growing population (phr) = an increasing number of people in a place
make a difference (phr) = to change a situation for the better
make an effort (phr) = to try hard
products /ˈprɒdʌkts/ (pl n) = goods
reduce /rɪˈdʒuːs/ (v) = to cut down on
require /rɪˈkwaɪə/ (v) = to need
scarce /skeəs/ (adj) = rare; very little
smart /smɑːt/ (adj) = clever
supply /səˈplaɪ/ (n) = the amount of sth available to be used
turn off /ˈtɜːn ˈɒf/ (phr v) = to cause sth to stop working

under pressure (phr) = being used more than what can be supplied
waste /weɪst/ (n) = the act of using sth carelessly and more than you need
water shortage (phr) = the situation of not having enough water

Skills 7

(pp. 132-133)

abroad /əˈbrɔːd/ (adv) = in a foreign country
best regards (phr) = best wishes
colleague /kəˈliːg/ (n) = sb that a person works with
Don't mention it. (phr) = You're welcome.
express my gratitude (phr) = to say thank you
litter pick-up event (phr) = an event in which rubbish is collected from an area
manage /ˈmænɪdʒ/ (v) = to be able to do sth
natural disaster (phr) = a crisis caused by nature, e.g. a flood, earthquake, etc
potential /pəˈtenʃəl/ (adj) = possible
public protest (phr) = a gathering in which a group of people publicly show that they disagree with sth
purpose /ˈpɜːpəs/ (n) = the reason for sth
rechargeable /ˌrɪːtʃərdʒəbəl/ (adj) = (of batteries) that can be plugged into an electricity supply in order to get their energy replaced
replace /rɪˈpleɪs/ (v) = to put sth in the place of another similar thing
represent /ˌreprɪzent/ (v) = to speak on behalf of an organisation
representative /ˌreprɪzentətɪv/ (n) = sb who speaks on behalf of an organisation

(pp. 134-135)

abandoned /əˈbændənd/ (adj) = left alone by sb looking after it
active /ˈæktɪv/ (adj) = moving around and having to do a lot
application /ˌæplɪˈkeɪʃən/ (n) = a formal written request for sth
commit to a position (phr) = to agree to take on a job
contact /ˈkɒntækt/ (v) = to get in touch with sb by phone

deforestation /ˌdiːfɒrɛsteɪʃən/ (n) = the cutting down or destruction of the trees in a certain area

expand /ɪkˈspænd/ (v) = to become bigger
humanitarian organisation (phr) = a group of people who work together to protect human rights and improve living conditions
ignore /ɪɡˈnɔː/ (v) = to pay no attention to sth
medical care (phr) = treatment for injuries or illnesses
necessary /ˈnesəsəri/ (adj) = essential
orphanage /ˈɔːfənɪdʒ/ (n) = a home where children without parents are looked after
qualified /ˈkwɒlɪfaɪd/ (adj) = having the right qualifications for a job
rapid /ˈræpɪd/ (adj) = very fast
resort /rɪˈzɔːt/ (n) = a place where people stay during their holidays
sanctuary /ˈsæŋktʃuəri/ (n) = a place where animals are looked after
staff /stɑːf/ (n) = all the people who work at a place
take part in (phr) = to participate in sth
take up /ˌteɪk ˈʌp/ (phr v) = to use
tan /tæn/ (n) = the dark colour on your skin because of exposure to the sun
underprivileged children (phr) = children who don't have the rights and living conditions that they should
vet /vet/ (n) = a doctor for animals

Unit 8 – Culture

8a (pp. 136-137)

accurately /ækjʊrətli/ (adv) = exactly
air tank /eə tæŋk/ (n) = the tank that divers carry on their backs containing air which lets them breathe while they are underwater
arise /əˈraɪz/ (v) = (of a problem/difficulty) to develop
art movement /ɑːt muːvmənt/ (n) = a way of producing art followed by a group of artists
beauty /ˈbjuːti/ (n) = the quality of being beautiful
beneath /brɪnːθ/ (prep) = under
canvas /ˈkænvəs/ (n) = a piece of material stretched over a wooden frame that artists paint on

capture /kæptʃə/ (v) = to represent sth from the real world in a painting, sculpture, etc

certain /sɜːtn/ (adj) = a few

claim /kleɪm/ (v) = to insist

complete /kəm'pliːt/ (v) = to do; to finish

creativity /kriː'etɪvəti/ (n) = the ability to imagine and make things

different /dɪfərənt/ (adj) = not the same

earn sb a place (phr) = sb does sth that makes them deserve to be mentioned (in a book)

experience /ɪk'spiəriəns/ (v) = to do sth yourself

far-off /fɑː 'ɒf/ (adj) = distant

fascinated /fæsə'neɪtɪd/ (adj) = interested

fully-trained /fʊli 'treɪnd/ (adj) = having received all the training about how to do a certain activity

go to such lengths (phr) = to make a great effort in order to do sth

hold my breath (phr) = to not breathe in or out for a while

imagine /ɪ'mædʒən/ (v) = to think of

impressive /ɪm'presɪv/ (adj) = so good that you admire it

leading /liːdɪŋ/ (adj) = best

lengthy /lenθi/ (adj) = taking a long time

let /let/ (v) = to allow

limited /lɪ'mɪtɪd/ (adj) = restricted

necessary /nesə'səri/ (adj) = essential

no doubt (phr) = surely

oil-based /ɔɪl beɪst/ (adj) = (of paints) made with oil

patience /peɪʃəns/ (n) = the quality of being able to wait for sth without getting angry or upset

plunge (into) /plʌndʒ/ (v) = to dive into water

portray /pɔː'treɪ/ (v) = to represent sb/sth in a picture

process /prəʊses/ (n) = a procedure

regular /regjʊlə/ (adj) = ordinary

sensitive /sensə'tɪv/ (adj) = precise

sketch /sketʃ/ (v) = to make a quick drawing

surface /sɜːfəs/ (v) = to come up from under the water

thankfully /θæŋk'fəli/ (adv) = luckily

underwater /ʌndə'wɔːtə/ (adj) = beneath the surface of the water

unique /juːniːk/ (adj) = being the only one of its type

waterproof /'wɔːtəpruːf/ (adj) = not allowing water to pass through it

8b (pp. 138-139)

advice column /əd'vaɪs ,kɒləm/ (n) = the section in a newspaper or magazine that gives suggestions about how to solve everyday problems

aisle /aɪl/ (n) = the space between two blocks of seats in a theatre or cinema

applause /ə'plɔːz/ (n) = the act of clapping your hands together to show that you enjoyed sth

article /'ɑːtɪkəl/ (n) = a piece of writing in a newspaper or magazine with a particular topic

audience /'ɔːdiəns/ (n) = the people who watch a play, film, etc

bring out /brɪŋ aʊt/ (phr v) = to publish

broadsheet /brɔːdʃiːt/ (n) = the largest type of newspaper that contains serious news stories

carve /kɑːv/ (v) = to make shapes in wood with a sharp object

carving /'kɑːvɪŋ/ (n) = the activity of creating 3D shapes out of wood

cast /kɑːst/ (n) = all the actors in a play or film

circulation /sɜːkjuːleɪʃən/ (n) = the fact that a newspaper or magazine is out and available to the public

classified ad /'klæsəfaɪd æd/ (n) = an advertisement in a newspaper that is written by one of the readers

come out /kʌm aʊt/ (phr v) = (of a newspaper/magazine) to become available to the public

conduct /kən'dʌkt/ (v) = to direct an orchestra

corridor /kɒrɪdɔː/ (n) = a passage that connects different rooms in a building

curator /kjʊ'reɪtə/ (n) = sb who takes care of the objects in a museum

daily /deɪli/ (adj) = happening every day

decorate /dekə'reɪt/ (v) = to improve the appearance of sth by adding things to it

design /dɪ'zaɪn/ (v) = to plan what sth will look like and how it will be made

director /də'rektə/ (n) = sb who tells the actors and technical staff what to do while making a film, theatrical play or TV show

engraving /ɪn'ɡreɪvɪŋ/ (n) = a picture made by cutting a design into metal, putting ink on the metal, and then printing it

exhibit /ɪg'zɪbɪt/ (v) = to display

financial /faɪ'nænʃəl/ (n) = the section in a newspaper or magazine that has information about money and markets

front page /fɹʌnt peɪdʒ/ (n) = the first page of a newspaper

glossy /'ɡlɒsi/ (adj) = (of paper) with a shiny surface

go wild (phr) = to get very excited

headline /hed'laɪn/ (n) = the title of a story in a newspaper

health /helθ/ (n) = the section in a newspaper or magazine that deals with medical problems, diet and exercise

highlight /haɪlaɪt/ (n) = the best part

illustrate /ɪlə'streɪt/ (v) = to draw pictures in a book that help to tell the story

mass media /mæs 'miːdiə/ (pl n) = the means that inform the public, e.g. radio, TV, newspapers, etc

obituary /ə'bɪtjuəri/ (n) = a short piece of writing in a newspaper about the life of sb who has recently died

perform /pə'fɔːm/ (v) = to do sth in order to entertain an audience

performing arts /pə'fɔːmɪŋ 'ɑːts/ (pl n) = the types of art that are made for an audience to watch, e.g. dance, film, etc

playwright /pleɪraɪt/ (n) = sb who writes plays for the theatre

pottery /'pɒtəri/ (n) = the activity of making pots, dishes etc

producer /prə'djuːsə/ (n) = sb who provides the money for a film, play or TV show

pull in /pul 'ɪn/ (phr v) = to attract people, money, business, etc

review /rɪ'vjuː/ (n) = a piece of writing giving an opinion on a TV show, a play, a film, etc

screenwriter /skriːnraɪtə/ (n) = sb who writes scripts for films and TV shows

Word List

sculpture /skʌlptʃə/ (n) = the activity of creating 3D shapes out of stone, plaster, etc

sign up /saɪn 'ʌp/ (phr v) = to agree to do sth by putting your name on a list

soundtrack /saʊndtræk/ (n) = the music that is played during a TV show or film

sports /spɔ:ts/ (n) = the section in a newspaper or magazine that has stories about games and sports stars

stage /steɪdʒ/ (n) = the raised platform at the front of a theatre where a play is performed

stalls /stɔ:lz/ (pl n) = the seats on the ground level in a theatre or cinema

star /stɑ:/ (v) = to be one of the main characters in a film or TV show

tabloid /tæblɔɪd/ (n) = a smaller type of newspaper that contains gossip and stories about celebrities

take out /teɪk 'aʊt/ (phr v) = to obtain sth by applying for it, e.g. a magazine subscription, insurance, etc

TV guide /ti: 'vi: gaɪd/ (n) = the section in a newspaper or magazine that says what is going to be on TV

usher /ʌʃə/ (n) = sb who shows members of the audience to their seats in a theatre or cinema

visual arts /vɪʒuəl 'ɑ:ts/ (pl n) = the types of art that are made for people to look at, e.g. painting, photography, etc

weather /weðə/ (n) = the section in a newspaper or magazine that deals with predictions about the weather

8c (pp. 140-141)

conduct /kən'dʌkt/ (v) = to carry out

evaluate /ɪ'veljueɪt/ (v) = to judge how good, important, etc sth is

outstanding /aʊt'stændɪŋ/ (adj) = very good

8d (pp. 142-143)

basic /beɪsɪk/ (adj) = simple

beat /bi:t/ (n) = the rhythm



buffalo /bʌfələʊ/ (n) =

coconut /kəʊkənʌt/ (n) =



covered mallet (phr) = a stick with a large wooden end that has been covered with soft material

deer /dɪə/ (n) =



feathered /feðəd/ (adj) = covered in feathers (the light things on a bird's body)

fit sth with sth else (phr) = to fix sth onto another object

folk music /fəʊk 'mju:zɪk/ (n) = music passed down from generation to generation

form a circle (phr) = to stand or sit in a completely round arrangement

gatherings /gæðərɪŋz/ (pl n) = meetings of large groups of people

gracefully /greɪsfəli/ (adv) = gently and elegantly

handle /hændl/ (n) = the part of an object that you use to hold the object

hip /hɪp/ (n) = each of the two parts on either side of the body, below the waist and above the legs

hula dancing /hu:lə 'dɑ:nsɪŋ/ (n) = a traditional form of dance from the Hawaiian Islands

influence /ɪnfluəns/ (v) = to have an effect on sb/sth

long /lɒŋ/ (adj) = not short

metal string /metl strɪŋ/ (n) = a wire made of metal

oldest /əʊldəst/ (adj) = having existed for the longest time of all

popular /pɒpjələ/ (adj) = liked and used by many people

rattle /rætl/ (n) = an instrument that makes a noise when it is shaken

rattling /rætlɪŋ/ (adj) = making a series of short loud sounds

reflect /rɪflekt/ (v) = to show the nature of sth

round /raʊnd/ (adj) = circular in shape

seed /si:d/ (n) = each of the small hard parts inside a fruit from which new plants can grow

shake /ʃeɪk/ (v) = to move sth up and down very quickly

skin /skɪn/ (n) = the covering of the body

spiritual meaning (phr) = religious importance

stretch /stretʃ/ (v) = to pull sth to make it larger

strike /straɪk/ (v) = to hit

sway /sweɪ/ (v) = to move slowly from side to side

traditional /trə'dɪʃənəl/ (adj) = existing for a long time in a society

8e (p. 144)

complain /kəm'pleɪn/ (v) = to say that you are not satisfied with sth

develop /dɪ'veləp/ (v) = to improve

faulty /fɔ:lti/ (adj) = not working properly

queue /kju:/ (n) = a line of people who are waiting for sth

regret /rɪ'ɡret/ (v) = to feel sorry

sth gets in my way (phr) = I can't see/do sth properly because sth else is in front of me

8f (p. 145)

accept /ək'sept/ (v) = to receive

admission /əd'mɪʃən/ (n) = the price you pay to enter a place

auditorium /ɔ:də'tɔ:riəm/ (n) = the area in a theatre where the audience sits

insist (on) /ɪn'sɪst/ (v) = to demand

refund /rɪ'fʌnd/ (n) = the act of giving money back to a customer because the goods or services you sold them had problems

8g (pp. 146-147)

commence /kəm'ens/ (v) = to start

horrified /hɒrɪfaɪd/ (adj) = shocked

I would appreciate it if ... (phr) = I would be grateful if ...

prompt reply (phr) = a fast response

register online (phr) = to sign up for sth using an Internet site

response /rɪ'spɒns/ (n) = a reply

rudeness /ru:dənəs/ (n) = a way of acting that is not polite

ventilation /ven'tɪleɪʃən/ (n) = the act of letting fresh air move around a building

CLIL 8 (p. 148)

art movement /ɑ:t ,mu:vmənt/ (n) = a way of producing art followed by a group of artists

bend /bend/ (v) = to curve

classic /klæsɪk/ (adj) = typical

confusion /kən'fju:ʒən/ (n) = a mess

dizzines /dɪzɪnəs/ (n) = a feeling of losing one's balance or being unstable

exhibition /ˌeksə'bɪʃən/ (n) = a collection of objects on public display

feature /fi:tʃə/ (v) = to present

focus (on) /fəʊkəs/ (v) = to concentrate on sb/sth

gaze /geɪz/ (n) = a way of looking at sth steadily for a long time

hold /həʊld/ (v) = to have an event take place somewhere

optical illusion /ˌɒptɪkəl ɪ'luzən/ (n) = a picture that appears to show sth different from what it shows in reality

play tricks (phr) = to deceive

shift /ʃɪft/ (v) = to move

slide away /slɑɪd ə'weɪ/ (phr v) = to move away smoothly and quietly

stick /stɪk/ (v) = (of a name) to stay; to keep being used

Skills 8

(pp. 150-151)

access /ækses/ (n) = the right or ability to enter a place

ancient /eɪnʃənt/ (adj) = from very long ago

co-operation /kəʊ ,ɒpə'reɪʃən/ (n) = the act of working together with other people

disturb /dɪ'stɜ:b/ (v) = to interrupt

express my gratitude (phr) = to say how thankful I am

give a warning (phr) = to say what the consequences of doing sth are

inconvenience /ˌɪnkən'vɪniəns/ (n) = an annoying problem

instrument /ɪnstrəmənt/ (n) = a piece of equipment for making music

mind my possessions (phr) = to look after my belongings

on behalf of (phr) = as a representative of

Renaissance period /rɪ'neɪsəns ,pɪəriəd/ (n) = the time between the 14th and 17th centuries in Europe

silent mode /saɪlənt 'məʊd/ (n) = the setting on a phone at which it makes no sound

vocals /vəʊkəlz/ (pl n) = the singing part of a piece of music

woodwind /wʊd,wɪnd/ (adj) = relating to all the musical instruments that produce sound when air is blown across a hole, e.g. flute, clarinet, etc

(p. 152-153)

auctioneer /ɔ:kʃə'nɪə/ (n) = sb who runs an auction (a public sale of things, in which the person who offers the most money buys the thing)

gather /gæðə/ (v) = to bring together

inspiring creation (phr) = an artwork that gives other people ideas when they look at it

invisible /ɪn'vɪzəbəl/ (adj) = not able to be seen

obsession /əb'seʃən/ (n) = the state of always thinking about a particular thing

share my views (phr) = to tell others what I think

thread /θred/ (n) = a very thin string

American English – British English Guide

American English	British English	American English	British English
A account airplane anyplace/anywhere apartment	bill/account aeroplane anywhere flat	P pants/trousers pantyhose/nylons parking lot pavement pedestrian crossing (potato) chips public school purse	trousers tights car park road surface zebra crossing crisps state school handbag
B bathrobe bathtub bill billion=thousand million busy (phone)	dressing gown bath banknote billion=million million engaged (phone)	R railroad rest room	railway toilet/cloakroom
C cab call/phone can candy check closet connect (telephone) cookie corn crazy	taxi ring up/phone tin sweets bill (restaurant) wardrobe put through biscuit sweetcorn, maize mad	S sales clerk/sales girl schedule shorts (underwear) sidewalk stand in line store, shop subway	shop assistant timetable pants pavement queue shop underground
D desk clerk dessert downtown drapes drugstore/pharmacy duplex	receptionist pudding/dessert/sweet (city) centre curtains chemist's (shop) semi-detached	T truck two weeks	lorry, van fortnight/two weeks
E eggplant elevator	aubergine lift	V vacation vacuum (v.) vacuum cleaner vest	holiday(s) hoover hoover waistcoat
F fall faucet first floor, second floor, etc flashlight French fries front desk (hotel)	autumn tap ground floor, first floor, etc torch chips reception	W with or without (milk/cream in coffee)	black or white
G garbage/trash garbage can gas gas station grade	rubbish dustbin/bin petrol petrol station/garage class/year	Y yard	garden
I intermission intersection	interval crossroads	Z (pronounced, "zee") zero zip code	(pronounced, "zed") nought postcode
J janitor	caretaker/porter	Grammar	
K kerosene	paraffin	He <u>just went out.</u> He <u>has just gone out.</u>	He <u>has just gone out.</u>
L lawyer/attorney line lost and found	solicitor queue lost property	Hello, is this Steve?	Hello, is that Steve?
M mail make a reservation motorcycle movie movie house/theater	post book motorbike/motorcycle film cinema	<u>Do you have</u> a car?/ <u>Have you got</u> a car?	<u>Have you got</u> a car?
N news-stand	newsagent	Spelling	
O office (doctor's/dentist's) one-way (ticket) overalls	surgery single (ticket) dungarees	aluminum analyze center check color honor jewelry practice(n,v)	aluminium analyse centre cheque colour honour jewellery practice(n) practise(v) programme realise tyre traveller
		Expressions with prepositions and particles	
		different <u>from/than</u> live on X street on a team on the weekend Monday <u>through</u> Friday	different <u>from/to</u> live in X street in a team at the weekend Monday to Friday

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/	let /let/	let /let/	let /let/
become /br'kʌm/	became /br'keɪm/	become /br'kʌm/	lie /lai/	lay /lei/	lain /leɪn/
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/	light /laɪt/	lit /lit/	lit /lit/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	lose /lu:z/	lost /lost/	lost /lost/
blow /bləʊ/	blew /blu:/	blown /blaʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:n/ (bɜ:nd)/	burnt (burned) /bɜ:n/ (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rɔ:d/	ridden /rɪdn/
can /kæn/	could /kʊd/	(been able to /bɪn 'eɪbəl tə/)	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /rɪzn/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzn/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /sɔld/	sold /sɔld/
deal /di:l/	dealt /deɪt/	dealt /deɪt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	set /set/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /sew/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /draʊv/	driven /drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /'eɪtən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'bɪd/	forbade /fə'bæd/	forbidden /fə'bɪdn/	spend /spend/	spent /spent/	spent /spent/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'gɪv/	forgave /fə'gɪv/	forgiven /fə'gɪvən/	steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
freeze /fri:z/	froze /frouz/	frozen /frouzn/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /gɒt/	got /gɒt/	sting /sɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /gɪv/	gave /geɪv/	given /gɪvən/	swear /swə:/	swore /swɔ:/	sworn /swɔ:n/
go /gəʊ/	went /went/	gone /gɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /graʊ/	grew /gru:/	grown /graʊn/	swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tu:k/	taken /teɪkən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tear /tiə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/	tell /tel/	told /tɔld/	told /tɔld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /lei/	laid /leid/	laid /leid/	win /wɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /traʊt/	written /rɪtn/
learn /lɜ:n/	learnt (learned) /lɜ:n (lɜ:nd)/	learnt (learned) /lɜ:n (lɜ:nd)/			

On Screen



On Screen 3 is a course for learners of English at CEFR level B1. The course combines active learning with a variety of lively topics presented in eight themed units.

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