

On Screen

Workbook & Grammar Book

3



Virginia Evans - Jenny Dooley



Express Publishing

On Screen

3

Workbook & Grammar Book

Virginia Evans - Jenny Dooley



Express Publishing

Published by Express Publishing

**Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom**
Tel.: (0044) 1635 959 759
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

© Virginia Evans – Jenny Dooley, 2015

Design and Illustration © Express Publishing, 2015

Colour Illustrations: Angela, Andrew Simons © Express Publishing, 2015

First published 2015

Thirteenth impression 2024

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-4715-3500-0

Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Mary Swan and Sean Todd (senior editors); Michael Sadler and Steve Miller (editorial assistants); Richard White (senior production controller); the Express design team; Warehouse (recording producers); and Kevin Harris, Kimberly Baker, Steven Gibbs and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Every effort has been made to trace all the copyright holders. If any have been inadvertently overlooked, the publishers will be pleased to make the necessary arrangements at the first opportunity.

Express Publishing is not responsible or liable for any websites that may be accessed from links contained in this publication, which are being provided as a convenience and for informational purposes only; as such, Express Publishing makes no representation or warranty as to their availability, or the suitability or accuracy of their content, or for that of subsequent links. If you choose to link to these websites, you do so at your own risk. You are advised to contact the external site administrators for answers to questions regarding their content.

Contents

Unit 1

Reading	p. 4
Vocabulary	p. 5
Grammar in use	pp. 6-7
Listening skills	p. 8
Speaking skills	p. 9
Writing	p. 10
CLIL / Across Cultures	p. 11
Skills	pp. 12-13

Unit 2

Reading	p. 14
Vocabulary	p. 15
Grammar in use	pp. 16-17
Listening skills	p. 18
Speaking skills	p. 19
Writing	p. 20
CLIL / Across Cultures	p. 21
Skills	pp. 22-23

Unit 3

Reading	p. 24
Vocabulary	p. 25
Grammar in use	pp. 26-27
Listening skills	p. 28
Speaking skills	p. 29
Writing	p. 30
CLIL / Across Cultures	p. 31
Skills	pp. 32-33

Unit 4

Reading	p. 34
Vocabulary	p. 35
Grammar in use	pp. 36-37
Listening skills	p. 38
Speaking skills	p. 39
Writing	p. 40
CLIL / Across Cultures	p. 41
Skills	pp. 42-43

Unit 5

Reading	p. 44
Vocabulary	p. 45
Grammar in use	pp. 46-47
Listening skills	p. 48
Speaking skills	p. 49
Writing	p. 50
CLIL / Across Cultures	p. 51
Skills	pp. 52-53

Unit 6

Reading	p. 54
Vocabulary	p. 55
Grammar in use	pp. 56-57
Listening skills	p. 58
Speaking skills	p. 59
Writing	p. 60
CLIL / Across Cultures	p. 61
Skills	pp. 62-63

Unit 7

Reading	p. 64
Vocabulary	p. 65
Grammar in use	pp. 66-67
Listening skills	p. 68
Speaking skills	p. 69
Writing	p. 70
CLIL / Across Cultures	p. 71
Skills	pp. 72-73

Unit 8

Reading	p. 74
Vocabulary	p. 75
Grammar in use	pp. 76-77
Listening skills	p. 78
Speaking skills	p. 79
Writing	p. 80
CLIL / Across Cultures	p. 81
Skills	pp. 82-83

Grammar Bank	pp. 84-115
Vocabulary Bank	pp. VB1-VB8
Quizzes	pp. Q1-Q2
Translator's Corner	pp. TC1-TC6
Further Practice	pp. FP1-FP9
Glossary	pp. G1-G3
Irregular Verbs	p. IV1



Reading

Many people enjoy going to the hair salon to kick back and relax. But what about taking your dog for a makeover? That's right, now even dogs can get a full-body beauty treatment!

1

Jorge Bendersky is a professional dog groomer who lives in Manhattan, New York City. He is one of the most distinguished dog stylists in America, whose clients include Hollywood actors, top models and musicians. In fact, he even looks after Ralph Lauren's pampered dogs!

2

Jorge spends most of his days making people's beloved pets look as good as possible. Usually, this involves brushing, washing and trimming a dog, a process that can take many hours of hard work and dedication. On top of this, Jorge also holds seminars on pet care to help owners and

Designer DOGS

fellow groomers. With so much on his plate he has very little time to himself, but he wouldn't change it for the world. "I love what I do," he beams happily, "I am extremely glad."

3

As well as his conventional grooming services, Jorge also specialises in creative dog styling. This can involve dyeing a dog's fur or sculpting it into works of art! Indeed, there are no limits to doggie decoration, for Jorge now offers a trendy new service that is taking Manhattan by storm: pet tattoos! Don't worry though; the design rubs off while rolling in some mud!



1 ★ Read the text and match the paragraphs to the headings. One heading is extra.

A EXTREME MAKEOVER

B STYLIST TO THE STARS

C COMPETITIVE STYLING

D A BUSY SCHEDULE

2 ★ Read again and answer the questions in your own words.

- 1 What grooming services does Jorge offer?
- 2 How does Jorge view his line of work?
- 3 What kind of creative styling techniques does Jorge specialise in?

3 ★★ Find the words in the text that mean:

- Para 1: expert, well-known, spoilt
- Para 2: cherished, devotion
- Para 3: normal, artistic, popular

4 ★ COLLOCATIONS Fill in: *top, pet, groomer, beauty, salon, actor*.

- 1 Hollywood
- 2 model
- 3 hair
- 4 treatment
- 5 care
- 6 dog

5 ★★ Fill in: *by, into, off, in, back, after*.

- 1 Jorge looks famous celebrities' dogs.
- 2 Pet tattoos can rub easily.
- 3 Jorge specialises creative dog styling.
- 4 People like going to salons to kick and relax.
- 5 The craze of pet tattoos is taking Manhattan storm.
- 6 The groomer sculpted the dog's fur a work of art.



Vocabulary

Work & Earnings

1 ★ What profession does each person work in? Fill in: *health, law, the media, business, the arts, technology, education.*

- 1 journalist
- 2 actor
- 3 professor
- 4 office manager
- 5 judge
- 6 paramedic
- 7 engineer

2 ★ Match the columns to form phrases.

1	b	earn	a	under pressure
2		meet	b	a living
3		work	c	a deadline
4		daily	d	job
5		steady	e	wage
6		look for	g	a prize
7		win	h	work

3 ★★ Fill in the gaps with the words: *work, job, salary, bonus, overtime, experience.*

- 1 Jack needs to take time off to visit his family.
- 2 Marie gets quite a low daily, but she enjoys working at the shop.
- 3 Kelly's new pay rise makes her yearly much higher.
- 4 Dennis is looking for a as an engineer.
- 5 You need before you can apply for this post.
- 6 Scott is working this week so he returns home at 10 pm in the evening.

Character adjectives

4 ★ Complete the words to describe the qualities needed for the jobs.

- 1 Shop assistants help customers and they are never rude. *polite*
- 2 Firefighters face dangerous situations and they don't get scared. b _ _ _ _
- 3 Surgeons perform operations in hospital and they don't make mistakes. c _ _ _ f _ _
- 4 Teachers take care of young children. r _ _ p _ _ _ _ _
- 5 Professors explain things to their students and answer their questions. h _ _ _ f _ _
- 6 Graphic designers are imaginative and they think of new ideas. c _ _ _ t _ _ _
- 7 Firefighters have to be determined and active. e _ _ _ g _ _ _ _
- 8 Waiters are friendly and they talk to lots of different people at work. s _ _ _ a _ _ _

Appearance

5 ★★ Look at the picture. Fill in: *short, curly, glasses, long, medium, old, early-thirties, wrinkles.*

This is Jenny and her grandma, Anna. Jenny is in her 1) and has 2) hair. Anna is 3) and her skin has got 4), on it. Anna has got 5) grey hair and she wears 6) Jenny's hair is straight, but Anna's hair is 7) Anna and Jenny are both of 8) height.



Prepositions

6 ★ Underline the correct preposition.

- 1 Sam is interested **on/in** working with children.
- 2 Good friends should never get angry **about/with** each other.
- 3 Josh is fond **of/about** the same things as me.
- 4 My friend Mark has a talent **of/for** sport.
- 5 Tony and I are friends, but sometimes we disagree **about/for** things.
- 6 I get on well **in/with** my sister's friends.



Grammar in use

Grammar Bank 1

Present simple vs Present continuous

1 ★ Identify the tenses in bold, then match them to the correct description.

- 1 d Jenny **works** as a chef.
- 2 Tom **is staying** at work late this week.
- 3 Thomas usually **travels** to work with his friends.
- 4 Mike **is sleeping** now.
- 5 The bus for the city centre **leaves** at 8 am.
- 6 Lisa **is taking** a day off work next Monday.

- a routines
- b a fixed arrangement in the near future
- c actions happening now
- d permanent states
- e a temporary situation
- f timetable or programme

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

- 1 A: I *am/'m thinking* (**think**) of applying for a part-time job.
B: That's great!
- 2 A: What
..... (**you/look**) for?
B: My red tie.
- 3 A: I
(**see**) that there's a new person in the office.
B: Yes, her name's Mandy.
- 4 A: Are you OK?
B: Not really. I
..... (**not/feel**) very well today.
- 5 A: Where's Ben?
B: He
(**have**) a bath at the moment.

3 ★★ Put the verbs in brackets in the correct form.

Hi George,

How are you? I 1) *am/'m writing* (**write**) to tell you about my new job as a news presenter for Channel 4. It's great, but I 2) (**not/like**) the early mornings! I 3) (**get up**) at 4:30 every morning because the show 4) (**start**) at 6am. I usually 5) (**present**) the news on weekdays, but tomorrow I 6) (**appear**) on Saturday Breakfast because the usual presenter 7) (**go**) to a conference. 8) (**you/want**) to meet me after I finish work at 11:00?

Colin

Adverbs of frequency

4 ★★ Make sentences, as in the example.

always	★★★★★
usually	★★★★
often	★★★
sometimes	★★
rarely/seldom	★
never	0

- 1 Michael/be/late/for work (★)
Michael is rarely/seldom late for work.
- 2 Helen/work/overtime during the week (★★★)
.....
- 3 We/have/tough deadlines in my office (★★★★)
.....
- 4 Paul/work well under pressure (0)
.....
- 5 Janet/be/polite to the customers (★★★★★)
.....

Relatives

5 ★ Join the sentences. Use *relative pronouns* and *adverbs*.

- 1 That's the woman. She is moving to another branch.
That's the woman who's/is moving to another branch.
- 2 That's the shop. Lucy works there.
.....
- 3 That's Mike. His father gave me a job.
.....
- 4 This is the suit. I'm wearing it to my interview tomorrow.
.....
- 5 That's Gavin. He's in my class at school.
.....

Grammar Focus (Unit 1)

Comparative/Superlative

- 6** ★ Compare the jobs in the table. Use the *comparative* and the *superlative*, as in the example.

JOB	funny	highly-trained	well-paid
Anna (news presenter)	★	★	★★★★
Laura (paramedic)	★★	★★★★	★
Martha (firefighter)	★★★★	★★	★★

1 *Laura is funny, but Anna is not as funny as Laura. However, Martha is the funniest of the three women.*

- 2
- 3

- 7** ★ Circle the correct item.

- 1 He to the meeting this afternoon.
 A is coming B comes C come
- 2 That's the lady helped me in the shop.
 A whose B who C which
- 3 Valerie isn't hard-working as Paula.
 A more B much C as
- 4 Mark as a journalist.
 A works B work C working
- 5 Richard's project is one of all.
 A good B the best C best
- 6 Bob owns a company sells cars.
 A who B where C which
- 7 Annie to the gym after work.
 A always goes B goes always
 C is going always
- 8 Jack with us until he finds a job.
 A stay B is staying C stays

- 8** ★★ Complete the second sentence, using the word in bold, so that it means the same as the first sentence. Do not change the word in bold.

- 1 I work in that office. **(WHERE)**
 That's I work.
- 2 John always gets to work early. **(NEVER)**
 John for work.
- 3 Do you have any plans after work? **(DOING)**
 What after work?
- 4 My 18-year-old brother works in a shop. **(WHO)**
 My brother, old, works in a shop.
- 5 Jo's job isn't as stressful as Lee's. **(MORE)**
 Lee's job is
 Jo's.

- 9** ★★ Complete the second sentence, using the words in brackets in the correct form. Do not use more than four words.

- 1 My sister **(be/look)** a job as a tutor.
 My sister a job as a tutor.
- 2 Simon **(have/nice/desk)** of all.
 Simon of all.
- 3 Harry **(usually/go/work)** by train.
 Harry by train.
- 4 Amy **(work/fast)** than Sam.
 Amy than Sam.
- 5 Gary **(like/he/new boss)**, because he is fair.
 Gary because he is fair.

- 10** ★★ Put the verbs in the correct tense.

- 1 **(you/take)** the train to work every morning?
- 2 Norman **(sit)** at the desk by the printer today.
- 3 Beth **(not/work)** in education. She's a lawyer.
- 4 Today's interview **(be)** the biggest event of my life!
- 5 Mandy **(think)** of leaving the company.

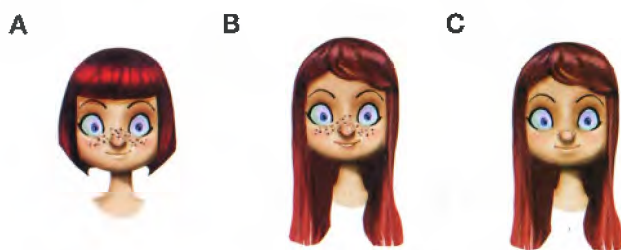


Listening skills

Multiple choice

1 ^{1.2} ★ You are going to listen to five recordings. For each question 1-5, choose the answer which matches what you have heard by circling the appropriate letter (A, B, or C).

1 What does Ann's cousin look like?



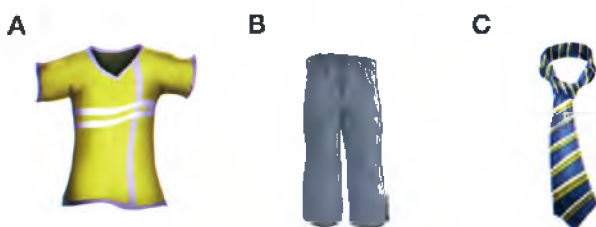
2 What job does Katie do?



3 Where is the speaker?



4 Joey is going to another shop to buy



5 Jacob is calling Linda
A to offer advice.
B to respond to advice.
C to ask for advice.

Multiple matching

2 ^{1.3} ★ You are going to hear two people talking about jobs. Match the people (1-4) to the job that suits them (A-E). One job is extra.

PEOPLE		JOB
<input type="checkbox"/> 1	Victoria	A actor
<input type="checkbox"/> 2	Christina	B engineer
<input type="checkbox"/> 3	Ken	C journalist
<input type="checkbox"/> 4	Nelly	D teacher
		E artist

Multiple matching

3 ^{1.4} ★ You are going to hear four people talking about shopping. Read the sentences below. Match the sentences (A-E) to speakers (1-4). There is one extra statement.

- A** I sometimes have a problem with clothes I buy online.
- B** I don't want to spend too much money on clothes.
- C** I don't have time to go clothes shopping at the moment.
- D** I like to be original in my style.
- E** I usually go shopping at the weekend.

Speaker 1	<input type="checkbox"/>
Speaker 2	<input type="checkbox"/>
Speaker 3	<input type="checkbox"/>
Speaker 4	<input type="checkbox"/>

Dictation

4 ^{1.5} ★ Listen and complete the sentences.

- 1 My friend Joshua is
- 2 He's slim
- 3 He is
- 4 Every Saturday,
- 5 Joshua is
- 6 But he's not

Speaking skills



Matching exchanges

- 1** ★ Match the questions (1-6) to the answers (A-G). One answer is extra.

1 <input type="checkbox"/>	What do you do for a living?	A By bus.
2 <input type="checkbox"/>	Where do you work?	B From 9 am to 5 pm.
3 <input type="checkbox"/>	How do you go to work?	C At my desk.
4 <input type="checkbox"/>	What are your working hours?	D £10 an hour.
5 <input type="checkbox"/>	When do you have lunch?	E At 1 pm.
6 <input type="checkbox"/>	How much do you earn?	F In an office.
		G I'm a secretary.

Dialogue completion

- 2** ★ Complete the exchanges (1-4) by circling the correct responses (A, B or C).

1 X: What time does the toy shop close today?

Y:

- A** It closes late.
B It closes at 9 pm.
C It's open now.

2 X:

Y: On the second floor.

- A** Is this the menswear?
B How far is it to the menswear?
C Where is the menswear?

3 X: What's your best friend like?

Y:

- A** She studies hard.
B She's in her late teens.
C She's honest and helpful.

4 X: Is everything okay?

Y:

X: That's too bad.

- A** My sister's unwell.
B I feel really well.
C We get on well.

Dialogue completion

- 3** ★ Complete the dialogue by choosing the correct option (A, B or C).

Edward: Hi, David. Is everything OK?

David: Hi, Edward. Well, it's my younger brother, John. He's always leaving toys on the bedroom floor! It's **1** me crazy! What's the **2** way to stop him from doing that?

Edward: Well, if I were you, I'd lock the door so he can't get into the room.

David: No, that won't work because we share the same room.

Edward: OK, well **3** don't you talk to him about it? You could tell him how you feel so he doesn't do it again.

David: Yes, I **4** of doing that later. After all, I don't mind him playing with his toys. I just want him to clear up afterwards. Thanks for your advice, Edward.

Edward: No problem!

- 1** **A** running **B** driving **C** pushing
2 **A** good **B** better **C** best
3 **A** why **B** what **C** which
4 **A** think **B** thinks **C** am thinking

Asking for & Giving advice

- 4** ★★ Complete the dialogue. Use: *idea, suggest, should, thought, advice, problem, supposed, sure*.
Two words don't match any gaps.

A: Is everything OK, Becky?

B: Well, I have a(n) **1** with my best friend, Mum. She keeps copying my homework! What am I **2** to do?

A: I **3** that you talk to your teacher about it.

B: I'm not **4** about that. I don't want to get her in trouble.

A: Well, have you **5** of discussing it with your friend? Maybe she's struggling at school.

B: You know, that's not a bad **6** Thanks for your help!

A: You're welcome.



Writing

An informal email giving advice

- 1** ★ Read the email and put the paragraphs (A-C) in the correct order.

Your English friend, is struggling at school. Write him/her an **email** giving advice and expressing hope that things will go well (50-100 words).

From: Kim
To: Wendy
Subject: Maths

Hi Wendy,

A I hope my advice helps. I'm sure your grades will improve soon. Let me know how it goes.

B Sorry to hear that you're struggling at school. Having read your problem, I'd like to give you some advice.

C First of all, it's important that you speak to your teachers. You need to let them know that you are struggling. That way, they will give you more attention in class and explain things to you that you don't understand. Another idea would be to get a tutor. Then, you could spend more time studying each subject and achieve better grades.

Yours,
 Kim

- 2** ★ Read the email again and complete the table.

Advice	Possible Results

- 3** ★ Read the email again and find examples of informal style writing.

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

- 4** ★ Mark the sentences as O (opening remarks) or C (closing remarks).

- 1 I hope things get better soon.
- 2 Let me know what happens.
- 3 I understand how you feel about
- 4 Let's hope everything turns out all right.
- 5 It's a shame to hear that you are having problems.

- 5** ★ Read the rubric and the extract from an email. Then match the advice to the results.

The following is part of an email from your English-speaking e-friend:

I have exams coming up soon and I feel so stressed! I just can't concentrate. What do you think I should do?

Write an **email** (50-100 words). In your email:

- sympathise with your friend's problem
- give advice
- express hope that things will turn out well.

Advice	Results
1 <input type="checkbox"/> Make a study timetable.	A Being active reduces stress.
2 <input type="checkbox"/> Get some exercise.	B You won't get so exhausted.
3 <input type="checkbox"/> Don't stay up all night studying.	C You won't forget any revision topics.
4 <input type="checkbox"/> Take regular breaks.	D You will concentrate more easily

Your turn

- 6** ★★ Use your answers from Exs 4 & 5 to complete the email giving advice.

Dear ...,

Sorry Having read ... , I

To begin with, That way, You can also This would help Also, This way,

I hope Let me

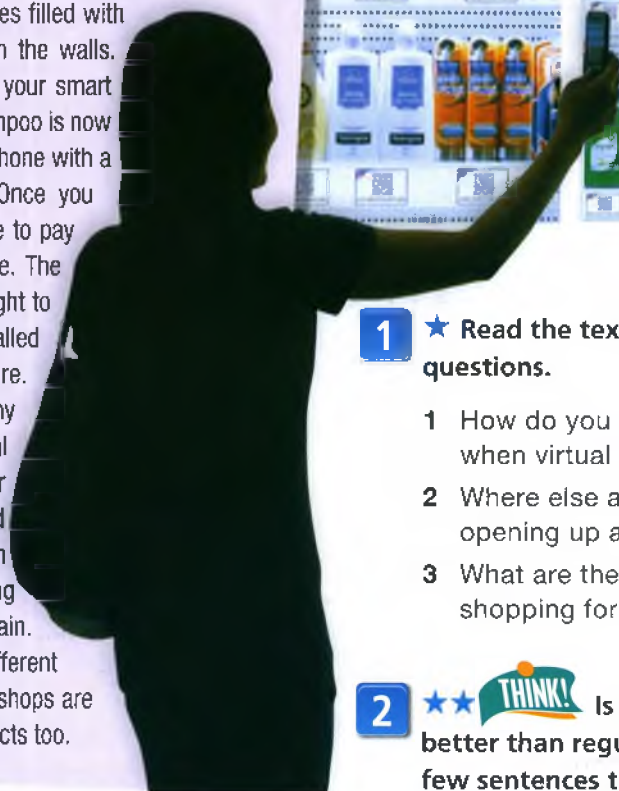
Yours,

...



Virtual stores

A trip to the supermarket can be quite the headache. You have to push a heavy cart around, stand in a long queue to pay and then empty your cart at the cash register. Finally, you have to load everything back into your cart and push it to your car. Now, imagine you are walking around a supermarket and instead of shelves filled with products there are pictures of products on the walls. You find the shampoo you want, take out your smart phone and scan the electronic tag. The shampoo is now in your online shopping cart in your smart phone with a list of the other products you scanned. Once you finish shopping, you simply use your phone to pay online with a credit card and then go home. The supermarket later delivers your shopping right to your door. This shopping experience is called virtual shopping and it's the way of the future. Virtual supermarkets are opening in many cities around the world. Some virtual supermarkets are not even in regular shopping centres but rather in underground stations, on train platforms and now even in airports. Travellers can save time by doing their shopping while they wait for their train. Supermarkets no longer have to stock different products, saving money and energy. Other shops are now developing virtual stores for their products too.



1 ★ Read the text and answer the questions.

- 1 How do you use your smart phone when virtual shopping?
- 2 Where else are virtual supermarkets opening up and why?
- 3 What are the benefits of virtual shopping for supermarkets?

2 ★★ **THINK!** Is virtual shopping better than regular shopping? Write a few sentences to justify your opinion.



Across Cultures

1 ★ 1 Read the text and mark the sentences T (true), F (false) or DS (doesn't say).

- 1 Edinburgh Castle is the oldest castle in Scotland.
- 2 When in Scotland the Queen stays at the Palace of Holyroodhouse.
- 3 Each soldier in the Royal Regiment of Scotland has his own bagpipe band.
- 4 Some soldiers wear a sporran.

2 ★★ Compare the Royal Regiment of Scotland to a similar group in your country.

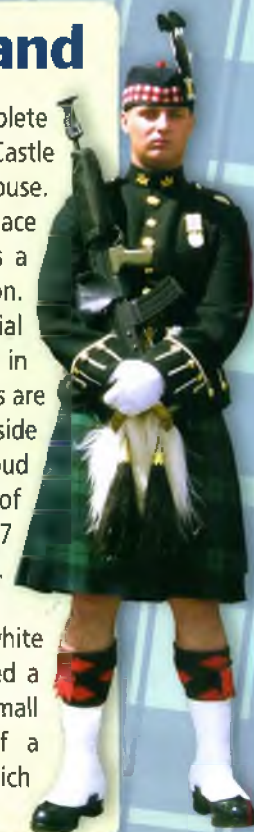
.....

.....

.....

Guarding Scotland

A visit to Edinburgh, Scotland is not complete without a visit to the historic Edinburgh Castle and the grand Palace of Holyroodhouse. Edinburgh Castle dates back as a royal palace to the 12th century. Today the castle is a museum and a popular tourist attraction. The Palace of Holyroodhouse is the official residence of the Queen of England in Scotland. Both these magnificent buildings are symbols of Scotland and its history. Outside these buildings stand guard another proud symbol of Scotland: the Royal Regiment of Scotland. The regiment consists of 7 battalions that serve the United Kingdom. Each battalion has its own bagpipe band. The soldiers wear a formal coat, a cap, a white belt, socks and a long pleated skirt called a kilt. They also wear around their waist a small purse called a sporran. The colour of a soldier's coat and kilt depends on which battalion the soldier belongs to.



1

Skills

Reading

Multiple matching

1 Read the texts below. For every 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 We are looking for young people to work here on Saturdays. If you are friendly and hard-working, come inside and speak to Mr Hawkins.

2 **GREAT BARGAINS!
HUGE DISCOUNTS!**

This weekend only, up to 60% off swimwear, sandals and much much more! Visit either our shop on the high street or the one in Broomfield Shopping Centre.

3 In the event that the item does not meet your expectations please return it within 28 days of purchase for a full refund.

4 **100% COTTON.
MACHINE WASHABLE WITH
SIMILAR COLOURS.
HANG OR LINE DRY.
DO NOT IRON.**

- A This text invites people to a sale.
- B You can see this text on a receipt.
- C You can see this text outside a shop.
- D This text advertises a shop.
- E This text gives instructions.

1	2	3	4

Listening

Matching exchanges

2 **1.6** You are going to hear four questions (1-4) twice. Read the responses below. For every question, choose the right answer (A-E). One answer is extra.

- A You should be patient and responsible.
- B He's brave, but careless.
- C It's best not to be cowardly.
- D Her positive attitude to life.
- E She's under a lot of pressure at work.

1	2	3	4

Speaking

Dialogue completion

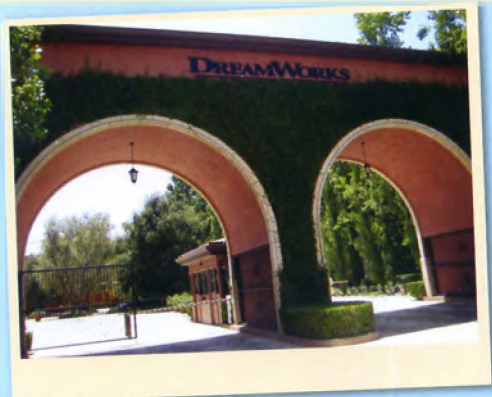
3 Read the dialogues (1-3). Complete the dialogues 1-3 with appropriate responses by circling the appropriate letter (A, B or C).

- 1** X:
Y: If I were you, I'd talk to her.
A What should I do about Ann?
B What do you plan to do about Ann?
C Have you thought of talking to Ann?
- 2** X: Thanks for the advice.
Y:
X: I will.
A You're welcome.
B Let me know if it helps.
C I think it'll help.
- 3** X: Have you thought of becoming an engineer?
Y:
A That sounds fine.
B That's not a bad idea.
C I guess you're right.

Reading

Text completion

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



A Dream Workplace

DreamWorks is one of Hollywood's biggest animation studios. **1** But as well as bringing fantasies to life in their films, it seems that working at DreamWorks is also a dream come true! In fact, according to Fortune Magazine, the company is one of the best places to work in the world.

A typical work day at DreamWorks begins at around 8:30 am. **2** Throughout the grounds are water fountains, fish ponds and ping pong tables that all members of staff are free to enjoy. What's more, there are even games consoles in the break room so that employees are sure to have fun during a hard day's work!

When lunchtime comes, everyone in the company rushes to the cafeteria. **3** There is plenty of food to choose from, such as pizza, burgers, steak and ice cream. And all of the food is fresh, nutritious and delicious.

As well as offering free meals, DreamWorks also ensures that staff members maintain a healthy and active lifestyle.

4 On top of this, the company encourages employees to exercise their creativity by offering free art classes. It even displays its employees' talents in a company-wide art show! Now with perks like that, it's no wonder it's called DreamWorks!

- A There is a gym with free exercise classes and a doctor to tend to any injuries.
- B Here, they receive a free lunch!
- C They feel satisfied, relaxed and bursting with energy.
- D It has the famous blockbuster hits Shrek and Kung Fu Panda under its belt.
- E However, there is nothing typical about working in this place!

Listening

Multiple choice

- 2** **1.7** 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 According to the advert in the paper
 - A all shoes are on sale.
 - B everything in the shop is on sale.
 - C only computers are on sale.
- 2 Bob thinks high street shops
 - A are better than the local shops.
 - B are very expensive.
 - C have a lot of variety.
- 3 Bob and Kurt are talking about
 - A where to go shopping for shoes.
 - B what things they need to buy.
 - C which shopping area is the best.

Recording 2

- 4 Jake's favourite part of his job is
 - A the people he works with.
 - B the travelling.
 - C how unpredictable it is.
- 5 Jake encourages his listeners to
 - A obtain work experience.
 - B go to lots of job interviews.
 - C apply for different jobs.
- 6 The purpose of Jake's talk is
 - A to explain what his work is about.
 - B to give advice on starting in a career.
 - C to help students who want to be journalists.



Reading

Smokeyumper:

Fire Fighter of the Sky

Being a fire fighter is a **tough** job. However, smokejumpers take this to the extreme by jumping into wildfires – from an airplane! It's **dangerous** work but somebody has to do it. Ethan Riley shares his experience.

It was 7 o'clock in the evening. I was eating my dinner when I received the call. Trinity National Forest was on fire. The fire was in an area that couldn't be reached by ground. **1** I put on my gear (fireproof suit, helmet and gloves) and boarded the plane as fast as I could.

The **high-speed** jet reached the forest within minutes. **2** There was no time to lose. Together with 7 other **fearless** smokejumpers, I dived from the plane and glided towards the fire using my parachute. Our cargo followed shortly afterwards, providing us with the necessary tools to put out the flames.

"We need to make a fire line!" I shouted to my crew. **3** While we were doing this, air tankers were flying overhead, dropping water onto the flames. They covered us as well, but the **icy** water was a welcome relief from the heat.

It was midnight when the fire finally died out. **4** What a night! We were **filthy**, thirsty and completely **exhausted**. However, that's nothing new; it's just business as usual for a smokejumper and I wouldn't change it for the world!

- 1** ★ Read the text and complete the gaps (1-4) with appropriate sentences (A-E). One sentence is extra.

- A From above, I could see clouds of smoke filling the air.
- B He got caught in a tree and had to cut himself loose.
- C This meant it was a job for a smokejumper!
- D At last, we could return to the base.
- E We began cutting down trees around the fire to stop it from spreading.

- 2** ★★ Read the text again. Answer the questions.

- 1 Why were smokejumpers sent to the fire in Trinity National Forest?
- 2 What special clothing does a smokejumper wear?
- 3 How did the smokejumpers reach the fire?
- 4 What kind of text is it: *narrative* or *informative*? Give reasons.

- 3** ★ Match the words in bold in the text to their synonyms.

- tired • risky • courageous • dirty
- difficult • swift • cold

- 4** ★★ Fill in: *die, cut, board, spread, glide, drop*, in their correct form.

- 1 We watched as the planes water onto the fire.
- 2 We towards the flames using our parachutes.
- 3 When we arrived, the fire further and further into the forest.
- 4 The flames eventually out around 9 o'clock.
- 5 The smokejumpers down the trees around the fire.
- 6 After the smokejumpers received the emergency call, they quickly the plane.

Vocabulary

2

Natural disasters

- 1 ★ Match the newspaper headlines (A-E) to the natural disasters (1-5).

1	wild fire	4	flood
2	tsunami	5	earthquake
3	avalanche		

A RISING WATER CAUSES SEVERE DAMAGE IN CITY CENTRE

B Firefighters save family from burning house in forest

C TRAPPED SKIER FOUND UNDER SNOW AFTER TWO DAYS

D Series of waves hit coastline and cause mass destruction

E Aftershocks shake island for days after disaster

- 2 ★★ Fill in: *collapse, rescue, warn, destroy, hit, recover* in the correct form.

NEWS AT 9

A strong earthquake 1) the town of Mountainside last night. It 2) several buildings and the bridge across the River Swift 3) Firefighters and rescue volunteers arrived quickly and they 4) fifteen people who were trapped under the rubble of their homes. This morning, the Mayor of Mountainside spoke on the local radio and 5) residents not to go back inside their houses until a Safety Officer checks them. "We're a strong community. We can 6)" he said.

Weather & Disasters

- 3 ★★ Underline the correct item.

- There was **wet/torrential/rough/dense** rain in the early hours of this morning.
- We watched as a **fresh/tall/thick/strong** fog filled the streets.
- Water levels **rose/raised/poured/collected** after the river burst its banks.
- The school caught fire, but there was no **extreme/severe/strong/serious** damage.
- Emergency services helped to **gather/evacuate/escape/recover** the building.
- The volcano **dropped/blew/exploded/erupted** at midnight last night.

Weather

- 4 ★★ Look at the symbols on the map, then fill in: *heavy, dense, bitterly, dry, light, chilly, freezing.*

UK Weather

The south of England is enjoying 1) weather today with plenty of sunshine and warm temperatures. Over in Wales, temperatures are slightly lower and 2) rain is falling. In northern England, the rain is 3), but be careful on the roads because there is some 4) fog about. In Scotland, 5) temperatures and 6) winds are making it 7) cold and there is a chance of snow later today.

Prepositions & Phrasal verbs

- 5 ★ Choose the correct item.

- Some fire services depend **on/from** volunteers.
- Living on high ground helps protect people **of/from** flooding.
- The rain started to pour **on/down** as we walked home.
- The earthquake caused damage **to/of** many buildings in the town.
- The injured skier called **out/for** help.
- Heavy clouds gathered **on/in** the sky.
- Strong winds blew **at/in** over 80 mph yesterday.
- The weather cleared **out/up** after the storm.



Grammar in use

Grammar Bank 2

Past continuous

- 1 ★ What was Nia doing at:
7:15? 8:15? 9:25? 12:10?
14:20? 16:45?

7:00 - 8:00	have breakfast
8:00 - 9:00	pack for the trip
9:00 - 11:00	drive to the National Park
12:00 - 14:00	hike to the campsite
14:00 - 15:30	watch the volcano erupt
16:00 - 17:00	set up camp for the night

- 1 At 7:15, Nia was having breakfast.
2
3
4
5
6

- 2 ★ What were the people doing when the hurricane struck? Write questions as in the example.

- 1 Tim/play outside? (listen to music) Was Tim playing outside? No, he wasn't. He was listening to music.
2 Mary/have dinner? (sleep)
3 Jack/clean his room? (watch TV)
4 Jane/read a book? (play a computer game)
5 Mike/do the washing up? (talk on the phone)

Past simple vs Past continuous

- 3 ★ Put the verbs in brackets into the past simple or past continuous, then match the sentences (1-7) to the correct description (a-g).

- 1 c The emergency sirens **were ringing** (ring) loudly while people **were coming** (come) out of the building.
2 At 9 o'clock last night, I (watch) a documentary about tsunamis.
3 He (lie) in bed when the windows (start) shaking.
4 He (work) as a firefighter before he had the accident.
5 Lightning (strike) the tree and it (fall) on the house.
6 This morning, the heavy snowfall (cause) an avalanche in the mountains.
7 Late one night, Jane and Jill (drive) through a snow storm.

- a an action which was in progress at a stated time in the past
b actions which happened immediately one after the other in the past
c two or more actions which were happening at the same time in the past
d past habits or states which are now finished
e an action which happened at a stated time in the past
f a past action which was in progress when another action interrupted it
g to give background information in a story

- 4 ★ Circle the correct form.

- 1 As we **cleaned** / **were cleaning** up the rubbish from the storm, I **was finding** / **found** my grandmother's long-lost wedding ring.
2 Rescue workers **were looking** / **looked** for more survivors while the paramedics **were helping** / **helped** the injured.
3 The tsunami **crashed** / **was crashing** into the coast and **was destroying** / **destroyed** lots of buildings.
4 The family **was going** / **went** to the basement to escape the hurricane.
5 The police **asked** / **were asking** people to evacuate the area immediately.
6 We **were going** / **went** to the beach when it **was starting** / **started** raining.
7 The river **was bursting** / **burst** its banks and **flooded** / **was flooding** the town.

Grammar Focus (Units 1-2)

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

Hi bloggers,

I **1) had (have)** a terrifying experience while I
2) **(visit)** my aunt in Australia.
3) **(have)** a wonderful holiday. That is, until the day the fire
4) **(start)**. We **5)**
(sit) in front of the TV when a news flash suddenly
6) **(interrupt)** the programme
we **7)** **(watch)**. It
8) **(say)** that a fire
9) **(burn)** in the forest nearby.
It **10)** **(spread)** quickly towards
our town. The police **11)**
(advise) residents to evacuate their houses. We
12) **(grab)** everything we
could carry and **13)** **(run)** for
the car. We **14)** **(escape)**
just in time. The fire **15)** **(destroy)**
my aunt's house and I **16)**
(spend) the rest of my holiday in a shelter! Come
on bloggers, write back and tell me about your
holiday nightmares.

Tim, 18

used to/would/be used to

- 6** ★ Circle the correct item.

- He live in Florida until he lost his house in the hurricane.
A use to **B used to** C would
- Did the town have a disaster response plan before the earthquake?
A use to B used to C was used to
- Every year they visit their parents.
A use to B would C are used to
- As a firefighter, Adam dangerous situations.
A would B is used to C used to
- John work as a weatherman.
A would B used to C was used to
- I didn't worry about extreme weather when I lived in Spain.
A used to B use C use to

- 7** ★★ Complete the second sentence so that it means the same as the first.

- He doesn't go skiing anymore since his accident.
He
before his accident.
- The wildfire destroyed many trees.
There were
before the wildfire.
- We were sleeping when the volcano erupted.
The volcano erupted
sleeping.
- The storm broke out on that day.
That's the day broke out.
- The rain is making the flooding worse.
The
because of the rain.

- 8** ★★ Complete the second sentence, using the words in brackets in the correct form. Do not use more than four words to complete each sentence.

- The **(volcano/erupt)** at 7:30 last night.
The at 7:30 last night.
- We **(walk/school)** when it started raining.
We
when it started raining.
- The storm **(be/powerful)** than last time.
The storm
than last time.
- We **(always/hide)** in the basement when there was a storm.
We in the
basement when there was a storm.
- Earthquakes **(be/common)** here.
Earthquakes here.

- 9** ★★ Put the verbs in brackets into the correct tense.

- Where **(you/be)** when the lights **(go/off)**?
- The fire **(spread)** to the neighbouring house and burnt it down.
- Tsunamis **(happen)** more often in Japan than in Europe.
- We **(not listen)** to the weather forecast so we **(have)** no idea about the hurricane.



Listening skills

Multiple choice

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

1 What was the weather like yesterday?



2 What did Nina do after the hurricane?



3 Where were the speakers during the snowstorm?



4 What problem is the town dealing with?



5 Arthur is calling Bob to
A offer him help.
B warn him about something.
C to ask for something.

Multiple matching

2 ★ You are going to hear two people talking about school projects. Match the people (1-4) to the project they plan to do (A-E). One project is extra.

PEOPLE		PROJECTS
1	Hilary	A hurricanes
2	Wendy	B earthquakes
3	Jenny	C tsunamis
4	Ann	D flooding
		E volcanoes

Matching exchanges

3 ★ You are going to hear four questions (1-4) twice. Read the responses below. For every question, choose the right answer (A-E). One answer is extra.

- A I was so scared!
- B No, I'm fine.
- C Yes, it was terrifying!
- D You were very lucky.
- E OK, no one was hurt.

1	2	3	4

Dictation

4 ★ Listen and complete the sentences.

- 1 It was 6 pm
- 2 I was watching TV
- 3 Suddenly, the walls
- 4 Then,
- 5 Luckily nobody
- 6 But it was



Speaking skills

Matching exchanges

1 ★ Match the questions (1-6) to the answers (A-G). One answer is extra.

- | | | |
|-----------------------------------|--|-------------------------------------|
| 1 <input type="checkbox"/> | Did you use to live here? | A I used to play basketball. |
| 2 <input type="checkbox"/> | When did the storm hit? | B I ran for help. |
| 3 <input type="checkbox"/> | How often did you play basketball? | C Yes, when I was 5. |
| 4 <input type="checkbox"/> | What were you doing when the storm hit? | D Every Saturday morning. |
| 5 <input type="checkbox"/> | What sport did you do when you were young? | E Just after 5 pm. |
| 6 <input type="checkbox"/> | What did you do when you saw the fire? | F I was frightened. |
| | | G I was watching TV. |

Dialogue completion

2 ★ Complete the exchanges (1-4) by circling the correct responses (A, B or C).

- 1** X:
 Y: No, it's sunny outside.
A What's the weather like outside?
B Was it cold yesterday?
C Is it raining?
- 2** X: Are you alright?
 Y:
A It was horrible!
B No one was hurt.
C I'm OK now.
- 3** X: Everything started shaking!
 Y:
 X: Yes, it was terrifying.
A What happened?
B Were you scared?
C Are you lucky?
- 4** X: A fire broke out in the school.
 Y:
 X: Yes, there were no injuries.
A Was it awful?
B Were you terrified?
C Is everyone OK?

Dialogue completion

3 ★ Complete the dialogue by choosing the correct option (A, B or C).

Sam: Hey Bill. I
1)
 about the fire at your house. Are you alright?

Bill: I'm fine, but it was horrible. There was smoke everywhere and I couldn't breathe well.

Sam: That's awful! I **2)** you were terrified!

Bill: I sure was. We got out from the back door. **3)** no one was hurt.

Sam: You must be so relieved!

Bill: Yes, I'm so glad it's **4)**



- | | | |
|-----------------------------|-----------------|--------------------|
| 1 A saw | B heard | C listened |
| 2 A bet | B think | C know |
| 3 A Certainly | B Surely | C Luckily |
| 4 A ended | B over | C completed |

Narrating an experience

4 ★★ Complete the dialogue. Use: *poor, rescue, terrible, escape, experience, smashed, sad, know*. Two words don't match any gaps.

- A: Are you OK? Your mum told me about the hurricane.
 B: I'm fine, but it was **1)** The wind was so strong that it **2)** our windows and our house started shaking.
 A: **3)** you. How terrifying!
 B: It was. The streets were flooded and there were fallen trees everywhere. Fortunately, no one was hurt.
 A: You had a lucky **4)**
 B: I **5)** It was a terrifying **6)** and I'm so relieved we are all OK.

2

Writing

A story

- 1** ★ Read the rubric, then the story and put the paragraphs in the correct order.

Your teacher has asked you to write a short story about an experience you had while on holiday. Write your **story** (50-100 words).

A Suddenly, I drove into very deep water and the car stopped. I was stuck! I didn't know what to do and began to panic. I started beeping the car horn, but nobody was around to hear it.

B After an hour, the emergency services finally found and rescued me. Even though the car was badly damaged, I felt so relieved. At least I was safe!

C Last year I went on holiday in the English countryside. One morning, I hired a car to visit some attractions. I was driving along the road when it started raining heavily. Then, the streets began to flood!

- 2** ★ Read the story again. Which paragraph:

- contains the events in the order they happened? 1 2
- sets the scene? 2 3
- contains what happened in the end (feelings)? 3 1

- 3** ★ Replace the adjectives in bold with synonymous ones from the list: *relieved, tired, excited, scared, confused.*

As the plane took off from the airport, I was **1) thrilled!** I couldn't wait to arrive in Rome! After a while, though, I felt quite **2) sleepy** so I closed my eyes and took a nap. Suddenly, the plane started shaking and I woke up. I was completely **3) baffled** and didn't know what to do. The woman next to me looked **4) terrified.** However, the air hostess calmly assured us that nothing was wrong. After a few minutes, the shaking stopped. I felt so **5) thankful** that we were safe!

- 1 3 5
2 4

- 4** ★ Form adverbs from the adjectives to complete the sentences: *happy, slow, careful, hard, patient.*

- 1 The cars moved through the heavy traffic.
- 2 She waited in the queue.
- 3 The boxer punched his opponent as as he could.
- 4 Katie smiled when she saw her present.
- 5 He listened to their teacher.

- 5** ★ Read the rubric. Then match the pictures (A-D) below to the events (1-4) and expand the prompts into full sentences.

Your school newspaper is looking for short story submissions. The story should be about a natural disaster. Write your **story** (50-100 words).



- 1 I/hear/loud noise/see/an avalanche/fall/towards me.
.....
.....
- 2 I/ski down/mountain.
.....
.....
- 3 A rescue team/find me/dig me/out/snow.
.....
.....
- 4 I/be/buried/in/snow.
.....
.....

Your turn

- 6** ★★ Use your answers in Ex. 5 to complete the story.

Last winter, I ... I was skiing down the mountain when ... and ...
Suddenly, ...
Several hours later, ... I felt ...

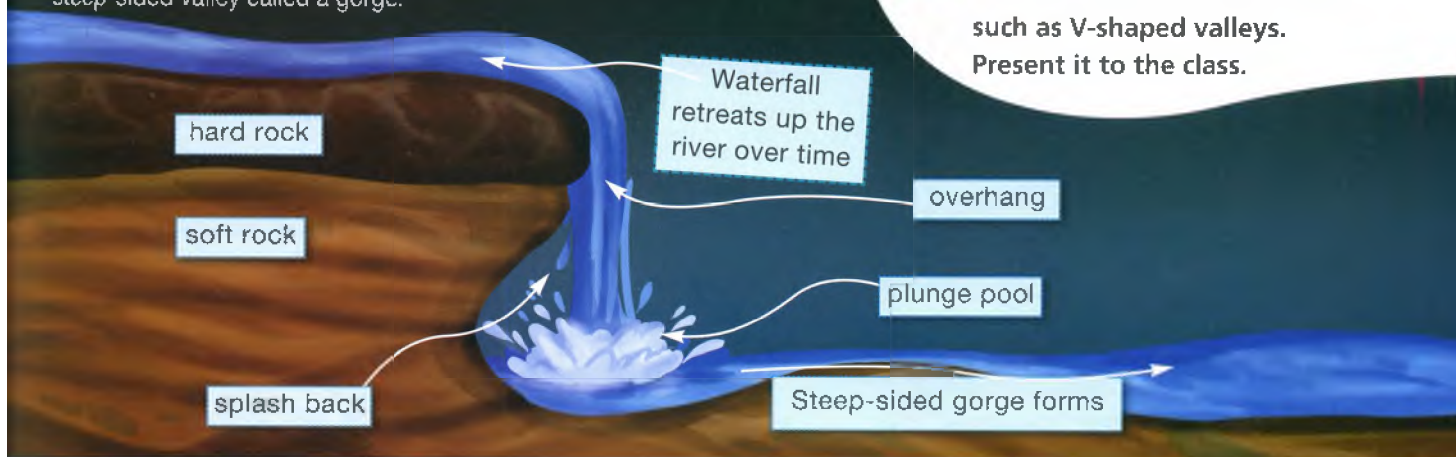


How Does A Waterfall Form?

A waterfall occurs when a river, travelling on its way towards the sea, flows over a boundary between hard rock and soft rock. Over time, the force of the water wears away the soft rock in a process called erosion.

As the water crashes over the fall into the river below, it creates a plunge pool – an area of deeper water right underneath the waterfall. The water hitting the surface of the river is also constantly splashing the soft rock behind the waterfall. This splashing – called splash back – slowly eats away at the soft rock behind the waterfall, carving out a cave behind the falling water and leaving the hard rock above sticking out. This shelf of hard rock is referred to as an overhang. Eventually, there is not enough soft rock to support the hard rock above and the overhang collapses into the plunge pool below.

This process of erosion and collapse happens again and again over the centuries. This causes the waterfall to retreat up the river, leaving behind a steep-sided valley called a gorge.



1 ★ Read the text and mark the sentences *T* (true) and *F* (false).

- 1 The flowing water of a river erodes soft rock.
- 2 When the overhang collapses it creates a plunge pool.
- 3 It doesn't take very long for a steep-sided gorge to form.

2 ★★ [ICT] Collect information about another river landform such as V-shaped valleys. Present it to the class.



Across Cultures

1 ★ Read the text and complete the sentences.

- 1 When the residents went outside, they saw
- 2 When residents saw the ice tsunami, they
- 3 The ice tsunami lasted
- 4 An ice tsunami develops when

2 ★★ [ICT] Collect information about a natural phenomenon in your country. Present it to the class.

Canada's Ice Tsunami

It was a quiet Friday night for the residents of the lakeside community Duaphin Lake in Manitoba. Then they heard the ice coming.

"A horrible cracking sound like thousands of windows breaking" is how one resident described the sound of the moving ice. Residents rushed outside to find an unbelievable sight: a wall of ice as high as 9 metres was approaching them. Like a slow-moving tsunami, the powerful wall plowed its way inland crushing everything in its path. Residents quickly abandoned their homes taking whatever they could with them. 15 minutes later it was over and the ice stopped moving. However, in that short period of time the ice tsunami managed to damage and destroy many homes along the shoreline.

This unusual phenomenon occurs when very strong winds as high as 60 kph blow heavy chunks of ice out of a thawing lake toward the shoreline. The more the wind blows the more the ice moves onto the land.

The tsunami was an experience these Canadians are unlikely to ever forget!

2

Skills

Reading

Multiple matching

1 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 **ATTENTION:**

Bridge closed due to high winds. Please follow signs for diversion.

2 Shake well before use. Apply 30 minutes before exposure to the sun and every two hours thereafter. Always reapply after contact with water.

3 **SALE** Half-price discount on winter wear. Offer excludes ski equipment. While stocks last.

4 **Come to The Snow Dome!**
Skiing and snowboarding all year round!
Open 7 days a week
10 am – 10 pm
FUN FOR ALL THE FAMILY!

- A This text is advertising a place.
- B You can find this notice in a shop.
- C This text tells people to be careful.
- D You can see this text by the roadside.
- E This text gives instructions to someone.

1	2	3	4

Use of English

Text completion

2 Read the text below. Complete the gaps (1-3) with appropriate words (A-F) from the box to obtain a grammatically and lexically correct text.

- | | | |
|-----------|--------|------------|
| A melted | C snow | E gathered |
| B cleared | D rose | F rain |

An Unusual Football Match

It looked like a regular football match on bright sunny day in the town of Turlston. Fans were cheering on their favourite team when dark clouds quickly 1) in the sky. Suddenly, heavy 2) began to fall and everyone ran for shelter. Within seconds everything was wet. People started leaving when the sky 3) up and the sun returned. The match continued but this time with a beautiful rainbow in the background!

Speaking

Dialogue completion

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

- 1 X:
Y: There were really high winds.
A Why did they cancel the sailing competition?
B Did you have nice weather for the sailing competition?
C What was the result of the sailing competition?
- 2 X: We lost the roof of our house last night.
Y:
X: The strong winds blew it off.
A How did it happen?
B Is everyone OK?
C Were you terrified?
- 3 X: Is there anything I can do to help?
Y:
A I'm afraid I can't help.
B Please, help yourself.
C Everything's under control.

Reading

Matching headings to paragraphs

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

- A Learning about a Natural Disaster
- B A Great Teacher
- C A Critical Warning
- D A Lesson Saves Lives

1

It was about a week before the holidays and ten-year-old Tilly Smith was in her Geography class. Her teacher, Andrew Kearney, was teaching the children about tsunamis, the destructive waves that can follow an earthquake under the sea. He told the children how the sea goes out suddenly before a tsunami and then comes rushing back in.

2

Two weeks later, Tilly was on a beach on the island of Phuket in Thailand with her mother, father and little sister. They were playing in the sand when Tilly noticed the water was going out very fast. Tilly quickly told her parents that she thought a tsunami was coming. They ran around quickly and told everyone to leave the beach.

3

When that tsunami hit the coast of Thailand on 26th December 2004, it caused terrible damage and killed thousands. However, none of the 100 people on Tilly Smith's beach died. Her warning gave everyone time to get off the beach before the wave hit. A girl paying attention to her geography lesson ended up saving a hundred lives.

Use of English

Text completion

2 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.

we one drive bad slow heavy

From: Charles
To: Pierre
Subject: Stranded!

Dear Pierre,
 What a night! My parents and I **1)** on the motorway last night when it started snowing. At **2)** it was snowing gently but in no time it began to snow **3)** We couldn't see so we pulled **4)** car over to the side of the road. My dad's mobile wasn't working. We waited six hours for help to finally come. It was the **5)** snowstorm to hit the area in years. I'm so relieved to be back in our warm house again!
 Talk to you soon,
 Charles

Sentence completion

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.

- 1 Tim (**walk/home**) when it suddenly started to rain.
 Tim when it suddenly started to rain.
- 2 What time (**hurricane/hit**) last night?
 What time last night?
- 3 The forest (**use/protect**) us from torrential rain, but they cut it down.
 The forest us from torrential rain, but they cut it down.
- 4 The fire (**break out**) in the kitchen of the house at eight o'clock yesterday evening.
 The fire in the kitchen of the house at eight o'clock yesterday evening.
- 5 He (**use/live**) Paris when he was young.
 He Paris when he was young.



Reading



Greetings from Coober Pedy, Australia! **1** Coober Pedy is a small town in Northern Australia famous for its **unique** underground houses, hotels and shops. That's right; for a whole week, I've been sleeping, showering and eating underground!

Before I arrived, I thought that life underground would be hot, dark and **cramped** - but I was wrong! The homes in Cooper Pedy are **comfortable** and get **fresh** air and natural light through special shafts. **2** It contains shops, a restaurant, a games room and even a health spa! It's one of the nicest hotels I've ever stayed in.

Another great thing about Coober Pedy is the people that live here. Although the town's population is small, it is

home to 45 different nationalities. **3** On top of that, everyone has learned to get along really well and they have been so **friendly** to me that I feel right at home!

The reason that there are so many nationalities here is because the soil in Coober Pedy is rich in **precious** stones such as opal. **4** In fact, I've just got back from my own treasure hunt! Together with tourists and **local** people I went digging through **massive** piles of broken rock to find pieces of opal that miners missed. We had to be really careful, though, because there were thousands of mineshafts in the ground that we could have fallen into! I didn't find any opals, but it was a lot of fun!

Posted 6th July by Trixie

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

- A This rainbow-coloured gemstone attracts miners from all over the world.
- B I've been staying here for a week now, and it's been awesome!
- C They had to use their own hands to dig the soil.
- D The place I am staying in is called the Desert Cave Hotel.
- E This makes its culture really diverse and interesting.

2 ★★ Read the text again. Answer the questions in your notebooks.

- 1 What is Coober Pedy famous for?
- 2 What did Trixie expect the underground homes to be like?
- 3 What is unique about Coober Pedy's residents?
- 4 Why was treasure hunting a dangerous activity?

3 ★ Match the words in bold in the text to their opposites: *spacious, tiny, worthless, mean, foreign, stale, common, awkward.*

4 ★ **COLLOCATIONS** Fill in: *health, natural, fresh, games, precious, treasure.*

- | | | | |
|---------|-------|---------|-------|
| 1 | stone | 4 | hunt |
| 2 | spa | 5 | light |
| 3 | room | 6 | air |

5 ★★ Fill in: *shaft, nationality, rich, miners, gemstone.*

- 1 Axel has German
- 2 The soil in Coober Pedy is in opal.
- 3 Opal is a valuable commonly found in Coober Pedy.
- 4 Sunlight enters the underground rooms through a in the ceiling.
- 5 The dug for many hours in search of opals.

Vocabulary

3

Holidays

- 1 ★ Fill in: *explore, climb, fly, offer, see, book*.

Visit the Firth of Forth and experience an adventure unlike any other! This area of Scotland has so much to 1) Visitors can take a boat trip to 2) islands like Bass Rock and 3) wildlife such as seals and puffins! More adventurous tourists can also 4) the mountains on the mainland and even

5) in a helicopter over the beautiful beaches and cliffs. So don't wait – 6) your trip to the Firth of Forth now!



Experiences

- 2 ★ Fill in: *join, raise, participate, volunteer, attempt* in the correct form.



1) our charity, Forest First, and spend the summer 2) in the great outdoors! Forest First helps the environment by running clean-up days in local woodlands. We also hold events to 3) money for nature reserves. Last year, our members 4) to climb three mountains – Ben Nevis, Scafell Pike and Snowdon – in one day. Over 100 people 5) in the event and we made an amazing £21,675!

Health problems

- 3 ★ Fill in the gaps with the correct word.

- 1 Tim got badly s _ _ b _ _ n _ when he fell asleep on the beach.
- 2 Ken had a f _ v _ _ last night – his temperature was really high.
- 3 Kelly has a terrible h _ _ d _ _ h _ over her left eye – it's really painful.
- 4 Mary ate some bad seafood and she got a stomach c _ _ m _ .
- 5 Jane's skin was red last week because she had a r _ _ h .

Feelings

- 4 ★★ Read the dialogue and fill in: *inspired, satisfied, moved, proud, enthusiastic, amazed*.

Jason: Well done for running the marathon, Steve. I'm very 1) of you!

Steve: Thanks Jason! It took me nearly 5 hours, but I feel 2) because I managed to finish the race. And seeing all the people cheering when I crossed the finishing line brought tears to my eyes. I was really 3) It was great to be part of such a big charity event!

Jason: It's good to see you so 4) about it. And you raised a lot of money too.

Steve: Yes, I was 5) at how much we managed to raise! I can't wait to run again next year!

Jason: Well you did such a good job that you 6) me to get involved next time, too.

Steve: That's great! We can train together!

Prepositions

- 5 ★ Choose the correct item.

- 1 Jack really excelled **in/with** his final exams.
- 2 I hope that Paul succeeds **in/at** university.
- 3 We participated **in/at** the charity event last weekend.
- 4 Politicians are faced **with/at** difficult decisions.
- 5 Gary applied **about/for** a summer job at an animal reserve today.



Grammar in use

Grammar Bank 3

Present perfect vs Past simple

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

A: Hi, Luke. I **1** *haven't seen* (not/see) you for ages! Where **2** (you/be) recently?

B: Hi Carl! Well, I **3** (fly) to Africa two months ago and I **4** (just/get back).

A: Wow! Why **5** (you/go) to Africa?

B: I was volunteering with a charity called Wild Lives. They help look after animals in the wild. I **6** (have) an amazing time! I **7** (already/take) my photos to be developed, so I can show them to you tomorrow. **8** (you/make) any plans for the rest of the summer?

A: Not for the summer, but I'm really excited because I **9** (just/book) my winter holiday – I'm going skiing!

B: That's great! I **10** (never/try) skiing, but it sounds like fun!

2 ★ Fill in the gaps with the time words: *since, for, ago, already, yet, yesterday*.

- 1 Jo hasn't been abroad *for* three years.
- 2 We went to the Caribbean six years
- 3 Tom has packed his suitcase.
- 4 Have you decided where to spend your summer holiday
- 5 They left for Italy morning.
- 6 I haven't seen her last week.

3 ★ Fill in the gaps with *have/has been (to)* or *have/has gone (to)*.

- 1 They *have been to* Austria twice this year and they want to go again in December.
- 2 Lucy on holiday and she won't be back until Friday.
- 3 We the castle already and we're going shopping later.
- 4 Bob and Mark America and I'm not sure when they're coming back.
- 5 We Doha five times since 2006.

Present perfect vs Present perfect continuous

4 ★ Match the tenses in bold in sentences 1 to 6 to the uses (a-f).

- | | | |
|---|---|--|
| 1 | f | He has been in Thailand for two months. |
| 2 | | Sam is tired. He's been sightseeing all day. |
| 3 | | Chris has been waiting to see the doctor for three hours now. |
| 4 | | Steve has climbed the Eiffel Tower. |
| 5 | | Lisa has booked a trip to Australia. |
| 6 | | I have taken lots of pictures this morning. |

- a to place emphasis on the duration of an action which started in the past and continues up to the present
- b actions which happened in a time period that is not over at the moment of speaking
- c an action that started and finished in the past and lasted for some time with a visible result in the present
- d for experiences
- e an action which happened at an unspecified time in the past
- f a recently completed action

5 ★ Put the verbs in brackets into the *present perfect* or the *present perfect continuous*.

- 1 They *haven't returned* (not/return) from their trip yet.
- 2 The train (just/arrive).
- 3 We (wait) for the bus for an hour now.
- 4 (you/ever/ be) abroad?
- 5 Beth (lie) on the beach since we arrived.
- 6 Amy (not/visit) us since 2008.
- 7 How long (you/live) here?
- 8 We (walk) since 9 o'clock this morning and my feet are hurting!

Grammar Focus (Units 1-3)

- 6** ★ Put the verbs in brackets into the *past simple*, the *present perfect* or the *present perfect continuous*.



Easter Island, or Rapa Nui, is a small island in the Pacific Ocean. People **1) have been living (live)**

on the island for over 1,000 years. But life on Easter Island **2)** **(not/always/be)** easy. When people first **3)** **(arrive)** around 800 A.D., the island had a thick covering of trees and there was plenty of food. But the forests **4)** **(disappear)** about 600 years ago and life **5)** **(become)** very difficult for the people of Easter Island. These days, life is easier because tourists **6)** **(start)** coming to the island. But the visitors **7)** **(already/have)** a negative effect on the island and its culture. For years now, the mayor of Easter Island **8)** **(try)** to find a way for tourists to enjoy the island without damaging it, but so far the problem remains unsolved.

so/such (a/an)

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

- A: It was *such a* terrible journey that I never want to go on a plane again!
B: I know. And the food was awful that I couldn't eat it!
- A: There were beautiful clothes on sale in the market that I think I'll go back and buy some.
B: That's a great idea. And they're cheap that you can buy lots of them.
- A: I'm tired that I'm going to bed early tonight.
B: Yes, me too. We had exciting day that we're all tired out now.
- A: It rained much on our holiday that we couldn't go out at all.
B: That's a shame. We had fantastic time in Barcelona that we've booked to go again next year!

- 8** ★★ Complete the second sentence, using the word in bold, so that it means the same as the first sentence. Do not change the word in bold.

- Most of the time, we go to France on holiday. **(USUALLY)**
We on holiday.
- They visited America six years ago. **(VISITED)**
They for six years.
- Our flight to Rome is tomorrow. **(FLYING)**
We to Rome tomorrow.
- How long is it since she left? **(AGO)**
How long leave?
- He went abroad every year but he doesn't any more. **(GO)**
He abroad every year.

- 9** ★★ Complete the second sentence so that it means the same as the first.

- The castle is not as big as the museum. The museum is the castle.
- The hotel was so nice that we stayed an extra night. It was that we stayed an extra night.
- Mike will show you to your room. Mike is the one you to your room.
- She was reading when the lights went out. The lights reading.
- I'm tired from driving all day. I'm tired because I all day.

- 10** ★ Choose the correct word.

- Fran **doesn't/hasn't** use the Internet to book plane tickets.
- Russia is colder **from/than** Italy.
- He used to **live/living** in a hot country.
- How/What** often do you go abroad?
- Alan has been working for the charity **for/since** seven years.



Listening skills

Multiple choice

- 1** ^{1.12} ★ 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 Mr Harper was impressed with the
 - A Roman section.
 - B Egyptian sculptures.
 - C new exhibit.
- 2 Mr Harper didn't know
 - A there was an entrance fee at the museum.
 - B the Roman exhibition was closed.
 - C there was a notice about the Roman section.
- 3 The conversation takes place
 - A at a travel agent's.
 - B in a museum.
 - C in a hotel.

Recording 2

- 4 While in the museum, the students are not allowed
 - A to take photographs.
 - B to drink fluids.
 - C to touch the exhibits.
- 5 The handout includes
 - A a description of the exhibits.
 - B a map of the museum.
 - C details of the school project.
- 6 The teacher is speaking to the class
 - A to offer advice to the students.
 - B to give the students instructions.
 - C to ask for the students' opinions.

Multiple choice

- 2** ^{1.13} ★ You are going to listen to five recordings. For each question 1-5, choose the answer which matches what you have heard by circling the appropriate letter (A, B, or C).

- 1 What was wrong with Jane?
 - A
 - B
 - C
- 2 Which activity did Martha enjoy on holiday?
 - A
 - B
 - C
- 3 Which place does Stella recommend to Tina?
 - A
 - B
 - C
- 4 Where are the speakers?
 - A
 - B
 - C

- 5 The news is about
 - A a sailing competition.
 - B an amazing achievement.
 - C an unusual way to learn a musical instrument.

Dictation

3 ^{1.14} ★ Listen and complete the sentences.

- 1 My brother Sam
- 2 Now, he
- 3 My parents
- 4 They
- 5 Sam's achievements
- 6 I hope

Speaking skills



Matching exchanges

- 1** ★ Match the questions (1-6) to the answers (A-G). One answer is extra.

1 <input type="checkbox"/>	How do you feel?	A Just last week.
2 <input type="checkbox"/>	Where did you spend your holiday?	B Yes, it was very good.
3 <input type="checkbox"/>	Did you enjoy your trip?	C I have a terrible headache.
4 <input type="checkbox"/>	When did you return?	D I was in Thailand.
5 <input type="checkbox"/>	What did you do there?	E I'm thinking about doing that.
6 <input type="checkbox"/>	Are you taking a gap year?	F I worked at an animal shelter.
		G I felt really sad.

Dialogue completion

- 2** ★ Complete the exchanges (1-4) by circling the correct responses (A, B or C).

- 1** X: Did you have a good time?
Y:
A I'm so amazed.
B It was unforgettable.
C It sounds enjoyable.
- 2** X:
Y: I've been abroad.
A Where did you go last summer?
B Where have you been all summer?
C Where are you going in the summer?
- 3** X: When did Sue get back from Spain?
Y:
X: Why so soon?
A Last week, but she's going back tomorrow.
B She's been there for over a week now.
C She gets back tomorrow morning.
- 4** X:
Y: I was a bit depressed.
A What did you do afterwards?
B How did you feel afterwards?
C Where were you afterwards?

Dialogue completion

- 3** ★★ Complete the dialogue with the correct sentences (A-F). One sentence is extra.

- A** How was it?
B I visited my grandmother in London.
C Where have you been?
D I felt so depressed.
E That's a great idea.
F I'll always remember that moment.

Mary: Hi Kate! I haven't seen you in ages. **1)**

Kate: Hi Mary. I've been volunteering at a summer camp for the last month. I was a camp leader.

Mary: Really? **2)**

Kate: It was an amazing experience! I worked with disabled children. On the last day, they performed in a show. **3)** I felt so proud of them.

Mary: Wow! You must have really enjoyed it.

Kate: I did. The children were really nice. So what did you do over the holidays?

Mary: **4)** But I want to do some voluntary work next year.

Kate: **5)** It's well worth it!

Discussing an experience

- 4** ★★ Complete the dialogue. Use: *moment, time, regret, proud, impressed, idea, like, sounds*. Two words don't match any gaps.

A: What did you do during the summer?

B: I volunteered at the local youth theatre.

A: What was it **1)**

B: I had the **2)** of my life! I taught the kids a play which they performed at the end of the workshop. That was a(n) **3)** I'll never forget.

A: It **4)** like you had a great summer!

B: I did. I was so **5)** by all the kids. They were really talented!

A: Wow! I think I might do some voluntary work next year.

B: You should! You won't **6)** it!

3

Writing

A semi-formal letter

- 1** ★ Read the rubric and the letter and replace the informal phrases in bold (1-8) with the semi-formal ones (A-H).

You recently sat your Maths exam after receiving private tuition from your teacher, Miss Baxter. Write a **letter** thanking her for her support. Mention what you enjoyed about her tuition, how it helped you and invite her to a meal with your family (50-100 words).

- A** was extremely helpful
- B** I am writing
- C** Please write back to inform me
- D** Dear
- E** particularly enjoyed
- F** have invited you
- G** I really appreciate you
- H** improved significantly

- 2** ★ Which paragraph (A-E) contains:

- 1** closing remarks?
- 2** opening remarks, reason for writing?
- 3** how helpful the tuition was?
- 4** an invitation?
- 5** what Daniel enjoyed most?

- 3** ★ Read the extract and find two grammar mistakes, two punctuation mistakes and two spelling mistakes.

Thank you for your invitation to the diner party. I would be delighted to join you. My train arrive at the station at 7pm. Could you please give me directions to your house. Also, I would like bringing a gift for your parents. Is their anything you could suggest? Perhaps flowers chocolate or a cake? Please let me know.

- 4** ★ Read the rubric and expand the prompts into full sentences. Then match them to the main body paragraphs.

You have just returned from a youth summer camp. Write a **letter** to Mr Evans, your camp leader, thanking him for his efforts. Mention what activity you liked best, how the camp has improved your confidence and invite him for a meal with your family (50-100 words).

- 1** I/feel/more/comfortable/meet/new people
- 2** I/especially/enjoy/go/sailing
- 3** My mother/invite/you/lunch/next Saturday

- Para 2:** What activity you liked best
- Para 3:** How it improved your confidence
- Para 4:** Invitation

Your turn

- 5** ★★ Use your answers in Ex. 4 to complete the letter to your camp leader.

Dear Mr Evans,
 I am writing to ...
 I am so grateful for ... I especially enjoyed ...
 Overall, the camp ... I feel ...
 I told my parents ... They ...
 Please write back ... Thank you.
 Best wishes,
 ...



The World of Microbes

the good, the bad and the ugly!

Microbes are everywhere! They live around us, on us and inside us. We can't see them but they are there. There are good microbes that help you fight diseases and keep you healthy. Some microbes, however, are bad and can make you sick causing diseases. Here are three main groups of microbes.

1 Bacteria: These are very clever microbes that can live and reproduce outside a living organism. Bad bacteria can cause infections like sore throats and ear infections. Good bacteria help our bodies to digest food. Scientists use

bacteria to produce medicine like antibiotics and vaccines to fight diseases.

2 Viruses: These are simple microbes that can't do much on their own. They need a living organism to survive. Once a virus is inside your body it can spread quickly and make you sick.

3 Fungi: These are microbes that grow almost everywhere, especially warm and damp places. Fungi feed off of living organisms. They can grow inside the body and also on the skin and nails.

How can you protect yourself from bad microbes?

Harmful microbes can pass from one person to another in different ways. They can travel in the air and can also spread through touch. So wash your hands with soap often and cover your mouth when you cough or sneeze to avoid spreading microbes. By being careful you can keep those bad and ugly microbes out of your life!

1 ★ Read the text and complete the sentences.

- 1 Microbes are everywhere but they are so small we
- 2 Bacteria cannot survive in
- 3 Not all bacteria are
- 4 Viruses cannot survive
- 5 Fungi often grow in
- 6 Dirty hands pass

2 ★★ Read the text again. In pairs ask and answer questions based on it.

- A: *What do good microbes do?*
 B: *They help us fight diseases.*



3 Across Cultures

1 ★ Read the text and use these words to complete it. Three words are extra.

- | | |
|-------------|-------------|
| A built | D action |
| B part | E carefully |
| C seriously | F effect |

2 ★★ Is there a group in your country that helps the community? What do they do? Collect information and present it to the class.



Every child deserves a great place to play!



Today in America, more and more children are spending less time playing outdoors. This is having a terrible effect on their health, school performance and overall well being. One group has taken this problem **1)** and is trying to create a great place to play within walking distance of every child in America. KaBOOM! started in Washington D.C. in 1985. Since then this group has **2)** 2,000 play spaces including playgrounds, ice rinks, skate parks and athletic fields across America. KaBOOM! helped build 100 new playgrounds along the gulf coast after Hurricanes Katrina and Rita struck the area. But it's not all about just playing, KaBOOM! projects create a sense of community spirit that drives residents to take **3)** and improve their neighbourhoods. It's about getting involved and having fun at the same time.

3

Skills

Reading

Multiple choice

- 1 Read the texts. For questions 1-4, choose the correct option A, B or C.

Hi Christina,

I'm having a great time working here in Australia this summer. Even though I've been working hard all week, I've also had time to take weekend trips to see Australia's wild side. In fact, I've just come back from visiting Black Mountain where I explored dangerous tunnels and caves. It was an amazing experience!

Can't wait to see you.

Jenny

From: Maggie

To: Linda

Subject: Holiday

Hi Linda,

I'm so pleased that you are coming to visit us next month. Don't forget to send me your flight details so I can arrange for John to pick you up at the airport. I'm so excited! I can't wait to see you.

Write back soon

Maggie

David,

I'm not feeling well. I've been in bed all day with a terrible cold. I can't come over to help you study today. How about meeting on Saturday?

Thanks

Steven

Welcome to Turtle Bay Resort

The Turtle Bay Resort offers customers breathtaking surroundings and warm hospitality all year round. Take advantage of our summer water sport activities from scuba diving and water skiing to snorkeling. Special rates available throughout October. A holiday adventure not to be missed!

- Jenny is describing
 - her working activities.
 - her plans for the coming weekend.
 - details of a place she visited.
- Maggie wants to know
 - whether Linda is going to visit her.
 - when Linda's flight is arriving.
 - if Linda needs a lift from the airport.
- Steven wrote the text message
 - to tell David where he is.
 - to change a meeting.
 - to invite David over.
- The Turtle Bay Resort is offering customers a discount
 - all year round
 - only in the summer
 - for one month a year.

Speaking

Responding to situations

- 2 For each situation (1-3), choose the appropriate response (A, B or C).
- Your friend is back from a trip. Ask them if they enjoyed it.
 - What was the trip?
 - Where have you been?
 - How was the trip?
 - How do you ask about the departure time of a flight?
 - How long is the flight?
 - What time does the flight leave?
 - When does the flight arrive?
 - Your friend wants to donate some money to help out a local charity. How do you respond?
 - It's a great experience!
 - It sounds like fun!
 - That's a great idea!

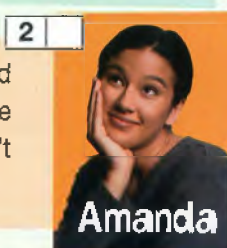
Reading

Multiple matching

1 Read the information about three people (1-3) and the four holiday adverts (A-D). For each person choose the option that suits them best. One option is extra.



1 works in a sports centre as a personal trainer. He is always active, but when he goes on holiday he wants to take it easy! Ideally, he would like to go somewhere quiet and warm where he can chill out and read a good book.



2 works as a travel photographer. She loves her job and wants to see as many places as possible. She especially enjoys taking photos of nature, but doesn't like doing anything too exhausting!



3 Lola is a really sporty person. She has a high level of fitness and is particularly keen on adventure sports. When she goes on holiday, she wants to do something exciting. She dislikes hot climates so often travels in the winter.

- A Do you have a thirst for adventure? Do you want to push yourself to the limit? Then join us this January in the beautiful country of Finland! Get involved with dog sledding, skiing, snowboarding and more! It's a fantastic chance to get active and explore this beautiful place!
- B Palm Leaf Resort is now taking bookings for next summer! With a private beach, 2 swimming pools and a luxury health spa, our resort has everything you need to relax. So book now and get ready to have the time of your life!
- C Come to Kenya and experience our safari! Our exciting horseback tours offer fun in the African sun, giving visitors the chance to get up close and personal with Kenya's wildlife. Then, after an action-packed day, they can relax in our luxury lodges. It's a dream getaway!
- D Take a journey like no other with Alaskan Cruises! We offer a breathtaking tour through the land of ice and snow. There are many stops along the way where you can do as much or as little as you like, from taking a train through the countryside to exploring some national parks. It's a nature-lover's paradise!

Use of English

Text completion

2 Read the text and complete the gaps (1-5) with appropriate words from the box in the correct form. One word is extra.

she	ticket	particular
visit	travel	arrive

Inbox
Sent

From: Jess
To: Sandy
Subject: London

Hi Sandy!

How are you? We 1) in London yesterday morning. It's such a great city! So far, we 2) Buckingham Palace and the National Gallery. The paintings in the gallery were 3) impressive; I wish you could have seen them! Tonight, I am going to the theatre with my cousin, Emily. 4) friend is performing in a play so she got us some free 5) I'm really looking forward to it! How are you enjoying Rome? Write back and tell me your news!

Jess





DIAMONDS are forever?

It has been called the largest heist in history. Leonardo Notarbartolo and his gang stole over \$100 million in gems from the Diamond Centre in Antwerp, Belgium. But how did they break through some of the toughest security in the world?

It wasn't something they planned overnight. **1** In 2000, he rented an office in the Diamond Centre, giving him access to the building. He then made copies of the master keys and studied the centre's alarm system. All the thieves had to do was wait for the perfect moment. Then, in February 2003, it arrived.

The centre was host to the Diamond Games Tennis Tournament, an event which attracted **celebrities** from all across the world. With everybody **distracted**, the gang set their plan in motion. **2** Then to avoid being seen by the security cameras, they stole the CCTV video tapes and

replaced them with footage that had been recorded earlier. When they were ready, the gang approached the diamond **vault**. Fixed to the door were two magnetic plates which would **trigger** the alarm when **separated**. But the gang had been preparing for this. **3** Then, they unbolted the plates and moved them away from the door. This meant that the thieves were free to enter the vault unnoticed. They collected the diamonds and made their escape.

Although the thieves got away, Notarbartolo made a careless **mistake**. While escaping, he had disposed of a bag containing tools and other **evidence** by the roadside. Inside the bag were the leftovers from his lunch: a half-eaten sandwich. **4** He received a 10-year prison sentence and a \$1.3 million **fine**. However, police never found the stolen diamonds. To this day, their location remains a secret – perhaps forever?

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

- A With that, the preparations had been completed.
- B They stuck a strip of aluminium onto the plates, holding the magnets together.
- C This gave investigators the DNA evidence they needed for Notarbartolo's arrest!
- D They entered the building's restricted areas and turned off the alarm system.
- E In fact, Notarbartolo had been preparing the heist for three years.

2 ★★ Read the text again. Answer the questions.

- 1 How did Notarbartolo gain access to the Diamond Centre?
- 2 In what way did the Diamond Games Tennis Tournament help the gang?
- 3 How did the gang bypass the alarm system on the vault?
- 4 How did the contents of the bag help investigators catch Notarbartolo?
- 5 What is the purpose of the text?

3 ★ Match the words in bold in the text to their synonyms.

- split up • safe • penalty • stars
- set off • clues • error • occupied

4 ★ **COLLOCATIONS** Fill in: camera, system, vault, key, sentence, area, tournament, plate.

- | | |
|--------------------|------------------|
| 1 alarm | 5 security |
| 2 diamond | 6 tennis |
| 3 restricted | 7 magnetic |
| 4 prison | 8 master |

5 ★★ Fill in: through, off, in, away, of, to.

- 1 The Diamond Centre was host a major sporting event.
- 2 While the tournament was on, the gang set their plan motion.
- 3 Notarbartolo disposed his bag at the side of the road.
- 4 The gang managed to break security.
- 5 The thieves got from the scene of the crime.
- 6 The gang turned the alarm system before entering the vault.



Vocabulary

Breaking the law

1 ★ Match the witnesses' descriptions (1-4) them to the crimes (A-D).

1

I saw them spraying paint all over the statue.

2

She checked to see if anyone was looking and then put the lipstick in her pocket.

3

He just broke the window, climbed in and sped off.

4

I was driving at the limit and he went straight past me.

- A shoplifting
- B car theft
- C vandalism
- D speeding

2 ★★ Fill in the gaps with the verbs from the list in the correct form.

- rob • charge • take • arrest • empty

Man arrested in rental robbery

Yesterday, a young man tried 1) a DVD rental shop. He told the cashier 2) the till and he 3) a couple of films from the shelves. The cashier asked him to fill out a membership card for the DVDs, which the thief did. The cashier then called the police and they 4) the thief at his house. He is appearing in court next week, 5) with theft.

A
 Calif. Commissions of est-rap- cials. started. The mally cian into lo's offi Delp ing D ers ar as "J the dress

Feelings

3 ★ Choose the correct word.

- 1 Frank felt **relieved/worried** when the police found his stolen car.
- 2 The man was **disappointed/surprised** to see his car window smashed and his bag, which contained money, gone.
- 3 Julia was too **frightened/disappointed** to walk home in the dark.
- 4 We were so **relieved/annoyed** about the vandalism in the park.

Safety

4 ★★ Read the safety leaflet and fill in: *stay, avoid, inform, carry, walk*.

Be Safe

Be Smart

Personal safety is important.

Remember these **dos** and **don'ts**!

When you go out:

- Always 1) in well-lit areas.
- Remember to 2) your parents where you are going.
- Try to 3) with another person or friends.
- Make sure to 4) a mobile phone with you.
- Don't put yourself at risk. 5) sharing your personal information with people you don't know.

5 ★ Underline the correct word.

- 1 The jury/witness/judge/victim instructed the lawyers to stick to the facts of the case.
- 2 My neighbours were annoyed/relieved/worried/disappointed when they arrived home and their door was open.
- 3 The robber/mugger/shoplifter/burglar grabbed the money and ran out of the bank.
- 4 Police arrested the arsonist/criminal/thief/vandal who had set fire to the building.
- 5 You can't arrest/accuse/commit/sentence someone of a crime without any evidence.

Prepositions & Phrasal verbs

6 ★ Choose the correct item.

- 1 The robbers got away **from/with** £5,000.
- 2 The defendant's lawyer appealed to the court **for/about** a lighter sentence.
- 3 She took the shoes without paying **to/for** them.
- 4 Police are asking anyone who knows the suspect to turn him **at/in**.
- 5 Thieves broke **in/out** the office late last night and took a lot of equipment.
- 6 **By/At** law, it's crime to enter someone's house and steal their belongings.



Grammar in use

Grammar Bank 4

Past perfect vs Past simple

1 ★ Put the verbs in brackets into the *past simple* or the *past perfect*.

Kevin's Blog

Hi guys!

Guess what happened to me? I **1) was (be)** in the garden yesterday when I **2)** **(hear)** voices coming from inside my house. I felt frightened because I knew that my parents **3)** **(go out)** earlier. Luckily, I **4)** **(take)** my mobile phone into the garden with me when I **5)** **(go)** outside. I remembered that I **6)** **(install)** some new ringtones on it the week before and one of them was a police siren! I **7)** **(turn on)** the sound and, a few seconds later, two men **8)** **(climb)** out of the kitchen window and **9)** **(run off)** down the street! Luckily, the burglars **10)** **(not/manage)** to steal anything before the "police car" arrived!

2 ★ Join the sentences using the words in brackets, as in the example.

- 1 They tested the burglar alarm. Then, they left. **(after)**
After they had tested the burglar alarm, they left.
- 2 The vandals broke the office window. Then, Mike got to work. **(before)**

- 3 The house burnt to the ground. Then, the firefighters arrived. **(by the time)**

- 4 I went to bed. Then, I heard someone outside. **(already ... when)**

- 5 They burgled three houses. Then, they tried to rob the bank. **(after)**

Past perfect vs Past perfect continuous

3 ★ Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.

- 1 The shopkeeper was happy because the police *had arrested* **(arrest)** the robbers.
- 2 The security guards **(search)** for the prisoner for two hours before they found him.
- 3 How long **(the police/chase)** the criminal before they arrested him?
- 4 The girl left the shop after she **(pay)** for the clothes.
- 5 Marie was worried because the police **(not/find)** her stolen car yet.

4 ★ Put the verbs in bold into the *past simple*, the *past perfect* or the *past perfect continuous*.

- 1 A: Jack *looked* **(look)** so sad yesterday.
 B: Yes, I know. Someone **(just/steal)** his bike.
- 2 A: **(they/find)** the man guilty yesterday?
 B: No, the police **(not/collect)** enough evidence against him.
- 3 A: I **(see)** your dad on TV last night. He was a great detective!
 B: Yes, he **(work)** for the police for 25 years before he retired.
- 4 A: **(the police/arrive)** soon?
 B: Actually, no. We **(wait)** for half an hour before they turned up.

Gerund/Infinitive

5 ★ Put the verb in brackets into the correct *infinitive* or *-ing* form.

- 1 Mum is trying *to convince* **(convince)** my dad to buy an alarm for the house.
- 2 He wants **(be)** a detective.
- 3 The witness couldn't **(identify)** the robber.
- 4 It is worth **(invest)** in high quality CCTV security cameras.
- 5 The witness had difficulty in **(remember)** what the vandals looked like.

Grammar Focus (Units 1-4)

- 6** ★ Put the verbs in brackets into the correct infinitive or -ing form.

Hercule Poirot is one of Agatha Christie's most well-known characters. He's a Belgian detective who loves **1) investigating (investigate)** mysteries. He's always busy **2)** **(look)** for clues and he can **3)** **(solve)** the most difficult crimes. At the end of each book, Poirot uses evidence **4)** **(reveal)** the identity of the criminal. Poirot's character was so popular in the 1960s and 70s that, when he died in the novel *Curtain*, the *New York Times* decided **5)** **(publish)** an article about him! Even today, decades after Agatha Christie wrote her last Poirot story, millions of people still enjoy **6)** **(read)** about the clever Belgian detective.

Sentence transformations

- 7** ★ Complete each sentence with two to five words, including the word in bold.

- Henry waited until the burglars had left before he called the police. **(AFTER)**
Henry didn't call the police until *after the burglars had* left.
- After examining evidence for three hours, she took a break. **(BEEN)**
She
for three hours before she took a break.
- She wouldn't help the police. **(REFUSED)**
She the police.
- The man said he didn't steal the money. **(DENIED)**
The man the money.
- The police didn't begin investigating the crime scene until the house had been sealed. **(BEFORE)**
The police waited until the house had been sealed
investigating the crime scene.
- The judge forced her to pay a fine. **(MADE)**
The judge a fine.
- It's no use arguing with the police officer. **(SPENT)**
There's no
with the police officer.

- 8** ★★ Complete the second sentence, using the words in brackets in the correct form. Do not use more than four words to complete each sentence.

- Kelly **(look/for)** her earrings all day.
Kelly her earrings all day.
- While **(he/watch TV)**, the phone rang.
While, the phone rang.
- I **(not/see/Bill)** since this morning.
I since this morning.
- Fred **(like/he/job)** as a lawyer a lot.
Fred
as a lawyer a lot.
- He promised **(call/me)** later.
He promised later.

- 9** ★★ Complete the second sentence, using the word in bold, so that it means the same as the first sentence. Do not change the word in bold.

- As a child, he liked comics. **(LIKE)**
He comics as a child.
- The trial happened in there. **(PLACE)**
That's the trial happened.
- It's the first time I've been to court. **(NEVER)**
I to court before.
- Being a lawyer isn't as stressful as being a judge. **(MORE)**
Being a judge is
being a lawyer.
- He feels sorry that he caused so much trouble. **(REGRETS)**
He so much trouble.

- 10** ★ Choose the correct word.

- Dennis **has finished/had finished** work before the thief robbed his shop.
- We want **to thank/thanking** the security guard for his help.
- Peter **was jogging/jogged** in the park when he saw the vandals.
- Helen **has taken/had taken** twenty pictures of the crime scene so far.
- It was **the bigger/the biggest** police investigation in recent history.

4

Listening skills

Multiple choice

1 ^{1.15} ★ You are going to listen to five recordings. For each question (1-5), choose the answer which matches what you have heard by circling the appropriate letter (A, B, or C).

1 Which car is Miss Kingsley describing?



2 Which of the following helped the police?



3 Where would you hear this announcement?



4 Which item was inside the woman's handbag?



5 The speaker is
 A offering safety advice to motorists.
 B providing information about an accident.
 C discussing the dangers of speeding.

T/F statements

2 ^{1.16} ★ You are going to hear an announcement. Decide which sentences (1-3) are *T* (true) and which are *F* (false).

- 1 The school library was destroyed yesterday morning.
- 2 There is graffiti on the library walls.
- 3 The speaker asks for the students' help in repairing the damages.

Matching exchanges

3 ^{1.17} ★ You are going to hear four questions (1-4) twice. Choose the correct response (A-E) according to what you hear and write it in the right box. There is one extra response.

- A No, he is so relieved.
- B I didn't get a good look.
- C No, he got away.
- D I saw him quite clearly.
- E He was so frightened.

1	2	3	4

Dictation

4 ^{1.18} ★ Complete the dictation.

- 1 My friend Tina
- 2 The police
- 3 When the incident occurred, she
- 4 She saw
- 5 The motorist
- 6 So he
- 7 Tina
- 8 But luckily,

Speaking skills

4

Matching exchanges

- 1** ★ Match the questions (1-6) to the answers (A-G). One answer is extra.

1	What time did the incident occur?	A 20 minutes.
2	How fast was the driver going?	B 852 9567
3	What was the car's registration number?	C At least 80 mph.
4	How long did the ambulance take to arrive?	D In his forties.
5	What's your phone number?	E 20 miles.
6	How old was he?	F BD76 LJR
		G 5:30 pm.

Responding to situations

- 2** ★ For each situation (1-4), choose the appropriate response. Circle A, B or C.

- Describe a suspect to a police officer.
 - I saw him quite clearly.
 - He was in his late teens.
 - He was acting suspiciously.
- Ask your friend for details of an incident they witnessed.
 - How did you notice?
 - What exactly did you see?
 - What did you do?
- How would a police officer ask to describe a driver of a car?
 - Did you get a look at the driver?
 - Did you see the driver's registration?
 - Who is the driver?
- How would a police officer request further information from a witness?
 - Call me if you have anything to add.
 - Let me know if you see anything.
 - Get in touch if you need anything.

Dialogue completion

- 3** ★★ Complete the dialogue with the correct sentences (A-F). One sentence is extra.

- Did you get a look at the driver?
- I went to check if the man was alright.
- Can you tell me what you saw?
- Seconds later, it hit a man crossing the road.
- If you think of any more information, please let us know.
- I saw him quite clearly.

A: So, Mr Brown. You were on Rose Street at 11pm on Friday. **1)**

B: Well, I had just come out of the cinema when I saw a car speed past me. **2)** But the driver just kept going.

A: Did you see what the driver looked like?

B: **3)** He was in his late twenties with short, fair hair and a moustache.

A: Did you manage to get the car's registration number?

B: Sadly not – it all happened so quickly.

A: So what did you do then?

B: **4)** Fortunately he just had a few bruises, but I contacted the police.

A: Thank you for your help. **5)**

B: You're welcome, Officer. I will.

Discussing a crime

- 4** ★★ Complete the dialogue. Use: *seemed, time, notice, remember, look, tell, call*. Two words don't match any gaps.

A: You were on Yale Road at 6 pm on Friday. Did you **1)** anything unusual?

B: I was walking down the road when I saw a man run out of the supermarket.

A: Did you get a **2)** at him?

B: I couldn't see that well, but he **3)** to be in his late teens.

A: Thank you for your **4)** If you think of anything else, please give us a **5)**

B: I will, Officer.

4

Writing

An informal email giving an eyewitness account

1 ★ Read the rubric, then read the email and match the paragraphs to the headings.

You were in the park when you saw someone drawing graffiti. Write an **email** to your English friend telling him what you saw, and how you felt (50-100 words).

- 1 FEELINGS
- 2 WHAT HAPPENED IN THE END
- 3 OPENING REMARKS
- 4 PLACE AND EVENTS

From: James
To: George
Subject: Graffiti!

Hi George,

A How are you? You'll never guess what I saw yesterday!

B I had gone to the local park to read a book. I was relaxing on the soft grass when I saw a teenage boy with a can of black spray-paint. He was drawing graffiti on the clean walls of the park!

C Suddenly, two policemen turned up. They chased the boy across the park and eventually caught him. Then, they put him into their police car!

D It was over within minutes. I was shocked, but I'm glad he got caught!

Write back and tell me your news.

James

2 ★ Which adjectives does the writer use to describe these nouns?

- | | |
|---------------|---------------------|
| 1 park | 4 spray-paint |
| 2 grass | 5 walls |
| 3 boy | |

3 ★ Put the adjectives in the correct order.

- 1 a(n)
(plastic/cheap/little) toy
- 2 a(n)
(short/silk/pink/pretty) dress
- 3 a(n)
(young/handsome/English) man
- 4 a(n)
(long/dangerous/steel) sword
- 5 a(n)
(round/Persian/expensive) rug

4 ★ Choose the correct word.

- 1 The robbers were **surprising/surprised** when the police officers arrived.
- 2 I reported the **terrifying/terrified** incident to the police.
- 3 It is **worrying/worried** to think that crime is on rise.
- 4 His behaviour was **shocking/shocked**.

5 ★ Put the adverbs in brackets into the correct position. Then, identify the types of adverbs (*manner, degree, place, time, frequency*).

- 1 The police haven't arrived. (**yet**)
.....
- 2 I lock my doors at night. (**always**)
.....
- 3 The detective examined the clue. (**carefully**)
.....
- 4 The thief got away! (**almost**)
.....
- 5 Investigators couldn't find the stolen diamonds. (**anywhere**)
.....

6 ★ Read the rubric, then expand the prompts.

You witnessed a robbery at a jewellery shop last week. Write an **informal email** to your English-speaking friend explaining why you were there, what happened and how you felt (50-100 words).

- 1 last Friday/go/restaurant/meet a friend/lunch
- 2 sit/restaurant/across from/jewellery shop
- 3 see/man/leave/shop/hold/a bag
- 4 man/run/away/down/street
- 5 police/arrive within minutes/chase/man
- 6 policemen/catch/man
- 7 feel/relieved

Your turn

7 ★★ Use your answers in Ex. 6 to complete the email.

Hi ... ,

How are things? You'll never guess what I witnessed last week.

Last Friday I We were ... when He ...

The police They

It all happened very quickly. We felt

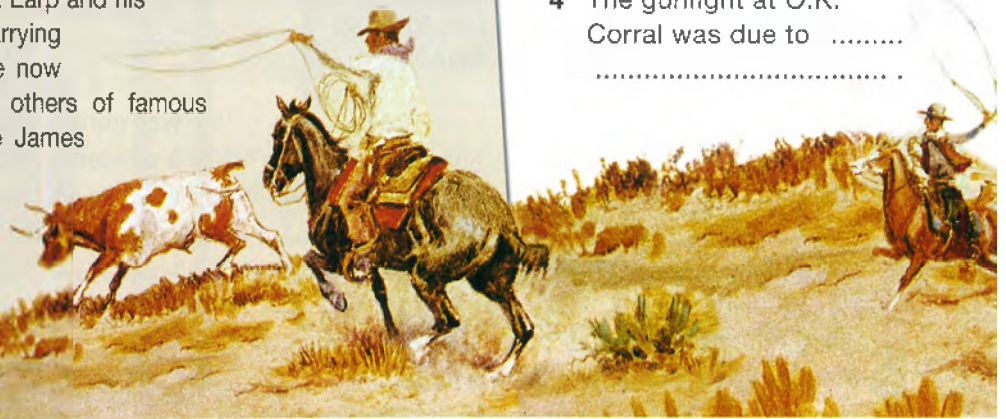
...



History

How Wild was the Wild West?

The Wild West refers to the time in American history when the first settlers travelled west in hopes of land, gold and a better life. The California gold rush of 1848 caused mining towns to spring up almost overnight. In the beginning such settlements didn't have officers of the law so the residents would settle their disputes in informal miners' courts. Eventually, the federal government sent judges and US marshals to administer larger areas. Locally elected sheriffs began to enforce laws in the towns. Life for the first settlers was hard. They struggled to live off the land and feed themselves. Most settlers were honest and hardworking cowboys, farmers and miners. Contrary to western films, few people were actually involved in gunfights, bank and stagecoach robberies. Fans of Hollywood westerns may be surprised to know that many western towns had strict gun control policies, making it illegal to carry guns in the town. In fact, one of the most famous gunfights, the gunfight at O.K. Corral, was over carrying guns in a town. Deputy Marshal Wyatt Earp and his brothers confronted a gang over carrying guns into a town that resulted in the now famous shootout. Such stories and others of famous outlaws like Billy the Kid and Jessie James brought about the idea of a wild and lawless west that became part of American folklore that has lasted over time.



1 ★ Read the text and complete the sentences.

- 1 Towns developed quickly in the west because
- 2 Sheriffs were responsible to
- 3 In most towns it was illegal to
- 4 The gunfight at O.K. Corral was due to

4

Across Cultures

1 ★ Read the text again and mark the sentences T (true), F (false).

- 1 Chandler quit his job at an oil company to become a writer.
- 2 Chandler's first story was successful.
- 3 Phillip Marlow was Chandler's most popular character.
- 4 Chandler used Los Angeles for the setting of many of his stories.

2 ★★ **ICT** What famous writers are from your country? Collect information about one of them and what they write about. Present it to the class.



American Crime through the Words of Raymond Chandler



American crime stories just wouldn't be the same without Raymond Chandler. Chandler set the standard in American crime fiction, bringing a quality and depth it hadn't seen before.

In 1932, at the age of 44, Raymond Chandler decided to become a crime fiction writer after losing his job as an oil company executive during the Depression. His decision turned out to be a wise one indeed, as a popular crime magazine published his first short story 'Blackmailers Don't Shoot'. In 1939, Chandler wrote his first novel, 'The Big Sleep', featuring the detective who would become his most famous character - wisecracking private eye - Philip Marlowe who had to deal with crime on the tough streets of Los Angeles. Chandler gave his readers an unforgettable portrait of Los Angeles - "a city where lawlessness mixed with luxury and dreams". His fascinating detective Philip Marlowe soon became a true American Classic.

4

Skills

Reading

Multiple matching

- 1 Read the texts below. For every 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 STAFF WANTED

Security guards needed to work in a busy shopping centre. Candidates must be prepared to work long hours. Experienced candidates only. Please send CVs to Kings Mall, 5 Croft Road, Paisley PA1 9QA.

- 2 To set the combination for this briefcase, hold down the reset button on the back of the lock. Then, choose a new set of combination numbers and release the button.

- 3 Due to a recent injury, Mr Edwards has cancelled his self defence classes until further notice. We apologise for any inconvenience this has caused you.

4 Attention All Shoppers

For your safety, we remind you to mind your personal belongings while shopping. A closed circuit camera monitors the shop all times.

Thank you

This text ...

- A informs people about a change in schedule.
 B gives directions to a specific place.
 C gives instructions.
 D warns people to be careful.
 E invites a response.

1	2	3	4

Use of English

Text completion

- 2 Read the email. Complete the gaps with the appropriate expressions (1-3) by circling A, B or C.

From: Terry
 To: Sandy
 Subject: Embarrassing day!

Hi Sandy,

I feel like such a fool! Yesterday, I was shopping at Camden Market in London when I found a great souvenir for my dad. So, I reached for my wallet to check if I had enough money 1) it and it was gone! I panicked and started to scream. I saw a policeman and ran 2) to him to report it. While he was writing his report, my friend Louise called to tell me I 3) my wallet at the hotel. How embarrassing!

Write soon,

Terry

- 1 A buy B to buy C buying
 2 A around B in C over
 3 A had left B left C was leaving

Speaking

Dialogue completion

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

- 1 X: It was very kind of you to do that.
 Y:
 A Thank goodness. B Too bad.
 C Don't mention it.
- 2 X:
 Y: I didn't really notice.
 A What exactly did you see?
 B What did you do?
 C What did they look like?
- 3 X: I like reading crime novels.
 Y:
 X: I hope so.
 A Then you'll love this one.
 B Well, I can't stand them.
 C I'd rather watch a film.

Reading

Matching headings to paragraphs

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

- A THE VALUE OF ART
 B SOUNDING THE ALARM
 C CLEVERLY DISGUISED
 D AN UNSOLVED CRIME

MISSING MASTERPIECES

1

In the middle of the night on March 18th 1990, two men dressed in police uniforms rang the buzzer of the Isabella Stewart Gardner Museum in Boston, USA. They told security that they had come to investigate a disturbance, so the guards let them in without question. But once inside, the policemen handcuffed and tied them up in the basement! The men weren't policemen at all; they were thieves!

2

The two men then spent over an hour stealing 13 priceless paintings, including work by Rembrandt, Manet and Vermeer. By the time the actual police arrived, they were far too late. The thieves had stolen \$500 million worth of art together with the videotape from the museum's security cameras. They had escaped without a trace.

3

Police conducted a lengthy investigation, but despite their efforts they never captured the thieves nor recovered the stolen paintings. For now, there are just empty frames where the paintings once hung; a powerful reminder of the biggest art heist in history!

Use of English

Text completion

- 2 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.

officer rob break they find search

From: Kelly
 To: Amy
 Subject: Relieved

Amy,

What a day!

When I got to my car this morning, I discovered that someone 1) into it! The window was broken and my briefcase was missing. I called the police and they sent two 2) to my street. I told 3) I didn't have anything valuable in the briefcase. They made a report and suggested 4) the bins in the neighbourhood. After they left, I looked around and guess what? I 5) it in a bin a couple of blocks away! All my papers were still in it.

What luck!

Kelly

Sentence completion

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

- The policeman looked tired because he (**work**) on the case all day.
 The policeman looked tired because he
 on the case all day.
- The witness was (**frighten/talk**) to the police.
 The witness was
 to the police.
- By the time the police arrived, the bank robber (**escape**) the window.
 By the time the police arrived, the bank robber
 the window.
- The security guard (**not/like/work**) the night shift.
 The security guard
 the night shift.
- Karen (**think/install**) a burglar alarm.
 Karen a burglar alarm.



Reading



your airport virtual assistant!



Airports can be **stressful** and confusing places. The queues, the crowds, and the **complicated** security rules can make you wish you had just stayed at home! However, in the future there will be high-tech help available. Introducing AVA: the Airport Virtual Assistant!

So what exactly is AVA? Well, it is actually a holographic image of a **real** person. To create the hologram, the manufacturers videotape a person speaking and then project the film onto a plastic screen. The result is a **moving**, three-dimensional image which users can interact with. It's science fiction come to life!

If approached by a member of the public, AVA responds by giving **general** information and security advice. According to the manufacturer, though, the help that AVA will give will be much more advanced. AVA is going to have voice recognition and will be able to answer traveller's questions directly. Even though it only speaks English right now, the manufacturer also plans to introduce multilingual assistants who will respond in numerous languages.

So what does this mean for real-life staff? The manufacturers say that virtual assistants free-up employees to do more varied and interesting jobs. What's more, AVA is not limited to airport use only. In fact, the makers are already **expanding** their range of holograms for hospitals, offices, shops and museums. So could AVA soon be **commonplace**? It seems that in the near future, virtual reality will soon become a reality!

1 ★ Read the text and for questions 1-3 choose the correct answer.

- What general impression do you get from the text?
 - Air travel is unpleasant and stressful.
 - A new invention will improve air travel.
 - Virtual reality is exciting and fun.
- What is the author's purpose in writing the text?
 - to entertain
 - to inform
 - to persuade
- Which of the writer's attitudes comes across the most strongly?
 - He is excited about AVA.
 - He doesn't like flying.
 - He likes science fiction.

2 ★★ Read the text again. Answer the questions.

- According to the text, what makes an airport a stressful place?
- How does AVA work?
- What features will AVA have in the future?
- What is the benefit of using AVA over real-life staff?

3 ★ Match the words in bold in the text to their opposites: *rare, fake, relaxing, specific, simple, still, decreasing*.

4 ★ COLLOCATIONS Fill in: *voice, virtual, general, fiction, image, advice*.

- information
- reality
- recognition
- science
- holographic
- security

5 ★★ Fill in: *interact, hologram, manufacturers, multilingual, advanced, assistant*.

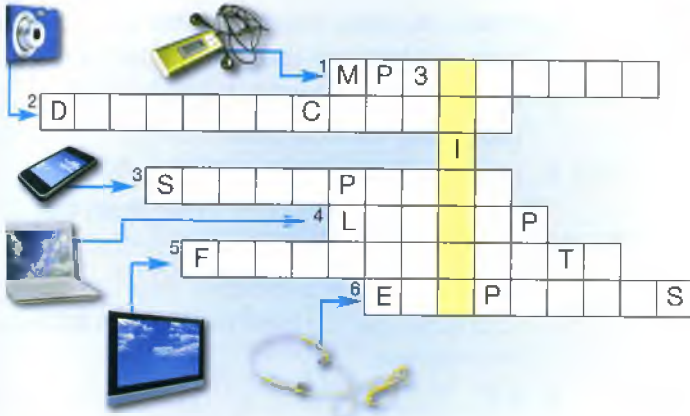
- A(n) is a flat image that appears three-dimensional.
- AVA is a virtual that can provide help and information for travellers.
- Technology of the future will be much more than it is now.
- The of AVA plan to use the device in various public buildings.
- When AVA becomes, it will be able to communicate with people from all over the world.
- In the future, people will be able to with AVA by asking it questions.

Vocabulary



Electrical devices

- 1** ★ Look at the pictures and complete the puzzle to find the hidden word.



- 2** ★ Underline the correct item.

- It's a good idea to **charge/update/operate** your antivirus software regularly.
- If you **edit/create/scan** a document, be sure to save the changes.
- To open the program **slide/click/scroll** on the icon.
- Can I use your Wi-Fi to **insert/attach/connect** to the Internet?
- My laptop has 16 GB of **memory/screen/system**.

The Internet

- 3** ★★ Complete the online conversation with the correct emoticons.

:o Surprised I-o Bored %-) Confused
:-D Delighted :-(Sad \$-) Greedy

IM - users online

MadMax79: Hi! I've got some great news! **1)**

KingJessie: Hi Max! Great news? What is it? **2)**

MadMax79: My mum got me a new TV!

KingJessie: Wow! **3)** That's amazing!

MadMax79: I wanted a new MP3 player too!

KingJessie: Come on! Don't ask for too much! **4)**

MadMax79: Yeah, I know – only joking!

KingJessie: My console broke this week. **5)** I've got nothing to do in the evenings. **6)**

MadMax79: Hey, why don't you come over to my house and use mine?

KingJessie: Thanks Max!

Technology

- 4** ★★ Fill in: *home, life, chat, search, social, high, wireless.*

- A: How do I see the latest news on your website?
B: Just go to the page – all the links are there.
- A: How do you communicate with friends online?
B: I use rooms and instant messaging.
- A: These days you can share so much on networks.
B: Yes, I always follow what happens to my friends on them.
- A: What's your favourite engine?
B: I like Google – it's easy to use and it gives good results.
- A: My printer has a connection to my laptop.
B: Wow – you can print from anywhere in the house!
- A: The battery on this phone isn't very good.
B: I have the same problem – mine only lasts for a few hours.
- A: Does this camera take resolution photos?
B: Yes, the pictures are really nice and sharp.

Prepositions & Phrasal verbs

- 5** ★ Choose the correct item.

- You can connect **to/on** the Internet at the café.
- You should scan your computer **about/for** viruses every week.
- It's simple to attach files **to/at** your emails.
- Click **on/in** the icon to open the document.
- Don't forget to plug **at/in** your games console to the TV.
- One day robots might care **for/with** the young.
- Lots of teenagers use instant messaging to communicate **for/with** their friends.
- It's illegal to download music **to/from** the Internet without permission.



Grammar in use

Grammar Bank 5

will/be going to/Present simple/ Present continuous

1 ★ Underline the correct item.

- 1 Scientists believe that robots will help/ are helping us more in the future.
- 2 Hurry up – the technology exhibition will open/opens at 4 pm!
- 3 I am installing/am going to install an antivirus program when I get my new computer.
- 4 I expect that Linda will buy/is going to buy a new games console with the money she got.
- 5 He is presenting/presents his invention this afternoon.
- 6 Look, this digital camera is on offer! I will tell/tell Sam about it.
- 7 I can hardly read this – the ink in the printer runs out/is going to run out soon.
- 8 My brother is going to study/is studying computer programming when he finishes school.

2 ★ Complete the dialogue with the correct future form.

Daniel: Hi, Sharon. How are you?
 Sharon: Fine, thanks. How are you?
 Daniel: I'm good. Are you busy this afternoon?
 Sharon: Not really. Why?
 Daniel: The IT department **1) are having (have)** a meeting to discuss some changes.
 Sharon: What **2)**
(they/discuss)?
 Daniel: They **3)**
(talk about) upgrading the computers around the university and Brian
4) **(show)** us the updated software.
 Sharon: Sounds good. I expect people **5)** **(have)** a lot of questions.
 Daniel: So, do you think you **6)**
(be) able to make it?
 Sharon: What time is it?
 Daniel: It **7)** **(start)** at 2 pm.
 Sharon: Well, I have a meeting until 1 pm, but I **8)** **(try)** to come after that.
 Daniel: OK, I hope I **9)** **(see)** you there.

Conditionals

3 ★ Put the verbs in brackets into the correct tense.

- 1 If we all have robots in the future, our lives will become (become) much easier.
- 2 If I were you, I
(upgrade) my computer.
- 3 If Larry hadn't read the paper, he
(not/see) the advert for the digital camera.
- 4 Unless you buy a modem, you
..... **(not/be)** able to access the Internet.
- 5 If I **(put)** my mobile in my bag, I wouldn't have dropped it.
- 6 What **(you/do)** if you had your own robot?
- 7 When the battery runs out, the phone
..... **(not/work)**.
- 8 If you have any problems with the new software, you **(call)** us.

4 ★ Write a conditional sentence for each situation.

- 1 The printer is broken. I can't print the document. *If the printer wasn't broken I could print the document.*
- 2 I expect she'll pass her exams. Her parents will buy her a new laptop.
- 3 My computer crashed. I lost all my work.
- 4 You don't have an MP3 player. You can't listen to music.
- 5 You didn't tell me your email address. I couldn't send you the pictures.
- 6 You didn't install antivirus software. Your laptop got a virus.
- 7 I won't lend you my smartphone. You must promise to take care of it.
- 8 Join a social network. You will be able to keep in touch with all your friends.

Grammar Focus (Units 1-5)

Wishes

5 ★ Put the verbs in brackets into the correct tense.

- A: I wish I *hadn't bought* (**not/buy**) this laptop.
B: Maybe you could return it and get a different one.
- A: I wish I (**not/have**) so much homework to do.
B: The sooner you start on it, the sooner you'll finish.
- A: I wish I (**work out**) this problem.
B: Let me see. Maybe I can help.
- A: I wish it (**stop**) raining. It's getting late.
B: Don't worry. You can stay here tonight.
- A: If only I (**not/spend**) so much money on that games console.
B: Then you could afford to fix your computer.
- A: I wish that Matt (**not/leave**) the TV on when he's not watching it.
B: Yes, it's annoying, isn't it?
- A: If only I (**be**) better at creating presentations on the computer.
B: Why don't you take a course?

6 ★ Use the situations to make sentences starting with *I wish/If only*.

- I don't have enough money to buy a computer. *I wish/If only I had enough money to buy a computer.*
- My neighbours play music loudly all the time.
- I didn't install an antivirus program.
- We can't take good pictures with this camera.
- I didn't go to the technology exhibition.
- I don't know how to scan a document.

7 ★★ Complete the second sentence, using the words in brackets in the correct form. Do not use more than four words to complete each sentence.

- Mary (**just/buy**) a new digital camera.
Mary
a new digital camera.
- This game is (**expensive**) of all.
This game is of all.
- (**you/watch**) TV at 10 o'clock last night?
..... TV at 10 o'clock last night?
- I wish I (**upgrade**) my laptop earlier.
I wish I my laptop earlier.
- I believe we (**live**) in space in the future.
I believe we
in space in the future.

8 ★★ Complete the second sentence, using the word in bold, so that it means the same as the first sentence. Do not change the word in bold.

- Unless we hurry, we'll miss the flight. (**IF**)
We'll miss the flight
hurry.
- Jo is my friend. Her dad is a chef. (**WHOSE**)
Jo, a chef, is my friend.
- How long is it since he saw Ben? (**AGO**)
How long Ben?
- They started playing computer games three hours ago. (**BEEN**)
They
computer games for three hours.
- I arrived after the play had finished. (**TIME**)
The play had finished
I arrived.

9 ★★ Put the verbs in the correct tense.

- He (**attach**) the file to the email he sent me.
- I think robots (**do**) a lot more for us in the future.
- He (**not/call**) me yet.
- You'd better (**study**) more.
- 2009 was the year when they (**build**) their first robot.

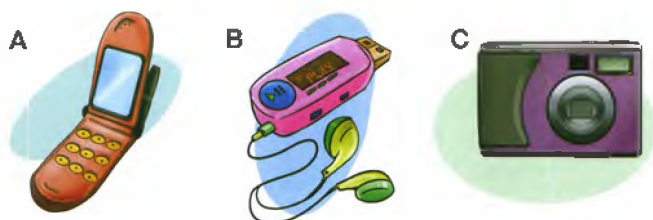
5

Listening skills

Multiple choice

1 ^{1.19} ★ You are going to listen to five recordings. For each question 1-5, choose the answer which matches what you have heard by circling the appropriate letter (A, B, or C).

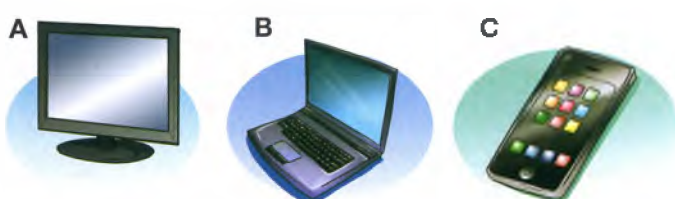
1 What present are the boys going to buy?



2 Which is Mr Oliver's address?



3 What is the speaker talking about?



4 Where are the speakers?



- 5 Steve is calling Sarah
- A to ask for her help.
 - B to offer her help.
 - C to ask about homework.

Multiple matching

2 ^{1.20} ★ You are going to hear Lynn and Jack talking about electronic devices. Match the people (1-4) to what device (A-E) they are getting. Write the appropriate letter (A, B, C, D or E) in the right box. You'll hear the conversation twice. One device is extra.

PEOPLE		DEVICE	
1	Jack	A	video games console
2	Ryan	B	smartphone
3	Sue	C	digital camera
4	Lynn	D	MP3 player
		E	laptop

T/F statements

3 ^{1.21} ★ You will hear a teacher talking to some students. Decide which sentences (1-3) are true (T) and which are false (F).

- 1 Students can use the computers to check their emails.
- 2 Students must log in using their own username and password.
- 3 The teacher is warning students not to do something.

Dictation

4 ^{1.22} ★ Listen and complete the sentences.

- 1 Tomorrow, I
- 2 I
- 3 Afterwards, I
- 4 We
- 5 We want to see
- 6 But if it's sold out, we

Speaking skills

5

Matching exchanges

- 1** ★ Match the questions (1-6) to the answers (A-G). One answer is extra.

1 <input type="checkbox"/>	How does it compare to your old mobile?	A I'm not sure if it works.
2 <input type="checkbox"/>	Can you scan this document for me?	B Not yet, but I will as soon as I can.
3 <input type="checkbox"/>	What's your new laptop like?	C Well, it has a better camera.
4 <input type="checkbox"/>	When will you buy a smartphone?	D It's easy. I'll show you.
5 <input type="checkbox"/>	Did you upgrade the software in your phone?	E Great! It has the latest software.
6 <input type="checkbox"/>	How do I download this photo?	F As soon as I save enough money.
		G Sure, right away.

Responding to situations

- 2** ★ For each situation choose the appropriate response. Circle A, B or C.

- You don't know how to download music. Ask your friend for help.
 - Do you download music?
 - Can you show me how to download music?
 - Can I help you download music?
- You don't like your new laptop. How do you tell your friend?
 - I'm so worried about my laptop.
 - I don't mind my laptop.
 - I'm not happy with my laptop.
- Your friend tells you that she forgot to save an important document. How do you respond?
 - I'm so sorry to hear that.
 - It's getting on my nerves.
 - You can do it next time.
- Ask your friend for directions to the new computer shop.
 - Is there a new computer shop nearby?
 - How do I get to the new computer shop?
 - How far is the new computer shop from here?

Dialogue completion

- 3** ★ Complete the dialogue by choosing the correct option.

Bob: Hey Steve. Is that your new smartphone?
 Steve: Yes, it is. My parents gave it to me.
 Bob: Great. What do you **1**) of it?
 Steve: Well, I'm **2**) with its Internet browser. It's very slow.
 Bob: Really? That's a(n) **3**) Is there anything else wrong with it?
 Steve: Well. It's impossible to type on the touchscreen.
 Bob: Oh dear. I'm sorry you are having trouble with it. Smartphones are usually great.
 Steve: I know, but this one is **4**) me crazy! I think I'll take it back to the shop.

- | | | | |
|---|-----------------------|------------------|------------------|
| 1 | A are thinking | B think | C thought |
| 2 | A disappointed | B sad | C mad |
| 3 | A awful | B pity | C fault |
| 4 | A throwing | B pushing | C driving |

Expressing annoyance

- 4** ★★ Complete the dialogue. Use: *exciting, pleased, shame, refund, getting, exchange, finding, annoyed*. Two words don't match any gaps.

A: Did you get your new laptop?
 B: Yes, I did.
 A: So, how are you **1**) it?
 B: Well, I'm not **2**) with the screen. The resolution is poor.
 A: Really? That's a(n) **3**)
 B: Well, I'm also **4**) with the operating system. It's so slow.
 A: I'm sorry to hear that. Most laptops are very convenient.
 B: I know, but this one is **5**) on my nerves! I think I will return it to the shop and ask for a(n) **6**)

5

Writing

A for-and-against essay

- 1 ★ Read the essay and choose the correct linking word in bold.

Internet chat rooms

A These days, more and more teenagers are using Internet chat rooms. While this may have its advantages, it also has its drawbacks.

B There are some obvious benefits to using Internet chat rooms. **In the first place/In addition**, it allows teenagers to find people with similar interests. **As a result/To begin with**, they can make good friends. **Secondly/Finally**, it saves money. **However/For example**, chat rooms replace the need to call friends on the phone.

C **All things considered/On the other hand**, Internet chat rooms have many disadvantages. **Furthermore/Firstly**, they take up too much time. **For this reason/To sum up**, teenagers may neglect their friends or schoolwork. **In conclusion/In addition**, it can be dangerous. **For instance/Although**, strangers may try to harm unsuspecting teenagers.

D **All in all/Also**, there are both pros and cons for using Internet chat rooms. I believe they are a helpful way to communicate with people as long as the user is aware of the dangers.



- 2 ★ Read the essay again. Which paragraph (A-D):

- | | |
|---------------------------------------|---|
| contains arguments for the topic? | <input type="checkbox"/> 1 <input type="checkbox"/> |
| summarises the writer's opinion? | <input type="checkbox"/> 2 <input type="checkbox"/> |
| contains arguments against the topic? | <input type="checkbox"/> 3 <input type="checkbox"/> |
| introduces the topic? | <input type="checkbox"/> 4 <input type="checkbox"/> |

- 3 ★ Complete the table with information from the essay.

Arguments for	Examples/Justifications
Arguments against	Examples/Justifications

- 4 ★ Underline the sentence in the essay that gives the writer's opinion and the topic sentences in the main body paragraphs.

- 5 ★ Read the sentences and say which of them are topic (T) or supporting (S).

- | | |
|--|-------|
| 1 To start with, online shopping is not very safe. | ..... |
| 2 It could be good for all students to have laptops in class. | ..... |
| 3 For example, students could use webcams to communicate with students in other schools. | ..... |
| 4 On the other hand, e-books have certain drawbacks. | ..... |

- 6 a) ★ Read the rubric, then the arguments (1-4). Say which are for (F) or against (A).

Your teacher has asked you to write an essay discussing the pros and cons of computer games. Write your **essay** (150-180 words).

ARGUMENTS

- Games contain too much violence.
- They are inexpensive entertainment.
- They can distract teenagers from more important tasks.
- Some games are educational.

- b) ★ Match the arguments above to the justifications.

JUSTIFICATIONS

- | | |
|----------------------------|--|
| <input type="checkbox"/> A | can encourage aggressive behaviour |
| <input type="checkbox"/> B | not spend a lot of money to entertain yourself |
| <input type="checkbox"/> C | could improve problem-solving skills |
| <input type="checkbox"/> D | may fall behind with homework |

Your turn

- 7 ★★ Use your answers in Ex. 6 to complete the for-and-against essay.

Around the world, many people ...
 There are some benefits of Firstly, ... As a result Also, For example
 On the other hand The main argument against
 For this reason Furthermore For instance
 All things considered, ... In my opinion



Exploring the Universe with Kepler

In the past people used to wonder 'is there life in outer space?' Now, NASA's spacecraft, 'Kepler', is searching distant galaxies for habitable worlds. Kepler has already found incredible new planets, some of which may be capable of supporting life as we know it.

Over the years NASA has launched hundreds of spacecrafts but in 2009 NASA launched a rather unusual spacecraft called Kepler. Kepler is actually a space observatory with a telescope. Its mission is to search outside our solar system for earth-sized planets that may be capable of supporting life. Since its launch, the six-million-dollar Kepler has spotted more than 3,000 new planets. Some of its discoveries so far include a planetary system with two suns and a mysterious dark planet that only gives off a red glow of light.

Recently, Kepler has experienced some technical malfunctions that may require it to discontinue its mission. Whether or not Kepler continues to hunt for distant planets, the mission has been a huge success and NASA expects more discoveries will keep rolling in for years to come as they go through the spacecraft's data.

1 ★ Read the text. Answer the questions.

- 1 Why did NASA launch Kepler?
- 2 How much did Kepler cost?
- 3 What are some of Kepler's unusual discoveries?
- 4 How can Kepler help NASA experts?

2 ★ What did you learn from the text? Tell your partner.

3 ★★ **ICT** Use the Internet to find more information about Kepler and its discoveries. Present your information to the class.



Across Cultures

1 ★ Read the text and complete the sentences.

- 1 The British Science Festival celebrates
- 2 Each year the festival takes place in
- 3 Examples of some of the events are
- 4 Science street buskers show off

2 ★★ **ICT** Is there a similar festival in your country? Collect information about it and present it to the class.

The British Science Festival

Each September the British Science Festival transforms a different city in the UK into a vibrant celebration of science, engineering and technology. The festival is Europe's largest science event which brings together some of the UK's top scientists. The six day festival includes lectures on cutting edge research, workshops, hands-on exhibitions and exciting science shows. A highlight of the festival is the entertaining science street buskers. These skilled entertainers present different scientific phenomena by interacting with the public as they move through the streets at the festival. Want to know how polar bears keep warm or how to escape from quicksand? The street buskers will show you in their attempt to encourage both adults and children alike to see how cool and interesting science can be. So, come discover, learn and be amazed at the best the UK has to offer in interactive science!



5

Skills

Reading

Multiple choice

1 Read the five texts and answer questions 1-4 by choosing from options A-C.

A Paul

I'm going to the shops to buy a new mobile. Do you want to come and help me choose one? I'm leaving in an hour.

Billy

Adele

I didn't call you before because I've lost my smartphone! I was at the cinema and I guess I left it there. When I went back, it was gone. I'm so depressed!

Jane

B

C Liam, I can't go to basketball practice because I've got a terrible headache. I'm just going to stay home instead. I'll see you tomorrow at school.

Sam

D From: Julian Knowles

To: Laurie Mitchell

Subject: Don't open "Hi!" email!

Hi Laurie,

I've just found out that my computer has got a virus and has been sending emails to everyone I know. Don't open any emails from me if they have "Hi!" in the subject line. If you've opened one already, call me.

Julian

E Join the film club!

If you want to learn how to shoot exciting videos, then you should join our club. You don't need any experience or special knowledge – all you need is your own video camera. For more information visit our website at www.filmclub.com.

1 Text A and Text B are BOTH about
A shopping.
B phones.
C films.

2 What is true about Sam?
A He isn't feeling well.
B He wants Liam to visit.
C He will miss school tomorrow.

3 Julian wrote the email
A to apologise to Laurie.
B to give Laurie a warning.
C to ask Laurie to call him.

4 To join the film club, you should
A have some video equipment.
B bring some videos with you.
C have experience in shooting videos.

Speaking

Dialogue completion

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

1 X:
 Y: This one's much better.
A How does this laptop compare to your old one?
B Did you get a new laptop?
C Is there anything wrong with your laptop?

2 X: Can I use your phone to send a message?
 Y:
 X: I forgot to charge it.
A Would you like me to help you?
B What's wrong with yours?
C Sure, do you remember how?

3 X: How are you finding your new camera?
 Y:
A That's a shame.
B I'm sorry to hear that.
C I'm very disappointed with it.

Reading

Matching headings to paragraphs

1 Read the text and match the paragraphs to the headings. One heading is extra.

- A Future Astronauts
- B Space Travel
- C A Popular Place
- D Things to do



1

The National Space Centre is the biggest space exhibition in the UK. It cost £52 million and opened to the public in 2001. The futuristic-looking building attracts around 250,000 visitors each year who come to explore the fascinating exhibits and experience the wonders of space!

2

The centre offers fun for all the family! Visitors can learn about the universe, interact with exhibits and walk among the planets! What's more, the Sir Patrick Moore Planetarium is the biggest in the UK. The special IMAX dome has a 360° screen that makes viewers feel like they are part of the film!

3

Everyone's favourite attraction is the Rocket Tower, which contains two full-sized rockets. There is also a real piece of moon rock on display, as well as a space suit designed for a dog and the Russian Vostock space capsule. This is the capsule that carried the first man into space in 1961; the legendary astronaut Yuri Gagarin.

Use of English

Text completion

2 Read the text and complete the gaps (1-5) with appropriate words from the box in the correct form. One word is extra.

- keep time it successful person rover

The Mars Explorers

Since 1996, NASA has been sending explorers to Mars. These explorers are not 1) however - they are robots called 'rovers'!

The latest rover is Curiosity, which 2) landed on Mars on 6th August, 2012. It is the size of a small car and travels very slowly - just 200 metres a day - on 3) six aluminum wheels. It has got a robotic arm which it uses to examine the soil and rocks on the surface of the planet. The 4) mission is to find evidence that Mars once supported life. Recent discoveries have changed scientists' understanding of Mars.

If nothing goes wrong, the rover 5) on exploring for about 14 years. In all that time, it's going to make many more discoveries about the Red Planet!

Sentence completion

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.

- 1 I wish I **(not/spend)** so much money on a new smartphone.
I wish I so much money on a new smartphone.
- 2 If you had Wi-Fi, you **(can/connect)** Internet anywhere in the house.
If you had Wi-Fi, you Internet anywhere in the house.
- 3 When you see Warren, **(you/ask/he)** to call me, please?
When you see Warren, to call me, please?
- 4 He would have called for help if **(he/have)** mobile phone.
He would have called for help if mobile phone.
- 5 Ted **(meet/he/friends)** at 7 pm tonight.
Ted at 7 pm tonight.



Reading

FAST FOOD

Know the Facts

You can find international fast food restaurant chains in almost every country in the world. Many countries have local fast food chains as well. There is one thing that these restaurants have in common: they serve unhealthy food.

1

In America, one out of every four people eats fast food every day. Americans spend over \$115 billion on fast food every year and the rest of the world has developed a taste for it as well. But why is this fact so alarming to health experts?

2

Your body needs a certain **amount** of fat, calories, sugar and salt every day, but you should get them from **nutritious** meals spread out over an **entire** day. For instance, doctors **suggest** no more than 2.3 grams of sodium per day, which

is about one teaspoon of table salt. Many burgers at fast food restaurants have far more than this. If you add a large **order** of chips to your meal, then you could be eating ten times the recommended **daily** amount of sodium! On top of this, many people drink cola with their meals. But a single can of cola contains over ten teaspoons of sugar! This sugar is full of empty calories (calories which contain no nutrients) and is therefore bad for your health.

3

Too much fat and too many calories can lead to being **overweight**. This can cause lots of health problems, such as high blood pressure, heart attacks and strokes. In order to stay healthy, doctors recommend that people avoid fast food and eat fresh, home-cooked meals instead. These provide proper nutrition and contain fewer calories than fast food. In addition, doctors advise people to exercise frequently. This keeps the body in good **condition** and improves a person's mood and concentration levels. So, with a healthy diet and regular exercise, you can look and feel your very best!



- 1 ★ Read the text and match the paragraphs (1-3) to the headings (A-D). One heading is extra.

- A Flavourless Food
- B Staying Fit and Healthy
- C A Cause for Concern
- D Eating Over the Limit

- 2 ★★ Read the text again. Answer the questions.

- 1 Why is cola bad for your health?
- 2 What can lead somebody to gain unnecessary weight?
- 3 Which health problems are associated with being overweight?
- 4 Why are home-cooked meals healthier than fast food?
- 5 What is the purpose of the text?

- 3 ★ Match the words in bold in the text to their synonyms.

- everyday • whole • portion • healthy
- shape • obese • advise • quantity

- 4 ★ **COLLOCATIONS** Fill in: *regular, junk, blood, heart, table, concentration.*

- | | | | |
|---------|----------|---------|----------|
| 1 | levels | 4 | salt |
| 2 | food | 5 | pressure |
| 3 | exercise | 6 | attack |

- 5 ★★ Fill in: *serves, developed, lead to, contains, recommended, provides.*

- 1 After his trip abroad, Sam a taste for spicy foods.
- 2 Sandy a Chinese restaurant to us.
- 3 My favourite restaurant delicious well-prepared meals.
- 4 Eating unhealthy foods can many health problems.
- 5 Fast food high amounts of sugar and salt.
- 6 A well-balanced diet you with all the vitamins and minerals you need to stay healthy.

Vocabulary

6

Food & Drinks

1 ★ Circle the odd word out. Then name the food categories.

- 1 salmon – chicken – tuna – shrimp
.....
- 2 grapes – oranges – strawberries – carrots
.....
- 3 eggs – cream – cheese – milk
.....
- 4 coffee – orange juice – honey – tea
.....
- 5 bread – bagels – cakes – sugar
.....

Tastes

2 ★ Fill in: bitter, creamy, spicy, salty, sweet.

- 1 chilli peppers, curry –
.....
- 2 dark chocolate, black coffee –
.....
- 3 crisps, chips –
- 4 yoghurt, ice cream –
- 5 cake, honey –



Quantities

3 ★★ Complete the dialogue using the following words: packet, jar, tin, bars, box.

A: I'm going to the supermarket to get a 1) of baked beans. Do you want anything?

B: Yes please, we need a few things for the weekend. Can you get a 2) of honey, a 3) of crisps, and a 4) of crackers?

A: Of course, are you sure you don't want anything else?

B: Oh, yes! I nearly forgot. Can you get me three 5) of chocolate, too?

A: OK, no problem. I'll see you soon.

B: Thanks! See you later!

Cooking methods

4 ★ Choose the correct word.

- 1 For breakfast I had **roasted/boiled** eggs.
- 2 Dad likes **fried/steamed** chicken, but it's not very healthy!
- 3 For good **scrambled/mashed** potatoes, add milk and butter.
- 4 **Grilled/Fried** meat is healthier than meat cooked in oil.
- 5 I usually have something light in the evening like **scrambled/steamed** vegetables.

Extreme sports

5 ★★ Combine the words to write the sports.



- | | |
|---------|---------|
| 1 | 3 |
| 2 | 4 |

Injuries

6 ★★ Cross out the wrong answer.

- 1 You can burn your **finger** – leg – head.
- 2 You can cut your **hand** – eye – finger.
- 3 You can break your **arm** – leg – eye.
- 4 You can bruise your **eye** – tooth – leg.
- 5 You can hit your **head** – skin – throat.
- 6 You can sprain your **ear** – wrist – ankle.

Prepositions & Phrasal verbs

7 ★ Circle the correct word.

- 1 Use this cream – it will prevent the burn **from/of** getting infected.
- 2 Mary fell unconscious and we had to bring her **about/round**.
- 3 Jon will provide us **with/of** the equipment.
- 4 I'm bored **with/of** skiing – let's try snowboarding!
- 5 He ate too much and put **on/in** weight.



Grammar in use

Grammar Bank 6

The passive

1 ★ Write a passive sentence using the words in brackets.

1 A: What do you know about the fire?

B: *It was caused by faulty equipment.*
(it/cause/faulty equipment)

2 A: This meat is delicious!

B:
.....
(all the food/cook/Sophie)

3 A: We need to decide who's bringing the food.

B:
.....
(everything/already/arrange)

4 A: Who will make the cake?

B:
.....
(it/bake/a famous chef)

2 ★ Turn the sentences from the active to the passive.

1 They took Darren to hospital after his accident last week.
Darren was taken to hospital after his accident last week.

2 When will they show her cookery programme on TV?
.....
.....

3 The doctor is examining Tom.
.....
.....

4 They have discovered a new medicine.
.....
.....

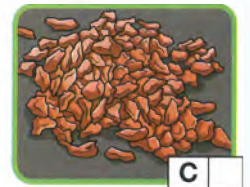
5 Who made the ice cream?
.....
.....

3 ★ Complete the process by putting the verbs into the correct passive form. Then, match the pictures to the stages.

1 Chocolate 1) *is made* (make) in Africa and South America from cacao beans which 2) (pick) by hand. Then, the beans 3) (roast) in huge ovens.

2 After the beans 4) (dry) in the ovens, the outer shells 5) (remove) and the beans 6) (break) into tiny pieces called "nibs". Then, these nibs 7) (crush) and made into a paste in order to produce the chocolate.

3 Sugar 8) (add) to the paste, along with vanilla and milk. Then the mixture 9) (heat), stirred and cooled several times before it 10) (pour) into moulds.



The causative

4 ★ Use the prompts to complete the dialogue. Use the causative.

Jasper: Hi, Alex. I see you 1) *'ve had your restaurant painted* (your restaurant/paint). Does that mean you're opening soon?

Alex: Not quite yet - we 2) (not/have/our oven/deliver) yet!

Jasper: Is everything else ready?

Alex: Well, we 3) (the dining area/decorate) last week, but we still have to 4) (the menus/print).

Jasper: It sounds like it's all coming together.

Alex: Yes, I 5) (the invitations/send) out soon.

5 ★ Make a causative sentence using the words in brackets.

1 Tom (cast/put on) his broken leg last week.
Tom *had a cast put on* his broken leg last week.

2 Carrie (her tooth/pull out) next Monday.
.....

3 The boys (their hair/cut) now.
.....

4 Alan (not/fresh milk/deliver) to his house.
.....

5 Sue (her bag/snatch) outside the bank yesterday.
.....

Grammar Focus (Units 1-6)

Sentence transformations

- 6** ★★ Complete each sentence with two to five words, including the word in bold.
- Peter's dinner was served by the head waiter yesterday. **(HAD)**
Peter *had his dinner served* by the head waiter yesterday.
 - The doctor has advised Sally to rest. **(ADVISED)**
Sally
..... by the doctor.
 - The men are painting Ben's kitchen. **(HAVING)**
Ben
..... painted.
 - Anna's cookery book has just been published. **(HAS)**
Anna
..... book published.
 - People spend a lot of money on fast food every year. **(SPENT)**
A lot of money
..... every year.

Reflexive/Emphatic pronouns

- 7** ★ Fill in the correct reflexive or emphatic pronoun.
- A: All that food looks so delicious.
B: Help *yourself* – there's plenty for everyone.
 - A: Look! We put the tent up all by
B: Well done!
 - A: The children enjoyed
at the Extreme Sports Festival.
B: That's great!
 - A: Where did Joe go?
B: He went for a hike by
He should be back before nightfall.
 - A: Should I switch off the kettle?
B: No. It will switch off
when the water's boiled.

- 8** ★★ Complete the second sentence, using the word in bold, so that it means the same as the first sentence. Do not change the word in bold.

- No restaurant is as good as Jo's. **(THE)**
Jo's is in town.
- Patrick was skiing when he fell. **(WHILE)**
Patrick fell skiing.
- Unless he exercises, he won't get fit. **(EXERCISE)**
If he won't get fit.
- Their kitchen was fitted yesterday. **(HAD)**
They yesterday.
- The shop had closed when we arrived. **(AFTER)**
We arrived closed.

- 9** ★★ Complete the second sentence, using the words in brackets in the correct form. Do not use more than four words.

- I **(never/try)** curry before.
I curry before.
- If you add sugar, **(the cake/be)** sweet.
If you add sugar, sweet.
- Skiing is **(dangerous)** than I realised.
Skiing is than I realised.
- We **(have/dinner)** when the storm started.
We when the storm started.
- This dish **(usually/make)** using fresh herbs.
This dish
using fresh herbs.


- 10** ★ Choose the correct word.

- He travelled by **himself/him**.
- Have you **ever/never** done a skydive?
- Cinnamon can **use/be used** to treat skin problems.
- Jo **is suffering/suffered** from asthma.
- You should **talk/to talk** to a doctor about your headaches.



Listening skills

Multiple choice

1  ★ 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 Karen has injured her
 - A ankle.
 - B knee.
 - C toe.
- 2 Karen is upset about
 - A missing the volleyball game.
 - B wearing a bandage for another week.
 - C her parents taking her everywhere.
- 3 The conversation takes place in a
 - A hospital waiting room.
 - B doctor's waiting room.
 - C dentist's waiting room.

Recording 2

- 4 The instructor asks the class to
 - A sign the class register.
 - B be on time for class.
 - C check the notice board.
- 5 The instructor advises her students to
 - A push themselves to the limit.
 - B take it easy during the class.
 - C warm up before class begins.
- 6 The instructor is speaking to the class to
 - A inform them about class rules.
 - B show them some yoga moves.
 - C introduce the students to the class.


Multiple matching

2  ★ You are going to hear four people talking about food. Read the sentences below. Match the statements (A-E) below to speakers (1-4). There is one extra statement.

- A I regularly eat junk food.
- B I find cooking very relaxing.
- C I enjoy International cuisine.
- D I'm not a very good cook.
- E I have to watch what I eat.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

T/F statements

3  ★ You are going to hear a teacher talking to some students. Decide which sentences (1-3) are *T* (true) and which are *F* (false).

- 1 The coach is leaving at 7:30 am.
- 2 The students must bring their own food.
- 3 The announcement gives information about how to travel by coach.

Dictation

4  ★★ Listen and complete the sentences.

- 1 Last month, I
- 2 I fell
- 3 The doctor
- 4 I was advised
- 5 This meant that I
- 6 Next month, my team is playing
- 7 But luckily, I'm having

Speaking skills

6

Matching exchanges

- 1** ★ Match the questions (1-6) to the answers (A-G). One answer is extra.

1 <input type="checkbox"/>	How long do you need to rest for?	A Fifty pounds.
2 <input type="checkbox"/>	How much does it cost to get an x-ray?	B Two days ago.
3 <input type="checkbox"/>	What temperature does the thermometer read?	C 39 degrees.
4 <input type="checkbox"/>	How far away is the hospital?	D In one hour.
5 <input type="checkbox"/>	When did you sprain your ankle?	E Three times a day.
6 <input type="checkbox"/>	How often should I take these tablets?	F At least two weeks.
		G 10 kilometres.

Responding to situations

- 2** ★ For each situation (1-4), choose the appropriate response. Circle A, B or C.

- How would a doctor ask a patient about an injury?
 - Were you badly injured?
 - Where does it hurt?
 - Why are you in pain?
- Your friend is having an operation. What do you say?
 - Be careful.
 - Take care of yourself.
 - I hope it goes well.
- You are a waiter and you have to take a customer's order. What do you say?
 - What would you like to eat?
 - How would you like that cooked?
 - What dish would you recommend?
- You are talking to a doctor on the phone. Describe the symptoms of your illness.
 - I've got a terrible cough.
 - I had a really bad fall.
 - I sprained my wrist.

Dialogue completion

- 3** ★★ Complete the dialogue with the correct sentences (A-F). One sentence is extra.

- You've probably pulled a muscle.
- I think I've broken my arm.
- What's bothering you?
- Will it get better soon?
- You'll need to rest for two weeks.
- Can you move it around?

Dr Smith: Hi, John. **1)**

John: Hello Dr Smith. Well, I was playing tennis when my wrist suddenly started hurting. I'm not sure what's wrong.

Dr Smith: I see. **2)**

John: A little bit, but it's really painful.

Dr Smith: **3)** But just to be safe, you're going to need an x-ray.

John: **4)** I'm training for a big tennis tournament next month.

Dr Smith: **5)** After that, you can start training again.

Discussing an injury

- 4** ★★ Complete the dialogue. Use: *dear, sure, prescribe, bother, seems, swollen, pain, think*. Two words don't match any gaps.

A: So what **1)** to be the problem?

B: I was jogging when I suddenly fell. I **2)** I've sprained my ankle.

A: Well, it does look quite **3)** Can you put any weight on it?

B: Well, I can walk a little, but I'm in a lot of **4)**

A: It probably is a sprain, but just to be **5)** I want to send you for an x-ray. I'm also going to **6)** you some painkillers.

B: OK, Doctor. Thank you!

6

Writing

An opinion essay

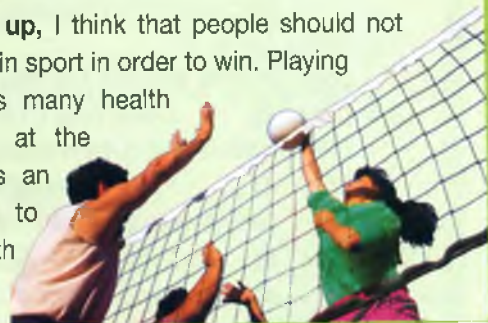
1 ★ Read the essay. Match the words in bold with the alternative ones below.

A Many people take part in sport solely to win. **As far as I'm concerned**, this is an unhealthy approach to sport since exercise offers many other benefits.

B **To begin with**, the main reason for playing sports is to improve health and fitness. For this reason, people who participate in sports have fewer weight problems and illnesses. **In addition**, they suffer less from stress and have higher concentration levels.

C Secondly, sport helps people to develop social skills. **For instance**, getting involved in sport encourages people to make new friends. Moreover, it teaches them to cooperate with each other and learn a sense of responsibility.

D **To sum up**, I think that people should not only take part in sport in order to win. Playing a sport offers many health benefits and, at the same time, is an excellent way to socialise with others.



- 1 For example
- 2 In the first place
- 3 Furthermore
- 4 All in all
- 5 To my mind

2 ★ Read the essay again. Which paragraph (A-D):

- restates the writer's opinion and makes final comments? 1
- states the topic and writer's opinion? 2
- states the first viewpoint and reasons? 3
- states the second viewpoint and reasons? 4

3 ★ Read the essay again and complete the table.

Viewpoints	Reasons/Examples

4 ★ Underline the topic sentences in the main body paragraphs and replace them with the topic sentences below.

- 1 Most people exercise because it is good for the body and mind.
- 2 Sports teach people how to interact positively with their peers.

5 ★★ Write a topic sentence using the prompts for the paragraph below.

(Organic food/better/health/conventional food)

In particular, it has a higher vitamin content and is more nutritious. Moreover, it contains fewer chemicals that could be bad for the body.

6 a) ★ Read the rubric and match the reasons/examples (a-d) to the viewpoints they support (1-4).

You have had a class discussion about the following topic: *Should all children play team sports?* Write an **essay** for your teacher expressing your opinion (120-180 words).

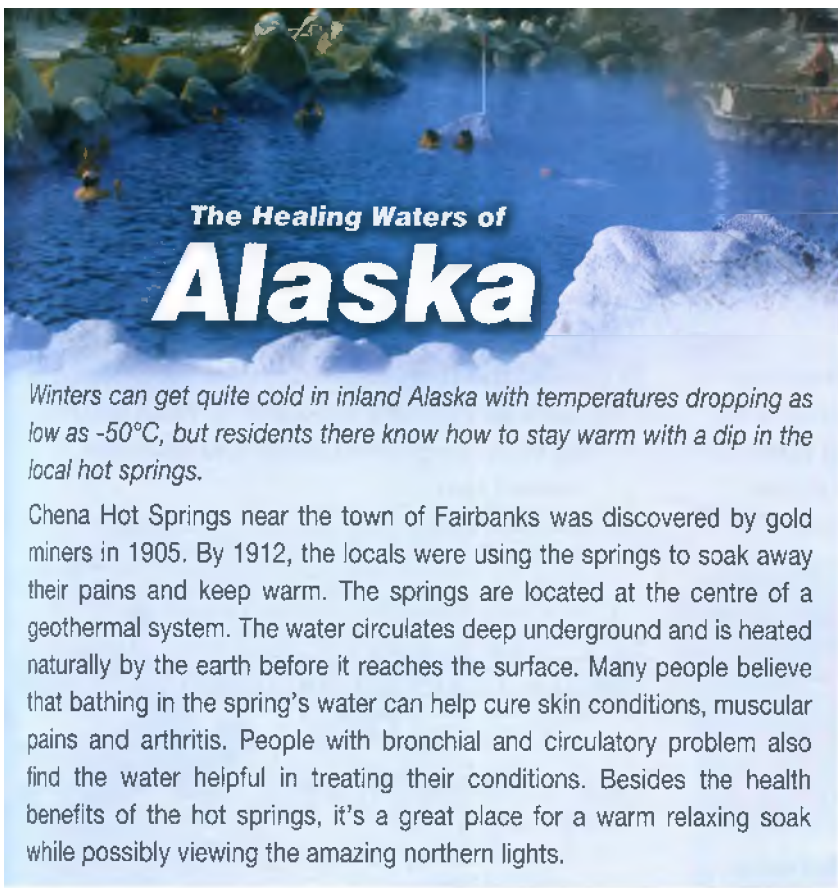
Viewpoints	Reasons/examples
<input type="checkbox"/> 1 teaches discipline	a could distract from schoolwork
<input type="checkbox"/> 2 takes up too much time	b training builds self-control
<input type="checkbox"/> 3 encourages positive interaction	c children learn to work together
<input type="checkbox"/> 4 too competitive	d pressure to perform causes stress

b) ★ Decide whether you agree/disagree with the statement in the rubric. Which viewpoints support your opinion?

Your turn

7 ★★ Use your answers in Ex. 6 to complete the opinion essay.

These days, many children In my opinion,
 First of all, For instance,
 Secondly, In particular,
 To sum up, I believe Team sports ... and, at the same time,



The Healing Waters of
Alaska

Winters can get quite cold in inland Alaska with temperatures dropping as low as -50°C, but residents there know how to stay warm with a dip in the local hot springs.

Chena Hot Springs near the town of Fairbanks was discovered by gold miners in 1905. By 1912, the locals were using the springs to soak away their pains and keep warm. The springs are located at the centre of a geothermal system. The water circulates deep underground and is heated naturally by the earth before it reaches the surface. Many people believe that bathing in the spring's water can help cure skin conditions, muscular pains and arthritis. People with bronchial and circulatory problem also find the water helpful in treating their conditions. Besides the health benefits of the hot springs, it's a great place for a warm relaxing soak while possibly viewing the amazing northern lights.

1 ★ Read the text and answer the questions.

- 1 How is the water heated in the Chena Hot Springs?
- 2 What illnesses do the hot springs help treat?
- 3 What other natural phenomena can you experience at the hot springs?
- 4 What is the purpose of the text?

2 ★★ **ICT** Do some research on the Internet about another place in nature that helps heal illnesses. Present it to the class.



Across Cultures

1 ★ Read the text and complete the sentences.

- 1 The Celts were experts in the
- 2 Druids were the
- 3 The Celts treated fevers with
- 4 The bark of the willow tree was used for
- 5 Nettle leaves were used by the Celts to

2 ★★ **ICT** What did people in your country use in the past to treat illnesses? Collect information. Present it to the class.

Celtic Cures

The ancient Celts of the British Isles are often portrayed as wild and primitive warriors. However, the Celtic people lived in harmony with nature. In fact, they knew a lot about the healing powers of plants. Celts had their health problems treated by druids- the wise men of the tribe.

DANDELION

In spring, dandelions can be seen everywhere in the British Isles. While they are often thought of as weeds by gardeners, these bright yellow flowers have many health benefits. The Celts used dandelion roots to treat fevers.



WILLOW

The willow tree was a sacred symbol for the Celts. The bark of the willow tree contains 'Acetyl Salicylic acid' – better known as aspirin! The Celts boiled the bark in water and took the mixture three times a day for relief from aches and pains.



NETTLE

Nettles are found growing wild in woodlands – but handle them with care – these tough plants are covered with tiny little stinging hairs! Nevertheless, nettle leaves can actually stop bleeding. Celtic warriors had their wounds treated by nurses, who placed the leaves directly upon the wound.



6

Skills

Reading

Multiple matching

1 Read information about the three markets (A-C) and answer questions (1-4) below. For every question choose the market it refers to and write the appropriate letter in the box. One of the markets matches two questions.

FAMOUS MARKETS

A Castries Market, on the tropical island of St Lucia, is one of the most colourful markets in the world. It is located in an orange-roofed building, which is home to more than 300 vendors, selling fresh produce. However, this market doesn't end there. On the streets beyond, stalls stocked with tropical fruits and flowers spill out under rainbow-coloured umbrellas.

B La Boqueria in Barcelona, Spain, is one of the biggest and oldest indoor markets in Europe. La Boqueria has been operating at the same location as far back as 1217 and attracts crowds of locals and curious tourists every day. It is famous for the many varieties of fresh fish and seafood on sale.

C Maeklong Market is in tropical Thailand. At the market you can find many mouth-watering local Thai ingredients such as lime, chilli and ginger. However, the Maeklong market has one special feature that truly sets it apart - it also has a train passing through it! Eight times a day, a siren is heard, and stallholders clear everything off the track. Once the train passes, they move back and continue selling!

	Which market ...	
1	is also a tourist attraction?	
2	is frequently interrupted?	
3	takes place indoors and outdoors?	
4	is of historical importance?	

Use of English

Text completion

2 Read the text below. Complete the gaps 1-3 with appropriate words (A-F) from the box to obtain a grammatically and lexically correct text.

- | | | |
|--------|---------|--------|
| A jump | C worry | E care |
| B pull | D twist | F fall |

AIRDEVILS SKYDIVING CLUB

Skydiving FAQs



- *How much training do I need before I can skydive?*
We provide 4-5 hours of training on the ground before your first parachute 1), which is done with an instructor next to you to activate your parachute.
- *Where can I buy a parachute?*
Don't 2) about equipment as a beginner - we'll provide it.
- *How dangerous is skydiving?*
With the right equipment and training, it's very safe. It's easy to 3) your ankle if you don't land properly, which is why so much of the training is focused on proper landing techniques.

Speaking

Dialogue completion

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

- 1 X:
Y: Help yourself.
A Would you like a piece of cake?
B Could you help me with the cake?
C Could I have some more cake?
- 2 X: What seems to be the problem?
Y:
X: I'm sure it's just sprained.
A I'm in a lot of pain.
B I've got a bad cut.
C I think I've broken my ankle.
- 3 X: Are you ready to order?
Y:
A Could you give me another minute?
B What would you like to drink?
C Yes. Can I have the bill, please?

Reading

Multiple matching

1 Read the information about the three people (1-3) and the four holiday adverts (A-D). For each person choose the option that suits them best. One option is extra.

Ben is crazy about sports! He is an excellent athlete and enjoys exercising outdoors. He has a particular interest in extreme sports. At the moment, he is keen to try a water sport that will push his endurance to the limit!



1



2 Trisha loves the great outdoors. She is looking for an activity that will get her out the house and exploring nature. She's not interested in competitive team sports. She is highly energetic and wants to get into shape.

2

Michael has a low level of fitness and wants to get into shape. Ideally, he would like to exercise indoors with other people. His schedule changes often, so he can't always exercise at the same time. For him, the most important aspect is that he has fun while losing weight.



3

A Are you looking to get fit and shed a few pounds? Then come to our aerobics classes! Our fun-filled workout is suitable for all levels of fitness. There are a variety of classes at different times for your convenience. Sign up today and start working towards the body of your dreams!

B Harrow Club is looking for new recruits to join our water polo team! All our members will receive professional training as well as the opportunity to participate in competitions throughout the nation. Experienced candidates only.

C The Pentland Hills is the perfect place for recreational sports. Our many cycling trails are suitable for all levels of fitness. So come and explore the spectacular Scottish countryside while exercising at the same time!

D Come to Kayak Canyon; the ultimate place for adventure sports! Get a thrilling rush as you kayak through beautiful white waters! Full training is provided, but only those with a high level of fitness will be considered.

Use of English

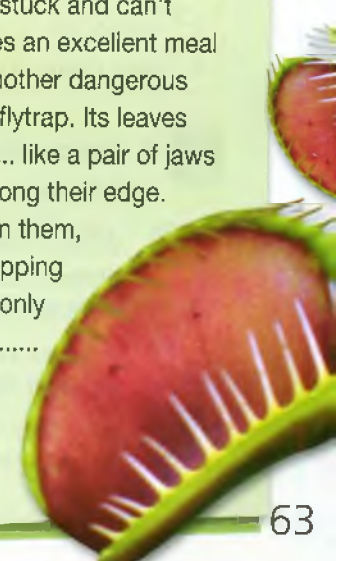
Text completion

2 Read the text and complete the gaps (1-5) with appropriate words from the box in the correct form. One word is extra.

dead	grow	shape
they	nutrient	ten

Killer Plants

Normally, the soil provides plants with all the 1) they need. But in flooded areas such as swamps, plants struggle to get enough energy. As a result, they end up catching their food by 2)! One such plant is the sundew, a pretty flower with short, sticky hairs on its leaves. It may look harmless, but it is actually 3)! When an insect lands on it, it gets stuck and can't escape. This makes an excellent meal for the sundew! Another dangerous plant is the Venus flytrap. Its leaves 4) like a pair of jaws with sharp teeth along their edge. When a fly lands on them, they snap shut, trapping the fly inside. This only takes a 5) of a second! Gulp!





Reading

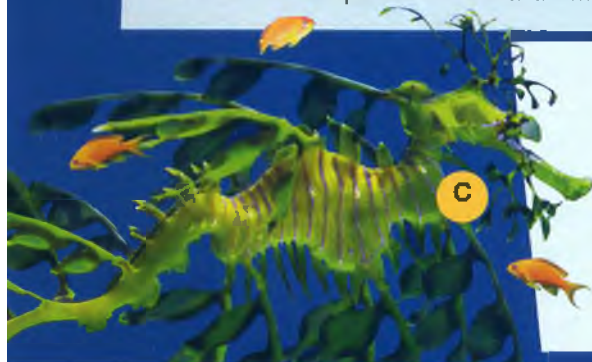
INTO THE WILD



A Walkabout Wildlife Park is Australia's number one wildlife sanctuary! Here, visitors can get up close and personal with some of Australia's **wild** animals! Not only that, but there are also a series of workshops and tours that are suitable for people of all ages. The most **popular** is the Wild Sleep Out tour, a two-day adventure where visitors can sleep under the stars in the Australian outback. So visit Walkabout Wildlife Park today and experience Australian wildlife at its best!



B Everglades National Park is the largest subtropical wilderness reserve in North America. The **vast** wetlands contain 800 species of animals, including 14 species in danger of extinction. It has 200 archaeological sites and is home to the Miccosukee tribe of Florida, a Native American community that has exclusive access to the park. Visitors to Everglades can enjoy hiking, boating, birdwatching and more! There's something for everyone, so plan your visit today!



C Ninepin Point Marine Reserve is a **rare** aquatic environment protected and preserved by the Australian Government. Here, the water is **rich** in tannin; an acidic substance which stains the water. This dark water blocks out sunlight, creating a unique ecosystem normally found at much greater depths. For this reason, anybody visiting Ninepin Point must be prepared to go diving! It contains a **fascinating** variety of plant and animal life, including fairy penguins, sea dragons and scorpionfish. There are also some beaches and rock pools that are **ideal** for picnics!

- 1** ★ Read the texts (A-C) and the questions (1-4). For each question choose the right reserve and write the appropriate letter in the box next to it. One reserve matches two questions.

	Which park is best for someone who	
1	wants to see endangered animals?	
2	enjoys swimming with wildlife?	
3	would like to go camping?	
4	likes going for long walks?	

- 2** ★★ Read the text again. Answer the questions.

- 1 What makes Walkabout Wildlife Park a unique place to experience Australian wildlife?
- 2 What is special about the water in Ninepin Point Marine Reserve?
- 3 Why should we protect Everglades National Park?

- 3** ★ Match the words in bold in the text to their opposites: *common, unsuitable, lacking, undesirable, tame, dull, tiny.*

- 4** ★ **COLLOCATIONS** Fill in: *archaeological, outback, sanctuary, substance, aquatic, rock.*

1 wildlife	4	site
2 Australian	5	pool
3 acidic	6	environment

- 5** ★★ Fill in: *suitable, reserve, tribe, extinction.*

- 1 There is one Native American that has access to Everglades National Park.
- 2 The nature tours at Walkabout Wildlife Park are for all age groups.
- 3 Tourists visit the wilderness to see animals in their natural habitat.
- 4 I hope we can save all the endangered animals from



Global/Social issues

1 ★★ Fill in: *racism, deforestation, warming, homelessness, poverty, war, illiteracy, disease, pollution, species.*

- 1 The two countries have been fighting against each other in this for over ten years.
- 2 There are many endangered that are close to extinction.
- 3 is a serious problem in many cities and many people live on the street.
- 4 The charity wants to reduce by opening more schools.
- 5 All pupils are treated equally at this school – will not be tolerated.
- 6 People are cutting down trees and the rainforest is being destroyed by
- 7 Heavy traffic is causing air in our cities.
- 8 Families living in often can't afford food and clothing.
- 9 Increases in temperatures due to global are affecting the planet.
- 10 We have to act now to find a cure for this deadly

Collocations

2 ★★ Match the words to form phrases.

1	medical	a	zones
2	human	b	countries
3	developing	c	assistance
4	natural	d	rights
5	public	e	organisation
6	non-profit	f	spill
7	war	g	protest
8	oil	h	world

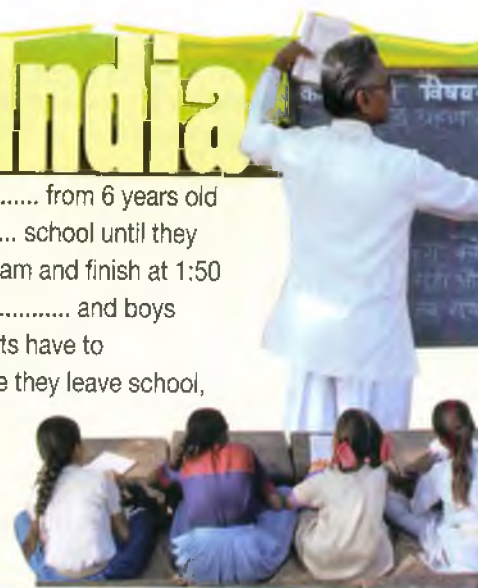
Education

3 ★★ Fill in: *classes, attend, co-educational, pass, do, compulsory.*

Education around the world

In India, education is 1) from 6 years old and students must 2) school until they are 17. 3) start at 8 am and finish at 1:50 pm. Schools are 4) and boys and girls have lessons together. Students have to 5) two exams before they leave school, and they work very hard to 6) well in them.

Children in India like going to school as they know that education is very important!



4 ★ Underline the correct word.

- 1 Our aim is to **provide/sponsor** a better future for children.
- 2 I want to **create/raise** awareness about world poverty.
- 3 People have to **prevent/fight** animals from becoming extinct.
- 4 High gas **pollution/emissions** are causing problems in cities.
- 5 We should be able to **exercise/improve** our right to free speech.
- 6 **Global/Public** warming is increasing across the world.
- 7 Paul has to **do/take** his driving test next month.
- 8 We have a(n) **awareness/responsibility** to save the rainforest.
- 9 My sister will **graduate/attend** from university this year.
- 10 The organisation is run by **public/trained** professionals.

Prepositions & Phrasal verbs

5 ★ Circle the correct item.

- 1 **At/In** the beginning of the 20th century, panda numbers were much higher.
- 2 We could run **out/from** of fossil fuels in less than 50 years.
- 3 The charity needs volunteers to carry **out/across** important work.
- 4 Let's bring **about/out** changes to the way we protect the planet!
- 5 Since war broke **off/out** there has been an increase in poverty.



Grammar in use

Grammar Bank 7

Modals

1 ★ Choose the correct option.

- 1 A: Did you resit your exam?
B: No, I **didn't need to/ needn't**. I passed the first time.
- 2 A: **Might/Can** we start our own environmental group?
B: Sure! That's a great idea!
- 3 A: You **don't have to/ought to** worry about Peter – he'll be fine.
B: You're right, he'll use his phone if he needs us.
- 4 A: The charity is doing great work.
B: Yes, we **ought to/need** join in.
- 5 A: You **should/shall** take some medicine if you feel ill.
B: That's a good idea, I think I will.

2 ★ Match the items in column A to their synonyms in column B.

- A**
- 1 d You mustn't ...
- 2 You ought to ...
- 3 Shall I... ?
- 4 They must be ...
- 5 She didn't need to ...
- 6 You can't be ...
- 7 Can I... ?
- 8 He has to ...

- B**
- a I'm sure you aren't...
- b It wasn't necessary for her to ...
- c It's a good idea to ...
- d It is forbidden...
- e Is it OK if I ...?
- f He is obliged to ...
- g Would you like me to ...
- h I'm sure they are ...

3 ★ Write the modal verb that matches the meaning in brackets.

- 1 You join the charity for \$3 a month. **(it's possible)**
- 2 We arrive at school 30 minutes before the exam starts. **(it's necessary)**
- 3 You take your mobile phone to school. **(it's forbidden)**
- 4 You buy a bike. **(it's a good idea)**
- 5 She travel to Africa to help build schools. **(it's possible that she will)**
- 6 He read when he was four years old. **(was able to)**
- 7 We take care of the planet for future generations. **(it's our duty)**

4 ★★ Rewrite the following sentences using the correct modal.

- 1 It's our duty to look after the environment.
We must look after the environment.
- 2 The students were obliged to take exams in June.
.....
- 3 It's likely that they'll cancel the test.
.....
- 4 He wasn't able to come to the meeting.
.....
- 5 Would you like me to help you?
.....

Sentence transformations

5 ★ Complete each sentence with two to five words, including the word in bold.

- 1 I'm sure she isn't still at school. **(CAN'T)**
She *can't still be* at school.
- 2 It wasn't necessary for you to sell your car. **(HAVE)**
You sell your car.
- 3 I'm sure that there's a youth club in town. **(MUST)**
There in town.
- 4 It is possible that she is in a meeting. **(MAY)**
She in a meeting.
- 5 Perhaps he is at the Nature Reserve. **(MIGHT)**
He the Nature Reserve.

Grammar Focus (Units 1-7)

Singular/Plural nouns

6 ★ Fill in: *is* or *are*.

- The police **are** at the crime scene.
- The rubbish all over the garden!
- The scissors on the table.
- The news on at 9:00am.
- My trousers in the wash.

some/any/every/no & their compounds

7 ★ Fill in: *some*, *any*, *every*, *no* and their compounds.

Hi Tony,
I saw **1) something** really interesting on TV last night. It was a programme about our water footprint – the water we use every day. **2)** has one, no matter who they are or where they live. It's not just drinking water, but all the water we use for **3)** in our lives! I learnt **4)** interesting facts. For example, there are many places around the world where there is **5)** to grow crops because the land is so dry. I'm going to see if there is **6)** information on the Internet about what we can do to help. Did you watch **7)** good on TV last night?
Talk to you soon,
Jeff

the

8 ★ Fill in *the* where necessary.

- Warsaw is the capital city of Poland.
- Lake Karachay in Russia is most polluted lake on Earth.
- About 65 million people live in United Kingdom.
- What shall we have for dinner tonight?
- India has a population of around a billion people.
- Amazon River is home to several endangered species.

9 ★★ Complete the second sentence, using the word in bold, so that it means the same as the first sentence. Do not change the word in bold.

- We're obliged to save the forest so that animals don't lose their homes. **(HAVE)**
We the forest so that animals don't lose their homes.
- We are able to make a difference. **(CAN)**
We a difference.
- I regret not helping her. **(ONLY)**
If her!
- It's a good thing to raise money for charity. **(SHOULD)**
We for charity.
- That's the man. He won the marathon. **(WHO)**
That's the man the marathon.

10 ★★ Complete the second sentence, using the words in brackets in the correct form. Do not use more than four words to complete each sentence.

- Julie **(be/good/fundraiser)** in our group.
Julie in our group.
- Peter **(cycle)** to work all month.
Peter to work all month.
- I wish **(people/help)** the orphans.
I wish the orphans.
- Jenny **(volunteer)** as an aid worker now.
Jenny as an aid worker now.
- We **(should/try/recycle)** more.
We more.


11 ★★ Put the verbs in brackets into the correct form.

- If we cared for the world, it **(be)** a better place.
- Medical supplies **(deliver)** to the war zone daily.
- The NGO **(work)** for five months before they raised enough money.
- Ann **(just/donate)** some money to charity.
- Terry used **(organise)** public protests.



Listening skills

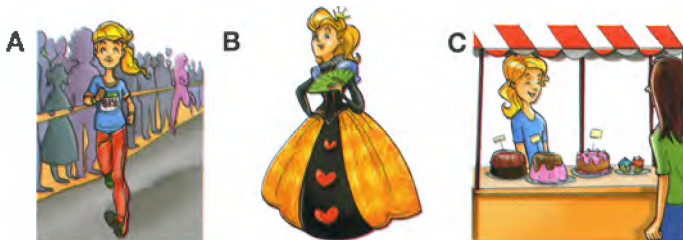
Multiple choice

1  ★ You are going to listen to five recordings. For each question 1-5, choose the answer which matches what you have heard by circling the appropriate letter (A, B, or C).

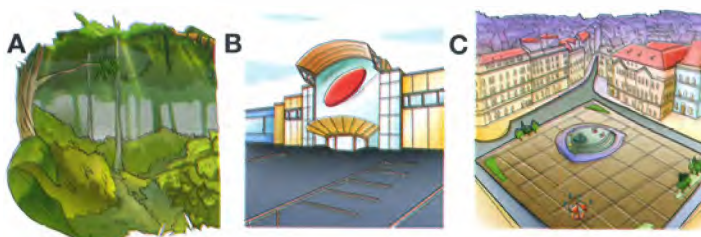
1 What is Pete going to write about?



2 What is Claire doing to raise money?



3 Where is the speaker?




4 What time are the boys meeting each other?



5 Michael is calling Tony to

- A make a suggestion.
- B give an invitation.
- C ask for his opinion.


Multiple matching

2  ★ You are going to hear four speakers talking about going to university. Read the sentences below. Match the sentences (A-E) below to speakers (1-4) and write the appropriate letter (A, B, C, D or E) in the right box. You will hear the speakers twice. One sentence is extra.

- A I'm going to study abroad.
- B I'm not going to university.
- C I received advice about my career choice.
- D I'm taking a gap year before university.
- E I want a career in Education.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

T/F statements

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

- 1 The nature hike will begin on time
.....
- 2 Lily's talk on animal life will take place at the Nature Booth.
.....
- 3 The announcement gives information about booking tickets.
.....

Dictation

4  ★★ Complete the dictation.

- 1 Tomorrow, our class
.....
- 2 The coach
.....
- 3 Our teacher
.....
- 4 I hope
.....
- 5 Otherwise,
.....

Speaking skills



Matching exchanges

- 1** ★ Match the questions (1-6) to the answers (A-G). One answer is extra.

1 <input type="checkbox"/>	What's the name of the charity?	A In 1961.
2 <input type="checkbox"/>	What is its aim?	B Over 5 million.
3 <input type="checkbox"/>	Where does it get its funds?	C A giant panda.
4 <input type="checkbox"/>	When was it founded?	D £100.
5 <input type="checkbox"/>	What animal is on the logo?	E To protect the environment.
6 <input type="checkbox"/>	How many supporters has it got?	F From donations.
		G It's WWF.

Responding to situations

- 2** ★ Read the situations (1-4) and choose the correct responses (A, B or C).

- Invite your friend to a charity event.
 - You are welcome to come.
 - It's great that you are coming.
 - It will be really enjoyable.
- You don't agree with your friend's idea. What do you say?
 - I can't help you.
 - I don't know about that.
 - I'll think about it.
- You want to find a solution to the graffiti problem in your area. What do you tell your friend?
 - Action needs to be taken to stop graffiti.
 - It upsets me to see graffiti.
 - If only we cared about graffiti.
- Your friend completed a marathon for charity. What do you say?
 - Good thinking!
 - Good luck!
 - Well done!

Dialogue completion

- 3** ★ Read the dialogue and fill in the gaps by choosing the correct words (A, B, or C).

Jenny: Hi, Andrea. Did you have a good time in the city yesterday?

Andrea: Oh, hi Jenny. Yes it was great. But I was really **1** by the amount of litter I saw. It really made the city look ugly!

Jenny: Yes, I noticed that too when I visited the city. Something **2** to be done about this.

Andrea: Well, one **3** could be to fine anyone caught littering. Then, people would think twice about littering.

Jenny: I don't know about that. I think it would help if CCTV cameras were installed in the streets. If people saw these, they might **4** against littering!

Andrea: Yes, that's a good idea!

- | | | |
|-------------------------------|--------------------|------------------|
| 1 A terrified | B scared | C shocked |
| 2 A should | B must | C needs |
| 3 A explanation | B solution | C result |
| 4 A deciding | B to decide | C decide |

Discussing a problem

- 4** ★★ Complete the dialogue. Use: *idea, action, appalled, public, problem, spraying, vandalising, thinking*. Two words don't match any gaps.

A: So, how was your visit to the city?

B: It was nice. But I was **1** at the amount of graffiti in the city.

A: It makes me angry to see graffiti on **2** buildings.

B: I think something has to be done to stop this **3**

A: Well, I think anyone caught

4 graffiti should be fined.

B: Yes I agree.

A: It would also be a good

5 to install CCTV cameras. That way people would think twice about **6** property!

7 

Writing

An essay suggesting solutions to problems

- 1** ★ Read the rubric, then read the essay and label the paragraphs with the correct heading A, B, C or D.

Your teacher has asked you to write an essay suggesting ways to reduce litter in your city. Write your **essay** (120-180 words).

- A summary of opinion
- B state the problem
- C first suggestion & results
- D second suggestion & results

1 Many people enjoy living in our neighbourhood. However, there has recently been a great deal of litter on our streets. So what can be done about this problem?

2 The situation could be improved by providing additional waste disposal facilities. In particular, there should be more bins in areas surrounding shops and in the local park. This would encourage people to dispose of their litter properly instead of dropping it on the street.

3 Another useful suggestion would be to speak to members of the community. For example, we could form a street clean-up team that would volunteer to pick up litter on certain days. By doing this, it would ensure the neighbourhood was kept tidy while also strengthening community spirit.

4 The litter problem is an issue that cannot be tackled alone. However, if we all work together, we can change people's attitudes and improve our community.



- 2** ★ Complete the table with ideas from the essay.

Suggestions	Expected results

- 3** ★★ Expand the prompts into full sentences. Use them to replace the topic sentences in the main body paragraphs in the essay.

- 1 neighbourhood/litter problem/can/solve by/ install/more bins
- 2 good/idea/be/get/members/community/involve/clean up/litter

- 4** ★★ Use the words/phrases in the list and the ideas below to write supporting sentences.

- in particular • by doing this • then
 - for instance • for example • as a result
- 1 • stop/cut/down/rainforests
• animals/not/lose/homes

In order to protect endangered species, it would be a good idea to safeguard animal habitats.

.....

.....

- 2 • physical activity/improve/concentration
- study/more efficiently/feel/less stressed

A useful suggestion to reduce exam stress would be to exercise regularly.

.....

.....

- 5** ★ Read the rubric and look at the notes. Match the suggestions to the expected results.

You have had a class discussion about the problem of litter at the beach. Now your teacher has asked you to write an **essay** suggesting solutions to the problem (120-180 words).

Suggestions	Expected results
1 Organise clean-up days.	A Allow people to properly dispose of their rubbish.
2 Install more bins on the beach.	B Keep the beach tidy and build community spirit.

Your turn

- 6** ★★ Use your answers in Ex. 5 to complete the essay suggesting solutions to problems.

These days, there is a lot of rubbish on the beach.
 One suggestion would be By doing this,
 The situation could also be improved by
 As a result, ...
 The rubbish problem If we all ...,



Renewable Energy Goes Sky High!

The Solar Impulse is a revolution in aviation technology. It is a single seat aircraft capable of 1) off and flying long distances both day and night fuelled entirely by solar power. The design of the aircraft began in 2003 by a Swiss team 2) by Bertrand Piccard and Andre Borschberg. By 2010, the aircraft made its first flight powered only by solar energy, charging 3) batteries in-flight. The Solar Impulse has a wing span of a Boeing 747 airliner, but it only weighs as much as a midsize car. Its four engines 4) entirely by solar power, gathered by 12,000 photovoltaic cells on the top the plane's wings. The cells both propel the plane and charge its 5) to allow for flight at night. The aircraft reaches a maximum speed of only 50 mph on its own power. For the design team, speed was not an important part of the project. The idea behind the Solar Impulse is to highlight the potential of clean energy technologies that do not harm the environment. Next up for the Swiss team: a trip around the world by solar plane!

1 ★ Read the text. Use these words in their correct form to complete it. One word is extra.

- fuel • take • lead • it
- battery • power

2 ★★ Answer the questions.

- 1 What type of text is it: persuasive, functional or narrative?
- 2 What is the author's purpose: to entertain; to inform?
- 3 What is the text about?

3 ★★ **ICT** In groups collect information about another innovative way solar energy is used. Prepare a presentation for the class.



7 Across Cultures

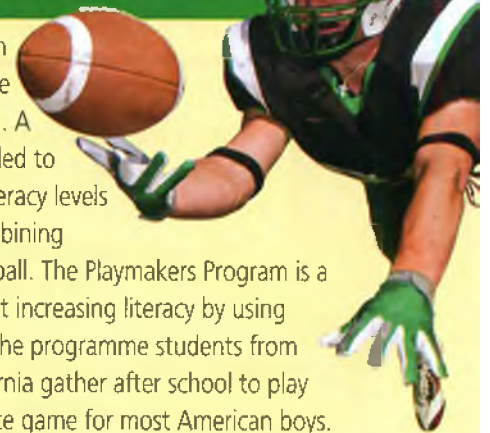
1 ★ Read the text and complete the sentences.

- 1 The Playmakers Program mixes
- 2 The goal of the program is to
- 3 In the classroom students do
- 4 Students are encouraged by their
- 5 The programme teaches the importance of

2 ★★ **ICT** Is there a similar programme that helps children in your country? Collect information then write what it does and how it helps.

Coaching Literacy by way of Football

Over 60 percent of American children do not read at grade level when tested at grade 3. A group of coaches have decided to do something to improve literacy levels in American children by combining reading with American football. The Playmakers Program is a reading programme aimed at increasing literacy by using football as a motivation. In the programme students from a variety of schools in California gather after school to play American football, a favourite game for most American boys. However football is not the only thing being taught. The kids also participate in reading drills in the classroom supported by their fellow players and coaches. Through football the students learn the values of academic subjects, teamwork, commitment and family. The students walk away from the programme both winners on and off the field.



7

Skills

Reading

Multiple choice

1 Read the four texts and answer questions 1-4 by choosing from options A-C.

A Dad,
I'm next door helping Laura. She's got her final exams tomorrow and she's really nervous. I won't be back in time to watch the reality show I like, so could you record it for me?
Kate

B Mum,
I'm going over to Adele's to revise. We've got a History test tomorrow, and I want to do well. Don't worry about cooking food for me – I'll eat something here.
Sally

C For sale: a two-year-old netbook. A few scratches, but it works great – you can try it before you buy it! Perfect for students – low price guaranteed. Call Jem on 244 8798 between 6pm and 8pm.

D **From:** Ken
To: Jo
Subject: Steve's graduation
Hi Jo,
I just wanted to remind you that it's Steve's graduation tomorrow, and we still don't know if you're coming. Let me know by this evening, because I want to book a table for the celebration dinner.
Ken

E Mum, I've just come out of the exam. It was quite difficult. I'm going to have a chat with the others to see how they did. So, I'll be a bit late for dinner.
Kim

- Text A and Text B are both about
 - television.
 - dinner.
 - studying.
- Text C says you can
 - sell your computer for a good price.
 - buy a computer in perfect condition.
 - test out the computer before buying it.
- Ken wrote the email
 - to invite Jo somewhere.
 - to find out some information.
 - to pass on some good news.
- Text E is about
 - when Kim will be home.
 - how Kim is feeling.
 - how Kim did in the exam

Use of English

Text completion

2 Read the text. Complete the gaps with appropriate expressions 1-3 by circling A, B or C.

From: Paul
To: Phil
Subject: Help!

Hi Phil,
I just got my exam results back and they **1)** terrible! My parents are so disappointed. They have told me that I **2)** have done better. Do you think you could help me study? You could come over to my place after school on Thursdays. My mum will make us **3)** to eat and then we can do an hour or two of study. What do you think? Let me know!
Paul

- A** be **B** is **C** are
- A** ought **B** should **C** need
- A** anything **B** something **C** everything

Reading

Matching headings to paragraphs

1 Read the text and match the paragraphs to the headings. One heading is extra.

- A Growth and Nourishment
- B A Curious Mind
- C Regular Care
- D The Water Cycle

GARDEN IN A BOTTLE

1

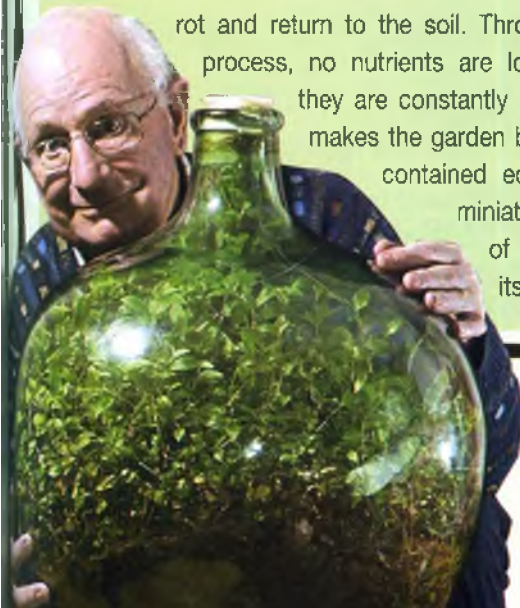
On 17th April 1960, David Latimer asked himself an interesting question: what would happen if he planted a seed inside a bottle and sealed it shut? Well, he has certainly found out! For in the glass bottle, David has a thriving garden which has only been watered once in 53 years! But how is this possible?

2

The reason the plant has survived this long is because the bottle is sealed tight. This means that no moisture can escape. The plant's roots absorb the water in the soil, and after using it, release it into the air. Unable to escape the sealed container, this moisture is then absorbed back into the soil and the process begins again.

3

As well as recycling water, the plant also recycles the nutrients in the soil. First, it uses the nutrients to grow leaves. Then after a while it sheds these leaves, which rot and return to the soil. Throughout this process, no nutrients are lost. Instead, they are constantly reused! This makes the garden bottle a self-contained ecosystem; a miniature version of the Earth itself!



Use of English

Text completion

2 Read the text and complete the gaps (1-5) with appropriate words from the box in the correct form. One word is extra.

- | | | |
|---------|-----------|--------------|
| keep | establish | dead |
| country | be | organisation |

Médecins San Frontières, or MSF (known in Canada and the USA as Doctors Without Borders) is a medical organisation which 1) in 1971. Its purpose is to provide health care in war and natural disaster zones, and in areas where people are dying from 2) diseases. If MSF didn't go to these places, there 3) little or no care available to the people there. Private donations provide around 80% of the 4) budget. This money funds missions in more than 60 5) around the world.

Sentence completion

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

- 1 You (ought/donate) charity.
You money to charity.
- 2 Our school (be/build) in 1960.
Our school in 1960.
- 3 If I (know/about/marathon), I would have taken part.
If I, I would have taken part.
- 4 I always watch the news; it (be/me/favourite) programme on TV.
I always watch the news; it programme on TV.
- 5 The charity (be/create) three years ago.
The charity three years ago.

Unnatural Beauty

Take a look at this photograph. You'll probably agree that photographer Matthew Albanese has a very good eye. Matthew has photographed everything from a **spinning** tornado to the lava flow of an active volcano. He's even snapped a Mars landscape and a Moon landing! Just how is this possible?

The answer is simpler than you might imagine. All of his landscapes are **fake**! Even though they look real, these photographs actually show miniature models that Matthew created in his home studio. But even more amazingly, Matthew revealed that the idea behind these dreamlike worlds actually came to him by chance!

Matthew said that he was busy in his kitchen one day when he knocked over a large tub of paprika spice. As he was cleaning it up, the colour and texture of the spice suddenly reminded him of the planet Mars. Even though it may have been just a **passing** thought, for Matthew it was an inspiration. He began to study images of the 'red planet' and then made his very own miniature Mars from a **blend** of various spices. Then, he began to experiment

with more materials, such as melted sugar for his arctic landscapes and **glowing** phosphorous ink for his erupting volcano.

To create such **intricate** models takes a lot of work. Matthew explained that he first he must research his subjects in great detail. He then experiments with different materials to find which look the most realistic. After a slow and lengthy process, Matthew finally constructs a model. But the work isn't finished yet: he then has to photograph it hundreds of times to achieve the best result. Well, all his hard work has certainly paid off, because the results are quite **spectacular**!

1 ★ Read the text. For questions 1-4, choose the correct option A, B or C.

- Which of the following is true about Matthew?
 - He has journeyed into outer space.
 - He is a travel photographer.
 - He creates miniature landscapes.
- What is the author's purpose?
 - to amuse
 - to inform
 - to narrate
- Matthew's interest centres around
 - Martian landscapes.
 - model making.
 - photography.
- What overall impression do you get of the writer from the text?
 - He is impressed.
 - He wants to try it for himself.
 - He wants to meet Matthew.

2 ★★ Read the text again. Answer the questions.

- What did Matthew find inspiring about the paprika spice?
- What does Matthew need to do before he can photograph his models?

3 ★ Match the words in bold in the text to their synonyms: *detailed, artificial, bright, brief, turning, impressive, mixture.*

4 ★★ Fill in: *snap, imagine, knocked, experiment, construct, research.*

- Matthew uses different materials to his models.
- It's hard to how much work goes into Matthew's photography.
- Matthew over a bowl of paprika spice while he was cooking.
- The photographer managed to photos of the volcanic eruption.
- Matthew has to with many materials to find out which looks best.
- Matthew uses the Internet to his subjects before starting to make a model.

Vocabulary



Mass media

- 1 ★ Match the extracts to the sections found in newspapers/magazines.

1	TV guide	5	weather
2	obituary	6	health
3	sports	7	financial
4	reviews	8	classified ads

- A **The talented screenwriter died yesterday aged 65.**
- B **Temperatures will increase to 16°C today, with a drop to 12°C overnight.**
- C **MOTORBIKE FOR SALE - BRAND NEW.**
- D **TEAM'S SPECTACULAR VICTORY AMAZES THE CROWD!**
- E **The next episode is on Channel 7 on 16th April at 6pm.**
- F **Disappointing sales stop economic growth.**
- G **Research finds that plants help against a variety of diseases.**
- H **The Great Gatsby remake is a glamorous masterpiece!**

Cinema

- 2 ★★ Complete the gaps with the words below.

• director • screenwriter • producer
• cast • soundtrack

Superman is back on the big screen with a bang! The classic hero returns to cinemas in *Man of Steel*. This new adventure is brought to us by 1) Zack Snyder, with the financial support of 2) Christopher Nolan. *Man of Steel* features an all-star 3), including famous actors Kevin Costner and Russell Crowe. The script by 4) David Goyer gives the story a modern feel, while composer Hans Zimmer completes the team, providing a thrilling 5) Audiences are going wild over this spectacular film! Make sure you don't miss it!

Cinema/Theatre/Media/Art

- 3 ★★ Choose the correct word.

- The film **stars/plays/performs** Leonardo DiCaprio.
- The artist **draws/carves/paints** statues out of stone or wood.
- Jenny is employed by Marvel to **decorate/paint/illustrate** comics.
- The magazine *Top Health* has a weekly **circulation/subscription/publication** of 250,000 copies.
- You can read gossip about famous people in **broadsheets/tabloids/articles**.
- Jack writes an advice **section/version/column** in a health magazine.
- The magazine is published **weekly/daily/monthly** every Saturday.
- Scott is the **usher/curator/playwright** of the exhibition at the art gallery.

- 4 ★★ Complete the sentences using the words below.

• remake • masterpiece • headlines
• online • musical

- Nowadays, lots of people read the news rather than from newspapers.
- They are releasing a(n) of the old film *Cape Fear*.
- Carroll is a great singer. She first appeared in a Broadway when she was 16.
- The news about the destructive earthquake made the
- Mary Shelley wrote the horror *Frankenstein* at the age of 18.

Prepositions & Phrasal verbs

- 5 ★ Underline the correct item.

- The new exhibition pulled **up/in** crowds to the art gallery.
- Her favourite sports magazine comes **out/in** every week.
- He wants to sign **in/up** for painting classes.
- The new book **by/with** writer Mary Hooper is a great read!
- In the story, the boys must escape **from/of** the city.



Grammar in use

Grammar Bank 8

Reported speech

1 ★ Fill in the gaps with *said* or *told*.

Hi bloggers,
 Yesterday, my friend **1**) *told* me about a new exhibition that she had just seen. She **2**) it was based on modern cinema. She **3**) she had a great time and she **4**) me that I should see it before it closed. I **5**) her I would go at the weekend. I'll get back to all of you with more details.

2 ★ Underline the correct word.

- 1 "We really enjoyed the film last night," Bob said. Bob said us/they really enjoyed the film **the night before/that night**.
- 2 "I'm reading an interesting article in the paper," Susie said. Susie said **she/her** was reading an interesting article in the paper.
- 3 "The new play opens tomorrow," said Janet. Janet said that the new play opened **that day/the following day**.
- 4 "I will visit the art gallery tomorrow," Frank said. Frank said that **him/he** would visit the art gallery **that day/the day after**.
- 5 "You can see my finished painting," Nigel said. Nigel said that **my/I** could see **his/him** finished painting.

3 ★★ Rewrite the following sentences in reported speech.

- 1 "I'll buy a ticket for you as well," Paul said.
Paul said (that) he would buy a ticket for me as well.
- 2 "The exhibition is opening today," said the museum director.
- 3 "I can't see the screen very well," Carol said.
- 4 "When does the play start?" she said to me.
- 5 "Please lower the curtain," he said to us.
- 6 "Don't touch the exhibits!" she said to them.

4 ★ Complete each sentence with two to five words, including the word in bold.

- 1 "We can get some food before the film starts," George said. **(COULD)**
 George said that *we could get some food* before the film started.
- 2 "Gail went to the gallery a week ago," she said. **(GONE)**
 She said that the gallery the week before.
- 3 "What time does the documentary start tonight?" he asked. **(TIME)**
 He asked that night.
- 4 "Did you see the news on TV last night?" he asked me. **(WHETHER)**
 He asked me the news on TV the night before.
- 5 "She has written some great books," Alan said. **(HAD)**
 Alan said that some great books.
- 6 "Don't touch the painting!" he said to me. **(TOLD)**
 He the painting.

Clauses

5 ★ Underline the correct word(s).

- 1 Ken went online **in order to/so that** he could book his tickets.
- 2 They were late for the beginning of the play **because/the reason why** their car had broken down.
- 3 It was **such/such a** popular book that it sold out within a week.
- 4 **So/Such** few people came to the opening night that the play closed early.
- 5 The outdoor concert was amazing **despite/in spite** the rain.
- 6 I was **such/so** tired that I fell asleep during the film.
- 7 There's no news on TV tonight **the reason why/as** there is a journalists' strike.
- 8 They bought a newspaper **to/so to** check the classified ads.

Grammar Focus (Units 1-8)

6 ★★ Complete the sentences, as in the example.

- Even though she was ill, she sang very well.
Despite *being ill, she sang very well.*
- Even though it was raining, the opening night was a success.
In spite of the fact that
- In spite of not being good at art, Tina is joining an art class.
Even though
- No matter how good you say the film is, I still won't watch it.
However
- The show was a bit boring, even though it had great reviews.
In spite of

7 ★★ Join the sentences using the word(s) in brackets.

- He took out a subscription to the magazine. It was half-price. **(as)**
As it was half-price, he took out a subscription to the magazine. / He took out a subscription to the magazine as it was half-price.
- Please call the art gallery. You can reserve your tickets. **(in order to)**
- We arrived early. We wanted to get good seats. **(so as)**
- Our train was late. We still made the beginning of the show. **(In spite of)**
- I recommended the book to Emma. I had enjoyed it so much. **(because)**
- Take an umbrella. It might rain. **(in case)**
- The book was very popular. It's going to be made into a film. **(so ... that)**

8 ★★ Complete the second sentence, using the words in brackets in the correct form. Do not use more than four words to complete each sentence.

- My mum **(always/buy)** a TV guide.
My mum a TV guide.
- I hope **(cinema/open)** soon.
I hope soon.
- Jackie **(not/sell)** any paintings yet.
Jackie any paintings yet.
- If you buy two tickets, **(you/get)** one free.
If you buy two tickets, one free.
- We **(not/go)** to the lecture yesterday.
We to the lecture yesterday.

9 ★★ Complete the second sentence so that it means the same as the first.

- "Do you know him?" he said.
He asked me him.
- The art display was amazing. We stayed for hours.
The art display we stayed for hours.
- A famous actor opened the theatre.
The theatre a famous actor.
- I've never seen such a good film.
That was I've ever seen.
- I was watching TV when Jo called.
Jo called TV.

10 ★★ Choose the correct item or put the verbs in brackets into the correct tense.

- He is **such/so** a talented artist!
- Iron Man **(created)** by Marvel Comics.
- I couldn't **get/to get** tickets as the concert was fully booked.
- My dad usually **(read)** the Sunday newspaper.
- He **told/said** me to go out.



Listening skills

Multiple choice

1 ^{1.31} ★ You are going to listen to five recordings. For questions 1-5, choose the answer which matches what you have heard by circling the appropriate letter (A, B, or C).

1 Where are the two women going on Friday?



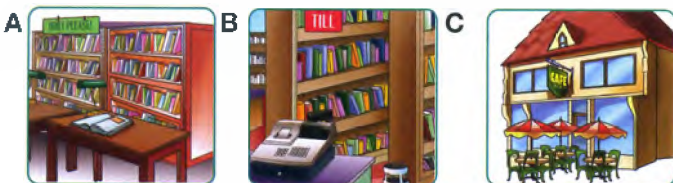
2 Which instrument is Lewis going to learn to play?



3 In what way is Jess involved with the school play?



4 Where are the speakers?



5 Andy is calling Steve to
A make a complaint.
B ask for a favour.
C make an apology.

Multiple matching

2 ^{1.32} ★ You are going to hear James and Bob talking about cultural venues. Match the people (1-4) to the venue they are going to tonight (A-E). Write the appropriate letter (A, B, C, D or E) in the right box. You'll hear the conversation twice. One venue is extra.

PEOPLE

- 1 James
- 2 Bob
- 3 Tom
- 4 Tony

VENUE

- A** concert hall
- B** theatre
- C** art gallery
- D** opera house
- E** cinema

Matching exchanges

3 ^{1.33} ★ You are going to hear four questions. For every question (1-4) choose the correct response (A-E) and write the appropriate letter (A, B, C, D or E) in the box. One response does not match any of the questions.

- A** The special effects were brilliant!
- B** What time does it finish?
- C** We should go to the cinema.
- D** So that we get good seats.
- E** In the front row.

1	2	3	4

Dictation

4 ^{1.34} ★★ Complete the dictation.

- 1 My friend Emma
- 2 She asked whether I
- 3 She said
- 4 So I told her



Speaking skills

Matching exchanges

- 1** ★ Match the questions (1-6) to the answers (A-G). One answer is extra.

1 <input type="checkbox"/>	How many tickets would you like?	A 14th July.
2 <input type="checkbox"/>	How much are the tickets?	B Two adults.
3 <input type="checkbox"/>	Which day would you like to book?	C One month.
4 <input type="checkbox"/>	Where are our seats?	D 8:30.
5 <input type="checkbox"/>	When does the performance start?	E Row 4.
6 <input type="checkbox"/>	How long does the interval last?	F 15 minutes.
		G £40 each.

Dialogue completion

- 2** ★ Complete the exchanges (1-4) by circling the correct responses (A, B or C).

- 1 X: What type of film do you like to watch?
Y:
A Will Smith is really talented.
B *Iron Man 3* was great.
C Comedies are my favourite.
- 2 X:
Y: I'm afraid we're fully booked.
A Can I have two tickets for the show?
B How many tickets would you like?
C Have you bought tickets for the show?
- 3 X: Would you like to watch *Matilda*?
Y:
X: A girl with magical powers.
A What happened in it?
B What's it about?
C What's the plot like?
- 4 X:
Y: Jude Law plays the leading role.
A What's the main character like?
B Who stars in the film?
C Was it directed by anyone famous?

Dialogue completion

- 3** ★★ Complete the dialogue with the correct sentences (A-F). One sentence is extra.

- A** How much are the tickets?
B Have you reserved any tickets?
C Can I make a booking for next Friday instead?
D I'll take balcony seats, please.
E I'd like three tickets for Friday's opera, please.
F Are these suitable for you?

Man: Hello. **1)**

Clerk: Unfortunately, the opera is sold out this weekend. The earliest available booking is for Tuesday evening.

Man: **2)**

Clerk: No problem. Would you prefer stall or balcony seats?

Man: **3)**

Clerk: Seats in the stalls cost £35, while balcony seats are £50.

Man: **4)**

Clerk: Let's see... We've got three seats in Row F. **5)**

Man: They're perfect!

Booking tickets for an event

- 4** ★★ Complete the dialogue. Use: *booked, sold, stage, available, fine, enjoy, reserve, prefer*. Two words don't match any gaps.

A: Have you got any seats **1)** for Saturday's Bach concert?
B: I'm sorry. We're fully **2)** this weekend.
A: Can I **3)** two seats for next Saturday, then?
B: Certainly. Would you **4)** to sit in the stalls or the balcony?
A: The stalls will be **5)**
B: Okay. You'll be sitting on Row 14, next to the aisle. I hope you'll **6)** the show!
A: Thank you!

8

Writing

A formal email of complaint

1 ★ Read the rubric and the email. Replace the informal phrases in bold (1-6) with formal ones (A-F).

You recently bought a camera lens and were dissatisfied with the product as well as the customer service. Write a formal email to the manager of the shop describing your problem and asking for a refund (50-100 words).

From: lilywigan92@mail.com
To: manager@camerashop.co.uk
Subject: Problem

Dear Sir/Madam,

A 1) I just wanted to drop you a line to tell you about the terrible customer service I received at your shop on Monday 19th April.

B To begin with, the shop assistant was extremely rude. 2) Though I called him over several times, I had no reply as he continued to talk on his mobile phone. I had to wait twenty minutes before he finally served me.

C In addition, after I purchased a lens and brought it home, I realised that it was scratched. I returned it to the shop immediately, but the assistant refused to 3) give me another one and accused me of damaging it myself.

D Based on this experience, I 4) really want 5) all my money back. I 6) can't wait to hear what you have to say.

Yours faithfully,
 Lily Wigan



- A** look forward to your explanation
- B** insist upon
- C** exchange it
- D** I wish to inform you of
- E** a full refund
- F** Despite asking him for help

2 ★ Which paragraph (A-D) contains:

- action expected to be taken? 1
- details of second complaint? 2
- the reason for writing? 3
- details of first complaint? 4

3 ★★ Use the linkers in brackets to join the sentences. Write them in your notebooks.

- 1 I had a receipt. The cashier refused to exchange the item. (**in spite of the fact**)
- 2 The waiter did not bring a menu. I asked him repeatedly. (**even though**)
- 3 The item was new. It was faulty. (**despite**)
- 4 We reserved a table. There were none available upon arrival. (**although**)

4 ★ Mark the sentences as *B* (beginnings) or *E* (endings) and say whether the tone is *M* (mild) or *S* (strong).

- 1 I wish to inform you that the service was unacceptable. (.....)
- 2 I demand a refund. (.....)
- 3 I look forward to hearing from you soon. (.....)
- 4 I am writing in connection with the item I bought from your shop. (.....)
- 5 I feel I am entitled to a refund. (.....)

5 a) ★ Read the rubric. Then expand the prompts into full sentences in your notebooks.

You went to a restaurant and were unhappy with the service. Write a formal email of complaint to the manager of the restaurant describing your situation and requesting compensation (50-100 words).

- 1 Although/I/order/food/immediately/wait/long time/it/arrive
- 2 I pay/bill/when/get home/realise/be overcharged

b) ★ What compensation do you expect to receive?

Your turn

6 ★★ Use your answers in Ex. 5 to complete the formal email of complaint.

Dear Sir/Madam,
 I am writing ...
 To begin with, Although ... , I had to wait I had to ask ...
 Secondly, However, when I ...
 Based on ..., I must demand I look forward to ...
 Yours faithfully,
 ...



Sunlight Graffiti

Artist Olafur Eliasson invited the public to draw with light. It sounds impossible, doesn't it? But with the help of a little sun, it became a reality ...

Ever since his childhood Olafur Eliasson has been fascinated by light. He liked the idea of a light that you could hold in your hand, so he went out and created one. The result was a solar powered hand-held lamp called "Little Sun". Eliasson hopes his invention will help the people around the world who live without electricity. Using his artistic talents, Eliasson set out to spread the word about his lamp and the issue of people living without electricity through an interactive art exhibition at the Tate Modern gallery in London. Visitors to the gallery were invited to use the lamp to make their own light art creations. By standing in front of a camera which was connected to a computer programme that could photograph light in motion, the participants used the Little Sun lamps in their hands to make drawings just like graffiti, but drawn with sunlight.



1 ★ Read the text and answer the questions.

1 What is the idea behind Eliasson's creation of the "Little Sun"?

.....
.....

2 What is the purpose of the interactive art exhibition at the Tate Modern gallery?

.....
.....

3 How do participants in the installation make their own light art?

.....
.....

2 ★★ ICT Collect information about another unusual type of art. Present it to the class. Explain what materials are used and how it is made.



8 Across Cultures

1 ★ Read the text and match the paragraphs (1-3) to the headings (A-D). One heading is extra.

- A The Final Act
- B For New Yorkers Only
- C Theatre on Wheels
- D New York Scenes

2 ★★ What is an unusual type of theatre or show in your country? Collect information on one. Write: where it is, what it shows and why it is popular.

The Ride: New York City's Ultimate Theatre Experience!

1

Get ready for front row seats to a one-of-a-kind show that turns the streets of New York into a stage. Climb aboard a state-of-the-art bus with theatre seats facing a full-length window on the side of the bus. 40 video screens and surround sound enhance the 75-minute journey through Time square and Manhattan with a cast of singers, dancers, musicians, actors and comedians on the streets.

2

Besides the incredible streets and iconic landmarks of New York that unfold before the audience's eyes, the show explores the theme: *What makes New York the excitement capital of the world?* Scenes from the Broadway plays 'West Side Story' and '42nd Street' come to life in the streets as the bus passes by.

3

The show ends with the audience getting involved. The busload of passengers break out singing the city's most famous song "New York, New York". The audience's singing is broadcast in the streets making crowds stop and stare. While some join in and some applaud, you can't help but wonder: who's on stage, and who isn't?

8

Skills

Reading

Multiple matching

1 Read the film festival adverts (A-C) and the questions (1-4). For each question choose the right advert and write the appropriate letter in the box next to it. One advert matches two questions

A Come to the **True/False Film Festival** to see the very best in documentary films! Each year, we showcase documentary films by the most talented filmmakers around the world. In addition, we offer a host of entertainment, from live bands to a colourful parade! So book your tickets now and don't miss out! Passes from \$65.

B **COMING SOON: The London International Animation Festival.** We offer a wide range of entertaining and inspiring animated films aimed specifically at adults. Moreover, there is the chance to meet industry experts as well as learn animation techniques. Join us this October and we'll prove to you that cartoons aren't just for kids! Tickets cost \$95 for unlimited access to all events.

C **SummerScreen** is Oxford's new film festival for the under 16s! There are plenty of things to see and do, from open air cinema to studio tours! We also offer fun-filled workshops so you can learn to make your own film. On top of all this, there are lots of sports for kids to enjoy, such as skateboarding and street dancing. It's the best place to enjoy the summer sun! All events are free!

Which festival would be best for someone who

	likes watching films outdoors?	
1	likes watching films outdoors?	
2	enjoys listening to live music?	
3	doesn't have much money to spend?	
4	wants to speak to professional filmmakers?	

Use of English

Text completion

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

From: Milly
To: Sue
Subject: Film

Hi Sue,
 I was wondering if you'd like to come to the cinema with me on Friday to see the new Jude Law film. I was planning to go with Lisa, but she says that she **1**) it already. Anyway, let me know if you can make it **2**) that I can book the tickets in advance. I want to get them as soon as possible just **3**) they sell out!
 Milly

- 1** A saw B has seen C had seen
2 A as B so C since
3 A in case B because C although

Text completion

3 Read the text below. Complete the gaps 1-3 with appropriate words (A-F) from the box to obtain a grammatically and lexically correct text.

- A pulls C length E charge
 B distance D takes F costs

The Tate Modern Art Gallery

FAQs

• *Where is the art gallery located?*

It's in London, on the bank of the River Thames. It's located within walking **1**) of several underground stations.

• *How much is it to get in?*

Admission to the permanent exhibitions is free of **2**) However, visitors will have to pay to get into any of the special exhibitions.

• *When is the best time to visit?*

The Tate Modern **3**) in over 5 million visitors a year, so it does get crowded at times. Weekends are quite busy so the best time to visit is on weekdays.

Reading

Multiple matching

1 Read the information about three people (1-3) and the four cultural events (A-D). For each person choose the option that suits them best. One option is extra.

1



Martha enjoys the arts, especially dance and drama! She is outgoing and sociable and would like to join a class. However, she doesn't have much free time to get involved.

2



Kyle loves going to the local cinema. He especially likes fantasy films and even hopes to work in the industry when he is older. However, he doesn't want to be an actor; he would rather work off-set.

3



Julie is interested in history and culture. As a result, she spends most of her time wandering through art galleries and museums. She is very artistic and her hobbies include painting and drawing.

A Now showing at the Royal Academy of Arts: Degas and the Ballet. This exhibit features the exquisite paintings and sculptures of Edgar Degas. It also documents his artistic career, exploring how photography and film influenced his work.

B Do you want to take to the stage? Then come to our summer dance camp! This intensive month-long workshop gets you involved with a full-length production. At the end of the month, you will dazzle all your friends by featuring in a musical! See our website for further details.

C Take a step into the world of flamenco! Our group workshops allow you to learn this classic dance at your own pace. There's no commitment required – just come along as often as you wish! It's the perfect opportunity to meet new people while having fun!

D If you fancy taking a look behind the scenes of your favourite Hollywood films then the Special Effects Festival is the place for you! Take a tour around our studio and meet experts in the industry. It's a must for all film fanatics!

Use of English

Text completion

2 Read the text and complete the gaps (1-5) with appropriate words from the box in the correct form. One word is extra.

good	meet	they
look	large	painting

From: Joe
To: Gabrielle
Subject: Holland

Hi Gabrielle,
 Hope your holiday's going
1) Holland is fantastic! I've just come back from the Van Gogh Museum, where I had a great time!
 The museum has the
2) collection of Van Gogh works in the world. There were so many beautiful **3)** ; I was simply blown away! I wish you could have seen
4) , too.
 Anyway, I have to go now. I
5) my mum in the lobby at 7pm. It's 6:45 now so I have to hurry.
 Write back soon,
 Joe



Grammar Bank

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.*

Question words

1 ★ Fill in: *where, when, how, how old, how much, how many, how long.*

- "*Where* is Jenny from?"
"She's from London."
- "..... milk do you take in your tea?" "Just a little."
- "..... DVDs do you have?"
"I've got 10."
- "..... did you get that bike?"
"Last month."
- "..... does it take to get to town?" "20 minutes."
- "..... is Fred?"
"He's 16."
- "..... do you get to school?"
"By bus."

2 ★ Complete the sentences with the correct question words.

- A: *When* do your lessons start?
B: At 8 o'clock in the morning.
- A: potatoes do you want?
B: Can I have three, please?
- A: do you go jogging?
B: In the park.
- A: sugar should I use?
B: One spoonful is enough.
- A: does it take you to reach school?
B: About 15 minutes on foot.

Prepositions of time

3 ★ Complete the sentences using *in, on, at* where necessary.

- She left *on* Tuesday morning.
- My guitar lesson is 15 minutes.
- We play sports the weekend.
- His birthday is February.
- I start school Monday.
- I'm meeting my friends 6 pm.
- We go to the beach hot days.
- They have half an hour break lunchtime.

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

4 ★ Fill in *a, an* or *some*.

- A: Would you like *an* apple?
B: Yes, please.
- A: What have you got for lunch?
B: Just cheese sandwich.
- A: Can I have cheese on my pasta?
B: Of course.
- A: It looks like it's going to rain.
B: Oh dear – have you got umbrella?
- A: Would you like ice cream for dessert?
B: No, thanks.

5 ★ Choose the correct word/phrase.

- How much/How many** rice do we need?
- Do you have **much/many** books at home?
- There's **a few/a little** cake in the kitchen if you want some.
- We haven't got **any/some** biscuits in the cupboard.
- How much/How many** bananas are in the fruit bowl?

6 ★ Circle the correct item.

- I've got homework to do tonight.
A many **B** a lot of C much
- Tim only takes milk in his tea.
A a little B a few C few
- There aren't carrots left.
A much B a lot of C many
- There are eggs. Let's make an omelette.
A a few B a little C little
- How spaghetti shall I make?
A many B much C little
- There are very apples in the fridge.
A little B much C few

Grammar Bank

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)
- 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)

Present simple

7 ★ Put the verbs in brackets into the *present simple* or the *present continuous*.

- A: My mum *is* (be) a nurse.
B: Really?
(she/work) in a hospital?
- A: Where
(you/go) now?
B: To university. My lecture
(start) at 9am.
- A: What time
..... (the shop/usually/close)?
B: At 5:00, but today it
..... (stay) open until 6:00.
- A: They
(study) hard these days.
B: I know. They
(want) to do well in their exams.

8 ★ Put the verbs in brackets into the *present simple* or the *present continuous*.

- I usually *shop* (shop) at Topshop, but today I'm *going* (go) to the flea market.
- John (work) as a pilot, but right now he (take) a break from flying.
- These days, more and more young people (choose) a career in education. In fact, a lot of my friends (be) teachers.
- Mark is so annoying! He
..... (always/boast) about how much he (earn).

Adverbs of frequency

9 ★ Tick (✓) the appropriate gap to show the correct position of the adverb of frequency.

- I ✓ go for coffee with my friends when we are shopping. (usually)
- He is late for work in the morning. (never)
- Brady Barr must be careful around the animals he works with. (always)
- I work at the weekend to finish a project. (sometimes)
- Overtime is available over the summer months. (rarely)
- I eat my lunch in the park when the weather is nice. (often)

Stative verbs

10 ★ Tick (✓) the correct sentence, as in the example.

- a My sister is thinking about going to university. ✓
b My sister thinks about going to university.
- a I am hearing that you are advertising a new position.
b I hear that you are advertising a new position.
- a They are seeing the new investors this afternoon.
b They see the new investors this afternoon.
- a The manager feels that we should make the presentation.
b The manager is feeling that we should make the presentation.

11 ★ Put the verbs in brackets into the *present simple* or the *present continuous*.

- Mark is a student at university. He **1**) *works* (work) part-time as a shop assistant, but he **2**) (not/like) his job. He **3**) (think) of applying for work in the health profession because he **4**) (study) Medicine at the moment. He **5**) (look) for work as a paramedic because he **6**) (enjoy) helping people.

Sentence transformations

12 ★★ Complete the sentences with two to five words using the word in bold.

- James is a doctor in the hospital. (WORKS)
James *works as a doctor* in the hospital.
- Carrie never saves her money. (ALWAYS)
Carrie money.
- I have a meeting with Susan today. (AM)
I today.
- Max has jeans on today. (WEARING)
Max today.
- What's your brother's job? (DO)
What for a living?
- Do you have any plans for later? (DOING)
What later?

Grammar Bank

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.*
- 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.

Relatives

13 ★ Fill in the correct *relative pronoun*. Then write *S* (subject), *O* (object) or *P* (possessive). Then, state if the relatives can be omitted or not.

- 1 That's the shop *where* they sell second-hand clothes. (*O – not omitted*)
- 2 Confidence is a quality performers such as actors need.
- 3 He's the boy dad is a surgeon.
- 4 She is the girl wants to become a singer.

14 ★ Fill in the correct *relative pronoun* adding commas where necessary.

- 1 Philip, *who* is a surgeon, is buying the house next door.
- 2 My friend, brother is in my class, is on the basketball team.
- 3 My job interview is the reason I'm leaving early.
- 4 My favourite shop, I buy all my clothes, is closing down.
- 5 Is that the suit you are going to wear to your job interview?
- 6 30th June is the day we usually go on holiday.

Sentence transformations

15 ★★ Complete the second sentence with two to five words, including the word in bold.

- 1 Ben is a journalist. He works overseas. **(WHO)**
Ben, *who is a journalist*, works overseas.
- 2 Carol works in this shop. **(WHERE)**
This is Carol works.
- 3 This is Jenny. Her father is my History teacher. **(WHOSE)**
This is Jenny my History teacher.
- 4 These shoes are my favourite. I always wear them to work. **(WHICH)**
These shoes, , are my favourite.
- 5 He starts his new job tomorrow. **(WHEN)**
Tomorrow is the day job.

Comparative/Superlative

16 ★ Put the adjectives in brackets into the *comparative* or *superlative* form adding any necessary words.

- 1 A: Julia has got long hair.
B: Yes, but Laura has got *the longest (long)* hair in the class.
- 2 A: Lauren is **(creative)** than her brother, Jack.
B: Yes, but Jack is **(good)** at sport.
- 3 A: I think teaching is **(stressful)** job in the world.
B: Yes, you need to have a lot of patience.
- 4 A: Your new job has a **(low)** salary than your old one.
B: Yes, but the work is **(interesting)**.

17 ★ Underline the correct item.

- 1 It's a bit/less colder today than yesterday.
- 2 Brian is more/much happier is his new job.
- 3 This factory is the biggest one of/in the town.
- 4 Getting a high wage is least/less important than enjoying your work.
- 5 I feel a lot/more better today, thanks.
- 6 Ann's less/not as confident as her sister.

Sentence transformations

18 ★★ Complete the sentences with two to five words, including the word in bold.

- 1 Joe is taller than Andy. **(AS)**
Andy is not *as tall as* Joe.
- 2 I didn't know he was so talented. **(MUCH)**
He's I knew.
- 3 Doug has a bigger office than anyone else. **(THE)**
Doug has all.
- 4 I'm not as brave as Dave. **(LOT)**
Dave is me.
- 5 Greg doesn't earn as much as Debbie. **(LESS)**
Greg Debbie.
- 6 This product is not as popular as the rest. **(OF)**
This product is the rest.

Grammar Bank

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.

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.*~~)

Past simple vs Past continuous

1 ★ Circle the correct item.

- 1 Last Saturday, a huge wave **was smashing** / **smashed** into our boat and **damaged** / **was damaging** the deck.
- 2 A hurricane **was hitting** / **hit** the coastline yesterday and **destroyed** / **was destroying** several houses.
- 3 We **watched** / **were watching** TV while the rain **was pouring** / **poured** down outside.
- 4 I **was reading** / **read** a book when I **heard** / **was hearing** the thunder.
- 5 Last month an earthquake **was shaking** / **shook** the island and many buildings **were collapsing** / **collapsed**.
- 6 She **was hearing** / **heard** the tsunami warning, **ran** / **was running** outside and **was telling** / **told** her mum.
- 7 At 8:00 this morning I **was waiting** / **waited** for the bus in the pouring rain.

2 ★ Put the verbs in brackets into the *past simple* or *past continuous*.

- A: What *happened* (**happen**) to you?
B: When the earthquake
(**shake**) the house, I
(**fall**) and (**injure**) myself.
- A: What (**you/do**)
last night when the hurricane hit?
B: I (**listen**) to
music in my room when suddenly the
lights (**go out**)!
- A: (**you/see**) the
wildfire yesterday?
B: Yes, the forest
(**burn**) all day. It was terrible!
- A: Two people (**get**) trapped
in an avalanche last weekend.
B: I know – the emergency services
..... (**find**) them three
days ago.
- A: I (**walk**) to
school when the storm
(**start**) yesterday.
B: I (**sleep**), but
the noise of the wind
(**wake**) me up.

3 ★★ Read the email and put the verbs in the *past simple* or *past continuous*.

Hi Laura,
How are you? 1) *Did you hear* (**you/hear**) about the floods here in the UK? We 2)
(**have**) a horrible experience last Saturday while we 3)
(**travel**) to my cousin's house in York. It 4) (**rain**) heavily when we 5)
(**start**) our journey and while we 6) (**drive**) through the countryside, the road 7)
(**begin**) to fill with water! Suddenly, our car 8)
(**stop**). Dad 9) (**call**) the emergency services, but while we 10)
(**wait**) for help to arrive, the water 11)
(**rise**) higher and higher! We 12)
(**climb**) onto the roof of our car and soon a helicopter 13)
(**arrive**) and 14) (**take**) us to safety. We were lucky that we 15)
(**not/get**) hurt!
Annie

used to/would

4 ★ Underline the correct answers.

- My father **use to/used to** be a firefighter.
- Tim **moved/used to move** to a safer area last year.
- When we were younger, we **use to/would** always hope for snow in winter.
- Did Jim **used to/use to** work for the mountain rescue?
- When Karen was little, she **use to/would** hide during storms.
- I **used to/would** live in an area that experienced a lot of floods.

5 ★★ Complete the sentences with your own words.

- As they were walking up Mount Nyamulagira *the volcano erupted*.
- During the hurricane we
- He was watching TV while
- When she was a child, she
- Helen was reading when
- I was talking on the phone while

Sentence transformations

6 ★★ Complete the second sentence with two to five words, including the word in bold.

- The ground was shaking and we were trying to get outside. (**WHILE**)
We were trying to get outside *while the ground was* shaking.
- The rain started at 10 am and stopped at 6 pm. (**WAS**)
It 10am to 6pm.
- As they were sleeping, the fire started. (**WHEN**)
They the fire started.
- We went sailing every week. (**USED**)
We every week.
- How long is it since you visited the volcano? (**AGO**)
How long the volcano?

Grammar Bank

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.*
- 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.*

Present perfect vs Past simple

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

- A: Julie *has been* (be) to Paris three times this year.
B: Yes, she (send) me a postcard last time she was there.
- A: I (start) getting terrible stomach cramps two days ago.
B: (you/see) doctor yet?
- A: I (not/travel) abroad since 2009.
B: Really? I (visit) my cousins in Spain last summer.
- A: I'm excited because I (just/book) my holiday.
B: That's great! I (arrange) mine last weekend.

Present perfect simple/ Present perfect continuous

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

- Amanda *has been writing* (write) to her pen friend for 5 years, but she (never/meet) her.
- I've got a headache. I (search) for flights online all day and I still (not/find) anything.
- We (wait) for Jake for 2 hours and he (only/just/finish) packing!
- (you/speak) to the hotel manager yet? You (wait) for him all morning.

have/has gone – have/has been

3 ★ Fill in the gaps with 've/s been or 'e/s gone.

- A: The Philips *'ve gone* to Singapore.
B: Oh, I there twice.
- A: Hello, can I speak to Lucy?
B: She isn't here. She away for the weekend.
- A: I'm going to America next week.
B: Really? I there before.
- A: Where is Eric?
B: He to see the doctor.

Sentence transformations

4 ★★ Complete the second sentence with two to five words, including the word in bold.

- When did they go to Greece? (BEEN)
How long *have they been* in Greece?
- It's been six months since I last saw Joe. (FOR)
I six months.
- This is the best holiday I've ever had. (HAD)
I such a good holiday.
- I've never visited Doha before. (EVER)
This is the first time I Doha.
- We started walking at 10am. (SINCE)
We 10am.

so/such

5 ★ Fill in *so* or *such*.

- There were *so* few people signed up for the trip that they had to cancel it.
- There are a lot of things to see here that we don't have time.
- It was expensive a hotel that we only stayed two nights.
- There was little traffic that we got to the airport quickly.

6 ★★ Join the sentences using the linkers in brackets.

- It was a beautiful day. We decided to go for a walk. (such a ... that)
It was such a beautiful day that we decided to go for a walk.
- Jack was late. He missed his flight. (so ... that)
- She had an awful headache. She had to lie down. (such an ... that)
- They were kind people. We decided to visit them again next year. (such ... that)

Grammar Bank

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.)

Past perfect

1 ★ Choose the correct item.

- The thief **had already robbed/already robbed** three banks before he **had stolen/stole** the car.
- Shelia **had called/called** the police after she realised someone **had burgled/ burgled** her house.
- The men **had disappeared/disappeared** by the time the police **had got/got** to the crime scene.
- The little girl **had never run/never ran** away before so her parents **had been/were** worried.
- Fortunately, I **had left/left** my mobile phone at home on the day someone **had snatched/ snatched** my handbag.

Past perfect vs Past perfect continuous

2 ★★ Put the verbs in brackets into the past perfect or the past perfect continuous.

- A: Why was Anderson so pleased yesterday?
B: He **had won (win)** three cases in court.
- A: The police finally caught the arsonist.
B: Yes, they
(**try**) to find him for over three weeks.
- A: Did you meet the police officers?
B: No, they
(**not/arrive**) by the time we left.
- A: Detective Jones looked sleepy yesterday.
.....
(**he/work**) on the case all night?
B: Yes, and he still couldn't work out who the burglar was.
- A: Some teenagers trespassed onto Colin's property yesterday.
B: It was lucky that he
(**install**) detection lights a week before.

3 ★★ Fill in the gaps with the verbs from the list in the *past perfect* or the *past perfect continuous*.

- steal • not/sleep • play • run
- forget • capture

- 1 Paul was out of breath because he *had been running* after a thief who stole his wallet.
- 2 The Chief of Police was happy because his officers a dangerous criminal.
- 3 Emma had a headache because her neighbours loud music all night.
- 4 Mike was tired because he well the night before.
- 5 Jenny was sad because someone her diamond earrings.
- 6 Scott was worried because he to lock his front door.

4 ★ Choose the correct item.

- 1 George had been working for the police force 35 years when he retired.
 A since C while
 B for D during
- 2 They were trying to escape the police arrested them.
 A when C while
 B after D by the time
- 3 The neighbours the police by the time we got home.
 A had been calling C were calling
 B called D had called
- 4 Officer Banks all day, so he was tired.
 A worked C had worked
 B had been working D has worked
- 5 Someone our car window last week.
 A broke C were breaking
 B had broken D had been breaking
- 6 they arrived at the court, the trial had already started.
 A After C By the time
 B While D Until

5 ★★ Put the verbs in brackets into the *past simple*, the *past perfect* or the *past perfect continuous*.

On Thursday 12th July, Julia Brooks was on her way to her parents' house in Scotland. She 1) *had been driving* (**drive**) for four hours when she 2) (**stop**) to have lunch at a roadside café. When she 3) (**come out**) of the café, she saw that somebody 4) (**take**) her car. Julia 5) (**report**) the crime. She 6) (**tell**) Police Officer Kevin Johnson that she 7) (**leave**) her phone in the car. Officer Johnson 8) (**call**) the stolen phone. When the thief 9) (**answer**) it, he 10) (**tell**) him that he 11) (**see**) an advert in the local paper for the car and he wanted to buy it. They 12) (**arrange**) to meet and Officer Johnson 13) (**arrest**) him!

Sentence transformations

6 ★★ Complete the second sentence with two to five words, including the word in bold.

- 1 Officer Stanley didn't start the meeting until everyone had arrived. (**BEFORE**)
 Officer Stanley waited until everyone *had arrived before he started* the meeting.
- 2 After searching for hours, the volunteers decided to take a break. (**BEEN**)
 The volunteers before they decided to take a break.
- 3 It was the first time they had used the alarm system. (**NEVER**)
 They the alarm system before.
- 4 They didn't start the trial until all the witnesses had arrived. (**BEFORE**)
 They waited until all the witnesses the trial.
- 5 The lawyer visited his client before he went back to his office. (**UNTIL**)
 The lawyer didn't go back to his office his client.
- 6 After serving as a police officer for 16 years, Kevin became an inspector. (**HAD**)
 Kevin a police officer for 16 years before he became an inspector.

Grammar Bank

-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.

Infinitive/Gerund

- 7** ★ Say whether the words/expressions below are followed by the (a) **to-infinitive**, (b) **infinitive without to**, (c) **-ing form**, as in the example.

1 expect	a
2 start	.....
3 enough	.....
4 must	.....
5 it's no use	.....
6 offer	.....
7 may	.....
8 look forward to	.....
9 refuse	.....
10 finish	.....
11 would rather	.....
12 go	.....
13 let	.....
14 appreciate	.....
15 manage	.....
16 had better	.....

8 ★ Underline the correct item.

- 1 He had better turn/turning himself in.
- 2 I'm sorry **to hear/hear** that you're ill.
- 3 What's the use of **lock/locking** the front door if you leave the windows open?
- 4 I don't want to risk **speeding/to speed** – it's against the law!
- 5 Jenny called the police **to assist/assisting** her.
- 6 You mustn't **to download/download** music without paying for it.

9 ★ Choose the correct item.

- 1 He spends hours crime shows on TV.
 watching to watch watch
- 2 You can crime in our area by starting a Neighbourhood Watch.
 preventing prevent to prevent
- 3 Jason tried the robber but he got away.
 catch catching to catch
- 4 Working as a police officer must quite dangerous.
 be to be being
- 5 She hopes a promotion to Detective Inspector.
 getting to get get

10 ★★ Put the verbs in brackets into the correct *infinitive* or *-ing* form.

- 1 A: I think there's someone outside, but it's too dark **to see** (see).
 B: We had better
 (call) the police.
- 2 A: Ron got home only
 (find) that thieves had broken in.
 B: I'm sorry
 (hear) that.
- 3 A: Do you want (rent)
 that new detective film on DVD?
 B: Sounds great! I regret
 (miss) it at the cinema.
- 4 A: What can I do (protect)
 my house from burglars?
 B: You could (install)
 an alarm.

11 ★★ Put the verbs in brackets into the correct *infinitive* or *-ing* form.

- 1 a After thieves stole his wallet, Percy stopped **walking** (walk) through the park at night.
 b The police car stopped
 (check) that we were OK.
- 2 a She forgot (tell) her parents about the phone call.
 b I'll never forget (go) home only to find out thieves had broken in.
- 3 a They tried (put out) the fire, but they couldn't.
 b You should try (put) a CCTV camera in your shop.
- 4 a I remember (talk) to the victim before the crime.
 b Remember (lock) the back door when you leave the house.

Sentence transformations

12 ★★ Complete the second sentence with two to five words, including the word in bold.

- 1 Leaving your car unlocked is careless. (TO)
 It is careless **to leave** your car unlocked.
- 2 The detective allowed the man to go after questioning him. (LET)
 The detective
 after questioning him.
- 3 We can't wait to meet the famous detective. (LOOKING)
 We're
 the famous detective.
- 4 Lawyers do a lot of paperwork as well as appear in court. (APPEARING)
 In addition to
 a lot of paperwork.
- 5 Sam doesn't walk through the park at night. (AVOIDS)
 Sam
 at night.

Grammar Bank

Adjectives

- **Adjectives** describe nouns. They have the same form in the singular and plural. *a cheap burglar alarm – cheap burglar alarms*
- 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.

Adjectives

13 ★ Fill in the gaps with the *adjectives* in the correct order.

- 1 The burglar stole a(n) *priceless, old, gold* (old/priceless/gold) necklace.
- 2 The thieves escaped in a (white/small/dirty) van.
- 3 The man accused them of spraying graffiti on the (glass/rectangular/large) window of his shop.
- 4 We lost all our (wooden/antique/Italian) furniture when the house burnt down.
- 5 He stole a(n) (African/diamond/expensive) ring.
- 6 The suspect was wearing jeans and a .. (new/leather/black) jacket.

14 ★ Underline the correct *adjective*.

- 1 The large number of burglaries in this town is very worrying/worried.
- 2 Luke felt relieving/relieved when the police arrived.
- 3 The ending of the detective film was so disappointing/disappointed.
- 4 We were surprising/surprised to see Tim's family in court.
- 5 That burglar alarm has been ringing for hours – it's so annoying/annoyed!
- 6 Alice was very frightening/frightened when she saw somebody trespassing in her garden and she called the police.

Adverbs

15 ★ Write the *adverb* of the following *adjectives*.

- | | |
|-----------------------------|-------------------|
| 1 recent
<i>recently</i> | 6 polite
..... |
| 2 happy
..... | 7 good
..... |
| 3 tragic
..... | 8 fast
..... |
| 4 possible
..... | 9 bad
..... |
| 5 dramatic
..... | 10 wrong
..... |

16 ★★ Choose an appropriate *adjective*, turn it into an *adverb* and put it in the correct sentence.

- patient • angry • easy • careful
- 1 The police officer listened *patiently* to the witness for three hours.
 - 2 "Somebody has stolen my car," he shouted ..
 - 3 He put the evidence in the bag so as not to damage it.
 - 4 The officers solved the crime – it only took them a few hours.

17 ★★ Mark the sentences according to the type of adverb: *D* (degree), *F* (frequency), *M* (manner), *P* (place) or *T* (time).

- 1 The detective waited **silently**. *M*
- 2 The police arrived **immediately**.
- 3 No one's ever escaped from **there**.
- 4 The robber was **really** sorry.
- 5 Security cameras **always** help to identify criminals.
- 6 Two cars were stolen **yesterday**.

18 ★ Choose the correct item.

- 1 It was a long chase and the robbers **near/nearly** got away!
- 2 Kevin works **hard/hardly** as a private detective.
- 3 The call to the emergency services is **free/freely** – you don't need to pay.
- 4 The police were too **late/lately** to catch the thief.

19 ★★ Put the adverbs in the correct place in the sentence.

- 1 That lawyer loses in court. (rarely)
That lawyer rarely loses in court.
- 2 Robbers entered the bank. (at noon)
.....
- 3 He solved the case. (easily, surprisingly)
.....
- 4 She worked on the report. (in her office, all night, hard)
.....

Grammar Bank

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)

will/be going to/Present simple/Present continuous

1 ★ Choose the correct item.

- 1 Craig **is thinking/thinks** of selling his MP3 player.
- 2 It looks like your camera **run/is going to run** out of battery soon.
- 3 In the future, I think surgeons in hospitals **will be/are going to be** robots.
- 4 What time **do they test/are they testing** the new model this afternoon?
- 5 I've been playing computer games for hours. I'll **go/go** outside for a while.
- 6 When I leave school, I **am studying/am going to study** Computing.

2 ★ Put the verbs in brackets into the correct future form.

- 1 A: It's getting really dark in here.
B: I **will turn on (turn on)** the lights.
- 2 A: I've made plans to go shopping with Paul this weekend.
B: Really?
(you/look) for a new camera?
- 3 A: Can I borrow your laptop?
B: OK, but you must promise that you
(not/lose) any of my files.
- 4 A: What do you think life
..... **(be)** like in 2050?
B: I imagine there
(be) enough food for everyone.
- 5 A: Careful! You
(break) the games console!
B: Relax – it's fine.

3 ★ Put the verbs in brackets into the correct future form.

- I expect that everyone *will own* (own) a robot in the future.
- (Julie/send) the document when she's finished typing it?
- The first bus to town (leave) at 9am.
- I'm afraid I (not/be) back in time for dinner tonight.
- Ben and Luke (install) some anti-virus software on my computer today.
- I hope I (get) a games console for my birthday.
- What (you/plan) to do this evening?
- Be careful! You (drop) it!

4 ★★ Put the verbs in brackets into the correct form. Use *will*, *be going to*, the *present simple* and the *present continuous*.

Hi Steve!

What **1** *are you doing* (you/do) tomorrow night? There's a lecture on at the university called The Future of Robotics and I was wondering if you wanted to come with me. Dr Darcy Graham **2** (speak) about living with a robot and I think it **3** (be) really interesting. I believe that, in the future, robots **4** (help) many people, but I'm also afraid that they **5** (cause) us problems too. I plan to ask Dr Darcy lots of questions. I **6** (ask) her about robot rights and whether she thinks robots **7** (have) feelings in the future. The lecture **8** (start) at 6:00, but I **9** (probably/arrive) about 5:30 to get a good seat. I hope that there **10** (not/be) too many people there!

Let me know if you want to come too.

Kevin

5 ★ Choose the correct item.

- Don't start the game yet – wait until Ray arrives/**will arrive**.
- She'll pick up her new tablet when she **will finish/finishes** work.
- I will send you an email as soon as I **have/will have** Internet.
- I **will let/let** you have a go on the games console after me.
- I'll go online once I **will get/get** home.

6 ★ Circle the correct item.

- The programme about robots at 9pm.
 A begins B is beginning
 C will begin
- When he has saved enough money, he new speakers for his computer.
 A is buying B buys
 C is going to buy
- Don't worry – I the documents for you.
 A print B will print C printing
- I can't meet you this afternoon. I my dad's laptop today.
 A am fixing B fix C will fix
- I promise I lose your MP3 player!
 A didn't B don't C won't

Sentence transformations

7 ★★ Complete each sentence with two to five words, including the word in bold.

- Chris plans to update his computer soon. **(GOING)**
Chris *is going to update* his computer soon.
- Marion's sixth birthday is next week. **(BE)**
Marion next week.
- I hope you will remember to take the camera this time! **(FORGET)**
I hope to take the camera this time!
- Lucy has arranged to go shopping with Petra later today. **(SHOPPING)**
Lucy is with Petra later today.
- His intention is to buy a flatscreen TV. **(BUY)**
He a flatscreen TV.

Grammar Bank

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	present simple
	<i>If/When you stay in the sun too long, you get sunburnt.</i>	
1st conditional real, likely to happen in the present/future	<i>if</i> + present simple	future simple, imperative, <i>can/must/may</i> , etc + bare infinitive
	<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>	
2nd conditional • unreal imaginary situation in the present/future • advice	<i>if</i> + past simple	<i>would/could/might</i> + bare infinitive
	<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>	
3rd conditional • imaginary situation in the past • regret • criticism	<i>if</i> + past perfect	<i>would/could/might have</i> + past participle
	<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>	

- 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.*
- 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 + <i>would</i> + 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: <ul style="list-style-type: none"> 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 ...*)

Conditionals

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

- Unless you *restart* (restart) your computer, the update (not/work).
- If I (have) more money, I (buy) a new TV.
- When you (press) this button, the music (stop).
- If I (not/wait) for the sale, I (not/get) my new MP3 player for half price.

9 ★ Fill in: *if* or *unless*.

- 1 *If* we make androids look more human, people will trust them.
- 2 you have installed antivirus software, your computer won't be safe.
- 3 I find it cheaper somewhere else, I'll buy the tablet here.
- 4 I send too many SMS, my dad will make me pay the bill.
- 5 you type in the password, you won't be able to open the file.

10 ★ Underline the correct word or expression.

- 1 Unless/As long as you save your changes before closing a program, you'll lose your work.
- 2 Supposing/Providing we leave now, we can get to the shop before it closes.
- 3 As long as/Even if you do well at the exam, I'll buy you that computer game.
- 4 He couldn't fix my console in case/even if he tried to.
- 5 In case of/Supposing any problems with your software, call the store for help.
- 6 Suppose/Provide you broke your camera, what would you do?

11 ★★ Read the situations and write a *conditional* sentence for each, as in the example.

- 1 I missed the offers. I paid so much for my camera.
If I hadn't missed the offers, I wouldn't have paid so much for my camera.
- 2 Jack might come home early tonight. We'll play computer games.
.....
- 3 I don't have a camera. I can't take a picture.
- 4 Tim might win the competition. He will get a tablet as a prize.
- 5 They didn't log in correctly. They couldn't access their email.
- 6 It's raining. I can't take my laptop outside.
.....

Wishes

12 ★ Choose the correct item.

- 1 I wish I had/have emailed him earlier.
- 2 If only she **would/could** stop texting all the time!
- 3 I wish I **will/could** fix my printer.
- 4 I wish he **wouldn't/doesn't** chat online.
- 5 If only I **could bring/had brought** my phone with me. I'd call my friends!

13 ★★ Rewrite the sentences using *wishes*, as in the example.

- 1 I don't have a robot.
I wish/If only I had a robot.
- 2 I forgot to include the attachment.
.....
- 3 Martin watches TV all the time!
.....
- 4 I broke my smartphone.
.....
- 5 I don't have a job.
.....

Sentence transformations

14 ★★ Complete each sentence with two to five words, including the word in bold.

- 1 I don't think it's a good idea to buy that. **(WERE)**
If I *were* you, I *wouldn't* buy that.
- 2 If you don't save your documents, you may lose your work. **(UNLESS)**
You may lose your work
..... your documents.
- 3 I don't have enough money for a smartphone. **(ONLY)**
If
..... enough money for a smartphone!
- 4 Please don't use my tablet. **(WISH)**
I my tablet.
- 5 It's a pity you forgot your password. **(ONLY)**
If
..... your password.
- 6 I didn't call because I didn't have your number. **(WOULD)**
If I had had
..... called.

Grammar Bank

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

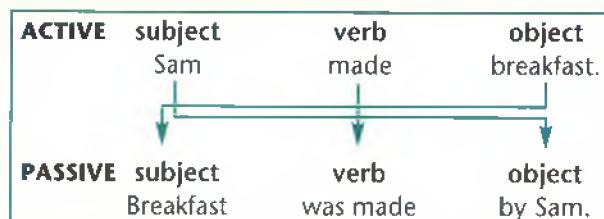
We use the **passive**:

- 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.



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 passive

- 1** ★ Put the verbs in brackets into the correct **passive form**.

- The chicken **was roasted** (roast) in the oven with garlic and olive oil.
- I'm making soup and the dessert
..... (prepare) by Amy.
- The new restaurant
(open) by the mayor tomorrow.
- The reception starts soon and the cake
..... (not/deliver) yet!

2 ★★ Rewrite the sentences in the *passive* form.

- 1 The government might ban GM foods.
GM foods might be banned.
- 2 Someone left the knife on the table.
.....
- 3 Japanese knotweed is invading many local gardens.
.....
- 4 They have already served the starters.
.....
- 5 Who will examine the patient?
.....
- 6 The readers had voted snowboarding the best winter sport.
.....
- 7 When did they introduce free diving?
.....
- 8 Where were they holding the competition?
.....

3 ★ Fill in the gaps using *by* or *with*.

- 1 This sauce was made *with* chilli peppers.
- 2 The biscuits will be baked the kids.
- 3 The starters are being prepared the junior chef.
- 4 The pizza was cut a knife.
- 5 The recipe was created Evan.
- 6 All the food in the restaurant is eaten wooden forks and spoons.

4 ★★ Rewrite the following passage in the *passive* in your notebooks.

TEEN SURVIVES SKYDIVING CATASTROPHE

Yesterday, eighteen-year-old Karen Smith's father drove her to Hanson Airfield for her first skydiving lesson. Unfortunately, no one had checked Karen's equipment before her jump and she crash-landed a few kilometres from the

airfield. An ambulance took Karen to hospital where doctors examined her. They are treating her for two broken legs and severe bruising. Police will close Hanson Airfield until further notice so that they can conduct a full investigation.

5 ★★ Rewrite the newspaper headlines in full sentences in the *passive*.

- 1 **TWO CLIMBERS INJURED IN ACCIDENT YESTERDAY**
- 2 **COOKING LESSONS TO BE MADE AVAILABLE TO ALL SCHOOL CHILDREN**
- 3 **MISSING CLIMBER STILL NOT FOUND**
- 4 **ITALIAN RESTAURANT TO BE OPENED IN NEW STREET**
- 5 **BUNGEE JUMPING COMPETITION BEING HELD FOR CHARITY**
 - 1 *Two climbers were injured in an accident yesterday.*
 - 2
 - 3
 - 4
 - 5

Sentence transformations

6 ★★ Complete each sentence with two to five words, including the word in bold.

- 1 Jo has invited us for dinner. **(HAVE)**
We *have been invited for dinner* by Jo.
- 2 Who is performing the skydives? **(PERFORMED)**
Who by?
- 3 The kayaking accident involved two teenage boys. **(WERE)**
Two in the kayaking accident.
- 4 They will use GM foods in their café from April. **(USED)**
GM foods in their café from April.
- 5 Floating pennywort had killed all the other plants in the lake. **(BEEN)**
All the other plants in the lake floating pennywort.
- 6 Somebody has to check our parachutes before we jump. **(CHECKED)**
Our parachutes before we jump.

Grammar Bank

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.)

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.*

The causative

- 7** ★ Write a correct sentence for each picture, as in the examples. Which sentences should be in the causative?



- 1 the chef/cook/food
The Chef is cooking food.

- 2 James/deliver/dinner
James is having his dinner delivered.



- 3 They/repair/bike
.....
.....

- 4 John/make/suit
.....
.....



- 5 Tim/bandage/change
.....
.....

8 ★★ Complete the following exchanges using the causative, as in the example.

- A: Did you go to the hospital?
B: Yes, *I had the burn treated (the burn/treat)* yesterday.
- A: I'm getting my injections today.
B: Really? I
..... **(already/mine/do)**.
- A: Did you go to the supermarket this morning?
B: No, I
..... **(the shopping/deliver)** later.
- A: My leg has been hurting for weeks!
B: You
(should/it/look at) by a doctor.

9 ★★ Rewrite the following sentences in the causative, as in the example.

- Helen's picture was taken by a professional photographer.
Helen had her picture taken by a professional photographer.
- Someone has done Mrs Green's shopping.
.....
- When will they fix our cooker?
.....
- The doctor prescribed Tony's medicine.
.....
- When did they deliver Matt's fridge?
.....

10 ★★ Read the situations and write sentences using the causative, as in the example.

- The waiter is taking Lewis' order. What is Lewis doing?
He's having his order taken.
- Ellen's mum checked her temperature. What did Ellen do?
.....
- The doctor was treating Jane's wound. What was Jane doing?
.....
- Someone has cleaned Mr Smith's garden. What has Mr Smith done?
.....

Sentence transformations

11 ★★ Complete each sentence with two to five words, including the word in bold.

- A chef prepares Colin's meals. **(HAS)**
Colin *has his meals prepared* by a chef.
- Someone has painted Dave's restaurant. **(HAD)**
Dave painted.
- The waiter is serving Tim's lunch. **(HAVING)**
Tim
by the waiter.
- The doctor will examine my arm. **(HAVE)**
I
by the doctor.

Reflexive/Emphatic pronouns

12 ★ Fill in the gaps with the correct reflexive/emphatic pronoun.

- Tom cut *himself* chopping tomatoes.
- I went kayaking by
- We enjoyed yesterday.
- She burnt on the oven.
- Alex, Adam, can you make dinner by tonight?
- The children behaved at dinner.
- Jenny likes living by

13 ★★ Fill in the text with the appropriate reflexive/emphatic pronoun if necessary.

Last weekend, my parents went out by 1) **themselves**. I was skateboarding in the street when I fell and hurt 2) quite badly. I hit my knee and cut 3) on the ground – it was really painful! My brother saw me and came outside 4) to help. He looked at the cut and he decided to clean the wound 5) I couldn't ride 6) my skateboard again that day, but my brother 7) and I enjoyed 8) playing computer games instead.



Grammar Bank

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.)*

Modals

- 1 ★ Match the modal verbs in bold to their meanings.

- 1 **d** He **couldn't** answer the questions on the exam.
- 2 I **might** finish my homework before dinner.
- 3 **May** I watch the new music programme on TV?
- 4 We **must** help people living in poverty.
- 5 **Can** I help you with that?
- 6 You **ought to** start revising for the test.
- 7 We **have to** hand in our projects today.
- 8 You **mustn't** throw rubbish in the river.

- | | |
|-----------------------|-----------------------------|
| a It's a good idea. | e It's necessary. |
| b It's possible. | f It's our duty. |
| c You aren't allowed. | g Would you like me to ...? |
| d He wasn't able to. | h Is it OK if ...? |

- 2 ★ Fill in an appropriate modal verb that matches the meaning in brackets.

- 1 You **mustn't talk** during the exam. (You aren't allowed)
- 2 We study outside – the weather is nice today. (Let's)
- 3 They be at home. (I'm certain)
- 4 We do everything we can to protect the planet. (It's my advice)
- 5 Gary go to the street protest today. (He isn't able to)

- 3 ★★ Fill in: *may/might/could, must or can't*.

- 1 He **must** be relieved now that his exams are over.
- 2 Tom volunteer at the animal shelter. He's got allergies.
- 3 She join in the fun run for UNICEF on Sunday. She hasn't decided yet.
- 4 Ann still hasn't come home. She enjoy working at the youth club.
- 5 John cycle to school – he doesn't have a bicycle.
- 6 They be at the fundraising event. I'm not sure.

- 4 ★★ Replace the words in bold with one of the modals in the list: *can, had to, could, was able to, should, shall, don't have to, can't*.

- 1 I **advise you to** turn the water off while you are cleaning your teeth.
You **should turn off the water while you are cleaning your teeth**.
- 2 In this country, you **are forbidden to** leave school before the age of 16.
In this country, you
- 3 **It was necessary for** Tom to resit his exam.
Tom
- 4 **It isn't necessary for** you to volunteer – you can just make a donation.
You
- 5 **Is it possible for** me to join the group?
.....
- 6 The charity **managed to** raise a lot of money.
The charity
- 7 **Do you think that it's a good idea for me to** take the exam this year?
.....
- 8 **Let's** ask for a fundraising pack.
We

Sentence transformations

- 5 ★★ Complete each sentence with two to five words, including the word in bold.

- 1 It's possible that he'll pass his exams. (MAY)
He **may pass his** exams.
- 2 It's not a good idea to leave the light on in an empty room. (LEAVE)
You on in an empty room.
- 3 I'm sure he doesn't know about the problem. (KNOW)
He the problem.
- 4 Perhaps she will volunteer at the shelter. (MIGHT)
She shelter.
- 5 I advise you to look for a new job. (OUGHT)
You for a new job.
- 6 I'm sure that Amy drives to work. (DRIVE)
Amy to work.

Grammar Bank

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 Coral 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*), **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.*

Singular/Plural nouns

6 ★ Choose the correct verb form.

- 1 Sue thinks Physics **is/are** boring.
- 2 The binoculars **is/are** kept in the cupboard in the Science classroom.
- 3 Poor Lucy! Measles **is/are** a horrible illness – I hope she feels better soon.
- 4 James thinks football **is/are** the best sport of all.
- 5 All of the staff **is/are** working hard to raise money for the charity.
- 6 My shorts **is/are** in the wash.

7 ★ Underline the correct word.

- 1 Does **someone/anyone** have any questions before the exam starts?
- 2 There's **something/nothing** as rewarding as helping people.
- 3 I can't find my school bag **anywhere/ everywhere!** Have you seen it?
- 4 **Everything/Something** you need is in the fundraising pack.
- 5 I'm confident that **anyone/everyone** will pass this exam.
- 6 Are you looking for **something/nothing**?

some/any/no/every & compounds

8 ★★ Fill in the gaps with the words: *anyone* (x2), *no one*, *someone*, *everyone*, *something*, *anything*.

- 1 A: How was the fundraising event?
B: It was great! I think **everyone** had a good time.
- 2 A: What's wrong?
B: There's in the garden. Do you know him?
- 3 A: We need to do about homelessness in our city.
B: Yes, it's a big problem.
- 4 A: I don't know at my new school.
B: I'm sure you'll make friends quickly.
- 5 A: Does know the results of the exam?
B: No. has heard yet.

the

9 ★ Underline the correct item.

- 1 I read about the latest news in **the Guardian/Guardian** every morning.
- 2 Diane is studying **the Spanish/Spanish** at school.
- 3 There are a lot of worthy causes all over **world/the world**.
- 4 I saw **the Taj Mahal/Taj Mahal** when I was volunteering in India.
- 5 My neighbours, **Robertsons/the Robertsons**, help out at the soup kitchen.
- 6 The new animal shelter is on **Brown Street/the Brown Street**.

10 ★ Complete the sentences using *the*, where necessary.

- 1 I joined a volunteer group in Africa.
- 2 They're showing a film about endangered animals at Odeon Cinema.
- 3 I had great fun studying Art and P.E. at school.
- 4 Greek language is difficult to learn.
- 5 Himalayas is a mountain range in Asia.
- 6 The fun run was one of most rewarding things I have ever done.
- 7 I don't use my car for short journeys – I walk or I travel by bus.
- 8 Nigel works for a charity that helps orphan children.
- 9 Homelessness is a problem in many cities in United Kingdom.
- 10 We'll discuss your idea over dinner.

11 ★★ Fill in *the* where necessary.

Life for 1) **the** Senai family in 2) Ethiopia used to be very difficult. They lived in poverty because they weren't paid properly for the coffee they grew. Then along came 3) Oxfam, a charity that helped them to get a fair price for their coffee and changed their lives. Now 4) Mr Senai's children go to 5) school and learn 6) Maths, Science and 7) English language. Their lives are better because of 8) help they received from Oxfam.

Grammar Bank

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>"I am busy."</i>	<i>He said (that) he was busy.</i>
Present Continuous → Past Continuous	
<i>"I'm drawing sketches now."</i>	<i>She said (that) she was drawing sketches then.</i>
Present Perfect → Past Perfect	
<i>"I have bought tickets for the opera."</i>	<i>He said (that) he had bought tickets for the opera.</i>
Past Simple → Past Simple or Past Perfect	
<i>"We slept early yesterday."</i>	<i>They said (that) they slept/had slept early the day before.</i>
Past Continuous → Past Continuous or Past Perfect Continuous	
<i>"I was watching the news."</i>	<i>She said (that) she was watching/had been watching the news.</i>
Will → Would	
<i>"I will be late."</i>	<i>She said (that) she would be late.</i>

- 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.*

Reported speech

- 1** ★ Fill in the gaps with *say* or *tell* in the correct form.

- The actor *told* a lot of jokes.
- I'd like to a few words.
- I think Carie liked the film, but I can't for sure.
- Excuse me, can you me the way to the Apollo Theatre?
- Paul, please goodbye to Ms Smith.

- 2** ★★ Underline the correct tense. What were the speaker's exact words?

- A: Is Max coming to the cinema with us?
B: No, he said that he had to/is having to go to his music lesson.

.....
I have to go to my music lesson.

- A: Do you want me to buy a newspaper?
B: No, thanks. Luke said that he will/would get one.

.....

- A: Has Mike bought a new bike yet?
B: No, but he said that he had seen/has seen one he liked in the classified ads.

.....

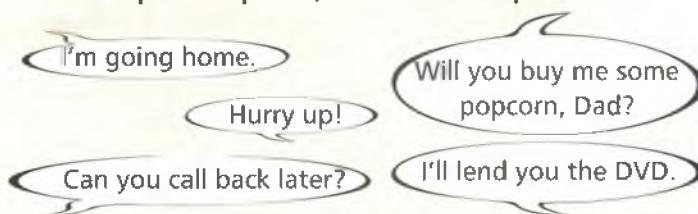
- A: Did Laura watch the film last night?
B: She said she doesn't/didn't have time.

.....

- 3** ★ Rewrite the following sentences into reported speech.

- "I watched 'Fast and Furious 6' last night," Greg said to us.
Greg told us (that) he watched/had watched 'Fast and Furious 6' the night before.
- "Have you read the review?" she said to me.
.....
- "Don't change the channel!" he said to me.
.....
- "When does the show start?" Kate said.
.....
- "I am seeing a play tomorrow," she said.
.....

- 4** ★★ Complete the sentences below using reported speech, as in the example.



- Linda was tired, so she *said (that) she was going home.*
- We were late, so Mum
- I was hungry, so I
- The tickets weren't on sale yet, so the clerk.....
- I didn't see *Iron Man 3* at the cinema, but Nathan

- 5** ★★ Rewrite Dave's phone conversation with Julia in direct speech in your notebooks.

Dave said that he was going to see *The Great Gatsby* at the cinema. Julia asked him if he had read the book. Dave said that he hadn't. Julia said that it was really good and she told Dave that she would lend it to him. Dave said that it was very kind of Julia.

Sentence transformations

- 6** ★★ Complete each sentence with two to five words, including the word in bold.

- "Marin Alsop is a great violin player," Karen said. **(WAS)**
Karen said *(that) Marin Alsop was* a great violin player.
- "Have you ever been to the opera?" she said to him. **(ASKED)**
She ever been to the opera.
- "Wait outside!" the guard said to us. **(TOLD)**
The guard outside.
- "Which film did you watch last night?" Barry asked me. **(HAD)**
Barry asked me the night before.
- "Return the book by Friday," the librarian said to Tim. **(TOLD)**
The librarian the book by Friday.

Grammar Bank

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? (↗)*

Clauses

7 ★ Choose the correct word.

- 1 I booked my tickets early to/so that get the best seats.
- 2 Tony is upset **since/because of** the bad reviews his book has received.
- 3 Let's leave early **so as to/so that** we can be there before the film starts.
- 4 The play was **such/so** interesting that we saw it three times.
- 5 He was really looking forward to the show. **Whereas/However**, he was disappointed.

8 ★ Fill in: *as, so that, even though, such, despite, in order to*.

- 1 I didn't go to the play *despite* the fact that I had paid for my ticket.
- 2 The cinema is closed carry out repair work.
- 3 We couldn't go to the concert all the tickets were sold out.
- 4 We decided to buy the painting It was very expensive.
- 5 She gave a moving performance that we almost cried.
- 6 They put an ad in the paper they could make the event known to the public.

9 ★★ Rewrite the sentences using the word(s) in brackets.

- 1 The play wasn't very good. The audience applauded at the end. **(even though)**
Even though the play wasn't very good, the audience applauded at the end./The audience applauded at the end even though the play wasn't very good.
- 2 The show was cancelled. The singer was ill. **(on account of the fact that)**
.....
- 3 We bought front row tickets. They were more expensive. **(in spite of the fact that)**
.....
- 4 It was raining. We stayed in and watched a DVD. **(so)**
.....
- 5 He wants to see *Iron Man 3*. He has seen the first two films. **(since)**
.....

Sentence transformations

10 ★★ Complete the sentence using two to five words, including the word in bold.

- 1 The article was so funny that she laughed out loud. **(BECAUSE)**
She laughed out loud *because the article was* funny.
- 2 They decided to go for a coffee to talk about the film. **(SO)**
They decided to go for a coffee about the film.
- 3 They had so much fun that they are going again tomorrow. **(TIME)**
They had that they are going again tomorrow.
- 4 As a result of her feeling tired she left the theatre early. **(DUE)**
She left the theatre early she felt tired.
- 5 Karl moved to the city because he wanted to find work as an artist. **(ORDER)**
Karl moved to the city work as an artist.
- 6 Billy likes going to the cinema, but his brother prefers watching DVDs. **(WHEREAS)**
Billy likes going to the cinema watching DVDs.
- 7 The book was so good that I couldn't put it down. **(SUCH)**
It was I couldn't put it down.
- 8 Even though she was late, she still enjoyed the performance. **(FACT)**
She enjoyed the performance was late.

Question tags

11 ★ Complete with the correct question tag.

- 1 This is a great exhibition, *isn't it*?
- 2 He'll go to the show,?
- 3 You booked the tickets,?
- 4 Darrel's seen *Iron Man 3*,?
- 5 We can go tomorrow,?
- 6 Let's stay in tonight,?
- 7 There's a new play on,?
- 8 This is the last book,?

1

Vocabulary Bank

Work life

1 Label the pictures with words from the list.

- apply • get
- graduate • retire
- work • have • look



1
from university



2
for a job



3
for a position



4
an interview



5
full-time



6
a promotion



7
at the age of 60

2 Choose the correct word.

- 1 Kevin has a new **part-time/full-time** job working weekdays from 9am until 5pm.
- 2 Helen starts **work/job** at 8am every weekday.
- 3 The supermarket has a job **career/vacancy** for a new shop assistant.
- 4 Jerry studied for three years to get the **experience/qualification** he needed for the job.
- 5 Kelly **took/offered** the job and moved to another city.
- 6 Working as a firefighter is a dangerous way to **earn/win** a living.
- 7 Laura decided to **ask/apply** for the position of graphic designer.
- 8 Terry's company wants to **transfer/transport** him to their office in Japan.

3 Fill in: *wage, salary, income, earnings, perk, bonus, expenses, benefit.*

- 1 Ted is getting paid unemployment while he searches for a job.
- 2 The company car was an extra that Melinda didn't expect.
- 3 When I left school, my daily was only £35.
- 4 The islanders rely on tourism for their main source of
- 5 The company pays for travelling of members of staff for journeys related to their job.
- 6 After his promotion, Jack's increased to £2,000 a month.
- 7 The bank told my brother that his weren't high enough to get a loan.
- 8 Angela worked very hard this year so the company gave her a

4 Fill in the gaps with: *for (x2), at, in, as, of.*

- 1 I'd like to apply that job.
- 2 While I was working a sales assistant, I got to meet lots of people.
- 3 Has she filled her form yet?
- 4 I sit a desk by the window.
- 5 For everything you sell, you earn a commission 15%.
- 6 He's looking new challenges in his career.

Disasters

1 Label the pictures with words from the list: *drought, flood, car accident, ship wreck, train derailment, earthquake, wildfire, plane crash.*



1



2



3



4



5



6



7



8

2 Put the above disasters in the correct category.

Natural	Man-made
.....
.....
.....
.....

3 Look at the pictures and fill in the gaps in the headlines with words from the list.

- hurricane • famine • tsunami
- avalanche



1)
STRIKES THE COAST OF JAPAN.

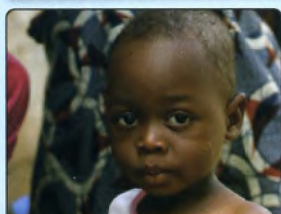


2)
DESTROYS HOMES IN PACIFIC ISLANDS AS WINDS REACH 160 MPH.



CLIMBERS TRAPPED UNDER SNOW FOR 6 HOURS AFTER

3)
IN THE ALPS.



THOUSANDS OF CHILDREN GO HUNGRY AS
4)
HITS VILLAGES.

4 Match the disasters (1-6) with what the people say (A-F).

- | | |
|---|---|
| <p>A <input type="checkbox"/> "Thousands of people in the city are already suffering from the disease and it's spreading rapidly."</p> <p>B <input type="checkbox"/> "My neighbour's house was badly damaged by the strong winds."</p> <p>C <input type="checkbox"/> "The heavy snow was so bad that flights from the airport were cancelled."</p> <p>D <input type="checkbox"/> "You could see the ash cloud from miles away."</p> <p>E <input type="checkbox"/> "The side of the mountain collapsed and buried our house under rocks and mud."</p> <p>F <input type="checkbox"/> "An accident at the chemical plant yesterday injured two workers."</p> | <p>1 factory explosion</p> <p>2 tornado</p> <p>3 volcanic eruption</p> <p>4 epidemic</p> <p>5 landslide</p> <p>6 blizzard</p> |
|---|---|

5 Match the nouns in the columns (1-8) to the verbs in the list (a-h).

- | | |
|---|---|
| 1 <input type="checkbox"/> leaves | 5 <input type="checkbox"/> waves |
| 2 <input type="checkbox"/> sirens | 6 <input type="checkbox"/> lightning |
| 3 <input type="checkbox"/> fire | 7 <input type="checkbox"/> wind |
| 4 <input type="checkbox"/> thunder | 8 <input type="checkbox"/> windows |

- | | | |
|------------------|-----------------|-----------------|
| a wail | d cracks | g rattle |
| b rumbles | e blazes | h crash |
| c rustle | f howls | |

3

Vocabulary Bank

Booking a hotel room

- 1 Read the dialogue and fill in: *reservation, check in, confirm, en-suite, double bed, arrival, dates, single.*

A: Good morning, Golden View Hotel. How can I help you?

B: Good morning, I'd like to make a 1), please.

A: Of course, sir. Which

2) would you like to stay?

B: From August 6th to August 8th.

A: Are you interested in a

3) room or a twin room with a(n) 4) bathroom?

B: I'd like the twin room, please. With a 5), not two single beds.

A: Certainly, sir. For two nights bed and breakfast that will be £200.

B: Great. Do I need to pay now or when I 6)

A: You can pay on 7) sir. Just remember to call the hotel the day before you arrive to 8) your booking. Can I have your full name, please?

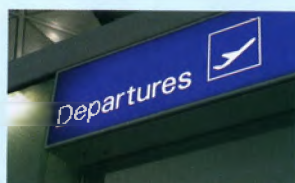
B: Certainly. It's Thomas Harris.

- 2 Fill in: *trip, travel, journey, cruise, tour, voyage, flight.*

- We're going on a to the seaside today – we'll be back this evening.
- We went on a lovely around the Greek islands last summer – the ship was luxurious!
- The from England to America used to take weeks, but now you can fly there in hours.
- The train from York to London takes around two hours.
- We went on a of all the local museums.
- Information on in Australia is available at the tourist office.
- His lands at the airport in a few hours.

Airport signs

- 3 Complete the sentences with words from the pictures below. Some pictures can be used for more than one sentence.



- You can get help at the desk.
- You can get your holiday money at the
- You can collect your luggage from the
- You go to when you want to get on a plane.
- You can meet your friends when they land at the
- You collect your boarding pass and drop off your bags at the desk.
- You go to the to board your plane.
- You can buy friends and family presents at the shops.
- You have to show your passport at
- You go through to declare anything you've brought from another country.

In court

1 Match the descriptions (A-G) to the law breakers (1-7).

- A** someone who takes somebody by force and demands money to set them free
- B** someone who breaks into people's homes to steal things
- C** someone who steals things from a shop by hiding them in their clothes
- D** someone who sets fire to a property on purpose
- E** someone who takes something that doesn't belong to them
- F** someone who uses force to take control of a vehicle
- G** someone who uses force to steal from a bank or a person

- 1 thief
- 2 burglar
- 3 kidnapper
- 4 arsonist
- 5 hijacker
- 6 robber
- 7 shoplifter

2 Match the people (1- 9) to the descriptions (A-I).

- A** the person who is on trial for a crime
- B** the person who saw or knows something about the crime
- C** the person who helps the defence lawyer
- D** the person who presents the case against the accused
- E** the person who writes down what is said in the courtroom
- F** the group of people who listen to the arguments and make a verdict
- G** the person who makes decisions in the court and passes the sentence
- H** the person who represents the accused in court
- I** the person who takes the accused to the court room and guards them

- 1 prosecutor
- 2 defence lawyer
- 3 judge
- 4 court reporter
- 5 jury
- 6 police officer
- 7 witness
- 8 junior defence lawyer
- 9 the accused

3 Use the words in Ex. 2 to label the people in the photograph.



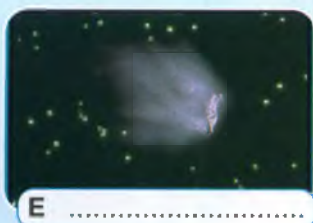
1	4	7
2	5 <i>the accused</i>	8
3	6	9

5

Vocabulary Bank

Space technology

- 1 Label the pictures with words from the list: *probe, asteroids, galaxy, the Moon, space station, meteor, star, planet, comet, astronaut, the Sun, satellite*.



- 2 Match the pictures (A-L) to the definitions (1-12).

- 1 a collection of billions of stars
- 2 the star at the centre of our solar system
- 3 a structure in space that is the home to astronauts and keeps going around the earth
- 4 a frozen object that leaves a 'tail' of dust and gas as it moves through the sky
- 5 a piece of rock that enters the atmosphere and lights up as it breaks apart
- 6 someone who travels and works in space
- 7 a ball of gas that makes its own light and energy, and is visible in the night sky
- 8 a spacecraft that is sent into space, with no people inside, to record information and explore
- 9 a large rock that orbits the Earth every day
- 10 a large ball of rock or gas that orbits the sun
- 11 lots of small rocks or pieces of metal that orbit a planet
- 12 a spacecraft that orbits the Earth and sends and receives information

Science & Scientists

- 3 Match the definitions (A-H) to the job titles (1-8).

- A a person who creates a new device
- B a person who studies rocks and the landscape
- C a person who studies living things
- D a person who studies and solves problems with geometry and algebra
- E a person who creates new drugs and medicines
- F a person who studies heat, light and other types of energy
- G a person who studies the human mind
- H a person who observes and studies the stars and outer space

- | | |
|-----------------|--------------|
| 1 biologist | 5 inventor |
| 2 mathematician | 6 astronomer |
| 3 psychologist | 7 geologist |
| 4 physicist | 8 chemist |

Food Packaging

1 Match the numbers on the picture to the explanations.

Typical Values 100 ml contains

Energy	210 kJ (50 kcal)
Protein	3.6 g
Carbohydrate	4.8 g
Sugar	4.8 g
Fat	1.8 g
Fibre	0 g
Salt	trace

Calories 100 (5%)

Sugar 10 g (11%)

Fat 4 g (5%)

Salt 0.2 g (3%)

Use by: 08/06/14

Keep refrigerated. Once opened, consume within 3 days and by the expiry date shown. Keep upright.

Vegetarian

Milk Ltd.
267 Broad Street,
Middleton Industrial Estate,
Summertown,
SL 15 2PY
TEL.: 01234 567 890
www.milktd.co.uk

Weight 1 LITRE

A **Expiry date** This tells you when to use the product by.

B **Bar code** This is read by a machine and tells the person who sells the product to you how much the product costs.

C **Manufacturer's details** This tells you the name, address, phone number and website address of the company who made the product.

D **Product size** This tells you the weight or volume of the product.

E **Percentage of recommended daily amounts** This tells you how much of the recommended daily amounts of sugar, fat and salt one glass of milk contains.

F **Recycling information** This tells you if the product's packaging can be recycled.

G **Storage instructions** This tells you how and where to keep the product.

H **Nutritional facts** This tells you the quantities of each food group that are in a certain amount of the product.

I **Vegetarian label** This shows that the product is suitable for vegetarians.

J **Product name** This tells you what the product is called.

Vitamins

2 Look at the table showing vitamins and their health benefits. Fill in: oranges, sardines, crab, carrots, chicken, milk, lentils.

Vitamin	Benefits	Food Group	Food Sources
A	Helps the skin, eyes and immune system.	Vegetables	spinach, 1), sweet potatoes
B3	Lowers cholesterol and helps sugar levels in the blood.	Poultry	duck, 2), turkey
B12	Helps carry oxygen in the blood and breaks down protein.	Seafood	octopus, oyster, 3)
C	Helps fight illness and reduce stress.	Fruit	grapefruit, kiwi fruit, 4)
D	Makes the bones and teeth strong.	Dairy products	5), cheese, yoghurt
Folic Acid	Helps the brain and nervous system function	Beans and pulses	kidney beans, chickpeas, 6)
Omega 3	Helps keep the heart and nervous system healthy	Fish	mackerel, 7), tuna

7

Vocabulary Bank

Education

1 Label the pictures with the words from the list: *music school, secondary school, university, primary school, vocational college, nursery school.*



1



2



3



4



5



6

2 Complete the lists with the words below.

- university • science lab • Biology
- student • seminar • lecture
- Business Studies • professor • canteen
- boarding school • co-educational school
- main hall • librarian • Law
- tutor • Medicine • field trip • warden
- Philosophy • online university • gym
- classroom • comprehensive school
- History • tutorial • lecturer • library

3 Fill in: *enrol, research, scholarship, curriculum, graduate, postgraduate, sit, qualify.*

- 1 Todd won a to study Law.
- 2 My tutor told me to think about which courses I wanted to in.
- 3 Her sister got her degree last year and now she's doing a course.
- 4 The school has a very varied with lots of subjects.
- 5 I hope to as a mechanic at the end of this course.
- 6 Jon does a lot of for his essays as part of his History degree.
- 7 We have to three exams next week.

Types of institution	Buildings & facilities	Subjects
• university	• science lab	• Biology
•	•	•
•	•	•
•	•	•
•	•	•

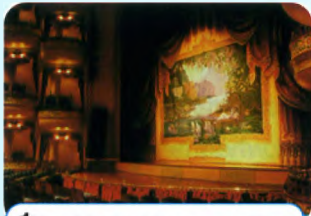
People	Types of learning
• student	• seminar
•	•
•	•
•	•
•	•
•	•

4 Match the acronyms to their full forms.

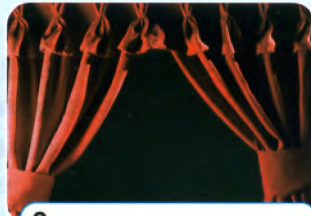
- | | | |
|---|-----|-------------------------------------|
| 1 | BA | A Doctor of Philosophy |
| 2 | MBA | B Master of Science |
| 3 | MA | C Bachelor of Arts |
| 4 | MSc | D Bachelor of Science |
| 5 | PhD | E Master of Business Administration |
| 6 | BSc | F Master of Arts |

Theatres & Museums

1 Label the pictures with: *usher, box office, stage, auditorium, make-up artist, spotlight, footlights, curtain.*



1



2



3



4



5



6



7



8

2 Match the definitions of the words (A-H) to the pictures above (1-8).

- A** the person who helps the actors prepare for their performance
- B** the area where the audience sit during the show
- C** the lights at the front of the stage that shine on the actors and the set
- D** the place where you can buy your tickets
- E** the item that covers the stage after the performance is over
- F** the person who directs people to their seats
- G** the area where the actors perform
- H** each of the lights that shine down on the actors while they are performing

3 Choose the correct word to complete the sentences.

- 1 The **audience/spectators** applauded at the end of the performance.
- 2 People who work for the theatre use the **front/stage** door to get backstage.
- 3 The **wardrobe/cupboard** department work very hard to dress the actors.
- 4 The **character/actor** was very famous and had played lots of roles.
- 5 During the **interval/halftime** we went to the foyer to have a drink.
- 6 The actors' **clothes/costumes** were beautiful and looked amazing on stage!

4 a) Label the picture with: *curator, painting, sculpture, visitors, seating area, tour guide.*



- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

b) Match the people and objects (1-6) in Ex. 4a to the descriptions (A-F).

- A** the person who shows visitors around
- B** the person who is in charge of the gallery
- C** a work of art created using paints
- D** the people who go to an art gallery
- E** a work of art carved from wood or stone
- F** a place for visitors to sit down

Quizzes

Unit 1

Read through Unit 1 and mark the sentences as *T* (true) or *F* (false). Correct the false statements. Then write a similar quiz of your own.

- 1 Snakes and lizards are reptiles.
- 2 A herpetologist studies reptiles.
- 3 A surgeon works in the media.
- 4 A boa is cold-blooded.
- 5 Sultan Kösen has the longest hair in the world.
- 6 The money a waiter earns daily is his salary.
- 7 A paramedic gives emergency medical treatment.
- 8 The small light brown spots on someone's face are called wrinkles.
- 9 Topshop and Topman raise money for charities.
- 10 *Polite* is the opposite of *careless*.

Unit 2

Read through Unit 2 and complete the sentences. Then write a similar quiz of your own.

- 1 Mount Nyamulagira is in the Democratic Republic of C.....
- 2 Magma is the same as l.....
- 3 The earthquake left thousands of people h.....
- 4 An a..... killed five snowboarders in 2013 in Denver.
- 5 On October 8th 1871 a fire b..... out in the O'Leary's barn.
- 6 The 1871 Chicago Fire was one of the biggest d..... of the 19th century.
- 7 There is often a water s..... after an earthquake.
- 8 Pompeii was destroyed by a volcanic e.....
- 9 The flood resulted from days of h..... rain.
- 10 Emergency s..... rescued people trapped in a collapsed building.

Unit 3

Read through Unit 3 and choose the correct word. Then write a similar quiz of your own.

- 1 People call New York the **Great Bazaar/Big Apple**.
- 2 The South Pole is in the **Arctic/Antarctica**.
- 3 John had a **cramp/rash** on his face.
- 4 Lisa felt **inspired/proud** when her son won first prize.
- 5 The Symbol Gallery is in **Denver/New York**.
- 6 Tom is running in a marathon to **raise/manage** money for cancer research.
- 7 Have you ever been to a charity **mission/event**?
- 8 Tom has gone on a business **journey/trip** to London.
- 9 I thought I'd **write/drop** you a line.
- 10 Bears **migrate/hibernate** in the winter; they spend the winter in a state of deep sleep.

Unit 4

Read through Unit 4 and mark the sentences as *T* (true) or *F* (false). Correct the false sentences. Then write a similar quiz of your own.

- 1 Burglary is a petty crime.
- 2 Downloading a film from the Internet without paying for it is legal.
- 3 Shoplifting is stealing from homes.
- 4 The jury is a group of people from the public who decide whether the person accused is guilty or not.
- 5 Agatha Christie is a famous detective.
- 6 Arson is the crime of setting fire to a building or vehicle on purpose.
- 7 Mrs Marple has appeared in a TV series.
- 8 Sherlock Holmes wrote *The Hound of the Baskervilles*.
- 9 Sir Arthur Conan Doyle died in 1930.
- 10 Dr Watson is Sir Henry's assistant.

Quizzes

Unit 5

Read through Unit 5 and choose the correct item. Then write a similar quiz of your own.

- 1 ENIAC was designed in **1837/1946**.
- 2 The android Bina48 can **mimic/recite** poetry.
- 3 Bina48 can express some human **emotions/memories**.
- 4 Scientists have created artificial **thought/intelligence**.
- 5 Don't forget to **operate/charge** the battery.
- 6 You can print high **life/resolution** pictures here.
- 7 Teens use their phones to **text/scan** their friends.
- 8 Julie uses her smartphone for **social/chat** networking.
- 9 Computer **viruses/illnesses** can damage stored files.
- 10 Is your **search/home** page set to your favourite website?

Unit 6

Read through Unit 6 and complete the sentences. Then write a similar quiz of your own.

- 1 The death cap fungus is a p..... mushroom; don't eat it.
- 2 Tea and coffee are b.....
- 3 Most people develop a skin r..... after touching poison oak.
- 4 Add a p..... of salt to the soup.
- 5 Milk is a d..... product.
- 6 Prawns are in the s..... section of a supermarket.
- 7 Eucalyptus oil can help clear a s..... nose.
- 8 There are some natural remedies which can h..... wounds.
- 9 Cinnamon oil is an effective t..... for skin problems.
- 10 Skin protects the body from b.....

Unit 7

Read through Unit 7 and mark the sentences as *T* (true) or *F* (false). Correct the false statements. Then write a similar quiz of your own.

- 1 Maasai live in Kenya.
- 2 Richard Turere invented the lion lights.
- 3 Global warming is a social issue.
- 4 Lions in Africa are not an endangered species.
- 5 The WWF organisation helps people get food.
- 6 Unicef raises money to help children in need.
- 7 ProPlanet is an organisation that protects the environment.
- 8 The Iberian lynx is a type of reptile.
- 9 Action against Hunger was founded by a group of doctors.
- 10 A water footprint is the amount of water a person consumes every week.

Unit 8

Read through Unit 8 and complete the sentences. Then write a similar quiz of your own.

- 1 A person who writes music, especially classical music, is a c.....
- 2 Some underwater artists paint on a special w..... canvas which does not let water pass through it.
- 3 A b..... is a serious newspaper.
- 4 A t..... newspaper focuses on gossip.
- 5 The banjo is a musical i..... like the guitar.
- 6 When you shake the Hawaiian 'uli'uli, it creates a r..... sound.
- 7 Read the c..... ads to find a job.
- 8 Ben works as an u..... in the local cinema.
- 9 The a..... began applauding at the end of the play.
- 10 I am writing to c..... about the poor service at your restaurant.

Translator's Corner

Translate these words, phrases or sentences into your language.

Unit 1

Jobs/Work

actor
 banker
 judge
 surgeon
 journalist
 sheriff
 singer
 paramedic
 graphic designer
 office manager
 engineer
 professor
 tutor
 news presenter
 lengthy hours
 part time
 overtime
 tough deadline
 off work

Money

earn
 win
 gain
 salary
 wage
 bonus

Character

brave
 creative
 honest
 loyal
 fair
 responsible
 helpful
 careful
 humorous
 energetic
 irresponsible

unfair
 cowardly
 humourless
 careless
 lazy
 dishonest
 disloyal
 unhelpful
 unimaginative
 irresponsible

Appearance

slim
 curly
 handsome
 freckles
 beard
 blond(e)
 overweight
 wavy
 plump
 in his/her late teens
 of medium height
 straight
 middle-aged
 wrinkles
 well-built
 bald
 moustache
 shoulder-length
 build
 height
 special features

Asking for advice

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

Translator's Corner

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!

Unit 2

Volcanoes

lava
slope
crater
magma
smoke and ash cloud
rim
lava stream

Natural disasters

wildfire
hurricane
tsunami
avalanche
volcanic eruption
flood
earthquake
collapse
rescue
save
survive
shake
damage
erupt

hit
recover
cause
evacuate
warn

Weather

high temperatures
bitterly cold
dry weather
torrential rain
chilly wind
dense fog
cold air

Asking about an experience

What happened?
Is everyone OK?

Describing an experience

It was frightening.
It was a horrible ..
experience.

Commenting on sb's experience

You were very lucky.
I bet you were ..
scared.

Describing feelings

I was terrified.
We were scared.
We felt relieved.

Unit 3

Holidays

explore
book tickets
borrow
lend
let
join
raise
participate
volunteer

Translator's Corner

Health problems

allergy

runny nose

sunburnt

cramp

fever

rash

Feelings

satisfied

proud

inspired

amazed

enthusiastic

Asking about an experience

How was it?

What was it like?

Did you have
a good time?

Describing an experience

It was a memorable
experience.

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
an enjoyable time.

You must have really
loved it.

Describing feelings

I felt so sad.

I was so impressed.

Unit 4

Crime

shoplifting

dropping litter

burglary

robbery

vandalism

trespassing

arson

car theft

speeding

downloading
films illegally

forgery

disturbing the peace

arrest

put in prison

rob a bank

sentence to

accuse of

break the law

find guilty

commit a crime

charge with

victim

witness

jury

judge

clues

criminal

Feelings

annoyed

frightened

relieved

disappointed

worried

surprised

Questioning a witness

What exactly did
you see?

Did you notice
anything unusual?

Did you see what
he looked like?

Requesting further information

If you think of any more
information, please
give us a call.

Translator's Corner

Call this number
 if you have
 anything to add.

Responding to questioning

I didn't really notice.
 I saw him quite clearly.
 I contacted the police.

Describing people

He was about 40
 years old.
 I'd say he was in his
 early twenties.
 He had dark curly hair.

Unit 5

Electrical devices

video games console
 digital camera
 smartphone
 flat screen TV
 MP3 player
 laptop
 fax

Technology

charge
 connect
 scan
 update
 upgrade
 operate
 record
 download
 virus
 memory
 files
 wireless
 resolution
 desktop
 chat room
 slide show
 home page
 social network

search engine
 scroll bar

Asking about a product

What do you think
 of it ...?
 What's it like?

Expressing annoyance

I'm not pleased
 with its Internet
 browser.
 It's getting on
 my nerves.

Sympathising

That's a pity.
 I'm sorry to hear that.

Unit 6

Supermarket sections

Dairy
 Baking
 Bakery
 Tinned foods
 Pasta & rice
 Meat & poultry
 Frozen food
 Fruit & Vegetables
 Seafood
 Snacks
 Beverages
 Confectionery

Tastes

spicy
 bitter
 sour
 sweet
 creamy
 salty
 juicy
 strong

Quantities

Bar
 slice

Translator's Corner

pot
 pinch
 clove
 slice
 handful of
 tea bag
 packet
 jar
 tin

Cooking methods

fried
 boiled
 grilled
 scrambled
 mashed
 roast(ed)
 grilled
 baked
 steamed

Extreme Sports

snowboarding
 skydiving
 kayaking
 bungee jumping
 parachuting
 ice climbing

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 sprained my leg.
 I'm in a lot of pain.
 It's really painful.

Treating an injury

You're going to need an X-ray.

I'm going to prescribe some painkillers.

Unit 7

Global issues

deforestation
 endangered species
 global warming
 homelessness
 poverty
 racism
 disease
 war
 air pollution
 rubbish
 illiteracy

Education

resit an exam
 do a course
 pass a test
 fail a test
 hand in my essay
 attend a class
 take a course
 graduate from

Presenting a problem

I was appalled by this behaviour.
 It made me sad to see the animals.
 Something needs to be done about it.
 Action needs to be taken to stop this.

Suggesting solutions

One solution could be to
 (I think) it would be a good idea if
 It would help if

Translator's Corner

Agreeing/Disagreeing

Great idea!

Good thinking!

That might work!

I don't know about that.

I'm not sure that would work.

Unit 8

Culture

decorate

design

draw

carve

illustrate

paint

exhibit

film

sculpture

painting

drawing

music

carving

pottery

dance

engraving

visual arts

performing arts

Newspapers/Magazines

reviews

advice column

classified ads

front page

health

obituary

TV guide

finance

sports

weather

Musical instruments

trumpet

guitar

flute

piano

xylophone

triangle

drum

accordion

clarinet

saxophone

violin

harp

trombone

wind instruments

string instruments

percussion

Requesting availability

Can I have two tickets, please?

Can I reserve seats for Monday evening?

Stating availability

There are got two seats available in the front row.

There's nothing available for Friday, I am afraid.

Tickets are sold out.

They're in the front row.

They're close to the stage.

They're at the back of the auditorium.

Further Practice section (Phrasal verbs)

Unit 1

Choose the correct particle.

- 1 Can you **write up/off** the report, please?
- 2 They're **giving up/away** free samples at the supermarket.
- 3 Anna is **looking for/to** the file right now.
- 4 Doctors **deal for/with** sick patients.
- 5 Please **write over/down** your email address so that I can send you the information.
- 6 John is **setting up/for** his own company.
- 7 Andrew wants to **give into/up** his job.
- 8 He always **sets on/off** for work at seven.

Unit 2

Choose the correct particle.

- 1 The fire **broke off/out** in the early hours of the morning.
- 2 After the earthquake, the building was unsafe so we **called up/in** an engineer.
- 3 The lights **went out/down** during the hurricane.
- 4 Part of our roof **broke out/off** in the storm.
- 5 The whole community got involved in the **clean down/up** after the tornado.
- 6 Look – the sun is shining. The weather is finally **clearing up/out**.
- 7 We **cleaned in/out** the house after the flood.
- 8 The firefighters **put on/out** the fire.
- 9 I **called for/from** help when I saw the smoke.
- 10 The tremor made a car alarm **go off/on**.

Unit 3

Fill in: *on (x2), in, out, up, off*.

- 1 How did you find about this place? It's brilliant!
- 2 Don't forget to put a hat. It's really sunny outside.
- 3 I checked Helen and she's OK now.
- 4 I've had to put my holiday because I broke my arm.
- 5 We checked our hotel and were shown to our rooms.
- 6 Tom gave snowboarding because it was too expensive.

Unit 4

Choose the correct particle.

- 1 A member of the public **turned in/off** the thief.
- 2 The robbers **blew up/away** the safe to get the money out.
- 3 Surprisingly, the burglar **turned out/in** to be Alison's neighbour.
- 4 Burglars **break out/into** people's houses and steal their possessions.
- 5 The thieves **got away for/with** some priceless jewels.
- 6 The vandal **broke off/up** a piece of the statue.

Unit 5

Choose the correct particle.

- 1 The Internet isn't working. Is the router **plugged on/in**?
- 2 Quick! **Turn on/over** the TV – my favourite programme is about to start.
- 3 I'll send you the link once I **log up/in** to my account.
- 4 Could you **turn over/in** to the other channel? The news is on.
- 5 I always **switch out/off** my computer at the end of the day.
- 6 **Turn up/off** the volume! I can't hear what they're saying.
- 7 Remember to **turn off/on** the lights when you leave.

Unit 6

Fill in: *after, on, down, round, out*.

- 1 Be careful what you eat or you'll put weight.
- 2 It's important to look yourself when you're ill.
- 3 I feel terrible. I think I'm coming with something.
- 4 Karen passed because of the heat.
- 5 Sally was brought by the doctor after she fainted.

Unit 7

Choose the correct particle.

- 1 We're trying to **put down/across** the message that using public transport is good for the environment.
- 2 New laws could **bring about/down** a real change in environmental issues.
- 3 Someone needs to **break out/up** the fight over there.
- 4 If we are not careful, we will soon **run away/out of** natural resources.
- 5 Some people are **carrying on/out** as if global warming isn't real.
- 6 Let's run **over/down** the plan one more time.
- 7 The community **set on/up** a committee to deal with beach pollution.
- 8 They **put forward/down** the idea of starting a volunteer programme.
- 9 Fighting between the two sides **broke in/out** during the night.
- 10 The organisation is **carrying in/out** important work to help young people.
- 11 The soldiers **set out/off** explosives during the battle.

Unit 8

Fill in: *out (x3), in (x2), on, up, at*.

- 1 He signed to join the local drama club.
- 2 Harry took the role of director in his school's summer production.
- 3 The author brings a new book every year.
- 4 The producer came for a lot of criticism when the play flopped.
- 5 We managed to pull a good profit from the charity concert.
- 6 I can't wait to see the new action film – it comes this month.
- 7 I took an ad in the newspaper to sell my laptop.
- 8 The little girl pulled her mother's skirt because she wanted to leave.

Revision

Choose the correct particle.

- 1 The prisoner **broke out/up** of jail last night.
- 2 Someone **broke up/into** Jane's house yesterday.
- 3 After seeing each other for three years, Kevin and Laura decided to **break up/out**.
- 4 The nurse **brought** Kelly **out/round** after she fainted.
- 5 The author is **bringing up/out** a new book in the autumn.
- 6 The scientists are **carrying out/off** tests on the new medicine.
- 7 The new film is **coming up/out** in the summer.
- 8 I use the Internet to **find on/out** information for my school projects.
- 9 Ray is **giving away/off** his school books because he doesn't need them anymore.
- 10 After several days, the fire **went off/out** by itself.
- 11 The security alarm **went off/up** when the robbers broke the window.
- 12 Will you help me **look to/for** my glasses?
- 13 Claire **looks after/for** her cousins on Saturdays.
- 14 It was so hot in the room that Daisy **passed out/up**.
- 15 **Put on/in** a coat if you're going outside – it's a bit cold today.
- 16 **Put on/out** that candle! You could start a fire.
- 17 They **put off/out** the meeting until next week because the manager is away.
- 18 He finds it difficult to **put across/up** his ideas.
- 19 I'm going to **put down/forward** my plan to the council on Monday.
- 20 The printer has **run out of/away** paper.
- 21 I think we should **run down/over** the presentation again before lunch.
- 22 Fiona has **set up/off** a business selling the jewellery that she makes.
- 23 Let's **set off/up** early tomorrow morning.
- 24 Don't **turn on/up** the TV – it's loud enough already.
- 25 Please **turn off/over** your mobile phones before the film starts.
- 26 It's dark in here! I'll **turn off/on** the lights.
- 27 I'll have to **write down/up** my password or I'll forget it.

Further Practice section (Word formation)

Unit 1

Complete the sentences using a word derived from the word in bold.

- The works with reptiles. **(SCIENCE)**
- He was the best in the play. **(ACT)**
- The has a beautiful voice. **(SING)**
- He wants to be a news **(PRESENT)**
- Harry is a talented **(MUSIC)**

Unit 2

Complete the sentences using a word derived from the word in bold.

- We travelled a great to reach the mountain. **(DISTANT)**
- The shook the village. **(ERUPT)**
- The flood caused huge **(DESTROY)**
- The sent rescue workers to help after the tornado. **(GOVERN)**
- I have a(n) with Dr Ross. **(APPOINT)**

Unit 3

Complete the sentences using a word derived from the word in bold.

- It was a(n) adventure. **(AMAZE)**
- I got by the view. **(INSPIRE)**
- He felt after the race. **(SATISFY)**
- I'm about the trip. **(WORRY)**
- Seeing the orphaned animal made her feel quite **(DEPRESS)**

Unit 4

Complete the sentences using a word derived from the word in bold.

- is a crime. **(TRESPASS)**
- No one knew the painting was a(n) ; it looked real. **(FORGE)**
- An alarm system offers against burglary. **(PROTECT)**
- The police is the main character in the story. **(INSPECT)**
- The tried to escape but the police caught him. **(ROB)**

Unit 5

Complete the sentence with a word derived from the word in bold.

- Today's advances in technology seemed 100 years ago. **(POSSIBLE)**
- I work for a(n) company with offices all over the world. **(NATIONAL)**
- They have found remains from the time of the dinosaurs. **(HISTORIC)**
- The computer is an incredible and invention. **(ORDINARY)**
- Sending text messages during class is behaviour. **(APPROPRIATE)**

Unit 6

Complete the sentence with a word derived from the word in bold.

- The hotel was very expensive but it was **(LUXURY)**
- His skin is extremely to sun. **(SENSE)**
- Your T-shirt is really **(DIRT)**
- The parachute display team made a pattern in the sky. **(CIRCLE)**
- There are spices for sale in the market. **(VARY)**

Further Practice section (Word formation)

Unit 7

Complete the sentence with a word derived from the word in bold.

- The smog above the city is caused by from local factories. **(EMIT)**
- Computers run on **(ELECTRIC)**
- Raising of environmental issues is important work. **(AWARE)**
- Many children live in **(POOR)**

Unit 8

Complete the sentence with a word derived from the word in bold.

- She's such a girl. **(BEAUTY)**
- At 800 pages it's a book. **(LENGTH)**
- He is a very actor. **(FAME)**
- The performer sang so the audience could barely hear her. **(SOFT)**
- The villagers wore clothes. **(TRADITION)**

Revision

Complete the sentences using a word derived from the word in bold.

- The young star gave a fantastic in her debut role. **(PERFORM)**
- We've booked our for the holiday – we're staying in a hotel. **(ACCOMMODATE)**
- Lyn is under a lot of at work. **(PRESS)**
- We do a of sports at my school, but basketball is my favourite. **(VARIOUS)**
- Most people have a nasty to poison oak. **(REACT)**
- It's for you to bring food to the conference as lunch is provided. **(NECESSARY)**
- Tom's leg was very after he broke it in the accident. **(PAIN)**
- The USA gained its in 1776. **(DEPEND)**
- is faster these days because of the Internet. **(COMMUNICATE)**
- The police arrested the three men for the of the jewels. **(THIEF)**
- Before she travelled to Africa, Susan had several to protect her from diseases. **(INJECT)**
- My visit to London was because I went to a lot of museums. **(MEMORY)**
- Mum sent my brother to his room because of his bad **(BEHAVE)**
- The researchers made an important last week. **(DISCOVER)**
- The characters weren't realistic and the story was totally **(BELIEVE)**
- Thanks to the public's the charity raised over a million pounds. **(GENEROUS)**
- I hope that the two companies reach a(n) soon. **(AGREE)**
- I can't tell the between the two drinks – they taste the same to me. **(DIFFERENT)**
- The volunteer doctors provided free medical for thousands of children. **(TREAT)**
- He was charged with downloading films **(LEGAL)**
- Michael is a businessman with his own company. **(SUCCESS)**
- She lost all her in the fire. **(POSSESS)**
- Call the box office to check the of tickets for the show. **(AVAILABLE)**
- Max is to fish – if he eats it, then he gets a rash. **(ALLERGY)**
- A lot of plants and animals in the rainforest are facing **(EXTINCT)**
- She claimed that she was that the land was private property. **(AWARE)**
- Claire and Anna had a(n) yesterday and now they're not speaking to each other. **(ARGUE)**

Further Practice section (Prepositions)

Unit 1

Choose the correct preposition.

- 1 The film crew are making their way **among/through** the jungle.
- 2 My brother studies animals **at/in** the wild.
- 3 The team are currently waiting for the results **of/to** their research.
- 4 Kevin is thinking **to/of** working overtime this week to meet his deadline.
- 5 You can save money by shopping **on/in** a budget.
- 6 This shop has a great range **of/off** clothes and accessories.
- 7 Many students get stressed **about/for** their exams.
- 8 To begin **with/by**, you need to improve your grades.
- 9 Going to a gym really helped me get **on/in** shape.
- 10 How much money do you spend **on/for** clothes each year?

Unit 2

Choose the correct preposition.

- 1 We watched as clouds of smoke rose **onto/into** the sky.
- 2 The tsunami caused destruction along the west coast **of/on** the island.
- 3 Ten people died **in/by** the earthquake last month.
- 4 He jumped **off/out** of bed when he heard the alarm.
- 5 The mayor told everyone that there was nothing to worry **for/about**.
- 6 A huge wave smashed **into/in** the side of the boat.
- 7 Firefighters rushed **to/at** the scene to stop the blaze.
- 8 In no time at all our whole neighbourhood was **in/on** flames.
- 9 **In/At** that time, we didn't know how bad the disaster was.
- 10 During the fire, many buildings burnt **to/in** the ground.

Unit 3

Choose the correct preposition.

- 1 He has been climbing mountains since the age **from/of** twelve.
- 2 The dangers **of/for** frostbite are very serious in polar regions.
- 3 Learning **for/about** other cultures is very important.
- 4 Some artists create sculptures made **from/by** rubbish!
- 5 The people who live there are in need **for/of** vaccines for the disease.
- 6 Living in France helped Jason become fluent **in/on** French.
- 7 I went abroad and had the time **of/for** my life!
- 8 She's proud **for/of** the work she did on the exchange programme.
- 9 The place where an animal lives is referred **to/by** as its habitat.
- 10 Many animals hibernate in winter because **for/of** low temperatures.
- 11 Temperate climates exist **in/to** areas like Europe and North America.
- 12 Rainforests are home **to/for** a wide variety of animals.

Unit 4

Choose the correct preposition.

- 1 The burglar managed to climb out **of/by** the window.
- 2 They decided to press charges **to/against** the shoplifters.
- 3 The police officer arrived **in/without** delay.
- 4 The officer arrested him **for/with** vandalism.
- 5 They are accused **for/of** several petty crimes.
- 6 The witness shed light **to/on** the mystery.
- 7 The inspector stumbled **against/upon** an important clue.
- 8 The character was based **on/at** the author's friend.
- 9 The detective tried to make sense **about/of** the mystery.
- 10 The character has appeared **in/on** TV screens worldwide.
- 11 The eyewitness was talking **to/at** the police officer.
- 12 He's famous **for/about** his crime stories.

Further Practice section (Prepositions)

Unit 5

Choose the correct preposition.

- 1 With the arrival **to/of** new technology, androids are becoming a reality.
- 2 Robots are capable **of/for** doing amazing things.
- 3 A mindfile is a compilation **of/about** someone's memories and experiences.
- 4 Our professor has a vast knowledge **of/for** science.
- 5 Machines can assist **to/with** helping elderly people.
- 6 Double click **on/to** the file to open it.
- 7 Evan is involved **to/in** lots of after-school activities.
- 8 How many emails do you send **for/in** a month?
- 9 My grandma has a mobile phone to use **at/for** emergencies.
- 10 Julie is disappointed **with/for** her new smartphone.
- 11 I can't send emails if I don't have access **to/for** the Internet.
- 12 Students can use laptops **by/for** educational purposes.

Unit 6

Choose the correct preposition.

- 1 Some people are allergic **for/to** certain foods.
- 2 The symptoms of food poisoning can last **for/from** many hours.
- 3 The rash can be treated **with/for** a special cream.
- 4 Poison oak can give you a feeling **of/with** burning pain.
- 5 Can you add some sugar **to/on** my tea, please?
- 6 She's **in/on** a diet so that she can lose some weight.
- 7 Cinnamon is ideal **for/with** treating minor skin problems.
- 8 Michael was **in/with** a lot of pain when he broke his arm.
- 9 Can I please arrange a meeting **to/with** Doctor Adams?
- 10 **On/In** my opinion, too much food is wasted nowadays.
- 11 Some animals are kept **in/with** poor conditions.
- 12 Fruit and vegetables are rich **with/in** vitamins and minerals.

Unit 7

Choose the correct preposition.

- 1 They're working **on/for** an important invention.
- 2 Leaving your lights on can trick burglars **into/in** thinking that someone is at home.
- 3 Dr Collins gave a speech **about/for** his invention to the whole school.
- 4 We have to stop the destruction **about/of** the environment.
- 5 We are looking for a cure **for/to** the disease.
- 6 She suffers **from/for** a rare illness.
- 7 It's a good idea to book **in/at** advance for the tour.
- 8 Our charity focuses **about/on** protecting the giant tortoise.
- 9 NGOs depend **for/on** people's support.
- 10 Our roads can't cope **with/for** all this traffic.
- 11 Not everyone in the world has access **to/for** clean water.
- 12 About a fifth **of/from** the world's people live in areas where there is little water.

Unit 8

Choose the correct preposition.

- 1 As a student he became fascinated **to/with** the sea.
- 2 Deep sea divers **in/by** particular must adjust their bodies to pressure changes.
- 3 She reads the advice column **on/to** a daily basis.
- 4 The magazine is divided **into/in** various sections.
- 5 I'm tired **by/of** listening to the radio – can you turn it off?
- 6 She was interested **in/on** the books for years before she saw the film.
- 7 He converted the house **into/in** an art gallery.
- 8 It's interesting to see how his poems compare **by/to** his novels.
- 9 The quality **of/about** the performance last night was very poor.
- 10 We were horrified **for/at** how rude the steward was to us.
- 11 Many Op Art paintings don't let the eye focus **at/on** them properly.
- 12 Op Art became very popular **with/for** the public in the 1960s.

Further Practice section (Sentence transformations)

Unit 1

Complete each sentence with two to five words, including the word in bold.

- I don't know anyone more creative than Paul. **(MOST)**
Paul is I know.
- Jason is a chef; his restaurant often appears on TV. **(WHOSE)**
Jason is the
..... on TV.
- The meeting is this afternoon. **(HAVING)**
We this afternoon.
- My 17-year-old brother has a part-time job. **(WHO)**
My brother,,
has a part-time job.
- Alice is taller than Lucy. **(AS)**
Lucy Alice.
- Jen opened her shop in 2012. **(WHEN)**
2012 was the year her shop.
- Mark's salary isn't as high as Ben's. **(THAN)**
Mark's salary Ben's.
- I never go to bed after midnight. **(ALWAYS)**
I midnight.
- That's the bank Emma works in. **(WHERE)**
That's works.
- She wants to buy some shoes, but they're very expensive. **(WHICH)**
The shoes
are very expensive.

Unit 2

Complete each sentence with two to five words, including the word in bold.

- Jo didn't like storms as a child. **(USE)**
As a child, Jo storms.
- Today wasn't as cold as yesterday. **(THAN)**
Yesterday today.
- The earthquake happened after we went to bed. **(SLEEPING)**
We happened.
- It doesn't usually snow here. **(HARDLY)**
It here.
- As children, our mum told us stories. **(WOULD)**
As children, our mum
stories.

- How long is it since the volcano erupted? **(LAST)**
When erupt?
- There isn't a colder continent on Earth than Antarctica. **(THE)**
Antarctica is Earth.
- The avalanche occurred in this spot. **(WHERE)**
This is occurred.
- Ryan lived near a park when he was young. **(LIVE)**
Ryan
..... a park when he was young.
- The people living in the town lost their homes in the flood last week. **(RESIDENTS)**
The
their homes in the flood last week.

Unit 3

Complete each sentence with two to five words, including the word in bold.

- It's been years since he went on holiday. **(BEEN)**
He for years.
- Diving is something I haven't tried. **(NEVER)**
I before.
- We haven't been abroad for four years. **(TIME)**
The last
was four years ago.
- She started planning the trip weeks ago. **(BEEN)**
She for weeks.
- Gary rarely gets up after 7:00. **(USUALLY)**
Gary 7:00.
- The UK isn't as hot as Greece. **(THAN)**
Greece the UK.
- I went on holiday with my grandparents every summer when I was younger. **(GO)**
When I was younger
holiday with my grandparents every summer.
- They haven't finished cleaning the hotel room yet. **(STILL)**
They
..... hotel room.
- I didn't enjoy my holiday because the weather was terrible. **(SO)**
The weather was
I didn't enjoy my holiday.
- Judy's never been to France before. **(FIRST)**
It's the to France.

Further Practice section (Sentence transformations)

Unit 4

Complete each sentence with two to five words, including the word in bold.

- Ronald didn't give his statement until his lawyer had arrived. **(BEFORE)**
Ronald waited until his lawyer
..... his statement.
- After working all night he was tired. **(BEEN)**
He was tired because he
..... all night.
- It took the jury 9 hours to give their verdict. **(AFTER)**
The jury
9 hours.
- I think burglary is more serious than shoplifting. **(AS)**
I think shoplifting burglary.
- That was the first time he had ever committed a crime. **(HAD)**
He before.
- I was driving home last night when I witnessed an accident. **(WHILE)**
I witnessed an accident
..... last night.
- The police have evidence. They can arrest the suspect. **(ENOUGH)**
The police
..... the suspect.
- Sandra is sorry that she left the windows unlocked. **(REGRETS)**
Sandra unlocked.
- The police are still examining the evidence. **(FINISHED)**
The police
..... the evidence yet.
- I never forget to put the alarm on. **(ALWAYS)**
I the alarm on.

Unit 5

Complete each sentence with two to five words, including the word in bold.

- Alan regrets not learning about computers when he was young. **(WISHES)**
Alan
about computers when he was young.
- Smartphones are more expensive than mobiles **(AS)**
Mobiles
..... smartphones.

- I'd watch films on a laptop but I don't have one. **(HAD)**
If I watch films on it.
- I plan to buy a TV tomorrow. **(GOING)**
I a TV tomorrow.
- When I was a child I didn't have a computer. **(USE)**
I
a computer when I was a child.
- We started working on this project 5 days ago. **(WORKING)**
We
on this project for 5 days now.
- I'd have gone to the lecture, but I was ill. **(BEEN)**
If I
I would have gone to the lecture.
- Spending all your money on computer games is wasteful. **(TO)**
It is
all your money on computer games.
- If you don't follow the instructions, you may install the program incorrectly. **(UNLESS)**
You may install the program incorrectly
..... instructions.
- The tablet is expensive. I can't buy it. **(TOO)**
The tablet is buy.

Unit 6

Complete each sentence with two to five words, including the word in bold.

- An unknown player beat the champion. **(BY)**
The champion
an unknown player.
- Many people criticise GM foods for being bad for your health. **(OFTEN)**
GM foods
for being bad for your health.
- It was the first time David had been ice climbing. **(NEVER)**
David before.
- She became a vegetarian years ago. **(HAS)**
She years.
- Fruit is much healthier than sweets. **(AS)**
Sweets are fruit.
- Max was playing football when he broke his toe. **(WHILE)**
Max broke his toe
..... football.

Further Practice section (Sentence transformations)

- 7 The parachuting team have raised a lot of money. **(BEEN)**
A lot of money
the parachuting team.
- 8 The doctor is examining Roy's leg. **(EXAMINED)**
Roy
..... by the doctor.
- 9 The only reason I ordered meat was because they didn't have any fish. **(HAVE)**
If they had had fish, I
..... meat.
- 10 They are making her a cake. **(MADE)**
She for her.

Unit 7

Complete each sentence with two to five words, including the word in bold.

- 1 It's possible that I'll do a fun run. **(MIGHT)**
I a fun run.
- 2 The temperature on Earth is rising. **(WARMER)**
It on Earth.
- 3 It is necessary for governments to do more to help the poor. **(HAVE)**
Governments
to help the poor.
- 4 The charity started helping people in war zones ten years ago. **(HAS)**
The charity
..... in war zones for ten years.
- 5 It was the first time she had taken part in a charity event. **(NEVER)**
She
in a charity event before.
- 6 If we don't reduce pollution, global temperatures will keep rising. **(UNLESS)**
Global temperatures will keep rising
..... pollution.
- 7 You aren't obliged to volunteer. **(NEED)**
You volunteer.
- 8 Recycling rubbish is a good idea. **(OUGHT)**
We rubbish.
- 9 A disease almost wiped out the Iberian lynx. **(WAS)**
The Iberian lynx
..... a disease.
- 10 I'm sure there is more we can do. **(MUST)**
There
..... we can do.

Unit 8

Complete each sentence with two to five words, including the word in bold.

- 1 "I've seen the film twice," she said. **(THAT)**
She said
the film twice.
- 2 Customers can only purchase tickets on our website. **(ORDER)**
Customers must visit our website
..... tickets.
- 3 This is the first 3D film I have ever seen. **(NEVER)**
I in 3D before.
- 4 "The tickets are sold out," he said. **(WERE)**
He told me
..... out.
- 5 I'd go to the cinema, but I don't have enough time. **(GO)**
If I had to the cinema.
- 6 Take some extra money because you might decide to go out for dinner. **(CASE)**
Take some extra money
..... to go out for dinner.
- 7 The theatre is closed because building work is taking place. **(DUE)**
The theatre is closed
..... that building work is taking place.
- 8 I've never read a book as good as this. **(BEST)**
This is ever read.
- 9 The play was so interesting that I want to see it again. **(SUCH)**
It was
I want to see it again.
- 10 I read about that exhibition in the newspaper. **(WHICH)**
That's the exhibition
..... in the newspaper.

Glossary

Abbreviations

(adj)	adjective	(n)	noun	(pl n)	plural noun	(v)	verb
(adv)	adverb	(phr)	phrase	(prep)	preposition	(sb)	somebody
(conj)	conjunction	(phr v)	phrasal verb	(pron)	pronoun	(sth)	something

Unit 1

Reading (p. 4)

kick back (phr v) = to take it easy
makeover (n) = a number of changes to improve appearance

professional (adj) = expert

distinguished (adj) = well-known

clients (n) = customers

pampered (adj) = spoiled

beloved (adj) = admired

trim (v) = to cut sth in order to make it look neat

process (n) = a procedure

pet care (phr) = taking care of a pet

beam (v) = to smile widely

conventional (adj) = ordinary

specialise (v) = to become an expert in a particular skill

rub off (phr v) = to remove sth by rubbing

roll (v) = to turn over and over on the ground

CLIL IT (p. 11)

virtual store (phr) = an online shop

cart (n) = a large metal basket on wheels provided by a store

cash register (n) = a machine in a shop that calculates sales and stores money

load (v) = to put something into a vehicle or container

shelf (n) = a flat board attached to a wall or in a frame

product (n) = goods

smart phone (n) = a mobile phone with computer features and Internet access

scan (v) = to read data with a computerised device

electronic tag (n) = a computerised label attached to a product

credit card (n) = a plastic card used to buy goods and services

deliver (v) = to take sth somewhere

stock (v) = to keep a supply of goods for future use or sale

Across Cultures (p. 11)

guard (v) = to protect sth

historic (adj) = important in history

official residence (phr) = a house where heads of state live

royal regiment (n) = an army group belonging to a king or queen

battalion (n) = a group of soldiers

serve (v) = to work for/obey sb

bagpipe band (phr) = a group of musicians that play the bagpipes

pleated skirt (n) = a skirt with many folds in the fabric

kilt (n) = a knee-length pleated skirt of tartan wool worn by Scottish men

Unit 2

Reading (p. 14)

smokejumper (n) = a firefighter who jumps from a plane with a parachute into a wildfire

take sth to the extreme (phr) = to overdo sth

share (v) = to describe

fireproof suit (n) = clothing that cannot be damaged by fire

board (v) = to go aboard a plane, train, etc

high-speed jet (phr) = an aircraft that travels very fast

fearless (adj) = brave

dive (v) = to fall head first

glide (v) = to float in the air

parachute (n) = a device that people wear on their backs to jump out of planes and float safely to the ground

flames (n) = fire

crew (n) = a team of people working together

air tanker (n) = an aircraft that transports liquids to put out wildfires

relief (n) = comfort

filthy (adj) = dirty

exhausted (adj) = tired

CLIL Geography (p. 21)

flow (v) = to move steadily

boundary (n) = a border

force (n) = power

wear away (phr v) = to disappear gradually

erosion (n) = the wearing away of rocks by rivers, the sea, the wind etc.

plunge pool (n) = a large pool of water at the base of a waterfall

splash (v) = to spray

carve (v) = to cut out a form in wood, stone, etc

stick out (phr v) = to be noticeable

support (v) = to hold

collapse (v) = to fall down

retreat (v) = to go back

steep-sided valley (phr) = land between hills with very narrow sides and high walls

Across Cultures (p. 21)

ice tsunami (n) = a large wave of ice

resident (n) = an inhabitant

cracking sound (phr) = a sharp breaking noise

plow (v) = to move forcefully through sth (US English)

crush (v) = to press or break

abandon (v) = to leave sth behind

shoreline (n) = seaside

phenomenon (n) = a rare occurrence

chunk (n) = block

thawing lake (n) = a frozen lake which is melting

Unit 3

Reading (p. 24)

unique (adj) = one-of-a-kind

cramped (adj) = crowded

natural light (phr) = light by the sun

shaft (n) = a narrow passage

soil (n) = earth

rich (in) (adj) = containing a lot of sth

precious (adj) = valuable

treasure hunt (n) = searching to find hidden objects

massive pile (n) = a huge collection

miner (n) = a person who works underground and digs for minerals

mineshaft (n) = a narrow tunnel that goes into a mine

Glossary

CLIL Science (p. 31)

microbes (n) = germs
disease (n) = an illness
reproduce (v) = to multiply
living organisms (phr) = living things
infection (n) = a disease caused by bacteria
digest (v) = to break down food in the stomach
medicine (n) = remedy
antibiotic (n) = a medicine that destroys infections
vaccine (n) = an injection of medicine to prevent illness
virus (n) = a germ that causes disease
spread (v) = to move around
damp (adj) = slightly wet

Across Cultures (p. 31)

deserve (v) = to be worthy of sth
effect (n) = result
performance (n) = achievement
well being (n) = good health
within walking distance (phr) = near enough to reach on foot
ice rink (n) a surface of ice where people go ice- skating
strike (v) = to hit
community spirit (phr) = the desire to help other people who live in the same area

Unit 4

Reading (p. 34)

gem (n) = a jewel
access (n) = entry
master key (n) = a key that will open all the locks in a building
alarm system (n) = a device that will signal the occurrence of a break in
distract (v) = to draw someone's attention away from sth
set a plan in motion (phr) = to begin a series of events
footage (n) = a part of a film or videotape of sth
diamond vault (n) = a safe place where diamonds are kept to prevent them from being stolen
magnetic plate (phr) = a very thin coat of steel or iron which attracts metal to it
trigger (v) = to activate sth

unbolt (v) = to disconnect/ to set free
careless (adj) = thoughtless
dispose (v) = to put
leftovers (n) = unused food
prison sentence (phr) a time period a person remains in prison after being found guilty of a crime

CLIL History (p. 41)

hard boiled (adj) = tough
detective (n) = an investigator
double-crossing femme fatale (phr) = an attractive woman who betrays men that are involved with her
set the standard (phr) = to create a way of doing sth which is then copied
depth (n) = wisdom
executive (n) = manager
the Depression (phr) = the economic crisis in the 1930s which resulted in low business activity and high unemployment
wisecracking private eye (phr) = a detective who makes sarcastic jokes or remarks
portrait (n) = a picture
lawlessness (n) = disorder
luxury (n) = richness

Across Cultures (p. 41)

the Wild West (phr) = the western part of the USA in the 19th century when it was first being settled
settler (n) = a person who lives in a new country
gold rush (n) = a large movement of people to an area where gold has been discovered
spring up (phr v) = to appear suddenly
dispute (n) = an argument
informal (adj) = unofficial
US marshal (n) = a police officer employed by the US federal government
administer (v) = to manage
elected sheriff (n) = a public official that is chosen to make sure the law is obeyed
enforce (v) = to apply
stagecoach (n) = a four-wheeled carriage pulled by horses to carry passengers or goods
strict (adj) = tough; severe
policy (n) = rules

confront (v) = to face/to deal with
shootout (n) = a gun fight
outlaw (n) = a robber
folklore (n) = a legend

Unit 5

Reading (p. 44)

virtual assistant (n) = a computerised image of a representative that looks and seems real
complicated (adj) = difficult
holographic image (n) = a three-dimensional picture that appears to have depth and is formed with a laser beam
interact (v) = to communicate
manufacturer (n) = a creator/builder
multilingual (adj) = involving different languages
expand (v) = to increase
range (n) = variety

CLIL Science (p. 51)

galaxy (n) = a large system of stars
habitable (adj) = livable
support (v) = to maintain
launch (v) = to send a spacecraft into the sky
space observatory (n) = a telescope in space used to observe distant planets
telescope (n) = an instrument shaped like a tube with lenses for making distant images appear nearer
solar system (n) = the sun together with all the planets around it
alien (adj) = foreign
spot (v) = to see
give off (phr v) = to produce
technical malfunction (n) = a fault in mechanical equipment
roll in (phr v) = to occur

Across Cultures (p. 51)
transform (v) = to change
vibrant (adj) = energetic
cutting edge (adj) = the most advanced
scientific phenomenon (n) = an occurrence related to science
interact (v) = to communicate
encourage (v) = to inspire/to urge
interactive science (phr) = science programs where the user can participate in experiments

Glossary

Unit 6

Reading (p. 54)

restaurant chain (n) = a group of restaurants having the same name and management

alarming (adj) = worrying

calories (n) = a unit to measure the energy value of food

nutritious meals (phr) = food that has substances to keep a body healthy

high blood pressure (phr) = a disorder where the force of blood travelling through a body is abnormally high

stroke (n) = an interruption of blood supply to the brain

proper nutrition (phr) = the right type of food

concentration level (phr) = the degree of attention to one object

CLIL Geography (p. 61)

dip (n) = a quick swim

gold miner (n) = a person who works underground to remove gold

soak away (phr v) = to relieve pain by bathing

circulate (v) = to flow

cure (v) = to heal

arthritis (n) = a medical disorder that causes joints in the body to become painfully swollen

bronchial (n) = relating to the tubes that take air into the lungs

circulatory (n) = relating to the flow of blood

northern lights (phr) = coloured lights that can be seen in the sky in the northern regions of the earth

Across Cultures (p. 61)

primitive (adj) = an earlier state

warrior (n) = a fighter

druid (n) = a Celtic priest

dandelions (n) = a wild yellow flower

weeds (n) = an unattractive wild plant

root (n) = a part of a plant that grows underground

sacred symbol (phr) = a holy image

bark (n) = the skin of a tree

handle sth with care (phr) = careful to avoid damage

nettle (n) = a wild plants with sharp leaves

stinging hairs (phr) = fine hairs on a plant that sting and cause pain

bleeding (n) = the process of losing blood

Unit 7

Reading (p. 64)

wildlife sanctuary (n) = a shelter for animals

subtropical (adj) = relating to areas of the world south or north of the tropics

wilderness reserve (n) = a protected area of land to preserve endangered species

vast (adj) = huge

extinction (n) = dying out of a species

exclusive access (phr) = entrance

limited to particular people

aquatic (adj) = relating to water

preserve (v) = to care for; to protect

acidic substance (n) = a chemical that contains acid which burns holes in material and damages skin

stain (v) = to blemish, to colour

ecosystem (n) = the interaction of plants and animals and their relation to each other in their environment

CLIL Design & Technology (p. 71)

renewable energy (n) = energy that replaces itself from natural resources such as wind and sunlight

revolution (n) = an important change

aviation (n) = air travel

solar power (n) = energy from the sun

charge a battery (phr) = to fill a battery with energy

wing span (n) = the distance between the wing tips of an aircraft

photovoltaic cells (phr) = cells that convert energy from the sun into electricity

propel (v) = to drive

Across Cultures (p. 71)

literacy (n) = the ability to read

motivation (n) = inspiration

participate (v) = to take part

drill (n) = practice

academics (n) = studies

commitment (n) = duty

Unit 8

Reading (p. 74)

lava (n) = the hot liquid which flows from a volcano

snap (v) = to take a photograph

fake (adj) = imitation

miniature model (n) = a tiny replica

reveal (v) = to make known

by chance (phr) = by accident

texture (n) = the surface of a material

passing thought (phr) = a sudden idea

inspiration (n) = influence

blend (n) = mixture

glowing (adj) = bright

phosphorous ink (n) = a coloured liquid used for writing/drawing that glows in the dark

erupt v) = to explode

intricate (adj) = complicated

construct (v) = to build

pay off (phr v) = to be worthwhile

spectacular (adj) = impressive

CLIL Art & Design (p. 81)

state-of-the-art (adj) = very modern

surround sound (n) = a system of speakers that makes sound come from all directions

enhance (v) = to improve

cast (n) = performers

iconic (adj) = famous

unfold (v) = to happen; to develop

break out (phr v) = to begin suddenly

broadcast (v) = to show on TV/radio

applaud (v) = to clap

Across Cultures (p. 81)

graffiti (n) = spray-painted writing/drawings on walls

fascinate (v) = to be interested

solar powered (adj) = working or

moving using energy from the sun

invention (n) = creation

artistic (adj) = creative

set out (phr v) = to start to do sth

spread the word (phr) = tell others

interactive (adj) = allowing people to communicate directly

in motion (phr) = moving

participant (n) = person who takes part in an activity

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 /laɪ/	lay /leɪ/	lain /leɪn/
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	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:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (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 /rəʊd/	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 /'rɪzən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	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 /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	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 /səʊ/	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 /drəʊv/	driven /dri:vən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /i:tən/	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'brɪd/	forbade /fə'beɪd/	forbidden /fə'brɪdən/	spend /spend/	spent /spent/	spent /spent/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'grɪv/	forgave /fə'grɪv/	forgiven /fə'grɪvən/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /gɒt/	got /gɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /gɪv/	gave /geɪv/	given /gɪvən/	swear /swea/	swore /swɔ:/	sworn /swɔ:n/
go /gəʊ/	went /went/	gone /gɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	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 /teə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /'hɪdən/	tell /tel/	told /təʊld/	told /təʊld/
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 /leɪ/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /'rɪtən/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (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.

FOR THE STUDENT



Student's Book



Workbook
& Grammar Book



Student's audio CD



ieBook

FOR THE TEACHER



Teacher's Book
(interleaved)



Workbook
& Grammar Book



Teacher's Resource Pack
& Tests CD-ROM



IWB Software



Class audio CDs



Express Publishing

ISBN 978-1-4715-6603-5



9 781471 566035