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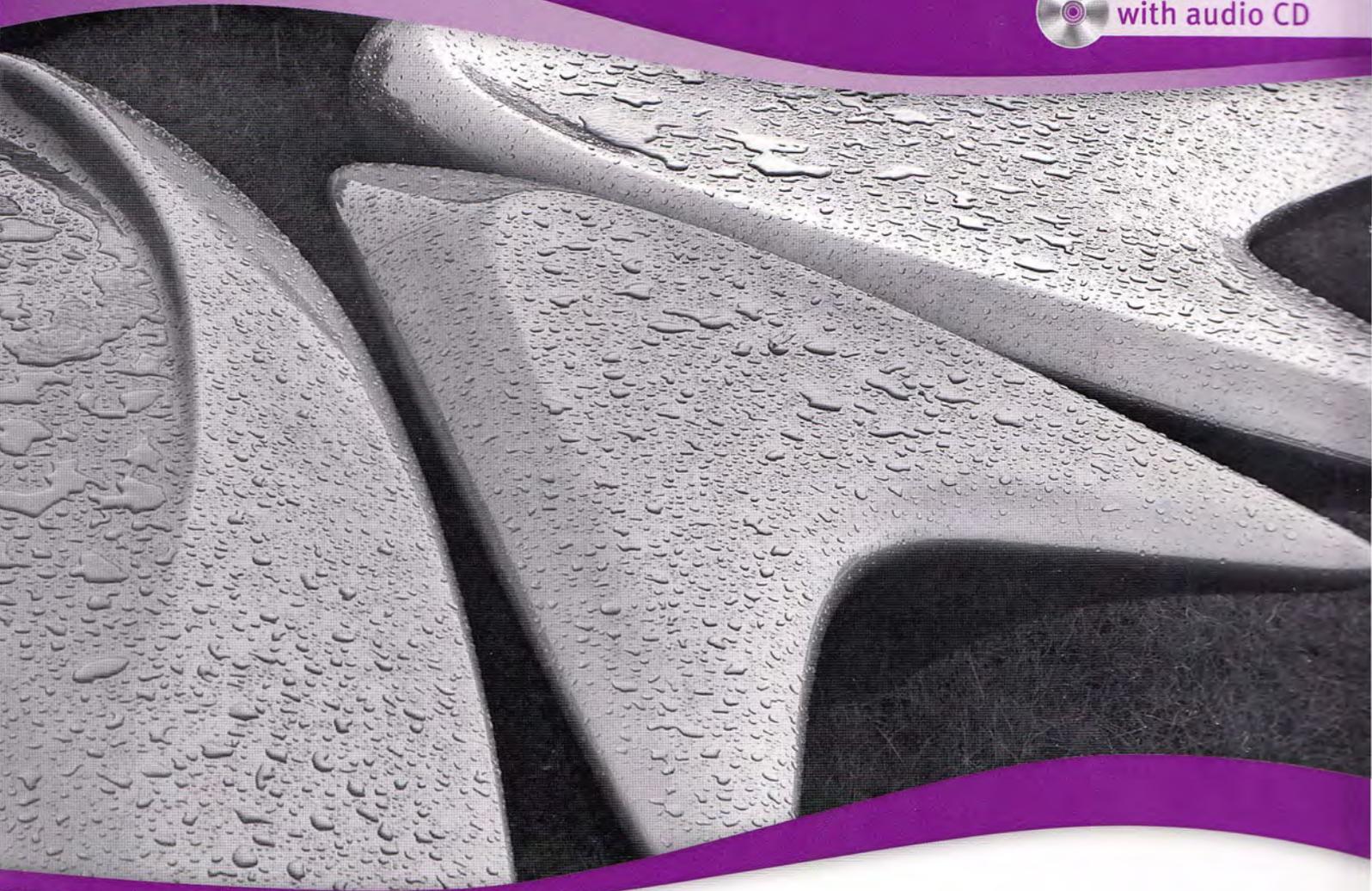
2<sup>nd</sup> edition

# Solutions

Intermediate Workbook



with audio CD



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OXFORD

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# 1 Caught on camera

## 1A

### VOCABULARY AND LISTENING

## Fashion

I can describe clothes.

- 1 Complete the mindmap with the words in the box. Then add your own ideas.

baggy checked cotton flowery fluffy full-length  
high-heeled lacy leather long-sleeved loose  
matching nylon plain short smooth spotty  
stripy tight velvet woolly

- 2 Complete the adjectives for describing fashion. Use *a, e, i, o* or *u*. Then decide if they are positive (+) or negative (-).

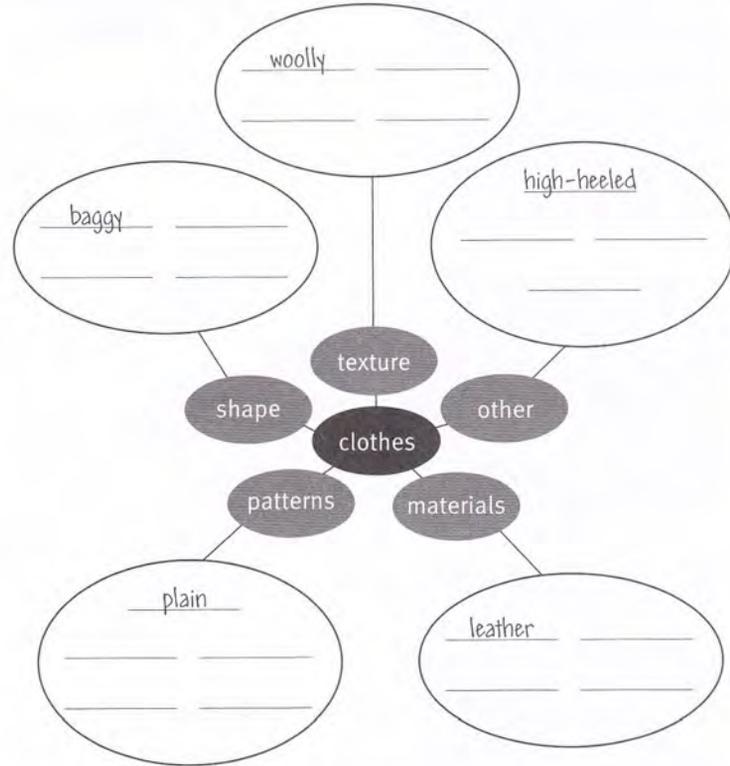
1 c o o l       5 gr\_\_t   
2 \_wf\_l       6 b\_\_t\_f\_l   
3 tr\_ndy       7 \_ld-f\_sh\_\_n\_d   
4 \_l\_g\_nt       8 sm\_rt

- 3 Some of the sentences are incorrect. Rewrite the sentences if necessary, putting the adjectives in the correct order.

- 1 It's a yellow, gaudy shirt.    
 It's a gaudy, yellow shirt.
- 2 They're tight, leather trousers.    
 \_\_\_\_\_
- 3 It's a baggy, trendy top.    
 \_\_\_\_\_
- 4 They're wool, spotty socks.    
 \_\_\_\_\_
- 5 They're stripy, stylish trousers.    
 \_\_\_\_\_
- 6 They're brown, high-heeled, scruffy boots.    
 \_\_\_\_\_
- 7 It's a furry, cute jacket.    
 \_\_\_\_\_

- 4 LISTENING 2 Listen to four teenagers showing a friend the clothes they have bought. Complete the chart.

	What did they buy?	Does their friend like it? How do they describe it?
1	a T-shirt	no, it's scruffy
2		
3		
4		



### VOCABULARY BUILDER (1.2): COMPOUND ADJECTIVES >>SB PAGE 127<<

- 5 Match a word from A with a word from B to make compound adjectives.

A good high long  
old tight

B fashioned fitting  
heeled legged  
looking

- 6 Complete the sentences with the compound adjectives in exercise 5.

- 1 I can't walk in \_\_\_\_\_ shoes. I fall over!
- 2 She always wears \_\_\_\_\_ jeans, whereas I wear baggy jeans.
- 3 Leggings don't really suit \_\_\_\_\_ people.
- 4 I like modern clothes, whereas my mum's clothes are so \_\_\_\_\_.
- 5 Your brother's so \_\_\_\_\_. All the girls fancy him!

I can use different tenses to talk about the present and future.

1 Complete the pairs of sentences with the present simple or the present continuous form of the verbs.

- 1 wear  
 a People often \_\_\_\_\_ a scarf in the winter.  
 b It's hot today, so I \_\_\_\_\_ a T-shirt.
- 2 leave  
 a Why \_\_\_\_\_ Ruth \_\_\_\_\_ so early this evening?  
 b What time \_\_\_\_\_ the last bus \_\_\_\_\_ on Fridays?
- 3 take  
 a I never \_\_\_\_\_ your things.  
 b Why \_\_\_\_\_ you \_\_\_\_\_ so many photos?
- 4 not see  
 a Merinda \_\_\_\_\_ her boyfriend every day.  
 b She \_\_\_\_\_ him again until next Friday!
- 5 start  
 a Hurry up! It \_\_\_\_\_ to rain.  
 b Our first lesson \_\_\_\_\_ at 8.30 a.m.
- 6 work  
 a Where \_\_\_\_\_ your mum usually \_\_\_\_\_?  
 b \_\_\_\_\_ she \_\_\_\_\_ late tonight?

2 Read the text and choose the correct answers.



Today, many teenagers  
 1 \_\_\_\_\_ a hoody instead of a coat to keep warm when they're outside. However, some adults  
 2 \_\_\_\_\_ hoodies. They  
 3 \_\_\_\_\_ that young people who 4 \_\_\_\_\_ these sweatshirts are criminals, and that the teenagers 5 \_\_\_\_\_ the hood to hide their identity when they 6 \_\_\_\_\_ things they shouldn't be doing. For example, shoplifters often wear hoodies because they 7 \_\_\_\_\_ their faces to appear on security cameras when they 8 \_\_\_\_\_ things from shops. Nowadays, some shopping centres 9 \_\_\_\_\_ to introduce a ban on hoodies to stop this problem.

- |                  |                  |                |
|------------------|------------------|----------------|
| 1 a put on       | b are putting on | c puts on      |
| 2 a doesn't like | b aren't liking  | c don't like   |
| 3 a believe      | b are believing  | c believes     |
| 4 a are wearing  | b is wearing     | c wear         |
| 5 a is using     | b use            | c uses         |
| 6 a is doing     | b are doing      | c does         |
| 7 a don't want   | b aren't wanting | c doesn't want |
| 8 a are stealing | b is stealing    | c steals       |
| 9 a try          | b are trying     | c tries        |

3 Some of the sentences are incorrect. Rewrite them correctly if necessary.

- 1 I'm tired. I'm wanting to go home now.
- 2 I'm staying with my aunt while my parents are away.
- 3 We aren't believing in ghosts.
- 4 My sister is into sport. She plays tennis every Saturday.
- 5 Mia is bad-tempered. She's always shouting.
- 6 Your car is very old. You're needing a new one.

4 Complete the dialogue with the correct form of the verbs in the box.

come go meet need not know not want  
 understand worry

- Jessica Eve, <sup>1</sup>are you coming to Wendy's party on Saturday?  
 Eve I think so. What about you?  
 Jessica Yes, but I <sup>2</sup>\_\_\_\_\_ what to wear.  
 Eve Jessica, it's only Monday! Why <sup>3</sup>\_\_\_\_\_ you \_\_\_\_\_ about the party already?  
 Jessica Well, Jamie <sup>4</sup>\_\_\_\_\_, so I <sup>5</sup>\_\_\_\_\_ to look a mess.  
 Eve Now I <sup>6</sup>\_\_\_\_\_! In that case, you <sup>7</sup>\_\_\_\_\_ to buy something special to wear.  
 Jessica I know! I'm <sup>8</sup>\_\_\_\_\_ Jane at the shopping centre after school today!  
 Eve You're so organised, Jessica!

Challenge!

Write sentences to describe:

- 1 two things you do every morning.  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 two annoying things your friends do.  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3 the time you get up and go to bed.  
 \_\_\_\_\_  
 \_\_\_\_\_
- 4 two arrangements you've made for this weekend.  
 \_\_\_\_\_  
 \_\_\_\_\_

**Revision: Student's Book page 6**

1 Complete the summary with the words in the box.

crime criminals guilty information police  
police state safety surveillance technology

While it is true that CCTV cameras help the <sup>1</sup>\_\_\_\_\_ to reduce <sup>2</sup>\_\_\_\_\_, at the same time <sup>3</sup>\_\_\_\_\_ still operate in areas where they exist. This puts the whole issue of <sup>4</sup>\_\_\_\_\_ into question. Governments say that it improves public <sup>5</sup>\_\_\_\_\_, whereas human rights groups argue that it invades our privacy by making everybody feel <sup>6</sup>\_\_\_\_\_. There are even those who see it as the first step towards a <sup>7</sup>\_\_\_\_\_. Whatever your view, it is clear that all new <sup>8</sup>\_\_\_\_\_ has its advantages and disadvantages, but there is always someone who will misuse the <sup>9</sup>\_\_\_\_\_ on the screen.

## Would you get 'chipped'?



**A** A Radio Frequency Identification (RFID) tag is a tiny computer chip which can be attached to a product so that it can be tracked. The tags have been used in shops for several years, but scientists are now thinking of using them to track humans.

**B** Staff at the attorney general's office in Mexico

City have already had the chips implanted under the skin of their upper arms. A scanner reads the codes contained in the chips and allows the employees to enter secure buildings. This means, of course, that people without chips can't enter the building.

**C** Scientists have suggested other advantages of carrying the tags. The survivors of earthquakes could be located more easily and worried parents could find their missing children by tracking their chip. Technical enthusiast Amal Graafstra has already got implants in his hands which he uses to unlock doors and to start his car.

2 Read the text. Are the sentences true (T) or false (F)?

- 1 Shops currently use RFID tags to track products.
- 2 Some workers in Mexico have got RFID tags in their offices.
- 3 In the future, the chips could be used to track earthquakes.
- 4 Human rights organisations are protesting about RFID tags being used on animals.
- 5 Human tagging won't become popular unless scientists can make it more secure.

3 **LISTENING 3** Listen to four people talking about the different uses of RFID tags. Match the statements (a-e) with the people (1-4). There is one statement that you do not need.

1	2	3	4

- a I'm in favour of the tags because it would make places more secure.
- b I don't know if the tags would be useful or not.
- c I like this idea. We should all have an RFID tag!
- d My parents would like me to have a tag.
- e Only young children should have them.

### Challenge!

What do you think of human tagging? Write your ideas.

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**D** However, not everybody supports this new technology. Civil liberties groups accept its use to track pet cats and dogs, but they believe that tracking humans in this way could be dangerous. They are worried that governments might use the chips to track people's movements without their knowledge, and they are also concerned about the issue of security. It is possible that criminals could read the chips from a distance, and access personal information illegally.

**E** This opposition is causing problems for developers. It seems that until they address these security issues, many of their projects may remain in the laboratory.

## 1 Choose the correct answer.

- Do you fancy **to go out** / **going out** for a pizza?
- If you happen **to see** / **seeing** Kerry, tell her I called.
- Do you want **to watch** / **watching** a film tonight?
- We managed **to finish** / **finishing** our homework quickly.
- I can't help **to laugh** / **laughing** when someone falls over.
- We decided **to go** / **going** to the Caribbean this year.
- They refused **to help** / **helping** us with the project.
- I couldn't face **to do** / **doing** any revision last night.

2 Complete the dialogue with the infinitive or *-ing* form of the verbs in brackets.

- Kate I'm fed up! I spent all last night <sup>1</sup> \_\_\_\_\_ (study) for today's exam.
- Jenny Did you manage <sup>2</sup> \_\_\_\_\_ (learn) everything?
- Kate More or less. But I don't feel like <sup>3</sup> \_\_\_\_\_ (do) the same again tonight.
- Jenny No, I don't enjoy <sup>4</sup> \_\_\_\_\_ (study) either, but we've nearly finished.
- Kate I want <sup>5</sup> \_\_\_\_\_ (go out) for a change. We've been studying for weeks.
- Jenny Well, there's no way we can avoid <sup>6</sup> \_\_\_\_\_ (take) exams. Let's plan a trip for when we finish.
- Kate That's a good idea! Where do you suggest <sup>7</sup> \_\_\_\_\_ (go)?
- Jenny I fancy <sup>8</sup> \_\_\_\_\_ (lie) on a beach somewhere doing absolutely nothing.
- Kate Excellent idea. Let's do it!

## 3 Complete the text with the correct form of the verbs in brackets.



As a child, Naomi Campbell always wanted <sup>1</sup> \_\_\_\_\_ (be) famous, but she never expected <sup>2</sup> \_\_\_\_\_ (become) a supermodel. She enjoyed <sup>3</sup> \_\_\_\_\_ (appear) in public and joined a drama school at the age of five. When she was fifteen, the head of a modelling agency spotted her and insisted on <sup>4</sup> \_\_\_\_\_ (give) her a contract. Despite discrimination in the field, she became an instant success and even magazines like *Vogue* agreed <sup>5</sup> \_\_\_\_\_ (use) her photo on their front cover. In the 1990s, Naomi decided <sup>6</sup> \_\_\_\_\_ (launch) her singing career, but she failed <sup>7</sup> \_\_\_\_\_ (impress) the critics. However, she has spent over two decades <sup>8</sup> \_\_\_\_\_ (work) as a model and on the catwalk she is still as popular as ever.

4 Complete the sentences with the infinitive or the *-ing* form of the verbs in the box.

buy cycle drink fix post say visit

- I remembered \_\_\_\_\_ 'Happy Birthday' to Sarah. Did you?
- She stopped \_\_\_\_\_ coffee so she would sleep better.
- I forgot \_\_\_\_\_ that letter. Sorry!
- The TV doesn't work, but he's going to try \_\_\_\_\_ it.
- I stopped \_\_\_\_\_ petrol on my way to London yesterday.
- Do you remember \_\_\_\_\_ your grandparents when you were little?
- My sister tried \_\_\_\_\_ to work, but she didn't enjoy it so now she gets the bus.

## Challenge!

**DICTIONARY WORK** Look up these verbs in a learner's dictionary and put them in the correct column.

admit carry on offer plan risk threaten

verb + infinitive	verb + <i>-ing</i>
1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

Write sentences using each verb.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Revision: Student's Book page 8

- 1 Add prefixes to the adjectives in the box. Then use the words to complete the sentences.

comfortable credible possible reversible  
satisfied usual

- That story can't be true. It's completely incredible.
- I've never seen a hat like that before. It's very \_\_\_\_\_.
- I really can't open this door. It's \_\_\_\_\_.
- We need to buy a new sofa. This one is very \_\_\_\_\_.
- You can't change the decision now. It's \_\_\_\_\_.
- The food was awful and we were \_\_\_\_\_ with the service.



## Camera vision

**36-year-old Canadian film-maker Rob Spence doesn't seem unusual.** You wouldn't realise it at first, but one of his eyes is false. But this is not the most unusual thing about him. Inside this false eye Spence has a wireless video camera. This camera is not connected to his brain and has not improved his eyesight. Instead it records everything he sees. The camera runs on a very small battery and it has a transmitter, a device which allows Spence to send an image of what he is seeing at any moment to a computer.

Spence damaged his right eye at the age of thirteen while he was playing with his grandfather's gun on a visit to Ireland. After the accident his vision got worse until he became completely blind in that eye. Three years ago, he had an operation to remove this eye and to insert a false one. And it is this false eye that now contains his miniature video camera.

Spence knew that building a camera that was small enough to fit inside the eye would not be easy, so he contacted Dr Steve Mann, a cyborgs scientist at the University of Toronto. Cyborgs are machines that combine natural and artificial systems. Together, Spence and Mann succeeded in building a device which *Time* magazine described as one of the best inventions of the year.

- 2 Read the text quickly. What is different about Rob Spence?

- 3 Read the text again. Choose the correct answer.

- What does Rob Spence's camera do?
  - Helps him see better.
  - Films what he sees.
  - Takes photos of everything.
- The camera is powered by
  - a computer.
  - a transmitter.
  - a tiny battery.
- Why did Spence go blind in one eye?
  - He had an accident with a gun.
  - An operation went wrong.
  - His grandfather accidentally shot him.
- Why did Spence approach Dr Mann for help in building his eye camera?
  - Dr Mann was a specialist in building tiny cameras.
  - Dr Mann had experience in working with eye devices.
  - Dr Mann was an expert in technology which connects humans with man-made devices.
- What does Spence hope people will learn from his project?
  - To question how much they are monitored.
  - To feel comfortable when they are filmed.
  - How to record information.

### Challenge!

Would you be happy to be filmed by Rob Spence? Why? / Why not?

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Even though his project is still quite new, Spence says that many people have already told him that they don't like being filmed. He finds this strange as the same people have no problem with the hundreds of surveillance cameras that film them every day at school, in the underground and in shopping centres. He hopes that his project will make people think more about how governments and organisations monitor these cameras and the information they record.

*I can describe the people in a photo to someone.*

**1** Look at the photo and choose the correct prepositions in sentences 1–6.



4 that / me / moment / think / let / a / about / for

5 suppose / I / well

**4** **LISTENING 4** Listen to a student talking about the photo below. In what order does she describe:

a actions?

b location?

c people?

**5** **LISTENING 4** Complete these extracts from the listening using the words in the box. You need to use some words more than once. Then listen again and check.

as doesn't like look looks though

1 It \_\_\_\_\_ very sunny.

2 He \_\_\_\_\_ David Beckham.

3 The people in the background \_\_\_\_\_ journalists.

4 The Beckhams \_\_\_\_\_ calm.

5 She isn't smiling, but she \_\_\_\_\_ worried.

6 He \_\_\_\_\_ he's telling the Beckhams to get in.

- 1 There's a metal tower **in / on** the background.
- 2 The woman **in / on** the baseball cap isn't smiling.
- 3 The man **in / to** the left of the tower is holding a microphone.
- 4 **In / On** the bottom right-hand corner, there's a man holding a piece of paper.
- 5 The woman **in / with** long, blonde hair is also holding something.
- 6 The people **in / on** the right are wearing headphones.

**2** Match the sentence halves. Decide which people in the photo each sentence refers to.

- |                       |                            |
|-----------------------|----------------------------|
| 1 They look quite     | a a paramedic.             |
| 2 He looks like       | b like he's making a joke. |
| 3 He looks as if      | c she's holding a coffee.  |
| 4 He looks            | d young.                   |
| 5 She looks as though | e very worried.            |
| 6 He doesn't look     | f he's hurt himself.       |

**3** Order the words. Make phrases creating time to think.

1 see / let / me

Let me see.

2 thought / about / I've / that / really / never

3 really / difficult / say / it's / to



**6** Now write your own description of this photo. Remember to use prepositions from exercise 1 and expressions with *look* from exercise 2.

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*I can write a letter introducing myself to an exchange student.*

### Preparation

1 Complete the letter with the expressions in the box.

a group of friends   Best wishes   Dear Markus  
I'm 17 years old   Write soon

1 \_\_\_\_\_  
A Can I introduce myself? I am taking part in the school exchange. My name is David Hazlewood and

2 \_\_\_\_\_  
I live with my parents and my little sister and I love music. I play the guitar and I've got a band with

B I know your hometown is near Hamburg, but I don't know anything about it. How big is it? What sort of things can you do there? How far is it from the coast?

C In April in my country the weather is quite cold and it rains a lot. What's the weather like in Germany in the spring? What sort of clothes should I bring?

D We arrive in Hamburg on Friday 15th April. How do I get to your place? Could you come and pick me up? I'm really looking forward to meeting you.

4 \_\_\_\_\_

5 \_\_\_\_\_

David



3 Write to me soon.

\_\_\_\_\_ soon.

4 I love sport and I like basketball.

I love sport and \_\_\_\_\_ basketball.

5 Tell me when your plane arrives.

Tell me when your plane \_\_\_\_\_.

4 Translate the sentences with informal expressions from exercise 3.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

5 Order the words to make sentences.

1 north / in / hometown / of England / is / My / the

2 does / your / time / arrive / What / plane /

3 playing / I'm / computer games / into

4 you / town centre / the / Do / in / live

5 the / We / pick / up / can / you / station / from

6 sunny / and / The / cold / weather / is / often

### Writing guide

6 Imagine you are Markus. Write a reply to David's letter. Include the information below. Remember to use paragraphs and a variety of grammatical structures.

- Thank him for his letter. Give some information about you, your family and your hobbies.
- Answer David's questions about your hometown.
- Answer David's questions about the weather.
- Ask about his train times and offer to meet him at the station.

### CHECK YOUR WORK

Have you:

- included all the information in the task?
- organised your letter into four paragraphs?
- started and finished your letter appropriately?
- included some informal expressions?
- checked your work for mistakes?

2 Match the topics (1–4) with the paragraphs (A–D).

- |                        |                          |
|------------------------|--------------------------|
| 1 the weather          | <input type="checkbox"/> |
| 2 travel arrangements  | <input type="checkbox"/> |
| 3 the town             | <input type="checkbox"/> |
| 4 personal information | <input type="checkbox"/> |

3 Rewrite the sentences replacing the words in bold with a suitable informal expression.

1 I've got a **lot of** friends.

I've got \_\_\_\_\_ friends.

2 We can **collect you** from the station.

We can \_\_\_\_\_ from the station.

# 1

## Self Check

### 1 Circle the word that is different.

- 1 fluffy plain spotty striped
- 2 baggy long tight velvet
- 3 checked elegant great smart
- 4 lacy matching sparkly woolly
- 5 fur leather nylon smooth

Mark: \_\_\_ /5

### 2 Order the words and complete the sentences.

- 1 They gave me long / coat / leather / a.  
They gave me \_\_\_\_\_.
- 2 I bought trousers / some / velvet / beautiful.  
I bought \_\_\_\_\_.
- 3 Sue is wearing shirt / baggy / a / cotton.  
Sue is wearing \_\_\_\_\_.
- 4 Have you seen skirt / new / my / striped?  
Have you seen \_\_\_\_\_?
- 5 You don't need jumper / long-sleeved / wool / a.  
You don't need \_\_\_\_\_.

Mark: \_\_\_ /5

### 3 Complete the adjectives in the sentences with the prefixes in the box.

dis- im- in- ir- un- un-

- 1 He said he wasn't going to change his mind. His decision is \_\_\_reversible.
- 2 We're not staying at that hotel again. We were quite \_\_\_satisfied with our room.
- 3 This exercise is \_\_\_possible. I can't do it.
- 4 These jeans are very \_\_\_comfortable. They're too tight.
- 5 She was wearing a very \_\_\_usual dress. It had spotty sleeves and a long, checked skirt.
- 6 I didn't believe what the man said. It seemed \_\_\_credible.

Mark: \_\_\_ /6

### 4 Complete the sentences with the present simple or the present continuous form of the verbs in the box.

complain go make meet not need not rain want

- 1 Julie is a fashion designer. She \_\_\_\_\_ all her own clothes.
- 2 \_\_\_\_\_ you \_\_\_\_\_ to the party tonight?
- 3 We \_\_\_\_\_ Jules at five thirty. We'd better hurry or we won't get there in time.
- 4 It \_\_\_\_\_ now. Let's go outside.
- 5 I \_\_\_\_\_ to change my glasses. I can see perfectly.

- 6 It's late. \_\_\_\_\_ you \_\_\_\_\_ to go home?
- 7 You \_\_\_\_\_ always \_\_\_\_\_. I can't stand it!

Mark: \_\_\_ /7

### 5 Choose the correct answer.

- 1 My brother agreed to **lend** / **lending** me his striped tie.
- 2 Imagine to **arrive** / **arriving** at a wedding in a leather jacket!
- 3 My mum remembers to **wear** / **wearing** a miniskirt when she was younger.
- 4 I avoided to **speak** / **speaking** to my boyfriend. We had an argument yesterday.
- 5 Tina tried to **do up** / **doing up** the dress, but it was too tight.
- 6 We don't feel like to **go** / **going** shopping today.
- 7 They forgot to **take** / **taking** their camera so they couldn't take any photos.

Mark: \_\_\_ /7

Total: \_\_\_ /30

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

- \* = I need more practice.    \*\* = I sometimes find this difficult.    \*\*\* = No problem!

	*	**	***
I can describe clothes. (SB p.4)			
I can use different tenses to talk about the present and future. (SB p.5)			
I can understand a text about surveillance. (SB p.6)			
I can identify and use verb patterns. (SB p.7)			
I can discuss a disability. (SB p.8)			
I can describe the people in a photo to someone. (SB p.10)			
I can write a letter introducing myself to an exchange student. (SB p.11)			

# 2 Looking back

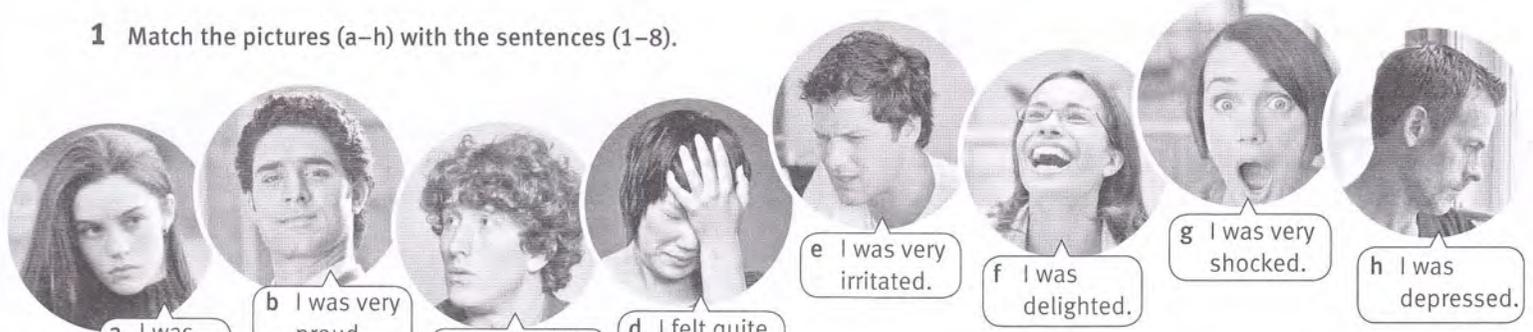
## 2A

### VOCABULARY AND LISTENING

## How did you feel?

*I can describe how I feel.*

1 Match the pictures (a–h) with the sentences (1–8).



a I was jealous.

b I was very proud.

c I was really nervous.

d I felt quite ashamed.

e I was very irritated.

f I was delighted.

g I was very shocked.

h I was depressed.

- 1 I was rude to my grandmother yesterday.
- 2 My friends were bullying me and I felt sad and lonely.
- 3 I had my end-of-course exam last week.
- 4 My friend got a better present than me.
- 5 That car nearly ran me over!
- 6 My parents gave me a car for my birthday.
- 7 My brother used my MP3 player and broke it.
- 8 My teacher said my essay was the best in the class.

2 Complete the sentences with the correct prepositions.

- 1 My brother is depressed \_\_\_\_\_ losing his job.
- 2 Paul was pleased \_\_\_\_\_ his birthday presents.
- 3 Are you scared \_\_\_\_\_ spiders?
- 4 The teacher was irritated \_\_\_\_\_ us.
- 5 Karen's parents are proud \_\_\_\_\_ her.
- 6 People are angry \_\_\_\_\_ the rising prices.

3  LISTENING 5 Listen to a radio programme about jealousy. Are the sentences true (T) or false (F)?

- 1 Jealousy can cause anger and depression.
- 2 Eleanor says that it isn't unusual to feel jealous if an attractive person is talking to your girlfriend or boyfriend.
- 3 Eleanor believes situations happening around us often cause our jealous feelings.
- 4 Eleanor believes that we are jealous because we have a negative view of ourselves.
- 5 Eleanor says that we can improve our self-esteem by writing down things which we are afraid of.
- 6 Eleanor advises listeners to talk to their partners about their fears.

### VOCABULARY BUILDER (2.1): NOUN FORMATION FROM VERBS AND ADJECTIVES >>SB PAGE 127<<

4 Complete the sentences with the noun form of the words in brackets.

- 1 The man hid his face to cover his embarrassment. (embarrass)
- 2 Ryan accepted the offer without \_\_\_\_\_. (hesitate)
- 3 The athlete wore his medal with \_\_\_\_\_. (proud)
- 4 My friend's \_\_\_\_\_ was due to the death of her grandfather. (sad)
- 5 There seems to be some \_\_\_\_\_ over the exam dates. (confuse)
- 6 They thanked Ann for her \_\_\_\_\_. (kind)
- 7 I get \_\_\_\_\_ out of dancing. (enjoy)
- 8 Some youths commit acts of vandalism out of \_\_\_\_\_. (bored)

### Challenge!

Answer the questions. Use at least two of the adjectives from exercises 1 and 2.

How did you feel the last time you:

- 1 spoke to your grandparents?  
\_\_\_\_\_
- 2 had an argument with a good friend?  
\_\_\_\_\_
- 3 went on holiday?  
\_\_\_\_\_

*I can describe a memorable experience using different past tenses.*

**1 Choose the correct answer.**

- 1 It was very late, so my parents were very relieved when I **got / had got** home last night.
- 2 The teacher was getting irritated because the children **didn't listen / weren't listening** to her at all.
- 3 We weren't satisfied with our hotel room because it **didn't have / wasn't having** a bathroom.
- 4 John **had answered / was answering** all the questions in the exam, so he was feeling really pleased.
- 5 The children were afraid because a big dog **was following / had followed** them.
- 6 We were very confused when we discovered we **were getting / had got** lost.
- 7 I went home and **was doing / did** my homework straight away.
- 8 How **did you feel / had you felt** when you won the match?

**2 Change the sentences from affirmative to negative or from negative to affirmative.**

- 1 They were nervous because they had an exam.  
They weren't nervous because they didn't have an exam.
- 2 She'd brought her camera so she took a photo.  
\_\_\_\_\_.
- 3 We were amused because the film was funny.  
\_\_\_\_\_.
- 4 I hadn't read the book so I didn't want to see the film.  
\_\_\_\_\_.
- 5 He felt homesick because he was staying with an English family.  
\_\_\_\_\_.
- 6 You were feeling guilty because you'd made a mistake.  
\_\_\_\_\_.
- 7 We didn't go out because it was raining.  
\_\_\_\_\_.

**3 Some of the sentences are incorrect. Rewrite them correctly if necessary.**

- 1 Did you felt upset after the argument?   
\_\_\_\_\_
- 2 I hadn't breakfast this morning.   
\_\_\_\_\_
- 3 You was looking fed up at the party.   
\_\_\_\_\_
- 4 Was the security camera working when the men took the money?   
\_\_\_\_\_
- 5 They weren't enjoy the music so they went home.   
\_\_\_\_\_

- 6 Had you listened to the album before you bought it?   
\_\_\_\_\_
- 7 She was jealous because he'd saw his ex-girlfriend.   
\_\_\_\_\_
- 8 We taked some great photos at the festival.   
\_\_\_\_\_

**4 Complete the story with a suitable past tense form of the verbs in brackets.**



One day when I was little, my sister <sup>1</sup>\_\_\_\_\_ (come) home from school with a pet rabbit in her bag. She <sup>2</sup>\_\_\_\_\_ (find) it by the side of the road and she <sup>3</sup>\_\_\_\_\_ (want) to keep it. That evening, we <sup>4</sup>\_\_\_\_\_ (put) the rabbit in the garage and closed the door carefully.

The next day was Saturday, so after breakfast, we <sup>5</sup>\_\_\_\_\_ (go) into the garage to look at the rabbit. However, the rabbit wasn't there! It <sup>6</sup>\_\_\_\_\_ (escape)! We <sup>7</sup>\_\_\_\_\_ (search) for it everywhere; in the garden, in the shed, behind the bins. We <sup>8</sup>\_\_\_\_\_ (look) in the front garden when our neighbour appeared. He <sup>9</sup>\_\_\_\_\_ (hold) the rabbit! He <sup>10</sup>\_\_\_\_\_ (discover) it hiding under a bush in his garden. Later on, Dad <sup>11</sup>\_\_\_\_\_ (make) a special house for the rabbit. We <sup>12</sup>\_\_\_\_\_ (keep) the rabbit in its new house after that and thankfully it never escaped again.

**Challenge!**

Write about the last time you lost or found something. Use the questions below to help you.

Where were you?  
What were you doing?  
What happened?

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**Revision: Student's Book page 16****1 Complete the sentences.**

- 1 A soldier's friends are his c \_\_\_\_\_ .
- 2 Millions of lives were lost in the w \_\_\_\_\_ .
- 3 There weren't enough doctors to look after all the c \_\_\_\_\_ .
- 4 The Middle East is an area with many c \_\_\_\_\_ .
- 5 After the fighting, there were many dead bodies on the b \_\_\_\_\_ .
- 6 Jack has been promoted in the army and now he's an o \_\_\_\_\_ .
- 7 P \_\_\_\_\_ are bright red flowers that grow in fields.

**2 Read the text. Are the sentences true (T) or false (F)?**

- 1 The order for evacuation was given after the Second World War had begun.
- 2 The aim of evacuation was to protect people living in the cities.
- 3 Only children were evacuated.
- 4 The children didn't always know their host.
- 5 Officers told the children which family to stay with.
- 6 Children were excited to meet their host family.

**SAFETY DURING WARTIME**

At 11.07 a.m. on the morning of Thursday 31 August, 1939, three days before the start of World War II, the order for evacuation was given in the UK. The Government was afraid that important cities like London, Coventry, Birmingham, and Portsmouth would become targets for bombing by the enemy. They wanted to be sure that people were safe, so they made plans to move people from the cities to the countryside.

In the first four days of September 1939, nearly three million people were transported from towns and cities which were in danger. Most were schoolchildren, but some of their teachers were also evacuated, as well as mothers with children under the age of five, pregnant women and a number of disabled people. Some children went to stay with relatives, but others were sent to live with complete strangers. A label was tied to each child giving their destination and they were then transported by train or road to smaller towns and villages in the country. A special team of officers were responsible for helping to find them homes, but this was a difficult task and often the children were simply put in a line and the host families chose the children they wanted. For many children it was the first time they had been away from home and as they waited to hear the words 'I'll take that one', they got very upset.

**3 LISTENING 6** Listen to an interview. How long was Beryl evacuated for?**4 LISTENING 6** Listen again. Choose the correct answer.

- 1 When was Beryl evacuated?
  - a  Two years after the war started.
  - b  At the end of 1941.
  - c  Before the Second World War started.
- 2 Why was Beryl's hometown bombed?
  - a  Because it was near the sea.
  - b  Because it was in the south-west of England.
  - c  Because it was an important port.
- 3 Why weren't Beryl and her sister evacuated together?
  - a  Their parents thought that they should be separated.
  - b  They didn't get on with each other.
  - c  They weren't in the same school.
- 4 What does Beryl remember about the journey?
  - a  What she was wearing.
  - b  What she was carrying.
  - c  What she was thinking.
- 5 Where did Beryl meet Hilda?
  - a  At her new home.
  - b  At her new school.
  - c  At the beach.
- 6 What happened when Beryl returned to Plymouth?
  - a  She was hurt when a bomb fell.
  - b  The war ended.
  - c  Her house was destroyed.

**Challenge!**

Ask an older relative to tell you about an experience from their childhood. Write six sentences about their story.

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*I can talk about things that were true in the past, but aren't now.*

- 1** Complete the sentences with the affirmative, negative or interrogative form of *used to* and the verbs in the box.

be like play read share walk wear

- I \_\_\_\_\_ to school, but now I ride my bike.
- We've got a bedroom each in our new house. We \_\_\_\_\_ a room in our old house.
- Our team \_\_\_\_\_ very well, but now we're top of the league!
- \_\_\_\_\_ your parents \_\_\_\_\_ you a bedtime story when you were younger?
- I \_\_\_\_\_ history, but now I love it.
- \_\_\_\_\_ Rupert \_\_\_\_\_ your best friend?
- I \_\_\_\_\_ glasses, but now I can't see without them.

- 2** Some of the sentences are incorrect. Rewrite them correctly if necessary.

- I use to enjoy watching cartoons.
- Did you used to wear glasses?
- They didn't use to do any homework.
- He uses to have a motorbike.
- We used to play football in the park.
- I didn't used to have a computer.

- 3** Rewrite these past simple sentences with the correct form of *used to*.

- They got the bus to school.  
*They used to get the bus to school.*
- Did she have long hair? \_\_\_\_\_ ?
- We lived in an apartment. \_\_\_\_\_ .
- I didn't do any exercise. \_\_\_\_\_ .
- Were you very shy? \_\_\_\_\_ ?
- We didn't go on holiday. \_\_\_\_\_ .

- 4** Read the text. Choose the correct answers.

Until last month, my parents had a farm so I <sup>1</sup> \_\_\_\_\_ living in the country. Now we live in the city and I <sup>2</sup> \_\_\_\_\_ the noise. There <sup>3</sup> \_\_\_\_\_ be so many cars in our village and I can't <sup>4</sup> \_\_\_\_\_ all the traffic. I feel a bit nervous when I'm in the city centre because I <sup>5</sup> \_\_\_\_\_ seeing so many people I don't know. There are always lots of people, so I hope I'll <sup>6</sup> \_\_\_\_\_ the crowds soon. In the country we <sup>7</sup> \_\_\_\_\_ have a vegetable garden so we always had fresh vegetables. My mum <sup>8</sup> \_\_\_\_\_ shopping in a supermarket, and she hates it!



- |                   |                  |                  |
|-------------------|------------------|------------------|
| 1 a get used to   | b 'm used to     | c 'm not used to |
| 2 a didn't use to | b 'm used to     | c 'm not used to |
| 3 a didn't use to | b 's used to     | c isn't used to  |
| 4 a get used to   | b be used to     | c used to        |
| 5 a didn't use to | b 'm not used to | c isn't used to  |
| 6 a 'm used to    | b get used to    | c 'm not used to |
| 7 a used to       | b 're used to    | c isn't used to  |
| 8 a didn't use to | b get used to    | c isn't used to  |

- 5** Complete the sentences with *used to* or the correct form of *be used to*.

- Jenny didn't like her new haircut at first, but now she \_\_\_\_\_ it.
- I \_\_\_\_\_ be quite fat, but I lost a lot of weight last year.
- Rob's an important businessman. He \_\_\_\_\_ wearing suits every day.
- We lived in Kenya for six years so we \_\_\_\_\_ cold weather.
- You haven't rung me for ages. You \_\_\_\_\_ call me every day!
- I \_\_\_\_\_ answering the phone because I'm a receptionist.

### Challenge!

**INTERNET RESEARCH** Find out about what it used to be like in your town 50 years ago. Write five sentences.

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**Revision: Student's Book page 18****1 Complete the sentences with the verbs in the box.**

conclude doubt memorise realise recall  
recognise remind solve

- The Government is trying to \_\_\_\_\_ the problem by introducing a new law.
- I'm not sure if I'll \_\_\_\_\_ my cousin because I haven't seen her for so long.
- You've listened to all the arguments. What do you \_\_\_\_\_ ?
- I \_\_\_\_\_ that my dad will let me go to the party. It's on a weekday.
- She knew my face, but she couldn't \_\_\_\_\_ my name.
- Nigel isn't very good at history because he finds it difficult to \_\_\_\_\_ the important dates.
- They missed the train because they didn't \_\_\_\_\_ it was so late.
- Please \_\_\_\_\_ me to call my sister – it's her birthday.

**2 Read the text and answer the questions.**

- How did Clive lose his memory?
- What is the only thing that Clive remembered when he came out of his coma?
- What happened after Deborah divorced Clive?

## THE MAN WITH THE 30 SECOND MEMORY

When British musician, Clive Wearing, woke up on Wednesday 27 March, 1985, he could not answer a simple question or even remember his wife's name. His wife, Deborah, called the doctor.

<sup>1</sup>\_\_\_\_\_ But that evening his wife arrived home from work to an empty flat, and later that night, a taxi-driver found Clive walking around the streets. His wife took him straight to hospital.

When Clive went into a coma, the doctors finally diagnosed a dangerous virus. <sup>2</sup>\_\_\_\_\_ The doctors doubted that he would ever get better. However, they were wrong. Clive got better physically, but unfortunately his mental condition did not improve. His story is thought to be one of the most shocking cases of amnesia ever recorded.

The one thing that Clive did recall when he woke up was that he had a wife, and he knew that he loved her, but Clive now had a short-term memory of less than thirty seconds. <sup>3</sup>\_\_\_\_\_

**3 Read the text again. Match the sentences (a–f) with the gaps (1–5) in the text. There is one sentence that you do not need.**

- For Deborah this was a difficult time, and in the end she decided to leave Clive.
- Today, Clive and Deborah have a very unusual marriage, but their love is as strong as ever.
- The doctor said it was flu and lack of sleep and sent Clive back to bed.
- Clive couldn't remember things that happened more than 30 seconds ago.
- This made life easier for the couple.
- When he came out of his coma, he couldn't remember a single thing that had ever happened to him.

**Challenge!**

Write down two things you find easy to remember and two things which you find difficult to remember.

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Whenever Deborah left him, even if it was just to go to the bathroom, when she came back Clive talked to her as if it was the first time he had seen her that day.

Clive spent seven years in a psychiatric ward in a hospital, before moving to a special unit for people with brain injuries. Unfortunately, his amnesia did not improve. <sup>4</sup>\_\_\_\_\_ She got a divorce and tried to make a new life for herself.

But Deborah still loved Clive. She realised that she couldn't live without him and nine years later, she rang him and asked him if he would like to get married again. Of course, he couldn't remember getting married the first time or getting divorced, but he agreed. <sup>5</sup>\_\_\_\_\_

- 1 Write a reaction to the sentences using *What a ... !* or *How ... !* and a word from the box.

exciting lucky mess rude shame shock  
strange

- I can't wait! We're going on holiday to Thailand next month. How exciting!
- That shop assistant didn't even say thank you. \_\_\_\_\_!
- I'm so sad! We didn't qualify for the next round of the football tournament yesterday. \_\_\_\_\_!
- I dropped the lasagne all over the floor as I was taking it into the dining room. \_\_\_\_\_!
- Can you believe it? She lost her job after only one week! \_\_\_\_\_!
- I found some money while I was walking to school yesterday. \_\_\_\_\_!
- That's odd. She doesn't normally wear a suit. \_\_\_\_\_!

- 2  LISTENING 7 Listen to a story about a wedding. Put the events in the correct order.

- A very big wave got them wet.
- The man didn't have his wedding ring.
- The man found his ring.
- The couple were standing close to the sea.
- The couple drove home.
- They got out of the sea and tried to get dry.
- An American couple got married.
- The couple went to the beach for their photos.
- The man started looking for his ring.



- 3 You are telling a friend about the situation in exercise 2. Choose the correct answer.

- You <sup>1</sup>Did you hear / Can you describe what happened at Bill's wedding?
- Friend No, I didn't. <sup>2</sup>Tell me about it. / Oh no!
- You They were taking some photos on the beach when <sup>3</sup>suddenly / in the end they got soaked by a wave!
- Friend <sup>4</sup>What a nightmare! / How lucky!
- You Even worse, he thought he had also lost his wedding ring! <sup>5</sup>A few days later / Eventually he found it again.
- Friend <sup>6</sup>That was a mistake! / That was lucky!

- 4 Complete the dialogue with suitable phrases. Use exercises 1 and 3 to help you.

Lily Did you hear <sup>1</sup>\_\_\_\_\_ to me the other day?

Rob No, I didn't. Tell me <sup>2</sup>\_\_\_\_\_.

Lily Well, I'd been shopping with some friends and we were getting the bus home. We were so busy chatting that we didn't notice we'd missed our stop. We only realised when the bus reached the end of the line!

Rob What a <sup>3</sup>\_\_\_\_\_! So what did you do?

Lily Well, the bus driver was really helpful and he said that he was going back the way we'd come. It took ages, but <sup>4</sup>\_\_\_\_\_ we got back home safely.

Rob That was <sup>5</sup>\_\_\_\_\_!

- 5 Think of an interesting or disastrous experience to tell a friend and complete the dialogue.

A Did I ever tell you about \_\_\_\_\_?

B No, \_\_\_\_\_.

A Well, \_\_\_\_\_.

B How \_\_\_\_\_!

A And \_\_\_\_\_.

B Really? \_\_\_\_\_?

A Well, no. \_\_\_\_\_.

B How \_\_\_\_\_! So what did you do?

A \_\_\_\_\_.

B How \_\_\_\_\_!

A Yes, but \_\_\_\_\_.

### VOCABULARY BUILDER (2.2): -ed / -ing ADJECTIVES

>>SB PAGE 128<<

- 6 Complete the sentences with an adjective formed from the verbs in the box. Use the correct -ed or -ing endings.

annoy bore depress excite please shock

- I'm really excited because we're going to Australia!
- Rainy days are so \_\_\_\_\_!
- Let's do something different. I get so \_\_\_\_\_ at weekends!
- We're really \_\_\_\_\_ with our new car – it's great!
- The pictures of the accident were quite \_\_\_\_\_.
- It's really \_\_\_\_\_ when people are late.

## Preparation

## 1 Read the narrative and order the paragraphs.

1  2  3  4 

**A Suddenly**, I felt a pain in my right foot. My grandmother had told us that there were some dangerous fish in the sand. She said that these fish, called weaver fish, had stung several swimmers recently. I felt guilty that I hadn't put my beach shoes on and I started to cry.

**B In the end**, my foot stopped hurting and I felt very relieved. **Finally**, I went back to sit with my grandparents on the beach. I didn't go into the sea again that day, and it was the last time I ever went walking on a beach with no shoes!

**C Last summer**, I was in England with my family visiting my grandparents. **One day**, we decided to go to the coast. We drove to the nearest beach, and put on our swimming costumes. 'Don't forget your beach shoes,' said my mum. But I didn't listen and ran straight into the sea.

**D At first**, my mother thought that I had cut myself on a piece of glass, **but then** I showed her my foot. There were four small holes where the weaver fish had stung me. We went and asked a lifeguard for help. He told me to sit down, and **a few minutes later**, he brought me a bowl of hot water and told me to put my foot in it. Apparently, the hot water brings the poison out of the foot.

## 2 Complete the chart with the times expressions in bold in the text.

To start a narrative	1 <u>Last summer</u> , 2 _____ ,
To show how a situation changes with time	3 _____ , ... _____
To show a surprise event	4 _____ ,
To move the narrative forward in time	5 _____ ,
To end a narrative	6 _____ , 7 _____ ,

## 3 Choose the correct time expressions.

<sup>1</sup> **A few years ago** / **After a while**, we decided to drive to Wales for the weekend. <sup>2</sup> **Later on** / **At first**, our car was running well, <sup>3</sup> **but then** / **one day**, it started making a strange noise. <sup>4</sup> **At first** / **Suddenly**, we began to slow down. My dad managed to stop at the side of the road and we called the rescue service. <sup>5</sup> **One day** / **After a while**, a truck arrived and it took our car away. We sat down on the grass with our luggage, and called a taxi. The taxi came and took us back home. <sup>6</sup> **A few years ago** / **In the end**, we had a very relaxing weekend playing video games and seeing friends at home.

## VOCABULARY BUILDER (2.3): PHRASAL VERBS

&gt;&gt;SB PAGE 128&lt;&lt;

## 4 Complete the sentences with the correct form of the phrasal verbs in the box.

bring up   give away   put on   take off  
take on   turn up

- Why do you always \_\_\_\_\_ late?
- Our plane \_\_\_\_\_ on time.
- Because of the recession, the company decided not to \_\_\_\_\_ any new staff.
- His girlfriend always \_\_\_\_\_ the subject of marriage after she has visited her nieces and nephews.
- I had a big sort-out in my bedroom and I \_\_\_\_\_ all my old DVDs.
- I don't like the way that she \_\_\_\_\_ an American accent when she's singing.

## Writing guide

## 5 Write a narrative about an accident you have had or seen. Include the information below. Remember to use paragraphs and narrative time expressions.

- **Set the scene:** When was it? Where were you? Who were you with?
- **Lead up:** What happened just before?
- **Main event:** What happened? How did you feel? What happened next? How did people react?
- **The ending:** What happened in the end? How did you feel afterwards?

## CHECK YOUR WORK

Have you:

- included all the information in the task?
- organised your narrative into four paragraphs?
- included some narrative time expressions?
- included some phrasal verbs?
- checked your work for mistakes?

# 2

## Self Check

### 1 Complete the sentences with an adjective.

- Paola was j \_\_\_\_\_ because her boyfriend had gone out with her best friend.
- I felt r \_\_\_\_\_ to find my wallet in the café where I'd left it.
- He's an a \_\_\_\_\_ man. He makes me laugh.
- David missed his family and his friends. He felt really h \_\_\_\_\_.
- The children were a \_\_\_\_\_ that they had behaved so badly.
- I was d \_\_\_\_\_ when I got my results. I passed, but I thought I'd do better.
- Brian looks very g \_\_\_\_\_. Has he done something wrong?
- I was u \_\_\_\_\_ when my dad shouted at me.
- We were very s \_\_\_\_\_ when we saw the accident.

Mark: \_\_\_ /9

### 2 Complete the sentences with *about*, *of* or *with*.

- I'm not going on the trip because I'm afraid \_\_\_\_\_ flying.
- I was pleased \_\_\_\_\_ my exam results.
- Are you proud \_\_\_\_\_ yourself?
- Tom's going home because he's fed up \_\_\_\_\_ waiting.
- We didn't understand the maths homework. We were all confused \_\_\_\_\_ it.
- Olivia feels really guilty \_\_\_\_\_ losing her friend's MP3 player.
- Her aunt was getting more and more irritated \_\_\_\_\_ her behaviour.

Mark: \_\_\_ /7

### 3 Choose the correct answers.

I'll never forget the day I <sup>1</sup> \_\_\_\_\_ my girlfriend. I <sup>2</sup> \_\_\_\_\_ to a friend's house because he <sup>3</sup> \_\_\_\_\_ a party. I <sup>4</sup> \_\_\_\_\_ to his house before. We <sup>5</sup> \_\_\_\_\_ on the sofa chatting when his sister, Maria, <sup>6</sup> \_\_\_\_\_ in. She <sup>7</sup> \_\_\_\_\_ a stripy sweater and a tight skirt. It was love at first sight!

- |               |                |               |
|---------------|----------------|---------------|
| 1 a met       | b was meeting  | c had met     |
| 2 a did go    | b was going    | c had gone    |
| 3 a had       | b was having   | c had had     |
| 4 a didn't go | b wasn't going | c hadn't been |
| 5 a sat       | b were sitting | c had sat     |
| 6 a walked    | b was walking  | c had walked  |
| 7 a wore      | b was wearing  | c had worn    |

Mark: \_\_\_ /7

### 4 Complete the sentences. Use the correct form of *used to*, *be used to* or *get used to*.

- We had two cars when both of my parents worked.  
We \_\_\_\_\_ have two cars.
- Keith had never worn a uniform before.  
Keith had to \_\_\_\_\_ wearing a uniform.
- Caroline has just started working at night. She is having trouble sleeping.  
She \_\_\_\_\_ working at night.
- Did you watch cartoons when you were little?  
Did \_\_\_\_\_ watch cartoons?
- Their team always wins.  
They \_\_\_\_\_ winning.
- My cousin has grown a lot.  
She \_\_\_\_\_ be so tall.
- I started a new school last week. It's all a bit strange.  
I haven't \_\_\_\_\_ my new school yet.

Mark: \_\_\_ /7

Total: \_\_\_ /30

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

- \* = I need more practice.    \*\* = I sometimes find this difficult.    \*\*\* = No problem!

	*	**	***
I can describe how I feel. (SB p.14)			
I can describe a memorable experience using different past tenses. (SB p.15)			
I can discuss the significance of important days. (SB p.16)			
I can talk about things that were true in the past, but aren't now. (SB p.17)			
I can understand a magazine article about people with memory loss. (SB p.18)			
I can describe and react to a story. (SB p.20)			
I can write a narrative. (SB p.21)			

**PREPARATION: Listening**

- 1 Read the exam task and underline the key words in each statement.
- 2 Think of synonyms or alternative phrases for each of the key words you have underlined.

**EXAM STRATEGY**

- All the speakers will talk about the same topic. Try to focus on the key words while you listen to help you identify the differences between them.
- Remember that one of the statements does not match any of the speakers.

**EXAM TASK – Listening**

 **LISTENING 8** You are going to hear five people talking about governments. Match the speakers (1–5) with the statements (A–F). There is one statement that you do not need to use.

1    2    3    4    5

This person thinks that:

- A governments are generally quite honest.
- B governments shouldn't control every aspect of people's behaviour.
- C government laws protect people from illegal activities.
- D governments have too much of our personal information.
- E all political parties wish to control people's behaviour to some extent.
- F people don't care how much governments control their behaviour.

**PREPARATION: Reading**

Read the text quickly to get an idea of what it is about, and answer the following questions:

- 1 When and where did Florence Nightingale start training to become a nurse?
- 2 What were the conditions like in the war hospital where Florence worked?
- 3 What happened in 1865?

**EXAM STRATEGY**

- Read the multiple-choice questions and options carefully. Underline any key words connected to people, places or events.
- Look for these key words in the text and try to identify which section of the text corresponds to each question.

**EXAM TASK – Reading**

Read the text below. Choose the right answer, A, B, C or D for questions 1–5.

**The Lady of the Lamp**

Probably one of the most famous people in the medical profession is the English nurse Florence Nightingale. Florence was born into a wealthy family in 1820, and as she grew up, she developed an interest in helping others. By the age of seventeen, she had decided that she wanted to become a nurse. At first, her parents would not let her, because they believed it was not a suitable profession for a woman. It was not until Florence was 31 that her father eventually gave his permission, and she was able to go to Germany to train as a nurse.

By 1853, Florence was running a women's hospital in London. However, her services were soon needed abroad because of the Crimean War, which started in 1854. She travelled to Scutari in Turkey to help the wounded soldiers, and she was horrified by the hospital conditions she found there. Many of the injured men hadn't washed for weeks, and they were sleeping in dirty, overcrowded rooms. Disease spread quickly in these conditions, so many of the patients died. At that time, only one in six patient deaths were due to actual wounds; other deaths were due to infections and disease.

Florence and her nurses soon went about changing the situation. They set up a kitchen to provide better food for the patients and a laundry to wash their clothes. Florence also reported the conditions to the War Office back home, and forced them to carry out important sanitary reforms in the military hospitals. In February 1855, the death rate of patients was 42%; by June 1855, it had fallen to 2%.

Florence gradually became known by her patients as 'the Lady of the Lamp', because she was the only woman allowed in the hospital after eight o'clock at night, so the soldiers became used to seeing her holding a lantern. She hardly slept, and she was on her feet for twenty hours a day. The wounded men loved and respected her, and she was seen as a hero back home in England.

However, it was not fame that Florence wanted, and when the war finished in 1856, she returned to England in secret. She wrote a book called *Notes on Nursing*, and met Queen Victoria to discuss the future of nursing. The Nightingale School and Home for Nurses opened in 1860, and five years later the first trained Nightingale nurses started work. Florence passed away peacefully in her sleep in her own house on 13th August, 1910, at the age of 90.

- 1 Florence Nightingale's parents
  - A were very poor people.
  - B objected to her career choice.
  - C wanted to move to Germany.
  - D wanted her to be a nurse.
- 2 When the Crimean War started, Florence Nightingale
  - A had travelled abroad and visited Turkey.
  - B was sick and had to go to hospital in London.
  - C thought soldiers' war injuries were horrifying.
  - D found out that fewer soldiers died of war wounds than died of illnesses.

# 1

## Get Ready for your Exam

- 3 While working in a war hospital in Turkey, Florence
- A had to replace some of her nurses.
  - B decided to work for the War Office.
  - C initiated changes in military service.
  - D introduced major improvements.
- 4 Florence was called 'the Lady of the Lamp' because
- A she had special rights in the hospital.
  - B she helped her patients to go to sleep.
  - C she let patients have the lights on at night.
  - D she needed very little sleep.
- 5 After the Crimean War
- A it took Florence five years to return to England.
  - B Florence became famous as a full-time writer.
  - C professional training for nurses began in England.
  - D Queen Victoria met with nurses to discuss their future.

### EXAM STRATEGY: Use of English

- Read through the text quickly to get an idea of what it is about. Then read the text more carefully and decide what kind of word you need for each gap, e.g. a noun, a verb, etc.

### EXAM TASK – Use of English

Complete the text by writing the correct word in each gap.

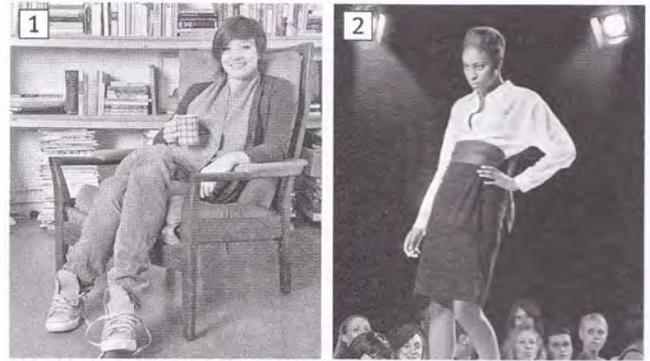
The best memory I have is the time I spent volunteering for six weeks in Bristol about two years ago. I<sup>1</sup>\_\_\_\_\_ just finished my first year at university and wanted to improve my English during the holidays before applying<sup>2</sup>\_\_\_\_\_ a scholarship abroad. My boyfriend and I stayed on a campsite for volunteers<sup>3</sup>\_\_\_\_\_ was located near the sea. He<sup>4</sup>\_\_\_\_\_ on the redecoration of an old people's home, while I<sup>5</sup>\_\_\_\_\_ given work in the campsite kitchen. After a while I found<sup>6</sup>\_\_\_\_\_ that everyone thought the meals we were serving were a bit boring, so I offered to prepare traditional dishes from my country instead. Finding the ingredients wasn't a problem, as there was an international food shop nearby that had everything I needed. The change of menu was a great success, and<sup>7</sup>\_\_\_\_\_ much fun! I enjoyed my work, even though I<sup>8</sup>\_\_\_\_\_ never imagined myself as a chef. Everyone at the campsite kept telling me that I<sup>9</sup>\_\_\_\_\_ one of the best cooks they'd ever had. I<sup>10</sup>\_\_\_\_\_ never had such a fun job as that one and often dream about going back.

### EXAM STRATEGY: Speaking

- Make a list of phrases you can use to describe, compare and contrast the photos.
- Try to add more detail to your description by speculating about what is happening or describing how the people in the pictures are feeling.
- Use adjectives to make your description more interesting.

### EXAM TASK – Speaking

These two photographs show two women posing for the camera. Compare and contrast them and say which of the two situations you would prefer to be in and why.



Answer the questions.

- 1 Are clothes important to you? Why? / Why not?
- 2 When you go shopping for clothes, do you prefer to shop on your own or with other people? Talk about your experiences.

### PREPARATION: Writing

Read the exam task carefully and answer the following questions.

- 1 Is the style formal or informal?
- 2 How will you begin and end your letter?
- 3 How many paragraphs will you include?
- 4 Can you use contracted forms?

### EXAM STRATEGY

- Read the exam task carefully and think about the grammatical tenses you will need to express each of the points that should be included in the letter.
- Remember to read through when you have finished and check for grammar, spelling and punctuation mistakes.

### EXAM TASK – Writing

Imagine you were travelling around your country during the summer holidays when a relative of yours introduced you to a famous person. Write a letter about it to your foreign friend (150–200 words). Tell him / her:

- where you were travelling
- who you met and where and when it happened
- what the person was wearing
- what you did when you saw him / her and how the person reacted
- how you felt about the experience.

# 3 A good job

## 3A

### VOCABULARY AND LISTENING

## The world of work

I can talk about jobs and work.

#### 1 Complete the sentences with the words in the box.

in charge of    menial    on your own    salary  
shift work    skilled    supervise    well-paid

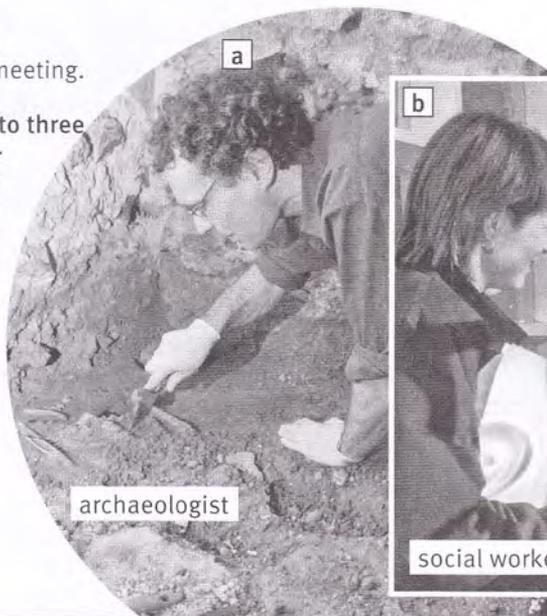
- Your \_\_\_\_\_ is the money you are paid for doing your job.
- If you're not in a team, you work \_\_\_\_\_.
- If you do \_\_\_\_\_, you don't always work at the same times each day.
- A manager is \_\_\_\_\_ a group of workers.
- A \_\_\_\_\_ job is often boring and badly-paid.
- She earns a lot of money. Her job is \_\_\_\_\_.
- If you are a manager, you often have to \_\_\_\_\_ people.
- You need special training to do a \_\_\_\_\_ job.

#### 2 Match the sentence halves.

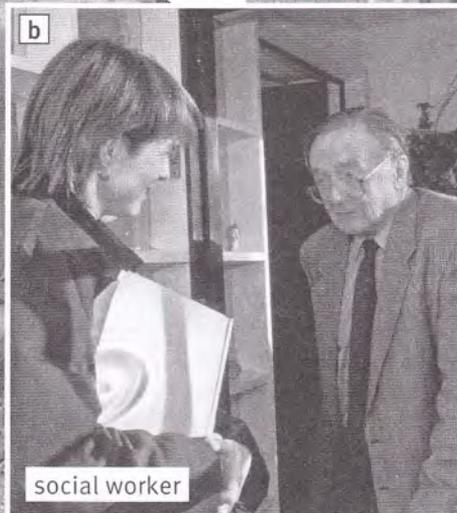
- |                               |                          |
|-------------------------------|--------------------------|
| 1 I have to serve             | <input type="checkbox"/> |
| 2 Because the work is tedious | <input type="checkbox"/> |
| 3 We have to do               | <input type="checkbox"/> |
| 4 You must be able to deal    | <input type="checkbox"/> |
| 5 I feel happy because        | <input type="checkbox"/> |
| 6 I work nine-to-five         | <input type="checkbox"/> |
- a with the public.  
b I am often bored.  
c the work is rewarding.  
d on weekdays.  
e customers in the shop.  
f paperwork after every meeting.

#### 3 LISTENING 9 Listen to three people talking about their jobs. Match the speakers (1-3) with the jobs in the photos (a-c).

- Speaker 1   
Speaker 2   
Speaker 3



archaeologist



social worker



software programmer

#### 4 LISTENING 9 Listen again. Match the speakers (1-3) with the descriptions (a-f).

- |  |                          |
|--|--------------------------|
| a He / She is well-paid.                         | <input type="checkbox"/> |
| b He / She works longer than the official hours. | <input type="checkbox"/> |
| c His / Her job is regarded as being tedious.    | <input type="checkbox"/> |
| d He / She often works abroad.                   | <input type="checkbox"/> |
| e He / She always works in the same place.       | <input type="checkbox"/> |
| f His / Her job can be very stressful.           | <input type="checkbox"/> |

#### VOCABULARY BUILDER (3.2): USEFUL PHRASES WITH WORK >> SB PAGE 129 <<

#### 5 Rewrite the sentences using a phrase with work.

- Can you **calculate** how much I owe you?  
Can you work out how much I owe you?
- We've only got a week to finish our project. Let's start it today.  
Let's \_\_\_\_\_ today.
- My brother **isn't in the office** because he's got flu.  
My brother \_\_\_\_\_ because he's got flu.
- Emily needs to **improve** her listening skills.  
Emily needs to \_\_\_\_\_ her listening skills.
- The lift **is broken** so we'll have to take the stairs.  
The lift \_\_\_\_\_ so we'll have to take the stairs.
- Ryan used to have a job, but now he's **unemployed**.  
Ryan used to have a job, but now he's \_\_\_\_\_.

1 Choose the correct relative pronoun. If both answers are correct, circle both.

- 1 A telesales operator is a person **who** / **that** sells things over the phone.
- 2 A studio is the place **where** / **that** an artist works.
- 3 A salary is the money **which** / **that** you earn in your job.
- 4 A bank clerk is the person **who** / **that** serves you in a bank.
- 5 A building site is a place **where** / **that** construction workers work.
- 6 Unskilled work is work **which** / **that** doesn't require qualifications.
- 7 A waiter is a person **whose** / **that** job is to serve meals.
- 8 A fruit-picker is a person **who** / **that** works on a fruit farm.

2 Complete the text with *who*, *which*, *where* or *whose*.



The flight attendant <sup>1</sup> \_\_\_\_\_ served us on the plane is a cousin of mine. She works for an airline <sup>2</sup> \_\_\_\_\_ operates between London and New York. She lives in New York in a flat <sup>3</sup> \_\_\_\_\_ she shares with two friends <sup>4</sup> \_\_\_\_\_ I have never met. The one <sup>5</sup> \_\_\_\_\_ room I usually stay in is often away. The bed <sup>6</sup> \_\_\_\_\_ I sleep in is always very comfortable! My cousin has got a boyfriend <sup>7</sup> \_\_\_\_\_ job is very well-paid. I can't remember the name of the company <sup>8</sup> \_\_\_\_\_ he works, but I'd quite like to work there myself!

3 Some of the sentences are incorrect. Rewrite them correctly if necessary.

- 1 A supervisor is a person who is in charge of a team.

---

- 2 She's the person who she deals with the public.

---

- 3 A rewarding job is one which you enjoy.

---

- 4 That's the lowest salary where you can earn here.

---

- 5 A factory is a place where cars are made there.

---

- 6 She's the flight attendant who husband is a pilot.

---

4 Join the two sentences with a relative clause. Use the pronouns *who*, *which*, *where* or *whose*.

- 1 She's the manager. She runs the office.  
She's the manager who runs the office.

---

- 2 That's the man. His job is to do the paperwork.  
\_\_\_\_\_

---

- 3 That's the office. They deal with the public there.  
\_\_\_\_\_

---

- 4 That's the computer. I got it for my birthday.  
\_\_\_\_\_

---

- 5 That's the job. My sister is applying for it.  
\_\_\_\_\_

---

- 6 That's the girl. I borrowed her phone.  
\_\_\_\_\_

---

- 7 He's the shop assistant. He served me.  
\_\_\_\_\_

---

- 8 A laboratory is a place. Scientists do experiments there.  
\_\_\_\_\_

### Challenge!

Complete the sentences.

- A receptionist is a person who \_\_\_\_\_ .
- A uniform is something which \_\_\_\_\_ .
- University is a place where \_\_\_\_\_ .
- When I leave school, I want to get a job which \_\_\_\_\_ .

## Revision: Student's Book page 26

## 1 Complete the sentences with the words in the box.

course degree education graduates university

- In September I will be leaving home to go to \_\_\_\_\_.
- A \_\_\_\_\_ is what you get when you successfully complete a course at university.
- You must go to school to get an \_\_\_\_\_.
- I want to take a \_\_\_\_\_ in English literature.
- \_\_\_\_\_ are people who have successfully completed a course at university.

## 2 Read the leaflet below about the Erasmus Programme. Which organisation set up the scheme and when?

## 3 Read the text again. Match the headings (1–7) with the paragraphs (A–F). There is one heading that you do not need.

- Who is the programme for?
- How did the programme get its name?
- How popular is the programme?
- Who thought of the programme?
- What is the programme?
- What are the advantages?
- How much does it cost?

4  LISTENING 10 Listen to an interview with a student who has taken part in the Erasmus Programme. Are the sentences true (T) or false (F)?

- Benjamin studies two main subjects on his course.
- Benjamin spent the whole of his second year in Amsterdam.
- Dutch students talk less in seminars than British students do.
- In Manchester, Benjamin goes to a lot of conferences.
- Benjamin did some voluntary work while he was away.
- Benjamin did some paid work while he was staying in Amsterdam.

## Challenge!

Would you like to take part in the scheme? Why? / Why not?  
Why? \_\_\_\_\_

Why not? \_\_\_\_\_

# The Erasmus Programme

## A \_\_\_\_\_

The Erasmus Programme is an exchange programme which gives students the chance to work or study in a different country while they are still at university. It was set up by the European Union. You can stay for anything between three months and an academic year.

## B \_\_\_\_\_

The scheme takes its name from the Dutch philosopher, Erasmus, whose full name was Desiderius Erasmus of Rotterdam. Erasmus was very open-minded. He lived and worked in many countries around the world in order to learn more about different cultures.

## C \_\_\_\_\_

Since it started in 1987, Erasmus has grown dramatically. The first year, 3,244 students took part. Nowadays, around 200,000 students from 31 different countries participate each year.

## D \_\_\_\_\_

Are you studying for a diploma or a degree at a recognised university? Have you already completed the first year of your course? Then you're eligible for a place on Erasmus.



## E \_\_\_\_\_

Erasmus is a time for learning. You will gain an understanding of your host country and be part of an international community of students. Having Erasmus on your CV can offer you many opportunities, as employers see it as a positive educational experience.

## F \_\_\_\_\_

Erasmus is no more expensive than studying in your own country because you do not have to pay extra tuition fees to the university that you visit. For the additional expense of living abroad, you can apply for an Erasmus grant or scholarship.

I can correctly use non-defining relative clauses.

1 Read the text. Choose the correct answer.



Johnny Depp, <sup>1</sup>who / which / whose / where was born in Kentucky in 1963, is a well-known American actor. He first became famous when he starred in the TV series *21 Jump Street*, in <sup>2</sup>who / which / whose / where he played a young police officer. This role, <sup>3</sup>who / which / whose / where he played for nearly four years, turned him into a

teen idol. Later, Depp played the title role in the film *Edward Scissorhands*, <sup>4</sup>who / which / whose / where was directed by Tim Burton, <sup>5</sup>who / which / whose / where partner is the actress Helena Bonham Carter. Depp has two children with his partner Vanessa Paradis, and they divide their time between their five homes, including a villa in the south of France called *Le Plan de la Tour*, <sup>6</sup>who / which / whose / where Depp makes his own wine.

2 Complete the sentences with a name and the correct relative pronoun. Use the photos below to help you.

- 1 Justin Bieber, who was discovered on YouTube, has become a teen idol.
- 2 \_\_\_\_\_, \_\_\_\_\_ is on the River Seine, is one of the most romantic cities in Europe.
- 3 \_\_\_\_\_, \_\_\_\_\_ husband is David Beckham, usually wears high-heeled designer shoes.
- 4 \_\_\_\_\_, \_\_\_\_\_ The Beatles are from, is on the banks of the River Mersey.
- 5 \_\_\_\_\_, \_\_\_\_\_ is from Colombia, released her first album in 1995.
- 6 \_\_\_\_\_, \_\_\_\_\_ is the capital of Sweden, is located on fourteen islands.



3 Join the two sentences with a non-defining relative clause.

- 1 Crete is popular with British tourists. It's a Greek island.  
\_\_\_\_\_
- 2 The actress Gwyneth Paltrow also sings country music. She is married to the lead singer of Coldplay.  
\_\_\_\_\_
- 3 Daniel Craig is afraid of flying. He's the sixth James Bond.  
\_\_\_\_\_
- 4 Dakar is the capital of Senegal. The famous motor rally ends there.  
\_\_\_\_\_
- 5 Robert Pattinson was born in London. His films include *Harry Potter* and the *Twilight* series.  
\_\_\_\_\_
- 6 Halloween is a popular UK festival. It is celebrated in October.  
\_\_\_\_\_

Challenge!

Write some sentences about your favourite singer or group. Use non-defining relative clauses.

Lady Gaga, whose real name is Stefanni Joanne Angelina Germanotta, became famous in 2008.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Revision: Student's Book page 28

1 Replace the word in **bold** with one used for both men and women.

1 The **spokesman** opened the meeting on time.

\_\_\_\_\_

2 'I'd like to speak to the **manageress**, please.'

\_\_\_\_\_

3 My cousin wants to be a **policewoman**.

\_\_\_\_\_

4 Natalie Portman worked as a model before she became an **actress**.

\_\_\_\_\_

5 I asked the **air hostess** for a bottle of water.

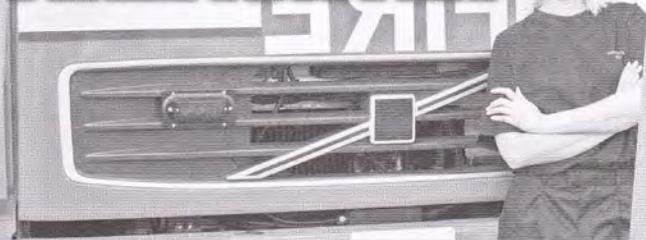
\_\_\_\_\_

2 Read the text. What are the different tasks Dany performs in her job as firefighter?

\_\_\_\_\_

\_\_\_\_\_

## Dany Cotton: FIREFIGHTER



People who think firefighting is a job for men would be surprised to learn that there are now over 230 women in the London Fire Brigade. One of these women is Dany Cotton, who has been with the fire service for more than 22 years.

Dany spends a lot of her time trying to change the image of the Fire Brigade. She recently took part in a national campaign promoting firefighting as a career for girls in secondary schools. During the campaign, she explained that women do the same training and assessment as men and they are expected to do the same jobs. Both men and women must be fit and healthy, but as long as they pass the physical tests, height isn't important.

However, Dany's favourite question is this: 'How can a woman carry a man down a ladder from a building which is on fire?' She says that in all her years of firefighting, she has never seen anyone try this, although she was trained to do it. She describes

this as something we only see in films and explains that today's firefighters enter a building as a team to rescue people.

Dany says that saving people from burning buildings is not the only thing that firefighters do. One of the most important jobs they do these days is in the community. Fire officers visit thousands of homes, businesses and schools each year giving advice that can often save lives. Women are often good at doing this because of their ability to communicate well.

Most of Dany's work in the Fire Brigade these days is as a manager in an office, but she still attends emergencies. One of the things she finds most interesting about her job is this combination of using her skills with people and working in real life emergency situations.

3 Read the text again. Choose the correct answer.

- 1 Dany has worked for the fire service
  - a  for nearly twenty years.
  - b  for over twenty years.
  - c  since she was twenty-two years old.
- 2 Dany worked on a campaign aimed at
  - a  encouraging girls to train to become firefighters.
  - b  explaining the training and assessment needs for firefighters.
  - c  inspiring girls at secondary school to be fit and healthy.
- 3 Male firefighters
  - a  have the same training as female firefighters.
  - b  often carry people down ladders.
  - c  have to be taller than female firefighters.
- 4 Female firefighters tend to be good at
  - a  saving lives.
  - b  office work.
  - c  talking to the public.
- 5 Dany enjoys
  - a  the danger of emergencies.
  - b  the variety in her work.
  - c  being a manager.

### Challenge!

Order the jobs from the most to the least physically challenging and write a short description of each.

nurse \_\_\_\_\_

air stewardess \_\_\_\_\_

secretary \_\_\_\_\_

builder \_\_\_\_\_

- Complete the words relating to job qualities. Use *a, e, i, o* or *u*.
  - A cleaner needs to be h\_r\_d-w\_r\_king and tr\_stw\_rthy.
  - A fitness instructor needs to be \_n\_rg\_t\_c and p\_s\_t\_v\_.
  - A scientist needs to be c\_nsc\_\_nt\_\_s and s\_lf-m\_t\_v\_t\_d.
  - A sales representative needs to be c\_nf\_d\_nt and \_nth\_s\_\_st\_c.
  - An athlete needs to be f\_t and d\_t\_rm\_n\_d.
  - A chef needs to be cr\_\_t\_v\_ and r\_l\_\_bl\_.
  - A receptionist needs to be p\_l\_t\_ and th\_\_ghtf\_l.

**2** **LISTENING 11** Listen to a job interview. What job is the interview for? What three qualities does the girl say she has?

Job: \_\_\_\_\_  
 Qualities: \_\_\_\_\_, \_\_\_\_\_  
 and \_\_\_\_\_.

**3** **LISTENING 11** Order the words to make questions. Listen again and check.

- you / job / out / did / about / How / the / find  
 \_\_\_\_\_?
- in / worked / you / a / You've / before, / haven't / hotel  
 \_\_\_\_\_?
- do / things / kinds of / you / What / do  
 \_\_\_\_\_?
- locally, / don't / You / live / you  
 \_\_\_\_\_?
- the right person / the job / do you think / you're / Why / for  
 \_\_\_\_\_?
- you / When / start / could / work  
 \_\_\_\_\_?

- 4** Add question tags to the statements.
- You saw the advert in a newspaper, didn't you?
  - You haven't worked in a hotel before, \_\_\_\_\_?
  - You can make beds, \_\_\_\_\_?
  - You don't live far away, \_\_\_\_\_?
  - You aren't very confident, \_\_\_\_\_?
  - You passed all your exams, \_\_\_\_\_?
  - You were helping your uncle, \_\_\_\_\_?



**5** **LISTENING 12** Listen to the sentences. Repeat them and add a question tag.

You worked in a supermarket.

You worked in a supermarket, didn't you?

**6** Read the advert and write an interview dialogue for the job. Include the following information:

- where the applicant saw the advert
- the applicant's experience of similar jobs
- the qualities the applicant has that make him / her right for the job.
- when the applicant can start.

**Shop assistant** required for a new clothes shop opening in the town centre. You will be polite and enthusiastic and good at dealing with customers. Hours 9.00 – 18.00. Saturdays only.  
**Pay £7 an hour**

Interviewer \_\_\_\_\_  
 Applicant \_\_\_\_\_  
 Interviewer \_\_\_\_\_  
 Applicant \_\_\_\_\_  
 Interviewer \_\_\_\_\_  
 Applicant \_\_\_\_\_  
 Interviewer \_\_\_\_\_  
 Applicant \_\_\_\_\_  
 Interviewer \_\_\_\_\_

**Preparation**

- 1 Where should the writer put these pieces of information?  
Match A–D with gaps 1–4 in the letter.

- A the date  
B the job he is writing about  
C the address of the person he's writing to  
D his own address

- 2 Complete gaps A and B with the correct form of address.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

A \_\_\_\_\_ Mr Wilson,

4 \_\_\_\_\_

I am writing to apply for the post of part-time sales assistant, which I saw advertised in last Sunday's newspaper.

Last summer I worked in the ticket office of a small independent cinema in Portsmouth. My responsibilities included ticket sales and checking tickets.

I consider myself to be reliable and enthusiastic. If necessary I can supply a reference from the manager of the cinema where I worked last summer.

I would be very grateful for the opportunity to visit you and discuss my application in person. I am available for interview any afternoon after 3 p.m. If my application is successful, I will be available to start work on 15th July when I finish my exams.

I am enclosing my CV.

B \_\_\_\_\_

Nick Baxter

Nicholas M. Baxter

- 3 Number the information in the order it appears in the letter.

- a  where he saw the advertisement  
b  what references he can send  
c  what relevant work experience he has  
d  when he can start work  
e  what his personal qualities are

- 4 Read the letter in exercise 1 again and complete the formal phrases needed to apply for a job in a hotel.

- 1 I am writing to \_\_\_\_\_ for the \_\_\_\_\_ of receptionist.  
2 My \_\_\_\_\_ greeting guests and answering calls.  
3 I \_\_\_\_\_ to be hard-working and reliable.  
4 If necessary I can \_\_\_\_\_ a \_\_\_\_\_.  
5 I would be very \_\_\_\_\_ for the \_\_\_\_\_ to visit your hotel and \_\_\_\_\_ my application in \_\_\_\_\_.  
6 I will be \_\_\_\_\_ to \_\_\_\_\_ work on 2nd January.  
7 I am \_\_\_\_\_ my \_\_\_\_\_.

**Writing guide**

- 5 Read the advert below and write a letter of application for the post. Remember to follow the instructions carefully, to lay out your letter appropriately and to use paragraphs and formal phrases.

**YOUTH  
WORKER  
WANTED**

**for Council Summer Camps**

Excellent opportunity to gain experience working with children aged 6–14 in beautiful surroundings.

Must be fit and enjoy playing sport. **£1,000 a month**

- Mention the job you are applying for and where you saw the advert.
- Give details of previous work experience and responsibilities. Mention any relevant personal interests.
- Talk about why you are right for the job. List your personal qualities and offer to send a reference.
- Say when you are available for interview and when you could start work.

**CHECK YOUR WORK**

Have you:

- included the appropriate addresses and the date?
- started and finished your letter appropriately?
- organised the letter into four paragraphs?
- used formal expressions from exercise 4?
- checked your work for mistakes?

# 3

## Self Check

### 1 Complete the sentences.

- Her job is badly-paid so she doesn't earn a high s\_\_\_\_\_.
- My dad does s\_\_\_\_\_ work so he sleeps at unusual times.
- Our shop is always busy. We serve a lot of c\_\_\_\_\_.
- Jack is doing a p\_\_\_\_\_ job to pay for his studies.
- We enjoy working in a t\_\_\_\_\_ together.
- If you don't have a good education, you will only qualify for m\_\_\_\_\_ work.
- A manager must be able to s\_\_\_\_\_ the workers.

Mark: \_\_\_ /7

### 2 Complete the sentences with the qualities in the box.

conscientious creative determined enthusiastic  
flexible polite

- A person who shows respect for others is \_\_\_\_\_.
- A person who has a lot of imagination and makes new things is \_\_\_\_\_.
- A person who is careful to do things well is \_\_\_\_\_.
- A person who can adapt to change is \_\_\_\_\_.
- A person who doesn't give up even if something is difficult is \_\_\_\_\_.
- A person who is excited and interested is \_\_\_\_\_.

Mark: \_\_\_ /6

### 3 Rewrite the two sentences as one sentence. Use *who*, *which*, *where* or *whose*.

- They've closed down the restaurant. I celebrated my birthday there.  
\_\_\_\_\_
- There's a girl in my class. Her dad is a politician.  
\_\_\_\_\_
- I knew the woman. She interviewed me for the job.  
\_\_\_\_\_
- Tania works in a shop. It sells electronic equipment.  
\_\_\_\_\_
- I married an American. I met him at Oxford University.  
\_\_\_\_\_

Mark: \_\_\_ /5

### 4 Rewrite the sentences with non-defining relative clauses. Use the information in brackets.

- Beyoncé \_\_\_\_\_ has won a total of sixteen Grammy Awards. (Her father is a record manager.)
- Valencia \_\_\_\_\_ is on the east coast of Spain. (It's famous for paella.)

- Monte Carlo \_\_\_\_\_ is famous for its casino. (There is a Formula One racetrack there.)
- Mount Etna \_\_\_\_\_ is located on the island of Sicily. (It's the tallest active volcano in Europe.)
- C.S. Lewis \_\_\_\_\_ wrote the Narnia stories. (He was a professor at Oxford University.)
- The Pyramids \_\_\_\_\_ date from 2630 BCE. (They are situated in Egypt.)

Mark: \_\_\_ /6

### 5 Add question tags to the statements.

- Your brother's a mechanic, \_\_\_\_\_?
- They haven't interviewed him yet, \_\_\_\_\_?
- You do shift work, \_\_\_\_\_?
- Serena answered the phone, \_\_\_\_\_?
- He'll earn a lot of money, \_\_\_\_\_?
- You can't work this weekend, \_\_\_\_\_?

Mark: \_\_\_ /6

Total: \_\_\_ /30

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

\* = I need more practice.    \*\* = I sometimes find this difficult.    \*\*\* = No problem!

	*	**	***
I can talk about jobs and work. (SB p.24)			
I can describe a person, thing or place using defining relative clauses. (SB p.25)			
I can talk about education. (SB p.26)			
I can correctly use non-defining relative clauses. (SB p.27)			
I can understand and react to a magazine article about gender and work. (SB p.28)			
I can ask and answer questions at a job interview. (SB p.30)			
I can write a letter applying for a job. (SB p.31)			

# 4 Body and mind

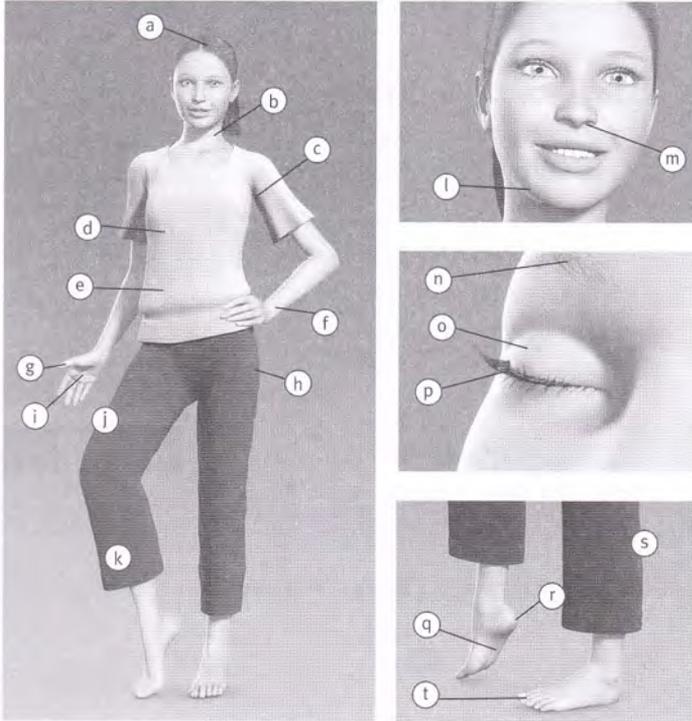
## 4A

### VOCABULARY AND LISTENING

## The human body

I can talk about parts of the body and injuries.

- 1 Complete the parts of the body. Use *a, e, i, o, or u*. Then match the words with the pictures (a–t).



- |           |                          |            |                          |              |                          |
|-----------|--------------------------|------------|--------------------------|--------------|--------------------------|
| 1 th_gh   | <input type="checkbox"/> | 8 ch_st    | <input type="checkbox"/> | 15 _y_l_ds   | <input type="checkbox"/> |
| 2 sh_n    | <input type="checkbox"/> | 9 p_lm     | <input type="checkbox"/> | 16 ch_n      | <input type="checkbox"/> |
| 3 h_l     | <input type="checkbox"/> | 10 thr_t   | <input type="checkbox"/> | 17 wr_st     | <input type="checkbox"/> |
| 4 sc_lp   | <input type="checkbox"/> | 11 _y_br_w | <input type="checkbox"/> | 18 _rmp_t    | <input type="checkbox"/> |
| 5 n_str_l | <input type="checkbox"/> | 12 t_n_l   | <input type="checkbox"/> | 19 s_l       | <input type="checkbox"/> |
| 6 _y_l_sh | <input type="checkbox"/> | 13 h_p     | <input type="checkbox"/> | 20 f_ng_rn_l | <input type="checkbox"/> |
| 7 c_lf    | <input type="checkbox"/> | 14 w_st    | <input type="checkbox"/> |              |                          |

- 2 LISTENING 13 Listen to four teenagers talking about injuries. Match each speaker with an adjective from A and a part of the body from B. There is one word in each group that you do not need.

A black bruised cut dislocated sprained

B ankle eye lip shin shoulder

- Speaker 1 a \_\_\_\_\_  
 Speaker 2 a \_\_\_\_\_  
 Speaker 3 a \_\_\_\_\_  
 Speaker 4 a \_\_\_\_\_

- 3 Complete the idioms with the parts of the body in the box.

arm eyelid hand head leg neck

- 1 Don't be upset – I'm only pulling your \_\_\_\_\_.
- 2 She stuck her \_\_\_\_\_ out and said what she really thought at the meeting.
- 3 How did you keep your \_\_\_\_\_ in such a difficult situation?
- 4 I twisted Anne's \_\_\_\_\_ and she lent me the money.
- 5 He didn't bat an \_\_\_\_\_ when I said I was leaving.
- 6 Can you give me a \_\_\_\_\_ clearing the table?

### VOCABULARY BUILDER (4.1): INSIDE THE BODY >>SB PAGE 130<<

- 4 Complete the sentences with parts of the body.

- 1 The b\_\_\_\_\_ controls your thoughts, feelings and movements.
- 2 The sp\_\_\_\_\_ runs down your back.
- 3 The l\_\_\_\_\_ are used for breathing.
- 4 The sk\_\_\_\_\_ is the large bone which protects your brain.
- 5 The st\_\_\_\_\_ is where the food which you eat gets broken down.
- 6 The r\_\_\_\_\_ are bones which go round your chest.
- 7 V\_\_\_\_\_ carry the blood around your body.

### Challenge!

**DICTIONARY WORK** Look up these words in a dictionary. Find out where in the body you can find them or which part of the body they connect to.

- cheeks \_\_\_\_\_  
 elbow \_\_\_\_\_  
 gums \_\_\_\_\_  
 instep \_\_\_\_\_  
 knuckles \_\_\_\_\_

*I can correctly use the past simple and present perfect simple.*

1 Choose the correct answer.

- The coach isn't here. It has already **gone** / **went**.
- Rosie **broke** / **has broken** her leg three months ago.
- The Olympic Games **started** / **have started** last week.
- They're cheering because their best player **has just scored** / **scored just** a goal.
- I **didn't do** / **haven't done** my homework yet.
- Fernando Alonso **has become** / **became** the world motor racing champion when he was aged only 24.
- We **have been** / **were** at the top of the league since the start of the season.
- Did the match finish / Has the match finished yet?

2 Some of the sentences are incorrect. Rewrite them correctly if necessary.

- I didn't hear this band before. Who are they?   
\_\_\_\_\_
- Callum's still off school. He was ill for over a week.   
\_\_\_\_\_
- Have you finished your homework last night?   
\_\_\_\_\_
- Hannah got a new laptop for her last birthday.   
\_\_\_\_\_
- I've sprained my wrist so I can't do my exams.   
\_\_\_\_\_
- Did you take your driving test yet?   
\_\_\_\_\_
- Leon has broken his leg while he was playing rugby.   
\_\_\_\_\_
- We're hungry! We didn't eat since breakfast!   
\_\_\_\_\_

3 Complete the sentences with the present perfect form of the verbs in brackets and *just*, *already* or *yet*.

- It's not a good idea to go swimming when you \_\_\_\_\_ (eat) dinner.
- Our team \_\_\_\_\_ (win) twelve matches this season. We could win the league!
- We're going to lose the match. We \_\_\_\_\_ a point \_\_\_\_\_ (not score).
- \_\_\_\_\_ any football boots \_\_\_\_\_ (buy)? You'll need them for training on Monday.
- We've got a spare ticket now. Kim \_\_\_\_\_ (call) me to say she's ill.
- I'm not going to the concert. I \_\_\_\_\_ (see) that band twice.

4 Complete the text with the past simple or the present perfect form of the verbs in brackets.



**Jamaican athlete Usain Bolt is one of the fastest men on Earth.**

He <sup>1</sup>\_\_\_\_\_ (break) the world 100m and 200m records several times and he also holds the record for the 4 x 100m relay with his team mates. However, Usain <sup>2</sup>\_\_\_\_\_ (not be) a runner all his life. When he was a child, he <sup>3</sup>\_\_\_\_\_ (spend) his time playing football and cricket in the street with his brother.

It wasn't until the age of 12 that anybody <sup>4</sup>\_\_\_\_\_ (realise) how fast he could run. He <sup>5</sup>\_\_\_\_\_ (win) his first gold medal at the 2002 World Championships, where he was so nervous that he actually <sup>6</sup>\_\_\_\_\_ (put) his running shoes on the wrong feet. Since then, however, he <sup>7</sup>\_\_\_\_\_ (learn) to deal with his pre-race nerves and they no longer affect him.

More importantly, Bolt is loyal to his country. A number of American clubs <sup>8</sup>\_\_\_\_\_ (offer) him a contract over the years, but so far he <sup>9</sup>\_\_\_\_\_ (say) that he doesn't want to leave Jamaica.

**Challenge!**

**INTERNET RESEARCH** Find out information about your favourite sportsperson and write five sentences about him / her. Use the past simple and the present perfect.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Revision: Student's Book page 36

1 Match the words relating to nutrition (a–g) with the foods they are found in (1–7).

- |                 |                          |
|-----------------|--------------------------|
| a salt          | 1 butter and chocolate   |
| b fibre         | 2 sweets and cakes       |
| c protein       | 3 brown bread and cereal |
| d sugar         | 4 pasta and rice         |
| e vitamins      | 5 eggs and meat          |
| f carbohydrates | 6 crisps and nachos      |
| g fat           | 7 carrots and tomatoes   |

2 Read the text quickly. Which snack was invented in the UK?

## the history of snacks

Hamburgers, sandwiches and pizza are some of the world's favourite snacks, but have you ever wondered who first ate them? Read on to find out more.

### The hamburger

The hamburger started life as small pieces of raw beef which were eaten by the Tartars, a tribe who invaded Europe in the Middle Ages. Before eating it, they used to put the meat on their horse under the saddle they were sitting on in order to make it soft. When the Tartars arrived in Hamburg, the people mixed the beef with local spices, fried it and called it the Hamburg Steak. Germans who emigrated to the USA took this recipe with them and it became known as a hamburger there.

### The sandwich

People say that John Montague, the Fourth Earl of Sandwich, invented the sandwich. Montague enjoyed playing cards in his favourite restaurant, the Beef Steak Club in London. He could be found there most days and some of his games lasted for hours. One day, instead of stopping to eat lunch, Montague asked a servant to bring him some meat between two slices of bread to prevent the cards from getting dirty. When the other players saw this, they began to order 'the same as Sandwich', and so the sandwich got its name.



### Pizza Margherita

In 1889, Queen Margherita of Italy invited chef Rafaele Esposito from his pizzeria to visit the royal palace and bake a selection of pizzas for her. Wanting to impress the queen, Rafaele made a very special pizza. It was large and topped with tomatoes, mozzarella cheese and fresh herbs to represent the Italian flag, which is red, white and green. The Queen was delighted with this design and the pizza became one of her favourite foods. When people heard about this, they all wanted to try it and so the pizza Margherita was born.

3 Read the text again. Choose the correct answer.

- What did the Tartars use to eat?
  - Uncooked meat.
  - Fried beef.
  - Hamburgers.
- Who first used the word 'hamburger'?
  - The Germans.
  - The Tartars.
  - The Americans.
- How often was Montague in the Beef Steak Club?
  - Only sometimes.
  - Quite often.
  - Hardly ever.
- Who had the idea of putting meat inside bread?
  - John Montague.
  - A waiter.
  - The other players.
- Where did Rafaele Esposito make his special pizza?
  - In a pizzeria.
  - At his home.
  - At the palace.
- What was the connection between the pizza and the Italian flag?
  - The name.
  - The colours.
  - The size.

4  LISTENING 14 Listen to an interview about the Cornish pasty. Answer the questions.



- Where is Cornwall?  
\_\_\_\_\_
- Apart from swede, what is inside a Cornish pasty?  
\_\_\_\_\_
- Which workers used to eat pasties for lunch?  
\_\_\_\_\_
- Why are pasties easy to eat?  
\_\_\_\_\_
- How much meat should be in a Cornish pasty?  
\_\_\_\_\_
- Why is the pasty important for the economy of Cornwall?  
\_\_\_\_\_

### Challenge!

**INTERNET RESEARCH** Write about two traditional foods from your country. Say which region they are from and if they are healthy or not.

- \_\_\_\_\_
- \_\_\_\_\_

**1** Complete the sentences with the present perfect continuous form of the verbs in brackets.

- \_\_\_\_\_ football all day. (Jim / play)
- How long \_\_\_\_\_ for me? (you / wait)
- They're tired because \_\_\_\_\_ early all this week. (they / get up)
- \_\_\_\_\_, so his throat hurts. (Jamie / shout)
- \_\_\_\_\_, so you don't know what to do. (you / not listen)
- \_\_\_\_\_ since she got home. (Tracy / study)
- How long \_\_\_\_\_ professionally? (you / cycle)
- Sam isn't very fit because \_\_\_\_\_ to the gym this year. (he / not go)

**2** Match sentences 1–8 in exercise 1 with the uses of the present perfect continuous a and b.

- An action that began in the past and is still in progress.  
\_\_\_\_\_
- An action that has recently stopped and that explains the present situation.  
\_\_\_\_\_

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

- They've been doing their homework \_\_\_\_\_ an hour.
- He's been supporting his local football team \_\_\_\_\_ they were promoted to the premier league.
- She's been playing for England \_\_\_\_\_ ten years.
- I've been studying German \_\_\_\_\_ six months.
- We've been skiing \_\_\_\_\_ we were children.
- I've been sneezing a lot \_\_\_\_\_ yesterday.

**4** Choose the correct answer.

- Simon can't walk because **he's broken** / **he's been breaking** his leg.
- You're late! What **have you done** / **have you been doing**?
- I've read** / **I've been reading** the biography of Rafael Nadal, but I'm only on page 57.
- How often **have they offered** / **have they been offering** to help with the washing up?
- She's liked** / **She's been liking** reggae since she went to Jamaica.
- I've sold** / **I've been selling** five of my DVDs, but I didn't get much money for them.
- How long **have you designed** / **have you been designing** computer programs?
- How many films **has Matt seen** / **has Matt been seeing** this week?

**5** Complete the text with the present perfect simple or the present perfect continuous form of the verbs in brackets.



My brother is very happy this morning because he <sup>1</sup> \_\_\_\_\_ (lose) another kilo. He <sup>2</sup> \_\_\_\_\_ (be) on a diet for the last two months, so he <sup>3</sup> \_\_\_\_\_ (stop) eating bread completely. He <sup>4</sup> \_\_\_\_\_ (eat) more healthily which means no cakes, biscuits, or fizzy drinks. Instead, my mum <sup>5</sup> \_\_\_\_\_ (give) him fresh fruit every day for snacks. Since he started his diet, my parents <sup>6</sup> \_\_\_\_\_ (cook) healthy meals all the time, as well. Personally, I would prefer chips!

**Challenge!**

Write questions with the present perfect simple and the present perfect continuous. Then, answer the questions with a complete sentence.

- How many times / you / visit the doctor this year  
\_\_\_\_\_ ?  
\_\_\_\_\_ .
- How long / you / study English  
\_\_\_\_\_ ?  
\_\_\_\_\_ .
- How much water / you / drink today  
\_\_\_\_\_ ?  
\_\_\_\_\_ .
- How long / you / do homework this evening  
\_\_\_\_\_ ?  
\_\_\_\_\_ .

**Revision: Student's Book page 38**

- 1 Complete each pair of sentences with the same word. Use the words in the box.

matter mind object show state treat trip turn

- 1 a We're studying the properties of \_\_\_\_\_ .  
b It doesn't \_\_\_\_\_ to me what you do.
- 2 a I bought myself a new dress as a \_\_\_\_\_ .  
b My doctor doesn't know how to \_\_\_\_\_ this disease.
- 3 a We went out for dinner after the \_\_\_\_\_ .  
b Can you \_\_\_\_\_ me your holiday photos?
- 4 a Whose \_\_\_\_\_ is it?  
b The wheels of the car began to \_\_\_\_\_ .
- 5 a The murder weapon was a strange \_\_\_\_\_ .  
b A lot of local people \_\_\_\_\_ to the plans for the new airport.
- 6 a He was in a \_\_\_\_\_ of shock after the accident.  
b Please \_\_\_\_\_ clearly how many tickets you require.
- 7 a Did you have a good \_\_\_\_\_ ?  
b Be careful you don't \_\_\_\_\_ over that cable on the floor.
- 8 a Einstein had a brilliant \_\_\_\_\_ .  
b I don't \_\_\_\_\_ where we have lunch.

- 2 Read the text. What did Tom Boyle manage to do?

## Superhuman strength

One summer evening in Tucson, USA, a man called Tom Boyle performed an amazing act of strength to rescue a cyclist who had been run over by a car.

After shopping at the mall, Boyle and his wife were in their truck at the exit of the car park waiting to drive onto the main road. Suddenly the car in front, a Camaro, drove out and ran straight over an 18-year-old cyclist.  
<sup>1</sup> \_\_\_\_\_ But the driver of the Camaro didn't notice and he drove off with the cyclist still underneath!

Boyle and his wife could not believe their eyes and Boyle did not take much time to react.  
<sup>2</sup> \_\_\_\_\_ When the Camaro stopped ten metres up the road, the cyclist started hitting the side of the car, screaming in pain. As Boyle ran towards the car, the driver got out. Without stopping to think, Boyle lifted up the 3,000 kg Camaro so that the driver could pull the cyclist out. About 45 seconds later, Boyle put the car back down onto the road and went to help the cyclist.

- 3 Read the text again. Match the sentences (a–f) with the gaps (1–5) in the text. There is one sentence that you do not need.
- a For weeks after the accident, Boyle was interviewed by newspapers and TV stations.  
b Both the cyclist and his bike got trapped under the car.  
c This provides extra energy to prepare the body for action.  
d He threw open the door of his truck and started running after the car.  
e Tom attempted to free the cyclist from under the Camaro.  
f Scientists, however, have the perfect explanation.

### Challenge!

**INTERNET RESEARCH** Find out information about a comic superhero. Choose one of the characters in the box, or your own. Write a short description of them and their special powers or abilities.

Batman Catwoman Spider-man

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<sup>3</sup> \_\_\_\_\_ He even received an award for his brave actions. But to this day, he cannot understand how he lifted up that car.

<sup>4</sup> \_\_\_\_\_ They claim that when the brain detects an extreme situation, it sends more adrenaline and a substance called cortisol into the blood stream.  
<sup>5</sup> \_\_\_\_\_ Our blood pressure rises, our heart starts beating faster and more oxygen is pumped into our muscles. We become, in effect, superhuman.

**1** Choose the correct answer.

- 1 He's got a **temperature** / dizzy.
- 2 Kate's rash is **stiff** / itchy.
- 3 My nose is **blocked up** / sick.
- 4 My sister's feeling **swollen** / sick.
- 5 I've got a **headache** / sick.
- 6 My ankle is **stiff** / **blocked up**.
- 7 My arm's **dizzy** / sore.

**2**  **LISTENING 15** Order the words to complete the dialogue. Then listen and check.

**Doctor** Good morning. What can I do for you?

**Patient** Hello, doctor. <sup>1</sup> with / got a / I've / problem/ my foot

\_\_\_\_\_

I cut it on a piece of glass and now it's red and very swollen.

**Doctor** I see. When did the problem first start?

**Patient** <sup>2</sup> ago / days / five / It / four or / was / I think

**Doctor** Let me have a look at it. Is it painful?

**Patient** Yes. <sup>3</sup> lot / when / walk / hurts / I / a / It /

**Doctor** Right. It is quite red, and it feels very hot. Have you had any other symptoms?

**Patient** Yes. <sup>4</sup> got / a bit / of / I've / a temperature

**Doctor** I think you need antibiotics. You've got an infection. Have you got any allergies?

**Patient** Yes. <sup>5</sup> penicillin / allergic / I'm / to

**Doctor** Don't worry. I'll prescribe a different antibiotic.

**Patient** OK. Thanks, doctor.

**3**  **LISTENING 16** Listen to five patients explaining their symptoms to the doctor. Match the speakers (1–5) with the doctor's advice (a–f). There is one extra piece of advice that you do not need.

1	2	3	4	5

- a 'You must make sure meat is cooked properly.'
- b 'I think you should stay at home and rest for a few days.'
- c 'You need to go straight to hospital. Head injuries are very serious.'
- d 'It would be a good idea to use these eye drops.'
- e 'You must rest your leg for a few days.'
- f 'The best thing would be for me to prescribe you some cream for that.'



**4** Put the dialogue in the correct order.

- a **Patient** No, I don't think so.
- b **Doctor** Well, I suggest you try this cream. I'll write you a prescription.
- c **Patient** I've got a problem with my hand. The skin is very dry and sore.
- d **Doctor** If it doesn't get better, come back and see me again.
- e **Doctor** Let me have a look at it. Oh yes, that's a nasty rash. When did the problem first start?
- f **Doctor** Hello. Come in. What can I do for you?
- g **Patient** Thank you, doctor.
- h **Patient** It was a week or so ago, I think.
- i **Doctor** I see. Have you got any allergies?

**5** Write a dialogue between a patient and a doctor. Use exercises 2 and 4 to help you.

**Doctor** What can I do for you?

**Patient** I've got a problem with \_\_\_\_\_.

**Doctor** \_\_\_\_\_

\_\_\_\_\_

**Patient** \_\_\_\_\_

\_\_\_\_\_

**Doctor** \_\_\_\_\_

\_\_\_\_\_

**Patient** \_\_\_\_\_

\_\_\_\_\_

**Doctor** \_\_\_\_\_

\_\_\_\_\_

**Patient** \_\_\_\_\_

\_\_\_\_\_

A

**Do you want to get fit?****Have you got a bike?****Then come and join our new CYCLING CLUB.**

The Chippenham Cycling Club meets every Saturday to explore the beautiful countryside of the area.

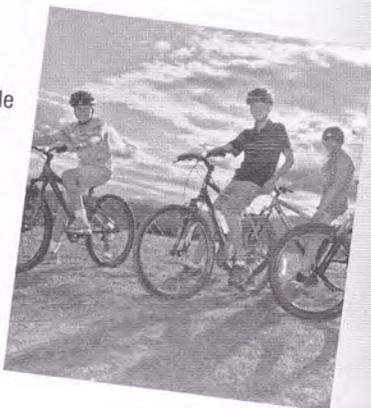
Cycling is ideal for people who:

- need to relax
- enjoy meeting new people
- want to get fit

Time: 8.30 a.m.

Place: Andy's Bike Shop

Cost: £5 per session



**Don't stay inside  
- come for a ride!**

B

**Do you enjoy meeting people?**

<sup>1</sup> \_\_\_\_\_  
Then come and join our ENGLISH CLUB!

The FANS OF ENGLISH Club meets every Tuesday and Thursday evening. <sup>2</sup> \_\_\_\_\_

FANS OF ENGLISH is ideal for people who:

- <sup>3</sup> \_\_\_\_\_
- need to get better marks at school
- love hearing about other cultures
- want to know more about the UK

Time: 6.30 p.m.

Place: <sup>4</sup> \_\_\_\_\_

Cost: £1 per meeting

<sup>5</sup> \_\_\_\_\_

**Preparation**

**1** Read the first announcement (A). Answer the questions.

1 What is the activity?

\_\_\_\_\_

2 What are the benefits of the activity?

\_\_\_\_\_

3 When and where does the group meet?

\_\_\_\_\_

4 How much does the activity cost?

\_\_\_\_\_

**2** Match the phrases (a–e) with the gaps (1–5) in the second announcement (B).

a Judy's café

b Do you want to improve your English?

c enjoy speaking English

d Why don't you come? You'll have a lot of fun!

e We watch films, listen to the latest bands and have a guest speaker once a month.

**3** Match the sentence halves to make strong and memorable final messages.

1 Great people, great

a local swimming pool!

2 Get active!

b and give it a try!

3 Support your

c You'll love the CineClub!

4 Come along

d food, great fun!

5 Love film?

e Get fit!

**4** Choose an activity you take part in. Answer the questions in exercise 1 about it.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

**Writing guide**

**5** Write an announcement to publicise the activity that you take part in. Follow the guide below. Remember to use capitals, rhetorical questions and bullet points where possible.

- Inform people what the activity is and describe it briefly.
- Mention the benefits of the activity for the mind and / or the body.
- Inform people of the time, place and cost of sessions.
- End with a strong and memorable final message.

**CHECK YOUR WORK**

Have you:

- included all the information in the task?
- used capitals for the activity?
- used bullet points for the lists?
- included some rhetorical questions?
- ended with a strong and memorable message?
- checked your work for mistakes?

# 4

## Self Check

### 1 Complete the sentences with the words in the box.

eye eyelid leg necks wrist

- Kevin can't write because he's sprained his \_\_\_\_\_.
- The teacher didn't bat an \_\_\_\_\_ when one of the students left the room.
- We kept quiet in the meeting because we didn't want to stick our \_\_\_\_\_ out.
- You can't believe anything my uncle says because he's always pulling your \_\_\_\_\_.
- Have you been fighting? You've got a black \_\_\_\_\_.

Mark: \_\_\_ /5

### 2 Complete the sentences with a word connected to nutrition.

- Brown bread contains more \_\_\_\_\_ than white.
- \_\_\_\_\_ is found in meat, fish and eggs.
- Potatoes, rice and pasta are forms of \_\_\_\_\_.
- Fruit and vegetables contain a lot of \_\_\_\_\_.
- Burgers and chips contain a lot of \_\_\_\_\_.

Mark: \_\_\_ /5

### 3 Match the sentences (1-6) with the symptoms (a-f).

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1 I'm feeling hot.               | a I've got a stiff neck.      |
| 2 I can't speak.                 | b I'm feeling dizzy.          |
| 3 There are red spots on my arm. | c I've got a blocked up nose. |
| 4 I can't move my head.          | d I've got a temperature.     |
| 5 I'm going to fall over.        | e I've got a rash.            |
| 6 I can't breathe.               | f I've got a sore throat.     |

Mark: \_\_\_ /6

### 4 Rewrite the sentences using the present perfect form of the verbs in brackets.

- It's Eve's first time in Paris. (not visit)  
Eve \_\_\_\_\_ before.
- I last saw you three years ago. (not see)  
I \_\_\_\_\_ three years.
- John got his laptop last June. (have)  
John \_\_\_\_\_ last June.
- They met years ago. (know)  
They \_\_\_\_\_ years.
- We moved to this town when we were five. (live)  
We \_\_\_\_\_ we were five.
- I watched REM perform in 2007, 2008 and 2010. (watch)  
I \_\_\_\_\_ three times.

Mark: \_\_\_ /6

### 5 Complete the text about British tennis player Andy Murray. Use the present perfect simple or the present perfect continuous form of the verbs in brackets. Sometimes either tense is possible.

Andy Murray <sup>1</sup>\_\_\_\_\_ (play) tennis since he was three years old. Since April 2007, the Scot <sup>2</sup>\_\_\_\_\_ (be) one of the top ten male tennis players in the world. He <sup>3</sup>\_\_\_\_\_ (train) with some of the best trainers since his teens, and he <sup>4</sup>\_\_\_\_\_ (win) matches in Qatar, at Wimbledon and at the US Open. He <sup>5</sup>\_\_\_\_\_ even \_\_\_\_\_ (beat) top players Roger Federer and Rafael Nadal. However, he still <sup>6</sup>\_\_\_\_\_ (not win) a Grand Slam. Murray's family home is in Dunblane in Scotland, but he <sup>7</sup>\_\_\_\_\_ (live) in London for the past few years. He <sup>8</sup>\_\_\_\_\_ already \_\_\_\_\_ (publish) his autobiography, which is amazing for someone so young.



Mark: \_\_\_ /8

Total: \_\_\_ /30

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

\* = I need more practice.    \*\* = I sometimes find this difficult.    \*\*\* = No problem!

	*	**	***
I can talk about parts of the body and injuries. (SB p.34)			
I can correctly use the past simple and present perfect simple. (SB p.35)			
I can understand and react to an article about health issues. (SB p.36)			
I can correctly use the present perfect continuous. (SB p.37)			
I can understand a magazine article about the power of the mind. (SB p.38)			
I can talk about illnesses, their symptoms and treatment. (SB p.40)			
I can write an announcement for an event or activity. (SB p.41)			

**PREPARATION: Listening**

Match the following expressions with their definitions:

- |                         |                         |
|-------------------------|-------------------------|
| 1 to be very overweight | A to work well          |
| 2 to be beneficial      | B to be obese           |
| 3 to be effective       | C to bring good results |

**EXAM STRATEGY**

- Before you listen, read the multiple-choice options carefully.
- Listen for the specific details in the options and try to decide which of the four options is correct.

**EXAM TASK – Listening**

 **LISTENING 17** You are going to hear a conversation in which Lucy Chang gives advice about how to sleep well. Choose the correct answer, A, B, C or D for questions 1–4.

- Lucy Chang says that
  - those who don't sleep enough may become overweight.
  - she has experienced some sleeping problems herself.
  - she is very much against using sleeping tablets.
  - a good diet and exercise are more important than sleeping.
- Lucy says that using lavender oil on the pillow
  - works better than adding it to a bath.
  - is a new idea.
  - is more effective for women than for men.
  - may damage your sense of smell.
- Lucy says that people who have problems falling asleep
  - will not find light therapy beneficial.
  - should take a walk before going to bed.
  - should take a walk early in the morning.
  - should walk as much as they can for exercise.
- For muscle relaxation to work, you need to
  - be in a horizontal position.
  - move every part of your body.
  - be lying in bed.
  - hold your breath for as long as you can.

**EXAM STRATEGY: Reading**

- Underline the evidence in the text which either supports or contradicts each of the True / False statements.
- If you do not understand every word in the text, do not worry. Try to deduce the meaning from the context, or from words that sound similar to words in your own language.

**EXAM TASK – Reading**

Read the text and decide if the statements (1–6) are true (T) or false (F). Put X in the correct column.

Are you looking for a more interesting alternative to your weekly shop? Why not try one of the many farmers' markets which have sprung up all over the country? With a fine selection of the very freshest fruit and vegetables, as well as bread, cheese, meat and honey, these farmers' markets offer the shopper both variety and superior quality, as well as a pleasant change from a boring trip to the supermarket.

Farmers' markets have been popular in smaller towns for many years, and they also have a long tradition in parts of London. Even though the majority of people prefer shopping in large supermarkets, particularly on weekdays, shopping at local farmers' markets is becoming a more and more popular weekend activity. These markets offer a chance for farmers to sell fresh produce directly to the public. This direct contact with the producers gives customers the opportunity to ask questions about the produce they are buying. This is exactly what appeals to the city shoppers who frequent these markets – they want to know where their food comes from and how it is made. They are looking for fresh, high-quality produce from local suppliers, and an authentic taste of the country. However, it isn't only city folk who are benefiting from this boom in farmers' markets, as tourists are also keen to sample genuine UK produce such as organic sausages and home-made bread.

Edinburgh Farmers' Market is one of the most prestigious markets in the UK and has won many awards for its high-quality produce. It takes place every Saturday from 9 a.m. to 2 p.m., just below the impressive Edinburgh Castle, which provides a rather dramatic setting. Visitors to the market can find a wide variety of local products, including fresh seafood. There are even cookery demonstrations where you can learn how to really make the most of the delicious home-grown produce. Whether you are simply doing your weekly shopping, or looking for something special to buy, a visit to one of these farmers' markets is always an interesting experience.

	T	F
1 Most customers still like to do their shopping at supermarkets.		
2 Farmers' markets are popular because the producer sells straight to the customer.		
3 Farmers' markets give producers and customers a chance to discuss the products.		
4 Most shoppers at the markets don't care about the origin of the produce.		
5 People from overseas also shop at the markets.		
6 Edinburgh has a monthly farmers' market.		

**EXAM STRATEGY: Use of English**

- When you have finished completing the gaps, read the text again to check that it makes sense.
- Remember: sometimes you need to use a prefix to create an adjective with negative meaning.

**EXAM TASK – Use of English**

Complete the text with the correct form of the words in brackets.

Are the inhabitants of an urban area like New York City less healthy than their nearby neighbours in rural Sullivan County?

The results of a university study published <sup>1</sup> \_\_\_\_\_ (recent) suggest not. We generally think of city lifestyles as being <sup>2</sup> \_\_\_\_\_ (health) because of the problems of noise, pollution, crime, large populations and a very <sup>3</sup> \_\_\_\_\_ (stress) daily routine. Many of us associate big city living with <sup>4</sup> \_\_\_\_\_ (ill) and exhaustion, and dream of leaving an urban environment to live in the country. We tend to believe that fresh air and peace and quiet will help us lead a <sup>5</sup> \_\_\_\_\_ (calm) and less hectic existence.

But the study into health and lifestyle habits in urban and rural US counties concluded that 84% of the <sup>6</sup> \_\_\_\_\_ (healthy) counties were rural. One of the reasons given for this surprising result was that the city populations still had better access to <sup>7</sup> \_\_\_\_\_ (educate) and healthcare facilities and more job opportunities. High rates of <sup>8</sup> \_\_\_\_\_ (employ) in rural areas mean that the local population is more likely to buy cheaper, less healthy food products, leading to problems such as obesity and heart disease. Also, a lower <sup>9</sup> \_\_\_\_\_ (economy) status is often associated with smoking and a more sedentary lifestyle. Meanwhile, there has been investment in the cities to provide more facilities such as gyms, sports centres and open spaces for leisure, and <sup>10</sup> \_\_\_\_\_ (consequence) there has been an improvement in citizens' health and quality of life.

**PREPARATION: Speaking**

- 1 Read the exam task carefully. Look at each point and talk about your own lifestyle. Suggest changes you could make.  
*It might be better to ...      It's a good idea to ...*
- 2 Finish by summarising what you have said.  
*To sum up ...      In conclusion ...*

**EXAM STRATEGY**

- During preparation, brainstorm vocabulary to go with each point of the exam task.
- Try to extend your answers. Remember to give reasons, and try to justify your opinions.

**EXAM TASK – Speaking**

You will be asked to talk about young people's lifestyles. Consider the following issues:

- diet (both food and drink)
- exercise
- sleep and rest
- entertainment

Now work in pairs. One of you is the examiner, the other is a student. Discuss the following questions:

- What unhealthy things do young people eat and drink? Why? What do you think constitutes a healthy diet?
- How do you think young people feel about exercising? Should this change? Why? / Why not?
- Do young people generally do healthy activities in their free time? How can they get a good balance between having fun, working and resting?
- What changes would you suggest to make the lives of young people healthier?

When you have finished, swap roles and repeat.

**EXAM STRATEGY: Writing**

- Plan your letter carefully before you start. This will help you to write the correct number of words for the exam task.
- Then decide how to organise the information you need to include into paragraphs.
- Think about how you will start and finish your letter and what style you need to use.

Check the Writing Bank on page 109 for more help.

**EXAM TASK – Writing**

Read the advert for a summer job and write a letter of application (150–200 words). In your letter:

- Say which job you are applying for and where you saw the advert.
- Include details about your previous experience of work and any responsibilities you have had.
- Explain why you are the right person for the job. Describe your personal qualities.
- Say when you are available to start work and give your contact details.

**Are you into sports and looking for a summer job?**

**GATEWAY SUMMER CAMP** needs you! We are looking for sports coordinators to supervise groups of 10 children aged 6–8 during our summer camps. You should be over 16 years old and be fit and healthy, and you need to have some experience of working with young children or of organising events. We will provide you with accommodation and food.

**INTERESTED? Send your CV now to:**  
[jobs@gatewaycamp.org.uk](mailto:jobs@gatewaycamp.org.uk).

# 5 Tomorrow's world

## 5A

### VOCABULARY AND LISTENING

## Computing

*I can talk about computers and computing.*

- 1 Match a word in A with a word in B to make words and collocations used in computing. Then label the pictures.

A data desktop Internet social-networking USB user web

B browser cam computer name port site storage



1 data storage



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_

- 2 Match the sentence halves.

- 1 If you need to use the Internet at the airport,
- 2 You can download the podcast
- 3 If you want your phone to identify songs,
- 4 If you want to tell all your friends your latest news,
- 5 You can use autocomplete to fill in forms
- 6 If any of the links are broken,
- 7 You can bookmark a web page


- a if you like it and want to find it again quickly.
- b you should contact the webmaster.
- c you have to locate a Wi-Fi hotspot.
- d you have to install a new app.
- e if you want to listen to the programme.
- f you could write a blog.
- g if you want to save time.

- 3 LISTENING 18 Listen to four teenagers talking about how they use computers. Match the speakers (1–4) with the uses (a–e). There is one use that you do not need.

1	2	3	4

- a I used it to publish a blog.
- b I use a social-networking site.
- c I use it to speak to my English teacher.
- d I used it to download television shows.
- e I use the Internet for writing essays.

### VOCABULARY BUILDER (5.1): NOUN PREFIXES

»SB PAGE 131«

- 4 Match the prefixes (1–6) with the words (a–f). Then complete the sentences. Use a dictionary to check if you need to use a hyphen or not.

- |         |               |
|---------|---------------|
| 1 mini  | a millionaire |
| 2 ex    | b circle      |
| 3 auto  | c focus       |
| 4 multi | d girlfriend  |
| 5 semi  | e break       |
| 6 sub   | f titles      |

- 1 Pete hasn't got time for a long holiday, so he's going to take a \_\_\_\_\_.
- 2 Mark Zuckerberg, who started Facebook, became a \_\_\_\_\_ at the age of 23.
- 3 We put the chairs in a \_\_\_\_\_ so that everyone could see the speaker.
- 4 You don't have to touch the lens because the camera has \_\_\_\_\_.
- 5 Most English students need to read the \_\_\_\_\_ when they watch a film in English.
- 6 My brother is hoping to get back together with his \_\_\_\_\_.

**1 Match the sentence halves to make predictions.**

- |  |                          |
|--|--------------------------|
| 1 If we don't save energy,             | <input type="checkbox"/> |
| 2 If you drive through a red light,    | <input type="checkbox"/> |
| 3 If I pass my exams,                  | <input type="checkbox"/> |
| 4 If my phone battery runs out,        | <input type="checkbox"/> |
| 5 If global warming gets worse,        | <input type="checkbox"/> |
| 6 If you forget to upload your photos, | <input type="checkbox"/> |
| 7 If you don't look smart,             | <input type="checkbox"/> |
| 8 If we put our video on YouTube,      | <input type="checkbox"/> |
- a many animals will become extinct.  
 b you might lose them.  
 c you won't get the job.  
 d the world's oil will run out.  
 e I'll get a new laptop.  
 f I'll ring you when I get home.  
 g a lot of people will watch it.  
 h you might have an accident.

**2 Complete the first conditional sentences with the correct form of the verbs in brackets.**

- 1 If the weather \_\_\_\_\_ (be) nice, we \_\_\_\_\_ (have) a barbecue.  
 2 My sister \_\_\_\_\_ (not pass) her exams if she \_\_\_\_\_ (not study).  
 3 If they \_\_\_\_\_ (lose) tomorrow, they \_\_\_\_\_ (not play) in the final.  
 4 If you \_\_\_\_\_ (drive) to work, you \_\_\_\_\_ (not be) late.  
 5 I \_\_\_\_\_ (not get) wet, if I \_\_\_\_\_ (take) an umbrella.  
 6 Rob \_\_\_\_\_ (do) a computer course if he \_\_\_\_\_ (not find) a job.

**3 Some of the sentences are incorrect. Rewrite them correctly if necessary.**

- 1 I won't probably get an LED TV for my birthday.   
 \_\_\_\_\_  
 2 We might not to go to John's party.   
 \_\_\_\_\_  
 3 Sam may get a job in the summer.   
 \_\_\_\_\_  
 4 I could not have a holiday next year.   
 \_\_\_\_\_  
 5 My maths homework could be wrong.   
 \_\_\_\_\_  
 6 Lisa might going out tonight.   
 \_\_\_\_\_

**4 Write the sentences using expressions of speculation and prediction.**

In the future:

- 1 all cars / run on solar power (70% chance)  
*In the future, all cars might run on solar power.* \_\_\_\_\_  
 2 books / disappear (90% chance)  
 \_\_\_\_\_  
 3 libraries / exist any more (10% chance)  
 \_\_\_\_\_  
 4 people / work from home (100% chance)  
 \_\_\_\_\_  
 5 children / learn at virtual schools (70% chance)  
 \_\_\_\_\_  
 6 students / need notebooks (0% chance)  
 \_\_\_\_\_  
 7 schools / teach foreign languages (40% chance)  
 \_\_\_\_\_  
 8 an asteroid / hit the Earth (0.01% chance)  
 \_\_\_\_\_

**Challenge!**

Complete the sentences with your own ideas.

- If I finish my homework this evening, \_\_\_\_\_  
 \_\_\_\_\_  
 If it rains at the weekend, \_\_\_\_\_  
 \_\_\_\_\_  
 If I'm ill tomorrow, \_\_\_\_\_  
 \_\_\_\_\_  
 If I get good exam results, \_\_\_\_\_  
 \_\_\_\_\_  
 If I have enough money, \_\_\_\_\_  
 \_\_\_\_\_

**Revision: Student's Book page 46**

- 1 Complete the summary about the time capsules in Flushing Meadows with the words in the box.

alarm clock baseball can-opener light switch  
lipstick toothbrush

The time capsules under Flushing Meadows contain items that reveal what everyday life was like in 1939. For example, it includes the thing we use in the morning to wake ourselves up, (an <sup>1</sup>\_\_\_\_\_ ) and then to turn on our kitchen light, (a <sup>2</sup>\_\_\_\_\_ ). The capsule also includes items everyone uses in the bathroom in the morning, (a <sup>3</sup>\_\_\_\_\_ ) and as used by lots of women, (a <sup>4</sup>\_\_\_\_\_ ). As an example of an important kitchen item, there is a <sup>5</sup>\_\_\_\_\_ . To give an idea of modern sports, there is also a <sup>6</sup>\_\_\_\_\_ .

- 2 Read the article. What are the Voyager Golden Records and what do they contain?
- \_\_\_\_\_
- \_\_\_\_\_

## HELLO FROM THE CHILDREN OF PLANET EARTH!

**A**lthough most of the time capsules in the world today are buried underground, some of them have also been 'buried' in space. Two of the most famous are known as the Voyager Golden Records. These were records which were sent up into space inside spacecrafts Voyager 1 and Voyager 2 in 1977. They contain messages to any intelligent life in space that might find them. The two records contain sounds and images which show the many different aspects of life and culture on Earth. There are greetings from people speaking in 55 different languages and also recordings of a variety of natural sounds, such as those made by the sea, the wind and thunder during a storm. They even added animal sounds, like the songs of birds and whales. And finally, there are musical selections from different cultures and periods in history.

The images on the records are both in black and white and colour. The first images are of scientific interest. They show the solar system and its planets, as well as images of animals, insects, plants, DNA, human anatomy and reproduction. The images of humans show food, architecture and people in portraits, with examples of them doing typical daily activities.

As the spacecraft are extremely small and space is incredibly large, the probability of the records being discovered is very small. Even if they are ever found by aliens, it is likely to be far into the future. Voyager 1 will travel through space for about another 40,000 years before it reaches the nearest star.

- 3 Read the text again. Answer the questions.

- Where are the Voyager Golden Records?  
\_\_\_\_\_
- What kinds of noise are included on the records?  
\_\_\_\_\_
- What kinds of picture are included on the records?  
\_\_\_\_\_
- How likely is it that the records will be found?  
\_\_\_\_\_
- What will happen to Voyager 1 about 40,000 years from now?  
\_\_\_\_\_

- 4  **LISTENING 19** Listen to two teenagers discussing the Voyager Golden Records. Complete the sentences with A (Alex) or L (Linda).

- \_\_\_\_\_ is doing a science project.
- \_\_\_\_\_ describes what the Voyager Golden Records are.
- \_\_\_\_\_ thinks there may be a technical problem with the records.
- \_\_\_\_\_ thinks that sending time capsules into space is too expensive.
- \_\_\_\_\_ thinks that getting in touch with aliens would be useful for the human race.
- \_\_\_\_\_ isn't convinced that there is life in outer space.

### Challenge!

**INTERNET RESEARCH** Find out about another space time capsule, the KEO satellite, and answer the questions.

- Has the satellite been launched yet? If so, when?  
\_\_\_\_\_
- What does the satellite contain?  
\_\_\_\_\_  
\_\_\_\_\_
- When will the satellite return to Earth?  
\_\_\_\_\_  
\_\_\_\_\_



- 1 Read the predictions made by Eloise James, a leading campaigner for environmental change. Choose the correct answer.

## What does the future hold?



### By 2050:

- many people **will have lived** / **will be living** on the moon.
- the polar ice-caps **will be melting** / **will have melted** completely.
- the temperature on Earth **will be rising** / **will have risen** to 40 °C all year round.
- all marine life **will be dying** / **will have died**.
- We **will be eating** / **will have eaten** only processed food.
- the world population **will have increased** / **will be increasing** to 30 billion.

- 2 Complete the text about the future with the future perfect or the future continuous form of the verbs in brackets.

## Life in 2050

By 2050, technology will have taken over our lives and there will be no reason for us to leave our houses.

We <sup>1</sup>\_\_\_\_\_ (do) all our shopping on the Internet and instead of visiting friends we <sup>2</sup>\_\_\_\_\_ (chat) to them via our webcams. Many people <sup>3</sup>\_\_\_\_\_ (work) from home in the future too, so cars will no longer be necessary. As for our houses themselves, they <sup>4</sup>\_\_\_\_\_ (grow) in size to incorporate giant solar panels. People <sup>5</sup>\_\_\_\_\_ (throw away) their ovens and kitchen utensils, and robots <sup>6</sup>\_\_\_\_\_ (cook) the family meals.

In 2050, everybody <sup>7</sup>\_\_\_\_\_ (go) to exercise groups in their area to keep fit. The price of beauty treatments <sup>8</sup>\_\_\_\_\_ (fall), so everybody <sup>9</sup>\_\_\_\_\_ (look) good!

- 3 Find the mistake in each line of the text. Write the correction below.

<sup>1</sup> Fossil fuels ~~will ran out~~ by 2030, so car makers  
<sup>2</sup> will be sold cars that use alternative energy.  
<sup>3</sup> Motorists will driving battery-operated cars, and  
<sup>4</sup> petrol stations will have install special areas to  
<sup>5</sup> recharge the batteries. More people will using  
<sup>6</sup> public transport, and fares have dropped. Many  
<sup>7</sup> workers will be work from home, so they won't need to  
<sup>8</sup> travel to the office. Some companies will have closing  
 their offices.

- |   |                          |   |       |
|---|--------------------------|---|-------|
| 1 | <u>will have run out</u> | 5 | _____ |
| 2 | _____                    | 6 | _____ |
| 3 | _____                    | 7 | _____ |
| 4 | _____                    | 8 | _____ |

- 4 Complete the second sentence with the correct form of the future continuous or the future perfect.

- Today is Friday. I'm doing my driving test next Thursday. This time next week I \_\_\_\_\_ my driving test.
- You always have dinner at 8 p.m. What about tonight? \_\_\_\_\_ at 8 p.m. tonight?
- The film starts at 7.30. We haven't arrived yet. \_\_\_\_\_ by the time we arrive.
- My sister goes to bed at 9 p.m. We arrive home at 10 p.m. My sister \_\_\_\_\_ by the time we get home.
- We're living in this house now. We're moving in December. Next year, \_\_\_\_\_ in this house.
- Their exams don't finish until June. They \_\_\_\_\_ their exams by the end of May.
- Today is Monday. We're flying to Sydney next Monday. This time next week \_\_\_\_\_ to Sydney.

### Challenge!

Complete these sentences about you. Use the future continuous and the future perfect.

- In 2020, \_\_\_\_\_.
- By 2025, \_\_\_\_\_.
- In 2040, \_\_\_\_\_.
- By 2045, \_\_\_\_\_.
- In 2060, \_\_\_\_\_.
- By 2065, \_\_\_\_\_.

*I can understand an extract from a novel about the future.*

### Revision: Student's Book page 48

#### 1 Match the sentence halves.

- |   |                          |
|---|--------------------------|
| 1 Climate change will get worse, if factories do not reduce | <input type="checkbox"/> |
| 2 The advances in medicine mean that we can treat           | <input type="checkbox"/> |
| 3 If we do not stop global warming, we may suffer           | <input type="checkbox"/> |
| 4 By 2050, the human race may have started                  | <input type="checkbox"/> |
| 5 Genetic engineering may help doctors replace              | <input type="checkbox"/> |
| 6 Computers will soon be providing                          | <input type="checkbox"/> |
| 7 By the year 2100, scientists may have made                | <input type="checkbox"/> |
- a us with more than just factual information.  
 b important discoveries about immortality.  
 c a terrible catastrophe.  
 d their carbon emissions.  
 e old and damaged parts of the body.  
 f illnesses more effectively nowadays.  
 g a colony in space.

#### 2 Read the text from *Brave New World*. What type of text is it? Choose a, b or c.

- a  a magazine article  
 b  a newspaper review  
 c  an extract from a novel

The director led the students into a bare room, very bright and sunny, where a group of identical eight-month-old babies were looking happily at picture books and playing with bowls of flowers. 'Watch carefully,' he said to the students.

<sup>1</sup>\_\_\_\_\_ The children were shocked by the alarm bells and sirens and started crying immediately. 'And now,' the Director shouted, 'we proceed to re-enforce the lesson with a mild electric shock,' and the Head Nurse pressed a second lever. The crying of the babies changed its tone to a desperate scream until the Director signalled for the treatment to stop.

<sup>2</sup>\_\_\_\_\_ 'Good,' said the Director. 'These Delta babies now associate books and flowers with pain and terror, so they'll be safe from books and botany all their lives.'

One of the students put up his hand. 'Why make it psychologically impossible

for the Deltas to like flowers? Is that what you wanted to ask?' enquired the Director.

<sup>3</sup>\_\_\_\_\_ 'In the past,' the Director explained patiently, 'Gammas, Deltas and even Epsilons were conditioned to go out into the country so that they consumed transport.'

'And they didn't consume transport?' asked the student. 'Quite a lot,' the Director replied. 'But nothing else.'

<sup>4</sup>\_\_\_\_\_ So it was decided to discontinue the love of nature, but not the tendency to consume transport. We established another reason for the masses to go to the country instead: country sports. We condition them to hate the country, but to love country sports, especially those country sports which require the use of complicated apparatus. <sup>5</sup>\_\_\_\_\_ That's the reason for those electric shocks.'

*Brave New World* by Aldous Huxley

#### 3 Read the text again. Match the sentences (a–f) with the gaps (1–5) in the text. There is one extra sentence you do not need.

- a When the children were shown the books and flowers again they immediately started screaming.  
 b Half a dozen nurses in the regulation white linen uniform were bringing in the babies.  
 c A love of nature keeps no factories busy.  
 d The Head Nurse pulled down a lever and there was a violent explosion of noise.  
 e The student nodded.  
 f So they consume manufactured articles as well as transport.

### Challenge!

**INTERNET RESEARCH** Complete the information about a futuristic book or film you have read / seen or would like to read / see.

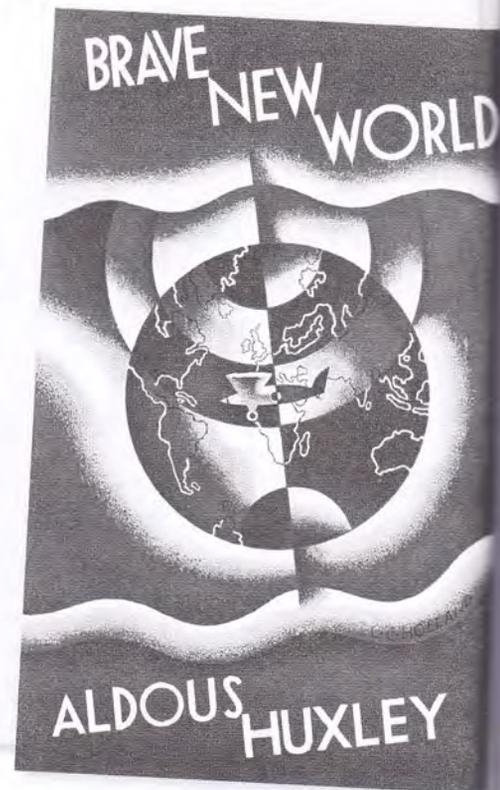
The action happens in the year \_\_\_\_\_.

The book / film is about \_\_\_\_\_.

The main character is \_\_\_\_\_.

I like / don't like the ending of the book / film because \_\_\_\_\_.

I think / don't think this will happen in the future because \_\_\_\_\_.





**1** Complete the responses to the suggestions with the words in the box.

fancy idea keen love plans sorry sounds up

- 1 'Shall we go for a walk?'  
'I'd \_\_\_\_\_ to. It's a beautiful day.'
- 2 'Why don't we go dancing?'  
'Sorry, I don't really \_\_\_\_\_ staying out late.'
- 3 'Let's go out for dinner.' '\_\_\_\_\_, I can't.'
- 4 'Maybe we could watch a DVD at my house.'  
'No, thanks. I'm not very \_\_\_\_\_ on watching TV.'
- 5 'Do you fancy playing a computer game?'  
'Thanks, but I've already got \_\_\_\_\_ for tonight.'
- 6 'Let's write an email to Karen.' 'Great \_\_\_\_\_.'
- 7 'Do you fancy going out for a drink?'  
'I'm not \_\_\_\_\_ for it tonight. I'm tired.'
- 8 'Shall we go bowling?' 'Yes, that \_\_\_\_\_ fun.'

**2** Rewrite the sentences with the words in brackets.

- 1 Shall we go to the cinema? (fancy)  
\_\_\_\_\_
- 2 Let's play tennis on Saturday morning. (shall)  
\_\_\_\_\_
- 3 Maybe we could go out for a drink. (what about)  
\_\_\_\_\_
- 4 How about watching a DVD? (why don't)  
\_\_\_\_\_
- 5 Let's go for a walk in the park. (maybe)  
\_\_\_\_\_
- 6 Shall we go out for dinner? (how about)  
\_\_\_\_\_
- 7 Maybe we could have lunch at a restaurant. (let's)  
\_\_\_\_\_

**3** Read the dialogue, ignoring the gaps. Choose the correct answer.

Megan Hi David. What <sup>1</sup> will you do / are you doing this weekend?

David Well, <sup>2</sup> I'll play / I'm playing basketball on Saturday morning. <sup>3</sup> I'm going to go / I'll go to bed early tonight.

Megan Have you got any plans for Saturday afternoon?

David Yes. My parents want to get me some clothes for my birthday so I think <sup>4</sup> I'll go shopping / I'm going shopping in the afternoon.

Megan What about in the evening?

David In the evening, <sup>5</sup> we're having / we'll have dinner with some friends. Are you free on Sunday, Megan?

Megan <sup>6</sup> I'm going swimming / I'll go swimming in the morning, but <sup>7</sup> I'm not doing / I won't do anything after that.

David Shall we <sup>a</sup> \_\_\_\_\_ ?

Megan Great idea. Let's meet <sup>b</sup> \_\_\_\_\_ .

David OK. <sup>8</sup> I'm going to call / I'll call you before to check you can still come.

**4** **LISTENING 20** Now listen and check your answers to exercise 3. What are David and Megan going to do on Sunday afternoon? When are they going to meet? Complete the gaps in the sentences.

**5** Write a dialogue about plans for the weekend. Use the ideas in the chart or your own ideas.

	you	a friend
Saturday a.m.	free	go for a bike ride
Saturday p.m.	free	do schoolwork
Sunday a.m.	meet Jed for coffee	free
Sunday p.m.	free	free

You \_\_\_\_\_

A friend \_\_\_\_\_

You \_\_\_\_\_

A friend \_\_\_\_\_

You \_\_\_\_\_

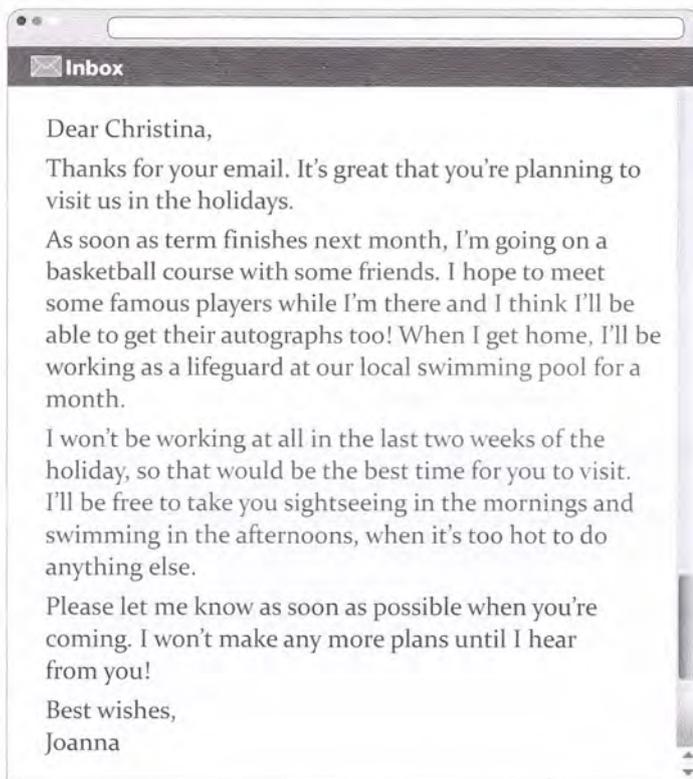
A friend \_\_\_\_\_

*I can write an informal email about future plans and ambitions.*

### Preparation

#### 1 Read the email. Answer the questions.

- 1 What is the first thing Joanna is planning to do in the holidays?  
\_\_\_\_\_
- 2 When is the best time for Christina to visit?  
\_\_\_\_\_
- 3 What are they going to do during Christina's visit?  
\_\_\_\_\_



#### 2 Read the letter again and complete the chart with informal expressions.

Formal style	Informal style
1 Thank you for your email.	
2 I am very pleased that ...	
3 I will be attending a course.	
4 I will be available ...	
5 I would be grateful if you could tell me ...	
6 Yours sincerely,	

#### 3 Complete the sentences with the verbs in the box. Use a *will* clause or an infinitive.

buy go have leave sell visit work

- 1 My parents are hoping \_\_\_\_\_ our house.
- 2 I don't think \_\_\_\_\_ time to call you tonight.
- 3 My sister wants \_\_\_\_\_ camping with a friend.
- 4 I think \_\_\_\_\_ a new mobile with that money.
- 5 I don't reckon I \_\_\_\_\_ the Tower of London.
- 6 We're planning \_\_\_\_\_ after breakfast.
- 7 I reckon \_\_\_\_\_ over the summer. I need the money.

#### 4 Choose the correct answer.

- 1 I'll check my emails **while** / **after** I get home from school at around 4 p.m.
- 2 John will turn off his laptop **until** / **when** he goes to bed.
- 3 You won't be able to make free calls **as soon as** / **until** you get the right app.
- 4 She'll text us **while** / **as soon as** she arrives so that we don't worry.
- 5 I'll listen to the podcast **until** / **when** it's finished downloading.
- 6 Will you write a blog **after** / **while** you're away?
- 7 I'll go on Facebook **before** / **after** I go out.

### Writing guide

#### 5 A British friend has suggested going to Scotland together for a week in the summer holidays. Write an email to him / her. Remember to follow the instructions carefully, and to use informal language and future time clauses.

- Say how you feel about the plan.
- Give some information about your plans for the holiday.
- Explain when the best time for the trip would be for you and why.
- Ask your friend to give you more details about the trip.

### CHECK YOUR WORK

#### Have you:

- included all the information in the task?
- started and finished the email appropriately?
- used informal language?
- used the present simple in future time clauses?
- used the correct structure after *hope*, *plan*, *want*, *think* and *reckon*?
- checked your work for mistakes?

# 5

## Self Check

### 1 Match the words with the definitions.

- 1 a blog     3 an app     5 data   
 2 a link     4 a browser     6 a network

- a a program that lets you look at pages on the Internet  
 b a reference in an electronic document that automatically takes you to another electronic document or web page  
 c a system of computers that are connected together  
 d an online diary  
 e a special piece of software that helps the user do a particular activity  
 f information that is stored by a computer

Mark: \_\_\_ /6

### 2 Complete the sentences with the verbs in the box.

make provide reduce replace start suffer treat

- Doctors use many different types of medicines to \_\_\_\_\_ illnesses.
- Scientists are hoping to \_\_\_\_\_ important discoveries in cancer research in the near future.
- Most companies these days are trying to \_\_\_\_\_ their carbon emissions.
- Will we ever \_\_\_\_\_ a space colony on the moon?
- One day, doctors may be able to \_\_\_\_\_ body parts.
- We're going to \_\_\_\_\_ a catastrophe soon, if we don't start looking after our planet.
- The following websites \_\_\_\_\_ useful information on places to stay.

Mark: \_\_\_ /7

### 3 Complete the sentences with the correct form of the verb in brackets. Use the future continuous or the future perfect.

- Don't call me this afternoon because I \_\_\_\_\_ (travel).
- We \_\_\_\_\_ (discover) new forms of energy by 2020.
- \_\_\_\_\_ the football season \_\_\_\_\_ (start) by the beginning of June?
- This time next week I \_\_\_\_\_ (not study) because our exams will be over!
- I \_\_\_\_\_ (not finish) my essay by the end of the lesson.

Mark: \_\_\_ /5

### 4 Choose the correct answer.

- She'll leave when **she's / she will be** ready.
- The doctor thinks I'll feel / I'm feeling better soon.
- Jim's taking out his mobile. **He'll make / He's going to make** a call.

- You're coughing. **I'm getting / I'll get** you some water.
- Are you going to / Will you** come out this evening?
- The phone turns itself off as soon as the battery **runs out / will run out**.
- I'm going to / I'll go to** meet my boyfriend.

Mark: \_\_\_ /7

### 5 Complete the second sentence so that it means the same as the first sentence. Use the word in brackets.

- Perhaps I'll apply for a summer job. (might)  
I \_\_\_\_\_ a summer job.
- I think it will snow tonight. (probably)  
It \_\_\_\_\_ tonight.
- I'm sure they'll lose the match tomorrow. (win)  
I'm sure \_\_\_\_\_ the match tomorrow.
- Maybe I won't go to the party. (might)  
I \_\_\_\_\_ to the party.
- Perhaps your username is wrong. (could)  
Your username \_\_\_\_\_.

Mark: \_\_\_ /5

Total: \_\_\_ /30

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

- \* = I need more practice.    \*\* = I sometimes find this difficult.    \*\*\* = No problem!

	*	**	***
I can talk about computers and computing. (SB p.44)			
I can speculate about the future and make predictions. (SB p.45)			
I can understand and react to a radio programme about time capsules. (SB p.46)			
I can talk about actions in the future and when they will happen. (SB p.47)			
I can understand and react to experts' predictions for the future. (SB p.48)			
I can suggest and agree on plans for the weekend. (SB p.50)			
I can write an informal email about future plans and ambitions. (SB p.51)			

# 6 Mystery

## 6A

### VOCABULARY AND LISTENING

## Crime at the manor

*I can suggest solutions to a mystery.*

1 Match the words (1–8) with the words (a–h) to make compound nouns. Then label the pictures.

- |          |            |
|----------|------------|
| 1 side   | a stool    |
| 2 floor  | b light    |
| 3 foot   | c chair    |
| 4 wall   | d board    |
| 5 oil    | e painting |
| 6 arm    | f table    |
| 7 window | g boards   |
| 8 coffee | h sill     |



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



1 sideboard



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

2 Complete the sentences with materials.

- The fireplace is made of marble.
- The rocking chair is made of w\_\_\_\_\_.
- The ashtray is made of g\_\_\_\_\_.
- The curtains are made of f\_\_\_\_\_.
- The plates are made of c\_\_\_\_\_.
- The sofa is made of l\_\_\_\_\_.
- The lampshade is made of p\_\_\_\_\_.

3 LISTENING 21 Listen to a detective interviewing a man about a crime. Complete the sentences with compound nouns.

- Mrs Hedges was holding her <sup>1</sup>\_\_\_\_\_.
- The <sup>2</sup>\_\_\_\_\_ had a burning cigarette in it.
- The suspect's fingerprints might be on the <sup>3</sup>\_\_\_\_\_.
- The <sup>4</sup>\_\_\_\_\_ was missing from the <sup>5</sup>\_\_\_\_\_.

4 Match a word from A with a word from B to make compound nouns. Then complete the sentences.

A ~~book~~ chair key light window writing

B hole ledge leg paper shelf shades

- When Emma finished the novel, she put it back on the bookshelf.
- None of the lights had \_\_\_\_\_ in our new house.
- The plants on my \_\_\_\_\_ get a lot of sun.
- I fell on the floor when my \_\_\_\_\_ broke.
- \_\_\_\_\_ is used less nowadays because people send emails.
- She tried to look through the \_\_\_\_\_ to see what was happening in the room.

### Challenge!

**DICTIONARY WORK** Look up the word *sun* in a dictionary and make a note of five compound nouns. Then write an example sentence with each.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*I can report what other people have said.*

1 Choose the correct answer.

- 1 My brother said that he **was** / **is** mending the chair leg.
- 2 They told us they **have** / **had** chosen the new wallpaper.
- 3 She told me that she **bought** / **had bought** an oil painting.
- 4 Dave told me that he **can't** / **couldn't** find the ashtray.
- 5 We said we **will** / **would** tidy the bookcase.
- 6 I told them that I **don't** / **didn't** need a new table lamp.

2 Complete the conversation between two sisters with *said* or *told*. Then rewrite the direct speech as reported speech.

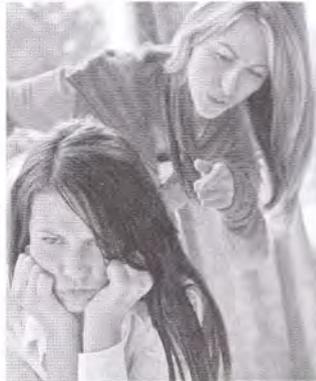
'I can't find my hairbrush,'  
Gemma <sup>1</sup> said \_\_\_\_\_

'I borrowed it this morning,'  
Rosie <sup>2</sup> \_\_\_\_\_ her.

'It isn't in the bathroom,'  
Gemma <sup>3</sup> \_\_\_\_\_ to her.

'I left it on your windowsill,'  
Rosie <sup>4</sup> \_\_\_\_\_ .

'I don't like people taking my  
things,' Gemma <sup>5</sup> \_\_\_\_\_  
to her.



'I won't use your hairbrush again,' Rosie <sup>6</sup> \_\_\_\_\_ her.

- 1 Gemma said that she couldn't find her hairbrush.
- 2 Rosie \_\_\_\_\_ .
- 3 Gemma \_\_\_\_\_ .
- 4 Rosie \_\_\_\_\_ .
- 5 Gemma \_\_\_\_\_ .
- 6 Rosie \_\_\_\_\_ .

3 Rewrite the sentences as reported speech. Use subject and object pronouns.

- 1 'I didn't rob the bank last week,' (the suspect / the policewoman).  
He told her that he hadn't robbed the bank the week before.
- 2 'I was on holiday until yesterday,' (the suspect).  
\_\_\_\_\_
- 3 'You'll have to stay in jail tonight,' (the policewoman / the suspect).  
\_\_\_\_\_
- 4 'I want to speak to my lawyer,' (the suspect / the policewoman).  
\_\_\_\_\_
- 5 'You can see him tomorrow,' (the policewoman).  
\_\_\_\_\_
- 6 'I'm not staying in jail without seeing my lawyer,' (the suspect).  
\_\_\_\_\_

4 George C. Parker was an American conman who sold the Brooklyn Bridge several times to tourists. Read the reported conversation between Parker and a tourist and write the direct speech.



Parker told the tourist that the Brooklyn Bridge was his. He told him that the people crossing the bridge paid him a fee. He said that he had made a lot of money that year. He told the tourist that he needed to build some new bridges. He said that he could sell him the bridge. He said that visitors would continue to pay to cross. He told him that he was offering him an incredible bargain. He told him that he would reduce the price, if necessary.

- 1 'The Brooklyn Bridge is mine.' \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

**Challenge!**

When was the last time you used your mobile phone? Report part of the conversation you had.

I phoned \_\_\_\_\_ . I said \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

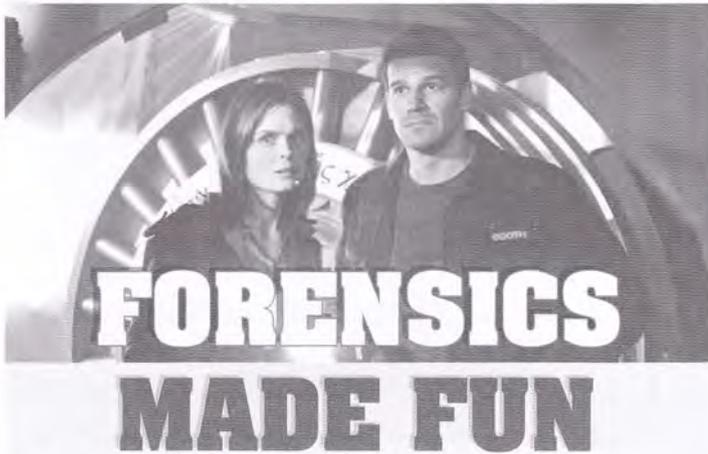
## Revision: Student's Book page 56

## 1 Complete the sentences with the prepositions in the box.

back in into out through under up

- The thief escaped by climbing out \_\_\_\_\_ of a window.
- My little brother enjoys going \_\_\_\_\_ behind people and frightening them.
- The man put the cat carefully \_\_\_\_\_ my hands.
- The mouse ran \_\_\_\_\_ of the cupboard and onto the shelf.
- I watched her \_\_\_\_\_ the mirror as she put on her make-up.
- They jumped \_\_\_\_\_ when they saw the body.
- She pulled her book from \_\_\_\_\_ the blanket and went on reading.
- The servant looked \_\_\_\_\_ the keyhole to spy on Mr Lane.

## 2 Read the review of a TV crime drama series. What makes this show so popular?



One of the best crime dramas on TV at the moment is the American series *Bones*. The programme puts a completely new perspective on criminal investigation as each episode is about the mystery behind some human remains. These are found by FBI Special Agent Seeley Booth and taken to forensic anthropologist Dr Temperance 'Bones' Brennan and her team for analysis.

Despite the serious subject matter, the show contains an element of light-hearted comedy. Much of the humour revolves around the central character Dr Brennan, who is cold and unemotional, with no social skills, and her relationship with Agent Booth, who is much more friendly and outgoing. Dr Brennan uses the phrase 'I don't know what that means'

## 3 Read the text again. Are the sentences true (T) or false (F)?

- The writer says that the series is original.
- FBI Special Agent Booth is known as 'Bones' by his friends.
- The two main characters have very similar personalities.
- Dr Brennan knows very little about pop music and TV.
- Some people say that forensic science is more complicated than it seems in the series.
- The writer says that the show's future depends on the relationship between the main actors.

## 4 LISTENING 22 Listen to four people talking about their favourite detectives. Match the speakers (1–4) with the statements (a–e). There is one statement you do not need.

1	2	3	4

- This character sometimes acts in a funny and stupid way to distract other people.
- This character doesn't wear unusual clothes.
- This character became a model for future detective characters.
- This character is intelligent, sensitive and doesn't always enjoy their work.
- This character is quite different from how they look.

## Challenge!

**INTERNET RESEARCH** Find out about the detective Sherlock Holmes. Write some facts about him here.

Who wrote about him?

When were the stories set?

Where did he work?

every time someone talks about pop culture, while Booth often has to translate her scientific language into words that ordinary people can understand. Predictably, Booth and Dr Brennan do, eventually, become a couple.

Although the show has been criticised for making forensic science seem simple, it has been very popular with TV audiences all over the world. This is mainly because of the dual storyline about the solving of a crime and the relationship between the main characters. The show's success is reflected in the length of time it has been running. Seven seasons have been filmed since the series began, and if the writers are able to continue producing such a gripping storyline, it will continue to be popular.

*I can report questions which other people have asked.*

- 1 Put the words in the correct order to make reported questions.

1 me / been / John / had / where / asked / I

\_\_\_\_\_.

2 they / asked / come / them / if / could / We / for lunch

\_\_\_\_\_.

3 asked / be / when / my car / I / ready / him / would

\_\_\_\_\_.

4 I / the way / You / if / asked / knew / me

\_\_\_\_\_.

5 going / her / asked / she / They / was / where

\_\_\_\_\_.

6 he / a drink / him / wanted / asked / if / She

\_\_\_\_\_.

- 2 Complete the reported questions with the correct pronouns.

1 He asked her if she could call him back.

2 Sally asked us if \_\_\_\_\_ could send her an email.

3 They asked \_\_\_\_\_ where I had seen their dog.

4 The teacher asked him if \_\_\_\_\_ would help her.

5 She asked \_\_\_\_\_ if I would go with \_\_\_\_\_ to the police.

6 I asked you what time \_\_\_\_\_ were picking me up.

7 We asked \_\_\_\_\_ when they would pay \_\_\_\_\_.

- 3 Simon has been away from school for a month. Read his description of his first day back and write the direct questions.

My friends asked me a lot of questions today. First, Chris asked me why I had missed school and Sandra asked me if I had been ill. Next, Emma asked me if I could tell them about my trip. After that, Susan asked me if the head teacher knew I was back. Later, Nigel asked me if I would still take my exams and finally, Elaine asked me if I wanted to borrow her notes.

1 Chris: 'Why did you miss school?'

2 Sandra: '\_\_\_\_\_?'

3 Emma: '\_\_\_\_\_?'

4 Susan: '\_\_\_\_\_?'

5 Nigel: '\_\_\_\_\_?'

6 Elaine: '\_\_\_\_\_?'

- 4  LISTENING 23 Last week Sue went to an interview for a part-time job. Listen to the conversation and complete the direct speech.



1 Which school \_\_\_\_\_?

2 How old \_\_\_\_\_?

3 Have \_\_\_\_\_ a job before?

4 \_\_\_\_\_ your best subject at school?

5 \_\_\_\_\_ pass your last maths exam?

6 What do you \_\_\_\_\_ when you leave school?

7 \_\_\_\_\_ to go to university?

8 \_\_\_\_\_ two evenings during the week?

9 \_\_\_\_\_ next week?

- 5 Look again at exercise 4. Then complete the reported speech.

First, the interviewer asked me which school I went to and

<sup>1</sup> how old I was. Then she asked me <sup>2</sup> \_\_\_\_\_

\_\_\_\_\_. Next she asked me <sup>3</sup> \_\_\_\_\_

\_\_\_\_\_ and <sup>4</sup> \_\_\_\_\_.

After that she asked me <sup>5</sup> \_\_\_\_\_

and <sup>6</sup> \_\_\_\_\_. Finally, she

asked me <sup>7</sup> \_\_\_\_\_ and

<sup>8</sup> \_\_\_\_\_.

### Challenge!

Think of three questions you have asked someone today. Write the questions and answers in reported speech.

I asked \_\_\_\_\_.

He / She said \_\_\_\_\_.

I asked \_\_\_\_\_.

He / She said \_\_\_\_\_.

I asked \_\_\_\_\_.

He / She said \_\_\_\_\_.

**Revision: Student's Book page 58**

- 1** Complete the sentences with the past simple form of the phrasal verbs in the box.

call on   come across   get over   look after   look for  
look into

- Adèle \_\_\_\_\_ her neighbour's dog while he was away on holiday.
- The manager \_\_\_\_\_ our complaint and eventually gave us a new television.
- I \_\_\_\_\_ some old photos while I was tidying my cupboard.
- She opened her bag and \_\_\_\_\_ the keys to open the door.
- We \_\_\_\_\_ some old friends while we were in the area.
- Surprisingly, my grandmother \_\_\_\_\_ her operation in a very short time.

- 2** Read the text quickly. How many people in the article have seen the *Mande Barung*?

a  one   b  two   c  three

## In Search of the Mande Barung



In Nepal, it is known as the *Yeti*, in the US as *Bigfoot* and in India as *Mande Barung*. But does this creature or animal really exist? Recently, journalists have travelled to the Garo Hills in northern India to look into reports that the *Mande Barung* has been seen.

The first report comes from Nelbison Sangma. He says that he watched the *Mande Barung* for three days while he was working in the area. He reported that the

creature was on the other side of the river near some trees and looking for food. Unfortunately, he hadn't gone home to get his camera because he lived ten days' walk away.

Llewellyn Marak, a writer and environmentalist, has not seen the *Mande Barung* himself, but he knows a lot of people

- 3** Read the text again. Choose the correct answers.

- Journalists have recently visited India
  - to see *Mande Barung* with their own eyes.
  - to investigate observations of the *Mande Barung*.
  - to explore the Garo Hills.
- Nelbison Sangma couldn't take any photos because
  - he had no equipment.
  - the creature was behind some trees.
  - the creature was too far away.
- Llewellyn Marak says the footprints weren't human because
  - they were the wrong shape.
  - they were in the wrong place.
  - they were the wrong size.
- Tengsim Marak said
  - he couldn't remember the creature well.
  - he had watched it for a long time.
  - the creature was very large.
- The writer believes that the *Mande Barung*
  - definitely exists.
  - might exist.
  - definitely does not exist.

### Challenge!

Do you think the *Yeti* or *Mande Barung* really exists? Write your opinion here. Explain why / why not.

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who have. Marak has been to visit some giant footprints, which he said were made by the animal. He says that it was impossible that they were human footprints, because they were 46 cm long!

11-year-old Tengsim Marak got a much closer look at the creature. Tengsim was walking through the forest when he came across the animal sitting on a rock playing with a stone. He only saw it for a few seconds, but he can describe it perfectly. He says that he is sure that it wasn't an ordinary animal – it was much bigger than a human, but it had the face of a monkey.

Unfortunately, the 8,000 km<sup>2</sup> area is covered with dense jungle, so it is difficult to know what is out there. Nobody can prove that the *Mande Barung* definitely exists, but nobody can say that it does not exist, either.

1 Rewrite the sentences using *must have*, *could / might have* or *can't have*.

- 1 It's impossible that Rosie went out. She's got flu.  
Rosie can't have gone out.
- 2 It was definitely Jake's birthday yesterday. He had a big party and a cake.  
It \_\_\_\_\_.
- 3 It's possible that we made a mistake. We've never done this before.  
We \_\_\_\_\_.
- 4 It's impossible that you saw a ghost. They don't exist!  
You \_\_\_\_\_.
- 5 It's possible that they got lost. They haven't got a map.  
They \_\_\_\_\_.
- 6 Oh no! I forgot my keys. They aren't in my bag.  
I \_\_\_\_\_.
- 7 It's impossible that Jamie lost his phone. He's just sent me a text message.  
Jamie \_\_\_\_\_.

2 Complete the phrases to react to speculations with the words in the box.

doubt not possible probably quite so suppose unlikely way

- 1 Yes, that's possible.
- 2 I \_\_\_\_\_ so.
- 3 Yes, you're \_\_\_\_\_ right.
- 4 I \_\_\_\_\_ it.
- 5 No \_\_\_\_\_!
- 6 That's \_\_\_\_\_.
- 7 Yes, that's \_\_\_\_\_ likely.
- 8 No, that's \_\_\_\_\_ possible.
- 9 I don't think \_\_\_\_\_.

3 LISTENING 24 Listen and choose the best reply.

- 1 a  She must have split up with her boyfriend.  
b  She can't have split up with her boyfriend.
- 2 a  Yes, that's quite likely. I didn't take it off.  
b  Yes, you're probably right. I remember putting it in my locker before PE.
- 3 a  No way! It can't have been stolen!  
b  I suppose so. It can't have been stolen!
- 4 a  Yes, that's possible. Google isn't working, either.  
b  I doubt it. Google doesn't seem to be working.

4 Read the headline and the start of the newspaper story. Think of three possible explanations for Mr Darwin's behaviour. Write notes using the words below to help you or your own ideas.

## Dead canoeist walks into police station

**Five years ago John Darwin went canoeing in the North Sea.** A few days later his empty canoe was found on a beach several miles away. The police thought he was dead. But last night he walked into a police station. He told the police that he had faked his death and gone home to his wife. For the past five years he has been living at home. When he went out he wore a disguise so that nobody would recognise him.

in debt fake an accident insurance money  
in hiding start a new life his wife  
didn't like his job someone wanted to kill him

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_

5 Write a dialogue about the events in exercise 4. Use *must have*, *might have*, *can't have* and the phrases in exercise 2 to help you.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Preparation****1** Read the letter quickly. Who is it to?

- a  a Scottish restaurant  
 b  a tour company  
 c  a newspaper



Dear Sir or Madam,

Having read your advertisement in the Scottish Times, I am very interested in going on your tour of Loch Ness in search of the monster. <sup>1</sup>\_\_\_\_\_

I will be travelling to Scotland with a large group. <sup>2</sup>\_\_\_\_\_ I'd also be interested in knowing if you offer a discount to groups.

<sup>3</sup>\_\_\_\_\_ If necessary, some of us might decide to bring our own cars.

<sup>4</sup>\_\_\_\_\_ I'd also like to know if the cost of any meals is included in the price of the tour.

<sup>5</sup>\_\_\_\_\_

Yours faithfully,

Bethany R. Simpson

Ms B. R. Simpson

**2** Read the letter again. Complete the gaps (1–5) with the sentences (a–e).

- a Could you please let me know where we will be eating during the tour?  
 b I look forward to hearing from you in due course.  
 c Could you tell me what type of transport we will be using?  
 d I would like to know how many people can go on each tour.  
 e I'd be very grateful if you could give me some more information about some of the arrangements.

**3** Rewrite the questions as indirect questions.

- 1 Where does the tour start?  
 Could you tell me \_\_\_\_\_?  
 2 How much does the tour cost?  
 I'd appreciate it if you could tell me \_\_\_\_\_.  
 3 Is the tour suitable for small children?  
 Please let me know if \_\_\_\_\_.  
 4 What time does the tour finish?  
 Could you please let me know \_\_\_\_\_?  
 5 How long does the tour last?  
 I'd be grateful if you could tell me \_\_\_\_\_.  
 6 Which places will we be visiting?  
 I'd like to know \_\_\_\_\_.

**4** Put the words in order to make sentences with two objects.

- 1 you / send / a brochure / Can / me  
 \_\_\_\_\_  
 2 itinerary / her / told / the / He  
 \_\_\_\_\_  
 3 gave / information / me / They / some  
 \_\_\_\_\_  
 4 meal / cooked / She / a / him  
 \_\_\_\_\_  
 5 sent / deposit / them / I / the  
 \_\_\_\_\_  
 6 offered / The hotel / a single room / him  
 \_\_\_\_\_

**Writing guide****5** Imagine you are interested in booking a tour of Armley Mills in Yorkshire in search of ghosts. Write a formal letter asking for information about these aspects of the trip:

- meeting time and place at Armley Mills
- suitable clothes for the tour
- food and refreshments provided
- cost of the tour.

**CHECK YOUR WORK**

Have you:

- started and finished your letter appropriately?
- organised the letter into four paragraphs?
- used formal expressions from exercise 2?
- checked your work for mistakes?

# 6

## Self Check

### 1 Complete the compound nouns. Use *a, e, i, o* and *u*.

- 1 f\_\_tst\_\_l                      4 r\_\_ck\_\_ng ch\_\_r  
 2 w\_\_nd\_\_ws\_\_ll                5 s\_\_d\_\_b\_\_ard  
 3 \_\_l p\_\_nt\_\_ng                 6 t\_\_bl\_\_l\_\_mp

Mark: \_\_\_ /6

### 2 Complete the sentences with the materials in the box.

fabric glass leather marble wood

- 1 \_\_\_\_\_ is a type of hard stone.  
 2 \_\_\_\_\_ is a material made from animal skin.  
 3 \_\_\_\_\_ comes from trees.  
 4 \_\_\_\_\_ is used for making clothes.  
 5 \_\_\_\_\_ is used for making windows and bottles.

Mark: \_\_\_ /5

### 3 Complete the phrasal verbs in the sentences.

- 1 The police are looking \_\_\_\_\_ the robbery.  
 2 My mum calls \_\_\_\_\_ my grandma every day to make her lunch.  
 3 Have you got \_\_\_\_\_ your car accident yet?  
 4 Kate can't go out tonight because she's looking \_\_\_\_\_ her niece.  
 5 Last weekend, we came \_\_\_\_\_ an old painting in the attic. It had been there since we moved in.

Mark: \_\_\_ /5

### 4 Read the dialogue between the inspector and the woman. Then complete the text with reported speech.

- Inspector** Where were you on the night of the robbery?  
**Woman** I won't say anything until I've called my lawyer.  
**Inspector** You can go home if you answer my questions.  
**Woman** I didn't steal the painting, but I know who is responsible for the crime.

The inspector asked the woman where she  
 1 \_\_\_\_\_ on the night of the robbery. She said that she  
 2 \_\_\_\_\_ say anything until she  
 3 \_\_\_\_\_ her lawyer. The inspector told her that she  
 4 \_\_\_\_\_ go home if she  
 5 \_\_\_\_\_ his questions. The woman told the inspector that she  
 6 \_\_\_\_\_ stolen the painting, but she  
 7 \_\_\_\_\_ who  
 8 \_\_\_\_\_ responsible for the crime.

Mark: \_\_\_ /8

### 5 Report the questions.

- 1 'Who did you visit yesterday?'  
 Olivia asked Sara \_\_\_\_\_  
 2 'Do you like my dress?'  
 Grace asked her dad \_\_\_\_\_  
 3 'Are you going out tonight?'  
 Ben's mum asked him \_\_\_\_\_  
 4 'Have you seen my MP3 player?'  
 Tom asked his sister \_\_\_\_\_  
 5 'When can you help me?'  
 Jenny asked her brother \_\_\_\_\_  
 6 'What will you do about your car?'  
 Margaret asked John what \_\_\_\_\_

Mark: \_\_\_ /6

Total: \_\_\_ /30

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

- \* = I need more practice.    \*\* = I sometimes find this difficult.    \*\*\* = No problem!

	*	**	***
I can suggest solutions to a mystery. (SB p.54)			
I can report what other people have said. (SB p.55)			
I can talk about mystery stories. (SB p.56)			
I can report questions which other people have asked. (SB p.57)			
I can understand an account of a famous mystery. (SB p.58)			
I can speculate about recent events. (SB p.60)			
I can write a letter asking for information. (SB p.61)			

**PREPARATION: Listening**

Read the True / False statements in the exam task. Match the words and phrases below with similar words or phrases in the statements.

- 1 a visit                      3 affecting the world  
2 evaluated                  4 without anybody else

**EXAM STRATEGY**

- The first time you listen, try to get a general understanding of the recording and write down any answers you are sure about.
- When you listen for the second time, concentrate on the statements you have not written an answer for yet.
- Only mark statements as *NG* (not given) if they are not mentioned in the recording at all.
- If you do not know the answer to a question, leave it and go on to the next one. You will be given the chance to listen again.

**EXAM TASK – Listening**

 **LISTENING 25** You are going to hear some information about an international competition, DigiEd. Decide if the statements (1–6) are true (T), false (F) or not given (NG). Put *X* in the correct column.

	T	F	NG
1 The competition can be entered now.			
2 The competition is for the best website describing a global issue.			
3 Students may enter the competition on their own.			
4 The winners will be judged by the teams' trainers.			
5 Competitors will be charged a fee of £20 to take part in the competition.			
6 One of the prizes is a trip to New York.			

**PREPARATION: Reading**

- 1 Read the exam task and the sentences carefully.
- 2 Underline the key words in each unfinished sentence.
- 3 Find a section in the text which covers a similar topic to each sentence.

**EXAM STRATEGY**

- Remember to use words from the text in the correct form to complete each sentence.
- When you have finished, read the sentences again to make sure your answers are grammatically correct.

**EXAM TASK – Reading**

Read the text below and complete the missing information in sentences 1–7. The sentences are not in the order in which the information appears in the text.

**The Girl with the Dragon Tattoo**

It was not Lisbeth Salander's lack of emotional involvement, but her appearance that most upset Dragan Armansky, the director of the security company where she worked. Milton Security had an extremely conservative image and this small, anorexic young woman with short hair and piercings did not fit in. She had a wasp tattoo about two centimetres long on her neck, a tattooed ring around the biceps of her left arm and another on her left ankle. In the summer, Armansky saw that she had a dragon tattooed on her left shoulder. Her hair was naturally red, but she dyed it black.

She did not, in fact, have an eating disorder, Armansky was sure of that. On the contrary, she seemed to consume every kind of junk food. She had simply been born thin with small bones that made her look girlish. She was twenty-four, but she sometimes looked fourteen.

Her movements were quick and spidery, and when she was working at the computer, her fingers flew over the keys. She was too thin to ever become a model, but with the right make-up, advertisers all over the world could have used her face. Sometimes, she wore black lipstick.

In spite of the tattoos and the pierced nose and eyebrows, Salander was, in fact, the most competent investigator he had met in all his years in the business. During the four years she had worked for him, she had never once made a mistake or handed in a bad report. Armansky was convinced that she possessed a unique talent. She had imagination and she always came back with something different from what he expected. Sometimes he thought that her ability to collect information was magic. She somehow managed to get under the skin of the person she was investigating. If they had any deep, dark secrets, she would find them immediately.

- 1 Salander had the image of a mythical animal on her \_\_\_\_\_.
- 2 Salander didn't have the right body shape to be a(n) \_\_\_\_\_.
- 3 Salander had worked for Armansky for \_\_\_\_\_.
- 4 Armansky was disturbed by Salander's \_\_\_\_\_.
- 5 Salander was the best \_\_\_\_\_ Armansky had ever known.
- 6 Salander's real hair colour was \_\_\_\_\_.
- 7 Although Salander was thin, Armansky knew she didn't suffer from a(n) \_\_\_\_\_.

**EXAM STRATEGY: Use of English**

- For questions with vocabulary options, make sure the word you choose makes sense in the context.
- Look at the words before and after each gap carefully, as the gap may be part of a common phrase or lexical unit.
- Remember to check grammatical tenses in the rest of the text to help you decide about the right options for tenses.

**EXAM TASK – Use of English**

Choose the correct word, A, B or C, to complete each gap.

I'm an internet addict. I'm online from the moment I wake up to the moment I go to bed. I<sup>1</sup> \_\_\_\_\_ at websites, chat to friends<sup>2</sup> \_\_\_\_\_ social-networking sites, download music and play games online. Even when I'm away from my computer, I'm online on my phone.

But not any more!<sup>3</sup> \_\_\_\_\_ tomorrow, I'm going on a digital holiday – I'm having a complete digital detox. I'm going to go without my computer, my MP3 player and my phone for a month. I think I'll probably get very bored in the first<sup>4</sup> \_\_\_\_\_ days and I<sup>5</sup> \_\_\_\_\_ about what people are writing on Facebook. On the other<sup>6</sup> \_\_\_\_\_, I know I \_\_\_\_\_ more time to do things – I could read a book or go out for a walk.

My friends are worried; they've asked me if I<sup>8</sup> \_\_\_\_\_ what I'm doing. I hope that in a month's time I<sup>9</sup> \_\_\_\_\_ that the Internet is not the most important thing in my life. I was going to write a blog to record the experience, but as I can't go online I<sup>10</sup> \_\_\_\_\_ the old-fashioned way, with pen and paper!

- |                       |                   |                    |
|-----------------------|-------------------|--------------------|
| 1 A look              | B watch           | C play             |
| 2 A in                | B on              | C at               |
| 3 A From              | B Since           | C For              |
| 4 A little            | B some            | C few              |
| 5 A 'm thinking       | B 'll be thinking | C 'll have thought |
| 6 A side              | B hand            | C thought          |
| 7 A 'll be having     | B 'll have had    | C 'll have         |
| 8 A know              | B knew            | C would know       |
| 9 A 'll be learning   | B 'll learn       | C 'll have learned |
| 10 A 'll have written | B have written    | C 'll be writing   |

**PREPARATION: Speaking**

- 1 Read the exam task.
- 2 Make a list of items for the first and second points.
- 3 Write down three suggestions for where you could get the items.
- 4 How do you make suggestions? Write phrases for making a suggestion, accepting a suggestion and declining a suggestion.

Check the Functions Bank on page 104 for more help.

**EXAM STRATEGY**

- Listen carefully to what your partner is saying. If you do not understand, ask him / her to repeat and / or explain.
- Before you reach a compromise or a decision, discuss all the options in the exam question in detail. Try to disagree with your partner! This keeps the conversation going. Remember you need to keep talking for about five minutes.

**EXAM TASK – Speaking**

You and a friend have rented an unfurnished flat in the UK. You would like to furnish it. Talk about the following issues:

- the furniture you need
- electrical equipment you need
- where you could get these items
- your financial situation.

**PREPARATION: Writing**

- 1 Read the exam task below.
- 2 Think carefully about the style of writing. How do you start and finish a more formal letter or email?
- 3 Rewrite the questions below as indirect questions to make them more formal:  
*Do I need to buy any special equipment?*  
*How much does the accommodation cost?*  
*Is there a discount for students?*

**EXAM STRATEGY**

- Think about what information you are going to include in the email so that it is relevant.
- When you have finished, make sure that you have included all the required information and check your email for accuracy.

**EXAM TASK – Writing**

You are interested in the course described in the advert below. Write an email (150–200 words) asking for more information about the course. Ask about:

- the time and place you need to meet on the first day
- any special equipment you will need
- the cost of accommodation and meals
- special discounts for students
- certificates for completing the course.

If you love the sea and enjoy adventure and excitement, our 10-day diving course is perfect for you! Come and dive with us in the spectacular waters off Lanzarote in the Canary Islands. Our intensive course for beginners will teach you all you need to know about a basic dive. We have qualified instructors with years of experience, and we can provide accommodation with local families.

Contact Dan Morrison at [islasdivinas@dive.com](mailto:islasdivinas@dive.com).

# 7 Real relationships

7A

## VOCABULARY AND LISTENING

## Relationships

*I can talk about dating and relationships.*

- 1 Look at the pictures and complete the sentences with a suitable word.



1 Lily got on well with Ryan at school.



2 They started going \_\_\_\_\_ together.



3 They split \_\_\_\_\_ when Lily went to university.



4 A year later, they got \_\_\_\_\_ together again.



5 They got \_\_\_\_\_ when Lily finished university.



6 They got \_\_\_\_\_ after a few years.

- 2 LISTENING 26 Listen to the dialogues (1–6) and match them with the descriptions (a–g).

- a After six months they got engaged.
- b Giles fancied Caitlin.
- c Caitlin fell out with him because of another girl.
- d They made up a few days later.
- e He chatted her up at the school party.
- f She asked him out the next day.

- 3 Rewrite the second sentence so that it has a similar meaning to the first. Use two or three words including the word in brackets.

1 Mia has always had a good relationship with my brother. (on)

Mia has always got on well with my brother.

2 One day, he invited her to a concert. (asked)

One day, he \_\_\_\_\_ to a concert.

3 I had an argument with Mia about it. (out)

I \_\_\_\_\_ Mia about it.

4 But Mia continued having a romantic relationship with him. (out)

But Mia continued \_\_\_\_\_ with him.

5 After a month, they stopped their relationship. (up)

After a month, they \_\_\_\_\_.

6 I called Mia to finish my disagreement with her. (make)

I called Mia to \_\_\_\_\_ her.

### VOCABULARY BUILDER (7.1): THREE-PART PHRASAL VERBS >>SB PAGE 133<<

- 4 Complete the sentences with the correct three-part phrasal verbs.

1 Phil looks \_\_\_\_\_ his basketball coach because he used to play professionally.

2 I can't put \_\_\_\_\_ your behaviour any longer!

3 Luke walked \_\_\_\_\_ her when he found out she was seeing someone else.

4 We carried \_\_\_\_\_ our work until we had finished.

5 Harriet looks \_\_\_\_\_ her classmates because they aren't as rich as her.

### Challenge!

**DICTIONARY WORK** Look up the following phrasal verbs and write a sentence with each one.

come up with \_\_\_\_\_

get round to \_\_\_\_\_

get up to \_\_\_\_\_

go through with \_\_\_\_\_

stand up for \_\_\_\_\_

1 Look at the chart and complete the sentences with the correct form of the adverbs and adjectives in brackets.

	HARRY	MIKE	CHARLIE
Strength			
Intelligence			
Running			
Painting			

- Charlie is \_\_\_\_\_ (intelligent) than Harry.
- Harry runs \_\_\_\_\_ (fast) of the three boys.
- Charlie paints \_\_\_\_\_ (skilful) than Mike.
- Charlie is \_\_\_\_\_ (strong) than Mike.
- Mike is \_\_\_\_\_ (intelligent) of the three boys.
- Mike runs \_\_\_\_\_ (fast) than Charlie.
- Harry is \_\_\_\_\_ (strong) of the three boys.
- Harry paints \_\_\_\_\_ (skilful) of the three boys.

2 Complete the sentences with the phrases in the box to make comparisons.

as it was when I bought it. she was as a child.  
 than there were five years ago. than he used to be.  
 than it used to be. than I was before.

- My boyfriend's more confident than he used to be.
- This watch isn't as accurate \_\_\_\_\_
- She's slimmer than \_\_\_\_\_
- I'm happier in my new job \_\_\_\_\_
- There are fewer cars in the town centre now \_\_\_\_\_
- This jacket is less cool \_\_\_\_\_

3 Use the words to make superlative sentences with the present perfect.

- She be / interesting / person / I / ever / meet  
She's the most interesting person I've ever met.
- That be / exciting / film / I / ever / see  
 \_\_\_\_\_
- This be / unreliable / car / we / ever / buy  
 \_\_\_\_\_
- He be / funny / man / she / ever / work with  
 \_\_\_\_\_
- That be / expensive / present / he / ever / receive  
 \_\_\_\_\_
- That be / good / meal / I / ever / eat  
 \_\_\_\_\_

4 Complete the sentences with comparative forms of the words in brackets.

- The harder you study, the faster you learn. (hard, fast)
- The \_\_\_\_\_ he waited, the \_\_\_\_\_ he became. (long, impatient)
- The \_\_\_\_\_ the weather, the \_\_\_\_\_ I feel. (warm, good)
- The \_\_\_\_\_ we got to the exam room, the \_\_\_\_\_ we felt. (near, nervous)
- The \_\_\_\_\_ the music, the \_\_\_\_\_ the crowd became. (loud, excited)
- The \_\_\_\_\_ the match, the \_\_\_\_\_ the players get. (important, aggressive)

5 Complete the sentences with a double comparative. Use the adjectives in the box.

bad big crowded dangerous expensive

- Cities are becoming more and more crowded.
- Your feet are getting \_\_\_\_\_.
- London is getting \_\_\_\_\_ because of crime.
- Tom's marks are getting \_\_\_\_\_.
- Petrol is getting \_\_\_\_\_.

**Challenge!**

Write four sentences comparing yourself with your best friend. Use comparative adjectives and adverbs.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Revision: Student's Book page 66

## 1 Match the words (1–6) with the definitions (a–f).

- |                |   |
|----------------|---|
| 1 mystical     | a related to feelings of love                         |
| 2 patriotic    | b famous and respected                                |
| 3 professional | c related to belief in the existence of a god or gods |
| 4 religious    | d doing something as a paid job                       |
| 5 renowned     | e with supernatural qualities                         |
| 6 romantic     | f related to great love of your country               |

## 2 Match the words in the box that rhyme.

flower forget greet hour meet met song tears  
years wrong

## 3 Complete the extracts from three poems with words from exercise 2.

A

*Funeral Blues*by *W.H. Auden*

He was my north, my south, my east and west,  
My working week, and my Sunday rest  
My noon, my midnight, my talk, my song;  
I thought that love would last forever, I was  
1 \_\_\_\_\_.

B

*When we two parted* by Lord Byron

In secret we met  
In silence I grieve  
That thy heart could <sup>2</sup> \_\_\_\_\_,  
Thy spirit deceive.  
If I should meet thee  
After long years,  
How should I <sup>3</sup> \_\_\_\_\_ thee?  
With silence and <sup>4</sup> \_\_\_\_\_.

thy = your  
thee = you

C

*First Love* by John Clare

ne'er = never

I ne'er was struck before that hour  
With love so sudden and so sweet.  
Her face it bloomed like a sweet <sup>5</sup> \_\_\_\_\_  
And stole my heart away complete.

## 4 Read the poems again and match them to the statements (1–3).

This poem

- 1 is about the first time lovers met.   
2 is about a love that no one else knew about.   
3 is about someone who is dead.

5  LISTENING 27 Listen to a biography of a modern poet called John Cooper Clarke. Are the sentences true (T) or false (F)?

- 1 People have always admired John Cooper Clarke.   
2 Clarke studied at The University of Salford.   
3 Clarke often reads his poems on stage.   
4 Clarke looks quite unusual.   
5 His poems normally make people cry and feel sad.   
6 Clarke doesn't write poetry now.

## Challenge!

**INTERNET RESEARCH** Write a short biography of a writer or poet. Choose a–c or your own ideas. Include details about their birth, their life, their loves, their work and their death.

- a William Shakespeare   b Lord Byron  
c Leo Tolstoy   d Victor Hugo

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**1** Choose the correct answer.

- If he **would ask** / asked her out, she would say yes.
- If we **spoke** / would speak Spanish, I would go on holiday to Spain.
- I **would be** / was very rich if I won the lottery.
- If you **said** / would say sorry, she would make up with you.
- He would ask you out if you **would chat** / chatted him up.
- If they worked harder, they **earned** / would earn more money.

**2** Rewrite the two sentences as one second conditional sentence.

- You drink a lot of coffee. You sleep badly.  
If you didn't drink a lot of coffee, you wouldn't sleep badly.
- You don't put your clothes away. Your room is a mess.  
\_\_\_\_\_
- You don't eat vegetables. You aren't healthy.  
\_\_\_\_\_
- You're always with your friends. You don't have time for me.  
\_\_\_\_\_
- You don't study. You don't pass your exams.  
\_\_\_\_\_
- You never save any money. We can't go on holiday.  
\_\_\_\_\_
- You go to bed late. You're tired.  
\_\_\_\_\_

**3** Read what boys say about their girlfriends and what the girls say about their boyfriends. Complete the sentences with the past simple or *would* + base form.

- 'I wish she would talk (talk) to my friends.'
- 'I wish she \_\_\_\_\_ (be) more punctual.'
- 'If only she \_\_\_\_\_ (have) more free time.'
- 'I wish she \_\_\_\_\_ (not phone) me all the time.'
- 'If only he \_\_\_\_\_ (not have) that silly haircut.'
- 'I wish he \_\_\_\_\_ (live) nearer to my house.'
- 'If only he \_\_\_\_\_ (not wear) such old clothes.'
- 'If only he \_\_\_\_\_ (remember) my birthday. He forgets every year.'

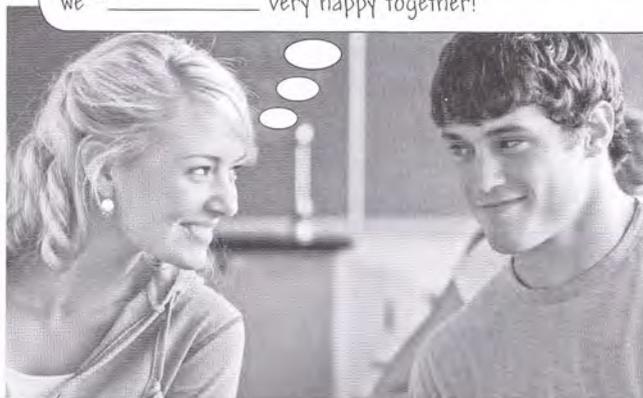
**4** Use the words to make sentences.

- I / rather / you / not borrow / my clothes  
\_\_\_\_\_
- I / wish / we / live / in a bigger house  
\_\_\_\_\_
- If only / we / see / more of each other  
\_\_\_\_\_
- She / rather / stay in tonight  
\_\_\_\_\_
- I / wish / we / can / get married tomorrow  
\_\_\_\_\_
- If only / you / be / ten years younger  
\_\_\_\_\_

**5** Complete Jenny's thoughts with the correct form of the verbs in the box.

ask be can fancy get on go out have know  
live look

'I wish I <sup>1</sup>had a boyfriend. I quite like James. If only he <sup>2</sup>\_\_\_\_\_ me. The problem is, I've never spoken to him. If he <sup>3</sup>\_\_\_\_\_ me better, I'm sure he'd like me. I <sup>4</sup>\_\_\_\_\_ with him if he asked me. We <sup>5</sup>\_\_\_\_\_ go to the cinema together or hang out in the park. If we spent some time together, I'm sure we <sup>6</sup>\_\_\_\_\_ really well. He's really good-looking. If only he <sup>7</sup>\_\_\_\_\_ at me. I wish he <sup>8</sup>\_\_\_\_\_ me to marry him. I'd rather <sup>9</sup>\_\_\_\_\_ with him than with my parents. I'm sure we <sup>10</sup>\_\_\_\_\_ very happy together!'

**Challenge!**

Think about things you'd like to change in your life. Write five sentences using *I wish*, *If only* and *I'd rather*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Revision: Student's Book page 68

## 1 Complete the sentences with the prepositions in the box.

for in of to with

- 1 What are their chances \_\_\_\_\_ winning this match?
- 2 We didn't take account \_\_\_\_\_ the traffic so we were late.
- 3 I've got a date \_\_\_\_\_ a friend of my sister's tonight.
- 4 Paola's big brother takes no interest \_\_\_\_\_ her at all.
- 5 You seem to have a negative attitude \_\_\_\_\_ marriage.
- 6 If you feel attraction \_\_\_\_\_ someone, you should tell them.

## 2 Read the text quickly. What kind of text is it? Choose a, b, c or d.

- a a blog
- b an email
- c a magazine article
- d a Wikipedia entry

## 3 Read the text again. Match the sentences (1–8) with the people (A–D). Each person matches two sentences.

This person

- 1 only went on one date.
- 2 has had a child with their partner.
- 3 had very little free time because of their job.
- 4 gave the person some money and lost contact with them soon afterwards.
- 5 discussed the future when they first met their partner.
- 6 moved away from home to be with someone.
- 7 warns other people to learn from their bad experience.
- 8 met someone who lived in another country.

## Challenge!

What do you think are the most important qualities to look for in a partner? Explain why you think they are important.

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## The pros and cons of ONLINE DATING

Is logging on to a dating website really the ideal way to meet your future partner? Read the following stories and decide for yourself.

## A Kathy White

My busy working day made it impossible for me to meet new people, so I decided to try a dating site. I knew Craig was special and on our first date we started talking about marriage and children. We moved in together in July and got married in October the following year.

## B Paul Brown

I saw Linda's profile on a dating website. She looked really beautiful and I arranged to meet her. When I saw Linda, I realised the photo she had used was from ten years ago. She was much older than in the photo. I felt very deceived and I never used a dating site again. Other people should be careful and remember that photos may give a false impression.

## C Sandra Phillips

I met Steve on a dating website. He invited me to go and stay with him in South Africa. We had a romantic week together and when he said that he needed some money to start a new business, I happily gave him £10,000. Of course, I never heard from him again once I returned home.

## D Alan Church

I'd moved to Edinburgh to be with my girlfriend, but we soon split up and then I tried online dating. Everything felt very natural when I met Susan. The following December, our son Sam was born.



*I can compare and contrast photos.*

**1 Match the adjectives (1–7) with their opposites (a–g).**

- |               |             |
|---------------|-------------|
| 1 quiet       | a trendy    |
| 2 bright      | b expensive |
| 3 cheap       | c lively    |
| 4 crowded     | d informal  |
| 5 formal      | e dark      |
| 6 boring      | f empty     |
| 7 traditional | g noisy     |

**2 Match the sentence halves.**

- |  |                          |
|--|--------------------------|
| 1 This restaurant looks very traditional.        | <input type="checkbox"/> |
| 2 The food isn't that great,                     | <input type="checkbox"/> |
| 3 The restaurant in that photo looks quite busy, | <input type="checkbox"/> |
| 4 It's usually very busy,                        | <input type="checkbox"/> |
| 5 It's very romantic,                            | <input type="checkbox"/> |
| 6 It looks quite trendy,                         | <input type="checkbox"/> |
- a although there aren't many customers right now.  
 b whereas the one in this photo might be quieter.  
 c but it's convenient because it's in the town centre.  
 d so you should take your girlfriend there.  
 e I prefer restaurants which are more traditional.  
 f In contrast, this restaurant looks very modern.

**3 LISTENING 28** Look at the photos and read the exam task. Listen to a student answering the questions. Which restaurant does she choose and why?

You are sightseeing in London with some friends and you want to stop somewhere for lunch. Which of these restaurants would you choose? Why? Why wouldn't you choose the other places?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4 LISTENING 28** Complete the student's answer. Then listen again and check.

I'm going to <sup>1</sup> \_\_\_\_\_ the restaurant in photo three. The tables are outside, so I could sit in the sun and rest for a while. I'd only want to eat something light because I wouldn't want to stop for long.

The <sup>2</sup> \_\_\_\_\_ with the restaurant in photo one is that it's too formal and traditional. It <sup>3</sup> \_\_\_\_\_ expensive and I wouldn't want to stop for a big meal in the middle of the day.

I wouldn't <sup>4</sup> \_\_\_\_\_ for the restaurant in photo two because it looks very crowded. It <sup>5</sup> \_\_\_\_\_ be cheap, but I certainly wouldn't be able to sit down. Eating there would be very stressful because it would be <sup>6</sup> \_\_\_\_\_ noisy. So, <sup>7</sup> \_\_\_\_\_, the restaurant in photo three would be <sup>8</sup> \_\_\_\_\_.

**5** Look again at the photos and read the exam task below. Write your answers to the questions. Use the adjectives in exercise 1 and the phrases in exercise 2 to help you.

It is your mother's birthday and you and your family are planning a special meal for her. Which of these restaurants would you choose? Why? Why wouldn't you choose the other places?

\_\_\_\_\_

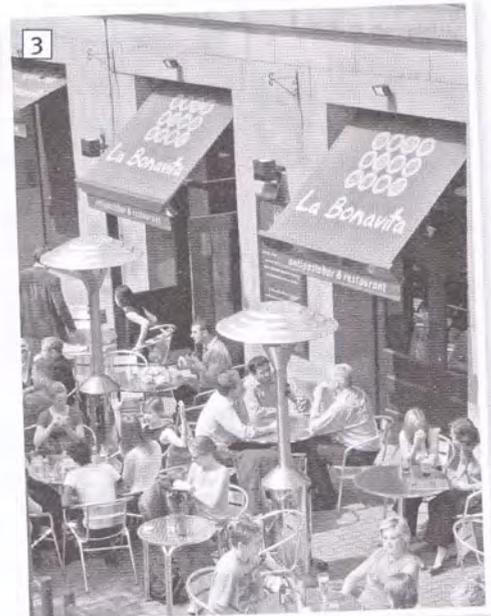
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Preparation

1 Read the essay. Which is the best title? Choose a, b or c.

- a Friendship is the most important thing in the world.
- b It is better to have a large group of friends than just one close friend.
- c It is hard to make new friends nowadays.

Most young people want to have a best friend who they can do everything with. But is it a good idea to spend all your time with just one person?

It is hard to deny that having a close friend gives you stability. You have somebody at your side who will always help you out when you need it. Some people also argue that it is easier to agree on what to do when you are with only one person. In a big group, you often go to places just because everybody else wants to.

On the other hand, some people believe that having only one close friend can be boring. You always do the same things and you never meet anybody new. It is also true that you are taking a risk if you spend all your time with only one person. If you fall out with them or if they move away, you are left completely on your own and it is quite difficult to make new friends.

To sum up, having a close friend is one of the best things that can happen to a person, but it is a good idea to see other people as well. In my opinion, you should always aim to be part of a group and not spend all your time with just one person.



2 Match 1–8 with a–h to make phrases for presenting arguments.

- |                         |                                |
|-------------------------|--------------------------------|
| 1 It is hard            | a argue that                   |
| 2 Some people           | b is clear that                |
| 3 It is                 | c true that                    |
| 4 It can                | d be argued that               |
| 5 It                    | e to deny that                 |
| 6 However,              | f other hand                   |
| 7 Other people take the | g some people argue that       |
| 8 On the                | h opposite view and claim that |

3 Read the essay title below. Then read the arguments and decide if they are points in favour of Internet relationships or against. Write *F* (for) or *A* (against).

*The Internet is bad for friendships and relationships.*

- 1 It's difficult to know if people are being honest.
- 2 You can make a lot of friends very easily.
- 3 You make friends with people you wouldn't usually meet.
- 4 You can meet people from all over the world.
- 5 You need a computer and a good Internet connection.
- 6 You have to wait for a reply when you make a comment.
- 7 It's less interesting because you can't go out to different places together.
- 8 It's easier to find people who share the same interests as you.

4 Plan the second and third paragraphs for the essay title in exercise 3. Choose two arguments *for* and two arguments *against* from exercise 3, and think of a supporting statement or an example for each of the arguments.

For:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

Against:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

## Writing guide

5 Now write the essay following the plan.

- Paragraph 1: Introduce the topic.
- Paragraphs 2 and 3: Use your notes from exercise 4.
- Paragraph 4: Conclusion: sum up with your own opinion.

## CHECK YOUR WORK

Have you:

- organised your essay into four paragraphs?
- included two arguments *for* and two *against*, each with an example or supporting statement?
- used phrases for presenting arguments?
- checked your spelling and grammar?

**1** Complete the sentences with the correct form of the verbs related to dating and relationships.

- Laura is upset because she's s\_\_\_\_\_ u\_\_\_\_\_ w\_\_\_\_\_ her boyfriend.
- My brother has been g\_\_\_\_\_ o\_\_\_\_\_ w\_\_\_\_\_ his girlfriend for ages.
- I'm so excited! The boy I fancy has just a \_\_\_\_\_ me o\_\_\_\_\_!
- Jenny has f\_\_\_\_\_ o\_\_\_\_\_ w\_\_\_\_\_ Alice. They aren't talking to each other.
- My aunt and uncle have separated. I wish they would g\_\_\_\_\_ b\_\_\_\_\_ t\_\_\_\_\_ again!
- My sister and I often argue, but we always m\_\_\_\_\_ u\_\_\_\_\_ the next day.
- Have you ever f\_\_\_\_\_ i\_\_\_\_\_ l\_\_\_\_\_ with someone older than you?
- How well do you g\_\_\_\_\_ o\_\_\_\_\_ w\_\_\_\_\_ the new maths teacher?

Mark: \_\_\_ /8

**2** Complete the words in the sentences.

- I don't go to church on Sundays because I am not r\_\_i\_\_o\_\_s.
- Helen has a British flag on her wall because she is \_at\_\_o\_\_c.
- That artist is \_e\_\_w\_\_e\_ for his paintings of the sea.
- The song about the lovers was very \_o\_\_t\_\_.
- I don't get paid to play tennis because I'm not a \_r\_\_f\_\_io\_\_l player.
- In the film, the wizard can read people's minds and has other m\_\_t\_\_a\_\_powers.

Mark: \_\_\_ /6

**3** Complete the sentences with one word.

- This is the best film I've \_\_\_\_\_ seen.
- I didn't like the second part. It was \_\_\_\_\_ exciting than the first.
- Your pronunciation is getting better and \_\_\_\_\_.
- The further north we travelled, \_\_\_\_\_ colder it got.
- My best friend is quite shy. I'm much \_\_\_\_\_ talkative.
- Most days are bad, but Mondays are the \_\_\_\_\_.
- All of my family walk fast, but my mum walks the \_\_\_\_\_.
- Your car is always breaking down. It's the \_\_\_\_\_ reliable car you've ever had.

Mark: \_\_\_ /8

**4** These sentences are incorrect. Rewrite them correctly.

- If only I would live in a bigger flat.  
\_\_\_\_\_
- I'd rather you don't sit next to me.  
\_\_\_\_\_
- If you wouldn't play computer games, you'd have more time.  
\_\_\_\_\_
- I wish my dad listens to me.  
\_\_\_\_\_
- Did you rather stay in tonight?  
\_\_\_\_\_
- I wish I don't have an exam on my birthday.  
\_\_\_\_\_
- If you studied more, you passed your exams.  
\_\_\_\_\_
- I'm worried about my boyfriend. If only he called!  
\_\_\_\_\_

Mark: \_\_\_ /8

Total: \_\_\_ /30

**I can ...**

Read the statements. Think about your progress and tick one of the boxes.

\* = I need more practice.    \*\* = I sometimes find this difficult.    \*\*\* = No problem!

	*	**	***
I can talk about dating and relationships. (SB p.64)			
I can make comparisons. (SB p.65)			
I can understand a poem. (SB p.66)			
I can talk about imaginary situations and things I would like to change. (SB p.67)			
I can understand a text about online dating. (SB p.68)			
I can compare and contrast photos. (SB p.70)			
I can present arguments for and against an issue. (SB p.71)			

# 8 Globetrotters

## 8A

### VOCABULARY AND LISTENING

## Getting from A to B

*I can talk about travel.*

**1** Complete the compound nouns in the sentences. Write the answers in the puzzle to find the mystery word.

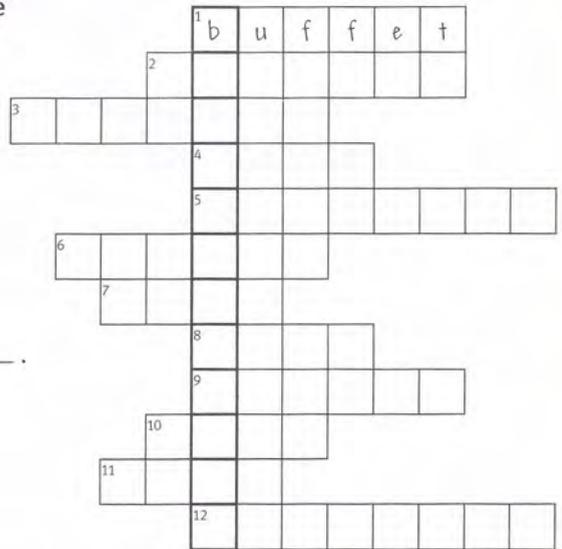
- We went to the buffet car to buy some sandwiches.
- They showed their ID cards at passport \_\_\_\_\_.
- I went to baggage \_\_\_\_\_ to pick up my suitcase.
- We sat in the waiting \_\_\_\_\_ because it was raining.
- Mia bought some perfume in the \_\_\_\_\_-\_\_\_\_\_ shop.
- There was a long queue at the ticket \_\_\_\_\_.
- There weren't any taxis at the taxi \_\_\_\_\_.
- When our flight was announced, we went to the departure \_\_\_\_\_.
- We stopped at the \_\_\_\_\_ station to fill up the car.
- My parents were waiting for me in the arrivals \_\_\_\_\_.
- When I arrived, I went straight to the check-in \_\_\_\_\_.
- I stopped on the hard \_\_\_\_\_ when my car broke down.

**2** Complete the sentences with the opposite adjectives.

- Travelling by plane is quite **safe**.  
It isn't really \_\_\_\_\_.
- Business class is very **comfortable**.  
Seats in economy class are sometimes \_\_\_\_\_.
- Public transport is **convenient** if you live near a bus stop.  
If you don't, it's quite \_\_\_\_\_.
- Driving in this city can be quite **stressful**.  
It isn't very \_\_\_\_\_.
- I bought a new car because they're more **reliable**.  
Old cars are often \_\_\_\_\_.
- The buses in the city centre are quite **slow**.  
They aren't very \_\_\_\_\_.

**3**  **LISTENING 29** Listen to a conversation between Becky and Ian. They are discussing whether to travel by plane or by train. Complete the sentences with **B** (Becky) or **I** (Ian).

- \_\_\_\_\_ has reserved a hotel room.
- \_\_\_\_\_ wants to travel by plane.
- \_\_\_\_\_ thinks that planes are unreliable.
- \_\_\_\_\_ enjoys shopping in the departure lounge.
- \_\_\_\_\_ thinks trains are more comfortable.
- \_\_\_\_\_ thinks people waste a lot of time when they fly.
- \_\_\_\_\_ changes their mind in the end.



### VOCABULARY BUILDER (8.1) TRAVEL AND TRANSPORT: >>SB PAGE 134<<

**4** Complete the sentences with appropriate words.

- The captain is in charge of a plane, but the person responsible for a train is the \_\_\_\_\_.
- On a plane, passengers put their hand luggage in the \_\_\_\_\_, but on a train they put it on the luggage rack.
- Passengers sit in the cabin of a plane, but on a train they sit in a \_\_\_\_\_.
- On a plane you ask the \_\_\_\_\_ for a drink, but on a train you go to the buffet car.
- A plane takes off from a \_\_\_\_\_, but a train leaves from a platform.
- Trains travel along \_\_\_\_\_, whereas buses go on the road.
- A plane takes off at the start of the journey, whereas a boat \_\_\_\_\_.
- You board a plane when you start your journey, whereas you \_\_\_\_\_ from the plane when you arrive at your destination.

*I can identify and use different forms of the passive.*

**1** Choose the correct answer.

- Drinks and snacks **serve / are served** in the buffet car.
- We **gave / were given** our boarding passes at the check-in desk.
- The passenger **wore / was worn** his seatbelt.
- The flight attendant **has made / has been made** a mistake with my change.
- The waiting room **is cleaning / is being cleaned**.
- They **had arranged / had been arranged** to meet us in the arrivals hall.
- A new airport **has built / has been built** in the city.
- All flights to Scotland **will cancel / will be cancelled** tomorrow.

**2** Complete the sentences with the passive form of the verbs in brackets. Use the correct tense.

- Each year, thousands of suitcases \_\_\_\_\_ (lose) by different airlines.
- Kay is pleased because her favourite perfume \_\_\_\_\_ (reduce) in the duty-free shop.
- We waited until the departure gate \_\_\_\_\_ (announce).
- The hard shoulder \_\_\_\_\_ (close) next week for emergency repairs.
- They \_\_\_\_\_ (stop) at passport control last night.
- The ticket office \_\_\_\_\_ (use) by millions of passengers every week.
- George couldn't find his bag because it \_\_\_\_\_ (steal).
- You \_\_\_\_\_ (take) to the airport tonight by taxi.

**3** Complete the second sentence with the correct form of the passive. Use *by* where necessary.

- Charles Dickens wrote *Oliver Twist*.  
*Oliver Twist* \_\_\_\_\_.
- Vandals have damaged the petrol station.  
The petrol station \_\_\_\_\_.
- They will add four more carriages to the train at the next station.  
Four more carriages \_\_\_\_\_.
- Someone had left the bag at baggage reclaim.  
The bag \_\_\_\_\_.
- Low-cost airlines sell many cheap flights.  
Many cheap flights \_\_\_\_\_.
- They are repairing the tracks so there aren't any trains.  
The tracks \_\_\_\_\_.

**4** Complete the article with the correct passive form of the verbs in brackets.

## PHONES *past and future*



The first mobile phone call in the UK

- \_\_\_\_\_ (make) on 1 January 1985, nearly twelve years after the first mobile phone
- \_\_\_\_\_ (demonstrate) in New York by Martin Cooper. Since then, a lot of money
- \_\_\_\_\_ (invest) in developing the mobile phone industry and thousands of different models
- \_\_\_\_\_ (produce).

Text messaging became popular in the 1990s, and today millions of text messages <sup>5</sup> \_\_\_\_\_ (send) each day. The first Internet service for mobile phones <sup>6</sup> \_\_\_\_\_ (introduce) in Japan in 1999. Today, the Internet <sup>7</sup> \_\_\_\_\_ (use) on smart phones, by all kinds of people, from company directors to students.



Technology is advancing rapidly and new processes <sup>8</sup> \_\_\_\_\_ (discover) almost daily. Many people think that computers <sup>9</sup> \_\_\_\_\_ (replace) by mobile phones in the future.

### Challenge!

**INTERNET RESEARCH** Find out information about one of these inventions. Write five sentences about it. Use the passive.

the radio   the telephone   the television

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## Revision: Student's Book page 76

## 1 Complete the sentences with the words in the box.

challenging gruelling intrepid lethal notorious  
remote threatening unsuccessful

- Some species of spider are \_\_\_\_\_ – one bite can kill you.
- The tribe looked very \_\_\_\_\_ because all the men were pointing weapons at us.
- This road is \_\_\_\_\_ for accidents. It is a well-known danger spot.
- The maths exam was easy, but the biology exam was really \_\_\_\_\_!
- The \_\_\_\_\_ explorer crossed the river without thinking about the dangers.
- Professional soldiers have to do a long, \_\_\_\_\_ training course.
- They live on a \_\_\_\_\_ island so they hardly ever see anyone.
- Jack's first attempt to climb Everest was \_\_\_\_\_ so he's going to try again.

## 2 Read about some adventure cruises. What is the purpose of the text? Choose a, b or c.

- a  to describe holidays to a friend  
b  to sell holidays  
c  to complain about a holiday

## Explore the world on a CRUISE

Instead of staying at the same resort this year, why not follow in the footsteps of famous explorers on an adventure cruise? Read on to find out about four of the most exciting trips we're offering this year.

## A \_\_\_\_\_

Travel to the coast and then sail to the home of some of the world's most unique plants and animals. Talk to one of the many boat operators in the area to choose a route. You can take a seven-night cruise and either spend your money on a cheap boat holding between eight and twenty passengers or travel in style on a larger vessel carrying over 90 passengers.

## B \_\_\_\_\_

Discover a place where only really intrepid explorers went in the past. A comfortable cruise liner will show you the amazing landscape of one of the coldest and most inhospitable places on Earth. During the trip, you can enjoy our experts' lectures and presentations about the history, and geology of the region.

## C \_\_\_\_\_

Follow in the footsteps of the explorer Herodotus to this amazing continent. Admire the beautiful coastline and experience the perfect beaches of countries like Tanzania, Madagascar and the Seychelles. During the cruise, you can try fishing, diving and snorkelling.

## 3 Read the text again. Match the headings (1–5) with the paragraphs (A–D). There is one heading that you do not need.

- Icy cold but with amazing animals!
- Sporting adventures – on land or in the water
- Learn in luxury
- Relax on the river
- Nature cruises for all budgets

4  LISTENING 30 Listen to an interview with Rob about his last holiday. Are the sentences true (T) or false (F)?

- Rob went on an adventure cruise this year.
- The island of Tasmania is 1,300 miles from the South Pole.
- Rob's cruise lasted for about three weeks.
- The boat broke down near Macquarie Island.
- Rob's boat was quite luxurious.
- Captain Scott was 43 when he reached Cape Evans.
- Some of Scott's personal belongings can be found in the hut.

## Challenge!

**INTERNET RESEARCH** Find out about adventure holidays in these regions. Choose the best holiday and describe it.

Brazil Canada New Zealand

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## D \_\_\_\_\_

Head North to explore the spectacular coastline of this country. The scenery is amazing and travelling by boat is the only way to see it. Visit beautiful bays during the trip to find icebergs and glaciers. If you're lucky, you may see a whale coming up for air or catch a glimpse of a bear on a remote beach.

For more information, go to [www.holidays/cruise.co](http://www.holidays/cruise.co)



## 1 Choose the correct indefinite pronoun.

- 1 I didn't have to pay \_\_\_\_\_ for the tickets. They were free.  
a nothing      b anything      c something
- 2 We didn't like the city. There were tourists \_\_\_\_\_.  
a anywhere      b somewhere      c everywhere
- 3 I think I've missed the train. There's \_\_\_\_\_ on the platform.  
a anybody      b everybody      c nobody
- 4 He can't lift his suitcase. There's \_\_\_\_\_ heavy in it.  
a something      b everything      c anything
- 5 The law says that \_\_\_\_\_ has to wear a seat belt.  
a everybody      b anybody      c somebody
- 6 The restaurant was full. There was \_\_\_\_\_ to sit.  
a anywhere      b nowhere      c somewhere

## 2 The indefinite pronouns in these sentences are incorrect. Rewrite them correctly.

- 1 Has **somebody** seen my passport?  
anybody
- 2 I was hungry because there was **anything** to eat.  
\_\_\_\_\_
- 3 There wasn't **nobody** at the check-in desk.  
\_\_\_\_\_
- 4 We didn't have **nowhere** to sleep.  
\_\_\_\_\_
- 5 Can I have **anything** to drink?  
\_\_\_\_\_
- 6 I'll go **somewhere** as long as there's a beach.  
\_\_\_\_\_
- 7 I want to meet **nobody** from London.  
\_\_\_\_\_
- 8 **Anybody** says that Paris is amazing in the spring.  
\_\_\_\_\_

## 3 Complete the dialogue with indefinite pronouns.

- Liz I've been thinking about the holidays. Let's go  
1 \_\_\_\_\_ different this year.
- Phil Were you thinking of 2 \_\_\_\_\_ in particular?
- Liz Well, 3 \_\_\_\_\_ at work went to Monte Carlo last year. She said it was great!
- Phil But 4 \_\_\_\_\_ in Monte Carlo is so expensive! We can't afford a holiday.
- Liz You said the same last year and we did 5 \_\_\_\_\_ all summer. I don't know 6 \_\_\_\_\_ except us who spends their holidays in their garden!
- Phil Well, if you can think of 7 \_\_\_\_\_ cheap to do, I'll agree to it.
- Liz 8 \_\_\_\_\_ says that camping is cheap.
- Phil OK. Let's go and buy a tent.

## 4 Complete the article with indefinite pronouns.



**L**ow-cost flights may mean you can go away  
1 \_\_\_\_\_ exciting for the same price as it  
costs to stay at home, but there is another side  
to the story. Every time 2 \_\_\_\_\_ takes a return  
flight from London to New York, about 1.2 tonnes of  
carbon dioxide is produced. You can't travel  
3 \_\_\_\_\_ by plane without contributing to global  
warming.

So, can 4 \_\_\_\_\_ be done to solve the problem?  
Currently, governments seem to be doing almost  
5 \_\_\_\_\_ to control the carbon emissions from  
aircraft. 6 \_\_\_\_\_ has managed to discover an  
alternative fuel to kerosene yet. Governments need  
to do 7 \_\_\_\_\_ to stop the damage airlines are  
causing. Relying on individuals to limit the flights they  
take is not the answer. There isn't 8 \_\_\_\_\_ who  
would choose a train over a plane when they have to  
travel over 1,000 km to a business meeting or a family  
wedding.

One thing is clear. If the issue of aircraft carbon  
emissions is not addressed, there will soon be  
9 \_\_\_\_\_ attractive to fly to.

## Challenge!

Read the questions and use indefinite pronouns to write your answers.

Who would you like to go on holiday with?

\_\_\_\_\_

What activities would you like to do on your next holiday?

\_\_\_\_\_

Where would you like to go for your next holiday?

\_\_\_\_\_

## Revision: Student's Book page 78

## 1 Complete the sentences with the words in the box.

chilled folks grief look out for mate  
switched on wobbly

- Harry is \_\_\_\_\_ about world politics.
- My best \_\_\_\_\_ came round last night.
- I'm going on holiday with my \_\_\_\_\_.
- My mum is always giving me \_\_\_\_\_ about my messy room.
- Good parents always \_\_\_\_\_ their children.
- We spent a \_\_\_\_\_ evening walking in the park.
- I felt a bit \_\_\_\_\_ on the first day of class.

## 2 Read the travel blog. Which countries did the writer visit?

## Summer 2011

## 9 July

Here at last! We're in our hotel after a scary taxi journey from the airport. Vietnam traffic is crazy – nobody follows any rules and there are bikes and scooters everywhere! Until you've seen whole families on a scooter, you can't imagine it for yourself – it's chaos!



## 14 July

We spent most of today wandering around the market in Hoi An. The highlight of the day was the evening because it was the Lantern Festival. On the 14th of each month, all of the lights in the Ancient Town are turned off and lanterns are lit in the streets. Floating lanterns are also released into the river as a way to remember lost relatives.

## 18 July

Today we visited the Forbidden City at Huế. We drove to Huế by car and were then taken up the river to the Ancient Pagoda on a boat. We saw the burial site of one of Vietnam's last Emperors, who spent a fortune on his own tomb. It took 10,000 people over eleven years to complete because the architecture is so complex – incredible.

## 3 Read the text again. Choose the correct answer.

- How did the writer feel on arrival at his hotel in Vietnam?
  - pleased
  - calm
  - shocked
  - embarrassed
- How often is the Lantern Festival held in Hoi An?
  - every Thursday
  - once a month
  - once a year
  - every evening
- What surprised the writer about the burial site?
  - its size
  - its age
  - its design
  - its location
- How did the writer regard his trip to Maya Bay?
  - disappointing
  - exciting
  - amusing
  - relaxing
- Who greeted the writer when he arrived home?
  - his girlfriend
  - his dog
  - his mother
  - his sister

## Challenge!

**INTERNET RESEARCH** Read another travel blog on the Internet and describe the writer's trip.

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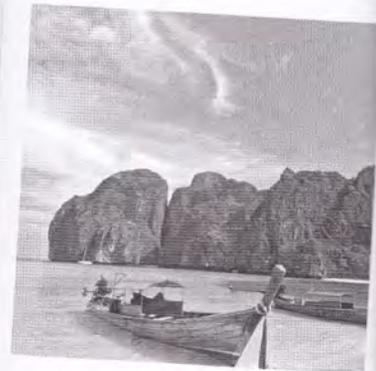
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## 23 July

We arrived in Thailand on Thursday and today we headed by speedboat for the island of Phi Phi where the movie *The Beach* starring Leonardo DiCaprio was filmed. At Maya Bay, we had a breathtaking view of the green cliffs rising out of the water like skyscrapers – amazing! The effect was spoilt by the hundreds of boats manoeuvring round each other to let their cargo of tourists out onto the beach. Our next stop was Monkey Beach, home to monkeys who are addicted to junk food. In the afternoon we did a bit of snorkelling and saw thousands of colourful fish – at least that part of the day was peaceful.

## 31 July

Home again after a long, long flight and a great holiday. At least Ella was pleased to see us. She came running up to us wagging her tail furiously when we opened the door! Now it's time to unpack and get ready to face reality again ... and plan our next holiday!



**1 Match the sentence halves to make sentences describing accommodation problems.**

- |                           |                         |
|---------------------------|-------------------------|
| 1 I can't sleep in        | a many mosquitoes.      |
| 2 The Wi-Fi isn't         | b very unhelpful.       |
| 3 There are no            | c hasn't been cleaned!  |
| 4 My room                 | d from the disco.       |
| 5 There is a lot of noise | e working in my room.   |
| 6 There are too           | f clean towels!         |
| 7 The room is             | g an uncomfortable bed. |
| 8 The staff are           | h much too small.       |

**2 LISTENING 31** Listen to two hotel guests making complaints. Which problems do they complain about?

- 1 \_\_\_\_\_  
2 \_\_\_\_\_

**3 Order the words to make phrases used in exercise 2 for making and dealing with complaints.**

- 1 A want / room. / to / I / about / complain / my  
\_\_\_\_\_
- B make / like / complaint. / to / I'd / a  
\_\_\_\_\_
- 2 A sorry / problem. / to / a / hear / I'm / there's  
\_\_\_\_\_
- B very / hear / sorry / to / I'm / that.  
\_\_\_\_\_
- 3 A seems / be / problem / What / to / the  
\_\_\_\_\_
- B matter / it / What's / with / the  
\_\_\_\_\_
- 4 A really / afraid. / beyond / control, / That's / our / I'm  
\_\_\_\_\_
- B see / I / do. / what / I'll / can  
\_\_\_\_\_
- 5 A it's / enough. / just / I'm / not / sorry, / good  
\_\_\_\_\_
- B really / can / it. / nothing / I / do / There's / about  
\_\_\_\_\_
- 6 A really / this. / not / happy / I'm / about  
\_\_\_\_\_
- B apologise. / I / must  
\_\_\_\_\_



**4 LISTENING 32** Listen again to the second complaint. Which phrase from exercise 3 is used in each case? Write A or B.

- Guest Excuse me. <sup>1</sup>\_\_\_\_\_
- Receptionist <sup>2</sup>\_\_\_\_\_ <sup>3</sup>\_\_\_\_\_
- Guest I didn't sleep at all last night. The music from the disco kept me awake.
- Receptionist <sup>4</sup>\_\_\_\_\_ The disco doesn't belong to the hotel.
- Guest But I can't sleep with all that noise! Can't I have a different room?
- Receptionist <sup>5</sup>\_\_\_\_\_ The hotel is completely full.
- Guest Well, <sup>6</sup>\_\_\_\_\_

**5** Imagine you have just arrived at a hotel and gone to your room. You are not happy with the room because:

- it's dirty
- there aren't any clean towels
- the Wi-Fi isn't working.

Write a dialogue between you and the receptionist. Use phrases from exercise 3.

- You \_\_\_\_\_
- Receptionist \_\_\_\_\_

**Preparation**

- 1 Read the description of the Gower Peninsula, ignoring the gaps. What attractions does it offer for visitors?



**The Gower Peninsula** is the ideal place to escape for a relaxing holiday in quiet surroundings. <sup>1</sup>\_\_\_\_\_ the south-west of Wales and <sup>2</sup>\_\_\_\_\_ only three and a half hours to drive from London. There are also fast and frequent coaches and trains that go to Swansea Bay, which is nearby.

The Gower Peninsula was the first place in the UK to become an Area of Outstanding Natural Beauty. The southern coast of the peninsula has a selection of small, rocky and sandy bays, but there are also some large, beautiful golden beaches, too. <sup>3</sup>\_\_\_\_\_ for walkers and surfers to visit and the Gower Surf School is one of the best in the country.

The Gower Peninsula <sup>4</sup>\_\_\_\_\_ its coastline, but there are plenty of other attractions for holidaymakers. The area has many historic sites including six amazing castles and some incredible Bronze Age standing stones, called menhirs.

The region offers day trips <sup>5</sup>\_\_\_\_\_, but for those who like outdoor activities, a trip to Afon Forest Park <sup>6</sup>\_\_\_\_\_. The park has a wide range of excellent mountain-biking trails offering thrilling rides through the trees. From all of the paths, there are breathtaking views of what is known as 'little Switzerland', one of the most beautiful areas in South Wales.

- 2 Complete the description with the phrases in the box.

is a must    is famous for    It is a great place  
It is situated in    it takes    to suit every taste

- 3 Complete the adjectives in the sentences.

- The tour guide told us some f\_\_\_\_\_ stories.
- She lives in an i\_\_\_\_\_ village in the country.
- The w\_\_\_\_ coastline is really dramatic.
- We had a b\_\_\_\_\_ view from the top of the hill.
- There are many h\_\_\_\_\_ buildings in the old centre of the town.
- You can find a variety of trees in the w\_\_\_\_\_ hills.

- 4 Order the words to make sentences with introductory *it*.

- Saturday 21st March / today / It's  
\_\_\_\_\_
- cloudy / 10° / it's / and / only / It's  
\_\_\_\_\_
- doesn't / do / what / matter / It / you  
\_\_\_\_\_
- only / here / a few / from / It's / kilometres  
\_\_\_\_\_
- that / come / a shame / can't / It's / you  
\_\_\_\_\_
- home / to / took / drive / twelve / It / hours  
\_\_\_\_\_
- there / easy / get / It's / to  
\_\_\_\_\_
- midnight / just / It's / after  
\_\_\_\_\_

**Writing guide**

- 5 A travel magazine has asked you to write a description of the place where you spent your last holiday. Write a description designed to attract tourists and include information about:

- the location
- the landscape
- things to do and see
- an excursion.

**CHECK YOUR WORK****Have you:**

- written your description in four clear paragraphs?
- used the phrases in exercise 2?
- used some of the words in exercise 3?
- used introductory *it* correctly?
- checked your work for spelling and grammar mistakes?

# 8

## Self Check

### 1 Write the opposite adjectives.

- 1 relaxing \_\_\_\_\_ 4 convenient \_\_\_\_\_  
 2 fast \_\_\_\_\_ 5 dangerous \_\_\_\_\_  
 3 expensive \_\_\_\_\_ 6 reliable \_\_\_\_\_

Mark: \_\_\_ /6

### 2 Match a word from A with a word from B to make compound nouns. Then complete the sentences.

**A** arrivals baggage buffet departure hard  
 passport taxi ticket

**B** car control gate hall office rank reclaim  
 shoulder

- Let's go to the \_\_\_\_\_ and get a coffee.
- It's too late to get a bus. Where's the nearest \_\_\_\_\_?
- John pulled his car over on to the \_\_\_\_\_ when it made a strange noise.
- It took ages for our suitcases to arrive in \_\_\_\_\_.
- I'll be waiting in the \_\_\_\_\_ when your plane gets in.
- Oh no! The \_\_\_\_\_ is closed and the train leaves in ten minutes!
- It's time to board the plane. What number is our \_\_\_\_\_?
- When we've been through \_\_\_\_\_ we can go to the duty-free shops.

Mark: \_\_\_ /8

### 3 Rewrite the sentences in the passive. If appropriate write who or what performed the action.

- The hotel receptionist has ordered your taxi.  
Your taxi \_\_\_\_\_.
- They don't serve cooked meals on the plane.  
Cooked meals \_\_\_\_\_.
- The cleaners are preparing your room.  
Your room \_\_\_\_\_.
- We complained because they hadn't changed our towels.  
We complained because our towels \_\_\_\_\_.
- Someone will bring breakfast to your room.  
Breakfast \_\_\_\_\_.
- Bad weather is delaying air traffic this morning.  
Air traffic \_\_\_\_\_.

### 7 They didn't put our suitcases on the plane.

Our suitcases \_\_\_\_\_.

### 8 The guide showed the tourists round Pompeii.

The tourists \_\_\_\_\_.

Mark: \_\_\_ /8

### 4 Complete the sentences with indefinite pronouns.

- Did \_\_\_\_\_ call while I was out?
- Let's go on holiday \_\_\_\_\_ hot this year.
- There was \_\_\_\_\_ good on TV so I went to bed.
- Oh no! \_\_\_\_\_ has stolen my mobile!
- Helen is disappointed because \_\_\_\_\_ remembered her birthday.
- I didn't buy \_\_\_\_\_ when I was in town this morning.
- I've bought you \_\_\_\_\_ to wear for the wedding.
- We didn't go \_\_\_\_\_ exciting last weekend.

Mark: \_\_\_ /8

Total: \_\_\_ /30

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

\* = I need more practice.    \*\* = I sometimes find this difficult.    \*\*\* = No problem!

	*	**	***
I can talk about travel. (SB p.74)			
I can identify and use different forms of the passive. (SB p.75)			
I can talk about explorers. (SB p.76)			
I can use indefinite pronouns. (SB p.77)			
I can understand an article about gap years. (SB p.78)			
I can complain politely and effectively. (SB p.80)			
I can write a description of a place. (SB p.81)			

**PREPARATION: Listening**

Read the exam task. What do you think each TV show could be about? Match the titles of the TV shows with the topics below.

a cooking	d weddings
b fashion	e interior design
c gardening	

**EXAM STRATEGY**

- You can try to guess the answers before you listen to the recording. However, you should still listen carefully to check whether your guesses were correct.
- While listening, try to guess the meanings of unknown words from the context, or ignore them if they are not important.
- Remember that the ideas in the recording are expressed in different words from those in the statements.

**EXAM TASK – Listening**

 **LISTENING 33** You are going to hear an announcement about TV shows. Match the shows (1–5) with the statements (A–F). There is one extra statement that you do not need to use.

1 Changing Rooms	4 Don't Tell The Bride
2 Ground Force	5 MasterChef
3 What Not To Wear	

- A A team from this show helps people to plan a surprise for a relative or friend.
- B Participants on this show compete to demonstrate their creativity.
- C On this show, someone's partner organises everything in secret for a very special day.
- D The presenters of this show suggest how someone should change their appearance.
- E Participants on this show judge people's new looks and give a special prize.
- F Participants on this show have to move home temporarily.

**PREPARATION: Reading**

Read the text quickly and note down the main topic of each paragraph.

**EXAM STRATEGY**

- Read the sentences carefully and underline the key words.
- Match the key words in the sentences with the topics in the paragraphs.
- Finally, read the text again with the sentences you have chosen to check that it makes sense.

**EXAM TASK – Reading**

Read the text below. For each gap (1–7) choose the sentence (A–J) that fits best. There are three extra sentences that you do not need to use.

**Eco-tourism at its best**

This month marks the tenth anniversary of ResponsibleTravel.com, an ethical travel website launched by entrepreneur Justin Francis. When he started the site, Justin was told by many experts that his idea wouldn't work, because people would not be interested in an ethical company. <sup>1</sup>\_\_\_\_\_

These holidays are aimed at people who want a really authentic experience instead of just ticking off a list of things to see. <sup>2</sup>\_\_\_\_\_ If you enjoy bird-watching, you can stay in a bed and breakfast in the South of England that was built with local materials and provides a healthy breakfast made from local products. <sup>3</sup>\_\_\_\_\_ Here, rainwater is recycled and travellers have the chance to meet the local people.

It is longer journeys that are the most problematic for ethical travel companies because of the pollution caused by the flights. At first, ResponsibleTravel.com supported the idea of carbon offsets. <sup>4</sup>\_\_\_\_\_ However, two years ago, Justin stopped offering carbon offsets because he could see that the system was corrupt.

ResponsibleTravel.com is ethical in every way. Right from the start, only companies which showed real interest in the environment were invited to appear on Justin's website. And he doesn't charge them for advertising on his site. <sup>5</sup>\_\_\_\_\_ The fact that Justin's business has just reached its first \$100 million in sales shows that this system works.

<sup>6</sup>\_\_\_\_\_ Customers are asked to rate their holiday from 1 to 5, where 1 is disappointing and 5 is the best holiday ever. The average mark is 4.5, which shows that most travellers are extremely satisfied with their experience. <sup>7</sup>\_\_\_\_\_ It's a winning combination.

- A This is a way for people to compensate for the amount of carbon dioxide they have produced by flying abroad.
- B His income is based on an honesty system where travel companies declare how much money they have made by appearing on his website.
- C However, he proved everyone wrong and ResponsibleTravel.com now offers eco-tourists more than 4,000 holiday experiences.
- D The company doesn't only support good practice in alternative tourism.
- E However, he makes sure that each trip is advantageous for local communities.

- F The choice is enormous.  
 G However, ResponsibleTravel.com has not only succeeded financially.  
 H Not only that, but through their own enjoyment, they have helped a local community and the environment.  
 I After two years in existence, the team developed a new initiative.  
 J Alternatively, you can travel to a remote island in the South Pacific.

### EXAM STRATEGY: Use of English

- Look carefully at the other verb forms in the sentence before and after each gap. They may help you to identify which tense to use.
- Try to focus on the general meaning of the sentences, as well as on the verb forms.
- Remember that you can only complete each gap with the verb given in the brackets. Do not add modal verbs (*can, could*) unless they are included in the brackets.

### EXAM TASK – Use of English

Complete the text using the correct forms of the words in brackets.

If I had to pick my favourite train journey, it  
 1 \_\_\_\_\_ (be) a trip on one of the old steam trains  
 of the East Somerset Railway. I wish all train journeys  
 2 \_\_\_\_\_ (be) as colourful and picturesque as  
 this one. As the train 3 \_\_\_\_\_ (set) off from the  
 station, a guard with a whistle 4 \_\_\_\_\_ (wave) a  
 flag and you feel as if you 5 \_\_\_\_\_ (go) back in  
 time to another era. The return trip is about five miles  
 long, and the train 6 \_\_\_\_\_ (pull) all the way by  
 a beautiful old steam engine. The train meanders  
 along through the wonderful countryside past the  
 Mendip hills. If you feel like stopping off during the  
 journey, Cranmore West Station is the ideal place to  
 take a break and see how these amazing old steam  
 engines 7 \_\_\_\_\_ (restore) over the years by  
 expert engineers who have dedicated their time to  
 preserving this traditional way of travelling. If  
 the weather 8 \_\_\_\_\_ (be) good, you can also  
 get out at Merryfield Lane Halt and enjoy a picnic  
 before 9 \_\_\_\_\_ (continue) your journey through  
 fantastic countryside back to Mendip Vale Station.  
 I 10 \_\_\_\_\_ (travel) on faster and more comfortable  
 trains, but there's something special about sitting  
 back, relaxing and enjoying this lovely journey  
 into the past.

### PREPARATION: Speaking

Look at the points in the exam task. Make a list of possible ideas for the programme. Remember that you have two weeks and it is summer!

### EXAM STRATEGY

- Try to initiate the conversation: ask questions, make suggestions, and agree or disagree with your partner.
- Before you come to an agreement, remember to discuss all the options in detail.
- You may include personal experience when discussing the options.
- If you do not know what to say, try speculating.

Check the Functions Bank on page 104 for more help.

### EXAM TASK – Speaking

Work in pairs and discuss the following situation:

An American friend studying at your school is going to have some visitors from the US to stay. They are coming for two weeks in the summer and they would like to travel around a bit. Your friend has asked you to help show them around. Together you need to prepare a programme for them. Discuss the following issues:

- Will you stay in hotels or at campsites?
- Will you go hiking? Why? / Why not? Where?
- Will you go sightseeing? Where?
- What activities will you do on rainy days, and where?
- Will you cook your meals yourselves, or eat out?

### PREPARATION: Writing

- 1 Read the exam task and answer these questions. Will you need to use formal or informal language? What adjectives can you use to describe the place?
- 2 Make a list of positive points about travelling abroad, e.g. *learning about other cultures ...*

### EXAM STRATEGY

Try to use a wide variety of adjectives to improve your description.

### EXAM TASK – Writing

You have just come back from a trip to a place abroad which you loved. Write an essay for a school English magazine (150–200 words) in which you recommend the place to all your readers and explain why travelling is a valuable experience for young people. Include the following:

- a short description of the place: the location, environment, atmosphere, etc.
- what you liked about the place and why you would recommend it
- the benefits for young people of travelling to different places.

# 9 Money, money, money!

## 9A

### VOCABULARY AND LISTENING

## Money and payment

*I can talk about money and payment.*

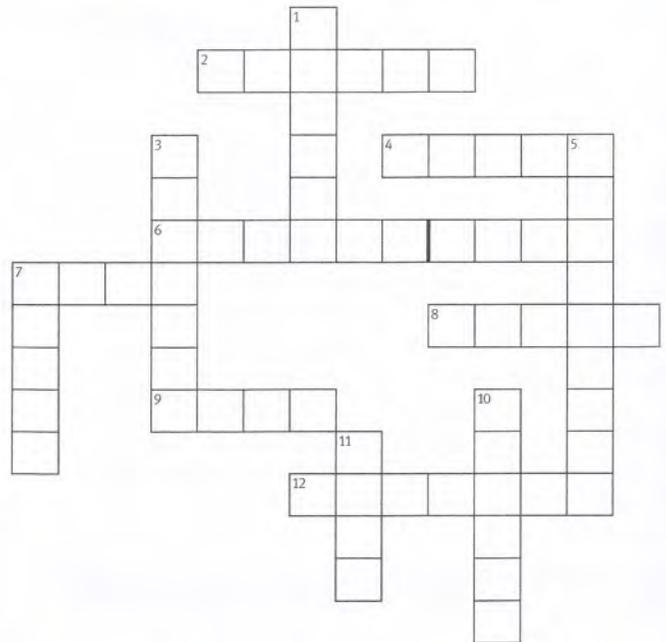
### 1 Complete the crossword.

#### ACROSS

- 2 A piece of paper that you sign and use to pay for things.
- 4 A special low price for something in a shop.
- 6 A piece of plastic that you use to pay for things.
- 7 The time when shops sell things at a lower price.
- 8 The amount of money something costs.
- 9 The machine where money is kept in a shop.
- 12 Something that is a lot cheaper than its usual price.

#### DOWN

- 1 The money you get back if you take back something you have bought.
- 3 The piece of paper which shows you have bought something in a shop.
- 5 The amount by which a price is made lower.
- 7 The supply of things a shop has for sale.
- 10 The money you get back when you give more than the correct amount to pay for something.
- 11 Money in the form of notes and coins.



### 2 Match the sentence halves.

- |   |                          |
|---|--------------------------|
| 1 How much do you spend                         | <input type="checkbox"/> |
| 2 Thanks for lending me the money. I'll pay you | <input type="checkbox"/> |
| 3 It's only Monday and they've sold             | <input type="checkbox"/> |
| 4 She lent me £10, but I paid                   | <input type="checkbox"/> |
| 5 They can't go on holiday because they're      | <input type="checkbox"/> |
| 6 Jasmine's saving up                           | <input type="checkbox"/> |
| 7 Let's shop                                    | <input type="checkbox"/> |
| 8 My parents think I waste too much money       | <input type="checkbox"/> |
| 9 This shirt is too tight so I'm going to       | <input type="checkbox"/> |
| 10 Can I pay                                    | <input type="checkbox"/> |

- a for her gap year trip.
- b out of that new mobile phone already!
- c back tomorrow.
- d her back.
- e by credit card, please?
- f on computer games?
- g around to see if we can find a better price.
- h take it back.
- i on sweets.
- j in debt.

### 3 LISTENING 34 Listen to five speakers talking about their opinion of the sales. Match the speakers (1–5) with the sentences (a–f). There is one sentence that you do not need.

1	2	3	4	5

- a I wasted my money and couldn't get a refund.
- b I find the other customers very rude.
- c I always spend a lot of money.
- d I'm careful about how much money I spend.
- e Looking for cheap clothes is a lot of fun.
- f I always go when not too many other people are there.

### Challenge!

**DICTIONARY WORK** Look up these verbs in a dictionary and make a note of which words they are used with. Then write an example sentence with each verb.

borrow charge invest lend

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*I can use the structure 'have something done'.*

- 1 Look at the pictures of Jack. Write sentences about what Jack has had done. Use a noun from A and the past participle of a verb from B.



A beard ear glasses hair nose suit teeth

B alter cut dye make pierce repair whiten

- 1 He's had a suit made.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

- 2 Rewrite the sentences about David and Allie's new house with the correct form of *have something done*.

- 1 Some builders repaired the roof last month.  
They had the roof repaired last month.
- 2 Some decorators are decorating the house.  
They \_\_\_\_\_.
- 3 An electrician has serviced the central heating.  
They \_\_\_\_\_.
- 4 A gardener is going to cut the grass.  
They \_\_\_\_\_.
- 5 A painter is painting the front door.  
They \_\_\_\_\_.
- 6 A plumber fitted a new shower.  
They \_\_\_\_\_.
- 7 Some cleaners are going to clean the whole house.  
They \_\_\_\_\_.

- 3 Complete the sentences with the correct reflexive pronouns.

- 1 I don't have my bed made. I make it myself.
- 2 We didn't have our house cleaned. We cleaned it \_\_\_\_\_.
- 3 You aren't going to have your food cooked. You're going to cook it \_\_\_\_\_.
- 4 He hasn't had his shirts ironed. He's ironed them \_\_\_\_\_.
- 5 I won't have the TV repaired. I'll repair it \_\_\_\_\_.
- 6 She isn't going to have her dress made. She's going to make it \_\_\_\_\_.
- 7 They didn't have the sofa delivered. They took it home \_\_\_\_\_.

- 4 Complete the sentences with the correct form of the verbs in brackets. One sentence in each pair needs a reflexive pronoun.

- 1 a Did you enjoy the meal? (enjoy)  
b Did you enjoy yourself at the party? (enjoy)
- 2 a Lucy \_\_\_\_\_ her finger while she was peeling the potatoes. (cut)  
b Dan \_\_\_\_\_ while he was shaving. (cut)
- 3 a The children are old enough to \_\_\_\_\_. (look after)  
b Jack and Lisa \_\_\_\_\_ their little brother until their mother gets home from work. (look after)
- 4 a Mary can't \_\_\_\_\_ when she gets angry. (control)  
b Mr Black can't \_\_\_\_\_ the class on Friday afternoons. (control)
- 5 a Holly \_\_\_\_\_ to speak Italian before her holiday. (teach)  
b Ben \_\_\_\_\_ his friend to play tennis last summer. (teach)
- 6 a My friend \_\_\_\_\_ his leg playing football. (hurt)  
b My little sister \_\_\_\_\_ playing in the park on Sunday. (hurt)

**Challenge!**

Describe how four people have changed their appearance recently. They can be family, friends, or famous people. Use *have something done*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Revision: Student's Book page 86

## 1 Complete the sentences with the words in the box.

advertises agencies brand placement products slogan

- 1 People often leave the room when the \_\_\_\_\_ are on TV.
- 2 What \_\_\_\_\_ of shampoo do you use?
- 3 Many companies pay \_\_\_\_\_ to organise the advertising for a new product.
- 4 'I'm lovin' it' is a really famous advertising \_\_\_\_\_.
- 5 Companies invest a lot of money in advertising their \_\_\_\_\_.
- 6 Product \_\_\_\_\_ is a clever form of advertising.

## 2 Read the text about viral marketing. Match the paragraphs (A–C) with the sentences (1–6). Each paragraph matches two sentences.

- 1 The idea behind the clip wasn't original.
- 2 The clip included a well-known celebrity.
- 3 The clip was much more successful than the company had planned.
- 4 People weren't sure how the video was made.
- 5 The people in the clip knew each other well.
- 6 The clip was not made to advertise a product.

## 3 LISTENING 35 Listen to a radio programme about games consoles and video games. Are the sentences true (T) or false (F)?

- 1 Games consoles reach their real price after 25 days on the market.
- 2 You can save around 50% if you wait for one year to buy a console.
- 3 If a console isn't successful, the company will stop producing games for it.
- 4 Companies pay a lot of money to get the games reviewed.
- 5 You should read what other gamers say about a new game before you buy it.
- 6 You can make the most money if you sell your games after six months.

## Challenge!

Write about your favourite TV advert or one which you think is really bad. Say why you like / don't like it.

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## What makes an advert 'infectious'?

Viral marketing sends a short video clip out to social networks. The ideal video is surprising and original, and viewers then send it on to their contacts online. The campaign spreads quickly, a bit like a virus! Below are three of the most successful viral campaigns.

### A Nike R10 Football Boots

This video clip featured world-famous footballer, Ronaldinho, wearing these new boots and performing some

incredible football tricks. It provoked a massive debate about whether the clip was actually real or computer edited and this encouraged even more people to view it. More than 50 million people watched this clip globally.

### B Transport for London

This clip aimed to make car drivers more aware of cyclists on the road. Viewers were asked to count the number of passes made by some people playing basketball. As a result, the majority of people watching didn't see a bear walking across the screen! The campaign was aiming for a target audience of 150,000 people, but the video had over 5.5 million viewers in its first month, making it one of the top campaigns of 2008.

### C Levi 501s

This clip showed four friends doing different acrobatic tricks to try and jump into a pair of Levi jeans. It was seen by an amazing 2.5 million viewers in its first week and later the number reached 14 million! Although this concept wasn't new – Ray-Ban had launched a video called *Guy catches glasses with face* just a year before – it still managed to attract a lot of attention and interest.

*I can talk about an imaginary event in the past and its consequences.*

**1 Match the sentence halves.**

- |  |                          |
|--|--------------------------|
| 1 I would have been able to get some money out | <input type="checkbox"/> |
| 2 If you hadn't waited until the sales,        | <input type="checkbox"/> |
| 3 Wendy wouldn't have lent him the money       | <input type="checkbox"/> |
| 4 She would have had a coffee                  | <input type="checkbox"/> |
| 5 If we'd saved some money,                    | <input type="checkbox"/> |
| 6 If she hadn't had the receipt,               | <input type="checkbox"/> |
- a if she'd had some small change for the machine.  
 b if she'd known he wasn't going to pay her back.  
 c we'd have been able to afford a new car.  
 d if I hadn't forgotten my PIN number.  
 e you'd have paid more for your skirt.  
 f she wouldn't have got a refund on the trousers.

**2 Use the words to make third conditional sentences. Remember to use a comma (,) where necessary.**

- 1 If / Beth / not spend / all her pocket money / she / be able to / buy / a new phone  
 \_\_\_\_\_
- 2 If / we / go / to the right gate / we / not miss / the flight  
 \_\_\_\_\_
- 3 I / run out / of petrol / if / I / not find / a petrol station  
 \_\_\_\_\_
- 4 He / buy / the suit / if / it / not be out of stock  
 \_\_\_\_\_
- 5 They / not fall out / if / he / pay / her back on time  
 \_\_\_\_\_
- 6 If / you / shop around / you / find / a cheaper jacket  
 \_\_\_\_\_

**3 Rewrite the two sentences as one. Use the third conditional.**

- 1 They didn't advertise the concert. It wasn't full.  
If they had advertised the concert, it would have been full.
- 2 I wasted my money. I've been in debt all my life.  
 \_\_\_\_\_
- 3 She had plastic surgery. She became more confident.  
 \_\_\_\_\_
- 4 He didn't remember his credit card. He paid in cash.  
 \_\_\_\_\_
- 5 The webcam was broken. I took it back to the shop.  
 \_\_\_\_\_
- 6 The shop didn't order enough high-heeled boots. It sold out.  
 \_\_\_\_\_

**4 Read Becky's regrets and complete the sentences.**

I didn't study much at school, so I didn't pass my exams. It was difficult to find a job because I didn't have any qualifications. I got married very young and I made the wrong decision. I had three children so I stayed at home and didn't work. I got divorced when the children were small so I went to live with my mother. I didn't meet another partner because I wasn't able to go out. I never went abroad because I was always broke. I've had a hard life.



- 1 If she \_\_\_\_\_ more at school, she \_\_\_\_\_ her exams.
- 2 If she \_\_\_\_\_ some qualifications, she \_\_\_\_\_ a job more easily.
- 3 If she \_\_\_\_\_ so young, she \_\_\_\_\_ the wrong decision.
- 4 She \_\_\_\_\_ at home if she \_\_\_\_\_ three children.
- 5 She \_\_\_\_\_ to live with her mother if she \_\_\_\_\_ divorced.
- 6 If she \_\_\_\_\_ to go out, she \_\_\_\_\_ another partner.
- 7 She \_\_\_\_\_ abroad if she \_\_\_\_\_ broke.

**Challenge!**

Have you got any regrets about your education, your friends or your family? Write about them here using the third conditional.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Revision: Student's Book page 88

## 1 Complete the text with suitable prepositions.

I didn't think much of London when I saw it <sup>1</sup>\_\_\_\_\_ the first time. <sup>2</sup>\_\_\_\_\_ the first place there were too many cars, and I also found it too big. <sup>3</sup>\_\_\_\_\_ fact, it wasn't until I was much older that I fell in love with the city. On that occasion, I had travelled <sup>4</sup>\_\_\_\_\_ train to avoid the traffic and I had decided to go exploring <sup>5</sup>\_\_\_\_\_ foot. <sup>6</sup>\_\_\_\_\_ the end, I got a job there and spent the next five years as a journalist.

## 2 Read the text quickly. Which is the best title?

Choose a, b or c.

- a  Three times lucky    c  Luck in Las Vegas  
b  The lucky Texan

**When it comes to money, the world's luckiest woman appears to be a 63-year-old American called Joan Ginther.** She has managed to win

the jackpot four times. <sup>1</sup>\_\_\_\_\_ Experts say that the chances of winning this much are extremely small.

Mrs Ginther's first win was in 1993 when she won half of the \$11 million first prize of the Texas Lottery. The rest of her money has come from scratch cards. You scratch these cards to reveal if you have a winning code. They are very popular, but not many people who buy them win anything. However, Mrs Ginther won \$2 million from a *Holiday Millionaire* scratch card in 2006 and then she won another \$3 million from a *Millions and Millions* scratch card in 2008.

<sup>2</sup>\_\_\_\_\_ She bought the card from the Times Market in Bishop, Texas, the local farming community where she used to live.

As a result of these wins, the Times Market in Bishop where Mrs Ginther bought her card has become very popular. <sup>3</sup>\_\_\_\_\_ The shop also receives calls from people trying to purchase scratch cards over the phone, even though this is illegal.

However, not much is known about Mrs Ginther. <sup>4</sup>\_\_\_\_\_ Even her neighbours have very little to say about her. Her answering machine says 'Please do not leave a message'. She is now rarely seen in Bishop because she moved away and she now lives in Las Vegas.

## 3 Read the text again. Match the sentences (a-f) with the gaps (1-5) in the text. There is one sentence that you do not need.

- a There are often long queues outside the shop and along the road nearby.  
b In total she has won over \$20 million!  
c That time, the card won \$10 million.  
d Apparently, she also bought a van for the church.  
e So she is perhaps as lucky with cards as with the lottery.  
f Obviously, her private life is very important to her.

## Challenge!

What would you do if you won a lot of money on the lottery? Write your ideas here.

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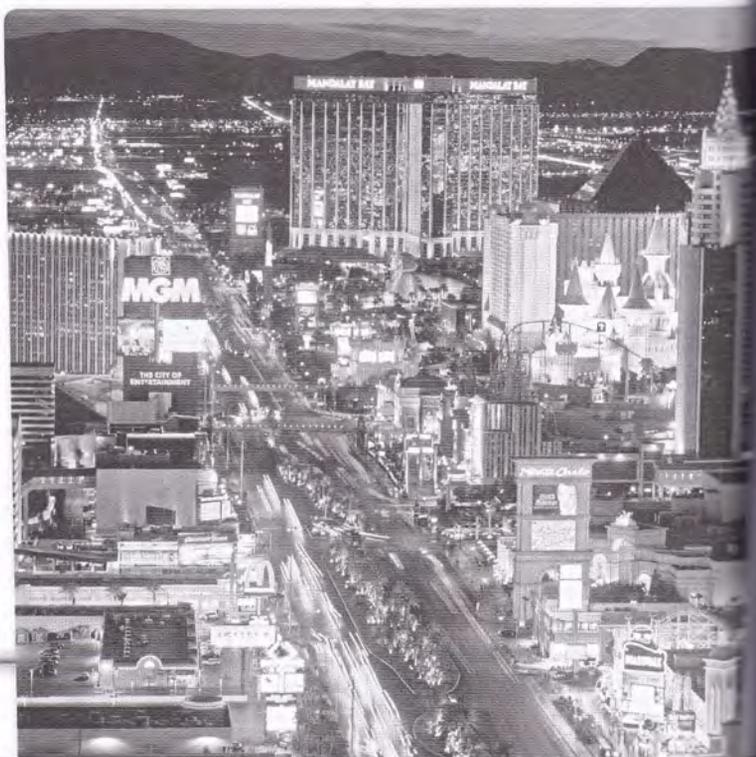


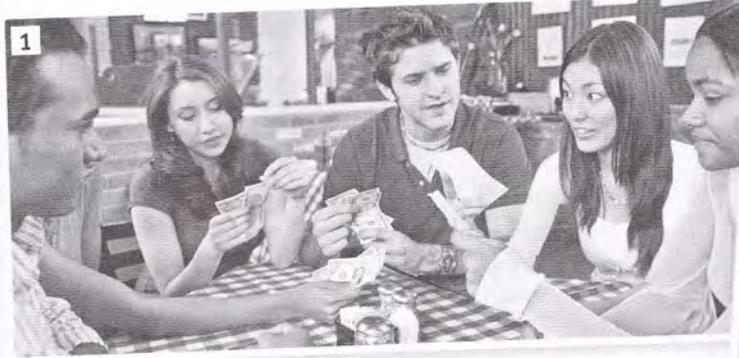
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Sun Bae, the owner of Times Market, remembers that Mrs Ginther bought a new car for one of the town residents, even though she herself drives around in an old car. <sup>5</sup>\_\_\_\_\_ And when she bought her new home in Las Vegas, she donated her old home in Bishop to charity. 'She's helped so many people,' Mrs Bae said.





1 **LISTENING 36** Listen to a student doing part of the speaking exam. Are the sentences true (T) or false (F)?

- 1 She's talking about photo 1.
- 2 She thinks the girl is borrowing some money.
- 3 She and her friends don't carry a lot of money with them.
- 4 Last weekend she went to a basketball match, then went straight home.

2 **LISTENING 37** Match the sentence halves. Then listen and check.

- 1 I can't be sure,
- 2 It certainly
- 3 I'm pretty sure
- 4 Another possibility
- 5 It could be that she's going to the cinema
- 6 It's difficult
- a or something like that.
- b to say.
- c but I guess the woman is the girl's mother.
- d looks like a €20 note.
- e is that she's giving her the money so that she can go out.
- f she's giving her the note because it's her pocket money.

3 Complete the chart with the phrases in the box.

I'd say that ... Actually, For example,  
 I doubt that ... I also think that ... For one thing, ...  
 I wouldn't say that ... For instance, In fact,

Giving an opinion	Emphasising a point or giving extra details
1 I'd say that ...	4 _____
2 _____	5 _____
3 _____	6 _____
Giving examples	
7 _____	
8 _____	
9 _____	

4 **LISTENING 38** Complete the student's answer to the third exam question with the correct form of the verbs in brackets. Then listen again and check.

The last time I <sup>1</sup>\_\_\_\_\_ (go out) with my friends was on Saturday. One of the boys in our group, Andy, <sup>2</sup>\_\_\_\_\_ (tell) us about a basketball match in the evening, so we <sup>3</sup>\_\_\_\_\_ (decide) to go and watch it. I <sup>4</sup>\_\_\_\_\_ (not see) Andy play before so I <sup>5</sup>\_\_\_\_\_ (not know) he was so good – he scored twelve points while we <sup>6</sup>\_\_\_\_\_ (watch)! In the end, Andy's team <sup>7</sup>\_\_\_\_\_ (win), so we all <sup>8</sup>\_\_\_\_\_ (have) dinner together to celebrate. We all had a great time and I <sup>9</sup>\_\_\_\_\_ (get) home at about midnight.

5 Now look at photo 1 in exercise 1 and write your own answers to these questions. Remember to use the phrases in exercises 2 and 3 to help you.

1 What do you think the people are doing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Do you and your friends ever eat out together?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Tell me about the last time you had a meal with a friend.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Preparation

1 Read the opinion essay and order the paragraphs.

- 1  2  3  4

**Do you agree that the most important thing in a job is the salary?**

- A In conclusion, I would say that the money you earn is one important part of a job, but not the only one. In my opinion, the place where you work and the relationship with colleagues are just as important.
- B It is hard to deny that employees who are highly-paid have fewer worries than those who earn less money. It is difficult to enjoy a job when you cannot pay your bills at the end of the month. It is also true that people work better when they feel their employers are positive about their work. Paying an employee a good salary is one way of showing you value their work. It seems clear then, that the money you earn is an important part of a job.
- C There are many reasons why a person may or may not like their job. But how much does the money you earn influence this opinion? This is the question we need to answer.
- D On the other hand, a good salary is not the only important aspect of a job. Where you work can have a big influence on job satisfaction and travelling to work for more than two hours a day can be very boring and tiring. What is more, working with friendly and helpful colleagues can also make work more fun. If the general atmosphere is good, people usually work much better.

2 Complete the sentences with the words in the box.

firmly furthermore mind more moreover only opinion see seems think

- 1 Furthermore, more people are in debt than ever before.
- 2 In my \_\_\_\_\_, buying CDs is a waste of money.
- 3 I \_\_\_\_\_ believe that banks should stop lending money.
- 4 What is \_\_\_\_\_, you may not be able to pay it back.
- 5 To my \_\_\_\_\_, everyone should have a bank account.
- 6 As I \_\_\_\_\_ it, credit cards encourage spending.
- 7 Not \_\_\_\_\_ that, but cash can easily be stolen.
- 8 It \_\_\_\_\_ to me that the situation can only get worse.
- 9 \_\_\_\_\_, there are often long queues at the tills.
- 10 I \_\_\_\_\_ that people should save more money.

3 Complete the chart with the expressions in bold from exercise 2.

Giving an opinion	Introducing an additional point
	furthermore

Writing guide

4 Read the essay title. Brainstorm arguments for and arguments against the statement. Write two lists.  
*All teenagers should earn their own money by doing a part-time job.*

Arguments for:

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Arguments against:

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5 Write the essay following the plan below. Use the phrases for presenting opinions from exercise 2.

- Paragraph 1: Introduce the topic.
- Paragraph 2: Your opinions with supporting statements and / or examples.
- Paragraph 3: Opposing opinions with supporting statements and / or examples.
- Paragraph 4: Conclusion. Briefly restate your own opinion and sum up the opposing opinions.

CHECK YOUR WORK

Have you:

- organised your essay into four paragraphs?
- introduced the topic in the first paragraph?
- given your opinion in the final concluding paragraph?
- presented your arguments with suitable phrases?
- linked your ideas with suitable linking words?
- checked your work for spelling and grammar mistakes?

### 1 Complete the sentences with words for money and payment.

- I didn't have the \_\_\_\_\_ so I couldn't change the boots.
- Unfortunately the red shoes were out of \_\_\_\_\_.
- He bought a new jacket in the \_\_\_\_\_ – it was very cheap.
- She took the dress back and they gave her a \_\_\_\_\_.
- There were huge reductions and I found a real \_\_\_\_\_.
- The supermarket has a special \_\_\_\_\_ on shampoo.

Mark: \_\_\_ /6

### 2 Complete the text with the correct prepositions.

The last time I went shopping, I had a very bad experience. My mum had given me £60 to buy some new clothes and so I went into town. Unfortunately, I spent all the money <sup>1</sup>\_\_\_\_\_ the first thing I saw – a pair of platform shoes. I put them on and left the shop, but five minutes later the heel broke. I tried to take them <sup>2</sup>\_\_\_\_\_, but the shop assistant refused to exchange them. My mum was furious that I'd wasted her money <sup>3</sup>\_\_\_\_\_ a pair of shoes I couldn't wear and I had to pay her <sup>4</sup>\_\_\_\_\_. She also said that in future she wouldn't give me any money for clothes and I would have to save <sup>5</sup>\_\_\_\_\_ and pay <sup>6</sup>\_\_\_\_\_ them myself. Since then, I've learnt to think carefully and shop <sup>7</sup>\_\_\_\_\_ before I buy anything so I don't get seriously <sup>8</sup>\_\_\_\_\_ debt.

Mark: \_\_\_ /8

### 3 Rewrite the sentences using the correct form of *have something done*.

- The mechanic is repairing my car.  
I \_\_\_\_\_.
- How often does the hairdresser cut your hair?  
How often \_\_\_\_\_?
- The make-up artist is going to paint Sandra's nails.  
Sandra \_\_\_\_\_.
- When did someone take your photo?  
When \_\_\_\_\_?
- The optician hasn't tested my dad's eyes for years.  
My dad \_\_\_\_\_.
- When did the decorators paint their living room?  
When \_\_\_\_\_?

Mark: \_\_\_ /6

### 4 Complete the sentences with the correct reflexive pronouns.

- Do you like my new curtains? I made them \_\_\_\_\_.
- Do they have their grass cut or do they cut it \_\_\_\_\_?
- Simon taught \_\_\_\_\_ Spanish. He didn't take classes.
- Thanks for the invitation. We enjoyed \_\_\_\_\_ a lot!
- Alana does all the decorating \_\_\_\_\_.

Mark: \_\_\_ /5

### 5 Complete the third conditional sentences with the correct form of the verbs in brackets.

- We \_\_\_\_\_ (not be) late if our car \_\_\_\_\_ (not break down).
- If I \_\_\_\_\_ (not spend) all my money, I \_\_\_\_\_ (buy) the jacket.
- You \_\_\_\_\_ (know) what to do if you \_\_\_\_\_ (listen) to the instructions.
- If Martina \_\_\_\_\_ (not play) so badly, she \_\_\_\_\_ (not lose) her match.
- Roger \_\_\_\_\_ (not miss) the train if he \_\_\_\_\_ (get up) earlier.

Mark: \_\_\_ /5

Total: \_\_\_ /30

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

\* = I need more practice.    \*\* = I sometimes find this difficult.    \*\*\* = No problem!

	*	**	***
I can talk about money and payment. (SB p.84)			
I can use the structure <i>have something done</i> . (SB p.85)			
I can discuss opinions about advertising. (SB p.86)			
I can talk about an imaginary event in the past and its consequences. (SB p.87)			
I can understand an article about a lucky person. (SB p.88)			
I can describe and discuss a photo. (SB p.90)			
I can write an opinion essay. (SB p.91)			

## 10A

### VOCABULARY AND LISTENING

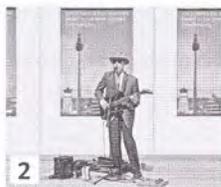
## Performers

I can talk about different types of music.

1 Look at the photos and complete the words for musical performers with the letters *a, e, i, o* or *u*.



1 str\_ng q\_rt\_t



2 b\_sk\_r



3 r\_ck b\_nd



4 ch\_\_r



5 f\_lk gr\_\_p



6 r\_pp\_r



7 j\_zz b\_nd



8 \_p\_r\_ s\_ng\_r



9 \_rch\_str\_

2 Complete the sentences with the words in the box.

aria beat chords chorus harmony lyrics melody  
movement solo symphony

- 1 A \_\_\_\_\_ is a piece of music performed by only one person.
- 2 The \_\_\_\_\_ is the part of a song which is repeated at the end of each verse.
- 3 An \_\_\_\_\_ is a song for one voice in an opera.
- 4 \_\_\_\_\_ are the words of a song.
- 5 The \_\_\_\_\_ is the strong rhythm that music has.
- 6 A \_\_\_\_\_ is a long piece of music written for an orchestra.
- 7 \_\_\_\_\_ are a number of musical notes played at the same time.
- 8 A \_\_\_\_\_ is one of the main parts of a long piece of classical music.
- 9 The \_\_\_\_\_ is the main tune of a piece of music.
- 10 \_\_\_\_\_ is a pleasant combination of musical sounds.

3 LISTENING 39 Listen to two teenagers discussing the future of rock music. Are the sentences true (T) or false (F)?

- 1 The future of rock music is not looking good.
- 2 Last year, there were only three rock songs in the UK Top Ten.
- 3 The most successful categories of music were hip hop and dance.
- 4 According to the figures, pop music was more successful than dance.
- 5 People prefer to see new rock bands in concert.
- 6 Rock music is more popular with middle-aged people.
- 7 Cathy and Paul are both fans of the same band.

### VOCABULARY BUILDER (10.1) ARTISTS AND ARTISTIC ACTIVITIES: >>SB PAGE 136<<

- 4 Complete the sentences with the agent noun of the words in bold.
- 1 Brandon Flowers **sang** in The Killers. He was the lead \_\_\_\_\_ of the group.
  - 2 Tchaikovsky **composed** *Swan Lake*. He was a Russian \_\_\_\_\_.
  - 3 John Keats wrote the **poem** *Ode to Autumn*. He was an English \_\_\_\_\_.
  - 4 Fernando Botero makes huge **sculptures**. He's a Colombian \_\_\_\_\_.
  - 5 James Cameron **directed** *Avatar*. He's a Canadian film \_\_\_\_\_.
  - 6 Thomas Hardy wrote many **novels**. He was a 19th century \_\_\_\_\_.
  - 7 William Shakespeare wrote many **plays**. He was a very talented \_\_\_\_\_.

### Challenge!

Write about the music you like and why you like it.

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*I can correctly use participle clauses.*

**1** Choose the correct answer.

- 1 My sister is a member of the choir **performed** / **performing** tonight.
- 2 The audience **watching** / **watched** the rock band were mainly young people.
- 3 The money **collecting** / **collected** by the buskers will be donated to charity.
- 4 The aria **singing** / **sung** by the opera singer was very moving.
- 5 We received a letter **inviting** / **invited** us to a performance by a string quartet.
- 6 The *New World* symphony, **composed** / **composing** by Dvorak, is one of his best.
- 7 The conductor **led** / **leading** the orchestra is from Moscow.
- 8 The instrument **played** / **playing** by the lead violinist was a Stradivarius.

**2** Look at the picture and complete the sentences with the present participle or the past participle form of the verbs in brackets.



- 1 The scene \_\_\_\_\_ (portray) in the picture is a busy city street.
- 2 None of the people \_\_\_\_\_ (depict) in the scene is driving a car.
- 3 The clothes \_\_\_\_\_ (wear) by the people are very old-fashioned.
- 4 The dog \_\_\_\_\_ (stand) in the foreground looks as if he has just seen something interesting.
- 5 A woman \_\_\_\_\_ (walk) with her daughter has also stopped to watch the action.
- 6 The three men \_\_\_\_\_ (talk) in the background look like they are discussing the incident.

**3** Rewrite the relative clauses as participle phrases.

- 1 The symphony, which was written in 1869, was played beautifully by the orchestra.  
The symphony, written in 1869, was played beautifully by the orchestra.
- 2 On stage there's a folk band which is singing old songs.  
\_\_\_\_\_
- 3 The musician, who was educated in Rome, will play three songs this evening.  
\_\_\_\_\_
- 4 The cathedral which was used for the ceremony was built in the last century.  
\_\_\_\_\_
- 5 The opera, which stars Elaine Stewart, was an absolute disaster.  
\_\_\_\_\_
- 6 The DJ who is playing the music is very well-known.  
\_\_\_\_\_

**Challenge!**



Invent some information about the people in the picture. Look at the questions to help you. Write the information as participle clauses.

What are the people wearing / doing?  
Where are they sitting / standing?  
Who are they?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Revision: Student's Book page 96

1 Match the words (1–8) with the words (a–h) to form compound nouns.

- |            |          |
|------------|----------|
| 1 camp     | a acts   |
| 2 festival | b music  |
| 3 mainland | c buses  |
| 4 shuttle  | d lovers |
| 5 headline | e goes   |
| 6 music    | f up     |
| 7 line     | g site   |
| 8 dance    | h Europe |

2 Complete the text with the compound nouns from exercise 1.

This is the best festival in <sup>1</sup> \_\_\_\_\_ for <sup>2</sup> \_\_\_\_\_, especially people who like rock, pop and <sup>3</sup> \_\_\_\_\_. At this year's festival there will be more room for tents as we have an extra <sup>4</sup> \_\_\_\_\_. There will also be more <sup>5</sup> \_\_\_\_\_ to transport <sup>6</sup> \_\_\_\_\_ to the camp from the train station. And finally, we can confirm the <sup>7</sup> \_\_\_\_\_ for this year is even better than last year. The <sup>8</sup> \_\_\_\_\_ will be Muse, Coldplay and Beyoncé.

3 Read the text about the Oxegen music festival. Answer the questions.

1 When was the first Oxegen music festival held?

\_\_\_\_\_

2 What similarity does Oxegen have to Glastonbury?

\_\_\_\_\_

3 What is the best accommodation offered to campers?

\_\_\_\_\_

4 What can campers find in Tangerine Fields?

\_\_\_\_\_

5 What's the weather usually like at Oxegen?

\_\_\_\_\_

6 Who enjoys the festival apart from the fans?

\_\_\_\_\_

4  LISTENING 40 Listen to two teenagers talking about a music festival. Choose the correct answer.

- It was **easy** / **difficult** for Callum to get tickets.
- Callum went to the festival by **car** / **train**.
- A lot of** / **Only a few** people were waiting for the shuttle bus.
- Callum went with a **friend** / **relative**.
- The weather was **good** / **bad**.
- Callum's favourite band **played badly** / **didn't play**.
- Callum **will** / **won't** be going to another music festival.



Voted Best Major European Festival two years in a row, Oxegen is Ireland's biggest music festival. Held since 2004 at a racecourse in County Kildare, the festival takes place on the second weekend in July. The headline acts are often the same as those at Glastonbury, including contemporary bands like Coldplay and The Black Eyed Peas, and veterans such as Primal Scream.

Around 80,000 people camp on the site during the festival and there are a number of different options. The Luxury Campsite is a village area with nice toilets, hot showers and 24/7 security, which offers a range of accommodation to visitors. Top of the range are 'podpads', similar to small wooden houses, complete with three windows, lighting and beds off the floor. Festival-goers who don't want to be bothered with putting up their own tent, can stay in the Tangerine Fields, an area which has fully-equipped tents for hire.

But the most exciting thing about Oxegen is, of course, the music. The atmosphere is amazing, even when it rains, something which occurs most years. One fan described the last festival as 'the highlight of the year', and another said it was 'the best weekend in my life'. However, it is not only the fans who enjoy the occasion. The words of one band member sum it up nicely: 'Oxegen. One word: AWESOME!'

### Challenge!

**INTERNET RESEARCH** Find out about European music festivals on the Internet. Describe one that you think sounds interesting and explain why you would like to go to it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*I can use different determiners with nouns.*

**1 Choose the correct answer.**

- It's not the first time the lead singer has been ill. It's happened **few** / **a few** times before.
- Van Gogh was nearly always poor. He made **a little** / **little** money from his work.
- The interview went well because the artist spoke **few** / **a few** words of English.
- His room was quite bare because he had **a little** / **little** furniture.
- The exhibition wasn't very popular. **Few** / **A few** people went to see it.
- He had **little** / **a little** time, so he took a break before finishing the picture.

**2 Answer the questions using the words in brackets.**

- Did you watch that concert on TV? (most)  
\_\_\_\_\_
- Which Adèle albums have you listened to? (all)  
\_\_\_\_\_
- Did you like the music at the festival? (some)  
\_\_\_\_\_
- How many art exhibitions have you been to this year? (any)  
\_\_\_\_\_
- Do you know all the words to that song? (most)  
\_\_\_\_\_
- How many films have you seen this year? (a few)  
\_\_\_\_\_

**3 Some of the sentences are incorrect. Rewrite them correctly if necessary.**

- The DJ didn't take many time to set up his equipment.   
\_\_\_\_\_
- Singers and dancers earn few money at first.   
\_\_\_\_\_
- A lot of performers feel nervous when they start.   
\_\_\_\_\_
- Only a few professional singers go on to sing opera.   
\_\_\_\_\_
- Little string quartets become famous.   
\_\_\_\_\_
- Not much buskers get rich.   
\_\_\_\_\_
- A lot musicians can play more than one instrument.   
\_\_\_\_\_
- My music teacher says that I need to practise every day.   
\_\_\_\_\_

**4 Complete the sentences with the words in the box. Remember to use *of* where necessary.**

**all any each few many most no some**

- We enjoyed the Kandinsky exhibition. All of the pictures were painted by the Russian artist.
- There are \_\_\_\_\_ boys in the school choir, only girls.
- We had \_\_\_\_\_ dinner before we went out as we would be getting home late.
- They aren't a successful band. \_\_\_\_\_ people have heard of them.
- I saw \_\_\_\_\_ the film, but I missed the end because my friend phoned me.
- The teacher read \_\_\_\_\_ poem carefully before deciding which one should win the poetry competition.
- They didn't go to the festival because they didn't know \_\_\_\_\_ the bands.
- They didn't sing \_\_\_\_\_ songs from their new album, only the title track.

**Challenge!**

Write true sentences about your classmates. Use the phrases in the box and *all, most, many, some, a few, one or none*.

play in a band  
are professional dancers  
go to concerts  
like opera  
listen to music  
know how to read music

Some of us play in a band.

---



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---



---

I can understand and react to a magazine article about two musicians.

Revision: Student's Book page 98

1 Complete the sentences with the noun forms of the verbs in brackets.

- 1 I went to see the new Gauguin exhibition (exhibit) at the Tate Gallery.
- 2 I didn't think much of the story, but the \_\_\_\_\_ (illustrate) are beautiful.
- 3 Pablo Picasso made 42 \_\_\_\_\_ (sketch) of *Guernica* before he started painting.
- 4 Those \_\_\_\_\_ (draw) are amazing, although the artist only used a pencil.
- 5 The art gallery has installed a new alarm system to protect all the \_\_\_\_\_ (paint).
- 6 Michelangelo's *David* is one of the most famous \_\_\_\_\_ (sculpt) in the world.

2 Read the text quickly. What medical condition do both musicians share?

Adam Ant

Despite being a talented pop star, British singer Stuart Goddard, better known as Adam Ant, was diagnosed with bipolar disorder, something which didn't stop him having nine big hits in the early eighties with his band, The Ants. <sup>1</sup>\_\_\_\_\_ He was even voted the most attractive man of the year in the USA.

However, Stuart didn't remain famous for a very long time, and his decline was hard for him to accept. <sup>2</sup>\_\_\_\_\_ Then things got worse when a month later he threatened the staff of a London pub with a gun. As a result, he ended up in a psychiatric hospital.

The following year, Stuart worked with a UK TV channel to make a documentary about his illness. <sup>3</sup>\_\_\_\_\_ Since then, he has written his autobiography and has received an important award.



Daniel Johnston

American musician and artist Daniel Johnston has spent most of his life fighting bipolar disorder. This condition makes people suffer from changes in their mood and often causes depression. Although he learned to play the piano at an early age, his first obsession was with drawing. <sup>4</sup>\_\_\_\_\_ His favourite storyline was always 'good against bad'.

As a teenager, Daniel used to record his own music on tapes and exchange them with friends. <sup>5</sup>\_\_\_\_\_ Eventually, some record shops started selling them. Showing

signs of instability, he refused a recording contract from one company because they had also signed Metallica, a band he considered to be evil. He was later sent to a mental hospital.

<sup>6</sup>\_\_\_\_\_ They found the right combination of medicines to help him.

In 2006, a film was made about his life, called *The Devil and Daniel Johnston*.



3 Read the text again. Match sentences a-g with the gaps 1-6 in the text. There is one sentence that you do not need.

- a Later, he moved to Texas to go to university, where he gave away his tapes for free.
- b This project really helped him to understand his problems better.
- c He started writing and illustrating his own comics when he was only eight.
- d His fans loved his colourful costumes and unusual appearance.
- e Over the course of his career, his songs have been recorded by many famous artists.
- f The doctors there managed to help him.
- g The trouble really started when he refused to leave the stage after singing at a party and had to be taken off.

Challenge!

INTERNET RESEARCH Find out about these artists and how a disability affected their lives. Write a short paragraph about one of them.

Agatha Christie    Frida Kahlo    Christopher Reeve

- 1 Where was he / she from?
- 2 What disability did he / she have?
- 3 What did he / she do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can describe and give my opinion of an exhibition.

1 Write the expressions in the correct list.

I'm quite into it. It just doesn't appeal to me.  
 It's not really my thing. I'd really love to see it.  
 I wouldn't say I was a real fan. That sounds more fun.  
 It should be really entertaining. I think I'd be bored.  
 I'm not very keen on it. I love that kind of thing.

Expressing enthusiasm

I'm quite into it.

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---

Expressing lack of enthusiasm

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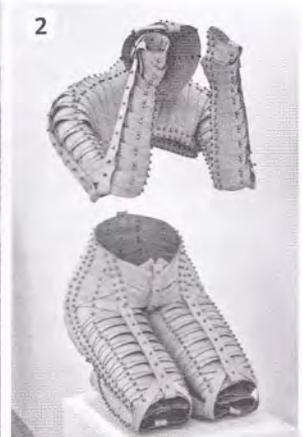
2 LISTENING 41 Listen and choose the best reply.

- 1 a Great! I love that kind of thing.
- b I'd really love to see it.
- 2 a It's so expensive!
- b I wouldn't say I was a real fan.
- 3 a I'm not very keen on it.
- b No, thanks. It's not really my thing.
- 4 a No, it doesn't really appeal to me.
- b I'm not really a fan of it.
- 5 a That sounds interesting.
- b I'm quite into it.
- 6 a Yes, the acting should be really entertaining.
- b I'm not sure. I'm not very keen on dancing.

3 Complete the sentences with *so* or *such*.

- 1 That aria was \_\_\_\_\_ beautiful!
- 2 They played \_\_\_\_\_ well.
- 3 Rap has got \_\_\_\_\_ a strong beat.
- 4 You listen to \_\_\_\_\_ loud music.
- 5 The nightclub was \_\_\_\_\_ full.
- 6 He writes \_\_\_\_\_ interesting lyrics.

4 LISTENING 42 Look at the photos and listen to a student answering the exam task below. Answer the questions 1–2.



You are visiting your friend in the UK and she has offered to take you to an exhibition. Which show would you choose and why? Why would you reject the other option?

- 1 Which exhibition does she choose? Why?
- 
- 
- 
- 2 Which exhibition does she reject? Why?
- 
- 
- 

5 Look at the photos and read the exam task below. Write your answers to the questions. Use phrases in exercise 1.



You are visiting your friend in the UK and she has offered to take you to a concert. Which concert would you choose and why? Why would you reject the other option?

I'm going to choose \_\_\_\_\_

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---

## Preparation

1 Complete the sentences with the words in the box.

end identified main recommend set twist written

- I \_\_\_\_\_ with the main character because he is a teenager.
- It's \_\_\_\_\_ in Germany during the Second World War.
- The \_\_\_\_\_ character is a student of art.
- It was \_\_\_\_\_ by Charles Dickens.
- There's a \_\_\_\_\_ at the end.
- In the \_\_\_\_\_, the two lovers get married.
- I would definitely \_\_\_\_\_ it.

2 Rewrite the sentences with nominal subject clauses starting with *what*.

- all of the characters are looking for / success  
What all of the characters are looking for is success.
- is really exciting / the setting  
\_\_\_\_\_
- I loved / the way the story was told  
\_\_\_\_\_
- the main character needs / a friend to help him  
\_\_\_\_\_
- I really enjoy / reading on the train  
\_\_\_\_\_
- this author is famous for / creating a twist at the end  
\_\_\_\_\_

3 Read the review. What does the writer like most about the book?

\_\_\_\_\_

## Writing guide

4 You have been asked by the editors of an English magazine to write a review of a book which has been given an award for the best book of the last decade. Remember to use paragraphs and nominal subject clauses.

**Paragraph 1:** Describe the author, the genre of the book and the characters.

**Paragraph 2:** Describe the general topic, main plot and the setting.

**Paragraph 3:** Describe negative and positive aspects of the plot, characters, etc.

**Paragraph 4:** Encourage or discourage the readers of the review to read the book.

## CHECK YOUR WORK

Have you:

- written four paragraphs?
- included all the necessary information?
- written in an appropriate style?
- included the appropriate phrases from exercise 1?
- included nominal clauses?
- checked your work for mistakes?

*Eragon* is a best-selling fantasy novel written by the teenage author

Christopher Paolini. It is the first in a series of four books called *The Inheritance Cycle*. The series tells the story of a farm boy called Eragon.

*Eragon* is a journey of experience, revenge, romance and betrayal. It is set in a land of mystery and magic called Alagaësia. Eragon is a normal teenager when we first meet him, although both of his parents are dead and he lives with his uncle on a farm. However, his life changes when he finds a dragon's egg on a hunting expedition. When the dragon hatches, Eragon becomes a Dragon Rider and the real adventure begins.

One of the strengths of the novel is the plot, which holds the reader's attention from beginning to end. The main character is brave and likeable and he has some fascinating adventures. I loved the twist at the end.

What I liked most about the book was the relationship that Eragon has with his dragon, Saphira. The reader sees their friendship developing and by the end of the story they come to trust each other totally. I would definitely recommend *Eragon* to all teenage readers, but especially to those who enjoy fantasy literature.



### 1 Complete the sentences with the words in the box.

busker choir DJ folk group orchestra rapper string quartet

- I gave some money to a \_\_\_\_\_ who was playing the guitar outside the station.
- There are 55 musicians in that \_\_\_\_\_.
- I play in a \_\_\_\_\_ with three friends who play the cello and the violin. I play the viola.
- The \_\_\_\_\_ in the new club played some great records.
- MoonDance only play traditional music because they are a \_\_\_\_\_.
- I sing in a \_\_\_\_\_ at school.
- Jay-Z can't sing very well, but he is a good \_\_\_\_\_.

Mark: \_\_\_ /7

### 2 Choose the correct answer.

- When we arrived, the orchestra was already halfway through the first **beat / harmony / movement**.
- We didn't know the verse, but we sang along with the **aria / chords / chorus**.
- Beethoven wrote his ninth **harmony / solo / symphony** for voices as well as instruments.
- I always remember the **lyrics / melody / movement** of a song, but I never remember the words.
- In the 1980s, there was a guitar **aria / beat / solo** in almost every rock song.
- I recognise the song, but I don't know the **harmony / lyrics / symphony**.
- Guitar students have to learn to play **beat / chords / lyrics**.
- The choir sang in perfect **beat / chorus / harmony**.

Mark: \_\_\_ /8

### 3 Complete the sentences with the present or past participles of the verbs in brackets.

- The music \_\_\_\_\_ (write) for the play was very moving.
- The actors are in the dressing room \_\_\_\_\_ (change) into their costumes.
- The paintings \_\_\_\_\_ (show) in the exhibition were all for sale.
- The instruments \_\_\_\_\_ (use) in the concert are all made of wood.
- The actress \_\_\_\_\_ (play) the main character was taken ill during the rehearsal.
- The dance \_\_\_\_\_ (perform) by the youngest group was popular with the audience.

- I'm so glad we heard the message \_\_\_\_\_ (announce) that the concert was cancelled.
- The man \_\_\_\_\_ (wear) the blue jacket is the lead singer.

Mark: \_\_\_ /8

### 4 Complete the sentences with the determiners in the box.

all any each few some most much

- I don't watch much TV. \_\_\_\_\_ programmes are worth watching.
- I've read \_\_\_\_\_ of Stephenie Meyer's books, but I haven't finished the last one yet.
- There weren't \_\_\_\_\_ paintings by Kandinsky in the exhibition.
- He doesn't like Lady Gaga any more, so he gave me \_\_\_\_\_ of his CDs!
- The orchestra played \_\_\_\_\_ wonderful music.
- I try to go for a run \_\_\_\_\_ day.
- I don't eat \_\_\_\_\_ junk food.

Mark: \_\_\_ /7

Total: \_\_\_ /30

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

\* = I need more practice.    \*\* = I sometimes find this difficult.    \*\*\* = No problem!

	*	**	***
I can talk about different types of music. (SB p.94)			
I can correctly use participle clauses. (SB p.95)			
I can discuss music festivals. (SB p.96)			
I can use different determiners with nouns. (SB p.97)			
I can understand and react to a magazine article about two artists. (SB p.98)			
I can describe and give my opinion of an event. (SB p.100)			
I can write a review of a book. (SB p.101)			

**EXAM STRATEGY: Listening**

- Read the instructions and task carefully to find out what the recording is going to be about.
- Remember to try and identify what types of words are missing, e.g. a noun, verb, adjective, number, etc.
- Think of possible answers to fill the gaps.
- Listen carefully and complete the gaps using words from the recording.
- Do not leave any questions unanswered – have a guess if you do not know.

**EXAM TASK – Listening**

 **LISTENING 43** You are going to hear an interview with a woman who is talking about her job. Use the information from the listening to complete the sentences (1–7). Use one or two words.

- 1 Caroline Bates works in the \_\_\_\_\_ industry.
- 2 Personal shoppers may be asked to buy gifts for \_\_\_\_\_.
- 3 Personal shoppers shouldn't exceed their \_\_\_\_\_.
- 4 Caroline works in a large \_\_\_\_\_.
- 5 After choosing their clothes, Caroline takes the client to the \_\_\_\_\_.
- 6 The best form of advertising for a personal shopper is their own \_\_\_\_\_.
- 7 A personal shopper needs to have \_\_\_\_\_ and \_\_\_\_\_.

**EXAM STRATEGY: Reading**

- Remember to read the matching statements carefully and think how each one could be expressed in a different way. This will help you to find the section in the text with a similar meaning.
- Find and underline the parts of the text which match each of the sentences.
- If a sentence can be used twice or more, there will be more than one answer space next to it.

**EXAM TASK – Reading**

Read the text below and for each sentence (1–6) choose the paragraph (A–D) it refers to. Each letter can be used more than once. One statement can be matched with two paragraphs.

**The sky is the limit**

For years, the Empire State Building in New York was recognised as the tallest building in the world, but in recent decades, many much higher structures have been built. Read on to learn more about four of the tallest skyscrapers existing today.

**A Burj Khalifa**

Burj Khalifa in Dubai, United Arab Emirates, is currently the tallest building in the world. The tower is part of a new development built on a man-made lake. Burj Khalifa has a distinctive shape so that the windows look out onto the Persian Gulf. A 304-room hotel occupies the lower floors and there is an observation deck on the 124th floor. The top floor is home to a private VIP club, closed to anyone except members.

**B Shanghai World Financial Centre**

This skyscraper has the highest observation deck in the world, although the building itself is no longer the tallest. Construction stopped between 1998 and 2003 because of the Asian financial crisis, but it was eventually finished in 2008. The most distinctive feature in its design is the geometric opening at the top of the tower.

**C International Commerce Centre**

This skyscraper in Hong Kong stands on top of Kowloon Station, which gave its name to the original proposal for the building. The tower is not as high as in earlier plans because of regulations that prevented buildings from being taller than the surrounding mountains. A five-star hotel occupies the upper fifteen floors of the building. There is an observation deck on the 100th floor and a number of five-star restaurants on the 101st floor.

**D Petronas Towers**

These towers in Kuala Lumpur, Malaysia, are the tallest twin buildings in the world. They were built on the site of the city's horseracing track and an exclusive shopping centre is located at the base. The towers are connected by a sky bridge on the 41st and 42nd floors, which is the highest two-storey bridge in the world. It is open to the public, but only a limited number of free tickets are given out each day, and visitors are allowed no more than ten minutes on the bridge.

- 1 This building is situated by the water. \_\_\_\_
- 2 You can book a room in this building. \_\_\_\_ and \_\_\_\_
- 3 This building is shorter than it was designed to be. \_\_\_\_
- 4 Access to the highest floor is restricted. \_\_\_\_
- 5 This building took longer to complete than originally planned. \_\_\_\_
- 6 Visitors can enjoy the view from the building without having to pay. \_\_\_\_

**EXAM STRATEGY: Use of English**

- Read the complete text quickly to get a general understanding.
- Think carefully about which words from the box could complete the sentence best.
- When you have finished, remember to read the text again to check it makes sense.

**EXAM TASK – Use of English**

Complete the text with the words in the box. Each word can only be used once and there are three extra words that you do not need to use.

done every few had have having lot  
was were what where which would

Thailand is fast becoming one of the places <sup>1</sup>\_\_\_\_\_ people from all over the world come to have corrective surgery. But why do people choose Thailand? Lucy from Wales went to Bangkok to <sup>2</sup>\_\_\_\_\_ her nose done. 'The operation was cheaper in Thailand, and also I could say I was going on holiday and not tell people <sup>3</sup>\_\_\_\_\_ I was really doing. If I'd had to have the operation in the UK then I <sup>4</sup>\_\_\_\_\_ not have done it,' Lucy explained. 'When I got here I was surprised by how good it was. All of the nurses were lovely and spoke excellent English. Moreover, <sup>5</sup>\_\_\_\_\_ single part of the operation <sup>6</sup>\_\_\_\_\_ explained to me in detail. It was fantastic. You have to spend money on flights and pay for your accommodation, but it's still cheaper than <sup>7</sup>\_\_\_\_\_ it done in the UK. I even <sup>8</sup>\_\_\_\_\_ my teeth whitened while I was here,' she added. A <sup>9</sup>\_\_\_\_\_ of people have reported the same thing – good price, good service and getting away from friends and family all make Thailand a great place to have your cosmetic surgery <sup>10</sup>\_\_\_\_\_.

**PREPARATION: Speaking**

Look at the points in the exam task. Make a list of words and expressions you could use for each topic.

**EXAM STRATEGY**

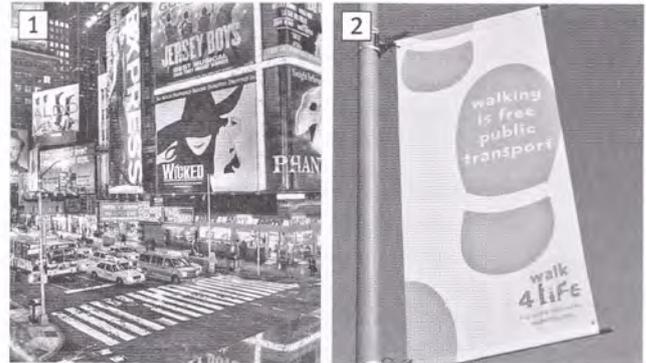
- Try to use words and expressions for comparing and contrasting photos.
  - Try to use a wide range of grammatical structures and vocabulary.
  - Remember to express your opinion. You can support your opinions with examples from personal experience.
- Check the Functions Bank on page 104 for more help.

**EXAM TASK - Speaking**

Describe one of the two photographs. The following ideas may help you.

- place • people • atmosphere

Now, look at both pictures, and compare and contrast them.



Work in pairs. One of you is the examiner, the other is a student. Discuss the following questions:

- Think of an advert that has made an impression on you. Describe it and say why you found it interesting.
- Have you ever bought something just because you saw an advert for it?
- Some people think adverts sometimes exploit people, especially children. What is your opinion?

**PREPARATION: Writing**

- 1 Read the exam task carefully. Write down three arguments for and three arguments against the statement.
- 2 Add reasons for each of your points.

**EXAM STRATEGY**

- Decide which points are the strongest and easiest to argue and include those in your essay.
- Remember to plan the points you want to include in the introductory paragraph, the main paragraphs and in your conclusion.

**EXAM TASK – Writing**

An English student magazine has started an essay-writing competition. The topic is '*Books are always better than films*'. In order to take part in the competition, you need to write an essay of 200–250 words arguing your point of view. In your essay:

- express your opinion on the statement
- support your opinion with arguments
- state counterarguments
- summarise the main points.

## USE OF ENGLISH

- 1** Complete the text with suitable words. Use one word only in each gap.

Exam time is stressful for most students. There is <sup>1</sup> \_\_\_\_\_ worse than looking at an exam paper and thinking you don't know the answers. Usually, when the panic has subsided, you realise that you can actually answer the questions and carry <sup>2</sup> \_\_\_\_\_. But how would you feel <sup>3</sup> \_\_\_\_\_ you really couldn't answer any of the questions?

Pupils in Britain <sup>4</sup> \_\_\_\_\_ faced with this problem recently when their exam papers included the wrong information. In a biology exam, <sup>5</sup> \_\_\_\_\_ instance, the multiple-choice options didn't match the questions, while in a business studies exam, students were asked to work <sup>6</sup> \_\_\_\_\_ the profit of a company but were not given <sup>7</sup> \_\_\_\_\_ sales figures or overhead costs.

The exam boards have promised <sup>8</sup> \_\_\_\_\_ adjust the marks given to students to make up <sup>9</sup> \_\_\_\_\_ the mistakes, but pupils have complained that they spent a long time worrying about the questions and therefore didn't have <sup>10</sup> \_\_\_\_\_ time to complete the exam.

- 2** Complete the text with the correct form of the words in brackets.

Vending machines are usually a quick, convenient and <sup>1</sup> \_\_\_\_\_ (rely) way of buying drinks, snacks or train tickets. But now an <sup>2</sup> \_\_\_\_\_ (invent) in the UK has come up with the idea of a vending machine with a <sup>3</sup> \_\_\_\_\_ (differ): it performs wedding ceremonies! The AutoWed wedding machine offers a <sup>4</sup> \_\_\_\_\_ (select) of wedding ceremonies and costs just \$1 to use. Couples enter their names, press a button to say 'I do' and then the machine gives them a <sup>5</sup> \_\_\_\_\_ (certify) and two plastic rings to take home with them. A voice even congratulates them and then they are <sup>6</sup> \_\_\_\_\_ (tell) to kiss each other.

This invention by Sam Lanyon, the <sup>7</sup> \_\_\_\_\_ (direct) of a company called Concept Shed, has been sold to Marvin's Marvelous Mechanical Museum in Detroit. A video of AutoWed was posted on YouTube and was met with real <sup>8</sup> \_\_\_\_\_ (enthus) and a very positive <sup>9</sup> \_\_\_\_\_ (respond). Orders from all over the world flooded into Lanyon's office. Some people thought that the AutoWed wedding was official, so he had to make it clear that it was just for fun and the wedding ceremony wasn't <sup>10</sup> \_\_\_\_\_ (actual) legal.

## READING

Read the text about voluntary work and decide whether the statements (1–8) are true (T) or false (F).

## An Invaluable Experience

## A Tom

My friend talked me into volunteering on a historical preservation project one summer, and I have to say, I didn't regret my decision to take part at all. In fact, it turned out to be a perfect place to spend my holiday – the countryside was wonderful, there was a lovely town nearby and the castle we were working at was really interesting. It all made for a great working environment with a strong sense of teamwork. I made friends with people from all over the world during my stay, and the local people were extremely friendly – they were very happy to show us around the area and the nearby town. We did a lot of sightseeing thanks to them, and we felt we'd had the chance to really get to know the local community.

## B Lucy

I didn't really want to do any voluntary work, but after I finished my degree, I couldn't find a job and I was unemployed until I happened to meet Barbara, one of my mum's friends. She mentioned she was looking for someone to handle all the administrative tasks at the refugee charity where she worked. Needless to say, I've gained invaluable experience while I've been here, which is going to come in very handy when I start job-hunting again. I can now clearly demonstrate on my CV that I've got good interpersonal and organisational skills. I've also found out that this is actually the career I want to pursue. Thanks to the six months I've spent working here, I've got a really good feel for what charity work is like and hope to find a permanent position doing a similar job soon.

## C Lucas

I don't really understand some of my friends who aren't interested in volunteering or won't even contemplate doing any voluntary work. I really do believe that as a volunteer you're not only helping the community, but you're also helping yourself. Thanks to my voluntary work, which was mainly to do with restoring the ruins of an ancient castle, I learned new skills and also quite a lot about myself. I found out I'm quite a methodical worker with far more patience than I ever thought I had. This insight has helped me form a better picture of myself. When I came back from my time on the voluntary scheme, I applied to do completely different college courses from those I had previously planned on doing.

## D Richard

After reading an article about an archaeological project in my area, I was really interested in the research going on there, and I decided to visit the site to see if I could get involved in some way. I was introduced to the volunteering coordinator, who explained that quite a lot of work had already been done, but there was still quite a lot left to do. We talked about the aims of the archaeological research and the way the work was organised. I loved the level of enthusiasm everyone had for the project so I signed up to help out over the summer. The experience really helped to improve my interpersonal skills and I feel much more self-confident now and ready to deal with any kind of challenge that comes my way in the future.

# 1

## Get Ready for B2 Exams

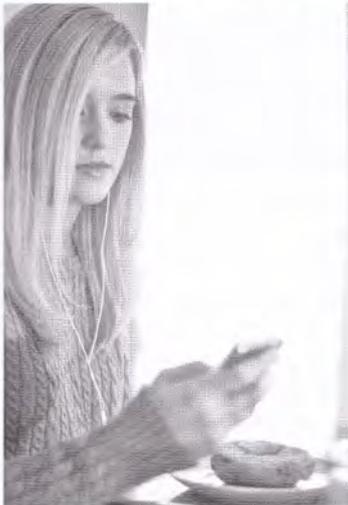
### E Helen

Not everyone decides to do voluntary work for completely selfless reasons. Some people get involved because they want to see new places, meet new people or experience new things. That's fine, but before committing yourself to anything, it's a good idea to do some research on the kinds of projects available and the type of work involved. Volunteering isn't just about having a good time; there is often hard work to be done too, so it's good to have a clear idea of what will be expected of you before you sign up. Going into it with open eyes and realistic expectations will definitely help you get the most out of it.

	T	F
1 I appreciated the social life and enjoyed making new friends.		
2 We did not learn much about the culture of the country.		
3 I hope the experience will improve my chances of finding a job.		
4 All my friends support volunteering.		
5 The volunteer work influenced my choice for my future studies.		
6 I joined the project when the work was nearly completed.		
7 Some volunteers think more about their own needs than about other people's.		
8 If you research the project first, you will know how much work to expect.		

### SPEAKING

#### Task 1 – Picture comparison



These two pictures show people listening to music. Compare and contrast them and say which of these two situations you would prefer to be in and why.

#### Task 2 – Interview

You will be asked to talk about the importance of education. Consider the following points:

- the advantages and disadvantages of your country's school system
- practical skills or academic knowledge
- education for life
- changes to the system.

Now work in pairs. One of you is the examiner, the other is a student. Discuss the following questions:

- What did you like best about school before the age of 15? Did it prepare you for secondary school? Why? / Why not?
- Has the education you have had so far focused on gaining knowledge or practical skills? Explain why and how. Which of the two do you think is more important for your future? Why?
- Do you think you will have to continue studying when you start your career? Why? / Why not? If yes, what kind of further development do you think you will need?
- If you could change the school system in your country, how would you change it and why?

When you have finished, change roles and practise again.

#### Task 3 – Role-play

Work in pairs and discuss the following situation:

You and a friend are getting ready to study at a university and you are deciding what to study. Discuss several possibilities (e.g. law, economics, medicine, engineering, sciences, etc.) taking the following issues into consideration:

- your preparation and ability to study for each particular field
- how demanding each area of study is
- fees for studying at university
- job prospects.

When you have finished, change roles and practise again.

### WRITING

You want to learn to drive, but your parents won't let you. They want you to wait until you are older. Write a letter (200–220 words) to an American friend in which you:

- complain about your parents' decision
- explain why you think you should learn
- explain why you need to drive
- ask for advice.

## USE OF ENGLISH

## 1 Complete the text with the correct form of the words in brackets.

In March 2011, two talented Australian students, John and Andrew, both aged 15, <sup>1</sup>\_\_\_\_\_ (win) the national RoboCupJunior competition which <sup>2</sup>\_\_\_\_\_ (hold) in Canberra. The pair <sup>3</sup>\_\_\_\_\_ (construct) robots for over three years, and their combined knowledge meant their project was of an exceptionally high standard. So high, in fact, that none of the other competitors who <sup>4</sup>\_\_\_\_\_ (enter) in their age group could match their level. After winning the Australian finals, the boys <sup>5</sup>\_\_\_\_\_ (decide) to travel to Istanbul to take part in the international RoboCupJunior competition. However, it soon became clear that they <sup>6</sup>\_\_\_\_\_ (not, have) enough money and that they <sup>7</sup>\_\_\_\_\_ (not be) able to go without the help of a sponsor. After sending nearly 200 emails to businesses across the world, their efforts <sup>8</sup>\_\_\_\_\_ (reward) when they successfully secured a generous sponsorship. The company which decided to support them felt they <sup>9</sup>\_\_\_\_\_ (demonstrate) great ambition and ingenuity, as well as determination in finding a sponsor. But perhaps their greatest reward was the success they achieved at those championships by <sup>10</sup>\_\_\_\_\_ (win) the RoboCupJunior Rescue B category.

## 2 Complete the text with the correct words (a–d).

The world keeps changing at an unbelievable rate. If you <sup>1</sup>\_\_\_\_\_ me twenty years ago that I would be buying music online and not on CDs, I wouldn't have believed you. I <sup>2</sup>\_\_\_\_\_ you were crazy. But now, we're buying more music online than in shops, and soon CDs will be as <sup>3</sup>\_\_\_\_\_ as vinyl records. I <sup>4</sup>\_\_\_\_\_ if the same thing will happen with books. In the past, if I had gone travelling without a book I <sup>5</sup>\_\_\_\_\_ lost. But now, I always take my electronic reader on my trips and I <sup>6</sup>\_\_\_\_\_ a paper book for ages. The reader means I can take over a hundred books with me wherever I go, and it's lighter than a single book. I obviously <sup>7</sup>\_\_\_\_\_ having the real book in my hand, but for convenience, the electronic reader is great. I don't have to waste time <sup>8</sup>\_\_\_\_\_ to the bookshop or waiting for books <sup>9</sup>\_\_\_\_\_. I can download new books in seconds and I am ready to go. It makes me <sup>10</sup>\_\_\_\_\_ that in twenty years' time we might not have paper books at all.

- |                     |                  |                   |                    |
|---------------------|------------------|-------------------|--------------------|
| 1 a have told       | b told           | c had told        | d had been told    |
| 2 a 'd have thought | b had thought    | c have thought    | d 'd think         |
| 3 a ordinary        | b rare           | c common          | d average          |
| 4 a notice          | b suggest        | c believe         | d wonder           |
| 5 a would have felt | b would feel     | c always feel     | d was feeling      |
| 6 a didn't read     | b 'm not reading | c haven't read    | d don't read       |
| 7 a fail            | b neglect        | c omit            | d miss             |
| 8 a going           | b to go          | c in going        | d go               |
| 9 a to deliver      | b deliver        | c to be delivered | d to be delivering |
| 10 a think          | b to think       | c thought         | d thinking         |

## READING

Read the article about Google Street View. Some parts of the text have been removed. Complete the text by matching the sentences (A–H) with the gaps in the text (1–6). There are two sentences that you do not need.

Many of us have become accustomed to using Google Maps, and nearly everyone has appreciated the service it provides. <sup>1</sup>\_\_\_\_\_ At first, people were very enthusiastic about it. <sup>2</sup>\_\_\_\_\_ Shortly after Google Street View was launched, many bloggers and other Internet users started to have fun finding unflattering pictures of people in compromising situations and then posting them on blogs and social-networking sites. <sup>3</sup>\_\_\_\_\_ They hadn't given their permission to be photographed. At the time, the company did not make any attempt to blur people's faces or obscure anyone's identity. In addition, the pictures on Google Street View were taken using cameras placed high up on top of cars. <sup>4</sup>\_\_\_\_\_ As a result there were a lot of disputes and arguments. Some people insisted that the database should be deleted.

<sup>5</sup>\_\_\_\_\_ The growing complaints drew the attention of council officials all over Europe. They argued that Google had collected a huge amount of data illegally.

Consequently, Google was forced to respond and they withdrew the service. They said that the company had received very few requests to remove a photo for privacy reasons, but that in future they would blur out faces so that the identities of the people captured in the pictures would be protected. <sup>6</sup>\_\_\_\_\_ The company has promised that before it re-launches Street View, it will have solved all of the privacy issues.

- A Authorities began to receive dozens of letters of complaint.
- B Not surprisingly, the people in the photographs weren't happy.
- C This service enables us to view maps of towns and cities as well as rural areas worldwide, just at the click of a button.
- D However, Google's latest venture to provide more information to users has raised a lot of questions.
- E In the end, Google had to withdraw the service.
- F They also said that they would warn people about the camera visits in advance.
- G This meant that some photos even showed the insides of people's homes.
- H In many of these, people expressed their annoyance about having their privacy invaded.

## SPEAKING

## Task 1 – Picture comparison



These two pictures show people taking part in events that mark important points in their lives. Compare and contrast them, and then say which of these two events you consider to be the most important and why.

## Task 2 – Interview

You will be asked to talk about communication between young people. Consider the following issues:

- the importance of communicating with peers and adults
- using electronic media
- slang and colloquial words used by young people
- changes in communication in the future.

Now work in pairs. One of you is the examiner, the other is a student. Discuss the following questions:

- Do you think everyday communication with adults is important for young people? Why? / Why not? Do young people listen to the older generation?
- What forms of electronic media do you use to stay in touch with your friends? How has this changed in the last ten years? What do you think of social networks and blogging sites?
- Do you think the language young people use has been influenced by using the Internet or mobile phones? If so, how?
- Is there anything you would like to change about how you communicate with your friends? How do you think the way we communicate will change in the future?

When you have finished, change roles and practise again.

## Task 3 – Role-play

Work in pairs and discuss the following situation:

## Student 1

You are going to Britain to study at a college for a year and you want to rent a flat with an English friend studying at the same college. He / She wants to stay on the outskirts of the city, whereas you would prefer to rent a flat as close to the centre as possible. Try to persuade your friend to change his / her mind. Take the following points into consideration:

- travel expenses
- access to entertainment facilities
- opportunities for part-time jobs.

Think about any other points your friend may put forward and try to argue against them.

## Student 2

Your penfriend is coming to Britain to study at your college for a year and you are planning to rent a flat together. He / She wants to stay close to the city centre, whereas you would prefer to rent a flat on the outskirts. Try to persuade your friend to change his / her mind. Take the following points into consideration:

- the cost of accommodation
- quiet surroundings for studying
- opportunities for part-time jobs.

Think about any other points your friend may put forward and try to argue against them.

When you have finished, change roles and practise again.

## WRITING

Your local authority has announced a competition for the best English essay. The title is *The most attractive place in my region*. The prize is a two-week language course in Britain. Write an entry for the competition (200–220 words).

**1** Translate the sentences into your own language.

- 1 Did you feel homesick when you were living abroad?  
\_\_\_\_\_
- 2 I think that scruffy old jacket looks awful!  
\_\_\_\_\_
- 3 They were very disappointed when they heard that they hadn't passed the exam.  
\_\_\_\_\_
- 4 He managed to find some trendy, checked trousers in the sale.  
\_\_\_\_\_
- 5 I used to be good friends with Susana but now she doesn't speak to me.  
\_\_\_\_\_
- 6 Those high-heeled black shoes belong to my sister.  
\_\_\_\_\_
- 7 She spent hours looking for a skirt with a matching jacket.  
\_\_\_\_\_
- 8 I was very embarrassed when I fell off my bike.  
\_\_\_\_\_

Mark: \_\_\_ /8

**2** Complete the text with the correct form of the verbs in brackets.

I <sup>1</sup>\_\_\_\_\_ (walk) home from school yesterday feeling quite bored, when suddenly I noticed this really unusual noise. It <sup>2</sup>\_\_\_\_\_ (sound) like an old aeroplane! There was a tall wall to the right of me and I <sup>3</sup>\_\_\_\_\_ (manage) to climb up and look over. In the middle of the field behind the wall I saw a huge, round object – it looked like a UFO! It was making a strange sound and lights <sup>4</sup>\_\_\_\_\_ (shine) all round it. I was quite scared and I put my hands over my eyes. While I was standing there feeling nervous and confused, I suddenly <sup>5</sup>\_\_\_\_\_ (hear) someone shout, "Cut!" and I <sup>6</sup>\_\_\_\_\_ (realise) that the lights were actually cameras and they <sup>7</sup>\_\_\_\_\_ (make) a film! I felt really embarrassed, but I was relieved that nobody <sup>8</sup>\_\_\_\_\_ (notice) me.

Mark: \_\_\_ /8

**3** Complete the text with the correct words a-d.

I can't deny that I'm afraid <sup>1</sup>\_\_\_\_\_ spiders and it's true that I <sup>2</sup>\_\_\_\_\_ feel comfortable when there's one in the room. As a child, I used <sup>3</sup>\_\_\_\_\_ and scream whenever I saw one, and I could never imagine <sup>4</sup>\_\_\_\_\_ it out myself. It was my older sister who <sup>5</sup>\_\_\_\_\_ me how to do this. One weekend, I was staying with her because my parents <sup>6</sup>\_\_\_\_\_ away. We <sup>7</sup>\_\_\_\_\_ up when suddenly we found an enormous spider in her bed. She didn't look <sup>8</sup>\_\_\_\_\_, but she certainly wasn't feeling as <sup>9</sup>\_\_\_\_\_ as I was. She just <sup>10</sup>\_\_\_\_\_ a plastic box over the spider, covered the box with a piece of cardboard and took the spider outside.

A few years later, I <sup>11</sup>\_\_\_\_\_ at home alone when I saw a large spider walking across the floor. I remembered <sup>12</sup>\_\_\_\_\_ my sister that day and I decided <sup>13</sup>\_\_\_\_\_ her trick. When I had removed the spider, I called my sister immediately to tell her what <sup>14</sup>\_\_\_\_\_ happened.

- |                  |                |          |          |
|------------------|----------------|----------|----------|
| 1 a about        | b with         | c of     | d in     |
| 2 a am not       | b doesn't      | c isn't  | d don't  |
| 3 a to crying    | b to cry       | c cry    | d cried  |
| 4 a taking       | b to take      | c take   | d took   |
| 5 a was teaching | b had taught   | c taught | d teach  |
| 6 a had gone     | b are going    | c went   | d go     |
| 7 a had tidied   | b were tidying | c tidy   | d tidied |
| 8 a pleased      | b relieved     | c fed up | d proud  |
| 9 a delighted    | b nervous      | c guilty | d sad    |
| 10 a had put     | b was putting  | c put    | d puts   |
| 11 a had sat     | b was sitting  | c sat    | d sit    |
| 12 a to watch    | b watching     | c watch  | d saw    |
| 13 a tried       | b trying       | c to try | d try    |
| 14 a were        | b did          | c was    | d had    |

Mark: \_\_\_ /14

## 1 Translate the sentences into your own language.

1 I'd like a job which is challenging but fun.

\_\_\_\_\_

2 The doctor didn't bat an eyelid when he saw my swollen thumb.

\_\_\_\_\_

3 Unskilled work is often tedious and badly-paid.

\_\_\_\_\_

4 Air-traffic controllers need to keep their heads in difficult situations.

\_\_\_\_\_

5 My aunt works as a surgeon at the hospital where I had my operation.

\_\_\_\_\_

6 After the fight my brother had a black eye and a cut lip.

\_\_\_\_\_

7 Some workers don't mind doing shift work, but others find it stressful.

\_\_\_\_\_

8 David has been playing basketball and he's sprained his ankle.

\_\_\_\_\_

Mark: \_\_\_ / 8

## 2 Complete the text with suitable words. Use only one word in each gap.

The workplace <sup>1</sup>\_\_\_\_\_ changed significantly for many people in recent years. Helen, <sup>2</sup>\_\_\_\_\_ is an IT consultant from Glasgow, is typical of the new generation of 'flexible workers'. "Nobody at the company <sup>3</sup>\_\_\_\_\_ I work does a traditional nine-to-five day," Helen tells us. "We can choose what time we want to start work and nobody bats an <sup>4</sup>\_\_\_\_\_ if you don't start until midday. I've <sup>5</sup>\_\_\_\_\_ working at home for the past year, which is great as I can pick the kids up from school." Flexible working can be good for employers too, as the Managing Director of Thompson IT explains. "I stuck my <sup>6</sup>\_\_\_\_\_ out when I decided to allow employees to work from home, but it's <sup>7</sup>\_\_\_\_\_ very successful. We've actually increased productivity and we've managed to cut expenditure as well."

One disadvantage of home-working however, is the feeling of isolation. "I do miss working in the office sometimes," comments Helen, "especially when I have a problem and need someone to give me a <sup>8</sup>\_\_\_\_\_!"

Mark: \_\_\_ / 8

## 3 Correct the mistake in each line of the letter.



Dear ~~Hello~~ Sir or Madam,

<sup>1</sup>\_\_\_\_\_ I am writing to apply for the work as a fruit picker,

<sup>2</sup>\_\_\_\_\_ where I saw advertised in the Evening Post.

<sup>3</sup>\_\_\_\_\_ I have a lot of experience on this type of work

<sup>4</sup>\_\_\_\_\_ because I have often been helping my uncle,

<sup>5</sup>\_\_\_\_\_ whose grows strawberries on a fruit farm.

<sup>6</sup>\_\_\_\_\_ Last summer, I have worked on his farm,

<sup>7</sup>\_\_\_\_\_ where I was on charge of a team of fruit pickers.

<sup>8</sup>\_\_\_\_\_ At the end of the day, I made the paperwork

<sup>9</sup>\_\_\_\_\_ and also I have served customers in the shop.

<sup>10</sup>\_\_\_\_\_ I have always been loving the countryside and

<sup>11</sup>\_\_\_\_\_ this year, I have training to be a gardener.

<sup>12</sup>\_\_\_\_\_ I can supply references from the people who

<sup>13</sup>\_\_\_\_\_ gardens I been looking after and also from

<sup>14</sup>\_\_\_\_\_ my uncle, who just has sold his farm.

Mark: \_\_\_ / 14

**1** Translate the sentences into your own language.

- We're going to write a blog while we're travelling around Asia.  
\_\_\_\_\_
- My grandparents have got a beautiful marble fireplace in their living room.  
\_\_\_\_\_
- My friend told me he'd installed a new app on his phone.  
\_\_\_\_\_
- You might fall if you climb out of the window.  
\_\_\_\_\_
- You asked me which Internet browsers I used so I'm going to tell you.  
\_\_\_\_\_
- That rocking chair will get wet if you leave it in the garden.  
\_\_\_\_\_
- My sister told me she was joining a new file-sharing network.  
\_\_\_\_\_
- He won't have finished the oil painting by the end of the week.  
\_\_\_\_\_

Mark: \_\_\_ /8

**2** Complete the second sentence so that it has a similar meaning to the first. Use between two and four words, including the words in brackets.

- "Are you going to come with us?" asked dad. (go)  
Dad asked me if I \_\_\_\_\_ with them.
- We need to make changes or it's possible the Earth won't survive. (might)  
If we don't make changes, the Earth \_\_\_\_\_.
- If scientists investigate this thoroughly, they might discover the answer. (look)  
If scientists \_\_\_\_\_ this thoroughly, they might discover the answer.
- Mum will have recovered from her cold by next week. (over)  
Mum \_\_\_\_\_ her cold by next week.
- 'I've always wanted to visit New York,' Jacob said. (that)  
Jacob said \_\_\_\_\_ always wanted to visit New York.
- What time does the train leave, please? (train)  
Please could you tell me what \_\_\_\_\_?
- "You'll find some useful information, if you follow the links on the webpage," our teacher said. (if)  
Our teacher told us that we would find some useful information \_\_\_\_\_ the links on the webpage.
- I probably forgot to pack my phone charger. (must)  
I \_\_\_\_\_ to pack my phone charger.

Mark: \_\_\_ /8

**3** Complete the email with a suitable form of the verbs in brackets. Sometimes there is more than one answer.

**Inbox**

Hi there Maria,

Thanks for your email and your invitation to visit. When I told my parents that you <sup>1</sup>\_\_\_\_\_ (invite) me to stay, they were very pleased. They said that they <sup>2</sup>\_\_\_\_\_ (pay) for my flight and they asked me when I <sup>3</sup>\_\_\_\_\_ (want) to visit you. In your email you didn't say when I <sup>4</sup>\_\_\_\_\_ (can) come, so I'm writing to organise the dates.

Actually, I <sup>5</sup>\_\_\_\_\_ (be) quite busy this summer because I've got a holiday job. I <sup>6</sup>\_\_\_\_\_ (look after) my neighbour's children in July and part of August while their parents are at work. Then at the end of August I <sup>7</sup>\_\_\_\_\_ (go) on holiday with my family.

Why don't I visit you at the end of June? Term <sup>8</sup>\_\_\_\_\_ (finish) on 22nd June, so I <sup>9</sup>\_\_\_\_\_ (do) all my exams by then. I'm finding history very difficult this year, so I think I <sup>10</sup>\_\_\_\_\_ (fail) my history exam. If I <sup>11</sup>\_\_\_\_\_ (not pass) it, I'll have to do it again at the end of the summer, which means I <sup>12</sup>\_\_\_\_\_ (study) during the first week of September.

If the last week of June is OK for you, I <sup>13</sup>\_\_\_\_\_ (book) a flight and tell you what time I <sup>14</sup>\_\_\_\_\_ (arrive). Do you think you could pick me up from the airport?

Write soon and tell me what you think.

Best wishes

Katrina

Mark: \_\_\_ /14

## 1 Translate the sentences into your own language.

- 1 Last summer, I split up with my girlfriend, but a few days later, we got back together again.  
\_\_\_\_\_
- 2 What would you do if you couldn't find your suitcase at baggage reclaim?  
\_\_\_\_\_
- 3 If only my brother's best friend fancied me.  
\_\_\_\_\_
- 4 Somebody will be waiting for you in the arrivals hall to take you to your hotel.  
\_\_\_\_\_
- 5 I'd rather marry someone I was in love with than someone my parents chose for me.  
\_\_\_\_\_
- 6 I wish there was a taxi at the taxi rank.  
\_\_\_\_\_
- 7 My cousin got married too young and now she's getting divorced.  
\_\_\_\_\_
- 8 The waiting room is more attractive now because it's been decorated.  
\_\_\_\_\_

Mark: \_\_\_ /8

## 2 Complete the text with the correct words a-d.

All relationships go through difficult times. In the past, when married couples had problems they usually didn't <sup>1</sup> \_\_\_\_\_. They had to either <sup>2</sup> \_\_\_\_\_ with each other or continue to live together in an unhappy relationship. Getting divorced wasn't an option for most people due to economic and social reasons. Some people believe that this wasn't such a bad thing. They say that relationships require hard work and commitment. "If a relationship is going to last a lifetime, you have to keep working at it," says Doreen, who is celebrating her fiftieth wedding anniversary this year. "It isn't all roses and romance. <sup>3</sup> \_\_\_\_\_ can be perfect all of the time. These days young people give up when there's the slightest argument." Experts agree that communication is key. The <sup>4</sup> \_\_\_\_\_ important thing is to keep talking. How many times have you heard yourself say to <sup>5</sup> \_\_\_\_\_, 'If only you'd listen!' or 'I wish you <sup>6</sup> \_\_\_\_\_ do that!' The truth is, the <sup>7</sup> \_\_\_\_\_ couples talk, the <sup>8</sup> \_\_\_\_\_ their relationship will be.

- |              |            |             |            |
|--------------|------------|-------------|------------|
| 1 a grow up  | b split up | c chat up   | d make up  |
| 2 a get on   | b go out   | c get back  | d fall out |
| 3 a No one   | b Someone  | c Anyone    | d Anybody  |
| 4 a more     | b least    | c best      | d most     |
| 5 a anybody  | b anyone   | c somebody  | d nobody   |
| 6 a wouldn't | b mustn't  | c shouldn't | d can't    |
| 7 a more     | b most     | c less      | d least    |
| 8 a best     | b good     | c better    | d most     |

Mark: \_\_\_ /8

## 3 Complete the essay with suitable words.

Every year, passengers

<sup>1</sup> \_\_\_\_\_ offered more and more destinations by low-cost airlines, despite the fact that air travel is one

of the <sup>2</sup> \_\_\_\_\_ significant causes of pollution. The question we need to answer is this: <sup>3</sup> \_\_\_\_\_ the world be a better place if these companies did not exist?

<sup>4</sup> \_\_\_\_\_ who has taken a low-cost flight in their lives will admit that the experience is <sup>5</sup> \_\_\_\_\_ comfortable than flying with a more conventional airline. Passengers often have to wait in long queues at the check-in <sup>6</sup> \_\_\_\_\_ and there is always a mad rush at the departure <sup>7</sup> \_\_\_\_\_ to be the first on the plane. Although food <sup>8</sup> \_\_\_\_\_ served on the plane during the flight, passengers must pay for it and, of course, everything is much <sup>9</sup> \_\_\_\_\_ expensive than it <sup>10</sup> \_\_\_\_\_ be on the ground.

On the other hand, fewer people would be able to travel abroad if there <sup>11</sup> \_\_\_\_\_ any cheap flights. Millions of ordinary people have <sup>12</sup> \_\_\_\_\_ given the opportunity to see different parts of the world because of low-cost air travel, and in this way their lives have improved.

To sum up, there are clearly some disadvantages to low-cost airlines, but also some <sup>13</sup> \_\_\_\_\_. In my view, these companies should not close, but they do need to make some changes. I hope that the problems they have with the environment will soon <sup>14</sup> \_\_\_\_\_ solved, as well as those that they have with their customers.

Mark: \_\_\_ /14



**1** Translate the sentences into your own language.

1 Few shops in the UK accept cheques these days.

\_\_\_\_\_

2 Most actors have their make-up done by a professional.

\_\_\_\_\_

3 They would have given you a refund if you'd had the receipt.

\_\_\_\_\_

4 One of my favourite pieces of music is Tchaikovsky's *Fifth Symphony*.

\_\_\_\_\_

5 How much do you usually spend on computer games?

\_\_\_\_\_

6 Some rock bands write songs with controversial lyrics.

\_\_\_\_\_

7 That shop is having a sale and there are some important reductions.

\_\_\_\_\_

8 The opera singer sang a very moving aria at the end.

\_\_\_\_\_

Mark: \_\_\_ /8

**2** Complete the text with the words in the box.

bargains exchange many most much offer  
receipt refund

Do you enjoy shopping in the sales? Have you ever bought something which is on <sup>1</sup>\_\_\_\_\_ and then regretted it later? "<sup>2</sup>\_\_\_\_\_ times!" says personal shopper, Danielle Fields. "I've had to take hundreds of items back which I've bought on impulse just because they were cheap! Luckily, I usually manage to get a <sup>3</sup>\_\_\_\_\_. Although some shops only allow you to <sup>4</sup>\_\_\_\_\_ things, so you need to check the company's policy on this before you buy anything." Danielle now makes a career out of shopping, but she is aware of the dangers of hasty sale-time purchases. "I advise my clients not to spend too <sup>5</sup>\_\_\_\_\_ time looking at reduced items. Often people don't find real <sup>6</sup>\_\_\_\_\_ during a sale, <sup>7</sup>\_\_\_\_\_ people buy things because of the low price, not because the item is the right thing to buy." So, if you can't resist a bargain, remember to keep your <sup>8</sup>\_\_\_\_\_ – or get a personal shopper to do your shopping for you!

Mark: \_\_\_ /8

**3** Complete the book review with the correct form of the verbs in brackets.



*The Hunger Games*, <sup>1</sup>\_\_\_\_\_ (write) by Suzanne Collins, is a science fiction novel for young adults. It is the first in a series of three books <sup>2</sup>\_\_\_\_\_ (call) *The Hunger Games Trilogy*, which tells the story of 16-year-old Katniss Everdeen. Katniss lives with her mother and

little sister Prim, <sup>3</sup>\_\_\_\_\_ (hunt) in the forbidden lands outside their town to put food on their table.

The story is set in Panem, a country <sup>4</sup>\_\_\_\_\_ (occupy) what used to be North America and now <sup>5</sup>\_\_\_\_\_ (rule) by a very strict government. Each year, the twelve districts of Panem have to send a girl and a boy to the central city, the Capitol, to take part in a competition <sup>6</sup>\_\_\_\_\_ (know) as the Hunger Games, where the participants fight to be first, <sup>7</sup>\_\_\_\_\_ (kill) each other if necessary. Katniss <sup>8</sup>\_\_\_\_\_ (not volunteer) for the competition if her sister Prim had not been chosen to take part. <sup>9</sup>\_\_\_\_\_ (accompany) by the baker's son, Peeta, Katniss travels to the Capitol, where they are given a new image, <sup>10</sup>\_\_\_\_\_ (create) for them by their personal stylists. They have their hair <sup>11</sup>\_\_\_\_\_ (cut) and their faces <sup>12</sup>\_\_\_\_\_ (paint) in order to look their best at the presentation ceremony.

The novel catches the reader's attention from the very first page, <sup>13</sup>\_\_\_\_\_ (make) you anxious about the fate of Katniss and Peeta. The ending answers some of your questions, but leaves others unanswered until the next book.

<sup>14</sup>\_\_\_\_\_ (read) *The Hunger Games*, you feel as if you are watching a reality show. This is what I liked most about the novel and I would definitely recommend it to all teenage readers.

Mark: \_\_\_ /14

# Functions Bank

## DESCRIBING PEOPLE

- The man with short blond hair ... (1F)
- The woman in the long blue dress ... (1F)
- That woman looks just like my sister. (1F)
- That man looks nice. (1F)

## TALKING ABOUT PHOTOS

- There's (a sign) in the top right- / left-hand corner ... (1F)
- There's (a boy) at the front of the picture. (1F)
- There's (a girl) on the left / on the right. (1F)
- There's (a couple) in the foreground / background. (1F)
- It looks as though (you're enjoying yourselves). (1F)
- It looks as if (they're really bored). (1F)
- It looks like (he's having a great time). (1F)

## THINKING WHAT TO SAY

- Let me see, ... (1F)
- Let me think about that for a moment. (1F)
- Well, um, I suppose ... (1F)
- I've never really thought about that. (1F)
- It's difficult to say really. (1F)

## NARRATING EVENTS

- Guess what happened to ... the other day. (2F)
- Did you hear what happened to ... ? (2F)
- It was Saturday evening ... (2F)
- We were at the cinema. (2F)
- So that evening, ... (2F)
- A few days later, (a letter arrived). (2F)
- The next day, (Tony came to see me). (2F)
- Eventually, (they stopped laughing). (2F)
- In the end (we got home safely). (2F)

## REACTING TO A STORY

- That was lucky / unlucky! (2F)
- That was a mistake! (2F)
- What a laugh! (2F)
- What a nightmare! (2F)
- What a terrible experience! (2F)
- What a surprise! (2F)
- How exciting! (2F)
- How funny! (2F)
- How frightening! (2F)

## EXPRESSING AN OPINION

- I agree / don't agree that ... (3C)
- I think that ... (3C)
- To my mind, ... (3C)
- In my view, ... (3C)
- In my opinion, ... (3C)

## AGREEING AND DISAGREEING

- Yes, I agree. (3C)
- That's right. (3C)
- I think so too. (3C)
- I don't agree. (3C)
- On the other hand, ... (3C)
- That may be true, but ... (3C)
- I (don't) think that's true. (5B)
- I (don't) believe that's right. (5B)
- That seems / doesn't seem very likely. (5B)

## JOB INTERVIEWS: QUESTIONS

- How did you find out about the job? (3F)
- Have you worked (in a shop) before? (3F)
- What did you do (in the shop)? (3F)
- How long did you work there? (3F)
- Why do you think you're the right person for the job? (3F)
- Thanks for coming in. (3F)
- We'll be in touch by the end of next week. (3F)

## JOB INTERVIEWS: ANSWERS

- I saw your advert (in the local newspaper). (3F)
- I saw your notice (on the notice board). (3F)
- I've been working (in the local supermarket). (3F)
- I used to help out (in my aunt's shop). (3F)
- I served customers, I made phone calls, I cleaned. (3F)
- I'm hard-working and reliable. (3F)
- I enjoy working with the public. (3F)
- I'm good at working in a team. (3F)

# Functions Bank

## GOING TO THE DOCTOR'S: SYMPTOMS

I've got a temperature and a bad cough. (4F)

I haven't been feeling very well recently. (4F)

I've got stomach ache. (4F)

I've got chest pains. (4F)

I'm feeling dizzy. (4F)

My ankle is swollen. (4F)

My thumb is sore. (4F)

## GOING TO THE DOCTOR'S: QUESTIONS

What can I do for you? (4F)

How can I help? (4F)

When did it start? (4F)

How long have you been feeling like this? (4F)

Are you allergic to (penicillin)? (4F)

Let me have a look at it. (4F)

Is it painful? (4F)

Have you had any other symptoms? (4F)

## GOING TO THE DOCTOR'S: ADVICE

If I were you, I wouldn't (go running for a while). (4F)

In your position, I would (take plenty of rest). (4F)

It would be a good idea to (drink lots of water). (4F)

It's important not to (get stressed). (4F)

The best thing would be to (take plenty of exercise). (4F)

Try to (be more careful when cycling).

I really think you should (eat more fresh fruit). (4F)

## TALKING ABOUT PLANS

What are you up to (on Sunday)? (5F)

Have you got any plans (for the afternoon)? (5F)

Are you busy (at the weekend)? (5F)

What are you doing (on Saturday)? (5F)

## MAKING AND REACTING TO SUGGESTIONS

Shall we go out for (dinner tonight)? (5F)

Let's try (that new Italian restaurant). (5F)

Do you fancy (eating out)? (5F)

I was wondering if you'd like to (go to the cinema). (5F)

Great idea. (5F)

That's a good idea. (5F)

Sure. (5F)

Yes, that sounds fun. (5F)

Sorry, I can't. (5F)

I don't really fancy (eating out tonight). (5F)

No, thanks. I'm not very keen on (horseriding). (5F)

Thanks, but I've already got plans (for Saturday). (5F)

## SPECULATING ABOUT EVENTS

They could have (been attacked by pirates). (6F)

She might have (gone swimming). (6F)

He can't have (left the party without me). (6F)

They must have (had lunch at school). (6F)

No way! (6F)

No, that's not possible. (6F)

I doubt it. (6F)

Yes, that's quite unlikely. (6F)

I suppose so. (6F)

Yes, you're probably right. (6F)

## STIMULUS DESCRIPTION

I'm going to choose (the restaurant in photo 1). (7F)

The problem with (London) is that ... (7F)

I wouldn't opt for (Spain) this summer. (7F)

So, overall (a salad) would be better than ... (7F)

In contrast, I think that ... (7F)

Nevertheless, ... (7F)

On the other hand, ... (7F)

This place is clean, whereas the other place looks dirty. (7F)

# Functions Bank

## TRAVEL PROBLEMS: STARTING A COMPLAINT

I want to complain about ... (8F)

I'd like to make a complaint. (8F)

## SYMPATHISING WITH A COMPLAINT

I do understand why you're unhappy about this. (8F)

I'm very sorry to hear that. (8F)

I'm sorry to hear there's a problem. (8F)

I must apologise. (8F)

## EMPHASISING YOUR DISCONTENT

Something needs to be done about this. (8F)

I'm sorry, it's just not good enough. (8F)

I'm really not happy about this. (8F)

That's just not acceptable. (8F)

It's a disgrace. (8F)

## AGREEING TO ACT

I'll see what I can do. (8F)

I'll do everything I can to sort this out. (8F)

## DECLINING TO ACT

That's really beyond our control, I'm afraid. (8F)

There's really nothing I can do about it. (8F)

## ANSWERING EXAMINER QUESTIONS:

### GIVING OPINIONS

I'd say that ... (9F)

I wouldn't say that ... (9F)

I doubt that ... (9F)

## EMPHASISING A POINT

In fact, ... (9F)

Actually, ... (9F)

I also think that ... (9F)

## GIVING EXAMPLES

For example, ... (9F)

For instance, ... (9F)

For one thing, ... (9F)

## GIVING OPINIONS OF AN EVENT:

### EXPRESSING ENTHUSIASM

I'd really love to see it. (10F)

I love that kind of thing. (10F)

I'm quite into it. (10F)

That sounds more fun. (10F)

It should be really entertaining. (10F)

I'm not very keen on it. (10F)

I'm not particularly interested in ... (10F)

It's not really my thing. (10F)

It just doesn't appeal to me. (10F)

I think I'd be bored. (10F)

I wouldn't say I was a real fan. (10F)

# Writing Bank

## Informal letter

- Start the letter with *Dear* and your friend's first name.
- When writing an informal letter you can use informal language.
- You can also use contractions.
- You can use phrasal verbs.
- Use an appropriate phrase to finish the main part of the letter.
- End the letter with *Best wishes* or *All the best*.
- If you want to put extra information or something you have forgotten at the end of the letter, use PS (postscript) after your name.

Dear John,

Thanks for your letter. It was great to hear from you and to hear about your skiing trip. I'm glad you had a good time!

I've taken so long to write back because I've been busy studying for my exams. They're over now, and I think I've passed everything, except physics, of course.

How about you? Have you finished your exams yet? Perhaps we can get together when school finishes. If you want to come down to Bristol for a weekend in July, it would be great to see you. Tell me what you think.

The only other news is that my brother Andrew has got a new girlfriend. She's quite nice actually, and I think we're going to get on really well.

Anyway, that's all for now. Please write soon and tell me when you can come and visit.

Best wishes,  
Jane

PS If you can't come to Bristol, I don't mind travelling up to Manchester.

## Formal letter

Dear Sir or Madam,

I am writing to enquire about the holiday apartments in the Costa Brava advertised in Beach Holidays magazine this month.

In your advertisement you mention that all the apartments are self-catering. Would you mind telling me what cooking facilities are available in the kitchen? Could you also tell me if cooking utensils are provided?

I noticed from your advertisement that the beach is very near. However, I would also like to know if the apartments have a swimming pool as we will be travelling with small children.

I would be very grateful if you could send me a list of apartments and prices with a view to making a reservation in August.

I look forward to hearing from you.

Yours faithfully,

Catherine Coombs

Ms Catherine Coombs

- Start the letter with *Dear Sir* or *Madam* if you do not know the name of the person you are writing to. Use the person's title (*Mr*, *Mrs*, *Ms*) and their surname if you do.
- In the first paragraph explain why you are writing.
- Do not use contractions.
- State your requests using indirect questions.
- Use formal language.
- Use an appropriate phrase to bring your letter to a close.
- End the letter with *Yours faithfully* if you started the letter with *Dear Sir* or *Madam*, or *Yours sincerely* if you have started with the person's title and surname.
- Sign it with your name and print it in full afterwards.

# Writing Bank

## Announcement

- Begin with the name of the event you want to draw your readers' attention to.
- Specify the exact place and time it takes place.
- Depending on the nature of the event you are writing about, explain what participants need to do.
- Give your contact details, if necessary.



## HALLOWEEN PARTY



**Thursday 31<sup>st</sup> October in  
Club Goth City  
25 Mesonero Street**  
From 10 till late.  
Prizes for the best fancy dress!  
*What we're looking for is originality,  
creativity and scariness!*  
First prize €200, second prize €150 and  
third prize €100.  
Free invitations from Janette on 340128.  
Or email me at [jan84@hitmail.co.uk](mailto:jan84@hitmail.co.uk)



## For and against essay

### *The world is a better place with mobile phones.* **DISCUSS.**

There are few people today who could survive without their mobile phones. Nevertheless, the invention of the mobile phone also has its drawbacks that people tend to forget about.

There is no denying that mobile phones have a number of advantages. Parents of teenagers can give their children more freedom if they take their phones with them when they go out. In addition, the mobile is useful for teenagers for getting home as all they have to do is dial their parents' number and the family taxi will arrive at the arranged time free of charge.

However, not all people know how to use a mobile phone with sufficient respect and trying to sleep on public transport these days has become impossible. Family visits have also lost out as younger members spend the afternoon texting friends or playing games when before they would have been interacting with the rest of the family.

On balance, it seems that mobile phones have as many disadvantages as positive aspects. However, in some situations they are indispensable. If you have a car accident on a lonely road in the middle of the night, it's clear that the quickest way to solve the problem is by making a phone call. For this reason I, for one, am happier with my mobile phone in my bag than without it, and I would recommend that every driver carries a phone with them at all times.

- Divide your essay into four paragraphs.
- In the introduction show that you understand the topic.
- In the second paragraph present points supporting your argument.
- Use linking expressions (see circled examples) to guide your reader through your essay.
- In the third paragraph present points against your argument.
- The fourth paragraph should be a conclusion summarising the points for and against the argument.

## Narrative essay (story)

- Start with an introduction which will encourage people to read on. Specify the place and time of the events you are going to write about.
- Develop your story using sequencing expressions like *first, then, later, next, finally*.
- Do not mention too many events. It is better to focus on describing fewer things in more detail.
- Use words and expressions joining sentences and paragraphs, e.g. *however, although, as, instead, in spite of*.
- Make sure that your story has a definite conclusion. You can add your own opinion about the described events at the end.

I think one of the worst moments of my life was when I nearly didn't make it to my final German oral exam at university.

Three friends and I had taken advantage of the week between the end of the written exams and our oral to visit some people we knew in Augsburg in Germany. Unfortunately, there was a train strike across the whole of the UK the day we were due to travel home and we, being students, had opted to travel by train.

Our journey by train and ferry back to England went well, but we arrived in London to find that there were no trains back to Manchester that night. Our initial plan was to spend the night in Euston station and catch the first train the next morning, but the taxi driver who took us to Euston refused to let four young girls spend the night in a railway station. Instead he took us to a makeshift hostel for stranded passengers in a gym somewhere in the middle of London, and so we stayed the night there.

The next morning we got up at 6 a.m., grabbed our things, and went back to Euston to catch the train. We arrived in Manchester at 10.30 with just enough time to run home, get showered and get to university in time for our orals at 12.30. I still can't believe we actually made it, and I hate to think what would have happened if we'd spent the night in the station.

## Description of a person, place or thing

I will never forget my first teacher at infant school despite the fact I haven't seen her for many years.

Her name was Miss Adcock, and she was quite old even then. She wore the typical clothes that old people wear: a beige skirt with a beige shirt or jumper, and she was quite old-fashioned really. She was not a particularly attractive woman, with her large protruding eyes and short greying hair, but she was one of the kindest people I have ever met. In the year we spent in her class, I don't remember her shouting at us once, and she dealt calmly and patiently with any situation that arose.

I remember once taking a seashell to class and being absolutely heartbroken when one of my classmates accidentally stood on it. Miss Adcock solved the problem by offering me her own bowl of shells and telling me to choose whichever one I wanted. On another occasion she took me home to my house because my hay fever had made my eyes itch and I had rubbed them so much, they had gone bright red.

I remember my early years at school as very happy ones, thanks to teachers like Miss Adcock. Very few teachers are unforgettable, but she is one of them.

- In the introduction state who or what you are going to write about.
- In the second paragraph describe the appearance of the person, place or thing.
- In the third paragraph, describe the person's personality. If you are writing about a place, describe what you can do there. If you are writing about a thing, say what it is used for.
- In the conclusion, express your opinion about the person, place or thing.

# Writing Bank

## Job application

The Manager  
Parkview Hotel  
Tufnell Park  
NW1 3FG

11 St Hubbins Way  
Stepney  
E1 1XF

4 June 2012

Dear Sir or Madam,

I am writing to apply for the job of part-time receptionist which I saw advertised in last Monday's *Guardian*.

Earlier this year I worked for a month as a receptionist at the Riverside Hotel. I was responsible for greeting customers, taking reservations and dealing with complaints.

I consider myself to be polite, hard-working and reliable. I am fluent in French and I can also speak some Spanish.

I would be grateful for the opportunity to discuss my application further. I am available to start work on 5th July.

I am enclosing my CV.

I look forward to hearing from you.

Yours faithfully,  
Ian Faith

- In a job application the recipient's name and address is put in the top left-hand corner.
- The applicant's name and address is put in the top right-hand corner.
- In the first paragraph state which job you are applying for and where you saw the advertisement.
- In the second paragraph describe your work experience and skills.
- In the third paragraph explain why you are a suitable candidate for this job.
- In the last paragraph specify when you can start the job.

## Review

- In the first paragraph, present the title of the film or book and give the name of the director or author.
- In the second paragraph, summarise the plot of the book or film.
- In the third paragraph, write what you liked about it or describe the plot in more detail.
- At the end of the review, express your opinion about the book / film and say whether you recommend it or not.

One of the best books I have ever read is, in fact, the book I am reading at the moment. It's called *The Bookseller of Kabul* and was written by a Norwegian journalist, Åsne Seierstad, who spent several months living in a traditional Afghan family after the fall of the Taliban.

Seierstad's book is a collection of stories told to her by the different members of the family she lived with. First there is the proud bookseller himself, who has spent all his life protecting his books in order to bring the written word to the people of Kabul. Then there are the reflections and recollections of his two wives, his children and his brothers and sisters, which Seierstad reveals in such a sensitive and intimate way, that it is impossible to put the book down.

However, *The Bookseller of Kabul* is not merely the story of one Afghan family. It reflects the fight for survival that most Afghans have had to lead during recent decades and, of course, the repression experienced by Afghan women.

As a work of non-fiction, the book offers an insight into a culture that most Europeans will never have the chance to see. As a story, it is gripping. It is not surprising that this book has become an international bestseller, and I would recommend it to anyone who wants to learn more about life in this part of the world.

Word	Phonetics	Translation
<b>Unit 1 Caught on camera</b>		
awful (adj)	/'ɔ:fl/	-----
baggy (adj)	/'bægi/	-----
beanie (n)	/'bi:ni/	-----
behaviour (n)	/bɪ'heɪvjə/	-----
believable (adj)	/bɪ'li:vəbl/	-----
billboard (n)	/'bɪlbɔ:d/	-----
broad (adj)	/brɔ:d/	-----
buckle (n)	/'bʌkl/	-----
button (n)	/'bʌtn/	-----
can't face (v)	/,kɑ:nt 'feɪs/	-----
can't help (v)	/,kɑ:nt 'help/	-----
can't stand (v)	/,kɑ:nt 'stænd/	-----
cashpoint machine (n)	/'kæʃpɔɪnt məʃi:n/	-----
CCTV (Closed-Circuit Television) (n)	/,si:,si:,ti: 'vi:, ,kləʊzd ,sɜ:kɪt 'telɪvɪʒn/	-----
checked (adj)	/'tʃekt/	-----
citizen (n)	/'sɪtɪzn/	-----
clutch bag (n)	/'klʌtʃ ,bæg/	-----
collar (n)	/'kɒlə/	-----
colour-blind (adj)	/'kɒlə ,blaɪnd/	-----
combat trousers (n pl)	/'kɒmbæt ,traʊzəz/	-----
commit (v)	/kə'mɪt/	-----
condition (n)	/'kɒn'dɪʃn/	-----
cool (adj)	/ku:l/	-----
correspond (v)	/kɒrɪ'spɒnd/	-----
cotton (n)	/'kɒtn/	-----
cuff (n)	/kʌf/	-----
cute (adj)	/kju:t/	-----
device (n)	/dɪ'vaɪs/	-----
dissatisfied (adj)	/dɪs'sætɪsfaɪd/	-----
drawstring (n)	/'drɔ:stɪŋ/	-----
elegant (adj)	/'elɪgənt/	-----
fashionable (adj)	/'fæʃnəbl/	-----
fed up (adj)	/,fed 'ʌp/	-----
fleece (n)	/'fli:s/	-----
flowery (adj)	/'flaʊəri/	-----
fluffy (adj)	/'flʌfi/	-----
full-length (adj)	/'fʊl ,leŋθ/	-----
fur (n)	/'fɜ:(r)/	-----
furry (adj)	/'fɜ:ri/	-----
gaudy (adj)	/'gɔ:di/	-----
honest (adj)	/'ɒnɪst/	-----
hoody (n)	/'hʊdi/	-----
illegal (adj)	/'ɪli:gl/	-----
illegible (adj)	/'ɪledʒəbl/	-----
impatient (adj)	/'ɪm'peɪʃnt/	-----
incredible (adj)	/'ɪn'kredəbl/	-----
insensitive (adj)	/'ɪn'sensətɪv/	-----
inseparable (adj)	/'ɪn'seprəbl/	-----
investigate (v)	/'ɪn'vestɪgeɪt/	-----
irregular (adj)	/'ɪr'regjələ(r)/	-----
irreversible (adj)	/'ɪrɪ'vɜ:səbl/	-----
kagoul (n)	/'kɑ:'gu:l/	-----
laces (n pl)	/'leɪsɪz/	-----

Word	Phonetics	Translation
lacy (adj)	/'leɪsi/	-----
leather (n, adj)	/'leðə(r)/	-----
lecture (n)	/'lektʃə(r)/	-----
legal (adj)	/'li:gl/	-----
leggings (n pl)	/'legɪŋz/	-----
literate (adj)	/'lɪtərət/	-----
long-sleeved (adj)	/,lɒŋ 'sli:vd/	-----
loose (adj)	/lu:s/	-----
matching (adj)	/'mætʃɪŋ/	-----
mature (adj)	/'mə'tʃʊə(r)/	-----
measure (v)	/'meʒə(r)/	-----
memorise (v)	/'memərəɪz/	-----
miniskirt (n)	/'mɪnɪ,skɜ:t/	-----
misuse (v)	/'mɪs'ju:z/	-----
monitor (v)	/'mɒnɪtə(r)/	-----
nylon (n)	/'naɪlɒn/	-----
obedient (adj)	/ə'bi:diənt/	-----
old-fashioned (adj)	/,əʊld 'fæʃnd/	-----
paparazzi (n pl)	/'pæpə'rætsɪ/	-----
plain (adj)	/'pleɪn/	-----
platforms (n pl)	/'plætfɔ:mz/	-----
privacy (n)	/'prɪvəsi/	-----
rational (adj)	/'ræʃnəl/	-----
record (v)	/'rɪ'kɔ:d/	-----
responsible (adj)	/'rɪ'spɒnsəbl/	-----
roll-neck (n)	/'rəʊl ,nek/	-----
sandals (n pl)	/'sændlz/	-----
scruffy (adj)	/'skrʌfi/	-----
security guard (n)	/'sɪ'kjʊərəti ,gɑ:d/	-----
shiny (adj)	/'ʃaɪni/	-----
short-sleeved (adj)	/,ʃɔ:t 'sli:vd/	-----
smart (adj)	/'smɑ:t/	-----
smooth (adj)	/'smu:ð/	-----
sparkly (adj)	/'spɑ:kli/	-----
strap (n)	/'stræp/	-----
stripy (adj)	/'straɪpi/	-----
stylish (adj)	/'stɑɪlɪʃ/	-----
surveillance (n)	/'sə'veɪləns/	-----
tag (n)	/'tæg/	-----
tight (adj)	/'taɪt/	-----
trendy (adj)	/'trendi/	-----
turn-ups (n pl)	/'tɜ:n ,ʌps/	-----
velvet (n)	/'velvɪt/	-----
v-neck (n)	/'vi: ,nek/	-----
wavelength (n)	/'weɪvləŋθ/	-----
wool (n)	/'wʊl/	-----
woolly (adj)	/'wʊli/	-----
zip (n)	/'zɪp/	-----
<b>Get Ready for your Exam 1</b>		
air conditioner unit (n)	/'eə(r) kən'dɪʃənə(r) 'ju:nɪt/	-----
bodybuilder (n)	/'bɒdɪbɪldə(r)/	-----
bone (n)	/'bəʊn/	-----
clown (n)	/'klaʊn/	-----
feather (n)	/'feðə/	-----
garment (n)	/'gɑ:mənt/	-----

# Wordlist

Word	Phonetics	Translation
juggle (v)	/'dʒʌgl/	-----
mess about (phr v)	/,mes ə'baʊt/	-----
off-the-peg (adj)	/ɒf ðə'peg/	-----
open mike (n)	/,əʊpən 'maɪk/	-----
row (v)	/rəʊ/	-----
stunt (n)	/stʌnt/	-----
sweltering (adj)	/'sweltərɪŋ/	-----
tightrope (n)	/'taɪtrəʊp/	-----
trick (n)	/trɪk/	-----

## Unit 2 Looking back

acute (adj)	/ə'kju:t/	-----
afraid (adj)	/ə'freɪd/	-----
ambulance (n)	/'æmbjələns/	-----
amnesia (n)	/æm'ni:ziə/	-----
amused (adj)	/ə'mju:zd/	-----
anniversary (n)	/æni'vɜ:səri/	-----
announcement (n)	/ə'naʊnsmənt/	-----
ashamed (adj)	/ə'feɪmd/	-----
atmosphere (n)	/'ætməsfɪə/	-----
ban (v)	/bæn/	-----
battle (n)	/'bætl/	-----
battlefield (n)	/'bætlfi:ld/	-----
break down (phr v)	/,breɪk 'daʊn/	-----
bring up (phr v)	/,brɪŋ 'ʌp/	-----
casualty (n)	/'kæʒuəlti/	-----
celebration (n)	/selɪ'breɪʃn/	-----
charity (n)	/'tʃærəti/	-----
commemorate (v)	/kə'meməreɪt/	-----
comrade (n)	/'kɒmreɪd/	-----
conclude (v)	/kən'klu:d/	-----
conflict (n)	/'kɒnflɪkt/	-----
damage (v)	/'dæmɪdʒ/	-----
delighted (adj)	/dɪ'laɪtɪd/	-----
depressed (adj)	/dɪ'prest/	-----
despite (prep)	/dɪ'spaɪt/	-----
disappear (v)	/dɪsə'piə(r)/	-----
disappointed (adj)	/dɪsə'pɔɪntɪd/	-----
distant (adj)	/'dɪstənt/	-----
doubt (n)	/daʊt/	-----
dramatic (adj)	/drə'mætɪk/	-----
embarrassed (adj)	/ɪm'bærəst/	-----
emergency (n)	/'ɜ:mɜ:ʒənsi/	-----
envy (n)	/'envi/	-----
fortunately (adv)	/'fɔ:ʃənətli/	-----
give away (phr v)	/,gɪv ə'wei/	-----
go off (phr v)	/,gəʊ 'ɒf/	-----
guilty (adj)	/'gɪlti/	-----
homesick (adj)	/'həʊmsɪk/	-----
impressed (adj)	/ɪm'prest/	-----
incident (n)	/'ɪnsɪdənt/	-----
insist (v)	/ɪn'sɪst/	-----
insult (v)	/ɪn'sʌlt/	-----
irritated (adj)	/'ɪrɪteɪtɪd/	-----
jealous (adj)	/'dʒeləs/	-----
judge (v)	/dʒʌdʒ/	-----
nervous (adj)	/'nɜ:vəs/	-----
nightmare (n)	/'naɪtmeə(r)/	-----

Word	Phonetics	Translation
officer (n)	/'ɒfɪsə(r)/	-----
paramedic (n)	/ˌpærə'medɪk/	-----
pedestrian (n)	/pə'destrɪən/	-----
physical (adj)	/'fɪzɪkl/	-----
pick up (phr v)	/,pɪk 'ʌp/	-----
pleased (adj)	/pli:zd/	-----
poppy (n)	/'pɒpi/	-----
proud (adj)	/praʊd/	-----
put on (phr v)	/,pʊt 'ɒn/	-----
realise (v)	/'ri:əlaɪz/	-----
recall (v)	/rɪ'kɔ:l/	-----
recognise (v)	/'rekəgnəɪz/	-----
recovery (n)	/rɪ'kʌvəri/	-----
relationship (n)	/rɪ'leɪʃnʃɪp/	-----
relieve (v)	/rɪ'li:v/	-----
Remembrance Day (n)	/rɪ'membərəns ,deɪ/	-----
remind (v)	/rɪ'maɪnd/	-----
rescue (v)	/'reskju:z/	-----
satisfied (adj)	/'sætɪsfaɪd/	-----
sense of humour (n)	/,sens əv 'hju:mə/	-----
set (the scene) (v)	/,set (ðə 'si:n)/	-----
shame (n)	/ʃeɪm/	-----
shock (n, v)	/ʃɒk/	-----
short-term memory (n)	/,ʃɔ:t ,tɜ:m 'meməri/	-----
soldier (n)	/'səʊldɪə(r)/	-----
solve (v)	/sɒlv/	-----
stand up (phr v)	/,stænd 'ʌp/	-----
store (v)	/stɔ:(r)/	-----
suffer (v)	/'sʌfə(r)/	-----
surgery (n)	/'sɜ:ʒəri/	-----
survive (v)	/sə'vaɪv/	-----
take place (v)	/,teɪk 'pleɪs/	-----
turn up (phr v)	/,tɜ:n 'ʌp/	-----
unconscious (adj)	/ʌn'kɒnʃəs/	-----
unfair (adj)	/ʌn'feə(r)/	-----
upset (adj)	/ʌp'set/	-----
war (n)	/wɔ:(r)/	-----

## Unit 3 A good job

accountant (n)	/ə'kaʊntənt/	-----
aircraft pilot (n)	/'eəkra:ft ,paɪlət/	-----
air hostess (n)	/'eə həʊ,stes/	-----
air-traffic controller (n)	/,eə ,træfɪk kɒn'trəʊlə(r)/	-----
applicant (n)	/'æplɪkənt/	-----
application (n)	/æplɪ'keɪʃn/	-----
apply (v)	/ə'plai/	-----
archaeologist (n)	/'ɑ:ki'ɒlədʒɪst/	-----
astronaut (n)	/'æstrɒnɔ:t/	-----
athlete (n)	/'æθli:t/	-----
banker (n)	/'bæŋkə(r)/	-----
beauty therapist (n)	/'bjʊ:ti ,θerəpɪst/	-----
builder (n)	/'bɪldə(r)/	-----
building site (n)	/'bɪldɪŋ ,saɪt/	-----
call centre (n)	/'kɔ:l ,sentə(r)/	-----
career (n)	/kə'riə(r)/	-----

# Wordlist

Word	Phonetics	Translation
caretaker (n)	/'keətəɪkə(r)/	-----
carpenter (n)	/'kɑ:pəntə(r)/	-----
creative (adj)	/'kri:'eɪtɪv/	-----
challenging (adj)	/'ʧælɪndʒɪŋ/	-----
chef (n)	/'ʃef/	-----
child minder (n)	/'ʧaɪld ,maɪndə(r)/	-----
civil servant (n)	/,sɪvl 'sɜ:vənt/	-----
coal miner (n)	/'kəʊl ,maɪnə(r)/	-----
colleague (n)	/'kəʊli:g/	-----
confident (adj)	/'kɒnfɪdənt/	-----
conscientious (adj)	/'kɒnʃi'ʃənʃəs/	-----
co-operative (adj)	/'kəʊ'ɒpəreɪtɪv/	-----
deal with (phr v)	/di:l wɪð/	-----
degree (n)	/di'grɪ:/	-----
dental assistant (n)	/'dentl ə,sɪstənt/	-----
determined (adj)	/'dɪ'tɜ:mɪnd/	-----
earn (v)	/'ɜ:n/	-----
electrician (n)	/'lekt'rɪʃn/	-----
employer (n)	/'ɪm'plɔ:(r)/	-----
energetic (adj)	/'enə'dʒetɪk/	-----
enthusiastic (adj)	/'ɪnθju:zɪ'æstɪk/	-----
fill in (phr v)	/'fɪl 'ɪn/	-----
fit (adj)	/'fɪt/	-----
fitness instructor (n)	/'fɪtnəs ɪn'strʌktə/	-----
flexible (adj)	/'fleksəbl/	-----
flight attendant (n)	/'flaɪt ə,tendənt/	-----
get down (to work) (phr v)	/'get 'daʊn/	-----
give up (phr v)	/'gɪv 'ʌp/	-----
graduate (n)	/'grædʒuət/	-----
hard-working (adj)	/'hɑ:d 'wɜ:kɪŋ/	-----
in charge of (prep phr)	/'ɪn 'ʧɑ:ʒ əv/	-----
income (n)	/'ɪnkʌm/	-----
interview (n)	/'ɪntəvju:/	-----
IT consultant (n)	/'aɪ 'ti: kən'sʌltənt/	-----
laboratory (n)	/'ləbɒrətɪ/	-----
labourer (n)	/'leɪbərə(r)/	-----
lay off (phr v)	/'leɪ 'ɒf/	-----
loan (n)	/'ləʊn/	-----
lorry driver (n)	/'lɒri ,draɪvə(r)/	-----
mechanic (n)	/'mæ'kænɪk/	-----
manual (adj)	/'mænjuəl/	-----
mathematician (n)	/'mæθmə'tɪʃn/	-----
menial (adj)	/'mi:niəl/	-----
minority (n)	/'maɪ'nɔ:rətɪ/	-----
nappy (n)	/'næpi/	-----
nursery school teacher (n)	/'nɜ:səri ,sku:l ,ti:ʃə(r)/	-----
off work (adj)	/'ɒf 'wɜ:k/	-----
on your own (adv)	/'ɒn ,jɔ:r 'əʊn/	-----
optician (n)	/'ɒp'tɪʃn/	-----
out of work (adj)	/'aʊt əv 'wɜ:k/	-----
paperwork (n)	/'peɪpəwɜ:k/	-----
part-time (adj)	/'pɑ:t ,taɪm/	-----
pharmacist (n)	/'fɑ:məsɪst/	-----
plasterer (n)	/'plɑ:stərə(r)/	-----
plumber (n)	/'plʌmə(r)/	-----

Word	Phonetics	Translation
police officer (n)	/'pə'li:s ,ɒfɪsə(r)/	-----
polite (adj)	/'pə'laɪt/	-----
politician (n)	/'pɒlə'tɪʃn/	-----
positive (adj)	/'pɒzətɪv/	-----
public (n)	/'pʌblɪk/	-----
put away (phr v)	/'put ə'weɪ/	-----
receptionist (n)	/'rɪ'sepʃənɪst/	-----
recruitment agency (n)	/'rɪ'kru:tmənt ,eɪdʒənsɪ/	-----
reference (n)	/'refrəns/	-----
refuse collector (n)	/'refju:s kə'lektə(r)/	-----
reliable (adj)	/'rɪ'laɪəbl/	-----
research scientist (n)	/'ri:sə:ʃ , 'ri:- ,saɪəntɪst/	-----
retire (v)	/'rɪ'taɪə(r)/	-----
rewarding (adj)	/'rɪ'wɔ:dɪŋ/	-----
salary (n)	/'sæləri/	-----
sales representative (n)	/'seɪlz reprɪ,zentətɪv/	-----
self-motivated (adj)	/'self 'məʊtɪveɪtɪd/	-----
set up (phr v)	/'set 'ʌp/	-----
shift (n)	/'ʃɪft/	-----
social worker (n)	/'səʊʃl ,wɜ:kə(r)/	-----
software programmer (n)	/'sɒftweə ,prəʊgræmə(r)/	-----
spokesperson (n)	/'spəʊkspɜ:sn/	-----
stressful (adj)	/'stresfl/	-----
subsidised (adj)	/'sʌbsɪdaɪzɪd/	-----
supervise (v)	/'su:pəvaɪz/	-----
surgeon (n)	/'sɜ:ʒən/	-----
suspicion (n)	/'sʌ'spɪʃn/	-----
tedious (adj)	/'ti:diəs/	-----
telesales operator (n)	/'telɪseɪlz ,ɒpəreɪtə/	-----
thoughtful (adj)	/'θɔ:tfʌl/	-----
trainee (n)	/'treɪ'ni:/	-----
translator (n)	/'træns'leɪtə(r)/	-----
trustworthy (adj)	/'trʌstwɜ:ði/	-----
unskilled (adj)	/'ʌn'skɪld/	-----
vocational (adj)	/'vəʊ'keɪʃnəl/	-----
well-paid (adj)	/'wel 'peɪd/	-----
work on (phr v)	/'wɜ:k ,ɒn/	-----
work out (phr v)	/'wɜ:k 'aʊt/	-----

## Get Ready for your Exam 2

cot (n)	/'kɒt/	-----
damp (adj)	/'dæmp/	-----
edge (n)	/'edʒ/	-----
fascinated (adj)	/'fæsɪneɪtɪd/	-----
hut (n)	/'hʌt/	-----
lingering (adj)	/'lɪŋgərɪŋ/	-----
mug (n)	/'mʌg/	-----
narrow (adj)	/'nærəʊ/	-----
tribe (n)	/'traɪb/	-----
tank (n)	/'tæŋk/	-----

## Unit 4 Body and mind

allergic (adj)	/'ælɜ:ʒɪk/	-----
ankle (n)	/'æŋkl/	-----
armpit (n)	/'ɑ:mpɪt/	-----
artery (n)	/'ɑ:təri/	-----
backache (n)	/'bækɪk/	-----

# Wordlist

Word	Phonetics	Translation
bat an eyelid (v)	/,bæt ən 'aɪlɪd/	-----
black eye (n)	/,blæk 'aɪ/	-----
blink (v)	/blɪŋk/	-----
blocked up (adj)	/,blɒkt 'ʌp/	-----
brainpower (n)	/'breɪnpaʊə(r)/	-----
broken (adj)	/'brəʊkən/	-----
bruised (adj)	/bru:zd/	-----
bullet point (n)	/'bʊlɪt ,pɔɪnt/	-----
burn (v)	/bɜ:n/	-----
calf (n)	/kɑ:f/	-----
calorie (n)	/'kæləri/	-----
carbohydrate (n)	/kɑ:bəʊ'hɑɪdrɛnt/	-----
chest (n)	/'tʃɛst/	-----
chin (n)	/'tʃɪn/	-----
claim (n, v)	/kleɪm/	-----
coal (n)	/kəʊl/	-----
coastline (n)	/'kəʊstlaɪn/	-----
collarbone (n)	/'kɒləbəʊn/	-----
conduct (v)	/kən'dʌkt/	-----
cut (n)	/kʌt/	-----
cut down on (phr v)	/,kʌt 'daʊn ,ɒn/	-----
diet (n)	/'daɪət/	-----
dislocated (adj)	/'dɪsləkeɪtɪd/	-----
dizzy (adj)	/'dɪzi/	-----
(eye) drops (n pl)	/drɒps/	-----
extrovert (n)	/'ekstrəvɜ:t/	-----
eyebrow (n)	/'aɪbrəʊ/	-----
eyelash (n)	/'aɪlæʃ/	-----
eyelid (n)	/'aɪlɪd/	-----
fat (n)	/fæt/	-----
fibre (n)	/'faɪbə(r)/	-----
finger nail (n)	/'fɪŋgəneɪl/	-----
fizzy (adj)	/'fɪzi/	-----
heart (n)	/'hɑ:t/	-----
heel (n)	/'hi:l/	-----
hip (n)	/'hɪp/	-----
hypnosis (n)	/'hɪp'nəʊsɪs/	-----
hypnotise (v)	/'hɪpnətaɪz/	-----
infection (n)	/'ɪnfekʃn/	-----
issue (n)	/'ɪʃu:/	-----
itchy (adj)	/'ɪtʃi/	-----
justify (v)	/'dʒʌstɪfaɪ/	-----
launch (v)	/'lɔ:nʃ/	-----
light-headed (adj)	/,laɪt 'hedɪd/	-----
lip (n)	/'lɪp/	-----
liver (n)	/'lɪvə(r)/	-----
lung (n)	/'lʌŋ/	-----
mental (adj)	/'mentl/	-----
muscle (n)	/'mʌsl/	-----
mystical (adj)	/'mɪstɪkl/	-----
neck (n)	/'nek/	-----
nostril (n)	/'nɒstrəl/	-----
numb (adj)	/'nʌm/	-----
nutrition (n)	/'nju'trɪʃn/	-----
palm (n)	/'pɑ:m/	-----
patient (n)	/'peɪʃnt/	-----
penicillin (n)	/'penɪ'sɪlɪn/	-----

Word	Phonetics	Translation
performer (n)	/pə'fɔ:mə(r)/	-----
prescribe (v)	/'prɪ'skraɪb/	-----
protein (n)	/'prəʊti:n/	-----
psychic (adj)	/'saɪkɪk/	-----
pull someone's leg (v)	/,pʊl ... 'leg/	-----
purpose (n)	/'pɜ:pəs/	-----
raise (v)	/reɪz/	-----
rash (n)	/ræʃ/	-----
red-hot (adj)	/'red ,hɒt/	-----
regime (n)	/'rei'ʒi:m/	-----
rhetorical (adj)	/'rɪ'tɔrɪkl/	-----
rib (n)	/'rɪb/	-----
runny nose (n)	/,rʌni 'nəʊz/	-----
salt (n)	/sɒlt/	-----
scalp (n)	/skælp/	-----
sceptical (adj)	/'skeptɪkl/	-----
shin (n)	/'ʃɪn/	-----
shivery (adj)	/'ʃɪvəri/	-----
skin (n)	/'skɪn/	-----
skull (n)	/'skʌl/	-----
sole (n)	/səʊl/	-----
sore (adj)	/sɔ:(r)/	-----
spine (n)	/'spaɪn/	-----
sprained (adj)	/'spreɪnd/	-----
stiff (adj)	/'stɪf/	-----
stomach (n)	/'stʌmək/	-----
sugar (n)	/'ʃʊɡə(r)/	-----
swollen (adj)	/'swɒləd/	-----
symptom (n)	/'sɪmptəm/	-----
telekinesis (n)	/'telɪkɪ'ni:sis/	-----
thigh (n)	/'θaɪ/	-----
throat (n)	/'θrəʊt/	-----
thumb (n)	/'θʌm/	-----
toenail (n)	/'təʊneɪl/	-----
twisted (adj)	/'twɪstɪd/	-----
undermine (v)	/'ʌndə'maɪn/	-----
unwise (adj)	/'ʌn'waɪz/	-----
vein (n)	/'veɪn/	-----
vitamin (n)	/'vɪtəmɪn/	-----
volunteer (n)	/'vɒlən'tɪə(r)/	-----
waist (n)	/'weɪst/	-----
wrist (n)	/'rɪst/	-----

## Unit 5 Tomorrow's world

alarm clock (n)	/'ɔ:lə:m ,klɒk/	-----
app (n)	/'æp/	-----
autobiography (n)	/'ɔ:təbaɪ'ɒgrəfi/	-----
autocomplete (n)	/'ɔ:təʊkəm'pli:t/	-----
bookmark (v)	/'bʊkmɑ:k/	-----
breakthrough (n)	/'breɪkθru:/	-----
browser (n)	/'braʊzə/	-----
built-in (adj)	/'bɪlt 'ɪn/	-----
bump (v)	/'bʌmp/	-----
can opener (n)	/'kæn ,əʊpnə/	-----
carbon emission (n)	/'kɑ:bən ɪ'mɪʃn/	-----
case sensitive (adj)	/'keɪs 'sensətɪv/	-----

# Wordlist

Word	Phonetics	Translation
catastrophe (n)	/kə'tæstrəfi/	-----
channel (n)	/'tʃænl/	-----
climate change (n)	/'klaɪmət ʃeɪndʒ/	-----
co-founder (n)	/'kəʊ ˌfaʊndə/	-----
colony (n)	/'kɒləni/	-----
computer chip (n)	/kəm'pjʊ:tə ʃɪp/	-----
contents (n pl)	/'kɒntents/	-----
cure (n, v)	/kjʊə(r)/	-----
data (n)	/'deɪtə/	-----
defeat (v)	/dɪ'fi:t/	-----
desktop (n)	/'desktp/	-----
discovery (n)	/dɪ'skʌvəri/	-----
download (v)	/daʊn'ləʊd/	-----
DVD writer (n)	/'di:vi:'di: ˌraɪtə/	-----
eradicate (v)	/'rædɪkeɪt/	-----
extinct (adj)	/'ɪk'stɪŋkt/	-----
file-sharing (n)	/'faɪl ʃeərɪŋ/	-----
geek (n)	/'gi:k/	-----
genetic code (n)	/dʒə'netɪk 'kəʊd/	-----
hard drive (n)	/'hɑ:d 'draɪv/	-----
LED display (n)	/'el ɪ:'di: dɪ'spleɪ/	-----
life expectancy (n)	/'laɪf ɪk'spektənsɪ/	-----
light switch (n)	/'laɪt ˌswɪtʃ/	-----
lipstick (n)	/'lɪpstɪk/	-----
MB (megabyte) (n)	/'em 'bi: ˌmegəbaɪt/	-----
multivitamin (n)	/'mʌltɪ'vɪtəmiːn/	-----
network (n)	/'netwɜ:k/	-----
newsreel (n)	/'nju:zri:l/	-----
over-populated (adj)	/'əʊvə ˌpɒpjuleɪtɪd/	-----
point (n)	/'pɔɪnt/	-----
poverty (n)	/'pɒvəti/	-----
predict (v)	/'prɪ'dɪkt/	-----
prediction (n)	/'prɪ'dɪkʃn/	-----
publish (v)	/'pʌblɪʃ/	-----
semi-conductor (n)	/'semɪkən'dʌktə(r)/	-----
shortage (n)	/'ʃɔ:tɪdʒ/	-----
smartphone (n)	/'smɑ:tfəʊn/	-----
storage (n)	/'stɔ:riʒ/	-----
sub-zero (adj)	/'sʌb 'zɪərəʊ/	-----
tape measure (n)	/'teɪp ˌmeʒə(r)/	-----
time capsule (n)	/'taɪm ˌkæpsju:l/	-----
upload (v)	/'ʌp'ləʊd/	-----
USB (n)	/'ju: ˌes 'bi:/	-----
username (n)	/'ju:zəneɪm/	-----
virtual world (n)	/'vɜ:ʃuəl ˌwɜ:ld/	-----
web page (n)	/'web ˌpeɪʒ/	-----
webcam (n)	/'webkæm/	-----
webmaster (n)	/'webmɑ:stə(r)/	-----
Wi-Fi hotspot (n)	/'waɪfaɪ ˌhɒtspt/	-----
world affairs (n pl)	/'wɜ:lɪd ə'feəz/	-----
zero-emission (adj)	/'zɪərəʊ ɪˌmɪʃn/	-----

## Get Ready for your Exam 3

artificial (adj)	/'ɑ:tɪ'fɪʃl/	-----
boil (v)	/'bɔɪl/	-----
deep-fry (v)	/'di:p ˌfraɪ/	-----

Word	Phonetics	Translation
detector (n)	/dɪ'tektə(r)/	-----
flavour (n)	/'fleɪvə(r)/	-----
highway (n)	/'haɪweɪ/	-----
moist (adj)	/'mɔɪst/	-----
nourishing (adj)	/'naʊrɪʃɪŋ/	-----
nutrient (n)	/'nju:triənt/	-----
operate (v)	/'ɒpəreɪt/	-----
poach (v)	/'pəʊtʃ/	-----
premium (adj)	/'pri:miəm/	-----
processed (adj)	/'prəʊsest/	-----
retain (v)	/'ri:teɪn/	-----
seasoning (n)	/'si:zənɪŋ/	-----
simmer (v)	/'sɪmə(r)/	-----
steam (v)	/'sti:m/	-----
stir-fry (v)	/'stɜ: ˌfraɪ/	-----
underrated (adj)	/'ʌndə'reɪtɪd/	-----
well-balanced (adj)	/'wel ˌbælənst/	-----
wheelchair (n)	/'wi:l'tʃeə(r)/	-----

## Unit 6 Mystery

account (n)	/'əkaʊnt/	-----
armchair (n)	/'ɑ:m'tʃeə(r)/	-----
ashtray (n)	/'æʃtreɪ/	-----
assume (v)	/'ə'sju:m/	-----
bare (adj)	/'beə(r)/	-----
bookcase (n)	/'bʊkkeɪs/	-----
break into (phr v)	/'breɪk ɪntə/	-----
bribe (n)	/'braɪb/	-----
burglary (n)	/'bɜ:gləri/	-----
call for (phr v)	/'kɔ:l ˌfɔ:(r) ˌfə(r)/	-----
call on (phr v)	/'kɔ:l ɒn/	-----
cell (n)	/'sel/	-----
china (n)	/'tʃaɪnə/	-----
clue (n)	/'klu:z/	-----
coffee table (n)	/'kɒfi ˌteɪbl/	-----
come across (phr v)	/'kʌm əˌkrɒs/	-----
conman (n)	/'kɒnmæn/	-----
count on (phr v)	/'kaʊnt ɒn/	-----
cover (v)	/'kʌvə(r)/	-----
crew (n)	/'kru:z/	-----
curtain (n)	/'kɜ:tɪn/	-----
deal with (phr v)	/'di:l ˌwɪð/	-----
definite (adj)	/'defɪnət/	-----
deserted (adj)	/'dɪ'zɜ:tɪd/	-----
do without (phr v)	/'du: wɪ'ðaʊt/	-----
drug-dealer (n)	/'drʌg ˌdi:lə(r)/	-----
emerge (v)	/'ɪmɜ:ʒ/	-----
encounter (v)	/'ɪnˌkaʊntə(r)/	-----
fabric (n)	/'fæbrɪk/	-----
fatal (adj)	/'feɪtl/	-----
fireplace (n)	/'faɪəpleɪs/	-----
floorboard (n)	/'flɔ:bɔ:d/	-----
flour (n)	/'flaʊə(r)/	-----
flowerbed (n)	/'flaʊəbed/	-----
footstool (n)	/'fʊtstul/	-----
forgery (n)	/'fɔ:ʒəri/	-----
get over (phr v)	/'get əʊvə(r)/	-----

# Wordlist

Word	Phonetics	Translation
glass (n)	/glɑ:s/	-----
indirect (adj)	/ɪndə'rekt, ɪndɪ-, ɪndaɪ-/	-----
in hiding (adv)	/ɪn 'haɪdɪŋ/	-----
ironing board (n)	/'aɪəniŋ ,bɔ:d/	-----
kidnap (v)	/'kɪdnæp/	-----
lamp shade (n)	/'læmp ,ʃeɪd/	-----
look after (phr v)	/'lʊk ,ɑ:ftə(r)/	-----
look for (phr v)	/'lʊk ,fɔ:(r), fə(r)/	-----
look into (phr v)	/lʊk 'ɪntu:., 'ɪntə/	-----
maintain (v)	/meɪn'teɪn/	-----
marble (n)	/'mɑ:bl/	-----
mysterious (adj)	/mɪ'stɪəriəs/	-----
oil painting (n)	/'ɔɪl ,peɪntɪŋ/	-----
on the run (adj)	/ɒn ðə 'rʌn/	-----
prison (n)	/'prɪzn/	-----
release (n)	/rɪ'li:s/	-----
reunite (v)	/ri:ju:'naɪt/	-----
robber (n)	/'rɒbə(r)/	-----
sideboard (n)	/'saɪdbɔ:d/	-----
stick to (phr v)	/'stɪk ,tu:., tə/	-----
wall light (n)	/'wɔ:l ,laɪt/	-----
wallpaper (n)	/'wɔ:lpeɪpə(r)/	-----
wander (v)	/'wɒndə(r)/	-----
windowsill (n)	/'wɪndəʊsɪl/	-----
witness (n)	/'wɪtnəs/	-----
wood (n)	/wʊd/	-----
wound (n)	/wu:nd/	-----

## Unit 7 Real relationships

accusation (n)	/ækju:'zeɪʃn/	-----
amulet (n)	/'æmjʊlət/	-----
appealing (adj)	/ə'pi:lɪŋ/	-----
ask someone out (phr v)	/ɑ:sk ... 'aʊt/	-----
attraction (n)	/ə'trækʃn/	-----
bright (adj)	/'braɪt/	-----
chat someone up (phr v)	/tʃæt ... 'ʌp/	-----
compatible (adj)	/kəm'pætəbl/	-----
co-operate (v)	/kəʊ'ɒpəreɪt/	-----
dating agency (n)	/'deɪtɪŋ ,eɪdʒənsi/	-----
dew (n)	/dju:/	-----
divorced (adj)	/dɪ'vɔ:st/	-----
engaged (adj)	/ɪn'geɪdʒd/	-----
fall in love (phr v)	/ɪfɔ:l ,ɪn 'lʌv/	-----
fall out (phr v)	/ɪfɔ:l 'aʊt/	-----
fancy somebody (v)	/'fænsi/	-----
fragile (adj)	/'frædʒaɪl/	-----
frustration (n)	/frʌ'streɪʃn/	-----
get back together (phr v)	/,get ,bæk tə'geðə/	-----
get in shape (v phr)	/,get ,ɪn 'ʃeɪp/	-----
get married (v phr)	/,get 'mæɪrɪd/	-----
get on well (v phr)	/,get ,ɒn 'wel/	-----
ghastly (adj)	/'gɑ:stli/	-----
go down (phr v)	/,gəʊ 'daʊn/	-----
go out with (phr v)	/,gəʊ 'aʊt ,wɪð/	-----
gorgeous (adj)	/'gɔ:ʒəs/	-----
invisibly (adv)	/ɪn'vɪzəbli/	-----
isolated (adj)	/'aɪsələtɪd/	-----

Word	Phonetics	Translation
lively (adj)	/'laɪvli/	-----
look up to (phr v)	/lʊk 'ʌp tə/	-----
make up (phr v)	/,meɪk 'ʌp/	-----
match (v)	/mætʃ/	-----
nevertheless (adv)	/nevəðə'les/	-----
opt (v)	/ɒpt/	-----
patriotic (adj)	/peɪtri'ɒtɪk, pætri-/	-----
pessimistic (adj)	/pesɪ'mɪstɪk/	-----
psychological (adj)	/saɪkə'lɒdʒɪkl/	-----
psychometric test (n)	/saɪkə'metɪk 'test/	-----
put forward (phr v)	/,pʊt 'fɔ:wəd/	-----
put up with (phr v)	/,pʊt 'ʌp ,wɪð/	-----
recruit (v)	/rɪ'kru:t/	-----
renowned (adj)	/rɪ'naʊnd/	-----
rhyme (v)	/raɪm/	-----
romantic (adj)	/rəʊ'mæntɪk/	-----
run off (phr v)	/,rʌn 'ɒf/	-----
run out (phr v)	/,rʌn 'aʊt/	-----
scented (adj)	/'sentɪd/	-----
soulmate (n)	/'səʊlmeɪt/	-----
spark (n)	/spɑ:k/	-----
split up (phr v)	/,splɪt 'ʌp/	-----
spoil (adj)	/spɔɪl/	-----
sum up (phr v)	/,sʌm 'ʌp/	-----
take account of (v phr)	/,teɪk ə'kaʊnt əv/	-----
tenderly (adv)	/'tendəli/	-----
throw out (phr v)	/,θrəʊ 'aʊt/	-----
tremble (v)	/'treɪbl/	-----
verdict (n)	/'vɜ:dɪkt/	-----
walk out (phr v)	/,wɔ:k 'aʊt/	-----
whereas (conj)	/weə'ræz/	-----

## Get Ready for your Exam 4

alter (v)	/'ɔ:lteɪ(r)/	-----
conscientious (adj)	/,kɒnʃi'ənʃəs/	-----
devote (v)	/dɪ'vəʊt/	-----
diplomatic (adj)	/,dɪplə'mætɪk/	-----
dominant (adj)	/dɒmɪnənt/	-----
entrepreneur (n)	/,ɒntrəprə'na:z:(r)/	-----
heat up (phr v)	/,hi:t 'ʌp/	-----
pane (n)	/peɪn/	-----
scenery (n)	/'si:nəri/	-----
semi-detached (adj)	/,semi dɪ,tæʃt/	-----
sibling (n)	/'sɪblɪŋ/	-----
suburb (n)	/'sʌbɜ:b/	-----
uneven (adj)	/ʌn'i:vən/	-----

## Unit 8 Globetrotters

adventurous (adj)	/əd'ventʃərəs/	-----
aisle (n)	/aɪl/	-----
anaconda (n)	/ænə'kɒndə/	-----
arrivals hall (n)	/ə'reɪvls ,hɔ:l/	-----
ASAP (adv)	/,eɪ ,es ,eɪ 'pi:/	-----
backrest (n)	/'bækrest/	-----
baggage reclaim (n)	/'bæɡɪdʒ rɪ,kleɪm/	-----
boarding pass (n)	/'bɔ:dɪŋ ,pɑ:s/	-----
breath-taking (adj)	/'breθteɪkɪŋ/	-----

# Wordlist

Word	Phonetics	Translation
buffet car (n)	/'bʊfeɪ, 'bʌfeɪ ˌkɑ:(r)/	-----
cabin (n)	/'kæbɪn/	-----
captain (n)	/'kæptɪn/	-----
carriage (n)	/'kærɪdʒ/	-----
check-in desk (n)	/'tʃek ˌɪn ˌdesk/	-----
chilled (adj)	/'tʃɪld/	-----
colloquial (adj)	/'kɒləkwɪəl/	-----
complaint (n)	/'kɒmˌpleɪnt/	-----
cove (n)	/'kəʊv/	-----
departure gate (n)	/'dɪˌpɑ:ˌtʃə ˌgeɪt/	-----
discontent (n)	/'dɪskənˈtent/	-----
disembark (v)	/'dɪsmˈbɑ:k/	-----
disgrace (n)	/'dɪsˈɡreɪs/	-----
disqualify (v)	/'dɪsˈkwɒlɪfaɪ/	-----
DIY (n)	/'di: ˌaɪ ˈwaɪ/	-----
duty-free shop (n)	/'dʒu:ˌti ˈfri: ˌʃɒp/	-----
economy class (n)	/'iˌkɒnəmi ˌkla:s/	-----
effort (n)	/'efət/	-----
electric eel (n)	/'iˌlektɪrɪk ˈi:l/	-----
end up (phr v)	/'end ˈʌp/	-----
excursion (n)	/'ɪkˈskɜ:ʃn/	-----
exhaustion (n)	/'ɪɡˈzɔ:sʃən/	-----
expedition (n)	/'ekspeɪˌdɪʃn/	-----
explorer (n)	/'ɪkˈsplɔ:rə(r)/	-----
facilities (n pl)	/'fæˌsɪlɪtɪz/	-----
gap year (n)	/'ɡæp ˌjɪə(r)/	-----
get about (phr v)	/'get əˈbaʊt/	-----
get along (phr v)	/'get əˈlɒŋ/	-----
grief (n)	/'ɡri:f/	-----
gruelling (adj)	/'ɡru:əlɪŋ/	-----
hand luggage (n)	/'hænd ˌlʌɡɪdʒ/	-----
hard shoulder (n)	/'hɑ:d ˈʃəʊldə(r)/	-----
headland (n)	/'hedlənd/	-----
hygiene (n)	/'haɪdʒi:n/	-----
intrepid (adj)	/'ɪnˈtreɪpɪd/	-----
land (v)	/'lənd/	-----
let someone down (phr v)	/'let ... ˈdaʊn/	-----
lethal (adj)	/'li:θl/	-----
locker (n)	/'lɒkə(r)/	-----
look out for (phr v)	/'lʊk ˈaʊt ˌfɔ:(r)/	-----
luggage rack (n)	/'lʌɡɪdʒ ˌræk/	-----
manufacture (v)	/'mænjʊˈfæktʃə(r)/	-----
mate (n)	/'meɪt/	-----
medical supplies (n pl)	/'medɪkl səˌplaɪz/	-----
mosquito (n)	/'mɒˈski:təʊ/	-----
notorious (adj)	/'nɒtʊˈrɪəs/	-----
overhead (adj)	/'əʊvəhed/	-----
passport control (n)	/'pɑ:spɔ:t kənˈtrəʊl/	-----
pedal (n)	/'pedl/	-----
petrol station (n)	/'petrəl ˌsteɪʃn/	-----
platform (n)	/'plætfɔ:m/	-----
remote (adj)	/'ri:məʊt/	-----
restyle (v)	/'ri:ˌstɑɪl/	-----
route (n)	/'ru:t/	-----
runway (n)	/'rʌnweɪ/	-----
seat belt (n)	/'si:t ˌbelt/	-----

Word	Phonetics	Translation
self-catering (adj)	/'self ˌkeɪtərɪŋ/	-----
set off (phr v)	/'set ˈɒf/	-----
set sail (v)	/'set ˈseɪl/	-----
sort something out (phr v)	/'sɔ:t ... ˈaʊt/	-----
source (n)	/'sɔ:s/	-----
switched on (adj)	/'swɪtʃt ˈɒn/	-----
sympathise (v)	/'sɪmpəˈθaɪz/	-----
take off (phr v)	/'teɪk ˈɒf/	-----
taxi rank (n)	/'tæksi ˌræŋk/	-----
think ahead (phr v)	/'θɪŋk əˈhed/	-----
threatening (adj)	/'θretnɪŋ/	-----
ticket inspector (n)	/'tɪkɪt ɪnˌspektə(r)/	-----
ticket office (n)	/'tɪkɪt ˌɒfɪs/	-----
tracks (n)	/'træks/	-----
trek (v)	/'trek/	-----
turbulence (n)	/'tɜ:bjələns/	-----
unleaded (adj)	/'ʌnˈledɪd/	-----
unreliable (adj)	/'ʌnrɪˈlaɪəbl/	-----
urban (adj)	/'ɜ:bən/	-----
viper (n)	/'vaɪpə(r)/	-----
waiting room (n)	/'weɪtɪŋ ˌru:m/	-----
warn (v)	/'wɔ:n/	-----
wobbly (adj)	/'wɒbli/	-----
wooded (adj)	/'wʊdɪd/	-----

## Unit 9 Money, money, money!

aim (v)	/'eɪm/	-----
approach (n)	/'əˈprəʊtʃ/	-----
banner ad (n)	/'bænər ˌæd/	-----
bargain (n)	/'bɑ:gən/	-----
branch (n)	/'brɑ:nʃ/	-----
brand (n)	/'brænd/	-----
broadcast (v)	/'brɔ:dkɑ:st/	-----
broke (adj)	/'brəʊk/	-----
cash machine (n)	/'kæʃ məˌʃi:n/	-----
change (n)	/'tʃeɪndʒ/	-----
cheque (n)	/'tʃek/	-----
clearance (n)	/'kliərəns/	-----
collision (n)	/'kɒlɪʒn/	-----
consumer (n)	/'kɒnˈsju:mə(r)/	-----
credit card (n)	/'kredɪt ˌkɑ:d/	-----
current account (n)	/'kʌrənt əˈkaʊnt/	-----
debit card (n)	/'deɪtɪt ˌkɑ:d/	-----
debt (n)	/'det/	-----
direct debit (n)	/'daɪˌrekt ˈdeɪtɪt/	-----
drown (v)	/'draʊn/	-----
explode (v)	/'ɪkˈspləʊd/	-----
flyer (n)	/'flaɪə(r)/	-----
furthermore (adv)	/'fɜ:dəˈmɔ:(r)/	-----
hand out (phr v)	/'hænd ˈaʊt/	-----
haystack (n)	/'heɪstæk/	-----
insurance (n)	/'ɪnˈfʊərəns/	-----
jingle (n)	/'dʒɪŋɡl/	-----
miraculously (adv)	/'mɪˈrækjələsli/	-----
moreover (adv)	/'mɔ:(r)əʊvə(r)/	-----
offer (n)	/'ɒfə(r)/	-----
oversleep (v)	/'əʊvəˈsli:p/	-----
PIN number (n)	/'pɪn ˌnʌmbə(r)/	-----

# Wordlist

Word	Phonetics	Translation
plastic surgery (n)	/ˌplæstɪk 'sɜːdʒəri/	-----
pop-up ad (n)	/'pɒp ˌʌp ˌæd/	-----
product placement (n)	/ˌprɒdʌkt 'pleɪsmənt/	-----
promote (v)	/prə'məʊt/	-----
purchase (n)	/'pɜːtʃəs/	-----
receipt (n)	/rɪ'siːt/	-----
reduction (n)	/rɪ'dʌkʃn/	-----
refund (n)	/'riːfʌnd/	-----
represent (v)	/reprɪ'zent/	-----
sale (n)	/seɪl/	-----
savings account (n)	/'seɪvɪŋz əˌkaʊnt/	-----
slogan (n)	/'slɒɡən/	-----
sold out (adj)	/,səʊld 'aʊt/	-----
stock (n)	/stɒk/	-----
bill (n)	/bɪl/	-----
trailer (n)	/'treɪlə(r)/	-----
valuable (adj)	/'væljuəbl/	-----
withdraw (v)	/wɪð'drɔː/	-----

## Unit 10 Be creative

accurate (adj)	/'ækjərət/	-----
activist (n)	/'æktɪvɪst/	-----
ambitious (adj)	/æm'bɪʃəs/	-----
anatomically (adv)	/ænə'tɒmɪkli/	-----
arena (n)	/ə'riːnə/	-----
aria (n)	/'ɑːrɪə/	-----
autism (n)	/'ɔːtɪzəm/	-----
beat (n)	/biːt/	-----
busker (n)	/'bʌskə(r)/	-----
bust (n)	/bʌst/	-----
calculation (n)	/kælkju'leɪʃn/	-----
cater (v)	/'keɪtə(r)/	-----
choir (n)	/'kwaɪə(r)/	-----
chord (n)	/kɔːd/	-----
chorus (n)	/'kɔːrəs/	-----
compose (v)	/kəm'pəʊz/	-----
convincing (adj)	/kən'vɪnsɪŋ/	-----
detention centre (n)	/dɪ'tenʃn ˌsentə(r)/	-----
developmental (adj)	/dɪveləp'mentl/	-----
direct (v)	/dɪ'rekt, dɪ-, daɪ-/	-----
DJ (n)	/'diː ˌdʒeɪ/	-----
exhibit (v)	/ɪg'zɪbɪt/	-----
fast-moving (adj)	/'fɑːst 'muːvɪŋ/	-----
fiction (n)	/'fɪkʃn/	-----
folk music (n)	/'fəʊk ˌmjuːzɪk/	-----
gravity-defying (adj)	/'grævəti dɪˌfaɪɪŋ/	-----
gripping (adj)	/'grɪpɪŋ/	-----
harmony (n)	/'hɑːməni/	-----
headline act (n)	/'hedlɪn ˌækt/	-----
identify with (v)	/'aɪˌdentɪfaɪ ˌwɪð/	-----
illustration (n)	/'ɪlə'streɪʃn/	-----
jazz (n)	/dʒæz/	-----
learning difficulty (n)	/'lɜːnɪŋ ˌdɪfɪkəlti/	-----
line-up (n)	/'laɪn ˌʌp/	-----
lyrics (n pl)	/'lɪrɪks/	-----
mainland (n)	/'meɪnlænd/	-----

Word	Phonetics	Translation
modelling clay (n)	/'mɒdəlɪŋ ˌkleɪ/	-----
movement (n)	/'muːvmənt/	-----
nightclub (n)	/'naɪtklʌb/	-----
novelist (n)	/'nɒvəlɪst/	-----
orchestra (n)	/'ɔːkɪstrə/	-----
playwright (n)	/'pleɪraɪt/	-----
puzzling (adj)	/'pʌzlɪŋ/	-----
recital (n)	/rɪ'saɪtl/	-----
repetitive (adj)	/rɪ'petətɪv/	-----
rock (n)	/rɒk/	-----
screenplay (n)	/'skriːnpleɪ/	-----
scriptwriter (n)	/'skrɪptwaɪtə(r)/	-----
stage (v)	/steɪdʒ/	-----
sculpt (v)	/skʌlpt/	-----
shuttle bus (n)	/'ʃʌtl ˌbʌs/	-----
sketch (n, v)	/sketʃ/	-----
solo (n)	/'səʊləʊ/	-----
sound effect (n)	/'saʊnd ɪˌfekt/	-----
string quartet (n)	/,strɪŋ kwɔː'tet/	-----
suspend (v)	/sə'spend/	-----
symphony (n)	/'sɪmfəni/	-----
twist (n)	/twɪst/	-----
two-dimensional (adj)	/,tuː daɪ'menʃənl/	-----
veil (n)	/veɪl/	-----
well-suited (adj)	/,wel 'suːtɪd/	-----

## Get Ready for your Exam 5

demanding (adj)	/dɪ'mɑːndɪŋ/	-----
ghost (n)	/ɡəʊst/	-----
haunted (adj)	/'hɔːntɪd/	-----
puncture (n)	/'pʌŋktʃə(r)/	-----
spouse (n)	/spaʊs/	-----
triathlon (n)	/traɪ'æθlən/	-----

## Get Ready for your Exam extended (1-4)

adapt (v)	/ədæpt/	-----
adjust (v)	/ədʒʌst/	-----
alarming (adj)	/ə'lɑːmɪŋ/	-----
assimilation (n)	/əsɪmə'leɪʃn/	-----
culture shock (n)	/'kʌltʃə ˌʃɒk/	-----
democracy (n)	/dɪ'mɒkrəsi/	-----
dictator (n)	/dɪk'tetɪə(r)/	-----
election (n)	/ɪ'leɪʃn/	-----
famine (n)	/'fæmɪn/	-----
impact (n)	/'ɪmpækt/	-----
injustice (n)	/'ɪnʃʌstɪs/	-----
installation (n)	/'ɪnstə'leɪʃn/	-----
long-term (adj)	/,lɒŋ 'tɜːm/	-----
obstacle (n)	/'ɒbstækəl/	-----
offensive (adj)	/ə'fensɪv/	-----
phase (n)	/feɪz/	-----
poverty (n)	/'pɒvəti/	-----
prevent (v)	/'prɪ'vent/	-----
single-handed (adj)	/,sɪŋgl 'hændɪd/	-----
starving (adj)	/'stɑːvɪŋ/	-----
voyage (n)	/'vɔɪdʒ/	-----

# Self Check answers

## Unit 1

1

- 1 fluffy                    4 matching  
2 velvet                    5 smooth  
3 checked

2

- 1 a long, leather coat  
2 some beautiful, velvet trousers  
3 a baggy, cotton shirt  
4 my new stripy skirt  
5 a long-sleeved, wool jumper

3

- 1 irreversible            4 uncomfortable  
2 dissatisfied            5 unusual  
3 impossible              6 incredible

4

- 1 makes  
2 Are, going  
3 're / are meeting  
4 isn't raining  
5 don't need  
6 Do, want  
7 're / are complaining

5

- 1 to lend                    5 to do up  
2 arriving                  6 going  
3 wearing                  7 to take  
4 speaking

## Unit 2

1

- 1 jealous                    6 disappointed  
2 relieved                  7 guilty  
3 amusing                  8 upset  
4 homesick                9 shocked  
5 ashamed

2

- 1 of                          5 about  
2 with                       6 about  
3 of                          7 with  
4 with

3

- 1 a      3 b      5 b      7 b  
2 c      4 c      6 a

4

- 1 used to                    5 are used to  
2 get used to              6 didn't use to  
3 isn't used to            7 got used to  
4 you use to

## Unit 3

1

- 1 salary                    5 team  
2 shift                      6 menial  
3 customers               7 supervise  
4 part-time

2

- 1 polite                    4 flexible  
2 creative                  5 determined  
3 conscientious          6 enthusiastic

3

- 1 They've closed down the restaurant where I celebrated my birthday.  
2 There's a girl in my class whose dad is a politician.  
3 I knew the woman who interviewed me for the job.  
4 Tania works in a shop which sells electronic equipment.  
5 I married an American, who I met at Oxford University.

4

- 1 Beyoncé, whose father is a record manager, has won a total of sixteen Grammy Awards.  
2 Valencia, which is famous for paella, is on the east coast of Spain.  
3 Monte Carlo, where there is a Formula One racetrack, is famous for its casino.  
4 Mount Etna, which is the tallest active volcano in Europe, is located on the island of Sicily.  
5 C.S. Lewis, who was a professor at Oxford University, wrote the Narnia stories.  
6 The Pyramids, which are situated in Egypt, date from 2630 BCE.

5

- 1 isn't he                    4 didn't she  
2 have they                5 won't he  
3 don't you                 6 can you

## Unit 4

1

- 1 wrist                      4 leg  
2 eyelid                    5 eye  
3 necks

2

- 1 fibre                      4 vitamins  
2 Protein                   5 fat  
3 carbohydrate

3

- 1 d                          4 a  
2 f                          5 b  
3 e                          6 c

4

- 1 hasn't visited Paris  
2 haven't seen you for  
3 's / has had his laptop since  
4 've / have known each other for  
5 've / have lived in this town since  
6 've / have watched REM perform three

5

- 1 has been playing  
2 has been  
3 has trained / has been training  
4 has won  
5 has, beaten  
6 hasn't won  
7 has lived / has been living  
8 has, published

## Unit 5

1

- 1 d                          4 a  
2 b                          5 f  
3 e                          6 c

2

- 1 treat                      5 replace  
2 make                      6 suffer  
3 reduce                   7 provide  
4 start

3

- 1 'll / will be travelling  
2 will have discovered  
3 Will, have started  
4 won't be studying  
5 won't have finished

4

- 1 she's                      4 I'll get  
2 I'll feel                   5 Are you going to  
3 He's going               6 runs out  
to make                      7 I'm going to

# Self Check answers

5

- 1 might apply for
- 2 will probably snow
- 3 they won't win
- 4 might not go
- 5 could be wrong

## Unit 6

1

- |                |                 |
|----------------|-----------------|
| 1 footstool    | 4 rocking chair |
| 2 windowsill   | 5 sideboard     |
| 3 oil painting | 6 table lamp    |

2

- |           |          |
|-----------|----------|
| 1 Marble  | 4 Fabric |
| 2 Leather | 5 Glass  |
| 3 Wood    |          |

3

- |        |          |
|--------|----------|
| 1 into | 4 after  |
| 2 on   | 5 across |
| 3 over |          |

4

- |              |            |
|--------------|------------|
| 1 had been   | 5 answered |
| 2 wouldn't   | 6 hadn't   |
| 3 had called | 7 knew     |
| 4 could      | 8 was      |

5

- 1 who she had visited the day before / the previous day
- 2 if he liked her dress
- 3 if he was going out that evening / night
- 4 if she had seen his MP3 player
- 5 when he could help her
- 6 he would do about his car

## Unit 7

1

- |                   |                     |
|-------------------|---------------------|
| 1 split up with   | 5 get back together |
| 2 going out with  | 6 make up           |
| 3 asked, out      | 7 fallen in love    |
| 4 fallen out with | 8 get on with       |

2

- |             |                |
|-------------|----------------|
| 1 religious | 4 romantic     |
| 2 patriotic | 5 professional |
| 3 renowned  | 6 mystical     |

3

- |          |           |
|----------|-----------|
| 1 ever   | 5 more    |
| 2 less   | 6 worst   |
| 3 better | 7 fastest |
| 4 the    | 8 least   |

4

- 1 If only I lived in ...
- 2 I'd rather you didn't ...
- 3 If you didn't play ...
- 4 I wish my dad would listen ...
- 5 Would you rather ...
- 6 I wish I didn't have ...
- 7 ... you'd pass your exams
- 8 ... If only he'd call!

## Unit 8

1

- |                |              |
|----------------|--------------|
| 1 stressful    | 5 safe       |
| 2 slow         | 6 unreliable |
| 3 cheap        |              |
| 4 inconvenient |              |

2

- |                   |                    |
|-------------------|--------------------|
| 1 buffet car      | 5 arrivals hall    |
| 2 taxi rank       | 6 ticket office    |
| 3 hard shoulder   | 7 departure gate   |
| 4 baggage reclaim | 8 passport control |

3

- 1 has been ordered (by the receptionist)
- 2 aren't served on the plane
- 3 is being prepared (by the cleaners)
- 4 hadn't been changed
- 5 will be brought to your room
- 6 is being delayed (by bad weather this morning)
- 7 weren't put on the plane
- 8 were shown round Pompeii (by the guide)

4

- |                      |                   |
|----------------------|-------------------|
| 1 anybody / anyone   | 5 nobody / no one |
| 2 somewhere          | 6 anything        |
| 3 nothing            | 7 something       |
| 4 Somebody / Someone | 8 anywhere        |

## Unit 9

1

- |           |           |
|-----------|-----------|
| 1 receipt | 4 refund  |
| 2 stock   | 5 bargain |
| 3 sale    | 6 offer   |

2

- |        |          |
|--------|----------|
| 1 on   | 5 up     |
| 2 back | 6 for    |
| 3 on   | 7 around |
| 4 back | 8 in     |

3

- 1 'm / am having my car repaired.
- 2 do you have your hair cut?
- 3 's / is going to have her nails painted.
- 4 did you have your photo taken?
- 5 hasn't had his eyes tested for years.
- 6 did they have their living room painted?

4

- |              |             |
|--------------|-------------|
| 1 myself     | 4 ourselves |
| 2 themselves | 5 herself   |
| 3 himself    |             |

5

- 1 wouldn't have been, hadn't broken down
- 2 hadn't spent, 'd / would have bought
- 3 'd / would have known, 'd / had listened
- 4 hadn't played, wouldn't have lost
- 5 wouldn't have missed, 'd / had got up

## Unit 10

1

- |                  |              |
|------------------|--------------|
| 1 busker         | 5 folk group |
| 2 orchestra      | 6 choir      |
| 3 string quartet | 7 rapper     |
| 4 DJ             |              |

2

- |            |           |
|------------|-----------|
| 1 movement | 5 solo    |
| 2 chorus   | 6 lyrics  |
| 3 symphony | 7 chords  |
| 4 melody   | 8 harmony |

3

- |            |              |
|------------|--------------|
| 1 written  | 5 playing    |
| 2 changing | 6 performed  |
| 3 shown    | 7 announcing |
| 4 used     | 8 wearing    |

4

- 1 Few
- 2 most
- 3 any
- 4 all
- 5 some
- 6 each
- 7 much

# Irregular verbs

Base form	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / -t	burned / -t
buy	bought	bought

can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven

eat	ate	eaten
-----	-----	-------

fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten

get	got	got
give	gave	given
go	went	gone
grow	grew	grown

hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit

keep	kept	kept
know	knew	known

lay	laid	laid
lead	led	led
learn	learned / -t	learned / -t
leave	left	left
lend	lent	lent
lose	lost	lost

Base form	Past simple	Past participle
make	made	made
mean	meant	meant
meet	met	met

overcome	overcame	overcome
----------	----------	----------

pay	paid	paid
put	put	put

read	read	read
ride	rode	rode
ring	rang	rung
run	ran	run

say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown / -ed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / -t	smelled / -t
speak	spoke	spoken
spell	spelled / -t	spelled / -t
spend	spent	spent
spill	spilled / -t	spilled / -t
stand	stood	stood
steal	stole	stolen
swim	swam	swum

take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown

understand	understood	understood
------------	------------	------------

wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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Track	Page	Exercise(s)	Track	Page	Exercise(s)
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6	14	3 & 4	27	60	5
7	17	2	28	63	3 & 4
8	20	Exam Listening	29	66	3
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11	27	2 & 3	32	71	4
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15	35	2	36	81	1
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17	38	Exam Listening	38	81	4
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19	42	4	40	86	4
20	45	4	41	89	2
21	48	3	42	89	4
22	50	4	43	92	Exam Listening



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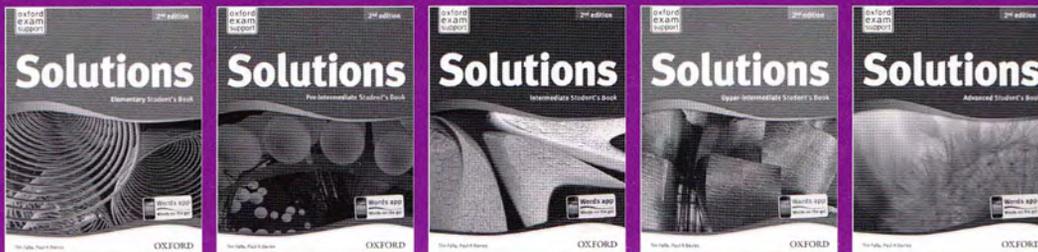
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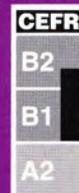
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