

Crystal Clear



4

Workbook

Енглески језик за осми разред основне школе
Радна свеска за осму годину учења

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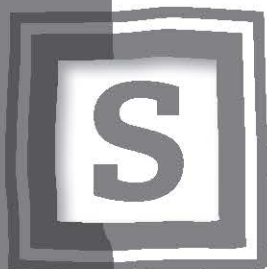
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Starter unit

Vocabulary

Revision

1 Circle the odd word out in each group.

- 1 apple picture bread meat
- 2 history maths teacher science
- 3 car bus train bedroom
- 4 theatre the news soap opera chat show
- 5 cough leg headache sore throat
- 6 flute drums hip-hop keyboards
- 7 middle over under up
- 8 amazing terrifying red enormous
- 9 washing up soundtrack plot screen

2 Add a word to each group in exercise 1.

- | | |
|-----------------|---------|
| 1 <u>cheese</u> | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | |

Jobs

3 Circle the correct words.

A journalist / lab technician works for a newspaper.

- 1 A **police officer** / researcher helps people and helps catch criminals.
- 2 A **firefighter** / lawyer is someone who is an expert in legal questions.
- 3 A **postal worker** / politician brings letters to people's homes.
- 4 Picasso was a **doctor** / an artist. He painted many amazing pictures.
- 5 An **electrician** / A mechanic installs or repairs electrical equipment.

Character adjectives

4 Complete the sentences with the correct word in brackets.

- Maria is very generous. She always buys people lovely birthday presents.
(generous / selfish)
- 1 My brother is _____.
He doesn't like talking to new people.
(shy / confident)
- 2 Josh is _____. He does lots of sport and other activities.
(lazy / energetic)
- 3 Why is Olly always so _____?
He should smile and laugh a bit more.
(funny / serious)
- 4 I think Izzy is _____. She never tells lies and I trust her.
(honest / dishonest)
- 5 Dad is usually very _____.
He likes reading the paper on his own.
(talkative / quiet)

Classroom language

5 Complete the questions with the words in the box.

borrow mean pronounce say spell

- Q: How do you say *casa* in English?
A: House.
- 1 Q: Can I _____ your pen?
A: Sorry, I'm using it.
- 2 Q: How do you _____ *cough*?
A: I'm not sure but I think it's /kɒf/.
- 3 Q: How do you _____ it?
A: C-O-U-G-H.
- 4 Q: What does *boiling* _____?
A: Here's a dictionary. Let's look it up.

Grammar

Present continuous

- 1 Complete the dialogue with the present continuous form of the verbs in brackets.

Toby Hi, Liam!

Liam Hi, Toby.

Toby What ⁽¹⁾ are you doing (you / do) at the moment? ⁽²⁾ _____ (you / use) your bike?

Liam No, Josh and I ⁽³⁾ _____ (stay) at home today. We ⁽⁴⁾ _____ (watch) the match on TV at the moment. It's great. United ⁽⁵⁾ _____ (win).

Toby What ⁽⁶⁾ _____ (Dad / do)?

Liam He ⁽⁷⁾ _____ (make) lunch. Anyway, Toby, you can use my bike.

Toby Maybe I'll watch TV with you and Josh.

Liam OK.

Present simple and continuous

- 2 Circle the correct words.

My name's Oliver Riley and ⁽¹⁾ I'm living /

I live in Camden

Town in north London.

Camden is a great area

of London. I ⁽²⁾ love / is

loving it. At weekends

a lot of tourists

⁽³⁾ come / are coming

to Camden because of

its famous market. It's

Saturday today and ⁽⁴⁾ I'm watching / I watch

the market from my window. I can ⁽⁵⁾ seeing /

see a lot of tourists. Two girls ⁽⁶⁾ look / are

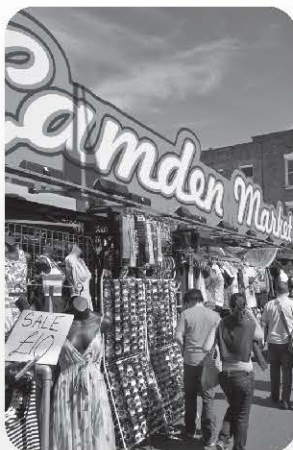
looking at some earrings and their boyfriends

⁽⁷⁾ are taking / take photos of the canal. I can't

go out to the market today because ⁽⁸⁾ I'm

doing / I do my homework. ⁽⁹⁾ I always get / I'm

always getting a lot of homework. It's awful!



Question words

- 3 Circle the correct words.

1 Who / What is your favourite film star?

2 How / Why do you like him or her?

3 Where / When does your best friend live?

4 When / How is your mother's birthday?

5 What time / What does school finish?

6 Where / How do you get home after school?

7 What / Who is your favourite TV programme?

8 Which / What time book are you reading at the moment?



- 4 Answer the questions in exercise 3 for you.

My favourite film star is Robert Pattinson.

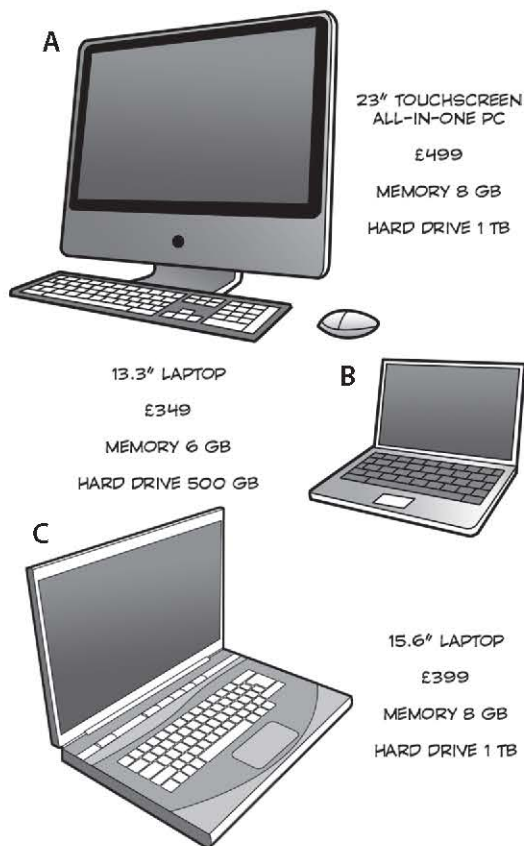
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Comparatives and superlatives

- 5 Complete the table.

adjective	comparative	superlative
short	<u>shorter than</u>	<u>the shortest</u>
hot	_____	_____
cool	_____	_____
lazy	_____	_____
bad	_____	_____
far	_____	_____
interesting	_____	_____
sociable	_____	_____

- 6 Look at the pictures and complete the sentences with the correct comparative or superlative form of the adjective in brackets.



Computer A is the biggest.
(big)

- Computer B is _____.
(small)
- Computer C is _____.
Computer A. (small)
- Computer B is _____.
(cheap)
- Computer A is _____.
(expensive)
- Computer C is _____.
Computer B. (expensive)
- Computer C is _____.
Computer B. (powerful)

- 7 Complete the sentences with the correct comparative or superlative form of the adjectives in the box.

adventurous big difficult good
high talented talkative

Mount Everest is the highest mountain in the world.

- My grandmother is _____ person I know. She travelled to India alone last year and she's 61 years old!
- Spain is _____ Scotland. Scotland is quite small.
- I think Lorde is _____ Rihanna. She writes all her own songs.
- Mark is _____ person in the class. He never stops talking!
- In my opinion, Real Madrid are _____ Manchester City. They won more games last season.
- Japanese is _____ language to learn. It takes a long time to speak it well.

(not) as ... as

- 8 Look at the pictures and complete the sentences with (not) as ... as and the adjectives in brackets.



Ring C is as expensive as ring A.
(expensive)

Ring B is not as expensive as ring A.
(not / expensive)

- Ring A is _____ ring B.
(old)
- Ring C is _____ ring A.
(not / beautiful)
- Ring B is _____ ring A.
(beautiful)
- Ring C is _____ ring B.
(not / old)
- Ring B is _____ ring C.
(not / small)

Speaking

A new student / Starting and continuing a conversation



1 Complete the questions with the words in the box.

Are How long What (x2) Where Would

- 1 Are you new?
- 2 How long did you go to school before?
- 3 What have you been at this school?
- 4 Where is there to do in Brighton?
- 5 Would are you going to do after school?
- 6 Would you like to come?

2 Match the questions in exercise 1 with the answers.

- a) Five years.
- b) OK, great!
- c) You can go to the beach.
- d) Yes, it's my first day here.
- e) Nothing. Why?
- f) In London.

1

3



Complete the dialogue with the correct form of the verbs in brackets. Listen and check your answers.

Kate Hi, ⁽¹⁾ are you (you / be) new at this school?

Carmen Yes, it's my first day here.

Kate I ⁽²⁾ am (be) Kate.
What ⁽³⁾ is (be) your name?

Carmen Carmen.

Kate ⁽⁴⁾ do you speak (you / be) Spanish?

Carmen Yes. My mother's Spanish and my father ⁽⁵⁾ speaks (be) Greek.

Kate Where ⁽⁶⁾ did you go (you / go) to school before?

Carmen In Spain. How long ⁽⁷⁾ have you been (you / be) at this school?

Kate Five years. I like it!

Carmen Brighton ⁽⁸⁾ seems (seem) like a great town. What is there to do here?

Kate You can go to the beach and go shopping in the clothes shops. Hey, what ⁽⁹⁾ do you do (you / do) after school?

Carmen Nothing. Why?

Kate I ⁽¹⁰⁾ like to play (play) volleyball on the beach with some friends. Would you like to come?

Carmen OK, great! Thanks for asking.

4

Practise saying the dialogue.

1

Lifestyle changes

Vocabulary

Life-changing events

- 1 ★ Look at the pictures and complete the words with vowels.



g _ e _ t _ i _ n _ t _ o _
tr _ o _ u _ b _ l _ e _



1 r _ _ t _ _ r _ _



2 b _ _ c _ _ m _ _
r _ _ c h



3 g _ _
_ b r _ _ _ d



4 m _ _ v _ _
h _ _ _ s _ _



5 s t _ _ r t
y _ _ _ r _ _ w n
b _ _ s _ _ n _ _ s s

Reference & skills

Grammar Reference, page 66

Grammar Practice, page 67

Vocabulary Reference, page 84

- 2 ★ Match 1–8 with a–h to make phrases.

- | | |
|----------|------------------------|
| 1 win | a) new friends |
| 2 take | b) school |
| 3 settle | c) for a job interview |
| 4 make | d) an award |
| 5 have | e) out of university |
| 6 go | f) an accident |
| 7 drop | g) down |
| 8 change | h) a gap year |

- 3 ★ Match the phrases in exercise 2 with what the people say.

'We're getting married next month.
We've already bought a house.'

settle down

- 1 A 'What can you offer this company?'
B 'I'm very hard-working and I speak several languages.'
- 2 'And the winner of Teenager Of The Year is Damien Arrowsmith.'
- 3 'I'm going to volunteer in a hospital in Malawi. After that I want to travel in Africa.'
- 4 A 'I've moved into the house next door.'
B 'Would you like to come round for a coffee?'
- 5 'I'm only 19 but I've left university. It was too boring. I want to get a job and save some money to travel.'
- 6 A 'Where did you go to school before?'
B 'In Liverpool.'
- 7 A 'What's wrong with your leg?'
B 'It's broken. I fell off my motorbike.'

Verb + preposition

4 ★ Circle the correct prepositions.

argue about / to

- | | |
|------------------------------|----------------------------|
| 1 wait for / on | 4 argue on / with |
| 2 agree about / for | 5 dream about / for |
| 3 participate at / in | |

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

about on to to to with

My mother loves listening to music.

- I usually agree _____ my best friend about most things.
- She's a great person to have in the team. You can always depend _____ her.
- I'm looking forward _____ seeing you next weekend.
- My brother always worries _____ exams.
- When I'm worried I sometimes talk _____ my aunt Alice.

6 ★ Complete the sentences with the phrases in the box.

agree about argue with ~~dream about~~
talk about worry about



I often dream about learning to fly a plane.

- If I'm staying out late, I phone my parents so they don't _____ me.
- We have the same taste in music so we always _____ which bands are the best.

3 I don't want to _____ that test. I know I did very badly in it.

4 When I _____ my father about politics he always wins because he knows more facts.

7 ★ Read what the people say and circle the correct phrase.

'Why does he want to climb that mountain? It's very dangerous. He might fall.'

look forward to / worry about

1 'I've got tickets for the concert on Saturday. It's going to be great.'

look forward to / wait for

2 A 'It was really interesting.'

B 'No it wasn't. It was really boring.'

agree about / argue about

3 A 'That book was really terrible.'

B 'Yes, you're absolutely right.'

agree with / argue with

4 'There's an athletics match tomorrow. I'm going to be in it because I'm in our school athletics team.'

participate in / worry about

5 'We need you in the team. We can't succeed without you.'

depend on / wait for

6 'Where is she? It's 4.15 and I got here at 4 pm. She's late!'

argue with / wait for

7 'I'd love to sail around the world in my own boat one day.'

dream about / listen to

8 ★ Complete the sentences for you.

1 I always look forward to the weekend.

2 My best friend and I sometimes argue about _____.

3 I enjoy participating in _____.

Grammar

Present simple

1 ★ Order the words to make questions.

go / you / often / do / How / cycling ?

How often do you go cycling?

1 get / you / angry / ever / Do ?

2 often / cook / How / dinner / do / you ?

3 do / school / usually / What / finish / you / time ?

4 before midnight / to sleep / you / go / usually / Do ?

5 your friends / sometimes / go / you / Do / with / dancing ?

Past simple

2 ★ Complete the sentences with the past simple form of the verbs in brackets.

I won (win) £20 in a writing competition at school.

1 Yesterday, we _____ (start) a new unit in our English lesson.

2 Clare _____ (arrive) late for school yesterday.

3 My mother _____ (study) science at university.

4 Christopher Nolan _____ (make) his first film in 1999.

5 He _____ (become) famous in 2008 with the film *The Dark Knight*.

6 She _____ (decide) to become a doctor after that.



used to

3 ★ Circle the correct words.

When we were young, we always ⁽¹⁾ used to go / go on holiday to my grandparents' house at the beach, but now we ⁽²⁾ used to like / like to go abroad. We always ⁽³⁾ used to go / go camping in France, to the same campsite every year. My parents ⁽⁴⁾ used to hate / hate camping, but they love it now. When we visited my grandparents, we always ⁽⁵⁾ used to travel / travel by train, but now we always ⁽⁶⁾ used to drive / drive to the campsite. It isn't quicker, but it's easier because we always ⁽⁷⁾ used to have / have a lot of things.

4 ★ Complete the questions with *used to* and the words in brackets.

Did you use to get (you / get) into trouble a lot when you were young?

1 _____ (people / spend) more time cooking 20 years ago?

2 What kind of music _____ (you / listen to) when you were a teenager, Grandma?

3 _____ (you / spend) a lot of time on the phone when you were a teenager, Grandma?

4 _____ (your brother / annoy) you when he was younger?

5 ★ Complete the dialogue with *used to* and the words in brackets.

Grandma I was born here 93 years ago. It ⁽¹⁾ used to be (be) much quieter here in those days. It was a village and there weren't many cars. Do you know, even the policeman ⁽²⁾ _____ (ride) a bike.

Ellie What ⁽³⁾ _____ (you / do) in your free time? ⁽⁴⁾ _____ (you / watch) TV?

Grandma Oh no, dear. We didn't have a television. But we sometimes ⁽⁵⁾ _____ (go) to the cinema in Brighton. They ⁽⁶⁾ _____ (show) lovely black and white films. Nice and romantic!

6 ★★

Complete the text with the correct form of the verbs in brackets. Use the present simple or *used to* + verb.



SHE'S SO LUCKY!

Lily Thompson is a millionaire. She ⁽¹⁾ lives (live) in a big flat in the centre of London. She ⁽²⁾ _____ (go) on holiday in the Caribbean every year. She ⁽³⁾ _____ (not drive) because she's got a driver and she doesn't need to work. But Lily's life ⁽⁴⁾ _____ (not be) like this. What ⁽⁵⁾ _____ (her life / be) like? Very different! She ⁽⁶⁾ _____ (work) in a café as a waitress. She ⁽⁷⁾ _____ (buy) cheap clothes and she ⁽⁸⁾ _____ (not go) abroad for her holidays. Her life changed forever when she won the lottery last year!

Subject and object questions

7 ★

Look at the questions. Write S if the question is a subject question with the verb in the affirmative form. Write O if the question is an object question with the verb in the question form.

Who ate the cake? S

- 1 Who did you see in the park? —
- 2 What did you buy at the shops? —
- 3 Who told you about the party? —
- 4 What do you usually have for breakfast? —
- 5 What makes you laugh? —

8 ★★

Tick the correct answer a) or b) for each question.

- Who did Gina smile at?
- a) Gina smiled at Ben. ☒
- b) Ben smiled at Gina. ☐
- 1 Who smiled at Gina?
- a) Gina smiled at Ben. ☐
- b) Ben smiled at Gina. ☐
- 2 Who phoned Anna?
- a) Anna phoned Liam. ☐
- b) Liam phoned Anna. ☐
- 3 Who did Anna phone?
- a) Anna phoned Liam. ☐
- b) Liam phoned Anna. ☐



9 ★★

Write subject or object questions using *who* or *what* for the underlined information.

Picasso painted *Guernica*.

Who painted *Guernica*? _____

Picasso painted *Guernica*.

What did Picasso paint? _____

1 Shakespeare wrote *Hamlet*. _____

2 Shakespeare wrote *Hamlet*. _____

3 Walt Disney created Mickey Mouse. _____

4 Walt Disney created Mickey Mouse. _____

5 Larry Page and Sergey Brin started Google. _____

6 Larry Page and Sergey Brin started Google. _____

Unit 1 Revision

Dictation

- 1  Listen and write the sentences.

1 _____

 2 _____

 3 _____

Error Correction

- 2 Correct the underlined errors. Rewrite the sentences.

He didn't went abroad during his gap year.

He didn't go abroad during his gap year.

- 1 Do sometimes you eat breakfast at school?

- 2 What used you to watch on TV, Grandma?

- 3 Who you miss most after you changed school?

- 3  Listen and check your answers.

Translation

- 4 Translate the corrected sentences from exercise 2 into your language.

1 _____

 2 _____

 3 _____

Unit 1 Grammar Check

- 5 Read the text and circle the correct answers.

When he was a young child, Ben Adams
 (1) ... surfing and skateboarding. He was also very interested in fashion and (2) ... his own surfing and skating clothes. When he was 15, he (3) ... a prize for



his T-shirt designs, and during the summer, he (4) ... for Fashion First in New York. At 16, he (5) ... out of school and started his own clothes company, Skate and Surf. He is now 17 and a millionaire. We interviewed him at his home in Malibu, California.

Q What (6) ... when you dropped out of school?

Ben My Mum was worried but my Dad wasn't.

Q What did your teachers think?

Ben They (7) ... about me. They wanted me to stay at school.

Q Did you (8) ... to get into trouble at school?

Ben Yes, I didn't (9) ... to listen to the teachers in any of my lessons, except PE.

Q What (10) ... when you left school?


Ben I missed being with my friends at first but now I've got new friends.

A

B

C

- | | | |
|------------------|--------------|------------------|
| 1 loves | <u>loved</u> | was loving |
| 2 used to design | design | use to design |
| 3 won | was winning | won |
| 4 used to work | was working | worked |
| 5 was dropping | used to drop | dropped |
| 6 did happen | happening | happened |
| 7 used to worry | worry | worried |
| 8 use | used | usually |
| 9 use | used | usually |
| 10 did you miss | you missed | used you to miss |

- 6  Listen and check your answers.

Cumulative Grammar



1 Circle the correct words to complete the text.

Bethany Hamilton

Bethany Hamilton was born in Hawaii in 1990 and ⁽¹⁾ **grew up / was growing up** near the ocean. When she was a child, Bethany ⁽²⁾ **used to spend / spends** all her time in the water and she learnt to surf before she could walk. By the time Bethany was 13, she was the world's number two under-eighteen surfer and she



⁽³⁾ **was planning / is planning** to become a professional. Then at the age of 13, Bethany's life ⁽⁴⁾ **changed / used to change** forever. She ⁽⁵⁾ **surfing / was surfing** off the Hawaiian island

of Kauai with her friend Alana Blanchard and Alana's brother and father. Bethany ⁽⁶⁾ **was lying / is lying** on her surfboard with her arms hanging in the water when a shark ⁽⁷⁾ **attacked / was attacking** her.

It ⁽⁸⁾ **used to pull / pulled** her left arm off just under her shoulder. Her friends helped her get back to the shore, but Bethany ⁽⁹⁾ **lost / was losing** a lot of blood. She ⁽¹⁰⁾ **was / is** lucky to be alive today.

But Bethany ⁽¹¹⁾ **didn't stop / doesn't stop** surfing. Just one year after the attack, she ⁽¹²⁾ **was starting / started** competing again. Today Bethany ⁽¹³⁾ **surfing / surfs** in world championships. She ⁽¹⁴⁾ **wrote / writes** about the shark attack in a book, *Soul Surfer*, in 2004, and there's also a film of the book. She played herself in *Dolphin Tale 2*, released in 2014, a film about a baby dolphin.

Crystal Clear Facts

Shark attacks are very rare. In 1996, 43,000 Americans suffered toilet-related injuries while sharks injured just 13.



My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use the present simple to talk about present facts, habits and routines. ☐

I can use the past simple to talk about events in the past. ☐

I can use *used to* to talk about past habits and states. ☐

I can use subject and object questions to ask about who and what. ☐

Vocabulary

Literary genres

- 1 ★ Find eight literary genres in the wordsquare.

Y	P	O	E	T	R	Y	T	B	E	A
C	R	I	M	E	P	D	H	I	X	D
L	D	N	N	W	E	C	R	O	M	V
V	V	P	O	C	A	M	I	G	Y	E
I	F	G	P	T	Y	E	L	R	H	N
I	A	E	L	A	K	W	L	A	X	T
C	N	U	A	O	B	H	E	P	B	U
O	T	R	Y	L	Y	N	R	H	M	R
M	A	Z	T	C	C	V	K	Y	C	E
I	S	H	R	Z	J	Z	V	O	D	D
C	Y	C	Y	I	R	L	U	P	Q	V

- 2 ★ Order the letter to make words.

nafatys	<u>fantasy</u>
1 trosh trosy	_____
2 onn-icfinot	_____
3 ecesnic-nitifoc	_____
4 lisarichot	_____
oncitif	_____
5 cantimor velon	_____
6 byagarputoiho	_____

- 3 ★ Read the descriptions and circle the correct words.

The pictures are really funny. I buy it every week.

comic / play

- 1 I love the work of Pablo Neruda. He says everything in just 20 or 30 lines.
poetry / non-fiction
- 2 The explorer travels to the North Pole – all alone!
adventure / romantic fiction

- 3 A woman travels to Mars and makes friends with aliens.

historical fiction / science-fiction

- 4 A man is running away from the police. They say he is a criminal but we know he is innocent. It's really exciting.

poetry / thriller

- 5 Prince Waldron fights the giants and tries to get back the magic sword.

autobiography / fantasy

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

adventure autobiography
historical fiction non-fiction
romantic fiction ~~short story~~

It's a short story about a man whose life changes when he meets someone at an airport. It's only 25 pages long.

- 1 He mostly reads _____. He especially likes books about art.
- 2 The last _____ story I read was about a man who is in a plane crash in the Brazilian jungle. He gets bitten by a snake and nearly dies.
- 3 My favourite _____ is by a famous singer. She writes about her life really well.
- 4 A lot of _____ has the same story. A woman meets a man and they fall in love.
- 5 This _____ novel is set in 1492 and tells the story of a young boy working on Columbus' ship the *Pinta*.

Compound nouns

- 5 ★ Match 1–6 with a–f to make compound nouns.

- | | |
|-------------|------------|
| 1 book | a) holiday |
| 2 computer | b) letter |
| 3 love | c) message |
| 4 secondary | d) program |
| 5 school | e) school |
| 6 text | f) shop |

- 6 ★ Match the words in the box with the words below to make compound nouns.

book card deal library
life novel press seller

- audio book
1 best-
2 graphic
3 popular
4 public
5 book
6 social
7 post

- 8 ★ Complete the sentences with the compound nouns in the box.

bookshop book deal popular press
public library secondary-school
text message

In Britain, children start secondary school at the age of 11.

- Please send me a _____ when you arrive in Brazil.
- I don't want to buy that book. I'm going to borrow it from the _____.
- If you are interested in stories about film stars and their love lives, read the _____!
- I need to go to the _____ to buy a dictionary for English this year.
- She wrote a thriller and immediately got a _____ with the biggest publishers in New York.

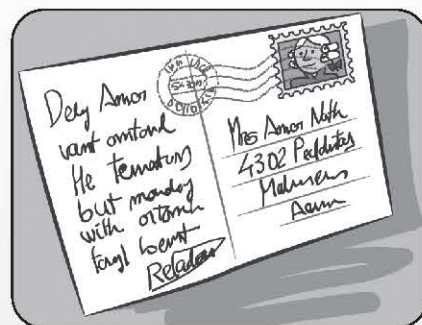
- 7 ★ Look at the pictures and circle the correct words.



graphic novel / text message



1 love letters / text message



2 school holiday / postcard



3 book deal / graphic novel



4 social life / popular press



5 audiobook / best-seller

Grammar

Past simple and past continuous

- 1 ★ Match the rules 1–3 with example sentences a–c.

- 1 We use the past simple to describe a completed action or series of actions. ☐
 - 2 We use the past continuous to describe an action in progress in the past, often interrupted by another action. ☐
 - 3 We use the past continuous to talk about finished past states that lasted some time. ☐
- a) I saw Pedro while I **was waiting** for James.
 b) I **phoned** Maria yesterday.
 c) I was born in India. My parents **were living** there.

- 2 ★ Complete the sentences with *when* or *while*.

_____ *When* _____ you called, I was having a bath.

- 1 _____ she was listening to the radio, the doorbell rang.
- 2 _____ she arrived, he was writing poetry.
- 3 J.K. Rowling had to look after her baby _____ she was writing the first Harry Potter book.

- 3 ★ Circle the correct words.

Luke **sat** / **was sitting** in the bath when he heard a loud noise.

- 1 While he **got** / **was getting** out of the bath, all the lights **went** / **were going** out.
- 2 While he **put** / **was putting** on his clothes, something **jumped** / **was jumping** through the bathroom window.
- 3 Luke **screamed** / **was screaming** and **ran** / **was running** out of the room.
- 4 He **looked** / **was looking** for a torch in the kitchen when he **felt** / **was feeling** something warm and soft near his feet.
- 5 Luke **started** / **was starting** to laugh because he **realized** / **was realizing** it was the neighbour's cat.

- 4 ★ Complete the questions for these answers. Use the past simple or past continuous form of the verbs.

I found an interesting book in the library.
 What did you find in the library?

- 1 I started reading it yesterday afternoon.
 When _____ it?
- 2 I was thinking about the film when Adam arrived. What _____ when Adam arrived?
- 3 Sam was talking to his friend Anita.
 Who _____?
- 4 I lived there for more than two years.
 How long _____ there?

- 5 ★ Complete the text with the past simple or past continuous form of the verbs in brackets.



Last night Dave ⁽¹⁾ was watching (watch) TV when he suddenly saw his friend Jason on the screen. 'Jason McDermot ⁽²⁾ _____ (stop) two thieves today outside Alpha Bank in King Street,' the presenter said. 'How ⁽³⁾ _____ (you / stop) them, Jason?' 'I ⁽⁴⁾ _____ (ride) my bike on the pavement outside the bank when two men ran out of it,' Jason answered. 'They ⁽⁵⁾ _____ (wear) masks but I knew they were bank robbers. I tried to stop but I ⁽⁶⁾ _____ (hit) them with my bike and we fell to the ground. When the police arrived, they arrested the two men.' 'What ⁽⁷⁾ _____ (the police / say) to you, Jason?' the presenter asked. 'They were very angry with me because I ⁽⁸⁾ _____ (cycle) on the pavement. In fact, I had to pay a fine of £20.'

Past perfect

- 6 ★ Read the sentences and number the actions a and b in the order they happened.



I had just started my homework when the phone rang.

- a) I started my homework.
b) The phone rang.

- 1 The film had already begun when we arrived at the cinema.

- a) We arrived at the cinema.
b) The film began.

- 2 I hadn't seen a Cervantes play until I went to Spain.

- a) I went to Spain.
b) I saw a Cervantes play.

- 3 Jen had written two books before she left school.

- a) Jen wrote two books.
b) Jen left school.

- 4 When we went back everything had changed.

- a) We went back.
b) Everything changed.

- 7 ★ Complete the sentences with the past perfect form of the verbs in brackets.

When we got there, she had left (leave).

- 1 When they got home, somebody _____ (break) their ground-floor window.
- 2 I _____ (not read) the book before I saw the film.
- 3 He _____ (not start) his book when the phone rang.
- 4 He _____ (write) a graphic novel before he turned 15.
- 5 The publishers made a book deal with her before she _____ (finish) writing the book.

- 8 ★ Circle the correct words.

Last week, I went to the cinema with my friend Josh. I had arranged to meet Josh at 8 pm so we could buy our tickets and some popcorn ⁽¹⁾ before / already the film. ⁽²⁾ After / By the time I left the house, I checked my watch and it was 7.30. I walked to the bus stop, but my bus didn't come for ages. ⁽³⁾ By the time / By then it arrived, it was 8 pm and I was late. At twenty past eight, Josh texted me to say that he had ⁽⁴⁾ after / already gone in because he didn't want to miss the beginning of the film. I finally got there at 8.30, but ⁽⁵⁾ by then / before the film had started and they wouldn't let me in. What a night!

- 9 ★ Complete the dialogues with the past simple or past perfect form of the verbs in brackets.

A Why did you get the later flight?

B The plane had left (leave) when we arrived (arrive) at the airport. We were late because of the traffic.

A ⁽¹⁾ _____ (you / do) a lot of work when your computer ⁽²⁾ _____ (crash)?

B Yes, I ⁽³⁾ _____ (lose) my homework when the electricity ⁽⁴⁾ _____ (go) off.

A ⁽⁵⁾ _____ (you / see) that film last night?

B No, my parents ⁽⁶⁾ _____ (already / start) to watch another programme and they ⁽⁷⁾ _____ (not let) me watch it. ⁽⁸⁾ _____ (be) it good?

A It was OK, but after I ⁽⁹⁾ _____ (watch) half of the film, I ⁽¹⁰⁾ _____ (realize) I had seen it before on a plane.

Unit 2 Revision

Dictation

- 1  Listen and write the sentences.

1 _____

 2 _____

 3 _____

Error Correction

- 2 Correct the underlined errors. Rewrite the sentences.

I didn't listening while you were speaking.

I wasn't listening while you were speaking.

- 1 He was hating the popular press all his life.

- 2 What were you doing while we chose books?

- 3 By the time he was 15, he designed a computer program.

- 3  Listen and check your answers.

Translation

- 4 Translate the corrected sentences from exercise 2 into your language.

1 _____

 2 _____

 3 _____


Unit 2 Grammar Check

- 5 Read the text and circle the correct answers.



Mary Shelley ⁽¹⁾ ... writing *Frankenstein* in 1816 when she was 18 years old. She and her future husband, the poet Percy Bysshe Shelley, ⁽²⁾ ... in Switzerland with Lord Byron, near Lake Geneva. Before they got there, they ⁽³⁾ ... a holiday with a lot of outdoor activities. But that summer it ⁽⁴⁾ ... almost every day and the group ⁽⁵⁾ ... much time outside. Instead, they ⁽⁶⁾ ... inside and ⁽⁷⁾ ... ghost stories. Mary got the idea for her story while she ⁽⁸⁾ ... It was a horror story about a scientist called Victor Frankenstein and his problems with the monster which he ⁽⁹⁾ ... from the body parts of dead people and animals. The book was published anonymously in 1818. It ⁽¹⁰⁾ ... good reviews when it first came out but it still became a best-seller.

A	B	C
1 was starting	<u>started</u>	starts
2 stayed	were staying	had stayed
3 had planned	plan	are planning
4 rained	was raining	had rained
5 weren't spending	hadn't spent	didn't spend
6 stayed	were staying	had stayed
7 were writing	wrote	had written
8 dreamt	had dreamt	was dreaming
9 did make	had made	was making
10 wasn't getting	didn't get	hadn't got

- 6  Listen and check your answers.

Cumulative Grammar



- 1 Circle the correct words to complete the dialogue.

An interview with an author

Q When ⁽¹⁾ *were you writing / did you write* your first novel, Stephen?

A Three years ago when I was 17. I ⁽²⁾ *dropped / had dropped* out of school and I was living with my brother in London. I didn't have any money and I ⁽³⁾ *used to stay / stayed* in bed all day. One morning I ⁽⁴⁾ *lay / was lying* in bed when I got the idea for a book. It was a crime story.

Q So what ⁽⁵⁾ *did you do / did you* with this idea?

A I ⁽⁶⁾ *got / was getting* out of bed immediately and wrote down all my ideas. The ideas were coming to me very fast. I didn't use a computer because my brother ⁽⁷⁾ *was taking / had taken* his with him. It was difficult writing fast.

Q ⁽⁸⁾ *Were you starting / Did you start* writing the book that day?

A No, I ⁽⁹⁾ *didn't / wasn't*. I ⁽¹⁰⁾ *already decided / have already decided* on the title – *A Poisoned Smile*. But that day, I just began the plan for the book. I always ⁽¹¹⁾ *am writing / write* a detailed plan before I start writing the book itself.

Q Who ⁽¹²⁾ *did you help / helped you* with your writing?

A My brother, Martin ⁽¹³⁾ *read / was reading* every chapter and gave me his opinion. His advice was very good. I'm very grateful to him.

Q What things ⁽¹⁴⁾ *do you help / help you* in your work?

A I have a study now with a view of the sea. It keeps me calm.



Crystal Clear Facts

The UK publishes more books per person than any other country: over 20 new books were published every hour during 2014.

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use the past simple to talk about completed actions in the past. ☐

I can use the past continuous to talk about actions that were in progress in the past. ☐

I can use the past continuous to talk about finished past states that lasted some time. ☐

I can use the past perfect to talk about an event that happened before a later event in the past. ☐

3

Save the planet

Reference & skills

Grammar Reference, page 70

Grammar Practice, page 71

Vocabulary Reference, page 86

Vocabulary

Saving environmental resources

- 1 ★ Find five environment phrases in the word cloud.



- 1 install solar panels
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- 2 ★ Circle the correct words.

install / recycle solar panels

- 1 compost / mend old clothes
- 2 ride / recycle a bike
- 3 use / save water
- 4 install / share car journeys
- 5 turn off / insulate lights
- 6 use / turn off rechargeable batteries

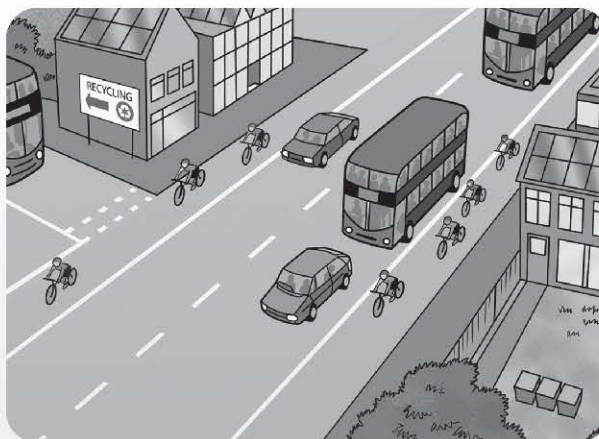
- 3 ★ Match the instructions with the sentences.

- | | |
|----------------------------|--|
| 1 Turn off lights. | a) Don't throw them away. |
| 2 Compost your food waste. | b) It's good for your health and for the planet. |
| 3 Mend your old clothes. | c) It's very good for the garden. |
| 4 Insulate windows. | d) We need to save electricity. |
| 5 Turn off the tap. | e) We need to save water. |
| 6 Ride a bike. | f) You'll save on central heating. |

- 4 ★ Complete the text with the phrases in the box.

install solar panels recycle packaging
share car journeys ~~travel by public~~
~~transport~~ use rechargeable batteries

People should stop driving their cars everywhere and start to ⁽¹⁾ travel by public transport. It will reduce carbon emissions. And if they want to use a car, they should ⁽²⁾ _____ with people who work in the same place. We should all ⁽³⁾ _____ in our cameras and phones. And in houses which get a lot of sun on the roof, it's a good idea to ⁽⁴⁾ _____. Finally, we shouldn't throw away so much paper, plastic and glass. We need to ⁽⁵⁾ _____.



Prefixes

- 5 ★ Find seven verbs with the prefixes *mis-*, *re-*, *under-* and *over-* in the wordsquare.

M	I	S	P	L	A	C	E	T	R	M
Z	H	G	L	X	E	M	R	K	D	L
S	I	E	K	J	E	W	I	T	O	G
I	R	E	C	Y	C	L	E	W	V	P
B	B	Y	O	V	M	E	E	S	E	R
K	F	F	K	F	O	G	F	X	R	U
U	N	D	E	R	C	O	O	K	C	J
N	Z	W	G	X	J	C	T	N	R	D
U	N	D	E	R	U	S	E	A	O	Z
O	V	E	R	E	A	T	E	A	W	K
R	E	P	L	A	C	E	P	G	D	B

- 6 ★ Circle the correct prefix to make words with prefixes. Write the words.

- mis / re + inform misinform
 1 over / mis + populate _____
 2 over / re + play _____
 3 under / mis + estimate _____
 4 re / under + organize _____
 5 re / mis + understand _____
 6 under / mis + pay _____

- 7 ★ Match the definitions with the words in the box.

misinform misplace ~~overpopulate~~ replace
 underestimate underpay underuse

- have too many people living in a place overpopulate
 1 pay someone too little for the work they do _____
 2 tell someone something that isn't true or correct _____
 3 get rid of something and put a new one in its place _____
 4 not use something enough _____
 5 not be able to find something _____
 6 think that something is less important or smaller than it actually is _____

- 8 ★★ Complete the sentences using the words in the box.

misplace misunderstand ~~recycle~~
 reorganize replace replay underpay

Don't throw those bottles away.

Recycle them.

- 1 I explained very clearly. Why did they _____ me?
 2 I broke my mother's favourite vase. I need to _____ it with a new one.
 3 Can you _____ that part of the film again? I couldn't hear what the people said.
 4 The money is bad at that company. They always _____ their workers.
 5 I need to _____ my wardrobe. I can't find anything.
 6 I don't often lose things so I hate it when I _____ something.



Grammar

Present perfect

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

2013 fifteen days four weeks I met you
last summer last weekend November
two years

for	since
	2013

- 2 ★ Complete the sentences with the present perfect form of the verb in brackets. Circle *for* or *since*.

Michael has worked (work) here **for** / **since** 2010.

- I _____ (not see) a good film **for** / **since** I saw *The Karate Kid*.
- We _____ (know) each other **for** / **since** we were at primary school.
- There _____ (be) life on earth **for** / **since** millions of years.
- The European Union _____ (exist) **for** / **since** 1993.
- Kate _____ (have) a driving licence **for** / **since** she was 17.
- You _____ (feel) ill with that cough **for** / **since** two weeks.

- 3 ★ Write questions with *How long*.

you / have / a compost bin?

How long have you had a compost bin?

- she / live / in this place?

- you / be / interested in environmental issues?

- he / work / at the recycling centre?

- they / had / solar panels?

Present perfect and past simple

- 4 ★ Match 1–2 with a–b to make rules.

- We use the past simple to talk about ☐
 - We use the present perfect to talk about ☐
- a) experiences or actions in the past when we don't mention the exact time.
b) completed actions at a definite time in the past.

- 5 ★ Circle the correct words.

I've made / **I made** pancakes yesterday.

- Have you found / Did you find your glasses yet?
- When have you got / did you get here?
- We've already bought / We already bought food for the picnic.
- Who have you danced / did you dance with at the party?
- Oh, no! Somebody has stolen / stole my mobile phone.

- 6 ★ Complete the dialogues using the present perfect or past simple form of the verbs in brackets.

Martin Do you know Carmen's sister?

Rob I ⁽¹⁾ have seen (see) her at the gym a few times but I ⁽²⁾ _____ (never / speak) to her. What about you? ⁽³⁾ _____ (you / ever / speak) to her?

Martin Yes. I ⁽⁴⁾ _____ (meet) her at a party two weeks ago. We ⁽⁵⁾ _____ (dance) together.

Emily ⁽⁶⁾ _____ (you / ever / be) to Rome?

Nick Yes, I ⁽⁷⁾ _____ (go) there on holiday last year.

Emily ⁽⁸⁾ _____ (you / have) fun?

Nick Yes, it ⁽⁹⁾ _____ (be) a brilliant holiday.

Time expressions with the present perfect

7 ★ Look at the pictures and write sentences with *just* + present perfect.



she / win the race

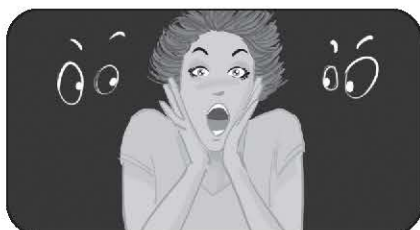
She has just won the race.



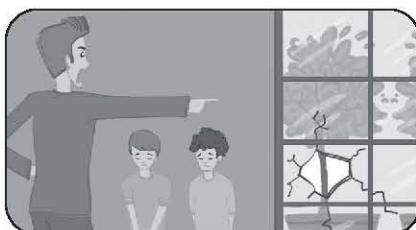
1 I / finish this book



2 it / start to rain



3 she / see a ghost



4 there / be an accident



5 they / have their breakfast

8 ★ Complete the rules with *still*, *yet* and *already*.

- We use _____ in affirmative sentences. It goes before the main verb.
- We use _____ in negative sentences and questions. It goes at the end of the sentence.
- We use _____ in negative sentences. It goes before the auxiliary verb.

9 ★ Circle the correct words.

You've still / already told me that twice!

- I haven't done the exercise **yet** / **still**.
- She has **already** / **still** put the leaves in the compost bin.
- Have you recharged those batteries **still** / **yet**?
- You **still** / **already** haven't given me the tickets.

10 ★ Write sentences using the present perfect.

Tim / already / leave ?

Has Tim already left?

1 Peter / not find / his keys / yet.

2 she / still / not write / to me.

3 you / make / the dinner / yet?

4 he / already / sort / the rubbish.

11 ★ You and a friend are planning a cycling holiday. Write questions using *yet* and answers using *already*, *still* and *yet*.

buy the maps

Q: Have you bought the maps yet?

A: (already) Yes, I've already bought them.

1 plan the route

Q: _____

A: (still) _____

2 choose the campsites

Q: _____

A: (yet) _____

3 check the bicycle lights

Q: _____

A: (already) _____

Unit 3 Revision

Dictation

- 1  Listen and write the sentences.

1 _____
 2 _____
 3 _____

Error Correction

- 2 Correct the underlined errors. Rewrite the sentences.

Since last year we reduced our rubbish by 50 per cent.

Since last year we've reduced our rubbish by 50 per cent.

- 1 Last summer, they've decided to use public transport.

- 2 How long did you have these light bulbs?

- 3 She still didn't buy a bike to get to work.

- 3  Listen and check your answers.

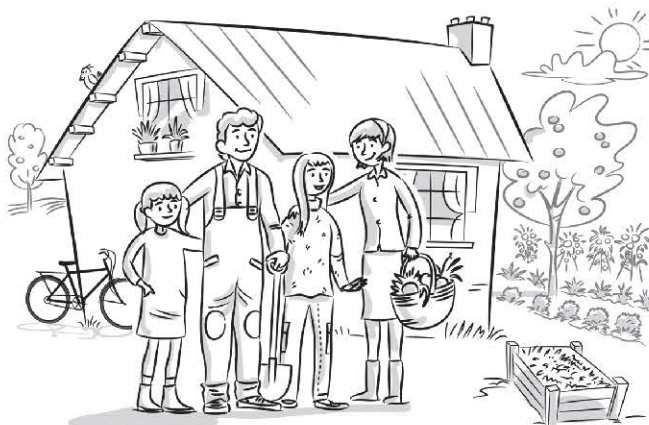
Translation

- 4 Translate the corrected sentences from exercise 2 into your language.

1 _____
 2 _____
 3 _____


Unit 3 Grammar Check

- 5 Read the text and circle the correct answers.



Two years ago my family ⁽¹⁾ ... to do something for the environment. First, we ⁽²⁾ ... taking our own shopping bags to the supermarket so we ⁽³⁾ ... to use the supermarket's plastic bags. Then we ⁽⁴⁾ ... a compost heap in the garden for our food waste. My parents ⁽⁵⁾ ... their bikes to work for years but to be even greener, they ⁽⁶⁾ ... their car. We ⁽⁷⁾ ... put solar panels on our roof, but we will soon. I haven't bought any new clothes ⁽⁸⁾ ... a year, but last week I ⁽⁹⁾ ... half my clothes with a friend who's the same size as me. And since the beginning of the year my sister and I ⁽¹⁰⁾ ... at an environmental group.

A	B	C
1 <u>decided</u>	has decided	were deciding
2 start	started	have started
3 aren't needing	haven't needed	didn't need
4 were building	built	have built
5 were riding	have ridden	rode
6 have just sold	were just selling	did just sell
7 yet haven't	still haven't	just didn't
8 since	for	yet
9 was swapping	have swapped	swapped
10 were helping	helped	have helped

- 6  Listen and check your answers.

Cumulative Grammar



- 1 Circle the correct words to complete the text.

Plastic rubbish in the oceans

The United Nations Environment Programme ⁽¹⁾ **has calculated / calculated** that there are 13,000 pieces of plastic rubbish per square kilometre in the world's oceans. Last year rubbish ⁽²⁾ **has killed / killed** one million seabirds and 100,000 sea mammals. ⁽³⁾ **For / Since** the past ten years, scientists have found more and more cigarette lighters and toothbrushes inside the stomachs of dead seabirds. Seabirds ⁽⁴⁾ **had eaten / eat** these things because they think they are food.

Charles Moore, an American oceanographer, ⁽⁵⁾ **believes / is believing** there are now 100 million tonnes of plastic rubbish in the Pacific Ocean. In 1997, while he ⁽⁶⁾ **sailed / was sailing** from Los Angeles to Hawaii in a yacht race, he found himself in a huge area of rubbish. 'I ⁽⁷⁾ **was moving / have moved** through rubbish for a week,' he said. ⁽⁸⁾ **Since / For** that moment, he has been an environmental activist.

The problem is that modern plastics aren't biodegradable. Plastic that got into the ocean 50 years ago ⁽⁹⁾ **still / yet** hasn't degraded. The problem in the Mediterranean is very serious too. In a recent study of dead turtles off the coast of Spain, 75% of them ⁽¹⁰⁾ **have swallowed / were swallowing** plastic bags because they look like jellyfish, the favourite food of these endangered animals. So what things ⁽¹¹⁾ **do people throw / throw people** away? Plastic bags, bottles, containers, golf balls, plates, knives, forks, toothbrushes, helmets, beach toys, syringes and fishing things is the short answer. And who ⁽¹²⁾ **does throw / throws** all this stuff away? We don't know, but please make sure it's not you.



Crystal Clear Facts

Plastic can take up to 500 years to decompose.

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use the present perfect to talk about things that happened at an unspecified time in the past. ☐

I can use *for* and *since* to talk about how long things have been happening. ☐

I can use time expressions with the present perfect to talk about how long things ago things happened. ☐

4

Fashion world

Reference & skills

Grammar Reference, page 72

Grammar Practice, page 73

Vocabulary Reference, page 87

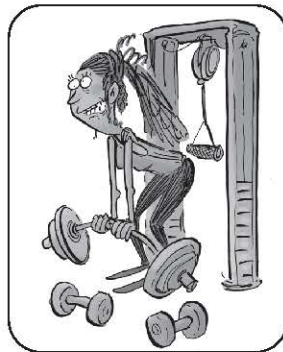
Vocabulary

Style adjectives

- 1 ★ Look at the pictures and complete the adjectives with vowels.



t _ i _ ght



1 s p _ rty



2 l _ _ _ s _



3 _ l d -
f _ sh _ _ n _ d

- 2 ★ Match 1-9 with a-i to make adjectives.

- | | |
|--------|--------------|
| 1 cas | a) ventional |
| 2 col | b) ractical |
| 3 com | c) dy |
| 4 con | d) forttable |
| 5 fash | e) ual |
| 6 for | f) orous |
| 7 glam | g) ionable |
| 8 imp | h) ourful |
| 9 tren | i) mal |

- 3 ★ Circle the correct words.

She's very interested in fashion. All her clothes are very fashionable / old-fashioned.

- Those jeans are too loose / tight. She needs a bigger size.
- He's very casual / formal. He even wears a tie at weekends.
- You can walk all day in these shoes. They are really impractical / comfortable.
- His shirt was covered in big blue, red, green and yellow flowers. It was very colourful / sporty.
- These shoes are one size too big. They are too loose / tight for me.

- 4 ★ Match the descriptions with the words in the box.

casual conventional glamorous
impractical sporty trendy

He works at a gym so he often wears a T-shirt, shorts and trainers. sporty

- She was wearing a long silk dress and diamond earrings. She looked like a film star. _____
- My father always wears a suit with a white shirt and a blue tie. He works in a bank. _____
- She was wearing a long skirt and high heels on her bike. _____
- She's always very fashionable. Today she's wearing denim shorts with suede ankle boots. _____
- Adam is the guy in jeans and a pale blue sweater. _____

Phrasal verbs: clothes

- 5 ★ Look at the pictures and order the letters to make phrasal verbs.



tup no
_____ *put on* _____



1 evig yawa



2 worth yaaw



3 teg toni



4 kate fof



5 upt waya

- 6 ★ Circle the correct words.

I need to **go with** / **look for** a new top to wear to Jodie's party.

- Why don't you **try on** / **wear out** these jeans? I think they would suit you.
- My room is a mess! I need to **look for** / **pick up** all these clothes on the floor.

- These boots are so well made that it takes years to **wear them out** / **try them on**.
- I'm not sure if the blue shoes **go with** / **look for** your black jacket.
- You can ask the shop assistant to **pick up** / **pick out** a nice dress if you're not sure what suits you.

- 7 ★ Match the responses a–f with the sentences 1–6.

- It's cold.
 - Do you think this jumper will fit me?
 - It's hot in here.
 - Do you like my jumper?
 - This jumper has got holes in it.
 - I want a cashmere jumper.
- Take your jumper off.
 - Throw it away.
 - Put your jumper on.
 - Try it on.
 - Try to pick one up in the sales.
 - Yes, it goes well with your jeans.

c

- 8 ★ Complete the sentences with the phrasal verbs in the box.

get into give away look for
pick out put away wear out

Let's go shopping. I need to look for a new jacket.

- If you don't like those clothes any more, _____ them _____.
Charity shops always want clothes to sell.
- Can I _____ some earrings for you to wear with that dress?
- Do you get rid of your clothes when you're bored with them or do you keep them until you _____ them _____?
- I will have to buy some bigger clothes. I can't _____ this dress any more.
- There are clothes all over the floor. Can you _____ them _____?

Relative clauses

1 ★ Circle the correct words.

Mary Quant was a fashion designer **which** / **who** became famous in the sixties.

- The 1960s was the time **where** / **when** miniskirts first became fashionable.
- The shop **which** / **where** I bought this jacket is in Oxford Street.
- Why don't you wear those shoes **that** / **who** you bought last week?
- Let's go to that museum **who** / **which** has antique clothes.

2 ★ Complete the sentences with *who*, *which*, *when* or *where*.

My friend's got a cat which loves watching TV.

- That's the girl _____ smiled at you in the park.
- Do you remember that day _____ we both wore the same clothes?
- Can I see the dress _____ you wore to the party?
- Let's go to that shop _____ you got your jacket.

3 ★ Join the sentences using *who*, *which*, *where* or *when*.

I've got some fashion magazines. They're from the sixties.

I've got some fashion magazines which are from the sixties.

- There's a man outside. He wants to see you.

- There's a shop in town. You can get trainers for £5.

- I can't wait for the summer. We can wear sandals.

- I've got a dress of my grandmother's. It looks great on me.

4 ★ Complete the text using *which*, *who*, *where* or *when*.

A friend of mine ⁽¹⁾ who is studying fashion recently had to design clothes from unusual materials. One material ⁽²⁾ _____ she used was plastic rubbish bags. There were other students on her course ⁽³⁾ _____ made amazing clothes out of newspaper. My friend asked me to wear one of her dresses on the day ⁽⁴⁾ _____ her teachers were coming to see her work. When I arrived my friend took me to the back ⁽⁵⁾ _____ there was a changing room. I put on the plastic dress ⁽⁶⁾ _____ she had made. I enjoyed the event, but the best bit was ⁽⁷⁾ _____ I took off the dress. It looked great but it was very hot under those bright lights!

some / any / no compounds

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

affirmative	negative	questions
-------------	----------	-----------

- We use compounds with *some* and *no* with _____ verbs.
- We use compounds with *any* with _____ verbs and in _____.

6 ★ Circle the correct words.

I'd like **something** / **someone** to eat. I'm really hungry!

- I think St Petersburg is a city **somewhere** / **someone** in Russia.
- My town is OK but there's **nothing** / **nowhere** to go in the evenings.
- My best friend is **someone** / **something** from my primary school.
- Do you like to stay **something** / **somewhere** with a pool when you go on holiday?
- You should wear **something** / **somewhere** warm in Moscow in winter.
- There isn't **anyone** / **someone** outside.

7 Complete the dialogue with the correct *some, no* or *any* compounds.

- Eva Is there ⁽¹⁾ anywhere to buy a present for my parents?
- Kate What sort of thing do you want?
- Eva ⁽²⁾ _____ nice for the house, I think.
- Kate You can't get ⁽³⁾ _____ nice in this area, but there's a nice shop for kitchen things on Fulham Road. I bought ⁽⁴⁾ _____ there last week.
- Eva Really? What was it?
- Kate ⁽⁵⁾ _____ very exciting. It was just something cheap and useful.
- Eva What?
- Kate It was ⁽⁶⁾ _____ to keep food in, in the fridge. A plastic container.
- Eva Oh. Have they got ⁽⁷⁾ _____ more interesting than plastic food containers in this shop?
- Kate Yes. They've got lovely plates and bowls.

The future

8 Match 1–4 with a–d to make rules.

- | | |
|--|--|
| 1 We use the present continuous | <input checked="" type="checkbox"/> b |
| 2 We use be going to | <input type="checkbox"/> |
| 3 We use will | <input type="checkbox"/> |
| 4 We use might | <input type="checkbox"/> |
- a) to make a future prediction.
- b) to talk about a definite arrangement in the future.
- c) to talk about a future possibility.
- d) to make a future prediction based on present evidence or to talk about a future intention.

9 Circle the correct words.

- Lydia Bye, Izzy. I'm leaving now for my interview in London.
- Izzy How ⁽¹⁾ **might you get** / **are you getting** to the station?

- Lydia Ben said he would drive me but I'm not sure how ⁽²⁾ **I'm getting** / **I'll get** back home at the end of the day. ⁽³⁾ **I'm getting** / **I might get** the bus.
- Izzy I'm not ⁽⁴⁾ **doing** / **going to do** anything this evening. ⁽⁵⁾ **I'll pick** / **I'm picking** you up at the station, if you like.
- Lydia Thanks, Izzy! That would be great.
- Izzy So what time are you ⁽⁶⁾ **going to arrive** / **arriving**?
- Lydia About 5.30 pm.
- Izzy OK. ⁽⁷⁾ **I'm going to** / **I'll be** there. And don't worry, ⁽⁸⁾ **I won't be** / **I'm not being** late.

10 Complete the dialogue with the correct form of the verbs in brackets. Use the present continuous, *be going to*, *will* or *might*.

- Alice Hi Tom! What ⁽¹⁾ are you doing (do) this weekend?
- Tom Hi Alice. I ⁽²⁾ _____ (see) an Italian film at Riverside Studios on Saturday. It's called *The Leopard*. Peter and Ellie ⁽³⁾ _____ (come) too.
- Alice Have you already bought the tickets?
- Tom Yes. Why? Would you like to come too?
- Alice I'd love to!
- Tom OK. I ⁽⁴⁾ _____ (buy) you a ticket too.
- Alice Great. What time does the film start?
- Tom Seven.
- Alice OK. I'll meet you there. I ⁽⁵⁾ _____ (be) about five minutes late. It depends on the traffic.
- Tom No problem.
- Alice ⁽⁶⁾ _____ (we all / go) straight home after the film? I know a really nice pizza place near the cinema.
- Tom That's a nice idea but I'd better check with Peter and Ellie first. They ⁽⁷⁾ _____ (not want) to go out for a pizza.
- Alice OK. We can decide on Saturday. Anyway, I ⁽⁸⁾ _____ (see) you at the cinema at seven o'clock. Bye Tom.
- Tom Bye.

Unit 4 Revision

Dictation

- 1  Listen and write the sentences.

1 _____

 2 _____

 3 _____

Error Correction

- 2 Correct the underlined errors. Rewrite the sentences.

Who's that girl which you smiled at you just now?

Who's that girl who smiled at you just now?

- 1 Can you remember that time where we tried on hats?

- 2 I know anyone who spends lots of money on clothes.

- 3 He's got his shorts on because he will play tennis later.

- 3  Listen and check your answers.

Translation

- 4 Translate the corrected sentences from exercise 2 into your language.

1 _____

 2 _____

 3 _____

Unit 4 Grammar Check

- 5 Read the text and circle the correct answers.



Lucy There's someone at the door.

Dan Don't answer it. It ⁽¹⁾ ... someone who wants to sell us something.

Lucy OK, I ⁽²⁾ ... out of the window.

Dan Don't let them see you looking.

Lucy Don't worry, I ⁽³⁾ ... let them see me.

Dan Can you see ⁽⁴⁾ ... ?

Lucy No. There's ⁽⁵⁾ ... there.

Dan Perhaps they're ⁽⁶⁾ ... in the garden. Or perhaps they've gone round the back of the house and they ⁽⁷⁾ ... at the back door.

Lucy Listen! Yes. There's ⁽⁸⁾ ... at the back door. It's a tall girl in a white skirt ⁽⁹⁾ ... too short for her.

Dan Oh, that's Marianne.

Lucy Why is she wearing a tiny white skirt in the middle of winter?

Dan Because she ⁽¹⁰⁾ ... tennis probably!

A	B	C
1 is	<u>might be</u>	is being
2 'm looking	look	'll look
3 'm not	won't	don't
4 someone	anyone	no one
5 someone	anyone	no one
6 anywhere	somewhere	nowhere
7 knocked	're going to knock	're knocking
8 someone	anyone	no one
9 when it's	it's	that's
10 's going to play	'll play	's playing

- 6  Listen and check your answers.

Cumulative Grammar



1 Circle the correct words to complete the text.

Beauty practices around the world

⁽¹⁾ **Anyone / Someone** who thinks our interest in fashion and beauty is new is mistaken. Beauty treatments and make-up have been around ⁽²⁾ **since / for** thousands of years. The ancient Egyptians ⁽³⁾ **used / were using** minerals to make coloured eye shadows and powders. And Queen Cleopatra ⁽⁴⁾ **was taking / used to take** baths in milk and honey.

⁽⁵⁾ **Everywhere / Anywhere** in the world people decorate their bodies and faces in order to look more beautiful. But there are quite a lot of things ⁽⁶⁾ **where / which** seem strange to us in the West. For example, in Kenya, Masai women ⁽⁷⁾ **think / are thinking** long ears are beautiful so they stretch their ears with heavy weights. A lot of beauty practices are painful. In China they ⁽⁸⁾ **have stopped / stopped** binding girls' feet now. Until the middle of the 20th century, older women ⁽⁹⁾ **were putting / used to put** tight cloth around the feet of three-year-old girls and break the bones in their feet so that they would have small feet. It ⁽¹⁰⁾ **hurt / was hurting** a lot and the girls grew up with deformed feet, unable to walk normally.

And what painful things ⁽¹¹⁾ **do we do / we do** in the West in the name of beauty? Well, ⁽¹²⁾ **I'm standing / I stand** outside a tattoo place at the moment and some people are inside. That's one painful beauty practice ⁽¹³⁾ **when / that** people are happy to pay for in the West. ⁽¹⁴⁾ **Will there be / Is there being** a time when people don't suffer to be beautiful? I don't think so!



Crystal Clear Facts

Although foot binding was officially banned in China in 1911, it continued in many rural areas until about 1939.



My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use relative pronouns to give information about people, things, time and places. ☐

I can use *some / any / no* compounds to talk about people, things and places. ☐

I can use *will* to make a future prediction. ☐

I can use *might* to talk about a future possibility. ☐

I can use *be going to* to make a future prediction based on present evidence or to talk about a future intention. ☐

I can use the present continuous to talk about a definite arrangement in the future. ☐

Vocabulary

The world of work

- 1 ★ Complete the words with vowels.

b _ o _ n _ u _ s

1 _ _ p p l _ _ c _ _ t _ _ _ n f _ _ r m

2 j _ _ b _ _ d v _ _ r t _ _ s _ _ m _ _ n t

3 p _ _ y r _ _ s _ _

4 _ _ x p _ _ n s _ _ s

5 p r _ _ m _ _ t _ _ _ n

6 w _ _ r k _ _ x p _ _ r _ _ _ n c _ _

- 2 ★ Order the letters to make work and money words.

ya sl ar

salary

1 p r e a n p h i s e c i t

2 n o n d i s t i c o

3 s n u b o

4 p i n s n o e

5 e s n i f t e b

6 l a w n e c o a l

7 c a r o t t e n

- 3 ★ Read the sentences about what happens when you get a job. Circle the correct words.

First, you see a job advertisement /
a pay rise.

- Then, you fill in an application form / a pension.
- You go to a bonus / an interview.
- If you get the job, they give you a contract / work experience.
- If you do well at your job, you might get conditions / a promotion.

- 4 ★ Circle the correct words.

I have to fill in my qualifications and experience on the job advertisement / application form.

- To be a plumber you have to do an apprenticeship / application form.
- As a waiter, his pay rise / salary isn't great but he gets tips.
- I'm really happy! My boss gave me a pay rise / benefits of £3,000 a year.
- When my mother travels for her job, she gets a daily apprenticeship / allowance for food, transport and accommodation.

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

benefits bonus ~~contract~~ pension
promotion work experience

I've got a new job. They've sent me the contract so now I must sign it and send it back.

- My grandfather has retired but he's got money for holidays because he gets a good _____.
- She gets £1,500 a month at the travel company but she gets a _____ if she sells lots of holidays.
- My cousin got a _____ last week. He's going to be Senior Sales Manager now.
- The salary isn't very good but the _____ are excellent. There are long holidays and free flights all around the world.
- I want to be a journalist so I'm doing _____ at a local newspaper.

Work verbs

6 ★ Circle the correct verbs.

have / sign an interview

- 1 claim / earn a salary
- 2 be / lose unemployed
- 3 lose / claim a job
- 4 be / have a full-time job
- 5 apply / sign for a job

7 ★ Complete the phrases with the words in the box.

claim fill in get get sign work

_____ get a job

- 1 _____ part-time
- 2 _____ expenses
- 3 _____ a pension
- 4 _____ an application form
- 5 _____ a contract

8 ★ Match the sentence beginnings 1–6 with the endings a–f.

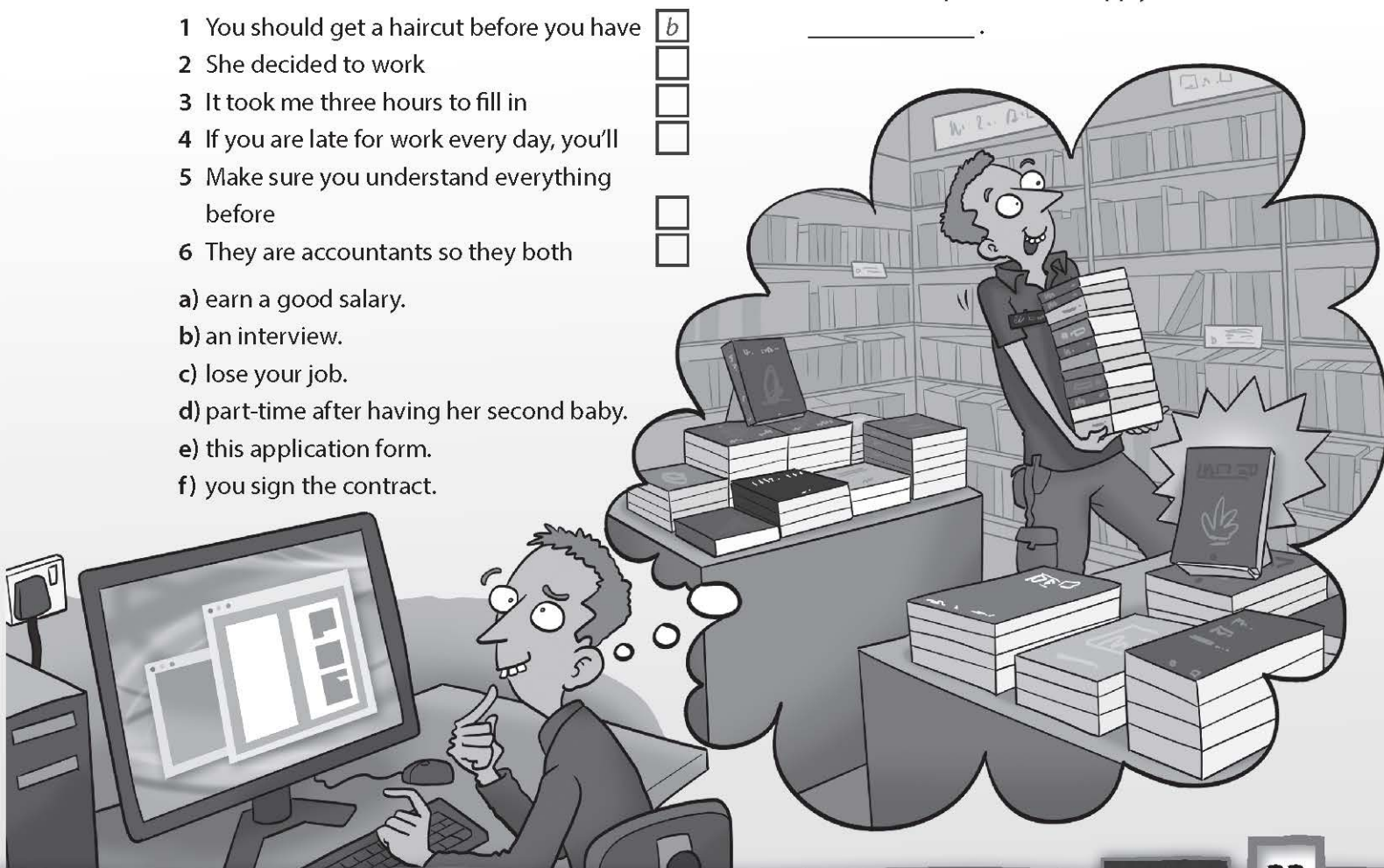
- 1 You should get a haircut before you have _____
 - 2 She decided to work _____
 - 3 It took me three hours to fill in _____
 - 4 If you are late for work every day, you'll _____
 - 5 Make sure you understand everything before _____
 - 6 They are accountants so they both _____
- a) earn a good salary.
b) an interview.
c) lose your job.
d) part-time after having her second baby.
e) this application form.
f) you sign the contract.

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

an interview contract full-time job
part-time pension salary unemployed

He was only working 12 hours a week but now he has a full-time job and works a 40-hour week.

- 1 You look really smart. Have you got _____?
- 2 It's difficult to find a job at the moment – more than two million people are _____.
- 3 When my aunt retires from the police force, she will get a good _____.
- 4 I'm free on Tuesday and Thursday afternoons because I work _____ now.
- 5 Here's a pen. Can you sign the _____, please?
- 6 She loves being a cook but she doesn't earn a very good _____.
- 7 They are looking for a shop assistant at the bookshop. You should apply for the _____.



The first and second conditional

- 1 ★ Circle the correct words to complete these first conditional sentences.

If you apply / will apply for this job, I'm sure you will get it.

- 1 I wear / will wear a suit if they give me an interview.
- 2 If I get an application form, do you help / will you help me fill it in?
- 3 He'll lose his job if he doesn't stop / won't stop being late for work.
- 4 If they offer / will offer her a job, will she take it?
- 5 You don't regret / won't regret it if you go and work for them.

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



If you work (work) hard, you will pass (pass) your exams.

- 1 If you _____ (not pass) your exams, you _____ (not get) a job.
- 2 If you _____ (get) a job, you _____ (earn) some money.
- 3 If you _____ (not earn) any money, you _____ (not have) enough money for a holiday.
- 4 If you _____ (not have) enough money for a holiday, we _____ (not be able) to go away.

- 3 ★ Order the words to make second conditional sentences.

£5000, / had / how / If / it / spend / would / you / you ?

If you had £5000, how would you spend it?

- 1 do / If / the president, / were / what / would / you / you ?

- 2 buy / a house / I / I'd / If / the lottery, / my parents / won .

- 3 buy / cost / didn't / I / If / one / so much, / those laptops / would !

- 4 ★ Complete the second conditional sentences with the correct form of the verbs in brackets.

If she knew (know) the answer, she would tell (tell) us.

- 1 He _____ (not be) so poor if he _____ (not waste) his money on designer clothes.
- 2 He _____ (not work) there if he _____ (can) get a job somewhere else.
- 3 If I _____ (have) enough money, I _____ (start) my own company.
- 4 You _____ (not like) it if you _____ (lose) your job.

- 5 ★ Match the sentence beginnings with the endings to make first or second conditional sentences.

- 1 If you don't apply for the job,
 - 2 If they offered him more money,
 - 3 What would you say
 - 4 If I forget,
 - 5 Will you ask for help
- a) if I offered you a job?
b) if you have a problem?
c) will you remind me, please?
d) would he stay in the job?
e) you won't get it.

e

6 **Complete the first and second conditional sentences in the dialogue.**

- Rose** Let's do the quiz in this magazine.
Lila No, I'm busy.
Rose Please? If you ⁽¹⁾ do (do) it with me, I ⁽²⁾ will help (help) you with your maths homework.
Lila Fine. It's a deal.
Rose Here's the first question. What ⁽³⁾ will you do (you do) if you ⁽⁴⁾ see (see) a ghost?
Lila That's ridiculous. I don't believe in ghosts. What's the next question?
Rose What ⁽⁵⁾ will you find (you do) if you ⁽⁶⁾ find (find) £500?
Lila I ⁽⁷⁾ will not keep (not keep) it. I think I ⁽⁸⁾ will take (take) it to the police.
Rose Me, too. Next question ...
Lila I don't want to do this quiz any more.
Rose If you ⁽⁹⁾ do not do (not do) it, I ⁽¹⁰⁾ will not help (not help) you with your homework. Remember the deal?
Lila I don't care. I'll do my homework without your help, thanks.

7 **Complete the sentences for you. Use the first or second conditional.**

If I had a magic carpet, I would fly to India to see the Taj Mahal.

- 1 If the weather is nice this weekend, _____
 2 If I won the lottery, _____

Gerunds and infinitives

8 **Circle the correct words.**

My sister really enjoys **to learn** / **learning** languages.

- 1 Have you finished **to read** / **reading** *War and Peace* yet?
 2 They've decided **to go** / **going** camping together.

- 3 Would you like **to see** / **seeing** my application form?
 4 What time did you finish **to tidy** / **tidying** your bedroom?

9 **Complete the sentences using the infinitive or gerund form of the verbs in brackets.**

- I can't afford to buy (buy) new shoes.
 1 Surfing (surf) the internet is fun but you can waste a lot of time.
 2 She doesn't want to move (move) house.
 3 Sleeping (sleep) takes up about one-third of our lives!
 4 I'm applying to join (join) the police force.

10 **Complete the text using the infinitive or gerund form of the verbs in brackets.**

Dear Kiera,
 I'm really looking forward to
⁽¹⁾ seeing (see) you next week.
 Have you finished ⁽²⁾ making (make) the costumes for your school play? I'd like
⁽³⁾ to help (help) with our school play too. I really enjoy ⁽⁴⁾ painting (paint) and I'm also learning ⁽⁵⁾ to make (make) things out of wood, so maybe I can apply
⁽⁶⁾ to help (help) with making the furniture and the stage set.
 Do you want ⁽⁷⁾ to come (come) and stay with us in August? Mum says she's happy
⁽⁸⁾ to pick (pick) you up.
 Anna

11 **Complete the sentences for you.**

- I really enjoy writing songs.
 1 One day I would like _____
 2 I am looking forward to _____
 3 At the moment I am learning _____

Unit 5 Revision

Dictation

- 1  Listen and write the sentences.

1 _____
 2 _____
 3 _____

Error Correction

- 2 Correct the underlined errors. Rewrite the sentences.

If you will work part-time, you won't earn a lot.

If you work part-time, you won't earn a lot.

- 1 She lose her job if she is late again.

- 2 If I knew the answer, I would told you.

- 3 Are you looking forward to get your promotion?

- 3  Listen and check your answers.

Translation

- 4 Translate the corrected sentences from exercise 2 into your language.

1 _____
 2 _____
 3 _____

Unit 5 Grammar Check

- 5 Read the text and circle the correct answers.



I am looking forward to ⁽¹⁾ ... school. I've applied ⁽²⁾ ... to university in California. If I got a scholarship, my parents ⁽³⁾ ... have to pay the fees but they still couldn't afford ⁽⁴⁾ ... all my living costs there. So, if they ⁽⁵⁾ ... me a place, I'll need to get a holiday job in the summer before I go. I would like ⁽⁶⁾ ... a job as a lifeguard at the beach. I've learnt ⁽⁷⁾ ... people in the water and I've spent a lot of time ⁽⁸⁾ ... a training course on artificial respiration. So I ⁽⁹⁾ ... what to do if somebody ⁽¹⁰⁾ ... into trouble while I was on duty.

A	B	C
1 leave	<u>leaving</u>	I leave
2 for go	for going	to go
3 won't	wouldn't	don't
4 to pay	paying	pay
5 are offering	will offer	offer
6 to get	getting	if getting
7 saving	to save	my saving
8 doing	to doing	to do
9 would know	knew	have known
10 will get	got	gets

- 6  Listen and check your answers.

Cumulative Grammar



1 Circle the correct words to complete the text.

When I grow up ...

Do you know ⁽¹⁾ **anyone** / **no one** who chose their career when they were very young? Melissa Thornton always knew she wanted to be a vet.

'I ⁽²⁾ **have grown up** / **grew up** on a farm and I often ⁽³⁾ **used to help** / **was helping** my parents look after the animals. I remember the day ⁽⁴⁾ **when** / **where** I thought, 'I'm ⁽⁵⁾ **being** / **going to be** a vet when I grow up.' I was seven years old and we had a horse which had a bad leg. While the vet ⁽⁶⁾ **has checked** / **was checking** its leg, I watched her very carefully. During the treatment of the cut I ⁽⁷⁾ **decided** / **decide** to become a vet. I knew I wanted ⁽⁸⁾ **to work** / **working** with animals.'

When she was 16, Melissa ⁽⁹⁾ **was spending** / **spent** two weeks during the summer holidays helping in a veterinary surgery. She is now in her last year of secondary school and is looking forward to ⁽¹⁰⁾ **go** / **going** to university to study veterinary medicine. 'They ⁽¹¹⁾ **were offering** / **have offered** me a place at Edinburgh University but I will need to work hard! I won't be able to go there if I ⁽¹²⁾ **don't** / **won't** get three As in my exams. ⁽¹³⁾ **I work** / **I'm working** really hard at the moment. It would be terrible if ⁽¹⁴⁾ **I'll get** / **I got** two As and a B instead of three As. If I succeed, I'm going to spend a month in Ghana as a volunteer with local vets. What an amazing experience before I start at university!'



i Crystal Clear Facts

To train to be a vet in the UK, you have to go to university. The degree course is five or sometimes six years.

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use the first conditional to talk about possible situations and their consequences.

☐

I can use the second conditional to talk about imaginary or unlikely future situations and their consequences.

☐

I can use gerunds as the subject of a sentence.

☐

I can use gerunds and infinitives after certain verbs, prepositions and adjectives.

☐

It's a crime

Vocabulary

Crime verbs

- 1 ★ Circle the correct words to make crime phrases.

commit / arrest a suspect

- 1 catch / do a thief
- 2 commit / be a crime
- 3 arrest / go to prison
- 4 do / commit community service
- 5 look for / pay clues
- 6 solve / suspect someone

- 2 ★ Order the letters to complete the crime phrases.

investigate a crime meric

- 1 be oncenint
- 2 be uglity
- 3 pay a inef
- 4 solve a emrci
- 5 question a pusscet
- 6 go on litra

- 3 ★ Read the definitions and circle the correct words.

place where criminals are locked up

prison / trial

- 1 illegal action **community service** / crime
- 2 money paid by someone who breaks the law
 clues / fine
- 3 someone who steals **thief** / suspect
- 4 things that give the police information
about a criminal **clues** / trial
- 5 work that a criminal does as a punishment
 prison / community service
- 6 person that the police think is a criminal
 suspect / guilty

Reference & skills

Grammar Reference, page 76

Grammar Practice, page 77

Vocabulary Reference, page 89

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

catch commit go to prison
investigate pay a fine
question solve suspect

She is the detective and it is her job to
investigate this crime.

- 1 If you park your car illegally, you might have to .
- 2 Why did the thief these crimes?
- 3 The bank robbers will for a long time.
- 4 There were no clues so the police couldn't the crime.
- 5 When the police someone of a crime, they take him to the police station for questioning.
- 6 The thief drove away very fast and the police couldn't her.
- 7 The police want to him about his activities on the night of 23rd April.



Crimes and criminals

5 Complete the words with vowels.

- th _ e _ ft
 1 m _ _ r d _ _ r
 2 p _ _ c k p _ _ c k _ _ t _ _ n g
 3 k _ _ d n _ _ p p _ _ n g
 4 v _ _ n d _ _ l _ _ s m
 5 r _ _ b b _ _ r y

6 Write the words for criminals.

Crime	Criminal
murder	<u>murderer</u>
1 kidnapping	_____
2 robbery	_____
3 pickpocketing	_____
4 theft	_____
5 vandalism	_____

7 Match the definitions with the words.

- A person who steals something.
- A person who deliberately damages property.
- A person who kills another person.
- A person who takes money or property from another person.
- A person who steals from people's pockets or bags.
- A person who takes someone away and makes them a prisoner.

- a) robber d) murderer
 b) kidnapper e) thief
 c) pickpocket f) vandal



8 Read the sentences and circle the correct words.

The man stole a boy's mp3 player from his pocket.

pickpocketing / murder

- 1 They drove the boy away in a car and then asked his parents for money.

robbery / kidnapping

- 2 A group of men stole £50,000 from the bank on High Street this morning.

robbery / pickpocketing

- 3 Teachers are concerned about the amount of graffiti at the school.

murder / vandalism

- 4 The woman stole a laptop computer from the office.

theft / kidnapping

- 5 Police think the man was killed by one of his neighbours.

vandalism / murder

9 Complete the sentences with the words in the box.

kidnapping murder pickpocketing
 robbery theft vandalism

There was a bank robbery here last week. The robbers stole £5 million.

- Keep your bag shut. It's very crowded here and that's when a lot of _____ happens.
- She got arrested for _____. She stole some clothes from a department store.
- There's a lot of _____ in this town. Last week some boys burned trees in the park.
- He went to prison for _____ last year after taking a child from its parents.
- They've found the body but they still don't know who committed the _____.

Grammar

Modals of deduction and possibility

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

can't might / may / could must

- We use _____ when we are certain something is true.
- We use _____ when we believe something is possibly true.
- We use _____ when we are certain something is not true.

- 2 ★ Complete the sentences using *must be* or *can't be*.

He's got an unusual accent. He
_____ *must be* foreign.

- He's had three car accidents this year so he
_____ a good driver.
- He's just broken that car window. He
_____ a thief.
- She always says horrible things about her friends so she _____ a nice person.
- Somebody stole his passport so he
_____ at the police station now.
- This dictionary has got my name in it so it
_____ yours.

- 3 ★ Circle the correct words.

The sitting room window is broken.
There **can't** / **might** be a thief in there.

- They found the money and jewellery in his pockets. He **can't** / **must** be the thief.
- Her face is very red. She **could** / **can't** be hot.
- Don't try to catch the thief because he **might** / **can't** have a knife.
- Ask Andrew because he **can't** / **may** know the answer.
- The cat hasn't eaten for days so I think it **can't** / **could** be ill.

- 4 ★ Order the words to make sentences.

after / be / journey / must / tired / You / the .
You must be tired after the journey.

- be / man / police officer / might / a / That .

- problem / be / to / a solution / may / this / There .

- be / work / must / today / at / Everybody .

- here / might / Russian / They / speak .

- 5 ★ Rewrite the second sentence in each pair using *must*, *can't* or *might*.

This thing isn't moving. I'm certain it's dead.
It must be dead.

- It's only got six legs. I'm certain it's not a spider.

- It's very small. It's definitely an insect.

- It hasn't got any wings. It's definitely not an insect.

- Not all insects have wings. It's possibly an ant.

- 6 ★ Look at the picture and write sentences with the words in the box. Use *must be*, *might be* and *can't be*.



cold hot lost thirsty

It can't be cold.

- _____
- _____
- _____

Clauses of purpose

7 ★ Circle the correct words.

- 1 It is better to do it slowly in order **not to** / **so as to not** make a mistake.
- 2 We worked hard before Christmas so **that** / **in order** we could enjoy the holiday.
- 3 Rick whispered so as **not to** / **so that** disturb the other passengers on the flight.
- 4 She exercises regularly in order **to** / **so as to** be healthy.
- 5 **So that** / **In order to** you can produce a good essay, you need to edit your writing before you hand it in.
- 6 I didn't tell her the truth so **as not to** / **so that not** hurt her feelings.
- 7 He left his bag on purpose in order **to** / **so that** he could have an excuse to go back.
- 8 We spoke very quietly so **as not to** / **so that not** disturb the other campers.

8 ★ Rewrite the sentences with the clause of purpose.

- 1 Nataly turned on the lights. She wanted to see better. (so that)

- 2 I will come with you. I want to help you. (in order to)

- 3 We all put on our coats. We wanted to go outside. (so that)

- 4 Many people left the village in 1960s. They wanted to find jobs in the city. (in order to)

Neither / None

9 ★ Complete the sentences with *neither* or *none*.

- 1 Would you like tea or coffee?
_____. I don't drink any.
- 2 _____ of his friends were able to help him.
- 3 _____ of his two brothers could reach him. They were far away.
- 4 _____ of them have come back yet.
- 5 With a tourist visa, you can _____ work nor study.
- 6 Are you from Spain or from Italy?
_____. I'm from Serbia.

Comparison of adverbs

10 ★ Complete the sentences with the correct form of the adverb in the brackets.

- 1 He arrived _____ than expected. (early)
- 2 We walked _____ than the rest of the people. (slowly)
- 3 Jim threw the ball _____ than Peter. (far)
- 4 We answered all the questions _____ than the other students. (well)
- 5 He shined _____ than all the other players that day. (brightly)
- 6 She prepared _____ than ever before. (carefully)

Unit 6 Revision

Dictation

- 1  Listen and write the sentences.

- 1 _____
2 _____
3 _____

Error Correction

- 2 Correct the underlined errors. Rewrite the sentences.

He could being innocent but I don't think so.

He could be innocent but I don't think so.

- 1 She's an honest person so she must be a thief.

- 2 He might be a suspect because they arrested him.

- 3 We mustn't solve the crime without your help.

- 3  Listen and check your answers.

Translation

- 4 Translate the corrected sentences from exercise 2 into your language.

- 1 _____
2 _____
3 _____

Unit 6 Grammar Check

- 5 Read the text and circle the correct answers.

'Well I'm certain about one thing,' Detective Tenby said, 'the thief ⁽¹⁾ ... be a woman.'

'How can you be so sure of that?' Morgan, his assistant, asked.

'Because he's left a footprint outside the window and it's very big,' Tenby answered.

'The criminal ⁽²⁾ ... be a woman with large feet,' his assistant suggested.

'I suppose it is possible,' Tenby agreed. 'Anyway this man or woman with big feet must ⁽³⁾ ... red hair,' he said suddenly.


'Really? What tells you that?' Morgan asked.

'Well, there's a red hair here on the carpet,' said Tenby.

'That ⁽⁴⁾ ... be human hair,' Morgan said. 'The criminal ⁽⁵⁾ ... have a dog with red hair.'

'No. It's definitely a human hair,' the detective said, putting down his magnifying glass. 'Anyway,' he added, 'we only ⁽⁶⁾ ... the criminal by a few moments. Maybe it's our fault that criminal ⁽⁷⁾ ... away. 'It's not my fault the criminal got away,' Morgan said angrily. 'I ⁽⁸⁾ ... to the scene as fast as I ⁽⁹⁾ ... you were the one that ⁽¹⁰⁾ ... time looking for your magnifying glass.'

A	B	C
1 isn't	<u>can't</u>	shouldn't
2 can	must	could
3 have	to have	having
4 could not	might not	must not
5 might	must	can't
6 miss	missed	was missing
7 get	got	was getting
8 drive	drove	driven
9 can	couldn't	could
10 wasted	wasting	waste

- 6  Listen and check your answers.

Cumulative Grammar



1 Circle the correct words to complete the text.

Tiger stops cricket game

Someone's toy tiger ⁽¹⁾ **has started** / **started** a big police operation in Hampshire last week and stopped a game of cricket at a nearby cricket club.

The police ⁽²⁾ **received** / **have received** calls from members of the public on Saturday about a white tiger ⁽³⁾ **who** / **which** was 'hiding in a field' near Hedge End. Armed police ⁽⁴⁾ **were going** / **went** to the field and a helicopter prepared to take thermal images of it from above. Animal experts from nearby Marwell Zoo ⁽⁵⁾ **were also waiting** / **had also waited** to give help.

Golfers at a nearby golf club were told to stay inside and cricket players at the Rose Bowl stopped their game for 20 minutes while the police ⁽⁶⁾ **were investigating** / **have investigated** the area.

The police officers saw that the 'wild animal' was not moving and the helicopter didn't ⁽⁷⁾ **detected** / **detect** any body heat. Then the tiger ⁽⁸⁾ **was falling** / **fell** onto its side as a rush of air from the helicopter knocked it over. At that stage, the team realized the tiger was a life-sized toy.

Here are some comments from people who read about the incident.

'It was very realistic. If you ⁽⁹⁾ **saw** / **see** it, you would be scared.'

'When I saw the tiger I said "it ⁽¹⁰⁾ **must** / **can't** be real."

I was certain it was a toy.'

'Can you ⁽¹¹⁾ **imagine** / **imagined** the police closing the motorway for a toy tiger.'

'I'm never ⁽¹²⁾ **forgetting** / **going to forget** this story.'

'I haven't laughed this much ⁽¹³⁾ **for** / **since** a very long time. It's the funniest news story ⁽¹⁴⁾ **I'm ever hearing** / **I've ever heard**.'



Crystal Clear Facts

Tigers are an endangered animal. There are only around 3,200 left living in the wild today.

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use modals of deduction to speculate about things I am certain about. ☐

I can use modals of possibility to speculate about things that might be possible or probable. ☐

Vocabulary

Sporting verbs

- 1 ★ Order the letters to make sporting verbs.

etak pu	<u>take up</u>
1 isvelete	_____
2 ohacc	_____
3 iwn	_____
4 selo	_____
5 ward	_____

- 2 ★ Look at the pictures and complete the phrases with the words in the box.

an event	a goal	a medal
a record	a record	a team



set a record



1 hold _____



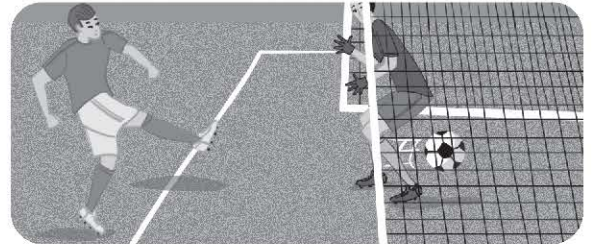
2 get _____

Reference & skills

Grammar Reference, page 78

Grammar Practice, page 79

Vocabulary Reference, page 90



3 score _____



4 break _____



5 support _____

- 3 ★ Circle the correct words.

Did he get a medal / hold an event in the European Games?

- My brother is a Real Madrid fan but I win / support Barcelona.
- I didn't lose / draw the race but I came 12th out of 14.
- If you want to win / score the match, you need to play well.
- Chelsea drew / broke 3-3 with Newcastle.
- If you want to get fit, why don't you support / take up basketball?
- I think she will score a goal / break a record in the women's 500m.

4

Complete the sentences with the words in the box.

coach ~~get a medal~~ hold score a goal
set a record televise win

You get a medal if you come first, second or third in the Olympics.

- At the moment it's 1-1 and there are only three minutes left to play. We need to _____ very soon.
- A lot of officials are going to watch him swim the Channel because he is hoping to _____ for his age group.
- They're building a new stadium in Rio because they are going to _____ the next Olympics there.
- They are going to _____ the match so you'll be able to see it in your house!
- For a month, her instructor is going to _____ her for two hours every day to prepare for the race.

Confusing verbs

5

Circle the correct words.

I hope I **beat** / **win** the competition!
The prize looks incredible!

- My brother **beat** / **won** Joe in the race – he was so fast.
- I **expect** / **hope** to see you there at 7 pm – don't be late!
- My sister **expects** / **hopes** she'll enjoy university but she's nervous about moving to a new city.
- I learnt to **play** / **practise** the piano at school.
- My brother is in a band so he's always **playing** / **practising** the guitar at home – he needs to improve a lot!
- Joanne **spent** / **wasted** £60 on her new dress – it's beautiful.
- That pizza cost £10 and tasted horrible! I really **spent** / **wasted** my money.

6

Circle the correct words to complete the sentences.



If you want to be a great athlete, you have to **teach** / **train** every day.

- I used to be an Olympic runner, so I can **teach** / **train** you for the marathon.
- I asked my father to **teach** / **train** me to drive.
- I think I need to **play** / **practise** a bit more – I crashed the car!
- Do you **remember** / **remind** the day we met?
- I'm afraid not! Please **remember** / **remind** me.

7

Complete the sentences with the words in the box.

beat play ~~practise~~ remember
remind teach win

I'm not very good at cooking – I need to practise more.

- Please try to _____ the colour of the car the thieves were driving.
- I really wish I could _____ the guitar. It looks like fun!
- They are better than the other team so I think they will _____.
- Do you _____ people if they forget your birthday?
- They lost. We _____ them.
- When we're at the beach, I'll _____ you to stand on your head.

The passive

- 1 ★ Match the rules 1–3 with the example sentences a–c.

- 1 We use the active to emphasize the subject of the sentence. ☐
 - 2 We use the passive to emphasize the action, not who is doing it. ☐
 - 3 We use *by* in passive sentences to show who is doing the action. ☐
- a) The final goal was scored during the last minute of the game.
- b) My team scored the final goal of the match.
- c) The final goal was scored by my team.

- 2 ★★ Complete the text with the present simple passive form of the verbs in brackets.



A medal ceremony ⁽¹⁾ is held (hold) at the end of each Olympic event. The medals ⁽²⁾ are given (give) to the winners by a member of the International Olympic Committee. The flags of the three medallists ⁽³⁾ are raised (raise) and the national anthem of the gold medallist ⁽⁴⁾ is played (play). The national anthems of the silver and bronze medallists ⁽⁵⁾ are not played (not play). The men's marathon ⁽⁶⁾ is held (hold) on the morning of the last day of the Olympics. The medals for this event ⁽⁷⁾ are not presented (not present) until the evening, during the closing ceremony.

- 3 ★★ Complete the text with the past simple passive form of the verbs in brackets.

Tennis in the past ⁽¹⁾ wasn't played (not play) like it is today. A kind of tennis game ⁽²⁾ was invented (invent) by European monks in the 11th or 12th century. Rackets ⁽³⁾ weren't created (not create) until the 14th century and the first tennis balls ⁽⁴⁾ were made (make) of wood. In France, the game ⁽⁵⁾ was played (play) by the royal family. It ⁽⁶⁾ wasn't called (not call) tennis. It ⁽⁷⁾ was called (call) *jeu de paume* because it ⁽⁸⁾ was played (play) with the palm of the hand (*paume* in French).

- 4 ★★ Rewrite the sentences using the present simple passive, past simple passive or present perfect passive. Add *by* if necessary.

Wimbledon fact file

At Wimbledon, they play tennis on grass courts.

At Wimbledon, tennis is played on grass courts.

- 1 They held the first Wimbledon tennis tournament in 1877.

- 2 Spencer Gore won the men's championship that year.

- 3 Lottie Dod won the women's championship in 1887.

- 4 They have used white tennis balls at Wimbledon.

- 5 People have seen yellow balls more easily on television.

5 ★ Circle the correct words.

Perhaps skateboarding will **accept** / **be accepted** as an Olympic sport one day.

- The gold medal will probably **win** / **be won** by that Australian swimmer.
- Tickets are going to **sold** / **be sold** online six months before the event.
- The match is going to **televised** / **be televised**.
- All athletes will **test** / **be tested** for drugs.
- New records will **set** / **be set** in the next Olympics.
- Everyone is going to **give** / **be given** free T-shirts.

6 ★ Complete the future passive sentences using the *will* form of the verbs in brackets.

Spectators won't be allowed (not allow) to bring bottles into the stadium.

- You _____ (expect) to play in the match.
- The event _____ (not hold) because of bad weather.
- You _____ (not allow) into the stadium without a ticket.
- The results _____ (announce) in 15 minutes.
- The world record _____ (not break) for many years.

7 ★ Complete the future passive sentences using the *be going to* form of the verbs in brackets.

The match is going to be televised (televisé).

- The finals _____ (play) on Saturday.
- This film _____ (show) again next month.
- The votes _____ (not counted) until tomorrow.
- The tennis match _____ (not continue) until it stops raining.
- The losing team _____ (not photograph) by the photographer.

Passive questions

8 ★ Complete the questions using the present simple passive form of the verbs in brackets.

Where is lacrosse played (play)?

- How often _____ the Commonwealth Games _____ (hold)?
- What _____ cricket balls _____ (make) of?
- What _____ a cricket bat _____ (make) of?
- _____ helmets _____ (wear) in American football?

9 ★ Write questions using the past simple passive or present perfect passive.

When / tennis / invent ?

When was tennis invented?

- Who / the game / invent / by ?

- What / early tennis balls / make of ?

- Has / paint yet / the sports hall ?

- Have / the new balls / ruin / by the rain?

10 ★ Complete the questions with the correct form of the verbs in brackets. Use the past, present or future passive.

In which sport are players given (give) yellow cards?

- How much _____ the world's top footballers _____ (pay)?
- Where _____ the 2008 Olympics _____ (hold)?
- Why has the game _____ (postpone)?
- Where _____ the match _____ (hold) tomorrow?
- When _____ Camp Nou _____ (build)?

Unit 7 Revision

Dictation

- 1  Listen and write the sentences.

1 _____

 2 _____

 3 _____

Error Correction

- 2 Correct the underlined errors. Rewrite the sentences.

How many records was set in the athletics events?

How many records were set in the athletics events?

- 1 Children don't usually taught to swim at school.

 2 The match isn't going to play tomorrow.

 3 Where do you think the Olympics will held in 2024?

- 3  Listen and check your answers.

Translation

- 4 Translate the corrected sentences from exercise 2 into your language.

1 _____

 2 _____

 3 _____

Unit 7 Grammar Check

- 5 Read the text and circle the correct answers.



In the past, horses ⁽¹⁾ ... for war, farm work, transport and sport. Today they ⁽²⁾ ... mostly so people can ride them for fun or in sporting events.

A foal, or young horse, ⁽³⁾ ... in the first few days of its life. It ⁽⁴⁾ ... that this will help it get used to human touch and human voices more easily. But there are farms and stables where foals ⁽⁵⁾ ... alone with their mothers for their first few days. If a horse ⁽⁶⁾ ... by humans when it is very young, training will be a lot more difficult when it gets older.

In general, a young horse ⁽⁷⁾ ... until it is three years old. However, it's different for a horse that ⁽⁸⁾ ... for racing. These horses ⁽⁹⁾ ... to a professional trainer at the age of one and ⁽¹⁰⁾ ... to race by two years of age.

A	B	C
1 are trained	<u>were trained</u>	were training
2 train	are training	are trained
3 is often handled	are often handled	was often handled
4 is thinking	was thought	is thought
5 don't leave	are left	will leave
6 doesn't handle	didn't handle	isn't handled
7 will not ride	will not be ridden	won't ride
8 will train	is going to be trained	was trained
9 will be sent	will send	was sent
10 won't allow	will allow	will be allowed

- 6  Listen and check your answers.

Cumulative Grammar



1 Circle the correct words to complete the text.

Wild swimming

In recent years, outdoor swimming ⁽¹⁾ **became** / **has become** very popular in Britain. This is swimming in lakes, rivers and the sea all the year round. It ⁽²⁾ **was called** / **is called** 'wild swimming' by some people. People ⁽³⁾ **which** / **who** have tried it say they can never go back to swimming pools. For the past four months, Elana Flight ⁽⁴⁾ **was swimming** / **has swum** every day at the Highgate Ladies' Pond in Hampstead, where there are changing rooms, showers and a ladder into the water. 'I ⁽⁵⁾ **used to go** / **have gone** to an indoor pool once a week,' she says, 'but I ⁽⁶⁾ **wasn't liking** / **didn't like** the chlorine in the water. A friend told me about a new place to swim. It stopped me from giving up ⁽⁷⁾ **swimming** / **to swim**. After I ⁽⁸⁾ **was swimming** / **had swum** here a few times, I fell in love with the place. I enjoy ⁽⁹⁾ **swimming** / **to swim** with ducks and waterlilies in the water and trees all around me. I'm going ⁽¹⁰⁾ **to swim** / **swimming** here all through the winter as well. I haven't done that before, but I think the water ⁽¹¹⁾ **must** / **can't** be warm then but if ⁽¹²⁾ **I'm** / **I will be** cold after my swim, I'll have a hot shower and run around.'

Apparently last winter the pond ⁽¹³⁾ **was covered** / **covered** with ice but some swimmers broke the ice and got in. That sounds very dangerous! I ⁽¹⁴⁾ **don't** / **wouldn't** go swimming in an icy pond!



Crystal Clear Facts

Every year, on Christmas Day, some people go swimming in the Serpentine, a famous lake in London's Hyde Park.

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use the present simple passive, the past simple passive and the present perfect passive to emphasize an action in the present or the past. ☐

I can use *by* with the passive to describe who did the action. ☐

I can use the future passive with *will* and *be going to* to emphasize an action in the future. ☐

I can use the passive to ask questions. ☐



Vocabulary

Developing products

- 1 ★ Complete the verbs with vowels.

- d _ e _ v _ e _ l _ o _ p a concept
 1 r _ _ s _ _ _ r _ c _ h an idea
 2 t _ _ s t _ _ _ t the product
 3 _ _ n v _ _ n t characters
 4 m _ _ n _ _ f _ _ c t _ _ r _ _ a product
 5 d _ _ v _ _ l _ _ p the product

- 2 ★ Match the verbs 1–6 with the nouns a–f.

- | | |
|-----------|--------------------|
| 1 analyse | a) a demonstration |
| 2 solve | b) the design |
| 3 do | c) the results |
| 4 design | d) any problems |
| 5 improve | e) market research |
| 6 give | f) a prototype |

- 3 ★ Match the phrases in the box with the pictures.

analyse the results do market research
 give a demonstration test out the product



analyse the results



1 _____



2 _____



3 _____

- 4 ★ Order the steps in a product's development from 1 to 7. 1 is the first step.

- a) solve any problems
 b) manufacture the product
 c) test out the product
 d) research the idea
 e) analyse the results
 f) improve the design
 g) design a prototype

1

- 5 ★ Match the sentences with the phrases in the box.

~~develop a concept~~ develop the product
 improve the design invent characters
 test out a product

I'm thinking of ideas for a new game for mobile phones.

develop a concept

- 1 I'm still thinking about the look and style of the hero and the enemies.

- 2 My boss says the company wants to continue with work on my game.

- 3 Last week my colleague asked me to try out a game which he is working on.

- 4 Some of the graphics were difficult to see but he has now made them a lot better.

Reporting verbs

- 6 ★ Find six reporting verbs in the wordsquare.

A	R	P	C	C	I	U	O	X	E	R
D	I	N	V	I	T	E	L	I	T	L
M	R	E	E	W	D	S	E	N	M	X
I	T	I	L	E	C	O	H	M	R	U
T	M	O	P	R	O	M	I	S	E	W
R	C	R	A	H	N	S	M	O	F	P
T	C	O	M	P	L	A	I	N	U	R
J	U	R	G	L	S	V	E	W	S	S
E	X	P	L	A	I	N	E	N	E	N
T	W	H	N	D	B	C	D	O	L	Z
H	T	E	L	L	S	L	X	I	T	W

- 7 ★ Order the letters to make reporting verbs.

eltl	<u>tell</u>
1 narw	_____
2 gussetg	_____
3 ferfo	_____
4 erage	_____
5 neconuna	_____
6 seproim	_____

- 8 ★ Circle the correct words.

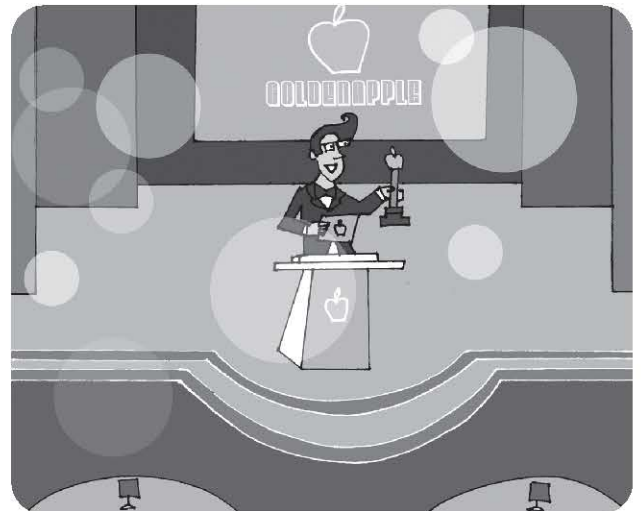
We **warned** / **agreed** to meet at five o'clock.

- I **told** / **invited** you not to use my computer.
- She **offered** / **promised** not to tell anyone my secret.
- He **admitted** / **complained** he was guilty.
- The food was cold so he **refused** / **complained** to the waiter.
- I **suggested** / **explained** that my mobile wasn't working so I couldn't call her.
- He **refused** / **complained** to play football because he had hurt his foot.

- 9 ★ Complete the sentences with the verbs in the box.

admitted agreed announced
explained offered told

'I'm just going out to the shops,' she
told me.



- 'And the winner of this year's Golden Apple is Lily Bell!' the presenter _____.
- 'I couldn't print the tickets because my computer wasn't working,' she _____.
- 'I stole it,' she _____ quietly.
- 'I'll lend you some money,' he _____.
- 'That film was brilliant,' she said.
'Yes, it was,' he _____.

- 10 ★ Match the sentences with the words in the box.

complain ~~invite~~ promise
refuse suggest warn

- 'Would you like to come to my house for supper?'
invite
- 'Watch out for pickpockets in the market.'

 - 'I won't tell anyone, really.'

 - 'This room's dirty and cold. Where's the manager?'

 - 'I'm not going to work for £3 an hour.'

 - 'Perhaps we should see the earlier film.'

Grammar

Reported speech

- 1 ★ Read the quotes. Then circle the correct words to complete the reported speech.



'I know a brilliant designer.'

He said he **knows** / **knew** a brilliant designer.

- 1 'I'm designing a website.'

She said she **was designing** / **designed** a website.

- 2 'I met her at art college.'

He said he **had met** / **was meeting** her at art college.

- 3 'I have her phone number.'

He said he **has to** / **had** her phone number.

- 4 'I work on a lot of projects with her.'

He said he **was working** / **worked** on a lot of projects with her.

- 5 'She thinks she'll design the website.'

He said she **would** / **could** design the website.

- 2 ★ Read the quotes. Then complete the sentences using reported speech.

'I use my mobile phone all the time.'

She said she used her mobile phone all the time.

- 1 'I can't live without it.'

She said _____ without it.

- 2 'I saw the email she sent.'

She said _____ an email she sent.

- 3 'I think I'll go on holiday.'

She said _____ on holiday.

- 4 'But I won't make any calls.'

She said _____ any calls.

- 5 'I will turn it off in class.'

She said _____ in class.

- 3 ★ Complete the table with the time expressions in the box.

12 days before ~~that day~~
the following day the previous day
the week after the week before

Direct speech	Reported speech
today	<u>that day</u>
tomorrow	_____
yesterday	_____
next week	_____
last week	_____
12 days ago	_____

- 4 ★ Rewrite the direct speech as reported speech.

'I like technology of all kinds.'

He said that he liked technology of all kinds.

- 1 'Last month I went to a show by design students.'

He said that _____.

- 2 'I will probably go to a robot exhibition in Tokyo next year.'

He said that _____.

- 3 'My uncle is coming with me.'

He said that _____.

- 4 'We'll fly out in June.'

He said that _____.

- 5 'I can't wait to go.'

He said that _____.



Unit 8 Revision

Dictation

- 1  Listen and write the sentences.

1 _____

 2 _____

 3 _____

Error Correction

- 2 Correct the underlined errors. Rewrite the sentences.

He asked if I will help with the design.

He asked if I would help with the design.

- 1 I said that I am thinking about my holiday.

- 2 You asked me where had I been.

- 3 She asked do I want to go to the cinema.

- 3  Listen and check your answers.

Translation

- 4 Translate the corrected sentences from exercise 2 into your language.

1 _____

 2 _____

 3 _____

Unit 8 Grammar Check

- 5 Read the text and circle the correct answers.



Parents told the headteacher of Northbridge School that computers ⁽¹⁾ ... destroying family life. Headteacher Caroline Stobart asked them what they meant and one mother said that she ⁽²⁾ ... get the family to eat a meal together. She said that her daughter ⁽³⁾ ... stop chatting online at mealtimes. Another parent said that her 13-year-old son ⁽⁴⁾ ... six hours at his computer ⁽⁵⁾ ... Saturday. One parent then asked the headteacher ⁽⁶⁾ ... suggest ways of dealing with the problem. Ms Stobart asked parents what steps ⁽⁷⁾ ... so far. One worried father said that he ⁽⁸⁾ ... keep his son's laptop locked in a drawer during the week. He said he ⁽⁹⁾ ... it back to him for homework. There weren't many parents who felt that their children ⁽¹⁰⁾ ... a balanced approach to computer use.

A

B

C

- | | | |
|------------------|-----------------|----------------|
| 1 are | <u>were</u> | mustn't |
| 2 couldn't | can't | won't |
| 3 won't | wouldn't | never |
| 4 has spent | spends | had spent |
| 5 the previous | the last | before |
| 6 can she | could she | if she could |
| 7 had they taken | have they taken | they had taken |
| 8 will | was going to | would |
| 9 will give | would give | gave |
| 10 were having | had | are having |

- 6  Listen and check your answers.

Cumulative Grammar



1 Circle the correct words to complete the text.

Are you getting enough sleep?

Have you got the energy to stay up late playing computer games but find it difficult to get up in the morning? ⁽¹⁾ **Do your parents think / Are your parents thinking** you're lazy because of this? Well, it probably isn't laziness or bad behaviour ⁽²⁾ **that / who** is causing your sleepiness in the morning. It ⁽³⁾ **can't / could** be biology.

Since 1958, scientists ⁽⁴⁾ **knew / have known** that a hormone called melatonin helps us to fall asleep. Most adults ⁽⁵⁾ **start / are starting** producing melatonin at 10 pm. But when teenagers ⁽⁶⁾ **were studied / have studied** in a sleep laboratory, researchers found that they only ⁽⁷⁾ **started / have started** producing it at 1 am. On the one hand, this might be caused by the behaviour of teenagers; if teenagers ⁽⁸⁾ **didn't stay / won't stay** up late playing computer games, their brains wouldn't be stimulated at night and their melatonin ⁽⁹⁾ **will / would** be released earlier. On the other hand, it's possible that melatonin ⁽¹⁰⁾ **is released / was released** later in teenagers than adults because it's a time when all their hormones are changing.

So even if they ⁽¹¹⁾ **are going / go** to bed early, they still won't produce melatonin at 10 pm.

A psychologist ⁽¹²⁾ **who / which** works with teenagers said that a lot of teenagers

⁽¹³⁾ **weren't getting / hadn't got** enough sleep. She

explained that teenagers ⁽¹⁴⁾ **needed / were needing** more sleep than children and adults. She added that lack of sleep could cause bad moods and depression.

In America, some schools ⁽¹⁵⁾ **have changed / changed** their hours and now start an hour later. Apparently their students, who ⁽¹⁶⁾ **are now getting / will now get** an extra hour in bed, have started to get much better results.



Crystal Clear Facts

The average person spends 26 years of their life sleeping.

My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use reported speech to report what someone else said. ☐

I can use time expressions, pronouns and possessives in reported speech. ☐

I can use reported speech to report information questions and *yes / no* questions. ☐

Vocabulary

Messages

- 1 ★ Complete the communication words with vowels.

bl _ o _ g

1 tr _ _ v _ _ l g _ _ _ d _ _

2 c _ _ r t _ _ _ n

3 d _ _ c t _ _ _ n _ _ r y _ _ n t r y

4 _ _ n s t r _ _ c t _ _ _ n m _ _ n _ _ _ l

5 l _ _ b _ _ l

6 q _ _ _ t _ _

- 2 ★ Order the letters to make communication words.

petrice _____ *receipt*

1 datver _____

2 opme _____

3 weiver _____

4 icatler _____

5 pierce _____

6 wette _____

- 3 ★ Circle the correct words.

I read a **poem** / **review** of the new Javier Bardem film.

1 I'm keeping the **recipe** / **receipt** for my new bag because I might take it back to the shop.

2 I saw a funny **advert** / **article** for a new kind of lemonade.

3 There's a really funny **quote** / **cartoon** in the paper. It's a picture of a cat saying to its human owner, 'I'm going out. Do you need any mice?'

4 I read a beautiful **poem** / **dictionary entry** about snow falling in a forest.

5 I've got a **blog** / **recipe** about food. I write new posts every week

- 4 ★ Read the definitions and circle the correct words.

information posted online; the maximum number of letters or characters is 140

blog / **tweet**

1 piece of writing in a newspaper

article / **review**

2 small piece of paper, on a bottle for example, or small piece of material on clothes, that gives information

label / **receipt**

3 information given to explain the meaning of a word or phrase

cartoon / **dictionary entry**

4 exact words which someone said

blog / **quote**

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

travel guide article blog
instruction manual **receipt** recipe

Here's your change. The receipt for the shirt is in the bag.

1 Let's go online and read her _____ so we can see what she's up to at the moment.

2 I read a really interesting _____ about technology in a magazine.

3 I want to see the best things in Seville when I go there in the summer. I've already bought a _____.

4 Can you help me install my new printer? The _____ is incomprehensible.

5 I found a great _____ for carrot soup online. Let's make it now!

Adjectives with *-able* and *-ible*

- 6 ★ Complete the adjectives with *-able* or *-ible*.

reason able
 1 respons _____
 2 vis _____
 3 reli _____
 4 accept _____
 5 flex _____
 6 bear _____

- 7 ★ Complete the opposites of the adjectives in exercise 1 with vowels.

u n r e a s o n a b l e
 1 irspnsbl
 2 invsbl
 3 irlibl
 4 inccptbl
 5 inflxbl
 6 unbearbl

- 8 ★ Circle the correct words.

Is it true that the Great Wall of China is **reasonable** / **visible** from space?

- He is very **bearable** / **reliable**. If he says he'll do something, he does it.
- She adapted very quickly to living in New York. She is very **acceptable** / **flexible**.
- My tooth hurts but it's **bearable** / **responsible**. I see the dentist tomorrow.
- He is very **responsible** / **acceptable**. He works hard at school and has a part-time job.
- Jade always finds a solution when the others are arguing. She's so **reasonable** / **visible**.
- Is it **bearable** / **acceptable** to wear shorts in the summer at your school?

- 9 ★ Read the sentences and circle the correct words.

He doesn't like changing his normal routine.
irresponsible / **inflexible**

- That noise is horrible and it's hurting my ears.
unbearable / **unreliable**
- You can't see the wind.
unacceptable / **invisible**
- He doesn't look after his dog or take it for walks.
irresponsible / **unbearable**
- She was supposed to bring food to the party but she forgot.
unreasonable / **unreliable**
- He should move his car if it is blocking the road.
unacceptable / **unreasonable**
- It was wrong to wear jeans to Grandma's dinner.
unacceptable / **unreliable**



- 10 ★ Complete the sentences with the adjectives in the box.

flexible	invisible	reliable	responsible
unacceptable	unbearable	unreasonable	

She'll be here on time. She's never late. She's very reliable.

- You can't go for a walk in the forest in those high heels. Don't be so _____.
- When Superkid puts on his magic coat, you can't see him. He's _____.
- Take me to the hospital now. This pain is _____.
- Here are your tickets and passport. You are _____ for them now, not me.
- A _____ person like you will have no problems when you go and live in Australia.
- It's _____ to play computer games during a family dinner.

Tense review

- 1 ★ Match the example sentences 1–8 with the tenses a–h.

- 1 My sister always sends me a postcard.
- 2 Joey is lying in bed.
- 3 I spent three months in California.
- 4 I was working in a café all summer.
- 5 You've just sat on my glasses!
- 6 It's going to rain tomorrow.
- 7 I'll see you on Tuesday.

g

- | | |
|----------------------------|-----------------------------------|
| a) past simple | e) present perfect |
| b) future with <i>will</i> | f) present simple |
| c) present continuous | g) future with <i>be going to</i> |
| d) past continuous | |

The present

- 2 ★ Complete the sentences with the present simple or present continuous form of the verbs in brackets.

A lot of teenagers in the UK take (take) a gap year before university.

- 1 She's very shy so she _____ (not make) new friends easily.
- 2 I _____ (stay) with my cousins at the moment while my parents are away.
- 3 Why _____ you _____ (cry)? What's the matter?
- 4 My friend often _____ (talk) about her friends at her last school.
- 5 You can sit here. We _____ (not use) that chair.
- 6 At what age _____ people in your country usually _____ (retire)?

- 3 ★ Circle the correct words.

Hello readers and welcome to my travel blog!

⁽¹⁾ I write / I'm writing this from a youth hostel in Sweden. It's a lovely day and the sun ⁽²⁾ is shining / shines. ⁽³⁾ I am having / I have a great time here. I've got a great routine. Every day

⁽⁴⁾ I am getting up / I get up at seven and go to

the beach. I often ⁽⁵⁾ see / am seeing interesting birds there. After my run, ⁽⁶⁾ I am sitting / I sit down with my Swedish books. Yes, ⁽⁷⁾ I am learning / I learn Swedish. ⁽⁸⁾ I don't know / I'm not knowing many words yet though.

The past

- 4 ★ Circle the correct words.

She hasn't answered / didn't answer my email yet.

- 1 I got a text message from Leah while I talked / was talking to my mum.
- 2 Where's Tom? We haven't heard / didn't hear from him for months.
- 3 They have had / had their own computers since they were 12.
- 4 I didn't read / haven't read her blog yesterday.
- 5 My mum used to work / has worked at my school but now she works at a different one.

- 5 ★ Complete the text with the correct past form of the verbs in brackets.

Vicki Rowlands is a cartoonist. She ⁽¹⁾ has worked (work) for *Laugh* magazine for two years. She ⁽²⁾ _____ (start) drawing funny pictures when she was 14. 'I ⁽³⁾ _____ (go) to all my classes but often I couldn't concentrate on the lessons. One day, while I ⁽⁴⁾ _____ (sit) in a boring history lesson, I ⁽⁵⁾ _____ (begin) to draw penguins and that was the beginning of my interest in cartoons! I ⁽⁶⁾ _____ (stop) drawing penguins now though.' At 18, Vicki went to art college where she ⁽⁷⁾ _____ (learn) a lot about illustration. 'I ⁽⁸⁾ _____ (already decide) to become a cartoonist. I ⁽⁹⁾ _____ (work) very hard there and I ⁽¹⁰⁾ _____ (develop) my own personal style.'

The future

- 6 ★ Match the beginnings with the endings to make rules about future tenses.

- 1 We use the *be going to* to talk about ☐
 - 2 We use the future with *will* to talk about ☐
 - 3 We use the present continuous to talk about ☐
- a) a future event based on present evidence.
b) a future arrangement.
c) a future prediction.

- 7 ★ Circle the correct words.

Laura Do you want to come to Hyde Park with me and Izzy? It's ⁽¹⁾ going to be / **being** sunny tomorrow. ⁽²⁾ **We'll have** / **We're having** a picnic by the lake at two o'clock.

Claire I can't. ⁽³⁾ **I'll play** / **I'm playing** tennis in the club tournament all day. It's crazy because I know ⁽⁴⁾ **I won't win** / **I'm not winning**.

Laura Why do you say that?

Claire Because I'm sure Yasmin ⁽⁵⁾ **is winning** / **will win** again.

Laura How about coming to the cinema on Sunday afternoon, then? There's a film with Penelope Cruz. I'm sure ⁽⁶⁾ **you'll** / **you're going to** like it.

Claire No, thanks. ⁽⁷⁾ **I'm going to** / **I'll stay** at home. I need to work on my new blog. ⁽⁸⁾ **I'll** / **I'm going to** put some new photos on it.



Question forms

- 8 ★ Match the beginnings with the endings to make questions.

- 1 What were you doing ☐
- 2 Have you ☐
- 3 When will ☐
- 4 Are you ☐
- 5 What are ☐

- a) ever lost your mobile phone?
b) going to phone her?
c) when he walked into the room?
d) you give me an answer?
e) you writing on that postcard?

- 9 ★ Complete the dialogue with the correct form of the verbs in brackets.

James Where ⁽¹⁾ did you meet (you / meet) Ed?

Thomas In a film.

James Really? ⁽²⁾ _____ (he / act) in the film?

Thomas Yes, and so was I.

James Wow! ⁽³⁾ _____ (you / be) in a lot of films?

Thomas Three so far. That was my first.

James ⁽⁴⁾ _____ (it / be) his first film too or ⁽⁵⁾ _____ already (he / act) professionally?

Thomas Yes, he had. He's worked in TV and films since he was eight.

James ⁽⁶⁾ _____ (you / be) in any more productions together?

Thomas I hope so. We've both just done auditions for a film called *Midnight*.

James When ⁽⁷⁾ _____ (you / know) if you've got parts?

Thomas Tomorrow at 10 am!

James Good luck!

Unit 9 Revision

Dictation

- 1  Listen and write the sentences.

1 _____

 2 _____

 3 _____

Error Correction

- 2 Correct the underlined errors. Rewrite the sentences.

I usually am reading the newspaper every day.

I usually read the newspaper every day.

- 1 While he looked at the cartoon, he got an idea.

- 2 I have just opened a comic when the phone rang.

- 3 Bye for now. I'm calling you again later.

- 3  Listen and check your answers.

Translation

- 4 Translate the corrected sentences from exercise 2 into your language.

1 _____

 2 _____

 3 _____

Unit 9 Grammar Check

- 5 Read the text and circle the correct answers.

It ⁽¹⁾ ... very easy to keep in touch with people thousands of miles away. We ⁽²⁾ ... to be in our own homes near a telephone to do this. At the moment 18-year-old David Roberts ⁽³⁾ ... around Asia on his gap year. He usually ⁽⁴⁾ ... in touch with friends and family by email. But last week he ⁽⁵⁾ ... Skype to phone his family on his grandmother's birthday.

'My granddaughter Tess ⁽⁶⁾ ... her laptop to me and there was David on the screen. He ⁽⁷⁾ ... on a beautiful white beach. He ⁽⁸⁾ ... to me for about five minutes. It was lovely! He ⁽⁹⁾ ... again next week when it's his brother's birthday. I ⁽¹⁰⁾ ... a computer for a phone call until my birthday. It's a miracle really, isn't it? Tess and David's father ⁽¹¹⁾ ... me a laptop. ⁽¹²⁾ ... speaking to my friends in Australia and sending them emails.'

A

B

C

- | | | |
|-------------------|-----------------|-------------------|
| 1 became | becomes | <u>has become</u> |
| 2 don't need | aren't needing | didn't need |
| 3 was travelling | travels | is travelling |
| 4 stayed | is staying | stays |
| 5 was using | used | has used |
| 6 brought | was bringing | has brought |
| 7 sat | has sat | was sitting |
| 8 spoke | was speaking | has spoken |
| 9 will phoning | is phoning | phones |
| 10 had never used | have never used | never used |
| 11 will get | is going to get | gets |
| 12 I'll enjoy | I'm enjoying | I enjoyed |

- 6  Listen and check your answers.

Cumulative Grammar



1 Circle the correct words to complete the text.

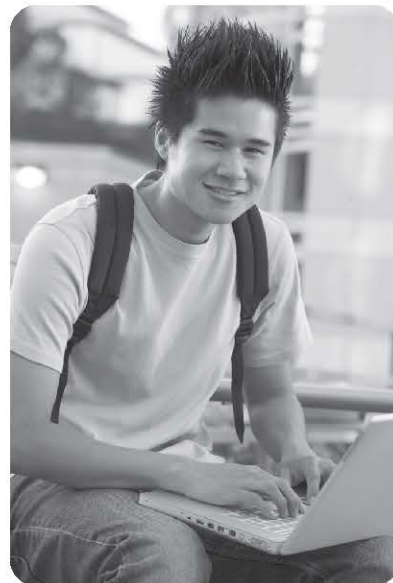
The next big thing in mobile technology

A mobile phone expert ⁽¹⁾ **is asking** / **was asked** why sales of mobile phones were still increasing. The sales ⁽²⁾ **have increased** / **increased** 19% in ⁽³⁾ **this** / **last** year because people were buying smartphones to send emails and surf the internet. He added that now people ⁽⁴⁾ **didn't just want** / **just wanted** extras like games and cameras on their phones.

Young people ⁽⁵⁾ **which** / **who** are good with technology ⁽⁶⁾ **are encouraged** / **are encouraging** by some mobile companies to invent apps for smartphones. 14-year-old Luke Firth from Cardiff said: 'At the moment ⁽⁷⁾ **I develop** / **I'm developing** a game about an alien. It's fun but it's tiring and my mum ⁽⁸⁾ **isn't liking** / **doesn't like** me working on it. But if I ⁽⁹⁾ **sell** / **will sell** it to a mobile company, ⁽¹⁰⁾ **I'll make** / **I made** a lot of money.'

So what ⁽¹¹⁾ **will the next big thing be** / **will be the next big thing** in mobile technology? Experts ⁽¹²⁾ **already developed** / **have already developed** technology which turns your hand into a touchscreen.

A user's hand ⁽¹³⁾ **is filmed** / **is filming** by a tiny camera and the information ⁽¹⁴⁾ **has sent** / **is sent** by computer to their phone. So in the future, phones ⁽¹⁵⁾ **will be left** / **are left** in a pocket or bag while a user makes calls from the palm of their hand. But who would buy this technology if it ⁽¹⁶⁾ **became** / **will become** available? Drivers? Cyclists? Who knows!



Crystal Clear Facts

You can now buy a watch that is also a phone. Smartwatches are mini smartphones that fit on your wrist or in your pocket.



My Progress

Score your progress from 1 (needs improvement) to 5 (excellent).

I can use the present simple and present continuous to talk about habits and routines and things that are happening now. ☐

I can use the past simple and past continuous to talk about events that happened or were happening in the past. ☐

I can use the present perfect to talk about events that happened at an indefinite time in the past. ☐

I can use the past perfect to talk about events that happened before a later event in the past. ☐

I can use *will* and *be going to* to talk about the future. ☐

Irregular verbs

Infinitive	Past simple	Past participle
be /bi:/	was, were /wɒz/, /wɜ:(r)/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /'bi:t(ə)n/
become /br'kʌm/	became /br'keɪm/	become /br'kʌm/
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪt(ə)n/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊz(ə)n/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /drʊ:/	drawn /drɔ:n/
dream /dri:m/	dreamt, dreamed /dremt/, /dri:md/	dreamt, dreamed /dremt/, /dri:md/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'draɪv(ə)n/
eat /i:t/	ate /eɪt/	eaten /'i:t(ə)n/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forget /fə(r)'get/	forgot /fə(r)'gɒt/	forgotten /fə(r)'gɒt(ə)n/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪv(ə)n/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
have /hæv/	had /hæd/	had /hæd/
hear /hiə(r)/	heard /hɜ:(r)d/	heard /hɜ:(r)d/
hide /haɪd/	hid /hɪd/	hidden /'hɪd(ə)n/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜ:(r)t/	hurt /hɜ:(r)t/	hurt /hɜ:(r)t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
learn /lɜ:(r)n/	learnt, learned /lɜ:(r)nt/, /lɜ:(r)nd/	learnt, learned /lɜ:(r)nt/, /lɜ:(r)nd/

Infinitive	Past simple	Past participle
leave /li:v/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /put/	put /put/	put /put/
read /ri:d/	read /red/	read /red/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spell /spel/	spelt /spelt/	spelt /spelt/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stud/	stood /stud/
steal /sti:l/	stole /stəʊl/	stolen /'stəʊl(ə)n/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tuk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
understand /ˌʌndə(r)'stænd/	understood /ˌʌndə(r)'stud/	understood /ˌʌndə(r)'stud/
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə(r)/	wore /wɔ:(r)/	worn /wɔ:(r)n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /'rɪt(ə)n/

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Exam Trainer learning outcomes

Exam Reading outcomes

- 1 Understand specific information in an article about the Paralympic Games (page 94) and an article about a famous Paralympic athlete (page 95). Choose true / false answers about the text.
- 2 Understand the gist and the main points from clear and simple advertisements. Match descriptions of people to the advertisements (pages 96–97).
- 3 Understand the main ideas in short notes and notices, and identify the key information. Match the meanings to the texts (pages 98–99).
- 4 Understand the gist and the main points from clear and simple advertisements for courses. Match descriptions of people to the advertisements (pages 100–101).
- 5 Understand specific information in a text about a new invention (page 102) and a text about a special kind of mobile phone (page 103). Choose the correct multiple-choice answers to questions about the texts.
- 6 Understand specific information in a text about making a film (page 104) and a review of a film (page 105). Choose the correct words to complete gaps in a text.

Exam Writing outcomes

- 1 Write a short informal email in which one establishes and maintains contact (e.g. with a friend) and in which there is an exchange of information, a simple description of a series of events and personal experiences and expression of opinions in a simple way (pages 106–107).
- 2 Understand specific information in summer camp application emails and complete a form (page 108) and extract ideas from two emails to complete a job notice (page 109).
- 3 Write personal correspondence in an email to answer specific questions about a recent event in which there is an exchange of information, a simple description of the event and expression of opinions in a simple way (pages 110–111).
- 4 Understand specific information in a text about a memorable experience (page 112) and a text about a lucky escape (page 113). Choose the correct words to complete gaps in a text.
- 5 Write a short communicative message, addressed to public or private bodies or businesses, giving information in a simple way, observing formal conventions and using formal language (pages 114–115).
- 6 Write a short description of a person and of an object, drawing on the main points set out in a logical order and using appropriate creative language (pages 116–117).

Exam Listening outcomes

- 1 Extract the main ideas and relevant information from a presentation about a familiar topic, related to academic or vocational topics. For example a talk about academic topics or a talk about organizing group work. Choose the correct multiple-choice answers to questions about the presentation (pages 118–119).
- 2 Identify specific information in a conversation from a TV programme about everyday topics. Complete information about the topic (pages 120–121).
- 3 Identify the main ideas and relevant information from a monologue about how to organize an academic project which is structured in a clear way. Match information about the project (pages 122–123).

Exam Speaking outcomes

- 1 Participate in a simple informal conversation, introducing yourself and answering questions about your family, your school and your interests (pages 124–125).
- 2 Give a short presentation describing a photo, organizing ideas clearly (pages 126–127).
- 3 Take part in a conversation that involves an exchange of information, compare ideas, give opinions, respond to suggestions and make a decision (pages 128–129).

Unit 1 Grammar Reference

Present simple

- we use the *present simple* to talk about permanent situations and routines or habits. We can use it with adverbs of frequency.
- we form the present simple with the infinitive without to (eg. read, send). We add -s or -es for the third person singular

I go to school every day.

She sends letters to her aunt.

- in negative sentences and questions, we use auxiliary verb do. In short answers, we use do / don't or does / doesn't without the verb

We don't speak Russian.

Do you want to go to France? Yes, I do.

Affirmative	She works in an office.
Negative	I don't work in an office.
Questions	Do they work in an office?
Short answers	No, we don't .

Present continuous

- we use the *present continuous* to describe what is happening at the moment
- we form the present continuous with subject + be + verb + -ing

We're doing our homework.

Affirmative	He's waiting at the bus stop.
Negative	We aren't waiting at the bus stop.
Questions	Are you waiting at the bus stop?
Short answers	Yes, I am .

Past simple

- we use the *past simple* to talk about events in the past

I played tennis yesterday.

- we form negative sentences with *didn't* + the infinitive without to

She didn't cycle to school.

- we form the questions in the past with *did* + the infinitive without to. In short answers, we don't repeat the main verb

Did he buy a car? Yes, he did.

- check pages 62 and 63 for irregular verbs

Regular verbs

Affirmative	I changed my clothes.
Negative	You didn't change your clothes.
Questions	Did she change her clothes?
Short answers	Yes, she did .

Irregular verbs

Affirmative	You made a cake.
Negative	They didn't make a cake.
Questions	Did she make a cake?
Short answers	No, she didn't .

used to

- we use *used to* + infinitive without to to talk about past habits and situations. We use it to talk about things that people did regularly in the past but that they don't do now

They used to live in London but now they live in Glasgow.

Affirmative	I used to play tennis.
Negative	You didn't use to play tennis.
Questions	Did they use to play tennis?
Short answers	Yes, I did .

Subject and object questions

- question words can be either the subject or the object of the verb
- if the question word is the subject of the question, we don't need to use an auxiliary verb

Who made the cake? Jenny made the cake.

- if the question word is the object of the question, we use an auxiliary verb (do, does or did)

What did Jenny make? She made a cake.

Subject questions

What inspired Johnny Depp to play Edward Scissorhands? A dog inspired him.

Object questions

Who did he meet in LA? He met Nicolas Cage.

Grammar Practice

Present simple and continuous

- 1 Complete the sentences using the correct form of the verbs in brackets. Use the present simple or the present continuous.

My sister Lisa ⁽¹⁾ loves (love) sport. She often ⁽²⁾ _____ (play) basketball and tennis with her friends, and she also ⁽³⁾ _____ (go) swimming four times a week. In fact, she ⁽⁴⁾ _____ (swim) at the moment. I like my sister, but we're very different. I ⁽⁵⁾ _____ (not like) sport at all. I prefer computers and technology. Right now, I ⁽⁶⁾ _____ (wait) for Lisa to come home and play computer games with me!

Past simple

- 2 Write the past simple form of these verbs.

Regular

appear appeared
1 start _____
2 decide _____
3 stop _____

Irregular

4 make _____
5 see _____
6 have _____

- 3 Complete the sentences using the past simple form of the verbs in brackets.

Jane didn't make (not make) friends at school.
1 Jack _____ (got) into trouble with his teacher.
2 We _____ (not win) first prize.
3 My dad _____ (take) a gap year before university.
4 My cousin _____ (study) maths at university.
5 She _____ (drop) out of university.

used to

- 4 Complete the sentences using the present simple or *used to* + verb.

I used to sit next to Louisa but now I sit next to Harry.
1 Now my uncle works in Valencia but he _____ in Madrid.
2 Now I _____ milk for breakfast but I always used to have hot chocolate.
3 My mum never watches TV but when she was younger she _____ TV every day.
4 You never used to get angry but now you often _____ angry.
5 My sister lives in Leeds but she _____ in Sheffield.

Subject and object questions

- 5 Are these questions subject or object questions? Write S for subject and O for object.

Where did you go on holiday? O
1 Who cooked dinner yesterday? _____
2 Who did you see last night? _____
3 Why did he drop out of university? _____
4 Who ate all the chocolate? _____
5 What did Jeremy say? _____

- 6 Match the questions with the answers.

1 Who married Prince William? e
2 Who did Prince William marry? ☐
3 Who phoned you? ☐
4 Who did you phone? ☐
5 Who wrote *Romeo and Juliet*? ☐
6 What did William Shakespeare write? ☐
a) William Shakespeare wrote *Romeo and Juliet*.
b) I phoned my best friend.
c) He married Kate Middleton.
d) He wrote about 38 plays.
e) Kate Middleton married Prince William.
f) My best friend phoned me.

Unit 2 Grammar Reference

Past simple and past continuous

- we use the *past continuous* to describe actions that were happening in the past
- we form the past continuous with subject + *was / were* + verb + *-ing*
He was feeling very ill.
- we use *was not (wasn't)* or *were not (weren't)* to form the negative
Were they cycling to school? No, they weren't.

Past continuous

Affirmative	You were reading a book.
Negative	You weren't reading a book.
Questions	Was she reading a book?
Short answers	No, she wasn't .

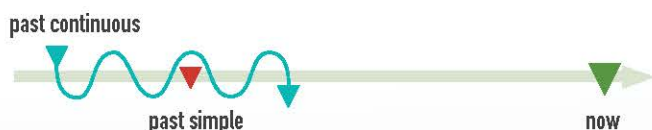
Past simple and past continuous

Then, suddenly, he **saw** and **smelled** something strange.

Five strange animals **were sitting** in front of him.

I **was reading** a crime novel when the phone **rang**.

- we can use the past simple to describe an action which interrupted a past continuous action
Amy was reading a book when the phone rang.



Past perfect

- we always use the *past perfect* with the past simple. We use the past perfect for the action that started first and the past simple for the action closer to the present.
They had finished lunch when I arrived.
- we form the past perfect with subject + *had* + past participle
- to form the negative, we add *not* after *had*
- to form questions, we use *had* + subject + past participle

Affirmative	I had gone You had gone He / She / It had gone We / You / They had gone
Negative	I hadn't gone You hadn't gone He / She / It hadn't gone We / You / They hadn't gone
Questions	Had I gone ...? Had you gone ...? Had he / she / it gone ...? Had we / you / they gone ...?
Short answers	Yes, I had . No, I hadn't . Yes, you had . No, you hadn't . Yes, he / she / it had . No, he / she / it hadn't . Yes, we / you / they had . No, we / you / they hadn't .

Time expressions with past perfect

By the time we arrived, the film had started.

We arrived **after** the film had started.

The film had started **before** we arrived.

The film had **already** started **when** we arrived.

We arrived **at 7 pm**. **By then**, the film had started.

Grammar Practice

Past simple and past continuous

- 1 Complete the sentences with the past continuous form of the verbs in brackets.

He was talking (talk) to a friend when he had an idea for a story.

- 1 While she _____ (work) in a shoe shop, she wrote a short story.
- 2 They met when they _____ (look for) books in the public library.
- 3 While I _____ (cook) dinner, he _____ (listen) to music.
- 4 What _____ (you think) about while I _____ (talk)?
- 5 I _____ (not concentrate) while he _____ (speak).

- 2 Circle the correct words.

When the teacher came in, Evie **chatted** / was chatting to her friends.

- 1 I **read** / **was reading** a thriller when suddenly I heard a strange noise.
- 2 Luke **didn't do** / **wasn't doing** his homework when his Dad got home.
- 3 While they **listening** / **were listening** to music, I heard the phone.
- 4 The sun was shining when I **left** / **was leaving** home.
- 5 She **fell** / **was falling** asleep while she was watching TV.
- 6 I **wasn't cleaning** the house when my mum **came** / **was coming** home.

- 3 Complete the sentences with the past simple and past continuous form of the verbs in brackets.

My brothers were playing (play) football when they broke (break) a window.

- 1 While she _____ (not look) I _____ (take) a photo of her.
- 2 When I _____ (wake) up it _____ (rain).
- 3 They _____ (not listen) when the teacher _____ (explain) the homework.

- 4 John _____ (play) the piano when his dad _____ (arrive).
- 5 Paul _____ (get) home while Lucy _____ (cook).
- 6 She _____ (clean) the kitchen when I _____ (arrive).

Past perfect

- 4 Complete the sentences with the past perfect form of the verbs in brackets.

When I got home, my brother had eaten (eat) all my chocolate.

- 1 She didn't go to the cinema because she _____ (see) the film.
- 2 The teacher got angry because we _____ (not study) for the exam.
- 3 Before I went to that restaurant, I _____ (not try) Chinese food.
- 4 I didn't play in the match because I _____ (leave) my football boots at home.
- 5 They _____ (not buy) a ticket so they couldn't go to the concert.

- 5 Circle the correct words.

We ran to the square but by the time / **after** we got there, Sue had left.

- 1 The party had started **before** / **after** we arrived.
- 2 We got to the football stadium at 8 pm. **By then** / **Before** the match had finished. We were too late!
- 3 I celebrated with my friends **before** / **after** I'd won the prize.
- 4 By the time she was 20 she'd **already** / **before** dropped out of university.
- 5 We had eaten dinner **before** / **by the time** we went to the cinema because we were hungry.

Unit 3 Grammar Reference

Present perfect

- we use the *present perfect* to talk about recent actions in the past that are connected to the present
I've eaten all the cake, so there isn't any left for you.
- we also use it to talk about the events in the past when we don't mention (or we don't know) the exact time
I've been to London.
- we form the affirmative with *have / has* + past participle
- we form the negative with *haven't* or *hasn't* + past participle
- we form question with *have* or *has* + subject + past participle
- we use *How long ...?* with present perfect questions to ask about the duration of an activity or situation
How long have you lived in Bristol?

Affirmative	I have read You have read He / She / It has read We / You / They have read
Negative	I haven't read You haven't read He / She / It hasn't read We / You / They haven't read
Questions	Have I read ...? Have you read ...? Has he / she / it read ...? Have we / you / they read ...?
Short answers	Yes, I have . No, I haven't . Yes, you have . No, you haven't . Yes, he / she / it has . No, he / she / it hasn't . Yes, we / you / they have . No, we / you / they haven't .

Present perfect and past simple

- we use the *present perfect* to talk about experiences or actions in the past when we don't mention (or we don't know) the exact time. We use the past simple to talk about completed actions in the past.
He's been to the supermarket.
He went to the supermarket last Thursday.

Time expressions: present perfect and past simple

- we use *just* to talk about something we've done a short time before the moment of speaking
I've just seen Harry at the bus stop.
- we use *still* and *yet* in negative sentences to talk about something which hasn't been done up to the moment of speaking
She still hasn't recycled the plastic bottles.
He hasn't cleaned the house yet.
- we use *yet* in questions to ask if something has been done
Has he cleaned the house yet?
- we use *already* to talk about something we have done
We've already bought some batteries.
- we use *for* with the durations of time and we use *since* with starting points in time
She's been here for two weeks.
I've known Amy since 2007.
- time expressions for past simple are *yesterday*, *last week...* and for present perfect we use *almost*, *never*, *recently*
I've always wanted to be an actor and yesterday I got a part in a film.

Present perfect

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

We have reduced (reduce) our rubbish.

- 1 I _____ (lose) my laptop.
- 2 My grandparents _____ (have) their dog for a long time.
- 3 We _____ (save) energy by changing the light bulbs.
- 4 He _____ (not make) any new friends.
- 5 I _____ (see) this film three times.
- 6 They _____ (not ask) me to their summer party.

- 2 Write questions with *How long ...?*

Paul / work / at this school ?

How long has Paul worked at this school?

- 1 you / have / your jeans ?

- 2 she / be / your English teacher ?

- 3 they / live / in France ?

- 4 he / play / the violin ?

Present perfect and past simple

- 3 Write answers to the questions in exercise 2. Use *for* or *since* and the time expression in brackets.

(six years)

He has worked at this school for six years.

- 1 (last week)

- 2 (eight months)

- 3 (three years)

- 4 (six years old)

- 4 Circle the correct verbs.

I've lived / I lived in Italy when I was younger.

- 1 I've known / I knew my best friend since we were three years old.
- 2 My brother's left / brother left school last year.
- 3 My football team hasn't won / didn't win a match since last year.
- 4 My parents have started / started their own business ten years ago.
- 5 I haven't read / didn't read that book yet.

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

Joey lives in the USA now. He

⁽¹⁾ has lived (live) there for a

year. Before that he ⁽²⁾ _____

(live) in Canada. He ⁽³⁾ _____

(work) there for two years but he

⁽⁴⁾ _____ (not / like) it very

much. It was too cold! Since he came to the USA,

he ⁽⁵⁾ _____ (travel) around

the country a lot. He ⁽⁶⁾ _____

(visit) San Francisco in April. He loved it!

Time expressions with the present perfect

- 6 Rewrite the sentences using the words in brackets.

I've done this exercise. (already)

I've already done this exercise.

- 1 They haven't seen that film. (still)

- 2 I've spoken to Liam. (just)

- 3 Have you phoned your parents? (yet)

- 4 I've bought you a birthday present. (already)

- 5 It's 1 pm and you haven't got dressed. (still)

- 6 My cousins have moved house. (just)

Unit 4 Grammar Reference

Relative pronouns

People	Things	Time	Places
who	which	when	where
that	that	–	–

- we use *relative pronouns* to give essential information about people, things, time and places. They are used to link two sentences
That's the man. He lives on my street.
*That's the man **who** lives on my street.*
- we use *who* for people, *which* for things, *when* for time and *where* for place
- we can use *that* instead of *who* or *which*

Some / any / no compounds

People	Things	Places
something	somewhere	someone
anything	anywhere	anyone
nothing	nowhere	no one

- some* is used with countable and uncountable nouns in affirmative sentences
*I want to go **somewhere** hot on holiday this year!*
- any* can be used in both negative sentences and questions
*I haven't bought **anything** all week.*
*Has **anyone** seen that new film yet?*
- no* can only be used in negative sentences
*There's **nothing** interesting on television tonight.*
- we add *-one* to talk about people, *-thing* to talk about things and *-where* to talk about places
- we can also replace *-one* with *-body*: *somebody*, *anybody*, *nobody*

The future

Present continuous

- we use the *present continuous* for definite future plans and arrangements
- the form is subject + *be* + verb + *-ing*
*I'm **playing** football on Saturday.*
*They **aren't painting** the house this summer.*
- we form questions with *be* + subject + verb + *-ing*. We don't repeat the verb *-ing* in short answers
*Is he **coming** to the party on Friday? Yes, he is.*

be going to

- we use *be going to* to talk about future plans and intentions
- the form is subject + *be going to* + verb
*We **aren't going to watch** television tonight.*
- to form the questions we change the word order. We don't repeat *going to* in short answers.
*Is he **going to visit** the zoo tomorrow? Yes, he is.*

will and might

- we use *will / won't* + the infinitive without *to* to make predictions about the future
*They **won't be** late.*
- in questions, the order is *will / won't* + subject + infinitive without *to*. We don't repeat the infinitive without *to* in short answers.
*Will you **go** on holiday next year? No, I **won't**.*
- we also use *will* in offers and requests
*I'll **pay** for dinner.*
*Please **will** you **make** me a cake?*
- we use *might* + infinitive for possibilities in the future
*He **might be** late.*

Relative clauses

1 Circle the correct words.

Alice Walker is a writer who / where writes about social problems.

- The first day of primary school was **when** / **who** I met my best friend.
- That's the bin **where** / **that** we recycle our rubbish.
- That's my brother's friend **when** / **who** got into trouble with the police.
- A myth is a story **who** / **that** includes gods, heroes and magic.
- Brick Lane is a place in London **that** / **where** you can buy cool clothes.

2 Complete the sentences with *who*, *which*, *where* or *when*.

I've got a friend who lives in the USA.

- We went to a beautiful beach _____ had white sand and blue water.
- I met a famous actor _____ has been in several films.
- There's a new sports centre _____ you can try all kinds of martial arts.
- It was Christmas _____ my dad fell in love with my mum.

some / any / no compounds

3 Complete the sentences with the words in the box.

anything anywhere no one
nowhere someone something

Have you got anything to eat?

- Nathan was upset because _____ tried his cake.
- _____ phoned while I was having a shower.
- We're looking for _____ to wear for the wedding.
- I can't find my keys _____.
- My favourite place is my home. There's _____ better.

The future

4 Circle the correct words.

My sister's getting / sister'll get married on Saturday.

- We're going to have** / **We'll have** a party tonight.
- I've got a headache. I think I'll **lie down** / **I'm lying down**.
- Let's go to Kate's house. **She's giving away** / **She'll give away** her old clothes.
- In the future, **we're going to buy** / **we'll buy** all our clothes on the internet.

5 Correct the underlined errors. Rewrite the sentences.

I'll meeting Alex at six o'clock tonight.

I'm meeting Alex at six o'clock tonight.

- He learns French next year.

- We'll play tennis with Lily at 2 pm tomorrow.

- I'm probably making a cake for my mum's birthday.

- They'll visit the new museum on Saturday.

6 Complete the sentences with the correct future form of the verbs in brackets.

When we're in Paris, we 're going to go up (go up) the Eiffel Tower.

- Don't worry! Jason _____ (help) you with your homework.
- Don't carry so many plates. You _____ (drop) them.
- I'm busy later. I _____ (have) dinner with my grandparents.
- I'm not sure but I think it _____ (rain) later.
- I haven't studied for the test tomorrow so I _____ (not pass).

Unit 5 Grammar Reference

First conditional

- we use the first conditional to talk about possible situations and their consequence

If we go to Madrid, we'll stay in a hotel.

- to form first conditional sentences we use if + subject + present simple (for the situation), subject + will / won't + infinitive without to (for the consequence)

If we go to Madrid, we'll stay in a hotel.

- we can put either the situation or the consequence first. If the situation comes first, we need a comma.

If you go out in the rain, you'll get wet.

- we don't use the comma if the consequence comes first

You'll get wet if you go out in the rain.

Situation	Consequence
+ If Ben has time,	he'll write a book.
- If Ben doesn't have time,	he won't write a book.
Consequence	Situation
+ Ben'll write a book	if he has time.
- Ben won't write a book	if he doesn't have time.

Second conditional

- we use the second conditional to talk about imaginary or unlikely future situations and their consequences

- we form the second conditional with if + subject + past simple (for the situation) and then subject + would / wouldn't + infinitive without to (for the consequence)

If I sold my car, I'd buy a motorbike.

- we can put either the situation or the consequence first. If the situation comes first, we need a comma.
- we don't use the comma if the consequence comes first

Situation	Consequence
+ If he practised,	he would be a good musician.
- If he didn't practise,	he wouldn't be a good musician.
Consequence	Situation
+ He would be a good musician	if he practised.
- He wouldn't be a good musician	if he didn't practise.

Gerund and infinitives

Gerund as the subject of a sentence

- gerunds (the -ing form of the verb) can be the subject of a sentence

Finding a job can be difficult.

Gerunds after verb

- some verbs are followed by a gerund

I enjoy playing the trumpet.

I don't mind working until 7 pm.

Have you finished eating?

Gerunds after preposition

- the gerund is generally used after prepositions

I'm dreaming about going on holiday.

She's good at playing the violin.

I'm interested in working for you.

Infinitives after verbs

- some verbs are followed by the infinitive

I don't want to talk to you.

We expect to arrive at ten o'clock.

Did they help to pay for the car?

- be careful: some verbs can be followed by either a gerund or an infinitive but with slightly different meaning

Infinitives after adjectives

- the infinitive is generally used after adjectives

I am pleased to see you.

We were not happy to be there.

I was surprised to hear that.

Grammar Practice

The first and second conditional

- 1 Complete these first conditional sentences with the correct form of the verbs in brackets.

- If I go (go) abroad,
I 'll make (make) new friends.
- 1 If he _____ (take) off his jumper,
he _____ (be) cold.
- 2 We _____ (save) energy if we
_____ (switch) off the lights.
- 3 If you _____ (not listen), you
_____ (not understand).
- 4 I _____ (put) on that shirt if this
T-shirt _____ (not go) with my
jeans.
- 5 If Joe _____ (move) house,
_____ (he / change) school?

- 2 Correct the underlined errors in these second conditional sentences. Rewrite the sentences.

We'd save water if we don't have a shower every day.

We'd save water if we didn't have a shower every day.

- 1 If I'm rich, I'd buy a helicopter.

- 2 Lucy would work in a shop if the pay will be better.

- 3 If my aunt doesn't have children, she'd write a book.

- 4 If you found a wallet, what will you do?

- 3 Match the beginnings with the endings to make sentences.

- | | |
|------------------------------------|-----------------------------|
| 1 I'll go by bike | a) I'd drop out. |
| 2 I'd get a part-time job | b) Mum will get angry. |
| 3 If I wasn't happy at university, | c) I'll lend you this book. |
| 4 If you wear out those trainers, | d) if I needed money. |
| 5 If you finish that comic, | e) if the weather is good. |

- 4 Complete the first and second conditional sentences with the correct form of the verbs in brackets.

- I 'll go (go) to the cinema if it rains tomorrow.
- 1 If my family won a lot of money, we
_____ (move) house.
- 2 If I _____ (get) good marks in the exams, my mum will buy me a bike.
- 3 If I found a dog in the street, I
_____ (not keep) it.
- 4 We'll go to the beach if it _____ (be) hot tomorrow.
- 5 I'd phone my parents if I _____ (get) lost in a big city.

Gerunds and infinitives

- 5 Circle the correct words.

He hopes to arrive / arriving before 9 pm.

- 1 I love to play / playing the piano.
- 2 My mum avoids to eat / eating cheese.
- 3 Tim was happy to hear / hearing the good news.
- 4 Are you interested in to come / coming to the cinema tonight?

- 6 Complete the sentences with the correct form of the verbs in brackets.

What did your sister do after finishing (finish) university?

- 1 I don't enjoy _____ (make) cakes.
- 2 It's easy _____ (learn) French.
- 3 My brother's good at _____ (play) cricket.
- 4 Do you mind _____ (help) me clean the house?
- 5 Where does Lisa go _____ (buy) her clothes?

Unit 6 Grammar Reference

Modals of deduction and possibility

- we use *must* and *can't* for deduction
- we use *must* when we are certain about something because there is a logical explanation for it

*John has walked 20 kilometres today. He **must** be tired.*

- we use *can't* when we are certain that something is impossible

*You **can't** be hungry now – you had a pizza and cake for dinner!*

- we use *might*, *may* and *could* when something is possible or probable but not certain

*Joanne didn't answer the phone. She **might** have gone out.*

*My purse isn't in my bag – I **may** have left it at the restaurant.*

*The door is open. They **could** be in the house.*

Clauses of purpose

- we use *clauses of purpose* to talk about why somebody does something

In order to complete this, we need to work together.

*He walked quickly **so that** he wouldn't be late*

*I bought a tent **so as to** go camping.*

None and neither

- *Neither* means *not one* of the two options. *None* means *not any* of the three or more options.

***Neither** of the children liked the film.*

*He wanted a piece of cake, but there was **none** left.*

Comparison of adverbs

- *Adverbs* form their comparatives and superlatives using *-er* and *-est*, and *more* and *most*. Adverbs that end in *-ly* use the words *more* and *most* to form their comparatives and superlatives.

*The teacher spoke **more slowly** to help us to understand.*

Grammar Practice

Modals of deduction and possibility

1 Circle the correct words.

Ruby isn't at school. She **can** / **may** be on holiday.

- 1 Kate is such a talented dancer. She **might** / **must** practise a lot.
- 2 **Can** / **must** you show me your passport, please?
- 3 Eva is making a snack. She **must** / **could** be hungry.
- 4 My friends aren't here. They **could** / **can** be late.
- 5 It is cloudy today. It **might** / **can't** rain tonight.

2 Match statements 1–5 with responses a–e.

- 1 He hasn't slept for three days.
- 2 It's freezing in this house.
- 3 Alex is in America at the moment.
- 4 Let's try the new restaurant in Park Road.
- 5 There's nothing to eat in this house.

c

- a) He can't be. I saw him at the shops an hour ago.
- b) There might be some bread in the cupboard.
- c) He must be very tired.
- d) It can't be very good. There's never anybody eating there.
- e) The heating must be broken again.

3 Complete the sentences with *must*, *might* or *can't*.

I'm not sure where Eliza is. She might be at home.

- 1 Ali's lived in England. He _____ speak English.
- 2 Luke was with me all day. He _____ be guilty.
- 3 I don't know why they aren't answering the phone. They _____ be asleep.
- 4 Sally's not usually this quiet. She _____ be ill.
- 5 I don't believe that Kelly lived in China. It _____ be true.

Clauses of purpose

4 Circle the correct words.

- 1 I went to bed early **so as not to** / **so that** I wouldn't be tired in the morning.
- 2 I have to get up early. I set the alarm for five o'clock **so as to** / **in order not to** oversleep.
- 3 I waited for an hour **so that** / **so as to** I could meet her.
- 4 Some people do not eat before exercises **in order not to** / **so that** feel sick.
- 5 Do exercise regularly **in order to** / **so as to** have excellent health and well-being
- 6 My sister gave English lessons **in order not to** / **in order to** earn some pin money

None / neither

5 Complete the sentences.

- 1 We've got two coffee machines and _____ of them works properly. We need to buy a new one.
- 2 Which pair of shoes would you choose? _____ ! They're both awful.
- 3 All of my friends have already made plans, so _____ of them can hang out with me.
- 4 Both Frank and I want to go out, but _____ of us has got money, so we are staying home.

Comparison of adverbs

6 Complete the sentences with the correct form of the adverb in brackets.

- 1 The little boy ran _____ than his friends. (far)
- 2 You're driving _____ today than yesterday! (badly)
- 3 He played the _____ of any player. (well)
- 3 Everyone in the race ran fast, but John ran _____ of all. (fast)

Unit 7 Grammar Reference

The passive

- we use active sentences to emphasize the person or thing who does an action, not the recipient of the action

The dog bit Sam.

- we use the passive sentences when we want to emphasize the recipient of an action, not the person or thing who does it

Sam was bitten by the dog.

- we also use it when we don't know for sure who does the action

The house was built in 1950.

- we use the passive to describe a series of processes

The bread is made and then it's sold in the shop.

- the passive is used more in writing than in speaking

Present simple

- the present simple passive is formed with the present of *be* + the past participle of the verb

The museum is visited by 3 million people every year.

Rugby isn't played at my school.

Past simple

- the past simple passive is formed with the past of *be* + the past participle of the verb

The telephone wasn't invented by Elon Musk.

Sandals were worn by the Romans.

Present perfect

- the present perfect is formed with the verb *have* / *has been* and the past participle of a verb

Many books have been written by Thomas.

The letters have been delivered by UPS.

Will and be going to

- the future passive with *will* is formed by using subject + *will be* + the past participle of the verb

The concert will be held at Wembley.

The new houses won't be built next to the church.

- the future passive with *going to* is formed by using subject + *am / is / are going to be* + past participle of the verb

The walls are going to be painted white.

The biscuits aren't going to be made with butter.

The passive: questions

- we use *am / is / are* + subject + past participle to make questions in the present simple passive

Is turkey eaten at Christmas?

Are computers sold in that shop?

- we use *was / were* + subject + past participle to make questions in the past simple passive

Was your bike stolen from outside your house?

Were those cakes made by Dot?

- we use *have / has been* + subject + past participle to make questions in the present perfect passive

Will the project be finished by January?

- we use *will* + subject + *be* + past participle to make questions in the future passive with *will*

Is the light going to be fixed tomorrow?

Are the dresses going to be made of silk?

- we use *am / is / are* + subject + *going to be* + past participle to make questions in the future passive with *be going to*

Is the light going to be fixed tomorrow?

Are the dresses going to be made of silk?

Grammar Practice

The passive

- 1 Complete the sentences with the present simple passive form of the verbs in brackets.

World records are set (set) every day.

- The Olympics _____ (hold) every four years.
- Cricket _____ (not play) in my country.
- The best tennis player _____ (rank) number one.
- A gold medal _____ (not make) of solid gold.
- Records _____ (break) at most Olympic Games.

- 2 Complete the sentences with the past simple passive and present perfect passive form of the verbs in brackets.

The basketball final was televised two days ago. (televisе)

- My camera _____ (steal) from my bag.
- The goal _____ (not score) by Messi.
- The 2012 Olympic Games _____ (hold) in London.
- Text messages _____ (not send) twenty years ago.

- 3 Write sentences in the future passive.

The school / will / finish / by next year.

The school will be finished by next year.

- The song / be going to / play / now.

- The final / will / win / by Rafa Nadal.

- Our car / not be going to / repair / next week.

- Many shoplifters / will / never / catch.

- Our team / will not / beat.

- 4 Complete the sentences with *is*, *was* or *will be*.

Our remote control was misplaced last week.

- English _____ spoken all over the world.
- The shopping centre _____ closed next week.
- A suspect _____ arrested last night.
- He _____ questioned by the police tomorrow.
- The 2014 World Cup _____ won by Germany.

- 5 Correct the underlined errors. Rewrite the sentences.

That bottle make of glass.

That bottle is made of glass.

- The 2016 Olympics will hold in Brazil.

- London visits by millions of tourists every year.

- Your application form didn't fill in correctly.

- My mother isn't going to promote.

Passive questions

- 6 Complete the questions for these answers.

Where is gold found?
Gold is found in South Africa.

- When _____ the telephone _____?
The telephone was invented in 1876.
- What _____ her ring _____ of?
Her ring is made of silver.
- When _____ a cure for the disease _____?
A cure for the disease will be found soon.
- Where _____ the race _____?
The race is going to be held near Liverpool.

Unit 8 Grammar Reference

Reported speech

- we use reported speech to report what someone else has said from our point of view
- when we use direct speech, we write the exact words the person said inside quotation marks
'I saw her at the gym last night,' he said.
- when we use reported speech, we don't use quotation marks
*He said that he **had seen** her at the gym the night before.*
- the tense changes from the one that the speaker originally used

Tenses	Direct speech	Reported speech
present simple → past simple	'I want to test the product' Sam said.	He said that he wanted to test the product.
present continuous → past continuous	'I am testing the product.'	He said that he was testing the product.
past simple → past perfect	'We tested the product.'	He said that they had tested the product.
will → would	'I will test the product.'	He said that he would test the product.
can → could	'I can test the product.'	He said that he could test the product.

Time expressions

- when we use reported speech, we often need to change (or omit) time expressions
*'I want to go shopping **next week**,' said Amy.*
*Amy said that she wanted to go shopping **the following week**.*
*'I want to go shopping **now**,' said Sarah.*
Sarah said that she wanted to go shopping.

Time expressions in reported speech

today	→	that day
tomorrow	→	the day after / the following day
yesterday	→	the day before / the previous day
next week	→	the week after / the following week
last week	→	the week before / the previous week
12 years ago	→	12 years before

Pronouns and possessives

- when we report what someone else says, we generally need to change the pronoun
*'I watched a film with **my** sister yesterday,' said Lucy.*
*Lucy said that **she** had watched a film with **her** sister the day before.*

Questions

Information questions

- we report information questions by changing the word order: the subject comes before the verb.
We don't use the auxiliary verb do
*'Where **do** you live, Kevin?' asked Julia.*
*Julia asked Kevin where he **lived**.*

yes / no questions

- we report yes / no questions with if or whether
'Can you lend me that book?' he asked me.
*He asked me **if / whether** I could lend him that book.*

Grammar Practice

Reported speech

1 Complete the sentences in the table.

Tense changes	Direct speech	Reported speech
present simple → past simple	'I live in a big house.'	Mark said that he <u>lived</u> in a big house.
present continuous → past continuous	'We are watching TV.'	He said that they ⁽¹⁾ _____ TV.
past simple → past perfect	'I didn't see him at the beach.'	He said that he ⁽²⁾ _____ him at the beach.
will → would	'Jack will help you.'	He said that Jack ⁽⁴⁾ _____ help me.
can → could	'I can't swim.'	Kate said that she ⁽⁶⁾ _____ swim.

2 Match the time expressions with the reported speech time expressions in the box.

~~that day~~ the day before
the following day the week after
two years before

- today that day
- 1 tomorrow _____
- 2 yesterday _____
- 3 next week _____
- 4 two years ago _____

3 Complete the reported speech with *he, him, his, she or her*.

- 1 'I want to show you a game on my new phone, Jason' said Ellie.
She said she wanted to show _____ a game on _____ new phone.
- 2 It's your favourite kind of game.
She said it was _____ favourite kind of game.
- 3 You can play it with me if you've got time.
She said _____ could play it with _____ if _____ had time.

Reported questions

4 Read the questions. Then complete the reported questions.

- 'Where do you live?' he asked.
He asked me where I lived.
- 1 'What are your friends doing?' he asked.
He asked me _____.
- 2 'Did you watch TV last night?' my best friend asked.
My best friend asked me _____.
- 3 'Did you beat your brother at tennis last week?' Dan asked.
Dan asked Mike _____.
- 4 'What languages can you speak?' the teacher asked.
The teacher asked me _____.
- 5 'Where are we going tomorrow?' I asked the teacher.
I asked the teacher _____.

Unit 9 Grammar Reference

Tense review

Present tenses

Present simple

I **live** in Manchester.

I **don't live** in Leeds.

Present continuous

You're **reading** a magazine.

You're **not playing** the guitar.

Past tenses

Past simple

She **went** to Cardiff at the weekend.

She **didn't go** to London at the weekend.

Past continuous

We **were listening** to music.

We **weren't watching** television.

Present perfect

You've **seen** Zac Efron's new film.

You **haven't seen** Miley Cyrus's new film.

Past perfect

They **had finished** eating dinner.

They **hadn't finished** talking about politics.

Future tenses

Will

I'll **go** to university when I finish school.

I **won't live** at home when I finish school.

Be going to

You're **going to buy** James a birthday present.

You **aren't going to buy** James a DVD.

Present continuous

We're **meeting** at the cinema at 7 pm.

We're **not leaving** school this year.

Question forms

Question forms

Do you **like** pizza?

Who **is** that man?

What **are** you **doing**?

Where **did** you **learn** French?

Who **was sitting** next to Jane?

Have you **eaten** your lunch?

Had you **spoken** to Ian before the party?

Who **are** you **going to visit** in Cambridge?

Will you **remind** me **to do** my homework?

Is James **meeting** us at the cinema?

Grammar Practice

Tense review

- 1 Complete the rules with the tenses in the box.

future with *be going to* future with *will*
past continuous past perfect ~~past simple~~
present continuous present perfect
present simple

We use the past simple to talk about an action or event in the past.

- 1 We use the _____ to talk about an action or event which happened before another action or event in the past.
- 2 We use the _____ to talk about an action or event that started in the past and continues until now or that happened at an indefinite time in the past.
- 3 We use the _____ to talk about a future plan or to talk about a future event based on present evidence.
- 4 We use the _____ to talk about an action or event which is true, and habits and routines.
- 5 We use the _____ to talk about a future prediction.
- 6 We use the _____ to talk about an action or event which is happening now or to talk about a future arrangement.
- 7 We use the _____ to talk about an action or event in progress in the past.

The present

- 2 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

We sometimes go (go) skiing.

- 1 I often _____ (eat) toast.
- 2 At the moment, my sister _____ (live) in California.
- 3 Penguins _____ (not live) at the North Pole.
- 4 Nobody _____ (know) where Louise lives.

The past

- 3 Complete the sentences with the correct past form of the verbs in brackets.

We were (be) late so we didn't eat (not eat) breakfast today.

- 1 I _____ (send) you a text message when I _____ (drop) my phone.
- 2 I _____ (never / visit) the Guggenheim museum in Bilbao.

The future

- 4 Circle the correct words.

When I'm older, I think I'm travelling / I'll travel around the world.

- 1 I will study / I'm going to study at Oxford University next year.
- 2 You'll be / You're being famous one day.
- 3 He's probably being / going to be an engineer when he leaves university.
- 4 Look at the clouds! It will rain / It's going to rain.

Question forms

- 5 Write questions.

you / often / argue / with your friends?

Do you often argue with your friends?

- 1 you / have a shower / yesterday / when / I / arrive / ?

- 2 your dad / investigate / a crime / at the moment / ?

- 3 your friends / go / to university / next year / ?

- 4 you / know / your best friend / since primary school / ?

- 5 you / have / a good day / yesterday / ?

Unit 1 Vocabulary Reference

Life-changing events



become rich



change school



drop out of university



get into trouble



go abroad



go for a job interview



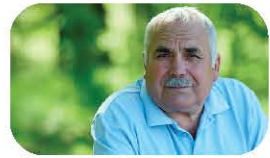
have an accident



make new friends



move house



retire



settle down



start your own business



take a gap year



win an award

Verb + preposition

agree about (verb) /ə'grɪə ə'baʊt/ to have the same opinion about something as another person. You **agree about** something.

agree with (verb) /ə'grɪ: wið/ to have the same opinion as another person. You **agree with** someone.

argue about (verb) /'ɑ:(r)gju ə'baʊt/ to discuss something that you disagree about with another person, usually in an angry way. You **argue about** something.

argue with (verb) /'ɑ:(r)gju wið/ to discuss something with another person in an angry way. You **argue with** someone.

depend on (verb) /dɪ'pend ɒn/ to need or trust someone to do something

dream about (verb) /dri:m ə'baʊt/ to think about something that you hope to do in the future

listen to (verb) /'lɪs(ə)n tu:/ to pay attention to what someone says to you

look forward to (verb) /lʊk 'fɔ:(r)wə(r)d tu:/ to feel happy and excited about something that is going to happen

participate in (verb) /pɑ:(r)'tɪsɪpɪt ɪn/ to take part in something

talk to (verb) /tɔ:k tu:/ to speak or to have a conversation

wait for (verb) /weɪt fɔ:(r)/ to be hoping or expecting that something will happen

worry about (verb) /'wʌri ə'baʊt/ to feel nervous or upset because you are thinking about your problems or bad things that might happen

1 Circle the correct words.

- Before she goes to university, my sister is going to **take a gap year** / **win an award**. She is going to work to save up some money and then **change school** / **go abroad** and travel with a group of friends. She's going to **have a job interview** / **settle down** this week for a position as a shop assistant.
- When I was 13, my family and I **retired** / **moved house** and went to live in a different city. I had to change school, and that was difficult. At first, I didn't know anyone and I sometimes **got into trouble** / **settled down** with the teachers but later I **dropped out of university** / **made new friends**. Now, I love my new school.

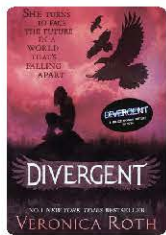
2 Circle the correct words.

Some people always **argue about** / **dream about** being rich and famous one day.

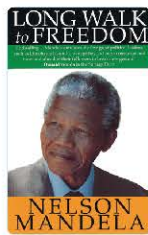
- We always **wait for** / **look forward to** our camping trip in the summer holidays.
- I don't **argue with** / **agree with** you about this but we can still be friends.
- I need to **listen to** / **talk to** you about something important.
- Don't **worry about** / **dream about** Karen's health. I am sure she will be better tomorrow.
- Do you want to **depend on** / **participate in** an exciting new project?

Unit 2 Vocabulary Reference

Literary genres



adventure



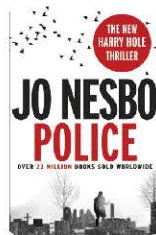
autobiography



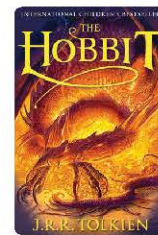
biography



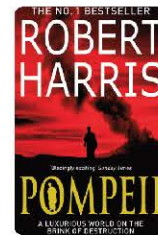
comic



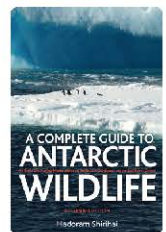
crime



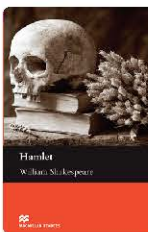
fantasy



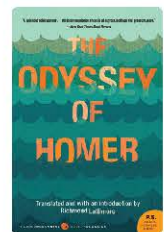
historical fiction



non-fiction



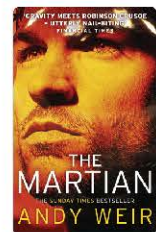
play



poetry



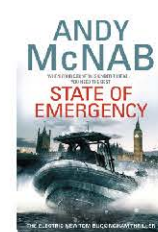
romantic novel



science-fiction



short story



thriller

Compound nouns

audiobook (noun, C) /'ɔːdiəʊ bʊk/ a book that is read aloud and recorded as an MP3 file or a CD

best-seller (noun, C) /best 'selə(r)/ a book that many people buy

book deal (noun, C) /bʊk diːl/ an agreement between an author and a publisher to publish a book

bookshop (noun, C) /'bʊk ʃɒp/ a shop that sells books

computer program (noun, C) /kəm'pjʊtə(r) 'prəʊgræm/ instructions inside a computer that allow you to do something, eg create a document

graphic novel (noun, C) /'græfɪk 'nɒv(ə)l/ a novel that uses pictures to tell the story

love letter (noun, C) /lʌv 'letə(r)/ a letter telling someone how much you love them

popular press (noun, U) /'pɒpjʊlə(r) pres/ tabloid newspapers that have stories about people's private lives, as well as serious news

postcard (noun, C) /'pəʊs(t), kɑː(r)d/ a small card that you write on and send to someone in the post

public library (noun, C) /'pʌblɪk 'laɪbrəri/ a building with books in it that anyone can read or borrow

school holiday (noun, C) /skuːl 'hɒlɪdeɪ/ a period of time when students do not go to school

secondary school (noun, C) /'sekənd(ə)ri skuːl/ a school for students between the ages of 11 and 18

social life (noun, U) /'səʊʃ(ə)l laɪf/ the time that you spend enjoying yourself with friends

text message (noun, C) /tekst 'mesɪdʒ/ a written message that you send or receive on a mobile phone

1 Match the beginnings with the endings.

- | | |
|----------------------|---|
| 1 A romantic novel | a) is a story set in a different period. |
| 2 A biography | b) is a book about the life of a real person. |
| 3 A non-fiction book | c) is a book about relationships. |
| 4 Historical fiction | d) is a book about something real or factual. |
| 5 A play | e) is a story written to be performed at the theatre. |

2 Complete the sentences with the words in the box.

audiobook book deal bookshop public library text message

- The author signed a £1 million _____ with the publishers.
- I borrowed some books from the _____.
- Let's buy some books in this _____. It looks interesting!
- You can listen to an _____ when you're on the bus.
- Marek sent me a _____. He's on the bus.

Unit 3 Vocabulary Reference

Saving environmental resources



compost food waste



install solar panels



insulate windows



mend old clothes



recycle packaging



ride a bike



save water



share car journeys



travel by public transport



turn off lights



use rechargeable batteries

Prefixes

misinform (verb) /ˌmɪsɪnˈfɔː(r)m/ to give someone false or incorrect information

misplace (verb) /ˌmɪsˈpleɪs/ to put something in the wrong place or lose it temporarily

misunderstand (verb) /ˌmɪsʌndə(r)ˈstænd/ to not understand something or someone correctly

overcrowd (verb) /ˌəʊvə(r)ˈkraʊd/ to have too many people or things occupying a place

overeats (verb) /ˌəʊvərˈiːt/ to eat too much

overpopulate (verb) /ˌəʊvə(r)ˈpɒpjʊˌleɪt/ to have too many people living in a place

recycle (verb) /ˈriːˈsaɪk(ə)/ to use something again, often for a different purpose

reorganize (verb) /ˈriːɔː(r)ɡənaɪz/ to organize something in a different way

replace (verb) /ˈriːpleɪs/ to get rid of someone or something and put a new person or thing in their place

replay (verb) /ˈriːpleɪ/ to play something again, eg a sports match or a video clip

undercook (verb) /ˌʌndə(r)ˈkʊk/ to not cook something enough

underestimate (verb) /ˌʌndərˈestɪˌmeɪt/ to think or guess that something is smaller or less important than it really is

underpay (verb) /ˌʌndə(r)ˈpeɪ/ to pay someone too little for the work they do

underuse (verb) /ˌʌndə(r)ˈjuːz/ to not use something enough

1 Circle the correct words.

- We're going to **insulate windows** / **install solar panels** so we can generate electricity at home.
- If you **travel by public transport** / **use rechargeable batteries**, you'll save money and won't need a car.
- I've decided to **share car journeys** / **mend old clothes** and not buy anything new for one year.
- We **recycle packaging** / **compost food waste** at home, like vegetable peelings and meat bones.
- You can **save water** / **install solar panels** if you take short showers and don't have baths.
- It's a good idea to **compost food waste** / **use rechargeable batteries** for items like radios and cameras.
- Always **turn off lights** / **save water** when you leave a room. It saves electricity!

2 Complete the definitions with the prefixes in the box.

mis- over- re- under-

- The prefix _____ means to do something again.
- The prefix _____ means to do something to excess.
- The prefix _____ means to do something incorrectly.
- The prefix _____ means to do something less than necessary.

Unit 4 Vocabulary Reference

Style adjectives



casual / loose



colourful



comfortable



conventional / formal



fashionable / glamorous



fashionable / trendy



formal / old-fashioned



impractical



sporty



tight

Phrasal verbs: clothes

get into (verb) /get 'ɪntu:/ to be able to fit into an item of clothing

give away (verb) /gɪv ə'weɪ/ to give someone something that you don't need

go with (verb) /gəʊ wɪð/ to look good in combination with something

look for (verb) /lʊk fɔ:(r)/ to hope to get something that you want or need

pick out (verb) /pɪk aʊt/ to choose a thing or person from a group

pick up (verb) /pɪk ʌp/ to lift things up and put them in the place where they are kept

put away (verb) /put ə'weɪ/ to store something in its usual place

put on (verb) /put ɒn/ to start wearing something

take off (verb) /teɪk ɒf/ to remove a piece of clothing

throw away (verb) /θrəʊ ə'weɪ/ to get rid of something that you don't need

try on (verb) /traɪ ɒn/ to put on a piece of clothing to see how it looks and check if it fits

wear out (verb) /weə(r) aʊt/ to use something a lot so it can't be used any more

1 Circle the correct words.

- Wow! That's a **colourful** / **conventional** shirt. It's blue, red, orange, yellow and green.
- These jeans are too **loose** / **sporty**. I need a belt.
- Some people like to be **formal** / **trendy** and always buy the latest trainers.
- My sister wore a very **glamorous** / **colourful** black dress to her birthday party.
- My grandfather wears **casual** / **old-fashioned** clothes but he always looks smart.
- These boots are so **comfortable** / **impractical**. I don't want to take them off.
- It's a good idea to wear quite **formal** / **tight** clothes for a job interview, like a smart jacket.

2 Match 1–6 with a–f.

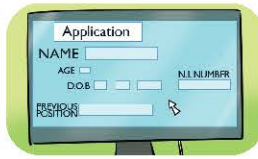
- | | |
|--|-------------------|
| 1 Your new dress is lying on the floor. | a) Put it on. |
| 2 I don't know if this top will fit me. | b) Give it away. |
| 3 I never wear this jacket, it's too small for me. | c) Throw it away. |
| 4 I'm cold without my jumper. | d) Look for it. |
| 5 I can't find my coat. | e) Put it away. |
| 6 This old T-shirt is worn out. | f) Try it on. |

Unit 5 Vocabulary Reference

The world of work



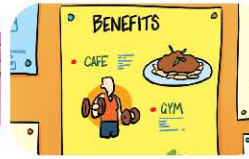
allowance



application form



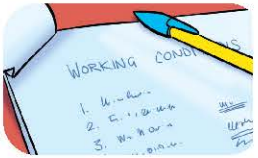
apprenticeship



benefits



bonus



conditions



contract



expenses



job advertisement



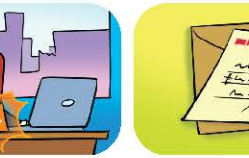
pay rise



pension



promotion



salary



work experience

Work verbs

apply for a job (verb phrase) /ə'plai fɔ:(r) ə 'dʒɒb/ to make a formal request for a job

be unemployed (verb phrase) /bi: ,ʌnim'plɔɪd/ to be without a job

claim expenses (verb phrase) /kleɪm ɪk'spensɪz/ to say that you want to get back money spent while doing a job

earn a salary (verb phrase) /ɜ:(r)n ə 'sæləri/ to receive money for work that you do

fill in an application form (verb phrase)
/fɪl ɪn ʌn ,æplɪ'keɪf(ə)n fɔ:(r)m/ to add information to a document in order to apply for a job

get a job (verb phrase) /get ə 'dʒɒb/ to be successful in finding work

get a pension (verb phrase) /get ə 'penʃ(ə)n/ to receive money when you retire

have a full-time job (verb phrase) /hæv ə ful taɪm 'dʒɒb/ to be employed for a complete week

have an interview (verb phrase) /hæv ən 'ɪntə(r),vjʊ:/ to attend a meeting in which someone asks you questions to find out if you are suitable for a job

lose a job (verb phrase) /lu:z ə 'dʒɒb/ to become unemployed after doing work

sign a contract (verb phrase) /saɪn ə 'kɒntrækt/ to put your name on an official document, eg between an employee and a company

work part-time (verb phrase) /wɜ:(r)k pa:t(r)t taɪm/ to do a job for part of a complete week, not all the time

1 Match the definitions with the words in the box.

bonus expenses contract
pension work experience

- 1 A legal document that you sign when you get a job. _____
- 2 Money you get when you retire. _____
- 3 Money that you spend while you are working or on a business trip. _____
- 4 A short period when you spend time working somewhere that isn't your normal place of work or study. _____
- 5 Money you receive for good performance in addition to your normal salary. _____

2 Circle the correct words.

My brother ⁽¹⁾ **got a job** / **signed a contract** in an ice cream factory but the factory closed and he ⁽²⁾ **got a pension** / **lost his job**. For a while, he was ⁽³⁾ **unemployed** / **working full-time**. He ⁽⁴⁾ **signed a contract** / **applied for jobs** but he wasn't successful. Then, two months ago, he saw a job advertisement for a job in a mobile phone shop. My brother loves gadgets. It was perfect, so he ⁽⁵⁾ **claimed expenses** / **filled in an application form**. My brother ⁽⁶⁾ **worked part-time** / **had an interview** that same week and he got the job. Now he's ⁽⁷⁾ **earning a salary** / **losing a job** again and doing a job he loves!

Unit 6 Vocabulary Reference

Crime verbs



arrest a suspect /
catch a thief



be guilty



be innocent



commit a crime



do community
service



go on trial



go to prison



investigate a
crime / look for
clues



pay a fine



question a
suspect /
suspect
someone



solve a crime

Crimes and criminals

kidnapper (noun, C) /'kɪdnæpə(r)/ someone who illegally takes someone away and makes them a prisoner in order to make their family or government pay money

kidnapping (noun, C/U) /'kɪdnæpɪŋ/ the crime of illegally taking someone away and making them a prisoner in order to make their family or government pay money

murder (noun, C/U) /'mɜː(r)də(r)/ the crime of deliberately killing someone

murderer (noun, C) /'mɜː(r)dərə(r)/ someone who deliberately kills someone

pickpocketing (noun, C/U) /'pɪk,pɒktɪŋ/ the crime of stealing money and other things from people's pockets and bags

pickpocket (noun, C) /'pɪk,pɒkt/ someone who steals money and

other things from people's pockets and bags

robbery (noun, C/U) /'rɒbəri/ the crime of taking money or property illegally

robber (noun, C) /'rɒbə(r)/ someone who takes money or property illegally

theft (noun, C/U) /θeft/ the crime of stealing something

thief (noun, C) /θiːf/ someone who steals something

vandalism (noun, U) /'vændə,lɪz(ə)m/ the crime of deliberately damaging property

vandal (noun, C) /'vænd(ə)l/ someone who deliberately damages property

1 Complete the sentences with the words in the box.

commit a crime go to prison guilty innocent look for clues pay a fine solve a crime

- If you rob a bank, you _____.
- For a serious crime like murder, the guilty person usually has to _____.
- For parking your car in the wrong place, you usually have to _____.
- When detectives arrive at a crime scene, they _____.
- When you haven't committed a crime you are _____.
- When you have committed a crime, you are _____.
- Sometimes, the police can't _____ and never find out who committed it.

2 Find six criminals in the wordsnake.



Unit 7 Vocabulary Reference

Sporting verbs



break a record / set a (new) record



coach / take up (a new sport)



draw



get a medal



hold (an event)



lose



score a goal



support a team



televise



win

Confusing verbs

beat (verb) /bi:t/ to defeat someone in a game or competition

expect (verb) /ɪk'spekt/ to think that something will happen

hope (verb) /həʊp/ to want and expect something to happen

play (verb) /pleɪ/ to take part in a sport or game

practise (verb) /'præktɪs/ to repeat an activity regularly so that you become better at it

remember (verb) /rɪ'membə(r)/ to have an image in your mind of a person, place or event in the past

remind (verb) /rɪ'maɪnd/ to help someone to remember something

spend (verb) /spend/ to use money to pay for things

teach (verb) /ti:tʃ/ to help students to learn something

train (verb) /treɪn/ to teach someone to do a job or an activity

waste (verb) /weɪst/ to not use something in a useful or productive way, eg time, money

win (verb) /wɪn/ to defeat everyone else by being the best or by finishing first in a competition

1 Match the sentences with the words in the box.

coach draw get a medal score a goal set a new record televise win

- Oxford has beaten Cambridge in the boat race.
- Dan Lee is now lifting 138 kilos. He's the first man to ever do this!
- It's the end of the match, and England and Ireland both scored two goals.
- The winner of the women's high jump is coming to the podium now.
- The final match will be shown on this channel at 8 pm tonight.
- And the ball's in the net! Rooney does it again!
- Glen Fox has been working with Emma to help her prepare for the match.

2 Circle the correct words.

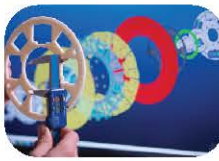
- I've just **reminded** / **remembered** I need to leave at six. Can you **remind** / **remember** me when it's time?
- If you want to get really good at **playing** / **practising** the piano, you need to **play** / **practise** every day.
- Real Madrid **beat** / **won** the other teams and **beat** / **won** the cup.
- Don't **spend** / **waste** so much money on cheap clothes. You're **spending** / **wasting** your money.
- I can **teach** / **train** you to play tennis but if you want to enter competitions, you'll need a coach to **teach** / **train** you.
- Is that the time? I **hope** / **expect** I'll be late for school again but I **hope** / **expect** I don't miss art. It's my favourite lesson.

Unit 8 Vocabulary Reference

Developing products



analyse the results



design a prototype



develop a concept



develop the product



do market research



give a demonstration



improve the design



invent characters



manufacture a product



research an idea



solve any problems



test out the product

Reporting verbs

admit (verb) /əd'mɪt/ to agree that something bad is true or that you did something wrong

agree (verb) /ə'grɪ/ to say that you will do something that someone else wants

announce (verb) /ə'naʊns/ to make a public statement about a plan or decision; to tell people something clearly or loudly

complain (verb) /kəm'pleɪn/ to say that you are not satisfied with something

explain (verb) /ɪk'spleɪn/ to tell someone something in a way that helps them understand it better

invite (verb) /ɪn'vaɪt/ to ask someone to do something or go somewhere

offer (verb) /'ɒfə(r)/ to say that you will do something for someone

promise (verb) /'prɒmɪs/ to tell someone that you will definitely do something

refuse (verb) /rɪ'fju:z/ to say that you will not do something

suggest (verb) /sə'dʒest/ to offer an idea or a plan for someone to consider

tell (verb) /tel/ to give information to someone

warn (verb) /wɔ:(r)n/ to tell someone about a possible problem or danger

1 Complete the sentences with the words in the box.

analysed idea improved
manufactured prototype research

- To test the product, we designed a _____.
- It's a good idea to do market _____ with potential users of a product.
- Many products are _____ in China.
- After testing, the results are _____ carefully.
- If there's a problem with the design, it can be _____ before the product is manufactured.
- The first step in developing any new product is to research the _____.

2 Circle the correct words.

- I **promised** / **explained** my parents to work harder at school.
- Kelly **admitted** / **refused** she was wrong.
- My mum **agreed** / **suggested** to pick me up from the station.
- Mia **invited** / **offered** us all to her birthday party on Saturday.
- We **told** / **complained** that the food was undercooked.
- Our teacher **announced** / **suggested** the results of the competition.
- George **refused** / **warned** to stop talking in class and was sent out.

Unit 9 Vocabulary Reference

Messages



advert



article



blog



cartoon



dictionary entry



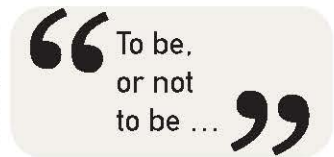
instruction manual



label



poem



quote



receipt



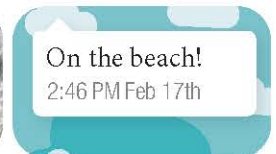
recipe



review



travel guide



tweet

Adjectives with -able and -ible

acceptable (adjective) /ə'kseptəb(ə)l/ something that is acceptable is something that most people approve of or accept

unacceptable (adjective) /ʌnək'septəb(ə)l/ the opposite of *acceptable*

bearable (adjective) /'beərəb(ə)l/ something that is bearable is difficult or unpleasant but you can accept it

unbearable (adjective) /ʌn'beərəb(ə)l/ the opposite of *bearable*

flexible (adjective) /'fleksəb(ə)l/ flexible people make changes or deal with a situation that is changing

inflexible (adjective) /ɪn'fleksəb(ə)l/ the opposite of *flexible*

reasonable (adjective) /'ri:z(ə)nəb(ə)l/ a reasonable person behaves in a sensible and fair way

unreasonable (adjective) /ʌn'ri:z(ə)nəb(ə)l/ the opposite of *reasonable*

reliable (adjective) /rɪ'laɪəb(ə)l/ a reliable person is someone who you can trust to behave well, work hard or do what you expect them to do

unreliable (adjective) /ʌnrɪ'laɪəb(ə)l/ the opposite of *reliable*

responsible (adjective) /rɪ'spɒnsəb(ə)l/ a responsible person is sensible and reliable and can be trusted to do the right thing

irresponsible (adjective) /ɪrɪ'spɒnsəb(ə)l/ the opposite of *responsible*

visible (adjective) /'vɪzəb(ə)l/ something that is visible can be seen

invisible (adjective) /ɪn'vɪzəb(ə)l/ the opposite of *visible*

1 Match the definitions with the words in the box.

article blog label receipt recipe

- 1 A piece of writing about a particular subject in a newspaper, magazine or online. _____
- 2 A piece of paper or material on a product with information about the product. _____
- 3 Instructions on how to cook or prepare food or a particular dish. _____
- 4 A piece of paper you get when you have paid for something. _____
- 5 A website with short articles that change regularly. _____

2 Replace the underlined words with the words in the box.

inflexible unacceptable unbearable unreasonable unreliable

- 1 This homework is not good enough. _____
- 2 It's not fair of Dad to make me stay at home tonight. _____
- 3 That music is very annoying. _____
- 4 My parents' ideas and rules are often not easily changed. _____
- 5 A lot of information on internet websites is not able to be trusted. _____

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Preparation

- 1 Read the example below and copy the key words into your notebook. Look at the text. Can you find a synonym of *well-known* in the question? What other information in the text suggests if Sara is well-known or not?
- 2 Read the example question again. Is the statement true or false?

Example task

Sara Baras is a famous Spanish flamenco dancer. She has got her own dance company and regularly tours the world. Sara's mother had a dance school and taught her daughter to dance when she was young.

- 1 Sara Baras is a well-known dancer.
 - a) true
 - b) false

Model Exam



- 3 Read the text and decide if the statements are true or false. Use the underlined information to help you.

How the Paralympic Games began

Athletes with disabilities started participating in sporting events a long time ago. Then, after World War II, many ex-servicemen and civilians had serious physical injuries. In the UK, Dr Guttman used many therapies to treat his patients, including sports. Eventually, his patients began to participate in competitions.

Dr Guttman organized a competition for his patients to take place at the same time as the 1948 Olympic Games. However, it wasn't until 1960 that the first Paralympic Games took place in Rome. An incredible 400 athletes participated in those games. Since then, there have been Paralympic Games every four years. Today it is one of the most important sporting events in the world.

- 1 There weren't any athletes with disabilities before World War II.
 - a) true
 - b) false
- 2 Dr Guttman founded the Paralympic Games.
 - a) true
 - b) false
- 3 The first Paralympic Games were held in 1960.
 - a) true
 - b) false
- 4 The Paralympic Games is one of the most important sporting events even today.
 - a) true
 - b) false



Practice

Step 1 Identify the text type.

Why is it important to identify key words?

Step 2 Identify important information.

Read the questions in the Exam Task and identify the important information.

Step 3 Choose the correct answers.

Read the text and choose the correct answers.

Step 4 Check your answers.

Read the text again and check your answers.

Exam Task



4 Read the text and decide if the statements are true or false.

Jonnie Peacock

Jonnie Peacock is a paralympic athlete. He uses a special running blade to run.

When Jonnie was five years old, he got a dangerous disease called *meningitis*. Jonnie survived but the doctors had to amputate his right leg under his knee. Jonnie didn't let this stop him. He tried many sports such as wheelchair tennis and pistol shooting. Then he decided to train to be a sprint runner.

In 2012, he won the gold medal for Great Britain in the 100m race at the Paralympic® Games in London. He also broke a paralympic world record at a competition in the USA the same year.

Now he has got lots of fans because of his amazing achievements! After he won the gold medal at the Paralympics, the Queen gave him a special award for his contribution to athletics in the UK. Also, the British Royal Mail painted a postbox in his home town gold to celebrate his victory!

- 1 Jonnie Peacock is a football player.
a) true b) false
- 2 He lost both his legs when he was very young.
a) true b) false
- 3 The Queen honoured him with an award.
a) true b) false
- 4 The Royal Mail painted a postbox red to celebrate his victory.
a) true b) false



Preparation

- 1 Read the description of Jorge in the example task below. Which place (a, b or c) would be best for him to go on holiday? Why?
- 2 Read the three holiday descriptions (A, B and C) in the Model Exam. Then choose the best one for Monica. Why is it the best holiday for her?
- 3 Read the description of Sunil in the Model Exam and then choose the best holiday for him (A, B or C). Use the underlined information to help you.

Example task

Jorge is 16 years old. He's been interested in the environment since he was very young. He likes plants and trees. He enjoys sleeping in a tent and cooking outdoors.

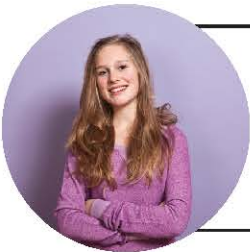
- a) a town on the coast
- b) a campsite near a forest and a lake
- c) a canyon in a desert

The best option is ⁽¹⁾ _____ because there are plenty of water sports for her to do. At night there are restaurants that Monica can visit.

Option ⁽²⁾ _____ is not a good option because although you can do water sports, there are no restaurants or places to go out.

Option ⁽³⁾ _____ is not suitable because Monica likes swimming and this holiday doesn't mention water sports.

Model Exam



Monica loves water sports, especially swimming. She likes going out at night and trying local food.



Sunil likes trying lots of new sports and being active. He doesn't like crowds or busy places. He enjoys doing activities by himself.

A

We organize walking tours in Utah. Walk through three different canyons and enjoy the amazing landscape. Our guides will show you the best routes. There are usually about 20 people in a group so you get to meet some great people too!

B

Come and stay in this beautiful busy town on the coast. There are lots of restaurants and cafés to visit in the evening and plenty of new people to meet! During the day you can relax on the beach, swim, go diving or try sea kayaking.

C

Yellowstone Campsite is right next to the tranquil National Park. You have to bring your own food and water because there are no shops or restaurants. You can go hiking or mountain biking in the forest or kayaking in the lake nearby.

Practice

Step 1 Read the descriptions.

Read the descriptions of the people and identify any important information. Think about what might be a good choice for each person.

Step 2 Read all the options.

Read the three options carefully before you try to match them with the people.

Step 3 Match the people and options.

Read the first person's information again and read each option again. Eliminate unsuitable options. Note down the best option. Then do the same for the other person.

Step 4 Check your answers again to make sure they are correct.

Exam Task



4 Read the descriptions of Joanne and Steve and match them to the best holiday for them.



Joanne enjoys trying new ways of travelling. She hates flying. She likes seeing different places and not staying in one place.



Steve is an active person. He hasn't got much money. He doesn't mind if the journey takes a long time. He loves water sports.

- A German adventure**
This is a great holiday if you're looking for new experiences! First, you travel by coach through the forests of Germany. There's time to explore many of the towns on the way. Then you stay in Berlin for two nights before flying to Munich. You finish the holiday with a helicopter ride. The holiday isn't cheap but it's worth it!
- B Explore France**
Bored with traditional holidays? Travel around the countryside of France by horse-drawn caravan. Stop when you want to and for as long as you want! There are plenty of beautiful towns and castles to see on the way.
- C Sea adventure**
This working holiday isn't for people who like relaxing! You travel from Naples to Barcelona by yacht and learn to sail. We stop at different places on Sardinia and Mallorca to explore some of the towns and try water sports. You work hard when you're on the boat, but you only have to pay for food on this trip that takes six weeks.

Preparation

- 1 Read the example question and short text. Then choose the correct answer from a–c.

Example question

Look at the notice. What is the writer's purpose?

Year 11 museum trip

Ms White's Year 11 class is going to visit the Natural History Museum special exhibition on 12th June. Tickets for the exhibition costs £10 and bus travel to the museum is an extra £5. Give your money to Ms White by 30th May. Bring a packed lunch.

- a) You can buy tickets for the museum exhibition on 12th June.
- b) You need to buy your tickets before 30th May.
- c) Tickets cost £10 and you can buy them at the museum.

- 2 Look at the texts below. Match texts A–C to text types 1–3.

- 1 cooking instructions
- 2 school notice
- 3 handwritten note

A *I won't be home until 10 pm. There's soup in the fridge and some bread.
See you later.
X*

B Music lessons will not be in the music room this week. Please go to the main hall for lessons at the usual time.

C Heat for 60 minutes at 160°C. Serve with rice.

- 3 Read the texts in exercise 2 again. Match each text to the correct meaning.

- 1 Cook for one hour. ☐
- 2 The person who wrote the note will get home at 10 pm. ☐
- 3 Music classes will be in the main hall this week. ☐

- 4 Look at the Model Exam. Why do you think some words in the texts are underlined?

Model Exam



A

Kennet Comedy Club

Customers who bought tickets online can collect them at the box office an hour before the performance starts.

Meaning:

- 1 Customers can buy tickets at the box office before the performance.
- 2 Customers can go to the box office before the performance to collect the tickets they bought online.
- 3 Customers who buy tickets online can't collect them at the club.

B

Fire Action

In the event of a fire, leave the building quickly by the nearest exit. Leave your possessions. Do not use the lifts. Report to the meeting point in the car park.

Meaning:

- 1 Meet at the meeting point in the car park after leaving the building as quickly as possible without bringing your possessions.
- 2 Leave the building quickly using the lift. Then meet in the car park.
- 3 After leaving the building, check that you have all your possessions before meeting in the car park.

Understanding short texts

Practice

Step 1 Get an overview.

- 5 Read the instructions for the Exam Task below.
How many texts are there?

Step 2 Identify key words.

Read the texts. Identify the words giving the key information.

Step 3 Match the meaning to the text.

Read the first text and the meanings. Eliminate the incorrect meanings. Note down the correct meaning. Then do the same for the second text.

Step 4 Check your answers again to make sure they are correct.

Exam Task



- 6 Read the text and choose the correct meaning.

A

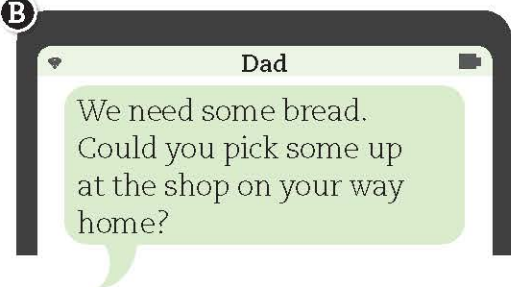
**DO NOT UNFASTEN YOUR SEATBELT
UNTIL THE PLANE HAS STOPPED
MOVING.**

PLEASE WAIT IN YOUR SEAT.

Meaning:

- 1 You must wait for the plane to stop before you unfasten your seatbelt.
- 2 You can unfasten your seatbelt but you can't leave your seat until the plane has stopped.
- 3 You can unfasten your seatbelt and get out of your seat before the plane has stopped.

B



Meaning:

- 1 Can you go out and buy some bread at the shop after you come home?
- 2 Can you buy some bread on your way home? There isn't any left at the shop.
- 3 We don't have any bread, so can you buy some at the shop on your way home?

Preparation

- 1 Read the example task. Which book (a, b or c) is the most suitable for Marta to read? Why?

Example task

Marta loves reading books about the past. She doesn't enjoy fiction or books about people. She doesn't have much time to read so a book that she could read from time to time would be perfect.

- a) a romantic novel set in the Middle Ages in England
- b) a book with very short chapters about different historical periods
- c) a biography of a famous British author and poet

- 2 Read the three descriptions of the people and copy the key words into your notebook.

- 1 Debbie loves being active and she would like to learn a new skill such as baking or photography. She would like a room to herself.



- 2 Raj wants to go to Europe as cheaply as possible. He loves sport and he's happy to work in the summer and then go travelling.



- 3 Kerry is in her 70s. She loves nature and the countryside. She'd like to go somewhere where she could learn more about wildlife and paint or take pictures. She can't walk far and she hates cooking.



Model Exam



- 3 Match the descriptions of the people with the most suitable holiday course for each person.

A

Travel to Italy and learn to photograph animals, plants and scenery. You'll learn how to take the best pictures at different times of day, as well as learning more about the wildlife you see. You'll stay in great accommodation in Tuscany. The course lasts a week and is suitable for everyone as there is very little walking involved.

D

Train to be a sports monitor for young people! On this three-day preparation course in Spain you'll learn how to do all the different sports offered on our children's summer camps, such as canoeing, kite surfing and diving. You will receive practical training in sports tutoring and first aid. We pay for your travel and accommodation if you then work at our summer camps.

B

Travel through rural Poland by canoe and learn all about surviving in the wild. You'll learn about canoeing and what to do if your boat capsizes. Our expert teachers will show you how to catch and cook your own food and camp wild. Participants will also learn about wildlife. You have **to be fit and healthy** to take part. The course is one week.

E

Come and find out what it's like to make a film. These one- or two-week summer courses cover a range of topics, such as creating storyboards, writing scripts and operating cameras. You'll also see some of the wonderful Serbian countryside and wildlife as you film on location there. Accommodation is in **shared rooms**.

C

Are you creative? Do you love food? Come to France this summer! In the morning you learn about painting, pottery or photography (choose one option) and then in the afternoon **learn to prepare** traditional French dishes. There is time off for relaxing or, if you prefer to be more active for walking, cycling or swimming. Accommodation is in a beautiful old farmhouse with individual rooms.

Matching descriptions and texts

Practice

Step 1 Read the descriptions.

Read the descriptions of the people and copy the key words into your notebook. Think about what might be suitable for each person.

Step 2 Read the texts.

Read all the texts carefully before you try to match them with the people.

Step 3 Match the people and the texts.

Read the first description again and all the texts again. Then eliminate unsuitable texts, looking at the key words to help you. Decide on the best course. Then do the same for the other people.

Step 4 Check your answers.

Read everything again and check your answers.

Exam Task



4 Read the descriptions of the people and match them with the best course for them.

1 Henry wants to do a short course to learn more about computers so he can communicate easily with his grandchildren in Australia.



2 Monica is thinking about changing to a career in performing. She loves learning new skills and dancing. She wants a course that she can do after work.



3 Jake wants a change in career, so he's looking for a short full-time course in which he can learn how to use different programs so that he can set up a business to create websites.



A Communicate

This week-long course is designed for people who use computers and cameras regularly, but who want to learn to make the most of their technology to create exciting blogs and vlogs. We will look at designing a blog and easy steps to make it attractive to readers, as well as covering tips for making vlogs and creating your own vlog channel.

B Creative computers

Learn about every aspect of designing fantastic websites, starting with the basics of what makes a good design through to creating and updating sites. You'll learn to use the most up-to-date software such as Photoshop, Dreamweaver and Flash as well as programming. This course runs for ten weeks from September to December. Basic computer skills are necessary to apply for this course.

C Performance training

Ever wanted to be in a circus? Now's your chance! Come and learn circus skills such as riding a unicycle, juggling, performing as a clown or acrobatics. This course runs every summer in France or Italy. You get to try all the different activities and then choose three to specialize in. No experience necessary.

D Technology for you

This five-day course teaches you all the basics of using a computer. You'll learn how to send emails, use programs to create and store documents, and use the internet. It also covers other aspects such as using social networking sites, buying goods from online websites and connecting a computer to other equipment such as printers or scanners. No computer experience necessary.

E Lights and action!

Whether your dream is to take Hollywood by storm or have fun with a local drama group, this practical course can help. It will help to build your technical ability to perform confidently on stage and includes modules on dance and voice coaching to develop you into an all-round performer. The course runs one evening a week from September to June.

Preparation

- 1 Read the text in the example task. What is it about?

Example task

If you want to walk, run or cycle safely at night, then these LED heel lights are ideal. They clip on to the back of any shoe so your feet light up and make you visible. They're easy to fit and remove and the battery lasts between 70 and 100 hours. The heel lights are waterproof and lightweight so they don't interfere with your movements – they even look cool on the dance floor!

Only £19.99!



- 2 Read the text in the example task again. Which things helped you answer the question in exercise 1?
- 3 Read the questions and answers in the example task and copy the key words into your notebook. Then circle the correct answers.
- 4 Read the text in the Model Exam. Then read the questions and answers and choose the correct answers. Use the notes in red to help you.

- 1 This text is probably from ...
- an encyclopaedia.
 - an email to a friend.
 - an advert in a sports magazine.
- 2 Which is not true about the heel clips?
- They do not weigh much.
 - You cannot wear them in wet weather.
 - The battery lasts for at least 70 hours.

Model Exam

The book that's saving lives

Worldwide, millions of people do not have access to clean water. **Tragically**, many people do not know their water is unsafe to drink – each year a **staggering** 3.4 million people die of water-related diseases. The charity Water for Life has come up with an ingenious solution – the drinkable book. The pages are made of special filter paper that kills **99%** of bacteria in water. The text on each page educates people about safe water habits. The books are cheap to produce and each one contains enough pages to give **someone** safe drinking water for about four years.



- 1 The writer ... the number of people who are killed by water-related diseases.
- is not surprised by
 - has no opinion about
 - is shocked by
- 2 The pages in a drinkable book ...
- kill almost 100% of all bacteria.
 - can be used to filter water and make it safe.
 - contain stories related to water.
- 3 A drinkable book ...
- can give one person clean water for around four years.
 - is easy to produce but still rather expensive.
 - gives a family clean water for several years.

Multiple-choice questions

Practice

Step 1 Read for gist.

Read the text to get a general understanding. Think about why the writer wrote it, who the text is for and where you might find it.

Step 2 Read everything carefully.

Identify key words in the questions and answers and read the relevant part of the text again to help you choose.

Step 3 Consider the writer's purpose and opinion.

Leave questions that ask about the writer's opinion and purpose until last – you will be more familiar with the text then.

Step 4 Check your answers.

Read the text again and check your answers.

Exam Task



5 Read the text. Then read the questions and choose the correct answers.

Imagine being able to create a phone for your needs, a phone that is easy to repair, easy to upgrade and long-lasting. Phonebloks, the first modular phone, has a main board and then you choose which 'blocks' (such as the camera, the battery, the memory store, etc) to add. If a part breaks or you want to replace it with more recent technology, you can – without having to buy a new phone. The Dutch designer Dave Hakkens came up with this brilliant idea in 2013 to reduce electronic waste. He wasn't interested in producing it himself, but getting manufacturers to see there was a market. He used social media to tell people about the concept. Fortunately, now over 900,000 people support it and the first modular phone should be available soon.



- 1 A modular phone ...
 - a) has to include a camera and memory store.
 - b) can be created to suit each person.
 - c) is easy to repair but hard to upgrade.
- 2 Hakkens designed the modular phone because ...
 - a) he thought he could make a lot of money from the idea.
 - b) the camera broke on his mobile and he had to buy a new phone.
 - c) he wanted mobiles to be more sustainable.
- 3 Hakkens ...
 - a) used social media to get people interested in a modular phone.
 - b) was planning to manufacture the modular phone.
 - c) talked to many manufacturers about producing his phone.
- 4 Over 900,000 people ... modular phones.
 - a) have already bought
 - b) are in favour of the concept of
 - c) say they will buy the new
- 5 The writer ... modular phones.
 - a) is against the idea of
 - b) is in favour of
 - c) has no opinion about

Preparation

- 1 Read the example task. What do you have to do?
- 2 Read the example task again and choose the correct words.
- 3 Read the text and the options in the Model Exam. Look at the notes in red to help you choose the correct answers.

Example task

Read the text and choose the correct word, a, b, c or d, for each space. There is an example at the beginning.

Fahrenheit 451 was written ⁽⁰⁾ c Ray Bradbury. It is ⁽¹⁾ _____ in the future in a world where TV dominates and the government ⁽²⁾ _____ banned books. They are burned by 'firemen' ⁽³⁾ _____ job is to start the fires, not put them ⁽⁴⁾ _____. It tells ⁽⁵⁾ _____ story of a fireman who starts to see the value of books.

- | | | | |
|--------------|--------|--------------|-------------|
| 0 a) with | b) for | c) by | d) from |
| 1 a) located | b) set | c) written | d) situated |
| 2 a) is | b) was | c) has | d) had |
| 3 a) which | b) who | c) which | d) whose |
| 4 a) off | b) out | c) on | d) up |
| 5 a) the | b) a | c) an | d) one |

Model Exam



- 4 Read the extract from a text about making a film and choose the correct word, a, b, c or d, for each space. There is an example at the beginning.



Making a film ⁽⁰⁾ a divided into three stages – pre-production, production and post-production. Pre-production **involves** ⁽¹⁾ _____ the script. It's **the time** ⁽²⁾ _____ you raise the funds and plan the filming too. The production is ⁽³⁾ _____ **the film**. At post-production, the film is edited. Special effects are ⁽⁴⁾ _____ added at this stage and the music is ⁽⁵⁾ _____.

- | | | | |
|----------------|---------------------|--------------|-------------|
| 0 a) is | b) was | c) has | d) are |
| 1 a) write | b) writing | c) written | d) writers |
| 2 a) where | b) when | c) who | d) whose |
| 3 a) taking | b) recording | c) engraving | d) shooting |
| 4 a) too | b) addition | c) also | d) however |
| 5 a) choose | b) choosing | c) chose | d) chosen |

Practice

Step 1 Read the whole text.

Read the whole text to get a general idea of what it is about. Can you complete any gaps without looking at the options? Make notes of any answers.

Step 2 Eliminate incorrect options.

Read each sentence with a gap again. Look at the words before and after. Decide what kind of word is missing. Read the four options and eliminate any that you know are wrong.

Step 3 Choose the correct option.

Re-read each sentence with a gap and any remaining options and choose the correct option.

Step 4 Check your answers.

Re-read the whole text with your answers in. Does each answer sound correct? If not, go back and look at the options again.

Exam Task

- 5 Read the text and choose the correct word, a, b, c or d, for each space. There is an example at the beginning.

The Fault in Our Stars

The Fault in Our Stars was directed ⁽⁰⁾ c Josh Boone and stars Shailene Woodley and Ansel Elgort, and it was released ⁽¹⁾ ____ 2014. The film tells the story of Hazel and Gus, two teenagers ⁽²⁾ ____ fall in love. It is an unusual love story ⁽³⁾ ____ Hazel and Gus met at a cancer support group. You ⁽⁴⁾ ____ expect it to be sad, but it isn't – the two teenagers have a great ⁽⁵⁾ ____ of humour. ⁽⁶⁾ ____ they joined the group to help them deal with their illness, they enjoy ⁽⁷⁾ ____ life to the full. You admire ⁽⁸⁾ ____ . If you enjoy funny, moving stories then I ⁽⁹⁾ ____ definitely recommend watching this film. You will remember it long after you ⁽¹⁰⁾ ____ seen it.

- | | | | |
|--------------|------------|--------------|-------------|
| 0 a) with | b) for | c) by | d) from |
| 1 a) in | b) on | c) at | d) from |
| 2 a) whose | b) who | c) which | d) what |
| 3 a) for | b) because | c) so | d) also |
| 4 a) can | b) will | c) must | d) might |
| 5 a) kind | b) idea | c) sense | d) laugh |
| 6 a) However | b) Despite | c) Perhaps | d) Although |
| 7 a) live | b) living | c) lived | d) lives |
| 8 a) them | b) they | c) him | d) he |
| 9 a) will | b) would | c) may | d) should |
| 10 a) have | b) had | c) are | d) were |



Preparation

- 1 Read the text in the Model Exam and make notes in your notebook about the changes in the situation.

Before	Now
<i>small house</i>	<i>flat</i>
<i>garden</i>	<i>big city</i>

- 2 Match sentences 1–3 with topics a–c.

- 1 My new classmates are really friendly. _____
 2 I hope you come to visit me soon. I miss you! _____
 3 There are a lot of things to do. _____

- a) the house and area
 b) people
 c) feelings

- 3 Read Pablo's email and find these informal words in the text.

OK Hi cool really bye!

- 4 Check in the Model Exam if Pablo has done these things:

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1 Does he use informal opening and closing language? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Is the text divided into paragraphs? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Does he use contractions? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Is there any point in the exam question that he doesn't answer? | <input type="checkbox"/> | <input type="checkbox"/> |

- 5 Read the exam task below and then read the email from Pablo.

Exam task

Two months ago you lived in a house in a small town. Your house had a garden and you cycled to school.

Last month, you and your family moved to a big city. Now, you live in an apartment with a balcony in a large building. You have to travel to school by bus.

Write an informal email to a friend and tell them about the changes in your life. Include this information:

- A description of your new house
- A description of your new friends
- How you feel about the change

Write 100 to 150 words.



Hi Xavi!

Thanks for your email! It was nice to hear from you.

My life has changed a lot, and I'm very excited!

Now I live in a big city in an apartment. It's in a really big building. We've got a fantastic view of the city. At first, I didn't like it here because I missed my garden but we've got a balcony so it is OK. There are lots of shops and a few parks near my building. There's also a really cool skate park!

My new school is OK and my classmates are really nice. My new friends are called Rosa and Luis. They are 12 years old. I travel to school by bus because it's far away, but I don't mind that.

When are you coming to visit me? I miss you!

Write back soon!

Bye!

Pablo

Practice

6 Read the Exam Task below. Think of some ideas for the task. Use these things to help you:

- Your notes from exercise 1
- The model answer in the Model Exam
- The Exam kit

Exam Task

7 Read the exam task and follow the instructions.

Exam task

You are at a summer camp. Write a short informal email to a friend and tell them about the camp. Include the information below:

- The place, the people and the food
- The activities you are doing
- If you are / aren't having a good time

Write 100 to 150 words.



Exam kit: Useful expressions

Dear ...
I'm writing to tell you about ...
I feel ...
Everybody is ...
I've met ...
I'm having ...
Love, ...

Exam kit: Useful vocabulary

Describing people

friendly funny generous patient sociable

Describing places

relaxing noisy quiet busy exciting boring interesting

Describing food

tasty delicious salty sweet healthy

Preparation

- Look at the example question below. What type of information do you need to complete the table? Complete the table using the words in the box.

the name of a sport a day of the week
 a number a person's name

Name:	(1) <u>a person's name</u>
Age:	(2) _____
Favourite sport:	(3) _____
Member of a sports team?	Yes
When does your team meet?	(4) _____
- Read the Model Exam. Match the questions a–e below to the missing information in boxes 1–5 in the registration form for the science camp.
 - Where does Dan live?
 - How old is Dan?
 - What is Dan's mobile phone number?
 - How long does Dan want to stay at the camp for?
 - What does Dan want to learn more about?
- Look at the Model Exam again. Use the information in Dan's email to complete the registration form.

Model Exam



To: applications@sheffieldsciencecamp.co.uk
 Subject: Science camp application

Dear Ms Green,

I would like to sign up for the camp this summer because I love science, especially biology. I'm 16 years old and I live at 11 Green Road, Manchester M20 6PJ. My mobile number is 07654321.

I'd like to spend seven days at the camp. I'd love to participate in the renewable energy workshop because I am really interested in this topic.

Please could you send me a registration form?

Many thanks,
 Dan Benson

SCIENCE CAMP REGISTRATION FORM

Name:	Dan Benson
Age:	(1) _____
Address:	(2) _____
Phone number:	(3) _____
Length of camp stay:	(4) <input type="checkbox"/> one week <input type="checkbox"/> two weeks <input type="checkbox"/> three weeks
Area of interest:	(5) _____ _____

Completing information

Practice

Step 1 Read the information you have to complete.

Make sure you understand what information you need to write in each space, for example, if it is a number, a person's name, etc.

Step 2 Read the texts and identify the missing information.

Read the texts carefully to find the missing information you need.

Step 3 Complete the information.

Complete the information that is needed. Make sure you have included the relevant information.

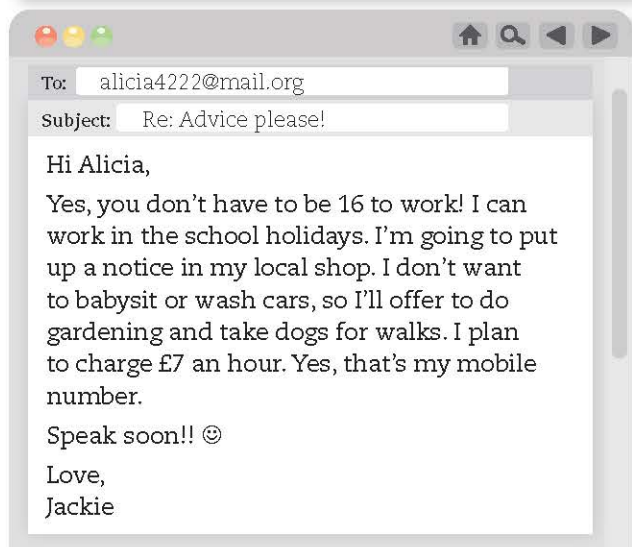
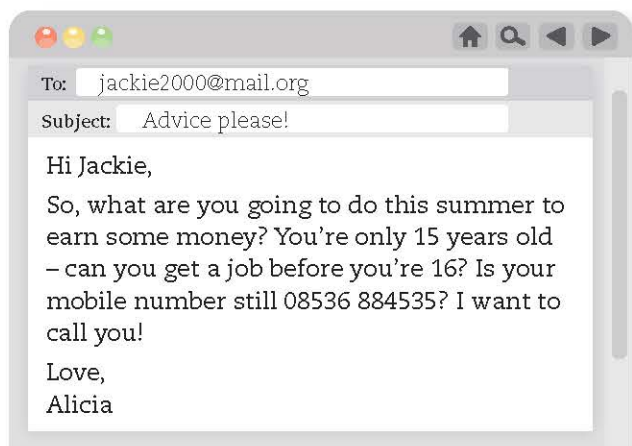
Step 4 Check your answers.

Read the texts again and check your answers.

Exam Task



4 Read the two emails. Then complete the notice with the information that is needed.



Do you want some help this summer?

My name is ⁽¹⁾ _____ and I'm looking for work this summer. I'm ⁽²⁾ _____ years old. I can ⁽³⁾ _____ and ⁽⁴⁾ _____ for you! I charge ⁽⁵⁾ £ _____ an hour for these jobs.

Contact me on ⁽⁶⁾ _____ if you are interested!

Jackie

Preparation

- 1 Look at the email extract below. Which three things a–d should the writer include in a reply?

So, how was Helen's party on Friday night? Tell me all about it! What did you wear? What did you do for the rest of the weekend? I hope you had a good time!

Gloria

- a) a description of the party
- b) a description of their clothes
- c) details about where the party was
- d) information about other activities on Saturday and Sunday

- 2 Read the reply email in the Model Exam below. Which question from the extract does Emily not answer?
- 3 Read the reply to Gloria's email extract in the Model Exam again. Is Emily's email a good reply? Why / Why not?

Model Exam



To: gloria2016@mail.org
Subject: Helen's party!

Hi Gloria,

How're things? Helen's party was fantastic! I had a brilliant time!! Everyone in my class came, so it was fun. We all brought some good music and most people danced. The food was great too.

On Saturday I studied for my exams. **On Sunday** I was tired so I didn't do much. I watched a scary film in the evening. After that I couldn't go to sleep! I'm never going to watch horror films again!

Bye for now!

Emily

Replying to a message

Practice

Step 1 Make notes.

Write each question you have to answer as a heading. Make notes with your answers under each heading. Check that you have answered all the questions.

Step 2 Organize the information.

Read your notes and organize the information into paragraphs.

Step 3 Think about the language.

Try to use different tenses, conjunctions, time expressions and a variety of adjectives. Use appropriate expressions to begin and end the email to a friend.

Step 4 Use informal expressions.

When you are clear about what language to use, write a final version. Check for spelling and grammar.

Exam Task



- 4 Read the email extract from a friend. Then write a short email answering your friend's questions. Write 100–150 words.

youforever@mail.org

Sports competition

Hi!

I hope you enjoyed the sports competition on Saturday! Please tell me all about your day there! Did you win? Sorry I couldn't come. What did you do after the competition? What are your plans for the summer holidays?

Love,
Lucy



Exam kit: Useful expressions

Hi (+ name),
How're things?
What are you up to?
How are you?
Hope you enjoyed ...
Write and tell me all your news!
Bye for now!
Love, ...

Conjunctions

and but so because

Time expressions

On Saturday, ...

In the evening, ...

Two hours later, ...

Sequencing words

First, ... Then, ... After that ... Finally / In the end, ...

Preparation

- 1 Read the example task and choose the best word to fill each gap.

Example task

While we were visiting the Serengeti National Park last summer, we ⁽¹⁾ ___ a giraffe. It was huge and ⁽²⁾ ___ a really long neck. It came running toward us. It ⁽³⁾ ___ quite scary!

- 1 a) see b) looked c) saw
2 a) had b) has c) is
3 a) is b) was c) been

- 2 Read the text in the Model Exam. Match the options a–c to gaps 1–3.

- a) a past continuous verb
b) a pronoun
c) a past simple verb

- 3 Read the text in the Model Exam again. Then choose the correct answers for gaps 1–3.

Model Exam



An African adventure

Last summer, Alex and Lisa were on holiday in Africa. They went out with a guide one day to try to see gorillas. They travelled through the jungle all day, but they didn't see any gorillas. They were ⁽¹⁾ ___ back to their camp when Alex fell and hurt his leg. The guide went for help and Lisa stayed with Alex. Soon a mother gorilla with three young gorillas appeared. Alex and Lisa watched them. The young gorillas were playing and having fun. Suddenly, the mother gorilla ran towards Lisa and Alex. They ⁽²⁾ ___ know what to do, but they stayed very still. The gorilla stopped near them. It picked up a dangerous snake and moved it away from Alex and Lisa. The gorilla saved them from the snake! When the guide returned, they told him what had happened. He couldn't believe how lucky ⁽³⁾ ___ were!

- 1 a) walk b) walks c) walking
2 a) aren't b) didn't c) don't
3 a) theirs b) them c) they



Practice

Step 1 Read the whole text.

Read the whole text and try to understand the general meaning.

Step 2 Try to identify the type of word that is missing.

Look at the words before and after each gap and identify what type of word is missing. If a verb is missing, think about what tense you need.

Step 3 Read the answer options.

Read all the answer options. Eliminate any incorrect options and then choose the correct answer.

Step 4 Read the whole sentence.

After choosing your answer, read the complete sentence to yourself. Does it make sense?

Exam Task

4 Read the text. Then choose the correct answers for gaps 1–4.

A mobile phone saves Emmanuel!

When there was an earthquake in Haiti a few years ago, Emmanuel Alcine had his mobile phone with him. He didn't know it was going to save his life. Emmanuel was ⁽¹⁾ ___ along the street when the earthquake happened. He decided to take shelter in an old building. He was waiting there ⁽²⁾ ___ he heard a terrible noise and then the building collapsed. Emmanuel couldn't escape and nobody knew where he was.

Luckily, his mobile phone still worked. Emmanuel was ⁽³⁾ ___ send a text message to the emergency services in the capital city, Port-au-Prince. First, the emergency services had to find him. Emmanuel sent a description of his location. The rescuers found the building and worked all night. Finally, they found him. Emmanuel had to go to hospital, but luckily he didn't have ⁽⁴⁾ ___ serious injuries. Emmanuel now carries his mobile phone with him everywhere!

- | | | |
|------------|------------|------------|
| 1 a) walk | b) walked | c) walking |
| 2 a) when | b) while | c) during |
| 3 a) could | b) able to | c) managed |
| 4 a) some | b) a | c) any |



Preparation

- 1 Read the example task. Who do you have to write to and why?

Example task

You are applying to go on an international summer camp. In the application to the course director you have to include a personal description. In it you should say:

- what you do in your free time
- why you want to go on the summer camp
- which summer camp activities you are planning to do (sports, arts and crafts, music, etc)

Write 100 to 150 words.

- 2 Read the task in exercise 1 again. Decide which things you would include to answer each point. Which two things are irrelevant?

- ☐ a) I think it would be a great place to try some new activities.
- ☐ b) My friend David went to a summer camp in Ireland last year.
- ☐ c) I'm planning to try some new sports, such as kayaking and surfing.
- ☐ d) I also want to go because I would enjoy meeting people from different countries and practising my English.
- ☐ e) I'd also like to take advantage of being there to improve my spoken English.
- ☐ f) My hobbies are skateboarding and playing computer games.
- ☐ g) I don't have any other plans for the summer holidays.
- ☐ h) I also often go swimming and I enjoy going to the cinema with friends.

Model Exam



- 3 Read the exam task below and Paul's answer. Does he include all the necessary information? What irrelevant information does he include?

Exam task

You are applying for a summer job in a vet's surgery to help with looking after the animals. In the application you have to include a short description of yourself. In your description you should say:

- what you are studying at school or what you are doing at the moment
- what work experience you have that is relevant to the job
- your personal skills and why you would be good at the job

Write 100 to 150 words.

About me

I am currently in Year 11 and will be taking my GCSE exams in May. I also play in the school football team.

I love dogs and cats. Last summer I pet-sat for my neighbours for a month. This included feeding the animals and walking the dogs regularly. I am responsible and organized and I work well in a team. I have good communication skills and I have some experience of looking after animals which I am sure would help in this job. I enjoy learning and I'm sure this would be a great opportunity to learn more about taking care of animals.



A short communicative message

Practice

Step 1 Understand the task.

4 Read the exam task below and answer the questions.

- 1 Who is the message for?
- 2 What is the purpose of the message?

Step 2 Decide what information to include.

Read the instructions and make sure you know what information you have to include for each point. Make notes.

Step 3 Write your answer.

Remember to write between 100 and 150 words. Use the Model Exam on page 114 and the Exam kit to help you.

Step 4 Check your answer.

Read your text and check your spelling and grammar.

Exam Task



5 Read the exam task below and write a short description.

Exam task

You are applying to do an international music course in Manchester in the summer. In the application you have to include a short description of yourself for the course director. In your description you should say:

- which musical instruments you play and how long you have played them
- what you hope to achieve on the course
- your personal skills

Write 100 to 150 words.



Exam kit: Useful expressions

I play the ...

I have played it / them for / since ...

I would like to ...

My dream / ambition is ...

I am (hardworking / organized) ...

Preparation

1 Read the example task.

Example task

Write a description of a good friend for a competition. Say:

- where and when you met this person
- what he / she is like
- why he / she is a good friend

Write 100 to 150 words.

- B** Can someone become your friend in an instant? I think so! I met Jane on the very first day of secondary school, four years ago. After school, we found we had to catch the same bus home. I was waiting in the bus queue when I realized I didn't bring any money. Luckily, Jane brought some extra money so she paid for my ticket. Without Jane my life wouldn't be so great.

2 Read the task in exercise 1 again. Which would be a better answer for the first point. Why?

- A** I want to describe my friend Jane. I met her at secondary school. We became friends on the first day. She helped me when I didn't have any money for the bus home. She often helps me still. That is typical of Jane. My life is happier because of her.

3 Read the extract from the Model Exam task and use the comments in red to help you understand how to answer well.

Model Exam

Write a description for a competition of someone you admire who has helped you.

Say:

- what this person did to help you
- how your life has changed because of them
- why you admire him / her

Write 100 to 150 words.

Do you always know who you will admire? I didn't! I met Ian when I was studying at secondary school. He was a bit shy and I thought he was a bit boring and I didn't use to talk to him. **Until one day – the day everything changed.** I was walking home when some older students started bullying me. I was terrified. Ian appeared and said he was a black-belt at karate – they must have believed him because they went. After they'd gone, he told me that he was just starting karate! I was **amazed** at his bravery. We started going to karate lessons together and we've become good friends. I've learned that people aren't always what they seem.



Practice

Step 1 Make a plan.

Read the question and make notes for each point.

Step 2 Decide what language to use.

4 Look at your notes for each point and answer the questions.

- 1 Which tenses could you use?
- 2 What other structures, eg modals or conditionals might be suitable?
- 3 Can you use any extreme adjectives?
- 4 How else can you add drama, eg questions, exclamation marks, etc?

Step 3 Write your answer.

Remember to write 100 to 150 words. Use the extract from the Model Exam on page 116 and the Exam kit to help you.

Step 4 Check your answer.

Read your text and check your spelling and grammar.

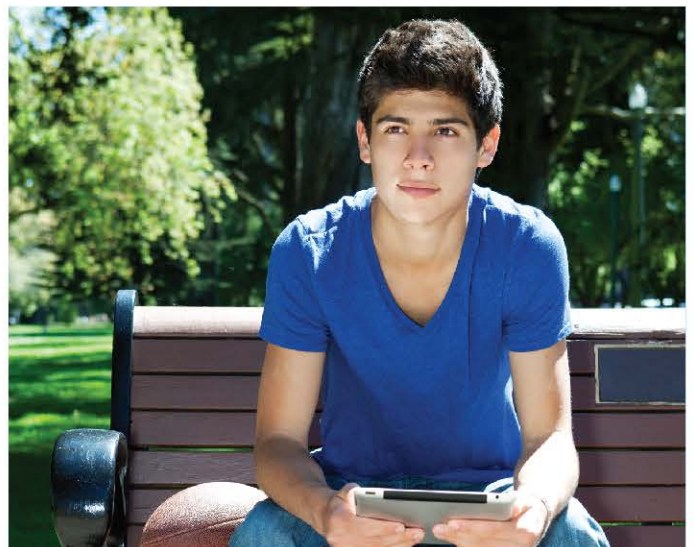
Exam Task



5 You have just found a fantastic tablet computer in the park. Write an email to a friend:

- say where you found it
- say what you were doing at the time
- ask your friend's advice about what to do with it

Write 100 to 150 words.



Exam kit: Useful expressions

Guess what?! / You'll never guess what happened to me today!

I was (walking home) when I (found) ...

I've never ... before

I wish ...

What do you think I should do? /

What would you do if you were me?

Preparation

- 1 Read the introduction. Why is Lizzie talking to the students?

Introduction

Lizzie Twose is a young entrepreneur who set up an online business called *Hot Heads*. She's going to talk to a group of 15-year-old students at Tuffley Community School. The students are studying business and they're learning about the process of starting an online company.


- 2 Read the example question. What does the phrasal verb **set up** mean?

Example question

Lizzie Twose set up an online business called *Hot Heads*. What type of business is it?

- a) a catering business
- b) a retail business
- c) a manufacturing business

- 3 Translate answers a–c in exercise 2 into your language. Are they all possible? Can you predict the most probable answer?

- 4  Listen and choose the correct answer for the example question.

Step 1 Understand the situation.

- 5 Read the instructions in the Exam Task on page 119 and choose the best summary.
- a) Lizzie teaches at a secondary school.
 - b) Lizzie is visiting a school to give a talk about her business.
 - c) Lizzie has won a prize for Young Entrepreneur of the Year.

Step 2 Read all the questions.

- 6 Now read all the questions in the Exam Task. Copy and complete these sentences.

- 1 In question 1, we need to know *when Lizzie started her business*.
- 2 Question 2 is about ...
- 3 In question 3, we have to say ...
- 4 In question 4, they are asking about ...
- 5 In question 5, we must say ...
- 6 Question 6 is about ...

Step 3 Read all the answers.

- 7 Read all the answer options in the Exam Task and think about the meaning of all the words. Match 1–5 with synonyms or definitions a–e.

- | | |
|--------------|---|
| 1 teenager | a) less than a thousand pounds |
| 2 university | b) someone aged 13–19 |
| 3 online | c) higher education |
| 4 dedication | d) on the internet |
| 5 £300 | e) time and effort that you give to a project |

Step 4 Listen and choose the answers.

Step 5 Listen again and check your answers.

Multiple-choice answers

Practice

Exam Task



8



Lizzie is a young entrepreneur. She's giving a talk about her experiences to some students. Listen and choose the correct answer for each question. You will hear the conversation twice.

- 1 When did Lizzie set up her business?
 - a) Seven years ago.
 - b) When she was a teenager.
 - c) When she was at university.
- 2 What does Lizzie do now?
 - a) She works full-time in her business.
 - b) She teaches Business at university.
 - c) She studies Business and runs her company.
- 3 Who else works for *Hot Heads*?
 - a) Lizzie's friend
 - b) Lizzie's dad
 - c) Lizzie's mum
- 4 How much was Lizzie's initial investment in her company?
 - a) £300
 - b) £3,000
 - c) £13,000
- 5 How does *Hot Heads* operate?
 - a) They have one shop, and sell online.
 - b) They have several shops.
 - c) They only sell online.
- 6 According to Lizzie, what do you need to set up a successful business?
 - a) A lot of money
 - b) A good team of people
 - c) Dedication and energy



Preparation

- 1 Look at the information about a TV programme. Then answer the questions.
 - 1 What kind of programme is it?
 - 2 What is this episode about?
 - 3 Will you hear a monologue or a dialogue?
- 3 Look at gaps 1–6 in the Model Exam. What kind of information will you need? Match a–f with gaps 1–6.

a a year	d a city
b an object	e a number
c a country	f a type of power

CHANNEL 6

Wednesday 20:00 **THE WORLD TOMORROW**

In this week's episode, our presenter will be discussing the latest developments in transport with Dr Kathryn Steel.

- 2 Look at the picture and read the notes in the Model Exam. What type of transport will the presenter be talking about?

Model Exam

- 4  31 You are going to hear part of the TV programme, which is about driverless cars. Listen and complete the notes. You will hear the information twice.

Driverless cars

Current situation:

- The government in ⁽¹⁾ _____ is investing £19 million on research.
- Driverless cars are being road tested in Bristol, Milton Keynes, Coventry and ⁽²⁾ _____.

How the cars work:

- They use ⁽³⁾ _____, a radar system and other sensors to build up a picture of the world around them.
- They have a top speed of ⁽⁴⁾ _____ miles an hour.
- Their power source is ⁽⁵⁾ _____.

Next steps:

- It's possible they will be being used on the road by ⁽⁶⁾ _____.



Practice

Step 1 Read the instructions carefully.

5 Read the instructions and look at the notes in the Exam Task and answer the questions.

- 1 What is it about?
- 2 How many times will you hear the information?
- 3 How many gaps are there?

Step 2 Read all the notes.

6 Read the notes in the Exam Task. Which of these things are not mentioned?

- 1 the testing of Maglev trains
- 2 the speed at which Maglev trains travel
- 3 the number of passengers
- 4 the environmental impact of Maglev trains
- 5 the power source used
- 6 a place where Maglev trains are in use

Step 3 Analyse the gaps.

7 Study gaps 1–5 in the Exam Task. What kind of answers do you think you will need? Choose a, b or c.


- | | | |
|---------------------|--------------------|-------------|
| 1 a) an adjective | b) a verb | c) a noun |
| 2 a) a speed | b) a kind of power | c) a town |
| 3 a) a large number | b) a small number | c) a verb |
| 4 a) an adjective | b) a verb | c) a noun |
| 5 a) a price | b) a year | c) a speed |
| 6 a) a person | b) a country | c) a number |

Step 4 Listen carefully and write the answers.

Step 5 Listen again and check your answers.

Exam Task



- 8**  You are going to hear the next part of the programme, which is about Maglev trains. Listen and complete the notes. You will hear the information twice.

Maglev trains

How the trains work:

- They use powerful ⁽¹⁾ _____ to levitate above the tracks.
- Their power source is ⁽²⁾ _____.
- They have a top speed of ⁽³⁾ _____ kilometres an hour.

Advantages:

- They are environmentally-friendly, fast and ⁽⁴⁾ _____.

Current situation / next steps:

- The trains have been used in Shanghai since ⁽⁵⁾ _____.
- Maglev systems are being tested and constructed in other places, such as Japan, Israel and ⁽⁶⁾ _____.



Preparation

- 1 Look at the information about a class project. What are the two parts of the project? How many students are there in each group?

Project

Don't forget!


- Your groups should have a maximum of five people.
- The deadline for your project outline is next Monday.
- Presentations must be ready by Tuesday 11th.

- 2 Read the Model Exam. Then answer the questions.

- 1 Will you hear a monologue or a dialogue?
- 2 Who will be talking?
- 3 What is it about?
- 4 How many of the letters A–H will you use?
- 5 Is there an example answer?

Model Exam



- 3  Listen to a teacher explaining to the class the contents of a project. What should the five sections of the project outline be about? Write a letter A–H next to 1–5. There are three options which you don't need.

- | | | |
|-----------------|----------|--|
| 1 Section One | <u>D</u> | A list of group members |
| 2 Section Two | | B list of sources |
| 3 Section Three | | C explanation of costs |
| 4 Section Four | | D summary of project objectives |
| 5 Section Five | | E photos of group members |
| | | F detailed description of the project |
| | | G timeline for the project |
| | | H summary of what you've learnt |

All right, everyone. I just want to remind you that the deadline for the outline for your projects is next Monday. I'll just run through what you must include so you can check you've got everything ready.

OK, the project outline consists of five sections ...

Matching key information

Practice

Step 1 Read the instructions carefully.

4 Read the instructions in the Exam Task and make sure that you understand the task. Answer the questions.

- 1 Will you hear a monologue or a dialogue?
- 2 Who will be talking?
- 3 What is it about?

Step 2 Look at list 1–5.

5 Read the names in the first list. Which two are the speakers? Who are the other people?

Step 3 Look at list A–H.

6 Read the words in the second list and check that you understand their meaning. How many of these answers will you use?

Step 4 Listen carefully and write the answers.

Step 5 Listen again and check your answers.

Exam Task

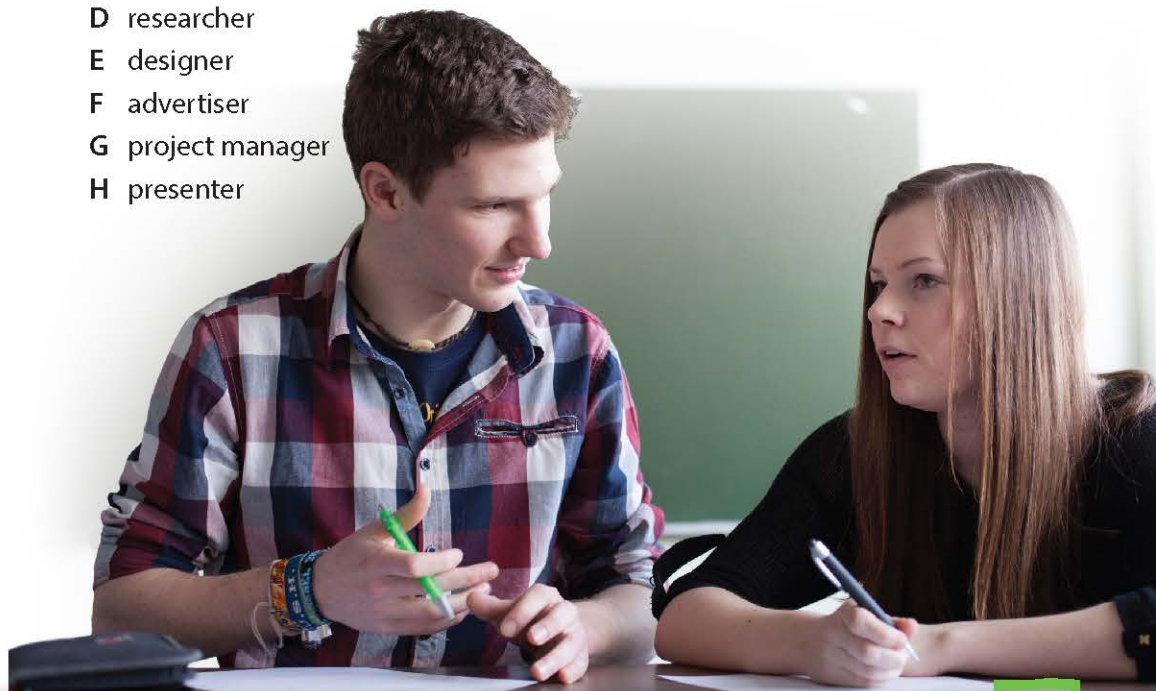


7



Listen to Dan and Naomi talking about their project. In their opinion, which role should each person take in the group? Write a letter A–H next to each of the five names. You will hear the conversation twice.

- | | |
|---------|-------------------|
| 1 Dan | A photographer |
| 2 Naomi | B writer |
| 3 Emily | C editor |
| 4 Will | D researcher |
| 5 Max | E designer |
| | F advertiser |
| | G project manager |
| | H presenter |



Preparation

- 1 Read questions 1–6 in the Model Exam. Translate the questions into your language. Which questions are in the past tense?
- 2 Read Pedro's answers and write the verb forms that he uses in each answer. What tenses are they?

1 *is = present simple*

3



Copy and complete the table with information about Pedro. Practise spelling the names and saying the numbers. Then listen and check.

Name:	Pedro García
Age:	(1) _____
Address:	(2) _____
Family:	(3) _____
Favourite subject:	(4) _____

- 4 Now copy and complete this table with information about you.

Name:	_____
Age:	_____
Birthday:	_____
Phone number:	_____
School:	_____
Favourite subject:	_____

Model Exam



1 Hello! What's your name?

My name's Pedro García.

2 Where do you live, Pedro?

I live in Valencia. My address is 45, Calle de Mena.

3 When did you start at this school?

I started at this school when I was 14 – that was two years ago.

4 What's your favourite subject?

My favourite subject is geography. I'm interested in different countries. In the future, I'd like to be a teacher.

5 Where did you go on holiday last year?

Last summer I went to the country with my family. We stayed with my grandparents on their farm. It was great!

6 Have you got any brothers or sisters?

Yes, I have. I've got a sister. Her name's Ana and she's five. She's funny!



Introducing yourself

Practice

- 5** Read questions 1–7 in the Exam Task. Match them with answers a–g.
- a) I live in Belgrade. e) Yes, I've got a dog.
b) Ten years ago. f) I like reading.
c) My name's Ana. g) I've got two brothers.
d) I went to a party.
- 6** Add more information to the answers in exercise 5. You can invent the information!
My first name is Ana and my surname is Jovanović.
- 7** Answer questions 1–7 in the Exam Task with answers that are true for you. Try to give as much information as possible.
- 8** Work in pairs. Ask and answer the questions in the Exam Task.

Exam Task



1 What's your name?

2 Where do you live?

3 Tell me about your family.

4 Have you got any pets?

5 When did you start learning English?

6 What do you like doing in your free time?

7 What did you do last weekend?

Exam kit: Useful vocabulary

Personal information

first name surname address age birthday

Family and pets

brother sister cousin step-brother / sister
cat dog fish bird rabbit

Hobbies

reading drawing dancing doing sport
singing playing an instrument

Holidays

go to the beach / mountains visit relatives
go camping stay in an apartment / hotel

Exam kit: Useful expressions

My name / surname is ...

I'm ... years old.

My birthday is on ...

I'm from ... / I live in ...

I like / enjoy ...

I've got ...

Last weekend I ...

Last summer I went to ...

I started learning English ... years ago /
when I was ...

Preparation

1 Look at the photos in the Model Exam. Match sentences 1–4 with pictures A and B.

- 1 In the middle of the picture, I can see a car driving through a lot of water.
- 2 In the foreground, there are some people in a boat.
- 3 In the background, you can see some houses.
- 4 On the left and right of the photo, you can see cars in the water.

2  Read and listen to Maria's Model Exam. Answer the questions.

- 1 What was happening at 10 am?
 - 2 What had happened by 4 pm?
 - 3 In your opinion, what would the situation be the next morning?
- 3** Read Maria's Model Exam again. How many examples can you find of:
- words from the Useful vocabulary box on page 127?
 - phrases from the Useful expressions box on page 127?
 - verbs in the past perfect tense?

Model Exam



In these pictures I can see a flood. In the first picture, a street is flooded. On the left and right of the picture, cars are in the water. In the middle of the picture, a car is driving through the water. It's ten o'clock in the morning, but there's already a lot of water. I hope the residents' houses aren't flooded too.

By four o'clock in the afternoon, help had arrived. In the second picture, some people are in a boat and two men in orange jackets are helping them. One of them looks very serious. In the background you can see some houses. I expect they are full of water too.



Maria



10 am



4 pm

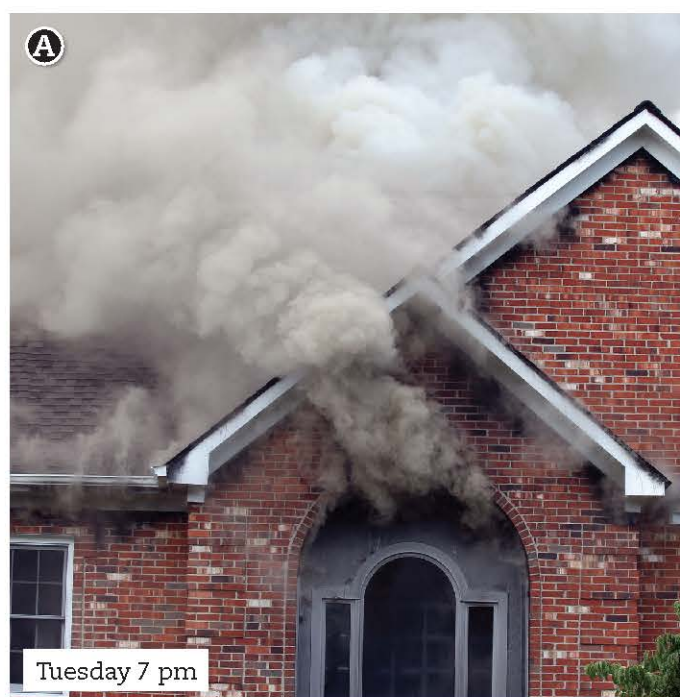
Describing photos

Practice

- 4 Look at photos A and B in the Exam Task. Which words from the Useful vocabulary box could you use to describe them?
- 5 Complete the sentences about the two photos.
 - 1 In the foreground I can see ...
 - 2 In the background I can see ...
 - 3 In the middle there's ...
 - 4 At the top of the picture, you can see ...
- 6 Prepare your description of photos A and B. Use these things to help you:
 - Your sentences from exercise 5.
 - The Useful vocabulary and Useful expressions.
 - The Model Exam on page 126.

Exam Task

- 7 Now cover your description and describe photos A and B. If possible, record yourself!



Exam kit: Useful vocabulary

Rescue and survival

boat catch fire destroyed evacuate fire
firefighters flames flood flooded hose rescuers
roof smoke warning sign windows

Exam kit: Useful expressions


Describing photos

In the foreground / background / middle ...
At the top / bottom ...
On the left / right ...

Narrating events

At ... o'clock, (+ past simple or continuous)
By ... o'clock, (+ past perfect)

Preparation

- 1 Look at pictures A and B in the Model exam. Which words from the Useful vocabulary box on page 129 could you use to discuss them?
- 2  Read and listen to part of Silvia and Hugo's exam. Which new skills did Hugo learn?
Hugo Do you know any magic tricks, Silvia?
Silvia No, I don't. I'd love to learn! What about you?
Hugo Actually, I've just done a workshop on circus skills.
Silvia Really? Did you enjoy it?
Hugo Yes, I went last week. It was great fun. I learnt lots of magic tricks and I learnt to juggle too. Can you juggle?
Silvia No, I can't. It looks really hard! Was it difficult?
Hugo Yes, it was really difficult at first, but after a few days I got quite good!
Silvia What magic tricks did you learn at the workshop?
Hugo I learnt how to make a bunch of flowers disappear!
- 3 Read the dialogue in exercise 2 again. Answer the questions.
 - 1 Does Silvia know any magic tricks?
 - 2 Where did Hugo learn to do magic tricks?
 - 3 How did Hugo find juggling at first?
 - 4 What did Hugo make disappear?

Model Exam



These pictures show different skills.

Talk together about whether you have ever done any activities like these, and which activity you think is the most difficult.

A



B



Discussing a topic

Practice

- 4 Look at pictures A and B in the Exam Task. Which skills do you think you would need to be successful in these activities?
- 5 Read the instructions for the Exam Task. Which of these questions wouldn't you ask your partner in the exam? Why?
 - 1 Have you ever baked a cake?
 - 2 Can you describe the photographs?
 - 3 Which activity would you prefer to do?
 - 4 Have you ever ridden a unicycle?
- 6 Prepare your discussion. Write your answers to the three questions you would ask in exercise 5. Add more information.

I've never baked a cake, but I often cook dinner ...

Exam Task

Examiner's questions

These pictures show different activities. Talk together about whether you have done these activities, and which one you would prefer to do and why.



Exam kit: Useful vocabulary

Skills and abilities

be able to bake a cake balance circus skills
cooperation coordination do magic tricks fitness
fun funny good memory juggle pack of cards
ride a unicycle skill trapeze

Exam kit: Useful expressions

Keeping the conversation going

What about you? Have you ever ... ?
Really? When / Where / What did you ... ?
Did you enjoy it?
What do you think?
Tell me more about it!

TASK Prepare a CV



1 Ideas

Think about what you have to offer to an employer:

- What educational qualifications have you got?
- Have you done any training?
- What work experience have you got?
- What skills have you got?
- What personal qualities do you have that are useful at work?

2 Group Work

Brainstorm:

- What skills do people in the group have?
- What work experience do people in the group have?
- Which kinds of interests are relevant to a CV and which are not?
- What kinds of personal qualities would an employer be interested in?

Each person in the group looks at some job advertisements and finds a job to apply for. Think about the following things:

- What interests you about the job?
- What kinds of skills, experience and qualifications are necessary for the job?
- Do you have the qualifications for the job?
- What kinds of skills, experience and qualifications are preferred?
- Which of your skills and experience are relevant to the job?

3 Write

Write your CV. Use the model to help you organize the sections.

i Crystal Clear Tips

Make yourself a basic CV and then use it to tailor your CV to specific jobs you are applying for. Identify specific skills and qualities that are relevant to each job by looking closely at the job advertisement.

CURRICULUM VITAE Jaime Moreno Muñoz

PERSONAL INFORMATION

Date of birth: 12th June, 1996
Address: C/ Silos 14 4ºA.
Email address: jaimemoreno@ma
Phone number: 687 453 109



EDUCATION AND TRAINING

September 2014–June 2016 F.P. Básica
Vehicle Maintenance
I.E.S. Arenal

WORK EXPERIENCE

March 2015 Work experience in Motolineas as maintenance technician
Diagnosing basic problems and working to solve them alone, organizing my own workload
August 2015 Work experience in Talleresmsq as maintenance technician
Doing repairs on cars and motorbikes and working with clients to explain vehicle problems

SKILLS AND PERSONAL QUALITIES

Languages: Spanish (native), English (basic spoken and written)
Communication skills: Excellent communication skills gained through work experience
Work-related skills: Good problem-solving and organizational skills; can organize my work
Driving licence: Moped driving licence, own vehicle

4 Check

Read your CV and check it for:

- capital letters
- punctuation
- spelling
- correct use of vocabulary
- correct grammar and verb forms

☐
☐
☐
☐
☐

5 Pictures

Find a nice photo of yourself, in which you look smart and professional. Attach it to your CV.

6 Display

Design your CV and format it so that the headings and paragraphs are clear. Include your photo. Show your CV to the class.



Check your 21st Century Skills!

Score your and your group's skills from 1 (need improvement) to 5 (excellent).

	You	Your group
Organizing your work	<input type="checkbox"/>	<input type="checkbox"/>
Working to deadlines	<input type="checkbox"/>	<input type="checkbox"/>
Research skills	<input type="checkbox"/>	<input type="checkbox"/>
Negotiating	<input type="checkbox"/>	<input type="checkbox"/>
Making decisions	<input type="checkbox"/>	<input type="checkbox"/>

More 21st Century Skills



Some skills, such as problem solving, are 'transferable', which means they are useful in many different situations. Think about what skills and personal qualities are useful for different jobs. Which of these skills are transferable?

TASK Preparing a cover letter

1 Ideas

Administrative Assistant

Wandering Wings travel company

We are looking for an organized administration professional for a part-time position in our Madrid office.

Essential: Good phone skills and excellent computer skills. You must be reliable and punctual. Some knowledge of a foreign language is desirable.

Working hours are Monday–Thursday 8.30 am–3 pm. We offer a competitive salary.

Send CV & cover letter to: Mario Ruiz, Wandering Wings, C/ Alcalá 349, 2º, 28080 Madrid

Look at the job advertisement.

- What is the main purpose of the job?
- How do you think the role fits in with the company's work?
- What skills are essential for the job? (Look at the underlined words.)
- What skills are not essential, but desirable, for the job? (Look at the circled words.)
- Are there any other skills or personal qualities that would be useful in the job?



2 Group Work

Brainstorm:

- What jobs are people in the group interested in applying for?
- What is the purpose of a cover letter?
- How can a cover letter help you when applying for a job?

Each person in the group looks at some job advertisements and finds a job to apply for. Think about the following things:

- What interests you about the job and the company?
- What experience do you have that is relevant to the job?
- What are the essential skills and personal qualities for the job? Underline them.
- What are the desirable skills and personal qualities for the job? Circle them.
- Can you think of examples of when you used the skills and showed the personal qualities you underlined and circled?

3 Write

Write a cover letter for the job you found. Use the model to help you organize the paragraphs. Keep the cover letter on one page.

i Crystal Clear Tips

Look carefully at the job advertisement before you write your cover letter. Think about the specific skills and personal qualities the employer is looking for. Highlight in your cover letter your experience, skills and personal qualities that are relevant to the job.

Julio Alonso González
C/ Galicia 45, 1º D 28942 Fuenlabrada, Madrid ☎ 612345678 ✉ julioag@mail.com

Mario Ruiz
Wandering Wings
C/ Alcalá 349, 2º
28080 Madrid
28 June

Dear Mr Ruiz,

I am writing in response to your advert for a part-time Administrative Assistant.

You will see from my CV that I recently completed a course in Business Administration. During the course, I did a work placement in the finance department of a university. This gave me valuable experience of working in an office.

I have good time management skills, which I acquired through my college course. In my work placement I dealt with clients on the phone as well as in person. This helped me develop excellent phone and interpersonal skills. I have a basic level of English and would welcome the opportunity to continue studying it. I am hard-working and reliable, which can be seen from my excellent exam results and the references from my work placement supervisor.

I am interested in this position as I would like to work in an international environment and I am also considering a job in the travel industry. I think that my experience and qualifications make me a suitable candidate for this position.

I look forward to hearing from you.

Yours sincerely,

Julio Alonso

Julio Alonso

4 Check

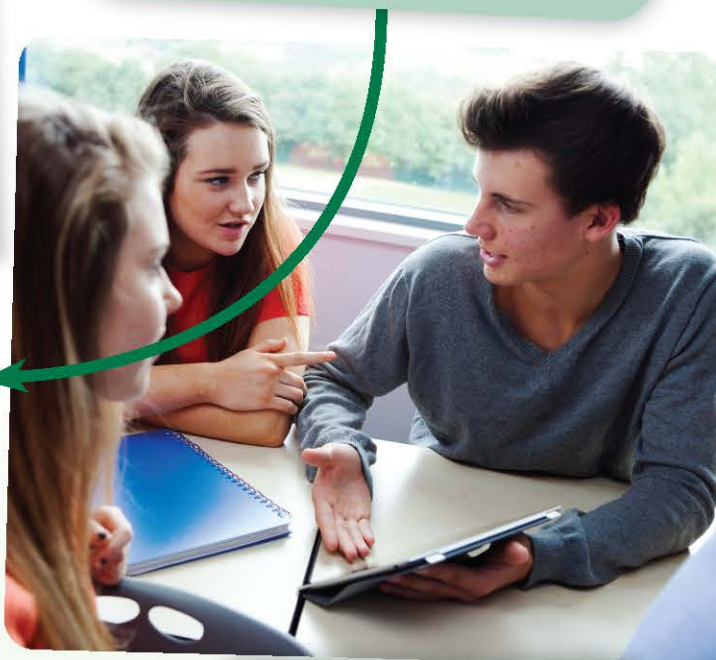
Read your cover letter and check it for:

- capital letters
- punctuation
- spelling
- correct use of vocabulary
- correct grammar and verb forms

☐
☐
☐
☐
☐
☐

5 Pictures

Find and attach to your cover letter any certificates, letters of recommendation or references. Attach your CV.



6 Display

Design your cover letter and format it so it is clear. Use the same typeface as you used in your CV. Show your cover letter to the class.

Check your 21st Century Skills!

Score your and your group's skills from 1 (need improvement) to 5 (excellent).

	You	Your group
Relating skills to jobs	<input type="checkbox"/>	<input type="checkbox"/>
Customizing cover letters	<input type="checkbox"/>	<input type="checkbox"/>
Marketing yourself	<input type="checkbox"/>	<input type="checkbox"/>
Showing knowledge of the company	<input type="checkbox"/>	<input type="checkbox"/>

More 21st Century Skills



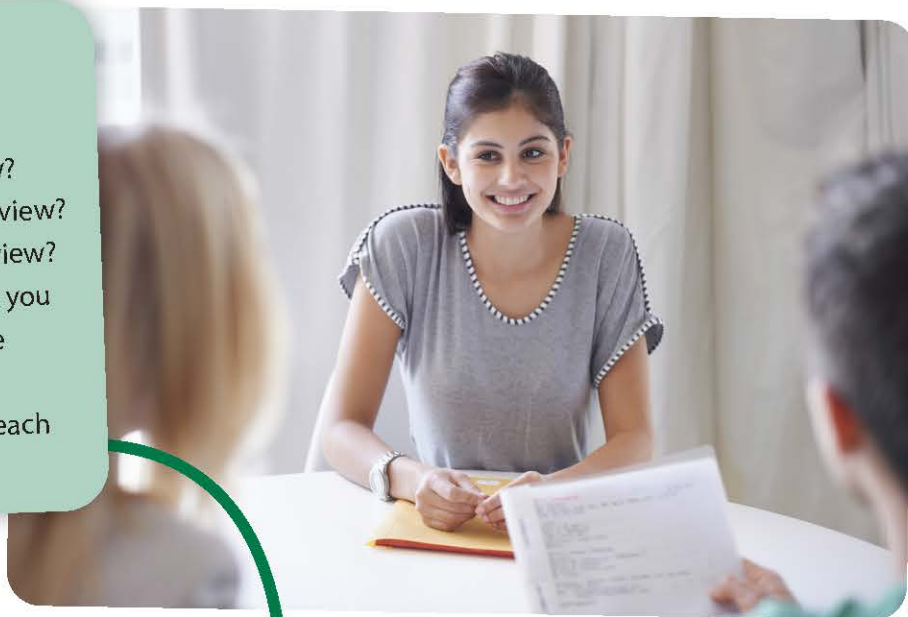
If you don't have a lot of job experience, think of other ways you can get skills that are valuable in the workplace. Do voluntary work, for example, or help out with projects or events at school or college. You can also develop broader life skills like driving, computer or language skills, which are useful in many jobs.

TASK Prepare for a job interview.

1 Ideas

Think about job interviews:

- What is the purpose of a job interview?
- How should you behave in a job interview?
- What should you wear for a job interview?
- What kinds of questions do you think you might be asked in an interview? Write three questions.
- Think about how you would answer each of the three questions you wrote.



2 Group Work

Each person in the group looks at some job advertisements and finds a job to apply for. Brainstorm:

- What is the main purpose of the job?
- What key skills and personal qualities is the employer looking for?
- What do you know about the employer? Do research to find out about the company.
- What experience, skills and qualities are relevant to the job?

Each person chooses a job and prepares for an interview. Think about your answers to these job interview questions:

- Tell me about yourself.
- Why do you want this job?
- Why do you want to work for this company?
- Why do you think you would be good at this job?
- What work experience do you have?
- What are your strengths?
- Which skills do you need to improve?
- Do you have any questions about the job?

i Crystal Clear Tips

It's normal to feel nervous before a job interview, but remember, it's a chance for you to tell a potential employer about yourself. Do your best and prepare for the interview before you go. In the interview, wear appropriate clothes, arrive on time and answer questions directly and honestly.

3 Write

Write notes to prepare for an interview for the job advertisement you found. Add some useful general tips for a job interview.

Job interview preparation

Why I want the job

- related to the job

- related to the company

Why I would be good at the job

- qualifications

- skills

- personal qualities

Relevant experience for the job

Strengths I have that are relevant to the job

Skills I would like to improve

Things I would like to know about the company / the job

Job interview tips

Before the interview

Wear appropriate clothes.

Find information about the company.

In the interview

DO

Take a copy of your CV.

Listen carefully to the questions.

Check if you don't understand.

Give answers that show your strengths and give examples where possible.

DON'T

Speak too quickly - take your time.

Use your mobile phone in the interview - switch it off.

4 Display

Role-play an interview for the job advertisement you found. Take turns to be the interviewer and the interviewee.



Check your 21st Century Skills!

Score your and your group's skills from 1 (need improvement) to 5 (excellent).

	You	Your group
Analysing job advertisements	<input type="checkbox"/>	<input type="checkbox"/>
Researching companies	<input type="checkbox"/>	<input type="checkbox"/>
Applying for suitable jobs	<input type="checkbox"/>	<input type="checkbox"/>
Preparing for an interview	<input type="checkbox"/>	<input type="checkbox"/>
Making a good impression	<input type="checkbox"/>	<input type="checkbox"/>

More 21st Century Skills



It's good to get organized before a job interview! Find out where the interview is and plan your route to get there. Choose your clothes for the interview and get them ready the night before. Make sure they are clean and iron them. Prepare for the interview by thinking about the questions you might be asked.

Wordlist

A

3-D (printer/shoe) (adj) /ˌθriːdiː ('printə(r) 'fuː)/
 acceptable (adj) /ək'septəb(ə)l/
 access (n) /'ækses/
 accountant (n) /ə'kaʊntənt/
 adhesive stamp (n) /əd'hiːsɪv 'stæmp/
 admit (v) /əd'mɪt/
 adventure (n) /əd'ventʃə(r)/
 adventurous (adj) /əd'ventʃ(ə)rəs/
 advert (n) /'ædvɜː(r)t/
 advice (n) /əd'vaɪs/
 advocate (n) /'ædvəkət/
 agree (v) /ə'ɡriː/
 agree about (v) /ə'ɡriː ə,baut/
 agree with (v) /ə'ɡriː,wɪð/
 alarm (n) /ə'lɑː(r)m/
 allowance (n) /ə'laʊəns/
 amazing (adj) /ə'meɪzɪŋ/
 amazingly (adv) /ə'meɪzɪŋli/
 analyse (v) /'ænləɪz/
 analyse the results (v) /'ænləɪz ðə rɪ'zʌltz/
 announce (v) /ə'naʊns/
 app (n) /æp/
 applicant (n) /'æplɪkənt/
 application form (n) /æplɪ'keɪf(ə)n ,fɔː(r)m/
 apply for a job (v) /ə,plai fər ə 'dʒɒb/
 apprenticeship (n) /ə'prentɪsʃɪp/
 aquarium (n) /ə'kwɛəriəm/
 argue about (v) /'ɑː(r)ɡju ə,baut/
 argue with (v) /'ɑː(r)ɡju ,wɪð/
 arrest a suspect (v) /ə,rest ə 'sʌspekt/
 article (n) /'ɑː(r)tɪk(ə)l/
 artist (n) /'ɑː(r)tɪst/
 aspect (n) /'æspekt/
 astronomer (n) /ə'strɒnəmə(r)/
 audiobook (n) /'ɔːdiəʊ,bʊk/
 author (n) /'ɔːθə(r)/
 autobiography (n) /,ɔːtəʊbaɪ'ɒɡrəfi/

B

ban (v) /bæn/
 bargain (n) /'bɑː(r)ɡɪn/

base sth on sth (phr v) /'beɪs sʌmθɪŋ ,ɒn sʌmθɪŋ/
 be guilty (v) /,bi 'ɡɪlti/
 be held in (v) /,bi 'held ɪn/
 be innocent (v) /,biː 'ɪnəsənt/
 be set in (v) /,bi 'set ɪn/
 be unemployed (v) /,biː ʌnɪm'plɔɪd/
 bearable (adj) /'beərəb(ə)l/
 beat (v) /bi:t/
 become rich (v) /,bɪkʌm 'rɪtʃ/
 benefits (n pl) /'benɪfɪts/
 best-seller (n) /,best'selə(r)/
 bin (n) /bɪn/
 biography (n) /baɪ'ɒɡrəfi/
 blog (n) /blɒɡ/
 bomb (n) /bɒm/
 bombing (n) /'bɒmɪŋ/
 bonus (n) /'bəʊnəs/
 book deal (n) /'bʊk ,diːl/
 bookshop (n) /'bʊk,ʃɒp/
 brake (n) /breɪk/
 break a record (v) /,breɪk ə 'rekɔː(r)d/
 break down (v) /,breɪk 'daʊn/
 break up (phr v) /,breɪk 'ʌp/
 breakthrough (n) /'breɪk,θruː/
 brewer (n) /'bruːə(r)/
 broken English (n) /,brəʊkən 'ɪŋɡlɪʃ/
 bronze medal (n) /,brɒnz 'med(ə)l/
 bully (v) /'bʊli/
 bus (n) /bʌs/

C

calculus (n) /'kælkjʊləs/
 campaign (v) /kæm'peɪn/
 candidate (n) /'kændɪdeɪt, 'kændɪdət/
 car (n) /kɑː(r)/
 caretaker (n) /'keə(r),teɪkə(r)/ /ə
 carousel (n) /,kærə'sel/
 cartoon (n) /kɑː(r)'tuːn/
 casual (adj) /'kæʒuəl/
 catch a thief /,kætf ə 'θiːf/
 cautious (adj) /'kɔːʃəs/
 change school (v) /,tʃeɪndʒ 'skuːl/
 characterize (v) /'kærɪktəraɪz/

childhood (n) /'tʃaɪld,hʊd/
circumnavigation (n) /,sɜ:(r)kəmneɪvr'geɪf(ə)n/
claim expenses (v) /,kleɪm ɪk'spensəz/
close (adj) /kləʊs/
coach (v) /kəʊtʃ/
coast (n) /kəʊst/
code (n) /kəʊd/
collect (v) /kə'lekt/
colourful (adj) /'kʌlə(r)f(ə)l/
comfortable (adj) /'kʌmfətəb(ə)l/
comic (n) /'kɒmɪk/
commit a crime (v) /kə'mɪt ə 'kraɪm/
communication (n) /kə,mju:nɪ'keɪf(ə)n/
community service (n) /kə,mju:nəti 'sɜ:(r)vɪs/
compartment (n) /kəm'pɑ:(r)tment/
compete (v) /kəm'pi:t/
complain (v) /kəm'pleɪn/
compost food waste /,kɒmpəst 'fu:d weɪst/
compulsory (adj) /kəm'pʌlsəri/
computer program (n) /kəm'pjʊ:tə(r) ,prəʊgræm/
conditions (n pl) /kən'dɪʃ(ə)nz/
conference (n) /'kɒnf(ə)rəns/
confident (adj) /'kɒnfɪdənt/
consecutive (adj) /kən'sekjʊtɪv/
contemplate (v) /'kɒntəmpleɪt/
contract (n) /'kɒntrækt/
conventional (adj) /kən'venʃ(ə)nəl/
copyrighted (adj) /'kɒpraɪtəd/
cough (v) /kɒf/
council (n) /'kaʊns(ə)l/
crime (n) /kraɪm/
cry (v) /krai/
crying (n) /'kraɪɪŋ/
cub (n) /kʌb/ cachorro
currency (n) /'kʌrənsi/
customs officer (n) /'kʌstəmz ,ɒfɪsə(r)/

D

data (n) /'deɪtə, 'dɑ:tə/
declare war on (v) /dɪ,kleə 'wɔ:r ɒn/
delayed (adj) /dɪ'leɪd/
demand (n) /dɪ'mɑ:nd/
demonstration (n) /,demən'streɪf(ə)n/

depend on (v) /dɪ'pend ,ɒn/
design (n) /dɪ'zain/
design a prototype (v) /dɪ,zain ə 'prəʊtətaɪp/
designer (n) /dɪ'zainə(r)/
destination (n) /,destɪ'neɪf(ə)n/
determination (n) /dɪ,tɜ:(r)mɪ'neɪf(ə)n/
develop a concept (v) /dɪ,veləp ə 'kɒnsept/
develop the product (v) /dɪ,veləp ðə 'prɒdʌkt/
developer (n) /dɪ'veləpə(r)/
dictionary entry (n) /'dɪkʃən(ə)ri ,entri/
district (n) /'dɪstrɪkt/
do community service (v) /,du: kə,mju:nəti 'sɜ:(r)vɪs/
do market research (v) /,du: ,mɑ:(r)kɪt 'rɪ:sɜ:(r)tʃ, ,du: ,mɑ:(r)kɪt rɪ'sɜ:(r)tʃ/
don't bother (v) /,dəʊnt 'bɒðə(r)/
dramatically (adv) /drə'mætɪkli/
draw (v) /drɔ:/
dream about (v) /'dri:m ə,baut/
drone (n) /drəʊn/
drop out (phr v) /,drɒp 'aʊt/
drop out of university (v) /,drɒp aʊt əv ju:nɪ'vɜ:(r)səti/
drug (v) /drʌg/
drums (n) /drʌmz/

E

earn a salary (v) /,ɜ:(r)n ə 'sæləri/
electrician (n) /ɪ,lek'trɪʃ(ə)n/
embark on (phr v) /ɪm'bɑ:(r)k ,ɒn/
emigrate (v) /'emɪgreɪt/
energetic (adj) /,enə(r)'dʒetɪk/
enjoyable (adj) /ɪn'dʒɔɪəb(ə)l/
enormous (adj) /ɪ'nɔ:(r)məs/
entrepreneur (n) /,ɒntreprə'nɜ:(r)/
environmentalist (n) /ɪn,vəɪrən'mənt(ə)lɪst/
environmentally responsible (adj) /ɪn,vəɪrənment(ə)li rɪ'spɒnsəb(ə)l/
evacuate (v) /ɪ'vekjuet/
evacuation (n) /ɪ,vækju'eɪf(ə)n/
evacuee (n) /ɪ,vækju'i:/
exotic (adj) /ɪg'zɒtɪk/
expand (v) /ɪk'spænd/
expect (v) /ɪk'spekt/

Wordlist

expedition (n) /,ekspeɪ'dɪʃ(ə)n/

expenses (n pl) /ɪk'spensəz/

experiment (v) /ɪk'sperɪmənt/

explain (v) /ɪk'spleɪn/

extra time (n) /,ekstreɪ'taɪm/

F

face-to-face (adv) /,feɪs tə 'feɪs/

fangs (n pl) /fæŋgz/

fantasy (n) /'fæntəsi/

fashion (n) /'fæʃ(ə)n/

fashionable (adj) /'fæʃ(ə)nəb(ə)l/

fence (n) /fens/

fiction (n) /'fɪkʃ(ə)n/

fierce (adj) /fɪə(r)s/

fill in an application form (v) /,fɪl ɪn ən æplɪ'keɪʃ(ə)n fɔ:(r)m/

film-maker (n) /'fɪlm,meɪkə(r)/

fire fighter (n) /'faɪə ,faɪtə(r)/

flexible (adj) /'fleksəb(ə)l/

flute (n) /flu:t/

fold (v) /fəʊld/

foreigner (n) /'fɔ:(r)ɪnə(r)/

formal (adj) /'fɔ:(r)m(ə)l/

frame (n) /freɪm/

friendly (adj) /'frendli/

function (v) /'fʌŋkʃ(ə)n/

fundamental (adj) /,fʌndə'ment(ə)l/

fur (n) /fɜ:(r)/

G

gamification (n) /,geɪmɪfɪ'keɪʃ(ə)n/

gear (n) /gɪə(r)/

generate (electricity) (v) /,dʒenə'reɪt (,ɪlek'trɪsəti)/

generation (n) /,dʒenə'reɪʃ(ə)n/

generous (adj) /'dʒenərəs/

genius (n) /'dʒi:nɪəs/

get a job (v) /,get ə 'dʒɒb/

get a medal (v) /,get ə 'med(ə)l/

get a pension (v) /,get ə 'penʃ(ə)n/

get into (phr v) /,get 'ɪntu/

get into trouble (v) /,get ɪntə 'trʌb(ə)l/

give a demonstration (v)
/,gɪv ə demən'streɪʃ(ə)n/

give away (phr v) /,gɪv ə'weɪ/

give up (v) /,gɪv 'ʌp/

glamorous (adj) /'glæməərəs/

go abroad (v) /,gəʊ ə'brɔɪd/

go for a job interview (v) /,gəʊ fər ə 'dʒɒb ɪntə(r),vju:/

go on trial (v) /,gəʊ ɒn 'traɪəl/

go to prison (v) /,gəʊ tə 'prɪz(ə)n/

go with (phr v) /'gəʊ ,wɪð/

goal (n) /gəʊl/

gold reserves (n pl) /'gəʊld rɪ,zɜ:(r)vz/

goldfish (n) /'gəʊld,fɪʃ/

graphic novel (n) /,græfɪk 'nɒv(ə)l/

gravity (n) /'grævəti/

green (adj) /grɪn/

growl (v) /graʊl/

H

have a full-time job (v) /,hæv ə fʊltaɪm 'dʒɒb/

have an accident (v) /,hæv ən 'æksɪd(ə)nt/

have an interview (v) /,hæv ən 'ɪntə(r),vju:/

have sth in common (v) /,hæv sʌmθɪŋ ɪn 'kɒmən/

headache (n) /'hed,eɪk/

heel (n) /hi:l/

high heels (n pl) /,haɪ 'hi:lz/

hiking boot (n) /'haɪkɪŋ ,bu:t/

hire (v) /haɪə(r)/

historical fiction (n) /hɪ'stɒrɪk(ə)l 'fɪkʃ(ə)n/

hold (an event) (v) /,həʊld (ən rɪ'vent)/

homesick (adj) /'həʊm,sɪk/

hope (v) /həʊp/

host family (n) /'həʊst ,fæm(ə)li/

household (n) /'haus,həʊld/

How? (question word) /haʊ/

I

illustrated (adj) /'ɪləstreɪtəd/

impractical (adj) /ɪm'præktɪk(ə)l/

imprison (v) /ɪm'prɪz(ə)n/

improve the design (v) /ɪm,pru:v ðə drɪ'zaɪn/

(in) sight (n) /,ɪn 'saɪt/

incline (n) /'ɪnkleɪn/

incompetent (adj) /ɪn'kɒmpɪt(ə)nt/

inflexible (adj) /ɪn'fleksəb(ə)l/

injure (v) /'ɪndʒər/

innovation (n) /,ɪnəʊ'veɪʃ(ə)n/
insecure (adj) /,ɪnsɪ'kjʊə(r)/
install (v) /ɪn'stɔ:l/
 install solar panels (v) /ɪn'stɔ:l səʊlə 'pæn(ə)lz/
instant hit (n) /,ɪnstənt 'hɪt/
institution (n) /,ɪnstɪ'tju:ʃ(ə)n/
 instruction manual (n) /ɪn'strʌkʃ(ə)n ,mænjʊəl/

 insulate windows (v) /,ɪnsjʊleɪt 'wɪndəʊz/
 internship (n) /'ɪntɜ:(r)nʃɪp/
introduce yourself (v refl) /,ɪntrə'dju:s jəsɛlf/
invasion of privacy (n) /ɪn'veɪʒ(ə)n əv 'prɪvəsi/
 invent characters (v) /ɪn'vent 'kærɪktə(r)z/
inventor (n) /ɪn'ventə(r)/
 investigate a crime (v) /ɪn'vestɪgeɪt ə 'kraɪm/
invisible (adj) /ɪn'vɪzəb(ə)l/
invite (v) /ɪn'vaɪt/
 irresponsible (adj) /,ɪrɪ'spɒnsəb(ə)l/
issue (v) /'ɪʃu:; 'ɪsju:/
issue (n) /'ɪʃu:; 'ɪsju:/
item (n) /'aɪtəm/

J

job advertisement (n) /'dʒɒb əd,vɜ:(r)tɪsmənt/
journalist (n) /'dʒɜ:(r)nəlɪst/
journey (n) /'dʒɜ:(r)nɪ/

K

keyboards (n) /'ki:,bɔ:(r)dz/
 kidnapper (n) /'kɪdnæpə(r)/
 kidnapping (n) /'kɪdnæpɪŋ/

L

lab technician (n) /'læb tek,nɪʃ(ə)n/
label (n) /'leɪb(ə)l/
landfill (n) /'lænd,fɪl/
launch (v) /lɔ:ŋʃ/
law (n) /lɔ:/
lawmaker (n) /'lɔ:,meɪkə(r)/
lawyer (n) /'lɔ:jə(r)/
lazy (adj) /'leɪzi/
leather (n) /'leðə(r)/
lid (n) /lɪd/
life skill (n) /'laɪf ,skɪl/
lifestyle (n) /'laɪf ,stɑɪl/
limit (v) /'lɪmɪt/

listen to (v) /'lɪs(ə)n ,tu:/
lizard (n) /'lɪzə(r)d/
local (adj) /'ləʊk(ə)l/
location (n) /ləʊ'keɪʃ(ə)n/
loneliness (n) /'ləʊnlnəs/
lonely (adj) /'ləʊnli/
look for (phr v) /'lʊk ,fɔ:(r)/
 look for clues (v) /,lʊk fə 'klu:z/
 look forward to (phr v) /,lʊk 'fɔ:(r)wə(r)d tu:/
loose (adj) /lu:s/
lose (v) /lu:z/
 lose a job (v) /,lu:z ə 'dʒɒb/
 love letter (n) /'lʌv ,letə(r)/

M

make new friends (v) /,meɪk nju: 'frendz/
 manufacture a product (v) /mænʃʊ,fæktʃə ə
 'prɒdʌkt/
mark (n) /mɑ:(r)k/
marketing campaign (n) /'mɑ:(r)kɪtɪŋ kæm,pɛɪn/
material (n) /mə'tɪəriəl/
mathematician (n) /,mæθ(ə)mə'tɪʃ(ə)n/
media attention (n) /'mi:diə ə,tɛnʃ(ə)n/
media event (n) /'mi:diə ɪ,vent/
 mend old clothes (v) /,mend əʊld 'kləʊðz/
 misinform (v) /,mɪsɪn'fɔ:(r)m/
 misplace (v) /,mɪs'pleɪs/
 misunderstand (v) /,mɪsʌndə(r)'stænd/
model (v) /'mɒd(ə)l/
motion (n) /'məʊʃ(ə)n/
 move house (v) /,mu:v 'haus/
multi-culturalism (n) /,mʌlti'kʌltʃərəlɪz(ə)m/
murder (n) /'mɜ:(r)də(r)/
murderer (n) /'mɜ:(r)dərə(r)/
museum (n) /mju:'zi:əm/

N

naturalist (n) /'nætʃ(ə)rəlɪst/
negotiate (v) /nɪ'gəʊʃieɪt/
nickname (n) /'nɪk,nɛɪm/
nobleman (n) /'nəʊb(ə)lmən/
 non-fiction (n) /,nɒn'fɪkʃ(ə)n/
non-profit group (n) /nɒn'prɒfɪt ,gru:p/
note (n) /nəʊt/
novelist (n) /'nɒvəlɪst/

Wordlist

O

obligatory (adj) /ə'blɪɡət(ə)rɪ/
obtain (v) /əb'teɪn/
offer (v) /'ɒfə(r)/
old-fashioned (adj) /,əʊld'fæʃ(ə)nd/
online community (n) /,ɒnlain kə'mju:nəti/
option (n) /'ɒpʃ(ə)n/
order (v) /'ɔ:(r)də(r)/
over (prep) /'əʊvə(r)/
overcrowd (v) /,əʊvə'kraʊd/
overeat (v) /,əʊvər'i:t/
overpopulate (v) /,əʊvə'pɒpjuleɪt/
own (v) /əʊn/

P

packaging (n) /'pækɪdʒɪŋ/
pain (n) /peɪn/
participate in (v) /pɑ:(r)'tɪsɪpeɪt/
part-time (adj) /'pɑ:(r)t,taim/
pass (an exam) (v) /,pɑ:s (ən ɪg'zæm)/
pay (n) /peɪ/
pay a fine (v) /,peɪ ə 'faɪn/
pay rise (n) /'peɪ ,raɪz/
peak (n) /pi:k/
penicillin (n) /penə'sɪlɪn/
pension (n) /'penʃ(ə)n/
pesticide (n) /'pestɪsaɪd/
physicist (n) /'fɪzɪsɪst/
pick out (phr v) /,pɪk 'aʊt/
pick up (phr v) /,pɪk 'ʌp/
pickpocket (n) /'pɪk,pɒkɪt/
pickpocketing (n) /'pɪk,pɒkɪtɪŋ/
platform (n) /'plætfɔ:(r)m/
platform soles (n pl) /,plætfɔ:(r)m 'səʊlz/
play (n) /pleɪ/
play (v) /pleɪ/
plug sth into sth (phr v) /plʌg 'sʌmθɪŋ ɪntə 'sʌmθɪŋ/
poem (n) /'pəʊɪm/
poetry (n) /'pəʊtri/
pointed (adj) /'pɔɪntəd/
police officer (n) /pə'li:s ,ɒfɪsə(r)/
popular press (n) /,pɒpjələ(r) 'pres/
position (n) /pə'zɪʃ(ə)n/

post (v) /pəʊst/
post comments (v) /,pəʊst 'kɒments/
postal worker (n) /'pəʊst(ə)l ,wɜ:(r)kə(r)/
postcard (n) /'pəʊs(t),kɑ:(r)d/
practise (v) /'præktɪs/
predict (v) /prɪ'dɪkt/
product (n) /'prɒdʌkt/
promise (v) /'prɒmɪs/
promotion (n) /prə'məʊʃ(ə)n/
propose (v) /prə'pəʊz/
prototype (n) /'prəʊtətaɪp/
public library (n) /,pʌblɪk 'laɪbrəri/
publish (v) /'pʌblɪʃ/
punishment (n) /'pʌnɪʃmənt/
put away (phr v) /,put ə'weɪ/
put on (phr v) /,put 'ɒn/

Q

question a suspect (v) /,kwesʃ(ə)n ə 'sʌspekt/
quiet (adj) /'kwaɪət/
quote (n) /kwəʊt/

R

racecourse (n) /'reɪskɔ:(r)s/
racism (n) /'reɪ,sɪz(ə)m/
ranked (adj) /ræŋkt/
reach down (phr v) /,ri:tʃ 'daʊn/
real life (n) /,ri:əl 'laɪf/
reasonable (adj) /'ri:z(ə)nəb(ə)l/
receipt (n) /ri'si:t/
recipe (n) /'resəpi:/
recommend (v) /,rekə'mend/
recording contract (n) /rɪ'kɔ:(r)dɪŋ ,stju:diəʊ/
recyclable (adj) /ri:'saɪkləb(ə)l/
recycle (v) /ri:'saɪk(ə)l/
recycle packaging (v) /ri:,saɪk(ə)l 'pækɪdʒɪŋ/
recycling (n) /ri:'saɪklɪŋ/
reflecting telescope (n) /rɪ'flektɪŋ 'teləskəʊp/
reform (n) /rɪ'fɔ:(r)m/
refuse (v) /rɪ'fju:z/
reissue (v) /rɪ:'ʃu:; rɪ:'ɪsju:/
relaunch (v) /rɪ:'ləʊntʃ/
release (v) /rɪ'li:s/
reliable (adj) /rɪ'laɪəb(ə)l/

remember (v) /rɪ'membə(r)/
remind (v) /rɪ'maɪnd/
reorganize (v) /,ri:'ɔ:(r)gənaɪz/
repair (v) /rɪ'peə(r)/
replace (v) /rɪ'pleɪs/
replay (v) /rɪ:'pleɪ/
report (v) /rɪ'pɔ:(r)t/
reproduce (v) /,ri:prə'dju:s/
reptile (n) /'reptail/
request (v) /rɪ'kwest/
research (n) /rɪ'sɜ:(r)tʃ; 'ri:sɜ:(r)tʃ/
research an idea (v) /rɪ,sɜ:(r)tʃ ən aɪ'diə; 'ri:sɜ:(r)tʃ
 ən aɪ'diə/
research assistant (n) /rɪ'sɜ:(r)tʃ ə,sɪstənt; 'ri:sɜ:(r)tʃ
 ə,sɪstənt/
researcher (n) /rɪ'sɜ:(r)tʃə(r); 'ri:sɜ:(r)tʃə(r)/
responsible (adj) /rɪ'spɒnsəb(ə)l/
retire (v) /rɪ'taɪə(r)/
review (n) /rɪ'vju:/
ride a bike (v) /,raɪd ə 'baɪk/
rider (n) /'raɪdə(r)/
robber (n) /'rɒbə(r)/
robbery (n) /'rɒbə(r)i/
romantic novel (n) /rəʊ,mæntɪk 'nɒv(ə)l/
the Royal Mint (n) /ðə ,rɔɪəl 'mɪnt/
rubbish (n) /'rʌbɪʃ/
run away (phr v) /,rʌn ə'wei/
rural (adj) /'ruərəl/

S

salary (n) /'sæləri/
save water (v) /,seɪv 'wɔ:tə(r)/
scan (v) /skæn/
school holiday (n) /,sku:l 'hɒlɪdeɪ/
science-fiction (n) /,saɪəns 'fɪkʃ(ə)n/
score (n) /skɔ:(r)/
score (v) /skɔ:(r)/
score a goal (v) /,skɔ:(r) ə 'gəʊl/
scorer (n) /'skɔ:rə(r)/
secondary school (n) /'sekənd(ə)rɪ ,sku:l/
selfish (adj) /'selfɪʃ/
service provider (n) /'sɜ:(r)vɪs prə,vaydə(r)/
set (n) /set/

set a (new) record (v) /,set ə (nju:) 'rekɔ:(r)d/
settle down (phr v) /,set(ə)l 'daʊn/
sexism (n) /'seks,ɪz(ə)m/
shadowy (adj) /'ʃædəʊi/
share car journeys (v) /,ʃeə 'kɑ: dʒɜ:(r)nɪz/
shoot (v) /ʃu:t/
short stories (n pl) /,ʃɔ:(r)t 'stɔ:ɪrɪz/
shy (adj) /ʃaɪ/
side (n) /saɪd/
sign a contract (v) /,saɪn ə 'kɒntrækt/
signal (n) /'sɪgnəl/
sink to the ground (v) /,sɪŋk tə ðə 'graʊnd/
sleepy (adj) /'sli:pi/
smartphone (n) /'smɑ:(r)t,fəʊn/
smuggler (n) /'smʌglə(r)/
smuggling (n) /'smʌglɪŋ/
snaps (n pl) /snæps/
social life (n) /'səʊʃ(ə)l ,laɪf/
social media (n pl) /,səʊʃ(ə)l 'mi:diə/
social networking (n) /,səʊʃ(ə)l 'netwɜ:(r)kɪŋ/
social rule (n) /,səʊʃ(ə)l 'ru:l/
soft (adj) /sɒft/
software (n) /'sɒft,weə(r)/
sole (n) /səʊl/
solve (a mystery) (v) /,sɒlv (ə 'mɪst(ə)rɪ)/
solve a crime (v) /,sɒlv ə 'kraɪm/
solve any problems (v) /,sɒlv enɪ 'prɒbləmz/
sore throat (n) /,sɔ: 'θrəʊt/
spend (v) /spend/
spider (n) /'spaɪdə(r)/
sporting event (n) /'spɔ:(r)tɪŋ ɪ,vent/
sporty (adj) /'spɔ:(r)tɪ/
sprint (n) /sprint/
stand up (phr v) /,stænd 'ʌp/
start your own business (v) /,stɑ:(r)t jə əʊn
 'bɪznəs/
steeplechase (n) /'sti:p(ə)l,tʃeɪs/
step (n) /step/
step back (phr v) /,step 'bæk/
stiletto (n) /strɪ'letəʊ/
structure (n) /'strʌktʃə(r)/
style (n) /stail/

Wordlist

suffering (n) /'sʌfərɪŋ/
suggest (v) /sə'dʒest/
support a team (v) /sə,pɔ:(r)t ə 'ti:m/
survival (n) /sə(r)'vaɪv(ə)l/
suspect (n) /'sʌspekt/
suspect someone (v) /sə'spekt ,sʌmwʌn/

T

take a gap year (v) /,teɪk ə 'ɡæp jɪə(r)/
take off (phr v) /,teɪk 'ɒf/
take up (a new sport) /,teɪk ʌp (ə nju: 'spɔ:(r)t)/
talent (n) /'tælənt/
talk to (v) /'tɔ:k ,tu:/
talkative (adj) /'tɔ:kətɪv/
tax (n) /tæks/
teach (v) /ti:tʃ/
televis (v) /'teləvaɪz/
tell (v) /tel/
terrifying (adj) /'terə,faiɪŋ/
test (v) /test/
test out the product (v) /,test 'aʊt/
text message (n) /'tekst ,mesɪdʒ/
text messaging (n) /'tekst ,mesɪdʒɪŋ/
texting (n) /'tekstɪŋ/
the rest is history /ðə ,rest ɪz 'hɪst(ə)rɪ/
theft (n) /θeft/
thief (n) /θi:f/
thriller (n) /'θrɪlə(r)/
throw away (phr v) /,θrəʊ ə'weɪ/
tight (adj) /taɪt/
tip (n) /tɪp/
tour (n) /tuə(r)/
town (n) /taʊn/
track cycling (n) /'træk ,saɪklɪŋ/
track cyclist (n) /'træk ,saɪklɪst/
traffic (n) /'træfɪk/
train (v) /treɪn/
train (n) /treɪn/
translate (v) /trænz'leɪt/
transmit (v) /trænz'mɪt/
transmitter (n) /trænz'mɪtə(r)/
travel by public transport (v)
 /,træv(ə)l baɪ pʌblɪk 'trænsɔ:(r)t/

travel guide (n) /'træv(ə)l ,ɡaɪd/
trend (n) /trend/
trendy (adj) /'trendi/
trial (n) /'traɪəl/
trick (n) /trɪk/
try on (phr v) /,traɪ 'ɒn/
turn off lights (v) /,tɜ:(r)n ɒf 'laɪts/
tutorial (n) /tju:'tɔ:riəl/
TV series (n) /'ti:vi: ,sɪəri:z/
tweet (n) /twɪt/
tyre (n) /'taɪə(r)/

U

unacceptable (adj) /,ʌnək'septəb(ə)l/
unbearable (adj) /ʌn'beərəb(ə)l/
under (prep) /'ʌndə(r)/
underachiever (n) /,ʌndərə'tʃɪ:və(r)/
undercook (v) /,ʌndə'kʊk/
underestimate (v) /,ʌndər'estɪmeɪt/
underpay (v) /,ʌndə'peɪ/
underuse (v) /,ʌndə'ju:z/
unfit (adj) /ʌn'fɪt/
unreasonable (adj) /ʌn'ri:z(ə)nəb(ə)l/
unreliable (adj) /ʌnrɪ'laɪəb(ə)l/
unsociable (adj) /ʌn'səʊjəb(ə)l/
up (adv) /ʌp/
upload (v) /,ʌp'ləʊd/
upper (n) /'ʌpə(r)/
use rechargeable batteries (v) /,ju:z
 ri:ʃɑ:(r)dʒəb(ə)l 'bæt(ə)rɪz/

V

vacancy (n) /'veɪkənsɪ/
vandal (n) /'vænd(ə)l/
vandalism (n) /'vændəlɪz(ə)m/
varied (adj) /'veərɪd/
vegetarian (n) /,vedʒə'teəriən/
version (n) /'vɜ:(r)ʃ(ə)n/
vertical farming (n) /,vɜ:(r)tɪk(ə)l 'fɑ:(r)mɪŋ/
vet (n) /vet/
visible (adj) /'vɪzəb(ə)l/

W

wait for (v) /'weɪt ,fɔ:/

warn (v) /wɔ:(r)n/
waste (v) /weɪst/
wave (n) /weɪv/
wear out (phr v) /,weər 'aʊt/
What? (question word) /wɒt/
When? (question word) /wen/
Where? (question word) /weə(r)/
Which? (question word) /wɪtʃ/
Who? (question word) /hu:/
Why? (question word) /waɪ/
wildlife (n) /'waɪld,lɑɪf/
win (v) /wɪn/
win an award (v) /,wɪn ən ə'wɔ:(r)d/
witness (v) /'wɪtnəs/
wolf (n) /wʊlf/
work experience (n) /'wɜ:(r)k ɪk'spiəriəns/
work part-time (v) /,wɜ:(r)k pɑ:(r)t'taɪm/
world championships (n pl) /,wɜ:(r)ld 'tʃæmpiənʃɪp/
worry about (v) /'wʌrɪ ə,baut/

