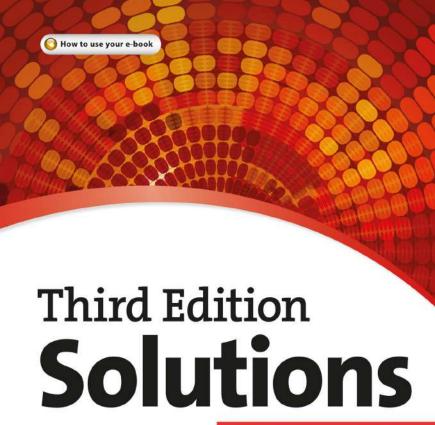
oxford exam support

Third Edition Solutions

Pre-Intermediate

Student's Book

Tim Falla Paul A Davies



Pre-Intermediate

Student's Book



Unit	A Vocabulary	8 Grammar	C Vocabulary	D Grammar
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Introduction

Vocabulary

Likes and dislikes

I can talk about likes and dislikes.



- 1 SPEAKING Describe the photo. Where are the people? What are they doing?
- 2 (Q102) Read and listen to the dialogue. Find the names of the people in the photo.

Ryan Hi, Izzv. Can I sit here?

Izzy Yes, of course. This is Becky. She's new.

Ryan Hi, Becky. I'm Ryan, Izzy's brother.

Becky Hi. Nice to meet you!

Where are you from, Becky? Rvan

Becky I'm from London. I moved here two weeks ago.

Ryan Hove London. I've got friends there. I sometimes visit

them and we go skateboarding. IZZV Do you like skateboarding, Becky?

Becky Not really. But I like ice skating.

Me tool Let's go ice skating after school. Izzy

Becky Great idea!

I'm not very keen on ice skating. What do you think of bowling?

Becky Bowling? I hate it.

Ryan Oh. Actually, I don't mind ice skating ...

There's the bell. I've got maths, then history. Izzy

Becky I've got PE now. I love PEI See you after school, Izzyl

Izzv Bye, Becky.

Ryan Yeah ... Bye ...

- 3 Are the sentences true or false? Write T or F.
 - 1 This is the first time Izzy and Ryan meet.
 - 2 This is the first time Becky and Ryan meet.
 - 3 Ryan sometimes goes skateboarding in London. 4 Becky does not like skateboarding or bowling.
 - 5 Ryan and Becky agree to go ice skating after school.
 - 6 Izzy and Becky have got PE next

4 VOCABULARY Add three words from the dialogue in exercise 2 to each list.

Sports and hobbies

drama

board games drawing

IT (information technology)

School subjects

5 Work in pairs. How many more words can you add to the lists in exercise 4 in three minutes? Use the pictures below and your own ideas.

Subjects







Hobbies







- >> Vocabulary Builder Sports and hobbies: page 117
- 6 KEY PHRASES Label the phrases below A (like), B (OK) or C (don't like). Which phrases are in the dialogue in exercise 27

Likes and dislikes

I hate...

I can't stand ... I love ... I don't mind ... ___ I (quite) like ... ___ ... isn't bad. ... is great

I'm really keen on ... __ ... is terrible._ 7 SPEAKING Work in pairs, taking turns to be A and B.

Student A: Find out your partner's opinion of school subjects. Put them into groups A, B and C from exercise 6. Student B: Answer A's questions using phrases from exercise 6.

What do you think of PE?

I don't mind it.

8 SPEAKING Work in pairs. Try to find three sports or hobbies which you and your partner both like.

Do you like drawing?

No, I don't. But I like board games.

Me too! Do you like ...?

ΙB

Grammar

Contrast: present simple and present continuous

I can distinguish the use of the present simple and present continuous.



Hi, Adam, I'm in the park with some
friends. Do you want to join us?

What are you doing?

atl 🛍

At the moment, we're listening to Sue. She's playing the guitar.

is she good?

She's OK. She's getting better. She has guitar lessons every week. So are you coming?

I don't know. We're moving house next weekend, so I need to help my parents. We're packing boxes today.

That's a shame. We're playing volleyball later.

I love voileyball! Maybe just for an hour ...

Sure. A game of volleyball doesn't take long. See you later! ©

Describe the photo. What are the people doing?
 Use the verbs below.

laugh play sit smile wear The girl on the left is playing the guitar.

2 Read the messages above. Why does Adam change his mind about going to the park?

LEARN THIS! Present tense contrast

We use:

a the *present simple for something that happens regularly, always or never.

b the 2______ for something happening at this moment.

c the 3 ______ for something happening around this time.

d the d for stating a fact.

e the d with certain verbs that we do not usually use in continuous tenses: believe.

know, like, love, need, understand, want, etc.

f the for future arrangements.

3 Find examples of the present simple and present continuous in the messages in exercise 2. Then read the Learn this! box and complete the rules.

- 4 Match each example you found in the messages with the correct rule (a-f) in the Learn this! box.
- 5 Work in pairs. Explain the difference between sentences a and b in each pair.
 - 1 a I'm doing my homework after school.
 - b I do my homework after school,
 - 2 a Joe is learning to drive.
 - b Many teenagers learn to drive when they are seventeen.
 - 3 a Mark plays the guitar.
 - b Mark is playing the guitar.
 - 4 a We aren't going on holiday in August.
 - b We don't go on holiday in August.
 - ➤ Grammar Builder IB page 122

6 1.03 Complete the phone dialogue. Use the correct present simple or present continuous form of the verbs in brackets. Then listen and check.

| Toby | Hil | Hi, Toby. What fare you doing (you / do)? | Toby | I'm at the sports centre. | 2 | (wi | Tom. | Leia | 2 | (you / go) swimming? | |

Toby No, we 4 (play) table tennis. We 5 (play) every Saturday morning. But he's really late!

Leia What 6 (he / do)?

Toby 17 (not know). He 8 (not answer) his phone. Anyway, where are you?

Leia I'm at the shopping centre, but 19 (not buy) anything today 110 (ust

(look).

Toby " (you / like) table tennis? (you / want) to play?

Leia Sure! But | " (not wear) sports clothes.

Toby 14 (you / wear) trainers?

Toby 14_____ (you / wear) trainers? Leia Yes, I am – with jeans and a T-shirt

Toby That's fine. You * _____ (not need) sports clothes. See you soon!

7 SPEAKING Work in pairs. Ask and answer questions 1–6.
Use the activities below or your own ideas.

Everyday activities do [my] homework go shopping go for a walk / a bike ride have a picnic listen to music play football / tennis / video games read a book visit friends / relatives watch a film / TV

- 1 What do you usually do after school?
- 2 What are you doing after school today?
- 3 What do you usually do at the weekend?
- 4 What are you doing this weekend?
- 5 What do you usually do during the school holidays?
- 6 What are you doing next school holiday?

What do you usually do after school?

I listen to music at home



1 Look at the photos of famous film characters. Match them with the names below. What films do they appear in? Do you know who the actors are?

James Bond Edward Cullen Galadriel

Black Widow Javert Katniss Everdeen

2 Match the sentence beginnings (1–4) with the endings (a–d). Then match the descriptions with four of the characters in exercise 1.

1 has got long brown hair. She's wearing
2 has got long wavy red hair. She's wearing
3 has got short dark hair. He's wearing
4 has got a beard and moustache. He's

a a black jacket and black trousers.

- b a brown jacket and a black T-shirt.
- c a coat and a hat.

wearing.

d a grey coat, a blue shirt and dark jeans.

3 VOCABULARY Add the adjectives below to the table. Note the order of the adjectives.

Describing hair black brown fair red long medium-length straight wavy

	length	style	colour	
	short	curly	dark	1
He/She's got				hair.

4 Work in pairs. How many different items of clothing can you write down? Include all the ones in exercise 2. Put them into groups A and B below.

A Top half jacket, shirt, ...
B Bottom half trousers, shoes, ...

> Vocabulary Builder Clothes: page 117

5 In your notebook, write a description of the other two characters in exercise 1.

Galadriel has got ... She's wearing ... James Bond has got ... He's ...

- 6 SPEAKING Tell your partner what clothes you usually wear when:
 - a you are at school
 - b you go out with friends.
 - c you are relaxing at home.
 - d you do sport.

When I'm at school, I usually wear ...

7 SPEAKING Work in pairs. Describe someone in the class. Can your partner guess who it is?

She's got curly fair hair and blue eyes. She's wearing a red sweatshirt, jeans and black trainers.

Is it Anna?



Articles

I can correctly use a / an and the with nouns.



This is a classroom in a primary school in South Korea. The classroom is very high-tech. There are some students on the floor. They are playing with a robot dog. Is there a teacher? Yes, there is, but the teacher is a robot! It is difficult to find English teachers in South Korea, so they are starting to use robots instead. The robot can speak, and correct pronunciation. Are the robots popular with the students? Chung Cha, the girl on the right, says, 'The robots are fun, but I think a real teacher is better. I hope robots don't replace teachers because I want to study languages at university and be an English teacher one day!"

- 1 Look at the photo of the classroom. What is unusual about it?
- 2 Read the text and check your ideas. Would you like to learn English in a classroom like this? Why? / Why not?

LEARN THIS! Articles

- a We use 1 to talk about something for the first time. There's an interactive whiteboard in our classroom.
- b We use 2 when we mention something again. Our teacher often uses the interactive whiteboard.
- c We use 3 when it is clear what we are talking about, or when there is only one of something. We play backetball in the gym. (The gym at school) The sun is shining.
- d We use *_ __ to say what someone's job is. My mum's a teacher.
- e Note these set phrases.
 - 5 : listen to the radio, go to the cinema, play the quitar
 - __: watch TV, listen to music, in / to bed, to / at / from school, at home / work, in hospital
- 3 Read the Learn this! box. Complete the rules with a / an, the, or no article (-).
- 4 Read the text in exercise 2 again. Match each of the highlighted words with a rule in the Learn this! box.

5 Complete the dialogue, Use a / an or the, Explain your choices.

Martha I go to school near the city centre. lake Really? What's 2 name of 3 school? St Mark's, It's 4 Martha private school. Jake I know 5 girl who goes there. Alice Smith. Martha There's 6 Alice Smith in my class. I wonder if it's lake She's got blue eyes, long wavy hair and *_

smile.

That's her! Which school do you go to? Martha Jake Hadfield College. Martha Oh, My dad's 9 maths teacher there: John

Chapman. Jake You're joking! He's my teacher!

LOOK OUT!

We do not use the when we make generalisations. I don't like history. (the history X)

like playing basketball at school, (the basketball X)

- 6 Read the Look out! box. Are the sentences below generalisations or not? Circle the correct words.
 - 1 Dogs / The dogs are more intelligent than cats / the cats.
 - Weather / The weather is nice today.
 - 3 Football / The football is more fun than volleyball / the volleyball.
 - ➡ Grammar Builder ID page 122
- 7 Read the Learn this! box and complete the rules with is or are. Find one example of there is and one example of there are in the text in exercise 2.

LEARN THIS! There is / are

- a We use There1 __ with singular nouns. There is a book on the desk.
- b We use There 1 with plural nouns. There are twenty children in the class.
- c The short form of There 1 is There's There 4 does not have a short form.
- 8 VOCABULARY Check the meaning of the words below. Which ones are in your classroom?

In school canteen classroom computer corridor desk gym hall interactive whiteboard laptop noticeboard playing field reception staff room textbook whiteboard

9 SPEAKING Imagine you are describing your school to a visitor. Talk about some of the places and things in exercise 8. Use There is / are and articles correctly.

There's a canteen and a gym. There are ...

Feelings

Vocabulary

How do you feel?
I can describe how people are feeling.







Unit map

Wocabulary

Adjectives to describe feelings Modifying adverbs Accidents and injuries Phrasal verbs and register

Word Skills

Adjective endings How + adjective

Grammar

Past simple (affirmative, negative and interrogative) **Question words** should

Listening Problems, problems!





eaking Narrating events



- Writing A description of an
- Culture 1 The British



- Vocabulary Builder page 117
- Grammar Builder page 124
- Grammar Reference page 125

- 1 SPEAKING Look at the photos and answer the questions. Use the words below to help you answer question 2.
 - 1 How do you think these people are feeling?
 - 2 What is making them feel that way?

Photo A watch match team lose Photo B exam results pass marks Photo C plane late luggage Photo D school work difficult boring

2 Q1.04 VOCABULARY Check the meaning of all the adjectives below. Can you match any of them with the photos in exercise 1?

Adjectives to describe feelings anxious ashamed bored confused cross delighted disappointed embarrassed envious excited frightened proud relieved shocked suspicious upset The people in photo A look _

3 Work in pairs. Put the adjectives in exercise 2 into categories A and B below. Do you know any other adjectives you could add to the categories?

A Positive feelings	B Negative feelings	

4 In pairs, do the test below. Then check the answers at the bottom of the page. How many did you get right?

Can you read people's emotions?

For each photo, choose the adjective (a-c) that matches how the person is feeling.



5 Read the tweets and complete the hashtags with adjectives from exercise 2. Then compare your answers in pairs. More than one answer may be possible.



6	1.05 Listen to five speakers. Match one adjective from
	the list below with each speaker (1-5). There are three extra
	adjectives.

anxious cross confused disappointed excited embarrassed proud suspicious

1	_ 2	3	4	5
1000000000			s for things ha	ippening as
Grace	is making dir	ner (at this	moment).	
(believ simple		te, know, see ngs happeni	ng now.	tenses se the present
©1.05	Read the Rete the sente	lecycle! box nces (a-e) v	. Then listen	1-5 and the
a Spea exan	ker n result is bac	1.	(not know) t	hat a friend's
h Snes	bar		Inct underet	and) why ther

(lie) in bed at night and can

(have) a ticket for a really

(make) a birthday cake for a

He feels ... because he ...

- 8 In pairs, check your answers to exercises 6 and 7.
- 9 VOCABULARY Read the modifying adverbs below. Number them in order from weakest to strongest.

Modifying adverbs a bit a little bit 1 extremely ___ rather____ very___

10 Write notes about how you usually feel in these situations. Sometimes you might need more than one adjective. Include modifying adverbs from exercise 9.

How do you feel when ...

- 1 you have an exam in ten minutes?
- 2 your exam finishes?

aren't any buses.

c Speaker

d Speaker

hear voices.

good concert. e Speaker.

friend who won't like it.

How does Speaker 1 feel and why?

- 3 you see a large spider in your bedroom?
- 4 friends or family members are arguing?
- 5 you arrive at a party? 6 you can't sleep?
- 11 SPEAKING In pairs, take turns to ask and answer the questions in exercise 10.

How do	you	feel	W	hen	
--------	-----	------	---	-----	--

I feel excited, but a little bit anxious too.

Grammar

Past simple (affirmative)

I can use the past simple affirmative.

- 1 Is there a lottery in your country? Do you think it is a good idea to buy tickets? Why? / Why not?
- 2 Read the text. Are all lottery winners happy?



Last weekend, somebody bought a lottery ticket, chose all the correct numbers and won millions. How lucky! Or maybe not. In the 1970s, scientists at the University of Illinois studied lottery winners and compared their levels of happiness with other people. The results were interesting. The winners feit delighted for a short time, but after that, their happiness returned to normal levels. A similar study by the University of California in 2008 gave the same results. They looked at lottery winners six months after their win and found completely normal levels of happiness. And for a few unlucky people, a huge lottery win was the start of major problems. Alex Toth, for example, won \$13 million in 1990. He stopped working, spent the money quickly and had terrible arguments with his family and friends.

3 Read the Learn this! box. Find all the past simple forms in the text in exercise 2. Match them with rules a-d in the Learn this! box.

LEARN THIS! Past simple (affirmative)

- a We form the past simple form of regular verbs by adding -ed to the infinitive.
 want - wanted talk - talked
- b There are some rules about spelling changes.

 1 drop dropped 2 marry married 3 move moved
- c Some verbs have irregular past simple forms. go—went begin—began leave—left take—took
- d The past simple of the verb be has two forms, singular and plural.

be - was / were

➤ Grammar Builder 18 page 124

4 Complete the sentences with regular and irregular past simple forms from exercise 3.

	Code contractor to November		
1	She won millions money in only th	of dollars on the lottery aree years.	. Sheall th
2	I my keys i	n the street. Luckily, I	them later.
3	Our cousin years old. He	to university when he i maths there.	vas only fifteen
4		my grandmother intil she died last year.	n 1965 and they
	I home wh	on lawar nineteen and	tolondon

5 Q1.06 Complete the text with the past simple form of the verbs in brackets. Then listen and check.

MWE.		Dd (9736137
HIRT	SAND ONE	15
INDI	YONE POUNT	2
WY.		
	No. of London	A STATE OF THE STA
	eteen-year-old British re	
Carroll and h		_ (be) delighted when h
	(win) £9.7 million in	
	(give) millions of po	
	d relatives. He also 4	2000
thousands of	n loud, all-night parties,	and over the next few
		manufally with the same than
years, he 3		trouble with the police
years, he ^s several time	s. His wife Sandra 6	(be) cross an
years, he 3	s. His wife Sandra 6 (decide) t	(be) cross and to leave. Soon, he
years, he ⁵ _ several time upset and ⁷ _ 8	s. His wife Sandra 6 (decide) t (have) no money le	(be) cross and be (be) cross a
years, he ⁵ _ several time upset and ⁷ _ a	s. His wife Sandra 6 (decide) t (have) no money le	(be) cross an to leave. Soon, he

- 6 SPEAKING Work in pairs. What is your opinion of what happened to Alex Toth and Michael Carroll? Are their stories difficult to believe? Are they sad, funny, a warning?
- 7 Complete the sentences with the adjectives below and the past simple form of the verbs in brackets.

bored delighted disappointed embarrassed relieved suspicious upset

- Sandra Carroll felt (feel) upset when Michael spent (spend) all his money on parties.
 Spencer (be) when he
- (drop) all his money on the floor of the shop.

 Bess (be) when she
 (win) the essay competition.
- 4 I _____ (feel) a bit _____ when the man (say) he was a millionaire.
- 5 We
 (be) very
 when the music

 (stop) and everyone
 (leave)

 the party.
 6 I
 (get) a bit
 because Dan
- (talk) about his new girifriend all evening.
 7 You (be) extremely when we (find) your mobile phone behind the sofa.

8 SPEAKING Tell your partner about a time when you had these feelings. Use the past simple.

1 anxious	3 cross	shocked
2 confused	4 evrited	6 unset

I was anxious because I had a music exam



Listening

Problems, problems!

I can listen for gist.

- 1 SPEAKING Describe the photo. What are the girls doing? How are they feeling? What do you think they are saying?
- 2 SPEAKING In pairs, take turns to ask and answer the questions in the questionnaire. Are your answers the same?
- You borrowed a DVD from your friend but now you can't find it. Do you ...
 - Do you ...
 a tell your friend the truth as soon as possible?
 - b say nothing and hope your friend forgets about it?
- secretly buy a new copy of the DVD?
- d keep looking for the DVD but say nothing yet?

- Your friend has stopped speaking to you and you don't know why.
 Do you ...
 - a send a message asking what the problem is?
 - b ask your other friends about it?
 - c insist on talking face-to-face with your friend?
 - d wait and see if the problem goes away?



- You're friendly with a new student at school, but your old friends don't like him / her. Do you ...
 - a stop spending time with the new student?
 - b tell your old friends they aren't behaving well?
 - c invite them all to your house so they can get to know one another?
 - d continue to see them all, but separately?

Listening Strategy

You do not have to understand every word in a listening task. Focus on the general meaning and try not to be distracted by words you do not understand.

- 3 Q1.07 Read the Listening Strategy above and the three summaries of a dialogue below. Then listen to the dialogue, Which is the best summary?
 - Zak refuses to go out with Tom because he's disappointed about his exam results.
 - b Zak is anxious about his exams and decides not to go out
 - Zak is relieved that his exams are six weeks away, and agrees to go out with Torn.

LEARN THIS! should

- a We often use I think ... + should.
 - I think she should speak to her friend.
 - b For the negative, we use I don't think ... + should (NOT + think + shouldn't).
 - I don't think we should borrow more money.
- 4 SPEAKING Read the Learn this! box. Then say what Zak should do. Use I (don't) think ... and the phrases below. calm down finish his revision plan stop revising go out with Tom revise tomorrow phone Tom soon

I think / don't think Zak should calm down.

5 (A-D) with the sentences below. There is one sentence that you do not need.

The person with a problem:

- accepts an offer of help.
- 2 does not follow the advice.
- 3 is embarrassed to ask for advice.
- 4 feels bad because a friend is cross.
- 5 refuses an offer of help.
- 6 1.09 Listen again to dialogues B, C and D. Complete the collocations (1—8) with the verbs below.

give			take tell tell
Dialo	gue A	Dialo	ogue C
1 m	ake a plan	5	the truth
2 ta	ke a break	6	a word (with somebod)
Dialo	gue B	Dialo	ogue D
3	offence	7	an excuse
4	somebody a call	8	a lie

- below. Choose a problem and two suggestions from exercise 2 or use your own ideas.
 - A Say hello. Ask how B is.

your opinion.

- A Say what B should do, in
- A Make another suggestion.
- B Tell A your problem.
- B Reject A's suggestion.
- B Agree and thank A for the advice.
- 8 SPEAKING Act out your dialogue to the class.

Hil How are you?

I'm OK. But I'm worried about something,



Grammar

Past simple (negative and interrogative)

I can use the past simple to describe events.

- 1 SPEAKING Work in pairs. Say what you did last night.
- 2 Q1.10 Read and listen to the video chat. Why did Anna not enjoy her evening at the cinema?



Sam Hi, Anna! Did you go out last night?
Anna Yes, I went to the cinema.

Sam Oh, really? Who did you go with?

Anna My sister.

Sam What did you see?

Anna The new Jennifer Lawrence film.

Sam Did you enjoy it?

Anna No, it wasn't great. And I couldn't see the screen very well. The man in front of me was really tall, and he didn't stop talking to his girlfriend!

Sam | | hate that!

nna And that's not all. I lost my mobile! I think I dropped it in the cinema.

3 Read the Learn this! box. Complete the rules.

LEARN THIS! Past simple (negative and interrogative)

a We form the negative form of the past simple with

and the infinitive without to.

I didn't ao out last night.

b We form the interrogative form of the past simple with
and the infinitive without to.

Did Harry text you? Yes, he did. / No, he didn't.

c We do not use did / didn't with the verbs 3 ____ or 4 ___ Was Joe late for school? Yes, he was.

Could you read when you were three? No. I couldn't.

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- 4 Make the sentences negative.
 - I went shopping on Saturday.
 I didn't go shopping on Saturday.
 - 2 | could walk when I was one year old.
 - 3 I walked home from school vesterday.
 - 4 My teacher gave us lots of homework last weekend.
 - 5 It was hot and sunny yesterday.
 - 6 I got up before seven o'clock this morning.

5 Complete the second part of the dialogue. Use the past simple affirmative, negative or interrogative form of the verbs in brackets. Then listen and check.

Sam	100	(not leave) your mobile at			
	the cinema. You 2	(lend) it to me,			
	remember? 12	(not give) it back to yo			
Anna	Yes, of course! Can y	ou bring it to school tomorrow			
Sam	I'm really sorry, but I	4 (leave) it or			
	the bus yesterday ev	vening.			
Anna	Oh no! What 5	(you / do)?			
	6	you / ring) the bus company?			
Sam	Yes, I did, but they?	(not can) find			
	it. It 8	(not be) on the bus. Don't			
	worry. 19	(phone) your number			
Anna	10	(anyone / answer)?			
Sam	Yes! Lucy, from our o	lass.			
Anna	Why "	(she / have) my phone?			
	12	she / be) on the bus with you?			
Sam	Yes. She 19	(pick) it up by mistake.			
	She's bringing it to school tomorrow!				

LEARN THIS! Question words

do do go play see watch

1 Did you watch TV? What did you watch?

which why when where how how much / many / often
When a Wh- question includes a preposition, the
preposition usually goes at the end.
What are you listening to?

- 6 Read the Learn this! box and copy the list of question words into your notebook. Find two more question words in the dialogue in exercise 2 and add them to your list. Find a question with a preposition at the end.
- 7 Complete the yes / no questions about your weekend. Use the past simple interrogative form of the verbs below. Then complete the follow-up questions using the question words.

Ł		out on Friday or Saturday evening?	
	Where	?	
3		anyone on Saturday or Sunday?	
	Who :	7	
4		any homework? When	_ ?
5		computer games? Which	
6		any sport? What	

8 SPEAKING Work in pairs. Take turns to ask and answer the questions in exercise 7.

Did you watch TVT	Yes, I did.
What did you watch?	I watched a basketball match on Saturday night.

➤ Grammar Builder 1D page 124



Word Skills

Adjective endings

I can use different adjective endings.

- 1 SPEAKING Look at the title of the text and the photo. What do you think the story is about?
- 2 Read the text. Who replied to Zoe's message? When did they reply, and from where?

Message in a bottle

In 1990, Zoe Lemon was on a ferry, sailing from Hull in England to Germany. She was going on holiday with her family. The journey was long and tiring and ten-year-old Zoe soon got bored. To pass the time, she decided to write a message in a bottle and drop it into the sea. It will be interesting if someone finds it,' she thought. Then she forgot about the bottle completely.

Twenty-three years later, she was amazed to get a reply from someone in the Netherlands. A man was walking on the beach and was surprised to find Zoe's bottle in the sand. He wrote to the address on the message, where Zoe's parents still live. Zoe was delighted, but it was also very moving for her to see her message again after twenty-three years, and she cried when she read it. 'It's astonishing that the bottle didn't break,' said Zoe. Her five-year-old son thinks it is all very exciting and wants to put a message in a bottle himself!



3 SPEAKING Work in pairs. Imagine you are going to put a message in a bottle and drop it into the sea. What would you write? Tell the class.

LEARN THIS! -ed / -ing adjectives

- a Many adjectives ending in 1 describe how people __describe something which feel. Adjectives ending in 2_ makes them feel that way. Pairs of -ed / -ing adjectives like these are formed from verbs, e.g. disappoint. I'm disappointed. My exam result le disappointing.
- b Sometimes the spelling changes. worry (verb) - worried, worrying bore (verb) - bored, boring
- c Not all -ed adjectives have -ing equivalents, e.g. delighted, ashamed.

4 DICTIONARY WORK Read the dictionary entries and the Learn this! box. Complete rule a using -ed and -ing.

exhausted /ig/zoistid/ adj very tired exhausting /ig'zotstin/ adj making sb very tired; Teaching young children is exhausting work.

- 5 Find all the -ed and -ing adjectives in the text in exercise 2. Which of the -ed adjectives does not have an -ing equivalent?
- 6 DICTIONARY WORK Use a dictionary to find -ed and -ing adjectives formed from the verbs below. Make a list in your notebook. Which verb does not form an -ing adjective?

annoy worry disgust exhaust relieve satisfy surprise

- 7 Circle the correct forms to complete the sentences.
 - I don't like this film. It's bored / boring.
 - 2 I don't find computer games very excited / exciting.
 - 3 Don't be frightened / frightening. The dog won't bite.
 - 4 I was shocked / shocking when I heard the news.

 - 5 It's really annoyed / annoying when you interrupt.
- 6 Why are you looking so worried / worrying? 8 Complete each pair of sentences with -ed and -ing
 - adjectives formed from the verbs in brackets. 1 a I don't understand this map. It's very
 - (confuse) b Can you help me with my maths? I'm
 - (confuse)
 - 2 a I was when I fell over. (embarrass) b I hate it when my dad dances. It's so
 - (embarrass)
 - 3 a That journey was very b I was _____ after a long day at school. (tire)
 - 4 a Are you in photography? (interest) b Which is the most Jesson in this unit?
 - (interest) 5 a Yuck! This cheese smells (disgust)

 - b She was by his bad behaviour. (disgust)

LEARN THIS! How + adjective

We often react to things we hear or see with How + adjective. How boring! How disgusting! How wonderfull

SPEAKING Read the Learn this! box. Then work in pairs.

Student A: Make a sentence using the past simple and the words below. Add your own ideas.

Student B: React to the sentence using How + an -ing adjective.

- 1 1/drop/phone/andit/break
- 2 My dad / dance / my birthday party
- 3 My favourite football team / lose / the weekend
- 4 1 / get full marks / English exam
- 5 1/see / a car crash / town centre

I dropped my phone and it broke.

How annoving!

1F

Reading

Painless

I can understand a text about an unusual medical condition.

1 SPEAKING Look at the title of the text and the four warning signs (A-D). What is the connection? What do you think the text will be about?

Reading Strategy

When you do a matching task, follow these steps:

- Read the text to get a general idea of the meaning. Do not worry if you do not understand every word.
- 2 Read the task and all the options carefully.
- 3 Read the paragraphs of the text carefully one by one and match them to the correct option.
- Check that the extra options do not match with any of the paragraphs.
- 2 Read the Reading Strategy. Then read the text quickly to get a general idea of the meaning. Were your ideas in exercise 1 correct?
- 3 Read the text again. Match the questions below with paragraphs A-E of the text. There are two extra questions.

In which paragraph does the writer tell us ...

- 1 when doctors realised Ashlyn had a medical problem? ____
- 2 what causes her condition?_
- 3 what happened when she burned her hands?
- 4 what scientists are doing to find a cure?
- 5 why some people die from this condition?
- 6 what treatment Ashlyn receives every day for her problem?
- 7 how school life for Ashlyn was unusual?
- 4 SPEAKING Work in pairs. Talk about information in the text that you found surprising or interesting.

I found it surprising that ...

I found it interesting that ...

5 Complete the questions using the question words below.
Then take turns to ask and answer the questions in pairs.

How How many When What Who Why

1 How did Ashlyn burn her hands?

2 _____ was the doctor shocked when he saw Ashlyn's eye injury?

3 people are born with this medical condition in the USA each year?

watched Ashlyn carefully in the playground

at school?

5 _____ did Ashlyn's story first appear in newspapers?

6 ______ is the cause of Ashlyn's medical condition?

How did Ashlyn burn her hands?

She put her hands on a hot engine.

6 VOCABULARY Find the words in the text to do with accidents and injuries and complete them below.

Accidents and injuries Verbs

burn/cut/hurt/'in____eyourself/your hand, etc.
fall/'tr_p/slip over 'b____kyour arm/finger, etc.
bleed sprain your ankle / wrist hurt (e.g. mv lea hurts)

Nouns and phrases

4bl___d a broken arm / finger, etc. 5a b____se

7 Match eight of the verbs from exercise 6 with the past simple affirmative forms below. Are they regular or irregular?

a bled bleed (irregular) e fell over b broke f hurt c burned g injured

d cut h sprained

8 SPEAKING Work in pairs. Tell your partner about a time when you hurt or injured yourself. Use vocabulary from

I broke my arm when I was six years old,

exercise 6.



A life without pain

A All children hurt themselves from time to time. But when thirteen-year-old Ashlyn Blocker was younger, she had more accidents and injuries than her friends. For example, she once put her hands on a very hot engine and got a serious hurn. She only knew about it when she looked at her skin. She showed her parents and they took her straight to hospital. Ashlyn simply did not know when she injured herself,

B When Ashlyn was a baby, her parents knew she was different: she didn't cry. Then, when she was eight months old, they noticed there was some blood in her eye, so they took her to see a doctor. The doctor was shocked and confused when he looked at Ashlyn's eye: there was a serious cut. So why wasn't the baby girl upset? Why didn't she cry? The eye injury soon got better, but doctors realised that Ashlyn had a very unusual medical condition: she couldn't feel any pain.

C This condition is very rare; only about a hundred people a year in the USA are born with it, and many of them die because of it. Pain is a natural warning: when you're ill or injured, your body hurts and this tells you there's a problem. People who can't feel pain often die young because when they break a bone or have a problem with their heart, they just don't realise

D The first few years of Ashlyn's life were very difficult. She often tripped and injured herself. Once, she broke her ankle and didn't know. so she didn't stop running. At school, Ashlyn needed a lot of attention 25 to keep her safe. For example, in the playground, one teacher watched Ashlyn all the time. When other children fell over, the teachers could ask, 'Does it hurt?' But of course, with Ashlyn, it was not so simple. and the teachers had to search for cuts, bruises or other injuries.

E When she was five, Ashlyn's story appeared in newspapers. Then she had invitations to appear on TV shows and became well known. Scientists studied the causes of her condition and found it was a genetic disorder. For some reason, pain signals do not reach her brain Unfortunately, at the moment, there is no hope of a cure. And as Ashlyn knows, a life without pain is both difficult and dangerous





1G

Speaking

Narrating events

I can relate and react to past events.

- 1 Look at the photo. Do you know this sport? How do you think it feels to do it?
- 2 Complete the dialogue with the correct affirmative or negative past simple form of the verbs below.

be get learn leave love spend watch Kirstie Hi, Laurie. How are you? Tell me about your summer holiday! Laurie Well, for the first three weeks, I was at a summer camp in Cornwall. Kirstie Really? That sounds like fun! Laurie Yes, it was, 11 a new sport - bodyboarding. Kirstie Wow! That sounds great! Laurie Yes, 12 it. It was really exciting - and a bit frightening too! Kirstie | I bet! What else did you get up to over the summer? Laurie Well, the second half of the holiday 1 so good. 14 a stomach bug and nearly a week on the sofa. Kirstie Oh dear! How awfull

3 Listen and check your answers to exercise 2. Does the photo go with the first or second half of the dialogue? How do you know?

the house for days. I just

DVDs, I was so bored!

- 4 ①115 Listen to four girls talking about events over the summer. Match each speaker (1-4) with an event (a-e) and then circle the correct adjective to describe how she felt about it. There is one extra event.
 - a Speaker ___got sunburned.

Laurie 16

She felt depressed / embarrassed / worried

b Speaker ___ ran a half marathon.

She felt exhausted / proud / surprised.

- c Speaker got her exam results.
 - She felt disappointed / relieved / upset.
- d Speaker __took part in a dance competition. She felt bored / relaxed / suspicious.
- e Speaker ___ visited her friend's new house. She felt envious / interested / shocked.

Speaking Strategy

Follow a simple structure for narrating events, for example:

......

- 1 set the scene (where? when? who?)
- 2 say what happened
- 3 say how you (and / or others) felt about it
- 5 Q114 Read the Speaking Strategy. Then listen to speakers 1–4 again. Do they all follow the suggested structure?



6 KEY PHRASES Read the phrases for reacting and showing interest. Then find three more in the dialogue in exercise 2.

Reacting and showing interest

You're joking / kidding!

How boring / funny / frustrating / exciting / upsetting!

That's amazing / exciting / worrying / shocking! That sounds great / terrible / annoying / terrifying!

What a cool thing to do!

Really? I'm so envious!

Really? I'm so envious! Really? What a relief!

That sounds like a nightmare!

Oh no! What a disaster / shame!

- 7 SPEAKING Work in pairs. Take turns to say a sentence from the list below using the correct past simple form of the verbs in brackets. Your partner reacts with a suitable phrase from exercise 6.
 - 1 I finally (finish) my science project.
 - 2 I (learn) to play a new song on the guitar.
 - 3 I (break) a bone in my foot.
 - 4 I (drop) my dad's laptop.
 - 5 I (fall) asleep at my cousin's wedding.

I finally finished my science project.

Really? What a relief!

> Vocabulary Builder get: page 117

- 8 Make notes about an event from the summer using points 1–3 below. You can use real information or your own ideas.
 - 1 Set the scene (where? when? who?).
 - 2 What happened?
 - 3 How did you (and / or other people) feel?
- 9 SPEAKING Work in pairs. Use your notes from exercise 8 to take turns to tell your partner about the summer. When your partner is narrating, use phrases from exercise 6 to react appropriately.

Writing

A description of an event

I can describe an event.



1 SPEAKING Describe the photo. What is the boy planning to do? Use the words below to help you.

bathroom fake spider play a prank put scare

2 Read the descriptions of two events and check your ideas for exercise 1. What do you think of each prank? Use the adjectives below or your own ideas.

childish clever cruel funny predictable

(t. t)

Teen Forums > Ceneral Chat > Prantst

B Manaday Said Shift At



Tell us about pranks you played on friends or family members!



When I was about nine years old, I bought an enormous plastic spider from a joke shop. It looked very real and had really long legs. I couldn't wait to play a prank on my sister with it. One morning, I put it in the shower just before my big sister went into the bathroom. I waited outside the door. I heard a really loud scream and my sister and out of the bathroom. I thought it was really funny, but for her it was a terrifying experience When she found out that I put the spider there, she was really cross and chased me round the house. I fed adapted it now, because I didn't realise just how afraid of spiders my sister is. It took her ages to get over it because she was so shocked!



Last February, I sent my brother a Valentine's card. He's quite shy and he didn't have a giffriend. In the card, I work 'Be my Valentine! With love from 77° and I tried to disquise my handwriting. When he opened it, he looked carefully at the writing, and I thought for a moment he realised it was from me. But there was a girl in his class who liked, and he thought the card was from her. He seemed really pleased about the card. In fact, he decided to ask her out, and now they're going out Eventually, he mentioned the card to her and she said she didn't send it. He immediately suspected me, so I owned up. He was a bit cross, but he forgrave me because of the happy ending.

Writing Strategy

When you write a description of an event, remember to say how you and other people felt at the time and how you all reacted to the events. This will make your anecdote come to life and engage the reader's interest.

3 Read the Writing Strategy. Match the adjectives below with people in the stories (A-D). Say when and why they felt that way.

amused angry (2 people) anxious frightened guilty pleased (2 people)

- 1 Dave
- B Dave's big sister_

c

C Kate ______ D Kate's brother

LEARN THIS! Phrasal verbs and register

- a Phrasal verbs consist of a verb + one or two particles (e.g. at, down, in. on, etc.).
- Phrasal verbs are usually less formal than verbs with a similar meaning.
- request ask for discuss talk about replace put back
- 4 VOCABULARY Read the Learn this! box. Find four phrasal verbs in the forum posts that mean the same as words a-d.

Phrasal verbs and register

- a discover
- b recover from _____
- c examine
- d confess
- >> Vocabulary Builder Phrasal verbs and register: page 117

You played a prank on a friend or family member. Write a forum post for an internet forum called 'Own Up!'

- Give a short description of the prank.
- . Say how your friend or family member reacted.
- Describe your feelings at the time.
- · Say whether you feel bad about it now, and why / why not.
- 5 Read the task above. Make notes using one of the ideas below, real information or your own ideas.
 - · put salt on someone's ice cream
 - · put a fake mouse in a kitchen cupboard
 - . glue some coins to the classroom floor
- 6 Write your forum post.

CHECK YOUR WORK

Have you...

- · used adjectives to describe how people felt?
- · checked the spelling and grammar?

2 A Vocabulary

Landscapes

I can describe landscapes.

- 1 SPEAKING Look at the photos (A–E). Would you enjoy these activities? Why?/Why not?
- 2 OCABULARY Match two or more of the nouns below with each photo (A–E). Then listen to the descriptions and check your answers.

Landscape: features			cave	cliff	des	ert	for	est	hill	lake	mountain
ocean	river	rocks	shore	str	eam	val	ley	VO	lcano	wat	erfall
Α				- 0200		D					2200200
В						E					

3 VOCABULARY Check the meanings of the adjectives below. Find three pairs of opposites,

Landscape: adjectives dark deep icy low narrow rocky shallow steep tall wide

4 Work in pairs. Match each adjective in exercise 3 with two or more nouns from exercise 2.

Unit map

Vocabulary

Landscape: features and adjectives Adjectives to describe adventure Extreme adjectives Sports equipment Outdoor activities

■ Word Skills

Word building

Grammar Past continuous

Past simple and past continuous

Listening Adrenaline junkies



Reading Lost at sea



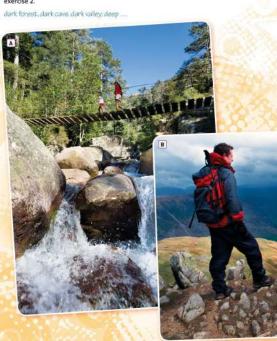
Speaking Photo description



- Writing An invitation
- Culture 2 Robinson Crusoe



- Vocabulary Builder page 118
- Grammar Builder page 126
- Grammar Reference page 127



5	Q1.16	Listen to four adverts. Match three of them with
	photos A	λ−E.

1 2 3 4

6 1.16 Listen again. Complete the extracts (1–8) from the adverts using the prepositions below, nouns from exercise 2 and adjectives from exercise 3.

across along behind beside down inside near through under

- 1 Kayak across icy lakes and shallow rivers.
- leaves the steep ______.

 5 Stand ______ Lake Pinatubo, a lake _____
- 6 A lake formed, which soon became
- 7 Kayak narrow rivers the trees.
- 8 Find dark ______tall _____

RECYCLE! There is and There are

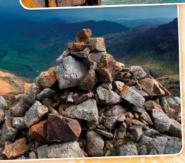
• We use There's ... for singular countable nouns and uncountable nouns. We use There are ... for plural nouns. There's a forest. There are trees. There's (some) snow.

- 7 Read the Recycle! box. Complete the sentences below with There's or There are and match them with photos A–E. There is one extra photo.
- 1 _____clear, blue water all around. _____
 2 ___grass in the valley and _____also
- some trees. ____ trees and bushes on both sides of the
- snow on the tops of the mountains.
- 8 SPEAKING Work in pairs. Describe a typical landscape in your country. Use as much vocabulary from this lesson as you can, and remember to use *There's There are* correctly. Your partner guesses the landscape you are describing.

There's a tall mountain...









Past continuous

I can use the past continuous.

1 Read the opening paragraph of a story.
Why does the narrator notice the tall man?



With my backpack in my hands. I stepped off the train onto the crowded platform: It was 7.30 in the evening. People were hurrying home. A mother and her two young children were sitting on a bench. The mother was talking to the boy, but he wasn't looking at her. The girl was singing quietly and playing with a toy. Around them, travellers were shouting greetings. waving goodbye, corrying heavy bags or running to catch train. A very tall man was standing completely still near the exit. Why was he wearing summer dothes in this weather? And why was he looking straight at me?

2 Read the Learn this! box. Then find all the examples of the past continuous in the text in exercise 1.

LEARN THIS! Past continuous

- a We often use the past continuous to set the scene.
 It was snowing. Two men were walking towards the
- We use the past continuous to talk about an action that was in progress at a particular time.

 At midnight, I was doing my homework.
- When we use the past continuous with two or more actions, we do not need to repeat the subject (I, we, etc.) or was / were if the subject is the same.
 We were sitting on the sofia and eating pizza.
- ➤ Grammar Builder 2B page 120
- 3 Complete the paragraph below with the past continuous form of the verbs in brackets. Do not repeat the subject or was / were if they are not necessary.
 Left the hotel early the part morning. Already the supplementary

1	(shine) brigi	(shine) brightly and the temperature			
2	(rise). In the	(rise). In the square, café owners			
3	(carry) tables outside. A dog *				
(lie) on t	he pavement nearl	oy, but it 5	(not sleep)		
Two tee	nage girls 6	(sit) on a bench			
7	(share) head	dphones. What 8			
(they / li	sten) to?				

4 SPEAKING Work in pairs. Ask and answer questions about the people in the texts in exercises 1 and 3.

What were they doing?

1 the mother

2 the boy

3 the girl 4 the other travellers 5 the tall man 6 the café owners

7 the dog

8 the teenage girls

What was the mother doing?

She was

5 Imagine that yesterday you arrived in the centre of a new city. Write sentences in the past continuous to describe the scene. Use the words below or your own ideas.

A tourist was reading a book.

some birds two taxi drivers a street vendor

a tourist

a police officer some schoolchildren a shop owner

some workmen some shoppers stand / sit argue / fight take photos eat / drink talk on the phone read a book / magazine

laugh / smile / sing walk / run / ride a bike

6 Work in pairs. Swap the sentences you wrote in exercise 5. Choose three of your partner's sentences and write a question about each one using the past continuous.

A tourist was reading a book.

What book was the tourist reading?

7 SPEAKING Ask and answer the questions you wrote in exercise 6.

What book was the tourist reading?

A travel guide to the city

- 8 Write the opening paragraph of a story. Use your ideas from exercise 5 and include the extra information from exercise 7.
- 9 SPEAKING Read your paragraph to the class. The class decides which is the best opening and why.

Adrenaline junkies

I can listen for key words and antonyms.



Some adjectives can go into more than one group.

Adjectives to describe adventure athletic brave impressive remote risky spectacular strong terrifying thrilling

2 SPEAKING Describe the photo above. Where are the people? What are they doing? What kind of people do you think they are? Use adjectives from exercise 1 and words from lesson 2A on page 18.

Listening Strategy

and verbs.

The information that you need to understand in the recorded text may be expressed differently in the task.

- . Listen out for synonyms of key words in the task. Key words are content words such as adjectives, nouns
- . Listen out, too, for ways in which words with the opposite meaning, or negative verbs, correspond with key words in the task.

It's rather cold today. >> It isn't very warm today. We wan the match. >> We didn't lose the match. · •

- 3 Read the Listening Strategy. Then listen to six people talking about BASE jumping. Write the synonyms or words with the opposite meaning that they use for the underlined words.
 - 1 Fred loves being in wild, far-away places. remote
 - 2 Sally says BASE jumping isn't popular with older people.
 - 3 Chris doesn't consider himself a courageous person.
 - 4 Celina says people who aren't strong and fit shouldn't try BASE jumping.
 - 5 For Shelley, the appeal of BASE jumping is the breathtaking landscapes where you do it.
 - 6 Martin really didn't enjoy BASE jumping.

- 4 Read the sentences. Can you think of synonyms for any of the underlined words? Write them in your notebook.
 - Tanya likes extreme sports because they're dangerous.
 - 2 A friend told Tanva to try BASE jumping.
 - 3 Tanya didn't enjoy her first experience of BASE jumping.
 - 4 The cliffs in Tonsai, Thailand are the perfect venue for BASE jumping, in Tanya's opinion.
 - 5 Tanya thinks the dangers of BASE jumping make women unwilling to try it.
 - 6 In Tanya's opinion, Roberta Mancino is a great sportswoman.
- 5 (\$\int_{1.18}\$) Listen. Are the sentences in exercise 4 true or false? Write T or F.
- 6 118 Listen again. Did you hear any of the synonyms you wrote down in exercise 4? How did they help you to do the task?
- 7 SPEAKING Work in pairs. Explain why you would or would not like to try BASE jumping. Give three reasons. Use the adjectives in exercise 1 and ideas from exercise 3 to help you.
- 8 INTERNET RESEARCH Use the internet to find out about another extreme sport. Research:
 - · when and where it began.
 - · where you can do it and what equipment you need.
 - · whether there are competitions.

Grammar

Contrast: past simple and past continuous

I can distinguish the use of the past simple and the past continuous.

"A cold wind was blowing and large dark clouds were moving across the sky. "A hundred metres from the chiffs, the boat was rising and falling with the waves. "Harry took off his jacket and his jeans and put them behind a rock. "Then he climbed down into the water and began to swim. "8h he was getting near the boat, he heard a shout. "He held his breath and dived under the waves.

1 Read a short extract from a story. Where is Harry at the start of the paragraph? Where is he at the end?

LEARN THIS! Contrast: past simple and past continuous

- a We use the past simple for a sequence of events in the past. The events happened one after another. We had lunch. Then we put on our coats and left.
- b We use the past continuous to describe a scene in the past. The events were in progress at the same time. It was raining. Feople were wearing raincoats and carrying umbrellas.
- We use the past simple and the past continuous together for a single event that interrupted a longer event in the past.

As I was getting dressed, my friend phoned.

longer event

interruption

2			his! box. M	iatch sente iles a–c.	nces 1–6 fr	om the
	040	140	-	man		- 20

Complete the sentences. Use the past continuous or past simple form of the verbs in brackets.

a	While he	(listen) to their argument, the		
	boat's engines	(start).		
b	Someone	(fall) into the water. Harry		
	(realis	e) who it was and		
	(jump) in too.			
c	Still underwater, he	(swim) close to the		
	boat, then	(come) up silently. Three people		
	(argu	e) loudly.		
d	The boat	(begin) to move away. As he		
	(decid	le) what to do, he (hea		
	a scream.			

 Before it started moving, Harry quickly (climb) onto the back of the boat and 4 1.19 Put the sentences from exercise 3 in the correct order to continue the story. Then listen and check.

10.2

September Suilder 2D page 126

LOOK OUT!

When a single event interrupts a longer event, we can use either while / as with the past continuous, or when with the past simple.

While / As I was walking along the beach, I found a gold coin.

I was walking along the beach when I found a gold coin.

5 Read the Look out! box. Then find all the sentences in exercises 1 and 3 which begin with While or As. Rewrite them using when before the past simple.

He was getting near the boat when ...

6 Choose an interruption from box B for each activity in box A. Then write five sentences using the past simple and past continuous. Use while / as or when.

As they were fighting, Harry heard a helicopter.

A activities

fight climb back onto the boat help hide put on dry clothes swim to the shore talk

B interruptions

call for help feel ill find a note see a shark find a case of money hear gunshots remember something important hear / see a helicopter

- 7 SPEAKING Work in pairs. What do you think happened next in Harry's story? Discuss your ideas and make notes. Use the questions below and your sentences from exercise 6 to help you.
 - 1 Did Harry know the person who fell into the water?
 - 2 Did they fight or help each other?
 - 3 What happened to the boat?
 - 4 Did Harry return to the shore or get on the boat?
 - 5 What happened next?

(hide).

- 8 SPEAKING In pairs, write five or six more sentences of the story using your notes from exercise 7. Then read your sentences to the class. The class votes for the best ideas.
- 9 (2).20 Listen to the end of the story. Compare it with your ideas from exercise 8. How is it different?

in my ending ..., but in the actual story ...

2E

Word Skills

Word building

I can understand parts of speech and dictionary entries.

1 Read the text. Find the name of the person in the photo. Do you agree with the theory at the end? Why? / Why not?



exploration

Yesterday, sixteen-year-old Hector Turner began his attempt to become the youngest Briton to complete a 242 km 'ultra-marathon' across the

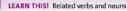
'ultra-marathon' across the Sahara Desert. On the same day, Geordie Stewart, a twenty-year-old university student, set off for Everest. He wanted to be the youngest Britton to achieve the "Seven Summits" challence – climbing the highest mountain on

each continent. Last year, Mike Perham circumnavigated the world alone by boat at the age of seventeen. Why do today's teenagers feel this need for exploration and adventure? Why do they want to have wild experiences? Mike Perham has a theory. 'Kids dream more than adults.'

2 Complete the table with words from the text in exercise 1.

nouri	verb
1	attempt
completion	2
achievement	3
4	need
5	explore
6	experience
dream	7

3 Read the Learn this! box. Which different noun suffixes can you find in the text in exercise 1? Which nouns do not have a suffix?



- a Some nouns are formed by adding a suffix (e.g. -(at)ion,-ment,-ure) to a verb. Other spelling changes may be necessary. argue (v) - argument (n) fail (v) - failure (n) translate (v) - translation (n)
- b Some nouns and verbs are identical. thunder (v) – thunder (n) fall (v) – fall (n)
- In dictionaries, related nouns and verbs sometimes appear under the same entry.

4 DICTIONARY WORK Study the dictionary entries. Then answer the questions.

attempt /ə'tempt/ verb to try ▶ attempt noun [C]
circumnavigate /sa:kəm'næviget/ verb to go around

something: circumnavigate the globe/world

• circumnavigation noun

thunder! //Oando(r)/ noun [U] the loud noise in the sky that you can hear when there is a storm: a clap/crash/ roll of thunder > note at storm > look at lightning

thunder² / (Ando(r)/ verb 1 [used with it] to make a loud noise in the sky during a storm: The rain poured down and it started to thunder. 2 to make a loud deep noise like thunder: Traffic thundered across the bridge.

- 1 Which noun is spelled differently from the verb but is under the same entry?
- 2 Are the noun and verb forms of thunder pronounced differently or the same?
- 3 Which entry does not contain any examples?
- 4 Which noun is marked as countable? Which is marked as uncountable? Which is not marked?
- 5 DICTIONARY WORK Work in pairs. Using a dictionary, find the nouns related to the verbs below. Check their meanings.

entertain	motivate		
erupt	relax		
examine	rescue		

- 6 Complete sentence b in each pair with the correct noun formed from the underlined verb in sentence a. Use a dictionary to help you if necessary.
 - 1 a Teenagers who go on adventures should be proud of what they accomplish.
 - b Teenagers who go on adventures should be proud of their
 - a Companies will want to employ them.
 b Companies will want to offer them.
 - 3 a Preparing for the trips is the most difficult part.
 - b The most difficult part of the trips is the
 - 4 a Teenagers shouldn't be allowed to risk their lives.
 - b Teenagers shouldn't be allowed to put their lives at
 - 5 a These trips are a great way to develop personal skills.
 - b These trips are great for the ______ of personal skills.
 - 6 a Young people want to go on these adventures because they aren't able to imagine the dangers.
 - b Young people want to go on these adventures because they don't have enough ______ to understand the dangers.
 - 7 a Most teenagers dream of becoming famous.
 - b The of most teenagers is to become famous.
- 7 SPEAKING Check your answers to exercise 6 in pairs. Then discuss whether you agree or disagree with the sentences.

Lost at sea

I can understand a survival story.

- 1 Look at the photos. What do you think the text is about? Choose from headlines a, b and c.
 - a TOURISTS' FISHING TRIP DISASTER
 - b How to protect sea creatures
 - c Fish rescues sailors
- 2 Read the first paragraph of the text. Did you choose correctly in exercise 1? How do you know?

Reading Strategy

When you do a task with gapped sentences in a narrative text, look carefully at the sentence before each gap and think about what is likely to happen next. Then look at the options and see which of the sentences matches your ideas. Finally, check that the text reads smoothly with your chosen sentence in place.

3 Read the Reading Strategy. Then read the text, focusing on each gap and thinking about what might happen next.

A dream holiday turned into a nightmare for an American brother and sister called Dan and Kate Suski. They were enjoying a fishing trip in the Caribbean, near the stunning island of s St Lucia, when their boat sank, leaving them and their captain to fight for their lives.

The fishing trip began well enough. The weather wasn't brilliant, but Dan wasn't complaining he had a huge fish on his line!

no He was trying to pull it onto the boat and Kate was helping him.

But then, the captain realised there was a problem. Water was coming into the cabin and the boat was sinking fast. The captain used

is his radio to send a message for help. Then he shouted to the Suskis, Jump out! Jump out! *_ They were about 15 km from land.

The captain told the Suskis to wait with him in the water. Help was coming. The weather was

20 now awful, but they were wearing life jackets. After an hour, the captain and the Suskis lost each other, and there was no sign of rescue.

2 They were both thinking the same terrifying thought: sharks!

- 2s A plane and a helicopter appeared in the sky, but nobody saw Dan and Kate in the water. Hours passed and night came. The Suskis swam for fourteen hours. Then, in the moonlight, they saw some cliffs. They were only a few metres from land!
- 30 3 The waves were breaking against sharp rocks; it was too dangerous. So Kate and Dan swam past the cliffs. By now, they were exhausted. Eventually, they reached a sandy beach. 4

Then they started to look for a town or village. On the as way, they picked and ate green bananas. Dan said

- later that it was the worst and best food of his life! After three hours, they met a young farm worker. 5 He also gave them some tragic news: the captain was lost at sea
- 40 Dan and Kate Suski spent a few days in hospital. Their story appeared in news programmes around the world. And there was one final piece of astonishing news: the captain
 - also survived, A rescue boat
- 4s found him after 23 hours in the water!



- 4 Match sentences A-G with gaps 1-5 in the text. There are two extra sentences. Do any of the sentences match your ideas from exercise 3?
 - A So Dan and Kate started to swim as fast as they could towards land.
 - B The captain helped them as they climbed onto dry land.
 - C He gave them water and food, and stayed with them until the police arrived.
 - D So they did, and a few minutes later, the boat disappeared under the waves.
 - E Out of the water at last, they lay down and rested.
 - F But the sharks swam away after a few minutes.
 - G But they couldn't get out of the water here.

- 5 Explain why the extra sentences in exercise 4 do not make sense in any of the gaps.
- 6 Read the text again. Are the sentences true or false? Write
 - 1 When Dan and Kate were fishing, the weather was brilliant.
 - 2 Dan was the first person to see that there was a problem with the boat.
 - 3 The boat sank before Dan and Kate could jump into the
 - 4 A helicopter saw Dan and Kate in the sea, but it couldn't rescue them.
 - 5 When Dan and Kate reached land, they couldn't get out of the water at first.
 - 6 There was nobody on the beach when Dan and Kate got out of the sea.
 - 7 The captain swam to the beach a few hours after Dan and Kate.

v de ma	***
	Line

R8			Evtromo	
IE	ADM	THIS	Extreme	adjective

- a Some adjectives are extreme equivalents of simpler adjectives. delicious = very tasty filthy = very 2 disgusting = very unpleasant starving = very 3 fantastic = very 1 tiny = very a
- b Very common adjectives often have more than one extreme equivalent. enormous, massive, qigantic, qiant, immense - very biq
- 7 Read the Learn this! box and complete it with the adjectives below.

good hungry dirty

8 VOCABULARY Match the extreme adjectives highlighted in the text with the simpler adjectives below.

Extreme adjectives

1 very bad_ 5 very surprising_ 2 very good 6 very sad 3 very beautiful 7 very frightening 4 very big 8 very tired

9 Explain this sentence from the text in your own words. Try to include two extreme adjectives from the Learn this! box in your explanation.

Dan said later that it was the worst - and best - food of his life!

10 SPEAKING Work in pairs, Prepare an interview with Dan or Kate.

Student A: You are the interviewer. Write six questions using the prompts below and / or your own ideas.

Student B: You are Dan or Kate. Prepare your answers to Student A's questions. Use as much information from the text as you can.

- 1 what / weather / like / that day?
- 4 why/you/start/swimming?
- 2 what/you/doing? 3 what / happened / boat?
- 5 how/you/feel? 6 how / you / reach safety?
- 11 SPEAKING Work in pairs. Act out your interview.

What was the weather like that day?

Speaking

Photo description

I can describe and speculate about a photo.



equipment below with each photo (A–C).

Sports equipment boots helmet dinghy life jacket

Sports equipment boots helmet dinghy life jacket paddles poles rope rucksack safety harness

A B C

>> Vocabulary Builder Sports clothing and equipment: page 118

Speaking Strategy

Make sure your photo description has a simple structure. Start by saying what the photo shows in general (Who? What? Where?). Then mention interesting details. You can finish with a personal comment or some speculation.

- 2 Q1.22 Read the Speaking Strategy. Then listen to two students describing photos A and B. Who follows the strategy better, in your opinion?
- 3 Q1.22 KEY PHRASES Complete the phrases for describing a photo with the words below. You need to use some words more than once. Then listen again and check.

- 4 SPEAKING In pairs, describe photos A and B. Follow the advice in the Speaking Strategy and use phrases from exercise 3.
- 5 KEY PHRASES Work in pairs. How do you think the people in photos A and B are feeling? Use the words below or other adjectives from lesson 1A on page 8.

angry bored calm excited nervous relaxed scared shocked

Speculating about feelings

She's probably feeling ... and ...

I expect they're feeling ... , but maybe a bit ...

Judging by her expression, I'd say ...

To me, they look as if they're feeling ...

- 6 (2) Listen to the second student answering the teacher's questions about photo B. Which adjectives from exercise 5 does she use?
- 7 Q1.23 Listen again. Complete the phrases at the beginning of extracts 1–6. Then translate the phrases.

1 Well, basically, you can see it in their faces.

no, I wouldn't

, the worst thing would be that I couldn't stop

4 _____, I went on a bike ride with a friend of mine.

5 ______, it was a really good day out .

6 ______that's the last time I did an outdoor activity.

- 8 SPEAKING Describe photo C using words and phrases from this lesson. Then ask and answer these questions.
 - 1 Do you think the person is enjoying himself? Why do you
 - 2 Would you like to try this activity? Why? / Why not?
 - 3 Can you tell me about the last time you did an outdoor activity?



Writing

An invitation

I can write an invitation and a reply.

1 VOCABULARY Match two of the words below with the photos. Then describe the photos.

Outdoor activities abseiling jet-skiing kayaking mountain biking orienteering paintballing quad biking rock climbing kite surfing

A_

> Vocabulary Builder Outdoor activities: page 118

- 2 Answer the questions about the activities in exercise 1.
 - 1 Which outdoor activities from the list would you like to do? Why?
 - 2 Which would you dislike? Why?
- 3 Read two invitations and a reply. Which invitation does the reply match? Write the missing names.



To: harry@email.com

Dear Harry.

It's my birthday at the end of August and I'm planning a party at an autdoor activity centre. It offers lots of activities (e.g. rock climbing, abseiling, etc.).

The party is on Seturday 26 August. We're meeting at my house at 8:30 a.m. and driving to the activity centre in a minibus.

I really hope you can make it, but don't worry if you can't. A lot of people are away or busy that weekend.

Paddw

RSVP by text or email



To: bess@email.com

H Ress

I'm having a party on the basch to celebrate the end of term. It's on Sunday 20 July and starts at 3 p.m.

In the afternoon, we're going to try two different water-sports: jet-sking and kite surfing, It's going to be a lot of fun! In the evening, we're having a BBO on the beach, with loads of food and music too. Please let me know if you can come.

Lisa

PS My dad is doing the BBQ, so you don't have to bring anything.

Dear 1_

Thank you so much for your invitation. It sounds like a great way to celebrate the start of the school holidays. Unfortunately, I can't make it because I'm going to be in France with my

We get back on 27 July, It would be nice to meet up some time. Why don't we go to the cinema?

I hope you enjoy the partyl

.



4 KEY PHRASES Look at the phrases below. Find two more in the reply in exercise 3.

Making suggestions

2

Shall we (do something)? Let's (do something)

Do you fancy (doing something)? How / What about (doing something)?

We could always (do something)

5 SPEAKING Work in pairs. Take turns to be A and B. Use different expressions from exercise 4 to make suggestions.

Student A: Suggest doing one of the activities from the list below.

Student B: Say 'I'd rather not' and then suggest a different activity.

do homework go for a bike ride go shopping go swimming have lunch in a café play tennis watch a DVD

Writing Strategy

In an informal text, you can use common abbreviations like e.g. and etc. You should use short forms like I'm and don't, not full forms (I am and do not).

6 Read the Writing Strategy. Find these abbreviations in the invitations in exercise 3. What do they mean? Do you know any other common abbreviations?

a.m. BBQ p.m. e.g. etc.

- 7 Write an invitation to a party that includes outdoor activities. Remember to include:
- the reason for the party (birthday, end of exams, etc.).
- . the date, time and place of the party.
- any instructions (what the person should bring, wear, etc.).
- 8 Work in pairs. Swap your invitations from exercise 7. Then write a reply. In your reply, you should:
 - · thank your partner for the invitation.
 - · say why you cannot come to the party.
 - suggest doing something another time.

CHECK YOUR WORK

Have you ...

- covered all the points in exercises 7 and 8?
- · used short forms rather than full forms?
- used a phrase from exercise 4 in your reply?
- · checked the spelling and grammar?

Exam Skills Trainer

Reading

Strategy

Some questions are about the whole text, so you need to have a general idea of what the text is about. Read the text quickly before you look at the questions and ask yourself:

- 1 Who or what is the text about?
- 2 What kind of text is it?
- 3 Where might you read the text?
- 4 Why has the writer written it?
- 1 Read the Strategy and decide which question (1-5) in the task is about the whole text. Then read the text quickly and answer the four gist questions in the Strategy.
- 2 Read the text and answer the questions (1-5). Circle the correct answer (A-D).

Lost in Australia

When eighteen-year-old British student Sam Woodhead left. college, he dreamed of joining the army - but he decided to have a gap year and go travelling first. Sam was already a keen longdistance runner and was very fit and healthy, but he thought backpacking in Australia was great training for his future.

In December 2012, Sam arrived in Central Queensland and found a job on a cattle farm. The farm was in the middle of the countryside, and Sam was enjoying his life there. One Tuesday morning, only eight days after his arrival, he decided to go for a run. But Sam made some mistakes. He took a heavy backpack but only one bottle of water. He also didn't have a route, and he didn't know the landscape, After only two hours, he finished his water and realised he was lost. The temperature was close to 40°C and he was soon exhausted. After four or five hours, he decided to stop and spend the night in the outback.

The next morning. Sam didn't report for work. His employers checked his room. His backpack and running shoes were gone. but his mobile and wallet were there. They called the rescue services and then they called Sam's family in England. The rescue services sent helicopters to the area to try to find Sam, but there were a lot of trees and plants in the area so it was difficult for the pilots to see a person on the ground.

Meanwhile, Sam was trying to find his way back. He made an SOS emergency signal on the ground from all the clothes in his backpack, including a pair of colourful shorts. Then, on Friday morning, Sam heard two helicopters flying over him. He shouted and waved his arms, but of course they didn't see him, and they couldn't hear him because their engines were too noisy. Then, in the afternoon, a third helicopter flew right over the SOS signal. At first, the pilot didn't see anything, but the wind from the helicopter's engine picked up Sam's shorts, and the pilot suddenly spotted them. He searched the area again, and at last he found the missing student only four or five kilometres from the cattle farm. Sam went to a hospital in the nearby town, Longreach, to recover. He was lucky to be alive!

- 1 Sam went backpacking because
- A he didn't know what to do with his life.
- B he didn't like being a student.
- C he wanted to become fit.
- D he thought it would be good for his career plans.
- 2 Sam got lost because
 - A he didn't prepare well.
 - B his map was incorrect.
 - C the weather suddenly changed.
 - D he wasn't well.
- 3 Sam's employers realised Sam was lost when
- A he called them from his mobile.
- B they saw that all his money was gone.
- C his family rang to speak to him.
- D same of his things were missing.
- 4 The rescue services found Sam after they
 - A heard him shouting.
 - B saw him moving about.
 - C noticed his signal.
- D decided to land.
- 5 In the article, the author
 - A gives advice on survival. B describes an adventure that went wrong,
 - C advertises a rescue centre.
 - D tells the story of Sam's career.

Listening

Strategy

In some listening tasks, the recordings you hear are connected by one topic. It helps to look at typical topics for a listening task and brainstorm vocabulary related to them.

3 Read the Strategy. Put the words below in the correct categories (A-D).

boat bored burn canoe cave cliffs climbing condition confused cure cut delighted diving embarrassed injury kayaking landscape ocean proud stream

A Feelings proud, ...

C Nature D Health

B Sport 4 123 Listen to six people talking about sport. Match

sentences A-G with speakers 1-6. There is one extra sentence.

- A We learn how a new sport developed.
- B We find out about a new sporting venue.
- C The speaker is talking to holiday guests.
- D The speaker is talking about the different benefits of sport. E The speaker is describing a personal experience of a
- F The speaker is advertising sports activities.
- G The speaker is explaining the advantages of extreme sports.

Exam Skills Trainer

Use of English

Strategy

Read the text quickly, ignoring the gaps, to get a general idea of what it is about. Then read it again more slowly and think of possible words to complete the text. Try out different ideas and say the sentences in your head before making a decision.

5 Read the Strategy. Complete the text with one word in each gap.

Why do people travel?

Do you enjoy travelling, or do you prefer to stay at home? Some people go on holiday in their own country with 1 or friends, and spend time on beaches or sightseeing in cities. They're more interested in relaxing than doing anything else. However, there are some people who love to travel all 2 time. They give up their normal lives and have adventures such going to Australia for a year, or travelling around Africa. They live with local people and explore deserts, rainforests and other amazing places. If they run out of money, 4_ work in bars and restaurants, or they teach English to local people. They don't care about having careers at home or earning lots 5 money. They only want 6 have the experience of travelling. Often, young people go travelling before or after they go to university. Travelling is also popular with older people who want to take a break from work. So why do people love travelling so 7 ? If you're travelling alone, it's * great way to meet new and interesting people. You can learn different cultures, eat new food and practise a new language, More 10 __ anything, travel gives you memories that you have forever.

Speaking

Strategy

After you describe a photo in a speaking task, you often have to speculate about things such as people's feelings or the reasons why they are doing things. Use phrases which show that you are just speculating and that there is no correct answer.

- 6 Read the Strategy and look at the photo. Then look at phrases 1-5. Which can we use to speculate? Can you think of any other phrases?
 - 1 He could be ...
 - 2 It's clear that _
 - 3 He's probably...
- 4 You can see that ...
- 5 Maybe he is ...

7 Describe the photo.



8 Answer questions 1-3.

- 1 Why is this person smiling?
- 2 Would you like to try something like this? Why? / Why not?
- 3 Talk about a situation when you or someone you know did something really enjoyable or exciting.

Writing

Strategy

You often have to make suggestions when you write an invitation. Make sure you use appropriate structures (do something or doing something) after, e.g. Let's ..., How

9 You are going to write an invitation to a friend asking him / her to come on a camping weekend with you and a few other friends. Read the Strategy. Then use some of the phrases below to write sentences suggesting things you might do.

Shall we ... ? How / What about ... ? We could always ... Do you fancy ... ? Let's ...

- 10 Write a short email invitation to a friend, asking them to come on a camping weekend with you and a few other friends. Remember to include:
 - · the date, time and place of the weekend.
 - · suggestions for things to do.
 - · a request for your friend to bring something (e.g. tent, sleeping bag, cooking equipment).

On screen

Vocabulary

Films and TV programmes

I can talk about films and TV programmes.



Unit map

Vocabulary

Films and TV programmes Adjectives to describe films and TV programmes Aspects of films Collocations: verb + noun Social activities

Word Skills

Negative adjective prefixes

Grammar .

must, mustn't and needn't / don't

Listening Advertising



Reading Video games and health



Speaking Reaching an agreement



Writing An informal letter

Culture 3 Screen exports



■ Vocabulary Builder page 118

Grammar Builder page 128

Grammar Reference page 129

- SPEAKING Look at photos A-D. Do you know any of these films or TV programmes? Can you name any of the actors or characters?
- 2 OL25 VOCABULARY Match four of the words below with photos A-D. Then listen to the wordlist and check your answers. Films and TV programmes action film animation chat show comedy

documentary fantasy film game show horror film musical news bulletin period drama reality show romantic comedy science fiction film sitcom soap opera talent show thriller war film weather forecast western

	В	C	D	
	100	- 107	100	
- Contract Contract				

,	4 8 1.20	isten to six short excer	its. Match each excerpt with a ty	rpe of film of 1
	programm	e from exercise 2.		

F	22	3	
4	5	6	

4 VOCABULARY Work in pairs. Talk about which types of TV programmes and films you and your partner like and dislike. Give reasons using the adjectives below.

Adjectives to describe films and TV programmes boring confusing convincing embarrassing exciting funny gripping imaginative interesting moving scary spectacular unrealistic violent

I think horror films are really exciting. What about you?

I'm not a fan of horror films. They're really violent. But I like ...

5	Listen to four dialogues. Does each pair of speakers agree or disagree
	in general?

6 (1)27 VOCABULARY Listen again. Complete the sentences from the dialogues

Aspects of films acting characters ending plot scenes script soundtrack special effects

The	was quite moving.

2 Animations don't usually make me laugh, but there were some really funny 3 I found the _____ really confusing.

4 The _____ were spectacular.

5 The _____ was totally convincing. 6 I'm not a fan of romantic comedies, but I found the really interesting.

7 The was really cool. 8 The was really unnatural in places.

30 Unit 3 On screen





RECYCLE! Articles

Remember: we omit the article when we make general comments.

I don't enjoy violence in films.

However, we use the article when we are being specific. I didn't enjoy the violence in that film.

- 7 Read the Recycle! box. Find two examples in exercise 6 of a general comment without the definite article.
- 8 SPEAKING Work in pairs. Tell your partner your opinion of a film your saw recently. Use the language in exercise 6 to help you.

I recently saw a really exciting action film. The special effects were amazina!

9 SPEAKING Complete the film and TV quiz below with words from exercises 2 and 6. Then work in pairs or small groups and do the quiz. Check your answers at the bottom of the page.

Film and TV Quiz

Round True or false?

1 For two years, pop star Kylie Minogue was in a well-known s__p o___a. True / False

2 The TV r y sh w Big Brother was originally a German programme. True / False

3 Pop groups Little Mix, Girls Aloud and One Direction all became famous after being on t____t sh__s. True / False

Round

۰	match the nums with th	ie genres.	
	1 The Woman in Black	a a	
	2 Wall-E	b m	1
	3 Gravity	c h	_r fn
	A Annia	4+	

-	characters		
		n f	S.
	1 Robert D	owney Jr	a Batma

2 Ben Affleck b Iron Man 3 Andrew Garfield c Superman 4 Henry

3	Match the two of r_	halves to	make titles ies.
	1 Mr & Mrs		a Woman
	2 When Home	Mak	h Caribb

3 Pretty c Polly 4 Along Came d Sally

Oddone

1 Which of these ch is the odd one out? Why? a Willy Wonka b the Mad Hatter c Bilbo Baggins d Jack Sparrow

2 Which of these f f___s is the odd one out? Why? a New Moon b Catching Fire c Breaking Dawn d Eclipse

3 Which of these is not an a a Turbo b Shrek c Rango d Belle

y Cavill	d Spider-Man	series, not the
he two halve: ic c	D - if a part of	
Mrs	a Woman	need seven sail
Harry Met	b Smith	to - the character

sous T If puncy 3B

Grammar

Quantity

I can talk about quantities.

1 SPEAKING Work in pairs. Which of these different kinds of video games do you prefer? Give an example of each kind. If you do not like any kind, say why.

adventure games city-building games combat games puzzle games racing games role-playing games sports games

2 Read the text. Does the game sound interesting to you? Why? / Why not?



Anno 2070 is a video game set in the year 2070. Many cities are now under the ocean. There aren't any countries or continents, but there are a lot of islands. Players have to build new cities. There are two main groups of characters: the Tycoons and the Ecos. As a player, you can choose to be in either group. Anno 2070 is not a combat game, but there are a few conflicts between the two groups and there are some important differences between them. The Tycoons build cities quickly and earn a lot of money. But their lifestyle causes a lot of pollution, and there are not many trees or plants on their islands. In contrast, the Ecos build 'green' cities but their progress is slow. They don't use any coal or oil so there is not much pollution on their islands. The inhabitants eat healthy food and even have a little time for some hobbies, like listening to music. The aim of the game is to create your own world. How many cities can you build? How much energy do they all need? Can you grow any food? Can you complete any special missions? It depends how well you play the game!

3 Find two examples of some and four examples of any in the text in exercise 2. Then complete the rules in the Learn this! box.

LEARN THIS! some and any

V V

We use some and any with uncountable and plural countable nouns.

a We use _____ in affirmative sentences.

b We use _____ in negative sentences and questions.

- 4 Complete the sentences with some or any.
 - This game doesn't contain _____violence at all.
 I spent ____ time choosing a good game for my sister.
 - 3 There are _____ well-known sports games, like the FIFA series.
 - 4 Racing games often include amazing special effects.
 - 5 Twenty-five years ago, there weren't _____3D graphics.
 - 6 Do you play _____ role-playing games?

5 Find the phrases below in the text in exercise 2, paying attention to the nouns which follow them. Then complete the rules in the Learn this! box.

a few a little a lot of how many how much not many not much

LEARN THIS! not much, not many, a lot of, a little, a few

- a We use _____ or ____ + uncountable noun for a small quantity of something.
- We use _____ + plural noun for a small number of something.
- We use much + uncountable noun for a large quantity of something.
- d We use many + plural noun for a large number of something.
- e We use ______ + uncountable or plural noun for

.....? + plural noun for questions about quantity or number.

➤ Grammar Builder 38 page 128

LOOK OUT!

In affirmative sentences, much and many often sound very formal. In everyday English, we use a lot of

6 Read the Look out! box above and the dialogue below. Circle the correct words to complete the dialogue. Then listen and check.

- Jack Look, there's a building with 'many / some people outside. Turn left just before you get there.
- Evie I can't see any / some people. There isn't many / much light. Hey! What's that noise?
- Jack Nothing. There was fany / some rubbish in the road.
- Evie I hate this part of town. There aren't 'a few / many nice areas. Let's go north.
- Jack How fmany / much fuel have we got? Only fa few / a little litres.
- Evie Oh no, listen. The police are chasing us now.
- Jack Let me drive. I know 8a few / a little tricks.
- Mum Jack, are you doing *any / many homework in there? Jack Er ... Yes, We're doing *a little / much IT homework.
- Jack El ... les, we'le doing a neu
- Evie Jack! That's not true ...

 Jack Well, we're spending "a lot of / a few time on the computer!
 - vie But we aren't doing 12 some / any work!
- 7 Work in pairs. Prepare a description of the setting of a video game, real or invented. Use phrases from exercise 5 and the words below and / or your own ideas.

buildings cafés cars characters cinemas countryside crime islands money parks pollution roads rubbish shops traffic trees wildlife

8 SPEAKING Present your description to the class.

Listening

Advertising

I can predict what I'm going to hear.



1 SPEAKING Work in pairs. Do the slogans quiz. Then decide which slogan is the best, in your opinion. Say why.

_				_		•
	0 9	a	ns		u.	17
	"		and the last		100	

Can you match these TV advertising slogans with their products (a-h)?

The ultimate driving machine.

a never

- ² Because I'm worth it.
- Finger lickin' good.
- DON'T LEAVE HOME WITHOUT IT
- Melts in your mouth, not in your hands.

- JUST
- 6 It's good to talk.
- Think different.

and.	shour?	Clou	les
ь	a car		

- a computer a credit card
- a phone network hair products
- sweets
- fast food

Listening Strategy

In listening tasks, the instructions and questions usually give you some idea of the kind of topic and the type of language you are going to hear. Reading them carefully before you listen will help you to 'tune in'.

2 Read the Listening Strategy. You are going to hear an advertisement for bread. What kind of language do you think you will hear? Choose one from the list below.

Language for:

- a agreeing and disagreeing
- b giving directions
- c narrating events
- d complaining
- e persuading
- 3 (29) Listen to the advert and complete these phrases. Write one to three words for each gap. Do the phrases support your answer to exercise 2?

1	Hathaway's new organic bread?
2	for sandwiches and toast
3	Hathaway's organic wholemeal
4	the day with Hathaway

- 4 SPEAKING In pairs, take turns to ask and answer the questions below about the advert in exercise 3.
 - 1 Is it a good advert, in your opinion? Why? / Why not?
 - 2 Is it aimed at children or adults?
 - 3 Which extract from exercise 3 do you think is the slogan?
- 5 Read situations 1-4 below. What kind of language from exercise 2 (a-e) would you expect to hear in each situation?
 - 1 a customer talking to a sales assistant in a shop
 - 2 an advertising executive in a business meeting
 - 3 somebody telling a friend what happened earlier

 - 4 somebody trying to follow a satnay

- 6 130 Now listen to the four situations. Match them with sentences A-E below. There is one extra sentence.
 - A Not everyone is happy with the final decision.
 - B One of the speakers was very unlucky.
 - C This person finds it impossible to make a decision.
 - D This person gets confused and cross.
- E Somebody needs help to solve the problem.
- 7 C130 Listen again. Complete the adjectives with the ending that you hear, -ed or -ing.

1	annoy	5 bor
2	disappoint	6 amus
3	confus	7 satisf
4	exhaust	8 shock

- 8 SPEAKING Work in pairs. Do the questionnaire about advertising. Do you agree or disagree with your partner? Give reasons.
 - Which word best describes your attitude to TV adverts? c entertaining a annoying b boring
 - How often do you click on adverts online?
 - b sometimes a usually or always Which products should never have adverte on TV?
 - (Choose any number.)
 - · sugary drinks · violent video games children's toys · junk food
 - cigarettes
 - What is your view of celebrities who take part in advorts?
 - a It's fine it's just part of their job.
 - b It's sometimes OK, but they need to choose the adverts carefully. c It's wrong - celebrities shouldn't be in adverts.
- 9 PROJECT Write and perform your own TV advert in groups. Choose from the products below or use your own ideas. Think of five adjectives to describe the product and make up a good slogan.

computer game electric car fruit snack online language course smartphone sports club trainers



Grammar

must, mustn't and needn't / don't have to

I can talk about prohibition and necessity.

1 Do you know the game show in the photo? What happens on the show? What is the correct answer to the question?



- Read and listen to the dialogue and circle the correct verbs.
 - Host This question is for £125,000. Jill, in the sitcom How I Met your Mother, what is Ted Mosby's job? Is it A, lawyer, B, designer, C, architect, or D, reporter?
- Jill Um ... I'd like to ask the audience, please.

 Host OK. Audience, you 'must / mustn't answer A, B, C
 - or D on your keypads .. now! ... OK, 30% think it's B and 50% think it's C. But you "mustn't / needn't take their advice.
- Jill Mmm, I think I'll phone my friend Danny.
- Host OK, let's ring Danny. ... Hello, Danny. Jill has a question worth £125,000. You must / needn't answer within thirty seconds. OK?
- Jill Hi, Danny. In the sitcom How I Met your Mother, what is Ted Mosby's job? Is it A, lawyer, B, designer, C, architect, or D, reporter?
- Danny Um, I think it's B ... or maybe C ... No, it's D. ...
- Host Sorry, you're out of time. But you 'don't have to / must answer the question. You can walk away with
- £64,000.

 Jill I'm going to answer C.
- Host Final answer?
- Jill No. Yes. No.

 Host You sdon't have to / mus
- Host You 'don't have to / mustn't change your mind!

 The answer is B. Final answer.
- Host Oh, Jill, the answer is C, architect. You've just lost £32,0001
 - LEARN THIS! must, mustn't and needn't / don't have to
- a We use '______ to say that something is necessary or very important to do.
 - b We use 2 _____ and 3 _____ to say that something is not necessary.
 - We use * ______ to say that something is prohibited (a negative order).

- 3 Read the Learn this! box and complete the rules. Use must, mustn't, needn't and don't have to. Use your answers to exercise 2 to help you.
 - ➤ Grammar Builder 3D page 128
- 4 What are the rules for using mobiles at your school? Write sentences with must, mustn't and needn't and the phrases below. If you can, add ideas of your own.

Using mobiles

bring our mobiles to school

leave them in our bags

turn our mobiles off at the start of the lesson

put them on our desk during lessons

keep them on silent all day send texts during lessons

give them to the teacher at the beginning of the lesson

We needn't bring our mobiles to school.

LOOK OUT!

- a must and have to are very similar. However, must often expresses the feelings of the speaker. You must do more exercise. (That's my strong opinion.) have to often expresses an external obligation. You have to wear a helmet. (It's the law.)
 - b mustn't and don't have to do NOT have the same meaning. don't have to - needn't, but mustn't means 'it is prohibited'.
- 5 Read the Look out! box. Then, using the words in brackets, rewrite the sentences so that they have the same meaning.
 - It isn't necessary for you to help me. (needn't)
 You needn't help me.
 - 2 It's compulsory for us to wear school uniform. (have to)
 - 3 You aren't allowed to talk in the exam. (mustn't)
 - 4 It's important that I'm not late. (mustn't)
 - 5 It's important that you listen to me. (must)
 - 6 We are obliged to study maths at school. (have to)
 - 7 You needn't write the answer. (have to)
 - 8 It's important for Jake to revise hard for his exams. (must)
- 6 Work in pairs. Make notes about the rules of a game show that you know. Use must, mustn't and needn't / don't have to.

You must answer as quickly as possible. Your partner mustrit help you.

7 SPEAKING Work in pairs. Ask and answer about the rules of your game. Can your partner guess the name of your game?

Can my partner help me?

No, your partner mustn't help you.

Word Skills

Negative adjective prefixes

I can form and use adjectives with negative prefixes.

 Read the notices. What are they warning you not to do?



2 Read the views of some teenagers. Who thinks illegally downloading things is not a problem? Who thinks it is as

serious as any other crime? c To download or not to download? DVDs and computer games are so expensive. It's unsurprising that people download them illegally. But it's unfair on the small, independent companies. It's the same as stealing from a shop. It's simply dishonest and unacceptable. Samantha You're very unlikely to get caught. That's why people do it. Harry It's like an invisible crime. You can't see the victim. That's why many people don't feel bad about it. Joe I have no sympathy for the big film and music companies - they make a lot of money, so I think illegal downloading is OK. Hannah

LEARN THIS! Negative prefixes: un-, in-, im-, ir-, il- and dis-The prefixes un-, in-, im-, ir-, il- and dis- are negative. When they come before an adjective, they make its meaning

opposite. certain - uncertain patient - impatient honest - dishonest responsible - irresponsible

3 Read the Learn this! box. Then find the opposites of the adjectives below in the text in exercise 2.

acceptable	legal
dependent	likely
fair	surprising
honest	visible

Dictionary Skills Strategy

You can often find synonyms (words with the same meaning) and antonyms (words with the opposite meaning) of adjectives in a learner's dictionary.

300000

4 DICTIONARY WORK Read the Dictionary Strategy. Then study the dictionary entry. What synonym and antonym of loyal are given? How are they indicated?

loyal /'loral/ adj [used about a person] not changing in your friendship or beliefs; a loyal friend/supporter SYN faithful OPP disloyal ➤ loyally adv ➤ loyalty /*losalti/ noun [C,U] (pl loyalties)

- 5 Rewrite the sentences using the adjectives in brackets with a negative prefix. You can use a dictionary to help you.
 - Her bedroom is in a mess. (tidy) Her bedroom is untidy.
 - 2 That answer is wrong (correct)
 - 3 It isn't nice to tease your little sister. (kind)
 - 4 He was very rude to me! (polite)
 - 5 Don't use that old microwave. It's dangerous. (safe) 6 I'm unhappy with my exam results. (satisfied)
 - 7 I don't believe that story. (believable)
 - 8 I can't do this exercise! (possible)
- 6 Complete the sentences with adjectives with the opposite meaning.
 - 1 Is your handwriting legible or
 - 2 Are you generally honest or
 - 3 Do you think teenagers are generally responsible or
 - 4 Are you generally patient or
 - 5 is smoking in public places legal or _ in your
 - country? 6 Do you think that reversing climate change is possible
- 7 SPEAKING In pairs, take turns to ask and answer the questions in exercise 6.

Is your handwriting legible or illegible?

My handwriting is legible.

8 SPEAKING Do you agree with the views expressed in exercise 2? Why? / Why not? Use these phrases to help you.

Tagree / disagree with (Mark) that



Reading

Video games and health

I can understand a text about video games and their health effects.

- 1 SPEAKING Look at the headlines. Do you think playing computer games is bad for your health? Why? / Why not?
- 2 Read the text. How many different video games does the writer mention by name? What are they?

Teenager dies after playing video game for 40 hours without eating or sleeping (Daily Mirror)

Playing computer games encourages obesity (Daily Mail)

Overload of screen time 'causes depression in children' (Independent)

Why video games are for your health

Many people assume that video games have a negative effect on young people. A lot of time in front of a screen is bad for the mind and the body, they believe. Newspaper headlines often express

- the same opinion and combat games cause the most concern because of the violence. But is there any evidence for this view? According to a report in American Psychologist, the truth is not so simple. Playing video games is sometimes good for children's
- to education, health and social skills.

Research shows that video games can actually improve certain mental skills. This is especially true for combat games. These games teach players to think about objects in three dimensions and this

makes them better at studying science, technology, engineering and maths. Other types of video game do not usually provide these benefits.

However, other types of video game can have other positive effects. In 2013, scientists did some research 20 into the effect of role-playing games (RPGs) on children. The research showed that when children spend a lot of time playing RPGs, they get better

Quick and simple games like Angry Birds can improve players' mood and prevent them from

- so feeling anxious. This emotional benefit is important, the report suggests. Feeling relaxed and happy is good for your health. The report also describes another emotional benefit of video games: they teach children how to react well to failure. In video games.
- is players continually fail and try again. This makes them emotionally strong in real life.

Video games can improve social skills too, the reportsays. More than 70% of gamers play with a friend, not alone, and millions of people take part in huge online

- 40 games like Minecraft and Farmville. The players learn useful social skills: how to lead a group, how to work together and how to make decisions. Overall, the report does not deny that some video games can have negative effects; but it is important to think
- 4s about the benefits too. And remember: you mustn't believe everything you read in the newspapers!



Reading Strategy

When you do a multiple-choice task, decide whether each question is about the whole text or a specific part. If it is about a specific part, find the relevant sentences and underline them.

3 Read the Reading Strategy and questions 1–5 in exercise 4 below. Decide which question is about the whole text. Then find the relevant sentences in the text for the other questions.

4 Circle the correct answers (a-d).

- 1 Newspaper headlines about video games
 - a only talk about violent games.
 - b always present the same view.
 - c do not tell the truth.
 - d usually present a negative view.
- You learn to think about things in three dimensions when you
 - a play combat games.
 - b play any kind of video game.
 - c study engineering or maths.
 - d do scientific studies.
- 3 Research shows that role-playing games
 - a are the only games that make children more creative.
 - b do not provide as many benefits as violent games.
 - c help children to do well at school.
 - d help children to learn how to use computers.
- 4 The report also suggests that video gamers
 - a spend a lot of time on their own.
 - b learn some useful skills by playing with others.
 - c usually fail in other areas of their lives.
 - d spend a lot of time feeling anxious.
- 5 According to the report, the effect of video games on children
 - a is mostly good.
 - b is mostly bad.
 - c is not known.
 - d is not very important.

- 5 Look back at the question in exercise 1. Has the text changed your opinion at all? If so, how?
- 6 VOCABULARY Complete these verb + noun collocations from the text using the words below.

cause do express get have make provide take part in use

Collocations: verb + noun

- a positive / negative effect an opinion
 - concern

3

4

- _____a benefit research
- research
- (good) grades at school
 a computer / smartphone
- 9 online games
 a decision
- 7 Answer the questions using information from the text.
 - 1 What do many people assume about the effects of video games on young people?
 - 2 What kinds of skills can combat games improve?
 - 3 What can simple games like Angry Birds prevent?
 - 4 What kind of game helps children to get better grades at school, according to a 2013 report?
 - 5 What kind of game teaches children how to work together?
- 8 SPEAKING Work in pairs. Complete the questions with How much or How many. Then ask and answer.
 - 1 _____different types of screen do you use regularly? (phone, computer, tablet, TV, etc.)
 - 2 _____ time do you spend watching TV or DVDs
 - each day?

 3 ______ different video games do you play?
 - directive voco garres do you plays
 - 4 different people do you play video games with?
 5 different tasks do you use a computer for?
 - (games, emails, homework, etc.)
 - 5 ______time do you spend in total each week in front of a screen?

How many different types of screen do you use regularly?





Speaking

Reaching an agreement

I can discuss and agree on an activity.

1 SPEAKING Work in pairs. Look at the posters. What genres of film are they? Which genre do you like most? Why?

Speaking Strategy

In the exam, you will have about one minute to read the task. Use this time to 'think in English', identifying key words and phrases that you could use in the conversation.

2 Read the Speaking Strategy and the task below. Think of three nouns and three adjectives that you could use in your answer.

Your British friend is coming to visit you and you are proposing to take him / her to the cinema. Decide together which of the films in the posters you will see, where and when to meet, and whether to invite any other people.

- 3 Read the questions. Then listen to a student doing the exam task and answer them.
 - 1 Which film a) does the student want to see, b) does the examiner want to see, and c) do they agree on?
 - 2 Did they use any of the words you chose in exercise 2?
 - 3 When and where do they decide to meet?
 - 4 What reason does the examiner give for not wanting to invite Donna?
 - 5 Do they decide to invite someone else, or not?
- 4 KEY PHRASES Complete the phrases using the words

agree agreed better fan fancy idea keen prefer rather settle stand

| Expressing likes and dislikes

I quite 1	/1 do	on't really fancy
I'm / I'm not a big 2		of
I'm / I'm not 1	0	n
ladore / I can't *_		140
Expressing a prefer	rence	
I'd*	1'd*	(to)
I think will be 7		_/ more fun, etc.
Reaching an agreer	ment	
Shall we *	on	?
OK, 19	→ 1	
That's 10	then.	
That's a great **		

- >> Vocabulary Builder Expressing likes and dislikes: page 118
- 5 133 Listen again and check your answers in exercise 4. Which phrases in exercise 4 does the student use?



6 Work in pairs. Read the task below and prepare your dialogue. Make notes in the chart below.

You and a group of friends are deciding what to do on the Saturday night after your last exam. Decide on an activity, the type of food you will eat, and where and when you will meet.

Possible activities: what? when? where? cost?	
Food: type? cost? where?	
Meet: where? when?	

7 SPEAKING Work in pairs. Act out your dialogue to the class. Use phrases from exercise 4.



Writing

An informal letter

I can write an informal letter.

- 1 SPEAKING Look at the photo. Do you know this film? Can you name the actor?
- 2 Read the task below and the letter on the right. Find the parts of the letter that match elements 1-4 of the task.

You and a friend went to see a film at the cinema recently. Write a letter to another friend in which you:

- 1 say what film you saw and who you went with.
- 2 give your personal opinion of the film.
- 3 mention what you did after the film.
- 4 invite your friend to do an activity with you soon.
- 3 Look at parts of the letter you identified in exercise 2. Does each part simply mention the element in the task or does it provide extra information? Give examples.
- 4 Look at the part of the letter where Andy mentions his personal opinion and read the aspects of the film below. Which ones does he mention?

acting characters ending plot scenes script soundtrack special effects

Writing Strategy

When you write a letter to a friend or relative:

- · Start with: Dear lakel.
- . Begin the main part of the letter with a short introduction. You can use phrases like: How are you? Sorry I didn't reply sooner. Thanks for your letter.
- · Write in paragraphs.
- . Do not use very formal language in your letter.
- · Use contractions lit's, there's, etc).
- · Finish the main part of the letter with a short paragraph. You can use phrases like: That's all for now. I'd better go now. Write again soon.
- . End the letter with Love, or Best wishes, and your first name.
- 5 Read the Writing Strategy. Then answer the questions.
 - 1 What phrase(s) does Andy include in his introduction?
 - 2 How many paragraphs does he write?
 - 3 Does he use any very formal language?
 - 4 What contractions does he use?
 - 5 What phrase(s) does Andy include in the final paragraph?
- 6 Read the Learn this! box and complete it with the phrase Andy uses for making his invitation.

LEARN THIS! Invitations

Would you like + infinitive?

Why don't you / we + infinitive without to?

How about + -ing form?

+ -ing form?



Dear Jake.

Thanks for your letter and sorry I didn't reply sooner.

I went to see a great film at the cinema last weekend - Iron Man 3. I went with my friend Paddy because he loves the Iron Man flims. It isn't a new film, but it was definitely worth seeing again. The special effects are amazing and it also has a clever plot with lots of twists. There are come funny lines in the script too.

After the film, we met some other friends at a noodle bar in town. It was fun, but I didn't really like the food. It was very spicyl

Do you fancy going to the cinema next week? They're having a season of action films, including all the Batman series. Let me know and I'll book the tickets!

Anyway I'd better go now. Ring me and let me know about the chema

Love.

Andy

7 SPEAKING Work in pairs. Take turns to make invitations using phrases from the Learn this! box and the ideas below.

Social activities go for a bike ride go shopping have a coffee listen to music meet friends in town play basketball play table tennis

Why don't we go for a bike ride?

OKI / Good ideal / Sorry, I can't.

- ➤ Vocabulary Builder Social activities: page TI8
- 8 You are going to do the task in exercise 2. Plan your letter using the prompts below and your own ideas. Remember to include extra information for each element of the task.
 - 1 Title of film, who you went with
 - 2 Your opinion
 - 3 Later activity
 - 4 A suggestion to do something
- 9 Write your letter using your plan from exercise 8.

CHECK YOUR WORK



· mentioned and developed each element of the task?

- · followed the advice in the Writing Strategy?
- · checked the spelling and grammar?

Our planet

Unit map

Vocabulary Weather Describing temperature Natural disasters Verbs of movement in the street

Climate change

Word Skills

Comparative adjectives

Reading Gliders in the storm

Speaking Photo comparison

Culture 4 The English language

Writing An article

Superlative adjectives

Phrasal verbs Grammar .

too / enough Listening Evewitness

Vocabulary

Weather

I can describe the weather.

1 Do the weather quiz in pairs. Then check your answers at the bottom of the page.

PROUIZ

- 1 What shape is a raindrop before it starts falling?

- 2 What makes the sound of thunder?
 - a a cloud
- b rain
- c lightning
- 3 You see lightning and then hear thunder six seconds later. How far away is the storm?
 - a 2 km
- c 6km
- 4 You only get foggy weather when
 - a the air is cold.
 - b it is rainy.
 - c you are near the ocean.



- 5 You only get hail when
 - a it is windy.
- b there are storm clouds c there is no sunshine.
- 6 In what direction does an 'east wind' blow?
 - a towards the east → b towards the west ←
- 7 What is the maximum time a snowflake takes to reach the ground?
 - a a minute
 - **b** five minutes
 - c twenty minutes
 - d an hour
- Vocabulary Builder page 119
- Grammar Builder page 130
- Grammar Reference page 131
- Extra speaking task page 142



- 8 When you are facing a rainbow, the sun is always
 - a in front of you.
- b behind you.
- c to one side.

2 VOCABULARY Complete the table with the highlighted words from the quiz in exercise 1. What do you notice about the way the adjectives are formed?

Weather		10000000	THE RESERVE OF THE PARTY OF THE
Noun	Adjective	Verb	Related words and phrases
1	cloudy		rain clouds 2
fog	8		
frost	frosty		frostbite
4		hail	hail storm
ice	icy		
1			flash of lightning
mist	misty		
6	7	rain	
shower	showery		rain shower
snow	snowy	snow	9
10	stormy		thunderstorm
7	sunny	(the sun) shines	12
18	thundery	to thunder	clap / crash of thunder
34	15	(the wind) blows	

3 SPEAKING In pairs, ask and answer the questions (1-4) below. Use words and phrases from exercise 2 and the words below.

Describing temperature

It's minus ten. It's 35 degrees (Celsius). It's below zero. It's freezing / cold / cool / mild / warm / hot / sweltering.

- 1 What is the weather like today?
- 2 What is it usually like in December?
- 3 What is it usually like in August?
- 4 Do you prefer rainy, snowy or icy weather? Why?
- 4 (01.34) Listen to five weather reports (1-5). Match three of them with the photos (A-C).

1+	2	3	4_	5	
A			8		
			V T		
					_
- MANAGER			48.00		

RECYCLE! a few, a little, not much / many, a lot of

Remember: we use a few, not many or a lot of with plural (countable) nouns.

a few thunderstorms

We use a little, not much or a lot of with uncountable nouns.

a little snow

5 Read the Recycle! box. Then listen again and complete these sentences from the weather reports.

Report 1 1 It's -10°C and there's everywhere.

2 We're expecting ___ this afternoon.

Report 2

3 There is on the ground.

4 There isn't but the wind is blowing the snow into my face.

Report 3

5 There's on the grass after a cold night.

6 There aren't in the sky.

Report 4 7 There's in people's gardens.

8 There's on the pavements.

Report 5

9 There were _ and it was windy too.

10 Now there's and the wind is extremely strong. 6 In pairs, invent a weather report. Use the prompts below

- to help you plan it. · What type of weather?
- · Temperature?
- What can you see? (snow, ice, clouds, etc.)
- 7 SPEAKING Present your weather report to the class.

Here in Birmingham, there's a strong wind blowing from the north.



Grammar

Comparison

I can make comparisons.

- 1 SPEAKING Work in pairs. Do you know what a shooting star is? Compare your ideas.
- 2 Read part 1 of the text. Check your ideas from exercise 1.
- 3 Complete the table with comparative adjectives from part 1 of the text.

Short adjective	Comparative	Rule
small	T.	+-er
large	2.	+-1
early	3	-y → -īer
big	4	double consonant + -er
Long adjective	Comparative	Rule
powerful	s:	more + adjective
Irregular adjective	Comparative	
far	6	
good	better	(no rules)
bad	worse	10

4 Read the Learn this! box. Then find examples of each rule (a-d) in part 1 of the text.

LEARN THIS! Comparative forms

- a We use than to make comparisons. Greece is hotter than the UK.
- b We use not as ... as to make negative comparisons. It isn't as warm as yesterday.
- c We use as ... as to say two things are equal. Yesterday, London was as hot as Athens.
- d We use far or much to make a comparison stronger. Libya is far / much hotter than Canada.
- 5 Read the Look out! box. Complete part 2 of the text with the comparative form of the words in brackets.
 - ➤ Grammar Builder 48 page 130

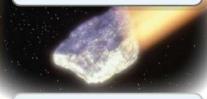
LOOK OUT! little-less

Some quantifiers also have comparative forms. few-fewer much / many-more

- 6 Complete the sentences with the correct form of the words in brackets.
 - 1 My brothers often fight, but Tom is much stronger than Nathan (Tom / much / strong / Nathan) so he usually wins. 2 Delhi is bigger than Mexico City but (it / not as / large) Tokyo.
 - 3 The Chelyabinsk explosion (much / small) than the Tunguska Event.
 - 4 Occasionally, hail stones can
 - (be / big / as) tennis balls! 5 A hurricane (much / powerful) an ordinary storm.

Part 1

On a clear night, you can often see meteors - space rocks - as they fall towards the Earth. Each rock is smaller than an apple, but they look as bright as stars in the night sky, so people call them 'shooting stars'. Larger meteors are much rarer, but their effects are far more spectacular. In 2013, a meteor exploded in the sky above the city of Chelyabinsk in Russia. The explosion was more powerful than the 1945 Hiroshima atomic bomb, but its effect was not as devastating as the bomb because the meteor exploded much further from the ground. Scientists compared the Chelyabinsk meteor to an earlier - and far bigger - explosion: the Tunguska Event,



Part 2

The Tunguska Event of 1908 was 1 (far) from a (few) people saw it, but it was much (powerful) than the one in Chelvabinsk, It destroyed more than 80 million trees in the Siberian forest. so it's lucky it was not 4 (close) to a town or city. The night sky became 5_ (bright) than normal for a few days, and people a hundred kilometres away could read a newspaper outdoors even at midnight. Most scientists believe it was a meteor explosion, but there are some 6 (unusual) theories too. Perhaps it was a UFO!

- 7 Write questions beginning Which ... ? Use the comparative form of the adjectives.
 - 1 dangerous / a blizzard / a thunderstorm / ? Which is more dangerous, a blizzard or a thunderstorm?
 - 2 beautiful / snowflake / rainbow / ?
 - 3 holiday venue / good / the mountains / the beach /?
 - 4 city / get / little snow / Warsaw / Moscow / ?
 - 5 for you personally / temperature / bad / -5°C / 35°C / ?
 - 6 type of weather / frightening / hail / lightning /?
 - 7 country / rainy / Spain / England / ?
 - 8 in your country / month / hot / July / August /?
- 8 SPEAKING Work in pairs, Ask and answer the questions in exercise 7. Do you agree with your partner?

Which is more dangerous, a blizzard or a thunderstorm?

I think a blizzard is more dangerous. What about you?

Lagree. / Ldon't agree. I think a thunderstorm is more dangerous.

Listening

Eyewitness

I can identify the context of a dialogue or monologue.



Listening Strategy

It is important to be able to identify the context of the listening, i.e. who is speaking, where and when they are speaking, and what the situation is. This is not always obvious so listen carefully for clues to help you.

- 2 1.36 Read the Listening Strategy. Then listen to three dialogues and answer questions 1–3 below for each one. Give reasons for your answers.
 - 1 Who is speaking?
 - 2 When are they speaking?
 - 3 Where are they?
- 3 (2)1.37 Listen and match each dialogue with a photo of a natural disaster (A–E).
 - 1 _ 2 _ 3 _ 4 _ 5 _

- 4 (137) Listen again and circle the correct answers (a-c).
 - 1 The interview is taking place
 - a in the man's house
 - b in the street outside the man's house.
 - c in a church hall.
 - 2 The speaker
 - a works for a charity.b is a politician.
 - c raises funds for a charity.
 - 3 The people who started the fire
 - a did it intentionally.
 - b were cooking.
 - c left without phoning the fire service.
 - 4 The volcanic eruption
 - a happened last year.
 - b has just finished.
 - c is still happening now.
 - 5 When the wave reached the boat, the boat was
 - a close to the shore.
 - b moving away from the shore.
 - c in the port.
- 5 VOCABULARY Check the meaning of all the natural disasters below in your dictionary.

Natural disasters avalanche drought earthquake epidemic famine flood forest fire mudslide tornado tsunami volcanic eruption

- 6 Work in pairs. Write a dialogue between a journalist and a witness to a natural disaster (real or imaginary). Include some of this information.
 - 1 Where was the witness? (at home, in the street, in a car)
 - 2 What did they see and do? (helped children / old people, found family members, ran away, phoned the emergency conviced)
 - 3 How did they feel? (terrified, upset, shocked, worried, helpless).
 - Was anyone injured? (people died / were injured / were taken to hospital, doctors helped people)
- 7 SPEAKING Act out your dialogue to the class.



Grammar

Superlative adjectives, too and enough

I can use different structures to make comparisons.

1 SPEAKING Describe the photo. What do you think happened? Use the words below to help you.

carry dry land leave lift (v) tsunami wave (n)



2 Read the text and check your answers from exercise 1.

The Tohoku earthquake in 2011 was the most powerful earthquake ever in Japan and the fifth most powerful in the world. The earthquake happened 70 km from the coast, but it caused one of the biggest tsunamis ever recorded. The wave was over 40 m high and was large enough to travel 10 km inland in some places. The worst damage was in coastal towns where the land was flat. Some people managed to go to places high enough to be safe, but others weren't so lucky and didn't have enough time to escape. More than 18,000 people lost their lives. The wave also damaged the nuclear power station at Fukushima. Some people say that the power station was too close to the sea. The Prime Minister of Japan said, 'In the 65 years since the end of World War II, this is the toughest and the most difficult crisis for Japan."

- 3 Read the Learn this! box. Then study the highlighted superlative forms in the text and find:
 - 1 a short adjective without a spelling change.
 - 2 a short adjective with a spelling change.
 - 3 two long adjectives.
 - 4 an irregular adjective.
 - 5 a superlative adjective followed by in and a place.

LEARN THIS! Superlative adjectives

- a We add -est to short adjectives.
- rich richer the richest slow slower the slowest
- b Sometimes the spelling changes. foggy-foggier-the foggiest hot-hotter-the hottest
- We put the most before long adjectives. dangerous – more dangerous – the most dangerous
- d There are a few irregular comparative forms. good - better - the best bad - worse - the worst far - further - the furthest
- e We can use of after superlative adjectives. the sunniest day of the week
- f We use in (not of) with nouns for groups or places. the tallest boy in the class the biggest lake in the world

- 4 Complete these earthquake facts using the superlative form of the adjectives in brackets.
 - 1 The largest (large) earthquake ever recorded was in Chile in 1960 (magnitude 9.5).
 - (early) recorded earthquake was in China in 1177 ac.
 - (deadly) earthquake happened in 1556 in China. About 830,000 people died. (deep) earthquake recorded occurred 450
 - km below the surface of the Earth.
 - 5 Antarctica is the continent with (small) number of earthquakes.
 - (destructive) earthquake ever recorded was in 1906 in San Francisco.
 - ➤ Grammar Builder 4D (Part 1) page 130
- 5 Study the underlined examples of too and enough in the text in exercise 2. Complete the Learn this! box with after and before.

LEARN THIS! too and enough

- a too comes 1 an adjective. too small
- b enough comes 2 an adjective. not small enough
- c enough comes 1_ a noun. (not) enough money
- d We often use an infinitive with to after too + adjective or adjective + enough.
 - He's too young / old enough to join the army.
- ➤ Grammar Builder 4D (Part 2) page 130
- 6 Rewrite the sentences using the adjective in brackets and too or enough.
 - 1 He isn't tall enough to reach the shelf, (short) He's too short to reach the shelf.
 - 2 Skiing holidays aren't cheap enough for me. (expensive)
 - 3 My dad's old car is too dangerous to drive. (safe)
 - 4 The storm was too weak to cause much damage. (strong)
 - 5 My shoes aren't clean enough to wear to the party. (dirty)
 - 6 The sky's too cloudy to see the moon. (clear)
- 7 Write questions using the superlative form of the adjectives.
 - 1 what / interesting subject / at school / ?
 - What's the most interesting subject at school? 2 who / attractive actor / in the world /?
 - 3 what / funny comedy / on TV /?

 - 4 what / interesting city / in your country / ?
 - 5 who / bad singer / in the world /?
 - 6 what / dangerous animal / in the world /?
- 8 SPEAKING Work in pairs. Ask and answer the questions in exercise 7.

In your opinion, what's the most interesting subject at school?

4E

Word Skills

Phrasal verbs

I can understand and use a variety of phrasal verbs.

1 SPEAKING Describe the photo. Use the words below to help you. nouns chimney factory pollution smoke

verbs breathe pollute pour out

2 138 Complete the compound nouns in the fact file with the words below. Use a dictionary to help you. Then listen and check your answers.

climate fossil global greenhouse ice rain renewable sea surface

GLOBAL WARMING

- The Earth is heating up. The average 't temperature is 0.75°C higher now than it was 100 years ago.

 When we burn ' fuels, they give off gases like carbon dioxide (CO_c). This causes warming.

 We have cut down over 50% of the Earth's ' fores
- > We have cut down over 50% of the Earth's 5 forests in the last 60 years. These are important because they remove CO, from the atmosphere and add oxygen. They are also home to over half of the world's plant and animal species.
- Some scientists believe that by 2050, about 35% of all plant and animal species could die out because of a change.
 levels are rising and the polar a
 - levels are rising and the polar scaps are melting.
- Scientists say that fossil fuels like coal and gas may run out by the year 3000. So we need to develop alternatives, such as energy and nuclear energy.

LEARN THIS! Phrasal verbs

- a Some phrasal verbs have a meaning which is similar to the meaning of the main verb (e.g. to use up = to use all of something).
- b Other phrasal verbs have a meaning which is completely different from the meaning of the main verb (e.g. to carry on = to continue).
- 3 Read the Learn this! box. Find five phrasal verbs in the fact file. Which have a similar meaning to the main verb and which have a completely different meaning?
- 4 Read what two students say about global warming and climate change. Who is more worried about the situation?



5 Find nine phrasal verbs in the texts in exercise 4. Match five of them with the definitions below. Check the meaning of the others in the dictionary. Are the meanings similar to the main verbs or different?

continue	4 take care of
delay	5 think of

6 Complete the phrasal verbs in the sentences with the words

3 stop using or doing sth

DEIO	W. All LIT	e verus ar	emu	ie te	K CS III	exercises 2 and 4.	
cut	down	looked	out	up	up	used	

- Internet cafés are dying ______because people use smartphones instead.
- 2 My dad _____down the tree in the front garden.
- 3 Kate gave _____ chocolate because she wants to be healthier.
- 4 Supermarkets are causing small shops to close _____.
- 5 We've ____ up all the bread. Can you buy some more?
 6 You can heat ____ the soup in the microwave.
- 7 I _____ after my little brother while Mum was out.
- 7 KEY PHRASES Complete the useful phrases with the words below.

believe disagree honest opinion see seems true wrong | Expressing opinions

It's *______that... (but...)

8 SPEAKING Do you agree more with Emma or Tom? Why?
Use the phrases in exercise 7 to help you.



We are using up fossil fuels like coal and gas very fast. If we carry on like this for much longer, we will have no fuel left and it will be impossible to stop climate change. We must change the way we live and start looking after the environment. Politicians must wake up and take action! We car't but it off!



It's impossible to come up with a solution that everyone is happy with. We can't just close down all the coal and gas power stations. We rely on fossil fules for most of our energy. And it's difficult to persuade people to change the way they live. How many people will give up their cars? Not many! We should just learn to live with climate change, not try to stop it.

Reading

Gliders in the storm

I can understand a text about a paraglider.

- 1 SPEAKING Work in pairs. Look at the title and the photos, read the I can ... statement for this lesson and predict what happens in the text. Tell the class your ideas.
- 2 Read the text, ignoring the gaps. How accurate were your predictions?
- 3 Read the Reading Strategy. Then look at the gaps in the text. Which gaps begin with a verb in the past simple?

Reading Strategy

46 Unit 4 Our planet

To help you decide which phrases fit which gaps, think about the grammar of each sentence. For example, is first word in the gap a verb, or is a different kind of word needed?

- 4 Match the phrases (A–K) with gaps 1–10 in the text. Use your answers to exercise 3 to help you. There is one extra phrase which you will not need.
 - A flew higher and higher
 - B to keep away from some dark clouds
 - C which was spinning above her head
 - D seemed certain
 - E came together and trapped her
 - F where she took off
 - G to spend more time on the ground
 - H were getting ready to take off
 - I she got away with it
 - J lost consciousness
 - K became worse

A bump

In February 2007, about two hundred paragliders were in Australia for a few days to prepare for the World Championship. They included Ewa Wiśnierska, a German

- 5 paragliding champion. One morning, as the competitors ¹... they noticed that a thunderstorm was approaching. However, they decided to carry on. After all, these were the best paragliders in the world; they to were certainly skilful enough ²... Or so they thought.
 - Unfortunately, as the competitors took off, the weather quickly ³___. That was the start of the most terrifying and dangerous
- s experience of her life. Ewa tried to get away from the storm, but two enormous clouds *___.
- The clouds pulled Ewa up inside the storm like a leaf in the wind. She ⁵___, with
- 20 lightning and hail all around her. 'I was shaking,' she told reporters afterwards. 'The last thing I remember, it was dark. I could hear lightning all around me.' She rose to an altitude of nearly 10,000 m —
- 25 that's higher than the top of Mount Everest – and then 6 ... At that height, the temperature was about -40°C and there was very little oxygen. Death 7 ...



5 VOCABULARY Match the six highlighted verbs of movement in the text with the definitions below. Write the infinitives.

Verbs of movement

- 1 to go round and round quickly
- 2 to go up from the ground
- 3 to come down to the ground
- 4 to move nearer
- 5 to arrive at a certain place
- 6 to move in an certain direction

6 SPEAKING Work in pairs. Prepare an interview with Ewa.

Student A: You are the interviewer. Prepare six questions using the prompts below and / or your own ideas. Student B: You are Ewa. Prepare your answers to Student A's questions. Use as much information from the text as you can.

- 1 what / you / do / in Australia?
- 2 what / weather / like / that morning?
- 3 why/you/take off?
- 4 what / can / remember / about the storm?
- 5 what / most terrifying part / experience?
- 6 how / you / feel / afterwards?

7 SPEAKING Act out your interview.

What were you doing in Australia? I was preparing

For forty minutes, Ewa was unconscious. 30 When she woke up, she was still inside the storm. It was dark and hailstones were flying past. They were as big as tennis balls. But fortunately her glider, 8___, was still in one piece.

35 Eventually, Ewa came out of the storm cloud and saw a small farm on the ground. She headed towards it and landed safely. She fell to the ground and rolled over, too weak and confused to call for help. When

40 her team reached her, she was 60 km away from the place 9 . She was covered in ice - but alive!

Godfrey Wenness, the organiser of the championships, described Ewa as the

45 luckiest woman in the world, 'This is like winning the lottery ten times in a row. That's how lucky this woman is. There's no logical reason why 10___,' he said. Sadly, a Chinese competitor was not as lucky as

50 Ewa. He flew into the same storm and died.

Ewa had frostbite on her ears and legs and went to hospital for treatment, but a few days later, she competed in the World Championship. 'Flying is too fantastic to 55 stop because of an accident, she said.

Speaking

Photo comparison

I can describe, compare and contrast photos.





- Look at the photos. Match them with the events below. music festival parade street market
- 2 VOCABULARY Find three of the things in the list below in photo C.

In the street bus stop lamp post pavement pedestrian crossing road sign shop sign traffic light

>> Vocabulary Builder In the street: page 119

Speaking Strategy

When you do a photo comparison task, follow these steps.

- 1 Describe each photo in general (e.g. mention the people, where they are, speculate about what is happening, etc.)
- 2 Describe any obvious differences or similarities between the photos.
- 3 Speculate about how the people in the photos are feeling, or what they are thinking or saying.
- 3 (2.02) Read the Speaking Strategy. Then listen to two candidates comparing the photos. Answer the questions.
 - 1 Which two photos does each student compare?
 - 2 Do they both follow all of the advice?

LEARN THIS!

You can use must be to talk about things which you can deduce are true.

They're wearing T-shirts, so the weather must be warm. You can use can't be to talk about things which you can deduce are not the case.

It can't be a British city because the flags are all American

- 4 (2.02) Read the Learn this! box. Then listen again to the first candidate and complete the deductions he makes.
 - 1 It can't be in Britain because
 - 2 It must be a rainy day because
 - 3 It must be a cold night because
- 5 KEY PHRASES Read the key phrases. Check the meaning of all the phrases.

Comparing and contrasting

Similarities

The common theme in the photos is ...

You can see ... in both photos.

Both photos show...

In both photos there are ...

Differences

The first photo shows ... , whereas the second photo shows ...

In the first photo ... , but in the second photo ...

One obvious difference is (that) ...

Unlike the first photo, the second photo shows ... In contrast to the first photo, the second photo ...

- 6 (203) Listen to the second candidate again, Which phrases from exercise 5 did she use?
- 7 SPEAKING Work in pairs. Take turns to compare and contrast photos A and C in exercise 1. Follow the steps in the Speaking Strategy.
- 8 SPEAKING Work in pairs. Turn to page 142 and do the extra speaking task. Use words and phrases from this lesson.



Writing

An article

I can write an article about a global issue.

- 1 Look at the article below. Do you agree or disagree with the statement in the debate? Give reasons for your opinion.
- 2 Read the article. Do you agree with Ben? Does he mention any of the reasons you gave in exercise 1?

Green Earth > Monthly Competition > April 2016

| Stitlelenf1998 Moderator | Stitlelenf1998 Moderator



'Most people do not take global warming seriously enough.' Do you agree?

Join the debate. A prize for the best article!



C



ben the climber

Global warming is probably the most serious threat we face, and we should all be worried about it. And indeed, it seems to me that most people take the issue very seriously. These days, people take a lot of care to recycle plastic, paper, glass and other materials. If recycling bins are available, they use them. What is more, they often choose to walk or cycle somewhere in order to reduce carbon emissions.

There are people who believe that it is normal for the temperature of the Earth to go up and down. They don't believe that humans are causing global warming, so they don't believe that humans need to alter their behaviour. Other people may just be too selfish to lead a green lifestyle. Nevertheless, the majority of people believe the evidence and do whatever they can to combat climate change.

Ben

Writing Strategy

When you are expressing your opinions and the opinions of others, give your text a clear structure. For example:

- In one paragraph, give your opinion with two or three arguments that support it.
- In another paragraph, give the opposing view with one or two arguments supporting it. You can then say why you disagree with the opposing view (a counterargument).
- 3 Read the Writing Strategy and answer the questions.
 - 1 In paragraph 1 of Ben's article, how many arguments does he give in support of his opinion?
 - 2 In paragraph 2, how many arguments does he give in support of the opposing view?
 - 3 Does he give a counter-argument?

4 VOCABULARY Complete the collocations from the text with the words below.

alter cause combat lead recycle reduce Climate change

1_	plastic / paper / glass	4	your behaviour
2	carbon emissions	5	a green lifestyle
3 _	global warming	6	climate change

- >> Vocabulary Builder Climate change: page 119
- 5 Read the phrases below. Add the highlighted phrases in Ben's post to the correct group (A-D).

A Expressing an opinion

I think / don't think that ... To be honest, ... As I see it, ... I believe / don't believe that ... In my opinion, ...

B Presenting an opposing opinion

Having said that, ... On the other hand, ...

C Presenting a counter-argument

However, ... In spite of this, ...

D Making an additional point

Moreover, ... Furthermore, ... In fact, ...

LEARN THIS! Zero conditional

We use the zero conditional to talk about things that are generally or always true, especially scientific facts.

If you heat ice, it malts.

- 6 Read the Learn this! box and find a zero conditional sentence in the forum post.
 - → Grammar Builder 4H page 130
- 7 Work in pairs. Read the statement and decide if you agree or disagree. Prepare arguments for and against it. Use the ideas below to help you.

'Global warming is the most significant problem facing us today.' Do you agree?

- For: We need to protect the planet / prevent climate change / save endangered species.
- Against: There are other problems such as poverty, disease, nuclear war, etc. / Millions of people die every year because of _ / A nuclear war could destroy ...
- 8 Write your article. Use phrases from exercise 5 and your ideas from exercise 7 to help you. Follow the structure suggested in the Writing Strategy.

CHECK YOUR WORK



- · followed the advice in the Writing Strategy?
- included useful phrases from exercise 5?
- · checked the spelling and grammar?

Exam Skills Trainer

Reading

Strategy

Statements in true / false exercises often repeat words from the text, but this doesn't necessarily mean that the statements are true. Underline the key words in each statement to help you to really understand the meaning of the whole sentence and not just the individual words.

- 1 Read the Strategy. Then read the statements that follow the text and underline the key words. The first one has been done for you.
- 2 Read the text. Are the sentences true or false? Write T or F.

Hurricane in Jamaica

I was staying with my aunt and uncle in Jamaica when the hurricane came. They've lived in Jamaica all their fives so they know about hurricanes. I, on the other hand, was born in Britain because my parents came here when they were first married. They bought a house in London, found work, and my sister and I were born a few years later. Our parents always tell wonderful stories about Jamaica and we go there as often as we can. We love staying with our aunt and uncle in the north of the Island. Last year, my sister started university and my parents were busy working, so they said I could go on my own, which meant the visit was even more exciting than usual.

I went in Becember, because between October and mid-December the weather isn't as hot, but it's still lovely. However, it's also the hurricane season during those months, so you have to watch out for that. Luckily, my aunt and uncle heard the warning on the radio before I arrived, and as a result, there was already lots of extra food and drink in the house. I was glad about that, as one of my favourite things about being in Jamaka's is the food!

As soon as we saw the first signs of the hurricane, we closed the windows and the doors, and then we waited. The storm was a Category 1 hurricane, with heavy rain and winds of about 125 km/h. I played games and chatted with my cousins to pass the time, and we ate lots of food. But I remember the sound of the wind crashing around the house, day and night, and I felt quite scared. Ny aunt told me there was nothing to worry about and that they'd had worse storms than that, so I felt a bit better. While we waited, we listened to the news on the radio; there was some flooding on the roads and on farms, and some damage to buildings. The storm began on Monday, and then by Wednesday it was moving out to sea. So we weren't indoors for very long really, and afterwards, there was sunshine again!

- 1 The writer used to live in Jamaica.
- 2 Her parents are always positive about their home country.
- 3 The writer was worried about going to Jamaica this time.
- 4 Most hurricanes in Jamaica take place at the end of the
- year._____

 5 The storm surprised the writer and her family._____
- 6 The writer was afraid for the whole time.
- 7 The rain flooded their house.
- 8 The hurricane lasted for less than a week.

Listening Strategy

Before you listen, read the questions and options carefully to get an idea of what the recording is going to be about.

- 3 Read the Strategy. Then read the questions and answers and predict what the recording is about. Think about words you might connect with this topic.
- 4 Q2.04 Listen to the text and answer the questions. Circle the correct answers (A–C).
 - 1 When the writer was a child, her parents
 - A taught her the names of all the stars.
 - B bought her books about space.
 - C spent time listening to her talk about the planets.
 - 2 What is true about the writer at school?
 - A She liked science best.
 - B She imagined being a musician one day.
 - C She was talented at maths.
 - 3 When did she decide to be a space scientist?
 - A after a lesson at school about meteoroids
 - B after she saw a shooting star
 - C after she watched a film about space travel
 - 4 What did she do when she first finished her education?
 - A She worked abroad.
 B She went travelling.
 - b she werte travelling.
 - C She stayed in Britain.
 - 5 What is her advice to people who want to be space scientists?
 - A work hard at university
 - B get a good science degree
 - C study different subjects

Use of English

Strategy

If you are unsure which option is correct, cross out the option that is definitely wrong. Then read the sentence with both remaining options and decide which one sounds better. If you are still unsure, guess!

Exam Skills Trainer

5 Read the Strategy. Then read the text and complete gaps 1-8. Circle the correct answer A. B or C.

The Avengers

Superheroes are very popular: people love films like The Amazing Spider Man, Batman Begins, X-Men, Thor and Captain America. All of these films are great, but in my opinion The Avengers is '___ superhero film, I like The Avengers because it's different. Superheroes are usually lonely people - they save the world on their own. 2___ isn't how things work in The Avengers.

Loki is the bad character in the film, and he's \$ Thor's brother. The film begins when Loki and his powerful army steal the Tesseract. This is a source of energy, and Loki can use it to destroy the Earth. Nick Fury is the good character, and he's also the leader of an organisation called S.H.I.E.L.D. Nick knows that he isn't strong 4___ to fight against Loki - so he creates a team of superheroes. Now Iron Man, the Hulk, Thor, Captain America, Hawkeye and Black Widow are working together! How can they fail?

There are 5 __ characters in The Avengers, but they each have a great story and great scenes to play too. The final battle scene between the superhero team and Loki's army is the a scene in the film. The script is very clever too, and there are 7_ funny lines for all the characters.

The * ___ of putting superheroes together was amazing, and audiences loved it. The film made \$1.51 billion worldwide and received many awards

-					
1	A	good	В	better	C the best
2	A	What	В	Then	C This
3	A	too	В	also	C as well
4	A	many	В	either	C enough
5	A	a lot of	В	much	C a little
6	A	exciting	В	most exciting	C more exciting
7	A	any	В	some	C much
8	A	idea	B	opinion	C view

Speaking

Strategy

A speaking task may ask you to compare two photos showing people in different places and doing different activities. You should talk about their similarities and their differences. While you are comparing, you should also speculate about what is happening in each situation.

- 6 Read the Strategy and the phrases below. Which of the phrases could be used for talking about similarities (Si), differences (D) and speculation (Sp)? Can you add any more phrases to each category?
 - 1 (It) can't be ... because ...
 - 2 Both photos show ...
 - 3 One obvious difference is ...
 - 4 (They) must be ... because ...
 - 5 In contrast to the first photo, the second photo ...
 - 6 The common theme in the photos is ...

7 Compare and contrast the two photos.





Writing

When you have finished writing, it is important to re-read your work. Check that it is clear and makes sense. Then check again for spelling and punctuation mistakes.

8 Read the Strategy. Then read the example of a message. Underline three spelling mistakes and two punctuation mistakes.

Hi Luke.

I went to see Jurassic World last night. The storie is about a place called Jurassic World which is an artificial dinosaur resort off the coast of Costa Rica. One of the dinosaurs escapes and thats when the trouble starts! It's realy good? I love the special effects.

Anyway, while I was at the cinema, I saw an advert for a job. They want people to sell popcorn. I know you're looking for a job, so you should phone them. See you soon. Ben.

- Imagine you went to the cinema last night and are writing to your English friend. Write a message in which you:
 - · describe the film.
 - · give your opinion of the film.
 - · make a suggestion to your friend.

Ambition

Vocabulary

Jobs

I can talk about jobs and work.









Jobs

Unit map Vocabulary

Describing jobs Work activities Collocations: jobs Personal qualities

Word Skills

Prefixes

Grammar.

will and going to

First conditional

Listening Changing jobs



Reading Dream jobs



Speaking Choosing a job



- Writing An application letter
- Culture 5 British entrepreneurs



- Vocabulary Builder page 119
- Grammar Builder page 132
- Grammar Reference page 133
- Extra speaking task page 142



- 1 Look at the photos (A-D). Which job looks the most interesting, in your opinion? Why?
- 2 Q2.05 VOCABULARY Match four of the words below with photos A-D. Then listen to the wordlist and check your answers. Make sure you understand the meaning of all the words.

Jobs (1) a	rchitect	cleaner	dentist	engineer	farm	worker
hairdresser	param	edic pi	lot prog	rammer	reception	onist
sales assist	ant soli	citor sp	ports coac	h travel:	agent	waiter
Δ		В		c		

3 Work in pairs. Put all the jobs into two groups: the best-paid and the worst-paid. Then compare answers with another pair. Do you agree?

We think paramedic is one of the best-paid jobs.

We agree. / We don't agree. We think it's one of the worst-paid.

- 4 2.06 Listen to which jobs are the best-paid and worst-paid in the UK. Do you find any of the information surprising?
- 5 VOCABULARY Check the meaning of the adjectives below. In pairs, ask and answer questions about the jobs in exercise 2 using the superlative form. Give your own opinions.

Describing jobs creative challenging repetitive rewarding stressful tiring varied

Which job is the most creative?

In my opinion, it's ... / I think it's probably ...

Work activities answer the phone be on your feet be part of a team deal with the public earn a lot (of money) make phone calls serve customers travel a lot use a computer wear a uniform work alone work indoors / outdoors work with children work long hours / nine-to-five An au pair works with children.

7 (2.07) Now listen to four teenagers talking about their holiday jobs. Match one adjective from exercise 5 with each speaker's job. Give a reason for your choice.

1	Ellie:	tirir
2	Tom:	

3 Katie: 4 Fynn:

RECYCLE! Past simple affirmative and negative

With most verbs, we only use the past simple form (regular or irregular) of the verb for the affirmative. In the negative, we use didn't + infinitive without to. Toot the lob. / I didn't get the job.

The verb be is an exception.

The job was / wasn't very challenging.

8 Read the Recycle! box. Complete the sentences about the four teenagers from exercise 7 with the past simple affirmative or negative form of the correct verb. Look again at the work activities in exercise 6 to help you.

1	Ellie	a lot of money as an au pair.
2	She	a lot while she was with the famil
3	Tom	long hours as a gardener.
4	He	part of a team.

- 5 Katle with children every day. 6 She long hours most days.
- 7 Fynn nine-to-five as a charity fundraiser.
- phone calls to lots of people. 9 207 Listen again and check, Do any of
- 10 SPEAKING Work in pairs. Do the questionnaire opposite and write down your partner's answers.

the descriptions surprise you?

11 SPEAKING In pairs, discuss your answers to the questionnaire. Try to find the ideal job for your partner. Choose from the jobs and activities in exercises 2 and 6 or your own ideas.

You want to earn a lot of money and travel around the world. I think you should be a pilot!



Just the job?

Which is more important to you?

- a Doing a challenging and rewarding job.
- b Earning a lot of money.

Working indoors.

Do you want a job that involves travelling a lot? a Yes

> h No c I don't mind

Which sentence is true for you?

b Working outdoors

- a I like being part of a team.
- b I prefer working alone.
- - a Yes. b No.
 - c I don't mind.
- Which sounds better? a Sitting at a desk for most of the day.
 - b Being on your feet for most of the day.
- I don't mind working long hours. b I want to work nine-to-five

Which sentence is true for you?

Grammar

will and going to

I can make predictions, plans, offers and promises.

- 1 Describe the photo. How do you think the girl is feeling?
- 2 2.08 Read and listen to the dialogue.



3 Read the Learn this! box. Then find all the examples of will and going to in the dialogue in exercise 2.

LEARN THIS! will and going to

- a For predictions, we use:
- 1 going to when the prediction is based on what we can
- Look at those clouds! There's going to be a storm. 2 will when the prediction is based on what we know or
 - is just a guess. I (don't) think the weather will be warmer next month.
- b For plans, we use: 1 going to when we have already decided what to do. I'm going to stay in tonight. I've got the DVD ready!
 - 2 will when we are deciding what to do as we speak. Somebody's at the door. I'll see who it is
- c For offers and promises, we use will. I'll phone you later. I won't forget.
- 4 Match each example of will and going to in the dialogue with a rule in the Learn this! box.
 - ➤ Grammar Bullder 5B page 132

	Complete the second part of the dialogue with the correct
	form of will or going to. Who do you think will be more
	successful in the future?

Mia	Here's your umbrella	L.
Toby	Thanks, Well? 'Are y about the interview	ou going to tell (you / tell) me
Mia	I got the job! I 2	(start) on 1 August!
Toby	It's just for the sumr What ³	ner. (you / do) after that?
	A CONTRACTOR OF THE PARTY OF TH	
Mia		(study) maths at university.
	Then Is	(get) a job in finance.
	That's the plan.	
Toby	Why finance?	
Mia	It pays well. My salar	ry f (be) quite
	high.	
Toby		(be) rewarding?
Mia		t the moment, I'm more
1000	interested in being s	
Toby	Me too. That's why I	
louy		(not do) a
	degree.	Forth Control of the
Mia	I don't think you 9	(get) a very good
odnesini	job without a degree	
Toby	10	(not apply) for a job.
	l n	(start) my own business.
Mia	What kind of busine	ss?
Toby	A web-based market	ting company, I predict
	112	(be) a millionaire before I'm 25!
Mia	Really?	1776
Toby	It is	(not be) easy. But I'm confident.

6 (2.09) Listen and check your answers. How is the word to pronounced in going to?

LOOK OUT!

Well, good luck!

We can make predictions and plans more certain or uncertain by adding definitely or probably. Pay attention to the position of the adverb.

Ill definitely / probably apply for a summer job. Idefinitely / probably won't earn very much. I'm definitely / probably (not) going to travel:

- 7 Read the Look out! box. Then make notes about your own future. Write down:
 - a job you will probably do some time in the future.
 - · a job you will definitely never do.
 - something you're probably going to eat this evening.
 - something you're definitely not going to do this evening.
 - something you're probably going to buy soon.
 - a place you will probably visit this year.
- 8 SPEAKING Work in pairs. Talk about your plans and predictions from exercise 7. Use will and going to.

I'll probably work in a café some time in the future.

I'll probably work in my parents' shop.

5C Listening

Changing jobs

I can use signpost phrases to predict what I'm going to hear next.



1	VOCABULARY N	atch five of the jobs	below with photos A-E
		estate agent ga	
	groundskeeper	journalist locksm	ith photographer
	pizza delivery ma	in/woman police	officer
	stunt performer	surfing instructor	video game developer
	Α	C	E
	В	D	

- 2 Answer the questions. Use the jobs and work activites from lesson 5A to help you.
 - Choose two jobs from exercise I and describe them.
 Builders work outdoors. They're on their feet all day. I think it's repetitive work but it is skilled.
 - 2 Which is the easiest of all the jobs in your opinion? Why? I think the easiest job is That's because
 - 3 Which is the most difficult? Why?

Listening Strategy

6 a reason

Some words and phrases can help you to predict what is coming next in a listening. For example, if you hear however, you know that it will be followed by a contrasting point. Listen out for 'signposts' like these that help you understand the structure of the listening.

3 KEY PHRASES Read the Listening Strategy. Match the words below with what they indicate (1-6).

although that's because in my opinion however what is more moreover in other words what I mean is as I see it for example for instance such as not only that nevertheless in spite of this on the other hand therefore

- 1 a contrasting point
 2 an additional point
- 3 an example
- 4 a paraphrase 5 an opinion
- 4 2.10 Listen to the sentences (A-F). What do you expect
 - to hear next? Choose from items 1–6 in exercise 3.

 A | B _ C _ D _ E _ F _

5 2.11 Listen to the completed sentences and check your answers to exercise 4.

E

- 6 Complete the sentences in your own words. Use the words in brackets to help you.
 - Working in healthcare can be challenging. Nevertheless, (rewarding)
 - 2 Waiters have a very stressful job. For instance, (work long hours)
 - Having a university degree will help you get a good job.

 Not only that.
 - (earn more money)
 - 4 I don't think university education should be free. As I see it, (parents should pay)
 - 5 I don't want to be a sales assistant. That's because (deal with the public)
- 7 (23.22) Listen to an interview with Sean Aiken, who did 52 different jobs in a single year. Make notes about:
 - a how he got the idea.
 - b money.
 - c what he learned from the experience.
- 8 (2.12) Read the sentences below. Then listen again. Are the sentences true or false? Write T or F.
 - After talking to his dad, Sean knew what job he wanted to do.
 - 2 An accident outside of work prevented him from returning to his previous job.
 - 3 He found the majority of the jobs on the internet. ___
 - 4 He took a few short breaks between the jobs. ____
 - 5 Sean saved a lot of money while he was working.
 - 6 He thinks that it's important to work with people who you have a lot in common with.
- 9 SPEAKING Work in pairs. Think of five jobs that you would like to try for a week. Tell your partner what you would like about them.

I'd like to be a dentist for a week because it's a well-paid and challenging job. I'd also like to deal with the public.



Grammar

First conditional

I can talk about a future situation and its consequences.

1 Describe the photo. What is the job of the man on the right? Use the words below to help you.

button doors floor lift close(v) operate(v) open (v) press (v)

2 Read the text and check your answer to exercise 1. What other jobs do you think might disappear in the future?



A hundred years ago, every lift had an operator who stopped the lift at the different floors, and opened and closed the doors. That job no longer exists because lifts are now automatic. Which jobs that people do today will disappear because of technology? Most people book their holidays online. If this trend continues, travel agents will probably become unnecessary. Self-service check-outs at supermarkets are becoming very common, and so are automated toll booths on motorways. Many people now read the news online. If newspapers disappear entirely, we won't need newsagents. And what will happen if everyone learns online instead of in a classroom? Teachers might disappear!



3 Look at the highlighted first conditional sentence in the text in exercise 2, and read the Learn this! box below. Complete rule a with present simple and will + verb. Then find two more examples in the text.

LEARN THIS! First conditional

- a We use the first conditional to predict the result of an action. We use the 1______ to describe the action, and 2_ to describe the result. If I get the job, I'll have to move to New York.
 - b The if clause can come before or after the main clause. If it comes after, we don't use a comma. I won't take the job if it isn't challenging enough.

- 4 Match the two halves of the sentences.
 - People will no longer need guidebooks ____
 - If people can find flats and houses online.
 - 3 We won't need switchboard operators ____
 - 4 If there aren't any schools,
 - 5 Teenagers won't get jobs delivering papers ___
 - a will we need teachers?
 - b if they use tourist information websites.
 - c if all companies use automated telephone systems.
 - d if newspapers only appear in digital form.
 - e we won't need estate agents.
- ➤ Grammar Builder 5D page 132

i	Complete the first conditional sentences. Use the present
	simple or the will form of the verbs in brackets.

1	1	(quit) my job if I	(not get) a pay
	rise.		
2	If you	(be) confident, I th	ink you
	(do) well in	the interview.	

- (look for) a job in finance if I (pass) all my exams. 4 If you ____ _ (not go) to university, you _
- (not earn) as much money. (be) much happier if you___
- (find) a less stressful job. (go) wrong,_ 6 If my computer_
- (fix) it for me? 6 Complete the email. Use the correct form of the verbs in

bracke	ets.	
To:	pierre@email.com	
Hi Pier	Tre.	

Thanks for your email. I am well, thanks, but very busy at the moment as I have school exams next month. I'm sure I (work) hard, but I want to do really well. If I ?

to study science at the University of London. If my marks (not be) so good, 1 6 __ (probably / go) to

another university - maybe Sheffield: [have] time, [* (email) you again before the exams. If I * (not have) time, I 10

touch soon after. Anyway, I still hope to come and see you in Paris in August, If I * (find) a well-paid summer job. I (be able to) afford the plane ticket. Fingers crossed!

7 SPEAKING Work in pairs. Ask and answer the questions.

What will you do if ...

Love, Emma

- 1 you lose your mobile phone?
- 2 it rains all day on Saturday?
- 3 you get good marks in your final exams?
- 4 you don't feel well tomorrow morning?
- 5 you forget to do your homework at the weekend?
- 6 you can't sleep tonight?

What will you do if you lose your mobile phone?



Word Skills

Prefixes

I can use and understand a range of prefixes.

1 SPEAKING Work in pairs. Think of two advantages of going to university and two advantages of going straight into a job after leaving school. Use the phrases below to help you.

get qualifications earn money get into debt have a good social life feel pressure get stressed be unemployed have a good time be independent learn a lot gain opportunities

2 Read the text. Why is Andrew going to the USA?



Entertainment Music Health Technolog

Is university education overvalued?

Eighteen-year-old Andrew Brackin has received \$100,000 to go and live in San Francisco, California. for two years, But there is a catch. During that time, he can't go to university or study. Instead, he has to develop his own business, a website that helps charities to raise moneu.

The money comes from Peter Thiel, multi-millionaire and co-creator of PayPal. Every year, Thiel selects 20 students from thousands of applicants. He only chooses those with the best business ideas. Andrew got through the semi-finals, which involved a Skype call, and then flew to San Francisco for the final. There, he had to present his ideas to an audience of important business people from Silicon Valley.

Thiel is an ex-student himself - he went to the BRIT School in London - and he has strong views on university education. He feels that many young people apply for degree and postgraduate courses without really thinking about what they want to do afterwards. They overestimate the benefits of university education and undervalue the benefits of working in business.

3 Read the Learn this! box. Then read the text in exercise 2 again and find words with seven of the prefixes in the table.

LEARN THIS! Prefixes

Prefixes change the meaning of nouns, adjectives and verbs. Sometimes a hyphen is used with a prefix and sometimes it is not (e.g. semi-final, semicolon). You may need to check in a dictionary.

Prefix	Meaning	Example
co	with	co-operate
ех	former	ex-wife
mini:	smail	miniskirt
micro	extremely small	microchip
mis	wrongly	misunderstand
multi	many	multicoloured
over	too much	overcooked
post	after	post-war
re	again	rewrite
semi	half	semicircle
under	too little	undercooked
sub	under	submarine

- 4 USE OF ENGLISH Rewrite the sentences, replacing the underlined words with a word starting with the prefix in brackets.
 - I spelled the word wrongly (mis) I missipelled the word.
 - 2 My mum doesn't get much money for the job she does.
 - 3 Mick slept for too long and missed his bus. (over)
 - 4 We drove to the match in the small school bus, (mini)
 - 5 Please write the sentence again. (re)
 - 6 We live in a society with lots of people of different cultures. (multi)
- 5 SPEAKING Work in pairs. Ask and answer the guestions. Give extra information where you can.
 - 1 When did you last use a microwave oven? (What did you cook or reheat?)
 - 2 When did you last re-read a book because you enjoyed it? (What?)
 - 3 Which jobs do you think are overpaid? (Why?)
 - 4 When did you last misunderstand something? (What?)
 - 5 Are you good at multi-tasking? (Give an example.)

When did you last use a microwave oven?

Last weekend.

What did you cook?

I reheated some pasta.

Dream jobs

I can understand a text about people's ideal jobs.





2 Look quickly at texts A-C opposite. Match each text with a photo from exercise 1 (1-3) and one of the titles below. There are two extra titles.

a	Duvet tester	Photo_	Text
Ь	Lego sculptor	Photo_	_ Text
c	Costume designer	Photo_	Text
d	Film tagger	Photo_	Text
e	Special effects designer	Photo	Text

Reading Strategy

When you complete gap-fill sentences about a text, the words you need to write are in the text. However, the words immediately before or after the gap may be different. Think carefully about the meaning and look for synonyms and paraphrases.

3 Read the Reading Strategy. Then look at the sentences in exercise 4 below. Find a synonym or paraphrase in the text for each underlined phrase in the sentences.

4 Complete the sentences with information from the text. Use your answers to exercise 3 to help you.

1	The Lego company was very keen on the
	that Andrew Johnson sent with his job application. [1 word
2	Andrew is happy to earn money for something that used t
	be a[1 word]
3	Jo Unsworth has a job at a famous British
	[2 words]
4	Jo's university qualification helps her to identify
	when she sees it 12 words

5 An advantage of the job is that Joe Mason can when he wants. It word!

6	A	disadvantage of the job is that Joe can't
	W	hat programmes to watch [] word]



5 VOCABULARY Complete the job-related collocations from the texts using the verbs below.

have have join look notice offer send take Collocations: jobs

1	torajob
2	an advertisement
3	in an application
4	somebody a job
5	a team
6	the job of (doing something)
7	a degree (in something)
8	a day off

6 SPEAKING Work in pairs. Decide which of the three jobs looks a) most fun and b) most difficult. Explain your decision. Use the words below to help you, and your own ideas.

badly-paid creative challenging repetitive rewarding stressful tiring varied well-paid

As I see it, the job of Lego sculptor would be quite repetitive.

I don't agree. I think ...

7 INTERNET RESEARCH Look at online job advertisements. What is the best job you can find? Explain why you think it is the best.

The best job is ... It's a great job because:

- · it's challenging / rewarding / well-paid, etc.
- itisett
- you can travel / work alone / work outside, etc.
- · you don't have to_

The **best** jobs in the world ... probably

Q 2.13

Back in 2012, Andrew Johnson was near the end of his History & Photography degree in Chicago. He planned to apply to film school after graduation, rather than look for a job. But then his dad noticed an advertisement for a job with toy manufacturer Lego. Andrew, who was already a Lego fan, sent in an application. It included a video of himself making models. The company loved

- 5 it and invited him to take part in an unusual interview. He had to compete against seven other finalists in a model-building test. Andrew won, and as a result, they offered him a job; he joined the team at Legoland Discovery Centre in Illinois as a Master Model Builder. He meets visitors and helps to give them exciting new ideas. Perhaps one day he'll go to film school, but for now, he's happy. 'Lego was always just a hobby, but now I can do what I love and get paid for it,' said
- to Andrew in an interview.
- Do you find it difficult to get out of bed sometimes, especially on frosty winter mornings? Well, imagine having a job where you don't have to. Jo Unsworth works as a duvet tester for John Lewis, a British department store. She has the job of finding the most comfortable duvets in the world to sell in their shops. Jo has a degree in textiles, so she can recognise good quality.
 - is But the real test of a duvet is sleeping under it. 'It's probably the only career where it's OK to fall asleep while you're at work,' Jo says. She often can't believe how lucky she is to have her 'dream job'! What is more, she finds it rewarding: 'If I do my job properly, hundreds of other people sleep better, It's brilliant!'
- Some film providers like Netflix employ people to watch new films and TV series from the comfort of their own home! Their job is to make a note of what type of film it is (horror, rom-com, etc.) and what age group and type of person might like it. The film provider can then recommend it to their members. Joe Mason finished his degree in film studies about two years ago and didn't know what to do next. Then he read an article about film taggers. 'It sounded like a fantastic job so I did some research online and wrote to Netflix,' said Joe. At first they
 - 25 weren't interested, but when Joe told them he speaks fluent French his mum is French they gave him a job. He watches French films and TV programmes, 'It's a great job because I can work when I want. I can take a day off if I like and work at the weekend instead." The only problem with the job is that Joe can't choose what he wants to watch. 'Sometimes I have to watch 15 episodes of rubbish! But I shouldn't complain really."

Speaking

Choosing a job

I can compare and contrast different holiday jobs.

1 Sales assistant wanted for busy clothes shop. Hours: 9.00 a.m. - 5.30 p.m. Mon-Sat. £6.50 an hour.

the same at the same of the sa



Fruit-pickers needed! Get out in the fresh air and come and pick strawberries! The more you pick, the more you earn! You can earn up to £300 a week if you work really hard! Hours: 8 a.m. - 4 p.m.



3 Dish-washer needed to join the friendly team in our restaurant kitchen. £8 an hour. 11 a.m. - 4 p.m. and 7 p.m. - 11 p.m.



Match job adverts 1-3 with photos A-C.

2

2 VOCABULARY Check the meaning of the words below. Then discuss questions 1-2 in pairs.

Personal qualities enthusiastic flexible friendly good at communicating hard-working honest patient physically fit reliable

1 In your opinion, which three qualities are generally most important at work?

In any job, it's important to be ..., ... and ...

2 Choose one quality that you think is most important for each of the lobs in exercise 1. Give reasons for your opinions.

Fruit-pickers work long hours outdoors, so they really need to be ..

>> Vocabulary Builder Personal qualities: page 119

3 Read the task below. Then listen to a conversation between a candidate and the examiner. Answer the questions.

You want to get a holiday job in order to save some money. Discuss the three job adverts with a member of staff at the job agency. Decide which job you will do and why.

- 1 Which job does the candidate choose?
- 2 What is her main reason for choosing it?
- 3 What are her main reasons for not choosing the other two jobs?



Speaking Strategy

When you discuss a topic and give reasons for your opinions, try to include some complex sentences. For example, use words like although / even though, nevertheless and however to make contrasts.

4 (Q214) KEY PHRASES Read the Speaking Strategy. Then listen again and complete the phrases using the words below.

choosing hours kitchen long pay tiring well-paid well-paid

Making contrasts

Although it's 1	, it will be very	
I'm sure I'll enjoy it eve	n though the 3	are
The job is quite 5	However, I r	eally don't war

is not very good. Nevertheless, I'm this job because I'm interested in fashion.

LOOK OUT!

We often use find + noun + adjective and find it + adjective (+ infinitive) to give a personal reaction or opinion.

I will find the job stressful

I find it difficult to concentrate

- 5 Read the Look out! box. Then work in pairs and say which job in exercise 1 you would choose and why. Include the structure from the Look out! box.
- 6 SPEAKING Work in pairs. Turn to page 142 and do the extra speaking task. Use words and phrases from this lesson in your answer.



Writing

An application letter

I can write a letter applying for a job.

- 1 Read the formal letter. Match elements a-g with parts 1-7 of the letter.
 - a the address the letter is going to ___
 - b the writer's name
 - c the writer's address
 - d the date
 - e the writer's signature
 - f the person the letter is going to ___
 - g the subject line
- 2 Complete the paragraph plan by matching paragraphs A-E of the letter with descriptions 1-5 below.
 - 1 Paragraph D: what you are sending with the letter and when you can start work
 - 2 Paragraph __: what you would like to happen next
 - 3 Paragraph __: what the job is and how you found out about it
 - 4 Paragraph __: why you are interested in the job
 - 5 Paragraph __: why you are the right person for the job
- 3 In which paragraph does Grace mention ...
 - 1 her plans and intentions? What are they?
 - 2 her personal qualities? What are they?

Writing Strategy

When you write a formal letter.

- . Start with: Dear (Mrs White), if you know the name of the person, or Dear Sir or Madam, if you do not.
- . You can include a subject line at the start, similar to the subject line of an email.
- · Write in paragraphs. One-sentence paragraphs are fine for opening or closing an application letter.
- . Do not use colloquial language or short forms (I'm, there's, etc.).
- · Finish with Yours sincerely, if you used the person's name at the start, or Yours faithfully, if you did not.
- 4 Read the Writing Strategy, Answer the questions.
 - 1 What is the subject line in Grace's letter?
 - 2 Does Grace include any one-sentence paragraphs?
 - 3 How does Grace express these things in a more formal way?
 - a | really want to ... (paragraph B)
 - b | think I've got ... (paragraph C)
 - c if you ask me to. (paragraph D)
 - 4 Why does Grace end the letter with Yours faithfully?
 - >> Vocabulary Builder Formal language: page 119

The Manager ²Harleys Department Store Palace Walk, London

> 314 Langley Drive London 430° May 2017

Dear Sir or Madam

Application for the role of sales assistant

- A I noticed your online advertisement for a sales assistant during the summer and am writing to apply for the post.
- B In October, I am going to start a degree in design at Brighton University. Until then, I am keen to find a position which suits my interest in fashion.
- c I have experience of working in retail. Last summer, I spent six weeks as a sales assistant in a clothes shop. Furthermore, I believe I possess all the necessary personal qualities for the post. I am hard-working, honest and reliable.
- D I am enclosing my CV, including full contact details. I can send references on request. If I pass my exams in June, I will be available to start work in July.
- E I look forward to hearing from you soon.

Yours faithfully,

G Browning Grace Browning

5 Read the online job advert below and plan an application Paragraph A: waiter in a hotel - online advertisement

letter. Follow the paragraph plan you completed in exercise 2.



JUST ADDED

Summer jobs in catering

A busy London hotel is looking for hard-working, polite and reliable waiters for the summer months (July -

September). Experience an advantage. Apply in writing, enclosing your CV, to: The Restaurant Manager, Clarks Hotel, Bond Street, London.

6 Write your letter. Use your plan from exercise 5.

CHECK YOUR WORK



- · followed your paragraph plan?
- · used appropriately formal language?
- · checked the spelling and grammar?

6 Tourism

6A

Vocabulary

Worth a visit

I can describe visitor attractions.

1 SPEAKING In pairs, look at the photos of visitor attractions (A–G). Do you know which countries they are in? Match them with the countries on the map (1–7).

__ B__ C__ D__ E__ F__ G

2 VOCABULARY Match seven of the words below with photos A-G from exercise 1.

Visitor attractions aquarium botanical gardens castle cathedral fountain harbour market mosque museum national park palace ruins statue temple theme park tower water park

A ____ C ___ E ___ G ___

3 Q2.15 Listen to the words in exercise 2 and check your answers to exercises 1 and 2.

4 VOCABULARY Check the meaning of the adjectives below. Then look at the photos in exercise 1 again. Can you match any of the adjectives to the photos?

Describing visitor attractions atmospheric beautiful boring busy cheap crowded disappointing expensive historic impressive peaceful remote romantic spectacular touristy









Unit map

■ Vocabulary Visitor attractions

Describing visitor attractions Compound nouns Tourist attractions

● Word Skills

Compounds

Grammar Present perfect

Past simple and present perfect contrast

Listening Check your ticket!



 Reading Holidays without parents



Speaking Planning a holiday



Writing A holiday blog

Culture 6 Alcatraz



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5 Describe three places in your own or another country using adjectives from exercise 4.

The old market in ... is quite cheap.

I think ... is a very peaceful place.

in my opinion, ... is touristy and expensive.

6 246 Listen to a tour guide talking to tourists on a coach. What countries are they going to visit? Write them in order. Choose from the countries below.

Croatia the Czech Republic Germany Greece Hungary Italy Latvia Lithuania the Netherlands Poland Slovakia Slovenia Turkey

Germany....

- 7 (2.16) Listen again. Match the tourist attractions they will visit with countries from exercise 6. Which adjectives from exercise 4 does the guide use to describe each attraction?
 - 1 Havel's Market touristy
 - 2 The Liberty Statue

RECYCLE! will and going to

We use going to to talk about plans and intentions. We're going to spend a day in the capital, Prague. We use will to make predictions based on our own ideas. It will be very cold!

- 8 Read the Recycle! box. Imagine you are going to visit three places anywhere in the world. Think about the places and why you want to visit them. Use adjectives from exercise 4.
- 9 SPEAKING In pairs, ask and answer questions about your plans from exercise 8. Use going to for plans and will for predictions.

Where are you going to visit first?

I'm going to visit the Grand Canyon in the USA.

Why do you want to go there?

Because I think it will be really spectacular!







Grammar

Present perfect

I can talk about recent events.

Dear Jenny,

vear Jenny, Me're been in Florence for three days.
What an amazing cityl the weather hasn't been very good, so we've been to a lot of museums and art galleries. I've seen Michelangle's David and hundreds of boautiful paintings. I've bought you a sowvenir. Have you missed me?
Leve, Ella. Leve, Ella.

P.S. I had a text from Dylan. He's passed his driving test! Dear Jenny.

We've been in Florence since
Monday. The weather's terrible,
so we haven't done much in fact
we've spert most of our fine in
miscums. Yee seen about five hundred
paintings and I've had enough! Ella hash't

asked mic what I want to do. How long have we been friends? Unbellevable!

Love, Madison

5 Complete the phone conversation with the present perfect form of the verbs in brackets.

Ted Hello?

Molly Hi Ted, it's Molly.

Ted Hi, Molly. Are you enjoying your holiday?

Molly Yes Backpacking is great! I've met (meet) s

y Yes. Backpacking is great! I "vo met (meet) some really interesting people.

Ted How long 2 (you / be) away?

Molly 13 (be) away for ten days.

Ted * (you / reach) Istanbul?

Molly No. I'm still in Italy. We 5

(stop) at some interesting places – Rome, Pisa ...

(visit) lots of ruins but

(not buy) any souvenirs.

Ted | (you / take) many photos? Hundreds, But I * (not put) them on my Facebook page. Is there any news from home? Ted (break) his

since Monday. But the doctors ...

Molly Oh no! I * _____ (use) all my credit. Byel

(be) in hospital

6 (2.17) Listen and check your answers.

ankle. He 11

- 7 Imagine you are on a backpacking holiday. Invent answers to these questions and make notes.
 - a How long have you been away? (Use for or since.)
 - b Which countries have you visited? (Three countries.)
 - c Which of these things have you done? (Choose two.)

buy souvenirs meet interesting people sunbathe swim in the sea take lots of photos watch TV

8 SPEAKING Work in pairs. Role-play a phone call about your holiday, taking turns to be A and B.

Student A: You are on holiday. Answer B's questions using your notes from exercise 7.

Student B: Your friend, A, is on a backpacking holiday. Find out:

- how long he / she has been away.
- where he / she has visited.
- what activities he / she has done.

How long have you ...? Where have you ...? Have you swum in the sea? Have you ...?

- 1 Look at the photo. Can you identify the city and / or country?
- 2 Read the postcards and find the answer to the question in exercise 1. Who is enjoying the holiday more, Ella or Madison?

LEARN THIS! Present perfect

We use the present perfect:

- a to give news, when we do not say exactly when the event happened. Guess what? I've won a competition!
- b to talk about events during a period of time (e.g. a holiday) that is still continuing. I'm in Paris. I've vielted a museum but I haven't seen the Eiffel Tower.
- to ask how long a situation has existed. Howlong have you been in Spain?
- d with for or since to say how long a situation has existed. We use for with a period of time and since to say when it started.

We've been in Spain for a week / since Tuesday.

3 Read the Learn this! box. Find at least one example of rules a-d in the postcards.

LOOK OUT

We often use been (instead of gone) as the past participle of go. It means the person has gone and come back.

She's been to a museum. (She's now back at the hotel.)
She's gone to a museum. (She's still there.)

4 Read the Look out! box. Then find all the examples of been in the postcards and decide whether each one is from the verb be or the verb go.

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Listening

Check your ticket!

I can understand and use emphatic stress.



- 1 SPEAKING Describe the photo. Where are the people? What are they doing? What do you think they are saying?
- 2 (2.18) Read and listen to the sentences describing the photo. Correct the information in the sentences.
 - 1 The flight attendant is wearing a blue top, red
 - 2 She's handing a meal to the man.
 - 3 The man next to the flight attendant is wearing a white jacket.
 - 4 The woman on the right is wearing a T-shirt.
 - 5 The food is in a cardboard box.
 - 6 We can see a woman in glasses in front of the man in the white shirt.
- 3 (2.19) Listen and check your answers to exercise 2. Which words are stressed? Read your answers to your partner, stressing the correct words.
- 4 (22.20) Read and listen to the dialogue. When, where and how did Lydia go on holiday in the summer?

Tom Did you go to Spain in July?

No, we went to Portugal. And we went in August. Lydia

Tom Where did you fly to?

Lydia We drove there, actually.

Listening Strategy

Notice the way that speakers emphasise certain words to stress an alternative or to correct what someone has

"Would you like a double room or a single room?" 'A double room, please.

"Does the plane arrive at nine?" 'No, it arrives at five." 'Dave's in Paris, 'No. he Isn't. He's in Rome.

5 Q2.20 Read the Listening Strategy. Which words in the dialogue in exercise 4 do the speakers stress emphatically? Listen again and check.

- 6 Disten to the sentences, Pay attention to the words that are stressed. Circle the sentence in each pair (a or b) which the speaker is replying to.
 - 1 No, he flew to Italy last summer
 - (a) Did Sam fly to France last summer?
 - b Did Sam fly to Italy last spring? 2 I'd like a black coffee, please.
 - a Would you like a drink?
 - b Would you like white coffee or black coffee?
 - 3 No, we're meeting at three fifty.
 - a Are we meeting at three fifteen?
 - b Are we meeting at two fifty?
 - 4 I haven't got a credit card.
 - a You can buy the tickets by credit card.
 - b Why didn't you buy the tickets online?
 - 5 I'll have a ham sandwich, please.
 - a What kind of sandwich would you like?
 - b Would you like something to eat?
 - 6 No, I'll be on the 2.15 train.
 - a Which train will you arrive on?
 - b Will you be on the 2.15 bus?
- 7 Look at the photos. Which place would you prefer to go for a holiday? Why?





- 8 (2.22) Listen to a true story about a holiday that went wrong. What was the misunderstanding between Georgina and the travel agent?
- 9 222 Listen again. Are the sentences true or false? Write T or F.
 - 1 The woman next to Georgina was the first to mention
 - Georgina booked the holiday by phone.
 - 3 She discovered her mistake just after the plane took off.
 - 4 The flight attendant was kind and helpful.
 - 5 The travel agent has given her a free holiday in Australia. ____
- 10 SPEAKING Work in pairs. Prepare an interview with Georgina Hepworth.

Student A: Prepare five questions using the prompts below. Student B: Prepare the answers.

- 1 where / buy your ticket?
- 2 where / want to go?
- 3 when / realise your mistake?
- 4 what / happen / on the plane?
- 5 you / finally go to Granada?
- 6 you / get any compensation?



Grammar

Contrast: past simple and present perfect

I can distinguish the use of the past simple and the present perfect.

1 Describe the photo in exercise 2. What has happened? Use the words below to help you.

fall over hurt him / herself lie ski (v, n) snow

- 2 223 Read and listen to the dialogue. Answer the questions.
 - 1 When did Fred go to Bulgaria?
 - 2 What happened to him while he was there?



- Beth Have you ever been to Bulgaria?
- Fred Yes, I went there last year with my family. Have you been there?
- Beth No, I haven't. What cities did you visit?
- Fred We didn't visit any cities. We went skiing,
- Beth Sounds great. I've never been skiing, but I'd love to go. Was it good?
- Fred Not really, I fell and broke my leg on the first day, so I spent the rest of the holiday in hospitall
- 3 Find all the examples of the present perfect and the past simple in the dialogue in exercise 2.

LEARN THIS! Past simple and present perfect contrast

a We use the present perfect to talk about an experience at any time in the past. The exact time of the experience is not stated.

I've read 'The Hobbit' three times.

Have you ever travelled by helicopter?

b We use the past simple to talk about a specific occasion

I watched a good film on TV last night. Did you go to Newcastle last weekend?

We often use the present perfect to ask and answer questions about an experience, and then use the past simple to give specific information about it. 'Have you ever been to the USA?'

Yes, I have I went to New York last winter.

4 Read the Learn this! box. Why are some verbs in the dialogue in exercise 2 in the past simple and others in the present perfect? Use rules a-c to explain.

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LOOK OUT!

We use finished-time phrases (e.g. yesterday, last week, at 2 p.m.) with the past simple but not with the present perfect.

I went to London last May.

I've been to London last May. X

complete the sentences.

5 Read the Look out! box. Circle the correct words to

- 1 I travelled / I've travelled to Paris on the Eurostar last May.
- 2 Tom loves the Hunger Games books. He read / He's read
- 3 'Did you ever eat / Have you ever eaten at the Chinese restaurant in town?' 'No. never.'
- 4 I bought / I've bought this scarf on Saturday. Do you like it?
- 5 Where's my maths homework? Oh, no! I forgot / I've forgotten it!
- 6 Army went on holiday to France last week. She met / She's met some really nice people.
- 6 Complete the dialogue with the verbs below. Use the present perfect or the past simple. Remember the difference between been and gone. (See the Look out! box on page 60.)

be go go not see spend take visit visit watch you ever abroad? B Yes, 12 the USA last summer with my family. A What* it like? 14 never to America B Really interesting. We 5 a week in New York. a boat trip round Manhattan and we

a basketball game at Madison Square Garden. A Cool! * the Empire State Building?

B Yes, but it was foggy so we 9

- 7 Write questions from the prompts. Use Have you ever ... ?
 - 1 travel / on a plane? Have you ever travelled on a plane?
 - 2 lose / anything while travelling?
 - 3 buy / anything online?
 - 4 eat / food from another country?

 - 5 download / music? 6 miss / a train, bus or plane?
 - 7 forget / to do your homework?
 - 8 go/abroad?
- 8 SPEAKING Ask and answer the questions in exercise 7. If the answer is 'Yes', ask a follow-up question.

Have you ever travelled on a plane?

Yes, I have.

Where did you fly to?

I flew to London.

Word Skills

Compounds

I can understand and use a range of compounds related to travel.



- 1 SPEAKING Describe the photo. Where is the boy? What is happening? Why?
- 2 Read the text. Who first realised that the boy did not have a ticket?
- a a passport control officer
- d a flight attendant
- b a waiter
- e a police officer
- c a security guard
- 3 VOCABULARY Read the text again. Complete the compound nouns.

At an	airport				
bag d	rop	depar	rture 4	seat b	pelt
t	carousel	5	attendant	7	check
boarding 2		flight number		security *	
3	crew	hand luggage		window seat	
check-in desk		passo	oort 6		

4 Which items in exercise 3 do you find in an airport terminal? Which five do you find on a plane?

LEARN THIS! Compound nouns: noun + noun

- a Most compound nouns are formed from two nouns.
 - b We usually write them as two words (travel agent), but sometimes as one word (whiteboard) or with a hyphen
 - (film-maker). Check in a dictionary.

 The stress is usually on the first noun. whiteboard
 - 5 Q2.24 Read the Learn this! box. Then listen and repeat the compound nouns in exercise 3.
 - 6 Complete the text below with compound nouns from exercise 3.

When you arrive at the airport, go to the to

9	•		d	٢	1	
	•	4	۸	ı		
	3	ч	n	٧		

The clerk will c	heck in your lug	gage and might ask if you
want an aisle s	eat or a 2w	. He or she will
give you a 3b	. Sh	now your passport at
*p	You will also	have to go through a
⁵ S	_, where they X-	ray your ⁶ h
Then you reach	n the 7d	, where there are
duty-free shop	s. You can find y	our flight on the departur
board by looking	ng at the 4	or the departure
time. When the	ey announce you	r flight, go to the gate.

Can I see your boarding pass?



A nine-year-old boy managed to get on a plane without a ticket or boarding pass and fly from Minneapolis to Las Yegas. He didn't have to go through passport control as it was a domestic flight, but he managed to pass all the security checks without any problem.

The previous day, security cameras filmed him stealing suitcases from the baggage carousel in the arrivals hall and then ordering a meal in a restaurant in the terminal building. However, after the meal he told the walter that he had to go to the toilet, and left the restaurant without paying. The following day he returned to the airport, walked through to the departure lounge and then boarded a plane. Apparently, he stayed close to another family as they passed though airport security.

On the plane, the cabin crew became suspicious of the small boy sitting alone in first class. A flight attendant contacted the Las Vegas police, who met the boy when the plane landed.

LEARN THIS! Compounds

We can also form compounds from an adjective and a noun.

single room first class half board full time high season online check-in

- 7 Read the Learn this! box. Find one of the compounds in the text in exercise 2.
- 8 Q2.25 Match the words in A with the words in B to make five more compounds. Then listen and repeat all the compounds in the Learn this! box and below.
 - A double economy full low part
- B board class room season time
- 9 Complete the sentences with compounds from the Learn this! box and exercise 8.
 - I'm travelling alone so I'm going to book a ______ at
 the hotel.
 - 2 _____ accommodation at a hotel includes breakfast and dinner.
 - 3 There's much less room in _____ than in first class.
 - 4 August is _____, so holidays are much more
 - 5 My mum is a check-in clerk, but she only works

expensive.

- 6 You can use the _____ and print your boarding pass at home.
- 10 SPEAKING Look at the text in exercise 2 for two minutes. Then cover it and retell the story in your own words.

A young boy went to Minneapolis Airport one day __



Reading

Holidays without parents

I can understand a text about holidays without parents.

- 1 SPEAKING Describe the pictures. Then say which holiday looks more enjoyable, and why.
- 2 Look through the texts quickly. Match two of the three texts (A-C) with the pictures (1 and 2).

3 Read the texts. Match the three writers (Hilary, Kevin and Terry) with the sentences below.

This writer:

- had an enjoyable experience with a friend.
- 2 had an experience that friends found amusing.
- 3 had an embarrassing experience with an adult.

H'ree at last

having a wild and exciting time. But is it really like that? We asked three writers to tell us their personal experiences.

A Hilary Bradt: co-founder of a travel guide company

When I was fifteen, I went to stay with my penfriend in north Germany. It was my first trip abroad and the first without my parents, and I hated every minute of it. The worst moment was probably the time when I was alone in the house and somebody rang the doorbell. They rang it again and again but I ignored it. Then I saw the visitor walking around the house looking through the windows. Frightened, I hid under the dining-room table. That afternoon, Christina's mother came home from work and said, 'I needed to pick up some papers from the house today and I didn't have my key. I rang the bell. But you didn't hear me.' 'Oh, I was in my room, I expect, I said. 'Sorry!' My face went red, because she knew I was lying. I'm certain she saw me under the table.

B Kevin Rushby: writer

At sixteen, I hitch-hiked down to Cornwall in the south-west of England with a friend. We spent the holiday walking along the coastal path with a tent and a backpack, staying at campsites on the way. The weather was fantastic and the sea was beautiful. We had almost no money and lived on sandwiches and tea. One of the first things I learned was this: a fire and a mug of tea can make the world seem perfect. The second thing: spending more money does not mean having more fun. What really mattered was talking to people, I had to do lots of chatting, negotiating, discussing and questioning. Strangers could be very helpful and interesting, I discovered. They could also be dangerous, boring and stupid. It was up to me to judge them and decide - and that skill has been useful to me many times since then. I wrote it all down, but I've lost the notebook now, unfortunately.

4 Read the Reading Strategy, Then look at questions 1-5 in exercise 5. Find the underlined words in the text and explain why those options are not correct.

Reading Strategy

Do not assume that because a multiplechoice option contains words from the text, it is correct. Focus on meaning, not on individual words.

Treat each option as a true or false task in order to find the option that is true.

Terry Alderton: comedian

My friends and I were nineteen and on holiday in the coolest place in the world: Ibiza. On the first day, I fell asleep on the beach - with no suncream. My friends knew I was getting sunburned, but they didn't wake me up because they thought 35 it was funny. When I woke up, I felt a little sore. Then I took off my sunglasses and my friends all fell on the floor, laughing. I had two clear white rings around my eyes! That night, we all went out dancing and of course 40 I had to keep wearing the same sunglasses because of my sunburn. I wasn't enjoying myself, so I left before my friends. For some reason, I didn't want to wait for a bus back to our hotel, so I walked seven kilometres along busy roads. When I finally arrived, my friends were already there, sitting around the pool. I've never understood how they got there so quickly.

d why Hilary did not want to open the door. b decided to hitch-hike around south-west England. 5 Terry decided to walk back to the hotel because a he wanted to get back to the hotel before his friends.

- 5 Circle the correct answers (a-d).
 - 1 Hilary went red because her penfriend's mother knew
 - a that Hilary didn't hear the doorbell.
 - b that Hilary was in her bedroom.
 - c that Hilary was not telling the truth.

 - 2 On Kevin's first holiday without his parents, he
 - a walked all the way to the south-west of England.

 - c spent the holiday at a campsite in Cornwall.
 - d camped at various places along the coast.
 - 3 Meeting lots of different people taught Kevin
 - some useful skills that he later lost.
 - b that negotiating with strangers can be dangerous.
 - c how to decide what strangers are like.
 - d that talking to strangers is usually boring.
 - 4 Terry had circles around his eyes because
 - a his friends put lots of suncream on his face.
 - b the rest of his face was red from the sun.

 - c his eyes were sore from too much sun.
 - d he wanted to make his friends laugh.
 - - b he knew there were no more buses.
 - c he didn't feel like standing at the bus stop.
 - d he knew it was not very far.
- 6 SPEAKING In pairs, decide which holiday experience was the best and which was the worst. Give reasons. Which holiday (A, B or C) would you prefer to go on?
- 7 VOCABULARY Form holiday-related compound nouns by matching the words below with words 1-8. All of the compounds are in the texts.

bi	urn	cream	friend	glasses	guide	pack	programme si	te
1	trav	el	3	pen	5	camp	7 sun	
2	trav	el	4	back	6	sun	8 sun	

RECYCLE! First conditional

Remember: we form the first conditional with the present simple in the if clause and will in the main clause.

If we forget to pack suncream, we'll get sunburned.

8 Read the Recyclel box. In pairs, imagine you are going on holiday with some friends. What will be the advantages and disadvantages of being without adults? Use the if clauses below for ideas.

if we run out of money if we lose our passports

if we get ill if we don't want to go sightseeing

if we make some new friends if we argue with each other

SPEAKING Discuss your ideas from exercise 8 with the class. Overall, are holidays without adults a good or a bad idea?

If we become ill, our parents won't be there to look after us.

Yes, but on the other hand, if we don't want to go sightseeing, we won't have to



Speaking

Planning a holiday

I can discuss and plan a holiday trip.

- 1 SPEAKING Describe the photo. Where are the people? What are they doing?
- 2 VOCABULARY Check the meaning of the tourist attractions below. Which are places and which are events?

Tourist attractions art gallery carnival church concert festival monument musical safari park old town opera house park restaurant shopping district square theatre

3 Read the task below. Then listen to a candidate doing the task. Which attractions from exercise 2 do they mention?

You are planning a trip to London with a friend. Discuss the trip with your friend and agree on:

- · accommodation in London.
- · the tourist attractions you will visit.
- · places to eat.
- · the best way to travel around.
- 4 KEY PHRASES Look at the phrases for making suggestions (1-6) and say what follows them: a) verb + -ing, b) infinitive with to. c) infinitive without to.

Making suggestions 1 Shall we ...?

- 5 What about ... ?
- 2 Let's ...
- 6 It would be nice ...
- 3 Do you fancy ...?
- 7 We could always ...
- 4 Why don't we ...?
- 5 KEY PHRASES Complete the phrases with the words below.

both good keen like mind not rather really sounds suggestion sure that think

like a great idea.

Accepting a suggestion

That1

What a 2 ideal that idea That's a 4 good plan. Yes. Why 3 Let's do 6 Declining a suggestion

I'm not? about that. Idon't* _ that's a great idea. I'm not very 9 on that idea. 1'd 10 not. Expressing no preference

Idon't" Either 12 is fine by me. They're 18 good ideas.

6 2227 Listen again. Which phrases from exercises 4 and 5 did the speakers use?



7 SPEAKING Work in pairs. Take turns to make suggestions using the prompts below. Your partner either accepts the suggestion, or declines it and suggests something else. Use expressions in exercises 4 and 5.

go to an Indian restaurant get some pizza stay in an expensive hotel book the hotel in advance hire bicycles in the city visit the science museum go on an out-of-town excursion travel by underground

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Speaking Strategy

If you don't understand something someone has said, don't panic! Ask for clarification. You can use these phrases:

- · Pandon?
- Could you repeat that, please?
- · Sorry, did you say ... ?
- · Sorry, what does 'tourist attraction' mean?
- 8 2.28 Read the Speaking Strategy. Then listen to another candidate doing the task in exercise 3. How many times does the candidate ask for clarification? Which words did she not understand?
- 9 Work in pairs. Read the task below and make notes.

Student A: You are the tourist.

Student B: You live near the famous town.

You are planning a trip with a friend to a famous town in your country. Discuss the trip with your friend and agree on:

- · the best way to travel around.
- · the best places to eat.
- · tourist attractions you will visit.
- · out-of-town excursions that you will go on.



Writing

A holiday blog

I can write a holiday blog post.

Holiday BLOGSPOT

8.15 p.m. @Harry445

Hi, everyone! We arrived safely in Paris on Saturday evening. It was very windy and rainy, so the Ilight was a bit bumpy. Emma screamed when the plane landed! Hillarious, lol! The weather is much better now. Still cloudy, but it's stopped raining.



We've already been up the Eiffel Tower. We took the lift up, but walked back down the stairs. We've also walked down the Champs Elysées. The shops there are really expensive, so I didn't buy anything! Yesterday we went on a boat trip on the river Seine and then visited the Louvre art gallery. We saw the Mona Lisa, which was a list disappointing. It's trip.

Tomorrow we are going to visit Disneyland. It isn't far from here. Can't wait! Then on Friday we're going shopping (but not on the Champs Elysées!) — I want to buy some souvenirs. Will post another entry tomorrow when we're back from Disneyland.

9.04 p.m. @Emily99

Sony I haven't posted since Fridayl Arrived in Snowdonia two days ago with Joanna after a long, tring journey by coach from London. There were roadworks on the motorway and an accident, so the journey took ten hous instead of six. We're steiping in a small, comfortable hotel. It's near a river The weather is sunny and dry and I can see hills and a beautiful waterfall from my window. We've afready been kayaking on the lake and abselling on a cliff near the hotel. The kayaking was fun and the abselling was fartasts, but a bit scary! Tomorrow we've going mountain biking. We're geing to hire bikes from a shop in the nearest fown. Really looking flowadt to It! Watch out for more blog entries in the next few days!



- 1 Look at the photos. Where would you prefer to go on holiday? Why?
- 2 Read the blog posts. Who has already done four things and has another two planned? Who has done two things and has another one planned?
- 3 Read the task below. Do both blog posts include all four points?

You are on holiday with your family. Write a blog post. Include information about:

- the journey to your holiday destination and where you are staying.
- the weather.
- · some holiday activities you have done.
- . something you plan to do in the next few days.

Writing Strategy

In informal style (e.g., in emails, blogs and postcards) we can omit sentence subjects I and we.

Must go now! Wish you were here!

With the present continuous, we can also omit the auxiliaries am and are.

Having a great time in Italyl

However, only do this once or twice in a text. Do not omit every instance of $\it l$ and $\it we$.

4 Read the Writing Strategy. Find sentences where the writers have omitted the subject.

- 5 Rewrite the sentences, omitting the subject.
 - We have finally arrived!
 - 2 I am looking forward to seeing you again.
 - 3 I went up the Empire State Building yesterday.
 - 4 We visited the Musée d'Orsay on Friday,
 - 5 We are flying back tomorrow.
- 6 In the blog posts, find:
 - 1 five words that describe weather.
 - 2 five landscape features.
 - 3 three outdoor activities.
- 7 VOCABULARY Complete the holiday activities below. They are all in the blog posts in exercise 2.

Holiday activities

1 gos	/k	/a	1
m	b	- /	
2 take a b	t		
3 goupat_			
4 visit an a_			
5 hire a b			

- >> Vocabulary Builder Holiday activities: page 120
- 8 Read the task in exercise 3 again. Make notes for each of the four points.
- 9 Write your blog post.

CHECK YOUR WORK



- included all four points in the task?
- used an appropriately informal style?
- checked the spelling and grammar?

Exam Skills Trainer

Reading

Strategy

Read the text quickly, ignoring the gaps, to get a general idea of what it is about. Read the text again more slowly and try to think about what ideas might fill each gap. Ask yourself what pronouns you might expect to see. For example, if the previous sentence is describing a man, you might expect the next sentence to contain he, him or his.

- 1 Read the Strategy. Then read the text and predict what ideas and pronouns the gapped sentences might contain.
- 2 Read the text. Match sentences A-I with gaps 1-7 in the text. There are two extra sentences.

My trip to Delhi

Saturday

After two flights, I finally arrived in Delhi. 1 It didn't take long, and I was soon driving through the streets to my small hotel. The owner was really kind and friendly. I It was very clean and comfortable. I was really tired, so I read some of my tourist guide to India. 3

Sunday

- I got up at about 8 o'clock and went down for breakfast. Afterwards, I went out into Delhi, I found a taxi and went to my first tourist spot: the Shri Lakshmi Narain Temple. Inside, I found a guide and learned a lot about the history of the beautiful building. After this, I went to Raj Ghat. This is the last resting place of Mahatma Gandhi. The gardens were very green and there were lots of trees, but the fountains were dry because of the heat. After this I was very tired and hot, 4
- Later, when I felt better, I went for dinner at a restaurant. I had a dosa, which is a kind of pancake with curried potatoes and onions. Tomorrow, I'm going to visit Humayun's Tomb and the museum. I'm going to go to the markets and do some shopping too. 7__. Then I'll probably catch a flight to Varanasi. It's a very famous historical place. I'll let you know what it's like!
- A It's going to be hotter tomorrow.
- B | think I'll stay in Delhi for a few days.
- C I didn't feel like exploring any more, so I went back to my hotel for a rest.
- D He chatted for a bit and then showed me my room.
- E That's why he met me at the airport.
- F I took off my shoes and went in with the other tourists.
- G I collected my luggage with no problems, left the airport and tried to find a taxi.
- H It was a delicious meal of eggs, Indian breads and chutnevs.
- I I fell asleep in the middle of an article about street food.

Listening

Strategy

Read each of the sentences carefully and underline the key words. This will give you an idea of the kind of recording you are likely to hear.

3 Read the Strategy. Then read sentences A-F in the task below and underline the key words.

.....

A gives advice, getting a job

- 4 P2.29 Listen to five people talking about jobs. Match sentences A-F with speakers 1-5. There is one extra sentence.
 - A Get experience with your family.
 - B Have a fun job abroad.
 - C Get all the information you need in advance.
 - D Avoid problems at work.
 - E Learn to work for yourself.
 - F Learn different ways to perform.

Use of English

Strategy

When you read the text for the first time, think about what type of word is missing, e.g. a pronoun, a preposition, etc. Decide whether the word is part of a phrase, or a grammatical structure, or whether it is used on its own.

............. 5 Complete the text with the words below. There are two extra words.

about after as before but for from that the to what who

Being a tour guide

If you want to be a guide in a museum or an art gallery, you have to train before you can lead any tours. You do not have to be a historian, 1 teaching and public speaking experience can help you to get a position. It's best to look a voluntary position at first as this looks great on your CV. It can also help you get a paid museum job in 3 future. First, you should decide 4 kind of museum or gallery you want to work in. After ' , you should contact the person in charge of volunteers. They may want to speak with you, so 6_ you go for an interview, do some research. Find out 1 the kind of exhibits they have and how long they've had them. If it's an art gallery, *_ most famous and popular artists? The people at the museum want confident, friendly people to work * tour auides. Remember 10 show this side of yourself at the interview.

Exam Skills Trainer

Speaking

Strategy

A speaking task may ask you to role-play a conversation in which you have to make a choice between different options, e.g. which job to apply for, which holiday to go on, etc. During the conversation, make sure you use words like however, even though, dithough and nevertheless.

6 Read the Strategy and the phrases below. Compare the pictures which show two summer jobs. Which would you prefer and why? Make sentences to show how you feel about each.

I'm sure I'll ... even though ...
Although it's ..., I won't ...
The ... isn't very good. Nevertheless, ...
I might find the job ... However, ...





7 Work in pairs. Do the task below. Use the phrases from exercise 6 to help you.

You aren't sure what job to get when you finish school or university. Discuss the three options you've read about on a careers website. Decide which one each of you will aim for. Say why it would suit you.

- · teacher
- · shop manager
- · start your own business
- 8 Summarise the decisions you made and your main reasons.

Writing

Strategy

Using linking phrases makes your writing more coherent. It helps the reader to see logical connections between presented facts and opinions.

- 9 Read the Strategy. Then complete the sentences with the linking phrases below.
 - as because of in order to so so that that
 - 1 Toby has a lot of experience, _____finding a
 - job isn't difficult for him.

 2 I want to be a tour guide I can work and
 - travel at the same time.
 - There are so many unemployed people ______
 finding work is very difficult.
 - 4 Sally always gets a lot of job offers _____ she speaks seven languages.
 - 5 Rob took a computer course _____ improve his computer skills.
- 6 Mike didn't get the job ______ his lack of experience.
- 10 Read the task below and write the blog post.

You're looking for a summer job. Describe your job search on your blog, and ask for some advice from your readers:

- · explain what kind of job you'd like to have and why.
- · explain where and how you are looking for it.
- · mention what difficulties you have finding a good job.

Money

Vocabulary

Spending power I can talk about different shops and services.



Unit map

Vocabulary

Numbers and currencies Shops and services

Shopping Verbs to do with money Business

In school

Word Skills Verb + infinitive or -ing form

Second conditional Past perfect

Listening Honesty pays



Reading Aaron Levie



Speaking A photo comparison and presentation



- Writing An opinion essay
- Culture 7 Wall Street



- **Vocabulary Builder** page 120 Grammar Builder page 136
- Grammar Reference page 137
- Extra speaking task page 142





- 1 SPEAKING Look at the photos. In pairs, guess which of the items is the most expensive and which is the least expensive.
- 2 Read aloud the numbers and currencies below. What other currencies do you know?

Numbers and currencies

\$500 - five hundred dollars

€3,500 = three thousand five hundred / three and a half thousand euros

250,000₹ = two hundred and fifty thousand rupees

£1 million = a million pounds

¥3.5 billion = three point five / three and a half billion yen

3 (230) Listen to the descriptions of the items in exercise 1. Complete the prices using the numbers below. Which is the most surprising, in your opinion?

500 3,500 5,400 6,850 10,000 12,000

4 OZ31 VOCABULARY Work in pairs. Where would you buy the items in exercise 1? Match them with six of the shops and services below. Then listen and check.

Shops and services baker's bank butcher's charity shop chemist's coffee shop clothes shop cosmetics store deli (delicatessen) DIY store estate agent's florist's garden centre greengrocer's hairdresser's jeweller's launderette newsagent's optician's post office shoe shop stationer's takeaway

1	3	5
2	4	6



- 5 (2.52) Listen and repeat all of the shops and services words from exercise 4. Copy the words into your notebook and mark where the stress falls on each word. Is it usually near the beginning or the end?
- 6 (Q2.33) Listen to six dialogues. Match them with six of the shops and services from exercise 4.

1 DEVictory

VOCABULARY (omplete definit	ions 1-9 with the words
2	4	6
· PIL DEDIG	,	

and phrases below. Shopping bargain coupons discount discount code

price tag receipt refund sale special offer

- 1 'Buy one, get one free' is a common example of a
- 2 If you think something is a , you think it's a good price for what you are getting.
- tells you how much something costs in a shop.
- 4 When a shop has a , it sells some of its items at lower prices for a few days or weeks.
- 5 If a shop gives you a _____, you pay less than the
- usual price. 6 Magazines sometimes have that give you money off in a shop.
- 7 If you ask for a in a shop, you ask for your money back.
- is a small piece of paper that you get when you pay for something.
- 9 If you type in a when you are shopping online, you can get something for less than the usual price.

8 233 Listen again. Which word from exercise 7 do you hear in each dialogue? Add to your notes from exercise 6.

1 DIY store - coupon

RECYCLE! Present perfect with ever

We use the present perfect with ever to ask about

Have you ever bought a pair of really expensive trainers? Yes, I have. / No. I haven't.

9 Read the Recycle! box. Then look at the questionnaire below and complete the questions with the present perfect form of the verbs in brackets and ever.



10 SPEAKING Do the questionnaire in pairs. Give your partner one mark for each 'yes' answer. What is his or her 'crafty customer' score out of five?

Second conditional

I can talk about imaginary situations and their consequences.

- 1 SPEAKING Look at the photo of São Paulo. What does it tell you about the lives of people who live in this city?
- 2 234 Read and listen to the dialogue. Who do you agree with more, the boy or the girl?
 - Girl What are you doing?
 - Boy I'm doing my geography project. Look at this photo. It's shocking that some people have so much and others have so little! The world would be much better if money didn't exist.
 - Girl What do you mean? If money didn't exist, how would you buy things?
 - Boy If you needed something, you would make it. If you couldn't make it, you would swap with somebody else.
 - Girl So if I wanted a new mobile phone, how would I get it?
 - Boy You don't need things like that! I'm talking about essentials: food, clothes, that kind of thing. At the moment, millions of people haven't even got those.
 - Girl If money didn't exist, life wouldn't be better for poor people.
 - Boy No? I think it would. If nobody had any money, everybody would be equal.
- 3 Read the Learn this! box and complete rule a with infinitive, past simple and would. Use the examples to help you. Then find seven second conditional sentences in the dialogue in exercise 2.

LEARN THIS! Second conditional

a We use the second conditional to describe an imaginary situation or event and its result.

If shops didn't exist, we would buy everything online. imaginary situation __ in the if clause and we use We use the 1

- in the main clause
- b We can put the main clause first. I'd buy you a present if I had enough money.
- We use could to mean would + be able to. It is also the past simple of can.

If I won the lottery, I could stop work.

If she could speak English, she'd get a job in the USA.

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f if the coffee shop in my village

Match 1-6 with a-f and make second conditional sentences

u	sing the o	orrect form of t	he verbs in brackets.	
1	If1	(need)	money,	
2	If tablet o	omputers	(not cost) so much,	
3	1	(be) upse	t	
4	1	(can) buy clothes really cheaply		
5	IfI	(have) a credit card,		
6	IfI	(not ha	ve) a mobile phone,	
a	1	(ask) my	dad to buy one for me.	
b	1	(can) sho	p online.	
c	if I	(shop) a	at the charity shop.	
d	1	(get) a ho	diday joh	

(use) my mum's laptop to send messages.

(close).



5 Complete the money tips with the second conditional. Use the correct form of the verbs below.

can get make save sell swap

Money tir	

- ! Cosmetics are not cheap. You 1 your own. Olive oil, salt and lemon
- are three cheap and effective ingredients. ! Clothes shopping costs a lot of money. If you
- clothes with your friends, all of you something new to wear - for free! How many old books, DVDs and games have you got on
- your shelves? If you 5 them all online, you use the money to buy new ones!
- 6 Think about the questions below and make notes.

What would you do if ...

- 1 there were no shops in your town?
- 2 you had a rich relative's credit card?
- 3 a shop assistant gave you too much change?
- 4 you saw somebody stealing from a shop?
- 5 you needed to earn money during the summer holiday?
- 6 you won €1 million?
- 7 you could have a free holiday anywhere in the world?
- 8 a friend needed money to buy some new clothes?
- 7 SPEAKING Work in pairs. Ask and answer the questions in
 - exercise 6.

What would you do if there were no shops in your town?

I'd do all my shopping online. What about you?



Listening

Honesty pays

I can work out the kind of information I need to complete a listening task.

- 1 SPEAKING Have you ever found any money that was not yours? What did you do with it?
- 2 233 Listen to the story about Glen James. What did he do?



Listening Strategy

Before you listen, carefully read the summary and think about what you need to fill each gap. Think about the part of speech (noun, adjective, verb, etc.) and the kind of information (a time / date, number, age, place, an adjective that describes a feeling, etc.) that should go in each sao.

......

3 Read the Listening Strategy and the summary below.
What kind of information do you need for each answer?

he 1	. Last February, he	e found a bag in	
2	Inside the bag there	e was a lot of	
3	. Instead of keeping	it, he reported it	
•	. They managed to find the owner of		
the bag,	who was a 3	Ethan Whittington	
heard the	story on the news, and in	nmediately decided	
to help G	ilen by setting up a 6	and asking	
people to	donate money. He mana	ged to raise	
7	for Glen.	**************************************	

- 4 ©235 Listen to the story again and complete the summary in exercise 3. Use between 1 and 3 words in each gap.
- 5 SPEAKING Work in pairs, Discuss your ideas. What would you do if you found a bag with \$42,000 in it?

6 VOCABULARY Check the meaning of the verbs below. Find four pairs of verbs with opposite meanings.

Verbs to do with money afford be short of borrow buy charge cost get/give a refund lend lose owe payfor run out of save save up sell spend waste

- 7 You are going to hear five speakers. Read the questions below and predict the kind of information you need to answer each one.
 - 1 Where did the boy buy the present?
 - 2 Who does the girl like to spend money on?
 - 3 How did the boy pay for the baseball cap?
 - 4 How much pocket money does the girl receive?
 - 5 When did the girl return the item to the shop?
- 8 2.36 Listen and answer the questions in exercise 7. Were your predictions correct?
- 9 236 Listen again. Match speakers 1–5 with sentences A–F. There is one extra sentence.

This speaker:

- A tried to borrow money from a family member.
- B had an argument with a shop assistant.
- C regrets buying something very expensive.
- D returned something to a shop and got the money back, ___
- E found some money in a shop. ___
- F is saving money for an expensive item of clothing. __
- 10 Complete the questions with the correct form of the verbs from exercise 6. Do not use any verbs more than once.
 - 1 Does anybody owe you any money?
 - 2 Do you ever b _____ money from your family or friends?
 - 3 Have you ever I ______ anyone any money?
 - 4 Are you s _____ money for anything at the moment?
 - 5 What's the most expensive thing you've ever
 - 6 Has a shop assistant ever c______you too much for something in a shop?
 - 7 How much do you s _____ on clothes when you go shopping?
 - 8 About how much does a burger c _____ in a fastfood restaurant in your country?
 - 9 Have you ever s anything online?
- 11 SPEAKING Work in pairs. Ask and answer the questions in exercise 10. Where you can, give extra information with your answers.

Does anybody owe you any money?

Ves, my brother owes me €10. I lent it to him last week



Grammar

Past perfect

I can talk about events happening at different times in the past.

uried treasure

In November 2013, James Howells started searching an enormous rubbish dump. He was looking for a computer hard drive which he had thrown away three months earlier. The hard drive contained 7,500 bitcoins (a virtual currency that people use online). He had bought the bitcoins for almost nothing in 2009, but by 2013 the value of a single bitcoin had risen to over \$1,000. So, the value of Howells's collection had increased to \$7.5 million.

In 2010, Howells, who works in IT, had taken his computer apart

In 2010, Howelfs, who works in IT, had taken his computer apart because he had spilled a drink on it. He had first kept the hard drive and had sold the other parts. When in 2013 he heard about the value of the virtual currency, it was too late. He had thrown the hard drive away! He had totally forgotten about the bitcoins. Howell's never found the hard drive – and unfortunately, he hadn't saved any of his data.



- 1 Read the text. Where is Howells's hard drive? How much is it worth? Did he find it?
- 2 Look at the examples of the past perfect highlighted in the text in exercise 2. Find all the other examples. Complete rule a in the Learn this! box.

LEARN THIS! Past perfect

- a We form the past perfect with 1 or 2 and the past participle.
- b We use the past perfect when we are already talking about past events and we want to talk about an even earlier event.



- c We often use the past perfect with after or when. When I got to the bus station, the bus had already left. After I'd called Maggie, I watched a film on TV.
- 3 Read rules b and c in the Learn this! box. Explain the difference in meaning between the sentences below.
 - When he threw away the computer, Howells forgot about the bitcoins.
 - 2 When he threw away the computer, Howells had forgotten about the bitcoins.
 - ➤ Grammar Builder 7D page 136

4	Complete the sentences. Use the past perfect form of the
	verbs in brackets. Remember that go can have two past
	participles, (See Look out! box on page 64.)

- 1	ALLEI I	lieave) the newsagents, i realised i	
		(forget) to buy a paper.	
2	I didn't know	v that deli was so expensive. I	
	never	/huyl anything there before	

- never ____ (buy) anything there before.

 3 When I got to the shopping centre, most of the shops
- already ... (close)

 4 We didn't have any bread because I ... (not go)
 to the baker's.
- 5 My sister wasn't there when I got home because she (go) to the cinema.

5 USE OF ENGLISH Rewrite each pair of sentences as one sentence, using after.

- I bought a lottery ticket. Then I went home.
 After I'd bought a lottery ticket, I went home.
- 2 I went to the cosmetics store. Then I went to the hairdresser's.
- 3 I paid for the flowers. Then I left the shop.
- 4 Jim did some shopping. Then he caught the bus home.
- 5 My dad left university. Then he became a teacher.
- 6 The chemist's closed down. Then a charity shop opened in the same building.

6 Complete the text with the phrases below. Use the past perfect.
buy his ticket not check the numbers lose lose his ticket win the lottery take the lottery company

When Martyn Tott	learned that he 1	, he was,
of course, delighte	ed. He ²	months earlier at
his local newsagen	t's. He 3	at the time, but he
knew he was the w six numbers. But t		lways chose the same 1. He ⁴ !
winner, but the	lottery company	ved that he was the refused to pay him was almost penniless. the battle.
He said he wished	he had never playe	d the lottery!

- 7 Read the sentences below. Then think of explanations for the situation or event using the past perfect. What had happened?
 - 1 A man was holding a lottery ticket and smiling.
 - 2 The car drove onto the pavement and hit a lamp post.
 - 3 A cleaner found a wallet under the seats in the cinema.
 - 4 A security guard stopped a woman outside the department store.
 - 5 The boy opened the envelope, read the letter and started to dance around.
- 8 SPEAKING Take turns to ask and answer questions about the sentences in exercise 7.

Why was the man smiling?

He had won some money

Word Skills

Verb + infinitive or -ing form

I can identify and use different verb patterns.

- 1 SPEAKING Describe the picture. What do you think the woman is doing?
- 2 Read the text. Then answer the questions.
 - 1 What is 'showrooming'? Have you or someone you know ever showroomed?
 - 2 Do you prefer to buy things in shops or online? Why?
 - 3 Should you expect to pay more for goods in a shop than on a website? Why? / Why not?
 - 4 What would you do if you had to pay to look around a shop?

That'll be \$5, please.

A health food shop in Adelaide, Australia, has decided to charge customers \$5 for 'just looking'. The problem is that customers keep coming into the shop and leaving without buying anything. They pretend to be interested in a product and ask for advice,' says Kate Reeves, the shop owner, 'but they usually don't buy anything.'

This new phenomenon is called 'shownoming'. People visit a shop, examine a product, and then buy it online, where it is cheaper. Kate says she spends hours every day talking about products with customers. 'I can't stand working and not getting paid,' she says. 'I refuse to work for free!'

Everyone avoids paying more than they have to, but customers, fail to realise that Kate's prices are mostly the same as in larger stores and on websites. They prefer to shop elsewhere as they expect to find the product at a lower price. If customers choose to buy something, I return the \$5 fee', says Kate.

Many shops face the same problem and some may end up introducing a similar charge. The danger is that it risks putting customers off. But Kate in Adelaide says it has made no difference to her business.

LEARN THIS! Verb patterns

- a Some verbs are followed by the infinitive of another verb. Do you want to go out? She hopes to be a teacher.
- **b** Some verbs are followed by the *-ing* form of another verb, I fancy <u>aping out</u>. He keeps on <u>interrupting</u>.
- Some verbs are followed by either the infinitive or the -ina form.

like to do / doing love to do / doing start to do / doing prefer to do / doing

3 Read the Learn this! box. Then find all the verbs in the text in exercise 2 that are followed by the infinitive or the -ing form of another verb. Make two lists in your notebook.

Dictionary Skills Strategy

Entries for verbs in learner's dictionaries will show you patterns the verb is used in. They may show the pattern like this at the start of the entry: suggest (doing), want (to do) or give an example within the entry: She suggested eating out.



- 4 DICTIONARY WORK Read the Dictionary Strategy. Then study the dictionary entries below and answer the questions.
 - 1 Which verb a) takes an infinitive, b) takes an -ing form, and c) can take either?
 - 2 Which entries show the verb pattern a) at the start of the entry, and b) in an example?

avoid bivoid/verb [T] 1 avoid doing sth to prevent sth happening or to try not to do sth: He always tried to avoid an argument if possible. She has to avoid eating fatty food. 2 to keep away from shisth I leave home early to avoid the rush hour. be avoidance noun [U]

hate' /heil/ verb [T] i hate (sb/sth); hate (doing / to do sth) to have a very strong feeling of not liking sb/sth at all: I hate grapefruit. • I hate it when it's raining like this. I hate to see the countryside spoils. • He hates driving at night.

refuse\[/rifju:z/ verb [I, T] to say or show that you do not want to do, give or accept sth: He refused to listen to what I was saying. • My application for a grant has been refused.

5 Look up these words in a dictionary and add them to the lists you made in exercise 3.

admit agree enjoy mind offer promise

6 Complete the sentences. Use the infinitive or the -ing form of the verbs in brackets.

1 Jason promised _____ (phone) me.

2 Tom admitted (steal) a CD from the shop. 3 Joe enjoys (shop) in town but refuses

(shop) online.

4 I decided (order) groceries online as I d

4 I decided ______ (order) groceries online as I don't like (queue) in supermarkets.

5 Dad suggested (eat out) this evening.
6 Mum offered (give) me a lift to the shops.

7 You can expect (pay) less online than in a shop.

7 You can expect (pay) less online than in a shop 8 Do you fancy (go) to the cinema this evening?

7 Complete the sentences with an infinitive or -ing form and true information about yourself.

1 | usually avoid ... 5 | I sometimes pretend ...

2 | really can't stand ____ 6 | really want ___

3 I don't mind ... 7 I never agree ...

answers the same?

7F

Reading

Aaron Levie

I can understand an article about an unusual multi-millionaire.

- 1 SPEAKING Look at the photo. What type of company do you think Aaron Levie runs? Why do you think 'Box' is a good name for this kind of company?
- 2 Read the first two paragraphs of the text and find the answers to the questions in exercise 1.

Reading Strategy

When you do a task with gapped sentences, study the sentence after each gap and look for any connections with the missing sentence. For example, if it begins with but, there is a contrast. Other words suggest other types of connection:

- · similarity: too
- · cause / result: so
- · a different option: or
- 3 Read the Reading Strategy. Then look at the underlined words in the sentences after the gaps in the text. What kind of connection do they imply: contrast, similarity, cause / result, or a different option?
- 4 Read the text. Match sentences A–G with gaps 1–5 in the text. Use your answers from exercise 3 to help you. There are two extra sentences.
 - A Back in 2005, cloud storage was quite a new idea.
 - B His success in business has brought him an enormous amount of money.
 - C He only goes to expensive restaurants if an important customer wants to eat there.
 - D For two and a half years, he spent nearly all his time at his office.
 - E Most people his age would lead an extravagant lifestyle if they had so much money.
 - F If you met him, you probably wouldn't realise that he is a multi-millionaire.
 - G Cloud storage is one of the fastest-growing areas of business.
- 5 2.37 Listen and check your answers to exercise 4.
- 6 Are these sentences true or false? Write T or F.
 - 1 Aaron Levie lives in a luxury apartment.
 - 2 Levie doesn't mind working long hours because he is really enthusiastic about the work. ___
 - 3 Levie was a student when he co-founded the company Box.
 - 4 Mark Cuban was the first businessman to invest in Box.
 - 5 Since he became rich and successful, Levie's lifestyle has not changed very much.



7 VOCABULARY Match the highlighted words in the text with the definitions below. Some definitions match with more than one word.

Business

- 1 money received by a business or person
- 2 money you receive every month for your work
- 3 a business person who takes risks
- 4 money that a business or person needs for a particular purpose
- 5 the money a business makes after paying its expenses
- 6 the person in charge of a large company ___
- 7 formal agreements to do business
- 8 people who support a business by lending it money
- 8 SPEAKING In pairs, ask and answer these questions. Give reasons for your answers and ask follow-up questions.

If you were a multi-millionaire ...

- · would you eat in burger bars?
- · would you live in a big house?
- · would you work very long hours?
- · would you go on expensive holidays?

Would you eat in burger bars if you were a multi-millionaire?

Yes, I would.

Why?

Because I really like burgers and I'm not keen on fancy restaurants!

m a PC

Q2.37

Acron Levie loves to eat tinned spaghetti, drives a six-year-old car, and has business meetings at a takeaway. He lives in an ordinary apartment, doesn't take halidays and, at the age

- s of 27, says his biggest luxury is his smartphone. The Mower, as co-founder and CEO of Box, a successful IT company, he is worth about \$100 million. And he works very hard for his money; most days, he does not leave the affice until after midnight. Tworks a many
- leave the office until after midnight. I work so many to hours because I love what I do. I'm incredibly excited about the business, says Levie.
 - When Levie and his childhood friend Dylan Smith started their company in 2005, they had not even finished their university degrees. Box grew fast because
- s it offered a better way of storting data, and soon they had contracts with many of the biggest companies in the USA. Levie left university without finishing his course. Like most new businesses, Box did not bring in much income at the start. Levie paid himself a salary of only
- 20 \$500 a month, and lived off tinned spaghetti and instant noodles, ²_ Sometimes he even slept there too. When Box began, Levie and Smith looked for funding. ³_ For that reason, nobody wanted to risk lending them money. They wrote letter after letter but could
- 25 not find any investors. Eventually, a well-known enfrepreneur called Mark Cuban agreed to put money into Box. Once he had decided to do that, others followed and the business grew quickly.



Speaking

Photo comparison and presentation

I can compare ideas for spending money on schools and justify my opinion.

1 Look at the photos. Where are the people? Match each photo with a place below.

In school canteen classroom half library playground playing field staff room store room

>> Vocabulary Builder In school: page 120

2 Describe photo 1. What can you see? What is happening? Use the phrases below to help you.

the photo shows in the foreground / background on the left / right in the top right corner in the bottom left corner judging by it / they etc. must be ... she / they etc. can't be ...

3 SPEAKING Now compare photos 1 and 2. Describe a) the main similarities and b) the main differences. Use the phrases below to help you.

Similarities

The common theme in the photos is ...

You can see ... in both photos.

Both photos show ...

In both photos there are

Differences

The first photo shows ..., whereas the second photo shows ...

In the first photo ... but in the second photo ...

One obvious difference is (that) ...

Unlike the first photo, the second photo shows ... In contrast to the first photo, the second photo ...

4 SPEAKING Does your school have a music or sports club? What other clubs are there? Are you a member of any?

> What should schools spend most money on: music, sport or school trips? Justify your opinions.

- 5 Work in pairs. Discuss the question above and make notes.
- 6 (233) Listen to two candidates answering the question in an exam. Compare your ideas with theirs. Are any the same? Which are different?

I agree with the girl that ...

I disagree with the boy that ...

Speaking Strategy

When you are giving a short presentation, use set phrases to give opinions and justify them, and to structure your speech.



7 (2.38 KEY PHRASES Read the Speaking Strategy. Then listen again. Which phrases does the candidate use?

Structuring your speech

I'd like to start by saying / looking at ...

First of all, we need to decide / examine / look at /

ask ourselves ... I'll begin with ...

Now I'd like to move on to ...

This leads to my next point.

Now let's look at / move on to (the question of) ...

Ordering points or opinions

First, ... Second, ... Finally, ...

Justifying your opinions

There are a number of reasons why I believe this. First, ...

I'll tell you why I think that.

The reason I say that is ...

The main reason I feel this way is ...

Summing up your opinion

To sum up.... In conclusion, ... All in all, ... Just to summarise the main points, ...

8 SPEAKING Work in pairs. Turn to page 142 and do the extra speaking task. Use the phrases in exercises 2, 3 and 7 to help you.



Writing

An opinion essay

I can write an essay suggesting how to spend €1 million.

1 SPEAKING Read the task. In pairs, think of three possible things you could spend the money on.

If you had €1 million to spend but couldn't spend any of it on yourself, what would you do with it? Write an essay and include three ideas. Give reasons for your choices and say what effect the money would have.

I'd give money to a charity which helps

I'd give money to ... so they could ..

I'd buy ... for .

2 Read the essay. Does it mention any of your ideas from exercise 1? Which of the ideas in the essay do you think is best? Why?

If I had €I million, it would be easy to find three good ways to use the money. It would be a great way to help people who deserve it.

First of all, I would donate half of the money to the children's hospital in my town. They're raising money to build bedrooms for visiting families. They could probably start building immediately if I gave them half a million euros.

Secondly, I would make a donation to my local primary school to buy sports equipment. As I see it, more sport at school would mean healthier children. Furthermore, the teachers would find it far easier to teach sports and PE if they had new equipment.

Finally, I would buy a new bike for my brother. He borrows mine all the time, even though he's got one, because mine is better. If he had a new bike, he wouldn't do that!

So to sum up, I would use the money to make life better for the families of children in hospital, to improve facilities at my school and to buy a gift for my brother.

- 3 Answer the questions about the essay.
 - 1 How many paragraphs are there?
 - 2 In which paragraph does the writer mention all three ways of spending the money?
 - 3 In which paragraph does the writer explain who would get half the money, and why?
 - 4 In which two paragraphs does the writer explain who would get the rest of the money, and why?
 - .5 In which paragraph does the writer paraphrase the main point of the essay?

Writing Strategy

In your writing, avoid starting too many sentences which repeat the same words. Remember that you can:

- use a variety of expressions for introducing opinions (It seems to me..., In my opinion..., etc.) and for making additional points (Mareover..., Furthermore..., etc.).
- start conditional sentences with the if clause or the main clause.
- use concession clauses (although ... / even though ...) at the beginning or end of a sentence.
- Read the Writing Strategy, How well does the writer in exercise 2 follow this advice? Can you find ...
- 1 an expression for introducing an opinion?
- 2 an expression for making an additional point?
- 3 a conditional sentence beginning with the if clause?
- 4 a conditional sentence beginning with the main clause?
- 5 a concession clause?
- 5 Imagine you had €1 million to spend but could not spend any of it on yourself. Think of three ways to spend it. Make notes and complete the table below. Then compare ideas in pairs.

Choices (1-3)	Effect the money would have	Reason(s) for choice
1 (50%)		
2 (25%)		
3 (25%)		

- >> Vocabulary Builder Money prepositions: page 120
- 6 Write an essay using your plan from exercise 5. Include an introduction and a conclusion like the model in exercise 2.
 - Say what you would spend half the money on.
 - Choose two more ways to spend the rest.
 - · Explain what effect the money would have
 - Give reasons for your choices.

CHECK YOUR WORK

Have you...

- · checked the spelling and grammar?
- · followed your plan carefully?
- used a variety of different ways to begin sentences?

8A

Vocabulary

Crimes and criminals

I can describe different crimes.

- 1 SPEAKING In pairs, describe photos 1–3 below. Do you recognise any of the film characters? What do they have in common?
- 2 OCABULARY Complete the table with the words below. (You need to use one of the words twice.) Then listen to the words and check your answers.

Nouns arsonist burglar burglary mugging mugger murder murderer theft thief

Verbs break damage kill sell steal

Crimes and criminals		
Crimes	Criminals	Verbs
arson	1.	to set fire to (a building, etc.)
2	3.	to burgle / *into a house
drug-dealing	drug dealer	to 5 / deal drugs
looting	looter	to loot / º
1	1	to mug somebody
9	10	to murder / " somebody
robbery	robber	to rob a person or place
shoplifting	shoplifter	to 12 from a shop / shoplift
smuggling	smuggler	to smuggle
n	14	to steal something
	(thieves)	
77.50	100	



Unit map

Vocabulary

Crimes and criminals Collocations: police work Compound nouns

Word Skills

Adjective suffixes

Grammar Grammar

Reported speech (1) and (2)

■ Listening A life of crime



 Reading An Australian murder mystery



Speaking Photo description



Writing An email

Culture 8 Sherlock Halmes



Solution Solution September 121 September

Grammar Builder page 138

Grammar Reference page 139

Extra speaking task page 142









3 SPEAKING Describe photos A–D above. Where are the people? What are they doing? Use words from exercise 2.

4 2.40 Listen to three news reports. Match them with three of the photos (A–D).

1 2 3

5 VOCABULARY Work in pairs. Complete the verb + noun collocations.

appeal identify interview launch make patrol search study

| Collocations: police work

1	an investigation	5	for witnesses
2	a house	6	CCTV footage
3	a suspect	7	a culprit
4	an arrest	8	an area

6 2.40 Listen to the news reports again. Check your answers to exercise 5.

RECYCLE! Comparatives and superlatives

Remember: we use comparatives for comparing two people or things, and we use superlatives for comparing a person or thing with all the other members of a group. Molly is faller than Kleran.

Molly is the tallest person in the class.

7 Read the Recyclel box. Complete the questions below using the comparative or superlative form of the adjectives in brackets. Then make notes of your ideas.

brackets. Then make notes of your ideas.

1 What is the most serious (serious) crime, apart from

4 Which crime is (difficult) to prevent?

5 Which crime is (frightening) for the

victim, mugging or burglary?

8 SPEAKING Work in pairs. Discuss your ideas from exercise 7. Give reasons for your opinions.

I think arson is the most serious crime, apart from murder.

Because...



Grammar

Reported speech (1)

I can report what other people have said.



- 1 SPEAKING Look at the photo. What do you think is going to happen? Why do you think that?
- 2 Read the text. Why did most listeners think that the crime was a joke?

A radio reporter went onto the streets of London yesterday to do a report about crime and ended up learning more than he expected. He stopped a passer-by and said that he was doing a story on street crime in the area. The man said there was a lot of crime there. He said he had seen a mugging earlier that day. The reporter then said there weren't many police officers on the streets. The man said he didn't want more police around. Then he took the reporter's phone and ran off! The reporter, sounding upset, said that the man had stolen his phone. However, most listeners thought it was all a joke!

3 Q2.41 Listen to the dialogue. Complete the words the reporter and the man actually say. Then find the parts of the text in exercise 2 where they are reported.

Reporter	Hello I1	(do) a report on street crir
Man	in the area. There ¹	(be) a lot of crime here.
	13	(see) a mugging earlier today.
Reporter	But there 4 officers on th	(not be) many police
Man	13	(not want) more police around.
Reporter	Hey! He 6	(steal) my phone!

4 Compare the dialogue in exercise 3 with the reported speech in the text in exercise 2. Complete rule a in the Learn this! box with the correct tenses.

LEARN THIS! Reported speech

 When you change direct speech to reported speech, the tense of the verbs usually changes.

Direct speech		Reported speech
present simple	->	1
present continuous	→	2
past simple	→	3

b We can use that to introduce reported speech but we often omit it. She said (that) she was feeling upset.

LOOK OUT!

- a Pronouns and possessive adjectives usually change in reported speech, depending on the speaker and context. You're sitting at my table, he said.
 - He said we were sitting at his table.
- b References to time and place can change as well. yesterday – the day before tonight – that night today – that day a week ago – a week earlier here – there last Monday – the Monday before this month – that month now – at that moment
- 5 Read the Look out! box. Then look at the reported speech in exercise 2 again and find changes to pronouns, possessive adjectives and references to time and place.
 - ➤ Grammar Builder 8B page 138
- 6 Rewrite the quotations in reported speech. You may have to change pronouns and references to time or place.
 - 1 'We searched a house yesterday,' said the police.
 The police said they had searched a house the day before.
 - 2 'Two men are burgling the house next doorl' she said.
 - 3 'Teenagers often vandalise my shop,' he said.
 - 4 'I found the money two days ago,' she said.
 - 5 "We're launching an investigation into drug-dealing in the town centre,' said the police.
 - 6 'The police arrested two suspects last Friday,' said the
 - 7 'Crime is getting worse, in my opinion,' he said.
 - 8 'Muggers often attack tourists,' she said.
- 7 SPEAKING Work in pairs. Imagine that a robbery has just taken place.

taken place.

Student A: You saw the robbery and are talking to Student B

about it over the phone. **Student B**: Ask these questions and try to remember the

- 1 What time did the robbery take place?
- 2 What kind of shop did they rob?
- 3 How did the robbers get away?
- 4 What were the robbers wearing?
- 5 How do you feel about the experience?

What time did the robbery take place?

It took place at 4 o'clock in the afternoon.

8 SPEAKING Work with another pair.

Student B: Report Student A's answers to the questions in

Student A: Listen and check Student B's memory!

Anna said that the robbery had taken place at 4 o'clock in the afternoon.

Listening

A life of crime

I can listen for paraphrase.







1 Look at the pictures of famous outlaws. What do you know about them? What nationality were they? When did they live? What crimes did they commit?

Listening Strategy

The information that you need to understand in the recorded text may be expressed differently in the task. Listen out for synonyms (e.g. hate / can't stand) and antonyms (e.g. win / lose), but also for information and ideas that are 'paraphrased' (worded differently).

- Read the Listening Strategy. Then read the sentences below and try to think of synonyms or ways of paraphrasing the underlined words and phrases.
 - a The police arrested the woman they think committed the crime suspect.
 - b The police arrested the people who started the fire.
 - They burgled the house and stole some expensive rings and necklaces.
 - d They searched for the culprits.
 - e They attacked the young man in the street and stole his wallet and phone.
- 3 (3.02) Now listen to five sentences and match them with the paraphrased versions in exercise 2 (a-e).

_ 2 _ 3 _ 4 _ 5 _

- 4 S3.03 Listen to a historian being interviewed about Bonnie and Clyde, the famous American outlaws. Answer the questions.
 - 1 How many people did Bonnie and Clyde kill?
 - 2 How old were they when they died?

- 5 (3.03) Listen again, Circle the correct answers. Sometimes both answers are correct.
 - 1 Bonnie Parker
 - a was clever.
 - b got married before she left school.
 - 2 Clyde Barrow's family
 - a were not very well off.
 - b worked on a farm which didn't belong to them.
 - 3 The couple couldn't find a job when Clyde left prison because
 - a Clyde had a criminal record.
 b unemployment was very high.
 - 4 Bonnie and Clyde
 - a frequently stole cars.
 - b stayed in regular contact with their families.
 - 5 Bonnie and Clyde
 - a were constantly travelling around.
 - b were fighting for ordinary people.
- 6 How is the information in the correct options expressed in the listening?

Bonnie Parker was clever. - Bonnie was a bright student."

7 SPEAKING Outlaws are 'on the side of ordinary people, and against authority'. Do you agree? Give reasons. Use the ideas below to help you.

For not hurt ordinary people steal from the rich romantic young free always travelling hide from the police live by their own rules

Against violent cruel and heartless murdered people greedy people ignore the truth false image unrealistic

- 8 INTERNET RESEARCH Find out and write about another famous outlaw. Include some or all of the information below.
 - · Where / When were they born?
 - What crimes did they commit?
 - · How / When / Where did they die?



Grammar

Reported speech (2)

I can report what other people have said.

- Read the text. Where did the burglar get stuck? How did he finally get free?
- 2 Match the reported speech (1–5) in the text with the direct speech below.
 - a You can stay where you are.
 - b I won't help you because you tried to burgle my house.
 - c I can't move.
 - d I've been here for four hours.
 - e I'll call the police._
- 3 Complete the table in the Learn this! box below.

LEARN THISI Reported speech

Direct speech		Reported speech
present simple	→	past simple
present continuous	→	past continuous
past simple	->	past perfect
present perfect	->	1
can / can't	→	2
will / won't	→	1

- ➤ Grammar Builder 8D page 138
- 4 Read the direct speech and write the reported speech. Remember to change the pronouns and time phrases if necessary.
 - 'I can't find my wallet,' Ben said.
 Ben said that he couldn't find his wallet.
 - 2 'I've never been jet-skiing,' said Cathy.
 - 3 'I'll watch the documentary with you tonight,' said Liam.
 - 4 'We can't go out because it's stormy,' said George.
 - 5 'The volcano has erupted twice this year,' said Harriet.
 - 5 The voicano has erupted twice this year, said Harrie
 - 6 'I'll probably study maths at college,' said Chris.
 - 7 'We can visit the aquarium today,' said Joe.
 - 8 'A new florist's has opened in town,' said Mandy.

LOOK OUT! tell and say

- a We always use a personal object with tell: tell somebody something.
 - He told me he was cold. He didn't tell Luke.
 - b With say, we do not need a personal object. If we say who we are speaking to, we use to: say something (to someone).
 John said he was hungry. You say that to everyonal

Bungling burglar!





'What are you doing?' she shouted.

'I'm stuck!' replied the man. 'I tried to climb in the window last night, but it's too narrow!'

The man told Miss Holmes that he had been there for four hours. He said he couldn't move. He asked Miss Holmes for help. Miss Holmes told the man that she wouldn't help him because he had tried to burgle her house. 'She said to the man that he could stay where he was and 'that she would call the police. Firefighters had to remove the window to rescue the man!

- 5 Read the Look out! box. Find two examples of reported speech with say and two examples with tell in the story in exercise 2.
 - ➤ Grammar Builder 8D page 132
- 6 Complete the text with say and tell.

At the press conference, the police officer ' the journalists that the police had studied the CCTV footage. She ' she could clearly see a man selling drugs. She ' the police would launch an immediate investigation and she ' the journalists that they were trying to identify him. She ' they would arrest the suspect as soon as possible. Finally, she ' the journalists she

7 Write five short sentences: one in the present perfect, one with can, one with can't, one with will and one with won't.

hoped more witnesses would come forward.

Ive never been to Italy.

Anna can speak three languages.

8 SPEAKING Say your sentences aloud to your partner. Your partner reports them to the class.

I've never been to Italy.

Adam said he'd never been to Italy.

Adjective suffixes

I can understand and use different adjective suffixes.

DISAPPEARING MONEY

One of the most mysterious unsolved bank robberies took place at the First National Bank of Chicago, USA. One Friday in 1977, an employee at the bank put \$4 million in cash in a bank vault. When another employee came to make the weekly check on the vault, she discovered that only \$3 million was there. A million dollars had simply disappeared. The robbery appeared in all the national newspapers. Because nobody had broken into the vault, the police suspected it was an 'inside job', and were at first hopeful that they would recover the money quickly, 'It's foolish to rob your own bank,' said one police officer. 'You are almost certain to get caught, unless you are very lucky. Because most robbers are in a hurry, they are usually careless and leave clues, but the police could find nothing to identify the thief or thieves. The FBI were suspicious of one employee. but they didn't have enough reliable evidence to arrest him. Four years later, police discovered \$2,300 of the money in a drugs raid; but have never found the thief or the rest of the money.

- 1 Look at the title and the photo. What crime do you think the text is about?
- 2 Read the text and check your ideas from exercise 1.
- 3 Read the Learn this! box. Then find one example of each of the adjective suffixes in the text in exercise 2 and add them to the table.

LEARN THIS! Adjective suffixes

a Some suffixes have a particular meaning.

Suffix	Add to	Meaning	Example
ful	nouns	full of or giving	helpful 1
-less	nouns	without	tasteless 2
-ish	nouns	like, similar to	greenish
-able	verbs	possible to	drinkable 4

b Other suffixes have similar general meanings.

Suffix	Add to	Meaning	Example
у	nouns		snowy
-ly	nouns	like, with the quality of	friendly 6
-ous	nouns		dangerous
-al	nouns		economical *



Dictionary Skills Strategy

If you want to find out how to form an adjective from a noun or verb, look up the noun or verb in your dictionary. If the adjective does not appear in the same entry as the noun / verb, it will usually come as a separate entry after, e.g. danger followed by dangerous. But if the spelling changes, the adjective entry might be first, e.g. beautiful followed by beauty.

4 DICTIONARY WORK Read the Dictionary Strategy, Then look up these words in a dictionary and find adjectives that are formed from them. (Sometimes there is more than one adjective.)

.....

afford coward fury pain peace self

- 5 USE OF ENGLISH Complete the second sentence so that it has the same meaning as the first. Use adjectives from exercise 4.
 - The injection didn't hurt at all. The injection was painless.
 - 2 The music created a calm and relaxing atmosphere. It was music.
 - 3 She doesn't think about others.
 - 4 For some people, holidays abroad are too expensive.
 - Holidays abroad aren't for some people. 5 He didn't have enough courage to go to the dentist's.
 - He was too to go to the dentist's.
 - 6 My dad was really angry that I stayed out late. that I stayed out late.
- 6 SPEAKING Work in pairs. Ask and answer the questions.
 - 1 Who is the friendliest person you know?
 - 2 What was your most painful experience?
 - 3 Have you ever done anything dangerous?
 - 4 What's the luckiest thing that's ever happened to you?
 - 5 Who's the most helpful person in your family? Why?
 - 6 Have you ever done anything careless?

Reading

An Australian murder mystery

I can understand a text about a mystery.

- 1 SPEAKING Work in pairs. Do you know any stories about unexplained deaths? Think about TV dramas, films and books.
- 2 Read the text on page 91. This mystery is sometimes called the Tamám Shud case. Why?

Reading Strategy

When you do a multiple-choice task, try to predict the answers just by looking at the beginning of each question, not the options. (It is not always possible, but sometimes you can.) Then look at the options. If one of them matches your prediction, it is probably the correct one. However, you still need to check carefully.

- 3 Read the Reading Strategy. Then look at the sentence beginnings below. Can you complete them? Do not look at exercise 4 yet.
 - The suitcase did not help to identify the man because ...
 - 2 University professor John Cleland was the only person who ...
 - 3 The two clues contained in the book with the missing page
 - 4 After they'd interviewed the nurse, the police wrongly thought that ...
 - 5 After many investigations, we now know ...
- 4 Circle the correct answers (a-d).
- 1 The suitcase did not help to identify the man because a nothing in it had a name.
 - b nobody was sure that the suitcase belonged to him.
 - c it only contained cigarettes, matches and a few other possessions.
 - d they didn't find it until weeks after his death.
 - 2 University professor John Cleland was the only person who
 - a understood the meaning of tamám shud.
 - b found the secret pocket in the dead man's trousers.
 - c had read the poem.
 - d looked for clues to the dead man's identity.
 - 3 The two clues contained in the book with the missing page were
 - a a soldier's telephone number and a secret message.
 - b a message in Persian and a nurse's telephone number.
 - a secret message and a nurse's telephone number.
 - d two telephone numbers and the name of a nurse.
 - 4 After they'd interviewed the nurse, the police wrongly thought that
 - a she had given Alfred Boxall a copy of the book.
 - b the dead man was Alfred Boxall.
 - c she could tell them what the secret message said. d the dead man had given her a copy of the book.
 - 5 After many investigations, we now know

 - a the identity of the dead man.
 - b what the secret message in the book means.
 - c how and why the man died.
 - d where the piece of paper containing the words tamám shud came from.

5 VOCABULARY Find the words for these items in the first two paragraphs of the text.



6 VOCABULARY Complete the compound nouns (1-8) with the words below. Find them in the text, Which one is written as a single word?

car code gum investigation number prints records ticket

Compound nouns

1 a murder 5 dental

2 a train 3 chewing 6 an open-top

4 finger_

7 a telephone 8 a secret

7 Work in pairs or groups. Work together to read this secret message and find out one more mysterious fact about the Somerton Man case.

KEY: a = z, b = a, c = b ... x = w, y = x, z = y

Xifo uif ovstf tbx uif cpez, tif tbje tif eje opu lopx When the nurse saw the body, she said she ...

iin, evu tif tffnfe up sfdphojaf ijn boe mpplfe tdbsfe.

- 8 SPEAKING Discuss these questions in pairs. Give reasons.
 - 1 Do you think people will ever solve the mystery of the Somerton Man? Why? / Why not?
 - 2 What do you think happened? Did he kill himself or did a murderer kill him?
 - 3 Do you think the information in exercise 7 is an important
- 4 Does it matter who the man is or why he died? Why have people tried so hard to find out?





3.04

It began at 6:30 a.m. on 1 December 1948 when some passers-by discovered the body of a man on Somerton Beach in Adelaide, Australia, just west of the city. The police arrived and launched a murder investigation. At the hospital, doctors examined the body but could not find out for sure how the man had died. In his pockets were a bus 5 ticket from the city, a train ticket, a comb, chewing gum, cigarettes and matches. There was no wallet or identification. Nobody knew who the man was.

The police continued their investigation. They could not identify the man using fingerprints or dental records. Then, two weeks after the discovery of the body, there was a breakthrough; they found a suitcase that the man had left at Adelaide station the 10 day before his death. Inside the case were some clothes, a knife, scissors and a brush.

However, these possessions did not reveal the man's identity. In fact, somebody had removed the labels from most of his clothes and another label from the suitcase itself.





A new expert joined the investigation: John Cleland, a professor at the University of Adelaide. In April, he found a clue that everybody is else had missed: a small piece of paper in a secret pocket inside the dead man's trousers. On the paper were two words in Persian: tamám shud. The words are from a famous Persian poem, and they

20 A few months later, a man gave police a copy of the book containing the poem. He said somebody had dropped it into his open-top car the day after the man on Somerton Beach died. The last page of the book - with the final two words - was missing. In the book, the police found two clues: a telephone number and a 25 message. The message was in a secret code. The second line was crossed out, and some letters were unclear.

mean 'it is the end'. Somebody had torn the paper from an old

copy of a book.

The telephone number belonged to a nurse. She said she had given a copy of the book to a soldier called Alfred Boxall in 1945. Finally, the police had solved the mystery: obviously, the dead man was Alfred Boxall!

30 There was only one problem: Alfred Boxall was still alive. The police found him and interviewed him. What is more, he still had his copy of the book. The mystery of the body on Somerton Beach continued.

So what about the mysterious five-line message? Could 35 that contain the answer to this puzzle? Perhaps, but unfortunately we do not know what the message says. Nobody has ever solved the secret code.



Speaking

Photo description and comparison

I can describe and compare photos of crimes.

1 Look at the photo of looting (A) and make deductions based on what you can see. Use must or can't. How do you know that:

- 1 the looters don't want people to recognise them?
- 2 it's a clothes store?
- 3 it's happening during the day?

They can't want people to recognise them because ...

- 2 (3.05) Listen to a student describing the photo. Does he make the same deductions as you made in exercise 1?
- 3 Work in pairs. Choose one photo each (B or C) and describe it to your partner. Use the words below to help you.

Nouns carwindow balaclava glass handbag phone steering wheel strap subway

Verbs grab hold on lean pull run away smash

>> Vocabulary Builder Describing people: page 121

- 4 (33.06) Listen to a candidate comparing the photos from exercise 3. Do you agree with her final opinion? Why? / Why not?
- 5 3.06 Listen again. Complete the sentences with the words below.

both difference show theme unlike whereas

- 1 The common in the photos is crime.
- 2 You can see the criminal in photos.
- 3 But the first photo, the second photo does not
- 4 Another obvious is that the criminal in the first photo might not succeed.
- 5 Both photos types of street crime.
- 6 The first photo shows a crime against a person, the second photo shows the theft of some property.
- 6 Look at the sentences in exercise 5 again. Which ones describe similarities? Which describe differences?
- 7 (3.07) Read the examiner's question and listen to a candidate's answer. Do you agree?

In your opinion, is looting from a shop as bad as burgling a house? Why? / Why not?

Speaking Strategy

When you answer questions, try to use a variety of phrases for introducing your opinions, not just I think Use different phrases when you are less sure about your opinion.



8 3.07 KEY PHRASES Read the Speaking Strategy. Then listen again. Which phrases does the student use?

Expressing an opinion

I think / I don't think that ... It seems to me that ...

I believe / don't believe that ... In my opinion, ... To be honest, ... As I see it, ... I imagine that ...

Giving a tentative opinion

I'm not sure, really. I agree to some extent.

I suppose it's true to say that ...

Making an additional point

Moreover, ... Furthermore, ... What is more, ...

9 Work in pairs. Ask and answer the questions below. Use phrases from exercise 8.

In your opinion ...

- 1 Is crime against a person always worse than property crime?
- 2 Is it OK to steal if you really need the money (for example, to buy medicine for your child)?
- 10 SPEAKING Work in pairs. Turn to page 142 and do the extra speaking task. Use phrases from this lesson.



Writing

An email

I can write an email about a crime.

- 1 Do you prefer holidays in cities, on the coast, or in the country? Why?
- 2 Read the task below and the email opposite. Does the writer cover all the points mentioned in the task?

Imagine you went on a school trip to Dublin for three days last month. Write an email to your English friend Ed in which you-

- · describe the journey there.
- · describe the hotel you stayed at.
- · describe a crime that affected a classmate.
- · suggest an activity to do together in the summer.

Writing Strategy

Try to use a variety of phrases to move your narrative forwards. Choose ones which show that the next event happened immediately afterwards or some time later.

3 KEY PHRASES Read the Writing Strategy. Then put the sequencing phrases below into the chart.

Sequencing phrases a few moments later after a while a short while later at that moment before long just then shortly afterwards soon soon after suddenly

Immediately	Some time later

- 4 Find one more sequencing phrase for each group in the email in exercise 2.
- 5 USE OF ENGLISH Rewrite each sentence using a different sequencing phrase. Include the word in brackets.
 - After a while, the rain stopped. (long)
 - 2 Just then, a black car arrived, (point)
 - 3 Shortly afterwards, a second car appeared. (later)
 - 4 Suddenly, a woman shouted for help. (moment)
 - 5 A short while later, there were loud gunshots. (after)
- 6 Complete the phrases with the correct preposition. They are all in the email in exercise 2.
 - 1 go a trip
 - 2 travel ____ coach
 - the end
 - >> Vocabulary Builder Preposition + noun phrases: page 121



though, and the food wasn't very nice.

HiEd

How are you? Last week I went with my class on a three-day trip to Dublin. We travelled by coach to Liverpool and then took the ferry. I didn't enjoy the crossing because the see was a bit rough. We stayed in a hotel near the centre, so it was really easy to get to lots of places in the city. The rooms were great and had really good views. The restaurant was really small and crowded

While we were having breakfast one morning, somebody broke into my classmate's room and stole his wallet. He reported the crime to the hotel manager at once. After a while, the police arrived and interviewed three of the hotel employees. In the end, they didn't make any arrests.

I'm looking forward to your visit in the summer. What time is your flight due to arrive?

Write soon!

Chris

Read the task below. Make a plan for your email. Remember to cover each point in the task in a separate paragraph. Make notes under the paragraph headings.

Imagine you have just returned home from a holiday in London with your family. Write an email to your English friend Sarah in which you:

- · describe the journey.
- · describe a tourist attraction you visited.
- describe a crime you saw taking place.
- · ask for some information.

Paragraph 1: journey

transport: details (e.g. weather / time)

Paragraph 2: tourist attraction

what / where: adjectives

Paragraph 3: crime

what / where: what happened next

Paragraph 4: request for information what / where: information needed

8 Write your email. Use your notes from exercise 7.

CHECK YOUR WORK

Have you ...

- · written a logical and coherent email?
 - · mentioned all four points and added extra detail?
 - used a sequencing phrase from exercise 3?
 - · checked the spelling and grammar?

Exam Skills Trainer

Reading

Strategy

Read each paragraph quickly and get a general idea of what it is about. Remember that the headings or questions that you need to match must relate to the whole paragraph, not just to a part of it.

- 1 Read the Strategy. Then read the first paragraph of the text. Which topic (1-4) is the paragraph about?
 - 3 The history of the mail train 1 One man's life of crime
 - 2 Crimes through the 1960s 4 A plan for a crime
- 2 Read the text and match statements A-G with paragraphs 1-6. There is one extra statement.

The crime of the century

- 1 This is the story of one of Britain's most famous crimes: the Great Train Robbery. In 1963, an English criminal called Bruce Reynolds had an idea for a crime, He wanted to rob the night mail train from Glasgow to London because he knew the train carried thousands of pounds. He also knew he couldn't work alone, so he called fifteen other criminals and told them about the job. He called it 'the big one'.
- 2 The gang bought a farmhouse in the middle of the countryside to escape to after the crime. They also found a criminal train driver to help them drive the train after they stopped it, and they organised trucks to carry the money. Then, on the night of the robbery, they put up false signals on the track and waited.
- 3 The train appeared at around 3 a.m. and stopped at the false signals. The train driver, Jack Mills, was confused, so he got out and went to the signals. The thieves hit him on the head and then boarded the train. But now they had a problem they needed to move the train to a bridge to unload the money, but their criminal train driver didn't understand the controls - he couldn't drive the train!
- 4 The thieves decided to drag the driver, Jack Mills, back onto the train to help them. Then they had a surprise. There was more than the thousands of pounds they thought would be on the train - there was over two and a half million! In those days that was a huge amount of money.
- 5 The men drove the money to their farmhouse and decided to wait there until the police ended their investigation. But this was a huge crime, and the police were looking everywhere. At last, the thieves became worried. They left the farmhouse with the money, and when the police found the house, they also found the men's fingerprints everywhere. The investigation continued, and the police started to arrest people. Many of the train robbers went to prison for thirty years for their crime.
- 6 In April 1965, one of the gang members, Ronnie Biggs, escaped from prison. He lived in Australia with his wife and children, and then he went to Brazil. During this time, the newspapers wrote many stories about him. In 2001, he returned to Britain because he was very ill. He went back to prison, but then left again in 2009 and died in an old people's home. Many people have made films and written books about the Great Train Robbery. It is one of Britain's most famous crime stories.

This paragraph tells you ...

- A how the thieves were discovered.
- B how the men spent the money.
- C how the thieves prepared for the robbery. D the problem the robbers had on the night of the
- robbery. E how their fame grew.
- F what they found which was unexpected.
- G why the thieves decided to work together.

Listening

Strategy

Before you listen, read the questions and options carefully. Think about the kind of person you will hear speaking. Also think about where they are and why they might be speaking.

- 3 Read the Strategy. Then read the questions and options in exercise 5 carefully. Who do you think will be talking in each extract? Match each extract with the best idea below.
 - a criminal someone who works in a shop
 - a banker an ordinary girl or woman a teacher a news presenter a chef
- 4 3.08 Listen to the recording and check your answers to exercise 3.
- 5 (3.08) Listen to four texts and answer the questions. Circle the correct answer (A-D).
 - 1 Where would you hear this announcement?
 - A in a shopping centre
 - B in a clothes shop
 - C in a department store D in a camera shop
 - 2 Who is the announcement for?
 - A people who know something about a crime
 - B police investigating a crime
 - C the victims of a crime
 - D visitors to an art gallery
 - 3 What does Lucy do to save money?
 - A She never goes out. B She works every weekend.
 - C She doesn't buy many things.
 - D She works every day.
 - 4 What is Jake going to do?
 - A apply for a job
 - B make a phone call
 - C work as a waiter D tell someone about a job

Exam Skills Trainer

Use of English

Strategy

When you have finished the task, read the text through again to make sure it makes sense. If you don't think it does, then try out one of the other words in the options.

6 Read the Strategy, Then read the text and complete gaps 1-8. Circle the correct answer A. B or C.

Shopping centres have become a 1__ more than just places to shop and look for bargains. They are places of entertainment people meet and have fun. Some modern shopping centres are 3 big they can take days to explore properly. For example, the Cehavir Shopping and Entertainment Centre in Istanbul covers 420,000 square metres and is considered to be the 4___ shopping centre in Europe. It has around 350 shops and 50 restaurants to choose from. And if you fancy *___your friends in the evening, there are 12 cinemas, a bowling alley and even a roller coaster ride.

Another huge shopping centre is the Mall of the Emirates in Dubai. As well as around 700 shops and restaurants, you can go to Magic Planet, which is a mini theme park, " watch a film in one of the fourteen cinemas. And if that isn't enough, about visiting Ski-Dubai, the world-famous indoor ski

slope? Some people want " a more cultural experience. This is easy at the Mall of the Emirates. There is a Community Theatre and Arts Centre on the second floor of the building with a theatre, art galleries, a music school and a library.

1 A much	B lot	C few
2 A where	B who	C which
3 A as	B such	C so
4 A large	B larger	C largest
5 A meet	B meeting	C to meet
6 A while	B but	C or
7 A how	B where	C much
8 A to have	B have	C having

Speaking

Strategy

When you have to speak about a given subject at length, think about how you will structure your speech. Use key phrases to introduce new points. Justify your opinions throughout and sum up your opinion at the end. Remember the subject may not be something you know much about, but you will sound convincing if you think carefully about each point

- 7 Read the Strategy and the phrases below. Decide which could be used for structuring your speech (St), ordering your points (O), justifying your opinions (J) and summing up (Su). Can you add any more phrases?
 - 1 There are a number of reasons why I believe this. 5 In conclusion, ...
- 4 Now I'd like to move on to ...
 - 2 I'll tell you why I think that. 6 I'll begin with ...
 - 3 Secondly, ...

8 Read the Strategy. Then do the exam task.

Look at the two photos showing modern school classrooms. Compare them, include the following:

- What makes a classroom a good place for learning?
- · Which of the classrooms would you prefer to study in? Why?
- is it more important for schools to spend money on new buildings or on new technology?





Writing

Strategy

It is important to fully develop the points that you mention in your writing. When you give opinions or describe feelings and actions, remember to give reasons for the things that

- 9 Read the Strategy. Then imagine that you discover your phone has been stolen. Write notes, including:
 - · three times when it might have happened.
 - three ideas for what you did next.
 - · three adjectives to describe your feelings.

I think I lost it when I was ...

- 10 Imagine you witnessed a robbery last week. Write an email to an English friend in which you:
 - · explain where you were.
 - · describe what you saw.
 - · say how it affected you.
 - · ask what similar experiences your friend has had.

Science

Vocabulary

Gadgets

I can describe gadgets and talk about their use.



1 SPEAKING Work in pairs. Look at the photos of gadgets (A-D). Do you think they are good or bad ideas? Which is your favourite and why?

2 3.09 VOCABULARY Check the meaning of the words below. Then listen and repeat. Which materials do you think are used to make the gadgets in exercise 1? Materials aluminium cardboard ceramic concrete copper glass gold iron leather nylon paper plastic rubber steel stone wood

3 Do the quiz in pairs. Then check your answers at the bottom of the page.

During World War II (1939-45), scientists used dandelions (see photo) to make a cardboard. b paper. c plastic. d rubber.

The first bicycles had wheels made of a wood with iron tyres. b iron with rubber tyres.

c iron with wooden tyres.

Which one of these materials did the Ancient Romans not have? a ceramic b concrete c glass d paper

Are these sentences true or false? a All types of wood float in water. b No type of stone floats in water.

Which of these metals is the hardest? Which is the heaviest?

The earliest use of nylon was in

a women's clothing. b toothbrushes. c parachutes. d guitar strings.

a aluminium b copper c gold d iron e steel I d S m 3 d 4 m Falce 4 b Falce 5 b 6 hardent a heaviest: o

Unit map

Vocabulary Materials

Describing technology Collocations Noun endings Gadgets

Parts of gadgets

Word Skills Verb + preposition

The passive (present simple and

past simple)

Listening intentions of the speaker



Reading Great inventions?



Speaking Making a complaint



Writing A formal letter

Culture 9 Computer pioneers



■ Vocabulary Builder page 121

Grammar Builder page 140

Grammar Reference page 141



4 SPEAKING Look around the classroom. What things are made of the materials in exercise 2? Think about furniture. the building, clothes and possessions.

The windows are made of aluminium and glass. This book...

5 VOCABULARY Look at the language for describing technology. Complete the phrases with the words below.

allows base handle mains mostly Describing technology Shape straight curved rectangular spherical square triangular circular Power It's 1 powered / battery powered / solar powered. it's cordless / rechargeable. Construction It's made 2 of glass / steel, etc. It's got wheels / a long 3 a triangular * / a square lid, etc. Use You use it to ... you to

It prevents you from (+ -ing) ...

6 3.10 Listen to the dialogues. Which phrases from exercise 5 do the people use?

RECYCLE! zero conditional

. We use the zero conditional to talk about causes and effects which are always true.

If you heat aluminium, it melts.

A light comes on if there is no Wi-Fi signal.

7 3.10 Read the Recycle! box. Then listen again. Complete the zero conditional sentences from the dialogues with the correct form of the verbs below.

come get go post press 1 If you this button, the plug appears.

2 You don't need to put it away if friends _

3 If you choose 'share' mode, it automatically _____ your

workout results on Facebook. 4 It _____ forward to the next track if you just touch here.

5 If you wave your hand once, it louder.

8 SPEAKING Work in pairs. Think of a gadget and describe it to your partner. Include phrases from exercise 5. Can your partner guess what you are describing?

It's battery powered. I think. It's made of.

Grammar

The passive (present simple and past simple)

I can use the present and past passive to talk about technology.

- 1 SPEAKING Work in pairs. How many different things do people use mobile phones for? Think of as many as you can in two minutes.
- 2 Read the text. What happened in 1973, 1986, 1992 and 1997?



A brief history of mobile phones

- » Nearly a billion mobile phones are sold every year worldwide.
- » The first mobile phone call was made in 1973 by Martin Cooper. He was an inventor for the company Motorola. The call was answered by the boss of a rival company, who was not happy to hear that he had lost the race.
- » The first mobiles were powered by batteries that weighed nearly a kilo.
- » Voicemail was added to phones in 1986. Internet access was not added for another ten years.
- » The first text message was sent in December 1992. It was not typed on the phone itself but on a computer.
- » The carnera phone was invented in 1997 by Philippe Kahn. Photos of his newborn daughter were shared via his phone with 2,000 friends and family.
- » In the UK, a mobile phone is stolen every three minutes.
- » What are mobile phones used for the most? It isn't texting or calling – it's checking the time!
- 3 Study the first two sentences of the text in exercise 2. Then complete the Learn this! box.

LEARN THIS! TH	e present and past passive
A CONTRACTOR OF THE PARTY OF TH	ormed with the correct form of the verb the past participle.
b We use the 2 and the 3	simple of be for the present passive.

- 4 Find twelve examples of the passive in the text. Which examples are ...
 - a plural? b negative?
- c a question?

LOOK OUT!

When we use adverbs with the passive, we usually put them immediately before the past participle.

Phones are sometimes used as alarm clocks.

It was probably invented by accident.

- ➤ Grammar Builder 9B page 134
- 5 Read the Look out! box. Complete the sentences with the present simple or past simple passive of the verbs in brackets.
 - Mobile phones are owned (own) by about 4.3 billion people in the world today.
 - 2 The best-selling phone ever was the Nokia 1100. More than 250 million (sell).

 - 4 The average text message (usually / answer) within 90 seconds.
 - 5 In 2012, 340,000 iPhones (buy) every day.
 - 6 Today, the internet (access) more often
 - from a phone than from a computer.
 - 7 More text messages ______ (send) every year in the Philippines than in any other country.
 - 8 The world's toughest phone ______ (drop) 25 metres onto concrete and did not break.
- 6 Complete the questions about the reading texts in Units 1–8 using the correct passive form of the verbs in brackets,
 - 1 Why _____ Ashlyn Blocker _____ (watch) more carefully than all the other children at her school? [1F]
 - Dan and Kate Suski (rescue) by helicopter after their boat sank? [2F]
 - 3 What skills ____ (improve) by playing online video games, according to a report? [3F]
 - 4 Who _____ (nearly / kill) by a storm at a paragliding event? [4F]
 - 5 Why ______ Jo Unsworth _____ (allow) to go to sleep at work? [5F]
 - 6 Why Terry Alderton (laugh at)
- / hold), if Aaron Levie is choosing the venue? [7F]

 8 Where the words tamam shud
- (find) in the Somerton Man case? [8F]
- 7 SPEAKING Work in pairs. Ask and answer the questions in exercise 6.

Why was Ashlyn Blocker watched more carefully than all the other children at her school?

Because ...



SPEAKING Describe the photos. Where are the people? What do you think they are saying?

Listening Strategy

You will sometimes have to identify the intentions of the speaker (e.g. to persuade, to warn, to inform, etc.). Listen for phrases such as I think you should, be careful to, I'm going to tell you about ... that give you a due to the speaker's intentions.

2 Read the Listening Strategy. What is the intention of the speakers in sentences 1-6? Choose from the verbs below. Match three of the sentences (1-6) with the photos.

to apologise to challenge to comfort to complain to describe to encourage to enquire to entertain to inform to persuade to recommend to tell a story to thank to warn to welcome

- 1 'Be careful not to touch the cooker. It's hot.'
- 2 'This is ridiculous! Why is there such a long delay?'
- 3 'I'd go and see this film if I were you. It's brilliant.' ___
- 4 'Good morning. Let me show you to your table.'
- 5 'I'd like some information about opening times, please' _
- 6 'Don't worry, everything will be fine.'
- 3 (3.11) Listen and identify the intentions of the speakers. Circle the correct verbs.
 - 1 a to persuade b to thank
 - c to complain 2 a to describe b to challenge c to persuade
 - 3 a to comfort b to encourage c to complain
 - b to persuade 4 a to warn c to complain
 - 5 a to comfort b to challenge c to warn 6 a to inform b to welcome c to recommend
- 4 Read the guestions below. Then listen and circle the
 - correct answers.
 - 1 The scientist's main aim is to
 - a warn people about the dangers of overeating.
 - b inform people about a scientific advance.
 - c persuade people to try a new product.
 - 2 The boy's main aim is to
 - a compare his new motorbike with his previous one.
 - b try to persuade someone to buy a second-hand motorbike.
 - c complain that he can't afford a brand-new motorbike.

3 The doctor's main aim is to

C

- a encourage the patient to live a healthier lifestyle.
- b warn the patient of the dangers of eating too much. c recommend a course of treatment.
- 4 The speaker's main aim is to
 - a describe a new invention.

weight

- b advertise a new product he has invented.
- c persuade somebody to invest money in his invention.
- 5 The head teacher's main aim is to
 - a persuade students to use the minibus.
 - b inform people that the school will buy a minibus.
- c thank people for helping the school to raise money. 5 Match the verbs in A with the words and phrases
- in B to make collocations. Then listen again and check.
 - A lose get prescribe come up with browse run
 - B a good deal an idea on biofuel drugs the internet
- 6 Prepare a short speech (30-50 words) to do one of these
 - things. Use the questions and phrases to help you. 1 persuade someone to come out with you
 - Where? When? Why will they enjoy it? Why don't you ...? I think you you'll enjoy ... it'll be (great fun). (George) is coming too.
 - 2 thank the parents of your penfriend for their hospitality How did they make you feel welcome? What did you particularly enjoy?
 - I had a (wonderful) time. It was so kind of you to ...
 - I really enjoyed the ... I hope to see you again soon.
 - 3 inform your cousin about your plans for your gap year Where are you going and when? What kind of work are you going to do? How long will you stay?
 - I'm going to ... I'll be there for ... I'm going to work (in a shop) When I come home, I'm going to _
- 7 SPEAKING Work in pairs. Deliver your speech to your partner.



Grammar

The passive (present perfect and future)

I can use different forms of the passive.

- 1 Look at the photo. What things do you think a wearable gadget can do?
- 2 Read the text and check your ideas from exercise 1.



Over the past 20 years, 'the way in which we take, keep and share photos has been transformed. Most people now use smartphones and digital cameras to take photos, and billions of photos have been uploaded to social networking sites. *So have traditional celluloid film cameras been replaced by these gadgets? Not yet, but it won't be long.

But things are going to change again. Wearable gadgets have recently been developed that allow you to take a photo simply by blinking, You can also send messages and surf the internet. *The technology hasn't been perfected, so *these devices won't be sold in shoos for a while.

*Will cameras and mobiles be replaced by wearable gadgets? They haven't been replaced yet, but it may happen sooner than we think. What's certain is that *our lives will be changed by these devices in ways we haven't even thought of.

- 3 Match the underlined passive forms in the text (1–6) with the tenses below (a–f). How many more examples can you find in the text?
 - a present perfect affirmative ____
 - b present perfect negative ___
 - c present perfect interrogative ___
 - d will future affirmative
 - e will future interrogative
 - f will future negative
 - ➤ Grammar Builder 9D page 140

4	What will life be like in cities 50 years from now? Complete
	the predictions with the verbs in brackets. Use the future
	passive.

-1	F000	(grow) in nuge	vertical farms.
2	Everyone	(connect) t	o a super-fast fibre-opti
	network.		
3	In shops we	(assist) b	y robots who will help
	find what we ar	e looking for.	
4	Computers and	mobiles	(wear), not carried
5	People	(drive) around	in robo-taxis which

(not need).

constantly

online.

on the moon.

(watch) by cameras!

5 Complete the predictions with the affirmative future passive form of the verbs below.

won't have drivers. Traffic lights ___

6 Some people predict that we

5 all products

6 hotels

b	uild control o	drive buy	and sell is	peak	connect
0	ne hundred year	s from now			
1	the weather			_ by h	umans.
2	we		_all		
	to computers so	that we ca	n think fas	ter.	
3	only two langua	ages			in the world
	(English and Chi	inese).			

6 SPEAKING Work in pairs. Say if you agree or disagree with the statements in exercise 5. Use the phrases below to help you.

I don't agree that ... I agree that ...
I'm not sure that ... I wouldn't say that ...

7 Complete the sentences with the verbs below. Use the present perfect passive.

sell share take upload watch In the past hour: 1 100 million photos have been taken.

2 208,000 mobile phones ______ 3 1.7 million photos _______ to Instagram.

4 350 million photos with friends on Facebook.
5 8.3 million hours of video on YouTube.

8 Write questions using the prompts below. Use the present perfect passive with ever.

1 photograph / at school? Have you even been photographed at school?

2 punish / for something you didn't do?

3 Involve / in an accident?

4 hurt/while doing sport?

5 criticise / by a good friend?

6 sting / by a bee?

9 SPEAKING Work in pairs. Ask and answer the questions in exercise 8. Give extra information using the past simple.

Have you ever been photographed at school?

9E

Word Skills

Verb + preposition

I can understand and use verb + preposition collocations.

- 1 Would you like to travel to another planet? Why? / Why not?
- 2 Read the text. Do you think the Mars One project is a good idea? Give reasons for your answer.





The Mars Une project is planning to send people to Mars to live there permanently. The idea of king on other planets clearly appeals to a lot of people, because over 200,000 individuals want to take part in the mission. But how will the settlers adjust to the conditions on Mars? Here are some of the problems they will face.

- The atmosphere consists of 95% carbon dioxide and almost no oxygen.
- The settlers will have to cope with very low temperatures (similar to Antarctica) and very high levels of ultra-violet radiation.
- Gravity is only 38% of that on Earth. We need to learn more about the effects that would have on their bodies.
- Mars Rovers have already searched for water on Mars but have found none that is in liquid form.

The plan is to send another Rover to Mars in 2018. Its job will be to prepare for the arrival of the first four settlers in 2025. It will construct houses' for the inhabitants, with a supply of fresh air, water and solar power. After that, four more settlers will arrive every two years. How long will the settlers stay? Nobody knows. The volunteer settlers will get a 'one-way ticket'. It may be possible to bring them back to Earth at some point in the future; but there is no guarantee!

3 Look at the highlighted verb + preposition collocations in the text. Find six more (two with for, one with about, one with of, one with to and one with with).

Dictionary Skills Strategy

A dictionary will tell you if the verb is followed by a particular preposition.

4 DICTIONARY WORK Read the Dictionary Strategy. Then look at the dictionary entry for recover. Which preposition is used with it?

recover /rt'kava(r/ verb [1] 1 recover (from sth) to become well again after you have been ill: It took him two months to recover from the operation. 2 [1] recover (from sth) to get back to normal again after a bad experience, etc.

5	Complete the sentences with the words below. Use a
	dictionary to check your answers if you need to

about	apologised	asked	laugh	of	with
1 1	for	my late a	rrival		
2 Dad complained		the noise from the neighbour			
3 I've often dreamed		fly	ing to	the moon.	
4 We finished our meal and _		for the bill.			
F Don'	F Don't strong		Basto clos	in the	Leady Made of

my science homework?

6 SPEAKING Do you think people will ever live on Mars? Why? / Why not? Use the phrases below to help you.

I think / don't	think	I'm not sure, really
As I see it,	To be ho	nest,
For one thing,	But t	then again,
Harman della 14 h	in the	ar dalle (4) Steel 14

LOOK OUT!

6 Can you help me

Some verbs can be followed by more than one preposition, sometimes with a slight change in meaning, e.g. shout at / shout to, agree with / agree to.

My sister <u>shouted at</u> me because I lost her mobile.

I saw Liz on the other side of the road and shouted to her.

- 7 Read the Look out! box. Circle the correct prepositions to complete the sentences.
- 1 a Have you ever heard of / about wearable gadgets?
- b Have you heard of / about John's new job?
 2 a She has to care for / about her elderly mum.
- b I don't care for / about money.
- 3 a You look worried. What are you thinking about / of?
- b What do you think about / of my new dress?
- 4 a Throw the ball at / to me!
- b It was unkind to throw a ball at / to the dog.
- 5 a I write to / about my penfriend about once a month.
- b I wrote to / about my holiday on my blog.
- My teacher agreed with / to my request to leave early.
 I don't agree with / to you.
- 8 Complete the questions with the correct preposition.

	등 없는 사람들이 살아 있는 것이 없어요 살아야 한다면 하는 것이 없는 것이 없는 것이 없는 것이 없는 것이 없다면 하다면 하다면 하다면 하다면 하다면 하다면 하다면 하다면 하다면 하	
1	What kinds of things do you worry _	
-		

- When did you last argue _____ someone? Who? What ____?
 Have you ever complained _____ anything in a restaurant or
- shop? What was the problem?
- 4 What kind of music do you listen ____ ?

 5 When did you last take part ____ a race? How did you do?
- 6 If you were going to write a letter _____ someone famous, who would it be? Why?
- 9 SPEAKING Ask and answer the questions in exercise 8. Give extra details if you can.

What kinds of things do you worry about?

I worry about school work and exams.

Reading

Great inventions?

I can understand a text about forgotten inventions.

- 1 SPEAKING Look at the pictures. What do you think these inventions were for?
- 2 Read the texts. Check your answers in exercise 1. Were any of your guesses correct?
- 3 In pairs, decide which of the inventions is the most impressive and / or interesting, in your opinion. Give reasons.
- 4 Number the pictures (A-D) in the order in which they were invented.

C D1

5 Match the texts (1-4) with questions A-F below. Some questions match with more than one text.

Which invention(s) ...

A was / were lost and then found again?

- B was / were popular for a time but then disappeared?
- C used electricity?
- D was / were designed by an unknown inventor?
- E was / were designed to improve your health?
- F was/were first designed in the 19th century?

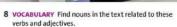
Reading Strategy

Sometimes, true / false tasks include a third option: the text does not say. Choose the third option if the text does not contain enough information to clearly say if the sentence is true or false. Do not use your own knowledge (or guesswork) to fill any information gaps!

6 Read the Reading Strategy. Explain why 'does not say' is the correct answer to this sentence.

The third of the three Telharmonium models was the heaviest, DN5

- 7 Decide if the sentences below are true (T), false (F) or 'does not say' (DNS).
 - The Telharmonium was invented before the radio.
 - 2 Thaddeus Cahill destroyed the final model of his invention. before he died.
 - 3 The Rejuvenator successfully cured deafness and baldness in hundreds of people.
 - 4 The Rejuvenator was a commercial success even though it
 - was not clear how it worked. 5 The Writing Ball was the first machine that used electricity for typing.
 - 6 Other typing machines were cheaper to make because they were not made by hand.
 - 7 The Antikythera Mechanism was at the bottom of the sea for nearly 2,000 years.
 - For about 70 years after it was found, the purpose of the mechanism was not known.



Noun endings

Text 1

Text 3

a invent b record e move f arrange_

Text 2

Text 4

c deaf d bald

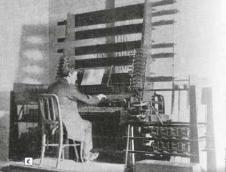
g discover h reconstruct

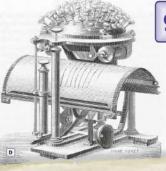
- 9 VOCABULARY Look at your answers in exercise 8. How many different noun endings do they include? Can you think of other nouns with these endings?
- 10 SPEAKING In pairs, decide which three inventions and discoveries from history are the most important. Use the ideas below or think of your own. Give reasons.

aeroplanes antibiotics books cars computers electricity fire printing television wheels

If the wheel didn't exist, we couldn't travel by car or bus.

If we didn't have aeroplanes, journeys would take much longer.





Inventions the world forgot

3.13

The Telharmonium

The Telharmonium was the world's first electronic musical instrument. It was designed by an American, Thaddeus Cabill, in 1897. Three models of the instrument were built; the first weighed about 7,000 kg, and the other two weighed nearly 200,000 kg/ Music from the instrument was broadcast to people's

- conson kg issues from the meximient was organization to peoplehomes using another new invention; the telephone. For the first time, people could stay at home and listen on their telephones to live music from another part of the country, (The radio had not been invented.) People loved these concerts, but there were
- no problems. Some telephone users who were not listening to the concert were interrupted by loud music half way through their conversation! By 1914, the world was no longer interested in the Telharmonium. After Cahill's death in 1934, his brother kept one of the three models, but in 1962 it was destroyed. No recordings
- 15 of the music were kept, so the Telharmonium and its unique sound have disappeared forever.

The Rejuvenator

In the early part of the 20th century, there was a lot of interest in the power of electricity to cure medical conditions. A device called the Rejuvenator was invented by 20 British scientist Otto Overbeck in 1925. It was used in the home to treat all kinds of medical problems, including deafness and baldness, and became very popular. It was advertised in newspapers and members of the public were invited to watch

live demonstrations in theatres. The users placed electrodes on 25 any part of their body and a small electric current was passed through it. It was unclear exactly how the machine worked, but hundreds were sold all around the world and Overbeck became rich. In the 1950s, it was still possible to buy new parts for these machines, but today they are only seen in museums.

The Writing Ball

The Writing Ball was invented in 1865 by Rasmus Malling-Hansen from Denmark. It was a machine for typing onto paper. Malling-Hansen spent a long time working on the design. For example, he made sure all the keys were placed in the best positions for typing quickly. The machine even used electricity

35 to make the movement faster. There was one problem, however, you could not see the paper as you were typing. Nevertheless, the Writing Ball was sold all over Europe and was very successful. However, each model was made by hand. Soon, other machines became more popular because they were made in

40 factories and were cheaper. A new keyboard was developed with the keys arranged differently. This arrangement is now used on phones and computer keyboards all over the world, even though it was quicker to type using the Writing Ball. The once-popular Writing Ball was forgotten.

The Antikythera Mechanism

In 1901, a ship was discovered at the bottom of the sea near the Greek island of Antikythera. On the ship was an ancient machine. It had been made about 1,900 years earlier, in 2 b.: For many years after its discovery, nobody understood exactly what the machine was for. But in the 1970s, scientists used X-rays

- 50 to find out its secrets. Amazingly, they found that the machine was an ancient computer. It had been designed to predict the movements of the sun, the moon and the planets. It did this using more than thirty hand-made metal wheels of different sizes. A study of the mechanism in 2006 was led by Professor Michael
- 35 Edmunds from Cardiff University. He described the device as just extraordinary, the only thing of its kind and 'more valuable than the Mona Lisa'. Reconstructions have been made and the device works perfectly.

Speaking

Making a complaint

I can complain about faulty goods in a shop.

- Describe the photo. Answer the questions.
 - 1 What are the people saying, do you think?
 - 2 Do you often take the things you have bought back to the shop? Why?
 - 3 Tell us about a situation when you had to return a faulty item to a shop.

You are returning a gadget to a shop because something has gone wrong with it. Discuss these four issues during the conversation with the shop assistant:

- . What the gadget is and when you bought it.
- · What the problem is.
- · What you want to happen next.
- · What you will do if that isn't possible.
- 2 Read the task above. Then listen to a student doing the task. Circle the correct answers.
 - 1 The student is returning
 - a a CD player.
 - b a DVD player.
 - 2 The student can't
 - a charge the batteries.
 - b turn on the player.
 - 3 The student would like
 - a an exchange.
 - b a refund. 4 The sales assistant offers to
- a repairit

 - b exchange it.
- 3 VOCABULARY Which of these gadgets do you own? Would you like to own any other? Why? / Why not?

Gadgets digital camera digital radio DVD player e-book reader games console headphones mobile phone MP3 player smartphone tablet

>> Vocabulary Builder Gadgets: page 121

Speaking Strategy

When you are doing a speaking task, make sure you refer to all four points in the task. It is also important that you react and respond properly to what is said during the conversation.

- 4 3.14 Read the Speaking Strategy. Listen again and say if the student mentioned all the points in the task and responded well to the sales assistant's contributions.
- 5 VOCABULARY Look at the list of parts of gadgets below. Choose three gadgets from exercise 3. Which parts can you find on or with these gadgets?

Parts of gadgets battery case charger on/off button power lead remote control screen strap USB port volume control



- 6 315 Listen to another student. What parts of the gadget did she and the sales assistant mention?
- 7 KEY PHRASES Complete the phrases with the words below.

broken come exchange happy manager money problem repair something stopped work write

There's a 1 with ... There's 2 wrong with _ It doesn't3 It has 4 working. It's \$ The (dial) has 4 off. Can I have my 7 back, please? Can 18 it, please? Can you * 112 1'm not 30 about that. Can I see the " please? I'm going to 12_ to (customer services).

- 8 3.15 Listen again. Tick the phrases in exercise 7 that the student uses.
- 9 KEY PHRASES Match the sentence halves.

Dealing with a complaint

Making a complaint

1 What's wrong a a refund? 2 When did you b repair it. 3 Have you got c a credit note. 4 Would you like d the receipt? 5 We don't give e refunds 6 I can give you f with it? 7 We can g I can do. 8 There's nothing h buy it?

10 SPEAKING Work in pairs. Do the exam task in exercise 2. Take turns to be the shop assistant and the customer. Use words and phrases from this lesson to help you.



Writing

A formal letter

I can write a formal letter.

1 SPEAKING Work in pairs. Put these methods of transport in order from the most environmentally friendly to the least. Then compare ideas with another pair.

bicycle bus car (diesel or petrol) electric car motorbike tram

2 Read the task and the letter. Do you agree or disagree with the writer's opinions? Give reasons.

Your local council has issued a new town planning policy and decided not to include any cycle lanes in the town centre. Write a letter of complaint about this decision.



Dear Sir or Madam.

- I am writing to express my disappointment at the council's recent decision not to include any cycle lanes in town. Since I do not have a car, I cycle everywhere, so this is a very important issue for me,
- My main reason for objecting to the decision is that cycles lanes improve the safety of cyclists. Without cycle lanes, more cyclists are injured in accidents, as it is far more difficult for drivers to see them.
- I realise that it is expensive to build cycle lanes.
 However, I believe it is a good use of public money.
 Pollution is a problem and we should be encouraging people to cycle rather than going by car because it is better for the environment.
- 4 All in all, I believe this is a very bad decision. Unless the council reconsiders, there will be a negative effect on road safety and on the environment.

Yours faithfully

M Stafford

Martin Stafford

Writing Strategy

Make sure you use a variety of different structures when writing formal letters. You can form complex sentences by joining two clauses together with a conjunction (and, but, because, if, or, etc.). Use different conjunctions depending on the meaning of the clauses they introduce.

- 3 Read the Writing Strategy. Match the bold conjunctions in the letter with the meanings below.
 - 1 because (x2)
 - 2 instead of
 - 3 except if / if it was not true that
 - 4 for that reason
 - >> Vocabulary Builder Conjunctions: page 121
- 4 Match the paragraphs of the letter (1-4) with four of the headings below (A-F).
- A Give the main argument for your opinion.
- B Strongly re-state your overall opinion. ___
- C Describe a personal experience.
- D Explain the reason for writing. ___
- E Make suggestions for the future.
- Mention one argument from the opposing view and say why you do not accept it.
- 5 KEY PHRASES Read the useful phrases for summing up. Then find one more in the letter in exercise 2. Which paragraph does it begin?

Summing up

On balance, I think ...

Overall, ... in my opinion.

In conclusion....

For these reasons, I strongly believe that ...

6 In pairs, read the task below. Plan your essay by following the instructions (1–3).

Your local council has decided to stop giving under-18s cheap travel on buses. Write a letter of complaint about this decision, explaining why it is bad for teenagers and for the environment.

- In pairs, brainstorm ideas for the pros and cons of offering young people cheap travel on buses.
- 2 Choose a main reason for complaining about the decision. Then choose one argument in favour of the council's decision and say why you do not accept it.
- 3 Make a paragraph plan for your letter. Use your answers in exercise 4 to help you.
- 7 Write your letter following your plan from exercise 6. Use a phrase from exercise 5 to begin the final paragraph.

CHECK YOUR WORK

Have you ...

- used conjunctions correctly?
 - · checked the spelling and grammar?

Exam Skills Trainer

Reading

Strategy

Read each text quickly and decide what kind of text it is, e.g. an advert, a notice, a description, etc. This will help you answer questions about gist and intention.

- Read the Strategy. Then read the five short texts, ignoring the questions under them. Decide what kind of texts they are.
- 2 Read the texts and answer the questions (1-5). Circle the correct answer (A-D).

1 TV opportunity!

Great Inventions is a new TV show and we are looking for young people to take part. Interested? We invite you to make a two-minute video that shows your idea for a new invention. Make sure you include:

- personal details: name, age, and address.
- · the name of your invention, how you got the idea and how it works

You can email us your video or send it to the address shown on our website. We'll choose the ones we think are most interesting. Your prize? The chance to appear on our TV show!

- 1 What do the programme makers want?
 - A new inventors
 - B experienced film makers
 - C young TV presenters
 - D young actors

2 20th-century inventions

The most important modern invention has to be the mobile phone. It was only invented in the 1970s, but look at it now! Everyone has a phone. Originally, of course, phones were large and were only used to make phone calls. Now those phones are in museums! Modern mobile phones are minicomputers - you can do so much with them. You can buy very expensive phones, but you can also buy cheap models. That's why, in my view, it's the best 20th-century invention.

- 2 What is the purpose of the text?
 - A to advertise mobile phones
 - B to invite people to a museum exhibition
 - C to give an opinion about an invention
 - D to advise people to avoid cheap phones

3 3D printers

3D printers are a new kind of machine that can make everyday objects. They're amazing because they can produce different things in different materials. A 3D printer can make anything from cups and plates to plastic toys and even chocolate cakes! So how do they work? First you design a 3D object on your computer, then you connect it to a 3D printer. Press 'print' and watch it work. The printer makes the object in very thin layers, like the pages of a book - one on top of the other until you have a complete object.

- 3 What is the writer of the text doing?
 - A giving an idea about the future of printers
 - B describing an invention
 - C giving a short history of an object
 - D explaining different inventions
- 4 Tim Berners-Lee is the British computer scientist who is given the credit for inventing the World Wide Web.

People had been developing the internet since the 1960s. However, Tim Berners-Lee put all the ideas together to create the World Wide Web, In 1990, he produced the first version and it was put online in 1991.

He could have made a lot of money from his invention, but he decided to offer it to the world as a gift.

- 4 What would be the best title for this article?
 - A The inventor of the internet
 - B The advantages of the world wide web
 - C An expensive communication system
 - D The growth of the internet

5 What's my password?

These days we have so many computer passwords that it isn't surprising that we often forget them. That's why most people create passwords which are based on the people, places and things they know best. Using names and dates in different ways is popular. For example, combining part of your name with your date of birth. Using a childhood memory is also very common. You might use the name of the street you grew up in, or the name of your favourite

- 5 According to this article, how do most people decide on their passwords?
 - A They only have one or two passwords for everything.
 - B They choose words which are very personal. C They only use information about themselves.
 - D They use numbers rather than letters.

Listening

Strategy

To decide if a statement is true or false, you should only use the information in the text. A true / false task is a test of comprehension, not your general knowledge.

3 Read the Strategy. Which sentences in the exam task in exercise 4 do you think are true? Why do you think so? Discuss your ideas in pairs.



Exam Skills Trainer

- 4 Q3.16 Listen to the text. Are the sentences true or false? Write T or F.
 - 1 Galileo invented the telescope.
 - 2 Galileo immediately used the telescope to study space.
 - The United States sent the first person into space.
 - 4 There was an astronaut in Vostok 1.
 - 5 A woman explored space before men landed on the Moon.
 - 6 Most spacecraft have successfully landed on Mars.
 - 7 The speaker thinks it's useful to land on Mars.
 - 8 The speaker is mainly describing the advantages of space exploration.

Use of English

Strategy

Read the text quickly, ignoring the gaps, to get a general idea of what it is about. Then read it again more slowly and think about what type of words are missing, e.g. adjective, adverb, etc. When you have decided, look at the word given and consider how to change it. Think carefully about spelling, e.g. hoppy - happily NOT happyily.

- 5 Read the Strategy. Then read the text in exercise 6 and work out what kind of words are missing from each gap.
- 6 Complete the text with the correct form of the words in brackets.

Food inventions

A lot of popular food was invented ! (ACCIDENT). For example, a chef called George Crum was working in a restaurant in Saratoga Springs in the US. One day, a (CUSTOM) complained about his fried potatoes. He wanted them to be fried for a 3 (LONG) time than usual and to be cut into thinner slices. Maybe Crum was tired that day because he was very 4 (HAPPY) about this! He sliced the potatoes very 5 (THIN) and fried them for a very long time, 6 (STRANGE), the man loved them, and so, potato crisps were created! Another 7 (FAME) example is when a pharmacist named John Pemberton was working on some medicine for people who were tired or (NERVE). One of his assistants used carbonated water by mistake, not still water. The result was the fizzy drink: cola.

Speaking

Strategy

Make sure you use appropriate language when doing a role-play exercise. You should learn suitable expressions that you can use for different situations, e.g. making a complaint, making a decision about what to buy.

- 7 Read the Strategy. Then look at expressions 1–8. Which of these can you use to make a complaint? Can you think of any other expressions?
 - 1 Can I have my money back, please?
 - It doesn't work.
 It's perfect.
 - 4 You're right about that.
 - 5 There's something wrong with it.
 - 6 I'm not happy about that.
 - 7 That's a good idea.
 - 8 Can I see the manager, please?
- 8 Work in pairs. Do a role-play. You are complaining in a shop because an item you bought is faulty. Discuss these four issues during the conversation with the shop assistant and try to come to an agreement.
 - · What you bought.
 - · What the problem is.
 - · What you want to happen next.
 - What you will do if that isn't possible.
- 9 Summarise what you have agreed on. Say how you feel about the solution.

Now swap roles, and repeat the activity with a different complaint.

Writing

Strategy

When you have finished writing, read through your work carefully and check for grammar mistakes.

- 10 Read the Strategy. Then read the sentences below and find the errors.
 - 1 I would like to sending you my latest invention.
 - 2 I did not enter a competition before.
 - 3 I always am working hard every day.
 - 4 I going to send you a short video.
 - 5 I write to you to find out more information.
 - I looking forward to hearing from you.
- 11 Imagine you are entering a competition for a new invention or design. Write a formal letter to the organiser in which you:
 - · explain why you are writing.
 - describe your invention.
 - · say what inspired you.
 - · explain why you think it would be useful



The British



- 1 SPEAKING Describe the photos. Do they match your idea of typical British people? Why? / Why not?
- 2 Read the text. Are these sentences about the people who took part in the survey true or false? Write Tor F.
 - a Most have a positive view of the British overall.
 - b More than half have a better opinion of the British now that they live in the country.

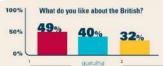


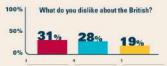
hat is a typical British person like? People who come to Britain from other countries probably have a few expectations: British people are polite, rather reserved, and enjoy drinking tea and standing in queues! But how accurate is this stereotype? In an online survey of 1,402 foreign nationals living in the UK, just over half said that the British matched their expectations.

The survey also asked which aspects of the British character the foreign nationals liked and disliked. British people's good manners were popular with 49% and 40% liked the ability to queue. Many agreed that the British are reserved and for 32% this was a good quality - but for 19% it was negative. Other negative aspects were the British sense of humour (31%) and British culture in general (28%). However, 77% said they liked British people in general and 61% said that their opinion of the British got better as a result of living in the UK.

A spokesman for the researchers said: People probably come to Britain with a stereotype of what to expect. It's good to see that, for the majority, the reality is better than the stereotype.' 3 Complete the labels for the charts with the words below. Use information from the text to help you.

better culture good manners reserve reserve sense of humour the same or worse





Is your opinion of the British better or worse now than before you lived here?



- 4 318 Listen to five people from other countries talking about their view of the British. Which person do you think has the most negative view?
- 5 318 Listen again. Match the speakers (1-5) with sentences A-F below.

Which speaker(s) ...

- A are not keen on the weather in the UK?
- B makes a positive comment about the food?
- C do not think British people are hard-working?
- D have a negative opinion of young people's behaviour?
- E are fans of British culture?
- F are generally positive about the people in Britain?
- 6 SPEAKING Discuss the guestions in pairs. Use the phrases below to help you.

People usually think we are ...

A lot of people see us as ...

It is / isn't right to say that we are ... because ...

However, it's probably true to say that ...

- What do people from other countries think of your nationality? Is there a stereotype?
- 2 Do you think other people's view of your nationality is correct? Why? / Why not?

3.17

Robinson Crusoe

- 1 SPEAKING Describe the photo. Where is the man? Why is he there? What is he doing? Do you know the name of the film and the actor?
- 2 USE OF ENGLISH Read the text and circle the correct answers.

1	a	when	b	before	c	up to
2	a	In	b	On	c	At
3	a	which	b	who	c	it
4	a	if	b	why	c	that
5	a	stay	b	to stay	c	staying
6	a	on	b	over	c	about
7	a	so	b	because	c	however



3.19

The real Robinson Crusoe

Written by Daniel Defoe and published in 1719, Robinson Crusoe is one of the oldest and most famous adventure stories in English literature. In the story, Crusoe is marooned on a desert island and spends 27 years there 1 he is rescued. Defoe probably got the idea for his novel from the true story of the Scottish sailor, Alexander Selkirk.

- the early 18th century, England was at war with Spain, and Selkirk joined the crew of an English ship, the Cinque Ports, 3 attacked Spanish colonies and ships in the South Pacific. In 1704, Selkirk's ship stopped at a remote island for fresh water and supplies. Selkirk was worried
- the ship was in poor condition and, instead of returning

- to it, decided 5 on the island alone. He became very lonely and quickly regretted his decision, but he was right
- the Cinque Ports: it sank. Selkirk survived by building a shelter and killing animals for food. Two ships visited the island the following year, but unfortunately they were Spanish, 7 Selkirk hid from sight. An English ship finally arrived at the island in February 1709 and Selkirk was able to return home.

- 3 Read The story so far. Then work in pairs. What do you think happens next? Use the ideas below, or your own ideas.
 - 1 They become friends.
 - The prisoner attacks Crusoe and runs away.
 - 3 The prisoner becomes Crusoe's slave.
 - 4 Crusoe learns to speak the prisoner's language.

howlong what where when why

- 5 The prisoner takes Crusoe to his home on another island.
- 4 3.20 Listen to the next part of the story and check your ideas.
- 5 3.20 Complete the questions with the words below. Use each word once. Then listen again and answer the questions.

4.000	A CONTRACTOR OF THE PROPERTY O
1	did Crusoe call the man 'Man Friday'?
2	did Crusoe teach Man Friday to do?
3	did they go back to Crusoe's first house?
4	did Crusoe and Man Friday live together?
5	were they when Man Friday saw his country?

The story so far ...

Robinson Crusoe is a sailor. On a voyage to Africa, his ship sinks in a storm. Crusoe manages to swim to an island but he is the only survivor. He manages to get ropes, wood, guns and tools from the ship. He builds shelters and a canoe, and hunts wild animals. Many years pass. One day he sees a footprint in the sand and then discovers that cannibals occasionally visit the island and eat their prisoners. On one of these visits, Crusoe kills two cannibals and helps one of the prisoners to escape

6 SPEAKING Work in pairs. Imagine that you are going to spend a year on a desert island. Decide which of the things below you will take with you and why. What else will you take? Use the phrases to help you.

blanket first-aid kit gun knife lighter mobile phone pencil and paper sun cream toothbrush towel

Let's take ... so that we can ...

I (don't) think we need a ... because ...

A ... will be useful for ...

I think we should also take ...

Good idea: / I'm not sure about that.

Culture

Screen exports

1 SPEAKING Look at the photos. Do you know these TV programmes? What types of programmes do you think they are? Choose from the words below.

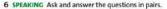
chat show documentary drama sitcom talent show science fiction



2 Read the text. Check your answers to exercise 1.

- 3 Are the sentences true or false? Write T or F.
 - 1 Countries around the world spend more than ET billion a year on British TV programmes.
 - 2 The finished programmes which the UK exports are all dramas.
 - 3 In India and Iran, you can watch British people taking part in a cookery programme.
 - 4 Doctor Who is popular in Turkey but not in most other countries.
 - 5 Heartbeat is popular in Finland but not in most other countries.
- 4 Sizza Listen to the information about Top Gear. What is the most important reason for the show's popularity?
- 5 322 Listen again. Circle the correct answers.
- 1 Top Gear is popular in 170 / 350 different countries.
- 2 Most countries show their own / the British
- version of the programme The programme first appeared
- in 1977 / 1987.
- 4 It began a new format in 2002 with three / two main presenters
- 5 About 14 / 40 per cent of the viewers are female.
- The 2002 format introduced a new presenter / racing driver called The Stig.





- 1 Do you ever watch any of the shows mentioned in the text in exercise 2? What do you think of them?
- 2 In general, do you prefer programmes from your own country or other countries? Why?

around the world

Selling British TV programmes to countries around the world is an important industry for the UK. It brings in around £1.3 billion a year. The top countries for British TV exports are 1) the USA, 2) Sweden, 3) Denmark, 4) Germany and 5) Norway.

There are two main types of TV export: finished programmes and formats. When countries buy a finished programme, it is ready to broadcast on their own channels. When they buy a format, they are just buying the idea for a programme. They then have to make the programme in their own language and with people and places from their own countries.

Many of the finished programmes are dramas. For example, the historical drama Downton Abbey is very popular in many countries. Midsomer Murders, a detective drama from

1997, is still a huge favourite around the world. Wildlife documentaries are also an important export,

Popular British formats include several talent shows: The X Factor and Strictly Come Dancing are two well-known examples. Cookery programmes are very popular too. For example, local versions of Masterchef are on TV in more than forty different countries, including India and Iran.

Different TV shows are popular in different countries. For example, the science fiction show Doctor Who is very popular in Turkey and many other countries. But when a TV company in Finland bought the programme, audiences there did not like it at all. They prefer an old police drama called Heartbeat. which was popular in the UK twenty years ago and only sells to a few countries.

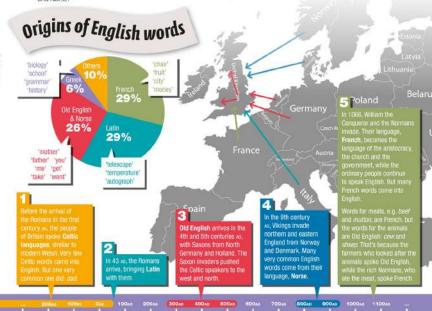
The English language

- 1 SPEAKING Work in pairs. Where are you most likely to see or hear English words in your country?
- 2 Read the information about the history of English. Are the sentences true or false? Write T or F.
 - Britain's first inhabitants spoke Latin.
 - 2 Old English arrived from Norway and Denmark.
 - 3 The Vikings invaded parts of Britain between about 800 and 1000 Ap.
- 4 After 1066, most powerful and important people in Britain spoke French.
- Over half of all English words come from French and Latin.
- 3 Read the information again and answer the questions.
 - 1 Where did the Saxons come from?
 - 2 What language did the Romans bring?
 - 3 Where did the Celtic speakers go after the Saxons arrived?
 - 4 What language did the Vikings speak?
 - 5 After 1066, which language did most ordinary people speak?
 - 6 Which very common English word came from Celtic?
 - 7 What percentage of English words come from Old English and Norse?

- 4 3.23 Listen to an interview about English as a global language. Which one of these topics do they not mention?
 - 1 The future of English
 - 2 The number of English speakers
 - 3 How English became a global language
 - 4 The influence of technology

3 55%

- 5 Foreign words in English
- 6 The effect of English on other languages
- 5 93.23 Listen again. What is the significance of these numbers and dates?
 - 1 the 18th and 19th centuries 5 1.5 billion
 - 2 1945 6
 - 6 half a million
 - 7 one hundred years
 - 4 335 million from now
- 6 SPEAKING Work in pairs. Ask and answer the questions.
 - 1 What are the benefits of being able to speak English for people in your country?
 - 2 Does your language have words borrowed from English and other languages? Give examples.



Culture

British entrepreneurs

- 1 SPEAKING Look at the photo. Are there Body Shop stores in your country? What do they sell?
- 2 Complete the text about British entrepreneur Anita Roddick. Write one appropriate word for each gap.

3.24

Anita Roddick

Anita Perilli was born in 1942 in Littlehamoton, a seaside town 1 the south of England. Her parents were from Italy and ran a café. After leaving school, she trained 2 an English teacher, but before finding a job, she decided to travel round the world, working in a number of different countries. When she got back \$ Britain, her mother introduced her to a young Scottish man called Gordon Roddick. They fell in love immediately and * Together, they opened a restaurant and a small hotel in Anita's home town. They had two daughters and moved to Brighton, also on the south coast.

It was there in 1976 that Anita Roddick opened the first Body Shop store. Her husband was travelling in South America and she needed to earn money to support her young family. She wanted 5 sell cosmetics and skin-care products that were natural and not tested on animals. She also recycled the contained her products; customers could bring them back to the shop and refill them. 'Businesses have the power to do good," she said. She opened a second shop six and by 1991, there were seven hundred Body Shop stores. By 2004, the Body Shop had over two thousand stores with 71 million customers in 51 countries.

Anita Roddick was passionate about social and environmental issues. She gave money 8_ many charities, including Greenpeace and Amnesty International, and she campaigned for them too. She joined anti-globalisation protests and was very critical of big oil companies that did not invest in renewable energy.

Towards the end * her life, she sold Body Shop to the world's largest cosmetics company, L'Oréal. Many of her customers felt betraved. But she gave away most 10 money to charities. She died in 2007 at the age of 64.

3 Read the text again. Answer the questions.

- 1 Where were Roddick's parents from?
- 2 What did she do immediately after leaving school?
- 3 What businesses did she and her husband run together?
- 4 Where was her husband when she opened the first Body Shop store?
- 5 What was different about the ingredients in Body Shop products?
- 6 Why did some of her customers feel betrayed?



- a airline
- b mail-order record company

Put the businesses in the order

that Branson started them.

- c mobile phone company
- d recording studio
- e space tourism
- company.
- f student magazine g train company_

5 3.25 Listen again.

Are the sentences true or false? Write T or F.

- 1 Branson's head teacher made a correct prediction about Branson's future.
- 2 Branson was unable to attract famous bands to his record company.
- 3 He still owns his record company.
- 4 He has broken two world records.
- 5 Branson has set up a space tourism company. ___

6 SPEAKING Work in pairs. Ask and answer the questions.

1 What nationality are the entrepreneurs below? What are they famous for?

Roman Abramovich Coco Chanel Simon Cowell Walt Disney Henry Ford Bill Gates Steve Jobs

Where is Bill Gates from and what is he famous for?

He's American, He founded Microsoft

2 Do you know of any entrepreneurs from your country? What are they famous for?

Alcatraz



- 1 SPEAKING Look at the photo of the island of Alcatraz. Choose the correct answers.
 - 1 Which country is it in?
 - a the USA b Britain c Australia
 - 2 What was it used for in the past?
 - a a holiday resort b a prison c a private house
 - 3 What is it today?
 - a a government building b a water sports centre
- c a tourist attraction 2 Read the text and check your answers to exercise 1.

Alcatraz is a small, rocky island in San Francisco Bay in the USA. It is 2.4 km from the shore and the sea around the island is very dangerous. The water is very cold and there are fast, strong currents. In the 19th century, the American government realised it was the ideal place to put dangerous prisoners, because it is very difficult to reach and even more difficult to escape from. So they built a prison on the Island and from the 1930s to the 1960s it was the toughest prison in the USA. Over 1,500 prisoners stayed on the island, including America's most violent bank robbers and murderers. The most famous prisoner was the gangster Al Capone. But the prison was never full and it was very expensive to run, so the government finally decided to close it. Alcatraz became a museum and is now one of San Francisco's most popular tourist attractions, with more than one and a half million visitors a year.

3 VOCABULARY Find adjectives in the text in exercise 2 with the opposite meaning to the ones below. Opposites cheap easy empty hot large safe

slow unpopular weak

- 4 Read the text again and answer the questions.
 - 1 How far is Alcatraz from the coast?
 - 2 Why is it dangerous to try to swim to or from the island?
 - 3 For about how long was the island a prison?

- 4 Who was Alcatraz's most famous prisoner?
- 5 Why did the government decide to close it?
- 6 How many people visit Alcatraz every year?
- 5 327 Listen to an interview. Are the sentences true or false? Write T or F.
 - Danny works at Alcatraz.
 - 2 It was impossible to escape from Alcatraz but life was not too bad for the prisoners.
 - 3 No prisoners ever tried to escape.
- 6 3.27 Listen again and choose the correct answers.
 - 1 The presenter is surprised that
 - a black prisoners were separated from white prisoners.
 - b the cell isn't very big.
 - c there was so little furniture in the cells.
 - 2 If the prisoners weren't well-behaved,
 - a they had to stay in their cells during the day.
 - b they had to work very hard.
 - c they had to tidy all the cells.
 - 3 The prisoners could
 - a go outside for an hour a day.
 - b play sports only on Saturdays and Sundays.
 - c play instruments in their cell.
 - 4 How many prisoners certainly died while trying to escape from Alcatraz?
 - a 2 b 6
 - 5 Danny thinks that the other five prisoners
 - a successfully escaped.
 - b were found by the FBI.
 - c probably died while trying to escape.
- 7 Make notes about a famous tourist attraction in your country. Use the questions below to help you.
- - · Where is it?
 - · When was it built?
 - · Why is it famous?
 - · What can you do / see there?
- 8 SPEAKING Tell the class about the tourist attraction.



Culture

Wall Street

1 SPEAKING Look at the photo of people working at the New York Stock Exchange. What do you imagine their jobs are like? Use some of the adjectives below.

creative challenging repetitive rewarding stressful tiring varied well-paid



Wall Street is a street 1 New York City's financial district. People also use Wall Street to mean the whole financial district. The Dutch gave the street 2 ___ name. They built a wall there to protect the area from the British in the 17th century.

Wall Street is one of the main financial centres in the world, 3 ___ with London, Hong Kong and Tokyo. The New York Stock Exchange opens every morning at 9:30 a.m. and closes at 4 p.m. The 4___ for opening and closing is a bell and they often invite a celebrity to ring it.

In the early part of the 20th century, Wall Street was the centre of the financial world. Millions of people wanted to invest money in the New York Stock Exchange because it was 5 ___ so well. Their money grew and grew and investors became rich. It seemed 6 good to be true and it was.

The Wall Street Crash began on 24 October 1929. The value of investments started to fall and soon everybody wanted to get their money back. Investors panicked and the situation got 7 ____. The New York Stock Exchange lost 89% of its value very quickly and caused the worst global depression in history.

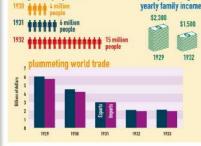
2 USE OF ENGLISH Read the text about the New York Stock Exchange. Circle the correct words to complete the text.

-	X.L.I	lange, Circle t	HE COHECT WORLS	to complete the text
1	a	at	b in	c on
2	a	its	b it's	c their
3	а	also	b moreover	c together
4	a	alarm	b signal	c symbol
5	a	becoming	b being	c doing
6	a	enough	b more	c too
7	a	badly	b worse	c worst

- 3 Answer the questions about the text.
 - 1 What two meanings are there for 'Wall Street'?
- 2 What are the opening hours of the New York Stock Exchange?
 - 3 Was the Stock Exchange doing better before or after 1929?
 - 4 What happened to the Stock Exchange on 24 October 1929?

4 In pairs, study the infographic about the Great Depression. How many different pieces of information does it show?





- 5 3.29 Listen to the information about the Great Depression. Which two pieces of information from the infographic are not mentioned?
- 6 3.29 Listen again. Make a note of a piece of information from the recording that is not in the infographic.
- 7 Work in pairs. Decide how you could show the pieces of information you wrote down in exercise 6 on an infographic like the one in exercise 4. Then compare your ideas with other pairs.
- 8 SPEAKING Read the quotations about money. In pairs, decide if you agree or disagree. Give reasons.

'The love of money is the root of all evil.'

"The lack of MONEY is the root of all evil."

- 'Time is more valuable than MONEY. You can get more money but you cannot get more time."
 - Too many people spend MONEY they haven't earned, to buy things they don't want, to impress people they don't like."

Sherlock Holmes

1 SPEAKING Look at the picture of Sherlock Holmes below. Describe his appearance using the words below to help you. What do you know about him? Can you describe his character?

coat deerstalker hat examine magnifying glass pipe

2 Do the Sherlock Holmes guiz.

- 1 When were the Sherlock
 - Holmes stories written? a between 1847 and 1887
 - b between 1887 and 1927
 - c between 1927 and 1967
- 2 Who wrote the stories?
 - a Agatha Christie
 - b Stephen King c Arthur Conan Doyle
- 3 What is the name of Holmes's assistant?
- a Dr Watson b Mr Watson c Professor Watson
- 4 What is Holmes's address in London?
- a 221h Bank Street
 - b 221b Bond Street
 - c 221b Baker Street
- 5 Who is Holmes's worst enemy?
- a Professor Moriarty b Mrs Baker c Irene Adler
- 6 What musical instrument does Holmes play?
 - a trumpet b guitar c violin
- 7 What was Watson's job before he met Holmes?
 - a army officer b teacher c lawyer
- 8 What is Holmes's most famous line?
 - a I've got it, Watson!
 - b Elementary, my dear Watson!
 - c Simple, Watson!
- 3 Read the fact file and check your answers to the quiz in exercise 2.

- 4 CEST Listen to an interview with a TV and film critic. Complete each sentence with one word.
 - The character of Holmes has been different actors. played by at least ___
 - 2 Holmes's personality is what makes the stories
 - 3 His coldness and lack of sympathy are evidence of a _____ to his character.
 - 4 When Holmes is feeling depressed. he sometimes goes to
 - 5 In Elementary, the American TV drama. Watson is a
 - 6 In the original stories, Holmes isn't interested in women, but in Elementary, he has
- 5 VOCABULARY Below is a list of qualities that Sherlock Holmes possesses. Check the meanings and put them into two groups, positive and negative.

Personality adjectives arrogant brave cold confident curious cynical easily bored imaginative intelligent logical observant proud stubborn unemotional unsympathetic vain

- 6 SBI Listen again. Write down the qualities in exercise 5 that the film critic mentions.
- 7 SPEAKING Work in pairs. Discuss the questions. Give reasons for your opinions.
 - 1 Have you read any Sherlock Holmes stories, or seen any on television or in the cinema? Did you enjoy them? What happens in the stories?
 - 2 Do you like reading crime stories or watching crime dramas on TV? Which ones are popular in your country?
- 8 INTERNET RESEARCH Find out about a famous fictional detective. Describe his / her appearance and personality. Say why you like or dislike his / her personality.

3.30

SHERLOCK HOLMES: FACT FILE

- * The author of the Sherlock Holmes stories was Arthur Conan Doyle (1859-1930). He was born in Scotland and studied medicine at Edinburgh University. He worked as a doctor but in his spare time he wrote detective stories.
- * He wrote the first Sherlock Holmes story in 1887. His detective hero lives at 221b Baker Street in London.
- * Holmes is tall and thin, with a long, sharp face. He usually wears a deerstalker hat, smokes a pipe or cigarettes, and carries a magnifying glass. He is extremely intelligent and is a brilliant violinist.
- * Holmes's assistant is Dr Watson, an ex-army officer. Watson is less intelligent than Holmes. In one Sherlock Holmes film, when Watson asks Holmes how he solved a crime, Holmes's famous reply is 'Elementary, my dear Watson!'
- * Holmes's greatest enemy is Professor Moriarty. At the end of one story, they both die. But Doyle's fans were so upset that he had to bring Holmes back to life in another story!



Computer pioneers



- 1 SPEAKING Look at the photos above and below and the title of the text. Guess the answers to these questions.
- 1 What is the large machine in the photo for?
- 2 What is the smaller machine for?
- 3 What period of history are the machines from?
- 2 Read the text. Find out the answers to the questions in exercise 1.

CODE-BREAKERS

- 3 Put the events in the order they happened, according to the text.
 - a Marian Reiewski worked as an accountant.
 - b Alan Turing invented the Bombe computer. ___
 - c World War II began.
 - d Marian Rejewski invented a machine for breaking codes.
 - e Marian Rejewski spoke publicly about his code-breaking
 - f A group of code-breakers started work at Bletchley Park. g World War II ended. _
- 4 In pairs, discuss the following question. Give reasons for your answer.

Which happened first, do you think: the first computer was built or the first computer program was written?

- 5 CB33 Listen to the information about Ada Lovelace. What is the answer to the question in exercise 4?
- 6 (333) Listen again. Are the sentences true or false? Write T or F.
 - 1 Ada Lovelace grew up with a famous writer 2 As a child. Lovelace showed no
 - particular ability at maths.
 - 3 Charles Babbage designed complex machines but didn't finish building them.
 - 4 Lovelace realised that Babbage's invention could do complex calculations by following a program.
 - 5 Lovelace described the idea behind computer programs but she did not actually write one.
 - 6 Ada is now the name of a type of computer. ____
- INTERNET RESEARCH Find out five more facts about Bletchley Park and the people who worked there during World War II. Then share your information with the class.

During the 1930s, German military power was increasing. Its neighbours - in particular, Poland and France - were becoming more and more worried about the danger of an invasion. In Poland, a team of brilliant young mathematicians worked hard to break Germany's military codes. It was difficult because the Germans used a complex machine called Enigma to send and receive their codes. But by 1938, the Polish team could understand 75% of Germany's secret messages. This was mainly thanks to an invention by Marian Rejewski called the bombo. However, that year, the Germans changed their Enigma machines and made the codes far more difficult to break. As World War II began, the Polish team shared their ideas about Enigma with British and French code-breakers.

A team of code-breakers - men and women worked at a secret location in the south of England: Bletchley Park, They included Alan Turing a mathematician with an interest in computing. At Bletchley Park, he designed an early form of computer which they called the Bombe, (It was based on Rejewski's design.) They used it to help break complex codes. Compared to today's computers, the Bombe was huge and not very powerful. But at the time, it was some of the most advanced technology in the world. It made the work of the code-breakers much faster.

Marian Reiewski worked as a code-breaker in Britain during the war. In 1946, he returned to Poland and worked as an accountant. He kept his code-breaking work secret from everybody until 1967! But today, his work is celebrated each year at Bletchley Park.



Introduction

IA Sports and hobbies

1 Match the icons with eight of the sports and hobbies below.

basketball board games bowling chess cycling dancing drama drawing football gymnastics ice hockey ice skating listening to music skateboarding swimming video games volleyball watching films



- 2 Which sports and hobbies from exercise 1 can you do ...
 - a on your own? b a
 - b at home?
- c in a team?

IC Clothes

3 Look at the pictures and complete the descriptions. Use the words below.

boots cardigan coat dress gloves hat hoodie jacket jeans leggings scarf shirt shoes shorts skirt socks sweater sweatshirt T-shirt tie top tracksuit trainers trousers





A Mia is wearing ...

B Luke is wearing ...





C Georgia is wearing ...

D Ben is wearing ...

4 Write which clothes from exercise 3 you are wearing now.

Unit 1

1G get

LEARN THIS! Basic meanings of get

- The verb get has several basic meanings.
 - a to receive What did you get for your birthday?
 - b to buy or collect He went out to get a newspaper.
 - c to catch or take (transport) Which train did she get?
 - d to arrive We got home at midnight.
 - e to become I'm getting hungry
- 1 Complete the sentences with the correct form of get. In your notebook, match the sentences to the correct basic meaning (a-e) in the Learn this! box.
 - 1 It was dark when we ______to the hotel, ___
 - 2 It was too far to walk so we decided to ______ a taxi.
 - We live on the equator, so it _____ dark at the same time every evening.____
 - 4 On the way to the hospital yesterday, we _____
 - some flowers for my aunt. ______

 5 My brother is really excited because he ______ a new phone for his birthday. _____
- 2 Write one more example for each basic meaning (a-e) of get.

1H Phrasal verbs and register

LEARN THIS!

 a Most phrasal verbs are neutral in register, neither formal nor informal.

I <u>woke up</u> at seven, <u>got out of</u> bed and <u>turned on</u> the radio

b Some phrasal verbs have more formal equivalents.

They put off the match until next Saturday.

They postponed the match until next Saturday.

3 Rewrite the sentences using the phrasal verbs below. Use the correct tense and form.

carry on come back get away give back look up to make up put up with run after talk about

- 1 My sister often invents funny stories.
- 2 The robbers escaped in a stolen car.
- 3 The dog chased the cat.
- 4 I respect my older sister.
- 5 Please continue reading.
- 6 I won't tolerate your rudeness any longer!
- 7 Please return the money when you can.
- 8 My teacher wants to discuss my exam results with my parents.
- 9 My grandad went to live in Australia but <u>returned</u> to Britain twenty years later.



Unit 2

2G Sports clothing and equipment

1 Match the items (1-12) in the photos with the words below. Check the meaning of all the words.

ball bat boots gloves goal goggles helmet hoop mask net puck racket rope running shoes safety harness shirt shorts skates socks stick surfboard swimming trunks (men) / swimming costume (women) vest wetsuit





2 Put the words in exercise 1 into two groups: clothing and equipment.

Clothing: gloves, ... Equipment: rope, ...

3 Match at least three of the words in exercise I with each of the sports below.

basketball climbing football surfing basketball: shorts, ...

2H Outdoor activities

4 Which of the activities below usually take place a) in water, b) in the air, c) in the street and d) in the mountains?

bungee jumping camping canoeing cycling hang-gliding hiking karting paddleboarding riding rollerblading snorkelling walking windsurfing

5 Decide which activities in exercise 4 you would like to do. Which would you not like to do? Why?

I wouldn't like to do bungee jumping. I think it's scary.

Unit 3

3G Expressing likes and dislikes

 Complete the sentences using the prepositions below. One sentence does not need a preposition.

about for for in of on about My sister isn't keen _____ video games.

2 When I was young, I wasn't interested

3 Lucy isn't a big fan _____ horror films.

4 My parents can't stand loud music. 5 I like comedy but I can't get excited ____

6 Hailey doesn't go _____combat games, but she likes driving games.

7 My cousin is mad vampire films.

8 My best friend is always up a trip to the cinema.

2 Use the bold phrases in exercise 1 (including the correct prepositions) to write your own opinions about the things below.

going bowling watching horror films going out for dinner playing board games cooking

3H Social activities

LEARN THIS!

a go to the park / the cinema / the shopping centre / a café / a restaurant / a friend's house

b go for a walk / a run / a bike ride

c go out for lunch / dinner / a coffee / the day / the evening

d go dancing / skating / skateboarding / rollerblading

e watch TV / a DVD / a film

the beach

f play video games / volleyball / tennis

3 Study the Learn this! box. Then use the underlined verbs to complete the phrases below. Use each verb once.

a meal a talent show 5 _____board games 2 swimming

6 4 SPEAKING Work in pairs. Find out what your partner does at weekends. Ask and answer about the activities in the Learn this! box and exercise 3.

Do you ever go to the cinema at weekends?

Yes, I do. / No, I don't. / Not very often.

a jog



Unit 4

4G In the street

1 Are all of the things below in the picture?

billboard bus stop fire hydrant parking meter pedestrian crossing phone box postbox road sign roadworks rubbish bin shop sign shop window street lamp telegraph pole traffic lights



2 SPEAKING In pairs, ask and answer about the picture in exercise 1. Use next to, behind, in front of and between in vour answers.

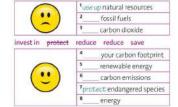
Where's the fire hydrant?

It's next to the rubbish bin. / It's in front of the billboard.

4H Climate change

emit rely on use-up

3 Complete the collocations with the verbs.



4 Complete the sentences with the correct form of collocations from exercise 3.

atmosphere will go up.

1	The government shou solar power.	uldsuch as wind and
2	You can off lights and using p	_ by insulating your house, turning ublic transport.
3	At the moment, we _ and oil to give us ener	
4	Factories the atmosphere.	and other greenhouse gases int
5	How can we and tigers?	such as orang-utans, gorilla:
6	If we don't	, the amount of CO ₂ in the

Unit 5

5G Personal qualities

Match the adjectives with the descriptions of the people.

	The same to the state of the same of the s		and an entitle for the community and which he for it
onfiden	enthusiastic	friendly	good at communicating
onest	physically fit	sensitive	79

- 1 She feels sure that she can do the job well, confident
- 2 He smiles and talks to everyone at work.
- 3 She's good at explaining things to people.
- 4 He always tells the truth. 5 She's always excited and interested in new ideas.
- 6 He is active and strong.
- 7 She understands other people's feelings.

flexible hard-working organised outgoing patient punctual reliable

- 8 He doesn't mind if things change at work. flexible
- 9 She plans her work very well.
- 10 He always arrives at work on time. __
- 11 She likes being with other people. ___
- 12 He works very hard.

14 He doesn't mind waiting.

- 13 You can trust her to do her job well.
- 2 How many adjectives do you know with the opposite meanings of those in exercise 1? You can use the prefixes un-, dis-, in- and im- with some of them.

patient - impatient, hard-working - ...

3 SPEAKING Which adjectives in exercise 1 a) describe you and b) do not describe you?

'm very and I'm sometimes	I'm not very		
V	V		

5H Formal language

4 Replace the underlined words in the sentences with the more formal words below.

available discuss manager many obtain opportunity possess require sit succeed telephone wish

- 1 Please call me if you need more information.
- 2 I can get a reference from my current boss.
- 3 I have got the personal qualities that are necessary to do well in business.
- 4 I do my exams in June and will be free to start work immediately afterwards.
- 5 There are lots of reasons why I would like to become a
- 6 I would be grateful for the chance to chat about my application in person.



Unit 6

6G City tourism

Put the words below in the correct groups, A, B or C.

boattrip bus fare day trip excursion fish and chip shop food van open-top bus tour restaurant route sandwich bar street café tea room timetable travel pass travel zone walking tour

- A Places to eat: street café. ...
- B Organised sightseeing: open-top bus tour, ...
- C Getting around: bus fare....

2	Complete the sentences	with words	from exercise 1.
---	------------------------	------------	------------------

1	The	is valid for one day on all	buses and	
	underground tra	ins.		
2	Can I have a	with bus and tran	n times, pleas	
3	You can get take.	away burgers at the	in the	
	main square. But they close and drive away at about 11 p.			

- 4 You get the best views of the city if you take the . It leaves every 30 minutes from the bus station.
- 5 You must have the correct when you get on. The driver won't give you change.
- 6 This ticket is only valid in two of the nine London.
- 7 If you want traditional British food, try the on Queen Street.
- 8 Make sure you're wearing comfortable shoes if you're planning to go on a of the city.
- 9 I recommend taking a on the river.

6H Holiday activities

3 Complete the phrases with the verbs below.

eat buy go go hire lie play visit Holiday activities _ a museum / a castle / a cathedral / a theme park /

- shopping / swimming / cycling / surfing / kayaking / abseiling / mountain biking
- for a walk / for a bike ride / on an excursion / on a boat trip / up a tower
- 4 a bike / a kayak / a car / a boat
- 5 table tennis / beach volleyball / cards / board games
- 6 on the beach
- out
- souvenirs

4 SPEAKING Work in pairs. Ask and answer about the activities in exercise 3. Find three you both like and three neither of you like.

Do you like visiting museums?

No, I don't. Do you?

Unit 7

7G In school

1 Match pictures 1-5 with five of the places below.

canteen classroom corridor gym hall library head teacher's office language lab playground playing field reception science lab staff room stairs store room toilets



2 Choose six of the places in exercise 1 and say where they are in your school. Use the examples below to help you.

The staff room is on the first floor, next to the language lab. The gym is at the end of the carridor on the ground floor. There's a store room near the stairs opposite reception.

7H Money: prepositions

3 Complete the sentences with the prepositions below. You need to use some prepositions more than once.

for from in off on to

- 1 How much did you spend _____ those trainers?
- 2 I'm saving up ____ some new clothes.
- 3 You shouldn't lend money friends. It can cause arguments!
- 4 Don't worry my mum is paying _____everything.
- 5 I don't want to borrow money because I don't like being
- 6 Use this coupon to get £1 ____ your next sandwich.
- 7 How much do they charge _____ a haircut?
- 8 I borrowed some money ____ my brother
- 9 Don't waste money ____ a new phone your old one
- 10 The company owes thousands of pounds ___ the bank. 11 They'll replace the battery in your phone

4 SPEAKING In pairs, talk about:

- what you spend your money on.
- · something you would like to save up for.
- · the best person to borrow money from.



Unit 8

8G Describing people

Put the words below in the correct group: A or B.

a beard curly / straight / wavy hair earrings eyebrows a moustache a necklace plaits a ponytail sunglasses a scarf

B accessories A hair

2 Describe the people in the photos. Use as many words from exercise 1 as you can.





8H Preposition + noun phrases

LEARN THIS!

same.

Some nouns are used in phrases with a fixed preposition. travel by car, plane, etc. go on holiday be in a hurry

3 Read the Learn this! box. Then complete the phrases. Use the prepositions below.

at	by	for	in	on	on	on
1	go	goan excursion				
2	dos	omet	thing		mis	take
3	be_		the	phone	2	
4	go_	a walk				
5	the morning					
6	night					
7		Frie	day a	ftern	pon	
8	an.		foot			

4 Complete the sentences with a preposition + noun phrase

1	Jess is	. She's talking to her cousin in C	anada.
2	We went	to Greece last year. We stay	ed in a
	villa by the sea.		
3	l go	every morning with the dogs. We	
	usually walk arour	nd the park.	
4	My cat goes out_	and sleeps all day.	
5	Sorry, I can't stop t	to talk to you now. I'm	1
6	While we were in	London, we went to	1
	Oxford.		

7 I took my sister's phone _____ - they look the

Unit 9

9G Gadgets

1 Match six of the gadgets below with pictures A-C. Check the meaning of all the words.

Blu-ray player camcorder digital camera digital radio digital photo frame DVD player e-book reader games console hard disk recorder headphones laptop mobile MP3 player satnay smart TV (solar-powered) battery charger tablet wireless speakers



- 2 Read the sentences below. Which gadget is each person talking about?
 - 1 'It connects to the internet so I can watch films and TV programmes online.
 - 2 "I can record my favourite TV programmes and watch them later. It can store about 100 programmes."
 - 3 'Dad has one Mum gave it to him for Christmas. But he never uses it. He prefers to use maps."
 - 4 'I use them with my smartphone. They're quite small so I can take them anywhere and the sound quality is really good."
 - 5 'I can store hundreds of books on it. Much easier than carrying them around with me!'

LEARN THIS! Conjunctions

When we join two clauses together, we use a conjunction. Common conjunctions in English include and, but, because, if, even if, so, or and although.

9H Conjunctions

3 Choose the correct conjunction (a-c) to complete the sentences. Use a dictionary to help you if necessary.

If there were no cars, lorries, vans etc. in the world, ...

- 1 You couldn't travel long distances ___ you went by public transport.
 - a rather than b so c unless
- 2 You would probably shop locally going to a big supermarket.
 - a rather than b although c but
- 3 The motorways would be empty __you could cycle on them safely.
 - **b** because € 50
- 4 We would eat more food from our local area it would be difficult to transport it from other places.
 - a 50 b since c although

IB Contrast: present simple and continuous

 Complete the sentences with the present simple ffirmative form of the verbs below

go have live	miss play stu	dy visit w	atch
1 My aunt	in Scotlan	d.	
2 Carl	his grandparer	nts every wee	kend.
3 Audrey	AudreyTV in her bedroom every evening.		
4 My mum's as	4 My mum's a scientist: she climate char		te change.
5 Brooklyn	the piano	really well.	CORPORATIONS
6 My cousin	to school	l in Switzerla	nd.
	's at secondary scho rom primary school.		he
8 Grace	double math	s every Tuesd	lay.

2 Make the sentences negative, >> 1.1

- Sophie has a guitar lesson every Saturday. Sophie doesn't have a guitar lesson every Saturday.
- 2 My cat likes cheese.
- 3 Jack and Ellie live near the city centre.
- 4 Maya goes bowling every weekend.
- 5 My next-door neighbours work in London.
- 6 Amelia wears sports clothes at home.



- 3 Look at the picture and correct the sentences. Use the verbs in brackets, > I.3, I.4
 - 1 The woman in a dress is cooking, (eat) She isn't cooking. She's eating.
 - 2 The old man is reading. (sleep)
 - 3 The two girls are skateboarding, (read)
 - 4 The dog is drinking water (play)
 - 5 The man with the hat is washing, (cook)
 - 6 The two boys are playing volleyball. (chat)

- 4 Circle the correct tense. * 1.5, 1.6, 1.7
 - Cats sleep / are sleeping for about sixteen hours a day.
 - 2 Mason walks / is walking to school every day.
 - 3 Jack and Emily don't belong / aren't belonging to our sports dub.
 - 4 Don't forget your scarf it snows / it's snowing.
 - 5 I meet / I'm meeting Paul for a coffee this afternoon.
 - 6 Why do you wear / are you wearing shorts? It's cold today!
 - 7 He's laughing, but he doesn't understand / isn't understanding the loke.
 - 8 Let's continue with the game. I have / I'm having fun!
- 5 Complete the dialogue. Use the correct present simple or present continuous form of the verbs in brackets. a+ 1.5, 1.6, 1.7

Ryan	Hi, Ava, What 1	(you / do)?		
Ava	12	(look) for a present for Laura.		
	13	(go) to her party tomorrow night.		
Ryan	Me too. But I 4	usually		
0050000	(not buy) her a birthday present.			
Ava	15	(want) to get her something.		
	6	(she / like) DVDs?		
Ryan	She 7	(prefer) books, I think. She		
	8	(read) the Twilight novels at the		
	moment. Maybe	she would like a new one.		
Ava	Great idea. Than	ks!		

ID Articles

6 Complete the sentences with a / an, the or no article.

≥+ I.8, I.9, I.10, I.11

- 1 There's __zoo and __ wildlife park near my home, but __ wildlife park isn't open in the winter.
- 2 Don't use __ DVD player, it's broken.
- 3 Can you pass me my sunglasses, please? They're on ____
- 4 I've got ___ computer and ___ laptop, but I have to share ___ laptop with my brother.
- 5 My sister is at __ home. She's playing __ guitar.
- 6 My dad is ___ teacher and my mum is ___ doctor.
- 7 There's __CD player in my room so I can lie in __ bed and listen to __ music.
- 8 Do you want to go to __ cinema this evening, or watch __ TV at home?
- 7 Complete the sentences with the or no article. Remember: we do not use the with generalisations. - I.12
 - Children need ___ milk for healthy teeth and bones.
 - 2 I love the UK, but I don't like __ weather here.
 - 3 On holiday, I prefer to stay in ___ nice hotels.
 - 4 I'm not a sports fan, but ____table tennis is fun.

 - 5 It's freezing, but the children are enjoying ___ snow. 6 At school, students learn how to use __ computers.
 - 7 I'm not interested in ___ science fiction films.

 - 8 These dancers are great but I don't really like ___ music.

Present simple

T.1

	Negative	Questions
I work	I don't work	Do I work? Yes, I do. / No, I don't.
you work	you don't work	Do you work? Yes, you do. / No, you don't.
he / she / it works	he / she / it doesn't work	Does he / she / it work? Yes, he does. / No, it doesn't.
we / you / they work	we / you / they don't work	Do we / you / they work? Yes, we do. / No, you don't.

1.2 Spelling: 3rd person singular (he / she / it)

We add -s to the end of most verbs.

do → does

+-s: start → starts play → plays

We add -es if the verb ends in -ch, -ss, -sh or -o.

If the verb ends in a consonant + -y, we change -y to -i and add -es.

The 3rd person singular form of have is has.

Present continuous

1.3 We form the present continuous with the present simple form of be and an -ing form:

go → goes

Affirmative	Negative	Questions
I'm playing	I'm not playing	Am I playing? Yes, I am. / No. I'm not.
you're playing	you aren't playing	Are you playing? Yes, you are. / No, you aren't
he's / she's / it's playing	he/she/it isn't playing	Is he / she / it playing? Yes, he is. / No, she isn't.
we're / you're / they're playing	we / you / they aren't playing	Are we / you / they playing? Yes, we are. / No, you aren't

I.4 To form the -ing form, we add -ing to the end of most verbs. +-ing: work → working study → studying

With most verbs ending in -e, we drop the -e and add -ing. -e → -ing: dance → dancing write → writing

But if the verb ends in -ee, we simply add -ing.

+ ing: agree → agreeing see → seeing

And if the verb ends in -ie, we change the -ie to -y and add -ing.
-ie → -ying: die → dying: lie → lying

If the verb ends in a short accented vowel + a consonant, we

double the consonant and add -ing.

-p → -pping: drop → dropping -n → -nning: plan → planning -t → -tting: chat → chatting

Contrast: present simple and present continuous

1.5 We use the present simple:

- for something that always happens or happens regularly (e.g. every week, often, sometimes).
- Tamer cycles to school every day.
 for facts.

Cows eat grass.

1.6 We use the present continuous for:

 something happening at this exact moment or around this time.
 Dan to wearing a T-shirt. (at this moment)

Dan is working hard this term. (around this time)

for future arrangements.
 We're playing volleyball tomorrow.

I.7 We don't use the present continuous with certain verbs. Their meaning is usually connected with a state rather than an action. They include:

- · hate, like, love, need, prefer, want, wish
- believe, know, mean, realise, recognise, remember, suppose, understand
- belong, contain, depend, matter, owe, possess I don't understand the task. \(\sqrt{NOT} \) in not understanding the task. \(\sqrt{X} \)

Articles

1.8 We use a when we talk about something for the first time.
We use the if we mention it again.

Ive got a cat and a dog. The cat is black and white.

I.9 We use the when it is clear what we are talking about, perhaps because there is only one of them.

Let's go to the park. (There's only one park near here.)
Pass me the cup. (I'm pointing to it.)
Look at the moon!

L10 We use a to say what someone's job is.
My uncle is a taxi driver.

I.11 Some set expressions include the:
listen to the radio go to the cinema play the guitar
Some set expressions don't have an article:

watch TV listen to music go to bed go to school be at home / at work / in hospital / at university

I.12 We don't use an article when we are making a generalisation.

I don't like sploy food. ✓ NOT I don't like the sploy food: ✗ 1

Grammar Builder

1B Past simple (affirmative)

1	Write the past simple form of verbs 1–20. Verbs 1–10 are
	regular and verbs 11-20 are irregular. ** 1.2, 1.3

2	study	
3	stop	
4	die	
5	move	
6	compare	
7	agree	
8	enjoy	
9	realise	
10	drop	

11	feel	
12	leave	
13	spend	

15	give	
16	win	
17	begin	
18	go	
19	get	
20	say	

14 have

2 Write the correct past simple affirmative form of the verb be. >> 1.4, 1.5

1	very relieved :	about my exam results.
2	The sports centre	shut last weekend.

You _____ cross with me for being late.
 There _____ five winners in last week's lottery.

5 Nobody ____ at home this morning.

6 My grandfather _____ a student at Harvard University.

7 We ____ on holiday in China last August.

8 Adam's party _____ amazing.

8 Theo

3 Complete the sentences with the past simple affirmative form of the verbs in brackets. All the verbs are regular. > 1.1, 1.2, 1.5 1 The train to Birmingham (stop) at Oxford.

2	My friends	(work) very hard for their exams
3	We	(try) some interesting dishes at the
	Lebanese res	taurant.
4	Last night, I_	(plan) my summer holiday.
5	You	(seem) very upset yesterday.
6	1	(chat) with my cousin for hours last night.
7	My uncle	(marry) his next-door neighbour.

4 Complete the email. Use the past simple affirmative form of the verbs in brackets. > 13.12.13.14.15

____ (move) house three times last year.



1D Past simple (negative and interrogative)

5 Complete the sentences with the past simple negative form of the verbs below. ** 1.5, 1.6, 1.7

1	1	the film. It was territ	hlet
	Ben	talk until he was	
3	We		ore was 2–1 to the
	other team.		
4	The weather_	very god	od yesterday.
5	1	very well yesterday.	had a headache.
6	Joe failed the e	xam because he	for it.
7	We were late b	ecause we	early enough.
8	Fred	all his pocket mo	oney. He saved some

6 Complete the dialogue with the correct past simple form of the verbs be and can. ⇒ 1.7 Sam You¹ (not be) at the party last night.

	wnere *	(you / be)/
Leah	3	(not can) go. My cousins
	4	(be) here, so I had to stay in.
Sam	5	(it / be) fun?
Leah	Yes, it 6	(be) good. We watched a film
	lt 7	(be) a really funny comedy.
	8	(there / be) a lot of people at the
	party?	Plant Control De Control Contr
5am	No, not many.	It 9 (not be) much fun.
	And the music	10 (be) too loud! I
	11	(not can) hear what people were
	saying. The film	n sounds better!

1D Question words

7 Complete the questions with the words below. == 1.8

HOW	How often What When Where Who
1	do you live?
2	did you do on Saturday evening?
3	did you get up this morning?
4	did you travel to school this morning?
5	do you go to the cinema?
6	do you sit next to in English lessons?

8 SPEAKING Work in pairs. Ask and answer the questions in exercise 7.

9 Read the answers and complete the questions. >> 1.8

He's worried about his exams.

1	What are you thinking about?	
	I'm thinking about my next holiday.	
2	Who	
	She danced with Tom.	
3	Who	
	I'm looking for Zoe.	
4	Where	
	They walked to the beach.	
5	What	

Past simple (affirmative)

1.1 The affirmative form of the past simple is the same for all persons, singular and plural (I, you, he, we, etc.).

I watched a football match last night.

She watched TV. They watched a DVD.

1.2 Spelling: past simple (affirmative) form of regular verbs We form the past simple (affirmative) form of regular verbs by adding -ed.

+ -ed

work -- worked

play - played

If the verb ends in -e, we add -d. dance → danced

die - died

cry → cried

If the verb ends in a consonant +-y, we change -y to -i and add -ed

-y → -ied: study → studied

If the verb ends in a short accented yowel + a consonant, we double the consonant and add -ed.

-p → -pped: drop → dropped

-n → -nned: plan → planned

-t → -tted: chat → chatted

1.3 Some verbs have irregular past simple (affirmative) forms. There are no spelling rules for these forms; you need to learn them by heart. See the list in the Workbook.

1.4 Past simple affirmative of be

The verb be has two past simple affirmative forms: was and Were

1	was	
you	were	
he / she / it	was	sad
we		Sau
you	were	
they		

- 1.5 We use the past simple:
- · for a completed action or event at a definite point in the past. We played volleyball last Saturday.
- · for actions or events that happened one after another. Jeanna got up, had a shower, got dressed and left the house.

Past simple (negative and interrogative)

1.6 In negative sentences and questions, we use did / didn't + the infinitive without to (NOT the past simple form) for regular and irregular verbs. The forms are the same for all persons, singular and plural (I, you, he, we, etc.).

Negative	Questions
I didn't watch	Did I watch?
he / she / it didn't watch	Did he / she / it watch?
we / you / they didn't watch	Did we / you / they watch?

Short form and full form	Short answers
didn't = did not	Yes, I did. / No, I didn't.

1.7 We don't use did or didn't for the past simple negative and question forms of be or can.

Negative	Questions and short answers
I / He / She / It wasn't happy.	Was I / he / she / it happy? Yes, I was. / No, she wasn't.
We / You / They weren't happy	Were we / you / they happy? Yes, we were. / No, they weren't.

The forms of could are the same for all persons (I, he, we, they etc.)

Negative	Questions and short answers
I / He / She / It / We / You / They couldn't see.	Could I / he / she / it / we / you / they see? Yes, I / he / we could. / No she / you / they couldn't

Question words

1.8 Examples of question words:

where who what which why when how what time how often how much / many how long / wide / tall When a Wh- question includes a preposition, the preposition usually goes at the end.

Where are you from?

Who did you tak to?

What are you waiting for?

28 Pact continuous

2B Past continuous	2D Contrast: past simple and past continuous
1 Complete the sentences. Use the past continuous form of the verbs in brackets. >> 2.1, 2.2, 2.3, 2.4	5 Complete the sentences with the past simple or past continuous form of the verbs in brackets. >> 2.5, 2.6
At eight o'clock yesterday evening, Josh (text) his girlfriend.	When Molly (drop) her phone on the floor, it (break).
2 'Why (laugh) at me?' 3 You (not pay) attention while I (speak), were you?	When my parents(get) home, they(find) a mouse in the kitchen. Martin(not hear) the phone because he
4 Dave (walk) down the street, (eat) a sandwich.	(have) a shower. 4 At 8 p.m. last night, l(sit) at my desk but l
5 Emma (watch) TV and Lisa (read) a magazine.	(not work). 5 When I (see) Ben and Tia, they
6 At midnight, Wendystill(do) her homework.	(sit) on a bench,(laugh) and(chat).
2 Complete the text with the past continuous form of the verbs below. >> 2.1, 2.2, 2.3 get make put shine sing talk	6 It was a warm afternoon, but the sun (not shine) 7 While we (take) my grandmother to hospital, our car (break down).
It was a beautiful morning. The sun 1 and the birds 2 . We 3 ready to go to	8 (lose) my watch while we (play) volleyball in the park.
birds 2 We 3 ready to go to the beach. Dad 4 our bags in the car and Mum and Tom 5 sandwiches in the kitchen.	6 Complete the second sentence so that it means the same as the first. > 2.5, 2.6 1 While we were having dinner, my dad arrived home.
3 Complete the dialogue with the past continuous form of the verbs in brackets. >> 2.1, 2.2, 2.3	We when my dad 2 I was trying to sleep when the phone rang. The while I 3 She was climbing up some rocks when she fell.
Policeman What 1 (you / do) at 9 o'clock yesterday evening?	As she, she 4 While you were shopping, I tidied your room.
Woman 12 (watch) TV in the living room, Policeman What 3 (you / watch)? Woman Er _ can't remember, 4 [not pay]	Youwhen 5 The boat hit some rocks as it was sailing towards the shore. The boat waswhen it
Policeman What 5 (your husband / do) at that time?	7 Complete the text with the past simple or past continuous
Woman He 6 (make) chicken pie in the kitchen.	form of the verbs in brackets. >> 2.5, 2.6, 2.7
Woman How do you know? Because our dog 7 (go crazy). He loves the smell of chicken!	It was past midnight when Helen (arrive) home. She (close) the door quietly because her parents (sleep)
4 What were you doing last Saturday at these times? Write sentences. ⇒ 2.1, 2.2, 2.3	upstairs. As she 4 (take off) her coat, she 5 (see) a letter on the floor with her name on it. She 6 (open) the letter and
1 7 a.m. 4 6 p.m. 2 10 a.m. 5 9 p.m.	7(read) it. Then she 8(put) it in her pocket, 9(pick up) her coat and
3 1 p.m. 6 11:30 p.m. At-7 a.m., I was having a shower:	10 (go) out again. It ¹¹ (he)
1	a cold night but it ¹² (not rain). A few people ¹³ (walk) towards the High Street, so Helen ¹⁴ (cross) the road and ¹⁵ (follow) them. She ¹⁶
3 4 5	(not know) where they ¹⁷ (go) - but she (not want) to be alone.

Past continuous

2.1 We form the past continuous with was or were + the -ing form of the verb.

Affirmative	Negative	Questions
I was playing	I wasn't playing	Was I playing?
you were playing	you weren't playing	Were you playing?
he/she/it was playing	he/she/it wasn't playing	Was he/she/it playing?
we/you/they were playing	we/you/they weren't playing	Were we/you/ they playing?

2.2 To form the -ing form, we add -ing to the end of most verbs. +-ing: work → working study → studying

With most verbs ending in -e, we drop the -e and add -ing. -e → -ing. dance → dancing write → writing

But if the verb ends in -ee, we simply add -ing.

+-ing: agree -- agreeing see -- seeing

And if the verb ends in -ie, we change the -ie to -y and add -ing. -ie → -ying: die → dying lie → lying

If the verb ends in a short accented vowel + a consonant, we double the consonant and add -ina.

-p → -pping: drop → dropping

-n → -nning: plan → planning

-t → -tting: chat → chatting

2.3 We often use the past continuous to set the scene. The sun was shirling brightly. Some tourists were standing in the square. A man was selling ice creams.

We use the past continuous to talk about an action that was in progress at a particular time.

At seven o'clock this morning, I was eating my breakfast.

2.4 When we use the past continuous with two or more actions, we do not need to repeat the subject (I, we, etc.) or was / were if the subject is the same.

We were sitting at a table, chatting and drinking coffee.

Contrast: past simple and past continuous

2.5 We use the past simple for a sequence of events in the past. The events happened one after another.

She walked into the room and eat down. Then she opened her bag and took out a letter.

We use the past continuous to describe a scene in the past. The events were in progress at the same time.

She was sitting in the room, reading a letter A man was looking. out of the window.

2.6 We use the past simple and the past continuous together for a single event that interrupted a longer event in the past. We use the past continuous for the longer event and the past simple for the interruption.

As she was reading the letter, the phone rang. (longer event) (interruption)

We can use as or while with the past continuous. We usually put a comma between the longer action and the interruption.

While we were having lunch, my uncle arrived. As we were having lunch, my uncle arrived.

If we don't use as or while with the past continuous, we use when with the past simple. In these sentences, we usually do not include a comma.

We were having lunch when my uncle arrived.

- 2.7 We do not use the past continuous or any continuous tense - with certain verbs. The meaning of these verbs is usually connected with a state rather than an action. They include:
- · hate, like, love, need, prefer, want, wish
- believe, know, mean, realise, recognise, remember, suppose, understand
- belong, contain, depend, matter, owe, possess

They weren't dancing because they didn't like the music. \(\times \) NOT They weren't dancing because they weren't lking the music: X

Some verbs are not used in continuous tenses when they have a particular meaning, e.g. the verb have when it means 'to own or possess'.

He had dark hair and was wearing a white T-shirt. NOT He was having dark heir and a white T shirt: x

3B Quantity

Complete the dialogue with some or any, >> 3.1, 3.2

Aiden	There aren't 1_	good programmes on TV. Have
	you got 2	DVDs?
Emily	Yes. There are	DVDs on the shelf behind

the TV.

Aiden Let's see ... You've got 4 ____ great films here! What

do you fancy watching?

Emily How about Grown Ups 2? My sister says there are

5 funny scenes in that.

Aiden Really? I heard it wasn't very good. But there are good actors in it: Adam Sandler, Chris Rock ...

Emily Let's try it. Would you like popcorn?

Aiden Yes, please!

Emily Oh, actually, we haven't got 8 popcom. Sorry!
But there are 9 crisps.

Aiden Great. Can I have 10 water too?

Emily Yes, of course.

2 Complete the recipe with a little or a few. >+ 3.1, 3.3

Take your read cheese. Slice 2	y-made pizza base and a mushroom	
ham and sprin	kle on top. Cut 4	small tomatoe
in half and put	them between the mush	rooms. Finally, add
5	more cheese and 6	olives and
cook the pizza	in a bot oven. Ten minut	es later, enjoy your
pizza with 7	salad on the	side. Why not invite
8	friends to join you?	

3 Replace a lot of with much or many. >> 3.1, 3.4

- 1 Do you get a lot of tourists here in the summer?
- 2 I don't spend a lot of time in my bedroom.
- 3 There aren't a lot of people in our village.
- 4 Have you got a lot of information about university courses?
- 5 They never do a lot of homework.
- 6 Did a lot of people go to see your school show?

4 Complete the email with the words and phrases below. Use each word or phrase once only. ** 3.1, 3.2, 3.3, 3.4, 3.5

a few a little any How many How much many much

2	epe you enjoyed your trip to London, money did you spend? Did you do sightseeing? I'm inviting ¹ a film night next week. There wan't be people – just hour or five. Can you come? DVDs can you bring? We can spend
Don't bring 7 making dinner fo See you soon! Isabella	time choosing the ones we went to watch. food or drink, though. My mum is r us!

3D must, mustn't and needn't / don't have to

5 Circle the correct answers. 3 3.2, 3.3

- You must / mustn't finish your breakfast or you'll be hungry later.
- 2 I must / mustn't leave before 8.30 or I'll be late for school.
 3 You must / mustn't eat that bread. It's a week old!
- 4 In football, you must / mustn't touch the ball with your band
- 5 You must / mustn't visit Paris some time. It's a wonderful city.
- 6 You must / mustn't go near the edge of the cliff. It's very dangerous.

6 Complete the sentences with must, mustn't or needn't.

⇒ 3.2, 3.3, 3.4

- You _____ take off your shoes if they are clean.
 Students _____ turn off their mobiles during
- lessons or the teacher will take them away.
- 3 You go to the check-in desk if you have checked in online.
- 4 In most Arab countries, you _____eat with your left hand. You should use your right hand.
- 5 When you're driving, you _____ stop if someone steps onto the pedestrian crossing.
- 6 We waste any more time.

7 Complete the sentences with must or have to and the verbs below. ** 3.5

drive eat getup phone stop take take wear

- At school, we ______ a white shirt and a blue sweater.
- 2 We _____ at the new Chinese restaurant in town. I've heard it's really good.
- 3 In Britain, we _____ on the left.
- 4 Sue really eating so many sweets it's bad for her teeth!
- 5 You your grandparents more often. You know how much they enjoy talking to you.
- 6 We ______exams at the end of our final year at
- school.

 7 You your mobile with you so that I can
 - You ______ your mobile with you so that I can call you.
- 8 Jason ______early because he's got a doctor's appointment at eight in the morning.

Quantity

3.1 Countable and uncountable nouns

Countable nouns can be singular or plural, a car - three cars an island - lots of islands a woman – two women

Uncountable nouns only have a singular form. We cannot use a or an with uncountable nouns. food pollution money

Some nouns can be countable or uncountable depending on the meaning. Compare:

We haven't got much time for dinner (uncountable) I told him the answer three times. (countable) Nothing can travel faster than light, (uncountable) He turned on the lights in the kitchen. (countable)

3.2 some and any

We usually use some in affirmative sentences and any in negative sentences and questions. We use them with plural nouns and uncountable nouns.

There are some traffic lights at the end of the road There's some pasta on the table.

The dog doesn't want any biscults.

They haven't got any money.

Are there any cinemas in your town? Do you need any help?

We usually use some when we offer or ask for something, even if it is a question.

Would you like some tea? Can I borrow some money?

3.3 a little, a few

We use a little with uncountable nouns. We use a few with plural nouns. They mean 'a small quantity of'. Julia ate a little rice. Mike ate a few chips.

3.4 much, many, a lot of

We use much with uncountable nouns. We use many with plural nouns. We use a lot of with uncountable or plural nouns. Much, many and a lot of all mean 'a large quantity of'.

French people don't drink much tea. Are there many pedestrian crossings in the town centre?

Bill Gates has got a lot of money.

There are a lot of tall buildings in Tokyo.

We often use much and many in negative sentences and questions. We do not often use them in affirmative sentences. except in very formal writing.

Charlotte's got a lot of friends. / NOT Charlotte's got many friends. X

3.5 How much ... ? and How many ... ?

We use How much ...? and How many ...? to ask about quantity. We use How much ... ? with uncountable nouns and How many ... ? with plural nouns.

How much food did you eat? How many films did you watch?

must and mustn't

3.6 The form of must or mustrit is the same for all persons (I, you, he, etc.).

Affirmative

I must go home.

You must tell the truth

Questions*

Must you leave so early?

Negative

needn't.

You mustn't tell anybody.

They mustn't be late (full form = must not)

Ves. I must. No, I don't have to /

* We do not often make questions with must. It is more common to use Do you have to ... ?

3.7 We use must + infinitive without to to say that something is necessary, and it is very important to do it.

I've not a mathe test tomorrow. I must revise for it this evening. We use mustn't + infinitive without to to say that something is prohibited, and it is very important not to do it.

We mustn't be late for school.

You mustn't use a mobile phone in the cinema.

We often use must or mustn't to express rules and laws.

In the UK, you must be 17 to drive a car.

You mustn't smoke on aeroplanes

needn't and don't have to

3.8 We use needn't or don't have to + infinitive without to to say that something is not necessary but isn't against the rules. You don't have to bring a towel. There are towels at the owimming pool. (But you can bring one if you want.) You needn't take sandwiches as lunch is provided. (But you can

bring them if you want.)

must and have to

3.9 Must and have to have very similar meanings. However, must often expresses the feelings and wishes of the speaker. You must read this book, It's brilliant!

Im really tired. I must go home.

Have to often expresses an 'external obligation'.

You have to show your passport when leaving the country. Mustn't and don't have to do NOT have the same meaning: don't

have to means that something is not necessary.

We don't have to wear a school uniform.

Mustn't means 'it's prohibited'.

We mustn't wear jeans to school.

4B Comparison

 Write the comparative form of the adjectives and quantifiers. >> 4.1

q	uantifiers. 🖦 4.1	
1	small	7 few
2	large	8 many
3	early	9 far
4	powerful	10 wet
5	much	11 pretty
6	bright	12 frightening

2 Complete the email with the comparative form of the adjectives and quantifiers in brackets. 39 4.1

Dear Aunt Polly,			
I hope you're well. Jake see	ms 1	Chap	pyl at his
new school, It's 2	(small) and 3	
(friendly) than his old school	I. His grades	are 4	
(good) than last year. He go	ats 5	(a litt	tle)
homework but the lessons	at school are	6	
(difficult), he says. The only	bad thing ab	out his new s	chool is
that it's 7	fart from our	house. At the	e moment
he cycles there, but he's pla	anning to go l	by bus when t	the weather
gets 8(cole	d) and 9	- 6	wet).
I'm working hard for my exi	ems but I'm r	not enjoying it	It's always
		because I w	
Write soon.			

- 3 Write sentences comparing a and b. Include the correct form of the words in brackets, >> 4.1, 4.2
 - 1 a Iceland b Egypt (far/cold) Iceland is far colder than Egypt.
 - 2 a the Earth b the sun (much / small)
 - 3 a gold b silver (heavy)
 - 4 a rock-climbing b hiking (dangerous)
 - 5 a cycling b skiing (much / easy)
 - 6 a the USA b the UK (far/big)
 - 7 a Porsches b Skodas (expensive)
 - 8 a ice storms b thunderstorms (far / rare)
 - 9 a a broken ankle b a sprained ankle (bad)
- 4 Write sentences based on the information. Use (not) as ... as and the adjective in brackets. >= 4.3
 - Tom and Karen both weigh 72 kg. (heavy)
 Tom is as heavy as Karen.
 - 2 The pen costs £12.95 and the book costs £8.50. (expensive)
 - 3 Darren is 154 cm tall and Lucy is 165 cm tall. (tall)
 - 4 London is 150 km away and Leeds is 180 km away. (far)
- 5 The skiing holiday costs £500 and the beach holiday costs the same. (cheap)
- 6 About a hundred students choose to study Spanish each year and only fifty choose French. (popular)

4D (Part 1) Superlative adjectives

5 Write the superlative form of the adjectives. ** 4.4

1	big	4 far
2	scary	5 good
3	bad	6 intelligent

6 Complete the sentences with superlative adjectives. Add in or of before the final noun. 30 4.4, 4.5

1	Joe is	(intelligent) boy	the	e school.
2	Friday is	(good) day	the v	veek.
3	This is	(bad) restaurant	L	ondon.
4	Lake Superior is Lakes.	(big)	the	five Great
5	21 December is	(short) d	ay	_ the year.
6	Ben Nevis is	(high) mour	tain	Britain

7 Write the questions. Use the superlative form of the adjective, and add in or of where necessary. ** 4.4, 4.5

- 1 Who / intelligent / person / the class /?
- Who's the most intelligent person in the class?
- 2 What / good / day / the week / ?
- 3 What / bad / day / the week /?
- 4 What / beautiful / city / your country /?
- 5 Who / good-looking / actor on TV /?
- 8 SPEAKING Work in pairs. Ask and answer the questions in exercise 7. Give your opinions.

4D (Part 2) too and enough

9 Write sentences with words from the table below. Use too and the infinitive. ** 4.6, 4.8

James is too young to take his driving test.

James	cold	reach that shelf.
You	young	swim in the sea.
This pizza	cloudy	lift.
The sky's	short	eat.
lt's	heavy	take his driving test.
This suitcase	hot	see the stars.

10 Rewrite the sentences in exercise 9 with the adjectives below and enough. >> 4.7, 4.8

clear cool light old tall warm

James isn't old enough to take his driving test.

4H Zero conditional

11 Complete the sentences with the correct form of the verbs in brackets. = 4.9

1	If we	(use) public transport instead of cars, w
	20-20-	(reduce) our carbon footprint.
2	If we	(cut down) rainforests, we
	(destroy) ma	any animals' natural habitat.
3	We	(can) combat climate change if we

- (conserve) energy.

 4 You _____ (save) electricity if you _____ (leave) the lights on.
- 5 If you _____ (burn) a fossil fuel, it _____ (give off) carbon dioxide.

Comparative adjectives

4.1 Forming the comparative

We add -er to all one-syllable adjectives.

+-er. long - longer straight -- straighter

If a one-syllable adjective ends in -e, we add -r. +-r. wide → wider large → larger

If a one-syllable adjective ends in a short vowel + a single consonant, we double the consonant and add -er.

 $-t \rightarrow -tter$: hot \rightarrow hotter wet \rightarrow wetter $-r \rightarrow -rner$: thin \rightarrow thinner

If a two-syllable adjective ends in consonant + -y, we drop the -y and add -ier.

-y → -ien: friendly → friendlier sunny → sunnier

A few other two-syllable adjectives have comparative forms ending in -er:

quiet → quieter narrow → narrower gentle → gentler simple → simpler

For most two-syllable adjectives and all adjectives with three or more syllables, we use the word *more* to form the comparative. boring → more boring difficult → more difficult

A small number of adjectives have irregular comparative forms. They are:

good → better bad → worse far → further

Some quantifiers have irregular forms.

few → fewer much / many → more a little → less

than

4.2 We use than to compare two things or people. Horror films are usually scarler than thrillers.

We usually use the object pronoun (me, you, he, him, us, them) after than, not a subject pronoun.

You're taller than me.

We can make a comparison stronger by using far or much before the comparative form.

Dolphins are far more intelligent than sharks,

Hungarian is much harder to learn than Enallsh.

(not) as ... as

4.3 We use (not) as ... as to compare two things or people.

Not as ... as means 'less ... than'.

Jack is twelve. Llam is fourteen. Jack isn't as old as Liam.

As ... as means 'equally ...'

My brother and I both weigh 62 kg. I'm as heavy as my brother.

We usually use the object pronoun (me, you, he, him, us, them) after (not) as ... as, not a subject pronoun.

We aren't as rich as them.

She's as excited as me.

Superlative adjectives

4.4 Spelling

We put the in front of short (one-syllable and some twosyllable) adjectives and add -est.

+ -est long -+ the longest

If the short adjective ends in -e, we add -st.

+ -st wide → the widest

If the short adjective ends in a short vowel + a single consonant, we double the consonant and add -est.

-t → -ttest hot → the hottest

If the adjective ends in -y, we drop the -y and add -iest.

-y → -iest friendly → the friendliest

If the adjective is long (two syllables or more), we use the word

gripping → the most gripping

A small number of adjectives have irregular superlative forms. They are:

good → the best bad → the worst far → the furthest

4.5 We can use of after superlative adjectives. the longest day of the year

We use in, not of, with nouns for groups or places, the tallest man in the world the longest river in China

too and enough

4.6 Too comes before an adjective. Enough comes after an adjective.

This tacket is too small for him.

This tacket isn't bia enough for him.

4.7 Enough comes before a noun.

He can't buy it. He hasn't got enough money.

4.8 We often use an infinitive with to after too + adjective or adjective + enough.

He's too young / old enough to Join the army.

Zero conditional

4.9 We use the zero conditional to talk about a result which follows a particular action. We use the present to describe the action and the present simple to describe the result. If leat too much. I feel III.

The if clause can come before or after the main clause. If it comes after, we don't use a comma.

If I drink a lot of coffee, I can't sleep.

I can't sleep if I drink a lot of coffee.

5B will and going to

- 1 Complete the sentences with the correct affirmative or negative form of will. >> 5.1
 - 1 Don't worry. My dad ____ __ pay for our tickets.
- 2 ' Tamer be at the party?' 'No, he .' 3 Suzie's the best student in the class. She pass all her
- exams easily. 4 '_____your friends be at the beach?' 'Yes, they___
- 5 Max is good at keeping secrets. He ______ tell anyone.
- 6 August is always very dry, so it _____ rain then.
- 7 '_____you be in Year 5 next year?' 'No, I____
- 8 Kyle wants to have a motorbike, but his parents allow it.
- 2 Write offers or promises in reply to sentences 1-6. Use the verbs and object pronouns below. > 5.1, 5.2

Verbs ask carry eat invite tell video Pronouns her him it them you us

- 1 This bag is too heavy for me. l'Il carry it.
- 2 I don't really like these crisps.
- 3 I really want Emma to come to my party.
- 4 Let's send a video message to Grandma.
- 5 I want to know what happens at the end of the film.
- 6 Maybe we can borrow my dad's laptop.
- 3 Write decisions with will in reply to sentences 1-6. Use your own ideas, >> 5.1, 5.2
 - 1 Somebody's knocking at the door. Hanswer it.
 - 2 Would you like the blue T-shirt or the red one?
 - 3 There's chicken or fish for lunch.
 - 4 It looks freezing outside.
 - 5 The next bus into town is in an hour.
 - 6 What would you like to drink?
- 4 Look at the pictures and write predictions with going to and the prompts. >> 5.3, 5.4





2 the boat / sink

1 they/catch/the bus





4 she / get / a shock

- 5 Complete the dialogue with the correct form of will or aoina to. > 5.3, 5.4, 5.5, 5.6
 - Hi, Matt. Where are you going? Tara Matt Into town, I1 ____buy some new trainers. Tara go with you. I can help you choose.
 - Matt Thanks! Look, here's our bus. Tara It's going very fast. It 3_
 - Matt That's strange. Maybe it's full. I know 14 Tara phone my sister, Lucy.
 - She usually drives into town on Saturdays. She probably give us a lift. And her car is
 - OK now, after the accident. Matt Accident? Actually, I think I 6 go by bike.

5D First conditional

- 6 Complete the sentences with the verbs below. Use the present simple. >> 5.7, 5.8
 - become drop have not hurry up not understand want
 - 1 If you ______, you'll be late for school.
 - 2 If I time, I'll phone you later.
 - 3 She'll earn a lot of money if she _____ a solicitor.
 - 4 If you your phone into water, it'll stop working.
 - 5 I'll help you if you the exercise.
 - 6 She'll have to work very hard if she to go to university.
- 7 Complete the sentences with the will form of the verbs in brackets, >> 5.7, 5.8
 - 1 If you text me, I (reply) immediately. 2 We
 - (not go) skiing this winter if there isn't enough snow. 3 If you come home late, your parents ____ (worry).
 - (have) a great time if you come to the party. 5 If we leave before 10 o'clock, we _____ (not be) late.
 - 6 | _____ (lend) you my phone if you can't find yours.
- 8 Match 1-6 with a-f below and write six first conditional sentences. For each sentence, write the if clause first, then second. >> 5.7, 5.8
 - 1 you / study hard 2 the weather / be bad
 - 3 you / not listen to the instructions
 - 4 she / not invite Joe to her party ___

 - 5 we / not leave now. 6 the match / be / on TV
 - a you / not know what to do
 - b we / miss the train
 - c you / pass all your exams
 - d I / watch it
 - e he/be upset f we / not have a barbecue
 - If you study hard, you'll pass all your exams. You'll pass all your exams if you study hard.

will and going to

5.1 We form sentences with will like this: will + infinitive without to

I will go.

The form of will is the same for all persons (I, you, he, she, etc.). In the affirmative, we usually use the short form II with subject pronouns (I, you, he, she, etc.). However, we never use the short form in an affirmative short answer. In the negative, we usually use the short form won't. We use won't in negative short answers too.

Affirmative	Negative
I'll see you later. She'll be angry. (full form = will)	I won't tell anybody. They won't listen. (full form = will not)
Questions	Short answers
Will you be at home? Will it work? When will we know?	Yes, I will. No, I won't.

5.2 We use will:

- to make factual statements about the future.
 There will be a solar eclipse in 2026.
- to make predictions, especially when they are based on what we know or when they are just a guess. We often use I think / don't think ... to make these predictions.

I think you'll do well in your exams.

I don't think England will win the next World Cup.

to make offers.

I'll carry your bags.

l'Il lend you my phone.

to make promises.

l'Il always love you. I won't foraet.

 to make instant decisions (decisions that we make while we are speaking).

Look! There's Tommy, I'll go and say helio.

5.3 We form sentences with going to like this: present simple of be+going to + infinitive without to fim going to take my driving teets next year. Djokovic isn't going to win this match. Are you going to be at home this weekend? Yes, I am. / No. /im not.

5.4 We use going to:

 to make predictions, especially when they are based on what we can see or hear.

Look at that man! He's going to Jump in the river! Listen to the thunder. There's going to be a storm.

to talk about our plans and intentions.
 I'm going to invite her to my party.

5.5

.5				
		going to		
Predictions	based on our own knowledge and opinions: Messi will score. He always scores in important games.	based on the situation and what we can see or hear: Messi's got the ball. He's going to score!		
Decisions	instant decisions that we make while speaking: Show me the menu. Hmm. I'll have chicken.	intentions – things that we have already decided: I'm going to have chicken tonight. I bought it this morning		

5.6 We can make predictions and plans with will or going to more certain or uncertain by adding definitely or probably. Pay attention to the position of the adverb.

Ill definitely / probably be at home this weekend.
I definitely / probably won't finish my homework.
I'm definitely / probably (not) going to invite friends round.

First conditional

5.7 We use the first conditional to predict the result of a future action. We use the present simple to describe the action and will + infinitive without to to describe the result.

If the weather's fine tomorrow, we'll play tennis.

(action) (result)

if you go to bed early, you won't be tired tomorrow. (action) (result)

5.8 The if clause can come before or after the main clause. If it comes after, we do not use a comma.

If you work hard, you'll do well at school. You'll do well at school if you work hard.

6B Present perfect

- Write the words in the correct order to make sentences.
 - 1 exams / finished / hasn't / my / sister / her
 - 2 you/new/game/played/computer/have/this/?
- 3 dog/its/my/leg/has/broken
- 4 parents / New York / been / have / to / my
- 5 you/my/have/trainers/seen/?
- 6 cousin / has / my / applied / job / new / for / a
- 2 Write the past participles of these regular and irregular verbs. 30 6.2

1	visit visited	7 do
2	ask	8 reach
3	take	9 stop
4	meet	10 put
5	use	n be
6	see	12 spend

3 Complete the sentences with the present perfect form of the verbs in brackets. ** 61, 6.2, 6.3

1	Oh no! You_	(drop) my laptop!
2	My friends	(buy) lots of new clothes in the
	sale.	
3	We	(be) on holiday for a week but we
		(not spend) much money.
4	This train	(stop) at every town and village!
5	1	(have) a shower and I'm ready to go out.
6		_ (you / met) my best friend from school?
7	How long_	(he / have) that motorbike?
8	My grandpar	ents (live) in London since 2010.

- 4 Circle for or since. >> 6.3
 - 1 We've been in this queue for / since two hours!
 - 2 I've known my best friend for / since we were at primary school
 - 3 Have you had that phone for / since a long time?
 - 4 You've needed a new car for / since years.
 - 5 I've had a headache for / since this morning.
- 5 Complete the sentences with been or gone. >> 6.4
 - 1 I'm sorry, Adam isn't here. He's to the shops. 2 My parents have _____ on holiday. They'll be back next week
 - 3 My hair is wet because I've to the swimming pool.
 - 4 Bess was here earlier, but now she's
 - 5 I've to Paris but I don't remember it very well.

6D Contrast: past simple and present perfect

- 6 Some of the sentences are incorrect. Rewrite them correctly. > 6.5
 - 1 I've read six books last year. x I read six books last year.
 - 2 Jo washed her hair last night. 3 I had this watch since March.
 - 4 Have you ever been to Spain?

4 not text

Tom Yes, it 11

- 5 'Tidy your room, please.' 'I already tidied it.'
- 6 We've eaten at that restaurant last Tuesday.
- 7 Peter has gone to the shops on Friday morning.
- 8 I've been kayaking twice in the last year.
- 9 'Did you do your homework yet?' 'No, not yet.'
- 7 Complete the sentences. Use the past simple form of the verb in one sentence, and the present perfect in the other. B+ 6.5, 6.6

1	have	
	a	this laptop since my birthday.
	b We	dinner in the garden last night.
2	not buy	
	a l	a new jacket in the sale last weekend.
	b	any new clothes for months.
3	leave	
	a	home at seven and arrived at school a
	a Torbot	

- eight your dinner in the fridge. You can heat it b up later.
- you last night because I don't have your al number. b Jim his girlfriend since Monday. She's a bit upset about it.
- 5 go to Turkey three times. The last time was in 2011. b Liam to Morocco last summer.

8 Complete the dialogues with the verbs. Use the past simple or the present perfect. > 6.5, 6.6

go go	never go n	ot have	stay visit		
Max	1	you		to Portugal?	
Lucy	Yes, I 2	******	there last su	ummer.	
Max	3	you		Porto?	
Lucy	No, we 4	0	time, We	5	in
	Lisbon.				
Max	I'd like to see	Lisbon.	16	there.	
be be	not go see	see			
Tom	17	the	new Iron Mo	an film last Sat	urday
	8	you		it?	
Sarah	No, I haven't	9	to	the cinema fo	or ages
	10	it go	nod?		CITY OF THE

great. You should see it.

Present perfect

6.1 We form the present perfect with the present tense of the

Affirmative		Full forms
I've/you've/ we've/they've	finished	've = have
he's / she's / it's		's = has
Negative		
I / you / we / they haven't	finished	haven't = have not
he/she/it hasn't		hasn't = has not
Questions		Short answers
Have I / you / we / they	finished?	Yes, I have. / No, you haven't.
Has he / she / it		Yes, he has. / No, she hasn't.

6.2 The past participle of regular verbs is the same as the past simple. It ends in -ed. (See 1.2 on page 125 for past simple spelling rules.)

play → played dance → danced study → studied drop → dropped

With irregular verbs, sometimes the past participle is the same as the past simple, but sometimes it is different:

Infinitive	Past simple	Past participle
buy	bought	bought
put	put	put
see	saw	seen
take	took	taken

There is a list of irregular verbs in the Workbook.

6.3 We use the present perfect:

- to give news, when we do not say exactly when the event happened.
- Guese what! I've passed my exam!
- to talk about events during a period of time (for example, a holiday) that is still continuing.
 I'm in Paris. I've visited a museum but I haven't seen the Eiffel
- to ask how long a situation has existed.
 How long have you been in Spain?
- with for or since to say how long a situation has existed. We
 use for with a period of time or since to say when it started.
 We've been in Spain for a week / since Tuesday.

6.4 We use both *been* and *gone* as the past participle of the verb *go.* We use *been* when somebody has returned.

John has been shopping. (He went shopping but he's here now.)
We use *gone* when somebody has not returned.
John has gone shopping. (He is still at the shops.)

Past simple and present perfect contrast

6.5 We use both the past simple and the present perfect to talk about completed actions in the past.

I finished "The Hobbit" last night. I really enjoyed it. Eve finished "The Hobbit". You can read it now.

- We use the past simple to talk about a specific occasion in the past, at a definite time.
 - I went to the chema last Saturday right. I saw the new Spiderman film.
- We use the present perfect to talk about an experience at any time in the past. The exact time of the experience isn't stated.

I've been to Italy three times

"Have you ever eaten Chinese food?" Yes, I have."

 We can use finished-time expressions with the past simple, but not with the present perfect.

I visited my cousin yesterday / last Tuesday / on 1 May / in January, etc.

(NOT ive visited my cousin yestersky, etc.)

See point 6.3 for a list of the uses of the present perfect.

6.6 We often use the present perfect to ask and answer about an experience, and then the past simple to give specific information about it.

'Have you ever broken a bone?' Yes, I broke my leg when I was 12.'

7B Second conditional	5 If you (can) visit any country, where	
1 Match the two halves of the conditional sentences. Whi sentences are true for you? >> 7.1, 7.2, 7.3	ch (you / go)? 6 If you (have to) spend a month alone on a desert island, what (you / take) with you?	
If I won the lottery, I'd feel bad If I found a spider in my bed, I would download a film illegally	 5 SPEAKING In pairs, ask and answer the questions in exercise 4. 3-7.1, 7.2, 7.3 7D Past perfect 	
 If I went on holiday with my friends, I'd be terrified. 	6 Complete the sentences with the past perfect form of the verbs in brackets. •• 7.4, 7.5	
 b if I couldn't afford to buy it. c I'd buy a new house for my parents. d we'd go camping. 	I didn't have any chocolate because my sister	
if my best friend was cross with me. Complete the second conditional sentences with the	2 couldn't buy the magazine because	
correct form of the verbs in brackets. >> 7.1, 7.2, 7.3 1 (do) more homework if 1	beard. 4 We couldn't get home because we (miss)	
(spend) less time online. 2 If children (not watch) TV so much, they	the last bus. 5 After	
(be) healthier. 3 If a big rock (hit) the Earth, it	(make) a mistake. 6 didn't watch the programme because	
(cause) a huge explosion. 4 Global warming (slow) down if people	(see) It before. 7 Complete the sentences. Use the past simple or past	
(change) their lifestyles. 5 If you (apply) for a job at the hotel, I'm su	perfect form of the verbs in brackets. •• 7.4, 7.5 1 (can't) remember where	
you (get) it. 6 if you (visit) Rome, you (ca see the Trevi Fountain.	n) (leave) my keys. 2 Last Saturday L (eat) at a (ananese	
7 If I (want) to become a millionaire, I (start) my own business.	restaurant. I (never eat) Japanese food before that.	
3 Rewrite these sentences using the second conditional. > 7.1, 7.2, 7.3	3 (find) a £10 note that I(lose) last year,	
My job is repetitive. That's why I don't enjoy it. If my job wasn't repetitive, I'd enjoy it. OR I'd enjoy my job if it wasn't repetitive.	4 Last weekend (meet) a girl who(be born) in the same hospital as me. 5 (not play) volleyball because (hurt) my hand.	
She doesn't like swimming. That's why she doesn't go to the pool.	6 The pavement (be) wet because it (rain).	
 He doesn't earn a lot of money. That's why he doesn't n an apartment on his own. The Louvre Museum is crowded. That's why I don't like i We won't go on holiday this year. We can't afford it. 	nast simple and the past perfect. Start with the word given	
I don't understand my homework. That's why I can't fin it quickly.	After I'd had dinner, I watched TV.	
4 Complete the second conditional questions with the corform of the verbs in brackets, ► 7.1, 7.2, 7.3	Ailei	
1 What (you / do) if you (be) outside in a thunderstorm?	We played tennis. We went home. After I went to sleep. My cousin phoned.	
2 If you (can) meet one film star, who (you / choose)?	When 5 Messi scored two goals. We arrived at the match.	
3(you / behave) well on holiday if your parents(not be) there?	When 6 The children did the housework. Their mother got home.	
4 How (you / feel) if you (wi		

7

Grammar Reference

Second conditional

7.1 We use the second conditional to describe an imaginary situation or event and its result.

If I lived near the sea, I would go to the beach a lot.

(imaginary situation) (result)

We use the past simple in the if clause and we use would + infinitive without to in the main clause. The short forms of would are 'd and wouldn't.

If she had a car, she'd learn to drive.

If she learned to drive, she wouldn't use her bike.

7.2 We can put the main clause first and the if clause second.
I'd buy you a present if I had enough money.

When the main clause is first, we usually do not put a comma between the clauses.

7.3 In the main clause, we can use could to mean would + can. Could is also the past simple of can, so we can use it in the if clause too.

If I won the lottery, I could stop work.

If I could remember his number, I'd call him.

Past perfect

7.4 We form the past perfect like this:

ffirmative

I'd/you'd/he'd/she'd/it'd gone

Full from

'd = had

I / you / he / she / it / we / you / they hadn't gone

THE PERSON

hadn't = had not

Questions

Had I / you / he / she / it / we / you / they gone?

Yes, I had. / No. she hadn't.

The past participle of regular verbs is the same as the past simple.

finished danced studied chatted

Sometimes irregular verbs have the same past participle as the past simple form, sometimes they are different.

go – went – been / gone

buy – bought – bought

see – saw – seen

For a list of irregular verbs, see the Workbook.

7.5 We use the past perfect to talk about an event in the past which happened before another event in the past.

past future

they ran out of milk I arrived at the shop

When I arrived at the shop, they had run out of milk.

Now

8B Reported speech (1)

	Complete the reported speech, >> 8.1	4 Complete the reported speech. Use the past perfect, could / couldn't and would / wouldn't. >> 8.3
	1 'I'm wearing my sister's jacket,' she said,	
	She said she her sister's jacket.	 'Burglars have broken into our house twice,' said Di.
	2 'I didn't arrive on time,' he told me.	Di said that burglars into their house twice.
	He told me he on time.	2 'I'll carry the bags for you, said Ryan.
	3 'The DIY store isn't open at the weekend,' he said.	Ryan said that he the bags for me.
	He said the DIY store open at the	3 "I've lost my glasses," said my grandma.
	weekend.	My grandma said that she her glasses.
	4 'It's snowing heavily,' my dad said.	4 "We can get some bread at the corner shop," said Dad.
	My dad said that it heavily.	Dad said that we some bread at the corner
	5 'I'm not enjoying the film,' Zak said.	shop.
	Zak said he the film.	5 "I've never been to Spain," Kelly said.
	6 'My grandma makes really good pizzas,' said Gino.	Kelly said that she never to
	Gino said that his grandma really good	Spain.
	pizzas.	6 "You can't go out tonight," said Mum.
	7 'I don't like horror films, said Joel.	Mum said Igo out that night.
	Joel said hehorror films.	7 'You haven't locked the door,' said George.
	8 'I went to Paris at New Year,' my cousin told me.	George said that I the door.
	My cousin told me heto Paris at New	8 'Barcelona will win the Champions League again,'
	Year.	said Harry.
	9 'I know all the answers,' my friend said.	Harry said that Barcelona the Champions
	My friend said sheall the answers.	League again.
1	'We didn't take many photos,' my parents said. My parents said they many photos.	5 Change the direct speech to reported speech. Remember to change the pronouns and references to time where
,	Complete the sentences with the correct pronouns and	necessary. >> 8.2, 8.3
	possessive adjectives. >> 8.2	
		1 'I'll see you tomorrow,' said Sally.
	 'I'm cleaning your brother's room,' my dad told me. 	Sally said that she would see me the next day.
	My dad told me he was cleaning my brother's room.	2 "We haven't been to London since last January," said Emma.
	2 'I love your sunglasses,' my uncle said to me.	3 'Tom can't speak French,' said Wendy.
	My uncle said thatloved sunglasses.	4 'I'll get a holiday job next summer,' said Kylie.
	3 'You need our help,' Anna told him.	5 'We can play tennis tomorrow,' said Jake.
	Anna told him that needed help.	6 'Kate has decided to study medicine,' said her brother.
	4 'Your sister has left her bike in our garage,' my friend's	7 'I won't tell anyone what Josh has done,' said Andy.
	mum said to me.	OD Departed speech (2) tell and say
	My friend's mum told me that sister had left	8D Reported speech (2) tell and say
	bike in garage.	6 Complete the reported speech with said or told. № 8.4
	5 'You're hurting my finger,' Dan said to his brother.	1 Kate me that she wasn't feeling well.
	Dan toldbrother thatwas hurtingfinger.	
,	Rewrite what Emma said using reported speech. ➤ 8.1, 8.2	2 Sally she wouldn't be late.
		3 Jordanthat he didn't like Vanessa.
	1 'I'm on the High Street.'	4 AmyJames that she'd text him later that day.
	She said she was on the High Street.	5 Charlie he wanted to go home.
	2 'It's raining quite hard here.'	6 Beth us she was going to the café.
	3 'I need to buy a present for my sister.'	
	4 'It's her birthday soon.'	

8D Reported speech (2)

5 'I'm looking for a silver bracelet.'
6 'I saw a nice one yesterday in the jeweller's.'
7 'Unfortunately, it isn't there any more.'
8 'I think somebody bought it.'

8B Reported speech (1)

8.1 We use reported speech to report what somebody else said. We can use that to introduce reported speech, but we often omit it. The tense of the verb usually changes.

Direct speech	Reported speech
Present simple	Past simple
'I don't like dogs,' Ben said. 'My dad is at work,' Becky said.	Ben said (that) he didn't like dogs. Becky said (that) her dad was at work.
Present continuous	Past continuous
'He's wearing a blue top,' Michelle said.	Michelle said (that) he was wearing a blue top.
Past simple	Past perfect
'We moved to London in 2010,' Phil said.	Phil said (that) they had moved to London in 2010.

8.2 Pronouns and possessive adjectives usually change in reported speech, depending on the speaker and context. "You're eating my chips," he told us.

He told us we were eating his chips.

References to time and place can change as well.

Direct speech	Reported speech
yesterday	the day before
'I sold my bike yesterday,' he told me.	He told me (that) he'd sold his bike the day before.
today	that day
'I'm revising today,' she said.	She said (that) she was revising that day.
here	there
'My grandparents live here too,' she told him,	She told him (that) her grandparents lived there too.

8D Reported speech (2)

8.3 See 8.1 and 8.2 above for general information about changes of tense and pronouns in reported speech.

Direct speech	Reported speech
Present perfect	Past perfect
"I've finished," he said.	He said (that) he had finished.
can / can't	could / couldn't
'He can't swim,' she said.	She said (that) he couldn't swim
will / won't	would / wouldn't
'I'll phone later,' he said.	He said (that) he would phone later.

8.4 say and tell

If we want to mention who is spoken to, we usually use tell. 'Tom, I'm hungry,' said Mel. — Mel told Tom she was hungry.

We don't use to with tell.

Mel told to Tom she was hungry 🗴

After say, we don't usually mention the person who is spoken to.

'Tom, I'm hungry,' said Mel. → Mel said she was hungry.

If we do mention the person who is spoken to, we use to.

Mel said to Tom that she was hungry.

NOT Mel said form that she was hungry.

X

9B The passive	(present simple and	past simple
----------------	---------------------	-------------

1	Write the past participle of these verbs.	(watch) by more than 125 million
	1 break 6 fly	viewers. 1990 The first episode of The Simpsons 11
	2 take 7 try	(show) on Fox.
	3 make 8 show	
	4 send 9 grow	9D The passive (present perfect and future)
	5 spend 10 know	5 Complete the sentences. Use the correct affirmative,
2	Complete the sentences with the correct form of the verb	negative, or interrogative form of the present perfect passive. >+ 9.4
3	1 mugged last summer in New York. 2 The museum renovated two years ago. 3 Good food served every night in our restaurant. 4 Nowadays, most food made in factories. 5 The video clip viewed over a million times that day. 6 Most newspapers published online these days. 7 The first TV programmes broadcast about 90 years ago. 8 Every year, we invited to my aunt's house for New Year, but we never gol Complete the description using the present simple passive form of the verbs in brackets. >> 9.1 Our pizzas 1 (make) freshly every evening from a recipe which 2 (know) by only a few people. Only the finest ingredients 3 (use). The tomatoes 4 (grow) in the south of Italy and the cheese 3 (grow) in the south of Italy and the cheese 3 (grow) to the south of Italy and the cheese 3 (grow) the south of Italy and the cheese 3 (grow) the south of Italy and the cheese 3 (grow) the south of Italy and the cheese 3 (grow) the south of Italy and the cheese 3 (grow) the south of Italy and the cheese 3 (grow) the south of Italy and the cheese 3 (grow) the south of Italy and the cheese 3 (grow) the south of Italy and the cheese 3 (grow) the grow in the south of Italy and the cheese 3 (grow) the grow in the south of Italy and the cheese 3 (grow) the grow in the south of Italy and the cheese 3 (grow) in the south of Italy and the cheese 3	1 My watch has been stolen (steal). 2 These socks
	finest buffalo milk. The pizzas ⁶ (prepare) by our stilled pizza chefs. Then they ⁷ (cook) in our traditional pizza ovens. They ⁸ (serve) with fresh salad. Complete the broadcasting facts. Use the past simple passive form of the verbs in brackets. ** 9.1, 9.2	It's so easy! Simply select the files you want to store and they ¹ (upload) to SuperCloud. They ² (scan) for viruses and then ³ (store) on our servers. Your files and photos ⁴ (back up) automatically, so they ⁵ (not lose). Remember, you ⁶ (not charge) for the
	1920 The first radio broadcast 1 (transmit) by	SuperCloud service, It's FREE!
	KDKA in the USA. 1925 The first soap opera, The Smith Family, 2 (broadcast) on the radio. 1928 A television image 3 (send) from England	Click here to sign up. Once you sign up, an email (send) to you with full instructions. What are you waiting for?!
	to the USA for the first time.	7 Rewrite the sentences. Use the present perfect or future
	1928 The first television set 4(sell).	passive. Use by where necessary.
	1936 The first BBC TV programmes 5 (make) in the UK	→ 9.2, 9.3, 9.4, 9.5
	1940 Colour TV sets 6 (demonstrate) by CBS in New York.	 Robots will build the cars in the new factory. The cars will be built by robote in the new factory. The police have arrested three men.
	1947 Baseball games (televise) for the first time.	3 We probably won't need desktop computers ten years
	1954 More money 8 (earn) by TV broadcasters	from now.
	than by radio broadcasters.	Youths have vandalised the bus stop. Digital conserve have preload cellulaid film conserve.
	1964 Colour TV sets 9 (buy) by families across the USA.	 Digital cameras have replaced celluloid film cameras. The police will study the CCTV footage. They haven't invented computers that can think like humans.

1983 The final episode of the comedy series M*A*5*H

The passive (present simple and past simple)

9.1 We form the passive with the correct tense of the verb be and the past participle.

These cars are made in China, (present)

This computer was made in Japan. (past)

The passive can be affirmative, negative or interrogative.

Present simple	Past simple
Affirmative	
They are powered by electricity.	It was powered by steam.
Negative	
Cricket isn't played in many countries.	Basketball wasn't played in the 18th century.
Questions and short answers	
Are they grown in Europe?	Was it built by the Romans?

Yes, they are, / No, they aren't. Yes, it was. / No, it wasn't.

9.2 We use the passive when either we do not know who or what performed the action, or we do not want to focus on who or what performed the action.

My laptop was stolen last weekend.

If we want to say who performed the action, we use by.
My house was designed by a famous architect.

9.3 When we use adverbs with the passive, we usually put them immediately before the past participle.

Phones are often used as video cameras.

It was probably discovered by the Ancient Greeks.

The passive (present perfect and future)

9.4 We form the present perfect passive like this: present perfect of the verb be + past participle of the main verb

Affirmative The room has been tidled. Negative The room hasn't been tidled. Questions and short answers Has the room been tidled? Yes, it has. / No, it hasn't

9.5 We form the future passive like this: will / won't + be + past participle of the main verb

Affirmative
Teachers will be replaced by robots.
Negative
Teachers won't be replaced by robots.
Questions and short answers
Will teachers be replaced by robots?

Extra Speaking Tasks

Unit 4

SPEAKING Work in pairs. Take turns to compare and contrast photos A and B.

- Describe each photo in general.
- 2 Describe any differences and similarities between the photos.
- 3 Speculate on how people in the situations may be feeling.



Unit 5

SPEAKING Work in pairs. Take turns to do the task below. Spend about a minute preparing your answer. Use phrases from exercise 4 in lesson 3G and exercises 4 and 5 in lesson 5G to help you.

After leaving school, you have decided to take a gap year and work in Britain. Discuss the three jobs shown in the pictures with a member of staff at the job agency. Decide which job you will apply for and why.



Unit 7

SPEAKING Work in pairs. Take turns to do the tasks below.

Student A: Describe photo A in detail first, then briefly compare it with photo B.

Student B: Describe photo B in detail first, then briefly compare it with photo A.



· Discuss this statement together: 'It is more important for schools to spend money on teaching materials than extra-curricular activities'. Do you agree? Why? / Why not?

Unit 8

SPEAKING Work in pairs, Take turns to compare and contrast photos A and B. Then answer the questions.

- 1 How do you think the person is feeling? Why?
- 2 What are the pros and cons of punishing criminals in this way, in your opinion?



The British and the weather

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 Have you ever visited Britain? If so, what was it like? If not, would you like to go?
 - 2 Do you know any British people? How would you describe their personalities?
 - 3 What do you think foreigners think about people from your country?

Comprehension check

- 2 Watch the DVD clip. Choose the correct answers.
 - 1 Which of these is a stereotype about British people?
 - a They are polite.
 - b They are happy.
 - c They are generous.
 - 2 What do most British people like talking about?
 - a sport b politics c the weather
 - 3 What percentage of people check the weather forecast every day?
 - a 17% b 57% c 70%
- 3 Watch again. Number the types of weather in the order you first see them (1–4).





A rainy_

B snowy





C sunny

D windy_

4 Watch again. Complete the sentences with the words below. There are two extra words.

embarrassed extreme finish interesting mild phrases start words

1 British people are to talk about certain things.

Some people talk about the weather because it is an _____ subject.

- 3 The weather in Britain is usually
- 4 In Britain, weather is unusual.
- 5 People often _____ conversations by talking about the weather.
- 6 There are hundreds of weather _____ in the English language.

Round up

5 SPEAKING Work in groups. Answer the question.

How do you think people in your country are different to British people?

	datch the adjectives below with the sentences that they des	

confused embarrassed relieved shocked upset

- I don't understand what he just said about the meeting.
- 2 Oh dear, that's so sad. I think I'm going to cry.
- 3 You've found my phone and my keys! Phew! I was really worried I'd lost them.
- 4 I can't believe I forgot the words to the song. Everyone in the audience saw me!
- 5 Did you see the news? There's a fire at the school! I can't believe it.

7 Complete the text with the words below.

awkward controversial emotion stereotype

A different view of the British

Visitors to Britain often say t	he food is terrible, it rains	all the time and the British
people never show 1	But this is a 1	that many foreign people
who live in Britain don't agre	e with. While British peop	ale may seem 3 or
shy at first, once they becon	ne friends, they can be wa	rm and friendly. And don't worry
you can talk about more tha	m the weather, as British p	eople enjoy talking about more
4topics like po	ities and religion with the	ir friendş,

Extension

- 8 Work in groups. Make a presentation that gives advice to foreign people who want to live in your country. Think about the following:
- how to introduce yourself
- · how to make friends
- · what to do when you go to someone's house
- what is polite and impolite in your country
- 9 Give your presentation. Use the key phrases for giving advice.

Giving advice

Ithink / don't think you should ...

You need to ...

You have to ...

You should ...

That's my advice.

The British landscape

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 What different landscapes are there in your country?
 - 2 What do you know about the different landscapes in Britain?
 - 3 Look at the photos. Which of these landscapes do you think is in Britain?





c in the south-east



Comprehension check

- 2 Watch the DVD clip. Choose the correct answers.
 - 1 Where in England is Dartmoor?
 - a in the south-west
 - b in the north-west

- 2 Where is Yorkshire? a in the south
 - **b** in the north
- c in the west
- 3 Where is the Lake District near to?
 - a Dartmoor b the Yorkshire moors c Devon
- 3 Watch again. Tick the landscape features that are in the UK.

a	lakes	
b	hills	

- e valleys f volcanoes
- c deserts d streams
- g caves h mountains
- 4 Watch again. Choose the correct answers.
 - Ben Nevis is the highest mountain / forest in Britain.
 - 2 Loch Morar is 310 / 770 metres deep.
 - 3 Galloway Mountain / Forest is in Scotland.
 - 4 Moorlands are usually hilly, rocky and icy / wet.
 - 5 Dartmoor covers 915 / 954 square kilometres.
 - 6 Emily Brontë wrote about the Yorkshire lakes / moors in Wuthering Heights.
 - 7 Over 12 million people visit the Lake District every summer / year.
 - 8 Beatrix Potter wrote stories for children / adults.

Round up

5 SPEAKING Work in groups. Answer the question.

Would you like to visit Dartmoor and the Yorkshire moors? Why? / Why not?

Æ	SM WILL	Complete the sentences with the adjectives he	ione

dark deep narrow rocky shallow steep

1 The road to the top of the hill was so that we couldn't cycle up it.

2 You can't swim in the stream because the water is too

3 It was difficult to see anything in the ______ cave.

4 The water is very ______ here. You can't see the bottom.

5 The coast is very ______ here. It's easy to jump over it.

7 Complete the text with the words below.

moorland plant remote scenery

Rannoch Moor

Rannoch Moor is a large area of 1 in the highlands of Scotland.
It is a ² area; the nearest town is Giencoe, over two hours away by car.
But with mountains, lakes and forests nearby, the 3 is spectacular and
there is plenty to see. Purple heather grows everywhere on the hills, and in August,
touriets can come and can the heautiful flowers of this famous Scottish 4

Extension

- 8 Work in groups. Use the internet to find photos of some beautiful landscapes in your country. Then make a poster about the most beautiful places in your country. Include the following:
 - descriptions of the places in the photos
 - · some information about the places
 - · when is the best time to visit
- 9 Present your poster to the class. Use the key phrases for describing photos.

Describing photos

This photo shows ...
In the foreground / background ...
On the left / right ...
It looks like ...

The CSI effect

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 What are your favourite TV shows?
 - 2 Are they made in your country or abroad?
 - 3 What other foreign TV shows are popular in your country? Where are they from?

Comprehension check

- 2 Watch the DVD clip. Choose the correct answers.
 - 1 The X Factor and Mr Bean are from
 - a the USA. b Britain. c Dubai.
 - 2 CSI is a TV show from
 - a the USA. b Australia. c Canada.
 - 3 CSI is popular
 - a in the USA. b in Britain. c all over the world.
- 3 Watch again. Are the sentences true or false?
 - 1 In 2011, CSI had 63 million viewers in the world. true / false
 - 2 Students can now study the TV show at university. true / false
 - 3 The scientists in CSI work in the same way as real forensic scientists, true / false
 - 4 The forensic scientist in the DVD clip finds something on a TV screen. true / false
 - 5 The forensic scientist makes notes on a tablet. true / false
 - 6 The forensic scientist in the DVD clip collects the evidence and then interviews the suspects. true / false
- 4 Watch again. Complete the sentences with the correct form of the verbs below.
 - analyse export know photograph specialise study touch
 - Britain ______ TV shows like Skins to different countries.
 - Now, more people ______ forensic science at university because of CSI.
 - 3 The forensic scientists on CSI ______ the evidence in the laboratory.
 - 4 In real life, forensic scientists in different areas.
 - 5 The forensic scientist in the DVD clip ______ the evidence before he _____ it.
 - 6 People ______ more about forensic science because of CSI.

Round up

5 SPEAKING Work in groups. Answer the question.

Do you watch CSI or a similar programme? Do you like it? Why? / Why not?

6 RECYCLE Complete the TV guide with the words below.

drama plot script sitcom special effects talent show

TV tonight			
7.00 p.m.	Dancing Shoes	Celebrities dance for a place in next we	ek's final of this popular
8.00 p.m.	Up and Away	A new series of this very funny ²	will make you laugh
8.30 p.m.	The Street Episode 6	Author Greg Jackson wrote the ³ about life on a small stre	
9.15 p.m.	Gravity	Sandra Bullock and George Clooney st. fiction film. The film has a simple ⁵ astronaut in space trying to get back to ⁶ are spectacular and very	about an Earth, but the
11.00 p.m.	News and weather	The national news and weather follows	ed by news from where

7 Complete the text with the words below.

entertainment value global ratings viewers

GAME OF THRONES

Game of Thrones is a fantasy drama set in the fictional continents of Westeros and Essos. It was first on TV in the USA in 2011, but now has a 'audience of hundreds of millions, with 'ain the USA, the UK, Australia, China, India and around the world. Its 'show that it is one of the most popular TV shows ever. The drama may not be very realistic or informative, but it is high on 'show that it is not one of the most popular TV shows ever. The drama may not be very realistic or informative, but it is high on 'show that it is not of the world.

Extension

- 8 Work in groups. Invent a TV channel and decide together what you want to be on the channel one Saturday evening. Then write a guide like the one in exercise 6 for what is on the channel from 7.00 p.m. to 11.00 p.m. Include:
 - · the names and types of the TV programmes.
 - · descriptions of the programmes.
 - · your opinions of the programmes.
 - · one film in the guide.
- 9 Look at the other groups' guides and choose which channel you would like to watch. Use the key phrases for making and justifying a choice.

Making a choice	Justifying a choice
I'd rather	I've chosen because
I prefer (to)	The reason for my choice is
I think will be more entertaining. I'll opt for	I would / wouldn't find it



The English language

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 What other languages can you speak apart from English?
 - 2 Is your language similar to any other languages? Which ones?
 - 3 Do you know any words in your language that are similar or the same in English?

Comprehension check

2 Watch the DVD clip. Choose the correct answers.

- 1 Where did the Anglo-Saxons come from?
- a France b Germany c Denmark
- 2 Where did the Vikings come from?
- a France and Norway
 - b Germany and Denmark
 - c Denmark and Norway
- 3 Where did the Normans come from?
- a France b Germany c Denmark

3 Watch again. Match the English words (1–6) with who or where they came from (a–f).

- 1 house a the internet
 2 cake b the internet
 3 field c the Anglo-Saxons
 4 firewall d the Anglo-Saxons
 5 ball e the Vikings
- 6 inbox f the Vikings
- 4 Salar Watch again. Are the sentences true or false? Correct the false sentences.
 - 1 The Anglo-Saxons invaded England in the 1500s. true / false
 - 2 The Vikings came to England after the Anglo-Saxons. true / false
 - 3. Jorvik is the Viking name for the city of York. true / false
 - 4 In 1066, the Normans conquered England. true / false
 - 5 The Norman rulers spoke English: true / false
 - 6 English is the first language in the USA. true / false

Round up

5 SPEAKING Work in groups. Answer the question.

Do you think English is an easy or difficult language to learn? Why?

6 Complete the text about the Romans in Britain with the correct form of the words below.

battle conquer invade rule settle tribe



The Romans in Britain

When th	ne Romans ' Britain in 43.	AD, there were many different
2	living there. At first, the Romans	in southern England,
but over	r the next forty years they moved north	and west, and during that time they
4	the southern three-quarters of B	ritain. In 71 AD, Roman leaders sent their
armies i	nto Scotland. They fought many 5	with the Scottish tribes, but
were ne	ver successful, and the Romans never 6	in Scotland.

Extension

- 7 Work in groups. Draw a map of your country and the surrounding countries in the region. Choose a 200-year period. Use the internet to find out:
 - · which tribes and countries invaded or settled in your country.
 - · where and when important battles took place.
 - · what influence these people had on the country.

Use arrows and pictures to draw these on the map.

8 Do you think these invasions had a positive or negative effect on your country, the language and culture? Why? Use the key phrases for expressing opinions.

Expressing opinions
I think / don't think that ...
In my opinion, ...
It seems to me that ...
To be honest, ...
As I see it, ...
I imagine that ...

5

Marks & Spencer

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 What famous shops are there in your country?
 - 2 What do they sell?
 - 3 What do you know about the history of these shops?
 - 4 Are there Marks & Spencer shops in your country?

Comprehension check

	2	Watch the	DVD clip.	Choose the	correct	answers
--	---	-----------	-----------	------------	---------	---------

- 1 Where was Michael Marks from?
 - a England b Belarus c Scotland
- 2 When did Marks & Spencer begin?
- a 1882 b 1885 c 1894
- 3 Which of these things can you see in the clothes section of the Marks & Spencer shop?
 a aeroplane
 b motorbike
 c car
- 3 Watch again. Complete the text with the words below.

50 361 700 85,000 businessman	a cashier Leeds online re	etailer website
Marks & Spencer is a famous British	1 It began in 2	in
1894, when Michael Marks, a 3	from Belarus, asked T	homas Spencer, a
for a wholesale comp	any, to work with him. They w	were very successfu
and the business grew quickly.		
Today, there are over 5s	stores in the UK and 6	in the rest
of the world. They also have a large 7	business, so cust	omers can buy
many things from their 8	Today, Marks & Spencer em	ploys over
9 people but they plan	n to expand and open 10	

4 Watch again. Number the events (A-F) in the order that they happened.

- Michael Marks asked Isaac Dewhirst to work with him.
- B Michael Marks became successful and opened several shops.
- C ___ Michael Marks moved to Leeds.

new stores in other countries.

- D ___ Thomas Spencer joined Michael Marks.
- E ___ The partnership was a huge success.
- F ___ Michael Marks borrowed some money from Isaac Dewhirst.

Round up

5 SPEAKING Work in groups. Answer the questions.

Would you like to start your own business? What would you do?

- 6 SHOWLE Choose the correct words.
 - 1 My brother is a sales agent / assistant in a shop in the city centre.
 - 2 My dad doesn't work nine-to-five. He works long hours / time.
 - 3 I work in an office so I don't have to serve customers / staff in my job.
 - 4 Chice is always happy to get involved. I'm really pleased that she joined / had the team.
 - 5 It's important to work as part of a staff / team.
 - 6 My mum is a teacher and is usually on her legs / feet all day.
- 7 Complete the text with the words below.

brand business established expanded partnership revenue

A history of Aldi

Aidi began in Germany in 1946 when brothers Karl and Theo Albrecht formed a

1 and took over their mother's shop. Over the next four years, they

2 thirteen stores in their region. They kept costs low by not advertising, or selling fresh produce, and by only having small shops. The 3 grew quickly, and by 1960 they had over 300 shops.

In 1962 they started using the name Aldi, and in 1967 they 4 into other countries. Today, the 5 is famous throughout Europe, Australia and the USA, and has an estimated 4 of over 655 billion per year.

Extension

- 8 Work in groups. Imagine you're going to open a new shop together. Talk about:
 - · what you would like to sell
 - how you would develop your brand.
 - what you would do to expand and grow.
 - · the problems of working with your partners.

Make a poster to advertise your shop.

9 Present your poster to the class. Use the key phrases for signposting what you say,

Signposting what you say

An opinion A contrasting point in my opinion, ... Although ... As I see it, ... Nevertheless. ... On the other hand, ... That's because ... A paraphrase Therefore ... In other words, ... An example What I mean is ... What I mean is ... What I mean is

For example, ...
For instance, ...
... such as ...

An additional point

What is more, ...
Moreover,...
Not only that, ...



San Francisco

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 What visitor attractions are popular in your country?
 - 2 Can you describe them?
 - 3 Why do people visit them?

Comprehension check

2		Watch the DVD clip. Tick the things that yo	ou see.
---	--	---	---------

a	old houses	f a busy street	
Ь	a spectacular bridge	g a steep hill	
c	a cathedral	h a crowded market	
d	a harbour	i a historic cable car	Г
e	an island		

3 Watch again. Complete the sentences with the words below.

16 million neighbourhood population prison seafood steep tourists



- 1 San Francisco has a _____ of under 900,000. 2 It is very popular with _____ and over _____ visitors come here each year. 3 Lombard Street is famous because it is very ____ 4 Alcatraz Island is famous because of its large ____ 5 Fisherman's Wharf is a ______ on the waterfront. 6 There are many restaurants serving
- 4 Watch again. Match the events (a-e) with the years (1-5). 1 1873 a The Golden Gate Bridge opens.
 2 1933 b Alcatraz prison opens.
 3 1937 c Alcatraz prison closes.
 4 1963 d Sea llons arrive at Fisherman's Wharf. 5 1989 Cable cars start working.

Round up

5 SPEAKING Work in groups. Answer the questions.

Would you like to visit San Francisco? Why? / Why not?

- 6 SHOWLE Choose the correct words.
 - The historic / remote centre was built over a thousand years ago.
 - 2 This hotel is so expensive / boring that only very rich people stay there.
 - 3 The views of the mountains were spectacular / remote.
 - 4 That restaurant is really cheap / impressive but the food is excellent.
 - 5 At night it's quiet and really atmospheric / crowded.
 - 6 The museum is really romantic / busy and there are always thousands of people there.
- 7 Complete the text with the words below.

attracts classical Icon fascinating neighbourhoods symbol vibrant

Barlin

Rerlin is one of Furnne's most 1	cities and it 2	OVET
•	he city is full of interesting and fa	
, including Krenzi	berg and Neukölln in the south, a	nd Prenzlauer
Berg in the east.	-	
The * of Berlin is th	he bear, and you can see pictures o	of bears
everywhere throughout the city	y. There ere some fine examples o	f both modern
and sarchitecture	and the most famous landmark is	the Brandenburg
Gate, which has become an "	of the city and its?	_history.
Berlin is a great city to explore :	and visitors will certainly not be d	lisappointed.

Extension

- 8 Work in groups. Make a leaflet about three visitor attractions in your town or city. Write about:
 - · what you can do in these places.
 - when and where to go.
 - why they are popular.
- 9 Present your leaffet to the class. Ask other groups for more information about the places.
 Use the key phrases for asking for information.

Asking for information

Could you tell me ...? Do you know ...? I'd like:to know ... I was wondering if ...

The Wall Street Crash

Before you watch

1 SPEAKING Work in pairs. Answer the questions.

- 1 Why do people save money?
- 2 Where do you keep money that you save?
- 3 Do you know what this is? What happens here?



Comprehension check

Watch the DVD clip. Choose the correct answer	К	В		١	۷a	tch	tf	he	D١	/D	cl	ip.	Ch	100	se	the	: 0	cor	rect	a	nsv	vei	13
---	---	---	--	---	----	-----	----	----	----	----	----	-----	----	-----	----	-----	-----	-----	------	---	-----	-----	----

- 1 What happened to the economy in the USA after the First World War?
 - a It grew. b It got smaller. c It stopped growing.
- 2 What happened to the price of shares in the twenties?
 a They fell.
 b They rose.
 c They stayed the same.
- 3 What day was Black Monday?
 - a 28.09.1929 b 28.10.1929 c 28.11.1929

3 Watch again, Complete the sentences with the correct words or numbers.

- During the 1920s, share prices on the US stock market _____.
 - 2 But when share prices ______, people couldn't pay back the money they had borrowed.
 - 3 In _______ 1929, the most important stocks started to fall in value.
 - 4 On 24 October, people traded shares.
 - 5 On the following Tuesday, the stock market lost \$_____ in value
 - 6 A lot of people lost their and .

4 Match again. Number the events (A-G) in the order that they happened.

- A ___ The crash caused an economic depression throughout the world.
- B People started selling their shares.
- C The stock market continued to fall, and in two days it lost 25% of its value.
- D ___ The banks lent more money to people to buy more shares.
- E ___ The heads of New York's biggest banks bought a large number of shares.
- The USA's economy grew quickly.
- G The stock market started to fall in value.

Round up

5 SPEAKING Work in groups. Answer the question.

Would you invest your money in stocks and shares? Why? / Why not?

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afford borrow buy lend lose owe pay sell If I haven't got any money, I usually ______ some from my parents. 2 Ican't _____a new bicycle, so I'm going to repair my old one.
3 I _____Daniel £50 so he could ____a new phone last week. 4 Daniel gave me £20 yesterday, but he still _____ me £30. 5 We're going to _____ our house and move to Scotland next year.
6 Anna _____ a lot of money when she left her wallet on the train. 7 How much did you ______ for your laptop?

7 Complete the text with the words below.

economy profit savings share price shares stock market trades

Buying and selling

e keep their 1______ in a bank. But Todd Phillips doesn't. He uses his savings to buy and sell on the 3_____ . He buys some shares in a company, and when the 4_____ rises, Most people keep their 1 he sells them and makes a 5 __ Every day he 6_____ _ lots of different shares. When the is growing, he can make a lot of money. But it isn't easy and sometimes he loses a lot.

Extension

- 8 Work in groups. You have some money and you would like to buy shares in a company. Look at the descriptions of three new companies below. Talk about which company you think will be the most / least successful and why. Then agree on a company that you would like to buy shares in.
- 9 Have a class discussion about your ideas. Use the key phrases for making and summing up a choice.

Making a choice There are a number of reasons why I'm going for / rejecting ... All in all, ... is more appealing to me. For one thing, ... First of all, ... Secondly, ... Thirdly, ... Finally, ...

Summing up your choice Overall, ... would be best. So, for these reasons, I'm choosing ...

- Q-



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Eco Electricity

Our company uses the power of the sun, the wind and the sea to produce electricity for thousands of homes. We were established in 2004 and have built five small power stations. We would like to build more power stations and produce more green electricity for people across the world.

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Crime writers

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 What types of books and stories do you enjoy reading?
 - 2 Do you know any famous writers of crime fiction? Who?
 - 3 Do you recognise this famous character? Who is he?

Comprehension check

- 2 Watch the DVD clip. Choose the correct answers.
 - 1 When was Arthur Conan Doyle born?
 - a 1859 b 1959 c 1856
 - 2 When was Agatha Christie born?
 - a 1819 b 1890 c 1920
 - 3 Which of the following was not one of Agatha Christie's characters?
- c Moriarty
- a Hercule Poirot b Miss Marple
- 3 Watch again. Which of the things in the DVD clip are to do with Arthur Conan Doyle and which are to do with Agatha Christie? Tick the correct box.

	Arthur Conan Doyle	Agatha Christie
1 Edinburgh		
2 Torquay		
3 two men on a train		
4 a statue		
5 300 million books		
6 a fight on a cliff		
7 some letters		
8 romantic fiction		

- 4 Watch again. Are the sentences true or false? Correct the false sentences.
 - Arthur Conan Dovie was a teacher when he started writing, true / false
 - 2 Sherlock Holmes was in 56 novels by Conan Doyle. true / false
 - 3 Holmes and Moriarty have a fight in The Final Problem. true / false
 - 4 The Mysterious Affair at Styles was a love story. true / false

 - 5 Agatha Christie didn't like being famous: true / false
 - 6 Agatha Christie wrote crime and romantic stories. true / false

Round up

5 SPEAKING Work in groups. Answer the questions.

Have you ever read any of Agatha Christie or Arthur Conan Doyle's books? Which do you / would you prefer? Why?



6 RECYCLE Complete the sentences with the words below.

clues crime investigation murderer suspect thief

1 The detectives launched the ______ after they found a dead body in the library.

2 Police arrested the ______ who stole the diamonds.

3 Miss Marple interviewed the ______ to find out where he was at the time of the murder.

4 Police searched the house for ______ about what happened to the money.

5 The ______ went to prison for 25 years for killing the chef.

6 The culprit said he committed the _______ because he needed the money.

7 Complete the speech bubbles with the words below.

I'm going to find him and take what is mine.

Extension

- 8 Work in groups. Use the internet to find out about a famous crime that happened in your country. Find out:
 - · where and when it happened.

One day, I'm going to get my 4.

- · what the crime was, who did it and why.
- · how the police solved the crime.
- · what happened to the criminals.
- 9 Present your story to the class. Use the key phrases for talking about past events.

Talking about past events it happened ... it took place ... it involved ... There was / were ...



Tim Berners-Lee

Before you watch

- 1 SPEAKING Work in pairs. Answer the questions.
 - 1 Have you got a smartphone? If so, what do you use it for?
 - 2 How often do you use the internet?
 - 3 What are your favourite websites?

Comprehension check

- 2 Watch the DVD clip. Are the sentences true or false?
 - 1 About 10% of the world's population has a smartphone. true / false
 - 2 The World Wide Web allows people to share information on the internet. true / false
 - 3 Tim Berners-Lee is from Geneva in Switzerland. true / false
 - 4 HTML is a computer language, true / false
- 3 Watch again. Number the things in the order that you see them.
 - A ___ an old computer
 - B ___ the World Wide Web
 - C ___ a library
 - D ___ a mobile phone
 - E ___ a laboratory
 - F ___ a computer language
 - G ___ a scientist
- 4 Watch again. Complete the sentences with the correct words.
- A smartphone wouldn't work well without the
 - 2 The internet is a of computers that share 3 Tim Berners-Lee comes from a family of _
 - 4 He studied _____ at Oxford University.
 - 5 In _____, he started work at the CERN laboratory.
- 6 He allowed everyone to use his computer language for 7 He launched the first website in

Round up

5 SPEAKING Work in groups. Answer the question.

What would you do if you couldn't use the internet for a week?

- 6 RECYCLE Match the gadgets (1-5) with the descriptions of how they are used (a-e).
- mobile phone
 a Tuse it to listen to all my music.
 digital camera
 MP3 player
 games console
 smartphone
 c Tuse it to take photos.
 e Tuse it to do all of the
- 7 Complete the sentences with the words below.

cable download IP address network send share wireless



1	You can this	Tilm for £3.95 if you v	varit to watch it later.		
2	You don't need a	to connect to th	e internet. We have a		connection.
3	If you click here, you can _	the phot	o with all your friends.		
4	How many WhatsApp me	ssages do you	every day?		
5	Every computer that is co	nected to the interne	et has a unique	-	

Extension

- 8 Work in groups. What do you think of the following statement? Do you agree or disagree with it? Why? Some people believe it would be good to upload our whole lives to the internet so that we have a record of everything we do, everyone we meet and everywhere we go.
- 9 Present the findings of your discussion to the class. Use the key phrases for agreeing and disagreeing.

Agreeing and disagreeing

6 There are six computers and a printer on our ___

I don't agree that ...

lagree that ...

I'm not sure that ...

I wouldn't say that ...

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