



# high note 2

**Workbook**

Rod Fricker



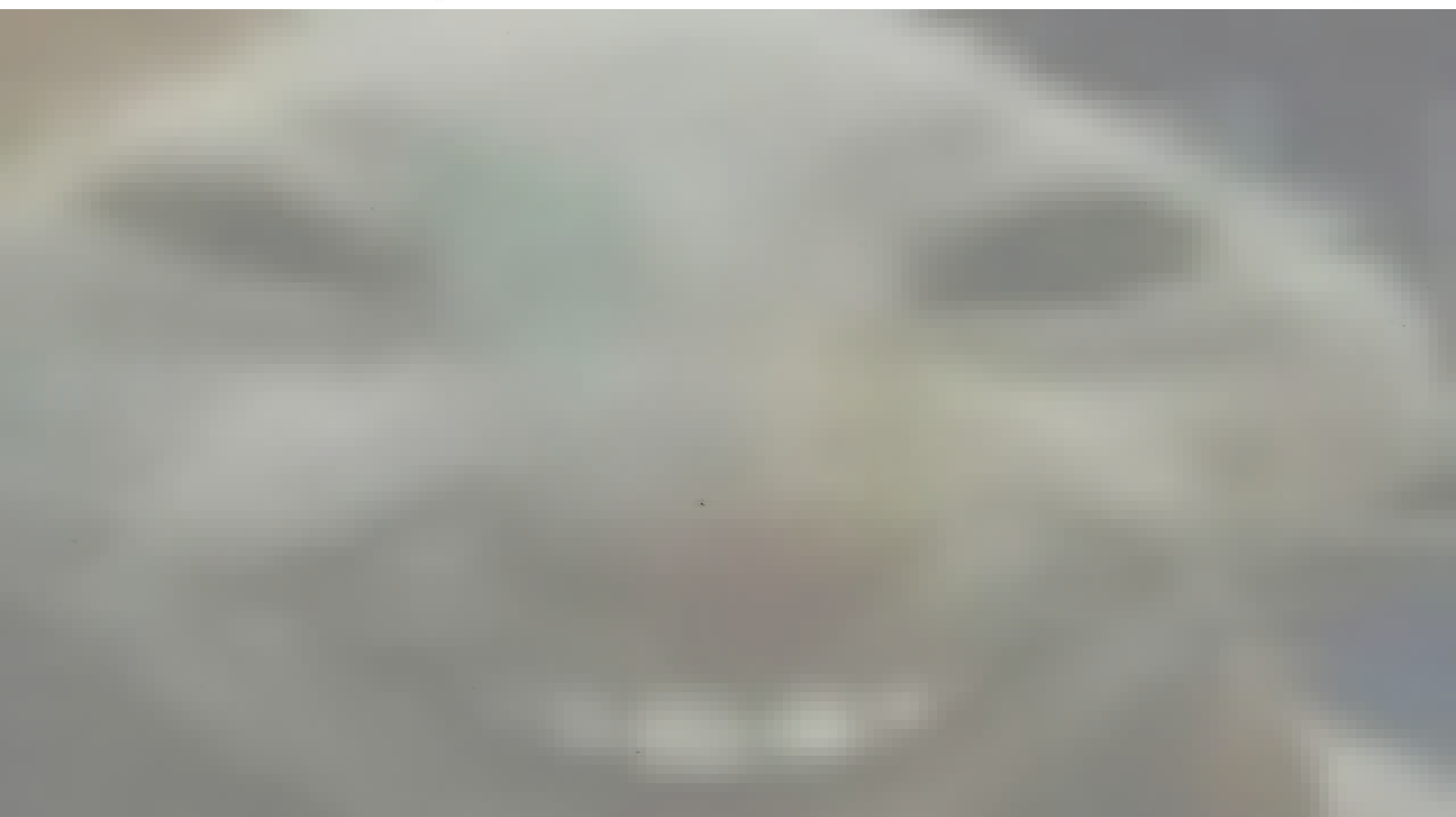
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# high note 2

Workbook





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## 1A GRAMMAR AND VOCABULARY

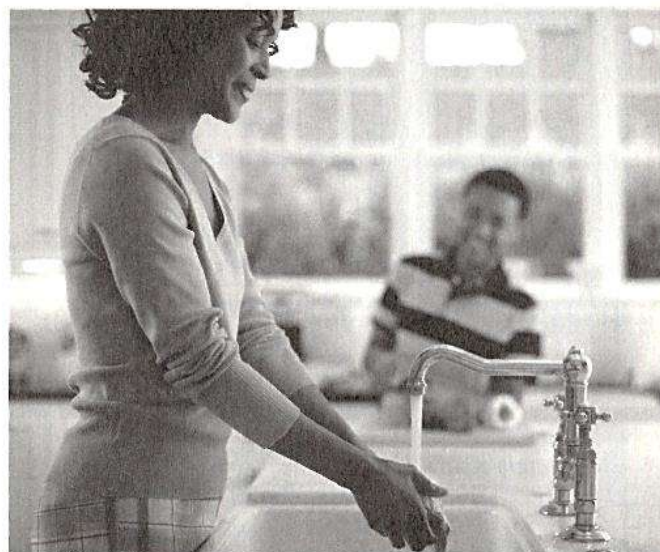
## Present Simple and Present Continuous

## 1 ★ Match the two parts of the sentences.

- |                                                     |                                               |
|-----------------------------------------------------|-----------------------------------------------|
| 1 <input type="checkbox"/> Joe is                   | a usually listen to music?                    |
| 2 <input type="checkbox"/> What are you             | b eats lunch in the park next to the school.  |
| 3 <input type="checkbox"/> Where do they usually    | c agree about anything.                       |
| 4 <input type="checkbox"/> Amelia often             | d carrying in your bag? It's really heavy.    |
| 5 <input type="checkbox"/> Jack and Sam never       | e get home at 4 p.m., but today they're late. |
| 6 <input type="checkbox"/> My dad                   | f meet their grandparents?                    |
| 7 <input type="checkbox"/> Ian's parents usually    | g inviting to their wedding?                  |
| 8 <input type="checkbox"/> How many guests are they | h loves watching old films in his bed.        |
| 9 <input type="checkbox"/> How do you               | i looking for a summer job in a café.         |

## 2 ★ Choose the correct forms to complete the sentences.

- What language \_\_\_ at the moment?
  - does Elizabeth speak
  - Elizabeth is speaking
  - is Elizabeth speaking
- Peter and Helen \_\_\_ to school on time.
  - hardly ever come
  - come hardly ever
  - are hardly ever coming
- My brother isn't very sporty, but he \_\_\_ a lot of football this summer.
  - plays
  - play
  - is playing
- I usually \_\_\_ my dad's car on Saturday.
  - am washing
  - wash
  - washing
- \_\_\_ letters to your friends?
  - Do you sometimes write
  - Are you sometimes writing
  - Do you write sometimes
- They \_\_\_ their piano lesson today because their teacher is ill.
  - are having
  - don't have
  - aren't having



## 3 ★★ Choose the correct forms to complete the conversation.

- Eliza** Hello, James. Come in. Cathy <sup>1</sup>has / is having a shower at the moment. She <sup>2</sup>always gets up / is always getting up late on a Saturday. Come into the kitchen. I <sup>3</sup>have / 'm having breakfast. Are you hungry?
- James** No. I'm fine, thanks.
- Eliza** Do you want some coffee?
- James** No, thanks. I <sup>4</sup>don't often drink / 'm not often drinking coffee.
- Eliza** How <sup>5</sup>do you get on / are you getting on at school this year?
- James** Quite well, thanks. I <sup>6</sup>study / 'm studying a lot at the moment because I want to do medicine at university. I enjoy the challenge though, so I <sup>7</sup>don't mind / am not minding.
- Eliza** Cathy <sup>8</sup>works / is working hard at the moment, too. Well, actually, she <sup>9</sup>always works / is always working hard. She ...
- Cathy** <sup>10</sup>Do you talk / Are you talking about me, Mum? Hi, James. I'm ready. Let's go. Bye, Mum. See you later!

## 4 ★★ Complete the sentences with the correct forms of the verbs in brackets.

Steve <sup>1</sup>usually wears (usually/wear) jeans and a T-shirt, but today he <sup>2</sup>\_\_\_\_\_ (go) to a party so he <sup>3</sup>\_\_\_\_\_ (wear) a smart shirt and trousers.

Matt and Jenny <sup>4</sup>\_\_\_\_\_ (often/argue) about money. At the moment, they <sup>5</sup>\_\_\_\_\_ (shop) and they <sup>6</sup>\_\_\_\_\_ (argue) about a wedding gift that Matt wants to buy for his brother.

John <sup>7</sup>\_\_\_\_\_ (not often/meet) his cousin because she <sup>8</sup>\_\_\_\_\_ (live) in the USA, but this week, she <sup>9</sup>\_\_\_\_\_ (stay) in the UK with John's family.



**5 ★★ Read the answers and use the prompts from the box to write questions.**

What language / they / speak?  
 What languages / Max / speak?  
 What / you / do?  
 What / your dad / do?  
 Where / you / go?  
 Where / your parents / go / every Thursday?

**1 What does your dad do?**

He's an engineer.

**2**

I think they're speaking Chinese, but I'm not sure.

**3**

To the supermarket. We need some milk.

**4**

He speaks French, Italian and a little Spanish.

**5**

To the Save the Cats home – they do voluntary work there once a week.

**6**

We're making a cake. Do you want to help us?

**6 ★★ Look at the underlined words and choose S for state verbs and A for action verbs.**

- 1** I don't know anyone here. S / A
- 2** Do you understand this question? S / A
- 3** I have breakfast every morning at seven o'clock. S / A
- 4** Nick agrees with our idea. S / A
- 5** Lucy makes cakes for her friends every Sunday. S / A
- 6** Tom thinks this book is very interesting. S / A
- 7** Why don't you go to the cinema more often? S / A
- 8** This ice cream tastes great. What flavour is it? S / A
- 9** I hate films which don't have a happy ending. S / A

**7 ★★ Use the prompts to write sentences in the Present Simple and Present Continuous.**

- 1** This is a great party. you / enjoy / it?  
Are you enjoying it?
- 2** Wait a minute. I / talk / to Steve / on the phone
- 3** Vicky and Stella / learn / French / this year
- 4** you / know / who that boy / be?
- 5** This cake / taste / strange
- 6** you / agree / with me?
- 7** The best man / give / a speech. It's really funny!
- 8** We / not believe / you / tell the truth / at the moment

**8 ★★ Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs from the box.**

do(x2) not understand organise try usually/hate  
 watch you/like you/want

**Agata** Hello?

**Maria** Hi, Agata. It's Maria. What <sup>1</sup>are you doing?

**Agata** I <sup>2</sup>am watching a film on my computer right now.  
<sup>3</sup>Is it Hugh Jackman? It's one of his films.

**Maria** Yes, of course. He's one of my favourite actors. Is it a musical?

**Agata** Yes, it is. I <sup>4</sup>like musicals, but this one is quite good. How about you?

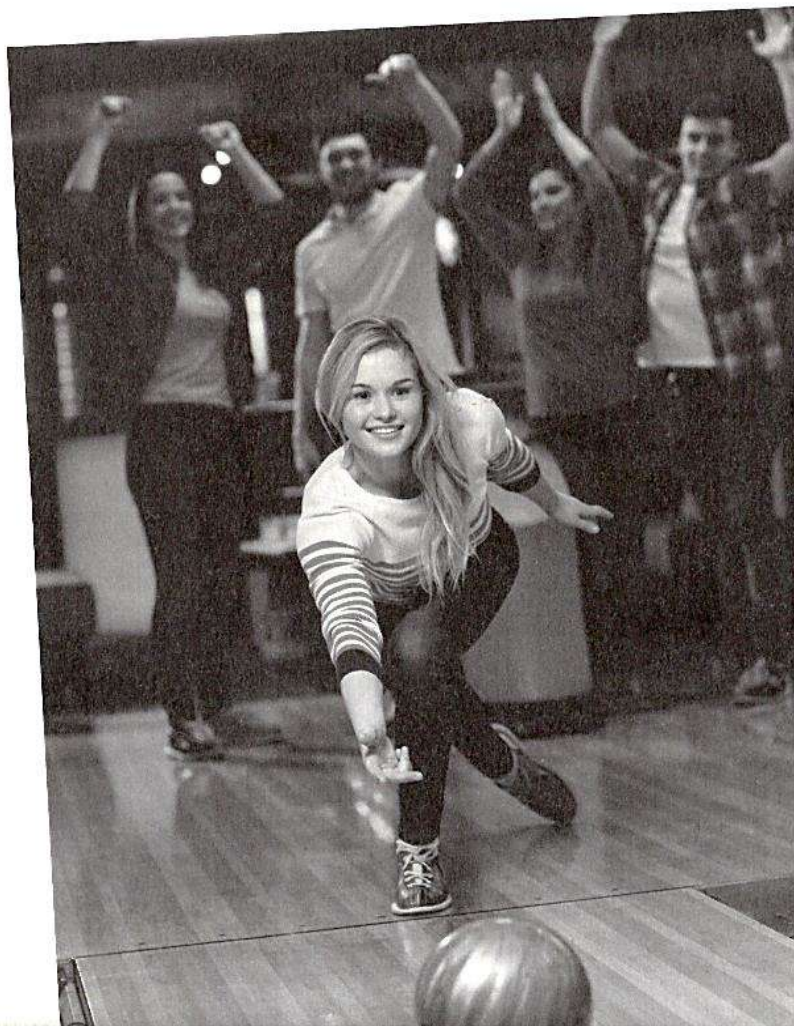
**Maria** I <sup>5</sup>am doing my homework – well, I <sup>6</sup>am not to do it, but it's hard. I <sup>7</sup>am doing some of the exercises.

**Agata** <sup>8</sup>Are you coming to meet up this evening? We can go to a café and I can help you with your homework.

**Maria** Sorry, I can't. My parents <sup>9</sup>are having a big family dinner, but thanks for the offer. Oh, Mum's calling me. Talk to you later. Bye!

**Agata** Bye!

**9 ON A HIGH NOTE Write a short paragraph about yourself. What is your normal daily routine on a school day? How is it different from today?**





## 1B READING AND VOCABULARY

1 Read the first two paragraphs of the text quickly. Write the names of the people in the photos.

- |                 |         |         |
|-----------------|---------|---------|
| a <u>Martin</u> | e _____ | i _____ |
| b _____         | f _____ | j _____ |
| c _____         | g _____ | k _____ |
| d _____         | h _____ | l _____ |

2 Read the text and match headings A-I with paragraphs 1-8. There is one extra heading.

- A Entertaining discussions
- B Advantages and disadvantages
- C Disorganised but happy
- D Thoughts about the future
- E Enjoying the differences
- F A family of nine
- G No brothers or sisters
- H Taking an interest
- I A difficult question to answer

3 Read the text again and complete the notes with 1-3 words in each gap.

- 1 Emma and Alec have got two young children.
- 2 All of Jeff's family enjoy \_\_\_\_\_.
- 3 In the photo, Rebecca and her parents are on \_\_\_\_\_.
- 4 The topic that Rebecca and her parents don't always agree about is \_\_\_\_\_.
- 5 One thing that Jeff appreciates about Rebecca's home is the \_\_\_\_\_.
- 6 Jeff's parents couldn't afford to send their children on \_\_\_\_\_.

### Vocabulary extension

4 Match the highlighted words and phrases from the text with the definitions.

- 1 Not having any brothers or sisters.  
only child
- 2 Brothers and sisters.  
\_\_\_\_\_
- 3 When a couple plan to marry.  
\_\_\_\_\_
- 4 Look after a son or daughter and help them grow.  
\_\_\_\_\_
- 5 The husband of your sister or your husband or wife's brother.  
\_\_\_\_\_
- 6 The care of children by trained people while parents are at work.  
\_\_\_\_\_

### ACTIVE VOCABULARY | Suffixes -ful, -ic, -able

We can add the suffixes -ful, -ic and -able to some verbs and nouns to create adjectives.

5 Look at these three adjectives from the text and the words which they were formed from. Then complete the table with the correct adjective forms of the words from the box.

- joyful (adjective) – very happy  
joy (noun)
- chaotic (adjective) – very disorganised  
chaos (noun)
- enjoyable (adjective) – very happy  
enjoy (verb)

agree athlete hero peace poet predict remark  
skill wonder

| -ful     | -ic | -able |
|----------|-----|-------|
| peaceful |     |       |
|          |     |       |
|          |     |       |

6 Complete the sentences with the adjectives from Exercise 5.

- 1 Emily is very skillful at drawing. She's got real talent.
- 2 Matt is a(n) \_\_\_\_\_ young man – he's kind and gentle.
- 3 Jumping into the sea to save that young girl was a \_\_\_\_\_ thing to do.
- 4 Harry uses beautiful words and phrases in his writing – it's very \_\_\_\_\_.
- 5 What a(n) \_\_\_\_\_ meal! I want to come to this restaurant again.
- 6 The park is such a(n) \_\_\_\_\_ place; there are no cars or motorbikes – only the sound of the birds.
- 7 This film is a bit \_\_\_\_\_; you always know what's going to happen next.
- 8 Ashley is very \_\_\_\_\_ and is good at all the sports she tries.
- 9 My aunt is a(n) \_\_\_\_\_ woman. She is raising three children and is also the director of a successful business.

7 **ON A HIGH NOTE** Compare your family with a friend's family. Write a short paragraph about the size of each family and some of each family's routines.





# Is there a perfect family size?

01

**1** ☐ Jeff is a twenty-two year old student. He's celebrating his birthday today. That's him on the right, close to the camera. He's next to his mum, Betty. We can also see his brother-in-law, Alec, and Alec's wife, Emma. She's standing up. At the end of the table is Jeff's dad, Nigel with Emma's two young children, Hamish and Alice. The other two people are Jeff's sisters, Melissa and Meghan – Meghan is the one with darker hair. They love spending time together as a family.

**2** ☐ Rebecca, the young woman in the other photo, is an only child. She's with her mum and dad, Rose and Martin, having a cup of coffee on holiday. They get on very well with each other.

**3** ☐ Life at home is very different for Jeff and Rebecca. Jeff's house is always a bit chaotic, but full of joyful laughter. Emma's children often come to visit as they live very close to their grandparents. Jeff and Melissa are at university and sometimes they stay up late to study or go out with friends. Jeff's mum and dad never know who they can expect for dinner or when, except on Sundays when Emma and her family always join them for a long, relaxed lunch.

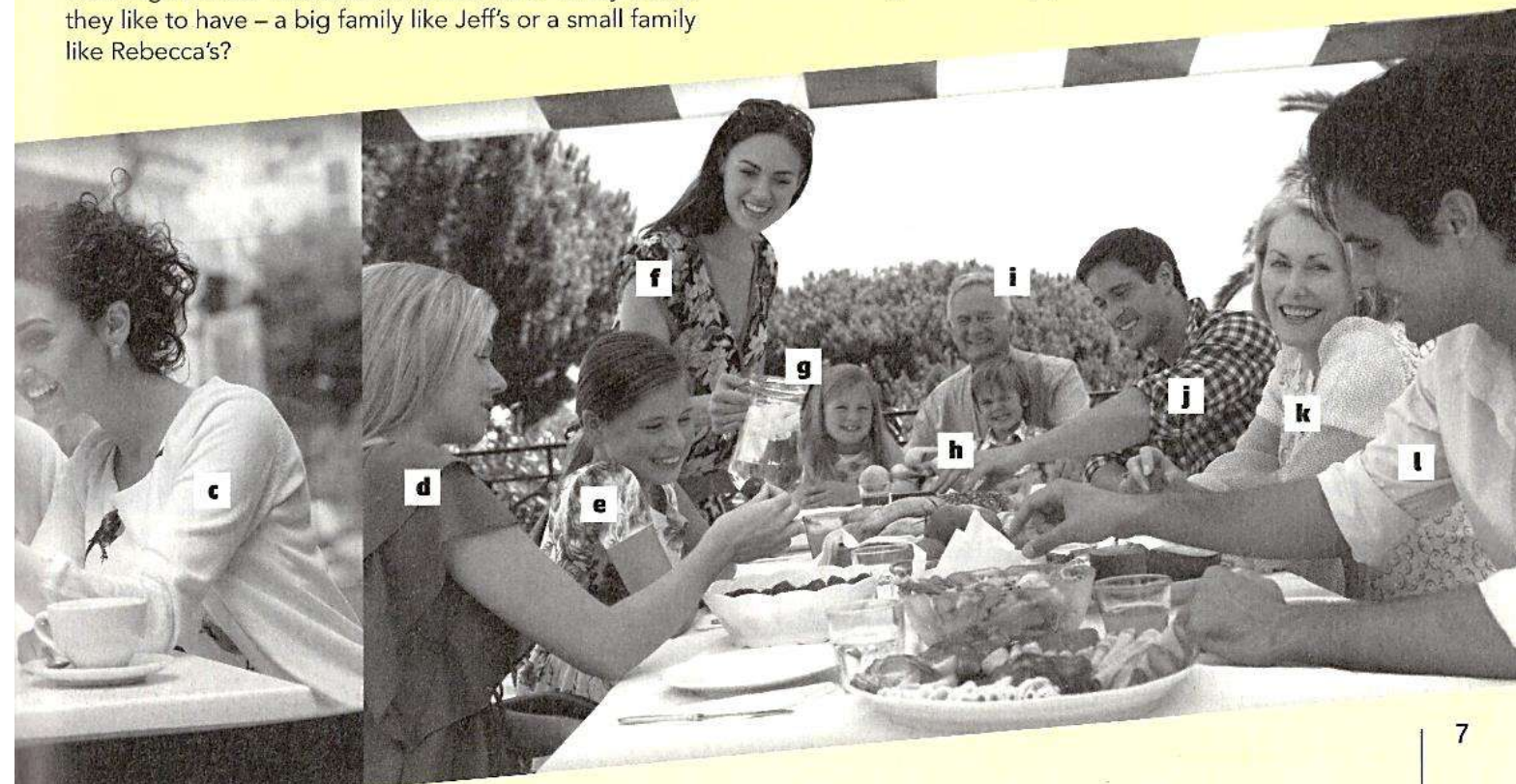
**4** ☐ At Rebecca's house, meal times are quieter, but also enjoyable. Rebecca and her parents chat about work and friends and all three enjoy discussing politics. Their opinions aren't always the same but they are happy to 'agree to disagree' with each other.

**5** ☐ Jeff and Rebecca are engaged to be married. Their wedding is in four months. But what kind of family would they like to have – a big family like Jeff's or a small family like Rebecca's?

**6** ☐ Jeff and Rebecca's homes are very different, but they often visit each other. Jeff enjoys the quiet atmosphere at Rebecca's house and she likes the fact that, at Jeff's house, you never know what might happen next. 'It's funny,' says Rebecca, 'We sometimes talk about our future family. Jeff thinks a small family like mine is a great idea, but I sometimes look at his family and think that I'd like to have lots of children one day.'

**7** ☐ 'There is a problem with that plan though,' says Rebecca. 'I read that to raise a child from birth to the age of twenty-one in the UK, you need about £230,000!' she says. 'So maybe a big family isn't such a good idea. It might be more sensible to stick to having just one or two children. I know that a lot of my friends struggle to pay for childcare and education.' However, Jeff is quick to add, 'you say that, but in a big family like mine, children often share clothes and toys, so the financial side isn't as difficult as you might think. And having plenty of money isn't the most important thing about family anyway. Maybe my siblings and I didn't go on expensive holidays, but on the other hand, we learned a lot from each other about love, sharing and responsibility.'

**8** ☐ So, is there a perfect family size? The answer depends on so many different things that it really isn't possible to say, and parents often change their mind. A couple with one child may later want more kids while a couple who want a large family might finally decide that one child is enough. What about Jeff and Rebecca? 'It's a difficult question,' says Rebecca. 'We can tell you, but not now. Maybe in twenty years!'





# 1C VOCABULARY | Family, personality

## 1 ★ Complete the descriptions with the words from the box.

adopted divorced half-sister single mother  
stepfather twins ~~widower~~

- Charlie is seventy-five. His wife, Betty, died last year. He's a widower.
- Howard and my mother are married now. I really like him. He's my \_\_\_\_\_.
- Debbie and Simon were married but now they aren't. They're \_\_\_\_\_.
- Millie has the same mum as me but a different father. She's my \_\_\_\_\_.
- Vicky has two children. Their father doesn't live with them now and Vicky looks after them alone. She's a \_\_\_\_\_.
- Amber gets on very well with her mum and dad although they aren't her birth parents. She's \_\_\_\_\_.
- Aaron and Tim are brothers. They were born on the same day, but Aaron is half an hour older than Tim. They're \_\_\_\_\_.

## 2 ★★ Complete the sentences with one personality adjective in each gap.

- Amy is very generous – she often buys me presents.
- Don't be rude – say 'hello' and 'thank you'.
- My little cousin is always very gentle with his pet mouse because he doesn't want to hurt it.
- Why are you always so selfish? You only ever think about yourself!
- My grandfather is very kind – he always gives food to stray cats in the neighbourhood.
- I find it difficult to relax. I'm nervous and I panic easily.
- Kelly is so shy that she finds it difficult to talk to people or to make new friends.
- My Physics teacher is very strict and nobody is allowed to talk in class.
- Carl is so vain that he always stops to look at himself in every shop window he passes!
- Our new neighbours were really helpful when we moved in – they even carried some boxes for us.

## 3 ★★ Choose the correct words to complete the sentences.

- The cat is cleaning it / itself. Look at it / itself – it's so sweet!
- Don't worry about me / myself – I can carry these bags by me / myself.
- Do you want me to go with you / yourself or will you talk to the director by you / yourself?
- My parents haven't got time to cook and clean the house them / themselves, so I always help them / themselves when I haven't got much homework.
- That's Vicky. She loves taking photos of her / herself and posting them online. She's very popular. Everyone in her class likes her / herself.
- Our grandmother made this cake for us / ourselves. Now we want to make a cake us / ourselves.

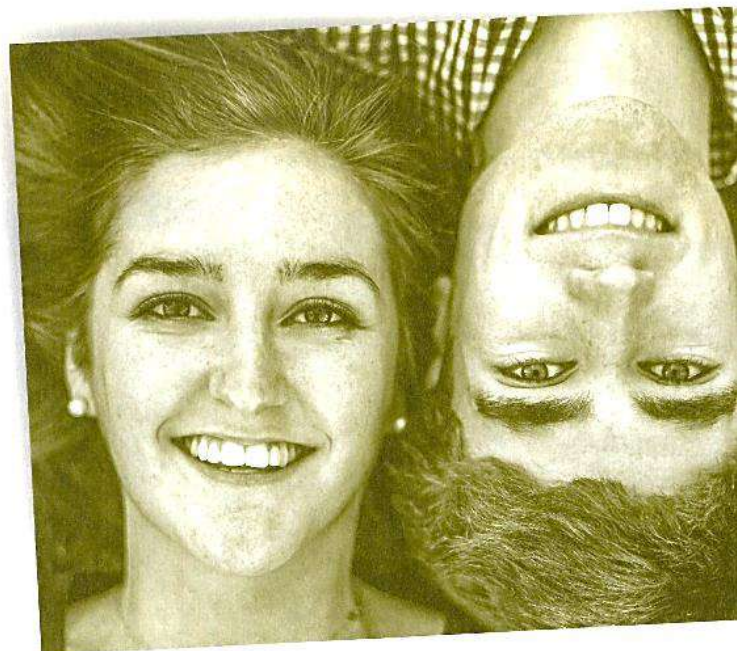
## 4 ★★ Complete the sentences with reflexive pronouns.

- Our dad is working late today, so we're making dinner by ourselves.
- The computer will switch \_\_\_\_\_ off after about ten minutes.
- That funny noise is my brother singing to \_\_\_\_\_ in the shower!
- There are three of you. You can tidy the house by \_\_\_\_\_.
- I don't like being in the house at night by \_\_\_\_\_.
- Peter bought \_\_\_\_\_ a new suit for the wedding.
- This is a great game. You can see that the children are enjoying \_\_\_\_\_!
- My grandmother lives by \_\_\_\_\_, but she's got lots of friends so she isn't lonely.

## 5 ★★★ Complete the second text with one word in each gap so that it has the same meaning as the original text.

Kelly's got a brother who is the same age as her. They look similar, but they have different personalities. Kelly tells other people what to do all the time. Her brother, Tom, is very nice and friendly and always thinks about other people more than he thinks about what he wants or needs. Tom likes meeting new people, but Kelly prefers to spend time on her own.

Kelly and her brother are <sup>1</sup>twins. They look similar, but have very different personalities. Kelly is very <sup>2</sup>bossy. Her brother, Tom, is very <sup>3</sup>friendly and thinks about other people more than he thinks about <sup>4</sup>himself. Tom isn't <sup>5</sup>selfish – he likes meeting new people, but Kelly prefers to spend time by <sup>6</sup>herself.



## 6 ON A HIGH NOTE Write a short paragraph about two friends or members of your family. Describe their personality and give examples of their behaviour which show this personality.



## Indefinite pronouns

## 1 ★ Choose the correct words to complete the sentences.

- 1 I haven't got \_\_\_ to say to you.  
a nothing    b something    c anything
- 2 Is there \_\_\_ else you'd like to visit while you are here?  
a anywhere    b everywhere    c nowhere
- 3 We're bored. There's \_\_\_ to do here.  
a anything    b something    c nothing
- 4 I want to go \_\_\_ exciting next year, like India.  
a anywhere    b somewhere    c everywhere
- 5 Do you know \_\_\_ here?  
a somebody    b nobody    c anybody
- 6 Listen, \_\_\_. I have something important to tell you.  
a everyone    b someone    c anyone

## 2 ★ Replace the underlined parts in the sentences below with indefinite pronouns with the same meaning.

- 1 I want to go to all the countries on this list.  
I want to go everywhere on this list.
- 2 I know nothing.  
I don't know \_\_\_\_\_.
- 3 Let's meet at a different place.  
Let's meet \_\_\_\_\_ different.
- 4 I know all the people in my school.  
I know \_\_\_\_\_ in my school.
- 5 My brother doesn't do anything to help in the house.  
My brother does \_\_\_\_\_ to help in the house.
- 6 He has no place to sleep tonight.  
He has \_\_\_\_\_ to sleep tonight.
- 7 Let's call another person to help us.  
Let's call \_\_\_\_\_ to help us.
- 8 I don't want any people to see my new haircut - it's terrible!  
I don't want \_\_\_\_\_ to see my new haircut - it's terrible!

## 3 ★★ Complete the mini-conversations with indefinite pronouns formed from the words in bold.

## THING

**Mum** Hi, Ed. It's Mum. I'm sorry. I'm still at work and there's **nothing** for you to eat.

**Ed** Don't worry, Mum. I'll cook **something** for us both. See you later.

## WHERE

**Rosy** I want to go **somewhere** warm this summer.

**Harry** **Anything** on this website is very expensive. There isn't **anything** under £1000 a week.

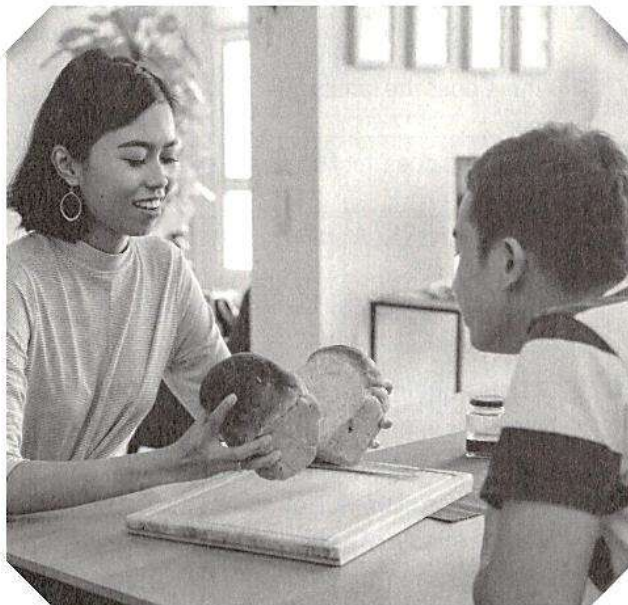
## BODY

**Rachel** Is there **anybody** here?

**Dean** Yes. I can hear **somebody**. They're coming down the stairs.

## 4 ★★★ Complete the mini-conversations with the correct forms of the words from the box.

everyone/like everyone/wait everywhere/look  
nobody/know nobody/make nothing/be right  
something/happen something/smell



**Niall** Mmm. **Something smells** nice. What is it?  
**Cathy** Freshly-baked bread. Would you like some?  
**Niall** Yes, please. Yummy! **It's** better bread than you!

**Chris** Do you want to see the new Ryan Gosling film?

**Max** No, I don't really like him.

**Chris** What? **He's** Ryan Gosling! He's so cool.

**Jane** Where are we?

**Lisa** I don't know. It's too dark. **It's** the same at night.

**Bella** Hi, come in. **It's** for you.

**Fay** I'm sorry I'm late. **There's** in the town centre today and all the buses are late.

**Mr Green** This is a terrible wedding reception. **It's** - the band is late, the cake tastes awful and it's really cold in here!

**Mrs Green** Never mind. Let's go and talk to the newlyweds.

**Mr Green** I'm afraid we can't. **They're** where they are!

## 5 ON A HIGH NOTE Look at the quotes which include indefinite pronouns. Write a short paragraph explaining whether you agree with them or not and why.

- 'Everything has beauty, but not everyone sees it.' Confucius
- 'Logic will get you from A to B. Imagination will take you everywhere.' Albert Einstein



# 1E LISTENING AND VOCABULARY

- 1 2 You are going to listen to an interview about learning languages. Before you listen, write information for each of the questions 1–5. Then listen and choose the correct answers.

6.30 a.m. ~~autumn~~ cousin Dijon father  
half past five Italian Lyon Spanish ~~summer~~

- 1 When does Mike go to France every year?  
in the autumn / summer
- 2 Where does the family live?  
near \_\_\_\_\_ / \_\_\_\_\_
- 3 What time does the family get up?  
\_\_\_\_\_ / \_\_\_\_\_
- 4 Who doesn't speak any English?  
Marie's \_\_\_\_\_ / \_\_\_\_\_
- 5 What other language does Marie speak?  
\_\_\_\_\_ / \_\_\_\_\_

- 2 2 Listen again and choose the correct answers.

- 1 Mike stays with his stepfather's family once a  
a month.    b year.    c school term.
- 2 Mike's French family lives  
a in the middle of a city.  
b close to an airport.  
c away from the city.
- 3 When he's in France, Mike  
a only speaks English to Marie.  
b speaks English to Marie's mum.  
c never speaks English.
- 4 How many foreign languages does Marie's father speak?  
a none    b one    c two
- 5 At the market, people know Mike is  
a foreign.    b French.    c English.

## Vocabulary extension

- 3 Match the words from the box, which you heard in the interview in Exercise 1, with the definitions.

accent    communicative    exchange visit    false friend  
~~to correct~~

- 1 Tell someone they have made a mistake and tell them the right thing to say. to correct
- 2 The way of pronouncing a language. \_\_\_\_\_
- 3 A word in one language which looks similar to a word in a different language, but which has a different meaning. \_\_\_\_\_
- 4 Able to talk to people easily. \_\_\_\_\_
- 5 When you go to stay in a different country with a family, usually to learn the language. \_\_\_\_\_

- 4 **ON A HIGH NOTE** Write a short paragraph about the foreign languages you can speak. How often do you use them and what for? Which skills (reading, writing, listening, speaking) are you good at?

## Pronunciation

- 5 3 Look at these words from the interview in Exercise 1. How is *u* pronounced in each word? Listen and repeat.

/ju:/ communicative  
/w/ language  
/aʊ/ house  
/ʌ/ pronunciation

## ACTIVE PRONUNCIATION | The letter *u*

The letter *u* appears in many different words in English and there are different ways to pronounce it depending on the word in which it appears.

- 6 4 Match the words from the box with the correct phonetic symbols. Listen and check.

bilingual    cousins    ~~opportunity~~    sounds

/ju:/ opportunity  
/w/ \_\_\_\_\_  
/aʊ/ \_\_\_\_\_  
/ʌ/ \_\_\_\_\_

- 7 5 Listen and repeat the words.

- 8 6 It can be difficult to hear the difference between /ʌ/ and /æ/. Listen to these pairs of words. Tick the word you hear first.

- |                                           |                               |
|-------------------------------------------|-------------------------------|
| 1 <input checked="" type="checkbox"/> but | <input type="checkbox"/> bat  |
| 2 <input type="checkbox"/> hut            | <input type="checkbox"/> hat  |
| 3 <input type="checkbox"/> sunk           | <input type="checkbox"/> sank |
| 4 <input type="checkbox"/> rung           | <input type="checkbox"/> rang |
| 5 <input type="checkbox"/> cut            | <input type="checkbox"/> cat  |
| 6 <input type="checkbox"/> sung           | <input type="checkbox"/> sang |
| 7 <input type="checkbox"/> run            | <input type="checkbox"/> ran  |

- 9 6 Listen again and repeat the words from Exercise 8.

- 10 7 Is *ou* in these words pronounced /aʊ/ or /ʌ/? Choose the correct phonetic symbol. Listen, check and repeat.

- |           |             |
|-----------|-------------|
| 1 about   | /aʊ/ or /ʌ/ |
| 2 count   | /aʊ/ or /ʌ/ |
| 3 country | /aʊ/ or /ʌ/ |
| 4 double  | /aʊ/ or /ʌ/ |
| 5 enough  | /aʊ/ or /ʌ/ |
| 6 sounds  | /aʊ/ or /ʌ/ |
| 7 trouble | /aʊ/ or /ʌ/ |
| 8 couple  | /aʊ/ or /ʌ/ |

- 11 8 Practise saying this sentence. Listen and check.

It sounds to me as if the country's favourite couple are about to get into trouble.



- 1 9 Listen and repeat the phrases. How do you say them in your language?

## SPEAKING | Expressing Interest

### ECHO QUESTIONS

'He loves animals.' 'Does he?'

'My sister's really into music.' 'Is she?'

'We've got a band.' 'Have you?'

### OTHER EXPRESSIONS

Awesome!

Cool!

Wow!

Really?

Amazing!

That's (really) interesting!

- 2 Choose the correct echo questions to complete the mini-conversations.

1

Frank My mum's Russian.

Jane \_\_\_\_\_

a Are they? b Does she? c Is she?

2

Jane Bob and I come here every year.

Ahmed \_\_\_\_\_

a Do we? b Do you? c Is it?

3

Paul I'm interested in History.

Steve \_\_\_\_\_

a Are you? b Do you? c Have you?

4

Molly My brother's got a beautiful voice.

Sue \_\_\_\_\_

a Is he? b Does he? c Has he?

5

Phil It rains a lot where I live.

Luis \_\_\_\_\_

a Is it? b Do you? c Does it?

- 3 Match sentences 1-8 with echo questions a-h.

- |                                                                                 |              |
|---------------------------------------------------------------------------------|--------------|
| 1 <input type="checkbox"/> My cousins are staying with us this weekend.         | a Have they? |
| 2 <input type="checkbox"/> I'm a big fan of American sports.                    | b Do you?    |
| 3 <input type="checkbox"/> Oliver looks good in his new suit.                   | c Does it?   |
| 4 <input type="checkbox"/> This is my new photo blog.                           | d Are they?  |
| 5 <input type="checkbox"/> Tom and Julie have got a lot in common.              | e Is it?     |
| 6 <input type="checkbox"/> The bride's very late.                               | f Are you?   |
| 7 <input type="checkbox"/> This photo always makes me smile.                    | g Does he?   |
| 8 <input type="checkbox"/> I keep in touch with my friends from primary school. | h Is she?    |

- 4 10 Complete gaps 1-5 in the conversation with echo questions. Then listen to the conversation and complete gaps a-e with other words expressing interest.

Jesse Hi, my name's Jesse. I'm here on holiday.

Angie Hi, me too. I'm Angie. We're staying in a villa.

Jesse <sup>1</sup>Are you? <sup>2</sup>Wow! Are you here with your family?

Angie Yes, my mum and dad and my sister.

Jesse I'm staying at my cousin's house. He lives here.

Angie <sup>3</sup>\_\_\_\_\_? <sup>4</sup>\_\_\_\_\_! Is he Spanish?

Jesse He's half Spanish. His mum's English. He's teaching me Spanish.

Angie <sup>5</sup>\_\_\_\_\_? <sup>6</sup>\_\_\_\_\_! I don't know any Spanish.

Jesse Really?

Angie Well, a few words. I use a smartphone app.

Jesse <sup>7</sup>\_\_\_\_\_? That's <sup>8</sup>\_\_\_\_\_!

Angie Here, look. There are useful phrases, games and other activities, and it's completely free.

Jesse <sup>9</sup>\_\_\_\_\_? <sup>10</sup>\_\_\_\_\_! What topic are you learning at the moment?

Angie Food and drink. You know, bread, milk, fruit, ice cream ...

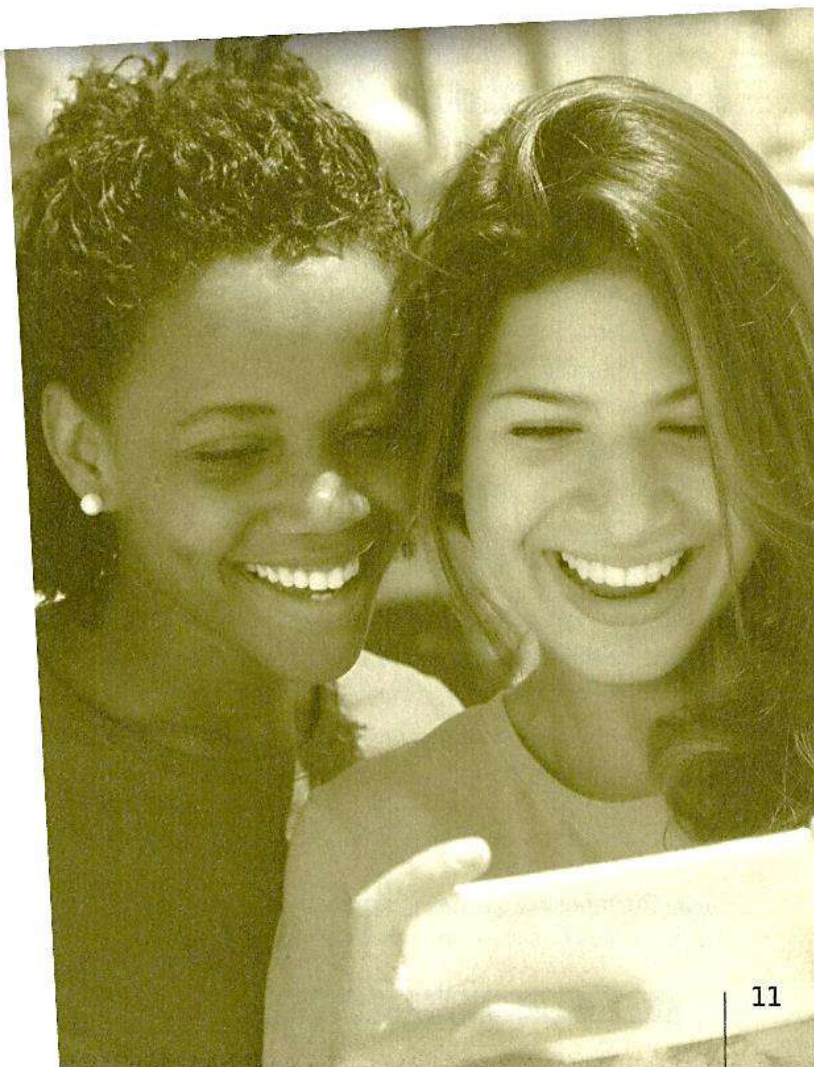
Jesse Ice cream! Hey! Let's get an ice cream! It's so hot.

Angie OK, good idea.

Jesse er ... dos ... er ...

Angie Dos helados de chocolate, por favour.

Jesse Wow! What's the name of that app?





# 1G WRITING AND VOCABULARY | An informal email of introduction

Greet your friend and thank for the email.

Introduce yourself and give some information about yourself, e.g. your school, hobbies, plans for the future, etc.

Describe your family and where you live.

Mention any other important information for a visitor, e.g. about food, the weather, clothes to bring, etc.

End your email with an informal expression.

Hi Pia,

Thanks for your email. I <sup>1</sup>wish / hope you're well. I'm really happy you're coming to Georgia to visit me.

I'm eighteen years old and I'm a big <sup>2</sup>fan / like of sports and outdoor activities. My <sup>3</sup>best / favourite activities are walking and climbing in the mountains – Georgia has beautiful mountains. I love spending time there in the summer <sup>4</sup>because / so I can meet people from lots of different countries and practise my English with them. I'd <sup>5</sup>want / like to study economics next year at the university here in Tbilisi.

I live with my parents, Giorgi and Mariam, and my sister, Ana. She's fifteen. We live in a house in the city <sup>6</sup>middle / centre near my grandparents and my uncles and aunts. I've got seven cousins so we're quite a big family!

There are lots of things to do in Georgia. You can swim in the Black Sea, visit beautiful old towns and walk in the mountains. The weather is hot and dry in the summer, but in the mountains it can be cold and wet. So <sup>7</sup>carry / bring a coat and warm clothes.

I'm looking forward to <sup>8</sup>meet / meeting you in the summer.

All the <sup>9</sup>best / love,  
Davit

## 1 Read the email and answer the questions.

- Why is Davit writing to Pia? to tell about himself and his family
- Who does Davit live with? \_\_\_\_\_
- What can you do in Georgia? \_\_\_\_\_
- What's the weather like in the mountains?  
\_\_\_\_\_

## 2 Read the email again and choose the correct words to complete it.

### 3 Here are other things Davit could write in his email. Match sentences 1–5 with headings a–e.

- ☐ People say I'm helpful and kind.
- ☐ It's a great place for sightseeing.
- ☐ How are you?
- ☐ I can't wait to meet you.
- ☐ My parents are great cooks.

- Greetings
- Introduce yourself
- Mention your family and where you live
- Any other important information
- Final greetings

## 4 Choose the correct words to complete the sentences.

- The weather is cold *so / because* bring a coat.
- It's a popular town *so / because* it's next to the sea.
- I go there every summer *so / because* it's my favourite place.
- I speak some English *so / because* I can talk to people who come here.
- The trains are slow *so / because* they're very old.

## 5 WRITING TASK Imagine that you are Brad or Emily. Use the information in the fact file and your imagination to write an email of introduction to a student from a different country who is planning to visit you on a school exchange.

Name: Brad / Emily  
From: Miami, Florida  
Interests: sailing, dancing  
Family: one brother (Kyle – aged 24, works at a car factory, Orlando); father from Cuba; mother from USA

## ACTIVE WRITING | An informal email of introduction

### 1 Plan your email.

- Thank the person for their email.
- Make brief notes about personal information.
- Make brief notes about your family and where you live.
- Think about anything the person needs to know.
- Choose a final greeting.

### 2 Write the email.

- Start and finish your email appropriately.
- Use paragraphs to organise your email.
- Use phrases from the Writing box in the Student's Book.

### 3 Check that ...

- you have included all the relevant information.
- there are no spelling or grammar mistakes.
- you have used interesting and relevant topic vocabulary.



# Wedding

## PLANNING

There's a lot to organise before you get <sup>1</sup>married. The first thing to do is to decide on a day and find a place where you can have the <sup>2</sup>w\_\_\_\_\_. r\_\_\_\_\_ – a hotel, a restaurant or even a castle! Your choice depends on how many <sup>3</sup>g\_\_\_\_\_ you want to <sup>4</sup>i\_\_\_\_\_ – all the people you know or just your family and close friends.

Next you have to think about your clothes. A smart suit for the <sup>5</sup>g\_\_\_\_\_ and an elegant, white <sup>6</sup>w\_\_\_\_\_d\_\_\_\_\_ for the <sup>7</sup>b\_\_\_\_\_. This day is once in a lifetime and you want to look as good as you can! And, of course, you need to choose <sup>8</sup>r\_\_\_\_\_ – most people usually choose gold ones.

Another important thing is the <sup>9</sup>i\_\_\_\_\_ – you can design them yourselves or ask somebody for help. Don't forget to include all the important information about the wedding – the date, the place and the time. If you want, you can write what kind of <sup>10</sup>g\_\_\_\_\_ you'd like to receive.

Even if you prepare everything, the wedding day is usually a stressful time for the <sup>11</sup>n\_\_\_\_\_. So, how can you make it fun and perfect? Read on for our top tips ...

**1 1A GRAMMAR AND VOCABULARY** Complete the article with one word in each gap.

**2 1B READING AND VOCABULARY** Choose the correct words to complete the sentences.

- Alex is very *open / close* with people and *spends / makes* friends easily.
- I've got lots of *contacts / companions* on social media, but I don't know many of them personally.
- My brother doesn't usually *get / keep* on well with other people, so he doesn't have a lot of friends.
- Jane doesn't *keep / spend* in touch with her friends from Wales. She's at university in Scotland now and *gets / spends* a lot of time with her friends there.
- I've got a *companion / an acquaintance* in New York – she's a friend of my parents, but I don't know her well.
- Carl lives in a different city now. He's independent and doesn't *rely / share* on his parents anymore.

**3 1C VOCABULARY** Choose the correct words to complete the sentences.

- 'Do this! Don't do that!' Why are you so \_\_\_\_?  
a selfish      b bossy      c nervous
- My mum is married to Tom now – he's my \_\_\_\_.  
a groom      b widower      c stepfather
- Wait! It's \_\_\_\_ to start eating before everyone is at the table.  
a rude      b vain      c strict
- What an amazing present! You're so \_\_\_\_!  
a helpful      b generous      c gentle
- Sara's not \_\_\_\_, she just likes to wear nice clothes and look smart.  
a sweet      b vain      c shy
- Don't be so \_\_\_\_! Let your friends play your computer game, too.  
a selfish      b strict      c generous
- Myra is a \_\_\_\_\_. Her husband died two years ago.  
a widow      b half-sister      c single mother
- My father was married before and has a daughter who is my \_\_\_\_.  
a twin      b half-sister      c stepdaughter

**4 1E LISTENING AND VOCABULARY** Match the two parts of the sentences.

- |                                                     |                                                          |
|-----------------------------------------------------|----------------------------------------------------------|
| 1 <input type="checkbox"/> Peter isn't              | a a lot of mistakes when they start learning a language. |
| 2 <input type="checkbox"/> Sarah isn't studying     | b the right word when I speak Spanish.                   |
| 3 <input type="checkbox"/> I always mix up          | c bilingual, but his Russian is very good.               |
| 4 <input type="checkbox"/> Sometimes I can't find   | d German and English. But why? They sound so different!  |
| 5 <input type="checkbox"/> Most people usually make | e Polish, English and French – they're trilingual.       |
| 6 <input type="checkbox"/> Aleksy and Klaudia speak | f French at university – she's learning it at home.      |

**5 1G WRITING AND VOCABULARY** Complete the text with the verbs from the box. There are two extra verbs.

arrange give introduce ~~invite~~ offer pay ring say show talk

## ADVICE FOR HOSTS AND GUESTS

**Hosts:** When you <sup>1</sup>invite someone to dinner, <sup>2</sup>\_\_\_\_\_ the visit in advance so that you are ready on the day. It's important to make your guests feel welcome. <sup>3</sup>\_\_\_\_\_ them to your family and <sup>4</sup>\_\_\_\_\_ them a drink. You can <sup>5</sup>\_\_\_\_\_ them around your house too if they have never visited you before.

**Guests:** Remember that in some countries it is important not to be late. In others, it is important not to be early! When you arrive, <sup>6</sup>\_\_\_\_\_ the doorbell and, when the hosts open the door, <sup>7</sup>\_\_\_\_\_ hello in a friendly manner. It's a nice idea to <sup>8</sup>\_\_\_\_\_ your hosts a gift or some flowers too.

**6 ON A HIGH NOTE** Write a short paragraph about yourself. Think about your character, interests and skills.



**1 For each learning objective, write 1–5 to assess your ability.**

1 = I don't feel confident. 5 = I feel confident.

|    | Learning objective                                                                                      | Course material          | How confident I am (1–5) |
|----|---------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1A | I can use present tenses to talk about routines and temporary situations.                               | Student's Book pp. 4–5   |                          |
| 1B | I can understand the main topic in an article and talk about friends.                                   | Student's Book pp. 6–7   |                          |
| 1C | I can describe my family using personality adjectives and reflexive pronouns.                           | Student's Book p. 8      |                          |
| 1D | I can use indefinite pronouns with prefixes <i>some-</i> , <i>any-</i> , <i>every-</i> and <i>no-</i> . | Student's Book p. 9      |                          |
| 1E | I can find specific information in an interview and talk about language learning.                       | Student's Book p. 10     |                          |
| 1F | I can use echo questions and other expressions to show interest in a conversation.                      | Student's Book p. 11     |                          |
| 1G | I can write an email to introduce my family and myself.                                                 | Student's Book pp. 12–13 |                          |

**2 Which of the skills above would you like to improve in? How?**

| Skill I want to improve in | How I can improve |
|----------------------------|-------------------|
|                            |                   |

**3 What can you remember from this unit?**

| New words I learned and most want to remember | Expressions and phrases I liked | English I heard or read outside class |
|-----------------------------------------------|---------------------------------|---------------------------------------|
|                                               |                                 |                                       |



## GRAMMAR AND VOCABULARY

## 1 Complete the text with one word in each gap.

**Carol** Ladies and gentlemen. The <sup>1</sup>**groom** will now <sup>2</sup>g\_\_\_\_\_ a speech.

**Andy** Thank you, everyone! Thank you all for coming to our <sup>3</sup>w\_\_\_\_\_. It's lovely to see so many people here. Not just our families, but our <sup>4</sup>c\_\_\_\_\_ friends, too. It means a lot to us both that you're here. Thank you for all the wonderful <sup>5</sup>g\_\_\_\_\_. It was very kind and <sup>6</sup>g\_\_\_\_\_ of you and we appreciate them all very much. I'd also like to thank my beautiful <sup>7</sup>b\_\_\_\_\_ for agreeing to marry me, and her parents for helping us to organise this amazing <sup>8</sup>r\_\_\_\_\_ today. I won't talk too long. I know you all want to enjoy <sup>9</sup>y\_\_\_\_\_ on the dance floor but let me tell you how Marie and I first met ...

/ 4

## 2 Choose the correct words to complete the sentences.

- 1 Promise to \_\_\_ in touch when you leave.  
a keep    b spend    c share
- 2 My best friend would never let me \_\_\_ if I needed help.  
a out    b off    c down
- 3 It's important to have a friend you can rely \_\_\_\_.  
a in    b on    c to
- 4 It must be very difficult for a(n) \_\_\_ mother to work and look after her children.  
a single    b half    c adopted
- 5 Don't forget to \_\_\_ your aunt and uncle a drink when they arrive.  
a share    b offer    c arrange
- 6 Her English is very good, but she still \_\_\_ some mistakes with tenses.  
a gets    b does    c makes

/ 6

## 3 Complete the sentences with the correct Present Simple or Present Continuous forms of the verbs in brackets.

- 1 **Do you speak** (you/speak) more than one language?
- 2 Oh good, it \_\_\_\_\_ (not rain) this morning, so I can walk to school.
- 3 Why \_\_\_\_\_ (you/cry), Helen? What's the problem?
- 4 Everybody \_\_\_\_\_ (know) that it isn't easy to be a single mother.
- 5 Jim \_\_\_\_\_ (hardly ever/share) his thoughts and feelings – even with his closest friends.
- 6 What \_\_\_\_\_ (this word/mean)? Let's check in a dictionary.
- 7 \_\_\_\_\_ (you/design) your invitation? Isn't it too late? You're getting married next week!

/ 6

## 4 Choose the correct indefinite pronouns to complete the sentences.

- 1 There isn't *nowhere* / *anywhere* interesting to go and I'm really bored!
- 2 Listen! *Everyone* / *Someone* is ringing the doorbell.
- 3 Excuse me. Is *anybody* / *nobody* sitting in this seat?
- 4 Maria isn't shy and gets on well with *everybody* / *somebody*.
- 5 There's *anything* / *nothing* to eat – let's eat out.
- 6 Who? Where? When? Tell me *everything* / *nothing*.

/ 6

## USE OF ENGLISH

## 5 Choose the correct words a–c to complete the texts.

1 **John & Alison** have the pleasure of inviting you to their \_\_\_ reception on Saturday, 12th July.

- a newlywed    b married    c wedding

2 **DO YOU WANT TO IMPROVE YOUR ENGLISH?**  
Do you sometimes have problems to \_\_\_ the right word? Join First English classes.

- a find    b make    c keep

3 **TAUNTON TOWN FESTIVAL**  
Family fun, food, music and much, much more!  
There's something for \_\_\_ at Taunton town festival.

- a anyone    b everyone    c someone

4 **Student EXCHANGE programme**  
Spend two weeks in France. Meet local people who will \_\_\_ you around the town and help you to improve your French.

- a invite    b turn    c show

/ 4

## 6 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- 1 Mum isn't dressing my sister Mia today. **HERSELF**  
My sister Mia is *dressing herself* today.
- 2 Let's stand at the bar – there's nowhere to sit. **ANYWHERE**  
I'm not staying here – there \_\_\_\_\_ to sit.
- 3 I don't need your help, but thank you anyway. **MYSELF**  
I can do \_\_\_\_\_, but thank you anyway.
- 4 My English isn't always correct when I speak. **MISTAKES**  
I sometimes \_\_\_\_\_ I try to speak English.
- 5 I hope the students are having a good time on the school trip. **ENJOYING**  
I hope the students \_\_\_\_\_ on the school trip.

/ 4

/ 30



## 2A GRAMMAR AND VOCABULARY

## Past Simple

1 ★ Complete the sentences with the Past Simple form of *to be*.

- 1 Is he embarrassed because he fell on the floor?  
Was he embarrassed because he fell on the floor?
- 2 Today it's cold and we're hungry.  
Last Monday it \_\_\_\_\_ cold and we \_\_\_\_\_ hungry.
- 3 I'm late for school this morning and my teacher is angry.  
I \_\_\_\_\_ late for school yesterday morning and my teacher \_\_\_\_\_ angry.
- 4 Is Elaine selfish these days?  
\_\_\_\_\_ Elaine selfish when she was younger?
- 5 The students aren't quiet today.  
The students \_\_\_\_\_ quiet in their last lesson.
- 6 Are you in the laboratory for Physics today?  
\_\_\_\_\_ you in the laboratory for Physics last week?

## 2 ★ Which verbs are regular and which are irregular? Find the odd one out in each group.

- 1 go do have laugh
- 2 tell take happen make
- 3 stand sit put watch
- 4 speak listen look try
- 5 fill observe forget fail
- 6 hit pay ride see

## 3 ★ Complete the blog post with the words and phrases from the box. There are two extra words/phrases.

did ~~didn't get~~ didn't play played read sat took  
wasn't was watched went were

## PRIMARY SCHOOL: WHAT DID YOU LIKE? WHAT DO YOU MISS?

We <sup>1</sup>~~didn't get~~ homework! Every evening, I <sup>2</sup> \_\_\_\_\_ TV or <sup>3</sup> \_\_\_\_\_ computer games. There's no time for those things now. *Mia, 17*

We <sup>4</sup> \_\_\_\_\_ on the floor and <sup>5</sup> \_\_\_\_\_ things like drawing or singing. Sometimes we <sup>6</sup> \_\_\_\_\_ on school trips to the zoo or the cinema. They <sup>7</sup> \_\_\_\_\_ great! *Josh, 18*

I liked reading lessons. We <sup>8</sup> \_\_\_\_\_ a book from the library and <sup>9</sup> \_\_\_\_\_ quietly for half an hour. That <sup>10</sup> \_\_\_\_\_ a great way to spend time. *Brenda, 16*

## 4 ★★ Put the words in order to make questions about your primary school. Then write short answers which are true for you.

- 1 like / did / you / all your teachers / ?

Did you like all your teachers?

Yes, I did. / No, I didn't.

- 2 were / bright / the classrooms / ?
- \_\_\_\_\_

- 3 the same person / with / every day / did / sit / you / ?
- \_\_\_\_\_

- 4 big / was / the school / very / ?
- \_\_\_\_\_

- 5 your teachers / did / you / give / homework / ?
- \_\_\_\_\_

## 5 ★★ Complete the text with the correct forms of the verbs from the box.

have learn listen ~~move~~ not be not have not wear  
sit stay take work wear

Last year, I <sup>1</sup>moved to England with my family. Now I go to school here and things are a little different to school in my country.

In my old school, I <sup>2</sup> \_\_\_\_\_ a uniform. We all <sup>3</sup> \_\_\_\_\_ our own clothes – jeans, trainers and sweatshirts. I like my new uniform though – I guess that's because it's something new for me.

I <sup>4</sup> \_\_\_\_\_ very hard at my old school. I <sup>5</sup> \_\_\_\_\_ about four hours of homework every day and I often <sup>6</sup> \_\_\_\_\_ at home on Saturdays and Sundays to study too.

We <sup>7</sup> \_\_\_\_\_ modern classrooms. There <sup>8</sup> \_\_\_\_\_ any laptops or computers. We <sup>9</sup> \_\_\_\_\_ behind desks, <sup>10</sup> \_\_\_\_\_ to the teacher and <sup>11</sup> \_\_\_\_\_ notes. In England we do more project work and group work.

So, it's easy here and interesting but I think I <sup>12</sup> \_\_\_\_\_ more in my country.



**6 ★★ Choose S for subject questions or O for object questions. Then complete the sentences with the correct forms of the verbs in brackets.**

- 1 Who usually organises (organise) trips at your school? S / O
- 2 Whose parents \_\_\_\_\_ (help) to organise the last school trip? S / O
- 3 Where \_\_\_\_\_ (you/go) on that trip? S / O
- 4 How many students \_\_\_\_\_ (go) on the trip? S / O
- 5 Who \_\_\_\_\_ (you/sit) next to on the bus? S / O
- 6 Which teachers \_\_\_\_\_ (go) with you? S / O
- 7 What \_\_\_\_\_ (you/see)? S / O
- 8 What \_\_\_\_\_ (happen) on the way back? S / O
- 9 What \_\_\_\_\_ (you/eat) for lunch? S / O
- 10 Where \_\_\_\_\_ (you/want) to go on the next school trip? S / O

**7 ★★ Use the words in brackets to complete the questions in the Past Simple.**

- 1 What did you do (what/you/do) at school yesterday?
- 2 \_\_\_\_\_ (you/pass) the exam last week?
- 3 \_\_\_\_\_ (who/help/you) with this homework?
- 4 \_\_\_\_\_ (how many students/put up) their hands?
- 5 \_\_\_\_\_ (you/have) English last week?
- 6 \_\_\_\_\_ (who/put) the poster on the wall?
- 7 \_\_\_\_\_ (the students/work) in pairs for the project?
- 8 \_\_\_\_\_ (how many students/be) at school yesterday?

**8 ★ Match answers a-h with questions 1-8 from Exercise 7.**

- a ☐ Nobody - I did it by myself.
- b ☐ Miss Smith put it there.
- c ☐ Yes, I did. The questions were easy.
- d ☐ Not many because it was the day of the school trip.
- e ☐ No, they didn't. They worked in groups.
- f ☐ We had a Geography test.
- g ☐ No, our English teacher was ill.
- h ☐ Only two - nobody else knew the answer.

**9 ★★ Read the answers and complete the questions.**

- 1 Which school did you go to last year?  
I went to Park Manor School last year.
- 2 Who \_\_\_\_\_?  
Yesterday, I sat next to Leo.
- 3 Where \_\_\_\_\_?  
After school yesterday, I went to my mum's office.
- 4 Why \_\_\_\_\_?  
I arrived late this morning because my bus was late.
- 5 How \_\_\_\_\_?  
I knew about the test because I listened to the teacher!
- 6 When \_\_\_\_\_?  
I decided to study Spanish after we went to Cordoba on holiday.
- 7 What \_\_\_\_\_?  
Last summer, I worked for three weeks, I went camping with friends and I relaxed at home.
- 8 How long \_\_\_\_\_?  
Not long. I think it took me five days to finish it. It was a really good book.

**10 ★★ Look at the notes and write sentences.**

**At my old school ...**

- 1 the teachers / friendly (✓)
- 2 have after-school activities (✓)
- 3 learn a foreign language (X)
- 4 finish early on Fridays (X)

**At your old school ...**

- 1 which teacher / you like / best?
- 2 who / be / always / late?
- 3 which teachers / give / you homework?
- 4 where / you / eat lunch?

**At my old school ...**

- 1 the teachers were friendly.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**At your old school ...**

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

**11 ON A HIGH NOTE Write a short paragraph about a time at school when you felt nervous. Describe what happened, how you felt and why. Use the Past Simple of regular and irregular verbs.**



## 2B VOCABULARY | Education

- 1 ★ Rewrite the sentences to make them more polite. Use **very** and the words from the box.

big clean clever fit good interesting kind  
polite quick young

- 1 She's rude. She isn't very polite.
- 2 I'm unfit. \_\_\_\_\_
- 3 He's slow. \_\_\_\_\_
- 4 Their house is small. \_\_\_\_\_
- 5 My parents are old. \_\_\_\_\_
- 6 You're bad at Maths. \_\_\_\_\_
- 7 This book is boring. \_\_\_\_\_
- 8 Your car is dirty. \_\_\_\_\_
- 9 They're stupid. \_\_\_\_\_
- 10 Helena is selfish. \_\_\_\_\_

- 2 ★ Complete the questions with one preposition in each gap.

- 1 Which exams do you always get good marks in?
- 2 Do you find it easy to learn lists of vocabulary items \_\_\_\_\_ heart?
- 3 Which university would you like to study \_\_\_\_\_?
- 4 How long did you revise \_\_\_\_\_ your last Maths exam?
- 5 What sports were you good \_\_\_\_\_ as a child?
- 6 When did you last go \_\_\_\_\_ a History class?
- 7 What subject would you like to get a degree \_\_\_\_\_?
- 8 How do you prepare \_\_\_\_\_ difficult exams?

- 3 ★★ Match the two parts of the sentences.

- |                                                        |                                    |
|--------------------------------------------------------|------------------------------------|
| 1 <input type="checkbox"/> Stewart was bad             | a Chemistry at university.         |
| 2 <input type="checkbox"/> I think I failed the        | b piano classes on Saturdays.      |
| 3 <input type="checkbox"/> My dad has a degree         | c for end-of-year exams.           |
| 4 <input type="checkbox"/> My brother is studying      | d in Physics from York University. |
| 5 <input type="checkbox"/> Alexander goes to           | e at sport at college.             |
| 6 <input type="checkbox"/> I never get top             | f a poem by heart.                 |
| 7 <input type="checkbox"/> We have to learn            | g History test yesterday.          |
| 8 <input type="checkbox"/> I can't come - I'm revising | h marks in English tests.          |

- 4 ★★ Complete the conversations with the words from the box.

attended brainy degree ~~fail~~ good marks  
preparing revised skipped study

- Jermaine** Why did your brother <sup>1</sup>~~fail~~ the Maths exam? He's usually really <sup>2</sup> \_\_\_\_\_ at Maths.
- Anthony** Well, he <sup>3</sup> \_\_\_\_\_ a lot of classes last term.
- Jermaine** Really?
- Anthony** Yes, he only <sup>4</sup> \_\_\_\_\_ about half of them and he <sup>5</sup> \_\_\_\_\_ very little for his exams. The problem is he really wants to become a footballer and he spends all his time training.

- Abigail** What did your sister <sup>6</sup> \_\_\_\_\_ at university?
- Nicola** Well, she got a <sup>7</sup> \_\_\_\_\_ in Chemistry but I don't know how much studying she did!
- Abigail** I'm sure she did a lot. She's really <sup>8</sup> \_\_\_\_\_ and didn't get any bad <sup>9</sup> \_\_\_\_\_ when she was at school. She probably started <sup>10</sup> \_\_\_\_\_ for her final exams while she was still in her first year at university!

- 5 ★★★ USE OF ENGLISH Complete the text with one word in each gap.

## STEVEN SPIELBERG

From an early age, Steven Spielberg was good <sup>1</sup>at making films. When he was thirteen years old, he won a school prize for a film he made with a group of friends. He wanted to study film <sup>2</sup> \_\_\_\_\_ the University of Southern California, but he didn't get very good <sup>3</sup> \_\_\_\_\_ in his final exams. In the end, he went <sup>4</sup> \_\_\_\_\_ a different university - California State. While he was there, Universal Studios offered him a contract. It was difficult to prepare <sup>5</sup> \_\_\_\_\_ exams and work at the same time, so Spielberg left university to concentrate on his work.

Spielberg became a successful film director, famous for films such as *Jaws*, *E.T.* and *Jurassic Park*, but he always wanted to finish his degree. In 2002, he went back <sup>6</sup> \_\_\_\_\_ university to complete his education. All the students on Spielberg's course had to <sup>7</sup> \_\_\_\_\_ an exam in practical film making. For his project, Spielberg presented his Oscar winning film *Schindler's List*! Not surprisingly, he <sup>8</sup> \_\_\_\_\_ the exam and <sup>9</sup> \_\_\_\_\_ his degree - thirty-six years after he first went to university!

- 6 ON A HIGH NOTE Write a short paragraph about how you are doing at school. Use words and phrases from the box.

attend bad at bad marks fail good at good marks  
pass revise skip study



## Used to

- 1 ★ Look at the pictures and complete the text with the phrases from the box.

didn't use to have   didn't use to listen  
didn't use to play   didn't use to ride   used to have  
used to listen   used to play   used to ride   used to wear



aged twelve



aged eighteen

When Dan was twelve years old he <sup>1</sup>didn't use to have long hair. He <sup>2</sup>\_\_\_\_\_ short hair. He <sup>3</sup>\_\_\_\_\_ smart clothes. He <sup>4</sup>\_\_\_\_\_ basketball, he <sup>5</sup>\_\_\_\_\_ tennis. He <sup>6</sup>\_\_\_\_\_ a motorbike, he <sup>7</sup>\_\_\_\_\_ a bicycle. He <sup>8</sup>\_\_\_\_\_ to pop music, he <sup>9</sup>\_\_\_\_\_ to heavy metal music.

- 2 ★★ What did you use to do when you were ten years old? Write questions with *used to*.

1 What / do / at the weekend?

What did you use to do at the weekend?

2 Where / go / in the summer holidays?

3 use / pay attention in class?

4 What / eat / for lunch?

5 What computer games / play?

6 use / social media?

- 3 ★★ Read the questions in Exercise 2 and write answers which are true for you.

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_

- 4 ★★ In which sentences can the Past Simple be replaced with *used to*? Tick or cross. Then rewrite the sentences where possible.

1 ☒ Caroline got her degree in 2010.

2 ☐ I revised for months before all my school exams.

3 ☐ Gareth was nervous before he took exams.

4 ☐ In her final year at school, Kate failed her English exam.

5 ☐ I think my teachers liked me.

6 ☐ Andreas won an award for his project.

- 5 ★★ Complete the texts with the correct forms of *used to* and the verbs in brackets. If *used to* is not possible, use the Past Simple.

## HUGH JACKMAN

Did you know that Hugh Jackman <sup>1</sup>used to be (be) a PE teacher before he <sup>2</sup>\_\_\_\_\_ (become) an actor? It's true. He <sup>3</sup>\_\_\_\_\_ (work) in a secondary school in England. When he was young, he <sup>4</sup>\_\_\_\_\_ (spend) a lot of time looking at atlases. He <sup>5</sup>\_\_\_\_\_ (not dream) of being an actor. He <sup>6</sup>\_\_\_\_\_ (want) to become a chef on a plane. He <sup>7</sup>\_\_\_\_\_ (think) that, because you get food on a plane, there was a chef cooking it!

## Megan Fox

When Megan Fox was about fifteen years old, she <sup>8</sup>\_\_\_\_\_ (live) in Florida. She <sup>9</sup>\_\_\_\_\_ (get) a job in a smoothie bar but she hated it. She <sup>10</sup>\_\_\_\_\_ (not wear) normal clothes to work. She got a banana costume and she <sup>11</sup>\_\_\_\_\_ (dance) in it in the street to promote the bar. Her friends from school <sup>12</sup>\_\_\_\_\_ (laugh) at her. It <sup>13</sup>\_\_\_\_\_ (be) the worst job in her life.

- 6 ON A HIGH NOTE Write a short paragraph about how you were different five years ago using *used to*. Think about your appearance, hobbies and habits.



## 2D READING AND VOCABULARY

- 1 Look at the photo and read the first paragraph of the article. Then choose the best answer.

What is the main purpose of the text?

- a To present the most successful American college football teams.
- b To briefly introduce American college football.
- c To compare American football to soccer.

- 2 Read the text and match headings A-F with paragraphs 1-5. There is one extra heading.

- A The early years
- B More than just a sport
- C Why it is popular
- D College football rules explained
- E Amazingly large crowds
- F The influence of the crowd

- 3 Read the text again and answer the questions.

- 1 How many people attended the match between Michigan State and Notre Dame in 2013?  
over 115,000
- 2 What year did the first college football match happen?  
\_\_\_\_\_
- 3 How did players in early American football matches score points?  
\_\_\_\_\_
- 4 Which two sports influenced the rules of American football?  
\_\_\_\_\_
- 5 What do students make to support their team?  
\_\_\_\_\_
- 6 Whose fans wore white clothes in the match between Penn State and Ohio State?  
\_\_\_\_\_
- 7 What two things helped Ohio State win the match against Penn State?  
\_\_\_\_\_
- 8 According to Keith Jackson, what three groups does college football unite?  
\_\_\_\_\_

### Vocabulary extension

- 4 Complete the sentences with the highlighted words from the text.

- 1 At the match, my favourite **banners** said, 'Your players make money. Our players make history!'
- 2 Oh no! My o\_\_\_\_\_ in next week's tennis competition is the school champion!
- 3 The coach and the team captain discussed t\_\_\_\_\_ before the second half of the game.
- 4 The f\_\_\_\_\_ wore black and yellow scarves.
- 5 If my team wins this match, we will be in the first \_\_\_\_\_!
- 6 The s\_\_\_\_\_ waved flags during the match.
- 7 The match ended in d\_\_\_\_\_ for my team when they lost 0-1.

### ACTIVE VOCABULARY | Suffixes -ation, -ion, -tion

We can add the suffixes -ation, -ion and -tion to some verbs to create nouns.

- 5 Scan the text to find the noun forms of these verbs.

- 1 attract (para. 1) attraction
- 2 opt (para. 2) \_\_\_\_\_
- 3 concentrate (para. 4) \_\_\_\_\_
- 4 reflect (para. 5) \_\_\_\_\_

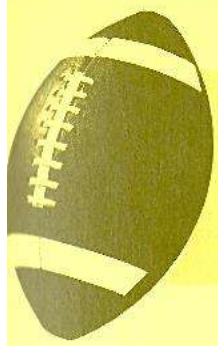
- 6 Complete the sentences with the correct nouns formed from the verbs in bold.

- 1 She made an interesting **observation** about American sporting tradition. **OBSERVE**
- 2 Mo Farah is an \_\_\_\_\_ to athletes around the world! **INSPIRE**
- 3 They started an \_\_\_\_\_ to help athletes with disabilities. **ORGANISE**
- 4 Are you taking part in tomorrow's sports \_\_\_\_\_? **COMPETE**
- 5 I'd like some \_\_\_\_\_ about the tennis championship, please. **INFORM**
- 6 Teachers should do more to improve health and fitness \_\_\_\_\_ in schools. **EDUCATE**
- 7 You're not paying \_\_\_\_\_ to the game - be quiet and watch! **ATTEND**
- 8 There must be good \_\_\_\_\_ between members of the team if we want to win. **COMMUNICATE**

- 7 **ON A HIGH NOTE** Write a short paragraph about a team that you or some of your friends support. What league do they play in? Who are their rivals? How many fans watch their matches?







# COLLEGE FOOTBALL IN THE USA

02

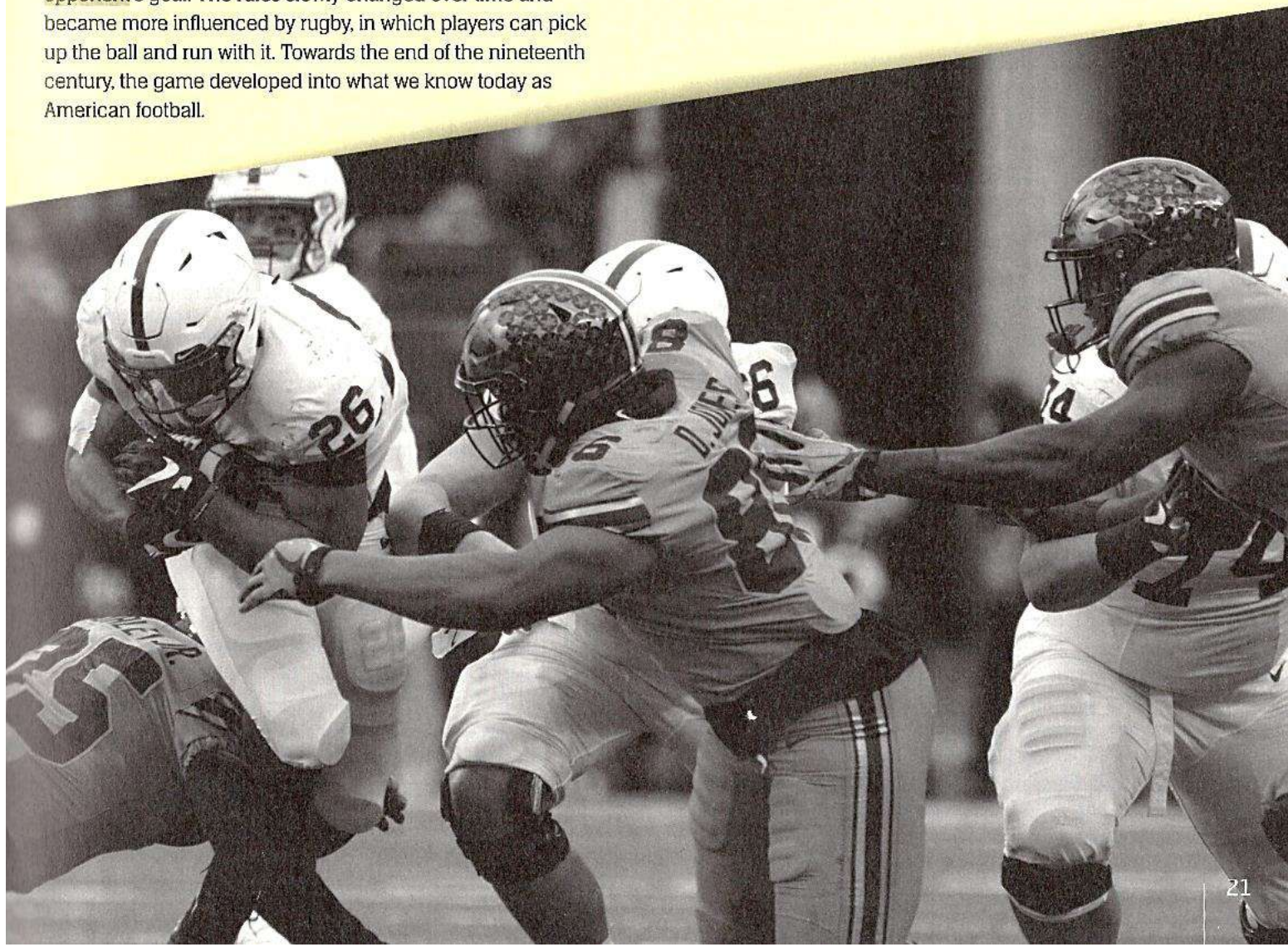
**1** ☐ On September 7, 2013, an American football match between Michigan State and Notre Dame attracted a crowd of over 115,000 people. This may not seem surprising – after all, American football is extremely popular. However, you may be surprised to learn that this wasn't a match between two professional teams. Michigan State and Notre Dame are universities and college football regularly attracts crowds of 80,000 fans or more. So why is college football such a huge attraction for Americans?

**2** ☐ One of the main reasons is that many cities don't have a professional team. Because there is no second league of teams in the USA, people who want to support their local team have only one option – the college team. The players themselves are often local and compete for the pride of the team rather than for financial success. Attending matches became a tradition passed down through the generations.

**3** ☐ The first college football match took place in 1869 between Rutgers and Princeton universities. At that time, the game was similar to soccer as the teams used to kick the ball into their opponent's goal. The rules slowly changed over time and became more influenced by rugby, in which players can pick up the ball and run with it. Towards the end of the nineteenth century, the game developed into what we know today as American football.

**4** ☐ Before the big day, students create banners, flags and even songs to sing during the match. They want to break the other team's concentration. College footballers are young and easily affected by the crowd, so these tactics sometimes work. In one match between Penn State and Ohio State, the Pennsylvania fans organised a 'white-out' where everyone in the crowd wore white clothes. This made it difficult for the Ohio players to concentrate and they lost the game. When the two teams played in Ohio, the home crowd all wore red. This 'sea of red', together with the noise of the crowd, caused one of the players to make a mistake and the game ended in defeat for the Penn State team.

**5** ☐ College football isn't just about sporting achievements. Keith Jackson, a sports journalist, once said that it's a reflection of Middle America because it brings together three generations of a family. He claimed that not only the university but also the community and the families focus their attention on college football. And that's why it continues to attract huge crowds of passionate supporters.





## 2E LISTENING AND VOCABULARY

### 1 Choose the correct words to complete the definitions.

- 1 A *commentator / presenter* introduces a TV or radio programme and talks to guests.
- 2 A *commentator / presenter* tells viewers or listeners of a sports event what is happening.

### 2 11 Listen to Part 1 of a radio programme and decide if statements 1–3 are true or false.

- 1 ☐ Zinedine Zidane was a player and a manager at the same football club.
- 2 ☐ Zidane didn't want to leave Real Madrid.
- 3 ☐ Sports stars usually choose a TV career because they can't find work in sports management.

### 3 12 Listen to Part 2 of the programme and choose the correct answers.

- 1 Gary Neville won the English Premier League  
a twice.      b five times.      c eight times.
- 2 His only experience of club management was in  
a Manchester.      b Munich.      c Valencia.
- 3 Paula Radcliffe  
a won an Olympic gold medal.  
b is the women's marathon world record holder.  
c never won a marathon outside the UK.
- 4 She enjoys being a commentator on TV  
a but she misses her athletic career.  
b but she doesn't have enough time for her family.  
c because she can focus more on her personal life.
- 5 Richie Benaud took a presenter training course  
a in Australia.      b for the BBC.      c after he retired
- 6 He commentated on cricket in  
a England only.      b Australia only.  
c England and Australia.

### Vocabulary extension

### 4 13 Match the two parts of the phrases from the radio programme in Exercises 2 and 3. Listen and check.

- |                                       |              |
|---------------------------------------|--------------|
| 1 <input type="checkbox"/> achieve    | a the record |
| 2 <input type="checkbox"/> appear     | b on a game  |
| 3 <input type="checkbox"/> hold       | c from sport |
| 4 <input type="checkbox"/> retire     | d a title    |
| 5 <input type="checkbox"/> win        | e on TV      |
| 6 <input type="checkbox"/> commentate | f success    |

### 5 Complete the sentences with the correct forms of the verbs from Exercise 4.

- 1 In 2017, Roger Federer won the Wimbledon Gentlemen's Singles title for the eighth time!
- 2 Who \_\_\_\_\_ the world record for the 100 m race?
- 3 Jimmy Magee \_\_\_\_\_ on sports on TV and radio for more than fifty years. He died in 2017.
- 4 The winner of the marathon will \_\_\_\_\_ on TV to talk about her new record.
- 5 Most professional tennis players \_\_\_\_\_ from the sport before they are thirty.
- 6 Not all professional athletes \_\_\_\_\_ success.

### Pronunciation

### 6 14 Look at these words from the radio programme in Exercises 2 and 3. Which two words have a different c sound to the others? Listen, check and repeat.

active athletics career clearly colleagues  
commentators Olympic once record respected  
unlucky voice

### ACTIVE PRONUNCIATION | Hard and soft c

The letter c can be pronounced as /k/ or /s/.

- It is pronounced /k/ when it is followed by a, o, u or a consonant (e.g. *car, crash*).
- It is pronounced /s/ when it is followed by e, i or y (e.g. *city*).
- It is also pronounced /k/ when it appears at the end of a word (e.g. *athletic, Olympic*).

### 7 15 These words all contain two letters c. Which sound is each c? Choose the correct answers. Listen and check. Then practise saying the words.

- 1 tactics  
a /k/ and /s/      b both /s/      c both /k/
- 2 success  
a /s/ and /k/      b /k/ and /s/      c both /s/
- 3 circle  
a both /k/      b both /s/      c /s/ and /k/
- 4 criticise  
a /k/ and /s/      b /s/ and /k/      c both /k/
- 5 cricket  
a both /k/      b /k/ and /s/      c both /s/

### 8 16 Study Active Pronunciation again and decide what sound the letter c represents in these place names. Write /k/ or /s/. Listen, check and repeat.

Cities: Valencia /s/, Barcelona \_\_, Auckland \_\_

Rivers: Colorado \_\_, Orinoco \_\_, Cimarron \_\_

Mountains: Aconcagua \_\_, Cinder Cone \_\_, Cederberg \_\_

Islands: Cuba \_\_, Iceland \_\_, Cyprus \_\_

### 9 17 Listen to some words. How many times does the letter c appear in each word? Write *once*, *twice* or *not at all*?

- |                     |         |
|---------------------|---------|
| 1 <u>not at all</u> | 5 _____ |
| 2 _____             | 6 _____ |
| 3 _____             | 7 _____ |
| 4 _____             | 8 _____ |

### 10 18 Listen and check your answers to Exercise 9.



- 1  19 Listen and repeat the phrases. How do you say them in your language?

### SPEAKING | Apologising

#### SAYING SORRY

Sorry!

I'm really sorry.

I'm sorry that I misbehaved in class yesterday.

I'm sorry that I didn't do the project on time.

Sorry about that.

It was my fault.

#### EXPLAINING

It was stupid/wrong of me.

I (completely) forgot.

I didn't realise (that) it was so late.

I did it by mistake.

It was an accident.

#### ACCEPTING AN APOLOGY

Never mind.

That's OK/alright.

Don't worry about it.

It can happen to anyone.

- 2 Match the two parts of the sentences for apologising.

- |                                          |                            |
|------------------------------------------|----------------------------|
| 1 <input type="checkbox"/> Sorry about   | a by mistake.              |
| 2 <input type="checkbox"/> It was my     | b fault.                   |
| 3 <input type="checkbox"/> It was wrong  | c to anyone.               |
| 4 <input type="checkbox"/> I didn't      | d mind.                    |
| 5 <input type="checkbox"/> I did it      | e of me.                   |
| 6 <input type="checkbox"/> It was        | f that.                    |
| 7 <input type="checkbox"/> Never         | g an accident.             |
| 8 <input type="checkbox"/> It can happen | h realise that I was late. |

- 3 Complete the sentences with the words and phrases from the box.

about that an accident completely forgot ~~fault~~  
mistake realise really sorry that stupid

- Sorry, everyone. It was my fault. It was \_\_\_\_\_ of me to kick the other player.
- I'm \_\_\_\_\_ sorry. It was \_\_\_\_\_. I kicked the ball towards the wall, but it hit the window.
- Oh no! I \_\_\_\_\_ that it was your birthday!
- Are you OK? Sorry \_\_\_\_\_. I didn't \_\_\_\_\_ you were standing there.
- Sorry! I wrote 5.30 instead of 3.30 by \_\_\_\_\_ and you missed the match because of me!
- I'm \_\_\_\_\_ I didn't come to see you. I was very busy.

- 4 Match responses a-f with apologies 1-6 from Exercise 3.

- ☐ Don't worry about it. I forgot your birthday too, remember?
- ☐ That's OK. They didn't play anyway because it started to rain.
- ☐ Don't worry about it. I can fix it.
- ☐ Never mind. It doesn't hurt.
- ☐ That's OK. It can happen to anyone. Luckily, we won the match.
- ☐ That's alright - I know you've got a lot of work to do.

- 5 Choose the correct responses to complete the mini-conversations.

1

**Melanie** Hi everyone. I'm really sorry I'm late. I didn't realise the meeting was this morning.

**Harvey** \_\_\_\_ We started without you.

- Never mind.
- It was your fault.
- I completely forgot.

2

**Joyce** Hey! That's my sandwich!

**Brian** Oh. \_\_\_\_

**Joyce** That's alright. I'm not really hungry.

- Really? That's interesting!
- Don't worry about it.
- Sorry about that.

3

**Mum** Hey, the door isn't locked.

**Fiona** \_\_\_\_ I forgot to lock it when I went out.

**Mum** I hope nothing's missing.

- Awesome!
- It's my fault.
- I didn't realise it was locked.

4

**Kate** I'm sorry, Dad. \_\_\_\_ to leave your umbrella on the bus.

**Dad** Don't worry about it. It can happen to anyone. I left it on the bus once myself.

- I completely forgot
- It was stupid of me
- I don't think it's bad





## 2G WRITING | A biography

Mention why you chose this person; say why he/she is famous/important/inspiring.

Talk about his/her early life and talents.

Talk about his/her achievements and what he/she did.

Talk about what the person did later (or does today).

Sum up the person's life in a few words; perhaps mention his/her personality.

### An inspiration to everyone

The 2012 London Olympics were a chance for the whole country to celebrate Britain's multicultural society. The person I am <sup>1</sup>writing about is my inspiration because he represented modern Britain better than any other athlete.

Mo Farah was born in Somalia, East Africa, in 1983. His father had British citizenship, <sup>2</sup> Mo moved to Britain when he was eight years old. He arrived in a foreign country and, what's <sup>3</sup>, he spoke almost no English. His PE teacher soon noticed that he was good at running and Mo joined a local athletics club.

He won five school championships and, <sup>4</sup> that, he started winning medals in adult competitions, but he achieved widespread popularity only after the Olympics, when he won two gold medals, in the 10,000 metre and the 5,000 metre races. <sup>5</sup> of his success and a happy, smiling face, he became the symbol of Britain's Olympic team.

Mo Farah's success continued after the Olympics and, four years <sup>6</sup> in Rio, he won two more gold medals for the same distances. In the 10,000 metres, he fell at one point after another runner bumped into him, but got up and still won the race! <sup>7</sup>, in 2017, he received a knighthood from Queen Elizabeth and became Sir Mo Farah.

Mo's success and popularity <sup>8</sup> that anyone can achieve their dreams. That's <sup>9</sup> he is a great role model and inspiration to everyone, whatever their background.

#### 1 Read the short biography and answer the questions.

- Who is the biography about? Mo Farah
- Why is he famous? \_\_\_\_\_
- Where and when was he born? \_\_\_\_\_
- When did he start to become really popular? \_\_\_\_\_
- What happened to him in 2017? \_\_\_\_\_

#### 2 Read the biography again and complete it with the words from the box.

after because finally later more show so  
why writing

#### 3 Complete the sentences with linking words.

- After training hard for a long time, she finally got into her college team.
- Ten years later she won her second gold medal at the age of twenty-nine.
- She also won two silver medals.
- What's more, she does a lot for charity.
- She's a great role model – that's why I have chosen her.

#### 4 Match the two parts of the sentences.

- |                                                             |                                          |
|-------------------------------------------------------------|------------------------------------------|
| 1 <input type="checkbox"/> The person I am writing about is | a at explaining difficult ideas clearly. |
| 2 <input type="checkbox"/> She was born                     | b Physics and Maths.                     |
| 3 <input type="checkbox"/> She studied                      | c she became a teacher.                  |
| 4 <input type="checkbox"/> She was good                     | d an inspiration to many.                |
| 5 <input type="checkbox"/> At the age of thirty             | e started a political party.             |
| 6 <input type="checkbox"/> Ten years later, she             | f role model for all of us.              |
| 7 <input type="checkbox"/> She is a positive                | g in London in 1985.                     |

#### 5 WRITING TASK Use the Internet to research the life of an inspirational sportsperson or teacher. Write a biography of his/her life.

### ACTIVE WRITING | A biography

#### 1 Plan your biography.

Include the following information:

- Why the person is important/inspiring.
- Details of his/her early life.
- Key achievements and the main events in his/her life.
- His/her later life.
- A summing up.

#### 2 Write the biography.

- Use 4–5 paragraphs to organise your writing.
- Explain when things happened: ten years later, next, after that, then, finally.
- Add information: and, also, what's more.
- Give reasons: because, so, that's why.

#### 3 Check that ...

- your biography starts in an interesting way.
- your biography is organised into paragraphs.
- there are no spelling or grammar mistakes.
- you have a good range of vocabulary and structures.
- your biography finishes with a short summary.



## 1 2A GRAMMAR AND VOCABULARY Complete the sentences with the verbs from the box.

check compare ~~do~~ hand out took pay put up(x2)

- I want you to do this exercise for homework.
- I'd like you to \_\_\_\_\_ your answers with a partner before you tell the class.
- Can you \_\_\_\_\_ these worksheets for me, please?
- Please \_\_\_\_\_ attention to what I'm saying.
- We \_\_\_\_\_ our posters on the classroom wall.
- Our teacher told us about Napoleon and we \_\_\_\_\_ some notes.
- Please don't shout - \_\_\_\_\_ your hand if you know the answer.
- Don't forget to \_\_\_\_\_ your answers before you return your test papers.

## 2 2B VOCABULARY Choose the correct words to complete the sentences.

- My dad gets upset when I don't *fail* / *pass* my exams.
- I love Art but I'm not very good *at* / *in* it.
- Which exam are you *revising* / *taking* for today?
- I don't *cheat* / *skip* classes. I want to do well at school.
- I need to get good marks *in* / *on* Maths this year.
- Even very *brainy* / *selfish* students need to study hard.
- I don't like tests where we need to learn about lots of new words *by* / *from* heart.
- You can get a degree *on* / *in* Viking Studies at University College London. That sounds cool!
- The students are *taking* / *reading* their Physics exam.
- You need very good marks to study *in* / *at* Oxford University.

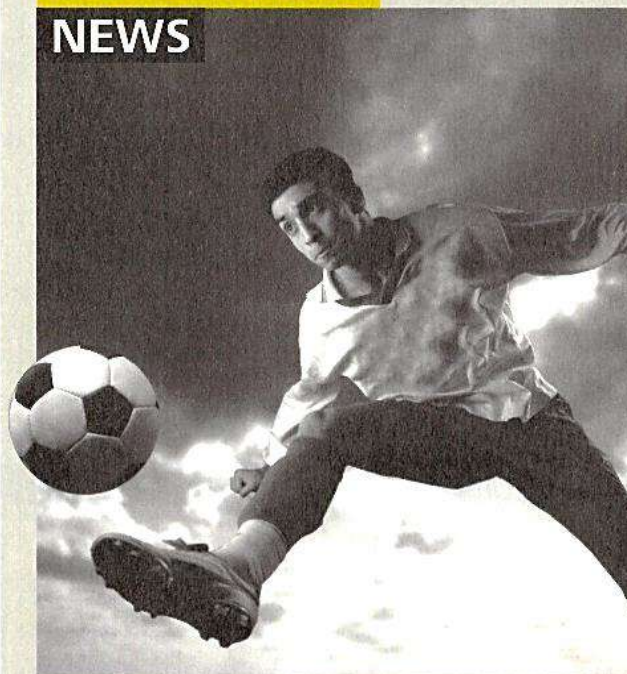
## 3 2D READING AND VOCABULARY Choose the correct words to complete the sentences. Sometimes more than one answer is correct.

- We beat \_\_\_\_.  
a the other team    b the championship    c a medal
- Did you win \_\_\_\_?  
a a medal    b the match    c a prize
- The team played \_\_\_\_.  
a a competition    b a match    c a race
- Our school organised \_\_\_\_.  
a a race    b a competition    c a medal
- How many \_\_\_\_ did they score?  
a points    b draws    c goals
- The two teams \_\_\_\_ the match 2-2.  
a beat    b won    c drew
- We'd like to take part in the \_\_\_\_.  
a race    b competition    c team
- My friends and I competed in different \_\_\_\_.  
a races    b matches    c games
- You need a ball to play \_\_\_\_.  
a chess    b squash    c tennis

## 4 2E LISTENING AND VOCABULARY Complete the sports report with one word in each gap.

# SPORTS

# NEWS



And now for our report on the match between the English and French <sup>1</sup>*champions*: Paris Saint-Germain and Manchester City. There were four goals in the first <sup>2</sup>*h*\_\_\_\_\_ and the teams went off the pitch with the score at 2-2. After the break, the <sup>3</sup>*r*\_\_\_\_\_ gave Manchester City's goalkeeper a red <sup>4</sup>*c*\_\_\_\_\_ for a bad foul. The Manchester City <sup>5</sup>*f*\_\_\_\_\_ weren't happy, but most people agreed with the decision. At this point, the Manchester City <sup>6</sup>*m*\_\_\_\_\_ decided to change two players and surprised everyone when he took off the team's <sup>7</sup>*c*\_\_\_\_\_.

With no leader on the pitch, the Manchester City players didn't know what to do and PSG scored three times in ten minutes.

Manchester City got a goal in the ninetieth minute but the final <sup>8</sup>*s*\_\_\_\_\_ was 5-3 to PSG. They will now play Barcelona in the quarter- <sup>9</sup>*f*\_\_\_\_\_.

In athletics, there was joy for the Nigerian 400 metres runner, Amina Edoro. She won the gold <sup>10</sup>*m*\_\_\_\_\_ and also broke the world <sup>11</sup>*r*\_\_\_\_\_ with a time of 45.08 seconds.

## 5 ON A HIGH NOTE Write a short report about a sports event that you watched recently. Mention the sport, who the teams or competitors were, what happened and how you felt about the result.



**1** For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

|    | Learning objective                                                              | Course material          | How confident I am (1–5) |
|----|---------------------------------------------------------------------------------|--------------------------|--------------------------|
| 2A | I can use the Past Simple to talk about finished actions or states in the past. | Student's Book pp. 18–19 |                          |
| 2B | I can talk about learning and studying.                                         | Student's Book p. 20     |                          |
| 2C | I can use <i>used to</i> to talk about regular habits or states in the past.    | Student's Book p. 21     |                          |
| 2D | I can predict what a text is going to be about and talk about sports.           | Student's Book pp. 22–23 |                          |
| 2E | I can identify key details in an interview about famous sportspeople.           | Student's Book p. 24     |                          |
| 2F | I can apologise, give explanations and accept a simple apology.                 | Student's Book p. 25     |                          |
| 2G | I can write a short biography.                                                  | Student's Book pp. 26–27 |                          |

**2** Which of the skills above would you like to improve in? How?

| Skill I want to improve in | How I can improve |
|----------------------------|-------------------|
|                            |                   |

**3** What can you remember from this unit?

| New words I learned and most want to remember | Expressions and phrases I liked | English I heard or read outside class |
|-----------------------------------------------|---------------------------------|---------------------------------------|
|                                               |                                 |                                       |



## GRAMMAR AND VOCABULARY

## 1 Complete the conversations with one word in each gap.

Amir What subjects are you <sup>1</sup>good at, Terry?

Terry When I <sup>2</sup>r\_\_\_\_\_ for exams, I usually <sup>3</sup>p\_\_\_\_\_ every subject, but I always get very good <sup>4</sup>m\_\_\_\_\_ in History.

Amir Do you learn all the dates by <sup>5</sup>h\_\_\_\_\_?

Terry Yes. That's the best way to <sup>6</sup>s\_\_\_\_\_ this subject. Some day I'd like to get a <sup>7</sup>d\_\_\_\_\_ in History.

Miss D <sup>8</sup>O\_\_\_\_\_ your books at page fifty-eight, please. You <sup>9</sup>d\_\_\_\_\_ exercises 1 and 2 for homework?

James Yes, Miss Dodd.

Miss D Good, let's <sup>10</sup>c\_\_\_\_\_ your answers now. Question 1.

James 'Went'!

Miss D Don't shout, James! Please <sup>11</sup>p\_\_\_\_\_ your hand up to answer. Now ... Question 2?

/ 5

## 2 Complete the sentences with the words from the box. There are two extra words.

athlete beat break champions cheat draw fans  
manager match prize referee score versus win

1 You're the manager of the team - it's your decision who plays in the \_\_\_\_\_.

2 I don't know how we \_\_\_\_\_ them. We were lucky!

3 I think he might \_\_\_\_\_ the world record today - he's in excellent shape!

4 When the \_\_\_\_\_ makes a decision, you should accept it. Don't argue.

5 Our \_\_\_\_\_ make more noise than any others in the league.

6 I don't believe it. We're the world \_\_\_\_\_. No-one can beat us!

7 The match was a \_\_\_\_\_. It finished 2-2.

8 I want to win this competition - the \_\_\_\_\_ is a new tennis racket!

9 We're going to have a boys \_\_\_\_\_ girls chess competition.

10 I hate it when players \_\_\_\_\_ by pretending to be hurt.

/ 5

## 3 Complete the conversation with the correct forms of the verbs in brackets.

Josh We had an interesting lesson today.

Holly Really? What <sup>1</sup>happened (happen)?

Josh A woman <sup>2</sup>\_\_\_\_\_ (come) to watch Mr Granger. She was a school inspector.

Holly <sup>3</sup>\_\_\_\_\_ (she/say) anything?

Josh No, she just <sup>4</sup>\_\_\_\_\_ (sit) quietly and watched. Anyway, Mr Granger planned the whole lesson using the computer, but it <sup>5</sup>\_\_\_\_\_ (not work)! Then he handed out some worksheets, but they all <sup>6</sup>\_\_\_\_\_ (fall) on the floor!

Holly Oh dear. Poor Mr Granger!

/ 5

## 4 Choose the correct forms to complete the sentences. Sometimes more than one answer is correct.

1 When I was younger, I \_\_\_\_\_ to enjoy going to school.

a didn't used b didn't use

2 I didn't \_\_\_\_\_ school dinners at primary school.

a like b use to like

3 Did you \_\_\_\_\_ all your exams last month?

a pass b use to pass

4 Which sports did you \_\_\_\_\_ when you were younger?

a play b use to play

5 My parents always \_\_\_\_\_ me to school.

a drove b used to drive

/ 5

## USE OF ENGLISH

## 5 Choose the correct words a-d to complete the text.

## AN ALL-ROUND EDUCATION

The West London Free School aims to be one of the best schools in the country. Its pupils certainly get good marks <sup>1</sup>\_\_\_\_\_ their exams. In some ways, the school is similar to how schools <sup>2</sup>\_\_\_\_\_ to be fifty years ago. There are strict rules: no-one is ever late for school and everyone <sup>3</sup>\_\_\_\_\_ attention to their teachers.

However, the students don't just <sup>4</sup>\_\_\_\_\_ exercises all day. They sit and <sup>5</sup>\_\_\_\_\_ notes and use the Internet for research. They often work <sup>6</sup>\_\_\_\_\_ groups to solve problems together and do project work. The students I saw seemed to enjoy their time at school.

1 a in b at c for d from

2 a were b did c used d use

3 a makes b gives c pays d keeps

4 a make b work c do d give

5 a carry b do c put d take

6 a on b with c for d in

/ 6

## 6 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

1 Al came first in the 200 m swimming race.

Al won a gold medal in the 200 m swimming race.

2 Dad always bought us a hot dog at half-time.

Dad always used \_\_\_\_\_ us a hot dog at half-time.

3 Caroline is a good swimmer.

Caroline is \_\_\_\_\_ swimming.

4 Did Richard play football when he was younger?

\_\_\_\_\_ to play football when he was younger?

5 My dog is ugly!

My dog \_\_\_\_\_ very beautiful.

/ 4

/ 30



## 3A GRAMMAR AND VOCABULARY

## Past Continuous and Past Simple

## 1 ★ Put the words in order to make sentences.

1 4 a.m. / everyone / it / sleeping / was / was / and  
*It was 4 a.m. and everyone was sleeping.*

2 was / Alison / six o'clock / at / eating breakfast  
\_\_\_\_\_

3 for the rain / to stop / waiting / we / were  
\_\_\_\_\_

4 coming up / the sun / was / behind the mountains  
\_\_\_\_\_

5 my bag / I / at eleven o'clock / packing / still / was  
\_\_\_\_\_

6 for the last time / my parents / checking /  
the documents / were  
\_\_\_\_\_

7 were / a high mountain / climbing / the boys  
\_\_\_\_\_

8 dad / driving / through town / was / the car  
\_\_\_\_\_

## 2 ★ Read Tom's notes. Complete the questions with the correct forms of the words in brackets. Use the Past Continuous.

## First day of the holidays!

6 a.m. - 6.30 a.m. we - pack our bags

8 a.m. - 9 a.m. we - drive to airport

11 a.m. - 3 p.m. we - fly to Greece

4 p.m. - 4.30 p.m. I - shower at hotel

5 p.m. - 5.30 p.m. my parents - walk into local  
town, I - go for a swim!

6.30 p.m. - 7.30 p.m. Mum - buy souvenirs

8 p.m. - 9.30 p.m. we - eat dinner at hotel bar

- 1 What were Tom's parents doing (Tom's parents/do) at 6.15 a.m.?
- 2 \_\_\_\_\_ (they/drive) to the airport at 10 a.m.?
- 3 What \_\_\_\_\_ (they/do) at 2 p.m.?
- 4 \_\_\_\_\_ (Tom's dad/have) a shower at 4.15 p.m.?
- 5 Who \_\_\_\_\_ (walk) into town at 5.15 p.m.?
- 6 \_\_\_\_\_ (Tom/swim) at 5.15 p.m.?
- 7 What \_\_\_\_\_ (Tom's mum/do) at 7 p.m.?
- 8 \_\_\_\_\_ (they all/eat) dinner at 9 p.m.?

## 3 ★ Match answers a-h with questions 1-8 from Exercise 2.

- a ☐ No, he wasn't.
- b ☐ Yes, they were.
- c ☐ They were packing their bags.
- d ☐ Tom's parents.
- e ☐ Yes, he was.
- f ☐ No, they weren't.
- g ☐ She was buying souvenirs.
- h ☐ They were flying to Greece.

## 4 ★ Match questions 1-8 with short answers a-h.

- 1 ☐ Were you staying in a hotel?
  - 2 ☐ Was Lena going camping?
  - 3 ☐ Was I talking in my sleep?
  - 4 ☐ Were the children visiting their aunt?
  - 5 ☐ Was the booking system working?
  - 6 ☐ Was Connor waiting at the bus stop?
  - 7 ☐ Were your parents driving to Paris?
  - 8 ☐ Were you and your friend sunbathing?
- a Yes, he was. He wanted to catch the bus.
  - b No, we weren't. We were camping.
  - c Yes, we were. It was really hot!
  - d No, they weren't. They were visiting their grandma.
  - e Yes, it was. We booked our flights.
  - f No, they weren't. They were flying there.
  - g No, she wasn't. She was going skiing.
  - h Yes, you were. You were funny!

## 5 ★★ Choose the correct forms to complete the sentences.

- 1 I chose / was choosing a glass model of the Eiffel Tower when I broke / was breaking it!
- 2 I answered / was answering the phone while I sat / was sitting in the cinema.
- 3 We saw / were seeing a bear while we drove / were driving along the mountain road!
- 4 We flew / were flying to the USA when we saw / were seeing another plane fly past us!
- 5 We waited / were waiting for our plane when the police told / were telling everyone to leave the airport.
- 6 As we sailed / were sailing to the island, a dolphin appeared / was appearing in the water!
- 7 Amber and Johnny ate / were eating dinner when the waiter dropped / was dropping a bottle of water.
- 8 I fell / was falling and hurt myself as I ran / was running to catch the bus.



- 6 ★★ Complete the blog posts with the correct Past Simple or Past Continuous forms of the verbs in brackets.

### TELL US YOUR HOLIDAY EXPERIENCES!



We <sup>1</sup>were staying (stay) in the south of Morocco. One day, we decided to walk into the desert to watch the sun go down. At six o'clock, we <sup>2</sup>\_\_\_\_\_ (walk) towards the sand dunes. It was a beautiful evening. We <sup>3</sup>\_\_\_\_\_ (sit) on the sand when, suddenly, the wind <sup>4</sup>\_\_\_\_\_ (start) blowing really hard. It was impossible to see anything. It was scary!  
*Sand storm in Morocco – Alex, 15*



We <sup>5</sup>\_\_\_\_\_ (drive) in France last summer. I <sup>6</sup>\_\_\_\_\_ (look) at a map in the back of the car when Dad suddenly <sup>7</sup>\_\_\_\_\_ (open) the window. I <sup>8</sup>\_\_\_\_\_ (not hold) the map very tightly and it <sup>9</sup>\_\_\_\_\_ (fly) out of my hands and out of the window! Luckily there was no-one behind us.  
*Flying map! – Sarah, 14*

- 7 ★★ Use the prompts to write sentences in the Past Simple and Past Continuous.

- 1 I / buy / souvenirs / when / someone / steal / my wallet  
*I was buying souvenirs when someone stole my wallet.*
- 2 We / fly / home from Iceland / when / we / see / the Northern Lights  
\_\_\_\_\_
- 3 They / have / an accident / while / they / drive to the beach  
\_\_\_\_\_
- 4 My parents / meet / an old friend / while / they / sightsee / in Istanbul  
\_\_\_\_\_
- 5 Ben nearly / drown / while / he / swim / in the pool  
\_\_\_\_\_
- 6 I / eat / dinner / when / I / suddenly / feel / ill  
\_\_\_\_\_
- 7 As / the children / swim / it / start / to rain  
\_\_\_\_\_
- 8 While / Callum / ride / his bike / he / see / a wild horse  
\_\_\_\_\_

- 8 ★★★ Use the prompts to write the questions to the answers.

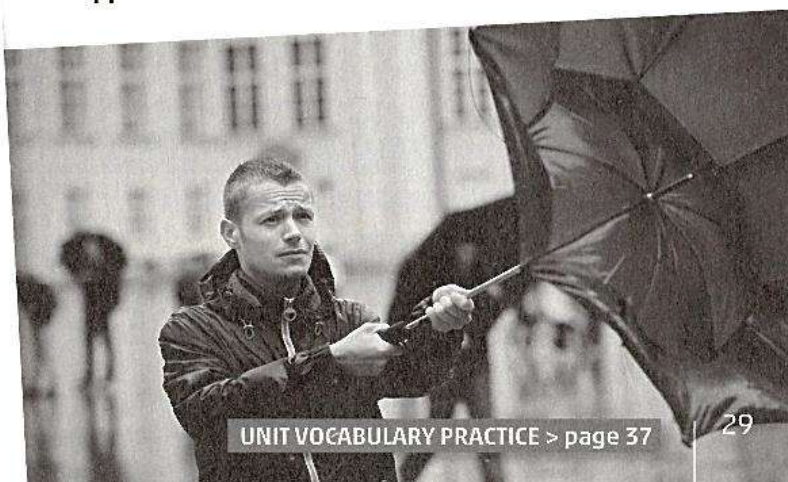
- 1 What / you / do / at ten o'clock last night?  
*What were you doing at ten o'clock last night?*  
I was packing my bag for the holiday.
- 2 Arthur / look / at his holiday photos / when / you / see him?  
\_\_\_\_\_  
No, he wasn't. He was watching a travel programme on TV.
- 3 your parents / sleep / when / you / get home?  
\_\_\_\_\_  
No, they weren't. They were waiting for me.
- 4 it / rain / when / you / arrive?  
\_\_\_\_\_  
Yes, it was.
- 5 Where / you / go / when my dad / see / you?  
\_\_\_\_\_  
I was going to the library.

- 9 ★★★ Complete the sentences with the correct forms of the verbs from the box.

chat drive drop eat fall hit read ride run sail shine sing tell ~~travel~~ wait

- 1 While we were travelling by bus to our hotel, I \_\_\_\_\_ three chapters of my new book!
- 2 Dad nearly \_\_\_\_\_ asleep while he \_\_\_\_\_ along the motorway!
- 3 We \_\_\_\_\_ our bikes along a mountain road when I \_\_\_\_\_ a rock and fell off.
- 4 The sun \_\_\_\_\_ and the birds \_\_\_\_\_ as we began to climb the mountain.
- 5 As my mum \_\_\_\_\_ to catch the bus, she \_\_\_\_\_ her shopping bag.
- 6 My parents \_\_\_\_\_ at a bus stop when someone \_\_\_\_\_ them there were no buses on Sundays.
- 7 While the lorry driver \_\_\_\_\_ from England to France on the ferry, he \_\_\_\_\_ lunch in the ferry's restaurant.
- 8 At nine o'clock, the students on the summer camp \_\_\_\_\_ in their rooms.

- 10 **ON A HIGH NOTE** Write a short paragraph about two unusual, funny or unpleasant things that happened while you were doing something else. Say what happened afterwards.





## 3B VOCABULARY | Travelling

- 1 ★ Match the kinds of holiday from the box with the definitions.

adventure holiday city break cruise excursion  
expedition journey package holiday school trip

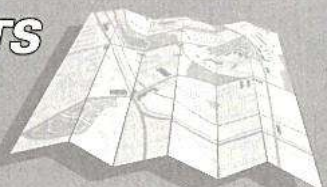
- 1 You go on this with your school friends. school trip
- 2 This is a holiday on a boat. \_\_\_\_\_
- 3 Explorers go on this to dangerous places. \_\_\_\_\_
- 4 You can go canoeing, skiing or climbing. \_\_\_\_\_
- 5 This is a short trip, maybe just for one day. \_\_\_\_\_
- 6 You spend one or two days in a big city. \_\_\_\_\_
- 7 This includes your flights, hotel and food. \_\_\_\_\_
- 8 This is when you travel from one place to another. \_\_\_\_\_

- 2 ★ What kinds of holidays are they? Match adverts a-h with the holidays from Exercise 1.

a ☐

### THREE NIGHTS IN LISBON

Shopping, culture  
and sightseeing.



b ☐



**Year 10 students**  
spend three days in  
Wales with your History  
and Geography teachers.

c ☐

**TWO WEEKS IN SPAIN**  
Flight, hotel and all meals included  
in the price.

d ☐

**SIX WEEKS SAILING  
IN THE MEDITERRANEAN  
ON A FANTASTIC SHIP.**

e ☐

**COACH FROM LONDON TO PRAGUE**  
TWENTY-TWO HOURS.  
CHEAP AND COMFORTABLE.



- 3 ★ Choose the correct words to complete the sentences.

- 1 We arrived *at / in* the airport late in the evening.
- 2 We're going to leave *for / to* Paris at five in the morning!
- 3 Our plane *took off / landed* an hour late – we were really bored waiting at the airport.
- 4 What time are we arriving *at / in* Venice?
- 5 We're travelling *on / by* bus from the airport to our hotel.
- 6 Did you stay *to / in* a nice hotel in Prague?
- 7 The pilot said that we are going to *take off / land* at the airport in twenty minutes.
- 8 Suzie checked *in / on* the hotel immediately after she landed in Rome.

- 4 ★★ Complete the mini-conversations with one word in each gap.

Paula Hurry up! We don't want to <sup>1</sup>miss our train.

Jack Don't worry. We can <sup>2</sup>g\_\_\_\_\_ a taxi to the station.

Mother How was the journey?

Adrian Tiring. We <sup>3</sup>b\_\_\_\_\_ the plane at 6.30 but we didn't <sup>4</sup>t\_\_\_\_\_ off until eight o'clock. We <sup>5</sup>l\_\_\_\_\_ in Croatia at half past eleven and got to the hotel after midnight.

Tom Taxis from the airport are expensive. Let's <sup>6</sup>t\_\_\_\_\_ the train into the centre of Madrid.

Scott OK, but what about when we <sup>7</sup>a\_\_\_\_\_ at the station? Can we walk from there to the hotel?

- 5 **ON A HIGH NOTE** Choose one kind of holiday from Exercise 1 and write a short review for a website. Say how you got there, where you stayed, what you did and give your 'verdict' (if you liked it or not).

f ☐

Spend **two weeks** in **Slovenia**.  
Rock climbing, kayaking, hiking  
and swimming.



g ☐

**Tomorrow:** trip to the local market and  
castle with English speaking guide.  
Please sign up at reception.

h ☐

**WE ARE LOOKING FOR BIOLOGISTS TO STUDY  
ANIMAL HABITS IN INDONESIA.**



- 1  20 Listen and repeat the phrases. How do you say them in your language?

## SPEAKING | Asking for information

Excuse me, what time is the next train to Glasgow?  
Which platform does the train leave from?  
Where's the nearest tube station/bus stop/taxi rank?  
Is there a bus/tram we can catch to the Brunswick Centre?  
Is there a restaurant/bank/travel centre near here?  
How far is it to the bus station?  
Pardon me, I didn't hear that.  
I'm sorry, I didn't catch that.

- 2 Put the words in order to make sentences.

- 1 tube station / nearest / the / where's / ?  
Where's the nearest tube station?
- 2 me / catch / didn't / that / pardon / I  
\_\_\_\_\_
- 3 the restaurant / time / open / does / what / ?  
\_\_\_\_\_
- 4 far / how / the railway station / to / it / is / ?  
\_\_\_\_\_
- 5 does / from / platform / leave / the Paris train / which / ?  
\_\_\_\_\_
- 6 here / there / near / is / a travel centre / ?  
\_\_\_\_\_
- 7 Hereford / time / is / to / what / the next train / ?  
\_\_\_\_\_
- 8 into the village / there / I / a bus / catch / is / can / ?  
\_\_\_\_\_

- 3 Complete the questions with the words from the box.

Are Is How What ~~Where~~ Which

- 1 Where is the museum?
- 2 \_\_\_\_\_ time is the first train to Dover today?
- 3 \_\_\_\_\_ platform does it leave from?
- 4 \_\_\_\_\_ there a shopping centre near here?
- 5 \_\_\_\_\_ far is it to the park?
- 6 \_\_\_\_\_ there any trains to London in the evening?

- 4 Match answers a-f with questions 1-6 from Exercise 3.

- a ☐ I think it leaves from Platform Six.
- b ☐ Yes, the last one leaves at 21.08.
- c ☐ Yes, there is. It's on Liverpool Road.
- d ☐ It's on Baker Street, just opposite the taxi rank.
- e ☐ It's three kilometres. You can get a bus from here.
- f ☐ There's one at 6.15. It arrives at 7.42.

- 5 Complete the questions with one word in each gap.

- 1 Is there a map of the city centre?
- 2 Which platform does the Glasgow train leave \_\_\_\_\_?
- 3 What time is the next coach \_\_\_\_\_ Birmingham?
- 4 Is there a bus stop \_\_\_\_\_ here?
- 5 How far is it \_\_\_\_\_ the museum?
- 6 Is there a train we can catch \_\_\_\_\_ the city centre?

- 6 Choose the correct words to complete the sentences.

- 1 Where's the nearest bus *rank* / *park* / *stop*?
- 2 *There is* / *Is there* / *What is* a bus I can catch to the airport?
- 3 Sorry, I didn't *catch* / *find* / *keep* that.
- 4 What *stop* / *line* / *platform* do Blue Line trains leave from?
- 5 Is there a taxi *centre* / *rank* / *stop* near here?
- 6 Excuse me. *Where* / *How* / *What* far is it to Park View Hotel?

- 7 Put the sentences in order to make conversations.

- 1
  - a ☐ It's about 200 metres from here, outside the railway station.
  - b ☐ Where's the nearest bus stop?
  - c ☐ No, 200. Outside the railway station.
  - d ☒ Excuse me. Is there a bus I can catch to the airport?
  - e ☐ I'm sorry, I didn't catch that. Did you say 300 metres?
  - f ☐ Yes, the A1.

- 2
  - a ☐ What platform do Blue Line trains leave from?
  - b ☐ Oh, that's a long way. Is there a taxi rank near here?
  - c ☐ They don't have a number. Just look for the Blue Line and get off at the second stop.
  - d ☐ It's about two kilometres from here.
  - e ☐ No, but there's an underground station here. You need a Blue Line train to Mark's Square.
  - f ☒ Excuse me. How far is it to Park View Hotel?



## 3D GRAMMAR

### Relative pronouns

1 ★ Choose the correct relative pronouns to complete the sentences about people, places and things in Britain.

- 1 It's a sport *who / which / where* is popular all over the world.
- 2 She's the person *whose / who / which* was Britain's first female Prime Minister.
- 3 It's the town *where / who / whose* the Beatles come from.
- 4 He was the first person *which / that / whose* played James Bond.
- 5 He's the boy *which / whose / who* could be king one day.
- 6 She's a woman *who / whose / where* home is a castle.
- 7 It's the thing *which / where / who* British people love to talk about.
- 8 It's a food *that / who / where* is famous in England.

2 ★ Tick the sentences in which the relative pronoun can be left out. Put a cross if it cannot be left out.

- 1 ☒ This is the café in which we had that delicious cake.
- 2 ☐ Our Maths teacher is the person who we love going on school trips with.
- 3 ☐ Where's the market where we bought our souvenirs?
- 4 ☐ These are the ruins that we visited on our second day.
- 5 ☐ Do you want to see a photo of the waiter who dropped my soup?
- 6 ☐ I'd love to meet the person who painted this.
- 7 ☐ Is there a shop near here which sells water?
- 8 ☐ We met a Chinese couple whose daughter is a famous blogger.

3 ★★ Complete the blog with relative pronouns.

4 ★ In which sentences in Exercise 3 can you leave out the relative pronoun?

☐ ☐

5 ★★★ Join the two sentences using a relative pronoun. Make any other necessary changes. Write the relative pronoun in brackets if it is not needed.

1 This is the girl. I told you about her.

This is the girl (who/that) I told you about.

2 This is the taxi driver. He drove us from the airport to the hotel.

3 This is the market. I bought your present there.

4 This is the room. I shared it with my brother.

5 This was the woman. Her dogs were really noisy.

6 This was the local boy. He taught me a few useful phrases.

7 This is the hotel. We stayed here on holiday.

8 He is the chef. I love his food.

6 ON A HIGH NOTE Write a short paragraph about three of the things from the box. Use relative pronouns.

a place which you love  
food which you often eat  
someone who you admire  
an activity that you enjoy  
someone who is important for people in your country  
a famous person whose opinions are interesting

## CANADA QUIZ

Not many people know much about my country so here's a small quiz for you (answers below!)

### CAN YOU NAME ...

- 1 a delicious sauce *which/that* you put on your pancakes?
- 2 the province that includes Montreal \_\_\_\_\_ French is the first language?
- 3 the leaf \_\_\_\_\_ you can see on our flag?

4 the film director \_\_\_\_\_ famous films include *Avatar* and *Titanic*?

5 the tower \_\_\_\_\_ is over 550 metres tall?

6 the Canadian actor \_\_\_\_\_ starred in *La-la Land*?

7 the sport \_\_\_\_\_ is played by the team \_\_\_\_\_ name is the Blue Jays?

8 the name of the island \_\_\_\_\_ got its name from an English Queen?

1 maple syrup 2 Québec 3 maple leaf 4 James Cameron 5 CN Tower, Toronto 6 Ryan Gosling 7 Baseball 8 Victoria Island, British Columbia

Answers



## 3E LISTENING AND VOCABULARY

- 1 Look at the picture and the questions in Exercise 2. Choose the best answer.

What do you think the recording will be about?

- a a flight which couldn't take off
- b landing at the wrong airport
- c lost luggage because of security problems

- 2 21 Listen and check your answer to Exercise 1. Then choose the correct answers.

- 1 What did the speaker arrive with at the airport?
  - a phone batteries    b tablet    c boarding pass
- 2 What did he NOT do in the departure lounge?
  - a buy a newspaper
  - b eat a meal
  - c argue with security
- 3 At the gate, he
  - a waited impatiently in the queue.
  - b made sure he was the first to board.
  - c relaxed while other people boarded.
- 4 When he got on the coach he was shocked by
  - a something the attendant told him.
  - b the bad condition it was in.
  - c the number of people on board.
- 5 He was upset because
  - a of the departure time of his flight home.
  - b the price of the return coach was very high.
  - c he didn't have any time to see Tromsø.

### Vocabulary extension

- 3 Match the words and phrases from the box with the definitions.

aisle seat    baggage claim    duty-free  
recharge (my) batteries    ~~runway~~

- 1 The place where planes take off and land. runway
  - 2 To relax and get (my) energy back. \_\_\_\_\_
  - 3 Things you buy in special shops at the airport.  
\_\_\_\_\_
  - 4 A place to sit next to the passage between the rows of seats. \_\_\_\_\_
  - 5 The place where you get your luggage back after a flight. \_\_\_\_\_
- 4 22 Complete the extracts from the recording in Exercise 2 with the words and phrases from Exercise 3. Listen and check.
- 1 'You won't see much in two days,' my colleagues told me, but it was enough time for me to recharge my batteries.
  - 2 I bought some \_\_\_\_\_ – my favourite aftershave – and made my way to the gate.
  - 3 I sat in an \_\_\_\_\_ and we took off on time.
  - 4 At Bergen, we left the plane, took our luggage from the \_\_\_\_\_ area and found our coach.
  - 5 We could see that the \_\_\_\_\_ was covered in snow.



### Pronunciation

- 5 23 Look at these sentences from the recording in Exercise 2. Find one word in each sentence which includes silent letters. Listen and check.

- 1 After a busy period at work, I needed to relax so I booked a cheap return flight to Tromsø in the far north of Norway.
- 2 'You won't see much in two days,' my colleagues told me.
- 3 I sat in an aisle seat and we took off on time.
- 4 I bought some duty free – my favourite aftershave – and made my way to the gate.
- 5 The airline paid for food and drink, which is important in a country like Norway.

### ACTIVE PRONUNCIATION | Silent letters

Silent letters appear in words, but are not heard when those words are spoken. This can be confusing because we can see the letter in the spelling of the word, but we don't actually say it.

- 6 Which of these words have silent letters? Put them in the correct column. There are three extra words.

~~guest~~ island than tonight visa wheel wonderful

| silent gh | silent u | silent s | silent h |
|-----------|----------|----------|----------|
|           | guest    |          |          |

- 7 24 Listen and write some more words with silent letters. What are the silent letters in each word?

- |         |       |         |
|---------|-------|---------|
| 1 half  | l     | 4 _____ |
| 2 _____ | _____ | 5 _____ |
| 3 _____ | _____ | 6 _____ |

- 8 25 Listen to a foreign student trying to pronounce some difficult words which include silent letters. During the pauses, say the mispronounced words correctly.

- 9 26 Now listen and repeat the correct pronunciation.



### 3F READING AND VOCABULARY

- 1** Look at the pictures and read the first paragraph of the article. Choose the best answer.

What was unusual about Jason's journey?

- a He made the journey alone.
- b He used only his own body power.
- c He visited every country in the world.

- 2** Read the text and choose the correct answers.

- 1** According to their plan, Jason and Steve were not allowed to

- a go cycling.
- b travel on foot.
- c use a kayak.
- d travel in a car.

- 2** Jason and Steve

- a reached Miami 111 days after setting off on their round-the-world trip.
- b needed a rest from each other after crossing the Atlantic.
- c travelled by pedal boat to Portugal.
- d were travelling together when Jason had an accident.

- 3** After visiting Hawaii, Jason

- a didn't want to continue the journey.
- b continued alone, but often travelled with other people.
- c travelled back to the UK with some Australians.
- d travelled alone for the rest of the journey.

- 4** Jason was worried when travelling in Tibet because

- a he couldn't see very well in the dark.
- b he didn't have a visa to travel.
- c he thought he might get lost.
- d he thought the police would stop him.

- 5** How long did Jason spend in Jordan and Syria?

- a the whole of August
- b some months
- c some weeks
- d thirteen years

- 6** The article is about a man who

- a travelled the world alone.
- b found a new route around the world.
- c refused to give up his dream.
- d wasn't a good athlete.

### Vocabulary extension

- 3** Find the words in the text that match these definitions.

- 1** The motor part of a car, boat, etc. (para. 1) engine
- 2** People travelling in a car, bus, etc. (para. 1) p \_\_\_\_\_
- 3** A kind of boat which you push with your feet. (para. 2) p \_\_\_\_\_ b \_\_\_\_\_
- 4** A journey by boat across a sea. (para. 2) c \_\_\_\_\_
- 5** Things you need for a journey. (para. 3) s \_\_\_\_\_

- 4** Match the travel-related phrasal verbs from the box with their definitions.

drop off get away get on/off pick up see off set out

- 1** To collect someone in your car. pick up
- 2** To take someone by car and leave them at a place. \_\_\_\_\_
- 3** To enter or leave a bus or train. \_\_\_\_\_
- 4** To say goodbye to someone as they leave on a journey. \_\_\_\_\_
- 5** To go on holiday to have a rest. \_\_\_\_\_
- 6** To begin a journey. \_\_\_\_\_

- 5** Complete the sentences with the phrasal verbs from Exercise 4.

- 1** I can drop you off at the railway station on my way to work.
- 2** When Columbus \_\_\_\_\_ for India, he travelled west and landed in the Caribbean.
- 3** I'll come with you to the train station and \_\_\_\_\_ you \_\_\_\_\_.
- 4** Jeremy's tired and stressed and would love to \_\_\_\_\_ for a few days.
- 5** Can you \_\_\_\_\_ me \_\_\_\_\_ from work at five o'clock, please?
- 6** The train is leaving in two minutes. \_\_\_\_\_ quickly!

- 6** **ON A HIGH NOTE** Write a short paragraph about an exciting/dangerous/difficult journey you went on. Describe what happened and how you felt.





# JASON LEWIS

## achieving the impossible

In 1994, Jason Lewis and Steve Smith set out from London on an incredible round-the-world adventure. Their plan was to use only forms of transport that they could power themselves – kayaks, bicycles, skates, even a pedal boat! They didn't want to use anything with an engine. They couldn't drive or be passengers in a vehicle – so even hitchhiking wasn't allowed!

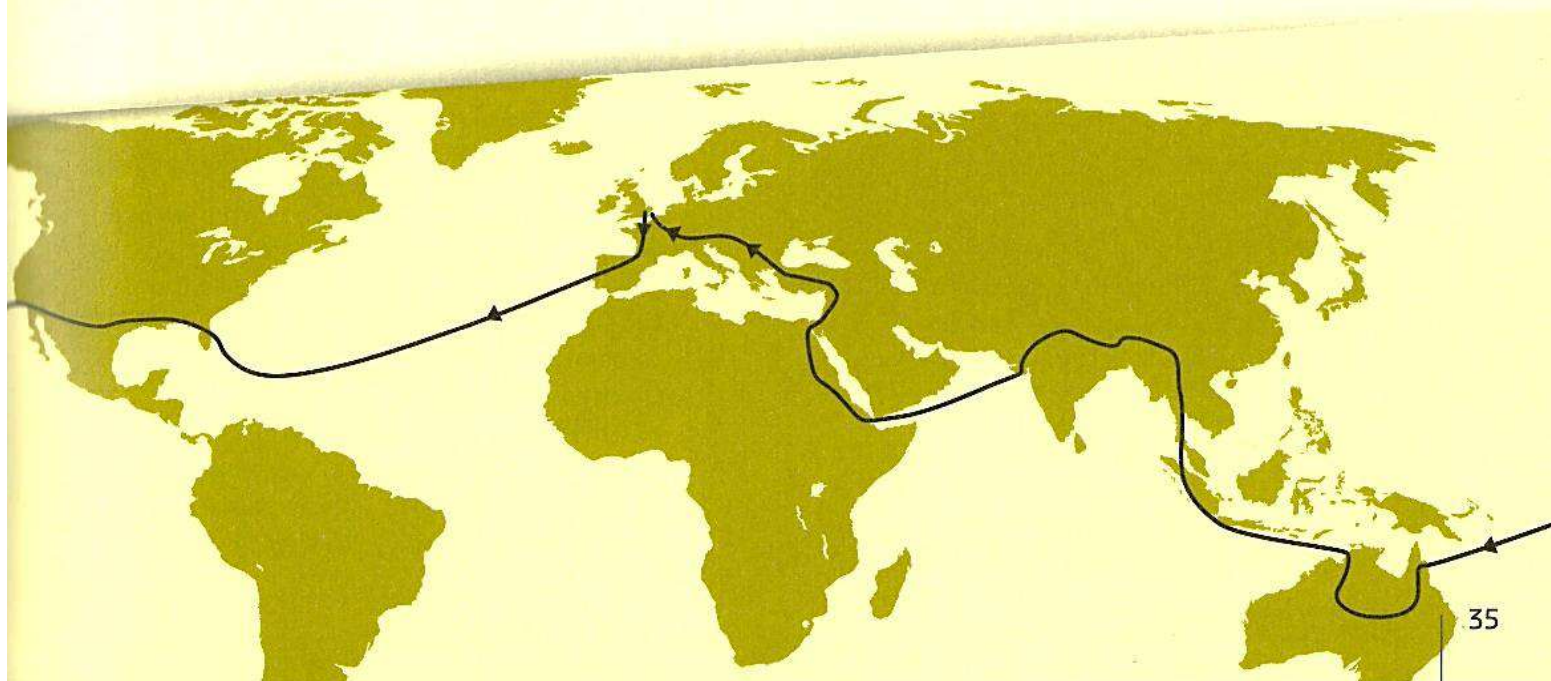
They travelled across the English Channel to France in a pedal boat and then cycled across France to Portugal. That's where things began to get difficult. Most people use pedal boats to have fun with at the beach, but Jason and Steve wanted to use one to cross the Atlantic Ocean! The crossing took 111 days and when they finally arrived in Miami, they were hungry and exhausted. Not surprisingly, they were also tired of each other's company. So they decided to cross the USA separately. Steve cycled and Jason skated. While he was skating to a town called Pueblo, a car hit him. It was more than three months before he was fit enough to continue his journey.

Steve and Jason reunited in California, but there were more problems when they tried to cross the Pacific Ocean. Their pedal boat sank and it took them another year to replace it and to collect new supplies. They finally set out once more. In Hawaii, Steve decided to leave the expedition, but Jason was determined to complete the journey and carried on solo. In fact, he wasn't alone for long. In Australia, teachers and their teenage students cycled with Jason for a while and later on he met other friendly, hospitable people who wanted to share his adventures.



In Tibet, Jason cycled at night. He had a visa to enter the country but foreigners can't travel independently in the country and the police have checks on the roads. Luckily, nobody saw him but Jason still felt very happy when he crossed the border into Nepal. He wasn't so lucky in Egypt. The police there thought he was a spy and put him in prison. Finally, they found out what he was doing and let him go. Jason spent the next few weeks travelling through Jordan and Syria and finally entered Europe from Turkey in early August. When he reached Belgium, his old pedal boat was waiting for him for the final sea crossing back to the UK. After all the problems, adventures and changes to his original plans, Jason finally arrived back in the UK after thirteen years, two months and twenty-four days!

When they started on their journey, Jason and Steve had two aims: the first was to push themselves to the limit. The second was to make people think about the pollution caused by cars, buses and planes. Today Jason visits schools – more than 900 in thirty-seven countries so far – and talks to students about the environment and making the right choices in life. Jason's trip changed his life and he is now helping to change other people's lives too.





## AN AMAZING PLACE

Mention where you went.

Say how you got there and describe the journey.

Talk about how you spent your time.

Sum up your overall experience.

I recently visited Vietnam with my parents. We spent a week in a town called Sapa. It's a tourist centre in the north of the country.

We flew to Hanoi. It took twelve hours but the journey was very comfortable. We flew with Vietnam Airlines so we had our first taste of Vietnamese food on the plane. It was delicious.

On the first day, we went sightseeing in Hanoi and then caught a night train to Sapa. It was an amazing journey with very scenic views. We booked a room at a local family's home and they were waiting for us at the station and drove us to their house. The next day, we went for a walk in the rice fields. It was a magical place. On the third day, we went to a market and tried different kinds of street food. Every day was special and I had a magical time. After Sapa, we had a week on Cat Ba Island. It was spectacular.

Vietnam made a really positive impression on me. The people were all incredibly friendly and welcoming. Overall, it was a wonderful trip and I'd love to go back one day.

### 1 Read the blog post and complete the information.

Country: <sup>1</sup> Vietnam  
 Airline: <sup>2</sup> \_\_\_\_\_  
 City they flew to: <sup>3</sup> \_\_\_\_\_  
 Two places they visited: <sup>4</sup> \_\_\_\_\_ <sup>5</sup> \_\_\_\_\_

### 2 Read the blog post again and complete the sentences with one word in each gap.

- 1 Sapa is a tourist centre.
- 2 They \_\_\_\_\_ to Hanoi.
- 3 They caught a \_\_\_\_\_ to Sapa.
- 4 They stayed with a local \_\_\_\_\_.
- 5 On the \_\_\_\_\_ day they went sightseeing.
- 6 On the \_\_\_\_\_ day they visited a market.
- 7 The writer had a \_\_\_\_\_ time in Sapa.
- 8 Cat Ba is an \_\_\_\_\_.
- 9 Vietnam made a positive \_\_\_\_\_ on the writer.
- 10 The people were friendly and \_\_\_\_\_.

### 3 WRITING TASK Look at these two adverts for holidays. Choose one and write a blog post about it. Research the place you choose online to help with ideas for activities.



#### COME TO THE JULIAN ALPS IN SLOVENIA

- Great mountain walks for beginners and experts.
- Beautiful Lake Bled with its castle on an island.
- Take a day trip to Italy or Austria.
- Swim in the magical Soca River.
- Excellent food, friendly people and spectacular views.
- Flights to Ljubljana. Then a bus or rent a car.
- 7 nights in a small guest house in the village of Bovec.

## CITY BREAKS IN SYRACUSE, SICILY

- Scenic city streets.
- Amazing Italian food.
- Fresh fruit and seafood at the market.
- Greek and Roman ruins.
- Flights to Catania. Then bus or train.
- Visit spectacular beaches, go walking in the hills, sightseeing in historic Noto.
- 7 nights in an apartment with sea views.



## ACTIVE WRITING | A blog post

### 1 Plan your blog post.

Use these ideas to help you plan your writing.

- Say where you went and why.
- Mention how you got there and what the journey was like.
- Talk about how you spent your time.
- Sum up your overall experience; mention the people and their behaviour towards you.

### 2 Write your blog post.

- Use positive adjectives to make your blog post more interesting.
- Use phrases from the Writing box in the Student's Book and from this page.

### 3 Check your blog post. Check that:

- all the relevant information is included.
- there are clear paragraphs in your writing.
- there are no spelling or grammar mistakes.
- there is interesting and relevant topic vocabulary.



## UNIT VOCABULARY PRACTICE

- 1 **3A GRAMMAR AND VOCABULARY** Complete the holiday 'to-do list' with one word in each gap.

*Things to do before I go*

<sup>1</sup> *Pack* my bags.

Ask Mum to <sup>2</sup> *d* \_\_\_\_\_ me to the airport.

*When I'm there*

<sup>3</sup> *R* \_\_\_\_\_ a bike along the coast.

<sup>4</sup> *S* \_\_\_\_\_ on the beach. (Take sun cream!)

Get up early and <sup>5</sup> *w* \_\_\_\_\_ the sunrise.

<sup>6</sup> *S* \_\_\_\_\_ the sights.

<sup>7</sup> *S* \_\_\_\_\_ to an island on a ferry.

<sup>8</sup> *T* \_\_\_\_\_ lots of photos.

- 2 **3B VOCABULARY** Complete the texts with the words from the box.

board break cruise fully in journey landed  
missed on package

*Tell us about your holidays!*

I like to relax on holiday, which is why I always choose a <sup>1</sup> *package* holiday with everything organised for me, or a <sup>2</sup> \_\_\_\_\_ on a ship around the Mediterranean. I don't have to worry that the hotel will be <sup>3</sup> \_\_\_\_\_ booked or that there isn't a bus to the airport. Akim, Leeds

We nearly <sup>4</sup> \_\_\_\_\_ the plane because we were busy buying duty-free at the airport. We were the last people to <sup>5</sup> \_\_\_\_\_ the plane and everyone looked at us as we got on. Luckily, we took off <sup>6</sup> \_\_\_\_\_ time and we <sup>7</sup> \_\_\_\_\_ in Greece ten minutes early. Gareth, Cardiff

- 3 **3C SPEAKING AND VOCABULARY** Complete the mini-conversations with one word in each gap.

**Tourist** Excuse me. Where's the subway station?

**Londoner** I'm sorry? What's a subway station?

**Tourist** Oh, of course. In Britain, you say <sup>1</sup> *underground* station.

**Londoner** Oh - you mean the <sup>2</sup> *t* \_\_\_\_\_ station! It's on Holland Park Avenue.

**Tourist** I can't climb these stairs with my heavy suitcases. Is there an elevator?

**Londoner** An elevator?

**Tourist** You know. To take me up to the Left <sup>3</sup> *L* \_\_\_\_\_.

**Londoner** Oh, you mean a <sup>4</sup> *l* \_\_\_\_\_. Sure - it's over there.

**Tourist** Let's take a <sup>5</sup> *c* \_\_\_\_\_ to Buckingham Palace.

**Londoner** A taxi? OK. There's a taxi <sup>6</sup> *r* \_\_\_\_\_ over there.

- 4 **3E LISTENING AND VOCABULARY** Choose the correct words to complete the sentences.

1 It's easy to \_\_\_\_\_ a flight on the Internet.

a book      b land      c miss

2 Print your boarding \_\_\_\_\_ before you go to the airport.

a pass      b review      c passport

3 Budget \_\_\_\_\_ are usually very cheap.

a aircraft      b airlines      c airports

4 Our flight was \_\_\_\_\_ by a few hours.

a cancelled      b delayed      c boarded

5 Put your suitcase on a \_\_\_\_\_ and you won't have to carry it.

a trolley      b package      c security

6 When you're meeting people off a plane, wait for them \_\_\_\_\_.

a at the gate      b in arrivals      c in the departure lounge

7 Tickets cost a lot more money in the \_\_\_\_\_ season.

a big      b high      c tall

8 I never take much \_\_\_\_\_ luggage on a plane - just a book and my phone.

a small      b left      c hand

- 5 **3F READING AND VOCABULARY** Choose the correct words to complete the sentences.

1 Trains are expensive, so why don't we try *boarding* / *hitchhiking*?

2 They didn't let me into the country because I didn't have a *trolley* / *visa*.

3 I like travelling *solo* / *up-to-date* because it gives me time to think.

4 My passport is only *valid* / *cancelled* for five months, so I need to get a new one.

5 The explorers *picked up* / *set out* on the first day of their mountain hike.

6 Wake up! We're crossing the *budget* / *border* from China into Vietnam.

7 Lots of young people travelled *overland* / *underground* to India through Afghanistan and Iran.

8 Many people want Scotland to be an independent *state* / *border* and not part of the UK.

- 6 **3G WRITING AND VOCABULARY** Match adjectives 1-5 with places, people or things a-e.

1 ☐ spectacular      a the journey by train

2 ☐ hospitable      b the day at the adventure park

3 ☐ scenic      c the view from the mountain top

4 ☐ fun      d our hotel room

5 ☐ attractive      e the people we stayed with

- 7 **ON A HIGH NOTE** Write a short paragraph about what you did to get ready for a holiday. Did you look up the place you were going to on the Internet? Did you buy anything special for the journey? What did you pack?



**1 For each learning objective, write 1–5 to assess your ability.**

1 = I don't feel confident. 5 = I feel confident.

|    | Learning objective                                                                                       | Course material          | How confident I am (1–5) |
|----|----------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 3A | I can use Past Simple and Past Continuous to talk about past experiences.                                | Student's Book pp. 34–35 |                          |
| 3B | I can talk about holiday activities, transport and accommodation.                                        | Student's Book p. 36     |                          |
| 3C | I can ask for information in situations related to travelling.                                           | Student's Book p. 37     |                          |
| 3D | I can use relative pronouns to talk about people, things and places.                                     | Student's Book p. 38     |                          |
| 3E | I can find specific details in a conversation and talk about problems while travelling.                  | Student's Book p. 39     |                          |
| 3F | I can get the main idea and find specific details in an article and talk about travelling and charities. | Student's Book pp. 40–41 |                          |
| 3G | I can write a blog post.                                                                                 | Student's Book p. 42     |                          |

**2 Which of the skills above would you like to improve in? How?**

| Skill I want to improve in | How I can improve |
|----------------------------|-------------------|
|                            |                   |

**3 What can you remember from this unit?**

| New words I learned and most want to remember | Expressions and phrases I liked | English I heard or read outside class |
|-----------------------------------------------|---------------------------------|---------------------------------------|
|                                               |                                 |                                       |



## GRAMMAR AND VOCABULARY

## 1 Complete the conversation with one word in each gap.

- Mandy Shall we go on a city <sup>1</sup>*break* next month?  
 Steve OK. How about Venice? We could <sup>2</sup>*s* \_\_\_\_\_ in a nice hotel.  
 Mandy Wonderful. If we use a budget <sup>3</sup>*a* \_\_\_\_\_, it will be cheap too.  
 Steve You have to pay a lot to take a suitcase, though.  
 Mandy We can just take <sup>4</sup>*h* \_\_\_\_\_ luggage. Then we won't need to queue up at the <sup>5</sup>*c* \_\_\_\_\_-in desk.  
 Steve <sup>6</sup>*B* \_\_\_\_\_!

/ 5

## 2 Complete the sentences with one word in each gap.

- 1 What time do we arrive *in* New York?  
 2 I always feel nervous when the plane takes \_\_\_\_\_.  
 3 The bus leaves \_\_\_\_\_ the beach in ten minutes.  
 4 Because of fog, we arrived \_\_\_\_\_ Birmingham Airport instead of Heathrow Airport.  
 5 The explorers set \_\_\_\_\_ for the coast at the beginning of January.  
 6 We sailed around the island \_\_\_\_\_ a ferry.

/ 5

## 3 Choose the correct words to complete the sentences.

- 1 We were putting up the tent when we *were seeing* / *saw* a snake in the grass.  
 2 *As* / *While* we were waiting for the train, we bought some sandwiches.  
 3 A cruise is a holiday *which* / *where* you spend on a boat.  
 4 *While* I *was packing* / *packed* my suitcase, I found some shells from my last holiday.  
 5 I was waiting in the departure lounge *when* / *while* I lost my passport.

/ 5

## 4 Complete the text with one word in each gap.

## One of these days ...

It was a day when everything seemed to go wrong. We <sup>1</sup>*were* visiting my aunt <sup>2</sup> \_\_\_\_\_ lived in a small village in the mountains. After a while, we got to a place <sup>3</sup> \_\_\_\_\_ there was a beautiful view of the town and sea. It was a great place for a photograph, so we stopped. We were getting out of the car <sup>4</sup> \_\_\_\_\_. Mum suddenly shouted. The car <sup>5</sup> \_\_\_\_\_ going backwards down the hill! Luckily, it didn't go very far and it was OK. We drove on but when we reached my aunt's house, she wasn't there. She was <sup>6</sup> \_\_\_\_\_ holiday!

/ 5

## USE OF ENGLISH

## 5 Choose the correct words a-c to complete the texts.

1

**Changes to the \_\_\_\_\_**  
 From 1st June the 10.24 train to London will leave at 10.22.

- a timetable    b transport    c platform

2

**Because of bad weather, all today's flights are \_\_\_\_\_.**

- a boarding    b cancelled    c booked

3

You are approaching an international \_\_\_\_\_.  
 Please have your passport ready for inspection.

- a destination    b expedition    c border

4

**DISTANCE AND JOURNEY TIMES**

\_\_\_\_\_ car: 11 km, 6 minutes    On foot: 9 km, 2 hours

- a With    b By    c On

5

**NO ROOM AVAILABLE.**

We are now fully \_\_\_\_\_ until August 24th.

- a boarded    b crowded    c booked

/ 5

## 6 Complete the text with one word in each gap.

It was 10th August and my family and I <sup>1</sup>*were* waiting for the train to take us to the seaside. We <sup>2</sup> \_\_\_\_\_ the eleven o'clock train because Dad couldn't find the tent <sup>3</sup> \_\_\_\_\_ we needed for our camping holiday! We finally arrived at the campsite in the evening, <sup>4</sup> \_\_\_\_\_ up our tent and cooked our evening meal. Personally, I prefer <sup>5</sup> \_\_\_\_\_ holidays which include your travel, hotel and food, but it was OK. There was a nice beach near the campsite so I spent a lot of time <sup>6</sup> \_\_\_\_\_ on the beach. I met some nice people and we had fun.

/ 5  
/ 30



## 4A GRAMMAR AND VOCABULARY

## Comparison of adjectives

## 1 ★ Choose the correct forms to complete the sentences.

- Which of these three snacks is the \_\_\_?  
a tasty    b tastier    c tastiest
- Children should eat something \_\_\_ than crisps.  
a healthy    b healthier    c healthiest
- This meal isn't as \_\_\_ as I thought, but it's really good.  
a cheap    b cheaper    c cheapest
- The film *The Chef* was \_\_\_ than I expected.  
a good    b better    c best
- British breakfasts are much \_\_\_ for you than continental breakfasts.  
a bad    b worse    c worst
- I was the \_\_\_ person in the restaurant and I'm only thirty-five!  
a old    b older    c oldest

## 2 ★ Match the two parts of the sentences.

- |                                                           |                                     |
|-----------------------------------------------------------|-------------------------------------|
| 1 <input type="checkbox"/> Carrots are healthier          | a expensive restaurant in our town. |
| 2 <input type="checkbox"/> Coffee is more                 | b busy – let's eat at home.         |
| 3 <input type="checkbox"/> This is the most               | c enough for all the customers.     |
| 4 <input type="checkbox"/> The restaurant is too          | d than crisps.                      |
| 5 <input type="checkbox"/> Dark chocolate is the least    | e tasty as yours.                   |
| 6 <input type="checkbox"/> The Jolly Frog is the furthest | f sweet kind of chocolate.          |
| 7 <input type="checkbox"/> This café isn't big            | g restaurant from my house.         |
| 8 <input type="checkbox"/> Restaurant pizzas aren't as    | h popular than tea in my family.    |

## 3 ★★ Put the words in order to make sentences.

- biggest / in the world / is / hot dog / this / the  
This is the biggest hot dog in the world.
- I / can / less / something / fattening / have / ?  
\_\_\_\_\_
- the / your meal / least / is / on the menu / nutritious  
\_\_\_\_\_
- is / fruit juice / fruit / for / than / better / you  
\_\_\_\_\_
- as / in other restaurants / expensive / aren't / the burgers here / as  
\_\_\_\_\_
- tastiest / in this place / the / pizza topping / what's / ?  
\_\_\_\_\_

## 4 ★★ Complete the sentences with the correct forms of the adjectives in brackets.

- Some special coffees are more fattening (fattening) than a burger and fries.
- This is the \_\_\_\_\_ (cheap) supermarket in the area.
- Are sweet potatoes \_\_\_\_\_ (good) for you than normal potatoes?
- This low-fat yoghurt isn't as \_\_\_\_\_ (tasty) as normal yoghurt.
- Experts say that broccoli is the \_\_\_\_\_ (nutritious) vegetable in the world.
- Home-made soup is \_\_\_\_\_ (healthy) than soup from a tin.

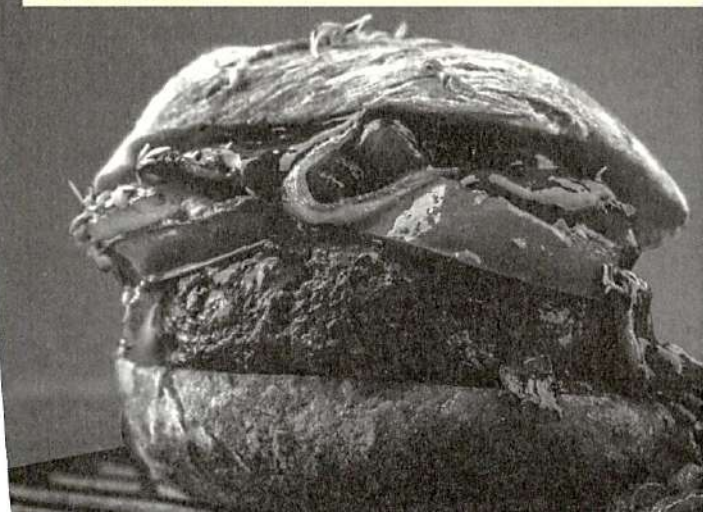
## 5 ★★ Complete the text with the correct forms of the adjectives in brackets. Add any other necessary words.

## Why try a gourmet burger?

They are <sup>1</sup>more expensive than (expensive) normal burgers; even <sup>2</sup>\_\_\_\_\_ (cheap) gourmet burger costs about £10 compared to 99p for a 'regular' burger. It's hard to believe, but <sup>3</sup>\_\_\_\_\_ (good) gourmet burgers can cost £100 or more! They use one of <sup>4</sup>\_\_\_\_\_ (fine) types of beef in the world – Wagyu beef from Japan. Wagyu beef is <sup>5</sup>\_\_\_\_\_ (health) normal beef and it's much <sup>6</sup>\_\_\_\_\_ (juicy), too.

One reason it costs more is that the Wagyu cows live <sup>7</sup>\_\_\_\_\_ (long) other beef cows and need a special diet. <sup>8</sup>\_\_\_\_\_ (famous) kind of Wagyu beef is Kobe beef, which comes from the Kobe area of Japan. But is it <sup>9</sup>\_\_\_\_\_ (good) as the experts say?

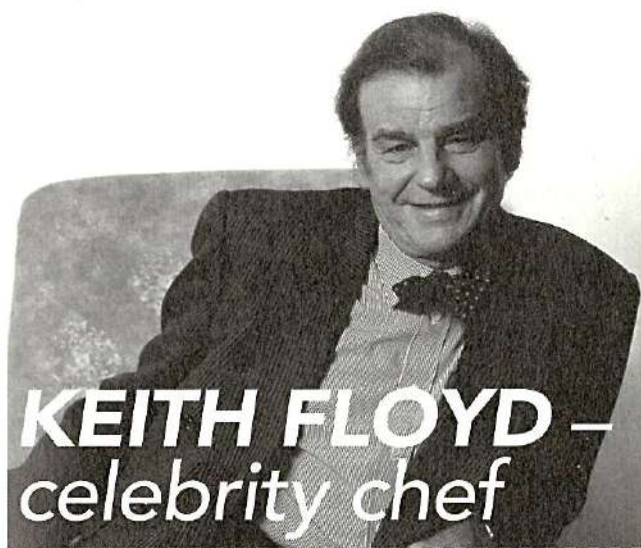
Some people are disappointed because you need an expert chef to cook it properly. It is <sup>10</sup>\_\_\_\_\_ (difficult) to cook well than normal beef and the correct temperature is essential. So, for the best gourmet burger, go to the best restaurant with the best chef and enjoy a special treat.





- 6 ★★ Complete the text with the words from the box. There are two extra words.

as (x2) best enough good more most than the (x2)



My favourite TV chef was Keith Floyd. His programmes were more interesting **1** than other cookery shows. I don't think other TV chefs are **2** \_\_\_\_\_ passionate about food as he was. I think he was also **3** \_\_\_\_\_ friendliest chef and he loved chatting to people from all over the world on his show. I think today's cookery shows are **4** \_\_\_\_\_ serious than Floyd's shows.

The **5** \_\_\_\_\_ series he presented was when he went to the USA – he showed the culture and people as well as the food and cooked everything from barbecued meat to delicious sea food. The **6** \_\_\_\_\_ exciting place he visited was Memphis – he met people who knew Martin Luther King, went to Elvis Presley's home and watched a blues concert. **7** \_\_\_\_\_ funniest programme was somewhere in the wild west. He cooked something for two cowboys, but they didn't like it and gave it to their dog – but Keith still showed that part on his programme. Not many TV chefs would be as brave **8** \_\_\_\_\_ that nowadays!

- 7 ★★★ **USE OF ENGLISH** Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- 1 My bread is nicer than the bread from the bakery. **AS**  
The bread from the bakery isn't as nice as my bread.
- 2 Chips in the UK aren't as thin as French fries in the USA. **THINNER**  
French fries in the USA \_\_\_\_\_ chips in the UK.
- 3 No restaurant in our town is better than this one. **THE**  
This is \_\_\_\_\_ in our town.
- 4 Dark chocolate is healthier than milk chocolate. **AS**  
Milk chocolate is \_\_\_\_\_ as dark chocolate.
- 5 I think that rice isn't as filling as bread. **MORE**  
I think that bread is \_\_\_\_\_ rice.

- 8 ★★★ Use the information and the prompts to write sentences.

## FOOD REVIEWS

**CLICK HERE** to write a fast food review

|            | Meal deal | Light bite | Sweet treat |
|------------|-----------|------------|-------------|
| Price:     | £2.20     | £2.80      | £2.45       |
| Taste:     | *         | **         | *****       |
| Nutrition: | ***       | ***        | *           |

- 1 The meal deal / cheap / the light bite  
The meal deal is cheaper than the light bite.
- 2 The meal deal / cheap / snack  
\_\_\_\_\_
- 3 The light bite / not / tasty / the sweet treat  
\_\_\_\_\_
- 4 The light bite / tasty / the meal deal  
\_\_\_\_\_
- 5 The sweet treat / tasty / of all  
\_\_\_\_\_
- 6 The meal deal / nutritious / the light bite  
\_\_\_\_\_
- 7 The light bite / nutritious / the sweet treat  
\_\_\_\_\_
- 8 The sweet treat / nutritious / of all  
\_\_\_\_\_

- 9 **ON A HIGH NOTE** Write a short paragraph comparing different fruit. Use adjectives from the box or other adjectives of your choice.

cheap expensive nutritious popular tasty





## 4B VOCABULARY | Food and drink

### 1 ★ Choose the word which does NOT fit in each sentence.

- I always put \_\_\_ on my bread.  
a jam      b melon      c honey
- No, I don't want \_\_\_ - I'm a vegetarian.  
a sausages      b mushrooms      c bacon
- I'd like something filling like a \_\_\_\_\_.  
a muffin      b doughnut      c cucumber
- We need some fruit. Can you buy some \_\_\_\_?  
a beans      b lemons      c grapes
- You will need \_\_\_ and eggs to make a cake.  
a lentils      b sugar      c butter

### 2 ★ Complete the mini-conversations with the words from the box.

bacon    cream    muffin    pancake    ~~roll~~

- Adrian** A ham sandwich, please.  
**Sally** White bread, brown bread or a <sup>1</sup>roll?  
**Amy** Do you want a <sup>2</sup>\_\_\_\_\_?  
**Bill** No, thanks. I don't like cakes.  
**Brad** Do you want <sup>3</sup>\_\_\_\_\_ in your coffee?  
**Jill** No, thanks. I can't eat anything made from milk.  
**Ahmed** What do you want on your <sup>4</sup>\_\_\_\_\_?  
**Sarah** Lemon and sugar, please.  
**Paul** Do you want some <sup>5</sup>\_\_\_\_\_ with your eggs?  
**Pam** No, thanks. I don't eat meat.

### 3 ★ Complete the words for these definitions with one letter in each gap.

- It's a fish with pink flesh. sal**m**on
- They grow on trees and are black or green.  
o \_\_\_\_\_ s
- It's a large fruit with a green skin and red inside.  
w \_\_\_\_\_ n
- It's a healthy breakfast food you mix with milk.  
p \_\_\_\_\_ e
- It's good on pancakes and comes from Canada.  
m \_\_\_\_\_ e s \_\_\_\_\_ p
- This cold drink has different flavours like chocolate or banana. m \_\_\_\_\_ e

### 4 ★ Match adjectives 1-8 with their opposites a-h.

- |                                      |              |
|--------------------------------------|--------------|
| 1 <input type="checkbox"/> mild      | a light      |
| 2 <input type="checkbox"/> crunchy   | b soft       |
| 3 <input type="checkbox"/> fresh     | c spicy      |
| 4 <input type="checkbox"/> fizzy     | d dry        |
| 5 <input type="checkbox"/> delicious | e sweet      |
| 6 <input type="checkbox"/> bitter    | f disgusting |
| 7 <input type="checkbox"/> hard      | g still      |
| 8 <input type="checkbox"/> heavy     | h smooth     |

### 5 ★★ Complete the sentences with the adjectives from Exercise 4

- The food was delicious, but a bit **heavy** - there was too much cream and cheese.
- This dish is \_\_\_\_\_. Can you give me the recipe?
- I didn't put any hot spices into the curry, so it's quite \_\_\_\_\_.
- The bread is \_\_\_\_\_ - I made it this morning.
- Don't put the butter in the fridge. It gets very \_\_\_\_\_ in there.
- I only drink \_\_\_\_\_ water. I don't like the bubbles in fizzy drinks.
- Do you prefer smooth or \_\_\_\_\_ peanut butter?

### 6 ★★ Complete the text with the words from the box. There are three extra words.

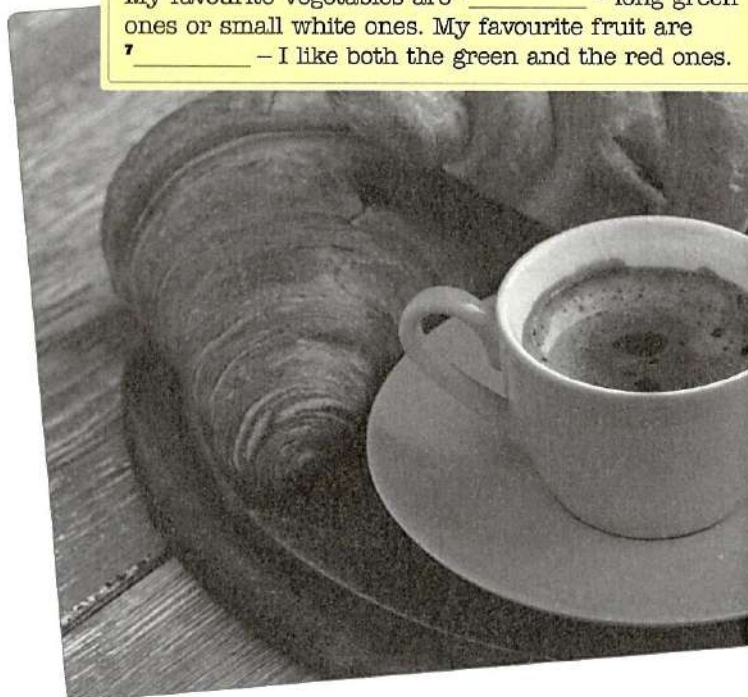
beans    bitter    ~~croissant~~    crunchy    grapes    lemons  
mushrooms    porridge    salt    sugar

#### What's your favourite food?

For breakfast, I always have a <sup>1</sup>**croissant**. It's a popular French breakfast food and it's delicious. I have that with a cup of coffee. I don't put any milk or <sup>2</sup>\_\_\_\_\_ in my coffee. I like the <sup>3</sup>\_\_\_\_\_ taste of black coffee.

For lunch, I often make an omelette. I sometimes put ham or cheese in it but, in September, I go into the forest to find <sup>4</sup>\_\_\_\_\_. They're delicious, but you have to be careful because some are very dangerous. I usually put a little sea <sup>5</sup>\_\_\_\_\_ on my omelette.

My favourite vegetables are <sup>6</sup>\_\_\_\_\_ - long green ones or small white ones. My favourite fruit are <sup>7</sup>\_\_\_\_\_ - I like both the green and the red ones.



### 7 ON A HIGH NOTE Write a short paragraph about the last time you ate out. What did the food taste like?



## Quantifiers

- 1 ★ Put the words from the box in the correct column.

beans ~~cream~~ eggs fruit honey jam olives rolls  
sausages sugar

There's some ...

There are some ...

cream

- 2 ★ Complete the sentences with *of*. Where *of* is not necessary, write -.

- Do you want a bit *of* ham?
- Is there any bread? Oh, there's a little bit \_\_\_\_\_ but not much.
- We've got a lot \_\_\_\_\_ eggs. Let's have an omelette.
- I don't want any cake. I ate a lot \_\_\_\_\_ before you arrived.
- Cerys eats lots \_\_\_\_\_ meat - her favourite is fried chicken.
- I think I'll have a couple \_\_\_\_\_ eggs for breakfast today.

- 3 ★★ Complete the sentences with the words from the box.

enough few little lot lots of many much (x2)

- How much bread is there in the cupboard?
- There isn't \_\_\_\_\_ sugar in my tea. Can I have some more?
- There's a \_\_\_\_\_ salt in the soup but not much.
- How \_\_\_\_\_ mushrooms did you find in the forest?
- There's too \_\_\_\_\_ sugar in this tea - I don't like it so sweet.
- Take as many rolls as you want - we've got \_\_\_\_\_ them.
- You can have a \_\_\_\_\_ crisps, but not many - they're not good for you.
- We need a \_\_\_\_\_ of eggs for this recipe.

- 4 ★★ USE OF ENGLISH Complete the blog post with one word in each gap.

## WE ASKED ...

## PEOPLE EAT TOO MUCH FAST FOOD. WHY? YOU TOLD US ...

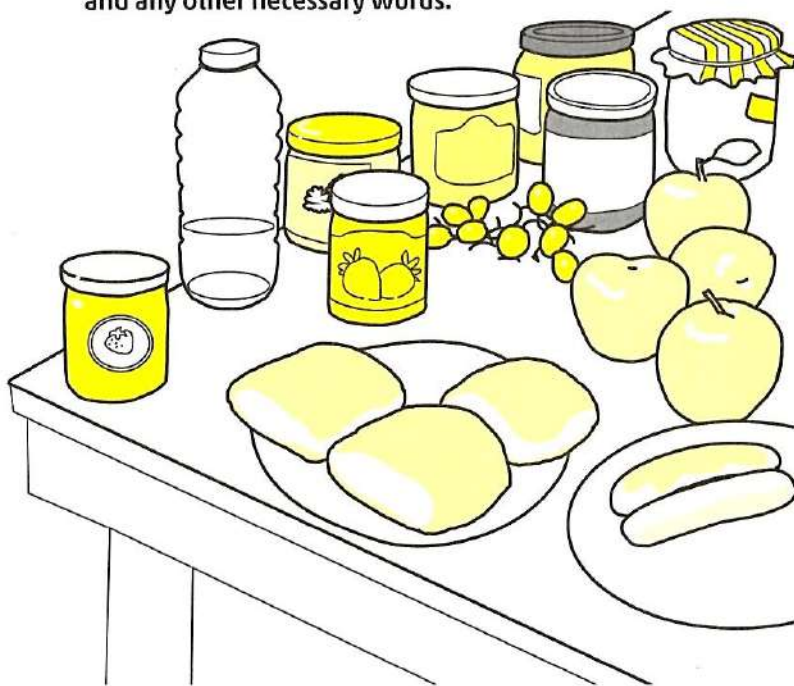
There isn't <sup>1</sup>enough time to cook a big meal in the evening because I don't leave work until eight p.m. There are <sup>2</sup> \_\_\_\_\_ of fast food restaurants so I can have something different each day. *Amanda*

There are too <sup>3</sup> \_\_\_\_\_ fast food restaurants in our cities. <sup>4</sup> \_\_\_\_\_ isn't enough choice. It's fast food or nothing. *Jake*

I think a lot <sup>5</sup> \_\_\_\_\_ people are just lazy. It only takes a <sup>6</sup> \_\_\_\_\_ time to cook rice and vegetables. *Jeff*

I really don't know. I don't like <sup>7</sup> \_\_\_\_\_ kind of fast food. I only eat healthy food - well, I have a little <sup>8</sup> \_\_\_\_\_ of cake with my mid-morning coffee but I eat salad and fish for lunch. *Tia*

- 5 ★★★ Look at the picture and complete the questions and answers. Use *a lot (of)*, *a little*, *a few*, *any*, *couple* and any other necessary words.



Ellis Are <sup>1</sup>there any rolls?

Joey Yes, <sup>2</sup> \_\_\_\_\_ rolls.

Jack How <sup>3</sup> \_\_\_\_\_ grapes <sup>4</sup> \_\_\_\_\_?

Leo There <sup>5</sup> \_\_\_\_\_ grapes.

Max How <sup>6</sup> \_\_\_\_\_ bacon <sup>7</sup> \_\_\_\_\_?

Luca There <sup>8</sup> \_\_\_\_\_ bacon.

Blake <sup>9</sup> \_\_\_\_\_ jam?

Louis Yes, <sup>10</sup> \_\_\_\_\_ of jam.

Isla How <sup>11</sup> \_\_\_\_\_ water <sup>12</sup> \_\_\_\_\_?

Lily There <sup>13</sup> \_\_\_\_\_ water.

Toby How <sup>14</sup> \_\_\_\_\_ sausages <sup>15</sup> \_\_\_\_\_?

Aisha There <sup>16</sup> \_\_\_\_\_ of sausages.

- 6 ON A HIGH NOTE Write a short paragraph about what food and drink there is in your fridge. Use quantifiers.

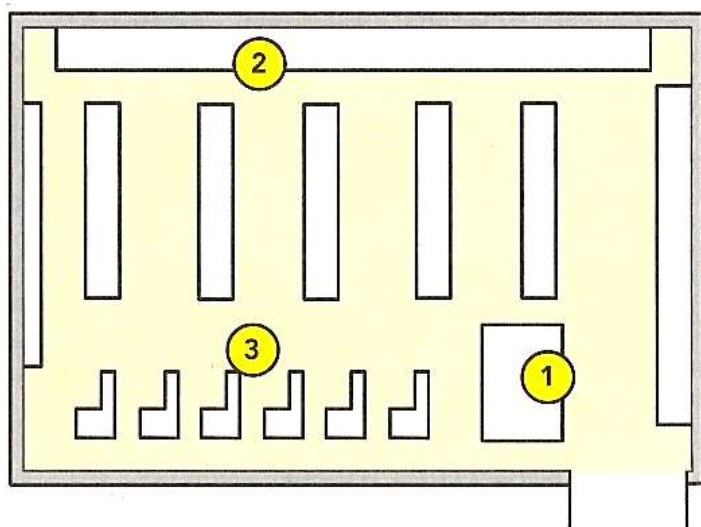




## 4D READING AND VOCABULARY

- 1** Where would you find these products in a supermarket? Match products a-c with areas 1-3 on the supermarket floor plan. Then read paragraphs 2, 3 and 6 of the text to check your answers.

a ☐ bread    b ☐ fruit    c ☐ sweets



- 2** Read the text quickly and choose the best answer.

What is the text about?

- a How supermarkets make us spend more.  
b The advantages and disadvantages of supermarkets.  
c How to find the best offers in your supermarket.

- 3** Read the text again. Match headings A-G with paragraphs 1-6. There is one extra heading.

- A Offers that don't save us money  
B New products keep customers interested  
C Tempting treats while we wait  
D Some tips for customers  
E Some more tricks  
F Healthy options to start  
G Ways to keep us searching

- 4** Read the text again and answer the questions.

- 1** What are the first products you see in most supermarkets?  
fruit and vegetables
- 2** Where do supermarkets place the most important items that most people need?  
\_\_\_\_\_
- 3** What emotion do customers often feel when they see a special offer?  
\_\_\_\_\_
- 4** According to the article, why are supermarket trolleys very big?  
\_\_\_\_\_
- 5** Which product do customers sometimes buy while waiting at the checkout?  
\_\_\_\_\_
- 6** Which two tips for spending less in the supermarket does the author give?  
\_\_\_\_\_

## Vocabulary extension

- 5** Find the words in the text that match these definitions.

- 1** The way a room or building is arranged. (intro.)  
layout
- 2** A special price that is less than usual. (intro.)  
o \_\_\_\_\_
- 3** Something you get because you are good. (para. 1)  
r \_\_\_\_\_
- 4** The most important. (para. 2) k \_\_\_\_\_
- 5** Products set in a certain way to look attractive. (para. 4)  
d \_\_\_\_\_
- 7** A thing on wheels where you put your shopping. (para. 4) t \_\_\_\_\_

## ACTIVE VOCABULARY | Nouns with prepositions

Some nouns change their meaning or become a different part of speech in combination with prepositions.

- 6** Read the sentences including phrases with *date* and *point*. Match the underlined phrases with their meanings a-e.

- 1** ☐ When looking for the items you need in a supermarket, at some point you can put some unnecessary things in your trolley too.
- 2** ☐ This offer is out of date; it says 'Half price until 12<sup>th</sup> June' but today is 15<sup>th</sup> June!
- 3** ☐ The tricks used by supermarket managers are clever but if you're alert, they work only up to a point.
- 4** ☐ To date there are three supermarkets in our town, but I think they will build more soon.
- 5** ☐ Is all the information in your report up to date? It says here that Barack Obama is the president of the USA!

- a to some extent but not completely  
b at some moment in time  
c too old to sell  
d the most modern  
e up until now

- 7** **ON A HIGH NOTE** Describe a supermarket you go to. Write a short paragraph about what you can see when you first walk in and where the different products are. Do you think the layout of the shop is attractive or not? Why?





# SUPERMARKET SHOPPING

04

## TREAT OR TRICK?

When people talk about the things they dislike about food shopping, they often mention queues or bad service. Very few people mention the layout of their supermarket or the offers available ... but maybe they should. Why? Because everything is carefully designed to encourage you to buy things you don't really need.

1 ☐ In many supermarkets, the main entrance leads directly into the fruit and vegetable section. There is a reason for this. Psychologists say that when we start by buying food which is good for us, we are more likely to feel better about ourselves. That's why, later on, when we pass the crisps or biscuits, we often take a packet as a reward for our earlier good behaviour.

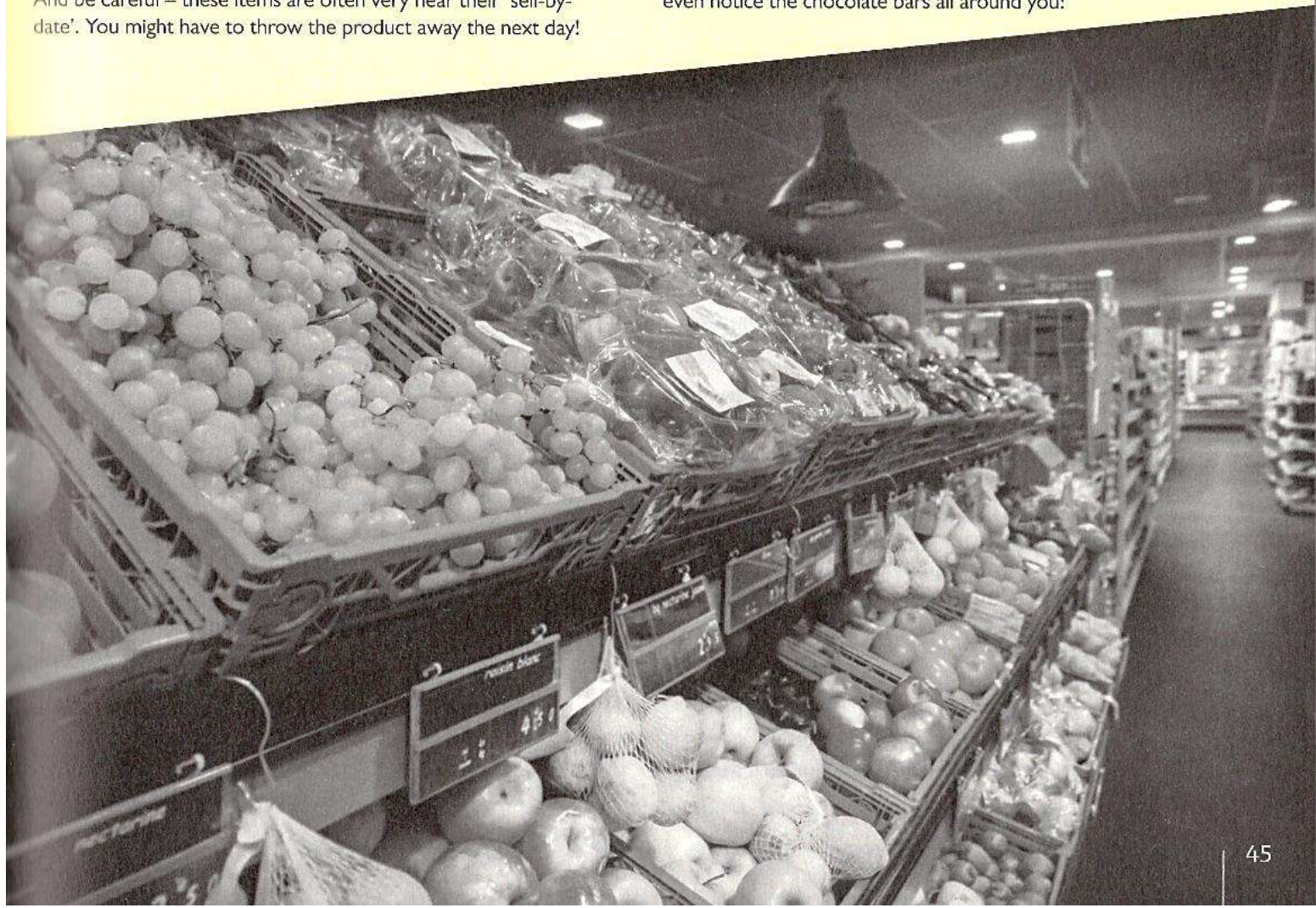
2 ☐ Supermarket managers want customers to look at as many products as possible. While we are looking for everyday items which we need, we also notice other food items for sale. That's why key products such as dairy, bread and meat are right at the back of the store, so customers have to walk past lots of other different food items before they find the ones they actually need.

3 ☐ When we see a sign offering a discount, we often take the product without thinking. It isn't unusual to see a sign saying: '2 packets only £2!' and, in our excitement, we grab the product without noticing that the price for one packet is actually only £1! And be careful – these items are often very near their 'sell-by-date'. You might have to throw the product away the next day!

4 ☐ How else do supermarkets make us spend more? There are quite a few tricks. The smell of fresh bread can make us more hungry and make the shop seem more attractive. Displays at the end of each aisle are easy to see and, after seeing them three or four times, customers often take something. In addition, large supermarket trolleys make us think that we only have a few items and that we should buy more!

5 ☐ Finally, we reach the checkout. Perhaps we are having a bad day and don't feel so good. Perhaps we are just bored while waiting. And while we're waiting in that queue, what do we see? Chocolate bars. Without thinking, we pick one up and drop it into the trolley. More money spent!

6 ☐ How can we avoid these clever tricks? Make a shopping list – then you will only buy the things you need. And – good news for phone addicts! Looking at your phone while you are waiting at the checkout means you don't get bored and you might not even notice the chocolate bars all around you!





## 4E LISTENING AND VOCABULARY

- 1 **27** Listen to Part 1 of a radio programme and choose the correct caption for the photo.



jumble sale / jumble trail

- 2 **28** Now listen to the whole programme and complete the notes with 1–3 words in each gap.

### Traditional jumble sales

- The aim of traditional jumble sales was to raise money for organisations or *charity*.
- Jumble sales often took place in community halls, churches or \_\_\_\_\_.

### Jumble trails

- These take place outside people's \_\_\_\_\_.
- The first one, which was held in Clapton, London, happened in \_\_\_\_\_.
- \_\_\_\_\_ came to the Clapton Jumble Trail two years later.
- As well as unwanted items, some people make and sell \_\_\_\_\_.
- It's a good way for people to meet \_\_\_\_\_.

- 3 **29** Listen to two people talking at a jumble trail and tick the items that the girl is selling.

- ☐ trousers ☒ kilt ☐ suit ☐ bracelets ☐ earrings  
☐ rings ☐ belts ☐ blouse ☐ hat

## Vocabulary extension

- 4 Complete the sentences with the words and phrases from the box, which you heard in the radio programme in Exercise 2.

donate fee free of charge ~~get rid of~~ household stall

- There are different ways to *get rid of* something you don't like – sell it, give or throw it away.
- We're asking people to \_\_\_\_\_ old clothes and toys that they no longer need.
- The organisers charge a \_\_\_\_\_ to the people selling things – not much, just a few pounds.
- There are five people in this \_\_\_\_\_; two adults and three children.
- Donna is selling cakes and sandwiches from the \_\_\_\_\_ in front of her house.
- You don't have to pay to get into the concert. It's \_\_\_\_\_.

## Pronunciation

- 5 **30** Listen to some sentences from the radio programme in Exercise 2. Write *ch* if you hear the /tʃ/ sound and *sh* if you hear the /ʃ/ sound. Write both if you hear both sounds.

- sh*
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 6 **31** Listen and write down the three words from Exercise 5 which contain the /ʃ/ sound. What do you notice about the way this sound is spelled in each word?

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

- 7 **32** Look at the pairs of words. Listen and choose the one you hear.

- |                 |                |
|-----------------|----------------|
| 1 share / chair | 4 shop / chop  |
| 2 ships / chips | 5 wash / watch |
| 3 wish / which  | 6 cash / catch |

## ACTIVE PRONUNCIATION | /tʃ/ and /ʃ/ sounds

The letters *ch* can be pronounced in three different ways:

- /tʃ/ (e.g. *church*, *cheese*, *cheap*).
- /ʃ/, especially in words which originate from French (e.g. *chandelier*, *chef*, *brochure*).
- /k/, especially in words that originate from Greek and refer to science and education (e.g. *school*, *technology*, *Chemistry*).

- 8 **33** Read, listen and complete the sentences. Use Active Pronunciation to help you.

A teacher, a chef and a mechanic went on holiday. The teacher went to China. The chef went to Chicago. The mechanic went to Munich. They all did different activities. Who visited a local school? Who decided to do a parachute jump? Who went to see how cheese is made?

- The \_\_\_\_\_ visited a local school.
- The \_\_\_\_\_ did a parachute jump.
- The \_\_\_\_\_ went to see how cheese is made.

- 9 **33** Listen again and repeat.

- 10 **34** In each sentence, find one example of each way of saying *ch*. Listen and repeat the sentences.

- Ask the chemist to check the machine.
- Every person in the orchestra has a cheerful chauffer waiting in a car outside.





- 1 35 Listen and repeat the phrases. How do you say them in your language?

## SPEAKING | Opinions

### ASKING FOR OPINIONS

What do you think?

Don't you think I look good in this dress?

What's your opinion/view?

### GIVING OPINIONS

I think/believe this old jacket looks shabby.

In my opinion/view, designer labels are too expensive.

If you ask me, one sweater is enough.

Personally, I think it's good to buy from charity shops.

Frankly, I don't think that colour suits you at all.

To be honest, your jeans look scruffy.

It seems to me these shoes are very cheap.

### AGREEING

Absolutely.

I agree (with you).

I totally agree.

Me too!

You're right.

I couldn't agree (with you) more!

### PARTLY AGREEING

You've got a point but I couldn't wear second-hand clothes.

I suppose so.

Fair point, but these clothes are too informal for an interview.

### DISAGREEING

I know what you mean but I don't think I could wear a hat like that.

I'm not sure about that.

I don't think so.

I don't agree.

I disagree.

No way!

- 2 Complete the conversation with the words and phrases from the box.

be honest ~~do you think~~ got a point  
If you ask my opinion no not sure personally  
seems to suppose

Kylie Hi, Amelia. I'm looking for a present for Sarah. What <sup>1</sup>do you think of these bracelets?

Amelia To <sup>2</sup>\_\_\_\_\_, I think they're too big. She prefers thinner ones.

Kylie Yes, I <sup>3</sup>\_\_\_\_\_ so. Any other ideas? How about earrings?

Amelia I'm <sup>4</sup>\_\_\_\_\_ about that – I don't think she's got pierced ears. <sup>5</sup>\_\_\_\_\_ me, I don't think jewellery is a good idea. <sup>6</sup>\_\_\_\_\_, I think a book is a better choice. She loves reading.

Kylie Yes, you've <sup>7</sup>\_\_\_\_\_, but I don't know what books she's got already.

Amelia In <sup>8</sup>\_\_\_\_\_, a classic is best. Something by Dickens or Jane Austen.

Kylie <sup>9</sup>\_\_\_\_\_ way! She reads fantasy books and science fiction, not eighteenth and nineteenth century literature!

Amelia Well, it <sup>10</sup>\_\_\_\_\_ me that we should go to the bookshop and see what they've got.

Kylie You're right. Let's do that.

- 3 Rewrite the sentences using the phrases from the Speaking box.

1 This looks good. What do you think?

This looks good. What's your opinion/view?

2 I totally agree with you!

I couldn't \_\_\_\_\_!

3 I suppose so, but I think the white dress looks better.

I know \_\_\_\_\_ but I think the white dress looks better.

4 If you ask me, I think the colour is too dark.

To \_\_\_\_\_, I think the colour is too dark.

5 I suppose you're right, but it could be the wrong size.

\_\_\_\_\_ point, but it could be the wrong size.

- 4 Choose the correct phrases to complete the mini-conversations.

Poppy Most of our classmates have no idea how to look cool.

Ava <sup>1</sup>*I don't agree.* / *Fair point.* A lot of my friends dress really fashionably.

Owen I don't usually follow fashion – I just wear what I want.

Seth <sup>2</sup>*No way!* / *Me too!* The latest trends don't usually suit me.

Ivy What do you think about fashion shows?

Amber <sup>3</sup>*I disagree.* / *Frankly,* I find them quite boring and I never watch them.

Ryan Do you ever buy designer labels?

Leon <sup>4</sup>*No, I think / suppose* they're a waste of money.



## 4G WRITING AND VOCABULARY | A formal letter of complaint

Begin your letter appropriately with a formal expression.

Give your reason for writing.

Describe what went wrong and what happened.

Describe what other problems you had.

Give suggestions on ways the company can improve.

Say what compensation you want.

End your letter appropriately with a formal expression.

Dear Sir/Madam,

I am writing to <sup>1</sup>*complain* / *respond* about an item which I bought from you online.

On 2 December this year, I purchased an HD13 camera from your website and paid an extra £5 for 'next-day delivery'. <sup>2</sup>*Suddenly* / *Unfortunately*, the delivery van did not arrive the next day and they phoned to say that it would come on the 9th. In the end, it arrived on the 7th when I wasn't at home. The driver left a note telling me to collect the camera from the local office which is over ten kilometres away! This was most <sup>3</sup>*annoyed* / *inconvenient* as I don't have my own transport.

When I arrived at the office, I waited over an hour before they found the camera. To make <sup>4</sup>*matters* / *service* worse, the camera wasn't the model I ordered – it was an H13X, which is a cheaper model. This is <sup>5</sup>*typical* / *unacceptable*, but the delivery company told me they couldn't return the product to you and that I should arrange to send the camera myself.

I <sup>6</sup>*feel* / *mean* that you should find a delivery company which can deliver products on the date they promise and which delivers the correct items.

I believe you should replace the camera you sent me with the correct one which I ordered and also apologise for the inconvenience you caused. I look <sup>7</sup>*ahead* / *forward* to your reply.

Yours <sup>8</sup>*carefully* / *faithfully*,

Kelly Pelham

### 1 Read the letter of complaint quickly. Which two things is the writer complaining about?

- a receiving something which is broken
- b a delivery on the wrong date
- c rude service from the company's staff
- d getting the wrong product

### 2 Read the letter again and choose the correct words to complete the letter.

### 3 Complete the sentences with the words from the box.

believe complain forward ~~improve~~ matters

- 1 I feel that you should improve your customer service.
- 2 I look \_\_\_\_\_ to your reply.
- 3 I \_\_\_\_\_ that you should refund the cost of the shirt.
- 4 To make \_\_\_\_\_ worse, when I phoned you, I had to wait thirty-five minutes on the line.
- 5 I am writing to \_\_\_\_\_ about a T-shirt I bought from your website.

### 4 Complete the sentences with a, an or the.

- 1 I bought a watch from \_\_\_\_\_ company on \_\_\_\_\_ Internet. When \_\_\_\_\_ watch arrived, it didn't work.
- 2 I bought \_\_\_\_\_ shirt from \_\_\_\_\_ shop in \_\_\_\_\_ town centre but, when I got home I found that there was \_\_\_\_\_ hole in \_\_\_\_\_ shirt.
- 3 \_\_\_\_\_ man in our street complained about us. \_\_\_\_\_ man doesn't like our dog. \_\_\_\_\_ dog ran into his garden last week and chased his cat. \_\_\_\_\_ cat was alright. It ran up \_\_\_\_\_ tree.

### 5 WRITING TASK Read the information and write a letter of complaint. Use the notes below to help you.

Last month you bought a book online for a friend as a present.

- The book wasn't new. There were words written inside.
- You phoned the company and they apologised and asked you to send it back.
- You got a new copy of the book too late for your friend's birthday and you had to buy something else.
- You want a refund for the book which you don't need now and an apology.

## ACTIVE WRITING | A formal letter of complaint

### 1 Plan your letter.

Include the following information:

- Your reason for writing.
- The problems you had.
- Ways that the company can improve its service.
- What you want from the company.

### 2 Write the letter.

- Remember to start and finish appropriately.
- Use formal language and avoid using contractions.
- Be polite.

### 3 Check that ...

- You have included all the relevant information.
- There are no spelling or grammar mistakes.
- You have used formal language.



## 1 4A GRAMMAR AND VOCABULARY Complete the sentences with the words from the box. There are two extra words.

expensive fattening good jar nutritious packet popular salad sandwich weigh

- This caviar can cost thousands of pounds for one kilo – it's very expensive.
- Fruit is \_\_\_\_\_, but it's got a lot of sugar in it.
- Lots of my friends eat at the local pizza restaurant – it's very \_\_\_\_\_.
- Fish is \_\_\_\_\_ for you and you should eat it quite often.
- I'm on a diet so I don't want to eat anything that's \_\_\_\_\_.
- Let's get a \_\_\_\_\_ of crisps on the way home.
- We've got some bread and tuna. Let's make a tuna \_\_\_\_\_.
- These chips \_\_\_\_\_ about 200 grams.

## 2 4B VOCABULARY Match sentence beginnings 1–8 with endings a–h.

- |                                                                                       |                 |
|---------------------------------------------------------------------------------------|-----------------|
| 1 <input type="checkbox"/> When you like food, you say it is                          | a salmon.       |
| 2 <input type="checkbox"/> When you put sugar in your tea, it becomes                 | b jam.          |
| 3 <input type="checkbox"/> Cola and lemonade are                                      | c sweet.        |
| 4 <input type="checkbox"/> Neil can't eat fish, so don't cook him                     | d lemon.        |
| 5 <input type="checkbox"/> The best thing to put on toast is                          | e bread.        |
| 6 <input type="checkbox"/> I'd like a slice of                                        | f fizzy drinks. |
| 7 <input type="checkbox"/> The only fruit we've got is a                              | g delicious.    |
| 8 <input type="checkbox"/> I can't eat anything that comes from milk, so I can't have | h cream.        |

## 3 4D READING AND VOCABULARY Choose the correct words to complete the sentences.

- Marks and Spencer is a famous *chain* / *focus* store – you can find one in every town.
- You can only take two things to try on in the *waiting* / *changing* room.
- Shop *assistants* / *agents* should be nice to the *customers* / *visitors* in their shop.
- Why is the *queue* / *discount* for the supermarket *mall* / *checkout* always so long?
- Selfridges is a *supermarket* / *department store* – it sells books, clothes, cosmetics and toys.
- The clothes here are cheap but the *bargain* / *quality* is terrible.

## 4 4E LISTENING AND VOCABULARY Complete the conversations with one word in each gap.

- Erin Why are you wearing those old jeans?
- Ali The invitation said 'informal clothes'.
- Erin Yes, but that doesn't mean you can wear old, <sup>1</sup>*scruffy* jeans. It means you don't need to wear a jacket or a <sup>2</sup>\_\_\_\_\_. Why don't you wear your new <sup>3</sup>*d*\_\_\_\_\_ jeans, a nice, white shirt and your black shoes? Then you'll look really <sup>4</sup>*f*\_\_\_\_\_!
- Ali OK.
- Ben Nice dress.
- Megan Thanks. It's <sup>5</sup>*b*\_\_\_\_\_ new. I bought it this morning. It was a <sup>6</sup>*b*\_\_\_\_\_ – only £19.99. And it fits perfectly.
- Ben Yes, it's just <sup>7</sup>*p*\_\_\_\_\_ for you.
- Megan I'm glad you like it. I want to go back to the shops after lunch to get some accessories to go with it – a <sup>8</sup>*h*\_\_\_\_\_ to keep my things in and some new earrings.

## 5 4G WRITING AND VOCABULARY Complete the conversations with the words from the box. You may have to change the form of the words.

exchange ~~policy~~ receipt refund

- Customer Excuse me, what's your <sup>1</sup>*policy* on giving <sup>2</sup>\_\_\_\_\_ for unwanted items?
- Assistant You can <sup>3</sup>\_\_\_\_\_ them for a different item in the shop, or we can give you your money back. You must have your <sup>4</sup>\_\_\_\_\_, though.

discount order receive return

- Woman Excuse me. Last week, I <sup>5</sup>\_\_\_\_\_ a shirt from your online store. The shirt I <sup>6</sup>\_\_\_\_\_ yesterday wasn't the same colour as the one I wanted. Can I <sup>7</sup>\_\_\_\_\_ it here or do I have to send it back?
- Assistant Yes, of course. What colour did you want? We might have it in the shop.
- Woman The dark blue one.
- Assistant Here it is. I can give you a 10 percent <sup>8</sup>\_\_\_\_\_ too as it was our mistake.

## 6 ON A HIGH NOTE Write a short paragraph about the shops, cafés and restaurants you think your town needs. Explain why.





**1 For each learning objective, write 1-5 to assess your ability.**

1 = I don't feel confident. 5 = I feel confident.

|    | Learning objective                                                                         | Course material          | How confident I am (1-5) |
|----|--------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 4A | I can use comparatives and superlatives to compare things.                                 | Student's Book pp. 48-49 |                          |
| 4B | I can talk about food and drink.                                                           | Student's Book p. 50     |                          |
| 4C | I can use quantifiers to talk about countable and uncountable nouns.                       | Student's Book p. 51     |                          |
| 4D | I can understand the main idea of a text and a paragraph and talk about shopping.          | Student's Book pp. 52-53 |                          |
| 4E | I can understand the main idea and find specific details in a conversation about shopping. | Student's Book p. 54     |                          |
| 4F | I can express, agree or disagree with opinions politely.                                   | Student's Book p. 55     |                          |
| 4G | I can write a simple letter of complaint.                                                  | Student's Book p. 56     |                          |

**2 Which of the skills above would you like to improve in? How?**

| Skill I want to improve in | How I can improve |
|----------------------------|-------------------|
|                            |                   |

**3 What can you remember from this unit?**

| New words I learned and most want to remember | Expressions and phrases I liked | English I heard or read outside class |
|-----------------------------------------------|---------------------------------|---------------------------------------|
|                                               |                                 |                                       |



## GRAMMAR AND VOCABULARY

## 1 Choose the correct answers to complete the sentences.

- 1 Make sure you get real \_\_\_ syrup from Canada.  
a pancake    b maple    c muffin
- 2 This bread isn't very \_\_\_. I think it's from yesterday.  
a fresh    b spicy    c heavy
- 3 You should buy this dress – it's a \_\_\_.  
a bargain    b reduction    c discount
- 4 I can't eat any more – it's delicious, but also very \_\_\_.  
a nutritious    b healthy    c filling
- 5 I can't find the \_\_\_ for my phone. I hope I can still get my money back.  
a refund    b receipt    c response

/ 5

## 2 Complete the sentences with one word in each gap.

- 1 Bennetts department store is pleased to announce the opening of our new restaurant.
- 2 Try this delicious h\_\_\_\_\_ from our own bees.
- 3 I love real French c\_\_\_\_\_ made with butter.
- 4 When you p\_\_\_\_\_ any products for £20 or more, you get a free bottle of shampoo.
- 5 Oh dear. This dress doesn't f\_\_\_\_\_ – it's too small.
- 6 I don't go to the supermarket on Saturday because the q\_\_\_\_\_ are very long.

/ 5

## 3 Choose the correct words to complete the sentences.

- 1 How *much* / *many* sugar do you have in your coffee?
- 2 It's the *more* / *most* expensive thing on the menu!
- 3 I haven't got *time enough* / *enough time* to cook dinner after work.
- 4 This fried rice is as *tasty* / *tastier* as the food they sell in the Chinese restaurant.
- 5 This cola is *less* / *least* fizzy than when we opened it.

/ 5

## 4 Complete the sentences with the correct words from each pair in the box.

a couple of / a lot of  
Are there enough / ~~is there enough~~  
is too little / are too few  
less dry / least dry  
more annoyed / the most annoyed

- 1 Is there enough sugar in your coffee or do you want some more?
- 2 I was \_\_\_\_\_ than my friend when the shop assistant refused to give us a refund.
- 3 This is the \_\_\_\_\_ bread in the shop, but it still isn't very fresh.
- 4 There \_\_\_\_\_ ketchup on my plate. Can I have some?
- 5 My dad's got \_\_\_\_\_ ties but not many.

/ 4

## USE OF ENGLISH

## 5 Complete the text with one word in each gap.

The clothes at our local <sup>1</sup>shopping mall aren't <sup>2</sup> \_\_\_\_\_ cheap as the clothes in the market, but I often shop there. Firstly, there are changing <sup>3</sup> \_\_\_\_\_ where I can try on clothes and make sure they fit.

Also, there isn't <sup>4</sup> \_\_\_\_\_ choice at our market and some of the clothes look quite old-fashioned. The people who work there are friendly, though.

<sup>5</sup> \_\_\_\_\_ worst thing about the shops at the mall is the service. The shop <sup>6</sup> \_\_\_\_\_ always say, 'Oh, it's perfect' <sup>7</sup> \_\_\_\_\_ you, even when you know that it really isn't!



/ 6

## 6 Complete the second sentence so that it means the same as the first one. Use no more than three words.

- 1 There isn't much to eat.  
There aren't many things to eat.
- 2 Nothing at the Indian restaurant is as spicy as their vindaloo.  
Their vindaloo \_\_\_\_\_ thing on the menu.
- 3 The portions of chips are smaller than they used to be.  
The portions of chips are \_\_\_\_\_ as they used to be.
- 4 There isn't much water so don't drink it too quickly.  
There is only \_\_\_\_\_ water so don't drink it too quickly.
- 5 This jar isn't big enough to keep pasta in.  
This jar \_\_\_\_\_ to keep pasta in.
- 6 The other dresses are more expensive than this red one.  
This red dress \_\_\_\_\_ expensive of all.

/ 5

/ 30



## 5A GRAMMAR AND VOCABULARY

## Modal verbs

- 1 ★ Complete the sentences with the modal verbs from the box.

could don't have to has to mustn't should ~~shouldn't~~

- 1 You shouldn't keep all these clothes on the sofa – it's so untidy.
- 2 I \_\_\_\_\_ help you tidy up your flat if you want.
- 3 I think you \_\_\_\_\_ get a new wardrobe – this one isn't very nice.
- 4 You \_\_\_\_\_ take your dog into the furniture shop!
- 5 You \_\_\_\_\_ take the rug with you now – we can deliver it to your home.
- 6 Carla \_\_\_\_\_ tidy up her room before her mum gets home!

- 2 ★ Match the two parts of the sentences.

## Housework

- |                                              |                                                      |
|----------------------------------------------|------------------------------------------------------|
| 1 <input type="checkbox"/> Kate must         | a to tidy her room every Saturday.                   |
| 2 <input type="checkbox"/> Meg has           | b leave bits of food in her room.                    |
| 3 <input type="checkbox"/> Nina mustn't      | c to wash her windows – someone cleans them for her. |
| 4 <input type="checkbox"/> Anne doesn't have | d clean the floor – it's sticky.                     |

## Friends

- |                                           |                                                        |
|-------------------------------------------|--------------------------------------------------------|
| 1 <input type="checkbox"/> You could      | a to be friends with everybody.                        |
| 2 <input type="checkbox"/> You should     | b say nasty things to your friend.                     |
| 3 <input type="checkbox"/> You don't have | c explain that your friend's behaviour is hurting you. |
| 4 <input type="checkbox"/> You shouldn't  | d listen when a friend has a problem and try to help.  |

- 3 ★ Choose the correct modal verbs to complete the sentences.

- 1 Who *must* / *has to* do the washing up this evening?
- 2 I *must* / *have to* learn how to cook – it will be very useful when I go to college.
- 3 Kitty can't come. She *must* / *has to* study.
- 4 In this country, you *must* / *have to* buy a TV licence every year.
- 5 Dan *must* / *has to* get his hair cut because he's joining the army.
- 6 I *must* / *have to* remember to buy some more hangers for my clothes.
- 7 How often *must* Lucy / *does* Lucy *have to* make dinner?
- 8 We *must* / *have to* clean this carpet – it's so dirty!

- 4 ★★ Read the rules for rooms in student accommodation. Complete the sentences with *have to*, *mustn't* or *don't have to* and a suitable verb.



## STUDENT ACCOMMODATION

## RULES

- 1 No smoking anywhere in the building.
- 2 No loud music after 10 p.m.
- 3 No overnight guests.
- 4 Pay for the room on the first day of the month.
- 5 No need to pay a deposit!
- 6 Clean the kitchen after use.
- 7 Leave the building if you hear the alarm.
- 8 Stay out as long as you like! Return at any time.
- 9 Stay one extra week after the academic year for no extra charge.

- 1 You mustn't smoke anywhere in the building.
- 2 You \_\_\_\_\_ loud music after 10 p.m.
- 3 Guests \_\_\_\_\_ in the room overnight.
- 4 You \_\_\_\_\_ for the room on the first day of the month.
- 5 You \_\_\_\_\_ a deposit.
- 6 All students \_\_\_\_\_ the kitchen after using it.
- 7 All students \_\_\_\_\_ the building when they hear the alarm.
- 8 You \_\_\_\_\_ to your room at any special time.
- 9 You \_\_\_\_\_ the building when the term ends. You can stay one extra week for free.



- 5 ★★ Complete the text with the modal verbs from the box.

could don't have to have to must mustn't should

## FENG SHUI – how to organise your home

Feng Shui is an ancient Chinese philosophy which translates as 'wind-water'. One of the main ideas is that good energy in your home will make you feel happier. Today, people use a form of Feng Shui to organise their houses. Follow our top tips!

- Before you start, check your 'birth element'. This <sup>1</sup>**could** be fire, wood, metal, water or earth. If your birth element is fire, then you <sup>2</sup>\_\_\_\_\_ decorate your home in red and yellow. Those are probably the best colours. If your birth element is water, you certainly <sup>3</sup>\_\_\_\_\_ use red or yellow decorations.
- Ask a Feng Shui expert to make you an energy map. You <sup>4</sup>\_\_\_\_\_ do this, but it can sometimes be helpful.
- You <sup>5</sup>\_\_\_\_\_ throw out objects which you don't love. This is a very important rule.
- Although it isn't always possible, you <sup>6</sup>\_\_\_\_\_ have lots of natural light and fresh air in your home.

- 6 ★★ Choose the the correct modal verbs to complete the text.

I feel unfit and unhealthy. What advice can you give me? What do you think I <sup>1</sup>\_\_\_\_\_ do? Thanks for your help. **RayBoy**

You <sup>2</sup>\_\_\_\_\_ join a sports club if you like. I go to a running club and I really enjoy it. **Cookie12**

Well, first of all, you <sup>3</sup>\_\_\_\_\_ go to bed late, especially if you <sup>4</sup>\_\_\_\_\_ to get up early for work or school. **Gym45**

You <sup>5</sup>\_\_\_\_\_ do anything extreme. Don't go on a 25 km run or stop eating for two days or anything like that! You <sup>6</sup>\_\_\_\_\_ have to become a super hero! Just eat well, sleep well and get plenty of exercise. **KittyCat**

I agree with KittyCat. You <sup>7</sup>\_\_\_\_\_ be careful and you really <sup>8</sup>\_\_\_\_\_ follow any foolish advice from the Internet! Lol! **lisaT**

- |                |            |                 |
|----------------|------------|-----------------|
| 1 a have       | b should   | c must          |
| 2 a could      | b must     | c have to       |
| 3 a shouldn't  | b must     | c don't have to |
| 4 a must       | b have     | c should        |
| 5 a don't have | b couldn't | c mustn't       |
| 6 a mustn't    | b don't    | c can't         |
| 7 a mustn't    | b should   | c could         |
| 8 a shouldn't  | b couldn't | c don't have to |

- 7 ★★ Complete the conversation with one word or a negative contraction in each gap.

**Nathan** What do we <sup>1</sup>**have** to wear for your brother's wedding?

**Simon** You <sup>2</sup>\_\_\_\_\_ have to wear anything special, but you <sup>3</sup>\_\_\_\_\_ look quite smart.

**Nathan** I've got a nice jacket and a white shirt. I <sup>4</sup>\_\_\_\_\_ iron it tonight. Do you think I <sup>5</sup>\_\_\_\_\_ wear a tie?

**Simon** It's up to you. My brother <sup>6</sup>\_\_\_\_\_ to wear a tie, but you don't!

**Nathan** What time does the wedding start?

**Simon** Three o'clock. You <sup>7</sup>\_\_\_\_\_ be late. We <sup>8</sup>\_\_\_\_\_ take you in our car if you like.

**Nathan** That would be great. Thanks.

- 8 ★★★ **USE OF ENGLISH** Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

1 One possibility would be for us to donate these old toys to charity. **COULD**

We **could donate** these old toys to charity.

2 It is necessary for us to buy a new fridge. **TO**  
We \_\_\_\_\_ a new fridge.

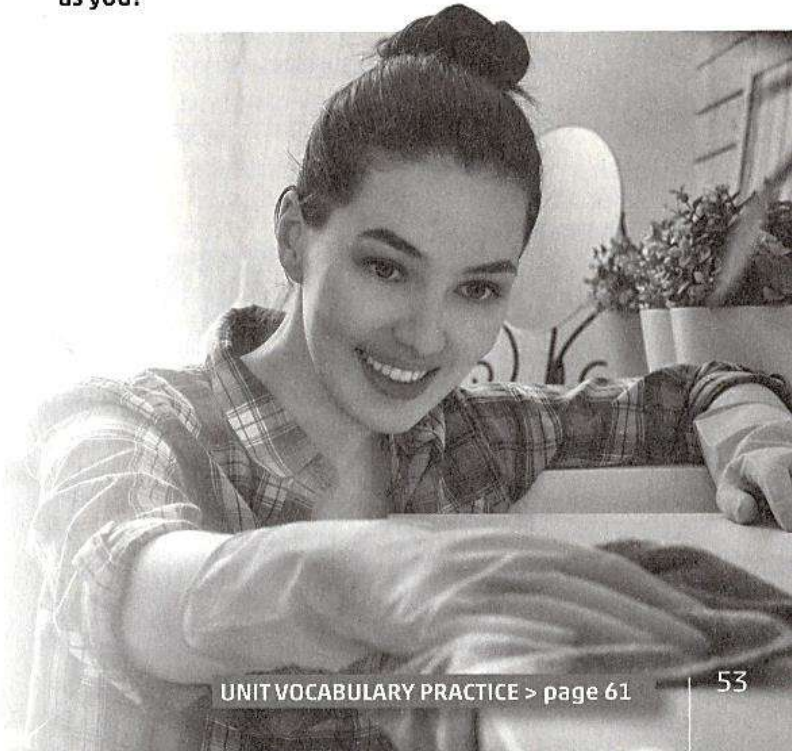
3 In my opinion, it would be a bad idea to paint your bedroom black. **SHOULDN'T**  
You \_\_\_\_\_ your bedroom black.

4 Stacy isn't allowed to stay out after midnight. **HAS**  
Stacy \_\_\_\_\_ home before midnight.

5 It's not necessary for my room to be very tidy. **HAVE**  
My room \_\_\_\_\_ to be very tidy.

6 We can't wear our shoes in the house. **MUST**  
We \_\_\_\_\_ our shoes in the house.

- 9 **ON A HIGH NOTE** Write a short paragraph about what you have to, don't have to and mustn't do at home. Then write another paragraph about your brother/sister/friend. Does he/she have to do the same things as you?





## 5B VOCABULARY | Household chores

### 1 ★ Put the words from the box in the correct column.

a cup of tea a meal a sandwich breakfast  
the cleaning the dishes the housework the ironing  
the windows your bed

| do | make         |
|----|--------------|
|    | a cup of tea |
|    |              |
|    |              |
|    |              |
|    |              |
|    |              |

### 2 ★ Choose the correct words to complete the list of chores.

Today, I have to ...

- 1 walk my bed / the rubbish / the dog.
- 2 empty my bed / the rubbish / the washing machine.
- 3 polish the furniture / the carpets / the rubbish.
- 4 tidy up the dog / my room / the carpets.
- 5 make my bed / the furniture / the table.
- 6 take out my shoes / the dishes / the rubbish.
- 7 vacuum the carpets / the furniture / the bed.
- 8 dust the carpets / the furniture / the dishes.

### 3 ★★ Complete the conversation with one word in each gap.

**Pauline** Are you OK, Mum? You look tired.

**Mum** I'm exhausted, but I have to do a lot of chores.

**Pauline** Don't worry. You should lie down. I can <sup>1</sup>make dinner and the others can help me. Matt can <sup>2</sup>s\_\_\_\_\_ the table before dinner. Leanne can <sup>3</sup>c\_\_\_\_\_ the table after dinner and they can both <sup>4</sup>w\_\_\_\_\_ u\_\_\_\_\_ the dishes while I <sup>5</sup>c\_\_\_\_\_ the cooker and <sup>6</sup>w\_\_\_\_\_ the surfaces. Do you want a cup of tea now?

**Mum** No, thank you. I just want to sleep. Thanks for helping.

### 4 ★★ Read the blog post about home appliances. Complete the words with one letter in each gap.

The house I lived in when I was a student wasn't great. There was no <sup>1</sup>wash i n g mach i n e, so I used to take my dirty clothes home to my parents every second weekend. We didn't have a <sup>2</sup>i \_ \_ w \_ \_ h \_ \_ of course, so there was always a lot of washing up to do, but nobody did it! There was a <sup>3</sup>v \_ \_ \_ \_ m c \_ \_ a \_ \_ r, but I don't remember using it. We didn't have a <sup>4</sup>\_ \_ \_ c \_ \_ \_ \_ v \_ \_ ; we just had a normal <sup>5</sup>\_ \_ e \_ , but nobody cooked – we had takeaway food every day.

There was an <sup>6</sup>\_ r \_ \_ and we all used that for our clothes because we wanted to look good in the evenings. We used the <sup>7</sup>\_ \_ \_ d \_ e in the kitchen, but it wasn't always a good idea to keep milk or food in there, because other people used to take it! We had a <sup>8</sup>k \_ \_ \_ l \_ \_ and we made a lot of tea and coffee (without milk because it always disappeared). We didn't have a <sup>9</sup>\_ r \_ \_ z \_ r, so we couldn't buy ice cream. That was the worst thing about the house. No ice cream!

### 5 ★★ Complete the conversation with the words from the box.

did ~~de~~ emptied make take out tidy vacuum walk wipe

**Ali** What time do you want to go out?

**Cass** About two o'clock.

**Ali** Two! Can't you come earlier?

**Cass** No, I have to <sup>1</sup>do some chores. I have to <sup>2</sup>\_\_\_\_\_ up my room – I do that every Saturday. I have to <sup>3</sup>\_\_\_\_\_ all the surfaces, <sup>4</sup>\_\_\_\_\_ the floor and put my clothes away.

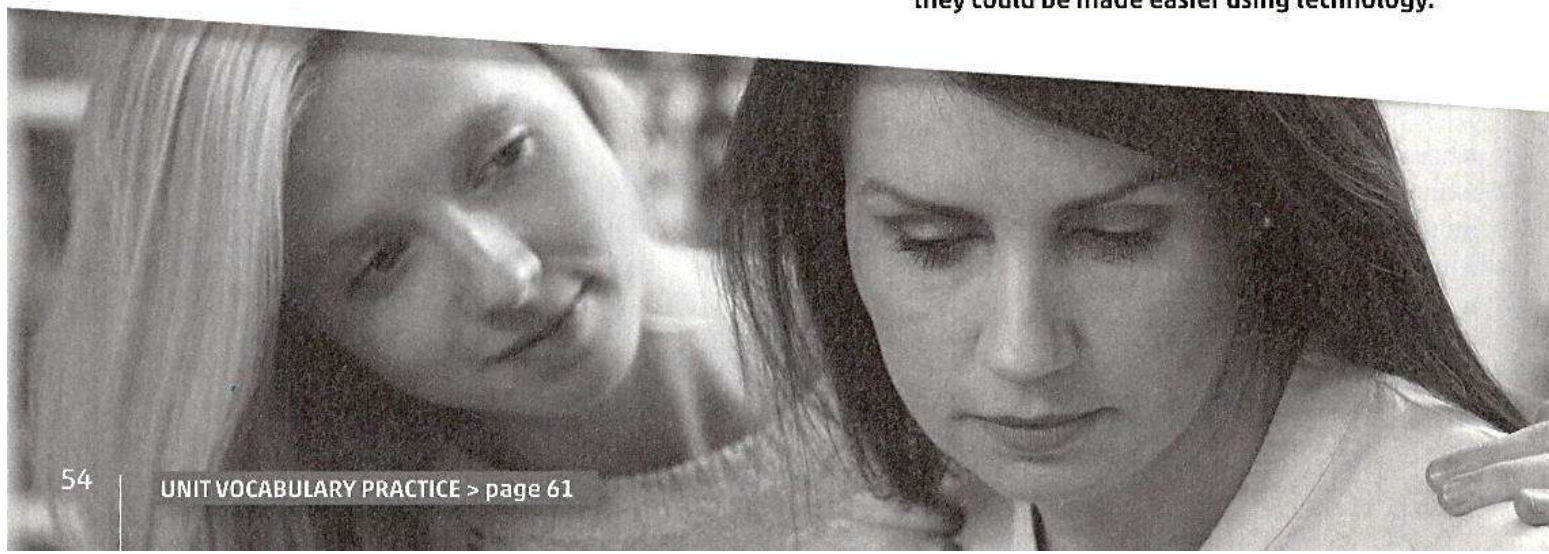
**Ali** Do you have to <sup>5</sup>\_\_\_\_\_ your bed?

**Cass** Oh, yes. I forgot. Then I have to <sup>6</sup>\_\_\_\_\_ the rubbish. Don't you have to do anything?

**Ali** I have to <sup>7</sup>\_\_\_\_\_ the dog every morning, but I did that at 6.30 today. Then I <sup>8</sup>\_\_\_\_\_ the washing up and <sup>9</sup>\_\_\_\_\_ the washing machine.

**Cass** Wow! Well, I hope I can meet you earlier than two o'clock, but I can't promise.

### 6 ON A HIGH NOTE Think about chores which you don't like and write a short paragraph about ways in which they could be made easier using technology.





## Past modal verbs

## 1 ★ Choose the correct modal verbs to complete the sentences.

- 1 I was allowed to stay for the night at my cousin's house when I was five. *Did you have to / Could you* stay overnight with friends when you were younger?
- 2 We *didn't have to / couldn't* wear a school uniform; we were allowed to wear what we wanted.
- 3 You *didn't have to / Could you* stay behind after school to finish it?
- 4 Most of my friends *didn't have to / couldn't* go to the party because it was on a school night.
- 5 We *had to / could* walk into town yesterday evening because there was no bus.
- 6 *Did you have to / Could you* do homework when you were at primary school?
- 7 At summer camp, Josh *had to / could* get up at seven o'clock every morning – he hated it!
- 8 When Melissa was young she *had to / could* watch TV when she came home from school – now she has to do homework.

2 ★★ Complete the questions with the correct forms of *could* or *have to* and the words in brackets. Then write answers which are true for you.

- 1 What *could you do* (you/do) when you were younger that you can't do now?  
\_\_\_\_\_
- 2 What \_\_\_\_\_ (your parents/wear) to school that you don't have to wear today?  
\_\_\_\_\_
- 3 When \_\_\_\_\_ (you/go) to bed when you were younger?  
\_\_\_\_\_
- 4 What \_\_\_\_\_ (your parents/do) for you when you were very young?  
\_\_\_\_\_

3 ★★ Complete the text with *could*, *couldn't*, *had to* or *didn't have to*.

When I was younger, I <sup>1</sup>*had to* wash up every day because we didn't have a dishwasher. Some children had to walk the family dog. I <sup>2</sup>\_\_\_\_\_ walk our dog because ... we didn't have one! I <sup>3</sup>\_\_\_\_\_ tidy my room every weekend, but I didn't have to vacuum the floor.

On Fridays and Saturdays, I <sup>4</sup>\_\_\_\_\_ go out with my friends until 10 p.m., but if I had school the next day, I <sup>5</sup>\_\_\_\_\_ go out at all. On school days, I <sup>6</sup>\_\_\_\_\_ finish my homework before I <sup>7</sup>\_\_\_\_\_ watch TV.

My friends <sup>8</sup>\_\_\_\_\_ stay for the night and we <sup>9</sup>\_\_\_\_\_ watch films in my bedroom, but we <sup>10</sup>\_\_\_\_\_ be quiet.

4 ★★★ Complete the conversation with the correct forms of *could* or *have to*. Add any other necessary words.

**Adrian** I went to stay with my cousins in the USA for two months. I <sup>1</sup>*didn't have to do* any chores or homework or anything! It was great – really relaxing. How about you? How was your summer?

**Charles** OK, but I <sup>2</sup>\_\_\_\_\_ French in the evenings twice a week. Mum said my grades weren't good enough.

**Adrian** Oh, poor you!

**Charles** Well, it wasn't so bad. I <sup>3</sup>\_\_\_\_\_ in August because the teacher went on holiday.

**Adrian** What about Julie? <sup>4</sup>\_\_\_\_\_ camping with her parents again? I know she doesn't really like camping.

**Charles** No, she didn't. She <sup>5</sup>\_\_\_\_\_ on a beach holiday with her friends.

**Adrian** Great. What else happened? How was Paul's party?

**Charles** It didn't happen. He <sup>6</sup>\_\_\_\_\_ a party at home because his dad said no. And some people <sup>7</sup>\_\_\_\_\_ to the party anyway because they had to do some revision.

**Adrian** They were studying? In the summer? Who <sup>8</sup>\_\_\_\_\_?

**Charles** Samantha and Matt <sup>9</sup>\_\_\_\_\_ for their exams because they both failed Physics.

5 ON A HIGH NOTE Write a short paragraph about your last school holidays using *could*, *couldn't*, *had to* and *didn't have to*.



## 5D SPEAKING

- 1  36 Listen and repeat the phrases. How do you say them in your language?

### SPEAKING | Permission

#### QUESTION

Can I have this banana?

Is it alright if I change the channel?

#### RESPONDING 'YES'

Yes, of course./Sure, go ahead.

#### RESPONDING 'NO'

Sorry, you can't. That's my breakfast.

I'm afraid not. This is my favourite show.

#### QUESTION

Do you mind if I open the door?

Do you mind if I smoke?

#### RESPONDING 'YES'

No, of course not./No, I don't mind.

#### RESPONDING 'NO'

Please don't. It's a bit cold./Yes, I do. I hate the smell.

- 2 Choose the response which is NOT appropriate in each situation.

- 1 Can I have something to eat?  
a Sure, go ahead.  
b Sorry, you can't.  
c No, I don't mind.
- 2 Is it alright if I leave my bag here?  
a Yes, I do.  
b Yes, of course.  
c Sorry, I'm afraid it isn't.
- 3 Is it a problem for you if I arrive late in the evening?  
a No, of course not.  
b Yes, of course.  
c I'm afraid it is.
- 4 Do you mind if I bring a friend?  
a Yes, I do.      b I'm afraid it is.      c No, I don't.
- 5 Can I use your laptop?  
a Yes, of course.      b Sure, go ahead.      c No, I don't.

- 3 Match questions 1–5 with responses a–e.

- 1 ☐ Is it alright if I send a couple of emails?
  - 2 ☐ Do you mind if I use this towel?
  - 3 ☐ Can I borrow this book?
  - 4 ☐ Is it a problem if I don't stay for dinner?
  - 5 ☐ Can I turn off the radiator?
- a Sorry, you can't. I haven't finished it.  
b Of course not. I know you have to leave early.  
c No, I don't mind.  
d Please don't. I'm cold.  
e Yes, of course. You can use my computer.



- 4 Complete questions 1–5 with the words from the box. There are two extra words. Then match the questions with responses a–e.

alright afraid can buy drive go if leave mind open problem say

- 1 ☐ Is it alright if I drive the car?
  - 2 ☐ Do you \_\_\_\_\_ if I \_\_\_\_\_ something?
  - 3 ☐ Is it a \_\_\_\_\_ for you if I \_\_\_\_\_ the party early?
  - 4 ☐ Mum, \_\_\_\_\_ I \_\_\_\_\_ out tonight?
  - 5 ☐ Do you mind \_\_\_\_\_ I \_\_\_\_\_ the window?
- a No, of course not. Is everything alright?  
b Yes, I do. It's freezing in here.  
c I'm afraid not. It's my parents' car and I have to be very careful with it.  
d Sorry, you can't. You've got too much homework to do.  
e No, I don't mind. It's interesting to hear what other people think.

- 5 Complete the questions with the correct forms of the words in brackets. Add any other necessary words. Then complete the answers with one word in each gap.

Ella Do you <sup>1</sup>mind if I borrow (mind/borrow) your phone?

Ruby No, of <sup>2</sup>\_\_\_\_\_ not.

Amy <sup>3</sup>\_\_\_\_\_ (problem/you) if I make myself something to eat?

Leo No, it isn't. Go <sup>4</sup>\_\_\_\_\_.

Ezra <sup>5</sup>\_\_\_\_\_ (alright/if) we stop for a rest? I'm exhausted.

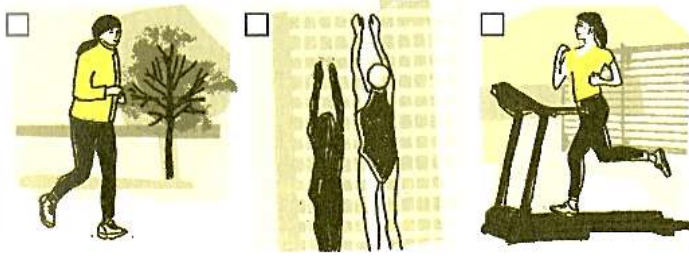
Luke I'm <sup>6</sup>\_\_\_\_\_ we can't. We have to catch the train.

Holly <sup>7</sup>\_\_\_\_\_ (I/change) the channel on the TV?

Mia <sup>8</sup>\_\_\_\_\_, go ahead. Nobody's watching it.



- 1 37 Listen to Part 1 of Beth's podcast and put the pictures in the order that she tried the activities.



- 2 37 Listen to Part 1 again and choose the correct answers.

- 1 Beth went to the swimming pool
  - a early in the morning.
  - b during the week.
  - c at the weekend.
- 2 Beth went to the gym because
  - a her friends recommended it.
  - b it was a warm place to go in the winter.
  - c it was local and easy to get to.
- 3 Which of these things did NOT happen at the gym?
  - a Beth compared her fitness to other people's.
  - b Beth found the exercises boring.
  - c The trainer criticised Beth's fitness levels.

- 3 38 Listen to Part 2 of Beth's podcast and complete the notes with 1-3 words in each gap.

- 1 Beth's home is on three floors.
- 2 She started by \_\_\_\_\_ in every room.
- 3 There was some \_\_\_\_\_ stuck to the cooker.
- 4 Vacuuming was difficult because she had to \_\_\_\_\_ cleaner up and down the stairs.
- 5 She found one of her \_\_\_\_\_ behind a wardrobe.
- 6 Now, when Beth is in her bedroom, she has to go down to \_\_\_\_\_ to answer her phone.
- 7 She has to do a sit-up in order to switch off her \_\_\_\_\_ in the morning.
- 8 Her next podcast will be about how to make a \_\_\_\_\_ in your home.

## Vocabulary extension

- 4 Match the words from the box, which you heard in the podcast in Exercises 2 and 3, with the definitions.

aching exhausting freezing ~~rushing~~ strengthening sweating

- 1 Moving quickly because you're in a hurry. rushing
- 2 Very tiring. \_\_\_\_\_
- 3 Hurting because of physical exercise. \_\_\_\_\_
- 4 Making something stronger. \_\_\_\_\_
- 5 Feeling very cold. \_\_\_\_\_
- 6 Having liquid on your body because you are hot. \_\_\_\_\_

## Pronunciation

- 5 39 Listen to the extracts from Beth's podcast in Exercises 2 and 3 read in two different ways. Choose the version, a or b, which you think sounds correct.

- 1 a / b
- 2 a / b
- 3 a / b
- 4 a / b
- 5 a / b
- 6 a / b

### ACTIVE PRONUNCIATION | /ŋ/ sound

You can hear the sound /ŋ/ in words like *rang*, *sing*, *English* and *singing*. In writing it is usually followed by the letter *k* (e.g. *tank*) or *g* (e.g. *long*).

- 6 40 The sentences in Exercise 5 which sound correct use the /ŋ/ sound at the end of -ing words. Listen and repeat the words.

swimming  
jogging  
stretching  
emptying  
feeling  
morning

- 7 41 Listen to some more extracts from Beth's podcast. Write down the words you hear in each sentence which contain the /ŋ/ sound.

- 1 along \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

- 8 42 Read the sentences and find the words with the /ŋ/ sound. Listen and check.

- 1 I like jogging in the morning.
- 2 Mum will be angry if you bang the door like that!
- 3 During the winter holidays, I went skiing and snowboarding.
- 4 In the evening, I enjoy watching TV, listening to music and surfing the Internet.
- 5 Yesterday evening, we went to a karaoke night and sang along to all the songs.
- 6 Don't forget to bring your swimming things with you.

- 9 42 Listen again and repeat the sentences. Try to pronounce the /ŋ/ sound correctly.



## 5F READING AND VOCABULARY

- 1** Read the text quickly and match the numbers from the box with what they refer to.

1/3 5 billion 150 22 2

- 1** The percentage of boys who do the recommended amount of exercise. 22
- 2** The amount of exercise an adult should do per week in minutes. \_\_\_\_\_
- 3** The number of hours of P.E. that most school pupils do every week. \_\_\_\_\_
- 4** The cost of obesity to the National Health Service each year in pounds. \_\_\_\_\_
- 5** The proportion of children aged two to fifteen who are obese. \_\_\_\_\_

- 2** Read the text again and choose the correct answers.

- 1** According to the writer,
  - a** more young people are overweight compared to the past.
  - b** more young people are overweight than adults.
  - c** obesity is a problem that mainly affects 2–15 year olds.
- 2** One problem the writer identifies is that
  - a** some medical staff are unable to work because of obesity.
  - b** medical staff are depressed because of the situation.
  - c** obesity can also cause psychological problems.
- 3** The writer's view of packaged food is that
  - a** it doesn't fill people up as much as 'real' food.
  - b** it contains too many unhealthy ingredients.
  - c** parents give it to their children because they don't know how to cook.
- 4** The government has introduced a law which
  - a** forces students to take part in active after-school activities.
  - b** increases the number of hours of P.E. students have a week.
  - c** raises the price of unhealthy drinks so that people drink less of them.
- 5** In the article, the author
  - a** explains the reasons for obesity and what can be done to improve the situation.
  - b** blames parents for not caring enough about their children's diet.
  - c** criticises the government for not doing more to deal with the problem of obesity.

### Vocabulary extension

- 3** Match the highlighted words from the text with the definitions.

- 1** Describing food which makes your stomach feel full. filling
- 2** A person's emotional and psychological state. \_\_\_\_\_
- 3** Illnesses or other health problems. \_\_\_\_\_
- 4** Things in food which help us live and grow healthily. \_\_\_\_\_
- 5** To be heavier than you should be. \_\_\_\_\_
- 6** A feeling of being very sad that makes you feel there is no hope for the future. \_\_\_\_\_
- 7** Curing an illness or injury by using medicine or hospital care. \_\_\_\_\_

### ACTIVE VOCABULARY | Prepositional phrases

A prepositional phrase is a group of words which includes a preposition (e.g. *in love*).

- 4** Replace the underlined parts in the sentences below with the phrases from the box.

in addition in advance in fact ~~in other words~~  
in the long run in the wrong

- 1** Another way of saying this is, a person who is 'obese' is dangerously overweight. In other words
- 2** Some people believe fruit juice is healthy but really it is high in sugar. \_\_\_\_\_
- 3** An unhealthy lifestyle doesn't cause immediate problems but, after some time, it will make you ill. \_\_\_\_\_
- 4** We had to pay one month's gym membership before we started. \_\_\_\_\_
- 5** It is the producers of unhealthy products who are to blame. \_\_\_\_\_
- 6** People eat too much. Also, they don't do enough exercise. \_\_\_\_\_

- 5** **ON A HIGH NOTE** Write a short paragraph about the ways in which your diet and lifestyle are healthy and unhealthy. Give examples of your good and bad habits.





# OBESITY IN THE UK

**'Obesity' is the term used by health officials to describe a person whose body fat is at a level which can cause them serious health problems.** In other words, a person who is 'obese' is dangerously **overweight**. Sadly, recent reports show that a third of all children and teenagers in the UK between the ages of two and fifteen are now 'officially obese' – the highest level ever. In addition, the age at which they are becoming obese is getting lower.

Obesity can lead to **medical conditions** such as heart disease and diabetes and doctors now know that there is also a direct link between obesity and **depression** – so the problem not only affects people's physical health, but their **mental health** too. The cost of **treating** weight-related conditions is more than £5 billion a year, which is one reason why the UK's National Health Service is having problems coping with the demand for hospital places and trained medical staff.

So why is the situation getting worse? One problem is that we aren't getting enough exercise. Experts recommend that adults get at least 150 minutes of exercise every week – that amounts to just half an hour every day for five days. However, surveys show that only 53 percent of the adult population do that amount of exercise, and as people don't always tell the truth in surveys like this, it's possible that the real numbers are even lower.

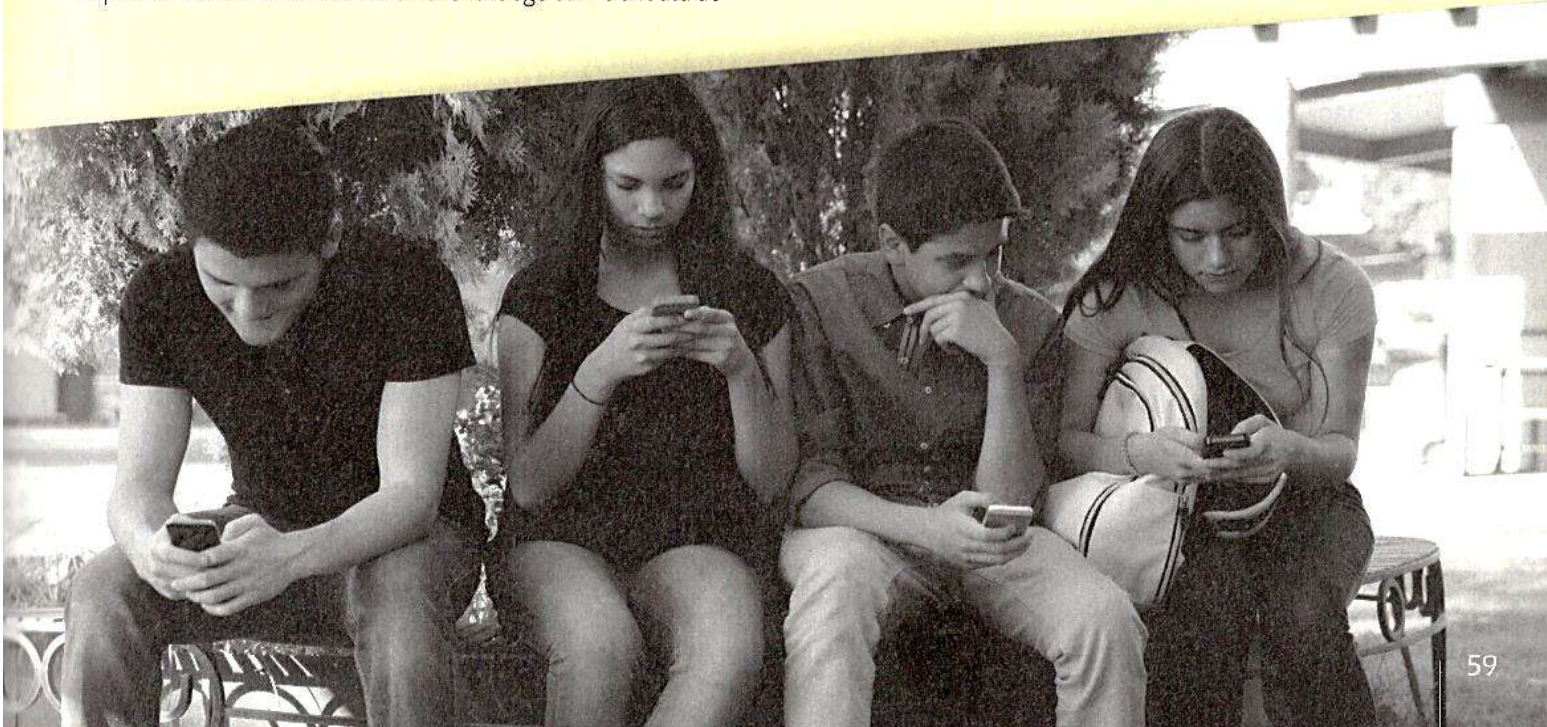
The figures for children are even more worrying. While medical experts recommend that children over the age of five should do

at least one hour of exercise a day, only 15 percent of girls and 22 percent of boys get this amount. At the same time children and teenagers are consuming more calories, especially in the form of sugar. A single can of soft drink contains more sugar than the recommended amount for an entire day! Furthermore, working parents don't often have time to cook meals using fresh ingredients and are tempted by cheap packaged food which is **filling** but contains few **nutrients** and is often high in salt, fat and sugar.

So, what are the solutions? One idea suggested by government experts is a 'sugar tax'. This makes the price of fizzy drinks higher, and will lead to a fall in demand for these products. At the same time it has forced manufacturers to reduce the amount of sugar in their products. The government will spend the tax money on sports programmes in schools and school breakfast clubs with healthy food options.

At the same time, schools are trying to increase the amount of exercise that children do. Most schools offer about two hours of P.E. a week and it is often difficult to increase this because of the need to study other subjects. However, some schools are now trying to persuade students to have active breaks, rather than sitting in corridors looking at their phones, and they are also offering more after-school sports activities for those who are interested.

The problem of obesity is one that schools, parents, governments, health officials, and most of all, individuals must try and overcome by working together to find solutions.





## 5G WRITING AND VOCABULARY | A note/short message

You can leave out greetings and polite expressions.

You can leave out the verb *to be* and definite articles.

Use bullet points.

You can leave out pronouns and auxiliary verbs.

Use imperatives.

Use contractions, initials, emoticons and symbols.

Neil,  
Working late tonight. Back about <sup>1</sup>8.  
• Buy yourself pizza – money in kitchen drawer.  
• Do homework.  
• Keep kitchen tidy <sup>2</sup> look after Katie.  
Back <sup>3</sup>. See you later.  
Mum

Mum,  
Had pizza. <sup>4</sup> for money! Tidied kitchen.  
Now at Jack's doing homework. Katie here too.  
Phone when <sup>5</sup> get home.  
N. 😊

### 1 Read the note and the text message. Answer the questions.

- Why did Neil's mum leave a note? because she was working late
- What should he buy? \_\_\_\_\_
- Where is the money? \_\_\_\_\_
- What other things should he do? \_\_\_\_\_
- Where are Neil and Katie? \_\_\_\_\_
- What are they doing? \_\_\_\_\_

### 2 Complete the note and the text message with the contractions from the box.

asap u & thx &

### 3 Rewrite these phrases to get the number of words in brackets.

- Dear Dad (1)  
Dad
- I had to go out. (4)  
\_\_\_\_\_
- I will be back at about seven o'clock. (3)  
\_\_\_\_\_
- I'm eating with Sam. (3)  
\_\_\_\_\_
- My phone is not working. (3)  
\_\_\_\_\_
- Best wishes, Jack (1)  
\_\_\_\_\_

THX

YW 😊

### 4 Replace the underlined parts in the note with the correct contractions.

Mel, sorry I didn't wait. Train departure in 15 mins. Will phone as soon as possible. Hope you are OK. Thanks for everything. There are some chocolates for you on table. Great to see you again. Ian, kisses

- |              |         |
|--------------|---------|
| 1 <u>dep</u> | 2 _____ |
| 3 _____      | 4 _____ |
| 5 _____      | 6 _____ |

### 5 WRITING TASK You want to cook dinner but you need to go out to buy some ingredients. Use the information below to write a note to your parents.

#### ACTIVE WRITING | A note/short message

##### 1 Plan your note.

- Tell your parents what you're making for dinner.
- Explain why you have to go out.
- Tell them where you are going.
- Ask them to set the table.

##### 2 Write the note.

- You can leave out greetings, pronouns and auxiliary verbs.
- Use contractions, initials and emoticons.
- Use imperatives and bullet points where appropriate.

##### 3 Check that ...

- you have included all the relevant information.
- there are no spelling or grammar mistakes.
- you haven't used any unnecessary words.



- 1 5A GRAMMAR AND VOCABULARY** Complete the sentences with the words from the box. There are two extra words.

curtains decorations drawer hanger radiator rug sofa surface wardrobe windowsill

- 1 There are papers on every surface in the house. Why don't you put them away?
- 2 We need to put up some \_\_\_\_\_ for the party.
- 3 Put your clothes in the \_\_\_\_\_.
- 4 It's sunny outside. Why don't you open the \_\_\_\_\_ and let some light in?
- 5 The knives are in the top \_\_\_\_\_.
- 6 We could put some plants on the \_\_\_\_\_ - they'll get a lot of sunlight there.
- 7 Your coat is on a \_\_\_\_\_ in the hall.
- 8 It's cold in here. Is the \_\_\_\_\_ on?

- 2 5B VOCABULARY** Choose the correct words to complete the sentences.

- 1 I'm \_\_\_ a cup of tea. Do you want one?  
a making      b doing      c taking
- 2 You're still in your pyjamas! You should \_\_\_ dressed before you have breakfast.  
a keep      b make      c get
- 3 Can you \_\_\_ out the rubbish, please?  
a take      b get      c make
- 4 There's orange juice on the floor. \_\_\_ it up please.  
a Dust      b Iron      c Mop
- 5 Let's take a \_\_\_ with us so we can make tea in the morning.  
a dishwasher      b kettle      c freezer
- 6 \_\_\_ your bed before you go to school.  
a Do      b Take      c Make
- 7 You should \_\_\_ the furniture in your bedroom.  
a mop      b vacuum      c dust
- 8 Please \_\_\_ this dusty floor.  
a set      b sweep      c dry

- 3 5E LISTENING AND VOCABULARY** Complete the blog post with one word in each gap.

- 4 5F READING AND VOCABULARY** Choose the correct words to complete the sentences.

- 1 Jess wants to go *in / on* a diet so she can lose weight before her holiday.
- 2 *Soft / Dairy* drinks, which are high in sugar, cause a lot of people to be overweight.
- 3 One very important piece of advice is to stop eating before you feel full *through / up*.
- 4 It's important to get enough exercise - this helps us to get fit and then *stay / go* fit.
- 5 Unfortunately, a lot of teenagers spend their money on poor quality *fast / low* food.
- 6 Vegans don't eat *diet / dairy* products such as milk.
- 7 I should eat meals that are *full / low* in salt and fat.

- 5 5G WRITING AND VOCABULARY** Complete the text with the words from the box.

ambulance appointment indigestion ~~pains~~ pills prescription symptoms results temperature tests

## A worrying morning

Dad felt ill this morning and had sudden <sup>1</sup>*pains* in his chest. We thought he was having a heart attack, so we called a(n) <sup>2</sup>\_\_\_\_\_ and it took him to hospital. The doctors did lots of <sup>3</sup>\_\_\_\_\_ and we waited nervously for the <sup>4</sup>\_\_\_\_\_. Finally, Dad came out looking embarrassed. There was nothing wrong with him. He just had a bit of <sup>5</sup>\_\_\_\_\_.

However, while he was in the hospital, the doctor found some other <sup>6</sup>\_\_\_\_\_ - high blood pressure and a high <sup>7</sup>\_\_\_\_\_, so he gave my dad a <sup>8</sup>\_\_\_\_\_ for some <sup>9</sup>\_\_\_\_\_ and dad made an <sup>10</sup>\_\_\_\_\_ to see him again two weeks later. Now, for the next two weeks, dad can't eat any red meat, butter, cheese or other fatty food. He isn't happy but at least he won't get indigestion again!

- 6 ON A HIGH NOTE** Imagine that a friend is giving you advice about your lifestyle. Write a short paragraph about the advice they would give you about your diet, exercise, sleep and any other things?

## JENNY'S FITNESS BLOG

YOUR QUESTIONS ANSWERED. CLICK ON A QUESTION TO FIND MY TOP TIPS!

- What's the easiest way to <sup>1</sup>*get* fit?
- Can you explain the difference between <sup>2</sup>*p*\_\_\_\_\_ -ups, <sup>3</sup>*s*\_\_\_\_\_ -ups and pull-ups? Which is the best for <sup>4</sup>*b*\_\_\_\_\_ off calories?
- Why do I need to <sup>5</sup>*w*\_\_\_\_\_ up before I start to <sup>6</sup>*w*\_\_\_\_\_ out? Is it to <sup>7</sup>*s*\_\_\_\_\_ my muscles?
- How can I choose a good <sup>8</sup>*p*\_\_\_\_\_ trainer? Is it best to have someone strict or relaxed?
- Will <sup>9</sup>*w*\_\_\_\_\_ training make me stronger?
- What's the best activity for a healthy heart? <sup>10</sup>*A*\_\_\_\_\_ in a gym to upbeat music or jogging?



**1 For each learning objective, write 1–5 to assess your ability.**

1 = I don't feel confident. 5 = I feel confident.

|    | Learning objective                                                                          | Course material          | How confident I am (1–5) |
|----|---------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 5A | I can use modal verbs to talk about suggestions and obligations.                            | Student's Book pp. 64–65 |                          |
| 5B | I can talk about household chores.                                                          | Student's Book p. 66     |                          |
| 5C | I can use modal verbs to talk about the past.                                               | Student's Book p. 67     |                          |
| 5D | I can ask for, give and refuse permission.                                                  | Student's Book p. 68     |                          |
| 5E | I can work out the meaning of new words in a web podcast and talk about health and fitness. | Student's Book p. 69     |                          |
| 5F | I can find specific information in an article and talk about healthy living.                | Student's Book pp. 70–71 |                          |
| 5G | I can write a short note or message.                                                        | Student's Book pp. 72–73 |                          |

**2 Which of the skills above would you like to improve in? How?**

| Skill I want to improve in | How I can improve |
|----------------------------|-------------------|
|                            |                   |

**3 What can you remember from this unit?**

| New words I learned and most want to remember | Expressions and phrases I liked | English I heard or read outside class |
|-----------------------------------------------|---------------------------------|---------------------------------------|
|                                               |                                 |                                       |



## GRAMMAR AND VOCABULARY

1 Match questions 1–5 with the most sensible answers a–g. There are two extra answers.

- |                                                        |                              |
|--------------------------------------------------------|------------------------------|
| 1 <input type="checkbox"/> Where's the patient?        | a In the freezer.            |
| 2 <input type="checkbox"/> Where's the ice cream?      | b In the washing machine.    |
| 3 <input type="checkbox"/> Where's the student party?  | c On the hanger.             |
| 4 <input type="checkbox"/> Where's the shirt I ironed? | d In the dishwasher.         |
| 5 <input type="checkbox"/> Where are the dirty cups?   | e In the ambulance.          |
|                                                        | f In the halls of residence. |
|                                                        | g In the oven.               |

/ 5

2 Complete the text with one word in each gap.

I changed my life last year. I went <sup>1</sup>on a diet and stopped eating unhealthy food. No more cakes for me! Now, I <sup>2</sup> \_\_\_\_\_ breakfast for my family every morning, then <sup>3</sup> \_\_\_\_\_ the table and <sup>4</sup> \_\_\_\_\_ the washing up. I even tidy my <sup>5</sup> \_\_\_\_\_ every Saturday. I <sup>6</sup> \_\_\_\_\_ well every night and wake up full of energy in the morning.

/ 5

3 Replace the underlined parts in the sentences below with the most appropriate modal verbs in the correct form.

- My advice to you is to change your diet. You should change your diet.
- Throw the water bottle away! You're not allowed to take it through security.  
Throw the water bottle away! You \_\_\_\_\_ take it through security.
- One possibility is for us to buy a microwave oven. We \_\_\_\_\_ buy a microwave oven.
- On holiday, no-one told me to get up early. On holiday, I \_\_\_\_\_ get up early.
- It isn't a good idea to eat fast food every night. You \_\_\_\_\_ eat fast food every night.

/ 4

4 Complete the sentences with the words from the box. There are two extra words.

could ~~couldn't~~ didn't had has have must mustn't

- I was so tired yesterday morning that I couldn't get out of bed.
- Milo \_\_\_\_\_ to be home before 10 p.m. His parents don't allow him to stay out longer.
- You \_\_\_\_\_ stay up too late – you have an exam tomorrow.
- Who \_\_\_\_\_ to stay behind after the lesson last Friday? Was it George?
- Helen \_\_\_\_\_ speak Italian when she was five because her grandparents are Italian.
- When I was ill last time, I \_\_\_\_\_ have to make my bed for a week.

/ 5

## USE OF ENGLISH

5 Choose the correct words a–d to complete the text.

MOST PEOPLE AGREE THAT DOING THE HOUSEWORK HELPS YOUR PARENTS AND ALSO PREPARES YOU FOR WHEN YOU LEAVE HOME. SO WHAT CHORES CAN YOU <sup>1</sup> \_\_\_\_\_?

The most important is tidying your bedroom. This means putting clothes away, <sup>2</sup> \_\_\_\_\_ the bed and vacuuming the floor. You should also help a lot in the kitchen. For a long time the most important job was doing the washing <sup>3</sup> \_\_\_\_\_ but, now, because of dishwashers, a lot of children <sup>4</sup> \_\_\_\_\_ do this. More important is learning how to cook. If you don't know how to do this, you may end up eating nothing but <sup>5</sup> \_\_\_\_\_ food in the future!

At the same time, learn how to <sup>6</sup> \_\_\_\_\_ a good cup of tea or coffee. Then, when you have your own flat or room in the <sup>7</sup> \_\_\_\_\_ of residence, you can invite your friends round for a hot drink.



- |              |                 |             |            |
|--------------|-----------------|-------------|------------|
| 1 a work     | b make          | c do        | d throw    |
| 2 a cleaning | b making        | c doing     | d dusting  |
| 3 a up       | b off           | c down      | d out      |
| 4 a mustn't  | b don't have to | c shouldn't | d couldn't |
| 5 a fast     | b quick         | c soft      | d dairy    |
| 6 a do       | b get           | c have      | d make     |
| 7 a flat     | b house         | c home      | d halls    |

/ 7

6 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

- It isn't necessary for Melissa to go to a gym to get fit. Melissa doesn't have to go to a gym to get fit.
- My advice to you is to get some weights. You \_\_\_\_\_ some weights.
- I'd like to throw away some of my old clothes that I never wear. I'd like to get \_\_\_\_\_ some of my old clothes that I never wear.
- We couldn't wear trainers at my primary school. We \_\_\_\_\_ proper shoes at my primary school.
- You could help me wash up if you like. You could help me do \_\_\_\_\_ if you like.

/ 4

/ 30



## 6A GRAMMAR AND VOCABULARY

## Future arrangements and intentions

1 ★ Put the words in order to make questions and answers with *going to*.

- 1 a shave off / his moustache / is / to / going / Harry / ?  
*Is Harry going to shave off his moustache?*  
 b his beard / to / going / too / he / yes / is / shave off

- 2 a are / get / your hair / to / cut / when / going / you / ?  
 b grow / am / long / to / going / it / I

- 3 a look for / a new job / to / is / going / your mum / ?  
 b is / she / yes

- 4 a work / going / are / in the summer / to / they / ?  
 b are / going / in a café / they / to / work / yes

## 2 ★ Match questions 1-5 with answers a-e.

- 1 ☐ When are you babysitting for your neighbours?  
 2 ☐ Why are you going to London this weekend?  
 3 ☐ Is your sister having a party this weekend?  
 4 ☐ Where are you meeting Russ?  
 5 ☐ Is your dad collecting us from the station?  
 a No, she isn't. She's having it in two weeks.  
 b On Saturday evening.  
 c I'm meeting him outside the school gate.  
 d We're going to see a play at the Royal Theatre.  
 e Yes, he is. I hope he isn't late.

## 3 ★★ Choose A for arrangement or FI for future intention. Then complete the sentences with the correct forms of the verbs in brackets.

- 1 Next week, we *'re going to start* (start) looking at holiday ideas. A / FI  
 2 I can't come tomorrow; Mum \_\_\_\_\_ (have) a birthday party. A / FI  
 3 Where \_\_\_\_\_ (you/meet) your group? A / FI  
 4 They \_\_\_\_\_ (have) a test on Friday. A / FI  
 5 One day, I \_\_\_\_\_ (run) my own business. A / FI  
 6 Bo doesn't like his hair. He \_\_\_\_\_ (change) his look completely. A / FI

## 4 ★★ Complete the conversation with responses a-f.

- Dora Are you looking forward to the party on Friday?  
 Noah Yes, I am. Everybody's doing something to help.  
 Dora What are you doing?  
 Noah <sup>1</sup> \_\_\_\_\_  
 Dora Wow - Noah the DJ! Is Jane making a cake?  
 Noah <sup>2</sup> \_\_\_\_\_  
 Dora What kind of cake?  
 Noah <sup>3</sup> \_\_\_\_\_  
 Dora Who else is helping?  
 Noah <sup>4</sup> \_\_\_\_\_  
 Dora That sounds interesting! I'd like to see that.  
 Noah <sup>5</sup> \_\_\_\_\_  
 Dora Of course! I'm going to stay at Amelia's for the night after the party. We're going to tidy up.  
 Noah <sup>6</sup> \_\_\_\_\_  
 Dora No, Jackie and Helen are going to help too.  
 a I don't know. It's going to be a surprise.  
 b How about you? Are you doing anything to help?  
 c I'm organising the music.  
 d Are you and Amelia going to do that by yourselves?  
 e Steve and Jan are going to make a film.  
 f Yes, she is. I asked her to.

## 5 ★★ Use Sophie's notes and the correct future forms to complete the sentences.

## My future intentions

- 1 Keep in touch with old friends.  
*I'm going to keep in touch* with old friends.  
 2 Not get upset at stupid jokes.  
 I \_\_\_\_\_ at stupid jokes.

## My appointments next week

- 3 Meet Joyce - Sat. 2 p.m.  
 I \_\_\_\_\_ on Saturday at two o'clock.  
 4 Not play basketball - Sunday - match cancelled.  
 I \_\_\_\_\_ because the match has been cancelled.

## My future plans and ambitions

- 5 Learn to drive when I'm eighteen.  
 I \_\_\_\_\_ when I'm eighteen.  
 6 Not get married until I'm thirty!  
 I \_\_\_\_\_ until I'm thirty!



- 6 ★★ Choose the correct forms to complete the sentences. Sometimes both forms are correct.
- 1 I *'m meeting* / *'m going to meet* some old friends next weekend.
  - 2 My parents *are losing* / *are going to lose* weight next year.
  - 3 We *aren't having* / *aren't going to have* a test next week.
  - 4 I *'m working* / *'m going to work* in a laboratory next year.
  - 5 What *are you doing* / *are you going to do* next weekend?
  - 6 When *are you giving* / *are you going to give* me my book back?

- 7 ★★★ Use the prompts and the correct future forms to complete the conversation.

- Gemma <sup>1</sup>What / you / do / on Saturday?  
*What are you going to do/doing on Saturday?*
- Erin <sup>2</sup>I / visit / a new stylist. I phoned her last night and got an appointment for 10.30.
- Gemma Really? <sup>3</sup>you / get / your hair / cut?
- Erin Yes, but more importantly <sup>4</sup>I / get / some advice about my skin and nails.
- Gemma That sounds interesting.
- Erin What about you? <sup>5</sup>you / get / a tattoo / like you said?
- Gemma No! <sup>6</sup>I / never / get / a tattoo.
- I don't know why I said that! But <sup>7</sup>I / get / a piercing tomorrow. I went to the salon yesterday and made an appointment. I was lucky there was a free place. Sometimes you have to wait a week or more.
- Erin What are you having pierced?
- Gemma Just my ears!

- 8 ★★★ Rewrite the mini-conversations using the correct forms of *going to* or the Present Continuous. Make any other necessary changes.

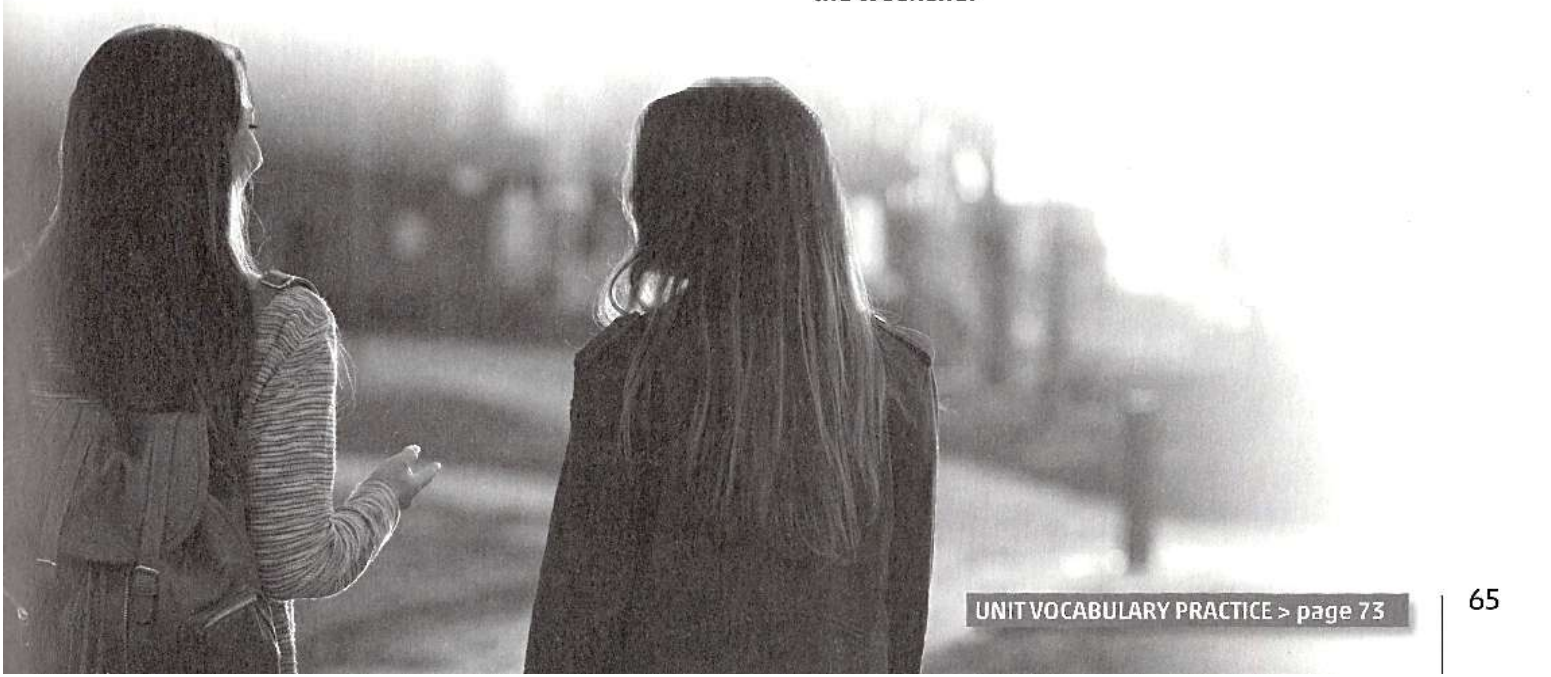
- Sally What are your plans for the summer?  
<sup>1</sup>*What are you going to do in the summer?*
- Ethan My plan is to get a summer job.  
<sup>2</sup>\_\_\_\_\_
- Max Have you got any arrangements for this Saturday?  
<sup>3</sup>\_\_\_\_\_
- Kai Yes, Adrian and I arranged to meet in the evening.  
<sup>4</sup>\_\_\_\_\_
- Isla What are your ambitions for the future?  
<sup>5</sup>\_\_\_\_\_
- Ava My ambition is to become a doctor.  
<sup>6</sup>\_\_\_\_\_
- Noah What are your arrangements for tomorrow?  
<sup>7</sup>\_\_\_\_\_
- Zoe I've got an appointment with the dentist at 3 p.m.  
<sup>8</sup>\_\_\_\_\_

- 9 ★★★ Complete the conversation with the correct future forms of the verbs from the box.

become buy do change get not eat start ~~take up~~

- Ricky I <sup>1</sup>*'m going to take up* jogging.
- Myra Great. When <sup>2</sup>\_\_\_\_\_?
- Ricky Next week. My parents <sup>3</sup>\_\_\_\_\_ me a new pair of trainers at the weekend.
- Myra So, why did you make this decision?
- Ricky I want to get fit.
- Myra <sup>4</sup>\_\_\_\_\_ your diet?
- Ricky Yes, I <sup>5</sup>\_\_\_\_\_ fast food – well, not much – and I <sup>6</sup>\_\_\_\_\_ a vegetarian.
- Myra Great. Good luck. Hey, <sup>7</sup>\_\_\_\_\_ anything this afternoon? We could go to the cinema.
- Ricky Sorry, <sup>8</sup>\_\_\_\_\_ my hair cut at four o'clock. Maybe tomorrow.

- 10 ON A HIGH NOTE Write a short paragraph about your plans and arrangements for the rest of this week and the weekend.





## 6B READING AND VOCABULARY

### 1 Read the first two paragraphs of the diary and choose the best answer.

What is 'social anxiety'?

- a Being afraid that you can't make new friendships.
- b Feeling nervous when you have to interact with other people.
- c Not having a good relationship with family members.

### 2 Read the whole text and match events 1–5 with dates a–e.

- |                                                                               |                       |
|-------------------------------------------------------------------------------|-----------------------|
| 1 <input type="checkbox"/> She showed a presentation to her family.           | a Monday, 4th June    |
| 2 <input type="checkbox"/> She gave her second presentation.                  | b Sunday, 3rd June    |
| 3 <input type="checkbox"/> She talked to the life coach about social anxiety. | c Tuesday, 6th May    |
| 4 <input type="checkbox"/> She talked to the life coach about her faults.     | d Tuesday, 29th April |
| 5 <input type="checkbox"/> She gave her first presentation.                   | e Monday, 21st April  |

### 3 Read the text again. Match sentences A–H with gaps 1–5 in the text. There are three extra sentences.

- A The topic is 'An invention that changed the world'.
- B I tried to ignore the negative comments.
- C I even told a couple of jokes.
- D I thought she would give me advice, but it doesn't work like that.
- E What was I doing there?
- F Looking back, it wasn't as bad as I thought.
- G I was really nervous and kept forgetting what to say.
- H Now I know that identifying my anxieties is the best way to deal with them.

### Vocabulary extension

#### 4 Find words and phrases 1–5 in the text and decide which meanings are correct: a or b.

- 1 my mind went (completely) blank
  - a I had strange thoughts.
  - b I couldn't think of anything.
- 2 panicked
  - a couldn't think clearly
  - b made a silly mistake
- 3 embarrassment
  - a a feeling of being nervous
  - b a feeling of being angry
- 4 in tears
  - a confused
  - b crying
- 5 blush
  - a when cheeks go red
  - b when hands shake

### ACTIVE VOCABULARY | Prefix over-

The prefix *over-*, when added to an adjective, means 'too much' or 'more than is necessary', e.g. if you are *overconfident*, you are *too* confident. You might make a mistake because you are not careful.

### 5 Complete the sentences with the adjectives from the box.

overconfident overcooked overdressed overpaid  
~~overweight~~ overworked

- 1 Keith wants to lose a few kilos because he's a bit overweight.
- 2 The meal wasn't very good – the fish was too salty and the vegetables were \_\_\_\_\_.
- 3 In my opinion, some actors are \_\_\_\_\_; \$20 million for one film is ridiculous.
- 4 Tom was \_\_\_\_\_ and lost the match – he was so sure of winning that he became careless.
- 5 I'm \_\_\_\_\_ at the moment because I'm doing my own and my colleague's work.
- 6 Don't you think that you're a little \_\_\_\_\_? You don't need to wear a suit and tie for a children's birthday party!

### 6 ON A HIGH NOTE Write a short paragraph about a social situation in which you felt anxious.





# HOW I BECAME A BETTER SPEAKER

## Monday, 21st April

I gave a presentation to the class today. It was awful. <sup>1</sup>\_\_\_ At one point, my mind went completely blank and I stared at my notes and couldn't say a word! Then I accidentally switched off the laptop halfway through the presentation – I just panicked and couldn't manage to switch it back on. I felt myself going bright red with embarrassment. My friends were very sympathetic and my teacher gave me a B, but I still felt dreadful. I was in tears when I got home. I told Mum and Dad all about it during dinner and Mum suggested I go to see her 'life coach' next week. What's a life coach?!

## Tuesday, 29th April

I had my first session with the life coach today. She asked me what I wanted to talk about so I told her all about my presentation and what had gone wrong. <sup>2</sup>\_\_\_ A good life coach knows exactly what questions to ask so that you can work out the answers to your problems yourself. She asked me how I had felt, and if I often feel like that. Then she explained that I have a condition called 'social anxiety'. She said that a lot of people feel the same way as I do – nervous and upset if they have to meet new people or speak in public. I felt a lot better about myself after that – now I know I'm not the only one!

## Tuesday, 6th May

I had another great session with the life coach today and, with her help, found out more about myself; I give up too easily and I think too much about other people's

opinions. I spend a lot of time worrying about how my family and friends see me. I found it really helpful to work out what exactly makes me feel so upset and nervous. <sup>3</sup>\_\_\_

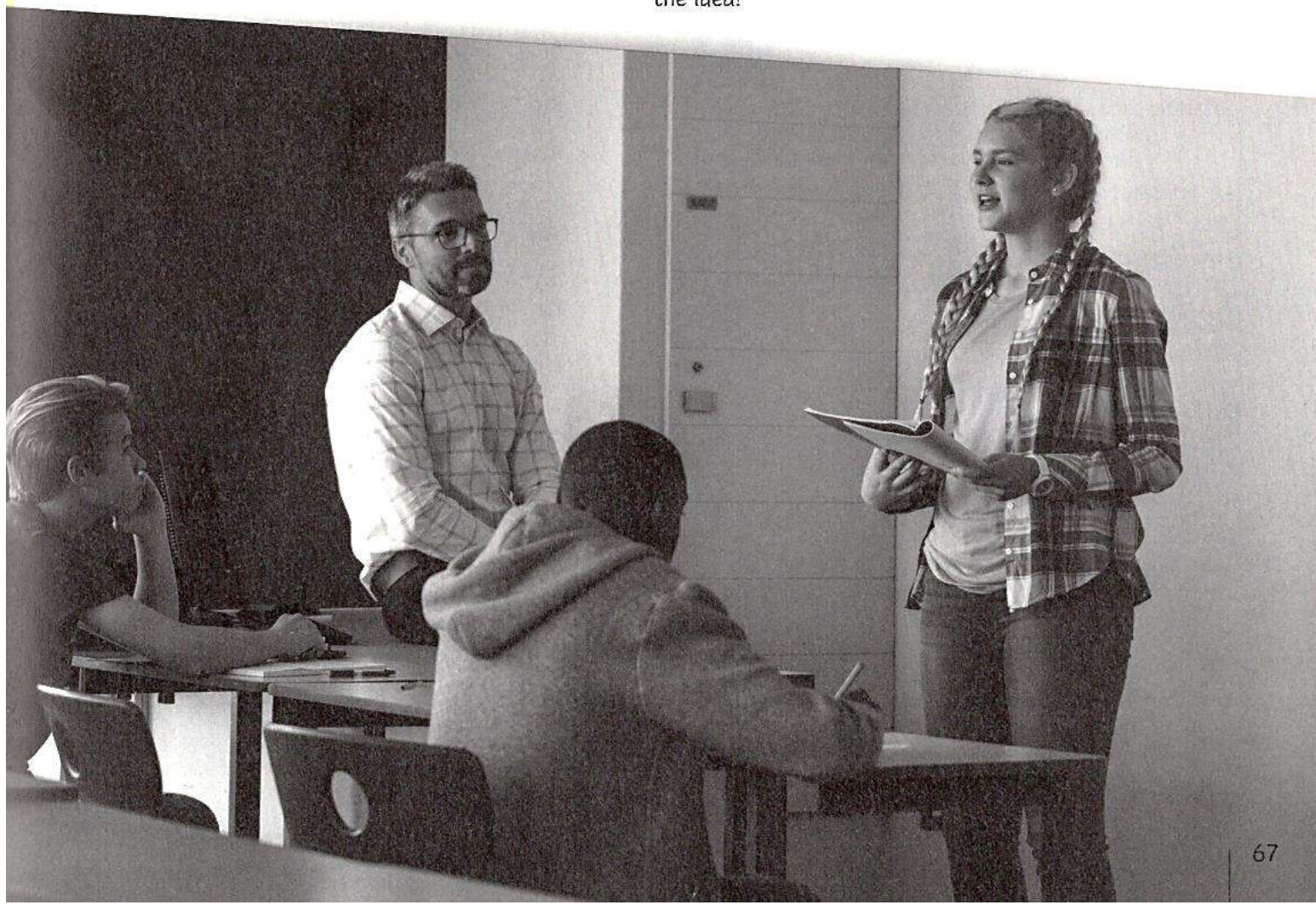
## Sunday, 3rd June

I'm giving another presentation tomorrow for History. <sup>4</sup>\_\_\_ This time I followed the advice of my life coach who told me that being well-prepared would help me to feel more confident. I got on with the project immediately and finished it three days ago. Now I feel ready and I'm about to present it to my first audience – my parents and grandparents!

Well, that went quite well and they gave me good advice about how to stand, where to look and what to say at different times. I still look at my notes too much and, even with my family, I blush when I make a mistake, but I'm much better prepared than last time. I think I'll try again in my bedroom now and watch myself in the mirror while I talk.

## Monday, 4th June

The presentation is over. What a difference! I was confident, but not overconfident. I looked directly at the other students while I was speaking and didn't need my notes at all. <sup>5</sup>\_\_\_ At the end, everyone started clapping. I couldn't believe it! The teacher gave me an A and suggested that I give a presentation at the next school open day when new students and their parents come to see what the school is like. Six months ago, that was my biggest nightmare, but now I'm quite excited about the idea!

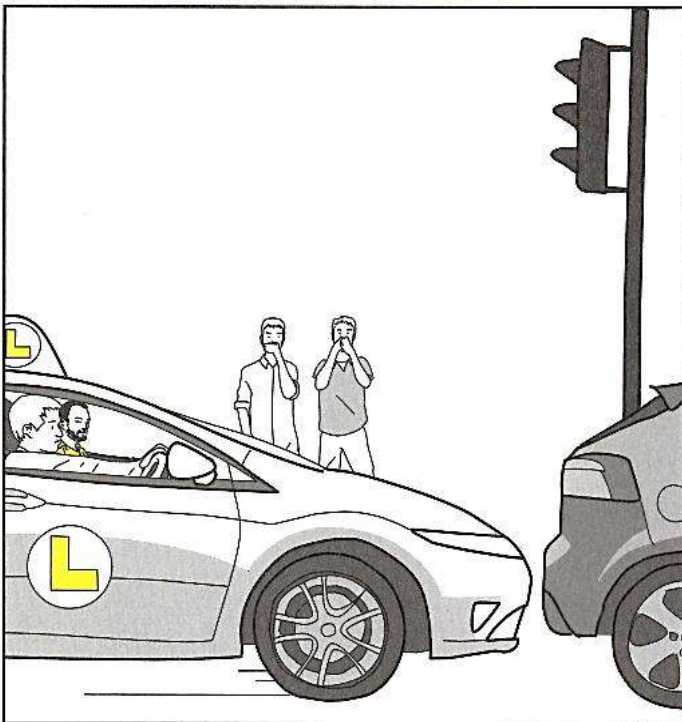
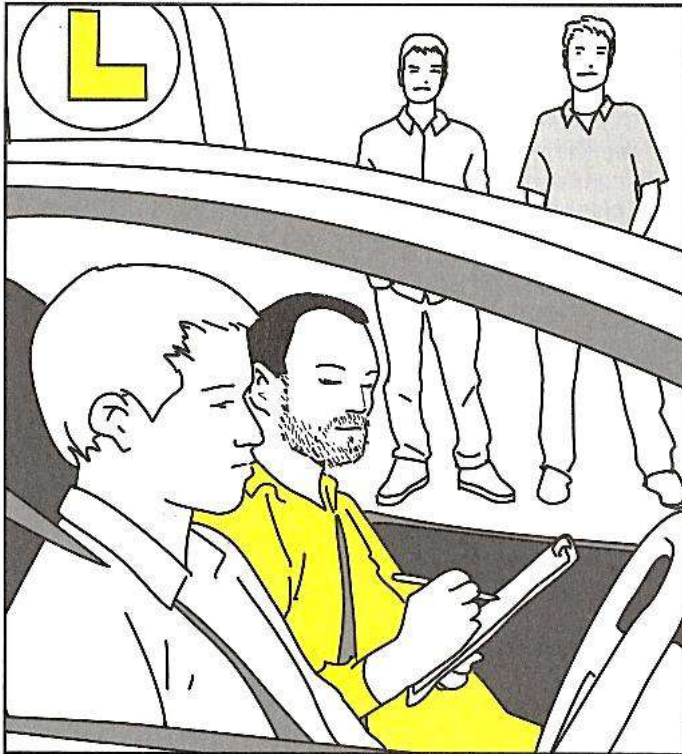




## 6C GRAMMAR AND VOCABULARY

### Future predictions: *going to* and *will*

- 1 ★ Look at the pictures. Complete the sentences with the correct future forms of the verbs in brackets.



- 1 Do you think he will pass (pass)?
- 2 I'm sure his parents \_\_\_\_\_ (buy) him a car.
- 3 He \_\_\_\_\_ (probably/phone) us when the test finishes.
- 4 Oh dear! He \_\_\_\_\_ (crash).
- 5 He \_\_\_\_\_ (not pass) his test!
- 6 The other driver \_\_\_\_\_ (be) very upset.

- 2 ★★ Complete the dialogue with the correct future forms of the verbs in brackets.

Archie This is a great wedding.  
 Dana Yes. Do you think they <sup>1</sup>will be (be) happy?  
 Archie Who?  
 Dana Your brother and his wife, of course.  
 Archie I guess so.  
 Dana Do you think they <sup>2</sup>\_\_\_\_\_ (start) a family soon?  
 Archie I don't think so.  
 Dana Where do you think <sup>3</sup>\_\_\_\_\_ (they/live)?  
 Archie They <sup>4</sup>\_\_\_\_\_ (probably/move) to London. They like big cities. Oh, my dad's calling us. That means we <sup>5</sup>\_\_\_\_\_ (eat) soon.  
 Dana What kind of food <sup>6</sup>\_\_\_\_\_ (we/have)?  
 Archie I'm not sure but there <sup>7</sup>\_\_\_\_\_ (be) a lot. Dad told me not to eat any breakfast today!

- 3 ★★ Complete the mini-conversations with the correct future forms of the words from the box.

I/probably/wait he/fly it/probably/be it/rain  
 it/stop she/say they/put on sure/he/have  
 you/invite you/start

Tom Who <sup>1</sup>are you going to invite to the end of year ball?  
 Jack Rania probably, but I think <sup>2</sup>\_\_\_\_\_ 'No'.  
 Kit When <sup>3</sup>\_\_\_\_\_ studying for your exams?  
 Will I don't know. <sup>4</sup>\_\_\_\_\_ until the last minute as usual!  
 Amy Look at those people over there. <sup>5</sup>\_\_\_\_\_ some kind of show. Do you want to watch it?  
 Rick No. <sup>6</sup>\_\_\_\_\_ boring. Let's go.  
 Alan It's very dark this morning. I think <sup>7</sup>\_\_\_\_\_. What about our camping holiday?  
 Sue Relax, it's only Monday today. I'm sure <sup>8</sup>\_\_\_\_\_ before the weekend.  
 Kim My brother is very excited because <sup>9</sup>\_\_\_\_\_ to New Zealand next week.  
 Mel Really? I'm <sup>10</sup>\_\_\_\_\_ the time of his life there.

- 4 ON A HIGH NOTE Write a short paragraph about two things you hope will happen in the next week and two things you know are going to happen.



## 6D LISTENING AND VOCABULARY

- 1 43 Listen to Part 1 of a podcast and choose the best answer.

What will the main point of the podcast be?

- a How we use weather words in different languages.  
b How the weather can affect our behaviour.

- 2 44 Listen to Part 2 of the podcast and decide if statements 1–8 are true or false.

- 1 ☐ People only suffer from SAD in the autumn and spring time.  
2 ☐ The speaker doesn't believe that the condition really exists.  
3 ☐ Scientists are not completely sure about the exact cause for SAD.  
4 ☐ In the dark winter months, the balance of hormones in our bodies changes.  
5 ☐ Most people who suffer from SAD live in the UK.  
6 ☐ Changing your daily routine can help you to feel better.  
7 ☐ You should exercise outdoors even when the weather is cold.  
8 ☐ Vitamin D can only be found in certain foods.

## Vocabulary extension

- 3 Match the words from the box with the definitions.

depression disorder ~~hormone~~ mood swings  
suffer from

- 1 A chemical produced by the body that affects our mood. hormone  
2 To feel physical or psychological pain. \_\_\_\_\_  
3 A feeling of being unhappy. \_\_\_\_\_  
4 An illness or medical condition. \_\_\_\_\_  
5 Sudden changes in emotion, e.g. from happiness to sadness. \_\_\_\_\_

- 4 45 Complete the extracts from the podcast in Exercise 2 with the words from Exercise 3. Listen and check.

- 1 Some people have a feeling of tiredness, a lack of energy, and sudden mood swings.  
2 You may be suffering from Seasonal Affective \_\_\_\_\_.  
3 Studies have shown that when there's less sunlight, our bodies produce more of a \_\_\_\_\_ called 'melatonin'.  
4 SAD often improves and disappears in the spring and summer, which is why it's also known as 'winter \_\_\_\_\_.  
5 Experts estimate that between three and twenty percent of people in the UK \_\_\_\_\_ SAD.



## Pronunciation

## ACTIVE PRONUNCIATION | /θ/ and /ð/ sounds

In English, we pronounce *th* as /θ/ in **think** or /ð/ in **this**.

- 5 46 Listen and repeat.

/θ/ think /ð/ this

- 6 47 Look at these sentences from the podcast in Exercises 2 and 3. How is *th* pronounced in the underlined words? Choose the correct phonetic symbol. Listen and check.

- 1 We often use weather phrases to describe a certain character trait or behaviour. /θ/ or /ð/  
2 From the beginning of the autumn through to spring time. /θ/ or /ð/  
3 People who are affected by this condition say that during the winter months they feel anxious and miserable! /θ/ or /ð/  
4 When I first heard about this, I thought, 'Just a minute, this can't be an actual medical problem'. /θ/ or /ð/  
5 Although the exact cause of SAD isn't completely clear, scientists think that this lack of sunlight may be the problem. /θ/ or /ð/

- 7 48 Match the words from the box with the correct phonetic symbols. Listen, check and repeat.

clothes ~~mathematics~~ mother smooth sunbathe  
toothpaste thrilled throw

/θ/ mathematics \_\_\_\_\_

/ð/ \_\_\_\_\_

- 8 49 Listen. How is the pronunciation of the word *the* different before a consonant sound and before a vowel sound? Practise saying the sentence.

From the beginning of the autumn through to spring time.

## ACTIVE PRONUNCIATION | /ðə/ and /ði:/ sounds

The word *the* is pronounced

- /ðə/ before a consonant sound (e.g. **the beginning**).
- /ði:/ before a vowel sound (e.g. **the autumn**).
- /ðə/ and not /ði:/ before a word beginning with *u* pronounced as /ju:/ (e.g. **the uniform**).

- 9 50 Practise saying these sentences. Listen and check.

- 1 The exact cause of SAD isn't clear, but scientists think that this lack of sunlight may be the problem.  
2 Experts estimate that between three and twenty percent of people in the UK suffer from SAD.  
3 When the weather is bad, you probably won't feel like going outside, but it's important to make the effort.



## 6E VOCABULARY | Feelings and emotions

1 ★ Choose the words with the same meaning as the underlined parts in the sentences below.

- 1 Were you uninterested during the film?  
a stressed      b excited      c bored
- 2 Mum was very pleased with her present.  
a delighted      b surprised      c worried
- 3 Steve is very upset and miserable about losing his job.  
a disappointed      b depressed      c amazed
- 4 I'd love to be unstressed like Megan during exams.  
a relaxed      b worried      c depressed
- 5 Cath wanted to know more about the paintings in the gallery.  
a was amazed by      b was interested in  
c was surprised by
- 6 The kids were very happy and restless when they got the invitation.  
a depressed      b excited      c relaxed

2 ★ Complete the words in the text with one letter in each gap.

I always get <sup>1</sup>anxious when I have an exam or a test – it's the only time I ever get really <sup>2</sup>s  r  s  . During my driving test, I was so nervous that my hands were shaking! I felt <sup>3</sup>m  a  b   because I was sure that I would fail. When the driving instructor said 'Congratulations', I was <sup>4</sup>a  z  !

Mum was really proud that I'd passed my driving test, but I could see that Dad wasn't so <sup>5</sup>pl  s  . I couldn't understand it. Why wasn't he happy for me? Then I realised what the problem was. He was <sup>6</sup>w  r   about me driving his new car!

3 ★ Complete the sentences with the words from the box.

amazing boring ~~disappointed~~ exciting exhausted  
pleased relaxing worried

- 1 When Mark didn't get into the basketball team he was disappointed.
- 2 My friend dyed her hair. She looked great – really           .
- 3 I didn't really like the book – it was really           .
- 4 We liked the computer game because it was very           .
- 5 The boys stayed up all night and the next day were           .
- 6 I couldn't find my wallet. I was really           .
- 7 When Steve got good marks, his parents were very           .
- 8 After a difficult year at school, the holidays were very           .

4 ★★ Complete the texts with the correct adjectives formed from the verbs in bold.

I went to see the new *Star Wars* film last week. My friends said it was <sup>1</sup>**amazing** (AMAZE), but I have to say I was <sup>2</sup>           (DISAPPOINT). I found it quite <sup>3</sup>           (BORE) really. I prefer horror films. I like to feel <sup>4</sup>           (FRIGHTEN) on the way home from the cinema!

May, aged 15

My parents booked a package holiday last summer. They think package holidays are <sup>5</sup>           (RELAX) and <sup>6</sup>           (INTEREST). I don't know why. I was <sup>7</sup>           (BORE) for most of the two weeks. How long can you spend lying in the sun? My parents were <sup>8</sup>           (SURPRISE) when I told them that I didn't enjoy the holiday.

Tom, aged 16

5 ON A HIGH NOTE Write a short paragraph about two of the things and situations from the box and how they make you feel. Use adjectives from this lesson.

a book you don't like    a film you really like  
a subject at school    getting a new haircut  
meeting somebody new    something you do on holiday  
sports





- 1 51 Listen and repeat the phrases. How do you say them in your language?

### SPEAKING | Expressing probability

#### VERY LIKELY

You'll **definitely** win.  
You'll (almost) **certainly** win.  
I'm **sure** you'll win.

#### LIKELY

I **think** you'll win.  
You'll **probably** win.

#### POSSIBLE

Perhaps/Maybe you'll win.  
It's **possible** (that) you'll lose.  
You **may/might** lose.  
Perhaps/Maybe you **won't** win.

#### UNLIKELY

I **don't think** you'll win.  
You **probably won't** win.

#### VERY UNLIKELY

You **definitely won't** win.  
You (almost) **certainly won't** win.  
I'm **sure** you **won't** win.

- 2 Put the words in order to make sentences.

- they / give / good advice / will / definitely / you  
They will definitely give you good advice.
- sure / you / a great time / have / I'm / will  
\_\_\_\_\_
- be / will / arrives / tired / he / Roman / when / probably  
\_\_\_\_\_
- will / something interesting / there / almost / you / find / certainly  
\_\_\_\_\_
- probably / visit / this weekend / my cousins / us / won't  
\_\_\_\_\_
- is / late / the plane / be / that / will / possible / it  
\_\_\_\_\_

- 3 Complete the conversations with the words from the box.

definitely don't it's maybe might possible sure will won't

- Cath** Rob's coming home tomorrow after six months in Thailand. I wonder what he'll look like.  
**Lucy** He <sup>1</sup>definitely won't be pale! I'm sure he'll have a great suntan.  
**Cath** Yes, and he <sup>2</sup>\_\_\_\_\_ definitely be thinner after six months of swimming and hiking.  
**Lucy** Hey! He <sup>3</sup>\_\_\_\_\_ have blond hair or a pierced nose or something.  
**Cath** <sup>4</sup>\_\_\_\_\_ he will. Wow. That would be funny!  
**Sam** Are you going to watch the football match this evening?  
**Tom** Yes, I'm <sup>5</sup>\_\_\_\_\_ it will be a good match.  
**Sam** I hope so, but it's <sup>6</sup>\_\_\_\_\_ that the match will be disappointing. Our team haven't been playing very well recently.  
**Adrian** Jason's got his driving test today. He definitely <sup>7</sup>\_\_\_\_\_ pass. He's only had three lessons.  
**Paula** I <sup>8</sup>\_\_\_\_\_ think he'll pass either, but I guess <sup>9</sup>\_\_\_\_\_ possible that he'll be lucky and have a kind examiner.

- 4 **USE OF ENGLISH** Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

- It's very likely that Grace will wait until the last minute.  
I'm sure Grace will wait until the last minute.
- It's possible that the gym will be closed.  
The gym \_\_\_\_\_ closed.
- It's unlikely that I'll find a job.  
I \_\_\_\_\_ that I will find a job.
- It's likely that you'll pass your driving test.  
You'll \_\_\_\_\_ your driving test.
- It's very unlikely that Anna will get a piercing.  
Anna almost \_\_\_\_\_ get a piercing.



## 6G WRITING | An informal invitation

Give your email a title.

Explain what the event is.

Give the place, date, time and contact details.

Encourage your friend to accept.

**Sandra Rivera**

**To:** Lori Collins

**Re:** Meal on Saturday

Hi Lori,

My dad's cooking a big Spanish meal on Saturday. <sup>1</sup>*Would* you like to come? My dad's a really good cook and it'll <sup>2</sup>\_\_\_\_\_ great fun. Sam is inviting one of his friends too and my dad's sister from Valencia is going to come with my Spanish cousins.

The <sup>3</sup>\_\_\_\_\_ is 27, Orchard Way. It's going to start at three o'clock, but you can come round earlier if you want. Phone or text me on 0717345623 to let me know if you can come.

I really <sup>4</sup>\_\_\_\_\_ you can make it.

All the best,

Sandra

Thank your friend for the invitation.

Accept or decline the invitation.

Check the arrangements.

**Lori Collins**

**To:** Sandra Rivera

**Re:** Meal on Saturday

Hi Sandra,

Thanks so <sup>5</sup>\_\_\_\_\_ for inviting me to your dad's meal. I'll definitely come! I love Spanish food.

Three o'clock is fine, but I can't come earlier because my guitar lesson doesn't finish until two o'clock. Do I <sup>6</sup>\_\_\_\_\_ to bring anything?

Thanks again,

Lori

**1 USE OF ENGLISH** Complete the emails with one word in each gap.

**2** Imagine that Lori couldn't come to the meal. Complete her reply with the words from the box.

afraid anyway appreciate kind love

**Lori Collins**

**To:** Sandra Rivera

**Re:** Meal on Saturday

Hi Sandra,

I really <sup>1</sup>*appreciate* the invitation to your dad's Spanish meal. It's really <sup>2</sup>\_\_\_\_\_ of you. I'd <sup>3</sup>\_\_\_\_\_ to come but I'm <sup>4</sup>\_\_\_\_\_ I can't make it. We're going to visit my aunt this weekend.

Thanks <sup>5</sup>\_\_\_\_\_. Have a good time!

Lori

**3 WRITING TASK** You and your parents are going to London for the weekend to visit some museums and art galleries. Your parents have said that you can invite a friend. Use the information below to write an informal invitation.

### ACTIVE WRITING | An informal invitation

#### 1 Plan your invitation.

- Invite your friend, briefly describing the weekend trip.
- Give details of how you're travelling, where you're going to stay, what you're going to do, etc.
- Sign off appropriately and encourage your friend to come.

#### 2 Write the invitation.

- Begin and end your invitation appropriately.
- Use paragraphs to organise your invitation.
- Use phrases from the Writing box in the Student's Book.
- Use future forms.

#### 3 Check that ...

- you have included all the relevant information.
- there are no spelling or grammar mistakes.
- there is a good range of vocabulary and structures.



## UNIT VOCABULARY PRACTICE

1 **6A GRAMMAR AND VOCABULARY** Choose the correct words to complete the sentences.

- 1 Why don't you *take care of / take up* a new sport or hobby?
- 2 Are you trying to *grow / make* a beard?
- 3 I want to *dye / paint* my hair red, but I don't know if it will suit me.
- 4 Kerry wants to get in *weight / shape* so she's going to join a gym.
- 5 If you *take care of / take up* your skin, you will look much younger.
- 6 You'll definitely *lose / put on* weight if you stop eating sugary snacks.
- 7 This exercise is good for *building up / taking up* your muscles.
- 8 Gemma wants to *change / grow* her look by getting her hair cut short.

2 **6B READING AND VOCABULARY** Complete the Internet forum with one word in each gap.

## YOUR PROBLEMS

I'm <sup>1</sup>*about* to start my final year at school. How can I <sup>2</sup> \_\_\_\_\_ out more about university courses?

*Sol, 18*

I'm really having problems with Maths. I still have two more years before my final exams. Should I carry <sup>3</sup> \_\_\_\_\_ and hope that it gets easier or <sup>4</sup> \_\_\_\_\_ up and study something else?

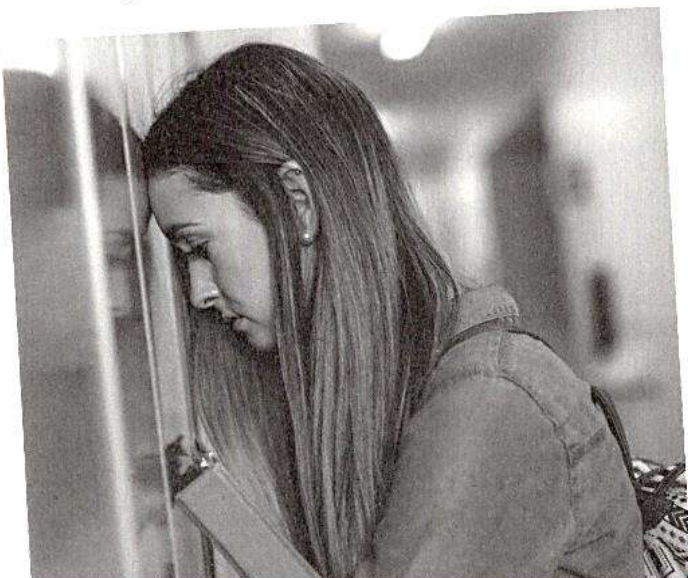
*Jack, 17*

I'm looking <sup>5</sup> \_\_\_\_\_ a summer job. Last year I worked in a restaurant. It was hard work and not very interesting, but they want me to work for them again. Should I go <sup>6</sup> \_\_\_\_\_ there or try to find something else?

*Beth, 18*

Every time I try to <sup>7</sup> \_\_\_\_\_ on with my homework, I find some reason to <sup>8</sup> \_\_\_\_\_ it off until later. Usually I find something to <sup>9</sup> \_\_\_\_\_ out about on the Internet – TV programmes, film reviews, music videos – anything except do my homework. What can I do?

*Mark, age 16*

3 **6C GRAMMAR AND VOCABULARY** Complete the diary entry with the words and phrases from the box.

engaged have kids married middle-aged  
~~move away~~ rent retire settle down twenties  
university

Next month I'm going to be eighteen and here's what I predict I will do in my life ...

Next year, I'm going to <sup>1</sup>*move away* from home and go to <sup>2</sup> \_\_\_\_\_. I hope that I'll be able to <sup>3</sup> \_\_\_\_\_ a flat together with some other students. After I finish my studies, it's difficult to say what will happen, but I don't want to <sup>4</sup> \_\_\_\_\_ too quickly. I'd like to live abroad for a while. I'm not going to get <sup>5</sup> \_\_\_\_\_ before I reach my late <sup>6</sup> \_\_\_\_\_ or early thirties. Then I hope I'll get <sup>7</sup> \_\_\_\_\_ and <sup>8</sup> \_\_\_\_\_ before I reach the age of forty. I'd like to earn a lot of money and <sup>9</sup> \_\_\_\_\_ when I'm still <sup>10</sup> \_\_\_\_\_ – about fifty-five.

4 **6D LISTENING AND VOCABULARY** Put the words from the box in the correct column.

~~adore~~ affectionate can't stand cheerful hate  
look forward to loving miserable pessimistic tense

| Positive meaning | Negative meaning |
|------------------|------------------|
| <i>adore</i>     |                  |
|                  |                  |
|                  |                  |
|                  |                  |
|                  |                  |

5 **6E VOCABULARY** Complete the sentences with the correct words formed from the verbs in bold.

- 1 I feel *worried* about the future because I have a lot of difficult decisions to make. **WORRY**
- 2 Sam is \_\_\_\_\_ in Biology and is planning to study Medicine at university. **INTEREST**
- 3 Lying in the garden reading a book is a \_\_\_\_\_ way to spend the afternoon. **RELAX**
- 4 If you're \_\_\_\_\_, you should find something to do – call a friend or go for a walk. **BORE**
- 5 My makeover was a bit \_\_\_\_\_ – I think I look exactly the same as I did before! **DISAPPOINT**
- 6 How can you be so \_\_\_\_\_ just before the exams? Everyone else is really stressed! **RELAX**
- 7 I'm \_\_\_\_\_ that so many people came to my party! **AMAZE**
- 8 Going away to university for the first time is an \_\_\_\_\_ experience. **EXCITE**

6 **ON A HIGH NOTE** Write a short paragraph about an experience from your life that taught you something important and explain why.



**1** For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

|    | Learning objective                                                                                                  | Course material          | How confident I am (1–5) |
|----|---------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 6A | I can use the Present Continuous and <i>going to</i> to talk about future arrangements and intentions.              | Student's Book pp. 78–79 |                          |
| 6B | I can work out the meaning of new words in a text and talk about procrastination.                                   | Student's Book pp. 80–81 |                          |
| 6C | I can use <i>going to</i> and <i>will</i> to talk about future predictions.                                         | Student's Book p. 82     |                          |
| 6D | I can understand the main points and identify specific information in a talk and talk about pessimism and optimism. | Student's Book p. 83     |                          |
| 6E | I can describe people's appearance and emotions using adjectives with <i>-ed</i> and <i>-ing</i> endings.           | Student's Book p. 84     |                          |
| 6F | I can make predictions about the future.                                                                            | Student's Book p. 85     |                          |
| 6G | I can write a reply in an email or letter accepting or declining an invitation.                                     | Student's Book pp. 86–87 |                          |

**2** Which of the skills above would you like to improve in? How?

| Skill I want to improve in | How I can improve |
|----------------------------|-------------------|
|                            |                   |

**3** What can you remember from this unit?

| New words I learned and most want to remember | Expressions and phrases I liked | English I heard or read outside class |
|-----------------------------------------------|---------------------------------|---------------------------------------|
|                                               |                                 |                                       |



## GRAMMAR AND VOCABULARY

## 1 Complete the sentences with the words from the box. There are three extra words.

anxious ~~cautious~~ celebrate find move pass put settle turn vote

- 1 In new situations it's a good idea to be cautious and not to make any sudden decisions.
- 2 Who are you going to \_\_\_\_\_ for in the school council elections?
- 3 I don't think I'll be ready to \_\_\_\_\_ down until I'm in my thirties.
- 4 Can we \_\_\_\_\_ out what time the last bus leaves?
- 5 How are you going to \_\_\_\_\_ your dad's birthday this year?
- 6 Be polite and give a good reason when you \_\_\_\_\_ down your friend's invitation.
- 7 My brother wants to \_\_\_\_\_ away from home and start living on his own.

/ 6

## 2 Complete the email with one word in each gap.

Hi Nick,

I know you're <sup>1</sup>keen on sports and fitness, so I'm writing to you for some advice. I started jogging a few weeks ago, but I've got a problem. I'll almost certainly have to <sup>2</sup>\_\_\_\_\_ up because it's really hurting my knees. I'd like to <sup>3</sup>\_\_\_\_\_ up a different sport because I really want to <sup>4</sup>\_\_\_\_\_ into shape before the summer. I'd like to <sup>5</sup>\_\_\_\_\_ up my muscles and <sup>6</sup>\_\_\_\_\_ a bit of weight at the same time.

What sport would you recommend?

Ray

/ 5

## 3 Complete each group of three sentences with the correct forms of the words in brackets and the Present Continuous, going to and will.

1

- a This evening I 'm going to try (try) to finish my History project.
- b Tomorrow, Helen \_\_\_\_\_ (get) her hair cut.
- c I think my dad \_\_\_\_\_ (retire) in about five years.

2

- a Where do you think \_\_\_\_\_ (we/be) in thirty years' time?
- b \_\_\_\_\_ (you/work) harder this year?
- c Who \_\_\_\_\_ (you/meet) this evening?

/ 5

## 4 Use the prompts to write sentences using future forms.

- 1 Oh no! Look at that boat! It / hit / the bridge!  
It's going to hit the bridge!
- 2 I'm sorry, but I can't meet you today. I / work / until nine.  
\_\_\_\_\_
- 3 I / grow / my hair long / this year.  
\_\_\_\_\_
- 4 it / be / sunny / in Greece / in February?  
\_\_\_\_\_
- 5 I / think / I / rent / a flat / with / my friends / when / I / go / to university  
\_\_\_\_\_
- 6 Sam and Jane / get / married / next / month  
\_\_\_\_\_

/ 5

## USE OF ENGLISH

## 5 Complete the text with the correct words formed from the words in bold.

The person I admire most is my older brother. He left home three years ago and went to university, but I still see him in the holidays. He's now in his early <sup>1</sup>twenties (TWENTY). I like his <sup>2</sup>\_\_\_\_\_ (APPEAR) – he's tall with long, brown hair and brown eyes. Jason is very <sup>3</sup>\_\_\_\_\_ (RELAX). He doesn't worry about anything and he's always very <sup>4</sup>\_\_\_\_\_ (OPTIMIST) about the future. I don't know what he's going to do when he finishes university. I miss him, although I have to make a <sup>5</sup>\_\_\_\_\_ (CONFESS) – I'm secretly <sup>6</sup>\_\_\_\_\_ (DELIGHT) that I don't have to share a room with him anymore!

/ 5

## 6 Complete the text with one word in each gap.

We all worry a little about what is <sup>1</sup>going to happen to us in the future. Here are some of the things you shouldn't put <sup>2</sup>\_\_\_\_\_ for long:

- Exams – there's a lot to learn so get on <sup>3</sup>\_\_\_\_\_ it now and do a little every day.
- Getting in <sup>4</sup>\_\_\_\_\_ – you might regret not doing more exercise when you're older.
- Saving for your retirement – the earlier you start, the more money you <sup>5</sup>\_\_\_\_\_ have at 65.

Will you be prepared or not? It's up to you.

/ 4

/ 30



## 7A GRAMMAR AND VOCABULARY

## Present Perfect (1)

## 1 ★ Rewrite the sentences with the word in brackets in the correct place.

- I've had a part-time job. (never)  
I've never had a part-time job.
- Has your dad sacked one of his employees? (ever)  
\_\_\_\_\_
- I don't need a job. I've got one. (already)  
\_\_\_\_\_
- I can't meet you now. I haven't finished work. (yet)  
\_\_\_\_\_
- I've heard about your pay rise. (just) Congratulations!  
\_\_\_\_\_
- Has Jack started his new job? (yet)  
\_\_\_\_\_

## 2 ★★ Complete the sentences with the correct Present Perfect forms of the words in brackets.

- Have you started (you/start) looking for a job yet?
- Antonia \_\_\_\_\_ (never/work) in a factory.
- I \_\_\_\_\_ (not decide) which job I want to do yet.
- \_\_\_\_\_ (the business/ever/make) a profit?
- My friends and I \_\_\_\_\_ (never/have) summer jobs.
- Cath is only seventeen and she \_\_\_\_\_ (already/have) five jobs!
- My aunt \_\_\_\_\_ (just/open) a café.
- \_\_\_\_\_ (the staff/have) a pay rise this year?

## 3 ★★ Choose the correct time expressions to complete the mini-conversations.

**Olga** You've <sup>1</sup>just / ever / never tried to find a job before. Why are you looking now?

**Bella** Alison has <sup>2</sup>already / just / ever told me about her idea for a summer holiday together. I need some money.

**Interviewer** Have you <sup>3</sup>already / just / ever worked in a restaurant before?

**Leon** Yes, I have, but in the kitchen doing the washing up. I've <sup>4</sup>already / just / never worked as a waiter before.

**Noah** Have you asked Mr James about a job <sup>5</sup>already / yet / ever?

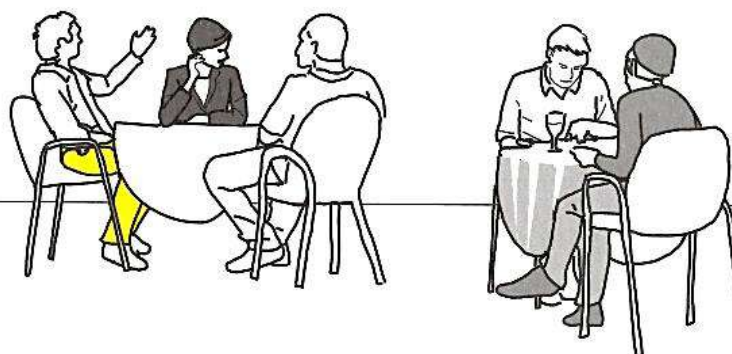
**Jimmy** Yes, I have. He's <sup>6</sup>already / never / ever told me I can start next week.

## 4 ★★ Use the prompts to write questions in the Present Perfect. Then write short answers.

- you / ever / do / a job that you really loved?  
Have you ever done a job that you really loved?  
Yes, \_\_\_\_\_.
- your mum / ever / tell / you to get a job?  
\_\_\_\_\_  
No, \_\_\_\_\_.
- your neighbour / find / a new job yet?  
\_\_\_\_\_  
No, \_\_\_\_\_.
- your boss / take on / any more staff yet?  
\_\_\_\_\_  
Yes, \_\_\_\_\_.
- your teachers / ever / talk / to you about job interviews?  
\_\_\_\_\_  
Yes, \_\_\_\_\_.
- you / change / your mind about becoming a police officer?  
\_\_\_\_\_  
No, \_\_\_\_\_.

## 5 ★★ Choose the correct forms to complete the sentences.

- Did you finish / Have you finished your careers project yet?
- Melissa has never worked / never worked in a café before, but she's really enjoying it.
- What have your friends done / did your friends do last Saturday?
- I have worked / worked in a sports shop last summer.
- Has your uncle ever sacked / Did your uncle ever sack one of his employees?
- This is my first morning at the café and I have already served / already served twenty customers!





## 6 ★★ Match the two parts of the sentences.

**A**

- |                                          |                           |
|------------------------------------------|---------------------------|
| 1 <input type="checkbox"/> Did you       | a been to London?         |
| 2 <input type="checkbox"/> Have you ever | b you do in London?       |
| 3 <input type="checkbox"/> What did      | c go to London last year? |
| 4 <input type="checkbox"/> What have     | d you done this year?     |

**B**

- |                                              |                                              |
|----------------------------------------------|----------------------------------------------|
| 1 <input type="checkbox"/> I've already seen | a this film yesterday.                       |
| 2 <input type="checkbox"/> I haven't seen    | b this film in my life.                      |
| 3 <input type="checkbox"/> I've never seen   | c this film so I don't want to see it again. |
| 4 <input type="checkbox"/> I saw             | d this film yet.                             |

## 7 ★★ Choose the correct forms to complete the sentences.

- Did you feed / Have you fed the cat yet?
- I worked / have worked as a babysitter last year.
- William *hasn't never* worked / *has never* worked in a factory.
- Why can't I go out? I've *tidied already* / *already tidied* my room.
- Did you ever have / Have you ever had a holiday job?
- What did you do / have you done at work yesterday?

## 8 ★★ Complete the email with the correct Present Perfect or Past Simple forms of the verbs in brackets.

Hi Olivia,  
Great news. I <sup>1</sup>*ve just found* (just/find) a job. I <sup>2</sup> \_\_\_\_\_ (not start) working yet, but the manager <sup>3</sup> \_\_\_\_\_ (phone) me yesterday and <sup>4</sup> \_\_\_\_\_ (tell) me that I can start on Friday. It's lucky because I <sup>5</sup> \_\_\_\_\_ (already/spend) my first week's wages! I <sup>6</sup> \_\_\_\_\_ (go) shopping last weekend and bought a dress, some shoes and a shirt. I <sup>7</sup> \_\_\_\_\_ (not wear) the dress yet. I think I'll wear in to work on Friday.  
Bye 4 now,  
Katie

## 9 ★★★ Use the prompts to write the conversation. Use the Present Perfect and the Past Simple.

**Louis** you / ever / have / a job before?

<sup>1</sup> *Have you ever had a job before?*

**Maya** Yes / I

<sup>2</sup> \_\_\_\_\_

I / sell / ice creams / last summer

<sup>3</sup> \_\_\_\_\_

**Louis** Really? / you / enjoy / it?

<sup>4</sup> \_\_\_\_\_

**Maya** Yes / I

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

It / be / great fun

<sup>6</sup> \_\_\_\_\_

**Louis** How long / you / do / it / for?

<sup>7</sup> \_\_\_\_\_

**Maya** I / work / in the café / for four weeks

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

**Louis** your boss / nice?

<sup>9</sup> \_\_\_\_\_

**Maya** No / she

<sup>10</sup> \_\_\_\_\_

She / not be / very friendly

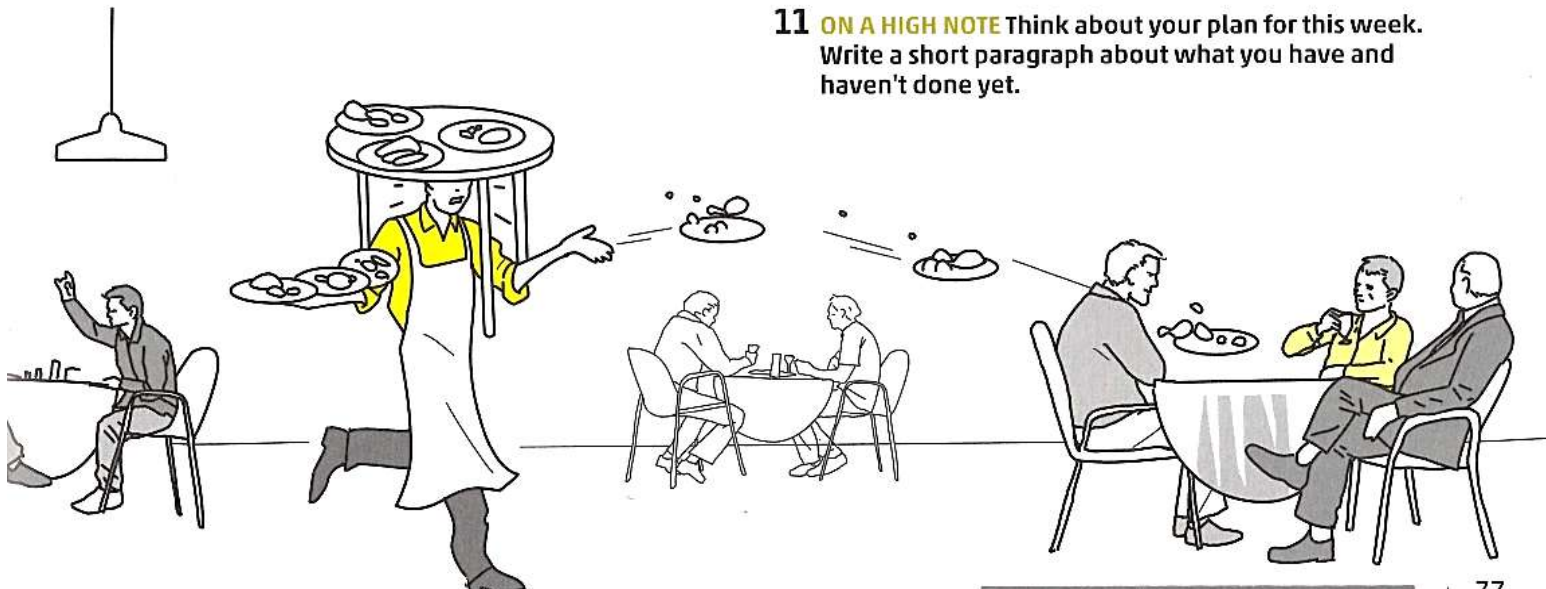
<sup>11</sup> \_\_\_\_\_

## 10 ★★★ Complete the sentences with the correct forms of the words from the box.

already/start go just/give not come you/buy you/ever/see

- My dad's boss *has just given* him a pay rise.
- I'm cooking dinner because my parents \_\_\_\_\_ home from work yet.
- You're late – all the other members of the team \_\_\_\_\_ work.
- I \_\_\_\_\_ to bed early last night because I was so tired.
- \_\_\_\_\_ the film *The Devil Wears Prada* with Meryl Street in it as a terrible boss?
- \_\_\_\_\_ anything interesting at the shopping centre yesterday?

## 11 ON A HIGH NOTE Think about your plan for this week. Write a short paragraph about what you have and haven't done yet.





## 7B GRAMMAR

### Present Perfect (2)

#### 1 ★ Complete each pair of sentences with *for* and *since*.

1

a We've been in this room *for* an hour and a half.

b We've been in this room \_\_\_\_\_ 9.30 a.m.

2

a I've had my Saturday job \_\_\_\_\_ January.

b I've had my Saturday job \_\_\_\_\_ three months.

3

a I've had this idea \_\_\_\_\_ my birthday.

b I've had this idea \_\_\_\_\_ a long time.

4

a Tom has wanted to be a police officer \_\_\_\_\_ he was a young boy.

b Tom has wanted to be a police officer \_\_\_\_\_ ages.

#### 2 ★ Complete the texts with *for* or *since*.

##### The bad job

I've been here <sup>1</sup>*for* six months. The company hasn't made a profit <sup>2</sup> \_\_\_\_\_ 2016 and the boss keeps sacking employees. I haven't had any money <sup>3</sup> \_\_\_\_\_ January. There should be four people working here today, but I've been on my own <sup>4</sup> \_\_\_\_\_ 9 a.m. and I'm exhausted.

##### The good job

I've been at this restaurant <sup>5</sup> \_\_\_\_\_ June and my friend has been here <sup>6</sup> \_\_\_\_\_ the last two months. I've learned a lot <sup>7</sup> \_\_\_\_\_ I started and I've met lots of interesting people. Today has been a quiet day. I've been here <sup>8</sup> \_\_\_\_\_ two hours and there's only been one customer, so my boss has taught me how to cook Spanish paella.

#### 3 ★★ Complete the sentences with the correct Present Perfect forms of the verbs in brackets.

- How long *has he worked* (he/work) as a truck driver?
- My dad \_\_\_\_\_ (own) this company since 2014.
- Tom and Julie \_\_\_\_\_ (be engaged) for three months.
- How long \_\_\_\_\_ (you/know) Casey?
- I \_\_\_\_\_ (know) Simon since we worked at the garage together.
- My parents \_\_\_\_\_ (be married) since they were twenty-five.

#### 4 ★★ Use the prompts to write mini-conversations. Use the Present Perfect and the Past Simple.

Kelly How long / you know / each other?  
<sup>1</sup>*How long have you known each other?*

Max We know / each other / two years

<sup>2</sup> \_\_\_\_\_

We / meet / at a party

<sup>3</sup> \_\_\_\_\_

Sarah How long / your mum / be a doctor?

<sup>4</sup> \_\_\_\_\_

Zoe She / be / a doctor / 2007

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

She / finish / her studies / in June of that year

<sup>6</sup> \_\_\_\_\_

Gillian How long / this factory / be here?

<sup>7</sup> \_\_\_\_\_

Noah It / be / here / 2006

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

They / open / it / in the year I was born

<sup>9</sup> \_\_\_\_\_

#### 5 ★★ ★ USE OF ENGLISH Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

1 I met Anita in 2013. **KNOWN**

I've *known Anita since* 2013.

2 My parents bought me this laptop two years ago. **HAD**

I \_\_\_\_\_ laptop for two years.

3 My grandparents moved to Spain in 1996. **LIVED**

My grandparents have \_\_\_\_\_ since 1996.

4 Paulina became a fan of Johnny Depp when she was thirteen. **LIKED**

Paulina \_\_\_\_\_ Depp since she was thirteen.

5 They took Alexis to hospital three hours ago. **IN**

Alexis has been \_\_\_\_\_ three hours.

#### 6 ON A HIGH NOTE Write questions using *How long ...?* and the verbs from the box. Then write answers to your questions that are true for you using *for* and *since*.

be have know like live





**1** Tick the factors which you think are important for job satisfaction.

- |                                                |                                                 |
|------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> boring work           | <input type="checkbox"/> long hours             |
| <input type="checkbox"/> friendly co-workers   | <input type="checkbox"/> low salary             |
| <input type="checkbox"/> good career prospects | <input type="checkbox"/> working in a team      |
| <input type="checkbox"/> having full-time work | <input type="checkbox"/> working with customers |

**2** **52** Listen to a talk about job satisfaction and answer the questions.

- Who do you think the speaker is talking to?  
\_\_\_\_\_
- What is the main purpose of her talk?  
\_\_\_\_\_

**3** **52** Listen to the talk again and choose the correct answers.

- At the beginning, the speaker says how long
  - the listeners will work for.
  - she's been a career advisor.
  - it takes to choose the right job.
- According to the speaker, surveys show that
  - job satisfaction rates are falling.
  - a good salary affects our job satisfaction the most.
  - more people are unhappy than happy at work.
- What does the speaker say about her work?
  - She doesn't like giving speeches.
  - She has a job that everyone would enjoy.
  - She gets satisfaction from helping other people.
- What do we learn about job satisfaction rates?
  - Doctors are happier at work than teachers.
  - The firefighting career gives the most satisfaction.
  - 80 percent of people would enjoy being firefighters.
- At the end of the talk, what does the speaker say?
  - Some jobs aren't pleasant for anybody.
  - It's better not to work in an office.
  - It's important to find a job you enjoy.

### Vocabulary extension

**4** **53** Complete the extracts from the talk in Exercise 2 with one word in each gap. Listen and check.

- That means that more than 50 percent of people ... get up every morning with a heavy heart.
- For me, standing here giving this talk to a hall full of sixteen-year-olds is right up my \_\_\_\_\_.
- Of course, that doesn't mean that 80 percent of us are \_\_\_\_\_ about becoming firefighters, ...
- ... let me just say that a job which suits one person might be another person's worst \_\_\_\_\_!
- Don't \_\_\_\_\_ do with something that's not right for you.
- It's your life – make the \_\_\_\_\_ of it.

**5** **ON A HIGH NOTE** Choose a job which you think you'd like to do. Write a short paragraph about why you think it would give you satisfaction.

### Pronunciation

**6** **54** Look at some words which contain the /ɜ:/ sound. Try and guess what sound this symbol represents. Listen, check and repeat the words.

bird  
third  
heard  
learn  
burn  
turn

### ACTIVE PRONUNCIATION | /ɜ:/ sound

The /ɜ:/ sound can be heard in many different words in English, but the words in which it appears are not all spelled the same.

**7** **55** Look at these sentences from the talk in Exercise 2. Find the words which contain the /ɜ:/ sound. Listen and check.

- Your head teacher has invited me to talk to you today about career choices and your future in the world of work.
- Work will take up a large part of your lives and really shapes who you are as a person.
- Different surveys give us different information about which jobs give the most job satisfaction.
- Not everybody likes giving talks though, or even working with people, so – as I say – your career is a very personal choice.
- As you can imagine, a lot of research has been done into which careers give the most satisfaction and why.
- Before I finish, let me just say that a job which suits one person might be another person's worst nightmare!

**8** In Exercises 6 and 7, you heard the /ɜ:/ sound in words with different spellings. Look at these groups of words and find one word in each group which does NOT contain the /ɜ:/ sound.

- |          |        |        |         |
|----------|--------|--------|---------|
| 1 girl   | firm   | shirt  | pirate  |
| 2 earth  | heart  | heard  | learn   |
| 3 return | burger | hurry  | hurt    |
| 4 worm   | worn   | worse  | world   |
| 5 very   | hers   | German | nervous |

**9** **56** All these words have the /ɜ:/ sound. Complete each word with one or two vowels. Listen and repeat the words.

- surgery
- j\_\_rnalist
- n\_\_rse
- s\_\_rvice
- e\_\_rn
- \_\_rthquake
- adv\_\_rt
- th\_\_rties



## 7D VOCABULARY | Workplaces

### 1 ★ Put the words from the box in the correct column.

agriculture building site department store  
education finance fisherman ~~health care~~  
manufacturing miner nurse

| Industry                        | Workplace     | Job               |
|---------------------------------|---------------|-------------------|
| <sup>1</sup> <u>health care</u> | hospital      | <sup>2</sup>      |
| mining                          | mine          | <sup>3</sup>      |
| <sup>4</sup>                    | factory       | factory worker    |
| <sup>5</sup>                    | school        | teacher           |
| <sup>6</sup>                    | bank          | bank worker       |
| construction                    | <sup>7</sup>  | building engineer |
| <sup>8</sup>                    | farm          | farmer            |
| fishing                         | fishing boat  | <sup>9</sup>      |
| sales                           | <sup>10</sup> | shop assistant    |

### 2 ★ What jobs do these people do? Match sentences 1–6 with jobs a–f.

- |                                                                                 |                |
|---------------------------------------------------------------------------------|----------------|
| 1 <input type="checkbox"/> I help people to choose books to read.               | a journalist   |
| 2 <input type="checkbox"/> I do operations in a hospital.                       | b paramedic    |
| 3 <input type="checkbox"/> I write articles for a newspaper.                    | c receptionist |
| 4 <input type="checkbox"/> I help guests when they arrive at the hotel.         | d hairdresser  |
| 5 <input type="checkbox"/> I wash, cut and dye people's hair.                   | e librarian    |
| 6 <input type="checkbox"/> I drive an ambulance and try to save people's lives. | f surgeon      |

### 3 ★ Match the two parts of the job words.

# LOOKING FOR A JOB?

**WE HAVE JOBS TO SUIT EVERYONE. COME AND FIND YOUR PERFECT JOB TODAY! WE NEED ...**

1 ☐ bike

2 ☐ tour

3 ☐ shop

4 ☐ social

5 ☐ building

6 ☐ flight

7 ☐ estate

8 ☐ car

a workers

b assistants

c couriers

d mechanics

e guides

f attendants

g engineers

h agents



### 4 ★★ Replace the underlined parts in the sentences below with the phrases from the box.

at night from home in a team  
is working to a deadline long hours part-time  
under pressure works as works hard

- 1 We often work for more than ten hours a day.  
long hours
- 2 Sasha prefers working together with other people.
- 3 I don't go out to an office – I work in my living room!
- 4 Charles is never lazy at the garage.
- 5 Since her son was born, Clare only works three hours a day.
- 6 The interviewer asked David if he was good at working in stressful situations.
- 7 Tim is a journalist for a national newspaper.
- 8 I work from the evening until the next morning.
- 9 The sales team has to be finished before a certain date so they are all quite stressed.

### 5 ★★ Label the industries and workplaces with the words from the box.

forestry laboratory ~~nursery~~ oil platform



1 nursery



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

- 6 **ON A HIGH NOTE** Write a short paragraph about the type of industry you would like to work in, e.g. health care, education, etc. Explain the reasons for your choice.



- 1  57 Listen and repeat the phrases. How do you say them in your language?

## SPEAKING | Describing photos

### DESCRIBING WHAT THE PHOTOS SHOW IN GENERAL

The photo shows a group of skydivers.

### GIVING MORE DETAIL

In the foreground/centre/background, there's some countryside.

At the bottom/top, there's an interesting poster.

On the right/left, there's a man with a tablet.

### USING THE CORRECT TENSES

They've just jumped out of a plane.

They're falling down.

### MAKING GUESSES

There might be fifteen of them.

It's hard to say how many but I think there are twenty.

It looks like Britain or Ireland.

Perhaps/Maybe it's Scotland.

I think they're having fun.

They look/seem happy.

### GIVING YOUR OPINION

It looks quite cool.

It's really/very colourful.

It's/It looks quite/really/very unusual.

- 2 Complete the description of Photo A with the words from the box.

background centre foreground might perhaps quite right shaking ~~shows~~ think



The photo <sup>1</sup>shows a group of people having a meeting in an office. In the <sup>2</sup>\_\_\_\_\_, we can see seven people sitting and standing around a table. They have laptops and tablets. In the <sup>3</sup>\_\_\_\_\_, there is a chart with graphs and diagrams on it. In the <sup>4</sup>\_\_\_\_\_ of the photo, there's a man with glasses and a beard. On the <sup>5</sup>\_\_\_\_\_, there's another man with glasses. They're <sup>6</sup>\_\_\_\_\_ hands and the other people are clapping.

- 3 Use the prompts to write sentences about Photo B. Add any other necessary words.



- 1 picture / show / two people in a clothes shop  
*The picture shows two people in a clothes shop.*
- 2 shop / look / very modern  
\_\_\_\_\_
- 3 left / is / young sales assistant / and / right / is / customer  
\_\_\_\_\_
- 4 shop assistant / smile  
\_\_\_\_\_
- 5 customer / just / buy / something  
\_\_\_\_\_
- 6 she / give / her credit card / to the shop assistant  
\_\_\_\_\_
- 7 hard / say / what / she / buy / but the bags are small  
\_\_\_\_\_

- 4 Complete the sentences about Photos A and B with *a, an, some or the*.

- 1 We can see an open laptop. I think \_\_\_\_\_ laptop is off because \_\_\_\_\_ screen is dark.
- 2 Two men are standing up. I think \_\_\_\_\_ man on \_\_\_\_\_ right is \_\_\_\_\_ other man's boss.
- 3 \_\_\_\_\_ office in \_\_\_\_\_ photo looks nice, but I wouldn't want to work in \_\_\_\_\_ office.
- 4 The woman is buying \_\_\_\_\_ clothes. \_\_\_\_\_ clothes are in bags.
- 5 She is using \_\_\_\_\_ credit card to buy \_\_\_\_\_ clothes. \_\_\_\_\_ credit card is in her hand.
- 6 I can see \_\_\_\_\_ shoes behind the sales assistant. \_\_\_\_\_ shoes look like my new shoes!

I <sup>7</sup>\_\_\_\_\_ one man has just given a presentation. <sup>8</sup>\_\_\_\_\_ he and his team have done well recently and the other man is congratulating him. The meeting looks <sup>9</sup>\_\_\_\_\_ informal. No-one is wearing a jacket or tie. The office is very bright with white furniture and big windows. The people <sup>10</sup>\_\_\_\_\_ work in sales or IT. It looks like a nice place to work.



## 7F READING AND VOCABULARY

**1** Look at the photos, the title and the first paragraph of the article and answer the questions.

**1** What is WWOOF?

\_\_\_\_\_

**2** How is volunteer work with WWOOF similar to/different from the work for other volunteer organisations?

\_\_\_\_\_

\_\_\_\_\_

**2** Read the text quickly. Match headings A–F with paragraphs 1–5. There is one extra heading.

**A** Why should I become a WWOOFer?

**B** How do I find a job?

**C** When is the best time to go?

**D** Who can volunteer?

**E** What does 'WWOOF' mean?

**F** Who will I work for?

**3** Read the text again and choose the correct answers.

**1** Why did the organisation change its name two times?

**a** The original choices didn't accurately describe what the organisation does.

**b** Paid employees of the organisation weren't happy with the name.

**c** The aims of the organisation have changed three times.

**2** Which statement about WWOOF is true?

**a** Volunteers work with other volunteers of their own age.

**b** Retired volunteers aren't popular amongst employers.

**c** Under eighteens can work for the organisation, but not everywhere.

**3** What is one benefit of reading the WWOOF website carefully?

**a** You are able to get in touch with other volunteers.

**b** You can avoid doing jobs which you aren't keen on.

**c** You can find out information about the local climate.

**4** According to the text, what are the benefits of working on a large farm?

**a** The work isn't as difficult.

**b** You get more free time to enjoy.

**c** You have a more lively social life.

**5** How does the writer claim that volunteer work can help you?

**a** You can learn things that may be useful for you when you return home.

**b** You can go travelling with your hosts when your volunteering time has finished.

**c** You may be offered full-time, paid employment by your hosts if you are a good worker.

### Vocabulary extension

**4** Match the highlighted words and phrases from the text with the definitions.

**1** It doesn't cost anything.

*free*

**2** To be in a better situation, or have more money.

\_\_\_\_\_

**3** To ask for money for a product or service.

\_\_\_\_\_

**4** Workers who earn money for what they do.

\_\_\_\_\_

**5** An organisation whose aim is not money-making.

\_\_\_\_\_

**6** Not to have enough money for something.

\_\_\_\_\_

### ACTIVE VOCABULARY | *maximum vs minimum*

*Maximum* means 'the largest amount, size, etc., that is allowed',

*There's no maximum age limit.*

*Minimum* means 'the smallest amount, size, etc., that is allowed',

*A lot of countries have a minimum age of eighteen for volunteers.*

**5** Match sentences 1–6 with their meanings a–f. Are these statements true in your country?

**1** ☐ There is a maximum speed limit of 70 miles per hour on British roads.

**2** ☐ The minimum wage in 2018 was £7.83 per hour.

**3** ☐ The maximum working hours for doctors is 48 hours per week.

**4** ☐ There is a minimum speed you can drive on some roads.

**5** ☐ There is no maximum temperature for school classrooms.

**6** ☐ Some theme park rides don't have a minimum age. They have a minimum height.

**a** Employers can't pay less than this.

**b** You can't drive more slowly than this.

**c** It doesn't matter how hot it is.

**d** You can't drive faster than this.

**e** You can't go on them if you are too short.

**f** They can't work longer than this.

**6** **ON A HIGH NOTE** Write a short paragraph explaining why you would or wouldn't like to become a WWOOFer.



# I'M A WWOOFER AND IT'S GREAT!

07

**WWOOF** is a non-profit organisation which brings volunteers together with organic farmers all over the world who need help, but can't find or can't afford to employ workers. There are a lot of volunteer organisations and in some ways, WWOOF is no different to them. Volunteers don't get paid, they do it to see the world and meet new people. However, many organisations ask for money when you volunteer. WWOOF farmers don't charge anything. You work and they give you free food and accommodation.

1 ☐ Interestingly, the same letters have been used for three different names. Originally, the organisation's title was Working Weekends On Organic Farms. This showed that the experiences were temporary, but wasn't very accurate as most volunteers stay for longer than a weekend – a few weeks or months is a more usual length of time. So, the new title became Willing Workers On Organic Farms. However, it was felt that the use of the word 'workers' could make people think this was an organisation for paid employees. So, now, WWOOF stands for World Wide Opportunities on Organic Farms.

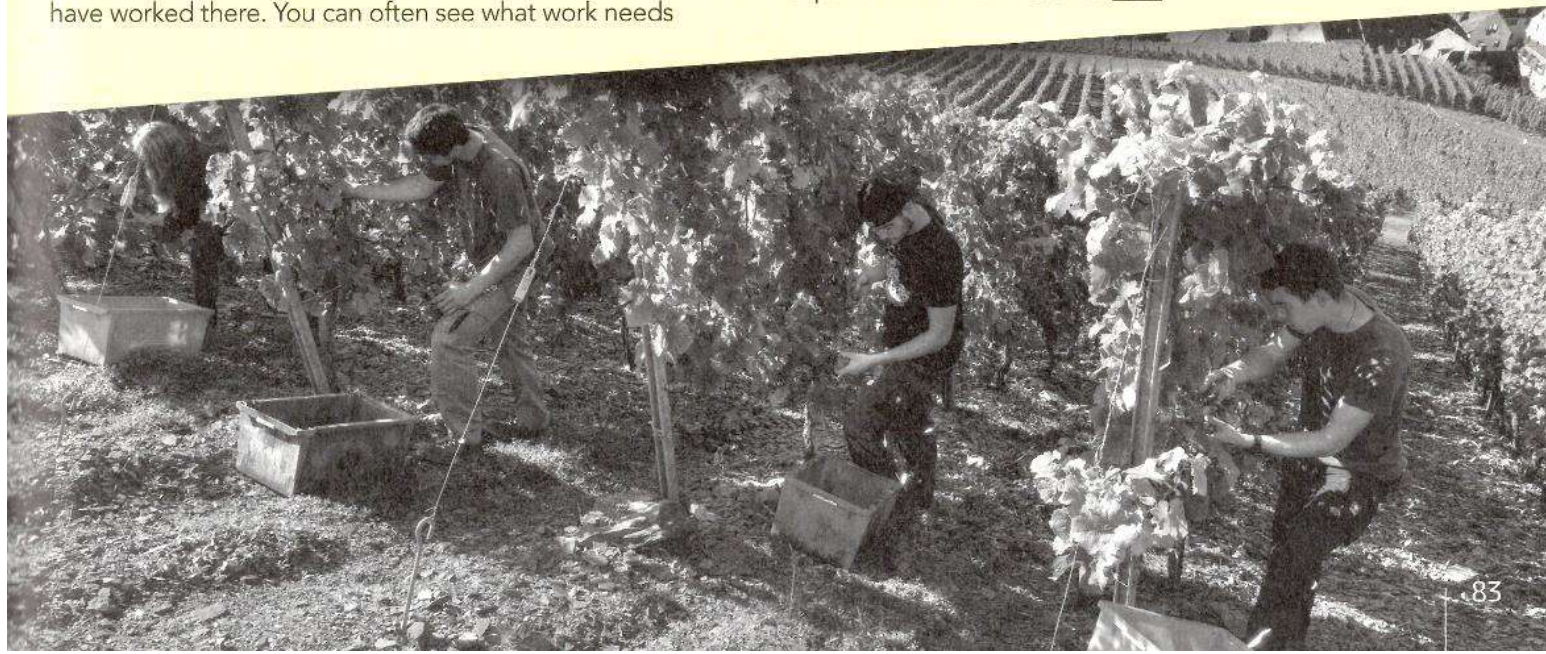
2 ☐ Anyone! A lot of countries have a minimum age of eighteen for volunteers, but in some countries such as Germany, Italy, Portugal and the UK, under-eighteens can also volunteer. There's no maximum age limit. I've worked with a lot of people in their twenties, middle-aged people who have decided to change their lives and even retired people who have decided to have an adventure in their old age! In fact, many hosts liked having older people because they often had more skills.

3 ☐ This is easy. On the WWOOF website, there is a map of the world showing all the countries you can work in. Just click on one and you'll see all the opportunities available with descriptions of the work and reviews from people who have worked there. You can often see what work needs

doing at different times of the year which makes planning even easier, especially if there are some tasks you would prefer not to do. It's also good to check the climate of the country you choose on other websites because some places can get incredibly hot in the summer.

4 ☐ You can choose. Even though all the work is farm work, it doesn't mean that every experience is the same. Some places are very small. They may be run by an older couple or a family with young children who haven't got the time or strength to do everything necessary. They may be looking for just one or two volunteers to help them. It's a great way to get to know someone well and learn the language, but some volunteers would be better off on a bigger farm with lots of volunteers where the evenings and weekends are much more lively and sociable!

5 ☐ Working abroad gives you tremendous opportunities. You may not want to become a full-time farmer when you return home, but the training you get and key skills you learn could still be useful. It's also a great opportunity to learn a new language and visit new places. If you like travelling, find hosts who offer to take you to places of local interest on your days off. My host in Greece had a yacht and taught me how to sail in my free time. So, that's a short introduction to WWOOF. Read about my experiences as a WWOOFer [here](#).





## 7G WRITING AND VOCABULARY | A formal email of application

Give a clear reason for writing in the subject box.

Begin your email with a formal greeting.

Explain why you are writing.

Mention your age, education and previous experience.

Mention your personal qualities.

Say that you hope to receive a reply.

End your email with a formal greeting.

**From:** amy\_bishop@hol.com

**To:** c.ennis@ewrite.com

**Subject:** Job application

Dear Mr Ennis,

I am writing to you to <sup>1</sup>apply for the job as part-time office receptionist.

I am a seventeen-year-old student from Hereford. Although I haven't had any previous <sup>2</sup>experience as a receptionist, I have had several part-time jobs in the last two years. I have worked as a waitress, I have worked in a shop and I have done babysitting for neighbours. I have also <sup>3</sup>completed a course in effective online communication and can write eighty words per minute accurately on a computer keyboard. I finish school in June and I am hoping to study for a teaching degree from September.

I <sup>4</sup>consider myself to be organised and reliable. I can work alone or as part of a team and I am friendly with good communication skills.

I look forward to <sup>5</sup>hearing from you.

Kind regards,

Amy Bishop

**1** Complete the email with one word in each gap.

**2** Read the email and complete the interviewer's notes.

**Name:** Amy Bishop  
**Job/Position:** <sup>1</sup>office receptionist  
**Work experience:** <sup>2</sup>\_\_\_\_\_, <sup>3</sup>\_\_\_\_\_,  
<sup>4</sup>\_\_\_\_\_  
**Qualifications and skills:** <sup>5</sup>\_\_\_\_\_, <sup>6</sup>\_\_\_\_\_  
**Future plans:** <sup>7</sup>\_\_\_\_\_  
**Personal qualities:** <sup>8</sup>\_\_\_\_\_, <sup>9</sup>\_\_\_\_\_,  
 can work alone or as part of a team, friendly with <sup>10</sup>\_\_\_\_\_

**3** Put the words and phrases from the box in the correct column.

accepting criticism animals children computers  
 creative enthusiastic hard-working  
 solving problems working in a team

| I'm good at ...     | I'm good with ... | I'm ... |
|---------------------|-------------------|---------|
| accepting criticism |                   |         |
|                     |                   |         |
|                     |                   |         |

**4 WRITING TASK** Use the information below to write an email of application.

### PART-TIME RADIO PRESENTERS REQUIRED

We're looking for young, chatty, friendly people to host our summer radio shows. No previous experience needed but you should be interested in music. Apply in writing to Katie Stephens, Radio Tayfield. Katie.S@radiotayfield.com

## ACTIVE WRITING | A formal email of application

**1 Plan your email.**

Use these ideas to help you plan your writing.

- Explain clearly why you are writing.
- Give details about yourself and your experience.
- Mention three or four of your personal qualities.
- Say that you hope to receive a reply.

**2 Write the email.**

- Start and finish the email appropriately.
- Don't use emoticons, exclamation marks or informal language.
- Use paragraphs to organise your email.
- Use the Present Perfect to describe your experiences and achievements.

**3 Check that ...**

- all the relevant information is included.
- there are clear paragraphs in your writing.
- there are no spelling or grammar mistakes.
- you have made yourself sound like a good candidate for the job.



## 1 7A GRAMMAR AND VOCABULARY Match the two parts of the sentences.

- |                                                         |                    |
|---------------------------------------------------------|--------------------|
| 1 <input type="checkbox"/> Do you think we should take  | a us a pay rise?   |
| 2 <input type="checkbox"/> Can this business ever make  | b an employee?     |
| 3 <input type="checkbox"/> When are they going to open  | c out of work?     |
| 4 <input type="checkbox"/> When are you going to give   | d on more staff?   |
| 5 <input type="checkbox"/> Why did you lose             | e a good job?      |
| 6 <input type="checkbox"/> Have you ever been           | f the new factory? |
| 7 <input type="checkbox"/> Where can I find             | g your job?        |
| 8 <input type="checkbox"/> Has your manager ever sacked | h a profit?        |

## 2 7C LISTENING AND VOCABULARY Choose the correct words to complete the sentences.

- Colin doesn't *pay / earn* much money as a truck driver and wants to get a different job.
- I work five days a week, but I would prefer a *part-time / full-time* job with more free time.
- Some dangerous jobs have a very high accident *rate / death*.
- Working *hours / conditions* here are great – a company restaurant, large offices and long breaks.
- Farmers / Miners* have to work underground doing a very dangerous job.
- Inge works for a multinational *company / workplace* with over 3000 employees.
- My *boss / employee* is great – she makes us work hard but she also cares about us.
- I really like my *clients / co-workers* – they're great and I've made a lot of friends in my new job.

## 3 7D VOCABULARY Complete the mini-conversations with one word in each gap.

- Nick** Are you going to get a job in your parents' department <sup>1</sup>*store* when you leave school?
- Becky** No. I'd like to be a <sup>2</sup>*l* because I love books. What about you?
- Nick** I'd like to be a <sup>3</sup>*p*.
- Becky** Good idea. I'll vote for you!
- Aled** You love writing. Why don't you get a job as a newspaper <sup>4</sup>*j*?
- Sue** I don't think so. They have to work to a <sup>5</sup>*d* and finish their stories for the next day's paper. I couldn't work under <sup>6</sup>*p* like that.
- Monia** So, you're going to work in <sup>7</sup>*h* *c*? Do you want to be a doctor?
- Artur** No, I want to train as a <sup>8</sup>*p*.
- Monia** Oh – will you have to work <sup>9</sup>*l* hours?
- Artur** Yes, it's a difficult job.

## 4 7F READING AND VOCABULARY Complete the advert with the words from the box.

CV employers get key make making prospects work



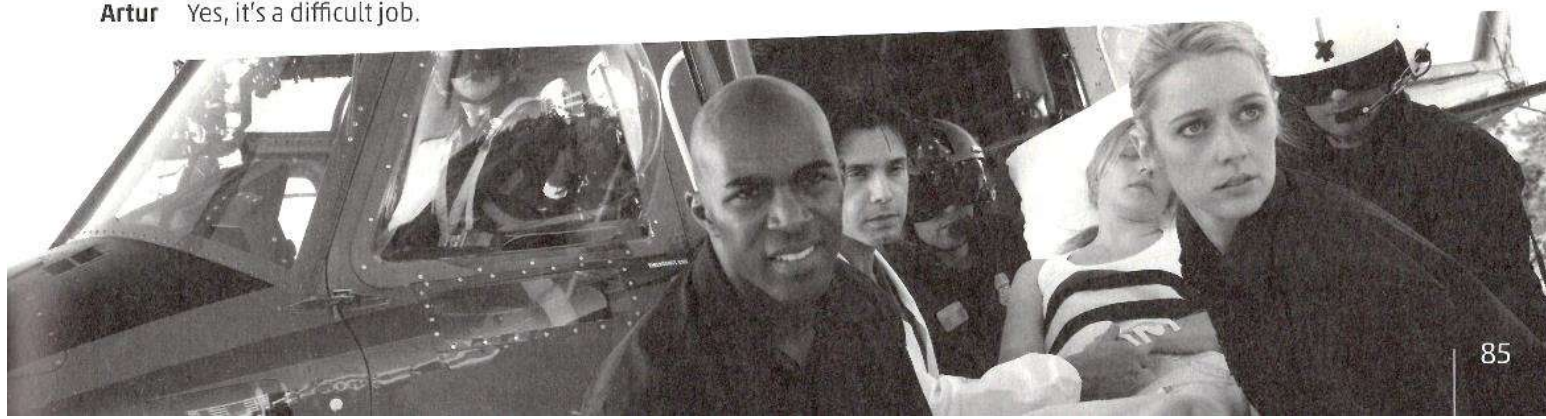
Do you <sup>1</sup>*work* well in a team? Are you good at <sup>2</sup> friends? Do you want a job that you like, but that will help others too? Why not try volunteering?

You won't <sup>3</sup> a lot of money. In fact, you won't <sup>4</sup> paid at all, but you will make a difference to the world around you. Volunteer work is also a great thing to put on your <sup>5</sup> and can help your future career <sup>6</sup>. You will learn <sup>7</sup> skills which will make future <sup>8</sup> choose you rather than someone else.

## 5 7G WRITING AND VOCABULARY Complete the definitions with the words and phrases from the box.

*cheerful* good at accepting criticism  
good at solving problems good with numbers  
patient previous experience punctual sociable

- She's always happy. She's *cheerful*.
- I can do Maths well. I'm \_\_\_\_\_.
- José has done this sort of work before. He has \_\_\_\_\_.
- Katerina is always on time. She's \_\_\_\_\_.
- My boss doesn't mind waiting. She's \_\_\_\_\_.
- Ahmed likes meeting people. He's \_\_\_\_\_.
- Felipe can always find the answer. He's \_\_\_\_\_.
- I don't mind if you tell me what I'm doing wrong. I'm \_\_\_\_\_.





# 07 Self-assessment

## 1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

|    | Learning objective                                                                               | Course material            | How confident I am (1–5) |
|----|--------------------------------------------------------------------------------------------------|----------------------------|--------------------------|
| 7A | I can use the Present Perfect with <i>already, ever, just, never</i> and <i>yet</i> .            | Student's Book pp. 94–95   |                          |
| 7B | I can use the Present Perfect with <i>for</i> and <i>since</i> to talk about a duration of time. | Student's Book p. 96       |                          |
| 7C | I can understand the main idea of a radio programme and talk about work.                         | Student's Book p. 97       |                          |
| 7D | I can talk about different jobs and workplaces.                                                  | Student's Book p. 98       |                          |
| 7E | I can describe people or things in a photo using correct tenses and phrase to make guesses.      | Student's Book pp. 98–99   |                          |
| 7F | I can understand a factual text and talk about volunteering.                                     | Student's Book pp. 100–101 |                          |
| 7G | I can write a formal email to apply for job or a course.                                         | Student's Book pp. 102–103 |                          |

## 2 Which of the skills above would you like to improve in? How?

| Skill I want to improve in | How I can improve |
|----------------------------|-------------------|
|                            |                   |

## 3 What can you remember from this unit?

| New words I learned and most want to remember | Expressions and phrases I liked | English I heard or read outside class |
|-----------------------------------------------|---------------------------------|---------------------------------------|
|                                               |                                 |                                       |



## GRAMMAR AND VOCABULARY

## 1 Complete each pair of sentences with the same word.

- 1  
a I hope our company starts to **make** a profit next year.  
b It's difficult to **make** friends when you go to a new school in the middle of the year.

- 2  
a My mum's \_\_\_\_\_ hours are 9 a.m. to 5 p.m., Monday to Friday.  
b We offer great \_\_\_\_\_ conditions including five weeks paid holiday a year.

- 3  
a Do you think the factory will \_\_\_\_\_ on more staff this year?  
b I'd like a job where I can \_\_\_\_\_ care of children.

- 4  
a Doing volunteer \_\_\_\_\_ is a great idea.  
b I'm looking for part-time \_\_\_\_\_ for the summer.

- 5  
a There's a door \_\_\_\_\_ the left.  
b I enjoy working \_\_\_\_\_ my own.

/ 4

## 2 Complete the second sentence with one word so that it means the same as the first one.

- 1 How much money do you get for doing your work?  
How much money do you **earn**?  
2 What are the people you work with like?  
What are your c \_\_\_\_\_ -w \_\_\_\_\_ like?  
3 How long have you been without a job?  
How long have you been o \_\_\_\_\_ of work?  
4 I think our boss is going to give us more money.  
I think our boss is going to give us a pay r \_\_\_\_\_.  
5 Can you help us to give people their meals?  
Can you help to s \_\_\_\_\_ these meals?  
6 I work for this organisation but I don't get paid.  
I do v \_\_\_\_\_ work for this organisation.

/ 5

## 3 Complete the dialogue with one word in each gap.

- Alisha** Have you <sup>1</sup>**ever** worked in a shop, Callum?  
**Callum** Yes, I <sup>2</sup> \_\_\_\_\_. I worked in a clothes shop last year and now I'm working in a supermarket.  
**Alisha** How <sup>3</sup> \_\_\_\_\_ have you worked in the supermarket?  
**Callum** I've been there <sup>4</sup> \_\_\_\_\_ six months - <sup>5</sup> \_\_\_\_\_ October. How about you?  
**Alisha** I've <sup>6</sup> \_\_\_\_\_ had a job, but I'm thinking of working in a department <sup>7</sup> \_\_\_\_\_ this summer.  
**Callum** It's a good idea. You should do it.

/ 6

## 4 Use the prompts to write sentences.

- 1 We / just / finish / our dinner  
*We've just finished our dinner.*  
2 Rachel / already / write / three books  
\_\_\_\_\_  
3 you / ever / do / any volunteer work?  
\_\_\_\_\_  
4 They / never / have / a summer job  
\_\_\_\_\_  
5 How long / Sandra / be / a nurse?  
\_\_\_\_\_  
6 She / read / five / job adverts / but / she / apply for / any / of them / yet  
\_\_\_\_\_

/ 5

## USE OF ENGLISH

## 5 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- 1 We arrived in Spain three hours ago. **FOR**  
We've been *in Spain for* three hours.  
2 This is the first time I've ever been late for school. **NEVER**  
I \_\_\_\_\_ late for school before.  
3 We had an exam a very short time ago. **JUST**  
We \_\_\_\_\_ an exam.  
4 I think I'm hard-working and confident. **MYSELF**  
I \_\_\_\_\_ be hard-working and confident.  
5 Ariadne is going to start her project soon. **STARTED**  
Ariadne \_\_\_\_\_ her project yet.  
6 When he gets down to work, he forgets about everything else. **HIMSELF**  
When he gets down to work, he \_\_\_\_\_ it.

/ 5

## 6 Complete the text with the correct words formed from the words in bold.

I have applied for a job as a hotel <sup>1</sup>**receptionist** (RECEPTION), and yesterday I attended the interview. The interviewer asked me the usual questions about my <sup>2</sup> \_\_\_\_\_ (EDUCATE) and experience. Then he wanted to know about my personality. I told him I was <sup>3</sup> \_\_\_\_\_ (CREATE), hard-working and <sup>4</sup> \_\_\_\_\_ (ENTHUSIASM), which is all true.

When the interviewer asked me if I was good at accepting <sup>5</sup> \_\_\_\_\_ (CRITIC) – without thinking – I replied, 'Why? Don't you like my hair style?' I hope my silly joke won't make any <sup>6</sup> \_\_\_\_\_ (DIFFER) to the interviewer and I can still get the job.

/ 5  
/ 30



## 8A GRAMMAR AND VOCABULARY

## Verb patterns: the infinitive and the -ing form

## 1 ★ Choose the correct forms to complete the sentences.

- 1 Do you mind *to wait* / *waiting* for a few minutes?
- 2 I've decided *to study* / *studying* Physics in Edinburgh.
- 3 Have you finished *to read* / *reading* the report I gave you?
- 4 To learn a language, you have to practise *to speak* / *speaking*.
- 5 I promise *to be* / *being* more careful in the future.
- 6 Did you manage *to see* / *seeing* anything through the microscope?
- 7 I don't usually enjoy *to do* / *doing* experiments but today's was fun.
- 8 Would you like *to eat* / *eating* before the film or afterwards?

## 2 ★ Match the two parts of the sentences.

- A**
- 1 ☐ I can't stand      **a** to study Physics at university.
  - 2 ☐ I hope              **b** study Maths at university.
  - 3 ☐ I might              **c** studying Chemistry.
- B**
- 1 ☐ You must            **a** to do the ironing.
  - 2 ☐ You've finished    **b** do the dishes.
  - 3 ☐ You promised      **c** doing your homework.
- C**
- 1 ☐ Did you manage    **a** finishing the project?
  - 2 ☐ Should I              **b** to finish the project?
  - 3 ☐ Do you mind        **c** finish the project?

3 ★ Complete the sentences with *about*, *at*, *in*, *on* or *up*.

- 1 You have to keep on trying.
- 2 Laura is going to give \_\_\_\_\_ studying Physics.
- 3 I'm not keen \_\_\_\_\_ working in a laboratory.
- 4 Are you good \_\_\_\_\_ proving hypotheses?
- 5 Is Harry thinking \_\_\_\_\_ going back to college?
- 6 Stella is interested \_\_\_\_\_ studying both Physics and Astronomy.

## 4 ★ Choose the correct forms to complete the sentences.

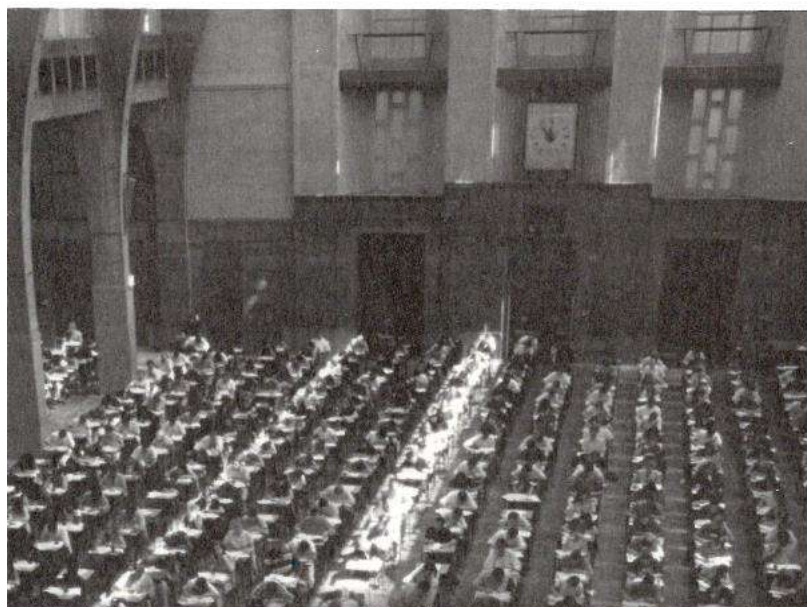
- 1 I continued \_\_\_\_ after we were told to stop because I was in the middle of a sentence.  
**a** writing      **b** write      **c** to write
- 2 The students have learned \_\_\_\_ different planets and stars in the sky.  
**a** identifying    **b** to identify    **c** identify
- 3 Mr Collins avoided \_\_\_\_ experiments after he caused a small explosion.  
**a** do      **b** to do      **c** doing
- 4 Why did you give up \_\_\_\_? You were really good.  
**a** swimming    **b** swim      **c** to swim
- 5 Never stop \_\_\_\_ to protect wildlife.  
**a** try      **b** to try      **c** trying
- 6 I don't mind \_\_\_\_ tests but we shouldn't have so many.  
**a** do      **b** to do      **c** doing

## 5 ★★ Complete the texts with the correct forms of the verbs in brackets.

You can't avoid <sup>1</sup>*meeting* (meet) Janice forever. You should <sup>2</sup>\_\_\_\_\_ (talk) to her and try <sup>3</sup>\_\_\_\_\_ (sort) out your relationship.

I tried <sup>4</sup>\_\_\_\_\_ (do) the Chemistry test but it took me two hours just to finish <sup>5</sup>\_\_\_\_\_ (answer) the first question. Could you <sup>6</sup>\_\_\_\_\_ (help) me before the end of year exams?

This can't <sup>7</sup>\_\_\_\_\_ (be) the right answer. Let's stop <sup>8</sup>\_\_\_\_\_ (write) for a moment. We need <sup>9</sup>\_\_\_\_\_ (go) online and find out more about the topic.





**6 ★★ Complete the conversation with the correct forms of the verbs from the box.**

do explain know (x2) move work

- Amber** You promised <sup>1</sup>to explain this theory to me.  
**Kyle** Sorry, I forgot. What do you need <sup>2</sup> \_\_\_\_\_?  
**Amber** Newton's first law. Objects continue to move at a constant speed unless acted upon by a force. So why do things stop <sup>3</sup> \_\_\_\_\_?  
**Kyle** Because of friction. That's the force which acts between the road and your bike wheel and slows you down.  
**Amber** So why don't I slow down when I go downhill?  
**Kyle** Because of gravity. Amber, you agreed <sup>4</sup> \_\_\_\_\_ hard this year. This is basic primary school science. You should <sup>5</sup> \_\_\_\_\_ it.  
**Amber** I haven't got time.  
**Kyle** You've got time to play the guitar.  
**Amber** Well, I enjoy <sup>6</sup> \_\_\_\_\_ that!

**7 ★★ Complete the text with the correct forms of the verbs from the box.**

be avoid collapse fall learn protect work

I'd like <sup>1</sup>to be an astronomer. I love <sup>2</sup> \_\_\_\_\_ about space, even though the more you learn, the more there is to worry about! I don't know how the Earth has managed <sup>3</sup> \_\_\_\_\_ being hit by another large meteor similar to the one which wiped out the dinosaurs. Another one could <sup>4</sup> \_\_\_\_\_ from the skies at any time.

Another problem is solar storms. There was one in 1859 which damaged cables and wires. If there is a storm like that now, the Internet will stop <sup>5</sup> \_\_\_\_\_. If we fail <sup>6</sup> \_\_\_\_\_ our electronic systems, the world's economy could <sup>7</sup> \_\_\_\_\_. It's frightening, but exciting at the same time!

**8 ★★★ USE OF ENGLISH Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.**

- 1** My ambition is to be an astronomer. **LIKE**  
 I would like to be an astronomer.  
**2** I succeeded in recognising Mars and Jupiter. **MANAGED**  
 I \_\_\_\_\_ Mars and Jupiter.  
**3** Try not to make him angry. **AVOID**  
 Try \_\_\_\_\_ him angry.  
**4** I said I would go with them. **AGREED**  
 I \_\_\_\_\_ with them.  
**5** What's the best thing for us to do now? **SHOULD**  
 What do you think \_\_\_\_\_ now?  
**6** I'm sorry. I didn't remember to buy shampoo. **FORGOT**  
 I'm sorry. I \_\_\_\_\_ shampoo.  
**7** I will work harder at school next year, Mum. **PROMISE**  
 I \_\_\_\_\_ harder next year at school, Mum.

**9 ON A HIGH NOTE Write a short paragraph about the subjects you study at school and the activities you do after school. Use at least five of the verbs from the box.**

can't stand don't mind enjoy give up learn might prefer try would like



## 8B VOCABULARY | Computers

### 1 ★ Match the two parts of the sentences.

- 1 ☐ Use your mouse to drag the image
- 2 ☐ When I play this game, my computer
- 3 ☐ It's difficult to expand
- 4 ☐ Be careful when you download
- 5 ☐ I never store images in
- 6 ☐ Use your mouse to click
- 7 ☐ You don't need these files now – you can
- 8 ☐ Don't type it again – just cut

- a and paste.
- b the cloud.
- c delete them.
- d images a lot without losing quality.
- e to the place where you want it.
- f free programmes.
- g twice very quickly.
- h always crashes.

### 2 ★ Complete the words in the conversation with one letter in each gap.

**Aaron** Your computer is very old-fashioned, Grandad. The problem with <sup>1</sup>de skt o p computers is that they're heavy. Most people prefer a <sup>2</sup>l\_\_\_ t\_\_\_ or <sup>3</sup>t\_\_\_ l\_\_\_ nowadays.

**Grandad** I don't want to change now. I know what I'm doing on this.

**Aaron** Well, you could at least tidy up all the <sup>4</sup>c\_\_\_ l\_\_\_s. What's this one? Oh, OK. It connects the computer to the <sup>5</sup>p\_\_\_ n\_\_\_.

**Grandad** Yes, when people send me photos, I like to put them onto paper.

**Aaron** And this is for ...

**Grandad** That's for my <sup>6</sup>h\_\_\_ ds\_\_\_ t\_. Here it is. It's got a pair of <sup>7</sup>h\_\_\_ d\_\_\_ o\_\_\_s and a <sup>8</sup>m\_\_\_ r\_\_\_ h\_\_\_.

**Aaron** Is that for talking to Debbie and her children in Australia?

**Grandad** No, that's for the online games I play. Sometimes I use the <sup>9</sup>s\_\_\_ k\_\_\_s, but not when your grandmother's at home. Some of the people I play against use very bad language and she gets annoyed!

### 3 ★★ Complete the conversation with the words from the box.

drive flash mouse profile screen wireless

**Aaron** So, I think you need to get rid of a few cables. First of all, you can use this <sup>1</sup>wireless keyboard.

**Grandad** Oh, that's good.

**Aaron** It uses batteries, so you need to have some spare ones just in case it stops working. You can also have a <sup>2</sup>\_\_\_\_\_ without a cable. That will help with your gaming as sometimes the cable gets in the way. It works the same, when you move it, the arrow on your <sup>3</sup>\_\_\_\_\_ moves and you click right or left.

**Grandad** OK. And what's this?

**Aaron** This is a USB <sup>4</sup>\_\_\_\_\_ <sup>5</sup>\_\_\_\_\_. When you visit people, you can put photos on this and take it with you. Then you connect it to their computer and they can look at them.

**Grandad** Great! Now, can you help me update my Facebook <sup>6</sup>\_\_\_\_\_?

**Aaron** You are on Facebook? I didn't know.

### 4 ★★ Which word doesn't collocate with the verb? Find the odd one out in each group.

- 1 open a file a document an icon a folder
- 2 post a message a folder an image a photo
- 3 save a table a photo trash a message
- 4 share images messages hotspots texts
- 5 create a table a screen file a folder
- 6 update a text a profile a document a disk

### 5 ON A HIGH NOTE Write a short paragraph about how you use your computer or smartphone on a typical day. Use verbs from Exercises 1 and 4.





- 1 58 Listen and repeat the phrases. How do you say them in your language?

### SPEAKING | Explanations

#### ASKING FOR EXPLANATIONS

I'm sorry, I'm not sure I understand.  
 I don't know what you mean/what that means.  
 What is that (exactly)?  
 What does HD stand for?  
 Can you explain what that is?  
 Could you tell me what that is/does/means?  
 What do you mean?  
 What do you mean by turbocharger?

#### GIVING EXPLANATIONS

It's a kind/type/sort of operating system.  
 It's the kind/type/sort of camera you can use to take 3D photos.  
 It means 'fifth generation'.  
 It stands for High Definition.  
 It helps you to/lets you charge your phone battery fast.

- 2 Complete the sentences with the words from the box.

does exactly explain mean ~~means~~ stand type understand

- 1 I don't know what that means.
- 2 I'm not sure I \_\_\_\_\_.
- 3 What does UHD \_\_\_\_\_ for?
- 4 Can you \_\_\_\_\_ how it works?
- 5 What do you \_\_\_\_\_ by 'standalone'?
- 6 It's a \_\_\_\_\_ of programme.
- 7 What is that, \_\_\_\_\_?
- 8 Can you tell me what this programme \_\_\_\_\_?

- 3 Complete the conversation with the words from Exercise 2.

**Customer** Hello, I'm interested in buying a television. A 32 inch television.  
**Assistant** Yes, of course. What <sup>1</sup>type of television? Do you want an HD screen?  
**Customer** What does HD <sup>2</sup>\_\_\_\_\_ for?  
**Assistant** High Definition.  
**Customer** What do you <sup>3</sup>\_\_\_\_\_ by High Definition?  
**Assistant** It has a very good picture quality.  
**Customer** Oh, yes, OK. Perfect.  
**Assistant** Great. 720 or 1080?  
**Customer** I'm sorry. I'm not sure I <sup>4</sup>\_\_\_\_\_. Can you <sup>5</sup>\_\_\_\_\_?  
**Assistant** Of course. It refers to the number of pixels.  
**Customer** I don't know what that <sup>6</sup>\_\_\_\_\_. I'm sorry. I bought my last television in 1995.  
**Assistant** Pixels are the little dots that the picture is made up of.  
**Customer** Oh, yes, I see. What do you recommend?  
**Assistant** I'd choose the 1080. It's much better quality. We've got a special offer on a 32 inch smart TV.  
**Customer** What is that <sup>7</sup>\_\_\_\_\_? I mean, can you tell me what a smart TV <sup>8</sup>\_\_\_\_\_?  
**Assistant** It can connect to the Internet and act like a computer.  
**Customer** Oh, no. I'm sure it would be very complicated. I'm still having problems understanding my video recorder!



## 8D READING AND VOCABULARY

**1** Read the text quickly. Find the names of three celebrities and match them with the information.

- 1 He/She has never used social media.  
\_\_\_\_\_
- 2 He/She was angry at comments made by fans.  
\_\_\_\_\_
- 3 He/She gave someone some good advice.  
\_\_\_\_\_

**2** Read the underlined sentences in the text and decide whether they are facts or opinions.

- 1 fact
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**3** Read the text again and complete the notes with 1–3 words in each gap.

- 1 Famous people use social media to keep themselves in the public eye.
- 2 As well as actors and singers, another group of people who try to control their public image are \_\_\_\_\_.
- 3 There are people whose job involves giving celebrities a more \_\_\_\_\_.
- 4 Justin Bieber was upset about comments made by his \_\_\_\_\_.
- 5 The writer believes that Selena Gomez's suggestion was \_\_\_\_\_.
- 6 Some celebrities don't like appearing in public because it is impossible for them to \_\_\_\_\_.
- 7 Celebrities can earn money just by writing a \_\_\_\_\_.
- 8 Daniel Radcliffe has always kept away from \_\_\_\_\_.

### Vocabulary extension

**4** Complete these phrases from the text with one word in each gap.

- 1 stay in the public eye (appear in magazines, social media, etc. so that people notice you)
- 2 \_\_\_\_\_ columnist (a person who writes about celebrities' private lives)
- 3 \_\_\_\_\_ a positive image (make sure a person's good points are shown)
- 4 be a \_\_\_\_\_ name (be well-known to most people)
- 5 \_\_\_\_\_ money (earn money from work or in other ways)

**5** Complete the sentences with the phrases from Exercise 4.

- 1 Although it's possible to make money from writing a blog, it isn't as easy as it seems.
- 2 To \_\_\_\_\_ of our clients, we start by asking them to do some charity work. That always helps.
- 3 Celebrities do everything they can to \_\_\_\_\_ because people will forget them otherwise.
- 4 The radio DJ is a \_\_\_\_\_, but not many people know what he looks like.
- 5 The \_\_\_\_\_ lost her job when she wrote lies about two famous actors.

### ACTIVE VOCABULARY | Prefixes *im-*, *un-*

We can add prefixes *im-* and *un-* to some adjectives to create their opposites. We use

- *im-* before adjectives beginning with *m* or *p* (e.g. *imperfect*).
- *un-* before a variety of adjectives (e.g. *unreliable*).

**6** Complete the sentences with the opposite forms of the adjectives from the box. Use *im-* or *un-*.

fair ~~fortunate~~ mature necessary patient possible

- 1 The speaker made two unfortunate mistakes during his lecture.
- 2 He spoke so fast that it was \_\_\_\_\_ to understand what he was saying.
- 3 You seem very \_\_\_\_\_ - are you in a hurry to go somewhere?
- 4 He's eighteen but he seems quite \_\_\_\_\_ for his age.
- 5 Why do I always have to do the washing-up? It's so \_\_\_\_\_!
- 6 Paper and pencils were available, so it was \_\_\_\_\_ to bring our own drawing materials to the art class.

**7** **ON A HIGH NOTE** Write a short paragraph about what you believe are the positive and negative aspects of being a celebrity.





# No news is bad news ... usually

08

For celebrities there is a saying: 'No news is bad news'. This can have two meanings. If there is no news about a celebrity, it is bad for their career as they need publicity to stay in the public eye. It can also mean that every item of news, however bad it may seem at first, will be good because at least it makes people remember them. This is not always true, unfortunately, and some celebrities have seen their careers destroyed because of a particularly negative scandal.

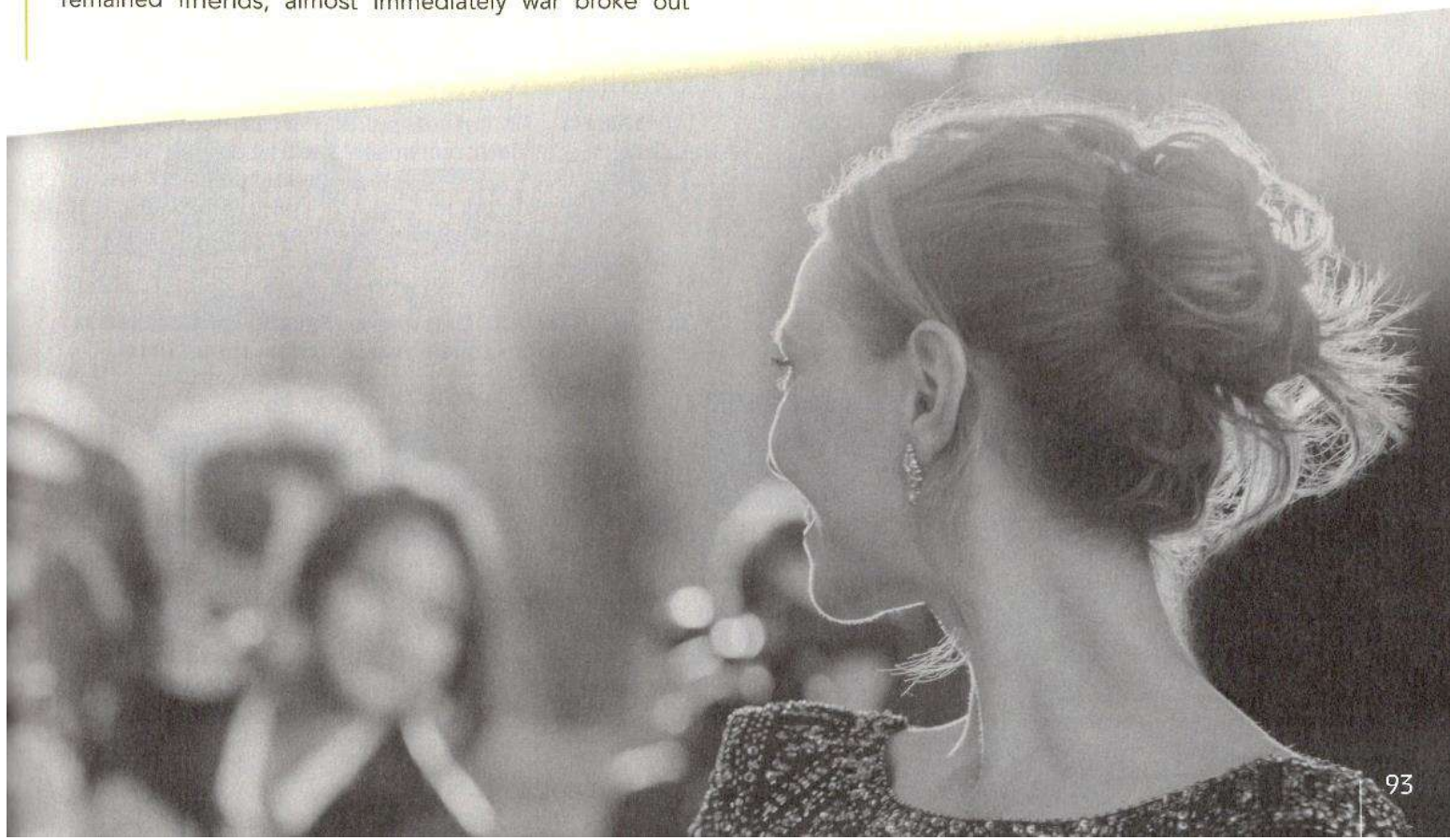
<sup>1</sup>Singers, actors and even politicians have always tried to control what the public knew about them. In the past, this involved providing positive stories and photos to gossip columnists for magazines and newspapers. The rise of social media, though, has led to a number of changes in how celebrities use publicity for their own benefit. Now, celebrities employ whole teams of people to post messages about what's going on in their lives and careers, to update their profiles and maintain professional websites which promote a positive image.

The rise of social media also means that fans have become part of the publicity process – they can join in. This can have positive benefits as news and photos spread quickly around the world. However, Twitter feeds and online comments can sometimes turn into a battleground. When singer Justin Bieber posted photos of his new girlfriend on Instagram, he was upset to discover negative comments about her from his own fans. When he asked them to stop, his ex-girlfriend, Selena Gomez suggested that he should just stop posting the photos. <sup>2</sup>It seemed like sensible advice. However, although the two celebrities remained friends, almost immediately war broke out

between Selena's fans and Justin's fans – it was a war which neither of them could control. Now that people everywhere own a smartphone, it's almost impossible for celebrities to control the photos and information which are published. If you are a household name, you can never fully relax in public because someone, somewhere will be there to capture the yawn or angry look and post it to their own online followers. <sup>3</sup>No wonder so many stars try to hide away from the public!

Another change is that social media gives celebrities the opportunity to make money by advertising their own or other companies' products. Several studies have shown that people remember products better if they are advertised by famous people. <sup>4</sup>This is true even if they aren't actually fans of that person. Advertising is not a new idea, of course, but now, as well as appearing in official adverts, a celebrity can write a simple comment about enjoying a particular chocolate bar or driving a certain car and get paid for it. <sup>5</sup>A company can also finance a video if it contains their product. To prevent this hidden advertising, governments have introduced laws saying that videos or tweets which a company has paid for must clearly state that they are adverts, but this doesn't reduce the stars' ability to make more and more money.

Despite the benefits to their career and the possibility of earning even more money from advertising, some celebrities have never been interested in using social media. British actor Daniel Radcliffe doesn't use Facebook, Twitter or Instagram and that's why his private life remains just that ... private.





## 8E GRAMMAR

### The first conditional

#### 1 ★ Match the two parts of the sentences.

- 1 ☐ If I'm not here when you arrive,
- 2 ☐ If you don't take care of your things,
- 3 ☐ If this doesn't fix the problem with my phone,
- 4 ☐ If I haven't got enough money to start a business,
- 5 ☐ If you have any problems with your website,
- 6 ☐ If my train is late,
- a I'll take it back to the shop tomorrow.
- b I'll call you from the station.
- c let me know and I'll try to help you.
- d my parents will let you in.
- e I think I'll try crowdfunding.
- f you'll lose them.

#### 2 ★★ Choose the correct forms to complete the sentences.

- 1 If I *hear / will hear* more details about the gaming competition, I *let / will let* you know.
- 2 There *is / will be* a school trip if at least forty students *want / will want* to go.
- 3 If Dave *doesn't arrive / won't arrive* soon, we *go / will go* without him.
- 4 What *do you do / will you do* if you *won't know / don't know* the answers to the test questions?
- 5 If I *miss / will miss* the radio show, I *listen / will listen* to it online later.
- 6 *Will you still post / Do you post* the photos if Cathy asks / *will ask* you not to?

#### 3 ★★ Rewrite the sentences with the two clauses in reverse order. Be careful with commas.

- 1 If your parents are late, will you order a pizza?  
Will you order a pizza if your parents are late?
- 2 I won't reply if I get nasty comments about my photo.  
\_\_\_\_\_
- 3 If I feel tired this evening, I'll go to bed at 10 p.m.  
\_\_\_\_\_
- 4 I won't open the link if I get another strange email.  
\_\_\_\_\_
- 5 If my sister argues with my parents, I'll shut my bedroom door and play loud music.  
\_\_\_\_\_

#### 4 ★★ Complete the sentences with the correct forms of the verbs in brackets.

- 1 If you join Instagram, what will your first photo be (your first photo/be)?
- 2 You won't understand if you \_\_\_\_\_ (not listen).
- 3 What \_\_\_\_\_ (we/do) if the shops are shut?
- 4 We \_\_\_\_\_ (not have) time for lunch if we don't leave soon.
- 5 If Sara \_\_\_\_\_ (not reply) to my message soon, I'll send her another one.
- 6 If your post \_\_\_\_\_ (go) viral, what will you do?

#### 5 ★★★ Complete the conversation with the correct forms of the verbs from the box.

be have not get not see ~~post~~ see send

- Grandad** If I <sup>1</sup>post a message, who will be able to read it?
- Theresa** That depends on your security settings. If you set it so that only friends can read it, then other people <sup>2</sup>\_\_\_\_\_ it at all.
- Grandad** I don't know what my settings are.
- Theresa** Well, if you click that button, you <sup>3</sup>\_\_\_\_\_ them.
- Grandad** It says 'only me'.
- Theresa** That means no-one can see anything you post except you.
- Grandad** That's why nobody ever comments when I post photos.
- Theresa** OK, I've changed it.
- Grandad** If I <sup>4</sup>\_\_\_\_\_ any comments now, I'll be very disappointed.
- Theresa** Oh, you've got a 'like' already. Eric Stephens. Who's that?
- Grandad** An old school friend. Great. If I have time later, I <sup>5</sup>\_\_\_\_\_ him a message.
- Theresa** OK, but not now. We have to meet Mum for lunch, remember? She'll be angry if we <sup>6</sup>\_\_\_\_\_ late. Bring your phone. If the restaurant <sup>7</sup>\_\_\_\_\_ wi-fi, you'll be able to check your account there.
- Grandad** Great!

#### 6 ON A HIGH NOTE Choose three situations from the box and write first conditional sentences about them.

I have a lot of homework  
I have some free time  
my parents are angry with me  
something goes wrong with my phone  
there's something good on television



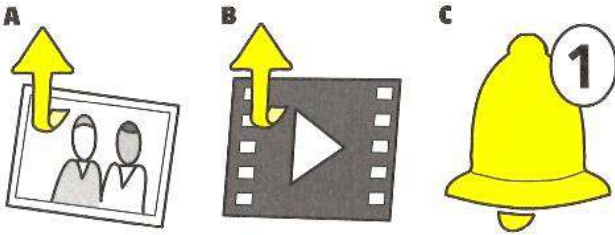


## 8F LISTENING AND VOCABULARY

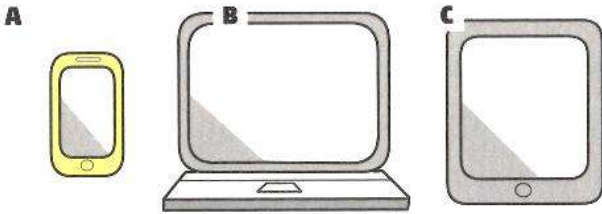
## 1 Match the questions from the box with the correct sets of three pictures below.

How did the boy spend the evening?  
 How many prizes has the girl won?  
 How old was the speaker when he started doing IT at school?  
 What has the girl already posted on social media?  
 What is the girl using to check her social media?

## 1 What has the girl already posted on social media?



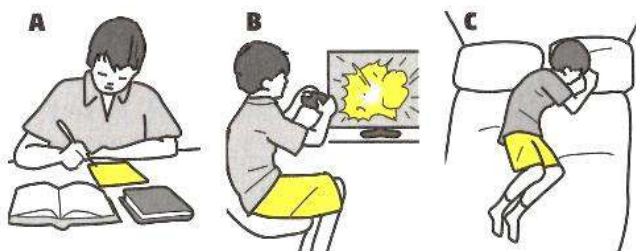
## 2



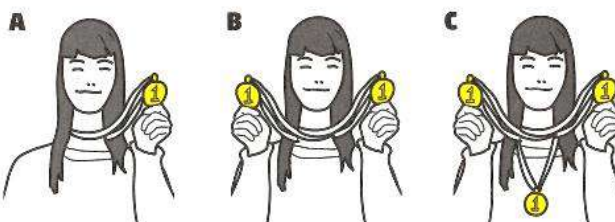
## 3



## 4



## 5



## 2 59 Look at Exercise 1. Listen to five short recordings and choose the correct answer for each one.

## Vocabulary extension

## 3 60 Complete these sentences from the recordings in Exercise 2 with the words from the box. Listen and check.

aware ~~idea~~ jump message slipped

- I've got no idea why.
- ... it completely \_\_\_\_\_ my mind.
- Now I'm sixteen and I'm more \_\_\_\_\_ of the problems ...
- You shouldn't \_\_\_\_\_ to conclusions.
- ... the boys will finally get the \_\_\_\_\_ that we're just as good as they are.

## Pronunciation

## 4 61 Look at these sentences from the recordings in Exercise 2. How is the final vowel sound in the underlined syllables pronounced? Listen and check. Are these syllables stressed or unstressed?

- He's going to Malaga soon with his parents.
- I've got no idea why.
- Luckily, my brother's old tablet was in the kitchen.
- I think students should start having IT lessons younger.
- I could even write some basic computer code.
- Oh, I remember.
- I've won twice and another girl has won once.

## ACTIVE PRONUNCIATION | /ə/ sound

We often pronounce the vowel sound in unstressed syllables as /ə/ (e.g. *brother*, *about*).

## 5 62 Now listen to the individual words from the sentences in Exercise 4 and repeat.

## 6 Find the stressed syllables in the words below. Then read the words. Which word has two /ə/ sounds?

- |                |            |
|----------------|------------|
| 1 <u>table</u> | 6 students |
| 2 people       | 7 today    |
| 3 forget       | 8 problems |
| 4 tablet       | 9 taken    |
| 5 banana       | 10 again   |

## 7 63 Now read the extracts which contain some of the words from Exercise 6. Then listen and repeat.

- Yes, but it isn't easy finding a table.
- People come in here with their laptops.
- You didn't forget again, did you?
- Luckily, my brother's old tablet was in the kitchen.
- I think students should start having IT lessons younger.
- Now I'm sixteen and I'm more aware of the problems.
- Girls have won three out of the last four competitions which I've taken part in.



**1 For each learning objective, write 1–5 to assess your ability.**

1 = I don't feel confident. 5 = I feel confident.

|    | Learning objective                                                                                                | Course material            | How confident I am (1–5) |
|----|-------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------|
| 8A | I can use verb patterns with the infinitive and the <i>-ing</i> form to talk about different actions and states.. | Student's Book pp. 108–109 |                          |
| 8B | I can talk about computer equipment.                                                                              | Student's Book p. 110      |                          |
| 8C | I can ask for and give explanations about how to use a modern gadget.                                             | Student's Book p. 111      |                          |
| 8D | I can tell facts and opinions in a short article and talk about social media.                                     | Student's Book pp. 112–113 |                          |
| 8E | I can use the first conditional to talk about possible future situations.                                         | Student's Book p. 114      |                          |
| 8F | I can identify specific information in conversations and talk about gaming.                                       | Student's Book p. 115      |                          |
| 8G | I can write an opinion essay.                                                                                     | Student's Book pp. 116–117 |                          |

**2 Which of the skills above would you like to improve in? How?**

| Skill I want to improve in | How I can improve |
|----------------------------|-------------------|
|                            |                   |

**3 What can you remember from this unit?**

| New words I learned and most want to remember | Expressions and phrases I liked | English I heard or read outside class |
|-----------------------------------------------|---------------------------------|---------------------------------------|
|                                               |                                 |                                       |



## GRAMMAR AND VOCABULARY

- 1 Complete the sentences with the words from the box. There are two extra words.

analyse danger data experiment fact laboratory  
result scientist

- 1 I'd like to be a *scientist* and work in a \_\_\_\_\_.
- 2 Our Chemistry teacher wanted to do an \_\_\_\_\_. He lit some natural gas and made a ball of flame. Luckily, nobody was in \_\_\_\_\_.
- 3 Now that we've got all the \_\_\_\_\_, we have to \_\_\_\_\_ it carefully and see what it means.

/ 5

- 2 Choose the correct words to complete the mini-conversations.

**Holly** Do you need some help with your computer?

**Brad** Yes. If I want to move this photo into a different folder, I guess I have to <sup>1</sup>cut / copy and <sup>2</sup>post / paste it. Is that right?

**Holly** You can, but it's quicker to <sup>3</sup>swipe / drag it from one folder to the other – like this.

**Raul** Hey, Sara. How's your new smartphone?

**Sara** It's OK, but I don't know how to close the apps I've used.

**Raul** <sup>4</sup>Tap / Click on the little square at the bottom of the screen. Then you'll see everything that's open. Just <sup>5</sup>swipe / share each one – left to right or right to left, it doesn't matter – and they close.

/ 5

- 3 Complete the text with the correct forms of the verbs in brackets.

I'm now leaving this site. My friends can <sup>1</sup>contact (contact) me by email or phone. I've decided <sup>2</sup>\_\_\_\_\_ (leave) because some of the comments aren't nice. I don't mind <sup>3</sup>\_\_\_\_\_ (joke) with people, but some of the messages which people leave are horrible.

I managed <sup>4</sup>\_\_\_\_\_ (block) some of the users, but more kept <sup>5</sup>\_\_\_\_\_ (join) and I've given up <sup>6</sup>\_\_\_\_\_ (try) to stop them.

Best wishes and fight the hate!

/ 5

- 4 Complete the sentences with the correct forms from the box. There are two extra forms.

don't try to try tries try trying will try won't try

- 1 If Max *tries* harder, he will get the grades he needs to study Maths.
- 2 If we don't encourage her, Christina \_\_\_\_\_ at all.
- 3 Will you promise \_\_\_\_\_ harder next time?
- 4 I \_\_\_\_\_ to phone you from the hotel if there's a signal, but I don't know if it will be possible.
- 5 You won't know if it's possible if you \_\_\_\_\_.

/ 4

## USE OF ENGLISH

- 5 Complete the advert with one word in each gap.

## FED UP WITH YOUR SLOW COMPUTER? THEN READ ON!

<sup>1</sup>If you don't look after your computer, it will get slower and slower. Why? Well, most people keep <sup>2</sup>\_\_\_\_\_ adding and deleting programmes, downloading software, saving films and, basically, filling the computer up with rubbish. Many <sup>3</sup>\_\_\_\_\_ these programmes start working when you switch on your computer. If there are five new programmes all trying <sup>4</sup>\_\_\_\_\_ start at the same time, your computer <sup>5</sup>\_\_\_\_\_ take longer to come on.

People who know about computers can change settings, clean their computer and keep it in perfect condition. However, if you <sup>6</sup>\_\_\_\_\_ not an expert, you won't know what is safe to delete.

**That's why MEGA CLEAN BOOST is the programme for you.**

**<sup>7</sup>\_\_\_\_\_ this link and download it today!**



/ 6

- 6 Choose the correct words a-c to complete the texts.

- 1 All our laptops come with a free pair of \_\_\_\_\_ for a great listening experience.

a headphones      b tablets      c keyboards

- 2 \_\_\_\_\_ games to help students aged five and older with their studies.

a Educated      b Education      c Educational

- 3 A new theory of \_\_\_\_\_ – where did humans really come from?

a relativity      b evolution      c creativity

- 4 Don't \_\_\_\_\_ on a fantastic learning experience. Join our after-school computer club!

a stand for      b miss out      c go on

- 5 Two-player game. Try to beat your \_\_\_\_\_ in this race around the world.

a opponent      b obstacle      c subscriber

/ 5

/ 30



## 9A GRAMMAR AND VOCABULARY

## Past Perfect

## 1 ★ Complete the sentences with the correct forms from the box.

had already left   had looked   had come  
 had forgotten   ~~had never been~~   had never learned  
 had run out of   had seen   had spent   had started

- 1 Before our trip to London, Majid had never been to an art gallery before.
- 2 By the time we woke up, the bus to the seaside \_\_\_\_\_.
- 3 As soon as I got to the airport, I realised that I \_\_\_\_\_ to bring my passport.
- 4 Asmir couldn't buy a ticket because he \_\_\_\_\_ all his money.
- 5 By the time we arrived, the café \_\_\_\_\_ sandwiches.
- 6 After we \_\_\_\_\_ the Picasso exhibition, we left the gallery and went for lunch.
- 7 We finally got into the exhibition at 2 p.m. – four hours after we \_\_\_\_\_ queuing!
- 8 We met some people from Australia who \_\_\_\_\_ to Britain to see their grandparents.
- 9 Sarah \_\_\_\_\_ Spanish before she moved to Madrid.
- 10 Last year I found an old manuscript in the attic. I discovered that researchers \_\_\_\_\_ for it for centuries.

## 2 ★ Match sentences 1–6 with responses a–f.

- 1 ☐ John was tired when we saw him.
  - 2 ☐ Why did Milo look so scared?
  - 3 ☐ What was Russ worried about?
  - 4 ☐ Nick ate lots of food at the barbecue! He was really hungry.
  - 5 ☐ Do you know why Stephanie was angry yesterday?
  - 6 ☐ Poor Laura was really wet when she arrived.
- a That's right. He hadn't eaten breakfast that morning.  
 b Yes, he had stayed up studying until 2 a.m. the night before!  
 c Yes, her friend had borrowed her phone and lost it!  
 d I know. It was sunny when she left home, so she hadn't taken a coat.  
 e He had watched a horror film alone in the dark.  
 f He hadn't studied enough for his exam.



## 3 ★ Read the text and match questions 1–6 with answers a–f.

In 2009, a Hungarian researcher discovered a long-lost painting known as 'Sleeping Lady with a Black Vase'. How did he do it?

- 1 ☐ Had he tried to find it before?
  - 2 ☐ That was lucky! How long had it been lost for?
  - 3 ☐ Where had it been all that time?
  - 4 ☐ Where had she found it?
  - 5 ☐ Had she known it was famous when she bought it?
  - 6 ☐ Had the researcher contacted her about it?
- a Nobody knows exactly, but it turned up in California; a woman who worked for Sony Pictures had it.  
 b No, she hadn't. She just thought it would look good in the film. A few years later she sold it and the painting returned to Hungary.  
 c No, he hadn't, but he'd known about it. Then, one day, he was watching a film with his daughter and he suddenly noticed the painting in the background.  
 d Yes, he had. He had sent her an email and she had replied that the painting was on her wall at home. She realised it was valuable and she sold it.  
 e About eighty years. It had disappeared in the late 1920s.  
 f She'd found it in an antiques shop.

## 4 ★★ Complete the sentences with the correct Past Perfect forms of the verbs in brackets.

When I got home, I realised that ...

- 1 I had left (leave) my phone on the bus.
- 2 I \_\_\_\_\_ (forget) my English books.
- 3 I \_\_\_\_\_ (not say) goodbye to my friends.
- 4 my parents \_\_\_\_\_ (ask) me to buy some milk on the way home.
- 5 I \_\_\_\_\_ (not take) my keys in the morning and there was no-one at home.
- 6 we \_\_\_\_\_ (arrange) to go to my grandparents' house for dinner – on the other side of town!



- 5 ★★ Complete the text with the correct Past Simple or Past Perfect forms of the verbs in brackets.

## MY TOP FIVE ICONIC PHOTOS

Photography is my favourite art form. There are so many wonderful photos – the workers having lunch on the skyscraper, the train coming through the station wall – but here are my top five.

In 1968, two athletes <sup>1</sup>**had just received** (just/receive) Olympic medals when the national anthem started. They both <sup>2</sup>\_\_\_\_\_ (raise) their arms in the black power salute and became famous all over the world.

The photo of Albert Einstein that everyone knows was taken while he was sitting in a car. He <sup>3</sup>\_\_\_\_\_ (be) to a party to celebrate his seventy-second birthday and was about to go home when he <sup>4</sup>\_\_\_\_\_ (notice) the photographer trying to take his photo. Einstein stuck out his tongue and history was made.

By the time Nelson Mandela <sup>5</sup>\_\_\_\_\_ (be) set free in 1990, he <sup>6</sup>\_\_\_\_\_ (spend) twenty-seven years in prison, so it's amazing that he looks so relaxed, fit and healthy in this photo as he waves to the crowds who are there to welcome him.

There is a great photo of Neil Armstrong in the Apollo 11 spacecraft. His fellow astronaut, Buzz Aldrin <sup>7</sup>\_\_\_\_\_ (take) it. Armstrong is smiling but is a little shocked and confused. It isn't surprising. Earlier he <sup>8</sup>\_\_\_\_\_ (become) the first man to walk on the moon.

And now, my 'Number One'. It was August 14th, 1945 and the Second World War <sup>9</sup>\_\_\_\_\_ (just/finish). People were celebrating in New York and photographer Alfred Eisenstaedt was looking for the perfect photo. Suddenly, he <sup>10</sup>\_\_\_\_\_ (see) a man in a sailor's uniform kissing a young woman, both celebrating this wonderful day.

- 6 ★★ Rewrite the sentences in the Past Perfect.

1 I had breakfast, I listened to the radio and then I left home.

By the time I left home, ***I had had breakfast and I had listened to the radio.***

2 I ran six kilometres and swam two kilometres. I was exhausted!

By six o'clock, I was exhausted. Earlier that day \_\_\_\_\_.

3 On the first day of the camp, we got up, we tidied our rooms and then a bus came to take us on a trip.  
On the first day of the camp, the bus arrived after \_\_\_\_\_.

4 A few minutes after the exam started, the teacher took a phone from a student. Later he threw two students out for talking.

Before the end of the exam, the teacher \_\_\_\_\_.

- 7 ★★ Complete the text with the correct Past Perfect forms of the verbs from the box.

arrive hear offer phone see spend start take  
upload watch

It was 10 p.m. and the young artist finally put down his brushes and looked at his painting with a smile on his face. He <sup>1</sup>**had arrived** at the studio at five o'clock that morning. He <sup>2</sup>\_\_\_\_\_ the sky change colour from his balcony and <sup>3</sup>\_\_\_\_\_ several photos of the sky and the people below. Then he <sup>4</sup>\_\_\_\_\_ the photos to his computer and <sup>5</sup>\_\_\_\_\_ some time choosing the best. Finally, he <sup>6</sup>\_\_\_\_\_ painting at about 11 a.m.

He didn't like rushing, but this painting was for a customer who <sup>7</sup>\_\_\_\_\_ his paintings at a local exhibition and <sup>8</sup>\_\_\_\_\_ him \$2000 for an original work of art. The customer <sup>9</sup>\_\_\_\_\_ the artist at five o'clock in the afternoon to say that he was leaving to Barcelona and needed the painting that night.

And now it was ready. There was a knock on the door, but the artist wasn't surprised. He <sup>10</sup>\_\_\_\_\_ the footsteps coming up the stairs. He opened the door with a smile.



- 8 ★★★ USE OF ENGLISH Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words, including the word in bold.

1 When I sat down, I immediately realised I was on the wrong train. **GOT**

When I sat down, I realised ***I had got*** on the wrong train.

2 The first time I went to the gallery, I didn't enjoy it. **ENJOYED**

I had been to the gallery before, but I \_\_\_\_\_ it.

3 I saw a film about Van Gogh and that's why I bought a book about his life. **HAD**

I bought a book about Van Gogh's life because I \_\_\_\_\_ film about him.

4 Picasso was born in Spain, but moved to France when he was in his twenties. **LEFT**

By the time he was in his twenties, Picasso \_\_\_\_\_ and moved to France.

5 The first time I went to an exhibition of modern art was when I was at university. **NEVER**

Before I went to university, I \_\_\_\_\_ to an exhibition of modern art.

- 9 ON A HIGH NOTE Write a short paragraph about the things you had done before you left the house this morning. Include these linkers in your answer: **by the time, before, as soon as and after.**



## 9B VOCABULARY | Creative jobs

### 1 ★ Choose the correct words to complete the sentences.

- A person who writes plays is called a \_\_\_\_.  
a playwright    b playwright    c playright
- You're the lighting \_\_\_\_; you fix the problem!  
a manager    b technician    c conductor
- My favourite \_\_\_\_ is Ed Sheeran; his songs are great.  
a conductor    b screenwriter    c songwriter
- The stage \_\_\_\_ has asked everyone to leave the stage for a few moments.  
a manager    b engineer    c director
- The pop artist Andy Warhol painted famous \_\_\_\_ of the actress Marilyn Monroe.  
a portraits    b landscapes    c oils
- Beginner painters should experiment with different types and sizes of \_\_\_\_ before they choose their favourite ones.  
a oils    b paints    c brushes

### 2 ★ Match the jobs from the box with the sentences.

camera operator    composer    conductor    ~~director~~  
extra    screenwriter    sound engineer    stunt performer

- I'm responsible for everything – actors, filming, lights, cameras, scripts. It's my film! director
- I write classical music and film soundtracks. \_\_\_\_\_
- I have to drive into that burning building really fast and jump out of the car at the last moment! \_\_\_\_\_
- There I am – you can see the top of my head at the back of the crowd. I'm in a film! \_\_\_\_\_
- If I wasn't there, you wouldn't hear the actors' voices and the background noise might be too loud. \_\_\_\_\_
- I'm there to film people, make sure they're in focus and in the centre of the scene. \_\_\_\_\_
- It's a very special feeling to stand in front of an orchestra and control that fantastic sound. \_\_\_\_\_
- My job is to write the dialogues for films and TV series. \_\_\_\_\_

### 3 ★ Complete the words with one letter in each gap.

- You really need a tripod if you want to be a serious photographer. Anyone who t\_\_\_\_s photos in poor l\_\_\_\_h\_\_\_\_ needs one to keep the camera steady.
- The singer felt sick and had to run off the s\_\_\_\_e in the middle of the first song, so the rest of the band played their i\_\_\_\_t\_\_\_\_n\_\_\_\_ for five minutes until he returned.
- Ocean's 8* isn't a r\_\_\_\_a\_\_\_\_e of *Ocean's 11*. It's a new story. *Ocean's 11* was s\_\_\_\_ in Las Vegas but in *Ocean's 8* the action takes p\_\_\_\_e in New York.
- Most actors say that their worst moment is when they forget their l\_\_\_\_s but the worst thing for me is when someone in the a\_\_\_\_e\_\_\_\_e starts coughing!

### 4 ★★ Complete the texts with the correct forms of the words from the box.

act    Art    draw    explain    paint    play    remember  
sing    take    tell



Matt is good at <sup>1</sup>acting. He played Romeo in the school play last year. He's really good at <sup>2</sup>\_\_\_\_\_ lines. He never forgets them. He'd like to be in a band, but he isn't very good at <sup>3</sup>\_\_\_\_\_. He likes to play the guitar and he's terrible at <sup>4</sup>\_\_\_\_\_!



Elaine is very good at <sup>5</sup>\_\_\_\_\_. She is good at <sup>6</sup>\_\_\_\_\_ with watercolours and oils and she's also good at <sup>7</sup>\_\_\_\_\_ with a pencil. She wanted to teach other students to paint, but she isn't very good at <sup>8</sup>\_\_\_\_\_ things.



Sam is our school's official photographer. She's very good at <sup>9</sup>\_\_\_\_\_ photos of people. She's in charge of the photo pages on the school's website. She isn't very good with computers, but she's very good at <sup>10</sup>\_\_\_\_\_ people what to do!

### 5 ★★ Complete the sentences with one word in each gap.

- What would you rather see? A play at the theatre or a m\_\_\_\_\_ at the cinema?
- I enjoy going to rock c\_\_\_\_\_; a good l\_\_\_\_\_ performance can be very exciting.
- The best Robin Hood film was made in 1938! The p\_\_\_\_\_ of Robin Hood was played by Errol Flynn who was a huge s\_\_\_\_\_ at the time. Most films in the 1930s were made in b\_\_\_\_\_ and w\_\_\_\_\_ but this was a colour film. It cost Warner Bros an incredible \$2 million to make!
- Mr Turner* was a British film which was b\_\_\_\_\_ on the life of the painter J.M.W. Turner. Turner often used w\_\_\_\_\_ although he used oils as well. He is famous for his l\_\_\_\_\_ of fields, towns and the sea. My favourite is 'The Grand Canal'.

### 6 ON A HIGH NOTE Write a short paragraph about what is rewarding/challenging in the life of a professional dancer, musician or actor.



## Reported speech

## 1 ★ Choose the correct forms to complete the sentences.

- 1 'We'll be late!'
 

Tom told us that they *will / would* be late.
- 2 'I've finished my book.'
 

She told me that she *had / has* finished her book.
- 3 'We're having a lot of fun!'
 

They said that they *are / were* having a lot of fun.
- 4 'Ssh. The play is starting!'
 

He said that the play *is / was* starting.
- 5 'You can't leave in the middle of the play.'
 

My mum told me I *couldn't / can't* leave in the middle of the play.
- 6 'We always watch the news together in the evening.'
 

Jed said that they always *watched / watch* the news together in the evening.

## 2 ★★ Read a speaker's words and complete the text with one word or contraction in each gap.

'Sorry. I don't want to go to the concert. I've got lots of exams soon and the tickets are very expensive. I don't even like the band. I haven't listened to any of their music since their first CD. Anyway, I'm trying to save up for the summer holidays.'

Matt said that he <sup>1</sup>*didn't* want to go to the concert. He told us that he <sup>2</sup> \_\_\_\_\_ lots of exams soon and that the tickets <sup>3</sup> \_\_\_\_\_ very expensive. He then said that he <sup>4</sup> \_\_\_\_\_ even like the band and that he <sup>5</sup> \_\_\_\_\_ listened to any of their music since their first CD. Finally, he told us that he <sup>6</sup> \_\_\_\_\_ trying to save up for the summer holidays.

## 3 ★★ Complete the reported sentences with the words from the box. There are three extra words.

after before couldn't had (x2) hadn't have he his my she their ~~they~~ was wouldn't

- 1 'We ate fish yesterday.'
 

The girls said that *they* \_\_\_\_\_ eaten fish the day \_\_\_\_\_.
- 2 'I'm watching the news.'
 

Beth told me that \_\_\_\_\_ watching the news.
- 3 'I've had some problems with my back.'
 

Paul told us that \_\_\_\_\_ had some problems with \_\_\_\_\_ back.
- 4 'I can't afford to eat out tomorrow.'
 

Kyle said that he \_\_\_\_\_ afford to eat out the day \_\_\_\_\_.
- 5 'Wow! We haven't heard a better concert in our town.'
 

The students said that they \_\_\_\_\_ heard a better concert in \_\_\_\_\_ town.

## 4 ★★★ Rewrite the sentences in reported speech.

- 1 'I'm not keen on modern art.'
 

Cath said that *she wasn't keen on modern art*.
- 2 'I didn't go out at all yesterday.'
 

Eric told us that \_\_\_\_\_.
- 3 'I haven't seen the film yet.'
 

Samantha said that \_\_\_\_\_.
- 4 'We'll be back tomorrow.'
 

Carly said that \_\_\_\_\_.
- 5 'We're having a meeting.'
 

Jackson told us that \_\_\_\_\_.

## 5 ★★★ Read the conversation and rewrite it in reported speech.



- Adrian** Hi, Emily. Real Madrid are playing Barcelona. I'll help you with your homework when it finishes.
- Emily** That's OK. I love Spanish football. I saw Girona play last year.
- Adrian** Really? Wow. I often go to watch our local team play, but I've never seen a big match.
- Emily** My dad's a Chelsea fan. I can get you tickets if you want.
- Adrian** Wow! Yes, please.

Emily went to Adrian's house because she needed help with her homework. When she arrived, Adrian said 'Hi' and told her that <sup>1</sup>*Real Madrid were playing Barcelona* and that <sup>2</sup> \_\_\_\_\_ when the match finished. Emily didn't mind. She told him that <sup>3</sup> \_\_\_\_\_ and that <sup>4</sup> \_\_\_\_\_ before.

Adrian was surprised. He said that <sup>5</sup> \_\_\_\_\_, but that <sup>6</sup> \_\_\_\_\_. Emily told him that <sup>7</sup> \_\_\_\_\_ and that <sup>8</sup> \_\_\_\_\_ if he wanted. Adrian was very happy.

## 6 ON A HIGH NOTE Think of five things people have told you and write them in reported speech.



## 9D READING AND VOCABULARY

### 1 Look at the photo, the title and the first paragraph of the article and answer the questions.

- 1 What kind of artist is Sixto Rodriguez?  
a singer-songwriter
- 2 Where is he from? \_\_\_\_\_
- 3 What are his songs about? \_\_\_\_\_
- 4 In which country did he become famous?  
\_\_\_\_\_
- 5 Did he make money from his music in the 1970s?  
\_\_\_\_\_

### 2 Read the whole article quickly and choose the best answer.

What is the writer's main purpose?

- a ☐ To encourage people to buy Sixto's music.
- b ☐ To show Sixto's character in a positive light.
- c ☐ To explain why Sixto's music wasn't popular in the USA.
- d ☐ To compare Sixto favourably with other musicians.

### 3 Read the article again and choose the correct answers.

- 1 Why did Sixto become so successful in South Africa?
  - a He wrote lyrics about South African politics.
  - b The people there knew him and liked his personality.
  - c His albums were easily available and on sale everywhere.
  - d The people there had similar problems to the ones he wrote about.
- 2 How did Sixto find out about his success in South Africa?
  - a His daughter made a website about his music.
  - b His daughter searched for information about him on the Internet.
  - c His daughter discovered a website about him by accident.
  - d A man called Stephen Segerman got in touch with his daughter.
- 3 When he quit the music business, Sixto
  - a had problems finding a job.
  - b tried, and failed, to have a political career.
  - c moved away from his home town.
  - d also lost interest in politics.
- 4 Despite his success, Sixto
  - a has no interest in buying luxury items.
  - b hasn't made much money.
  - c can't afford a TV.
  - d never goes to awards ceremonies.
- 5 The most important thing for Rodriguez is that
  - a he now makes a lot of money.
  - b people enjoy his music.
  - c he is now famous in his own country.
  - d he has been able to record more albums.

## Vocabulary extension

### 4 Match the highlighted words from the text with the definitions.

- 1 An agreement between a record company and a musician to make and sell music. recording contract
- 2 Take people's attention away from someone else who is more important. \_\_\_\_\_
- 3 Money you earn every time someone buys your song, album, book, etc. \_\_\_\_\_
- 4 An event where prizes are given for success in the music or film industry. \_\_\_\_\_
- 5 Records produced/distributed illegally. \_\_\_\_\_
- 6 Making something available to the public. \_\_\_\_\_

## ACTIVE VOCABULARY | Prefix re-

We can add the prefix *re-* to nouns and verbs to mean 'again', (e.g. *discover* – *rediscover*).

### 5 Which verbs and nouns from the box can take the prefix *re-*? Put them in the correct column. There are four extra words.

advice ~~appearance~~ arrangement belief  
construction discovery marry perform start thank  
think use

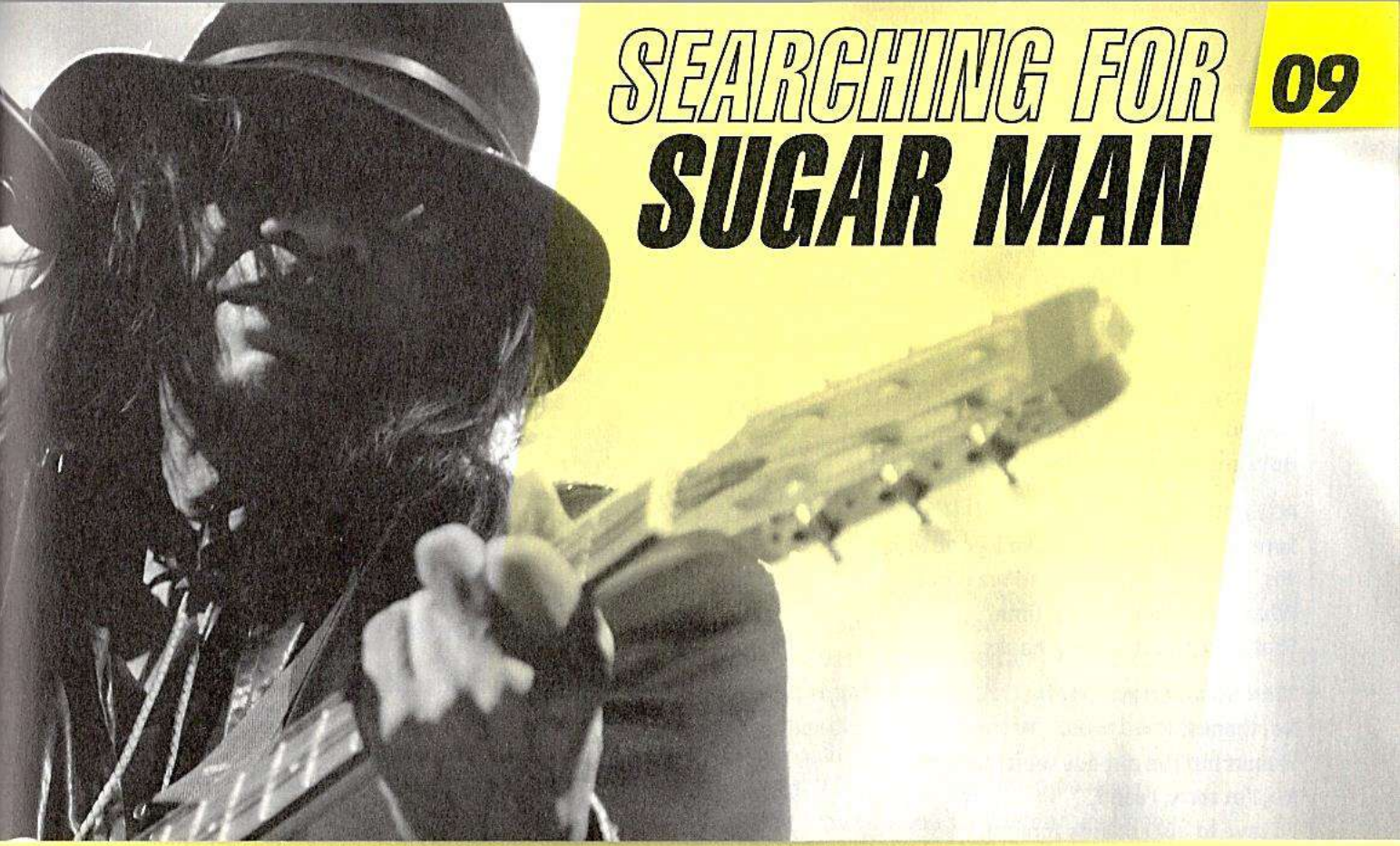
| Nouns               | Verbs |
|---------------------|-------|
| <i>reappearance</i> |       |
|                     |       |
|                     |       |
|                     |       |

### 6 Complete the sentences with the correct forms of the words from the table in Exercise 5.

- 1 He made a reappearance on a TV series in 2015, ten years after he had left show business to become a teacher.
- 2 If your computer screen has 'frozen', try \_\_\_\_\_ it. When it comes back on, the problem may be fixed.
- 3 Why don't you \_\_\_\_\_ this old box as a bed for the cat?
- 4 I don't like this new \_\_\_\_\_ of the furniture - it makes the room seem smaller.
- 5 Digital \_\_\_\_\_ of old ruins help us learn about the civilisations that built them.
- 6 Emma's parents got divorced in 2010 but they \_\_\_\_\_ two years later.

### 7 ON A HIGH NOTE Write a short paragraph about an interesting artist. Explain why you admire him or her and report some important things they have said.





# SEARCHING FOR SUGAR MAN

09

**S**ixto Rodriguez is an American singer-songwriter who grew up in the industrial town of Detroit. When he writes songs, he writes about the things he cares about – his home town, the anti-war protests against the Vietnam war, the civil rights movement in the USA and the fight for equality. In South Africa during the 1970s, many anti-apartheid supporters discovered his music and found that they could relate to Sixto's lyrics. He became extremely popular in that country, even though it wasn't easy to find his records. His fans had to make do with illegal copies of his albums, called bootlegs, so Sixto himself didn't receive any royalties and wasn't even aware of his own success.

Despite his popularity, not much was known about Sixto in South Africa. There were even rumours that he had died after releasing his first album. In 1997, Stephen 'Sugar' Segerman, more often known as Sugar Man, who was a songwriter, music shop owner and fan of Sixto, set up a website and named it 'The Great Rodriguez Hunt'. He wanted to find out more about his hero and hoped that the website would help. A year later, in Detroit, Sixto's daughter was surfing the Internet when she came across the site and was shocked to find that her father, who had given up his musical career many years earlier, was a star on the other side of the globe!

Sixto's musical career had started in 1968, when two record producers went to see him in concert and offered him a recording contract. He made two albums but they didn't sell many copies and, by the end of the decade, Sixto had retired. 'I didn't do any music,' he explains. 'I stayed pretty much out of it because there was nothing happening to me.'

He remained interested in politics and ran for mayor of Detroit twice but, when nothing came of his political ambitions, he found work in the construction industry and in factories. He bought a small house in a working class area of the city and settled down to family life, until his daughter clicked onto a website and changed his life completely.

Although Sixto's life has been transformed, he himself hasn't changed at all. He still lives in the same house, plays the same old guitar and prefers to give his money away than spend it on himself. He is also very modest. A film about his life called *Searching for Sugar Man* became a huge success and won an Oscar for best documentary in 2013. However, Sixto stayed away from the awards ceremony saying that the film was the director's achievement, not his, and that he didn't want to upstage him. He didn't even watch the ceremony on TV – he still hasn't got one!

Rodriguez is a star now. His two albums have both sold over 100,000 copies and his concerts attract audiences of 10,000 or more. 'This is what I always wanted, to make something of myself through music,' he says. He enjoys the success, not for himself or the financial rewards it can bring but because he can share his songs and his message and he now knows that people are listening.

The story of Sixto Rodriguez is a remarkable one. But perhaps the most remarkable thing is not the rediscovery of a talented musician after a quarter of a century, but the fact that Rodriguez has remained faithful to his beliefs during both good times and bad.



## 9E SPEAKING

- 1 64 Listen and repeat the phrases. How do you say them in your language?

### SPEAKING | Informal invitations

#### MAKING INVITATIONS

Do you want to go to the cinema this evening?  
Would you like to go to the theatre with me?  
Do you fancy coming to the concert tonight?  
How about the exhibition at the Art Gallery?

#### ACCEPTING INVITATIONS

Sure, that sounds good/like a good idea.  
Yes, I'd love to. Where shall we meet?  
What a great idea! What time?  
That's very kind of you, thanks.

#### TURNING DOWN INVITATIONS

No, thanks.  
Thanks but I've already seen this film.  
No, I'm sorry, I can't.  
I'd love to but I'm busy tonight.  
That sounds great/like a lot of fun but I'm already going out with Jake.  
Maybe some other time.

#### GIVING REASONS

I don't really fancy it, to be honest.  
I'm not really into classical music.  
It's not my cup of tea.  
I don't feel like going out tonight.  
I've got other plans.  
I've got to help my mum this evening.

- 2 Match the two parts of the sentences.

- |                                             |                       |
|---------------------------------------------|-----------------------|
| 1 <input type="checkbox"/> That's very kind | a like to meet later? |
| 2 <input type="checkbox"/> I'm sorry,       | b cup of tea.         |
| 3 <input type="checkbox"/> Would you        | c into sports.        |
| 4 <input type="checkbox"/> Maybe some       | d I can't.            |
| 5 <input type="checkbox"/> It's not my      | e going out tonight?  |
| 6 <input type="checkbox"/> Do you fancy     | f like going out.     |
| 7 <input type="checkbox"/> I don't feel     | g other time.         |
| 8 <input type="checkbox"/> I'm not really   | h of you, thanks.     |



- 3 65 Choose the correct words to complete the conversation. Listen and check.

Lucas Do you fancy <sup>1</sup>go / going / to go out later?  
Christie Sure, that <sup>2</sup>looks / is / sounds great. Where <sup>3</sup>do / shall / will we meet?  
Lucas How about <sup>4</sup>meeting / meet / to meet at the ice rink? We can go skating.  
Christie I'm not really <sup>5</sup>into / up to / on for skating. It's not my <sup>6</sup>mug / pot / cup of tea. Do you <sup>7</sup>fancy / like / want to go to the sports centre instead? We could play badminton.  
Lucas <sup>8</sup>I'd / I'll / I'm love to, but the sports centre closes at 6 p.m. I can't go out until seven o'clock. Why don't you just come round to my house and watch a film?  
Christie <sup>9</sup>Which / How / What a great idea! See you later.

- 4 Choose the correct responses to complete the mini-conversations.

1  
John Do you want to go out later?  
Amy \_\_\_\_\_  
John About 8.30?  
a Yes, I'd love to. Where shall we meet?  
b Sure. What time?  
c Maybe some other time.  
2  
Kate Do you fancy going to a classical music concert tomorrow evening?  
Marie \_\_\_\_\_  
Kate OK. Maybe some other time.  
a That's very kind of you.  
b I'm not really into concerts.  
c No, I'm sorry. I've got other plans.  
3  
Tina Would you like to go shopping on Saturday?  
Demi \_\_\_\_\_  
Tina Well, let's just meet up for a coffee, then.  
a How about next Saturday?  
b I don't really fancy it, to be honest.  
c Thanks, but I've got to go shopping.

- 5 Complete the mini-conversations with one word in each gap.

Alex <sup>1</sup>Would you like to go out tonight?  
Izzy I'd love to <sup>2</sup>b\_\_\_\_\_ I haven't got time.

Otto <sup>3</sup>D\_\_\_\_\_ you fancy going to the new exhibition at the art gallery?  
Karl Sorry, I can't. I've got other <sup>4</sup>p\_\_\_\_\_.

Marta Would you <sup>5</sup>l\_\_\_\_\_ to come to dinner?  
Ingrid That's very <sup>6</sup>k\_\_\_\_\_ of you, thanks. What <sup>7</sup>t\_\_\_\_\_?  
Marta About seven o'clock.



- 1  **66** Listen to Part 1 of an interview with a writer. What is the title of her novel?



- 2  **67** Listen to the whole interview and choose the correct answers.

- 1 Frances says that the events in the book
  - a are all true but not about her life.
  - b are not all about her own life.
  - c are completely made up.
- 2 Frances decided she wanted to be an author
  - a at the age of fifteen.
  - b when she started her university course.
  - c between leaving school and starting university.
- 3 We know that Frances' book includes a character
  - a who meets someone famous.
  - b who works in a library.
  - c who is a writer.
- 4 It was the creative writing tutor who
  - a encouraged Frances to finish her novel.
  - b rewrote parts of the story to make it better.
  - c contacted her with a publishing company.
- 5 The book would suit someone who likes
  - a autobiographies.
  - b novels about real life.
  - c fantasy novels.

### Vocabulary extension

- 3 Choose the correct words and phrases to complete the definitions of the words from the interview in Exercise 2.
- 1 Her debut novel is her *latest* / *first* novel.
  - 2 If something is autobiographical, it's about *somebody else's* / *the author's* life.
  - 3 Literature is the study of *great novels and poetry* / *important scientific texts*.
  - 4 Your inspiration is the *idea* / *characters* for a novel or piece of writing.
  - 5 Creative writing means writing *news stories* / *poetry and fiction*.
  - 6 A manuscript is a piece of writing *after* / *before* it is printed.
  - 7 A publicity tour is a series of interviews in different places to *advertise a book* / *meet fans*.
- 4 **ON A HIGH NOTE** Write a short paragraph about a book you have read which you really liked. Say why you liked it and how, if at all, it influenced your life.

### Pronunciation

- 5  **68** Listen to some questions from the interview in Exercise 2. How is the intonation different in the questions beginning with a question word and in the yes/no questions?

#### ACTIVE PRONUNCIATION

##### Intonation for *wh-* and *yes/no* questions

- In *wh-* questions, which begin with *What*, *Who*, etc., the intonation goes down on the last word of the question.
- In questions which result in a *yes/no* answer the intonation goes up on the last word of the question.

- 6  **68** Listen again and choose ↓ for falling intonation or ↑ for rising intonation.
- 1 What is the book called and what's it about? ↑/↓
  - 2 Is it autobiographical? ↑/↓
  - 3 When did you decide you wanted to become an author? ↑/↓
  - 4 Was it difficult to find time for writing? ↑/↓
  - 5 So, when did you start writing your book? ↑/↓
  - 6 So, what now? ↑/↓
- 7  **69** Listen to the intonation of some question endings and write the type of question, *wh-* or *yes/no*.
- 1 ... you going out? *wh-*
  - 2 ... you meeting your friends? \_\_\_\_\_
  - 3 ... you got a phone? \_\_\_\_\_
  - 4 ... your homework? \_\_\_\_\_
  - 5 ... in your test? \_\_\_\_\_
  - 6 ... social media? \_\_\_\_\_
- 8  **70** Now listen to the whole questions and check your answers from Exercise 7. Listen and repeat.
- 9  **71** Listen to another question from the interview in Exercise 2 read with two different intonations. Choose the version, 1 or 2, in which the speaker knows the answer.

And this meeting is in your novel, isn't it? 1 / 2

#### ACTIVE PRONUNCIATION

##### Intonation for tag questions

In questions to which we already know the answer and just want to check information, the intonation usually goes down on the last word of the question.

In questions to which we really don't know the answer, the intonation usually goes up on the last word of the question.

- 10  **72** Listen to these sentences, each read with two different intonations. Choose the version, a or b, in which the speaker already knows the answer. Listen and repeat.
- 1 You're starting a new novel soon, aren't you? a / b
  - 2 You left school a year ago, didn't you? a / b



## 9G WRITING | A short review

Start with a heading that indicates your opinion.

Make some personal comments.

Give some factual details.

Give your opinion – positive, fifty-fifty or negative.

Use phrases to make comparisons.

Justify your opinion.

Give recommendations.

### STEP BACK IN TIME AND ENJOY HOLLYWOOD'S GOLDEN AGE

If you're a movie fan like I am, you'll love the 'Hollywood History' season. There are three films a day and tickets cost £8 per film.

I must admit that the silent era films weren't really my cup of <sup>1</sup>tea. The comedies were absolutely hilarious, but the romances seemed slow and the acting over-dramatic.

The films of the 1940s and 1950s were wonderful. *La La Land* was great but, sorry Ryan and Emma, your singing and dancing were not <sup>2</sup>\_\_\_\_\_ impressive as the great stars of the past!

There are some brilliant films still to come although, <sup>3</sup>\_\_\_\_\_ my opinion, *The Sound of Music* is not <sup>4</sup>\_\_\_\_\_ seeing. Don't <sup>5</sup>\_\_\_\_\_ your time on it. It's slow and the songs are awful. It won five Oscars, but I think it seems <sup>6</sup>\_\_\_\_\_ old-fashioned than films made ten or fifteen years earlier.

Go and see these Hollywood classics – you won't be disappointed!

**1 USE OF ENGLISH** Complete the review with one word in each gap.

**2 USE OF ENGLISH** Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words, including the word in bold.

**1** I don't really like musicals. **BIG**  
I'm not a big fan of musicals.

**2** The writer wrote two novels before this one. **THIRD**  
It's the \_\_\_\_\_ novel.

**3** I can't wait to read Frances' debut novel. **FORWARD**  
I'm \_\_\_\_\_ reading Frances' debut novel.

**4** The show was OK, but it was nothing special. **BAD**  
The show \_\_\_\_\_, but it was nothing special.

**5** It was a waste of time reading it. **WORTH**  
It \_\_\_\_\_ reading.

**3 Find strong adjectives in the review.**

**4 Choose the word which cannot be used to complete the sentence.**

**1** That's a \_\_\_ good idea.  
**a** really      **b** totally      **c** very

**2** Thanks, this is \_\_\_ perfect.  
**a** totally      **b** absolutely      **c** very

**3** What an absolutely \_\_\_ present.  
**a** wonderful      **b** good      **c** brilliant

**4** Some of the dancers were \_\_\_ awesome.  
**a** very      **b** totally      **c** really

**5** My meal was \_\_\_ tasty. How was yours?  
**a** quite      **b** totally      **c** really

**5 WRITING TASK** Think of an event you have been to recently. Use the information below to write a review.

### ACTIVE WRITING | A short review

**1 Plan your review.**

- Think of a good heading which indicates your opinion.
- Think about what was good and/or bad about the event.
- Think about how it compared to other similar events.
- Would you recommend a similar event to others? Why?/Why not?

**2 Write the review.**

- Give some personal information about why you saw the event, what you expected etc.
- Give some factual details about times, performers, venue.
- Give your opinion about the event and compare it to similar events.
- Justify your opinions.
- Use imperatives or phrases for giving advice to make recommendations.

**3 Check that ...**

- you have included all the relevant information.
- there are no spelling or grammar mistakes.
- there is a good range of vocabulary and structures.
- you have made your opinions and reasons clear.



## 1 9A GRAMMAR AND VOCABULARY Complete the conversations with the correct words formed from the words in bold.

**Alan** Well, this painting is certainly <sup>1</sup>**original** (ORIGIN). I've never seen anything like it. It's really thought- <sup>2</sup>\_\_\_\_\_ (PROVOKE).

**Cindy** I disagree. I find it very <sup>3</sup>\_\_\_\_\_ (IRRITATE) when galleries put paintings like this on display. I think it's terrible.

**Mary** I love these pictures that little Emma has painted. They're so <sup>4</sup>\_\_\_\_\_ (COLOUR) and <sup>5</sup>\_\_\_\_\_ (CHEER).

**Joss** Frankly, I think they're a bit <sup>6</sup>\_\_\_\_\_ (SOPHISTICATED).

**Mary** Well, Emma is only five years old, you know!

**Jack** Tell me the truth – what do you think of our new painting?

**Kim** To be honest, I find it quite <sup>7</sup>\_\_\_\_\_ (DEPRESS). It makes the room look <sup>8</sup>\_\_\_\_\_ (GLOOM) and dark. It's almost <sup>9</sup>\_\_\_\_\_ (SCARE)!

**Jack** Exactly! That's why we bought it!

## 2 9B VOCABULARY Match the two parts of the sentences.

- |                                                               |                                            |
|---------------------------------------------------------------|--------------------------------------------|
| 1 <input type="checkbox"/> Their CDs are good, but their live | a photos during the show.                  |
| 2 <input type="checkbox"/> You can't take                     | b models earn so much.                     |
| 3 <input type="checkbox"/> The film is based                  | c engineer that we can't hear the actors.  |
| 4 <input type="checkbox"/> Tell the lighting                  | d at acting and should have a better role. |
| 5 <input type="checkbox"/> The film is set                    | e on a famous short story.                 |
| 6 <input type="checkbox"/> You're good                        | f technician that the stage is too dark.   |
| 7 <input type="checkbox"/> Tell the sound                     | g in the eighteenth century.               |
| 8 <input type="checkbox"/> I don't understand why fashion     | h performances are awesome.                |

## 3 9C GRAMMAR AND VOCABULARY Match the TV programmes from the box with the sentences.

chat show documentary quiz show reality show sitcom sketch show the news

- A group of comedians perform short, funny scenes in this popular half-hour show. **sketch show**
- Today we look at schools around the world and what we can learn from them. \_\_\_\_\_
- Can you answer the million dollar question this week? \_\_\_\_\_
- The most important stories from around the world today. \_\_\_\_\_
- Ten young men and women stay on a desert island for a week and see if they can survive. \_\_\_\_\_
- Today, Emily talks to Johnny Depp, Adele and Cristiano Ronaldo. \_\_\_\_\_
- This show is set in an office in Chester and is hilarious. All the characters are great, but the useless boss is definitely the funniest. \_\_\_\_\_

## 4 9D READING AND VOCABULARY Complete the text with the words from the box.

case composer concert hall ~~orchestra~~ performance rehearse soloist stared talented



It was my first day with the <sup>1</sup>**orchestra** and we were in the vast <sup>2</sup>\_\_\_\_\_, sitting on the stage. It wasn't a <sup>3</sup>\_\_\_\_\_ in front of an audience; we were there to <sup>4</sup>\_\_\_\_\_ for a concert. I was the youngest and also the most nervous. We started with a <sup>5</sup>\_\_\_\_\_ singing on her own with just a piano. She was very <sup>6</sup>\_\_\_\_\_ and I sat and <sup>7</sup>\_\_\_\_\_ at her, wondering how she could be so calm. After a while, I started looking at the music in front of me. It was a piece by Bach – my favourite <sup>8</sup>\_\_\_\_\_. I opened my violin <sup>9</sup>\_\_\_\_\_ to take out my instrument, but when I looked inside ... it wasn't there! I couldn't believe it! Then suddenly I heard laughter. The other musicians had played a trick on me by hiding my violin. I laughed too, and for the first time, I began to relax!

## 5 9F LISTENING AND VOCABULARY Complete the text with one word in each gap.

I'm not keen on old <sup>1</sup>**novels** by authors like Dickens. In *A Tale of Two Cities*, the opening <sup>2</sup>l\_\_\_\_\_ starts quite nicely, 'It was the best of times, it was the worst of times', but the whole sentence is 119 words long! That isn't a sentence, it's a <sup>3</sup>p\_\_\_\_\_!

One of my favourite stories is called *Rikki-Tikki-Tavi*, by the <sup>4</sup>a\_\_\_\_\_, Rudyard Kipling. The main <sup>5</sup>c\_\_\_\_\_ is a mongoose – a small animal which kills snakes. He's a real <sup>6</sup>h\_\_\_\_\_ because he saves the family in the house where he lives from two cobras. The story has a very simple <sup>7</sup>p\_\_\_\_\_: the mongoose fights one snake, but the other one gets angry and at the end there's a big battle. Although Kipling wrote the stories over a hundred years ago, his writing <sup>8</sup>s\_\_\_\_\_ is quite simple – much easier to read than Dickens! I guess that's because his stories were mainly written for children.

## 6 ON A HIGH NOTE Write a short paragraph about something you would like to do in the arts or entertainment businesses and why.



# 1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

|    | Learning objective                                                              | Course material            | How confident I am (1–5) |
|----|---------------------------------------------------------------------------------|----------------------------|--------------------------|
| 9A | I can use the Past Perfect to tell stories from my life.                        | Student's Book pp. 124–125 |                          |
| 9B | I can talk about artistic professions and different types of art.               | Student's Book p. 126      |                          |
| 9C | I can use <i>say</i> , <i>tell</i> and <i>ask</i> to report conversations.      | Student's Book p. 127      |                          |
| 9D | I can understand a factual text and talk about music.                           | Student's Book pp. 128–129 |                          |
| 9E | I can make, accept and turn down invitations.                                   | Student's Book p. 130      |                          |
| 9F | I can understand a conversation about an interesting book and talk about books. | Student's Book p. 131      |                          |
| 9G | I can write a review of a film, TV series, book or exhibition.                  | Student's Book pp. 132–133 |                          |

# 2 Which of the skills above would you like to improve in? How?

| Skill I want to improve in | How I can improve |
|----------------------------|-------------------|
|                            |                   |

# 3 What can you remember from this unit?

| New words I learned and most want to remember | Expressions and phrases I liked | English I heard or read outside class |
|-----------------------------------------------|---------------------------------|---------------------------------------|
|                                               |                                 |                                       |



## GRAMMAR AND VOCABULARY

## 1 Choose the correct words to complete the mini-conversations.

- Ali** There was a guy near the beach doing <sup>1</sup>*portraits / landscapes* of people. They were great.
- Vic** Painting or drawing?
- Ali** Painting. With a <sup>2</sup>*brush / paint*. He was making a lot of money.
- Sam** What are you watching?
- Nell** It's a crime film. It's based <sup>3</sup>*in / on* a song. The film is set <sup>4</sup>*in / on* Brazil and a lot of the action takes <sup>5</sup>*part / place* in Brasilia, the capital. That's where I used to live so I really enjoyed it.
- Sam** <sup>6</sup>*Sounds / Speaks* good. Maybe I can watch it.
- Nell** It's in Portuguese and it doesn't have subtitles.

/ 6

## 2 Complete the sentences with the words from the box. There are three extra words.

audience conductor ~~curtain~~ perform rehearse  
remake saved stunt tripod

- 1 When the curtain opens, the \_\_\_\_\_ will see you all standing in the middle of the stage having a loud argument.
- 2 You'll need a \_\_\_\_\_ for your camera if you want to get a good photo of the Northern Lights.
- 3 We need to \_\_\_\_\_ more often, otherwise we'll never be ready for the opening night.
- 4 The \_\_\_\_\_ performer almost fell out of the plane, but the director grabbed him and \_\_\_\_\_ his life.

/ 5

## 3 Complete the sentences with the correct Past Perfect forms of the verbs in brackets.

- 1 I didn't recognise the cinema yesterday. It had changed (change) completely since my last visit.
- 2 By the time we arrived at the theatre, the play \_\_\_\_\_ (start) and they refused to let us in.
- 3 The drummer rejoined the band yesterday – he \_\_\_\_\_ (walked) out last year after an argument.
- 4 The director of the gallery found an old painting in the basement, but how long \_\_\_\_\_ (it/be) there?
- 5 I was surprised to see the spy in the second film as the agents \_\_\_\_\_ (kill) him at the end of the first film!

/ 4

## 4 Read the conversation and complete the text with a word or phrase in each gap.

- Tommy** I'm sorry. I woke up late. I'll just have some breakfast and then I'll be with you.
- Director** You haven't got time for breakfast. We have to film the wedding scene today.
- Tommy** I'm not starting without some food.
- Director** Well, in that case, I'll find another actor.

## HOLLYWOOD GOSSIP

Tommy Jackson, star of the romantic comedy *Breakfast for Two* yesterday decided his own breakfast was more important than his director, co-stars and thirty-five technicians when he turned up an hour and a half late. He apologised and told the director that <sup>1</sup>**he had woken** up late. He said that <sup>2</sup>\_\_\_\_\_ some breakfast and then <sup>3</sup>\_\_\_\_\_ them. The director told Tommy that <sup>4</sup>\_\_\_\_\_ for breakfast because <sup>5</sup>\_\_\_\_\_ the wedding scene that day.

Tommy shouted that <sup>6</sup>\_\_\_\_\_ without some food and the director was so angry that he replied that he <sup>7</sup>\_\_\_\_\_ another actor.

/ 6

## USE OF ENGLISH

## 5 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- 1 The film was over before we arrived. **ALREADY**  
By the time we arrived, the film had already finished.
- 2 'I'm waiting for you at the art gallery,' Elaine said. **ME**  
Elaine said that she was \_\_\_\_\_ at the art gallery.
- 3 I'm a terrible singer! **AT**  
I'm \_\_\_\_\_ singing.
- 4 I didn't practise my lines, so I forgot them during the play. **PRACTISED**  
I forgot my lines during the play because I \_\_\_\_\_ them earlier.
- 5 'The ending wasn't very good,' said Michelle. **BEEN**  
Michelle said that the ending \_\_\_\_\_ very good.

/ 4

## 6 Choose the correct words a-d to complete the text.

By the time I sat down with director Steven Jennings, the audience <sup>1</sup>\_\_\_\_\_ the theatre and the actors were collecting their flowers and getting ready for the after-show party. So, in a deserted theatre, facing an empty <sup>2</sup>\_\_\_\_\_, we sat and talked. For this production, Steven was working with teenagers who also had to attend school. 'I'm incredibly <sup>3</sup>\_\_\_\_\_ of them,' he said and finished by saying that it <sup>4</sup>\_\_\_\_\_ a wonderful experience for him and one he <sup>5</sup>\_\_\_\_\_ love to repeat in the future.

- 1 **a** had left    **b** have left    **c** left    **d** would leave  
2 **a** curtain    **b** movie    **c** stage    **d** landscape  
3 **a** impressive    **b** shocked    **c** cheerful    **d** proud  
4 **a** has been    **b** had been    **c** would be    **d** is  
5 **a** had    **b** will    **c** did    **d** would

/ 5

/ 30



## 10A GRAMMAR AND VOCABULARY

## The passive

## 1 ★ Put the words in order to make questions.

- 1 filmed / the TV series / was / where / ?  
*Where was the TV series filmed?*
- 2 was / first / when / on TV / shown / it / ?  
\_\_\_\_\_
- 3 by / were / who / the main characters / played / ?  
\_\_\_\_\_
- 4 based / a book / was / on / it ?  
\_\_\_\_\_
- 5 shown / were / how many / episodes / ?  
\_\_\_\_\_
- 6 the series / a film / has / made / into / been / ?  
\_\_\_\_\_
- 7 the programme / a lot of people / was / watched / by ?  
\_\_\_\_\_

## 2 ★ Match the questions in Exercise 1 with answers a-g.

- a ☐ There were ninety-two altogether in four series.
- b ☐ Starsky was played by Paul Michael Glaser and Hutch was played by David Soul.
- c ☐ Yes, it was. It was a very popular programme.
- d ☐ It was filmed in Los Angeles, California.
- e ☐ No, it wasn't. It was a new idea for TV.
- f ☐ Yes, it has. The film starred Ben Stiller.
- g ☐ The first episode was shown in 1975.

## 3 ★ Choose the correct forms to complete the text.

Between 1888 and 1891, eleven women <sup>1</sup>killed / were killed in the Whitechapel area of London. The murderer <sup>2</sup>never caught / was never caught.

In the autumn of 1888, several letters <sup>3</sup>sent / were sent to newspapers from someone who <sup>4</sup>claimed / was claimed to be the murderer. He <sup>5</sup>called / was called himself 'Jack the Ripper'. The newspapers <sup>6</sup>printed / were printed many stories about the murders. In fact, some people think that the letters <sup>7</sup>wrote / were written by journalists who wanted to make the story more exciting for their readers.

Since that time many theories <sup>8</sup>have put forward / have been put forward about who the murderer was and several films <sup>9</sup>have made / have been made but who was Jack? No-one knows.

## 4 ★★ Complete the sentences with the correct passive forms of the verbs in brackets.

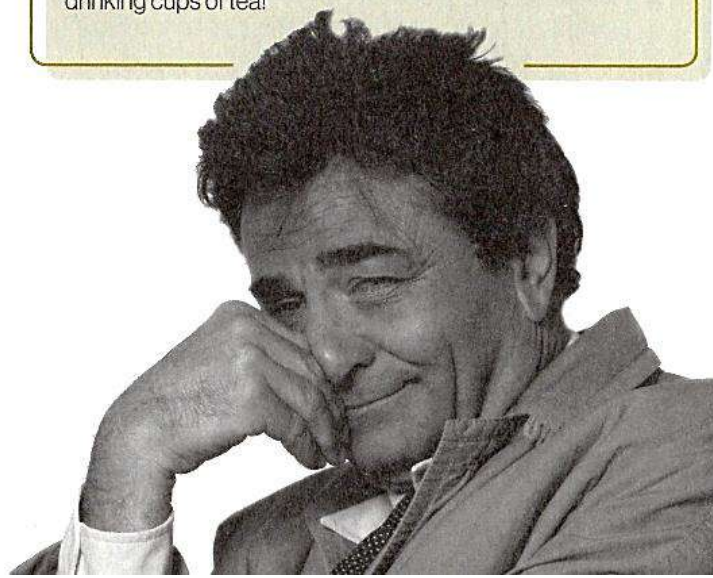
- 1 This is the weapon that was used (use) in the attack yesterday.
- 2 How many times \_\_\_\_\_ (Simon/arrest) since he lost his job?
- 3 I think a window \_\_\_\_\_ (leave) open when we went out.
- 4 How many crimes \_\_\_\_\_ (commit) each year in London?
- 5 The gang behaved badly but no laws \_\_\_\_\_ (break).
- 6 The Philip Marlowe detective novels \_\_\_\_\_ (write) by Raymond Chandler in the 1930s.

## 5 ★★ Complete the text with the correct passive forms of the verbs in brackets.

Who is your favourite fictional detective? We had hundreds of votes and they have now all been <sup>1</sup>counted (count). In first place is the TV detective, Columbo. The part <sup>2</sup>\_\_\_\_\_ (play) by actor Peter Falk from 1971 to 2003 and episodes from the series <sup>3</sup>\_\_\_\_\_ (still/show) on different channels today.

In second place comes another TV detective, Veronica Mars. Veronica is a student who works as a private investigator in the evenings. The character <sup>4</sup>\_\_\_\_\_ (create) by writer Rob Thomas, who originally planned to make the investigator a boy. Luckily for us, he changed his mind. Veronica Mars started out as a TV series, but a film <sup>5</sup>\_\_\_\_\_ (also/make).

In third place is an Agatha Christie character, the elderly detective, Miss Marple. She lives in a world of English villages where people <sup>6</sup>\_\_\_\_\_ (murder) almost daily and crimes <sup>7</sup>\_\_\_\_\_ (solve) while eating cakes and drinking cups of tea!





- 6 ★★★★★ **USE OF ENGLISH** Complete the second sentence so that it means the same as the first one. Use no more than three words.

- The police have found a clue under the sofa.  
A clue has been found under the sofa.
- When they arrest someone, the police have to complete a lot of paperwork.  
When someone \_\_\_\_\_, the police have to complete a lot of paperwork.
- We keep all the evidence in this cupboard.  
All the evidence \_\_\_\_\_ in this cupboard.
- How many people at the festival did the police arrest?  
How many people at the festival \_\_\_\_\_ arrested?
- Basil Rathbone made fourteen Sherlock Holmes films.  
Fourteen Sherlock Holmes films \_\_\_\_\_ with Basil Rathbone.
- Criminals in the UK commit millions of crimes a year.  
Millions of crimes \_\_\_\_\_ each year in the UK.

- 7 ★★★★★ Complete the sentences with the correct passive forms of the verbs from the box.

award base beat ~~create~~ direct play sell

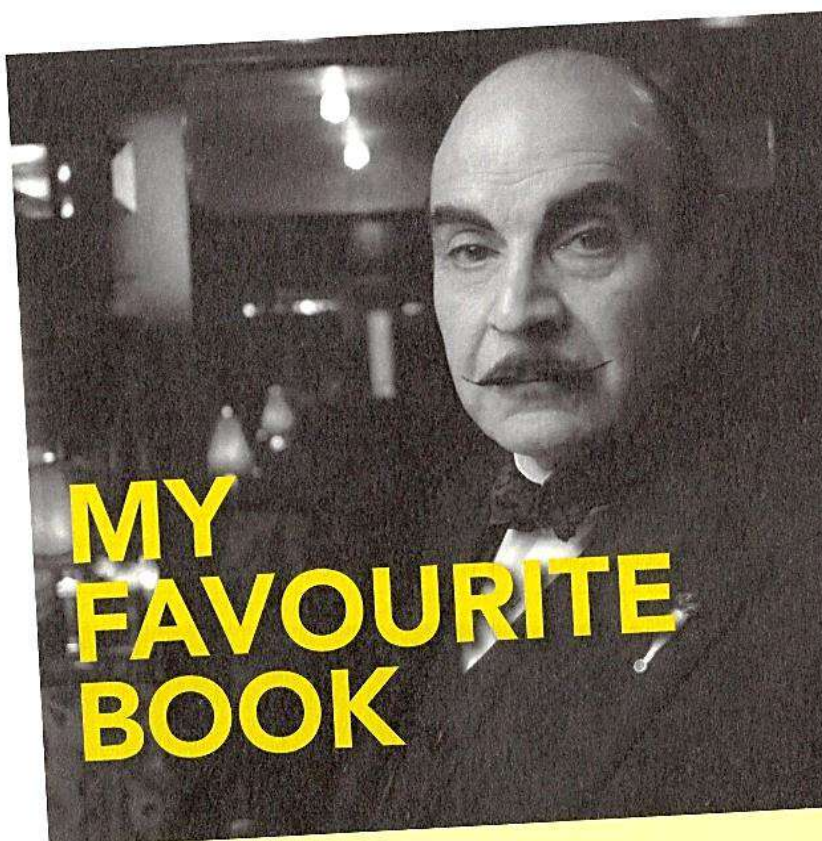
- Tintin is a fictional detective who was created by a Belgian cartoonist called Hergé.
- The film *The Adventures of Tintin* \_\_\_\_\_ by Steven Spielberg.
- Spielberg \_\_\_\_\_ the 'Best Director' Oscar twice.
- One of the directors who \_\_\_\_\_ by Spielberg in 1999 was Roberto Benigni.
- The role of Lucius Detritus in *Asterix and Obelix Take on Caesar* \_\_\_\_\_ by Benigni.
- The film \_\_\_\_\_ on the books about Asterix the Gaul by René Goscinny.
- More copies of the Asterix books \_\_\_\_\_ than any other comic book series ... apart from Tintin!

- 8 ★★★★★ **USE OF ENGLISH** Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words, including the word in bold.

- A left-handed man committed this crime. **COMMITTED**  
This crime was committed by a left-handed man.
- The police questioned a man for several hours. **BY**  
A man \_\_\_\_\_ the police for several hours.
- The police haven't arrested anybody yet. **HAS**  
Nobody \_\_\_\_\_ yet.
- The story of the film came from a true story. **BASED**  
The film \_\_\_\_\_ a true story.
- Someone moved the body after the murder. **BODY**  
The \_\_\_\_\_ after the murder.
- Lots of tourists visit the Sherlock Holmes Museum every year. **VISITED**  
The Sherlock Holmes Museum \_\_\_\_\_ lots of tourists every year.

- 9 ★★★★★ Complete the text with the correct forms of the verbs from the box.

ask connect enjoy find make murder play  
receive write



I loved *Murder on the Orient Express* by Agatha Christie. Detective Hercule Poirot is in Istanbul when he <sup>1</sup>receives a message asking him to return to London. He buys a ticket for the Orient Express train. On the train, he meets an unpleasant American man who <sup>2</sup>\_\_\_\_\_ for Poirot's protection. Poirot refuses and, that night, the man <sup>3</sup>\_\_\_\_\_. A note <sup>4</sup>\_\_\_\_\_ near the body on which the words, 'Remember Daisy Armstrong' <sup>5</sup>\_\_\_\_\_. It is an important clue.

Soon Poirot finds out that everyone in the train carriage <sup>6</sup>\_\_\_\_\_ to the murdered man in some way, and all of them had a reason to kill him. So, who did it? I'm not going to tell you! You'll have to read the book or you can watch the film *Murder on the Orient Express* which <sup>7</sup>\_\_\_\_\_ in 2017. The part of the detective <sup>8</sup>\_\_\_\_\_ by Kenneth Branagh and the American by Johnny Depp. Although the film got mixed reviews, it <sup>9</sup>\_\_\_\_\_ by millions of people all over the world.

It is definitely worth watching.

- 10 **ON A HIGH NOTE** Write about a fictional detective you have read about in a book or seen on television or in a film. Describe the detective, how he/she works and what you like about the character and the stories.



## 10B VOCABULARY | Types of crime

- 1 ★ Which word is not a crime? Find the odd one out in each group.

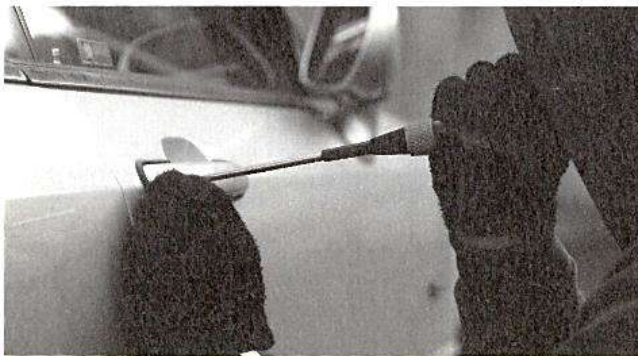
- 1 assault burglary murderer
- 2 hacking pickpocketing thief
- 3 robbery shoplifter attack
- 4 murder victim theft
- 5 bank robbery shoplifting hacker

- 2 ★★ Complete the sentences with the correct words formed from the words in bold.

- 1 The burglar must have got in through the back door.  
**BURGLE**
- 2 Have you heard? There's been a \_\_\_\_\_ at the bank! **ROB**
- 3 He's a criminal, but he isn't a \_\_\_\_\_. **MURDER**
- 4 The \_\_\_\_\_ stole wallets on crowded buses.  
**POCKET**
- 5 I think a \_\_\_\_\_ has taken over my computer.  
**HACK**

- 3 ★★ Complete the text with the words from the box.

beaten broken cash gang purse ~~victim~~ wallet



### HAVE YOU BEEN THE <sup>1</sup>VICTIM OF A CRIME?

Has someone <sup>2</sup> \_\_\_\_\_ into your home  
and taken <sup>3</sup> \_\_\_\_\_ or jewellery?

Have you been <sup>4</sup> \_\_\_\_\_ up by  
a <sup>5</sup> \_\_\_\_\_ of hooligans?

Maybe a pickpocket stole your <sup>6</sup> \_\_\_\_\_  
or <sup>7</sup> \_\_\_\_\_ with your money, credit  
cards and documents inside while you were  
in a crowded area.

Whatever the problem, you may need  
counselling to help you overcome your  
anxieties and fears.

**Call us now for FREE  
help on 0322444**

- 4 ★★ Complete the text with the correct form of *rob* or *steal*.

## NEWS

Thieves <sup>1</sup>stole a gold Ferrari from outside  
a house in central London last night ...

Three people were <sup>2</sup> \_\_\_\_\_ when they  
accepted a lift from a fake taxi driver ...

A professional thief has become a security  
advisor and has shown bank officials how easy  
it is to <sup>3</sup> \_\_\_\_\_ their banks ...

A major London art gallery admitted that  
three of its paintings have been <sup>4</sup> \_\_\_\_\_ this  
month ...

A couple have been jailed after saying that  
they were <sup>5</sup> \_\_\_\_\_ while on holiday. They  
told their insurance company that thieves had  
<sup>6</sup> \_\_\_\_\_ a camera, laptop, jewellery and  
cash, but security cameras showed them hiding  
the valuables in a bag when the police came to  
investigate.

- 5 ★★ Complete the words with one letter in each gap.

Dear Sir/Madam,

I read your article about ordinary people trying  
to catch criminals and I was surprised by your  
negativity. You say that amateur crime fighters  
don't know for sure who the criminals are and only  
<sup>1</sup>suspect the people they stop of committing crimes.  
You say this is unfair and should be left to the police.

I agree that people must be sure that someone  
has <sup>2</sup>c\_\_\_\_\_m\_\_\_\_\_t\_\_\_\_\_ a crime before  
they do something. For example, if they see  
a <sup>3</sup>s\_\_\_\_\_p\_\_\_\_\_f\_\_\_\_\_ taking things in a store  
without paying for them. But if people don't act,  
the criminals will <sup>4</sup>g\_\_\_\_\_ a\_\_\_\_\_a\_\_\_\_\_ with their crimes  
because the police aren't able to catch them.

I think you should save your sympathy for the  
<sup>5</sup>v\_\_\_\_\_t\_\_\_\_\_s of a crime, not the people who  
cause it.

Yours

Arnold Green.

- 6 **ON A HIGH NOTE** Write a short paragraph about crime in  
your area. What are the most common crimes and do  
you think the police do enough to protect people?



- 1 **73** Listen to Part 1 of a radio programme. Who are the Guardian Angels?
- 2 **74** Now listen to Part 2 of the radio programme and choose the correct answers.
- Lucy says that
    - it is unusual for women to join the Guardian Angels.
    - people of any age can join the Guardian Angels.
    - to join the Guardian Angels, you must break the law.
  - From what Lucy says, we can assume that
    - many members broke the law at a young age.
    - she has just committed a crime.
    - the group attracts only poor people.
  - The Guardian Angels' most important work is
    - stopping knife and gun attacks.
    - helping communities to deal with crime.
    - making public transport safe for ordinary people.
  - The New York subway is safer now than it used to be
    - because the Angels can use modern technology.
    - because there are more police officers.
    - for a number of different reasons.
  - Lucy says that
    - people had the wrong idea about the Angels at first.
    - she worked at a school before she joined the Angels.
    - Mayor Koch never liked the Guardian Angels.

### Vocabulary extension

- 3 Complete the sentences with the correct verbs from the box, which you heard in the radio programme in Exercises 1 and 2.
- defend deter ~~patrol~~ prevent vandalised
- At our school, prefects patrol the corridors at break time to make sure there's no trouble.
  - If I were attacked, I would \_\_\_\_\_ myself using the skills I've learned in my karate lessons.
  - A sign saying 'Dangerous dog' will \_\_\_\_\_ burglars – even if you haven't got a dog!
  - I wanted to have lunch in the park but all the benches were \_\_\_\_\_ and broken.
  - The Guardian Angels try to \_\_\_\_\_ crime by working with young people and community groups.
- 4 **75** Listen to a story about a real-life hero and complete the notes.

### TOM CRUISE THE REAL-LIFE HERO!

Year: <sup>1</sup>1996

First event: a <sup>2</sup>\_\_\_\_\_ and run accident

Amount Tom Cruise paid: <sup>3</sup>\$\_\_\_\_\_

Second event took place near: <sup>4</sup>\_\_\_\_\_, Italy

Third event took place in: <sup>5</sup>\_\_\_\_\_

Tom saved: <sup>6</sup>\_\_\_\_\_

### Pronunciation

- 5 **76** Look at the sentences from the radio programme in Exercises 1 and 2. Pay attention to the underlined words which contain the /r/ sound. Listen and repeat the individual words.
- The Guardian Angels are a crime fighting group.
  - Some of your members have actually broken the law at some point in the past. Isn't that a bit strange?
  - The first is, well, obviously, to prevent crime.
  - This can be dangerous for us because we never carry weapons.
  - Just the fact that we are patrolling in an area is usually enough to stop people ...
  - When the first Guardian Angels appeared on platforms and in train carriages dressed in their red hats and jackets ...

### ACTIVE PRONUNCIATION | The letter r

The letter r is pronounced

- after a consonant and before a vowel sound (e.g. *crime*).
- between two vowels (e.g. *area*).
- at the beginning of a word, when it is followed by a vowel (e.g. *red*).

The letter r is not pronounced

- before a consonant (e.g. *burglar*).
- after a vowel sound at the end of a word (e.g. *car*).

- 6 Look at the sentences in Exercise 5 again. Find examples of words with the letter r which is not pronounced.

- 7 **77** Listen to another sentence from the radio programme. What do you notice about the underlined words?

I think of us more as school prefects. You know – the older pupils in school who are responsible for keeping order at break times and so on.

### ACTIVE PRONUNCIATION | Linking /r/ sound

The letter r is pronounced when it comes after a vowel sound at the end of a word and the next word starts with a vowel sound (e.g. *car accident*).

- 8 **78** Try saying the underlined words from Exercise 7. Listen and repeat the individual words and the phrases.
- 9 **79** Tick the phrases that link together with an /r/ sound. Listen and practise saying the phrases.
- ☒ more arrests
  - ☐ for a change
  - ☐ wear a skirt
  - ☐ their work
  - ☐ your aunt
  - ☐ they are armed



# 10D GRAMMAR

## The second conditional

### 1 ★ Read the sentences and choose the correct forms.

- 1 If I had a lot of money, I would buy a house in the Caribbean.  
The speaker *has got / hasn't got* a lot of money.
- 2 If the weather was better, we would go swimming.  
The weather *is / isn't* good for swimming.
- 3 I'd go to the beach today if I wasn't at school.  
The speaker *is / isn't* at school today.
- 4 If I had my phone here, I'd take some photos.  
The speaker *is / isn't* going to take some photos.
- 5 If this mountain wasn't so dangerous, more people would climb it.  
The mountain *is / isn't* dangerous.
- 6 What would you do if the police arrested you?  
The speaker thinks it *is / isn't* likely that the police will arrest the other person.

### 2 ★ Choose the correct forms to complete the sentences. Both words may be correct.

- 1 If I were you, I *will / would* change the locks.
- 2 What *you would / would you* do if someone broke in while you were in bed?
- 3 If Tom *were / was* a better student, he would get better marks.
- 4 The police officer wouldn't arrest her if he *didn't / wouldn't* think she was guilty.
- 5 Would you visit me if I *were / was* in prison?
- 6 Would you be worried if you *lose / lost* your phone?
- 7 I wouldn't use the subway if I *was / would* be in New York.
- 8 If the weather *was / were* better, we would go swimming.

### 3 ★★ Complete the conversation with the correct forms of the verbs in brackets.

- Josh** I'm having problems with my email. I get some very strange messages. What <sup>1</sup>*would you do* (you/do) if you <sup>2</sup>\_\_\_\_\_ (be) me?  
<sup>3</sup>\_\_\_\_\_ (you/change) your email address?
- Hattie** Maybe. First, I <sup>4</sup>\_\_\_\_\_ (make) sure that I <sup>5</sup>\_\_\_\_\_ (have) a good anti-virus programme on my computer. If you <sup>6</sup>\_\_\_\_\_ (open) an email, but <sup>7</sup>\_\_\_\_\_ (not have) an anti-virus, you could be in real trouble.
- Josh** Can you check that the anti-virus is OK? It was free.
- Hattie** OK, but later. I <sup>8</sup>\_\_\_\_\_ (help) you now if I <sup>9</sup>\_\_\_\_\_ (not have) so much work to do. Just be careful and don't click on any attachments. There are a lot of cyber criminals who are trying to trick people.

### 4 ★★★ Use the prompts to write questions and answers.

- 1 What / you / do / your neighbours / have / a loud party late at night?  
*What would you do if your neighbours had a loud party late at night?*
- 2 I / ask / them to stop / but / if / they / not / I / call / the police  
\_\_\_\_\_
- 3 you / steal / from a shop / if / you / have / no money?  
\_\_\_\_\_
- 4 No, / not. I / try / to get money in some other way  
\_\_\_\_\_
- 5 Who / you / phone / if / the police / arrest / you?  
\_\_\_\_\_
- 6 I / phone / my mum because I know she / help / me  
\_\_\_\_\_

### 5 ★★★ Complete the second sentence so that it means the same as the first one.

- 1 The only reason I'm here is that I've got nothing better to do.  
If I *had something better to do*, I *wouldn't* be here.
- 2 The reason there's a lot of crime here is that there aren't any CCTV cameras.  
If there \_\_\_\_\_ so much crime.
- 3 You get burgled so often because you never lock your back door.  
If you \_\_\_\_\_ so often.
- 4 There aren't enough police. That's why criminals get away with their crimes.  
If there \_\_\_\_\_ with their crimes.
- 5 Crime films are exciting because they are unrealistic.  
If crime films \_\_\_\_\_ exciting.

### 6 ON A HIGH NOTE Imagine that you found a wallet/purse on the bus. Write a few sentences explaining what you would do.





- 1  80 Listen and repeat the phrases. How do you say them in your language?

### SPEAKING | Asking for and giving advice

#### ASKING FOR ADVICE

What should I do?

Could you give me some advice?

Have you any ideas on how to install this anti-virus?

Have you any tips on what I could do to feel safer?

#### GIVING ADVICE

If I were you, I'd go to the police.

I (don't) think you should leave your bag there.

You should/shouldn't complain about it.

(I don't think) it's a good idea to leave your phone here.

It's better (not) to take the underground.

Why don't you get an alarm put in?

- 2 Put the words in order to make questions and responses.
- about / should / pickpockets / do / we / what?  
What should we do about pickpockets?
  - we / on buses / warning signs / think / put / should / I
  - how to / you / on / safe / any ideas / my computer / keep / have / ?
  - well / it's / to / wi-fi / don't think / a good idea / in public / I / use
  - about bike locks / you / give / advice / could / me / ?
  - a very strong / were / buy / I'd / one / if / you / I
  - could do / safe / I / to keep / any tips / what / you / my money / on / have / ?
  - keep / in the bank / don't / why / it / you / ?



- 3 Complete the mini-conversations with one word in each gap.

Amy I think someone took some money from my purse during P.E. What <sup>1</sup>*should* I do?

Bil If I <sup>2</sup>*w* \_\_\_\_\_ you, I'd talk to the teacher.

Jack Could you give me some <sup>3</sup>*a* \_\_\_\_\_ about burglar alarms?

Leo <sup>4</sup>*W* \_\_\_\_\_ don't you ask at electrical shop? They're really helpful there.

Luca Have you any <sup>5</sup>*i* \_\_\_\_\_ on how to carry money safely while on holiday?

Ryan Well, I know it's <sup>6</sup>*b* \_\_\_\_\_ not to carry it in your back pocket.

Sam Have you any <sup>7</sup>*t* \_\_\_\_\_ on what I could do to keep my online bank account safe?

Paul Well, I don't think it's a good <sup>8</sup>*i* \_\_\_\_\_ to check it here at school. Wait until you get home and can use your Internet connection.

- 4 Complete the conversation with the phrases from the box.

better not to don't think you ~~give me some~~  
I were you it's a good on how to should I do  
what I should why don't you you shouldn't worry

Elaine Could you <sup>1</sup>*give me some* advice? I'm going to London soon and I want to make the most of it.

Harry Well, if <sup>2</sup> \_\_\_\_\_, I'd get a good guide book and find out what there is to see.

Elaine Have you any tips on <sup>3</sup> \_\_\_\_\_ do to stay safe?

Harry Well, first of all, <sup>4</sup> \_\_\_\_\_. The touristy parts of the city are very safe. I mean, it's <sup>5</sup> \_\_\_\_\_ walk home in the middle of the night alone, but I don't think <sup>6</sup> \_\_\_\_\_ idea to do that anywhere.

Elaine Have you any ideas <sup>7</sup> \_\_\_\_\_ get round at night?

Harry Well, first of all, <sup>8</sup> \_\_\_\_\_ stay in a hostel and meet up with other young people who you can go out with? It's always safer in a group.

Elaine That's a good idea. I can look for a room when I get there.

Harry No, I <sup>9</sup> \_\_\_\_\_ should wait until then. It's a popular place and rooms get booked up quickly.

Elaine Oh. What <sup>10</sup> \_\_\_\_\_? How can I find out the best place to stay?

Harry Go online and check out reviews of hostels written by other young people. I would stay near Oxford Circus but I'm not an expert and I'm sure other people will know more than I do.

Elaine Great, thanks. I feel much better now.

- 5  81 Now listen and check your answers.



# 10F READING AND VOCABULARY

- 1 Complete the sentences with the words from the box. Then write which of these acts you think is the worst and which is the least bad?**

bank certificates cheating credit ~~pretending~~  
uniform

- 1 Pretending to be a doctor and working in a hospital.
- 2 Using a parent's \_\_\_\_\_ card to get money.
- 3 Getting a place at university by \_\_\_\_\_ in exams.
- 4 Stealing a pilot's \_\_\_\_\_ and pretending to work for an airline to get free flights.
- 5 Making fake \_\_\_\_\_ to pretend that you're a lawyer.
- 6 Cashing cheques that aren't yours in a \_\_\_\_\_.

The worst act: \_\_\_\_\_

The least bad act: \_\_\_\_\_

- 2 Read the text quickly. Which of the acts in Exercise 1 did Frank Abagnale NOT commit?**

- 3 Read the text again and choose the correct answers.**

- 1 From the first paragraph we can say that
  - a fewer criminals reoffend in Norway than in any other country in the world.
  - b reoffending rates amongst ex-prisoners in the USA are increasing.
  - c more than half of prisoners in the USA reoffend after they leave prison.
- 2 Frank Abagnale
  - a stole money from banks.
  - b used cheques to pay for plane tickets.
  - c travelled a lot without paying anything.
- 3 While pretending to be a doctor, Frank
  - a avoided situations in which medical skills were required.
  - b almost caused someone to die because of his lack of medical knowledge.
  - c learned medical techniques from staff in the hospital.
- 4 To become a lawyer, Frank
  - a actually studied for an exam and passed it.
  - b forged a state law exam certificate.
  - c studied at Harvard University.
- 5 Frank was caught because
  - a he committed crimes in France.
  - b someone told the police who he was.
  - c the police in France knew who he was.
- 6 After he was released from prison, Frank
  - a used his knowledge of bank security to steal money.
  - b helped the FBI and got a job.
  - c received money from the FBI.

## Vocabulary extension

- 4 Replace the underlined parts in the sentences below with the words from the box.**

go straight life-threatening rehabilitation ~~released~~  
reoffend sentenced to

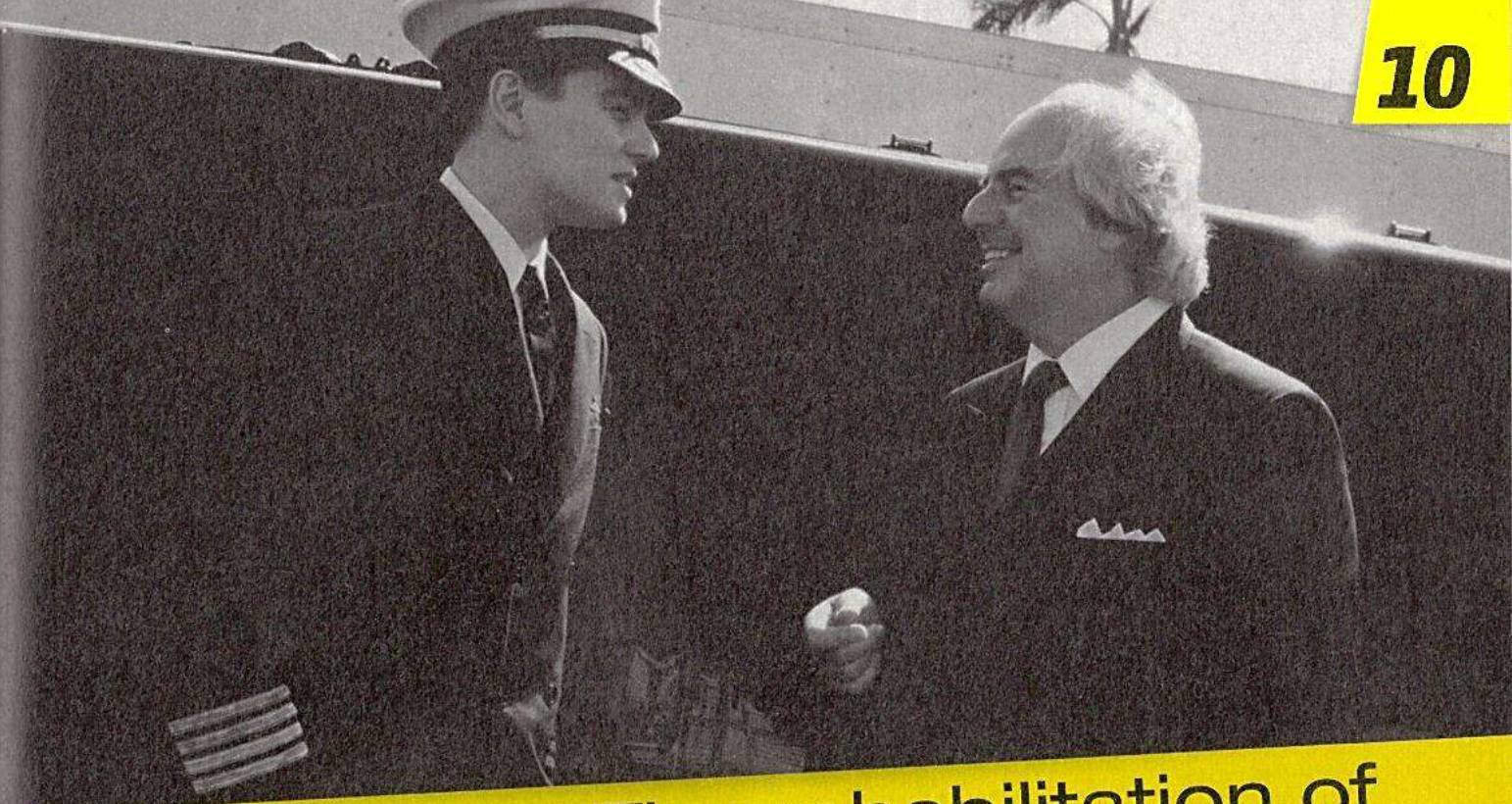
- 1 The prisoners were freed from prison after four years.  
released
- 2 If you commit another crime, you will go to prison.  
\_\_\_\_\_
- 3 Will was given a punishment of six months in prison.  
\_\_\_\_\_
- 4 This disease is so dangerous it can be deadly.  
\_\_\_\_\_
- 5 Henry is determined to become an honest, non-criminal person from now on.  
\_\_\_\_\_
- 6 The process of turning criminals into useful members of society is vital if we want to reduce crime levels.  
\_\_\_\_\_

## ACTIVE VOCABULARY | Word family

For each new word, learn all the parts of speech (noun, verb, adjective, adverb). Then you will learn three or four words instead of just one.

- 5 Look at these two words and the related words. Then complete the sentences with the correct words.**
- **forged** (adjective/past participle) – copied, fake  
**forge** (verb), **forgery** (noun/person), **forgery** (noun/act)
  - **fraudster** – a person who steals money by cheating  
**defraud** (verb), **fraud** (noun/act)
- 1 I'm a victim of fraud. I paid for a holiday and then found out that the hotel doesn't exist.
  - 2 The collector paid \$200 million for a Van Gogh painting, but it was a \_\_\_\_\_. The real painting was in an art gallery in France.
  - 3 The criminals were sentenced to five years in prison for trying to \_\_\_\_\_ the government.
  - 4 I think these bank notes have been \_\_\_\_\_ – they feel strange.
  - 5 The old man worked as a \_\_\_\_\_. He could copy any document and make it look perfect.
  - 6 I knew the email was from a \_\_\_\_\_ because they had spelt the name of my bank wrongly.
- 6 ON A HIGH NOTE** Write a few questions you would ask if you met Frank Abagnale for an interview.





# The rehabilitation of Frank Abagnale

**The number of prisoners who return to a life of crime after they are released from prison varies from country to country.** In Norway, where rehabilitation of prisoners is seen as important, about 20 percent reoffend after they are released. However, in the USA, where no special efforts are made to help newly-released prisoners, about 66 percent go on to commit more crimes.

Rehabilitation isn't just of benefit to the ex-criminals, but to society as a whole. One of the most interesting examples is that of Frank Abagnale. It's an amazing story and, not surprisingly, it has been made into a film: *Catch Me If You Can* starring Leonardo DiCaprio as Frank.

Frank first got into trouble when he used his father's credit card to run up a bill of \$3,400 – he was just fifteen years old at the time. Soon after this, Frank left home and made money by cashing cheques in banks, but his name soon became known to the banks. That's when he started using disguises. He stole a pilot's uniform and created a fake employee ID card. Then he started to travel around the world. He didn't actually fly the planes, of course, but pilots are able to use empty seats on planes free of charge. That went on until the airline, Pan Am, became suspicious.

Frank then decided to play the role of a doctor and he was invited to work in a local hospital. Fortunately, Frank didn't actually have to do any medical work and managed to find other staff in the hospital to do it for him. However, he has said that he felt worried that there would be a time when he might put someone in a life-threatening situation, so after eleven months, he left.

Another job he took was as a lawyer. He used forged certificates to pretend that he was a graduate of Harvard University. He still had to pass the state law exams, but amazingly, after two attempts, he actually passed. Unfortunately for Frank, a real Harvard graduate was working in the same law office. He chatted to Frank about the university, but Frank obviously knew nothing of Harvard and the man became suspicious and Frank moved on again.

In the end, Frank decided to go straight and he settled down in France. However, an ex-girlfriend recognised his face on a wanted poster and he was arrested. After some time in a French prison, he returned to the USA and was sentenced to twelve years in prison. After almost five years, he was offered a chance of rehabilitation.

He was freed on condition that he helped the FBI to catch other fraudsters. Although Frank was happy to do this, it was unpaid work, so Frank also approached a large bank, told them how poor their security was, and offered to help them improve it. If the bank had rejected his idea, he might have returned to a life of crime, but, because they gave him a chance to become a useful member of society, he has spent the last forty years using his skills for the good of society.

Frank Abagnale already had the skills he needed in order to find employment when he left prison. Other criminals aren't as lucky. Shouldn't we make sure that, while in prison, all prisoners are given the training and skills they need to succeed in life 'on the outside' and to have the chance of building a normal life? It would benefit us all.



**1 For each learning objective, write 1–5 to assess your ability.**

1 = I don't feel confident. 5 = I feel confident.

|     | Learning objective                                                                                                        | Course material            | How confident I am (1–5) |
|-----|---------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------|
| 10A | I can use the passive.                                                                                                    | Student's Book pp. 138–139 |                          |
| 10B | I can talk about crime and criminals.                                                                                     | Student's Book p. 140      |                          |
| 10C | I can identify the speaker's point of view and understand the key points in a radio programme and talk about superheroes. | Student's Book p. 141      |                          |
| 10D | I can use the second conditional to talk about hypothetical situations.                                                   | Student's Book p. 142      |                          |
| 10E | I can ask for and give advice about crime prevention.                                                                     | Student's Book p. 143      |                          |
| 10F | I can find specific details in a short story and talk about crime.                                                        | Student's Book pp. 144–145 |                          |
| 10G | I can write a true or invented story.                                                                                     | Student's Book pp. 146–147 |                          |

**2 Which of the skills above would you like to improve in? How?**

| Skill I want to improve in | How I can improve |
|----------------------------|-------------------|
|                            |                   |

**3 What can you remember from this unit?**

| New words I learned and most want to remember | Expressions and phrases I liked | English I heard or read outside class |
|-----------------------------------------------|---------------------------------|---------------------------------------|
|                                               |                                 |                                       |



## GRAMMAR AND VOCABULARY

- 1 Complete the conversation with the words from the box. There are three extra words.

burgle clue honestly inform robbed stole  
suspicious victim vigilante wallet

**Tourist** I told you. Someone <sup>1</sup>**stole** my passport. I was  
<sup>2</sup> \_\_\_\_\_ while I was walking back to my  
hotel. Why don't you believe me? I'm the  
<sup>3</sup> \_\_\_\_\_ here, not the criminal!

**Officer** And they didn't take your money or your  
<sup>4</sup> \_\_\_\_\_?

**Tourist** No.

**Officer** And you didn't notice anyone <sup>5</sup> \_\_\_\_\_?

**Tourist** No.

**Officer** <sup>6</sup> \_\_\_\_\_, there isn't much we can do, I'm  
afraid, but if we hear anything, we'll  
<sup>7</sup> \_\_\_\_\_ you.

/ 6

- 2 Match the two parts of the sentences. There are two extra endings.

- |                                                                      |                                          |
|----------------------------------------------------------------------|------------------------------------------|
| 1 <input type="checkbox"/> The robbers told the bank workers to hand | a the law without being aware of it.     |
| 2 <input type="checkbox"/> Sherlock Holmes was very good at making   | b away with their crime.                 |
| 3 <input type="checkbox"/> The detective managed to find             | c over the money.                        |
| 4 <input type="checkbox"/> Sometimes people break                    | d an eye on your valuables at all times. |
| 5 <input type="checkbox"/> In crowds, you should keep                | e deductions.                            |
|                                                                      | f for help but nobody came.              |
|                                                                      | g an important clue.                     |

/ 5

- 3 Complete the sentences with the correct forms of the verbs in brackets.

- The part of the young Sherlock Holmes in the 1988 film **was played** (play) by Michael Caine.
- If you watched one of these old detective films, I'm sure you \_\_\_\_\_ (enjoy) it.
- Drivers \_\_\_\_\_ (often/stop) on this road for driving too fast.
- If I \_\_\_\_\_ (be) you, I'd put the money in the bank.
- What \_\_\_\_\_ (you/do) if your wallet was stolen?

/ 4

- 4 Complete the text with the correct forms of the verbs from the box.

can earn have to ~~influence~~ make often/set  
only/read

/ 6

One of the most surprising success stories in crime literature has been the rise of Scandinavian detective stories. According to Gunnar Bolin, a Swedish TV producer, the Scandinavian writers <sup>1</sup>**are influenced** by British crime novels. He also admits that money is an important factor. The authors knew that if they <sup>2</sup> \_\_\_\_\_ get their books translated into English, they <sup>3</sup> \_\_\_\_\_ much more than for books that <sup>4</sup> \_\_\_\_\_ by Scandinavian fans.

## USE OF ENGLISH

- 5 Complete the text with one word in each gap.

## Hackers? They're thieves!



Some people seem to think that hacking is less of a crime <sup>1</sup>**than** burglary or robbery. It's true that hackers don't physically attack their victims but, apart from that, there isn't much difference between them and other criminals. They break <sup>2</sup> \_\_\_\_\_ people's homes, using a computer rather than an open window, and, once inside, they <sup>3</sup> \_\_\_\_\_ people's money. If your house has <sup>4</sup> \_\_\_\_\_ burgled, you feel nervous every time you leave it or go to bed at night. When hackers get into your computer, you feel the same way every time you go online.

Millions of pounds <sup>5</sup> \_\_\_\_\_ stolen every year in online fraud. If the banks and the government took the problem more seriously, the police <sup>6</sup> \_\_\_\_\_ have the resources to deal with the problem. Until then, more and more of us can expect to lose our savings to these thieves.

/ 5

- 6 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words, including the word in bold.

- You aren't a detective so you don't see the clues. If you were a **detective**, you **would** see the clues. **WOULD**
- They based this film on a Sherlock Holmes story. **WAS**  
This \_\_\_\_\_ on a Sherlock Holmes story.
- The new prison has been built a long way from anywhere. **MIDDLE**  
The new prison has been built \_\_\_\_\_ of nowhere.
- We have arrested three men in connection with the robbery. **BEEN**  
Three men \_\_\_\_\_ in connection with the robbery.
- Pickpockets make money because people don't take care of their valuables. **LOOKED**  
Pickpockets wouldn't make money if \_\_\_\_\_ their valuables.

/ 4

/ 30

Why are they so popular? The Scandinavian scenery makes a nice change from typical crime novels which <sup>5</sup> \_\_\_\_\_ in Los Angeles, New York or London. They also often contain a social message as well as an exciting crime story.

If I <sup>6</sup> \_\_\_\_\_ recommend one series of books, I would choose the Kurt Wallander books by Henning Mankell. These <sup>7</sup> \_\_\_\_\_ into a BBC TV series.



# PHRASAL VERBS

- be into sth:** I'm really into music.
- be together:** Ian's parents aren't together any more.
- be with:** Good friends are fun to be with, but they're hard to find.
- beat up:** The bully threatened to beat up the school boys.
- believe in sth:** It's never too late to believe in your dreams.
- break into:** A burglar breaks into your home and steals your things.
- break up:** Break up your work into smaller units.
- build up:** Eddie's going to build up his muscles.
- burn off:** You can burn off calories with aerobics.
- call up:** One day, his father called him up.
- carry on:** I carry on until I finish what I'm doing.
- carry out:** Scientists are carrying out experiments to get more data.
- check in:** After all the problems and delays I was exhausted when we finally checked in.
- check out:** Please check out the London to Hereford bus times.
- clear up:** If something is untidy, I prefer to clear it up immediately.
- come from:** He comes from New York.
- come out:** The rain stopped and the sun came out.
- come round:** Stan's coming round at seven.
- come together:** Neighbours, friends and family come together often.
- come up:** The sun was coming up when Adam saw the rainbows.
- end up:** If you break the law, you might end up in prison.
- fall down:** They're falling down.
- find out:** Let's look online to find out when the museum opening times are.
- get away with:** They didn't get away with it. The police caught them.
- get in:** The bus gets in at 15.40.
- get into:** How did David Garrett get into the music business?
- get off:** He got off the bus and ran to the station.
- get on:** Be careful you don't get on the wrong bus.
- get on:** How are you getting on with your History project?
- get on (well) with sb:** We get on with people who share the same background.
- get out:** I got out my History book.
- get up:** I'm going to get up early tomorrow.
- give away:** Do you give clothes away?
- give up:** We had to give up our plans for a camping trip because of the bad weather.
- give sth back:** He borrowed my T-shirt and never gave it back.
- go ahead:** 'Is it alright if I change the channel?' 'Sure, go ahead.'
- go on:** Something strange is going on, but I don't know what it is exactly.
- go out:** It's his birthday, so we're going out for a meal.
- go without:** You could go without food on one day a week.
- grow up:** The children of happy parents tend to grow up to be optimistic.
- hand in:** They didn't hand in their homework on time.
- hand out:** I handed out a worksheet to my students.
- hand over:** If an armed thief tried to rob me, I would hand over my money.
- heat up:** You use a microwave to heat up food.
- hold onto:** You shouldn't hold onto things for sentimental reasons.
- join in:** Our class started a project and then all the other classes joined in.
- keep on:** Keep on trying until you succeed.
- keep up with:** Technology helps us study, contact friends and keep up with the news.
- let sb down:** You can't help everyone, but I never let my friends down.
- lie around:** You mustn't leave things lying around on surfaces.
- look after:** Many of them believe that a 'higher power' is looking after them.
- look at:** He looks at himself in the mirror when he's driving!
- look for sth:** I'm looking for something to give to Mum on her birthday.
- look forward to:** We're really looking forward to meeting you.
- miss out:** She doesn't want to miss out on all the latest gossip.
- mix up:** Do you ever mix up languages?
- move in:** She's going to move in to a new flat with a group of friends.
- move out:** Is it hard for young people to move out of their family home?
- pick sb up:** Do you want to pick me up or shall I get a taxi?
- pick up:** I picked up a textbook and tried to hit the fly.
- put off:** I wonder why I always put off important things until the last moment.
- put on:** He still doesn't know how to put on a tie.
- put up:** The students put their hands up to ask questions.
- put up:** I wanted to put the posters up on the wall.
- put up:** It took us five minutes to put up the tent.
- run away:** He stole my money and then ran away.
- set out:** He was setting out on an incredible solo journey.
- set up:** Today Sarah will explain how to set up a home gym.
- settle down:** He's thirty-five but he doesn't want to settle down.
- show sb round:** I'll show you round the house.
- sleep over:** He's sleeping over at your house.
- stand for:** What do the letters UK stand for?
- stay away from:** I'll definitely stay away from the High Street tomorrow morning.
- switch off:** Does your phone ever switch itself off?
- switch on:** I switched on my computer and started playing Warplans.
- take off:** We boarded the plane on time but there was a delay before we took off.
- take on:** They have taken on three new workers.
- take up:** They're going to take up a new sport.
- take up:** Firstly, housework and travel take up less time.
- throw out:** You don't have to throw out those old comics in the bin.
- tidy up:** How often do you tidy up your room?
- try sth on:** You can try on the clothes in the changing rooms.
- turn down:** Turn that music down – it's 4 a.m.!
- turn down:** Why did she turn down his invitation? Doesn't she like him?
- turn into:** I was turning into my parents.
- turn into:** It started as a discussion but quickly turned into a big argument.
- turn up:** My friend often turns up late for class because she checks her phone at break time.
- warm up:** Do you always warm up before you exercise?
- wash up:** Please wash up the dishes after dinner.
- work on sth:** I'm working on an art project at the moment.
- work out:** I go to a gym to work out.



# PREPOSITIONS

## PREPOSITIONS IN PHRASES

### AT

**at home:** We speak Italian at home.

**at night:** Does she work at night?

**at the bottom/top:** There are some flowers at the bottom of the photo.

**at the last minute:** Don't revise for your test at the last minute.

**at the moment:** At the moment I'm revising for my exams.

**at university:** I'd like to study at university.

### BY

**by heart:** Don't try to learn your presentation by heart.

**by train/bus/boat/etc.:** Did you travel by plane or train?

### FROM

**from nine to five:** He works in the office from nine to five.

### IN

**in a hurry:** I was in a hurry because I had woken up late.

**in a panic:** I'm in a panic because I haven't revised for my exams.

**in common:** My best friend and I have a lot in common.

**in danger:** Your computer is in danger from viruses.

**in front of:** Practise in front of a mirror.

**in pairs/groups:** Check your work in pairs.

**in public:** He doesn't like speaking in public.

**in shape:** Do more exercise to get in shape.

**in shock:** She was in shock after the accident.

**in the foreground/background:** Can you see those people in the background?

**in the middle of nowhere:** He owned a lovely house in Devon in the middle of nowhere.

**in trouble:** You can tell who your real friends are when you're in trouble.

**in your twenties:** My sister is in her early twenties.

### ON

**on holiday:** Did you see the sights when you went on holiday?

**on the left/right:** There's some countryside on the left of the photo.

**on time:** I didn't hand in the project on time.

**on your own:** What are the advantages of working on your own?

## PREPOSITIONS AFTER NOUNS

**advantage/disadvantage of:** The advantage of working as a waiter is that you can eat for free.

**bottle/can/packet/etc. of:** Can I have a bottle of water, please?

**campaign for:** Start a campaign for tolerance on social media.

**centre of:** We live in the centre of Varese.

**compensation for:** You should send me a refund as compensation for the inconvenience.

**cure for:** The challenge will help find a cure for motor neurone disease.

**degree in:** She has a degree in Physics from Oxford University.

**discount on:** There's a discount on all the fruit – it's really cheap now.

**fan of:** I'm a big fan of memes.

**invitation to:** Most couples send written invitations to their wedding.

**love from:** Lots of love from Katy.

**manager of:** Who is the manager of your favourite team?

**premiere of:** She didn't go to the premiere of her first major film.

**price of:** What's the price of this book?

**queue for:** Was there a big queue for the checkout?

**reason for:** What reasons are there for a visitor to come to your town?

**reduction in:** Was there any reduction in the price?

**relationship between:** What's the relationship between Lorenzo and Martin?

**rivalry between:** The rivalry between Oxford and Cambridge is serious.

**role model for:** Which celebrities are the best role models for young people?

**sense of:** There's a wonderful sense of camaraderie.

**victim of:** I was the victim of a violent attack.

**visa for:** Where did he get the visa for Mauritania?

## PREPOSITIONS AFTER ADJECTIVES

**about to:** I can't talk now – I'm about to leave the house.

**appropriate for:** Those clothes are not appropriate for the occasion.

**based on:** The film is based on a novel.

**close to:** He's very close to his cousins.

**delighted to:** I'm delighted to accept your invitation.

**dependent on:** Our society is too dependent on technology.

**dissatisfied with:** She feels dissatisfied with her life.

**excited about:** I'm excited about something that's going to happen in my life.

**famous for:** Which city is famous for the Beatles?

**fascinated by:** Are you fascinated by detective stories?

**fed up with:** I'm fed up with all this work.

**full up:** You should stop eating when you feel full up.

**good/bad at:** Are you good at solving problems?

**good/bad for:** Crisps aren't good for you.

**good with:** She's very good with animals and wants to be a vet.

**interested in:** I'm interested in Russian history.

**keen on:** I'm not keen on Mexican food.

**low in:** This product is low in sugar.

**perfect for:** This hat is just perfect for you.

**scared of:** Is he scared of older children?

**set in:** The novel is set in nineteenth century London.

**similar to:** She's very similar to her sister.

**sorry for:** She felt sorry for him.

**suitable for:** Which qualities are most suitable for this job?

**thrilled to:** I was thrilled to get your invitation.

## PREPOSITIONS AFTER VERBS

**adapt sth for:** The series has been adapted for both radio and television.

**agree with sb/sth:** Which ideas do you agree with?

**apply for sth:** You should apply for a job.

**apologise for sth:** You should apologise for what you've done.

**apologise to sb:** Did you apologise to Katy?

**apply to:** Apply to Ms Diane Richard at [latableronde@gmail.co](mailto:latableronde@gmail.co).

**argue about sth:** Sara and Dad often argue about little things.

**arrive at/in:** I was glad when we arrived at the campsite.

**base sth on:** The movie was based on a novel and set in California.

**belong to:** Perhaps this dress once belonged to Jennifer Lawrence!

**call for:** It was an emergency so we called for an ambulance.

**click on:** Click on the link to open the webpage.

**collect (money) for:** He wanted to collect money for the charity WaterAid.

**compete against:** To get a full blue, you have to compete against Cambridge or Oxford.

**compete in:** The two ancient universities compete in many sports and games.

**complain about:** I am writing to complain about my stay at your hotel.

**complete with:** Complete the text with the words from the box.

**concentrate on:** You can't concentrate on your work.

**copy from sb:** What should I do if a friend copies from me in an exam?

**count up:** Count up how many questions you answered 'yes' to.

**depend on sth/sb:** Our personalities depend completely on our life experiences.

**describe sth to sb:** Can you describe the photos to me?

**disagree with sth/sb:** I'm sorry, but I disagree with what you said.

**divide into:** Please divide the cake into five pieces.

**dream of sth:** When she was younger, actress Kate Beckinsale dreamed of being a writer.

**glance at sth/sb:** I glanced at my reflection in the window.

**go along:** We were going along a very quiet road.

**go by (a means of transport):** We went by coach to Wales.

**go for a drive/a swim/a walk/etc.:** One morning we went for a drive.

**introduce sb to sb else:** When is he going to introduce you to his family?



# PREPOSITIONS

**invite sb to sth:** Thanks so much for inviting me to your party.

**know about sth:** A friend is someone who knows all about you and still loves you.

**laugh at sth/sb:** Do you laugh at the same things?

**learn about:** You help others and learn about yourself.

**learn from:** What can we learn from this experience?

**leave for:** We left for the airport at eight o'clock.

**leave from:** Which platform does the London train leave from?

**listen to:** Do you listen to the same kind of music?

**live on:** Mystery shopping is a good way to earn extra money, but it's not enough to live on.

**live without:** Minimalism means living without unnecessary things.

**move away from:** Susie is moving away from home.

**pay for:** Every penny he earned went to pay for the violin.

**plan on:** He was planning on staying there for three months.

**play for:** Does he play for an English team?

**protect from:** The emergency services protect us from crime and save us from danger.

**provide sb with sth:** WaterAid provides people around the world with clean water.

**refer to:** *Who* and *that* refer to people.

**rely on:** Can you rely on your friends?

**reply to:** It's rude not to reply to an invitation.

**report on:** Millie reported on what she saw at the company.

**revise for:** I'm really busy because I'm revising for my exams.

**roll up:** When you finish, you just roll up your mat and put it away.

**sail across:** On January 1, Graham sailed across the River Plate on a ferry.

**search for:** It's easy to search for information on the Internet.

**share sth with sb:** How do you share photos with your friends and family?

**shop for:** The girls went shopping for clothes.

**sit down:** After a while I asked them to do some pair work and I sat down.

**sit up:** Sit up straight, please, children!

**speak to sb:** Anna speaks to her father in English.

**start with:** I'm going to start with a joke.

**stay with:** My brother Liam is staying with us at the moment.

**steal from:** A thief is a person who steals money from shops and homes.

**study for:** We're studying for our exams at the moment.

**suspect of:** He works for the police so nobody suspects him of the murder.

**take care of:** He's going to take care of his skin.

**take part in:** You can take part in American football or windsurfing.

**take place in:** The first boat race between Oxford and Cambridge took place in 1829.

**talk about:** Use the words to talk about people you know.

**talk to sb:** Who were you talking to on the phone?

**thank for:** Thanks for your lovely email.

**wait for:** I'm still waiting for someone special in my life.

**walk into:** Just then the head teacher walked into the room.

**watch out for:** Watch out for 'false friends'.

**work as:** I'm not sure but I'd like to work as a teacher.

**work for:** My dad worked for the same company for forty-five years.

**work in:** Do you work in an office?

**work towards:** We're working as a group towards a common goal.

**work with:** I work with some lovely people at the office.

**worry about:** We're worried about our exam results.

**write about:** We asked you to write about people whose lives inspire you.

**write back:** I expect you to write back to me soon.



## WORD BUILDING

### Prefix

co- (= with, together)  
inter- (= between)  
multi- (= many)  
re- (= again)

### Examples

coordination, co-worker  
international, internet  
multiplayer, multinational  
redo

### Prefixes that give an opposite meaning

#### Prefix

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

#### Examples

disappointing, disagree  
impossible, impatient  
innocent, insecure  
irrelevant, irregular  
non-governmental  
unpaid, unsophisticated

## SUFFIXES

### Noun suffixes

#### Suffix

-ment  
-tion/-sion  
-ation/-ition  
-ence/-ance  
-ty/-ity  
-ness  
-ing  
-al  
-age  
-sis  
-ure  
-hood  
-dom  
-er/-or  
-ist  
-ant/-ent  
-cian/-ian  
-ee

#### Examples

government, arrangement  
emotion, permission  
communication, tradition  
reference, tolerance  
charity, quality  
illness, weakness  
hacking, shoplifting  
criminal  
language, image  
hypothesis, analysis  
adventure, future  
neighbourhood  
freedom  
murderer, author  
physicist, naturalist  
assistant, newsagent  
mathematician, comedian  
employee

### Adjective suffixes

#### Suffix

-al  
-ic  
-ive  
-ful  
-less  
-ous  
-y  
-ly  
-able/-ible  
-ed  
-ing

#### Examples

fictional, social  
realistic, pathetic  
impressive, imaginative  
awful, colourful  
priceless, homeless  
ridiculous, hilarious  
guilty, scary  
deadly, likely  
comfortable, terrible  
armed, fascinated  
terrifying, surprising

### Adverb suffixes

#### Suffix

-ly

#### Examples

unfortunately, clearly

### Verb suffixes

#### Suffix

-ate  
-ise/-ize  
-ify

#### Examples

create, nominate  
advise, summarize  
justify, modify

## PRONUNCIATION TABLE

### Consonants

p perfect, helpful, happen  
b bossy, hobby, job  
t tennis, actor, attend  
d degree, middle, word  
k kiss, school, ask, coach  
g get, luggage, ghost  
tʃ check, match, future  
dʒ bridge, page, soldier  
f false, difficult, laugh, physical  
v verb, nervous, move  
θ third, author, bath  
ð this, father, with  
s saw, notice, sister  
z zone, amazing, choose, quiz  
ʃ ship, sure, station, ocean  
ʒ pleasure, occasion  
h had, whole, chocolate  
m melon, common, sum  
n neat, know, channel, sun  
ŋ cooking, long, thanks, sung  
l lifestyle, magically, kettle  
r respect, correct, arrival  
j year, use, beautiful  
w window, one, where

### Vowels

ɪ gift, invite  
e gentle, bed  
a bad, matchbox, plan  
ɒ lot, optimistic, wash  
ʌ love, but, luck  
ʊ foot, good, put  
iː reading, three, magazine  
eɪ race, pay, break  
aɪ twice, bright, try  
ɔɪ enjoy, disappointed  
uː two, blue, school  
əʊ boat, below, no  
aʊ shout, now  
ɪə year, here, serious  
eə chair, various, square  
ɑː mark, father  
ɔː bought, draw, author  
ʊə picture, floor  
ɜː hurt, third  
ɪ happy, pronunciation, serious  
ə apprentice, actor  
u situation, visual, influence



# SELF-CHECK ANSWER KEY

## Unit 1

### Exercise 1

1 close 2 gifts 3 generous 4 bride 5 reception

### Exercise 2

1a 2c 3b 4a 5b

### Exercise 3

1 anybody 2 somewhere 3 does 4 knows 5 is

### Exercise 4

1 Does 2 something 3 isn't 4 Do 5 anything

### Exercise 5

1 c 2 a 3 b 4 c 5 b

### Exercise 6

1 spend all their 2 isn't anywhere to 3 do it myself 4 are enjoying themselves 5 make mistakes when

## Unit 2

### Exercise 1

1 good 2 revise 3 pass 4 marks 5 heart 6 subject 7 Open 8 did 9 check 10 put

### Exercise 2

1 manager 2 beat 3 break 4 makes 5 fans 6 champions 7 draw 8 prize 9 versus cheat

### Exercise 3

1 happened 2 Did she say 3 sat 4 didn't work 5 fell

### Exercise 4

1b 2a, b 3a 4a, b 5a, b

### Exercise 5

1A 2C 3C 4D 5D

### Exercise 6

1 prize 2 to buy 3 good at 4 Did Richard use 5 isn't

## Unit 3

### Exercise 1

1 break 2 stay 3 airline 4 hand 5 check

### Exercise 2

1 in 2 off 3 for 4 at 5 off

### Exercise 3

1 saw 2 While 3 which 4 was packing 5 when

### Exercise 4

1 were 2 who 3 where 4 when 5 was

### Exercise 5

1a 2b 3c 4b 5c

### Exercise 6

1 were 2 which 3 put 4 package 5 lying

## Unit 4

### Exercise 1

1b 2a 3a 4c 5b

### Exercise 2

1 department 2 honey 3 croissants 4 purchase 5 fit

### Exercise 3

1 much 2 most 3 enough time 4 tasty 5 less

### Exercise 4

1 Is there enough 2 more annoyed 3 least dry 4 is too little 5 a couple of

### Exercise 5

1 as 2 rooms 3 much 4 The 5 for

### Exercise 6

1 aren't many 2 is the spiciest 3 are not as big 4 a little 5 is too small

## Unit 5

### Exercise 1

1e 2a 3f 4c 5d

### Exercise 2

1 on 2 prepare 3 do 4 room 5 sleep

## Exercise 3

1 should 2 mustn't 3 could 4 didn't have to 5 shouldn't

## Exercise 4

1 couldn't 2 has 3 mustn't 4 had 5 could

## Exercise 5

1b 2a 3b 4a 5d

## Exercise 6

1 doesn't have 2 should get 3 get rid of 4 had to wear 5 (to) do the dishes

## Unit 6

### Exercise 1

1 cautious 2 vote 3 settle 4 find 5 celebrate

### Exercise 2

1 give 2 take 3 get 4 build 5 lose

### Exercise 3

1 am going to try 2 is getting 3 will retire 4 we will be 5 Are you going to work 6 are you meeting

### Exercise 4

1 It's going to hit the bridge!

2 I'm working until nine.

3 I'm going to grow my hair long this year.

4 Will it be sunny in Greece in February?

### Exercise 5

1 twenties 2 appearance 3 relaxed 4 optimistic 5 confession

### Exercise 6

1 going 2 off 3 with 4 shape 5 will

## Unit 7

### Exercise 1

1 make 2 working 3 take 4 work 5 on

### Exercise 2

1 earn 2 co-workers 3 out 4 rise 5 serve

### Exercise 3

1 ever 2 have 3 long 4 for 5 since

### Exercise 4

1 We have/We've just finished our dinner.

2 Rachel has already written three books.

3 Have you ever done any voluntary work?

4 They have/They've never had a summer job.

5 How long has Sandra been a nurse?

### Exercise 5

1 have been in Spain for 2 have never been 3 have just had 4 think of myself as 5 has not/hasn't started

### Exercise 6

1 receptionist 2 education 3 creative 4 enthusiastic 5 criticism

## Unit 8

### Exercise 1

1 scientist 2 laboratory 3 experiment 4 data 5 analyse

### Exercise 2

1 copy 2 paste 3 drag 4 Tap 5 swipe

### Exercise 3

1 to leave 2 joking 3 to block 4 joining 5 trying

### Exercise 4

1 tries 2 won't try 3 to try 4 will try 5 don't try

### Exercise 5

1 If 2 on 3 to 4 will 5 are

### Exercise 6

1a 2c 3b 4b 5a

## Unit 9

### Exercise 1

1 portraits 2 brush 3 on 4 in 5 place

## Exercise 2

1 curtain 2 audience 3 stage 4 tripod 5 rehearse

## Exercise 3

1 had changed 2 had started 3 had walked 4 had it been 5 had killed

## Exercise 4

1 he would just have 2 he would be with 3 he hadn't got time 4 they had to film 5 he wasn't starting

## Exercise 5

1 the film had finished 2 she was waiting for me 3 not good at singing 4 I hadn't practised them 5 the ending hadn't been

## Exercise 6

1a 2c 3d 4b 5d

## Unit 10

### Exercise 1

1 stole 2 robbed 3 victim 4 wallet 5 suspicious

### Exercise 2

1c 2e 3g 4a 5d

### Exercise 3

1 was played 2 you would enjoy 3 are often stopped 4 were 5 would you do

### Exercise 4

1 were/have been influenced 2 could 3 would earn 4 are often set 5 had to

### Exercise 5

1 into 2 steal 3 been 4 are 5 would

### Exercise 6

1 were a detective, you would 2 this film was based on 3 in the middle of 4 have been arrested 5 if people looked after



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| GSE     | 10  | 20 | 30 | 40  | 50 | 60  | 70 | 80  | 90 |    |
|---------|-----|----|----|-----|----|-----|----|-----|----|----|
| Level 5 |     |    |    |     |    |     |    |     |    |    |
| Level 4 |     |    |    |     |    |     |    |     |    |    |
| Level 3 |     |    |    |     |    |     |    |     |    |    |
| Level 2 |     |    |    |     |    |     |    |     |    |    |
| Level 1 |     |    |    |     |    |     |    |     |    |    |
| CEFR    | <A1 | A1 | A2 | A2+ | B1 | B1+ | B2 | B2+ | C1 | C2 |

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