

# Solutions



Intermediate **Workbook**

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## A

### VOCABULARY AND LISTENING

## Fashion

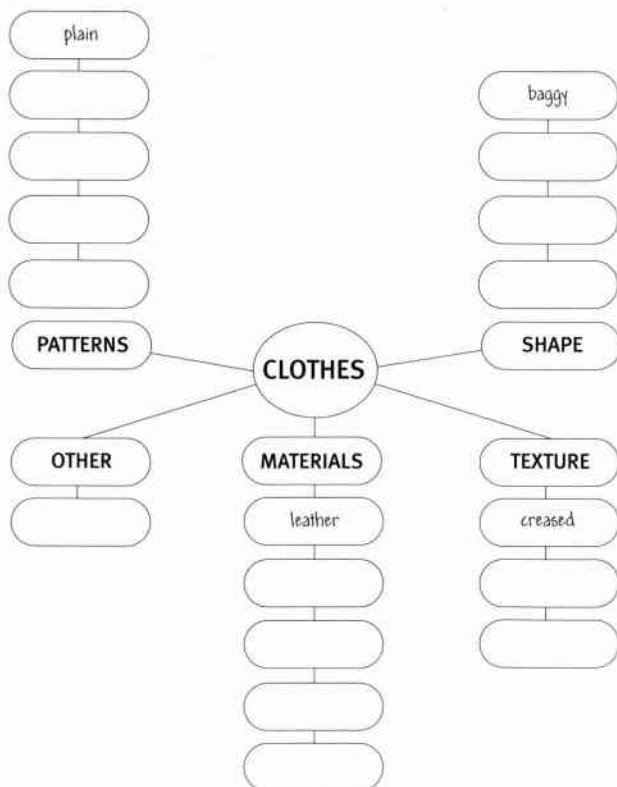
I can describe clothes.

1 Find fifteen items of clothing in the wordsearch. (→↘\)

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

2 Complete the mind map with words from the box. Add your own ideas.

baggy check cotton creased flowery fur furry  
leather loose nylon plain shiny short smooth  
spotty stripy tight wool



3 Rewrite the sentences that are incorrect.

1 It's a yellow smart polo shirt.

2 They're leather tight trousers.

3 It's a baggy flowery top.

4 They're wool spotty socks.

5 They're long stripy trousers.

6 It's a furry warm fleece.

4 Complete the compound adjectives with the words in the box.

easy eyed hard known looking old short tempered

1 \_\_\_\_\_ - fashioned 5 \_\_\_\_\_ - sleeved

2 good - \_\_\_\_\_ 6 brown - \_\_\_\_\_

3 \_\_\_\_\_ - going 7 \_\_\_\_\_ - working

4 well - \_\_\_\_\_ 8 bad - \_\_\_\_\_

5 Complete the sentences using a compound adjective from exercise 4.

1 That jacket's not very trendy. It's really \_\_\_\_\_.

2 Jack's eyes are brown. He's a \_\_\_\_\_ boy.

3 My parents never get angry – they're really \_\_\_\_\_.

4 My brother's quite attractive. He's really \_\_\_\_\_.

5 My uncle's really famous. He's very \_\_\_\_\_.

6 This isn't a long-sleeved shirt. It's \_\_\_\_\_.

7 They aren't lazy. They're really \_\_\_\_\_.

8 My sister's always angry. She's very \_\_\_\_\_.

### CHALLENGE!

Write the clothes you wear

to go out with friends: \_\_\_\_\_

to play sport: \_\_\_\_\_

to go to school: \_\_\_\_\_





## Present tense contrast

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

## 1 Choose the correct alternatives.

- 1 The party **starts** / **'s starting** at 8.30 p.m.
- 2 We **go** / **'re going** dancing tonight.
- 3 He **drives** / **'s driving** an elegant black Mercedes to work every day.
- 4 Listen! Kim **sings** / **'s singing** in the shower again!
- 5 They **get up** / **'re getting up** early every day.
- 6 You **always leave** / **'re always leaving** your dirty socks on the floor!

## 2 Match the uses of the present tenses with the sentences (1–6) in exercise 1.

*Present simple*

- a For habits and routines \_\_\_\_\_
- b For a permanent situation or fact \_\_\_\_\_
- c For timetables and schedules \_\_\_\_\_ 1

*Present continuous*

- d For something happening now or about now \_\_\_\_\_
- e For describing annoying habits (with *always*) \_\_\_\_\_
- f For arrangements in the future \_\_\_\_\_

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

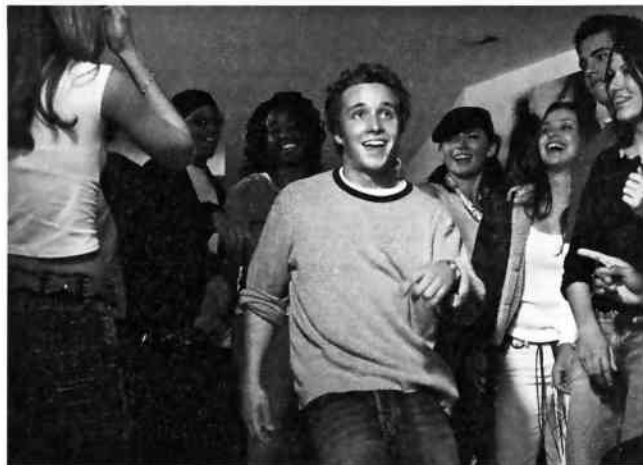
do get go go out have open play snow

- 1 I \_\_\_\_\_ a project on global warming.
- 2 They \_\_\_\_\_ to school in the town centre.
- 3 The new sports shop \_\_\_\_\_ at 9 a.m. tomorrow.
- 4 We \_\_\_\_\_ lunch really late on Sundays.
- 5 They \_\_\_\_\_ always \_\_\_\_\_ loud music.  
I hate it!
- 6 She's \_\_\_\_\_ with her friends tonight.
- 7 He \_\_\_\_\_ home at about 7.30 p.m.
- 8 Look! It \_\_\_\_\_!

## 4 Rewrite the sentences correctly.

- 1 We're believing in animal rights.  
\_\_\_\_\_
- 2 They're liking eating ice cream in the summer.  
\_\_\_\_\_
- 3 I'm preferring fish to meat.  
\_\_\_\_\_
- 4 He's needing a new coat.  
\_\_\_\_\_
- 5 I'm wanting to have a drink of water.  
\_\_\_\_\_
- 6 We're hating walking to school in the rain.  
\_\_\_\_\_

## 5 Use the words to write questions in the present simple or the present continuous.



- 1 you / like / dancing?  
*Do you like dancing?* \_\_\_\_\_
- 2 she / want / to go / home now? \_\_\_\_\_
- 3 what / you / listen to / at the moment? \_\_\_\_\_
- 4 they / prefer / hard rock or rap? \_\_\_\_\_
- 5 he / need / a glass of water? \_\_\_\_\_
- 6 you / enjoy / this party? \_\_\_\_\_
- 7 she / go / home now? \_\_\_\_\_
- 8 this jacket / belong / to you? \_\_\_\_\_

## CHALLENGE!

## Write sentences to describe

- 1 two things you do every day:  
\_\_\_\_\_
- 2 two annoying things people in your family do:  
\_\_\_\_\_
- 3 your school's starting and finishing times:  
\_\_\_\_\_
- 4 two arrangements you've made for the future:  
\_\_\_\_\_

**Revision: Student's Book page 6****1 Choose the correct adjectives.**

- 1 He's very **serious** / funny. He tells a lot of jokes.
- 2 She never says 'hello'. She's really **rude** / polite.
- 3 My aunt gives great presents. She's very **mean** / generous.
- 4 He doesn't say a lot. He's quite **quiet** / talkative.
- 5 She's never there when I need her. She's very **reliable** / unreliable.
- 6 My neighbours are always happy. They're very **cheerful** / miserable.
- 7 My brother's always sleeping. He's really **lazy** / hard-working.
- 8 He's always talking about himself. He's very **modest** / arrogant.

**2 Read the text and match the nationalities with the adjectives.**

German	friendly
American	kind
Finnish	punctual

**3 According to the text do the Germans, the Americans or the Finns show the following characteristics?**

- 1 The \_\_\_\_\_ like their house to look nice.
- 2 The \_\_\_\_\_ are very welcoming once they know you.
- 3 The \_\_\_\_\_ are proud of their country.
- 4 The \_\_\_\_\_ always do everything together.
- 5 The \_\_\_\_\_ are very punctual.
- 6 The \_\_\_\_\_ are extremely friendly.

**CHALLENGE!**

In your opinion, what are the main characteristics of the following?

The Japanese: \_\_\_\_\_

The Germans: \_\_\_\_\_

The Americans: \_\_\_\_\_

The British: \_\_\_\_\_

The Russians: \_\_\_\_\_

## British teenagers abroad

We all know what other nationalities say about the British! Now it's time for us to see how British teenagers get on abroad. We asked Mel, Becky and Ian for their views about the people they have met on their travels.



**Mel, age 18, in Germany**

I just can't believe how punctual the Germans are! Everything happens at exactly the time that they say it will, and if anything goes wrong, everybody gets really bad-tempered. In general, people can be a bit unfriendly if they don't know you, but once you've been introduced, they often invite you to their house for coffee and cakes.



**Becky, age 19, in the USA**

Americans find British people fascinating, so I spend hours talking to people. Everyone's really friendly, but sometimes it gets a bit much. My friends are really funny and we spend a lot of time at parties or at burger bars together. It's very difficult to do anything on your own because someone always wants to come with you!



**Ian, age 17, in Finland**

When I arrived here, the people I met, especially in shops and restaurants, seemed very serious. But my opinions changed when I made some friends. Finnish people, in fact, love having a good time and are very generous, too! In general, the people are patriotic and are keen to show you their country. They're also hard-working and extremely tidy at home!





*I can identify and use different verb patterns.*

### 1 Choose the correct alternatives.

- 1 I fancy **to go out** / **going out** for a pizza, don't you?
- 2 If you happen **to see** / **seeing** Kerry, tell her I called.
- 3 Do you want **to watch** / **watching** a film tonight?
- 4 We managed **to finish** / **finishing** our homework quickly.
- 5 I can't help **to laugh** / **laughing** when someone falls over.
- 6 We hope **to go** / **going** to the Caribbean this year.
- 7 They refused **to help** / **helping** us with the project.
- 8 I meant **to phone** / **phoning** you last night but I forgot.

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

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

### 3 Choose the correct alternatives.

- 1 I forgot **to lock** / **locking** the car yesterday so someone stole the radio.
- 2 I'll never forget **to go** / **going** horse riding when I was little. I was terrified!

- 3 He stopped **to buy** / **buying** a newspaper on the way home, but there weren't any left.
- 4 I remember **to put** / **putting** my keys in my pocket, but now I can't find them!
- 5 We tried **to find** / **finding** a cheap flight, but we were too late.
- 6 After university she went on **to become** / **becoming** a brain surgeon.

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

dance   drink   learn   post   push   ~~say~~   visit

- 1 I remembered to say 'Happy Birthday' to Sarah. Did you?
- 2 She stopped \_\_\_\_\_ coffee so she would sleep better.
- 3 I forgot \_\_\_\_\_ that letter. Sorry!
- 4 His car won't start, so we're going to try \_\_\_\_\_ it.
- 5 They went on \_\_\_\_\_ all night.
- 6 Do you remember \_\_\_\_\_ your grandparents when you were little?
- 7 My brother tried \_\_\_\_\_ Japanese at night school, but he gave up after two months.

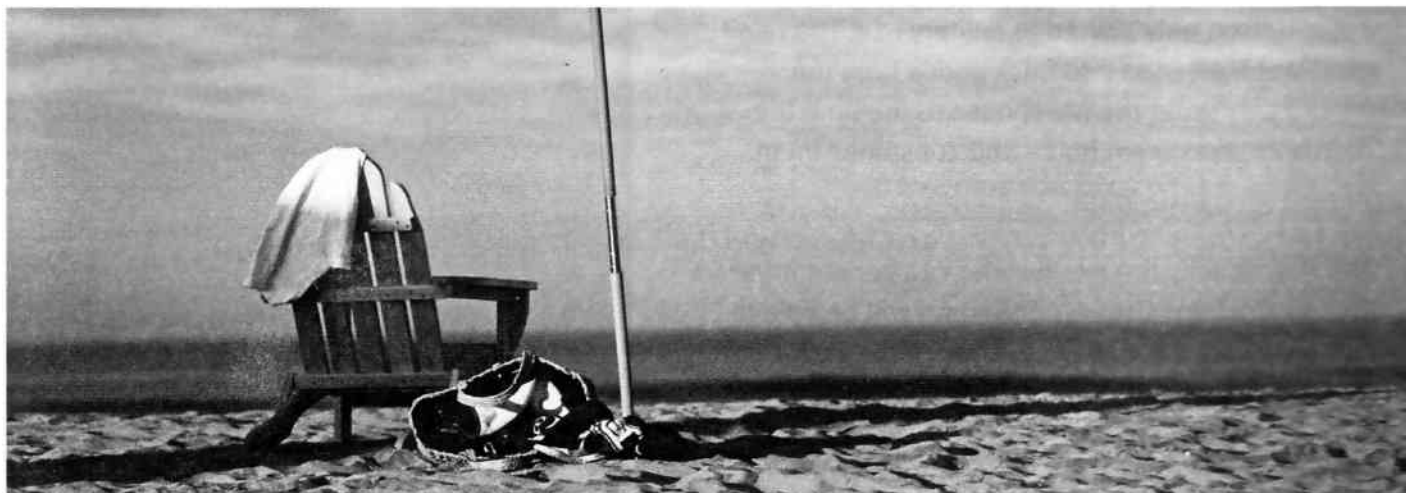
### CHALLENGE!

#### Think of something

you remember doing when you were little:

you've tried to do recently but couldn't:

you forgot to do recently:



## Revision: Student's Book page 8

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

cash machine   citizens   download   illegal  
monitor   password   shoplifters   ~~software~~   tag

- 1 I'm going to install some new software on my computer.
- 2 Don't cut the \_\_\_\_\_ off that jacket until you've tried it on.
- 3 It's \_\_\_\_\_ to travel by car without a seatbelt.
- 4 The school has CCTV cameras to \_\_\_\_\_ the entrances and exits.
- 5 I've forgotten my \_\_\_\_\_ again!
- 6 How do you \_\_\_\_\_ songs from the Internet?
- 7 The shop employs store detectives to catch \_\_\_\_\_.
- 8 He was robbed while he was taking money out of the \_\_\_\_\_.
- 9 Some British \_\_\_\_\_ who live abroad can vote in an election.

## 2 Read the text. Match the sentences (1–6) with the spaces (A–E). There is one sentence you do not need.

- 1 So what exactly is an RFID tag?
- 2 In the future, consumers will be able to pay for their purchases without taking them out of the trolley.
- 3 At all times the management knows how many products are on the shelf and when to order more.
- 4 You mean you hadn't noticed?
- 5 As with all new technology, RFID has two sides.
- 6 Imagine how much easier it will be to trace a lost suitcase or to find the family cat if it has an RFID tag.

D \_\_\_\_\_ It's an electronic label formed by a small antenna and a chip the size of a grain of sand. The great advantage of RFID technology is that the tags can be read from a distance and do not have to be in the visual field of a laser reader.

Other uses of this revolutionary idea run from pet identification to luggage labelling in airports. E \_\_\_\_\_ But the personal information on the tag poses a threat to security, and there is a growing group of opponents to RFID.

Whatever happens, you can be sure that RFID is here to stay. Once it is fully implemented our lives will never be the same again.

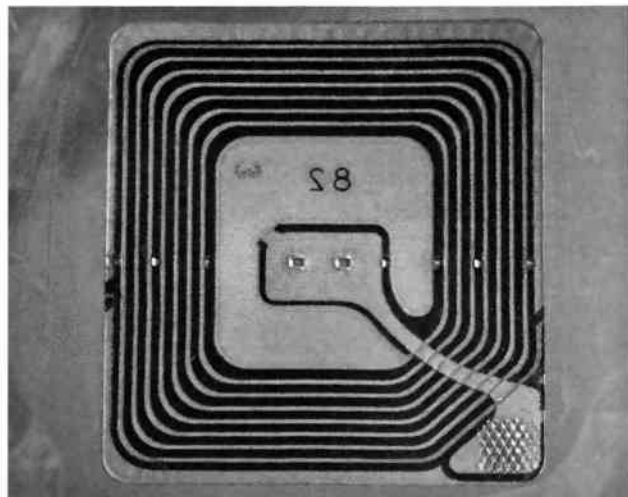
## The RFID Revolution

The RFID revolution has started and our lives are changing forever! A \_\_\_\_\_ Well, for your information, Radio Frequency Identification has been with us since the Second World War, when it was used to identify planes from a distance. Now the United States Army uses it to control its tanks in Iraq.

But RFID isn't only limited to military use. The retail giant Wal-Mart uses it to track goods from the minute they enter the warehouse to the time the customer takes them home and consumes them.

B \_\_\_\_\_

And it's not only the retailer who can benefit from RFID technology. C \_\_\_\_\_ And we will be able to find out all we need to know about a product from the RFID tag on it. We will also be able to do our weekly shop without actually having to enter a supermarket.





## Talking about photos

## 1 Choose the correct prepositions.



- 1 Who's the man **at** / **in** the back?
- 2 Who's the boy **on** / **in** the grey hoody?
- 3 Is your girlfriend **on** / **in** the photo?
- 4 She's the blue-eyed one **in** / **with** long blonde hair.
- 5 My dad's **in** / **on** the left.
- 6 The boy **in** / **on** the foreground is my cousin.

## 2 Match the two halves of the sentences.

- |                           |                            |
|---------------------------|----------------------------|
| 1 He looks a              | a doctor.                  |
| 2 They look as            | b like her mum.            |
| 3 They look like they     | c look very cheerful.      |
| 4 He looks like a         | d bit shy.                 |
| 5 He looks as though he's | e the winner of a race.    |
| 6 She looks just          | f if they've been working. |
| 7 They                    | g are extremely hungry.    |

## 3 Put the words in the correct order to make questions.

- 1 this / photo / What's  
What's this photo \_\_\_\_\_?
- 2 the / stripy / girl / mini-skirt / the / in / Who's  
\_\_\_\_\_?
- 3 your / photo / in / boyfriend / Is / this  
\_\_\_\_\_?
- 4 your / Where's / friend / best  
\_\_\_\_\_?
- 5 the / looks / guy / Who's / Brad Pitt / who / like  
\_\_\_\_\_?
- 6 the / the / girl / in / a model / Is / spotty dress  
\_\_\_\_\_?

I can describe the  
people in a photo.

## 4 Match the answers in the box with the questions (1–6).

That's her boyfriend, Kieran.  
No, she's a doctor. She's really nice.  
It's my sister's eighteenth birthday party.  
He's at the back with my cousin.  
Yes. She's the one next to him in the flowery top.  
That's Vicky, my brother's girlfriend.

- 1 What's this photo?  
\_\_\_\_\_
- 2 Who's that good-looking boy at the front?  
\_\_\_\_\_
- 3 Is your sister in the photo?  
\_\_\_\_\_
- 4 Where's your brother?  
\_\_\_\_\_
- 5 Who's the blonde girl in the background?  
\_\_\_\_\_
- 6 Is she a nurse? She looks like one.  
\_\_\_\_\_



## 5 Look at the photo and invent the information to complete the dialogue.

- A What's \_\_\_\_\_?
- B It's after our team won \_\_\_\_\_.
- A Oh. You all look \_\_\_\_\_.
- Who's the girl \_\_\_\_\_?
- B She's \_\_\_\_\_.
- A Is your \_\_\_\_\_?
- B Yes, he's/she's \_\_\_\_\_.
- A He/She looks \_\_\_\_\_.
- Who's the guy \_\_\_\_\_?
- B The one \_\_\_\_\_?
- A Yes.
- B That's my \_\_\_\_\_.
- A He/She looks really \_\_\_\_\_.



## A letter to an exchange student

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

## Preparation

## 1 Match the two halves of the set expressions.

- |                       |                                   |
|-----------------------|-----------------------------------|
| 1 Anyway, that's      | a introduce myself?               |
| 2 I'll tell you a bit | b a photo of me and my friends.   |
| 3 I'm really looking  | c about my family.                |
| 4 May I               | d all for now.                    |
| 5 Do write soon and   | e tell me all about your country. |
| 6 I'm enclosing       | f forward to visiting you.        |

## 2 Complete the letter with the expressions from exercise 1.

Dear . . .

1 \_\_\_\_\_ I'm Cathy Lord, your new exchange student. I'm eighteen years old, and I live with my parents and my brothers in Manchester, a town in the north of England. Have you heard of it?

2 \_\_\_\_\_ I'm the girl in the spotty T-shirt in the foreground and the guy on the left is my brother, Stewart. The girl in the white leggings is my best friend, Sandy. She's really nice, and I'm sure you'll like her too.

3 \_\_\_\_\_ My parents are both teachers, but luckily they don't teach at my school! My brother Stewart in the photo is seventeen and he's a lot of fun. My other brother, Fran, is only twelve, so he's a bit of a pain.

4 \_\_\_\_\_

5 \_\_\_\_\_

Do you go out with your friends at the weekend? What kind of music do you like?

6 \_\_\_\_\_

Best wishes

Cathy

## 3 Tick (✓) the topics of the paragraphs in Cathy's letter. There are three topics you do not need.

- |   |                          |
|---|--------------------------|
| 1 Introduction and general personal details     | <input type="checkbox"/> |
| 2 Sports, hobbies and interests                 | <input type="checkbox"/> |
| 3 Describing a photo of your friends            | <input type="checkbox"/> |
| 4 School  | <input type="checkbox"/> |
| 5 Describing your own country and its people    | <input type="checkbox"/> |
| 6 Describing your family                        | <input type="checkbox"/> |
| 7 Asking for information about the other person | <input type="checkbox"/> |

## 4 Put the words in the correct order to make questions.

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

2 your / like / What's / school

3 you / your / do / What / in / do / free time

4 you / boyfriend / got / a / Have

5 kind / do / What / of / you / music / like

6 your / school / What's / subject / best / at

## Writing task

## 5 In your notebook write a letter of introduction to Cathy. Use the Writing Bank on page 106 to help you. Write 150–200 words and include this information:

- some facts about yourself
- some questions asking for information about Cathy
- two topics from exercise 3.

## Check your work

## Have you

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | started and finished your letter appropriately? |
| <input type="checkbox"/> | organised your letter into four paragraphs?     |
| <input type="checkbox"/> | written 150–200 words?                          |
| <input type="checkbox"/> | checked grammar, spelling and punctuation?      |



# SELF CHECK 1

Read the clues and complete the crossword.

## CLUES

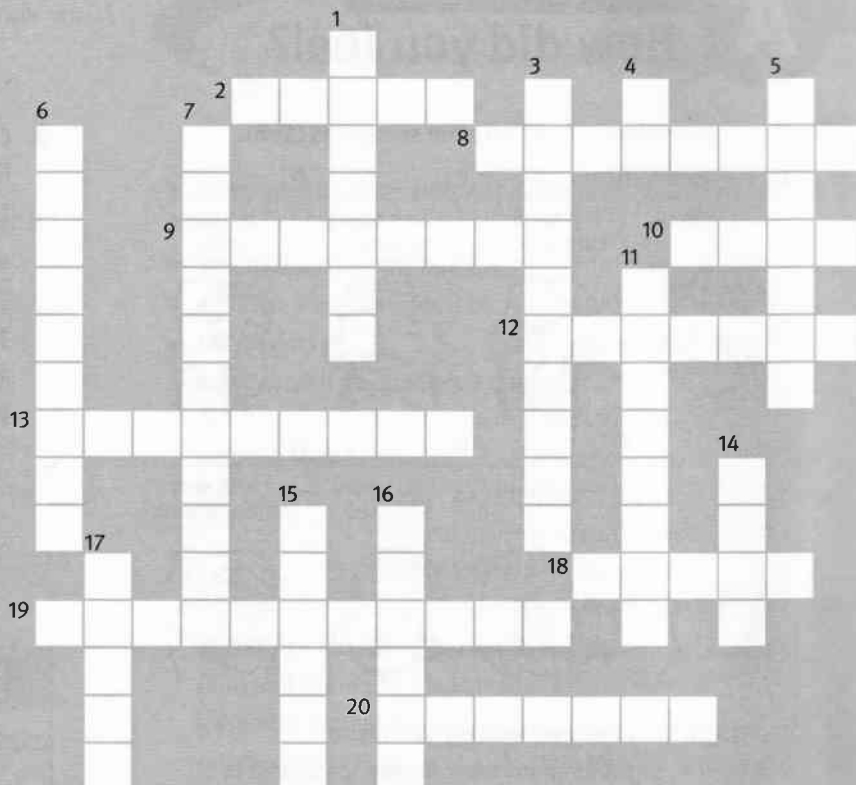
### Across (→)

- 2 They \_\_\_\_\_ an hour in the bathroom every morning.
- 8 I can't \_\_\_\_\_ these files from the Internet.
- 9 My car never has a problem. It is very \_\_\_\_\_.
- 10 I don't feel \_\_\_\_\_ going out tonight.
- 12 I remember \_\_\_\_\_ that book before.
- 13 May I \_\_\_\_\_ myself?
- 18 A T-shirt can be round-neck or \_\_\_\_\_.
- 19 You need to wear a \_\_\_\_\_ shirt in the winter.
- 20 We avoid \_\_\_\_\_ in the city centre so we never take our car.

### Down (↓)

- 1 I'm looking forward to \_\_\_\_\_ you.
- 3 She's at the front. She's in the \_\_\_\_\_.
- 4 He's the one \_\_\_\_\_ the grey combat trousers.
- 5 He thinks he's wonderful. He's always \_\_\_\_\_ about himself.
- 6 I'm \_\_\_\_\_ a photo of myself so you can see what I look like.
- 7 The opposite of lazy is \_\_\_\_\_.
- 11 I fancy \_\_\_\_\_ a film.
- 14 He can't \_\_\_\_\_ going back to school after failing his exams.
- 15 In adjective order, *material* comes after \_\_\_\_\_.
- 16 The opposite of unfashionable is \_\_\_\_\_.
- 17 Another word for *products* is \_\_\_\_\_.

Your score  /20



## I CAN ...

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



= I need more practice.



= I sometimes find this difficult.



= No problem!

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



# 2 Memories





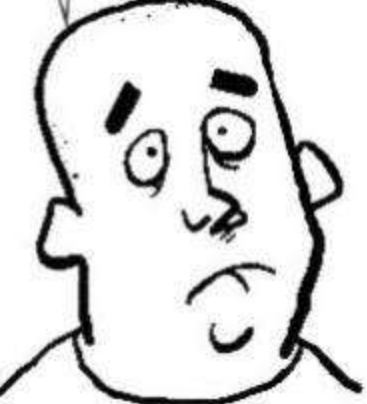



## A

VOCABULARY AND LISTENING

## How did you feel?

*I can describe how I feel.*

1 Match the pictures (A–H) with the sentences (1–8).

<p>A</p> <p>I was jealous.</p> 	<p>B</p> <p>I felt terribly homesick.</p> 	<p>C</p> <p>I was really nervous.</p> 	<p>D</p> <p>I felt very guilty.</p> 
<p>E</p> <p>I was very upset.</p> 	<p>F</p> <p>I was fed up.</p> 	<p>G</p> <p>I was very shocked.</p> 	<p>H</p> <p>I was very embarrassed.</p> 

- 1 My girlfriend finished with me last night. \_\_\_\_\_
- 2 I went to England on my own. My friends stayed in France. \_\_\_\_\_
- 3 My jeans tore when I sat down in class. \_\_\_\_\_
- 4 I shouted at my best friend and I made her cry. \_\_\_\_\_
- 5 I waited an hour to see the doctor yesterday! \_\_\_\_\_
- 6 I had my end-of-course exam last week. \_\_\_\_\_
- 7 I crashed my motorbike yesterday. \_\_\_\_\_
- 8 My girlfriend went to the cinema with another boy. \_\_\_\_\_

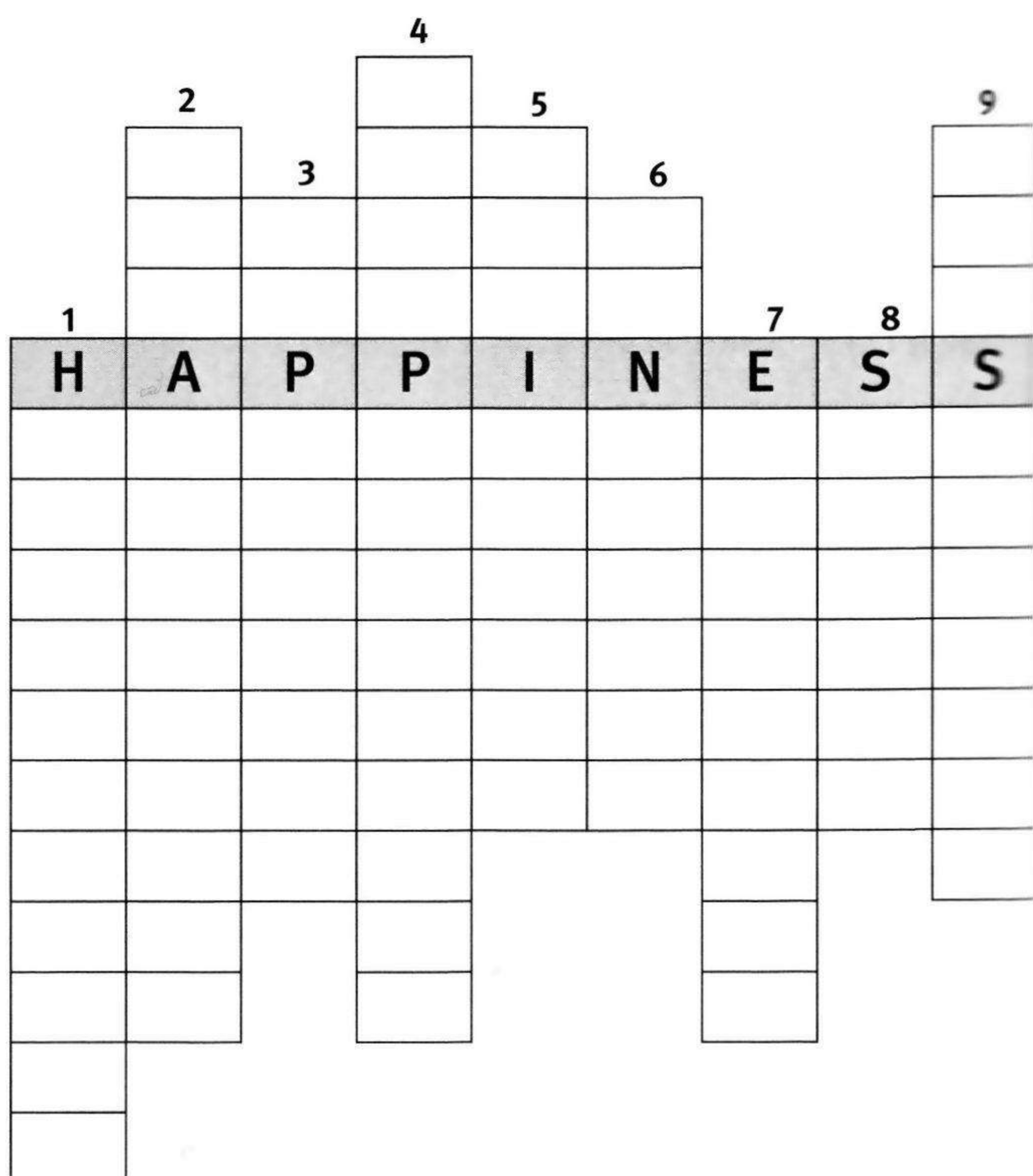
2 Complete the sentences with the **-ed** or **-ing** form of the verbs in brackets.

- 1 That film's really \_\_\_\_\_ (amuse). I laughed all the way through it.
- 2 It's Sunday afternoon and Sue's got nothing to do. She's really \_\_\_\_\_ (bore).
- 3 That maths question was really \_\_\_\_\_ (confuse). I didn't understand it at all.
- 4 He's \_\_\_\_\_ (delight). He passed his driving test this morning.
- 5 They're going to watch their favourite group at a concert tonight. They're very \_\_\_\_\_ (excite).
- 6 The weather's really \_\_\_\_\_ (depress). It's raining today and it rained yesterday, too.
- 7 He was very \_\_\_\_\_ (disappoint) when his girlfriend didn't give him a birthday present.
- 8 She's really \_\_\_\_\_ (please) with her new laptop.

3 Complete the puzzle by forming nouns from the adjectives. Use the suffixes **-ment**, **-ness** or **-ion**.



- |                |              |
|----------------|--------------|
| 1 homesick     | 6 confused   |
| 2 embarrassed  | 7 excited    |
| 3 depressed    | 8 sad        |
| 4 disappointed | 9 frustrated |
| 5 irritated    |              |



### CHALLENGE!

Answer the questions with at least two adjectives.

How did you feel:

the last time you were away from home for a few days?

when you did your last exam?

the last time you spoke to someone you didn't know?







## Past tense contrast

*I can describe a childhood memory using different past tenses.*

## 1 Rewrite the sentences that are incorrect.

- Did you went to school yesterday?  
\_\_\_\_\_
- I hadn't breakfast this morning.  
\_\_\_\_\_
- You was singing in the shower!  
\_\_\_\_\_
- Was drawing Mark a picture when the teacher walked in?  
\_\_\_\_\_
- They weren't wear hoodies.  
\_\_\_\_\_
- Had you read the book before you saw the film?  
\_\_\_\_\_
- She was angry because he'd forgot her birthday.  
\_\_\_\_\_
- We drived to Italy for our holiday last year.  
\_\_\_\_\_

## 2 Choose the correct alternatives.

- I **got up** / **was getting up** / **had got up** at 7 o'clock today.
- It was really hot and the sun **shone** / **was shining** / **had shone**.
- A dog ran onto the pitch while they **played** / **were playing** / **had played** football.
- I saw you yesterday in the police station. What **did you do** / **were you doing** / **had you done** there?
- I couldn't open the door because I **forgot** / **was forgetting** / **'d forgotten** my keys.
- She **didn't go** / **wasn't going** / **hadn't gone** to the doctor's because she forgot her appointment.
- The house was quiet because everybody **went** / **was going** / **had gone** out.
- Did you buy** / **Were you buying** / **Had you bought** that top in the sales?

## 3 Change the sentences from affirmative to negative or from negative to affirmative.

- She had dinner and she went to bed.  
She didn't have dinner and she didn't go to bed.
- It wasn't raining so we went out.  
\_\_\_\_\_
- I hadn't brought a sandwich so I didn't have lunch.  
\_\_\_\_\_
- They were nervous because they had an exam.  
\_\_\_\_\_
- The teacher was angry because the class wasn't working.  
\_\_\_\_\_

- They weren't happy because they didn't have tickets to the theme park.  
\_\_\_\_\_

- She'd brought her swimming costume so she went swimming.  
\_\_\_\_\_

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

When I was little my dad <sup>1</sup> \_\_\_\_\_ (bring) me home a goldfish. I was delighted but something soon went wrong. My parents <sup>2</sup> \_\_\_\_\_ (talk) to some friends who had come to visit us, and I was a bit bored so I <sup>3</sup> \_\_\_\_\_ (go) into the kitchen to see my goldfish. The packet of goldfish food <sup>4</sup> \_\_\_\_\_ (stand) on the table next to the goldfish bowl and I picked it up to look at it. My parents <sup>5</sup> \_\_\_\_\_ (tell) me never to feed the goldfish, but I <sup>6</sup> \_\_\_\_\_ (think) it looked a bit hungry so I <sup>7</sup> \_\_\_\_\_ (decide) to feed it. Unfortunately the lid came off the packet of goldfish food, and the entire contents <sup>8</sup> \_\_\_\_\_ (fall) into the water. I was really embarrassed and I felt incredibly guilty because I <sup>9</sup> \_\_\_\_\_ (be) so disobedient. I <sup>10</sup> \_\_\_\_\_ (run) into the living room crying and crying and eventually I told my parents what <sup>11</sup> \_\_\_\_\_ (happen). My goldfish survived, though, and went on to live for another two years!



## CHALLENGE!

Use the questions to write about your favourite childhood memory.

Where were you?

What were you doing?

What happened?

---

---

---

---

---

---

---

---





# Remembering the past

## Revision: Student's Book page 16

- 1 Form negatives by adding the prefix *dis-*, *un-*, *in-*, *im-*, *ir-*, or *il-* to the adjectives in the box. Write the words in the correct column in the chart.

credible employed experienced honest known  
legal logical organised patient possible  
relevant responsible

dis-	un-	in-
_____	_____	_____
_____	_____	_____
im-	ir-	il-
_____	_____	_____
_____	_____	_____

- 2 Complete the sentences with a word from the chart.

- My mum hates waiting. She's very \_\_\_\_\_.
- He hasn't got a job. He's \_\_\_\_\_.
- Your story is \_\_\_\_\_. I don't believe it!
- She's never worked before. She's \_\_\_\_\_.
- You can't be in two places at the same time. It's \_\_\_\_\_.
- It's \_\_\_\_\_ to drive a car without a licence.
- It was \_\_\_\_\_ of you to leave your baby sister alone in the park.
- He's always telling lies. He's very \_\_\_\_\_.

*I can understand an article about evacuation.*

- 3 Read the text. Are the sentences true or false? Write T or F.

- The writer was eight when the war started. \_\_\_\_\_
- There were five children in the family. \_\_\_\_\_
- The sisters were evacuated together. \_\_\_\_\_
- The children didn't take any luggage. \_\_\_\_\_
- The writer returned to Plymouth after several years. \_\_\_\_\_

## CHALLENGE!

Write down two important dates for you and why you remember them.

Date \_\_\_\_\_

Reason \_\_\_\_\_

Date \_\_\_\_\_

Reason \_\_\_\_\_

Cornwall, but my sister was sent to Truro with her school, and I was sent to Newquay with mine.



I don't remember much about the train journey, except that we were all carrying little cases and gas masks. When we arrived in Newquay I remember going to the house of a Mrs Pascoe, who lived with her fourteen-year-old daughter, Hilda. I stayed with Mrs Pascoe together with another girl called Sheila, from my school. While we were there we went to school as usual and Hilda sometimes took us to the beach to play.

It seemed like I was there for years, but in fact it could only have been two or three months. Soon after we returned to Plymouth we were bombed out of our house, but fortunately no one was hurt and we went to live in the naval hospital where my father was working.

## Memories of Evacuation

In the Spring of 1941, I was ten years old, and the Second World War had started two years previously. I lived in Plymouth, an important naval base in the south-west of England, with my five brothers and sisters and my mother and father. The bombing of Plymouth had been fairly heavy at that point, but there were warnings that the situation was going to get much worse. For this reason my parents decided to send me and another sister to the countryside where they thought we'd be safer. However, we weren't evacuated together as we were going to different schools. We both went to



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

**1** Put the words in the correct order to make sentences and questions.

- 1 used / lazy / He / be / very / to  
\_\_\_\_\_?
- 2 you / motorbike / to / Did / have / use / a  
\_\_\_\_\_?
- 3 didn't / be / She / to / so / bad-tempered / use  
\_\_\_\_\_?
- 4 live / village / use / didn't / in / a / They / to  
\_\_\_\_\_?
- 5 to / a / There / in / used / church / that / be / street  
\_\_\_\_\_?
- 6 school / she / a / to / Did / go / to / use / different  
\_\_\_\_\_?

**2** Rewrite the sentences that are incorrect.

- 1 I use to live in the country, but now I don't.  
\_\_\_\_\_
- 2 Did you used to wear glasses?  
\_\_\_\_\_
- 3 They didn't use to do any homework.  
\_\_\_\_\_
- 4 He uses to have a motorbike.  
\_\_\_\_\_
- 5 We used to play in the park when we were little.  
\_\_\_\_\_
- 6 She used cried a lot when she was a baby.  
\_\_\_\_\_

**3** Use the words to write questions to ask about someone's childhood.

- 1 What / wear?  
What did you use to wear?  
\_\_\_\_\_
- 2 What time / go to bed?  
\_\_\_\_\_
- 3 Who / play with?  
\_\_\_\_\_
- 4 Where / go on holiday?  
\_\_\_\_\_
- 5 What / watch on TV?  
\_\_\_\_\_
- 6 What / hate eating?  
\_\_\_\_\_
- 7 Which school / go to?  
\_\_\_\_\_

**4** Now answer the questions in exercise 3.

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

**5** Look at the photos. Write sentences comparing Gary at seventeen and Gary at 21 using *used to*.



- 1 Gary used to have a motorbike, but now he has a car. (have)
- 2 He \_\_\_\_\_ thin, but now he \_\_\_\_\_ quite fat. (be)
- 3 He \_\_\_\_\_ glasses, but now he doesn't. (wear)
- 4 He \_\_\_\_\_ a suit, but now he does. (not wear)
- 5 He \_\_\_\_\_ long hair, but now \_\_\_\_\_ short hair. (have)
- 6 He \_\_\_\_\_ his friends every day, but now he \_\_\_\_\_ them at the weekend. (see)
- 7 He \_\_\_\_\_ a laptop, but now he does. (not carry)
- 8 He \_\_\_\_\_ to school, but now he \_\_\_\_\_ to work! (go)

**CHALLENGE!**

How were you different when you were little? What did you use to do that you don't do now? Write three sentences.

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



## Revision: Student's Book page 18

## 1 Rewrite the sentences using the words in the box.

baffled escorted flip-flops outgoing rucksack  
stunning subway tag

- 1 Val travels to work by underground.  
\_\_\_\_\_
- 2 She wore some trendy beach shoes to the pool.  
\_\_\_\_\_
- 3 He couldn't fit all his clothes in his backpack.  
\_\_\_\_\_
- 4 The police were really confused by the crime.  
\_\_\_\_\_
- 5 His name was on a label on his suitcase.  
\_\_\_\_\_
- 6 Her friends accompanied her home.  
\_\_\_\_\_
- 7 That new girl in our class is absolutely beautiful!  
\_\_\_\_\_
- 8 He's very confident and likes being with people.  
\_\_\_\_\_

## 2 Choose the correct prepositions.

- 1 I'm really excited **about** / **at** our holiday.
- 2 She's fed up **at** / **with** waiting for her friend.
- 3 They were shocked **at** / **with** the news.
- 4 He's scared **at** / **of** heights.
- 5 We're worried **about** / **of** our exams.
- 6 Rob's delighted **of** / **with** his new mobile phone.
- 7 He was jealous **about** / **of** his little brother.
- 8 My mum's really annoyed **about** / **of** my results.

## 3 Read the text. Match the headings (1–6) with the paragraphs (A–E). There is one heading that you do not need.

- 1 Patient provides the answer
- 2 International orchestras collaborate
- 3 Mystery solved and Piano Man named
- 4 Doctors make the musical connection
- 5 Public help not useful
- 6 Strange man found on beach

## The Piano Man

A \_\_\_\_\_  
At midnight on April 7th, 2006, an unidentified man was picked up on a beach on the coast of Britain by police. He was wearing a black jacket, smart trousers and a tie, all of which were extremely wet. He was acting very nervously and he refused to speak to the police. They took him to a hospital nearby, where the doctors could find nothing wrong with him.



B \_\_\_\_\_  
So who was this man, and where did he come from? The only clue to his identity came when he was given a pencil and a piece of paper and he drew a beautiful picture of a grand piano. When hospital staff excitedly took him to a piano, they were surprised at how well he played. From then on the patient became known as the Piano Man, and the National Missing Persons Helpline published a phone number in the hope that someone would come forward to identify him.

C \_\_\_\_\_  
Calls came in from all over the world from people recognising him as a French street musician or a Czech concert pianist. The Piano Man didn't seem to understand any of the language experts the police brought in – they even tried a Norwegian ship's captain to see if the Piano Man understood Norwegian. However, his identity remained a mystery and the search went on.

D \_\_\_\_\_  
The end of the story of the Piano Man is, in fact, a bit of an anticlimax. One Friday in August he woke up and told a doctor he was German. The hospital got in touch with the German embassy at once, and they in turn contacted his parents, who confirmed his identity.

E \_\_\_\_\_  
So, it turned out that the Piano Man was, in fact, Andreas Grassi, aged twenty, from Prosdorf, Germany, who was suffering from a serious mental illness when police found him on that beach. He's now recovering from his illness at home while the publicity his story created dies down.



# Narrating events

I can describe and react to a story.

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

I had fancied Paul for ages. I was really excited because I \_\_\_\_\_ (receive) an invitation to Paul's party.  
When the day of the party arrived I \_\_\_\_\_ (get) dressed and set off for Paul's house. However, I \_\_\_\_\_ (feel) really embarrassed when I \_\_\_\_\_ (walk) in to the living room. Everyone else \_\_\_\_\_ (wear) smart clothes, but I had my jeans on. I only \_\_\_\_\_ (have) one drink and then I \_\_\_\_\_ (leave) the house.  
The next day I felt even worse because my best friend told me that Paul \_\_\_\_\_ (ask) her out.

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

lucky exciting rude strange shame mess shock

- 1 I can't wait! We're going on holiday to Thailand next month. How exciting!
- 2 That man just pushed me off the pavement. \_\_\_\_\_
- 3 Oh no! We didn't qualify for the next round of the football tournament yesterday. \_\_\_\_\_!
- 4 I dropped the lasagne all over the floor as I was taking it into the dining room. \_\_\_\_\_!
- 5 Can you believe it? Someone tried to open my front door last night while I was watching TV! \_\_\_\_\_!
- 6 I found some money while I was walking to school yesterday. \_\_\_\_\_!
- 7 That's odd. I remember putting my purse in my bag, but now I can't find it. \_\_\_\_\_!

- 3 Choose the correct sequencing expressions.

The last time we tried to go away for the weekend, it was a complete disaster. <sup>1</sup> **Later on / First** it was raining heavily in the morning when we got up so we weren't sure whether to go or not. <sup>2</sup> **Then / A few minutes later** there was a lot of traffic on the road so it took us ages to get out of the city. <sup>3</sup> **After that / After a few minutes** we couldn't find anywhere to have lunch, so we wasted an hour or so trying to find a restaurant. <sup>4</sup> **At first / Finally** our car broke down about an hour after we had left the restaurant, so we had to abandon the trip. <sup>5</sup> **In the end / Next** we got a taxi home and spent a very boring weekend at home. What a disaster!

- 4 Complete the dialogue with the reactions in the box.

What an adventure! What happened?  
Didn't you have the address with you?  
How exciting! What a disaster! How dangerous!

- A Did I ever tell you about the time I got lost in Budapest?  
B Oh no! Tell me more. <sup>1</sup> \_\_\_\_\_  
A Well, after a long journey by bus, we jumped straight into a taxi to go off exploring the city.  
B <sup>2</sup> \_\_\_\_\_  
A Yes, it was. And we were really enjoying ourselves until we realised we didn't know where the hotel was.  
B Oh no! <sup>3</sup> \_\_\_\_\_  
A Well, no. We'd been in such a hurry to go out, that nobody had brought the name of the hotel or the address with them.  
B <sup>4</sup> \_\_\_\_\_  
A Well, it could have been, but luckily we found a taxi driver who said his girlfriend spoke English, so we got in the taxi with him to go and fetch his girlfriend.  
B <sup>5</sup> \_\_\_\_\_  
A Yes, I suppose it was, but we were lucky because he drove straight to her house. Somehow she knew which hotel we were talking about and she directed him straight there!  
B <sup>6</sup> \_\_\_\_\_  
A Yes, but it was a great experience!

## CHALLENGE!

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

- A Did I ever tell you about \_\_\_\_\_?  
B No. \_\_\_\_\_  
A Well, \_\_\_\_\_  
B How \_\_\_\_\_  
A And \_\_\_\_\_  
B Really? \_\_\_\_\_?  
A Well, no. \_\_\_\_\_  
B How \_\_\_\_\_ So what did you do?  
A \_\_\_\_\_  
B How \_\_\_\_\_  
A Yes, but \_\_\_\_\_



## Preparation

1 Choose the correct word to complete the phrasal verbs in these clauses.

- a I discovered that I had accidentally thrown my ticket away / down
- b we went in / out in the evening
- c none of us had found out / for the train times
- d but it turned up / out to be a disaster
- e we sat down / up on the beach
- f we set back / off early in the morning

2 Complete the narrative with the clauses from exercise 1.

A terrible day out

Last August, some friends and I decided to go to Brighton for the day. It was supposed to be a fun day out, <sup>1</sup> \_\_\_\_\_ !

<sup>2</sup> \_\_\_\_\_, since we wanted to spend as much time as possible on the beach. However, <sup>3</sup> \_\_\_\_\_, so we spent two hours waiting at the station. It was nearly midday by the time we arrived at our destination.

<sup>4</sup> \_\_\_\_\_, but within a few minutes, it started to rain. After an hour, we gave up and decided to go home. At the station, <sup>5</sup> \_\_\_\_\_, so I had to buy another one!

It really was a terrible day. However, <sup>6</sup> \_\_\_\_\_ and had a better time.

3 Match the sentence halves in A with the sentence halves in B.

A

We didn't go out  
I always listen to music  
He likes getting up early  
I don't fancy cooking  
The exam was hard  
I want to study medicine

B

so let's eat out.  
but she got a good mark.  
even though the course  
is so long.  
because it was raining.  
whereas I prefer staying  
in bed.  
while I'm studying.

4 Complete the sentences with the conjunctions in the box.

because but even though so whereas while

- 1 I couldn't afford a taxi home \_\_\_\_\_ I'd spent all my money at the cinema.
- 2 \_\_\_\_\_ this happened nearly four years ago, I still remember it as if it were yesterday.
- 3 \_\_\_\_\_ I was paying for the meal, somebody stole my wallet.
- 4 Some of the rides at the theme park were scary \_\_\_\_\_ very exciting.
- 5 My favourite ride was *Colossus*, \_\_\_\_\_ my friend preferred *Tidal Wave*.
- 6 We realised that we were completely lost, \_\_\_\_\_ we phoned my parents.

## Writing task

5 In your notebook write a narrative about a day out that was either very enjoyable or very unpleasant. The events can be real or imaginary. Use the Writing Bank on page 107 to help you. Write 150–200 words and follow the plan.

Paragraph 1

setting the scene (when? where? good or bad?)

Paragraph 2

description of the events (what happened?)

Paragraph 3

conclusion (what happened afterwards? OR how do you feel about it now?)

## Check your work

Have you

- ☐ used phrasal verbs and conjunctions?
- ☐ written 150–200 words?
- ☐ checked grammar, spelling and punctuation?





# SELF CHECK 2

Read the clues and complete the crossword.

## CLUES

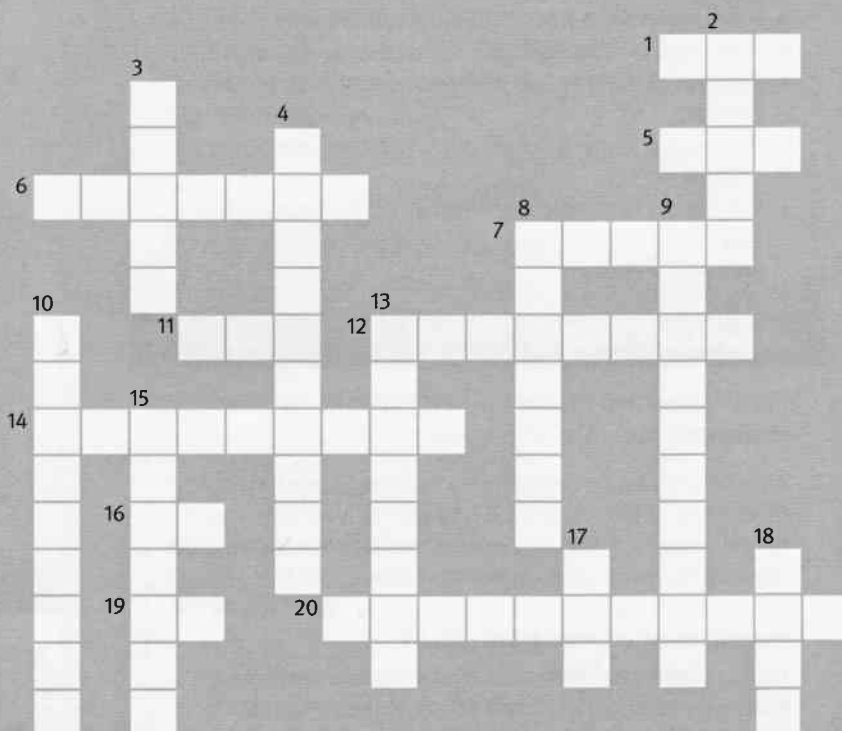
### Across (→)

- 1 Look at the price \_\_\_\_\_ before you try on that cap.
- 5 \_\_\_\_\_ awful!
- 6 The wind was \_\_\_\_\_ wildly.
- 7 She was \_\_\_\_\_ when her boyfriend finished with her.
- 11 I didn't \_\_\_\_\_ to wear glasses when I was younger.
- 12 He takes his books to school in a \_\_\_\_\_.
- 14 I can't read your writing. It's completely \_\_\_\_\_.
- 16 She won't go out. She's ashamed \_\_\_\_\_ her new haircut.
- 19 \_\_\_\_\_ the end we went home to bed.
- 20 He was very nervous about the exam. He couldn't concentrate because of his \_\_\_\_\_.

### Down (↓)

- 2 She's worried \_\_\_\_\_ her friend.
- 3 He \_\_\_\_\_ his leg while he was playing football.
- 4 Wow! What an \_\_\_\_\_ day!
- 8 Nobody knew why he was sick. The cause of his illness was \_\_\_\_\_.
- 9 The children were excited about the party. They couldn't contain their \_\_\_\_\_.
- 10 \_\_\_\_\_ are shoes you wear on the beach.
- 13 I was so \_\_\_\_\_ when I found my purse!
- 15 I'm \_\_\_\_\_ forward to seeing you.
- 17 It turned \_\_\_\_\_ to be a real adventure.
- 18 We \_\_\_\_\_ to live in the country but now we live in the city.

Your score  /20



## I CAN ...

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



= I need more practice.



= I sometimes find this difficult.



= No problem!

	*	**	***
I can describe how I feel. (SB p.14)			
I can describe my earliest memory using different past tenses. (SB p.15)			
I can discuss the significance of important days. (SB p.16)			
I can talk about things that were true in the past but aren't now. (SB p.17)			
I can understand a magazine article about a man who lost his memory. (SB p.18)			
I can describe and react to a story. (SB p.20)			
I can write a narrative, telling the story of an event. (SB p.21)			

## TIPS: Reading

- First, read the instructions in the exam task.
- Next, read the sentences and the options (A–C).
- Then read the whole text.
- Find the part of the text with the information for each answer.
- Remember that the sentences follow the same order as the text.
- You do not have to understand all of the words in the text. You can guess the meaning of many words from the context.

## EXAM TASK – Reading

Read the text and choose the best option (A–C) to complete the sentences (1–5).

A world where memories can be created as you wish and then inserted into your actual memory is a tempting topic for any science fiction or screenplay writer. What would be the consequences of such actions? How could this process be used by the governments of the world? What would be the ethical issues connected with it?

*We Can Remember It For You Wholesale* is a short story written by legendary science fiction author, Philip K. Dick. The main character, Douglas Quail, appears to be an ordinary man whose life is as boring as it is average. His dull routine is so tiresome that he starts fantasising about visiting Mars.

As the visions become stronger and stronger and pull him in deeper and deeper, he finally decides to visit the Rekal Corporation. It is a corporation which offers memory implant services. Douglas wants them to place a memory of a trip to Mars in his mind. Unfortunately, the procedure, although simple and standard, does not go as planned.

Just before they can replace Douglas's memory, the people at Rekal discover that, in fact, he has been to Mars. He was there on a secret mission for the International police force. His task was to assassinate the leader of an underground rebellion taking place on Mars. Of course, the memory replacement is out of the question and Rekal sends Douglas home as quickly as possible.

The problem is that, once stirred, the old memories start coming back more and more strongly. The story becomes a tale of a man who has two sets of memories which contradict each other. After the initial confusion, Douglas needs to decide how to deal with them. Should he eliminate some of them? Or should he try somehow to put them together into one life story? But which of them are real?

Naturally, it is perfect material for a movie and indeed, the story served as the basis for a Hollywood blockbuster, *Total Recall*, starring Arnold Schwarzenegger and Sharon Stone. However, the plot was adapted very loosely and if you've only seen the movie then you can't say you know the whole story.

- Philip K. Dick wrote  
A legends.  
B stories.  
C screenplays.
- Douglas's life is  
A fantastic.  
B monotonous.  
C tiring.
- Douglas used to work as a  
A secret agent.  
B missionary.  
C policeman.
- Douglas is confused because he can recall  
A the old memories only.  
B the new memories only.  
C both old and new memories.
- The movie *Total Recall*  
A tells the whole story.  
B is very different from the story.  
C is based on the story.

## TIPS: Use of English

- Read the text quickly to find out what it is about.
- Use the context to decide which tense to use.
- You need to write more than one word for some gaps.
- If an adverb is included in the brackets, think about the correct word order.

## EXAM TASK – Use of English

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

When I was 14 I became the goalkeeper for the school hockey team. I was quite scared actually, as I used <sup>1</sup> \_\_\_\_\_ (wear) glasses in those days, and, as you know, a hockey ball is very hard. The day of our first match arrived and we put on our school sports uniform, and <sup>2</sup> \_\_\_\_\_ (go) out onto the sports field. The girls in the other team <sup>3</sup> \_\_\_\_\_ (already, practise) and I <sup>4</sup> \_\_\_\_\_ (not like) the way they were hitting the ball so hard. Our P.E. teacher, Miss Bartram, <sup>5</sup> \_\_\_\_\_ (blow) the whistle and the match began. I <sup>6</sup> \_\_\_\_\_ (train) very hard so I was full of expectations, but I <sup>7</sup> \_\_\_\_\_ (really, worry) about my glasses. So every time one of the other team hit the ball at the goal, I turned around, hoping that I <sup>8</sup> \_\_\_\_\_ (stop) it with my back. This worked quite well at first and I managed <sup>9</sup> \_\_\_\_\_ (save) a few goals. Unfortunately, the next ball hit me on the back of my head and knocked me onto the grass. My family, who <sup>10</sup> \_\_\_\_\_ (come) to watch the match, were very relieved when I got up again. However, that was the end of the hockey season for me.



## PREPARATION: Listening

- Read the instructions in the exam task and answer the questions.

- How many people do you think you will hear?
- What is Sarah's job?

- Tick the topics that you think the recording includes.

- Sarah's workplace ☐
- her international successes ☐
- her family life ☐
- the beginnings of her career ☐

## Tips

- Read the statements and the options (A–C).
- The correct option may not include the words you hear in the recording.
- Try to understand the overall meaning; don't try to understand every word.
- When you listen for the second time, check your answers and complete any that you haven't done.

## EXAM TASK – Listening

**LISTENING** Listen to an interview with a photographer and complete the sentences with the best option (A–C).

- Sarah Goldman
  - always loved to collect pictures.
  - started her career at the age of 21.
  - became a photographer 21 years ago.
- Photographing animals
  - is easier for Sarah than for most people.
  - gives Sarah amazing career possibilities.
  - hasn't earned her any respect.
- When Sarah works away from her own studio, she
  - takes photos of pets in different urban environments.
  - sometimes comes home a few weeks early.
  - watches a lot of television programmes.
- Sarah's studio
  - changes very often.
  - has a lot of furniture for animals.
  - has special areas for animals.
- When Sarah gets some new equipment
  - it takes her about 20 minutes to learn to use it.
  - she does not like to experiment with it.
  - she practises how to use it before the shoot.

## EXAM TASK – Writing

Write to your pen pal from Britain about an interesting experience you had with your friends. Imagine a photograph you took at the time and that you enclose it with your letter. Write a letter (150–200 words) including the following points:

- where you went and a description of the place
- a description of the photograph
- what happened
- why it was an interesting experience for you.

## PREPARATION: Speaking

- Think about which tense you need to use to describe activities shown in a photo: present simple or present continuous.
- Think about suitable vocabulary.

Use the Functions Bank on page 103 to help you.

## TIPS

- First, describe what you can see in the photo. Talk about the environment and what the people are doing.
- Try to speculate about the people's activities (use *maybe* and *probably*).
- Finally, say what you think about such activities.

## EXAM TASK – Speaking

This photo shows people taking photographs of wild animals. Describe the photo and then mention the following points:

- reasons for taking photos of wild animals
- the risks people need to take in such situations
- your opinion of people who do this.



## PREPARATION: Writing an informal letter

- Think about the form and style of an informal letter.
- Think of useful phrases for describing a place.
- Divide your letter into paragraphs.

Use the Writing Bank on page 106 to help you.

# 3 Nine to five

## A

VOCABULARY AND LISTENING

### The world of work

*I can talk about jobs and work.*

#### 1 Complete the jobs. Add a, e, i, o and u.

- |              |                  |
|--------------|------------------|
| 1 _rt__st    | 7 h__rdr__ss__r  |
| 2 b__ld__r   | 8 m__ch__n__c    |
| 3 ch__f      | 9 n__rs__        |
| 4 d__ct__r   | 10 p__l__t__c__n |
| 5 __ng__n__r | 11 sc__nt__st    |
| 6 f__rm__r   | 12 s__cr__t__ry  |

#### 2 Match the jobs in the box with the job descriptions (1–8). There are two words you do not need.

surgeon carpenter dentist electrician estate agent  
journalist lawyer architect plumber vet

- A person who designs buildings.  
\_\_\_\_\_
- A person who looks after your teeth.  
\_\_\_\_\_
- A person who buys and sells houses.  
\_\_\_\_\_
- A person who looks after the water system in your house.  
\_\_\_\_\_
- A doctor for animals.  
\_\_\_\_\_
- A person who makes furniture out of wood.  
\_\_\_\_\_
- A person who writes articles for a newspaper.  
\_\_\_\_\_
- A person who operates on sick people.  
\_\_\_\_\_

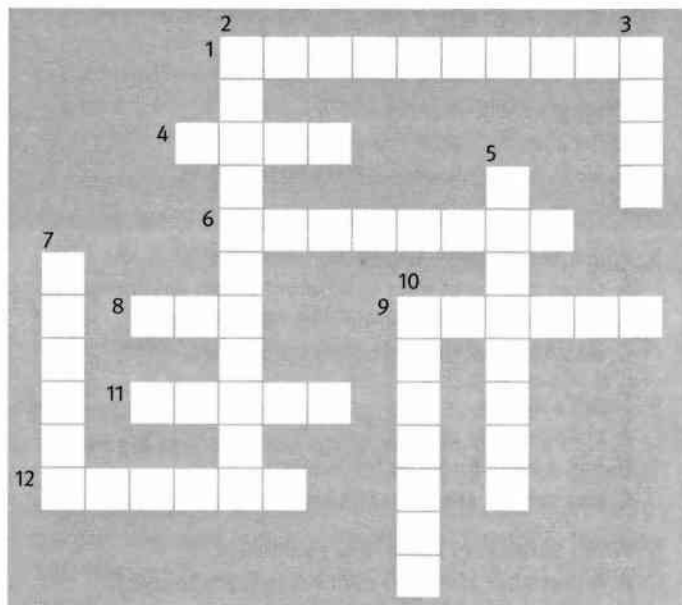
#### 3 Choose the correct alternatives.

- A soldier / An electrician is a member of the army.
- A vet / paramedic is not a doctor, but looks after sick people.
- A lecturer / nanny teaches at university.
- An accountant / A sales rep checks the finances of a company.
- A travel agent / An estate agent sells holidays.
- A fire fighter / fisherman works in burning buildings.

#### 4 Read the clues and complete the crossword.

##### Across (→)

- People often phone a c\_\_\_\_\_ c\_\_\_\_\_ to ask for information.
  - You don't work all day in a p\_\_\_\_\_ -time job.
  - A l\_\_\_\_\_ often does physical work on a building site.
  - If you're not in a team, you work on your o\_\_\_\_\_.
  - Your s\_\_\_\_\_ is the money you earn monthly from your job.
  - In s\_\_\_\_\_ -work you don't always have the same timetable.
  - A manager is in c\_\_\_\_\_ of a group of people.
- ##### Down (↓)
- A ch\_\_\_\_\_ job is difficult but enjoyable.
  - You will e\_\_\_\_\_ £9.50 an hour.
  - She has a good salary. Her job is w\_\_\_\_\_ p\_\_\_\_\_.
  - In a bank you have to deal with the p\_\_\_\_\_.
  - You need special training to do a s\_\_\_\_\_ job.



#### CHALLENGE!

Write two jobs you'd like to do, and why.

Job: \_\_\_\_\_  
 \_\_\_\_\_  
 Job: \_\_\_\_\_  
 \_\_\_\_\_



## Defining relative clauses

*I can describe a person, thing or place using defining relative clauses.*

**1** Complete the sentences with the relative pronoun *who*, *which*, *where* or *whose*.

- 1 A rucksack is a bag \_\_\_\_\_ you wear on your back.
- 2 Flip flops are shoes \_\_\_\_\_ you wear on the beach.
- 3 A building site is a place \_\_\_\_\_ houses are built.
- 4 A widow is a woman \_\_\_\_\_ husband is dead.
- 5 A plumber is a person \_\_\_\_\_ repairs water pipes.
- 6 A surgery is \_\_\_\_\_ a doctor sees their patients.
- 7 A shoplifter is a person \_\_\_\_\_ steals from shops.
- 8 A successful writer is a person \_\_\_\_\_ books are published.



**2** Rewrite the sentences with the relative pronoun *that* where possible.

- 1 A nanny is a person who looks after children.  
\_\_\_\_\_
- 2 A tag is a label which you attach to luggage.  
\_\_\_\_\_
- 3 A studio is where an artist works.  
\_\_\_\_\_
- 4 A surgeon is a doctor who performs operations.  
\_\_\_\_\_
- 5 A salary is the money which you earn in your job.  
\_\_\_\_\_
- 6 Leggings are tight trousers which girls wear.  
\_\_\_\_\_
- 7 An orphan is a person whose parents are dead.  
\_\_\_\_\_
- 8 An architect is a person who designs houses.  
\_\_\_\_\_

**3** Rewrite the sentences that are incorrect.

- 1 A hospital is a place where ill people go there.  
\_\_\_\_\_
- 2 A musician is a person who he plays music.  
\_\_\_\_\_
- 3 A coat is a thing which you wear it in the winter.  
\_\_\_\_\_
- 4 He's the boy whose good at football.  
\_\_\_\_\_
- 5 A comedy is a film which makes you laugh.  
\_\_\_\_\_
- 6 That's the girl who her mother is a dentist.  
\_\_\_\_\_

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

- 1 She's the receptionist. She answered my call.  
She's the receptionist who answered my call.
- 2 That's the man. His dog scared me.  
\_\_\_\_\_
- 3 That's the sports shop. I bought my tracksuit there.  
\_\_\_\_\_
- 4 He's the shop assistant. He served me.  
\_\_\_\_\_
- 5 That's the jacket. I bought it in the sales.  
\_\_\_\_\_
- 6 A laboratory is a place. Scientists do experiments there.  
\_\_\_\_\_
- 7 That's the car. It was parked outside our house.  
\_\_\_\_\_
- 8 That's the woman. Her daughter is in my class.  
\_\_\_\_\_

**CHALLENGE!**

Continue the sentences.

- 1 A parent is a person who \_\_\_\_\_
- 2 Homework is something which \_\_\_\_\_
- 3 School is a place where \_\_\_\_\_
- 4 A teacher is a person whose \_\_\_\_\_



# Commuting from abroad

I can understand an article about 'Euro-commuting'.

## Revision: Student's Book page 26

### 1 Complete the words with the suffixes *-ician*, *-er*, *-or*, *-ist* or *-ant*.

- |                 |                     |
|-----------------|---------------------|
| 1 techn_____    | 7 farm_____         |
| 2 build_____    | 8 dent_____         |
| 3 supervis_____ | 9 lorry driv_____   |
| 4 scient_____   | 10 administrat_____ |
| 5 account_____  | 11 electr_____      |
| 6 journal_____  | 12 consult_____     |

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

- Which cities does the Eurostar train run between?  
\_\_\_\_\_
- How long does it take to get from London to Lille by Eurostar?  
\_\_\_\_\_
- What two difficulties do London commuters face?  
\_\_\_\_\_
- What two aspects of living in another country attract British workers?  
\_\_\_\_\_
- How many people are predicted to be working in the UK but living abroad by 2015?  
\_\_\_\_\_

### 3 Match the highlighted words in the text with the definitions below.

- a phrase the British use for 'mainland Europe' \_\_\_\_\_
- people who travel regularly between their home and work \_\_\_\_\_
- choosing \_\_\_\_\_
- tired \_\_\_\_\_
- in or to a foreign country \_\_\_\_\_
- full of traffic \_\_\_\_\_
- famous for a bad reason \_\_\_\_\_
- the money you need for food, clothes, a house, etc.  
\_\_\_\_\_

## CHALLENGE!

Would you like to live abroad and commute to work in your country? Why? Why not?

Write two reasons for each answer.

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

## Euro-commuting



With the launch of the new Eurostar train services from London to France and Belgium, 'Euro-commuting' has become a real possibility for British workers.

The new high-speed rail links between the south-east of England and Brussels, Lille and Paris on **the continent** mean that more and more Brits are seriously considering looking for jobs in France and Belgium while still living in the UK.

Eurostar services from London reach Paris in just over two hours, Brussels in one hour and 50 minutes, and Lille in just over an hour. Many British workers spend a lot longer than this commuting daily into London, which is **notorious** for its **congested** roads and poor public transport services. This makes the prospect of a fast, smooth trip through the Channel Tunnel with efficient public transport links at the other end very enticing for **weary** London **commuters**.

Other people, fed up with the high **cost of living** in Britain, and attracted by the better quality of life on the continent, are **opting** to set up home in France or Belgium while continuing to work in the UK. The government predicts that by 2015 there will be 1.5 million people working in the UK but living **abroad**.

## Non-defining relative clauses

*I can use non-defining relative clauses.*

## 1 Complete the sentences with the relative clauses in the box.

who comes from Colombia  
where we usually go on holiday  
which can be read at a distance  
whose films include *Titanic*  
which is on the fourth floor  
who was born in Russia in 1987

- 1 Maria Sharapova, \_\_\_\_\_, is the world's highest-paid female athlete.
- 2 My flat, \_\_\_\_\_, is in the middle of town.
- 3 RFID tags, \_\_\_\_\_, will be used by all supermarkets in the future.
- 4 Shakira, \_\_\_\_\_, released her first album in 1995.
- 5 Leonardo DiCaprio, \_\_\_\_\_, believes in protecting the environment.
- 6 The island of Menorca, \_\_\_\_\_, is in the Mediterranean.

## 2 Choose the correct relative pronouns.

- 1 The Police, the band **who** / **that** broke up in the 80s, played together at the Grammy awards in 2007.
- 2 Berlin, **that** / **which** used to be divided into two parts, is now the capital of Germany.
- 3 Madonna, **whose** / **who** hits include *Holiday*, is married to film director Guy Ritchie.
- 4 Liverpool, **where** / **whose** the Beatles are from, is on the banks of the River Mersey.
- 5 Take That, **whose** / **who** lead singer used to be Robbie Williams, re-formed after ten years.
- 6 Johnny Depp, **that** / **who** stars in *Pirates of the Caribbean*, often acts in films by Tim Burton.



## 3 Correct the sentences.

- 1 Tenerife, where is a popular holiday destination, is in the Canary Islands.  
\_\_\_\_\_
- 2 Mariah Carey, who best-known song is *We belong together*, was born in 1970.  
\_\_\_\_\_
- 3 My car, that I bought last year, is a cool yellow Mini.  
\_\_\_\_\_
- 4 David Beckham, which wife is Victoria, used to play football for Real Madrid.  
\_\_\_\_\_
- 5 Martina Sáblíková, who speed-skating career began in 2006, comes from Žďár nad Sázavou.  
\_\_\_\_\_
- 6 Stockholm, which I met my boyfriend, is the capital of Sweden.  
\_\_\_\_\_

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

- 1 Crete is a Greek island. It's a popular holiday destination.  
\_\_\_\_\_
- 2 Harrison Ford is going to make the fourth *Indiana Jones* film. He used to be a carpenter.  
\_\_\_\_\_
- 3 Daniel Craig is afraid of flying. He's the sixth James Bond.  
\_\_\_\_\_
- 4 Dakar is the capital of Senegal. The famous motor rally ends there.  
\_\_\_\_\_
- 5 Daniel Radcliffe began acting at the age of five. He plays Harry Potter in the films.  
\_\_\_\_\_

## CHALLENGE!

Write a sentence about your favourite singer or group.

REM, whose first hit single was *Radio Free Europe*, formed in Athens, Georgia, in 1980.





## Revision: Student's Book page 28

## 1 Rewrite the sentences with the phrasal verbs in the box.

bring up   carry out   find out   gets on well  
give up   work out

- 1 We need to ask someone if we want to discover what time the train leaves.  
\_\_\_\_\_
- 2 I do my job the best I can.  
\_\_\_\_\_
- 3 She has a good relationship with the other employees.  
\_\_\_\_\_
- 4 He couldn't find an answer to the problem.  
\_\_\_\_\_
- 5 She's pregnant, so she's going to stop smoking.  
\_\_\_\_\_
- 6 You can't tell people how to educate their children.  
\_\_\_\_\_

## 2 Read the text and choose the best answer.

- 1 Linda is  
A American.  
B British.  
C Canadian.
- 2 Her first deep-sea fishing trip was  
A when she was a child.  
B before she was twenty.  
C in 1986.
- 3 Linda took up swordfishing because  
A she needed to earn some money.  
B all her family are fishermen.  
C she loves boats and catching fish.
- 4 On the boat described in *The Hungry Ocean*  
A there were five people.  
B there were six people.  
C there were four people.
- 5 Linda prefers to be described as  
A a fisherwoman.  
B a fisherlady.  
C a fisherman.

## Linda Greenlaw: swordfish fisherman



Not only does Linda Greenlaw do one of the most dangerous jobs in the world, but she also does it extremely well. She has been described as 'one of the best captains on the entire East coast' and that, in one of the leading countries in the fishing industry, is praise indeed.

Linda was born and brought up on Isle au Haut, a tiny island ten kilometres off the coast of Maine, USA. She fell in love with fishing as a child, and she worked on fishing boats during her summer breaks from college.

Her first opportunity to go on a deep-sea fishing trip came when she was nineteen. Alden Leeman, a man she'd never met before, hired her for thirty days on his swordfishing boat. The trip was a success and eventually Alden offered Linda her first boat to captain in 1986, which probably made her the only woman ever to captain a swordfishing boat.

So, why did she take up swordfishing in the first place? Linda says that not only does she like the way she feels on a boat, but she also gets passionate about catching a fish. More than anything, she's proud of being a fisherman, even more so than she is of being a best-selling author.

Linda has published four books to date, the first of which, *The Hungry Ocean*, was top of the New York bestseller list for three months. In it, Linda tells the story of one fishing trip and narrates the adventures she experienced on board with her five-man crew, including bad weather, sickness, mechanical problems and, of course, the fish.

But the world of fish and fishing is a man's world and it's not easy to find a word to describe Linda Greenlaw. In her own words, she says: 'I am a woman. I am a fisherman. I am not a "fisherwoman", "fisherlady" or "fishergirl".'

# 3 F EVERYDAY ENGLISH

## A job interview

*I can ask and answer questions at a job interview.*

- 1 Complete the job adverts with the words and phrases in the box.

an hour busy customers earn in charge of  
part-time reliable shift work team working hours

Well-known supermarket chain is looking for young cashiers for <sup>1</sup> \_\_\_\_\_ work in new store. <sup>2</sup> \_\_\_\_\_ are from 9.30 a.m. to 5.30 p.m. on Saturdays. You will be dealing with <sup>3</sup> \_\_\_\_\_ and working with money. You must be <sup>4</sup> \_\_\_\_\_ and good with numbers. You will <sup>5</sup> \_\_\_\_\_ £40 a day.



### Bar staff

Needed for popular city centre pub during <sup>6</sup> \_\_\_\_\_ summer season. <sup>7</sup> \_\_\_\_\_ alternating six days lunchtimes followed by six days evenings. You will be <sup>8</sup> \_\_\_\_\_ serving tables in the garden and you will work in a <sup>9</sup> \_\_\_\_\_ with the other bar staff. Competitive pay: £6.50 <sup>10</sup> \_\_\_\_\_.



- 2 Put the words in the correct order to make questions.

- 1 you / job / out / did / about / How / the / find  
\_\_\_\_\_?
- 2 shop / you / before / in / worked / Have / a  
\_\_\_\_\_?
- 3 did / there / you / What / do  
\_\_\_\_\_?
- 4 long / did / there / How / you / work  
\_\_\_\_\_?
- 5 the right person / the job / do you think / you're / Why / for  
\_\_\_\_\_?
- 6 you / When / start / could  
\_\_\_\_\_?

- 3 Match the questions in exercise 2 with the answers (A–F). Write a number (1–6) in the box.

- A Because I'm friendly and reliable and I enjoy working with people. ☐
- B I took the money from the customers when they bought something. ☐
- C For three years, but only in the evenings. ☐
- D I can start immediately, if you need me to. ☐
- E Yes, I've helped my dad out in his clothes shop. ☐
- F I saw your advert in the newspaper. ☐

- 4 Choose the correct expressions of interest for an interviewer to use in a job interview.

- 1 I saw your advert on the school noticeboard.  
That's great! / I see.
- 2 I often helped my mum on her stall in the market.  
Right. / That's fantastic!
- 3 I helped sell the vegetables.  
That's interesting. / How incredible!
- 4 I helped her for about five years, but only on Saturdays.  
What a good idea! / OK.
- 5 Because I'm hard-working and reliable and I like working with people.  
Really? / That's great, Gemma.

- 5 Complete the dialogue for a job interview.

- Manager \_\_\_\_\_ about the job?
- Gemma I saw \_\_\_\_\_
- Manager \_\_\_\_\_ Have you worked \_\_\_\_\_?
- Gemma Yes, I have. \_\_\_\_\_
- Manager \_\_\_\_\_ What did \_\_\_\_\_?
- Gemma I \_\_\_\_\_
- Manager \_\_\_\_\_ How long \_\_\_\_\_?
- Gemma For about \_\_\_\_\_
- Manager \_\_\_\_\_ And why do you think \_\_\_\_\_?
- Gemma Because I'm \_\_\_\_\_
- Manager \_\_\_\_\_ Thanks for coming in and we'll be in touch.



Preparation

- 1 Put the words in the correct order.
- gardener / the post / for / I am writing / of / to apply  
I am writing to apply for the post of gardener
  - CV / enclosing / I / am / my  
\_\_\_\_\_
  - person / discuss / in / We / my / could / application  
\_\_\_\_\_
  - responsibilities / planting / there / as well as / My / include / garden design  
\_\_\_\_\_
  - gardening / in / have / I / experience / considerable  
\_\_\_\_\_
  - be / work / on 15th May / available / I / to start / will  
\_\_\_\_\_
  - a reference / can / necessary / I / if / supply  
\_\_\_\_\_

2 Complete the letter with the expressions from exercise 1.

Dear Sir or Madam

1

I am writing to apply for the post of gardener

for the City Council, which was advertised in last Sunday's newspaper.

2

\_\_\_\_\_

. For the last two years I have worked for a private gardening company in Bristol.

3

\_\_\_\_\_

4

I consider myself to be a reliable and enthusiastic worker.

5

\_\_\_\_\_

from the manager of the company where I am working at present.

6

I would be very grateful for the opportunity to visit your department where

5

\_\_\_\_\_

. I am available for interview any afternoon after 3 p.m.

7

\_\_\_\_\_

8

If my application is successful,

9

\_\_\_\_\_

10

when I am planning to leave my present company.

11

\_\_\_\_\_

12

Yours faithfully

13

Nick Baxter

- 3 Number the questions in the order they are answered in Nick's letter.
- What are your responsibilities?
  - What personal qualities make you suitable?
  - Are you sending in a CV?
  - When are you available for an interview?
  - When are you available to start work?
  - Which post are you applying for?
  - How did you find out about the job?
  - Where are you working now?
  - Can you provide a reference?

Writing task

- 4 In you notebook write a letter of application for the posts advertised below. Use the Writing Bank on page 106 to help you. Write 150–200 words and do the following:
- Make notes on the answers to the questions in exercise 3.
  - Organise your notes into paragraphs.

Sports monitors



Wanted for council summer camps.  
 Excellent opportunity to gain  
 experience working with children aged  
 6–14 in beautiful surroundings.  
 Must be fit and enjoy playing sport.

£1,000 a month

Check your work

- Have you
- ☐ started and finished your letter appropriately?
  - ☐ organised your letter into paragraphs?
  - ☐ written 150–200 words?
  - ☐ checked grammar, spelling and punctuation?

# SELF CHECK 3

Read the clues and complete the crossword.

## CLUES

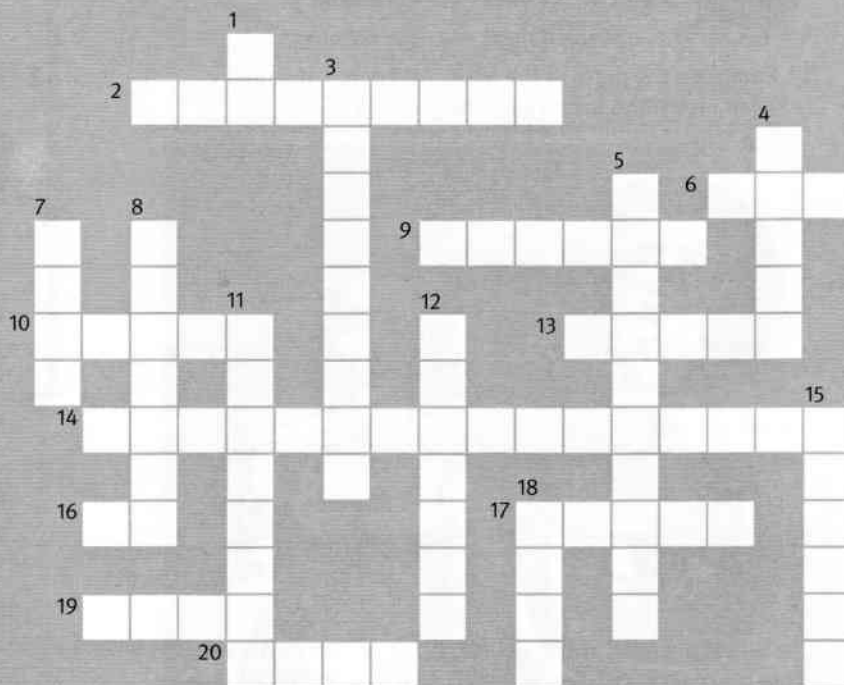
### Across (→)

- 2 A person who applies for a job is an \_\_\_\_\_.
- 6 An architect is a person \_\_\_\_\_ designs buildings.
- 9 A \_\_\_\_\_ advises people about legal matters.
- 10 You're wrong. I don't \_\_\_\_\_ with you.
- 13 A newsagent's is a shop \_\_\_\_\_ you can buy newspapers.
- 14 As a receptionist my \_\_\_\_\_ are to answer the phone and greet visitors.
- 16 I get \_\_\_\_\_ well with my sister.
- 17 A tin opener is a thing \_\_\_\_\_ opens tins.
- 19 The \_\_\_\_\_ guard rescued the child from the swimming pool.
- 20 You will \_\_\_\_\_ £10.50 an hour.

### Down (↓)

- 1 She gave \_\_\_\_\_ eating chocolate to lose weight.
- 3 A person who has come to live in a country, from another country.
- 4 J K Rowling, \_\_\_\_\_ books have sold millions of copies worldwide, was unemployed when she started writing.
- 5 A person who does technical work is a \_\_\_\_\_.
- 7 A group of people working together is a \_\_\_\_\_.
- 8 a person who performs operations is a \_\_\_\_\_.
- 11 Another word for a worker is \_\_\_\_\_.
- 12 In my \_\_\_\_\_, that shirt is awful.
- 15 The job requires computer \_\_\_\_\_.
- 18 I can't \_\_\_\_\_ out the answer to that question.

Your score  /20



## I CAN ...

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

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

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

# 4 Body and mind

## A

### VOCABULARY AND LISTENING

## The human body

*I can talk about parts of the body and injuries.*

- 1 Complete the parts of the body. Add *a, e, i, o, u* and *y*. Then match the words with the pictures (A–T).



- |              |       |               |       |
|--------------|-------|---------------|-------|
| 1 th__mb     | _____ | 11 st__m__ch  | _____ |
| 2 th__gh     | _____ | 12 __y__br__w | _____ |
| 3 sh__n      | _____ | 13 thr____t   | _____ |
| 4 h____l     | _____ | 14 h__p       | _____ |
| 5 l__p       | _____ | 15 __nkl__    | _____ |
| 6 sc__lp     | _____ | 16 w____st    | _____ |
| 7 n__str__l  | _____ | 17 __y__l__d  | _____ |
| 8 __y__l__sh | _____ | 18 ch__n      | _____ |
| 9 c__lf      | _____ | 19 wr__st     | _____ |
| 10 ch__st    | _____ | 20 kn__       | _____ |

- 2 Match the words in the box with the definitions (1–8). There are two words that you do not need.

muscles	brain	heart	spine	lungs
stomach	blood	liver	ribs	skin

- The \_\_\_\_\_ controls your thoughts, feelings and movements.
- The \_\_\_\_\_ sends blood around your body.
- The \_\_\_\_\_ is your backbone.
- The \_\_\_\_\_ are used for breathing.
- \_\_\_\_\_ is a red liquid that travels though your body.
- The \_\_\_\_\_ cleans your blood.
- The \_\_\_\_\_ are bones which go round your chest and protect the organs.
- The \_\_\_\_\_ is where food goes after you've eaten it.

- 3 Choose the best alternatives.

- Frank **shook** / **nodded** his head to show his disagreement.
- Alan's completely head over **ankles** / **heels** in love with a girl in his class.
- She **yawned** / **blushed** when she admitted she had lied to the headmaster.
- They **blinked** / **winked** when the lights came on in the cinema.
- I really put my **leg** / **foot** in it when I asked her about her boyfriend. I didn't know they'd split up!
- Sheila **breathed** / **beckoned** to us to go and sit with her.
- They **shook hands** / **waved** goodbye until the car disappeared around the corner.
- Don't worry, she's not being serious. She's only pulling your **arm** / **leg**.

### CHALLENGE!

Describe your most recent aches and pains.

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## Past simple and present perfect contrast

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

- 1 Complete the postcard. Choose the correct alternatives.

Dear All,  
We're here in Monaco to see the Grand Prix. We <sup>1</sup> **arrived** / **have arrived** last Tuesday and we <sup>2</sup> **were** / **have been** here for four days now. So far we <sup>3</sup> **saw** / **have seen** the palace and we <sup>4</sup> **visited** / **have visited** the cathedral. Yesterday we <sup>5</sup> **had** / **have had** a tour of Monte Carlo and in the evening we <sup>6</sup> **went** / **have been** to the casino, but we <sup>7</sup> **didn't win** / **haven't won** any money. At breakfast the tour guide <sup>8</sup> **gave** / **has given** us our tickets for the race. We're really excited!

Love

Jack, Betty, Rob and Nick xxxx

- 2 Complete the sentences. Use the past simple in one sentence and the present perfect in the other.

1 go

I \_\_\_\_\_ to a Formula One race three times.

Tom's tired because he \_\_\_\_\_ to a concert last night.

2 lose

Mike \_\_\_\_\_ his wallet so he didn't have any money.

Kim's upset because she \_\_\_\_\_ her mobile phone.

3 have

I \_\_\_\_\_ a pet mouse when I was little.

Brad's dog is very old. He \_\_\_\_\_ Rex for thirteen years.

4 break

Linda's in hospital because she \_\_\_\_\_ her arm.

Lionel \_\_\_\_\_ his leg while he was playing rugby.

- 3 Match the present perfect sentences you wrote in exercise 2 with the uses below. Write the sentence number (1-4) next to each use.

We use the present perfect

- a to say how long a current situation has existed. \_\_\_\_\_  
b to talk about an experience in the past. \_\_\_\_\_  
c to talk about events that are connected with the present. \_\_\_\_\_

- 4 Complete the text with the verbs in the box in the past simple or the present perfect. Use the time expressions to help you.

cry go miss score see take

When I was eight, my dad <sup>1</sup> \_\_\_\_\_ me to see my first football match. It was Manchester United v Arsenal, and since that day, I <sup>2</sup> \_\_\_\_\_ one single match. On one occasion I even <sup>3</sup> \_\_\_\_\_ when I had a serious case of

flu! So far I <sup>4</sup> \_\_\_\_\_ my team score over a hundred goals, but the best goal ever was the one David Beckham <sup>5</sup> \_\_\_\_\_ against Wimbledon in August 1996. Later I <sup>6</sup> \_\_\_\_\_ when Beckham left the team, but watching them play the following week soon made me forget my tears!

- 5 Complete the information about world champion racing driver, Fernando Alonso. Use the past simple or the present perfect form of the verbs in brackets.

Fernando Alonso <sup>1</sup> \_\_\_\_\_ (be born) in Oviedo, northern Spain, in 1981. When he was three his father <sup>2</sup> \_\_\_\_\_ (build) him a go-kart and as a child he <sup>3</sup> \_\_\_\_\_ (travel) around Spain participating in karting competitions. In 1996 he <sup>4</sup> \_\_\_\_\_ (win) the Junior World Cup.

He <sup>5</sup> \_\_\_\_\_ (start) racing cars when he was eighteen and drove in his first Formula One race in 2001. In 2003 he <sup>6</sup> \_\_\_\_\_ (become) the youngest driver ever to win a Formula One race, when he <sup>7</sup> \_\_\_\_\_ (come) first in the Hungarian Grand Prix.

Since then he <sup>8</sup> \_\_\_\_\_ (be) the Formula One world champion twice. He <sup>9</sup> \_\_\_\_\_ (just change) back from the McLaren team to the Renault team, so his colours will be changing back again, too.

Fernando doesn't live in Spain any more, as he <sup>10</sup> \_\_\_\_\_ (move) to Oxford in England. He <sup>11</sup> \_\_\_\_\_ (buy) a house near Lake Geneva, too. In February 2006 he <sup>12</sup> \_\_\_\_\_ (ask) his girlfriend, singer Raquel del Rosario, to marry him.



## CHALLENGE!

Write two or more sentences about an important event you have seen. Use the past simple and the present perfect.

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## Fast food addicts

*I can understand an article about unhealthy food.*

## Revision: Student's Book page 36

1 Which of the foods in the box below contain the most fat?

sugar? \_\_\_\_\_  
vitamins? \_\_\_\_\_  
carbohydrates? \_\_\_\_\_  
protein? \_\_\_\_\_  
salt? \_\_\_\_\_

pasta crisps carrots butter eggs sweets

2 Complete the summary of the Student's Book text about obesity. Use the words in the box.

bill dismissed lawsuits sue

In 2002, a group of obese teenagers tried to  
1 \_\_\_\_\_ McDonald's for making them fat. The  
judge supported McDonald's and 2 \_\_\_\_\_ the  
case. Subsequent 3 \_\_\_\_\_ against fast food  
companies have also failed and on top of that, the US  
government has passed a 4 \_\_\_\_\_ protecting the  
food industry.

3 Read the text about the film *Super Size Me* and answer the question.

What effect did Morgan Spurlock's experiment have on his health?

4 Are the sentences true or false? Write T or F.

- 1 Morgan Spurlock carried out the experiment on himself. \_\_\_\_\_
- 2 He had to eat a Super Size meal once a week. \_\_\_\_\_
- 3 Nothing could get rid of Spurlock's headaches. \_\_\_\_\_
- 4 The experiment affected Spurlock's heart and liver. \_\_\_\_\_
- 5 Spurlock stopped the experiment early because of his doctor's warnings. \_\_\_\_\_
- 6 Afterwards, it took Spurlock five months to return to his original weight. \_\_\_\_\_
- 7 As a result of the film, McDonald's has changed its menus. \_\_\_\_\_

## CHALLENGE!

Describe your favourite healthy meal.

## Super Size Me



*Super Size Me* is a 2004 film by Morgan Spurlock, in which he documents his experiment to eat only McDonald's fast food three times a day, every day, for thirty days.

Spurlock made himself a short list of rules for the experiment, including an obligation to eat all of the three meals he ordered. He also had to 'Super Size', which means accepting a giant portion every time the option was offered to him. He ended up vomiting after the first Super Size meal he finished, after taking nearly twenty minutes to consume it.

After five days Spurlock put on almost 5kg, and he soon found himself feeling depressed, with no energy. The only

thing that got rid of his headaches and made him feel better was another McDonald's meal, so his doctors told him he was addicted. More seriously, around day twenty, he started experiencing heart palpitations and one of the doctors detected liver problems. However, in spite of his doctor's advice, Spurlock continued to the end of the month and achieved a total weight gain of 11kg. His body mass index also increased from a healthy 23.2 to an overweight 27.

It took Spurlock fifteen months to recover from his experiment and return to his original weight, but the film also had a wider impact. Just after its showing in 2004, McDonald's phased out the Super Size option and healthier options like salads appeared on the menu. Unfortunately, McDonald's deny the connection between the film and the changes, but it is interesting to note how closely they coincided with the release of the film.



## Present perfect continuous

*I can use the present perfect continuous.*

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

- 1 Alex \_\_\_\_\_ the drums for ten years. (play)
- 2 His neighbours \_\_\_\_\_ since he bought his drum set. (complain)
- 3 Tracey \_\_\_\_\_ since she was a child. (sing)
- 4 She's got a sore throat because she \_\_\_\_\_ all evening. (shout)
- 5 Johnny and Roger \_\_\_\_\_ the guitar for very long. (not play)
- 6 They're not very good because they \_\_\_\_\_. (not practise)
- 7 Tania \_\_\_\_\_ the group for the last month. (manage)
- 8 She's fed up because they \_\_\_\_\_ to her advice. (not listen)

**2 Match each sentence in exercise 1 with the uses of the present perfect continuous below. Write the sentence number (1–8) next to each use.**

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

**3 Choose the correct alternatives.**

- 1 He can't play today because **he's broken** / **he's been breaking** his arm.
- 2 **She's liked** / **She's been liking** reggae since she went to Jamaica.
- 3 Adrian **has flown** / **has been flying** to New York since he became a pilot.
- 4 They can't go on holiday because **they've crashed** / **they've been crashing** their car.
- 5 So far **they've played** / **they've been playing** in twelve different countries.
- 6 Our music teacher **has only been teaching** / **has only taught** in two other schools.
- 7 **We've seen** / **We've been seeing** the Rolling Stones in concert five times.
- 8 **I've been reading** / **I've read** the biography of Robbie Williams, but I'm only on page 57.

**4 Complete the text about U2 singer, Bono, with the present perfect simple or the present perfect continuous form of the verbs in brackets.**

Paul Hewson, alias Bono, <sup>1</sup> \_\_\_\_\_ (sing) with U2



since its early days in 1976, when the band was called The Hype. He <sup>2</sup> \_\_\_\_\_ (write) all of U2's lyrics, sometimes helped by guitarist David Evans, known as The Edge. Their first album, *Boy*, was released in 1980, but it's

since the release of *The Joshua Tree* in 1987, that U2 <sup>3</sup> \_\_\_\_\_ (become) superstars.

However, Bono's musical career is not the only reason he's famous. He <sup>4</sup> \_\_\_\_\_ (work) with humanitarian organisations like Amnesty International and Greenpeace for many years. On top of that, he <sup>5</sup> \_\_\_\_\_ (meet) several important public figures like the Pope and George W. Bush to discuss the issue of world poverty.

Despite his superstar status, Bono <sup>6</sup> \_\_\_\_\_ (manage) to maintain a relatively stable private life.

He <sup>7</sup> \_\_\_\_\_ (be) married to his childhood sweetheart Ali Stewart since 1982 and they

<sup>8</sup> \_\_\_\_\_ (live) in Killiney, Ireland, with their four children, for over twenty years.

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

- 1 They've been doing their homework \_\_\_\_\_ an hour.
- 2 She's been listening to U2 \_\_\_\_\_ 1990.
- 3 He's been playing for England \_\_\_\_\_ ten years.
- 4 I've been studying German \_\_\_\_\_ six months.
- 5 We've been skiing \_\_\_\_\_ we were children.
- 6 I've been sneezing \_\_\_\_\_ yesterday.

**CHALLENGE!**

Write about what music you like at the moment and how long you've been listening to it.

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---



I can understand a magazine article about a famous mathematician.

Revision: Student's Book page 38

- 1 Complete the sentences with the correct form of the verbs in the box.

associate forget imagine memorise  
remember remind

- I feel awful because I \_\_\_\_\_ my dad's birthday last week.
- She \_\_\_\_\_ him about his doctor's appointment before he left the house.
- In the past, people \_\_\_\_\_ phone numbers instead of saving them in their mobile phones.
- Can you \_\_\_\_\_ what life would be like without electricity?
- Graham is hopeless! He never \_\_\_\_\_ my name!
- I always \_\_\_\_\_ the smell of fresh bread with my mother's kitchen.

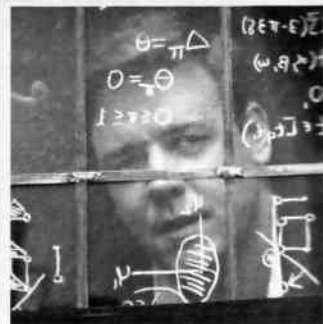
- 2 Write the homophones of these words.

- |                 |                |
|-----------------|----------------|
| 1 wore _____    | 7 where _____  |
| 2 through _____ | 8 hole _____   |
| 3 hour _____    | 9 flu _____    |
| 4 waste _____   | 10 court _____ |
| 5 eye _____     | 11 new _____   |
| 6 one _____     | 12 saw _____   |

- 3 Read the text. Are the sentences true or false? Write T or F.

- John Forbes Nash was the actor in the film *A Beautiful Mind*. \_\_\_\_\_
- Nash preferred to be on his own when he was a child. \_\_\_\_\_
- While he was at university, Nash developed an important business theory. \_\_\_\_\_
- Nash had to stop teaching because he married a student. \_\_\_\_\_
- He was banned from Princeton University during his periods of mental illness. \_\_\_\_\_
- Nash eventually became well enough to work again. \_\_\_\_\_

## A Beautiful Mind



This 2001 drama starring Russell Crowe was loosely based on the book of the same name about the life of the remarkable American mathematician, John Forbes Nash. Nash has one of the most brilliant minds ever to emerge from the United States, but during his life he has had to battle with serious mental illness.

From an early age, Nash was interested in science, and by the age of twelve he was already carrying out scientific experiments alone in his room. He spent very little time with his classmates, who rejected him because of his superior attitude. When the Second World War broke out, other boys of his age were imagining themselves as soldiers while Nash was inventing secret codes.

After graduating in mathematics, Nash went on to develop his games theory at Princeton University where he did his doctorate. This theory became known as the 'Nash equilibrium', and it explains business arrangements between competitors. The 'Nash equilibrium' has been applied in the world of business since the 1950s.

From Princeton University, Nash moved to the Massachusetts Institute of Technology to teach mathematics. Here he met and married one of his students, Alicia López, but it was also here that he began to experience symptoms of paranoid schizophrenia. He soon became unable to teach or do research and he was admitted to psychiatric hospitals for treatment several times. Alicia divorced him and he spent the next twenty years wandering around the campus at Princeton.

However, over the years his mental condition improved, until in the late 1980s, he began to make contact with other mathematicians who realised that his new work had value. He was awarded the Nobel Prize in Economics in 1994 and he and Alicia remarried soon afterwards. He is still at Princeton, where he has a post in mathematics.



# At the doctor's

*I can talk about illnesses, their symptoms and treatment.*

**1** Underline the symptom in each sentence which is not possible.

- 1 He's got a temperature / diarrhoea / dizzy.
- 2 My nose is blocked / swollen / upset.
- 3 My friends are watering / sneezing / coughing.
- 4 Kate's got a nasty cough / a bad sneeze / a sore throat.
- 5 My arm's aching / upset / swollen.
- 6 I'm feeling dizzy / aching / shivery.
- 7 My eyes are watering / sore / blocked.
- 8 I've got a headache / dizzy / a stomach ache.

**2** Complete the dialogues with the phrases in the box.

You've dislocated it. You've broken it.  
You've got food poisoning. You've got flu.  
You've got a cold. You've twisted it.

**1 Patient** My nose is blocked and I keep on coughing and sneezing.

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

**2 Patient** I've got a pain in my shoulder and it's a bit swollen.

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

**3 Patient** My stomach hurts, I've got diarrhoea and I keep on being sick.

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

**4 Patient** My ankle's swollen and it really hurts to walk on it.

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

**5 Patient** I'm aching all over, I've got a temperature and my nose is completely blocked.

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

**6 Patient** My leg's gone black and it's really swollen. It hurts a lot.

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

**3** Match the two halves of the sentences to give the doctor's advice.

- |                                   |       |
|-----------------------------------|-------|
| 1 You should drink                | _____ |
| 2 I don't think you               | _____ |
| 3 You need to go straight         | _____ |
| 4 If you don't feel better soon,  | _____ |
| 5 You must rest your foot         | _____ |
| 6 I'll prescribe you              | _____ |
| 7 Stay at home and                | _____ |
| 8 When you've stopped being sick, | _____ |
- a for a few days.  
b you can try to eat some white rice.  
c get some rest.  
d come back and see me again.  
e should go to work.  
f to hospital for an x-ray.  
g as much water as possible.  
h some painkillers.

**4** Number the sentences in the correct order to make a dialogue.

- \_\_\_\_\_ I think you've got flu.  
\_\_\_\_\_ Well, I don't think you should go to work. Stay at home and get some rest.  
\_\_\_\_\_ Goodbye.  
\_\_\_\_\_ I've got a temperature and I'm feeling really shivery.  
\_\_\_\_\_ 1 Good morning, Doctor.  
\_\_\_\_\_ What do you think I should do?  
\_\_\_\_\_ Good morning. How can I help you?  
\_\_\_\_\_ Thank you, Doctor. Goodbye.

**5** Invent the information to complete a similar dialogue with the doctor.

**Patient** \_\_\_\_\_  
**Doctor** \_\_\_\_\_ **How** \_\_\_\_\_?  
**Patient** \_\_\_\_\_  
\_\_\_\_\_  
**Doctor** I think you've \_\_\_\_\_  
**Patient** What \_\_\_\_\_?  
**Doctor** \_\_\_\_\_  
**Patient** \_\_\_\_\_, Goodbye.  
**Doctor** \_\_\_\_\_





## An informal letter: giving news

*I can write a letter giving news.*

## Preparation

## 1 Read the letter and answer the questions.

- 1 Why hasn't Susan written before?
- 2 Where does she want to go?
- 3 What is Susan's news about Maria?

Dear Martin,

Sorry I haven't written for ages, but I've had a good excuse. I was rollerblading down a hill with a wall at the bottom and I broke both my wrists when I tried to stop myself. Stupid or what?

Enough of all that. What about you? What have you been up to? If you've been studying as hard as me, you're probably completely fed up. Why don't we plan a trip for the end of the exams? I quite fancy going to Venice for a weekend. What do you think?

Guess what? Maria's finished with Dave. She's been coming round every day to help me out. She sends her love and she's asked me to ask you about your friend Matt. Is he seeing anyone?

I'd better stop now as it's getting late. Do write and tell me what you think about my idea.

Lots of love

Susan

## 2 Match the highlighted phrases in the letter with the functions below.

- 1 making a suggestion  
\_\_\_\_\_
- 2 making a strong request  
\_\_\_\_\_
- 3 sending greetings from someone else  
\_\_\_\_\_
- 4 changing the subject  
\_\_\_\_\_
- 5 ending the letter  
\_\_\_\_\_
- 6 introducing surprising news  
\_\_\_\_\_
- 7 asking for news of the other person  
\_\_\_\_\_

## 3 Complete the phrases for beginning a letter with a suitable word.

- 1 Sorry I haven't \_\_\_\_\_ for ages.
- 2 It was great to \_\_\_\_\_ from you.
- 3 Thanks \_\_\_\_\_ your letter.
- 4 How \_\_\_\_\_ you?

## 4 Complete the phrases for ending a letter with the expressions in the box.

better go now. getting late. me for dinner.  
news for now. out of space.

- 1 That's all my \_\_\_\_\_
- 2 Must dash – Mum's calling \_\_\_\_\_
- 3 I'd better finish here as I'm running \_\_\_\_\_
- 4 I'd better stop here. It's \_\_\_\_\_
- 5 That's all for now. I'd \_\_\_\_\_

## Writing task

## 5 In your notebook write a letter to a friend who is studying abroad. Use the Writing Bank on page 106 to help you. Write 150–200 words and include this information:

- some news about yourself
- a suggestion for meeting up somewhere soon
- some news about your friends OR family.

## Check your work

## Have you

- ☐ started and finished your letter appropriately?
- ☐ organised your letter into paragraphs?
- ☐ used some functional phrases and contractions?
- ☐ written 150–200 words?
- ☐ checked grammar, spelling and punctuation?





# SELF CHECK 4

Read the clues and complete the crossword.

## CLUES

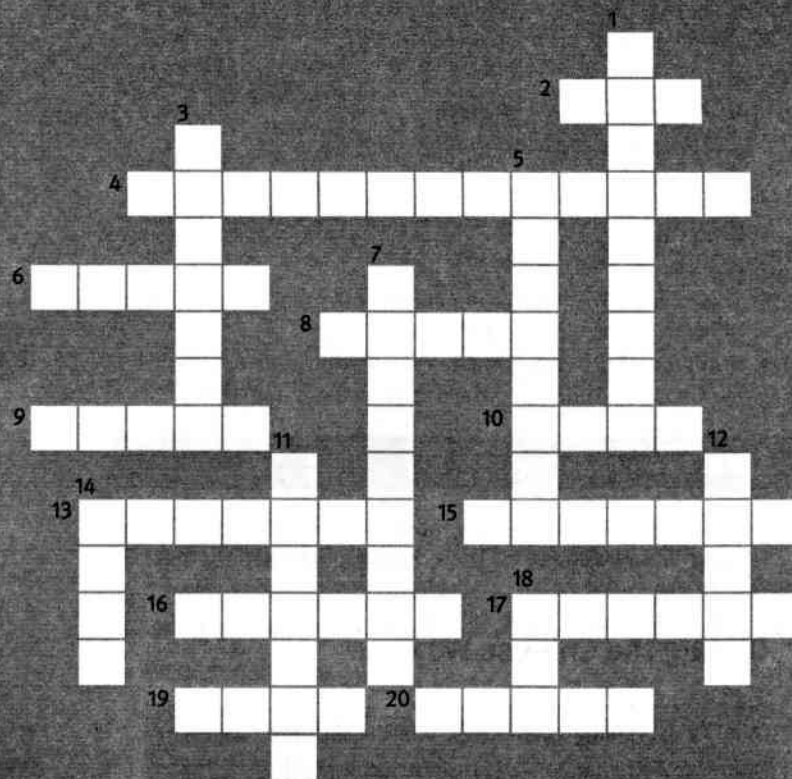
### Across (→)

- 2 He's been windsurfing \_\_\_\_\_ six months.
- 4 Pasta and potatoes contain a lot of \_\_\_\_\_.
- 6 \_\_\_\_\_ what! Sue's going out with Gary!
- 8 We've been ice-skating \_\_\_\_\_ we were six.
- 9 The homophone of 'waist' is \_\_\_\_\_.
- 10 I've \_\_\_\_\_ to Moscow twice.
- 13 She's got a \_\_\_\_\_ foot.
- 15 Meat and eggs are good sources of \_\_\_\_\_.
- 16 Please \_\_\_\_\_ me to call the dentist.
- 17 I'm allergic to cats so I always \_\_\_\_\_ when I'm near them.
- 19 I've hurt my \_\_\_\_\_ and I can't bend it.
- 20 Someone who is very overweight is \_\_\_\_\_.

### Down (↓)

- 1 I can't eat right now because I've got \_\_\_\_\_.
- 3 We're bringing a \_\_\_\_\_ against our neighbours for making so much noise every night.
- 5 Please \_\_\_\_\_ to call me when you arrive.
- 7 She's been \_\_\_\_\_ to the same song all day!
- 11 He's \_\_\_\_\_ Mount Everest twice.
- 12 I hit my head and I'm feeling really \_\_\_\_\_.
- 14 I injured my \_\_\_\_\_ in a football match.
- 18 They decided to \_\_\_\_\_ the magazine for printing lies about them.

Your score  /20



## I CAN ...

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

\* = I need more practice.

\*\* = I sometimes find this difficult.

\*\*\* = No problem!

	*	**	***
I can talk about parts of the body and injuries. (SB p.34)			
I can correctly use the past simple and present perfect simple. (SB p.35)			
I can understand and react to an article about obesity and diet. (SB p.36)			
I can correctly use the present perfect continuous. (SB p.37)			
I can understand a magazine article about how to improve your memory. (SB p.38)			
I can talk about illnesses, their symptoms and treatment. (SB p.40)			
I can write a letter giving news. (SB p.41)			

## PREPARATION: Reading

- Read the title of the text and try to predict what the text is about. Choose from these answers.

- A Chinese food
- B A new way of losing weight
- C Alternative medicine

## TIPS

- Read the text quickly and decide if your answer above was correct.
- Then decide what each paragraph of the text is about and match it to one of the headings (A–E).
- Don't forget that there is one extra heading. Check again to make sure it doesn't match any of the paragraphs.

## EXAM TASK – Reading

Read the text and choose the most suitable heading (A–E) for each paragraph (1–4). There is one extra heading that you do not need.

### Dieting the Chinese Way

1 \_\_\_\_\_

Most of us usually base our idea of the Chinese diet on Chinese stir-fry takeaways. Nothing could be further from the truth. A healthy and balanced diet, according to the Chinese nutritionists, is a very complex thing which needs to be adjusted to a particular person based on their needs and health problems. Therefore, one recipe for healthy eating does not exist. Rather, your healthy menu is created depending on your physical condition according to the following guidelines.

2 \_\_\_\_\_

First of all, each food and herb has a very particular taste that has certain properties. A balanced diet will include all five tastes – spicy, sour, bitter, sweet and salty. Each taste has different healing properties. For example, bitter foods are said to dry the body and cool it. Salty taste, on the other hand, is warming and moistening. The dominating taste in each person's diet needs to be suited to his or her individual needs.

3 \_\_\_\_\_

Secondly, there is the idea of Yin and Yang energy. Everything in the universe is about balancing Yin and Yang and so is a diet. A person who doesn't have enough Yang should eat 'Yang foods'. Meats, for example, are usually Yang, while vegetables tend to be Yin. Preparation is equally important. Frying increases the Yang, whereas steaming the Yin. It is the same for cooked versus raw foods.

4 \_\_\_\_\_

Finally, certain foods and tastes influence certain organs within our body and so they need to be chosen according to our condition. For instance, the salty taste activates our kidneys and bladder. Salt is therefore very often added to the food or even to herbal teas prepared for people with kidney problems. In the same way, sour tastes are connected with the liver, while bitter tastes with the heart. The lungs are influenced by spicy foods, and the stomach by the sweets (yes, that makes sugar a medicine!).

- A TASTE CAN INFLUENCE OUR BODY TEMPERATURE
- B THERE'S NO ONE IDEAL DIET
- C IT'S ALL ABOUT BALANCE
- D DIFFERENT TASTES FOR DIFFERENT BODY PARTS
- E TASTE IT BEFORE YOU COOK IT

## TIPS: Use of English

- Read the text quickly to find out what it is about.
- Consider all possible parts of speech (verbs, nouns, adjectives, etc.) before deciding on the form to write in.

## EXAM TASK – Use of English

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

When I was little, I used to dream of being a train  
1 \_\_\_\_\_ (drive), but since then I've decided that I would rather have a more 2 \_\_\_\_\_ (challenge) job. I'd quite like to be an accountant, but I think it could be a bit 3 \_\_\_\_\_ (stress) at times, and I'm not sure if I could cope too 4 \_\_\_\_\_ (good) with all the paperwork. On the other hand, I don't really fancy 5 \_\_\_\_\_ (do) an unskilled job either, because I think it could get 6 \_\_\_\_\_ (boredom). Labourers on a 7 \_\_\_\_\_ (build) site have to work very hard in all kinds of weather, so I don't think I'd like to do that either. One thing I do know, is that I want my job to be well 8 \_\_\_\_\_ (pay), so that I can buy a nice car and a big house. Perhaps I'll be the manager of a shop so I can leave my workers to run the shop while I go on holiday every month!

## PREPARATION: Listening

- Read the instructions and answer the questions.
  - 1 How many people are you going to hear?
  - 2 Were these people's job interviews successful?
  - 3 What are some of the mistakes these people probably made?

### TIPS

- In this task, you need to match the speakers to the advice (A–E) they DIDN'T follow.
- There is one extra piece of advice you don't need to use.

## EXAM TASK – Listening

**LISTENING 2** Listen to four speakers talking about job interviews where they didn't get the job. Match the speakers (1–4) to the advice they did not follow (A–E). There is one extra piece of advice that you do not need.

- A Never criticise your old workplace
- B Make sure you have the right qualifications
- C Know your future employer
- D Dress appropriately for the job
- E Don't be too self-confident and let others talk

SPEAKER 1	
SPEAKER 2	
SPEAKER 3	
SPEAKER 4	

## PREPARATION: Writing a story

- Think about what to include in your story and write an outline.
- Write an introduction that will attract the reader's attention.
- Use linkers (*first, then, later, finally*) to indicate connections between events.
- Finally, express your opinion about what happened.

## EXAM TASK – Writing

Your class is going to produce a magazine written in English that will be distributed to the rest of the school. All of you need to write an interesting story about childhood or school. Write a story (150–200 words) including the following points:

- what happened
- where it happened
- why you remember it
- your opinion of it.

## PREPARATION: Speaking

### TASK 1: Role play

Read the instructions and answer the questions.

- Is the conversation formal or informal?
- Can you think of some useful phrases for asking for information?
- Can you think of all the details you need to know (e.g. price, type of accommodation)?

Use the Functions Bank on page 105 (Asking for information) to help you.

### TASK 2: Talk

Read the instructions and do the following.

- Write down six words to describe places; six words to describe feelings; six linking expressions used to structure a talk about the past (e.g. *then, later*).
- Think about the different tenses you use to talk about events in the past.

## EXAM TASK – Speaking

### TASK 1: Role play



You are at a travel agent's in London. You want to go on a trip to Scotland for a few days. Use these ideas for the role play. You may also add your own ideas.

- Tell the travel agent what trip you are interested in.
- Ask for details.
- Ask what is included in the trip.
- Ask about a guide.

### TASK 2: Talk

Give a talk about a recent trip and some problems that occurred. Use these ideas for your talk. You may also add your own ideas.

- Say where you were, who you were with and what happened.
- Explain how you solved the problems.
- Describe your feelings about what happened, and the feelings of the people you were with.



## A

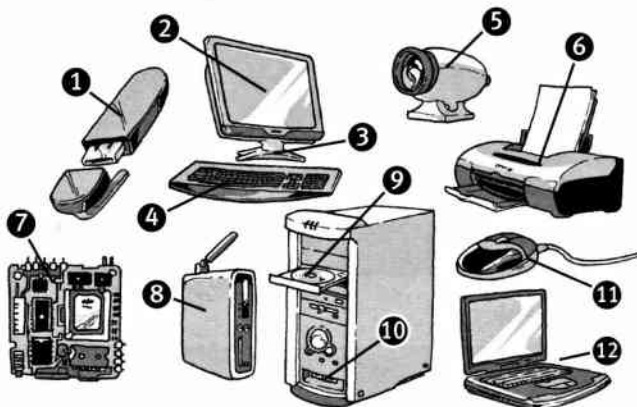
### VOCABULARY AND LISTENING

## Computing

*I can talk about computers and computing.*

#### 1 Match the words with the pictures (1–12).

monitor	_____	screen	_____
CPU	_____	keyboard	_____
mouse	_____	USB port	_____
flash drive	_____	CD-drive	_____
laptop	_____	wireless router	_____
printer	_____	webcam	_____



#### 2 Match a verb in Box A with a noun in Box B to make phrases to talk about computing.

A	B	A	B
download	a firewall	burn	the network
enter	images	load	onto a CD
install	the net	log onto	a program
surf	a password	click on	a button

#### 3 Complete the sentences with the correct form of a complete phrase from exercise 2.

You need broadband to download images from the Internet.

- It's safer to \_\_\_\_\_ if you want to protect your system from viruses.
- You need to \_\_\_\_\_ if you want to check your e-mails.
- \_\_\_\_\_ the 'edit' \_\_\_\_\_ if you want to modify a document.
- When I've finished my homework I often \_\_\_\_\_ looking for cheap holidays.
- Oliver sometimes \_\_\_\_\_ songs he's downloaded \_\_\_\_\_.
- It can take a long time to \_\_\_\_\_ if your computer is very slow.

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

don't put    has    make    put    runs    want

### How to get the most from your mobile

- Unlock the keypad if you \_\_\_\_\_ to make a call.
- Press the 'cancel' button if you \_\_\_\_\_ a mistake with the number.
- The phone turns itself off if the battery \_\_\_\_\_ out.
- If you're taking a photo, \_\_\_\_\_ your finger over the lens.
- You need a memory card if your phone \_\_\_\_\_ an MP3 player.
- Lock the keypad if you \_\_\_\_\_ the phone away.

#### 5 Match the two halves of the sentences.

- A laptop works on the battery \_\_\_\_
  - You can use a flash drive \_\_\_\_
  - If you put a CD in the CD-drive, \_\_\_\_
  - If you connect your digital camera to your laptop, \_\_\_\_
  - You can't receive e-mails \_\_\_\_
  - Laptops get very dusty \_\_\_\_
- a if your laptop has a USB port.  
b if you haven't got an e-mail account.  
c if you don't put them away.  
d if the electricity goes off.  
e you can download your photos.  
f you can listen to music while you work.

### CHALLENGE!

Choose a question and write the instructions.

How do you send a photo via e-mail?

How do you burn a CD?

How do you download a file?

## Talking about the future

*I can speculate about the future and make predictions.*

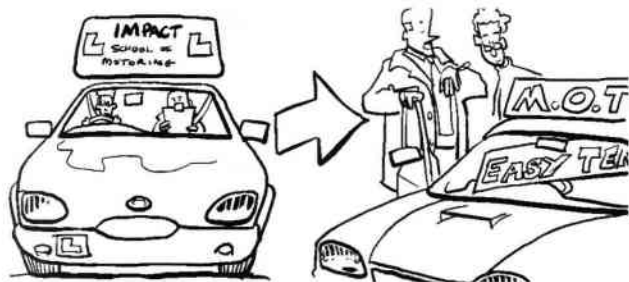
- 1 Complete the predictions with *will* (✓), *won't* (x), *may* (?), or *might not* (?) and the verbs in brackets.

What did our readers think about the future?

- 1 60% think books will disappear (✓) in the future. (disappear)
- 2 65% said libraries \_\_\_\_\_ (?) any more. (exist)
- 3 55% said employees \_\_\_\_\_ (?) from home. (work)
- 4 50% said commuters \_\_\_\_\_ (x) by helicopter. (travel)
- 5 50% said cars \_\_\_\_\_ (?) on solar power. (run)
- 6 60% said robots \_\_\_\_\_ (?) our food. (cook)
- 7 70% said people \_\_\_\_\_ (x) more than one child. (have)
- 8 75% said CDs \_\_\_\_\_ (✓) obsolete. (become)

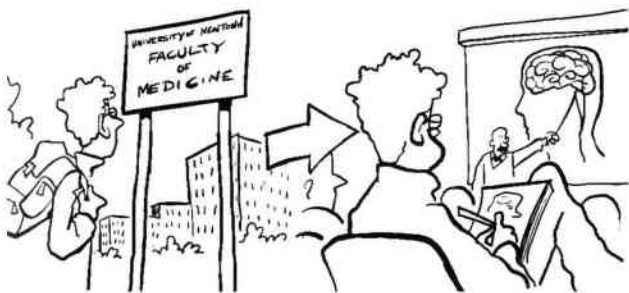
- 2 Use the pictures to write first conditional sentences.

1



If John passes his driving test, he'll buy a new car.  
(pass driving test, buy car)

2



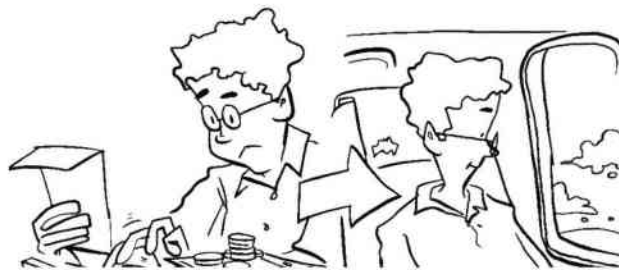
If he \_\_\_\_\_, he'll \_\_\_\_\_.  
(go to university, study medicine)

3



If he \_\_\_\_\_, \_\_\_\_\_.  
(get married, have two children)

4



If \_\_\_\_\_,  
(have enough money, travel to Australia)

5



If \_\_\_\_\_,  
(can find a job, work as a doctor)

- 3 Match the two halves of the sentences.

- 1 If the rainforests are cut down, \_\_\_\_\_
  - 2 If we don't invest in renewable energies, \_\_\_\_\_
  - 3 If we don't save water, \_\_\_\_\_
  - 4 If we don't recycle our rubbish, \_\_\_\_\_
  - 5 If the polar ice-caps melt, \_\_\_\_\_
  - 6 If we don't protect endangered species, \_\_\_\_\_
  - 7 If we don't control factory waste, \_\_\_\_\_
  - 8 If we encourage countries to disarm, \_\_\_\_\_
- a many rivers will be poisoned.
  - b we won't be able to use electricity in our houses.
  - c there might not be a nuclear war.
  - d we won't have enough oxygen.
  - e they might become extinct.
  - f many people may drown.
  - g there may be a terrible drought.
  - h the world will turn into one big dustbin.

### CHALLENGE!

How do you see your future? Write a sentence about

your studies: \_\_\_\_\_

your job: \_\_\_\_\_

your family: \_\_\_\_\_

your home: \_\_\_\_\_

## Revision: Student's Book page 46

- 1 Match a word in Box A with a word in Box B to make phrases connected with politics and the environment.

A	B
European	Commons
House of	councillor
general	election
local	energy
political	Parliament
renewable	party

- 2 Complete the sentences with a complete phrase from exercise 1.

- Wind farms and solar power are two sources of renewable energy.
- In Britain you can't vote in a general election until you're eighteen.
- You choose which political party to vote for according to their policies.
- The European Parliament makes laws for all the countries in the EU.
- The House of Commons is the part of Parliament whose members are elected by the people of the country.
- If you have a problem in your district you can talk to your local councillor about it.

- 3 Read the article and match the highlighted words with the definitions below.

- An animal or plant which no longer exists. \_\_\_\_\_
- Small machines which do something useful. \_\_\_\_\_
- To stop somebody from doing something. \_\_\_\_\_
- Protected areas for animals or plants. \_\_\_\_\_
- A competition between countries to have the best weapons. \_\_\_\_\_
- Fuels, such as coal or oil, which were formed in the past from the bodies of dead plants or animals. \_\_\_\_\_
- Taking part in a series of planned activities to make something happen. \_\_\_\_\_
- The process of taking too many fish from the sea. \_\_\_\_\_

# Greenpeace



Greenpeace is a non-governmental organisation that works all over the world to protect the environment. Some of their current campaigns are listed below.

Greenpeace is campaigning for countries to use renewable energy instead of nuclear power and fossil

fuels. If this change happens quickly enough, the effects of global warming could be prevented.

If governments continue the practice of over fishing, there will soon be no fish left to catch. Greenpeace is carrying out a survey to map out the best areas to create ocean reserves to protect marine life.

Greenpeace is campaigning to stop the illegal use of rainforest trees in the manufacture of furniture. If governments do not stop cutting down these trees, many plants and animals will become extinct.

Greenpeace is against the arms race. Today there are about 30,000 nuclear weapons in the world, belonging to nine countries. More than 1,500 of them could be used as soon as the leaders give the order.

Greenpeace wants to prevent scientific progress turning into a giant genetic experiment. They are calling for governments to pass laws so that all genetically modified food is labelled clearly.

Greenpeace is concerned about the dangerous substances released during the production of electronic gadgets. If safer materials are used, factory waste will be less poisonous.

## CHALLENGE!

Which of the environmental issues from the article is the most important for you? Explain why.

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# D GRAMMAR

## Future perfect and future continuous

*I can talk about actions in the future and when they will happen.*

- 1 Choose the correct alternatives to complete the speech by environmentalist David Greenan.

1 By 2040 we **will be eating / will have eaten** only processed food.

2 By 2150 the rainforests **will be disappearing / will have disappeared** and there won't be enough oxygen for everyone.

3 By the year 2100 many people **will be living / will have lived** on the moon.

4 By 2150 the last of the polar ice-caps **will be melting / will have melted** completely.

5 By 2175 the temperature on earth **will be rising / will have risen** to 40°C all year round.

6 By 2200 all marine life **will be dying / will have died**.



- 2 Read Anne's life plan and complete the sentences with the future continuous or the future perfect.

**My life plan**

- 2015 Finish university.
- 2016 Travel around the world.
- 2017 Start work.
- 2019 Buy a house.
- 2021 Get married.
- 2023 Have first child.
- 2025 Have second child.
- 2055 Retire from work.

By 2015 Anne will have finished university.

- In 2016 Anne \_\_\_\_\_ around the world.
- By 2018 Anne \_\_\_\_\_ work.
- By 2020 Anne \_\_\_\_\_ a house.
- In 2021 Anne \_\_\_\_\_ married.
- In 2024 Anne \_\_\_\_\_ her first child.
- By 2027 Anne \_\_\_\_\_ two children.
- In 2055 Anne \_\_\_\_\_ from work.

- 3 Answer the questions about Anne's life plan using the future continuous or the future perfect.

Will she have finished university by 2016?

Yes, she'll have finished university by 2016.

- 1 Will she be travelling around the world in 2018?

No, \_\_\_\_\_ in 2018.

- 2 Will she be starting work in 2017?

\_\_\_\_\_ in 2017.

- 3 Will she have got married by 2020?

\_\_\_\_\_ by 2020.

- 4 Will she have bought a house by 2022?

\_\_\_\_\_ by 2022.

- 5 Will she be having her first child in 2025?

\_\_\_\_\_ in 2025.

- 6 Will she have retired by 2050?

\_\_\_\_\_ by 2050.

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

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

1 \_\_\_\_\_ (do) all our shopping on the Internet and instead of visiting friends we 2 \_\_\_\_\_ (chat) to them via our webcams. Many people 3 \_\_\_\_\_ (work) from home in the future too, so cars will no longer be necessary.

As for our houses themselves, they 4 \_\_\_\_\_ (grow) in size to incorporate giant solar panels. People 5 \_\_\_\_\_ (throw away) their ovens and kitchen utensils in favour of a central robot to organise the family meals.

In 2050 everybody 6 \_\_\_\_\_ (go) to exercise groups in their area to keep fit. The price of beauty treatment 7 \_\_\_\_\_ (fall) considerably, so everybody 8 \_\_\_\_\_ (look) good!

### CHALLENGE!

Invent a life plan, and write some sentences about it.

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## Visions of the future

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

**Revision:** Student's Book page 48

**1 Match the sentence beginnings with the endings.**

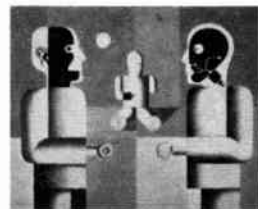
- 1 The hole in the ozone layer will get bigger if factories do not reduce \_\_\_\_
- 2 The advances in medical research mean that now we can treat \_\_\_\_
- 3 If we do not prevent global warming, the earth will suffer \_\_\_\_
- 4 In the next fifty years, some countries will have started \_\_\_\_
- 5 With genetic engineering, doctors will soon be able to replace \_\_\_\_
- 6 Computers will soon be providing \_\_\_\_
- 7 By the end of the century, scientists may have made \_\_\_\_

- a us with more than just factual information.
- b important discoveries about immortality.
- c a terrible catastrophe.
- d their carbon emissions.
- e old and injured parts of the body.
- f illnesses more effectively.
- g a colony in space.

**2 Complete the text, which is an extract from a novel about the future, with the missing sentences. There is one extra sentence you do not need to use.**

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

## ALDOUS HUXLEY BRAVE NEW WORLD



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

One of the students put up his hand. 'Why make it psychologically impossible for the Deltas to like flowers? Is that what you wanted to ask?' enquired the Director.

3 \_\_\_\_\_

'In the past,' the Director explained patiently, 'Gammas, Deltas and even Epsilons were conditioned to go out into the country so that they consumed transport.'

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

4 \_\_\_\_\_

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

That's the reason for those electric shocks.'

## Brave New World

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

1 \_\_\_\_\_. The children were shocked by the alarm bells and sirens and started crying immediately.

'And now,' the Director shouted, 'we proceed to re-enforce the lesson with a mild electric shock,' and the Head Nurse pressed a second lever. The crying of the babies changed its tone to a desperate scream until the Director signalled for the treatment to stop.

2 \_\_\_\_\_

## Talking about plans

*I can suggest and agree on plans for the weekend.*

- 1 Complete the speech bubbles with *will*, *going to* or the present continuous forms of the verbs in brackets.

What are you doing tonight?



I don't know. I think I'll stay at home and write some e-mails.



1 I \_\_\_\_\_ tennis with Mick at six. (play)



2 I \_\_\_\_\_ my homework so that I can go out tomorrow. (do)



3 I \_\_\_\_\_ my aunt. She's invited me for dinner. (visit)



4 I \_\_\_\_\_ a new shirt for the party. (buy)



5 I'm not sure. I think I \_\_\_\_\_ a film on TV. (watch)



- 2 Choose the correct future forms.

- Adam **will play / is playing** football this afternoon. The match starts at 4 p.m.
- Ruby's **having / will have** coffee with Erin tomorrow at 11 a.m.
- Max **is going / will go** to the doctor tomorrow. His appointment is at 12.30.
- 'Can you come to dinner on Sunday?' 'Yes, I'd love to. I'll / **I'm going to** bring the dessert.'
- I've decided what colour I'm **painting / I'm going to paint** my room.
- Mia has saved up enough money so she's **going to buy / buying** a new car next month.

- 3 Rewrite the sentences using the words in brackets.

- Shall we go to the cinema? (fancy)  
*Do you fancy going to the cinema?*
- Let's play tennis on Saturday morning. (shall we)  
\_\_\_\_\_
- Maybe we could have lunch at a restaurant. (let's)  
\_\_\_\_\_
- Do you fancy watching a DVD? (why don't we)  
\_\_\_\_\_
- Let's go for a walk in the park. (maybe we could)  
\_\_\_\_\_
- Maybe we could go out for a drink. (fancy)  
\_\_\_\_\_
- Shall we go out for dinner? (why don't we)  
\_\_\_\_\_

- 4 Complete the responses to the suggestions with the words in the box.

afraid fancy idea kind plans sure that's

- 'Shall we go for a walk?' '\_\_\_\_\_. It's a beautiful day.'
- 'Why don't we go dancing?'  
'Sorry, I don't really \_\_\_\_\_ staying out late.'
- 'Let's go out for dinner.' 'I'm \_\_\_\_\_ I can't.'
- 'Maybe we could watch a DVD at my house.'  
'\_\_\_\_\_ a good idea.'
- 'Do you fancy playing a computer game?'  
'Thanks, but I've already got \_\_\_\_\_ for tonight.'
- 'Let's write an e-mail to Karen.' 'Great \_\_\_\_\_.'
- 'Do you fancy going out for a drink?'  
'It's \_\_\_\_\_ of you to ask, but I'm busy tonight.'

- 5 Complete the dialogue. Use *will*, *going to* and the present continuous.

- Megan What \_\_\_\_\_ weekend?
- David I'm playing tennis with Steve on Saturday.
- Megan \_\_\_\_\_ on Sunday?
- David I \_\_\_\_\_ lunch at Uncle Bill's. What \_\_\_\_\_ on Sunday afternoon?
- Megan I \_\_\_\_\_ a DVD at Tracie's house. Shall \_\_\_\_\_ on Saturday evening?
- David That's \_\_\_\_\_. What \_\_\_\_\_?
- Megan Why \_\_\_\_\_?
- David Great idea. Let's \_\_\_\_\_.
- Megan OK. See \_\_\_\_\_.
- David See you.



## An essay: for and against

*I can write an essay presenting my opinion for or against a statement.*

### Preparation

- 1 Read the task. Then put the paragraphs of the essay in the correct order.

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

"Rapid advances in technology will make the world of the future a more dangerous place." Do you agree or disagree? Give reasons.

- A To sum up, I do not think that technology will make the world more dangerous in the future. In my opinion, most of the dangers are based in fiction rather than fact.
- B On the other hand, we can see that computers are already making the world a safer place in all kinds of different ways. For example, aeroplanes crash very rarely because computers can correct human error. Computer technology is also making cars safer.
- C Technology is advancing quickly, particularly computer technology. As computers become more and more powerful, will they make the world safer or will they create new dangers?
- D In science fiction films such as *I, Robot*, machines are usually portrayed as a dangerous threat to humans. In the real world, most scientists predict that computers will become more intelligent than humans, and so people naturally worry that we might not be able to control them.

- 2 Use the chart to make predictions with *will*. Begin each sentence with *I think* or *I don't think*.

		for 150 years or more
	be	hours of free time
everybody	have	do most jobs
scientists	invent	faster computers
robots	live	cure every disease
	be able to	super-rich
		stop global warming

- 1 I don't think everybody will live for 150 years or more.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

- 3 Underline and correct one mistake in some of these sentences. Tick the sentences that do not contain a mistake.

- 1 I think new diseases will emerge. ✓
- 2 Scientists will keep searching until they will find a cure.  
find

- 3 Which cities will become uninhabitable when sea levels will rise? \_\_\_\_\_
- 4 Computers will become more intelligent than humans if science will keep advancing. \_\_\_\_\_
- 5 Governments will eventually ban carbon emissions, but it will be too late. \_\_\_\_\_
- 6 Global warming will get worse when people in developing countries will all have cars. \_\_\_\_\_
- 7 Will robots be our friends or will they try to take over the world? \_\_\_\_\_
- 8 Only very rich people will be able to afford cars when the oil will run out. \_\_\_\_\_

- 4 Read the task. Do you agree or disagree? Think of evidence to support your view and make notes.

"Science will make sure that life is better in the future." Do you agree or disagree? Give reasons.

Opinion: I \_\_\_\_\_ with the statement.

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5 Think of evidence supporting the opposite view from the one you gave in exercise 4.

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Writing task

- 6 In your notebook write an essay using your ideas from exercises 4 and 5. Use the Writing Bank on page 108 to help you. Write 200–250 words and follow the plan.

#### Paragraph 1

introduction

#### Paragraph 2

evidence supporting the opposite view from your own

#### Paragraph 3

evidence supporting your own view

#### Paragraph 4

conclusion

### Check your work

#### Have you

- ☐ used *will* correctly?
- ☐ written 200–250 words?
- ☐ checked grammar, spelling and punctuation?



# SELF CHECK 5

Read the clues and complete the crossword.

## CLUES

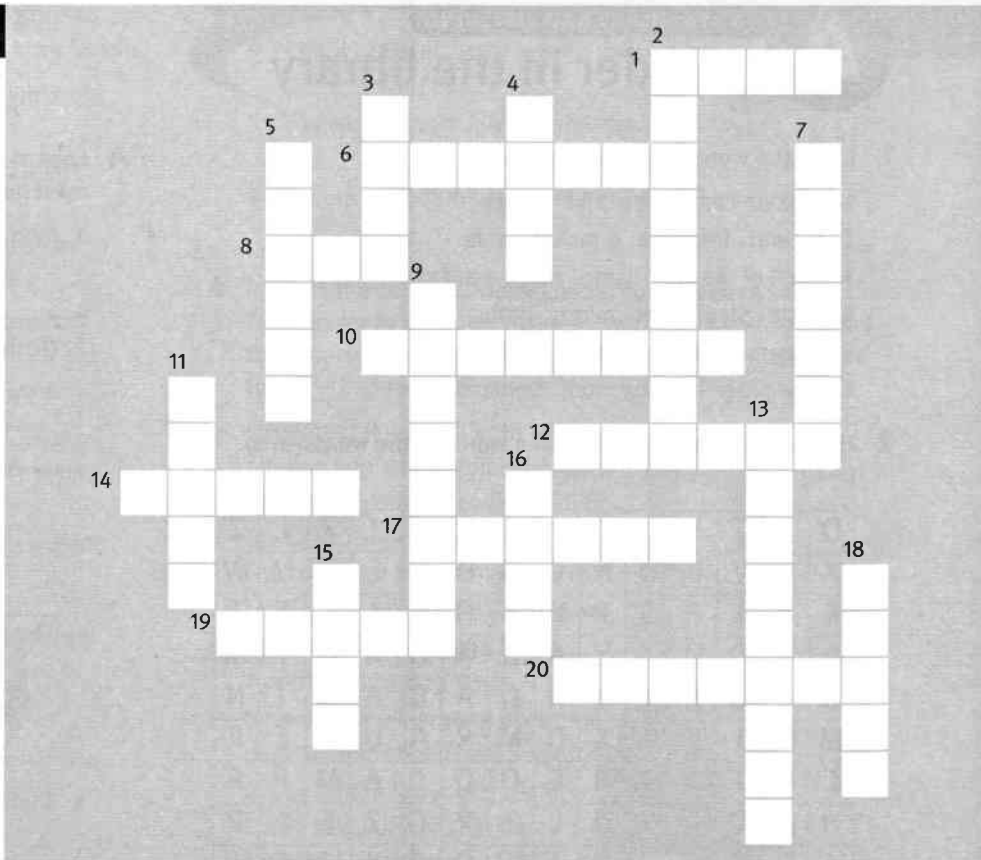
### Across (→)

- 1 A diary posted on the web is called a \_\_\_\_\_.
- 6 It takes me ages to \_\_\_\_\_ the Internet.
- 8 I \_\_\_\_\_ get broadband if it's not too expensive.
- 10 I can't \_\_\_\_\_ images quickly because I've got a dial-up connection.
- 12 We need to \_\_\_\_\_ carbon emissions.
- 14 She \_\_\_\_\_ leave school if she doesn't pass her exams.
- 17 They \_\_\_\_\_ to study law at university.
- 19 The Green Party haven't got any \_\_\_\_\_ in Parliament.
- 20 The rainforests \_\_\_\_\_ us with the oxygen we need to breathe.

### Down (↓)

- 2 You need a special modem for a \_\_\_\_\_ Internet connection.
- 3 I don't think I'll \_\_\_\_\_ volleyball this afternoon.
- 4 Why \_\_\_\_\_ we go out for a drink?
- 5 Do you fancy \_\_\_\_\_ with me to see my aunt?
- 7 In the future, doctors will be able to \_\_\_\_\_ damaged parts of the body.
- 9 We don't agree with the government's \_\_\_\_\_ on health or the environment.
- 11 This time next week we'll be \_\_\_\_\_ on the beach in Ibiza.
- 13 Amnesty International \_\_\_\_\_ to release political prisoners.
- 15 They will \_\_\_\_\_ finished the repairs by June.
- 16 Shall we \_\_\_\_\_ working now and have lunch?
- 18 Vets \_\_\_\_\_ sick animals.

Your score  /20



## I CAN ...

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



= I need more practice.



= I sometimes find this difficult.



= No problem!

	*	**	***
I can talk about computers and computing. (SB p.44)			
I can speculate about the future and make predictions. (SB p.45)			
I can understand and react to an article about politics and the environment. (SB p.46)			
I can talk about actions in the future and when they will happen. (SB p.47)			
I can understand and react to experts' predictions for the future. (SB p.48)			
I can suggest and agree on plans for the weekend. (SB p.50)			
I can write an essay presenting my opinion for or against a statement. (SB p.51)			



# 6 Telling tales

## A

### VOCABULARY AND LISTENING

## Murder in the library

I can speculate about past events.

#### 1 Circle the word that does not belong.

- 1 cooker chandelier sink fridge
- 2 shower fireplace armchair sofa
- 3 chest of drawers lamp path wardrobe
- 4 basin stepladder mirror bath
- 5 flowerbed hedge cupboard lawn
- 6 drainpipe balcony roof bookcase

#### 2 Find fourteen house and garden words in the wordsearch. (→ ↓ ↘)

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

#### 3 Rewrite the sentences with *must have*, *could have*, and *can't have*.

- 1 I'm sure Jill didn't forget about the party.  
Jill can't have forgotten about the party.
- 2 Perhaps Catherine missed the bus.  
\_\_\_\_\_.
- 3 I'm sure Emma knew it was my birthday.  
\_\_\_\_\_.
- 4 I'm sure Oliver didn't get the invitation.  
\_\_\_\_\_.
- 5 I'm sure Matt went to the doctor's.  
\_\_\_\_\_.
- 6 I'm sure Richard didn't have a basketball match.  
\_\_\_\_\_.
- 7 Perhaps Karen's car broke down.  
\_\_\_\_\_.

#### 4 Look at the pictures. Use the words to write sentences with *must have*, *might have* and *can't have*.

- 1 John must / break his leg.  
\_\_\_\_\_
- 2 He might / fall off his bike.  
\_\_\_\_\_



- 3 Rachel's boyfriend must / write to her.  
\_\_\_\_\_
- 4 He might / ask her to marry him.  
\_\_\_\_\_



- 5 Their team can't / win.  
\_\_\_\_\_
- 6 They might / miss the match.  
\_\_\_\_\_



- 7 His car must / break down.  
\_\_\_\_\_
- 8 It can't / be a very good car.  
\_\_\_\_\_



### CHALLENGE!

Sherlock Holmes is a very well-known fictional detective. Can you imagine him as a child? Invent information about him as a child using *must have*, *might have*, and *can't have*.

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# Reported speech (statements)

*I can report what other people have said.*

## 1 Choose the correct alternatives.

- She told me this morning that she **was** / **is** going to the shops.
- He told me last week that he **bought** / **had bought** an MP3 player.
- They told us last month they **have** / **had** booked their summer holiday.
- The teacher said yesterday she **will** / **would** give us a test soon.
- My boyfriend told me last night that he **can't** / **couldn't** live without me.
- My mum told me a long time ago that she **doesn't** / **didn't** enjoy driving in the town centre.
- The newsreader said on tonight's news that there **were** / **had been** no victims in the crash.
- My friend told me at school today that she **isn't** / **wasn't** talking to me.

## 2 Rewrite the *say* sentences with *tell* and the *tell* sentences with *say*. Use pronouns where possible.

- She said to Sarah that she was going to bed.  
She told her that she was going to bed.
- He told Brad that he had bought some pizzas.  
He said that he had bought some pizzas.
- He told his girlfriend that she looked great.  
\_\_\_\_\_
- My parents said to me they were going to be late.  
\_\_\_\_\_
- We told our friends they could come to our party.  
\_\_\_\_\_
- Lynn said to us that she didn't like dogs.  
\_\_\_\_\_
- I told my brother I didn't want to go out.  
\_\_\_\_\_
- You said to Jimmy and me you wanted to see us.  
\_\_\_\_\_

## 3 Rewrite the sentences in reported speech. Remember:

- to use *say* or *tell* correctly
- to change the pronouns, if necessary
- to change the verb tense
- to change the time expressions, if necessary.

- 'I did not rob the bank last month,' he said.  
He said \_\_\_\_\_
- 'I was on holiday in Brazil until yesterday,' he told the policewoman.  
\_\_\_\_\_

- 'You'll have to stay in jail tonight,' she told him.  
\_\_\_\_\_

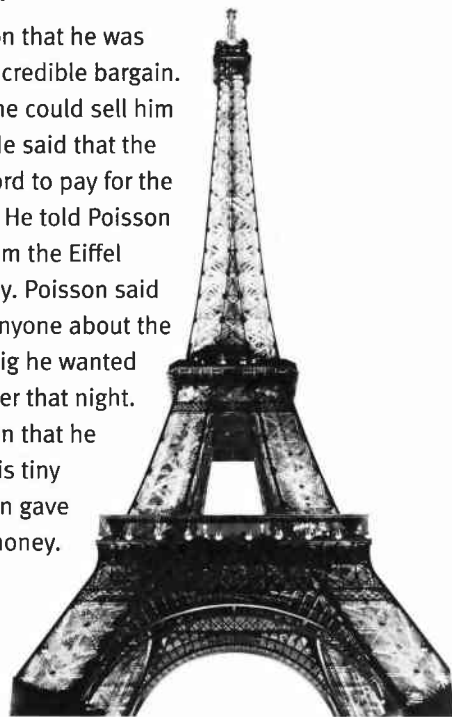
- 'I want to speak to my lawyer,' he told her.  
\_\_\_\_\_

- 'You can see your lawyer tomorrow,' she said.  
\_\_\_\_\_

- 'I'm not staying in jail without my wife,' he said.  
\_\_\_\_\_

## 4 In 1925 the conman, Victor Lustig, succeeded in selling the Eiffel Tower to a French businessman, André Poisson. Read the reported conversation between the two men and write the direct speech.

Lustig told Poisson that he was offering him an incredible bargain. He told him that he could sell him the Eiffel Tower. He said that the city could not afford to pay for the repairs any more. He told Poisson he would show him the Eiffel Tower the next day. Poisson said he wouldn't tell anyone about the deal. He told Lustig he wanted to pay for the tower that night. Lustig told Poisson that he couldn't live on his tiny salary and Poisson gave him some extra money. Lustig thanked Poisson and left the country with his money.



- Lustig: 'I'm offering you an incredible bargain' \_\_\_\_\_
- Lustig: '\_\_\_\_\_'
- Lustig: '\_\_\_\_\_'
- Lustig: '\_\_\_\_\_'
- Poisson: '\_\_\_\_\_'
- Poisson: '\_\_\_\_\_'
- Lustig: '\_\_\_\_\_'

## CHALLENGE!

When was the last time you spoke to your English teacher? Report the conversation you had.

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## Revision: Student's Book page 56

- 1 Complete the summary of the Loch Ness Monster text on page 56 with the words in the box.

claim evidence fake genuine hoax

In 1934 an English surgeon called Wilson took a photo of a creature in Loch Ness and showed it as <sup>1</sup> \_\_\_\_\_ that the Loch Ness monster existed. The photo clearly showed an animal with a long neck and a small head, so people thought it might be <sup>2</sup> \_\_\_\_\_. However, in 1993, a film director admitted that he had arranged the photo as a <sup>3</sup> \_\_\_\_\_ to fool people into believing in Nessie. Ultimately it was proved that Wilson's photo was a <sup>4</sup> \_\_\_\_\_, but there are still people who <sup>5</sup> \_\_\_\_\_ that there is a monster in the lake.

- 2 Read the text on crop circles. Are the sentences true or false?

- 1 Chorley and Bower admitted they had created all the crop circles in Southern England. \_\_\_\_
- 2 'Cereology' is the study of crop circles. \_\_\_\_
- 3 'Cereologists' believe most crop circles are genuine. \_\_\_\_
- 4 Colin Andrews's theory is based on magnetism. \_\_\_\_
- 5 David Kingston doesn't believe in UFOs. \_\_\_\_
- 6 Kingston has proved that the crop circles make a strange sound. \_\_\_\_
- 7 The writer thinks people are fascinated by crop circles because the cause of crop circles is unknown. \_\_\_\_

## CHALLENGE!

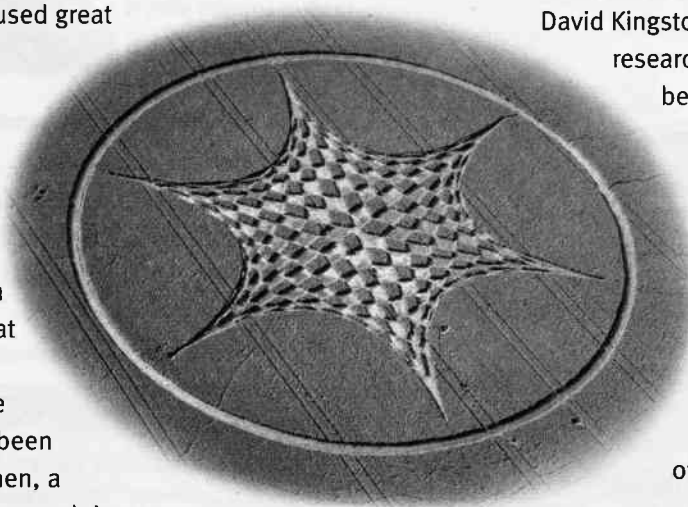
British children are encouraged to believe in Father Christmas, the Easter Bunny and the Tooth Fairy. Write about something you believed in as a child.

# Crop circles

## – genuine or a hoax?

The patterns shown in the photograph are known as 'crop circles' and they caused great media speculation in the 1980s in Britain.

When two men, David Chorley and Douglas Bower, admitted in 1991 that they were responsible for more than 250 of the crop circles that appeared in Southern England in the 1980s, the mystery seemed to have been solved. However, since then, a science has grown from research into crop circles called 'cereology'. Although 'cereologists' agree that about 80% of crop circles are man-made, they claim that another 20% remain unexplained.



So what causes the genuine crop circles? There are a number of possible explanations, some more credible than others. Colin Andrews has been researching crop circles since the 1980s. He claims they appear in fields in the summer because of a change in the Earth's magnetic field.

David Kingston, a leading UFO and crop circle researcher, has another theory. He has been investigating UFOs since the 1950s and is convinced there is a link between the two. He suggests that the genuine formations are created by an energy that is not used on this planet. He has also discovered, with the help of a specialised computer program, that the crop circles are capable of making an unusual kind of music.

Whatever the cause of the phenomenon, one thing is clear. The attraction of crop circles is the mystery surrounding them. Once the mystery has been solved, they will cease to be interesting.





# D GRAMMAR

## Reported speech (questions)

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

### 1 Complete the reported questions with the correct pronouns.


- 1 He asked her if she could call him back.
- 2 Sally asked us if \_\_\_\_\_ could send them an e-mail.
- 3 They asked \_\_\_\_\_ where I had seen their dog.
- 4 The teacher asked him if \_\_\_\_\_ would help you.
- 5 She asked \_\_\_\_\_ if I would go with \_\_\_\_\_ to the police.
- 6 I asked you what time \_\_\_\_\_ were picking me up.
- 7 We asked \_\_\_\_\_ when they would pay \_\_\_\_\_.

### 2 Put the words in the correct order to make reported questions.


- 1 me / been / He / had / where / asked / I  
\_\_\_\_\_
- 2 they / asked / come / them / if / could / We / for dinner  
\_\_\_\_\_
- 3 asked / be / when / my car / I / ready / him / would  
\_\_\_\_\_
- 4 I / the way / You / if / asked / knew / me  
\_\_\_\_\_
- 5 going / her / asked / she / They / was / where  
\_\_\_\_\_
- 6 he / a drink / him / wanted / asked / if / She  
\_\_\_\_\_

### 3 Look at the questions Simon's friends ask him when he goes back to school after a month. Then complete what Simon tells his mum that evening.


1 Sophie: Where have you been?




2 Abigail: Did you go on holiday?




3 Chloë: Were you ill?




4 Jessica: Can you tell us about your trip?




5 Ellie: Does the Head know you're back?




6 Joshua: Are you better?




7 Emily: Do you want to borrow my notes?



8 Ben: Will you still take your exams?



9 Samuel: Why did you miss school?



- 1 Sophie asked me where I'd been \_\_\_\_\_.
- 2 Chloë asked \_\_\_\_\_.
- 3 Abigail \_\_\_\_\_.
- 4 Jessica \_\_\_\_\_.
- 5 Ellie \_\_\_\_\_.
- 6 Joshua \_\_\_\_\_.
- 7 Emily \_\_\_\_\_.
- 8 Ben \_\_\_\_\_.
- 9 Samuel \_\_\_\_\_.

### 4 Read what Charlotte tells her friends about her interview for a part-time job. Then write the interview dialogue in direct speech.

First the interviewer asked me which school I went to and (1) how old I was. Then she asked me (2) if I had ever had a job before. Next she asked me (3) what my best subject was at school and (4) if I had passed my last maths exam. After that she asked me (5) what I wanted to do when I left school and (6) if I was planning to go to university. Finally, she asked me (7) if I would work two evenings during the week and (8) if I could start the next week.

- 1 'How old are you \_\_\_\_\_?'
- 2 '\_\_\_\_\_?'
- 3 '\_\_\_\_\_?'
- 4 '\_\_\_\_\_?'
- 5 '\_\_\_\_\_?'
- 6 '\_\_\_\_\_?'
- 7 '\_\_\_\_\_?'
- 8 '\_\_\_\_\_?'

### CHALLENGE!

Think of some difficult questions you have asked a friend recently.

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

Think of some difficult questions your friends have asked you recently.

\_\_\_\_\_ asked me \_\_\_\_\_  
\_\_\_\_\_ asked me \_\_\_\_\_



## Was he who he said he was?

*I can understand an article about a famous impostor.*

## Revision: Student's Book page 58

- 1 Match a noun from Box A with a noun from Box B to make new two-part nouns.

A	B	A	B
mountain	bed	drain	table
book	research	hay	infection
flower	officer	coffee	fever
market	case	life	pipe
police	bike	chest	guard

- 2 Complete the sentences with a two-part noun from exercise 1. There are two nouns that you do not need.

- After the robbery, a \_\_\_\_\_ visited us.
- The thief escaped by climbing down the \_\_\_\_\_.
- He put the tray down on the \_\_\_\_\_.
- Last weekend I went for a long ride on my new \_\_\_\_\_.
- We asked the children not to walk on the \_\_\_\_\_.
- She's not at work today because she's got a \_\_\_\_\_.
- I always get \_\_\_\_\_ in the spring.
- They're carrying out some \_\_\_\_\_ before launching the new product.

- 3 Complete the sentences with the past simple form of the verbs in the box.

admit	announce	convince
deceive	ignore	investigate

- The notice on the wall \_\_\_\_\_ the disappearance of Jackie's dog.
- Police \_\_\_\_\_ the murder of millionaire, Jack Tremlin, for over two years.
- Luke \_\_\_\_\_ the jury that he was innocent.
- Holly's grandmother \_\_\_\_\_ her family's requests that she should give up smoking.
- The man who sold me the car \_\_\_\_\_ me into thinking it was new.
- In the end, Amelia \_\_\_\_\_ she had stolen the money.

- 4 Read 'The Great Impostor' and complete the text with the missing sentences (a-f). There is one sentence that you do not need.

- During his life he had been, among other things, a civil engineer, a lawyer, a child-care expert, an editor, a cancer researcher and a teacher.
- He actually performed operations on wounded men, until news of one of his operations was printed in a Canadian newspaper.

- Most of his employers were satisfied with his work, until they discovered who he really was.
- After his third attempt to enter a Roman Catholic monastery, he joined the US army in 1941.
- After this episode, Demara sold his life story to *Life* magazine, which made him very well known.
- At one point he became so famous that a film was made about him called *The Great Impostor*, starring Tony Curtis.

## The Great Impostor

The greatest impostor of all times is said to be Ferdinand Waldo Demara.

- 1 \_\_\_\_\_  
So who was this man, and why did he become so famous?

Demara was born in Lawrence, Massachusetts, in 1921.

- 2 \_\_\_\_\_ Unfortunately for Demara, he hated the army, but he managed to leave by borrowing the name of his army friend, Anthony Ignolia, and disappearing.

Demara used this technique of borrowing the names of people he'd met many times during his life. His most famous hoax was to pose as the surgeon, Joseph Cyr, on a Royal Canadian warship during the Korean War.

- 3 \_\_\_\_\_ Cyr's mother read the article and informed the authorities that her son was, in fact, practising medicine in New Brunswick, Canada.

4 \_\_\_\_\_ His new-found fame together with his enormous size (he was nearly two metres tall and had put on a lot of weight previously) meant that it was very difficult for him to find another job. Demara died at the age of 62 due to heart failure.

- 5 \_\_\_\_\_ It is ironic that the only time he tried to act, in the horror film *The Hypnotic Eye*, he showed a complete lack of acting ability.





# Deciding what to do

*I can negotiate and compromise.*

- 1** Rewrite the sentences with a suitable form of the phrasal verbs in the box.

break down    carry on    come back    get up  
go out    stay in    stand up    wake up

- 1 Our car \_\_\_\_\_ on the way to school, so I was very late yesterday.
- 2 It was raining, so we \_\_\_\_\_ and played computer games.
- 3 Shall I stop, or do you want me to \_\_\_\_\_?
- 4 She \_\_\_\_\_ early to study for the exam.
- 5 'What are you doing tonight?' 'I \_\_\_\_\_.'
- 6 Jake usually \_\_\_\_\_ before his alarm clock rings.
- 7 We had to \_\_\_\_\_ in the meeting because there weren't enough chairs.
- 8 What time did you \_\_\_\_\_ from the party last night?

- 2** Complete the sentences with the words in the box.

about    come    fancy    into    let's    mood    need  
nice    only    persuaded    really    talked

**suggesting**

- 1 Do you \_\_\_\_\_ going out?
- 2 \_\_\_\_\_ go and see a film.
- 3 How \_\_\_\_\_ a game of cards?

**objecting**

- 4 I'm not in the \_\_\_\_\_.
- 5 I don't \_\_\_\_\_ fancy it.
- 6 I'm not really \_\_\_\_\_ chess.

**persuading**

- 7 But I still think it would be \_\_\_\_\_ to go out.
- 8 Don't you think we \_\_\_\_\_ some fresh air?
- 9 Oh, \_\_\_\_\_ on!

**compromising or agreeing**

- 10 But \_\_\_\_\_ if you buy me a drink!
- 11 OK, you've \_\_\_\_\_ me.
- 12 You've \_\_\_\_\_ me into it.

- 3** Number the sentences in the correct order to make a dialogue.



- \_\_\_\_\_ No problem. What do you fancy? Ham sandwiches?
- \_\_\_\_\_ OK, let's go to the swimming pool and lie in the sun.
- \_\_\_\_\_ Shall we go shopping? There's nothing in the fridge.
- \_\_\_\_\_ I still think the pool will be packed today.
- \_\_\_\_\_ Go on, then. But only if you make lunch!
- \_\_\_\_\_ Not if we go early and get a good spot. Oh, come on!
- \_\_\_\_\_ Too many people. Why don't we go for a walk?
- \_\_\_\_\_ I don't want to go shopping. The weather's too nice.
- \_\_\_\_\_ 1 What shall we do today?
- \_\_\_\_\_ No, not a walk. Let's take lunch to the pool instead.

- 4** Rearrange the words to make sentences.

- 1 this / library / let's / to / go / the / morning  
\_\_\_\_\_
- 2 study / I'm / mood / to / in / not / today / the  
\_\_\_\_\_
- 3 out / we / this / could / go / we / later / but / if / study / morning  
\_\_\_\_\_
- 4 walk / afternoon / for / a / don't / now / and / why / we / go / study / this  
\_\_\_\_\_
- 5 you've / get / OK / me / I'll / ready / persuaded / and  
\_\_\_\_\_

- 5** Complete the dialogue between Ryan and Lily. Ryan wants to go out for dinner tonight, but Lily wants to order a takeaway pizza and eat it in front of the TV.

- Ryan (suggestion) What \_\_\_\_\_?
- Lily (suggestion) \_\_\_\_\_ a pizza.
- Ryan (objection) \_\_\_\_\_.
- (suggestion) \_\_\_\_\_.
- Lily (objection) \_\_\_\_\_.
- Ryan (persuasion) \_\_\_\_\_.
- Lily (objection) \_\_\_\_\_.
- Ryan (persuasion) \_\_\_\_\_.
- Lily (compromising) \_\_\_\_\_.
- Ryan (agreeing) \_\_\_\_\_.



## A formal letter: making a reservation

*I can write a letter making a reservation.*

## Preparation

1 Complete the sentences with the words in the box.

confirm grateful mind possible

- 1 Would you \_\_\_\_\_ sending me further details of the bus service?
- 2 I would be \_\_\_\_\_ if you could send me payment details for our stay.
- 3 Would it be \_\_\_\_\_ to have a triple room for the three of us?
- 4 Please can you \_\_\_\_\_ that we will be collected from the village?

2 Complete the letter with the polite requests from exercise 1.

Dear Mr King,

Further to our telephone conversation yesterday morning, I am writing to confirm that I wish to make a reservation for myself and two friends for the weekend of 3<sup>rd</sup>–5<sup>th</sup> July.

1 \_\_\_\_\_

We would also like to express our preference for a room with a balcony, so that we can sit outside. On the telephone you mentioned an airport bus which passes through the village nearest the hotel. 2 \_\_\_\_\_, so that we can plan our journey?

Finally, 3 \_\_\_\_\_ I will send you a cheque for the deposit by post as soon as you confirm the amount.

I look forward to hearing from you in due course.

Yours sincerely

*Bethany R. Simpson*

Ms B. R. Simpson

PS 4 \_\_\_\_\_

We will be arriving some time on Friday evening, depending on the bus service.

3 Rewrite the informal phrases with a formal phrase from the letter.

1 After our phone call

2 I want to book a room

3 We want a room with a balcony

4 Hope to hear from you soon

5 Best wishes

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

1 you / send / a brochure / can / me

2 gave / roses / her / he / some

3 sent / deposit / them / I / the

4 meal / cooked / she / a / him

5 lie / me / told / a / you

## Writing task

5 In your notebook write a formal letter to make a reservation for yourself and five friends for the adventure weekend advertised below. Use the Writing Bank on page 106 to help you. Write 150–200 words and include the following:

- polite requests to ask for
  - three rooms for two people on the same floor
  - directions by car to the hotel
  - payment details for the weekend
  - more information about the activities
- an extra comment at the end of your letter after your name.

## A weekend with a difference

**Come alone or with friends to enjoy the Westerfield Wild Weekend. An experience you'll never forget!**  
**Bungee jumping from Basilton Bridge, paintballing in the park, hang-gliding from the highest hill and much, much more!**



**Phone The Westerfield Hotel  
 03927 391 for more information**

## Check your work

Have you

- ☐ started and finished your letter appropriately?
- ☐ organised your letter into paragraphs?
- ☐ written 150–200 words?
- ☐ checked grammar, spelling and punctuation?





# SELF CHECK 6

Read the clues and complete the crossword.

## CLUES

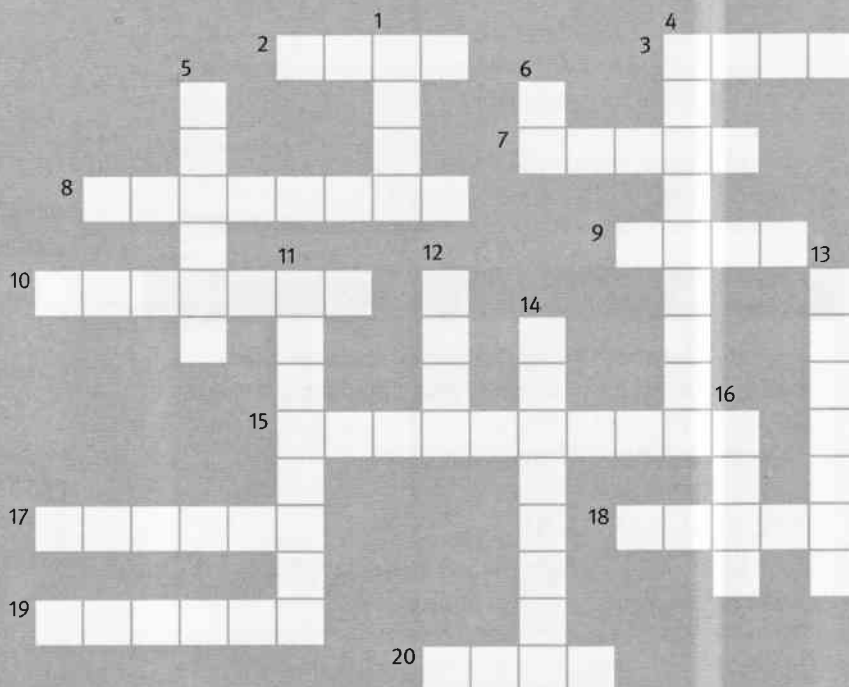
### Across (→)

- 2 They \_\_\_\_\_ they didn't believe him.
- 4 She's not in the \_\_\_\_\_ to play tennis today.
- 7 What do you \_\_\_\_\_ doing for your birthday?
- 8 A room with two beds is called a \_\_\_\_\_.
- 9 The photo of the Loch Ness monster was a \_\_\_\_\_.
- 10 \_\_\_\_\_ to our telephone conversation, I wish to make a reservation.
- 15 A machine that cleans plates and glasses, etc.
- 17 If you don't go out, you \_\_\_\_\_.
- 18 They couldn't \_\_\_\_\_ he'd stolen the money.
- 19 She said she'd called me the day \_\_\_\_\_.
- 20 They \_\_\_\_\_ me the story was a hoax.

### Down (↓)

- 1 I'm not \_\_\_\_\_ ice skating.
- 3 A machine that heats up food very quickly.
- 5 He was found \_\_\_\_\_ and sent to prison.
- 6 He asked me \_\_\_\_\_ I wanted a drink.
- 11 There wasn't enough \_\_\_\_\_ to convict him.
- 12 A story that nobody has proved to be true.
- 13 She \_\_\_\_\_ her mother's instructions to tidy her room and went outside instead.
- 14 I would be \_\_\_\_\_ if you would send me more details.
- 16 The \_\_\_\_\_ protects the top of a house.

Your score  /20



## I CAN ...

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

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can decide who committed a crime. (SB p.54)			
I can report what other people have said. (SB p.55)			
I can talk about myths. (SB p.56)			
I can report questions which other people have asked. (SB p.57)			
I can understand an account of a famous nineteenth-century legal case. (SB p.58)			
I can negotiate and compromise. (SB p.60)			
I can write a letter making a reservation. (SB p.61)			

**PREPARATION: Reading**

- Read the whole text first. Even though there are some gaps, doing this will give you an idea of what the text is about.
- Choose the sentences (A–G) that fit the text – for both the grammar and the meaning.
- Look again at the sentence you haven't used to make sure you haven't made a mistake.
- Read the text again, including the sentences you have chosen, and check that everything is logical and grammatically correct.

**EXAM TASK – Reading**

Read the text about the world seafood shortage. Some parts of the text have been removed. Complete the text by deciding which part of the text (A–G) fits each gap (1–6). There is one extra letter you do not need.

**SEE YOU, SEAFOOD!**

Fourteen researchers from Canada, Panama, Sweden, Britain and the US have spent four years analysing ocean ecosystems, fish population and fishing records. Their findings, which have just been published, make frightening reading. They predict that by the year 2048 the world's seafood will have disappeared. <sup>1</sup> \_\_\_\_\_

According to the study, the number of marine species has been declining much faster in recent decades and if it continues to do so, there will soon be nothing for us to do to restore the diversity of these ecosystems. We have already lost nearly 30% of all the known species. As we continue to consume more and more from the ocean, many more species will become extinct. <sup>2</sup> \_\_\_\_\_ And scientists believe that they will all be gone by 2048 unless something is done about it.

It is important that we find the causes before it's too late. <sup>3</sup> \_\_\_\_\_ Because of them, the number of ecologically important species is constantly decreasing and so is the oceans' ability to produce seafood and stay healthy. Some plans for reversing this trend are already being made. <sup>4</sup> \_\_\_\_\_ Just like agriculture, which farms things on the land, aquaculture farms things in the water for the purpose of mass consumption. And so fish, shrimp, oysters and other underwater species will simply be grown in controlled waters. <sup>5</sup> \_\_\_\_\_

Why should we care? For many reasons. First of all, if the balance of an ecosystem is threatened then so is its working. For instance, the water is not cleaned and filtered by the creatures. <sup>6</sup> \_\_\_\_\_ Moreover, thousands of people around the world rely on seafood as their basic food. And finally, the world's economy will be in trouble if everyone who works in the fishing industry loses their jobs.

- A In the future, we need to rely less on fishing in the wild and more on so-called aquaculture.
- B Also, in certain territories fishing will have to be banned in order to let the populations of sea creatures rebuild themselves.
- C We are currently fishing for almost 8,000 different species in order to put them on our tables.
- D For example, many of the Pacific Ocean countries have seafood and sea plants as their basic diet.
- E Scientists say overfishing (catching too much fish), pollution and other environmental factors are responsible.
- F Their findings indicate that shrimps in sweet and sour sauce on the menu of your favourite takeaway will become just a memory.
- G Furthermore, if some species are wiped out, the food chains they belonged to may be broken.

**TIPS: Use of English**

- Read the text quickly to find out what it is about.
- Read each sentence to the end to make sure you understand it clearly.
- You can write only ONE word in each gap.
- There may be more than one possibility for some gaps.
- When you have finished, read the text again to check.

**EXAM TASK – Use of English**

Complete the text with the missing words (1–10). Use one word only in each gap.

**From airport to hotel**

If your destination is nowhere near the airport you're flying to, a good option is to rent a car. Often this works out <sup>1</sup> \_\_\_\_\_ cheaper than a rail ticket would, and <sup>2</sup> \_\_\_\_\_ are many models to choose <sup>3</sup> \_\_\_\_\_. If you want something cheap, the <sup>4</sup> \_\_\_\_\_ expensive model is the Kia Picanto, a small car, but one which will take you <sup>5</sup> \_\_\_\_\_ you want to go. If you prefer to drive more comfortably, you can pay a little more for an Audi A3. Of course <sup>6</sup> \_\_\_\_\_ model costs <sup>7</sup> \_\_\_\_\_ to rent than a Mercedes SLK2, because it's an intermediate model, even <sup>8</sup> \_\_\_\_\_ it looks almost as good as the Mercedes.

If you <sup>9</sup> \_\_\_\_\_ like driving, then the most comfortable way to travel is by train. <sup>10</sup> \_\_\_\_\_ is always easier to work on a train than it is on a coach, and you can always get a cab from the station to your hotel.



## TIPS: Listening

- Before you listen, read through all the statements to get an idea of what you are going to hear.
- The first time you listen, get an idea of the general meaning of the recording and write down the answers you feel sure about.
- When you listen for the second time, pay close attention to the statements you have not decided about and check those you have.

## EXAM TASK – Listening

**LISTENING 3** Listen to the story of Frank Abagnale and decide if the statements (1–7) are true (T) or false (F).

	True	False
1 Frank's criminal career began in his childhood.	<input type="checkbox"/>	<input type="checkbox"/>
2 Frank's crimes were the reason why his parents divorced.	<input type="checkbox"/>	<input type="checkbox"/>
3 Frank couldn't decide whether he preferred his mother or father.	<input type="checkbox"/>	<input type="checkbox"/>
4 Frank stole \$40,000 from other people's bank accounts.	<input type="checkbox"/>	<input type="checkbox"/>
5 Frank learned how to fly in order to become a pilot.	<input type="checkbox"/>	<input type="checkbox"/>
6 After finishing high school, Frank went to university to get his diploma.	<input type="checkbox"/>	<input type="checkbox"/>
7 Nowadays, Frank helps to fight crime.	<input type="checkbox"/>	<input type="checkbox"/>

## PREPARATION: Writing an essay (for and against)

- Think of some ideas you want to include and write an outline.
- Your introduction should be interesting so that it encourages the reader to continue reading your essay.
- Include points in favour of and points against the statement in the title.
- Divide your essay into four paragraphs, including a strong conclusion.
- Use linkers to connect your points: *In addition ...*, *Moreover ...*, *Furthermore ...*, *On the other hand ...*, *However ...*, *Nevertheless ...*.

Use the Writing Bank on page 108 to help you.

## EXAM TASK – Writing

You have been thinking about the fact that some of your friends spend too much time on their computers. You are going to write about this in the school magazine. Write an essay (200–250 words) entitled *Computers do more harm than good*.

## PREPARATION: Speaking

- Read the questions with the photos. They will help you to have ideas.
- Think of useful vocabulary to describe each picture.
- Think of structures you can use to compare/contrast pictures and to give opinions.

Use the Functions Bank on page 103 (Describing people and Talking about photos) to help you.

## EXAM TASK – Speaking

Picture 1



Picture 2



### 1 Compare the pictures of people eating.

- What is similar/different about the pictures (people, place, time of day, activity, etc.)?
- What do you think happens before/after each situation?
- Which of the situations do you prefer, and why?

### 2 Answer the questions.

- Do you like eating out? Why? / Why not?
- Do you prefer quiet celebrations with a few close friends or relatives, or parties with a large group of people? Why?

## A

### VOCABULARY AND LISTENING

## Relationships

*I can talk about dating and relationships.*

- 1 Complete the sentences that describe the speech bubbles with the past simple form of a verb in the box. (sb = somebody)

ask sb out   chat sb up   fancy sb   fall in love with sb  
fall out with sb   get engaged   get married   make up



- 1 Harvey \_\_\_\_\_ Caitlin.
- 2 He tried to \_\_\_\_\_ her \_\_\_\_\_.
- 3 To his surprise, she \_\_\_\_\_ him \_\_\_\_\_ the next day.
- 4 Soon he \_\_\_\_\_ in \_\_\_\_\_ with her.
- 5 Unfortunately, one day they \_\_\_\_\_.
- 6 But the next day they \_\_\_\_\_ again.
- 7 After six months they \_\_\_\_\_.
- 8 The following year they \_\_\_\_\_.

- 2 Match the two halves of the sentences.

- 1 Have you heard Leo and \_\_\_\_\_
  - 2 Luke fell in love \_\_\_\_\_
  - 3 Did you know Lewis and Holly \_\_\_\_\_
  - 4 I can't believe \_\_\_\_\_
  - 5 Did you see Ella chatting \_\_\_\_\_
  - 6 Have you heard Ryan and Mia have got \_\_\_\_\_
  - 7 Did you know Hannah \_\_\_\_\_
- a that George and Erin have made up again!  
b Ben up all night?  
c fancies Alfie?  
d with Olivia the first time he saw her.  
e are getting divorced?  
f Abigail have split up?  
g back together again?

- 3 Rewrite the sentences with the correct form of the phrases in the box.

ask sb out   fall in love with sb   fall out with sb  
fancy sb   get back together   get engaged   ~~get on well~~  
go out with sb   make up   split up

My best friend has always **had a good relationship** with my brother.

My best friend has always got on well with my brother.

- 1 I didn't know how much he **was attracted to** her.  
\_\_\_\_\_
- 2 One day she told me that he **had invited her** to a concert.  
\_\_\_\_\_
- 3 I was furious and I **had a big argument** with my friend.  
\_\_\_\_\_
- 4 But she carried on **having a romantic relationship** with him.  
\_\_\_\_\_
- 5 After a few weeks my brother told me they had **stopped their relationship**.  
\_\_\_\_\_
- 6 My brother was miserable because he **had become strongly attracted to** my friend.  
\_\_\_\_\_
- 7 I called my friend and tried to **end my disagreement** with her.  
\_\_\_\_\_
- 8 Eventually they **started their relationship again**.  
\_\_\_\_\_
- 9 Last week they **agreed to marry each other** and they invited me to their party!  
\_\_\_\_\_

### CHALLENGE!

What was the last romantic film you saw? Describe the relationship in the film.

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**1** Complete the sentences with the comparative and superlative forms of the adverbs in brackets.

- Connor cooks \_\_\_\_\_ than Ed, but Oscar cooks \_\_\_\_\_ of the three. (well)
- Phoebe walks \_\_\_\_\_ than Alice, but Keira walks \_\_\_\_\_ of the three. (fast)
- Ed dances \_\_\_\_\_ than Oscar, but Connor dances \_\_\_\_\_. (energetically)
- Alice works \_\_\_\_\_ than Keira, but Phoebe works \_\_\_\_\_. (hard)
- Oscar speaks \_\_\_\_\_ than Connor, but Ed speaks \_\_\_\_\_. (clearly)
- Keira drives \_\_\_\_\_ than Phoebe, but Alice drives \_\_\_\_\_. (carefully)

**2** Look at the results of the competition and complete the sentences with the correct form of the adjectives and adverbs in brackets.

				
	MIA	JAY	EVE	BEN
<b>QUALITIES</b>				
Strength	7	10	8	9
Intelligence	10	7	9	8
Patience	9	8	10	7
<b>SKILLS</b>				
Running	8	9	7	10
Writing	10	8	9	7
Parking	7	9	8	10

- Mia runs \_\_\_\_\_ than Eve. (fast)
- Ben is \_\_\_\_\_ than Jay. (patient)
- Ben writes \_\_\_\_\_ of the four. (accurately)
- Eve is \_\_\_\_\_ Mia. (strong)
- Ben parks \_\_\_\_\_ of them all. (well)
- Jay doesn't park \_\_\_\_\_ Ben. (well)
- Jay is \_\_\_\_\_ of them all. (intelligent)
- Ben runs \_\_\_\_\_ of them all. (fast)
- Jay writes \_\_\_\_\_ than Eve. (correctly)
- Ben isn't \_\_\_\_\_ Mia. (intelligent)

**3** Complete the sentences with the phrases in the box to make comparisons.

as it was when I bought it. she was as a child.  
than five years ago. than he used to be.  
than it used to be. than I was before.

- My boyfriend's more confident \_\_\_\_\_.
- This watch isn't as accurate \_\_\_\_\_.
- She's slimmer than when \_\_\_\_\_.
- I'm happier in my new job \_\_\_\_\_.
- Fewer people drive their cars in the centre now \_\_\_\_\_.
- This jacket is less trendy \_\_\_\_\_.

**4** Use the words to make superlative sentences with the present perfect.

- She / interesting / person / I / ever / meet  
She's the most interesting person I've ever met.
- That / exciting / film / I / ever / see  
\_\_\_\_\_
- This / unreliable / car / we / ever / buy  
\_\_\_\_\_
- He's / funny / man / she / ever / work with  
\_\_\_\_\_
- That / expensive / present / he / ever / receive  
\_\_\_\_\_
- That / nice / thing / you / ever / say  
\_\_\_\_\_
- That / good / meal / I / ever / eat  
\_\_\_\_\_

**CHALLENGE!**

Write six sentences about yourself in relation to your classmates. Use some of the qualities and skills in the chart in exercise 2 and add some of your own.

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## Revision: Student's Book page 66

- 1 Complete the sentences about the life of W B Yeats with the words in the box.

activist buried homeland influences poems poet

- W B Yeats is best known as a \_\_\_\_\_, but he also wrote plays.
- When they lived in England, his Irish mother used to tell her children stories about their \_\_\_\_\_.
- In 1889, Yeats fell in love with a political \_\_\_\_\_ called Maud Gonne.
- The most important \_\_\_\_\_ on his poetry were earlier Romantic poets and Irish nationalism.
- His early \_\_\_\_\_ are mostly about love, beauty and Irish folk tales.
- When Yeats died, he was \_\_\_\_\_ in France and then his remains were moved to Ireland.

- 2 Read the text about P B Shelley and answer the questions.

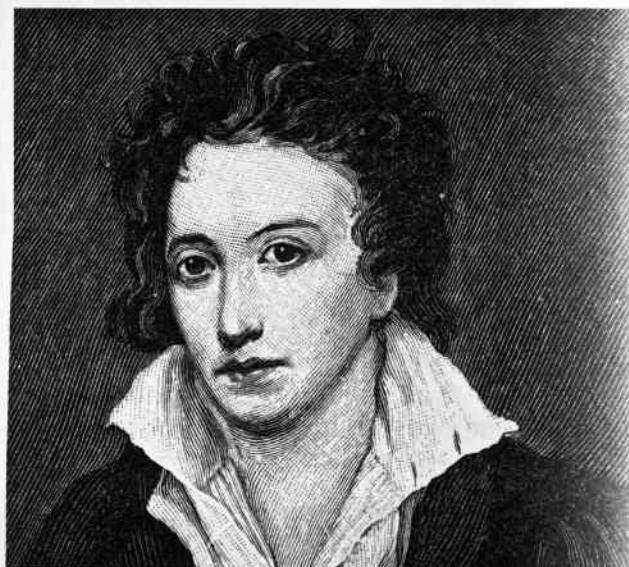
- Who did Shelley run away with when he was nineteen?  
\_\_\_\_\_
- Why did Shelley and his first wife fall out?  
\_\_\_\_\_
- Where did Shelley meet Mary Wollstonecraft?  
\_\_\_\_\_
- Where did Shelley and Mary run away to?  
\_\_\_\_\_
- How did they spend their days with Lord Byron?  
\_\_\_\_\_
- Which famous novel did Mary write?  
\_\_\_\_\_
- How did Shelley die?  
\_\_\_\_\_
- What did Mary do after he died?  
\_\_\_\_\_

## CHALLENGE!

Write a short biography of your favourite writer or poet. Include details about their birth, their life, their loves, their work and their death.

## P B Shelley

Percy Bysshe Shelley was one of the poets from the Romantic movement who influenced W B Yeats.



Shelley was born in 1792, the oldest of seven children. He did not enjoy school, and when he was finally expelled, he ran away to Scotland with his sixteen-year-old sweetheart, Harriet Westbrook. They got married on 28<sup>th</sup> August, 1811, and had two children together during their short marriage. They soon fell out because of Shelley's desire to practise an 'open marriage'.

It was on a trip to London that Shelley first met Mary Wollstonecraft Godwin, daughter of the owner of the bookshop that Shelley frequently visited. They soon fell deeply in love, and in 1814 they ran away together, this time to Switzerland. Here they met other poets like Lord Byron, with whom they spent their days sailing on the lake and telling each other ghost stories. One of these stories inspired Mary to write her most famous novel, *Frankenstein*.

After a brief period back in London, where they eventually got married, the Shelleys moved to Italy. Shelley continued going sailing, but in July 1822 his boat *Don Juan* got into trouble during a storm. The boat sank and Shelley drowned, leaving his beloved Mary a widow. He was only 29 years old.

After Shelley's death, Mary moved back to London and dedicated herself to her own writing and to publishing and compiling her husband's work. Thanks to her, the poetry of Percy Shelley is still with us in the 21<sup>st</sup> century, despite his tragic early death.



# Talking about imaginary situations

*I can talk about imaginary situations and things I would like to change.*

## 1 Write the two sentences as one sentence with the second conditional.

- 1 You smoke. The house smells bad.  
If you didn't smoke, the house wouldn't smell bad.
- 2 You don't put your clothes away. Your room is a mess.
- 3 You don't go shopping. There isn't any food in the fridge.
- 4 You're always with your friends. You don't have time for me.
- 5 You don't study. You don't pass your exams.
- 6 You spend all your money. We can't go on holiday.
- 7 You go to bed late. You're tired.

## 2 Complete the sentences with the past simple or *would* + base form.

GIRL



- 1 If only I \_\_\_\_\_ a different boyfriend! (have)
- 2 You're always calling me at work! I wish you \_\_\_\_\_ me there! (not call)
- 3 I wish you \_\_\_\_\_ to me. (listen)
- 4 If only you \_\_\_\_\_ your clothes more often. You wear the same jeans every day! (change)
- 5 I wish I \_\_\_\_\_ single again. (be)

BOY



- 6 I wish you \_\_\_\_\_ . (relax)
- 7 You're always angry with me. I wish you \_\_\_\_\_ at me all the time. (not shout)
- 8 If only I \_\_\_\_\_ with my friends instead of here with you. (be)
- 9 I wish you \_\_\_\_\_ me alone. (leave)
- 10 If only we \_\_\_\_\_ together. (not live) I want to live on my own again.

## 3 Use the words to write complete sentences.

- 1 I / rather / you / not turn / the TV on
- 2 It / be / time / you / go / to the hairdresser's
- 3 I / wish / we / live / in a bigger house
- 4 If only / we / see / more of each other
- 5 It / time / you / stop / working so much
- 6 I / rather / we / go / for a walk
- 7 I / wish / we / can / get married tomorrow
- 8 If only / you / be / ten years younger

## 4 Complete the dialogue with the correct form of the verbs in brackets or *would* + base form.

- Anna It's time we <sup>1</sup> \_\_\_\_\_ a talk. (have)  
 Jake Why? What's wrong?  
 Anna I don't want to go out with you any more.  
 Jake I wish you <sup>2</sup> \_\_\_\_\_ saying that. (keep on)  
 Anna This time I mean it.  
 Jake Why? What's the problem?  
 Anna The same as always. If only you <sup>3</sup> \_\_\_\_\_ to me! (listen)  
 Jake What? Is it about my friends?  
 Anna Yes. I'd rather you <sup>4</sup> \_\_\_\_\_ seeing them. (stop)  
 Jake I wish you <sup>5</sup> \_\_\_\_\_ better with them. (get on)  
 Anna Well, I don't. I can't stand them.  
 Jake If you <sup>6</sup> \_\_\_\_\_ to know them, I'm sure you \_\_\_\_\_ them. (get / like)  
 Anna I'd rather not <sup>7</sup> \_\_\_\_\_ to know them, thank you. (get)  
 Jake Well, they're my friends and I've known them for a long time. I'm not giving them up.  
 Anna Well, Jake – it's either them or me.  
 Jake To be honest, I'd rather <sup>8</sup> \_\_\_\_\_ with them. (be)  
 Anna Fine. Goodbye then, Jake.

## CHALLENGE!

Think of your friends and family. Would you like anyone's behaviour to change? Write four sentences using *wish*, *if only*, *it's time* and *I'd rather*.

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*I can understand and react to a website article about Internet relationships.*

**Revision: Student's Book page 68**

- 1** Complete the sentences with the words and phrases in the box.

an obligation close to my heart fulfilling interrupt  
judge nothing in common running in circles

- 1 It's dangerous to \_\_\_\_\_ people by their appearance.
- 2 My music collection is my most important possession. It's very \_\_\_\_\_.
- 3 It's almost \_\_\_\_\_ to invite all your relatives to your wedding.
- 4 All I'm looking for is a \_\_\_\_\_ relationship with the perfect man.
- 5 Please don't \_\_\_\_\_ me when I'm talking on the phone.
- 6 We split up because we had \_\_\_\_\_.
- 7 I'm sorry. I've been \_\_\_\_\_ all day and I forgot to call you.

- 2** Read the text and match the headings (1–6) with the paragraphs (A–F). There is one heading that you do not need.

- 1 Rediscover books and the art of reading
- 2 Take a walk around a supermarket
- 3 Go back to traditional fun
- 4 Get out your writing paper
- 5 Match a voice to a name
- 6 Go to other people's homes

C \_\_\_\_\_  
As an alternative to picking up the phone, you could visit your friends in their own houses, instead of chatting to them every night from your room. That way you could find things to do together and maybe even meet an interesting older brother or sister. You will also be burning off calories, which will help keep you fit and healthy.

D \_\_\_\_\_  
The art of letter-writing died with the advent of the Internet, and with it, the joy of receiving letters from others. Write some letters to your friends in foreign parts, and experience the pleasure of getting a letter back.

E \_\_\_\_\_  
Discover where your local library is and remind yourself what research was like before the age of the online search. Remember, many others will be doing the same as you, so it will be an ideal meeting place for people of your age.

# Life without the Internet

Recently, an earthquake in Taiwan destroyed Internet lines in Asia, upsetting the lives of millions of people dependent on the web for their work and social relationships. Here are some hints on how to cope if a similar situation occurs where you live.

A \_\_\_\_\_  
With no chatrooms or games sites, you'll have to find your own entertainment. Take out the games boards you put away when you were given your first PC and play *Monopoly* or *Cluedo* with your friends and family. You'll be surprised at how much fun it is.

B \_\_\_\_\_  
Instead of e-mailing your friends, you'll have to talk to them on the phone. And perhaps you can get to know some of the many friends you made in the chatroom and find out if they're actually anything like they said they were in their profiles.





## Making conversation

*I can introduce myself to someone  
and find out more about them.*

**1 Complete the question tags with the affirmative or negative form of the verbs *do*, *be* or *have*.**

- 1 You know my brother, \_\_\_\_\_ you?
- 2 She lives in your street, \_\_\_\_\_ she?
- 3 You weren't at school today, \_\_\_\_\_ you?
- 4 He used to go out with your friend, \_\_\_\_\_ he?
- 5 You've got a sister, \_\_\_\_\_ you?
- 6 He isn't very tall, \_\_\_\_\_ he?
- 7 They're your friends, \_\_\_\_\_ they?
- 8 You play in the school team, \_\_\_\_\_ you?

**2 Match the questions (1–7) with the answers (a–g).**

- 1 You're a friend of Sarah's, aren't you? \_\_\_\_\_
  - 2 You live in my street, don't you? \_\_\_\_\_
  - 3 You play basketball, don't you? \_\_\_\_\_
  - 4 You don't go to our school, do you? \_\_\_\_\_
  - 5 You've got a motorbike, haven't you? \_\_\_\_\_
  - 6 You didn't come to the last party, did you? \_\_\_\_\_
  - 7 You used to do athletics, didn't you? \_\_\_\_\_
- a No, I didn't. I was ill. \_\_\_\_\_
- b No, I don't. I go to St Michael's. \_\_\_\_\_
- c Yes, I did. I ran the 100 metres. \_\_\_\_\_
- d Yes, I do. For my district. \_\_\_\_\_
- e Yes, I am. We live near each other. \_\_\_\_\_
- f Yes, I have. It's a Suzuki. \_\_\_\_\_
- g Yes, I do. At number 53. \_\_\_\_\_

**3 Look at the sentences used in small talk. Write *I* for initiating, *S* for sustaining and *E* for ending.**

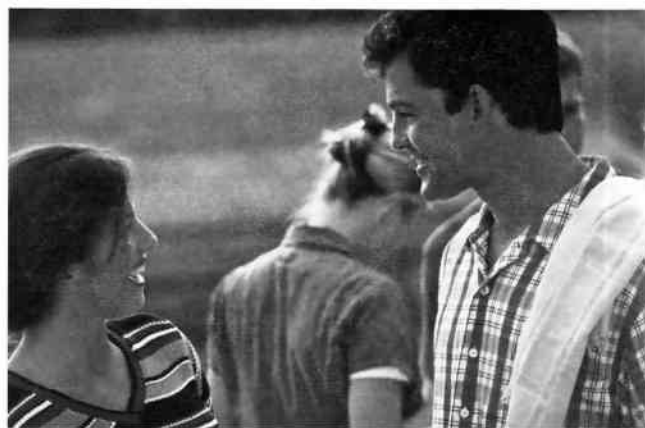
- 1 Anyway, it's time I got back to work. \_\_\_\_\_
- 2 Anyway, I'd better get back to my friends. \_\_\_\_\_
- 3 Nice talking to you. \_\_\_\_\_
- 4 How do you know Ben? \_\_\_\_\_
- 5 You're Ben Wilson's sister, aren't you? \_\_\_\_\_
- 6 What kinds of films do you like? \_\_\_\_\_
- 7 I'm sure I'll see you around. \_\_\_\_\_
- 8 So... tell me more about your band. \_\_\_\_\_
- 9 Are you really into sport? \_\_\_\_\_
- 10 We've met somewhere before, haven't we? \_\_\_\_\_
- 11 What else do you like doing at weekends? \_\_\_\_\_
- 12 Hi, I'm Matthew. \_\_\_\_\_

**4 Use the words to write questions to use in making small talk.**

- 1 How / you / know / Harry \_\_\_\_\_?
- 2 you / into / sport \_\_\_\_\_?
- 3 Have / you / any hobbies \_\_\_\_\_?
- 4 What / kinds / films / you / like \_\_\_\_\_?
- 5 What / you / like / do / at the weekend \_\_\_\_\_?
- 6 You / at the gig / last week, / (not be) / you \_\_\_\_\_?

**5 Maisie (seventeen) and Nathan (eighteen) meet at a party. They have never spoken to each other before. Tick the five best topics for them to talk about.**

- |            |                          |                   |                          |
|------------|--------------------------|-------------------|--------------------------|
| hobbies    | <input type="checkbox"/> | religion          | <input type="checkbox"/> |
| films      | <input type="checkbox"/> | music             | <input type="checkbox"/> |
| politics   | <input type="checkbox"/> | money             | <input type="checkbox"/> |
| schoolwork | <input type="checkbox"/> | friends           | <input type="checkbox"/> |
| sport      | <input type="checkbox"/> | personal problems | <input type="checkbox"/> |



**6 Complete the dialogue between Maisie and Nathan. Maisie starts a conversation with Nathan because she thinks he's one of her brother's friends.**

- Maisie** (initiating) You're \_\_\_\_\_?
- Nathan** Who \_\_\_\_\_?
- Maisie** My brother's \_\_\_\_\_
- Nathan** Oh, yes \_\_\_\_\_
- Maisie** (sustaining) \_\_\_\_\_
- Nathan** \_\_\_\_\_
- Maisie** (sustaining) \_\_\_\_\_
- Nathan** \_\_\_\_\_
- Maisie** (ending) \_\_\_\_\_
- Nathan** \_\_\_\_\_



### Preparation

1 Match the special occasions (1–5) with the correct dates and write a sentence.

- |                   |                           |
|-------------------|---------------------------|
| 1 May Day         | 25 <sup>th</sup> December |
| 2 Valentine's Day | 31 <sup>st</sup> October  |
| 3 Halloween       | 31 <sup>st</sup> December |
| 4 Christmas Day   | 14 <sup>th</sup> February |
| 5 New Year's Eve  | 1 <sup>st</sup> May       |

- 1 May Day is on the 1<sup>st</sup> of May
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

2 Choose the correct time prepositions.

- 1 Would you like to come to dinner **on** / **in** Sunday?
- 2 The party starts **on** / **at** 9.30.
- 3 The ceremony will be held **on** / **at** Friday 23rd May.
- 4 Can you come and stay **in** / **at** Christmas?
- 5 I'm going to celebrate **on** / **at** the weekend.
- 6 The tour will start early **in** / **on** the morning.
- 7 Let's go on holiday together **on** / **in** the summer.
- 8 We're getting engaged **in** / **on** February.
- 9 We got married **at** / **in** 2000.
- 10 We're going to stay out late **on** / **at** night.

3 Complete the informal letter with the correct time prepositions.

Dear Lois,

Thank you so much for the invitation to your party <sup>1</sup> \_\_\_\_\_ 25th July. I would love to come! Is it to celebrate your birthday? I know your birthday is <sup>2</sup> \_\_\_\_\_ the summer, but I thought it was <sup>3</sup> \_\_\_\_\_ August.

Everything is fine here. I went to Spain <sup>4</sup> \_\_\_\_\_ Easter and spent a few days in Seville. Do you remember our weekend there <sup>5</sup> \_\_\_\_\_ 2000? It's still a really exciting city, with lots going on, especially <sup>6</sup> \_\_\_\_\_ the evening and <sup>7</sup> \_\_\_\_\_ night.

Anyway, I must go. I've got some friends coming for dinner <sup>8</sup> \_\_\_\_\_ the weekend and all the food shops are closing <sup>9</sup> \_\_\_\_\_ 5 o'clock today because it's a bank holiday.

Really looking forward to seeing everybody at the party <sup>10</sup> \_\_\_\_\_ July!

Best wishes  
Sophie

4 Complete the paragraph plan for the letter in exercise 3. Use four of the sentences below.

- a Talk about something you are going to do soon.
- b Mention the party again to finish off.
- c Talk about another party you are organising.
- d Accept the invitation and ask a question.
- e Decline the invitation and give a reason.
- f Talk about a party you both went to in the past.
- g Talk about something you have done recently.

Paragraph 1: \_\_\_\_\_

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_

5 Complete the invitation. Use your own name at the beginning and fill in the details with your own ideas.

Dear \_\_\_\_\_

I'm having a \_\_\_\_\_ party on \_\_\_\_\_ and I'd be delighted if you could come. The party starts at \_\_\_\_\_ . We're planning to have a barbecue, so it would be great if you could bring \_\_\_\_\_ .

Really hope you can make it.

Love

Suzie

### Writing task

6 In your notebook write an informal letter in reply to Suzie's invitation. Use the Writing Bank on page 106 to help you. Write 150–200 words and do the following:

- Accept OR decline Suzie's invitation.
- Follow the paragraph plan in exercise 4.
- End with a suitable expression and your own name.

#### Check your work

Have you

- ☐ used time prepositions correctly?
- ☐ avoided language that is too formal?
- ☐ written 150–200 words?
- ☐ checked grammar, spelling and punctuation?



# SELF CHECK 7

Read the clues and complete the crossword.

## CLUES

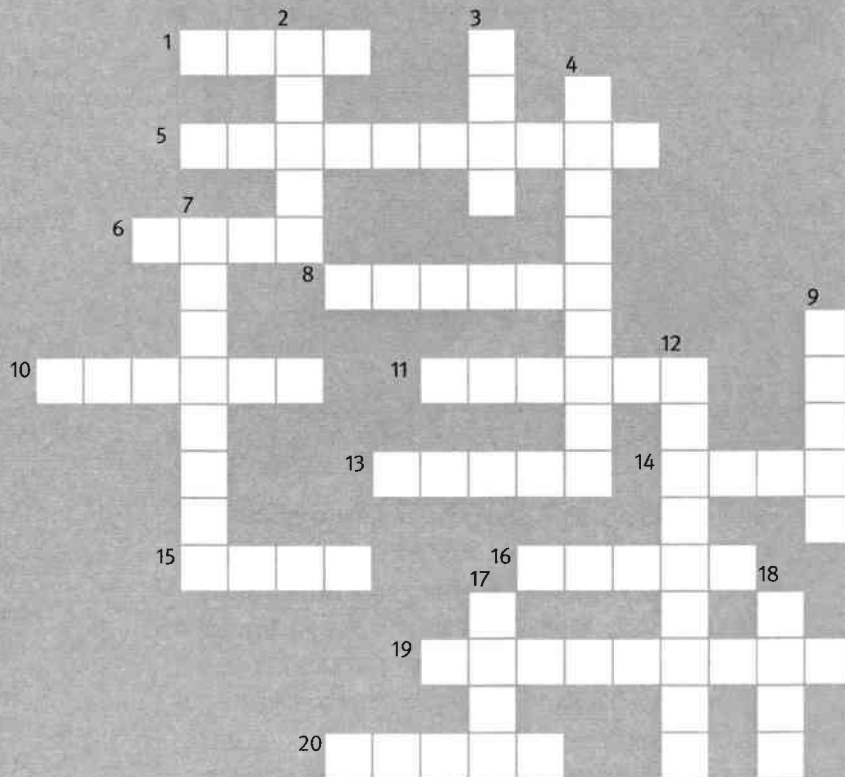
### Across (→)

- 1 I \_\_\_\_\_ you wouldn't call me at work; my manager doesn't like it.
- 5 She's had several relationships, but has never found one that is \_\_\_\_\_.
- 6 Kyle goes to discos to \_\_\_\_\_ up girls.
- 8 I'd \_\_\_\_\_ you didn't wait for me tonight.
- 10 After their argument, they decided to kiss and \_\_\_\_\_.
- 11 I'll see you \_\_\_\_\_.
- 13 You're English, \_\_\_\_\_ you?
- 14 My boyfriend's \_\_\_\_\_ intelligent than me, so I help him with his homework.
- 15 You speak English, \_\_\_\_\_ you?
- 16 I try not to \_\_\_\_\_ people before I've spoken to them.
- 19 A \_\_\_\_\_ is a formal party, especially after a wedding.
- 20 If only you \_\_\_\_\_ stop annoying me!

### Down (↓)

- 2 Courtney and Freddie have \_\_\_\_\_ up.
- 3 Shannon and Morgan \_\_\_\_\_ out last week, and they're still not talking to each other.
- 4 Please don't \_\_\_\_\_ me when I'm talking.
- 7 The country where you are born is your \_\_\_\_\_.
- 9 We bought the \_\_\_\_\_ expensive laptop.
- 12 We would be \_\_\_\_\_ if you could join us.
- 17 She plays the violin \_\_\_\_\_. I enjoy listening to her.
- 18 A person who writes poems is a \_\_\_\_\_.

Your score  /20



## I CAN ...

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



= I need more practice.



= I sometimes find this difficult.



= No problem!

	*	**	***
I can talk about dating and relationships. (SB p.64)			
I can make comparisons. (SB p.65)			
I can understand a poem. (SB p.66)			
I can talk about imaginary situations and things I would like to change. (SB p.67)			
I can understand and react to a website article about Internet relationships. (SB p.68)			
I can introduce myself to someone and find out more about them. (SB p.70)			
I can write an informal letter replying to an invitation. (SB p.71)			



# 8 Travel

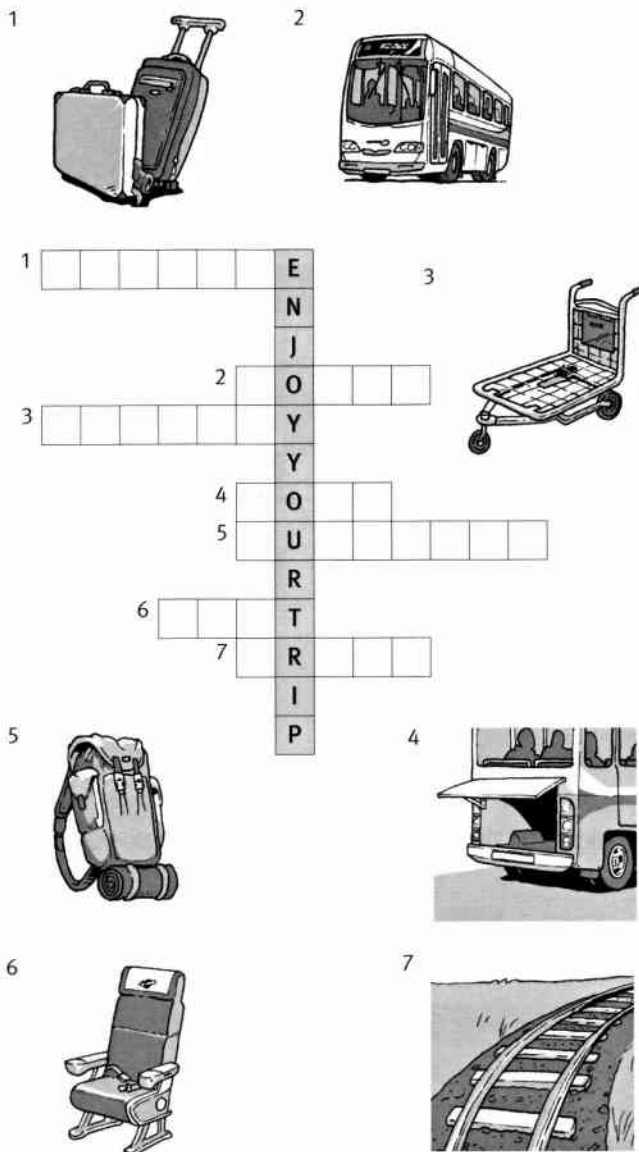
## A

### VOCABULARY AND LISTENING

## Getting from A to B

I can talk about travel.

### 1 Look at the pictures and complete the puzzle.



### 3 Choose the correct alternatives.

- There's a **straight / direct** train to Manchester.
- Would you mind opening your **suitcase / suit**?
- How far / **near** is it to the motorway from here?
- Which **track / platform** is it for Bristol?
- Make sure you take all your **belongings / luggage rack** with you when you leave the coach.
- We are sorry to announce there is no **buffet / food** service on this train.
- Can you **bring / take** us to the airport, please?
- Please remain in your **chairs / seats** until the coach has stopped.

### 4 Complete the words in the story.

My worst travel experience ever was the <sup>1</sup> j \_\_\_\_\_ home after a school reunion in Norwich, England. The train company was doing work on the <sup>2</sup> t \_\_\_\_\_, so I had to get my first train at 7 a.m., <sup>3</sup> c \_\_\_\_\_ trains in Ipswich and then later get a <sup>4</sup> c \_\_\_\_\_ into London. My first train was delayed so I spent 30 minutes waiting on the <sup>5</sup> p \_\_\_\_\_. Then, on the train, I couldn't find a <sup>6</sup> s \_\_\_\_\_ because all the <sup>7</sup> c \_\_\_\_\_ were full. Eventually we arrived in Ipswich and I had to run for the next train. The problems continued when we got on the coach, because everybody had left their <sup>8</sup> l \_\_\_\_\_ in the <sup>9</sup> a \_\_\_\_\_ and it was difficult to find somewhere to sit. Finally we set off, but as we approached London, there was an enormous <sup>10</sup> t \_\_\_\_\_ j \_\_\_\_\_. Two hours later we arrived at Liverpool Street Station, where I ran to take the Underground to the airport. I arrived at the <sup>11</sup> c \_\_\_\_\_ d \_\_\_\_\_ two minutes before it closed, but then there was a long queue of people at <sup>12</sup> p \_\_\_\_\_ c \_\_\_\_\_. The only reason I got on that plane was because there was another delay, but this time I didn't mind!

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

cruise journey travel trip voyage

- Rail \_\_\_\_\_ is very expensive in my country.
- She's going on a school \_\_\_\_\_ tomorrow.
- They've just come back from a Mediterranean \_\_\_\_\_.
- My dream is to go on a space \_\_\_\_\_.
- The \_\_\_\_\_ takes five hours by car.

### CHALLENGE!

Describe the best or the worst journey you have ever been on.

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I can identify and use different forms of the passive.

#### 1 Choose the correct alternatives.

- 1 What language is **spoken** / **speaks** in Brazil?
- 2 Police **have arrested** / **have been arrested** two boys for shoplifting.
- 3 The council replaced the plants that **had been stolen** / **had stolen**.
- 4 A new school **has built** / **has been built** near my house.
- 5 The first World Cup **plays** / **was played** in 1930.
- 6 We **ride** / **are ridden** our mountain bikes at the weekend.
- 7 Levi Strauss **made** / **was made** the first pair of jeans.
- 8 The meeting **will hold** / **will be held** next Monday.

#### 2 Complete the sentences with the correct passive form of the verbs in brackets.

- 1 Paper \_\_\_\_\_ by the Chinese 2,000 years ago. (invent)
- 2 Today mobile phones \_\_\_\_\_ in developing countries. (make)
- 3 Kayleigh's happy because she \_\_\_\_\_ a pay rise. (give)
- 4 Those trees \_\_\_\_\_ next week to make room for a housing estate. (cut down)
- 5 They were late because the flight \_\_\_\_\_. (delay)
- 6 George couldn't find his wallet because it \_\_\_\_\_. (steal)
- 7 Reality shows \_\_\_\_\_ by millions of people every week. (watch)
- 8 Classes \_\_\_\_\_ next Thursday because of the general election. (cancel)

#### 3 Use the words to make passive sentences. Use *by* where necessary.

- 1 *Stuart Little* / read today / children all over the world.  
\_\_\_\_\_
- 2 UNICEF / sponsor / the Barcelona football team.  
\_\_\_\_\_
- 3 The prize / give / the Headteacher tomorrow.  
\_\_\_\_\_
- 4 *The Da Vinci Code* / write / Dan Brown.  
\_\_\_\_\_
- 5 We couldn't drive because our car / damage / vandals.  
\_\_\_\_\_
- 6 Because of the accident this morning the motorway / close / police.  
\_\_\_\_\_

#### 4 Complete the article about film director, Martin Scorsese, with the correct passive form of the verbs in brackets.



Martin Scorsese was born in 1942 in Queens, New York. As a child he suffered from asthma, and so <sup>1</sup> \_\_\_\_\_ (stop) from playing games and sports with other children. Instead, he spent much of his time in small cinemas, and soon became fascinated with the art of film-making.

Scorsese's first major film was *Taxi Driver*, which <sup>2</sup> \_\_\_\_\_ (make) in 1976 and starred Robert de Niro and Jodie Foster. After this film, de Niro <sup>3</sup> \_\_\_\_\_ (establish) as Scorsese's central on-screen figure and the two worked together for many years after.

In 1988 Scorsese <sup>4</sup> \_\_\_\_\_ (criticise) heavily for his portrayal of Christ in *The Last Temptation of Christ*, but the main result of this controversy was to increase ticket sales.

Scorsese <sup>5</sup> \_\_\_\_\_ (nominate) for an Oscar five times before he finally won one. He <sup>6</sup> \_\_\_\_\_ (award) the Oscar for best director in 2007 for his film *The Departed*, which also won the prize for best film.

#### CHALLENGE!

Find out about another film director and write a short article. Include information about

- the director's education
- the director's best-known film(s)
- prizes won

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*I can understand a magazine article about changing holiday habits.*

**Revision: Student's Book page 76**

- 1** Match a word in Box A with a word in Box B to make tourism and travel phrases.

A	B	A	B
package	weekend	budget	trip
seaside	flight	exotic	tour
long-haul	town	coach	destination
long	holiday	day	airline

- 2** Complete the sentences with the phrases from exercise 1.

- My parents like having everything organised for them, so every year they book a \_\_\_\_\_.
- When we were young we always went on holiday to a \_\_\_\_\_ near the beach.
- Sometimes you need to have some injections before you go on holiday to an \_\_\_\_\_.
- My grandparents prefer going on a \_\_\_\_\_ so they can see everything from their seats.
- Last year we went on a \_\_\_\_\_ to Australia. We were on board for over 24 hours!
- Last year we flew to Amsterdam with a \_\_\_\_\_. It was really cheap!
- We didn't want to go away last summer so we often went on a \_\_\_\_\_ from home.
- Last month we spent a \_\_\_\_\_ in the mountains. We came home on Monday evening.

- 3** Read the text about low-cost airlines and match the headings (1–6) with the paragraphs (A–E). There is one heading that you do not need.

- Paperless operations
- Travelling without tickets
- Online booking
- Reduced number of flight attendants
- Efficient use of airports and aircraft
- No free lunch

**CHALLENGE!**

Find out which budget airlines fly from Britain to your country and which airports they use. Make notes on the airline, the schedules and the prices for the airport nearest to you.

## Budget air travel

Budget air travel has made travelling abroad much more popular than it ever has been before. But how do airlines like easyJet and Ryanair manage to cut their prices and still remain competitive? Listed below are the main methods used for cutting costs.

**A** \_\_\_\_\_

Booking over the Internet reduces the need for a call centre, and eliminates the use of a travel agent in the purchasing of tickets. More than 95% of easyJet seats are now sold online and all planes have been painted with the web address of the airline.



**B** \_\_\_\_\_

Airlines have reduced the time the aircraft spend in airports between landing and take-off so that more journeys can be made every day. Ryanair often uses secondary airports whose fees are cheaper than main airports.

**C** \_\_\_\_\_

Passengers are only required to present their passports and booking confirmation at the check-in desk, which eliminates the cost of issuing tickets. Instead of a ticket, passengers receive an e-mail containing their flight details and booking reference.

**D** \_\_\_\_\_

Passengers are not offered an onboard meal by low-cost airlines, whose reasoning is that passengers would only complain about it anyway! In this way, management and bureaucracy charges are reduced, and passengers are not obliged to pay for something they don't want.

**E** \_\_\_\_\_

As well as eliminating the need to issue flight tickets for passengers, low-cost airlines have invested in high-tech computer applications for their staff, reducing the paper consumption in their offices.





Indefinite pronouns: *some-, any-, no-*

*I can use  
different pronouns.*

**1** Complete the sentences with *some/any + -body/-thing/-where*.

- 1 We'd like \_\_\_\_\_ hot to drink.
- 2 I haven't got \_\_\_\_\_ to wear to Chloë's party.
- 3 Can \_\_\_\_\_ help me push my car, please?
- 4 Let's go on holiday \_\_\_\_\_ near the sea.
- 5 Has \_\_\_\_\_ seen my glasses?
- 6 She's so hungry, she'll eat \_\_\_\_\_!

**2** Rewrite the *no + -body/-thing/-where* sentences with *any + -body/-thing/-where* and vice versa.

- 1 We didn't go anywhere special last weekend.  
We went nowhere special last weekend.
- 2 Don't shout at him! He's done nothing wrong!
- 3 Katie hasn't seen anybody today.
- 4 Their relationship is going nowhere.
- 5 There was nobody at the airport to meet us.
- 6 I'm bored. I haven't got anything to do.

**3** Rewrite the sentences that are incorrect.

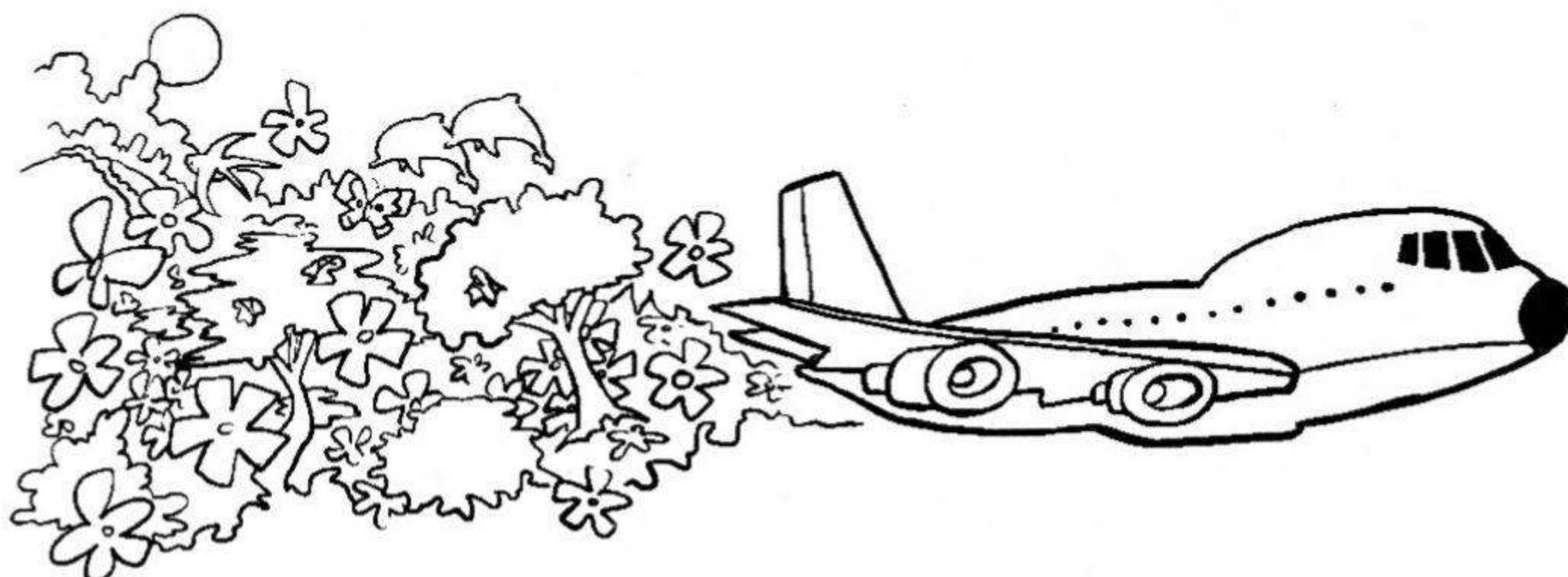
- 1 We were tired but we didn't have nowhere to sleep.
- 2 Has somebody seen my passport?
- 3 There was nothing on the TV, so we turned it off.
- 4 Would you like something to eat?
- 5 There wasn't nobody at the check-in desk.
- 6 Can I have anything to drink?
- 7 I'll move anywhere, as long as it's out of the city centre.
- 8 He's hungry because he didn't have something for breakfast.

**4** Complete the article with *some/any/no + -body/-thing/-where*.

Low-cost flights may mean you can go away <sup>1</sup> \_\_\_\_\_ nice for the same price as it costs to stay at home, but there is another side to the story. Every time <sup>2</sup> \_\_\_\_\_ takes a return flight from London to New York, they produce about 1.2 tonnes of carbon dioxide. You can't travel <sup>3</sup> \_\_\_\_\_ by plane without contributing to global warming.

So, can <sup>4</sup> \_\_\_\_\_ be done to solve the problem? Currently, governments seem to be doing next to <sup>5</sup> \_\_\_\_\_ to control the carbon emissions from aircraft. <sup>6</sup> \_\_\_\_\_ has managed to discover an alternative fuel to kerosene. The damage airlines do to society through climate change is not <sup>7</sup> \_\_\_\_\_ that is easy to calculate in financial terms. And relying on individuals to limit the flights they take is also not the answer. There isn't <sup>8</sup> \_\_\_\_\_ who would choose a train over a plane when they have to travel over 1,000 km to a business meeting or a family wedding.

One thing is clear. If the issue of aircraft carbon emissions is not addressed properly, there will soon be <sup>9</sup> \_\_\_\_\_ to fly to.



**CHALLENGE!**

Read the questions and use *some/any/no + -body/-thing/-where* to write a sentence.

Who would you like to be your ideal partner?

*My ideal partner would be somebody who likes travelling, because I want to see the world.*

What would you like for your next birthday?

Where would you like to go for your next holiday?





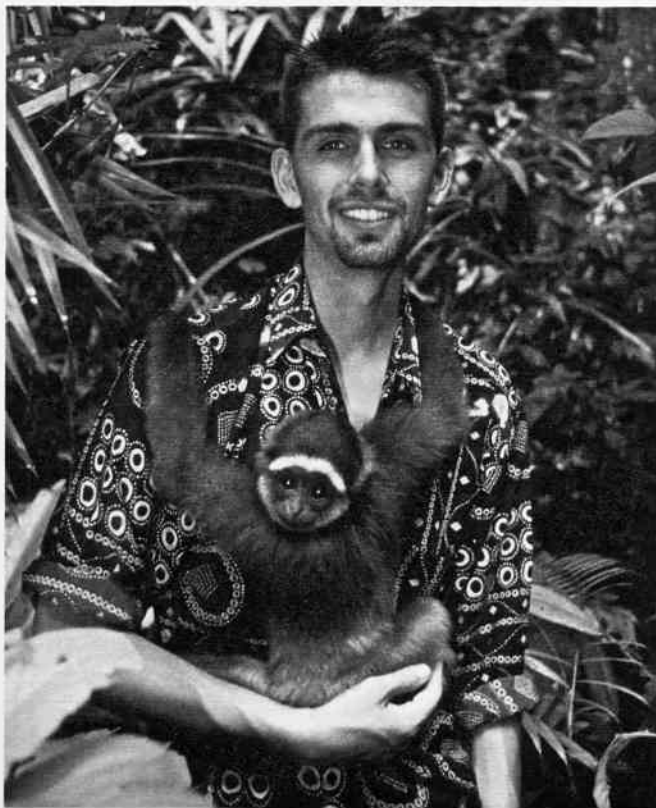
**Revision: Student's Book page 78****1 Complete the sentences with a suitable preposition.**

- 1 He's on the platform waiting \_\_\_\_\_ the train.
- 2 She's arguing \_\_\_\_\_ the ticket inspector about the price of the ticket.
- 3 The passengers are complaining \_\_\_\_\_ the delay.
- 4 I insist \_\_\_\_\_ sitting in my seat if I've reserved one.
- 5 That girl is staring \_\_\_\_\_ me.
- 6 Please don't listen \_\_\_\_\_ your MP3 player when you're with me.
- 7 What do you want to talk \_\_\_\_\_?
- 8 The car left the road and crashed \_\_\_\_\_ a tree.

**2 Read the text. Are the sentences true or false?**

- 1 The writer didn't have to pay for the trip. \_\_\_\_\_
- 2 There were eight volunteers staying at the centre. \_\_\_\_\_
- 3 The volunteers had to rescue the animals from cruel owners. \_\_\_\_\_
- 4 They had to feed the animals immediately after breakfast. \_\_\_\_\_
- 5 The volunteers entered some of the cages to feed the animals. \_\_\_\_\_
- 6 They didn't open the enclosures of the big cats. \_\_\_\_\_
- 7 The writer thinks that gap years are character-building, but don't help you academically. \_\_\_\_\_

## An unforgettable experience



The trip of my lifetime was definitely the month I spent in Ecuador on an animal rescue project in my gap year. I'd worked temping for six months to finance my trip, and I had the most amazing time imaginable.

I stayed with eight other volunteers in the Santa Martha Rescue Centre, which is situated in a rural part of the Andes, surrounded by volcanoes. The centre cares for animals that have been treated badly by their owners and range from jaguars and pumas to monkeys and parrots. Our job was to feed the animals and keep them clean.

A typical day started at 7 a.m. when we had to give the animals their breakfast before having our own. After breakfast we helped the local staff with maintenance jobs around the centre, like repairing cages and building new enclosures. We normally stopped at around 2 p.m. and then went back to feed the animals again at 4 p.m.

I spent most of my time chopping fruit for the animals, but the best bit was entering the cages and feeding them. My favourites were the baby monkeys who greeted me each morning by jumping all over me and pulling my hair. Watering the young cats was slightly more dangerous and we had to do it in pairs. One person would entertain the cats while the other opened the cages and grabbed the water bowls. We filled the adults' bowls from outside the enclosure, which seemed like a much more sensible idea to me.

The whole trip was unforgettable, and I would recommend everyone to take a gap year. You gain confidence and become more self-sufficient as well as getting hands-on experience of your degree subject. Just earn some money, book the trip you fancy most and get out there and do it!





# At the airport: exchanging information

*I can ask for information politely.*

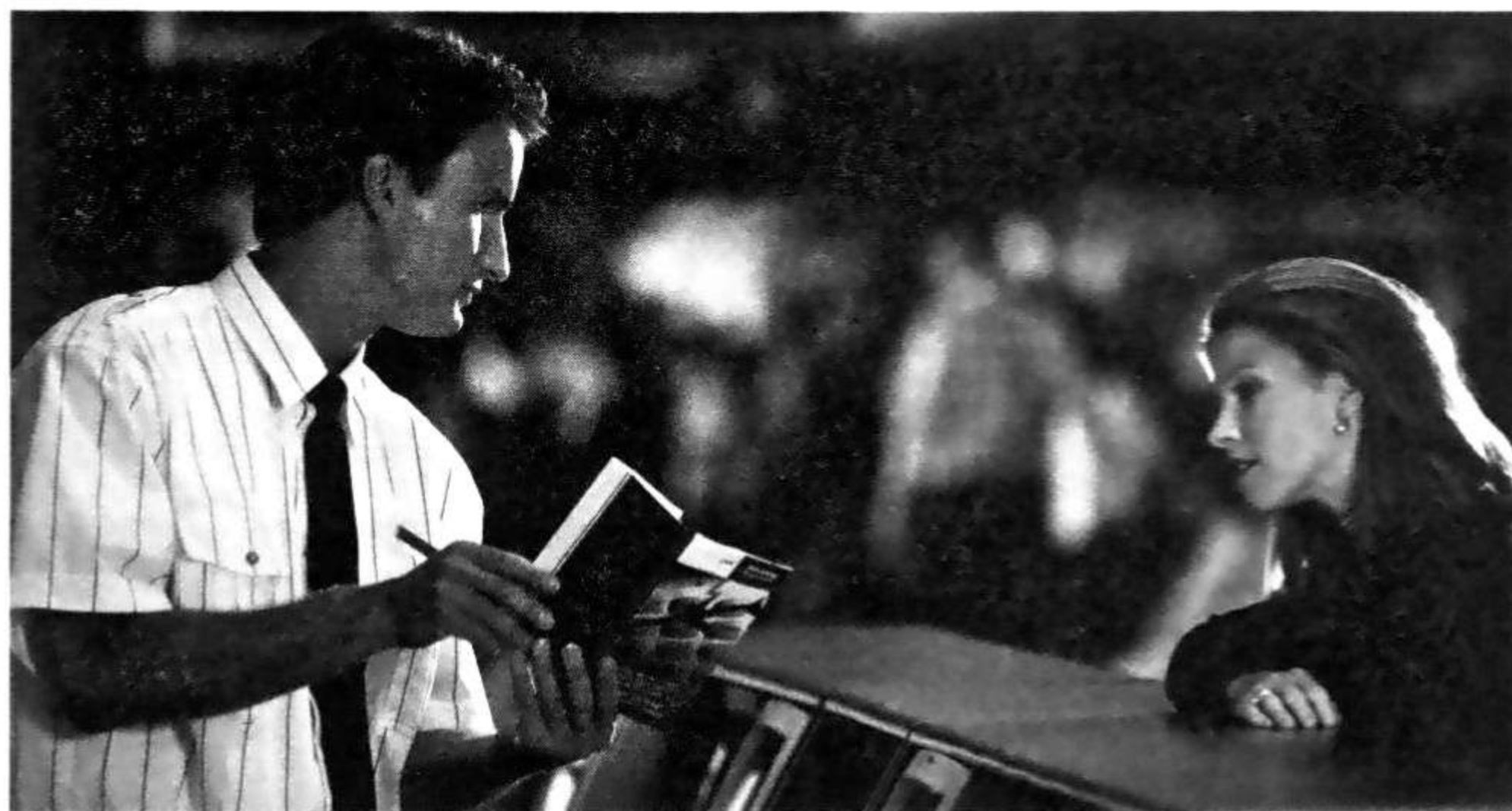
1 Complete the questions with a suitable question word or phrase.

- 1 \_\_\_\_\_ does the plane take off?
- 2 \_\_\_\_\_ is the purpose of your visit?
- 3 \_\_\_\_\_ gate does flight BA7065 leave from?
- 4 \_\_\_\_\_ does a chicken sandwich cost?
- 5 \_\_\_\_\_ will you be staying in the UK?
- 6 \_\_\_\_\_ are you travelling to?
- 7 \_\_\_\_\_ bags have you got?
- 8 \_\_\_\_\_ is the plane delayed?

2 Make indirect questions. Put the words in order and make the necessary changes to the direct questions in exercise 1.

- 1 know / you / do  
Do you know what time the plane takes off? \_\_\_\_\_?
- 2 you / me / tell / could  
\_\_\_\_\_?
- 3 ask / I / may  
\_\_\_\_\_?
- 4 idea / got / you / any / have  
\_\_\_\_\_?
- 5 you / me / could / tell  
\_\_\_\_\_?
- 6 me / mind / you / telling / would  
\_\_\_\_\_?
- 7 you / me / can / tell  
\_\_\_\_\_?
- 8 know / you / do  
\_\_\_\_\_?

3 Match the questions (1–7) with the answers (a–g).



- 1 Could you tell me where you're flying to, madam? \_\_\_\_\_
- 2 Would you mind telling me if you're flying alone? \_\_\_\_\_
- 3 Can you tell me how many bags you have? \_\_\_\_\_
- 4 Could you tell me if you packed your bag yourself? \_\_\_\_\_
- 5 May I ask if anyone has given you anything to carry? \_\_\_\_\_
- 6 Can you tell me what you'll be taking on the plane? \_\_\_\_\_
- 7 May I ask if you're carrying any liquids? \_\_\_\_\_

- a Yes, I did.
- b No, not in my hand luggage.
- c Yes, I'm flying to Bristol.
- d No, they haven't.
- e Yes, I'm on my own.
- f Yes, I've got one piece of hand luggage.
- g Just one.

4 Number the sentences in the correct order to make a dialogue at the information desk of the railway station.

- \_\_\_\_\_ No, but it's not more than £20.
- \_\_\_\_\_ May I ask which platform it leaves from?
- \_\_\_\_\_ I'm afraid I have no idea.
- \_\_\_\_\_ OK, thank you. Goodbye.
- \_\_\_\_\_ Do you know if the train has a buffet service?
- 1 Can you tell me what time the next train to London is?
- \_\_\_\_\_ Yes, the ticket office is over there.
- \_\_\_\_\_ Do you know how much a return to Paddington is?
- \_\_\_\_\_ I think so, but there's a cash machine if you can't.
- 7 Would you mind telling me if I can pay by credit card?
- \_\_\_\_\_ Yes. It goes at 16.35.
- 4 All trains to London depart from platform 4.
- \_\_\_\_\_ Could you tell me where I can buy a ticket?

5 Prepare a dialogue for a conversation between a passenger and a clerk at the information desk in an airport.

The passenger wants to know

- why the plane is delayed
- what time the flight will take off
- where she can make a phone call
- if the airline will give her a free meal.

The clerk answers all her questions and asks her about

- her flight destination
- the number of people flying with her.

- Clerk Can I help you?
- Passenger Would \_\_\_\_\_ delayed?
- Clerk May \_\_\_\_\_ to?
- Passenger Yes, I'm \_\_\_\_\_
- Clerk There's a problem \_\_\_\_\_
- Passenger Do \_\_\_\_\_ take off?
- Clerk I'm afraid \_\_\_\_\_
- Passenger Could you tell me \_\_\_\_\_?
- Clerk The payphones \_\_\_\_\_
- Passenger Can \_\_\_\_\_ a free meal?
- Clerk May \_\_\_\_\_ with you?
- Passenger I'm \_\_\_\_\_
- Clerk \_\_\_\_\_ a meal voucher, then.
- Passenger Thank you.





*I can write a postcard about  
a disastrous holiday.*

## Preparation

### 1 Match the two halves to make introductory 'it' sentences.

- 1 It's impossible \_\_\_\_\_
- 2 It's a good job \_\_\_\_\_
- 3 It's a shame \_\_\_\_\_
- 4 It was really dangerous driving \_\_\_\_\_
- 5 It's been snowing \_\_\_\_\_
- 6 It's no \_\_\_\_\_
- 7 It took \_\_\_\_\_
- 8 It isn't worth \_\_\_\_\_

- a use complaining.
- b since we arrived.
- c so long to get here.
- d to go out.
- e you're not here.
- f we brought some warm clothes.
- g hoping things will get better soon.
- h on the motorway.

### 2 Read the postcard and write an 'it' phrase from exercise 1 in the space. There are two phrases that you do not need.

Dear Cath and Paul,  
Weather not so good, I'm afraid, so <sup>1</sup> \_\_\_\_\_.  
\_\_\_\_\_ Our room has no heating, so it's a bit chilly.  
<sup>2</sup> \_\_\_\_\_. Don't think we'll be using our  
swimming costumes, but <sup>3</sup> \_\_\_\_\_  
to the travel company because it's not their fault. Journey down was  
awful because of the bad weather.  
<sup>4</sup> \_\_\_\_\_. We all got really  
bored in the car because <sup>5</sup> \_\_\_\_\_  
more than five hours. Not sure what we'll do tomorrow because  
<sup>6</sup> \_\_\_\_\_.  
Love  
Dave and Alison

### 3 Look at the sentences for beginning and ending postcards. Write B for the beginnings and E for the endings.

- 1 Having an awful time in Finland and can't wait to go home. \_\_\_\_\_
- 2 We're off to the pool now. \_\_\_\_\_
- 3 Arrived in Rome last night and we're leaving again this morning. \_\_\_\_\_
- 4 I'd better post this now. \_\_\_\_\_
- 5 I'm on holiday in the Alps, but I wish I wasn't. \_\_\_\_\_
- 6 It's time for bed now. \_\_\_\_\_
- 7 We're in the South of France, and we hate it. \_\_\_\_\_
- 8 Must go now. I've run out of space again. \_\_\_\_\_

### 4 Match a word in Box A with a word in Box B to make holiday problems.

A	B	A	B
a disastrous chilly an unfinished disgusting	food weather journey hotel	a rocky unfriendly damp an incompetent	rooms airline beach people



## Writing task

### 5 In your notebook write a postcard to your family about a trip abroad. Use the Writing Bank on page 107 to help you. Write 75–100 words and include the following information:

- some of the problems from exercise 4
- one or two problems of your own.

### Check your work

#### Have you

- ☐ started and finished your postcard appropriately?
- ☐ used some phrases with 'it'?
- ☐ written 75–100 words?
- ☐ checked grammar, spelling and punctuation?



# SELF CHECK 8

Read the clues and complete the crossword.

## CLUES

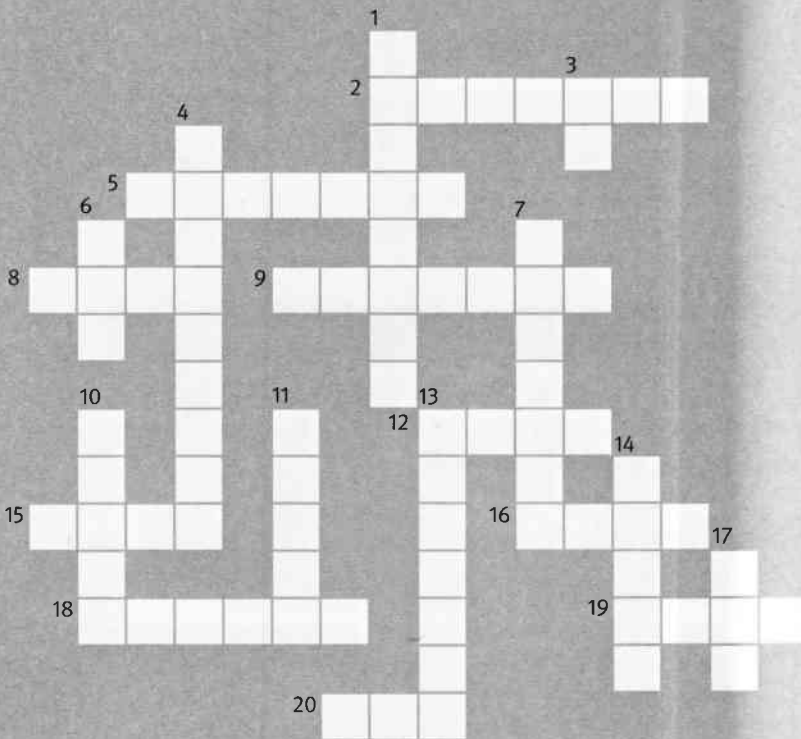
### Across (→)

- 2 Has \_\_\_\_\_ seen my mobile phone?
- 5 We've been \_\_\_\_\_ exciting this weekend. I'm so bored.
- 8 75% of the world's toys are \_\_\_\_\_ in China.
- 9 Budget airlines have \_\_\_\_\_ the cost of air travel.
- 12 We went on a day \_\_\_\_\_ to the zoo yesterday.
- 15 We spent a \_\_\_\_\_ weekend at my aunt's house during the holidays.
- 16 It's a \_\_\_\_\_ job you remembered your umbrella. It's raining hard.
- 18 Air \_\_\_\_\_ produces 5% of the world's carbon dioxide emissions.
- 19 It \_\_\_\_\_ us ages to get here last night.
- 20 \_\_\_\_\_ I ask you where you bought that coat?

### Down (↓)

- 1 The first class \_\_\_\_\_ is at the front of the train.
- 3 I've always dreamed \_\_\_\_\_ going to Australia.
- 4 I've bought you \_\_\_\_\_ for your birthday. Here it is.
- 6 *The Scream* \_\_\_\_\_ painted by Edvard Munch.
- 7 Would you mind \_\_\_\_\_ me if you have any hand luggage?
- 10 He's always boasting \_\_\_\_\_ his family connections.
- 11 I'm sorry, but I don't \_\_\_\_\_ with you.
- 13 We needed a \_\_\_\_\_ for all our luggage.
- 14 Sometimes it just isn't \_\_\_\_\_ complaining.
- 17 We headed \_\_\_\_\_ home when it started to rain.

Your score  /20



## I CAN ...

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



= I need more practice.



= I sometimes find this difficult.



= No problem!

I can talk about travel. (SB p.74)			
I can identify and use different forms of the passive. (SB p.75)			
I can understand a magazine article about changing holiday habits. (SB p.76)			
I can use different pronouns. (SB p.77)			
I can understand a description of a holiday. (SB p.78)			
I can ask for information politely. (SB p.80)			
I can write a postcard about a disastrous holiday. (SB p.81)			



## TIPS: Reading

- Read the text quickly to find out what it is about.
- Read the statements (1–10) carefully.
- Read the text again and underline the relevant information. It will help you check your answers more quickly.
- Do not try to find exactly the same words – remember that the sentences have been paraphrased.
- Remember that the statements are not in the same order as in the text.

## EXAM TASK – Reading

Read the text and match the information in the statements (1–10) to the paragraphs (A–D). Then decide if the statements are true (T) or false (F).

## The Giant's Causeway

**A**  
If you are sightseeing in Belfast and are tired of the city, you might want to consider a fabulous day trip to one of Ireland's most amazing natural wonders, the Giant's Causeway. It is only one and a half hours by car and the views along the north coast are unforgettable. It is an attraction no tourist visiting Northern Ireland should miss.

**B**  
The Causeway is a mass of basalt columns standing very close to one another. The tops of the columns form stepping stones that lead from the cliff foot and disappear under the sea. There are 40,000 of them and most have six sides. The tallest are about 12 metres high. They were formed 60 million years ago by lava from a volcano which cooled and shrank as it came into contact with the atmosphere. The columns are blue and black, with some red. Each one is separate, and each could be removed without causing any damage to the causeway.

**C**  
One old legend says that the Giant's Causeway was built by the great Irish giant, Finn McCool. He wanted to use it to get to Scotland to fight with a rival giant. When he got there, he saw that the Scottish giant was asleep and much bigger than he was, so Finn quickly turned around and ran back home. When the Scottish giant woke up, he came across the causeway to find Finn. But Finn's wife had dressed her husband up as a baby and said 'Finn is not home and be quiet or you'll wake up the baby.'

**D**  
When the Scottish giant saw the 'baby', he thought to himself that if the baby was that big, Finn must be huge. He was terrified and quickly ran home across the causeway destroying everything but the ends, here at the Giant's Causeway and in Scotland, where similar formations are found. Now the Causeway gets around 500,000 visitors annually from all around the world since it can be reached easily by train, bus or car. And best of all, the Giant's Causeway is open all year round.

True/False Para.

- |    |   |                          |                          |
|----|---|--------------------------|--------------------------|
| 1  | The columns get smaller and smaller because of the erosion caused by air. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | The Giant's Causeway is one of the tourist attractions in Belfast.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | All the columns are square but have different height.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | The Causeway would not collapse if a column was taken out.                | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | In the end, Finn used a trick and destroyed the Scottish giant.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Finn McCool thought he was too small to fight the Scottish giant.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | About half a million people visit the Giant's Causeway every year.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Finn and his wife had one baby.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Some of the columns are below the surface of the sea.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | The middle part of the Causeway is lost.                                  | <input type="checkbox"/> | <input type="checkbox"/> |

## PREPARATION: Use of English

- Read the whole text before you start to think about the kind of word you need in each gap.
- Some words fit the gap grammatically, but their meanings are different from what you need; others do not fit grammatically so they cannot be correct.
- You do not need to use all the words in the box.
- When you have finished, read the text again to check.

## EXAM TASK – Use of English

Complete the text with the words in the box. You do not need to use all the words in the box.

take had has denied refused choice as suggest  
opportunities like card have cash guess money

The story of the man whose bank <sup>1</sup>\_\_\_\_\_ to return the money taken out of his account when he had his credit <sup>2</sup>\_\_\_\_\_ stolen serves as an important lesson to us all. The reason the bank gave for their decision is the fact that the thieves were able to <sup>3</sup>\_\_\_\_\_ the man's PIN number in the three <sup>4</sup>\_\_\_\_\_ they were given by the <sup>5</sup>\_\_\_\_\_ machine. This was because the man had used his own date of birth as his PIN number, and so the thieves could easily find it from his driving licence.

Banks recommend that customers <sup>6</sup>\_\_\_\_\_ great care in their <sup>7</sup>\_\_\_\_\_ of PIN numbers, and that they should never write the number down. They also <sup>8</sup>\_\_\_\_\_ changing the PIN at least once a year and avoiding 'easy' numbers <sup>9</sup>\_\_\_\_\_ dates of birth or telephone numbers. If the man in our story <sup>10</sup>\_\_\_\_\_ chosen a different PIN number, he wouldn't have lost €3,000.



## EXAM TASK – Listening

**LISTENING 4** Listen to the information about St Valentine's Day and complete the sentences with the best option (A–C).

- 1 One legend says that, in ancient Rome  
A Valentine broke the law.  
B Emperor Claudius was killed.  
C Valentine got married in secret.
- 2 According to the text  
A Valentine was in prison because he was in love.  
B the Romans sent Valentine greeting cards.  
C the phrase 'your Valentine' might be very old.
- 3 In ancient Rome, the 15th February was  
A the spring cleaning day.  
B the anniversary of the founding of Rome.  
C the first day of a festival.
- 4 During Lupercalia  
A some places in the city got new names.  
B future marriages were formed.  
C the bird-shooting season began.

## PREPARATION: Writing a report

- Think of ideas to include and useful phrases for descriptions.
- Think of ways of making your report as helpful as possible for your readers – what kind of information would they find useful?
- Decide what to include in each paragraph.
- Write in a formal style even though the report will be read by your friends.

Use the Writing Bank on page 109 to help you.

### TIP

- When you have finished, check for grammar, spelling and vocabulary as well as the correct number of words.

## EXAM TASK – Writing

Your class recently spent a weekend in a hostel in the mountains. Some friends who would like to spend a weekend together in the mountains have asked you to write about the trip. Decide if you are going to recommend the place to your friends or not and write a report (150–200 words) including the following points:

- the hostel you stayed in and why you chose it
- what you did over the weekend
- what you expected and what it was actually like
- why you do / do not recommend it.

## PREPARATION: Speaking

### TASK 1: Talk

Read the instructions and do the following things.

- Think of an ecological problem that you are interested in (litter, dumping waste, endangered species, global warming, deforestation, etc.).
- Say how people can help.
- Think of events that can be organised to make people more aware of the problem.



### TASK 2: Role play

- Think about useful vocabulary and phrases for making, accepting and declining suggestions. Can you think of three phrases for each group?

## EXAM TASK – Speaking

### TASK 1: Talk

Give a talk about some kind of ecological campaign that you took part in. Use these ideas for your talk. You may also add your own ideas.

- Talk about the type of campaign and its aim.
- Give your reasons for taking part. Say what you think will happen in the future if the problem continues.
- Describe your role in the campaign.
- Say if there were any problems and what you did about them.
- Talk about the outcome – was the campaign successful or not?

### TASK 2: Role play

During your stay in the UK, your host family invite you to a seafood restaurant. Use these ideas for the role play. You may also add your own ideas.

- Thank them for the invitation.
- Explain politely that you really don't like seafood.
- When they ask you, suggest a different kind of restaurant.
- Thank them again and apologise for declining the first suggestion.

# 9 Spend, spend, spend!

# A

VOCABULARY AND LISTENING

## Money and finance

*I can talk about money and people's attitudes to it.*

1 Find sixteen money words in the wordsearch. (→\↘)

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

2 Match a word in Box A with a word in Box B to complete the definitions (1–6).

A	B	A	B
credit	machine	PIN	account
cash	card	foreign	number
small	change	savings	currency

- You pay by \_\_\_\_\_ when you don't want the money to leave your account the same day.
- When you go abroad it's a good idea to take some \_\_\_\_\_ with you.
- You often need some \_\_\_\_\_ to buy a coffee from a drinks machine.
- If you don't know your \_\_\_\_\_, you can't use your card.
- Most people take money out of a \_\_\_\_\_ now, instead of queuing up in the bank.
- People put the money they don't want to spend into a \_\_\_\_\_.

3 Choose the correct alternatives.

- Joe **owes** / **affords** me £25 for his concert ticket.
- I **lent** / **borrowed** Sean some money last week, but he still hasn't given it back.
- The new supermarket **costs** / **charges** 5p for plastic bags.
- Josh needs some money, so he's going to **buy** / **sell** his motorbike.
- Olivia **wastes** / **spends** her pocket money on CDs she never listens to.
- The jacket I bought is too small, so I'm going to **take** / **bring** it back to the shop.
- We can't **afford** / **pay** a new car, so we're getting a second-hand one.
- Bethany **spends** / **buys** a lot of money on clothes.

4 Match the two halves of the sentences.

- I borrowed £50 \_\_\_\_\_
  - How much do you spend \_\_\_\_\_
  - John refused to pay \_\_\_\_\_
  - The taxi driver charged us an extra £5 \_\_\_\_\_
  - We bought our car \_\_\_\_\_
  - Jasmine's saving up \_\_\_\_\_
  - Patrick pays £10 \_\_\_\_\_
  - Leah will sell her leather jacket \_\_\_\_\_
- a for her gap year trip.  
b from our neighbour.  
c for his meal because it was so disgusting.  
d to the person who offers her the most money.  
e for each suitcase we had.  
f on computer games?  
g into his savings account every month.  
h from my brother. He's very kind.

### CHALLENGE!

Have you ever had a bad experience with money?  
What happened?

## have something done

I can use the structure  
'have something done'.

## 1 Put the words in order to make sentences or questions.

1 my photo / going to / have / tomorrow / I'm / taken

\_\_\_\_\_

2 waxed / Jessica / her legs / is having

\_\_\_\_\_

3 had / Georgia / painted / last week / her nails

\_\_\_\_\_

4 had / stolen / his mobile phone / Leo / has

\_\_\_\_\_

5 yesterday / you / tested / Did / have / your eyes

\_\_\_\_\_?

6 you / your teeth / Have / whitened / had

\_\_\_\_\_?

2 Complete the sentence with the correct form of *have something done* and the words in bold.

1 Marcus isn't cleaning his house. **cleaned**

He's having his house cleaned.

2 I didn't repair my car. **repaired**

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

3 Evan isn't going to test his eyes. **tested**

He \_\_\_\_\_.

4 Ruby hasn't dyed her hair. **dyed**

She \_\_\_\_\_.

5 Gabriel isn't going to cut his hair. **cut**

He \_\_\_\_\_.

6 We aren't decorating our house. **decorated**

We \_\_\_\_\_.

7 They don't iron their clothes. **ironed**

They \_\_\_\_\_.

## 3 Complete the dialogues with the correct reflexive pronoun.

1 Did she have her car repaired?

No, she repaired it herself.

2 Does he have his shirts ironed?

No, he irons them \_\_\_\_\_.

3 Did you have your make-up done professionally?

No, I did it \_\_\_\_\_.

4 Are we going to have the house painted?

No, we're going to paint it \_\_\_\_\_.

5 Are they going to have the dresses made?

No, they're going to make them \_\_\_\_\_.

6 Am I having my room tidied tomorrow?

No, you're doing it \_\_\_\_\_.

7 Did you have that wall built?

No, I built it \_\_\_\_\_.

## 4 Complete the sentences with the correct form of the verbs. One sentence in each pair needs a reflexive pronoun.

1 cut

a Erin \_\_\_\_\_ her finger while she was peeling carrots.

b Steve \_\_\_\_\_ while he was shaving.

2 enjoy

a Did you \_\_\_\_\_ the meal?

b Did you \_\_\_\_\_ at the party?

3 control

a Evie can't \_\_\_\_\_ when she gets angry.

b Mr Harris can't \_\_\_\_\_ the class on Friday afternoons.

4 hurt

a My brother \_\_\_\_\_ his leg playing football.

b My sister \_\_\_\_\_ playing in the park.

5 taught

a Millie \_\_\_\_\_ to speak Italian.

b Zachary \_\_\_\_\_ his brother to read.

6 look after

a The children are old enough to \_\_\_\_\_.

b Some friends \_\_\_\_\_ the children when their mother is at work.

## CHALLENGE!

Look at the following chores. Does someone do them for you, or do you do them yourself?

- make your bed
- pack your school bag
- clean your room
- buy your clothes
- pay for your phone calls

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Revision: Student's Book page 86

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

brand consumers firms income promote  
purchase sponsors supply target vouchers

The text questions how ethical it is for advertisers to  
1 \_\_\_\_\_ schoolchildren in their campaigns. Large  
2 \_\_\_\_\_ provide sports equipment to schools with the  
aim of capturing the children as the 3 \_\_\_\_\_ of the  
future. The names of the 4 \_\_\_\_\_ are written in big  
letters on the clothes. Others companies offer computer  
equipment in exchange for 5 \_\_\_\_\_. All of them are trying  
to encourage the children to be loyal to their 6 \_\_\_\_\_.  
Another advertising strategy is practised by food and  
drinks companies. They 7 \_\_\_\_\_ vending machines to  
schools where children can 8 \_\_\_\_\_ snacks at break  
time. Parents say these machines only serve to 9 \_\_\_\_\_  
unhealthy eating, but the money schools earn from them  
provides them with an 10 \_\_\_\_\_ of over £10,000.

## 2 Read the text about Jamie Oliver and choose the best answers.

- 1 'Feed Me Better' is the name of
  - A a cookery programme.
  - B a cookery book.
  - C a campaign against bad eating habits.
  - D a campaign run by the government.
- 2 Jamie Oliver is
  - A the presenter of a TV programme.
  - B a cook in an expensive restaurant.
  - C a cookery teacher in a school.
  - D the head cook in a school canteen.
- 3 Jamie Oliver discovered that school dinners were
  - A bought from local shops.
  - B not made from natural ingredients.
  - C not cooked properly.
  - D too expensive for parents.
- 4 Nora Sands, the dinner lady, wanted to
  - A spend more money on food.
  - B save money on food.
  - C appear on TV.
  - D give the children better food.
- 5 Since 2005, school dinners have
  - A improved.
  - B become more expensive.
  - C become cheaper.
  - D become bigger.

## 'Feed Me Better'

**'Feed Me Better' is the name of the campaign run by TV chef, Jamie Oliver, to improve eating habits in British schools. Jamie is popular with young people all over Britain because of his cookery programmes. His ingredients are fresh, his recipes are simple, and his meals are absolutely delicious.**

So when he found out what Britain's schoolchildren were eating at school, he went on the warpath. He discovered that school dinners centred around processed food, chips and burgers, and that children were incapable of recognising basic vegetables. So Jamie resolved to do something about it.

He decided to make a TV series called *Jamie's School Dinners* which showed the successes and failures of his attempt to improve the dinner menu of a school in Greenwich, London. He was assisted by the school dinner lady, Nora Sands, who was keen to learn how to give the children a more balanced meal while not exceeding her budget.

At the same time as the programmes were being filmed, Jamie ran a national campaign called 'Feed Me Better' to bring the state of the nation's school dinners to the attention of the government.

As a result of the 300,000-signature petition that Jamie presented to Prime Minister Tony Blair in the spring of 2005, new legislation was brought in to control school dinners. Now children are promised two pieces of fruit with their meal, and fizzy drinks, sweets, chocolate and crisps are banned.

Jamie Oliver has shown that it is possible to do something positive for Britain's schoolchildren instead of just using them to make money.

## CHALLENGE!

Design a school dinner menu with three different choices of starter, main course and dessert.

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# Third conditional

*I can talk about an imaginary event in the past and its consequences.*

## 1 Match two halves of the sentences to make third conditional sentences.

- 1 If we'd saved some money, \_\_\_\_\_
- 2 If you hadn't waited until the sales, \_\_\_\_\_
- 3 If she hadn't had the receipt, \_\_\_\_\_
- 4 She would have had a coffee \_\_\_\_\_
- 5 I would have been able to get some money out \_\_\_\_\_
- 6 Hayden wouldn't have lent him the money \_\_\_\_\_
- a if she'd had any small change for the machine.
- b if he'd known he wasn't going to give it back.
- c we would have been able to afford a new car.
- d if I hadn't forgotten my PIN number.
- e you would have paid more for your skirt.
- f she wouldn't have got a refund on the trousers.

## 2 Use the words to make third conditional sentences. Remember to use a comma (,) where necessary.

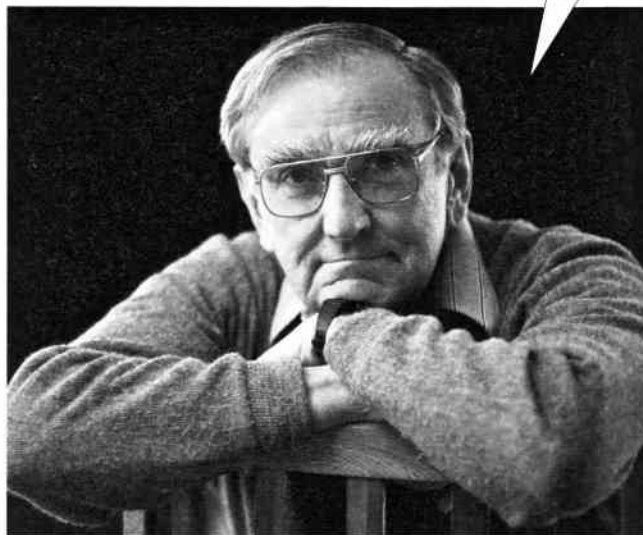
- 1 If / Jason / not spend / all his pocket money / he / be able to / afford / a new MP3 player.  
\_\_\_\_\_
- 2 If / we / go / to the right gate / we / not miss / the flight.  
\_\_\_\_\_
- 3 If / they / not leave / home earlier / they / get stuck / in a traffic jam.  
\_\_\_\_\_
- 4 They / run out / of petrol / if / they / not stop / at the last petrol station.  
\_\_\_\_\_
- 5 He / break / his leg / if / he / fell off / the stepladder.  
\_\_\_\_\_
- 6 They / not fall out / if / he go out / with Ellie's best friend.  
\_\_\_\_\_

## 3 Rewrite the 'd phrases with *had* or *would*.

- 1 If I'd taken some money out ...  
\_\_\_\_\_
- 2 I'd have bought the laptop if ...  
\_\_\_\_\_
- 3 They'd have borrowed the money if ...  
\_\_\_\_\_
- 4 ... if they'd known ...  
\_\_\_\_\_
- 5 They'd have given us a discount if ...  
\_\_\_\_\_
- 6 ... if it'd been in the sale ...  
\_\_\_\_\_

## 4 Read Aidan's regrets and complete the sentences.

I didn't study much at school, so I didn't pass my exams. I found it difficult to find a job because I didn't have any qualifications. I worked as a labourer until I hurt my back. I lived with my mother because I didn't earn enough money. I didn't meet many girls because I couldn't go out. I got married very late so I didn't have any children. I never went abroad because I was always broke. I've had a hard life.



If he'd studied more at school he'd have passed his exams.

- 1 If \_\_\_\_\_ some qualifications, he \_\_\_\_\_ a job more easily.
- 2 If \_\_\_\_\_ as a labourer, he \_\_\_\_\_ his back.
- 3 He \_\_\_\_\_ with his mother if \_\_\_\_\_ more money.
- 4 He \_\_\_\_\_ more girls if \_\_\_\_\_ to go out.
- 5 If \_\_\_\_\_ earlier, he \_\_\_\_\_ children.
- 6 He \_\_\_\_\_ abroad if \_\_\_\_\_ broke.

## CHALLENGE!

Have you got any regrets about your life? Write about them here using the third conditional.

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## Giving it all away

*I can understand an article  
about a TV show.*

Revision: Student's Book page 88

1 Write the numbers and dates in words.

- 1 1995 \_\_\_\_\_
- 2 20,359 \_\_\_\_\_
- 3 45,000,000 \_\_\_\_\_
- 4 2005 \_\_\_\_\_
- 5 36,400 \_\_\_\_\_
- 6 2010 \_\_\_\_\_

2 Read the text and match the headings (1–6) with the paragraphs (A–E). There is one heading that you do not need.

- 1 Who got the money?
- 2 What's next?
- 3 What did he do?
- 4 What went wrong?
- 5 What's the task?
- 6 What was their excuse?

3 Match the two halves of the sentences.

- 1 Ben Way gave a volunteer some money so that \_\_\_\_\_
  - 2 Contestants have to promise to give some money away in order to \_\_\_\_\_
  - 3 The millionaires were sent to poor areas to \_\_\_\_\_
  - 4 Ufu Niazi had been working with no pay to \_\_\_\_\_
  - 5 Ben gave some money to the Pedro Club so that \_\_\_\_\_
  - 6 The television crew accompanied Ben in order to \_\_\_\_\_
- a get on the show.  
b ensure the centre stayed open.  
c he could get married.  
d film the documentary.  
e find deserving causes for their money.  
f it would be easier to run.

## Secret Millionaire



**Secret Millionaire is a reality show with a difference. Instead of winning fantastic cash prizes, contestants have to pay as much as £50,000 each to take part.**

A \_\_\_\_\_

The contestants of the first series were five millionaires of different ages and walks of life. They were taken out of their comfortable carefree environments and sent to some of the poorest parts of Britain. Here they had to integrate into the community and live on the minimum wage for ten days. At the end of the programme they decided which of the people they met deserved their money most.

B \_\_\_\_\_

The first contestant was 26-year-old Ben Way, who is reputedly worth around £25 million. Ben's destination was the London district of Hackney, commonly known as the 'gun mile'. His explanation for the television crew following him everywhere was that they were filming a documentary about how poor people from the countryside mixed with poor people from the city.

C \_\_\_\_\_

Ben spent an eye-opening ten days working at the Pedro Club, a youth centre for disadvantaged youngsters. Run by manager Ufu Niazi, the centre was financed purely on donations and grants, and Ufu had been working with no pay for over two years.

D \_\_\_\_\_

At the end of the show Ben gave £20,000 to the Pedro Club for renovation, wages and to build a recording studio on the premises, which could be rented out to provide a permanent source of income for the centre. Ben also gave money to one of the volunteers so that he could get married, and to one of the members to realise his dream of becoming a fashion designer.

E \_\_\_\_\_

The series portrayed millionaires as real people who seemed quite happy to give away part of their fortune. We can only hope that *Secret Millionaire* continues well into the future so that even more cash is made available to deserving causes.



# Arguing your case

*I can argue a point.*

**1** Complete the phrases for doubting a suggestion with the correct form of the verbs in brackets.

- 1 \_\_\_\_\_ you really \_\_\_\_\_ so? (think)
- 2 I \_\_\_\_\_ that's a good idea.  
(not be sure)
- 3 I \_\_\_\_\_ that's a very good idea.  
(not think)
- 4 \_\_\_\_\_ you \_\_\_\_\_ about that? (be sure)

**2** Match a suggestion (1–5) with a response (a–e) to make dialogues.

- 1 Let's go to Egypt this summer. \_\_\_\_\_
  - 2 If we go on a package tour, we'll see more. \_\_\_\_\_
  - 3 I'm sure camping would be much cheaper. \_\_\_\_\_
  - 4 Why don't we stay in a hotel? \_\_\_\_\_
  - 5 We could rent a caravan. \_\_\_\_\_
- a I take your point, but I'd rather stay in one place.
  - b True, but I don't fancy having to drive.
  - c I see what you mean, but what if it rains?
  - d I'd rather we went somewhere cooler.
  - e I really think we'd be better off in an apartment.

**3** Look at the sentences and decide if they are used to concede an argument (C) or to refuse to concede (R). Write C or R.

- 1 I suppose you could be right. \_\_\_\_\_
- 2 Whatever you want. I don't feel strongly about it. \_\_\_\_\_
- 3 I still think I'm right. \_\_\_\_\_
- 4 Oh, I don't agree. \_\_\_\_\_
- 5 Well, if that's what you want to do, then OK. \_\_\_\_\_
- 6 I'm not convinced. \_\_\_\_\_

**4** Number the lines in the correct order to make a dialogue.

- 1 \_\_\_\_\_ Let's buy a new car.
- \_\_\_\_\_ I suppose you could be right. Come on! Let's go and see what we can find.
- \_\_\_\_\_ Yes. The old one keeps breaking down and I'm fed up with it.
- \_\_\_\_\_ Well, we can always get a loan from the bank.
- 7 \_\_\_\_\_ Why not? It won't take long to pay it back.
- \_\_\_\_\_ I'm not convinced. Why don't we buy a second-hand car?
- 4 \_\_\_\_\_ I see what you mean, but can we afford a new one?
- \_\_\_\_\_ Do you really think that's a good idea?
- \_\_\_\_\_ I'd rather not borrow any more money, actually.

**5** Put the arguments about buying a laptop computer in the correct column: for or against.

- 1 You might have it stolen.
- 2 You can work on it anywhere.
- 3 You can take it with you when you travel.
- 4 You're never disconnected.
- 5 You need to buy more accessories.
- 6 You could drop it.
- 7 It's very light.
- 8 You don't need a special place for it.

For	Against

**6** Prepare a dialogue for a conversation between Scott and Emma about buying a new computer. Emma wants to buy a laptop, but Scott would prefer to have a computer installed at home.

- Emma I think \_\_\_\_\_ a new computer.
- Scott Good \_\_\_\_\_. \_\_\_\_\_ buy?
- Emma \_\_\_\_\_ a laptop.
- Scott Are \_\_\_\_\_?
- Emma Yes. \_\_\_\_\_
- Scott I \_\_\_\_\_, but \_\_\_\_\_
- Emma I don't \_\_\_\_\_. \_\_\_\_\_
- Scott I'm not \_\_\_\_\_. \_\_\_\_\_
- Emma True, but \_\_\_\_\_
- Scott I suppose \_\_\_\_\_
- Emma Shall we \_\_\_\_\_?
- Scott Yes, \_\_\_\_\_





### Preparation

1 Read the formal letter asking for information and complete it with the indirect questions (A–C).

- A Please can you tell me if this would be possible
- B Could you tell me how many passengers your minivans carry
- C would you mind telling me when we will have to reserve the minivan

Dear Sir or Madam,

I recently saw your advertisement for the rental of minivans in *Driving Holidays* magazine, and I have a few queries.

I am planning a driving holiday through Spain and France this summer with six friends. <sup>1</sup> \_\_\_\_\_, and which model would be the most suitable for our group?

We are planning our trip for the month of August, so <sup>2</sup> \_\_\_\_\_ to make sure there is a van available for us? Would you also mind confirming that the minivans are fully equipped with air-conditioning?

We are considering driving the minivan down to the South of Spain and then flying back to Britain. <sup>3</sup> \_\_\_\_\_, and how much the rental would increase if we dropped the minivan off in Seville?

Finally, would you mind telling me if you have a minimum age limit for renting your minivans?

I look forward to hearing from you.

Yours faithfully

Sarah Coombs

Sarah Coombs

2 Look at the letter and find formal equivalents for the informal phrases.

INFORMAL	FORMAL
I've got some questions	1 _____
which would be the best model	2 _____
to make sure there is a van for us	3 _____
how much the rental would go up	4 _____
Please write soon	5 _____
Best wishes	6 _____

3 Number the features in the order in which they appear in the letter.

- \_\_\_ Signature
- \_\_\_ Sentence requesting a reply
- \_\_\_ Reason for writing
- \_\_\_ Main query
- \_\_\_ Name
- \_\_\_ Greeting
- \_\_\_ Third query
- \_\_\_ Final query
- \_\_\_ Second query
- \_\_\_ Sign-off

### Writing task

4 In your notebook write a formal letter asking for information about the apartments advertised below. Use the Writing Bank on page 106 to help you. Write 150–200 words and include the following:

- your reason for writing
- indirect questions to ask for information.

**SPECIAL OFFER**

## Luxury Holiday Apartments

cooking facilities?

swimming pool?



same price in August?

**One-room apartments from €400 per week**  
**Two-room apartments from €600 per week**

Available in top locations throughout Europe

*Book now for the best prices!*  
*In the South of France?*

### Check your work

Have you

- ☐ organised your queries into paragraphs?
- ☐ written 150–200 words?
- ☐ checked grammar, spelling and punctuation?



# SELF CHECK 9

Read the clues and complete the crossword.

## CLUES

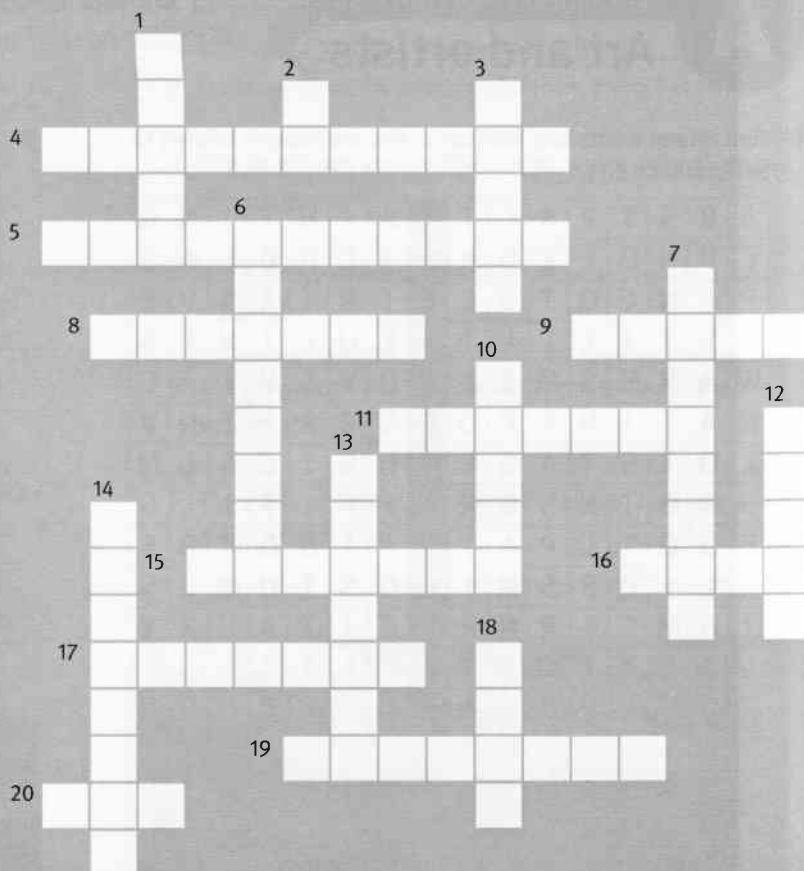
### Across (→)

- 4 A person who has a large sum of money.
- 5 A place where you can get money out with a card. (two words)
- 8 Questions you ask in a letter.
- 9 I don't \_\_\_\_\_ that's a very good idea.
- 11 All the money and possessions a rich man has.
- 15 Mollie's had her tattoo \_\_\_\_\_.
- 16 If we'd left earlier, we wouldn't \_\_\_\_\_ been late.
- 17 I \_\_\_\_\_ you're right.
- 19 I would be \_\_\_\_\_ if you'd send me a brochure.
- 20 I \_\_\_\_\_ what you mean.

### Down (↓)

- 1 Letters sent to you telling you to pay for something.
- 2 He bought a laptop \_\_\_\_\_ that he could work at home.
- 3 Some money given by the government to run a centre or to improve installations.
- 6 The money you borrow from the bank to buy a house.
- 7 To donate money or possessions. (two words)
- 10 A product with a well-known name.
- 12 We went home early in \_\_\_\_\_ to study.
- 13 A person or an organisation which pays for something.
- 14 Another word for a person who buys and uses things.
- 18 Have you had your hair \_\_\_\_\_? I love the colour.

Your score  /20



## I CAN ...

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

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

	★	★★	★★★
I can talk about money and people's attitudes to it. (SB p.84)			
I can use the structure <i>have something done</i> . (SB p.85)			
I can discuss opinions about advertising in schools. (SB p.86)			
I can talk about an imaginary event in the past and its consequences. (SB p.87)			
I can understand a newspaper article about a millionaire. (SB p.88)			
I can argue a point. (SB p.90)			
I can write a letter to a company asking for information. (SB p.91)			



# 10 Inspiration

## A

VOCABULARY AND LISTENING

### Art and artists

*I can talk about different types of art.*

- 1** Find fifteen words and phrases in the wordsearch related to performance arts. (→)

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

- 2** Match each word in the box with its definition.

audience busker conductor juggler model  
soprano sound technician stage hand

- a person who sits still for an artist to paint them \_\_\_\_\_
- a person who helps move the scenery \_\_\_\_\_
- the person who leads an orchestra \_\_\_\_\_
- a person who makes sure the mikes are working properly \_\_\_\_\_
- the people watching the show \_\_\_\_\_
- a person who plays music on the street \_\_\_\_\_
- a person who performs on the street throwing and catching a set of balls \_\_\_\_\_
- a woman who sings the highest notes in an opera \_\_\_\_\_

- 3** Complete the story with the correct form of the verbs in the box.

change into forget look at move not work  
practise rehearse test

The opening night was a complete disaster. The sound technician was late, so he didn't have time to <sup>1</sup> \_\_\_\_\_ the mikes. That meant we didn't realise they <sup>2</sup> \_\_\_\_\_ until after the play had started. The lead actor <sup>3</sup> \_\_\_\_\_ his opening lines, so the lead actress had to say them for him. But the lead actress hadn't had time to <sup>4</sup> \_\_\_\_\_ her costume, so she went through the entire first act with her jeans on. The stage hands wouldn't stop <sup>5</sup> \_\_\_\_\_ at the audience when they <sup>6</sup> \_\_\_\_\_ the scenery, so they kept on dropping all the props. And then in the interval one of the dancers twisted her ankle while she <sup>7</sup> \_\_\_\_\_ the steps. Honestly, I don't know why we spent so much time <sup>8</sup> \_\_\_\_\_!

### CHALLENGE!

Write about an experience you or someone else has had on the stage or while performing.

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1 Choose the correct alternatives.

- 1 The photos **taking / taken** at the school show haven't come out.
- 2 The sound technician is backstage **tested / testing** the mikes.
- 3 The money **collecting / collected** by the buskers will be donated to charity.
- 4 The gig **held / holding** last night was a complete success.
- 5 The model most often **painting / painted** by Salvador Dalí was his wife, Gala.
- 6 The instrument **played / playing** by the lead violinist was a Stradivarius.
- 7 The audience **watching / watched** the play were completely absorbed in the plot.
- 8 We received a letter **inviting / invited** us to the opening night of the musical.

2 Look at the picture and complete the sentences with the present participle or the past participle form of the verbs in brackets. Tick the information you think has been invented.



- 1 The man \_\_\_\_\_ (wear) a white coat is taking something out of a basket.
- 2 The little girl \_\_\_\_\_ (look) at the basket is holding her big sister's hand.
- 3 The man \_\_\_\_\_ (sell) fruit and vegetables has sold lots of produce today.
- 4 The bird \_\_\_\_\_ (buy) by the man in the black jumper will be cooked for dinner.
- 5 The woman \_\_\_\_\_ (carry) the umbrella thinks that it's going to rain.
- 6 The vegetables \_\_\_\_\_ (not sell) in the market today will be kept until tomorrow.

3 Rewrite the relative clauses as participle phrases.

- 1 He played a trombone which belonged to his father.  
He played a trombone belonging to his father.
- 2 On stage there's a woman who is brushing her hair.
- 3 She said thank you for the flowers which were given by the audience.
- 4 The scenery which was broken yesterday needs to be repaired.
- 5 The play which was performed by the National Theatre was an absolute disaster.
- 6 The guitarist who is playing in the gig isn't usually a member of the band.

CHALLENGE!

Invent some information about the people in the picture. Look at the questions to help you. Write the information as participle clauses.

- What are the people wearing / doing?
- Where are they sitting / standing?
- Who are they?

*I can understand an article  
about famous modern artists.*

Revision: Student's Book page 96

1 Choose the best alternatives.

- 1 Britart are a group of **conceptual** / **traditional** artists.
- 2 During the 1990s they produced works that made them famous for their **fright** / **shock** tactics.
- 3 They used a variety of **strange** / **usual** materials in their work.
- 4 The **subject** / **theme** matter of their work was also unusual.
- 5 Charles Saatchi is an art **dealer** / **collector**.
- 6 The first **major** / **interesting** exhibition of Britart was held in the Royal Academy in London.
- 7 The exhibition brought Britart to the attention of a **wide** / **big** audience.
- 8 Some members of the public think that Britart isn't art, but bad **taste** / **flavour**.

2 Read the text about Gilbert and George. Are the sentences true or false?

- 1 The members of Britart were the first artists who aimed to shock the public. \_\_\_\_
- 2 Gilbert and George started to work together at art college. \_\_\_\_
- 3 They first became known as sculptors. \_\_\_\_
- 4 They always wear the same type of clothes. \_\_\_\_
- 5 They often use photographs of themselves in their works. \_\_\_\_
- 6 The press is interested in their work because of their talent. \_\_\_\_
- 7 Gilbert and George stopped exhibiting when they turned 65. \_\_\_\_

CHALLENGE!

Do you remember any modern work of art that impressed you, or that you hated? What was it? Describe it.

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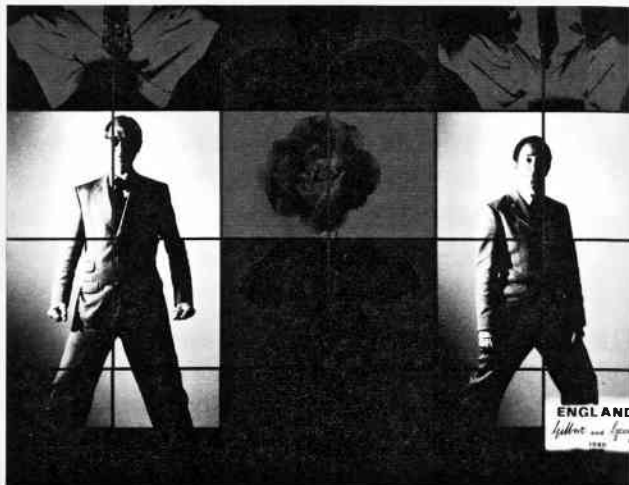
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## Gilbert and George

Contrary to public opinion, the members of Britart were not the first to experiment with shock tactics.

Contemporary art lovers have been viewing the works of art duo Gilbert and George in major art galleries worldwide since the 1970s.



Gilbert, born in Italy, and George, from England, met at art college in London in 1967. Soon after they started working together as performance artists, whose show 'The Singing Sculpture' consisted of them standing on a table sprayed in gold paint, miming a well-known song.

From this moment on, Gilbert and George adopted the identity of 'living sculptures' in both their art and their daily lives. They are always to be seen wearing their trademark suit and tie, and they never appear separately in public. In front of the camera they walk with robotic movements, and their voices sometimes sound unnatural when they speak.

As for their art, their most famous works are huge, brightly-coloured photo montages on a black grid. Gilbert and George often feature in these works themselves, along with friends, flowers and other symbols. In their later work they have experimented with more unusual materials, which has attracted a great deal of media attention.

Some people question Gilbert and George's talent and refuse to see the value of their work. However, in the world of contemporary art they are regarded as two of the very best. At the age of 65 they are still going strong, as their success in the 2007 exhibition at Tate Modern shows.



# Determiners: all, each, every, few, little, etc.

*I can use different determiners with nouns.*

## 1 Rewrite the sentences that are incorrect.

- Not much men enjoy ballet.  
\_\_\_\_\_
- Only a few people go on to sing opera.  
\_\_\_\_\_
- Singers and dancers earn few money at first.  
\_\_\_\_\_
- A lot of performers feel nervous when they start.  
\_\_\_\_\_
- It doesn't take many time to feel more confident.  
\_\_\_\_\_
- Little music students become famous.  
\_\_\_\_\_

## 2 Answer the questions using the words in brackets.

- Did you see the TV series *The Choir*? (most)  
I saw most of it. \_\_\_\_\_
- Did you watch the Oscar ceremony on TV? (some)  
I watched \_\_\_\_\_
- Which sketches do you prefer? (any)  
I don't like \_\_\_\_\_
- Which scenery did you make? (all)  
I made \_\_\_\_\_
- How many Harry Potter books have you read? (a few)  
I've read \_\_\_\_\_
- Did you like the sculptures? (some)  
I liked \_\_\_\_\_
- Which Britney Spears albums have you got? (any)  
I haven't got \_\_\_\_\_

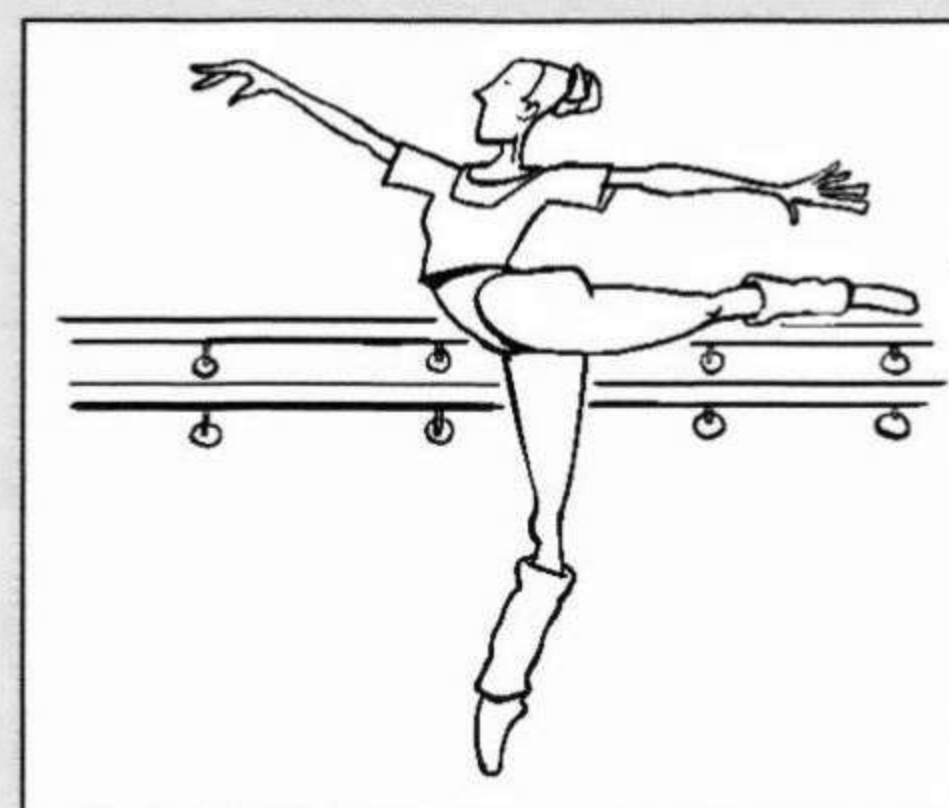
## 3 Use the words to make sentences. Remember to use *of* where necessary.

- Some / my friends / were at the opening night.  
\_\_\_\_\_
- Most / the singers / came to the party after the show.  
\_\_\_\_\_
- Few / people / knew about the exhibition.  
\_\_\_\_\_
- Many / artists / have a second job.  
\_\_\_\_\_
- All / these portraits / were painted by Rembrandt.  
\_\_\_\_\_
- Most / people / prefer the cinema to the theatre.  
\_\_\_\_\_
- The actress couldn't remember any / her lines.  
\_\_\_\_\_
- Much / the scenery was made by the stage hands.  
\_\_\_\_\_

## 4 Choose the correct alternatives.

- The exhibition wasn't very popular. **Few** / **A few** people went to see it.
- It's not the first time the lead singer has lost his voice. It's happened **few** / **a few** times before.
- Van Gogh was nearly always broke. He made **a little** / **little** money from his work.
- He had **little** / **a little** time, so he took a break before finishing the picture.
- The interview went well because the artist spoke **few** / **a few** words of English.
- His room was quite bare because he had **a little** / **little** furniture.

## CHALLENGE!



Look at the hobbies and write true sentences about your classmates.

Play in a band: Some of us play in a band.

Sing in a choir: \_\_\_\_\_

Go to gigs: \_\_\_\_\_

Enjoy ballet: \_\_\_\_\_

Know how to juggle: \_\_\_\_\_

Do sketches: \_\_\_\_\_





**Revision: Student's Book page 98**

- 1 Match a word in Box A with a word in Box B to make compound nouns. Then complete the sentences.

A	B
street	sculpture
oil	pad
art	gallery
still	art
sketch	painting
public	brush
living	place
paint	life

- The artist's work is displayed in a local \_\_\_\_\_.
- A \_\_\_\_\_ usually features objects on a table.
- I sometimes take my \_\_\_\_\_ and pencils and go into the countryside to do some drawing.
- A work which contains a real person is called a \_\_\_\_\_.
- If it rains during an exhibition of \_\_\_\_\_, many of the exhibits get washed away.
- The artist used a very fine \_\_\_\_\_ to do the more detailed parts of his picture.
- Graffiti is always displayed in a \_\_\_\_\_.
- Our friends have an \_\_\_\_\_ hanging in the living room.

2 Read the text and choose the best answers.

- Wyland paints his 'Whaling Walls'
  - on the outside of buildings.
  - on the inside of buildings.
  - in art galleries.
  - in buildings by the sea.
- Wyland's interest in whales started
  - when he saw one in a documentary.
  - when he started studying marine biology.
  - when he went to Canada.
  - when he was a teenager.
- Wyland's murals are planned
  - carefully before he starts painting.
  - when he's standing in front of the wall.
  - in a sketch he makes beforehand.
  - on his computer.
- Wyland paints whales because
  - he likes them.
  - he wants to show people how beautiful they are.
  - he wants to save them from extinction.
  - they are very big.

## Wyland's Whaling Walls

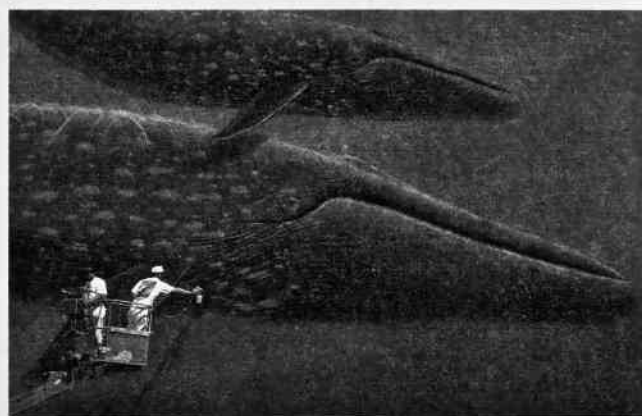
Some of the largest and most beautiful outdoor murals in the world have been created by the American artist Robert Wyland, or 'Wyland', as he prefers to be called.

Wyland's murals are called 'Whaling Walls' because they depict an animal that he is passionate about: the whale. His inspiration lies in the whales he has studied and swum with as a diver and practising environmentalist.

Wyland's first encounter with the sea was on a family visit to California when he was fourteen. The experience of seeing his first whale in the Pacific Ocean had an enormous impact on his life and his future. When he returned home, he threw himself into the study of marine life. In 1977 he painted his first 'Whaling Wall' in Laguna Beach, California, which is now a famous landmark. His goal is to paint a hundred 'Whaling Walls' before 2011.

The whales in Wyland's murals are all painted life-size, which means the 'Whaling Walls' are absolutely huge. He never knows exactly what he is going to paint until he approaches the blank wall with his paint sprayer. His painting technique is also unusual, as he uses none of the traditional methods typical of such large projects, like sketches, outlines or grids. Most of his murals take about a week to make and he has done painting tours where he has painted seventeen murals in seventeen weeks.

However, Wyland does not only paint whales because he likes them. His main objective is to bring the plight of the whale to the attention of the public in the hope that it will not become extinct. And he has chosen his medium well. It is not easy to walk past one of his giant murals without admiring the beauty of his whales. We can only hope the real thing outlives Wyland's artistic representations.



# Evaluating an experience

I can describe and give my opinion of an event.

1 Write the adjectives in the correct column.

amazing annoying appalling atrocious attractive  
awesome awful beautiful boring brilliant dire  
dreadful fantastic great incredible pathetic  
silly superb terrible wonderful

POSITIVE	NEGATIVE

2 Complete the sentences with *so*, *such*, or *such a*.

- The film had \_\_\_\_\_ gripping plot.
- That picture is \_\_\_\_\_ beautiful.
- He thinks street art is \_\_\_\_\_ atrocious.
- The singer had \_\_\_\_\_ wonderful voice.
- There was \_\_\_\_\_ superb photography in some of the scenes.
- I hated the play. The acting was \_\_\_\_\_ dire.
- They were \_\_\_\_\_ amazing dancers.
- The female lead was \_\_\_\_\_ awesome.

3 Look at the sentences and decide if they describe a film (F), a gig (G) or a modern dance performance (D). Write F, G or D.

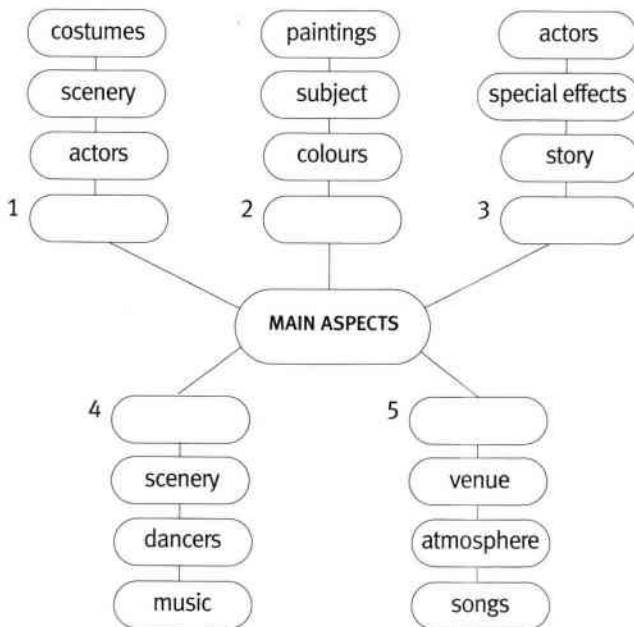
- They played atrociously! \_\_\_\_\_
- They moved so elegantly. \_\_\_\_\_
- It had such a pathetic plot. \_\_\_\_\_
- The lead actor was so annoying! \_\_\_\_\_
- The ending was a bit silly. \_\_\_\_\_
- The male lead was so awesome! \_\_\_\_\_
- I couldn't hear them. The sound was appalling! \_\_\_\_\_
- I loved every minute of it. Especially the encore! \_\_\_\_\_

4 Number the lines in the correct order to make a dialogue.

- What did you think of the new James Bond film?
- So, you'd recommend it, would you?
- What was Daniel Craig like as Bond?
- Really? I thought he was going to be awful.
- Yes. It's got a story to it, too. You'd enjoy it.
- Me too, but he played the role of Bond brilliantly.
- What about the special effects?
- Well, I thought he was great.
- I thought it was fantastic. I was very surprised.
- Oh, they were incredible, of course.

5 Complete the mind map with the types of performance in the box.

an exhibition a film a gig  
a modern dance performance a musical



6 Write a dialogue between Abigail and Freddie about one of the shows in the mind map in exercise 5.

Freddie What did you think of \_\_\_\_\_?  
 Abigail It was \_\_\_\_\_  
 Freddie What about \_\_\_\_\_?  
 Abigail The \_\_\_\_\_ was/were \_\_\_\_\_  
 Freddie And \_\_\_\_\_?  
 Abigail I \_\_\_\_\_, but \_\_\_\_\_  
 Freddie \_\_\_\_\_?  
 Abigail \_\_\_\_\_  
 Freddie Would you \_\_\_\_\_?  
 Abigail \_\_\_\_\_





**A discursive essay**

*I can write an essay discussing a theoretical issue.*

**Preparation**

- 1** Read Freddy's essay plan and essay. Underline the points in the plan that he did not have space to include in the essay.

Paragraph 1: introduction – live events popular – offer something different

Paragraph 2: can concentrate – no distractions (unlike at home). Also, live music usually louder!

Paragraph 3: live music is genuine, not changed in studio. Also, live gig includes dance, scenery, etc.

Paragraph 4: shared experience – e.g. ideal night out = huge stadium gig

Paragraph 5: conclusion – recorded music cheaper & more convenient, but live gig = excitement!

## ***What is special about a live music performance?***

Although we are surrounded by recorded music, live performances are still popular. This is because they offer an experience that you can only get at a live event.

Firstly, you can really concentrate when you are watching a live performance because there are no distractions. At home, you can listen to recordings, but there's always something else happening around you.

Secondly, a live performance is more genuine than a recorded performance because you know it has not been changed. In a studio, it is easy to correct mistakes.

Finally, what I love most about live performances is sharing an exciting experience with everybody else in the audience. My ideal night out would be a rock concert in a stadium with fifty thousand other fans!

To sum up, I would say that, although recorded music is cheaper and more convenient, it can never replace the excitement of a live gig.

- 2** Write the words in the correct order to make nominal subject clauses beginning with *What ...*

1 for / I'm / Mika CD / what / looking / is / a

2 most / scenery / was / the / liked / what / I

3 rehearsing / really / enjoy / I / what / don't / is

4 a / they / better / female / need / what / is / lead

5 make / does / she / costumes / beautiful / what / is

- 3** Match the symbols and abbreviations (1–6) with their meanings.

1 &	lead(s) to
2 =	for example
3 →	and
4 etc.	is, equate
5 e.g.	somebody
6 sb	and other similar things

- 4** Read the essay title. Then complete the essay plan with phrases from the box and your own ideas. Remember that you can use symbols and abbreviations in a plan.

**"Why do people still enjoy going to the cinema when you can watch DVDs at home?"**

bigger screen      night out with friends  
popcorn and other snacks      newest films not on DVD  
no distractions

Paragraph 1: introduction – cinema popular, even though DVDs cheap to rent – different experience

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_

Paragraph 5: conclusion \_\_\_\_\_

**Writing task**

- 5** In your notebook write a discursive essay. Use the Writing Bank on page 108 to help you. Write 200–250 words and do the following:

- Use the title and your plan from exercise 4.
- Leave out one or two points if you do not have space.

**Check your work****Have you**

- ☐ used appropriate language for an essay (avoiding symbols, abbreviations and very informal expressions)?
- ☐ used at least one nominal subject clause beginning *What ...?*
- ☐ written 200–250 words?
- ☐ checked grammar, spelling and punctuation?



Read the clues and complete the crossword.

## CLUES

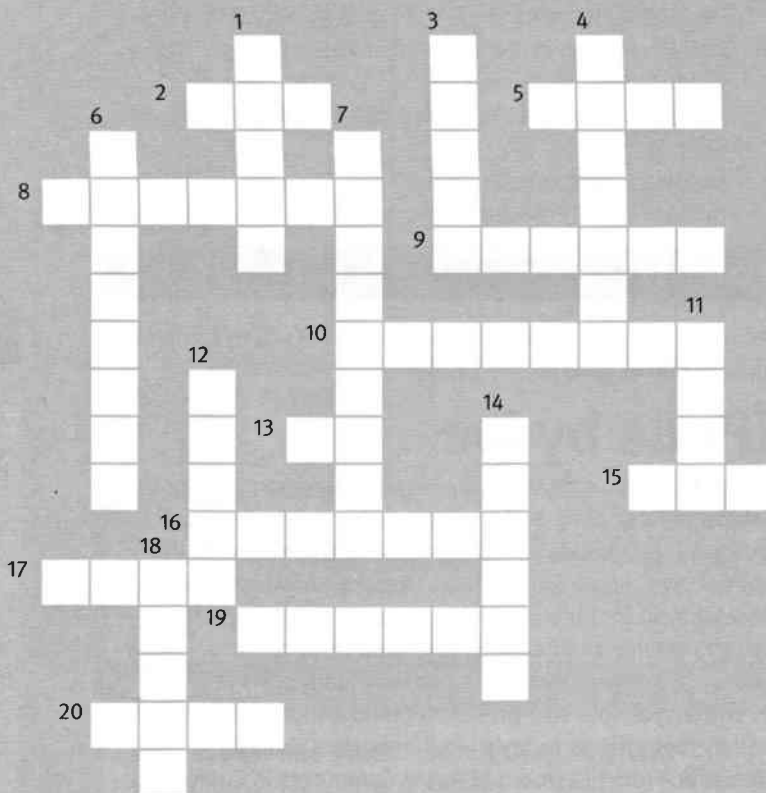
### Across (→)

- 2 Traditional artists like Van Gogh did \_\_\_\_\_ paintings.
- 5 \_\_\_\_\_ member of the team has a job to do.
- 8 I don't like the \_\_\_\_\_ matter of his pictures.
- 9 The film \_\_\_\_\_ was very amusing. Who wrote it?
- 10 The soundtrack, \_\_\_\_\_ by Phil Collins, is often played on the radio.
- 13 The lead actor is \_\_\_\_\_ attractive!
- 15 \_\_\_\_\_ people know him. He hardly ever goes out.
- 16 I really enjoyed the show. It was \_\_\_\_\_.
- 17 \_\_\_\_\_ he needs is a holiday!
- 19 Street art is performed in a \_\_\_\_\_ place.
- 20 The singer has \_\_\_\_\_ a beautiful voice!

### Down (↓)

- 1 His pictures appeal to a \_\_\_\_\_ audience than just children.
- 3 It was so embarrassing when I forgot my \_\_\_\_\_ in front of the audience.
- 4 Britart uses shock \_\_\_\_\_ to attract people's attention.
- 6 The boy \_\_\_\_\_ with four balls is my brother.
- 7 The play was terrible. The acting was \_\_\_\_\_.
- 11 The group was \_\_\_\_\_. None of them could sing.
- 12 I loved the musical. The songs were \_\_\_\_\_.
- 14 He takes his pencil and pad with him to \_\_\_\_\_ the views from the hill.
- 18 The performance was \_\_\_\_\_. Nobody enjoyed it.

Your score  /20



## I CAN ...

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



= I need more practice.



= I sometimes find this difficult.



= No problem!

	*	**	***
I can talk about different types of art. (SB p.94)			
I can correctly use participle clauses. (SB p.95)			
I can discuss works of art I like and dislike. (SB p.96)			
I can use different determiners with nouns. (SB p.97)			
I can understand and react to a magazine article about two artists. (SB p.98)			
I can describe and give my opinion of an event. (SB p.100)			
I can write an essay discussing a theoretical issue. (SB p.101)			

**TIPS: Reading**

- Read the text quickly to find out what it is about.
- Read the statements (1–5) but not the options (A–D).
- Read the text very carefully and underline the part that relates to each statement.
- The statements are in the same order as the information in the text.
- Choose the correct option (A–D) and then check that the other options are definitely wrong.

**EXAM TASK – Reading**

Read the text and choose the best option (A–D) to complete the sentences (1–5).

**iPods by Ive**

Jonathan Ive was on stage, lovingly taking apart an iBook laptop in front of an audience of fascinated designers. For over an hour, he described its creation, the necessity of every curve, hinge and surface. Then he pointed to a tiny toolset built into the back of the case, a wonderful idea for any service engineer. His attention to detail is amazing, but his talent goes deeper than that.

The 39-year-old vice-president of industrial design is widely regarded as today's most important British designer. From his studio at Apple Computers in California, Ive's team have defined the look of a generation, first with the iBook and iMac, and lately the iPod, whose owners include the Queen, Tony Blair and George Bush.

Beyond Ive's talent, he is famous for his privacy. He rarely gives interviews. His *Who's Who* entry states only that he was born in 1967, and fails to mention he is the father of twins. What is known is that he is thoughtful, brutally honest, passionate and critical of himself. With his family, he leads a simple life in a two-bedroom house in Twin Peaks. His only luxury is his Aston Martin, bought, naturally, because of its looks.

Ive studied industrial design and immediately displayed a great talent. He would find unusual influences for his designs and instinctively turn them into amazingly modern-looking products. For his final-year project, Ive developed an alternative monetary system, a pebble-like object which could be charged up and used instead of cash or credit cards.

In 1990, he worked on projects from toilets to video cassette recorders for a London design company. Asked to design a new bathroom, he bought marine biology books and searched them for influences from nature. Ive joined Apple in 1992 and his first major success, the colourful all-in-one iMac computer, was inspired by the glistening transparency of gumdrops, and was a reaction against the dullness of the beige desktop computers worldwide. Yet his greatest success is the iPod, the MP3

player which has sold millions of units and become a classic. In 2003 he won the Design Museum's designer of the year competition. And he knows better than anyone what we're going to be holding in our hands five years from now.

- Jonathan Ive
  - used to act in a theatre.
  - used to be a service engineer.
  - is amazed by small details.
  - gives talks for other designers.
- At present Jonathan Ive
  - designs products which are a sign of our times.
  - lives and works in Great Britain.
  - works only for very important people.
  - creates luxurious designs for Aston Martin.
- Jonathan Ive
  - expects a lot from himself.
  - lives a life of luxury in Twin Peaks.
  - loves giving interviews.
  - is described in detail in *Who's Who*.
- During his studies Ive
  - showed a great talent for making money.
  - found very uncommon inspirations.
  - developed only during his last year.
  - got a credit card and spent a lot of money.
- When Ive started work, he
  - was a designer of 'natural bathrooms'.
  - was immediately searched out by Apple.
  - hated boring designs of practical things.
  - made a lot of money selling classic iPods.

**EXAM TASK – Use of English**

Complete the text with the missing words (1–10). Use one word only in each gap.

Everyone finds exams stressful, and this is especially true of oral exams. Imagine that you are <sup>1</sup> \_\_\_\_\_ an exam and you have just <sup>2</sup> \_\_\_\_\_ asked a question to <sup>3</sup> \_\_\_\_\_ you know the answer perfectly well. In the classroom, you would answer it without <sup>4</sup> \_\_\_\_\_ problem, but <sup>5</sup> \_\_\_\_\_ this precise moment, you are unable to think or speak. You can't concentrate on the question at all and the only thoughts which go through your mind are unhelpful ones like: 'It wouldn't <sup>6</sup> \_\_\_\_\_ fair if I failed this exam because I've worked <sup>7</sup> \_\_\_\_\_ hard and spent so much time studying. Why <sup>8</sup> \_\_\_\_\_ this have to happen to me?' As you look up, it seems that the examiner is staring at you in a very unfriendly way, but he or she is probably just trying to be as encouraging as <sup>9</sup> \_\_\_\_\_. You feel you have to say something so you start to speak – but when you <sup>10</sup> \_\_\_\_\_ your mouth, the only thing that comes out is: 'I'm sorry, I don't know.'



### TIPS: Listening

- Read the statements carefully and think what the recording is about.
- If a statement is true, you will hear some information that supports it.
- If a statement is false, you will hear some information that contradicts it.
- If you do not hear a piece of information in the text, choose *Not given*.
- When you listen for the second time, check your answers and complete any that you haven't done.

### EXAM TASK – Listening

**LISTENING 5** Listen to an interview with an expert on supermarket shopping. Decide if the statements (1–9) are true (T), false (F) or if the information is not given (Not given).

- 1 People usually buy more than they have planned to. \_\_\_\_\_
- 2 Supermarkets employ designers to decorate the shops to make you like them. \_\_\_\_\_
- 3 The journalist does not like supermarkets. \_\_\_\_\_
- 4 The bakery is always to the right of the main door. \_\_\_\_\_
- 5 We should always eat or drink something before we go shopping. \_\_\_\_\_
- 6 To avoid buying unplanned items, go shopping with a list. \_\_\_\_\_
- 7 Weekend shopping trips are a bad idea. \_\_\_\_\_
- 8 High-speed checkout machines are becoming very popular as they save time. \_\_\_\_\_
- 9 At the checkout there's a final attempt to make you buy more. \_\_\_\_\_

### PREPARATION: Writing a formal letter

- Think about the form and style of a formal letter.
- Think of different ways of asking polite questions.
- Divide your letter into paragraphs.

Use the Writing Bank on page 106 to help you.

### EXAM TASK – Writing

You have a place at a British university and are going to study there for a year. Write a letter (150–200 words) and ask for the following information:

- what documents you need and what other requirements there are
- the fees and how you can pay them
- accommodation and say what kind you would prefer
- language courses you can take before the start of the academic year.

### PREPARATION: Speaking

- Look at the instructions for your role and think of some arguments to support your suggestions.
- Try to give reasons why the places in your programme might be attractive.
- Think of some places which are not so close to your home. You can go by car or use public transport.
- Think of suitable places to go when it rains.

Use the Functions Bank on page 105 to help you.

### TIPS

- In this task you have to initiate communication, ask questions, agree or disagree with your partner, make suggestions, etc.
- First, talk about various places you could show to your visitor.
- Listen to what your partner says and try to convince him/her that you are right.
- Finally, after you have discussed as many options as possible, agree with your partner on a programme for your visitors.

### EXAM TASK – Speaking

Work in pairs and discuss the following situation.

#### Role 1

Some pupils from the school you are twinned with in Britain are coming to visit your school. The programme you have prepared for them includes:

- staying in a chalet and hiking in the mountains
- going to a disco
- visiting a town near the mountains to do some shopping.

You also need to think about what to do if it rains.

Your teacher's ideas are very different from yours.

#### Role 2 (teacher)

Some pupils from the school you are twinned with in Britain are coming to visit your school. Your students have prepared a programme, but you disagree with the ideas they have.

Your ideas are:

- staying at the boarding school or with families
- doing some sightseeing during the days
- going to the theatre in the evenings.

You don't want to let your students go to the mountains or to a disco because there are lots of problems (weather, food, alcohol, smoking ...).

## READING

Read the text about transport. Some parts of the text have been removed. Complete the text by deciding which part of the text (A–G) fits each gap (1–6). There is one extra letter you do not need.

### Class and Traffic

As with many features of life in the US, transportation is rife with class contradictions. National transportation policy, especially since World War II, has effectively been controlled by oil giants such as GM, Exxon and their associates. These corporate interests have created an extensive system of subsidies to encourage driving and discourage alternatives. They have used their considerable political influence <sup>1</sup> \_\_\_\_\_ and transit systems don't. The automobile-centred US transportation system has been created to maximise profits, <sup>2</sup> \_\_\_\_\_.

The prioritisation of automobiles by government transportation planners has had numerous detrimental effects, particularly on poor and working-class people. In most urban areas in the US, 40–60 per cent of the land area is used for the movement and storage of automobiles (roads, garages, parking lots). Remaining space is therefore more costly for housing, offices, factories, schools, hospitals and other facilities truly useful to people. Imagine the impact on housing costs in San Francisco <sup>3</sup> \_\_\_\_\_. The ground floors of most residential structures do not provide housing for people, <sup>4</sup> \_\_\_\_\_. The cost of building 'off-street' parking, such as the *three-car* garages now a frequent feature of newly-constructed suburban homes, raises the expense of all housing.

In addition, city governments have often demolished residential neighbourhoods <sup>5</sup> \_\_\_\_\_. These road projects also diminish a city's property tax base, resulting in either reduced services or increased property taxes, again raising the cost of housing. The considerable social resources devoted <sup>6</sup> \_\_\_\_\_.

- A but rather shelter for cars (garages)
- B not to enhance personal mobility
- C to support auto-dependency means fewer resources are available for more productive investment
- D to ensure that highways get funded
- E to road maintenance and construction diverts money away from affordable housing development
- F if all the city's parking lots were developed into residential buildings
- G to expand road facilities, depleting available housing and driving up rents

## USE OF ENGLISH

1 Complete the text with the correct words (A–D).

### Weekend activities

I work hard throughout the week and I really <sup>0</sup> look forward to my weekends. For me, the best weekends are those when I go and <sup>1</sup> \_\_\_\_\_ some culture with friends, family or sometimes even alone. I love the theatre on a Friday night when the action on the <sup>2</sup> \_\_\_\_\_ transports you to a different time, place or planet. The <sup>3</sup> \_\_\_\_\_ are often amazing, and the <sup>4</sup> \_\_\_\_\_ itself is cleverly designed to allow the actors to appear and disappear as easily as possible. The opera is another option for a night out, and some members of the <sup>5</sup> \_\_\_\_\_ even go so far as to <sup>6</sup> \_\_\_\_\_ their hair styled for the occasion. However, the attraction of the opera is the music itself, which transmits the strong emotions the <sup>7</sup> \_\_\_\_\_ in the story are <sup>8</sup> \_\_\_\_\_. During the day many cities offer cultural activities in galleries and art museums. Whether you prefer contemporary art with its controversial <sup>9</sup> \_\_\_\_\_ matter, or the more classical <sup>10</sup> \_\_\_\_\_ of the Old Masters, there is always an exhibition to visit somewhere.

- |                   |              |              |            |
|-------------------|--------------|--------------|------------|
| 0 A see           | B watch      | C look       | D stare    |
| 1 A get           | B experience | C go         | D have     |
| 2 A screen        | B theatre    | C stage      | D play     |
| 3 A costumes      | B suits      | C clothes    | D dresses  |
| 4 A acting        | B paintings  | C pictures   | D scenery  |
| 5 A audience      | B people     | C spectators | D watchers |
| 6 A cut           | B have       | C do         | D be       |
| 7 A actresses     | B characters | C figures    | D men      |
| 8 A sensing       | B knowing    | C moving     | D feeling  |
| 9 A subject       | B topic      | C theme      | D issue    |
| 10 A performances | B shows      | C portraits  | D recitals |

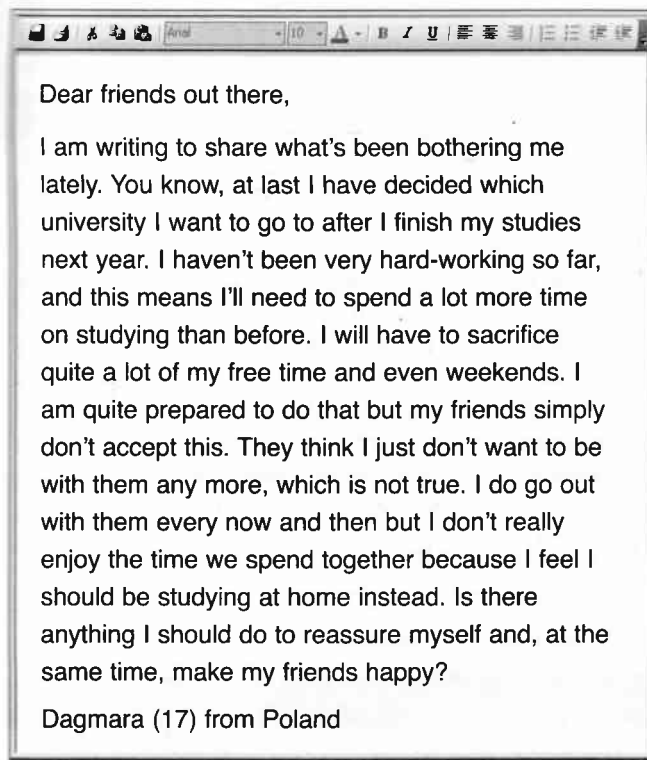
2 Complete the text with the missing words (1–10). Use one word only in each gap.

### A friend for life

When my grandmother <sup>0</sup> said she was going to buy a laptop for herself as a Christmas present, we all thought <sup>1</sup> \_\_\_\_\_ she was mad. Little did we know that she already had in mind the exact laptop she wanted, so we were extremely surprised <sup>2</sup> \_\_\_\_\_ we took her to the computer store. She walked straight up to the information desk and she <sup>3</sup> \_\_\_\_\_ the sales assistant exactly <sup>4</sup> \_\_\_\_\_ she wanted. When we took her home, she asked us <sup>5</sup> \_\_\_\_\_ we would help her set up her new toy, <sup>6</sup> \_\_\_\_\_, of course, we did. Since then we have realised <sup>7</sup> \_\_\_\_\_ wonderful the Internet is, and how it can change the life of old people completely. When my grandmother goes <sup>8</sup> \_\_\_\_\_ the Internet, she does so to find answers <sup>9</sup> \_\_\_\_\_ the clues in her crossword. And then she uses e-mail to get in touch with <sup>10</sup> \_\_\_\_\_ the members of the family she can't visit because of her age. For my grandmother, her computer is her friend, and I only hope she'll keep using it for many years to come.

## WRITING

- 1** You have a lot of friends on an Internet social networking site with whom you regularly exchange messages. Recently Dagmara from Poland posted the following message.



Dear friends out there,

I am writing to share what's been bothering me lately. You know, at last I have decided which university I want to go to after I finish my studies next year. I haven't been very hard-working so far, and this means I'll need to spend a lot more time on studying than before. I will have to sacrifice quite a lot of my free time and even weekends. I am quite prepared to do that but my friends simply don't accept this. They think I just don't want to be with them any more, which is not true. I do go out with them every now and then but I don't really enjoy the time we spend together because I feel I should be studying at home instead. Is there anything I should do to reassure myself and, at the same time, make my friends happy?

Dagmara (17) from Poland

**Write a message (150–200 words) in reply to Dagmara and include the following:**

- what you think about studying in one's free time and at weekends
  - what you think she should do to save her friendship with the others
  - how you would cope with this issue in your own life.
- 2** Your school magazine is running a competition. You are invited to describe a journey that you really enjoyed. The winning entry will be published in the next issue and its author will be given a prize. Write an account (200–250 words) of the journey entitled *The journey of my life*. You may include the following points:
- where you went
  - who you went with
  - what happened during the journey
  - why you liked it so much.

## SPEAKING

- 1** You will be asked to talk about the advantages and disadvantages of jobs. Consider the following points:

- the most and the least attractive jobs
- men's and women's traditional jobs
- your or your friend's experience of summer jobs
- your future career.

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

- Are there any jobs that you think are particularly pleasant or unpleasant to do? Why?
- Is it easier to be a man or a woman in the modern workplace? Why?
- What traditional men's jobs are now done by women, and vice versa?
- What summer jobs have you or your friends done? What are the best kinds of summer job?
- What career would you like to follow, and why? If you don't know, what ideas have you had? Are you worried if you have no idea what to do?

**When you have finished, change roles and practise again.**

- 2** Work in pairs and discuss the following situation.

### Role 1

You have been invited to join a very well-financed project to encourage tourism in your country. It is your task to think about the goals of the project. You want to persuade your friend to take part in the project as well. You believe that tourism should be encouraged because it brings money, jobs and prosperity to your country. In your opinion, tourists can be taught how to behave in an environmentally friendly way.

### Role 2 (examiner)

Your friend is inviting you to join a project to encourage tourism in your country. You don't like the idea because you believe tourism causes too many problems, in particular environmental damage (chalets, hotels and sports centres in the mountains, new roads, destruction of animal habitats, litter, excessive use of water and electricity, etc.). You don't believe it is possible to teach people to behave in an environmentally friendly way.

**When you have finished, change roles and practise again.**



## READING

Read the text about an interesting house and choose the most suitable heading (A–G) for each paragraph. There is one extra heading you do not need.

1 \_\_\_\_\_

Donnachadh McCarthy takes environmental issues very seriously. As an eco-auditor he gives advice to people and companies on how to make their homes and offices more eco-friendly, as an author he writes books that persuade readers to have a greener lifestyle, and he is often a speaker on environmental issues at different conferences.

2 \_\_\_\_\_

Yet, he doesn't believe words are enough: he would like to lead by example. This is why he turned his home in central London into a place where he can prove he lives by the green principles which he promotes. His Victorian house from the 1840s was equipped with different environmentally friendly devices to become first a zero-carbon house (same amount of CO<sub>2</sub> in and out) and later on carbon-negative (less CO<sub>2</sub> out than in).

3 \_\_\_\_\_

How is this possible? First of all, he is very careful to use alternative energy sources like wind and sun wherever possible. Heating in the house is provided by a wood burner that is powered by waste wood near his house. Hot water comes from a solar water heating system from the roof and his toilet only uses rainwater. Water is not wasted in his home. While the average British household consumes 160 litres of tap water a day, he only uses 26 litres.

4 \_\_\_\_\_

The same level of attention is given to household waste in his house. With thorough recycling he only needed one bin for the whole of last year and even this one bin was not full.

5 \_\_\_\_\_

He does not misuse electricity either. Donnachadh McCarthy does not buy any from outside sources because he generates his own 'green' electricity with the solar electric panels on his roof. In fact, he produces so much that the national system pays him for the extra amount.

6 \_\_\_\_\_

If we add up how much greenhouse gas we produce a year, we get our carbon footprint, which is measured in units of carbon dioxide (CO<sub>2</sub>). The carbon footprint of an average British household is 6,000 kg of CO<sub>2</sub>. In the case of Donnachadh McCarthy's place this figure is minus 114 kg! Donnachadh McCarthy said in an interview: 'If I can do it in an old terraced house in central London, there is nothing to stop people everywhere doing it in their own homes.'

- A You can give it a try!
- B Providing a good model to follow
- C Throw it out – are you sure?
- D How to build a green house
- E A man of many talents
- F No bills to pay
- G Watch your step

## MATURITA TASK – Use of English

1 In many lines in the following text there is one wrong word, which should not be there. Find the wrong word, cross it out and write it at the end of the line. Some lines are correct. Tick the correct lines. There are two examples at the beginning.

### The mystery of the Mona Lisa

- 0 German experts seem to have ~~been~~ solved the mystery of the Mona Lisa,
- 00 probably the most famous painting by Renaissance artist Leonardo da Vinci.
- 1 What the academics offer is not a new theory but some convincing
- 2 evidence. They claim to the lady in the portrait is Lisa Gherardini,
- 3 the wife of a wealthy Florentine merchant and not a lover, Leonardo's mother
- 4 or the artist was himself as had all been put forward previously.
- 5 Dr Schlechter and his team were discovered some notes in the margin of
- 6 a book about Cicero by G. Vespucci, of an acquaintance of Leonardo's. Vespucci
- 7 compared da Vinci to Apelles the Greek artist and has mentioned he was working
- 8 on three paintings, one of which was the portrait that became known
- 9 as the Mona Lisa. Although Dr Schlechter published his whole findings as soon
- 10 as the notes were unearthed by two years ago, his breakthrough discovery has
- 11 only recently been placed in the focus of attention after a German
- 12 television report was provided the publicity it has long deserved.

been

✓

**2** Complete the text with the words in the box. You do not need to use all the words in the box.

getting	move	relationships
department	exposed	seat
carriage	fancy	taking
journeys	relations	change
trips	direction	plenty

## Love on a train

Young people are often recommended to travel. When you travel, you meet a lot of people and are <sup>1</sup> \_\_\_\_\_ to new ways of doing and seeing things. And there is another thing: do you know how many <sup>2</sup> \_\_\_\_\_ have started on a train? Train <sup>3</sup> \_\_\_\_\_ tend to be quite long, so it gives you <sup>4</sup> \_\_\_\_\_ of time to get chatting to the person sitting next to you. All you have to do is sit next to someone you <sup>5</sup> \_\_\_\_\_ and get talking. The most frustrating thing is if you've been <sup>6</sup> \_\_\_\_\_ on well with someone and you have to <sup>7</sup> \_\_\_\_\_ trains. If you're lucky, your fellow passenger is going in the same <sup>8</sup> \_\_\_\_\_ as you so you can find an empty <sup>9</sup> \_\_\_\_\_ and continue your conversation. If you're not, then it's time to say goodbye and find a <sup>10</sup> \_\_\_\_\_ next to someone just as nice on the next train.

### WRITING

**1** You have seen the following advertisement in a local newspaper.

### Fun and Work

is a company that helps young visitors to spend a memorable holiday in a foreign country.

You can be part of our team if you are 16–20 years old and speak at least one foreign language.

*You can help us in two ways:*

- Keep in touch with visitors by e-mail before they travel, and recommend places they could visit in your region.
- Show visitors around places of interest in your area including famous sights as well as places of entertainment.

**Write to us today if you are interested.**

Write a letter of application (150–200 words) including the following points:

- which region / town you would be able to cover, your age and language abilities
- why you are interested in the job and why you would be suitable for it
- enquire about working hours and pay.

**2** There has been some discussion in your school magazine about healthy lifestyles. You want to contribute to the discussion and have decided to write an essay entitled *Nowadays people do not have a healthy way of life*. Write an essay (200–250 words), taking at least three of the following aspects into consideration:

- sedentary jobs
- unhealthy diet
- polluted environment and health problems
- a lot of information about healthy lifestyles – everyone has a choice
- the large number of sports centres
- good health care.

### SPEAKING

**1** Talk for one minute about a memorable experience when you met an interesting person. Talk about:

- who you met
- where it was
- why the person was interesting
- why meeting this person was memorable.

**2** You will be asked to talk about living in town or in the country. Consider the following points:

- the advantages and disadvantages of living in town and in the country
- human relationships in town and in the country
- the problems of big cities
- life in the country in the past
- your future home.

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

- Where do you think it's better to live – in town or in the country? Why?
- Is the way that people get on together different in town and in the country? How?
- How was life in the country different in the past? What did people do in the old days that they don't do now – and vice versa?
- Where would you prefer to live when you're 30 years old, and when you're 50 years old, and why?

When you have finished, change roles and practise again.

1 Complete the text with the correct words a-d.

## Caught on CCTV



A man who campaigned for CCTV cameras to be installed near his flat has been convicted <sup>1</sup> \_\_\_\_\_ vandalism – after being caught on the same CCTV cameras which he had asked for. Liam Jordan <sup>2</sup> \_\_\_\_\_ complained to the police of repeated acts of vandalism near his flat in Leeds. He even went as far as speaking to the local newspaper <sup>3</sup> \_\_\_\_\_ the problem. <sup>4</sup> \_\_\_\_\_ police watched a recording from the new CCTV cameras, they were amazed to see Mr Jordan coming out of his flat, <sup>5</sup> \_\_\_\_\_ up a brick and throwing it through a neighbour's window. He was then seen running back into his flat, thinking he had not been seen. Mr Jordan then <sup>6</sup> \_\_\_\_\_ the police himself and told them that vandals had broken his neighbour's window! In court, Mr Jordan said he hadn't <sup>7</sup> \_\_\_\_\_ that the CCTV cameras had already been installed, and that he broke the window in order to <sup>8</sup> \_\_\_\_\_ attention to the problems of vandalism in the area. He was <sup>9</sup> \_\_\_\_\_ to pay £560 compensation for the <sup>10</sup> \_\_\_\_\_ of the window.

- |                  |              |            |             |
|------------------|--------------|------------|-------------|
| 1 a to           | b on         | c of       | d for       |
| 2 a has          | b was        | c did      | d had       |
| 3 a on           | b about      | c through  | d over      |
| 4 a When         | b While      | c After    | d During    |
| 5 a taking       | b seizing    | c grabbing | d picking   |
| 6 a communicated | b contacted  | c reported | d spoken    |
| 7 a realised     | b recognised | c found    | d revealed  |
| 8 a show         | b make       | c draw     | d bring     |
| 9 a ordered      | b commanded  | c had      | d convicted |
| 10 a price       | b value      | c charge   | d cost      |

Mark /10

2 Complete the letter with the words in the box. You need to use some words more than once.

about as at for of in to with

Dear Millie,

I'm writing <sup>1</sup> \_\_\_\_\_ introduce myself  
<sup>2</sup> \_\_\_\_\_ your exchange student. My name is Shannon and I am 18. I live <sup>3</sup> \_\_\_\_\_ my parents and my two brothers in Plymouth, a seaside town <sup>4</sup> \_\_\_\_\_ the south-west of England. Have you heard of it? I'm sending you a photo <sup>5</sup> \_\_\_\_\_ me and my brothers, Josh and Dave. Josh is the one on the left with short, dark hair and Dave is the one <sup>6</sup> \_\_\_\_\_ the orange T-shirt. And that's me <sup>7</sup> \_\_\_\_\_ the back. I've got lots of hobbies and interests. I like playing basketball and on Saturdays I often have a match. I also go swimming in the summer and skiing in the winter. Which sports do you do?

Anyway, that's all <sup>8</sup> \_\_\_\_\_ now. I'm really looking forward <sup>9</sup> \_\_\_\_\_ your visit next month. Please write soon and tell me all <sup>10</sup> \_\_\_\_\_ yourself. Could you remember to send a photo, too?

Best wishes

*Marianne Williams*



Mark /10



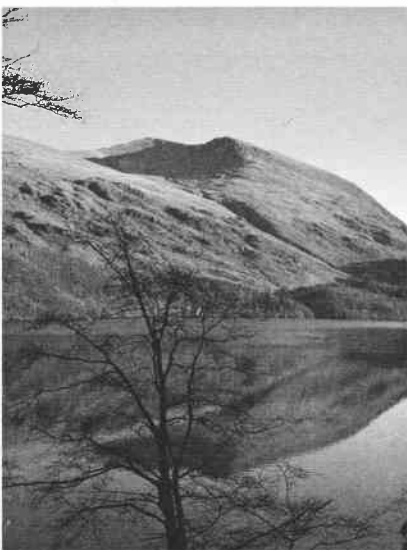
- 1 Complete the text with the correct form of the words in brackets.

## A dream come true

Jon Bennett used to be a hotel

<sup>1</sup> \_\_\_\_\_ (manage) but now he has one of the most

unusual jobs in Britain. Every day since he left the hotel, Jon's job has been to climb Helvellyn, a mountain in the Lake District, and check the weather conditions at the summit. The <sup>2</sup> \_\_\_\_\_ (inform) which he gathers is then passed to the Lake District telephone Weatherline service. The Weatherline has been in <sup>3</sup> \_\_\_\_\_ (operate) for 33 years and is used by nearly half a million <sup>4</sup> \_\_\_\_\_ (walk) every year. They have come to rely on it to check that it is safe before setting off up the mountain. Although Helvellyn is only 950 metres tall, weather conditions at the summit can change <sup>5</sup> \_\_\_\_\_ (rapid), and every year the mountain claims the lives of a number of <sup>6</sup> \_\_\_\_\_ (visit). During his <sup>7</sup> \_\_\_\_\_ (child), Jon lived in Buckinghamshire, in the south of England, but he <sup>8</sup> \_\_\_\_\_ (regular) visited the Lake District on family holidays and fell in love with the <sup>9</sup> \_\_\_\_\_ (beauty) landscape. He studied catering at college and took the first opportunity to move north and find a job in a hotel in the area. When he saw the <sup>10</sup> \_\_\_\_\_ (advertise) for the job with Weatherline, he jumped at the opportunity, and couldn't believe his luck when they told him he'd got the job. "I still can't believe it," he says. "It's a dream come true!"



- 2 Correct ten more mistakes in the letter from a job applicant.

Dear Sir or Madam,  
 \_\_\_\_\_ for \_\_\_\_\_ I am writing to apply to the post  
 \_\_\_\_\_ of sales assistant who was advertised in last  
 \_\_\_\_\_ Friday's evening newspaper.  
 \_\_\_\_\_ I have have some experience of shop work, as I have  
 \_\_\_\_\_ helping my aunt out in her newsagent's every  
 \_\_\_\_\_ weekend for the last three years. My responsibilities  
 \_\_\_\_\_ there include serving customs and counting the  
 \_\_\_\_\_ cash at the end of the day.  
 \_\_\_\_\_ I consider myself to be a hard-working and  
 \_\_\_\_\_ responsible person, which enjoys work with  
 \_\_\_\_\_ people. I has met many interesting people in my  
 \_\_\_\_\_ aunt's shop, and newspaper sales have increase  
 \_\_\_\_\_ since I started working there.  
 \_\_\_\_\_ I would be very grateful for the opportunity visiting  
 \_\_\_\_\_ your shop and discuss my application with you in  
 \_\_\_\_\_ person. I am available for interview and can start  
 \_\_\_\_\_ work on 24<sup>th</sup> June, which is the day immediately  
 \_\_\_\_\_ after my exams.  
 \_\_\_\_\_ Yours Faithfully,  
 \_\_\_\_\_ Kate Dawson



Mark /10

Mark /10

- 1 Complete the second sentence so that it means the same as the first. Include the word in brackets.



- 1 'Where have you been?' asked Fred. (where)  
Fred asked me \_\_\_\_\_.
- 2 'Can you help me?' Sally asked Jason. (if)  
Sally asked Jason \_\_\_\_\_.
- 3 'I'm going for a walk,' Jim said to his mum. (told)  
Jim \_\_\_\_\_ for a walk.
- 4 'I'll open the window,' said Molly. (that)  
Molly said \_\_\_\_\_.
- 5 It's possible that Joe will arrive this evening. (might)  
Joe \_\_\_\_\_ this evening.
- 6 Press this key and the computer will start up. (if)  
\_\_\_\_\_ will start up.
- 7 The last time I visited London was two years ago. (for)  
I \_\_\_\_\_ two years.
- 8 I started playing the piano when I was six. (been)  
I \_\_\_\_\_ since I was six.
- 9 We always went to school by bus. (used)  
We \_\_\_\_\_ by bus.
- 10 In my opinion, he's stupid. (believe)  
I \_\_\_\_\_ stupid.

Mark /10

- 2 Complete the formal letter with the phrases in the box.

could you let me know I look forward to I will be making  
it would be possible we can calculate we will be able to  
we will be staying we would also be grateful  
we would like to ask you could email me

Dear Mr Harris,

Further to our conversation, I am writing to confirm that <sup>1</sup>\_\_\_\_\_ at your hotel for a total of four nights, arriving on 22nd April and leaving on 26th April.

Some friends of ours have told us about the luxury room available in the hotel and <sup>2</sup>\_\_\_\_\_ about the price of this room. <sup>3</sup>\_\_\_\_\_ if you could tell us about the sports facilities the hotel has, and if <sup>4</sup>\_\_\_\_\_ use the swimming pool.

On the telephone you mentioned that <sup>5</sup>\_\_\_\_\_ to hire a car directly from the hotel. Do you think <sup>6</sup>\_\_\_\_\_ the details of this service, so that <sup>7</sup>\_\_\_\_\_ how many days we would like to reserve the car for?

<sup>8</sup>\_\_\_\_\_ a bank transfer tomorrow to cover the amount of the deposit. Please <sup>9</sup>\_\_\_\_\_ when you receive the transfer, and send me a receipt?

<sup>10</sup>\_\_\_\_\_ hearing from you.

Yours sincerely,

*Lucy Edwards*

Lucy Edwards



Mark /10

## 1 Complete the text with suitable words.

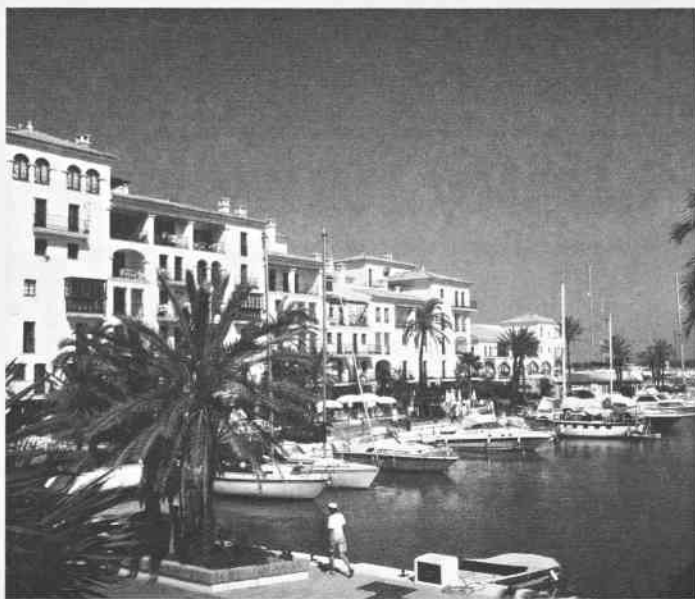
### Lost and found



An engagement ring that was lost in a field more than sixty years ago has <sup>1</sup> \_\_\_\_\_ found. Violet Booth, then Violet Bailey, threw <sup>2</sup> \_\_\_\_\_ diamond ring away after falling <sup>3</sup> \_\_\_\_\_ with her boyfriend, Samuel. The couple were taking a walk near their village and were just a few months from their wedding day when they <sup>4</sup> \_\_\_\_\_ the argument. They quickly <sup>5</sup> \_\_\_\_\_ up and searched for the ring, but were unable <sup>6</sup> \_\_\_\_\_ find it. Samuel bought a new ring and the wedding went ahead. Then, nearly seven decades later, Violet's grandson Leighton Boyes, whose hobby is metal-detecting, decided that he <sup>7</sup> \_\_\_\_\_ try to find the ring. He showed his grandmother a map of the area and she pointed to the field <sup>8</sup> \_\_\_\_\_ she thought she had lost the ring. Incredibly, after scanning the ground <sup>9</sup> \_\_\_\_\_ just two hours with his metal detector, he found the ring. It was only buried about three or four inches below the surface. Violet cried as she put the ring back on her finger and said it was the perfect way to remember her husband, who <sup>10</sup> \_\_\_\_\_ died 15 years before. She was only sad that he couldn't be there with her to share the moment.

Mark /10

## 2 Choose the correct verb forms to complete the letter.



Dear Billy,

Things <sup>1</sup> **are not going** / **don't go** as well as they could be here on the Costa del Sol, and we're trying to get an earlier flight home. Evie <sup>2</sup> **has been** / **was** ill most of the time, and so <sup>3</sup> **she's** / **she'd** had to stay in bed. I <sup>4</sup> **haven't** / **hadn't** realised how hot it was here – and there's no air conditioning in our hotel room! And I wish we <sup>5</sup> **aren't** / **weren't** above the disco, because we've <sup>6</sup> **been sleeping** / **slept** really badly.

While I <sup>7</sup> **was swimming** / **swam** in the hotel pool on the first day, my bag was stolen with my mobile phone and my MP3 player. Evie's sure someone came into our room yesterday, too, but they left again quickly when they saw her in bed. We <sup>8</sup> **would** / **will** move to another hotel if there were any rooms free, but I spent most of yesterday trying to find somewhere better, and everything is fully booked.

Anyway, we'll <sup>9</sup> **have flown** / **be flying** home on Friday, if we manage to change our flight. I'll <sup>10</sup> **call** / **be calling** you when we get back.

Love,

Andrea

Mark /10



1 Complete the text with the words in the box. Use each word once only.

a another both each every his little  
much the their

## Lucky numbers



Philip Fredericks and <sup>1</sup> \_\_\_\_\_ wife have been doing the lottery for years, choosing the same six numbers <sup>2</sup> \_\_\_\_\_ week. Never having had <sup>3</sup> \_\_\_\_\_ money, they were naturally overjoyed when they discovered that <sup>4</sup> \_\_\_\_\_ numbers had come up in the UK's weekly lottery draw. Five other people had chosen the same numbers, so <sup>5</sup> \_\_\_\_\_ of the six winners was to receive an equal share of the £3 million prize. Mr Fredericks wasted <sup>6</sup> \_\_\_\_\_ time in claiming his £500,000, and the couple went out to celebrate at an expensive restaurant in their hometown of Worcester. As Mr Fredericks pulled out his wallet to pay the bill after the meal, <sup>7</sup> \_\_\_\_\_ lottery ticket fell out of his pocket onto <sup>8</sup> \_\_\_\_\_ floor. He then remembered that he had accidentally bought two tickets for the draw, and <sup>9</sup> \_\_\_\_\_ tickets had the same numbers. That meant that he was in fact entitled not to <sup>10</sup> \_\_\_\_\_ sixth, but to a third of the prize money – £1 million. It was the first time a player had won twice in the same draw.

Mark /10

2 Correct ten more mistakes in the letter.

Dear Sir or Madam,

~~saw~~ I recently seen your advertisement for windsurf boards in *International Windsurf* magazine, and I have few queries.  
I am planning on replacing my windsurf board this year, as I've had my old one since nearly ten years. Before I actually invest in a new one, I would like to know which would be a best type of board for me. Most of year I go windsurfing in lakes specially designed for my hobby, but during one month all year I take my board to the beach in Valencia and go windsurfing in the sea.  
I would be grateful if you could recommend the better windsurf board for me and send me the price and delivery options. I am hoping find a relatively short board so that I will able to transport it easily myself in the future.  
I look forward to hear from you.  
Yours faithfully,  
Dave Benson



Mark /10

## DESCRIBING PEOPLE

The man with short blond hair ... (1F)  
 The woman in the long blue dress ... (1F)  
 That woman looks just like my sister. (1F)  
 That man looks nice. (1F)

## TALKING ABOUT PHOTOS

This photo's (from our summer holiday). (1F)  
 There's a boy at the back / at the front. (1F)  
 There's a girl on the left / on the right. (1F)  
 There's a couple in the foreground / background. (1F)  
 It looks as though (you're enjoying yourselves). (1F)  
 It looks as if (they're really bored). (1F)  
 It looks like (he's having a great time). (1F)

## NARRATING EVENTS

When I was six, (I went to the theatre) for the first time. (2F)  
 I remember (my first day at school). (2F)  
 One day (I stayed at school for lunch). (2F)  
 At first (it was fun). (2F)  
 After a few minutes (it started to rain). (2F)  
 A few minutes later (the telephone rang). (2F)  
 Later on (we started dancing). (2F)  
 After that (I never spoke to him again). (2F)  
 In the end (we got home safely). (2F)  
 Finally (I told my parents everything). (2F)

## REACTING TO A STORY

Why's that? (2F)  
 So, what happened? (2F)  
 What happened next? (2F)  
 What happened in the end? (2F)  
 How embarrassing! (2F)  
 What a disaster! (2F)  
 Poor you! (2F)  
 How interesting! (2F)  
 What an adventure! (2F)

## JOB INTERVIEWS: QUESTIONS

How did you find out about the job? (3F)  
 Have you worked (in a shop) before? (3F)  
 What did you do there? (3F)  
 How long did you work there? (3F)  
 Why do you think you're the right person for the job? (3F)  
 Thanks for coming in. (3F)  
 We'll be in touch by the end of next week. (3F)

## JOB INTERVIEWS: ANSWERS

I saw your advert (in the local newspaper). (3F)  
 I saw your notice (on the noticeboard). (3F)  
 I used to help out (in my aunt's shop). (3F)  
 I served customers, I made phone calls, I cleaned. (3F)  
 I'm hard-working and reliable. (3F)  
 I enjoy working with the public. (3F)  
 I'm good at working in a team. (3F)

## SHOWING INTEREST IN ANSWERS

Really? (3F)  
 That's great! (3F)  
 Right. (3F)  
 I see. (3F)  
 That's interesting. (3F)  
 OK. (3F)

## AT THE DOCTOR'S

### DOCTOR

What can I do for you? (4F)

How long have you been feeling like this? (4F)

How long have you had it? (4F)

I'll just take your temperature. (4F)

I'll prescribe (some antibiotics). (4F)

Take the tablets three times a day after meals. (4F)

You should keep warm and get plenty of rest. (4F)

You must rest your foot for a couple of days. (4F)

Drink lots of liquid. (4F)

### PATIENT

I've got a temperature and a bad cough. (4F)

I haven't been feeling very well recently. (4F)

I've got a sore throat. (4F)

I've got a headache and I feel dizzy. (4F)

I've got an upset stomach. (4F)

I can't stop sneezing and my eyes keep on watering. (4F)

## AGREEING / DISAGREEING WITH OTHER PEOPLE'S OPINIONS

I think that's true. (5B)

I don't think that's true. (5B)

I agree with you. (5B)

I don't agree with him. (5B)

I don't agree with that opinion. (5B)

I believe that's right. (5B)

I don't believe that's right. (5B)

## TALKING ABOUT PLANS

What are your plans (for the weekend)? (5F)

Have you got any plans (for the weekend)? (5F)

Are you busy (at the weekend)? (5F)

I'm going to have an early night. (5F)

Sure, but not on (Saturday). (5F)

What are you doing on (Sunday)? (5F)

What about (Sunday evening)? (5F)

## MAKING AND REACTING TO SUGGESTIONS

Shall we go out for (dinner tonight)? (5F)

Why don't we go to (the theatre)? (5F)

Let's try that (new Italian restaurant). (5F)

Do you fancy eating out? (5F)

Maybe we could watch a DVD. (5F)

Great idea. (5F)

That's a good idea. (5F)

Sure. (5F)

I'm afraid I can't. I'm going out (with a friend). (5F)

I don't really fancy (eating out tonight). (5F)

Thanks, but I've already got plans (for Saturday). (5F)

It's kind of you to ask, but I'm busy (on Sunday). (5F)

## NEGOTIATING AND COMPROMISING

### OBJECTING TO SUGGESTIONS

I'm not in the mood to go out. (6F)

I don't fancy (going out for a walk). (6F)

I'm not really into (badminton). (6F)

I don't want to go (to the cinema again). (6F)

### PERSUADING

I still think it would be nice to (go out). (6F)

It'll be worth it in the end. (6F)

You'll enjoy it when you get there. (6F)

Oh, come on! (6F)

### COMPROMISING

OK. You've talked me into it. (6F)

OK. Why not? (6F)

OK. You've persuaded me. (6F)



## MAKING CONVERSATION

### INITIATING A CONVERSATION

Hi. I'm Matthew. (7F)

Excuse me. You're (Ben Wilson's sister), aren't you? (7F)

We've met somewhere before, haven't we? (7F)

You were at (the concert) last week, weren't you? (7F)

I saw you at (Rebecca's party), didn't I? (7F)

### SUSTAINING A CONVERSATION

How do you know (Ben)? (7F)

What about you? Have you got any hobbies? (7F)

What kinds of (films) do you like? (7F)

So, tell me more about your band. (7F)

What else do you like doing at weekends? (7F)

### ENDING A CONVERSATION

Anyway, I'd better get back to my friends. (7F)

Anyway, it's time I got back to work. (7F)

Anyway, I'd better go. (7F)

Nice talking to you. (7F)

See you around. (7F)

I'll call you soon. (7F)

I'm sure we'll bump into each other again. (7F)

## ASKING FOR INFORMATION

Hello. I wonder if you could help me? (8F)

Can you tell me where (the nearest post office) is? (8F)

Could you tell me if the buses run all night? (8F)

May I ask where you're staying? (8F)

Would you mind telling me if the plane is on time? (8F)

Do you know which platform the trains (to London) go from? (8F)

Have you any idea where the toilets are? (8F)

## ARGUING YOUR CASE

### DOUBTING A SUGGESTION

Really? I'm not sure that's a good idea. (9F)

Do you really think so? (9F)

I don't think that's a very good idea. (9F)

Are you sure about that? (9F)

### GIVING AN ALTERNATIVE SUGGESTION

I take your point, but on the other hand ... (9F)

I see what you mean, but ... (9F)

Personally, I'd rather we (found a campsite). (9F)

Can't we just buy (some crisps and some pizzas)? (9F)

### CONCEDING THE ARGUMENT

I suppose you could be right. (9F)

OK, whatever you want. I don't feel strongly about it. (9F)

Well, if that's what you really want to do, then OK. (9F)

### REFUSING TO CONCEDE

I still think I'm right. (9F)

Oh, I don't agree. (9F)

I'm not convinced. (9F)

## EVALUATING AN EXPERIENCE

What was (the film) like? (10F)

It was fantastic. (10F)

I loved every minute of it. (10F)

The songs were so wonderful. (10F)

The dancers were awesome. (10F)

I loved the male lead. (10F)

He was such a brilliant dancer. (10F)

I'd never seen such amazing scenery! (10F)

It was absolutely terrible. (10F)

It was so awful. (10F)

The music was really annoying. (10F)

The male and female leads were both atrocious. (10F)

They were such bad actors. (10F)

## INFORMAL LETTER

Dear John,

Thanks for your letter. It was great to hear from you and to hear about your skiing trip. I'm glad you had a good time!

I've taken so long to write back because I've been busy studying for my exams. They're over now, and I think I've passed everything, except physics, of course.

How about you? Have you finished your exams yet? Perhaps we can get together when school finishes. If you want to come down to Bristol for a weekend in July, it would be great to see you. Tell me what you think.

The only other news is that my brother Andrew has got a new girlfriend. She's quite nice actually, and I think we're going to get on really well.

Anyway, that's all for now. Please write soon and tell me when you can come and visit.

Best wishes,

Jane

PS If you can't come to Bristol, I don't mind travelling up to Manchester.

- Start the letter with *Dear* and your friend's first name.
- You can use informal language.
- You can use contractions.
- You can use phrasal verbs.
- Use a phrase to bring your letter to a close.
- End your letter with *Best wishes*.
- If you want to introduce some more information or something you have forgotten you can put *PS* (postscript) after your name.

## FORMAL LETTER

- Start *Dear Sir* or *Madam* if you don't know the name of the person you are writing to. Use the person's title (*Mr*, *Mrs*, *Ms*) and their surname if you do.

Dear Sir or Madam,

I am writing to enquire about the holiday apartments on the Costa Brava advertised in *Beach Holidays* magazine this month.

In your advertisement you mention that all the apartments are self-catering. Would you mind telling me what cooking facilities are available in the kitchen? Could you also tell me if cooking utensils are provided?

I noticed from your advertisement that the beach is very near. However, I would also like to know if the apartments have a swimming pool as we will be travelling with small children.

I would be very grateful if you could send me a list of apartments and prices with a view to making a reservation in August.

I look forward to hearing from you.

- Use formal expressions.

- Avoid contractions.

- State your reason for writing in the first paragraph.

- State your requests using indirect questions.

- Use a phrase to bring your letter to a close.

- End your letter with *Yours faithfully* if you started with *Dear Sir* or *Madam*, and *Yours sincerely* if you started with the person's title and surname.

Yours faithfully,

Catherine Archer

- Sign your name and print it in full afterwards.

MS CATHERINE ARCHER

## POSTCARD

Hi there Gary,  
 We're in Prague on a school trip, but things aren't going so well. I had my handbag stolen while we were waiting for a taxi yesterday, so I haven't got any money. I spent all morning in the police station and tomorrow I have to go to the embassy to get another passport.  
 The hotel's nice, but I don't really like the food. Also I'm not sharing the room with my friend as we'd planned, because she broke her leg the day before we left.  
 Anyway, must go. It's time to go down for dinner.  
 Bye for now,  
 Sue

- Start the postcard with *Dear* or *Hi* and the name of the person you're writing to.
- Say where you are in the first sentence.
- You can use informal language, including contractions.
- Use a phrase to explain why you have to finish the postcard.
- End the postcard with an informal phrase like *Bye for now* or *See you soon*. If you're enjoying yourself, you can say *Wish you were here*.

## NARRATIVE

- Start your narrative with an introduction that will encourage your reader to continue reading. Include the time and place that your story happened.
- Develop your story using sequencing expressions like *first*, *then*, *later*, *next* and *finally*.
- Don't write about too many events. It is better to describe fewer things in more detail.
- Use conjunctions to link the sentences and paragraphs, e.g. *however*, *although*, *as*, *instead* and *in spite of*.
- Make sure your story finishes with a definite conclusion. If appropriate, give a final opinion of what happened.

I think one of the worst moments of my life was when I nearly didn't make it to my final German oral exam at university.

Three friends and I had taken advantage of the week between the end of the written exams and our oral to visit some people we knew in Augsburg in Germany. Unfortunately, there was a train strike in the whole of the UK the day we were due to travel home and we, being students, had opted to travel by train.

Our journey by train and ferry back home went well, but we arrived in London to find that there were no trains back to Manchester that night. Our initial plan was to spend the night in Euston station and catch the first train the next morning, but the taxi driver who took us to Euston refused to let four young girls spend the night in a railway station. Instead he took us to a makeshift hostel for stranded passengers in a gym somewhere in the middle of London, and so we stayed the night there.

The next morning we got up at 6 a.m., grabbed our things, and went back to Euston to catch the train. We arrived in Manchester at 10.30 with just enough time to run home, get showered and get to university in time for our orals at 12.30. I still can't believe we actually made it, and I hate to think what would have happened if we'd spent the night in the station.



## ESSAY (for and against)

There are few people today who could exist without their mobile phones. Nevertheless, the invention of the mobile phone also has its drawbacks that people tend to forget about.

There is no denying that mobile phones have a number of advantages. Parents with teenagers give their children more freedom if they take their phones with them when they go out. In addition, the mobile is useful for teenagers for getting home as all they have to do is dial their parents' number and the family taxi will arrive at the arranged time free of charge.

However, not all people know how to use a mobile phone with sufficient respect, and trying to sleep on public transport these days has become impossible. Family visits have also lost out as younger members spend the afternoon texting friends or playing games when before they would have been interacting with the rest of the family.

On balance, it seems that mobile phones have as many disadvantages as positive aspects. However, in some situations they are indispensable. If you have a car accident on a lonely road in the middle of the night, it's clear that the quickest way to solve the problem is by making a phone call. In this way I, for one, am happier with my mobile phone in my bag, than without it, and I would recommend every driver to carry a phone with them at all times.

- Divide your essay into four paragraphs.
- Write an interesting introduction to your essay that will encourage your reader to continue reading.
- In the second paragraph include points in favour of your argument.
- In the third paragraph include points against your argument.
- The fourth paragraph should be a conclusion balancing the arguments for and against the argument.
- Use linking expressions (see circled examples) to guide your reader through your essay.

## DISCURSIVE ESSAY

- Write an interesting introduction outlining the general areas you are going to cover in your essay.
- Allocate one paragraph to each general area.
- Include examples (see underlined phrases) to illustrate your points.
- Use linking expressions (see circled examples) to connect points, where necessary.
- The final paragraph should be a conclusion summing up your opinion in different words and including a final thought on the issue.

There is a saying that "travel broadens the mind" and it is certainly true that you can learn a lot from visiting other countries. In my opinion, travelling helps you to improve your language skills, increase your awareness of the world and become more independent.

Travelling allows you to practise your foreign language skills in real situations, rather than just in a classroom. For example, you will almost certainly need to buy tickets, book accommodation and order food and drink. Moreover, you are likely to find yourself meeting people and making conversation in a foreign language. These encounters can sometimes lead to lasting friendships, too.

People who have never left their hometown inevitably have quite a narrow view of the world. In contrast, people who have travelled can base their opinions on a wider range of experiences. Furthermore, travelling can raise your awareness of important global issues. For instance, visiting the Amazonian rainforest will probably make you more passionate about protecting it from destruction.

Travelling puts you in situations which you do not find in your normal everyday routine at home. Learning how to cope with these is good experience, and makes you a stronger and more independent person. For example, young people who backpack around Europe often have to learn how to live cheaply while they are travelling.

In conclusion, I would say that travelling is a very valuable experience. It provides a form of education which you cannot get from books or in the classroom.

## REPORT

- Begin by setting the scene.
- Allocate one paragraph to each general area.
- Include examples to illustrate your points.
- Use linking expressions (see circled examples) to connect points, where necessary.
- The final paragraph should be a conclusion summing up your opinion.

Last summer, I was travelling through southern Spain with three friends and wanted somewhere cheap to spend a few nights. All of the hotels were too expensive, so we decided to stay in a caravan at the Happy Campsite near Marbella.

The best thing about the campsite was its location: it was less than one kilometre from the beach. This meant that there was no need to use buses or taxis. Another good point was the café, which served good food all day.

What is more, the menu was varied and the prices were very reasonable.

The campsite did have its flaws, however there were long queues for the showers in the morning. In addition neither the café nor the shop accepted credit cards, which was very surprising for a modern resort.

My advice to somebody looking for a campsite in Spain is to spend some time looking at websites that include real reviews written by travellers. It is also important to check the prices carefully, since sometimes there are hidden extras, such as local tax.

To sum up, I would say that the Happy Campsite was quite a good place to stay, but it was far from perfect. If we had done more research online, I am sure we could have found somewhere better and just as cheap.

## REVIEW

One of the best books I have ever read is, in fact, the book I am reading at the moment. It's called *The Bookseller of Kabul* and was written by a Norwegian journalist, Åsne Seierstad, who spent several months living in a traditional Afghan family after the fall of the Taliban.

Seierstad's book is a collection of stories told to her by the different members of the family she lived with. First there is the proud bookseller himself, who has spent all his life protecting his books in order to bring the written word to the people of Kabul. Then there are the reflections and recollections of his two wives, his children and his brothers and sisters, which Seierstad reveals in such a sensitive and intimate way, that it is impossible to put the book down.

However, *The Bookseller of Kabul* is not merely the story of one Afghan family. It reflects the fight for survival that most Afghans have had to lead during recent decades and, of course, the repression experienced by Afghan women.

As a work of non-fiction, the book offers an insight into a culture that most Europeans will never have the chance to see. As a story, it is gripping. It is not surprising that this book has become an international bestseller, and I would recommend it to anyone who wants to learn the truth about life in this part of the world.

- Include information about the title of the film/book and the director/author in the first paragraph.
- Outline the plot in the second paragraph.
- Say what you did not like or discuss the plot further in the third paragraph.
- Give a recommendation that is appropriate to the target readers in the final paragraph.

# WORDLIST

Word	Phonetics	Translation	Word	Phonetics	Translation
<b>Unit 1 On camera</b>					
ambitious (adj)	/æm'biʃəs/	.....	jacket (n)	/'dʒækɪt/	.....
arrogant (adj)	/'ærəɡənt/	.....	jeans (n)	/dʒi:nz/	.....
awful (adj)	/ɔ:fl/	.....	jumper (n)	/'dʒʌmpə(r)/	.....
bad-tempered (adj)	/,bæd'tempəd/	.....	lazy (adj)	/'leɪzi/	.....
baggy (adj)	/'bægi/	.....	leather (adj)	/'leðə(r)/	.....
beautiful (adj)	/'bjʊ:tɪfl/	.....	leggings (n)	/'legɪŋz/	.....
blouse (n)	/blaʊz/	.....	long (adj)	/lɒŋ/	.....
boot (n)	/bu:t/	.....	long-haired (adj)	/,lɒŋ'head/	.....
cash machine (n)	/'kæʃ mə'ʃi:n/	.....	long-sleeved (adj)	/,lɒŋ'sli:vɪd/	.....
CCTV camera (n)	/,si: si: ti: 'vi: 'kæməərə/	.....	loose (adj)	/lu:s/	.....
check (adj)	/tʃek/	.....	matching (adj)	/'mætʃɪŋ/	.....
citizen (n)	/'sɪtɪzən/	.....	mean (adj)	/mi:n/	.....
coat (n)	/kəʊt/	.....	mini skirt (n)	/'mini ,skɜ:t/	.....
combat trousers (n)	/'kɒmbæt ,traʊzəz/	.....	modest (adj)	/'mɒdɪst/	.....
competitive (adj)	/kəm'petətɪv/	.....	monitor (v)	/'mɒnɪtə(r)/	.....
cookie (n)	/'kʊki/	.....	multicultural (adj)	/,mʌlti'kʌltʃərəl/	.....
cool (adj)	/ku:l/	.....	nylon (adj)	/'naɪlɒn/	.....
cotton (adj)	/'kɒtn/	.....	old-fashioned (adj)	/,əʊld'fæʃnd/	.....
creased (adj)	/kri:st/	.....	optimistic (adj)	/,ɒptɪ'mɪstɪk/	.....
criminal (n)	/'krɪmɪnl/	.....	password (n)	/'pɑ:swɜ:d/	.....
detect (v)	/dɪ'tekt/	.....	pessimistic (adj)	/,pesɪ'mɪstɪk/	.....
dress (n)	/dres/	.....	plain (adj)	/pleɪn/	.....
easy-going (adj)	/,i:zi'ɡəʊɪŋ/	.....	polite (adj)	/pə'laɪt/	.....
elegant (adj)	/'elɪɡənt/	.....	polo shirt (n)	/'pəʊləʊ ,ʃɜ:t/	.....
fleece (n)	/fli:s/	.....	quiet (adj)	/'kwaɪət/	.....
flowery (adj)	/'flaʊəri/	.....	relaxed (adj)	/'rɪ'lækst/	.....
focused (adj)	/'fəʊkəst/	.....	reliable (adj)	/'rɪ'laɪəbl/	.....
friendly (adj)	/'frendli/	.....	reserved (adj)	/'rɪ'zɜ:vɪd/	.....
funny (adj)	/'fʌni/	.....	ridiculous (adj)	/'rɪ'dɪkjələs/	.....
fur (n)	/fɜ:(r)/	.....	roll-neck (n)	/'rəʊlnek/	.....
furry (adj)	/'fɜ:ri/	.....	rude (adj)	/ru:d/	.....
generous (adj)	/'dʒenərəs/	.....	sandals (n)	/'sændlz/	.....
good-looking (adj)	/,ɡʊd'lʊkɪŋ/	.....	satellite (n)	/'sætələɪt/	.....
great (adj)	/ɡreɪt/	.....	scruffy (adj)	/'skrʌfi/	.....
hard-working (adj)	/,hɑ:d'wɜ:kɪŋ/	.....	serious (adj)	/'sɪəriəs/	.....
high-heeled (adj)	/,haɪ'hi:ld/	.....	shiny (adj)	/'ʃaɪni/	.....
hoody (n)	/'hʊdi/	.....	shirt (n)	/ʃɜ:t/	.....
illegal (adj)	/ɪ'li:ɡl/	.....	shoe (n)	/ʃu:/	.....
impression (n)	/ɪm'preʃn/	.....	shoplifter (n)	/'ʃɒplɪftə(r)/	.....
			short (adj)	/ʃɔ:t/	.....
			shorts (n pl)	/ʃɔ:ts/	.....



# WORDLIST

Word	Phonetics	Translation
short-sleeved (adj)	/ˌʃɔ:t'sli:vɪd/	.....
skirt (n)	/skɜ:t/	.....
smart (adj)	/smɑ:t/	.....
smooth (adj)	/smu:ð/	.....
sock (n)	/sɒk/	.....
spotty (adj)	/ˈspɒti/	.....
stripy (adj)	/ˈstraɪpi/	.....
stylish (adj)	/ˈstɑɪlɪʃ/	.....
suit (n)	/su:t/	.....
surveillance (n)	/sɜ:'veɪləns/	.....
talkative (adj)	/ˈtɔ:kətɪv/	.....
tense (adj)	/tens/	.....
tie (n)	/taɪ/	.....
tight (adj)	/taɪt/	.....
top (n)	/tɒp/	.....
tracksuit bottoms (n pl)	/ˈtræksuɪt ˌbɒtəmz/	.....
trainers (n pl)	/ˈtreɪnəz/	.....
trendy (adj)	/ˈtrendi/	.....
trousers (n pl)	/ˈtraʊzəz/	.....
T-shirt (n)	/ˈti:ʃɜ:t/	.....
v-neck (n)	/ˈvi:nek/	.....
well-known (adj)	/ˌwel'nəʊn/	.....
wool (adj)	/wʊl/	.....

## Get ready for your exam 1 & 2

bothersome (adj)	/ˈbɒðəsəm/	.....
bright (adj)	/braɪt/	.....
casual (adj)	/ˈkæʒuəl/	.....
comfortable (adj)	/ˈkʌmfətl̩/	.....
conservative (adj)	/kən'sɜ:vətɪv/	.....
epic (n)	/ˈepɪk/	.....
essential (adj)	/ə'senʃl̩/	.....
exotic (adj)	/ɪg'zɒtɪk/	.....
gossip (n)	/ˈgɒsɪp/	.....
limousine (n)	/lɪmə'zi:n/	.....
misinterpret (v)	/mɪsmɪ'tɜ:pɪt/	.....
movie premiere (n)	/ˈmu:vi ˌpremiə(r)/	.....
nuisance (n)	/ˈnju:səns/	.....
nutrition (n)	/nju'trɪʃn/	.....
obsessed (adj)	/əb'sest/	.....

Word	Phonetics	Translation
offended (adj)	/ə'fendɪd/	.....
off the peg (adv)	/ˌɒf ðə 'peg/	.....
practical (adj)	/ˈpræktɪkl̩/	.....
shocking (adj)	/ˈʃɒkɪŋ/	.....
spotless (adj)	/ˈspɒtləs/	.....
subtitles (n pl)	/ˈsʌbtɑɪtlz/	.....
vivid (adj)	/ˈvɪvɪd/	.....

## Unit 2 Memories

amnesia (n)	/æm'ni:ziə/	.....
amused (adj)	/ə'mju:zd/	.....
baffled (adj)	/ˈbæfld/	.....
bored (adj)	/bɔ:d/	.....
break down (phr v)	/ˌbreɪk 'daʊn/	.....
bump into (somebody) (phr v)	/ˌbʌmp 'ɪntə/	.....
call back (phr v)	/ˌkɔ:l 'bæk/	.....
call off (phr v)	/ˌkɔ:l 'ɒf/	.....
ceremony (n)	/ˈserəməni/	.....
confused (adj)	/kən'fju:zd/	.....
confusion (n)	/kən'fju:ʒn/	.....
delighted (adj)	/dɪ'laɪtɪd/	.....
depressed (adj)	/dɪ'prest/	.....
disappointed (adj)	/ˌdɪsə'pɔɪntɪd/	.....
disappointment (n)	/ˌdɪsə'pɔɪntmənt/	.....
discharge (v)	/dɪs'tʃɑ:dʒ/	.....
embarrassed (adj)	/ɪm'bærəst/	.....
embarrassment (n)	/ɪm'bærəsmənt/	.....
escort (v)	/ɪs'kɔ:t/	.....
even though (conj)	/ˈi:vən ðəʊ/	.....
excited (adj)	/ɪk'saɪtɪd/	.....
excitement (n)	/ɪk'saɪtmənt/	.....
fed up (adj)	/ˌfed 'ʌp/	.....
firefighter (n)	/ˈfaɪəfaɪtə(r)/	.....
flip-flops (n)	/ˈflɪpfloʊps/	.....
frustrating (adj)	/frʌ'streɪtɪŋ/	.....
frustration (n)	/frʌ'streɪʃn/	.....
get over (phr v)	/ˌget 'əʊvə(r)/	.....
go off (phr v)	/ˌgəʊ 'ɒf/	.....
go out with (somebody) (phr v)	/ˌgəʊ 'aʊt wɪð/	.....

# WORDLIST

Word	Phonetics	Translation
guilty (adj)	/ˈɡɪlti/	.....
homesick (adj)	/ˈhəʊmsɪk/	.....
homesickness (n)	/ˈhəʊmsɪknəs/	.....
hose (n)	/həʊz/	.....
irritated (adj)	/ˈɪrɪteɪtɪd/	.....
irritation (n)	/ˈɪrɪˈteɪʃn/	.....
jealous (adj)	/ˈdʒələs/	.....
look after (phr v)	/ˌlʊk ˈɑːftə(r)/	.....
look for (phr v)	/ˈlʊk fə/	.....
look forward to (phr v)	/ˌlʊk ˈfɔːwəd tə/	.....
meet up (phr v)	/ˌmiːt ˈʌp/	.....
monument (n)	/ˈmɒnjəmənt/	.....
nervous (adj)	/ˈnɜːvəs/	.....
nervousness (n)	/ˈnɜːvəsənəs/	.....
outgoing (adj)	/ˈaʊtɡəʊɪŋ/	.....
pleased (adj)	/pliːzd/	.....
portray (v)	/pɔːˈtreɪ/	.....
put away (phr v)	/ˌpʊt əˈweɪ/	.....
put on (phr v)	/ˌpʊt ˈɒn/	.....
put out (a fire) (phr v)	/ˌpʊt ˈaʊt/	.....
relieved (adj)	/rɪˈliːvd/	.....
rucksack (n)	/ˈrʌksæk/	.....
run out of (phr v)	/ˌrʌn ˈaʊt əv/	.....
sadness (n)	/ˈsædnəs/	.....
scared (adj)	/skeəd/	.....
set fire to (something) (v)	/ˌset ˈfaɪə tə/	.....
set off (phr v)	/ˌset ˈɒf/	.....
shocked (adj)	/ʃɒkt/	.....
skull (n)	/skʌl/	.....
smoulder (v)	/ˈsməʊldə(r)/	.....
soldier (n)	/ˈsəʊldʒə(r)/	.....
stunning (adj)	/ˈstʌnɪŋ/	.....
symbolise (v)	/ˈsɪmbəlaɪz/	.....
tag (n)	/tæg/	.....
try on (phr v)	/ˌtraɪ ˈɒn/	.....
turn out (phr v)	/ˌtɜːn ˈaʊt/	.....
turn up (phr v)	/ˌtɜːn ˈʌp/	.....
upset (adj)	/ʌpˈset/	.....
whereas (conj)	/ˌweərˈæz/	.....

Word	Phonetics	Translation
<b>Unit 3 Nine to five</b>		
accountant (n)	/əˈkaʊntənt/	.....
actor (n)	/ˈæktə(r)/	.....
administrator (n)	/ədˈmɪnɪstreɪtə(r)/	.....
aircraft pilot (n)	/ˈeəkrɑːft ˌpaɪlət/	.....
architect (n)	/ˈɑːkɪtekt/	.....
astronaut (n)	/ˈæstrənɔːt/	.....
bank (n)	/bæŋk/	.....
boring (adj)	/ˈbɔːrɪŋ/	.....
builder (n)	/ˈbɪldə(r)/	.....
building site (n)	/ˈbɪldɪŋ ˌsaɪt/	.....
busy (adj)	/ˈbɪzi/	.....
call centre (n)	/ˈkɔːl ˌsentə(r)/	.....
carry out (phr v)	/ˌkæri ˈaʊt/	.....
challenging (adj)	/ˈtʃæləndʒɪŋ/	.....
(be in) charge (of) (n)	/tʃɑːdʒ/	.....
chef (n)	/ʃef/	.....
coal miner (n)	/ˈkəʊl ˌmaɪnə(r)/	.....
customer (n)	/ˈkʌstəmə(r)/	.....
discriminate (v)	/dɪˈskrɪmɪneɪt/	.....
easy (adj)	/ˈiːzi/	.....
editor (n)	/ˈedɪtə(r)/	.....
employee (n)	/ɪmˈplɔɪiː/	.....
employer (n)	/ɪmˈplɔɪə(r)/	.....
estate agent (n)	/ɪˈsteɪt ˌeɪdʒənt/	.....
find out (phr v)	/ˌfaɪnd ˈaʊt/	.....
full-time (adj)	/ˌfʊl ˈtaɪm/	.....
fun (adj)	/fʌn/	.....
give out (phr v)	/ˌɡɪv ˈaʊt/	.....
get on badly with (phr v)	/ˌget ɒn ˈbædli wɪð/	.....
get on well with (phr v)	/ˌget ɒn ˈwel wɪð/	.....
hospital (n)	/ˈhɒspɪtl/	.....
immigrant (n)	/ˈɪmɪɡrənt/	.....
job opportunity (n)	/ˈdʒɒb ɒpəˌtjuːnəti/	.....
kindergarten teacher (n)	/ˈkɪndəɡɑːtən ˌtiːtʃə(r)/	.....
laboratory (n)	/ləˈbɒrətəri/	.....
labourer (n)	/ˈleɪbərə(r)/	.....
look after (phr v)	/ˌlʊk ˈɑːftə(r)/	.....
look for (phr v)	/ˈlʊk fə(r)/	.....

# WORDLIST

Word	Phonetics	Translation
lorry driver (n)	/'lɒri ,draɪvə(r)/	.....
(do) manual work (n)	/'mænʃuəl ,wɜ:k/	.....
mechanic (n)	/mə'kænɪk/	.....
menial (adj)	/'mɪniəl/	.....
midwife (n)	/'mɪdwaɪf/	.....
musician (n)	/mju'zɪʃn/	.....
nanny (n)	/'næni/	.....
nurse (n)	/nɜ:s/	.....
office (n)	/'ɒfɪs/	.....
(do) paperwork (n)	/'peɪpə,wɜ:k/	.....
part-time (adj)	/,pɑ:t 'taɪm/	.....
pass through (phr v)	/,pɑ:s 'θru:/	.....
pick up (phr v)	/,pɪk 'ʌp/	.....
plumber (n)	/'plʌmə(r)/	.....
reputation (n)	/,repju'teɪʃn/	.....
restaurant (n)	/'restrɒnt/	.....
school (n)	/sku:l/	.....
scientist (n)	/'saɪəntɪst/	.....
secretary (n)	/'sekɹətɹi/	.....
shop (n)	/ʃɒp/	.....
skilled (adj)	/skɪld/	.....
stressful (adj)	/'stresfl/	.....
studio (n)	/'stju:diəʊ/	.....
supervisor (n)	/'su:zə,vəɪzə(r)/	.....
surgeon (n)	/'sɜ:dʒən/	.....
surgery (n)	/'sɜ:dʒəri/	.....
teacher (n)	/'ti:tʃə(r)/	.....
the public (n)	/ðə 'pʌblɪk/	.....
trainee (n)	/,treɪ'ni:/	.....
travel agent (n)	/'trævl ,eɪdʒənt/	.....
unskilled (adj)	/,ʌn'skɪld/	.....
warehouse (n)	/'weəhaʊs/	.....
work out (phr v)	/,wɜ:k 'aʊt/	.....

## Get ready for your exam 3 & 4

house sitter (n)	/'haʊs ,sɪtə(r)/	.....
league (n)	/li:g/	.....
lucrative (adj)	/'lu:krətɪv/	.....
participant (n)	/pɑ:'tɪsɪpənt/	.....
professional (adj)	/prə'feʃənl/	.....

Word	Phonetics	Translation
profitable (adj)	/'prɒfɪtəbl/	.....
non-existent (adj)	/,nɒnɪg'zɪstənt/	.....
nostalgic (adj)	/nɒ'stældʒɪk/	.....
reclining chair (n)	/ri:,kleɪnɪŋ 'tʃeə(r)/	.....
reunion (n)	/ri:'ju:niən/	.....

## Unit 4 Body and mind

ache (n)	/eɪk/	.....
ankle (n)	/'æŋkl/	.....
artery (n)	/'ɑ:təri/	.....
associate (v)	/ə'səʊʃieɪt/	.....
backache (n)	/'bækeɪk/	.....
bill (n)	/bɪl/	.....
bone (n)	/bəʊn/	.....
brain (n)	/breɪn/	.....
break (v)	/breɪk/	.....
calf (n)	/kɑ:f/	.....
chest (n)	/tʃest/	.....
chin (n)	/tʃɪn/	.....
claim (v)	/kleɪm/	.....
concussion (n)	/kən'kʌʃn/	.....
diarrhoea (n)	/,daɪə'riə/	.....
dislocate (v)	/'dɪsləkeɪt/	.....
dismiss (v)	/dɪs'mɪs/	.....
earache (n)	/'ɪəreɪk/	.....
eyebrow (n)	/'aɪbraʊ/	.....
eyelash (n)	/'aɪlæʃ/	.....
eyelid (n)	/'aɪlɪd/	.....
food poisoning (n)	/'fu:d ,pɔɪzənɪŋ/	.....
forget (v)	/fə'get/	.....
hay fever (n)	/'heɪ ,fi:və(r)/	.....
headache (n)	/'hedəɪk/	.....
heart (n)	/hɑ:t/	.....
heel (n)	/hi:l/	.....
hip (n)	/hɪp/	.....
imagine (v)	/ɪ'mædʒɪn/	.....
infection (n)	/ɪn'fekʃn/	.....
lawsuit (n)	/'ləʊsu:t/	.....
lip (n)	/lɪp/	.....
liver (n)	/'lɪvə(r)/	.....
lung (n)	/lʌŋ/	.....



# WORDLIST

Word	Phonetics	Translation
memorise (v)	/ˈmeməraɪz/	.....
muscle (n)	/ˈmʌsl/	.....
neck (n)	/nek/	.....
nostril (n)	/ˈnɒstrəl/	.....
obesity (n)	/əʊˈbiːsəti/	.....
pain (n)	/peɪn/	.....
prescribe (v)	/prɪˈskraɪb/	.....
pull (a muscle) (v)	/pʊl/	.....
remember (v)	/rɪˈmembə(r)/	.....
remind (v)	/rɪˈmaɪnd/	.....
rib (n)	/rɪb/	.....
scalp (n)	/skælp/	.....
shin (n)	/ʃɪn/	.....
skin (n)	/skɪn/	.....
skull (n)	/skʌl/	.....
spine (n)	/spam/	.....
stiff (adj)	/stɪf/	.....
stomach (n)	/ˈstʌmək/	.....
sue (v)	/suː/	.....
swollen (adj)	/ˈswɒlən/	.....
thigh (n)	/θaɪ/	.....
throat (n)	/θrəʊt/	.....
thumb (n)	/θʌm/	.....
toothache (n)	/ˈtuːθeɪk/	.....
twist (v)	/twɪst/	.....
vein (n)	/veɪn/	.....
waist (n)	/weɪst/	.....
wrist (n)	/rɪst/	.....

## Unit 5 Our future

acid rain (n)	/ˌæsɪd ˈreɪn/	.....
blog (n)	/blɒg/	.....
broadband (n)	/ˈbrɔːdbænd/	.....
burn (onto a CD) (v)	/bɜːn/	.....
campaign (v)	/kæmˈpeɪn/	.....
carbon emissions (n pl)	/ˈkɑːbən ɪˌmɪʃnz/	.....
catastrophe (n)	/kəˈtæstrəfi/	.....
CD-writer (n)	/ˌsiː ˈdiː ˌraɪtə(r)/	.....
councillor (n)	/ˈkaʊnsələ(r)/	.....
disastrous (adj)	/dɪˈzɑːstrəs/	.....

Word	Phonetics	Translation
download (v)	/ˌdaʊnˈləʊd/	.....
endangered species (n)	/ɪnˌdeɪndʒəd ˈspiːʃiːz/	.....
extinction (n)	/ɪkˈstɪŋkʃn/	.....
flash drive (n)	/ˈflæʃ draɪv/	.....
general election (n)	/ˌdʒenrəl ɪˈlekʃn/	.....
global warming (n)	/ˌɡləʊbl ˈwɔːmɪŋ/	.....
GM food (n)	/ˌdʒiː em ˈfuːd/	.....
greenhouse effect (n)	/ˈɡriːnhaʊs ɪˌfekt/	.....
House of Commons (n)	/ˌhaʊs əv ˈkɒmənz/	.....
laptop (n)	/ˈlæptɒp/	.....
link (n)	/lɪŋk/	.....
log (onto) (v)	/lɒg/	.....
Net (n)	/net/	.....
online (adv)	/ˈɒnlaɪn/	.....
ozone layer (n)	/ˈəʊzəʊn ˌleɪə(r)/	.....
Parliament (n)	/ˈpɑːləmənt/	.....
party (n)	/ˈpɑːti/	.....
policy (n)	/ˈpɒləsi/	.....
rainforest (n)	/ˈreɪnfɒrɪst/	.....
seat (n)	/siːt/	.....
solar power (n)	/ˌsəʊlə ˈpaʊə(r)/	.....
uninhabitable (adj)	/ˌʌnɪnˈhæbɪtəbl/	.....
video chat (n)	/ˌvɪdɪəʊ ˈtʃæt/	.....
vote (v)	/vəʊt/	.....
waste disposal (n)	/ˈweɪst dɪˌspəʊzl/	.....
webcam (n)	/ˈwebkæm/	.....
website (n)	/ˈwebsaɪt/	.....
wireless router (n)	/ˈwaɪələs ˌruːtə(r)/	.....

## Get ready for your exam 5 & 6

bias (n)	/ˈbaɪəs/	.....
boxing (n)	/ˈbɒksɪŋ/	.....
checkmate (n)	/ˈtʃekmeɪt/	.....
coffee maker (n)	/ˈkɒfi ˌmeɪkə(r)/	.....
cricket (n)	/ˈkrɪkɪt/	.....
curling (n)	/ˈkɜːlɪŋ/	.....
hi-tech (adj)	/ˈhaɪˌtek/	.....
hockey (n)	/ˈhɒki/	.....
horse riding (n)	/ˈhɔːs ˌraɪdɪŋ/	.....

# WORDLIST

Word	Phonetics	Translation
iron (n)	/ˈaɪən/	.....
kettle (n)	/ˈketl/	.....
knock-out (n)	/ˈnɒkaʊt/	.....
(space) mission (n)	/mɪʃn/	.....
oven (n)	/ˈʌvən/	.....
perform surgery (v)	/pəˌfɔ:m ˈsɜ:dʒəri/	.....
refrigerator (n)	/rɪˈfrɪdʒəreɪtə(r)/	.....
round (of a sports match) (n)	/raʊnd/	.....
rugby (n)	/ˈrʌɡbi/	.....
swimming (n)	/ˈswɪmɪŋ/	.....
toaster (n)	/ˈtəʊstə(r)/	.....
vacuum cleaner (n)	/ˈvækju:m ˌkli:nə(r)/	.....
washing machine (n)	/ˈwɒʃɪŋ məˌʃi:n/	.....
yoga (n)	/ˈjəʊɡə/	.....

## Unit 6 Telling tales

allege (v)	/əˈledʒ/	.....
armchair (n)	/ˈɑ:mtʃeə(r)/	.....
balcony (n)	/ˈbælkəni/	.....
basin (n)	/ˈbeɪsn/	.....
bath (n)	/bɑ:θ/	.....
bookcase (n)	/ˈbʊkkeɪs/	.....
carpet (n)	/ˈkɑ:pɪt/	.....
carry on (phr v)	/ˌkæri ˈɒn/	.....
chandelier (n)	/ˌʃændəˈleɪə(r)/	.....
chest of drawers (n)	/ˌtʃest əv ˈdrɔ:z/	.....
come back (phr v)	/ˌkʌm ˈbæk/	.....
confess (v)	/kənˈfes/	.....
convince (v)	/kənˈvɪns/	.....
cooker (n)	/ˈkʊkə(r)/	.....
corroborate (v)	/kəˈrɒbəreɪt/	.....
creature (n)	/ˈkri:tʃə(r)/	.....
cupboard (n)	/ˈkʌbəd/	.....
curtains (n pl)	/ˈkɜ:tnz/	.....
desk (n)	/desk/	.....
dining table (n)	/ˈdaɪnɪŋ ˌteɪbl/	.....
dishwasher (n)	/ˈdɪʃwɒʃə(r)/	.....
drainpipe (n)	/ˈdreɪnpaɪp/	.....
drown (v)	/draʊn/	.....

Word	Phonetics	Translation
evidence (n)	/ˈeɪdəns/	.....
fake (adj)	/feɪk/	.....
fall through (phr v)	/ˌfɔ:l ˈθru:/	.....
fireplace (n)	/ˈfaɪəpleɪs/	.....
flowerbed (n)	/ˈflaʊəbed/	.....
genuine (adj)	/ˈdʒenjʊm/	.....
get up (phr v)	/ˌget ˈʌp/	.....
give up (phr v)	/ˌɡɪv ˈʌp/	.....
grin (n)	/ɡrɪn/	.....
grow up (phr v)	/ˌɡrəʊ ˈʌp/	.....
hedge (n)	/hedʒ/	.....
hoax (n)	/həʊks/	.....
hold on (phr v)	/ˌhəʊld ˈɒn/	.....
impostor (n)	/ɪmˈpɒstə(r)/	.....
innocent (adj)	/ˈɪnəsənt/	.....
investor (n)	/ɪnˈvestə(r)/	.....
jury (n)	/ˈdʒʊəri/	.....
lamp (n)	/læmp/	.....
lawn (n)	/lɔ:n/	.....
lawyer (n)	/lɔ:jə(r)/	.....
microwave (n)	/ˈmaɪkrəweɪv/	.....
mirror (n)	/ˈmɪə(r)/	.....
myth (n)	/mɪθ/	.....
path (n)	/pɑ:θ/	.....
patio (n)	/ˈpætiəʊ/	.....
poverty (n)	/ˈpɒvəti/	.....
presume (v)	/priˈzju:m/	.....
prison (n)	/ˈprɪzn/	.....
protest (v)	/ˈprəˈtest/	.....
protest (n)	/ˈprəʊtest/	.....
prove (v)	/pru:v/	.....
rug (n)	/rʌɡ/	.....
scenery (n)	/ˈsi:nəri/	.....
sentence (v)	/ˈsentəns/	.....
shower (n)	/ˈʃaʊə(r)/	.....
sink (n)	/sɪŋk/	.....
sofa (n)	/ˈsəʊfə(r)/	.....
stand up (phr v)	/ˌstænd ˈʌp/	.....
stay in (phr v)	/ˌsteɪ ˈɪn/	.....
stepladder (n)	/ˈsteplædə(r)/	.....
stool (n)	/stu:l/	.....

# WORDLIST

Word	Phonetics	Translation
trial (n)	/'traɪəl/	.....
vase (n)	/vɑːz/	.....
wardrobe (n)	/'wɔːdrəʊb/	.....
witness (n)	/'wɪtnəs/	.....

## Unit 7 True love?

ask (somebody) out (phr v)	/,ɑːsk 'aʊt/	.....
chat (somebody) up (phr v)	/,tʃæt 'ʌp/	.....
come up with (phr v)	/,kʌm 'ʌp wɪð/	.....
decline (v)	/dɪ'klaɪn/	.....
fall in love (phr v)	/,fɔːl ɪn 'lʌv/	.....
fall out with (phr v)	/,fɔːl 'aʊt wɪð/	.....
fancy (somebody) (v)	/'fænsi/	.....
folk tale (n)	/'fəʊk ,teɪl/	.....
fulfilling (adj)	/fʊl'fɪlɪŋ/	.....
get away with (phr v)	/,get ə'weɪ wɪð/	.....
get back together (phr v)	/get ,bæk tə'geðə(r)/	.....
get divorced (v)	/,get dɪ'vɔːst/	.....
get engaged (v)	/,get ɪn'geɪdʒd/	.....
get married (v)	/,get 'mæɪd/	.....
gig (n)	/gɪg/	.....
interaction (n)	/,ɪntər'ækʃn/	.....
look down on (phr v)	/,lʊk 'daʊn ɒn/	.....
make up (phr v)	/,meɪk 'ʌp/	.....
nationalist (n)	/'næʃnəlɪst/	.....
obligation (n)	/,ɒblɪ'geɪʃn/	.....
online (adj)	/'ɒnlaɪn/	.....
put up with (phr v)	/,pʊt 'ʌp wɪð/	.....
socialise (v)	/'səʊʃəlaɪz/	.....
speed dating (n)	/'spiːd ,deɪtɪŋ/	.....
split up with (phr v)	/,splɪt 'ʌp wɪð/	.....
terrorist (n)	/'terərɪst/	.....

## Get ready for your exam 7 & 8

abdicate (v)	/'æbdɪkət/	.....
affair (n)	/ə'feə(r)/	.....
café (n)	/'kæfeɪ/	.....
controversial (adj)	/,kɒntrə'vɜːʃl/	.....

Word	Phonetics	Translation
divorce (v)	/dɪ'vɔːs/	.....
genetically modified (GM) (adj)	/dʒə,netɪkli 'mɒdɪfaɪd, ,dʒɪː 'em/	.....
health benefit (n)	/'helθ ,benəfɪt/	.....
high-fat (adj)	/,haɪ 'fæt/	.....
muscular (adj)	/'mʌskjələ(r)/	.....
museum (n)	/mju'ziəm/	.....
obesity (n)	/əʊ'biːsəti/	.....
separate (v)	/'sepəreɪt/	.....
supple (adj)	/sʌpl/	.....

## Unit 8 Travel

activity holiday (n)	/æk'tɪvəti ,hɒlədeɪ/	.....
affluence (n)	/'æfluəns/	.....
aisle (n)	/aɪl/	.....
arrive (v)	/ə'raɪv/	.....
backpack (n)	/'bækpæk/	.....
bay (n)	/beɪ/	.....
budget airline (n)	/,bʌdʒɪt 'eəlaɪn/	.....
cab (n)	/kæb/	.....
cabin (n)	/'kæbɪn/	.....
camping holiday (n)	/'kæmpɪŋ ,hɒlədeɪ/	.....
caravan holiday (n)	/'kærəvæn ,hɒlədeɪ/	.....
carriage (n)	/'kærɪdʒ/	.....
change (trains) (v)	/tʃeɪndʒ/	.....
cheap (adj)	/tʃiːp/	.....
check-in desk (n)	/'tʃekɪn ,desk/	.....
city break (n)	/,sɪti 'breɪk/	.....
coach tour (n)	/'kəʊtʃ ,tʊə(r)/	.....
convenient (adj)	/kən'viːniənt/	.....
cruise (n)	/kruːz/	.....
customs (n pl)	/'kʌstəmz/	.....
dart (v)	/dɑːt/	.....
day-trip (n)	/'deɪtrɪp/	.....
departure lounge (n)	/dɪ'pɑːtʃə ,laʊndʒ/	.....
driver (n)	/'draɪvə(r)/	.....
excursion (n)	/ɪk'skɜːʃn/	.....
expensive (adj)	/ɪk'spensɪv/	.....
flight attendant (n)	/'flaɪt ə,tendənt/	.....
gate (n)	/geɪt/	.....
gratefully (adv)	/'gretfʊli/	.....



# WORDLIST

Word	Phonetics	Translation
hurtle (v)	/ˈhɜːtl/	.....
inconvenient (adj)	/ˌɪnkənˈviːniənt/	.....
journey (n)	/ˈdʒɜːni/	.....
land (v)	/lənd/	.....
leave (v)	/liːv/	.....
long weekend (n)	/ˌlɒŋ wiːkˈend/	.....
long-haul flight (n)	/ˌlɒŋ haʊl ˈflaɪt/	.....
luggage (n)	/ˈlʌɡɪdʒ/	.....
luggage rack (n)	/ˈlʌɡɪdʒ ˈræk/	.....
motorway (n)	/ˈməʊtəweɪ/	.....
nocturnal (adj)	/ˈnɒkˈtɜːnl/	.....
overhead locker (n)	/ˌəʊvəhed ˈlɒkə(r)/	.....
package holiday (n)	/ˈpækɪdʒ ˌhɒlədeɪ/	.....
passport control (n)	/ˌpɑːspɔːt kənˈtrəʊl/	.....
pilot (n)	/ˈpaɪlət/	.....
platform (n)	/ˈplætfɔːm/	.....
round-the-world trip (n)	/ˌraʊnd ðə wɜːld ˈtrip/	.....
runway (n)	/ˈrʌnweɪ/	.....
safari (n)	/səˈfɑːri/	.....
seaside town (n)	/ˌsiːsaɪd ˈtaʊn/	.....
spring (v)	/sprɪŋ/	.....
stealthy (adj)	/ˈstelθi/	.....
stroll (v)	/strəʊl/	.....
take off (phr v)	/ˌteɪk ˈɒf/	.....
tear (v)	/teə(r)/	.....
ticket inspector (n)	/ˈtɪkɪt ɪnˈspektə(r)/	.....
track (n)	/træk/	.....
traffic jam (n)	/ˈtræfɪk ˌdʒæm/	.....
trolley (n)	/ˈtrɒli/	.....
trundle (v)	/ˈtrʌndl/	.....
waiting room (n)	/ˈweɪtɪŋ ˌruːm/	.....

## Unit 9 Spend, spend, spend!

afford (v)	/əˈfɔːd/	.....
bargain (n, v)	/ˈbɑːɡən/	.....
borrow (v)	/ˈbɒrəʊ/	.....
brand (n)	/brænd/	.....
(be) broke (adj)	/brəʊk/	.....
cash (n)	/kæʃ/	.....
cheque (n)	/tʃek/	.....

Word	Phonetics	Translation
coin (n)	/kɔɪn/	.....
consumer (n)	/kənˈsjʊmə(r)/	.....
credit card (n)	/ˈkredɪt ˌkɑːd/	.....
currency (n)	/ˈkʌrənsi/	.....
debit card (n)	/ˈdeɪtɪt ˌkɑːd/	.....
debt (n)	/det/	.....
discount (v)	/dɪsˈkaʊnt/	.....
discount (n)	/ˈdɪskaʊnt/	.....
firm (n)	/fɜːm/	.....
fortune (n)	/ˈfɔːtjuːn/	.....
income (n)	/ˈɪnkʌm/	.....
loan (n)	/ləʊn/	.....
note (n)	/nəʊt/	.....
overcharge (v)	/ˌəʊvəˈtʃɑːdʒ/	.....
pester (v)	/ˈpestə(r)/	.....
PIN number (n)	/ˈpɪn ˌnʌmbə(r)/	.....
promote (v)	/prəˈməʊt/	.....
purchase (v)	/ˈpɜːtʃɪs/	.....
refugee (n)	/ˌrefjuːˈdʒiː/	.....
sale (n)	/seɪl/	.....
save (v)	/seɪv/	.....
save up (phr v)	/ˌseɪv ˈʌp/	.....
savings (n pl)	/ˈseɪvɪŋz/	.....
sponsor (v, n)	/ˈspɒnsə(r)/	.....
supply (v)	/səˈplaɪ/	.....
target (v)	/ˈtɑːɡɪt/	.....
voucher (n)	/ˈvaʊtʃə(r)/	.....
waste (v)	/weɪst/	.....

## Get ready for your exam 9 & 10

barge (n)	/bɑːdʒ/	.....
boat (n)	/bəʊt/	.....
caravan (n)	/ˈkærəvæn/	.....
cash machine (n)	/ˈkæʃ məˌʃɪn/	.....
close to nature (adj)	/ˌkləʊs tə ˈneɪtʃə(r)/	.....
eco-friendly (adj)	/ˌiːkəʊ ˈfrendli/	.....
epidemic (n)	/ˌepɪˈdemɪk/	.....
exciting (adj)	/ɪkˈsaɪtɪŋ/	.....
gothic castle (n)	/ˌɡəʊθɪk ˈkɑːsl/	.....
hard cash (n)	/ˌhɑːd ˈkæʃ/	.....

# WORDLIST

Word	Phonetics	Translation	Word	Phonetics	Translation
hut (n)	/hʌt/	.....	director (n)	/də'rektə(r)/	.....
inexpensive (adj)	/,ɪnɪk'spensɪv/	.....	draw (v)	/drɔː/	.....
lighthouse (n)	/'laɪthaʊs/	.....	dreadful (adj)	/'dredfl/	.....
luxurious (adj)	/lʌg'ʒʊəriəs/	.....	drum kit (n)	/'drʌm ,kɪt/	.....
moveable (adj)	/'muːvəbl/	.....	elaborate (adj)	/'læbəreɪt/	.....
pocket money (n)	/'pɒkɪt ,mʌni/	.....	electric guitar (n)	/ɪ,lektrɪk ɡɪ'tɑː(r)/	.....
possession (n)	/'pɒzəʃn/	.....	exhibition (n)	/eksɪ'bɪʃn/	.....
savings account (n)	/'seɪvɪŋz ə,kaʊnt/	.....	fall (v)	/fɔːl/	.....
simple (adj)	/'sɪmpl/	.....	film (n)	/fɪlm/	.....
spacious (adj)	/'speɪʃəs/	.....	flame (n)	/fleɪm/	.....
tent (n)	/tent/	.....	gigantic (adj)	/dʒaɪ'ɡæntɪk/	.....
threaten (v)	/'θreɪn/	.....	graffiti (n)	/grə'fɪti/	.....
tribe (n)	/traɪb/	.....	heavy metal (n)	/'hevi 'metl/	.....
unconventional (adj)	/,ʌnkən'venʃənəl/	.....	installation (n)	/,ɪnstə'leɪʃn/	.....
wilderness (n)	/'wɪldənəs/	.....	instrument (n)	/'ɪnstɾəmənt/	.....

## Unit 10 Inspiration

abstract painting (n)	/'æbstrækt ,peɪntɪŋ/	.....	lead (n)	/liːd/	.....
actress (n)	/'æktɾəs/	.....	lead vocals (n pl)	/,liːd 'vəʊklz/	.....
amazing (adj)	/ə'meɪzɪŋ/	.....	ledge (n)	/ledʒ/	.....
anti-war (adj)	/,ænti'wɔː(r)/	.....	lines (n)	/laɪnz/	.....
appalling (adj)	/ə'pɔːlɪŋ/	.....	love song (n)	/'lʌv ,sɒŋ/	.....
aria (n)	/'ɑːriə/	.....	melody (n)	/'melədi/	.....
art collector (n)	/'ɑːt kə,lektə(r)/	.....	mike (n)	/maɪk/	.....
atrocious (adj)	/ə'trəʃəs/	.....	musician (n)	/'mjuːzɪʃn/	.....
audience (n)	/'ɔːdiəns/	.....	novelist (n)	/'nɒvəlɪst/	.....
awful (adj)	/'ɔːfl/	.....	offensive (adj)	/ə'fensɪv/	.....
backing singer (n)	/'bækɪŋ ,sɪŋə(r)/	.....	oil painting (n)	/'ɔɪl ,peɪntɪŋ/	.....
bad taste (n)	/'bæd 'teɪst/	.....	painter (n)	/'peɪntə(r)/	.....
busker (n)	/'bʌskə(r)/	.....	pathetic (adj)	/'pə'θetɪk/	.....
cartoonist (n)	/'kɑːtuːnɪst/	.....	pavement (n)	/'peɪvmənt/	.....
classical music (n)	/'klæsɪkl 'mjuːzɪk/	.....	perform (v)	/'pɜːfm/	.....
climb (v)	/klaɪm/	.....	performance art (n)	/'pɜːfməns ɑːt/	.....
composer (n)	/'kɒm'pəʊzə(r)/	.....	picture (n)	/'pɪktʃə(r)/	.....
conceptual artist (n)	/'kɒnseptʃuəl 'ɑːtɪst/	.....	playwright (n)	/'pleɪraɪt/	.....
concert (n)	/'kɒnsət/	.....	poem (n)	/'pəʊm/	.....
costume (n)	/'kɒstjuːm/	.....	portrait (n)	/'pɔːtreɪt/	.....
crouch (v)	/'kraʊtʃ/	.....	primitive (adj)	/'prɪmətɪv/	.....
crowd (n)	/'kraʊd/	.....	pro-freedom (adj)	/'prəʊ'friːdəm/	.....
dancer (n)	/'dɑːnsə(r)/	.....	recital (n)	/'rɪ'saɪtl/	.....
			rescue (v)	/'reskjʊː/	.....
			rope (n)	/'rəʊp/	.....

# WORDLIST

Word	Phonetics	Translation
scandal (n)	/ˈskændl/	.....
scenery (n)	/ˈsiːnəri/	.....
screenplay (n)	/ˈskriːnpleɪ/	.....
script (n)	/skript/	.....
scriptwriter (n)	/ˈskriptraɪtə(r)/	.....
sculptor (n)	/ˈskʌlptə(r)/	.....
sculpture (n)	/ˈskʌlptʃə(r)/	.....
shock tactic (n)	/ˈʃɒk ˌtæktɪk/	.....
sidewalk (n) (NAme)	/ˈsaɪdwɔːk/	.....
singer (n)	/ˈsɪŋə(r)/	.....
sketch (n)	/sketʃ/	.....
songwriter (n)	/ˈsɒŋraɪtə(r)/	.....
special effects (n pl)	/ˌspeʃl ɪˈfekts/	.....
stage musical (n)	/ˌsteɪdʒ ˈmjuːzɪkl/	.....
statue (n)	/ˈstætjuː/	.....
still life (n)	/ˌstɪl ˈlaɪf/	.....
strange material (n)	/ˌstreɪndʒ məˈtɪəriəl/	.....
striking (adj)	/ˈstraɪkɪŋ/	.....
subject matter (n)	/ˈsʌbdʒekt ˌmætə(r)/	.....
sum up (phr v)	/ˌsʌm ˈʌp/	.....
technician (n)	/tekˈnɪʃn/	.....
terrible (adj)	/ˈterəbl/	.....
tour (n)	/tuə(r), tɔː(r)/	.....
unattractive (adj)	/ˌʌnəˈtræktɪv/	.....
violin (n)	/ˌvaɪəˈlɪn/	.....
wide audience (n)	/ˌwaɪd ˈɔːdiəns/	.....

Word	Phonetics	Translation
inspiration (n)	/ɪnspɪˈreɪʃn/	.....
make off with (something) (phr v)	/ˌmeɪk ɒf ˈwið/	.....
muse (n)	/mjuːz/	.....
outstanding (adj)	/aʊtˈstændɪŋ/	.....
presence (n)	/ˈprezəns/	.....
recognisable (adj)	/ˈrekəɡnaɪzəbl/	.....
robes (n pl)	/rəʊbz/	.....
site (v)	/saɪt/	.....
squabble (n)	/ˈskwɒbl/	.....
stimulate (v)	/ˈstɪmjəleɪt/	.....
synonymous (adj)	/sɪˈnɒnɪməs/	.....
thought-provoking (adj)	/ˈθɔːtprəˌvəʊkɪŋ/	.....
thrill (v)	/θrɪl/	.....

## Get ready for B2 exams

administrative capital (n)	/ædˈmɪnɪstrətɪv ˈkæptɪl/	.....
bring up (phr v)	/ˌbrɪŋ ˈʌp/	.....
canvas (n)	/ˈkænvəs/	.....
ceremonial (adj)	/serəˈməʊniəl/	.....
conflict (n)	/ˈkɒnflɪkt/	.....
construct (v)	/kənˈstrʌkt/	.....
demolish (v)	/dɪˈmɒlɪʃ/	.....
deny (v)	/dɪˈnaɪ/	.....
dispute (n)	/dɪˈspjuːt, ˈdɪspjuːt/	.....
distinguished (adj)	/dɪsˈtɪŋɡwɪʃt/	.....
engraving (n)	/ɪŋˈɡreɪvɪŋ/	.....
eye-catching (adj)	/ˈaɪkætʃɪŋ/	.....



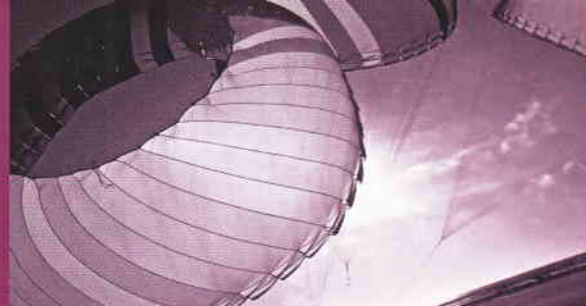
# IRREGULAR VERBS

Base form	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/-ed	learnt/-ed
leave	left	left
lend	lent	lent
lose	lost	lost

Base form	Past simple	Past participle
make	made	made
mean	meant	meant
meet	met	met
overcome	overcame	overcome
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/-ed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/-ed	smelt/-led
speak	spoke	spoken
spell	spelt/-ed	spelt/-led
spend	spent	spent
spill	spilt/-ed	spilt/-led
split	split	split
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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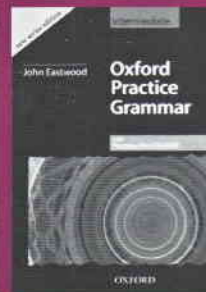
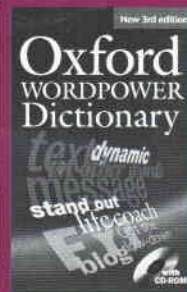
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