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Third Edition Solution Solution

Pre-Intermediate

Workbook

Tim Falla Paul A Davies

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Unit		A Vocabulary	B Grammar	C Listening	D Grammar	E Word Skills	F Reading	G Speaking	H Writing
1	р8	How do you	Past simple	Problems,	Past simple	Adjective	A painless	Narrating	A description of
Feelings		feel?	(affirmative)	problems!	(negative and interrogative)	endings	operation	events	an event
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Introduction

Vocabulary



Likes and dislikes

I can talk about likes and dislikes.

1 Look at the pictures and complete the chart with the phrases below. Then complete sentences 1-5 with the information from the chart.

I love I don't like I don't mind I like I can't stand I hate I'm really keen on

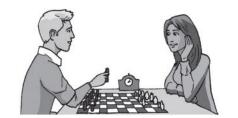
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U	U	(U)



















1	I can't stand
2	I'm really keen on
3	chess.
4	football.
5	video games.

2	Complete the dialogue with the phrases below. More than
	one answer may be possible.

can't stand hate don't mind quite like really keen love terrible isn't bad is great So, are you excited about the start of school? Dave No, I'm not really excited. I 1_____ but it's not my favourite thing in the world. We're very different. I ²______ school! I really Kim enjoy learning new things. What subjects do you like? Dave 13______ IT, because I'm interested in computers. And there's one subject I really enjoy drama. I'm 4_____ on drama. I think acting Kim Really? We're very different that way too. I 6_____ drama. I just get too scared in front of people. What do you think of maths? Dave | really don't like it. Actually, | 7______ I just can't understand it. It's 8_____ Kim Different again! I like maths, and I enjoy science a lot _____ . It's actually kind of Dave OK, science 9_ interesting.

3 Read definitions 1–9 and match them with the activities below.

Well, I'm happy we agree on something ...



-	asketball swimming drawing video games				
1	a game where you bounce a ball and try to throw it through a hoop				
2	making pictures with a pencil or pen				
3	exercising in water				
4	a game with 32 pieces on a board, including a king and				
	queen				
5	games with pieces that you play on a table				
6	games you play on a computer or TV screen				
7	riding a bike				
8	a game you play on ice with a long stick				
9	a game where you hit a ball with your hands over a high net				

Grammar

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

I		omplete the dialogu orm of the verbs in b	es with the correct present simple rackets.
	1	A:	(you / go) to the gym every day?
	-		(not go) every day.
			_ (go) three times a week.
	2		(Sam / study) at your school?
	-		(not study) there. He
			(study) at a private school.
	3		r (teach) English?
			e also (teach) French
			(be) very good at
		languages.	(00), 00) 8000 000
	4		(your parents / work) in London?
			ney both (work) in
		Oxford.	(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	5		(you / practise) much before you
		perform a new pl	
		50	(practise) for weeks
			erformance, and the director
		379	(make) a lot of changes.
2		omplete the voice m	essage with the correct present
		well. 1	uple of weeks, and we 4 (plan) to
3		latch sentences a—f v ense (1—6).	with the uses of the present
	1	something that hap	pens regularly
	2	verbs not used in co	ntinuous tenses
	3	something happenin	ng at this moment 🔲
	4	stating a fact or law	
		something happenin	
	6	a future plan	
	а	I am leaving for Lond	don at 6 a.m. tomorrow.
		The Earth goes arou	

c I always play basketball on Saturdays.

e I need some help with homework.

f Look outside – it's snowing!

d They are spending a lot of time together these days.

pr	esent continuo	us form of the verbs in brackets.
1	Josh	at least one point in every game he
	plays. (score)	
2	1	that they will give Kate a place on the
	team. (believe)	
3	Susan	to finish her homework today. (try)
4	My dad	Chinese food tonight. (cook)
5	My brother love	es books. He a book every
	week. (read)	
6	1	all of my old <i>Friends</i> DVDs this week.
	(watch)	
		before 7 a.m., even on Sundays. (get up
8		window. A big storm!
	(come)	
9		video games when she gets
	home. (play)	
10		what you're saying, but I don't agree with
	it. (understand)	

4 Complete the sentences with the correct present simple or

5 Complete the email with the correct present simple or present continuous form of the verbs in brackets.

To: lauren@email.com
Hi Lauren
How ¹ (be) everything? I hope you ²
(have) a great time at football camp this week.
I ³ (enjoy) my summer drama project.
Every summer we 4 (put on) a play by
Shakespeare, and this year we 5 (work) on
A Midsummer Night's Dream. It's a great play because it
6 (have) so many different roles. We 7
(practise) about six hours a day and we're performing
the play in public next week. I 8 (try) very hard
to learn my lines. I ⁹ (play) two parts in the
play, and sometimes I ¹⁰ (forget) which part I'm
playing! Anyway, I 11 (believe) it will be a great
performance. My grandparents 12 (travel) from
Leeds next week just to see me in the play. I know you 13
(be) very busy at camp, but I ¹⁴ (hope)
to hear from you soon.
Take care!
Daisy



Vocabulary

Describing people

I can describe people's appearance.

1 Look at the pictures and describe the people's hair with the adjectives below. Make sure the adjectives are in the correct order.

curly dark fair long medium-length short straight wavy

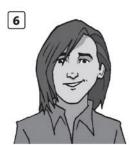












1 Maria's got	hair.
2 Tom's got	hair
3 Alice's got	haiı
4 Sean's got	haii
5 Lara's got	hair
6 Alex's got	hair

2 Match the words below with the descriptions.

boots dress coat gloves hoodie jeans socks T-shirt tie trainers

1 I wear them in winter to keep my feet warm and dry.

2	I wear it over my other clothes when it's very cold
	outside
3	I wear them on my feet, inside my shoes
4	Men often wear one around their necks when they go
	towark

- 5 I wear these on my feet when I run or exercise.
- 6 It's like a jacket. It's very soft and warm, and it has a part to cover my head. ___
- 7 I wear these to cover my lower body. They are dark blue and very strong. _
- 8 You can wear this short-sleeved top on its own or under a jumper. It sometimes has pictures or words on it.

9	I wear these to cover my hands when the weather
	is cold.

10	A woman wears this. It usually	covers	her	from
	her shoulders to her knees			

3	Write short descriptions of the people. Describe their hair,
	facial hair and clothes.

1

1 _		NF-12	
7			
2 _			
3			
-			

4 Read the notices from a lost property website. Look at the photos and complete the descriptions.

brown dark eyes jacket long moustache scarf shirt short straight tie wavy



I sat next to you on the 6.30 train from Oxford to London. You left your umbrella on the seat. I've got it. You are tall, with 1_____

____ hair. You wore a ___ and a dark __. Please contact me and I'll return your umbrella.

You were on the 36 bus on Monday at 7.40. You left your glasses on the bus. Please

contact me and I'll return them to you				
You have 6	,7			
8	hair and brown			
9	You have a dark beard			
and a 10	You wore a stripy			

and a blue 12





Articles

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

	Match sentences a—f with uses of the article or no article (1—6).	4 Complete the gaps with <i>a / an, the</i> or no article (–).			
1 2 2 5 6 6	it is clear what we are talking about saying what someone's job is something mentioned for the first time the only one of something a generalisation There is a strange man in our street. Chad has a new car. The car is black and silver. The moon is very bright tonight. We meet in the café after school. Gemma is a shop assistant.	Hi Mason, How are you? Are you enjoying ¹ winter holidays You asked about my school, so I'll tell you a bit about it. It's ² very old building – they built ³ 'new' part in 1930! It's very nice inside, though. ⁴ classrooms are bright and clean, and some of them have interactive whiteboards. Of course, everyone wants to use ⁵ classrooms with ⁶ new whiteboards! We have lovely playing fields near the school, but there isn't ¹ swimming pool. I looked up your school online, and it looks like §			
	I'm really interested in (–) science.	very new building from 9 photographs I saw.			
	, ,	Do you like it there?			
2 (Complete the gaps with <i>the</i> or no article (–).				
	I lenjoy walking in rain – it's so peaceful.	Write to me soon.			
2	2 Some young people don't see point of	Best wishes,			
1 2	studying history.	Tom			
	I'll meet you at railway station at 6 o'clock.				
	4 Do you like action films?	F. 6			
5	5 I don't like to see young children playing	5 Complete the sentences with <i>there is</i> or <i>there are</i> .			
	violent sports like rugby.	1 three new students in our class.			
	6 It's likely I'll be late for school tomorrow.	2 a great drama class at my school.			
	7 love food in this restaurant, but then I	3 about 50 laptops in our computer lab.			
	always enjoy Italian food.	4 I think a good film on at the cinema.			
(3 All over world, people have similar problems.	5 only two shows I watch on TV.			
	similar problems.	6 some really nice clothes in that shop.			
3 (Complete the gaps with <i>a / an, the</i> or no article (–).	7 Ethan, a man here who wants to talk			
1	This is school where I study English.	to you.			
	2 She has nice car, but she wants a better one.	8 I know an answer to this problem, but			
	Do you watch TV often?	I can't find it.			
	There is interesting article in	9 people from many different countries			
	newspaper.	in London.			
5	I want to go to cinema this evening.	10 I want to go home a storm coming.			
(6 like watching baseball.	6 Find and correct the mistakes in the sentences.			
	7 She is in hospital because she had	1 It is a first day of school tomorrow. X the			
	accident.	2 They are three students from China in my class this			
8	Julie's mum is doctor.	year. X			
9	It is so nice to see sun again!	3 I play in football team with classmates from my school. X			
10	O Is it time to go to bed already?	4 My dad leaves for the work at 7 a.m. every morning. X			
		5 Kelly's sister is an dancer. X			
		6 It is a great film on TV tonight. X			
		7 We have the great computer lab in our school. X			
		8 We have a new car. A car is very fast. X			
		9 I'm giving Maggie the CD of dance music for her birthday			

10 I'm interested in the geography. It's my favourite subject. ${\it X}$

Feelings

Vocabulary



How do you feel?

I can describe how people are feeling.

1 Look at the pictures and complete the puzzle with adjectives to describe feelings.

























1e										
		²r								
	³ C									
					4	n				
					5	r				
		65								
				7 Ь						· a:
			8 _f							
				⁹ е						il de
	10 U						28 7	8		
11 _C										
¹² S										

What is the mystery word? _

2 Complete the modifying adverbs. Use a, e, i, o, u and y.

	4	
1		

- 1 __xtr__m__l_
- 2 v___r__
- 3 r__th__r
- **4** ___ b__t
- 5 __ l_ ttl_ b_ t

3 Which adjective best describes each person's feelings? Use the adjectives below.

anxious delighted embarrassed frightened proud relieved shocked upset

- 1 The waiter was really rude to me when I asked for a glass of water. I was a bit shocked.
- 2 I got a new smartphone for my birthday. I was
- 3 My dad started to dance at my party and all my friends saw him! I was really _____!
- 4 My little brother won a singing competition. I was very
- 5 Our dog is very old and is really ill. I think he might die.
- 6 I've got a difficult, important exam tomorrow. I'm feeling a
- 7 I went on the tallest, fastest ride at the theme park. I was
- 8 I left my mobile on the bus, but someone found it. I was

4 1.02 Listen. How are the people feeling? Choose from the adjectives below. There are two extra adjectives.

ashamed	cross	delighted	envious	relieved	suspicious
Speaker 1			Speak	er 3	
Speaker 2	15	49	Speak	er 4	93

5 Complete the sentences with your own words.

1	I feel confused when					
2	I feel bored when					

- 3 I feel proud when _____
- 4 I feel excited when ____
- 5 I feel disappointed when _____

Past simple (affirmative) I can use the past simple affirmative.

1 (Complete the sentences with the past simple affirmative	4	Correct the verbs in sentences 1–5.
	orm of the regular verbs below.		
	lecide die drop look marry move stop		1 We was at home last night. X
	tudy talk want		2 I droped my phone on the floor. X
			3 I gived my brother a book for his birthday. X
	My dad maths at university.		4 My sister studyed maths at university. X
	We live in Oxford. We here five years ago.		5 I spended all my pocket money on sweets. X
	Jason at me and smiled.	5	Write five true sentences about what you did last weekend
	The train at the station and we got off.		Use past simple forms of the verbs below to help you, or
5	Jenny on the phone with her friend for over		your own ideas.
	two hours!		be get go have phone play study
6	In the end, we to go on holiday to Italy, not		take talk visit watch
	to France.		1
	The goalkeeper had the ball, but then he it.		
	My mum my dad in 1988.		2
9	Ito go to the shopping mall, but my mum		2
	said no.		2
10	Sadly, my grandma last year. She was 98.		3
	Complete the sentences. Use the past simple affirmative orm of the irregular verbs in brackets.		4
1	Emma tried on a green dress and a blue dress in the clothes shop, and (choose) the blue one.		5
2	I (find) £20 in the street last Saturday.		
	We (go) bowling yesterday evening.		
	Somebody (steal) my smartphone from my		
	schoolbag.		
5	The film (begin) at seven and finished at ten.		
	is It (take) six hours to drive from London to		4/1/3/1/1/2
	Edinburgh.		
7	Hannah (feel) relieved when she got her		7411
,	exam results.	1.	0
	The state of the s	1	
c	Tom and Matt (be) upset that George didn't		
-	invite them to his party.		
	We (get) home at eight o'clock on Sunday.	1	1 4 4 1 1 6 7 6 1 1 1
IC	Millie (spend) all her money on computer	_	1 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	games.		
	Complete the texts with the past simple affirmative		Tom Crist ¹¹ (get) a big surprise
> 0	of the verbs in brackets.		when he ¹² (answer) his phone on
WILL.			16 December 2013. He ¹³ (be) a
1	Callie Rogers 1 (be) just sixteen		lottery winner, and the prize ¹⁴ (be)
1	when she ² (win) the lottery in		enormous – \$40 million! He ¹⁵ (decide)
	2003. She ³ (give) up her job as a		not to tell anyone about the win. He immediately
	N The state of the		16 (give) all the money to charities.
	shop assistant and 4 (start) to spend		'I don't really need that money,' he 17
1	her money. She 5 (take) her family		(say). 'My wife 18 (die) earlier in the
	on expensive holidays, 6 (invite) all		year so I ¹⁹ (choose) cancer charities
SE S	her friends to big parties every weekend and		that ²⁰ (help) her.'
9	7 (have) cosmetic surgery. Ten years		(Hetp) Het.

_ (have) just £2,000 left.

But she's happy now. 'I 9_____ (be) too

young to win the lottery, she 10____

Listening

Problems, problems!

I can listen for gist.

Revision: Student's Book page 11

- Choose the correct verb.
 - 1 We should do / make a plan for the weekend.
 - 2 Can you have / tell a word with your sister?
 - 3 You should give / make her a call and apologise.
 - 4 Don't keep / take offence. It was only a joke!
 - 5 I made / took an excuse and left the party early.
 - 6 Is it always wrong to make / tell a lie?
 - 7 I'm really tired. Can we do / take a break now?
 - 8 I nearly always give / tell the truth.
- 2 Complete the advice with should or shouldn't and the verbs below.

fe	el go invite listen look open spend tell						
1	'It's really hot in here.' 'We should open a window.'						
2	'My ears are hurting.' 'You to						
	loud music so often.'						
3	'I think we're lost.' 'Yes. We at						
	a map.'						
4	'I only got 68% in my exam.' 'You						
	disappointed. That's a good mark!'						
5	'I really like the girl next door.' 'We						
	her to our party.'						
6	'Do you like Reece's new shirt?' 'No – but I don't think you						
	him that.'						
7	'My science project isn't very good.' 'Maybe you						
	more time on it.'						
8	'I don't feel well.' 'You to bed						
	early.'						
y	Irite advice for these problems. Use I think / I don't think ou should and your own ideas. My best friend gave me a T-shirt for my birthday, but I						
	hate it.						
2	I want to go to the cinema this weekend, but I haven't got						
	any money.						
3	I borrowed a DVD from my friend, but I've lost it.						

Listening Strategy

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

- 4 1.03 Read the Listening Strategy. Then listen to three short dialogues. For each one, choose the best summary of the general meaning (a or b).
 - 1 Ellie is upset because
 - a she can't take part in the school show.
 - **b** she can't go to a family wedding.
 - 2 Daisy is excited because
 - a she likes seeing her cousin.
 - **b** her cousin has got a present for her.
 - 3 James is worried because
 - a he isn't ready for his music exam.
 - **b** he can't finish his homework in time.
- 5 1.04 Listen to four dialogues (A–D). Match the dialogues with sentences 1–5 below. There is one extra sentence.

The person with the problem:

lines from the dialogues.

1	agrees that it is not necessary to tell the truth about it.	
2	agrees to follow the advice, but feels upset.	
3	asks for advice, but decides not to follow it.	
4	gets angry when their friend gives advice.	
5	does not get any advice from their friend.	

6 1.04 Listen again. Complete the missing words in these

Dialogue A

· ·	
1 l	what to do.
2 Oh dear – I	problem.
Dialogue B	
3 You	very happy!
4	right, Daniel.
Dialogue C	
5 Can I	something?
6 Just talk to him –	advice.
Dialogue D	
7 I've got	with my Facebook
page.	
8 No I	you should do that

3

Grammar

Past simple (negative and interrogative) I can use the past simple to describe events.

1	Complete the sentences with the correct negative past simple form of the verbs in brackets.	4 Complete the dialogue with the question words below. how often what when where which who why
	1 We (get) to the hotel in time for dinner.	Mia Hi, Henry. 1 did you do at the weekend
	2 Our team (win) the last match of the	Henry I went to the beach on Saturday.
	season.	Mia That's nice! 2 did you go with?
	3 It was a long film, but I (feel) bored.	Henry Matt and Alex.
	4 They (spend) all their money on holiday.	Mia Alex West? 3 do you see him?
	5 My aunt (be) at the family wedding last weekend.	Henry Only two or three times a year. He doesn't live near
		here any more.
	6 Our teacher (give) us a lot of homework.	Mia ⁴ does he live now?
	7 It (rain) at all last month.	Henry In London.
	8 Lenjoyed the film, but (can) understand all	Mia Does he? 5 part of London?
	of the dialogue.	Henry I'm not sure. North London, I think.
2	Complete the first part of each sentence with the correct	Mia 6 did he move?
	past simple negative form.	Henry I think his mum got a new job. Anyway,
SPAN	1	7 did you last see him?
		Mia Oh, about two years ago.
A. The		5 Put the words in order to make questions. Then write
7		answers that are true for you.
Brit		1 homework / how much / last / did / you / night / do /?
		-
	E & Lucker Land	<pre>2 with / travel / did / to / school / you / who / today / ?</pre>
1		<pre>3 best / meet / where / you / did / friend / your /?</pre>
	1 I didn't go skiing last winter, I went snowboarding.	
	2 Einstein in 1965, he died in 1955.	4 first / teacher / who / your / was / English /?
	3 The holidays yesterday, they began last	
	week.	
	4 My grandparents born in Russia, they	
	were born in Germany.	6 Read the sentences. Then write questions for the given
	5 I 'thirteen', I said 'thirty'.	answers.
	6 We the first half of the match, but we	1 Jack gave his old bike to his sister.
	saw the second half.	Q: What did Jack give his sister?
		A: His old bike.
	7 At the age of five, I ride a bike, but I	2 Sam had dinner early because he was hungry.
	could ski.	Q:
	8 It warm yesterday, but it was sunny.	A: He was hungry.
3	Make these sentences true for you. Use the past simple	3 Mason and Tyler went to London together.
	affirmative or negative form of the verbs in brackets.	Q:
		A: He went with Tyler.
	1 (can) swim when I was five.	4 Grace listened to three Lady Gaga CDs.
	2 Last weekend, I (do) a lot of homework.	
	3 Five years ago, I (be) a student at this	Q:
	school.	A: Three.
	4 Ten years ago, I (live) in a different town.	
	5 I (make) my own breakfast this morning.	
	6 I (choose) the clothes I'm wearing now.	
	7 Last night, I (go) out with my friends.	

8 When I was six, I _____ (study) English.

Word Skills

Adjective endings

I can use different adjective endings.

- 1 Circle the correct adjective.
 - 1 Playing volleyball is fun, but it's tired / tiring.
 - 2 This new computer game is amazed / amazing!
 - 3 I was astonished / astonishing that we won the dance competition.
 - 4 'I fell off my chair in the middle of a lesson.' 'How embarrassed / embarrassing!'
 - **5** My grandma's stories are always **interested** / **interesting**.
 - **6** I read a **shocked** / **shocking** report about smoking.
 - 7 I wasn't surprised / surprising that he was late.
 - 8 I was so annoyed / annoying about your comment!
- 2 Complete the text with the correct -ed or -ing adjective formed from the verbs in brackets.

ALONG WAYHOME

Saroo was born in Madhya Pradesh in India. His family were very poor, so when Saroo was just five, he and his brother Guddu found work on trains as cleaners. One day the boys went to work at a station 70 km from home. The job was very (tire) for Saroo and he fell asleep at the station. He was so 2 (exhaust) that he slept for hours. When he woke up, Guddu was not there. Saroo was (shock) and 4 for his brother, but couldn't find him. It was a very (frighten) situation for a young child. After two weeks, the police found Saroo, but he could not tell them where his home was - he was too 6 (confuse) and he didn't know its name. In the end, the police decided he was officially lost and placed him with an adoption agency. An Australian family called Brierley took him to their home in Tasmania and he grew up with them. As an adult, Saroo Brierley stayed in Australia, but he looked for his home town in India using the photos on Google Earth on his computer. It took months, but Saroo never got (bore) with looking. In the end, he found the town. He was 8 (delight) and travelled there at once. When he saw his mother again for the first time in 25 years, it was a very 9_ (move) experience for both of them. Newspapers and TV stations became ¹⁰ (interest) in Saroo's 11 (astonish) story and Saroo himself wrote a book about it in 2012.

3	Complete the sentences with -ed or -ing adjectives formed
	from the verbs below.

CC	nfuse	disgust	excite	frighten	move	
1	'This m	nilk has go	t black b	oits in it.' 'H	low	!'
2	We all	cried at th	e end of	the film –	it was so)
3	l enjoy	ed the bo	ok, but I	was		about the
	ending	g. It didn't	make se	nse.		
4	I love v	vatching 1	ootball,	it's so		!
5	I felt _		beca	use it was	dark in t	he house and
	l was a	lone.				

VOCAB BOOST!

1 verb:

When you learn a new word, make a note of other related words at the same time. This will help you expand your vocabulary more quickly.

New word: disappoint (verb)

Related words: disappointed / disappointing (adjectives), disappointment (noun)

Try to add examples. These will help you to remember the

- I always try not to <u>disappoint</u> my parents.
- I was <u>disappointed</u> with my exam results.
- The film was very disappointing.
- I didn't like the present, but I tried to hide my <u>disappointment</u>.

amuse depress entertain relax satisfy

4 Read the *Vocab boost!* box. Choose ONE of the verbs below. Write down the related adjectives and noun, using a dictionary to help you. Then write example sentences.

	Example:
2	-ed adjective:
3	-ing adjective: Example:
4	noun: Example:

Reading

A painless operation

I can understand a text about a medical operation.

Revision: Student's Book page 14

Complete the table.

Accidents and injuries	
Noun / Phrase	Verb
1 blood	
2 a	burn yourself
3 a cut	your finger
4 a	sprain your ankle
5 an injury	yourself
6 a arm	break your arm

7	Complete	the	sentences	with	the	words	ha	low/
4	Complete	e trie	sentences	WILLI	the	words	De	IOW.

C	omple	ete the ser	ntence	s with t	he wor	ds below.
bı	ruise	fell over	hurt	hurts	pain	slipped
1	I've g	got a big bl	ack		wh	nere I banged
	my a	rm.				
2	I've g	got a		in my	should	der.
3	My f	inger				
4	Joe_		him	nself wh	en he v	was playing
	footl	oall.				
5	My n	num		_ on th	e ice ar	nd

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

1	Lenkei took about half an hour to hypnotise himself.	
2	Lenkei didn't speak during the operation.	

3	All	the	oper	ations	were	success	ful	
---	-----	-----	------	--------	------	---------	-----	--

Reading Strategy

When you do a matching task, follow these steps:

- 1 Read the text to get a general idea of the meaning. Do not worry if you do not understand every word.
- 2 Read the task and all the options carefully.
- 3 Read the paragraphs of the text carefully one by one and match them to the correct option.
- 4 Check that the extra options do not match any of the paragraphs.

4	Read the Reading Strategy. Then match the questions below
	with paragraphs 1–3 of the text. There is one extra question.

In which paragraph does the writer tell us	
A when the first operation happened?	
B why Lenkei needed an operation on his arm?	
C what Lenkei did just before the operation on his arm?	

- **D** on what part of his body the third operation was? **E** when Doctor Llewellyn-Clerk realised that Lenkei was not in
- **F** when Lenkei first hypnotised someone?
- **G** what happens to pain signals in his body while he is hypnotised?
- **H** when Lenkei had his second operation?
- I how long the operation on his arm took?
- J what the doctor did to Lenkei's arm during the operation?

It didn't homts The doctor, David Llewellyn-Clerk,

- In 2008, Alex Lenkei had a problem with the bone in his arm and he needed a serious operation. Normally, with an operation like
 - that, the doctor gives the patient an anaesthetic so that he or she doesn't feel any pain. But Lenkei refused the anaesthetic. Instead, he hypnotised himself and simply told himself that
 - 10 he could not feel any pain. That took about thirty seconds. Then the operation started. According to Mr Lenkei, pain signals do not reach his brain when he is hypnotised.
- was a bit worried. He had to take some bone from Lenkei's arm. He watched Lenkei carefully during the operation, as he wasn't sure that Lenkei could feel no 20 pain. 'I didn't think Mr Lenkei could hear us,' said Dr Llewellyn-Clerk, 'but half way
 - through the operation, he said "How's it going?"' That's when the doctor realised that Lenkei was not
- 25 in pain. The operation lasted 83 minutes.

- Mr Lenkei started hypnotising people when he was sixteen and is now an expert. It wasn't
- 30 his first operation without anaesthetic. In 1996, a friend hypnotised him before a thirtyminute operation on his stomach. Both operations were successful,
- so Lenkei had a third operation without anaesthetic in 2013, this time on his ankle, which also went well.

Speaking 1

Narrating events I can relate and react to past events.

to make phrases for reacting and showing interest.	littlehelen It was the last day of the summer holidays and I
envious / I'm / so / really / ? / ! Really? I'm so envious!	was at my friend Alice's house. She said, 'Everyone is wearing fancy dress to school tomorrow to raise money for charity.'
sounds / that / terrifying / !	So the next day, I went to school in fancy dress. But it was a joke! No one was wearing fancy dress! I had to go home and
to / cool / a / what / do / thing / !	change, and I missed the first two lessons. I was very embarrassed, but Alice thought it was really funny
what / really / relief / a / ? / !	and couldn't stop laughing. The teacher was a bit cross with me and Alice!
amazing / that's / !	1 Set the scene.
like / sounds / nightmare / a / that /!	Who? Helen,
what / oh / shame / no / a / ! / !	When? What happened?
kidding / you're / !	Alice – said tomorrow – fancy dress
that / like / sounds / fun / !	
upsetting / how / !	3 How did people feel?
apsetting, now,	Alice – amused – laughed
eact to these sentences. Use phrases from exercise	Helen –
eact to these sentences. Use phrases from exercise Nore than one answer is possible for each sentence	Helen – 1. Teacher – Speaking Strategy
eact to these sentences. Use phrases from exercise	Helen –
eact to these sentences. Use phrases from exercise lore than one answer is possible for each sentence	Helen –
act to these sentences. Use phrases from exercise ore than one answer is possible for each sentence	Helen –
act to these sentences. Use phrases from exercise ore than one answer is possible for each sentence I lost my mobile phone! I went scuba diving when I was on holiday.	Helen –
act to these sentences. Use phrases from exercise ore than one answer is possible for each sentence I lost my mobile phone!	Helen –
Pact to these sentences. Use phrases from exercise ore than one answer is possible for each sentence I lost my mobile phone! I went scuba diving when I was on holiday. I'm going to be on TV tonight!	Teacher — Speaking Strategy Follow a simple structure for narrating events. For example: 1 Set the scene (Where? When? Who?). 2 Say what happened. 3 Say how you (and / or others) felt about it. 4 Read the Speaking Strategy and the task. Then write note: Tell the story of an event that happened in the school holidays. 1 Set the scene.
act to these sentences. Use phrases from exercise ore than one answer is possible for each sentence I lost my mobile phone! I went scuba diving when I was on holiday.	Helen –
act to these sentences. Use phrases from exercise ore than one answer is possible for each sentence I lost my mobile phone! I went scuba diving when I was on holiday. I'm going to be on TV tonight!	Helen – Teacher – Speaking Strategy Follow a simple structure for narrating events. For example: 1 Set the scene (Where? When? Who?). 2 Say what happened. 3 Say how you (and / or others) felt about it. 4 Read the Speaking Strategy and the task. Then write notes Tell the story of an event that happened in the school holidays 1 Set the scene. Who? Where? When?
Pact to these sentences. Use phrases from exercise ore than one answer is possible for each sentence I lost my mobile phone! I went scuba diving when I was on holiday. I'm going to be on TV tonight! I got a new moped for my birthday!	Helen – Teacher – Speaking Strategy Follow a simple structure for narrating events. For example: 1 Set the scene (Where? When? Who?). 2 Say what happened. 3 Say how you (and / or others) felt about it. 4 Read the Speaking Strategy and the task. Then write notes Tell the story of an event that happened in the school holidays 1 Set the scene. Who? Where? When?
I went scuba diving when I was on holiday. I'm going to be on TV tonight! I got a new moped for my birthday!	Helen – Teacher – Speaking Strategy Follow a simple structure for narrating events. For example: 1 Set the scene (Where? When? Who?). 2 Say what happened. 3 Say how you (and / or others) felt about it. 4 Read the Speaking Strategy and the task. Then write notes Tell the story of an event that happened in the school holidays. 1 Set the scene. Who? Where? When?

5 Now do the task using your notes from exercise 4. www.pardistalk.ir/library

the notes.



Writing

A description of an event

I can describe an event.

Preparation

1 Rewrite the sentences. Replace the underlined verbs with the phrasal verbs below. Use the correct tense.

ask for find out get over look at own up put back talk about

- 1 She often borrows my clothes, but she never <u>confesses</u> to it.
- 2 I <u>requested</u> a seat by the window.
- **3** The police officer <u>examined</u> my passport carefully.
- 4 Are you discussing the World Cup?
- 5 I <u>discovered</u> where my brother hides his diary.
- 6 Please return my pen when you borrow it!
- 7 After his exams, he spent a day in bed just to recover from them.

Writing Strategy

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

2 Read the Writing Strategy. Then complete the description using the adjectives below to describe the people's feelings.

guilty proud scared upset





Confession!

Joanne

I once bought a big plastic insect at a joke shop and put it inside my brother's lunch box in the morning. It looked disgusting! I told my friends about the prank - I of it! My brother didn't say anything about it after school. In fact, he didn't mention it for ages. Then one morning I found the same insect in my bowl of cereal at breakfast. I wasn't 2 all - it was funny. But when I asked him how he felt when he found it in his lunch box, he didn't smile. In fact he looked a bit 3_ _. 'It was horrible,' he said. 'I screamed. Then everybody laughed at me.' When I heard that, I felt really 4 _. I don't play tricks on my brother now!

Writing Guide

3 Read the task. Then make brief notes in the table below. Use one of the suggestions in the ideas box or your own idea.

You did something you feel bad about. Write a description of an event with the title 'Confession!'

- Give a short description of what you did.
- Say how you felt at the time.
- Describe how other people reacted.
- Explain why you feel bad about it now.

Notes
What did you do?
How did you feel at the time? Why?
How did other people feel? How did they react?
How do you feel about it now? Why?

Ideas

You feel bad because you:

- borrowed something without asking and broke it.
- told somebody a secret your friend told you.
- copied some homework from the internet.
- told somebody about a surprise party and spoiled the surprise.
- 4 Write your description. Use your notes from exercise 3.

CHECK YOUR WORK



Have you ...

- covered all four points in the task? included adjectives to describe feelings?
 - checked your spelling and grammar?

Review Unit 1

Vocabulary

1	Complete the sentences with the words below.		1 'What happened to your hand? It's very red.'
	anxious cross disappointed embarrassed		'I (bleed / burn) it while I was cooking.'
	envious relieved		2 'Why is your ankle in a bandage?' 'I (trip /
	1 Ted was very before his exams, but in the		sprain) it while I was playing football.'
	end he got excellent marks.		3 'Why is your arm in a cast?' 'I (fall over / injure
	2 I'm so to know that you're OK and that you		and (break / burn) it while I was hiking.'
	didn't get hurt in the accident.		4 'What are you doing on the floor?' 'I (slip /
	3 I work all summer, so I'm of people who can		trip) over on some spilled water.'
	take the summer off.		5 'Why is there blood on your coat?' 'I (cut /
	4 Sam was that he didn't win the race, but he		sprain) my hand this morning!'
	was happy that he took part in it.		6 'Your hand is all blue.' 'I know. I (burn / hurt)
	She was extremely when she forgot the		it doing karate.'
	words to the song in front of hundreds of people.		
	6 I'm sorry I was with you. I had a very bad day.		Mark: /6
	Mark: /6	5	Choose the correct answers.
	ivialik: / o		
2	Replace the underlined words in the sentences with the		1 If you don't help, how can people know you need it?a ask for b find out c get over
	words below.		<u> </u>
	bored confused delighted excited		2 I know you're upset now, but I'm sure you'll it in timea get onb get overc get back
	frightened suspicious		a get onb get overc get back 3 Did you when the test is? I still don't know the date.
	1 She was <u>scared</u> when her car broke down on a lonely		a talk about b ask for c find out
	country road at night.		
	2 I am really <u>unsure</u> about his instructions. Now I have no		4 I know he's embarrassed by what he did, but he needs to his mistakes.
	idea what to do!		
	The film made us so <u>uninterested</u> that we went home		a see to b own up to c look at
	before it finished		5 When you finish using my tablet, please could you or
	4 I'm very <u>enthusiastic</u> about studying abroad next year.		my desk?
	4 Thi very entitusiastic about studying abroad next year.		a put it back b take it back c get it over
	5 Alice was very happy that so many of her friends called her		Mark: /5
	on her birthday		
	6 I don't want to be <u>unwilling to believe</u> , but do you think	W	ord Skills
	Alan is telling the truth?	-	Consulate the annual with the adam in farms of the works in
			Complete the email with the -ed or -ing form of the verbs ir brackets.
	Mark: /6		
3	Complete the sentences with the correct form of the verbs	\succeq	☐ Hey Lisa!
	below.		How are things with you? We're having a great time in
	give have make take(×2) tell		Greece. The islands are ¹ (fascinate) and the weather is hot and sunny every day. To be honest, we were
- 00	1 You look really tired! You should stop revising and		a little 2 (bore) at first because we weren't
	a break.		sure what to do, and it's 3 (annoy) not to be
	To the truth, I'm a bit bored with this TV		able to talk to people in their own language or understand
	programme.		what they're saying. But then we met a group of people from
	3 Do you think we could a word with the		Sweden who have lots of ideas for 4 (excite) things to do every day. We went snorkelling today. We were
	teacher about our homework? I don't really understand it.		5 (amaze) by the number of fish we saw, but
33	4 Don't offence at everything people say. It's		then it was a bit 6 (disgust) when we ate some
	better to ignore negative comments.		of the same fish for lunch afterwards!
	5 We need to a plan for the party next week,		We're looking forward to seeing you in September.
8	otherwise we won't be prepared.		Love
11	6 Can you me a call tomorrow? I'll have more		Anna
10	time to talk then.		
	time to talk tricil.		Mark. /6

4 Complete the sentences. Choose the correct verb and use

the past simple.

Mark:

Review Unit 1

7 Complete the dialogues with the past simple form of the

Grammar

	verb	in brackets.	
	Jane	e Tim 1	(tell) me about your holiday. Is it
		true you 2	(go) to Spain?
	Chri	s Yes! We ³	(have) a fantastic time. We
		4	(visit) some amazing museums, and
		we ⁵	(have) some truly amazing food!
	Mike	e 6	(buy) a new tablet yesterday.
		Someone 7	(steal) my old one out of
		my bag.	12 S
	Laur	, ,	ne! You ⁸ (report) the theft
		to the police,	
	Mike	e No.19	(want) a new tablet anyway, and
			(spend) less on the new one
		than the old	
			Mark: / 10
			Mark. / I
8			gues with the correct negative or mple form of the verbs in brackets.
	1 A	1	(you / go) to the cinema last night
			(go) in the end. I got home
			ite that there 3 (be)
		enough time.	(,
	2 A	They announce	d the winners of the art competition
			(you / win) a prize?
	В		(win) anything, but I
			(expect) to. I'm not very good
		at art.	
	3 A	7	(David / tell) you his news when
		you spoke to hi	
	В		(say) much – just hello
		and goodbye.	
	Α	0 ,	(pass) his exams. Maybe
			(want) you to know.
		-	
			Mark: / 10

Use of English

9 Choose the correct answers.

Pain is not easy to control, and people with conditions that cause constant pain often have ¹ hard time – like Denise, for example. She worked as a nurse ² many years, and she also took part in sports ³ running, hiking and skiing. An old skiing injury annoyed her occasionally, but she ⁴ it. Then she began to have terrible headaches and she became unable to work ⁵ of the constant pain. She talked 6 her problem with several doctors, but she didn't 7 out exactly what the problem was. One of the most 8 things about this kind of problem is that people tell her it's 'all in her head' and that she should just 9 over it. Denise sometimes feels very ¹0 , but she tries to stay optimistic and every day she finds new ways to cope with a problem that may never have a cure.						
2 a 3 a 4 a 5 a 6 a 7 a 8 a 9 a		b b b b b b b	an extreme since like is ignoring due that find annoyed come discouraged	C C C C C	extremely for as ignored reason about search annoy get discourage	
				-	Mark: /10	

I can ...

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

= I need more practice.

 $\star\star$ = I sometimes find this difficult.

★★★ = No problem!

	*	**	***
I can describe how people are feeling.			
I can use the past simple affirmative, negative and interrogative.			
I can listen for gist.			
I can use the past simple to describe events.			
I can use different adjective endings.			
I can understand a text about an unusual medical condition.			
I can relate and react to past events.			
I can write a description of an event.			

Total:

/65

1

Exam Skills Trainer

Reading

Strategy

Read the text all the way through first so that you get a good general understanding before you try to answer the questions.

- 1 Read the Strategy. Then read the text in exercise 2. Choose the best summary (a-c).
 - **a** The text describes what teenagers believe makes them happy.
 - **b** The text gives tips for teenagers about different ways to be happy.
 - **c** The text gives some information about how young people feel.
- 2 Read the text again. Circle the correct answer: *True* (T), *False* (F) or *Doesn't say* (DS).

Happiness is ... ? Your survey says ...

So you're between the ages of thirteen and eighteen. What makes you happy? There have been lots of surveys about teenagers and happiness and they all come to different conclusions. Some surveys say that most young people are happiest when they spend time with their family. Others say it's when they're with friends. Some teenagers think that getting good marks at school and passing exams makes them happy and others feel that it's having a boyfriend or girlfriend that improves their lives. The problem is that there isn't just one thing that makes everyone happy. Happiness is something different for each of us, and what made us happy last week might not make us happy next week!

However, there are some things that can help improve our mood when we're feeling unhappy. Experts believe that exercise can make you a happier person – but how? Exercise releases chemicals in your brain that are related to a feeling of pleasure. Many people who exercise say that the more exercise they do, the more they want to do. Now we know why! In addition to this, exercise is also good for our physical health. So, if we know that we're doing something healthy, that should make us even happier!

There's another surprising idea to help make us happier. Although you might think that eating chocolate is bad for you, it seems that it is good to eat chocolate when we're feeling sad. According to some research, experts say that eating chocolate can make us feel happy. Of course it isn't healthy to eat too much, but chocolate releases chemicals in the same way that exercise does – and for some people it's easier and quicker than running several kilometres or working out in the gym!

It's also important to remember that we can't all be happy all the time. There are times in our lives when things are going well and we feel good. But we can also be happy for brief moments and we should value these as well. For example, perhaps you're sitting on a beach watching the sun on the water, with friends around you, and you feel happy. Remember that moment! Or maybe your dog does something silly that makes you laugh. Remember it! And when you feel sad, go for a run or eat some chocolate – you'll soon cheer up!

- 1 The surveys show that teenagers and parents have different ideas about happiness. T F DS
- 2 The things that make us happy never change. T F DS
- 3 The surveys show that teenagers who do exercise are happier. T F DS
- 4 When we feel depressed it's good to do something active.
 T F DS
- 5 Exercise and eating chocolate can produce similar results.
 T F DS
- **6** It's important to value even short moments of happiness. T F DS

Listening

Strategy

Read through the options in the task carefully before listening. Try to predict what kind of text you think you will hear: a conversation, an announcement, part of a talk, part of a radio show, an advert, a telephone message, etc. This will help you to better understand what the text is about.

- 3 Read the Strategy. Then read the questions and answers in exercise 4 and try to predict what types of text you are going to hear.
- 4 1.05 You will hear six texts twice. Choose the correct answer (A–D).
 - 1 What is the speaker giving advice about?
 - A making life decisions
 - **B** studying for tests
 - C improving your work
 - D planning your time
 - **2** What is true about Amy?
 - A She's leaving her family.
 - **B** She's starting work.
 - **C** She's leaving her home town.
 - D She's going on holiday.
 - 3 The presenter is asking for opinions about
 - A a news story.
 - B a holiday.
 - **C** a charity.
 - D a new lottery.
 - 4 What does Lucy do?
 - A give advice
 - B ask about an event
 - C recommend a style of music
 - D remind someone about an event
 - **5** What is the speaker advertising?
 - A the best bands to see in August
 - B the range of food to buy at music events
 - **C** different places to make money in the summer

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Exam Skills Trainer

- **6** Who is the speaker?
 - A a student discussing schoolwork
 - B a teacher giving advice on a trip
 - **C** a tour guide welcoming visitors
 - D a weather presenter on television

Use of English

Strategy

Always read the text all the way through first, ignoring the gaps, to understand the general meaning.

- 5 Read the Strategy. Then quickly read through the text in exercise 6. What is the disadvantage of using electronic devices?
- 6 Read the text again and complete it with the correct words. Use only one word for each gap.

a wide range of ele	nost people today, yo ctronic devices – sma	rtphones, tablets	s, laptops
	on these 1		
get information, se	nd pictures and video	os and 2	lot
more. But ³	you ever thi	nk ⁴	the
	alth of using these de		
	0% of us listen to mu ar ears. Some people		
6t	ime, which can cause	problems with t	heir fingers
and thumbs. Also,	because we regularly	look 7	
small screens, we c	an sometimes get bac	d headaches and	sore eyes.
And people who us	e desktop computers ally, there ⁸	every day at wor	k can get
	ext neck. When we te r necks. When we do		at our
much, it can cause	neck pain and even of	damage to the sp	ine. Will
this information st	op us using electronic	devices? Probab	oly not.
But it might make		a moment	before we
DICK UD OUI DITOTIE	or uo onune.		

Speaking

When you are doing a role-play task, remember to ask questions, make suggestions, and agree or disagree with your partner. Include all the information in the task.

7 Decide who is Student A and who is Student B. Read your own role in the exam task. Make a list of ideas and think about ways of suggesting them to your partner. Then do the role-play.

Student A

You and a friend want to go to see a new film together. Discuss what your friends have told you about the new films they've seen recently and decide which one to see with your friend. Tell your partner about a friend who saw a comedy.

Student B

You and a friend want to go to see a new film together. Discuss what your friends have told you about the new films they've seen recently and decide which one to see with your friend. Tell your partner about a friend who saw an action film.

Writing

Strategy

Read the question carefully and make sure you understand what type of text you need to write. Think carefully about how formal or informal your writing needs to be.

8 Read the Strategy. Then read the exam task and a student's answer. Underline words and phrases that show you that the email was written to a friend.

You have recently been on holiday with your family. Write an email about it to a friend in Britain. Include the following points:

- where you went
- how you got there
- · something interesting you did
- how you felt when you got home
- an invitation to your friend to stay with you for the next school holiday.

Hi David,

How are things? I'm depressed! I went on holiday to the south of France with my family last week and I didn't want to come home! We had a brilliant time.

We travelled by plane to Marseille and then by coach to a seaside town. We stayed in a lovely hotel. It was right on the beach.

One day we went to a small restaurant and we had an amazing meal. We had loads of seafood - delicious! The restaurant was on a hill with a lovely view of the sea. It was really cool.

When we got home yesterday I started to get anxious about my school exams next week. I need to think about another holiday! So, why don't you come and stay with us in the summer? We can have a great time!

Write soon.

Katy

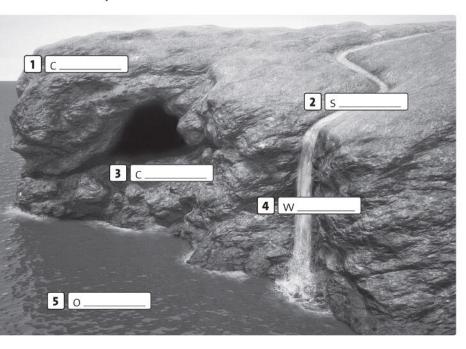
- 9 You have recently been to a music event with some friends. Write an email about it to a friend in Britain. Include the points below.
 - type of event and its location
 - · the atmosphere at the event
 - what you enjoyed most
 - someone interesting you met
 - a request to send you some new music he / she likes.

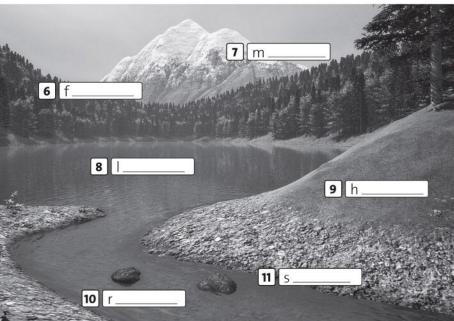
Vocabulary

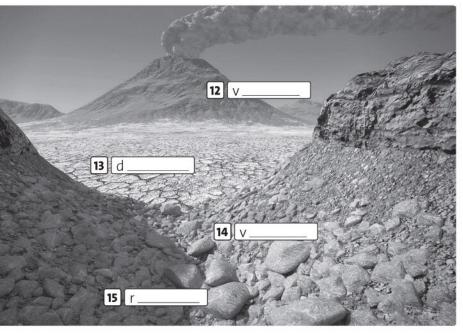


Landscapes *I can describe landscapes.*

1 Complete the labels.







2 Put the letters in order to make adjectives that describe landscapes. Then circle the landscape feature that can go with each adjective. Sometimes both are possible.

Landscape features			
Adjectives	Nouns		
1 lalt	river /mountain		
2 ciy	stream / desert		
3 rowran	ocean / river		
4 kadr	cave / shore		
5 wholsal	lake / valley		
6 owl	ocean / waterfall		
7 cykor	shore / forest		
8 edpe	ocean / waterfall		
9 diwe	river / hill		
10 peste	volcano / waterfall		

3 1.06 Listen and complete the quiz questions.

1	In which country is the highest	in the world
2	What's the name of the	to the east of Africa
3	What's the name of the	that flows through
	London?	
4	In which country is	_Baikal?
5	What's the name of the	that run along the
	west coast of South America?	
6	In which country is the	Vesuvius?
7	What's the name of the	in southern Africa?
8	In which two continents is the Gr	eat Rift?
9	Which famous American city is or	n the of
	Lake Michigan?	
10	In which European country is the	Black ?

4 Answer the questions in exercise 3. Use the internet to help you.

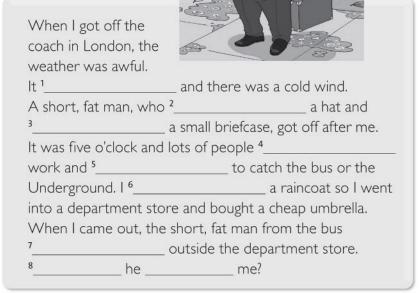
, ,		
1		
2		
3		
4 5		
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7		
8	and	
9		
10		

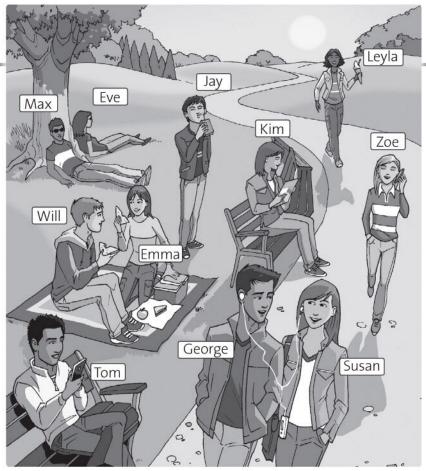
Grammar

Past continuous

I can use the past continuous.

		m. we (have) dinner.
2	how to do the ex	(not listen) so he didn't know
3		(lie) on the beach and Anna
		(eat) an ice cream.
4	Sam and Ryan _	(smile) and Nancy
		(take) a photo of them.
		you and Zoe (argue)?
6		oyed because a man on the train
_		(talk) loudly on his mobile.
7		still(chat) with
_	his friends on Fac	
8	iviy eyes were cio	sed, but I (not sleep)
٧	Vrite sentences. U	se the past continuous.
		40
1	Jake / ride / his b	ike
1	Jake / ride / his b Jake was riding h	
	Jake was riding h	
2	Jake was riding h	
3	Jake was riding hthe sun / shine?	nis bike.
3	Jake was riding the sun / shine?	nis bike.
3	Jake was riding he the sun / shine? it / not rain where / he / go?	nis bike.
2 3 4 5	Jake was riding he the sun / shine? it / not rain where / he / go? he / not wear / a	helmet
2 3 4 5	Jake was riding he the sun / shine? it / not rain where / he / go? he / not wear / a	nis bike.
2 3 4 5 Ctl	Jake was riding he the sun / shine? it / not rain where / he / go? he / not wear / a complete the text he verbs below.	helmet with the past continuous form of
2 3 4 5 Ctll	Jake was riding he the sun / shine? it / not rain where / he / go? he / not wear / a complete the text	helmet with the past continuous form of





4 What was happening at the park yesterday afternoon? Complete the sentences, using the verbs and phrases below. Use the past continuous.

eat an ice cream drink fruit juice have a picnic listen to music phone someone read a magazine shine sunbathe text

1	Tom was texting.	
2	Will and Emma	
	Kim	
	Max and Eve	
	George and Susan	
6	Jay	
7	Leyla	
	Zoe	

5 Write questions with *you* in the past continuous. Then write true answers.

9 The sun_

1.30 p.m. yesterday

on this day last year 7.30 p.m. yesterday	3 a.m. this morning 8.30 a.m. this morning	
1 What were you doin	ng at 1.30 p.m. yesterday?	
l was		·
<u> </u>		
5		

10.30 p.m. yesterday

2C

Listening

Adrenaline junkies

I can listen for key words and antonyms.

1 USE OF ENGLISH Read the text about BASE jumping and choose the correct answers (a—c) to complete gaps 1—5.

1 a alikeb likec similar2 a Howeverb Otherwisec Instead3 a partb placec off4 a thanksb becausec according

b decided



5 a invented

jumping

c thought

BASE jumping is an extreme sport. It is ¹_____ to skydiving, but there are important differences. Firstly, the jumps are much lower – usually no more than six hundred metres. And secondly, there is no aircraft. ²_____, participants jump from some kind of bridge, building or cliff. The first BASE jump took ³____ in 1912 in New York, when Frederick Law jumped from the Statue of Liberty. In the 1960s and 70s, the sport became more popular, partly ⁴____ to film-maker Carl Boenish. He made documentaries about BASE jumping and also ⁵____ of the name. He died in 1984 while he was jumping in Norway. BASE jumping is a thrilling experience, but it is very risky too.

Listening Strategy

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

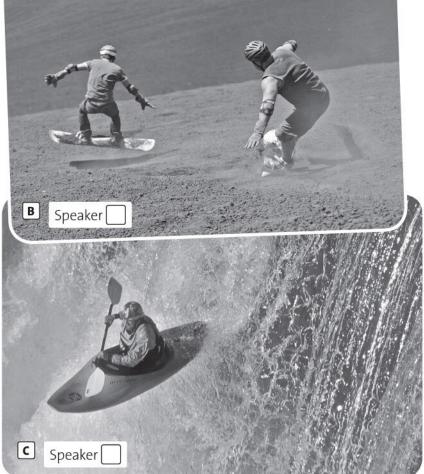
- Listen out for synonyms of key words in the task. Key words are content words such as adjectives, nouns and verbs.
- Also listen out for ways in which words with the opposite meaning, or negative verbs, correspond with key words in the task.

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

2 1.07 Read the Listening Strategy. Then listen to Alex talking about wingsuit flying. Write the words he uses instead of the underlined words.

1	He spent <u>a long time</u> trying to find the right sport.
2	He <u>disliked</u> team games when he was a teenager.
3	He thinks wingsuit flying is a great feeling.
4	Unfortunately, it is expensive.





- 3 (1.08) Listen to three other people talking about the extreme sports in the photos above. Match speakers 1–3 with photos A–C.
- 4 1.08 Listen again. Are these sentences true (T) or false (F)? To help you, listen for synonyms or antonyms of the underlined words.

Speaker 1

- 1 When he first saw the sport, he thought it <u>looked</u> impossible.
- 2 He thinks the sport <u>feels worse</u> when you're actually doing it.

Speaker 2

- **3** She wanted a sport that was physically difficult.
- 4 She often thinks about the risks involved in her sport.

Speaker 3

- 5 He <u>was familiar with</u> the sport before he went to Nicaragua.
- **6** He found the experience not very exciting.



Contrast: past simple and past continuous

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

1 (Choose	the	correct	tense	to com	plete	the sentences	
-----	--------	-----	---------	-------	--------	-------	---------------	--

- 1 Jake looked at the weather outside: it was grey, but it didn't rain / wasn't raining.
- 2 You didn't answer when I phoned you this morning. What did you do / were you doing?
- 3 Lucy switched off her computer, put on / was putting on her coat and left / was leaving the office.
- 4 She closed the window because some children made / were making a lot of noise outside.
- 5 When I told my friends about the robbery, they didn't believe / weren't believing me.
- 6 She didn't hear the doorbell because she had / was having

2	Complete the sentences. Use the past simple form of one
	verb and the past continuous form of the other.

1	[(see) Henry as I
	(cycle) to the spo	orts centre.
2	While we	(prepare) the picnic, it
		(start) to rain.
3	All my friends _	(leave) the party when I
		(arrive).
4	As we	(walk) by the river, we
	(0-	(hear) a shout.
5	We	(not eat) very much while we
	18	(stay) in that hotel.
6	L	(drink) my dad's coffee while he
	# <u></u>	_ (not look).
7	She	(drop) her new phone as she
	N:	(put) it in her pocket.
8	1	(meet) a really interesting person while
	L	(wait) for the bus.

4	Complete the second sentence so that it has a similar
	meaning to the first.

- 1 I hurt my finger while I was playing the guitar. I was playing the guitar when I hurt my finger.
- 2 I was walking home when it started to rain.
- 3 She broke her leg while she was learning to ski. She was learning _
- 4 He was making lunch when he suddenly felt ill.
- 5 She was telling me about her party when she started to laugh loudly. She started _
- 6 I lost my wallet while I was shopping. While I
- 7 As the band were playing their first song, all the lights went out. The band were playing ___

5 Complete the sentences with your own ideas. Use the past simple or past continuous.

- 1 As I was getting off the bus, ___ 2 We were trying to find our hotel when _____
- 3 An amazing thing happened as _____

3 Complete the text with the past simple or past continuous form of the verbs in brackets.

In January 2014, a doctor from New Zealand 1 had (have) a frightening experience with a shark but his calm reaction 2_____ (make) him the star of news reports around the world. James Grant 3 (fish) with friends one Saturday when a shark attacked him. He ⁴_____ (not see) anything, but he ⁵_____ (felt) a sudden pain in his leg. At first, he thought that his friends ____ (play) a prank on him. He 7 ___ (turn) around – but nobody 8___ ____ (be) behind him. (realise) what Then he ⁹ (happen).

Luckily, James 11 __ (carry) a knife so he ¹²_____ (use) it to fight off the shark. Then he 13 _____ (get) out of the water and 14 (look) at his leg. The bites were 5 cm long and they 15____ (bleed) ___ (clean) his leg. a lot. James 16_____ Then he and his friends ¹⁷ ____ (go) to a nearby café! While they 18_ (enjoy) a drink, somebody 19_____ (give) James a bandage because his leg 20_ (bleed). He ²¹_____ (go) to hospital for some treatment, but on Monday he was back at work.

Word Skills

Word building

I can understand parts of speech and dictionary entries.

Write the noun form of these verbs. Some are the same as the verb.

Verb	Noun
1 complete	completion
2 achieve	
3 need	
4 dream	
5 argue	
6 fail	
7 translate	
8 erupt	
9 rescue	

2 Complete the text with the noun form of the verbs in brackets. You may need the plural form.

Last year, at the age of seventeen, Mike Perham became the youngest sailor to complete a ¹_ (circumnavigate) of the world alone. But this year, two sixteen-year-old girls are beginning (attempt) to beat his record. Last year, a thirteen-year-old Dutch girl, Laura Dekker, was finishing her (prepare) for the same journey when a children's court stopped her. Now aged fourteen, she's trying again. It seems that many teenagers today aren't interested in the normal forms of (entertain) and (relax), like video games and sports. They want 6_ (experience) that can really excite their __ (imagine) and also help with the 8 (develop) of personal skills. So they choose __ (explore). Their amazing (accomplish) certainly look good on their CVs when it's time to find (employ). But for most of them, that probably isn't the main

(motivate).

3 Study the dictionary entries. Then answer the questions below.

explore /Ik'splo:/ verb to travel around a place, etc. in order to learn about it: They went on an expedition to explore the River Amazon. (figurative) We need to explore (= look carefully at) all the possibilities before we decide. > exploration noun [U]

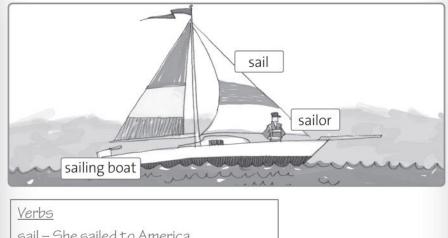
explorer /Ik'sploiro/ noun [C] a person who travels around a place in order to learn about it

- 1 Which noun is countable?
- 2 Which noun is uncountable?
- **3** Which noun has no definition? (Note: related nouns sometimes have no definition if the meaning is clear without one.)
- 4 Which entry has example sentences?
- 5 Why are there two examples, not one?

6 Which entry has no information about pronunciation?

VOCAB BOOST!

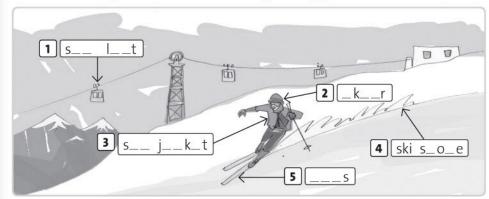
Sometimes pictures with labels can help you record and learn related words.



sail - She sailed to America.

go sailing - We went sailing last summer.

4 Read the Vocab boost! box. Then complete the labels and add any other words you can. Use a dictionary to help you.



Reading

Staying alive

I can understand a survival story.

Revision: Student's Book page 25

Match the pairs of adjectives with similar meanings.
 Put them in the correct columns.

astonishing bad big disgusting exhausted filthy good hungry sad stunning tasty terrifying tiny

Simple adjective	Extreme adjective
surprising	¹astonishing
2	delicious
beautiful	3
4	awful
unpleasant	5
6	starving
small	7
8	brilliant
frightening	9
10	tragic
dirty	11
12	huge
tired	13

2 Read the text. Underline five extreme adjectives from exercise 1.

Reading Strategy

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

- 3 Read the Reading Strategy. Match sentences A–G with gaps 1–5 in the text. There are two extra sentences.
 - A During this time, Steven saw nine ships.
 - **B** Water was coming in and the boat was sinking fast.
 - **C** But he couldn't swim back to the yacht.
 - **D** It contained lots of useful information about surviving at sea.
 - **E** He was planning to sail to the Caribbean.
 - F Some men were fishing near Steven's raft.
 - **G** Alone in the life raft, Steven travelled slowly across the Atlantic Ocean.
- 4 Read the text again, including the missing sentences. Are the sentences true (T) or false (F)? Write the paragraph (A–E) which contains the answer.

1/-	(-L) Which contains the answer.
1	Steven wanted to sail to the Canary Islands. T or F?
	Paragraph?
2	Steven's nightmare started four days into the trip. T or F?
	Paragraph?
3	Steven managed to get some useful things from the sinking
	yacht. T or F? Paragraph?
4	Steven ate birds and fish in order to survive. T or F?
	Paragraph?
5	Steven didn't reach the Caribbean Tor E2 Paragraph?

Alone at sea

On 29 January 1982, Steven Callahan left the Canary Islands in a small yacht.

1_____ But a week later, during an awful storm, something (probably a whale)
hit the yacht and made a huge hole in it. 2_____ He had to act quickly!

Steven got into an inflatable life raft and just had time to get a sleeping bag, a first-aid kit, some food, maps, and a torch from the yacht before it sank. He also managed to get a copy of a book called *Sea Survival*.

But he couldn't rescue the radio from the yacht.

catching sea-birds, fish and flying fish. He drank rain water which he caught in the raft.

After about two months at sea, the raft was 3,300 km from the place where the yacht sank. 5_____ But unfortunately they didn't see him. He was beginning to think that he might not survive.

He was starving, exhausted, weak and very thin.

Finally, after 76 days, some fishermen saw the sea-birds that were flying around the raft and took Steven to the island of Guadeloupe. After his terrifying experience, he was finally in the Caribbean!



Speaking

Photo description

I can describe and speculate about a photo.

1 Label pictures 1–9 with the words below.

boots dinghy helmet life jacket paddles poles rope rucksack safety harness



















2	Which pieces	of equipment	from exercise	1 do	you use f	or	•
---	--------------	--------------	---------------	------	-----------	----	---

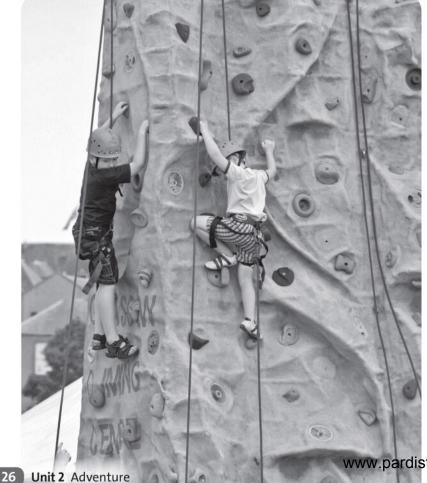
1 rock climbing?_

2 kayaking? __

3 walking / hiking? _____

3 Choose the correct words to complete the sentences about the photo below.

- 1 The photo seems / shows two children on a climbing wall.
- 2 They look / look as if quite young.
- 3 The boy on / at the left is looking down.
- 4 At / In the background, there are some buildings.
- 5 It looks as / like if the boys are having a good time.



4 Read the Speaking Strategy. Then write five sentences to describe the photo below. Use phrases from exercise 3.

Speaking Strategy

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



1	(general description)	
	.0 ,	

2 (details ×3) _____

3 (speculation / comment)

5 Read the examiner's questions in the task and make notes.

Describe the photo and answer the questions.

- 1 Why do some people enjoy doing risky sports?
- 2 Is doing risky sports the best way to see spectacular scenery, in your opinion? Why? / Why not?

ı	

www.pardistalk.inhyrdrythe task using your notes from exercises 5 and 6.



Writing

An invitation

I can write an invitation and a reply.

Preparation

1 Label the photos with the words below.

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

















Writing Strategy

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

2 Read the Writing Strategy. Then complete the invitation and the reply with the abbreviations below.

e.g. etc. p.m. PS RSVP

\boxtimes	To: andy@email.com
I'm h our e and p	you are well. you are well. ying a party on Saturday evening to celebrate the end of ams. We're meeting in the park at six ' aying some games, '2 football, volleyball sketball. Then we're having a picnic. I am providing the for everybody, but please bring something to eat.
I hop	you can come. ³ before Friday, please!
Mike	
4	Do not forget to bring some food!
D	To: mike@email.com

Do not forget to bring some food!	l
To: mike@email.com	
Dear Mike, Thanks for the invitation, but unfortunately I cannot make it. We're going away for the weekend on Saturday morning. Are you around next week? It would be nice to meet up. We can chat, look at photos from the party, 5 See you soon! Andy	

3 Underline three more full forms in exercise 2. Write the full forms and the short forms below.

1 you are	you're	
2		
3		
4		www.pardistalk.ir/library

Writing Guide

- 4 Write an invitation to a party. Include these points:
 - Give the reason, date, time and place of the party.
 - Say what activities you are planning and what the person needs to bring, wear, etc.

-				
828				

- 5 Imagine you are Andy. Write a reply to Mike's invitation to meet up.
 - Say why you cannot meet him.
 - Suggest another activity at a later date.

ās		

CHECK YOUR WORK

	and the same	
Million	Have	VOII
10	Have	you

- covered all the points in exercise 4 and in exercise 5? used short forms rather than full forms?
- used an abbreviation from exercise 2? checked your spelling and grammar?

Review Unit 2

Vocabulary

1	Complete the sentences with the words below. Use each
	word only once.

cave desert forest hill mountain river volcano waterfall

- 1 There isn't much rain in the ______ so not many plants can grow.
- 2 The highest ______ in Western Europe is Mont Blanc.
- in London is called the Thames.
- 4 He likes dark places, so exploring a ______ is perfect for him.
- 5 Mount Vesuvius is an active _____ that may cause a lot of destruction one day.
- **6** We walked to the top of a small ______ to enjoy the view of the town.
- 7 It's easy to get lost in a ______ because the trees make it hard to see where you are.
- 8 Water from the stream fell from the cliff and created a beautiful

18

2 Complete the sentences with the words below.

dark deep icy narrow shallow steep tall wide 1 The water here is so ______ that it is impossible to swim to the bottom.

- ____ it takes twenty minutes to **2** The river is very ____ swim to the other side.
- 3 The path was so _____ that we had to walk one behind the other.
- 4 The trees in the forest are very ______ some are 70 metres to the top.
- **5** We couldn't see because the cave was so ____
- **6** The hills around here aren't very _____ so they are easy to climb.
- 7 The stream is quite ______ so it's easy to walk through the water.
- 8 He doesn't like walking to school in very cold weather because the footpaths are _____.

Mark.	/8
Mark.	, 0

3 Complete the words below with the correct letters. Then put them in the correct column. You can use the words more than once.

- 1 b__ts 2 h_lm_t 3 l_f_ j_ck_t 4 p_ddl_s
- **5** s_f_ty h_rn_ss

Kayaking	Orienteering	Rock climbing
	Kayaking	Kayaking Orienteering

4 Complete the sentences with extreme adjectives that have the same meaning as the words in brackets.

1	The house was	but comfortable. (very small
2	We were	at the end of the walk, and happy
	to be back at cam	p. (very tired)
3	The storm was	, but we tried to be brave.
	(very frightening)	
4	I'm	! Is there anything to eat? (very hungry)
5	The climber's dear	th was He was so young.
	(very sad)	
6	The campsite was	s when we arrived. It was a
	horrible mess! (ve	ry dirty)
7	The view from the	e top of the mountain was

8 We couldn't continue because a _____ rock was in

Mark:	/8

Word Skills

the road. (very big)

5 Complete the sentences using the noun or verb form of the word given in brackets.

1	The	of the new stadium will be next
	September. (comp	olete)
2	It's wonderful to	life in another country —

_____. (very beautiful)

- you can learn so much about the world. (experience) 3 The books he wrote about famous mountain climbers are
- his greatest ______. (achieve) 4 She ______ to go running every day to prepare for the race. (need)
- 5 I don't know what the _____ was about, but they're friends again now. (argue)
- **6** Cars and lorries _____ over the bridge all day. (thunder)
- 7 Firefighters _____ their lives every day to save people and buildings. (risk)
- 8 I'm not sure what her _____ is, but she really wants to succeed. (motivate)
- **9** The _____ for our trip were quick because we only planned to stay for two nights. (prepare)
- **10** He is famous for his ______ as a mountain climber. (accomplish)

Mark.	/10
Mark:	/ 10

Review Unit 2

a tornado!' Anna said. 'We need to go indoors - fast!'

G

Gra	n	ımar		Use of English						
the	9 /	verbs in brackets.	with the past continuous form of	8 Complete the second sentence so that it ha meaning to the first sentence. Write betwe words for each sentence, including the work	en t	wo an	d five			
1 A 1 (you / talk) on the phone at ten last night? 2 (try) to call you. B No, 3 (not talk) on the phone. 4 (take) a walk and my phone was in the house.			(try) to call you. (not talk) on the phone. I	1 My phone rang during dinner last night. (eating) My phone rang while we last night.						
	В	the storm started? No, we ⁶ It was quite frighten sun ⁷	_ (you / play) on the beach when (eat) lunch in the restaurant. ing. When we started eating the (shine) and the next minute (blow) and it _ (rain) hard.	I last night. 4 Do you want to go for a coffee? (about) What for a coffee? 5 I think that girl looks nervous. (as) That girl she's feeling ne	1	s. Mark: otal:	/5			
ļ	В	morning? No, I ¹¹ (try) to m	(you / sleep) in class this (not sleep)! I 12 emorise irregular verbs for the test.	Read the statements. Think about your progress the boxes. = need more practice. = sometimes find this difficult.	s and	tick o	ne of			
4 /			(Kate / do) in the head afternoon? Was she in trouble?	★★★ = No problem!		10 F7 00				
1			. She ¹⁴		*	**	***			
		(answer) questions a	bout the theatre group's new play.	I can describe landscapes.	\rightarrow					
			Mark: /14	I can use the past continuous.	_					
			from a story. Use the past simple of the verbs in brackets.	I can listen for key words and antonyms. I can distinguish the use of the past simple and the past continuous.						
				I can understand parts of speech and dictionary entries.						
			(set out) from the hotel at	I can understand a survival story.						
The	1	in the morning, the a	(walk) along the path when	I can describe and speculate about a photo.	8					
sudo '5	de _	nly Emily 4(you(you(you(you(you	(stop) and asked, I / hear) something strange?'	I can write an invitation and a reply.						
		replied, '1 ⁶ do you mean?' A mo (not	(not hear) anything. ment later, the sun shine) and the sky was black. 'It's							

Mark:



Films and TV programmes I can talk about films and TV programmes.

1 Find ten kinds of film or TV programme in the word square \rightarrow and \downarrow . Circle them and write them below.

1	g	S	
2	d		

- **4** r_____s_
- **5** p_____ d____
- **6** a______f___
- **7** c_____s_
- **9** s_____o_
- **10** s_____

W	Μ	Р	Р	Ε	R	1	0	D	D	R	А	Μ	А
0	D	R	K	Н	U	Т	G	Υ	Ν	Μ	R	0	Р
R	0	Μ	А	Ν	Τ	1	С	С	0	Μ	Ε	D	Υ
F	С		C	Н	Α	Т	S	Н	0	W	Α	U	Н
L	U	В	Т	R	L	Т	Н	R	1	L	L	Е	R
1	M	Т	1	Е	C	G	F	R	L	С	Ì	G	F
Μ	Ε	S	0	А	Р	0	Р	Е	R	А	Т	F	D
F	Ν	S	Ν	В	Α	D	Е	0	Μ	R	Υ	Α	G
G	Т	٧	F	А	В	Т	В	Р	U	G	S	S	Α
А	Α	S	1	Т	C	0	Μ	Е	Η	S	Н	Ν	S
F	R	Ε	L	W	G	Е	G	А	S	W	0	Н	G
L	Υ	1	Μ	G	А	Μ	Ε	S	Н	0	W	Μ	L

2 Identify the kinds of TV programme and film. Choose from the words below.

animation comedy fantasy film horror film musical news bulletin science fiction film western

This kind of film or TV programme:

- 1 usually has stories which take place in the future.
- 2 often has characters with magical or supernatural powers.
- 3 often has cowboys and Native Americans.
- 4 often has frightening characters like vampires or ghosts. __
- 5 includes singing and dancing. _
- 6 tells you about important events in the world.
- 7 includes cartoon characters, usually made with computers.
- 8 makes you laugh. _____

3 Which words from exercises 1 and 2 are TV programmes only, never films? Which could be either films or TV programmes?

Only TV: chat show,	,,	,
TV or film: comedy,	· · · · · · · · · · · · · · · · · · ·	,
· · · · · · · · · · · · · · · · · · ·	,	· · · · · · · · · · · · · · · · · · ·
	· · · · · · · · · · · · · · · · · · ·	· ,

4 Complete the adjectives for describing films. Use a, e, i, o, u and y. Tick (✓) eight adjectives that usually have a positive meaning when describing film and cross (X) six that usually have a negative

111	learning.	
1	boring	
2	xctng	
3	fnn	
4	grppng	
5	cnfsng	
6	cnvncng	
7	mbrrssng	
8	mgntv	
9	spc tclr	
10	nrlstc	
11	scr_	
12	ntr_stng	
13	mv_ng	
14	v I nt	

- 5 1.09 Listen to Anna and David discussing a film which they watched. Choose the correct answer.
 - 1 Anna and David saw
 - a an action film.
 - **b** a war film.
 - c a thriller.
 - 2 a Anna and David both liked the film.
 - **b** One of them liked the film.
 - c Neither of them liked the film.
- 6 1.09 Listen again. Complete the table with adjectives from exercise 4. (Sometimes the people have different opinions, and sometimes their opinions are the same.)

	Anna's opinion	David's opinion
characters	1	2
special effects	3	4
soundtrack	5	6
scenes	7	8

Grammar

Quantity

I can talk about quantities.

- 1 Choose the correct words to complete the sentences.
 - 1 I've got some / any homework to finish this evening.
 - 2 There are some / any fruit trees in our garden.
 - 3 Have you got some / any pets?
 - 4 Some / Any people play video games every day.
 - 5 We haven't got some / any bread. Can you buy some?
 - **6** Is there **some / any** ice on the road?
 - 7 There weren't some / any special effects in the film.
- 2 Complete the text messages with *some* or *any*.

••000	ने विश्व	
good film	ky. There are 1 ns on at the cinema this I. Want to go?	
	I haven't got ² I spent it all on ³	money! clothes.
I can len	d you ⁴ m	oney!
	Thanks!! :) What do you Are there 5	ou want to see? thrillers on?
Amazing great rev	there's a good action filn g Spider-Man 2. It's got ⁶ views. I'll find out ⁷ ion about times.	n: The
	Cool. Are you inviting other people?	8
Yes. Rya hasn't g	an wants to come – if he	ework.

3 Complete the sentences with a few or a little.

1	I saw Harry	hours ago.
2	I only want	water. I'm not very thirsty
3	I bought	CDs on Saturday.
4	There are	good cafés in our town.
5	Please spend	time tidying your room.
6	I only speak	French.
7	I went to London with _	friends.

4 Complete the questions with How much or How many.

1	films do you see at the cinema each			
month?	,			
2	time do you spend watching TV each day			
3	text messages do you send each day?			
4	money do you spend on DVDs and video			
games ea	ach month?			
5	televisions are there in your home?			

5	Answer	the	questions	in	exercise 4.	
---	--------	-----	-----------	----	-------------	--

1	
2	
3	
4	
5	

6 Complete the video game review with the words and phrases below. Use each word or phrase only once.

a few a little any how many how much many much some



I really enjoyed this game. The aim is to build a city, but there are a lot of problems to solve along the way.

1	houses, hotels,	roads and factories	
can you build	? 2	money and energy	
do you need	to build them? Players u	se money called	
'megabucks'	. You start with just ³		
megabucks,	so you must spend them	carefully. It's difficult	
to build a city	on your own, so 4	<u>_</u>	
players work	together. For example, i	if you have only got	
5	energy, you can	borrow or buy	
electricity from a neighbour. But			
selfish and g	reedy players don't make	e ⁷	
friends. If the	y haven't got 8	money or	
energy, no or	e helps them and they o	an't finish their city.	
So it's host to	he friendly to the other	nlaversl	



Listening

Advertising

I can predict what I'm going to hear.

- 1 Match slogans 1–6 with types of product A–F.
 - What's in your wallet?
 - ² BEAUTIFUL KIT FOR THE BEAUTIFUL GAME
 - 3 Get in. Get happy.
- 4 GET BACK THE LIPS YOU WERE BORN WITH.
- The lighter way to enjoy chocolate.
- Eat fresh.

Α	sports clothes	
В	cosmetics	
C	credit cards	
D	cars	
E	sweets	
F	fast food	

Listening Strategy

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

2 Read the Listening Strategy. You are going to hear adverts for four products. Circle the word (a-c) you are most likely to hear in each advert.

A sports clothes a motorway b race **c** beach B cosmetics a elegant **b** risky c convincing C a car **a** script **b** engine c station D fast food **a** anxious **b** tired c hungry

3 \int 1.10 Now listen to the adverts and write the products.

Advert 1 is for _ Advert 2 is for Advert 3 is for ___ Advert 4 is for _

4 1.10 Listen again. Which words from exercise 2 did you hear?

- 5 You are going to hear four dialogues. Read sentences A-E and match each one to a phrase (1-5) you are likely to hear. Use the underlined words to help you.
 - A The speakers start by <u>agreeing</u>, but then <u>disagree</u>.
 - **B** One speaker is <u>complaining</u> about something he bought.
 - C One speaker is trying to persuade someone to go out for the evening.
 - **D** One speaker is giving directions to the nearest cinema.

E One speaker is <u>narrating</u> an amusing event that happe	ned.
--	------

1	Go straight on at the	\sqcup
2	I really think you should	
3	I don't think you're right about	
4	It's just not good enough	
5	A few moments later,	

6 1.11 Now listen and match the four dialogues with sentences A-E in exercise 5. There is one extra sentence.

Dialogue 1: sentence
Dialogue 2: sentence
Dialogue 3: sentence
Dialogue 4: sentence

- 7 1.11 Listen again. Check your answers to exercise 6 by listening for phrases 1–5 in exercise 5.
- 8 Write slogans to advertise these products.

~ _	
В	
C	



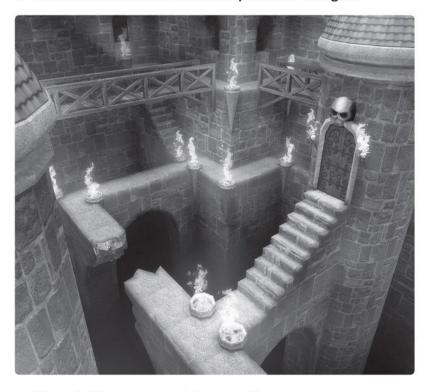




must, mustn't and needn't / don't have to

I can talk about prohibition and necessity.

1 Choose the correct verbs to complete the dialogue.



Alice Is this your new video game?

Ryan Yes, it is. You 'must / needn't try it. It's great!

Alice How do I play?

Ryan First, you ²have to / mustn't escape from the castle.

Alice How? Down the stairs?

Ryan Stop! You ³don't have to / mustn't open that door!

Alice Oh! Too late! Am I dead?

Ryan Yes. But you 4don't have to / must start again. Just press 'B' to continue.

Alice OK, thanks. What now?

Ryan You 5 have to / needn't climb out of the window. But slowly! You 6don't have to / must be careful.

Alice Oh no. I'm dead again. I'm not very good at this.

Ryan Well, we ⁷have to / needn't play this game. I've got lots of others ...

Alice No, no. I *mustn't / needn't give up. Do I press 'B' again?

2	Complete the sentences with <i>mustn't</i> or <i>don't</i> /	doesn't
	have to.	

1	He's a brilliant st	udent – he	work hard to
	get good marks.		
2	You can stay up la	ate, but you	make a lot
	of noise and wak	e up your sister.	
3	We	forget the name	e of our hotel.
4 She always pays by credit card so that she			
	0	_carry a lot of money	with her.
5	You	tell Jack about t	he party – it's a
	secret!		
6	The bus leaves at	9 a.m. exactly, so you	J
	be late.		
7	We	wear a uniform	to school, but we
		_ wear jeans or traine	rs.

3 Look at the advert for the quiz night. Then complete the sentences with must / have to, mustn't or don't have to / needn't. Sometimes more than one answer is possible.

QUE	
night!	
Friday at 6 p.m. in the school hall	1

- Take part on your own or with a team.
- Arrive before 6 p.m. to enter.
- £3 entry fee per person.
- School students only no parents or friends.
- No smartphones allowed!

1 You	be part of a team.
2 You	arrive after 6 o'clock.
3 You	pay £3 to enter the quiz.
4 You	be a student at the school.
5 You	use a smartphone during the quiz.

4 Decide whether *must* or *have to* is better in these sentences.

- 1 The new Bond film is fantastic. You have to / must see it!
- 2 I'm not very good at this video game. I have to / must
- 3 This app is quite expensive because you have to / must pay extra for each new level.
- 4 Jack was upset about missing the film night. We have to / must invite him next time.
- 5 You can't buy that game in shops any more you have to / must download it from the website.

5 Write sentences about rules at school. Use have to, must and needn't and the ideas below. If you can, add your own ideas.

arrive at school on time be quiet in the corridors eat snacks in class hand in homework on time				
have lunch in the canteen wear a school uniform	use a mobile phone in class			



Word Skills

Negative adjective prefixesI can form and use adjectives with negative prefixes.

1 Write the opposite of the adjectives by adding a negative prefix: dis-, il-, im-, in- or un	3 Complete the sentences with the adjectives below, with or without a negative prefix.
1 satisfied	honest legal patient polite possible safe
2 tidy	1 Police are investigating an file-sharing site in
3 correct	the Philippines.
4 legible	2 It was very of him to arrive an hour late for
5 visible	dinner.
6 kind	3 I get very if I have to wait more than a few
7 believable	minutes for a download.
8 polite	4 You don't have to pay before the excursion; it's
2 Complete the text about illegal downloads. Use the	to pay at the end.
adjectives in brackets with or without a negative prefix.	5 You mustn't climb on that wall; it's
, , ,	6 You can believe everything she tells you; she's always
• c	completely
	Dictionary Skills Strategy
In the USA, around 200 million ¹ illegal (legal) music	You can often find synonyms (words with the same meaning) and antonyms (words with the opposite
downloads take place every year, in spite of laws	meaning) of adjectives in a learner's dictionary.
to stop them. In the UK, the figure is about 100	***************************************
million – the second highest in the world. The music	1. Study the distingery entries. Then answer the questions
industry complains that these downloads are	4 Study the dictionary entries. Then answer the questions below.
² (fair) to artists because they stop them	below.
earning money from their work. It is 3	
(possible) to know exactly how much money artists and record companies are losing because many	caring /ˈkeərɪŋ/ adj showing that you care about other
people who download illegally do not have any	people: I want to live in a caring society SYN kind OPP uncaring
money to spend. However, one thing is	
4 (certain): overall, the industry is	considerate /kənˈsɪdərət/ adj considerate (of sb) (to do
earning a lot less than it earned a few years ago.	sth) careful not to upset people; thinking of others: It was very considerate of you to offer me your coat. SYN
Record companies pay for adverts telling people	thoughtful OPP inconsiderate
that downloading music without paying is as	
5 (acceptable) and 6	
(honest) as stealing from a shop. If you're a	1 What is a synonym for caring?
7 (loyal) fan, they suggest you buy a 8 (logal) version of a song or album	2 What is a synonym for considerate?
8 (legal) version of a song or album from iTunes or another website. But the adverts are	3 Do both adjectives have antonyms beginning with a
9 (likely) to work because people see	negative prefix? 4 Which dictionary entry has information about which
the music industry as rich and powerful compared	preposition you use with the adjective?
to them. Most do not see sharing music online as	preposition you use with the adjective:
¹⁰ (responsible).	VOCAB BOOST!
In fact, the number of illegal downloads is	When you record a new adjective, make a note of
now going down, but that's not because of the	synonyms and antonyms at the same time. Antonyms
warnings. For people who are "	often begin with a negative prefix.
(patient) to hear the latest tracks, streaming	
services like Spotify now offer a simple and	5 Read the Vocab boost! box. Use a dictionary to find one
(safe) way to enjoy them without	synonym and one antonym of each adjective.
the need for downloads at all.	1 pleasant SYN OPP
	2 fortunate SYN OPP
	3 courteous SYN OPP
	4 probable SYN OPP

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Reading

Disaster alert!

I can understand a text about a smartphone app.

Revision: Student's Book page 37

1 Complete the sentences with the correct form of the verbs below.

cause do express get have make provide take part in use online games like *Minecraft* 1 | I often _ with my friends. 2 Video games can ___ __ many benefits, such as improving memory and creativity. 3 The scientists _____ _ a lot of research on the topic and published the results yesterday. 4 I prefer to _ _____ a smartphone rather than a computer. 5 Video games can sometimes _ positive effect on teenagers. **6** The amount of violence in video games can __ concern for a lot of parents. 7 Newspapers sometimes claim that video games are bad for children, and parents often _ the same opinion. 8 Playing computer games in groups can help you to work together with other people and to _ decisions more quickly. 9 Do you think playing computer games helps you to

2 Read the text and answer the questions.

1 What does Jenny do?2 Which country did she visit?

better grades?

3 What kind of natural disaster did Jenny experience in 2011?

Reading Strategy

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

- 3 Read the Reading Strategy. Then read the text again and choose the correct answers.
 - 1 According to the text, most people
 - a don't value apps very highly.
 - **b** don't know what the main benefits of apps are.
 - c use apps mainly for fun and social situations.
 - d think apps are useless in dangerous situations.
 - 2 The main purpose of the Safety Tips app is to
 - a prevent an earthquake like the one in 2011.
 - **b** warn people who are visiting Japan about earthquakes.
 - c warn Japanese people about earthquakes.
 - d warn business people about earthquakes.
 - 3 Jenny had problems
 - a because no one told her what to do after an earthquake.
 - **b** because she couldn't understand the advice on Japanese media.
 - **c** because there was no information for tourists about what to do in an earthquake.
 - **d** because her Japanese colleagues didn't know what to do.
 - 4 At the moment, the app
 - a is available in a number of languages.
 - **b** is available at airports and tourist information centres.
 - c warns about earthquakes but not about tsunamis.
 - d is in English, with Japanese phrases.

STAYING SAFE

When you ask most people about the benefits of apps on their smartphone, they say they use them to play games, surf the net, keep in touch with people and organise social events. But Jenny Harlow, a scientist from London, has got an app that does something much more important: it warns her when she is in danger. The app

- is called Safety Tips and it gives users real-time earthquake and tsunami warnings. The Japan Tourist Agency had the idea for the app after the 2011 earthquake in Japan, when many foreign tourists in the country were confused about what was happening and what they should do. Jenny was on a business trip to Japan when the earthquake struck. 'Although there are a lot of earthquakes in Japan, it was the first time I experienced one.
- All the warnings and information on the internet, radio and TV were in Japanese, and I couldn't understand. It was really confusing and I didn't know what to do.' She had to rely on Japanese colleagues to help her.

The Safety Tips app sends an alert to users when a major earthquake happens, and also tells them if a tsunami is likely to arrive at the coast. The app gives lots of tips about what to do, where to go

and how to stay safe, as well as a list of useful Japanese phrases such as 'Is this an earthquake?' and 'Is it safe here?' Importantly, all the information is in English, and there are plans to add other languages. The Japan Tourist Agency plans to advertise the app at airports and tourist information centres in Japan. In order to get the app, people visit a website and download it. 'I'm coming to Japan again next year and I will definitely watch out for which in the language.'



Speaking

Reaching an agreement I can discuss and agree on a video game to play.

 Write the phrases 1–10 in the correct groups (A–C) below. I adore / I can't stand	3			
8 Let's / Shall we settle on9 That's a great idea.10 I quite fancy / I don't really fancy	4 Read the Speaking Strategy. Then do the task in exercise 2 using the video games below. Write notes.			
A Expressing likes and dislikes B Expressing a preference				
C Reaching an agreement	Combat game			
2	— 500 / AWESOME _			
Puzzle game Puzzle game Puzzle game	My choice:			
Driving game	Invite other people? Why? / Why not?			

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exercise 4.

5 Now do the task in exercise 2, using your notes from



Writing

An informal letter

I can write an informal letter.

Preparation

1 Complete the social activities with a, e, i, o, u and y.

1 g__ for a b__k__ r__d__ **2** g__ sh__pp__ng 3 m___t fr___nds __n t__wn 4 pl___ b__sk__tb__ll **5** h__v__ a c__ff__ __ 6 l__st__n to m__s__c **7** pl___ t__bl__ t__nn__s

2 Complete the invitations by writing the first word of each phrase and adding a social activity from exercise 1. Use the infinitive without to or the -ing form.

don't we 2 ______ you fancy _____ 3 _____ about ___ **4** ______ you like to ___

3 Read the Writing Strategy opposite. Then write the missing words to complete the letter below.

Lily, you? I had a Thanks for your letter. How 2_ great weekend. Lauren came over and we watched the third Hobbit film on DVD. I saw the second film last year and I loved it. I enjoyed the film, but I didn't think it was brilliant. There are some exciting scenes, but it's really long and I got a bit bored by the end. Before the film, we made pizzas and popcorn. We ate them while we were watching the film. (The pizza was a bit burned!) Would you like to go shopping next weekend? I need to buy a birthday present for my dad, but I want to find some clothes for me at the same time. How about meeting for lunch too? Anyway, that's all for 3_____. Write again wishes, Paige

4 Circle the aspects of the film that Paige talks about.

acting characters ending plot scenes script special effects length

Writing Strategy

When you write a letter to a friend or relative:

- Start with: Dear [Jake],.
- Begin the main part of the letter with a short introduction. You can use phrases like: How are you? Sorry I didn't reply sooner. Thanks for your letter.
- Write in paragraphs.
- Do not use very formal language in your letter.
- Use contractions (it's, there's, etc.).
- Finish the main part of the letter with a short paragraph. You can use phrases like: That's all for now. I'd better go now. Write again soon.
- End the letter with Love, or Best wishes, and your first name. •
- 5 Read the task below. Underline the parts of Paige's letter which give extra information about each of the four points.

You and a friend watched a film at your house recently. Write a letter to another friend in which you:

- · Say what film you watched.
- Give your personal opinion of the film.
- Mention something else you did on that occasion.
- Suggest an activity to do with the friend you are writing to.

Writing Guide

6	Write a letter for the task in exercise 5. Remember to include extra information for each point. Do not copy ideas from the model in exercise 3.
	(greeting)
	(introduction)
	(what film?
	(your opinion)
	(another activity
	(an invitation
	(final paragraph
	(close the letter)
	(sign your name)

CLI	ECV	VOI	ID W	MODIV
чП	ECK	101	JK V	VORK

0) Hav	c you
7	1	included extra information for each point
		followed the correct layout for a letter?
		checked your spelling and grammar?

Review Unit 3

Vocabulary

		were!
	Complete the sentences with the film and TV genres	a unrealistic b spectacular c violent
	below. Use each genre only once.	6 That thriller was so I couldn't take my eyes
	action film animation chat show period drama	off the screen for a second!
	documentary fantasy film game show horror film	a scary b gripping c confusing
	musical news bulletin romantic comedy talent show	7 That film was so I couldn't stop crying!
	1 We watched a on TV last night about	a thrilling b moving c imaginative
	climate change. It had a lot of new statistics and was	
	quite scary.	Mark: /7
	2 The final <i>Lord of the Rings</i> film is a good example of a	3. Complete the film we down that the words halow the search
		3 Complete the film review with the words below. Use each
	well-made	word only once.
	3 That was too much for me. When	acting actors characters ending plot
	the ghost started killing everyone in the house, I couldn't	scenes script soundtrack
	watch any more.	
	4 'What's your favourite?' 'I absolutely	c
	love The Sound of Music.'	This film has a lot of famous 1 and the
	5 In a modern like Guardians of the	² they play are really interesting, but unfortunately
	Galaxy, it's difficult to tell which stunts are real and which	this isn't a good film. The 3 — based on a story by
	are created on a computer.	Joseph Paul – isn't very exciting. The 4 has some
	6 Frozen is one of the most populars of	
	all time, among adults as well as children.	very unnatural lines and some of the 5 are quite
	7 There are so many great singers on this	long and boring. Moreover, the 6 of the film doesn't
	that I can't guess who will win.	make sense! I'm sure there was a better way to finish the story.
	8 They stopped the regular programme for a	The ⁷ is excellent, though; all of the actors do a
	about the earthquake.	very good job. But probably the best thing in the film is the
	1000 personal and a second and a	⁸ It's a collection of great old songs and modern
	9 I enjoy this because they interview	hits.
	interesting guests and talk about amusing topics.	The second secon
	10 No one ever wins the whole million pound prize on this	Mark: /8
	. I wonder if it's even possible.	Word Skills
	11 I don't want to watch another! It's	WOIG Skills
	always the same old story of a man and woman who fall in	4 Complete the sentences choosing the correct word in
	love even though they are a totally unlikely couple.	brackets, using a negative prefix.
11.0	12 Pride and Prejudice is a that takes	1 I can't believe Sara was so about her plans.
	place in the early 1800s, but it tells a love story that never	I had no idea that she wanted to do that. (believable / honest)
	gets old.	2 I'm sorry my handwriting is so I'm the only
	Mark: /12	one who can read it. (legible / possible)
		3 You can have strong opinions, but there's no need to be
2	Choose the correct words to complete the sentences.	! (polite / legal)
	1 That vampire film was extremely I had my eyes	
	closed half of the time!	4 It was of him to spend all the money in their
	a scary b unrealistic c moving	bank account. (satisfied / responsible)
	2 It was an action film, but it was so that I nearly fell	5 It's to cross the road here. (safe / visible)
	asleep.	6 The director was so with the actors that he
	a exciting b convincing c boring	fired all of them. (correct / satisfied)
	3 Reality shows can be so! People do such	7 The film is about a man who becomes to
		everyone but his cat. (visible / legible)
	stupid things!	8 It was totally to criticise her work in front of
	a embarrassing b spectacular c gripping	everyone in the office. (appropriate / patient)
	4 For a comedy, that film wasn't very I didn't	9 Your bedroom is so! There are books and
	laugh once.	clothes all over the floor! (kind / tidy)
	a moving b interesting c funny	Mark: /9

5 The plot wasn't very interesting, but the special effects

Review Unit 3

Grammar

m					
1	Α	1	people are inv	ited to the	e party?
	В	Kate said she	didn't want ²_		_ people there
			ed 3		
2	Α		_ did this cost?		
			_ = ===================================		
	_		 _ , they were tr		5)
2	^			R 1790)	ir trieffi quickly.
3		5-441 NS DE WO	_ cheese do we		-1 1
В			only have ⁸		
		9	_ pasta either,	so maybe	it's time to go
		shopping.			
4	Α	We've got 10_	tir	ne before	the film starts
		Let's buy som	e sweets. Wha	t types do	you like?
	В	11	_ , really. Only o	hocolates	. Just buy
			_sweets for yo		
			_ money anyw		2.011.000
_	^		5 5	-	
5			_ money do yo		your
			coins . W	5	
	Α		milk. It probabl	y won't co	st
		16			
h	ave	e to, don't have	ined parts of t	and a sub	ject.
1 2	To st To be You	e to, don't have to be an extra in tudio before 7 a to be an extra in tefore 7 a.m. tou don't need to tou did.	to, or mustn't the TV show, <u>it</u> .m. the TV show, yo o come to the r	and a sub	ces with must, ject. ary to be in the be in the studing the studi
1 2	To st To be You	e to, don't have to be an extra in tudio before 7 a to be an extra in tefore 7 a.m. tou don't need to tou did.	the TV show, it the TV show, it .m. the TV show, yo	and a sub	ces with must, ject. ary to be in the be in the studing the studi
1 2 3	To st To be You	e to, don't have to be an extra in tudio before 7 a to be an extra in tefore 7 a.m. tou don't need to tou did. to not enter this	to, or mustn't the TV show, <u>it</u> .m. the TV show, yo o come to the r	and a sub t is necessa ou have to meeting, bu	ces with must, ject. ary to be in the be in the studing the studi
1 2 3 4	To st To be You — D — It w	e to, don't have to be an extra in tudio before 7 a to be an extra in tefore 7 a.m. tou don't need to tou did. o not enter this te go out.	to, or mustn't the TV show, it .m. the TV show, yo o come to the reference to the reference room under an	and a sub	ces with must, ject. ary to be in the be in the studing twe'd like it in the studing tances.
1 2 3 4	To st To be You you	e to, don't have to be an extra in tudio before 7 a to be an extra in the fore 7 a.m. to don't need to to did. The facts a terrible idea I the facts.	to, or mustn't the TV show, it m. the TV show, you come to the representations ary for me to fire	and a sub t is necessar ou have to meeting, but my circums	ces with must, ject. ary to be in the be in the studing the studing the studing the studing tances. The studing
1 2 3 4	To st To be You you D It al H	e to, don't have to be an extra in tudio before 7 a to be an extra in tefore 7 a.m. tou don't need to tou did. The facts in the facts. The facts in the facts i	to, or mustn't the TV show, it m. the TV show, you come to the reservoir under an erry for me to firm to criticise per	and a sub t is necessar ou have to meeting, but my circums nish this ho	ces with must, ject. ary to be in the be in the studing the studing the studing the studing tances. The properties of the studing that we'd like it in the studing

Use of English

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

Did you see the new Swedish (SWEDEN) drama The Black
Rock on Channel 6 last night? If not, then you absolutely
must watch it when it's rerun. It was a 1
(SPECTACLE) example of Scandinavian film-making at its
very best, and I'm sure it will win plenty of awards next
year. I was impressed from the beginning and I simply
couldn't stop watching – even to answer the phone!
The plot was very clever and ² (IMAGINE),
without being too complicated. The story starts when
a dead woman is found in a river after a music festival.
I'm not going to say any more! Actor Stieg Martinsson
was extremely ³ (CONVINCE) as the
detective who has to find the two murderers. He is an
4 (LIKELY) hero who has problems with his
marriage and his children. I should warn viewers that
there is some ⁵ (VIOLENT) in the drama,
but it isn't excessive. You can see the second part of the
series next Thursday. Don't miss it! It's 6
(POSSIBLE) to stop watching once you start!

I can ...

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

 $\star\star\star$ = No problem!

 $\star\star$ = I sometimes find this difficult.

		*	**	***
I can talk about	films and TV			
programmes.				

	line in	TO TO	
I can talk about films and TV programmes.			
I can talk about quantities.			
I can predict what I'm going to hear.			
I can talk about prohibition and necessity.			
I can form and use adjectives with negative prefixes.			
I can understand a text about video games and their health effects.			
I can role-play ideas for free-time activities.			
I can write an informal letter.			

Mark:

Total:

16

/65

Exam Skills Trainer

Reading

Strategy

When you have completed the task, read the text again carefully and make sure you have made the right choices about where to put the missing sentences.

1 Read the Strategy. Then read the text below. The two sentences in bold are both in the wrong place. Where should they be?

Extract from Gulliver's Travels

When I left college, I continued my studies and became a doctor. I was born in Nottinghamshire and was the third of five sons. My father was not a rich man, but he was able to send me to Cambridge University, where I studied for three years. But I always wanted to travel, and so I made several voyages as a ship's doctor. When I married my wife Mary, however, I planned to stay at home for a while. I decided to go to sea again, and this time I joined a ship sailing to the islands in the South Pacific Ocean. But after a few years I discovered I was not earning enough money from my patients. We started our journey from Bristol on May 4th, 1699.

Read the text below. Match sentences A-H with gaps 1-7. There is one extra sentence.

Extract from Gulliver's Travels
We sailed across the Atlantic, round the coast of Africa and into the Indian Ocean. But before we could reach the Pacific, a violent storm hit us and drove us to the north-west of Tasmania. Some of the sailors and I managed to get a boat into the water, and we rowed away to look for land. But when we were too tired to row any more, a great wave hit our small boat, and we all fell into the sea. 2
The wind and waves pushed me along as I struggled to keep my head above water. ³ Luckily, just then my feet touched the ground. I walked out of the sea and on to a beach, where there was no sign of any people or houses. I was so exhausted that I lay down and went to sleep.
When I woke up next morning, and tried to get up, I could not move. I was lying on my back and my whole body, my arms and legs were strongly fastened to the ground. \(^4\)
Although I could not understand his language, I understood that they would be friendly towards me – if I did not try to harm them. By now I was extremely hungry, so I used sign

language to beg the official for food. He seemed to understand

me, because immediately ladders were put against my sides and little men climbed up with baskets of food and drink. In just one mouthful I ate three of their meat dishes and three of their loaves of bread.

- A I do not know what happened to my companions, but I suppose they were all drowned.
- **B** When they saw I was no longer struggling, they quickly built a platform next to my head.
- C I became very tired and soon felt I could not swim any
- **D** Even my hair, which was long and thick, was tied to the ground.
- **E** I was so surprised that I gave a great shout.
- **F** The sky was a cloudless blue and the sea was very calm.
- **G** They were surprised at how much I could eat and drink.
- H The wind drove our ship on to a rock, which broke the ship in half.

Listening

Strategy

When you are asked to match statements to recordings that you hear, there is always one extra sentence that you don't need. This sentence will partly match at least one of the recordings, but it will not be completely correct. Make sure you understand why it is not the right answer.

3 Read the Strategy. Then read the audio script and choose the correct sentence (A or B) to describe it.

- Welcome to the show, and what a great show we have today! In a moment I'd like to welcome our special guest, singer and songwriter Eliza Swain. She's going to talk to us about her latest album and also her European tour next month. After that, we go to Mitch Jackson, who will tell us the top five films to watch right now. And they are amazing ... I know, I've seen them all. Later on in the programme, we have Lucy Kyle with some great fashion tips. But first, let's welcome Eliza to the show.'
- A The speaker presents a music show.
- **B** The speaker presents an entertainment show.
- 4 1.13 You will hear five speakers talk about entertainment. You will hear the recording twice. Match sentences A–E with recordings 1-5. There is one extra sentence.

Α.	11/-	1	about		la - d.	1- 1:f-
Δ	VVP	learn	anour	some	$n\alpha\alpha$	SIITE

- **B** The speaker is making an announcement to competitors.
- **C** The speaker wants to advertise a summer job opportunity.
- **D** The speaker is still studying at school.
- **E** We learn about the history of some popular stories.

Exam Skills Trainer

Use of English

Strategy

When you have finished the task, read the whole text through again and check that the options you have chosen make sense. Check carefully for tense and general meaning.

............

Read the Strategy. Then read the text and choose the correct options (A-C) to complete the gaps.

Young Explorer

In December 2011, sixteen-year-old Amelia Hempleman-Adams became the youngest person ever to reach the South Pole on skis. During the expedition, she 1_ __ seventeen nights on the ice with her father and eight other explorers. Temperatures were freezing, and it was difficult to rest as 2



twenty-four hours of daylight. As a result, Amelia only slept for hours every night. But it was an amazing adventure her school friends were studying for 'A' levels, she was skiing her way into the history books! Amelia took lots of homework with her. However, she didn't do very ! The books were too heavy to transport and they to take them out. Also, she was too tired at the end of a day's skiing to 7_ _ about school work, which isn't surprising! So why did she 8_____ in such an exhausting trip? Amelia comes from a family of explorers. Her father is the famous British adventurer David Hempleman-Adams. David has made around thirty trips to the Arctic himself. 9 an adventurous father, Amelia has two adventurous sisters, Camilla and Alicia. Alicia, aged eight, became the youngest person to stand at the North Pole, and Camilla, aged fifteen, became the youngest person to ski to the North Pole. Even their holidays were an adventure, because they went to so many exciting places. When Amelia was seven, they travelled America in a caravan. And when she was nine, they went to Japan and climbed Mount Fuji!

1	Α	took	В	spent	C	made
2	Α	it	В	there	C	they
3	Α	lot	В	little	C	few
4	Α	During	В	Through	C	While
5	Α	much	В	lot	C	many
6	Α	needed	В	must	C	had
7	Α	make	В	think	C	look
8	Α	take part	В	take off	C	take place
9	Α	Not only	В	As well as	C	Even though
10	Α	over	В	into	C	across

6 Read the Strategy. In pairs, read the exam task and the role-play information for Student A and Student B. Make a list of ideas for your own role and think about ways of suggesting them. Then do the role-play.

Student A

You and a friend want to go to a music event together. Discuss which event to go to with your partner. Suggest asking someone in your family to drive you there.

Student B

You and a friend want to go to a music event together. Discuss which event to go to with your partner. Suggest taking public transport.

Writing

Strategy

Plan your email carefully. Focus on developing each point, but also try not to include extra information that is not in the instructions for the task.

7 Read the Strategy. Then look at the exam task and the notes that a student has made for it. Match the notes with the points in the instructions for the task. Cross out any unnecessary notes.

You and your friends went hiking in the mountains and you nearly had an accident. Write an email to a friend in which you:

- 1 Describe the place.
- 2 Describe how you avoided an accident.
- **3** Give your personal opinion of the experience.
- 4 Invite your friend to go with you next time.
- beautiful scenery 1
- Mark pulled me back ___
- got very foggy ____
- went with friends from school
- exciting, memorable ___
- went hiking in the mountains ___

- started out early ___
- · plan to go again soon_
- · got too near edge of cliff.
- · taught me a lot_
- · had sandwiches and coffee at midday
- · beautiful sunshine later, saw some deer _

Speaking

Before you come to an agreement, remember to discuss all the options in detail and discuss the advantages and disadvantages of the different options.

8 You and a group of students made a film about your school. Write an email to a friend in which you:

- Explain whose idea it was and why you wanted to make it.
- Describe what is shown in the film.
- Give your personal opinion of the experience.
- Invite your friend to come round to watch the film.

Our planet

Vocabulary



Weather

I can describe the weather.

1 Complete the adjectives that describe the weather in the pictures.



It's 'thundery and 'c



It's 3s and 4f



It's of and 6i



It's 7s and 8w



. It's hot and 9s



It's cold and 10 r_

2	Write	the nouns	s for the	adjectives	in exercis	e 1
---	-------	-----------	-----------	------------	------------	-----

1 thunder	5	9	
2	6	10	
3	7		
4	8		

3 Complete the text with the words below.

blow claps flashes raindrops storm clouds sunshine thunderstorm

yesterday evening.
in the distance.
here were
6
storm passed and
,

Number the adjectives in order from hottest	(1) to	coldest (7).
---	----	------	-----------	---	----

		12.53	hot sweltering cool warm freezing
5	W	/rite tl	ne temperatures in words.
	1	-5°	It's minus five.
	2	26°C	It's twenty-six degrees Celsius.
	3	-15°	
	4	14°C	

5 −7°C _____

6	1.14	Listen to people describing the weather. Complete
	each se	ntence with one word from exercises 1, 2 or 3.

1	а	It was rainy all morning.		
	b	It was	in the afternoon.	
2	a	There was thick	<u> </u>	
	b	There was	on the road.	
3	a	Most of the day the sky was		
	b	It was mild and		
4	a	There was	on the grass.	
	b	In the afternoon it w	/as and	

7	Write a paragraph describing the weather one day last
	week. Write 15–30 words.

900			
83			
-			
777			
			

6 32° ___



Grammar

Comparison

I can make comparisons.

1 Complete the table with the comparative forms.

Adjective	Comparative		
Short adjectives			
tall	1		
large	2		
hot	3		
early	4		
Long adjectives	Long adjectives		
powerful	5		
spectacular	6		
Irregular adjectives			
good	-7		
bad	8		
far	9		
Quantifiers			
few	10		
much / many	11		
little	12		

2 Complete the fact file. Use the comparative form of the words in brackets.

FACT FILE:
COMETS AND
ASTEROIDS

asteroid

comet

3 Compare the weather in the two cities. Write sentences with as ... as and not as ... as.

London	Edinburgh
15°C	15°C
15 ⁷	6

1 Edinburgh isn't as sunny a	as London. (sunny)
2	(warm)
3	(cloudy)
4	(bright)
5	(wet)
6	(windy)

4 Complete the sentences with as, more, much or than.

geography, but it's _____ more useful.'

				50.0.0.0
1	Mist isn't as thick	fog.		
2	The weather today is	W	etter	10
	yesterday.			
3	'Is a hurricane	_ powerfu	l than a	
	thunderstorm?' 'Yes, it's		_stronger.'	
4	The moon isn't	bright _		_ the sui
5	Are hurricanes more danger	ous	tor	nadoes?
6	'I think maths is much	i	nteresting	
	geography.'			
	'Do you? I don't think it's		_ interestin	g as

O Comets are made of ice an	d pieces of rock. Asteroids are made of rock
and metal, and are 1	(heavy).

Most comets are much 2 (big) than most asteroids.

- O You can find asteroids 3_____ _ (close) to the sun than comets. If comets get too close to the sun, they melt. So you can only find comets much 4_____ (far) from the sun, where it is 5_____ (cold) and ice doesn't melt.
- ___ (bright) than asteroids because they have O Comets are 6_ long, white tails.
- O Comets are 7____ (rare) than asteroids. There are hundreds of millions of asteroids in our solar system, but far 8_ comets - only about 4,000. For this reason, asteroids are 9_ (dangerous), as one of them is 10_____ (likely) to hit the Earth.

(dry)

Listening

Eyewitness

I can identify the context of a dialogue or monologue.

Revision: Student's Book page 43

1	Match the words belo	Natch the words below with definitions 1–10.	
	flood forest fire mu	earthquake epidemic famine udslide tsunami	
	volcanic eruption		
		is when the ground shakes	
	and buildings collaps		
	2 A(n)	is when hot rocks, fire and	
	steam suddenly com	ne out of the ground.	
	3 A(n)	is when water covers the	
	ground in places wh	ich are usually dry.	
	4 A(n)	is when snow and ice fall	
	quickly down a mou		
	5 A(n)	is a long period of time	
	without enough foo	-	
		is a very large and long wave	
		uake under the ocean.	
		is when there is no rain for a	
	long time.		

2 Label photos A and B with the natural disaster words from exercise 1.

wet earth suddenly falls down the side of a hill.

8 A(n) ______ is a fire that spreads quickly

_____ is when a serious disease

__ is when a large quantity of

through a large area of trees.

spreads to lots of people.

10 A(n) _





Listening Strategy

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

......

3 1.15 Read the Listening Strategy. Then listen to two dialogues and answer the questions. Write the clues which gave you the answers.

D	ialogue 1
1	Where are they?
	Clues:
2	What natural disaster caused the damage?
	Clues:
D	ialogue 2
3	What kind of natural disaster are they discussing?
	Clues:
4	What time of day is it?
	Clues:

- 4 1.16 Listen to four extracts. Match each extract with a natural disaster from exercise 1.
 - 1 Natural disaster: ___ 2 Natural disaster: ___
 - 3 Natural disaster:
- 5 1.16 Listen again and choose the correct answers.
 - 1 The dialogue takes place
 - a in a shopping centre.
 - **b** in the street.

4 Natural disaster: _

- c in a supermarket.
- 2 The disaster happened while the speaker
 - a was on holiday in Japan.
 - **b** was in a business meeting.
 - c was in a Japanese lesson.
- 3 The speaker first went to Africa
 - a about three years ago.
 - **b** about two years ago.
 - c before university.
- 4 The man who is giving information about Mount Bagana is
 - a a guest at the hotel.
 - **b** an employee at a tourist information office.
 - **c** an employee of the hotel.



Grammar

Superlative adjectives, too and enough I can use different structures to make comparisons.

1 Complete the fact	s with the superlative form of the		THE PARTY OF THE P
	ets and the correct answer, a, b or c.	TAKE	MINE
1 The	(high) mountain in Europe is		
	b Everest c Kilimanjaro		
2 The	(far) planet from the Sun is		
	b Mercury c Neptune	100.53	
3 The	(deep) ocean is 🔲 .		
a the Arctic	b the Atlantic c the Pacific	140	
4 The	(sunny) part of England is		
a the north	b the south c the centre	and a	
5 The	\square (polluted) city in the world is \square .		
a New York	b New Orleans c New Delhi		
6 The	(common) cause of a tsunami is	É	
a an earthquake	b a volcanic eruption c a storm	V7	
7 The country with	n the (long) coast is		
a Russia	b China c Canada	1000	
8 The	(large) island in the world is $oxedsymbol{\square}$.	THE STREET	Later Street, Square Street, Square, S
a Great Britain	b Greenland c Iceland	/ Comm	late the dialogue. Her too as anough with the
9 The	(dry) continent in the world is \Box .		lete the dialogue. Use <i>too</i> or <i>enough</i> with the ive in brackets or the superlative form.
a Antarctica	b Australia c Africa		5.0 Macroso - NA AS MOSA COSMICASANS - MASK PART I AS
2 Complete the cent	tences with the correct superlative form	Kate	Now we join Brett Simpson for the 1
	n brackets. Then circle <i>in</i> or <i>of</i> .		(late) news about the wildfires. Brett, what's
A 50 1 1 1 CO 50 10 10 10 10 10 10 10 10 10 10 10 10 10	201 AC	Duatt	happening?
in / of England.	ne of the (large) cities	brett	Well, the police aren't allowing us to get 2 (close) to the fires, but I can fe
	ne of the (dangerous)		the heat from here.
animals in / of th		Vato	
	ets are the (bad) part	Kate	How are the people in the area reacting? It isn't of the ³ (rich) parts of the coun
in / of the film Te			is it?
	(hot) month in / of the	Prott	
year is usually Fe		biett	No, it isn't. Some people are ⁴ (lucky) to have relatives in other cities, so they're
	s one of the (expensive)		leaving. But many are 5 (old) or
hotels in / of Lon			6(ill) to travel. They're waiting a
Hotels III / OI Lon	idon.		hoping.
3 Rewrite the senter	nces using too or enough and the	Kate	What's the 7 (good) thing other
adjective in bracke	ets. Do not change the meaning.	Rate	people can do to help?
1 This game isn't e	easy enough for me. (difficult)	Brott	Well, I asked the police that question. They said t
This game is too	difficult for me.	DIELL	8 (helpful) thing is to stay away
2 We're too young	to go on holiday alone. (old)		the area. Thousands of people are coming here ju
		<u> </u>	to have a look. This is one of the 9
3 This bed is too ha	ard. (soft)		(big) and ¹⁰ (spectacular) fires for
<u> </u>		<u></u>	decades. But these people are getting in the way
4 This film isn't int	teresting enough. (boring)		the emergency services and their work. And their
8	ones service se		is " (difficult) without that!
5 It isn't warm end	ough to go to the beach. (cold)	Kate	What is the 12 (likely) cause of t
9			fire?
6 His family were t	too poor to go on holiday. (rich)	Brett	
		_	lightning can start a fire like this, if the trees are
			"O



	ive in brackets or the superlative form.
Kate	Now we join Brett Simpson for the 1
	(late) news about the wildfires. Brett, what's
	happening?
Brett	Well, the police aren't allowing us to get
	² (close) to the fires, but I can feel
	the heat from here.
Kate	How are the people in the area reacting? It isn't one
	of the ³ (rich) parts of the country,
	is it?
Brett	No, it isn't. Some people are 4
	(lucky) to have relatives in other cities, so they're
	leaving. But many are 5 (old) or
	⁶ (ill) to travel. They're waiting and
	hoping.
Kate	What's the ⁷ (good) thing other
	people can do to help?
Brett	Well, I asked the police that question. They said the
	8 (helpful) thing is to stay away from
	the area. Thousands of people are coming here just
	to have a look. This is one of the ⁹
	(big) and ¹⁰ (spectacular) fires for
	decades. But these people are getting in the way of
	the emergency services and their work. And their job
	is 11 (difficult) without that!

the 15_

(likely) cause of the

____ (dry). But of course, humans are

_ (probable) cause.



46 Unit 4 Our planet

Word Skills

Phrasal verbs
I can understand and use a variety of phrasal verbs.

Revision: Student's Book page 45 1 Match words from box A with words from box B to make compound nouns. Write them below.	3 Write the phrasal verbs which can replace the underlined words. Choose from the list below. carry on come up with give up go up look after put off set off use up
A climate fossil global greenhouse ice rain renewable sea surface temperature warming 1 climate change 2	 I need to think of a good excuse for not handing in my homework. I'm trying to stop eating junk food. After running ten kilometres, she was too tired to continue. He left his job so he could take care of his sons.
5 6 7 8 9	 5 Please don't <u>finish</u> all the milk – I need some for my breakfast tomorrow 6 The number of people with smartphones is continuing to <u>rise</u> 7 We should <u>delay</u> the meeting because nobody can come that day 8 Don't stay up late! We need to <u>leave</u> early tomorrow.
 Complete the sentences with the particles below. You need to use three of them more than once. Are the sentences true (T) or false (F)? Check your answers at the bottom of the page. down off on out up with 1 Factories and power stations give greenhouse gases 2 When we cut trees, we increase the amount of CO₂ in the atmosphere 	VOCAB BOOST! There are hundreds of phrasal verbs in English and many of them are very common. They are easier to learn in small groups. Here are two options: 1 Learn phrasal verbs related to the same topic. Travel break down = (a car, a bus, etc.) stop working go back = return
 The world's oceans are slowly heating The world's supply of gas is likely to run in the next ten years. The EU recently decided to close all the nuclear power stations in Europe. Solar energy works better in places where you can rely good weather. Scientists recently came a car engine that uses only CO₂. Many types of animals and plants are dying because 	head for = travel in a certain direction set off = leave take off = (a plane) leave the ground, go up in the air 2 Learn phrasal verbs with the same base verb. look look after = take care of look around = explore look into = study, examine
the Earth is getting warmer.	 4 Use a dictionary to find four phrasal verbs with the base verb turn. Include short definitions. 1

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11 2F 3T 4F 5F 6T 7F 8T

Exercise 2



Reading

Survival story

I can understand a survival story.

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Complete the sentences with the correct form of the verbs below.

ap	pproach head land read	ch spin	take off
1	A snow storm was		_, so we went
	inside.		
2	The plane	_from Lo	ndon at 9 a.m.
	yesterday and	in P	aris an hour late
3	It was very late when we _		Oxford.
4	The plane was	tov	vards Australia
	when it disappeared.		
5	The helicopter began to		out of
	control.		

- 2 Read the text, ignoring the gaps. Answer the questions.
 - 1 What kind of natural disaster did Diana and Pete experience?
 - 2 Where were they when they realised there was a problem?
 - 3 Where was Monica?
 - 4 In which room did Monica and Diana hide?
 - 5 Where did Pete hide?
 - 6 How many people died in the disaster?

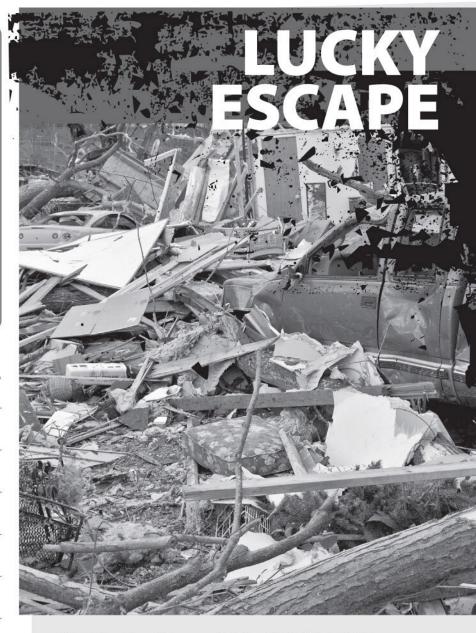
Reading Strategy

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

3 Read the Reading Strategy. Then match the phrases (A-I) with gaps 1-8 in the text. Check that each phrase fits the grammar of the sentence. There is one extra phrase.

.....

- A spinning around in the air
- B bring her home
- C ran back to their house
- D which warned them that
- E were not as lucky
- F without looking back
- **G** holding their maths books
- H realised where he was
- I to leave the school



One Monday afternoon in May 2013, Diana Palmore was at home with her husband, Pete, when they heard loud sirens 1_ _ a tornado was approaching the town. Diana's daughter Monica was at the local 5 school and Diana decided to go and 2_ the tornado reached the town. She ran as fast as she could to the school. In her classroom, Monica and her classmates were sitting under their desks, on their heads. Diana ran in and took Monica. 10 But the tornado was much closer now and it was too dangerous 4 . So they hid in a bathroom. When the tornado hit, it ripped the roof from the school. Monica and Diana looked up and saw cars and trees above the school. 'It was very scary. The whole

When the storm passed, Monica and her mum 6 but it was in ruins. They couldn't find Pete. But they could hear him shouting for help. Then they saw his - in a cupboard under the stairs. He

15 school was shaking,' said Monica.

20 couldn't breathe, so they had to get him out quickly. Moments after they pulled him out, the whole house collapsed. The family survived a terrifying experience with only small injuries. But other people in the town as the Palmores. Twenty-four people died in the tornado.

Speaking

Photo comparison

I can describe, compare and contrast photos.

1 Complete the phrases with the words below. Tick the phrases that are used for describing differences. both can contrast first obvious photos second theme Unlike

1 Both _____ show ... ___ 2 In ______ to the first photo, the second photo ... 3 In _____ photos, there are ... 4 In the first photo ... , but in the _____

5 One _____ difference is (that) ... 6 The common _____ in the photos is ...

7 The _____ photo shows ... , whereas the second photo shows ...

_____the first photo, the second photo

9 You _____ see ... in both photos.

2 Look at photos A and B and complete the description with the words below.

children country enjoying fun judging jumping must see shows throwing wearing

The first photo 1_____ two little girls. They are in the ²_____, walking on a path. It ³_____ raining because the path is very wet and muddy. In the a man and a woman. second photo I can 4_ They are playing in the snow.

Both photos show two people having 5_ weather. In the first photo, the girls are 6_____ in a puddle. In the second photo, the man is ⁷_____ snowball at the woman. You can see trees in both photos. In both photos, the people are 8_____ warm coats. The obvious difference is that they are 9____ the first photo, but adults in the second. 10_ by their expressions, I'd say they are "_ themselves.



Speaking Strategy

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

- 1 Describe each photo in general (e.g. mention the people, where they are, speculate about what is happening, etc.).
- 2 Describe any obvious differences or similarities between the photos.
- 3 Speculate about how the people in the photo are feeling, or what they are thinking or saying.

3 Read the Speaking Strategy and the task. Then write notes for your answer.

•

Describe and compare the two photos, C and D.





1	First photo: Description

2 Second photo: Description ____

3 Obvious differences and similarities _____

4 How are the people feeling? _____

4 Now do the task from exercise 3 using your notes.



Writing

An article

I can write an article about a global issue.

Preparation

P	reparation	3 Add two phrases below to each group (A−D). Then tick (✓) the phrases that are in the model text.
1	Complete the zero conditional sentences with the correct form of the verbs in brackets.	As I see it, Having said that, However, In my opinion, Moreover, Nevertheless,
	1 If you (burn) coal, it (give) off	On the other hand, To be honest, What is more,
	greenhouse gases.	A Expressing an opinion
	2 A rainbow often (appear) if the sun (come) out when it's raining.	think / I don't think that
	3 If an earthquake (happen) under the ocean,	
	it sometimes (cause) a tsunami.	B Presenting an opposing opinion
	4 If a hurricane (form) over the Indian Ocean,	There are people who believe that
	they (call) it a typhoon.	
	5 If you (eat) ice, it (make) your	
	body cold.	C Presenting a counter-argument
	6 Floods (happen) if it (rain) a	In spite of this,
	lot more than usual for a long time.	
	Writing Strategy	
		D Making an additional point
	When you are expressing your opinions and the opinions of others, give your text a clear structure. For example:	Furthermore,
	 arguments that support it. In another paragraph, give the opposing view with one or two arguments supporting it. You can then say why you disagree with the opposing view (a counterargument). 	Writing Guide 4 Read the task and make a plan. 'Individuals can do more to stop global warming than
2	Read the Writing Strategy. Then read the task below and	governments.' Do you agree?
	the model text. Decide where the second paragraph should begin: A, B or C.	Paragraph 1 (my opinion)
		• Argument 1:
	The second paragraph should begin at .	Argument 2:
		Paragraph 2 (opposing view)
	++	Argument 1:
9		Argument 2:
	(Vours records are doing more to prevent	Counter-argument:
ı	'Young people are doing more to prevent global warming than older people.' Do you agree?	5 Write an article like the one in exercise 2. Use your notes from exercise 4 and include phrases from exercise 3.
	I do not believe that this is true. Adults make the most important decisions about global warming, not young people. For example, governments have to decide between fossil fuels and renewable energy. A Furthermore, adults decide how 'green' their lifestyle at home should be: Do they buy a big or small car? Do they live in a big or small house? And so on. B Having said that, young people are often better at remembering to recycle plastic bottles and other containers. What is more, children walk and cycle more often than adults and this causes less pollution. C However, they probably walk and cycle more because they are too young to drive, not because they care about the environment! So all in all, I	CHECK YOUR WORK Have you covered all the arguments in your plan? used phrases from exercise 3? checked your grammar and spelling?

do not think young people are doing more than

older people.

Review Unit 4

Vocabulary

	•	approached headed landed reach spun took off
1	Complete the sentences with the correct words related to the words in bold.	
		A The plane ¹ from the airport and rose into the air. A few minutes later, the pilot noticed a problem with one of
	1 The sky is full of clouds . It's very cloudy.	the engines. He turned round and ² back to the
	2 It's snowing! Did you know that every is a	airport. Luckily, the plane ³ safely on the ground.
	different shape and pattern?	
	3 It's a frosty morning. There's all over the car.	B As the car ⁴ the red traffic light, it slowed
	4 There were showers yesterday. It was a day.	down. But there was ice on the road and it 5
	5 This is a sunny climate. The sun every day.	round and round. We were standing on the pavement nearby,
	6 I like weather. Things look pretty in the mist.	but luckily the car didn't 6 us - it stopped just
	7 What a thunderstorm! Did you hear that big	two metres away.
	of thunder?	Mark: /6
	8 This is a windy area. The blows all the time.	Mark. 70
	9 There was a hailstorm this morning and now there is on the ground.	5 Choose the correct words to complete the sentences.
128	10 It's very foggy this morning. Be careful – is	1 The road sign / pedestrian crossing informed us that we
	really dangerous when you're driving.	were near a school and should drive slowly.
55	11 It's icy today. There's a lot of on the roads.	2 I saw a billboard / shop sign advertising a pop concert.
	Mark: /10	3 The fire hydrant / lamp post outside my flat shines light into my sitting room.
2	Complete the sentences with the words below. Use each	4 It's a good idea not to drive to town this week because of
ilea .	word only once.	the pedestrian crossing / road works.
	cold cool freezing hot mild sweltering	5 For some reason, the drivers often pass this traffic light /
		bus stop without picking up passengers.
	1 The temperature was –20°C. It was!	6 It's annoying when people ride their bikes on the
	2 San Diego has a climate. The average	pavement / street corner.
	temperature is 23°C.	Mark: /6
	3 It was a day, it was so hot we couldn't go out.4 The city is warm in the summer, but it's always pleasantly	Word Skills
	by the sea.	Word Skills
	5 It's too in this house. It's only 10°C!	6 Replace the underlined words with the phrasal verbs below.
	6 It's a bit in the classroom. Let's open the	carry on close down come up with give up look after
	window.	put off use up wake up to
	Mark: /6	1 Can you take care of the baby while I go shopping?
3	Choose the correct answers to complete the sentences.	Do you think you can stop using your car for a month?
	1 We gave money to a charity to provide food during the	
	T We gave money to a charty to provide rood during the	3 They <u>delayed</u> leaving their house in spite of the
	a hurricane b famine c mudslide	approaching forest fire
	2 After the dry summer, heavy rain caused in	4 We need to <u>think of</u> some new ways to save water.
	the mountains.	
	a mudslides b eruptions c epidemics	5 How did you <u>finish</u> all the sugar? It was a new bag!
	3 I was on the twentieth floor during the The	
	whole building was shaking!	6 They decided to <u>continue</u> looking for survivors.
	a tsunami b famine c earthquake	7 Thombodies in the control of the co
	4 After a year with no rain, there was a serious	7 They had to <u>shut</u> their business because of the storm
	a drought b tsunami c flood	damage
	5 Mount Vesuvius is famous for its many	8 People need to <u>become aware of</u> reality and stop using so
	a epidemics b forest fires c volcanic eruptions	many natural resources
	6 We can't control this without medicine.	Mark: /8

4 Complete the texts with the words below.

Review Unit 4

G	ra	mmar
7	W	rite comparative sentences and questions.
	1	New York / cold / Los Angeles New York is colder than Los Angeles.
	2	The Atlantic Ocean / stormy / the Mediterranean
	3	Hawaii / as beautiful / Tahiti
	4	Manchester / not as big / London
	5	earthquakes / as dangerous / mudslides?
	6	hailstorms / frequent / tornadoes
	7	Rome / hot / Cairo?
	8	storms / not as scary / hurricanes
	9	hailstones / big / snowflakes?
	10	London / not as sunny / Madrid
		Mark: /9
3		omplete the sentences with the superlative form of the

22	601					
1	It was one of	forest fires in				
	history. (bad)					
2	That was	exam of the term!				
	(difficult)					
3	Lake Baikal is	lake in the world.				
	(deep)					
4	This year's flood was	in a				
	decade. (destructive)					
5	That documentary about storms was					
	film ever! (good)					
6	Because it was still raining, it was	10 To				
	mudslide rescue in years. (hard)					
7	Organising firefighters is one of					
	tasks I can think of. (complicated)					
8	He has some of	theories				
	about natural disasters! (silly)					
9	The tsunami did very little damage to	those residential				
	areas because they are					
	the sea. (far)					

Use of English

9 Complete the text with the words below. There are two extra words.

enough more out than the too very

I live on the coast and one of 1	best views							
in the area is from my village and over the fields to the								
sea. Sometimes in the morning it's 2	foggy							
to see very far, but when it's clear ³	, there's							
more to see than just fields and sea these	days. Last year,							
the government built some wind turbines	to produce							
electricity. Many people think they make	the view uglier							
⁴ it was before, but in my op	inion they're							
a good thing. We're going to run 5	of fossil							
fuels eventually and in my opinion these very elegant.	machines are							

Mark	(: / <u>!</u>
Total:	/65

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

★ = I need more practice.	$\star\star\star$ = No problem
	^ ^ ^

 $\star\star$ = I sometimes find this difficult.

	*	**	***
I can describe the weather.			
I can make comparisons.			
I can identify the context of a dialogue or monologue.			
I can use different structures to make comparisons.			
I can understand and use a variety of phrasal verbs.			
I can understand a text about a paraglider.			
I can describe, compare and contrast photos.			
I can write an article about a global issue.			

Mark:

Vocabulary



Jobs

I can talk about jobs and work.

1	Read the definitions and complete the puzzle.

This person:

- 1 helps people to look after their teeth.
- 2 writes computer software.
- 3 flies an aeroplane.
- 4 often looks after cows and other animals.
- 5 cuts people's hair.
- 6 helps people who are injured or ill in an emergency.
- 7 trains a person or team to make them better at a sport.
- 8 deals with people who arrive at a hotel, an office, etc.
- 9 designs and builds road, bridges, machines, etc.
- 10 helps people when they buy a house or have a legal problem.
- 11 designs buildings.
- 12 helps people to choose a holiday.
- 13 cleans people's offices, houses, etc.
- 14 brings food and drink to tables in a restaurant or café.

			12	20 1	
What	is	the	secret	j0	b?

2 Complete the work activities with the words below. Use each word or phrase only once.

alone children a computer customers your feet five hours indoors a lot a lot of money outdoors the phone phone calls the public a team a uniform

- 1 travel
- 2 be on
- 3 serve
- 4 work
- 5 wear
- 6 deal with
- 7 be part of
- 8 work nine-to-____
- 9 work long
- 10 make
- 11 answer
- 12 work with
- 13 earn
- **14** use

		1										
		2										
					3					l		
			⁴ f	а	r	m	е	r	ls Z			
5												
				6								
	75	7										
			100									
				9								
							10					
		11										30 30
	12											
			13									
				1.4					1			

- 3 Complete the adjectives for describing jobs with a, e, i, o, u and y. Then use them to complete the table.
 - 1 challenging
- 6 str__ssf__l
- **2** b__dl__ p___d
- **7** t__r__ng
- 3 cr___t_v_
- 8 v__r__d
- 4 r__p__t__t__v__
- 9 w__llp___d
- 5 r__w_rd__ng

Positive 😃	Negative 😩
challenging	

4 1.17 Listen to three people talking about their jobs. What are the jobs? Choose two adjectives from exercise 3 which you think best describe each job.

Job	Adjective 1	Adjective 2
1		
2		
3		

will and going to

I can make predictions, plans, offers and promises.

1 Match sentences 1–5 with the decisions, offers and promises (a-e). Complete a-e with will or won't and the verbs below.

be carry have help lose 1 This bag is very heavy. 2 See you at eight o'clock. 3 You can borrow my phone. 4 I can't do this maths calculation. 5 What would you like to drink?

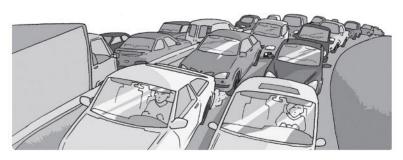
- _____it for you.
- **b** OK. I _____ late!
- c Show it to me and I _____
- **d** I ______ lemonade, please.
- e Thanks! I ______it.
- 2 Circle will or going to to complete the predictions.
 - 1 I don't think Chelsea will / are going to win the Champions League next year. Their team isn't strong enough.
 - 2 Look at those clouds. It 'II / 's going to snow.
 - 3 Kat hasn't done any revision. She won't / isn't going to pass her exams.
 - 4 That car is going much too fast! It 'II / 's going to crash!
 - 5 | will / am going to email you tonight I promise!
 - 6 Jack's holding a tennis racket. He 'll / 's going to play tennis!
- 3 Look at the pictures and complete the predictions with the affirmative or negative form of going to.



1 She fall.



2 The cat catch the mouse.



3 They_ _arrive on time. 4 Complete the mini-dialogues. Use will or going to and the verbs below.

buy close have sleep text visit

Are you going to Kim's party tonight? Kate

I'm not sure. I 1______ you this afternoon Toby

and let you know.

Zoe We've run out of milk.

Marcus | know. | 2_ some this afternoon.

It's already on the shopping list.

Alex The blue jeans are £20 and the black ones are £22.

I³_____ the blue ones, please. Issy

Fred What are you doing in the summer holidays?

14_____ my cousin in the USA. **Emily**

George It's freezing in here!

OK, I⁵_____ the window. Amy

Have you got any plans for Sunday morning? Kelly

Darren Yes, I 6_____ all morning!



4 He have lunch.



5 He win.



Listening

Changing jobs

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

Revision: Student's Book page 55 Look at the jobs and answer the questions. builder estate agent gardener journalist locksmith photographer pizza delivery man / woman police officer stunt performer surfing instructor video game developer Which job is connected with ... 1 flowers and plants? ___ 2 selling houses? _____ 3 a water sport? _____ 4 fast food? 5 cameras? 6 copying keys? _____ 7 fighting crime? ____ 8 film and TV? __ **9** computers and entertainment?

Listening Strategy

10 construction?_

11 writing for newspapers? _

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

...........

- 2 Read the Listening Strategy. Then choose the correct words and phrases to complete the sentences.
 - 1 Being a surfing instructor sounds great, but as I see it / not only that, it's quite repetitive.
 - 2 Stunt performers have to do a lot of dangerous things, moreover / such as falling off buildings.
 - 3 Photographers often travel around a lot, although / for example some of them work in a studio.
 - 4 Gardeners are not well paid, but as a result / in spite of this, many of them love their job.
 - **5** Estate agents do badly during recessions, and **nevertheless** / that's because fewer people buy houses.
 - 6 Being a builder is hard work. However / What is more, you're often on your feet all day.

3 Read the sentences and choose the correct ending, a or b.

- 1 Being a sports coach isn't well paid. On the other hand,
 - a it can be quite repetitive.
 - **b** it can be very rewarding.
- 2 Farm workers have a physically demanding job. In other words.
 - a it's often very tiring.
 - **b** it's often quite varied.
- 3 My uncle wanted to be an engineer. However,
 - **a** he worked hard and got the qualifications.
 - **b** he couldn't afford to get the qualifications.
- 4 My aunt paid for her degree by getting various part-time jobs; for example,
 - a she worked as a cleaner every evening.
 - **b** she studied hard and did well in her exams.
- 5 My grandfather worked as a police officer, a paramedic, a farm worker ... What I mean is,
 - a gardener was the job he liked best.
 - **b** he did a variety of different jobs during his life.

4	1.18	Listen to an interview with a female lorry driver
	called S	ally Stone. What did she do before she became a
	lorry dri	ver?

b	She went to college. She worked as a hairdresser. She worked at her dad's company.
-	1.18 Read the sentences below. Then listen again. re the sentences true (T) or false (F)?
1	Sally is a qualified hairdresser.
2	Sally decided to become a lorry driver because it is easier
	than hairdressing.
3	Sally and her father work in the same job sector.
4	Sally took the driving test only once.
5	Sally says most men are surprised to see a woman driving a
	lorry.
6	Sally thinks that female lorry drivers are safer than male
	lorry drivers.



Grammar

First conditionalI can talk about a future situation and its consequences.

I	Order the words in a-f and then match them with 1-6 to make first conditional sentences.	3	250	ete the dialogue using the first conditional.
			Sarah	Do you fancy going to the café later?
	1 If you don't finish your homework in time,		Claire	No thanks. If I go to the café, I 1 (fail)
	2 She probably won't finish her degree			my exam on Monday.
	3 He'll do an hour's revision in the morning		Sarah	Really? What do you mean?
	4 If she needs money over the summer,		Claire	If I go to the café, I ² (see) Cathy.
	5 If he decides to become an engineer,			If I see Cathy, she 3 (invite) me to her
	6 If I pass all of my exams,			party. If she ⁴ (invite) me to her party,
	a at university / apply / a place / for / he'll			I'll stay out late on Saturday. If I stay out
				late on Saturday, I ⁵ (sleep) all
	b teacher / happy / be / our / won't			Sunday morning. If I sleep all Sunday morning,
				I ⁶ (not do) any revision. If I
	c starts / if / well / her / business / new / doing			7 (not do) any revision, I 8
	e starts, in, wein, heir, business, herr, deing			(fail) my exam on Monday!
	d wakes / up / enough / if / early / he			
	a wates, ap, enough, in, early, ine	4	Now w	vrite a dialogue like the one in exercise 3. Use the
	e parents / give / will / me / my / a reward			of ideas below.
	e parents / give / wiii / me / my / a reward		go sho	pping → spend all my money → have to stay in on Friday
	f a /sha'll /igh /gat / part time		The Mark of the Control of the Contr	→ not see Connor → he / not invite me to barbecue →
	f a/she'll/job/get/part-time			his sister again
2	Complete the first conditional sentences. Use the present			Would you like to go shopping later?
	simple or the will form of the verbs in brackets.		Dave	I can't. If I go shopping, I won't see Connor's sister
	1 If we (not get) to the shops soon, they			again.
	(be) closed.			Really? What do you mean?
			Dave	If I go shopping, I'll spend all my money.
	2 If you (not be) ready by seven o'clock,			lf1
	I (go) without you.			
	3 It (not take) long to tidy the house if we all			
	(help).			
	4 They (not give) you your money back if you			
	(not show) them the receipt.			
	5 If the phone (ring), (you /			
	answer) it?			
	6 If the bus (be) full again, I (be)			
	really cross.	5	Compl	ete these first conditional sentences with your own
	7 What (you / do) if you (not		ideas.	
	find) your keys?		1 If I fe	eel unwell in the morning,
	8 If people (buy) all their food at the			6/
	supermarket, the smaller shops (close).) If I σ	et hungry in the middle of the night,
	9 You (find) a summer job if you		8	ections y in the image of the ingrit,
	(keep) looking.		3 If it i	rains a lot tomorrow,
	10 If the weather (be) fine tomorrow,		J 11 11 1	anis a loc tornorrow,
	we (go) for a bike ride.		1 111 £	and very unset if
	(80) 101 a blice frac.		4 11116	eel very upset if
			.	5.1 d: (III b d : 6
			5 My 1	riends will be amazed if
				W. L
			6 III b	e really happy if

5E

Word Skills

Prefixes

I can use and understand a range of prefixes.



drop-out

James Cameron i	s one of Holl	ywood's most
successful directo	ors. His 1	award winning
films include The	Terminator,	Titanic and Avatar.
When he isn't dir	ecting, he wo	orks as a scientist and
explores the deep	pest parts of	the ocean in a
² marine	. But he 3	achieved as
a physics student	, leaving uni	versity without a
degree. After wor	rking as a lo	rry driver, he then
worked in specia	l effects befo	ore becoming a
director. Some 4_	coll	eagues describe
him as a difficult	person to wo	ork with. However,
others say that he	is just a per	fectionist who tries
to 5mana	age every as	pect of his films and
sometimes 6	reacts w	hen things go wrong.

0

1 Complete the text with the prefixes below.

ex micro multi over sub under

2 Complete the sentences with the prefixes below.

co mini mis multi over post re semi

- 1 My dad is _____-retired he still works two or three mornings a week.
- **2** The company lost millions because of ____management at the highest level.
- **3** Six of my _____-workers have lost their jobs in the past year.
- **4** My last proper holiday from work was four years ago, although I've had a few _____-breaks.
- 5 If we can't find the right person for the job, we'll just have to -advertise.
- **6** She finished her university degree and then did a _____graduate qualification.
- 7 She never stops for lunch: she just drinks coffee and takes _____vitamin pills!
- **8** I don't want to sound _____confident, but I'm sure I'll be good at this job.

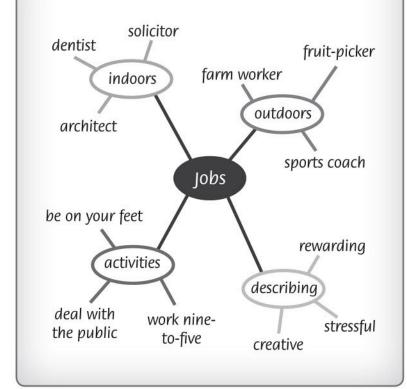
- 3 Complete the second sentence so that it means the same as the first. Use one word only, beginning with a prefix from exercise 1 or 2.
 - 1 You cooked this meat for too long. You *overcooked* this meat.
 - 2 Our team did not perform well enough last season.

 Our team _____ last season.
 - 3 I met a former school friend in a café in town.
 I met an ______ in a café in town.
 - **4** She's an expert in history after World War II.

 She's an expert in ______ history.
 - 5 I'm sorry, I typed your name incorrectly.
 I'm sorry, I _______ your name.
 - **6** They bought the house, but sold it again a year later.
 They bought the house, but ______ it a year later.

VOCAB BOOST!

You can use mind maps for groups of words that are connected. Mind maps are particularly useful for people who have a visual memory.



4 Read the *Vocab boost!* box. Add these words and phrases to the mind-map for jobs.

answer the phone badly-paid gardener hairdresser lorry driver paramedic programmer receptionist repetitive serve customers tiring well-paid



Reading

The worst jobs in the world?

I can understand a text about difficult jobs.

Revision: Student's Book page 58

1 Complete the collocations in the sentences. Use the words below.

an advertisement an application the day a degree a job a job the job a team

1 My brother has left school and is looking for _____. He'd like to work in a hotel.

2 I noticed ______ for an interesting job in the newspaper.

3 I sent in ______ for a holiday job at a fast-food restaurant.

4 They offered my mum _____ in a department store, but she decided not to take it.

5 My sister joined ______ of programmers who work on video games.

6 My brother has _____ in engineering from Cambridge University.

7 During the summer holidays I worked at a theme park and had ______ of selling ice cream.

8 Joe took ______ off work so that he could visit his mum, who is ill.

2 Look quickly at texts A–C. Match each text with the correct photo (1–3).

Reading Strategy

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

3 Read the Reading Strategy. Then complete the sentences with information from the text.

1 Jeff Haslam's job is to keep the _____ clear in London. [1 word]

2 Jeff has a _____ on his helmet because he works in the dark. (1 word)

3 Charlie Radley spends a week at a time on his ______ (2 words)

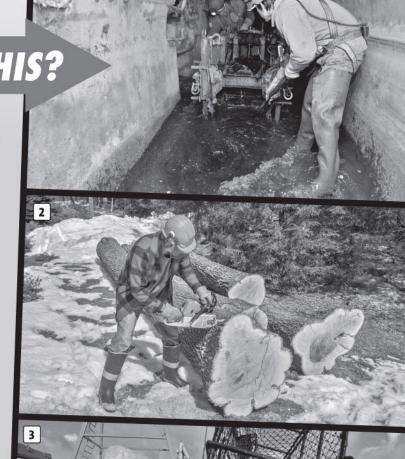
4 Charlie wants to get a different _____ in the next year or two. (1 word)

5 Sandy Smith first found out about her job on ______. (2 words)

6 Lumberjacks have to work _____ but do not earn a lot of money. (2 words)

WOULD YOU WANT TO DO THIS?

- A Jeff Haslam spends a lot of his time underground. He works in London's sewers the tunnels under the roads that carry away waste water ... and other, much dirtier things! His job is to keep the sewers clear. 'We work in teams of six,' says Jeff. 'It's very dirty work. And
 - of course we work in the dark.' He has to wear special clothes, a mask and a helmet with a light. 'The most difficult thing is clearing the fat and oil from the sewers under the Chinese and Indian restaurants,' he says. 'Last month we removed 1,000 tonnes of fat!'
- Many people like to work outdoors, but few would like Charlie
 Radley's job. Charlie lives in Alaska and works on a fishing boat.
 Each fishing trip lasts about a week. 'It's extremely cold and often stormy,' says Charlie, 'so we wear warm, waterproof clothes.'
 Charlie can earn a lot of money if they catch a lot of fish, but if they don't, he earns very little. 'I'll do this job for a year or two more,'
 - says Charlie, 'then I'm going to look for another job something warmer and drier!'
- Sandy Smith is a lumberjack somebody who cuts down trees.
 Sandy noticed an advertisement for lumberjacks on the internet.
 Lumberjacks work long hours and are not very well paid, but as
 - 20 Sandy likes to work outdoors, she decided to apply for the job. 'It's a very dangerous job,' says Sandy. 'We work with big, dangerous machines, and we're always a long way from the nearest hospital – so I'm always very careful!'



Unit 5 Ambition 57

Speaking

Choosing a jobI can compare and contrast different part-time jobs.

Revision: Student's Boo	ok page 60	4 1.19 Read the Speaking Strategy. The	
1 Complete the definiti	ons with the words below.	complete the sentences with the words	
enthusiastic flexible	friendly	although even though however nev	
good at communicatin	g honest patient	1 I know it's only four hours a day	
physically fit reliable		end of the day when I am already tired.	
1 If you're	, you don't get cross if you	2 Tenjoy working outside	the weather is often
have to wait.			thou're all at the
1.50	, you talk clearly and	3 the hours are quite long weekend.	, they re all at the
people find you easy		4 The money is slightly better too	l'm sure
	, you don't get tired easily.	the other job is right for me.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
1247	, you tell the truth.		
CHIA COMP - WILL CONTINUE TO THE	, you get on well with	5 You are going to do the task in exercise	3. Look at the two
people.	Clinoson I december of the part of the control of t	jobs below and make notes.	
	, you have a very positive	100	The state of the s
attitude to work.	unulus alala ka da laka af		199
177	, you're able to do lots of		
different things.	neonle can trust vou te		
do things.	, people can trust you to		11/2/2
do triirigs.			ALL MARIE
Read the task bel	low. Then listen to a candidate e job he chooses.	our weekend ac Hours: 10 a.m. – Sun. £6.50 an ho	6 p.m. Sat and
You want a part-time job in you're at school. Discuss the	n order to earn some money while ne two job advertisements with a o agency. Decide which job you will		
•			
Part-time waiter neede popular city-centre café. Mon – Fri. £6.50 an hour	Hours: 6 – 10 p.m.	evenings Modern A	nist needed to wor at the Gallery of art. Hours: 7–10 p.m . £8.00 an hour.
Gardener needed to wo Highfleet Hall. Hours: 8 a Sat and Sun. £6.50 an ho	a.m. to 3 p.m.	Which job do you prefer? Why this job?	
Speaking Strategy When you discuss a toni	c and give reasons for your	Why not the other job?	

www.pardistalk.ir/library

exercise 5.

6 Now do the task in exercise 3, using your notes from

opinions, try to include some complex sentences. For example, use words like although / even though,

nevertheless and however to make contrasts.



Writing

An application letter

I can write a letter applying for a job.

Preparation

1 Put elements 1–6 in the correct place	s (A–F) in t	the letter.
---	--------------	-------------

- 1 the address the letter is going to
- 2 the writer's name
- 3 the writer's address
- 4 the date
- 5 the writer's signature
- 6 the person the letter is going to

A B C D
Dear Sir or Madam,
Application for the post of receptionist
I noticed the advertisement for a receptionist on your website and ¹ the post.
In the autumn I am going to study French and Spanish at university. ² a job where my languages will be useful.
³ working in a hotel. Last summer ⁴ a waiter in a hotel restaurant. Furthermore, I believe I possess the personal qualities necessary for the post. I am friendly and reliable. ⁵ with guests in French and Spanish.
I am enclosing my CV and a reference from a teacher. 6 start work on 1 July.
I look forward to hearing from you.
Yours faithfully,
E F

- 2 Complete gaps 1–6 in the letter with these phrases.
 - a I am looking for
 - **b** I am also able to communicate
 - c I have some experience of
 - d I am writing to apply for
 - e I will be able to
 - f I worked as

3	Comp	lete	the	summary	of	the	letter.
---	------	------	-----	---------	----	-----	---------

The writer	is applying for the job	of¹		
He saw the	e advert ²	He thinks that his		
3	will be useful t	for the job. He has		
experience	of working as a 4	He thinks he i		
5	and ⁶	He is sending his		
7	and a reference	e with the letter and can		
start work	on ⁸			

Writing Guide

Writing Strategy

When you write a formal letter:

- Start with: *Dear (Mrs White)*, if you know the name of the person, or *Dear Sir or Madam*, if you do not.
- You can include a subject line at the start, similar to the subject line of an email.
- Write in paragraphs. One-sentence paragraphs are fine for opening or closing an application letter.
- Do not use colloquial language or short forms (*I'm*, there's, etc.).
- Finish with *Yours sincerely*, if you used the person's name at the start, or *Yours faithfully*, if you did not.

•

4 Read the Writing Strategy above and the job advertisement below. Write a letter applying for the job. Follow the paragraph plan below.



Friendly and hard-working sales assistant required for busy music shop. July and August only. 9.00 a.m. – 5.30 p.m. six days a week. Apply enclosing your CV.

Paragraph plan

- A what the job is and how you found out about it
- B why you are interested in the job
- C why you are the right person for the job
- **D** what you are sending with the letter and when you can start work
- E what you would like to happen next

	CHECK YOUR WORK	
0	Have you	
	☐ laid out the letter correctly?☐ used appropriate language?☐ checked your grammar and spelling?	
- (

Review Unit 5

Vocabulary	3 Complete the sentences with the words below.		
1 Match the jobs with the statements.	answer deal earn (×2) on my feet travel wear work		
architect cleaner dentist paramedic pilot	1 I am an international businesswoman. I'm almost never a		
receptionist sales assistant sports coach travel agent	home because I a lot. I don't mind, though,		
	because I a lot of money.		
1 'I design beautiful houses and large buildings.'	2 As a receptionist, I the phones and		
2 'I great people when they first some into our offices'	with the public.		
2 'I greet people when they first come into our offices.'	3 I'm a doorman in a hotel, so I have to a		
2 (Lucele and Lean Heart teleparately and the middle and bear	uniform, and I long hours.		
3 'I wash and vacuum floors, take out the rubbish and keep	4 I am a cook in a fast-food restaurant, so I'm		
things tidy.' 4 'I can help you find the right clothes to suit you.'	all day. I don't a lot, but I enjoy the job.		
4 Tean help you find the right clothes to suit you.	Mark: /8		
5 'I think that being in charge of an aeroplane full of people	A Match the jobs helevy with definitions 1 0		
can be stressful, but I love my job.'	4 Match the jobs below with definitions 1–9.		
6 'I do everything I can to help the players on my football	builder estate agent groundskeeper journalist		
team succeed.'	photographer pizza delivery man police officer		
7 'I need to stay calm in emergencies and do everything I can	stunt performer video game developer		
to help people who are hurt.'	This person:		
8 'Strong teeth are important to your health – and my job is	1 helps people buy and sell houses		
to look after them.'	2 constructs houses and other buildings		
9 'I help people to find just the right holiday for them.'	3 writes about current events for the media		
	4 takes care of a big outdoor area such as a football pitch.		
Mark: /9	5 performs difficult physical tricks for films and TV.		
2. Complete the conteness with the words helevy	benomina difficult physical tricks for films and 1 v.		
2 Complete the sentences with the words below.	6 takes pictures with a camera.		
badly-paid creative repetitive rewarding	7 makes sure people follow the law		
stressful tiring well-paid	8 designs fun digital entertainment		
1 My job as a solicitor is so that I can't always	9 takes a type of fast food to people's houses.		
relax after work.	Mark: /9		
2 I am so that I don't have enough money to	Mark. /		
go out with my friends.	5 Complete the text with the words below.		
3 As a hairdresser, I'm on my feet all day. It's really	have join looking for offer noticed sent in take		
4 I work on the same machine in a factory every day, and it	James James Committee Comm		
becomes very	+ +		
5 It's very to be a teacher and see my students	No one likes ¹ a job, but when you're		
improve every day.	unemployed, that's all you can do. This is my second		
6 You might think a musician's work is always,	experience of unemployment in ten years. A lot of things		
but there is a lot of repetition too.	were different the first time. Then, when I ²		
7 Bankers are usually very, and some people	an interesting advertisement in the paper or online, I		
think they earn too much money.	completed and 3 an application. Then I		
	waited. Nowadays, I 'network'. I use social media to tell		
Mark: /7	people in good companies what I can do. They don't		
	usually 4 me a job, but they often know about		
	available jobs. I always explain that I want to 5		
	a team and that I rarely ⁶ a day off sick. I		
	mention the fact that I ⁷ a degree in English.		
	I usually say that I'm flexible and a team player, and this		

seems to help a lot.

Review Unit 5

Word Skills

- 6 What are the sentences about? Add a prefix to the words in bold to make one word with the same meaning as the sentence.
 - 1 He was her **husband**, but now he isn't. __
 - 2 We are workers in the same company.
 - **3** We took a small **bus** to the hotel.
 - 4 There is an extremely small **processor** in your phone.
 - 5 I hope they don't **interpret** what I say in the wrong way.
 - 6 He is a great performer. He's talented in many ways.

 - 7 We need to **do** this again it isn't right. ___ 8 Don't work too much! _____

10

Grammar

- 7 Complete the sentences with will or going to and the verbs in brackets.
 - 1 The sky is so black! It _____
 - 2 Are you busy? I _____ the phone for you. (answer)
 - _____for a year before I start 3 I've decided that I university. (travel)
 - 4 Yes, take the job. I don't think you _____ it. (regret)
 - 5 | promise | ______ you every day while I'm away. (text)
 - 6 I can't keep quiet. I _____ my boss what I think. (tell)

Mark	16
Mark:	10

- 8 Combine the two ideas to make first conditional sentences.
 - 1 (I / be so happy) (I / get the job)
 - 2 (it / be badly paid) (I / not take the job)
 - 3 (he / have to move to London) (he / accept the job?)
 - 4 (you / have your own office) (you / get a promotion)
 - 5 (your parents / give you some money) (you / buy a house?)
 - 6 (she find a better job) (she / leave the company)

Mark:	16
1 1 1011 111	

Use of English

9 Choose the correct answers.

Tom finished university last June, and now he is 1_ for a job. He has a good degree and he's ready to work hard, but of 2 it isn't easy to find a job when you don't have much experience. Some friends suggested that he should try to get a job teaching English in another country, and he 3_____ about it. He knows that he will have to leave his friends, and he will have to work ____, but he is definitely going to apply to some schools in southern Europe. If he is accepted, he 5_____ the job for a year and see if he likes it.

- 1 a looking **b** trying
- 2 a certain **b** sure **c** course
- 3 a thinks **b** is thinking c thought 4 a hours **b** times **c** periods
- 5 a is taking **b** takes c will take

Mark:	/5
Total:	/65

c finding

I can ...

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

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

	*	**	***
I can talk about jobs and work.			
I can make predictions, plans, offers and promises.			
I can use signpost phrases to predict what I'm going to hear next.			
I can talk about a future situation and its consequences.			
I can use and understand a range of prefixes.			
I can understand a text about people's ideal jobs.			
I can role-play a conversation about holiday jobs.			
I can write a letter applying for a job.			

Exam Skills Trainer

Reading

Strategy

Sometimes you need to match questions with paragraphs in a reading text. Read each paragraph quickly before you look at the options and try to think what question the paragraph is answering. Then look at the options to see if your idea is there.

1 Read the Strategy. Then read the paragraph below and think of a question that it might answer.

Although four out of five wildfires are caused by people, nature also plays a part. Dry weather, hot temperatures and strong winds combine. Then all you need is a spark in the form of lightning, a broken power line, or a burning campfire. The fire can then last for weeks and spread across thousands of kilometres of land.

- 2 Read the text and match the interview questions A–F with paragraphs 1–4. There are two extra questions.
 - **A** What is the most dangerous part of being a firefighter?
 - **B** What is the most important personal quality for a firefighter?
 - C How physically fit do you have to be?
 - D How did you become a firefighter?
 - E Why did you decide to become a firefighter?
 - F What other skills do you need?



I'm Jack Gomez, and I'm a firefighter in California. I remember watching an interview with a firefighter pilot when I was a child. He'd been fighting a fire for about five days. He was exhausted, but he was still there, talking about how many lives were being saved. He was so optimistic and committed that I thought that I wanted to do the same thing. And I never changed my mind.

I did a training camp to get my wildfire qualification card – you can't fight fires in the US without one. I learned how to light controlled fires, and how to put them out again. I also learned how to use all the equipment. The camp was really hard, but I passed first time – which was a big relief to me! After that I applied for a job, and I was lucky enough to get one.

3 _____

One of the things you have to do in the early days is the pack test. This consists of a five-kilometre walk while carrying a backpack that weights twenty kilograms. You must be able to complete it in forty-five minutes or less without jogging or running. This shows how strong you are. If you can't do this, how can you carry the heavy fire equipment, or fight fires in difficult conditions for hours at a time?

4 ____

You can be out alone in vast forests and national parks, and sometimes the smoke is so thick that you can hardly see. So it's important to be able to know where you're going, to be able to map read, and to use a compass. Also, you must know how to put up a tent, cook outdoors, drive a truck, and have other basic survival skills.

Listening

Strategy

Before you listen, read the sentences carefully and try to think about what sort of information you need to listen for. It might be a name, a number, a place, a date, an object, or something else.

3 Read the Strategy. Then read the sentences in exercise 4 and write what kind of information you need to listen for.

1	
2	
3	
4	
5	
6	
7	
0	

4 1.20 Listen to the recording twice and complete the gaps in the sentences with 1–3 words.

1	The teacher is talking to students who are in their
	year at school.

2 Students will make university applications in

3	After their exams, s	ome students might take a year off	to
	work		

- **4** There will be additional classes for the students about careers and ______.
- 5 The first talk is about banks and will be given by

6 The speaker advises some students to get a

- 7 Any students' parents who would like to help should phone: ______.
- 8 Students should go to _____ on Monday to hear the talk about banks.

Exam Skills Trainer

Use of English

Strategy

When you have finished, check your work. Read the completed sentences carefully and make sure that the meaning is the same as in the first sentences.

......

5	th	ead the Strategy. Then complete the second sentence so nat it has a similar meaning to the first. Use between two nd five words, including the word in brackets.
	1	I'm too short to reach that book on the top shelf. (not) I'm to reach that book on the top shelf.
	2	The manager had a good idea about the new project. (came) The manager a good idea about the
		new project.
	3	Jack really wants a job in advertising. (keen) Jack find a job in advertising.
	4	We only ate a few sandwiches so there are a lot left. (eat)

5 It's raining, but Kelly is still going for a swim. (spite) Kelly is still going for a swim _____ rain.

sandwiches so there are a lot left.

Speaking

Strategy

When you compare two pictures, you can describe what is happening, and you can also speculate about what might be happening, or what you think has just happened / might happen next.

6 Read the Strategy. Then complete the phrases you can use to speculate with the words below.

e	kpect	judging maybe me probably say	
1	Ī	he's well-paid.	
2		by his expression, I'd	_he's
	prepa	aring for an important meeting.	
3	To _	, he looks as if he's stressed, but	
	1	he's just concentrating.	
4	He's	feeling stressed.	

7 Read the exam task and talk about the pictures.

These two photos show people doing different jobs. Compare and contrast the photos. Include the following points:

- the places and the activities
- the people and their feelings
- what might happen next.
- Answer the questions. • Which job would you prefer? Why?
- What job do you want to have when you are older? Why?





Writing

Strategy

Remember to address all the points given in the task and think carefully about how formal or informal your writing needs to be.

8 Read the Strategy. Then read the exam task and tick () the points 1-8 that you could include in your application.

ı	A friend told me about the job.
2	My friend is also applying.
3	I'm not a very sporty person.
4	I've done baby-sitting a lot in the past.
5	I'm not free in August. 🗌
6	My interests include football and tennis.
7	We did First Aid training at school last year.
8	My plans are to do sports science at university in the
	autumn.

- 9 Read the advertisement and write your application. Include the points below.
 - how you found out about the job
 - your current situation
 - why you would be suitable
 - a request for further information

Do you like sport? Are you interested in working with children? We are looking for teenagers to help run sports and games for children during the summer holidays. Enthusiasm, a sense of fun and the ability to work well in a team are all important.

Please send your application by email to info@marstonleisure.com.

Vocabulary



Worth a visit

I can describe visitor attractions.

1 Complete the visitor attractions.





2 a





4	W	
	p	





6 C











10 t

	P (11	
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2				***	11		1 1	
/	Answer	the	dijections	W/ITh	the	words	nei	ΩM
files:	WII 2 AACI	LIIC	questions	AAICII	LIIC	WOIGS	DCI	OVV.

5 get a great view of a city? ___

7 see unusual trees, plants and flowers?

6 see fish and sharks?_

decide to visit?

	quarium botanical gardens museum palace eme park tower national park				
W	here can you				
1	enjoy nature and see exotic plants?				
2	learn about interesting old objects?				
3	see where members of the royal family live?				
4	go on exciting rides?				

3 1.21 Listen to four tourists booking excursions. Which

type of attraction from exercises 1 and 2 does each tourist

Tourist 1		
Tourist 2		
Tourist 3		
Tourist 4	Time:	

4 1.21 Listen again. Complete the sentences with the adjectives below. There are four extra adjectives.

atmospheric beautiful busy crowded disappointing expensive impressive peaceful remote romantic spectacular touristy

		ote romantie spectacaiai toai	iscy
1	а	I imagine it's quite	
	b	The ruins are far more	at night.
2	a	The market looks	·
	b	The market isn't as	on Fridays.
3	a	All the temples are more	these days.
	b	And the excursion is quite	, l'm
		afraid: £30.	
4	a	The evening excursion is much le	SS
	h	And it's more	in my oninion

Present perfect

I can talk about recent events.

1 Complete the sentences with the verbs in brackets. Use the present perfect.

1	Poor Jeff. He	(break) his ar
2	Look! The sun	(come out).
2	John	(not visit) Italy

_____ (not visit) Italy.

the verbs below.

- 4 Oh dear. I _____ (lose) my dictionary.
- **5** We _____ (not finish) our homework. 6 Harry _____ (not read) the Hunger Games
- books, but he'd like to. 2 Complete the postcard with the present perfect form of

be be buy go not go not rain take visit



Dear Amy,	AIR MA
We 1	in the USA for
two weeks. The weath	ner ²
fantastic – it 3	once!
We 4	two cities — San Diego
and Los Angeles. Nov	v we're in San Francisco. It's
a great city. We 5	shopping,
and 16	some clothes.
[7	lots of photos, which I'll
upload to my blog later	r.We 8
to Alcatraz island yet	- we're going there tomorrow.
I'm really looking forward	ard to it!
Love, Rose	

Amy White O Oxford Road Abingdon lΚ

- 3 Hannah is on holiday in Greece. Write questions and answers about the things she has and has not done.
 - 1 visit Athens X
 - 2 spend lots of money ✓
 - 3 go windsurfing ✓
 - 4 read lots of books X
 - 5 swim in the sea ✓
 - 6 send many postcards X

Has she visited Athens? N	o, she hasn't.
---------------------------	----------------

2	??	
3	??	
4	??	
5	??	

4 Choose been or gone.

- 1 'Where's Dad?' 'He's been / gone to work.'
- 2 Joe has been / gone to town. He'll be back at about six.
- 3 'Have you ever been / gone surfing?' 'No, but I'd like to
- 4 You're late. Where have you been / gone?
- 5 I'd love to visit Paris again. I haven't been / gone there
- 6 Joe was here a moment ago, but now he's been / gone.
- 5 Complete the sentences with *for* or *since*.

1	I've had this watch	_ my birthday.
2	Kate has known Pete	ten years.
3	We've been in Italy	_ last Tuesday.
4	I've lived in Newport	I was born.
5	I haven't been well	_ a few days.
6	My parents have been married _	1990.

- 7 I haven't seen Mark _____ a long time.
- 6 Write questions with How long? Use the words in brackets. Then write two answers: one with for and one with since.
 - 1 I work as a tourist information officer. I started working there a year ago. (you / be) How long have you been a tourist information officer? For a year. / Since last year.
 - 2 I bought this motorbike in 2012. (you / have)

3	Liam met Susan three years ago. (Liam / know)	

- 4 Harry moved to Bath in 2010. (Harry / live)
- 5 Jo and Lizzie are sixteen and started learning English when they were ten. (they / study)
- **6** My brother started at Cardiff University in September. (he / be)



Listening

Check your ticket!

I can understand and use emphatic stress.

Listening Strategy

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

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

'Does the plane arrive at nine?' 'No, it arrives at five.'

'Dave's in Paris.' 'No, he isn't. He's in Rome.

- 4 1.23 Listen and check your answers to exercise 3.
- 5 1.24 Listen to a true story. Look at the map and identify the route Sandy Valdivieso and her husband flew. Is it 1, 2, 3
 - 1 They flew from A to B to C to D.
 - 2 They flew from A to C to D to B.
 - 3 They flew from A to C to D to C to B.
 - 4 They flew from A to C to D to C to A.

- 1 1.22 Read the Listening Strategy. Then listen and underline the stressed word in the sentences below.
 - 1 Actually, I ordered the chicken pasta.
 - 2 I need two seats near the front of the plane.
 - 3 No, there's a bus to the cathedral.
 - 4 I'd rather go to the castle first.
 - 5 The market is very touristy.
- 2 1.22 Listen again. Decide which sentence came before each sentence in exercise 1: a or b. Only one option makes sense with the stressed words.
 - 1 a Here's your chicken curry, madam. [
 - **b** Here's your vegetable pasta, madam. [Actually, I ordered the chicken pasta.
 - 2 a I've booked you two seats near the middle of the plane.
 - **b** I've booked you a seat near the front of the plane. I need two seats near the front of the plane.
 - **3** a Do we have to walk to the cathedral?
 - **b** Is there a bus to the palace? No, there's a bus to the cathedral.
 - **4 a** Let's go to the castle later.
 - **b** Let's go to the museum first. I'd rather go to the castle first.
 - **5** a The market is a good place to visit, isn't it?
 - **b** The whole city is really touristy, isn't it? The market is very touristy.
- 3 Read the mini-dialogues and underline the word you need to stress in each of B's lines.
 - 1 A Did you get a new smartphone for your birthday?
 - **B** No, I got a new camera for my birthday.
 - 2 A Did you have a good time in Egypt last month?
 - **B** We went to Morocco last month.
 - 3 A Did you book a double room for three nights?
 - **B** No, I booked a single room for three nights.
 - 4 A Shall we go by taxi or by bus?
 - B Let's go by taxi.
 - **5** A I think the zoo is closed in December.
 - **B** No, I checked it's open in December.

- Istanbul Los Angeles Dhaka Dakar
 - 6 1.24 Listen again. Are the sentences true (T) or false (F)?
 - 1 Sandy Valdivieso and her husband wanted to visit Africa, not Asia.
 - 2 Their journey went wrong because an employee made a mistake at the airport in Istanbul.
 - 3 They realised something was wrong as soon as the plane left Istanbul.
 - 4 They saw the location of the plane on a map while they were flying.
 - 5 They were in Bangladesh for more than twelve hours.
 - **6** Turkish Airlines don't agree that they made a mistake.

Contrast: past simple and present perfect

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

1	Choose the correct	verb	form	(a or	b) in	the sent	ences.

- 1 to the west coast of Ireland? It's beautiful.

 - **a** Did you ever go **b** Have you ever been
- 2 I ___ a lot of interesting cities in my life, but I think New York is my favourite.
 - a 've visited
- **b** visited
- 3 | __ Mexican food a few times, but it's too spicy for me.
 - **a** 've tried **b** tried
- 4 You should get your postcard soon. I ___ it a week ago.
 - **a** 've posted **b** posted
- 5 My dad ___ about two hundred photos on this holiday so far.
 - a has taken
- **b** took
- **6** ___ any souvenirs when you were in Canada?
 - a Have you bought
- **b** Did you buy

2 Complete the email. Use the present perfect or past simple form of the verbs in brackets.

To: anna@email.com		
Dear Anna,		
I'm on a coach tour of Europe with my parents. So far we 1 (visit) two cities – Paris and Amsterdam. We 2 (start) the tour in Paris. 3 you (go) there? It's beautiful. The first day we 4 (go) up the Eiffel Tower. The view was		
incredible. I ⁵ (never / see) anything like it. Now we ⁶ (arrive) in Florence, in Italy. Yesterday		
we 7 (explore) the old town on foot. Then we 8 (climb) up the Campanile, which is a really tall tower. There were 414 steps, but it was worth it.		
Next, we're going to Rome. I 9 (read) all about it last night and am really looking forward to it. I hope you're enjoying the summer. The weather here 10 (be) fantastic.		
Love Daisy		



3	Complete the sentences with has / have been, has / have	e
	gone or went.	

- 1 Lucy isn't at home. She's gone to the sports centre.
- 2 We haven't had a holiday this year, but last year we to Brazil.

3	We've got plenty of food – I	to the
	supermarket vesterday	

- supermarket yesterday. 4 She knows Madrid very well. She _____ there
- lots of times since she moved to Spain.
- 5 I love water sports. I _____ surfing in lots of different countries.
- **6** I hope Toby is enjoying the summer. He ____ to Italy for six weeks.

4 Complete the mini-dialogues. Use the correct present perfect or past simple form of the verbs in brackets.

1	Α	ever	(you / have) a holiday
	in Turke	ey?	
	D 1/- 1		/ 1\ 1 \ 1

- ____ . I _____ (spend) two weeks B Yes, I there last year.
- A Which cities _____ (you / visit)?

B Only two. We _____ (start) in Istanbul and then _____ (travel) to Izmir.

- **2** A ______ ever _____ (you / try) an extreme sport?
 - **B** No, I _______. But I ______ (learn) to ski last winter.
 - **A** Really? ______ (you / enjoy) it? **B** Yes, I _____ . In fact, yesterday I _____
 - (book) my next skiing holiday!
- _____ ever _____ (you / go) on a coach tour?
 - **B** Yes, we ______ . We _____ (go) across the USA by coach last July.
 - **A** How long ______ (it / take)?
 - B Three weeks. We _____ (stop) at lots of interesting places on the way.
- **4 A** ______ ever _____ (you / eat) insects?
 - **B** Yes, I ______. I _____ (buy) a bag of insects as a snack in Thailand. But I _____ (not enjoy) them very much.

Word Skills

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

•	→	۵ ۵
	News Jet2.com	
,	At Manchester Airport, an eleven-year-old boy has managed walk through all the security 1 and fly to Ro He did not have a passport or a boarding 2	ome.
	According to news reports, Liam Corcoran was with his month a nearby shopping 3 when he decided to con his own. He went to Manchester Airport, where he success reaching the departure 4 without having ticket or any other kind of document. Because it was high a fine foliation without having ticket or any other kind of document. Because it was high a fine foliation with the fine foliation with the fine foliation with the fine foliation of the captain the fine foliation with the fine foliation w	the oy and
	Complete the text with the words below. centre checks class crew lounge pass season Match the two halves of the compounds. 1 flight a belt 2 low b room 3 passport c attendant 4 first d season 5 flight e number 6 online f check-in 7 seat g control 8 hand h class 9 baggage i luggage 10 single j carousel Complete the sentences with the compounds in exercise 2. 1 As his four-year-old son sat down on the	 When you record new nouns, look for compounds which include those nouns. You can sometimes find these compounds under the same dictionary entry, but sometimes they have their own entries. 4 Read the Vocab boost! box. Study the dictionary extract below and answer the questions. 1 How many compounds are there in total? 2 How many separate entries are there? baggage /ˈbægɪdʒ/ noun [U] bags, suitcases, etc. used for carrying sb's clothes and things on a journey: excess baggage (= baggage weighing more than the airline's allowed limit) ◆ I went to wait for my suitcase at baggage reclaim. SYN luggage baggage room (US) = left-luggage office
	 Our	 5 Use a dictionary to find compounds that include these words. 1 bus:
	8 Using can save you time at the airport. 9 Hotels are a lot cheaper during	

when

10 You must wear your _

the plane is taking off and landing.

Reading

Holidays without parents

I can understand a text about a holiday without parents.

Revision: Student's Book page 69

Complete the holiday-related compound nouns. Use the words below. Which of them are written as one word?

back	camp	pen	sun	sun	sun	travel	travel
1		guid	de	5 _		ра	ck
2		bur	n	6 _	glasses		
3		frie	nd	7 _	site		
4		crea	am	8 _		pr	ogramme

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

1	Sam's parents chose his holiday.	L
2	Sam had a frightening experience.	
3	The weather was good during Harriet's holiday.	
4	Harriet's holiday was shorter than she expected.	Γ

Reading Strategy

Do not assume that because a multiple-choice option contains words from the text, it is correct. Focus on meaning, not on individual words.

Treat each option as a true or false task in order to find the option that is true.

- 3 Read the Reading Strategy. For questions 1–4, choose the correct option (a-d).
 - 1 When Sam's brother was twelve, he and his cousin
 - a did not enjoy their trip together.
 - **b** had a terrible holiday, but got over it quickly.
 - c went camping near the River Thames.
 - d went canoeing with his parents.
 - 2 On Sam's first holiday without his parents, he
 - a walked all the way to the Lake District.
 - **b** had to hitch-hike across some mountains.
 - c kept warm, but couldn't keep dry.
 - d ate less food than he wanted to eat.
 - 3 Harriet
 - a went on holiday with six friends.
 - **b** has been on one holiday without her mum and dad.
 - c arranged accommodation before the holiday.
 - **d** had a miserable time from the start of the holiday.
 - 4 The holiday taught Harriet
 - a that it's best to take a map with you when you go backpacking.
 - **b** never to go backpacking in Britain.
 - c why backpacking in Britain in March isn't popular.
 - **d** to check the weather forecast before a holiday.

Have you ever been on holiday without your parents? Would you like to? Read this before you decide ...

SAM

I come from a strange family. My parents have always believed that we should learn to look after ourselves from an early age. That included holidays. I remember my poor brother went on a canoeing trip on the River Thames with a cousin when they were both just twelve years old. They had a miserable time and have never 5 really recovered from the experience. When I was fifteen, they decided I was old enough to go on holiday with just my best friend. 'You're going to hitch-hike to the Lake District with a tent and a backpack; you're going to camp, up in the mountains, for a week; and then – if you're still alive – you're going to hitch-hike back again.' So we hitch-hiked for hundreds of kilometres, we camped, we got 10 cold and wet and scared, and couldn't afford to buy enough food. But, against the odds, we survived

HARRIET

- 15 I've been on a number of holidays without my parents, but the first holiday was two years ago, when I was sixteen. Six of us decided to go backpacking in Wales during the school holidays. I booked cheap hotels before we left. The first
- 20 two days were fine. But at the end of the second day, we lost our way. It was pouring with rain and it was getting dark. We eventually came to a farmhouse and knocked on the door. We were so dirty and wet that they didn't let us into the
- 25 house. We had to wait in the garage! But they let us phone the hotel. Anyway, the hotel manager kindly sent a car for us. But the next day it was still raining so we decided to take the train home. I've learned why no one goes backpacking in
- 20 Britain in March it rains non-stop and the fields are covered in deep mud. I've never had such a miserable time! My holidays since then have been in warm places with dry weather!



Speaking

Planning a holiday I can discuss and plan a holiday trip.

1 Complete the tourist attractions with <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> and <i>u</i> .	3 Complete the sentences with the words below.
1 m_n_m_nt	about buy nice park repeat
2 m_s_c_l	say town walk worth
	1 The nicest restaurant is in the centre.
4 fstvl	2 What the hotel near the station?
5 crnvl	3 There's a little hotel in the Old Town.
6 chrch	4 It's near the cathedral, which is also a
7 cncrt	visit.
8 sqr_	5 Sorry, did you 'Indian restaurant'?
9 thtr	6 Could you that, please?
10ld twn	7 The cathedral near the is very historic
11 rstrnt	and atmospheric. 8 We can or we can take the tram.
12 prk	9 We could always a travel card.
13 sh_pp_ng d_str_ct	
14pr_ hs2 Put the phrases into the correct groups.	4 1.25 Listen to two people discussing a trip to a city. Choose the correct answers.
	1 They choose the more expensive / cheaper hotel.
Do you fancy? Either suggestion is fine by me. I don't mind. I don't think that's a great idea.	2 There are a number of restaurants that serve local /
I like that idea. I'd rather not. It would be nice	foreign food.
I'm not sure about that. I'm not very keen on that idea.	3 They decide to buy / not to buy a travel card.
Let's do that. Shall we? Yes. Why not?	•••••••••••
That sounds like a great idea. That's a really good plan.	Speaking Strategy
They're both good ideas. We could always Let's	If you don't understand something someone has said,
What a good idea! What about? Why don't we?	don't panic! Ask for clarification. You can use these phrases:
Making suggestions	Sorry, did you say? Could you repeat that, please?
1	_ Pardon? Sorry, what does 'tourist attraction' mean?
2	***************************************
3	
4	
5	You are planning a trip with a friend to a famous town in
6 Accepting a suggestion	your country. Discuss the trip with your friend and agree on:
	 places to stay ways to travel around
7	interesting buildings, good restaurants
8 9	monarieres, etc.
10	2 TOTAL PROPERTY OF THE PROPER
11	
12	
13	
Declining a suggestion	
14	-
15	3 14/1-12-11-1-1-1-1-1-1-1
16	_,
17	4 Are there any good places to eat? Type of food? Where?
Expressing no preference	First recommendation:
18	
19	Second recommendation:

6 Now do the task from exercise 5 using your notes.

20



Writing

A holiday blog

I can write a holiday blog post.

Preparation

1 Complete the collocations with the verbs below.

bu	y eat go go hire lie play visit				
1 .	for a walk / for a bike ride / on a boat trip				
2	souvenirs				
3	a castle / a mosque / a museum				
4	a car / a kayak / a bike				
5	table tennis / beach volleyball				
6	abseiling / mountain biking / surfing /				
9	shopping / kayaking				
7	on a beach				
8	out				

2 Read the blog post. Find two more activities you can add to 1-8 in exercise 1.

7.35 pm @Sam2020
Having a great time on our cycling tour of Provence on the South of France. We arrived on Saturday after a long journey on the train from London. We've cycled about 150 km since Saturday morning and 'm exhausted! Danny is tired too, but he's fitter that am. The countryside is beautiful, but there are lots of hills!! The weather has been warm and sunny maybe a little too hot for me. We've stayed at a different place every night so far. Two nights ago we stayed at a farm, and last night we stayed in a smanted. Staying in a castle tonight, which is amazing! Tomorrow, we're visiting a lake. It's quite a long way from here, in the mountains. We'll stay there a lafternoon and go swimming. Looking forward to it! 'Il post again in two days.

Writing	Strateg	v

In informal style (e.g. in emails, blogs and postcards) we can omit sentence subjects I and we.

Must go now! Wish you were here!

With the present continuous, we can also omit the auxiliaries am and are.

Having a great time in Italy!

However, only do this once or twice in a text. Do not omit every instance of I and we.

3	Read the Writing Strategy. Then find these sentences in the
	blog post. What word or words did the writer omit from
	the start?

1	having a great time on our cycling tour
2	staying in a castle tonight
3	looking forward to it!

- 4 Read the sentences below. Cross out the words which could be omitted to make them more informal.
 - 1 I wish I could stay here longer!
 - 2 I'm taking lots of photos to show you.
 - 3 I'll see you soon!
- 5 Read the task. Then prepare to write your blog post by inventing answers to questions 1-5 below.

You are on holiday with a friend, touring around a country. Write a blog entry with information about:

- where you are touring and how you are travelling
- the weather
- some places you have stayed
- something you plan to do in the next few days.

1	Where are you touring?
2	How are you travelling?
3	What is the weather like?
4	Where have you stayed?
5	What are your plans?

Writing Guide

6 Write your blog post using your notes from exercise 5.

	CHECK YOUR WORK
0	Have you
	 included all the information in your plan? omitted the first word(s) from one or two sentences to make the style more informal? checked your spelling and grammar?

6

Review Unit 6

1 What tourist attractions would these people like to see?

Vocabulary

what tourist attractions would these people like to see?	burn cream friend glasses guide pack site
Match the attractions below to the people (1–8). aquarium botanical gardens harbour market	1 put on plenty of sun, but still got sun!
palace national park temple theme park	2 I bought a lovely pair of sun at the market.
1 Your friend loves old buildings and stories of kings and queens	I'm going to wear them on the beach.
2 Your cousin likes watching boats coming and going.	3 The camp was full, so we had to sleep in our car.
Your mother wants to shop for local goods.	4 My back was so heavy I could barely walk!5 I went to Manchester to meet my pen from
4 Your friend enjoys going on fast, scary rides.	primary school. 6 I never carry a travel because I like to
Your aunt is interested in rare plants and flowers.	discover things on my own. Mark: /7
6 Your brother wants to see exotic fish and sea creatures.	4 Complete the words.
7 Your uncle likes visiting religious buildings.	1 You can see famous paintings here.
8 Your sister wants to see beautiful countryside preserved in its natural state	 There's lots of singing and dancing in the street. c You can hear lots of different bands and singers here.
2 Steve is writing in his journal about a place he is visiting. Complete the journal entry with the words below. atmospheric cheap crowded disappointing historic impressive remote touristy	 4 You can see plays and shows here. t 5 It's a large, open space in a town, with buildings around. s 6 It's the part of the town with lots of historic buildings.
We've been here for two days. We're staying in a hotel. It was built in the 17th century.	ot 8 You can see exotic animals here. s p
The public rooms are very ² , with lots of valuable furniture and paintings. But after seeing those, the bedrooms are ³ – very small and	Mark: / 8
dark. It's not ⁴ either. It costs much	Word Skills
more money than I planned to spend! The location of the hotel is rather ⁵ , so you have to hire a	5 Match the words in A with the words in B to make compound nouns. Then use them to complete the texts.
car or motorbike to get to town. Most of the town is very 6 With narrow alleys and old stone	A bag boarding check-in departure flight
houses, it sometimes feels like you're in a film. The main	hand baggage passport window
market, though, is extremely ⁷ You can only buy silly hats, scarves and 'hand-made' dolls. The	B attendant desk carousel control drop gate luggage pass seat
market and the main square are also very	
8 It's almost impossible to walk	There is so much you son do on your commuter before a
around because of all the people.	There is so much you can do on your computer before a flight that you no longer have to go to the '
Mark: /8	when you arrive at the airport. If you have printed your ² , you can leave your luggage at the

3 Complete the compound nouns in the sentences with the

17

/8

and go directly to the 4

words below.

Review Unit 6

talk to the 6, and	
	vou can reach vour
7 in the authorized	you culticacit your
in the cupboard	above your seat if you
need it. Also, at the end of the flight	you can get off the plane
faster, pick up your luggage from the	e ⁸ , get
through 9 and star	rt enjoying your holiday.

6 Complete the sentences with the correct present perfect

Grammar

fc	orm of the verbs in l	orackets.
1	We	(visit) several galleries in New York s
		ore we want to see.
2	Stanley	(not be) in the choir for long, but
	his singing is outst	anding.
3	(you / be) to the zoo in Taipei? It's
	amazing.	
4	How long	(you / live) in Barcelona?
5		(not see) James since we left secondary
	school. It will be gre	eat to catch up with him.
6	You	(not call) Sam. Is there a reason?
	He's waiting to hea	r from you.
7	100 A	ne (go) to the shops.
	She'll be back soon	1
8	1	(be) to Paris three times.
		Mark: /

7 Complete the email with the correct past simple or present perfect form of the verbs in brackets.

\boxtimes	Hi Lisa!	
	We 1	be) in Siena for three days. I really
	love it now, although	I ² (not like) it much at
	first. We 3	(arrive) very late on Wednesday
	night and we 4	(discover) that our room
	reservations 5	(not exist) and that the hotel
	6(not	have) any other rooms available.
	1 7 (de	al) with the owners of many small
		ears, but I 8 (never meet)
	one as kind and ger	erous as Signora Tenaglia.
		(call) all over town until she
	10(find	l) a really nice room for us, and she
		ve a home-cooked meal with her.
	We ¹¹	(not do) it yet, but we 12
	(decide) to do it on 7	uesday.
	See you soon,	
	Emma	

Mark: /12

Use of English

8 Choose the correct answers (a, b or c).

Stephen has visited many places since he first started travelling in his late teens. He has toured the United States, has spent several months in different parts of Asia and 1_ _ every country in Europe at least once. But he still remembers his very first trip abroad 2 the experience was so new and the places he saw seemed amazingly beautiful. He 3_____ this trip just after he left school, when he was nineteen years old. He couldn't find anyone to go with him, so he put some clothes and a travel guide in his backpack and went to Spain on his own. He has never 4__ _ the month he spent there because of the things he learned about the kindness of strangers, the beauty of other countries and, 5____ of all, the wonderful feeling of being independent for the first time.

1	a	has visited	b	was visiting	C	visits
2	a	so that	b	because	C	despite
3	a	was taking	b	has taken	C	took
4	а	forgot	b	forget	C	forgotten
5	a	most	b	more	C	much
						Mark: /5
					4	Total: / 65

I can ...

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

 \star = I need more practice.

 $\star\star$ = I sometimes find this difficult.

 $\star\star\star$ = No problem!

	*	**	***
I can describe visitor attractions.			
I can talk about recent events.		2	
I can understand and use emphatic stress.			
I can distinguish the use of the past simple and the present perfect.			
I can understand and use a range of compounds related to travel.			
I can understand a text about holidays without parents.			
I can discuss and plan a holiday trip.			
I can write a holiday blog post.			

Vocabulary

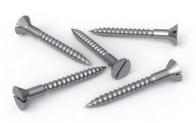


Spending powerI can talk about different shops and services.

1 2.02 Listen and write the numbers. Use the correct symbols: £, €, \$ and ¥.

a €1,000,000	e
b	f
c	g

2 Where can you buy these things? Complete the names of the shops with the correct words.





























3	where can you do these things? Complete the answers
	with the words below.

with the	e words	below.
	-	nop deli (delicatessen) estate agent's IY store optician's takeaway
Where o	an you .	
1 buy c	old mea	t, cheese, olives, etc.?
2 buy a	hot me	al to eat at home?
3 keep	your mo	ney?
		r your eyes?
5 buy c	heap sed	cond-hand things?
6 find h	nouses a	nd flats for sale?
		thes?
8 buyt	hings to	decorate your house?
people	in?	o four dialogues. Which shops are the
3		
		ialogues with the words below. count price tag sale
		se jeans new?
		ought them in a 1
		uch were they?
Kelly		ooked at the 2 and it said
		t when I got to the till, the sales assistant e a £20 ³ , so they were
	only £2	
Emma		as a ⁴ !
		eipt refund special offer
Fred		I'd like to buy this scarf, please. Can I use
rreu		this 5? It says I can have a
		£5 discount.
Sales as	sistant	
Jaies as	Sistaiit	full-price items. This scarf is already on
Fred		OK. I'll buy it anyway. Actually, it's a present
		If my friend doesn't like it, can she bring it
		back and get a 7?
Sales as	sistant	Yes, if you give her the 8

Grammar

Second conditional

I can talk about imaginary situations and their consequences.

 Complete the second condition correct form of the verbs below be can feel have help remarks a problem, I	v. not stay up not take win you. me, I'd see more of my friends.	3 Complete the second conditional questions in the quiz below with the correct form of the verbs in brackets. Then do the quiz. What would you do if
 4 If you so lathe morning. 5 How you _ invite you to his party? 6 My parents exams. 7 You afford waste your money on DVDs at a strength of the lotter. 2 Complete the money-saving time. 	te, you wouldn't be so tired in if Sam didn't _ cross if I didn't revise for my a new mobile if you didn't and games. ery, I'd buy my mum a new car.	keep it and say nothing
the verbs in brackets.	tips!	 3 you (can) speak perfect English? move to Britain or the USA become an interpreter learn more languages 4 you (know) that a classmate was cheating in an exam? tell the teacher talk to the classmate about it nothing
We asked readers what they needed to save money. Her	re are their ideas!	5 you (break) your friend's mobile? ☐ give him / her your mobile ☐ buy a new one ☐ say that you didn't break it 6 you (find) €100 in school?
If we only(but as a part of the control of t	ouy) the food we	keep itgive it to a teachergive it to a charity
If we (borro from libraries, we buy them.		4 Now write your answers to the quiz in exercise 3 as conditional sentences.
If we (drink) rather than bottled water, v (save) a lot of money.		1 If I saw a road accident, I'd
If everyone(or two in the winter, they _ turn down their heating and	(can)	4
If degree courses students fees and accommodation.	(spend) less on tuition	5

____ (turn off) the lights every time

____ (not use) so

we left a room, we _

much electricity.

Listening

Honesty pays
I can work out the kind of information I need to complete a listening task.

1 Circ 1 T 2 V f 3 I 4 E II 5 H V 6 I 7 I	cle the correct verbs to complete the sentences. The restaurant charges / costs \$3 for water. We saved / saved up a lot of money by booking the dights online. If you buy / spend the cinema tickets, I'll owe / bay for the drinks and popcorn. Don't worry — if you can't afford / spend to buy unch, I can borrow / lend you some money. He's always short of money because he loses / wastes about €5 a day on drinks and snacks. borrow / owe my parents €50 from last summer. I charge / run out of money, I'll borrow / lend some	 1 The information needed is
8 V	rom my parents. We can buy / charge three books because they only cost / pay for €4 each.	 Read the questions and think about the kind of information you need for the answers to the questions.
Which a An h b Crim	Listen to the true story of a student in Australia. is the best title? Tick a, b or c. onest student gets a reward e doesn't pay to find a job in TV	 1 Where is the apartment that speaker 1 mentions? 2 How much did speaker 2 spend on cosmetics? 3 How long has speaker 3 had his job? 4 What is speaker 4's hobby? 6 2.05 Listen to four different speakers and answer the
Befor abou part o of inf	ning Strategy Te you listen, carefully read the summary and think It what you need to fill each gap. Think about the of speech (noun, adjective, verb, etc.) and the kind Formation (a time or date, number, age, place, an otive that describes a feeling, etc.) that should go in gap.	questions in exercise 5. 1
kind of from th an adje	ne Listening Strategy and the summary below. What information do you need for each answer? Choose ne alternatives below. ctive to describe a feeling a country a job per a period of time a room	 7 2.05 Listen again and match speakers 1–4 with sentences A–E. There is one extra sentence. This speaker: A asked for a pay rise at work, but did not get it.
job as ¹_ floor of Mr Ama trick an and fou money and told decided	arsinghe was short of money so he took a part-time He was working in 2 on the ground a TV company, when he found some money. At first, arsinghe, who was born in 3, thought it was a d decided not to take the money. The police arrived and more than 4 dollars. No one claimed the but the police phoned Amarsinghe after 5 d him that most of the money was now his. A judge d that he deserved the money for his honesty. The police of the money for his honesty.	 B borrowed money for a holiday, but did not go. C receives gifts of money, but never spends it. D tried to raise money for charity, but did not get much. E tried to get a refund in a shop, but failed. The extra sentence is .

he wasn't sure how he would spend the money.

Grammar

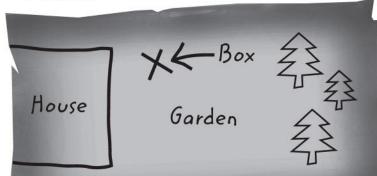
Past perfect

I can talk about events happening at different times in the past.

Read the example of the past perfect. Then look at the timeline and answer the question below.

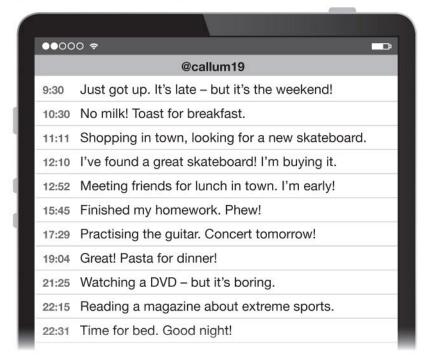
А	I got home	В	C
\uparrow	^	\uparrow	\uparrow
nast.	*		future
past		now	Tuture

- 2 Complete the sentences with the past perfect form of the verbs in brackets.
 - 1 Tom _____ (take) his bike apart and was trying to fix it.
 - 2 She took out a letter which she _____ (keep) in a drawer for years.
 - **3** When I clicked 'buy', the price _____ (increase).
 - 4 I was cross when the computer suddenly switched off, because I _____ (not save) my document.
 - 5 He couldn't move back to London because he _ (sell) his flat there.
- 3 Complete the text with the past perfect form of the verbs in brackets.



A family in Wales has tried, without success, to get their hands on £5,000 which belongs to them. Six months ago, Richard Williams found a note inside a book. It was from his father, Allan Jones, who 1___ ____ (die) two years earlier. The note told Richard about a metal box with £5,000 inside - money that his father 2_ (save up) during his lifetime. Before he died, his father ____ (bury) the box in the garden, near the house. Then he 4_ _____ (write) a note for the family. (draw) a small map too, showing the exact location of the money. Unfortunately, since Allan's death, the Williams family $_$ (do) some building work. They 7 (add) two rooms to the back of house - directly on top of the buried money! 'If we tried to get the money now, we'd cause too much damage. It would cost more than £5,000 to repair it,' says Richard, who 8_ anything about his father's money until he found the note.

- 4 Rewrite the following sentences using one past perfect verb and one past simple verb.
 - 1 I bought a ticket, then I checked the numbers. After I'd bought a ticket, I checked the numbers.
 - **2** We bought some chicken, then we made dinner.
 - 3 My parents went out, then I got home.
 - **4** The sun came out, then we arrived at the beach.
 - 5 I took my bike apart, then I cleaned every piece.
 - 6 It got dark, then we arrived at the hotel.
 - 7 I spoke to my dad, then I applied for the job.
 - 8 She read the letter, then she began to laugh.
- 5 Look at the updates showing what Callum did yesterday. Then write more sentences like the example. Use the past perfect and the past simple.



- 1 get up / have breakfast After he'd got up, he had breakfast.
- 2 have breakfast / go shopping
- 3 buy a skateboard / meet friends for lunch
- 4 finish his homework / practise the guitar
- 5 have dinner / watch a DVD
- 6 read a magazine / go to bed

Word Skills

Verb + infinitive or -ing form I can identify and use different verb patterns.

1	Circle the correct verb form in these sentences. Tick the box if both forms are correct. 1 My friends agreed paying / to pay for my ticket. 2 I don't mind cycling / to cycle in the rain. 3 I've started learning / to learn the saxophone. 4 Two men have admitted stealing / to steal the painting. 5 We ended up staying / to stay at the hotel for a week instead of two nights. 6 Do you like going / to go for walks on the beach? 7 I hate seeing / to see animals in pain. 8 I don't expect passing / to pass all my exams. 9 She offered phoning / to phone me later.	 Study the dictionary entries and answer the question How many meanings are there for each verb? Which verb takes an infinitive? Which verb takes an -ing form? Which entry shows the verb pattern at the start of a meaning? Which entry only shows the verb pattern in an exame Which entry uses bold and italic type for two words often go together? 	one nple?
2	Complete the text with the infinitive or -ing form of the verbs in brackets. Sometimes both are correct.	fail / feil / verb 1 [I, T] to not be successful in sth: Sh failed her driving test • I feel that I've failed – I'm 25 and still haven't got a job 2 [I] fail to do sth to not do sth S failed to notice that the front door was open.	d I
ACTION AND ADDRESS OF THE PARTY	World 1st Home plus Virtual Store	risk / risk / verb [T] 1 to put sth or yourself in a dangerous position: The man risked his life to save the little boy 2 to take the chance of sth unpleasant happening: If you don't work hard now, you risk failing your exams.	
TANKS IN STREET	MIS THE TRANSPORT OF THE PROPERTY OF THE PROPE	When you learn new verbs, it is a good idea to learn to verb pattern at the same time, if there is one. You can write it like this: suggest doing something refuse to do something Writing an example is a good way to learn the pattern	1
	At the end of a long journey, most people prefer ¹to get (get) home and relax as soon as possible. They don't fancy ² (shop), but they don't want ³ (arrive) home with nothing to eat.	An example that is true for you might make it easier to remember: My brother always suggests playing video games. My sister refuses to help me with my homework.	
	Now, travellers who pass through Gatwick Airport in London can avoid ⁴ (return) home to an empty fridge by choosing ⁵ (visit) a virtual shop. There are no real products in the shop, only images on ten large screens. When you decide ⁶ (buy) something, you use your smartphone to scan	4 Write example sentences to show the verb patterns these verbs. 1 hope	
	it. You keep ⁷ (scan) items until you've found everything you need, then you pay. After that, you can spend a week or two ⁸ (enjoy) your holiday. The shop promises ⁹ (deliver)	2 fancy	
	your shopping soon after you get home. According to the retailer, the virtual shop is a perfect combination of traditional and online shopping. People enjoy [look] around shops, but they also love	3 pretend4 can't stand	

(shop) online because it's so convenient.

Reading

Billionaire lifestyle?

I can understand an article about an unusual multi-millionaire.

Revision: Student's Book page 80

1 Circle the correct words (a or b) to complete the text.

My uncle is the 1 of a small company that makes mobile phone batteries. His company has with one of the biggest mobile phone companies in the world. It generates a lot of for my uncle's company. My sister is 4_ _ . She has started a number of businesses, and taken quite a lot of risks. She is always asking for 5_____, but it is difficult to find who want to lend her money. Although her companies make quite big 7_____, she doesn't pay herself a very big 8_ 1 a CEO **b** entrepreneur

- 2 a a contract
- **3** a salary
- 4 a an investor
- 5 a profits
- 6 a CEOs
- 7 a profits
- **b** a funding
- **b** income
- b an entrepreneur
- **b** funding
- **b** investors
- **b** investors
- 8 a funding
- **b** salary
- 2 Read the text about Warren Buffet, ignoring the gaps. Which sentence is true: a, b or c?
 - a Warren Buffet is a billionaire who enjoys spending money.
 - **b** Warren Buffet made billions, but has given all his money away.
 - c Warren Buffet is a billionaire and leads a modest lifestyle.

Reading Strategy

When you do a task with gapped sentences, study the sentence after each gap and look for any connections with the missing sentence. For example, if it begins with but, there is a contrast. Other words suggest other types of connection:

- · similarity: too
- cause / result: so
- a different option: or
- 3 Read the Reading Strategy. Then match sentences A-G with gaps 1–5 in the text. There are two extra sentences.

- A He doesn't plan to give his children very much money when he dies.
- **B** By the age of twenty he had made and saved \$9,800 (about \$100,000 in today's money).
- C However, he became the richest man in the world.
- D As a teenager, he worked in his grandfather's shop and delivered newspapers.
- **E** Although he is rich, he isn't very happy.
- F Only his clothes are expensive, but he says they look cheap when he puts them on!
- **G** He still lives in Omaha, in the house he bought more than fifty years ago.
- 4 Read the text again, including the missing sentences in exercise 3. Are the sentences true (T) or false (F)?
 - **1** Buffet is over 80 years old.
 - 2 He started earning money when he was a teenager.
 - 3 He has recently moved into a very expensive new house.
 - 4 The food he eats now is the same as the food he ate when he was young.
 - **5** He plans to give a lot of money to his children.

Warren Buffet

Warren Buffet is the most successful investor of the 20th century and one of the richest men in the world. Buffet was born in Omaha, Nebraska in 1930. He first became an investor at the age of eleven. 1 bought chewing gum, Coca-Cola and magazines from him and sold them to neighbours. 2_ By his early thirties, he had become a millionaire, and by 1990 he was a billionaire.

But although he is very rich, his lifestyle isn't particularly extravagant.

It only cost him \$31,500! He doesn't carry a mobile phone and he doesn't have a computer on his desk. Buffet says he eats the same things he has 10 always eaten: burgers, fries and Coke. 4_ Not only is he very modest, but he is also very generous. He has already given billions of dollars to charities and says that he will eventually give away 99% of his money. 5 once said, 'I want to give my kids just enough so that they would feel that they could do anything, but not so much that they would feel like doing nothing.'

www.pardistalk.ir/library

Speaking

Photo comparison and presentation I can compare ideas for spending money on schools and justify my opinion.

,	
	Revision: Student's Book page 82 1 Match the symbols (a–h) with the parts of the school (1–8) below.
	B C D
	E F G H A
	1 canteen 5 library 2 classroom 6 playing field 3 gym 7 science lab 4 language lab 8 toilets
	Match the phrases below with categories A—D. A Structuring your speech B Ordering points or opinions C Justifying your opinions D Summing up your opinion All in all, D First, Second, Finally, First of all, we need to decide / examine / look at / ask ourselves I'd like to start by saying / looking at Just to summarise the main points Now I'd like to move on to Now let's look at / move on to (the question of) There are a number of reasons why I believe this. First, I'll begin with This leads to my next point. The reason I say that is I'll tell you why I think that. To sum up, In conclusion,
	2.06 Listen to a student presenting her answer to the task below.
	The government does not spend enough money on schools. Do you agree? Why? / Why not?
	Speaking Strategy





5	Now prepare to do the task below. Make notes.
	 Describe one of the photos. Compare it with the other. 'Only schools with a lot of money have good extracurricular activities.' Do you agree? Why? / Why not?
	Describe one photo
	Compare it with the other
	Answer to question

6 Now do the task from exercise 5 using your notes.

4 (2.06) Read the Speaking Strategy. Then listen again. Which of the phrases in exercise 2 does the student use?

When you are giving a short presentation, use set phrases to give opinions and justify them, and to structure your speech.

......



Writing

An opinion essay

I can write an essay suggesting how to spend €1 million.

Preparation

your choices.

	-
1	Read the task and the essay. Are the sentences true (T) or false (F)?
	1 Sarah wants a sound system because she hasn't got anything for listening to music.
	2 Her brother loves football.
	3 She'd give money to an organisation that helps homeless people.
	4 She'd spend most of the money.
	If you won €1 million in the lottery, what would you do with

If I won €1 million, there are a lot of things I would like to do with the money. It would be nice to buy myself something,

it? Write an essay and include your ideas. Give reasons for

First of all, I would buy myself a docking station with fantastic speakers. Although I have got an MP3 player and some speakers, they are not very good.

but it would also be good to help others.

Secondly, I would buy a new car for my mum. Her car is really old. I would buy my brother a Liverpool kit and a scarf. He is a really big Liverpool fan!

Thirdly, there are a lot of homeless people in my city. I would donate money to the local hostel. If I gave them €5,000, they could buy a lot of meals for homeless people.

Finally, I would save at least half of the money. In my opinion, it would be silly to spend it all now. What is more, if I invested the money, it would grow, and I would have more to spend in the future.

To sum up, I would buy something nice for myself and other members of my family, support local charities, and also save some money for the future.

Writing Strategy

In your writing, avoid starting too many sentences with the same words. Remember that you can:

- use a variety of phrases for introducing opinions (It seems to me ..., In my opinion ..., etc.) and for making additional points (Moreover ..., Furthermore ..., etc.).
- start conditional sentences with the *if* clause or the main clause.
- use concession clauses (although ... / even though ...) at the beginning or end of a sentence.

·

- 2 Read the Writing Strategy. Then underline the following in the essay:
 - 1 one concession clause (starting with Even though, although, etc.).
 - 2 three second conditional sentences (with an if clause and a main clause).
 - 3 one phrase for introducing an opinion.
 - 4 four phrases for listing four points.
 - 5 one phrase for introducing an additional point.
- 3 Read the task in exercise 1 again. Make notes for your answer.

Introduction:		
First idea:		
Reasons:		
Second idea:		
Reasons:		
Third idea:		
Reasons:		
Fourth idea:		
Reasons:		
Conclusion:		
2		

Writing Guide

4 Use your notes from exercise 3 to write an essay. Include an introduction and a conclusion.

	CHECK YOUR WORK
0	Have you
	used a variety of different ways to begin sentences?checked your spelling and grammar?

Review Unit 7

Vocabulary	6 I'm going to find someone to buy my car. I hardly ever use it. (sell)
1 Match the places below with items 1–8 on the shopping list.	I I hardly ever use it
baker's cosmetics store deli florist's greengrocer's newsagent's post office stationer's	7 I'm putting money away so I can go on holiday. (save up) I on holiday
1 2 loaves of bread 2 fresh vegetables for salad 3 eye make-up & lipstick	8 I don't know why, but I don't have any more money this month. (run out) I don't know why, but I this month.
4 bouquet of flowers 5 stamps	Mark: / 16
6 envelopes & writing paper	4 Complete the sentences with the words below.
7 sliced cheese	CEO contract entrepreneur funding income investors profit salary
Mark: /8	1 She gets a very good from her investments, so she doesn't need to work.
2 Choose the correct words to complete the sentences.	2 The starting for this job is £21,000 per year.
1 They're selling jeans with a 50%	3 He is the of the company and is responsible for every decision that is made.
a bargain b discount c refund	4 Our company is going to make a big this
2 I took the shoes back to the shop and got a because	year, so we're very pleased.
they were badly made.	5 When she started her company, she found some very
a price tag b sale c refund	generous who put in a lot of money.
3 You must have a to get your money back for	6 I am too careful to be an I don't like risk!
returned items.	7 He asks his solicitor to read through every new
a receipt b coupon c bargain	before he agrees to sign it.
4 'These shoes were only £15.' 'What a!'	8 We got the for our project from a company
a bargain b special c price tag	that helps new businesses get started.
5 The said £25, but I only paid £18 for it.	Mark: /8
a coupon b price tag c sale	
6 know could save money using, but always forget	Word Skills
to take them with me when I go to the shops! a special offers b receipts c coupons	
Mark: /6	5 Complete the sentences with the correct form of the words in brackets.
2 Complete the complete term of the tit has a similar	1 I try to avoid on Saturdays because the
3 Complete the second sentence so that it has a similar meaning to the first. Use the verbs in brackets in the	shops are so crowded. (shop)
correct form.	2 Do you think he'll agree his company to a
	bigger firm? (sell)
1 Why do they ask so much money for these clothes? (charge) Why?	3 Jon decided a job with another company. (take
2 The bank agreed to temporarily give me some money.	4 He spends a lot of his time clients. (meet)
(lend)	5 The bank has refused us any money. (lend)
The bank	6 I promise you know about any changes. (let)
3 Do you really make enough money to buy a new car? (earn)	7 I fancy out tonight. (eat)
Do you really?	8 I told him we're not interested, but that salesperson keeps
4 I don't have enough money to buy those shoes. (afford)	(call)
l	Mark: /8
5 He buys things and never uses them. He's throwing money	
away! (waste)	
He buys things and never uses them. He	

Review Unit 7

Grammar

5		ombine the two ideas to make second conditional entences.
	1	(Janine / stay in London) (she / find another job there)
	2	(I / win the lottery) (I / buy a huge house)
	3	(Steve / start his own company) (he / can find investors)
	4	(prices / not be so high) (I / buy more things)
	5	(you / not spend so much on food) (you / use coupons)
	6	(Alison / not so shy) (she / be a better salesperson)
	7	(I / not be able to run my business) (I / not have a mobile)
	8	(someone / make me a good offer) (I / sell my house)

7 Complete the article with the past perfect form of the verbs in brackets.

Lisa Lewin 1	(imagine) opening her ow
design shop many times be	efore she finally did it. The result of
her dream is Designs. The	building ²
(be) a dance studio before s	she bought it six months ago. 'They
3	(not do) anything to look after the
building,' Lisa says, 'so gett	ring ready for opening day took a
long time.' But last Friday, a	III the hard work she
4	(do) finally paid off. Hundreds of
people came to the openin	g, and many said that they
5	(not hear) of Lisa before. 'I
6	(think) a design shop would look
great on the High Street,' o	ne shopper said. 'And then I came in
and was very impressed!'	

Mark:

Mark:

/8

Use of English

8 Complete the second sentence so that it has a similar meaning to the first sentence. Write between two and five words for each sentence, including the word in brackets.

1	My dad doesn't speak French so he can't apply for the job in Paris. (could)
	If my dadapply
	for the job in Paris.
2	I bought a new computer game on Saturday and now I think it was a bad idea. (regret)
	l a new
	computer game on Saturday.
3	The band started playing before we arrived at the concert. (already)
	When we arrived at the concert, the band
	playing.
4	I'd like to come swimming with you, but I haven't got the time. (if)
	the time, I
	would come swimming with you.
5	I couldn't give my homework in because I needed to finish it. (yet)
	I couldn't give my homework in because I
	·
	Mark: /

I can ...

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

 \star = I need more practice. $\star\star\star$ = No problem!

 $\star\star$ = I sometimes find this difficult.

	*	**	***
I can talk about different shops and			
services.			
I can talk about imaginary situations and			
their consequences.			
I can work out the kind of information I			
need to complete a listening task.			
I can talk about events happening at			
different times in the past.			
I can identify and use different verb			
patterns.			
I can understand an article about an			
unusual multi-millionaire.			
I can compare ideas for spending money			
on schools and justify my opinion.			2
I can write an opinion essay suggesting			
how to spend €1 million.			

Total:

/65

Exam Skills Trainer

Reading

Strategy

After you have made your choice, check your answer by deciding why the other options are wrong.

1 Read the Strategy. Then read the text and the question below. Choose the correct option. Sum up in a sentence why each of the other options is incorrect. Underline the part of the text that tells you this. The first one has been done for you.

It isn't 'A' because the writer is planning to start touring again.

Living cheaply in New Zealand

I've been in New Zealand for six months, and, as far as I'm concerned, it's the adventure capital of the world! Hiking, skydiving, caving, ... the list goes on. And it doesn't have to cost a lot to live here. When I arrived, I stayed in a hostel in Auckland. It was cheap, and I met lots of people. I joined up with a few of them and we started touring the country – buses are the cheapest way to get about. We stayed in affordable campsites in the most amazing places. Right now, I'm back in a hostel in Wellington. I'm taking a city break before I start touring again.

- 1 What does the author say about being in New Zealand?
 - A He's planning to go home now.
 - **B** He prefers travelling on his own.
 - C He's spent a lot of money.
 - **D** He has seen both town and country.
- 2 Now read the three texts. Choose the correct answer (A–D).

How to make money travelling

After I left university, I set out on a three-month trip to Asia. The idea was to travel and then go home and find a job. That was two years ago, and I'm still here! But how, you may ask, can you make money and travel at the same time? I teach English. I also write a travel blog, and that makes money too. I don't have a lot of money, but I can pay my bills. I have friends that do other things, such as hairdressing. There are lots of different ways to make money while you're travelling.

- 1 What does the author say about his experience?
 - A He spent three months in Asia.
 - B He now knows what job he wants to train for.
 - C He became very rich.
 - **D** He changed his plans.

So you want to be a billionaire?

Self-made billionaires have one thing in common: they're good at making money. Most of them will also tell you that this talent is only part of the story. So what else do you need to be a success in the business world? So you want to be a billionaire? helps you understand. The book looks at the careers and methods of the world's most famous self-made billionaires. Each chapter examines how these billionaires made their fortune – and how you can do the same. Read So you want to be a billionaire and open the door to a great future!

- 2 The author of the text wants to ...
 - A sell people a book.
 - **B** explain the life of a billionaire.
 - **C** encourage readers to write a book about their lives.
 - D describe how he became successful.

The cost of art

Paul Cézanne's painting *The Card Players* sold for 250 million dollars. Before that, Francis Bacon's work *Three Studies of Lucian Freud* sold for 142.4 million. The question is: Why would you spend so much on a piece of art? Is it because you want to own something no one else can buy? Here's another story ... Banksy is a street artist whose work can sell for a million dollars. But one day he sold his paintings in Central Park for sixty dollars. The people that bought them didn't know the paintings were by Banksy. Now they have some very valuable works!

- 3 The text gives readers ...
 - A reasons for the high price of some art.
 - B information about the cost of art.
 - **C** ideas on how to make money from art.
 - D advice on the best artists to see.

Listening

Strategy

Before you listen, look at the statements carefully and underline the key words. Sometimes the information in the statement is true for one of the speakers, but it is incorrect for the speaker in the statement. Listen carefully to hear which speaker gives the information.

- 3 Read the Strategy. Then look at the task below and underline the key words in the questions. The first one has been done for you.
- 4 2.07 Listen to the conversation twice. Decide if the statements are true or false.

		True	False
1	Lucy has a <u>relative living in Spain</u> .		
2	Ben prefers the town to the country.		
3	Ben prefers to relax when he is on holiday.		
4	Ben's uncle can teach Lucy Spanish cooking.		
5	Lucy tells Ben about a good hotel to stay at.		
6	Lucy gives Ben some advice about a job.		
7	Lucy is planning to return to Spain in September.		

Exam Skills Trainer

Use of English

Strategy

Look carefully at the words before and after each gap. Try to think about what sort of word you are looking for – whether it's a preposition, an article, part of a verb, or something else. When you have finished, read the complete text through again to make sure it makes sense.

Read the Strategy. Then complete the text with one word in each gap.

There are quite a	a lot of stories abo	ut young entre	preneurs these
days - people w	ho have started 1_		own businesses
	ill at school and h		
amounts of mon	ey. My career also	started early. I	think I was
about five years	old ²	I decided to	try to make
some money. I w	as saving 3	for a	big doll. I
	seen it in a toy s		
parents 5	not afford	d to buy it for	me it because
it was very expe	nsive. So I decided	6	save all of
my pocket mone	y until I had enou	gh to buy it my	yself. However,
	ery long ⁷		
	ame up with an id		
	N 8		
	wers. We took the		
	it and said, 'Fifty p		
	One lady stopped a		• 1
	rry for us. After ha		
	flowers but we ha		
	I had the	same courage	now, maybe I
would be rich!			

Speaking

Strategy

When you have to talk on your own about a topic, use your preparation time to think of some ideas for each of the points and decide on the best order to present your ideas.

- 6 Read the Strategy. Prepare to speak on your own about online shopping. Make a plan about what you are going to say. The following ideas may help you.
 - choice

delivery

cost

- security
- convenience
- Now do the exam task.

Talk about the advantages and disadvantages of online shopping, comparing it to conventional shopping. Include these points:

- choice
- delivery

cost

- security
- convenience
- your own ideas.

Writing

Strategy

When writing an essay you need to make sure you structure your work carefully and divide it into paragraphs. Guide the reader through your points by starting your paragraphs with words such as, First of all, Secondly, and Finally.

8 Read the Strategy. Then read the exam task in exercise 9 and the model answer below. Complete the table using the information in the model answer.

Most important improvement:	
Reason:	
Result:	
Second improvement:	
Reason:	
Result:	
Third improvement:	
Reason:	
Result:	

My town is very historic and we get a lot of visitors. There are several things I would improve to attract even more tourists. Here are three of the most important.

First of all, I would improve the parking. In my opinion, this is the most important thing because the town is always full of cars. If there was a car park on the edge of town, tourists could leave their cars there and get a bus into the centre. It would be easier for them and they could enjoy less crowded streets.

Secondly, I would cut the entrance price to museums and art galleries. The tickets can be very expensive, especially for families. If prices were cheaper, more tourists would visit these attractions.

Finally, I would arrange some interesting things for children to do in the park. If there were more activities for children, more families would come to the town.

To conclude, I would improve parking, reduce prices and provide things for children to do. All these things would attract more tourists to our town.

9 Write your essay.

Your town or a town near you is a tourist destination. What improvements would you make to attract even more tourists? Write an essay and include three ideas. Give reasons for your choices and say what effect the improvements would have on tourist numbers.

Include these points:

- say what the most important improvement would be
- choose two more improvements to make
- explain how these things would affect tourists.

Vocabulary



Crimes and criminals

I can describe different crimes.

1 Complete the table with the correct words.

Crimes	Criminals	
1	drug dealer	
murder	2	
3	robber	
shoplifting	4	
5	smuggler	
theft	6	
	plural: ⁷	

2 Label the pictures with the name of the crime and the type of criminal.



1 b



2 v_____



3 a



4 m_____

3 Complete the sentences with the correct form of the verbs below.

break deal kill mug rob set smuggle steal vandalise 1 Arsonists _____ fire to a shop in the town centre last night. 2 Two teenagers ______ into a house in Kings Road and stole a TV. 3 There's a man who _____ drugs on the street near our house. 4 Police arrested two men who tried to ______ a million cigarettes into the country. 5 An armed robber shot and ______ a security guard at a bank last Saturday. 6 Three men tried to _____ a bank, but customers chased them away. 7 My sister ______ some make-up from a cosmetics store when she was fifteen. 8 Last night two boys ______ a drinks machine near the park. The drinks machine is now out of order. **9** Two men _____ my uncle in the street and took his phone and wallet. Luckily, they didn't hurt him. 4 (2.08) Listen to two crime reports. What are the crimes?

5 Complete the verb + noun collocations in the sentences using the nouns below.

the area arrest CCTV footage the culprits a house an investigation suspects witnesses

- 1 a Police have launched ______.
 - **b** The police are studying ______ of the area.
 - **c** They hope to identify _____ and have appealed for more _____ to contact them.
- **2 d** They were patrolling _____ and became suspicious.
 - **e** The police are interviewing two ______.
 - f They have also searched ______ nearby and made another _____.

Grammar

Reported speech (1) I can report what other people have said.

1	What did the people say? Rewrite the reported speech as	3 'People sometimes sell drugs outside my school,' said Kate
	direct speech.	
	1 She said that she wasn't going out.	4 'We are going to study the CCTV footage today' said the
	'I'm not going out.'	4 'We are going to study the CCTV footage today,' said the police officer.
	2 He said that he wanted to go to bed.	police officer.
	They said they were arriving at six o'clock.	5 'Jack stole a camera from a shop yesterday,' said Fred.
	4 She said that she didn't like cheese.	
	5 He said he had been to Italy in 2009.	6 'The police are looking for the thief who stole my car,' said Sam.
	6 She said that she was reading a good book.	
	7 They said they had received a lot of good advice.	4 Read the police officer's radio report. Then rewrite it as
	8 He said that he wasn't going to do the washing-up.	reported speech below.
2	Complete the reported speech.	Police officer: The suspects are outside
_		the bank They arrived two minutes
	 'Somebody stole my wallet,' said James. James said somebody had stolen his wallet. 	ago They're getting out of their car I recognise one of them He robbed a
	2 'The suspect is at the police station,' said Alex.	bank in London four years ago They look
	Alex said that the suspect at the police	nervous One of them is carrying a large (
	station.	black bag They are going into the bank
	3 'The police are appealing for witnesses,' said the reporter.	/ I'm going to follow them.
	The reporter said the police for witnesses.	
	4 'I'm going to search the house,' said the officer.	5/
	The officer said she the house.	
	5 'The police launched an investigation into the muggings,'	1 The police officer said that the suspects were outside
	said George.	the bank.
	George said that the police an	2 She said
	investigation into the muggings.	
	6 'In London the police make hundreds of arrests every day,'	3 She said
	said the TV announcer.	
	The TV announcer said the police	4 She said
	hundreds of arrests every day.	
	7 'I think arson is worse than burglary,' said Jane.	5 She said
	Jane said she that arson	
	worse than burglary.	6 She said
3	Rewrite the direct speech as reported speech. You may have to change pronouns and references to time or place.	7 She said
	1 'We arrested the culprits last Tuesday,' said the police	O. Characid
	inspector.	8 She said
	The police inspector said that they had arrested the	O Cho spid
	culprits the Tuesday before.	9 She said
	2 'Somebody broke into our house last night,' said Mike.	
	,	

8C

Listening

A life of crime

I can listen for paraphrase.

Listening Strategy

The information that you need to understand in the recorded text may be expressed differently in the task. Listen out for synonyms (e.g. hate / can't stand) and antonyms (e.g. win / lose), and also for information and ideas that are paraphrased (worded differently).

- 1 Read the sentences and choose the best synonym or paraphrase for the underlined words (a, b or c).
 - 1 The image of an outlaw <u>appeals to</u> a lot of people.
 - a is attractive to
 - **b** is similar to
 - **c** annoys
 - 2 Members of the gang made large amounts of money.
 - a were very short of money
 - **b** needed a lot of money
 - c became very rich
 - 3 They stole rings and necklaces from shops.
 - **a** treasure
 - **b** jewellery
 - c clothes
 - 4 Many people were unemployed at that time.
 - a didn't have jobs
 - **b** were working
 - c were poor
 - 5 The robbery did not last very long.
 - a was not successful
 - **b** was short
 - c was the first of many
 - 6 She told the police that she didn't own the car.
 - a she disliked the car
 - **b** she didn't use the car
 - c the car didn't belong to her
- 2 (2.09) Listen to six short monologues. Answer the questions about each speaker.
 - 1 Does speaker 1 usually buy clothes or jewellery for his wife's birthday?
 - 2 Did speaker 2 have a long or short illness after a holiday in Africa?
 - 3 Does speaker 3 like or dislike the idea of going BASE jumping?
 - 4 Did speaker 4's computer company make her rich?
 - 5 Did speaker 5's parents own the house he lived in when he was a child?
 - **6** When speaker 6 lived in Greece, was her father employed or unemployed?

- 3 Choose the word which makes sentence b mean the same as sentence a.
 - 1 a They were like celebrities.
 - **b** They were / weren't very well-known.
 - 2 a We made up some of the stories about them.
 - **b** All / Not all of the stories about them were true.
 - 3 a He was a good student.
 - **b** He did **badly** / **well** at school.
 - 4 a They were always in trouble with the law.
 - **b** The police **often** / **never** caught them committing crimes.
 - 5 a We rarely argued.
 - **b** We often had / did not often have disagreements.
 - 6 a Neither of them got out of the castle alive.
 - **b** They both died **inside** / **outside** the castle.
 - 7 a He never killed anyone.
 - **b** He was / was not a murderer.
- 4 2.10 Listen to a radio programme about a famous criminal called Ma Barker and her sons. Complete the fact file.

WANTED
US DEPARTMENT of JUSTICE DIVISION of INVESTIGATION
FUGITIVE FROM JUSTICE
1. 7-

5	2.10	Listen again. Choose the correct answer, a or b
	Someti	mes both answers are correct.

	FARI IN TRIBERT ST. FEBRUARI ST. SERVER ST.
1	During her own lifetime, Ma Barker was
	a a very well-known criminal.
	b the only well-known criminal in the USA.
2	The newspapers printed some stories about Ma Barker
	which were
	a true. b invented.
3	At school, Ma Barker's sons
	a were not good students.
	b behaved well most of the time.
4	George Barker argued with his wife because
	a she did not support their sons.
	b he did not want their sons to be criminals.
5	In 1935, the police killed
	a Ma Barker.

b Ma Barker's son, Fred.

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Grammar

Reported speech (2) I can report what other people have said.

21				1/2	
1		ead the direct speech and complete the reported speech.			
		'I haven't told the police about the vandalism,' said Adrian. Adrian said that	2		New York To the Part of the Pa
		the vandalism.	- E		
		'I can't find my passport,' said Julia.		-	
		Julia said that she			
	3	passport. 'I'll be at the park at 7 o'clock,' said Daniel. Daniel said that	CE.	3	
		7 o'clock.			
	4	'Somebody has stolen my new bike,' said Joanna.	STIMILS		
		Joanna said that			
	5	'My dad will lend me some money for the train,' said Tina.		100	
	-	Tina said that			he dialogue. Then rewrite it as reported speech.
		the train.	Re	mer	nber to change pronouns and time references if
	6	'I can speak French, but I can't speak Spanish,' said Sara.	nece	cess	ary.
		Sara said that	Jo	e	I've seen two crimes this week. On Monday, I saw a
		Spanish.	<u></u>		robbery in the shopping centre.
	7	'I've invited all of my friends to a barbecue at my house,'		-	I heard about that on the news!
		said Michael.	Jo	е	I was there. I took lots of photos of the robbers on n phone.
		Michael said thathouse.	Fre	eya	You'll probably get a reward!
	Q	'I won't tell anybody about the surprise party,' said Anna.	Jo	10.50	I won't get a reward because I can't show the photo
	Ü	Anna said that			to the police.
		surprise party.	Fre	eya	I don't understand
2	_		Jo	e	Yesterday, I was the victim of another crime. A thief
2		omplete the sentences with <i>said</i> or <i>told</i> .			stole my phone on the bus!
		Chloe she would enjoy visiting the castle.			d he had seen two crimes that week. He said that on
		Jack you his sister couldn't swim. Evie the teacher that she had finished the	M	onda	ay, he
		exercise.			
		Emma James would be home soon.	-		
		Maxeveryone that he had met a famous	-		
		actor.	-		
		Amelia her dad she'd get home by 10 o'clock.			
		Steve his cousins couldn't speak English.			
	8	Jess Lily had always been her best friend.			
3		hange the reported speech in exercise 2 into direct peech.	50		
		Chloe: 'I'll enjoy visiting the castle.'	=		
		Jack: ''	5 Cc	mpl	ete the sentences with reported speech, using you
		Evie: '	ov	vn id	leas.
		Emma: '	1	Our	teacher told us we'd
		Max: '			
		Amelia: '		-	pest friend said that
		Jess: '	_		SOC



1	Our teacher told us we'd	

3 I once told my friend that _____

8E

Word Skills

Adjective suffixes

I can understand and use different adjective suffixes.

1	Complete the ad	jectives w	ith all the	possible suffixes	below.
---	-----------------	------------	-------------	-------------------	--------

-able	-al	-ful	-ish	-less	-ly	-ous	-у
1 furi	ious				5	enjoy	
2 pea	ice			_	6	self_	
3 lucl	k				7	week	
4 eco	nomi	ic			8	taste	

2 Complete the text with the correct suffixes from exercise 1.
Use one suffix three times.

The Begle Codes

This is the story of three 'mysteri___ and a box of buried treasure. The treasure, worth \$64 million in today's money, belonged to an American man called Thomas Beale. He got it by risking his life on a 2danger_ adventure in New Mexico and he buried it somewhere near the mountains of Virginia. He then wrote three messages in secret code to describe the exact location. Later, Beale became 4friend man called Robert Morriss. He believed that Morriss person so he left the three messages was a ⁵reli with him when he had to go away in 1822. He never returned. Morriss could not solve the secret messages and, years later, gave them to a friend. The friend used an important ⁶nation_ document (the Declaration of Independence) to solve one of the messages, but the other two remain a mystery to this day. Some historians are very 'suspici_ the whole story. They think people are 8fool_ to waste their time hunting for treasure that might not exist. But thousands of code-breakers and treasure-hunters are still hope____ that they can find the treasure.

3 Complete the adjectives by adding them to the table below. You can make more than one adjective from some of the words.

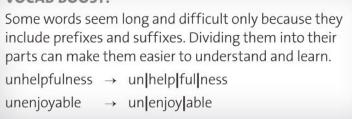
afford	beaut	ty	care	child	coward	drink
green	help	m	agic	pain		

-ful
-less
-ish
-able
-ly
-al

4 Complete the sentences with words from exercise 3.

1	This coffee isn't very nice, but I suppose it's
2	I bruised my arm playing basketball and it's still very
3	The receptionist was very and suggested
7507	lots of good restaurants near the hotel.
4	There isn't much to do on this island, but the scenery is
_	10 7 10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	We can't eat this bread – the edges look
6	More people go abroad for holidays now that flights are
	more

VOCAB BOOST!



5 Read the Vocab boost! box. Then draw lines to divide these words into parts (e.g. prefix, main word, suffix). Remember, some words have more than one suffix and some have only prefixes or only suffixes.

1 carelessness	5 uncomfortable
2 courageous	6 unhappiness
3 reusable	7 homelessness
4 understandable	8 invisibility

THE LOCALITY OF THE VAULT.

Reading

A mysterious disappearance

I can understand a text about a mystery.

Revision: Student's Book page 90

Match the two parts of the compound nouns.

chewing dental finger murder open-top secret train telephone

1	rocordo
	records

- **3** a ______ number
- **4** a _____ code
- **5** a ______ investigation
- **6** a ______ticket
- **7** _____gum
- 8 _____prints

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

- 1 A man took a bomb onto a plane.
- 2 The man jumped out of the plane between Portland and
- 3 No one knows where the man is now.

Reading Strategy

When you do a multiple-choice task, try to predict the answers just by looking at the beginning of each question, not the options. (It is not always possible, but sometimes you can.) Then look at the options. If one of them matches your prediction, it is probably the correct one. However, you still need to check carefully.

3 Read the Reading Strategy. For questions 1–4, circle the correct option (a-d).

•

- 1 The man in the suit and raincoat
 - a wanted to fly to Portland.
 - b wanted a return flight to Seattle.
 - c used a false name when he checked in.
 - **d** got on the plane without a ticket.
- 2 In the note, Cooper
 - a ordered the plane to return to Portland.
 - **b** asked for a large amount of money.
 - c said he was hijacking the plane.
 - d said he would use the bomb if the passengers tried to leave the plane.
- 3 After leaving Seattle,
 - a Cooper became more nervous, but was always polite.
 - **b** the plane flew straight to Mexico.
 - c the pilot decided to fly as low as possible.
 - d only six people remained on the plane.
- 4 Since Cooper's jump from the plane,
 - a only one young boy has seen him.
 - **b** no one has found any of the money.
 - c the police have arrested a lot of suspects.
 - **d** the police have recovered a small part of the money.

Where is J COOPER?





On 24 November 1971, at Portland Airport, a man wearing a suit and a raincoat bought a one-way ticket for the evening flight to Seattle. He checked in and got on the plane. The name on the ticket was Dan

Cooper, but that wasn't his real name.

When the plane had taken off, he put on sunglasses and gave the flight attendant a note. The note said that Cooper had a bomb in his suitcase, that he would use it if necessary, and that he was hijacking

10 the plane. He showed the flight attendant the bomb and told her that when the plane landed in Seattle, he wanted \$200,000 and four parachutes. He told her that he would let the passengers leave the plane.

When the plane landed, the police gave Cooper the money and the parachutes, and the plane took off again with just Cooper and five members of the crew. The flight attendant said that Cooper wasn't nervous, he didn't get angry, and he seemed to be a nice, polite man. Cooper ordered the pilot to fly low, at about

20 3,000 metres, towards Mexico. Twenty minutes after taking off, Cooper opened the back door and jumped out of the plane with a parachute and the money.

That was the last time anyone saw Cooper. The police launched an investigation and searched the

- 25 area where Cooper had jumped but they found nothing. Ten years later, an eight-year-old boy found some of the money (only \$6,000) on a beach nearby. The rest of the money is still missing. Over the years, the police have interviewed hundreds of suspects,
- 30 but they haven't made any arrests. The real identity of Cooper and what happened to him remain a mystery to this day.

3

Photo description and comparison I can describe and compare photos of crimes.

a		os of a house in Germany after a burglary don after a riot. Complete sentences 1–4 t.
1	The owners	be away or at work.
2	The burglars	speak some English.
3	Не	be the owner of the shop.
4	- Не	be very happy about the riot.
2 (1 (31)(95)	a student comparing the photos (A and

1	2.11 Listen again. Comple imilarities and differences b	ete the sentences about the petween the photos.
1	photos shov	v a place where a crime has
	happened.	
2	So the	is crime.
3	In the second photo, there's	s a man in the shop,
	the house in	the first photo is empty.
4	Another	is that the first
	photo includes some graffi	ti.
5	the first pho	to, there are no horrible

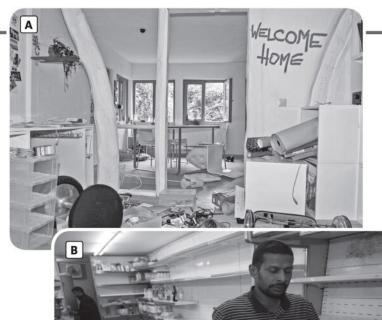
4	Look at the photos below and read the speaking task. W	/rite
	notes for your answer.	

Compare the photos and say what has happened in each

messages in the second photo.

Jiiiiaiicis.
Similarities:
one. What are the main similarities and differences?





Speaking Strategy

When you answer questions, try to use a variety of phrases for introducing your opinions, not just I think Use different phrases when you are less sure about your

5 2.12 Read the Speaking Strategy. Then listen to a student answering their teacher's question and complete the extract from her answer.

Well, 1	mugging is a serious crime because
muggers stea	people's personal possessions. 2,
muggers ofter	n attack people and it must be terrifying.
3	, smuggling doesn't really affect ordinary people.
4	it's true to say that it doesn't really harm anyone.
	* · · · ·

6 Read the teacher's questions. Write notes for your answers.

1	Which is worse, in your opinion: shoplifting or burglary? Why?
2	Tell me about a crime you heard about on the news.

7 Now do the task in exercise 4 using your notes from exercise 6.

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Writing

An email

I can write an email about a crime.

Preparation

Writing Strategy

Try to use a variety of phrases to move your narrative forwards. Choose ones which show that the next event happened immediately afterwards or some time later.

1 Read the Writing Strategy. Then complete the sequencing phrases and match the headings below with groups A and B.

Immediately after Some time later

_	
1	sy
2	at t m
3	just t
4	a few m m I I
_	
5	shortly a
	a s while I
7	before I
8	after a w
	soon a
10	s

2 Read the task and the model text. Underline three sequencing phrases in the email.

Imagine you've just visited your French penfriend in Paris. Write an email to your English friend in which you:

- describe your penfriend's house.
- describe a crime you saw taking place in Paris.
- say how you and your friend reacted to the crime.
- ask for some information.

-		r.	
P.			
P_{λ}			

To: holly@email.com

Dear Holly,

Hope you're well. I stayed with my penfriend Cécile in Paris last week. She lives in a beautiful flat near the Canal Saint-Martin. It's a really trendy part of town. At weekends, lots of young people sit by the river, have picnics and play the guitar.

During my stay with Cécile, we saw a mugging in the centre of town, near the Eiffel Tower. A man grabbed a woman's handbag and ran off with it. Straight away, her boyfriend chased after him, but the street was very crowded. Soon, he gave up.

We both felt guite shocked at first, but the woman didn't seem too upset. After a while, we stopped worrying about it and the rest of the holiday was really enjoyable.

Really looking forward to visiting you next week. Are we going camping? What do I need to bring?

Best wishes,

Keira

3 Read the writing task. Then make brief notes following the structure in the table below.

Imagine you've just spent three days in New York with your family. Write an email to your English friend in which you:

- give a short description of the hotel you stayed at.
- · describe a crime you saw taking place.
- say whether the crime changed how you feel about the city, and why.
- ask for some information.

What is	s your hotel like? (large / small, friendly / unfriendly, etc.)
1	rime did you see? (<i>mugging / shoplifting / robbery</i> , etc.) were you and what happened?
-	or feelings about New York change? (safe / dangerous, v / unfriendly, etc.)
What in	nformation do you need?

Writing Guide

4 Write an email using your notes from exercise 3. Remember to include and develop all four points in the task.

	CHECK YOUR WORK
0	Have you
5	covered all four points in the task and added some
	extra details / information?
	used appropriate language (not formal)?
	checked your spelling and grammar?

Review Unit 8

Vocabulary

Vocabulary	3 Match the two parts of the compound	nouns.
Complete the news summaries with the words below. arson arsonist burglars burgled looters looting mugger muggings shoplifters shoplifting	1 a murder ticket 2 a ticket 3 gum 4 finger	a carb chewingc secretd dental
1 Someone set fire to an empty building early this morning. Police said it was and that they haven't caught the yet.	5 records6 an open-top7 a telephone8 a code	e investigationf numberg trainh prints
2 Someone attacked a woman and stole her handbag. She did not see the face of the There have been a lot of similar in the area.	Word Skills	Mark: /8
3 broke into five shops last night. They took money and goods. Someone had two of the shops before.	 4 Complete the sentences with the corre in brackets. 1 The criminal chose the most by bus. (economy) 2 The food was disappointing: overprice 	way to travel –
4 After a flood caused damage, took food and tools from several buildings. All of the suspects had received fines for before.	(taste) 3 The witness said the suspect had mixture of brown and green. (brown) 4 It was that James wasr	eyes: a
5 Often young people's friends encourage them to steal from shops. It seems like a game, but is a crime, and can receive large fines.	valuable when he was mugged. He or watch. (luck)5 The police are pleased when burglars and leave fingerprints behind. (care)	
Mark: /10	6 They noticed the contrast between the setting and the terrible crime. (peace)	
 Complete the sentences with the words below. arrest CCTV footage culprit investigation patrol searched suspect witnesses 1 As soon as a neighbour reported the murder, the police launched an 2 The police the house for clues. 3 Two detectives have arrested a, a man who has committed many crimes before. 4 The police can't make an until they have 	 7 The mugging victim was hadn't arrested anyone. (fury) 8 The lawyer didn't want to use him as wasn't very – his versic kept changing. (rely) 9 It's to walk around on y night. (danger) 	that the police a witness because he on of what happened
more evidence. 5 The police chief was on the news appealing for	Grammar	
 The police crief was on the news appealing for There are cameras in the area so the police have to study. A witness came forward and identified the from a photograph. Several guards the area around the palace day and night to check that everything is secure. 	 Correct the mistakes in the reported sp 1 'I'm not saying any more,' she told us. She said us she wasn't saying any more 2 'You took my phone,' the man said to The man said to me that I had taken re 	re. X me.
man. 70		

6

Review Unit 8

3	'Everyone knows Jim,' the woman said. The woman said that everyone had known Jim. X
4	'These are the boys who broke in last night,' the man told the officer. The man told the officer that those were the boys who had broken in last night. X
5	'I am keeping you here until you answer my questions,' the detective told her. The detective told her that he is keeping her there until she answered his questions. X
6	'I don't believe a word you tell me,' the officer said to her. The officer said that he didn't believe a word she told her.
	Mark: / 6
	ewrite the sentences in reported speech. 'Tell me everything you know about the suspect,' Inspector Morris said to her. Inspector Morris ordered her
2	'There is something in this flat we are not seeing,' the detective said to his partner. The detective
3	'Is this your phone?' the man asked her. The man
4	'The train has been late every morning this week,' the girl told us. The girl told
5	'How many times did he come into the shop?' the detective asked. The detective wondered
6	'I first realised that my car was missing last night,' the man told the officer. The man
7	'I won't tell you where my son was yesterday,' the woman said to the detective. The woman refused

Use of English

7 Complete the text with the words below. There are two extra words.

before described for on there when why

Witnesses to crimes are not always very good at
remembering what they have seen. The appearance of
a suspect is often ¹ differently by different
witnesses. Part of the problem is that a crime usually
happens very quickly, and people often feel very nervous
while it is going ² They then can't remember
what they have seen, even if it was just the day
³ People also often imagine things when they
don't have a clear picture of something or someone. For
example, 4 a witness says that she saw a man
with blonde hair and blue eyes, it's often the case that she
didn't actually see the eye colour at all, but she's guessed it
because she knows the colour of the man's hair. Of course,
this is very frustrating for the police. But now that
5 are CCTV cameras in so many places, police
officers often have real images to use when witnesses can't
remember all the facts.

Mark:	/10	
Total:	165	

I can ...

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

★ = I need more practice. ★★★ = No problem!

 $\star\star$ = I sometimes find this difficult.

	*	**	***
I can describe different crimes.			
I can report what other people have said.			
I can listen for paraphrase.			
I can report what other people have said.			
I can understand and use different adjective suffixes.			
I can understand a text about a mystery.			
I can describe photos of crimes.			
I can write an email about a crime.			

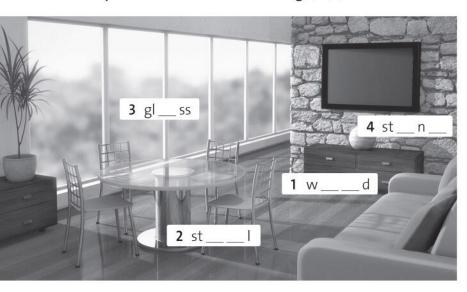
Vocabulary

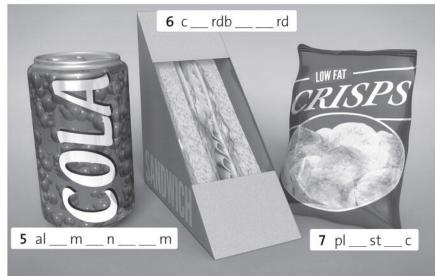


Gadgets

I can describe gadgets and talk about their use.

1 Complete the list of materials using a, e, i, o and u.





- 2 Complete the sentences with the correct materials.
 - 1 Shoes are often made of I_
 - 2 Expensive rings are often made of g______.
 - 3 Car tyres are made of r_____
 - 4 Cups and plates are often c_____ but sometimes they are made of c_____.
 - **5** Books are made of p____
 - **6** Pavements are often made of c_____
 - 7 Gates and fences are sometimes made of
 - 8 Tents and backpacks are usually made of
 - 9 In the past, coins were often made of c___
- 3 Answer the questions with the material words from exercises 1 and 2. Use each word only once.
 - 1 Which of the materials come from trees?

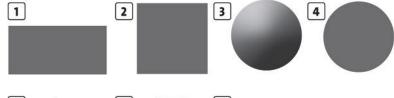
paper ___

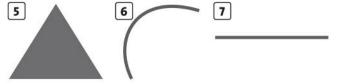
2 Which of the materials are metals?

- 3 Which material is made from part of an animal?
- 4 Which very hard material do we find in the ground?
- 5 Which man-made materials do we make from oil?
- 6 Which materials do we make from other materials which we find in the ground?

4 Match the words below with the diagrams.

circular curved rectangular spherical square straight triangular





- 5 2.13 Listen to the sentences and match the objects to the descriptions. Write the correct letter: A, B or C.







- 1
- 2 _____
- 3 _____
- 4 _____

The passive (present simple and past simple) I can use the present and past passive to talk about technology.

1	Complete the sentences below with the present simple
	passive form of the verbs in brackets.

1 Millions of mobile phones ______ every year.

2 American football ______ very much in the UK. (not play)

__tablets _____ in your school? 3 (use)

4 Most crimes _____ in big cities. (commit)

5 Rubber trees _____ in cold countries. (not grow)

6 _____Samsung televisions ____ in Korea? (make)

2 Make the active sentences passive. Include the word by.

- 1 Millions of people watched the 2014 World Cup Final on TV. The 2014 World Cup Final was watched by millions of people on TV.
- 2 Alexander Fleming discovered penicillin.
- 3 Rafa Nadal didn't win the match.
- 4 Robots made that car.
- **5** Did Suzanne Collins write the *Hunger Games* books?
- 6 Peter Jackson directed the Hobbit films.

3 Put the words below in the correct order. (Remember where to put the adverb.)

- 1 satnavs. / are / Phones / used as / sometimes
- 2 Was / Bob Dylan? / Make you feel my love / first / by / sung
- 3 invented / The wheel / about 5,000 years ago. / probably /
- 4 quickly / was / The suspect / arrested.
- 5 the missing jewellery / ever / found? / Was

4 Complete the fact file below with the past simple passive form of the verbs in brackets.

COMPUTERS: a short history

- The first computer ¹_ (invent) by Charles Babbage in the early 19th century. It 2_ (not power) by electricity - it was mechanical.
- The first electronic digital computer 3_____ (build) in 1943 in Britain. It 4_____ (call) 'Colossus' and it 5____ (use) for decoding enemy messages in
- Businesses began to use computers in the 1950s, but computers 6_____ (not sell) in shops until the early 1970s.
- The first desktop computers ⁷___ in the late 1970s.

 Internet access via a modem 8_____ (add) in the 1990s, but wireless access ⁹_____ (not add)

to most computers until about 2000.



For the first time, in 2015, more tablets and smartphones 10_ (sell) than laptops and desktops. Will computers eventually disappear from our homes and schools?



Listening

Intentions of the speaker

I can identify the speaker's intention.

R	Revision: Student's Book page 99							
1	1 Complete the sentences with the verbs below. Remember to use the correct form of the verb.							
	bı	rowse	come up	with	get	lose	prescribe	run
	1	He		_ 10 kį	g duri	ng his	trip to Anta	rctica.
	2	Yester	day, my fri	end _	V2-111	2193	_ a great ide	ea for
		how t	o raise moi	ney fo	rour	club.		
	3	My m	um's got a	new c	ar an	d it		on
		biofue	el.					
	4	If you'	ve got a sn	nartpł	none,	you ca	n	
			ternet whe		,			
	5	10.7	973				good deal w	hen
		_	es shoppir	_				
	6						_ some me	dicine
		for my	/ headache	S.				

2 Complete the definitions using the verbs below.

	oologise challenge comfort complain ncourage enquire entertain inform
	ersuade recommend warn welcome
1	If you somebody (about something), you tell them about a danger.
2	If you to somebody (about something), you tell them why you are unhappy about it.
3	If you (for something), you say that you are sorry.
4	If you about something, you ask questions about it.
5	If you something (to somebody), you say why it is good.
6	If you somebody (to do something), you make them feel more confident about it.
7	If you somebody or something, you say you are happy about their arrival.
8	If you somebody (about something), you
9	tell them facts about it. If you somebody, you invite them to compete with you.
10	If you somebody, you try to make them feel better when they're sad.
	If you somebody (to do something), you
12	say things which make them want to do it. If you somebody, you keep them amused and interested.

Listening Strategy

You will sometimes have to identify the intentions of the speaker (e.g. to persuade, to warn, to inform, etc.). Listen for phrases such as I think you should, be careful to, I'm going to tell you about ... that give you a clue to the speaker's intentions.

3 2.14 Read the Listening Strategy. Then listen to six speakers. What are their intentions? Complete the sentences with the -ing form of verbs from exercise 2.

ı	Speaker Lis	a group of tourists.
2	Speaker 2 is	_to a friend.
3	Speaker 3 is	_ about a museum.
4	Speaker 4 is	_ a friend.
5	Speaker 5 is	_a friend.
6	Speaker 6 is	_ in a hotel.

4 2.15 Read the questions below. Then listen to the speakers and circle the correct answers.

- 1 The speaker's main aim is to
 - a welcome people to a special event.
 - **b** complain about problems with a new car.
 - c enquire about a new model of car.
- 2 The speaker's main aim is to
 - a inform somebody about a new laptop.
 - **b** recommend buying a new laptop.
 - **c** apologise for damaging somebody's laptop.
- 3 The speaker's main aim is to
 - a persuade people to invest money.
 - **b** challenge people to invent a better product.
 - c thank people for helping to develop a fantastic product.
- 4 The speaker's main aim is to
 - a describe a machine to her students.
 - **b** warn her students to be careful.
 - c challenge her students to do better than her.
- **5** The speaker's main aim is to
 - **a** recommend that viewers buy a new type of TV.
 - **b** inform the viewers about a new type of TV.
 - c warn viewers not to buy a new type of TV.

9D

Grammar

The passive (present perfect and future)

I can use different forms of the passive.

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

l Our car	(steal)
	(30001)

- 2 Two important new drugs _____ (develop) this year.
- 3 The bus stop _____ (damage) again.
- 4 The boat _____ (not see) for two days.
- 5 All our money _____ (spend).
- 6 I hope that painting _____ (not sell).
- 2 Look at the pictures, then complete the sentences with the present perfect passive form of the verbs below.

build not change not finish paint replace sell





- 1 The factory has been sold.2 The glass in the windows ______3 The big front door ______
- 1 The metal sign
- 4 The metal sign _____
- 5 A new road _____6 The new roof

3 Complete the questions using the present perfect passive form and *ever*. Then answer the questions with information that is true for you.

1	(you / bite / by a mosquito)
	Have you ever been bitten by a mosquito?

	have you ever been differently a mosquitos	
2	(your home / burgle)	

3 (y	you / chase / by a dog)
-------------	-------------------------

4	(your phone / steal)
---	----------------------

4 Rewrite these sentences to make them passive. Include by ... to say who or what carries out the action.

In the house of the future:

- 1 your fridge will order your food online. your food will be ordered online by your fridge.
- 2 the sun will provide most of your electricity.

2	robotcavil	I clean all the rooms
•	TODO IS WILL	r rean all the months

4 your smartphone will operate the lights	5.	lights	the	operate	will	phone	smartp	your	4
---	----	--------	-----	---------	------	-------	--------	------	---

5	machines will	prepare all	of your food.

- **6** a computer will control the temperature in every room.
- 5 Complete the dialogue using passive present perfect and future forms of the verbs in brackets.

Presenter Can you give us the latest news on this exciting	Presenter	Can you	give us	s the	latest	news	on this	exciting
---	-----------	---------	---------	-------	--------	------	---------	----------

project to build a hotel on the moon?

Scientist The plans for the new hotel 1________

(complete) and a location ²_____

(choose).

Presenter So when 3 _____ (it / build)?

Scientist Well, the exact date 4 _____ (not

decide) until next month at the United Nations meeting. The plans ⁵______ (approve)

at that meeting too.

Presenter And after that?

Scientist After that, the first parts of the hotel

6_____ (send) to the moon before the

end of the year.

Word Skills

Verb + preposition

I can understand and use verb + preposition collocations.

	If somebody told you they were building a lift to take peop probably laugh ¹ the idea. But in fact, if you	
\ \\ \	scientists and engineers talking about the plan, you soon recompletely serious.	ealise they are being
	The elevator would consist ³ a carbon fibre on the other and the	
	At the moment, it takes months or years to prepare ⁴ by rocket. Space agencies have begun searching ⁵	
	partly because they worry ⁶ the cost of space space elevator appeals ⁷ governments because	e missions. The idea of a use it would be far cheaper
	than sending rockets into space. It would be slower, but the more time to adjust 8 the different condition	
	It may not be easy though: countries might argue ⁹ of the elevator. But if the political leaders can cope ¹⁰ and manage to take part ¹¹ the project toget	these problems
	Science fiction writer Arthur C. Clarke wrote a novel ¹² He said in a speech that humans would build a space eleva stopped laughing at the idea. Well, they've stopped laughin	the idea in 1979 stor ten years after they
	stopped laugilling at the idea. Well, they we stopped laugilli	ig now.
	charge / tʃɑːdʒ / verb 1 [T, I] ask sb to pay a particular am £75 a night for a single room the drinks 2 [T, I] charge sb (officially of doing sth which is	ount of money: We charge They forgot to charge us for (with sth) to accuse sb

1 Complete the text with these prepositions: about, at, for, in, of, to, with. You will have to use some prepositions more than once.

2 Circle the correct prepositions to complete the sentences.

- 1 You should apologise for / to that comment!
- 2 Cats get frightened if you shout at / to them.
- 3 Tasked about / for the manager so I could talk to him in
- 4 We complained for / about our hotel room.
- 5 I've never heard from / of this video game.
- 6 I dreamed about / of flying again last night.
- 7 After a long discussion, they agreed to / with our request and gave us our money back.
- 8 If you're unhappy with the service, why don't you write for / to the manager?

3 Study the dictionary entries and answer the questions.

1	Which verb is used with two prepositions with no change
	of meaning?
2	Which verb is used with two prepositions, but the meaning

3 Which entry uses **bold and italic** type for two words that often go together? _

charge / tsaid3 / verb 1 [T, I] charge (sb/sth) for sth to ask sb to pay a particular amount of money: We charge £75 a night for a single room • They forgot to charge us for the drinks 2 [T, I] charge sb (with sth) to accuse sb officially of doing sth which is against the law: Three men have been charged with robbery

the idea in 1979.

inform / In'form / verb [T] inform sb (of/about sth) to give sb information (about sth), especially in an official way: You should inform the police of the accident \(\Do \) keep me informed of any changes

VOCAB BOOST!

Dictionaries often use something or somebody (sth or sb) in their definitions, but when you record verbs it is a good idea to include words which often go with those verbs.

to complain about sth / sb → to complain about the weather / the noise / your hotel / your neighbours / your doctor

4	Read the Vocab boost! box. Write some words that often go	0
	with these verbs.	

1	to care for sth / sb → to care for	

2 to learn about sth → to learn about _

2	to write to sb → to write to	
,	.0 WITE to 3D → to WITE to	_

Reading

Inventions that save lives

I can understand a text about inventions.

Revision: Student's Book page 102 Complete the sentences with nouns formed from the verbs and adjectives below in brackets. 1 The Hubble telescope can measure the __ (move) of distant galaxies. 2 The city centre was destroyed in the war. The ____ (reconstruct) took many years. 3 Hard disk recorders allow us to make (record) of TV programmes.

4 Many men hope doctors will invent a cure for __ (bald). **5** The aeroplane is a wonderful _____ (invent).

6 That's a lovely flower _____ (arrange). **7** Beethoven suffered from _____ (deaf) during the last 25 years of his life.

8 Before the _____ (discover) of America in 1492, many people thought the Earth was flat.

2 Read the texts and match two of the inventions with the photos (A-B).

Reading Strategy

Sometimes, true / false tasks include a third option: the text does not say. Choose the third option if the text does not contain enough information to clearly say if the sentence is true or false. Do not use your own knowledge (or guesswork) to fill any information gaps!

3 Read the Reading Strategy. Then decide if the sentences below are true (T), false (F) or 'does not say' (DNS).

1 Carrying water on your head can cause neck injuries. T F DNS

2 With the Hippo-Roller people can carry more water than with a normal bucket.

T F DNS

3 The LifeStraw is made from natural materials.

T F DNS

4 The LifeStraw never stops working.

T F DNS

5 The Coca-Cola company worked with Simon Berry to design the AidPod.

T F DNS

6 The AidPod is used successfully in many different countries.

T F DNS

colalife colalife colalife

1 Hippo-Roller, photo _

Many women and children in Africa spend between three and nine hours a day carrying water to their homes. They use 20-litre plastic buckets, which they carry on their heads. The buckets are very heavy and often cause back and neck injuries. So engineers Pettie Petzer and Johan Jonker designed a 'rolling wheel' which can carry ninety litres of water and is much easier to move. 33,000 'Hippo-Rollers' have been made and delivered to remote villages in Africa. The results are good: women have more time to look after their families, the 10 children have more time at school, and there are fewer injuries.

2 LifeStraw, photo_

There are 780 million people in the world who don't have clean safe drinking water. This fact led the Swiss company Vestergaard to invent a special kind of straw that allows people to drink dirty water without getting ill. The 15 LifeStraw is a long thin tube that cleans the water as it passes through into somebody's mouth. LifeStraw is very light and can clean up to 1,000 litres of water before you need to replace it. LifeStraw was used to help people after the Haiti earthquake, and floods in Pakistan and Thailand.

3 AidPod, photo

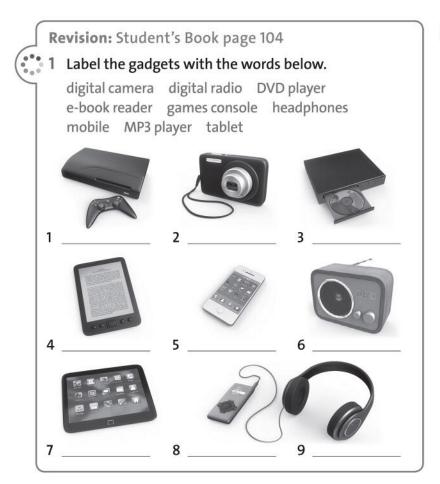
20 When Simon Berry was travelling in Zambia, he noticed that he could buy Coca-Cola in the remotest villages. But in these same villages the people had no medicines and, because of that, one in five children were dying before their fifth birthday. He had an idea. 'Why don't they bring medicines

25 when they deliver the Coca-Cola?' So he invented the AidPod, a triangular packet of medicines that fits between the bottles in a crate of Coca-Cola. Berry has experimented with a number of designs for his AidPod and is testing his ideas in Zambia. If his plan works, he hopes to do the same thing in 30 other African countries, and save thousands of lives.

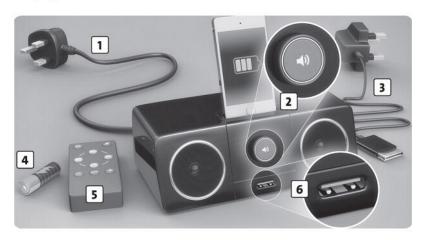
Speaking

Making a complaint

I can complain about faulty goods in a shop.



2 Match the parts of the gadgets (1–10) with the words below (a-j).





a	battery	
b	remote control	
C	case	

	case	
d	screen	
e	on/off button	

f	USB port	
g	power lead	

	6	
g	power lead	
h	volume control	

i	strap	(
i	charger	ſ

3	2.16	Listen to a customer complaining in a shop. Ther
	answer	the questions.

1 Which gadget from exercise 1 is faulty?

credit happy money receipt refunds

	Times gaaget nom exercise 115 radie).
2	Which three parts of the gadget are mentioned? (Choose
	from the parts in exercise 2.)

4 2.16 Listen again and complete the sentences with the words below. Circle the correct speaker (C - customer or SA – shop assistant) for each sentence.

SC	omething wrong	
1	What's	with it? C / SA
2	There's	wrong with the volume control. C / S
3	Can I have my	back? C / SA
4	We don't give	, I'm afraid. C / SA
5	I'm not	about that. C / SA
6	L can give you a	note C /SA

Speaking Strategy

When you are doing a speaking task, make sure you refer to all of the points in the task. It is also important that you react and respond properly to what is said during the conversation.

7 Have you got the _____ with you? C / SA

5 Read the Speaking Strategy. Then read the speaking task and write answers to all the questions below.

You are returning a gadget to a shop because one part of it is faulty. Discuss these four issues during your conversation with the shop assistant:

- What the gadget is and how much you paid for it.
- Which part of the gadget has a problem.
- When the problem started.
- What you want the shop to do.
- 1 What type of gadget did you buy?
- 2 How much did you pay for it?
- 3 Which part of the gadget has stopped working?
- **4** When did the problem start?
- 5 Do you want to exchange it or do you want a refund?
- 6 Now do the task using your notes from exercise 5.



Writing

A formal letter

I can write a formal letter.

Preparation

1 Read the task and the letter. What is the writer's main reason for complaining? Choose a, b or c.

The writer thinks the decision will:

- a cost young people more money.
- **b** give the wrong message to vandals.
- **c** have a negative effect on the environment.

Your local council has decided to stop a free bike hire scheme in your town centre. Write a letter of complaint about this decision.



Dear Sir or Madam,

I am writing to complain about the decision to stop the free bike hire scheme in our town. This scheme has been very popular, especially among young people, and I cannot understand why the council wants to stop it.

I object to the decision mainly because the bike hire scheme encourages people to cycle 1_ by car or bus. 2____ _ cycling is good for the environment and good for people's health, we want as many people as possible to do it.

I understand that there have been some problems with vandalism. However, I do not think a small number of vandals should be able to change the council's policy. Surely it is possible to install security cameras, the bikes are not damaged so often.

In conclusion, I believe the bike hire scheme benefits the environment and the residents, and should continue.

Yours faithfully,

P Wentworth

Penny Wentworth

Writing Strategy

Make sure you use a variety of different structures in your writing. You can form complex sentences by joining two clauses together with a conjunction (although, because, if, or, etc.). Use different conjunctions depending on the meaning of the clauses they introduce.

2 Read the Writing Strategy. Then complete the formal letter in exercise 1 with some of the conjunctions below.

......

although if or rather than since so unless

3 Complete the phrases for summing up using the words below. Underline the phrase that the writer uses in the letter in exercise 1.

al	l balance	conclusion	opinion	reasons
1	All in		, I believe .	51S
2	On	,1	think	
3	Overall, i	n my		_•
4	In	,		
	For these		Lstro	ngly believe that

4 Read the task below. Then think about the issue and make notes.

Your local council has decided to allow buses into the town centre, which is currently pedestrian only. Write a letter of complaint about this decision.

Introduc	ction:	
Main rea	ason to object:	
One arg	ument from the opposing view:	
	u do not accept that argument:	
Conclus	ion:	

Writing Guide

5 Use your notes to write a formal letter of complaint.

	CHECK YOUR WORK
0	Have you
1	used some conjunctions and a phrase for summing up?checked your spelling and grammar?

Review Unit 9

Vocabulary

1 Choose the correct words to comp	lete the sentences
------------------------------------	--------------------

- 1 They use aluminium / iron to make aeroplanes because it is light and strong.
- 2 The floors in their house are made of paper / wood that came from older buildings.
- 3 They live in a 300-year-old house made of stone / plastic.
- 4 Most lenses in glasses are made of plastic / glass nowadays because it is less likely to break.
- 5 I prefer shoes made of cardboard / leather because they are more comfortable.
- 6 Copper / Rubber is used in many electrical appliances because it carries electricity very well.
- 7 We put all of our things in cement / cardboard boxes before we moved to our new house.
- 8 People have always considered gold / ceramic valuable, and it was used as money for centuries.
- 9 The stones on the terrace are held together with nylon / cement.
- 10 Before rubber / iron tyres became common, wheels were covered in metal.
- 11 Steel / Aluminium is used to construct tall buildings because it is so strong.

Mark:	/11

2	Match	the words	below	with a	descrir	otions	1-6
Sins	MIGCELL	tile wolds	DCIOVV	AAICII	acseri,	LIUIIS	

CII	ircular curved rectangular spherical		
SC	quare triangular		
1	This object has three sides and three corners.		
	It's		
2	The room is round – it doesn't have any corners	5.	
	It's		
3	Our kitchen table has four exactly equal sides.		
	It's		
4	The shape of the Earth is this. It's		
5	The path follows the shape of the hills, so it loo	ks a bit li	ke
	a snake. It's		
6	Their meeting room table is long and narrow, w	vith two	
	long sides and two short ones. It's		
		Mark:	/6
		TIOTIC.	, 0

3 Match the intentions below with sentences 1–10.

apologise challenge complain encourage enquire recommend tell a story thank warn welcome

1 'I'm so sorry I told her your secret! I didn't mean to do it.'

2	I'm so tired of my parents telling me what to do all the
	time!'

3 '	Don't give up -	I know v	/ou'll	do it	eventual	V.
-----	-----------------	----------	--------	-------	----------	----

4	'So then the phone rang, and when I picked up, it was exactly the person I'd been thinking about!'
5	'He's a very good builder, he isn't expensive and he's very reliable.'
6	'Be careful, that step is very slippery!'
7	'I'm so grateful for all your help that I don't know what to say.'
8	'Let's play table tennis. I bet you can't beat me!'
9	'Come in! It's so nice to finally have you here.'
10	'Do you know if there's an evening train to Brighton?'
	Mark: /10
_	

4 Complete the collocations with the verbs below.

bı	rowse	come up with	get	lose	prescribe	run on
1	I don't	understand ho	w you		SC	many
	origina	al ideas.				
2	Ithink	doctors nowad	ays		too r	many drugs.
3	If you	buy the older m	odel c	of that	phone, you	can
	F1	a really	good	deal.		
4	When	I'm bored, I		t	he internet	to see if
	there's	anything intere	esting	to rea	d.	
5	It's ne	ver easy to		W	eight, but v	vith diet and
	exercis	se it's possible.				
6	All of o	our farm machir	nes		biofu	el, which is
	cleane	er than normal fo	uel.			
						Mark: /

Word Skills

5 Complete the sentences with the prepositions below.

about $(\times 4)$ for $(\times 2)$ of $(\times 2)$ to with

1	She doesn't care getting high marks.
2	I've never heard that writer. Is she good?
3	People often complain their mobile phone
	companies.
4	Please throw that pen me - I need it.
5	I apologised shouting at him.
6	Jim's boss asked his holiday.
7	It's difficult to work full-time and care a family.
8	Geoff writes politics on his blog.
9	She doesn't agree my opinion of Sally.
0	I want you to know that I'm thinking you.

Mark:	/10
iviair.	/ 10

Review Unit 9

Grammar

- 6 Rewrite the active sentences in the passive. Make any necessary changes. Use the present simple or the past simple.
 - 1 Every year, my school holds a competition for 'best inventor'.
 - 2 They give you materials and ask you to design something.
 - 3 My school encouraged me to take part this year.
 - 4 A group of five teachers make the final decision.
 - 5 They test the inventions for usefulness.
 - **6** They give a prize for the best invention.
 - 7 They gave the prize for the 'best inventor' to my friend Jo.
 - **8** They present the prize at the end of school ceremony.

Mark:	/8
I VICTINI.	, 0

7 Complete the email with the correct present perfect passive and future passive form of the verbs in brackets.

\boxtimes	Hey Pat			
	You'll never guess what's happened. I 1			
	(contact) by the Society of Inventors, and I ²			
	(inform) that next month I 3			
	(give) a prize for the most original invention! I was really			
	shocked because I ⁴ (never / give)			
	any kind of prize before. Some of my devices 5			
	(give) good reviews over the years, but			
	to think that I 6 (recognise) in a			
	public ceremony is really exciting! Richard and I			
	⁷ (introduce) to several important			
	Danish inventors before the ceremony. I hope you			
	8 (invite) to the ceremony. It would			
	be great to see you there.			
	Love, Kara			

Mark:

Use of English

8 Complete the article with suitable words. Write one word in each gap.

WHAT TO SEE IN HAMPSTON

Hampston Science Museum will be host to a very
interesting exhibition later this year. Have you heard
about the Touring Robots? It's an exhibition that
1 organised in Italy three months ago. It
includes several of the first robots, which ²
invented a long time ago, but also has a lot of new
robots that have 3 recently developed by
young scientists. The exhibition was so popular that
⁴ was decided that it should tour Europe.
It's coming to our town later in the year. We haven't
been given an exact date 5, but it will
probably be in November. This exhibition will be very
popular, so make sure you book tickets soon, or they
will 6sold out.

Mark:	16
Total:	/65

I can ...

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

= I need more practice. $\star\star\star$ = No problem!

 $\star\star$ = I sometimes find this difficult.

	*	**	***
I can describe gadgets and talk about their use.			
I can use the present and past passive to talk about technology.			
I can identify the speaker's intention.			
I can use different forms of the passive.			
I can understand and use verb + preposition collocations.			
I can understand a text about forgotten inventions.			
I can complain about faulty goods in a shop.			
I can write a formal letter.			

Exam Skills Trainer

Reading

Strategy

When you are answering questions about specific information, remember that you will always find the information in a specific part of the text. It helps to underline the parts of the text that give you the information so that you can check your answers at the end.

1 Read the Strategy. Then read the first main paragraph of the text and the first question. Choose the correct option and underline the part of the text where you find the answer. Why are the other options wrong?

.....

2 Now read the whole text. Choose the correct answers

Mark Harris is a research scientist at Rothera Research Station, on Adelaide Island in the Antarctic. We asked Mark what were the best and the worst things about living in the Antarctic.

'The best thing about being here is the wonderful view,' Mark said. 'On my first day, I was unlucky because I was ill and had to spend a few days in bed. The station's doctor thought I'd eaten something bad at home, or in the station canteen, but I didn't even go to the canteen. I think it was the meal I had on the journey across - it didn't taste right to me. And so I was pretty miserable at the beginning. But then I lay in bed during those first days and watched icebergs drifting past my window. It was amazing! In summer, I like to be outside as much as possible. One of my jobs is to fly around with other scientists in a helicopter making observations and checking on experiments. We fly over the most fantastic places. Our pilots are really skilled. They can land anywhere - even on glaciers!'

'I try not to think about the bad things, but there are some, of course. I like the food – it's actually really good – but we don't have fresh fruit and vegetables. I often think about the countryside: the green grass, the trees, and the flowers. I always look forward to seeing it again. But Rothera is great because there's always someone to talk to if you're feeling unhappy, and someone will always help you with a difficult task. But at the same time people understand when you want to be alone.

'There's always plenty to do as well. You might think that living in the middle of so much snow is boring, but it isn't at all. On good days I like to ski and snowboard, and watch the wildlife. I play badminton and table tennis at the station, and some nights I go to the gym, so fitness isn't a problem. We have video nights and games nights, and we even have cookery and woodwork lessons. I've actually learned some great new skills since I've been here. I've also had two holidays, camping. Of course, I'd like to have my friends and family with me, and I always think about that, but that can't happen for a while. I have to be patient. All in all, being at Rothera is a great experience.'

- 1 Mark thinks he ate something bad ...
 - A a few days after he arrived at the station.
 - **B** during his trip to the station.
 - C before he left home.
 - **D** on the day he arrived at the station.
- 2 During the summer months, Mark ...
 - A flies a small plane.
 - B travels across the island.
 - **C** works alone.
 - **D** spends his time inside the station.
- 3 Mark sometimes feels bad because he ...
 - A dislikes the meals at the station.
 - B never has time alone.
 - **C** misses the countryside.
 - **D** finds the work difficult.
- 4 Mark would like to ...
 - A see his family more often.
 - **B** have a holiday on the island.
 - C learn some new skills.
 - **D** have more opportunity to get fit.
- **5** The purpose of the article is to ...
 - A advertise jobs for scientists in the Antarctic.
 - **B** make people aware of the problems in the Antarctic.
 - **C** explain how to become a scientist in the Antarctic.
 - **D** describe everyday life for a scientist in the Antarctic.

Listening

Strategy

If you do not know the answer to a question, leave it and go on to the next one. You will be given the chance to listen again.

- 3 2.17 Read the Strategy. Then listen to the dialogue and choose the correct answer (A–C).
 - 1 What's the prize for the design competition this year?
 - A A money prize of £50.
 - **B** A visit to a fashion show.
 - C Some new clothes.
 - 2 What is Sally's problem?
 - A She doesn't think her design is very fashionable.
 - **B** She can't think of any new ideas for her design.
 - **C** She has sold all of her new designs to friends.
 - 3 When does Sally need to enter the competition?
 - A Next week. B In a few days. C In July.
 - 4 Sally has looked for some ideas
 - C at a fashion show. A online. B at school.
 - 5 Sally likes Jake's suggestion of designing
 - A a dress. B a jacket. **C** some sports shoes.

Exam Skills Trainer

Use of English

Strategy

Try to guess the correct words without looking at the options. Then check if your answer is given as an option.

Read the Strategy. Then choose the correct options (A-C) to complete the gaps.

Crime drama programmes on television are very popular these days. They 1 on nearly all the channels in the evenings. The most popular series are the ones where scientific methods are used 2 the police investigators to find the criminals. But how true to life are these programmes? A scientist 3 recently, and she 4 the interviewer about some important differences between the stories in the dramas and the things that happen in real-life crime investigations. One of the most important things she mentioned was how long it really takes for test results to 5 back. She gave the example of a programme that 6 back. She gave the example of a programme that 6 the night 7 She said that the police 8 the test results within hours and explained that in real life tests like these 9 several days! She also said
that ¹⁰ these series were made as realistic as possible, viewers would get completely the wrong idea about what
investigators are able to do. They would complain about the time that is taken to solve crimes. I think she has a point. What do you think? We'd love to hear your views.
1 A would find B can be found C are finding

3	Α	interviewed	В	has interviewed	C	was
						interviewed
4	Α	said to	В	said	C	told
5	Α	be sent	В	send	C	be sending
6	Α	is broadcast	В	had been broadcast	C	was
						broadcasting
7	Α	previous	В	last	C	before
8	Α	had received	В	have received	C	were received
9	Α	will be taken	В	would take	C	were taken
10	Α	if	В	when	C	unless

B for

C of

Speaking

2 A by

Strategy

Listen carefully to the instructions that the examiner gives and the questions that you are asked. If you do not understand the examiner's question, it is OK to ask him / her to repeat it.

5 Read the Strategy. Then tick () the statements that can be used to ask the examiner to repeat a question

asea to ask the examiner to	repeat a question.
A I'm sorry?	E I can't hear you.
B Idon't know.	F Pardon?
C Excuse me?	G Don't speak so quietly.
D Could you repeat that,	H Sorry, I didn't catch
please?	that. 🗌

6 Now do the exam task.

These two photos show children learning in different ways. Compare and contrast them and say which lesson you prefer and why. The following ideas may help you:

- the places and the atmosphere
- the people and their feelings
- the activities.





After comparing the photos, answer the questions.

- 1 How do you think children learn best? Why?
- 2 Which style of learning suits you best? Why?

Writing

Strategy

When writing an article that gives opinions about an issue, it is a good idea to give some examples to illustrate your point(s).

7 Read the Strategy. Underline the phrases used to introduce examples in the sentences below.

- 1 It's important to keep up to date with news events. For example, I always check out the important events online.
- 2 Using technology can be quite difficult for older people. My grandmother, for instance, often has problems using the tablet we bought her for her birthday.
- 3 Children need to learn about important environmental problems like global warming and climate change when they are at primary school.
- 4 We can do lots of things to help prevent burglaries, such as putting in alarms and locking all our windows.

8 Read the exam task and write your article.

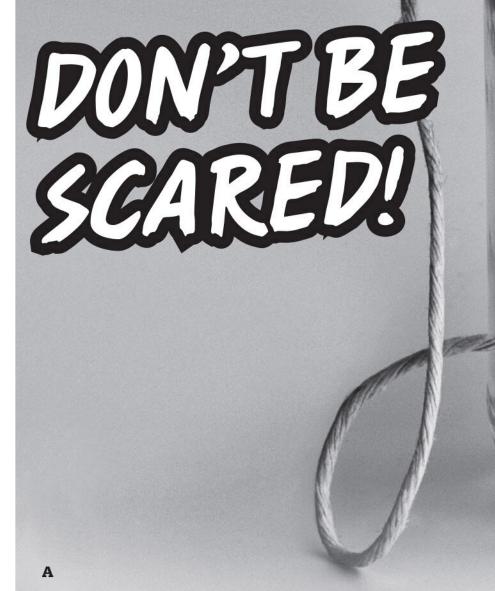
An English student magazine has started a writing competition. The topic is 'New gadgets are making us lazier and lazier.' In order to take part in the competition, you need to write an article arguing your point of view. In your article:

- Express your opinion on the statement.
- Support your opinion with arguments.
- State counter arguments.
- Summarise the main points.

Cumulative Review 1 (Units I-1)

Listening

1	2.18 Listen to four speakers talking about a past situation. Write adjectives to describe how the situation made all four speakers feel. 1 2 3 4
2	2.18 Listen again. Match speakers 1–4 with sentences A–E. There is one extra sentence.
	A He/She said the wrong thing. B He/She needed a change of clothes. C He/She had an accident. D He/She spoiled a surprise. E He/She didn't know what to say.
S	peaking
3	Work in pairs. You are going to take turns to tell your partner about a situation when you felt embarrassed. React appropriately when your partner is narrating. Use these ideas to help you: • set the scene • say what happened • say how you felt
R	eading
4	 Read the text and choose the best summary. a How therapy can help people with phobias. b The top five phobias and how to deal with them. c How phobias can affect our lives.
5	Read the text again. Match paragraphs A—E of the text with the questions below.
	In which paragraph does the writer tell us 1 what caused Christine's phobia? 2 what happened when Christine saw



Australian Christine Schipp was in the car with her husband one day when suddenly, she saw a spider on the back window. She opened the door of the moving car and jumped out. The worst thing was that Christine was the driver of the car - her husband doesn't drive. Fortunately, the car stopped at the bottom of the hill, and her husband wasn't seriously hurt.

Christine reacted to the spider in this way because she has a phobia - a strong fear that she can't control. Her phobia is called arachnophobia – an extreme fear of spiders. But spiders are not the only animals that people are frightened of. Other animals can have a similar effect, including dogs, fish, birds and even frogs. There are also other types of phobia, such as environmental phobias (like fear of flying) and medical phobias (for example, when people are terrified of going to the dentist).

Like many phobias, Christine's fear of spiders comes from an event she experienced as a child. When she was four years old, her mother left her in the living room while she went into another room. While Christine was alone, she saw a huge spider coming towards her. She was absolutely terrified; so she climbed onto the sofa, and covered her eyes. When her mother came back, Christine was really upset.

a spider in her car?

3 what Christine hopes for the future?

4 what other kinds of phobia exist?

5 what therapists can do to help?

Cumulative Review 1 (Units I-1)



D

The good news about Christine's phobia is that there is a cure. Psychologists use a technique called exposure therapy to help people with phobias. First, they show the patient pictures of the thing they are scared of, and then they put a plastic model of it on the table. Finally, they bring the patient into contact with the real thing and stay with him or her until they feel safe enough to be in the room alone.

E

After just three hours of this therapy, Christine Schipp was able to hold a glass jar containing the source of her fear: a large spider. But her treatment isn't finished. When she gets home, she has to continue looking at plastic spiders and pictures of spiders regularly. She hopes that one day, she will be able to be in a car with a spider and not put her own life, or the lives of the people she loves, in danger.

Grammar and vocabulary

6 Choose the correct answers.

TOUR BOAT DISASTER

Last night, twenty tourists ' on a boat in the Indian
Ocean when it started filling with water. The boat turned
over, but some of the passengers, including two British
women, ² with it during the night. Twenty-one-year-old
Katherine Ostojic and her younger sister, nineteen-year-old
Alice, 3 on the part of the boat that was above the water
for ten hours. When they 4 any other boats, they decided
that they 5 to an island that they could see on the
horizon. But the island ⁶ as near as they thought, and it
took them over eight hours to get there. The journey was very
⁷ When they reached the island, they saw that it had
an active volcano. Fortunately, some fishermen found the
sisters and rescued them. Katherine and Alice were very
8, and now they are safe in Bali. At the moment, they
⁹ emails to their parents so that they ¹⁰ that their
daughters are alive. Because of their adventure, the two girls
have changed their travel plans and they are returning to the
UK next weekend.

1	a	are	b	was	C	were
2	a	stay	b	stayed	C	stays
3	a	sat	b	sit	C	sits
4	a	didn't see	b	don't see	C	didn't saw
5	a	swam	b	should swim	C	swim
6	a	isn't	b	wasn't	C	weren't
7	a	retired	b	tired	C	tiring
8	a	cross	b	relieved	C	proud
9	a	are writing	b	write	C	wrote
10	a	are knowing	b	knew	C	know

- 7 Write a post about a frightening situation for an internet forum called What a fright! Include this information:
 - where you were
 - what happened
 - how you felt
 - how you feel about the event now.

Cumulative Review 2 (Units I-3)

Listening

- 1 2.19 Read the sentences and underline the key words. Then listen to the information about the London Cinema Museum. Are the sentences true (T) or false (F)?
 - 1 The London Cinema Museum isn't very well-known.
 - 2 The actor Charlie Chaplin once visited the museum.
 - 3 You needn't go on a guided tour if you want to visit the collection.
 - 4 You don't have to buy a ticket to see a film before the day of the showing.
 - **5** The museum is difficult to get to.

Speaking

2 Work in pairs. You are at home with a friend and there is nothing you want to watch on TV. You are looking at the films available on the pay-per-view channel. Express your opinions about the films below. Which film will you pay to see, and why? Why are you rejecting the other options?

Film	Genre	Length	Price
Guardians of the Galaxy	action	122 mins	£4
Frozen	animation	108 mins	£3.50
Anchorman 2	comedy	143 mins	£4.50

Reading

- 3 Read the text and choose the best answers. Underline the sentences in the text that helped you decide.
 - 1 What is Mike Owen doing today?
 - a He is playing computer games.
 - **b** He is watching a TV series from start to finish.
 - c He is running a difficult race.
 - **d** He is watching an interesting documentary on TV.
 - 2 According to the text, waiting for the next episode of a TV series can make viewers feel
 - a anxious.
 - **b** bored.
 - c delighted.
 - d frightened.
 - 3 How much does it cost to use Netflix?
 - a Nothing it's free.
 - **b** It depends on the film.
 - c The same every month.
 - **d** Users pay by the hour.
 - 4 Viewers who stream programmes
 - a can leave the room during the adverts.
 - **b** needn't receive phone calls.
 - c mustn't get up in the middle of a film.
 - d don't have to watch at particular times.
 - 5 What makes House of Cards different from other TV dramas?
 - a It only has thirteen episodes.
 - **b** Many TV channels show it at the same time.
 - c You can only see it via the internet.
 - d There is just one episode each week.



Cumulative Review 2 (Units I-3)

WHAT ARE YOU WATCHING?

It's dark outside, but eighteen-year-old Mike Owen doesn't notice the time passing. Today, he is only doing one thing: sitting in front of his computer screen, watching all thirteen episodes of season two of a TV crime drama. For Mike, a TV marathon like this one is an enjoyable way of spending the day. And he is not alone in his opinion.

Binge-viewing – watching several episodes of a TV series in one sitting - is getting more and more popular these days. And it isn't hard to see why. In the past, viewers had to wait nervously between episodes of their favourite TV series, because they were usually broadcast only once a week. Each chapter finished with a moment of suspense called a 'cliffhanger', and fans were often left for seven whole days wondering what would happen next. During this time, they often forgot some of the details, so they needed a flashback at the beginning of the next instalment to remind them of the key events. But all of this is changed with the technology of streaming. One of the most successful companies to use this technology is the American internet television network Netflix. For a monthly subscription, members can choose films or programmes from the company's enormous library and stream them to their TV or computer.

This system has a number of advantages. Firstly, users can watch what they want when they want and they don't have to follow the schedule of a TV channel. Secondly, they can play, pause and resume watching as they wish, so they can get a snack or answer the phone without missing the action. Thirdly, and most importantly for some, their viewing is not constantly interrupted by advertisements. Of course, this system has also made binge-viewing much easier.

Netflix has its own TV drama series called House of Cards, a political thriller starring Kevin Spacey and Robin Wright. Instead of introducing one episode a week, all thirteen chapters were streamed online at the same time. The series was extremely popular with the public, and it also won a number of important prizes. TV executives should take note of the show's success because the future of their own channels may be in danger.

Grammar and vocabulary

4 Choose the correct answers.



Going to the cinema is supposed to be fun, but sometimes, this
is not the case. For example, how 1 times have you heard
a mobile phone ring while you 2 a film? This is one of the
most 3 things that can happen in the cinema. We are
always reminded to turn off our mobiles before the film starts,
so there really aren't 4 excuses. And if you forget, you
5 answer your phone, because the person can leave a
message on your voicemail.
Sitting next to a baby can also be a pain. Unfortunately, small children don't understand that they 6 be noisy in the cinema. 7 parents may not have anybody to leave their children with, but they don't 8 to go to the cinema to see a film. Instead, they could watch one online or rent a DVD.
Finally, there is the issue of people talking. Most of us whisper when we want to say something, but a ⁹ people don't seem to know how. I'm afraid I don't have ¹⁰ patience with these rude people, and I usually tell them to be quiet!

1	a	many	b	much	C	some
2	a	watch	b	were watching	C	watched
3	a	annoyed	b	cross	C	annoying
4	a	a lot	b	any	C	some
5	a	mustn't	b	needn't	C	don't
6	a	needn't	b	don't	C	mustn't
7	a	Some	b	Any	C	Α
8	a	have	b	must	C	needn't
9	a	little	b	lot	C	few
10	a	many	b	much	C	some

- 5 You and a friend watched the first season of a TV series last weekend. Write a letter to another friend in which you:
 - say which series you watched and who you watched it with.
 - give your personal opinion of the series.
 - mention what you did after you finished watching the
 - invite your friend to watch the next season of the series with you soon.

Cumulative Review 3 (Units I-5)

Listening

1 2.20 Listen and match conversations 1–5 with contexts a–e.

a	an	ansv	verp	hone	messag	e
		7				

- **b** a job interview
- c a talk
- d a job advert
- e an informal conversation

2 2.20 Listen again and choose the best answers.

- 1 Which information should you always include on a CV?
 - a Your date of birth.
 - **b** Your phone number.
 - c Your place of birth.
- 2 What does Paul like about his job?
 - a It's challenging.
 - **b** He loves travelling.
 - c It's very varied.
- 3 What do applicants need for the job?
 - a Communication skills.
 - **b** Experience.
 - c Special qualifications.
- 4 Why did Annabel apply for the job?
 - a She wants to do something more challenging.
 - **b** She wants to earn more money.
 - c She wants to work with some friends.
- 5 How can visitors book a guided tour of the factory?
 - a By phone.
 - **b** In person.
 - c Online.

Speaking

3 Work in pairs. Look at the photo and answer the questions.

- 1 How do you think the people are feeling?
- **2** Which would you prefer: a face-to-face job interview or an interview by phone?
- **3** How would you describe the last time you had to make a good impression?

Reading

- 4 Read the article about a job at a chocolate company. Match sentences A–F with gaps 1–5 in the article. There is one extra sentence.
 - A To do this, they will need an excellent sense of taste and smell
 - **B** The closing date for applications is 16 December.
 - **C** If candidates are successful, they will go on to do a blind taste test.

Dream job for chocolate lovers

Are you out of work? Do you love chocolate? Then you might be interested in an advertisement that appeared last week on Facebook and in cinemas all over the country. 1_____ The starting salary for the post will be around £35,000 per year.

Although the job is based in England, the successful candidate will have to do a lot of travelling. He or she will go abroad regularly to look for the best ingredients for the company's products. ²_____ When the right combination is found, the company will develop a new chocolate bar. The best part of the job will be testing the new products, which will be done, of course, by the Taste Assistant.

No formal qualifications are needed for the job, but there is one rather special requirement. Applicants must be able to tell the difference between different kinds of flavours.

3_____ For this reason, Green & Black's is looking for

For this reason, Green & Black's is looking for someone with 'a good nose'. A company representative says that they have no preference over men or women for the job, and that age is not important. According to experts, however, women are usually more sensitive to taste than men. They also say that we lose our sense of taste as we get older. For this reason, the successful applicant is likely to be young and female.

Cumulative Review 3 (Units I-5)

- D The chocolate company Green & Black's is looking for a new Taste Assistant for their UK office.
- **E** Many people eat too quickly to pay attention to what they are eating.
- **F** The rest of the time will be spent at the company's headquarters experimenting with different flavours.
- 5 Read the text again. Underline the word or words in the sentences after the gaps that refer back to the missing sentences.



The first stage in the selection process will be an _ Here, they must identify the flavours interview. 4_ of chocolate bars that the company has prepared specially. They will not be able to see the chocolate that they have to taste. The final stage will be a live 'Taste Challenge' in which the five best candidates will take part. The prize for the winner will be the Taste Assistant job.

Green & Black's are asking those who are interested in the post to send in a CV with a covering letter. 5 The company will hold interviews two weeks later in the first week of January. The successful candidate can expect to start work in their new job early next year.

Grammar and vocabulary

6 Choose the correct answers.

HOW TO GET YOURSELF NOTICED

Marketing graduate Alfred Ajani, aged 22, applied unsuccessfully for over three hundred positions when he finished university. It seemed that the only posts available were temporary jobs. Alfred wanted something 2 he decided to try a different approach. 'If I give people my CV in person, perhaps 3 a job,' he thought. He went to London's Waterloo Station and 4 at the entrance with a pile of CVs and a card advertising his services. At first, commuters were a suspicious, but then they started going up to him to ask . During the day, he met some very interesting people. When he got home, Alfred received a phone call about a marketing job in Barcelona. He was 7_ because his plan had worked. He 8_ an interview for the job next week. If he the job, he'll be able to work using his studies. Of course, he 10 learn a new language too.

1	a	badly-paid	b	creative	C	rewarding
2	a	the best	b	better	c	best
3	a	I'm getting	b	I'll get	C	l got
4	a	stood	b	stands	C	standing
5	a	bit	b	few	C	lot
6	а	do	b	had done	C	was doing
7	a	confused	b	delighted	C	disappointed
8	a	would have	b	have	C	's going to have
9	a	get	b	will get	c	gets
10	a	had to	b	'll have to	c	have to

- 7 Write an application letter for the job in exercise 4. Include this information:
 - what the job is and how you found out about it
 - why you are interested in the job
 - why you are the right person for the job
 - what you are sending with the letter and when you can start work
 - · what you would like to happen next.

Cumulative Review 4 (Units I-7)

Listening

1	2.21 Listen to four speakers talking about their
	shopping habits. Match speakers 1-4 with the item
	below that they are most likely to buy.

an album	an elec	tronic device	earrings
a guitar	a novel	some potato	es a dres
Speaker 1:	-		
Speaker 2:	-		
Speaker 3:	_		
Speaker 4:	<u></u>		

2 2.21 Listen again. Match speakers 1–4 with sentences A–F. There is one extra sentence.

se	ntences A–E.	There is one extra sentence.
Α	Speaker used today.	buys something which is not often
В	Speaker	_ spends money online.
C	Speakersomething.	only saves money by buying a lot of
D	Speaker money.	pays for things with somebody else's
E	Speaker	is running out of space for all the things

Speaking

3 Work in pairs. There are plans to open new businesses in your town. Which one of the shops and services below would be most successful and why? Why are you rejecting the other options? Write notes below.

baker's charity shop clothes shop estate agent's

jeweller's	takeaway	
Choices: _		
Reasons fo	or rejecting other options:	

Reading

4 Read the three texts. For each text, choose the correct answer (a, b or c).

Best TV *moments*

The highlight of last night's television was the first episode in the latest series of Channel Four's reality show *Secret Millionaire*. The idea behind the show is for a millionaire to take on a new identity and go into poor areas of their city to find three charities to give some of their money to. They spend a week working with the organisations, revealing their true identity at the end of the programme. At this point, they give each of the charities a cheque for tens of thousands of pounds. Last night's show had more drama than usual – you'll have to watch to find out why – but finished with millionaire composer and music producer David King donating £50,000 pounds to the charities he had worked with.

- 1 The author of the text wants to
 - a give advice to millionaires on what to do with their money.
 - **b** give an opinion of a TV programme.
 - c explain how reality shows can be good for society.

What's in a sofa?

When three students bought a sofa from a charity shop, they got more than they paid for. When they brought the sofa home, they discovered an envelope full of \$20 notes hidden under the cushions. They continued to look and found more envelopes! By the time they finished looking, they had a pile of notes adding up to more than \$40,000. At first, the students began to talk about what they would do with the money. One said he would take a trip, while another would buy his mum a new car. But when they found a woman's name on one of the envelopes, they knew that they had to give it back. They called the woman, who was so delighted to hear from them, that she gave them \$1,000 for returning her money.

- 2 What was the students' first idea when they realised they had \$40,000?
 - a To split up the money and spend it.
 - **b** To find the person who it belonged to.
 - c To call the charity shop about the sofa.

Cumulative Review 4 (Units I-7)



Are you over seventeen years and six months old and in full-time education? Then why not open an account with us? With our Student Account, you get all the usual offers: free online banking and access to your money twentyfour hours a day, seven days a week. But on top of that, we won't charge you for going over your limit (up to £1,400). We also have a new banking app that you can use to manage your money more easily. You can use this to check how much money is in your account, pay your bills and receive text messages related to your money. If you want a flexible way to look after your money, our Student Account is the one for you. To open an account, fill in the application form on our website, or call your nearest branch for more information.

- 3 The text gives readers
 - a some information about different kinds of bank accounts.
 - **b** tips on how to manage your money as a student.
 - c a number of reasons why they should open one particular account.
- 5 Look back at questions 1–3 in exercise 4. Explain in your own words why the other options are not correct.

Grammar and vocabulary

6 Choose the correct answers.

SHOPPING revolution

Do you often go shopping? If so, how do you usually the items you buy? Some people still use cash, because it's easier to know 2_ _ money you have spent. But if you're 3____ of money when you reach the supermarket check-out, it can be very embarrassing. Other people pay by card, so that they 4____ __ carry a lot of money around with them. Unfortunately, credit cards often make you spend more money 5_____ you had planned. And it isn't until the end of the month that you realise that you 6_____ the bank a lot of money. To carry cash or cards, you need a wallet and a bag - or quite a big pocket! But wouldn't it be great if you 7_ wallet at home? If you *___ _ a smartphone, it seems that you will soon be able to do that. The company Vocalink a new app called Zapp which will allow people to pay by phone in the future. Zapp will completely change the way we shop - and our mobile phones 10_____ even more necessary than they already are.

1 a buy for **b** pay c pay for 2 a how much b how c how many 3 a few **b** short c little 4 a don't have to **b** must c mustn't b than c that 6 a borrow **b** owe c lend 7 a would leave b will leave c could leave 8 a have b will have c would have **b** is developing c had developed 9 a develops 10 a become **b** will become c would become

- 7 Imagine that you are saving up to buy a new electronic device. Write a blog post describing how you have managed to save money. Include this information:
 - what you want to buy
 - three methods you have used to save money
 - what you are going to do when you have enough money to buy the device.

Cumulative Review 5 (Units I-9)

Listening

- 1 2.22 Listen to five conversations about gadgets and choose the best answers.
 - 1 Listen to an answerphone message. What is the speaker's intention?
 - a To apologise to her friend.
 - **b** To tell her friend about her holiday.
 - c To thank her friend.
 - 2 Listen to a conversation at the police station. What colour is the tablet?
 - a black
 - **b** purple
 - c white
 - **3** Listen to a radio announcement. What is the speaker's intention?
 - a To challenge the listeners.
 - **b** To persuade the listeners to do something.
 - c To describe something to the listeners.
 - **4** Listen to a conversation between a mother and her son. What does she give him for his birthday?
 - a a computer
 - **b** a games console
 - c a television
 - **5** Listen to an extract from a radio programme. What is the speaker's intention?
 - a To ask the listeners to do something.
 - **b** To entertain the listeners.
 - c To inform the listeners about something.

Speaking

- 2 Work in pairs. Look at the photo and answer the questions.
 - 1 How do you think the person is feeling?
 - **2** Which is worse in your opinion, a broken computer or a broken mobile phone?
 - **3** When was the last time you had a problem with a gadget? What happened?



Reading

3 Match texts A–D with questions 1–6 below. Some questions match with more than one text.

Which invention(s) ...

- 1 was / were discovered during the scientist's free time?
- 2 was / were made when scientists were working on something else?
- 3 was / were previously used for something different?
- 4 resulted from something getting too hot?
- **5** is / are used for joining two things together? _
- 6 took the longest to be developed?

NVENTED BY ACCIDENT

A MICROWAVE OVEN

This useful kitchen device was invented by an electronics genius called Percy Spencer. Spencer had been in the Navy, where he had taught himself how to be an engineer. When he left, he got a job at Raytheon, an important company in the arms industry. In 1945, Spencer was experimenting with radar when something strange happened. He noticed that a bar of chocolate in his pocket had melted. Spencer worked out that it was the microwaves from the radar that had heated the chocolate. Spencer continued investigating the effects of microwaves on food and developed the microwave oven. The first machine was sold just a year after Spencer had made his discovery.



Cumulative Review 5 (Units I-9)

B VELCRO

Velcro was invented by a Swiss engineer called George de Mestral. In 1948, Mestral was out walking with his dog when he noticed that the dog was covered in small green balls. The balls were the seeds of a plant which was common in the area.

Mestral wanted to know what made these balls stick to his dog's fur, so he looked at one of them under his microscope. He saw that it had a lot of tiny hooks. Mestral realised that this technique could be used to make two strips of material stick together. He experimented with a variety of materials for years until the invention of nylon, which was perfect for his idea. The first Velcro was finally produced in 1955.

C PLAY-DOH

The children's toy Play-Doh actually started life as a cleaning product. It was made by an American company called Kutol Products and it was used to clean wallpaper. Sadly, the wallpaper cleaner did not sell very well, so Kutol Products began losing money. That is, until the company realised that its product was being used for



a different purpose. Children had started using it to make Christmas ornaments in the shape of people and animals. Kutol Products adapted their product almost overnight by taking out the cleaning ingredient and adding colours and a nice smell. They also gave it a new name. Play-Doh went on to become one of the best-selling children's toys ever.

D SUPERGLUE

used it.

In 1942, Dr Harry Coover of Eastman-Kodak Laboratories was trying to find a new material to use for making part of a gun. He was disappointed to see that his latest effort, a substance called cyanoacrylate, was a complete failure because it stuck to everything it touched. Coover threw it away and forgot about it. Six years later, he came across cyanoacrylate once more when his company was developing a new design for part of a plane. Again, the substance stuck to everything in sight. But this time, Coover realised that the substance might be useful, because it didn't need heat to make it stick. Coover carried on experimenting with cyanoacrylate in his lab, and it appeared in DIY stores as Constitution of the state of th superglue sixteen years after he had first

Grammar and vocabulary

4 Choose the correct answers. REACH FOR THE SKY!

It is incredible what inventors can come up with these days. In the past, people said that it 1___ impossible to make a flying motorbike, but a California-based company called Aerofex 2_ ___ just that. The Aero X hoverbike runs on normal _ two people to ride up to three metres above the ground at a speed of 70 km/h. The first model back in 2012, but experts 5___ the company that it looked very ugly. Since then, the design 6_ __ so that now it looks like something out of the film Star Wars. It has taken so long to produce because this kind of vehicle has always been _ dangerous. You 8__ considered 7_ have a pilot's licence to use the hoverbike, but all riders will have to do a training course before they buy one. The Aero X 9_ around \$85,000 and can be reserved on the company's website for \$5,000. But one, you'll have to be quick, because they are sure to be very popular.

1	a	are	b	was	C	would
2	a	was done	b	was doing	C	has done
3	a	allows	b	lets	C	prevents
4	a	is developed	b	developed	C	was developed
5	a	said	b	told	C	told to
6	a	is changed	b	was changed	c	has been changed
7	a	enough	b	too	C	too much
8	a	needn't	b	mustn't	C	can't
9	a	costs	b	pays	C	charges
10	а	wanted	b	want	c	will want
	-					

- 5 Imagine you have just returned home from a visit to a science museum. Write an email to a friend in which you:
 - describe the journey to the museum.
 - describe the science museum.
 - tell the story of one of the exhibits.
 - suggest an activity to do together when your friend visits.



Writing Bank

An informal letter

You recently visited an English friend in York. Write a letter to Clare.

- Thank Clare for looking after you during your visit.
- Describe your first week at university.
- Ask Clare about her job and tell her your plans to work part-time.
- Invite her to visit.

Dear Clare, How are things? It was great to see you during the holidays! Thanks for showing me all the sights of York. I had a fantastic time I started university here in Boston last week. There's so much information and so many new people to meet. I think the course is going to be really interesting and I'm sure I'll have a lot of fun here. How is your new job? Are you enjoying it? It must be really nice to be earning some money. I'm going to try to get a part-time job while I'm studying here. A bit of extra cash will be really useful. There's a bookshop in the city centre that's advertising for staff, so I might go there and have a chat with them. Well, I've got to get back to the books. Write soon. Best wishes, Marion P.S. You are very welcome to come and visit me next year.

- Start the letter with *Dear* and the person's name.
- We sometimes start a letter by asking how the person is. You can use phrases such as How are you? or How are things?
- Divide the letter into short paragraphs, each with its own topic.
- We can use colloquial words and phrases.
- We often end letters with expressions like Write soon, Best wishes, See you soon, or Take care, and your first name. If we know the person well, we can use Love, Lots of love, or With love from.
- Use P.S. to add extra information or ask a question at the end of the letter.

An email

You have received an email from an English-speaking friend who has just started university in Cambridge. Write an email reply.

• Describe a job you have recently started.

Do you think you will be able to? I hope so!

- · Accept an invitation to visit.
- Share some news about your family.
- Ask about your friend's plans for the holidays and describe your own plans.
- In informal email messages, we often start with Hi or just the name. We don't usually use Dear.
- We can use colloquial words and phrases.
- Use short forms, e.g. We're and I'll, and abbreviations like etc., e.g.
- We often end informal email messages with expressions like See you soon, See you later or Bye for now.



Hi Karl,

Thanks for your letter - it was great to hear from you! I'm really pleased that you're enjoying university.

I started my new job last week and I don't like it at all. My boss is really rude and we have to work long hours. No one else talks to me – not even the customers!

I'd love to come and visit you next year. Cambridge sounds like a great place. There's so much I'd like to see there. I can't wait!

Tomorrow, I'm going to visit my cousin in hospital. She hasn't had an accident - she's had a baby! It's a little girl and they've called her Lily. Do you like that name?

What are you up to in the holidays? I'm going to stay with my grandparents in Edinburgh.

I hope to hear from you soon. Take care.

Bye for now,

Alex



Writing Bank

A blog post

Your English penfriend Lisa came to stay with you during the holidays. Write a blog post.

- Explain how you know Lisa.
- Describe her appearance and personality.
- Describe a memorable day out.
- Speculate about a visit to England in the future.
- Try to use a variety of tenses in your blog post. Covering the different points in the task should allow you to do this.
- Avoid using formal language in a blog post; use informal or neutral language.
- Use phrases like In my view ... and As I see it ... to introduce your opinions.
- You must cover all of the points in the task.
- If you divide your post into paragraphs, it is a good idea to have one paragraph for each point in the task.

Blogsite.com

Last April, my penfriend Lisa came to stay with me in Bangkok for two weeks. I know Lisa because our schools arranged an exchange programme and we visited each other two years ago. Since then, we have sent regular emails and letters, but we haven't seen each other.

Lisa is the same age as me. She's tall with short, dark hair and green eyes. We get on well because our personalities are very similar. As I see it, we're both easy-going and friendly, but quite shy too. We both hate loud, arrogant people!

Because Lisa visited in April, I wanted to show her how we celebrate the Songkran Festival here in Bangkok. So we went out on to the streets with buckets of water and splashed lots of people. It was great fun and Lisa really enjoyed experiencing a local tradition.

If I can save up enough money between now and August, I'll go to England to visit Lisa for a fortnight. We may go camping for a few days while I'm there. I hope the British weather is better than they say!

An opinion essay / article

Your local authority has decided that a supermarket chain can build a store on some nearby playing fields. Write an article for an internet discussion forum.

- Explain why you disagree with the decision.
- Present the advantages of green spaces in towns.
- Describe a memorable event that took place there.
- Suggest a better location for the supermarket and give reasons.
- Begin by re-stating the main context of the task.
- Use words like Firstly ... and Secondly ... to sequence your points.
- Avoid using very informal language in an essay or article.
- Use a variety of expressions for introducing opinons like It seems to me ..., In my view, In my opinion ..., etc. and for making additional points, Moreover, Furthermore, etc.
- Use concession clauses like *although*, *even* though etc. at the beginning or end of a sentence.
- You must cover all of the points in the task.
- If you divide your essay or article into paragraphs, it is a good idea to have one paragraph for each point in the task.
- Finish by summing up your arguments.

YourTown.com

I strongly disagree with the plan to build a supermarket on the playing fields near our school. Firstly, it will mean losing an important facility for recreation. People of all ages use the fields for jogging, playing sports and having picnics. Secondly, it will cause an increase in traffic around the school.

Green spaces are particularly important in towns. They provide a space where people can escape from noise and pollution. Moreover, they make the whole area more attractive.

Last November, there was a firework display on the playing fields. Hundreds of people attended and the event raised a lot of money for charity.

In my view, it would be better to build a new supermarket next to the station. The buildings there are mostly empty. In addition, it would be much more convenient for customers for the supermarket to be on the ring road. A new supermarket would improve this part of town.

In conclusion, I oppose the plan to build a supermarket on the playing fields. I believe the playing fields are important to the local community. It would be better to build the supermarket close to the station.



Functions Bank

Talking about likes and dislikes			
I can't stand (IA)			
I don't mind (IA)			
I hate (IA)			
I love (IA)			
I quite like (IA)			
I'm really keen on (IA)			
isn't bad. (IA)			
is great. (IA)			
is terrible. (IA)			

Asking for / Giving advice		
What can I do? (1C)		
Can I ask your advice about something? (1C)		
I think / don't think you should (1C)		
Why don't you? (1C)		
You need to (1C)		
You have to (1C)		
That's my advice. (1C)		
You're right. Thanks for your advice. (1C)		

Reacting and showing interest			
You're joking / kidding! (1G)			
How boring / funny / frustrating / exciting / upsetting / awful! (1G)			
That's amazing / exciting / worrying / shocking! (1G)			
That sounds great / terrible / annoying / terrifying! (1G)			
What a cool thing to do! (1G)			
Really? I'm so envious! (1G)			
Really? What a relief! (1G)			
That sounds like a nightmare! (1G)			
Oh no! What a disaster / shame! (1G)			

Describing a photo	
The photo shows (2G)	
in the foreground / background (2G)	
in the top left corner / bottom right corner (2G)	
at the top / bottom (2G)	
on the left / right (2G)	
in the centre (2G)	
It looks like a (2G)	
It looks as if they're (2G)	
She seems to be (2G)	

Speculating about a photo		
She's probably feeling and (2G)		
I expect they're feeling , but maybe a bit (2G)		
Judging by , I'd say (2G)		
To me, they look as if they're feeling (2G)		
It can't be because (4G)		
It must be because (4G)		

Making suggestions	
Shall we ? (2H)	
Let's (2H)	
Do you fancy ? (2H)	
How / What about ? (2H)	
It would be nice to (2H)	
We could always (2H)	
Why don't we? (6G)	

Expressing likes and dislikes		
I quite fancy / I don't really fancy (3G)		
I'm / I'm not a big fan of (3G)		
I'm / I'm not keen on (3G)		
I adore / I can't stand (3G)		

Expressing a preference
l'd rather (3G)
I'd prefer (to) (3G)
I think will be better / more fun, etc. (3G)

Reaching an agreement	
Shall we settle on ? (3G)	
OK, I agree. (3G)	
That's agreed, then. (3G)	
That's a great idea. (3G)	

Expressing opinions				
I think / I don't think that (4E)				
In my opinion, (4E)				
I believe / don't believe that (4E)				
It seems to me that (4E)				
To be honest, (4E)				
As I see it, (4E)				
I imagine that (8G)				



Functions Bank

Agreeing and disagreeing

I agree / disagree with (Emma) that ... (4E)

(Tom) is right / wrong to say that ... because ... (4E)

It's true that ... (4E)

I don't agree that ... (9D)

I agree that ... (9D)

I'm not sure that ... (9D)

I wouldn't say that ... (9D)

Comparing and contrasting: similarities

The common theme in the photos is ... (4G)

You can see ... in both photos. (4G)

Both photos show ... (4G)

In both photos there are ... (4G)

Comparing and contrasting: differences

The first photo shows ... , whereas the second photo shows ... (4G)

In the first photo ..., but in the second photo ... (4G)

One obvious difference is (that) ... (4G)

Unlike the first photo, the second photo shows ... (4G)

In contrast to the first photo, the second photo ... (4G)

Making contrasts

I'm sure I'll enjoy it even though ... (5G)

Although it's ..., it will be very ... (5G)

The job is quite However, I really don't want to work in a ... (5G)

The ... isn't very good. Nevertheless, I'm choosing this job because I'm interested in ... (5G)

Accepting a suggestion

That sounds like a great idea. (6G)

What a good idea! (6G)

I like that idea. (6G)

That's a really good plan.

Yes. Why not? (6G)

Let's do that. (6G)

Declining a suggestion

I'm not sure about that. (6G)

I don't think that's a great idea. (6G)

I'm not very keen on that idea. (6G)

I'd rather not. (6G)

Expressing no preference

Idon't mind. (6G)

Either suggestion is fine by me. (6G)

They're both good ideas. (6G)

Structuring your speech

I'd like to start by saying / looking at ... (7G)

First of all, we need to decide / examine / look at / ask ourselves ... (7G)

I'll begin with ... (7G)

Now I'd like to move on to ... (7G)

This leads to my next point. (7G)

Now let's look at / move on to (the question of ...) (7G)

Ordering points or opinions

First, ... Second, ... Finally, ... (7G)

Justifying your opinions

There are a number of reasons why I believe this. First, ... (7G)

I'll tell you why I think that. (7G)

The reason I say that is ... (7G)

The main reason I feel this way is ... (7G)

Summing up your opinion

To sum up, ... / In conclusion, ... / All in all, ... (7G)

Just to summarise the main points ... (7G)

Giving a tentative opinion

I'm not sure really. (8G)

I agree to some extent. (8G)

I suppose it's true to say that ... (8G)

Making an additional point

Moreover, ... (8G)

Furthermore, ... (8G)

What is more, ... (8G)

Making a complaint

There's a problem / something wrong with ... (9G)

It's broken. (9G)

It doesn't work. / It has stopped working. (9G)

Can I have my money back, please? (9G)

Can you exchange / repair it? (9G)

| Can I see / speak to the manager, please? (9G) www.pardistalk.ir/library



Unit I		walk (n)	/work/
beard (n)	/beid/	wavy (adj)	/ˈweɪvi/
black (adj)	/blæk/	whiteboard (n)	/ˈwaɪtbɔːd/
51 SW	/ˈbɔːd geɪmz/		
board games (n)	/ˈbəulɪŋ/	Unit 1	
bowling (n)	/braun/	a bit (adv)	/ə bɪt/
brown (adj)	1925 1740 Ot	a little bit (adv)	/ə 'lɪtl bɪt/
canteen (n)	/kæn'ti:n/	annoyed (adj)	/b:cn'e/
chemistry (n)	/ˈkemɪstri/	annoying (adj)	/nıcn'e/
chess (n)	/tfes/	anxious (adj)	/'æŋkʃəs/
classroom (n)	/ˈklɑːsruːm/	ashamed (adj)	/ə'ʃeɪmd/
coat (n)	/kəut/	ask for (phr v)	/a:sk fə/
corridor (n)	/'kpridə:(r)/	bleed (v)	/bli:d/
curly (adj)	/ˈkɜːli/	blood (n)	/blad/
dance (n)	/da:ns/	bored (adj)	/bo:d/
dark (adj)	/da:k/	boring (adj)	/ˈbɔ:rɪŋ/
desk (n)	/desk/	break (your arm) (v)	/breik/
drama (n)	/'dra:mə/	broken (arm) (adj)	/ˈbrəukən/
drawing (n)	/'drɔːɪŋ/	bruise (n, v)	/bru:z/
fair (adj)	/feə(r)/	burn (v)	/bɜɪn/
geography (n)	/dʒiˈɒgrəfi/	confused (adj)	/kənˈfjuːzd/
gym (n)	/dʒɪm/	confusing (adj)	/kənˈfjuːzɪŋ/
hair (n)	/heə(r)/	cross (adj)	/krps/
hall (n)	/hɔːl/	cut (n, v)	/kat/
hat (n)	/hæt/	delighted (adj)	/dɪˈlaɪtɪd/
homework (n)	/ˈhəʊmwɜːk/	disappointed (adj)	/ˌdɪsəˈpɔɪntɪd/
ice skating (n)	/'ais skeitiŋ/	disgusted (adj)	/dis/gastid/
interactive whiteboard	/ıntərˈæktɪv ˈwaɪtbɔːd/	disgusting (adj)	/dis/gastin/
(n)	(at Itial / an falm or fa	embarrassed (adj)	/im'bærəst/
IT [information technology] (n)	/ˌaɪ ˈtiː/, /ˌɪnfəˈmeɪʃn tekˌnɒlədʒi/	embarrassing (adj)	/imˈbærəsiŋ/
jacket (n)	/'d3ækit/	envious (adj)	/enviss/
jumper (n)	/'dʒʌmpə(r)/	excited (adj)	/ik'saitid/
laptop (n)	/'læptɒp/	exhausted (adj)	/ig/zoistid/
leggings (n)	/'legɪŋz/	exhausting (adj)	/ig/zoistin/
long (adj)	/lɒŋ/	extremely (adv)	/ɪk'stri:mli/
moustache (n)	/məˈstaːʃ/	fall (over) (v)	/fo:l/
music (n)	/'mju:zɪk/	find out (phr v)	/faind aut/
noticeboard (n)	/ˈnəʊtɪsbəːd/	frightened (adj)	/ˈfraɪtnd/
PE [physical education]	/ˌpiː 'iː/, /ˈfɪzɪkl	frightening (adj)	/ˈfraɪtnɪŋ/
(n)	,edzu'keıſn/	get over (phr v)	/get 'əuvə(r)/
picnic (n)	/'pɪknɪk/	hurt (v)	/h3:t/
playing field (n)	/'pleiin fiːld/	injure (yourself) (v)	/'ındʒə(r)/
reception (n)	/rɪˈsepʃn/	injury (n)	/ˈɪndʒəri/
red (adj)	/red/	interested (adj)	/ˈintrəstid/
shirt (n)	/ʃɜːt/	interesting (adj)	/ˈintrəstiŋ/
short (adj)	/ʃɔːt/	look at (phr v)	/lok æt/
skateboarding (n)	/ˈskeɪtbɔːdɪŋ/	own up (phr v)	/əun ʌp/
staff room (n)	/'sta:fru:m/	pain (n)	/pein/
straight (adj)	/streit/	proud (adj)	/praud/
sweatshirt (n)	/ˈswetʃɜːt/	put back (phr v)	/put bæk/
textbook (n)	/'tekstbuk/	rather (adv)	/ˈrɑːðə(r)/
tie (n)	/taɪ/	relieved (adj)	/ri'li:vd/
trousers (n)	/'trauzəz/	satisfied (adj)	/ˈsætɪsfaɪd/
video games (n)	/'vidiəu geimz/	satisfied (adj)	, sweisting



satisfying (adj)	/ˈsætɪsfaɪɪŋ/	examine (v)	/ig'zæmɪn/
shocked (adj)	/fokt/	experience (n, v)	/ɪk'spɪəriəns/
shocking (adj)	/'ʃokɪŋ/	exploration (n)	/ˌekspləˈreɪʃn/
slip (over) (v)	/slrp/	explore (v)	/1k'splɔ:(r)/
sprain (n, v)	/sprein/	fantastic (adj)	/fæn'tæstik/
surprised (adj)	/səˈpraɪzd/	filthy (adj)	/ˈfɪlθi/
surprising (adj)	/səˈpraɪzɪŋ/	forest (n)	/'fprist/
suspicious (adj)	/səˈspɪʃəs/	helmet (n)	/'helmɪt/
talk about (phr v)	/ˈtɔːk əˌbaut/	hill (n)	/hɪl/
tired (adj)	/ˈtaɪəd/	huge (adj)	/hju:dʒ/
tiring (adj)	/ˈtaɪərɪŋ/	icy (adj)	/ˈaɪsi/
trip (over) (v)	/trip/	imagination (n)	/i,mædʒi'neiʃn/
upset (adj)	/ap'set/	imagine (v)	/ıˈmædʒɪn/
very (adv)	/ˈveri/	impressive (adj)	/im'presiv/
worried (adj)	/ˈwarid/	inside (prep)	/,in'said/
worrying (adj)	/'warim/	lake (n)	/leɪk/
wonying (adj)		life jacket (n)	/ˈlaɪf dʒækɪt/
Unit 2		low (adj)	/lau/
accomplish (v)	/əˈkʌmplɪʃ/	motivate (v)	/ˈməʊtɪveɪt/
accomplishment (n)	/əˈkʌmplɪʃmənt/	motivation (n)	/ˌməutɪˈveɪʃn/
achieve (v)	/ə'tʃi:v/	mountain (n)	/maunten/
achievement (n)	/əˈtʃiːvmənt/	narrow (adj)	/ˈnærəʊ/
across (prep)	/əˈkrɒs/	near (prep)	/niə(r)/
along (prep)	/əˈlɒŋ/	need (n, v)	/ni:d/
astonishing (adj)	/əˈstɒnɪʃɪŋ/	ocean (n)	/ˈəʊʃn/
athletic (adj)	/æθ'letɪk/	paddles (n)	/ˈpædlz/
attempt (n, v)	/ə'tempt/	poles (n)	/paulz/
awful (adj)	/ˈɔ:fl/	preparation (n)	/prepəˈreɪʃn/
behind (prep)	/bi'haind/	preparation (II)	/pri'peə(r)/
beside (prep)	/bi'said/	relax (v)	/rɪˈlæks/
boots (n)	/bu:ts/	relaxation (n)	/ˌriːlækˈseɪʃn/
brave (adj)	/breiv/	remote (adj)	/ri'məut/
brilliant (adj)	/ˈbrɪliənt/	rescue (n, v)	/ˈreskjuː/
cave (n)	/keɪv/	risk (n, v)	/risk/
cliff (n)	/klıf/	risky (adj)	/ˈrɪski/
complete (v)	/kəm'pli:t/	river (n)	/'rɪvə(r)/
completion (n)	/kəmˈpliːʃn/	rocks (n)	/rpks/
dark (adj)	/da:k/	rocky (adj)	/ˈrɒki/
deep (adj)	/di:p/	rope (n)	/rəup/
delicious (adj)	/dɪˈlɪʃəs/	rucksack (n)	/ˈrʌksæk/
desert (n)	/ˈdezət/	safety harness (n)	/ˈseɪfti ˈhɑːnɪs/
develop (v)	/dɪˈveləp/	shallow (adj)	/ˈʃæləu/
development (n)	/dr'veləpmənt/	shore (n)	/ʃɔː(r)/
dinghy (n)	/ˈdɪŋgi/, /ˈdɪŋi/	spectacular (adj)	/spek'tækjələ(r)/
down (prep)	/daun/	starving (adj)	/sta:vin/
dream (n, v)	/dri:m/	steep (adj)	/sti:p/
employ (v)	/ıclq'mı/	stream (n)	/stri:m/
employment (n)	/im'ploiment/	strong (adj)	/stran/
entertain (v)	/ˌentəˈteɪn/	strong (adj)	/stroiy/
entertainment (n)	/ˌentəˈteɪnmənt/	swimming (adj)	/ˈswimiŋ traŋks/
erupt (v)	/ı'rʌpt/	tall (adj)	/to:l/
eruption (n)	/ı'rapʃn/	100 mg (100 mg	/ˈterɪfaɪɪŋ/
examination (n)	/ɪgˌzæmɪˈneɪʃn/	terrifying (adj)	6A PRESENTATION - 1A
		thrilling (adj)	/ˈ\text{\text{\text{\$\exitt{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\exitt{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\exitt{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\exitt{\$\text{\$\}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}}



W 17 5	10(17 17 PV	7. 6.4
through (prep)	/θτυ:/	patient (adj)	/'peijnt/
tiny (adj)	/'taɪni/	period drama (n)	/ˈem:priəd ˈdrɑ:mə/
tragic (adj)	/'trædʒɪk/	plot (n)	/plot/
under (prep)	/'\ndə(r)/	prevent (v)	/pri'vent/
valley (n)	/'væli/	provide (v)	/prəˈvaɪd/
volcano (n)	/vpl'keɪnəu/	reality show (n)	/riˈæləti ʃəʊ/
waterfall (n)	/wo:tafo:l/	responsible (adj)	/rı'spɒnsəbl/
wide (adj)	/waid/	reveal (v)	/rɪ'vi:l/
Unit 3		romantic comedy (n)	/rəʊˈmæntɪk ˈkɒmədi/
	/11002.11/	scary (adj)	/'skeəri/
acceptable (adj)	/əkˈseptəbl/	scenes (n)	/si:nz/
acting (n)	/ˈæktɪŋ/	science fiction film (n)	/ˈsaɪəns ˈfɪkʃn fɪlm/
action film (n)	/ˈækʃn fɪlm/	script (n)	/skript/
animation (n)	/ˌænɪˈmeɪʃn/	sitcom (n)	/'sɪtkɒm/
appropriate (adj)	/əˈprəupriət/	soap (n)	/səup/
assume (v)	/əˈsjuːm/	soundtrack (n)	/ˈsaundtræk/
certain (adj)	/ˈsɜːtn/	special effects (n)	/ˌspeʃl ɪˈfekts/
characters (n)	/ˈkærəktəz/	talent show (n)	/'tælənt ʃəʊ/
chat show (n)	/tfæt fəu/	thriller (n)	/(r))elr1θ'/
comedy (n)	/ˈkɒmədi/	unacceptable (adj)	/ˌʌnək'septəbl/
convincing (adj)	/kən'vɪnsɪŋ/	uncertain (adj)	/an's3:tn/
co-operate (v)	/kəu'ppəreɪt/	unfair (adj)	/ˌʌn'feə(r)/
deny (v)	/dɪˈnaɪ/	unlikely (adj)	/ʌnˈlaɪkli/
dependent (adj)	/dr'pendənt/	unrealistic (adj)	/ˌʌnrɪəˈlɪstɪk/
dishonest (adj)	/dɪs'ɒnɪst/	unsurprising (adj)	/ˌʌnsəˈpraɪzɪŋ/
documentary (n)	/ˌdɒkjuˈmentri/	violent (adj)	/'vaɪələnt/
emphasise (v)	/'emfəsaiz/	visible (adj)	/'vɪzəbl/
ending (n)	/'endɪŋ/	war film (n)	/wɔ:(r) fɪlm/
fair (adj)	/feə(r)/	weather forecast (n)	/ˈweðə fɔːkɑːst/
fantasy film (n)	/ˈfæntəsi fɪlm/	western (n)	/'westən/
funny (adj)	/'fani/		
game show (n)	/'geim fau/	Unit 4	
go for sth (phr v)	/'gəu fɔ:(r) /	approach (v)	/ə'prəutʃ/
gripping (adj)	/'grɪpɪŋ/	avalanche (n)	/ˈævəlɑ:nʃ/
honest (adj)	/'pnist/	billboard (n)	/bilbo:d/
horror film (n)	/'hɒrə(r) fɪlm/	blow (v)	/bləu/
illegal (adj)	/i'li:gl/	bus stop (n)	/'bas stop/
imaginative (adj)	/ı'mædʒɪnətɪv/	climate change (n)	/ˈklaɪmət tʃeɪndʒ/
impatient (adj)	/ɪmˈpeɪʃnt/	close down (phr v)	/kləuz 'daun/
improve (v)	/ɪm'pruːv/	clouds (n)	/klaudz/
inappropriate (adj)	/ˌɪnəˈprəupriət/	cloudy (adj)	/ˈklaudi/
increase (v)	/ɪnˈkriːs/	come up with (phr v)	/kam 'ap wið/
independent (adj)	/ˌɪndɪˈpendənt/	cut down (phr v)	/kʌt daun/
invisible (adj)	/in'vizəbl/	die out (phr v)	/dar aut/
irresponsible (adj)	/ˌɪrɪˈspɒnsəbl/	drought (n)	/draut/
keen on something (adj)	/ˈki:n n ,samθιη/	earthquake (n)	/ˈ3:θkweɪk/
lead (v)	/li:d/	epidemic (n)	/¡epɪˈdemɪk/
legal (adj)	/ˈli:gl/	famine (n)	/'fæmɪn/
likely (adj)	/'laɪkli/	fire hydrant (n)	/ˈfaɪə(r) ,haɪdrənt/
moving (adj)	/'mu:vɪŋ/	flood (n)	/flad/
musical (n)	/ˈmjuːzɪkl/	foggy (adj)	/'fɒgi/
news bulletin (n)	/nju:z 'bolətɪn/	forest fire (n)	/'forist ˌfaiə(r)/
participate (v)	/pa:'tisipeit/	fossil fuels (n)	/ˈfɒsl fju:əlz/
end from a program transfer from the first	MANUAL CONVENIENCE (MANUAL CONTROL MANUAL CONTROL M		500 S00 S00 S00 S00 S00 S00 S00 S00 S00



frost (n)	/frpst/	thunderstorm (n)	/ˈθʌndəstəːm/
frostbite (n)	/'frostbart/	thundery (adj)	/ˈθʌndəri/
frosty (adj)	/ˈfrɒsti/	traffic light (n)	/'træfik lait/
give off (phr v)	/gɪv ɒf/	tsunami (n)	/tsuːˈnɑːmi/
give up (phr v)	/giv np/	use up (phr v)	/juːs ʌp/
global warming (n)	/,gləubl 'wəːmɪŋ/	volcanic eruption (n)	/vol,kænik i'rʌpʃn/
go up (phr v)	/gəu ʌp/	wake up (phr v)	/weik ap/
greenhouse gases (n)	/ˌgri:nhaus ˈgæsɪz/	windy (adj)	/'windi/
hail (n, v)	/heil/	willdy (adj)	, which
hail storm (n)	/'heilstɔ:m/	Unit 5	
head (v)	/hed/	architect (n)	/ˈaːkɪtekt/
heat up (phr v)	/hirt xp/	badly-paid (adj)	/ˈbædli peɪd/
ice (n)	/ais/	builder (n)	/'bɪldə(r)/
ice caps (n)	/'aɪs kæps/	challenging (adj)	/'tʃælɪndʒɪŋ/
lamp post (n)	/ˈlæmp pəust/	cleaner (n)	/ˈkliːnə(r)/
land (v)	/lænd/	creative (adj)	/kri'eɪtɪv/
lightning (n)	/ˈlaɪtnɪŋ/	dentist (n)	/'dentist/
live with (phr v)	/liv wið/	engineer (n)	/,endʒɪ'nɪə(r)/
look after (phr v)	/lok 'a:ftə(r)/	enthusiastic (adj)	/ɪnˌθjuːziˈæstɪk/
mist (n)	/mist/	estate agent (n)	/ıs'teɪt ˌeɪdʒənt/
12 16 27 NAS	/misti/	farm worker (n)	/ˈfɑːm ˌwɜːkə(r)/
misty (adj)	/ˈmʌdslaɪd/	flexible (adj)	/ˈfleksəbl/
mudslide (n)	50.00 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	friendly (adj)	/ˈfrendli/
pavement (n)	/'pervment/	gardener (n)	/'ga:dnə(r)/
pedestrian crossing (n)	/pəˌdestriən ˈkrɒsɪŋ/		/god æt kəˈmju:nɪkeɪtɪŋ/
put something off (phr v)		(adj)	
rain (n, v)	/rein/	groundskeeper (n)	/ˈgraundzki:pə(r)/
rain shower (n)	/,rein ʃaʊə(r)/	hairdresser (n)	/'heədresə(r)/
raindrop (n)	/reindrop/	hard-working (adj)	/,ha:d 'wa:kiŋ/
rainforests (n)	/'reinforists/	journalist (n)	/'dʒɜ:nəlɪst/
rainy (adj)	/'remi/	locksmith (n)	/'lɒksmιθ/
reach (v)	/ri:tʃ/	paramedic (n)	/ˌpærəˈmedɪk/
rely on (phr v)	/rı'laı ɒn/	photographer (n)	/fə'tɒgrəfə(r)/
renewable energy (n)	/rɪˌnu:əbl 'enədʒi/	physically fit (adj)	/ˌfɪzɪkli 'fɪt/
road sign (n)	/'rəud saın/	pilot (n)	/'pailət/
road works (n)	/ˈrəudwɜːks/	pizza delivery man /	/pi:tsə dı'lıvəri mæn/,
run out (phr v)	/rʌn aut/	woman (n)	/womən/
sea levels (n)	/ˈsiː levlz/	police officer (n)	/pəˈliːs ɒfɪsə(r)/
shine (v)	/fain/	programmer (n)	/'prəogræmə(r)/
shop sign (n)	/'fop sain/	receptionist (n)	/rɪˈsepʃənɪst/
shower (n)	/ˈʃaʊə(r)/	reliable (adj)	/rɪˈlaɪəbl/
showery (adj)	/ˈʃaʊəri/	repetitive (adj)	/rɪˈpetətɪv/
snow (n, v)	/snəu/	rewarding (adj)	/rı'wə:dıŋ/
snowflake (n)	/'snəofleɪk/	sales assistant (n)	/'seilz əˌsistənt/
snowy (adj)	/ˈsnəoi/	solicitor (n)	/səˈlɪsɪtə(r)/
spin (v)	/spin/	sports coach (n)	/ˈspɔːts kəutʃ/
storm (n)	/stɔ:m/	stressful (adj)	/'stresfl/
stormy (adj)	/'stɔːmi/	stunt performer (n)	/'stant pə,fɔ:mə(r)/
street corner (n)	/'stri:t kɔ:nə(r)/	surfing instructor (n)	/ˈsɜːfɪŋ ɪnˌstrʌktə(r)/
sunny (adj)	/'sʌni/	travel agent (n)	/'trævl ˌeɪdʒənt/
sunshine (n)	/'sansain/	varied (adj)	/'veərid/
surface temperature (n)	/ˈsɜːfɪs ,temprətʃə(r)/		/'vɪdiəʊ geɪm dɪˌveləpə(r)/
take off (phr v)	/teik pf/	waiter (n)	/'weitə(r)/
thunder (n, v)	/'θʌndə(r)/	well-paid (adj)	/wel peɪd/
charact (ii, v)			



Unit 6		passport control (n)	/ˈpɑːspɔːt kənˌtrəul/
abseiling (n)	/ˈæbseɪlɪŋ/	peaceful (adj)	/'pi:sfl/
aquarium (n)	/əˈkweəriəm/	penpal (n)	/'pen pæl/
art gallery (n)	/ˈaːt gæləri/	restaurant (n)	/'restront/
atmospheric (adj)	/¡ætməs¹ferik/	romantic (adj)	/rəʊˈmæntɪk/
backpack (n)	/'bækpæk/	ruins (n)	/'ru:inz/
bag drop (n)	/bæg drɒp/	safari park (n)	/səˈfɑ:ri pɑ:k/
baggage carousel (n)	/ˈbægɪdʒ kærəˌsel/	seat belt (n)	/ˈsiːt belt/
beautiful (adj)	/ˈbjuːtɪfl/	security camera (n)	/sı'kjuərəti ˌkæmərə/
boarding pass (n)	/bo:din pais/	security check (n)	/sɪˈkjuərəti tʃek/
boat trip (n)	/'bəut trɪp/	shopping district (n)	/ˈʃopɪŋ ¡distrikt/
botanical gardens (n)	/bə _i tænıkl 'ga:dnz/	single room (n)	/'sɪŋgl rom/
busy (adj)	/ˈbɪzi/	souvenirs (n)	/ˌsuːvəˈnɪəz/
cabin crew (n)	/ˈkæbɪn kruː/	square (n)	/skweə(r)/
campsite (n)	/ˈkæmpsaɪt/	statue (n)	/'stætʃuː/
carnival (n)	/ˈkɑːnɪvl/	sunburn (n)	/'sanbain/
castle (n)	/ˈkɑːsl/	suncream (n)	/'sankri:m/
cathedral (n)	/kəˈθːdrəl/	sunglasses (n)	/'sʌnglɑːsɪz/
cheap (adj)	/tʃi:p/	temple (n)	/'templ/
check-in desk (n)	/tfek in desk/	theatre (n)	/'θiətə(r)/
concert (n)	/kpnset/	theme park (n)	/'θi:m pa:k/
crowded (adj)	/ˈkraudɪd/	touristy (adj)	/'torristi/
departure lounge (n)	/dr'partʃə(r) ˌlaundʒ/	tower (n)	/'tauə(r)/
disappointing (adj)	/ntricq'estb ₁ /	travel guide (n)	/trævl gaid/
double room (n)	/,dxbl 'rom/	travel programme (n)	/ˈtrævl ˌprəugræm/
economy class (n)	/t'kɒnəmi ˌklɑːs/	window seat (n)	/ˈwɪndəʊ siːt/
expensive (adj)	/ik'spensiv/		5 NOTE (1977) 27 ST
festival (n)	/ˈfestivl/	Unit 7	
flight attendant (n)	/ˈflaɪt əˌtendənt/	admit (v)	/əd'mɪt/
flight number (n)	/ˈflaɪt nʌmbə(r)/	afford (v)	/əˈfɔːd/
fountain (n)	/fauntan/	agree (v)	/ə'gri:/
full board (n)	/,fol 'bo:d/	avoid (v)	/ə'vɔɪd/
full-time (adj)	/,fol 'taim/	baker's (n)	/ˈbeɪkəz/
half board (n)	/.ioi taiii/	, ,	CIROZ
Hall Doald (II)	Active acceptable Salari	bank (n)	/bæŋk/
1801	/ˌhaːf 'bɔːd/		
hand luggage (n)	/harf 'bo:d/ /'hænd lʌgɪdʒ/	bank (n)	/bæŋk/
hand luggage (n) harbour (n)	/ˌhaːf 'bɔːd/ /ˈhænd lʌgɪdʒ/ /ˈhaːbə(r)/	bank (n) bargain (n)	/bæŋk/ /'ba:gən/
hand luggage (n) harbour (n) high season (n)	/,harf 'bo:d/ /'hænd lʌgɪdʒ/ /'harbə(r)/ /'har si:zn/	bank (n) bargain (n) be short of (v)	/bæŋk/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v)	/,ha:f 'bo:d/ //hænd lʌgɪdʒ/ //ha:bə(r)/ //hai si:zn/ //haiə(r)/	bank (n) bargain (n) be short of (v) borrow (v)	/bæŋk/ /'ba:gən/ /bi 'fɔit ɒv/ /'brəu/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj)	/,ha:f 'bo:d/ /'hænd lʌgɪdʒ/ /'ha:bə(r)/ /'hai si:zn/ /'haiə(r)/ /hi'storik/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n)	/bæŋk/ /'ba:gən/ /bi 'ʃɔ:t ɒv/ /'bbrəʊ/ /'butʃəz/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj) kayaking (n)	/,harf 'bord/ //hænd lʌgɪdʒ/ //harbə(r)/ //har sirzn/ //harə(r)/ //hrstorik/ //karækin/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n) buy (v)	/bæŋk/ /'ba:gən/ /bi 'ʃɔ:t ɒv/ /'bɒrəʊ/ /'botʃəz/ /bai/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj) kayaking (n) low season (n)	/,ha:f 'bo:d/ /'hænd lʌgɪdʒ/ /'ha:bə(r)/ /'ha: si:zn/ /'haiə(r)/ /ha'storik/ /'kaiækiŋ/ /'ləʊ si:zn/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n) buy (v) CEO (n)	/bæŋk/ /'ba:gən/ /bi 'ʃɔ:t ɒv/ /'bbrəu/ /'butʃəz/ /bai/ /;si: i: 'əu/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj) kayaking (n) low season (n) market (n)	/,ha:f 'bo:d/ //hand lʌgɪdʒ/ //ha:bə(r)/ //hai si:zn/ //haiə(r)/ //historik/ //kaiækiŋ/ //ləʊ si:zn/ //maikit/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n) buy (v) CEO (n) charge (v)	/bæŋk/ /'ba:gən/ /bi 'fɔ:t ɒv/ /'bɒrəʊ/ /'botfəz/ /bai/ /si: i: 'əʊ/ /tfa:dʒ/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj) kayaking (n) low season (n) market (n) monument (n)	/,ha:f 'bo:d/ //hænd lʌgɪdʒ/ //ha:bə(r)/ //ha: si:zn/ //haiə(r)/ //haiətizn/ //haiətizn/ //haiətizn/ //haiətizn/ //haiətizn/ //haiətizn/ //maixt/ //monjumənt/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n) buy (v) CEO (n) charge (v) charity shop (n)	/bæŋk/ /'ba:gən/ /bi 'ʃɔ:t ɒv/ /'bbrəʊ/ /'butʃəz/ /bai/ /si: i: 'əʊ/ /tʃa:dʒ/ /'tʃærəti ʃɒp/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj) kayaking (n) low season (n) market (n) monument (n) mosque (n)	/,ha:f 'bo:d/ //hand lʌgɪdʒ/ //ha:bə(r)/ //hai si:zn/ //haiə(r)/ //historik/ //kaiækiŋ/ //ləʊ si:zn/ //maikit/ //monjumənt/ //mosk/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n) buy (v) CEO (n) charge (v) charity shop (n) chemist's (n)	/bæŋk/ /'ba:gən/ /bi 'fɔ:t ɒv/ /'bɒrəʊ/ /'botfəz/ /bai/ /ˌsi: i: 'əʊ/ /tfa:dʒ/ /'tfærəti fɒp/ /'kemists/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj) kayaking (n) low season (n) market (n) monument (n) mosque (n) mountain biking (n)	/,ha:f 'bo:d/ //hænd lʌgɪdʒ/ //ha:bə(r)/ //hai si:zn/ //haiə(r)/ //hi*storik/ //kaiækɪŋ/ //ləo si:zn/ //mackɪt/ //monjumənt/ //mosk/ //maontən ˌbaikɪŋ/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n) buy (v) CEO (n) charge (v) charity shop (n) chemist's (n) choose (v)	/bæŋk/ /'ba:gən/ /bi 'ʃɔ:t ɒv/ /'bɒrəʊ/ /'botʃəz/ /bai/ /ˌsi: i: 'əʊ/ /tʃa:dʒ/ /'tʃærəti ʃɒp/ /'kemists/ /tʃu:z/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj) kayaking (n) low season (n) market (n) monument (n) mosque (n) mountain biking (n) museum (n)	/,ha:f 'bo:d/ //hand lʌgɪdʒ/ //ha:bə(r)/ //hai si:zn/ //haiə(r)/ //hi'storik/ //kaiækiŋ/ //ləʊ si:zn/ //maikit/ //monjumənt/ //mosk/ //maontən ˌbaikiŋ/ //mju'zi:əm/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n) buy (v) CEO (n) charge (v) charity shop (n) chemist's (n) choose (v) clothes shop (n)	/bæŋk/ /'bɑːgən/ /bi 'ʃɔːt ɒv/ /'bɒrəʊ/ /'bɒtʃəz/ /baɪ/ /ˌsiː iː 'əʊ/ /tʃɑːdʒ/ /'tʃærəti ʃɒp/ /'kemɪsts/ /tʃuːz/ /'kləʊðz ʃɒp/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj) kayaking (n) low season (n) market (n) monument (n) mosque (n) mountain biking (n) museum (n) national park (n)	/,ha:f 'bo:d/ //hænd lʌgɪdʒ/ //ha:bə(r)/ //hai si:zn/ //haiə(r)/ //hi*storik/ //kaiækiŋ/ //ləo si:zn/ //ma:kit/ //monjumənt/ //mosk/ //maontən ˌbaikiŋ/ //miylzi:əm/ /,næʃnəl 'pa:k/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n) buy (v) CEO (n) charge (v) charity shop (n) chemist's (n) choose (v) clothes shop (n) coffee shop (n)	/bæŋk/ /'ba:gən/ /bi 'ʃɔ:t ɒv/ /'bɒrəu/ /'botʃəz/ /bai/ /ˌsi: i: 'əu/ /tʃa:dʒ/ /'tʃærəti ʃɒp/ /'kemists/ /tʃu:z/ /'kləuðz ʃɒp/ /'kɒfi ʃɒp/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj) kayaking (n) low season (n) market (n) monument (n) mosque (n) mountain biking (n) museum (n) national park (n) old town (n)	/,ha:f 'bo:d/ //hand lʌgɪdʒ/ //ha:bə(r)/ //hai si:zn/ //haiə(r)/ //hi'storik/ //kaiækiŋ/ //ləo si:zn/ //ma:kit/ //maihit/ //maontən ˌbaikiŋ/ //miyl'zi:əm/ /,næʃnəl 'paik/ //sold taon/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n) buy (v) CEO (n) charge (v) charity shop (n) chemist's (n) choose (v) clothes shop (n) coffee shop (n) contract (n)	/bæŋk/ /'bɑːgən/ /bi 'ʃɔːt ɒv/ /'bɒrəʊ/ /'bɒtʃəz/ /baɪ/ /ˌsiː iː 'əʊ/ /tʃɑːdʒ/ /'tʃærəti ʃɒp/ /'kemɪsts/ /tʃuːz/ /'kləʊðz ʃɒp/ /'ksfi ʃɒp/ /'ksfi ʃɒp/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj) kayaking (n) low season (n) market (n) monument (n) mosque (n) mountain biking (n) museum (n) national park (n) old town (n) online check-in (n)	/,ha:f 'bo:d/ //hænd lʌgɪdʒ/ //ha:bə(r)/ //hai si:zn/ //haiə(r)/ //haiətrik/ //kaiækiŋ/ //ləo si:zn/ //ma:kit/ //monjumənt/ //mosk/ //maontən ˌbaikiŋ/ //miy'zi:əm/ /,næʃnəl 'paik/ //əold taon/ /,pn'lain tʃek in/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n) buy (v) CEO (n) charge (v) charity shop (n) chemist's (n) choose (v) clothes shop (n) coffee shop (n) contract (n) cosmetics store (n)	/bæŋk/ /'ba:gən/ /bi 'ʃɔ:t ɒv/ /'bɒrəu/ /'botʃəz/ /bai/ /ˌsi: i: 'əu/ /tʃa:dʒ/ /'tʃærəti ʃɒp/ /'kemists/ /tʃu:z/ /'kləuðz ʃɒp/ /'kofi ʃɒp/ /'kontrækt/ /kɒz'metiks stɔ:(r)/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj) kayaking (n) low season (n) market (n) monument (n) mosque (n) mountain biking (n) museum (n) national park (n) old town (n) online check-in (n) opera house (n)	/,ha:f 'bo:d/ //hand lʌgɪdʒ/ //ha:bə(r)/ //hai si:zn/ //haiə(r)/ //hi'storik/ //kaiækiŋ/ //ləʊ si:zn/ //maikit/ //morjument/ //mosk/ //maonten ˌbaikiŋ/ //migfnəl 'paik/ //auld taun/ /,por'lain tʃek in/ //oprə haus/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n) buy (v) CEO (n) charge (v) charity shop (n) chemist's (n) choose (v) clothes shop (n) coffee shop (n) contract (n) cosmetics store (n)	/bæŋk/ /'bɑːgən/ /bi 'ʃɔːt ɒv/ /'bɒrəʊ/ /'bɒtʃəz/ /baɪ/ /ˌsiː iː 'əʊ/ /tʃɑːdʒ/ /'tʃærəti ʃɒp/ /'kemɪsts/ /tʃuːz/ /'kləʊðz ʃɒp/ /'ksfi ʃɒp/ /'ksotrækt/ /kɒz'metɪks stɔː(r)/ /kɒst/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj) kayaking (n) low season (n) market (n) monument (n) mosque (n) mountain biking (n) museum (n) national park (n) old town (n) online check-in (n) opera house (n) palace (n)	/,ha:f 'bo:d/ //hænd lAgidz/ //ha:bə(r)/ //hai si:zn/ //haiə(r)/ //hi*storik/ //kaiækiŋ/ //ləo si:zn/ //ma:kit/ //monjumənt/ //mosk/ //maontən ˌbaikiŋ/ //mju'zi:əm/ /,næʃnəl 'paik/ //aoid taon/ /,pon'lain tʃek in/ //pæləs/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n) buy (v) CEO (n) charge (v) charity shop (n) chemist's (n) choose (v) clothes shop (n) coffee shop (n) cosmetics store (n) cost (v) coupon (n)	/bæŋk/ /'ba:gən/ /bi 'ʃɔ:t ɒv/ /'bɒrəu/ /'bʊtʃəz/ /baɪ/ /ˌsi: i: 'əu/ /tʃa:dʒ/ /'tʃærəti ʃɒp/ /'kemɪsts/ /tʃu:z/ /'kləuðz ʃɒp/ /'krofi ʃɒp/ /'krotrækt/ /koz'metiks stɔ:(r)/ /ku:pɒn/
hand luggage (n) harbour (n) high season (n) hire (a bike) (v) historic (adj) kayaking (n) low season (n) market (n) monument (n) mosque (n) mountain biking (n) museum (n) national park (n) old town (n) online check-in (n) opera house (n)	/,ha:f 'bo:d/ //hand lʌgɪdʒ/ //ha:bə(r)/ //hai si:zn/ //haiə(r)/ //hi'storik/ //kaiækiŋ/ //ləʊ si:zn/ //maikit/ //morjument/ //mosk/ //maonten ˌbaikiŋ/ //migfnəl 'paik/ //auld taun/ /,por'lain tʃek in/ //oprə haus/	bank (n) bargain (n) be short of (v) borrow (v) butcher's (n) buy (v) CEO (n) charge (v) charity shop (n) chemist's (n) choose (v) clothes shop (n) coffee shop (n) contract (n) cosmetics store (n) cost (v) coupon (n) decide (v)	/bæŋk/ /'ba:gən/ /bi 'ʃɔ:t ɒv/ /'bbrəʊ/ /'bbtʃəz/ /bat/ /si: i: 'əʊ/ /tʃa:dʒ/ /'tʃærəti ʃɒp/ /'kemɪsts/ /tʃu:z/ /'kləʊðz ʃɒp/ /'ksfi ʃɒp/ /'ksotrækt/ /koz'metɪks stɔ:(r)/ /ku:pon/ /dɪ'saɪd/



DIY store (n)	/,di: aɪ 'waɪ stɔ:(r)/	appeal (v)	/ə'pi:l/
end up (v)	/end np/	arson (n)	/'a:sn/
enjoy (v)	/ın'dʒɔɪ/	arsonist (n)	/'aisənist/
entrepreneur (n)	/ˌpntrəprəˈnɜː(r)/	balaclava (n)	/ˌbæləˈklɑːvə/
estate agent's (n)	/ı'steit eidʒənts/	board game (n)	/'bo:d geim/
expect (v)	/ık'spekt/	break into something	/breik 'intə ¡samθιŋ/
fail (v)	/feɪl/	(phr v)	
fancy (v)	/ˈfænsi/	burglar (n)	/'b3:glə(r)/
florist's (n)	/ˈflɒrɪsts/	burglary (n)	/ˈbɜːgləri/
funding (n)	/'fʌndɪŋ/	burgle (v)	/'b3:gl/
garden centre (n)	/ˈgɑːdn sentə(r)/	cards (n)	/ka:dz/
get a refund	/get ə ˈriːfʌnd/	careless (adj)	/ˈkeələs/
(for sth) (v)		chewing gum (n)	/'tʃuːɪŋ gʌm/
give a refund	/giv ə ˈriːfʌnd/	childish (adj)	/'tʃaɪldɪʃ/
(for sth) (v)		cowardly (adj)	/ˈkaʊədli/
greengrocer's (n)	/ˈgri:ngrəʊsəz/	damage (v)	/'dæmɪdʒ/
hairdresser's (n)	/ˈheədresəz/	dangerous (adj)	/'deindzərəs/
income (n)	/'ınkʌm/	deal drugs (v)	/di:l drʌgz/
investor (n)	/in¹vestə(r)/	dental records (n)	/dentl ,rıko:dz/
jeweller's (n)	/ˈdʒuːələz/	drinkable (adj)	/'driŋkəbl/
keep (v)	/ki:p/	drug dealer (n)	/'drag di:lə(r)/
launderette (n)	/lɔːn'dret/	drug-dealing (n)	/'drag di:liŋ/
lend (v)	/lend/	economical (adj)	/¡ekəˈnɒmɪkl/, /ˌiːkəˈnɒmɪkl/
lose (v)	/lu:z/	enjoyable (adj)	/mid3:d5:l//
mind (v)	/maind/	fingerprints (n)	/ˈfɪŋgəprints/
newsagent's (n)	/nju:zeidʒənts/	foolish (adj)	/ˈfuːlɪʃ/
offer (v)	/'pfə(r)/	furious (adj)	/ˈfjuəriəs/
optician's (n)	/op'tɪʃnz/	grab (v)	/græb/
owe (v)	/əu/	greenish (adj)	/ˈgriːnɪʃ/
pay (for sth) (v)	/pei/	handbag (n)	/ˈhændbæg/
post-office (n)	/'paust_pfis/	helpful (adj)	/helpfl/
prefer (v)	/pri\f3:(r)/	hold on (phr v)	/hadld on/
pretend (v)	/pri'tend/	hopeful (adj)	/ˈhəʊpfl/
price tag (n)	/ˈprais tæg/	identify (v)	/ai/dentifai/
profits (n)	/'profits/	interview (v)	/'intəvju:/
promise (v)	/'promis/	kill (v)	/kıl/
receipt (n)	/rɪˈsiːt/		
refund (n)	/ˈriːfʌnd/	launch (v)	/lo:ntʃ/
refuse (v)	/rɪˈfjuːz/	lean (v)	/lu:t/
run out (of sth) (v)	/ran aut/	loot (v)	
salary (n)	/ˈsæləri/	looter (n)	/'lu:tə(r)/
sale (n)	/seil/	looting (n)	/lurtin/
save (v)	/seɪv/	lucky (adj)	/'laki/
save up (for sth) (v)	/seiv ap/	magical (adj)	/ˈmædʒɪkl/
sell (v)	/sel/	mug (v)	/mxg/
shoe shop (n)	/ʃu: ʃɒp/	mugger (n)	/'mʌɡə(r)/
special offer (n)	/speʃl 'pfə(r)/	mugging (n)	/'mʌgɪŋ/
spend (v)	/spend/	murder (n, v)	/(n)eb:cm/
stationer's (n)	/'steɪʃnəz/	murder investigation (n)	/ˈmɜːdə(r) ɪnvestɪˌgeɪʃn/
takeaway (n)	/'teɪkəweɪ/	murderer (n)	/(n)dereb:cm ¹ /
waste (v)	/weist/	mysterious (adj)	/mɪ'stɪəriəs/
Unit 8		national (adj)	/ˈnæʃnəl/
	/-16	open-top car (n)	/,əupən top 'ka:(r)/
affordable (adj)	/ə'fɔ:dəbl/	painful (adj)	/'peɪnfl/



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painless (adj)	/'peinləs/	cordless (adj)	/ˈkɔːdləs/
patrol (v)	/pə'trəul/	credit note (n)	/ˈkredɪt nəʊt/
pull (v)	/pul/	curved (adj)	/k3:vd/
rob (v)	/rɒb/	deaf (adj)	/def/
robber (n)	/'robə(r)/	deafness (n)	/defnəs/
robbery (n)	/ˈrɒbəri/	demonstrate (v)	/'demənstreɪt/
run away (phr v)	/rʌn əw'eɪ/	demonstration (n)	/ˌdemənˈstreɪʃn/
search (v)	/sa:tʃ/	describe (v)	/dɪˈskraɪb/
secret code (n)	/ˌsiːkrət ˈkəud/	encourage (v)	/ɪnˈkʌrɪdʒ/
selfish (adj)	/'selfɪʃ/	enquire (v)	/ɪnˈkwaɪə(r)/
selfless (adj)	/'selfləs/	glass (n)	/gla:s/
set fire to something	/set 'faiə(r) tə samθiŋ/	gold (n)	/gəuld/
(phr v)	//C1-64/	handle (n)	/'hændl/
shoplift (v)	/ˈʃoplift/	inform (v)	/m'fɔ:m/
shoplifter (n)	/ˈʃɒplɪftə(r)/	invent (v)	/in'vent/
shoplifting (n)	/ˈʃoplɪftɪŋ/	invention (n)	/ɪn'venʃn/
smuggle (v)	/'smʌgl/	inventor (n)	/ın'ventə(r)/
smuggler (n)	/'smaglə(r)/	iron (n)	/'aɪən/
smuggling (n)	/ˈsmʌglɪŋ/	leather (n)	/'leðə(r)/
snatch (v)	/snætʃ/	lid (n)	/lɪd/
steal (v)	/sti:l/	mains (n)	/meɪnz/
strap (n)	/stræp/	move (v)	/mu:v/
study (v)	/'stʌdi/	movement (n)	/ˈmuːvmənt/
subway (n)	/'sʌbweɪ/	nylon (n)	/'naɪlɒn/
table tennis (n)	/'teibl tenis/	paper (n)	/'peɪpə(r)/
tasteless (adj)	/'teistləs/	persuade (v)	/pəˈsweɪd/
telephone number (n)	/'telifəun nambə(r)/	plastic (n)	/'plæstik/
theft (n)	/θeft/	problem (n)	/'probləm/
thief [pl thieves] (n)	/θi:f/, /θi:vz/	rechargeable (adj)	/ri:'tfa:d3əbl/
train ticket (n)	/'trein tikit/	recommend (v)	/ˌrekəˈmend/
vandal (n)	/'vændl/	reconstruct (v)	/riːkənˈstrʌkt/
vandalise (v)	/'vændəlaɪz/	reconstruction (n)	/ˌriːkənˈstrʌkʃn/
vandalism (n)	/'vændəlızəm/	record (v)	/rɪˈkəːd/
water park (n)	/'wo:tə(r) pa:k/	recording (n)	/rɪˈkəːdɪŋ/
weekly (adj)	/'wi:kli/	rectangular (adj)	/rek'tængjələ(r)/
Unit 9		rediscover (v)	/ˌri:dɪ'skʌvə(r)/
	1.07.3.1	rediscovery (n)	/ˌriːdɪˈskʌvəri/
aluminium (n)	/ˌæljɔ'mɪniəm/	repair (n, v)	/rɪ'peə(r)/
apologise (v)	/əˈpɒlədʒaɪz/	rubber (n)	/'rʌbə(r)/
arrange (v)	/əˈreɪndʒ/	solar-powered (adj)	/ˌsəulə(r) 'pauəd/
arrangement (n)	/əˈreɪndʒmənt/	spherical (adj)	/'sferɪkl/
bald (adj)	/bɔːld/	square (adj)	/skweə(r)/
baldness (n)	/bo:ldnəs/	steel (n)	/sti:l/
base (n)	/beis/	stone (n)	/staun/
battery (n)	/ˈbætəri/	tell a story (v)	/tel ə 'stə:ri/
broken (adj)	/'brəukən/	thank (v)	/θæŋk/
cardboard (n)	/'ka:dbo:d/	treat (v)	/tri:t/
cement (n)	/sı'ment/	treatment (n)	/ˈtriːtmənt/
ceramic (n)	/səˈræmɪk/	triangular (adj)	/traɪˈæŋgjələ(r)/
challenge (v)	/'tʃælɪndʒ/	warn (v)	/woin/
circular (adj)	/'sɜːkjələ(r)/	welcome (v)	/ˈwelkəm/
comfort (v)	/'kʌmfət/	wheels (n)	/wi:lz/
complain (v)	/kəm'plein/	wood (n)	/wod/
copper (n)	/'kppə(r)/	vvood (II)	

Irregular Verbs

Base form	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
	J.	L
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
200000000000000000000000000000000000000	1,00000	Location of Controls
eat	ate	eaten
		Surprise and CHITOS
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
	J	
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
J	- O	G percent to the red
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
keep	kept	kept
know	knew	known
K. 70 VV	KIICVV	KIIOVVII
	1-1-1	laid
lav	laid	I DEALES A
lay	laid	
lay lead learn	led learned / learnt	led learned / learnt

Base form	Past simple	Past participle
lend	lent	lent
lose	lost	lost
NSS-53-00-NH		(A)
make	made	made
mean	meant	meant
meet	met	met
		1
overcome	overcame	overcome
		site-
pay	paid	paid
put	put	put
	T P	
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
. 2011	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1307
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
	showed	
show		shown/-ed
shut ·	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smel
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
	591	
understand	understood	understood
	200	
wake	woke	woken
wear	wore	worn
win	won	won
	ata	

write

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