

VŨ MỸ LAN (Chủ biên)
HUỠNH ĐÔNG HẢI – NGUYỄN THÚY LIÊN
HUỠNH NGỌC THÙY TRANG – TRẦN THỤY THÙY TRINH

TIẾNG ANH 11

Friends Global

Student Book



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



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HỘI ĐỒNG QUỐC GIA THẨM ĐỊNH SÁCH GIÁO KHOA MÔN TIẾNG ANH LỚP 11

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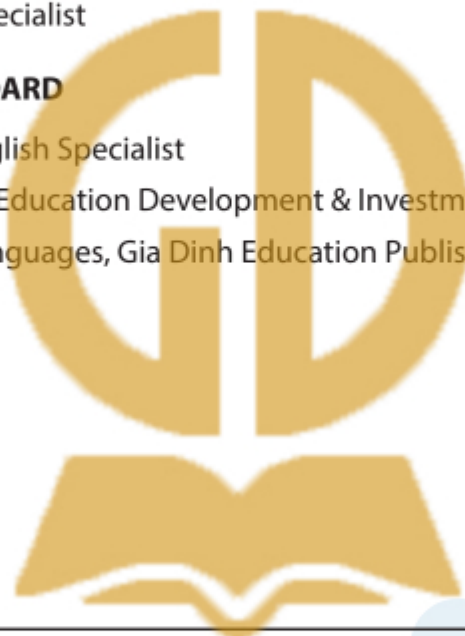
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Hãy bảo quản, giữ gìn sách giáo khoa để dành tặng các em học sinh lớp sau.

Lời nói đầu

Tiếng Anh 11 Friends Global là quyển thứ hai trong bộ 3 quyển sách giáo khoa môn Tiếng Anh do Nhà xuất bản Giáo dục Việt Nam tổ chức biên soạn theo Chương trình Giáo dục Phổ thông môn Tiếng Anh cấp Trung học phổ thông (ban hành theo *Thông tư số 32/2018/TT-BGDĐT, ngày 26 tháng 12 năm 2018 của Bộ trưởng Bộ Giáo dục và Đào tạo*).

Cùng với **Tiếng Anh 11 Friends Global**, các em học sinh lớp 11 sẽ có cơ hội tiếp cận, học tập và thực hành các tình huống ngôn ngữ thực tế, sống động, hữu ích qua các đề tài khoa học, công nghệ, môi trường, giải trí, văn hoá và nghệ thuật. Qua các hoạt động cụ thể, các em từng bước luyện tập các kĩ năng ngôn ngữ theo các chủ điểm cập nhật và thú vị về thế giới, con người và môi trường tự nhiên. Những đề tài và chủ điểm này được chọn lựa phù hợp với sở thích tìm hiểu khám phá của các em, song vẫn đảm bảo các mục tiêu giáo dục định hướng nghề nghiệp của Chương trình Giáo dục phổ thông. Nói một cách khác, **Tiếng Anh 11 Friends Global** từng bước kiến thiết và phát triển năng lực ngoại ngữ Tiếng Anh, giúp các em học sinh lớp 11 có đủ kĩ năng để tự tin giao tiếp và linh hoạt kiến thức ở bậc đại học hay môi trường làm việc trong xu thế toàn cầu hoá.

Với 8 đơn vị bài học chính, sách có độ dài phù hợp với thời lượng giảng dạy và học tập của học sinh trung học. Ngoài việc tập trung phát triển bốn kĩ năng: nghe, nói, đọc, viết với các hoạt động thiết kế chặt chẽ phù hợp với sự đa dạng trình độ học sinh, mỗi đơn vị bài đều có các hoạt động ôn luyện ngữ pháp, tra đổi từ vựng, luyện tập kĩ năng sử dụng từ vựng và học tập văn hoá. Cuối mỗi đơn vị bài có phần ôn tập ngắn gọn, súc tích giúp học sinh củng cố kiến thức hiệu quả.

Với phương pháp học ngôn ngữ kết hợp với nội dung, **Tiếng Anh 11 Friends Global** hi vọng có thể góp phần giúp học sinh đạt mục tiêu của giáo dục Trung học phổ thông.

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I

Introduction



IA

Vocabulary

Holidays

I can talk about what I did in the holidays.

1 SPEAKING Work in pairs. Look at the photo. Ask and answer the questions.

- Which tourist attraction is it?
- Have you been there? If so, did you have a good time?
- If you haven't been there, would you like to go? Why? / Why not?

2 1.02 Read and listen to the dialogue. Who had a more enjoyable holiday: Dave or Lan?

- Dave** Hi, Lan. Did you have a good holiday?
Lan Yes, it was great, thanks.
Dave What did you get up to?
Lan I went on a city break with my family.
Dave Abroad?
Lan No, we went to Da Nang.
Dave Cool. Did you have a good time?
Lan Yes, we visited Ba Na Hills and Hoi An ancient town. We bought a lot of souvenirs.
Dave Did you go on a boat trip to Cham Island?
Lan No, the weather was bad. How was your holiday?
Dave Not bad. But I didn't do much. We didn't go away. I hung out with my friends. We went to a music festival and we visited a theme park a couple of times.
Lan Sounds fun.
Dave Yes, it was OK. Just a shame the holidays weren't longer!

4 VOCABULARY Complete the holiday activities with the words or phrases below.

the beach beach volleyball a bike
 a bike ride cards an excursion kayaking
 a castle mountain biking a theme park

Holiday activities

- visit a museum / ¹ _____ / a cathedral /
² _____
 go shopping / swimming / cycling / ³ _____ /
 abseiling / ⁴ _____
 go for a walk / for ⁵ _____ / on ⁶ _____ /
 on a boat trip
 hire ⁷ _____ / a kayak / a car / a boat
 play table tennis / ⁸ _____ / ⁹ _____ /
 board games
 lie on ¹⁰ _____
 eat out / buy souvenirs / sunbathe

5 Find three of the holiday activities from exercise 4 in the dialogue in exercise 2.

6 Underline examples of the following past simple forms in the dialogue.

- Regular affirmative
- Irregular affirmative
- Negative
- Interrogative

➔ Grammar Builder I.1 page 113

7 SPEAKING Work in pairs. Ask and answer about your summer holidays.

- What was the most enjoyable thing you did during the holidays? Why?
- What was the least enjoyable thing you did? Why?

3 VOCABULARY Look at the list of tourist and visitor attractions below. Then underline three more in the dialogue. How many more can you think of?

Tourist and visitor attractions aquarium castle cathedral church harbour market monument mosque

museum national park old town opera house palace
 park restaurant ruins shopping district square
 statue theatre tower wildlife park

➔ Vocabulary Builder Describing visitor attractions: page 108

Present tense contrast (dynamic, stative and linking verbs)

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

- 1 SPEAKING** Work in pairs. Find out a) when and where your partner usually does his / her homework and b) what type of homework he / she likes most and least.
- 2 1.03** Read and listen to the dialogue. Why is Sue annoyed with Dan at the end?



- Sue** You aren't wearing your sports kit. P.E. starts in ten minutes. You seem very busy these days.
- Dan** I haven't got my sports kit today.
- Sue** You're always forgetting things!
- Dan** Well, I don't like P.E., so I'm not feeling too sad about it.
- Sue** Sport is important. It makes you fit. What are you doing instead?
- Dan** Mr Harley is giving me some extra maths homework to do in the library.
- Sue** Mr Harley always gives us really difficult homework.
- Dan** I don't mind. I need to do some extra work. We have exams next week.
- Sue** I know. That's why we're revising together on Saturday. We arranged it last week.
- Dan** I don't remember that! Sorry! I'm going away on Saturday.
- Sue** Like I said ... you're always forgetting things!
- Dan** Let's revise when I get back on Sunday afternoon.
- Sue** Sorry. I'm visiting my grandparents then.

- 3** Why is present simple or present continuous used in each of the highlighted examples from the dialogue?
- 4** Read the **Learn this!** box. Complete the rules (a–g) with the correct tenses: *present simple* or *present continuous*.

LEARN THIS! Present simple and continuous

We use:

- the _____ for habits and routines.
- the _____ for something happening now or about now.
- the _____ for describing annoying behaviour (with *always*).
- the _____ for a permanent situation or fact.
- the _____ for timetables and schedules.
- the _____ for future arrangements.
- the _____ in future time clauses (starting with *when, as soon as, after, if, etc.*).

LEARN THIS! Dynamic, stative and linking verbs in the continuous form

a Dynamic verbs describe actions and can be used in the simple or continuous form.

b Stative verbs describe states or situations and are not usually used in continuous tenses. Common stative verbs include:

believe belong hate know like love mean mind need prefer remember understand want

c Linking verbs serve as a connection between a subject and further information about that subject. We normally use the present simple (not continuous) with linking verbs. Some linking verbs are:

be become seem appear sound smell look feel taste

d However, some stative verbs and linking verbs can sometimes be used in the continuous form to describe a temporary situation.

She is thinking of giving up her job. (= She is considering it.)

You're looking well today. (or You look well today.)

How are you feeling now? (or How do you feel now?)

He's being so selfish. (= He's behaving selfishly now.)

- 5** Read the **Learn this!** box. Find five stative verbs in the dialogue in exercise 2. How do you know they are stative verbs?

➔ Grammar Builder I.2 page 113

- 6** Complete the sentences with the present simple or present continuous form of the verbs in brackets.
 - I _____ (meet) Jack in town later. _____ (you / want) to come?
 - We usually _____ (walk) to school, but tomorrow we _____ (go) by bus.
 - My friends _____ (not want) to play tennis because it _____ (rain).
 - _____ (you / enjoy) this film?
Or _____ (you / prefer) comedies?
 - I _____ (not believe) Ben's story.
He _____ (always / invent) things.
- 7 SPEAKING** Work in pairs. Find out what your partner a) usually does at weekends and b) is doing this weekend. Use the words below or your own activities.

Social activities go for a bike ride go for a walk
go out for lunch go shopping listen to music
meet friends in town play basketball play table tennis

Adjectives

I can form and use a variety of adjectives correctly.

1 **SPEAKING** In pairs, describe the photo. Would you like to appear on stage in a theatre production? Why? / Why not?

2 **1.04** Read and listen to the dialogue. Why does Mason change from feeling anxious to feeling terrified?

Ruby So this is your first school show, Mason. Are you excited about it?

Mason Yes, I am. But I'm anxious too. There's going to be a big audience!

Ruby Don't worry. They're friendly!

Mason I hope so. Where's Alex? He isn't here yet.

Ruby That's strange. He's usually very punctual.

Mason Maybe he's too frightened to come.

Ruby Alex? No, it can't be that. He's a really confident person.

Miss Hart Hello, Mason. I had a message from Alex. He's ill and can't perform tonight. He's very upset about it. Can you sing his song in the second half?

Mason I know the song well, so maybe ...

Miss Hart Thanks, Mason. That's brave of you. Don't worry, you'll be great.

Ruby You've got your own song now. How exciting!

Mason I know. But I'm terrified!

3 **VOCABULARY** Look at the adjectives below. Underline five of them in the dialogue in exercise 2.

Adjectives describing feelings anxious ashamed bored confused cross delighted disappointed embarrassed envious excited frightened proud relieved shocked suspicious terrified upset

4 **1.05** Listen to the speakers. How is each person feeling? Choose from the adjectives in exercise 3.

5 **VOCABULARY** Work in pairs. Look at the list of personality adjectives below. Then underline four more in the dialogue in exercise 2. How many other personality adjectives do you know?

Adjectives describing personality flexible hard-working honest kind loyal organised outgoing patient reliable sensitive shy

LOOK OUT!

Adjectives ending in *-ed* usually describe feelings, while similar adjectives ending in *-ing* describe something or somebody that causes the feeling.

This game is tiring. I'm tired.

It's an exciting competition. They're feeling excited.



6 Read the **Look out!** box. Complete the sentences with an *-ed* or *-ing* adjective formed from the verbs in brackets.

- The singing and dancing were _____ (amaze).
- A few actors forgot their lines and looked quite _____ (embarrass).
- The final scenes were actually quite _____ (move).
- I was _____ (surprise) that it was over two hours long.
- I was a bit _____ (bore) by the end of it.

LEARN THIS! Adjectives: negative prefixes

Adjectives beginning with *un-*, *dis-*, *im-*, *in-*, *il-* or *ir-* have a negative meanings.

unenthusiastic disorganised impatient

7 Read the **Learn this!** box. Which adjectives from exercise 5 can have a negative prefix? Use a dictionary to help you.

➔ **Vocabulary Builder** Adjective endings: page 108

8 **SPEAKING** Work in pairs. Ask and answer the questions.

- How do you think performers in a school show usually feel before and after a performance?
- Do you mind speaking in public? Why? / Why not?

Articles, *will* and *be going to*

I can use articles and talk about plans and predictions.



1 **SPEAKING** Look at the photo in pairs. Is this an activity you enjoy? Why? / Why not?

2 In pairs, read the dialogue and decide whether each gap should be *a / an, the* or *-* (no article). Write your answers.

Leah What are you up to at ¹ _____ weekend, Toby?

Toby I'm going to go for ² _____ bike ride on Saturday. Do you fancy coming too?

Leah I can't, I'm afraid. I'm going to help my dad with some gardening. We're going to do some work for a neighbour.

Toby That doesn't sound like ³ _____ best way to spend your weekend. Gardening is ⁴ _____ hard work! And according to the forecast, ⁵ _____ weather isn't going to be good.

Leah I know. But ⁶ _____ neighbour is going to pay us for it. My dad's ⁷ _____ gardener, so he's got the right tools.

Toby Really? I'll come and help you. I mean, if that's OK with you and your dad ...

Leah Sure. We'll share ⁸ _____ money with you: £10 ⁹ _____ hour. But what about ¹⁰ _____ bike ride?

Toby I'll go on Sunday instead. The weather will probably be better then. Do you want to come?

Leah Yes, please. I love ¹¹ _____ bike rides. But let's go in ¹² _____ afternoon. I'll be exhausted when I wake up!

3 **1.06** Listen and check your answers. When are Toby and Leah going to do the activity in the photo?

4 Study the use of articles in the dialogue. Complete the **Learn this!** box with *a / an, the* or *-* (no article).

LEARN THIS! Articles

a We use ¹ _____ when we mention something for the first time and ² _____ when we mention it again.

b We use ³ _____ when it is clear what we are talking about, and in superlatives.

c We use ⁴ _____ to say what someone's job is.

d We use ⁵ _____ when we make generalisations.

e We use ⁶ _____ to mean 'per' or 'in each'.

f There are set phrases which do not follow a rule.
go to school at ⁷ _____ weekend watch TV
go to the cinema in ⁸ _____ morning / afternoon
on Monday listen to the radio

5 Complete the sentences with *a / an, the* or *-* (no article). Use rules a-f in the **Learn this!** box to explain your answers.

1 My mum is _____ violin teacher. In fact, she's _____ only violin teacher in our town.

2 I love _____ Chinese food and there's _____ great Chinese restaurant near my house.

3 My brother, who is _____ accountant with one of _____ largest companies in London, earns £100 _____ hour.

4 If you're hungry, there's _____ sandwich in _____ fridge.

➔ Grammar Builder I.3 page 114

LEARN THIS! *will* and *be going to*

a For predictions, we use:

1 *be going to* when it is based on what we can see or hear.

2 *will* when it is based on what we know or is a guess.

b For plans, we use:

1 *be going to* when we have already decided what to do.

2 *will* when we are deciding what to do as we speak.

c For offers and promises, we use *will*.

d In spoken English, we usually use the contracted and weak forms 'll, 'm, 's, 're instead of *will, am, is, are*.

e Use the full and strong forms *will, am, is, are* to answer a yes-no question.

- Will you come? - Yes, I will. I'll come immediately.

6 Read the **Learn this!** box. Then underline an example of each of the uses of *will* and *be going to* in the dialogue.

7 Complete the sentences with the correct form of *will* or *be going to* and the verbs in brackets. Write which rule in the **Learn this!** box you are following.

1 That train _____ (not stop) here – it's going too fast.

2 'We _____ (spend) the weekend in Paris.'
'Lucky you. You _____ (have) a great time!'

3 'Help! I _____ (drop) one of these boxes.'
'Don't worry. I _____ (take) one for you.'

4 I _____ (go) into town this afternoon. But I _____ (not be) home late, I promise.

➔ Grammar Builder I.4 page 114

8 **SPEAKING PRONUNCIATION** Work in pairs. Take turns to ask and tell your partner about your plans for your next summer, using *will* and *be going to*. Remember to pronounce the weak or strong forms of *will, am, is, are* appropriately.

1

Generations

Unit map

Vocabulary

Stages of life
Life events
Attitude (adjectives)
Noun and adjective endings
Exchange programmes

Word Skills

Phrasal verbs (1)

Grammar

Past tense contrast
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Speaking

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Vocabulary Builder

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1A

Vocabulary

Ages and stages

I can talk about the different stages of people's lives.

- 1 **SPEAKING** Work in pairs. Can you answer this famous riddle from Sophocles' play *Oedipus the King*? Explain your answer.

'What creature walks on four legs in the morning, two legs in the afternoon, and three in the evening?'

- 2 **1.07 VOCABULARY** Number the stages of life in the order that people reach them. Then listen and check.

Stages of life be an adult be a centenarian be an infant be a toddler
be a young child be elderly be in your teens be in your twenties
be middle-aged

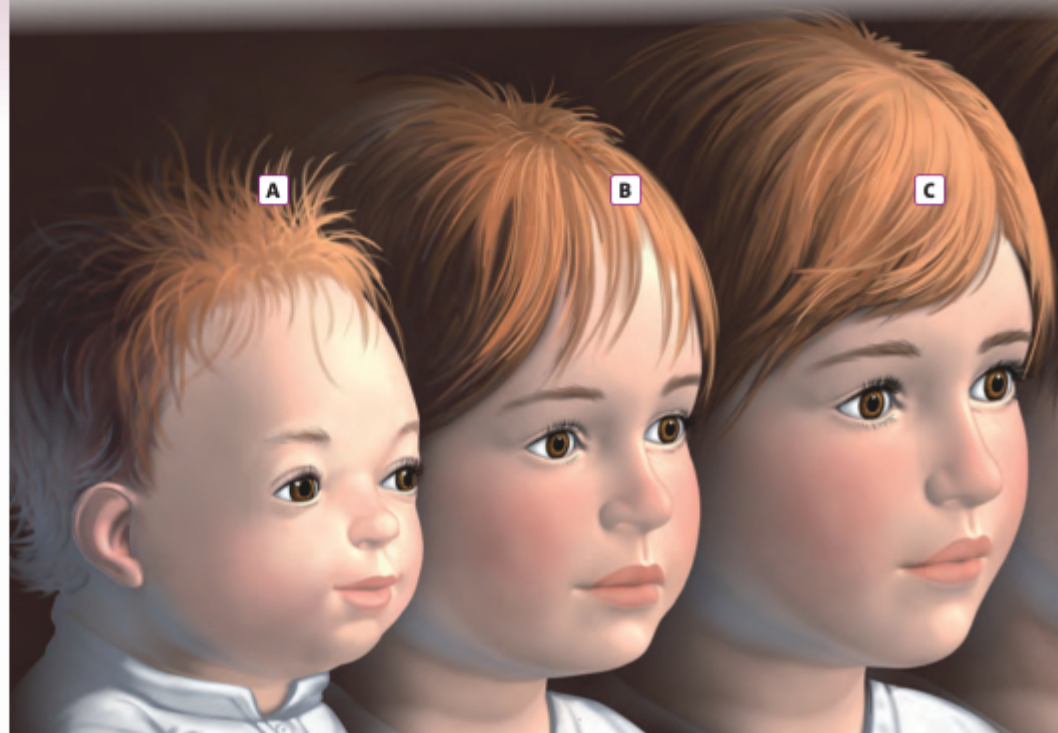
- 3 Match some of the phrases in exercise 2 with the pictures below of the woman at different stages of her life.

In picture A, she's an infant.

- 4 **VOCABULARY** Check the meaning of the life events below. At what age are they most likely to happen, do you think? Put them in groups A–E. Compare your answers with your partner's. Do you agree?

Life events be born be brought up (by) become a grandparent
buy a house or flat emigrate fall in love get divorced get engaged
get married get your first job go to university grow up
have a change of career inherit (money, a house, etc.) learn to drive
leave home leave school move (house) pass away retire
settle down split up start a business start a family start school

- A Before you are 20 _____
B From 20 to 40 _____
C From 40 to 60 _____
D Over 60 _____
E At any age _____



5 **1.08** Listen to four people talking about their backgrounds and their families. Circle the correct answers (a–c).

- Bilal's dad
 - was born in the UK.
 - is going to have a change of career.
 - wants to study law.
- Sandra's family
 - have owned a number of farms.
 - sold the first farm and bought a bigger one.
 - have owned the same farm for many years.
- Charlotte's mum
 - brought up her daughter in France.
 - isn't married.
 - has been married twice.
- Callum's parents
 - inherited and ran a successful family business.
 - didn't have a good education.
 - left Britain many years ago.

6 **1.08** Complete the sentences with the past simple form of the verbs below. Then listen again and check.

be buy emigrate fall get get grow up
leave move not go not leave not retire start

- My grandparents _____ from Pakistan in the 1960s.
- She _____ home until last summer, when she _____ married.
- I _____ in the village where my family has lived for generations.

7 **SPEAKING** Work in pairs. Ask and answer about your family and your ancestors. Give extra information where you can.

- How long has your family lived in this city / town?
- Did any of them move from another part of Viet Nam? From where? When?
- Did any of your ancestors or members of your family emigrate to another country? Where to? When?
- Are you related to anyone famous? If so, who?

How long has your family lived in this city / town?

We've been here for about ten years. Before that we lived in Long An.

- They managed to save quite a bit of money and eventually _____ a small farmhouse with some land.
- They _____ in love, _____ engaged after a week and were married a month later.
- I _____ brought up by my mum after she _____ back to the UK.
- They _____ school at sixteen and _____ to university.
- They _____ a successful business and _____ until they were in their seventies.

➔ **Vocabulary Builder** Noun plural forms: page 108



Past tense contrast

I can talk about the past using a variety of past tenses.

- 1 Look at the photo. How old do you think the woman is? Why do you think she is famous?
- 2 Read the text and check your ideas.

Jeanne Calment, the person with the longest lifespan ever, was born in 1875, in Arles, France. Her parents ran a shop in the town and she worked there when she was a teenager. While she was serving in the shop in 1888, she met Vincent van Gogh, who had come in to buy pencils. She thought he was 'dirty, ugly and badly dressed'!

In 1896, at the age of 21, she married Fernand Calment and then gave birth to a daughter, Yvonne. Fernand was very wealthy so Jeanne never needed to work. She lived in Arles for the rest of her life, dying on 5 August 1997 at the age of 122.

So how did Jeanne manage to live so long? The French have their own theories, noting that she ate more than two pounds of chocolate a week and rode a bicycle until she was 100!



- 3 Complete the **Learn this!** box with the tenses below. Then underline an example of each of the rules (a–d) in the text in exercise 2.

past continuous past perfect past simple

LEARN THIS! Past tenses

a We use the ¹ _____ for a sequence of events that happened one after another.

In 1989, my parents met, fell in love and got married.

b We use the ² _____ to describe a scene in the past. The events were in progress at the same time.

It was raining and people were rushing home from work.

c We use the ³ _____ for a single event that interrupted a longer event in the past. We use the ⁴ _____ for the longer event.

My parents got engaged while they were living in Wales.

d We use the ⁵ _____ for an event that happened before another event in the past.

He had started a business before he left school.

- 4 Complete this sentence in three different ways using the three tenses in the **Learn this!** box. Use the verb *learn*. How does the meaning change?

When Tom left school, he ____ / ____ / ____ to drive.

- 5 Complete the sentences with the correct past simple, past continuous or past perfect form of the verbs in brackets.

1 We _____ (move) house a lot while I _____ (grow up).

2 After Joe _____ (learn) to drive, he _____ (buy) a car.

3 George _____ (leave) school, _____ (go) to university and _____ (study) engineering.

4 My parents _____ (get) engaged in 1990. They _____ (fall) in love two years before, while they _____ (work) in London.

➔ Grammar Builder 1.1 page 115

- 6 Complete the text with the past simple, past continuous or past perfect form of the verbs below.

be be become die get leave live
meet not stop retire say work

Japan is the country with the most centenarians: over 50,000. It is also where Jiroemon Kimura, the man with the longest lifespan ever,

¹ _____ born in 1897. Kimura

² _____ school at fourteen

and ³ _____ a job in a post office.

While he ⁴ _____ there,

he ⁵ _____ his future wife Yae.

He ⁶ _____ a postal worker for 45 years

when he ⁷ _____ in 1962. But he

⁸ _____ working! He ⁹ _____

a farmer! In an interview just before he

¹⁰ _____ at the age of 116, he said he

wasn't sure why he ¹¹ _____ so long.

'Maybe it's thanks to the sun,' he

¹² _____ . 'I'm always looking up to

the sky!'



- 7 **SPEAKING** Tell the class about a real or invented person from a previous generation (e.g. a parent, grandparent). Use the headings below and make use of past tenses.

Born when / where? Education? Jobs? Married?
Family? Moved? Other interesting facts?

1C

Listening

Family tensions

I can identify the attitude and intention of a speaker.

Kid's smartphone or tablet

- SPEAKING** Work in pairs. Look at the photo. What do you think this app does? Why might some people need it?
- SPEAKING** Read the text and check your answer to exercise 1. Do you think the app would increase or decrease the number of arguments in your family? Why?

Tablets for dinner?

An evening meal for all the family was once part of everyday life in British homes, but this tradition has almost disappeared. Some people blame technology: children and teenagers are so addicted to their phones and tablets that they do not want to stop playing with them, even at mealtimes. This causes a lot of arguments in families. But now, parents can get a free app called DinnerTime, which locks their children's devices at certain times of the day and night. During those times, the children are unable to access messages, games, or the internet. In theory, this means that parents and children can spend more time together, eating and chatting. But will it lead to happier families or more family arguments?



Parent's smartphone

- VOCABULARY** Work in pairs. Check the meaning of the adjectives below. Which describe a positive attitude? Which describe a negative attitude?

Attitude (adjectives) accusing aggressive arrogant
bitter calm complimentary enthusiastic
grateful miserable nostalgic optimistic pessimistic
sarcastic sympathetic urgent

Listening Strategy

Sometimes, the words alone do not fully express the speaker's intention. You need to pay attention to the tone of voice as well. For example, an urgent tone of voice suggests that the speaker is giving a warning.

- 1.09** Read the **Listening Strategy**. Then listen and underline the adjective which best matches the speaker's attitude. Use their tone of voice to help you.

- arrogant / pessimistic / confident
- aggressive / miserable / sarcastic
- calm / complimentary / optimistic
- accusing / enthusiastic / sympathetic

- 1.10** **SPEAKING** Listen and compare two different ways of saying the sentences. Then, in pairs, say a sentence in one of the two ways. Can your partner guess the adjective?

- 'Thanks, Andy. That's really helpful.' (first grateful, then sarcastic)
- 'Our train leaves in ten minutes.' (first calm, then urgent)
- 'You and your sister always argued during dinner.' (first nostalgic, then accusing)

- 1.11** Work in pairs. Listen to four speakers and decide which speaker sounds:

- | | |
|----------|----------------|
| a urgent | c enthusiastic |
| b calm | d arrogant |

- 1.11** Listen again. Match sentences A–E with speakers 1–4. Use the tone of voice to help you. There is one extra sentence.


- The speaker is giving advice about winning family arguments.
- We learn how a bad argument had a positive result for the speaker.
- The speaker is advertising a course for families who want to argue less.
- The speaker is persuading somebody to attend a family reunion.
- The speaker describes how a relative lost his job because of a family argument.

- SPEAKING** Work in pairs. Decide which of these topics is most likely to cause arguments in your family and why. Are there any others you can think of? Compare your ideas with the class.

Doing chores
Staying out late
Sharing a family computer
Too much time spent on social media and games
What to eat

used to

I can talk about things that were different in the past.

- 1  1.12 Read and listen to the dialogue between a teenager and his grandfather. Which adjective best sums up the grandfather's attitude: miserable or nostalgic?



- Grandad** Have you seen this photo of me when I was your age?
- James** No, I haven't. Let me see. Wow! You used to have great hair!
- Grandad** I know. I used to spend ages getting it just right. It's much quicker now.
- James** Your clothes look cool too. Did you use to spend a lot of money on them?
- Grandad** I didn't use to have much money. My mother made some of them. And I used to share clothes with my brother.
- James** I used to do that too. But he doesn't let me borrow them now!

LEARN THIS!

- a** We use *used to* when we want to talk about things which were true in the past, but are not true now.

I used to read my sister's magazines. (I don't read them now.)

- b** Pay attention to the spelling of the negative and interrogative forms.

*My sister didn't use to like it.
Did she use to get angry? Yes, she did.*

- 2 Read the **Learn this!** box. Underline an affirmative, a negative and an interrogative example of *used to* in the dialogue in exercise 1.

- 3 Complete the dialogue with the correct form of *used to* and the verbs below.

be do go live not have not pay wait

Mum I¹ _____ opposite the Palace Cinema when I was ten.

Alice ² _____ you _____ there often?

Mum Yes. But we ³ _____. It wasn't our fault – we ⁴ _____ any money for tickets.

Alice So how did you get in?

Mum We ⁵ _____ outside the fire exit and run in when somebody opened it!

- 4  1.13 **PRONUNCIATION** Listen and check your answers to exercise 3. How is *used to* pronounced?

➔ **Grammar Builder 1.2** page 116

- 5 Complete these sentences with the correct form of *used to / didn't use to* and the verbs in brackets.

- She _____ (be) a student, but she finished her university course in June.
- She _____ (eat) meat, but now she has chicken sometimes.
- I _____ (like) cats, but I prefer dogs now.
- I _____ (enjoy) TV, but now I find most of the programmes boring or annoying.
- He _____ (speak) a foreign language, but he started going to Spanish lessons last year.

LOOK OUT!

Do not confuse *used to* with the phrase *be / get used to (doing) something*.

I used to ride my bike to school. (used to)

These glasses feel strange, but I'll get used to them. (get used to)

She hates losing. She isn't used to it! (be used to)

- 6  1.14 Read the **Look out!** box. Listen and decide if the sentences contain *be / get used to*, *used to* or both.

- be used to*

- 7 **SPEAKING** Work in pairs. Ask and answer about what you used to be like at the age of five. Use the following prompts.

- Be afraid of the dark
I used to be / didn't use to be afraid of the dark.
- Listen to stories at bedtime
- Watch a lot of cartoons
- Have piano lessons
- Walk to school on my own

- 8 **SPEAKING** Find out more about your partner's childhood. Use the correct form of *used to*. What did he or she use to

have for breakfast? watch on TV? wear to school? enjoy playing? do at weekends? your ideas

Alice I can't believe you ⁶ _____ that! You're always telling me how important it is to be honest!

Mum Well, yes. I ⁷ _____ very naughty, but I grew out of it.

Phrasal verbs (1)

I can use three-part phrasal verbs.

- 1 Read the article about a film. Explain in your own words what is unusual about the main character.

- 3 Circle the correct words to complete the **Learn this!** box. Use the examples in the article to help you.



I USED TO BE

older...

The Curious Case of Benjamin Button certainly **lives up to** its title. It is a very unusual film about a man who lives his life backwards: he is born as an old man and dies as a baby.

The story begins in 1918 when a woman gives birth to a baby with the appearance of an elderly man. The mother dies and the father abandons the baby, who is called Benjamin. Two workers at a nursing home, Queenie and Tizzy, decide to look after Benjamin, who **fits in with** the elderly residents at the home because he looks so old. But as the years pass, Benjamin becomes physically younger.

At the age of twelve, he meets a young girl called Daisy and **gets on with** her very well despite having the appearance of an old man, but later they lose touch when Benjamin starts working a job on a boat.

Years later, he **catches up with** Daisy again in Paris. In their forties, they finally look the same age for the first time – and fall in love. They almost marry and settle down together, but they never **go through with** it. One reason is that Daisy could never **put up with** Benjamin's strange condition.

In the end, they **run out of** time: Daisy is becoming an old woman and Benjamin is becoming a child. He finally dies in Daisy's arms as a baby.

- 2 Match the highlighted phrasal verbs in the article with their definitions below.

- 1 to have a (good / bad) relationship with
- 2 to complete something
- 3 to match or equal
- 4 to use all of your supply of something
- 5 to succeed in finding or reaching somebody
- 6 to look and act like part of a group
- 7 to tolerate or be patient about something

LEARN THIS!

- a A three-part phrasal verb has ¹one / two verb(s) and ²one / two particle(s).
- b Three-part phrasal verbs are ³transitive / intransitive (they have a direct object).
- c The object always goes ⁴after / before / between the two particles.
- d In questions, the three parts of the phrasal verb usually stay together.

What kind of course did you sign up for?

Dictionary tip

Some three-part phrasal verbs have a different meaning from similar two-part verbs. When you look up a phrasal verb in a dictionary, find the correct part of the entry.

- 4 **DICTIONARY WORK** Read the **Dictionary tip**. Then find these phrasal verbs in a dictionary and check the difference in meaning between the two- and three-part phrasal verbs.

look up / look up to get away / get away with
make up / make up for go back / go back on

- 5 Complete the sentences with two- or three-part phrasal verbs from exercise 4.

- 1 We sent her a present to _____ the disappointment of missing the music festival.
- 2 We _____ his name on the internet to check his story was true.
- 3 You said you would take us on holiday this summer – you can't _____ your promise!
- 4 Did you _____ that story or is it true?

➔ **Vocabulary Builder** Phrasal verbs: page 108

- 6 Use three-part phrasal verbs from exercises 2 or 4 to replace the underlined words. Ask and answer these questions with your partner.

- 1 Which famous people do you admire?
- 2 What kind of behaviour is the most difficult to tolerate?
- 3 What kind of people do you find it easiest to be friendly with?

Adolescence

I can understand a text about how teenagers can get on better with their parents.

- 1 **SPEAKING** Do you sometimes argue with your parents? What do you argue about, and why? Use the ideas below to help you.

bedtime
clothes
going out with friends
homework
housework
staying up late
using computers or tablets

- 2 Read the text quickly, ignoring the gaps. Choose the best summary of the text: a, b or c.

- a Parents may find it difficult to understand their adolescent children, but it is a parent's duty to communicate properly with them and avoid arguments.
- b Although teenagers develop new ideas, values and beliefs during adolescence, that is no excuse for bad behaviour. They should listen to their parents.
- c Teenagers experience big physical and emotional changes during adolescence. It's important to communicate with your parents and try to understand their point of view.



HOW TO HANDLE your parents



Adolescence is a difficult time for both parents and teenagers as it is a period of physical, social and emotional change. **Physically**, as a dependent pre-teen child, you are being transformed into an independent young adult. ¹ _____.

- ⁵ First, you want more freedom to choose who to see and when. You used to be most happy **in the company** of your parents. Now you want to spend some more time on your own. Second, your parents **made** most **decisions** before adolescence. But now you want to decide things for yourselves. ² _____. Above all, adolescents
- ¹⁰ have strong **opinions** and are **idealistic**. ³ _____. You feel you have all the answers while adults don't.

Reading Strategy

- Read the missing sentences carefully.
- Read the sentences before and after each gap in the text.
- Look for synonyms, paraphrases, antonyms or pronouns.

3 Read the **Reading Strategy**. Then read the sentences below and the highlighted words in the text. Say which sentence links to which highlighted word and underline the part of the sentence which helped you to decide.

- A You see the world differently, develop your own views and your own sense of right and wrong.
- B They may not say so, but they are probably feeling a sense of loss and may even feel rejected by you.
- C Firstly, let your parents know that you still love and value them.
- D Keep talking to your parents.
- E In general, emotionally and socially, the adolescents like you are experiencing profound changes in terms of freedom, privacy, interests, decisions and opinions.
- F You hate being told what to do all the time.
- G Despite this, you should always listen carefully.

4 Use your answers to exercise 3 to match sentences A–G with gaps 1–5 in the text. There are two extra sentences.

5 **VOCABULARY** Complete the stems to make a noun and an adjective. Use a dictionary to help you. Either the noun or the adjective is in the text. (Sometimes you do not need to add anything.)

1 adolescence, adolescent

Noun and adjective endings

- | | | |
|-------------|----------|--------------|
| 1 adolesc__ | 3 priv__ | 5 critic__ |
| 2 depend__ | 4 emot__ | 6 distrust__ |

6 **SPEAKING KEY PHRASES** Work in pairs or small groups. Discuss points 1 and 2, using the phrases below to help you. Share your ideas and opinions with the class.

- Look at the five social and emotional changes that the writer describes in the text (freedom, privacy, interests, decisions and opinions). Discuss them one by one. Which ones affect teenagers most, do you think? Give examples.
- Look at the advice offered by the writer. Is it good advice on the whole, do you think? Which is the best piece of advice? Give reasons.

Presenting your ideas

- I agree that ... I don't agree that ...
 It's (not) true to say that ... In my experience, ...
 Personally, I believe that ... I'm not sure about that.
 For example, ... For instance, ...

- All these perfectly normal changes will affect teenagers' relationship with the parents. So what can you, as adolescents, do to stay on good terms with your parents? ⁴ _____.
- ¹⁵ **Secondly**, try to agree rules and boundaries and prove to be dependable. Keep your words and stick to rules. Thirdly, try to understand why they might be irritated by your behaviour. Show your
- ²⁰ parents that you are capable of an independent life by taking care of your own school work and maintaining a healthy lifestyle. Finally, it's all about **communication!** ⁵ _____.
- ²⁵ The more disconnected they feel, the more critical, distrustful and controlling they tend to become.



Speaking Role-play

I can role-play a conversation about an exchange programme.

- 1 **SPEAKING** Work in pairs. Look at the advert below. In your opinion, what would be the best and worst things about spending a year with a family abroad? Use the prompts below and your own ideas.

Exchange programmes eating different food
gaining confidence going to a different school
making new friends missing family / friends / home
speaking a foreign language visiting different places



Study abroad

Home from home

Speaking Strategy
Use your preparation time well. Read the task carefully. Then think of one thing to say about each topic. If you have more time, think of more ideas.

Imagine the following situation: you recently spent a term as an exchange student in England. You are having a video call with a student from Japan who is preparing to take part in the same scheme and you are giving him / her some advice. Discuss the following topics.

- Getting to know your exchange student
- Useful things to take with you
- Going to school in England
- Advice about staying with an English family

- 2 Read the **Speaking Strategy** and the task above. Then match one or two of the ideas below with each topic.

carrying a dictionary doing hobbies together
eating in the canteen helping with housework
keeping your room tidy wearing a uniform

- 3 **1.16** Listen to a student doing the task from exercise 2. Does she discuss all the topics? Which ideas from the exercise does she mention?

LEARN THIS! Advice

- We use *should* and *ought to* to give advice.

You should / ought to take a dictionary.

- The negative forms are *shouldn't* and *ought not to*. However, we often use *I don't think you should ...* instead. *I don't think you should carry too much money.*

- We use *Should I ... ?* or *Do you think I should / ought to ... ?* to ask for advice.

Should I send a thank-you letter?

Do you think I ought to visit London?

- 4 Read the **Learn this!** box. Then complete sentences 1–3 using the words in brackets. Do not change the words, but add extra words if necessary.

- 1 You _____ (ought / find out) about his hobbies.
- 2 I _____ (think / should / send) him an email.
- 3 You _____ (ought / take) a present for the parents.

- 5 **1.16** Listen again. Check your answers to exercise 4.

- 6 **SPEAKING** Work in pairs. Student A is an English student who is going to stay with Student B's family next month. Ask for and give advice about these topics.

- 1 Suitable presents for the family you're staying with
- 2 How to stay safe when you're out
- 3 Suitable clothing for the season
- 4 How to improve your language skills quickly

What do you think I should buy for your parents?

I think you should get ...

- 7 **SPEAKING** Work in groups. Read the task below. Think of two ideas for each topic and make notes. Then do the task.

Imagine the following situation: you spent three weeks with a host family when you did a language course in England last summer. You are having a video call with a student from Japan who is planning to do the same thing this summer and you are giving him / her some advice. Discuss the following topics.


- Preparing for the visit
- What you can learn by studying in England
- Staying in touch with people back home
- Staying safe abroad

A message

I can write a message in response to an advertisement.

- 1 **SPEAKING** Work in pairs. What is a penfriend? Think of three reasons why somebody might want a penfriend in a different country.

Find a penfriend



Hi! My name is Adam. I'm sixteen years old and I live in Newcastle in the UK. I'm looking for a penfriend from any country in the world. Send me a message and tell me about yourself and your family. Also, could you please tell me why you are looking for a penfriend? Thanks - and I hope to hear from you soon!

[Click here to reply to Adam](#)

- 2 Read the advertisement from a website for international penfriends above. What information does Adam ask for?
- 3 Read the task and the message below. Does Vinh provide all of the information that Adam asks for? What does Vinh ask for more information about?

You have seen this advertisement on a website for international penfriends. Write a message in reply and provide the information Adam asks for. Include a request for information in your message.

Find a penfriend

Hi! My name's Vinh and I'm from Viet Nam. I'm fifteen years old and live in Ho Chi Minh City with my parents and my younger sister. I'm into football, and my sister's mad about pop music.

I'd like to have an English penfriend because I'm studying English at school and would like to visit England one day. Would you mind telling me more about Newcastle? I know it's got a famous football team, but that's all! Do you enjoy living there?

- 4 **KEY PHRASES** Look at the polite requests. Which one does Adam use in his advertisement? Which one does Vinh use in his message?

Polite requests

Would it be possible for you to ... ?
 Could you please ... ? Would you mind if ... ?
 Would you mind (+ -ing form)? I wonder if ...

- 5 **SPEAKING** Work in pairs. Request the following information from your partner. Use different phrases from exercise 4 and verbs like *tell*, *explain*, *describe*, etc.

date of birth
 ideal day out
 taste in music

Writing Strategy

Make sure that you a) include all of the points in the task and b) develop each point, that is, add some extra information or detail. Try not to write just one sentence for each point.

- 6 Read the **Writing Strategy**. Then look at the message in exercise 3 again. Does Vinh develop the points or does he just write a single sentence for each one?
- 7 Match sentences 1–5 with sentences a–e. Think of other ways that extra detail or information could be added to sentences 1–5.

- 1 I go to Harford Community College.
 2 I've got two brothers.
 3 We moved to a house outside town last month.
 4 My name's Huy and I'm seventeen years old.
 5 Would you mind if I visited you in August?
- a I live in Ninh Binh with my parents and my sister.
 b I'm doing my A-levels.
 c We needed more space.
 d I'd really like to meet you and your family.
 e One is older than me and one is younger.

- 8 You are going to do the task in exercise 3. Plan your message, using the prompts below to help you. Think about how you can add extra details.
- Describe yourself and your family.
 - Explain your reason for wanting a penfriend.
 - Request information from Adam.
- 9 Write your message (70–80 words) using your plan from exercise 8.

CHECK YOUR WORK

- Have you ...
- referred to and developed each point in the task?
 - used a phrase from exercise 4 to request information?
 - checked the spelling and grammar?

Ethnic groups in Viet Nam



1 **SPEAKING** Describe the photos. Can you name the ethnic groups in the photos?

2 Read the text. Where in Viet Nam do these peoples live?

- 1 Tay
- 2 Muong
- 3 Khmer
- 4 Thai

3 Read the text again. Are these statements true or false? Write (T) and (F).

- 1 Most of Vietnamese people belong to the Kinh ethnic group.
- 2 Different wedding customs of ethnic groups have different meanings.
- 3 As far as culture is concerned, the Kinh people is the most developed in Viet Nam.

4 **1.18** Listen to three Westerners talking about the wedding ceremonies they witnessed in Viet Nam. Which ethnic groups are mentioned by the speakers?

5 **1.18** Listen again. Match the sentences with the speakers (1–3). Some sentences match with more than one speaker.

Which speaker(s)

- A were amazed by the ceremony?
- B had read about the customs before?
- C mention his / her previous trip to Viet Nam?
- D make a positive comment about the bride?
- E understand the meaning of the customs?

6 **SPEAKING** Work in pairs. Discuss these questions.

- 1 Which ethnic groups are you in contact with most often? What is most special about them?
- 2 How are weddings held in your family? What customs do you find the most meaningful?

VIET NAM =

culture and customs

1.17

Viet Nam is a multi-racial country with 54 ethnic groups. More than 85% of Viet Nam's population is the Kinh people who mainly inhabit the Red River delta, the central coastal delta, the Mekong delta and major cities. The rest of Viet Nam's population, about 8 million, is scattered in mountainous areas around the country and makes up the other 53 ethnic groups. Major ethnic groups include Tay and Nung (in North East provinces), Thai and Muong people (in Phu Tho Province, Hoa Binh Province), Hoa (around Viet Nam), Khmer (in the Mekong Delta). All ethnic groups in Viet Nam have achieved high levels of development in terms of culture and social strata.

Ethnic groups have distinct cultures and customs. Take marriage practices and weddings as an example. On arrival at the groom's house, a bride in the Nung people pours a bottle of water into a saucepan, which symbolises hard work and dedication

to the family. Meanwhile, a wedding ceremony of the Tay people is characterised by a lot of singing known as "hat quan lang". A Thai man usually stays with and works for his fiancé's family for 3 years before the wedding ceremony. Varied as the customs are, they all mean blessings to the newly-weds in their marriage life.



Reading

Read the text about staying young. Match the headings (A–G) with the paragraphs (1–5). There are two extra headings.

1 _____ As people grow older, they often think back to the days of their youth. They remember the great friends of those days, great times together, and how bright the future looked. Of course, not everything was perfect – but it can look that way as we get older. And this can make people feel pessimistic and bitter.

2 _____ It doesn't need to be that way. There are many secrets to staying young in spirit well into old age. Why put up with feeling miserable when you can be enthusiastic instead? Here are some tips to keep you young at heart as you grow older.


3 _____ Relationships are extremely important. Family gives you comfort and support, and catching up with old friends can help older people to feel young. Making new friends is important, too – but make sure they are optimistic, enthusiastic people.

4 _____ Bad things happen to all of us. We split up with a boyfriend or girlfriend, and later we may have to do a boring job for years. But don't think too much about negative things. Deal with them, and get on with your life.

5 _____ Always keep special things around you, like family photos or favourite possessions – and be grateful that you can enjoy them. Thank your loved ones daily for sharing your life, too. When you see the pleasure on their faces, you will never feel old – even in your eighties!

- A The importance of people in your life
- B Ageing can be a positive experience
- C You can choose to stay young
- D Appreciate the things and people in your life
- E Looking back can make old people feel bad
- F Getting over the negatives and moving on
- G Even pessimists can have friends

Listening

 **1.19** Listen to two young people talking about their family history. You will hear the recording twice. Are the statements true (T) or false (F)?

- 1 Lila has no memory of moving to the UK.
- 2 Lila's mother made the decision to move to the UK.
- 3 Most of Tim's family came to the UK from Norway.
- 4 Tim's father grew up in the countryside.
- 5 Tim admires his father's achievements.

Speaking

Work in pairs. Imagine the following situation. Your friend from another town is coming to stay with your family for two weeks over the summer holidays. Give him / her some advice. Discuss the following points:

- What he / she should pack for the visit
- Activities you could do together
- Advice on staying with your family
- What sports he / she can do in your town

Swap roles and repeat the Speaking activity.

Writing

You have seen this advertisement on a website. Write a message (70–80 words) in reply and provide the information Peter asks for. Include a request for information in your message.

Find a penfriend

Hello! I'm Peter. I'm sixteen years old and I live in London.

I'm keen on chatting with teenagers around the world using Zalo, Whatsapp or Skype. Please send me a message about yourself and your hobbies. I'm waiting to hear from you!

2

2A

Vocabulary

Love it or hate it

I can talk about likes and dislikes and leisure activities.

Leisure time

Unit map

Vocabulary

Activities and sports
Food dishes
Sports venues
Adventure activities
School clubs

Word Skills

Compound nouns and adjectives

Pronunciation Stress in compounds

Grammar

Present perfect and past simple contrast

Present perfect simple and continuous

Listening Eating out



Reading Field games



Speaking

Stimulus-based discussion



Writing A blog post

Culture More than a film



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Grammar Builder and

Reference pages 116, 117



- SPEAKING** Work in pairs. Ask about your partner's hobbies. Find two things that he or she a) *usually* does at the weekend and b) *occasionally* does at the weekend.
- VOCABULARY** Check the meaning of the activities and sports below. How many can you find in photos A–F?

Activities and sports bake cakes collect figures, cards, stamps, etc.
draw hang out with friends make clothes read books read magazines
text your friends use social media video blog watch videos online

do, play or go ballet ballroom dancing basketball board games
bowling camping cards chess cycling drama gymnastics
ice hockey martial arts a musical instrument photography
rollerblading running shopping skateboarding weights



LEARN THIS! *do, play and go*

- a We normally use *do* with individual sports and activities not ending in *-ing*.
- b We normally use *play* with team sports, ball sports, games and musical instruments.
- c We normally use *go* with sports and activities ending in *-ing*.

3 Read the **Learn this!** box. Which verbs do we use with the blue activities and sports in exercise 2: *do, play or go*?

4 Put the activities and sports in exercise 2 into groups A–G. You can put some of them into more than one group. How many more activities can you add?

- A Games
- B Music
- C Computer-based activities
- D Home-based activities
- E Outdoor leisure activities
- F Activities and sports you usually do on your own
- G Sports you do with another person or in a team

5 **SPEAKING** Which of the activities and sports in exercise 2

- a have you tried and enjoyed?
- b have you tried but didn't enjoy?
- c would you like to try? Why?
- d would you prefer not to try? Why?

6 **1.20** Listen to five people talking about why they hate certain things. What sports or activities do they talk about?

RECYCLE! Present simple and adverbs of frequency

We use the present simple for habits and routines. Adverbs of frequency (*always, usually, often, sometimes, hardly ever, never*) come before the main verb but after the verb *be*.

7 **1.20** Read the **Recycle!** box. Then listen again. Complete the sentences with the present simple form of the verbs below and adverbs of frequency.

be buy go play use

- a Speaker 1 _____ camping with his parents.
- b Speaker 2 thinks that horror films _____ unrealistic and unconvincing.
- c Speaker 3 _____ social media.
- d Speaker 4 _____ things online.
- e Speaker 5 _____ the guitar at school.

8 **SPEAKING** Work in pairs. Do you agree with the opinions of the speakers in exercise 7? Why? / Why not?

I disagree with Speaker 1. I think camping is great because sleeping in a tent is fun.

Present perfect and past simple contrast

I can use the past simple and present perfect tenses correctly.

- 1 Look at the photo and the title of the article below. What is the man's hobby, do you think?
- 2 Read the article and check your ideas. Do you collect anything? If so, what?



He's lovin' it

Mike Fountaine has the world's largest collection of McDonald's memorabilia. The sixty-year-old McDonald's employee has spent **almost fifty years** collecting everything to do with the fast-food restaurant. He has **already** filled nine rooms of his house with 75,000 objects, including toys, badges, cups and uniforms!

Mike has been at McDonald's **since 1968**. His first job was cooking Big Macs. **A year later** he began collecting badges, and he hasn't stopped since! **A few years ago**, Mike opened his own McDonald's restaurant. He has decorated it with memorabilia. 'People say it's the most beautiful McDonald's restaurant they've **ever** seen,' says Mike proudly.

- 3 Find all the examples of the past simple and the present perfect in the article. Complete the rules in the **Learn this!** box below with *present perfect* or *past simple*. Then underline an example of each rule in the article.

LEARN THIS! Present perfect and past simple

- a We use ¹ _____ to talk about a specific occasion in the past.
- b We use ² _____ to talk about an event during a period of time that is still continuing.
- c We use ³ _____ to say how long a situation has existed, often with *for*, *since*, or *how long*.
- d We use ⁴ _____ to talk about an event that has a strong connection with the present, often with *just*, *already*, or *yet*.
- e We use ⁵ _____ to talk about an experience at an unspecified time in the past, often with *ever* or *never*.

- 4 Complete the lists with the orange time phrases from the article. Which tense is used with 'finished' time phrases and which with 'unfinished' time phrases?

- 1 Time phrases with the past simple: *yesterday*, ...
- 2 Time phrases with the present perfect: *already*, ...

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Barbie boy

Jian Yang is in his thirties and collects dolls. So far, he ¹ _____ (spend) twenty years and over £250,000 on his collection, which includes 6,000 Barbie dolls. The young man from Singapore ² _____ (start) collecting Barbie dolls when he ³ _____ (be) just thirteen. The first doll he ⁴ _____ (buy) was the 'Great Shape' model in a gym outfit and leg warmers. Jian buys dolls when he travels for work and ⁵ _____ (purchase) 65 dolls on his last trip to New York. A while ago, a girlfriend ⁶ _____ (walk out) on him because of his hobby. Apparently she ⁷ _____ (feel) threatened by his collection. Jian ⁸ _____ (find) that worrying, but now he accepts it.

- 5 Complete the article above with the present perfect or past simple form of the verbs in brackets.
- 6 Read the **Look out!** box. Complete the example with the correct tense of the verb *go*. (Remember that *go* has two past participles.)

LOOK OUT!

We often use the present perfect to ask or talk about an experience and then the past simple to give specific information about it.

'¹ _____ you _____ to London?' 'Yes. I ² _____ there two years ago.'

- 7 **SPEAKING** Work in pairs. Ask and answer about the experiences below. Give more details using the past simple.

- Go abroad
- Go ice skating
- Do martial arts
- Speak English in a dream
- Break a bone
- Ride a horse
- Find any money

Eating out

I can identify the context of a dialogue.



A



B



C



D

- 1 **VOCABULARY** Match each photo (A–D) with a type of dish from the list below. Which dishes do you like or dislike?

Food dishes curry pie pudding risotto
salad *banh mi* soup stew stir-fry

A _____ B _____ C _____ D _____

- 2 **SPEAKING** Work in pairs. Do the food quiz.

1 Which food from exercise 1 is Britain's favourite dish?

2 Match the dishes (a–d) with the countries (1–4) they come from originally.

- | | |
|----------|--------------------|
| 1 France | a lasagne |
| 2 Italy | b chocolate mousse |
| 3 Mexico | c miso soup |
| 4 Japan | d tacos |

3 Complete the sentences about special diets with the words below.

eggs fruit milk pork wheat

- a If you follow a gluten-free diet, you can't eat _____.
b Muslims don't eat _____.
c If you're lactose intolerant, you avoid _____.
d Vegans don't eat _____, but most vegetarians do.
e _____ is a good snack if you're following a low-fat diet.

4 Which of these foods contains the most calories?
100 grams of:

- a steak b avocado c peanuts d chocolate

- 3 **1.21** Read the **Listening Strategy**. Then listen to two extracts and answer the questions.

Extract 1

- Why is the man talking to the waiter?
- What time of the day is the dialogue taking place?

Extract 2

- Who is speaking?
- Where is the speaker?

- 4 **1.22** Listen to a dialogue between two teenagers. For each question, write the correct speaker: Matthew (M) or Scarlett (S). Make a note of the words that helped you to decide on the answers.

Which person

- is in the city centre?
- recently finished some exams?
- is not confident about finding the restaurant alone?
- is likely to be late?
- wants a new phone?

- 5 Put the phrases below into the correct group (A, B or C).

a bit special a real let-down fine nothing special
not up to standard out of this world pretty average

- A Good _____
B OK _____
C Bad _____

- 6 **1.22** Listen again. Match the phrases in exercise 5 with the different restaurants mentioned: Italian, French, Mexican and Vietnamese.

- 7 **SPEAKING** Discuss these questions in pairs. Try to use phrases from exercise 5 in your answers.

- Tell your partner about the last time you were in a restaurant. How were the food and service?
- Which local restaurants would you recommend to a foreign visitor and why?

➔ **Vocabulary Builder** Diets: page 109

Listening Strategy

In a listening task, you sometimes need to identify the implied context of a conversation. You have to listen for clues of the conversation's the place, time, reason and speakers.

Present perfect simple and continuous

I can use the present perfect simple and continuous correctly.

1 SPEAKING Ask and answer the questions in pairs.

- How often do you watch films? How do you watch them: at the cinema, on DVD, on live TV, or online?
- Are some types of film better to watch at the cinema than on TV? Why? Give examples.

2 1.23 Read and listen to the dialogue. Who do you think is more enthusiastic about seeing the film: Jack or Ellie? Find evidence for your opinion.



Ellie At last! I've been waiting for ages. Where have you been? What have you been doing?

Jack My bus didn't come. I've been trying to phone you since 7.30 ...

Ellie You're 25 minutes late! The film has started.

Jack Sorry. Do you still want to see it?

Ellie Yes, I do. I've been looking forward to it for weeks. It stars my favourite actor. And I've already bought the tickets!

Jack Let's go inside then.

Ellie OK. But why is your hair wet? It hasn't been raining.

Jack That's sweat. I've been running for 25 minutes! And I haven't eaten. Can we see the film later?

3 Read the **Learn this!** box and complete the rules. Use the dialogue to help you. How many examples of this tense are there in the dialogue?

LEARN THIS! Present perfect continuous

a We form the present perfect continuous with *have /* 1 _____ + 2 _____ + *-ing* form.

b We use the present perfect continuous:

1 for an action that began in the past and is still in progress.

You 3 _____ *working much this term. Why not?*

We often use *for* or 4 _____ to say how long the action has been in progress.

They 5 _____ *living in Paris* 6 _____ *ten years.*

2 for an action that has recently been in progress and which explains the current situation.

I'm hot because I 7 _____ *running.*

4 Write questions about Ellie and Jack from exercise 2. Use the present perfect continuous.

- How long / Ellie / wait?
- How long / Ellie / look forward to the film?
- Why / Ellie / look forward to the film?
- How long / Jack / run?
- Why / Jack / run?

LEARN THIS! Present perfect simple

We use the present perfect simple

a for completed actions.

I've set up a Twitter account. Will you follow me?

b when we say how often something has happened.

Our team has won three times this season.

c with verbs that are not used in continuous tenses.

I've owed him £50 since the summer.

5 Read the **Learn this!** box. Underline an example of the present perfect simple for a completed action in exercise 2.

➔ **Grammar Builder 2.2** page 117

6 USE OF ENGLISH Complete the sentences using the correct form of the words in brackets. Do not change the order of the words. You can add up to three other words.

- I'm not sure what's happening in this film because I _____ (only / watch / it) for a few minutes.
- How long _____ (Alex / be / member) of the film club?
- I can't go to the cinema because _____ (I / finish / my homework) yet.
- Those two girls in the front row _____ (talk / each other) since the film started!

7 SPEAKING Work in pairs. Take turns to be A and B.

A Tell your partner that he or she looks

exhausted **guilty** **hot** **relieved**
sleepy **upset** **worried**

B Explain why you look that way. Use the present perfect simple and continuous.

You look exhausted.

I've been getting up very early for the past few days.

2E

Word Skills

Compound nouns and adjectives

I can use compounds correctly.



1 **SPEAKING** Look at the photos. What do they have in common? Which is the most spectacular, in your opinion?

2 **VOCABULARY** Match the nouns below with the photos in exercise 1. Some nouns go with more than one photo.

Compound nouns flood lights football pitch
main road mountain range safety net sea shore
swimming pool tennis court tennis player tower block

3 **1.24 PRONUNCIATION** Listen and repeat the compound nouns from exercise 2. Which word is stressed: the first or second?

LEARN THIS! Compound nouns

a Compound nouns are nouns formed from two words.

- 1 noun + noun (*bathroom, safety barrier*)
- 2 -ing form + noun (*dining room, recording studio*)
- 3 adjective + noun (*wet room, whiteboard*)

b We usually write compound nouns as two words, but sometimes as one word (*whiteboard*) or with a hyphen (*make-up*). Check in a dictionary.

c The stress is usually on the first word.

4 Read the **Learn this!** box. Then look at the compound nouns in exercise 2. Underline at least one example of each type (1, 2 and 3). Which type has the most examples?

5 Work in pairs. Match the words in A and B to form sports venues, using a dictionary to help you. Find three more sports venues in exercise 2.

A athletics basketball bowling boxing climbing
dance golf ice weights

B alley course court ring rink
room studio track wall

B



LEARN THIS! Compound adjectives

a Compound adjectives are adjectives formed from two words.

well-known half-eaten record-breaking wind-powered

b We usually write compound adjectives with a hyphen.

c Sometimes, compound adjectives have more than two words (*state-of-the-art*).

6 **VOCABULARY** Work in pairs. Read the **Learn this!** box. Decide which sports venues from exercises 2 and 5 you are likely to describe with these compound adjectives.

Compound adjectives 25-metre 400-metre
air-conditioned brightly lit eight-lane
full-sized open-air solar-heated soundproof
well-equipped

7 **1.25** Listen to four students arguing in favour of a new facility for their school. Match the facilities below (a–d) with the speakers (1–4).

- a a state-of-the-art recording studio
- b a well-equipped art and design studio
- c a high-speed Wi-Fi network
- d an all-weather football pitch

8 **SPEAKING** Work in groups. Which facility from exercise 7 would you like most for your school? Why? Can the whole class agree on one choice?

Field games

I can understand a text about an outdoor game.

- 1 SPEAKING** Look at the blog and the photos. What kind of game do you think the people are playing? What do you think happens?
- 2** Read the blog post quickly and check your ideas from exercise 1.

Reading Strategy

Multiple-choice questions may test:

- factual information (detailed or general).
- the writer's opinion.
- the writer's intention.

You can sometimes (but not always) tell what a question is testing by reading the first part without the options (a–d).

- 3** Read the **Reading Strategy** and the questions in exercise 4. Then answer the following questions.

- Which questions in exercise 4 ask about
 - a the writer's intention?
 - a the writer's opinion?
 - a factual information?
- How did you decide on the answers to question 1?
- Which question in exercise 4 is about the whole blog post?

- 4** Read the blog post again. Choose the correct option (a–d).

- To take part in geocaching you need
 - a a mobile phone with GPS.
 - a a mobile phone with GPS and a toy or gift.
 - a a mobile phone, a toy or gift and a logbook.
 - a nothing – just yourself!
- The activity of geocaching
 - a began in the 19th century, but only became popular after 2000.
 - a was originally only popular in one region of England, but now has fans all over the world.
 - a was called 'letterboxing' when it was first invented.
 - a has similarities with a 19th-century game.
- When you find a gift in a geocache, you
 - a make a note of the gift on the website.
 - a can borrow the gift, but have to return it.
 - a are allowed to take the gift if you replace it with something else.
 - a take a photo of the gift as proof that you have found it.

- The writer thinks that the most enjoyable kind of geocaching is when
 - a you have to find a public webcam.
 - a you have to find a series of geocaches.
 - a you have to find a geocache and then hide it in a different place.
 - a you simply have to find one geocache.
- The writer believes the 'Fumble after Dark' event
 - a is less fun than geocaching with a couple of friends.
 - a would be a very enjoyable event to attend.
 - a is only suitable for adventurous people.
 - a needs to attract more people.
- The writer has written the blog mainly to
 - a suggest that people try geocaching.
 - a explain the differences between letterboxing and geocaching.
 - a publicise a geocaching event in Sweden.
 - a warn readers that geocaching is addictive.

- 5 SPEAKING KEY PHRASES** Work in pairs. Would you like to play this game? Why? / Why not? Use the adjectives, and phrases below to help you.

Adjectives addictive boring difficult exciting
exhausting healthy time-consuming

Explaining preferences

I'd find it ... It sounds really ...

I'd like to play it because ...

It appeals / doesn't appeal to me because ...

I'm (not) really into ... I'd rather ... I can't stand ...

I don't mind ... , but ...





GPS CHALLENGE

1.26

CLAUDIA'S BLOG

Dear Friends,

Sorry I haven't blogged for a while. I've been a bit busy lately. You'll find out why ... But first of all, have you ever heard of geocaching? It's a kind of treasure-hunting game that uses a GPS device – usually your smartphone – to find small containers called geocaches hidden all over the world. I can definitely recommend it – it's healthy and fun.

So how does it work, exactly? Well, the first step is to go to the geocaching website or download the geocaching app onto your phone. Then choose a geocache and start looking. People have been hiding geocaches for more than ten years, so there are literally millions of them around the world, including Antarctica!

Geocaching began around the year 2000. However, similar games did exist in the past. For example, in the middle of the 19th century, a game called 'letterboxing' became popular in the south of England. People walking in the countryside began to hide boxes of addressed postcards all along the route. When other walkers found a box, they collected the cards and posted them.

In geocaching, the boxes contain a logbook, where the person who finds it can write their name and the date.

(They also record the find on the website.) Geocaches often contain a toy or gift, too. You are welcome to take this, provided you replace it with something you have brought with you.

The basic game just involves finding a geocache and recording it online and in the logbook. However, there are lots of variations: multi-cache challenges (each cache leads to the next until the final cache containing the logbook), 'travelling caches' (you move it to a different location and update the information on the website) and 'webcam caches' (you find a public webcam and capture an image of yourself on the webcam as proof of success). I've tried all of these types, and personally, I've enjoyed the multi-cache challenges the most.

Geocaching is an activity you can do alone or, like me, with a couple of friends, or at events with hundreds of other fans of the game. An example of such event is the annual 'Fumble after Dark' in November in Sweden. I'm seriously thinking about joining it next year. So why don't you get into geocaching too, and I might see you there!

Bye for now!

Claudia

Stimulus-based discussion

I can discuss ideas for a day out and justify my opinions.



- 1 **SPEAKING** Look at the photos. Match the activities with four of the adventure sports.

Adventure activities abseiling bodyboarding
bungee jumping climbing hang-gliding hiking
karting kayaking mountain biking parkour
snowboarding surfing

- 2 **SPEAKING** Work in pairs. Ask and answer the questions. Give reasons for your opinions.

- Which of the activities in the photos looks
 - most fun?
 - most challenging?
 - most dangerous?
- Have you ever tried any of the adventure activities in exercise 1? If so, did you enjoy them? If not, would you like to try them?

- 3 **1.27** Read the task below. Then listen to two students doing the task. Which activities do they consider? Which one do they agree on?

You and a friend are planning a day out doing an adventure activity. Discuss with your friend what you are going to do. Give reasons for your opinions. Agree on an activity.

Speaking Strategy

When you have to reach an agreement, be sure to use a range of phrases for expressing preferences, raising objections and coming to an agreement.

- 4 **1.27** **KEY PHRASES** Read the **Speaking Strategy** and the phrases below. Check that you understand them all. Then listen again. Which of the phrases did the students use?

Expressing preferences

I quite fancy ...
I think ... would be (fun).
I'm quite keen on ...
I like the idea of ...
I think ... is a better option than ...

Raising objections

Sorry, but I don't really fancy ...
Don't you think it (would be expensive)?
The problem with ... is that ...
Sorry, but I don't think that's a very good idea.
I'm not keen on ... because ...
I don't think ... would be as (interesting) as ...
I'd rather (go climbing) than (karting).

Coming to an agreement

We need to make a decision.
Overall, ... would be better.
Can we agree on ... , then?
OK, I agree.
That's settled then.

- 5 **Work in pairs. Prepare to do the task in exercise 3.**

- Choose three activities that you would like to do using the list in exercise 1 or your own ideas. Make sure you and your partner choose different activities.
- Make notes about:
 - why you want to do the activities you have chosen.
 - why you do not want to do the activities your partner has chosen.

- 6 **SPEAKING** Work in pairs. Do the task in exercise 3 using your notes and the phrases in exercise 4 to help you.

A blog post

I can write a blog post expressing an opinion.



- 1 **SPEAKING** Match the photos with two clubs from the list below. Which clubs from the list would you like to belong to? Give reasons.

School clubs art club astronomy club baking club
computer club film club fitness club
photography club school choir science club

- 2 Read the task and the blog post below. Which clubs from exercise 1 are mentioned? Which other clubs that are not in exercise 1 are mentioned?

Your school recently organised an open day for parents and students to find out about extra-curricular activities. Write a blog post about it for the school website.

- Where and when did the event take place?
- Who attended the event?
- What happened at the event?
- Give your personal opinion of the event and say what effects the event has had.

One Saturday last month, the school organised an open day for students and parents to learn about all the school clubs. The event took place in the playground and also in the school hall.

More than two hundred people came to the school to find out about the activities the school can offer. Most of them were parents of primary school children who are going to start at the school in September, at the beginning of the next school year.

More than twenty different school clubs had stalls in the playground. Students and teachers at the stalls explained to the visitors what goes on at the clubs. In the school hall, there were karate displays from the martial arts club and a short performance by the choir.

In my view, the day was a great success. Since the open day, lots of people have been asking for information about clubs. As well as that, the school has received suggestions for new clubs, including ballroom dancing and ice skating!

- 3 Answer the questions about the blog post.

- What phrase does the writer use to
- say when a past event took place?
 - introduce a personal opinion?
 - introduce an additional point?

Writing Strategy

Where there is a word limit for the writing task, make sure you keep within it. If you went over the limit, decide which words you can delete. For example, there may be unnecessary adjectives or examples. When you have cut the words, make sure that a) the text still makes sense and b) all points in the task are still covered.

- 4 **SPEAKING** Read the **Writing Strategy**. In pairs, look through the **blog post in exercise 2** and suggest twelve words you could delete. Then compare your ideas with another pair's.
- 5 Read the task below. Then prepare a plan for your blog post.

You recently went to a show performed by a number of different clubs at school. Write a blog post about it.

- Where and when did the show take place?
- Who attended the event and how did they react?
- Give your personal opinion of the event.
- Suggest two improvements for next year.

Paragraph 1: the time, the place and the clubs

Paragraph 2: the attendees and their reactions

Paragraph 3: your opinions

Paragraph 4: suggested improvements

- 6 **SPEAKING** Work in pairs. Compare your notes from exercise 5 and suggest at least one improvement for your partner's plan.
- 7 Write a blog post (150–180 words) using the task and plan from exercise 5. Include phrases from exercise 3 if appropriate.

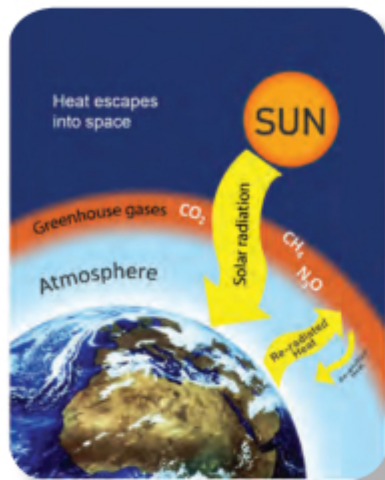
CHECK YOUR WORK



Have you ...

- followed your writing plan?
- kept your writing clear and concise, deleting extra words if necessary?
- included appropriate phrases from exercise 3?
- checked the spelling and grammar?

More than a film



- SPEAKING** Look at the photo above. Which natural phenomenon is it? What happens if the greenhouse gases keep increasing?
- What greenhouse gases are produced through human activities? Match column A with column B to have an answer.

A

Refrigerator - Aerosols

Cattle - Fertiliser

Oil - Coal

Gasoline - Agriculture

B

CH₄N₂OCO₂

CFCs

- VOCABULARY** Check the meaning of the following words or phrases. Which is not related to global warming?

deforestation industrialisation climate change
emissions habitat destruction animal poaching
ice melting population growth

- Read paragraph A of the text. Which of the ideas in exercise 3 are mentioned in the reading?
- Read the text. Find the details related to the following numbers.

14 50 488 2009 2012

- Answer the questions in your own words.

- 1 What images can be seen in the film?
- 2 Where can *Home* (2009) be seen?
- 3 Why doesn't *Home* (2009) have any copyright?



1.28

A *Home* (2009) is a 90-minute documentary about human threats to the Earth's ecological balance. It is made up of aerial shots of various places across the globe. Aiming to raise people's awareness of the alarming environmental destruction, this French movie shows human huge impacts on the Earth and the consequences of climate change. Viewers of the documentary particularly enjoy the footages of human origins, the Earth's water cycle, population growth, the melting Arctic ice cap and the coral reef.

B The film was completed in eighteen months and the film crew did their filming of 488-hour raw footage by flying in a helicopter over various regions in more than fifty countries. At a press conference in Paris on March 9, 2009, its director, Yann Arthus-Bertrand, announced that its released versions would include theatre, television, DVD and the internet. About two months later, the film's worldwide release date was confirmed to be June 5, 2009. Despite its availability in various forms, *Home* (2009) had its world festival premiere at the Dawn Breakers International Film Festival in 2012.

C *Home* (2009) is available for free access in 14 languages. Director Yann Arthus-Bertrand has insisted that the film have no copyright. He has also stressed the educational benefits of the film over its financial gains. With this aim in mind, the film producer made the film available to as many people as possible. The film can be downloaded to your smart TV or any kind of digital device, with the proceeds all going to the GoodPlanet Foundation.

- SPEAKING** Work in groups. Discuss the question and then share with the class.

Which do you think is more effective in raising people's awareness of protecting the environment: a film or a book? Justify your answer.

Reading

Read two texts. Circle the correct answer (A–D).

John has been a keen reader and his favourite topic is climate change. Looking at his bookshelf, you'll be amazed at how many special books on climate change he has. Most of these books are his own buy and he is very proud of his collection. Some others are his dad's souvenirs from his business trips abroad. Believe it or not, all you can find on John's wish lists are titles of new books on climate change and global warming. John once lent his collection to the school library for a book fair and he even gave a talk on causes and effects of global warming at his science club. His audience was fascinated by his explanation of the natural greenhouse effect and the human-enhanced process in which greenhouse gases trap the heat and radiation, thereby raising the earth's temperature.

- 1 It can be inferred from the passage that
- A John's friends don't care about his book collection.
 - B John's book collection is exploited to the fullest.
 - C John spends most of his free time collecting and reading books.
 - D John only receives books as birthday presents.

Hobby-related holidays are on the way to becoming one of the most lucrative forms of tourism, and younger people are definitely joining in. Of course, sports-related camps have been a huge part of tourism for ages, but what if you're someone with little interest in tennis or basketball? A good option for you might be a two-week photography tour – with stunning scenery, ancient buildings and sometimes even underwater photography. Alternatively, if you are interested in nature, you can spend two weeks in an exotic location helping to identify rare plants and animals – while soaking up some sun and meeting like-minded people.

- 2 What does the writer say about hobby-related holidays?
- A They have existed for a long time.
 - B They are mainly sports-related.
 - C They are usually for young people.
 - D They are popular and varied.

Listening

1.29 You will hear 4 short extracts. There is one question for each extract. Choose the best answer (A–C).

- 1 Who is the speaker?
 - A A hairdresser
 - B A customer at a hairdresser's
 - C A fashion reporter
- 2 How does the woman explain why she likes audiobooks?
 - A Her father records them.
 - B They bring back a good feeling.
 - C They helped her learn to read.
- 3 What does the woman say about the sport she liked at school?
 - A Her children are better at it than she was.
 - B She was never very good at it.
 - C She has stopped playing it.
- 4 Where is the speaker?
 - A In a classroom
 - B At a job training centre
 - C In a library

Speaking

Work in pairs. You and a friend are planning a day trip cycling to the countryside. Discuss with your friend what you are going to do. Give reasons for your opinions. Agree on an activity.

Writing

You have just attended a meeting of your school's science club. Write a blog post (150–180 words) about it for the school website.

- Where and when did the event take place?
- Who attended the event?
- What happened at the event?
- Give your personal opinion of the event and say what effects the event has had.

3

Sustainable health

Unit map

Vocabulary

Parts of the body
Treatments
Accidents and injuries
Adjectives to describe feelings

Word Skills

Word families

Grammar

Speculating and predicting
Future continuous and future perfect

Listening

The body's limits



Pronunciation

Sentence stress

Reading

Body clock



Speaking

Photo description



Writing

An opinion essay

Culture

Asean sports



Vocabulary Builder

page 109

Grammar Builder and Reference

pages 118, 119

3A

Vocabulary

Parts of the body

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



1 SPEAKING Describe the photo. How is the footballer feeling? What has happened, do you think?

2 VOCABULARY Match 1–14 in the photo with parts of the body from the list below. Check the meaning of all the words in the list.

Parts of the body ankle blood bottom brain calf cheek chin elbow eyebrow eyelid forehead heart heel hip intestine jaw kidney knee lung muscle nail rib scalp shin shoulder skin skull spine stomach thigh throat thumb toe waist wrist

3 SPEAKING Work in pairs. Which parts of the body in the list in exercise 2

- 1 are inside your body?
- 2 are part of your head or neck?
- 3 are part of your arm or hand?
- 4 are part of your leg or foot?

4 SPEAKING Work in pairs or small groups. Do the body quiz on page 37. Check your answers with your teacher.

HOW MUCH DO YOU KNOW ABOUT the human body



1 What is the most common blood type?
a AB-
b B-
c O+

2 How much do fingernails grow per month?
a 0.75 mm
b 1.5 mm
c 3 mm



3 Where exactly is your heart?
a On the left of your chest
b In the middle of your chest
c In the middle of your chest, a bit to the left

4 How long are the human intestines?
a 3.5 m
b 8.5 m
c 13.5 m



5 How many hairs are there on the human scalp?
a 90,000–150,000
b 150,000–190,000
c 190,000–250,000

6 What is the human body's biggest organ?
a Liver b Brain c Skin

7 What is the average thickness of human skin?
a 1–2 mm b 2–3 mm c 3–4 mm

5 **1.30** **VOCABULARY** Listen to three dialogues between doctors and their patients. Complete the table using the words below to complete the treatments.

Treatments antibiotics bandage cream dressing medicine painkillers X-ray

Patient	1	2	3
Part of the body injured			
When			
Treatment			

6 **1.30** Read the **Recycle!** box. Complete the extracts from the dialogues with the verbs in brackets. Use the present perfect or past simple. Listen again and check your answers.

Dialogue 1

a My ankle really hurts. I think I _____ (twist) it.
b Yes, it's a bit swollen. You _____ (sprain) it.

Dialogue 2

c I _____ (have) an accident. I _____ (bang) my head.
d I _____ (trip) over the cat and _____ (hit) my head on the corner of a table.

Dialogue 3

e I _____ (hurt) my thumb. I _____ (trap) it in the car door.
f You _____ certainly _____ (bruise) it.
g It's really painful. Do you think I _____ (break) it?

7 **SPEAKING** Work in pairs. Ask and answer about experiences using the present perfect and the phrases below. If the answer is 'yes', give more information.

Accidents and injuries bang your head break a bone
bruise yourself badly burn yourself cut yourself badly
have a bad nosebleed twist your ankle

RECYCLE! Present perfect and past simple

- a We use the present perfect for:
 - 1 giving news, when we do not say exactly when the event happened.
 - 2 talking about experiences.
- b When we ask for or give specific information about the news or experience, we use the past simple.

'I've broken my wrist. I fell off my bike.'

'Have you ever broken your leg?' 'Yes, I broke my left leg last year.'

Have you ever broken a bone?

No, I haven't. / Yes, I have. I broke my arm when I was ten. I was climbing a tree and I fell to the ground.

Speculating and predicting

I can speculate and make predictions about the future.

1 **SPEAKING** Look at the photo and the title of the article. What do you think the article is about?

2 Read the article and check your ideas.

BIO-PRINTING

It is already possible to 'print' three-dimensional objects out of plastic and metal using a 3-D printer. Now scientists are developing printers that **will be able** to print human organs and body parts. If they are successful, doctors **could save** millions of lives. At the moment, scientists are able to print human tissue and bone, but the printing of whole organs **will probably be** a reality by 2025. Doctors are **certain** that bio-printing **will revolutionise** the treatment of cancer and heart disease. Moreover, if we can produce organs such as hearts and kidneys, patients **won't die** while they're waiting for an organ donor. The technology is **very expensive** and the cost **might not come down** for a while. But when it does, bio-printing **could play** an important part in all our lives.



3 Match the highlighted structures in the article with rules a–d in the **Learn this!** box below.

LEARN THIS! Speculating and predicting

- a We use *will / won't* to make predictions.
Scientists will find a cure for cancer.
- b We can use phrases with *will / won't* to make the predictions stronger or weaker.
I'm (fairly) sure / I think / I don't think / I doubt scientists will find a cure for cancer.
Scientists will definitely / probably find a cure for cancer.
- c We use *may / might / could* + infinitive without *to* to talk about possibility in the future.
Scientists may / might / could find a cure for cancer.
- d We use *may not / might not* for the negative. We do not use *could not*.

Grammar Builder 3.1 page 118

4 **SPEAKING** Work in pairs. Make predictions about your partner's future life using the prompts. Use *will / may / might / could* and phrases from the **Learn this!** box above. Your partner says if he / she agrees or not.

- 1 What / study at university? 4 When / get married?
2 When / leave home? 5 How many children / have?
3 What job / do? 6 What type of car / drive?

I think you'll study maths at university.

No, I definitely won't study maths. I might study history.

5 Study the examples in the **Learn this!** box below and complete the rules with the correct verbs and tenses.

LEARN THIS! The first conditional

- a We form the first conditional with the ¹ _____ in the *if* clause and ² _____ / *won't* + infinitive without *to* in the main clause.
If I pass all my exams, I'll go to university.
- b We can make predictions with the first conditional.
You'll cut yourself if you aren't careful with that knife.
- c We can use *may / ³ _____ / could* in the main clause to make the prediction less certain.
You might cut yourself if you aren't careful.

Grammar Builder 3.2 page 118

6 Complete the article below with the correct form of the verbs in brackets. Use the first conditional. In gaps 4 and 6, use a modal verb to make the prediction less certain.

Some animals, like lizards and worms, have an amazing ability to grow new body parts if they lose them. Salamanders can grow new legs and some worms can re-grow every part of their body, including their head! If scientists ¹ _____ (can) discover how this happens, in theory it ² _____ (be) possible to re-grow human body parts too. Very few scientists are working on this problem now, but if governments ³ _____ (start) to spend more money on research, then this dream ⁴ _____ (become) a reality. Amazingly, some worms have no limit on lifespan, as they continually re-grow their bodies as they age. So if we ⁵ _____ (learn) to repair human limbs and organs, it ⁶ _____ (be) possible to prevent us from dying. But that is a long way in the future.

7 **SPEAKING** Work in pairs. Ask and answer using the first conditional and the ideas below.

- 1 You feel ill tomorrow morning.
2 The weather is fine at the weekend.
3 You get poor marks in your next English test.
4 Your best friend forgets your birthday.
5 Your own ideas

What will you do if you feel ill tomorrow morning?

I'll visit the doctor. / I won't come to school.

The body's limits

I can listen for specific information.

A



B



- 1 **SPEAKING** Describe and compare the photos. What are the similarities and differences between the activities? Use the words below to help you.

become dehydrated climber desert
food and water frostbite high altitude oxygen tent

Listening Strategy

Some listening tasks may involve listening out for numbers, dates and measurements. Make sure you know how to pronounce these so that you can identify the information when you hear it.

- 2 **1.31** Read the **Listening Strategy**. Then try to say the numbers and measurements below. Listen and check.

Large numbers: 4,500 100,000 250,000 2.5 million

Small numbers: 0 0.6 0.04 2.08

Years: 1500 1535 2000 2015 2150 the 1980s

Fractions: $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{10}$ $\frac{3}{8}$ $1\frac{2}{3}$

Percentages: 50% 57%

Ratios and ranges: 2:1 10:1 aged 18–25

from 0–100 in 3.1 seconds

Temperature: -40°C 0°C 5°C 15°C

- 3 **1.32** Read and listen to the article. Complete the article with numbers and measurements from exercise 2.

There are many amazing stories of human survival, but actually our bodies are very fragile and do not cope well with extremes. Polar explorers can cope with temperatures of ¹____, but only if they keep warm. Most people will collapse if their body temperature drops by only ²____, and if it drops by ³____, they'll die. Heat can be just as dangerous. Temperatures of 35°C are safe, provided humidity is not above ⁴____. High altitudes are dangerous too. We pass out when the pressure falls

- 4 **1.33** Listen to an interview with a scientist. Which of the people he talks about tested the body's limits deliberately?

- 5 **1.33** Read the sentences aloud, paying attention to the numbers. Then listen again and decide whether the sentences are true or false. Write T or F and correct the false sentences.

1 When a Russian space capsule had a major problem in 1971, the cosmonauts died in less than 30 seconds.

2 In 1966, a scientist passed out after 15 seconds in a vacuum.

3 The scientist passed out for 27 seconds.

4 In the 1960s, Randy Gardner stayed awake for more than 250 hours.

5 After staying awake for so long, Randy Gardner then slept for almost 50 hours.

- 6 **1.34 PRONUNCIATION** Listen and mark the words that are stressed in the sentences from exercise 5. Then practise saying the sentences yourself.

- 7 **SPEAKING** Discuss the questions in pairs.

1 Have you ever been awake all night or most of the night? If so, when / where / why?

2 Have you ever felt very cold? If so, when / where / why?

3 Have you ever experienced high altitude? If so, when / where / why? How did you feel?

below ⁵____ of normal atmospheric pressure. This happens at about ⁶____ metres. Climbers can go higher because their bodies gradually get used to it, but no one survives for long at 8,000 metres. At high altitudes, lack of oxygen is another problem. At ground level, about ⁷____ of the air is oxygen. If that falls below ⁸____, we die.

Future continuous and future perfect

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



NOW

20,000 YEARS FROM NOW

60,000 YEARS FROM NOW

100,000 YEARS FROM NOW

- 1 What differences can you see between the first and last pair of photos?
- 2 Read the article. Did you mention any differences in exercise 1 that are not mentioned in the text?

How will the human body have changed in 100,000 years? That was the question artist Nickolay Lamm asked genetics expert Dr Alan Kwan. After their discussion, Mr Lamm came up with some interesting predictions.

In the distant future:

- Humans will be living in other parts of the solar system. As a result, our eyelids will have become thicker to protect our eyes from radiation.
- Our nostrils will have grown larger to cope with less oxygen in other atmospheres.
- The size of our skull will have increased because our brain will have got larger.
- We will be using a nano-chip inside our head to receive images and sound for entertainment and communication.

- 3 Read the **Learn this!** box. Complete the examples and rules. How many more examples of each tense can you find in the article?

LEARN THIS! Future perfect and future continuous

a We form the future perfect with *will have* + past participle.

By the weekend, he ¹ _____ left hospital.

b We form the future continuous with *will be* + *-ing* form.

This time next month, he ² _____ playing football again.

c We use the future ³ _____ to talk about a completed action in the future.

d We use the future ⁴ _____ to talk about an action in progress in the future.

- 4 Complete the sentences using the correct future continuous or future perfect form of the verbs in brackets.

1 Five hours from now, we _____ (finish) this English lesson.

2 My brother is at university, but in two years' time, he _____ (work).

3 Hopefully, I _____ (not live) with my parents when I'm thirty.

4 I'm sure the party will be a big surprise for her. Nobody _____ (tell) her about it.

5 According to the weather forecast, the sun _____ (shine) all day tomorrow.

- 5 **USE OF ENGLISH** Read the **Learn this!** box. Add two more time expressions from the article in exercise 2.

LEARN THIS! Future time expressions

When we talk about the distant future, we can say:

- about 100 years from now
- in 1,000 / 10,000 / a million years' time
- within 10 / 50 / 100 years
- by the end of the decade / the century / the next century / the millennium
- in the foreseeable future / in the long term

- 6 **SPEAKING** Read the prompts. Then in pairs, make predictions using the future continuous or future perfect and a suitable time expression. Do you agree with your friend?

1 Scientists / find a cure for most diseases

2 Most people / live to 200

3 New diseases / appear

4 Computers / manage all major companies

5 The Earth / fight wars against other planets

I think / don't think scientists will have found a cure for most diseases by the end of the century.

I'm not sure I agree. / That's what I think too.

Word families

I can recognise different words formed from the same base.

- 1 **VOCABULARY** In pairs, read the adjectives below and talk about situations in which you experience those feelings.

Adjectives to describe feelings afraid anxious
ashamed cross disgusted envious proud

I sometimes feel afraid if I see a very large spider.

- 2 Read the article and look at the pictures. Match the underlined words in the article with pictures 1–4.

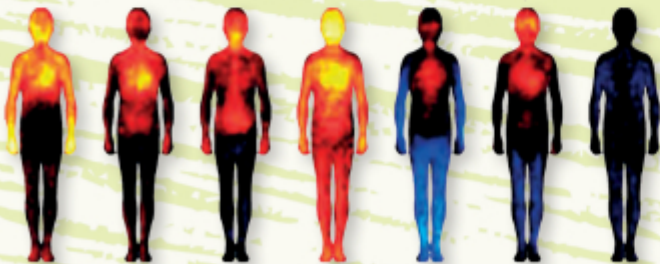
A gut feeling?

Emotions do not just occur in your mind; they also have a physical effect on your body. A group of scientists from Finland decided to find out which emotions affect which parts of the body. They asked 701 volunteers to colour in silhouettes in response to emotional words, stories and videos. The results show that the people generally experience emotions like anger, envy and shame in similar ways.

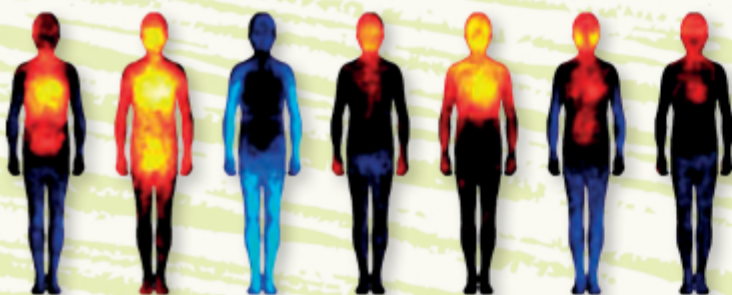
For example, when you're angry, you probably feel that anger mostly in your chest and head. But if you feel ashamed, you probably notice it in your face and, in particular, your cheeks. Depression makes your whole body feel less active, whereas happiness affects your whole body in a positive way.

▼ 'Hot' colours like yellow and red show an increase in activity, while blue shows the opposite. Black is neutral.

1 _____ Fear Disgust 2 _____ Sadness Surprise Neutral



Anxiety Love 3 _____ Contempt Pride 4 _____ Envy



- 3 Complete the tables with words from exercises 1 and 2.

Noun	Adjective
1 _____	angry
anxiety	2 _____
3 _____	ashamed
4 _____	envious

Noun	Adjective
5 _____	happy
pride	6 _____
7 _____	sad
8 _____	surprised

LEARN THIS! Word families

a Some nouns are formed by adding a suffix like *-ness* or *-ment* to an adjective.

sad – sadness content – contentment

b Common adjective endings are *-ed*, *-ing*, *-ous*, *-ful*, *-less*, *-y* and *-al*.

surprised / surprising suspicious hopeful / hopeless
dirty political

c Most adverbs are formed by adding *-ly* to an adjective.

cross – crossly happy – happily

d We can change the meaning of many adjectives and adverbs by adding a prefix.

surprisingly – unsurprisingly

- 4 Read the **Learn this!** box. In pairs, write down two more examples for each rule (a–d). Use a dictionary to help you if necessary.
- 5 **USE OF ENGLISH** Complete the sentence with the adjective or adverb related to the noun in brackets. You may need to add a prefix.

- He told me _____ (anger) not to be late again.
- Liam is _____ (hope) that he'll pass all his exams.
- I was _____ (surprise), but I tried not to show it.
- We waited _____ (anxiety) for news of his arrival.
- He looked for his wallet, but _____ (sadness) he couldn't find it.
- That's a good mark for this exam – don't be _____ (shame) of it.
- He stared _____ (envy) at his friend's new bike.
- Her neighbour is always very bad-tempered, so she found his angry reaction _____ (surprise).
- My sister was _____ (annoy) late.
- He didn't try to hide his _____ (happy) – he just cried.

- 6 **SPEAKING** Discuss the questions in pairs.

- Do you think money can make people happy? Why? / Why not?
- When is pride good? When is it bad?
- Is fear ever a good emotion? If so, when?

Body clock

I can understand an article about the human body clock.

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

- 1 What time do you usually go to bed a) on weekdays and b) at the weekend?
- 2 What time do you usually get up a) on weekdays and b) at the weekend?
- 3 Have those times changed much since you were younger?

Reading Strategy

When matching questions with texts, follow these steps:

- 1 Read the text to get a general idea of the meaning.
- 2 Read the task's lead-in line very carefully (*In which period of the day ...*). Then read all the options carefully.
- 3 Read the paragraphs of the text carefully one by one and match them to the correct option.
- 4 If you can't find the answer, leave it for now and come back to it later.

2 Read the **Reading Strategy**. Then read the article to get an idea of the general meaning. Which is the best summary: a, b, c or d?

The writer's main purpose is to explain

- a why children need more sleep than adults.
- b why we should always get lots of sleep.
- c why our bodies feel more or less tired at different times of day.
- d why some people feel more alert than others.

3 Match the paragraphs (A–H) with questions 1–10 below. Two of the paragraphs match more than one question.

In which period of the day

- 1 do you completely stop digesting food?
- 2 is it best to be physically active?
- 3 do our bodies have difficulty digesting certain foods?
- 4 are older people more likely to have accidents?
- 5 does your body contain the most melatonin?
- 6 are you best at remembering things over short periods of time?
- 7 are you at your strongest physically?
- 8 does your body stop making melatonin?
- 9 is your body at its coolest?
- 10 does your body begin to become cooler?

4 Read the article again and answer the questions.

- 1 How much more sleep does a young child need than an adolescent?
- 2 What's the difference between 'larks' and 'owls'?
- 3 Why is it better not to exercise early in the morning?
- 4 When do sportspeople think is a good time to try to break a record?
- 5 If you want to lose weight, which is more important: when you eat or how much you eat?
- 6 Why is it not a good idea to use gadgets such as tablets and mobiles late at night?

5 SPEAKING Work in pairs. Ask and answer.

- 1 Do you get enough sleep? If not, why not?
- 2 How do you feel if you don't get enough sleep? What things are more difficult to do?
- 3 Do you use gadgets such as mobiles late at night? What for? Do you find that they keep you awake?
- 4 When are you most alert? Are you a 'lark', an 'owl', or in between the two? Explain your answer.



NIGHT AND DAY

3F

1.35

HOW MUCH SLEEP DO WE NEED?

- Young children need more sleep than adults and tend to wake up earlier. A typical ten-year-old needs about ten hours' sleep.
- As you reach adolescence, your body clock changes. Most teenagers need about nine hours' sleep, but wake up later.
- As an adult, you'll need about eight to eight and a half hours' sleep a night.
- When we are much older, in our 70s and 80s, we're less able to sleep deeply and we usually need less sleep.

OUR PERSONAL BODY CLOCK

Each of us has our own personal body clock, which makes us more alert in the morning or more alert in the evening. You might be a 'lark' who likes to go to bed early and get up early, or you might be an 'owl' who prefers to go to bed late and get up late. Or somewhere in between.

A 6 A.M. – 9 A.M. Your body is waking up. It stops producing melatonin, the hormone which makes you feel sleepy. Blood vessels are stiffer and less flexible. Your blood is thicker and stickier and your blood pressure is at its highest, so it's not the best time to exercise.

B 9 A.M. – 12 P.M. You're at your most alert at this time in the morning. Tests show that short-term memory is at its best right now.

C 12 P.M. – 3 P.M. Your stomach is full and working hard after lunch. You become much less alert and probably feel a bit sleepy. More road accidents happen at this time of day than at any other, particularly involving older people.

D 3 P.M. – 6 P.M. This is a very good time to exercise. Body temperature increases in the late afternoon. Your heart and lungs work better and muscles are six per cent stronger than at their lowest point in the day. Some sportspeople believe that if you try to break a world record at this time of day, you'll have a greater chance of success.

E 6 P.M. – 9 P.M. By now you'll be getting hungry. But don't eat too late! In the evening, our bodies struggle to digest fats and sugars. Studies show that people will lose more weight if they have their main meal at lunchtime rather than in the evening. (But how much you eat is always more important than when you eat.)

F 9 P.M. – 12 A.M.

It's getting near to bedtime. Your body temperature is falling and your body clock is telling you that it's time for bed. Your body is producing lots of melatonin to help you go to sleep. It can be difficult to sleep with the light on because light reduces

the amount of melatonin in your body. Blue light is particularly effective at keeping us awake. And mobile phones, computer screens and flat-screen TVs emit large amounts of blue light. So turn off those gadgets!

G 12 A.M. – 3 A.M. Your body really wants to be asleep. Melatonin reaches its maximum level. Your stomach has stopped working and your brain is at rest.

H 3 A.M. – 6 A.M.

Melatonin levels are still high, and you are in deep sleep. Your body temperature is much cooler than at any other time of the day.



Photo description

I can describe photos and answer questions.

1 Look at the photos. Which fitness class would you prefer to do? Why?

Speaking Strategy

Try to give your photo description a simple structure:

- 1 Say what the photo shows in general. If you are unsure, use phrases like 'It looks to me as if ...', or 'The photo appears to show ...'.
- 2 Talk about some of the interesting details in the photo.
- 3 Add a personal opinion or reaction.

2 1.36 Read the **Speaking Strategy**. Then listen to two students describing the photos in exercise 1. Which student follows the strategy better? Explain your answer.

3 **KEY PHRASES** Look at the useful phrases below. Are you more likely to use them for general or detailed descriptions?

Identifying people in photos		
The man / woman / boy / girl	wearing / in / with	purple leggings a red top casual / smart clothes
	with	a beard / a moustache his / her foot in the air his / her hands on his / her hips bare feet
	who is	jumping / crouching / walking / holding (some weights) on the ground

➔ **Vocabulary Builder** Describing appearance: page 109

4 1.36 **KEY PHRASES** Listen again. Which of the underlined phrases from the list below does each student use?

Speculating about photos

- It looks like some kind of dance class.
- They're in a park, or maybe in the countryside.
- I think it's a fitness class of some kind.
- There's a sort of climbing frame.
- It's most likely in the evening.
- Two men are doing pull-ups, or something like that.
- She's the instructor, I would say.
- I'd say that she's tired.



5 1.37 Read question 1 below. Then listen to a student's answer. Which photo from exercise 1 is he referring to? How do you know?

- 1 Do you think the people are enjoying the class? Why do you think so?

6 **SPEAKING** In pairs, ask and answer the same question about the other photo in exercise 1.

7 Read questions 2 and 3 below. Then look at phrases a–h. Which phrases would be useful for each of the questions?

- 2 Do you think men care as much about their appearance as women? Why do you think that?
- 3 Tell me about an occasion when you wanted to look your best.

- a I remember once when ...
- b As I see it, ...
- c A few months ago, ...
- d My view is that ...
- e The way I look at it, ...
- f Some time last year, ...
- g In my opinion, ...
- h On one occasion, ...

8 1.38 Listen to three students answering questions 2 and 3 from exercise 7. Answer the questions below.

- 1 What is each student's overall answer to question 2: yes, no, or maybe?
- 2 Which student does not really give reasons for his or her answer to question 2?
- 3 What three occasions do the students mention for question 3?
 A festival A friend's party
 A job interview A wedding

9 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 7.

An opinion essay

I can write an opinion essay.

- 1 SPEAKING** Discuss the questions in pairs. Give reasons for your opinions.

- Do you think most teenagers have a healthy lifestyle?
- Do you have a healthy lifestyle? Why? / Why not?

- 2** Read the task below. What two different elements does the task contain?

Many people agree that teenagers don't get enough exercise. Write an essay in which you give your own view of the problem and propose ways of solving it.

- 3** Read the essay. What is the writer's opinion about the problem? How many solutions does she propose?



Most people agree that the lack of exercise in teenagers' lives is a serious problem. But what are the causes of this problem and what can we do to address them?

I strongly believe that today's teenagers spend too much time playing on electronic gadgets. They hardly ever do outdoor activities and this is why many of them do not get enough exercise. What is more, many teenagers are overweight and this makes them less willing to do exercise.

In order to tackle this problem, a number of measures are necessary. In my view, it is unrealistic to limit the amount of time teenagers spend on gadgets. What I propose instead is that we make sure school canteens only serve healthy food. Furthermore, I would strongly recommend that we give all teenagers free membership of their local sports facilities.

To conclude, lack of exercise can cause long-term health problems, so it is vital that we act now. It seems to me that the measures I propose will begin to remedy the situation.

Writing Strategy

- Divide your essay into an introduction, main body and conclusion.
 - If the task has more than one element, deal with them in different paragraphs within the main body.
 - Use formal language.
 - Support opinions with evidence or examples.
- 4** Read the **Writing Strategy**. Does the writer follow all of the advice? Give examples.

- 5 KEY PHRASES** Complete the useful phrases with the words below and find them in the text in exercise 3.

common conclusion view
opinion propose said see seems
solution sum What widely would

1 Introducing your opinions

I (strongly) believe that In my ¹ _____ /
² _____,
It ³ _____ to me that As I ⁴ _____ it,

2 Introducing other people's opinions

It is a ⁵ _____ held view that
It is often ⁶ _____ that
It is a ⁷ _____ belief that

3 Making an additional point

⁸ _____ is more, Moreover, Furthermore,

4 Introducing proposals and solutions

One ⁹ _____ might be to
What I ¹⁰ _____ (instead) is that
I ¹¹ _____ strongly recommend that

5 Concluding

To ¹² _____ up, In ¹³ _____, To conclude,

- 6 SPEAKING** Work in pairs. Read the task below and discuss questions 1–3. Write notes.

Some people believe that doing sport at school is a distraction from more important work. Write an essay in which you give your own opinion about this issue and propose ways for students to do more sport at school without causing problems for their studies.



- Which sports do you do at school? How often?
 - Are there other subjects that are more important than sport? Which ones? Why?
 - How could more sport be added to the school timetable without affecting other subjects?
- 7** Using your notes from exercise 6, write a paragraph plan for your essay. Use the essay in exercise 3 as a model and follow the advice in the **Writing Strategy**.
- 8** Write your essay (150–180 words). Follow your paragraph plan from exercise 7 and the advice in the **Writing Strategy**. Use phrases from exercise 5.

CHECK YOUR WORK

- Have you ...
- followed all the advice in the **Writing Strategy**?
 - included phrases from exercise 5?
 - checked your spelling and grammar?

Asean sports

- 1 **SPEAKING** In pairs, answer the quiz questions (1–5) about SEA Games 31.
- How many times has Viet Nam hosted the SEA Games?
 - What is the official mascot of SEA Games 31?
 - What is the theme song of SEA Games 31?
 - How many countries participated in SEA Games 31?
 - In which sport did Viet Nam win the most gold medals of all?
- 2 **1.39** Listen and check your answers to the quiz in exercise 1. Which contestant wins: Nam or An?
- 3 Read the fact files about three sports in SEA Games 31. Which of these pieces of information (a–f) is in all three fact files?
- The origin of the sport
 - How to score points
 - The benefits of the sport
 - The required sportswear
 - The sports gear
 - Gold medallists in SEA Games 31



KARATE

- Karate, the Japanese word for 'empty hand', is believed to have begun long ago on Okinawa, an island of Japan.
- In karate, practitioners learn to breathe, move, and stand in a certain way. They are told to breathe out from their bellies and also learn to let out a big shout as they move.
- A white uniform called a *gi* and a coloured belt are required. Practitioners start with a white belt and train hard until they get a black one.
- Karate can provide a number of benefits to those who practice it. In addition to teaching concepts such as respect and discipline, it can help build confidence and self-defence skills.
- SEA Games 31 saw the victory of the Vietnamese karate team with 7 gold medals.



SEPAK TAKRAW

- Sepak Takraw is a popular sports game in South East Asia, whose name comes from two languages. *Sepak* means *kick* in Malay, and *takraw* means *ball* in Thai. The sport is believed to come from a traditional Chinese game.
- Played on a court with a rattan ball, Sepak Takraw is basically a cross between volleyball and football. With three people on each side, players have to keep the ball in play using their feet, chest, head, or knee. Committing a foul will offer a point to the opposing team. The team with 21 points on a set will win that set. The team who wins the first two sets is the winner.
- Sepak Takraw helps develop excellent eye-foot coordination, leg strength and flexibility.
- Thailand won the most gold medals in Sepak Takraw at SEA Games 31.



VOVINAM – VIET VO DAO

- Vovinam, one of the most popular Vietnamese martial arts, was created by Grandmaster Nguyen Loc (1912-1960) in 1936.
- Vovinam involves the use of different body parts such as hands, elbows, legs, and knees. Practitioners also learn to perform with long sticks, swords, knives, and fans.
- Not only does Vovinam help strengthen practitioners' mind and body but it also encourages a healthy lifestyle. Vovinam is also known for its practicality, as it can be used in a wide range of self-defence situations.
- Vovinam competitions have been held in the regional sports event of South East Asia since 2011.
- At SEA Games 31, Viet Nam ranked first in Vovinam with 6 gold medals.

- 4 **INTERNET RESEARCH** Find out about a sporting event in Viet Nam. Use the list in exercise 3 to help you. Present the information as a fact file.

3

Review Unit 3

Reading

1 Read extracts 1 and 2 below, which have missing sentences. Try to predict what each missing sentence is about. Then look at A–D and choose the sentences that are closest to your prediction.

1 Be careful when you choose a leisure activity because some activities take up a lot of time or effort. _____. Find out what an activity needs before you begin, and you won't have wasted your time.

2 If you think you have hurt yourself while exercising, stop immediately. _____. As a result, they end up with worse injuries, so it takes them much longer to get better.

A This is important if a doctor has told you to rest.

B This means that you may become discouraged and give up because it is too demanding.

C Too many people try to continue, despite the pain.

D Then they find that it doesn't interest them as much as they thought it would.

2 Read the text. Five sentences have been removed. Choose the correct sentences (A–G) to fill the gaps (1–5). There are two extra sentences.


Hobbies and leisure activities are an ideal way to destress, meet people and develop your creativity. But if you don't have a lot of spare time, it can be a challenge to find one that suits your tastes and fits into your busy life. Of course, some readers ask why they should take up a hobby at all. ¹ _____. They don't realise that being more active and doing something really enjoyable can improve their energy levels and their mood.

One strategy for finding the right leisure activity is to think about what you enjoyed when you were a young child. ² _____. Now here's your chance to try again. Perhaps you wish you could spend time exploring on your bicycle again, or wonder why you stopped drawing cartoons. Think about going back to similar activities.

Another approach is to think about the hobbies your friends have taken up. ³ _____. Training together will give both of you a boost in motivation. Or if you see a friend's paintings and you fancy doing some painting as well, give it a try. Something to keep in mind is that an activity may not interest you after you've tried it.

⁴ _____. So don't beg your parents to pay for a lot of equipment or a whole year's lessons right away. Begin slowly, borrow what you need, and see if the activity is really right for you. If you still enjoy an activity after a few weeks of starting it, it might be the right hobby for you. ⁵ _____. And if you complete it, perhaps you can ask for some equipment for your next birthday present.

Listening

3  1.40 You will hear four people talking about body-related subjects. You will hear the audio twice. Match sentences A–E with speakers 1–4. There is one extra sentence.

A This speaker talks about the result of a past situation.

B This speaker wants to advertise a solution to a problem.

C This speaker asks for advice about a problem.

D This speaker gives instructions to a group.

E This speaker predicts the future results of a problem.

Speaking

Work in pairs. You and a friend want to go cycling this weekend, but where? You have two options A and B to choose from. Agree on the one which you consider more appropriate, and explain why you reject the other one.



Writing

Read the task below and write an opinion essay (150–180 words).

Many people believe that teenagers spend too much time on social media. Write an essay in which you give your own opinion about this issue and propose solutions to it.

A Most people try activities they think they will be good at.

B Actually, lots of people give hobbies up within a couple of months of starting them.

C If you are interested when a classmate talks about her martial arts class, ask if you can join her.

D Only then is the time to pay for the full course.

E Parents may also have good ideas for activities too.

F After an exhausting day at school, all they want to do is sit in front of the TV or go online.

G Do you regret giving up those music lessons when you were ten?

4

Home

Unit map

Vocabulary

Types of home
Parts of a house and garden
Describing houses and rooms
Compound nouns
In the house

Word Skills

do, make and take

Grammar

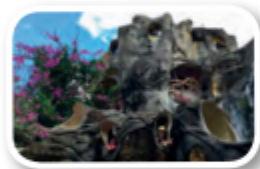
Comparison
Imaginary situations
I wish ... , if only ...

Listening

Young and homeless



Reading Alternative living



Speaking

Photo contrast and discussion



Writing An email

Culture Royal palaces



Vocabulary Builder page 109

Grammar Builder and Reference pages 119, 121

4A

Vocabulary

Describing houses and homes

I can describe houses and homes.

A



- 1 2.02 **VOCABULARY** Look at the photos. What types of homes are they? Listen and choose from the words below. What type of home do you live in?

Types of homes bungalow detached house farmhouse flat
houseboat mansion mobile home semi-detached house
terraced house thatched cottage villa

- 2 2.03 **VOCABULARY** Work in pairs. Listen to the words below. Put them into two groups: those that are more likely to be a) parts of a house and b) in a garden.

Parts of a house and garden attic balcony basement cellar
conservatory drive extension fence flower bed garage gate
hall hedge landing lawn path patio pond porch shutters
sliding doors stairs swimming pool

Parts of a house: attic, ...

- 3 Which is the odd-one-out? Explain why. Sometimes more than one answer is possible.

- 1 cellar basement attic
- 2 lawn path porch
- 3 detached house semi-detached house terraced house
- 4 fence gate hedge
- 5 houseboat mobile home villa

- 4 2.04 Listen to an estate agent showing someone round a house. Which seven parts of the house are mentioned in the dialogue?



B



C



D



- 5 **VOCABULARY** Match nine of the words below with meanings 1–8. Check the meaning of all the words.

Describing houses and rooms beautifully restored
charming contemporary conveniently located
cosy cramped dilapidated impressive
peaceful popular / lively area remote spacious
substantial tiny

- | | |
|-------------------------|-------------------------|
| 1 uncomfortably small | 5 modern |
| 2 very small | 6 in a good location |
| 3 quiet | 7 in very bad condition |
| 4 far from other places | 8 large (two words) |

- 6 **2.04** Listen again. Complete the sentences with words or phrases from the list in exercise 5.

- It's _____ near to the shops.
- We're in a very _____ of town.
- On the right is the living room. _____, isn't it?
- 'It's _____.' 'It certainly isn't _____, but I wouldn't say it's _____.'
- The back fence is very _____.
- There's a _____ view from the window.
- It could be _____.

- 7 **2.05** Listen to four people describing their homes. Match sentences a–e with speakers 1–4. There is one extra sentence.

This home

- is not as modern as the owners would like.
- did not cost very much.
- is very dilapidated.
- has got wonderful views.
- is in a remote location.

- 8 **SPEAKING KEY PHRASES** Work in pairs. Describe your home to your partner. Use the phrases below to help you.

Describing where you live

It's a flat / detached house / terraced house.
It's in the town centre / on the outskirts / in the suburbs.
There's a park / There are some shops nearby.
It's got ... (bedrooms).
There is ... (other rooms).
There's / There isn't a garden / drive, etc.
It's a bit / very ... (adjective).

Comparison

I can make comparisons using a variety of structures.



- SPEAKING** Describe the photo. What are the people doing? What might they be saying?
- Read the dialogue, ignoring the gaps, and check your ideas from exercise 1.

Jenny I think this flat is **the best we've seen** so far. Rents seem to be getting **higher and higher**. But this one's **the least expensive** and it's the ¹ _____ (near) to the city centre.

Beth But it's the one with **the fewest rooms** and **the least space**.

Jenny So you prefer the flat in the ² _____ (bad) location and with the ³ _____ (high) rent?

Beth The location isn't that bad. It's ⁴ _____ (far) from the centre than the other two, but you can get to the train station **more easily**. And it's much ⁵ _____ (spacious) than the other two flats.

Jenny Can we afford it, though? **The more we spend on rent, the less we'll have for other things**.

Beth Actually, it's **less expensive than it seems** because the rent includes all the bills.

- Complete the dialogue with the comparative or superlative form of the adjectives in brackets.

LEARN THIS! Comparative and superlative forms

- We often use a superlative with the present perfect.
*That's the **biggest** mansion I've ever seen.*
- We use double comparatives to emphasise that something is changing.
*Property is **getting cheaper and cheaper**.*
- We use *The ...*, *the ...* and comparatives to say that one thing changes with another.
*The **closer** you are to the centre, the **more** you pay in rent.*
- We usually use *more* and *most* to form comparative and superlative adverbs. However, we add *-er* and *-est* to some short adverbs.
*The flat sold **more quickly** than I expected.*
*Houses sell **faster** in the spring.*
- Like *more* and *most*, we can use *less* and *least* with long adjectives, adverbs and uncountable nouns.
*This is the **least spacious** house in the road.*
*There's **less space** in my room than in yours.*
- We use *fewer* and *fewest* with countable nouns.
*Which flat has the **fewest** rooms?*
*There are **fewer big** flats in the town centre.*

- Read the **Learn this!** box. Match each highlighted phrase in the dialogue with a rule (a–f).

➔ **Grammar Builder 4.1** page 119

- 2.06** Look at the table. Then listen and decide if the sentences are true or false. Correct the false sentences.

1 Flat 1 has got the highest rent.

False. Flat 1 has got the lowest rent.

	Flat 1	Flat 2	Flat 3
Rent per month	£200	£250	£300
From centre	1.5 km	2 km	500 m
From station	3 km	2 km	1 km
Size	40 m ²	55 m ²	75 m ²
Rooms	3	5	4
Comfort	★★★★	★★★	★★★★★

- USE OF ENGLISH** Complete the second sentence so that it means the same as the first using the word in brackets and the correct comparative or superlative form.

- Houses sell less fast in December. (slowly)
Houses _____.
- The cottage isn't as spacious as the villa. (less)
The cottage _____.
- Houses are becoming increasingly expensive. (more)
Houses _____.
- As the flat gets older, it becomes more dilapidated. (the)
The _____.
- I've never seen a cosier living room! (the)
This is _____!

- SPEAKING** Work in pairs. Ask and answer using a superlative form (*-est / most / least*) and the present perfect with *ever*.

- Impressive building / visit
- Interesting person / know
- Long book / read
- Exciting film / see

What's the most impressive building you've ever visited?

Young and homeless

I can recognise paraphrases of simple verbs in a recording.

- 1 **SPEAKING** Work in pairs. Look at the photo, title and slogan opposite. What happens on a 'Big Sleep Out', do you think? Read the article and check your answer.

Listening Strategy 1

When you listen to a recording, remember that many ideas will be expressed differently in the task. For example, a simple verb in the task may be expressed by a phrase in the recording (*sleep well* → *get a good night's sleep*)

- 2 Read **Listening Strategy 1**. Complete the definitions with the words below.

contact enjoy ignore talk try

- 1 to turn a blind eye to something = to ___ something
 2 to make a big effort = to ___ hard
 3 to have the time of your life = to ___ yourself a lot
 4 to have a word with somebody = to ___ to somebody
 5 to get in touch with somebody = to ___ somebody

- 3 **2.07** Listen to two short recordings. Answer the questions. Use the verbs and phrases in exercise 2 to help you.

Speaker 1

- 1 Did she enjoy her Big Sleep Out?
 2 Did she talk to the organisers?

Speaker 2

- 3 Does he think the organisers tried hard to publicise the event this year?
 4 Did they contact the local newspaper last year?

Listening Strategy 2

Pay attention to whether the language you hear is formal or informal. This can be an important clue to the context.

- 4 **2.08** Read **Listening Strategy 2**. Then listen to three recordings. Which excerpts contain formal language? Use the table below to help you identify them.

Formal	Informal
increase sharply	go up a lot
offer / require assistance	need help
a high priority	very important
make a proposal	suggest something
currently	at the moment
gain employment	find a job

THE BIG SLEEP OUT

RAISING MONEY FOR PEOPLE WHO SLEEP ROUGH

Nobody knows exactly how many young people in the UK are homeless, but the figure may be as high as 75,000. While the majority of homeless people are unemployed, some have jobs but are still unable to afford accommodation. The Big Sleep Out is a charity event which raises money to tackle homelessness among young people. Big Sleep Outs happen all over the country. People who are not homeless choose to sleep rough for one night. This raises a lot of money each year and reminds politicians to look for a solution to the problem.

- 5 **2.08** Listen again. Choose the correct answers (a–c).

- 1 Who is Speaker 1 speaking to?
 a An audience at a conference
 b A friend who works for a charity
 c A young homeless person
- 2 Speaker 2 thinks that older people
 a care more about homelessness.
 b are more likely to take part in the Big Sleep Out.
 c often don't have time to think about homelessness.
- 3 Who does Speaker 3 work for?
 a A youth hostel
 b A local business
 c A city council

- 6 **SPEAKING** Discuss these questions with your partner.

- 1 What would be the worst thing about being homeless?

The weather

Other people's attitudes

Being alone

Being uncomfortable

Personal safety

Hygiene

- 2 What should governments do to tackle the problem of homelessness?
 3 What can individuals do to help the homeless?

I think the worst thing would be not having a bed / feeling cold all the time / not being able to wash ...

Imaginary situations

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

- 1 **SPEAKING** Read the fact file about Castle Howard, a stately home in the north of England. Would you like to live in a house like this? Why? / Why not?



- * Built around 1700, it has 145 rooms.
- * It is the private home of the Howard family, who have lived there for over 300 years.
- * It has been open to the public since 1952.

- 2 **2.09** Read and listen to the dialogue. What two outdoor and indoor changes do the speakers mention?

Alfie This is an amazing place. I wish I lived here.

Macy Me too. If only I were a member of the Howard family!

Alfie But if it were my house, I wouldn't allow people to visit.

Macy That's mean! You'd get bored on your own.

Alfie Oh, I'd let my friends visit, of course. But not the public.

Macy If you had a party, you could invite hundreds of people!

Alfie I know. The parties would be better if I made a few changes, though.

Macy What kinds of changes?

Alfie Well, if those trees weren't there, there'd be room for a swimming pool!

Macy You could make some changes inside as well. I mean, look at this corridor.

Alfie The Antique Passage, you mean?

Macy Yes. If you took away all the statues, you could build a great bowling alley there!

- 3 Read the **Learn this!** box and complete it. Underline all the examples of the second conditional in the dialogue.

LEARN THIS! The second conditional

We use the second conditional to talk about an imaginary situation or event and its result.

We use the ¹_____ tense for the situation or event and ²_____ + infinitive without *to* for the result.

- 4 Complete these second conditional sentences using the verbs in brackets.

1 If I _____ (live) in a mansion, I _____ (have) parties every week.

2 If you _____ (visit) me, you _____ (sleep) in a huge bedroom.

- 5 Read the **Learn this!** box and complete it. Underline one example of *I wish ...* and one example of *If only ...* in the dialogue.

LEARN THIS! *I wish ... , If only ...*

a We use *I wish ...* and *If only ...* with the past simple to say that we want a situation to be different from how it really is.

I wish I ¹_____ a brother. (But I haven't got one.)

If only you ²_____ nearer. (But you live far away.)

b We use *I wish ...* and *If only ...* with *would(n't) + infinitive without to* to say that we want somebody to behave differently.

I wish you ³_____ borrow my clothes! It's annoying!

If only she ⁴_____ spend more time on her homework!

- 6 Complete the first line of each mini-dialogue with the verbs in brackets. Use the past simple or *would / could + infinitive without to*. Complete the other lines with the second conditional.

A I wish my dad ¹_____ (come) home.

B Why?

A Because he ²_____ (give) us a lift into town if he ³_____ (be) here.

A If only you ⁴_____ (live) near the town centre.

B Why?

A Because if your house ⁵_____ (be) near the centre, we ⁶_____ (get) the same bus to school.

➔ Grammar Builder 4.3 page 121

- 7 **SPEAKING** In pairs, talk about what you would do if you

- 1 owned Castle Howard.
- 2 had a swimming pool in your garden.
- 3 gave a party for hundreds of people.
- 4 had to allow the public into your home.

If I owned Castle Howard, I would ...

3 We _____ (can) go on long bike rides if the weather _____ (be) good.

4 If the weather _____ (not be) good, we _____ (watch) movies in the Great Hall.

➔ Grammar Builder 4.2 page 121

do, make and take

I can use 'do', 'make' and 'take' correctly.

**LEARN THIS!** *do, make and take*

The verbs *do*, *make* and *take* are very common in English. They each have a basic meaning:

- *do* = to perform an action or activity
- *make* = to create or cause something
- *take* = to move something from one place to another

However, the verbs have other meanings and are used in a large number of phrases. Check these in a dictionary.

- 1 **SPEAKING** Work in pairs. Imagine you were trying to sell the house in the photo. How would you describe it? Use the words below to help you.

Nouns cliff glass metal ocean rock view

Adjectives modern spacious spectacular unique

- 2 Work in pairs. Complete the dialogue in an estate agent's using the infinitive without *to* of these verbs: *do*, *make*, *take*.

- Agent** Good morning. What can I ¹ _____ for you?
Woman Can I ask you about that amazing house that's built on a cliff?
Agent Yes, of course. You can ² _____ a look at some more pictures on my computer. Look at the view from that sofa!
Woman I love it. Can I ³ _____ an appointment to look around?
Agent I'm afraid you can't ⁴ _____ that. The house doesn't exist yet! You need to choose a location first. But the house would only ⁵ _____ twelve weeks to build.
Woman I see. I need to find somewhere soon, so I'll have to ⁶ _____ up my mind quickly.
Agent Can I ask what you ⁷ _____?
Woman I'm a yoga teacher.
Agent Where do you teach?
Woman At the local sports centre. But if I moved to a bigger house, I'd want to ⁸ _____ one room into a yoga studio.
Agent Well, this house would be a great place to ⁹ _____ yoga! Just ¹⁰ _____ your yoga mat outside onto the cliff. Imagine the sunrise over the waves, the solitude ...
Woman I suppose you would be alone there ... except for all the people who stop to ¹¹ _____ photos of your house!

- 3 **2.10** Listen and check your answers. Do you think the woman is keen on buying the house? Why? / Why not?



- 4 Read the **Learn this!** box. Which examples of *do*, *make* and *take* in the dialogue in exercise 2 match the basic meanings in the **Learn this!** box?

- 5 **DICTIONARY WORK** Read a short extract from a dictionary entry for *take*. Answer the questions.

take /teɪk/ verb (pt **took** /tʊk/; pp **taken** /'teɪkən/)

▶ **PHOTOGRAPH** to photograph sth: *I **took** some nice photos of the wedding.*

▶ **MEASUREMENT** to measure sth: *The doctor **took** my temperature.*

▶ **EAT / DRINK** to swallow sth: ***Take** two tablets four times a day.* • *Do you **take** sugar in tea?*

- 1 What do 'pt' and 'pp' stand for?
- 2 How many different meanings are included?
- 3 Do the words printed in bold in the examples show a grammatical rule, a useful collocation, or a spelling rule?

- 6 **USE OF ENGLISH** Fill in the gap in each pair of sentences with the correct form of *do*, *make* and *take*. Use a dictionary to check the meaning of the verbs.

- 1 a I French classes for a year, but I can't speak it well.
b I my Spanish exam last week and passed.
- 2 a Thanks for inviting me to your party, but I'm afraid I can't it.
b What's the time? I it 7.30.
- 3 a The waves are a lot of damage to the cliffs.
b He was 150 km/h when the police stopped him.
- 4 a That noise has been going on all night. I can't it any more!
b I wish you would your schoolwork more seriously.

➔ **Vocabulary Builder** Collocations: *do or make*: page 109

- 7 **SPEAKING** Tell your partner about a time when you

- 1 did your best.
- 2 took it easy.
- 3 didn't take something seriously.

Alternative living

I can understand an article about alternative houses.

1 **SPEAKING** Look at the photos and the titles of texts A–C. What do you think the texts are about?

2 Quickly read texts A–C and check your ideas.

Reading Strategy

When you find evidence in the text that supports an answer, underline it and note which question it refers to. If you do that, you can find it again easily when you are checking all your answers at the end.

3 Read the **Reading Strategy**. Match two of the texts with the photos below. Say what evidence you found to support your answers.

4 Match the texts (A–C) with the sentences (1–4) below. Make a note of the evidence you found to support your answers.

- 1 The designer of this house wants to raise public awareness of protecting nature.
- 2 The builder of these homes uses only recycled parts.
- 3 Each room in this house has a different animal theme.
- 4 These homes can be put together to make a block of flats.



5 VOCABULARY Match a–g with 1–7 to make compound nouns. They are all in the texts.

Compound nouns

- | | |
|------------|--------------|
| 1 rubbish | a bed |
| 2 sofa | b containers |
| 3 front | c door |
| 4 dining | d dump |
| 5 shipping | e estate |
| 6 housing | f flat |
| 7 studio | g table |

2.11

A Living sculptures

Gregory Kloehn is a sculptor with a difference. Not only are his sculptures created from bits of rubbish, but each of his unique creations offers a homeless person somewhere to live.

Gregory works in California, where there are a lot of people living on the streets. Each of his sculptures is no bigger than the average sofa, but the tiny, one-roomed shelters are as wonderful as mansions for a person who is sleeping rough.

Gregory searches on rubbish dumps to find pieces to use. A washing machine door is as good as a normal window. A fridge door can make a fine front door, and has useful shelves on the inside. And each home is on wheels so that it can be pushed around easily.

B The Crazy house

With a view to bringing humans closer to nature, architect Dang Viet Nga created this surreal artistic guesthouse in Da Lat, Viet Nam. The Crazy House has gained recognition for its creative and unique architecture. There are almost no straight lines and no right angles at all. The structure of the house does not follow any rules, but everything looks harmonious. This weird structure is a maze of winding flights of stairs, dangerous-looking bridges, and sculptural rooms, each of which is named after an animal. In one room, guests are watched over by the glowing red eyes of a kangaroo. In another room, the window looks like the cobweb of a giant spider and the fireplace is in the form of an eagle's egg.

6 Read the texts again. Answer the questions.

- 1 Where does Gregory Kloehn find the parts to make his houses?
- 2 What does Gregory sometimes use as a front door?
- 3 In what way does staying in the Crazy House bring guests closer to nature?
- 4 Apart from the UK, in which country have containers been made into flats?

7 SPEAKING Work in pairs. Discuss these questions.

- 1 Which home is the most original and clever, do you think? Why?
- 2 Which is the most useful from a social point of view? Why?
- 3 Which of the homes would you like to live in? Why?
- 4 Which of the homes would you not like to live in? Why not?

C Well-contained housing

If you heard that they were putting homeless people into shipping containers, you might be shocked. But that's exactly what is happening in Brighton, England.

The Brighton Housing Trust has been inspired by a similar housing estate in the Netherlands. It is developing 36 studio flats in the town centre, using old shipping containers. The flats will have a window at each end and a toilet and shower room in the middle. On one side there'll be a kitchen and small dining table, and on the other side a living room with a sofa bed. At 24 square metres, they are smaller than a shared room in a homeless hostel. But they are much more desirable and certainly spacious enough for one person. They are also stackable. The containers will sit on top of one another with stairs connecting them.

Photo contrast and discussion

I can describe, and contrast photos.



- 1 **SPEAKING** Which items from below can you see in the photos?

In the house bedside table bookcase bunk bed
curtains cushion double bed duvet fridge
hook kitchen cupboard lamp pillow

» **Vocabulary Builder** In the house: page 110

Compare and contrast the photos of student accommodation and say which you would prefer to live in.

- 2 **2.12** Read the task above. Then listen to a student doing the task. Which room does she prefer? Do you agree? Why? / Why not?

Speaking Strategy 1

When contrasting photos, use a variety of linking words such as *while*, *whereas*, *but*, *although*, *however*, *despite*.

While / Whereas the room in photo A is quite small, the room in photo B is more spacious.

The room in photo A has got a wide window. However, it does not look as bright as the room in photo B.

I'd prefer to live in the flat, but it would be more expensive.

- 3 **2.12** Choose the best linking words to complete the sentences. Then listen again and check your answers.

- Photo A is of a room in a hostel, I think, **unless / whereas** the second shows a small flat.
- There are bunk beds in the room in the hostel, **but / when** the other room has got a double bed.
- While / When** photo A shows a rather untidy room, the room in photo B is very tidy.
- The room in the hostel looks quite cosy. **However, / Whereas** the furniture looks a bit old and worn out.
- I like the idea of sharing with other students, **although / despite** the lack of privacy.

In his / her gap year, a friend is going to spend three months studying English at a British university. He / She can stay with a host family or in university accommodation with other foreign students. Your friend asks you for advice on the best option. Discuss these points:

- Convenience and cost
- Social life
- Opportunities to practise your English
- Getting to know Britain and British culture

- 4 Read the task above. For each of the four points, think of one advantage of staying with a host family and one advantage of staying in university accommodation.

From the point of view of location and convenience, the university accommodation would be better because ...

From the point of view of cost, a host family would be better because ...

- 5 **2.13** Listen to two students doing the task. Did they mention any of your ideas from exercise 4? Do you agree with their opinions? Why? / Why not?

Speaking Strategy 2

When giving your opinion, you will have to think as you speak. Learn phrases that create time for you to formulate opinions. They will also make you sound more fluent.

- 6 **KEY PHRASES** Read **Speaking Strategy 2**. Then complete the phrases with the words below.

considered else point see suppose thinking

Phrases for gaining time

Let me ¹ _____.

² _____ about it, ...

All things ³ _____, ...

I ⁴ _____ the thing is, ...

What ⁵ _____? Well, ...

That's a good ⁶ _____.

- 7 **2.13** Listen again to both answers. Which phrases from exercise 6 did the students use?

In your gap year, you are going to spend three months in the UK studying English. You are looking for a flat to rent. Ask your friend for advice. Discuss these points:

- Location
- Cost
- Meals
- Sharing with other students

- 8 **SPEAKING** Work in groups. Read the task above and make notes for each of the four points that you have to cover.

An email

I can write an email to a friend about a new home.



- 1 SPEAKING** Work in pairs. If you could move to any city in the world, where would you choose? Why?
- Read the email. Do you think Ellie is happy or unhappy with her new home? Find evidence in her email.

To:

Hi Anna,
 Hope everything is OK with you. We've just moved to a new flat nearer the centre of town. It's brilliant being so close to the shops, and the flat is bigger than our old one. It's quite noisy, though, as there is a lot of traffic. I'd rather it was further from the main road. I met one of our neighbours yesterday. She is about my age and she is very friendly. She has invited me to a party next weekend. Can you go with me? I hope so. To be honest, I'd rather not go alone. Also, would it be OK if I used your bike for a few days? Mine is at the bike shop and I'd rather cycle to school than get the bus. Got to go now. I'd better finish my homework before bed. I look forward to receiving your reply.
 Love,
 Ellie

- Read the task below. Does the email cover all four points in the task? Match sentences in the email with each point.

You have recently moved to a new flat in a city centre. Write an email to a friend. Include the following:

- Say why you like your new flat.
- Mention something you would like to be different.
- Mention meeting a new neighbour and describe him / her.
- Ask permission to use something belonging to your friend.

Writing Strategy

When you write an informal email or letter,

- you should avoid formal language.
- you can use contractions (*you're, it's, etc.*).
- you sometimes omit words like *I, I'm* or *I've* at the start of a sentence (*Hope you're well, Got to go now, etc.*).

- Read the **Writing Strategy**. Then read Ellie's email again and underline

- a piece of formal language. How could you make it informal?
- three different contractions. Can you find any more places where Ellie could have used contractions?
- an example of a sentence with words omitted at the start. What exactly has been omitted?

LEARN THIS! would rather, had better

a We use *would rather (not)* + infinitive without *to* to express a preference.

I'd rather (not) stay out late tonight.

b We use *would rather* + subject + past simple to say we would prefer a situation to be different.

She'd rather her bedroom had bigger windows.

- Read the **Learn this!** box. Circle three examples of *would rather* in Ellie's email.

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- Read the task below. Make notes for each of the four points in the task.

You have recently moved to a house in the country. Write an email to a friend. Include the following:

- Describe the advantages of being in the country.
- Mention something you would change.
- Mention something that went wrong during the move.
- Ask if you can stay a night at your friend's house.

- KEY PHRASES** Complete the useful phrases for starting and ending a letter or email. Find two more in Ellie's email.

all are from going hi hope love touch write

Starting an email

I¹ _____ you're well.

How's everything

I hope² _____ is well.

³ _____?

How⁴ _____ you?

Ending an email

That's all⁵ _____ me.

Please⁷ _____ soon.

Keep in⁶ _____.

Say⁸ _____ to (Ben) for me.

Give (Zoe) my⁹ _____.

- Write your email (150–180 words) using your notes from exercise 6 and phrases from exercise 7.

CHECK YOUR WORK

Have you ...

- included all four points from the task?
- used appropriate language (see the Writing Strategy)?
- included appropriate phrases for starting and ending the email?

Royal palaces



1 SPEAKING Work in pairs. Discuss the questions.

- Have you ever visited any castles or palaces in Viet Nam? Which are the most famous ones? Why?
- Do you recognise the palace in the photo? What do you know about it?

2 Cover the fact file. Discuss and try to guess the answers to the quiz about Hue Citadel.

- When was Hue Citadel built?
 - 17thc
 - Early 19thc
 - Late 18thc
- Which emperor started its construction?
 - Minh Mang
 - Gia Long
 - Bao Dai
- How many workers were involved in the building of Hue Citadel?
 - More than 10,000
 - At least 100,000
 - Just under 1,000
- The height of the outer walls measures:
 - 10 km
 - 6.6 m
 - 21.5 m
- How many gates does Hue Citadel have?
 - 8
 - 6
 - 10
- What was the function of the Purple Forbidden City?
 - The Emperor lived there
 - The Emperor and his family lived there
 - The Emperor's family worshipped there

3 Read the fact file and check your answers to exercise 2. What do you think is the most interesting or surprising fact?

- 4 2.14 Listen to a radio programme. Complete the information about the Queen's residences. Use the places below in the first column.

Belfast, Northern Ireland
the Highlands, Scotland
near London, England

Edinburgh, Scotland
London, England
Norfolk, England

Royal Residence	Location	Private or state-owned?
Buckingham Palace		
Windsor Castle		
Sandringham House		
Balmoral Castle		
Holyrood Palace		
Hillsborough Castle		

- 5 **INTERNET RESEARCH** Work in groups. Find out about Imperial Citadel of Thang Long, Ha Noi. Present the fact file to the class.

FACT FILE

Hue Citadel

- Located on the northern bank of the Perfume River, the Imperial City of Hue was not only the administrative centre but also the royal residence of the Nguyen Dynasty.
- Its construction began under the reign of Emperor Gia Long in the early 19th century and it was completed during the reign of Minh Mang, involving huge expenditure and the recruitment of tens of thousands of labourers.
- The Citadel comprises three concentric walled areas – the Citadel (Kinh Thanh), the Imperial City (Hoang Thanh) and the Purple Forbidden City (Tu Cam Thanh). The entire square-shaped complex with a perimeter of nearly 10 km is enclosed within the outer walls which are 6.6 m high and 21.5 m thick.
- Gates were built into the Citadel walls – four on the south front side and two on each of the other sides.
- During the Nguyen Dynasty, there used to be more than 100 buildings dedicated to specific functions such as palaces for worshipping deceased royal family members, royal government ministries and residential quarters. The Purple Forbidden City was reserved exclusively for the emperor and his close family.
- The restoration work is currently under way to restore the splendour of this iconic site.
- Hue Citadel was designated a UNESCO World Heritage Site in 1993.



Imperial Citadel of Thang Long
UNESCO World Heritage Site

Location: Ha Noi
Construction: 11th century
UNESCO recognition: 2010

4

Review Unit 4

Reading

Read the three texts and choose the best answer (A–D).

Back in time

As she stepped into the hall after nearly thirty years of absence, she realised at once that she shouldn't have come back. The smell of wood smoke, damp stone and ancient paper brought the past back so powerfully that it nearly knocked her backwards. In an instant she felt like a young girl again, alone and frightened in the house. She remembered feeling very, very cold – not from the damp and the near-freezing temperature, but because a terrible new life was beginning. And she could do nothing to stop it.

1 What is true about the woman's feelings when she entered the house?

- A She realised that she had missed her old home.
- B She was happy to return to the house.
- C She understood that coming back was a mistake.
- D She was sad about the condition of the house.

Future home?

Every few years, trend-watchers tell us that the house of the future has arrived, and gadgets from science fiction films will soon be in every home in the country. So far they've been wrong – and after viewing the 'Home of the Future' exhibition, I suspect that they are still wrong. Why do I need a super-intelligent fridge or an internet-surfing mirror? I would much rather see my face clearly in an ordinary bathroom mirror than try to surf the Internet while I'm combing my hair! If only they could design a device to stop me killing all my houseplants. If they did that, then I might be interested!

2 What was the writer's reaction to the exhibition?

- A He found it very interesting.
- B It reminded him of a science fiction film.
- C He wanted to buy the gadgets online.
- D He didn't see the use of many of the inventions.

Ackerman dream homes

Since 1893, Ackerman homes have created some of the most charming neighbourhoods in the south of England. Our homes combine a sense of history with the most modern advances in home design and technology. Now you can have the opportunity to own a beautiful contemporary Ackerman home in our new development in Acreage Woods. Experience the quality, beauty and comfort of Ackerman homes, the most trusted name in home building. With spacious semi-detached and detached homes from £275,000 to £425,000, we are sure that you will find what you're looking for. So why not visit us today?

Listening

2.15 You will hear a conversation about house moves. Complete each sentence with no more than three words.

- 1 Steve now lives in a(n) _____ house in a village.
- 2 Liz's old flat was _____ than her new flat.
- 3 Steve would rather _____ spend so much time waiting for buses.
- 4 Steve's _____ enjoying doing DIY.
- 5 Liz _____ live in the countryside.

Speaking

Work in groups. Compare and contrast the photos (A and B) which show homeless people in Britain. Include the following points.

- Where homeless people usually live.
- Why people may become homeless.
- How you think we can help homeless people.



Writing

You have recently moved to a different house, and you want to give the news to an English-speaking friend in another country. In your letter,

- tell your friend the news.
- explain why you have moved.
- describe your new house.
- invite your friend to come and visit.

Write at least 150 words.

- 3 The purpose of the text is to
 - A describe a particular home.
 - B attract the interest of people who are looking for a new home.
 - C outline the history of a home builder.
 - D explain what makes a quality home.

5

Technology

Unit map

Vocabulary

Digital activities
Computing verbs
Computing: useful collocations
Gadgets
Verb-noun collocations
School subjects

Word Skills

Adjective + preposition

Grammar

Quantifiers
Must vs have to
Modals in the past

Pronunciation

Contraction of have

Listening

Navigation nightmare



Reading

Clever machines



Speaking

Photo comparison



Writing

An internet forum post

Culture

Benjamin Franklin



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Reference pages 122, 123

5A

Vocabulary

Computing

I can talk about computers and communication technology.

- 1 **SPEAKING** Work in pairs. Ask and answer about the following activities. Use *How often ...?* Give extra information in your answer.

Digital activities do your homework download music follow people on Twitter play games read / write a blog shop use social networking sites

How often do you download music?

Not very often. I usually listen to music online. What about you?

- 2 **VOCABULARY** Complete the quiz questions with the verbs below.

Computing verbs comment forward install log on print programme search set up subscribe update upload

How tech-savvy are you?

Answer 1, 2, 3 or 4 for each question.
Make a note of your scores.

1 = I don't know what you're talking about.

2 = No, I don't think I can do that.

3 = I've never done that, but I think I know how.

4 = Yes, I can do that.

Do you know how to

a ¹programme a simple game?

b ²_____ a video clip to YouTube?

c use Google to ³_____ within a specific website?

d ⁴_____ your profile on a social networking site?

e post, ⁵_____ on and rate contributions on a social networking site?

f ⁶_____ a new email account?

g ⁷_____ to a Wi-Fi hotspot with your tablet or phone when you're away from home?

h ⁸_____ to a YouTube channel?

i ⁹_____ a text message you've received from one friend to another friend?

j ¹⁰_____ a document directly from your phone?

k ¹¹_____ an app on your phone?




3 Answer the quiz and calculate your own score to see how tech-savvy you are.

11–16 You are not at all tech-savvy. That's fine, but be careful not to get left behind!

17–22 You have a basic knowledge of computer technology, but you'd probably rather face-to-face contact.


23–33 You understand technology and are pretty good at using it. You are quick to learn.

34–44 You are plugged in – a real computer geek! You can handle any gadget or software.

4  **2.16** **VOCABULARY** Match a–e with 1–5 and f–j with 6–10. Then listen and check.

Computing: useful collocations

1 open / close	a the trash, the recycle bin
2 save	b a page, a menu, a document
3 enter	c your password, your username, your name, your address
4 scroll up / down	d a document, a file, a photo, your work
5 empty	e an app, a new window, a folder, a file, a document
6 check / uncheck	f a link
7 follow	g a box
8 copy and paste	h a button, an icon, a link
9 create	i a text, a photo, a file, a document, a link, a folder
10 click / double click on	j an account, a document, a file, a link, a folder

5  **2.17** Listen to three helpline dialogues. Circle the correct answers (a–c).

- The customer doesn't know how to
 - enter his payment details.
 - add items to the basket.
 - get money off something he wants to buy.
- The technical support assistant advises the woman to
 - send the email to the bank, then remove it from her computer.
 - click on the link in the email.
 - choose a new password.
- The man can
 - send emails, but can't receive them.
 - receive emails, but can't send them.
 - send and receive emails from one email account, but not from another.

RECYCLE! Imperatives


We form imperatives with the infinitive without *to* of the verb. We form the negative with *don't*.

Please reply to my email.

Don't click on that link.

We put *always* and *never* before the verb in affirmative imperatives.

Never click on links in spam email.

6  **2.17** Read the **Recycle!** box. Then listen again and complete the sentences with the affirmative or negative imperative of the verbs below.

click on delete enter follow log on

Dialogue 1

¹ _____ that button just yet. ² _____ the discount code first.

Dialogue 2

And then you should ³ _____ the email. And whatever you do, ⁴ _____ any links contained in the email.

Dialogue 3

⁵ _____ to your email account. Once you've got it, you can reset your password.

7 **SPEAKING** Work in pairs. Give each other instructions on how to do three of these things. Use words from exercises 2, 4 and 6 to help you, and use the imperatives.

- Buy and download a song
- Create a new document
- Buy something online
- Comment on a Facebook post
- Add an emoji to a text message

To download a song, first open iTunes. Then click on the iTunes Store icon. Then type the name ...

Quantifiers

I can use quantifiers correctly.

- SPEAKING** Look at the photo and the title of the article. What do you think all the man's wearable gadgets are for?
- Read the article and check your ideas.

MR CONNECTED

Chris Dancy loves technology. A few years ago, he noticed that he had very little information about his habits, health and lifestyle, and he wanted to lose some weight. So he bought some gadgets that could collect this information and help him understand himself better. Now he is connected to 700 sensors that record every detail of his life. He monitors what he eats and drinks, how long he sleeps, how much he spends, his mood ... even the activity of his dogs! Few, if any, people collect as much data about themselves as Chris.

Most of his gadgets are attached to him. He wears gadgets on both arms, a heart rate monitor and a device that counts calories. He has a smartwatch too, which he can wear on either wrist. His house and car are also full of gadgets. Every one of them sends data to his computer, and at the end of each day Chris spends a little time analysing it. The smartwatch is the only gadget he wears all the time. He doesn't wear all of his gadgets 24/7, but he has so many systems that automatically track his activity that there aren't any days when there is no monitoring at all.



- Study the highlighted quantifiers and the type of noun they go with in the article. Then read the **Learn this!** box. Complete the table with the quantifiers below.

a few a little all any any both
each every many no some

LEARN THIS! Quantifiers

1 _____, 2 _____, either	+ singular countable noun
most, little, some, much, 3 _____, 4 _____, 5 _____, 6 _____	+ uncountable noun
no, few, all, most, 7 _____, 8 _____, 9 _____, 10 _____, 11 _____	+ plural noun

LOOK OUT!

We can use most quantifiers with *of* before a determiner (e.g. *the, his, these*) and a noun.

All of my friends have got phones.

However, we cannot use *of* with *every* or *no*. Instead, we use *every one of* and *none of* with a plural verb or with a singular verb (in formal style).

None of my friends have / has got a tablet.

- Read the **Look out!** box and underline three examples of *of* with the quantifiers in the article.

- Study the sentences below. What is the difference between *few* and *a few*, *little* and *a little*?

- I've got few high-tech gadgets. I want more!
 - I've got a few high-tech gadgets. I love them!
- Unfortunately, I have little time for computer games.
 - I have a little time. Let's play a computer game.

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- Complete the sentences with the quantifiers below.

any both few little most none some

- Unfortunately, there are _____ tablets at school, so we don't often use them.
- _____ of the students use social media. That's how they stay in touch with one another.
- I downloaded _____ music from Amazon last night.
- There aren't _____ interactive whiteboards in our school.
- You need to hold the games console controller with _____ hands.
- _____ of my friends know the answer. I'll have to ask a teacher.
- Jason's always on his computer. He spends _____ time on other hobbies.

- USE OF ENGLISH** Rewrite the sentences so that they have got a similar meaning. Use the word(s) in brackets.

- I haven't got much IT homework this weekend. (little)
- Almost all of the students own a computer. (most)
- Not many of my friends use Twitter. (few)
- Sam loves Facebook and Ben loves Facebook. (both)
- I will text you on Saturday or on Sunday. (either)
- There aren't any documents in the folder. (no)
- Marlon has got a gadget on his left wrist and his right wrist. (each)
- I downloaded all the apps to my new phone. (every one)
- I don't spend a lot of time using social media. (much)
- I haven't got any gadgets that are expensive. (none)

- SPEAKING** Work in pairs. Make predictions about students in your class, using *all of them*, *most of them*, *some of them*, *a few of them*, *very few of them* and *none of them*.

- Use Facebook
- Own a computer
- Download music
- Have a smartphone
- Shop online
- Have a YouTube channel

I think most of them use Facebook.

Navigation nightmare

I can distinguish fact from opinion.

- 1 **SPEAKING** Work in pairs. Look at the photo and explain the meaning of the headlines below. Why do you think people make this kind of mistake?

- A** Driver followed satnav to edge of 100-ft drop
B GPS failure leaves woman in Zagreb two days later
C SATNAV ERROR LEAVES SHOPPERS IN WRONG COUNTRY
D Satnav leads woman into river



- 2 **2.18** Listen to two people discussing a news item. Which of the headlines in exercise 1 is the main idea of the news items?

Listening Strategy

You may have to distinguish fact from opinion in a listening task. Listen for clues to help you decide. An opinion might begin with a verb connected with thinking (e.g. *think, believe, expect, reckon*) or a phrase for introducing opinions (*in my view, as I see it, etc.*).

- 3 **2.18** Read the **Listening Strategy**. Then listen again and decide whether each sentence below is a fact or an opinion. Which words introduce the opinions?

- Sabine Moreau began her journey in Belgium.
- She travelled through six different countries before arriving in Croatia.
- She wanted to spend a couple of days on her own.
- Her son contacted the police.
- Ms Moreau invented the story about following her satnav by mistake.
- Hundreds of people follow their satnavs without thinking and end up at the wrong destination.

- 4 **VOCABULARY** Work in pairs. Match three of the gadgets in the list with photos A–C below. Check that you understand the meaning of all the other words.

Gadgets Bluetooth headset Bluetooth speaker camcorder digital radio games console memory stick MP3 player satnav smartphone smartwatch tablet

- 5 **2.19** Listen to four dialogues. Which gadgets from exercise 4 are mentioned in each one?



- 6 **2.19** Listen again. Choose the correct answers (a–c).

- It is a fact, not an opinion, that the problem
 - was caused by a child.
 - cannot be solved in the shop.
 - will take several days to solve.
- Where does the dialogue take place?
 - Outside the man's house
 - Outside the Victoria Hotel
 - Outside the Empire Hotel
- Why is the girl angry with the boy?
 - He won't let her use his MP3 player.
 - He accused her of stealing something from a friend.
 - He accidentally deleted something that she wanted.
- The dialogue takes place a short while before
 - a dance performance.
 - a football match.
 - a social event.

- 7 **SPEAKING KEY PHRASES** Choose one of the questions below and discuss it with your partner. Use the phrases to help you.

Expressing opinions I believe that ... I think that ...
 In my opinion, ... In my view, ... As I see it, ...
 It seems to me that ... I'd say that ...

- Do you think people depend too much on technology? Give examples.
- Do you think any of the gadgets in exercise 4 will have disappeared fifty years from now? Explain your opinion.
- Do you think it's wrong to copy songs and films from friends rather than buying them? Why? / Why not?

must vs have to, modals in the past*I can use must, have to and past modals correctly.*

- 1 Read the dialogue. Who has a problem with their phone: Freya, Archie or both? Explain your answer.

Freya I can't find my camera, Archie.
Archie There it is. It's under your bag. Why do you have to bring it to class?
Freya I must take it to my photography class today. By the way, I didn't understand that email you sent me yesterday.
Archie I didn't send any emails yesterday.
Freya Well, you might have sent it earlier. But I got it yesterday.
Archie I can't have sent you an email. My phone hasn't been working for a week.
Freya Somebody must have used your account. The email had a link to a competition, but when I clicked on it, nothing happened.
Archie Oh no! You shouldn't have clicked on the link. You've possibly downloaded some malware onto your phone.
Freya That's terrible! You should have warned me earlier.
Archie I didn't know! Anyway, you might not have downloaded anything. It's possible that you were lucky. You just need to wait and see.
Freya Anyway, you need to warn your other friends. That email could have gone to everybody in your address book!

- 2 **2.20 PRONUNCIATION** Listen to the dialogue. How is *have* pronounced?

LEARN THIS! Must vs have to

- a *Must* and *have to* both mean obligation. *Must* expresses obligation imposed by the speaker while *have to* expresses external obligation.
 b *Mustn't*: it's necessary not to do something
You mustn't use a dictionary during your test.
 c *Don't have to*: it's not necessary to do something
You don't have to answer all of the questions.

- 3 Read the **Learn this!** box. a) Underline *must / have to + infinitive* in the dialogue. Then complete the following sentences using *must mustn't have to don't have to*.

- A hotel receptionist _____ be good at communication.
- You _____ pay for the tickets in advance.
- Examinees _____ switch off all modern gadgets during the exams.
- You _____ leave litter lying around.

LEARN THIS! Modal verbs

- a We use *may / might / could have* + past participle for speculating about past events.
She may / might / could have gone home hours ago. (= It's possible she went home hours ago.)
 b We use *may / might not have* + past participle (but not *could not have*) as the negative.
She didn't phone. She might / may not have known my number. (= It's possible she didn't know it.)
 c We use *must have* and *can't / couldn't have* + past participle to make logical deductions about the past.
You can't / couldn't have seen Louis in town. He lives abroad now. (= It's not possible that you saw him.)
You must have seen somebody who looks like him. (= That is the only possible explanation.)
 d We use *should / shouldn't have* + past participle to criticise past actions.
You should have phoned her before you went out.
You shouldn't have used all the credit on your phone.

- 4 Read the **Learn this!** box. Underline the past modal verbs in the dialogue in exercise 1.

Grammar Builder 5.2 page 123

- 5 **USE OF ENGLISH** Complete the second sentence so that it means the same as the first. Include the word in brackets.

- It was a bad idea for you to lend Jake your phone. (shouldn't)
 You _____ Jake your phone.
- It's possible that Fraser deleted your messages by accident. (could)
 Fraser _____ by accident.
- The only possible explanation is that you sent that email to the wrong person. (must)
 You _____ to the wrong person.
- It's possible that I didn't dial the correct number. (may)
 I _____ the correct number.
- Leaving your phone on was a bad idea. (should)
 You _____ your phone off.
- It's not possible that Tom phoned Kim. (can't)
 Tom _____ Kim.

- 6 **SPEAKING** Work in pairs. Describe the photo. Say what might / must / can't have happened.



Adjective + preposition

I can use the correct prepositions after adjectives.

1 **SPEAKING** Work in pairs. Which of these activities do you spend a lot of time doing? How often do you do them?

- Checking your phone for messages
- Taking photos of yourself
- Browsing social networking sites
- Playing video games

2 Read the messages between a father and his son. Do you think the son was addicted to playing video games? Find evidence for your opinion.

D DADDY

Dad, I'm interested in playing video games, you know. However, you are always unhappy with that. You get curious about the types of game I play. You're afraid that I'll be addicted to it. You're worried about the amount of time I spend online. Although I'm a teenager, I'm aware of what I should do. I'm responsible enough for my studying. You see, I'm always successful at maths and English. I love you, Dad.

D Dear my boy, I feel dissatisfied with your staying up late playing video games. I'm sometimes shocked at your words when I remind you to do homework. I know you're good at maths and English, but I think you need to spend more time playing sports. And don't be too sensitive to my advice. How about a game of badminton with me next Saturday evening? Lots of love.

LEARN THIS! Adjective + preposition

Many adjectives are followed by certain prepositions: *in, at, of, with, etc.*

to be obsessed with / successful in / sensitive to something

You need to learn these adjective + preposition combinations as they do not follow any rules. A good dictionary will tell you which preposition to use with which adjective.

3 Read the **Learn this!** box. Then underline these adjectives in the messages. Which prepositions follow them?

addicted aware curious dissatisfied good
interested responsible sensitive shocked
successful unhappy worried

4 Circle the correct prepositions to go with these adjectives. Use a dictionary to help you.

- | | |
|-----------------------------|-----------------------------|
| 1 harmful for / to | 4 similar at / to |
| 2 angry about / for | 5 pleased to / with |
| 3 obsessed of / with | 6 familiar in / with |

5 **USE OF ENGLISH** Complete the text with the correct prepositions. All of the adjectives are in exercises 2–4.



selfie (n):
a picture of a person taken by that person

A teenager in the UK, Danny Bowman, became addicted ¹ _____ 'selfies' and spent up to ten hours a day taking around 200 photos of himself with his phone. This was a true case of addiction: it was harmful ² _____ his education and his friendships and responsible ³ _____ several health problems. Experts are aware ⁴ _____ the condition and say it is becoming more and more common. Danny first posted selfies on Facebook when he was fifteen and soon became obsessed ⁵ _____ reading his friends' comments. Although he was pleased ⁶ _____ many of the things his friends wrote, he was also very sensitive ⁷ _____ criticism. Before long, he was feeling very dissatisfied ⁸ _____ his appearance. He took more and more photos of himself. His parents became very worried ⁹ _____ his behaviour. Because they were both mental health nurses, they were familiar ¹⁰ _____ addictions. They knew that Danny needed help. Now, after months of hospital treatment, Danny has been successful ¹¹ _____ beating his addiction. But it's a growing problem, with many other cases similar ¹² _____ Danny's.

6 **SPEAKING** Work in pairs. Tell your partner about something that you are (or have been)

- 1 successful in.
- 2 satisfied with.
- 3 good at.
- 4 angry about.

I was really successful in my recent music exam.

Clever machines

I can understand a text about artificial intelligence.

- 1 SPEAKING** Read the conversation between a human and a computer, guess which is the human.
- 2** Now scan the article. Which of the following is the main idea?
 - a Ann Sullutor – a typical day at work
 - b Ann Sullutor – a multitasking companion
- 3** Read the **Reading Strategy**. Then complete these tasks.
 - 1 Look at question 1 in exercise 4. Read the second paragraph of the text.
 - 2 Circle the correct option and identify the sentence of the paragraph which gives the answer.
 - 3 Which words are used in the sentence instead of the words in the correct option?

Reading Strategy

In a multiple-choice question, the correct option will match the meaning of the text but use different words. It is therefore important not to *automatically* assume that a multiple-choice option which contains words from the text is correct.

A perfect companion

- A Hello there.
 B How are you?
 A I am doing very well. How are you?
 B Fine.
 A Glad to hear it. What's for today?
 B Nothin'.
 A Fair enough. What do you want to study?
 B I dunno.
 A You don't know what you want to study?! Lazy humans!
 B Say what I need to study.
 A You have not yet told me what you want to study.

2.21

This conversation is between a visually-impaired student, Nick, and his digital tutor named Ann Sullutor.

Ann Sullutor is the brainchild of a 22nd century scientist modelled on and named after the dedicated tutor of Helen Keller. You can have conversations with Ann Sullutor via a wristwatch or any piece of jewellery. The idea of the digital tutor was to help disabled children study in mainstream schools.

Early in the morning, Ann Sullutor wakes up from a full charge of energy, ready for a 20-hour non-stop working day. Nick is quite independent in familiar situations, but if he comes across something unexpected, he can turn to Ann Sullutor for help by using his voice to control the watch on this wrist. Similarly, if he is in an unfamiliar place, he can get directions from Ann through a tiny set of earphones. In an emergency, for example, if there is an obstacle or unexpected vehicle, Nick receives a tiny vibration as a warning. Ann sends reports to the child's parents on a regular basis or on demand.

4 Read the rest of the article. Choose the correct answers (a–d).

1 Ann Sullutor

- a is an invention of the 22nd century.
- b costs a huge sum of money.
- c takes a 20-hour energy charge.
- d can't be controlled orally.

2 The inventor of Ann Sullutor

- a takes inspiration from Helen Keller's tutor.
- b is a dedicated tutor to visually-impaired children.
- c has a fondness for wristwatches and jewellery.
- d works as a teacher in mainstream schools.

3 Nick can

- a regularly send reports to Ann Sullutor.
- b listen to Ann Sullutor's instructions.
- c switch Ann Sullutor off.
- d always get Ann Sullutor's help with his schoolwork immediately.

4 The writer

- a believes that Ann Sullutor can be of great help to a child.
- b finds Ann Sullutor needs a lot of improvement.
- c thinks the lessons Ann Sullutor suggests are too difficult.
- d suggests that Ann Sullutor should be registered in the school system for the best use.

5 **VOCABULARY** Complete the verb–noun collocations with the nouns below. They are all in the text.

Verb–noun collocations the shape track the gap
a hand reports responsibilities

- | | |
|----------------|----------------|
| 1 take _____ | 4 bridge _____ |
| 2 assume _____ | 5 offer _____ |
| 3 send _____ | 6 keep _____ |

►► **Vocabulary Builder** Verb–noun collocations: page 110

6 **SPEAKING** Work in pairs. Discuss the advantages and disadvantages if you have Ann Sullutor as a companion. Then share your ideas with the class. Which idea is the best?

- 20 Registered in the school system and equipped with an immense database, Ann can easily keep track of Nick's schedule and curriculum. During class, Ann gives off a warning beep when Nick is distracted, quickly converts the new material into braille or dictates what the teacher has just written on board. Ann is there to bridge the gap between Nick and his classmates. In Nick's individual sessions, Ann suggests lessons depending on his preference and ability. She can adapt the lesson to aid Nick's learning process, but she doesn't jump in immediately to offer him a hand. Nick has to work on his own for a while before Ann makes a few suggestions. She may even ask Nick to read some extra materials to get a grasp of the topic. Nick often complains about Ann's persistence and strictness. In his fury, Nick sometimes does wish to turn Ann off for a while, which can only be done by his parents.

Ann Sullutor is much more than a beautifully-designed gadget for a visually-impaired child. She can make a perfect companion to any child that needs a tutor or a friend to talk with.

40



Photo comparison

I can compare photos and answer questions.

- 1 **SPEAKING** Look at photo A of students using their tablets in a lesson. Speculate about the questions below.

- 1 What subject is it? (Choose from the list below.)
- 2 What are they doing with their tablets?

It may / might / could be ...

They may / might / could be (+ -ing) ...

School subjects art design and technology drama
English geography history I.C.T. (information and
communication technology)
maths music P.E. (physical education) science

- 2 **2.22** Listen to a student describing photo A. Does she agree with your ideas from exercise 1?
- 3 **2.22** **KEY PHRASES** Listen again. Which of the phrases below does the candidate use for speculating?

Speculating

It looks like ...

They look / don't look (to me) as if / as though they're ...

They look / don't look like they're (+ -ing) ...

They seem quite (+ adj) ...

They don't look / don't seem very (+ adj) ...

- 4 **SPEAKING** Work in pairs. Take turns to describe photo B. Include some speculation in your description.

These photos (A and B) show students in lessons. Compare and contrast the photos. Include the following points.

- Typical school subjects at primary level
- A typical classroom in a primary school
- Why it is important for students to enjoy lessons

- 5 **2.23** Read the task above. Listen to a student doing the task. Which of the three points does he forget to mention?



Speaking Strategy

When you have to compare and contrast photos, try to find at least two things the photos have in common and at least two differences. Learn some key phrases for expressing these similarities and differences.

- 6 **2.23** **KEY PHRASES** Read the **Speaking Strategy**. Then listen again. What is the missing word in each of the phrases below?

Comparing photos

The common theme in the photos is ¹_____.

Both photos show a ²_____ of some kind.

In the first photo, the students are outside, whereas in the second photo they're in a ³_____.

Unlike the second photo, the first photo does not show the ⁴_____.

In the second photo, they're listening to the teacher rather than looking at ⁵_____.

- 7 **SPEAKING** Work in pairs. Discuss the question below. Use evidence from the photo A.

Do you think using smartphones and tablets is a good way for students to learn?

- 8 **2.24** Now listen to the student answering the question from exercise 7. Does he agree or disagree with your opinions? Does he mention any of the same evidence?

- 9 **SPEAKING** Work in groups. Discuss the question below. Use evidence from the photo B.

Do you think it is possible to learn without a teacher?

An internet forum post

I can write an internet forum post about a new gadget.

1 SPEAKING Ask and answer the questions about internet forums.

- 1 What is an internet forum?
- 2 Have you ever contributed to one? If so, what type of forum was it? Why did you contribute?

Writing Strategy

Each point in the task will ask you to do a different thing, such as describe, recommend, relate, express an opinion, suggest, etc. Read the task carefully and make sure that you understand exactly what you are being asked to do.

2 Read the **Writing Strategy** and the task below. Identify the verbs in each point that tell you what you should do.

You recently bought a new computer. Write a forum post in which you

- describe your experience of using the computer.
- compare it with another computer you have used.
- present the opinions of people who think teenagers rely too much on computers.
- ask other contributors to react to your post.

3 Read the forum posts. Did both writers cover all four points in the way described in the task? Explain your answers.

LEARN THIS! Concession clauses

- a Using concession clauses can make your arguments more balanced.
- b We can use *although* or *even though* to introduce a concession clause. The clause can come before or after the main clause.
The computer is quite powerful even though it's quite small.
Although it's quite small, the computer is quite powerful.
- c *In spite of* and *despite* also express concession, but are followed by a noun or *-ing* form, not a clause.
In spite of / Despite its size, it's still quite powerful.

4 Read the **Learn this!** box. Underline four examples of concession clauses in the forum posts.

➔ **Grammar Builder 5.3** page 124

5 Read the task below. Identify the key words in the four points that tell you what you should do.

You recently bought a new tablet. Write a forum post in which you

- describe the tablet and some of its features.
- give other forum contributors brief instructions on how to use it or one of its features (e.g. taking a photo).
- give your overall opinion of the tablet.
- explain how it helps you with your schoolwork.



Techspot forum

Sam245



Last month I bought a new laptop. I use it every day for schoolwork and for accessing social media. It's also great for messaging my friends.

I used to have a desktop computer. Although it was powerful, it was very slow and it didn't have much storage. Despite its small size, the laptop is lightning-quick and has a massive 1TB hard drive.

Unfortunately my parents are always telling me to get off the computer. They think that teenagers should spend less time interacting with people via a screen and more time talking face-to-face.

I'd be interested to hear what you think about this. Should we spend less time at our computers?

HollyXX



I love my new PC! It's an all-in-one desktop with a widescreen display. It's a really up-to-date model, despite the fact that I got it second-hand on eBay. It's bright green with a black keyboard and a wireless mouse.

Until now, I've always used my mum's old laptop. The screen was much smaller and the operating system was old so it was often impossible to download new software.

I agree that teenagers rely a lot on computers, although I don't really think it's a serious problem.

What do you think? Do you agree with me? Have you bought a new PC recently? What's it like?

➔ **Vocabulary Builder** Describing computer equipment: page 110

6 Brainstorm ideas for each of the four points in the task in exercise 5.

7 Write your forum post (100–120 words).

CHECK YOUR WORK

Have you ...

- covered all four points?
- used one or two concession clauses?
- checked the grammar and spelling?

Benjamin Franklin

- 1 **SPEAKING** Can you think of any famous people from the history of Viet Nam? Use the words below to help you.

actor composer explorer inventor musician
 politician / statesman scientist soldier
 sportsman / sportswoman writer

- 2 **2.25** Read the introductory paragraph. Then listen. Complete the missing dates in the timeline of Benjamin Franklin's life.

Benjamin Franklin is a giant of American history, partly because he was successful in so many different areas. Today, he is perhaps remembered mostly as a scientist and inventor, but he was also a publisher, a musician, a newspaper owner, a politician and a philosopher. And he was able to do all of this despite quite a poor background.



1706 Born in Boston, USA, the eighth of ten children.

- 1 _____ Leaves school after only two years because his parents cannot afford to pay.

1718 Starts working for his brother James, a printer.

1728 Starts his own printing company in Philadelphia.

- 2 _____ Becomes owner of a newspaper, the Pennsylvania Gazette.

1731 Founds America's first lending library.

- 3 _____ Begins to publish the first in a series of almanacs, yearly books containing interesting facts, stories and puzzles. Their success makes Franklin rich.

1748 Retires from printing to spend more time on science and experiments.

1750 Publishes important work on electricity.

- 4 _____ Carries out his famous experiment with a kite in a storm.

1776 Becomes the first American Ambassador to France, and works to improve the relationship between the two countries.

1785 Retires from politics.

- 5 _____ Dies at the age of 84. Funeral is attended by 20,000 people.

- 3 **2.25** Listen again and complete the collocations with the verbs below.

attend build carry out found publish
 retire start write

- 1 _____ your own business
 2 _____ an article for a newspaper
 3 _____ a book
 4 _____ a hospital
 5 _____ a scientific experiment
 6 _____ strong relations between two countries
 7 _____ from a job
 8 _____ a funeral

- 4 **SPEAKING** Describe the picture using the words below. Have you heard of this experiment? What do you think Franklin was trying to discover?

cord electricity key kite
 lightning spark storm clouds



- 5 **2.26** Listen to a news report about Franklin's famous kite experiment. Are the sentences true (T) or false (F)?

- 1 Franklin's experiment became well known in America and other countries too.
 2 According to the traditional story, Franklin bought a kite and attached a piece of metal to it.
 3 According to the story, Franklin put his hand near the piece of metal and felt an electrical spark.
 4 Dr Tom Tucker began investigating the experiment while working at a university.
 5 Dr Tucker first became suspicious after reading Franklin's own reports of the experiment.
 6 Dr Tucker successfully recreated Franklin's experiment when he used a modern kite.

- 6 **SPEAKING** Work in pairs. Discuss the following quotation by Benjamin Franklin. What does it mean? Do you agree or disagree with it?

'Hard work is the mother of good luck.'

5

Review Unit 5

Reading

Read the two texts and choose the best answer (A–D).

Back in time

As she stepped into the hall after nearly thirty years of absence, she realised at once that she shouldn't have come back. The smell of wood smoke, damp stone and ancient paper brought the past back so powerfully that it nearly knocked her backwards. In an instant she felt like a young girl again, alone and frightened in the house. She remembered feeling very, very cold – not from the damp and the near-freezing temperature, but because a terrible new life was beginning. And she could do nothing to stop it.

- 1 What is true about the woman's feelings when she entered the house?
- A She realised that she had missed her old home.
 B She was happy to return to the house.
 C She understood that coming back was a mistake.
 D She was sad about the condition of the house.

Future home?

Every few years, trend-watchers tell us that the house of the future has arrived, and gadgets from science fiction films will soon be in every home in the country. So far they've been wrong – and after viewing the 'Home of the Future' exhibition, I suspect that they are still wrong. Why do I need a superintelligent fridge or an internet-surfing mirror? I would much rather see my face clearly in an ordinary bathroom mirror than try to surf the internet while I'm combing my hair! If only they could design a device to stop me killing all my houseplants. If they did that, then I might be interested!

- 2 What was the writer's reaction to the exhibition?
- A He found it very interesting.
 B It reminded him of a science fiction film.
 C He wanted to buy the gadgets online.
 D He didn't see the use of many of the inventions.

Listening

2.27 You will hear a conversation between two friends about smartphones. Are the sentences true (T) or false (F)? You will hear the recording twice.

- Sal paid too much for her phone.
- Sal's parents encouraged her to get a new phone.
- Tim is not happy with his sister's use of her phone.

Speaking

Work in pairs. Take turns to describe and compare the photos. Then ask and answer the following questions.

- Do you agree that in the modern world, science is a more important subject than languages? Give reasons.
- Do you think technology sometimes makes it harder for people to communicate with each other? Why? / Why not?



Writing

You recently bought a new smartphone. Write a forum post (150–180 words) in which you

- describe the smartphone and some of its features.
- compare it with another smartphone you have used.
- give your overall opinion of the smartphone.
- present the opinions of people who think teenagers use smartphones too much.

- Sal's family avoid using their phones at dinner.
- Sal does not like talking when she's eating.
- Tim could cause a problem by using his phone.
- Sal advises Tim not to listen to music on his phone.
- Tim disagrees with Sal's suggestion.

6

High flyers

Unit map

Vocabulary

Describing character: nouns, adjectives endings
Separable and inseparable phrasal verbs
Verb + preposition

Pronunciation Main stress in noun-adjective pairs

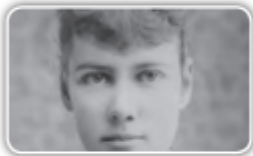
Word Skills

Phrasal verbs (2)

Grammar

Cleft sentences
Gerunds, perfect gerunds and perfect participles

Listening Nellie Bly



Reading Rachel Carson



Speaking Guided conversation



Writing A for and against essay

Culture British public schools



Vocabulary Builder page 110

Grammar Builder and Reference pages 124, 125

6A

Vocabulary

Describing character

I can describe people's character.

- SPEAKING** Describe the photos. In your opinion, which is a) the most interesting job and b) the most difficult job? Give reasons.
- VOCABULARY** Look at the list of nouns for describing character. What are the corresponding adjectives? Use a dictionary and the list of adjective endings below to help you. Sometimes, you just need to remove a noun ending to form the adjective.

Describing character:

Nouns ambition cheerfulness creativity enthusiasm flexibility generosity honesty idealism intelligence loyalty maturity modesty optimism patience pessimism punctuality realism self-confidence seriousness shyness sociability stubbornness sympathy thoughtfulness

Adjective endings -able / -ible -al -ant / -ent -astic / -istic -ed -est -ful -ive -ous -ual
ambitious, cheerful, ...

- 2.28 PRONUNCIATION** Listen to ten noun-adjective pairs, paying attention to the difference in main stress between the noun and the adjective.

creative *creativity*



A

disability support worker

B

children's entertainer

LOOK OUT!

Some personal qualities are best expressed using phrases.
 have a good sense of humour show lots of initiative
 have physical courage have lots of / no common sense
 be good at communicating have lots of energy
 have good organisational skills lack self-confidence

- 4 **VOCABULARY** Read the **Look out!** box. What personal qualities do you need for the jobs in the photos in exercise 1, in your opinion? Use words from exercise 2 and the phrases in the **Look out!** box.

A disability support worker needs lots of patience / needs to be very patient.

It's important for a children's entertainer to have a good sense of humour.

- 5 **2.29** Listen to three people discussing the qualities needed for particular jobs. Which jobs are they talking about? Choose from the ones below. There are three extra jobs. Explain your choices.

hotel receptionist nurse police officer
 sales assistant sports coach teacher

C



instrument maker

D



helicopter paramedic

RECYCLE! Comparison

- a Key forms:

kinder – the kindest
more practical – the most practical
less sociable – the least sociable
(not) as intelligent as

- b We use double comparatives to say that something is changing.

You're getting more and more impatient!

- c We use *the ... the* and comparatives to say that one thing changes with another.

The more arrogant you are, the less popular you'll be.

- 6 **2.29** Read the **Recycle!** box. Complete the sentences with the correct form of the adjectives in brackets. Then listen again and check.

Dialogue 1

- The _____ (sympathetic) you are, the _____ (good) you'll be at the job.
- I don't think idealism is _____ (useful) as patience.
- These days they have to work _____ and _____ (long) hours.

Dialogue 2

- I think that _____ (important) quality is punctuality.
- You'll certainly be _____ (popular) if you can laugh at things.

Dialogue 3

- I think patience is less _____ (important) physical courage.
- Which do you think is _____ (useful) quality of the three?

- 7 **SPEAKING** Work in pairs. Agree on which are the three most important or useful qualities when you are in the following situations. Use the adjectives and nouns from exercise 2, and the phrases from the **Look out!** box and exercise 6 to help you.

- | | |
|----------------------|-------------------|
| 1 At a party | 3 On a field trip |
| 2 In a job interview | 4 In lessons |


We think that sociability and ... are useful qualities to have when you're at a party.

It's best not to be ... when you are ...

Cleft sentences

I can use cleft sentences to emphasise a piece of information.

- 1 Read the article. What qualities does she think young people should have to set up their own business successfully?



Amelia Humfress is a 24-year-old entrepreneur whose aim is to make her own company, Steer, the best in the world for teaching people how to make their own websites. She has decided that it is the courses of Steer that can make it different from other companies. The courses vary from web design to computer coding. They focus more on the learners' chances to experience and practice rather than theoretical lessons. Amelia did not start out setting up such a school. It was when she was looking for a web design course for herself that the idea for the company Steer came to her. Her plan grew slowly. At first, she lacked confidence, but she then found an office where she could start the business. Soon her business grew quickly. Amelia thinks that more young people should start the businesses that they dream about. It is just a lack of confidence, not any other factor that holds them back.

LEARN THIS! Cleft sentences

- a** We use cleft sentences *It is / was ... that ...* to emphasise a piece of information.
It was the sales assistant that persuaded me to buy that tie.
- b** We use cleft sentences to make contrast.
It was a tablet that Joe bought, not a laptop.
- c** The emphasised part can be a noun (phrase) or an adverb (phrase or clause).
It was the question 5 that Mark missed.
It was because of the tattoo on her hand that Kate could not get a job.
- d** If the emphasised information is a proper noun (a personal subject or object), *who / whom* can be used instead of *that*.
It was Joe who bought a tablet last week.
It was Monet whom I admire the most.

- 2 Read the **Learn this!** box. Underline three examples of use a, b and c in the article.

- 3 Finish each of the following sentences emphasising the underlined information.

- 1 Dancers in A O Show gave their performance with great devotion.
 It was with great devotion that dancers in A O Show gave their performance.
- 2 The Vietnamese silk paintings typically depict the countryside and landscapes.
 It _____

- 4 Make cleft sentences from the following cues.

- 1 It / be / creativity and inspiration / most artists / need
It is creativity and inspiration that most artists need.
- 2 It / be / with / self-confidence / scientists / make / good inventions
- 3 It / be / sociability / some jobs / require / not intelligence
- 4 It / be / Dame Anita Roddick / found / The Body Shop / in 1976
- 5 It / be / because / they / have / colourful tones and optimistic images / Dong Ho paintings / be / part of Vietnamese Tet holidays

- 5 **USE OF ENGLISH** Reread the **Learn this!** box. Identify the mistake in each of the following sentences.

- 1 It is sympathy, not pride brings friends together.
- 2 It is a leading environmentalist that came to our school club last month.
- 3 It was Monday that the winners of the school sports games were awarded.
- 4 It was when Jack came back from the war we learnt the truth about his cousins.
- 5 It is shyness that the teacher wants the children to grow out of it.
- 6 It was Rachel Carson that wrote *Silent Spring*, not Julia Hill.

➔ **Grammar Builder 6.1** page 124

- 6 **SPEAKING** Work in pairs. Ask and answer about your favourite high flyer. The following cues can help you.

- 1 The high flyer you admire
- 2 How you got to know about him / her
- 3 The reason why you like him / her
- 4 What you think decides his / her success

Answer the questions again using cleft sentences to emphasise some information.

Who is your favourite high flyer?

Rachel Carson. It is Rachel Carson whom I admire.

- 3 Vincent van Gogh painted *Starry Night*, not Gauguin.
 It _____
- 4 We missed the chance to meet a celebrity because we came so late.
 It _____
- 5 The young entrepreneur has mentioned some new design techniques.
 It _____

I can listen for linking words and phrases.

- 1 **SPEAKING** Work in pairs. What qualities do you think you need to be a good journalist? Why? Discuss the qualities below and your own ideas.

ambitious creative determined intelligent
patient self-confident stubborn

- 2 **USE OF ENGLISH** Complete the article with suitable words.

At the age of sixteen, Nellie Bly read an article in her local newspaper which argued that women were not able to do the same jobs

¹ _____ men. Furious, she wrote an anonymous article in reply and sent it to the paper. The paper's editor was so impressed ² _____ he offered her a job: Nellie was now a journalist!

At that time, female journalists mostly wrote about fashion and gardening, but Nellie had other ideas.

She was determined to be an investigative journalist ³ _____ wrote about serious issues, like women's rights and the problems of factory workers. But when Nellie accused companies ⁴ _____ treating workers badly, they refused to buy advertisements in the paper, so the editor stopped Nellie's investigations.

⁵ _____ 1887, Nellie moved to the *New York World* newspaper, where the owner, Joseph Pulitzer, helped her to do undercover work. For example, Nellie pretended to be insane so that she could become a patient at a psychiatric hospital in New York and find out ⁶ _____ the conditions there. As a result of Nellie's shocking discoveries, the authorities changed the way they cared ⁷ _____ mentally ill patients. This was probably her greatest success ⁸ _____ an investigative journalist.



- 3 **2.30** Listen and check your answers to exercise 2. Which of the qualities from exercise 1 do you think Nellie Bly showed? Justify your answer with evidence from the text.

Listening Strategy

When you listen to a more formal text, pay attention to linking words and phrases. These tell you how the pieces of information are connected: a contrast, a result, an example, emphasis, etc.

- 4 Read the **Listening Strategy**. Add one more phrase from the list below to each group (a–d).

for instance for that reason however indeed

- a **contrast:** *mind you, though,* _____
b **result:** *as a result, consequently,* _____
c **emphasis:** *in fact,* _____
d **example:** *for example,* _____

- 5 **2.31** Listen to six sentences and the linking words which follow. Circle the endings (a or b) that make sense.

- 1 a ... Nellie was not interested in that.
b ... Nellie was happy just to have a job.
2 a ... this did not affect Nellie's ambitions.
b ... Nellie was one of the first.
3 a ... her reports were truthful and well written.
b ... she wrote about children who worked in factories.
4 a ... she was not popular with those people.
b ... she was shocked by what she saw.
5 a ... the pay was not good.
b ... they started before sunrise.
6 a ... nobody seemed to know or care.
b ... the staff did not treat the patients well.

- 6 **2.32** Listen to the first part of a radio interview about Nellie Bly's most famous adventure: a trip around the world. Are these sentences true or false? Write T or F.

- 1 Nellie's adventure was Joseph Pulitzer's idea.
2 Elizabeth Bisland worked for a different newspaper.
3 Nellie began her journey in 1888.
4 Nellie and Elizabeth travelled together some of the way.

- 7 **2.33** Who do you think could go around the world first, Nellie or Elizabeth? Listen to the second part of the interview and check your answer.

- 8 **SPEAKING** In what ways do you think Nellie Bly is a good role model? Give examples from her life to support your opinions. Use the phrases below and your own ideas.

discover the truth follow her dream help the poor
make a difference win the race

Gerunds, perfect gerunds and perfect participles

I can use gerunds, perfect gerunds and perfect participles.



- 1 **SPEAKING** Read the passage. Would you like to take part in such a field trip?

Katie moved to Viet Nam after her mother found a job here. Having spent the first few months fitting to the new school, Katie now has an interesting school life. Last week, she joined her school's field trip to Con Dao island. It involved releasing sea turtles into the sea. Having listened to careful instructions from the scientists, Katie and her friends received little turtles to care for before they took the turtles to the beach. Katie then learned how to release her little turtles to the sea. Though it was a short one, participating in the trip helped Katie make new friends. She loved having done something to protect the wildlife.

- 2 Read the article again. Underline the verbs in the *-ing* form.

LEARN THIS!

- a** Gerunds are used as nouns, either as a subject or an object of a sentence.

Swimming is my favourite activity.

He suggested eating out this weekend.

- b** Present participle (*V-ing*) is used as a verb in a sentence.

Feeling thirsty, he looked for something to drink.

I heard my son playing the piano in his room.

- c** Perfect gerund (*having + past participle*) is used to emphasise a past action.

The man was accused of having hunted in the national park illegally.

- d** Perfect participle is used for an action happening before another.

Having searched for the route carefully, the man started his journey.

- 3 Read the **LEARN THIS!** box. Can you find examples of a) rules a and b; b) rules c and d in the article?

- 4 Choose the correct options to complete the sentences.

- 1 Google is famous for _____ fantastic working conditions for its employees.

a providing b to provide c being provided

- 2 _____ on time is one of our school requirements.

a Being b To be c Having been

- 3 _____ at the beautiful works of art for hours, we left the exhibition with satisfaction.

a Having looked b Looking c Look

- 4 The boy admitted _____ his homework last night.

a not to finish b not finished c not finishing

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

- Hotel receptionists must be good at _____ with others. (communicate)
- I decided to buy this Fiat after _____ to the sales assistant. (listen)
- His wife mentioned _____ some new furniture for the room. (buy)
- _____ in this school has been a fantastic experience. (Study)

- 6 Rewrite each pair of sentences as a single sentence, using perfect participle or perfect gerund.

- I met the violin teacher at a music club. I started to have lessons with him once a week.

- She has completed the training course. She is more confident about doing the job well.

- Our grandparents have lived in the countryside for more than 40 years. They don't want to leave their hometown.

- I arrived at the training session late. I missed the warm up.

➔ Grammar Builder 6.2 page 125

- 7 **SPEAKING** Work in pairs. Tell the story of Thomas Edison from the following cues, using gerund and perfect participle where it is possible.

- Born in Ohio, in 1847
- Move to Michigan with his family at the age of 7/ quit school after 2 months.
- Learn with his mum at home / love experimenting with electrical and mechanical things
- Work as a newsboy on a train for some time / accidentally set fire to the floor of a baggage car while doing experiments
- Spend a lot of time experimenting / get his first patent in 1868
- Make so many inventions to improve the quality of human life / be his great success
- Die in 1931

- 5 The man had to ask a policeman for help after _____ in the wrong direction for two hours.

a drive b having driven c driving

Phrasal verbs (2)

I can use separable and inseparable phrasal verbs correctly.



- 1 Read the article. What is the problem Boyan Slat is trying to solve? What is his solution?

There are very few people who come up with a world-changing idea during their lifetime – but to come up with it while you are still a student is even more unusual. But that is exactly what Dutch teenager Boyan Slat has done. *Environmental Impact* magazine interviewed him.

EIM What is the problem that you identified?

BS Every year, millions of tonnes of plastic end up in the oceans, where the waves break it up into tiny pieces. This pollution kills millions of sea creatures every year.

EIM Hasn't there been any action to stop it?

BS Very little, even though campaigners have been calling for it for years.

EIM And you've worked out a way to tackle the problem.

BS Yes. My invention would float on the surface of the ocean and gradually clean it up by collecting around 20 billion tonnes of plastic from the water.

EIM What would you do with all that plastic?

BS Rather than throwing this away, it could be recycled and sold for about \$500 million a year.

EIM And how would your floating invention be powered?

BS It would take energy from the waves and sun, so it would never run out of it!

- 2 Circle the correct words to complete the **Learn this!** box. Use the examples in the box and the article to help you.

LEARN THIS! Separable and inseparable phrasal verbs

a Two-part phrasal verbs can be separable or inseparable.

With separable phrasal verbs, the object can come before or after the particle (*for, up, with, etc.*).

We must work out the answer.

OR *We must work the answer out.*

b When the object is a pronoun (*her, it, them, etc.*) it can only come ¹after / ²before the particle.

We must work it out.

c With inseparable phrasal verbs, the object always comes ²after / ³before the particle, even when it is a pronoun.

She looks after her dad. She looks after him.

d Three-part phrasal verbs are always ³separable / ¹inseparable.

We won't run out of energy. We won't run out of it.

- 3 Find the phrasal verbs in the article. Are they separable or inseparable? How do you know?
- 4 **DICTIONARY WORK** Read the dictionary entries. Then answer the questions below.

PHR V look after sb/sth/yourself to be responsible for or take care of sb/sth/yourself: *I'll go back to work if I can find somebody to look after the children.* • *The old lady's son looked after all her financial affairs.*

look down on sb/sth to think that you are better than sb/sth

look sth up to search for information in a book: *to look up a word in a dictionary*

look up to sb to respect and admire sb

- 1 Which phrasal verbs are two-part and which are three-part?
- 2 Which two-part phrasal verb is separable and which is inseparable? How do you know?
- 5 **VOCABULARY** Match the phrasal verbs below with definitions 1–9. Is each phrasal verb separable or inseparable?
- Separable and inseparable phrasal verbs** ask sb out
bring sth up call sth off come across sth count on sb
give sth up hold sb up take after sb turn into sth
- 1 stop doing something *give sth up (separable)*
2 mention something
3 be similar to somebody (a parent or older relative)
4 rely on somebody
5 delay somebody
6 invite somebody to go on a date (e.g. to the cinema)
7 find something accidentally
8 become something else
9 cancel something
- 6 Complete each question using a phrasal verb from exercise 4 or 5. Complete the follow-up question with the same phrasal verb and the correct pronoun.

- 1 Which person from history do you _____ to? Why do you _____?
Which person from history do you look up to? Why do ...
- 2 Which food or habit would you like to _____? Why do you want to _____?
- 3 If you could _____ a famous person, who would you choose? Why would you want to _____?
- 4 Have you ever _____ some money in the street? If so, what did you do when you _____?
- 5 Which member of your family do you _____? In what way do you _____?
- 7 **SPEAKING** Work in pairs. Ask and answer the questions and follow-up questions from exercise 6.

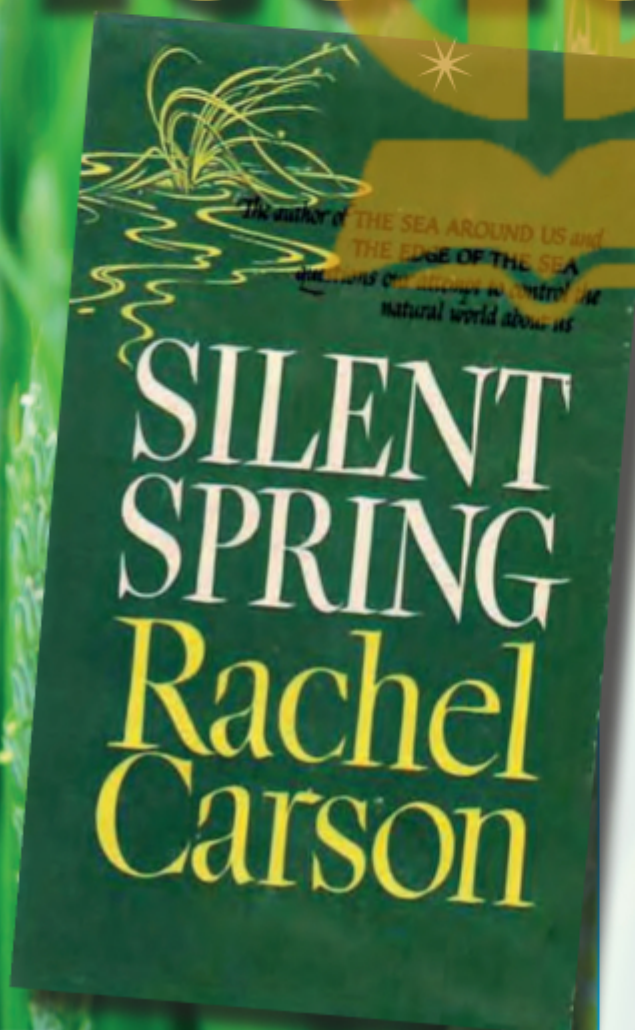
Rachel Carson

I can understand a text about an ecologist.



An inspiring ECOLOGIST

- 1 Look at the book cover. What do you think the book is about?
- 2 Read the article and answer the questions.
 - 1 What was her great interest as a young girl?
 - 2 What is *Silent Spring* about?



2.34

- Rachel Carson, an ecologist, a biologist, and a writer, was born in 1907 in Springdale, Pennsylvania. As a small girl, she was an avid reader and soon showed a keen interest in the natural world and writing. ¹_____ She graduated from Pennsylvania College for Women (now Chatham University) in 1929, studied at the Woods Hole Marine Biological Laboratory, and received her MA in zoology from Johns Hopkins University in 1932.
- 10 Initially, Rachel Carson worked for the US Bureau of Fisheries as a part-time science writer. ²_____ She then spent the next few years serving as a marine scientist and editor for the US Fish and Wildlife Service. There, she became famous
- 15 for her writings on environmental pollution and the natural history of the sea, ³_____ Climate change, rising sea-levels, melting Arctic glaciers,

Reading Strategy

When you are doing a gapped-sentence task:

- 1 Fill in the easiest gaps first.
- 2 When you have filled all the gaps, try the extra sentences in each gap again to make sure they don't fit.
- 3 Read the whole text again, checking your answers.

3 Read the Reading Strategy. Match sentences A–F with gaps 1–5 in the text. There is one extra sentence.

- A Part of her job was to interest the public in marine and freshwater biology via radio programmes.
- B Firstly, *Silent Spring* suggested a much needed change in people's way of life.
- C She warned the public about its negative long-term effects
- D She had her first story about animals published in a magazine when she was in the fourth grade.
- E in which she always concerned herself about the impact that humans made on the natural world.
- F The book eventually prompted a change in national policy, leading to the enactment of a national ban of pesticides on agricultural farming.

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

- 1 Rachel Carson realised the real danger of pesticides when she was still a young girl.
- 2 She majored in the scientific study of animals and their behaviour when she took her MA in 1932.
- 3 Most of Rachel Carson's works were about environmental issues.
- 4 Her opposition to using pesticides on agricultural farming was supported by the chemical industry.
- 5 *Silent Spring* brought about positive changes in the government's policies.
- 6 A lot of people keep on protecting the planet after her death.

5 VOCABULARY Complete the verb + preposition combinations with the words below. Check your answers in the text and in the sentences in exercise 3.

Verb + preposition about about in up for for to of

- 1 work ____ (a business, etc.) (line 10)
- 2 disapprove ____ (line 20)
- 3 call ____ something (line 22)
- 4 give ____ something (line 25)
- 5 result ____ something (line 26)
- 6 warn somebody ____ something (sentence C)
- 7 concern oneself ____ something (sentence E)
- 8 lead ____ something (sentence F)

➔ **Vocabulary Builder** Verb + preposition: page 110

6 SPEAKING Work in pairs. Discuss these questions and report your ideas to the class.

- 1 Do you think it is necessary for pesticides to be banned? Why?
- 2 Do you agree with the views Rachel Carson expressed in *Silent Spring*? Why? / Why not?
- 3 Would you like to be an ecologist? Why? / Why not? If so, what would you most concern yourself about?

decreasing animal populations are part of her work. In her most influential book, *Silent Spring* (1962), Rachel Carson strongly disapproved of the widespread use of pesticides such as DDT. ⁴ _____ and called for new policies to protect humans and the environment. She then was criticised by the chemical industry and some government officials, but never gave up. ⁵ ____ Additionally, it helped spark the environmental movement, resulting in the establishment of the United States Environmental Protection Agency. That's why she was called the mother of modern ecology.

Rachel Carson died of breast cancer in 1964. However, her work continues to inspire new generations to protect all the living world.

Guided conversation

I can exchange information about jobs.

- 1 SPEAKING** Why do people go abroad to work? Think of at least three reasons.
- 2 SPEAKING** Compare and contrast the photos of people working abroad. What are the people doing?



Speaking Strategy

Make sure that you refer to all of the points in the task. You may need to move the conversation on in order to cover all of the topics. Use phrases like:

Moving on to the question of ...
Another thing I wanted to ask / know is ...
Something else I'd like to talk about is ...
Could I ask you about ... ?
Speaking of X, ... (if X has been mentioned)
That reminds me, ... (if there is a link with something you want to say or ask)

- 3** **2.35** Read the **Speaking Strategy** above and the task below. Then listen to a student doing the task. Which phrases from the strategy does she use?

You have moved to the UK and are looking for work. You have seen a job advert for hotel staff. Discuss the job with the hotel manager. Cover these four points:

- Responsibilities
- Personal qualities required
- Hours of work and salary
- If accommodation is included

- 4** **2.35** **KEY PHRASES** Listen again. Complete the questions that the student asked with the phrases below.

Indirect questions Could you tell me ... ?
 I was wondering ... I'd like to know ... (x 2) May I ask ... ?
 I'd be interested to know ...

- 1 ... if I could discuss it with you.
- 2 ... what the job involves.

LEARN THIS! Indirect questions

- We often use indirect questions to sound more polite in formal situations. They begin with phrases like the ones in exercise 4.
Could you tell me what the time is?
- We use *if* or *whether* to turn a *yes / no* question into an indirect question.
Is accommodation included?
I'd like to know if accommodation is included.
- In an indirect question, the word order and verb form are the same as in a direct statement.
Is the job well paid? → *Could you tell me if the job is well paid?*

- 5 Read the **Learn this!** box. Why does the student choose to use indirect questions in exercise 4?

➔ **Grammar Builder 6.3** page 125

- 6 Read the task below and think of at least six indirect questions that you could ask the café manager. Make sure you cover all four points in the task.

Could you tell me what the job involves?

You are looking for a holiday part-time job. You have seen a job advert for waiters and kitchen staff in a café. Discuss the job with the manager of the café. Cover these four points:

- Responsibilities
- Experience required
- Your personal qualities
- Hours of work and salary

➔ **Vocabulary Builder** Working and employment conditions: page 111

- 7 **Work in pairs.** Swap the questions you wrote in exercise 6 and write answers to them. Use the phrases in exercises 4 to help you.

Could you tell me what the job involves?
 – It involves greeting customers and taking orders.
 – Sometimes you will have to work in the kitchen.

- 8 **SPEAKING** Take turns to do the task in exercise 6. Use the questions and answers you prepared in exercises 7.

I saw a job advert for ... and I was wondering if I could discuss it with you.

- 3 ... what I would be doing in the restaurant?
- 4 ... when I would start and finish work exactly.
- 5 ... what the salary is?
- 6 ... if accommodation is included.

A for and against essay

I can write a for and against essay about education and work.

- 1 SPEAKING** Work in pairs. Read the definition of *vocational*. Then think of three jobs for which you would need to do a vocational degree.

vocational /vəʊ'keɪʃənəl/ *adj* (of education or training) preparing students for a particular job: *Vocational courses such as costume design and catering are becoming very popular.*

- 2** Read the task and the essay. Do you agree with the writer's general opinion? Why? / Why not?

Students should be encouraged to choose vocational courses at university instead of more traditional courses. Discuss.



Some people maintain that the benefits of vocational courses are greater than those of more traditional ones. That is the question we need to consider. It is certainly true that the workplace is becoming more competitive. A vocational course may be a more direct route into employment compared to traditional courses. It is also undeniable that certain jobs (for example nurse, hairdresser) are only available to people with a vocational qualification. On the other hand, choosing a vocational course means deciding what job you want to do when you are still at school. Many people believe this is too early. How can a teenager know what job is right for him or her? Another problem is that vocational courses only focus on what you need to learn for a particular job. Is it not better for students to explore other interests while at university? On balance, I do not believe that students should choose vocational courses unless they are sure what career they want to follow. It is wiser to opt for a course that really interests you.

- 3** Look at the paragraph plan for a for and against essay. Then decide where the paragraph breaks should come in the essay in exercise 2.

Paragraph 1: Introduction
Paragraph 2: Arguments for
Paragraph 3: Arguments against
Paragraph 4: Conclusion (the writer's opinion)

- 4** Look at the essay in exercise 2 again. What phrase does the writer use to

- 1 introduce the first argument for?
- 2 introduce the second argument for?
- 3 introduce the first argument against?
- 4 introduce the second argument against?
- 5 begin the conclusion?

Writing Strategy

Rhetorical questions can make an essay more persuasive, provided you only include one or two. You do not have to answer the questions, but always make sure that the expected answer is clear, e.g. *Some people work long hours for very low pay. How can this be right?* (Expected answer: *It can't be right.*)

- 5** Read the **Writing Strategy**. Underline two rhetorical questions in the essay in exercise 2. What are the expected answers?
- 6** Read the task. Then plan your essay following the paragraph plan below.

More students should choose to do voluntary work during the long holidays rather than working for money. Discuss.

Paragraph 1: Introduction (*rephrase the statement in the task*)

Paragraph 2: Arguments for (*include two*)

Paragraph 3: Arguments against (*include two*)

Paragraph 4: Conclusion (*state your opinion*)

- 7** Write your essay (150–180 words) using your plan from exercise 6. Include one or two rhetorical questions.

CHECK YOUR WORK

Have you ...

- followed your paragraph plan carefully?
- presented both sides of the argument?
- included at least one rhetorical question?
- checked the spelling and grammar?

British public schools

2.36

In the UK, 93% of children go to state schools, which are funded by the government. The remaining 7% go to private schools, which the government does not fund or control. The students pay fees to attend these schools. A small group of very old private schools are, confusingly, known as 'public schools'. These include Eton College, which has educated nineteen British Prime Ministers over the past three centuries – as well as many other famous people from around the world, including Prince William and Prince Harry, actor Hugh Laurie and the former king of Nepal.

To many people, these public schools seem very odd and old-fashioned, with their strange uniforms and confusing traditions. For example, all of the public schools divide the academic year into three terms. At Eton College, these are called 'halves', but at Charterhouse they're called 'quarters' (and the shortest of the three is known as the 'long quarter').

Although private schools seem irrelevant to most British people, the influence they have on society is very real. That is because a very large number of people in important positions attended these schools, including 71% of senior judges and 62% of senior officers in the armed forces. Some people even argue that the UK parliament does not represent the country because 32% of MPs are privately educated.

1 SPEAKING Describe the photo, which shows children having breakfast at a 'public school' in England. How is it different from the canteen at your school? Would you like to eat here? Why? / Why not?

2 Read the text. Which of these sentences is true about schools in the UK?

- a All 'public schools' are private schools.
- b All private schools are 'public schools'.
- c All state schools are 'public schools'.

3 VOCABULARY Match a–f with 1–6 to make compounds. They are all in the text.

- | | |
|------------|------------|
| 1 state | a year |
| 2 private | b minister |
| 3 prime | c forces |
| 4 academic | d school |
| 5 senior | e officer |
| 6 armed | f school |

4 **2.37** Listen to a radio interview about public schools. How many public schools do they mention?



5 **2.37** Listen again and circle the correct answers (a–d).

- 1 David Brown decided to write a book about public school traditions because
 - a they reminded him of his own school days.
 - b he's always had an interest in public schools.
 - c he works in a public school.
 - d somebody else asked him to write it.
- 2 'The Wall Game' is a game which
 - a is only played at a small number of public schools.
 - b has been played since 1909.
 - c involves kicking a ball over a wall to score.
 - d has very few goals.
- 3 The sport of rugby was invented
 - a by a schoolboy called Rugby in 1823.
 - b by a schoolboy called Ellis at a school called Rugby College.
 - c in various different countries around the same time.
 - d at Eton College.
- 4 What does the game called 'the Greaze' involve?
 - a Students throw books at a cook.
 - b Students make a pancake.
 - c Students try to get a piece of a pancake.
 - d Students throw a pancake as high as possible.

6 SPEAKING What traditions are there in schools in Viet Nam? Use the ideas below to help you.

ceremonies clothes first / last day at school
 food graduation public holidays
 shows and performances songs

6

Review Unit 6

Reading

Read the story of Helen Keller's life as a young girl. Are the sentences true or false? Write T or F.

Helen Keller was born in 1880 in Alabama, with the ability to both see and hear, like any normal child. She began to speak when she was six months old and to walk at the age of one. But six months later, she contracted a serious illness, possibly meningitis. After she had recovered, her mother noticed that Helen didn't react to sounds, or when she waved her hand in front of Helen's face. The illness had left her both deaf and blind. As she grew up, she learned to communicate with the daughter of the family cook using sign language that they invented together. But Helen was an unhappy child and often flew into a rage. Her mother was very patient with her and tried to help her. She had read about the successful education of another deaf-blind child, and when Helen was seven she contacted a special school for blind children in Boston. The director of the school suggested that Helen work with Anne Sullivan, who was herself visually impaired and a recent graduate of the school. It was the beginning of a 49-year relationship between pupil and teacher.

Anne travelled to Helen's home and immediately began teaching her 'finger-spelling': spelling out words on the palm of Helen's hand. The first word she tried to teach her was 'doll' – Anne had brought Helen a doll as a present. But Helen could not make the connection between the letters and the objects and became very frustrated. After about a month, however, there was a breakthrough. Helen realised that the movements of Anne's fingers on her palm, while she poured water over her other hand, signified 'water'. By the end of the day Helen had learned thirty new words.

- 1 As a baby, Helen had normal sight and hearing.
- 2 A relation of one of the family servants gradually taught Helen sign language.
- 3 Helen's mother was very unhappy and frequently got cross with her.
- 4 Anne Sullivan was partially blind.
- 5 The first word that Helen understood through finger-spelling was 'doll'.

Listening

2.38 You will hear an interview with a business expert. Choose the correct answers (A–C).

- 1 The interviewer thinks young people
 - A usually set up part-time businesses.
 - B are starting new businesses at a lower age than previously.
 - C should only set up small businesses.
- 2 The interviewer doesn't understand
 - A how young people can create successful businesses.
 - B how most new businesses actually work.
 - C why young people would want to start businesses.
- 3 Lisa says that very young people
 - A do not achieve business success very often.
 - B do not understand what they need to do to start a business.
 - C have the right qualities for creating businesses.
- 4 What does Lisa say about knowledge and experience?
 - A They are very necessary.
 - B They take a lot of time to develop.
 - C They can sometimes be a disadvantage.

Speaking

Work in groups. Look at the photo and discuss the following point.



'It's better to work alone because people in groups spend too much time talking.' Do you agree? Why? Why not?

Writing

Write an opinion essay (120–150 words) on the following topic.

Many students nowadays choose careers based on only their passion. Is it a good decision?

7

Artists

7A

Vocabulary

Talking about the arts

I can talk about the arts.

Unit map

Vocabulary

Art forms
Artists
Artistic activities
Cultural activities
Musical genres
Cultural events and shows

Word Skills

Indefinite pronouns

Grammar

The passive
have something done

Listening

Poetry in motion

The Lost Generation

by Jonathan Reed

I can't get a job in my generation.

Reading Graffiti's softer side



Speaking

Photo comparison and role-play



Pronunciation Word stress

Writing A school magazine entry

Culture

To he – Vietnamese craftwork



Vocabulary Builder page 111

Grammar Builder and Reference pages 125, 126



- 1 **VOCABULARY** Match the photos (A–H) with art forms from the list below. In your opinion, which art form needs the most skill and which the least? Give reasons, using the phrases below to help you.

Art forms ballet cartoon classical music dance drawing mime musical novel opera painting play poem pop music sculpture sitcom

You have to (be able to) ... in order to ...

It's very difficult to ... / It isn't that difficult to ... / It's relatively easy to ...

It doesn't take much practice to ... / It takes a lot of practice to ...

- 2 Put the art forms in exercise 1 into four groups. Some can go in more than one group.

A Literature B Music C Performing arts D Visual arts

- 3 **VOCABULARY** Work in pairs. Name one famous person for each type of artists below.

Artists actor composer conductor dancer/choreographer director
novelist opera singer painter playwright poet pop singer sculptor

Arts

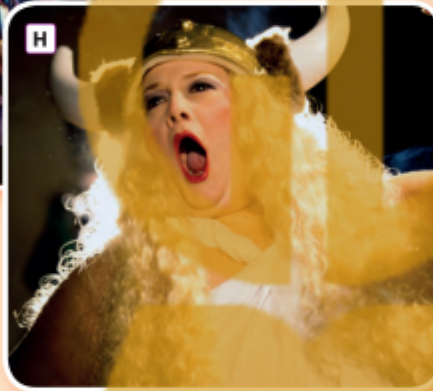
quiz



F



G



H

- 4 **SPEAKING** Work in pairs. Complete the arts quiz. Use vocabulary from exercises 1, 3 and the correct form of the verbs in the following list. Then do the quiz and check your answers at the bottom of the page.

Artistic activities act appear in carve compose conduct create dance direct draw paint perform play sing write

- 5 **3.02** Listen to four people talking about cultural events. Match sentences A–E with the speakers (1–4). There is one extra sentence.

This person

- A thought that they might change their mind about something.
- B was persuaded to go to the event by someone else.
- C was disappointed with the experience, but is planning to try it again.
- D was surprised by how good the event was.
- E organised the outing to the event.

- 6 **SPEAKING** Work in pairs. Take turns to tell each other about the last time you did one of the things below. Include the time, place and your feelings.

Cultural activities went to a rock concert visited an art gallery read a novel read a poem went to the theatre saw a musical listened to a song watched a sitcom went to a classical concert / opera / ballet

- 1 Which Italian Renaissance artist ¹ _____ the Mona Lisa?
 - a Michelangelo
 - b Leonardo da Vinci
 - c Caravaggio
- 2 Which Russian ² _____ wrote the music for the ballet Swan Lake?
 - a Shostakovich
 - b Rachmaninov
 - c Tchaikovsky
- 3 Which of these films was not ³ _____ by Steven Spielberg?
 - a Jaws
 - b 2001: A Space Odyssey
 - c Schindler's List
- 4 Which Shakespeare ⁴ _____ inspired the film West Side Story?
 - a Romeo and Juliet
 - b Julius Caesar
 - c A Midsummer Night's Dream
- 5 Which famous ⁵ _____ cut off part of his ear?
 - a Monet
 - b Cézanne
 - c Van Gogh
- 6 Which British ⁶ _____ sang on the 2011 hit Someone Like You?
 - a Adele
 - b Ellie Goulding
 - c Calvin Harris
- 7 Which of these film series did actor Robert Pattinson not ⁷ _____?
 - a Harry Potter
 - b Twilight
 - c The Hobbit
- 8 What is the name of the famous ⁸ _____ in the photo?
 - a Mark
 - b David
 - c Anthony

1 b 2 c 3 b 4 a 5 c 6 a
7 c 8 b



The passive

I can identify and use different forms of the passive.



Real or fake?

News reader Artist Wolfgang Beltracchi has made millions of pounds from his paintings. However, many of the paintings **are not signed** with his own name, but with the names of other famous painters. He is the world's most successful forger, and has fooled the art world for over thirty years. Our reporter Jade Quinn has been investigating. How **was he finally caught**, Jade?

JQ He used the wrong kind of paint in a forgery of a Campendonk painting. The painting **had been bought by a company** who sent it to a forensic art scientist in London. He identified a type of paint which **wasn't being used** when Campendonk was alive.

NR That was careless! What happened to Beltracchi?

JQ He was prosecuted and sent to prison for six years.

NR Fifty-eight of his paintings **have been identified** by police as forgeries and several more **are being examined by** experts. Are there any more?

JQ Beltracchi himself claims that he has forged hundreds of paintings, but he won't say which ones, so they **might never be discovered**.

NR What has he done with the money he earned from the forgeries?

JQ He's spent a lot of it, but some of it **will be returned** to the people who bought his forgeries.

NR Does he still paint in the style of famous artists?

JQ Yes, but now he signs the paintings with his own name.

1 **SPEAKING** Discuss this question.

Why is a perfect forgery worth less than an original work of art?

2 Read the article above. Was it right to send Beltracchi to prison? Why? / Why not?

3 Match the highlighted passive forms in the article with 1–9 below. Then find two examples of 9.

- | | |
|------------------------------|---------------------------|
| 1 present simple passive | 5 present perfect passive |
| 2 present continuous passive | 6 past perfect passive |
| 3 past simple passive | 7 will + passive |
| 4 past continuous passive | 8 modal verb + passive |
| | 9 by + agent |

LEARN THIS! The passive

- a We form the passive with the verb *be* and the past participle of the verb.
- b We use a passive infinitive after modal verbs.
- c We use the passive when we want to focus on the action itself, or when we do not know who or what performed the action.

5 Complete the text with the verbs in brackets. Use active or passive verbs, as appropriate.

John Myatt is a British artist. He makes copies of famous works of art, but they ¹ _____ (not sell) as originals. They ² _____ (paint) with ordinary decorator's paint, and the word 'fake' ³ _____ (write) on the back. But it wasn't always like that. In the 1990s, Myatt ⁴ _____ (forge) about 200 paintings. In 1998, he ⁵ _____ (catch) and ⁶ _____ (send) to prison for a year. Since his release from jail, Myatt ⁷ _____ (be) very successful, and his paintings ⁸ _____ (buy) by wealthy people all over the world. He ⁹ _____ (be) now a rich man!

6 **SPEAKING** Work in pairs. Use the passive form of the verbs below to ask and answer five questions about famous works of art.

compose direct paint perform sing write

Who was *E.T.* directed by?

E.T. was directed by Steven Spielberg.

4 Read the **LEARN THIS!** box. Make the active sentences passive. Use *by* where necessary.

- William Shakespeare wrote *Macbeth*.
Macbeth was written by William Shakespeare.
- They are performing a ballet at the concert hall this evening.
- Does Lady Gaga design the costumes?

- How many *Hobbit* films have they made?
- The artist ought to sign the painting.
- Thousands of people will visit the gallery this year.

Poetry in motion

I can listen for implications and subtext.

- 1 SPEAKING** Work in pairs. Can you recite any poems, lines of poetry or song lyrics by heart in Vietnamese? Were they written recently or a long time ago? Why do you remember them?
- 2 3.03** Read and listen to the poem. Do you think its message is optimistic or pessimistic? What do you think the last line is telling us to do?
- 3** Match the underlined words in the poem with definitions a–h.

a a period of time in history	e an easy solution, but not a good one
b not interested in anything	f not clever or intelligent
c in the right order	g something that is typical or usual
d people who are the same age	h lazy – not wanting to do anything

- 4 3.04** Listen to the poem again. How does starting with the last line change the meaning? Which version of the poem do you agree with more?

Listening Strategy

Sometimes the information you need for a listening task is implied rather than stated directly. For example, if somebody says 'I wish I was back home', it implies they are not happy with their current situation.

- 5 3.05** Read the **Listening Strategy**. Then listen to four short extracts and circle the correct implication: a or b.

- 1 a He wishes he hadn't gone to the gym.
b He was much stronger in the past.
- 2 a She is a big fan of Robbie Williams.
b She is not a big fan of Robbie Williams.
- 3 a He often tries food from other countries.
b He rarely tries food from other countries.
- 4 a He does not like the jumper very much.
b His sister does not usually buy him a birthday present.

- 6 3.06** Listen to four speakers. Match sentences A–E below with the speakers (1–4). There is one extra sentence.

This speaker believes that

- A poetry was better in previous eras.
B men are not as good as women at writing poems.
C poetry is still popular with young people.
D young people like poetry more than adults do.
E good poems tell us about the poet's feelings.

- 7 3.06** Listen again. Circle the words which best sum up the speakers' opinions.

- 1 These days, rap artists **are** / **aren't** the best poets.
- 2 Writing poems for greetings cards **would** / **wouldn't** be a good job.
- 3 A good poem **has** / **doesn't have** to rhyme and make sense.
- 4 Learning poems by heart **is** / **isn't** a waste of time.

- 8 SPEAKING** Work in pairs. Discuss the opinions in exercise 7. Do you agree with the affirmative or negative version? Give reasons.

I think / don't think rap artists are the best poets these days because ...

The Lost Generation

by Jonathan Reed

I am part of a lost generation.
And I refuse to believe that
I can change the world.
I realize this may be a shock, but
'Happiness comes from within'
Is a lie, and
'Money will make me happy'
So in 30 years, I will tell my children
They are not the most important thing in my life.
My employer will know that
I have my priorities straight because
Work
Is more important than
Family
I tell you this:
Once upon a time
Families stayed together
But this will not be true in my era.
This is a quick fix society
Experts tell me
Thirty years from now, I will be celebrating the
tenth anniversary of my divorce.
I do not concede that
I will live in a country of my own making.
In the future,
Environmental destruction will be the norm.
No longer can it be said that
My peers and I care about this Earth.
It will be evident that
My generation is apathetic and lethargic.
It is foolish to presume that
There is hope.
And all of this will come true unless we reverse it.

have something done*I can use the structure 'have something done'.*

1 **SPEAKING** Work in pairs. Look at the photo. Do you like the tattoo? Is it a form of art? Does it tell you anything about the woman's personality or not?

2 Read the article. Why do some people think it is necessary to hide their tattoos when they have an interview?

Amanda recently had a colourful butterfly tattooed on her wrist. Brad had the names of his two daughters tattooed on his neck under his hair. His friend Doug had his back decorated with a large tattoo of a shield. For the people themselves, these examples of body art are meaningful and important. Nevertheless, they deliberately had them done in places that can easily be hidden. Why? Because they want to give themselves the best possible chance of getting a job, and many employers have a negative attitude towards tattoos and other forms of body art (piercings, body painting, etc.). That is because many employers do not think that decorating yourself with tattoos is acceptable. But when these employers were young themselves, back in the 1980s, they probably had their hair dyed a bright colour to shock their parents! Fashions change, but younger generations always have the desire to be different.

**LEARN THIS!** *have something done*

a You can use the structure *have + object + past participle* to say that you arranged for somebody to do something for you. (You did not do it yourself.)

She had her hair dyed.

I haven't had my eyes tested for years.

b You can also use the structure for unpleasant things that somebody or something has done to you.

He had his nose broken in a rugby game.

3 Read the **Learn this!** box. What examples of *have something done* can you find in the article in exercise 2?

4 Use the prompts to write sentences with the correct form of *have something done*. Then match each sentence with rule a or b in the **Learn this!** box.

- 1 Olivia / her hair / dye / red / for charity
- 2 Josh / his bike / steal / at the weekend
- 3 the house / its roof / blow off / in the storm
- 4 we / the carpets / clean / after the party last weekend
- 5 my sister / always / her nails / do / on Fridays
- 6 she / her visa application / refuse / last month

5 Correct the mistake in each of the following sentences.

- 1 Tom has had his house breaking into twice.
- 2 Where do you usually have your hair to be cut?
- 3 The teacher had the exercise rewrite the third time.
- 4 The movie star made his nose broken during the fighting scene.

➔ **Grammar Builder 7.2** page 126

6 **SPEAKING** Work in pairs. Which of these things has your partner done or experienced? Use *Have you ever had your ... ?* Ask follow-up questions if appropriate.

- | | |
|------------------------|--------------------|
| 1 ears / pierce | 4 phone / steal |
| 2 hair / dye | 5 portrait / paint |
| 3 email account / hack | 6 fortune / tell |

Have you ever had your ears pierced?

Yes, I have. I had them pierced when I was fifteen.

Indefinite pronouns

I can use indefinite pronouns.

- 1 **3.07 VOCABULARY** Work in pairs. Listen to the musical excerpts. Match the excerpts (1–9) with the musical genres below.

Musical genres blues classical country and western folk heavy metal hip hop/rap jazz pop/rock techno

1 heavy metal

- 2 Read the article. What is unusual about John Cage's most famous composition?



Most composers want their music to contain something different – a distinctive melody or rhythm, or an unusual harmony which no one has thought of before. But has anyone gone further than composer John Cage in the search for originality?

In 1951, John Cage wanted to find somewhere he could experience complete silence. He went inside a special soundproof room and expected to hear nothing, but instead heard two sounds, one high-pitched and one low-pitched. Later, the sound engineer explained that the first was the sound of his nervous system and the second was the sound of his blood circulating. Cage realised that nowhere is completely silent – you can always hear something. A year later, he composed his most famous piece: 4'33" ('four minutes and thirty-three seconds'). In this piece, the performer walks on stage and then ... nothing happens. He or she does not play anything at all. Everybody in the audience listens to nothing for exactly four minutes and 33 seconds. Then the performer bows and everyone applauds!

- 3 Complete the table with indefinite pronouns from the article.

Indefinite pronouns			
1 _____	2 _____	someone	3 _____
nobody	anybody	somebody	4 _____
5 _____	anywhere	6 _____	everywhere
7 _____	8 _____	9 _____	everything

- 4 Read the **Learn this!** box. Complete it with the words below. Use the article to help you.

affirmative negative plural questions singular

LEARN THIS! Indefinite pronouns

- a We use indefinite pronouns beginning with *some-* in ¹ _____ sentences. We use pronouns beginning with *any-* in ² _____ sentences and ³ _____.
- b Indefinite pronouns take a ⁴ _____ verb form.
Nobody lives in that house.
- c But if we refer back to *everyone* or *everybody*, we treat them as ⁵ _____.
Everyone is here, aren't they?

LOOK OUT!

We use indefinite pronouns with *some-* when we make offers and requests, even though they are questions.
Would you like something to eat?
Can I talk to somebody about this job?

- 5 Read the **Look out!** box. Complete the dialogue with the correct indefinite pronouns.

- Amelia** Are you doing ¹ _____ this weekend?
Jake No, I'm not.
Amelia Would you like to do ² _____ together, then? How about the cinema?
Jake Not the cinema. There's ³ _____ I want to see. Let's go ⁴ _____ different for a change. We could see some live music.
Amelia Is there ⁵ _____ in town that has live music?
Jake Yes – the Oxygen Arena. I can find the programme online. Wait a moment ...
Amelia Is ⁶ _____ good playing?
Jake There's ⁷ _____ well-known, I'm afraid. But this band might be OK – Purple Dawn. They play hip hop.
Amelia I'll ask James. He knows ⁸ _____ about hip hop.

- 6 **SPEAKING** Work in pairs. Discuss what kinds of musical genres you enjoy listening to.

Graffiti's softer side

I can understand a text about street art.

- 1 **SPEAKING** Work in pairs. Choose one of the photos and describe it to your partner. Use the words below to help you.

Nouns boxer bus cover message
parking meter statue street wool writing

Verbs wear kneel cover knit

Adjectives brightly coloured patterned striped

In the first photo there's a bus with a patterned wool cover.

- 2 Read the article and match the photos (A–C) with two of the artists.

Jessie Hemmons

Magda Sayeg

Reading Strategy

- Multiple-choice questions are always in the same order as the information in the text.
- If there is a question testing the main idea of the text, or the writer's overall opinion, it will come last.
- The correct option will match the meaning of the text but use different words. Make sure the other options are not right or are not mentioned in the text.
- If you can't decide between the options, an intelligent guess is better than no answer.

- 3 Read the **Reading Strategy**. Is there a question about the main idea or the writer's overall opinion in the questions in exercise 4?

- 4 For questions 1–5, circle the correct answers (a–c).

- Jessie Hemmons 'yarn bombed' the statue of Rocky because
 - she wants people to take photos of it.
 - she thinks too many tourists come and see it.
 - she wants more people to go and see the paintings in the museum.
- Why did Magda Sayeg knit a cover for the door handle of her shop?
 - For her own amusement
 - To attract customers
 - Because someone passing the shop suggested it



- 5 **VOCABULARY** In paragraphs 1 and 2, underline four things (excluding vehicles) that you might find in the street. How many more items can you add to the list?

- 6 **SPEAKING KEY PHRASES** Work in pairs. Discuss the questions. Use the phrases below to help you.

Arguing your point

In my opinion, ... As I see it, ...

It could be argued that ... I agree with you.

I see your point, but ... That may be true, but ...

- Do you think that yarn bombing is art, or vandalism and littering? Why?
- What about other forms of street art, such as graffiti and chalk drawings on the pavement? Are they art or vandalism? Give reasons for your opinion.
- Jessie thinks that yarn bombing is different from other forms of street art because
 - its popularity has spread via the internet.
 - it's temporary and soon disappears.
 - it's less masculine.
- What is the police's usual attitude to yarn bombing?
 - They make it clear that it is against the law.
 - They think that yarn bombers are strange people.
 - They hardly ever try to arrest yarn bombers.
- What is the writer's overall opinion of yarn bombing?
 - The writer doesn't express a personal view.
 - It's a more feminine version of graffiti.
 - It deserves to be called 'art'.



Granny

graffiti

3.08

The statue of Rocky outside the Philadelphia Museum of Art is very popular with tourists, who often stop to take their photo in front of it without bothering to visit the museum itself. This irritated the artist Jessie Hemmons, who knitted a bright pink jacket and put it on the statue of the boxer. On the front of the jacket, Jessie knitted the words 'Go see the art'. Jessie hopes that more people will visit the gallery. This form of street art has become known as 'yarn bombing'.

The craze is believed to have started in 2005 by Magda Sayeg in Houston, Texas. One day Magda decided, just for fun, to knit a blue-and-pink cover for her shop's door handle. She loved it, and unexpectedly, so did her customers. Pedestrians stopped outside the shop to photograph it. Motorists slowed down to take a closer look. Their reaction inspired Magda to make covers for other objects in the street, such as a stop sign, a lamp post, a parking meter – and even an entire bus, which took a whole week to complete!

There are now yarn bombing groups in dozens of countries. They photograph and film their works and upload them to the internet.

Jessie believes that most street art is done by men and that yarn bombing is a more feminine activity. But not everyone approves of the new form of street art. Some people argue that covering public objects in wool is vandalism and littering, but the police appear to have a relatively relaxed attitude towards yarn bombers. They might interrupt them if they see them at work in the street, but they do not often view them as criminals.

Whether you see yarn bombing as a bit of fun that brightens up drab cities, or as a form of high culture with a serious message, it is a craze that is likely to continue.

Photo comparison and role-play

I can compare photos and role-play a discussion.

- 1 **SPEAKING** Work in pairs. Match photos A–C with three of the types of show below. Then choose one photo each and describe it to your partner.

Cultural events and shows an art exhibition a circus
a classical concert a comedy club a magic show
a musical an open-air theatre a piano recital

➔ **Vocabulary Builder** Cultural events and venues: page 111

- 2 **SPEAKING** Work in pairs. Compare and contrast photos A–C from exercise 1.

All three photos show ...

Unlike the other two photos, in photo C you can see ...

Whereas photo B shows ..., the other two photos ...

You are staying with your English penfriend and want to take the family out one evening to say thank you. You and your penfriend should decide which show is most suitable and talk about the details of the outing.

- 3 **3.09** Read the task above. Then listen to a student doing the task. Which show does the student choose? Which of the details below does she also mention?

- When to go on the outing
- How to book tickets
- Who will pay for the tickets
- Travelling to the show
- What to eat and drink

Speaking Strategy 1

Try to use a variety of expressions instead of repeating the same common verbs too often. For example, make sure you know several different ways of saying 'I like' / 'I don't like'.

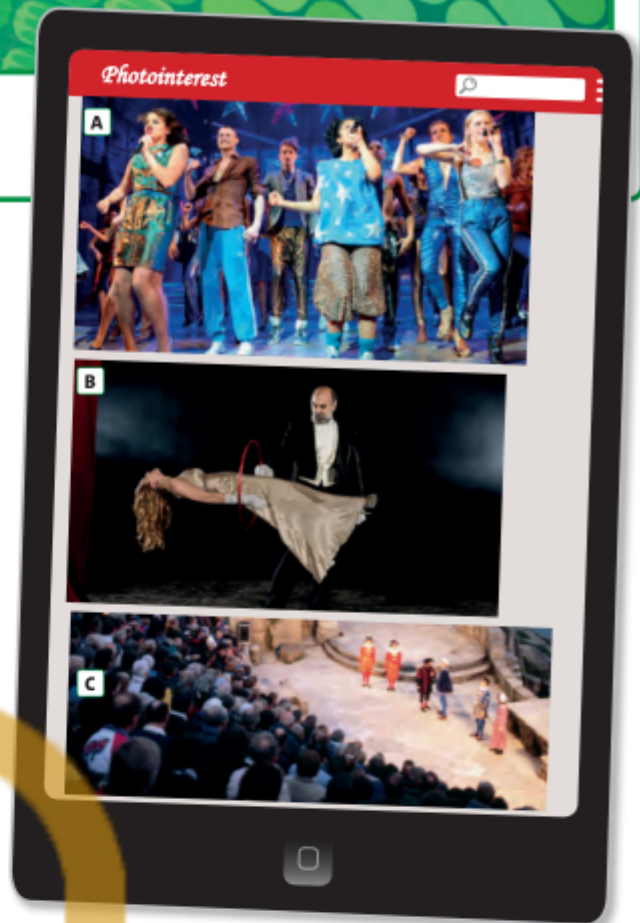
- 4 **KEY PHRASES** Read **Speaking Strategy 1**. Then look at the phrases for expressing preferences. Tick the expression you think is the strongest in each group.

Like

- | | |
|---|---|
| <input type="checkbox"/> I'm a big fan of ... | <input type="checkbox"/> I absolutely love ... |
| <input type="checkbox"/> I'm quite into ... | <input type="checkbox"/> I enjoy ... very much. |
| <input type="checkbox"/> I'm really keen on ... | |

Dislike

- | | |
|---|---|
| <input type="checkbox"/> ... is not really my thing. | <input type="checkbox"/> I really can't stand ... |
| <input type="checkbox"/> I'm not really into ... | <input type="checkbox"/> I'm not a big fan of ... |
| <input type="checkbox"/> ... doesn't do anything for me. | |
| <input type="checkbox"/> I've never been that keen on ... | |



Speaking Strategy 2

We often use one of the phrases below to introduce a preference, particularly when it is negative.

*I'm afraid ... I must say ... To be honest, ... To be frank, ...
If I'm honest, ... To be blunt, ... Personally, ...*

- 5 **3.09 PRONUNCIATION** Read **Speaking Strategy 2**. Then listen again. Which phrases from exercise 4 do you hear? Which ones are introduced by a phrase from the strategy? Practice saying them. Pay attention to the stressed words.

- 6 **SPEAKING** Work in pairs. Find out your partner's preferences for the shows in exercise 1 and other types of shows you can think of. Use phrases from exercise 4 and **Speaking Strategy 2** in your answers.

What do you think of art exhibitions?

I absolutely love them. / To be blunt, I'm not really into them.

A school magazine entry

I can write about my favourite book.



- 1 **SPEAKING** Work in pairs. What was the last book you read? What was it about? Did you enjoy it? Why? / Why not?

Your teacher has asked you to write an entry for the school magazine. Describe the book and say why you liked it.

- 2 Read the task above and the entry. Did the writer enjoy the book? Did he / she have any reservations?

Writing Strategy 1

- 1 In the first paragraph, attract the reader's attention. You can do this by addressing him / her directly, especially with questions.
- 2 Use an appropriate style for the target audience.
- 3 Choose a good title for your entry.

- 3 Read **Writing Strategy 1** and the sample and check.

- Does the writer address the readers directly?
- Is the style formal or informal?
- Which title is better?

- 1 My favourite book: *The Hunger Games*
- 2 This is probably one of the best books that I have ever read

Writing Strategy 2

- 1 Give your entry a logical structure. Divide it into paragraphs, each with its own focus.
- 2 The conclusion should restate the main idea given in the introduction, but using different words. It should also include a recommendation.

- 4 Read **Writing Strategy 2**. In which paragraph (A–D) does the writer

- 1 describe the plot and characters?
- 2 mention something he / she liked?
- 3 give some background information about the book?
- 4 recommend the book?

- 5 Which tense does the writer use to describe the plot and characters?

- A** Have you ever read a book that you just couldn't put down? *The Hunger Games* was like that for me. It's that good! Written by Suzanne Collins in 2006, it's sold millions of copies around the world and has been made into a film.
- B** It's set in the future in a place called Panem and it tells the story of Katniss, a sixteen-year-old girl who competes in the Hunger Games with eleven other children. Only one child can survive the games, and Katniss is not optimistic about her chances. There are lots of twists and turns along the way.
- C** What I love about the book is the character of Katniss. She's really strong and sensitive. She is practical-minded and loves freedom. She is also quick at getting the information and memorising things. I really identify with her. The story is very gripping. It is hard to put the book down once you start reading it.
- D** All in all, this book is a real page-turner. I absolutely love it and I'd definitely recommend it. So if you haven't read it yet, buy it or borrow it. You won't be disappointed.

- 6 **KEY PHRASES** Complete the useful phrases with the words below. Underline them in the sample.

page recommend set tells twists

Describing stories

It's ¹ _____ in (place and / or time).

It ² _____ the story of (character).

There are lots of ³ _____ and turns.

It's a real ⁴ _____ -turner.

I would definitely ⁵ _____ it.

➔ **Vocabulary Builder** Describing stories: page 111

- 7 Do the task in exercise 1. Follow the advice in the strategies, use the structure of the sample (see exercise 4) and use phrases from exercise 6.

CHECK YOUR WORK

Have you ...

- given your entry a title and an interesting introduction?
- used an appropriate style?
- given your entry a logical structure?
- used the present tense to describe the plot and characters?
- checked your grammar and spelling?

To he – Vietnamese craftwork



3.10

Many of children's toys are perfect craftwork. To he, Vietnamese folk art, is a typical example.

A To he is made from **dough** into different little things or animals which Vietnamese children love to keep as toys. Interesting shapes can be created to the wish of the children. It could be an animal like a chicken, a monkey or some fruits like a hand of bananas. The dough can be made from flour taken from ground rice or sticky rice, but the amount of sticky rice should be **restricted** to just 10 percent of the dough. Besides making dough, the artist prepares natural colours, which are usually made from leaves, vegetables or fruits. Sometimes paint is used, but traditionally natural items are preferred because they will make safe edible toys. The artist may creatively use leaves or small twigs to make further decorations. **1**

B To he can be made by anyone who is creative and skillful enough, so parents can become favourite to he artists of their children. However, great artists of to he can be found in many Vietnamese villages. They can make **extraordinary** artworks with beautiful shapes, harmonious combination of colours, and **lifelike** features. The artists usually travel through villages or come to local fairs and festivals selling toys to children and their artworks play an important role in folk decorations. **2**

C Nobody knows exactly when to he came into being, but it is believed to come from the north of Viet Nam. Xuan La village in Ha Noi is famous for this traditional art. Devoted artists have brought this beautiful art to everywhere in Viet Nam. Outside a schoolgate or on the pavement of a crowded street, a to he artist can be found **passionately** creating little colourful toys for some young children. **3** To he remains an interesting feature of Vietnamese culture.

1 SPEAKING Look at the photos. Do you know what this art form is? Did you use to have any toy of this kind?

2 Read the text. Match the headings with the paragraphs A–C.

- | | |
|-----------------|-----------------|
| – The artist | Paragraph _____ |
| – The process | Paragraph _____ |
| – The tradition | Paragraph _____ |

3 Read the text again and write True or False to the statements 1–5.

- To he is creatively produced from a combination of flour and colour.
- Sticky rice can make better dough for to he than rice.
- To he products are mainly sold at village fairs.
- Villagers can use to he as decorators.
- To he is created as toys but it is edible.

4 **3.10** Put the following sentences A–C into the correct gaps 1–3. Then listen and check.

- A It is for passion, not for money that the artists work.
 B The eyes of a monkey, for example, can be made by adding two black peas.
 C Despite the popularity of some modern forms of entertainment, children are still attracted to to he.

5 Match the highlighted words in the text with the following words or phrases.

- limited to an amount
- exactly like a real thing
- a mixture of flour and water
- showing strong feeling of love
- unbelievable

6 SPEAKING Work in groups. Discuss the question.

What are the benefits which children's traditional games like to he can bring about?



Review Unit 7

Reading

Read the article about a type of art. Are the sentences true or false? Write T or F.

When we think of art, we normally picture something which can exist for centuries. But there has always been a type of art which doesn't last. This is often referred to as 'temporary' art. Sculptures which are made of snow or ice, paintings in coloured sand, chalk drawings done on public pavements: it's not that these don't have artistic value, but they are designed to disappear.

Jorge Rodríguez-Gerada is a modern 'temporary' artist, and one who gets a lot of attention for his work. He uses groups of volunteers to help him, and his pieces take a long time to plan and create. But they are mostly talked about because the final results are so impressive. For the past few years, Rodríguez-Gerada has been creating gigantic faces in empty spaces in cities. To people on the ground, it looks like a garden, and it is hard to see any kind of design in it. In fact, GPS mapping is used to set out the design. Then an army of workers use this master plan to create the image which the artist has planned.

In 2014, the artist created an astonishing face on the National Mall in Washington, D.C. It covered an area of 25,000 square metres, and it was created because the mall was getting new gardens, and the land wasn't going to be used for a while. The portrait was of a young man of mixed race, and was called *Of the Many, One*. The artist says that it showed one of the millions of faces that represent the American people. After a while, the sand and soil of the portrait were mixed together, and new lawns were planted in its place. The portrait has disappeared, but it will not easily be forgotten.

- 1 Temporary art is a new kind of art.
- 2 Artists use sand or chalk in their artwork so that it will exist for a long time.
- 3 Jorge Rodríguez-Gerada is an important artist in the field of temporary art.
- 4 His work is very quick to create.
- 5 He uses maps to plan his artwork.
- 6 A lot of people help him to create his art.
- 7 Jorge's artwork called *Of the Many, One* was part of a new garden design for the National Mall.
- 8 The artwork does not exist anymore.

Listening

3.11 You will hear a talk. Look at the questions below and choose the best answer (A–C).

- 1 The Gold Performance Academy
 - A is a school of contemporary dance.
 - B teaches people dance, drama and music.
 - C specialises in classical ballet and musical theatre.

Speaking

Work in pairs. You and a classmate are planning a surprise for a friend to celebrate his / her birthday. You would like to take him / her to a concert. Decide which show is most suitable and discuss the arrangements for the outing. Use the ideas below to help you.

- When to go to the concert
- The type of concert
- Getting tickets
- Transport to and from
- Food and drink
- Keeping the surprise a secret

Writing

Match the phrases (A–G) with paragraphs 1–4.

Paragraph 1: Introduce a book

Paragraph 2: Describe the setting

Paragraph 3: Describe the plot and the characters

Paragraph 4: Express your opinion and give recommendation

A I'd definitely recommend it.

B It's set in ...

C What I love about the book is ...

D It's called and is written by ...

E It tells the story of ...

F The story is very

G I really identify with the main character, ...

Complete the sentences to write an entry (150–180 words) for a school writing competition "Your favourite book".

Describe the book and say what you liked and did not like about it.

- 2 The Academy helps students to
 - A build confidence as a performer.
 - B choose the right performing art for them.
 - C decide on a future career.
- 3 Many of the teachers at the Academy
 - A have experience in the industry.
 - B perform in the lessons.
 - C like pop music.
- 4 Every year, students
 - A work in a theatre during the summer.
 - B design a certificate for a ceremony.
 - C take part in stage performances.
- 5 The speaker
 - A wants everyone in the audience to attend the Academy.
 - B invites her audience to come to see a lesson at the Academy.
 - C asks the audience to write an email to apply to the Academy.

8

Cities

8A

Vocabulary

Talking about cities

I can talk about cities and travel.

Unit map

Vocabulary

Cities: People, Places, Means of transport, City problems
Collocations: verb + noun
 Holiday activities
 Holiday accommodation

Word Skills

Verb patterns

Grammar

The third conditional
 Participle and infinitive clauses

Pronunciation

Contractions

Listening

Travel solutions



Reading

Cities in the future



Speaking

Guided conversation



Pronunciation

Falling and rising intonation on reply questions and question tags

Writing

A formal letter

Culture

The Mekong River

Vocabulary Builder

page 112

Grammar Builder and

Reference pages 126, 127, 128



1 **SPEAKING** Do you love living in a city? What do you think are the benefits of living in a big city?

2 **Work in pairs.** Match the photos A–E with the cities and the countries. What do the countries have in common?

Cities Bangkok Ha Noi Jakarta Manila Bandar Seri Begawan

Countries Brunei Indonesia Thailand the Philippines Viet Nam

Photo D – Ha Noi – Viet Nam

3 **Work in pairs.** Check the meaning of the following words. Identify the words that are in the wrong groups.

People commuter immigrant resident street vendor temple visitor

Places antenna tower boulevard bus stop car park city hall lake

monument mosque pagoda park skyscraper stadium theatre

Means of transport hustle pedicab taxi tram tube tuk-tuk

City problems air pollution fountain noise pollution

overpopulation traffic jams

4 Which words in exercise 3 can you use to describe the photos A–E?

5 **Complete the following sentences using the vocabulary in exercise 3. Check your answers with your partner's.**

1 Kuala Lumpur Tower is the world's 7th tallest tower with an _____ at the top.

2 The first two lines for _____ were built in Ha Noi in 1901, Line 1 leading to Bach Mai and Line 2 to Giay Village.

3 Many tourists love to visit an Islamic _____ to see the difference between it and a pagoda.

4 In front of the city hall is a garden with a _____ in the middle.



D



C



E

5 Baiyoke Tower II is an 88-storey _____ in Bangkok.

6 Most city dwellers want to escape the _____ and bustle of the city for the weekend.

7 The tube is overcrowded with _____ who travel a long way to work every day.

8 Thong Nhat, a multi-purpose _____ located in District 10 in Ho Chi Minh City, has a capacity of 15,000.

➔ **Vocabulary Builder** Travel problems: page 112

RECYCLE! The passive

1 We form the passive with the verb *be* and the past participle of the verb.

This cruise ship was built ten years ago by Hyundai.

2 We use a passive infinitive after certain verbs. We use a passive base form (infinitive without *to*) after modal verbs.

The passengers needed to be rescued by the emergency services.

All passports must be shown at the departure gate.

3 When we want to say who or what performed the action in a passive sentence, we use *by*.

6 Read the **Recycle!** box. Complete the questions using the passive and the verb in the brackets.

1 Where _____ Wat Arun _____? (locate)

2 Why _____ Wat Arun _____ the 'Temple of Dawn'? (call)

3 What _____ in bread to make difference to *banh mi*? (can / fill)

4 Why _____ vegetables _____ to *banh mi*? (add)

5 When _____ the buses _____ with passengers? (pack)

6 Which opportunities _____ to the man's family? (can / offer)

7 **3.12** Listen to three speakers and answer the questions in exercise 6.

8 **SPEAKING** Which city in exercise 2 have you been to? Which city do you like to visit most? Why?

The third conditional

I can talk about imaginary events in the past.

- 1 **SPEAKING** Describe the photo. What are the people discussing, do you think?



- Sally We were supposed to be there by five and it's 5.15 already. If you'd remembered the satnav, we wouldn't have got lost.
- Ben We aren't lost. I know where we are on the map. We're nearly there.
- Sally If we'd left home on time, we'd have arrived by now.
- Ben Well, that isn't my fault, is it? We'd have left on time if your mum hadn't phoned just as we were leaving.
- Sally Don't blame my mum! And we wasted so much time at the services. If we'd made sandwiches (like I suggested), we wouldn't have had to stop for lunch.
- Ben Look, we're here now, and only fifteen minutes late. That isn't so bad.

- 2 **3.13** Read and listen to the dialogue. Look at the highlighted sentences and answer the questions. Then find one more third conditional sentence in the dialogue.

- Did Ben remember the satnav?
- Did they leave home on time?
- Did they make sandwiches for the journey?

- 3 Look at the highlighted sentences in the dialogue and answer the questions below. Then read the **Learn this!** box and complete the examples.

- What tense is used in the *if* clause?
- What form is used in the main clause?
- How is *have* pronounced?

LEARN THIS! The third conditional

a We form the third conditional with *if* + past perfect, *would have* + past participle.

If I had seen her, I would have offered her a lift.

b We use the third conditional to talk about imaginary situations and to say how things could have been different in the past.

If you hadn't gone by taxi, you ¹ _____ (not arrive) on time.

c We often use it to express regret or criticism.

If you ² _____ (leave) earlier, you ³ _____ (not be) late!

- 4 Write sentences and questions in the third conditional.

- Tom / take / a taxi // if / he / have / some cash on him
Tom would have taken a taxi if he'd had some cash on him.
- if / I / know / it / be / your birthday // I / buy / you / a present
- if / we / walk / all the way home // we / be / exhausted
- if / I / not want / to work on this journey // I / not take / the train
- if / we / have / more time // we / can / change / some money at the airport
- what / you / do // you / oversleep / this morning?

LOOK OUT!

In written English we do not usually contract the verb *have* in the third conditional sentences. But in spoken English, we do, pronouncing it as /əv/.

Written form: *would have* *I'd have* *wouldn't have*
Pronounced as: **would've** **I'd've** **wouldn't've**

- 5 **3.14** **PRONUNCIATION** Read the **Look out!** box. Then read out the sentences in exercise 4 using contractions where appropriate. Listen and check.

- 6 Read the sentences about what actually happened. Then write sentences about how things might have been different. Use the third conditional.

- We turned left and we got lost.
If we hadn't turned left, we wouldn't have got lost.
- I didn't go by train because the ticket was so expensive.
- I didn't meet you at the airport because I didn't know when you were arriving.
- We stopped at the service station because we were nearly out of petrol.
- I wasn't late for the meeting because I took a taxi.
- I bought the tickets on the train because there wasn't a ticket office at the station.

- 7 **SPEAKING** Work in pairs. Use the third conditional to complete the sentences. Ask and answer about the information in the sentences.

- If I'd felt ill this morning, _____.
- If there hadn't been school last Friday, _____.
- If I'd felt hungry on the way home from school yesterday, _____.
- If I'd forgotten to do my homework at the weekend, _____.
- If I hadn't studied English in primary school, _____.
- If I'd been late for school this morning, _____.

What would you have done if you'd felt ill this morning?

I'd have ... / I wouldn't have ...

Travel solutions

I can identify the context of a conversation and its register.

- 1 Read the text. Find the name of the inventor and the invention.



As air travel becomes more and more popular, simply getting to the airport can be a challenging and unpleasant experience. You pay a fortune to park your car; then you have to walk for hours with heavy suitcases to arrive at the terminal. Well, a farmer from China called He Liang has come up with an idea which solves both problems: a suitcase that you can ride like a motorbike. He has called it the City Cab. It is powered by a battery and can travel up to 60 km at a speed of 20 km/h. And, of course, you don't need to find a car park for the City Cab – you just drive into the airport terminal and check it in!

Listening Strategy 1

It is sometimes difficult to catch names and proper nouns when you listen. However, you can use the words around them (including collocations) to work out what they are (a person, a place, etc.). For example, if you hear 'We stayed four nights at the Grand Plaza', the underlined words tell you that the Grand Plaza is a hotel.

- 2 **VOCABULARY** Read **Listening Strategy 1**. Match the verbs and nouns below to make travel-related collocations. Some verbs can go with more than one noun.

Collocations: verb + noun

Verbs board book check in check into hail hire miss reach stay at

Nouns a cab / taxi a car a destination a holiday a hotel luggage / bags a plane / flight a room a ship a train

to board a plane / a flight / a ship / a train

- 3 **3.15** Listen to six short extracts and answer the questions. Listen for verbs and nouns from exercise 2 to help you.

Who or what is

- | | |
|---------------------------------|---------------------|
| 1 the <i>Princess Ariadne</i> ? | 4 Martins & Cole? |
| 2 a <i>tuk-tuk</i> ? | 5 Damian Fairchild? |
| 3 Ely? | 6 Bellagio? |

Listening Strategy 2

Being aware of formal register can help you identify the context. Formal terms used in announcements include:

adjacent to (next to) due to (because of) prior to (before) beverages (drinks) to commence (to begin) to depart (to leave) to proceed to (to go to) to purchase (to buy) refreshments (food and drink) to terminate (to end)

- 4 **3.15** Read **Listening Strategy 2**. Then listen again. Which extracts (1–6) are formal? Which words from the strategy do they include?
- 5 Make the phrases more formal by replacing the underlined words with words from the list below.
- ahead of schedule appreciate approaching approximately complimentary in due course inform refreshments regret remain request
- I am sorry to tell you that ...
 - I would ask that passengers stay seated ...
 - ... give you an update later.
 - ... pass through the cabin with free food and drink.
 - ... we are getting near our destination.
 - ... we should be there about ten minutes early.
 - We understand that this is inconvenient ...
- 6 **3.16** Listen to two formal extracts and check your answers to exercise 5.
- 7 **SPEAKING** Work in pairs. Tell your partner about a journey on which you experienced travel problems, for example, a delay. What was the problem? How did it affect your journey?

Participle and infinitive clauses

I can use participle and infinitive clauses correctly.



- 1 **SPEAKING** Work in pairs. Do you think space programmes, which cost millions, are a good way for governments to spend money? Give reasons.

LEARN THIS! Participle and infinitive clauses

a We use participle or infinitive clauses to give more information about a noun. You can think of them as shortened relative clauses.

b Participle clauses can begin with a present participle (-ing form). The participle replaces an active verb of any tense, including stative verbs.

I saw a man wearing (= who was wearing) a space suit.

c Participle clauses can also begin with a past participle. The participle replaces a passive verb of any tense.

We lived in a large house, built (= which had been built) in the 17th century.

d Infinitive clauses begin with an infinitive which replaces an active or passive verb.

Mark became the first teenage runner to finish (= who finished) the city marathon.

I still have a few jobs to do (= that have to be done) this afternoon.

- 2 Read Part 1 of the article. What happened to the spaceship? Rewrite the underlined participle or infinitive clauses as relative clauses.

... which was launched from Florida on 11 April 1970.

➔ **Grammar Builder 8.2** page 127

- 3 Read part 2 of the article. Why is Apollo 13 mission described as a 'successful failure'? Rewrite the underlined clauses in part 2 as participle clauses.

1 ... fitted with its own oxygen tank ...

- 4 Identify the relative clauses in these sentences. (Some contain more than one.) Rewrite them as participle or infinitive clauses.

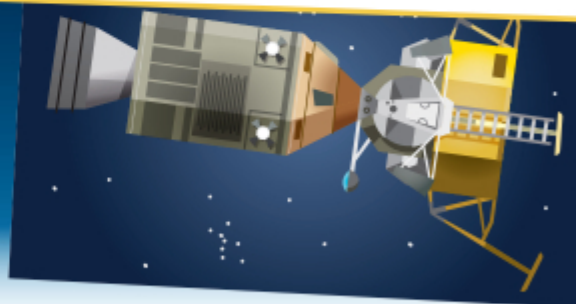
- The word *astronaut*, which is formed from two Greek words, means 'star sailor'.
- Only flights which reach an altitude of 100 km or more are considered space flights.
- NASA astronauts are given a difficult training programme which they have to complete after twenty months.
- Astronauts who spend long periods in space do exercises which have been designed to keep them strong.
- Spacecraft which intend to escape from Earth's gravity need to reach a speed of about 40,000 km/h.
- The film *Apollo 13*, which was made in 1995, is a very interesting film on space travel that should be seen.

PART 1

Apollo 13, launched from Florida on 11 April 1970, was the third Apollo mission to land on the moon. The three astronauts chosen for the mission were James Lovell, Fred Haise and John Swigert. The launch, watched by millions on TV, went smoothly and for the first two days in space, everything went well. The crew gave a 49-minute TV interview explaining how they lived and worked in zero gravity. However, nine minutes after the interview finished, a tank containing oxygen exploded and John Swigert, noticing a red warning light, said the famous words: 'Houston, we've had a problem here.' They checked all their equipment and realised that they were running out of water, power and oxygen – hard and fast. They were in a damaged spaceship floating 320,000 kilometres from Earth.

PART 2

The astronauts left the main part of the spaceship and went inside the lunar module, which had been fitted with its own oxygen tank. But inside the smaller module, which was designed to hold only two people, carbon dioxide levels started rising. The astronauts, who had been following instructions from the ground crew, made special filters out of plastic bags and cardboard. Then they waited in the cold and dark while the ground crew, who were working 24 hours a day, tried to work out a way to bring them home. If some people in America were losing interest in the Space Program, the Apollo 13 crisis, which was discussed on all the TV news programmes, changed all that. The astronauts who were risking their lives and the people who were trying to save them all became national heroes – especially when Apollo 13 returned safely to Earth with all three astronauts alive.



- 5 **SPEAKING** Discuss the questions with your partner. Use the nouns and adjectives below to help you.

Nouns adventure danger discomfort excitement fear loneliness

Adjectives brave calm fit hard-working intelligent logical serious

- What personal qualities do astronauts need?
- What would the best thing about the job be?
- What would the hardest thing about the job be?

Verb patterns

I can identify and use verb patterns.



- SPEAKING** Describe the photo in pairs. What would be the best and worst things about going on a long trip on a boat like this?
- Read the text. If you had been on a trip like this, would you have enjoyed it? Why? / Why not?

When Jane and Clive Green **stopped** working, they **decided** to go on a trip to Spain in their yacht. They **expected** to be away for about a week – but in the end, they **continued** travelling for sixteen years! After they **reached** Spain in their ten-metre yacht, they did not **fancy** returning home, so they **kept** sailing. After crossing the Atlantic, they **stopped** to explore the islands of the Caribbean for a while. Then they **continued** to sail west around the world. They **ended up** visiting 56 countries. They particularly **enjoyed** swimming with seals near the Galápagos Islands. However, they **remembered** feeling very anxious near Somalia because a boat would not **stop** following them. It was actually a fishing boat with an injured man on board, so Jane **offered** to help him before they continued on their way. They **managed** to pay for their trip by selling their house back in the UK. They could **afford** to buy food, but they ran out of money on an island near Fiji. Fortunately, a local woman **agreed** to give them a box of fruit and vegetables in exchange for some clothes.

LEARN THIS! Verb patterns

- Some verbs are followed by the infinitive of another verb.
Do you want to go out? / She hopes to be a teacher.
- Some verbs are followed by the *-ing* form of another verb.
She always avoids paying. / I spend a lot of time texting.
- Some verbs are followed by either an infinitive or an *-ing* form without any change in meaning.
- Some verbs change their meaning depending on whether they are followed by an *-ing* form or an infinitive.
I didn't remember speaking to Jo. (I forgot that I had spoken to her.)
I didn't remember to speak to Jo. (I didn't speak to her.)
- The verbs *let* and *make* are followed by an infinitive without *to*.
She let me drive. / I made her laugh.

- Read the **Learn this!** box. Then look at the highlighted verbs in the text above. Which verb pattern (a–e) does not have an example in the text?
- Add the verbs from the text to the table. Can you add any more verbs?

verb + infinitive	verb + <i>-ing</i> form	infinitive or <i>-ing</i> (same meaning)	infinitive or <i>-ing</i> (different meaning)
choose	not mind	like	remember

- Compare sentences a and b. How is the meaning of the underlined verb different when followed by an *-ing* form or an infinitive?

- I tried buying a present for her, but she was still angry with me.
 - I tried to buy a present for her, but everything was too expensive.
- I stopped talking to my friend when the film started.
 - I stopped to talk to my friend when I met him in town.
- After the film, they went on eating popcorn.
 - After the film, they went on to eat pizza.
- I won't forget visiting the Taj Mahal – it was amazing.
 - I won't forget to visit the Taj Mahal – I've heard it's amazing.

- Complete the text with the infinitive (with or without *to*) or *-ing* form of the verbs in brackets.

In the UK, people who are travelling long distances by road often stop ¹ _____ (spend) the night at a roadside hotel. But David and Jean Davidson have spent 22 years ² _____ (live) in one.

The Davidsons first tried ³ _____ (visit) Travelodge hotels in 1985. They enjoyed ⁴ _____ (be) there so much that gradually they stopped ⁵ _____ (go) back to their own home. When a new Travelodge opened 65 km from Sheffield, they decided ⁶ _____ (become) permanent guests. They like ⁷ _____ (live) there because it is safe and convenient.

The retired couple can afford ⁸ _____ (pay) for their room because they book it weeks in advance and get a good rate. In fact, last year, they managed ⁹ _____ (save) enough money for a three-week holiday abroad in the USA. And where did they end up ¹⁰ _____ (stay)?

In an American Travelodge hotel, of course!

- SPEAKING** Work in pairs. Tell your partner about something that you

- love to do.
- often forget to do.
- will never forget doing.
- will try doing one day.

Cities in the future

I can understand a text about cities in the future.

- SPEAKING** Are you good at learning new technologies? Do you know what **3G**, **4G**, **app**, **IoT** stand for?
- Look at the pictures and match them with the ideas below. Look at the title of the text. Which of the ideas of future cities do you think are mentioned in the text?
 - Sky cities will be built with solar-run buildings.
 - Internet will control every human activity.
 - People will work in mobile offices.
 - Underground trips will become safer and faster than ever.
- SPEAKING** Work in pairs. Discuss the following questions.
 - What do you think is the biggest problem when building smart tunnels?
 - How many years may it take to put air taxis into popular use?

Reading Strategy

When asked to do a matching activity, first read all the statements carefully and make sure you understand the gist. Then choose the best options to fit each statement. Sometimes more than one option is appropriate. Read the instructions carefully to check if this is the case.

- Read the **Reading Strategy**. Match the facts A–E with the means of transport 1, 2 or 3. Which fact relates to all three?

- | | | |
|--|---|--|
| 1 Air taxis | 2 Undergrounds | 3 Cars |
| A They can be a good solution to traffic congestion. | B They stop using routine fuel. | C They travel on three-dimensional roads with great speed. |
| D They can be autonomously controlled. | E They provide intercity trips in extremely short time. | |

- Match the highlighted words in the article with their equivalents.

- | | |
|------------------------------------|----------------|
| 1 reach | 4 good value |
| 2 a popular and well-accepted idea | 5 warn |
| 3 incredible | 6 introduction |

- Read the article again and complete the summary with one word for each blank.

All of the highways and roadways in cities will become ¹ _____ with IoT sensors which will process data of weather, crashes, traffic conditions and send them directly to users. Users will not have to drive. Cars as well as other vehicles will go ² _____. The word 'Driver' will no longer be used. Traffic ³ _____ will be solved by tunnels. A ⁴ _____ system will run along 3D underground roads at high speed. Travelling from one city to another will not take much time thanks to air taxis. Green energy will be used for all means of transport, and the first concern is how to make effective ⁵ _____.



Go Autonomous- GO GREEN

3.17

Since the birth of the car in 1886, transport in big cities has changed a lot. And it is no wonder that many experts think that there will be **extraordinary** changes in the next few decades.

As technology develops, highways, skylines, subways will be all transformed. Smarter roadways and highways in cities **outfitted** with IoT sensors will process all kinds of data in real time and **alert** users of the best transport options. Weather, crashes, traffic conditions will be communicated to users and smart stops will be found everywhere providing renewable energy, green hydrogen or even greener energy, ensuring efficiency and safety on every highway. Tunnels will also be a smart choice because of the reduction of traffic congestion. Underground roads will be built in 3D with a lift system which will take vehicles deep underground and will allow traffic to **attain** the greatest speed without intersections.

There will also be innovations in the sky. Air taxis are not a new idea, but in the future they will be completely environment-friendly. Aviation gasoline will be no longer used. Green energy will be in place and **cost-effective** air taxis will enable people to travel from one busy urban city to another in record time.

New technologies such as AI and the **rollout** of 5G will pave the way for fully autonomous innovation. Cars will not be the only thing to go autonomous. Freight trucks, cargo vehicles, air taxis will all benefit from this technology and that is why the term 'driver' will become extinct.

Transport will go green. Electric or hydrogen power will be **mainstream**. There will still be issues to solve such as safety, speed and cost, and of course governments will need to make new traffic laws.



Guided conversation

I can have a conversation about holiday plans.



1 Describe the photo and answer the questions below.

- 1 VOCABULARY** Which of these activities are likely to be on offer at or near this location? Where could you do the others?

Holiday activities fishing hiking horse riding kayaking mountain biking scuba diving shopping sightseeing skiing swimming

- 2** Would you prefer to be on holiday here or in an expensive hotel in a city? Give reasons.

Speaking Strategy

Use your preparation time to read the task carefully. Make sure that you understand each of the points that you need to discuss. If you have time, think of two or three key pieces of information or vocabulary connected with each topic.

- 2 Read the Speaking Strategy. Then read the task below. Match the following (1–8) with the four points in the task. Use them to discuss with a friend.**

- | | |
|--------------------------|------------------------|
| 1 a job | 5 a week / a fortnight |
| 2 a month of the year | 6 borrowing / lending |
| 3 a popular tourist area | 7 youth hostels |
| 4 buses and trains | 8 beaches and the sea |

You are planning to go on holiday with friends this summer. Discuss the holiday with one of the friends. Make a decision about each of these four points.

- When you want to go and for how long
- Choice of destination
- Transport
- Paying for the holiday

LEARN THIS! Reply questions and question tags

- a** In reply questions and question tags, we use auxiliary verbs (*do, have, would, etc.*) or the verb *be*.
- b** We can use reply questions to respond to a statement. They express interest or surprise. Reply questions usually get a rising intonation.
'We're nearly at the hotel.' 'Are we?'
'You didn't tell me.' 'Didn't I?'
- c** We can use a question tag when we want somebody to confirm what we are saying. Question tags to confirm usually get a falling intonation.
You booked the hotel, didn't you?
We aren't lost, are we?

- 3 PRONUNCIATION** Read the **Learn this!** box. Write reply questions for statements 1, 3 and 5 and add question tags to statements 2, 4 and 6. Use the falling or rising intonation to practise saying the sentences.

- That's a long time!
- The Baltic coast is lovely.
- There's more to do there.
- We need quite a lot of money.
- My parents will give me some money too.
- That's kind of them.

- 4** **3.18** Listen and check your answers to exercise 3.

➔ **Grammar Builder 8.3 & 8.4** pages 127 and 128

- 5 VOCABULARY** Work in pairs. Check the meaning of the words below. Then discuss which types of accommodation you prefer.

Holiday accommodation B&B (bed and breakfast) campsite caravan site holiday camp hostel hotel self-catering apartment villa

- 6** Read the task below. Think about what ideas and vocabulary you will need for each point. Use notes 1–3 below to help you.

You are planning to go away for a few days with your penfriend while he or she is visiting you this summer. Discuss your ideas with your penfriend. Make a decision about each of these four points.

- Choice of destination
- Accommodation
- Holiday activities
- What you need to take with you

- Think about destinations you know well and can talk about.
- Use the lists of words in exercises 1 and 5.
- Think about clothing, equipment (for activities) and entertainment (books, gadgets, etc.).

- 7 SPEAKING** Work in pairs. Do the task in exercise 6. Decide who is playing which role. Make use of reply questions and question tags.

A formal letter

I can write a formal letter of enquiry.



- SPEAKING** Describe the photo. Have you ever stayed in a youth hostel? How are they different from hotels?
- Read the writing task and the letter. Has the writer covered all four points in the task?

You are planning to visit Bristol in the UK this summer with a small group of friends and have been given a recommendation for a youth hostel. Write a letter to the youth hostel in which you

- give information about your group.
- inform them of the dates you want to stay and ask about availability.
- ask about food and drink.
- ask for suggestions about places to visit in Bristol.

Writing Strategy

- 1 Divide your letter into paragraphs.
 - 2 In the first paragraph, which can be a single sentence, say why you are writing.
 - 3 Each paragraph should have its own topic. It is usually best to deal with each point in the task in a separate paragraph.
 - 4 In the final paragraph, which can be a single sentence, say that you expect a reply.
 - 5 Avoid colloquial language and short forms.
- 3 Read the Writing Strategy and do the tasks below.**
- 1 Divide the letter into six paragraphs.
 - 2 Find three examples of short forms. Correct them.
 - 3 Find words and phrases in the letter which would be better expressed with these more formal words and phrases:
friends *I would be grateful if you could inform me*
I would certainly be interested *receiving a reply*
recommendations
 - 4 Find words and phrases in the letter which express these things in a more formal way:
ask about *soon* *sort out* *tell me about*

Dear Sir or Madam,

I am writing to enquire about a visit to your youth hostel in Bristol next month. I'll be travelling to Bristol with three mates from school. All four of us are female and aged seventeen or eighteen. We're planning to stay for seven nights between 10 and 17 August. Please tell me whether you have beds available for those dates. I'd also like to know whether your youth hostel has a café or restaurant. If not, would it be possible to recommend any places to eat near the hostel which are not too expensive? This will be our first visit to Bristol. Although I have read about the city on the internet, I'd love to hear any tips for places to visit in the city. I look forward to getting an answer from you in due course so that we can finalise the details of our visit.

Yours faithfully,

Hazel Jones

Hazel Jones

You are planning to visit York in the UK this summer with a friend from school and have been given a recommendation for a small hotel. Write a letter to the hotel in which you

- give information about who will be travelling and when.
- enquire about prices and availability.
- ask about the best way to get to the hotel using public transport.
- ask about suggested activities in the surrounding area.

- 4 Read the task above. Make a paragraph plan and include brief notes for each of the four points in the task.**
Paragraph 1: Giving reason for writing
Paragraph 2: First point in task
Paragraph 3: Second point in task
Paragraph 4: Third point in task
Paragraph 5: Fourth point in task
Paragraph 6: Requesting a reply
- 5 Write your letter (150–180 words) using your notes from exercise 4. Remember to follow the advice in the strategy.**

CHECK YOUR WORK

- Have you ...
- covered all four points in the task?
 - avoided contractions and informal language?
 - divided the letter into paragraphs?
 - opened and closed the letter correctly?

The Mekong River

- 1 SPEAKING** Which of the following rivers is not located in Asia? Where is it located?
The Euphrates The Ganges The Red River
The Danube The Tigris The Mekong
- 2** Read the article and name the countries the Mekong River runs through.

The Mekong River

3.19

The Mekong River, which is over 4,000 kilometres long, is the world's twelfth longest river and the Southeast Asia's longest transboundary river. The Mekong started round 17 million years ago due to increased erosion from monsoon precipitation. Its original name is *Mae Nam Khong*. In Lao language, *Mae Nam* (Mother of Waters) means large rivers, and *Khong* is a proper name.

From Tibetan Plateau the Mekong runs through China, Myanmar, Laos, Thailand, Cambodia and Viet Nam. It not only is rich in plant and fish diversity but also provides very important transport links in Laos, Thailand, Cambodia and Viet Nam. The Mekong River plays an important role in the life of the people in Southeast Asia, providing a means for people to access natural resources, social facilities such as schools, health services. Passenger transport along the river makes a nice contribution to tourism development.

The Mekong River is also a major trade route in Southeast Asia. A lot of cargo is transported along this river every day, and the cargo ranges from petroleum, coal to fertilisers and farming products. However, though the river brings about great income and different job opportunities, the navigation potential of this river is not fully exploited. The geographical features greatly vary along its length. For instance, the upper part of this river in Laos contains a number of physical obstacles and turbulent sections and only experienced skippers and boats that are small in size can safely navigate this part of the river. Improvements are expected to make the river passable for much larger cargo boats, which will develop both regional and international exchange of goods.

- 3** Read the article again and choose the correct answer.
 - Compared to the other rivers in the world, the Mekong River is
 - the longest.
 - not as long as eleven other rivers.
 - longer than twelve other rivers.
 - The Mekong River got its name from
 - Chinese.
 - Burmese.
 - Lao.
 - The Mekong River provides means for Southeast Asian people to access
 - turbulent sections and physical obstacles.
 - social facilities and natural resources.
 - job opportunities and challenges.
 - The navigation along the Mekong River
 - is already well-developed.
 - still has more potential.
 - is limited in Laos only.
 - Improvements should be made so that
 - more tourists could visit the countries in the Southeast Asia.
 - boats can replace all of other means of transport in the Southeast Asia.
 - larger boats can pass some parts of the river more easily to better the goods exchange.
- 4** **3.20** Listen to a talk on the course of the Mekong River. Arrange the places along the course of the Mekong River in the order of listening.
 - Golden Triangle
 - Tibetan Plateau
 - The tripoint of Myanmar, China and Laos
 - The Cuu Long River
 - The Three Parallel Rivers Area
- 5** **3.20** Listen again and decide whether the following statements are true (T) or false (F).
 - The Mekong River has most of its drainage area in Laos and Thailand.
 - The Mekong River is to the west of the Salween River.
 - The Golden Triangle is referred to as the second tripoint the Mekong River runs through.
 - The Mekong River runs through Laos for over 1,000 kilometres before entering Cambodia.
- 6 SPEAKING** Work in pairs. Discuss the following question.
What do you think is the most interesting thing when travelling on a boat trip or boat tour?

Review Unit 8

Reading

Read the following passage about Mary Kingsley, a famous British explorer. Answer the questions.

Mary Kingsley was born in London in 1862, the daughter of a doctor and a domestic servant. She received little formal education, as in those days, people did not think that it was necessary to educate girls. However, she spent time in her father's library, which was full of travel and science books.

In 1892, her parents died and Mary inherited £4,300, a considerable sum at that time. Mary had always dreamed of travelling to Africa, and with the money, she could now do this. She arrived in Sierra Leone in August 1893, lived with local people, and learned from them the skills needed to survive in the jungle. She often went alone into dangerous areas to collect plant and animal specimens. She returned to Britain in 1893 just to be back in Africa the next year. She daringly climbed the 4,040-metre-high Mount Cameroon by a previously unknown route wearing a long black dress.

In 1895, Mary went home again, taking some rare specimens, including a live reptile which she gave to a zoo. Mary wrote two books with her experiences – *Travels in West Africa* and *West African Studies* – in which she described the way of life of the indigenous people. She was very critical both of the missionaries who set out to convert the local people and of British colonial rule. She thought they damaged the African culture. Her fame grew and she gave lectures all over Britain. She went out to Africa again in March 1900, but before she could travel north to the part she loved, she died of typhoid in South Africa at the age of 37.

- 1 Why was Mary not sent to school?
- 2 How could she afford to travel to Africa?
- 3 What did she wear to climb Mount Cameroon?
- 4 What was her opinion of missionaries and of British colonial rule?
- 5 How many expeditions to Africa did she go on?
- 6 What did she die of?

Listening

3.21 Listen to a talk about hovercrafts and fill in each blank with **NO MORE THAN THREE** words.

A hovercraft is a unique kind of vehicle which has got the ¹ _____ over any kind of terrain land, water, mud, or ice. It has got special engines that blow air below the vehicle. The pressure of this air is ² _____ than the pressure in the atmosphere and the ³ _____ in the pressure lifts the hovercraft above the surface so that it can travel over small obstacles ⁴ _____, making it one of the most ⁵ _____ vehicles in the world. The hovercraft was first designed in Britain in the 1950s. Today, these vehicles are used all over the world. They are particularly ⁶ _____ during disasters, because they can get to places that a boat or a helicopter can't reach. The manufacturers have created hovercraft ⁷ _____. The smaller models are easy to drive and their designers always have ⁸ _____ in mind.

Speaking

Work in groups. Discuss the following questions.

- What is the most important character trait an explorer should have?
- Where on Earth is the most dangerous area to explore: a desert, the polar regions, or the sea?

Writing

Read the task below and write a letter of complaint (150–180 words) to the service provider.

You recently travelled by plane / coach / train and you were very dissatisfied with the service. Write a letter of complaint in which you describe what went wrong and suggest how the company could improve their service.

Introduction

1A Describing visitor attractions

1 Complete the adjectives with the missing vowels, *a, e, i, o* and *u*.

- | | |
|-----------------|----------------|
| 1 _tm_sph_r_c | 9 h_st_r_c |
| 2 b__t_f_l | 10 _mpr_ss_v_ |
| 3 b_r_ng | 11 p__c_f_l |
| 4 b_sy | 12 r_m_t_ |
| 5 ch__p | 13 r_m_nt_c |
| 6 cr_wd_d | 14 sp_ct_c_l_r |
| 7 d_s_pp__nt_ng | 15 t__r_sty |
| 8 _xp_ns_v_ | |

2 Answer the questions.

- Which two adjectives in exercise 1 describe cost and price?
- Which three adjectives imply that there will be a lot of visitors there?
- Which five adjectives usually have negative connotations?

3 Describe a visitor attraction that you know, using at least three of the adjectives in exercise 1.

Old Town Square in Prague is very impressive. There are lots of historic buildings, but it's a bit touristy.

1C Adjective endings

4 Read the **Learn this!** box and complete the examples. Can you add any more adjectives to each group?

LEARN THIS! Adjective endings

Some adjective endings have a particular meaning.

- noun + *-ful* = giving or full of *hopeful* ¹meaning_____
- noun + *-less* = without ²hope_____ ³meaning_____
- noun + *-ly* or *-y* = like, with the quality of *friendly* ⁴snow_____

d verb + *-able* = possible to ⁵drink_____ ⁶afford_____

Other adjective endings have no particular meaning but usually go with either a noun or a verb.

- noun + *-ous* ⁷adventur_____ ⁸mountain_____
- verb + *-ive* ⁹impress_____ ¹⁰support_____

5 Complete each gap with an adjective formed from the noun or verb in brackets. Use a dictionary if necessary.

- It was a _____ (courage) decision, and fortunately his friends were very _____ (support).
- Parts of the route were very _____ (mountain) and quite _____ (danger).
- He's popular because of his _____ (friend) and _____ (like) personality.

- The film wasn't _____ (wonder) but it was quite _____ (watch).
- It was a _____ (snow) day and the drive home was _____ (hazard).
- She was trying to be _____ (help), I know, but it was _____ (care) of her to drop my laptop bag.

Unit 1

1A Noun plural forms

1 Study the plural forms below. Then complete rules a–f in the **Learn this!** box with the correct endings. Then match each spelling variation (g–i) with one of the nouns below.

ancestors boxes buses lunches clothes
countries kisses men potatoes sheep toys
videos wishes wives

LEARN THIS! Noun plural forms

To make a noun plural:

- We add ¹_____ to most nouns.
- We add ²_____ to nouns ending in *-ch, -sh, -ss, -s* and *-x*.
- We add ³_____ to most nouns ending in *-o*.
- We add ⁴_____ to nouns ending in a vowel + *-y*.
- With nouns ending in a consonant + *-y*, the spelling changes to ⁵_____.
- With nouns ending in *-f* or *-fe*, the spelling changes to ⁶_____.
- Some nouns have irregular plural forms.
- Some nouns have the same singular and plural forms.
- Some nouns are plural and have no singular form.

2 How many more nouns can you add to each group?

1E Phrasal verbs

LEARN THIS! Phrasal verbs

Many common phrasal verbs have meanings which you cannot guess or work out from the main verb. Instead, you need to learn them as separate vocabulary items.

3 Read the **Learn this!** box. Then read the sentences and circle the correct meaning, a or b. Use a dictionary to help you.

- She gave up halfway through the London Marathon.
 - went faster
 - stopped trying
- The film turned into a comedy towards the end.
 - stopped being a comedy
 - became a comedy

V

Vocabulary Builder

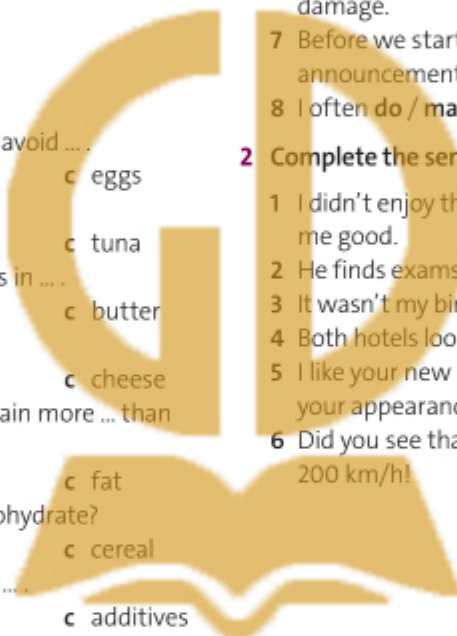
- We set off just as it was getting dark.
 - started our journey
 - finished our journey
- The rocket blew up as it entered the Earth's atmosphere.
 - exploded
 - changed direction
- A woman in the front row of the audience passed out.
 - left the room
 - became unconscious / asleep
- At the age of 65, my grandfather took up ice skating.
 - stopped doing it
 - started doing it

Unit 2

2C Diets

1 Circle the correct answers: a, b or c.

- If you're on a low-salt diet, you should avoid ...
 - bacon
 - tomatoes
 - eggs
- A vegetarian would not eat ...
 - pasta
 - mushrooms
 - tuna
- There are lots of vitamins and minerals in ...
 - vegetables
 - crisps
 - butter
- A good source of iron is ...
 - peanuts
 - steak
 - cheese
- Brown rice and wholemeal bread contain more ... than white rice and white bread.
 - fibre
 - calcium
 - fat
- Which of these is not a source of carbohydrate?
 - chicken
 - rice
 - cereal
- Organic food does not usually contain ...
 - nutrients
 - protein
 - additives



- Write five sentences describing yourself and your friends or family. Use words and phrases from exercise 2.

Unit 4

4E Collocations: do or make?

1 Underline the correct verb: do or make.

- Can I do / make a suggestion?
- We need to do / make more research before we buy a car.
- I helped my parents to do / make the housework.
- We didn't do / make a sound as we entered the house.
- Let's try not to do / make a mess in the living room.
- A car drove into our wall, but it didn't do / make much damage.
- Before we start eating, I'd like to do / make an announcement.
- I often do / make the cooking at weekends.

2 Complete the sentences with the correct form of do or make.

- I didn't enjoy the exercise class, but it probably _____ me good.
- He finds exams difficult, but he always _____ his best.
- It wasn't my birthday yesterday – you _____ a mistake.
- Both hotels look great, but we have to _____ a choice.
- I like your new haircut. It _____ a big difference to your appearance.
- Did you see that motorbike? It was _____ about 200 km/h!

Unit 3

3G Describing appearance

- Describe the people in photos A–C using as many of the words and phrases below as possible.

Hair styles a bob a fringe highlights a parting a ponytail dreadlocks plaits spiky hair bald balding receding

Facial hair a beard a goatee a moustache sideburns stubble clean-shaven

Skin dark skin light skin freckles rosy cheeks wrinkles a scar a tattoo spots



V

Vocabulary Builder

4G In the house

3 Match the pictures (1–6) with six words from the list below.



armchair basin blinds bucket bunk bed carpet
 chandelier cot curtains desk lamp dishwasher
 doormat duvet fireplace freezer fridge
 hairdryer kettle mattress pillow radiator
 rug sink sofa shutters stool toaster
 tumble dryer wall light wardrobe washing machine

4 In the list of words in exercise 3, find

- three things you sit on.
- four things you can fill with water.
- at least nine things powered by electricity.
- six things you usually find only in a bedroom.
- three things that cover windows.
- three forms of lighting.
- two things which can make a house warmer.
- three things which you use to cover the floor, or part of it.

7 We regularly **log onto** / **update** / **set up** / **post** promotional websites for marketing.

8 Do you think we'll ever be able to **crack** / **decipher** / **smash** / **unlock** the secret codes?

5H Describing computer equipment

2 Match a–f with 1–6 and g–l with 7–12.

- | | | | |
|--------------|-----------|--------------|--------------|
| 1 operating | a desktop | 7 flash | g engine |
| 2 all-in-one | b drive | 8 graphics | h filter |
| 3 wireless | c life | 9 anti-virus | i horse |
| 4 widescreen | d mouse | 10 spam | j card |
| 5 battery | e display | 11 Trojan | k protection |
| 6 hard | f system | 12 search | l drive |

3 Complete the sentences with compounds from exercise 2.

- 'What type of computer have you got?' 'It's an _____.'
- The _____ on my laptop isn't great so I have to keep recharging it.
- I'll copy lots of songs onto a _____ so you can load them onto your computer.
- You can stop most unwanted emails if you install a _____.
- You use a _____ by entering a keyword in the box and pressing enter.
- You need a really good _____ in your computer if you want to play games with fast-moving and detailed images.
- _____ helps to protect the data on your computer from hackers.
- Occasionally a _____ is attached to something you download from the internet. This might allow someone to gain access to your computer.

Unit 5

5F Verb–noun collocations

1 Cross out the one verb which cannot be used to complete each sentence grammatically. The sentences may have different meanings with each correct verb.

- Today is not the best time to **fail** / **set** / **make** / **complete** the test.
- Our class **took part in** / **held** / **organised** / **opened** a history competition.
- I hate **informing** / **receiving** / **delivering** / **passing on** messages that are upsetting.
- John **got into** / **overheard** / **joined in** / **took up** an interesting conversation about robots in the canteen.
- I'm sure some of us might **guess** / **speculate** / **offer** / **expect** some kind of an answer.
- The team **gained** / **deserved** / **claimed** / **were awarded** a prize for their entry.

Unit 6

6F Verb + preposition

1 Complete the sentences with the prepositions and verbs below.

about apply apologise believe congratulate
 experiment for from like object on to

- If you want to visit the USA, you'll have to _____ for a visa.
- I feel _____ an ice cream. We can get one at the corner shop.
- Do you _____ in the existence of UFOs?
- Can you please turn off the music? I'm trying to concentrate _____ my homework.
- I must _____ Sam on passing his driving test.
- I completely forgot _____ the invitation to Tom's party.

V

Vocabulary Builder

- Do you think it's always unacceptable for scientists to _____ on animals?
- We're having a barbecue at the weekend so we're hoping _____ some fine weather.
- Jack should _____ to you for his rudeness.
- I hope that your grandma recovers quickly _____ her operation.
- A lot of people _____ to plans for a new airport near London.
- I've subscribed _____ lots of YouTube channels.

6G Working and employment conditions

2 Complete the sentences with the words and phrases below.

bonus overtime paid holiday paperwork pay rise salary shifts sick pay training course workload

- When she changed jobs, she took a large cut in _____.
- If he meets his sales targets, he receives a £5,000 _____.
- Some weeks, she has to work three eight-hour _____ in two days.
- As a teacher, she gets thirteen weeks' _____ a year, including six weeks in the summer.
- He's been off work since the accident, but he'll receive _____ until he's well enough to go back.
- He's been doing a lot of _____ recently to earn some extra money for his holiday.
- I used to earn more than you, but I haven't had a _____ for three years.
- The company is sending all its employees on a _____ to improve their customer service skills.
- He enjoys the practical aspects of his job, but he hates sitting at his desk doing the _____.
- It's an interesting job, but he's finding it exhausting because of the huge _____.

Unit 7

7G Cultural events and venues

1 Complete the sentences with the words below.

arena art gallery circus comedy club concert hall library opera house museum theatre

- We saw an amazing collection of Ancient Egyptian jewellery at the _____.
- I enjoy watching acrobats at the _____, but I don't think they should use animals.
- On Thursday evenings at my local _____, anyone can have a go at being a comedian.

- I went to see Mozart's *The Magic Flute* at the Met, a world-famous _____ in New York.
- Some of these Impressionist paintings are privately owned and have never been seen in any _____.
- The Globe is a _____ in London where Shakespeare's plays are performed.
- While we were in Vienna, we went to a _____ to hear a Beethoven piano recital.
- At the O2 _____ in London, up to twenty thousand people can watch some of the biggest acts in music.
- The British _____ holds around 170 million books and other items for students and researchers to access.

7H Describing stories

2 Complete the sentences with the words below.

based characters identify made main story what

- The _____ character is Bilbo Baggins.
- I couldn't _____ with Bella Swan.
- It's been _____ into a film called *The Golden Compass*.
- It's the _____ of a group of boys who get stranded on a desert island.
- _____ I liked about the book was the way it described teenage alienation and disillusionment.
- It's _____ on the author's experience of the unjust treatment of African Americans in 1930s America.
- I found the _____ of Harry, Ron and Hermione rather unconvincing.

3 Match the sentences in exercise 2 with the books below that they refer to. Which ones have you read?



V

Vocabulary Builder

Unit 8

8A Travel problems

1 Add the words below to the table.

choppy congestion diverted dirty roadworks

The flight was	cancelled. delayed. 1 _____ (to another airport). bumpy.
The train / bus was	overcrowded. 2 _____. slow.
The car journey was slow because of	3 _____. slow-moving traffic. 4 _____ / traffic jams. a diversion. an accident.
The sea crossing was	5 _____. rough.

2 Write a paragraph describing the worst journey you can remember. Include phrases from exercise 1.

8F Size and dimensions

3 Read the **Learn this!** box. Then complete the information with the correct adjectives.

LEARN THIS!

Noun	width	length	depth	height
Adjective	1 _____	2 _____	3 _____	4 _____ and 5 _____

a We usually use *high* for mountains and waterfalls, and ⁶ _____ for people, buildings and trees.

b We can ask about size with *How + adjective: How wide / long / far / big / deep etc. is ... ?* or *What's the + noun: What's the length / width / size etc. of ... ?*

4 Make seven pairs of opposites from the words below.

deep high long low narrow shallow
short small tall thick thin wide

5 Complete the sentences with the correct adjectives.

- 1 Mount Everest is 8,848 m _____.
- 2 The Mariana Trench in the Pacific Ocean is 10,911 m _____.
- 3 The Empire State Building is 443 m _____.
- 4 The Amazon River is 6,992 km _____.
- 5 The country Chile is 4,300 km _____ but less than 350 km _____.

6 Write as many questions as you can that you could ask about the size and dimensions of

- 1 a lake.
 - 2 a box.
 - 3 a person.
 - 4 a building.
- 1 *How deep is it? How ...*

Introduction

I.1 Past simple

We form the past simple (affirmative) form of regular verbs by adding *-ed*.

+ *-ed* work → worked play → played

If the verb ends in *-e*, we add *-d*.

+ *-d* dance → danced die → died

If the verb ends in a consonant + *-y*, we change *-y* to *-i* and add *-ed*.

-y → *-ied* study → studied cry → cried

If the verb ends in a short stressed vowel + a consonant, we double the consonant and add *-ed*.

-p → *-pped* drop → dropped

Some verbs have irregular past simple (affirmative) forms.

There are no spelling rules for these forms; you need to learn them by heart. See the irregular verb list in the *Workbook*.

For the negative, we use *didn't* + the infinitive without *to*. For the interrogative, we use *did* + subject + infinitive without *to*.

We didn't arrive on time.

Did you bring any food?

The past simple of *be* is *I / he / she / it was* or *you / we / they were*. The past simple of *can* is *could*. For the negative and interrogative forms of *be* and *can*, we do not use *did / didn't*.

They weren't at school. Were they ill?

I couldn't see the stage. Could you see it?

1 Complete the sentences with the verbs in brackets. Use the past simple affirmative.

- I _____ Turkey in August. (visit)
- The weather _____ great in July. (be)
- The sea was warm, so we _____ swim. (can)
- I _____ you a postcard. (send)
- I _____ English at a school in Brighton. (study)
- We _____ every day. (sunbathe)
- I _____ kayaking in June. (go)

2 Make the sentences in exercise 1 negative.

3 SPEAKING Ask and answer using the prompts below. Use the past simple. Give extra information in your answer.

buy anything last weekend do any sport during the week

go out last night have a big breakfast
phone anybody yesterday send any texts

Did you go out last night?

No, I didn't. I stayed in and watched TV.

I.2 Contrast: present simple and present continuous

We use the present simple:

- for something that always happens or happened regularly (e.g. *every week, often, sometimes*).
Laura cycles to school every day.
- for facts.
Cows eat grass.

We use the present continuous:

- for something happening at this exact moment or around this time.
Luke is wearing a T-shirt. (at this moment)
Luke is working hard this term. (around this time)
- for future arrangements.
We're playing volleyball tomorrow.

We can use dynamic verbs in simple and continuous forms.

I work in London.

Dad's working in the garden.

Verbs describing a state or situation (stative verbs) are not usually used in continuous tenses.

I understand. (state of mind)

NOT *I'm understanding.* ✗

Who does this watch belong to? (possession)

NOT *Who is this watch belonging to?* ✗

Common stative verbs:

- hate, like, love, need, prefer, want, wish;*
- believe, know, mean, realise, recognise, remember, suppose, understand;*
- belong, contain, depend, matter, owe, possess.*

There is a group of verbs that can be used as either stative or dynamic verbs. These are some of them:

- appear, consider, feel, look, see, smell, taste, think.*
What are you thinking about? (dynamic – to think)
What do you think of my new tie? (stative – to have an opinion)
We're seeing John next week. (dynamic – to meet with somebody)
I see what you mean. (stative – to understand)

1 Complete the sentences with the verbs in brackets. Use the present simple or the present continuous tense.

- 'Where _____ you _____ (go)?'
'To the shops. I _____ (need) to get some bread.'
- _____ you usually _____ (wear) jeans to school?
- I _____ (not understand) this question.
- Why _____ you _____ (smile)? It isn't funny!
- '_____ you _____ (come) bowling with Jan and me tonight?'
'No, thanks. I _____ (not like) bowling.'
- Hurry up! The bus _____ (leave) in three minutes.

Grammar Builder and Reference

2 Complete the sentences with the present simple and present continuous form of the verb given.

- work
 - Dad _____ in a factory.
 - Mum _____ at home today for a change.
- have
 - We _____ fish for dinner tonight.
 - We usually _____ fish on Fridays.
- take
 - I _____ a coat today because it's a bit cold.
 - I _____ a few weeks off work over the summer.
- arrive
 - I'll phone you as soon as I _____.
 - Come on! The train _____. We mustn't miss it.
- listen
 - 'What _____ you _____ to?' 'It's Adele's latest album.'
 - Liam _____ to music while he's doing his homework.

3 Choose the correct tense to complete the sentences. Then decide if the verb is a dynamic, stative or linking verb.

- This pizza **tastes / is tasting** good.
- What do you **look at / are you looking at**?
- Mandy **has / is having** brown hair.
- Look. The sun **appears / is appearing** from behind those clouds.
- I **think / I'm thinking** that we should go.
- I **don't see / I'm not seeing** what the problem is.

1.3 Articles

We use *a* when we talk about something for the first time. We use *the* if we mention it again.

I've got a cat and a dog. The cat is black and white.

We use *the* when it is clear what we are talking about, perhaps because there is only one of them.

Let's go to the park. (There's only one park near here.)

Pass me the cup. (I'm pointing to it.)

Look at the moon!

She's the tallest person in her class.

We use *a* to say what someone's job is.

My uncle is a taxi driver.

We don't use an article when we are making a generalisation.

I don't like spicy food.

NOT *I don't like the spicy food. X*

We use *a* to mean 'per' or 'in each'.

She earns £10 an hour.

There are only two buses a day into town.

Some set expressions include *the*:

at the weekend, in the morning / afternoon / evening, listen to the radio, go to the cinema, play the guitar

Some set expressions don't have an article:

on Monday, at night, watch TV, listen to music, go to bed, go to school / work, be at home / at work / in hospital / at university, have breakfast / lunch / dinner

1 Find seven more mistakes with articles in this paragraph.

It was my mum's birthday last night, so we had the dinner in a restaurant near the station. Restaurant was quite expensive - water was about £5 the bottle - but it was worth it because food was fantastic! For me, a best part of the meal was the main course. My dad and I both had salmon with potatoes and a delicious sauce. My dad said it was very well cooked, and he's chef so he knows about cooking. My brother ordered steak because he hates the fish. My dad had ordered a birthday cake for pudding. We had a great time and didn't leave the restaurant until 11.30 at the night.

1.4 will and be going to

We use *will*:

- to make factual statements about the future.
There will be a solar eclipse in 2026.
- to make predictions, especially when they are based on what we know or when they are just a guess. We often use *I think / don't think ...* to make these predictions.

I think you'll do well in your exams.

I don't think England will win the next World Cup.

NOT *I think England won't ... X*

- to make offers.

I'll carry your bags.

I'll lend you my phone.

- to make promises.

I'll always love you.

I won't forget.

- to make instant decisions (decisions that we make while we are speaking).

Look! There's Tommy. I'll go and say hello.

We use *be going to*:

- to make predictions, especially when they are based on what we can see or hear.

Look at that man! He's going to jump in the river!

Listen to the thunder. There's going to be a storm.

- to talk about our plans and intentions.

I'm going to invite her to my party.

Grammar Builder and Reference

1 Complete the dialogue with the correct form of *will* or *be going to* and the verbs in brackets.

- Laura** Hi, Harry. What are you doing here? Are you meeting somebody?
- Harry** No, I just came in for a drink.
- Laura** I ¹ _____ (buy) you a drink. I owe you one from last weekend.
- Harry** Thanks! I ² _____ (have) a coffee.
- Laura** Would you like a cake too?
- Harry** No, thanks. I ³ _____ (have) dinner soon.
- Laura** OK. What are your plans for the weekend?
- Harry** I ⁴ _____ (do) some preparation for our exam on Monday. What about you? ⁵ _____ you _____ (revise) tomorrow?
- Laura** Yes. But in the evening, I ⁶ _____ (go) to a gig at the town hall.
- Harry** Really? Who's playing?
- Laura** They're called The Wave. I ⁷ _____ (meet) Poppy there.
- Harry** It sounds like a good night out.
- Laura** I ⁸ _____ (get) a ticket for you too, then. OK?
- Harry** Thanks! I ⁹ _____ (give) you the money for it now. How much is it?
- Laura** I'm not sure. But it ¹⁰ _____ (not be) expensive. They aren't a well-known band.

Unit 1

1.1 Past tense contrast

We use past tenses to talk about past events. We use the past continuous to describe a scene in the past. The events were in progress at the same time.

The sun was shining. A man was standing at the bus stop waiting for a bus.

We use the past simple for actions or events that happened one after the other.

Tom got up, had a shower and got dressed.

We use the past continuous to describe a longer background event, and the past simple to describe an action or event that interrupted it.

The phone rang while we were having dinner.

We use the past perfect to talk about an event that happened before another event in the past.

I didn't have any money because I'd lost my wallet.

Notice that with regular verbs the past simple and the past participle form of the past perfect are the same.

She arrived yesterday night.

She had arrived before we served the dinner.

However, with irregular verbs the past simple and the past participle form of the past perfect are often different.

I ate an apple. I'd already eaten.

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

- I _____ (have) a crash while I _____ (learn) to drive.
- Sam _____ (get) his first job while he _____ (live) in London.
- It _____ (rain), so we _____ (decide) to cancel the barbecue.
- What _____ you _____ (do) when I _____ (see) you in town?
- Emma _____ (not hear) the phone ringing because she _____ (listen) to music in her bedroom.
- Ryan _____ (break) his arm while he _____ (ski) in France.
- Harry _____ (work) as a chef when he _____ (meet) Sally.
- You obviously _____ (not listen) when I _____ (ask) you to turn down the music.

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

- My uncle and aunt _____ (already / get engaged) before they _____ (emigrate) to Australia.
- I _____ (not / can) buy anything because I _____ (forget) my wallet.
- Robert _____ (be) upset because he _____ (split up) with his girlfriend.
- Kelly _____ (start) her first business before she _____ (leave) university.
- As soon as Sara _____ (inherit) the money from her grandmother, she _____ (buy) a car.
- By the time Joe _____ (retire), he _____ (become) a grandfather.
- After Fred _____ (settle down) in London, he _____ (decide) to have a change of career.
- We _____ (spend) the weekend moving house, so we _____ (go) to bed very early on Sunday.

3 Choose the best ending (a or b) for the sentences.

- We couldn't open the front door because
a it had snowed all night. b it snowed all night.
- It was a lovely spring day and the birds
a sang. b were singing.
- I looked out of the window and noticed that
a it had stopped raining. b it was stopping raining.
- The plants died because we
a were forgetting to water them.
b forgot to water them.
- Before I left the house, I
a locked all the windows. b was locking all the windows.
- I wasn't particularly hungry because
a I'd already had lunch. b I already had lunch.

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1.2 used to

We use *used to* plus the infinitive without *to* to describe past situations or habits that are different now.

I used to go ice skating. (I don't go now.)

She didn't use to be confident. (She's confident now.)

Affirmative	Negative	Interrogative
We used to live in the city.	We didn't use to go hiking.	Did you use to live near the sea?

1 Complete the dialogue with the correct form of *used to* and the verbs in brackets.

- Maria** Let me see that photo. Hey, you ¹ _____ (have) long hair! I didn't know that.
- Sam** I know. I was about fourteen then. I ² _____ (be) a fan of heavy metal.
- Maria** My brother ³ _____ (like) heavy metal. He often went to concerts with friends. But he ⁴ _____ (not invite) me.
- Sam** I ⁵ _____ (not go) to concerts. The tickets were too expensive. But I ⁶ _____ (listen) to CDs a lot. What about you? What kind of music ⁷ _____ (you / listen) to when you were younger?
- Maria** I ⁸ _____ (enjoy) listening to pop music and dancing with my friends.
- Sam** ⁹ _____ (you / go) to discos?
- Maria** Not really. We were too young. But my dad ¹⁰ _____ (take) me to pop concerts sometimes. I loved those.

2 Complete the sentences with *used to* / *didn't use to* and the verbs below.

cook cost drink go live play sell win

- They _____ in Canada. Then they moved to the USA.
- You can buy a laptop quite cheaply now. They _____ a lot more.
- I _____ the guitar. I started learning it last month.
- That shop _____ computers. It was a bookshop.
- My sister _____ skiing every winter, but now she prefers snowboarding.
- I _____ milk with every meal, but now I always have water.
- My dad _____ dinner every evening, but now my sister and I usually do it.
- I really enjoyed chess when I was younger, but I _____ very often.

Unit 2

2.1 Present perfect and past simple contrast

We use the past simple to talk about a specific occasion in the past.

I went rollerblading last Saturday.

We use the present perfect to talk about an event during a period of time that is still continuing.

I've lived in Cornwall all my life.

We use the present perfect to say how long a situation has existed, often with *for*, *since* and *how long*.

I've been at this school for six years.

'How long have you had that jacket?' 'Since last spring.'

We use the present perfect to talk about an event that has a strong connection with the present, often with *just*, *already* and *yet*.

Look! The sun has come out.

Has it stopped raining yet?

I've lost my maths textbook. Have you seen it?

We use the present perfect to talk about an experience at an unspecified time in the past, often with *ever* or *never*.

I've never been to France.

Have you ever eaten Japanese food?

My cousin has met Orlando Bloom.

We often use the present perfect to ask or talk about an experience and then the past simple to give specific information about it.

'Have you been to Italy?' 'Yes, I have. I went there last summer.'

We often use finished past time expressions with the past simple (*yesterday*, *three months ago*, *last week*, *in 1999*), but unfinished past time expressions with the present perfect (*for*, *since*, *already*, *just*, *yet*).

I started school in 2006.

I haven't done my homework yet.

I've had a cold for four or five days.

already, yet and just

We use *already* with the present perfect in affirmative sentences. We put it before the past participle or at the end of the sentence.

Kate has already left. / Kate has left already.

We use *yet* with the present perfect in negative sentences and questions. We usually put it at the end of the sentence.

Kate hasn't left yet. Has Kate left yet?

We use *just* with the present perfect in affirmative sentences and questions to mean 'a very short time ago'.

I've just finished my homework.

Have you just eaten?

been and gone

We use both *been* and *gone* as the past participle of the verb *go*. We use *been* when somebody has returned.

Henry has been to town. (He went to town, but he's here now.)

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We use *gone* when somebody has not returned.

Henry *has gone to town*. (He is still in town.)

We form the present perfect with *have / has* + the past participle.

1 Write the past participles of the verbs below.

- | | |
|---------------|---------------|
| 1 see _____ | 5 ride _____ |
| 2 have _____ | 6 dance _____ |
| 3 speak _____ | 7 stop _____ |
| 4 break _____ | 8 hurry _____ |

2 Write questions with *yet* and answers with *already* or *yet*.

- Jake / finish his homework? ✓
Has Jake finished his homework yet?
Yes, he's already finished it.
- Sam / eat? ✗
Has Sam eaten yet?
No, he hasn't eaten yet.
- Alice and David's plane / land? ✓
- Jim / read *The Hobbit*? ✗
- Fran / tidy her bedroom? ✓
- Simon and Clare / arrive at school? ✗
- Terry / see / the latest Batman film? ✓

3 Write *been* or *gone*.

- Hannah isn't at school. She's _____ home.
- You're late. Where have you _____?
- 'Is Jackie coming to the party this evening?' 'No, she's _____ to London.'
- Jack's _____ shopping, but he'll be back soon.
- Nice suntan! Have you _____ on holiday?

4 Complete the sentences. Use the past simple or present perfect form of the verbs in brackets.

- Joe _____ (live) in London between 2009 and 2012.
- 'Emeli Sandé _____ (just / bring out) a new record. _____ (you / hear) it yet?'
'Yes, I _____ (download) it last night.'
- 'Sorry I'm late! _____ (you / be) here long?'
'No, I _____ (just / arrive).'
- '_____ (you / ever / visit) the USA?' 'Yes, I _____ (go) there last summer.'
- '_____ (you / eat) before you _____ (leave) home?'
'Yes, I _____.'
- I _____ (have) this MP3 player for a year.

2.2 Present perfect simple and continuous

We form the present perfect continuous like this:

have / has been + -ing form

We've been doing housework.

We use the present perfect continuous:

- for an action that began in the past and is still in progress. We often use *for* or *since* to say how long the action has been in progress.
I've been learning the saxophone since 2010.
- for an action that has recently been in progress and which explains the current situation.
I've been tidying my room. It looks a lot better now!
- for an action that has happened repeatedly during a recent period (rather than continuously).
I've been getting a lot of junk emails recently.

We form the present perfect simple like this:

have / has been + past participle

We use the present perfect simple:

- for an action that began in the past and is still in progress. We often use *for* or *since* to say how long the action has been in progress, particularly when it is a long time.
I've lived in this house since I was a child.
- for an action that has recently been in progress, when we want to make clear that it is now completed.
I've done my homework. Let's go out!
- with verbs not used in continuous tenses.
She's had that car for years.
NOT *She's been having that car for years.* ✗

1 Complete the sentences with the verbs below. Use the correct affirmative, negative or interrogative form of the present perfect continuous.

answer cook make play save use watch worry

- My eyes are sore. I _____ computer games for too long!
- We _____ for weeks so that we can pay for our next holiday.
- I'm so happy you phoned. I _____ about you all day.
- I love the new sitcom on BBC1. _____ you _____ it?
- She recently bought a new bike, but she _____ it much.
- Maybe her phone is broken. She _____ my calls.
- My hands are cold because we _____ a snowman.
- I hope they enjoy the food. I _____ for hours!

2 Complete the second sentence in each pair to mean the same as the first. Use the correct affirmative or negative form of the present perfect continuous.

- It started snowing just a short time ago.
It _____ for very long.
- I put these jeans on yesterday afternoon, and I haven't taken them off yet!
I _____ these jeans since yesterday afternoon!

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- 3 I started feeling unwell two days ago.
I _____ well for two days.
- 4 She sat down in the sun three hours ago, and she hasn't moved.
She _____ in the sun for three hours now.
- 5 I began this book nearly a year ago, and I haven't finished it yet.
I _____ this book for nearly a year.
- 6 We moved to Scotland three years ago.
We _____ in Scotland for three years now.

3 Choose the best tense in these sentences.

- 1 I love that film. I've seen / I've been seeing it three times!
- 2 She's got some great ideas for her book, but she hasn't written / hasn't been writing it yet.
- 3 Sorry I'm late. How long have you waited / have you been waiting?
- 4 My mum often works abroad. This week, she's worked / she's been working in Paris.
- 5 Don't take my plate away. I haven't finished / haven't been finishing my lunch!
- 6 We've got / We've been getting ready for the party. We still need to decorate the room.
- 7 Can you speak more slowly? I haven't understood / haven't been understanding everything.

4 Complete the email. Use the present perfect continuous form where possible. If not, use the present perfect simple.

Hi Joel,
How are you? ¹ _____ you _____ (enjoy) the holiday? This is our last week, isn't it? And I ² _____ (not finish) that science project. In fact, to be honest, I ³ _____ (not start) it. I ⁴ _____ (spend) a lot of time with my neighbour, Seth. You ⁵ _____ (not meet) him, but he's really nice – and a great guitarist. We ⁶ _____ (play) the guitar a lot, and he ⁷ _____ (teach) me some new songs. ⁸ _____ you _____ (buy) a bass guitar yet? You ⁹ _____ (talk) about it for months. Let's start a band!
See you back at school!
Maxwell

Unit 3

3.1 Speculating and predicting

We use *will / won't* to make predictions.

We'll send people to Mars in the near future.

Liverpool won't win the Champions League this year.

We can use phrases with *will / won't* to make the predictions stronger or weaker.

- *I think / I don't think / I doubt / I'm not sure + will* (but not *won't*)
I don't think she'll come to the party.
~~NOT *I think she won't...*~~ X
I doubt she'll come to the party.
~~NOT *I doubt she won't...*~~ X
- *I'm certain / I'm sure + will / won't*
I'm certain she'll come to the party.
I'm sure she won't come to the party.

We can also use adverbs such as *probably* and *definitely* with *will* and *won't*.

She'll definitely come to the party.

She probably won't come to the party.

We use *may / might / could* + the infinitive without *to* to talk about future possibilities.

My phone may / might / could be in my bedroom.

We use *may not / might not* for the negative, to say that it is possible that something will not happen. We don't use *could not*.

My phone may not / might not be in my bedroom.

~~NOT *My phone could not be in my bedroom.*~~ X

1 USE OF ENGLISH Complete the second sentence so that it has the same meaning as the first. Use the words in brackets.

- 1 Wendy probably won't eat with us.
I don't think Wendy will eat with us. (don't think)
- 2 I'm certain you'll pass all your exams.
You _____ . (definitely)
- 3 I don't think it'll rain tomorrow.
I _____ . (doubt)
- 4 You'll definitely enjoy the film.
I _____ . (sure)
- 5 It's possible that Ben will come round later.
Ben _____ . (might)
- 6 I might not go to school tomorrow.
I _____ . (may)
- 7 George will probably know the answer.
I _____ . (think)
- 8 I doubt we'll go away this summer.
We _____ . (probably)

3.2 The first conditional

We use the first conditional to make predictions about the future.

If I'm late for school, my teacher will tell me off.

We form the first conditional with the present simple in the conditional clause and *will* + infinitive in the result clause.

Conditional clause	Result clause
<i>If I'm late for school,</i> (present simple)	<i>my teacher will tell me off.</i> (will + infinitive)

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The conditional *if* clause usually comes first, but it can come after the result clause.

My teacher will tell me off if I'm late for school.

The modal verbs *may*, *might* and *could* can be used instead of *will* or *won't* in the result clause in order to make the prediction less certain.

Scientists may find a cure for cancer if governments invest more money in medical research.

1 Complete the first conditional sentences. Use the verbs in brackets.

- If I _____ (not phone) my parents, they _____ (be) upset.
- If I _____ (tell) you a secret, _____ (you / promise) not to tell anybody?
- We _____ (have) a barbecue tomorrow if it _____ (not rain).
- My mum _____ (not buy) me a new phone if I _____ (lose) this one.
- What _____ (you / do) if you _____ (feel) unwell tomorrow morning?
- If you _____ (give) me your number, I _____ (be able to) text you.
- Joe _____ (make) Sally very happy if he _____ (send) her some chocolates.
- If you _____ (not shout) at me, I _____ (not get) angry.

3.3 Future continuous and future perfect

We form the future perfect with *will have* + past participle.

She'll have finished that book soon.

We form the future continuous with *will be* + *-ing* form.

I'll be waiting for you at the bus stop.

We use the future perfect to talk about a completed action in the future. We use the future continuous to talk about an action in progress in the future. Look at the calendar and sentences below.

Now	Mon	Tue	Wed	Thu	Fri
	↑				
→ Amy is travelling to Japan.					

On Monday, Amy will be travelling to Japan. (The journey will be in progress.)

By Friday, Amy will have arrived in Japan. (The journey will be finished.)

1 Complete the sentences with the future continuous form of the verbs below.

have pack shine stay study visit

- When I'm twenty, I _____ medicine at university.

- Don't call me at 8 p.m. because we _____ dinner.
- When I step off the plane in Jamaica, the sun _____.
- My cousin's in New York this week. Next week, she _____ San Francisco.
- Tomorrow, my parents _____ their bags to go on holiday.
- Come and see me in London. I _____ at the Savoy Hotel.

2 Complete the sentences. Use the future perfect form of the verbs in brackets.

- Harry and Luke are going travelling for a month, but they _____ (return) before September.
- They're building a new football stadium, but they _____ (not finish) it in time for next season.
- I've sent grandad a postcard, but he _____ (not receive) it by the time we get home.
- By this time next year, we _____ (do) all our exams.
- Don't call for me before 7 p.m. because I _____ (not have) time to get changed.
- When my dad retires next month, he _____ (be) with the same company for 36 years.

Unit 4

4.1 Comparison

The comparative and superlative forms of adjectives and adverbs with one syllable are formed by adding *-er* or *-est*. The same is true of adjectives with two syllables ending in *-y*.

Subject + verb	Comparative form		Object
Zoe is	young (+ <i>er</i>) younger thin (+ <i>n</i> + <i>er</i>) thinner lazy (<i>y</i> + <i>ier</i>) lazier	than	Toby.
Zoe works	fast (+ <i>er</i>) faster		

Subject + verb	Superlative form
Zoe is	(<i>the</i> +) young (+ <i>est</i>) the youngest. (<i>the</i> +) thin (+ <i>n</i> + <i>est</i>) the thinnest. (<i>the</i> +) lazy (<i>y</i> + <i>iest</i>) the laziest.
Zoe works	(<i>the</i> +) fast (+ <i>est</i>) the fastest.

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The comparative and superlative forms of adjectives and adverbs with two syllables or more are formed by putting *more* or *the most* before the adjective or adverb.

Subject + verb	Comparative form		Object
Zoe is	(<i>more</i> +) intelligent more intelligent (<i>more</i> +) generous more generous	than	Toby.
Zoe writes	(<i>more</i> +) clearly more clearly		

Subject + verb	Superlative form
Zoe is	(<i>the</i> + <i>most</i> +) generous. the most generous.
Zoe writes	(<i>the</i> + <i>most</i> +) clearly. the most clearly.

We can also form comparatives and superlatives of adjectives and adverbs with *less* and *the least*.

Less is the opposite of *more*. *Least* is the opposite of *most*.

Subject + verb	Comparative form		Object
Toby is	(<i>less</i> +) thin less thin (<i>less</i> +) intelligent less intelligent	than	Zoe.
Toby writes	(<i>less</i> +) clearly less clearly		

Subject + verb	Superlative form
Toby is	(<i>the</i> + <i>least</i> +) generous. the least generous.
Toby writes	(<i>the</i> + <i>least</i> +) clearly. the least clearly.

We can use *less* and *least* with uncountable nouns.

I've got less spare time than you.

Who's got the least money?

We often use *of* after superlative adjectives.

Jamie is the smallest of the three brothers.

But we use *in*, not *of*, with a group or place (e.g. *the world*, *the class*, *London*).

the best café in Oxford

the most intelligent boy in the class

the longest river in Africa

We can make comparisons with clauses as well as with nouns.

Gemma is more intelligent than you think.

The weather is hotter than it was last week.

We often use a superlative with the present perfect and *ever*.

Alex has got the biggest dog I've ever seen!

We can compare two things, using (*not*) *as ... as*.

Julie is as tall as Mike. (= They are the same height.)

Leah isn't as tall as Joe. (= Joe is taller.)

We use double comparatives to emphasise that something is changing.

The weather is getting hotter and hotter.

We use *the ... the* and comparatives to say that one thing changes with another.

The more carefully you check your work, the fewer mistakes you'll make.

Remember irregular comparative and superlative forms.

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
far	further	the furthest
Adverb	Comparative	Superlative
well	better	the best
badly	worse	the worst
far	further	the furthest

1 Correct the mistakes in the sentences.

- I'm busyer today than I was yesterday.
- He's the shortest boy of the class.
- Kate's more short than Alice.
- You're not as clever than me.
- Today is longest day of the year.

2 Complete the sentences with the comparative form of the adverb in brackets and *than*.

- Mum drives _____ Dad. (fast)
- Dad drives _____ Mum. (well)
- Fred writes _____ Grace. (beautifully)
- Harry works _____ me. (slowly)
- Pete usually arrives at school _____ than everyone else. (late)
- Who speaks French _____ : Dave or Bess? (fluently)

3 Complete the sentences with the superlative form of the adverb in brackets.

- Who writes _____ ? (neatly)
- Sarah finished her homework _____ . (fast)
- Tom plays chess _____ . (badly)
- Joe speaks _____ . (loud)
- Ian definitely tries _____ of all of us. (hard)
- Who gets up _____ in your family? (early)

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4 Rewrite the sentences with *less* or *least*.

- Janet is more confident than Ryan.
Ryan _____ Janet.
- Hannah and Ellie are more intelligent than Vicky.
Vicky _____ of the three girls.
- Marcus's house and Daniel's house are more spacious than Donna's.
Donna's house _____ of the three.
- Harriet's flat is more cramped than Clare's flat.
Clare's flat _____ Harriet's flat.
- Jess and Maisy live in a more lively area than Annie.
Annie lives _____ area.

5 Complete the sentences with *than* or *as* and the phrases below.

I thought she would be I was before
it looks from the outside it used to be
it was when I first moved into it there used to be

- This part of town is much less popular *than it used to be*.
- My flat isn't as charming _____.
- The house is actually more spacious _____.
- Kelly wasn't as late _____.
- There are fewer contemporary buildings in the town centre _____.
- I'm happier in my new flat _____.

6 USE OF ENGLISH Complete the second sentence so that it means the same as the first. Use the words in brackets.

- My car is smaller than yours.
My car _____ (as)
- There aren't as many people on the beach now.
There _____ (fewer)
- Flats are usually cheaper than houses.
Flats _____ (expensive)
- The weather is becoming increasingly hot.
The weather _____ (hotter)
- We've never stayed in a less spacious hotel room.
This is _____ (least)
- As you spend more on the flat, it becomes more valuable.
The _____ (the)
- I didn't think the rent would be so high.
The rent _____ (than)

4.2 The second conditional

We use the second conditional to talk about an imaginary situation or event and its result.

If I lived in a bigger house, I'd have parties every weekend.

We form the second conditional by using the past simple in the conditional *if* clause and *would* + infinitive in the result clause.

Conditional clause	Result clause
If I lived by the sea, (past simple)	I'd learn to surf. (would + infinitive)

Notice that you can use *were* instead of *was* in the conditional clause with *I*, *he* and *she*. Both *was* and *were* are generally acceptable, although using *were* is considered more correct, especially in formal situations.

If I were you, I'd spend more time revising.

If she were older, she'd find her own flat.

We normally use *could* for *would* + *can*.

If we lived nearer to each other, we could meet up more often.

1 Complete the second sentence in each pair to mean the same as the first. Use the second conditional.

- I can't drive a car; I'm too young.
If _____, _____ a car.
- He won't offer you a job; you aren't reliable enough.
If _____, _____ a job.
- She hasn't got a dog; her flat is really small.
If her flat _____, _____ a dog.
- I can't use my brother's phone; I don't know the password.
If I _____, _____ my brother's phone.
- She isn't a good guitarist; she doesn't practise.
If _____, _____ a good guitarist.
- We can't go to the beach; it isn't sunny today.
If _____, _____ to the beach.

2 Complete these second conditional sentences with the correct verb form and your own ideas.

- If I _____ (live) in the USA, _____.
- If I _____ (have) ten brothers and sisters, _____.
- If humans _____ (can) fly, _____.
- If I _____ (can) travel through time, _____.
- If computers _____ (not exist), _____.
- If I _____ (find) a diamond ring, _____.

4.3 I wish ... , If only ...

We use *I wish ...* or *If only ...* with the past simple to say that we want a situation to be different from how it really is.

I live in a village. I wish I lived in a big city.

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Notice that you can use *were* instead of *was* after *I wish ...* or *If only ...*.

It's Monday today, but I wish it were Saturday.

We use *I wish ...* or *If only ...* with *would* + the infinitive without *to* to say that we want somebody (or something) to behave differently.

I wish she wouldn't shout.

If only the phone would stop ringing.

1 Rewrite these critical sentences using *I wish ...* or *If only ...* + *would*.

- Jack is always forgetting his sports kit.
I wish Jack wouldn't forget his sports kit.
- My dad is always singing in the shower.
- She's always sending me text messages at night.
- You're always borrowing my dictionary.
- Our car is always breaking down on the motorway.
- You're always telling people my secrets.

2 Complete the sentences with the past simple or *would* + the infinitive without *to* form of the verbs in brackets.

- I wish I _____ (have) a brother or sister.
- If only they _____ (stop) talking – I can't hear the film.
- I wish you _____ (take) a photo of me so I could send it to my friends.
- If only we _____ (understand) Spanish, we could ask for directions.
- I wish you _____ (like) Chinese food; I don't want pizza again.
- I wish you _____ (finish) that burger; I don't like the smell.

4.4 *would rather, had better*

We use *would rather (not)* + the infinitive without *to* to express a preference.

I'd rather (not) stay at home.

We use *would rather* + subject + past simple to say we would prefer a situation to be different.

She'd rather her friends were more outgoing.

We use *had better* + the infinitive without *to* to say what we or somebody else should do.

I'd / You'd better ask before I / you borrow that bike.

1 Write a preference using *I'd rather* and the words in brackets. Include any other words that are necessary.

- My friends all play basketball. (football)
I'd rather they played football.
- I live near the sea. (mountains)
- My sister often gives me books. (CDs)
- My friend Sally always arrives late. (early)

5 My dad usually cooks pasta for dinner. (burgers)

6 Our neighbours have got a large dog. (a cat)

2 Rewrite the advice using *had better* instead of *should* or *ought to*.

- I don't think you should phone her now.
You'd better not phone her now.
- I think we should save some money for the journey.
- I don't think you should tell her about that email.
- We ought to go home – it's late.
- I think we should work hard for these exams.
- I don't think you should drink that milk; it smells funny.

Unit 5

5.1 Quantifiers

Each, every and *either* are followed by a singular countable noun.

Each and *every* have the same meaning. However, we often use *each* when all the people or things it refers to are seen individually. *Every* is used to refer to all the people or things.

I go to school every day except Sunday.

Each day is different.

Either is used when we want to refer to one thing or another.

I'll see you on either Saturday or Sunday.

'Tea or coffee?' 'I don't mind. Either is fine.'

Both means 'the two' or 'one and the other'.

'Do you prefer tea or coffee?' 'I like them both.'

I like both tea and coffee.

Few and *a few* are followed by a plural noun. *Few* has a negative meaning. *A few* has a neutral or positive meaning.

Few friends wanted to come to the cinema with me. It was a shame.

I went to the cinema with a few friends.

Little and *a little* are followed by an uncountable noun. *Little* has a negative meaning. *A little* has a neutral or positive meaning.

Sam works very hard and has little time for his friends.

I have a little time this evening. I can help you with your homework then.

Many is followed by a countable noun. *Much* is followed by an uncountable noun.

There aren't many students in the classroom.

I haven't got much money.

All, most, some, any and *no* can be followed by either a countable or an uncountable noun.

Most people here have no free time at the weekend.

Some books are missing, but all the CDs are here.

Most quantifiers can be followed by *of*.

A few of my friends came to the party. (plural noun)

All of the milk has been drunk. (uncountable noun)

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When we use *no* and *every* with *of*, they change to *none* and *every one*. We use a plural noun with *every one*.

Every one of the students passed the exam. None of them failed.

In informal style, we use a plural verb with *none*. In formal style, we use a singular verb.

None of my friends were there. (informal)

None of my friends was there. (formal)

1 Put the nouns below into two lists: a) countable and b) uncountable.

document gadget habit health homework information
money music software website

2 Choose the correct words to complete the sentences.

- In our school, not **every** / **each** student studies English.
- John can kick the ball really well with **either** / **both** foot.
- The exam was very difficult, so **few** / **a few** managed to finish.
- This coffee is rather bitter. Can you put **little** / **a little** sugar in it, please?
- How **much** / **many** pizzas shall we buy?
- Do **all** / **every** cats like milk?
- The teacher has marked **every** / **all** piece of homework.
- All the** / **Every** student answered the question, but **each** / **every** student gave a different answer.

3 Answer the questions with complete sentences. Use the words in brackets.

- Did you finish your homework? (most)
I finished most of it.
- Which friends are you going to invite to your party? (all)
- How many wearable gadgets have you got? (any)
- Do you prefer tablets or laptops? (like / both)
- How much money have you got left? (a little)
- How many students got full marks in the exam? (none)
- Did you win all of your matches? (every)
- Do you like Adele and Emeli Sandé? (either)

5.2 *must vs have to* and modals in the past

We use *must* and *have to* for obligation.

Must expresses obligation imposed by the speaker while *have to* expresses external obligation.

I must / have to study hard for the final exam.

You must keep your room tidy, Jimmy.

In Viet Nam, all children have to go to school at the age of six.

We use *had to* for obligation in the past.

Mark had to stay home yesterday because he was ill.

We use *may / might / could have* for speculating about past events.

She may / might / could have sent me a message. (= It's possible she sent me a message, but I don't know.)

We use *may / might not have* (but not *could not have*) as the negative.

She might / may not have had her phone with her. (= It's possible she didn't have it, but I don't know.)

We use *must have* and *can't / couldn't have* to make logical deductions about the past.

You can't / couldn't have seen the new Batman film. It isn't out yet. (= It's not possible that you saw it.)

You must have seen an old Batman film. (= That is the only possible explanation.)

We use *should / shouldn't have* to criticise past actions.

You should have taken a taxi. It wasn't safe to walk.

She shouldn't have phoned me so late. I was asleep.

1 Choose the best words (a, b or c) to complete the sentences.

- You look freezing. You ___ worn a coat.
a should have b might not have c could have
- Ask that question again; the teacher ___ heard you.
a shouldn't have b could have c can't have
- Your brother has been using your email account. You ___ told him your password.
a must have b mustn't have c couldn't have
- Jack is really upset. You ___ laughed at him!
a may not have b can't have c shouldn't have
- I sent you a postcard, but you ___ received it yet.
a may have b should have c might not have
- Your phone is dead again. The instruction says you ___ recharge it after use.
a don't have to b must have to c have to
- I can't remember when I last saw you. Maybe it was last April, or it ___ been in the summer.
a might have b must have c can't have
- You ___ invite Sam to your party. He's a really nice guy.
a have to b must c don't have to
- We were nearly late yesterday. We ___ run for the bus.
a have to b must c had to

2 Complete the second sentence in each pair to mean the same as the first. Use modals in the past.

- He can't have been at home.
He must have been out.
- I shouldn't have refused the invitation.
I _____ accepted the invitation.
- She may not have passed the exam.
She _____ failed the exam.
- They must have arrived late.
They _____ arrived early.
- You can't have switched the TV off.
You _____ left the TV on.
- We should have paid by credit card.
We _____ paid with cash.

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- 7 They couldn't have stolen the car during the day.
They _____ stolen the car at night.
- 8 The pilot might not have died in the accident.
The pilot _____ survived the accident.

5.3 *although, even though, in spite of, and despite*

although, even though, in spite of, and despite are concession clauses. A concession clause introduces an idea which seems the opposite of the idea in the main clause or makes it more surprising.

Even though he's in his eighties, he still plays football.

We can use *although* or *even though* to introduce a concession clause. The clause can come before or after the main clause.

He smiled even though he felt angry.

Although he felt angry, he smiled.

Despite and *in spite of* also express concession, but are followed by a noun or *-ing* form, not a clause.

Despite / In spite of his anger, he smiled.

1 Complete the sentences with *despite / in spite of or although / even though*.

- _____ exams are important, students also need to continue doing their hobbies.
- Many young people enjoy extreme sports, _____ the danger.
- Cooking is an important life skill, _____ many teenagers cannot do it.
- Most teenagers relax in the evenings, _____ having large amounts of homework.
- You learn as much from extra-curricular activities as you do in lessons, _____ you don't do exams in them.
- You can learn a musical instrument at any age, _____ it's easier when you are young.

Unit 6

6.1 Cleft sentences

- We use cleft sentences *It is / was ... that ...* to emphasise a piece of information.
It was the sales assistant that persuaded me to buy that tie.
- We use cleft sentences to make contrast.
It was a tablet that Joe bought, not a laptop.
- The emphasised part can be a noun (phrase) or an adverb (phrase or clause).
It was the question 5 that Mark missed.
It was because of the tattoo on her hand that Kate could not get a job.
- If the emphasised information is a proper noun (a personal subject or object), *who / whom* can be used instead of *that*.

It was Joe who bought a tablet last week.

It was Monet whom I admire the most.

1 Match 1–8 with a–h to make meaningful sentences.

- It was in 1937
- It is Florence, not her sister
- It is sports activities after school
- It was not until the police officer came
- It is with language abilities and flexibility
- It was because the tickets were too expensive
- It is success stories in newspapers
- It was Rafa Nadal

- that bring all of the children together.
- whom the spectators gave the nickname 'raging bull'.
- that give me enough confidence and patience to start my own business.
- that the drunk man decided to leave.
- that RKO Radio Pictures produced the comedy film 'High Flyers'.
- that an interpreter works efficiently.
- who will meet us at the airport when we arrive in England.
- that the show became a poor turnout.

2 Rewrite the following sentences using cleft sentences.

- Many patients can recover from illnesses because they are always full of optimism.
It is because _____
- Sarah, not Elly won the first prize in our school Art Competition.
It was Sarah _____
- High flyers have made success of their original ideas thanks to self-motivation.
It is thanks to _____
- Wangari Maathai, one of the greatest environmentalists, won the Nobel Peace Prize in 2004.
It was in 2004 _____
- Amelia Humfress came up with the idea of a business when she was looking for a design course.
It was when _____
- Lack of confidence prevents young people from making success.
It is lack _____
- Instrument makers are expected to work with great accuracy.
It is with _____
- The architect Dang Viet Nga created the Crazy House.
It was the Crazy House _____

6.2 Gerunds, perfect gerunds and perfect participles

a Gerund (*V-ing*) is used as a noun in a sentence.

Doing yoga is my favourite activity.

He suggested eating out this weekend.

What I really like is reading books.

Listening to music is my enjoyable pastime.

b Present participle (*V-ing*) is used as a verb in a sentence.

Feeling thirsty, he looked for something to drink.

I heard my son playing the piano in his room.

c Perfect gerund (*Having + past participle*) is used to emphasize a past action.

The man was accused of having hunted in the National Park illegally.

d Perfect participle (*Having + past participle*) is used when one action is followed by another with the same subject. It emphasizes that the first action is complete before the second one starts.

Having searched for the route carefully, the man started his journey.

1 Choose the correct option to complete the sentences.

- _____ along the beach is very relaxing.
a Having walked b Walking c Walked
- _____ to class late for many times, he made his teacher angry.
a To come b Having come c Came
- It's not worth _____ for a refund if you don't like the food.
a Having asked b ask c asking
- She scolded her son for _____ rock climbing on his own.
a to go b gone c having gone
- _____ a long way to find the restaurant was closed, we were very disappointed.
a Having driven b Driving c To drive
- The rescue team succeeded in _____ the car up the hill.
a having pushed b pushed c pushing

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

- _____ (have) a good sense of humour, the entertainer makes the children laugh a lot.
- _____ (be) all well received by readers, *The Hunger Games* was made into a film in 2012.
- _____ (watch) a really good video clip on the internet the other day, Beth wrote a review about it.
- The woman accused the taxi driver of _____ (drive) carelessly.
- _____ (finish) her novel for over two months, Rin wants it to be published soon.
- Khoa always dreams of _____ (travel) around the world on his motorbike.

6.3 Indirect questions

We make indirect questions with phrases like *Can you tell me ...?* and *Do you know ...?* We use them to sound more polite in formal situations.

Excuse me. *Do you know where the bank is, please?*

To make a *yes / no* question into an indirect question, we use *if* or *whether*.

Could you tell me if the film has started yet?

May I ask whether this seat is free?

To make a *wh-* question into an indirect question, we use the question word.

Would you mind telling me what time it is?

The word order and verb forms in an indirect question are the same as in an affirmative statement.

Could you tell me if there is a train to London after ten this evening?

1 Rewrite the questions as indirect questions. Use the phrases in brackets.

- Where is the post office? (Could you tell me)
- Do you have any mayonnaise? (I was wondering)
- What time does the film finish? (I'd like to know)
- What is your name? (May I ask)
- What is the salary for this job? (I'd be interested to know)
- Should I apply for the job online? (I'd like to know)
- Did you receive my application? (I'd be interested to know)
- When does the train leave? (Could you tell me)
- Do you have a table for four? (I was wondering)
- When will the interviews take place? (May I ask)

Unit 7

7.1 The passive

We form the passive with the verb *be* + the past participle.

Tense	Passive form
present simple	Tyres are made of rubber.
present continuous	A new school is being built.
past simple	The CD was invented in 1982.
past continuous	I felt that I was being watched.
present perfect	My watch has been stolen.
past perfect	The money had been lost earlier.
future with <i>will</i>	The exam results will be announced tomorrow.

In passive constructions, we use *by* when we want to say who (or what) performed the action.

The TV was invented by John Logie Baird.

After modal verbs, we use a passive infinitive.

Homework must be handed in on time.

We're winning 2-0 with only a minute to go. We can't be beaten now.

1 Complete the passive sentences with the correct form of the verb *be*. One sentence has more than one correct answer.

- Your homework _____ returned to you tomorrow afternoon.
- As I was walking home last night, I thought that I _____ followed.
- The road into town _____ closed for three days last week.
- 'Where _____ parmesan cheese made?' 'In Italy.'
- Right now the match _____ watched by millions of people round the world.
- My dress _____ cleaned, so I can wear it tonight.
- I rang the station, and they told me that the train _____ cancelled.

2 Complete the sentences with the passive form of the verbs below. Use an appropriate tense.

destroy film perform sell steal upload use

- Six paintings _____ from the museum last night.
- We had to have our choir rehearsal outside yesterday because the school hall _____ for a meeting.
- This play _____ only _____ two or three times in the last fifty years.
- By the time they put the fire out, most of the opera house _____.
- Millions of photos _____ to social networking sites every day.
- When the new art gallery opens next year, the old art gallery _____ to property developers.
- They're halfway through making the film. It _____ in the Middle East.

3 Complete the sentences with a modal verb followed by a passive infinitive. Use the words in brackets.

- If it rains, the match _____ . (might / cancel)
- During lessons, your mobile phone _____ in your bag. (must / leave)
- Meat _____ right through. (should / cook)
- Books _____ out of the library. (must not / take)
- School uniforms _____ on the school trip. (needn't / wear)

7.2 *have something done*

You can use the structure *have* + object + past participle to say that you arranged for somebody to do something for you. (You didn't do it yourself.)

He had his car repaired.

I haven't had my hair cut for a year.

You can also use the structure for unpleasant things that have happened to you.

He had his phone stolen on holiday.

1 Complete the second sentence in each pair to mean the same as the first. Use the structure *have something done*.

- Somebody vandalised our car at the weekend.
We _____ at the weekend.
- They dyed Grace's hair at the hairdresser's.
Grace _____ at the hairdresser's.
- They're going to repair my laptop by Monday.
I _____ by Monday.
- They chose Seth's photo for the front cover of the magazine.
Seth _____ for the front cover of the magazine.
- My uncle's nose was broken in a boxing match.
My uncle _____ in a boxing match.
- Somebody designed a new website for my dad's business.
My dad _____ for his business.

2 Write true sentences about your own experiences using *have something done* and the words below.

- hearing / test
I've never had my hearing tested. / I had my hearing tested when I was very young.
- some money / steal
- eyes / test
- nails / paint
- bike / repair

Unit 8

8.1 The third conditional

We form the third conditional with *if* + past perfect, *would have* + past participle.

If you'd gone to bed earlier, you wouldn't have fallen asleep in class.

We use the third conditional to talk about imaginary situations and to say how things could have been different in the past.

If we'd left earlier, we wouldn't have missed the train.

We often use *if* to express regret or criticism.

If you'd been more careful, you wouldn't have dropped those plates.

You would have passed your exams if you'd worked a bit harder.

We can also put the *if* clause at the end of the sentence.

I'd have invited you if I'd known you liked fancy-dress parties.

G

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Notice the short forms used in third conditional sentences. The short form of both *had* and *would* is 'd.

If I'd had more money, I'd have paid for you.

In spoken English, we often shorten both *would* and *have* in the main clause. However, in written English, we don't usually shorten both forms.

Spoken:

If I hadn't run out of petrol, I'd've come by car.

Written:

If I hadn't run out of petrol, I'd have come by car.

1 Write third conditional sentences. Use the verbs in brackets.

- If I _____ (drive) faster, we _____ (arrive) before six.
- If Mary _____ (get) to the cinema earlier, she _____ (see) the start of the film.
- You _____ (know) what to do if you _____ (listen) to the instructions.
- You _____ (not cut) yourself if you _____ (not be) so careless with the knife.
- If I _____ (have) the time, I _____ (call) you.
- I _____ (not get) angry if you _____ (not be) so rude!
- Do you think you _____ (pass) your exams if you _____ (work) harder?

2 Rewrite the two sentences as one. Use the third conditional.

- You didn't go to bed early. You were tired the following morning.
If you'd gone to bed early, you wouldn't have been tired the following morning.
- Emma didn't catch the bus. She had to walk to school.
- The tickets were expensive. I didn't travel by plane.
- I ate too much. I felt ill.
- I spent all my money. I was broke.
- I took a painkiller. My headache went away.
- We didn't save a lot of money. We weren't able to buy a new car.

8.2 Participle clauses

We use participle clauses to give more information about a noun. They can be described as shortened relative clauses (defining or non-defining).

Defining:

A woman wearing a yellow T-shirt ran out of the shop. (= who was wearing a yellow T-shirt)

Non-defining:

Her uncle, looking anxious, was standing on the pavement. (= who was looking anxious)

Participle clauses can begin with either a present participle (-ing form) or past participle. Clauses with a present participle (-ing form) replace an active verb. The verb they replace can be in any tense.

Outside the café, there was a man selling postcards. (= who was selling postcards)

She gave me a box containing some old letters. (= which contained some old letters)

Clauses with a past participle replace a passive verb. The verb they replace can be in any tense.

A Roman vase found in France last year is being sold. (= which was found in France last year)

1 Rewrite the sentences using participle clauses to replace the relative clauses.

- I saw three men who were arguing about a taxi.
I saw three men arguing about a taxi.
- We talked to a young man who wanted to study in England.
- A suspected burglar, who had been arrested by the police, has escaped.
- My uncle bought a pen that was made of gold.
- She was wearing a necklace that belonged to her grandmother.
- Three men, who were coming out of the restaurant late at night, saw the robbery.

8.3 Reply questions

We use a reply question to respond to a statement. They express interest or surprise.

'I've bought a new bike.'

'Have you? How could you afford it?'

We use the verb *be*, auxiliary verbs (*do*, *have*), or modal verbs (*will*, *would*, etc.), depending on the tense and verb form in the statement.

'He hasn't seen that film.'

'Hasn't he? Well, let's rent it, then.'

'I hate cats.'

'Do you? I thought you liked them.'

Tense	Statement	Reply question
Present simple	I like dogs.	Do you?
Present continuous	He's eating.	Is he?
Past simple	She broke her arm.	Did she?
Present perfect	It's finished.	Has it?
Past perfect	They hadn't met.	Hadn't they?
<i>can</i>	She can't swim.	Can't she?
<i>will</i>	She won't forget.	Won't she?
<i>would</i>	He'd enjoy skiing.	Would he?

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Notice these special cases:

'I'm not hungry.' 'Aren't you?' NOT ~~Aren't you?~~ X

'You never invite me to your house.' 'Don't I?'

'Nothing bad happened.' 'Didn't it?'

'Nobody wants to sit next to me.' 'Don't they?'

1 Match the reply questions (a–e) with the statements (1–5).

- | | |
|---|--------------|
| 1 Yesterday was Monday. | a Didn't it? |
| 2 Nothing exciting happened on holiday. | b Did it? |
| 3 Our dog had never run away before. | c Was it? |
| 4 The train had to stop suddenly. | d Has it? |
| 5 My laptop has broken again. | e Hadn't it? |

2 Write reply questions for these statements.

- I want to go somewhere different for my holiday this year.
- Nobody told me about your accident.
- I'm not ready to go out yet.
- Our friends hardly ever go out during the week.
- It costs a lot to send texts abroad.
- Gorillas can't swim.
- I'd rather spend this weekend at home.
- My parents wouldn't enjoy skiing.

8.4 Question tags

We use question tags when we want somebody to confirm something that we are saying. A statement with a question tag often sounds more polite than a direct question or a plain statement.

You live in Madrid, don't you?

When the main verb is affirmative, the question tag is negative, and vice versa.

She was late, wasn't she?

She wasn't late, was she?

We use the verb *be*, auxiliary verbs (*do*, *have*), or modal verbs (*will*, *would*, etc.), depending on the tense of the verb in the statement.

Tense	Statement	Question tag
Present simple	She likes dogs,	doesn't she?
Present continuous	He's eating,	isn't he?
Past simple	She broke her arm,	didn't she?
Present perfect	It's finished,	hasn't it?
Past perfect	They hadn't met,	had they?
<i>can</i>	She can't swim,	can she?
<i>will</i>	She won't forget,	will she?
<i>would</i>	He'd enjoy skiing,	wouldn't he?
<i>let's</i>	Let's go to the park,	shall we?

Notice these special cases:

I'm the winner, aren't I?

It hardly ever rains here, does it?

Let's go to the park, shall we?

Nothing's wrong, is it?

Nobody minds if I eat the last piece, do they?

1 Match the question tags below with statements 1–8.

aren't I? didn't you? had you? shall we? were they? weren't they? will we? wouldn't you?

- You hadn't seen your friends for years, _____
- Let's go away for a few days, _____
- You'd rather be alone this evening, _____
- Nobody was surprised at his decision, _____
- We won't arrive on time, _____
- Your parents were teachers, _____
- I'm the best chess player in the school, _____
- You had double maths this morning, _____

2 Add a question tag to these statements.

- Isn't too late to change my mind, _____?
- Nobody wants to go home, _____?
- We hadn't finished that pizza, _____?
- You can't see my phone, _____?
- That shop is never open, _____?
- Your dad wouldn't give us a lift, _____?
- You're hardly ever at home, _____?
- Let's buy some popcorn, _____?
- I'm your best friend, _____?
- They aren't listening, _____?
- Calls from abroad cost a lot, _____?
- I'll see you soon, _____?

WORDLIST OF PROPER NAMES

British English Pronunciation

American English Pronunciation

Unit 1

Arles /'ɑ:rlz/ /'ɑ:rəlz/ a city in the South of France**Jeanne Calment** /dʒi:n'kælmənt/ /dʒi:n'kælmənt/ (1875–1997) a French supercentenarian and the oldest human whose age is well documented. She is the only person verified to have lived to the age of 120 and beyond**Jiroemon Kimura** /dʒɪrəʊm'i:mən'kɪmjʊ:rə/ /dʒɪrəʊm'i:mən'kɪmu:rə/ (1897–2013) a Japanese supercentenarian who lived for 116 years and 54 days**Vincent van Gogh** /vɪnsnt'væn'gɒf/ /vɪnsənt'væn'gəʊ/ (1853–1890) a Dutch painter who went to live in southern France and became one of the most famous and influential figures in Western art history

Unit 2

Barbie doll™ /'bɑ:bi dɒl/ /'bɑ:ri da:l/ (also Barbie) a doll that looks like an attractive young woman**McDonald's™** /mæk'dɒnldz/ /mæk'dɑ:nldz/ any of a large group of US fast food restaurants in many countries of the world**Yann Arthus-Bertrand** /jɒn'ɑ:ðəs'bɜ:trænd/ /jɑ:n'ɑ:ðəs'bɜ:rtænd/ (1946–) a French environmentalist, activist, journalist and photographer, also directing films about the impact of humans on the planet

Unit 4

Balmoral Castle /bæl'mɒrəl'kɑ:sl/ /bæl'mɔ:rəl'kæsl/ a large estate house in Scotland, owned by the British royal family**Belfast** /'belfɑ:st/, /'bel'fɑ:st/ /'belfæst/ the capital city of Northern Ireland**Brighton** /'braɪtn/ /'braɪtn/ a coastal town in southern England**Buckingham Palace** /'bʌkɪŋəm'pæləs/ /'bʌkɪŋəm'pæləs/ the official home of the British royal family in London**Diogenes** /daɪ'ɒdʒɪni:z/ /daɪ'ɑ:dʒəni:z/ (412–323 BC) an ancient Greek philosopher who said that the simple life was the best life**Edinburgh** /'edɪnbərə/ /'edɪnbərə/ the capital city of Scotland**Hillsborough Castle** /'hɪlzbrə'kɑ:sl/ /'hɪlzbrə'kæsl/ an official government residence in Northern Ireland**Holyrood Palace** /'hɒlɪru:d'pæləs/ /'hɑ:lɪru:d'pæləs/ a state-owned palace in Edinburgh, Scotland, used by members of the British royal family when they visit Scotland**Norfolk** /'nɔ:fək/ /'nɔ:rfək/ a county in eastern England**Renzo Piano** /renzəʊpi'ænəʊ/ /renzəʊpi'ænəʊ/ (1937–) an Italian architect who is famous for designing many notable buildings in Paris, London, New York**Sandringham House** /sændrɪŋəm'haʊs/ /sændrɪŋəm'haʊs/ a country house owned by the British royal family, in Norfolk, England**The Shard** /ðəʃɑ:d/ /ðəʃɑ:rd/ a 72-storey skyscraper in London, England

Unit 5

Amazon™ /æməzən/ /æməzɑ:n/ an American company selling goods through the internet**Belgium** /'beldʒəm/ /'beldʒəm/ a country in western Europe**Benjamin Franklin** /bendʒəmɪn'fræŋklɪn/ /bendʒəmɪn'fræŋklɪn/ (1706–1790) one of America's most famous Founding Fathers; a wise and clever political leader, writer and printer, and a scientist who invented many things**Boston** /'bɒstən/ /'bɔ:stən/ the capital and largest city in the US state of Massachusetts**Croatia** /krəʊ'eɪʃə/ /krəʊ'eɪʃə/ a country in south-eastern Europe**Pennsylvania Gazette** /pensl'veɪniəgə'zet/ /pensl'veɪniəgə'zet/ one of the United States' most prominent newspapers**Philadelphia** /fɪlə'delfiə/ /fɪlə'delfiə/ the largest city in Pennsylvania, USA and the sixth largest city in the US**Zagreb** /'zɑ:greb/, /'zægreb/ /'zɑ:greb/ the capital and largest city of Croatia

Unit 6

Charterhouse /'tʃɑ:təhaʊs/ /'tʃɑ:rtərhaʊs/ a British public school in London**Chatham University** /tʃætəm'ju:nɪ'vɜ:səti/ /tʃætəm'ju:nɪ'vɜ:rsəti/ a private university in Pennsylvania, USA**Einstein** /'aɪnstɑ:n/ /'aɪnstɑ:n/ (1879–1955) a physicist, born in Germany, who was possibly the greatest scientist of the 20th century**Eton College** /i:tn'kɒlɪdʒ/ /i:tn'kɑ:lɪdʒ/ an English public school for boys mainly from rich families near Windsor, a town in southern England**Hugh Laurie** /hju:'lɒri/ /hju:'lɔ:ri/ (1959–) an English actor, comedian, and musician**Johns Hopkins University** /dʒɒnz'hɒpkɪnz'ju:nɪ'vɜ:səti/ /dʒɒnz'hɑ:pkɪnz'ju:nɪ'vɜ:rsəti/ a US university in Maryland, an eastern state of the US**Joseph Pulitzer** /dʒəʊzəf'pʊlɪtzə/, /dʒəʊzəf'pju:lɪtzə/ /dʒəʊzəf'pʊlɪtzər/, /dʒəʊzəf'pju:lɪtzər/ (1847–1911) a Hungarian-American politician and newspaper publisher who is best known for the Pulitzer Prizes, which were established in 1917 as a result of his endowment to Columbia University**Lionel Messi** /lɪərənəl'mesi/ /lɪərənəl'mesi/ (1987–) an Argentine professional footballer**Michigan** /'mɪʃɪgən/ /'mɪʃɪgən/ a state in north central US**Nellie Bly** /nelɪ'blaɪ/ /nelɪ'blaɪ/ (1864–1922) an American journalist, industrialist, inventor, and charity worker

Ohio /əʊˈhaɪəʊ/ /əʊˈhaɪəʊ/ a state in the Midwest of the US
Pennsylvania /ˌpenslˈveɪniə/ /ˌpenslˈveɪniə/ a state in the northeastern US

Prince Harry /prɪns ˈhæri/ /prɪns ˈhæri/ (1984–) the younger son of Charles, Prince of Wales, and Diana, Princess of Wales, and sixth in the line of succession to the British throne

Prince William /prɪns ˈwɪljəm/ /prɪns ˈwɪljəm/ (1982–) the elder son of Charles, Prince of Wales and the grandson of Queen Elizabeth II and second in the line of succession to the British throne after his father

Rachel Carson /ˌretʃəl ˈkɑːsn/ /ˌretʃəl ˈkɑːrsn/ (1907–1964) an American ecologist, biologist, and writer

Springdale /sprɪŋdeɪl/ /sprɪŋdeɪl/ a town in Pennsylvania, USA

The Statue of Liberty /ðə ˈstætʃuː əv ˈlɪbərti/ /ðə ˈstætʃuː əv ˈlɪbərti/ a statue at the entrance of New York harbour

The United States Environmental Protection Agency /ðə juː naɪtɪd steɪts ɪnvaɪrənˌmentl prəˈtektʃən ˈeɪdʒənsi/ /ðə juː naɪtɪd steɪts ɪnvaɪrənˌmentl prəˈtektʃən ˈeɪdʒənsi/ an independent executive agency of the United States federal government tasked with environmental protection matters

Thomas Edison /ˌtɒməs ˈedɪsən/ /ˌtɑːməs ˈedɪsən/ (1847–1931) a famous US inventor

US Bureau of Fisheries /ˌjuː ˌes ˈbjʊərəʊ əv ˈfɪʃəri/ /ˌjuː ˌes ˈbjʊərəʊ əv ˈfɪʃəri/ an agency of the United States government to investigate, promote, and preserve the fisheries of the United States

Woods Hole Marine Biological Laboratory /wʊdz həʊl məˈriːn ˌbaɪəˌlɒdʒɪkl ləˈbɒrətɪ/ /wʊdz həʊl məˈriːn ˌbaɪəˌlɒːdʒɪkl ˈlæbrətɔːri/ an international center for research and education in biological and environmental science

Unit 7

A O show /eɪ əʊ ʃəʊ/ /eɪ əʊ ʃəʊ/ (*Vietnamese À Ố Show*) One of the most performed Vietnamese art shows at Saigon Opera House in Ho Chi Minh City

Adele /əˈdel/ /əˈdel/ (1988–) an English singer and songwriter

Calvin Harris /ˌkælvɪn ˈhæris/ /ˌkælvɪn ˈhæris/ (1984–) a Scottish DJ, record producer, singer, and songwriter

Caravaggio /ˌkærəˈvædʒiəʊ/ /ˌkɑːrəˈvɑːdʒiəʊ/ /ˌkærəˈvɑːdʒiəʊ/ /ˌkærəˈvɑːdʒiəʊ/ (1571–1610) an Italian painter

Cézanne /seɪˈzæn/ /sɪˈzæn/ /seɪˈzɑːn/ (1839–1906) a French artist and Post-Impressionist painter

Ellie Goulding /ˌeli ˈguːldɪŋ/ /ˌeli ˈguːldɪŋ/ (1986–) an English singer and songwriter

Gauguin /ˈgəʊɡæn/ /gəʊˈgæn/ (1848 – 1903) a French painter

Julius Caesar /ˌdʒuːliəs ˈsiːzə(r)/ /ˌdʒuːliəs ˈsiːzə(r)/ (100–44 BC) a Roman general and statesman, the best known of all the ancient Roman leaders

Leonardo Da Vinci /liːəˌnɑːdəʊ də ˈvɪntʃi/ /liːəˌnɑːrdəʊ də ˈvɪntʃi/ (1452–1519) an Italian painter, inventor, and scientist of the Renaissance period, who is generally regarded as one of the greatest artists and geniuses who ever lived

Michelangelo /ˌmaɪkəl ˈændʒələʊ/ /ˌmaɪkəl ˈændʒələʊ/ (1475–1564) an Italian painter, sculptor, and architect of the Renaissance period

Monet /ˈmɒneɪ/ /məʊˈneɪ/ (1840–1926) a French painter who helped to start the impressionist movement

Rachmaninov /ræk ˈmæniɒf/ /rɑːk ˈmɑːniɒv/ (1873–1943) a Russian composer and pianist

Renaissance /rɪˈneɪsɪs/ /ˈrenəːns/ the period in Europe during the fourteenth, fifteenth and sixteenth centuries when people became interested in the ideas and culture of ancient Greece and Rome and used these influences in their own art, literature, etc.

Schindler's List /ˌʃɪndləz ˈlɪst/ /ˌʃɪndləz ˈlɪst/ a US film (1993), directed by Stephen Spielberg, which won seven Oscars

Shostakovich /ˌʃɒstəˈkəʊvtʃ/ /ˌʃɑːstəˈkəʊvtʃ/ (1906–1975) a Russian composer

Tchaikovsky /tʃaɪ ˈkɒfski/ /tʃaɪˈkɒːfski/ (1840–1893) a Russian composer known especially for his symphonies and his ballets, such as Swan Lake and The Sleeping Beauty

Wolfgang Beltracchi /ˌwʊlfɡæŋ belˈtræki/ /wʊlfɡæŋ belˈtræki/ (1951–) a German art forger and artist

Unit 8

Baiyoke Tower II /beɪˌjɔːk ˌtəʊə(r) ðə ˈsekənd/ /beɪˌjɔːk ˌtəʊə ðə ˈsekənd/ one of the tallest buildings in Bangkok, and the 7th tallest hotel in the world

Bandar Seri Begawan /ˌbændə seri bæˈgɑːwən/ /ˌbɑːndər seri bæˈgɑːwən/ the capital city of Brunei

Brunei /bruˈnaɪ/ /bruˈnaɪ/ a small country in south-east

Galapagos Islands /gəˈlæpəgəs ˌaɪləndz/ /gəˈlɑːpəgəʊs ˌaɪləndz/ a group of islands in the east Pacific Ocean

Jakarta /dʒəˈkɑːtə/ /dʒəˈkɑːrtə/ the capital of Indonesia

Kuala Lumpur Tower /ˌkwɑːlə ˌlʊmpʊə(r) ˈtəʊə(r)/ /ˌkwɑːlə ˌlʊmpʊə ˈtəʊə(r)/ the world's 7th tallest tower, and also, Malaysia and south-east Asia's tallest tower

Laos /laʊs/ /laʊs/ a country in South East Asia

Mae Nam Khong /ˌmeɪ næm ˈkɒŋ/ /ˌmeɪ næm ˈkɒːŋ/ the original name of the Mekong River

Myanmar /ˈmjænməː(r)/ /ˈmjaːnmɑːr/ a country in South East Asia

Somalia /səˈmɑːliə/ /səˈmɑːliə/ a country in eastern Africa

Thailand /ˈtaɪlənd/ /ˈtaɪlənd/ /ˈtaɪlənd/ /ˈtaɪlənd/ a country in South East Asia

The Mekong River /ðə ˌmiːkɒŋ ˈrɪvə(r)/ /ðə ˌmeɪkɒːŋ ˈrɪvə(r)/ a river in southeast Asia, which flows from Tibet through Cambodia and Laos to Viet Nam

Tibetan Plateau /tɪˌbetn 'plætəʊ/ /tɪˌbetn 'plætəʊ/ an area of raised flat land in Central Asia, known as the largest in the world

Wat Arun /ˌwɒt 'ærən/ /ˌwɒt 'ærən/ a Buddhist temple in Bangkok, Thailand

WORDLIST

Unit Introduction

city break (n) /'sɪti ˌbreɪk/ /'sɪti ˌbreɪk/ a short holiday in a city: kì nghỉ ngắn ở thành phố

exhausted (adj) /ɪɡ'zɔːstɪd/ /ɪɡ'zɔːstɪd/ very tired: kiệt sức

relieved (adj) /rɪ'liːvd/ /rɪ'liːvd/ feeling happy because something unpleasant has stopped or has not happened: nhẹ nhõm, thanh thản

wildlife (n) /'waɪldlaɪf/ /'waɪldlaɪf/ animals, birds, insects, etc. that are wild and live in a natural environment: động vật hoang dã

Unit 1

abandon (v) /ə'bændən/ /ə'bændən/ to leave somebody, especially somebody you are responsible for, with no intention of returning: bỏ rơi, bỏ mặc

adolescence (n) /ˌædə'lesns/ /ˌædə'lesns/ the time in a person's life when they develop from a child into an adult: thời niên thiếu

bitter (adj) /'bɪtə(r)/ /'bɪtə(r)/ (of people) feeling angry and unhappy because you feel that you have been treated unfairly: cay cú, hậm hực

centenarian (n) /ˌsentɪ'neəriən/ /ˌsentɪ'neriən/ a person who is 100 years old or more: người sống trên 100 tuổi

characterise (v) /'kærəktəraɪz/ /'kærəktəraɪz/ to describe or show the qualities of somebody/something in a particular way: miêu tả (theo cách nào đó)

company (n) /'kʌmpəni/ /'kʌmpəni/ the fact of being with somebody else and not alone: sự ở / đi cùng

complimentary (adj) /ˌkɒmplɪ'mentri/ /ˌkɔːmplɪ'mentri/ expressing approval, praise, etc.: khen ngợi

dedication (n) /ˌdedɪ'keɪʃn/ /ˌdedɪ'keɪʃn/ the hard work and effort that somebody puts into an activity or a purpose because they think it is important: sự cống hiến

emigrate (v) /'emɪgreɪt/ /'emɪgreɪt/ to leave your own country to go and live permanently in another country: di cư

grow out of (phr v) /grəʊ 'aʊt əv/ /grəʊ 'aʊt əv/ to stop doing something as you become older: bỏ / ngừng làm việc gì khi lớn lên

inhabit (v) /ɪn'hæbɪt/ /ɪn'hæbɪt/ to live in a particular place: sống / cư ngụ ở nơi nào

inherit (v) /ɪn'herɪt/ /ɪn'herɪt/ to receive money, property, etc. from somebody when they die: thừa hưởng, thừa kế

lifespan (n) /'laɪfspæn/ /'laɪfspæn/ the length of time that something is likely to live, continue or function: tuổi thọ

multi-racial (adj) /ˌmʌlti'reɪʃl/ /ˌmʌlti'reɪʃl/, /ˌmʌltɪ'reɪʃl/ including or involving people of several different races: đa chủng tộc

nostalgic (adj) /nə'stældʒɪk/ /nə'stældʒɪk/, /nə:'stældʒɪk/ having or bringing a sad feeling mixed with pleasure when you think of happy times in the past: hoài niệm

reject (v) /rɪ'dʒekt/ /rɪ'dʒekt/ to fail to give a person or an animal enough love or care: không chăm sóc / yêu thương đúng mực

sarcastic (adj) /sɑː'kæstɪk/ /sɑː'r'kæstɪk/ showing or expressing in a way opposite to what you mean in order to be unpleasant to somebody or to make fun of them: mỉa mai, châm biếm

social strata (n) /səʊʃl 'strɑːtə/ /səʊʃl 'stretə/ classes in a society: các tầng lớp xã hội

split up (phr v) /splɪt 'ʌp/ /'splɪt 'ʌp/ to stop having a relationship with somebody: cắt đứt quan hệ, chia tay

theory (n) /'θɪəri/ /'θi:əri/, /'θɪri/ the principles on which a particular subject is based: nguyên tắc / nguyên lí làm cơ sở, nền tảng

toddler (n) /'tɒdlə(r)/ /'tɔːdlər/ a child who has only recently learnt to walk: trẻ mới biết đi

tolerate (v) /'tɒləreɪt/ /'tɔːləreɪt/ to accept somebody/something that is annoying, unpleasant, etc. without complaining: chịu đựng

urgent (adj) /'ɜːdʒənt/ /'ɜːrdʒənt/ showing that you think that something needs to be dealt with immediately: khẩn cấp, khẩn thiết

values (n) /'væljuːz/ /'væljuːz/ beliefs about what is right and wrong and what is important in life: giá trị (điều đúng đắn / quan trọng trong cuộc sống)

Unit 2

abseiling (n) /'æbsɛɪlɪŋ/ /'æbsɛɪlɪŋ/ the sport or activity of going down a steep cliff or rock while attached to a rope, pushing against the slope or rock with your feet: môn leo núi bằng dây thừng

aerial shot (n) /ˌeəriəl 'ʃɒt/ /ˌeəriəl 'ʃɔːt/ a scene in a film that is filmed continuously by one camera from a plane: cảnh phim được quay từ trên cao

all-weather (adj) /ˌɔːl 'weðə(r)/ /ˌɔːl 'weðər/ suitable for all types of weather: thích hợp mọi thời tiết

astronomy (n) /ə'strɒnəmi/ /ə'strɔːnəmi/ the scientific study of the sun, moon, stars, planets, etc.: thiên văn học

badge (n) /bædʒ/ /bædʒ/ a small piece of metal or plastic, with a design or words on it, that a person wears or carries to show that they belong to an organization, support something, have achieved something, have a particular rank, etc.: huy hiệu

bodyboarding (n) /'bɒdɪbɔːdɪŋ/ /'bɔːdɪbɔːrdɪŋ/ the sport or activity of riding on a surfboard or bodyboard lying on your front: môn nằm lướt sóng

bungee jumping (n) /'bʌndʒɪ dʒʌmpɪŋ/ /'bʌndʒɪ dʒʌmpɪŋ/ a sport in which a person jumps from a high place, such as a bridge or a cliff, with a bungee tied to their feet: nhảy bungee (môn nhảy tự do từ trên cao xuống, có dây thừng co giãn buộc vào chân)

CFC (n) /ˌsiː ef 'siː/ /ˌsiː ef 'siː/ (= chlorofluorocarbon) a gas used in fridges and aerosol cans, believed to be responsible for damaging the ozone layer: chất chlorofluorocarbon được sử dụng trong các thiết bị làm lạnh và bình xịt, gây hại tầng ozon

choir (n) /'kwaɪə(r)/ /'kwaɪə(r)/ a group of people who sing together, for example in church services or public performances: nhóm hát, ca đoàn

deforestation (n) /ˌdiːfɒrɪ'steɪʃn/ /ˌdiːfɒrɪ'steɪʃn/ the act of cutting down or burning the trees in an area: nạn phá rừng

emission (n) /ɪ'mɪʃn/ /ɪ'mɪʃn/ gas, etc. that is sent out into the air: khí thải

footage (n) /'fʊtɪdʒ/ /'fʊtɪdʒ/ part of a film showing a particular event: cảnh phim

geocaching (n) /'dʒiːəʊkæʃɪŋ/ /'dʒiːəʊkæʃɪŋ/ an activity in which people go out to look for a hidden object (usually a box containing a small item and a record of who has found it) using GPS (= a system that uses signals from satellites to show somebody/something's position on earth): trò chơi săn tìm kho báu ngoài trời trong thế giới thực, sử dụng thiết bị GPS, máy định vị và những manh mối được đăng trên ứng dụng geocaching

gluten-free (adj) /ˌgluːtn 'friː/ /ˌgluːtn 'friː/ not containing a sticky substance that is a mixture of two proteins and is left when starch is removed from flour, especially wheat flour: không có gluten – hỗn hợp của hai loại protein là glutenin và gliadin, thường được tìm thấy trong thành phần của lúa mạch đen, lúa mì

guilty (adj) /'gɪlti/ /'gɪlti/ feeling ashamed because you have done something that you know is wrong or have not done something that you should have done: cảm thấy có lỗi / tội lỗi (vì đã làm điều sai / đã không làm việc lẽ ra phải làm)

gymnastics (n) /dʒɪm'næstɪks/ /dʒɪm'næstɪks/ physical exercises, often using special equipment, that develop and show the body's strength and ability to move and bend easily, often done as a sport in competitions: môn thể dục dụng cụ

habitat destruction (n) /ˌhæbɪtæt dɪ'strʌkʃn/ /ˌhæbɪtæt dɪ'strʌkʃn/ the act or the process of destroying the place

where a particular type of animal or plant is normally found: sự phá hủy môi trường sống

hang-gliding (n) /'hæŋ glɑɪdɪŋ/ /'hæŋ glɑɪdɪŋ/ a sport in which you fly while hanging from a frame like a large kite that you control with your body movements: môn điều lượn

industrialisation (n) /ɪnˌdʌstriəlaɪ'zeɪʃn/ /ɪnˌdʌstriələ'zeɪʃn/ the process of developing industries in a country or an area: công nghiệp hoá

intolerant (adj) /ɪn'tɒlərənt/ /ɪn'tɒ:lərənt/ not able to eat particular foods, use particular medicines, etc. without becoming ill: không chịu được (thức ăn / loại thuốc / vv. nào đó)

karting (n) /'kɑːtɪŋ/ /'kɑːrtɪŋ/ the sport of racing in a small motor vehicle: môn đua ô tô nhỏ

kayaking (n) /'kaɪækɪŋ/ /'kaɪækɪŋ/ the activity or sport of travelling in a light canoe in which the part where you sit is covered over: môn chơi / thể thao sử dụng thuyền kayak

lasagne (n) /lə'zænjə/ /lə'zɑːnjə/ an Italian dish made from layers of paste, meat and/or vegetables, and white sauce: món mì Ý

let-down (n) /'let daʊn/ /'let daʊn/ something that is disappointing because it is not as good as you expected it to be: điều gây thất vọng

letterboxing (n) /'letəbɒksɪŋ/ /'letəbɔːksɪŋ/ a game in which people walking in the countryside began to hide and find boxes of addressed postcards all along the route: trò chơi tìm bưu thiếp trong hộp được cất giấu ở vùng nông thôn

logbook (n) /'lɒgbʊk/ /'lɔːgbʊk/ an official record of events during a particular period of time, especially a journey on a ship or plane: nhật kí hành trình hàng hải, máy bay

martial arts (n) /ˌmɑːrjəl 'ɑːts/ /ˌmɑːrjəl 'ɑːrts/ a sport in which two people fight each other using the techniques of boxing, karate, judo etc.: võ thuật

memabilia (n) /ˌmemərə'bɪliə/ /ˌmemərə'bɪliə/ things that people collect because they once belonged to a famous person, or because they are connected with a particular interesting place, event or activity: vật sưu tầm từ người nổi tiếng hoặc có liên quan đến một nơi / sự kiện / hoạt động thú vị

mousse (n) /muːs/ /muːs/ a cold dessert made with cream and egg whites and with fruit, chocolate, etc. to give it a sweet taste; a similar dish made with fish, vegetables, etc.: món tráng miệng kem bọt

out of this world (idiom) /ˌaʊt əv ðɪs 'wɜːld/ /ˌaʊt əv ðɪs 'wɜːrld/ (informal) used to emphasize how good, beautiful, etc. something is: tuyệt vời, không còn lời để diễn tả

parkour (n) /pɑː'kɔː(r)/ /pɑː'r'kɔːr/ the sport of moving through a city by running, jumping and climbing under, around and through things: môn chạy, nhảy, leo trèo vượt chướng ngại vật

premiere (n) /'premiə(r)/ /prɪ'mɪr/ the first public performance of a film or play: buổi diễn ra mắt

proceeds (n) /'prəʊsi:dz/ /'prəʊsi:dz/ the money that you receive when you sell something or organize a performance, etc.; profits: doanh thu

publicise (v) /'pʌblɪsaɪz/ /'pʌblɪsaɪz/ to make something known to the public; to advertise something: quảng bá

rink (n) /rɪŋk/ /rɪŋk/ a specially prepared flat surface of ice, where you can ice-skate; a building where there is an ice rink: sân trượt

risotto (n) /rɪ'zɒtəʊ/ /rɪ'zɒ:təʊ/, /rɪ'zɒ:təʊ/ an Italian dish of rice cooked with vegetables, meat, etc.: món cơm Ý

rollerblading (n) /'rɒləbleɪdɪŋ/ /'rɒlərbleɪdɪŋ/ the sport of moving over a hard surface wearing a type of boot with a line of small wheels attached to the bottom: môn thể thao với giày có gắn một hàng bánh xe bên dưới có thể di chuyển được

solar radiation (n) /,səʊlə(r) ,reɪdɪ'eɪʃn/ /,səʊlə ,reɪdɪ'eɪʃn/ heat, energy, etc. that is sent out in the form of rays from the sun: bức xạ năng lượng mặt trời

soundproof (adj) /'saʊndpru:f/ /'saʊndpru:f/ made so that sound cannot pass through it or into it: cách âm

state-of-the-art (adj) /,steɪt əv ði 'ɑ:t/ /,steɪt əv ði 'ɑ:rt/ using the most modern or advanced techniques or methods; as good as it can be at the present time: tiên tiến, hiện đại, mới nhất

taco (n) /'tækəʊ/ /'tɑ:kəʊ/ a type of Mexican food consisting of a fried pancake that is folded over and filled with meat, beans, etc.: món bánh kẹp Mexico cuộn thịt, đậu, v.v. chiên giòn

tennis court (n) /,tenɪs 'kɔ:t/ /,tenɪs 'kɔ:rt/ a place where tennis is played: sân quần vợt

variation (n) /,veəri'eɪʃn/ /,veri'eɪʃn/ a change, especially in the amount or level of something: sự biến đổi

vegan (n) /'vi:gən/ /'vi:gən/ a person who does not eat any animal products such as meat, milk or eggs or use animal products such as leather or wool: người ăn chay thuần túy

weight (n) /weɪt/ /weɪt/ an object that is heavy: vật nặng

Unit 3

antibiotics (n) /,æntɪbaɪ'ɒtɪk/ /,æntɪbaɪ'ɑ:tɪk/, /,æntɪbaɪ'ɑ:tɪk/ a substance, for example penicillin, that can destroy or prevent the growth of bacteria and cure infections: thuốc kháng sinh

bandage (n) /'bændɪdʒ/ /'bændɪdʒ/ a long narrow piece of cloth used for tying around a part of the body that has been hurt in order to protect or support it: băng (để băng bó vết thương)

calf (n) /kɑ:f/ /kæf/ the back part of the leg between the ankle and the knee: bắp chân

commit a foul (phr v) /kə'mɪt ə 'faʊl/ /kə'mɪt ə 'faʊl/ to do a wrong or illegal action (in sport) that is against the rules of the game: phạm lỗi / luật

concept (n) /'kɒnsɛpt/ /'kɑ:nsept/ a principle or idea: ý tưởng, nguyên tắc

contempt (n) /kən'tempt/ /kən'tempt/ the feeling that somebody/something is without value and deserves no respect at all: sự khinh thường

crouch (v) /kraʊtʃ/ /kraʊtʃ/ to put your body close to the ground by bending your legs under you: ngồi xổm

dehydrated (adj) /,di:haɪ'dreɪtɪd/ /,di:'haɪdreɪtɪd/ having lost too much water from your body: mất nước (trong cơ thể)

dressing (n) /'dresɪŋ/ /'dresɪŋ/ a piece of soft material placed over a wound in order to protect it: băng, gạc (đắp lên vết thương)

envious (adj) /'enviəs/ /'enviəs/ wanting to be in the same situation as somebody else; wanting something that somebody else has: thèm muốn; ghen tị

fragile (adj) /'frædʒaɪl/ /'frædʒɪl/ not strong and likely to become ill: yếu ớt và dễ bị bệnh

genetics (n) /dʒə'netɪks/ /dʒə'netɪks/ the scientific study of the ways in which different characteristics are passed from each generation of living things to the next: di truyền học

intestine (n) /ɪn'testɪn/ /ɪn'testɪn/ a long tube in the body between the stomach and the anus. Food passes from the stomach to the small intestine and from there to the large intestine: ruột

jaw (n) /dʒɑ:/ /dʒɑ:/ either of the two bones at the bottom of the face that contain the teeth and move when you talk or eat: xương hàm

kidney (n) /'kɪdni/ /'kɪdni/ either of the two organs in the body that remove waste products from the blood and produce urine: (quả) thận

measure (n) /'meʒə(r)/ /'meʒər/ an action that is done in order to achieve a particular aim: biện pháp

medallist (n) /'medəlɪst/ /'medəlɪst/ a person who has received a medal, usually for winning a competition in a sport: người đoạt huy chương (thường trong thể thao)

nosebleed (n) /'nəʊzbli:d/ /'nəʊzbli:d/ a flow of blood that comes from the nose: sự chảy máu cam

nostril (n) /'nɒstrəl/ /'nɑ:stɹəl/ either of the two openings at the end of the nose that you breathe through: lỗ mũi

organ (n) /'ɔ:gən/ /'ɔ:rgən/ a part of the body that has a particular purpose, such as the heart or the brain: cơ quan, bộ phận (trong cơ thể người)

practicality (n) /,præktɪ'kæləti/ /,præktɪ'kæləti/ the quality of being suitable for a particular occasion or use: tính thực tế / thực dụng

practitioner (n) /præk'tɪʃənə(r)/ /præk'tɪʃənər/ someone involved in a skilled activity: người thực hành một kỹ năng

radiation (n) /ˌreɪdiˈeɪʃn/ /ˌreɪdiˈeɪʃn/ powerful and very dangerous rays that are sent out from radioactive substances: bức xạ

remedy (v) /ˈremədi/ /ˈremədi/ to correct or improve something: sửa chữa; cải thiện

revolutionise (v) /ˌrevəˈluːʃənəɪz/ /ˌrevəˈluːʃənəɪz/ to completely change the way that something is done: thay đổi hoàn toàn; cách mạng hoá

rib (n) /rɪb/ /rɪb/ any of the curved bones that are connected to the spine and surround the chest: xương sườn

salamander (n) /ˈsæləməndə(r)/ /ˈsæləməndə(r)/ an animal like a lizard, with short legs and a long tail, that is an amphibian (= lives on both land and in water): con kì giông

scalp (n) /skælp/ /skælp/ the skin that covers the part of the head where the hair grows: da đầu

self-defence (n) /ˌself dɪˈfens/ /ˌself dɪˈfens/ the skill of fighting without weapons to protect yourself: sự tự vệ

shin (n) /ʃɪn/ /ʃɪn/ the front part of the leg below the knee: cẳng chân

silhouette (n) /ˌsɪluːet/ /ˌsɪluːet/ the dark outline or shape of a person or an object that you see against a light background: bóng / dáng người hoặc vật gì in trên nền sáng

spine (n) /spaɪn/ /spaɪn/ the row of small bones that are connected together down the middle of the back: cột sống

sports gear (n) /spɔːts ˈɡɪr / /spɔːrts ˈɡɪr / the equipment or clothing needed for particular sports: dụng cụ / thiết bị thể thao

sprain (v) /spreɪn/ /spreɪn/ to injure a joint in your body, especially your wrist or ankle, by suddenly twisting it: làm bong gân, làm trật khớp

stiff (adj) /stɪf/ /stɪf/ difficult to bend or move: xơ cứng

tackle (v) /ˈtækəl/ /ˈtækəl/ to make a determined effort to deal with a difficult problem or situation: xử lí, giải quyết

thigh (n) /θaɪ/ /θaɪ/ the top part of the leg between the knee and the hip (= where the leg joins the body): đùi

tissue (n) /ˈtɪʃuː/ /ˈtɪʃuː/ a collection of cells that form the different parts of humans, animals and plants: mô, tế bào

twist (v) /twɪst/ /twɪst/ to injure part of your body, especially your ankle, wrist or knee, bending it in an uncomfortable way: làm sai / trật khớp

waist (n) /weɪst/ /weɪst/ the area around the middle of the body between the ribs and the hips, often narrower than the areas above and below: eo

wrist (n) /rɪst/ /rɪst/ the joint between the hand and the arm: cổ tay

Unit 4

attic (n) /ˈætɪk/ /ˈætɪk/ a room or space just below the roof of a house, often used for storing things: phòng / gác áp mái

bungalow (n) /ˈbʌŋɡələʊ/ /ˈbʌŋɡələʊ/ (British English) a house built all on one level, without stairs: nhà một tầng, biệt lập

cellar (n) /ˈselə(r)/ /ˈselə(r)/ an underground room often used for storing things: hầm chứa (đồ đặc)

ceramic (adj) /səˈræmɪk/ /səˈræmɪk/ made of clay that has been made permanently hard by heat: làm bằng gốm

citadel (n) /ˈsɪtədəl/ /ˈsɪtədəl/ /ˈsɪtədəl/ /ˈsɪtədəl/ a castle on high ground in or near a city where people could go when the city was being attacked: thành lũy

complex (n) /ˈkɒmpleks/ /ˈkɑːmpleks/ a group of buildings of a similar type together in one place: khu liên hợp

concentric (adj) /kənˈsentrɪk/ /kənˈsentrɪk/ having the same centre: đồng tâm

conservatory (n) /kənˈsɜːvətəri/ /kənˈsɜːrvətɔːri/ a room (or sometimes a building) with glass walls and a glass roof. Conservatories are used for sitting in to enjoy the sun, and to protect plants from cold weather: nhà kính

contemporary (adj) /kənˈtempərəri/ /kənˈtempərəri/ following modern ideas in style or design: theo phong cách đương đại

cramped (adj) /kræmpt/ /kræmpt/ not having enough space for the people in it: chật hẹp, tù túng

deceased (adj) /dɪˈsiːst/ /dɪˈsiːst/ dead: chết

deem (v) /diːm/ /diːm/ to have a particular opinion about somebody/something: xem như; cho rằng

designate (v) /ˈdeɪzɪneɪt/ /ˈdeɪzɪneɪt/ to say officially that somebody/something has a particular character or name; to describe somebody/something in a particular way: đặt tên, gọi tên, chỉ rõ

detached (adj) /dɪˈtætʃt/ /dɪˈtætʃt/ not joined to another house on either side: biệt lập

dilapidated (adj) /dɪˈlæpɪdətɪd/ /dɪˈlæpɪdɪtɪd/ old and in very bad condition: tồi tàn

duvet (n) /ˈduːveɪ/ /ˈduːveɪ/, /duːˈveɪ/ a large cloth bag that is filled with feathers or other soft material and that you have on top of you in bed to keep yourself warm: chăn / mền lông; chăn bông

dynasty (n) /ˈdɪnəsti/ /ˈdaɪnəsti/ a series of leaders of a country who all belong to the same family: vương triều

expenditure (n) /ɪkˈspendɪtʃə(r)/ /ɪkˈspendɪtʃər/ the act of spending or using money; an amount of money spent: việc tiêu tiền; khoản chi tiêu

extension (n) /ɪkˈstenʃn/ /ɪkˈstenʃn/ a new room or rooms that are added to a house: phòng xây thêm

landing (n) /'lændɪŋ/ /'lændɪŋ/ the area at the top of a set of stairs where you arrive before you go into an upstairs room or move onto another set of stairs: đầu cầu thang, chiếu nghỉ

mansion (n) /'mæŋʃn/ /'mæŋʃn/ a large, impressive house: biệt thự

moat (n) /məʊt/ /məʊt/ a deep wide channel that was dug around a castle, etc. and filled with water to make it more difficult for enemies to attack: hào nước

patio (n) /'pætiəʊ/ /'pætiəʊ/ a flat hard area outside, and usually behind, a house where people can sit: mái hiên

perimeter (n) /pə'ri:mɪtə(r)/ /pə'ri:mɪtə(r)/ the outside edge of an area of land: vành đai

porch (n) /pɔ:tʃ/ /pɔ:rtʃ/ a small area at the entrance to a building, such as a house or a church, that is covered by a roof and often has walls: hiên (trước) nhà

reign (n) /reɪn/ /reɪn/ the period during which a king, queen, emperor, etc. rules: triều đại

semi-detached (adj) /,semi di'tætʃt/ /,semi di'tætʃt/, /,semə di'tætʃt/ joined to another house by a wall on one side that is shared: nhà chung một bên tường / vách

shield (n) /ʃi:ld/ /ʃi:ld/ a thing used to protect somebody/something, especially by forming a barrier: vật bảo vệ, rào chắn

shutters (n) /'ʃʌtə(r)z/ /'ʃʌtəz/ wooden or metal covers that can be closed over the outside of a window to keep out light or protect the windows from damage: cửa chớp

stackable (adj) /'stækəbl/ /'stækəbl/ able to be put on top of one another: có thể được xếp chồng lên nhau

surreal (adj) /sə'ri:əl/ /sə'ri:əl/ very strange; more like a dream than reality, with ideas and images mixed together in a strange way: rất kì lạ; giống như trong mơ

Unit 5

access (v) /'ækses/ /'ækses/ (computing) to open a computer file or use a computer system: truy cập

adapt (v) /ə'dæpt/ /ə'dæpt/ to change something in order to make it suitable for a new use or situation: sửa lại cho phù hợp

addicted (adj) /ə'dɪktɪd/ /ə'dɪktɪd/ unable to stop using or doing something as a habit, especially something harmful: nghiện

addiction (n) /ə'dɪkʃn/ /ə'dɪkʃn/ the condition of being unable to stop using or doing something as a habit, especially something harmful: sự nghiện ngập

almanac (n) /'ɔ:lmənæk/, /'ælmənæk/ /'ɔ:lmənæk/, /'ælmənæk/ a book or digital resource that is released every year giving information for that year about a particular subject or activity: niên giám

ambassador (n) /æm'bæsədə(r)/ /æm'bæsədə(r)/ an official who lives in a foreign country as the senior representative of their own country: đại sứ

apparently (adv) /ə'pærəntli/ /ə'pærəntli/ according to the way something appears: nhìn bề ngoài; xem ra

artificial intelligence (n) /,ɑ:rtɪfɪl ɪn'telɪdʒəns/ /,ɑ:rtɪfɪl ɪn'telɪdʒəns/ an area of study concerned with making computers copy intelligent human behaviour: trí tuệ / trí thông minh nhân tạo

attach (v) /ə'tætʃ/ /ə'tætʃ/ to fasten or join one thing to another: gắn, dán, nối, ghép

Braille (n) /breɪl/ /breɪl/ a system of printing for blind people in which the letters of the alphabet and the numbers are printed as raised dots (= small round marks) that can be read by touching them: chữ Braille (hệ thống chữ nổi của người mù)

brainchild (n) /'breɪntʃaɪld/ /'breɪntʃaɪld/ an idea or invention of one person or a small group of people: ý tưởng / phát minh của một người / nhóm nhỏ

companion (n) /kəm'pænjən/ /kəm'pænjən/ a person that travels with you or spends a lot of time with you: người / bạn đồng hành

connect (v) /kə'nekt/ /kə'nekt/ to join together two or more things; to be joined together: kết nối

convert (v) /kən'vɜ:t/ /kən'vɜ:rt/ to change or make something change from one form, purpose, system, etc. to another: chuyển đổi

cord (n) /kɔ:d/ /kɔ:rd/ strong thick string or thin rope; a piece of wire: (đoạn) dây thừng / điện nhỏ

criticism (n) /'krɪtɪsɪzəm/ /'krɪtɪsɪzəm/ the act of expressing disapproval of somebody/something and opinions about their faults or bad qualities; a statement showing this disapproval: sự / lời phê bình, chỉ trích

curriculum (n) /kə'rɪkjələm/ /kə'rɪkjələm/ the subjects that are included in a course of study or taught in a school, college, etc.: chương trình học; chương trình giảng dạy

dedicated (adj) /'dedɪkeɪtɪd/ /'dedɪkeɪtɪd/ working hard at something because it is very important to you: tận tụy, tận tâm

destination (n) /,destɪ'neɪʃn/ /,destɪ'neɪʃn/ a place to which somebody/something is going or being sent: nơi / đích đến

dictate (v) /dɪk'tet/ /'dɪktert/ to say words for somebody else to write down or to be recorded: đọc chính tả

dissatisfied (adj) /dɪ'sætɪsfɑɪd/, /dɪ'sætɪsfɑɪd//dɪ'sætɪsfɑɪd/, /dɪ'sætɪsfɑɪd/ not happy or satisfied with somebody/something: không vui, bất mãn

edge (n) /edʒ/ /edʒ/ the point at which something, especially something bad, may begin to happen: bờ vực

experiment (n) /ɪkˈsperɪmənt/ /ɪkˈsperɪmənt/ a scientific test that is done in order to study what happens and to gain new knowledge: cuộc thí nghiệm

forward (v) /ˈfɔːwəd/ /ˈfɔːrwəd/ to send or pass information to somebody: gửi / chuyển thông tin

fragile (adj) /ˈfrædʒaɪl/ /ˈfrædʒl/ easily broken or damaged: dễ vỡ / hỏng

fury (n) /ˈfjʊəri/ /ˈfjʊri/ extreme anger that often includes violent behaviour: cơn thịnh nộ

games console controller (n) /ˈgeɪmz kɒnsəʊl kəntrəʊlə(r)/ /ˈgeɪmz kɒːnsəʊl kəntrəʊlə(r)/ an electronic device for playing video games: dụng cụ điều khiển trò chơi điện tử

get off sth (phr v) /get ˈɒf sʌmθɪŋ/ /get ˈɔːf sʌmθɪŋ/ to leave or stop using sth: bỏ, ngưng sử dụng

giant (n) /ˈdʒaɪənt/ /ˈdʒaɪənt/ a person who is very good at something: người rất giỏi việc gì

grasp (n) /grɑːsp/ /græsp/ a person's understanding of a subject or of difficult facts: sự nắm vững, sự hiểu biết về một chủ đề hay sự kiện khó

hotspot (n) /ˈhɒtspt/ /ˈhɔːtspt/ (computing) a location where people can access the Internet, typically using Wi-Fi: điểm có thể kết nối, dùng mạng Wi-Fi truy cập internet

I.C.T. (abbreviation) /aɪˌsiːˈtiː/ /aɪˌsiːˈtiː/ the study and use of electronic processes and equipment to store and send information of all kinds (the abbreviation for 'information and communications technology'): Công nghệ thông tin và truyền thông

icon (n) /ˈaɪkɒn/ /ˈaɪkɔːn/ a small symbol on a computer or smartphone screen that represents a program or a file: biểu tượng

immense (adj) /ɪˈmens/ /ɪˈmens/ extremely large or great: vô cùng lớn

impaired (adj) /ɪmˈpeəd/ /ɪmˈperd/ (of a person) having a particular kind of disability: bị suy yếu (về thể chất hoặc thần kinh)

inspiration (n) /ˌɪnspəˈreɪʃn/ /ˌɪnspəˈreɪʃn/ a person or thing that is the reason why somebody creates or does something: nguồn cảm hứng

jewellery (n) /ˈdʒuːəlri/ /ˈdʒuːəlri/ objects such as rings and necklaces that people wear as decoration: đồ trang sức

keep track of (phr v) /kiːp ˈtræk əv/ /kiːp ˈtræk əv/ to have information about what is happening or where somebody/ something is: theo dõi; có thông tin

mainstream school (n) /ˌmeɪnstriːm ˈskuːl/ /ˌmeɪnstriːm ˈskuːl/ regular school; school for children who do not have any special needs or difficulties: trường dành cho trẻ em bình thường

malware (n) /ˈmælweə(r)/ /ˈmælwer/ software such as a virus specifically designed to damage or gain access to a computer system without the user knowing: phần mềm độc hại

model (v) /ˈmɒdl/ /ˈmɔːdl/ to create a copy or description of an activity, a situation, etc.: mô phỏng

monitor (v) /ˈmɒnɪtə(r)/ /ˈmɔːnɪtə(r)/ to watch and check something over a period of time in order to see how it develops, so that you can make any necessary changes: giám sát, theo dõi

navigation (n) /ˌnævɪˈgeɪʃn/ /ˌnævɪˈgeɪʃn/ the movement of ships, aircraft or other vehicles etc.: sự đi lại / di chuyển của tàu thủy, máy bay hay các phương tiện giao thông khác

nightmare (n) /ˈnaɪtmɛə(r)/ /ˈnaɪtmer/ an experience that is very frightening and unpleasant, or very difficult to deal with: tình huống đáng sợ / không hay / khó khăn

obsess (v) /əbˈses/ /əbˈses/ to completely fill your mind so that you cannot think of anything else, in a way that is not reasonable or normal: ám ảnh

obstacle (n) /ˈɒbstəkl/ /ˈɔːbstəkl/ an object that is in your way and that makes it difficult for you to move forward: chướng ngại vật

on a regular basis (adv phr) /ɒn əˌregjələ(r) ˈbeɪsɪs/ /ɔːn əˌregjələ(r) ˈbeɪsɪs/ quite often and/or in a consistent, regular manner: thường xuyên / đều đặn

persistence (n) /pəˈsɪstəns/ /pəˈsɪstəns/ the fact of continuing to try to do something despite difficulties, especially when other people are against you and think that you are being annoying or unreasonable: tính cố chấp / ngoan cố

philosopher (n) /fəˈlɒsəfə(r)/ /fəˈlɔːsəfə(r)/ a person who studies or writes about the study of the nature and meaning of the universe and of human life: nhà triết học

politician (n) /ˌpɒləˈtɪʃn/ /ˌpɔːləˈtɪʃn/ a person who is involved in getting and using power in public life, and being able to influence decisions that affect a country or a society: chính trị gia

profile (n) /ˈprəʊfaɪl/ /ˈprəʊfaɪl/ a description of somebody/ something that gives useful information: hồ sơ / bản miêu tả

publisher (n) /ˈpʌblɪʃə(r)/ /ˈpʌblɪʃər/ a person or company that prepares and prints books, magazines, newspapers or electronic products and makes them available to the public: nhà xuất bản

record (v) /rɪˈkɔːd/ /rɪˈkɔːrd/ to keep a permanent account of facts or events by writing them down, filming them, storing them (in a computer), etc.: lưu trữ hồ sơ / dữ liệu

retire (v) /rɪˈtaɪə(r)/ /rɪˈtaɪər/ to leave your job and stop working, especially because you have reached a particular age or because you are ill: nghỉ hưu

schedule (n) /'ʃedju:l/ /'skedʒu:l/ a chart or plan of the classes that a student or teacher has in school each week: thời khoá biểu

scroll (v) /skrəʊl/ /'skrəʊl/ to move text on a computer screen up or down so that you can read different parts of it: cuộn, lăn (chuột máy tính)

sensitive (adj) /'sensətɪv/ /'sensətɪv/ reacting quickly or more than usual to something: nhạy (cảm)

sensor (n) /'sensə(r)/ /'sensər/ a device that can react to light, heat, pressure, etc. in order to make a machine, etc. do something or show something: bộ phận cảm ứng, thiết bị cảm ứng

soldier (n) /'səʊldʒə(r)/ /'səʊldʒər/ a member of an army, especially one who is not an officer: quân nhân

spark (n) /spɑ:k/ /'spɔ:rk/ a small flash of light produced by an electric current: ánh chớp, tia chớp

statesman (n) /'steɪtsmən/ /'steɪtsmən/ a man who is a wise, experienced and respected political leader: chính khách

strictness (n) /'striktənəs/ /'striktənəs/ the fact of demanding that rules must be obeyed: sự nghiêm khắc

tablet (n) /'tæblət/ /'tæblət/ a small computer that is easy to carry, with a large touch screen and usually without a physical keyboard: máy tính bảng

tech-savvy (adj) /,tek 'sævi/ /,tek 'sævi/ having a good knowledge and understanding of modern technology, especially computers: có hiểu biết nhiều về công nghệ, nhất là máy tính

terabyte (n) /'terəbaɪt/ /'terəbaɪt/ (abbreviation TB) a unit of computer memory or data, equal to one million million, or 10^{12} (= 1 000 000 000 000) bytes: (thường được viết tắt là TB) một thuật ngữ đo lường để chỉ dung lượng lưu trữ máy tính

vibrate (v) /vaɪ'breɪt/ /'vaɪbreɪt/ to move or make something move from side to side very quickly and with small movements: rung

visually (adv) /'vɪʒuəli/ /'vɪʒuəli/ in a way that is connected with seeing or sight: bằng mắt, liên quan đến thị giác

wearable (adj) /'weərəbl/ /'werəbl/ (of clothes, etc.) pleasant and comfortable to wear; suitable to be worn: có thể đeo / mặc / mang được

Unit 6

academic year (n) /,ækədəmɪk 'jɪə(r)/, /,ækədəmɪk 'jɜ:(r)/ /,ækədəmɪk 'jɪr/ the period of the year during which students go to school or university: năm học

accommodation (n) /ə,kəmə'deɪʃn/ /ə,kə:mə'deɪʃn/ a place to live, work or stay in: chỗ ở, nơi làm việc hoặc lưu trú

accuse (v) /ə'kju:z/ /ə'kju:z/ to say that somebody has done something wrong or is guilty of something: buộc tội

advertisement (n) /əd'vɜ:tɪsmənt/ (also informal advert) /,ædvər'taɪzmənt/ (also informal ad) a notice, picture or film telling people about a product, job or service: quảng cáo

ambition (n) /æm'bɪʃn/ /æm'bɪʃn/ something that you want to do or achieve very much: tham vọng; khát vọng

anonymous (adj) /ə'nɒnɪməs/ /ə'nɑ:nɪməs/ (of a person) with a name that is not known or that is not made public: vô danh, ẩn danh

ask out (phr v) /ɑ:sk 'aʊt/ /æsk 'aʊt/ to invite somebody to go out with you, especially as a way of starting a romantic relationship: mời ai đi chơi

available (adj) /ə'veɪləbl/ /ə'veɪləbl/ that you can get, buy or find: có sẵn

avid (adj) /'ævɪd/ /'ævɪd/ [usually before noun] very enthusiastic about something (often a hobby): rất nhiệt tình

biology (n) /baɪ'ɒlədʒi/ /baɪ'ɑ:lədʒi/ the scientific study of the life and structure of plants and animals: sinh học

break up (phr v) /breɪk 'ʌp/ /breɪk 'ʌp/ to make something separate into smaller pieces; to divide something into smaller parts: phân thành nhiều mảnh

cancer (n) /'kænsə(r)/ /'kænsər/ a serious disease in which growths of cells, also called cancers, form in the body and kill normal body cells: bệnh ung thư

bring up (phr v) /brɪŋ 'ʌp/ /brɪŋ 'ʌp/ to mention a subject or start to talk about it: nêu (vấn đề, chủ đề)

call for (phr v) /kɔ:l 'fɔ:(r)/ /kɔ:l 'fɔ:r/ to publicly ask for something to happen: kêu gọi công khai

call off (phr v) /kɔ:l 'ɒf/ /kɔ:l 'ɔ:f/ to cancel something; to decide that something will not happen: huỷ bỏ

campaigner (n) /kæm'peɪnə(r)/ /kæm'peɪnər/ a person who leads or takes part in a campaign, especially one for social or political change: người tham gia cuộc vận động

coach (n) /kəʊtʃ/ /kəʊtʃ/ a person who trains a person or team in sport: huấn luyện viên

come up with (phr v) /kʌm 'ʌp wɪð /, /kʌm 'ʌp wɪθ / /kʌm 'ʌp wɪð /, /kʌm 'ʌp wɪθ / to find or produce an idea, an answer, etc.: nghĩ ra; tạo ra

common sense (n) /,kɒmən 'sens/ /,kə:mən 'sens/ the ability to think about things in a practical way and make sensible decisions: khả năng suy nghĩ hợp lí, theo lẽ thường

computer coding (n) /kəm'pjʊ:tə(r) kəʊdɪŋ/ /kəm'pjʊ:tər kəʊdɪŋ/ (computing) the act of writing a computer program by putting one system of numbers, words and symbols into another system: việc tạo mã lập trình máy tính

count on (phr v) /kaʊnt 'ɒn/ /kaʊnt 'ɑ:n/ to trust somebody to do something or to be sure that something will happen: tin cậy, trông mong

creative (adj) /kriˈeɪtɪv/ /kriˈeɪtɪv/ having the skill and ability to produce something new, especially a work of art; showing this ability: có tính sáng tạo

creature (n) /ˈkri:tʃə(r)/ /ˈkri:tʃər/ a living thing that can move around such as an animal: sinh vật

criticise (v) /ˈkrɪtɪsaɪz/ /ˈkrɪtɪsaɪz/ to say that you think somebody/something is bad; to say what you do not like or think is wrong about somebody/something: phê bình; chỉ trích

determined (adj) /dɪˈtɜːmɪnd/ /dɪˈtɜːrɪmɪnd/ having made a definite decision to do something and not letting anyone prevent you: quyết tâm, kiên quyết

disability support worker (n) /ˌdɪsəˈbɪləti səpɔːt wɜːkə(r)/ /ˌdɪsəˈbɪləti səpɔːrt wɜːrkər/ a person who works to help the disabled: nhân viên hỗ trợ người khuyết tật

disapprove (v) /ˌdɪsəˈpruːv/ /ˌdɪsəˈpruːv/ to think that somebody/something is not good or suitable; to not approve of somebody/something: không chấp nhận / tán thành

ecology (n) /iˈkɒlədʒi/ /iˈkɔːlədʒi/ the relation of plants and living creatures to each other and to their environment; the study of this: sinh thái; sinh thái học

editor (n) /ˈedɪtə(r)/ /ˈedɪtər/ a person who is in charge of a newspaper, magazine, etc. and who decides what should be included: biên tập viên

employment (n) /ɪmˈplɔɪmənt/ /ɪmˈplɔɪmənt/ the situation in which people have work: tình trạng có việc làm

enroll (v) /ɪnˈrɒl/ /ɪnˈrɒl/ to arrange for yourself or for somebody else to officially join a course, school, etc.: ghi danh

entertainer (n) /ˌentəˈteɪnə(r)/ /ˌentərˈteɪnər/ a person whose job is to sing, dance or perform for people so that they enjoy themselves: người làm trò tiêu khiển

enthusiasm (n) /ɪnˈθjuːzɪəzəm/ /ɪnˈθuːzɪəzəm/ a strong feeling of excitement and interest in something and a desire to become involved in it: sự hăng hái, nhiệt tình

entrepreneur (n) /ˌɒnrəprəˈnɜː(r)/ /ˌɑːnrəprəˈnɜːr/ a person who makes money by starting or running businesses, especially when this involves taking financial risks: chủ doanh nghiệp

fee (n) /fiː/ /fiː/ an amount of money that you pay for professional advice or services: phí

flexibility (n) /ˌfleksəˈbɪləti/ /ˌfleksəˈbɪləti/ the ability to change to suit new conditions or situations: tính linh động, linh hoạt

float (v) /fləʊt/ /fləʊt/ to stay on or near the surface of a liquid and not sink: nổi

focus (v) /ˈfəʊkəs/ /ˈfəʊkəs/ to give attention, effort, etc. to one particular subject, situation or person rather than another: tập trung

fund (v) /fʌnd/ /fʌnd/ to provide money for something, usually something official: tài trợ

furious (adj) /ˈfjʊəriəs/ /ˈfjʊəriəs/ very angry: rất giận

generosity (n) /ˌdʒenəˈrɒsəti/ /ˌdʒenəˈrɔːsəti/ the fact of being willing to do kind things or give somebody money, gifts or time freely: sự hào phóng / rộng lượng

give up (phr v) /ɡɪv ˈʌp/ /ɡɪv ˈʌp/ to stop doing or having something: ngừng / thôi làm gì

glacier (n) /ˈglæsiə(r)/ /ˈgleɪʃər/ a slow-moving mass or river of ice, formed from snow on mountains or near the North Pole or South Pole: băng hà

hold up (phr v) /həʊld ˈʌp/ /həʊld ˈʌp/ to delay or block the movement or progress of somebody/something: trì hoãn; ngăn cản

honesty (n) /ˈɒnəsti/ /ˈɑːnəsti/ the quality of always telling the truth, and never stealing or cheating: tính trung thực

idealism (n) /aɪˈdiːəlizəm/ /aɪˈdiːəlizəm/ the belief that a perfect life, situation, etc. can be achieved, even when this is not very likely: chủ nghĩa lí tưởng

impact (n) /ˈɪmpækt/ /ˈɪmpækt/ the powerful effect that something has on somebody/something: ảnh hưởng

influential (adj) /ˌɪnfluˈenʃl/ /ˌɪnfluˈenʃl/ having a lot of effect on somebody/something: có nhiều ảnh hưởng

initiative (n) /ɪˈnɪʃətɪv/ /ɪˈnɪʃətɪv/ a new plan for dealing with a particular problem or for achieving a particular purpose: sáng kiến

insane (adj) /ɪnˈseɪn/ /ɪnˈseɪn/ very stupid, crazy or dangerous: rất ngu ngốc, điên cuồng, nguy hiểm

inspire (v) /ɪnˈspaɪə(r)/ /ɪnˈspaɪər/ to give somebody the desire, confidence or enthusiasm to do something well: tạo / truyền cảm hứng

investigative (adj) /ɪnˈvestɪɡətɪv/ /ɪnˈvestɪɡetɪv/ involving examining an event or a situation to find out the truth: có tính chất điều tra, nghiên cứu

irrelevant (adj) /ɪˈreləvənt/ /ɪˈreləvənt/ not important to or connected with a situation: không liên quan

issue (n) /ˈɪʃuː/ /ˈɪʃuː/ an important topic that people are discussing or arguing about: vấn đề (đang thảo luận, tranh cãi)

lack (v) /læk/ /læk/ to have none or not enough of something: không có, thiếu

long-term (adj) /ˌlɒŋ ˈtɜːm/ /ˌlɔːŋ ˈtɜːrɪm/ lasting or having an effect over a long period of time: dài hạn, lâu dài

loyalty (n) /ˈlɔɪəlti/ /ˈlɔɪəlti/ the quality of being constant in your support of somebody/something: sự trung thành

maintain (v) /meɪn'teɪn/ /**meɪn'teɪn/** to keep stating that something is true, even though other people do not agree or do not believe it: một mực khẳng định điều gì là đúng (cho dù người khác không đồng ý hoặc không tin)

major (v) /'meɪdʒə(r)/ /**'meɪdʒə(r)/** to study something as your main subject at a university or college: học chuyên ngành chính

marine (adj) /mə'ri:n/ /**mə'ri:n/** connected with the sea and the creatures and plants that live there: thuộc về biển

maturity (n) /mə'tʃʊərəti/, /mə'tʃʊərəti/ /**mə'tʃʊərəti/**, /**mə'tʃʊərəti/** the quality of thinking and behaving in a sensible, adult manner: sự trưởng thành / chín chắn

melt (v) /melt/ /**melt/** to become or make something become liquid as a result of heating: (làm) tan chảy

mentally ill (adj) /'mentəli ɪ/ /**'mentəli ɪ/** having mental health disorders: bị rối loạn tâm thần

modesty (n) /'mɒdəsti/ /**mɑ:dəsti/** the fact of not talking much about your abilities or possessions: sự khiêm tốn / khiêm nhường

negative (adj) /'negətɪv/ /**'negətɪv/** bad or harmful: xấu; có hại

odd (adj) /ɒd/ /**ɑ:d/** strange or unusual: kì lạ, bất thường

old-fashioned (adj) /,əʊld 'fæʃnd/ /**,əʊld 'fæʃnd/** not modern; no longer fashionable: xưa; lỗi thời

opposition (n) /,ɒpə'zɪʃn/ /**ɑ:pə'zɪʃn/** the act of strongly disagreeing with somebody/something, especially with the aim of preventing something from happening: sự chống đối / phản đối

opt for (v) /ɒpt fə(r)/ /**ɑ:pt fə(r)/** to choose to take or not to take a particular course of action: chọn, lựa chọn

optimism (n) /'ɒptɪmɪzəm/ /**ɑ:ptɪmɪzəm/** a feeling that good things will happen and that something will be successful: cảm giác / khuynh hướng lạc quan

organisational (adj) /,ɔ:gənəɪ'zeɪʃənl/ /**,ɔ:rgənə'zeɪʃənl/** having or showing the ability to arrange or organize things well: biết tổ chức, có thể dàn xếp tốt các công việc

paramedic (n) /,pærə'medɪk/ /**,pærə'medɪk/** a person whose job is to help people who are sick or injured, but who is not a doctor or a nurse: nhân viên y tế điều trị tại chỗ

parliament (n) /'pɑ:ləmənt/ /**'pɑ:rləmənt/** the group of people who are elected to make and change the laws of a country: quốc hội

patience (n) /'peɪjns/ /**'peɪjns/** the ability to stay calm and accept a delay or something annoying without complaining: sự kiên nhẫn

pessimism (n) /'pesɪmɪzəm/ /**'pesɪmɪzəm/** a feeling that bad things will happen and that something will not be successful: cảm giác / tính bi quan

pesticide (n) /'pestɪsaɪd/ /**'pestɪsaɪd/** a chemical used for killing pests, especially insects: thuốc trừ sâu

physical courage (n) /,fɪzɪkl 'kʌrɪdʒ/ /**,fɪzɪkl 'kɜ:rɪdʒ/** the ability to do something dangerous without showing fear in the face of physical pain, hardship, even death: sự can đảm làm những việc nguy hiểm đến thân thể

policy (n) /'pɒləsi/ /**'pɑ:ləsi/** a plan of action agreed or chosen by a political party, a business, etc.: chính sách

positive (adj) /'pɒzətɪv/ /**'pɑ:zətɪv/** directed at dealing with something or producing a successful result: khả quan, tích cực

prompt (v) /prɒmpt/ /**pra:mpt/** to make somebody decide to do something; to cause something to happen: buộc ai quyết định phải làm gì; gây ra

psychiatric (adj) /,saɪki'ætrɪk/ /**,saɪki'ætrɪk/** relating to mental illnesses: thuộc về bệnh tâm thần

punctuality (n) /,pʌŋktʃu'æləti/ /**,pʌŋktʃu'æləti/** the fact of happening or doing something at the agreed or correct time and not being late: tính đúng giờ (không chậm trễ)

realism (n) /'ri:əlɪzəm/, /'rɪəlɪzəm/ /**'ri:əlɪzəm/** a way of seeing, accepting and dealing with situations as they really are without being influenced by your emotions or false hopes: quan điểm hiện thực

release (v) /rɪ'li:s/ /**rɪ'li:s/** to let somebody come out of a place where they have been kept or stuck and unable to leave or move: phóng thích, thả

self-confidence (n) /,self 'kɒnfɪdəns/ /**,self 'kɑ:nfɪdəns/** the feeling that you can trust, believe in yourself and your abilities: sự tự tin

senior (adj) /'si:niə(r)/ /**'si:niə(r)/** high in rank or status; higher in rank or status than others: cấp / địa vị cao

sense of humour (n) /'sens əv 'hju:mə(r)/ /**'sens əv 'hju:mə(r)/** the ability to find things funny or make people laugh: khiếu hài hước, óc khôi hài

seriousness (n) /'sɪəriəsnes/ /**'sɪriəsnes/** the state of thinking about things in a careful and sensible way: sự nghiêm chỉnh / nghiêm túc

sociability (n) /,səʊʃə'bɪləti/ /**,səʊʃə'bɪləti/** the quality of enjoying spending time with other people: tính dễ gần gũi, tính dễ chan hoà, tính hoà đồng

spark (v) /spɑ:k/ /**spa:rk/** to cause something to start or develop, especially suddenly: làm bùng nổ; làm phát sinh

stubbornness (n) /'stʌbənəs/ /**'stʌbərnnəs/** determination not to change your opinion or attitude: tính bướng bỉnh, ngoan cố

sympathy (n) /'sɪmpəθi/ /**'sɪmpəθi/** the feeling of being sorry for somebody; showing that you understand and care about somebody's problems: sự thông cảm; sự đồng cảm

take after (phr v) /teɪk'ɑ:ftə(r)/ /teɪk'æftər/ to look or behave like an older member of your family, especially your mother or father: giống (cha / mẹ)

the armed forces (n) /ði'ɑ:md'fɔ:sɪz/ /ði'ɑ:rdm'd'fɔ:rsɪz/ a country's army, navy and air force: lực lượng quân đội

thoughtfulness (n) /'θɔ:tflnəs/ /'θɔ:tflnəs/ the quality of being quiet, because you are thinking: sự ngẫm nghĩ, sự trầm tư, sự tư lự

treat (v) /tri:t/ /tri:t/ to give medical care or attention to a person, an illness, an injury, etc.: điều trị; chăm sóc

turn into (phr v) /tɜ:n'ɪntu/ /tɜ:n'ɪntu/ to become something else: biến / chuyển thành

undeniable (adj) /ˌʌndɪ'naɪəbl/ /ˌʌndɪ'naɪəbl/ true or certain; that cannot be denied: không thể tranh cãi, không thể phủ nhận

undercover (adj) /ˌʌndə'kʌvə(r)/ /ˌʌndə'kʌvə(r)/ working or done secretly in order to find out information for the police, a government, etc.: hoạt động ngầm / chìm

zoology (n) /zu'ɒlədʒi/, /zəʊ'ɒlədʒi/ /zu'ɑ:lədʒi/, /zəʊ'ɑ:lədʒi/ the scientific study of animals and their behaviour: động vật học

Unit 7

apathetic (adj) /æpə'θetɪk/ /æpə'θetɪk/ showing no interest or enthusiasm: thờ ơ, hờ hững, lãnh đạm

applaud (v) /ə'plɔ:d/ /ə'plɔ:d/ to show your approval of somebody/something by clapping your hands: vỗ tay tán thưởng

attitude (n) /'ætɪtju:d/ /'ætɪtu:d/ the way that you think and feel about somebody/something; the way that you behave towards somebody/something that shows how you think and feel: thái độ

bow (v) /baʊ/ /baʊ/ to move your head or the top half of your body forwards and downwards as a sign of respect or to say hello or goodbye: cúi đầu chào

carve (v) /kɑ:v/ /kɑ:rv/ to make objects, patterns, etc. by cutting away material from a piece of wood or stone, or another hard material: khắc, tạc, chạm, đục

choreographer (n) /ˌkɔ:ri'ɒgrəfə(r)/ /ˌkɔ:ri'ɑ:grəfər/ a person whose job involves designing and arranging the steps and movements in dances, especially in ballet: biên đạo múa

composer (n) /kəm'pəʊzə(r)/ /kəm'pəʊzər/ a person who writes music, especially classical music: nhà soạn nhạc (chủ yếu là nhạc cổ điển)

concede (v) /kən'si:d/ /kən'si:d/ to admit that something is true, logical, etc. after first denying it or resisting it: thừa nhận

conductor (n) /kən'dʌktə(r)/ /kən'dʌktər/ a person who stands in front of an orchestra, a group of singers etc., and directs their performance, especially somebody who does this as a profession: nhạc trưởng

deliberately (adv) /dɪ'lɪbəreɪli/ /dɪ'lɪbəreɪli/ done in a way that was planned, not by chance: cố ý, chủ tâm

distinctive (adj) /dɪ'stɪŋktɪv/ /dɪ'stɪŋktɪv/ having a quality or characteristic that makes something different and easily noticed: đặc trưng

era (n) /'ɪərə/ /'ɪrə/, /'erə/ a period of time, usually in history, that is different from other periods because of particular characteristics or events: thời đại

fool (v) /fu:l/ /fu:l/ to trick somebody into believing something that is not true: đánh lừa

forensic (adj) /fə'renzɪk/ /fə'renzɪk/ connected with the scientific tests used by the police when trying to solve a crime: liên quan đến giám định / pháp lí

forgery (n) /'fɔ:dʒəri/ /'fɔ:rdʒəri/ a person who makes illegal copies of money, documents, etc. in order to cheat people: người làm giả mạo (tiền, giấy tờ, v.v.)

generation (n) /dʒenə'reɪʃn/ /dʒenə'reɪʃn/ all the people who were born at about the same time: thế hệ

genre (n) /'ʒɛnrə/, /'ʒɔnrə/ /'ʒɑ:nrə/ a particular type or style of literature, art, film or music that you can recognize because of its special features: loại, thể loại (văn học, nghệ thuật, phim, nhạc)

graffiti (n) /grə'fi:ti/ /grə'fi:ti/ drawings or writing on a wall, etc. in a public place: nghệ thuật đường phố (trang trí, tranh vẽ nơi công cộng)

gripping (adj) /'grɪpɪŋ/ /'grɪpɪŋ/ exciting or interesting in a way that keeps your attention: hấp dẫn, thú vị, lôi cuốn

harmony (n) /'hɑ:məni/ /'hɑ:rməni/ (music) the way in which different notes that are played or sung together combine to make a pleasant sound: cách hoà âm

high-pitched (adj) /ˌhaɪ'pɪtʃt/ /ˌhaɪ'pɪtʃt/ (of sounds) very high: (âm thanh) rất cao, chói

identify with (phr v) /aɪˌdentɪfaɪ'wɪð/, /aɪˌdentɪfaɪ'wɪθ/ /aɪˌdentɪfaɪ'wɪð/, /aɪˌdentɪfaɪ'wɪθ/ to feel that you can understand and share the feelings of somebody else: có thể đồng cảm / thông cảm

irritate (v) /'ɪrɪteɪt/ /'ɪrɪteɪt/ to annoy somebody, especially by something you continuously do or by something that continuously happens: làm ai bực mình / cáu

kneel (v) /ni:l/ /ni:l/ to be in or move into a position where your body is supported on your knee or knees: quỳ gối

lethargic (adj) /lə'θɑ:dʒɪk/ /lə'θɑ:rdʒɪk/ without any energy or enthusiasm for doing things; lazy, not wanting to do anything: uể oải, thờ ơ

low-pitched (adj) /ˌləʊ'pɪtʃt/ /ˌləʊ'pɪtʃt/ (of sounds) deep; low: (âm thanh) sâu, thấp

mime (n) /maɪm/ /maɪm/ (especially in the theatre) the use of movements of your hands or body and the expressions on your face to tell a story or to act something without speaking; a performance using this method of acting: sự diễn kịch câm; kịch câm

norm (n) /nɔ:m/ /nɔ:rm/ something that is typical or usual: điều được coi là chuẩn mực bình thường

optimistic (adj) /,ɒptɪ'mɪstɪk/ /,ɔ:ptɪ'mɪstɪk/ expecting good things to happen or something to be successful; showing this feeling: lạc quan

originality (n) /ə,rɪdʒə'næləti/ /ə,rɪdʒə'næləti/ the quality of being new and interesting in a way that is different from anything that has existed before: tính độc đáo / sáng tạo

page-turner (n) /'peɪdʒ tɜ:nə(r)/ /'peɪdʒ tɜ:rnə/ a book that is very exciting: sách rất hấp dẫn, lôi cuốn

pedestrian (n) /pə'destrɪən/ /pə'destrɪən/ a person walking in the street and not travelling in a vehicle: người đi bộ

peer (n) /pɪə(r)/ /pɪə/ a person who is the same age or who has the same social status as you: người cùng tuổi / địa vị xã hội

pessimistic (adj) /,pestɪ'mɪstɪk/ /,pesɪ'mɪstɪk/ expecting bad things to happen or something not to be successful; showing this: bi quan

playwright (n) /'pleɪraɪt/ /'pleɪraɪt/ a person who writes plays for the theatre, television or radio: nhà soạn kịch

presume (v) /prɪ'zju:m/ /prɪ'zu:m/ to suppose that something is true, although you do not have actual proof: giả định, cho là đúng (dù không có bằng chứng)

priority (n) /praɪ'ɔ:rəti/ /praɪ'ɔ:rəti/ something that you think is more important than other things and should be dealt with first: điều ưu tiên

put off (phr v) /pʊt'ɒf/ /pʊt'ɔ:f/ to make somebody dislike somebody/something or not trust them / it: làm cho người khác không thích / không tin

reverse (v) /rɪ'vɜ:s/ /rɪ'vɜ:rs/ to change something completely so that it is the opposite of what it was before: đảo ngược, làm điều ngược lại

sculptor (n) /'skʌlptə(r)/ /'skʌlptə/ a person who makes sculptures: nhà điêu khắc

sculpture (n) /'skʌlptʃə(r)/ /'skʌlptʃə/ a work of art that is a solid figure or object made by carving or shaping wood, stone, clay, metal, etc.: tác phẩm điêu khắc

sitcom (n) /'sɪtkɒm/ /'sɪtko:m/ a regular comedy programme on television that shows the same characters in different funny situations: phim hài nhiều tập

striped (adj) /straɪpt/ /straɪpt/ marked with a pattern of long narrow lines of colours, that are different from the areas next to them: có sọc, có vân

tattoo (n) /tə'tu:/ /tæ'tu:/ a picture or design that is marked permanently on a person's skin by making small holes in the skin with a needle and filling them with coloured ink: hình xăm

twists and turns (idiom) /twɪsts ən tɜ:nz/ /twɪsts ən tɜ:rnz/ unexpected, surprising changes: những thay đổi ngạc nhiên và bất ngờ

vandalism (n) /'vændəlɪzəm/ /'vændəlɪzəm/ the crime of destroying or damaging something, especially public property, deliberately and for no good reason: tội phá hoại tài sản công cộng

visual arts (n) /ˌvɪʒuəl 'ɑ:ts/ /ˌvɪʒuəl 'ɑ:rts/ art forms such as painting, sculptures, ceramics, films, architecture etc.: nghệ thuật thị giác; nghệ thuật trực quan

Unit 8

3G (abbreviation) /θri:'dʒi:/ /θri:'dʒi:/ the abbreviation for third generation technology used to describe a level of performance for mobile phones that makes it possible to move data to and from the internet: công nghệ truyền thông thế hệ thứ ba, cho phép truyền tải dữ liệu (gửi email, tin nhắn nhanh, hình ảnh...)

access (v) /'ækses/ /'ækses/ to be able to have or use something, especially something that you have a right to: tiếp cận, sử dụng

ahead of schedule (adv phr) /ə'hed əv 'fedʒu:l/ /ə'hed əv 'skedʒu:l/ earlier than planned or arranged: (hoàn thành xong công việc) trước thời hạn, trước kế hoạch

antenna tower (n) /æn'tenə 'taʊə(r)/ /æn'tenə 'taʊə/ a tall structure used for sending television or radio signals: tháp ăng-ten

app (n) /æp/ /æp/ a program designed to do a particular job; a piece of software (the abbreviation for application): ứng dụng

attain (v) /ə'teɪn/ /ə'teɪn/ to succeed in getting something, usually after a lot of effort: đạt được, giành được

boulevard (n) /'bu:ləvə:d/ /'bɒləvə:rd/ a wide city street, often with trees on either side: đại lộ

cargo (n) /'kɑ:gəʊ/ /'kɑ:rgəʊ/ the goods carried in a ship, an aircraft or a motor vehicle: hàng hoá

complimentary (adj) /,kɒmplɪ'mentri/ /,kɑ:mplɪ'mentri/ given free: miễn phí

congestion (n) /kən'dʒestʃən/ /kən'dʒestʃən/ the state of being crowded and full of traffic: tình trạng ùn tắc giao thông

cost-effective (adj) /,kɒst ɪ'fektɪv/ /,kɔ:st ɪ'fektɪv/ giving the best possible profit or benefits in comparison with the money that is spent: sinh lợi

exploit (v) /ɪk'splɔɪt/ /ɪk'splɔɪt/ to use something well in order to gain as much from it as possible: khai thác, tận dụng

extraordinary (adj) /ɪk'strɔ:dnri/ /ɪk'strɔ:rdənəri/ unexpected, surprising or strange: bất ngờ, gây ngạc nhiên hay đặc biệt

fertiliser (n) /'fɜ:təlaɪzə(r)/ /'fɜ:rtəlaɪzər/ a substance added to soil to make plants grow more successfully: phân bón

fountain (n) /'faʊntən/ /'faʊntn/ a structure from which water is sent up into the air by a pump, used to decorate parks and gardens: đài phun nước

hostel (n) /'hɒstl/ /'hɔ:stl/ a building that provides cheap accommodation and sometimes meals to students, workers or travellers: kí túc xá, nhà trọ, khu tập thể

hustle (n) /'hʌsl/ /'hʌsl/ busy noisy activity of a lot of people in one place: sự nhộn nhịp / hối hả

in due course (adv phr) /ɪn dju: 'kɔ:s/ /ɪn du: 'kɔ:rs/ at the right time and not before: sẽ xảy ra khi đến thời điểm thích hợp

IoT (abbreviation) /,aɪ əʊ 'ti:/ /,aɪ əʊ 'ti:/ the connection of devices within everyday objects via the internet, enabling them to share data (the abbreviation for internet of things): mạng lưới thiết bị kết nối internet, liên mạng

lost property office (n) /,lɒst 'prɒpəti 'ɒfɪs/ /,lɒst 'prɔ:pərti 'ɒ:fɪs/ a place, for example in a railway station or an airport, where things that people have lost or accidentally left are kept: phòng lưu giữ hành lí bỏ quên / thất lạc

mainstream (n) /'meɪnstri:m/ /'meɪnstri:m/ what is / are thought to be normal, shared by most people and most accepted: điều / xu thế chủ đạo

mission (n) /'mɪʃn/ /'mɪʃn/ a flight into space: chuyến bay vào vũ trụ

monsoon (n) /,mɒn'su:n/ /,mɔ:n'su:n/ a wind in South Asia that blows from the south-west in summer, bringing rain, and the north-east in winter: gió mùa

monument (n) /'mɒnjumənt/ /'mɔ:njumənt/ a building, column, statue, etc. built to remind people of a famous person or event: đài tưởng niệm / kỉ niệm

mosque (n) /mɒsk/ /mɔ:sk/ a building where Muslims go to worship (= praise God): nhà thờ Hồi giáo

navigate (v) /'nævɪgeɪt/ /'nævɪgeɪt/ to sail along, over or through a sea, river etc.: đi tàu / thuyền trên sông, biển

passable (adj) /'pɑ:səbl/ /'pæsəbl/ clear of obstacles and able to be traveled along or on: không có chướng ngại vật, có thể qua lại được

pedicab (n) /'pedɪkæb/ /'pedɪkæb/ a small vehicle with three wheels, operated by pedals like a bicycle, used as a taxi in some countries: xe xích lô

precipitation (n) /prɪ,sɪpɪ'teɪʃn/ /prɪ,sɪpɪ'teɪʃn/ rain, snow, etc. that falls; the amount of this that falls: (lượng) mưa / tuyết / v.v. rơi

risk one's life /rɪsk wʌnz 'laɪf/ /rɪsk wʌnz 'laɪf/ to put one's life in a dangerous situation, in which it could be lost or damaged: mạo hiểm cuộc sống của một người; liều mạng sống

rollout (n) /'rəʊl aʊt/ /'rəʊl aʊt/ an occasion when a company, the government, etc. introduces or starts to use a new product or service: lần ra mắt / giới thiệu sản phẩm mới

scuba diving (n) /'sku:bə daɪvɪŋ/ /'sku:bə daɪvɪŋ/ the sport or activity of swimming underwater using special breathing equipment consisting of a container of air which you carry on your back and a tube through which you breathe the air: môn lặn / hoạt động lặn có đeo bình dưỡng khí

self-catering apartment (n) /,self 'keɪtərɪŋ/ /,self 'keɪtərɪŋ/ an apartment which provides you with accommodation and the equipment that is necessary to cook your own meals: nhà / căn hộ tự phục vụ

temple (n) /'templ/ /'templ/ a building used for religious worship, especially in religions other than Christianity: ngôi đền

tuk-tuk (n) /'tʊk tʊk/ /'tʊk tʊk/ a vehicle with three wheels and an engine, typically with open sides, that is used as a taxi: xe tuk-tuk, xe lam

turbulent (adj) /'tɜ:bjələnt/ /'tɜ:rbjələnt/ (of air or water) changing direction suddenly and violently: thay đổi hướng đột ngột và dữ dội

vendor (n) /'venda(r)/ /'vɛndər/ a person who sells things, for example, food or newspapers, usually outside on the street: người bán dạo

zero gravity (n) /,zɪərəʊ 'grævəti/ /,zɪrəʊ 'grævəti/ a state in which there is no gravity, or where gravity has no effect, for example in space: trạng thái không trọng lực

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