

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

TIẾNG ANH 10

Friends

Global

Student Book

SACHHOC.COM



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



OXFORD
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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 10 Friends Global là một 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*).

Như tên gọi '**Friends Global**', những bài học tiếng Anh trong sách sẽ đưa học sinh vào thế giới ngôn ngữ thực, sống động, hữu ích qua các đề tài khoa học, kĩ thuật, công nghệ, văn hoá. Sách chọn cách tiếp cận ngôn ngữ qua các chủ điểm mới, 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 của học sinh trung học và mục tiêu giáo dục định hướng nghề nghiệp của chương trình giáo dục phổ thông. Nói một cách cụ thể, sách từng bước kiến thiết và phát triển năng lực ngôn ngữ Anh, giúp học sinh có nền tảng tự tin giao tiếp và lĩnh hội 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 cứu 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 nền tảng phương pháp giảng dạy ngôn ngữ kết hợp nội dung thực tế (*Content and Language Integrated Learning*), **Tiếng Anh 10 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

Likes and dislikes

I can talk about likes and dislikes.



1 SPEAKING Describe the photo. Where are the people? What are they doing?

2 1.02 Read and listen to the dialogue. Find the names of the people in the photo.

Ryan Hi, Izzy. Can I sit here?
 Izzy Yes, of course. This is Becky. She's new.
 Ryan Hi, Becky. I'm Ryan, Izzy's brother.
 Becky Hi. Nice to meet you!
 Ryan Where are you from, Becky?
 Becky I'm from London. I moved here two weeks ago.
 Ryan I love London. I've got friends there. I sometimes visit them and we go skateboarding.
 Izzy Do you like skateboarding, Becky?
 Becky Not really. But I like ice skating.
 Izzy Me too! Let's go ice skating after school.
 Becky Great idea!
 Ryan I'm not very keen on ice skating. What do you think of bowling?
 Becky Bowling? I hate it.
 Ryan Oh. Actually, I don't mind ice skating ...
 Izzy There's the bell. I've got maths, then history.
 Becky I've got PE now. I love PE! See you after school, Izzy!
 Izzy Bye, Becky.
 Ryan Yeah ... Bye ...

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

- This is the first time Izzy and Ryan have met.
- This is the first time Becky and Ryan have met.
- Ryan sometimes goes skateboarding in London.
- Becky does not like skateboarding or bowling.
- Ryan and Becky agree to go ice skating after school.
- Izzy and Becky have got PE next.

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

Sports and hobbies

board games
drawing

School subjects

drama
IT (information technology)

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

5 Work in pairs. How many more words can you add to the lists in exercise 4 in three minutes?

Vocabulary Builder IA Sports and hobbies: page 124

6 KEY PHRASES Label the phrases below A (*like*), B (*OK*) or C (*don't like*). Which phrases are in the dialogue in exercise 2?

Likes and dislikes

| | | |
|-------------------|------------------------|------------------|
| I can't stand ... | I love ... | ... isn't bad. |
| I don't mind ... | I (quite) like ... | ... is great. |
| I hate ... | I'm really keen on ... | ... is terrible. |

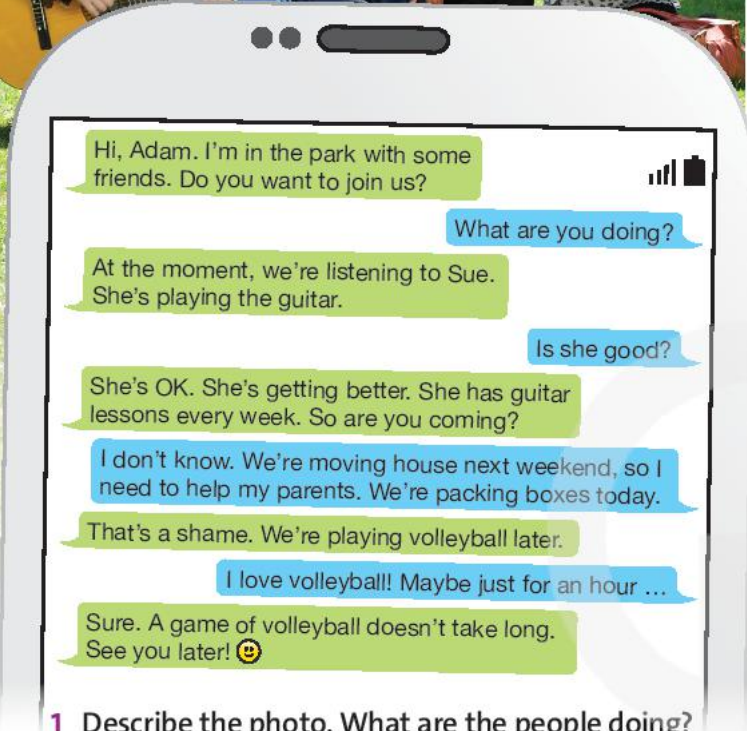
7 SPEAKING Work in pairs. Give opinions of school subjects. Use the phrases in exercise 6.

History isn't bad.

I quite like PE.

Contrast: present simple and present continuous

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



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

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

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

LEARN THIS! Present tense contrast

We use:

- a the ¹present simple for something that happens regularly, always or never.
- b the ²_____ for something happening at this moment.
- c the ³_____ for something happening around this time.
- d the ⁴_____ for stating a fact.
- e the ⁵_____ with certain verbs that we do not usually use in continuous tenses: *believe, know, like, love, need, understand, want*, etc.
- f the ⁶_____ for future arrangements.

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

4 Match each example you found in the messages with the correct rule (a–f) in the **Learn this!** box.

5 Work in pairs. Explain the difference between sentences a and b in each pair.

- 1 a I'm doing my homework after school.
b I do my homework after school.
- 2 a Joe is learning to drive.
b Many teenagers learn to drive when they are seventeen.
- 3 a Mark plays the guitar.
b Mark is playing the guitar.

➔ **Grammar Builder IB** Contrast: present simple and continuous: page 106

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

Toby Hi!

Leia Hi, Toby. What ¹are you doing (you / do)?

Toby I'm at the sports centre. I ²_____ (wait) for Tom.

Leia ³_____ (you / go) swimming?

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

Leia What ⁶_____ (he / do)?

Toby I ⁷_____ (not know). He ⁸_____ (not answer) his phone. Anyway, where are you?

Leia I'm at the shopping centre, but I ⁹_____ (not buy) anything today. I ¹⁰_____ just _____ (look).

Toby ¹¹_____ (you / like) table tennis?

Leia ¹²_____ (you / want) to play?

Leia Sure! But I ¹³_____ (not wear) sports clothes.

Toby ¹⁴_____ (you / wear) trainers?

Leia Yes, I am – with jeans and a T-shirt.

Toby That's fine. You ¹⁵_____ (not need) sports clothes. See you soon!

7 **SPEAKING** Work in pairs. Ask and answer questions 1–4.

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

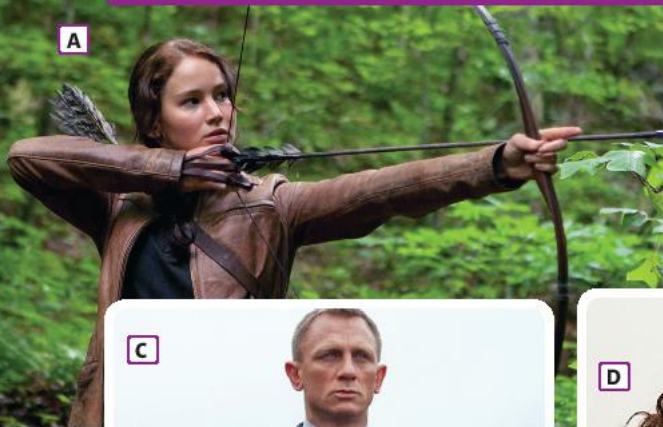
IC

Vocabulary

Describing people

I can describe people's appearance.

A



B



C



D



E



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

James Bond Maleficent Black Widow
Newt Scamander Katniss Everdeen

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

- 1 _____ has got long brown hair. She's wearing _____
 - 2 _____ has got long wavy hair. She's wearing _____
 - 3 _____ has got short curly hair. He's wearing _____
 - 4 _____ has got short fair hair. He's wearing _____
- a a black jacket and black trousers.
 - b a brown jacket and a black T-shirt.
 - c a suit and a tie.
 - d a waistcoat, a bow tie and a long coat.

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

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

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

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

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

➔ **Vocabulary Builder IC** Clothes: page 124

5 In your notebook, write a description of some of your classmates.

6 **SPEAKING** Tell your partner what clothes you usually wear when:

- a you are at school.
- b you go out with friends.
- c you are relaxing at home.
- d you do sport.

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

Articles

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



This is **a** classroom in **a** secondary school in Canada. **The** classroom is very high-tech. **The** students are looking at something through virtual 3D glasses. **The** man standing behind is **a** teacher. He's explaining something. Virtual glasses are quite new in classrooms in Canada. They allow **the** students to see three dimensional images. Mary, **the** student in **the** middle says, "**The** glasses are fun. They bring **the** lessons alive. We are learning about **an** earthquake in Ecuador, and seeing it in 3D makes you feel like you are there, not **at school** just watching it on TV."

- 1 Read the text. Would you like to use 3D glasses like this at school? Why? / Why not?
- 2 Read the **Learn this!** box. Complete the rules with *a / an, the*, or no article (–).

LEARN THIS! Articles

- a** We use ¹_____ to talk about something for the first time.
*There's **an** interactive whiteboard in our classroom.*
- b** We use ²_____ when we mention something again.
*Our teacher **often** uses **the** interactive whiteboard.*
- c** We use ³_____ when it is clear what we are talking about, or when there is only one of something.
*We play basketball in **the** gym. (The gym at school)
The sun is **shining**.*
- d** We use ⁴_____ to say what someone's job is.
*My mum's **a** teacher.*
- e** Note these set phrases.
- ⁵_____ : *listen to the radio, go to the cinema, play the guitar*
 - ⁶_____ : *watch TV, listen to music, in / to bed, to / at / from school, at home / work, in hospital*

- 3 Read the text in exercise 1 again. Match each of the highlighted words with a rule in the **Learn this!** box.

- 4 Complete the dialogue. Use *a / an* or *the*. Explain your choices.

Martha I go to school near ¹**the** city centre.

Jake Really? What's ²_____ name of ³_____ school?

Martha St Mark's. It's ⁴_____ private school.

Jake I know ⁵_____ girl who goes there. Alice Smith.

Martha There's ⁶_____ Alice Smith in my class.

I wonder if it's ⁷_____ same one.

Jake She's got blue eyes, long hair and ⁸_____ nice smile.

Martha That's her! Which school do you go to?

Jake Hadfield Highschool.

Martha Oh. My dad's ⁹_____ maths teacher there: John Lee.

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

LOOK OUT!

We do not use *the* when we make generalisations.

I don't like history. (~~the~~ history ×)

I like playing basketball at school. (~~the~~ basketball ×)

- 5 Read the **Look out!** box. Are the sentences below generalisations or not? Circle the correct words.

1 Dogs / **The dogs** are more intelligent than **cats** / the cats.

2 Weather / **The weather** is nice today.

➔ **Grammar Builder ID** Articles: page 106

- 6 Imagine your school 50 years from now. Describe your future classroom to a partner.

In 50 years, my classroom will have a robot as a teacher ...

1

Feelings

Unit map

● **Vocabulary**
Adjectives to describe feelings
Accidents and injuries

● **Word Skills**
Adjective endings
How + adjective

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

● **Listening** Problems, problems!



● **Reading** Painless



● **Speaking** Narrating events



● **Writing** A description of an event

● **Culture** The British



● **Pronunciation** page 10
consonant ending sounds
ed ending sounds

● **Vocabulary Builder** page 124

● **Grammar Builder** page 108

● **Grammar Reference** page 109

1A

Vocabulary

How do you feel?

I can describe how people are feeling.

A



B



C



1 **SPEAKING** Look at the photos and answer the questions.

- 1 How do you think these people are feeling?
- 2 What do you think is making them feel that way?

The girls in B are feeling happy because it is their graduation day.

2 **1.04 VOCABULARY** Check the meaning of all the adjectives below. Can you match any of them with the photos in exercise 1?

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

The people in photo A look ...

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

| Positive feelings | Negative feelings |
|-------------------|-------------------|
| delighted | anxious |

4 **1.05 PRONUNCIATION** Listen and repeat. Pay attention to the ending sounds.

shame bore confuse delight embarrass
excite frighten relieve shock

Say the words. Decide if the endings are pronounced /id/, /d/ or /t/. Listen again and check.

shamed bored confused delighted embarrassed
excited frightened relieved shocked

5 In pairs, do the quiz below. How many did you get right?

Can you read people's emotions?

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

1



a anxious

b delighted

c shocked

2



a bored

b proud

c suspicious

3



a ashamed

b embarrassed

c excited

4



a confused

b cross

c envious

6 Read the tweets and complete the hashtags with adjectives from exercise 2.



7 **1.06** Listen to four speakers. Match one adjective from the list below with each speaker (1–4). There are four extra adjectives.

- anxious cross confused
 disappointed excited embarrassed
 proud suspicious

- 1 _____ 2 _____
 3 _____ 4 _____

RECYCLE! Present continuous

We use the present continuous for things happening as we speak.

Grace is making dinner (at this moment).

However, with verbs not used in continuous tenses (*believe, belong, hate, know, seem, etc.*), we use the present simple even for things happening now.

Look! Jack seems cross (at this moment).

8 **1.06** Read the **Recycle!** box. Then listen again and complete the sentences (a–d) with speakers 1–4 and the correct present tense form of the verbs in brackets.

- a Speaker _____ (not know) that a friend's exam result is bad.
 b Speaker _____ (not understand) why there aren't any buses.
 c Speaker _____ (have) a ticket for a really good concert.
 d Speaker _____ (make) a birthday cake for a friend who won't like it.

9 **SPEAKING** Work in pairs. Ask and answer about the following situations. Sometimes you might need more than one adjective.

How do you feel when ... ?

I feel excited, but a little bit anxious too.

- 1 you have an exam in ten minutes?
- 2 your exam finishes?
- 3 you see a large spider in your bedroom?
- 4 friends or family members are arguing?
- 5 you arrive at a party?
- 6 you can't sleep?

Past simple (affirmative)

I can use the past simple affirmative.

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

- 1.07** Complete the text with the past simple form of the verbs in brackets. Then listen and check.



In 2002, nineteen-year-old British refuse collector Michael Carroll and his family ¹ _____ (be) delighted when he ² _____ (win) £9.7 million in the lottery. He ³ _____ (give) millions of pounds to charity and to friends and relatives. He also ⁴ _____ (spend) thousands on loud, all-night parties, and over the next few years, he ⁵ _____ (get) into trouble with the police several times. His wife Sandra ⁶ _____ (be) cross and upset and ⁷ _____ (decide) to leave. Soon, he ⁸ _____ (have) no money left, and in 2010, he ⁹ _____ (begin) work as a refuse collector again. 'I'm just glad it's over,' he ¹⁰ _____ (say).

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

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

LEARN THIS! Past simple (affirmative)

- We form the past simple form of regular verbs by adding *-ed* to the infinitive.
want – wanted talk – talked
- There are some rules about spelling changes.
1 *drop – dropped* **2** *marry – married* **3** *move – moved*
- Some verbs have irregular past simple forms.
go – went begin – began leave – left take – took
- The past simple of the verb *be* has two forms, singular and plural.
be – was / were

➔ **Grammar Builder 1B** Past simple (affirmative): page 108

- Complete the sentences with the adjectives below and the past simple form of the verbs in brackets.

bored delighted embarrassed
suspicious upset

- Sandra Carroll *felt* (feel) **upset** when Michael *spent* (spend) a lot of his money on parties.
- Spencer _____ (be) _____ when he _____ (drop) all his money on the floor of the shop.
- Bess _____ (be) _____ when she _____ (win) the essay competition.
- I _____ (feel) a bit _____ when the man _____ (say) he was a millionaire.
- I _____ (get) a bit _____ because Dan _____ (talk) about his new girlfriend all evening.

- SPEAKING** Work in groups. Tell your classmates about a time when you had these feelings. Use the past simple.

- | | | |
|------------|-----------|-----------|
| 1 anxious | 3 cross | 5 shocked |
| 2 confused | 4 excited | 6 upset |

I was anxious because I had a music exam.

1C

Listening

Problems, problems!

I can listen for gist.



1 SPEAKING Describe the photo. What are the girls doing? How are they feeling? What do you think they are saying?

- 1** You borrowed a DVD from your friend but now you can't find it. Do you ...
- a tell your friend the truth as soon as possible?
 - b say nothing and hope your friend forgets about it?
 - c secretly buy a new copy of the DVD?
 - d keep looking for the DVD but say nothing yet?

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

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

Listening Strategy

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

2 **1.08** Read the **Listening Strategy** above and the three summaries of a dialogue below. Then listen to the dialogue. Which is the best summary?

- a Zak refuses to go out with Tom because he's disappointed about his exam results.
- b Zak is anxious about his exams and decides not to go out with Tom.
- c Zak is relieved that his exams are six weeks away, and agrees to go out with Tom.

LEARN THIS! should

- a We often use *I think ... + should*.
I think she should speak to her friend.
- b For the negative, we use *I don't think ... + should* (NOT *+think + shouldn't*).
I don't think we should borrow more money.

3 SPEAKING Read the **Learn this!** box. Then say what Zak should do. Use *I (don't) think ...* and the phrases below.

- calm down
- stop revising
- revise tomorrow
- finish his revision plan
- go out with Tom
- phone Tom soon

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

4 **1.09** Listen to four dialogues, pausing after each one. Match the dialogues (A–D) with the sentences below.

- The person with a problem...
- 1 accepts an offer of help.
 - 2 does not follow the advice.
 - 3 feels bad because a friend is cross.
 - 4 refuses an offer of help.

5 **1.10** Listen again to dialogues B, C and D. Complete the collocations (1–6) with the verbs below.

find give have make tell (x2)

Dialogue B

- 1 *find* something funny
- 2 ___ somebody a call

Dialogue C

- 3 ___ the truth
- 4 ___ a word (with somebody)

Dialogue D

- 5 ___ an excuse
- 6 ___ a lie

6 SPEAKING Work in pairs. Choose a problem and two suggestions from exercise 1 or use your own ideas. Plan a dialogue and act it out to the class.

Student A: Ask what the problem is and give Student B your advice.

Student B: Tell student A what your problem is. Reject or accept their advice.

Hi! How are you?

I'm OK. But I'm worried. I can't find the DVD I borrowed from my friend. ...

Past simple (negative and interrogative), Question words

I can use the past simple to describe events.

- 1 **SPEAKING** Work in pairs. Say what you did last night.
 2 **1.11** Read and listen to the video chat. Why did Emma not enjoy her evening at the cinema?



- Sam** Hi, Emma! Did you go out last night?
Emma Yes, I went to the cinema.
Sam Oh, really? Who did you go with?
Emma My sister.
Sam What did you see?
Emma The new Jennifer Lawrence film.
Sam Did you enjoy it?
Emma No, it wasn't great. And I couldn't see the screen very well. The man in front of me was really tall, and he didn't stop talking to his girlfriend!
Sam I hate that!
Emma And that's not all. I lost my mobile! I think I dropped it in the cinema.

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

LEARN THIS! Past simple (negative and interrogative)

- a** We form the negative form of the past simple with ¹_____ and the infinitive without *to*.
I didn't go out last night.
- b** We form the interrogative form of the past simple with ²_____ and the infinitive without *to*.
Did Harry text you? Yes, he did. / No, he didn't.
- c** We do not use *did* / *didn't* with the verbs / ³_____ or ⁴_____.
Was Joe late for school? Yes, he was.
Could you read when you were three? No, I couldn't.

Grammar Builder 1D Past simple (negative and interrogative): page 108

- 4 **1.12** Complete the second part of the dialogue. Use the past simple affirmative, negative or interrogative form of the verbs in brackets. Then listen and check.

- Sam** You ¹_____ (not leave) your mobile at the cinema. You ²_____ (lend) it to me, remember? I ³_____ (not give) it back to you.
Emma Yes, of course! Can you bring it to school tomorrow?
Sam I'm really sorry, but I ⁴_____ (leave) it on the bus yesterday evening.
Emma Oh no! What ⁵_____ (you / do)?
⁶_____ (you / ring) the bus company?
Sam Yes, I did, but they ⁷_____ (not can) find it. It ⁸_____ (not be) on the bus. Don't worry. I ⁹_____ (phone) your number ...
Emma ¹⁰_____ (anyone / answer)?
Sam Yes! Lucy, from our class.
Emma Why ¹¹_____ (she / have) my phone?
¹²_____ (she / be) on the bus with you?
Sam Yes. She ¹³_____ (pick) it up by mistake. She's bringing it to school tomorrow!

LEARN THIS! Question words

how what when where which who why
how much how many how often

When a *Wh-* question includes a preposition, the preposition usually goes at the end.

What are you listening to?

- 5 Complete the *yes / no* questions about your weekend. Use the past simple interrogative form of the verbs below. Then complete the follow-up questions.
do (x2) go play see watch
- 1 *Did you watch TV?* What *did you watch*?
 2 _____ out on Friday or Saturday evening?
 Where _____?
 3 _____ anyone on Saturday or Sunday?
 Who _____?
 4 _____ any homework? When _____?
 5 _____ computer games? Which _____?
 6 _____ any sport? What _____?

- 6 **SPEAKING** Work in pairs. Take turns to ask and answer the questions in exercise 5.

Grammar Builder 1D Question words: page 108

Adjective endings

I can use different adjective endings.

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

Message in a bottle

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

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



LEARN THIS! -ed / -ing adjectives

Many adjectives ending in ¹____ describe how people feel. Adjectives ending in ²____ describe something which makes them feel that way. Pairs of -ed / -ing adjectives like these are formed from verbs, e.g. *disappoint*. I'm *disappointed*. My exam result is *disappointing*.

- 3** Find all the -ed and -ing adjectives in the text in exercise 2. Complete the rules in the *Learn this!* box.

- 4** Circle the correct forms to complete the sentences.
 - I don't find computer games very **excited** / **exciting**.
 - Don't be **frightened** / **frightening**. The dog won't bite.
 - I was **shocked** / **shocking** when I heard the news.
 - It's really **annoyed** / **annoying** when you interrupt.
 - Why are you looking so **worried** / **worrying**?
- 5** Complete each pair of sentences with -ed and -ing adjectives formed from the verbs in brackets.
 - a I don't understand this map. It's very _____. (confuse)
 - b Can you help me with my maths? I'm _____. (confuse)
 - a I was _____ when I fell over. (embarrass)
 - b I hate it when my dad dances. It's so _____! (embarrass)
 - a Are you _____ in photography? (interest)
 - b Which is the most _____ lesson in this unit? (interest)

LEARN THIS! How + adjective

We often react to things we hear with *How* + adjective.
How boring! How disgusting! How wonderful!

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

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

Student B: React to the following situations. Use *How* + an -ing adjective.

 - I / drop / phone / and it / break
 - My dad / dance / my birthday party
 - My favourite football team / lose / the weekend

I dropped my phone this morning and it broke.

How annoying!

I can understand a text about an unusual medical condition.

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

Reading Strategy

When you do a matching task, follow these steps:

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

- 2** Read the **Reading Strategy**. Then read the text quickly to get a general idea of the meaning. Were your ideas in exercise 1 correct?

- 3** Read the text again. Match the questions below with paragraphs A–E of the text.

In which paragraph does the writer tell us ...

- 1 when doctors realised Ashlyn had a medical problem?
- 2 what causes her condition?
- 3 what happened when she burned her hands?
- 4 why some people die from this condition?
- 5 how school life for Ashlyn was unusual?

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

When What Who Why

- 1 **How** did the doctor feel when he saw Ashlyn's eye injury?
- 2 _____ didn't Ashlyn cry when she was a baby?
- 3 _____ watched Ashlyn carefully in the playground at school?
- 4 _____ did Ashlyn's story first appear in newspapers?
- 5 _____ is the cause of Ashlyn's medical condition?

How did the doctor feel when he saw Ashlyn's eye injury?

He was shocked because it was a serious injury.

- 5 VOCABULARY** Find words in the text to do with accidents and injuries. Then complete gaps 1–7 below.

Accidents and injuries

Verbs

burn / cut / hurt / ¹in _____ e yourself / your hand, etc.

fall / ²tr__p / slip over

³b____k your arm / finger, etc.

bleed sprain your ankle / wrist

hurt (e.g. *my leg hurts*)

Nouns and phrases

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

⁶a b____n acut ⁷an in____y a sprain pain

- 6 SPEAKING** Work in groups. Tell your classmates about a time when you hurt or injured yourself. Use vocabulary from exercise 5.

I broke my arm when I was six years old.



A life without pain

1.13

A All children hurt themselves from time to time. But when thirteen-year-old Ashlyn Blocker gets injured, she doesn't realise it. Once, when she burned herself, she only knew about it when she looked at her skin.

B There was always something different about Ashlyn. As a baby, she didn't cry. When she was eight months old, her parents noticed there was some blood in her eye, so they took her to see a doctor. The doctor found a serious cut in her eye and was shocked. Why didn't the baby cry? Tests showed that Ashlyn had a very unusual medical condition: she couldn't feel any pain.

C This condition is very rare: many people who have it die of it. Pain is a natural warning that you're ill or injured. People who can't feel pain just don't realise they're in danger.

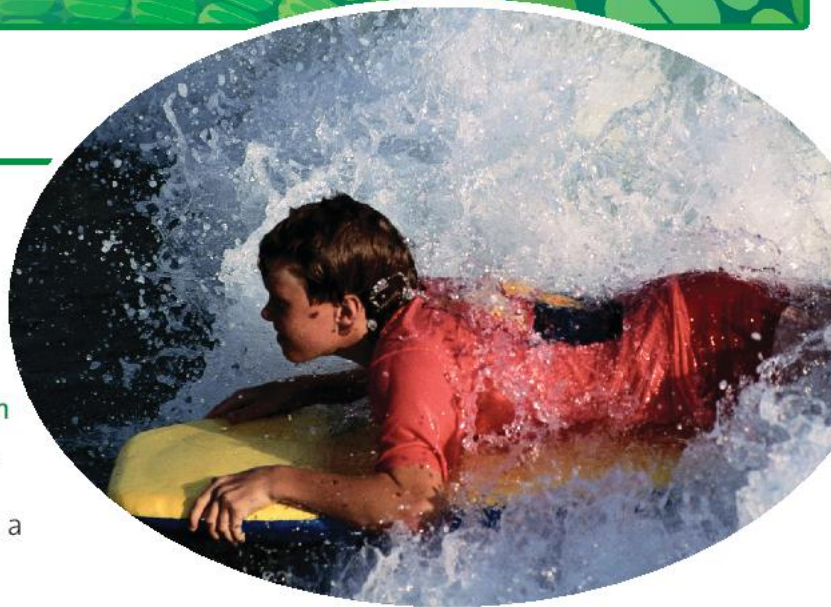
D The first few years of Ashlyn's life were very difficult. She often tripped and injured herself. Once, she broke her ankle but she didn't stop running. During school breaks, one teacher watched Ashlyn all the time in the playground and they had to search for cuts, bruises or other injuries.

E When she was five, Ashlyn's story appeared in newspapers and on TV. Scientists studied her condition and found she has a genetic disorder that means pain signals do not reach her brain. Unfortunately, at the moment, there is no hope of a cure. And, as Ashlyn knows, a life without pain is both difficult and dangerous.



Narrating events

I can relate and react to past events.



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

be get learn leave love spend watch

Kirstie Hi, Laurie. How are you? Tell me about your summer holiday!

Laurie Well, for the first three weeks, I was at a summer camp in Cornwall.

Kirstie Really? That sounds like fun!

Laurie Yes, it was. I ¹ _____ a new sport – bodyboarding.

Kirstie Wow! That sounds great!

Laurie Yes, I ² _____ it. It was really exciting – and a bit frightening too!

Kirstie I bet! What else did you get up to over the summer?

Laurie Well, the second half of the holiday ³ _____ so good. I ⁴ _____ a stomach bug and ⁵ _____ nearly a week on the sofa.

Kirstie Oh dear! How awful!

Laurie I ⁶ _____ the house for days. I just ⁷ _____ DVDs. I was so bored!

- 3 **1.14** Listen and check your answers to exercise 2. Does the photo go with the first or second half of the dialogue? How do you know?
- 4 **1.15** Listen to three girls talking about their summer holidays. Match each speaker (1–3) with an event (a–c) and then circle the correct adjective to describe how she felt about it.

- a Speaker ___ got sunburned.
She felt **depressed** / **embarrassed** / **worried**.
- b Speaker ___ ran a half marathon.
She felt **exhausted** / **proud** / **surprised**.
- c Speaker ___ visited her friend's new house.
She felt **envious** / **interested** / **shocked**.

Speaking Strategy

Follow a simple structure for narrating events, for example:

- 1 set the scene (where? when? who?)
- 2 say what happened
- 3 say how you (and/or others) felt about it

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

Reacting and showing interest

You're joking / kidding!

How boring / funny / frustrating / exciting / upsetting!

That's amazing / exciting / worrying / shocking!

That sounds great / terrible / annoying / terrifying!

What a cool thing to do!

Really? I'm so envious!

Really? What a relief!

That sounds like a nightmare!

Oh no! What a disaster / shame!

- 6 **PRONUNCIATION** **1.14** Listen to the dialogue in exercise 2 again, then practise saying the phrases above. Try to sound interested!

- 7 Work in pairs. Take turns to say a sentence from the list below using the correct past simple form of the verbs in brackets. Your partner reacts with a suitable phrase from exercise 5.

1 I finally (finish) my science project.

2 I (learn) to play a new song on the guitar.

3 I (break) a bone in my foot.

4 I (drop) my dad's laptop.

I finally finished my science project.

Really? What a relief!

Vocabulary Builder get: page 124

- 8 Read the **Speaking Strategy**. Work in pairs. One student tells an event from his / her last summer, the other reacts to the story.

A description of an event

I can describe an event.

- 1 SPEAKING** Work in pairs. Describe the photo. What is the boy planning to do? Use the words below to help you.
bathroom fake spider play a prank put scare
- 2** Read the descriptions of two events and check your ideas for exercise 1. Use the adjectives below or your own ideas to explain why the pranks should not be played.
childish annoying cruel scary disappointed



Writing Strategy

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

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

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

- A Dave _____
B Dave's big sister _____
C Kate _____
D Kate's brother _____

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

- Give a short description of the prank.
- Say how your friend or family member reacted.
- Describe your feelings at the time.
- Say how bad you feel about it now, and why.

- 4** Read the task above. Make notes using one of the ideas below, real information or your own ideas.

- put salt on someone's ice cream
- put a fake mouse in a kitchen cupboard
- glue some coins to the classroom floor


- 5** Write your forum post (100–120 words).

CHECK YOUR WORK


- Have you ...
- used adjectives to describe how people felt?
 - checked the spelling and grammar?

Teen Forums > General Chat > Pranks!


Monday 2nd 11:31 AM

Sarah_B
Moderator


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

Dave338


When I was about nine years old, I bought an enormous plastic spider from a joke shop. I couldn't wait to play a prank on my sister with it. One morning, I put it in the shower just before my big sister went into the bathroom. I waited outside the door. I heard a really loud scream and my sister ran out of the bathroom. I thought it was really funny, but she was really cross when she found out, and chased me round the house. I feel bad about it now, it took her ages to get over it because she was so shocked!

Kate44


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

The British



- 1 **SPEAKING** Describe the photos. Do they match your idea of typical British people? Why? / Why not?



HOW FOREIGNERS SEE THE BRITISH

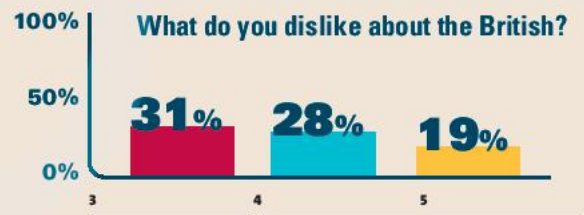
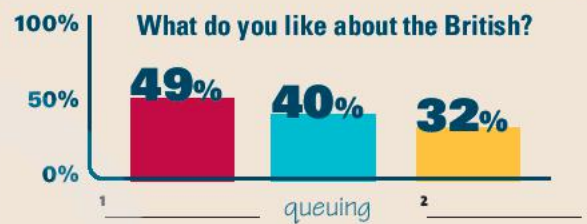
1.16

What is a typical British person like? People who come to Britain from other countries probably have a few expectations: British people are polite, rather reserved, and enjoy drinking tea and standing in queues! But how accurate is this stereotype? In an online survey of 1,402 foreign nationals living in the UK, just over half said that the British matched their expectations.

The survey also asked which aspects of the British character the foreign nationals liked and disliked. British people's good manners were popular with 49% and 40% liked the ability to queue. Many agreed that the British are reserved and for 32% this was a good quality – but for 19% it was negative. Other negative aspects were the British sense of humour (31%) and British culture in general (28%). However, 77% said they liked British people in general and 61% said that their opinion of the British got better as a result of living in the UK.

A spokesman for the researchers said: "People probably come to Britain with a stereotype of what to expect. It's good to see that, for the majority, the reality is better than the stereotype."

- 2 Read the text. Are these sentences about the people who took part in the survey true or false? Write T or F.
- Most have a positive view of the British overall.
 - More than half have a better opinion of the British now that they live in the country.
- 3 Complete the labels for the charts with the words below. Use information from the text to help you.
better culture good manners reserve (x2) sense of humour the same or worse



Is your opinion of the British better or worse now than before you lived here?



- 4 **1.17** Listen to four people from other countries talking about their view of the British. Which person do you think has the most negative view?
- 5 **1.17** Listen again. Match the speakers (1–4) with sentences A–F below.
- Which speaker(s) ...
- are not keen on the weather in the UK? __, __
 - makes a positive comment about the food? __
 - does not think British people are hard-working? __
 - have a negative opinion of young people's behaviour? __, __
 - is a fan of British culture? __
 - are generally positive about the people in Britain? __, __, __

Reading

Read the following passage and circle True (T), False (F) or Doesn't say (DS).

Be happy!

There have been lots of surveys about teenagers and happiness and they all come to different conclusions. Some surveys say that most young people are happiest when they spend time with their family. Others say it's when they're with friends. Some teenagers think that getting good marks at school and passing exams make them happy, while others feel that it's having a boyfriend or girlfriend. The problem is that there isn't just one thing that makes everyone happy, and what made you happy last week might not make you happy next week! However, there are some things that can help improve your mood when you are feeling unhappy. Experts believe that exercise can make you a happier person because it releases chemicals in your brain that are related to a feeling of pleasure.

There's another surprising idea to help make you happier. Although you might think that eating chocolate is bad for you, it seems, according to some experts, to be good to eat chocolate when you're feeling sad. Of course it isn't healthy to eat too much, but chocolate releases chemicals in the same way that exercise does – and for some people it's easier and quicker than working out in the gym! It's also important to remember that you can't be happy all the time. You can be happy for brief moments and you should value these times. And when you feel sad, go for a run or eat some chocolate – you'll soon cheer up!

- The surveys show that teenagers and parents have different ideas about happiness. **T F DS**
- The things that make us happy never change. **T F DS**
- The surveys show that teenagers who do exercise are happier. **T F DS**
- When we feel depressed we shouldn't eat chocolate. **T F DS**
- Exercise and eating chocolate can produce similar results. **T F DS**
- It's important to value even short moments of happiness. **T F DS**

Listening

Put the words below in the correct categories (A–D).

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

- A Feelings _____ C Nature _____
B Sports _____ D Health _____

1.18 Listen to four people talking about sport. Match sentences A–D with speakers 1–4.

- A We find out about a new sporting venue. _____
B The speaker is talking about the different benefits of sport. _____
C The speaker is describing a personal experience of a sport. _____
D The speaker is explaining the advantages of extreme sports. _____

Speaking

Work in groups. Talk about an event or time when you felt very happy. Try to explain what made you happy.

Writing

You have recently been on holiday with your family. Write an email (120–150 words) about it to a friend. Include the following points.

Where you went

How you got there

Something interesting you did

How you felt

Invitation to your friend to stay with you for the next holiday.

2

Adventure

Unit map

Vocabulary

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

Word Skills

Word building

Grammar

Past continuous
Past simple and past continuous

Listening Adrenaline junkies



Reading Lost at sea



Speaking Photo description



Writing An invitation

Culture Ann Davison



Pronunciation pages 27 Word stress

Vocabulary Builder page 125

Grammar Builder page 110

Grammar Reference page 111

2A

Vocabulary

Landscapes

I can describe landscapes.

1 **SPEAKING** Look at the photos (A–E). Would you enjoy these activities? Why? / Why not?

2 **1.19 VOCABULARY** Match two or more of the nouns below with each photo (A–E). Then listen to the descriptions and check your answers.

Landscape: features cave cliff desert forest hill lake mountain ocean river rocks shore stream valley volcano waterfall

A _____

D _____

B _____

E _____

C _____

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

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



Vocabulary strategy

Use mind maps to organise new vocabulary into categories to help you remember it.



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

dark forest, dark cave, dark valley; deep ...

- 5 **1.20** Listen to four adverts. Match three of them with photos A–E.

1 ___ 2 ___ 3 ___ 4 ___

- 6 **1.20** Listen again. Complete the extracts (1–6) from the adverts using the prepositions below, nouns from exercise 2 and adjectives from exercise 3.

across along behind beside inside through

- 1 Kayak *across* icy lakes and *shallow* rivers.
2 Journey _____ mountains and deep _____.

- 3 Explore the _____ caves _____ the coast of Mexico.

- 4 Stand _____ Lake Pinatubo, a lake _____ a _____.

- 5 A _____ lake formed, which soon became _____.

- 6 Find dark _____ tall _____.

- 7 **SPEAKING** Work in pairs. Describe a typical landscape in your country. Use as much vocabulary from this lesson as you can. Your partner guesses the landscape you are describing.

There's a tall mountain.



Past continuous

I can use the past continuous.

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



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

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

LEARN THIS! Past continuous

- a We often use the past continuous to set the scene.
It was snowing. Two men were walking home.
- b We use the past continuous to talk about an action that was in progress at a particular time.
At midnight, I was doing my homework.

➔ **Grammar Builder 2B** Past continuous: page 110

- 3 Complete the paragraph below with the past continuous form of the verbs in brackets.

I left the hotel early the next morning. Already, the sun ¹ _____ (shine) brightly and the temperature ² _____ (rise). In the square, café owners ³ _____ (carry) tables outside. A dog ⁴ _____ (lie) on the pavement nearby, but it ⁵ _____ (not sleep). Two teenage girls ⁶ _____ (sit) on a bench ⁷ _____ (share) headphones. What ⁸ _____ (they / listen) to?

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

What were they doing?

- | | |
|------------------------|---------------------|
| 1 the mother | 5 the tall man |
| 2 the boy | 6 the café owners |
| 3 the girl | 7 the dog |
| 4 the other travellers | 8 the teenage girls |

What was the mother doing?

She was ...

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

A tourist was reading a book.

a tourist
some birds
two taxi drivers
a street vendor
a police officer
some schoolchildren
a shop owner
some workmen
some shoppers

stand / sit
argue / fight
take photos
eat / drink
talk on the phone
read a book / magazine
laugh / smile / sing
walk / run / ride a bike

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

A tourist was reading a book.

What book was the tourist reading?

- 7 **SPEAKING** Work in pairs. Ask and answer the questions you wrote in exercise 6.

What book was the tourist reading?

A travel guide to the city.

- 8 Write the opening paragraph of a story. Use your ideas from exercise 5 and include the extra information from exercise 7.

Adrenaline junkies

I can listen for key words and antonyms.



- 1 **VOCABULARY** Put the adjectives below into three groups describing: a) people, b) extreme sports and c) landscapes. Some adjectives can go into more than one group.

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

- 2 **SPEAKING** Describe the photos above. Where are the people? What are they doing? What kind of people do you think they are? Use adjectives from exercise 1 and words from lesson 2A on page 22.

Listening Strategy

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

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

It's rather cold today. → *It isn't very warm today.*

We won the match. → *We didn't lose the match.*

- 3 **1.21** Read the **Listening Strategy**. Then listen to six people talking about BASE jumping. Write the synonyms or antonyms that they use for the underlined words.

- 1 Fred loves being in wild, far-away places. *remote*
- 2 Sally says BASE jumping isn't popular with older people. _____
- 3 Chris doesn't consider himself a courageous person. _____

- 4 Read the sentences. Can you think of synonyms for any of the underlined words? Write them in your notebook.

- 1 Tanya likes extreme sports because they're dangerous.
- 2 A friend told Tanya to try BASE jumping.
- 3 Tanya didn't enjoy her first experience of BASE jumping.
- 4 The cliffs in Tonsai, Thailand are the perfect venue for BASE jumping, in Tanya's opinion.
- 5 Tanya thinks the dangers of BASE jumping make women unwilling to try it.
- 6 Tanya thinks Roberta Mancino is a great sportswoman.

- 5 **1.22** Listen. Are the sentences in exercise 4 true or false? Write T or F.

- 6 **SPEAKING** Work in pairs. Explain why you would or would not like to try BASE jumping. Give three reasons. Use the adjectives in exercise 1 and ideas from exercise 3 to help you.

- 4 Celina says people who aren't strong and fit shouldn't try BASE jumping. _____
- 5 For Shelley, the appeal of BASE jumping is the breathtaking landscapes where you do it. _____
- 6 Martin really didn't enjoy BASE jumping. _____

Contrast: past simple and past continuous

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

¹A cold wind was blowing and large dark clouds were moving across the sky. ²A hundred metres from the cliffs, the boat was rising and falling with the waves. ³Harry took off his jacket and his jeans and put them behind a rock. ⁴Then he climbed down into the water and began to swim. ⁵As he was getting near the boat, he heard a shout. ⁶He held his breath and dived under the waves.



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

LEARN THIS! Contrast: past simple and past continuous

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

- 2 Read the **Learn this!** box. Match sentences 1–6 from the extract in exercise 1 with rules a–c.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

- 3 Complete the sentences. Use the past continuous or past simple form of the verbs in brackets.
- a While he _____ (listen) to their argument, the boat's engines _____ (start).
- b Someone _____ (fall) into the water. Harry _____ (realise) who it was and _____ (jump) in too.
- c Still underwater, he _____ (swim) close to the boat, then _____ (come) up silently and _____ (climb) aboard. Three people _____ (argue) loudly.
- d The boat _____ (begin) to move away. As he _____ (decide) what to do, he _____ (hear) a scream.

- 4 **1.23** Put the sentences from exercise 3 in the correct order to continue the story. Then listen and check.

1 c, 2 ...

Grammar Builder 2D Contrast: past simple and past continuous: page 110

LOOK OUT!

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

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

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

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

As they were fighting, Harry heard a helicopter.

A activities

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

B interruptions

call for help see a shark find a case of money
hear gunshots hear / see a helicopter

- 6 **SPEAKING** Work in pairs. What do you think happened next in Harry's story? Discuss your ideas and make notes. Use the questions below and your sentences from exercise 5 to help you.

- Did Harry know the person who fell into the water?
- Did they fight or help each other?
- What happened to the boat?
- Did Harry return to the shore or get on the boat?
- What happened next?

- 7 **1.24** Listen to the end of the story. Compare it with your ideas from exercise 6. How is it different?

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

2E

Word Skills

Word building

I can understand parts of speech and dictionary entries.

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



adventure-blog.com
exploration

Yesterday, sixteen-year-old Hector Turner began his attempt to become the youngest Briton to complete a 242 km “ultra-marathon” across the Sahara Desert. On the same day, Geordie Stewart, a twenty-year-old university student, set off for Everest. He wanted to be the youngest Briton to achieve the “Seven Summits” challenge – climbing the highest mountain on each continent. Last year, Mike Perham circumnavigated the world alone by boat at the age of seventeen.

Why do today’s teenagers feel this need for exploration and adventure? Why do they want to have wild experiences? Mike Perham has a theory: “Kids dream more than adults.”

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

| noun | verb |
|-------------|------------|
| 1 | attempt |
| completion | 2 |
| achievement | 3 |
| 4 | need |
| 5 | explore |
| 6 | experience |
| dream | 7 |

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

LEARN THIS! Related verbs and nouns

a Some nouns are formed by adding a suffix (e.g. *-(at)ion, -ment, -ure*) to a verb. Other spelling changes may be necessary.

argue (v) – argument (n) fail (v) – failure (n)
translate (v) – translation (n)

b Some nouns and verbs are identical.

thunder (v) – thunder (n) fall (v) – fall (n)

c In dictionaries, related nouns and verbs sometimes appear under the same entry.

- 4 **DICTIONARY WORK** Work in pairs. Using a dictionary, find the nouns related to the verbs below. Check their meanings.

entertain _____ motivate _____
erupt _____ relax _____
examine _____ rescue _____

- 5 **1.25 PRONUNCIATION** Listen to the words and underline the stress. Then work in pairs. Take it in turns to say a word and say the form.

- 6 Complete sentence b in each pair with the correct noun formed from the underlined verb in sentence a. Use a dictionary to help you if necessary.

entertain

verb

- 1 **a** Teenagers who go on adventures should be proud of what they accomplish.
b Teenagers who go on adventures should be proud of their _____.
- 2 **a** Companies will want to employ them.
b Companies will want to offer them _____.
- 3 **a** Preparing for the trips is the most difficult part.
b The most difficult part of the trips is the _____.
- 4 **a** These trips are a great way to develop personal skills.
b These trips are great for the _____ of personal skills.
- 5 **a** Most teenagers dream of becoming famous.
b The _____ of most teenagers is to become famous.
- 7 **SPEAKING** Work in pairs. Check your answers to exercise 6. Then discuss whether you agree or disagree with the sentences.

Lost at sea

I can understand a survival story.

- 1 Work in pairs. Look at the photos. What do you think the text is about? Choose from headlines a, b and c.

- a **TOURISTS' FISHING TRIP DISASTER**
 b How to protect sea creatures
 c **Fish rescues sailors**

- 2 Read the first paragraph of the text. Did you choose correctly in exercise 1? How do you know?

Reading Strategy

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

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



1.26 A dream holiday turned into a nightmare for an American brother and sister, Dan and Kate Suski. During a fishing trip in the Caribbean, their boat sank.

The weather wasn't brilliant that day, but Dan had caught a huge fish! He was trying to pull it onto the boat when the captain realised water was coming into the cabin. The boat was sinking fast. The captain used his radio to send a message for help. Then he shouted, "Jump out!"¹ _____ They were about 15 km from land.

The captain said that help was coming. The weather was now awful, but they were wearing life jackets. After an hour, the captain and the Suskis lost each other, and there was no sign of rescue.² _____ They were both thinking the same terrifying thought: sharks!

A helicopter appeared, but nobody saw Dan and Kate in the water. Day turned to night and the Suskis swam for fourteen hours. Finally, they saw some cliffs; they were near land!³ _____ There were dangerous sharp rocks. By now, they were exhausted. Eventually, they reached a sandy beach.⁴ _____

Then they found a town and picked some green bananas. Finally, they met a young farm worker.⁵ _____ He also gave them some tragic news: the captain was lost at sea. After a few days in hospital Dan and Kate were fine. Their story had another happy ending: a rescue boat found the captain after 23 hours in the water!



4 Match sentences A–F with gaps 1–5 in the text. There is one extra sentence. Do any of the sentences match your ideas from exercise 3?

- A So Dan and Kate started to swim as fast as they could towards land.
 B The captain helped them as they climbed onto dry land.
 C He gave them water and food, and stayed with them until the police arrived.
 D So they did, and a few minutes later, the boat disappeared under the waves.
 E Out of the water at last, they lay down and rested.
 F But they couldn't get out of the water here.

5 Read the text again. Are the sentences true or false? Write T or F.

- 1 Dan was the first person to see that there was a problem with the boat.
- 2 The boat sank before Dan and Kate could jump into the water.
- 3 A helicopter saw Dan and Kate in the sea, but it couldn't rescue them.
- 4 When Dan and Kate reached land, they couldn't get out of the water at first.
- 5 There was nobody on the beach when Dan and Kate got out of the sea.

LEARN THIS! Extreme adjectives

a Some adjectives are extreme equivalents of simpler adjectives.

delicious = very *tasty* *filthy* = very² _____
disgusting = very *unpleasant* *starving* = very³ _____
fantastic = very¹ _____ *tiny* = very⁴ _____

b Very common adjectives often have more than one extreme equivalent.

enormous, massive, gigantic, giant, immense = very *big*

6 Read the **Learn this!** box and complete it with the adjectives below.

small good hungry dirty

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

Extreme adjectives

- | | |
|-------------------|--------------------------|
| 1 very bad _____ | 4 very sad _____ |
| 2 very good _____ | 5 very frightening _____ |
| 3 very big _____ | 6 very tired _____ |

8 **SPEAKING** Work in pairs. Act out an interview with Dan or Kate.

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

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

- 1 what / weather / like / that day?
- 2 what / you / doing?
- 3 what / happened / boat?
- 4 why / you / start / swimming?
- 5 how / you / feel?
- 6 how / you / reach safety?

Photo description

I can describe and speculate about a photo.

Photoshare



1 **VOCABULARY** Match two or more of the pieces of equipment below with each photo (A–C).

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

- A _____
- B _____
- C _____

Vocabulary Builder 2G Sports clothing and equipment: page 125

Speaking Strategy

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

- 2 **1.27** Read the **Speaking Strategy**. Then listen to two students describing photos A and B. Who follows the strategy better, in your opinion?
- 3 **1.27** **KEY PHRASES** Complete the phrases for describing a photo with the words below. You need to use some words more than once. Then listen again and check.

at in looks on seems shows

Describing a photo

- The photo ¹ _____ ...
- ² _____ the foreground / background
- ³ _____ the top left corner / bottom right corner
- ⁴ _____ the top / bottom
- ⁵ _____ the left / right
- ⁶ _____ the centre

- It ⁷ _____ like a ...
- It ⁸ _____ as if they're ...
- She ⁹ _____ to be ...

4 **KEY PHRASES** Work in pairs. How do you think the people in photos A and B are feeling? Use the words below or other adjectives from lesson 1A on page 10.

angry bored calm excited nervous relaxed scared shocked

Speculating about feelings

She's probably feeling ... and ...
 I expect they're feeling ... , but maybe a bit ...
 Judging by her expression, I'd say ...
 To me, they look as if they're feeling ...

- 5 **1.28** Listen to the second student answering the teacher's questions about photo B. Which adjectives from exercise 4 does she use?
- 6 **1.28** Listen again. Complete the phrases at the beginning of extracts 1–6.
 - 1 Well, *basically*, you can see it in their faces.
 - 2 _____, no, I wouldn't.
 - 3 _____, the worst thing would be that I couldn't stop.
 - 4 _____, I went on a bike ride with a friend of mine.
 - 5 _____, it was a really good day out.
 - 6 _____ that's the last time I did an outdoor activity.
- 7 Work in groups. Describe photo A, B or C using words and phrases from this lesson.

An invitation

I can write an invitation and a reply.

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

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

A _____ B _____

➔ **Vocabulary Builder 2H** Outdoor activities: page 125

- 2 Answer the questions about the activities in exercise 1.

- Which outdoor activities from the list would you like to do? Why?
- Which would you dislike? Why?

- 3 Read the invitation and reply. Then answer the questions.

- What time does the party begin?
- What are the first activities?
- What does Lisa suggest?

To: bess@email.com

Hi Bess,

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

In the afternoon, we're going to try two different water sports: jet-skiing and kite surfing. It's going to be a lot of fun!

In the evening, we're having a BBQ on the beach, with loads of food and music too. Please let me know if you can come.

Lisa

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

Dear Lisa,

Thank you so much for your invitation. It sounds like a great way to celebrate the start of the school holidays.

Unfortunately, I can't make it because I'm going to be in France with my parents.

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

I hope you enjoy the party!

Bess



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

Making suggestions

Shall we (do something)?

Let's (do something)

Do you fancy (doing something)?

How / What about (doing something)?

We could always (do something)

1 _____

2 _____

Writing Strategy

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

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

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

- 6 Write an invitation (100–120 words) to a party that includes outdoor activities. Remember to include:

- the reason for the party (birthday, end of exams, etc.).
- the date, time and place of the party.
- any instructions (what the person should bring, wear, etc.).

- 7 Work in pairs. Swap your invitations from exercise 6. Then write a reply (100–120 words). In your reply, you should:

- thank your partner for the invitation.
- say why you cannot come to the party.
- suggest doing something another time.

CHECK YOUR WORK

Have you ...

- covered all the points in exercises 6 and 7?
- used short forms rather than full forms?
- used a phrase from exercise 4 in your reply?
- checked the spelling and grammar?

Ann Davison

- 1 **SPEAKING** Work in pairs. Discuss and match the three famous women with their great achievements.

Amelia Mary Earhart

The first US woman in space

Ann Davison

The first female pilot to fly solo across the Atlantic Ocean

Sally Ride

The first woman who sailed solo across the Atlantic Ocean



- 2 **USE OF ENGLISH** Read the text and circle the correct words. Then listen and check.

1.29

Ann Davison

Margaret Ann Longstaffe was born ¹**in / on** 5 June 1914 in Surrey, England. As a child, she really loved adventures. When she grew up, she travelled a lot. She liked riding horses, driving fast cars and flying aeroplanes. Ann became one of the very ²**few / little** women pilots in Britain in the 1930s.

In 1947 Ann and her husband, Frank Davison, also a pilot, bought an old boat "Reliance" and decided to ³**go / set** sail to travel the world. However, they were caught in ⁴**rough / hard** weather in the Irish Sea. The ship was wrecked and Frank was killed. Ann survived, washed ⁵**offshore / ashore** at the foot of a cliff.

- 3 Which of the following words can replace the ones in bold in the second part of the text?

left alone sad event courage very bad

- 4 Rearrange the following events of Ann Davison's life in the order they happened.

- 1 She started to write.
- 2 She bought "Reliance".
- 3 Her boat arrived in Dominica.
- 4 She learned how to fly a plane.
- 5 She luckily survived a shipwreck.
- 6 She bought "Felicity Ann".
- 7 She left Plymouth.

- 5 Read the whole text again. Are the sentences True or False? Write T or F.

- 1 Ann always loved adventures.
- 2 There were quite a few women pilots in Britain in the 1930s.
- 3 "Reliance" was caught in a tsunami and was wrecked.
- 4 It took Ann 2 years to prepare "Felicity Ann".
- 5 Ann was not experienced at sailing, but she was brave.
- 6 Ann hardly felt lonely when she was sailing across the Atlantic.

Later....

After recovering from the **tragedy**, Ann worked as a successful writer and waited for a chance to sail again. She became more determined to complete the challenge of a lifetime. She bought a small boat "Felicity Ann" (FA) and spent two years preparing it and teaching herself to sail. On 18 May 1952, she **departed** from Plymouth. She was still relatively inexperienced, but she made up for lack of experience with **bravery**. With her strength of character, Ann and 'FA' got through days of **severe** storms and loneliness. Ann Davison finally reached land in Dominica on 23 January 1953, becoming the first woman to sail **solo** across the Atlantic.

- 6 **SPEAKING** Work in groups. Talk about Sally Ride, using the following prompts.

Born / May 26, 1951

Graduate / Stanford University / 1973

Obtain / doctorate in Physics / 1978

One of six women / begin spaceflight training / 1978

Experience first flight into space / Challenger / 1983

Travel into space / 2nd time / Challenger / 1984

Die / 2012 / cancer

Reading

Read the text. Circle the correct option (a–d).

Lost in Australia

When eighteen-year-old student Sam Woodhead left college, he decided to have a gap year and go travelling before joining the army. Sam was already a fit long-distance runner, but he thought backpacking in Australia was great training for his future.

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

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

- Sam went backpacking because
 - he didn't know what to do with his life.
 - he didn't like being a student.
 - he wanted to become fit.
 - he thought it would be good for his career plans.
- Sam got lost because
 - he didn't prepare well.
 - his map was incorrect.
 - the weather suddenly changed.
 - he wasn't well.
- Sam's employers realised Sam was lost when
 - he called them from his mobile.
 - they saw that all his money was gone.
 - his family rang to speak to him.
 - some of his things were missing.
- The rescue services
 - called Sam's family.
 - started to look for Sam by helicopters.
 - spent the night in the outback to look for Sam.
 - set out to find Sam before Sam's employers phoned.

Listening

1.30 You will hear three texts twice. Choose the correct option (a–d).

- What is the speaker giving advice about?
 - making life decisions
 - studying for tests
 - improving your work
 - planning your time
- What is true about Amy?
 - She's leaving her family.
 - She's starting work.
 - She's leaving her hometown.
 - She's going on holiday.
- The presenter is asking for opinions about
 - a news story.
 - a holiday.
 - a charity.
 - a new lottery.

Speaking

Work in pairs. Describe the photo below. Then discuss the questions.

- What are the risks of doing this?
- What safety steps should you take?



Writing

Write a paragraph to end the story. Use the following prompts.

Sam / use / colorful shorts / make / SOS emergency signal.
 Friday morning / Sam / hear / helicopter / flying over.
 He / shout / wave / arm / but / they / not see him.
 Afternoon / another helicopter / fly over / SOS signal.
 Wind / helicopter's engine / blow up / Sam's shorts / pilot suddenly spot / them.
 The pilot / search / area again / find / Sam / five kilometres / cattle farm.

3

On screen

Unit map

Vocabulary

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

Word Skills

Negative adjective prefixes

Grammar

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

Listening Advertising



Reading

Video games and health



Speaking

Reaching an agreement



Writing An informal letter

Culture Screen exports



Pronunciation pages 34, 42
Stress, Consonant Clusters

Vocabulary Builder page 125

Grammar Builder page 112

Grammar Reference page 113

3A

Vocabulary

Films and TV programmes

I can talk about films and TV programmes.



- 1 **SPEAKING** Look at photos A–D. Do you know any of these films or TV programmes? Can you name any of the actors or characters?
- 2 **1.31** **VOCABULARY** and **PRONUNCIATION** Match four of the words below with photos A–D. Then listen to the wordlist and check your answers. Work in pairs and practise the pronunciation. Mark the stress on the word(s).
- Films and TV programmes** action film animation chat show
comedy documentary fantasy film game show horror film
musical news bulletin period drama reality show
romantic comedy science fiction film sitcom soap opera
talent show thriller war film weather forecast western
- A _____ B _____ C _____ D _____

- 3 **1.32** Listen to six short excerpts, pausing after each one. Match each excerpt with a type of film or TV programme from exercise 2.
- 1 _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____

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

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

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

- 5 **1.33** Listen to four dialogues, pausing after each one. Does each pair of speakers agree or disagree, in general?
- 1 _____ 2 _____ 3 _____ 4 _____

- 6 **1.33** **VOCABULARY** Listen again. Complete the sentences at the top of page 35 with the words below.

Aspects of films acting ending plot scenes script
soundtrack special effects



- The _____ was quite moving.
- There were some really funny _____.
- I found the _____ really confusing.
- The _____ were spectacular.
- The _____ was totally convincing.
- The _____ was really cool.
- The _____ was really unnatural in places.

- 7 SPEAKING** Work in pairs. Tell your partner your opinion of a film you saw recently. Use the language in exercise 6 to help you.

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

- 8 SPEAKING** Complete the WebQuest quiz below with words from exercise 2 and 6. Search the internet to do the quiz in groups. Check your answers with your teacher.

WebQuest Quiz

Round 1 True or false?

- Dat Phuong Nam* is the first Vietnamese p_____d d_____a to be exported to the USA. True / False
- The TV r_____y sh_w *Thieu nien noi* gives teenagers an opportunity to show their talents. True / False
- Pop groups Little Mix, Girls Aloud and One Direction all became famous after being on t_____t sh____s. True / False



Round 2 Odd one out

- Which of these ch_____rs is the odd one out? Why?
 - Willy Wonka
 - the Mad Hatter
 - Bilbo Baggins
 - Jack Sparrow
- Which of these f_____y f_____s is the odd one out? Why?
 - New Moon*
 - Catching Fire*
 - Breaking Dawn*
 - Eclipse*
- Which of these is not an a_____n?
 - Turbo*
 - Shrek*
 - Rango*
 - Belle*



Round 3 Matching

- Match the films with the genres.

| | |
|-----------------------------|------------------|
| 1 <i>The Woman in Black</i> | a a_____n |
| 2 <i>Wall-E</i> | b s__p o_____a |
| 3 <i>Gravity</i> | c h_____r f____m |
| 4 <i>Kinh van hoa</i> | d t_____r |
- Match the actors with the characters they play in these a_____n f_____s.

| | |
|--------------------|--------------|
| 1 Robert Downey Jr | a Batman |
| 2 Ben Affleck | b Iron Man |
| 3 Andrew Garfield | c Superman |
| 4 Henry Cavill | d Spider-Man |
- Match the two halves to make titles of r_____ic c_____ies.

| | |
|-------------------------|----------------|
| 1 <i>Mr & Mrs</i> | a <i>Woman</i> |
| 2 <i>When Harry Met</i> | b <i>Smith</i> |
| 3 <i>Pretty</i> | c <i>Polly</i> |
| 4 <i>Along Came</i> | d <i>Sally</i> |



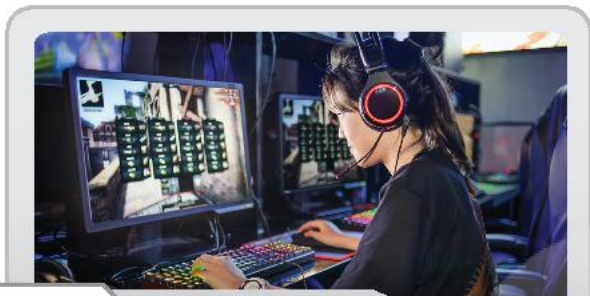
Quantity

I can talk about quantities.

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

adventure city-building combat
puzzle racing role-playing sports

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



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

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

LEARN THIS! *some* and *any*

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

- a We use _____ in affirmative sentences.
b We use _____ in negative sentences and questions.

- 4 Complete the sentences with *some* or *any*.

- This game doesn't contain _____ violence at all.
- I spent _____ time choosing a good game for my sister.
- There are _____ well-known sports games, like FIFA series.
- Racing games often include _____ amazing special effects.

- 5 Look at the bold phrases and the nouns that follow them in the text in exercise 2. Then complete the rules in the **Learn this!** box.

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

- a We use _____ or _____ + uncountable noun for a small quantity of something.
b We use _____ or _____ + plural noun for a small number of something.
c We use *much* + uncountable noun for a large quantity of something.
d We use *many* + plural noun for a large number of something.
e We use _____ + uncountable or plural noun for a large quantity or number of something.
f We use _____...? + uncountable noun or _____...? + plural noun for questions about quantity or number.

Grammar Builder 3B Quantity: page 112

LOOK OUT!

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

- 6 **1.34** Read the **Look out!** box above and the dialogue below. Circle the correct words to complete the dialogue. Then listen and check.

- Jack Look, there's a building with ¹many / some people outside. Turn left just before you get there.
- Evie I can't see ²any / some people. There isn't ³many / much light. Hey! What's that noise?
- Jack Nothing. There was ⁴any / some rubbish in the road.
- Evie I hate this part of town. There aren't ⁵a few / many nice areas. Let's go north.
- Jack How ⁶many / much fuel have we got? Only ⁷a few / a little litres.
- Evie Oh no, listen. The police are chasing us now.
- Jack Let me drive. I know ⁸a few / a little tricks.
- Mum Jack, are you doing ⁹any / many homework in there?
- Jack Er ... Yes. We're doing ¹⁰a little / much IT homework.
- Evie Jack! That's not true ...
- Jack Well, we're spending ¹¹a lot of / a few time on the computer!
- Evie But we aren't doing ¹²some / any work!

- 5 Twenty-five years ago, there weren't _____ 3D graphics.
6 Do you play _____ role-playing games?

Advertising

I can predict what I'm going to hear.



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

Slogans quiz

Can you match these TV advertising slogans with their products (a–g)?

- | | |
|--|-------------------|
| 1 The ultimate driving machine. | a sports clothes |
| 2 Because I'm worth it. | b a car |
| 3 JUST DO IT. | c a computer |
| 4 DON'T LEAVE HOME WITHOUT IT. | d a credit card |
| 5 <i>It's good to talk.</i> | e a phone network |
| 6 Melts in your mouth, not in your hands. | f hair products |
| 7 Think different. | g sweets |

Listening Strategy

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

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

Language for:

- a agreeing and disagreeing
- b giving directions
- c narrating events
- d complaining
- e persuading

- 3 **1.35** Listen to the advert and complete these phrases. Write one to three words for each gap. Do the phrases support your answer to exercise 2?

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

- 4 **SPEAKING** In pairs, take turns to ask and answer the questions below about the advert in exercise 3.

- 1 Is it a good advert, in your opinion? Why? / Why not?
- 2 Is it aimed at children or adults?
- 3 Which extract from exercise 3 do you think is the slogan?

- 5 Read situations 1–3 below. What kind of language from exercise 2 (a–e) would you expect to hear in each situation?

- 1 an advertising executive in a business meeting
- 2 somebody telling a friend what happened earlier
- 3 somebody trying to follow a satnav

- 6 **1.36** Now listen to the three situations. Match them with sentences A–D below. There is one extra sentence.

- A Not everyone is happy with the final decision. ___
- B One of the speakers was very unlucky. ___
- C This person finds it impossible to make a decision. ___
- D This person gets confused and cross. ___

- 7 **1.36** Listen again. Complete the adjectives with the ending that you hear, *-ed* or *-ing*.

- | | |
|-------------------|----------------|
| 1 annoy_____ | 4 exhaust_____ |
| 2 disappoint_____ | 5 bor_____ |
| 3 confus_____ | 6 amus_____ |

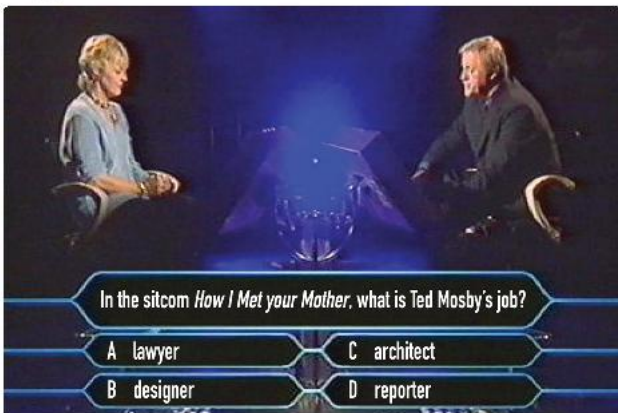
- 8 **PROJECT** Write and perform your own TV advert in groups. Choose from the products below or use your own ideas. Think of five adjectives to describe the product and make up a good slogan.

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

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

I can talk about prohibition and necessity.

- 1 Do you know the game show in the photo? What happens on the show?



- 2 1.37 Read and listen to the dialogue and circle the correct verbs.

Host This question is for £125,000. Jill, in the sitcom *How I Met your Mother*, what is Ted Mosby's job? Is it A, lawyer, B, designer, C, architect, or D, reporter?

Jill Um ... I'd like to ask the audience, please.

Host OK. Audience, you ¹**must / mustn't** answer A, B, C or D on your keypads ... now! ... OK, 30% think it's B and 50% think it's C. But you ²**mustn't / needn't** take their advice.

Jill Mmm, I'm not sure. I think I'll phone my friend Danny.

Host OK, Danny. Jill has a question worth £125,000. You ³**must / needn't** answer within thirty seconds. OK?

Danny Um, I think it's B ... or maybe C ... No, it's D.

Host Sorry, you're out of time. OK Jill, you ⁴**don't have to / must** answer the question. You can walk away with £64,000.

Jill I'm going to answer C.

Host Final answer?

Jill No. Yes. No.

Host You ⁵**don't have to / mustn't** change your mind!

Jill The answer is B. Final answer.

Host Oh, Jill, the answer is C, architect. You've just lost £32,000!

LEARN THIS! *must, mustn't and needn't / don't have to*

- a** We use ¹_____ to say that something is necessary or very important to do.
- b** We use ²_____ and ³_____ to say that something is not necessary.
- c** We use ⁴_____ to say that something is prohibited (a negative order).

Note: We can also use passive forms after modal verbs.

Helmets must be worn at all times.

- 3 Read the **Learn this!** box and complete the rules. Use *must, mustn't, needn't* and *don't have to*. Use your answers to exercise 2 to help you.

Grammar Builder 3D *must, mustn't and needn't / don't have to*: page 112

- 4 What are the rules for using mobiles at your school? Write sentences with *must, mustn't* and *needn't* and the phrases below. If you can, add ideas of your own.

Using mobiles

bring our mobiles to school
leave them in our bags
put them on our desk during lessons
keep them on silent all day
send texts during lessons

Mobiles must be kept on silent all day.

LOOK OUT!

- a** *must* and *have to* are very similar. However, *must* often expresses the feelings of the speaker.
You must do more exercise. (That's my strong opinion.)
have to often expresses an external obligation.
You have to wear a helmet. (It's the law.)
- b** *mustn't* and *don't have to* do NOT have the same meaning. *don't have to* = *needn't*, but *mustn't* means 'it is prohibited'.

- 5 Read the **Look out!** box. Then, using the words in brackets, rewrite the sentences so that they have the same meaning.

- It isn't necessary for you to help me. (needn't)
You needn't help me.
- It's compulsory for us to wear school uniforms. (have to)
- You aren't allowed to talk in the exam. (mustn't)
- It's important that you listen to me. (must)
- You needn't write the answer. (have to)

- 6 **SPEAKING** Work in pairs. Ask and answer about the rules of a game show you know. Use *must, mustn't* and *needn't / don't have to*. Can your partner guess the name of your game?

Can my partner help me?

No, your partner mustn't help you.

Negative adjective prefixes

I can form and use adjectives with negative prefixes.

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



PIRACY
IT'S A CRIME



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

To download or not to download?

DVDs and computer games are so expensive. It's unsurprising that people download them illegally. But it's unfair on the small, independent companies. **Mark**

It's the same as stealing from a shop. It's simply dishonest and unacceptable. **Samantha**

You're very unlikely to get caught. That's why people do it. **Harry**

It's like an invisible crime. You can't see the victim. That's why many people don't feel bad about it. **Joe**

I have no sympathy for the big film and music companies – they make a lot of money, so I think illegal downloading is OK. **Hannah**

LEARN THIS! Negative prefixes: *un-, in-, im-, ir-, il-* and *dis-*

The prefixes *un-, in-, im-, ir-, il-* and *dis-* are negative. When they come before an adjective, they make its meaning opposite.

certain – uncertain patient – impatient

honest – dishonest responsible – irresponsible

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

acceptable _____ legal _____
dependent _____ likely _____
fair _____ surprising _____
honest _____ visible _____

Dictionary Skills Strategy

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

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

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

- 5 Rewrite the sentences using the adjectives in brackets with a negative prefix. You can use a dictionary to help you.

- 1 Her bedroom is in a mess. (tidy)
Her bedroom is untidy.
- 2 That answer is wrong. (correct)
- 3 It isn't nice to tease your little sister. (kind)
- 4 He was very rude to me! (polite)
- 5 I'm unhappy with my exam results. (satisfied)
- 6 I can't do this exercise! (possible)

- 6 Complete the sentences with adjectives with the opposite meaning. Then take turns to ask and answer the questions.

- 1 Is your handwriting legible or _____?
- 2 Are you generally honest or _____?
- 3 Do you think teenagers are generally responsible or _____?
- 4 Are you generally patient or _____?
- 5 Is smoking in public places legal or _____ in your country?
- 6 Do you think that reversing climate change is possible or _____?

Is your handwriting legible or illegible?

My handwriting is legible.

Video games and health

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

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

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

Playing computer games encourages obesity (Daily Mail)

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

Could playing video games be good for your health?

1.38 Many people assume that video games have a negative effect on young people. A lot of time in front of a screen is bad for the mind and the body, and combat games cause concern because they contain violence. Newspapers often express the same opinion. However, according to a report in *American Psychologist*, playing video games can be good for children's education, health and social skills.

Video games can actually improve certain mental skills. Combat games, for example, teach players to think in three dimensions. This helps children with science, technology, engineering and maths.

Other types of video game can have other positive effects. In 2013, research showed that children who play role-playing games get better grades at school than those who don't play them. Other research showed that playing any video game improves children's creativity.

Quick and simple games like *Angry Birds* can improve players' mood and prevent them from feeling anxious. The report also says that video games teach children how to react well to failure because players continually fail and try again. This makes them emotionally strong in real life.

Video games can improve social skills too, the report says. More than 70% of gamers play with a friend, and many take part in online games, like *Farmville*, with millions of other people. The players learn how to lead a group, work together and make decisions. Overall, the report accepts that some video games can have negative effects, but reminds us that they can have benefits too.



Reading Strategy

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

- 3 Read the **Reading Strategy** and questions 1–5 in exercise 4 below. Decide which question is about the whole text. Then find the relevant sentences in the text for the other questions.
- 4 Circle the correct option (a–d).
- Newspaper headlines about video games
 - only talk about violent games.
 - always present the same view.
 - do not tell the truth.
 - usually present a negative view.
 - You learn to think about things in three dimensions when you
 - play combat games.
 - play any kind of video game.
 - study engineering or maths.
 - do scientific studies.
 - Research shows that role-playing games
 - are the only games that make children more creative.
 - do not provide as many benefits as violent games.
 - help children to do well at school.
 - help children to learn how to use computers.
 - The report also suggests that video gamers
 - spend a lot of time on their own.
 - learn some useful skills by playing with others.
 - usually fail in other areas of their lives.
 - spend a lot of time feeling anxious.
 - According to the report, the effect of video games on children
 - is mostly good.
 - is mostly bad.
 - is not known.
 - is not very important.

- 5 **VOCABULARY** Complete these verb + noun collocations from the text using the words below.

cause express get have have
make take part in

Collocations: verb + noun

- _____ a positive / negative effect
- _____ an opinion
- _____ concern
- _____ a benefit
- _____ (good) grades at school
- _____ online games
- _____ a decision

- 6 Answer the questions using information from the text.

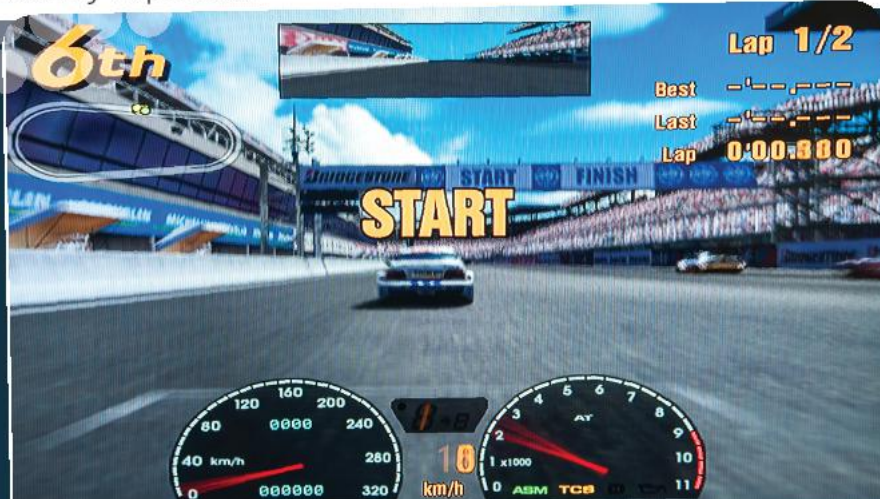
- What do many people assume about the effects of video games on young people?
- What kinds of skills can combat games improve?
- What can simple games like *Angry Birds* prevent?
- What kind of game helps children to get better grades at school, according to a 2013 report?
- What kind of game teaches children how to work together?

- 7 **SPEAKING** Work in groups. Complete the questions with *How much* or *How many*. Then ask and answer.

- _____ different types of screen do you use regularly? (phone, computer, tablet, TV, etc.)
- _____ time do you spend watching TV or DVDs each day?
- _____ different video games do you play?
- _____ different people do you play video games with?

How many different types of screen do you use regularly?

I use ...



Reaching an agreement

I can discuss and agree on an activity.

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

Speaking Strategy

- In the exam,
- read the task in one minute and look carefully at the visuals;
 - write a framework as a guide for you and your partner to follow (talk about the genres available, what you choose and why, where and when you go);
 - identify key words and phrases that you could use in the conversation.
 - cooperate with your partner.

- 2 Read the **Speaking Strategy** and the task below. Think of three nouns and three adjectives that you could use.

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

- 3 **1.39** Read the questions. Then listen to a student doing the exam task and answer them.

- 1 Which film a) does the student want to see, b) does the examiner want to see, and c) do they agree on?
- 2 Did they use any of the words you chose in exercise 2?
- 3 When and where do they decide to meet?
- 4 What reason does the examiner give for not wanting to invite Donna?
- 5 Do they decide to invite someone else, or not?

- 4 **KEY PHRASES** Complete the phrases using the words below.

agree agreed better fan fancy idea
 keen prefer rather settle stand

Expressing likes and dislikes

I quite ¹ _____ ... / I don't really fancy ...
 I'm / I'm not a big ² _____ of ...
 I'm / I'm not ³ _____ on ...
 I adore ... / I can't ⁴ _____ ...

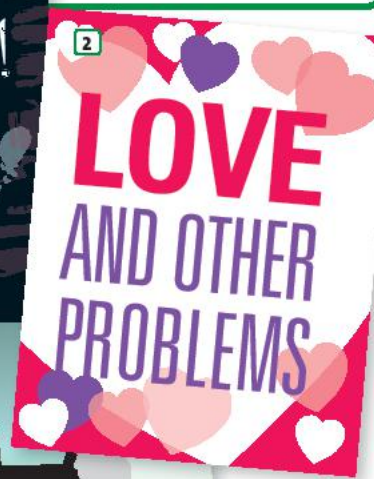
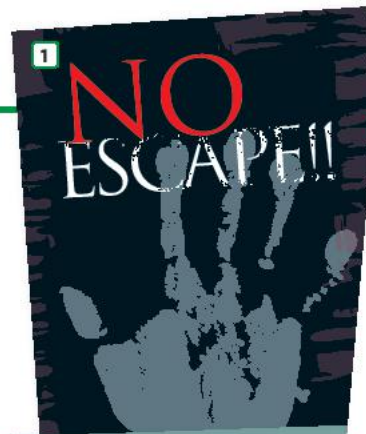
Expressing a preference

I'd ⁵ _____ ... I'd ⁶ _____ (to) ...
 I think ... will be ⁷ _____ / more fun, etc.

Reaching an agreement

Shall we ⁸ _____ on ... ?
 OK, I ⁹ _____ .
 That's ¹⁰ _____ then.
 That's a great ¹¹ _____ .

Vocabulary Builder 3G Expressing likes and dislikes: page 125



LEARN THIS! Consonant clusters

Consonant clusters, combinations of consonant sounds, can be found at the beginning, at the end or within words.
 prefer /pr/ British /br/ agree /gr/ restrict /str/
 accept /pt/ tasks /sk/

- 5 **1.40 PRONUNCIATION** Read the **Learn this!** box. Underline all the consonant clusters and practise saying the words. Then listen and check.

shrink twin problem scream adopt address
 three next against hops

- 6 Work in pairs. Read the task below. Agree with your partner and make notes in the chart below. Present your ideas.

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

Possible activities:

what? _____
 when? _____
 where? _____
 cost? _____

Food:

type? _____
 cost? _____
 where? _____

Meet:

where? _____
 when? _____

An informal letter

I can write an informal letter.

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

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

- 1 say what film you saw and who you went with.
- 2 give your personal opinion of the film.
- 3 mention what you did after the film.
- 4 invite your friend to do an activity with you soon.

- 3** Look at the part of the letter where Andy mentions his personal opinion and read the aspects of the film below. Which ones does he mention?

acting characters ending plot scenes
script soundtrack special effects

- 4** Read the **Writing Strategy**. Then answer the questions.

Writing Strategy

When you write a letter to a friend or relative:

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

- 1 What phrase(s) does Andy include in his introduction?
- 2 How many paragraphs does he write?
- 3 Does he use any very formal language?
- 4 What contractions does he use?
- 5 What phrase(s) does Andy include in the final paragraph?



Dear Jake,

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

I went to see a great film at the cinema last weekend – Iron Man 3.

I went with my friend Paddy because he loves the Iron Man films. It isn't a new film, but it was definitely worth seeing again. The special effects are amazing and it also has a clever plot with lots of twists. There are some funny lines in the script too.

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

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

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

Love,
Andy

- 5** Read the **Learn this!** box and complete it with the phrase Andy uses for making his invitation.

LEARN THIS! Invitations

Would you like + infinitive?

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

How about + -ing form?

_____ + -ing form?

➔ **Vocabulary Builder 3H** Social activities: page 125

- 6** You are going to do the task in exercise 2. Plan your letter using the prompts below and your ideas. Write your letter using the plan.

- 1 Title of film, who you went with
- 2 Your opinion
- 3 Later activity
- 4 A suggestion to do something

CHECK YOUR WORK

Have you ...

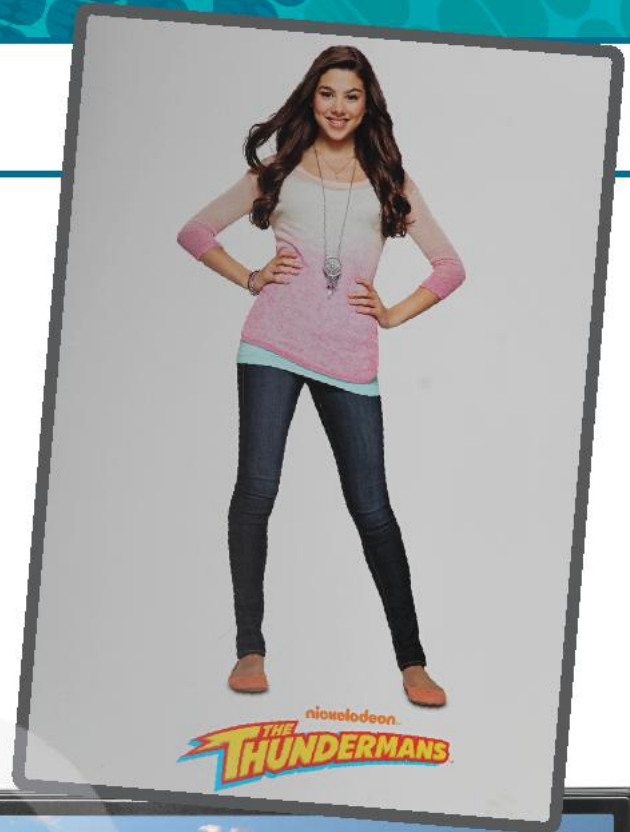
- mentioned and developed each element of the task?
- followed the advice in the Writing Strategy?
- checked the spelling and grammar?

Entertainment

- 1 **SPEAKING** Look at the photo. Do you know this TV series? What type of programme do you think it is? Choose from the words below.

detective drama talent show
comedy science fiction

- 2 Read the text. Check your answer to exercise 1. What type of programme is the other series mentioned in the text?
- 3 Are the sentences true or false? Write T or F.
- 1 Online series are mainly popular with young people.
 - 2 *The Inbestigators* is about four young detectives.
 - 3 In *The Thundermans*, Max and Phoebe have similar ideas about what they want to do with their superpowers.
 - 4 *The Inbestigators* started before *The Thundermans*.



GREAT TEEN SERIES

Online series are now really popular with people of any age. It's easy to find shows in your favourite genre that you can watch at home or while you're travelling. Boring long journeys are now something of the past! Here are two great teen series that you should start watching, if you haven't already.

The first series is called *The Inbestigators*. It's an Australian detective series about four school friends who start their own detective agency. They solve mysteries in their local neighbourhood, and make a weekly vlog about their adventures. The children become best friends, which explains the series title. It was released in 2019 with a second season in 2020.

The second series is *The Thundermans*, which is a comedy about a cool family with superpowers. The main characters are twin brother and sister, Max and Phoebe. Phoebe wants to be a superhero and use her powers for good, but her brother tries to be a supervillain. The series started in 2013 and ran for four seasons, with over 90 episodes.

If you like detective drama or comedy, go and try these two series. We hope you enjoy them!

- 4 **1.41** Listen to the information about *You vs Wild*. What makes it different from other series?
- 1 It is an action and adventure series.
 - 2 Bear Grylls faces lots of dangerous situations.
 - 3 The viewer chooses what happens in each episode.
- 5 **1.41** Listen again. Circle the correct answers.
- 1 The first episode of *You vs Wild* was on TV in 2018 / 2019.
 - 2 In the first episode, Grylls is searching for a pilot / doctor.
 - 3 Viewers have to choose between a slingshot and a torch / hook.
 - 4 All the episodes take place in the same country / different parts of the world.

- 6 **SPEAKING** Ask and answer the questions in pairs.

- 1 Do you watch any of the shows mentioned in the text in exercise 2? What do you think of them?
- 2 What are your favourite TV series? Do you watch them online?

Reading

Read the following passage and circle True (T), False (F) or Doesn't say (DS).

The Avengers

Superheroes are very popular: people love films like *The Amazing Spider Man*, *Batman Begins*, *Thor* and *Captain America*. They are all great, but in my opinion *The Avengers* is the best superhero film because it's different. Superheroes are usually lonely people – they save the world on their own. This isn't how things work in *The Avengers*.

Loki is the bad character in the film, and he's also Thor's brother. The film begins when Loki and his powerful army steal the Tesseract. This is a source of energy, and Loki can use it to destroy the Earth. Nick Fury is the good character, and he's also the leader of an organisation called S.H.I.E.L.D. Nick knows that he isn't strong enough to fight against Loki – so he creates a team of superheroes.

There are a lot of great characters in *The Avengers*. The final battle scene between the superhero team and Loki's army is the most exciting scene in the film. The script is very clever too, and there are some funny lines for all the characters.

The idea of putting superheroes together was amazing, and the audience loved it.

- 1 What makes *The Avengers* different from other superhero films is its clever script. **T F DS**
- 2 The superheroes in *The Avengers* are the most powerful. **T F DS**
- 3 Tesseract, a weapon stolen by Loki's team, can be used to destroy the Earth. **T F DS**
- 4 There are a lot of battle scenes in *The Avengers*. **T F DS**
- 5 Some lines in the script make the audience laugh. **T F DS**
- 6 The audience enjoys watching superheroes cooperate in an effort to save the world. **T F DS**

Listening

1.42 You will hear four speakers talk about entertainment. Match sentences A–E with recordings 1–4. There is one extra sentence.

- A We learn about somebody's life. _____
- B The speaker is making an appointment to competitors. _____
- C The speaker is still studying at school. _____
- D We learn about the history of some popular stories. _____
- E The speaker is describing a festival. _____

Speaking

Work in pairs. Read the role-play information for Student A and Student B. Make a list of ideas for your own role and think about ways of suggesting them. Then do the role-play.

Student A

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

Student B

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

Writing

Imagine you went to the cinema last night and are writing to your English friend. Write an informal letter (120–150 words) to them in which you:

- describe the film.
- give your opinion of the film.
- make a suggestion to your friend.

4

Our planet

Unit map

Vocabulary

Weather
Verbs of movement
In the street
Climate change

Word Skills

Phrasal verbs

Grammar

Comparative adjectives
Superlative adjectives
too / enough

Listening Eyewitness



Reading Gliders in the storm



Speaking Photo comparison



Writing An article

Culture Extreme weather



Pronunciation page 48
than and as

Vocabulary Builder page 126

Grammar Builder page 114

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Extra speaking task page 129



4A

Vocabulary

Weather

I can describe the weather.

1 Do the weather quiz in pairs.

Weather QUIZ

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

a



b



c



2 What makes the sound of **thunder**?

a a **cloud**

b **rain**

c **lightning**

3 You see lightning and then hear thunder six seconds later. How far away is the **storm**?

a 2 km

b 3 km

c 6 km

4 You only get **foggy** weather when

a the air is cold.

b it is **rainy**.

c you are near the ocean.



5 You only get **hail** when

a it is **windy**.

b there are **storm clouds**.

c there is no **sunshine**.

6 In what direction does an 'east **wind**' blow?

a towards the east →

b towards the west ←



7 What is the maximum time a **snowflake** takes to reach the ground?

a a minute

b five minutes

c an hour



8 When you are facing a rainbow, the **sun** is always

a in front of you.

b behind you.

c to one side.



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

| Weather | | | |
|----------|-----------|------------------|---------------------------|
| Noun | Adjective | Verb | Related words and phrases |
| 1 _____ | cloudy | | rain clouds 2 _____ |
| fog | 3 _____ | | |
| frost | frosty | | frostbite |
| 4 _____ | | hail | hail storm |
| ice | icy | | |
| 5 _____ | | | flash of lightning |
| mist | misty | | |
| 6 _____ | 7 _____ | rain | 8 _____ |
| shower | showery | | rain shower |
| snow | snowy | snow | 9 _____ |
| 10 _____ | stormy | | thunderstorm |
| 11 _____ | sunny | (the sun) shines | 12 _____ |
| 13 _____ | thundery | to thunder | clap / crash of thunder |
| 14 _____ | 15 _____ | (the wind) blows | |

3 **SPEAKING** In pairs, ask and answer the questions below. Use words and phrases from exercise 2.

- 1 What is the weather like in your city / province in May / August / December?
- 2 What is your favourite weather? Why?

4 **2.02** Listen to three weather reports (1–3). Match them with the photos (A–C).

1 ___ 2 ___ 3 ___

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

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

a few thunderstorms

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

a little snow

5 **2.02** Read the **Recycle!** box. Then listen again and complete these sentences from the weather reports.

Report 1

- 1 It's -10°C and there's _____ everywhere.
- 2 We're expecting _____ this afternoon.

Report 2

- 3 There is _____ on the ground.
- 4 There isn't _____ but the wind is blowing the snow into my face.

Report 3

- 5 There were _____ and it was windy too.
- 6 Now there's _____ and the wind is extremely strong.

6 **SPEAKING** Work in pairs. Make a weather report for yesterday, today, and tomorrow. Present it to the class.



4B

Grammar

Comparison

I can make comparisons.

- 1 Read part 1 of the text. What is a shooting star?
- 2 Complete the table with comparative adjectives from part 1 of the text.

| Short adjective | Comparative | Rule |
|---------------------|-------------|------------------------|
| small | 1 _____ | + -er |
| large | 2 _____ | + -r |
| early | 3 _____ | -y → -ier |
| big | 4 _____ | double consonant + -er |
| Long adjective | Comparative | Rule |
| powerful | 5 _____ | more + adjective |
| Irregular adjective | Comparative | |
| far | 6 _____ | |
| good | better | (no rules) |
| bad | worse | |

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

LEARN THIS! Comparative forms

- a We use *than* to make comparisons.
Greece is hotter than the UK.
- b We use *not as ... as* to make negative comparisons.
It isn't as warm as yesterday.
- c We use *as ... as* to say two things are equal.
Yesterday, London was as hot as Athens.
- d We use *far* or *much* to make a comparison stronger.
Libya is far / much hotter than Canada.

- 4 **PRONUNCIATION** 2.03 Listen to the examples. What do you notice about the pronunciation of **than** and **as**? Practise saying the sentences.
- 5 Read the **Look out!** box. Complete part 2 of the text with the comparative form of the words in brackets.

➡ **Grammar Builder 4B** Comparison: page 114

LOOK OUT! little – less

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

Part 1

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

Part 2

The Tunguska Event of 1908 was ¹ _____ (far) from a city so ² _____ (few) people saw it, but it was much ³ _____ (powerful) than the one in Chelyabinsk. It destroyed more than 80 million trees in the Siberian forest, so it's lucky it was not ⁴ _____ (close) to a town or city. The night sky became ⁵ _____ (bright) than normal for a few days, and people a hundred kilometres away could read a newspaper outdoors even at midnight. Most scientists believe it was a meteor explosion, but there are some ⁶ _____ (unusual) theories too. Perhaps it was a UFO!

- 6 **SPEAKING** Work in pair. Ask and answer questions beginning with **Which ... ?** Use the comparative form of the adjectives.
 - 1 dangerous / a blizzard / a thunderstorm / ?
Which is more dangerous, a blizzard or a thunderstorm?
 - 2 beautiful / snowflake / rainbow / ?
 - 3 holiday venue / good / the mountains / the beach / ?
 - 4 city / have / many seasons / Ha Noi / Ho Chi Minh City / ?
 - 5 for you personally / temperature / bad / -5°C / 35°C / ?
 - 6 Ha Noi / month / hot / June / August / ?

4C

Listening

Eyewitness

I can identify the context of a dialogue or monologue.



- 1 **2.04** **SPEAKING** How observant are you? Look at the photo for 30 seconds and remember as much detail as you can. Then listen to the description. What mistakes do you notice in the description?

Listening Strategy

Listen carefully for clues to help you identify the context of the listening:

- who is speaking.
- where and when they are speaking.
- what the situation is.

- 2 **2.05** Read the **Listening Strategy**. Then listen to three dialogues and answer questions 1–3 below for each one. Give reasons for your answers.

- 1 Who is speaking?
- 2 When are they speaking?
- 3 Where are they?

- 3 **2.06** Listen and match each dialogue with a photo of a natural disaster (A–D).

1 ___ 2 ___ 3 ___ 4 ___

- 4 **2.06** Listen again and circle the correct option (a–c).

- 1 The interview is taking place
 a in the man's house.
 b in the street outside the man's house.
 c in a church hall.

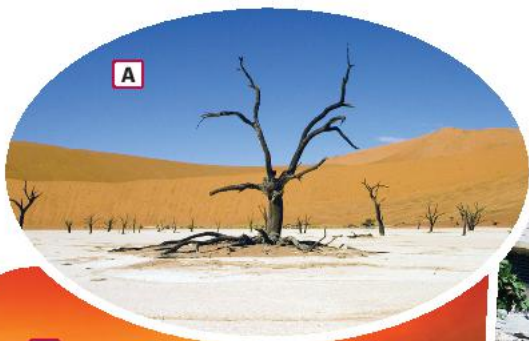
- 2 The speaker
 a works for a charity.
 b is a politician.
 c raises funds for a charity.

- 3 The people who started the fire
 a did it intentionally.
 b were cooking.
 c left without phoning the fire service.

- 4 The volcanic eruption
 a happened last year.
 b has just finished.
 c is still happening now.

- 5 **SPEAKING** Work in pairs. Write a dialogue between a journalist and a witness to a natural disaster (real or imaginary). Include some of this information. Act out your dialogue to the class.

- 1 Where was the witness? (at home, in the street, in a car)
- 2 What did they see and do? (helped children / old people, found family members, ran away, phoned the emergency services)
- 3 How did they feel? (terrified, upset, shocked, worried, helpless)
- 4 Was anyone injured? (people died / were injured / were taken to hospital, doctors helped people)



Superlative adjectives, *too* and *enough*

I can use different structures to make comparisons.

- 1 **SPEAKING** Describe the photo. What do you think happened? Use the words below to help you.
 carry dry land leave lift (v) tsunami wave (n)



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

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

- 3 Read the **Learn this!** box. Then study the highlighted superlative forms in the text and match them with the rules.

LEARN THIS! Superlative adjectives

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

- 4 Complete these earthquake facts using the superlative form of the adjectives in brackets.

- The largest* (large) earthquake ever recorded was in Chile in 1960 (magnitude 9.5).
- _____ (deadly) tsunami happened in 2004 in the Indian Ocean. Nearly 230,000 people died.
- _____ (deep) earthquake recorded occurred 450 km below the surface of the Earth.
- Antarctica is the continent with _____ (small) number of earthquakes.
- The _____ (destructive) earthquake ever recorded was in 1906 in San Francisco.

➔ Grammar Builder 4D (Part 1) Superlative adjectives: page 114

- 5 Study the underlined examples of **too** and **enough** in the text in exercise 2. Complete the **Learn this!** box with **after** and **before**.

➔ Grammar Builder 4D (Part 2) *too* and *enough*: page 114

LEARN THIS! *too* and *enough*

- a** *too* comes ¹ _____ an adjective. *too small*
- b** *enough* comes ² _____ an adjective. *not small enough*
- c** *enough* comes ³ _____ a noun. *(not) enough money*
- d** We often use an infinitive with *to* after *too* + adjective or adjective + *enough*.
He's too young / old enough to join the army.

- 6 Rewrite the sentences using the adjective in brackets and **too** or **enough**.

- He isn't tall enough to reach the shelf. (short)
He's too short to reach the shelf.
- Skiing holidays aren't cheap enough for me. (expensive)
- My dad's old car is too dangerous to drive. (safe)
- The storm was too weak to cause much damage. (strong)
- My shoes aren't clean enough to wear to the party. (dirty)

- 7 **SPEAKING** Work in pairs. Ask and answer questions using the superlative form of the adjectives.

- what / interesting subject / at school / ?
What's the most interesting subject at school?
- who / attractive actor / in the world / ?
- what / funny comedy / on TV / ?
- what / interesting city / in your country / ?
- which / good film / you've seen / ?

4E

Word Skills

Phrasal verbs

I can understand and use a variety of phrasal verbs.

1 **SPEAKING** Describe the photo. Use the words below to help you.

nouns chimney factory pollution smoke
verbs breathe pollute pour out

2 **2.07** Complete the compound nouns in the fact file with the words below. Use a dictionary to help you. Then listen and check.

climate fossil global greenhouse ice rain
renewable sea surface



GLOBAL WARMING FACT FILE

- ▶ The Earth is heating up. The average ¹ _____ temperature is 0.75°C higher now than it was 100 years ago.
- ▶ When we burn ² _____ fuels, they give off ³ _____ gases like carbon dioxide (CO₂). This causes ⁴ _____ warming.
- ▶ We have cut down over 50% of the Earth's ⁵ _____ forests in the last 60 years. These are important because they remove CO₂ from the atmosphere and add oxygen. They are also home to over half of the world's plant and animal species.
- ▶ Some scientists believe that by 2050, about 35% of all plant and animal species could die out because of ⁶ _____ change.
- ▶ ⁷ _____ levels are rising and the polar ⁸ _____ caps are melting.
- ▶ Scientists say that fossil fuels like coal and gas may run out by the year 3000. So we need to develop alternatives, such as ⁹ _____ energy and nuclear energy.

LEARN THIS! Phrasal verbs

- a Some phrasal verbs have a meaning which is similar to the meaning of the main verb (e.g. *to use up* = *to use all of something*).
- b Other phrasal verbs have a meaning which is completely different from the meaning of the main verb (e.g. *to carry on* = *to continue*).

3 Read the **Learn this!** box. Find five phrasal verbs in the fact file. Which have a similar meaning to the main verb and which have a completely different meaning?

4 Read what two students say about global warming and climate change. Who is more worried about the situation?

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

- 1 continue _____
- 2 delay _____
- 3 stop using or doing something _____
- 4 take care of _____
- 5 think of _____

6 Complete the phrasal verbs in the sentences with the words below.

cut down looked out up used

- 1 Internet cafés are dying _____ because people use smartphones instead.
- 2 My dad _____ down the tree in the front garden.
- 3 Jo gave _____ sugar because she wants to be healthier.
- 4 Supermarkets are causing small shops to close _____.
- 5 We've _____ up all the bread. Can you buy some more?
- 6 I _____ after my little brother while Mum was out.



Thoa

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



Nhan

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

Gliders in the storm

I can understand a text about the dangers of extreme weather.

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

Reading Strategy

Steps to help you decide which phrases fit which gaps:

- Read the whole sentence to get a general understanding of it.
- Look at the grammatical structure and identify the role the gap plays in the sentence (Is it a verb / an adverb / the subject or object of a verb? etc.)
- Check if the phrase you choose agrees with the words around it.
- Check if the completed sentence makes sense.



- 4** Match the phrases (A–H) with gaps 1–8 in the text. Use your answers to exercise 3 to help you.

- A flew higher and higher
- B to keep away from some dark clouds
- C which was **spinning** above her head
- D seemed certain
- E where she **took off**
- F were getting ready to take off
- G she survived
- H lost consciousness

- 5** Read the text again. Are the sentences true or false. Write T or F.

- 1 The paragliders decided not to practise because the weather was so bad.
- 2 The weather got worse during the morning.
- 3 The storm damaged one of the wings of her glider.
- 4 Ewa was still able to compete in the World Championships.

2.08

In February 2007, Ewa Wiśnierska, a German paraglider, was in Australia with other paragliders preparing for the World Championships. One morning, as they ¹___, they noticed a thunderstorm **approaching**. However, they decided to carry on. As the best paragliders, they were skilful enough ²___. Unfortunately, as the competitors took off, the weather quickly got worse. Despite Ewa's attempt to escape, two enormous clouds came together and trapped her. They pulled her up inside the storm like a leaf in the wind. She ³___. "It was dark and I could hear lightning all around me." She **reached** nearly 10,000 m, higher than the top of Mount Everest, and then ⁴___.

A bumpy ride

6 VOCABULARY Match the five highlighted verbs of movement in the text with the definitions below. Write the infinitives.

Verbs of movement

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

7 SPEAKING Work in pairs. Prepare an interview with Ewa. Then act out your interview.

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

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

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

At that height, the temperature was about -40°C and there was very little oxygen. Death ⁵ ___. For forty minutes, Ewa was unconscious. Waking up, she was still inside the storm. It was dark, and hailstones as big as tennis balls were flying past. But fortunately, her glider, ⁶ ___, was still in one piece. Eventually, Ewa came out of the storm cloud and **landed** safely near a small farm. When her team reached her, she was 60 km away from the place ⁷ ___. She was weak and covered in ice - but alive! Ewa was the luckiest woman in the world. There's no logical reason why ⁸ ___. Ewa had frostbite on her ears and legs, but a few days later, she competed in the World Championships.



4G

Speaking

Photo comparison

I can describe, compare and contrast photos.



- Look at the photos. Match them with the events below.
parade river market street market
- VOCABULARY** Find four of the things in the list below in photo C.
In the street bus stop lamp post
pedestrian crossing road sign shop sign
traffic lights pavement

➔ **Vocabulary Builder 4G** In the street: page 126

Speaking Strategy

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

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

- 2.09** Read the **Speaking Strategy**. Then listen to two candidates comparing the photos. Answer the questions.
1 Which two photos does each student compare?
2 Do they both follow all of the advice?

LEARN THIS!



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

They're wearing T-shirts, so the weather must be warm.

You can use *can't be* to talk about things which you can deduce are not the case.

It can't be a British city because there are a lot of Puerto Rican flags and American flags.

- 2.09** Read the **Learn this!** box. Then listen again to the first candidate and complete the deductions he makes.
1 It can't be in Britain because _____
2 It must be quite warm because _____
3 It must be a cold night because _____

- KEY PHRASES** Read and check the meaning of all the phrases.

Comparing and contrasting Similarities

The common theme in the photos is ...

I / You can see ... in both photos.

Both photos show ...

... looks / seems quite similar in both photos.

Differences

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

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

One obvious difference is (that) ...

The main difference between the photos is (that) ...

Unlike the first photo, the second photo shows ...

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


- 2.10** Listen to the second candidate again. Which phrases from exercise 5 did she use?
- Work in pairs. Take turns to compare and contrast photos A and C in exercise 1. Follow the steps in the **Speaking Strategy**.

An article

I can write an article about a global issue.


1 Read the article. Do you agree with Ben?


Green Earth > Monthly Competition > April 2016

 **littleleaf1998** Moderator

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

Join the debate. A prize for the best article!



 **ben_the_climber**

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

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

Ben

Writing Strategy

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

- In one paragraph, give your opinion with two or three arguments that support it.
- In another paragraph, give the opposing view with one or two arguments supporting it. You can then say why you disagree with the opposing view (a counter-argument).

2 Read the Writing Strategy and answer the questions.

- 1 In paragraph 1 of Ben's article, how many arguments does he give in support of his opinion?
- 2 In paragraph 2, how many arguments does he give in support of the opposing view?
- 3 Does he give a counter-argument?

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

Climate change

alter cause combat lead recycle reduce

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

 Vocabulary Builder 4H Climate change: page 126

4 KEY PHRASES Read the phrases below. Add the highlighted phrases in Ben's post to the correct group (A–D).

A Expressing an opinion

I think / don't think that ... To be honest, ...

As I see it, ... In my opinion, ...

I believe / don't believe that ... _____

B Presenting an opposing opinion

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

C Presenting a counter-argument

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

D Making an additional point

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

5 Work in pairs. Read the statement and decide if you agree or disagree. Prepare arguments for and against it. Use the ideas below to help you.

"Global warming is the most important problem facing us today." Do you agree?

- **For:** We need to protect the planet / prevent climate change / save endangered species.
- **Against:** There are other problems such as poverty, disease, nuclear war, etc. / Millions of people die every year because of ... / A nuclear war could destroy ...

6 Write your article (120–150 words). Use phrases from exercise 4 and your ideas from exercise 5 to help you. Follow the structure suggested in the Writing Strategy.

CHECK YOUR WORK

Have you ...

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

Extreme weather



- 1 Read the webpage about El Niño. What is it and what effects can it have?

El Niño

What is it?

El Niño is part of a phenomenon called El Niño-Southern Oscillation (ENSO). El Niño happens when the strong ocean winds decrease and the temperature of the ocean becomes unusually warm. The name comes from the Spanish for "child" and refers to the baby Jesus, because it often happens around Christmas. El Niño has occurred for at least the last 300 years, and it lasts between 9 months and 2 years. They occur approximately every 2–7 years.

Causes and effects

Scientists are not sure what causes El Niño, but there are various theories. One theory is that strong Pacific winds create a big area of warm water in the west. If the winds suddenly disappear, the warm water quickly moves to the east and causes El Niño. Another theory is that volcanic activity in the tropics causes it. El Niño has a big impact on the Pacific region and affects weather all over the world. It can cause floods in some countries (such as Peru and Ecuador), but very dry conditions, forest fires and drought in others (south-east Asia and Australia). El Niño can cause typhoons and hurricanes. El Niño also affects marine ecosystems because the warm water is poor in nutrients and cannot sustain big fish populations. This causes problems for the Pacific fishing industry.

- 2 True or False? Write T or F. Correct the false sentences.
- 1 ENSO occurs in the Mediterranean.
 - 2 ENSO happens when the ocean temperature becomes unusually cold.
 - 3 ENSO lasts between 2 and 7 years.
 - 4 Volcanic activity is a possible cause of El Niño.
 - 5 El Niño only affects the weather in the Pacific.
 - 6 ENSO is problematic for Pacific fish populations.
- 3 2.11 Listen to an interview about El Niño. Choose the correct words to complete the statements.
- 1 El Niño events are getting **more** / **less** severe.
 - 2 It's **likely** / **unlikely** that global warming will have an impact on future El Niño events.
 - 3 Scientists think that El Niño events **won't** / **may** get more frequent.
 - 4 Scientists **can** / **can't** predict when an El Niño event is going to happen.
- 4 2.11 Listen again. Use the following numbers to complete the paragraph.
- 60 2015 16 2016 25
- El Niño events have been getting more severe over the last ¹__ years. In ²__ there were ³__ typhoons in the Central Pacific. It's possible that more than ⁴__ million people suffered from hunger and malnutrition in ⁵__ as a consequence.
- 5 **SPEAKING** Work in groups. Ask and answer the questions about extreme weather in Viet Nam.
- 1 What type of extreme weather is common?
 - 2 When was the last typhoon?
 - 3 In which region do typhoons normally occur?
 - 4 What do the people usually do to prepare for typhoons?

Reading

Read the following passage. Are the sentences true or false? Write T or F.

Hurricane in Jamaica

My aunt and uncle have lived in Jamaica all their lives so they know about hurricanes. I, however, was born in Britain because my parents came here when they got married. They always tell wonderful stories about Jamaica, and we love going to visit our aunt and uncle. Last year was the first time I went on my own, which meant the visit was even more exciting.

I went in December because between October and mid-December the weather isn't as hot, but it's still lovely. However, it's also the hurricane season during those months. Luckily, my aunt and uncle knew a hurricane was coming and, therefore, there was already lots of extra food and drink in the house.

As soon as we saw the first signs of the hurricane, we closed the windows and the doors, and then we waited. The storm was a Category 1 hurricane, with heavy rain and winds of about 125 km/h. I played games and chatted with my cousins to pass the time, and we ate lots of food. But I felt quite scared with the sound of the wind crashing around the house, day and night. My aunt told me there was nothing to worry about and that they'd had worse storms than that, so I felt a bit better. We heard radio reports of flooding on the roads and on farms, and some damage to buildings. The storm began on Monday, and then luckily by Wednesday it was moving out to sea.

- 1 The writer used to live in Jamaica.
- 2 Her parents are always positive about their home country.
- 3 The writer was worried about going to Jamaica this time.
- 4 Most hurricanes in Jamaica take place at the end of the year.
- 5 The storm surprised the writer and her family.
- 6 The writer was afraid for the whole time.
- 7 The rain flooded their house.
- 8 The hurricane lasted for less than a week.

Listening

2.12 Listen to the text. Circle the correct option (a–c).

- 1 When the writer was a child, her parents
 - a taught her the names of all the stars.
 - b bought her books about space.
 - c spent time listening to her talk about the planets.

- 2 What is true about the writer at school?
 - a She liked science best.
 - b She imagined being a musician one day.
 - c She was talented at maths.
- 3 When did she decide to be a space scientist?
 - a After a lesson at school about meteoroids
 - b After she saw a shooting star
 - c After she watched a film about space travel
- 4 What did she do when she first finished her education?
 - a She worked abroad.
 - b She went travelling.
 - c She stayed in Britain.
- 5 What is her advice to people who want to be space scientists?
 - a Work hard at university
 - b Get a good science degree
 - c Study different subjects

Speaking

Work in pairs. Compare and contrast the two photos. Use the following phrases to talk about similarities, differences and speculation.

- 1 The common theme in the photos is ...
- 2 It must be ...
- 3 Both photos show ...
- 4 One obvious difference is ...
- 5 Another difference is ...
- 6 There may be ...



Writing

Write an article (120–150 words) expressing your opinion on the following statement.

"Climate change cannot be reversed at all."

5

Ambition

Unit map

Vocabulary

Jobs
Describing jobs
Work activities
Collocations: jobs
Personal qualities

Word Skills

Prefixes

Grammar

will and *be going to*
The first conditional
Defining and non-defining
relative clauses

Listening Changing jobs



Reading Dream jobs



Speaking Choosing a job



Writing An application letter

Culture British entrepreneurs



Pronunciation pages 58, 63
Word stress

Vocabulary Builder page 126

Grammar Builder page 116

Grammar Reference page 117

Extra speaking task page 129



5A

Vocabulary

Jobs

I can talk about jobs and work.



1 Look at the photos (A–D). Which job looks the most interesting, in your opinion? Why?

2 **2.13** **VOCABULARY** and **PRONUNCIATION** Match four of the words below with photos A–D. Then listen to the wordlist and underline the stress. Listen again and repeat. Make sure you understand the meaning of all the words.

Jobs (1) architect cleaner dentist engineer farm worker
hairdresser paramedic pilot programmer receptionist
sales assistant solicitor sports coach travel agent waiter

A _____ B _____ C _____ D _____

3 **VOCABULARY** Check the meaning of the adjectives below. In groups, ask and answer questions about the jobs in exercise 2 using the superlative form. Give your own opinions.

Describing jobs creative challenging repetitive
rewarding stressful tiring varied


Which job is the most creative?

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

4 **VOCABULARY** Look at the photos on page 59. What do you think each part-time job involves? Match two or more phrases from the list below with each job.


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

A gardener works outdoors.

- 5  2.14 Now listen to two university students talking about their part-time jobs. Match one adjective from exercise 3 with each speaker's job. Give a reason for your choice.

1 Tom: _____

2 Katie: _____

- 6  2.14 Listen again. Complete the following sentences about Tom and Katie.

1 Tom _____ long hours as a gardener.

2 He _____ part of a team.

3 Katie _____ with children every day.

4 She _____ long hours most days.

- 7 **SPEAKING** Work in pairs. Discuss your answers to the questionnaire below. Try to find the ideal job for your partner.

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



Just the job?

Which is more important to you?

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

Do you want a job that involves travelling a lot?

- 3 a Yes
b No
c I don't mind.

Do you want a job that involves dealing with the public and/or serving customers?

- 5 a Yes
b No
c I don't mind.

Which sentence is true for you?

- 7 a I don't mind working long hours.
b I want to work nine-to-five.

Which do you prefer?

- 2 a Working indoors
b Working outdoors

Which sentence is true for you?


- 4 a I like being part of a team.
b I prefer working alone.

Which sounds better?

- 6 a Sitting at a desk for most of the day
b Being on your feet for most of the day

will, be going to and the first conditional

I can make predictions, plans, offers and promises, and talk about future situations and their consequences.


- 1  2.15 Look at the photo. How do you think the girl is feeling? Then read and listen to the dialogue.



- Toby** Hi, Mia. Are you OK? You look a bit anxious.
Mia I've got a job interview in twenty minutes.
Toby Oh! I won't chat, then, I promise!
Mia It's OK. I'm going to leave soon anyway. I need to walk to Hill Top Road. Is it far?
Toby Not really. It'll take about ten minutes.
Mia Oh no. Look at that rain! I'm going to get wet!
Toby I'll lend you my umbrella.
Mia It's OK. I'll call a taxi.
Toby There isn't time for that. Here, take it.
Mia Thanks. I'll give it back later. Where will you be?
Toby I'll wait here for you. Good luck!

- 2 Read the **Learn this!** box. Then find all the examples of *will* and *be going to* in the dialogue in exercise 1.

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

 a For predictions, we use:

- be going to* based on what we can see or hear.
Look at those clouds! There's going to be a storm.
- will* based on what we know or is just a guess.
I (don't) think the weather will be warmer next month.

b For plans, we use:

- be going to* when we have already decided what to do.
I'm going to stay in tonight. I've got the DVD ready!
- will* when we are deciding what to do as we speak.
Somebody's at the door. I'll see who it is.

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

I'll phone you later. I won't forget.

- 3 Match each example of *will* and *be going to* in the dialogue with a rule in the **Learn this!** box.

 **Grammar Builder 5B** *will, be going to*: page 116

- 4 **SPEAKING** Work in groups. Talk about your plans and predictions of the future. Use *will* and *be going to*.

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

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

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


- 6 Read the text and check your answer to exercise 5. What other jobs do you think might disappear in the future?



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

- 7 Look at the highlighted first conditional sentence in the text in exercise 6, and read the **Learn this!** box below. Complete rule a with *present simple* and *will + verb*. Then find two more examples in the text.

LEARN THIS! The first conditional

 a We use the first conditional to predict the result of an action. We use the ¹_____ to describe the action, and ²_____ to describe the result.
If I get the job, I'll have to move to New York.

b The *if* clause can come before or after the main clause. If it comes after, we don't use a comma.
I won't take the job if it isn't challenging enough.

 **Grammar Builder 5B** The first conditional: page 116

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

What will you do if ...

- you lose your mobile phone?
- it rains all day on Saturday?
- you get good marks in your final exams?

5C

Listening

Changing jobs

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



1 **VOCABULARY** Match five of the jobs below with photos A–E.

- Jobs (2)**
- | | | |
|--------------------|----------------------------|-----------|
| builder | estate agent | gardener |
| groundskeeper | journalist | locksmith |
| photographer | pizza delivery man / woman | |
| police officer | stunt performer | |
| surfing instructor | video game developer | |

A _____ C _____ E _____
B _____ D _____

2 Answer the questions. Use the jobs and work activities from lesson 5A to help you.

1 Choose two jobs from exercise 1 and describe them.
Builders work outdoors. They're on their feet all day. I think it's repetitive work but it is skilled.

2 Which is the easiest / most difficult of all the jobs in your opinion? Why?
I think the easiest job is ... That's because ...

Listening Strategy

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

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

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

- 1 a contrasting point _____
2 an additional point _____
3 an example _____

4 **2.16** Listen to the sentences (A–F). What do you expect to hear next? Choose from items 1–6 in exercise 3.

A 1 B _____ C _____ D _____ E _____ F _____

5 **2.17** Listen to the completed sentences and check your answers to exercise 4.

6 **2.18** Listen to an interview with Sean Aiken, who did 52 different jobs in a single year. Make notes about...

- a how he got the idea.
b money.

7 **2.18** Read the sentences below. Then listen again. Are the sentences true or false? Write T or F.

- After talking to his dad, Sean knew what job he wanted to do.
- He found the majority of the jobs on the internet.
- He took a few short breaks between the jobs.
- Sean saved a lot of money while he was working.
- He thinks that it's important to work with people who you have a lot in common with.

8 **SPEAKING** Work in pairs. Think of a job that you would like to try for a week. Tell your partner what you would like about it.

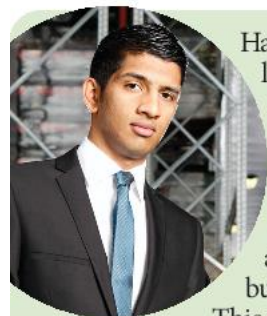
I'd like to be a dentist for a week because it's a well-paid and challenging job. I'd also like to deal with the public.

- 4 a paraphrase _____
5 an opinion _____
6 a reason _____

Defining and non-defining relative clauses

I can use defining and non-defining relative clauses.

1 Read the article. What job is Harris applying for?



Harris Aslam is an ambitious young man who left school at the age of thirteen to work in his family's grocery business. Now, at the age of eighteen, he owns three shops in Kirkcaldy, Scotland, the town where he was born and brought up. But Harris has bigger ambitions and wants a new challenge. The job he is now applying for is CEO of Nisa Retail, a grocery business whose annual sales are about £1.6 billion!

This is a job which usually attracts middle-aged business people, not eighteen-year-olds.

2 Underline these relative pronouns in the article in exercise 1: *which, who, whose, where*. Which do we use for a) people, b) things and animals, c) places and d) indicating possession?

LEARN THIS! Defining relative clauses

a A defining relative clause tells us which person, thing, or place we are talking about.

He's the police officer who arrested the man. The police officer who arrested the man is over there.

b In informal style, we often use *that* instead of *who* and *which*. *The boy that you saw is my brother.*

c In formal style, we can use *whom* instead of *who* when the pronoun is the object of the clause or follows a preposition.

The nurse whom the police questioned has moved abroad. Is this the man to whom you are referring?

3 Read the **Learn this!** box. Can you find examples of all three rules in the article in exercise 1?

4 Complete the text with *who, which, where* and *whose*.



This is Katie Stagliano, a girl ¹ _____ idea to grow vegetables for the homeless has improved the lives of thousands of people. In 2008, she planted a seed ² _____ grew into a 20-kg cabbage. She donated it to a soup kitchen ³ _____ it fed more than 275 people ⁴ _____ were living on the streets.

Grammar Builder 5D Exercise 6, 7: page 116

5 SPEAKING Work in pairs. Take turns to define these jobs and places of work. Use defining relative clauses.

- | | |
|------------|--------------|
| 1 a doctor | 3 a school |
| 2 an actor | 4 your ideas |

A doctor is a person who ... / whose job ...



6 Read the article. Do you think this interview was fair?

Alan Bacon, who left university in July, was invited to an interview with a major retailer. He prepared thoroughly for the interview, which was for a role in the marketing department. But Alan, whose degree is in film and TV studies, was shocked that the interview included dancing. The retailer has apologised and said that they are investigating managers at the store in Cardiff, where the interview took place.

7 Look at the highlighted examples of non-defining relative clauses in the text. Circle the correct words below.

LEARN THIS! Non-defining relative clauses

a In non-defining relative clauses, we use *who, which, where* and *whose*, but we do not use *that*.

b A non-defining relative clause:

- comes immediately ¹ **before** / **after** a noun and gives us information about that noun.
- adds extra information to the sentence; the sentence ² **makes sense** / **does not make sense** without it.
- ³ **has** / **doesn't have** a comma at the start. It has a comma or a full stop at the end.

Grammar Builder 5D Exercise 8: page 116

8 USE OF ENGLISH Complete the second sentence in each pair so that it means the same as the first.

- Ben lives in San Francisco and his dad works for Apple.
Ben, _____ Apple, lives in San Francisco.
- Lucy is a talented chef and has a lot of experience.
Lucy, _____ chef, has a lot of experience.
- My sister used to study in Ha Noi and now works there.
My sister works in Ha Noi, _____ study.

Prefixes

I can use and understand a range of prefixes.

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

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

- 2 Read the two texts. Which one is more positive about going to university?



Home Entertainment Music Health Technology Politics

Is university education overvalued?

Eighteen-year-old American, Andrew Brackin, has received \$100,000 to go and live in San Francisco and develop his own business. He plans to create a website that helps charities to raise money. The money comes from Peter Thiel, co-creator of PayPal. Every year, Thiel selects 20 students with the best business ideas. Andrew got to the final where he had to present his ideas to important business people from Silicon Valley. Thiel is an ex-student himself and he has strong views on university education. He feels that many young people overestimate the benefits of university education and undervalue the benefits of working in business. They apply for degree and postgraduate courses without thinking about how it will help them.

Benefits of going to university

There are several benefits of going to university that you should think about before making a decision about your future.

Prospects

If you have a university degree, you will generally be offered higher paid jobs. Furthermore, graduates have the option to fast-track their career with multiple graduate study schemes.

Lifelong friends

You can meet people from different backgrounds and visit other countries. If you like sports, many universities have teams where you can play at all different levels, even semi-professional.

Independence

University offers the opportunity to live away from home for the first time. You can learn how to manage your time and not oversleep.

- 3 Read the **Learn this!** box. Then read the texts in exercise 2 again and find words with five of the prefixes in the table.

LEARN THIS! Prefixes

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

| Prefix | Meaning | Example |
|--------|-----------------|---------------|
| co- | with | co-operate |
| ex- | former | ex-wife |
| micro- | extremely small | microchip |
| multi- | many | multicoloured |
| over- | too much | overcooked |
| post- | after | post-war |
| re- | again | rewrite |
| semi- | half | semicircle |
| under- | too little | undercooked |

- 4 **2.19 PRONUNCIATION** Listen to the examples in the table and mark the stress. Practise saying the words.

Study strategy

To help remember new vocabulary:

- visualise its meaning
- restate or explain it in your own words
- create a non-linguistic representation of it (a picture or symbolic representation)
- classify it and write synonyms, antonyms, etc.
- share and compare new words with a partner.

- 5 **USE OF ENGLISH** Rewrite the sentences, replacing the underlined words with a word starting with the prefix in brackets.

- 1 I work as a pilot with Elaine (co-). I am Elaine's co-pilot.
- 2 Mick slept for too long and missed his bus. (over-)
- 3 Please write the sentence again. (re-)
- 4 We live in a society with lots of people of different cultures. (multi-)
- 5 Sam doesn't get much money for the job he does. (under-)

- 6 **SPEAKING** Work in pairs. Ask and answer the questions. Give extra information where you can.

- 1 Which jobs do you think are overpaid? (Why?)
- 2 Are you good at multi-tasking? (Give an example.)

Dream jobs

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



- 1 **SPEAKING** Work in pairs. What are the people doing in the photos? What do you think their jobs are? Compare your ideas.
- 2 Look quickly at texts A and B opposite. Match each text with a photo from exercise 1 and one of the titles below. There is one extra title.
- a Model builder Photo ___ Text ___
 b Costume designer Photo ___ Text ___
 c Film tagger Photo ___ Text ___

Reading Strategy

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

- 3 Read the **Reading Strategy**. Then look at the sentences in exercise 4 below. Find a synonym or paraphrase in the text for each underlined phrase in the sentences.
- 4 Complete the sentences with information from the text. Use your answers to exercise 3 to help you.
- The toy company was very keen on the _____ that Andrew Johnson sent with his job application. [1 word]
 - Andrew is happy to earn money for something that used to be a _____. [1 word]
 - Netflix offered Joe the job because he speaks _____. [2 words].
 - A disadvantage of the job is that Joe can't _____ what programmes to watch. [1 word]

- 5 Read the text again. Are the sentences true or false. Write T or F.

- Andrew's brother told him about the job with Lego.
- Andrew had to take part in a model-building competition.
- Joe Mason didn't complete his university degree.
- Netflix were very pleased to receive Joe's application.

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

join look notice offer send take

Collocations: jobs

- _____ for a job
- _____ an advertisement
- _____ in an application
- _____ somebody a job
- _____ a team
- _____ a day off

- 7 SPEAKING** Work in pairs. Decide which of the two jobs looks a) more fun and b) more difficult. Explain your decision. Use the words below to help you, and your own ideas.
- badly-paid creative challenging repetitive
rewarding stressful tiring varied well-paid

As I see it, the job of model builder would be quite repetitive.

I don't agree. I think ...

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

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

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

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

2.20

A Back in 2012, Andrew Johnson planned to apply to a film school after graduation, rather than look for a job. But then his dad noticed an advertisement for a job with toy manufacturer Lego. Andrew, who was already a Lego fan, sent in an application. It included a video of himself making models. The company loved it and invited him to participate in an unusual interview. He had to compete against seven other finalists in a model-building test. Andrew won. As a result, he was employed at Legoland Discovery Centre in Illinois as a Master Model Builder. "Lego was just a hobby, but now I can do what I love and get paid for it," said Andrew happily in an interview.

B Some film providers like Netflix employ people to watch new films and TV series, then ask them to make a note of what type of film it is (horror, rom-com, etc.), what age group and type of person might like it. The film provider can then recommend it to their members. Joe Mason finished his degree in film studies about two years ago and didn't know what to do next. Then he read an article about film taggers. The job was so fantastic, and he wrote to Netflix. At first, they weren't interested, but when Joe told them he speaks fluent French, they gave him a job. He watches French films and TV programmes. "It's a great job because I can have flexible working hours," said he. The only problem with the job is that Joe can't choose what he wants to watch.

Student holiday jobs

I can compare and contrast different holiday jobs.



1 **Sales assistant** wanted for busy clothes shop. Hours: 9.00 a.m. – 5.30 p.m. Mon–Sat. £6.50 an hour.
★ save job ✉ apply by email

2 **Fruit-pickers** needed! Get out in the fresh air and come and pick strawberries! The more you pick, the more you earn! You can earn up to £300 a week if you work really hard! Hours: 8 a.m. – 4 p.m.
★ save job ✉ apply by email

3 **Dish-washer** needed to join the friendly team in our restaurant kitchen. £8 an hour. 11 a.m. – 4 p.m. and 7 p.m. – 11 p.m.
★ save job ✉ apply by email

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

1 ___ 2 ___ 3 ___

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

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

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

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

2 Choose one quality that you think is most important for each of the jobs in exercise 1 and explain why.

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

➔ **Vocabulary Builder 5G** Personal qualities: page 126

3 **2.21** Listen to a conversation between an examiner and a candidate who wants to get a holiday job in order to save some money. Answer the questions.

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

Speaking Strategy

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

4 **2.21** **KEY PHRASES** Read the **Speaking Strategy**. Then listen again and complete the sentences using the words below.

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

Making contrasts

Although it's ¹ _____, it'll be very ² _____.
I'm sure I'll enjoy it even though the ³ _____
are ⁴ _____.
The job is quite ⁵ _____. However, I really
don't want to work in a ⁶ _____.
The ⁷ _____ is not very good. Nevertheless,
I'm ⁸ _____ this job because I'm interested in
fashion.

LOOK OUT!

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

I will find the job stressful.

I find it difficult to concentrate.

5 Read the **Look out!** box. Then work in pairs and say which job in exercise 1 you would choose and why. Include the structures from the **Look out!** box.

An application letter

I can write a letter applying for a voluntary role.

1 Read the formal email. Match elements a–g with parts 1–7 of the email.

- a the email address the email is going to ___
- b the date ___
- c the writer's contact address ___
- d the writer's name / signature ___
- e the person the letter is going to ___
- f the subject line ___
- g the writer's contact telephone number ___

2 Complete the paragraph plan by matching paragraphs A–E of the email with descriptions 1–5 below.

- 1 Paragraph D: when you are available
- 2 Paragraph ___: what you would like to happen next.
- 3 Paragraph ___: why you are interested in the role.
- 4 Paragraph ___: why you are the right person for the role.
- 5 Paragraph ___: what the role is and how you found out about it

3 In which paragraph does Grace mention ...

- 1 her reasons for applying for the role?
- 2 her experience?
- 3 her personal qualities?

Writing Strategy

When you write a formal letter / email:

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

4 Read the Writing Strategy. Answer the questions.

- 1 What is the subject line in Grace's letter?
- 2 Does Grace include any one-sentence paragraphs?
- 3 How does Grace express these things in a more formal way?
 - a I really want to ... (paragraph B)
 - b I think I've got ... (paragraph C)
 - c I can come to ... (paragraph D)
 - d Best wishes from

➔ **Vocabulary Builder 5H** Formal language: page 126

From: Grace Browning <gracebrowning@hotmail.com>
Sent: ¹Saturday, November 16, 10:06 am
To: Mbellis@brightschool.org
Subject: Application for the role of starting-line steward

⁴Dear Mr Bellis,

- A** I noticed your advertisement in the school canteen for a starting-line steward at the school charity run, and I am writing to apply for the role.
- B** I was planning to take part in the charity run, but I find it much more rewarding if I volunteer as part of the event. I am keen to help as a steward because I am very sociable and organised.
- C** I have experience of volunteering. Last year, I helped at the village fair. I was in charge of the paints and materials. I believe I possess all the necessary personal qualities for the role. I am positive, energetic and reliable.
- D** I am available for the charity run meeting after school next Monday. Moreover, my parents can take me to the event.
- E** I look forward to hearing from you soon.

Yours sincerely,

⁵Grace Browning
⁶14 Langley Drive
 London
⁷07997 426589

5 Read the volunteer advert below and plan an application email. Follow the paragraph plan you completed in exercise 2. Then write your email (120–150 words).

Volunteers needed

The school music group are looking for volunteers to support our school concert.

We need help with organising the event, carrying musical instruments and decorating the hall.

When?: Saturday 14th April

What time?: 2PM to 6PM

Where?: Lourds School Hall

If you're interested, please apply to Claire Veneer
c.veneer@Lourdsch.com

CHECK YOUR WORK

- Have you ...
 - followed your paragraph plan?
 - used appropriately formal language?
 - checked the spelling and grammar?

Entrepreneurs

- 1 SPEAKING** Work in pairs. Look at the photo. Are there Body Shop stores in your country? What do they sell?
- 2** Read the text and fill in the gaps with the words below.
as got in later of (x2) that to (x3)



2.22

Anita Roddick

Anita Perilli was born in 1942 in Littlehampton, a town ¹ _____ the south of England. After leaving school, she trained ² _____ an English teacher, but before she found a job, she decided to travel around the world. When Anita returned ³ _____ Britain, she met a Scottish man called Gordon Roddick. They fell in love and ⁴ _____ married. They had two daughters and moved to Brighton.

It was there in 1976 that Anita Roddick opened the first Body Shop store. She wanted ⁵ _____ sell cosmetics that were natural and not tested on animals. She also recycled the bottles ⁶ _____ contained her products: customers could bring them back to the shop and refill them. Six months ⁷ _____, she opened another shop, and by 1991, there were seven hundred Body Shop stores. By 2004, the Body Shop had over two thousand stores with 71 million customers in 51 countries.

Anita Roddick was passionate about social and environmental issues. She gave money ⁸ _____ many charities. She joined anti-globalisation protests and criticised big oil companies that did not invest in renewable energy.

Near the end ⁹ _____ her life, she sold Body Shop to L'Oréal, one of the world's largest cosmetics companies. Many of her customers were angry, but she gave most ¹⁰ _____ her money to charities. She died in 2007 at the age of 65.

3 Read the text again and answer the questions.

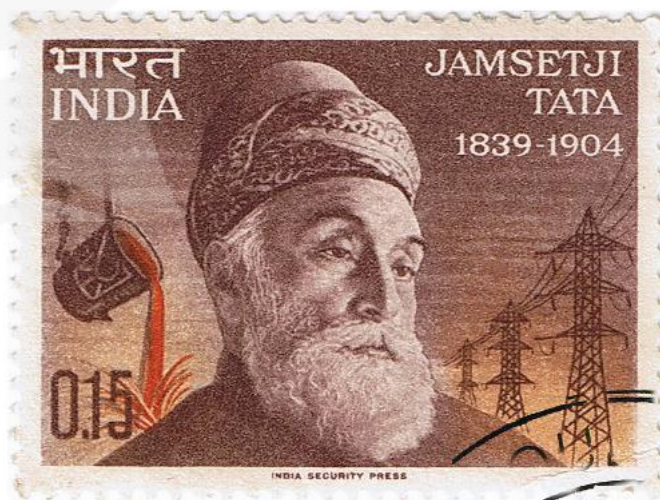
- 1 Where did Roddick go after she left school?
- 2 Where did she live when she opened her first Body Shop store?
- 3 What was different about the Body Shop products?
- 4 Why did some of her customers feel angry?

4 **2.23** Listen to a radio programme about the Tata family. Put their business activities in the order they are mentioned.

- | | |
|-------------------------------|-----------------|
| 1 Steel | 4 Cotton |
| 2 Electricity | 5 Tata Airlines |
| 3 Indian Institute of Science | |

5 **2.23** Listen again. Are the sentences true or false? Write T or F.

- 1 Jamsetji Nusserwanji set up his own business as soon as he left school.
- 2 Tata companies worked fast and created excellent products.
- 3 Tata had one son who managed his steel companies.
- 4 Tata Airlines became a new company with a new name.



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

- 1 Where are the entrepreneurs below from? What are they famous for?

Coco Chanel
Walt Disney
Steve Jobs

- 2 Do you know any entrepreneurs from Viet Nam? What are they famous for?

Reading

Read the text and match the interview questions A–E with paragraphs 1–4. There is one extra question.

- A What is the most dangerous part of being a firefighter?
- B How physically fit do you have to be?
- C How did you become a firefighter?
- D Why did you decide to become a firefighter?
- E What other skills do you need?

¹ __ I'm Jack Gomez, a firefighter in California. I remember watching an interview with a firefighter pilot when I was a child. He'd been fighting a fire for about five days. He was exhausted then. However, he was so optimistic and committed that I thought that I wanted to do the same thing. And I never changed my mind.

² __ I did a training camp to get my wildfire qualification card – you can't fight fires in the US without one. I learned how to light controlled fires, how to put them out again, and how to use all the equipment. The camp was really hard, but I passed first time! After that I was lucky enough to get a job.

³ __ One of the things you have to do in the early days is the pack test. This consists of a five-kilometre walk while carrying a twenty-kilogram backpack. You have to complete it in forty-five minutes or less without jogging or running. This shows how strong you are.

⁴ __ You can be out alone in vast forests and national parks, and sometimes the smoke is so thick that you can hardly see. So, it's important to be able to map read, and to use a compass. Also, you must know how to put up a tent, cook outdoors, drive a truck, and have other basic survival skills.

Listening

2.24 Listen to three people talking about jobs. Match sentences A–D with speakers 1–3. There is one extra sentence.

- A Get experience with his / her family
- B Have a fun job abroad
- C Learn to work for himself / herself
- D Learn different ways to perform

Speaking

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

- The places and the activities
- The people and their feelings
- What might happen next.

Answer the questions.

- Which job would you prefer? Why?
- What job do you want to have when you are older? Why?



Writing

Read the advertisement and write your application (120–150 words). Include the points below.

- How you found out about the part-time job
- Your current situation
- Why you would be suitable
- A request for further information

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

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

6

Money

Unit map

- **Vocabulary**
Numbers and currencies
Shops and services
Shopping
Verbs to do with money
Business
In school
- **Word Skills**
Verb patterns
- **Grammar**
The second conditional
Past perfect
- **Listening** Honesty pays



- **Reading** Aaron Levie



- **Speaking** A photo comparison and presentation



- **Writing** An opinion essay

- **Culture** The World Bank



- **Pronunciation** page 78
Stress and Intonation

- **Vocabulary Builder** page 127

- **Grammar Builder** page 117

- **Grammar Reference** page 118

- **Extra speaking task** page 129



6A

Vocabulary

Spending power

I can talk about different shops and services.

Worth it?



- 1 **SPEAKING** Work in pairs. Look at the photos. Guess which of the items is the most expensive and which is the least expensive.

- 2 Read aloud the numbers and currencies below. What other currencies do you know?

Numbers and currencies

\$500 = five hundred dollars

€3,500 = three thousand five hundred / three and a half thousand euros

500,000^d = five hundred thousand Vietnamese *dong*

£1 million = a million pounds

¥3.5 billion = three point five / three and a half billion *yen*

- 3 **2.25** Listen to the descriptions of the items in exercise 1. Complete the prices using the numbers below. Which is the most surprising, in your opinion?

5,400 6,850 10,000 12,000

- 4 **2.26** **VOCABULARY** Work in pairs. Where would you buy the items in exercise 1? Match them with four of the shops and services below. Then listen and check.

Shops and services baker's bank butcher's charity shop chemist's coffee shop clothes shop cosmetics store deli (delicatessen) DIY store estate agent's florist's garden centre greengrocer's jeweller's launderette newsagent's optician's post office shoe shop stationer's takeaway

- 1 _____ 3 _____
2 _____ 4 _____

Yubari King melons



3 melons –
£ _____ for two

Nike trainers



4 trainers –
\$ _____ a pair

RECYCLE! Present perfect with *ever*

We use the present perfect with *ever* to ask about experiences.

Have you *ever* bought a pair of really expensive trainers?
Yes, I have. / No, I haven't.

- 8 **SPEAKING** Read the **Recycle!** box. Look at the questionnaire below and complete the questions with the present perfect form of the verbs in brackets and *ever*. Then do the questionnaire in pairs.

- 5 **2.27** Listen and repeat all of the shops and services words from exercise 4.
- 6 **2.28** Listen to four dialogues. Match them with four of the shops and services from exercise 4.
- 1 *DIY store* 3 _____
2 _____ 4 _____

- 7 **VOCABULARY** Complete definitions 1–8 with the words and phrases below.

Shopping bargain coupons discount price tag receipt refund sale special offer

- 1 “Buy one, get one free” is a common example of a _____.
- 2 If you think something is a _____, you think it's a good price for what you are getting.
- 3 The _____ tells you how much something costs in a shop.
- 4 When a shop has a _____, it sells some of its items at lower prices for a few days or weeks.
- 5 If a shop gives you a _____, you pay less than the usual price.
- 6 Magazines sometimes have _____ that give you money off in a shop.
- 7 If you ask for a _____ in a shop, you ask for your money back.
- 8 A _____ is a small piece of paper that you get when you pay for something.

Are you a crafty customer?

SALE

1

(you / ask) for a discount in a shop?

2

(you / use) coupons from magazines to get money off?

3

(you / compare) prices in two or three shops before buying something?

4

(you / wait) for something to be in the sale before buying it?

5

(you / see) something in a shop and then looked for it online to save money?

The second conditional

I can talk about imaginary situations and their consequences.

1 **SPEAKING** Work in pairs. What does the photo tell you about the lives of people who live in this city?

2 **2.29** Read and listen to the dialogue. Who do you agree with more, Anne or Nam?

Anne What are you doing?

Nam I'm doing my geography project. Look at this photo. It's shocking that some people have so much and others have so little! The world would be much better if money didn't exist.

Anne What do you mean? If money didn't exist, how would you buy things?

Nam If you needed something, you would make it. If you couldn't make it, you would swap with somebody else.

Anne So if I wanted a new mobile phone, how would I get it?

Nam You don't need things like that! I'm talking about essentials: food, clothes, that kind of thing. At the moment, millions of people haven't even got those.

Anne If money didn't exist, life wouldn't be better for poor people.

Nam No? I think it would. If nobody had any money, everybody would be equal.

3 Read the **Learn this!** box and complete rule a with *infinitive, past simple* and *would*. Then find seven second conditional sentences in the dialogue in exercise 2.

LEARN THIS! The second conditional

a We use the second conditional to describe an unreal or imaginary situation and its result.

If shops didn't exist, we would buy everything online.
imaginary situation result

We use the ¹_____ in the *if* clause and we use ²_____ + ³_____ in the main clause.

b We can put the main clause first. In this case, we don't need the comma.

I'd buy you a present if I had enough money.

c We use *could* to mean *would + be able to*. It is also the past simple of *can*.

If I won the lottery, I could stop work.

If she could speak English, she'd get a job in the USA.

➔ **Grammar Builder 6B** The second conditional: page 118

4 Match 1–5 with a–e and make second conditional sentences using the correct form of the verbs in brackets.

- 1 If I _____ (need) money,
- 2 If tablet computers _____ (not cost) so much,
- 3 I _____ (be) upset
- 4 I _____ (can) buy clothes really cheaply
- 5 If I _____ (not have) a mobile phone,



5 Complete the money tips with the second conditional. Use the correct form of the verbs below.

can get make save sell swap

Money tips!

! Cosmetics are not cheap. You ¹_____ a fortune if you ²_____ your own. Olive oil, salt and lemon are three cheap and effective ingredients.

! Clothes shopping costs a lot of money. If you ³_____ clothes with your friends, all of you ⁴_____ something new to wear – for free!

! How many old books, DVDs and games have you got on your shelves? If you ⁵_____ them all online, you ⁶_____ use the money to buy new ones!

6 **SPEAKING** Work in pairs. Ask and answer the following questions.

What would you do if ...

- 1 there were no shops in your town?
- 2 you won 1 billion VND?
- 3 you could have a free holiday anywhere in the world?

a I _____ (ask) my dad to buy one for me.

b if I _____ (shop) at the charity shop.

c I _____ (get) a holiday job.

d I _____ (use) my mum's laptop to send message

e if the coffee shop in my village _____ (close).

6C

Listening

Honesty pays

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

- 1 SPEAKING** Have you ever found any money that was not yours? What did you do with it?
- 2 2.30** Listen to the story about Glen James. What did he do?



Listening Strategy

Before you listen, carefully read the summary and think about what you need to fill each gap. Think about the part of speech (noun, adjective, verb, etc.) and the kind of information (a time / date, number, age, place, an adjective that describes a feeling, etc.) that should go in each gap.

- 3** Read the **Listening Strategy** and the summary below. What kind of information do you need for each answer?

Glen James lives in Boston, but for the past five years he ¹_____. Last February, he found a bag in ²_____. Inside the bag there was a lot of ³_____. Instead of keeping it, he reported it ⁴_____. They managed to find the owner of the bag, who was a ⁵_____. Ethan Whittington heard the story on the news, and immediately decided to help Glen by setting up a ⁶_____ and asking people to donate money. He managed to raise ⁷_____ for Glen.

- 4 2.30** Listen to the story again and complete the summary in exercise 3. Use between 1 and 3 words in each gap.

- 5 VOCABULARY** Check the meaning of the verbs below. Find four pairs of verbs with opposite meanings.

| | | |
|-------------------------------|---------------------|----------|
| Verbs to do with money | afford | exchange |
| borrow | buy | charge |
| cost | get / give a refund | lend |
| owe | pay for | save |
| save up | sell | spend |
| waste | | |

- 6 2.31** You are going to hear three speakers. Listen and answer the questions.

- 1 Where did the first boy buy the present?
- 2 How did the second boy pay for the baseball cap?
- 3 How much pocket money does the girl receive?

- 7 2.31** Listen again. Match speakers 1–3 with sentences A–D. There is one extra sentence.

This speaker...

- A had an argument with a shop assistant.
- B returned something to a shop and got his / her money back.
- C found some money in a shop.
- D is saving money for an expensive item of clothing.

- 8** Complete the questions with the correct form of the verbs from exercise 5. Do not use any verbs more than once.

- 1 Does anybody **owe** you any money?
- 2 Have you ever **b**_____ money from your family or friends?
- 3 Have you ever **l**_____ anyone any money?
- 4 Are you **s**_____ for anything at the moment?
- 5 What's the most expensive thing you've ever **b**_____?
- 6 Has a shop assistant ever **c**_____ you too much for something in a shop?
- 7 How much do you **s**_____ on clothes each month?
- 8 Have you ever **s**_____ anything online?

- 9 SPEAKING** Work in pairs. Ask and answer the questions in exercise 8. Where you can, give extra information with your answers.

Does anybody owe you any money?

Yes, my brother owes me 100,000 VND. I lent it to him last week.

Past perfect

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



Buried treasure

In November 2013, James Howells started searching an enormous rubbish dump. He was looking for a computer hard drive which he had thrown away three months earlier. The hard drive contained 7,500 bitcoins (a virtual currency that people use online). He **had bought** the bitcoins for almost nothing in 2009, but by 2013 the value of a single bitcoin had risen to over \$1,000. So, the value of Howells's collection had increased to \$7.5 million.

In 2010, Howells, who works in IT, took his computer apart because he had spilled a drink on it. He had first kept the hard drive and had sold the other parts. When in 2013 he heard about the value of the virtual currency, it was too late. He had thrown the hard drive away! He had totally forgotten about the bitcoins. Howells never found the hard drive – and unfortunately, **he hadn't saved** any of his data.

- 1 Read the text. Where is Howells's hard drive? How much is it worth? Did he find it?
- 2 Look at the examples of the past perfect highlighted in the text in exercise 1. Find all the other examples. Complete rule a in the **Learn this!** box.

LEARN THIS! Past perfect

a We form the past perfect with ¹_____ or ²_____ and the past participle.

b We use the past perfect when we are already talking about past events and we want to talk about an even earlier event.

When I got to the classroom, the lesson had started.



The lesson started. I got to the classroom.

c We often use the past perfect with *after*, *before* or *when*.
Before I got to the bus station, the bus had already left.
After I'd called Maggie, I watched a film on TV.

- 3 Read rules b and c in the **Learn this!** box. Explain the difference in meaning between the sentences below.
 - 1 When he threw away the computer, Howells forgot about the bitcoins.
 - 2 When he threw away the computer, Howells had forgotten about the bitcoins.

 **Grammar Builder 6D** Past perfect: page 118

- 4 Complete the sentences. Use the past perfect form of the verbs in brackets.

- 1 After I _____ (leave) the newsagent's, I realised I _____ (forget) to buy a paper.
- 2 When I got to the shopping centre, most of the shops _____ already _____. (close)
- 3 We didn't have any bread because I _____ (not go) to the baker's.
- 4 My sister wasn't there when I got home because she _____ (go) to the cinema.

- 5 **USE OF ENGLISH** Rewrite each pair of sentences as one sentence, using *after*.

- 1 I bought a lottery ticket. Then I went home.
After I'd bought a lottery ticket, I went home.
- 2 I went to the cosmetics store. Then I went to the hairdresser's.
- 3 I paid for the flowers. Then I left the shop.
- 4 Jim did some shopping. Then he caught the bus home.

- 6 Complete the text with the phrases below. Use the past perfect.

- | | |
|-----------------|--------------------------|
| buy his ticket | not check the numbers |
| lose | lose his ticket |
| win the lottery | take the lottery company |

When Martyn Tott learned that he ¹_____, he was, of course, delighted. He ²_____ months earlier at his local newsagent's. He ³_____ at the time, but he knew he was the winner because he always chose the same six numbers. But there was a problem. He ⁴_____! Martyn Tott's computer records proved that he was the winner, but the lottery company refused to pay him without a ticket. Two years later, he was almost penniless. He ⁵_____ to court, but ⁶_____ the battle. He said he wished he had never played the lottery!

- 7 **SPEAKING** Work in pairs. Discuss the explanations for the situation or event using the past perfect. What had happened?

- 1 The car drove onto the pavement and hit a lamp post.
- 2 A cleaner found a wallet under the seats in the cinema.
- 3 The boy opened the envelope, read the letter and started to dance around.

6E

Word Skills

Verb patterns

I can identify and use different verb patterns.



- 1 SPEAKING** Work in pairs. Describe the photo. What do you think the woman is doing?
- 2** Read the text. Then answer the questions.
 - 1 What is 'showrooming'? Have you or someone you know ever showroomed?
 - 2 Do you prefer to buy things in shops or online? Why?
 - 3 Should you expect to pay more for goods in a shop than on a website? Why? / Why not?
 - 4 What would you do if you had to pay to look around a shop?

That'll be \$5, please.

A health food shop in Adelaide, Australia, has decided to charge customers \$5 for "just looking". The problem is that customers keep coming into the shop and leaving without buying anything. "They pretend to be interested in a product and ask for advice," says Kate Reeves, the shop owner, "but they usually don't buy anything."

This new phenomenon is called "showrooming". People visit a shop, examine a product, and then buy it online, where it is cheaper. Kate says she spends hours every day talking about products with customers. "I can't stand working and not getting paid," she says. "No one can make me work for free!"

Everyone avoids paying more than they have to, but customers fail to realise that Kate's prices are mostly the same as in larger stores and on websites. They prefer to shop elsewhere as they expect to find the product at a lower price. "If customers choose to buy something, I return the \$5 fee," says Kate.

Many shops face the same problem and some may end up introducing a similar charge. The danger is that it risks putting customers off. But Kate in Adelaide says it has made no difference to her business.

LEARN THIS! Verb patterns

- 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.
I fancy going out. He keeps on interrupting.
- Some verbs are followed by bare form of another verb.
*Clowns make kids laugh.
Let me order a pizza.*

- 3** Read the **Learn this!** box. Then find all the verbs in the text in exercise 2 that are followed by the infinitive, bare form or *-ing* form of another verb. Make three lists in your notebook.

Dictionary Skills Strategy

Entries for verbs in learner's dictionaries will show you patterns the verb is used in. They may show the pattern like this at the start of the entry: *suggest (doing)*, *want (to do)*, *let ... (do)* or give an example within the entry: *She suggested eating out.*

- 4 DICTIONARY WORK** Read the **Dictionary Skills Strategy** and study the dictionary entries below. Which verb a) takes an infinitive, b) takes an *-ing* form, and c) takes a bare form?

avoid /ə'vɔɪd/ verb [T] **1** avoid doing sth to prevent sth happening or to try not to do sth: *He always tried to avoid an argument if possible.* • *She has to avoid eating fatty food.* **2** to keep away from sb/sth *I leave home early to avoid the rush hour.* ▶ **avoidance** noun [U]

let /let/ verb [no passive] **1** to offer a suggestion or help: *Let me help you with that.* **2** to allow somebody to do something: *Let them splash around in the pool for a while.*

refuse¹ /rɪ'fju:z/ verb [I, T] to say or show that you do not want to do, give or accept sth: *He refused to listen to what I was saying.* • *My application for a grant has been refused.*

- 5** Look up these words in a dictionary and add them to the lists you made in exercise 3.
admit agree help mind offer promise
- 6** Complete the sentences. Use the infinitive, bare form or *-ing* form of the verbs in brackets.
 - 1 Jason promised _____ (phone) me.
 - 2 Joe enjoys _____ (shop) in town but refuses _____ (shop) online.
 - 3 My sister lets me _____ (use) her laptop.
 - 4 Mum offered _____ (give) me a lift to the shops.
 - 5 You can expect _____ (pay) less online than in a shop.
 - 6 Do you fancy _____ (go) to the cinema this evening?
 - 7 Parents do not let children _____ (stay) up late.
 - 8 My mum usually makes me _____ (tidy) up my room.

- 7 SPEAKING** Work in pairs. Give true information about yourself.

- | | |
|----------------------------|-----------------------------|
| 1 I usually avoid ... | 4 I spend a lot of time ... |
| 2 I really can't stand ... | 5 I sometimes pretend ... |
| 3 I don't let ... | 6 I really want ... |

Aaron Levie


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

- 1 SPEAKING** Work in pairs. Look at the photo of Aaron Levie. What type of company do you think Aaron Levie runs?
- 2** Read the first two paragraphs of the text and check your answer from exercise 1. Do you think "Box" is a good name for Aaron's company? Why? / Why not?

Reading Strategy

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

- similarity: *too*
- cause / result: *so*
- a different option: *or*

- 3** Read the **Reading Strategy**. Then look at the underlined words in the sentences after the gaps in the text. What kind of connection do they imply: contrast, similarity, cause / result, or a different option?
- 4** Read the text. Match sentences A–D with gaps 1–4 in the text. Use your answers from exercise 3 to help you.
 - Back in 2005, cloud storage was quite a new idea.
 - If you met him, you probably wouldn't realise that he is a multi-millionaire.
 - Most people of his age would lead an extravagant lifestyle if they had so much money.
 - He only goes to expensive restaurants if an important customer wants to eat there.
- 5**  **2.32** Listen and check your answers to exercise 4.
- 6** Are these sentences true or false? Write T or F.
 - Aaron Levie lives in a luxury apartment.
 - Levie doesn't mind working long hours because he is really enthusiastic about the work.
 - Levie was a student when he co-founded the company Box.
 - Mark Cuban was the first businessman to invest in Box.
 - Since he became rich and successful, Levie's lifestyle has not changed very much.



Box
clever

- 7 VOCABULARY** Match the highlighted words in the text with the definitions below.

Business

- money received by a business or person _____
- a business person who takes risks _____
- money that a business or person needs for a particular purpose _____
- the money a business makes after paying its expenses _____
- the person in charge of a large company _____
- formal agreements to do business _____
- people who support a business by lending it money _____
- 8 SPEAKING** Work in pairs. Ask and answer these questions. Give reasons for your answers and ask follow-up questions.

If you were a multi-millionaire, ...

 - would you live in a big house?
 - would you work very long hours?
 - would you go on expensive holidays?



2.32

Aaron Levie loves tinned spaghetti. He lives in a small apartment. At the age of 27, his biggest luxury is his smartphone. ¹ ___ However, as co-founder and **CEO** of Box, a successful IT company, he is worth about \$100 million. He loves his job and works hard. Most days, he does not leave the office until after midnight.

Levie and his friend Dylan Smith started Box in 2005 while still at university. It offered a better way of storing data, cloud storage.

Like most new businesses, Box did not bring in much **income** at the start. When it began, Levie and Smith looked for **funding**, but couldn't find any **investors**. ² ___ For that reason, nobody wanted to risk lending them money. Eventually, a well-known **entrepreneur** called Mark Cuban agreed to put money into Box. Soon, Box grew quickly and had **contracts** with many of the biggest companies in the USA.

Now, Box has grown a lot and so have its **profits**, making Levie a multi-millionaire. ³ ___ But Levie says that it doesn't interest him. "I'm certainly not into money." ⁴ ___ Otherwise, he has lunch meetings in burger bars. "And I still like tinned spaghetti. I'd be happy if I had it every day."

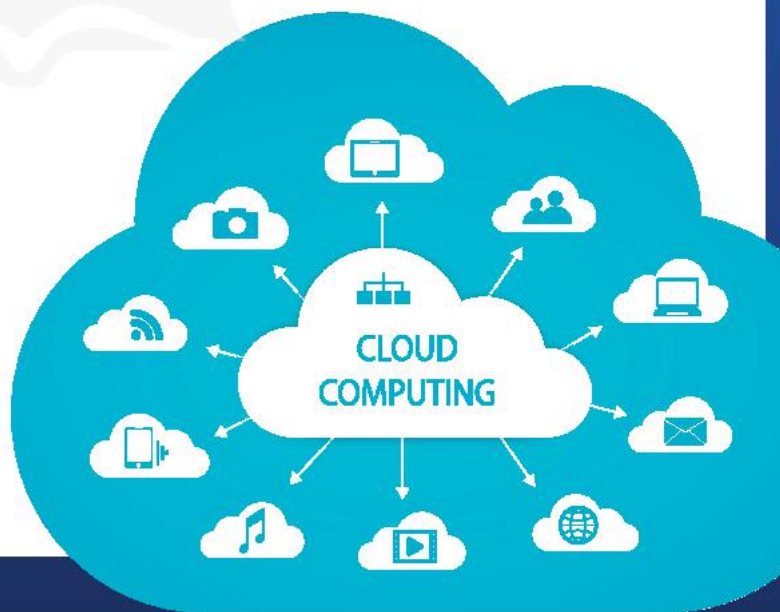


Photo comparison and presentation

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

- 1 Look at the photos. Where are the people? Match each photo with a place below.

In school canteen classroom hall
 library playground playing field
 staff room store room

🔁 **Vocabulary Builder 6G** In school: page 127

- 2 Describe photo 1. What can you see? What is happening? Use the phrases below to help you.
- the photo shows in the foreground / background
 on the left / right in the top right corner
 in the bottom left corner judging by
 it / they etc. must be ... she / they etc. can't be ...
- 3 Now compare photos 1 and 2. Describe a) the main similarities and b) the main differences. Use the phrases below to help you.

Similarities

The common theme in the photos is ...
 You can see ... in both photos.
 Both photos show ...
 In both photos there are ...

Differences

The first photo shows ... , whereas the second photo shows ...
 In the first photo ... , but in the second photo ...
 One obvious difference is (that) ...
 Unlike the first photo, the second photo shows ...
 In contrast to the first photo, the second photo ...

- 4 Does your school have a music or sports club? What other clubs are there? Are you a member of any? In pairs, discuss the question below and make notes.

What should schools spend most money on: music, sport or school trips? Justify your opinions.

- 5 🎧 2.33 Listen to a candidate answering the question in an exam. Compare your ideas with hers. Are any the same? Which are different?

I agree / disagree with him that ...



1



2



- 6 🎧 2.33 **KEY PHRASES** Listen again. Which phrases does the candidate use?

Structuring your speech

I'd like to start by saying / looking at ...
 First of all, we need to decide / examine / look at / ask ourselves ...
 I'll begin with ...
 Now I'd like to move on to ...
 This leads to my next point.
 Now let's look at / move on to (the question of) ...

Ordering points or opinions

First, ... Second, ... Finally, ...

Justifying your opinions

There are a number of reasons why I believe this.
 First, ...
 I'll tell you why I think that.
 The reason I say that is ...
 The main reason I feel this way is ...

Summing up your opinion

To sum up, ... In conclusion, ... All in all, ...
 Just to summarise the main points, ...

- 7 🎧 2.33 **PRONUNCIATION** Listen again and notice how the candidate pronounces the phrases in exercise 6. Work in pairs and practise saying them.

An opinion essay

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

- 1 SPEAKING** Read the task. In pairs, think of three possible things you could spend the money on.

If you had €1 million to spend but couldn't spend any of it on yourself, what would you do with it? Write an essay and include three ideas. Give reasons for your choices and say what effect the money would have.

I'd give money to a charity which helps ...

I'd buy ... for ...

I'd give money to ... so they could ...

- 2** Read the essay. Does it mention any of your ideas from exercise 1? Which of the ideas in the essay do you think is best? Why?

If I had €1 million, it would be easy to find three good ways to use the money and help people who deserve it.

First of all, I would donate half of the money to the children's hospital in my town. They're raising money to build bedrooms for visiting families.

Secondly, I would make a donation to my local primary school to buy sports equipment. As I see it, more sport at school would mean healthier children. Furthermore, the teachers would find it far easier to teach sports and PE if they had new equipment.

Finally, I would buy a new bike for my brother. He borrows mine all the time, even though he's got one, because mine is better. If he had a new bike, he wouldn't do that!

To sum up, I would use the money to make life better for the families of children in hospital, to improve facilities at my school and to buy a gift for my brother.

- 3** Answer the questions about the essay.

- How many paragraphs are there?
- In which paragraph does the writer mention all three ways of spending the money?
- In which paragraph does the writer explain who would get half the money?
- In which two paragraphs does the writer explain who would get the rest of the money, and why?
- In which paragraph does the writer paraphrase the main point of the essay?

Writing Strategy

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

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

- 4** Read the **Writing Strategy**. How well does the writer in exercise 2 follow this advice? Can you find ...

- an expression for introducing an opinion?
- an expression for making an additional point?
- a conditional sentence beginning with the *if* clause?
- a conditional sentence beginning with the main clause?
- a concession clause?

- 5** Imagine you had €1 million to spend but could not spend any of it on yourself. Think of three ways to spend it. Make notes in the table below. Then compare ideas in pairs.

| Choices (1–3) | Effect the money would have | Reason(s) for choice |
|---------------|-----------------------------|----------------------|
| 1 (50%) | | |
| 2 (25%) | | |
| 3 (25%) | | |

Vocabulary Builder 6H Money prepositions: page 127

- 6** Write an essay (120–150 words) using your plan from exercise 5. Include an introduction and a conclusion like the model in exercise 2.

- Say what you would spend half the money on.
- Choose two more ways to spend the rest.
- Explain what effect the money would have.
- Give reasons for your choices.

CHECK YOUR WORK

Have you ...

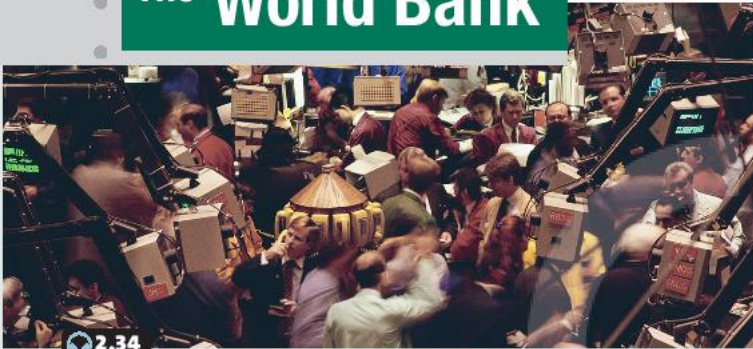
- checked the spelling and grammar?
- followed your plan carefully?
- used a variety of different ways to begin sentences?

The World Bank

1 **SPEAKING** Look at the logos of three international organisations. What do you think they are responsible for?



The World Bank



The World Bank is an international financial organisation founded ¹ ___ 1944 at the United Nations Monetary and Financial Conference. It is closely ² ___ to the United Nations and its headquarters are located in Washington, D.C. The bank currently has over 9,000 employees working in ³ ___ than 100 representative offices worldwide. It is made up of two institutions: International Bank for Reconstruction and Development (IBRD) and International Development Association (IDA). Each has its own role in improving the ⁴ ___ standards of people in low-income countries.

As a member, Viet Nam ⁵ ___ a strong relationship with the World Bank. Most projects and programmes funded by the World Bank for Viet Nam have focused mainly on areas such as agriculture, energy, transport, health, education, banking and finance. These programmes and projects have ⁶ ___ contributed to Viet Nam's development.

2 **USE OF ENGLISH** Read the text about the World Bank. Circle the correct words to complete the text.

- | | | |
|---------------|-------------|---------------|
| 1 a at | b in | c on |
| 2 a connected | b link | c relative |
| 3 a little | b more | c few |
| 4 a live | b life | c living |
| 5 a has | b gets | c takes |
| 6 a effect | b effective | c effectively |

3 Answer the questions about the text.

- Where are the main offices of the World Bank?
- When was the World Bank founded?
- Name the two institutions which form the World Bank.
- In which areas have World Bank projects been involved in Viet Nam?

4 **2.35** Listen to a talk about the World Bank's spending on education in Viet Nam. Match each project in column A with the amount spent in column B.

| A | B |
|---|-------------------|
| 1 Education of deaf children | a \$50.00 million |
| 2 Development of primary school education | b \$77.00 million |
| 3 Improvement of post-secondary education | c \$3.00 million |
| 4 Curriculum development | d \$84.60 million |

5 **2.35** Listen again. Are these sentences true or false? Write T or F.

- The project to help deaf children was in 2011.
- The primary project in 2012 focused on disadvantaged areas.
- Viet Nam welcomed two projects in 2013.
- Renovation of General Education Project was approved in 2014.
- The World Bank continues to support education in Viet Nam.

6 **Work in groups.** Research for other World Bank projects in Viet Nam on energy, environment, health, or transport. Make a note of the information you found out.

7 **SPEAKING** Work in groups. Prepare a short presentation on the projects in exercise 6, using the notes you made. Practise and then give your presentation to the class. Make notes on the other groups' presentations and give feedback.

Reading

Read the text. Match sentences A–G with gaps 1–5 in the text. There are two extra sentences.

My first business

There are quite a lot of stories about young entrepreneurs these days - people who have started their own businesses while they are still at school and have gone on to make large amounts of money. ¹_____ I think I was about five years old when I decided to try to make some money. ²_____ I had seen it in a toy shop the month before, but my parents could not afford it because it was very expensive. So, I decided to save all of my pocket money until I had enough to buy it myself. ³_____ To get the doll more quickly, I came up with an idea. My mum grew some pretty flowers in her garden. I decided to take the flowers onto the street, held them out and said, 'Fifty pence a bunch,' to the people who passed by. One lady stopped and gave me fifty pence. ⁴_____ After half an hour I sold out all of the flowers and earned some money for my doll. I was really proud then.

Now, I have my own business after many years of working hard. How challenging life as an entrepreneur has been! ⁵_____ However, it is wonderful to see my business grow well and make profits.

- A However, it was taking a very long time!
- B I think she felt sorry for me.
- C I was saving up for a big doll.
- D If I had the same courage now, maybe I would be rich.
- E My career also started early.
- F Of course, it's a lot harder than that.
- G I have to decide on everything from making money to hiring people.

Listening

2.36 Listen to three recordings. Circle the correct option (a–d).

- 1 Where would you hear this announcement?
 - a in a shop centre
 - b in a clothes shop
 - c in a department store
 - d in a camera shop
- 2 What does Lucy do to save money?
 - a She never goes out.
 - b She works every weekend.
 - c She doesn't buy many things.
 - d She works every day.
- 3 What is Jake going to do?
 - a apply for a job
 - b make a phone call
 - c work as a waiter
 - d tell someone about a job

Speaking

Work in groups. Look at the photo and discuss the following questions.



- 1 How do you think the lives of the people in the photo are different?
- 2 If you had 100,000,000 VND, how could you use it to help homeless people?

Writing

Write an opinion essay (120–150 words) on the following topic.

Money does not grow on trees.

7

Tourism

Unit map

Vocabulary

Tourist attractions
Describing tourist attractions
Compound nouns

Word Skills

Compounds

Grammar

Present perfect vs past simple
Reported speech

Listening Check your ticket!



Reading Adventure holidays



Speaking Planning a holiday



Writing A holiday blog

Culture Landscapes



Pronunciation pages 85, 90
Sentence stress and intonation

Vocabulary Builder page 127

Grammar Builder page 120

Grammar Reference page 121

7A

Vocabulary

Worth a visit

I can describe tourist attractions.

1 SPEAKING Work in pairs. Look at the photos of tourist attractions (A–G). Do you know which countries they are in? Match them with the countries in the box.

1 England 2 France 3 Kenya 4 Peru 5 Turkey 6 the USA 7 Viet Nam

A ___ B ___ C ___ D ___ E ___ F ___ G ___

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

Tourist attractions (1) aquarium botanical gardens castle cathedral
fountain bay market mosque museum national park
palace ruins statue temple theme park tower water park

A _____ C _____ E _____ G _____
B _____ D _____ F _____



Vocabulary strategy

When you record new vocabulary in your mind maps, use visuals to make it more memorable. For example, cut out images from magazines and stick them in your mind map. Play some vocabulary games like word bingo or charades. Sing songs that contain the new vocabulary. Doing these activities regularly will make it easier to remember new words.

3 **3.02** Listen to the words in exercise 2 and check your answers to exercises 1 and 2.

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

Describing tourist attractions

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

5 **3.03** Listen to a tour guide talking to tourists on a coach. What countries are they going to visit? Write them in order. Choose from the countries below.

Croatia the Czech Republic Germany
 Hungary Italy the Netherlands
 Poland Slovakia Turkey

Germany, ...

6 **3.03** Listen again. Match the tourist attractions they will visit with countries from exercise 5. Which adjectives from exercise 4 does the guide use to describe each attraction?

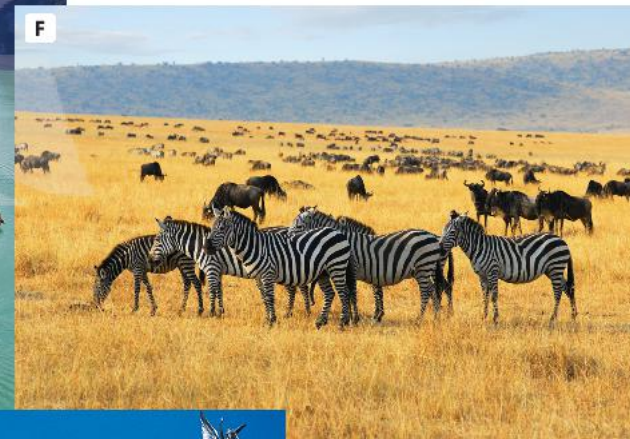
- 1 Havel's Market *touristy*
- 2 The Liberty Statue _____
- 3 The Old Harbour _____
- 4 The Trevi Fountain _____

7 **SPEAKING** Work in pairs. Describe three places in Viet Nam using adjectives from exercise 4.

The old market in ... is quite cheap.

I think ... is a very peaceful place.

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



Present perfect vs past simple

I can talk about recent events using the past simple and the present perfect.



Dear Jenny,

We've been in Hue for three days. What an amazing city! The weather has been wonderful, and we've been to a lot of tourist attractions. I've visited the Tomb of Khai Dinh and I've even gone boating on the Perfume River. I've bought you a souvenir. Have you missed me?

Love, Ella

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

AIR MAIL



4 **SPEAKING** Work in groups. Ask and answer your questions in exercise 3.

5 **3.04** Read and listen to the dialogue. When did Fred go to Bulgaria? What happened to him while he was there?

Beth Have you ever been to Bulgaria?

Fred Yes, I went there last year with my family. Have you been there?

Beth No, I haven't. What cities did you visit?

Fred We didn't visit any cities. We went skiing.

Beth Sounds great. I've never been skiing, but I'd love to go. Was it good?

Fred Not really. I fell and broke my leg on the first day, so I spent the rest of the holiday in hospital!

6 Find examples of the present perfect and the past simple in the dialogue in exercise 5.

LEARN THIS! Past simple and present perfect contrast

a We use the present perfect to talk about an experience at any time in the past.

I've read 'The Hobbit' three times.

Have you ever travelled by helicopter?

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

I watched a good film on TV last night.

Did you go to Newcastle last weekend?

c We often use the present perfect to ask and answer questions about an experience, and then use the past simple to give specific information about it.

"Have you ever been to the USA?"

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

1 Read the postcard. Can you identify the country?

LEARN THIS! Present perfect

We use the present perfect:

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

2 Read the **Learn this!** box. Can you find any examples of rules a–d in the postcard?

3 Imagine you are on holiday. Invent answers to these questions and make notes.

- a How long have you been away? (Use *for* or *since*.)
- b Which countries have you visited? (Three countries.)
- c What have you done? (Choose two activities.)

7 Read the **Learn this!** box. Why are some verbs in the dialogue in exercise 5 in the past simple and others in the present perfect? Use rules a–c to explain.

➔ **Grammar Builder 7B** Present perfect vs past simple: page 120

8 **SPEAKING** Work in pairs. Ask and answer questions about your experiences. You can use the prompts.

1 travel / on a plane?

Have you ever travelled on a plane?

2 lose / anything while travelling?

3 buy / anything online?

4 eat / food from another country?

Check your ticket!

I can understand and use emphatic stress.



1 **SPEAKING** Work in pairs. Describe the photo. Where are the people? What are they doing? What do you think they are saying?

2 **3.05** Read and listen to the dialogue. When, where and how did Lydia go on holiday in the summer?

Tom Did you go to Spain in July?

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

Tom Where did you fly to?

Lydia We drove there, actually.

Listening Strategy

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

"Would you like a double room or a single room?"

"A double room, please."

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

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

3 **3.05 PRONUNCIATION** Practise the examples in the **Listening Strategy**. Underline the stressed words in the dialogue in exercise 2. Listen again and check.

4 **3.06** Listen to the sentences. Pay attention to the words that are stressed. Circle the sentence in each pair (a or b) which the speaker is replying to.

1 No, he flew to Italy last summer.

Ⓐ Did Sam fly to France last summer?

b Did Sam fly to Italy last spring?

2 I'd like a black coffee, please.

a Would you like a drink?

b Would you like white coffee or black coffee?

3 No, we're meeting at three fifty.

a Are we meeting at three fifteen?

b Are we meeting at two fifty?

4 I haven't got a credit card.

a You can buy the tickets by credit card.

b Why didn't you buy the tickets online?

5 I'll have a ham sandwich, please.

a What kind of sandwich would you like?

b Would you like something to eat?

5 Look at the photos. Which place would you prefer to go for a holiday? Why?



6 **3.07** Listen to a true story about a holiday that went wrong. What was the misunderstanding between Georgina and the travel agent?

7 **3.07** Listen again. Are the sentences true or false? Write T or F.

1 The woman next to Georgina was the first to mention Spain.

2 Georgina booked the holiday by phone.

3 She discovered her mistake just after the plane took off.

4 The flight attendant was kind and helpful.

5 The travel agent has given her a free holiday in Australia.

8 **SPEAKING** Work in pairs. Take the role of Georgia Hepworth and a friend of hers. Ask and answer about her holiday.

Student A: Prepare questions using the prompts below.

Student B: Prepare the answers.

1 where / buy your ticket?

2 where / want to go?

3 when / realise your mistake?

4 what / happen / on the plane?

5 you / finally go to Granada?

6 you / get any compensation?


Reported speech

I can use reported speech.

- 1 Read the text opposite. Do you think the twin sisters have a special connection or are there other explanations? Give reasons for your opinions.
- 2 Read the text again and study the highlighted examples of reported speech. What are the speakers' original words? Complete the table with the correct tenses for the direct speech.


| Direct speech | Reported speech |
|---------------|------------------|
| 1 | past simple |
| 2 | past continuous |
| 3 | past perfect |
| 4 | past perfect |
| 5 | could / couldn't |
| 6 | would / wouldn't |

LEARN THIS! Reported speech

-  a These verbs do not usually change in reported speech: *might, must, should, could, would, would like.*
- b The past perfect does not change in reported speech. *'I'd never been there.' She said she'd never been there.*
- c Verbs in subordinate clauses in the reported sentence usually change in the same way. *'I think I'm ill.' He said he thought he was ill.*
- d We always use a personal object with *tell*. With *say*, we do not need a personal object. *I told Jo that I'd phone. / I said (to Jo) that I'd phone.*
- e We often omit *that* in reported speech. *He said he'd call you.*

- 3 Read the **Learn this!** box. Match the underlined verbs in the text with rules a–c. What are the speaker's original words?
- 4 Circle examples in the text of rules d and e.

LOOK OUT!

-  Pronouns, possessive adjectives and references to time and place usually change in reported speech.
- 'I'll phone you tomorrow,' he said to me.*
He told me he'd phone me the following day.
- now* → *then / at that moment*
today → *that day*
an hour ago → *an hour earlier / an hour before*
yesterday → *the day before / the previous day*
last Tuesday, month, year, etc. → *the Tuesday, the month, the year before, etc.*
tomorrow → *the following day / the next day*
next week, month, etc. → *the following week, month, etc.*
here → *there*

A special connection

Beth and her twin sister Harriet are convinced that they are able to share experiences and feelings without seeing or speaking to each other. Here's what Beth says:

'Last year I was on a walking holiday with Harriet. She told me that her right ankle **was hurting**, but she **didn't know** why. She said she **hadn't twisted** it or anything, but told me she **couldn't** put any weight on it. About a minute later, I suddenly felt a sharp pain in my right ankle! On another occasion, I told Harriet that I **had watched** a really good video clip on the internet the day before. I said that I **would send** her a link to the website where I'd found it. I told her **she must watch** it. Imagine my surprise when she said she had come across the same clip at the same time! She said that after **she'd finished watching it**, she had thought about sending me the link.'

- 5 Read the **Look out!** box. Underline examples of changes to pronouns, possessive adjectives and references to time in the text in exercise 1.
- 6 Rewrite the sentences in reported speech. (Imagine that the speakers were talking to you.)
 - 1 "I'll call you when I get back this evening," said Maisy.
Maisy said she would call me when she got back that evening.
 - 2 "I might disable data roaming when I go abroad next week," said Joel.
 - 3 "I haven't topped up my mobile since last month," said Freddy.
 - 4 "You mustn't let your battery run out," said my mum.
 - 5 "Liam saved your number to his phone book," said Sally.
 - 6 "This time next week, I'll be flying to Prague," said Tom.

 **Grammar Builder 7D** Reported speech: page 120

- 7 Write answers to these questions.

- 1 Where did you go last summer?
I went to ...
- 2 What are you doing this evening?
- 3 Can you write with both hands?
- 4 Could you walk before you could talk?
- 5 What are you going to do at the weekend?
- 6 Have you been to Italy?
- 7 What time do you usually get to school?

- 8 **SPEAKING** Work in pairs. Ask the questions in exercise 7, note your partner's answers. Then work in groups and report your partner's answers to the group.

Martin said that he'd been to London the summer before.

Compounds

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



Can I see your ticket, please?



I went on my first flight last week, it was so exciting! And, in the end, quite funny. Mum and dad have travelled a lot and said it would be nice and relaxing. We collected our boarding passes at the check-in desk, and mum checked our gate number on the departure screen. Then we left our bags at the bag drop. At the security checks, we put our passports in the trays with our hand luggage. While we were eating in the departure lounge, mum realised she'd left her passport at the security check. She jumped up and ran back in a complete panic. Then dad said they were calling our flight number. He called mum to tell her to meet us at departure gate 5, after passport control. Mum came back holding her passport in the air and we queued up to board. The flight attendant checking our tickets was confused. 'Erm, sorry, this isn't your flight.' She showed dad our tickets, and he realised the flight number was different! We all had to run to another gate and got there just as they were closing it. Next time I think I'll be in charge!

1 **SPEAKING** Work in pairs. Describe the photo. Where are the family? What are they doing?

2 Read the text. Who first realised that the family were getting on the wrong flight?

- a a passport control officer c the flight attendant
b a security guard d a police officer

3 **VOCABULARY** Read the text again. Complete the compound nouns.

Travelling by plane

- | | |
|------------------------------|------------------------------|
| bag ¹ _____ | ⁶ _____ attendant |
| boarding ² _____ | flight number |
| ³ _____ desk | hand luggage |
| departure gate | passport ⁷ _____ |
| departure ⁴ _____ | seat belt |
| ⁵ _____ screen | security ⁸ _____ |
| | window seat |

4 Which items in exercise 3 do you find in an airport terminal? Which four do you find on a plane?

LEARN THIS! Compound nouns: noun + noun

- a Most compound nouns are formed from two nouns.
b We usually write them as two words (*travel agent*), but sometimes as one word (*whiteboard*) or with a hyphen (*film-maker*). Check in a dictionary.
c The stress is usually on the first noun. whiteboard

5 **3.08** Read the **Learn this!** box. Then listen and repeat the compound nouns in exercise 3.

6 Complete the text below with compound nouns from exercise 3.



When you arrive at the airport, go to the 'c' _____. The clerk will check in your luggage and might ask if you want an aisle seat or a 'w' _____. He or she will give you a 'b' _____. Show your passport at 'p' _____. You will also have to go through a 's' _____, where they X-ray your 'h' _____. Then you reach the 'd' _____, where there are duty-free shops. You can find your flight on the departures board by looking at the 'f' _____ or the departure time. When they announce your flight, go to the gate.

LEARN THIS! Compound sentences

A compound sentence has two clauses linked by a comma and a conjunction, e.g. *and*, *but*, *so* and *or*.

I'm travelling alone, so I'm going to book a single room at the hotel.

7 Combine the following pairs of sentences, using *and*, *but*, *so* and *or* to make compound sentences.

- Half board at our hotel includes breakfast and dinner. The rate is about \$80 per night.
- It is less comfortable in economy class. You have to pay much more for a first class fare.
- August is high season. Holidays are much more expensive.
- My mum is a check-in clerk. She only works part time.
- You can get your boarding pass at the airport. You can use the online check-in and print yours at home.

8 **SPEAKING** Work in pairs. Look at the text in exercise 2 for two minutes. Then cover it and retell the story in your own words.

Adventure holidays

I can understand texts about different types of holidays.

- 1 SPEAKING** Work in pairs. Describe the photos. Then say which holiday looks more enjoyable, and why.
- Look through the texts quickly. Match two of the three texts (A–C) with photos 1–2.
1 ___ 2 ___
- Read the texts. Match the three teens (Hilary, Kevin and Terry) with the sentences below.
This teen ...
1 had an enjoyable experience with animals. _____
2 had a scary experience. _____
3 experienced lovely smells. _____

A taste of adventure

Where do you usually go on holiday? To the beach or the mountains? Have you ever tried an adventure holiday or even an ecotourism holiday?

A Hilary Bradt: aged 15

Last year, I went to Guatemala on an ecotourism holiday with my family. We stayed with a local family of coffee farmers. They showed us how to harvest coffee, carry it in a special backpack and roast it. I don't really like the taste of coffee, but I loved the smell when we roasted it. The best part was that I made friends with a girl on the farm and now we're penfriends. I'm even learning Spanish!

B Kevin Rushby: aged 16

For our last family holiday, we went to the Great Barrier Reef in Australia. It was amazing. I saw loads of multicoloured fish and even learned how to dive. We also visited a turtle sanctuary, and helped to take baby turtles out to the beach, their natural habitat. Forgetting the suncream, I got really sunburned. It was worth it though, to see the baby turtles swimming away.



- 4 Read the **Reading Strategy**. Then look at questions 1–4 in exercise 5. Find the underlined words in the text and explain why those options are not correct.

Reading Strategy

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

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

C Terry Nguyen: aged 16

Last summer, I went to Nam Cat Tien in south Viet Nam with my aunt, uncle and cousins. My aunt loves adventure holidays. We stayed on a campsite in the jungle, and the local guide took us to see local wildlife. On the first day, I saw a wild boar and a monkey, which ran away with my sunglasses. I tried chasing it to get them back. I got separated from the group, and didn't know where they were. I was terrified! Finally, I heard the guide calling me. I wasn't lost for long, but it felt like ages!

- 5 Circle the correct option (a–c).

- Hilary loved her holiday because
 - she drank a lot of coffee.
 - she made a new friend.
 - she learned some Spanish.
- Kevin first saw the baby turtles
 - in a conservation centre.
 - near the diving centre.
 - in their natural habitat.
- On his holiday, Kevin
 - bought some suncream.
 - caught lots of fish.
 - learned a new skill.
- Terry got lost in the jungle because
 - the guide walked too quickly.
 - he chased a monkey.
 - he dropped his sunglasses.



- 6 **SPEAKING** Work in groups. Read the definition of an “ecotourist”. Then discuss why holiday A is called an eco-holiday and in what ways the other holidays are good / bad for the environment. Give reasons.

Ecotourists travel in a way that shows respect to nature and does not damage it. They also try to learn about the local people, so they can help to improve their quality of life.

- 7 **VOCABULARY** Form holiday-related compound nouns by matching the words below with words 1–8. All of the compounds are in the texts.

burn cream friend glasses guide pack tourism site

- 1 eco____ 3 pen____ 5 camp____ 7 sun____
2 local____ 4 back____ 6 sun____ 8 sun____

- 8 **SPEAKING** Work in pairs. Think of some ideas for being a good ecotourist. Use the *if* clauses to help you.

If you learn about your destination before you travel
If you go to the beach
If you visit a national park
If you eat local food
If you take public transport
If you stay on a campsite

If you stay on a campsite, you'll use less energy.

Planning a holiday

I can discuss and plan a holiday trip.

- 1 Work in pairs. Describe the photo. Where are the people? What are they doing?
- 2 **VOCABULARY** Check the meaning of the tourist attractions below. Which are places and which are events?

Tourist attractions (2) art gallery carnival church concert festival monument musical safari park old town opera house park restaurant shopping district square theatre

- 3 **3.10** Read the task below. Then listen to a candidate doing the task. Which attractions from exercise 2 do they mention?

You are planning a trip to London with a friend. Discuss the trip with your friend and agree on:

- accommodation in London.
- the tourist attractions you will visit.
- places to eat.
- the best way to travel around.

- 4 **KEY PHRASES** Look at the phrases for making suggestions (1–7) and say what follows them: a) verb + *-ing*, b) infinitive with *to*, c) infinitive without *to*.

Making suggestions

- | | |
|----------------------|------------------------|
| 1 Shall we ... ? | 5 It would be nice ... |
| 2 Let's ... | 6 Do you fancy ... ? |
| 3 Why don't we ... ? | 7 We could always ... |
| 4 What about ... ? | |

- 5 **KEY PHRASES** Complete the phrases with the words below.

both good keen like mind not rather
sounds suggestion sure that think

Accepting a suggestion

That ¹_____ like a great idea.
What a ²_____ idea!
I ³_____ that idea.
Yes. Why ⁴_____?
Let's do ⁵_____.

Declining a suggestion

I'm not ⁶_____ about that.
I don't ⁷_____ that's a great idea.
I'm not very ⁸_____ on that idea.
I'd ⁹_____ not.

Expressing no preference

I don't ¹⁰_____.
Either ¹¹_____ is fine by me.
They're ¹²_____ good ideas.



- 6 **3.10 PRONUNCIATION** Listen again and notice the intonation of the phrases for making suggestions. Which phrases from exercise 4 and 5 did the speakers use?
- 7 Work in pairs. Take turns to make suggestions using the prompts below. Your partner either accepts the suggestion, or declines it and suggests something else. Use expressions in exercises 4 and 5.
go to an Indian restaurant get some pizza
stay in an expensive hotel travel by underground
book the hotel in advance visit the science museum
hire bicycles in the city
go on an out-of-town excursion

Vocabulary Builder 7G City tourism: page 127

Speaking Strategy

If you don't understand something someone has said, don't panic! Ask for clarification. You can use these phrases:

- Pardon?
- Could you repeat that, please?
- Sorry, did you say ... ?
- Sorry, what does 'tourist attraction' mean?

- 8 **3.11** Read the **Speaking Strategy**. Then listen to another candidate doing the task in exercise 3. How many times does the candidate ask for clarification? Which words did she not understand?
- 9 Work in groups. Plan a holiday for your class. Use photos, pictures or objects to make it more interesting.

A holiday blog

I can write a holiday blog post.

Holiday BLOGSPOT

8.15 p.m. @Harry445

Hi, everyone! We arrived safely in Paris on Saturday evening. It was very windy and rainy, so the flight was a bit bumpy. Emma screamed when the plane landed! Hilarious, lol! The weather is much better now. Still cloudy, but it's stopped raining.

We've already been up the Eiffel Tower. We took the lift up, but walked back down the stairs. We've also walked down the Champs Elysées. The shops there are really expensive, so I didn't buy anything!! Yesterday we went on a boat trip on the river Seine and then visited the Louvre art gallery. We saw the Mona Lisa, which was a bit disappointing. It's tiny!

Tomorrow we are going to visit Disneyland. It isn't far from here. Can't wait! Then on Friday we're going shopping (but not on the Champs Elysées!) – I want to buy some souvenirs. Will post another entry tomorrow when we're back from Disneyland.



9.04 p.m. @Emily99

Sorry I haven't posted since Friday! Arrived in Tri An (Dong Nai Province) two days ago with Joanna after a tiring journey by coach from Ho Chi Minh City. There were roadworks on the motorway and an accident, so the journey took five hours instead of two. We're staying in a small inn. It's near a lake. The weather is sunny and dry and I can see a small wood from my window.

We've already been kayaking on the lake. The kayaking was fun and fantastic, but a bit scary! Tomorrow we're going biking. We're going to hire bikes from a shop near the inn. Really looking forward to it! Watch out for more blog entries in the next few days!



- 1 Look at the photos. Where would you prefer to go on holiday? Why?
- 2 Read the blog posts. Who has already done four things and has another two planned? Who has done one thing and has another one planned?
- 3 Read the task below. Do both blog posts include all four points?

You are on holiday with your family. Write a blog post. Include information about:

- the journey to your holiday destination and where you are staying.
- the weather.
- some holiday activities you have done.
- something you plan to do in the next few days.

Writing Strategy

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

Must go now! Wish you were here!

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

Having a great time in Italy!

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

- 4 Read the **Writing Strategy**. Find sentences where the writers have omitted the subject.

- 5 Rewrite the sentences, omitting the subject.

- 1 We have finally arrived!
- 2 I am looking forward to seeing you again.
- 3 I went up the Empire State Building yesterday.
- 4 We visited Ben Thanh Market on Friday.
- 5 We are flying back tomorrow.

- 6 **VOCABULARY** Complete the holiday activities below. They are all in the blog posts in exercise 2.

Holiday activities

- 1 go s_____ / k_____
- 2 take a b_____ t_____
- 3 go up a t_____
- 4 visit an a_____
- 5 hire a b_____
- 6 buy s_____

➔ **Vocabulary Builder 7H** Holiday activities: page 127

- 7 Read the task in exercise 3 again. Make notes for each of the four points.
- 8 Write your blog post (120–150 words).

CHECK YOUR WORK

Have you ...

- included all four points in the task?
- used an appropriately informal style?
- checked the spelling and grammar?

DISCOVER

VIET NAM'S
LANDSCAPES

- 1 SPEAKING** Work in pairs. Look at the photo of the beach. Answer the following questions.
- 1 Where do you think the beach is?
 - 2 Can you guess how many people visit this beach every year?
- 2** Read the text and check your answers to exercise 1.


Phu Quoc is a Vietnamese island in south Viet Nam. It has beautiful white beaches with lines of palm trees and modern hotel resorts that attract a lot of tourists. The island offers a peaceful atmosphere, fresh seafood and picturesque landscapes. In the past, the island was a quiet place, but in the past few years, the number of tourists has grown. In 2018, more than four million people visited the popular island to relax and swim in the clear blue sea. Many of the hotel resorts are luxurious and the visitors bring a lot of money to the local economy.


Behind the impressive swimming pools and restaurants, there is a national park. In fact, more than half of the island belongs to Phu Quoc National Park and contains mountains, tropical jungle and lots of interesting wildlife. This means that, although there are more and more tourists, nature is strictly protected.

The largest town is called Duong Dong, which is full of markets selling fish, local food and crafts. They are great places to buy local souvenirs to help you remember your holiday in paradise!

- 3 VOCABULARY** Read the text. Find the antonyms of the following adjectives.
- ugly unpopular unimpressive
boring noisy crowded
- 4** Read the text again. Are the sentences true or false? Write T or F.

- 1 Phu Quoc is in the north of Viet Nam.
- 2 You can eat a lot of fish on the island.
- 3 Nearly four million people visited the island in 2018.

- 5**  **3.12** Listen to an interview. Why was the bridge built? Choose A or B.
- A To transport people to work.
B To attract tourists.

- 6**  **3.12** Listen again and choose the correct option (a–c).

- 1 The Golden Bridge transports people between
 - a a rice field and a garden.
 - b a rice field and a cable car.
 - c a cable car and some gardens.
- 2 Giang says the bridge is special because
 - a it's in the forest.
 - b it's magic.
 - c it's a gold colour.
- 3 The bridge is
 - a almost 1,000 metres above sea level.
 - b 1,000 metres from the sea.
 - c 1,000 metres from Da Nang.
- 4 The stone hands look like the hands of
 - a a giant.
 - b a god.
 - c a king.
- 5 The presenter suggests listeners
 - a take photos of the bridge.
 - b find out more about the bridge.
 - c go and see the bridge.

- 7 SPEAKING** Work in groups. Make a tourist brochure for another famous tourist attraction in Viet Nam. Present your brochure to the class.

- 4 You can find lots of cheap hotels on the island.
- 5 Behind the hotel resorts you can see a lot of wildlife.

Reading

Read the texts. Circle the correct option (a–d).

Living cheaply in New Zealand

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

- 1 What does the author say about being in New Zealand?
- He's planning to go home now.
 - He prefers travelling on his own.
 - He's spent a lot of money.
 - He has seen both town and country.

How to make money travelling

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

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

So you want to be a billionaire?

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

- 3 The author of the text wants to
- sell people a book.
 - explain the life of a billionaire.
 - encourage readers to write a book about their lives.
 - describe how he became successful.

Listening

3.13 Listen to the conversation twice. Decide if the statements are true or false. Write T or F.

- Lucy has a relative living in Spain.
- Ben prefers the town to the country.
- Ben prefers to relax when he is on holiday.
- Ben's uncle can teach Lucy Spanish cooking.
- Lucy tells Ben about a good hotel to stay at.
- Lucy gives Ben some advice about a job.
- Lucy is planning to return to Spain in September.

Speaking

You are planning a two-day city break in June. Discuss the trip with a friend and agree on...

- which city to go to
- tourist attractions you will visit
- where you will stay
- how you will get there.

Tell the rest of the class what you have planned.

Writing

Choose a tourist destination in Viet Nam. Write a blog post (120–150 words) about it giving advice to other tourists visiting there. Include information about

- the best time of year to visit,
- what tourist attractions to see, and which to avoid, if any,
- the best times of day to visit them,
- best places to get good Instagram photos.

8

Science

Unit map

Vocabulary

Materials
Describing technology
Collocations
Noun endings
Gadgets
Parts of gadgets

Word Skills

Verb + preposition

Grammar

The passive (present simple, past simple, present perfect, future, and modal verbs)

Listening

Intentions of the speaker



Reading Great inventions?



Speaking Making a complaint



Writing A formal letter

Culture Virtual education



Pronunciation page 102

Sentence stress and intonation

Vocabulary Builder page 128

Grammar Builder page 122

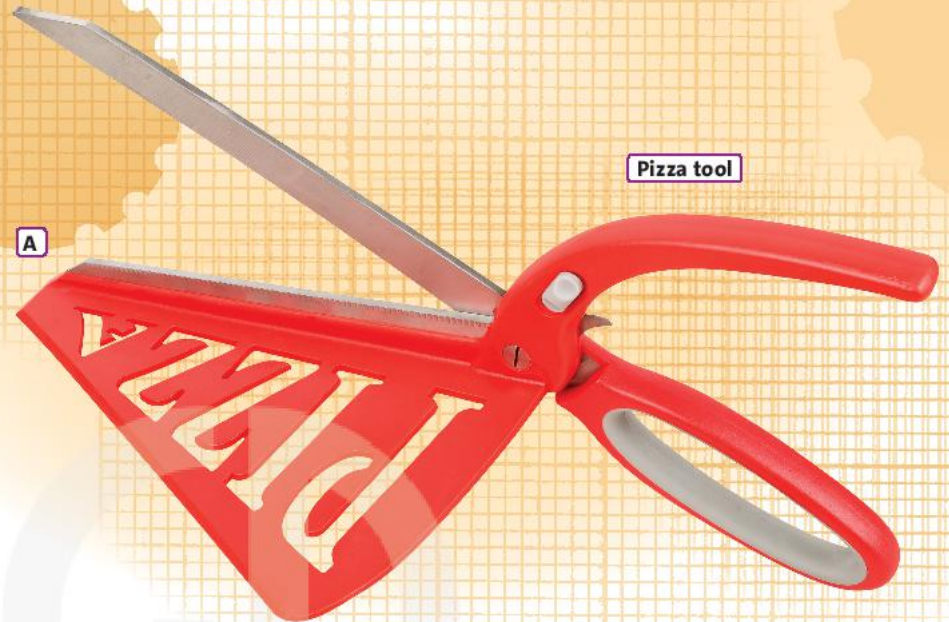
Grammar Reference page 123

8A

Vocabulary

Gadgets

I can describe gadgets and talk about their use.



- 1 SPEAKING** Work in pairs. Look at the photos of gadgets (A–C). Do you think they are good or bad ideas? Which is your favourite and why?
- 2 3.14 VOCABULARY** Check the meaning of the words below. Then listen and repeat. Which materials do you think are used to make the gadgets in exercise 1?

Materials aluminium cardboard ceramic concrete copper glass gold iron leather nylon paper plastic rubber steel stone wood

- 3** Do the quiz in pairs. Then check your answers with your teacher.

1 During World War II (1939–1945), scientists used dandelions (see photo) to make
a cardboard. b paper. c plastic. d rubber.

2 The first bicycles had wheels made of
a wood with iron tyres. b iron with rubber tyres.
c iron with wooden tyres.

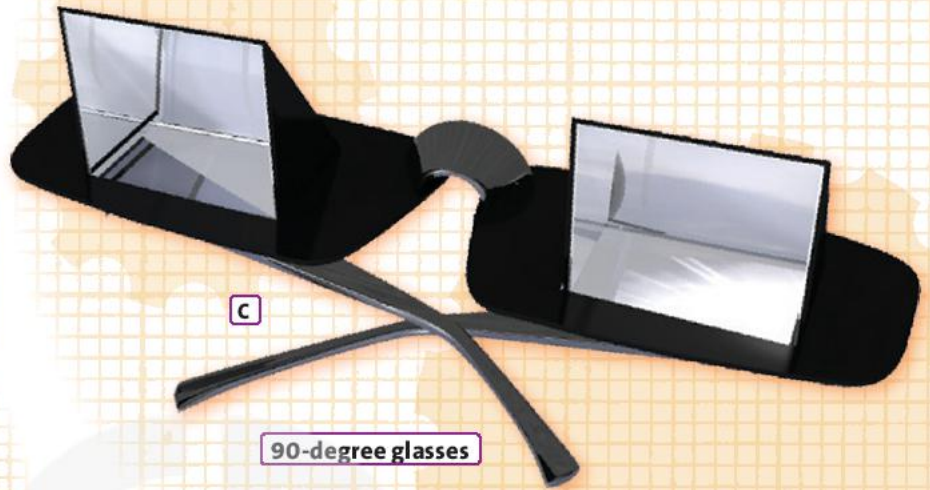
3 Which one of these materials did the Ancient Romans not have?
a ceramic b concrete c glass d paper

4 Are these sentences true or false?
a All types of wood float in water. b No type of stone floats in water.

5 The earliest use of nylon was in
a women's clothing. b toothbrushes.
c parachutes. d guitar strings.

6 Which of these metals is the hardest? Which is the heaviest?
a aluminium b copper c gold d iron e steel





- 4 **SPEAKING** Work in pairs. Look around the classroom. What things are made of the materials in exercise 2? Think about furniture, the building, clothes and possessions.

The windows are made of aluminium and glass.
This book ...

- 5 **VOCABULARY** Look at the language for describing technology. Complete the phrases with the words below.

allows base handle mains mostly

Describing technology

Shape straight curved rectangular spherical
square triangular circular

Power

It's ¹_____ powered / battery powered /
solar powered.
It's cordless / rechargeable.

Construction

It's made ²_____ of glass / steel, etc.
It's got wheels / a long ³_____ /
a triangular ⁴_____ / a square lid, etc.

Use

You use it to ...
It ⁵_____ you to ...
It prevents you from (+ *-ing*) ...


- 6 **3.15** Listen to the dialogues. Which phrases from exercise 5 do the people use?
- 7 **SPEAKING** Work in pairs. Think of a gadget and describe it to your partner. Include phrases from exercise 5. Can your partner guess what you are describing?

It's battery powered, I think. It's made of ...

The passive (present simple and past simple)

I can use the present and past passive to talk about technology.

- 1 SPEAKING** Work in pairs. How many different things do people use mobile phones for? Think of as many as you can in two minutes.
- 2** Read the text. What happened in 1973, 1986, 1992 and 1997?



A brief history of mobile phones

- » Nearly a billion mobile phones are sold every year worldwide.
- » The first mobile phone call was made in 1973 by Martin Cooper. He was an inventor for a leading mobile phone company. The call was answered by the boss of a rival company, who was not happy to hear that he had lost the race.
- » The first mobiles were powered by batteries that weighed nearly a kilo.
- » Voicemail was added to phones in 1986. Internet access was not added for another ten years.
- » The first text message was sent in December 1992. It was not typed on the phone itself but on a computer.
- » The camera phone was invented in 1997 by Philippe Kahn. Photos of his newborn daughter were shared via his phone with 2,000 friends and family.
- » In the UK, a mobile phone is stolen every three minutes.
- » What are mobile phones used for the most? It isn't texting or calling – it's checking the time!

- 3** Study the first two sentences of the text in exercise 2. Then complete the **Learn this!** box.

LEARN THIS! The present and past passive

- The passive is formed with the correct form of the verb ¹ _____ and the past participle.
- We use the ² _____ simple of *be* for the present passive and the ³ _____ simple of *be* for the past passive.
- If we want to say who performed the action, we use ⁴ _____ + their name.

- 4** Find twelve examples of the passive in the text. Which examples are a) plural, b) negative or c) a question?

LOOK OUT!

When we use adverbs with the passive, we usually put them immediately before the past participle.

Phones are sometimes used as alarm clocks.

It was probably invented by accident.

Grammar Builder 8B The passive (present simple and past simple): page 122

- 5** Read the **Look out!** box. Complete the sentences with the present simple or past simple passive of the verbs in brackets.
 - Mobile phones *are owned* (own) by about 4.3 billion people in the world today.
 - The best-selling phone ever was the Nokia 1100. More than 250 million _____ (sell).
 - In Japan, mobiles _____ (often / use) in the shower, so most of them are waterproof.
 - The average text message _____ (usually / answer) within 90 seconds.
 - Today, the internet _____ (access) more often from a phone than from a computer.
 - More text messages _____ (send) every year in the Philippines than in any other country.
- 6** Complete the questions about the reading texts in Units 1–7 using the correct passive form of the verbs in brackets.
 - Why _____ Ashlyn Blocker _____ (watch) more carefully than all the other children at her school? [1F]
 - _____ Dan and Kate Suski _____ (rescue) by helicopter after their boat sank? [2F]
 - What skills _____ (improve) by playing online video games, according to a report? [3F]
 - Who _____ (nearly / kill) by a storm at a paragliding event? [4F]
 - Where _____ Andrew Johnson _____ (employ) as a Master Model Builder? [5F]
 - Where _____ meetings _____ (sometimes / hold) if Aaron Levie is choosing the venue? [6F]
 - What _____ Hillary Bradt _____ (show) to do on her holiday? [7F]
- 7 SPEAKING** Work in pairs. Ask and answer the questions in exercise 6.

8C

Listening

Intentions of the speaker

I can identify the speaker's intention.



- 1 **SPEAKING** Work in pairs. Describe the photos. Where are the people? What do you think they are saying?

Listening Strategy

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

- 2 Read the **Listening Strategy**. What are the intentions of the speakers in sentences 1–6? Choose from the verbs below. Match three of these sentences (1–6) with the photos.

| | | |
|--------------|--------------|-----------------|
| to apologise | to challenge | to comfort |
| to complain | to describe | to encourage |
| to enquire | to entertain | to inform |
| to persuade | to recommend | to tell a story |
| to thank | to warn | to welcome |

- "Be careful not to touch the cooker. It's hot."
- "This is not the phone I ordered. I said I would like one with a memory of 512 GB."
- "I'd buy a new refrigerator if I were you. This one is too small."
- "Hello everyone. I'll show you our company's latest gadget: an apple cutter."
- "I'd like some information about the new wireless earphones."
- "Don't worry. You'll get used to the new software soon."

- 3 **3.16** Listen and identify the intentions of the speakers. Choose one verb in exercise 2.

- 4 **3.17** Listen to a doctor and a headteacher, and circle the TWO correct options for each person.

- The doctor's aims are to
 - encourage the patient to set up a healthier working space and habit.
 - warn the patient of the dangers of using digital devices before bedtime.
 - recommend a course of treatment.
- The headteacher's aims are to
 - persuade students to use the multi-media classroom.
 - inform people about the new multi-media classroom.
 - thank people for helping the school to raise money.

- 5 Prepare a short speech to do one of these things. Use the questions and phrases to help you.

- persuade someone to sign up for an account on a social network
What? How? Why will they enjoy it?
Why don't you...? I think you'll enjoy... It'll be (great fun). (George) is joining too.
- thank your uncle for the new desktop as your birthday present
How did it make you feel fascinated? What do you particularly enjoy?
I had a (nice) surprise. It was so kind of you to... I really enjoyed the ...

- 6 **SPEAKING** Work in pairs. Practise your speech with your partner. Then present your speech to the class.

8D

Grammar

The passive (present perfect, future, and modal verbs)

I can use different forms of the passive.

- 1 Look at the photo. What things do you think a wearable gadget can do?
- 2 Read the text and check your ideas from exercise 1.



The camera revolution

Over the past 20 years, ¹the way in which we take, keep and share photos has been transformed. Most people use smartphones and digital cameras to take photos, and billions of photos have been uploaded to social networking sites. So ²have traditional celluloid film cameras been replaced by these gadgets? Not yet, but it won't be long.

However, things are going to change again. Wearable gadgets that have recently been developed allow you to take a photo simply by blinking. ³Messages can also be sent and information can be accessed with these wearable gadgets. ⁴The technology hasn't been perfected, so ⁵these devices won't be sold in shops for a while.

⁶Will cameras and mobiles be replaced by wearable gadgets? ⁷They can't be replaced yet but ⁸they may be taken over sooner than we think. What's certain is that ⁹our lives will be changed by these devices in ways we haven't even thought of.

- 3 Match the underlined passive forms in the text (1–9) with the tenses below (a–h).

- a present perfect affirmative
- b present perfect negative
- c present perfect interrogative
- d will future affirmative
- e will future interrogative
- f will future negative
- g modal verb *can* and *may* affirmative
- h modal verb *can* negative

➡ **Grammar Builder 8D** The passive (present perfect, future, and modal verbs): page 122

- 4 Complete the predictions with the affirmative future passive form of the verbs below.

build control speak connect

One hundred years from now, ...

- 1 the weather _____ by humans.
- 2 we _____ all _____ to computers so that we can think faster.
- 3 only two languages _____ in the world (English and Chinese).
- 4 hotels _____ on the moon.

- 5 **SPEAKING** Work in pairs. Say if you agree or disagree with the statements in exercise 4. Use the phrases below to help you.

I don't agree that ... I agree that ...

I'm not sure that ... I wouldn't say that ...

- 6 Complete the sentences with the verbs below. Use the present perfect passive.

sell share take upload watch

In the past hour, ...

- 1 100 million photos *have been taken*.
- 2 208,000 mobile phones _____ .
- 3 1.7 million photos _____ to Instagram.
- 4 350 million photos _____ with friends on Facebook.
- 5 8.3 million hours of video _____ on YouTube.

- 7 **SPEAKING** Work in pairs. Ask and answer questions about your experiences. Use the present perfect passive with *ever* for questions and simple past passive for extra information.

- 1 photograph / at school?
Have you ever been photographed at school?
- 2 punish / for something you didn't do?
- 3 hurt / while doing sport?
- 4 criticise / by a good friend?

- 8 **SPEAKING** Work in groups. Invent a wearable gadget of your own. Describe its functions using passive sentences with *can* and *may*.

Verb + preposition

I can understand and use verb + preposition collocations.

- 1 Would you like to travel to another planet? Why? / Why not?
- 2 Read the text. Do you think it is a good idea to colonise the moon and/or Mars? Give reasons for your answer.



MARS ONE

NASA is planning to send people back to the moon and Mars. This will be the Artemis program. The idea of living on the moon clearly **appeals to** a lot of people. Teams of scientists from several countries, including India, China and Israel, are working hard to **take part in** the race. Films like *Ad Astra*, starring Brad Pitt, show us people on scheduled flights to the moon showing their ID on arrival almost as if they were arriving at an airport on Earth. Indeed, many people believe that people will set up home on the moon soon. So, if that is true, how will the settlers adjust to the conditions on the moon? How will they deal with problems like lack of oxygen, zero gravity and extreme temperatures? Robotic rovers have already searched for water on the moon, but have found none in liquid form. However, they have discovered some ice below the surface.

NASA's plan is to work with private companies to establish a base on the moon around 2028. Then, part of their job will be to prepare for the future exploration of Mars. Will some of us have the opportunity to travel into space and maybe even settle on Mars? Nobody knows for sure. But if we believe what we see in films like *Passengers* and *Ad Astra*, future generations may enjoy a very different life!

- 3 Look at the highlighted verb + preposition collocations in the text. Find five more verbs (with *for* (x2), *to*, *with*, and *at*).

Dictionary Skills Strategy

A dictionary will tell you if the verb is followed by a particular preposition.

- 4 **DICTIONARY WORK** Read the **Dictionary Skills Strategy**. Then look at the dictionary entry for *recover*. Which preposition is used with it?

recover /rɪ'kʌvə(r)/ verb [I] **1** **recover (from sth)** to become well again after you have been ill: *It took him two months to recover from the operation.* **2** [I] **recover (from sth)** to get back to normal again after a bad experience, etc.

- 5 Complete the sentences with the words below. Use a dictionary to check your answers if you need to.
about apologised asked laugh of with
- 1 I _____ for my late arrival.
- 2 Dad complained _____ the noise from the neighbours.
- 3 I've often dreamed _____ flying to the moon.
- 4 We finished our meal and _____ for the bill.
- 5 Don't _____ at your little sister. It isn't kind.
- 6 Can you help me _____ my science homework?

LOOK OUT!

Some verbs can be followed by more than one preposition, sometimes with a slight change in meaning, e.g. *shout at / shout to, agree with / agree to*.

My sister **shouted at** me because I lost her mobile.

I saw Liz on the other side of the road and **shouted to** her.

- 6 Read the **Look out!** box. Circle the correct prepositions to complete the sentences.
 - a Have you ever heard **of** / **about** wearable gadgets?
 - b Have you heard **of** / **about** John's new job?
 - 2 a She has to care **for** / **about** her elderly mum.
 - b I don't care **for** / **about** money.
 - 3 a You look worried. What are you thinking **about** / **of**?
 - b What do you think **about** / **of** my new dress?
 - 4 a I write **to** / **about** my penfriend about once a month.
 - b I wrote **to** / **about** my holiday on my blog.
 - 5 a My teacher agreed **with** / **to** my request to leave early.
 - b I don't agree **with** / **to** you.
- 7 Complete the questions with the correct preposition.
 - 1 What kinds of things do you worry _____?
 - 2 When did you last argue _____ someone? Who? What _____?
 - 3 When did you last take part _____ a race? How did you do?
 - 4 If you were going to write a letter _____ someone famous, who would it be? Why?
- 8 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 7. Give extra details if you can.

Great inventions?

I can understand a text about forgotten inventions.

- 1 SPEAKING** Work in pairs. Look at the pictures. What do you think these inventions were for?
- 2** Read the texts. Check your answers in exercise 1. Were any of your guesses correct?
- 3** In pairs, decide which of the inventions is the most impressive and/or interesting, in your opinion. Give reasons.
- 4** Number the pictures (A–C) in the order in which they were invented.
A ___ B ___ C ___
- 5** Match the texts (1–3) with questions A–E below. Some questions match with more than one text.

Which invention(s)

- A was / were lost and then found again?
 B was / were popular for a time but then disappeared?
 C used electricity?
 D was / were designed by an unknown inventor?
 E was / were first designed in the 19th century?

Reading Strategy

- Read the task instructions carefully.
- Read each statement and underline the key words.
- Look for the relevant section of the text, and read it carefully.
- If the information in the statement is the same as in the text, write T. If not, write F.
- If there is no mention of the fact, or there is not enough information, write DNS.
- Do not use your own knowledge (or guesswork) to fill any information gaps!

- 6** Decide if the sentences below are true (T), false (F) or 'does not say' (DNS).
 - 1 The Telharmonium was invented before the radio.
 - 2 Thaddeus Cahill destroyed the final model of his invention before he died.
 - 3 The Writing Ball was the first machine that used electricity for typing.
 - 4 Other typing machines were cheaper to make because they were not made by hand.
 - 5 The Antikythera Mechanism was at the bottom of the sea for nearly 2,000 years.
 - 6 For about 70 years after it was found, the purpose of the mechanism was not known.



- 7 VOCABULARY** Find nouns in the text related to these verbs.

Noun endings

Text 1

a invent _____

b record _____

Text 2

c move _____

d arrange _____

Text 3

e discover _____

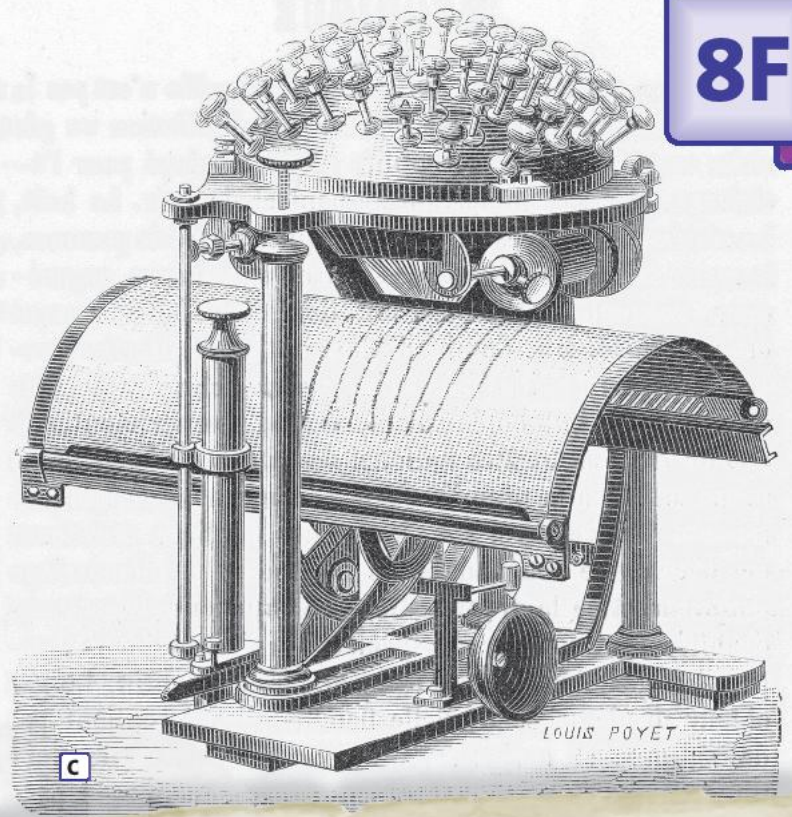
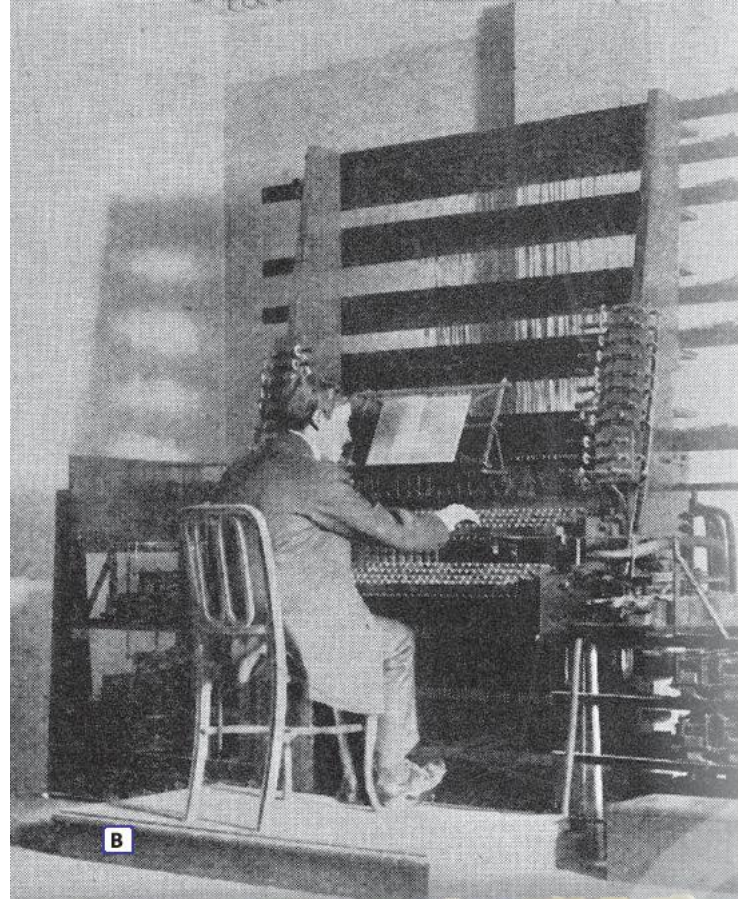
f reconstruct _____

- 8 SPEAKING** Work in groups. Decide which three inventions and discoveries from history are the most important. Use the ideas below or think of your own. Give reasons.

aeroplanes antibiotics books cars computers
 electricity fire printing television wheels

If the wheel didn't exist, we couldn't travel by car or bus.

If we didn't have aeroplanes, journeys would take much longer.



Inventions the world forgot

3.18

1 *The Telharmonium*

The Telharmonium was the world's first electronic musical instrument. It was designed by Thaddeus Cahill in 1897. Music from the instrument was broadcast to people's homes using a telephone. Before the invention of the radio, people loved these first home concerts. After Cahill's death in 1934, his brother kept one of the three models, but in 1962 it was destroyed. No recordings of the music were kept, so the Telharmonium and its unique sound have disappeared forever.

2 *The Writing Ball*

Invented in 1865 by Rasmus Malling-Hansen from Denmark, the Writing Ball was a machine for typing onto paper. Its use of electricity made the movement faster. However, you could not see the paper as you were typing. Nevertheless, the Writing Ball was very successful. Since each model was made by hand, it was soon replaced by other cheaper machines produced in factories. A new keyboard with a different key arrangement appeared. The once-popular Writing Ball was forgotten.

3 *The Antikythera Mechanism*

In 1901, parts of an ancient machine were discovered on a ship near the Greek island of Antikythera. It had been made about 1,900 years earlier, in 2 BCE. For many years after its discovery, nobody understood exactly what the machine was for. In the 1970s, scientists found that this ancient computer had been designed to predict the movements of the sun, the moon and the planets. It did this using more than thirty hand-made metal wheels of different sizes. The remains of the Antikythera mechanism are now kept at the National Archaeological Museum in Athens, together with a number of reconstructions to demonstrate how it may have worked.

Making a complaint

I can complain about faulty goods in a shop.

1 Describe the photo. Answer the questions.

- 1 What are the people saying, do you think?
- 2 Do you often take things you have bought back to the shop? Why?

You are returning a gadget to a shop because something has gone wrong with it. Discuss these four issues with the shop assistant:

- What the gadget is and when you bought it.
- What the problem is.
- What you want to happen next.
- What you will do if that isn't possible.



2 3.19 Read the task above. Then listen to a student doing the task. Circle the correct answers.

- 1 The student is returning
 - a a CD player.
 - a DVD player.
- 2 The student can't
 - charge the batteries.
 - turn on the player.
- 3 The student would like
 - an exchange.
 - a refund.
- 4 The sales assistant offers to
 - repair it.
 - exchange it.

Speaking Strategy

When you are doing a speaking task, make sure you refer to all four points in the task. It is also important that you react and respond properly to what is said during the conversation.

3 3.19 Read the **Speaking Strategy**. Listen again and say if the student mentioned all the points in the task and responded well to the sales assistant's contributions.

4 **VOCABULARY** Which of these gadgets in A do you like best? Can you identify different parts in B that you find on your gadgets?

- A digital camera DVD player e-book reader
games console smartphone tablet
- B battery case charger on/off button
remote control screen strap USB port
volume control

5 3.20 Listen to another student. What parts of the gadget did he and the sales assistant mention?

6 **KEY PHRASES** Complete the phrases with the words below.

broken come exchange happy manager
money problem repair something stopped
work write

Making a complaint

There's a ¹ _____ with ...

There's ² _____ wrong with ...

It doesn't ³ _____.

It has ⁴ _____ working.

It's ⁵ _____.

The (dial) has ⁶ _____ off.

Can I have my ⁷ _____ back, please?

Can I ⁸ _____ it, please?

Can you ⁹ _____ it?

I'm not ¹⁰ _____ about that.

Can I see the ¹¹ _____, please?

I'm going to ¹² _____ to (customer services).

7 3.20 **PRONUNCIATION** Listen again and notice how the student pronounces the phrases in exercise 6. Work in pairs and practise saying them.

8 **KEY PHRASES** Match the sentence halves.

Dealing with a complaint

- | | |
|-------------------|------------------|
| 1 What's wrong | a a refund? |
| 2 When did you | b repair it. |
| 3 Have you got | c a credit note. |
| 4 Would you like | d the receipt? |
| 5 We don't give | e refunds. |
| 6 I can give you | f with it? |
| 7 We can | g I can do. |
| 8 There's nothing | h buy it? |

9 Work in pairs. Do the exam task in exercise 2. Take turns to be the shop assistant and the customer. Use words and phrases from this lesson to help you.

A formal letter

I can write a formal letter of complaint.

- 1 **SPEAKING** Work in pairs. Put the following words/phrases in order of importance concerning online education. Then compare your ideas with another pair.

lecture content active participation
 devices timetable internet connection
 lecturer's teaching skills

- 2 Read the task and the letter. What problem(s) does the writer have? What does she want the recipient to do?

As a result of the pandemic Covid-19, all your classes are now online. You have been having problems with the internet connection in your area. Write a letter of complaint to the internet provider.

Writing Strategy

Remember when writing a formal letter of complaint:

- State the reason for writing clearly in opening paragraph.
- Use formal language.
- Be clear and concise.
- State what you want done.

- 3 Read the **Writing Strategy**. Match the bold conjunctions in the letter with the meanings below.

- 1 because (×2) _____, _____
 2 instead of _____
 3 if there is not _____
 4 for that reason _____

🔄 **Vocabulary Builder 8H** Conjunctions: page 128

- 4 Match the paragraphs of the letter (1–4) with four of the topics below (A–E).

- A Give more details about the problem.
 B State what you want to happen in the future.
 C Explain the problem clearly and why it is an issue for you.
 D Ask for information.
 E Give reasons why you think the problem needs to be solved.

Dear Sir or Madam,

- 1 I am writing to report the slow and unstable internet connection in my area. **Since** I am now taking online classes, I access the internet for my lessons and materials, **so** high speed internet connectivity is very important to me.
- 2 My main problem is that the signal is not strong enough during the day. **As** most of my online classes are in the morning, I am frequently disconnected from the lectures. Without stable internet connectivity, it is more and more difficult for me to follow the class.
- 3 I realise that it is expensive to support all students in the city who are doing online classes as a result of the pandemic. However, students should be able to attend their classes without any interruption **rather than** spending all the time adjusting their devices.
- 4 In conclusion, I find this is an irritating problem. **Unless there is** a significant improvement to the internet reliability and speed in the area, the students in our city will not be able to attend online classes.

Yours faithfully,

Lam Anh

Nguyen Lam Anh

LOADING ...



- 5 **KEY PHRASES** Read the useful phrases for summing up. Then find one more in the letter in exercise 2. Which paragraph does it begin?

Summing up

On balance, I think ...

Overall, ... in my opinion.

All in all, ...

For these reasons, I strongly believe that ...

- 6 Work in pairs. Read the task below. Then plan and write the letter. Remember to use a phrase from exercise 5.

During the lockdown time to prevent the spread of Covid-19, students in your city are having lessons broadcast on the city's TV channel. Write a letter of complaint (120–150 words) about the problem(s) you have had. Think about the ideas you discussed in exercise 1.

CHECK YOUR WORK

Have you ...

- used conjunctions correctly?
- checked the spelling and grammar?

Virtual education



1 SPEAKING Work in groups. Look at the photo above and the title of the text. Guess the answers to the questions.

- 1 What is the large machine in the photo for?
- 2 When was the machine developed?

2 Read the text. Find out the answers to the questions in exercise 1.

VIRTUAL MUSEUMS

3.21 Virtual museums went back to the 1950s, when early experiments of virtual reality were carried out, one typical example being the "Sensorama" machines developed by an American inventor. In 1992, the Apple Computer Inc. released The Virtual Computer, a CD-ROM which displays some 3D-modelled scientific exhibits in an environment similar to a museum. The Virtual Computer has been considered the first digital virtual museum covering themes such as medicine, plant growth and space. Another well-known example was the "Guggenheim Virtual Museum" by Asymptote Architecture in 1999. When the internet gained popularity and became more widespread in the 1990s, online virtual museums came into existence, including the Museum of Computer Art (USA) founded in 1993 and the WebMuseum, initially named WebLouvre, which was launched in 1994.

Most physical museums now offer virtual tours. These virtual museums provided endless education and entertainment opportunities to people around the world during the Covid-19 pandemic in 2020.

3 Put the events in the order they happened, according to the text.

- a The internet grew in popularity.
- b Early experiments of virtual reality were conducted.
- c WebLourve was launched.
- d WebLouvre was renamed WebMuseum.
- e The Virtual Computer by the Apple Computer Inc. came out.
- f Online virtual museums emerged.

4 SPEAKING Work in pairs. Discuss the advantages of virtual museums.

5 **3.22** Listen to a talk about the benefits of virtual museums. Make a list of the main points. Compare it with your answers in exercise 4.

6 **3.22** Listen again. Are the sentences true or false? Write T or F.

- 1 The Museum of Flight presents the predictions about future aviation.
- 2 Virtual museums help preserve world heritages.
- 3 The Terracotta Warriors and Horses Museum in China allows visitors to actually walk among the soldiers.
- 4 A visit to a virtual museum is only a form of entertainment.
- 5 Visitors can get to any virtual museums easily whenever they want to.

7 INTERNET RESEARCH Find out some facts about one of the virtual museums mentioned in exercise 5. Share your information with the class.



Reading

Read the texts. Circle the correct option (a–d).

TV opportunity!

Great Inventions is a new TV show and we are looking for young people to take part. Interested? We invite you to make a two-minute video that shows your idea for a new invention. Make sure you include:

- personal details: name, age, and address.
- the name of your invention, how you got the idea and how it works.

You can email us your video or send it to the address shown on our website. We'll choose the ones we think are most interesting. Your prize? The chance to appear on our TV show!

- 1 What do the programme makers want?
- a new inventors
 - experienced film makers
 - young TV presenters
 - young actors

20th-century inventions

The most important modern invention has to be the mobile phone. It was only invented in the 1970s, but look at it now! Everyone has a phone. Originally, of course, phones were large and were only used to make phone calls. Now those phones are in museums! Modern mobile phones are mini-computers – you can do so much with them. You can buy very expensive phones, but you can also buy cheap models. That's why, in my view, it's the best 20th-century invention.

- 2 What is the purpose of the text?
- to advertise mobile phones
 - to invite people to a museum exhibition
 - to give an opinion about an invention
 - to advise people to avoid cheap phones

3D printers

3D printers are a new kind of machine that can make everyday objects. They're amazing because they can produce different things in different materials, from cups and plates to plastic toys and even chocolate cakes! So how do they work? First you design a 3D object on your computer, then you connect it to a 3D printer. Press 'print' and watch it work. The printer makes the object in very thin layers, like the pages of a book – one on top of the other until you have a complete object.

- 3 What is the writer of the text doing?
- giving an idea about the future of printers
 - describing an invention
 - giving a short history of an object
 - explaining different inventions

Listening

3.23 Listen to the text. Are the sentences true or false? Write T or F.

- Galileo invented the telescope.
- Galileo immediately used the telescope to study space.
- The United States sent the first person into space.
- There was an astronaut in Vostok 1.
- The speaker thinks it's useful to land on Mars.
- The speaker is mainly describing the advantages of space exploration.

Speaking

Work in pairs and do the task below.

You are returning a mobile phone to a shop because something has gone wrong with it.

Discuss these four issues with the shop assistant:

- when you bought it
- what the problem is
- what you want to happen next
- what you will do if that isn't possible.

Writing

Read the task below and write the letter.

You ordered a tablet online 3 weeks ago and it arrived yesterday. Unfortunately, you were not satisfied with the product. Write a letter of complaint (120–150 words).

IB Contrast: present simple and continuous

1 Complete the sentences with the present simple affirmative form of the verbs below. ➔ **I.1, I.2**

go have live miss play study visit watch

- My aunt _____ in Scotland.
- Carl _____ his grandparents every weekend.
- Audrey _____ TV in her bedroom every evening.
- My mum's a scientist: she _____ climate change.
- Brooklyn _____ the piano really well.
- My cousin _____ to school in Switzerland.
- Now that she's at secondary school, she _____ her old teachers from primary school.
- Grace _____ double maths every Tuesday.

2 Make the sentences negative. ➔ **I.1**

- Sophie has a guitar lesson every Saturday.
Sophie doesn't have a guitar lesson every Saturday.
- My cat likes cheese.
- Jack and Ellie live near the city centre.
- Maya goes bowling every weekend.
- My next-door neighbours work in London.
- Amelia wears sports clothes at home.



3 Look at the picture and correct the sentences. Use the verbs in brackets. ➔ **I.3, I.4**

- The woman in a dress is cooking. (eat)
She isn't cooking. She's eating.
- The old man is reading. (sleep)
- The two girls are skateboarding. (read)
- The dog is drinking water. (play)
- The man with the hat is washing. (cook)
- The two boys are playing volleyball. (chat)

4 Circle the correct tense. ➔ **I.5, I.6, I.7**

- Cats **sleep** / **are sleeping** for about sixteen hours a day.
- Mason **walks** / **is walking** to school every day.
- Jack and Emily **don't belong** / **aren't belonging** to our sports club.
- Don't forget your scarf – **it snows** / **it's snowing**.
- I meet** / **I'm meeting** Paul for a coffee this afternoon.
- Why **do you wear** / **are you wearing** shorts? It's cold today!
- He's laughing, but he **doesn't understand** / **isn't understanding** the joke.
- Let's continue with the game. **I have** / **I'm having** fun!

5 Complete the dialogue. Use the correct present simple or present continuous form of the verbs in brackets.

➔ **I.5, I.6, I.7**

- Ryan Hi, Ava. What ¹ _____ (you / do)?
- Ava I ² _____ (look) for a present for Laura. I ³ _____ (go) to her party tomorrow night.
- Ryan Me too. But I ⁴ _____ usually _____ (not buy) her a birthday present.
- Ava I ⁵ _____ (want) to get her something. ⁶ _____ (she / like) DVDs?
- Ryan She ⁷ _____ (prefer) books, I think. She ⁸ _____ (read) the *Twilight* novels at the moment. Maybe she would like a new one.
- Ava Great idea. Thanks!

ID Articles

6 Complete the sentences with *a / an, the* or no article.

➔ **I.11, I.12**

- There's ___ zoo and ___ wildlife park near my home, but ___ wildlife park isn't open in the winter.
- Don't use ___ DVD player, it's broken.
- Can you pass me my hat, please? It's on ___ table.
- I've got ___ computer and ___ laptop, but I have to share ___ laptop with my brother.
- My sister is at ___ home. She's playing ___ guitar.
- My dad is ___ teacher and my mum is ___ doctor.
- There's ___ CD player in my room so I can lie in ___ bed and listen to ___ music.

7 Complete the sentences with *the* or no article. Remember: we do not use *the* with generalisations. ➔ **I.12**

- Children need ___ milk for healthy teeth and bones.
- I love the UK, but I don't like ___ weather here.
- On holiday, I prefer to stay in ___ nice hotels.
- I'm not a sports fan, but ___ table tennis is fun.
- It's freezing, but the children are enjoying ___ snow.
- At school, students learn how to use ___ computers.
- I'm not interested in ___ science fiction films.
- These dancers are great but I don't really like ___ music.

Present simple

I.1

| Affirmative | Negative | Questions |
|-----------------------|-----------------------------|---|
| I work. | I don't work. | Do I work? Yes, I do. / No, I don't. |
| You work. | You don't work. | Do you work? Yes, you do. / No, you don't. |
| He / She / It works. | He / She / It doesn't work. | Does he / she / it work? Yes, he does. / No, it doesn't. |
| We / You / They work. | We / You / They don't work. | Do we / you / they work? Yes, we do. / No, you don't. |

I.2 Spelling: 3rd person singular (*he / she / it*)

We add *-s* to the end of most verbs.

+ *-s*: start → starts play → plays

We add *-es* if the verb ends in *-ch*, *-ss*, *-sh* or *-o*.

+ *-es*: teach → teaches miss → misses
do → does go → goes

If the verb ends in a consonant + *-y*, we change *-y* to *-i* and add *-es*.

-y → *-ies*: study → studies carry → carries

The 3rd person singular form of *have* is *has*.

Present continuous

I.3 We form the present continuous with the present simple form of *be* and an *-ing* form:

| Affirmative | Negative | Questions |
|-----------------------------------|---------------------------------|--|
| I'm playing. | I'm not playing. | Am I playing? Yes, I am. / No, I'm not. |
| You're playing. | You aren't playing. | Are you playing? Yes, you are. / No, you aren't. |
| He's / She's / It's playing. | He / She / It isn't playing. | Is he / she / it playing? Yes, he is. / No, she isn't. |
| We're / You're / They're playing. | We / You / They aren't playing. | Are we / you / they playing? Yes, we are. / No, you aren't. |

I.4 To form the *-ing* form, we add *-ing* to the end of most verbs.

+ *-ing*: work → working study → studying

With most verbs ending in *-e*, we drop the *-e* and add *-ing*.

-e → *-ing*: dance → dancing write → writing

But if the verb ends in *-ee*, we simply add *-ing*.

+ *-ing*: agree → agreeing see → seeing

And if the verb ends in *-ie*, we change the *-ie* to *-y* and add *-ing*.

-ie → *-ying*: die → dying lie → lying

If the verb ends in a short accented vowel + a consonant, we double the consonant and add *-ing*.

drop → dropping plan → planning chat → chatting

Contrast: present simple and present continuous

I.5 We use the present simple:

- for something that always happens or happens regularly (e.g. every week, often, sometimes).
Tamer cycles to school every day.
- for facts.
Cows eat grass.

I.6 We use the present continuous for:

- something happening at this exact moment or around this time.
Dan is wearing a T-shirt. (at this moment)
Dan is working hard this term. (around this time)
- for future arrangements.
We're playing volleyball tomorrow.

I.7 We don't use the present continuous with certain verbs.

Their meaning is usually connected with a state rather than an action. They include:

- *hate, like, love, need, prefer, want, wish*
 - *believe, know, mean, realise, recognise, remember, suppose, understand*
 - *belong, contain, depend, matter, owe, possess*
- I don't understand the task.* ✓
NOT ~~*I'm not understanding the task.*~~ ✗

Articles

I.8 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.

I.9 We use *the* when it is clear what we are talking about, perhaps because there is only one of them.

Let's go to the park. (There's only one park near here.)
Pass me the cup. (I'm pointing to it.)
Look at the moon!

I.10 We use *a* to say what someone's job is.

My uncle is a taxi driver.

I.11 Some set expressions include *the*:

listen to the radio go to the cinema play the guitar
Some set expressions don't have an article:
watch TV listen to music go to bed go to school be at home / at work / in hospital / at university

I.12 We don't use an article when we are making a generalisation.

I don't like spicy food. ✓
NOT ~~*I don't like the spicy food.*~~ ✗

1B Past simple (affirmative)

1 Write the past simple form of verbs 1–20. Verbs 1–10 are regular and verbs 11–20 are irregular. ➔ 1.2, 1.3

- | | |
|-----------------|----------------|
| 1 look _____ | 11 feel _____ |
| 2 study _____ | 12 leave _____ |
| 3 stop _____ | 13 spend _____ |
| 4 die _____ | 14 have _____ |
| 5 move _____ | 15 give _____ |
| 6 compare _____ | 16 win _____ |
| 7 agree _____ | 17 begin _____ |
| 8 enjoy _____ | 18 go _____ |
| 9 realise _____ | 19 get _____ |
| 10 drop _____ | 20 say _____ |

2 Write the correct past simple affirmative form of the verb *be*. ➔ 1.4, 1.5

- I _____ very relieved about my exam results.
- The sports centre _____ shut last weekend.
- You _____ cross with me for being late.
- There _____ five winners in last week's lottery.
- Nobody _____ at home this morning.
- My grandfather _____ a student at Harvard University.
- We _____ on holiday in Indonesia last August.
- Adam's party _____ amazing.

3 Complete the sentences with the past simple affirmative form of the verbs in brackets. All the verbs are regular. ➔ 1.1, 1.2, 1.5

- The train to Birmingham _____ (stop) at Oxford.
- My friends _____ (work) very hard for their exams.
- We _____ (try) some interesting dishes at the Lebanese restaurant.
- Last night, I _____ (plan) my summer holiday.
- You _____ (seem) very upset yesterday.
- I _____ (chat) with my cousin for hours last night.
- My uncle _____ (marry) his next-door neighbour.
- Theo _____ (move) house three times last year.

4 Complete the email. Use the past simple affirmative form of the verbs in brackets. ➔ 1.1, 1.2, 1.3, 1.4, 1.5

Dear Abby

How are you? I ¹ _____ (see) Ryan yesterday and we ² _____ (chat) for hours about Zak's party. We both ³ _____ (have) a great time. We really ⁴ _____ (enjoy) the music and the food ⁵ _____ (be) good too. Ryan ⁶ _____ (leave) just before midnight, but I ⁷ _____ (stay) until 2 a.m.! I ⁸ _____ (feel) so tired the next day! I hope Ryan's parents ⁹ _____ (be) OK about the mess. They ¹⁰ _____ (go) out for the evening.

See you soon!

Ella

1D Past simple (negative and interrogative)

5 Complete the sentences with the past simple negative form of the verbs below. ➔ 1.5, 1.6, 1.7

be can enjoy feel leave spend study win

- I _____ the film. It was terrible!
- Ben _____ talk until he was three.
- We _____ the match. The score was 2–1 to the other team.
- The weather _____ very good yesterday.
- I _____ very well yesterday. I had a headache.
- Joe failed the exam because he _____ for it.
- We were late because we _____ early enough.
- Fred _____ all his pocket money. He saved some.

6 Complete the dialogue with the correct past simple form of the verbs *be* and *can*. ➔ 1.7

- Sam You ¹ _____ (not be) at the party last night. Where ² _____ (you / be)?
- Leah I ³ _____ (not can) go. My cousins ⁴ _____ (be) here, so I had to stay in.
- Sam ⁵ _____ (it / be) fun?
- Leah Yes, it ⁶ _____ (be) good. We watched a film. It ⁷ _____ (be) a really funny comedy. ⁸ _____ (there / be) a lot of people at the party?
- Sam No, not many. It ⁹ _____ (not be) much fun. And the music ¹⁰ _____ (be) too loud! I ¹¹ _____ (not can) hear what people were saying. The film sounds better!

1D Question words

7 Complete the questions with the words below. ➔ 1.8

How How often What When Where Who

- _____ do you live?
- _____ did you do on Saturday evening?
- _____ did you get up this morning?
- _____ did you travel to school this morning?
- _____ do you go to the cinema?
- _____ do you sit next to in English lessons?

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

9 Read the answers and complete the questions. ➔ 1.8

- What *are you thinking about*?
I'm thinking about my next holiday.
- Who _____?
She danced with Tom.
- Who _____?
I'm looking for Zoe.
- Where _____?
They walked to the beach.
- What _____?
He's worried about his exams.

Grammar Reference

Past simple (affirmative)

1.1 The affirmative form of the past simple is the same for all persons, singular and plural (*I, you, he, we, etc.*).

I watched a football match last night.

She watched TV. They watched a DVD.

1.2 Spelling: past simple (affirmative) form of regular verbs

We form the past simple (affirmative) form of regular verbs by adding *-ed*.

+ *-ed*: work → worked play → played

If the verb ends in *-e*, we add *-d*.

+ *-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 accented vowel + a consonant, we double the consonant and add *-ed*.

-p → *-pped*: drop → dropped

-n → *-nned*: plan → planned

-t → *-tted*: chat → chatted

1.3 Some verbs have irregular past simple (affirmative) forms. There are no spelling rules for these forms; you need to learn them by heart. See the list in the Workbook.

1.4 Past simple affirmative of *be*

The verb *be* has two past simple affirmative forms: *was* and *were*.

| | | |
|---------------|------|-----|
| I | was | sad |
| you | were | |
| he / she / it | was | |
| we | were | |
| you | | |
| they | | |

1.5 We use the past simple:

- for a completed action or event at a definite point in the past.
We played volleyball last Saturday.
- for actions or events that happened one after another.
Joanna got up, had a shower, got dressed and left the house.

Past simple (negative and interrogative)

1.6 In negative sentences and questions, we use *did / didn't* + the infinitive without *to* (NOT the past simple form) for regular and irregular verbs. The forms are the same for all persons, singular and plural (*I, you, he, we, etc.*).

| Negative | Questions |
|-------------------------------|----------------------------|
| I didn't watch. | Did I watch? |
| He / She / It didn't watch. | Did he / she / it watch? |
| We / You / They didn't watch. | Did we / you / they watch? |

| Short form and full form | Short answers |
|--------------------------|-----------------------------|
| didn't = did not | Yes, I did. / No, I didn't. |

1.7 We don't use *did* or *didn't* for the past simple negative and question forms of *be* or *can*.

| Negative | Questions and short answers |
|---------------------------------|---|
| I / He / She / It wasn't happy. | Was I / he / she / it happy? Yes, I was. / No, she wasn't. |
| We / You / They weren't happy. | Were we / you / they happy? Yes, we were. / No, they weren't. |

The forms of *could* are the same for all persons (*I, he, we, they, etc.*)

| Negative | Questions and short answers |
|---|---|
| I / He / She / It / We / You / They couldn't see. | Could I / he / she / it / we / you / they see? Yes, I / he / we could. / No, she / you / they couldn't. |

Question words

1.8 Examples of question words:

*where who what which why when how
what time how often how much / many
how long / wide / tall*

When a *Wh-* question includes a preposition, the preposition usually goes at the end.

Where are you from?

Who did you talk to?

What are you waiting for?

2B Past continuous

1 Complete the sentences. Use the past continuous form of the verbs in brackets. ↻ 2.1, 2.2, 2.3, 2.4

- At eight o'clock yesterday evening, Josh _____ (text) his girlfriend.
- 'Why _____ they _____ (laugh) at me?'
- You _____ (not pay) attention while I _____ (speak), were you?
- Dave _____ (walk) down the street, _____ (eat) a sandwich.
- Emma _____ (watch) TV and Lisa _____ (read) a magazine.
- At midnight, Wendy _____ still _____ (do) her homework.

2 Complete the text with the past continuous form of the verbs below. ↻ 2.1, 2.2, 2.3

get make put shine sing talk

It was a beautiful morning. The sun ¹ _____ and the birds ² _____. We ³ _____ ready to go to the beach. Dad ⁴ _____ our bags in the car and Mum and Tom ⁵ _____ sandwiches in the kitchen. I ⁶ _____ to my friend on the phone.

3 Complete the dialogue with the past continuous form of the verbs in brackets. ↻ 2.1, 2.2, 2.3

- Policeman** What ¹ _____ (you / do) at 9 o'clock yesterday evening?
- Woman** I ² _____ (watch) TV in the living room.
- Policeman** What ³ _____ (you / watch)?
- Woman** Er ... I can't remember. I ⁴ _____ (not pay) attention. I was sleepy.
- Policeman** What ⁵ _____ (your husband / do) at that time?
- Woman** He ⁶ _____ (make) chicken pie in the kitchen.
- Policeman** How do you know?
- Woman** Because our dog ⁷ _____ (go crazy). He loves the smell of chicken!

4 What were you doing last Saturday at these times? Write sentences. ↻ 2.1, 2.2, 2.3

- | | |
|-----------|--------------|
| 1 7 a.m. | 4 6 p.m. |
| 2 10 a.m. | 5 9 p.m. |
| 3 1 p.m. | 6 11.30 p.m. |

At 7 a.m., I was having a shower.

- _____
- _____
- _____
- _____
- _____
- _____

2D Contrast: past simple and past continuous

5 Complete the sentences with the past simple or past continuous form of the verbs in brackets. ↻ 2.5, 2.6

- When Molly _____ (drop) her phone on the floor, it _____ (break).
- When my parents _____ (get) home, they _____ (find) a mouse in the kitchen.
- Martin _____ (not hear) the phone because he _____ (have) a shower.
- At 8 p.m. last night, I _____ (sit) at my desk but I _____ (not work).
- When I _____ (see) Ben and Tia, they _____ (sit) on a bench, _____ (laugh) and _____ (chat).
- It was a warm afternoon, but the sun _____ (not shine).
- While we _____ (take) my grandmother to hospital, our car _____ (break down).
- I _____ (lose) my watch while we _____ (play) volleyball in the park.

6 Complete the second sentence so that it means the same as the first. ↻ 2.5, 2.6

- While we were having dinner, my dad arrived home. We _____ when my dad _____.
- I was trying to sleep when the phone rang. The _____ while I _____.
- She was climbing up some rocks when she fell. As she _____, she _____.
- While you were shopping, I tidied your room. You _____ when _____.
- The boat hit some rocks as it was sailing towards the shore. The boat was _____ when it _____.

7 Complete the text with the past simple or past continuous form of the verbs in brackets. ↻ 2.5, 2.6, 2.7

It was past midnight when Helen ¹ _____ (arrive) home. She ² _____ (close) the door quietly because her parents ³ _____ (sleep) upstairs. As she ⁴ _____ (take off) her coat, she ⁵ _____ (see) a letter on the floor with her name on it. She ⁶ _____ (open) the letter and ⁷ _____ (read) it. Then she ⁸ _____ (put) it in her pocket, ⁹ _____ (pick up) her coat and ¹⁰ _____ (go) out again. It ¹¹ _____ (be) a cold night but it ¹² _____ (not rain). A few people ¹³ _____ (walk) towards the High Street, so Helen ¹⁴ _____ (cross) the road and ¹⁵ _____ (follow) them. She ¹⁶ _____ (not know) where they ¹⁷ _____ (go) – but she ¹⁸ _____ (not want) to be alone.

Past continuous

2.1 We form the past continuous with *was* or *were* + the *-ing* form of the verb.

| Affirmative | Negative | Questions |
|-------------------------------|----------------------------------|-------------------------------|
| I was playing. | I wasn't playing. | Was I playing? |
| You were playing. | You weren't playing. | Were you playing? |
| He / She / It was playing. | He / She / It wasn't playing. | Was he / she / it playing? |
| We / You / They were playing. | We / You / They weren't playing. | Were we / you / they playing? |

2.2 To form the *-ing* form, we add *-ing* to the end of most verbs.

+ *-ing*: work → working study → studying

With most verbs ending in *-e*, we drop the *-e* and add *-ing*.

-e → *-ing*: dance → dancing write → writing

But if the verb ends in *-ee*, we simply add *-ing*.

+ *-ing*: agree → agreeing see → seeing

And if the verb ends in *-ie*, we change the *-ie* to *-y* and add *-ing*.

-ie → *-ying*: die → dying lie → lying

If the verb ends in a short accented vowel + a consonant, we double the consonant and add *-ing*.

-p → *-pping*: drop → dropping

-n → *-nning*: plan → planning

-t → *-tting*: chat → chatting

2.3 We often use the past continuous to set the scene.

The sun was shining brightly. Some tourists were standing in the square. A man was selling ice creams.

We use the past continuous to talk about an action that was in progress at a particular time.

At seven o'clock this morning, I was eating my breakfast.

2.4 When we use the past continuous with two or more actions, we do not need to repeat the subject (*I, we, etc.*) or *was / were* if the subject is the same.

We were sitting at a table, chatting and drinking coffee.

Contrast: past simple and past continuous

2.5 We use the past simple for a sequence of events in the past. The events happened one after another.

She walked into the room and sat down. Then she opened her bag and took out a letter.

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

She was sitting in the room, reading a letter. A man was looking out of the window.

2.6 We use the past simple and the past continuous together for a single event that interrupted a longer event in the past. We use the past continuous for the longer event and the past simple for the interruption.

As she was reading the letter, the phone rang.
(longer event) (interruption)

We can use *as* or *while* with the past continuous. We usually put a comma between the longer action and the interruption.

While we were having lunch, my uncle arrived.

As we were having lunch, my uncle arrived.

If we don't use *as* or *while* with the past continuous, we use *when* with the past simple. In these sentences, we usually do not include a comma.

We were having lunch when my uncle arrived.

2.7 We do not use the past continuous – or any continuous tense – with certain verbs. The meaning of these verbs is usually connected with a state rather than an action. They include:

- *hate, like, love, need, prefer, want, wish*
- *believe, know, mean, realise, recognise, remember, suppose, understand*
- *belong, contain, depend, matter, owe, possess*

They weren't dancing because they didn't like the music. ✓

NOT *They weren't dancing because they weren't liking the music. ✗*

Some verbs are not used in continuous tenses when they have a particular meaning, e.g. the verb *have* when it means 'to own or possess'.

He had dark hair and was wearing a white T-shirt. ✓

NOT *He was having dark hair and a white T-shirt. ✗*

3B Quantity

1 Complete the dialogue with *some* or *any*. ↻ 3.1, 3.2

- Aiden There aren't ¹ _____ good programmes on TV. Have you got ² _____ DVDs?
- Emily Yes. There are ³ _____ DVDs on the shelf.
- Aiden Let's see ... You've got ⁴ _____ great films here! What do you fancy watching?
- Emily How about *Grown Ups 2*? My sister says there are ⁵ _____ funny scenes in that.
- Aiden Really? I heard it wasn't very good. But there are ⁶ _____ good actors in it: Adam Sandler, Chris Rock ...
- Emily Let's try it. Would you like ⁷ _____ popcorn?
- Aiden Yes, please!
- Emily Oh, actually, we haven't got ⁸ _____ popcorn. Sorry! But there are ⁹ _____ crisps.
- Aiden Great. Can I have ¹⁰ _____ water too?
- Emily Yes, of course.

2 Complete the recipe with *a little* or *a few*. ↻ 3.1, 3.3

Take your ready-made pizza base and add ¹ _____ cheese. Slice ² _____ mushrooms and ³ _____ ham and sprinkle on top. Cut ⁴ _____ small tomatoes in half and put them between the mushrooms. Finally, add ⁵ _____ more cheese and ⁶ _____ olives and cook the pizza in a hot oven. Ten minutes later, enjoy your pizza with ⁷ _____ salad on the side. Why not invite ⁸ _____ friends to join you?

3 Replace *a lot of* with *much* or *many*. ↻ 3.1, 3.4

- Do you get a lot of tourists here in the summer?
- I don't spend a lot of time in my bedroom.
- There aren't a lot of people in our village.
- Have you got a lot of information about university courses?
- They never do a lot of homework.

4 Complete the email with the words and phrases below. Use each word or phrase once only. ↻ 3.1, 3.2, 3.3, 3.4, 3.5
a few a little any How many How much many much

Hi Hailey

How are you? I hope you enjoyed your trip to London.

¹ _____ money did you spend? Did you do² _____ sightseeing? I'm inviting ³ _____

friends round for a film night next week. There won't be

⁴ _____ people – just four or five. Can you come?⁵ _____ DVDs can you bring? We can spend⁶ _____ time choosing the ones we want to watch.Don't bring ⁷ _____ food or drink, though. My mum is making dinner for us! See you soon!

Isabella

3D *must*, *mustn't* and *needn't* / *don't have to*

5 Circle the correct answers. ↻ 3.2, 3.3

- You **must** / **mustn't** finish your breakfast or you'll be hungry later.
- I **must** / **mustn't** leave before 8.30 or I'll be late for school.
- You **must** / **mustn't** eat that bread. It's a week old!
- In football, you **must** / **mustn't** touch the ball with your hand.
- You **must** / **mustn't** visit Paris some time. It's a wonderful city.
- You **must** / **mustn't** go near the edge of the cliff. It's very dangerous.

6 Complete the sentences with *must*, *mustn't* or *needn't*. ↻ 3.2, 3.3, 3.4

- You _____ take off your shoes if they are clean.
- Students _____ turn off their mobiles during lessons or the teacher will take them away.
- You _____ go to the check-in desk if you have checked in online.
- In most Arab countries, you _____ eat with your left hand. You should use your right hand.
- When you're driving, you _____ stop if someone steps onto the pedestrian crossing.
- We _____ waste any more time.

7 Complete the sentences with *must* or *have to* and the verbs below. ↻ 3.5

drive eat get up phone stop take take wear

- At school, we _____ a white shirt and a blue sweater.
- We _____ at the new Chinese restaurant in town. I've heard it's really good.
- In Britain, we _____ on the left.
- Sue really _____ eating so many sweets – it's bad for her teeth!
- You _____ your grandparents more often. You know how much they enjoy talking to you.
- We _____ exams at the end of our final year at school.
- Jason _____ early because he's got a doctor's appointment at eight in the morning.

8 Complete the sentences with a modal verb followed by a passive infinitive. Use the words in brackets.

- During lessons, your mobile phone _____ in your bag. (must / leave)
- Meat _____ right through. (need / cook)
- School uniforms _____ on the school trip. (not need / wear)
- Books _____ out of the library. (must not / take)

Quantity

3.1 Countable and uncountable nouns

Countable nouns can be singular or plural.
a car – three cars an island – lots of islands
a woman – two women

Uncountable nouns only have a singular form. We cannot use *a* or *an* with uncountable nouns.
food pollution money

Some nouns can be countable or uncountable depending on the meaning. Compare:

We haven't got much time for dinner. (uncountable)
I told him the answer three times. (countable)

3.2 some and any

We usually use *some* in affirmative sentences and *any* in negative sentences and questions. We use them with plural nouns and uncountable nouns.

There are some traffic lights at the end of the road.
There's some pasta on the table.
The dog doesn't want any biscuits.
They haven't got any money.
Are there any cinemas in your town?
Do you need any help?

We usually use *some* when we offer or ask for something, even if it is a question.

Would you like some tea? Can I borrow some money?

3.3 a little, a few

We use *a little* with uncountable nouns. We use *a few* with plural nouns. They mean 'a small quantity of'.
Julia ate a little rice. Mike ate a few chips.

3.4 much, many, a lot of

We use *much* with uncountable nouns. We use *many* with plural nouns. We use *a lot of* with uncountable or plural nouns. *Much*, *many* and *a lot of* all mean 'a large quantity of'.
French people don't drink much tea.
Are there many pedestrian crossings in the town centre?
Bill Gates has got a lot of money.
There are a lot of tall buildings in Tokyo.

We often use *much* and *many* in negative sentences and questions. We do not often use them in affirmative sentences, except in very formal writing.

Charlotte's got a lot of friends. ✓
 NOT *Charlotte's got many friends.* ✗

3.5 How much ... ? and How many ... ?

We use *How much ... ?* and *How many ... ?* to ask about quantity. We use *How much ... ?* with uncountable nouns and *How many ... ?* with plural nouns.
How much food did you eat? How many films did you watch?

must and mustn't

3.6 The form of *must* or *mustn't* is the same for all persons (*I, you, he, etc.*).

| Affirmative | Negative |
|--------------------------|---|
| I must go home. | You mustn't tell anybody. |
| You must tell the truth. | They mustn't be late. (full form = <i>must not</i>) |
| Questions* | Short answers |
| Must you leave so early? | Yes, I must. No, I don't have to / needn't. |

* We do not often make questions with *must*. It is more common to use *Do you have to ... ?*

3.7 We use *must* + infinitive without *to* to say that something is necessary, and it is very important to do it.

I've got a maths test tomorrow. I must revise for it this evening.

We use *mustn't* + infinitive without *to* to say that something is prohibited, and it is very important not to do it.

We mustn't be late for school.
You mustn't use a mobile phone in the cinema.

We often use *must* or *mustn't* to express rules and laws.
In the UK, you must be 17 to drive a car.
You mustn't smoke on aeroplanes.

needn't and don't have to

3.8 We use *needn't* or *don't have to* + infinitive without *to* to say that something is not necessary but isn't against the rules.

You don't have to bring a towel. There are towels at the swimming pool. (But you can bring one if you want.)
You needn't take sandwiches as lunch is provided. (But you can bring them if you want.)

must and have to

3.9 *Must* and *have to* have very similar meanings. However, *must* often expresses the feelings and wishes of the speaker.

You must read this book. It's brilliant!
I'm really tired. I must go home.

Have to often expresses an 'external obligation'.
You have to show your passport when leaving the country.

Mustn't and *don't have to* do NOT have the same meaning: *don't have to* means that something is not necessary.

We don't have to wear a school uniform.
Mustn't means 'it's prohibited'.

We mustn't wear jeans to school.

After modal verbs, we can use a passive infinitive.
Homework must be handed in on time.

4B Comparison

1 Write the comparative form of the adjectives and quantifiers. ↪ 4.1

- | | |
|------------------|----------------------|
| 1 small _____ | 7 few _____ |
| 2 large _____ | 8 many _____ |
| 3 early _____ | 9 far _____ |
| 4 powerful _____ | 10 wet _____ |
| 5 much _____ | 11 pretty _____ |
| 6 bright _____ | 12 frightening _____ |

2 Complete the email with the comparative form of the adjectives and quantifiers in brackets. ↪ 4.1

Dear Aunt Polly,

I hope you're well. Jake seems ¹ _____ (happy) at his new school. It's ² _____ (small) and ³ _____ (friendly) than his old school. His grades are ⁴ _____ (good) than last year. He gets ⁵ _____ (a little) homework but the lessons at school are ⁶ _____ (difficult), he says. The only bad thing about his new school is that it's ⁷ _____ (far) from our house. At the moment he cycles there, but he's planning to go by bus when the weather gets ⁸ _____ (cold) and ⁹ _____ (wet).

I'm working hard for my exams but I'm not enjoying it. It's always ¹⁰ _____ (bad) at the weekend because I want to go out!

Write soon.

Eva

3 Write sentences comparing a and b. Include the correct form of the words in brackets. ↪ 4.1, 4.2

- | | |
|--|------------------------------|
| 1 a Iceland | b Egypt (far / cold) |
| <i>Iceland is far colder than Egypt.</i> | |
| 2 a the Earth | b the sun (much / small) |
| 3 a gold | b silver (heavy) |
| 4 a rock-climbing | b hiking (dangerous) |
| 5 a cycling | b skiing (much / easy) |
| 6 a the USA | b the UK (far / big) |
| 7 a Porsches | b Skodas (expensive) |
| 8 a ice storms | b thunderstorms (far / rare) |
| 9 a a broken ankle | b a sprained ankle (bad) |

4 Write sentences based on the information. Use (not) as ... as and the adjective in brackets. ↪ 4.3

- Tom and Karen both weigh 72 kg. (heavy)
Tom is as heavy as Karen.
- The pen costs £12.95 and the book costs £8.50. (expensive)
- Darren is 154 cm tall and Lucy is 165 cm tall. (tall)
- London is 150 km away and Leeds is 180 km away. (far)
- The skiing holiday costs £500 and the beach holiday costs the same. (cheap)
- About a hundred students choose to study Spanish each year and only fifty choose French. (popular)

4D (Part 1) Superlative adjectives

5 Write the superlative form of the adjectives. ↪ 4.4

- | | |
|---------------|---------------------|
| 1 big _____ | 4 far _____ |
| 2 scary _____ | 5 good _____ |
| 3 bad _____ | 6 intelligent _____ |

6 Complete the sentences with superlative adjectives. Add *in* or *of* before the final noun. ↪ 4.4, 4.5

- Joe is _____ (intelligent) boy _____ the school.
- Friday is _____ (good) day _____ the week.
- This is _____ (bad) restaurant _____ London.
- Lake Superior is _____ (big) _____ the five Great Lakes.
- 21 December is _____ (short) day _____ the year.

7 Write the questions. Use the superlative form of the adjective, and add *in* or *of* where necessary. ↪ 4.4, 4.5

- Who / intelligent / person / the class / ?
Who's the most intelligent person in the class?
- What / good / day / the week / ?
- What / bad / day / the week / ?
- What / beautiful / city / your country / ?
- Who / good-looking / actor on TV / ?

8 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 7. Give your opinions.

4D (Part 2) too and enough

9 Write sentences with words from the table below. Use *too* and the infinitive. ↪ 4.6, 4.8

James is too young to take his driving test.

| | | |
|---------------|--------|------------------------|
| James | cold | reach that shelf. |
| You | young | swim in the sea. |
| This pizza | cloudy | lift. |
| The sky's | short | eat. |
| It's | heavy | take his driving test. |
| This suitcase | hot | see the stars. |

10 Rewrite the sentences in exercise 9 with the adjectives below and *enough*. ↪ 4.7, 4.8

clear cool light old tall warm

James isn't old enough to take his driving test.

4H Zero conditional

11 Complete the sentences with the correct form of the verbs in brackets. ↪ 4.9

- If we _____ (use) public transport instead of cars, we _____ (reduce) our carbon footprint.
- If we _____ (cut down) rainforests, we _____ (destroy) many animals' natural habitat.
- We _____ (can) combat climate change if we _____ (conserve) energy.
- You _____ (save) electricity if you _____ (not leave) the lights on.

Comparative adjectives

4.1 Forming the comparative

We add *-er* to all one-syllable adjectives.

+ *-er*: long → longer straight → straighter

If a one-syllable adjective ends in *-e*, we add *-r*.

+ *-r*: wide → wider large → larger

If a one-syllable adjective ends in a short vowel + a single consonant, we double the consonant and add *-er*.

-*t* → *-tter*: hot → hotter wet → wetter

-*n* → *-nner*: thin → thinner

If a two-syllable adjective ends in consonant + *-y*, we drop the *-y* and add *-ier*.

-*y* → *-ier*: friendly → friendlier sunny → sunnier

A few other two-syllable adjectives have comparative forms ending in *-er*:

quiet → quieter narrow → narrower gentle → gentler

simple → simpler

For most two-syllable adjectives and all adjectives with three or more syllables, we use the word *more* to form the comparative.

boring → more boring difficult → more difficult

A few adjectives have irregular comparative forms:

good → better bad → worse far → further

Some quantifiers have irregular forms.

few → fewer much / many → more little → less

than

4.2 We use *than* to compare two things or people.

Horror films are usually scarier than thrillers.

We usually use the object pronoun (*me, you, he, him, us, them*) after *than*, not a subject pronoun.

You're taller than me.

We can make a comparison stronger by using *far* or *much* before the comparative form.

Dolphins are far more intelligent than sharks.

Hungarian is much harder to learn than English.

(not) as ... as

4.3 We use (not) as ... as to compare two things or people.

Not as ... as means 'less ... than'.

Jack is twelve. Liam is fourteen. Jack isn't as old as Liam.

As ... as means 'equally ...'.

My brother and I both weigh 62 kg. I'm as heavy as him.

We usually use the object pronoun (*me, you, he, him, us, them*) after (not) as ... as, not a subject pronoun.

We aren't as rich as them.

She's as excited as me.

Superlative adjectives

4.4 Spelling

We put *the* in front of short (one-syllable and some two-syllable) adjectives and add *-est*.

+ *-est* long → the longest

If the short adjective ends in *-e*, we add *-st*.

+ *-st* wide → the widest

If the short adjective ends in a short vowel + a single consonant, we double the consonant and add *-est*.

-*t* → *-ttest* hot → the hottest

If the adjective ends in *-y*, we drop the *-y* and add *-iest*.

-*y* → *-iest* friendly → the friendliest

If the adjective is long (two syllables or more), we use the word *most*.

gripping → the most gripping

A small number of adjectives have irregular superlative forms. They are:

good → the best bad → the worst far → the furthest

4.5 We can use *of* with superlative adjectives.

the longest day of the year

We use *in*, not *of*, with nouns for groups or places.

the tallest man in the world the longest river in Africa

too and enough

4.6 *Too* comes before an adjective. *Enough* comes after an adjective.

This jacket is too small for him.

This jacket isn't big enough for him.

4.7 *Enough* comes before a noun.

He can't buy it. He hasn't got enough money.

4.8 We often use an infinitive with *to* after *too* + adjective or adjective + *enough*.

He's too young / old enough to join the army.

Zero conditional

4.9 We use the zero conditional to talk about a result which follows a particular action. We use the present to describe the action and the present simple to describe the result.

If I eat too much, I feel ill.

The *if* clause can come before or after the main clause. If it comes after, we don't use a comma.

If I drink a lot of coffee, I can't sleep.

I can't sleep if I drink a lot of coffee.

5B will, be going to and the first conditional

1 Complete the sentences with the correct affirmative or negative form of will. ➔ 5.1

- 1 Don't worry. My dad _____ pay for our tickets.
- 2 "_____ Tamer be at the party?" "No, he _____."
- 3 Suzie's the best student in the class. She _____ pass all her exams easily.
- 4 "_____ your friends be at the beach?" "Yes, they _____."
- 5 Max is good at keeping secrets. He _____ tell anyone.
- 6 August is always very dry, so it _____ rain then.
- 7 "_____ you be in Year 5 next year?" "No, I _____."
- 8 Kyle wants to have a motorbike, but his parents _____ allow it.

2 Write offers or promises in reply to sentences 1–6. Use the verbs and object pronouns below. ➔ 5.1, 5.2

Verbs ask carry eat invite tell video

Pronouns her him it them you us

- 1 This bag is too heavy for me. I'll *carry it*.
- 2 I don't really like these crisps.
- 3 I really want Emma to come to my party.
- 4 Let's send a video message to Grandma.
- 5 I want to know what happens at the end of the film.
- 6 Maybe we can borrow my dad's laptop.

3 Write decisions with will in reply to sentences 1–6. Use your own ideas. ➔ 5.1, 5.2

- 1 Somebody's knocking at the door. I'll *answer it*.
- 2 Would you like the blue T-shirt or the red one?
- 3 There's chicken or fish for lunch.
- 4 It looks freezing outside.
- 5 The next bus into town is in an hour.
- 6 What would you like to drink?

4 Complete the sentences with the verbs below. Use the present simple. ➔ 5.7, 5.8

**become drop have not hurry up
not understand want**

- 1 If you _____, you'll be late for school.
- 2 If I _____ time, I'll phone you later.
- 3 She'll earn a lot of money if she _____ a solicitor.
- 4 If you _____ your phone into water, it'll stop working.
- 5 I'll help you if you _____ the exercise.
- 6 She'll have to work very hard if she _____ to go to university.

5 Complete the sentences with the will form of the verbs in brackets. ➔ 5.7, 5.8

- 1 If you text me, I _____ (reply) immediately.
- 2 We _____ (not go) skiing this winter if there isn't enough snow.
- 3 If you come home late, your parents _____ (worry).
- 4 You _____ (have) a great time if you come to the party.

5 If we leave before 10 o'clock, we _____ (not be) late.

6 I _____ (lend) you my phone if you can't find yours.

5D Defining and non-defining relative clauses

6 Choose the correct answer (a–d). Sometimes more than one answer is possible.

- 1 I met a boy _____ brother is in my class.
a whose b that c which d no pronoun
- 2 He's the man _____ I saw on the train.
a who b that c which d no pronoun
- 3 Is that the dictionary _____ you bought yesterday?
a which b that c where d no pronoun
- 4 Show me the computer _____ you got for your birthday.
a that b which c who d no pronoun
- 5 Is that the café _____ you worked last summer?
a that b which c where d no pronoun
- 6 New Year's Day is the day _____ comes after New Year's Eve.
a which b who c that d no pronoun

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

- 1 That's the man. / His job is to look after the garden.
That's the man whose job is to look after the garden.
- 2 A hostel is a place. / You can stay there quite cheaply.
- 3 That's the song. / I listened to it at Emma's house.
- 4 He's the man. / I saw him on TV last night.
- 5 That's the hotel. / We stayed there last summer.
- 6 That's the dog. / It barked all night.
- 7 She's the girl. / I borrowed money from her.
- 8 That's the boy. / His father owns the shop on the corner.

8 Complete the text with the clauses below (a–f). Add the correct relative pronoun to the start of each clause.

We walked up the steps and knocked on the door, ¹_____. For a minute or two, we heard nothing. Then Alex, ²____, knocked again. Almost immediately the door opened. There stood a man in a formal, black suit ³____. He smiled and invited us into the hall, ⁴____. "Lord Bingley will be here shortly," said the man and left. I took out my phone, ⁵____, but the battery was completely dead. "You should've recharged it," said Alex, ⁶____. "I did," I said. "Something strange is happening."

- a _____ I always carried in my pocket
- b _____ was probably in fashion a hundred years ago
- c _____ we stood and looked at the paintings on the wall
- d _____ was heavy, dark and wooden
- e _____ footsteps echoed loudly as he explored the impressive room
- f _____ had insisted on coming with me

will and be going to

5.1 We form sentences with *will* like this:

will + infinitive without *to*

I will go.

The form of *will* is the same for all persons (*I, you, he, she, etc.*). In the affirmative, we usually use the short form *'ll* with subject pronouns (*I, you, he, she, etc.*). However, we never use the short form in an affirmative short answer. In the negative, we usually use the short form *won't*. We use *won't* in negative short answers too.

| Affirmative | Negative |
|---|---|
| I'll see you later. She'll be angry. (full form = will) | I won't tell anybody. They won't listen. (full form = will not) |
| Questions | Short answers |
| Will you be at home? Will it work? When will we know? | Yes, I will. No, I won't. |

5.2 We use *will*:

- to make factual statements about the future.
There will be a solar eclipse in 2026.
- to make predictions, especially when they are based on what we know or when they are just a guess. We often use *I think / don't think ...* to make these predictions.
I think you'll do well in your exams.
I don't think England will win the next World Cup.
- to make offers.
I'll carry your bags.
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.

5.3 We form sentences with *be going to* like this:

present simple of *be* + *going to* + infinitive without *to*

I'm going to take my driving test next year.

Djokovic isn't going to win this match.

Are you going to be at home this weekend?

Yes, I am. / No, I'm not.

5.4 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.

The first conditional

5.5 We use the first conditional to predict the result of a future action. We use the present simple to describe the action and *will* + infinitive without *to* to describe the result.

If the weather's fine tomorrow, we'll play tennis.

(action) (result)

If you go to bed early, you won't be tired tomorrow.

(action) (result)

5.6 The *if* clause can come before or after the main clause. If it comes after, we do not use a comma.

If you work hard, you'll do well at school.

You'll do well at school if you work hard.

Defining relative clauses

5.7 Defining relative clauses come immediately after a noun and give vital information about that noun. They tell us which person, thing, or place we are talking about.

She's the nurse. (Which nurse?)

She's the nurse who looked after my father.

They can go in the middle or at the end of sentences.

The nurse who looked after my father is in her fifties.

This is the nurse who looked after my father.

Relative pronouns are different depending on whether they refer to people, places, things, or possessions.

| Relative pronouns | |
|-------------------|-------------|
| who (that) | people |
| where | places |
| which (that) | things |
| whose | possessions |

Non-defining relative clauses

5.8 Non-defining relative clauses come immediately after a noun and give us extra (rather than vital) information about that noun. We often use them to combine information from two simple sentences.

Tom Hanks is a famous actor. He was born in California.

Tom Hanks, who was born in California, is a famous actor.

A non-defining relative clause can go in the middle or at the end of a sentence. It starts with a comma and ends with a comma (if it's the middle of the sentence) or a full stop (if it's the end).

We spent a week in Berlin, where my aunt lives.

Berlin, where my aunt lives, is a great place to visit.

In a non-defining relative clause, we can never omit the relative pronoun, nor can we replace *who* or *which* with *that*.

6B The second conditional

1 Match the two halves of the conditional sentences. Which sentences are true for you? ↻ 6.1, 6.2, 6.3

- 1 If I won the lottery, ___
 - 2 I'd feel bad ___
 - 3 If I found a spider in my bed, ___
 - 4 I would download all of my favourite films ___
 - 5 If I went on holiday with my friends, ___
- a I'd be terrified.
 - b if I didn't have to pay for them.
 - c I'd buy a new house for my parents.
 - d we'd go camping.
 - e if my best friend was cross with me.

2 Complete the second conditional sentences with the correct form of the verbs in brackets. ↻ 6.1, 6.2, 6.3

- 1 I _____ (do) more homework if I _____ (spend) less time online.
- 2 If children _____ (not watch) TV so much, they _____ (be) healthier.
- 3 If a big rock _____ (hit) the Earth, it _____ (cause) a huge explosion.
- 4 Global warming _____ (slow) down if people _____ (change) their lifestyles.
- 5 If you _____ (apply) for a job at the hotel, I'm sure you _____ (get) it.
- 6 If you _____ (visit) Rome, you _____ (can) see the Trevi Fountain.
- 7 If I _____ (want) to become a millionaire, I _____ (start) my own business.

3 Rewrite these sentences using the second conditional. ↻ 6.1, 6.2, 6.3

- 1 My job is repetitive. That's why I don't enjoy it.
If my job wasn't repetitive, I'd enjoy it.
OR I'd enjoy my job if it wasn't repetitive.
- 2 She doesn't like swimming. That's why she doesn't go to the pool.
- 3 He doesn't earn a lot of money. That's why he doesn't rent an apartment on his own.
- 4 The Louvre Museum is crowded. That's why I don't like it.
- 5 We won't go on holiday this year. We can't afford it.
- 6 I don't understand my homework. That's why I can't finish it quickly.

4 Complete the second conditional questions with the correct form of the verbs in brackets. ↻ 6.1, 6.2, 6.3

- 1 What _____ (you / do) if you _____ (be) outside in a thunderstorm?
- 2 If you _____ (can) meet one film star, who _____ (you / choose)?
- 3 _____ (you / behave) well on holiday if your parents _____ (not be) there?
- 4 How _____ (you / feel) if you _____ (win) the lottery?

- 5 If you _____ (can) visit any country, where _____ (you / go)?
- 6 If you _____ (have to) spend a month alone on a desert island, what _____ (you / take) with you?

5 SPEAKING In pairs, ask and answer the questions in exercise 4. ↻ 6.1, 6.2, 6.3

6D Past perfect

6 Complete the sentences with the past perfect form of the verbs in brackets. ↻ 6.4, 6.5

- 1 I didn't have any chocolate because my sister _____ (eat) it.
- 2 I couldn't buy the magazine because I _____ (forget) to bring my wallet with me.
- 3 I didn't recognise my cousin. He _____ (grow) a beard.
- 4 We couldn't get home because we _____ (miss) the last bus.
- 5 After I _____ (write) the answer, I realised I _____ (make) a mistake.
- 6 I didn't watch the programme because I _____ (see) it before.

7 Complete the sentences. Use the past simple or past perfect form of the verbs in brackets. ↻ 6.4, 6.5

- 1 I _____ (can't) remember where I _____ (leave) my keys.
- 2 Last Saturday, I _____ (eat) at a Japanese restaurant. I _____ (never eat) Japanese food before that.
- 3 I _____ (find) a £10 note that I _____ (lose) last year.
- 4 Last weekend I _____ (meet) a girl who _____ (be born) in the same hospital as me.
- 5 I _____ (not play) volleyball because I _____ (hurt) my hand.
- 6 The pavement _____ (be) wet because it _____ (rain).

8 Rewrite each pair of sentences as one sentence using the past simple and the past perfect. Start with the word given. ↻ 6.4, 6.5

- 1 I had dinner. I watched TV.
After I'd had dinner, I watched TV.
- 2 We bought a newspaper. We had a coffee.
After _____
- 3 We played tennis. We went home.
After _____
- 4 I went to sleep. My cousin phoned.
When _____
- 5 Messi scored two goals. We arrived at the match.
When _____
- 6 The children did the housework. Their mother got home.
When _____

The second conditional

6.1 We use the second conditional to describe an imaginary situation or event and its result.

If I *lived near the sea*, I *would go to the beach a lot*.
(imaginary situation) (result)

We use the past simple in the *if* clause and we use *would* + infinitive without *to* in the main clause. The short forms of *would* are *'d* and *wouldn't*.

If she *had a car*, she *'d learn to drive*.

If she *learned to drive*, she *wouldn't use her bike*.

6.2 We can put the main clause first and the *if* clause second.

I *'d buy you a present* if I *had enough money*.

When the main clause is first, we usually do not put a comma between the clauses.

6.3 In the main clause, we can use *could* to mean *would* + *can*. *Could* is also the past simple of *can*, so we can use it in the *if* clause too.

If I *won the lottery*, I *could stop work*.

If I *could remember his number*, I *'d call him*.

Past perfect

6.4 We form the past perfect like this:

Affirmative

I'd / you'd / he'd / she'd / it'd gone.

Full form

'd = had

Negative

I / you / he / she / it / we / you / they hadn't gone.

Full form

hadn't = had not

Questions

Had I / you / he / she / it / we / you / they gone?

Short answers

Yes, I had. / No, she hadn't.

The past participle of regular verbs is the same as the past simple.

finished danced studied chatted

Sometimes irregular verbs have the same past participle as the past simple form, sometimes they are different.

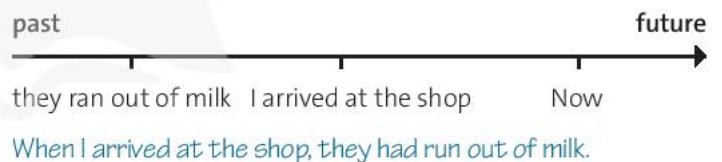
go – went – been / gone

buy – bought – bought

see – saw – seen

For a list of irregular verbs, see the Workbook.

6.5 We use the past perfect to talk about an event in the past which happened before another event in the past.



7B Present perfect vs past simple**1 Write the words in the correct order to make sentences.**

➔ 7.1

- 1 exams / finished / hasn't / my / sister / her
- 2 you / new / game / played / computer / have / this / ?
- 3 dog / its / my / leg / has / broken
- 4 parents / New York / been / have / to / my
- 5 you / my / have / trainers / seen / ?
- 6 cousin / has / my / applied / job / new / for / a

2 Write the past participles of these regular and irregular verbs. ➔ 7.2

- | | |
|------------------------|----------------|
| 1 visit <i>visited</i> | 7 do _____ |
| 2 ask _____ | 8 reach _____ |
| 3 take _____ | 9 stop _____ |
| 4 meet _____ | 10 put _____ |
| 5 use _____ | 11 be _____ |
| 6 see _____ | 12 spend _____ |

3 Some of the sentences are incorrect. Rewrite them correctly. ➔ 7.3

- 1 I've read six books last year. ✗
I read six books last year.
- 2 Jo washed her hair last night.
- 3 I had this watch since March.
- 4 Have you ever been to Spain?
- 5 "Tidy your room, please." "I already tidied it."
- 6 We've eaten at that restaurant last Tuesday.
- 7 Peter has gone to the shops on Friday morning.
- 8 I've been kayaking twice in the last year.

4 Complete the sentences. Use the past simple form of the verb in one sentence, and the present perfect in the other.

➔ 7.3, 7.4

- 1 **have**
 - a I _____ this laptop since my birthday.
 - b We _____ dinner in the garden last night.
- 2 **not buy**
 - a I _____ a new jacket in the sale last weekend.
 - b I _____ any new clothes for months.
- 3 **leave**
 - a I _____ school at five.
 - b I _____ your dinner in the fridge. You can eat it later.
- 4 **not text**
 - a I _____ you last night because I don't have your number.
 - b Jim _____ his girlfriend since Monday. She's a bit upset about it.

7D Reported speech**5 Complete the reported speech with the correct verb forms.**

➔ 7.5

- 1 "Sue is sleeping," said Toby.
Toby said that Sue _____.
- 2 "I can't find any clean socks," said Barney.
Barney said that he _____ any clean socks.
- 3 "I'll help Mum," said William.
William said that he _____ Mum.
- 4 "I've never been to Portugal," said Joseph.
Joseph said that he _____ to Portugal.
- 5 "Gemma might be at home," said Fred.
Fred said that Gemma _____ at home.
- 6 "Kate's going to the zoo," said Mike.
Mike said that Kate _____ to the zoo.
- 7 "We arrived ten minutes ago," said Chris.
Chris said that they _____ ten minutes before.

6 Complete the sentences with the correct form of *said* or *told*. ➔ 7.5

- 1 He _____ me that he was thirsty.
- 2 Sarah _____ to me that she would arrive at six.
- 3 Martin _____ Toby that he'd like to go to the cinema.
- 4 They _____ they would be here at four.
- 5 Did you _____ that you were thinking of becoming a doctor?
- 6 Kate _____ Madison would be angry with me.
- 7 Your brother _____ something to me, but I didn't hear it.
- 8 Juliet _____ it was difficult to hear what the actors were saying.

7 Report the sentences. Take care to change the pronouns and expressions of time correctly. ➔ 7.5

- 1 "I'll call you tomorrow," said Tom to Ryan.
- 2 "We went to Paris last month," Geoff told Gerard.
- 3 "I can't come to your house today," said Julia to Miranda.
- 4 "I texted Joanna an hour ago," Quentin told Leah.
- 5 "We're all going out tonight," said Emma to Amy.
- 6 "I want you to be here at two o'clock this afternoon," said Maisie to Sarah.

Present perfect v past simple

7.1 We form the present perfect with the present tense of the auxiliary verb *have* and the past participle.

| Affirmative | | Full forms |
|------------------------------------|-----------|---------------------------------|
| I've / You've / We've / They've | finished. | 've = have |
| He's / She's / It's | | 's = has |
| Negative | | |
| I / You / We / They haven't | finished. | haven't = have not |
| He / She / It hasn't | | hasn't = has not |
| Questions | | Short answers |
| Have I / you / we / they | finished? | Yes, I have. / No, you haven't. |
| Has he / she / it | | Yes, he has. / No, she hasn't. |

7.2 The past participle of regular verbs is the same as the past simple. It ends in *-ed*. (See 1.2 on page 125 for spelling rules.)

play → played dance → danced
study → studied drop → dropped

With irregular verbs, sometimes the past participle is the same as the past simple, but sometimes it is different:

| Infinitive | Past simple | Past participle |
|------------|-------------|-----------------|
| buy | bought | bought |
| put | put | put |
| see | saw | seen |
| take | took | taken |

There is a list of irregular verbs in the Workbook.

7.3 We use both the past simple and the present perfect to talk about completed actions in the past.

I finished *"The Hobbit"* last night. I really enjoyed it.
I've finished *"The Hobbit"*. You can read it now.

- We use the past simple to talk about a specific occasion in the past, at a definite time.
I went to the cinema last Saturday night. I saw the new Spiderman film.
- We use the present perfect to talk about an experience at any time in the past. The exact time of the experience isn't stated.
I've been to Italy three times.
"Have you ever eaten Chinese food?" "Yes, I have."
- We can use finished-time expressions with the past simple, but not with the present perfect.
I visited my cousin yesterday / last Tuesday / on 1 May / in January, etc.
(NOT I've visited my cousin yesterday, etc.)

See point **7.3** for a list of the uses of the present perfect.

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

"Have you ever broken a bone?" "Yes, I broke my leg when I was 12."

Reported speech

7.5 We use reported speech to report what someone has said without using the exact words.

When we change direct speech to reported speech, we often make the verb form go one tense back.

"Fred works in London," said Ben.

Ben said that Fred worked in London.

| Direct speech | Reported speech |
|---------------------------|----------------------------------|
| Present simple | Past simple |
| "I like chips." | He said he liked chips. |
| Present continuous | Past continuous |
| "She's working." | He said she was working. |
| Past simple | Past perfect |
| "He went out." | He said he had gone out. |
| Present perfect | Past perfect |
| "They've just arrived." | He said they had just arrived. |
| can | could |
| "She can't swim." | He said she couldn't swim. |
| will | would |
| "They will be here soon." | He said they would be here soon. |

These modal verbs don't usually change in reported speech: *might, should, could, would, would like*.

"I might go to the concert."

He said he might go to the concert.

We always use a personal object with *tell*. With *say* we don't need a personal object.

I told you that I'd be late. / I said (to you) that I'd be late.

We often omit *that* in reported speech.

She said she was hungry.

The pronouns and possessive adjectives often change in reported speech.

| | |
|--------------------------------------|----------------|
| "I'm cold," she said. | (I → he / she) |
| She said she was cold. | |
| "We're tired," they said. | (we → they) |
| They said they were tired. | |
| "I've borrowed your phone," he said. | (your → my) |
| He said he had borrowed my phone. | |

8B The passive (present simple and past simple)**1 Write the past participle of these verbs.**

- | | |
|---------------|---------------|
| 1 break _____ | 6 fly _____ |
| 2 take _____ | 7 try _____ |
| 3 make _____ | 8 show _____ |
| 4 send _____ | 9 grow _____ |
| 5 spend _____ | 10 know _____ |

2 Complete the sentences with the correct form of the verb *be*. ↪ 8.1

- I _____ mugged last summer in New York.
- The museum _____ renovated two years ago.
- Good food _____ served every night in our restaurant.
- Nowadays, most food _____ made in factories.
- The video clip _____ viewed over a million times that day.
- Most newspapers _____ published online these days.
- The first TV programmes _____ broadcast about 90 years ago.
- Every year, we _____ invited to my aunt's house for New Year, but we never go!

3 Complete the description using the present simple passive form of the verbs in brackets. ↪ 8.1

Our pizzas ¹_____ (make) freshly every evening from a recipe which ²_____ (know) by only a few people. Only the finest ingredients ³_____ (use). The tomatoes ⁴_____ (grow) in the south of Italy and the cheese ⁵_____ (produce) using only the finest buffalo milk. The pizzas ⁶_____ (prepare) by our skilled pizza chefs. Then they ⁷_____ (cook) in our traditional pizza ovens. They ⁸_____ (serve) with fresh salad.

4 Complete the broadcasting facts. Use the past simple passive form of the verbs in brackets. ↪ 8.1, 8.2

- 1920 The first radio broadcast ¹_____ (transmit) by KDKA in the USA.
- 1925 The first soap opera, *The Smith Family*, ²_____ (broadcast) on the radio.
- 1928 A television image ³_____ (send) from England to the USA for the first time.
- 1928 The first television set ⁴_____ (sell).
- 1936 The first BBC TV programmes ⁵_____ (make) in the UK.
- 1940 Colour TV sets ⁶_____ (demonstrate) by CBS in New York.
- 1947 Baseball games ⁷_____ (televisе) for the first time.
- 1954 More money ⁸_____ (earn) by TV broadcasters than by radio broadcasters.
- 1964 Colour TV sets ⁹_____ (buy) by families across the USA.
- 1983 The final episode of the comedy series *M*A*S*H* ¹⁰_____ (watch) by more than 125 million viewers.

1990 The first episode of *The Simpsons* ¹¹_____ (show) on Fox.

8D The passive (present perfect, future and modal verbs)**5 Complete the sentences. Use the correct affirmative, negative, or interrogative form of the present perfect passive. ↪ 8.4**

- My watch *has been stolen* (steal).
- These socks _____ (not wash).
- _____ your ticket _____ (check)?
- A new road _____ (build) between Kingsbridge and Abbotsville.
- The latest *Avengers* film _____ (not show) in our local cinema yet.
- _____ your parcel _____ (deliver) yet?
- They're going to cancel the concert because not enough tickets _____ (sell).
- How many people _____ (invite) to Emily's party?
- My homework _____ (not mark) by the teacher.

6 Complete the advertisement. Use the future passive form (*will*) of the verbs in brackets. ↪ 8.5**SuperCloud** **FREE cloud storage for your computer data!**

It's so easy! Simply select the files you want to store and they ¹_____ (upload) to SuperCloud.

They ²_____ (scan) for viruses and then ³_____ (store) on our servers.

Your files and photos ⁴_____ (back up) automatically, so they ⁵_____ (not lose).

Remember, you ⁶_____ (not charge) for the SuperCloud service. It's FREE!

Click here to sign up. Once you sign up, an email ⁷_____ (send) to you with full instructions.

What are you waiting for?!

7 Rewrite the sentences. Use the present perfect passive, future passive or passive with modal verbs. Use *by* where necessary.

↪ 8.2, 8.3, 8.4, 8.5, 8.6

- Robots will build the cars in the new factory.
The cars will be built by robots in the new factory.
- We probably won't need desktop computers ten years from now.
- Digital cameras have replaced celluloid film cameras.
- Robots can help passengers with the check-in at the airports now.
- Using this electronic dictionary may enrich your vocabulary.
- They haven't invented computers that can think like humans.

The passive (present simple and past simple)

8.1 We form the passive with the correct tense of the verb *be* and the past participle.

These cars are made in Germany. (present)

This computer was made in Japan. (past)

The passive can be affirmative, negative or interrogative.

| Present simple | Past simple |
|--|--|
| Affirmative | |
| They are powered by electricity. | It was powered by steam. |
| Negative | |
| Cricket isn't played in many countries. | Basketball wasn't played in the 18th century. |
| Questions and short answers | |
| Are they grown in Europe? Yes, they are. / No, they aren't. | Was it built by the Romans? Yes, it was. / No, it wasn't. |

8.2 We use the passive when either we do not know who or what performed the action, or we do not want to focus on who or what performed the action.

My laptop was stolen last weekend.

If we want to say who performed the action, we use *by*.

My house was designed by a famous architect.

8.3 When we use adverbs with the passive, we usually put them immediately before the past participle.

Phones are often used as video cameras.

It was probably discovered by the Ancient Greeks.

The passive (present perfect, future, and modal verbs)

8.4 We form the present perfect passive like this:

present perfect of the verb *be* + past participle of the main verb

Affirmative

The room has been tidied.

Negative

The room hasn't been tidied.

Questions and short answers

Has the room been tidied?

Yes, it has. / No, it hasn't.

8.5 We form the future passive like this:

will / won't + be + past participle of the main verb

Affirmative

Teachers will be replaced by robots.

Negative

Teachers won't be replaced by robots.

Questions and short answers

Will teachers be replaced by robots?

Yes, they will. / No, they won't.

8.6 We form the passive with modal verbs like this: modal (+*not*) + *be* + past participle of the main verb

Affirmative

Photos can be taken with a blink of the eye.

The new gadget may be developed.

Negative

Photos cannot be taken with a blink of the eye.

The new gadget may not be finished in time.

Questions and short answers

May the new gadget be developed sooner than we thought?

Yes, it may. / No, it may not.

Introduction

IA Sports and hobbies

1 Match the icons with eight of the sports and hobbies below.

basketball board games bowling chess cycling
 dancing drama drawing football gymnastics
 ice hockey ice skating listening to music skateboarding
 swimming video games volleyball watching films



2 Which sports and hobbies from exercise 1 can you do ...

a on your own? b at home? c in a team?

IC Clothes

3 Look at the pictures and complete the descriptions.
 Use the words below.

boots cardigan coat dress gloves hat hoodie
 jacket jeans leggings scarf shirt shoes shorts
 skirt socks sweater sweatshirt T-shirt tie top
 tracksuit trainers trousers



A Mia is wearing ...



B Luke is wearing ...



C Georgia is wearing ...



D Ben is wearing ...

4 Write which clothes from exercise 3 you are wearing now.

Unit 1

1G get

LEARN THIS! Basic meanings of *get*

The verb *get* has several basic meanings.

- a to receive – *What did you get for your birthday?*
- b to buy or collect – *He went out to get a newspaper.*
- c to catch or take (transport) – *Which train did she get?*
- d to arrive – *We got home at midnight.*
- e to become – *I'm getting hungry.*

1 Complete the sentences with the correct form of *get*. In your notebook, match the sentences to the correct basic meaning (a–e) in the **Learn this!** box.

- 1 It was dark when we _____ to the hotel.
- 2 It was too far to walk so we decided to _____ a taxi.
- 3 We live on the equator, so it _____ dark at the same time every evening.
- 4 On the way to the hospital yesterday, we _____ some flowers for my aunt.
- 5 My brother is really excited because he _____ a new phone for his birthday.

2 Write one more example for each basic meaning (a–e) of *get*.

Unit 2

2G Sports clothing and equipment

1 Match the items (1–12) in the photos with the words below. Check the meaning of all the words.

ball bat boots gloves goal goggles helmet
hoop mask net puck racket rope running shoes
safety harness shirt shorts skates socks
stick surfboard swimming trunks (men) /
swimming costume (women) vest wetsuit



2 Put the words in exercise 1 into two groups: *clothing and equipment*.

Clothing: gloves, ... Equipment: rope, ...

3 Match at least three of the words in exercise 1 with each of the sports below.

basketball climbing football surfing

basketball: shorts, ...

2H Outdoor activities

4 Which of the activities below usually take place a) in water, b) in the air, c) in the street and d) in the mountains?

bungee jumping camping canoeing cycling
hang-gliding hiking karting paddleboarding
riding rollerblading snorkelling walking windsurfing

5 Decide which activities in exercise 4 you would like to do. Which would you not like to do? Why?

I wouldn't like to do bungee jumping. I think it's scary.

Unit 3

3G Expressing likes and dislikes

1 Complete the sentences using the prepositions below. One sentence does not need a preposition.

about for for in of on about

- 1 My sister isn't **keen** _____ video games.
- 2 When I was young, I wasn't **interested** _____ sport.
- 3 Lucy isn't a big **fan** _____ horror films.
- 4 My parents **can't stand** _____ loud music.
- 5 I like comedy but I can't get **excited** _____ sitcoms.
- 6 Hailey doesn't **go** _____ combat games, but she likes driving games.
- 7 My cousin is **mad** _____ vampire films.
- 8 My best friend is always **up** _____ a trip to the cinema.

2 Use the **bold phrases** in exercise 1 (including the correct prepositions) to write your own opinions about the things below.

going bowling watching horror films
going out for dinner playing board games cooking

3H Social activities

LEARN THIS!

- a go to the park / the cinema / the shopping centre / a café / a restaurant / a friend's house
- b go for a walk / a run / a bike ride
- c go out for lunch / dinner / a coffee / the day / the evening
- d go dancing / skating / skateboarding / rollerblading
- e watch TV / a DVD / a film
- f play video games / volleyball / tennis

3 Study the **Learn this!** box. Then use the underlined verbs to complete the phrases below. Use each verb once.

- | | |
|-------------------|-----------------------|
| 1 _____ a meal | 4 _____ a talent show |
| 2 _____ swimming | 5 _____ board games |
| 3 _____ the beach | 6 _____ a jog |

4 **SPEAKING** Work in pairs. Find out what your partner does at weekends. Ask and answer about the activities in the **Learn this!** box and exercise 3.

Do you ever go to the cinema at weekends?

Yes, I do. / No, I don't. / Not very often.

V

Vocabulary Builder

Unit 4

4G In the street

1 Are all of the things below in the picture?

billboard bus stop fire hydrant parking meter
pedestrian crossing phone box postbox road sign
roadworks rubbish bin shop sign shop window
street lamp telegraph pole traffic lights



2 **SPEAKING** In pairs, ask and answer about the picture in exercise 1. Use *next to*, *behind*, *in front of* and *between*.

Where's the fire hydrant?

It's next to the rubbish bin. /
It's in front of the billboard.

4H Climate change

3 Complete the collocations with the verbs.

emit rely on ~~use up~~

| | |
|--|---------------------------------------|
| | 1 use up natural resources |
| | 2 _____ fossil fuels |
| | 3 _____ carbon dioxide |

invest in ~~protect~~ reduce reduce save

| | |
|--|---|
| | 4 _____ your carbon footprint |
| | 5 _____ renewable energy |
| | 6 _____ carbon emissions |
| | 7 protect endangered species |
| | 8 _____ energy |

4 Complete the sentences with the correct form of collocations from exercise 3.

- The government should _____ such as wind and solar power.
- You can _____ by insulating your house, turning off lights and using public transport.
- At the moment, we _____ such as coal, shale gas and oil to give us energy.
- Factories _____ and other greenhouse gases into the atmosphere.
- How can we _____ such as orang-utans, gorillas and tigers?

Unit 5

5G Personal qualities

1 Match the adjectives with the descriptions of the people.

~~confident~~ enthusiastic friendly good at communicating
honest physically fit sensitive

- She feels sure that she can do the job well. *confident*
- He smiles and talks to everyone at work. _____
- She's good at explaining things to people. _____
- He always tells the truth. _____
- She's always excited and interested in new ideas.

- He is active and strong. _____
- She understands other people's feelings. _____

~~flexible~~ hard-working organised outgoing patient
punctual reliable

- He doesn't mind if things change at work. *flexible*
- She plans her work very well. _____
- He always arrives at work on time. _____
- She likes being with other people. _____
- He works very hard. _____
- You can trust her to do her job well. _____
- He doesn't mind waiting. _____

2 How many adjectives do you know with the opposite meanings of those in exercise 1? You can use the prefixes *un-*, *dis-*, *in-* and *im-* with some of them.

patient - impatient, hard-working - ...

3 **SPEAKING** Which adjectives in exercise 1 a) describe you and b) do not describe you?

I'm very ... and I'm sometimes ...

I'm not very ...

5H Formal language

4 Replace the underlined words in the sentences with the more formal words below.

available discuss manager many obtain opportunity
possess require sit succeed telephone wish

- Please call me if you need more information.
- I can get a reference from my current boss.
- I have got the personal qualities that are necessary to do well in business.
- I do my exams in June and will be free to start work immediately afterwards.
- There are lots of reasons why I would like to become a teacher.
- I would be grateful for the chance to chat about my application in person.

V

Vocabulary Builder

Unit 6

6G In school

1 Match pictures 1–5 with five of the places below.

canteen classroom corridor gym hall library
head teacher's office language lab playground
playing field reception science lab staff room
stairs store room toilets



2 Choose six of the places in exercise 1 and say where they are in your school. Use the examples below to help you.

*The staff room is on the first floor, next to the language lab.
The gym is at the end of the corridor on the ground floor.
There's a store room near the stairs opposite reception.*

6H Money: prepositions

3 Complete the sentences with the prepositions below. You need to use some prepositions more than once.

for from in off on to

- How much did you spend _____ those trainers?
- I'm saving up _____ some new clothes.
- You shouldn't lend money _____ friends. It can cause arguments!
- Don't worry. My mum is paying _____ everything.
- I don't want to borrow money because I don't like being _____ debt.
- Use this coupon to get £1 _____ your next sandwich.
- How much do they charge _____ a haircut?
- I borrowed some money _____ my brother
- Don't waste money _____ a new phone. Your old one is fine.
- The company owes thousands of pounds _____ the bank.
- They'll replace the battery in your phone _____ £35.

4 **SPEAKING** In pairs, talk about...

- what you spend your money on.
- something you would like to save up for.
- the best person to borrow money from.

Unit 7

7G City tourism

1 Put the words below in the correct groups, A, B or C.

boat trip bus-fare day trip excursion
fish and chip shop food van open-top bus tour
restaurant route sandwich bar street-café tea room
timetable travel pass travel zone walking tour

A Places to eat: *street café, ...*

B Organised sightseeing: *open-top bus tour, ...*

C Getting around: *bus fare, ...*

2 Complete the sentences with words from exercise 1.

- The _____ is valid for one day on all buses and underground trains.
- Can I have a _____ with bus and tram times, please?
- You can get takeaway burgers at the _____ in the main square. But they close and drive away at about 11 p.m.
- You get the best views of the city if you take the _____. It leaves every 30 minutes from the bus station.
- You must have the correct _____ when you get on. The driver won't give you change.
- This ticket is only valid in two of the nine _____ in London.
- If you want traditional British food, try the _____ on Queen Street.
- Make sure you're wearing comfortable shoes if you're planning to go on a _____ of the city.
- I recommend taking a _____ on the river.

7H Holiday activities

3 Complete the phrases with the verbs below.

eat buy go go hire lie play visit

Holiday activities

- _____ a museum / a castle / a cathedral / a theme park / a water park
- _____ shopping / swimming / cycling / surfing / kayaking / abseiling / mountain biking
- _____ for a walk / for a bike ride / on an excursion / on a boat trip / up a tower
- _____ a bike / a kayak / a car / a boat
- _____ table tennis / beach volleyball / cards / board games
- _____ on the beach
- _____ out
- _____ souvenirs

4 **SPEAKING** Work in pairs. Ask and answer about the activities in exercise 3. Find three you both like and three neither of you like.

Do you like visiting museums?

No, I don't. Do you?

Unit 8

8G Gadgets

- 1 Match six of the gadgets below with pictures A–C. Check the meaning of all the words.

Blu-ray player camcorder digital camera digital radio
digital photo frame DVD player e-book reader
games console hard disk recorder headphones
laptop mobile MP3 player satnav smart TV
(solar-powered) battery charger tablet wireless speakers



- 2 Read the sentences below. Which gadget is each person talking about?

- 1 "It connects to the internet so I can watch films and TV programmes online."
- 2 "I can record my favourite TV programmes and watch them later. It can store about 100 programmes."
- 3 "Dad has one – Mum gave it to him for Christmas. But he never uses it. He prefers to use maps."
- 4 "I use them with my smartphone. They're quite small so I can take them anywhere and the sound quality is really good."
- 5 "I can store hundreds of books on it. Much easier than carrying them around with me!"

LEARN THIS! Conjunctions

When we join two clauses together, we use a conjunction. Common conjunctions in English include *and, but, because, if, even if, so, or* and *although*.

8H Conjunctions

- 3 Choose the correct conjunction (a–c) to complete the sentences. Use a dictionary to help you if necessary.

If there were no cars, lorries, vans etc. in the world, ...

- 1 You couldn't travel long distances ___ you went by public transport.
a rather than b so c unless
- 2 You would probably shop locally ___ going to a big supermarket.
a rather than b although c but
- 3 The motorways would be empty ___ you could cycle on them safely.
a as b because c so
- 4 We would eat more food from our local area ___ it would be difficult to transport it from other places.
a so b since c although

Extra Speaking Tasks

Unit 4

SPEAKING Work in pairs. Take turns to compare and contrast photos A and B.

- 1 Describe each photo in general.
- 2 Describe any differences and similarities between the photos.
- 3 Speculate on how people in the situations may be feeling.



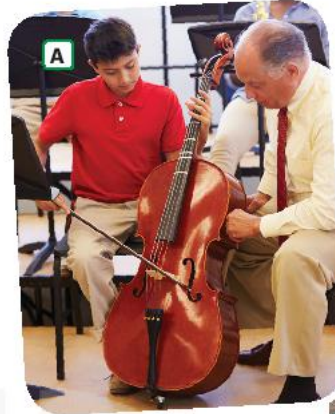
Unit 5

SPEAKING Work in pairs. Take turns to do the task below. Spend about a minute preparing your answer. Use phrases from exercise 4 in lesson 3G and exercises 4 and 5 in lesson 5G to help you.

After leaving school, you have decided to take a gap year and work in Britain. Discuss the three jobs shown in the pictures with a member of staff at the job agency. Decide which job you will apply for and why.

Unit 6

SPEAKING Work in pairs. Take turns to do the tasks below.



Student A: Describe photo A in detail first, then briefly compare it with photo B.

Student B: Describe photo B in detail first, then briefly compare it with photo A.

- Discuss this statement together:
"It is more important for schools to spend money on teaching materials than extra-curricular activities".
Do you agree? Why? / Why not?



Top Presentation Tips

1 Plan your presentation

Plan carefully what you want to say. It can help to write a list:

- Your main points
- Examples
- Key phrases

2 Structure the beginning of your talk

Make your introduction clear so that your audience knows what you are going to talk about.

Good morning.

In this presentation I'm going to talk about my favourite sport, sailing, and why you should try it too. I will talk about my own experiences of being out on the water, and how it has changed my life for the better.

3 Learn key phrases

Think of some key phrases that you can use in your presentation. Learn the correct pronunciation and learn them off by heart. Don't learn your whole presentation because you won't sound natural when you speak. But if you know the key phrases, you'll sound and feel confident.

4 Watch a TED presentation

There are so many fantastic TED talks. Choose one, watch it and make notes about what you liked and didn't like about it. If you can watch several talks, even better. Then you can practise the things you like in your own presentation. You can also be aware of the things you don't like, so you don't do them in your presentation.

5 Practise presenting in different places

Practise in your bedroom, in the kitchen, in the park, at school. It's good to practise when there are distractions. It will help you improve your own focus.

If you can give your presentation in different places, you'll feel much more comfortable when it comes to the moment of the real presentation.

6 Body language and speech

Although you might be feeling nervous as you start your presentation, try using confident body language. Put your chest out, chin up and smile. When you do this, you'll feel more confident yourself.

Always remember to take deep breaths before speaking and pause while you're speaking. If you rush, your audience won't understand you.

7 Ending your talk

Be prepared to answer questions at the end of your talk.

You can say:

Does anyone have any questions? or

I'm happy to answer any questions.

And finally, don't forget to thank people for listening.

Thank you all for listening.



WORDLIST OF PROPER NAMES

British English Pronunciation

American English Pronunciation

Unit Introduction

Katniss Everdeen /kæt'nɪs 'evədi:n/ /kæt'nɪs 'evərdi:n/ a fictional character and the protagonist of The Hunger Games trilogy written by American author Suzanne Collins

Newt Scamander /nju:t skə'mændə/ /nu:t skə'mændə/ a character in Harry Potter, a series of fantasy novels by British author, J. K. Rowling

Unit 1

Illinois /ɪlə'nɔɪ/ /ɪlə'nɔɪ/ a state in the Midwestern region of the United States

Jennifer Lawrence /dʒenɪfə(r) 'lɔ:rəns/ /dʒenɪfər 'lɔ:rəns/ an American actress

The Netherlands /ðə 'nedələndz/ /ðə 'nedələndz/ a country in Western Europe

Unit 2

Amelia Mary Earhart /ə,mɪ:liə ,meəri 'eəhɑ:t/ /ə,mɪ:liə ,meri 'erhɑ:t/ (1898-1937) a US pilot who in 1932 became the first woman to fly across the Atlantic alone

Ann Davison /,æn 'deɪvɪsn/ /,æn 'deɪvɪsn/ (also **Margaret Ann Longstaffe** /,mɑ:grət ,æn 'lɒŋstɑ:f/ /,mɑ:grət ,æn 'lɒŋstɑ:f/) the first woman to single-handedly sail the Atlantic Ocean (1953)

Dominica /,dɒmɪ'ni:kə/ /,dɑ:mɪ'ni:kə/ an island with many mountains in the eastern Caribbean

Geordie Stewart /,dʒɔ:di 'stju:ət/ /,dʒɔ:di 'stju:ət/ a British explorer and mountaineer; the youngest Briton to climb the Seven Summits – the highest mountain on each of the seven continents (2011)

Hector Turner /,hektə(r) 'tɜ:nə(r)/ /,hektər 'tɜ:rnər/ the youngest Briton to complete a 242-km “ultra-marathon” across the Sahara Desert (2010)

Mike Perham /,maɪk 'pɜ:(r)həm/ /,maɪk 'pɜrhəm/ an English sailor and adventurer; the youngest person to sail around the world solo (2009)

Plymouth /'plɪməθ/ /'plɪməθ/ a port city in England

Roberta Mancino /rəʊ,bɜ:rtə mə'n'sɪnəʊ/ /rə,bɜ:rtə mə'n'sɪnəʊ/, /rəʊ,bɜ:rtə mə'n'sɪnəʊ/ an Italian skydiver, BASE jumper, and international model

Sally Ride /,sæli 'raɪd/ /,sæli 'raɪd/ (1951–2012) the first US woman in space

Surrey /'sʌri/ /'sɜ:ri/ a county in south-east England

The Atlantic Ocean /ði ət,læntɪk 'əʊʃn/ /ði ət,læntɪk 'əʊʃn/ the ocean lying between Europe and Africa to the east and North and South America to the west

The Caribbean /ðə ,kærɪ'bi:ən/, /ðə kə'ri:biən/ /ðə ,kærɪ'bi:ən/, /ðə kə'ri:biən/ the region consisting of the Caribbean Sea and its islands

The Irish Sea /ði ,aɪrɪʃ 'si:/ /ði ,aɪrɪʃ 'si:/ the area of sea between Britain and Ireland

Unit 3

Andrew Garfield /,ændru: 'gɑ:fi:ld/ /,ændru: 'gɑ:fi:ld/ (1983-) an American-British actor

Bear Grylls /,beə(r) 'grɪl/ /,ber 'grɪl/ (1974–) a British adventurer, writer, and television presenter

Ben Affleck /,ben 'æflek/ /,ben 'æflek/ (1972–) an American actor, screenwriter, and film director

Bilbo Baggins /,bɪlbəʊ 'bægənz/ /,bɪlbəʊ 'bægənz/ the main character of Tolkien's novel The Hobbit

Henry Cavill /,henri 'kævəl / /,henri 'kævəl / (1983–) an English actor

Jack Sparrow /,dʒæk 'spærəʊ/ /,dʒæk 'spærəʊ/ a fictional character and the protagonist of the Pirates of the Caribbean film series

Robert Downey Jr. /,rɒbət ,daʊni dʒu:niə(r)/ /,rɒ:bət ,daʊni 'dʒu:niər/ (1965–) an American actor and film producer

The Mad Hatter /ðə,mæd 'hætə(r)/ /ðə,mæd 'hætər/ a fictional character in Lewis Carroll's book Alice's Adventures in Wonderland

Willy Wonka /,wɪli 'wɒŋkə/ /,wɪli 'wɒŋkə/ a fictional character in Roald Dahl's children's novel Charlie and the Chocolate Factory

Unit 4

Antarctica /æn'tɑ:ktɪkə/ /æn'tɑ:ktɪkə/ the continent around the South Pole

Australia /b'streɪliə/ /ɔ:'streɪliə/ a large island country and continent in the south-west Pacific Ocean

Chelyabinsk /tʃɪ'ljəbɪnsk/ /tʃel'jəbɪnsk/ a city in Russia

Chile /'tʃɪli/ /'tʃɪli/ a country in South America

Ecuador /'ekwədɔ:(r)/ /'ekwədɔ:r/ a country in South America

Ewa Wiśnierska /i:və 'wɪsnɪə(r)skə/ /i:və 'wɪsnɪrskə/ a German paraglider

Fukushima /'fʊ:kʊ:ʃɪmə/ /'fʊ:kʊ:ʃɪmə/ a city in Japan

Greece /grɪs/ /grɪs/ a country in south-eastern Europe

Hiroshima /hɪrə'ʃɪmə/, /hɪ'rɒʃɪmə/ /'hɪrə'ʃɪmə/, /hɪ'rəʊʃɪmə/ a city in Japan

Jamaica /dʒə'meɪkə/ /dʒə'meɪkə/ an island in the Caribbean Sea

Mount Everest /maʊnt 'evərɪst/ /maʊnt 'evərɪst/, /maʊnt 'evrɪst/ the highest mountain in the world

Peru /pə'ru:/ /pə'ru:/ a country in South America

Puerto Rico /pʊwɜ:tə 'ri:kəʊ/ /pʊwɜ:rtə 'ri:kəʊ/ a group of islands in south-east of Florida

San Francisco /sæn frən'sɪskəʊ/ /sæn frən'sɪskəʊ/ a city in the US state of California

The Mediterranean /ðə ,medɪtə'reɪniən/ /ðə ,medɪtə'reɪniən/ the Mediterranean Sea and the countries and regions that surround it

The Pacific /ðə pə'sɪfɪk/ /ðə pə'sɪfɪk/ the largest of the world's oceans, lying between America to the east and Asia and Australasia to the west

Tohoku /tə'həʊku:/ /tə'həʊku:/ a region in Northeast Japan

Tunguska /tun'gʊskə/ /tun'gʊskə/ an area in central Siberia

Unit 5

Anita Perilli /ə,nɪ:tə pə'rɪli/ /ə,nɪ:tə pə'rɪli/ (also **Anita Roddick** /ə,nɪ:tə 'rɒdɪk/ /ə,nɪ:tə 'rɑ:dɪk/) an English businesswoman

Cardiff /'kɑ:dɪf/ /'kɑ:rdɪf/ the capital city of Wales

Coco Chanel /kəʊkəʊ ʃə'nel/ /kəʊkəʊ ʃə'nel/

(1883–1971) a French fashion designer, who started the fashion company Chanel, and who is also known for her perfumes such as Chanel No.5

Kirkcaldy /kər'kɔ:di/ /kər'kɔ:di/ a town in the east of Scotland

L'Oréal /lɔ:ri'æɪl/ /lɔ:ri'æɪl/ one of the world's largest cosmetics companies in France

Langley Drive /læŋli 'draɪv/ /læŋli 'draɪv/ a road name in London

Lego /'legəʊ/ /'legəʊ/ a company producing children's toys that consist of small coloured bricks that fit together

Littlehampton /lɪtl'hæmptən/ /lɪtl'hæmptən/ a town in the south of England

Netflix /'netflɪks/ /'netflɪks/ an American company that offers movies, games, television shows, etc. on DVDs and shipped via mail to the subscribers' address for a monthly fee

Nisa Retail /ni:zə 'rɪteɪl/ /ni:zə 'rɪteɪl/ a grocery business

Scotland /'skɒtlənd/ /'skɑ:tlənd/ a country forming the northernmost part of Great Britain and of the United Kingdom

Silicon Valley /sɪlɪkən 'væli/ /sɪlɪkən 'væli/ the area in California where there are many companies connected with the computer and electronics industries

Steve Jobs /sti:v 'dʒɒbz/ /sti:v 'dʒɑ:bz/ (1955–2011) an American businessman and the founder of Apple

Tata Airlines /tɑ:tɑ: 'eəlaɪnz/ /tɑ:tɑ: 'eəlaɪnz/ an Indian airline company

Walt Disney /wɔ:lt 'dɪzni/ /wɔ:lt 'dɪzni/ (1901–1966) an American producer of films, especially cartoons

Unit 6

Aaron Levie /eərən 'li:vi/, /æərən 'li:vi/ /eərən 'li:vi/, /æərən 'li:vi/ an American entrepreneur and the co-founder of the IT company Box

Adelaide /'ædəleɪd/ /'ædəleɪd/ a city in Australia

Boston /'bɒstən/ /'bɔ:stən/ a city in the USA

W

Wordlist

Dylan Smith /ˌdɪlən 'smɪθ/ /ˌdɪlən 'smɪθ/
the co-founder of the IT company Box

Mahatma Gandhi /mə'hætmə 'gændɪ/, /mə'hɑ:tmə 'gændɪ/ /mə'hætmə 'gændɪ/, /mə'hɑ:tmə 'gændɪ/
(1869–1948) an Indian politician who successfully led the fight for India's independence from the British

Mark Cuban /ˌmɑ:rk 'kju:bən/ /ˌmɑ:rk 'kju:bən/
the first businessman to invest in Box, an American internet company

Washington, D.C. /ˌwɑ:ʃɪŋtən ,dɪ: 'sɪ:/ /ˌwɑ:ʃɪŋtən ,dɪ: 'sɪ:/ (Washington, District of Columbia) the capital city of the US

Unit 7

Auckland /'ɔ:klənd/ /'ɔ:klənd/ the largest city and chief seaport of New Zealand

Australia /ə'streɪliə/ /ə'streɪliə/ a large country and continent in the south-west Pacific Ocean

Bulgaria /bʌl'ɡeəriə/ /bʌl'ɡeriə/ a country in south-eastern Europe

Champs Élysées /ʃɑ:nz e'li:zeɪ/ /ʃɑ:nz ,eili:zeɪ/
a boulevard in Paris, France

Croatia /krəʊ'eɪʃə/ /krəʊ'eɪʃə/ a country in south-eastern Europe

England /'ɪŋɡlənd/ /'ɪŋɡlənd/ a European country that is part of the United Kingdom

France /frɑ:ns/ /frɑ:ns/ a country in Western Europe

Germany /'dʒɜ:məni/ /'dʒɜ:məni/ a country in central Europe

Great Barrier Reef /greɪt ,bæriə 'ri:f/ /greɪt ,bæriə 'ri:f/
an area off the east coast of Australia which is the world's largest coral reef

Guatemala /gwaɪtə'maɪlə/ /gwaɪtə'malə/ a country in Central America

Havel's Market /hɑ:vəlz 'maɪkɪt/ /hɑ:vəlz 'mɑ:rkɪt/
a market in Prague, the capital of the Czech Republic

Hungary /'hʌŋɡəri/ /'hʌŋɡəri/ a country in central Europe

Kenya /'kenjə/ /'kenjə/ a country in East Africa

Michelangelo /ˌmaɪkl'ændʒɪləʊ/ /ˌmaɪkəl'ændʒə,ləʊ/, /ˌmɪkəl'ændʒə,ləʊ/ (1475–1564) an Italian painter, sculptor, and architect of the Renaissance period

New York /ˌnju: 'jɔ:k/ /ˌnu: 'jɔ:rk/ a city in the northeastern US

Paris /'pærɪs/ /'pærɪs/ the capital city of France

Poland /'pəʊlənd/ /'pəʊlənd/ a country in central Europe

Portugal /'pɔ:tʃuɡl/ /'pɔ:tʃuɡl/ a country in south-western Europe

Slovakia /slə'vækiə/ /sləʊ'vɑ:kiə/ a country in central Europe

Spain /speɪn/ /speɪn/ a country in south-western Europe

Terracotta Warriors and Horses Museum /ˌterə,kɒtə 'wɔ:riə(r)z ən ,hɔ:ɪsɪz mju:'zi:əm/ /ˌterə,kɑ:tə 'wɔ:riərz ən ,hɔ:ɪsɪz mju:'zi:əm/ a museum of the terracotta warriors and horses from the Qin Dynasty

The Czech Republic /ðə ,tʃek rɪ'pʌblɪk/ /ðə ,tʃek rɪ'pʌblɪk/ a country in central Europe

The Liberty Statue /ðə ,lɪbəti 'stætʃu:/ /ðə ,lɪbəti 'stætʃu:/ a monument in Budapest, Hungary

The Netherlands /ðə 'neðələndz/ /ðə 'neðərləndz/ a country in Western Europe

The Old Harbour /ði ,əʊld 'hɑ:bə(r)/ /ði ,əʊld 'hɑ:rbər/ a harbour as a tourist destination in Croatia

The Trevi Fountain /ðə ,trevi 'faʊntən/ /ðə ,trevi 'faʊntn/ a fountain in Rome, Italy

Turkey /'tɜ:ki/ /'tɜ:ki/ a country in western Asia and south-eastern Europe

Unit 8

Antikythera Mechanism /æntɪkɪθɪərə 'mekənɪzəm/ /æntɪkɪθɪərə 'mekənɪzəm/ an ancient Greek analogue computer

Asymotote Architecture /æsim,təʊt 'ɑ:kɪtektʃə(r)/ /æsim,təʊt 'ɑ:rkɪtektʃər/, /æsimpt,təʊt 'ɑ:rkɪtektʃər/ an American architectural firm

Galileo /gælə'leɪəʊ/ /gælə'leɪəʊ/ (1564–1642) an Italian astronomer and physicist

Guggenheim Virtual Museum /gʊgənhaɪm vɜ:ɪtʃuəl mju:'zi:əm/ /gʊgənhaɪm vɜ:ɪtʃuəl mju:'zi:əm/ a collection of digitally recorded images, sound files, text documents, and other data accessed through electronic media established by the Guggenheim Foundation

W

Wordlist

Philippe Kahn /fɪlɪp 'kɑ:n/ /fɪlɪp 'kɑ:n/ (1952–)
a French engineer, entrepreneur

Rasmus Malling-Hansen /ræzməs ,mɑ:lɪŋ 'hænsən/,
/ræzməs ,mæɪlɪŋ 'hænsən/ /ræzməs ,mɑ:lɪŋ 'hænsən/
(1835 –1890) a Danish inventor, and principal at the
Royal Institute for the Deaf

Sensorama /'sensərəɪmə/ /'sensərəɪmə/ a machine of
the earliest virtual reality systems

Telharmonium /telhɑ:'mɔ:niəm/ /telhɑ:r'mɔ:niəm/
the world's first electronic musical instrument

Thaddeus Cahill /θædiəs 'keɪ,hɪl/ /θædiəs 'keɪ,hɪl/,
/θædiəs 'kɑ:,hɪl/ (1867–1934) a prominent US
inventor of the early 20th century

WebLouvre /'web,lʊ:və(r)/ /'web,lʊ:vər/ (also
WebMuseum) one of the earliest examples of a
virtual museum, founded in France in 1994



W

Wordlist

WORDLIST

British English Pronunciation

American English Pronunciation

Unit 1

childish (adj) /'tʃaɪldɪʃ/ /'tʃaɪldɪʃ/ connected with or typical of a child: thuộc về trẻ con

cross (adj) /krɒs/ /krɔːs/ annoyed or quite angry: bực mình

cruel (adj) /'kruːəl/ /'kruːəl/ having a desire to cause physical or mental pain and make somebody suffer: độc ác, tàn nhẫn

embarrassed (adj) /ɪm'bærəst/ /ɪm'bærəst/ (of a person or their behaviour) shy, uncomfortable or ashamed, especially in a social situation: lúng túng, bối rối, ngượng ngùng

envious (adj) /'enviəs/ /'enviəs/ wanting to be in the same situation as somebody else; wanting something that somebody else has: thèm muốn; ghen tị

genetic disorder (n) /dʒə'netɪk dɪs'ɔːdə(r)/ /dʒə'netɪk dɪs'ɔːdə(r)/ an illness connected with genes (the units in the cells of a living thing that control its physical characteristics): chứng rối loạn gen

relieved (adj) /rɪ'liːvd/ /rɪ'liːvd/ feeling happy because something unpleasant has stopped or has not happened; showing this: thanh thản, nhẹ nhõm

separately (adv) /'seprətli/ /'seprətli/ as a separate person or thing; not together: riêng lẻ; riêng biệt

stereotype (n) /'steriətaɪp/ /'steriətaɪp/ a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality: định kiến

suspicious (adj) /sə'spiʃəs/ /sə'spiʃəs/ feeling that somebody has done something wrong, illegal or dishonest, without having any proof: nghi ngờ (ai làm điều sai trái / phi pháp / gian dối)

Unit 2

background (n) /'bækgraʊnd/ /'bækgraʊnd/ the part of a picture, photograph or view behind the main objects, people, etc.: nền

brehtaking (adj) /'breθteɪkɪŋ/ /'breθteɪkɪŋ/ very exciting or impressive (usually in a pleasant way): rất thú vị / gây ấn tượng; gây ngạc nhiên

brilliant (adj) /'brɪliənt/ /'brɪliənt/ (of weather) having bright sunshine: có nhiều ánh sáng mặt trời

circumnavigate (v) /ˌsɜːkəm'nævɪgeɪt/ /ˌsɜːkəm'nævɪgeɪt/ to sail all the way around something (, especially all the way around the world): lái thuyền vòng quanh (thế giới)

courageous (adj) /kə'reɪdʒəs/ /kə'reɪdʒəs/ showing the ability to control your fear in dangerous or difficult situation: can đảm, dũng cảm

dinghy (n) /'dɪŋi/ /'dɪŋgi/ /'dɪŋi/ /'dɪŋgi/ a small open boat made of plastic or rubber that is filled with air: thuyền buồm

foreground (n) /'fɔːgraʊnd/ /'fɔːrgraʊnd/ the part of a view, picture, etc. that is nearest to you when you look at it: cận cảnh

paddle (n) /'pædl/ /'pædl/ a short pole with a flat wide part at one or both ends, that you hold in both hands and use for moving a small boat, especially a canoe, through water: mái chèo ngắn

shallow (adj) /'ʃæləʊ/ /'ʃæləʊ/ not having much distance between the top or surface and the bottom: nông, cạn

summit (n) /'sʌmɪt/ /'sʌmɪt/ the highest point of something, especially the top of a mountain: đỉnh, chỏm, chóp, ngọn

tragic (adj) /'trædʒɪk/ /'trædʒɪk/ connected with something that makes you feel very sad (usually because somebody has died or suffered a lot): bi thảm; thuộc bi kịch

venue (n) /'venjuː/ /'venjuː/ a place where people meet for an organized event, for example a concert, sporting event or conference: nơi gặp mặt; địa điểm tập trung

Unit 3

animation (n) /ˌæni'meɪʃn/ /ˌæni'meɪʃn/ a film in which drawings, models or images of people and animals seem to move: phim hoạt hình

assume (v) /ə'sjuːm/ /ə'suːm/ to think or accept that something is true but without having proof of it: cho rằng, giả định rằng

combat (n) /'kɒmbæt/ /'kɑːmbæt/ fighting or a fight, especially during a time of war: trận đánh; chiến tranh

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Wordlist

concern (n) /kən'sɜːn/ /kən'sɜːrn/ a feeling of worry (, especially one that is shared by many people): sự lo lắng (nhất là của nhiều người)

conflict (n) /'kɒnflɪkt/ /'kɔːnflɪkt/ a situation in which people, groups or countries disagree strongly or are involved in a serious argument: mâu thuẫn

convincing (adj) /kən'vɪnsɪŋ/ /kən'vɪnsɪŋ/ that makes somebody believe that something is true: có sức thuyết phục

depression (n) /dɪ'preʃn/ /dɪ'preʃn/ a medical condition in which a person feels very sad and anxious and often has physical symptoms such as being unable to sleep, etc.: bệnh trầm cảm

dimension (n) /daɪ'menʃn/ /dɪ'menʃn/ /daɪ'menʃn/ /dɪ'menʃn/ a measurement in space, for example how high, wide or long something is: chiều (cao, rộng, dài)

episode (n) /'epɪsɔːd/ /'epɪsɔːd/ one part of a story that is broadcast on television or radio in several parts: tập (trong chương trình truyền hình / phát thanh dài tập)

fantasy film (n) /'fæntəsi fɪlm/ /'fæntəsi fɪlm/ a film that is based on imagination and not facts: phim dựa theo tưởng tượng không có thật

genre (n) /'ʒɛnrə/ /'ʒɒnrə/ /'ʒɑːnrə/ a particular type or style of literature, art, film or music that you can recognize because of its special features: loại, thể loại

gripping (adj) /'grɪpɪŋ/ /'grɪpɪŋ/ exciting or interesting in a way that keeps your attention: hấp dẫn, thú vị, lôi cuốn

legible (adj) /'ledʒəbl/ /'ledʒəbl/ (of written or printed words) clear enough to read: rõ ràng và dễ đọc

mission (n) /'mɪʃn/ /'mɪʃn/ particular work that you feel it is your duty to do: sứ mệnh, nhiệm vụ

moving (adj) /'muːvɪŋ/ /'muːvɪŋ/ causing strong, often sad, feelings about somebody/something: gây xúc động

bulletin (n) /'bʊlətɪn/ /'bʊlətɪn/ a short news report on the radio or television: bản tin ngắn

online series (n) /ɒn,lain 'sɪəriːz/ /ɔːn,lain 'sɪriːz/ (plural online series) a set of online programmes that deal with the same subject or that have the same characters: chương trình phát trực tuyến nhiều kì

overload (n) /'əʊvələʊd/ /'əʊvərləʊd/ too much of something: sự quá tải

period drama (n) /'pɪəriəd drɑːmə/ /'pɪriəd drɑːmə/ a play for the theatre, television or radio about a length of time in the life of a particular person or in the history of a particular country: phim / kịch lịch sử

piracy (n) /'paɪrəsi/ /'paɪrəsi/ the act of making illegal copies of DVDs, computer programs, books, etc., in order to sell them: việc sao chép (đĩa DVD, chương trình máy tính, sách, v.v.) bất hợp pháp

plot (n) /plɒt/ /plɑːt/ the series of events that form the story of a novel, play, film, etc.: cốt truyện

reality show (n) /ri'æləti ʃəʊ/ /ri'æləti ʃəʊ/ television shows that are based on real people (not actors) in real situations, presented as entertainment: chương trình truyền hình thực tế

release (v) /rɪ'liːs/ /rɪ'liːs/ to make a film, recording or other product available to the public: cho phổ biến / phát hành / lưu hành

satnav (n) /'sætneɪv/ /'sætneɪv/ (also sat nav) a computer system that uses information obtained from satellites to guide the driver of a vehicle (the abbreviation for 'satellite navigation'): hệ thống dẫn đường bằng vệ tinh

script (n) /skɪpt/ /skɪpt/ a written text of a play, film, broadcast, talk, etc.: kịch bản

season (n) /'siːzn/ /'siːzn/ a period of time during a year when a series of films is shown: mùa

sitcom (n) /'sɪtkɒm/ /'sɪtkɑːm/ (also formal situation comedy) a regular comedy programme on television that shows the same characters in different funny situations: phim hài nhiều tập

slingshot (n) /'slɪŋʃɒt/ /'slɪŋʃɑːt/ a stick that has the shape of a Y with a rubber band attached to it, used by children for shooting stones: ná cao su, giàn thun

slogan (n) /'slɔːgən/ /'slɔːgən/ a word or phrase that is easy to remember, used for example by a political party or in advertising to attract people's attention or to suggest an idea quickly: khẩu hiệu

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Wordlist

soap opera (n) /'səʊp ɒpərə/ /'səʊp ɑ:pərə/ a story about the lives and problems of a group of people (that is broadcast every day or several times a week on television or radio): phim / kịch nhiều kì về cuộc sống và các vấn đề của một nhóm người

soundtrack (n) /'saʊndtræk/ /'saʊndtræk/ all the music, speech and sounds that are recorded for a film: âm thanh ghi cho một bộ phim

special effects (n) /,speʃl r'fekt/ /,speʃl r'fekt/ unusual or exciting pieces of action in films or television programmes, that are created by computers or clever photography to show things that do not normally exist or happen: kĩ xảo điện ảnh

supervillain (n) /'su:pəvɪlən/ /'su:pəvɪlən/ a very bad character in a story, especially one with magic powers: nhân vật phản diện

talent show (n) /'tælənt ʃəʊ/ /'tælənt ʃəʊ/ a show or event, for example on television or in a school, in which people compete to show how well they can sing, dance, play a musical instrument, entertain by telling funny jokes or stories, etc.: buổi diễn tài năng

thriller (n) /'θrɪlə(r)/ /'θrɪlə(r)/ a film or TV programme with an exciting or frightening story: bộ phim hoặc chương trình TV thú vị (có nội dung hồi hộp, li kì)

twist (n) /twɪst/ /twɪst/ an unexpected change or development in a story or situation: sự thay đổi đột ngột, biến cố

unrealistic (adj) /,ʌnrɪə'lɪstɪk/ /,ʌnrɪə'lɪstɪk/ not showing or accepting things as they are: phi hiện thực

Unit 4

a clap/ crash of thunder (phr) /ə 'klæp/'kræʃ əv θʌndə(r)/ /ə 'klæp/'kræʃ əv θʌndə(r)/ the sudden loud noise that you hear after a flash of lightning, during a storm: tiếng sấm

alter (v) /'ɔ:ltə(r)/ /'ɔ:ltə(r)/ to become different; to make somebody/something different: thay đổi; làm thay đổi

alternative (n) /ɔ:l'tɜ:nətɪv/ /ɔ:l'tɜ:rnətɪv/ a thing that you can choose to do or have out of two or more possibilities: sự chọn lựa khác

approach (v) /ə'prəʊtʃ/ /ə'prəʊtʃ/ to come near to somebody / something in distance or time: đến gần, lại gần

atomic (adj) /ə'tɒmɪk/ /ə'tɑ:mɪk/ relating to the energy that is produced when atoms are split; related to weapons that use this energy: thuộc về năng lượng nguyên tử

blizzard (n) /'blɪzəd/ /'blɪzəd/ a snowstorm with very strong winds: trận bão tuyết

championship (n) /'tʃæmpɪənʃɪp/ /'tʃæmpɪənʃɪp/ a competition to find the best player or team in a particular sport: giải vô địch

combat (v) /'kɒmbæt/ /'kɑ:mbæt/ to stop something unpleasant or harmful from happening or from getting worse: chống lại

come up with (phr v) /,kʌm 'ʌp wɪð/, /,kʌm 'ʌp wɪð/ /,kʌm 'ʌp wɪð/, /,kʌm 'ʌp wɪð/ to find or produce an answer, a sum of money, etc.: nghĩ ra

consciousness (n) /'kɒnʃənsəs/ /'kɑ:nʃənsəs/ the state of being able to use your senses and mental powers to understand what is happening: sự tỉnh táo, ý thức

debate (n) /dɪ'beɪt/ /dɪ'beɪt/ an argument or a discussion expressing different opinions: cuộc thảo luận; cuộc tranh cãi

devastating (adj) /'devəsteɪtɪŋ/ /'devəsteɪtɪŋ/ causing a lot of damage and destroying things: tàn phá, hủy hoại

ecosystem (n) /'i:kəʊsɪstəm/ /'i:kəʊsɪstəm/ all the plants and living creatures in a particular area considered in relation to their physical environment: hệ sinh thái

emission (n) /ɪ'mɪʃn/ /ɪ'mɪʃn/ the production or sending out of light, heat, gas, etc.: sự phát ra / tỏa ra

frostbite (n) /'frɒstbaɪt/ /'frɔ:stbaɪt/ a serious medical condition of the fingers, toes, etc. that is caused by very low temperatures: bỏng lạnh; tình trạng các bộ phận cơ thể (nhất là ngón tay/chân) bị thương vì nhiệt độ quá lạnh

give off (phr v) /,gɪv 'ɒf/ /,gɪv 'ɔ:f/ to produce something such as a smell, heat, light, etc.: tỏa (mùi / nhiệt / ánh sáng)

hail (n) /heɪl/ /heɪl/ small balls of ice that fall like rain: mưa đá

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Wordlist

hailstone (n) /'heɪlstəʊn/ /'heɪlstəʊn/ a small ball of ice that falls like rain: cục mưa đá

impact (n) /'ɪmpækt/ /'ɪmpækt/ the powerful effect that something has on somebody/something: ảnh hưởng

issue (n) /'ɪʃuː/ /'ɪʃuː/ an important topic that people are discussing or arguing about: vấn đề

magnitude (n) /'mæɡnɪtjuːd/ /'mæɡnɪtjuːd/ the size of an earthquake: cấp độ / cường độ động đất

malnutrition (n) /,mælnjuː'trɪʃn/ /,mælnuː'trɪʃn/ a poor condition of health caused by a lack of food or a lack of the right type of food: sự suy dinh dưỡng

marine (adj) /mə'riːn/ /mə'riːn/ connected with the sea and the creatures and plants that live there: thuộc về biển

meteor (n) /'miːtɪə(r)/, /'miːtɪə(r)/ /'miːtɪər/, /'miːtɪər/ a piece of rock from outer space that makes a bright line across the night sky as it burns up while falling through the earth's atmosphere: thiên thạch / sao băng

misty (adj) /'mɪsti/ /'mɪsti/ with a lot of mist: đầy sương mù

nutrient (n) /'njuːtriənt/ /'nuːtriənt/ a substance that is needed to keep a living thing alive and to help it to grow: chất dinh dưỡng

observant (adj) /əb'zɜːvənt/ /əb'zɜːrvənt/ good at noticing things around you: tinh mắt; tinh ý

paraglider (n) /'pærəɡlaɪdə(r)/ /'pærəɡlaɪdə(r)/ a person who does paragliding (a sport in which you wear a special structure like a parachute, jump from a high place and are carried along by the wind before coming down to earth): người chơi môn dù lượn

pedestrian crossing (n) /pə'destrɪən 'krɒsɪŋ/ /pə'destrɪən 'krɒsɪŋ/ a part of a road where vehicles must stop to allow people to cross: phần đường dành cho người đi bộ

phenomenon (n) /fə'nɒmɪnən/ /fə'nɒ:mɪnən/ (plural phenomena) a fact or an event in nature or society, especially one that is not fully understood: hiện tượng

pour out (v + adv) /pɔː(r) aʊt / /'pɔːr aʊt / to (cause to) flow quickly and in large amounts: tuôn ra

snowflake (n) /'snəʊfleɪk/ /'snəʊfleɪk/ a small soft piece of frozen water that falls from the sky as snow: bông tuyết

spin (v) /spɪn/ /spɪn/ to turn round quickly; to turn something round quickly: xoay tít; làm xoay tít

surface (n) /'sɜːfɪs/ /'sɜːrfɪs/ the outside or top layer of something: bề mặt

sustain (v) /sə'steɪn/ /sə'steɪn/ to provide enough of what somebody / something needs in order to live or exist: hỗ trợ để đủ sống / tồn tại

the Mediterranean (n) /ðə ,medɪtə'reɪniən/ /ðə ,medɪtə'reɪniən/ the Mediterranean Sea or the countries that surround it: vùng Địa Trung Hải

witness (n) /'wɪtnəs/ /'wɪtnəs/ a person who sees something happen and is able to describe it to other people: nhân chứng

Unit 5

ambitious (n) /æm'bɪʃəs/ /æm'bɪʃəs/ determined to be successful, rich, powerful, etc.: đầy tham vọng

annual sales (n) /,ænjuəl 'seɪlz/ /,ænjuəl 'seɪlz/ the number of items sold relating to a period of one year: doanh số hàng năm

button (n) /'bʌtn/ /'bʌtn/ a small part of a machine that you press to make it work: nút bấm

co-creator (n) /kəʊ kri'eɪtə(r)/ /kəʊ kri'eɪtə(r)/ a person who has made or invented a particular thing together with another person / other people: nhà đồng phát minh, sáng tạo

costume designer (n) /'kɒstjʊ:m dɪzəɪnə(r)/ /'kɒstju:m dɪzəɪnə(r)/ a person whose job is to decide the clothes worn by actors in a play or film, or worn by somebody to make them look like somebody / something else: nhà thiết kế trang phục diễn xuất

degree (n) /dɪ'ɡriː/ /dɪ'ɡriː/ the qualification obtained by students who successfully complete a university or college course: chứng chỉ, bằng

estate agent (n) /ɪ'steɪt eɪdʒənt/ /ɪ'steɪt eɪdʒənt/ a person whose job is to sell houses and land for people: người kinh doanh bất động sản

ex-student (n) /,eks 'stjuːdnt/ /,eks 'stuːdnt/ former student: cựu học sinh / cựu sinh viên

fast-track (v) /'fɑːst træk/ /'fæst træk/ to make somebody's progress in achieving something, for example a high position in a job, quicker than usual: giúp thành đạt (nhanh hơn bình thường)

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Wordlist

film tagger (n) /'fɪlm tæɡə(r)/ /'fɪlm tæɡər/ a person whose job is to watch a new film or TV series and makes notes to give information about it: người gắn nhãn thẻ dữ liệu phim

flexible (adj) /'fleksəbl/ /'fleksəbl/ able to change to suit new conditions or situations: linh động, linh hoạt

groundskeeper (n) /'graʊndzki:pə(r)/ /'graʊndzki:pər/ a person whose job is to take care of a sports field or a park: người coi sân bãi, công viên

investigate (v) /ɪn'vestɪɡeɪt/ /ɪn'vestɪɡeɪt/ to try to find out information about somebody's character, activities, etc.: điều tra

locksmith (n) /'lɒksmiθ/ /'lɑ:ksmiθ/ a person who makes and repairs locks on doors, etc.: thợ sửa khoá

model builder (n) /'mɒdl bɪldə(r)/ /'mɑ:dl bɪldər/ a person who creates or develops a particular design or type of product: người thiết kế mô hình

operate (v) /'ɒpəreɪt/ /'ɑ:pəreɪt/ to use or control a machine or make it work: sử dụng; điều khiển, vận hành

operator (n) /'ɒpəreɪtə(r)/ /'ɑ:pəreɪtər/ a person who operates equipment or a machine: người điều khiển, vận hành

overestimate (v) /,əʊvər'estimeɪt/ /,əʊvər'estimeɪt/ to estimate something to be larger, better, more important, etc. than it really is: đánh giá quá cao

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

possess (v) /pə'zes/ /pə'zes/ to have a particular quality or feature: có, sở hữu

postgraduate (n) /,pɒst'grædʒuət/ /,pəʊst'grædʒuət/ a person who already holds a first degree and who is doing advanced study or research; a graduate student: học viên sau đại học

qualification (n) /,kwɒlɪfɪ'keɪʃn/ /,kwɑ:lɪfɪ'keɪʃn/ a skill or type of experience that you need for a particular job or activity: kỹ năng, kinh nghiệm cần thiết cho một công việc / hoạt động

repetitive (adj) /rɪ'petətɪv/ /rɪ'petətɪv/ not interesting because the same thing is repeated many times: lặp đi lặp lại nhiều lần

retailer (n) /'ri:teɪlə(r)/ /'ri:teɪlər/ a person or business that sells goods to the public: người / nhà bán lẻ

rewarding (adj) /rɪ'wɔ:ɪdɪŋ/ /rɪ'wɔ:ɪdɪŋ/ worth doing; that makes you happy because you think it is useful or important: đáng làm; thoả đáng

self-service (adj) /,self 'sɜ:vɪs/ /,self 'sɜ:rɪvɪs/ not being served by an employee but collecting goods or food yourself: tự phục vụ

semi-professional (adj) /,semi prə'feʃənl/ /,semi prə'feʃənl/, /,semaɪ prə'feʃənl/ semi-professional musicians or sports players are paid for what they do, but do not do it as their main job: (nhạc công, vận động viên) bán chuyên

solicitor (n) /sə'lɪsɪtə(r)/ /sə'lɪsɪtər/ a lawyer whose job is to give legal advice, prepare legal documents and arrange the buying and selling of land, etc.: luật sư (chuyên về các loại hồ sơ, công việc pháp lí)

steward (n) /'stju:əd/ /'stju:əd/ a person who helps at a large public event, for example a race or public meeting, by keeping order, showing people where to go, etc.: nhân viên hỗ trợ tổ chức sự kiện

stunt performer (n) /'stʌnt pə'fɔ:mə(r)/ /'stʌnt pə'fɔ:mər/ a person whose job is to do dangerous things in place of an actor in a film, etc.; a person who does dangerous things in order to entertain people: người chuyên đóng thế những cảnh nguy hiểm cho diễn viên chính trong phim

thoroughly (adv) /'θʌrəli/ /'θɜ:rəli/ very much; completely: rất nhiều; hoàn toàn

undervalue (v) /,ʌndə'vælju:/ /,ʌndər'vælju:/ to not recognize how good, valuable or important somebody /something really is: đánh giá thấp, xem thường

varied (adj) /'veərið/ /'verɪð/, /'værið/ not staying the same, but changing often: hay thay đổi

Unit 6

afford (v) /ə'fɔ:d/ /ə'fɔ:rd/ If you can afford something, you have enough money to pay for it.: có đủ tiền để mua thứ gì

bargain (n) /'bɑ:gən/ /'bɑ:rgən/ a thing bought for less than the usual price: hàng giảm giá

butcher's (n) /'bʊtʃəz/ /'bʊtʃəz/ a shop that sells meat: cửa hàng thịt

W

Wordlist

coupon (n) /'ku:pən/ /'ku:pə:n/, /'kju:pə:n/ a small piece of printed paper that you can exchange for something or that gives you the right to buy something at a cheaper price than normal: phiếu đổi hàng; phiếu giảm giá

deli (delicatessen) (n) /'deli/, /delikə'tesn/ /'deli/ /delikə'tesn/ a shop or part of one that sells cooked meats and cheeses, and special or unusual foods that come from other countries: cửa hàng bán các loại thịt và phó mát đã nấu chín và đặc sản nhập khẩu

discount (n) /'diskaunt/ /'diskaunt/ an amount of money that is taken off the usual cost of something: khoản tiền giảm

donate (v) /dəʊ'neɪt/ /'dəʊneɪt/ to give money, food, clothes, etc. to somebody / something, especially a charity: tặng, hiến

donation (n) /dəʊ'neɪʃn/ /'dəʊ'neɪʃn/ something that is given to a person or an organization such as a charity, in order to help them; the act of giving something in this way: vật hiến tặng

entrepreneur (n) /,ɒnrəprəʊ'nɜ:(r)/ /,ɑ:nrəprəʊ'nɜ:r/ a person who makes money by starting or running businesses, especially when this involves taking financial risks: chủ doanh nghiệp

essential (n) /'esɛnʃl/ /'sɛnʃl/ something that is needed in a particular situation or in order to do a particular thing: vật / yếu tố cần thiết

florist's (n) /'flɒrɪsts/ /'flɔ:rɪsts/ a shop that sells flowers and plants: cửa hàng bán hoa

greengrocer's (n) /'gri:ngrəʊsəz/ /'gri:ngrəʊsəz/ a shop that sells fruit and vegetables: cửa hàng rau quả

headquarters (n) /,hed'kwɔ:təz/ /'hedkwɔ:rtəz/ a place from which an organization or a military operation is controlled; the people who work there: trụ sở, cơ quan đầu não

institution (n) /,ɪnstɪ'tju:ʃn/ /,ɪnstɪ'tu:ʃn/ a large important organization that has a particular purpose: viện; tổ chức lớn

launderette (n) /,lə:ndə'ret/ /,lə:ndə'ret/ a shop where you pay to wash and dry your clothes in machines: hiệu giặt tự động

optician's (n) /ɒp'tɪʃnz/ /ɑ:p'tɪʃnz/ a shop where they examine people's eyes and recommend and sell glasses: cửa hàng khám và bán kính đeo mắt

owe (v) /əʊ/ /əʊ/ to have to pay somebody for something that you have already received or return money that you have borrowed: nợ

receipt (n) /rɪ'si:t/ /rɪ'si:t/ a piece of paper that shows you have paid for something: hoá đơn thanh toán

refund (n) /'ri:fʌnd/ /'ri:fʌnd/ a sum of money that is paid back to you, especially because you paid too much or because you returned goods to a shop: khoản tiền hoàn lại

representative office (n) /reprɪ,zentətɪv 'ɒfɪs/ /reprɪ,zentətɪv 'ɑ:fɪs/ an office established to act on behalf of a company or an organization, generally in a foreign country: văn phòng đại diện

stationer's (n) /'steɪʃənəz/ /'steɪʃənəz/ a shop that sells materials for writing and for using in an office, for example paper, pens and envelope: cửa hàng văn phòng phẩm

swap (v) /swɒp/ /swɑ:p/ to give something to somebody and receive something in exchange: trao đổi

Unit 7

ankle (n) /'æŋkl/ /'æŋkl/ the joint connecting the foot to the leg: mắt cá chân

aquarium (n) /ə'kwɛəriəm/ /ə'kwɛəriəm/ (plural aquariums, aquaria) a building where people can go to see fish and other water creatures: thủy cung

atmospheric (adj) /,ætməs'ferɪk/ /,ætməs'fɪrɪk/, /,ætməs'ferɪk/ creating an exciting or emotional mood: gây hứng thú; gây xúc động

bag drop (n) /'bæg drɒp/ /'bæg dra:p/ a place, usually at an airport, where you can leave your cases and bags to be put on a plane if you have already checked in for the flight: nơi kí gửi hành lí đi máy bay

botanical garden (n) /bə'tænɪkl 'gɑ:dn/ /bə'tænɪkl 'gɑ:dn/ a park where plants, trees and flowers are grown for scientific study: vườn thực vật

bumpy (adj) /'bʌmpɪ/ /'bʌmpɪ/ (of a journey) uncomfortable with a lot of sudden unpleasant movements caused by the road surface, weather conditions, etc.: xóc

cathedral (n) /kə'ti:drəl/ /kə'ti:drəl/ the main church of a district, under the care of a bishop (a priest of high rank): nhà thờ lớn; nhà thờ chánh toà

come across (v) /,kʌm ə'krɒs/ /,kʌm ə'krɔ:s/ to meet or find somebody/something by chance: gặp / tìm thấy tình cờ

W

Wordlist

departure lounge (n) /di'pɑ:tʃə laʊndʒ/ /di'pɑ:tʃə laʊndʒ/ a large room in an airport where you sit and wait before you take your flight: phòng chờ khởi hành

dive (v) /daɪv/ /daɪv/ to swim underwater wearing breathing equipment, collecting or looking at things: lặn

ecotourism (n) /'i:kəʊtʊərɪzəm/, /'i:kəʊtɔ:ri:zəm/ /'i:kəʊtʊərɪzəm/ organized holidays that are designed so that the tourists damage the environment as little as possible, especially when some of the money they pay is used to protect the local environment and animals: du lịch sinh thái

entry (n) /'entri/ /'entri/ an item, for example a piece of information, that is written or printed in a dictionary, an account book, a diary, etc.: mục; bài viết

habitat (n) /'hæbitæt/ /'hæbitæt/ the place where a particular type of animal or plant is normally found: môi trường sống / sinh trưởng

harvest (v) /'hɑ:vɪst/ /'hɑ:vɪst/ to cut and gather a crop; to catch a number of animals or fish to eat: gặt hái; thu hoạch; bắt

idyllic (adj) /'ɪdɪlɪk/ /'aɪdɪlɪk/ peaceful and beautiful; perfect, without problems: thanh bình, đẹp; hoàn hảo

jungle (n) /'dʒʌŋɡl/ /'dʒʌŋɡl/ an area of tropical forest where trees and plants grow very thickly: rừng nhiệt đới

queue (v) /kju:/ /kju:/ to wait in a line of people, vehicles, etc. in order to do something, get something or go somewhere: xếp hàng

roadworks (n) /'rəʊdwɜ:kz/ /'rəʊdwɜ:rkz/ repairs that are being done to the road; an area where these repairs are being done: công việc sửa đường

ruins (n) /'ru:ɪnz/ /'ru:ɪnz/ the parts of a building that remain after it has been destroyed or severely damaged: tàn tích

sanctuary (n) /'sæŋktʃuəri/ /'sæŋktʃuəri/ an area where wild birds or animals are protected and encouraged to produce young: khu bảo tồn

wildlife (n) /'waɪldlaɪf/ /'waɪldlaɪf/ animals, birds, insects, etc. that are wild and live in a natural environment: động vật hoang dã

Unit 8

access (v) /'ækses/ /'ækses/ to open a computer file in order to add or get information: truy cập

adapt (v) /ə'dæpt/ /ə'dæpt/ to change your behaviour in order to deal more successfully with a new situation: thích ứng, thích nghi

adjust (v) /ə'dʒʌst/ /ə'dʒʌst/ to get used to a new situation by changing the way you behave and/or think: điều chỉnh; thích nghi, thích ứng

appeal (v) /ə'pi:l/ /ə'pi:l/ to attract or interest somebody: hấp dẫn, lôi cuốn

broadcast (v) /'brɔ:dkɑ:st/ /'brɔ:dkæst/ to send out programmes on television or radio: phát sóng

celluloid film (n) /'seljʊləɪd fɪlm/ /'seljʊləɪd fɪlm/ thin plastic that is sensitive to light, used especially in the past for taking photographs and making films; a roll of this plastic, used in cameras: phim nhựa

challenge (v) /'tʃælɪndʒ/ /'tʃælɪndʒ/ to suggest strongly that somebody should do something (especially when you think that they might be unwilling to do it): thách, thách thức

cordless (adj) /'kɔ:dləs/ /'kɔ:rdləs/ (of a phone or an electrical tool) not connected to its power supply by wires: không dây; vô tuyến

credit note (n) /'kredit nəʊt/ /'kredit nəʊt/ a letter that a shop gives you when you have returned something and that allows you to have goods of the same value in exchange: phiếu đổi hàng

extreme (adj) /ɪk'stri:m/ /ɪk'stri:m/ very great in degree: tột độ, vô cùng, rất nhiều

float (v) /fləʊt/ /fləʊt/ to stay on or near the surface of a liquid and not sink: nổi

gadget (n) /'gædʒɪt/ /'gædʒɪt/ a small tool or device that does something useful: dụng cụ / thiết bị hữu dụng

games console (n) /'geɪmz kɒnsəʊl/ /'geɪmz kɑ:nsəʊl/ a small electronic device for playing video games: thiết bị điều khiển trò chơi điện tử trên màn hình máy tính hoặc màn hình ti vi

heritage (n) /'herɪtɪdʒ/ /'herɪtɪdʒ/ the history, traditions, buildings and objects that a country or society has had for many years and that are considered an important part of its character: di sản

intention (n) /ɪn'tenʃn/ /ɪn'tenʃn/ what you intend or plan to do; your aim: ý định; mục tiêu

movement (n) /'mu:vmənt/ /'mu:vmənt/ an act of moving the body or part of the body: cử động; hoạt động

object (v) /əb'dʒekt/ /əb'dʒekt/ to say that you disagree with or oppose something: phản đối

W

Wordlist

pandemic (n) /pæn'demɪk/ /pæn'demɪk/ a disease that spreads over a whole country or the whole world: đại dịch

power lead (n) /'paʊə(r) li:d/ /'paʊər li:d/ a long piece of wire, usually covered in plastic, that is used to connect a piece of electrical equipment to a source of electricity: dây dẫn điện

reconstruction (n) /,ri:kən'strʌkʃn/ /,ri:kən'strʌkʃn/ the process of building or creating something again that no longer exists, because it has been damaged or destroyed: việc phục chế

terracotta (adj) /,terə'kɒtə/ /,terə'kɔ:tə/ red-brown clay that has been baked but not glazed, used for making pots, etc.: đất nung

transform (v) /træns'fɔ:m/ /træns'fɔ:rm/ to change the form of something; to change the way of doing something: biến đổi; chuyển hoá

usability (n) /,ju:zə'bɪləti/ /,ju:zə'bɪləti/ the quality of being easy to use: tính hữu dụng / khả dụng

virtual (adj) /'vɜ:tʃuəl/ /'vɜ:rtʃuəl/ made to appear to exist by the use of computer software, for example on the internet: ảo (tạo bởi phần mềm máy tính)

virtual reality (n) /'vɜ:tʃuəl ri'æləti/ /'vɜ:rtʃuəl ri'æləti/ images and sounds created by a computer that appear to surround the person looking at them and seem almost real: thực tế ảo

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