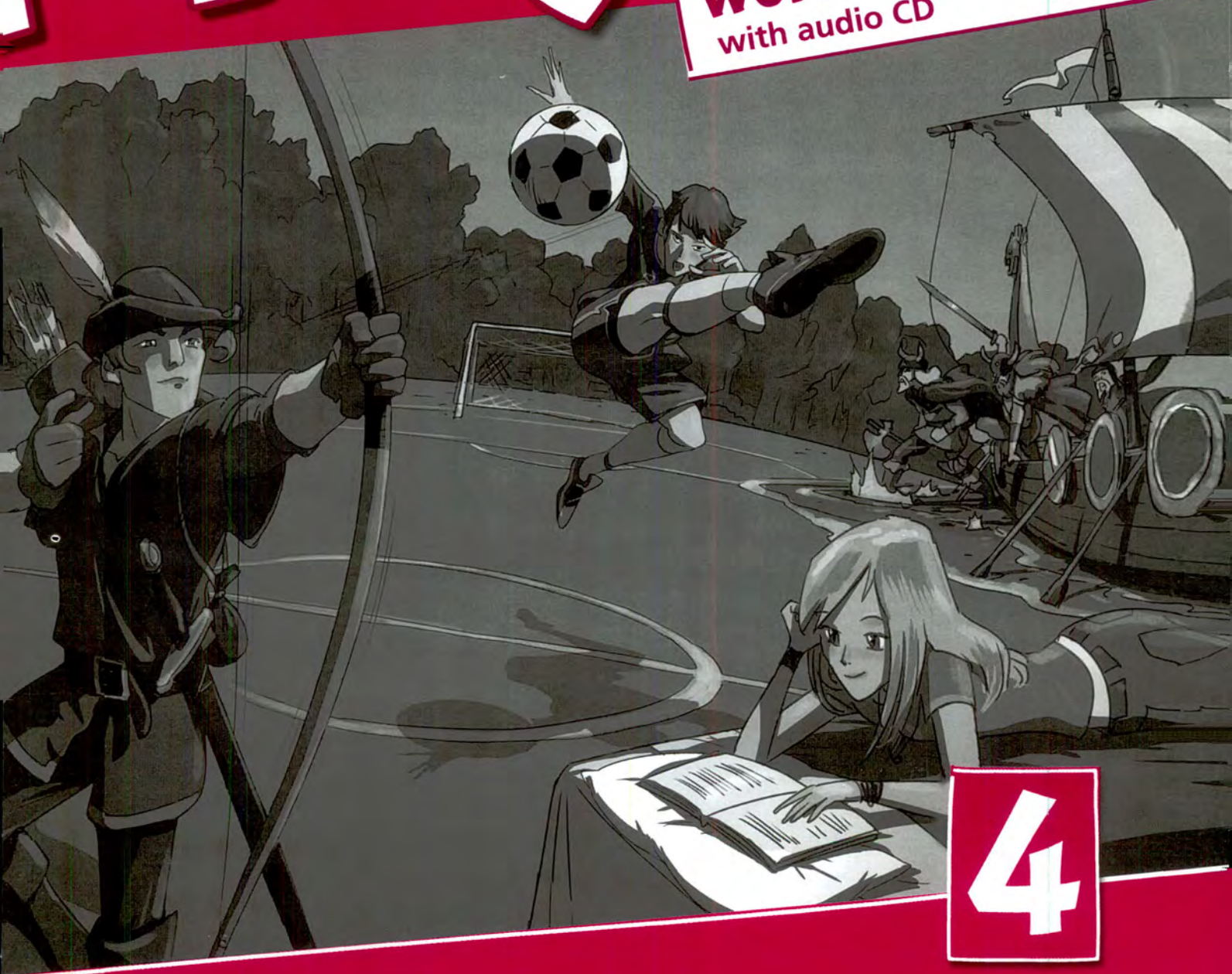


Fourth edition

Project

Workbook
with audio CD



4

OXFORD

Tom Hutchinson

3A You and your body

Parts of the body

1 a * Complete the crossword.

Across

2



4



8



Down

1



3



5



6



7



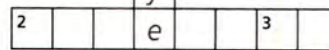
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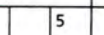
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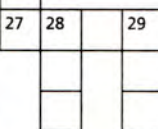
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19



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15



18



22



28



23



29



b Write the parts of the body. Use the words in exercise 1a.

- 1 three parts of your hand
fingers, t_____, p_____
- 2 two parts of your foot
 t_____, h_____
- 3 two things that are in your mouth
 t_____, t_____

- 4 five parts that are joints
 e_____, k_____, w_____,
 s_____, a_____
- 5 two things that are above your eyes
 f_____, h_____
- 6 four parts of your leg
 k_____, t_____, s_____,
 c_____

Relative pronouns

2 * Complete the sentences with *who* or *which*.

- Don't wear shoes which are too tight.
- People _____ don't smoke live longer.
- Avoid food _____ contains a lot of sugar.
- People _____ walk every day are healthier.
- A diet _____ contains a lot of fruit and vegetables is best.
- There are some boys and girls in my class _____ spend too much time watching TV.
- The man _____ lives in the flat upstairs goes jogging every day.
- Exercise _____ is too strenuous can damage your joints.
- If you go jogging, you must wear shoes _____ fit properly.
- Skin cancer can be a problem for people _____ sunbathe a lot.

3 a ** 1.13 Look at the picture. Listen and write the names of the girls.

Beth Lily Gina Ellie Daniela Fran Carla



- 1 _____ 3 _____ 5 _____ 7 _____
2 _____ 4 _____ 6 _____

b Write a sentence about each girl.

- Lily is the girl who's talking to Fran
- _____
- _____
- _____
- _____
- _____
- _____

4 ** Complete the sentences about Ryan's life. Use relative clauses with *that* and these expressions. Two of the expressions are not needed.

sells really nice cakes always barks at me
~~lives next door~~ came to my party
works in our local shop scratched me
takes me to school works in my dad's office



- 1 This is the girl that
lives next door



- 2 These are the friends _____



- 3 This is the bus _____



- 4 This is the cat _____



- 5 This is the shop _____



- 6 This is the man _____

3B Sweet Sue has the last laugh

should / shouldn't

1 ★ Complete the sentences with *should* or *shouldn't*.

- 1 Everyone should try to eat a healthy diet.
- 2 Teenagers _____ eat a lot of junk food.
- 3 Your diet _____ contain more than 20% fat.
- 4 The largest part of your diet _____ be fruit and vegetables.
- 5 You _____ take 30 minutes exercise a day.
- 6 You _____ start smoking.
- 7 You _____ watch TV all the time.
- 8 You _____ be careful in the sun.

might

2 ★★ What might happen? Give the people some advice. Use these expressions and *might*.

trip
hurt
hit
burn
cut
fall
bite

your finger
off the wall
you
over the rug
your hand
your back
your arm

1



Careful. You might burn
your arm.

2



3



4



5



6



7



3 ★★★ Complete the text with *should*, *shouldn't*, *might* or *might not*.

There's a lot of different advice at the moment about what we ¹ should eat to stay healthy. It's very confusing! Some doctors tell us that we ² _____ eat red meat, because it's bad for your heart, but other doctors tell us that we ³ _____ eat it, because it's good for your brain! Chocolate is a problem, too! Some people think that we ⁴ _____ eat a lot of chocolate, because we ⁵ _____ get bad skin or it ⁶ _____ be good for our teeth, because it contains a lot of sugar. But some experts say that dark chocolate ⁷ _____ be bad for us at all. They say it ⁸ _____ be good for your heart and we ⁹ _____ eat more of it! In general, I think my gran's advice is the best that I've heard on this subject. We ¹⁰ _____ eat what we enjoy - but we ¹¹ _____ eat too much of it!

Relative clauses

- 4 **** Write the words for the definitions. Choose from these words.

an axe a cable a dentist revision
junk food an office ~~a doctor~~ a teenager
sunscreen headphones the boot
a celebrity the seat a helmet

- Someone that you go to when you are ill.
a doctor
- Something that you put on your skin when it's sunny. _____
- Something that you put on your ears to listen to music. _____
- Something that you wear to protect your head.

- Something that carries electricity. _____
- Someone who is 13–19 years old. _____
- The thing that you sit on in a car. _____
- Food that isn't good for you. _____
- Someone who checks your teeth. _____

- 5 **** Complete the sentences. Use these expressions.

a person who	you can win
the part of your body that	you wear in summer
the part of a car that	jewellery is made of
a material which	you sit on
people who	you put luggage in
something which	don't smoke
an item of clothing	steals things
that	

- The boot is the part of a car that you put
luggage in.
- A thief is _____.
- Non-smokers are _____.
- A prize is _____.
- Gold is _____.
- Your bottom is _____.
- A T-shirt is _____.

- 6 a ***** 1.14 Listen to the story and answer the questions.

- Where is the tree?

- Who was with Tom?

- Why did Tom fall?

- Where did he land?

- Where did he go after that?

- How did he get there?

- What did the doctor do?

- Who has come to visit Tom?

- What has Tom done since his accident?

- b** Describe the pictures. Use relative clauses.



- This is the tree that Tom was climbing.



- This is the boy _____.



- This is _____.



- This is _____.



- This is _____.



- This is _____.



- This is _____.



- These are _____.



- These are _____.

3C Looking after yourself

Reading

1 * Read the texts. Match sections 1–4 to pictures a–d.

a



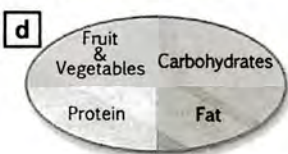
b



c



d



Healthy eating habits!

Healthy eating habits mean a longer, happier life.
Here are a few tips on what we should eat, and why.

1 Some people take tablets every day to get vitamins and minerals, but nutrition experts say that this isn't necessary. You can get all the vitamins and minerals that you need from a good balanced diet. This should have the right amount of protein, carbohydrates and fat, and a lot of fresh fruit and vegetables. And avoid junk food. That's food which contains a lot of fat and sugar. It will fill you up, but won't give you all the vitamins and minerals that you need.

2 Are you fed up with getting colds? Then you should eat plenty of food that contains vitamin C. Fruit, like oranges, lemons and grapefruits, is full of vitamin C and will help to protect you against colds and flu. The body can't store vitamin C, so you have to eat these every day! Dark and brightly-coloured vegetables, like yellow peppers and broccoli, will also help. They contain a lot of vitamins A, B and C.

3 We often forget that our skin, bones and hair need help to be strong and look good! Calcium is one thing that we need for this, and we can find it in a lot of food that we have every day, such as milk and fish. It is also important to eat nuts, seeds and fresh vegetables. These are high in vitamins and minerals. Fish oils are good for our skin and hair, too.

4 Exercise is good for building muscle, but we also need to feed our bodies with the right things. Protein is essential for building muscle and we can find it in meat. People often think that you need to eat a lot of red meat, such as steak, to build muscle, but chicken is good for this, too. You can also find protein in fish, eggs, milk and nuts.

2 ** Read the texts again and write these headings in sections 1–4. There are two headings that you do not need.

Say goodbye to colds and flu Muscle power
A vegetarian diet A balanced diet
Food for your brain Healthy skin and bones

3 a ** Complete columns A and B of the chart with these expressions.

strengthen skin, hair and bones protein
vitamin C build muscles ~~a balanced diet~~
protect you against infections calcium
provide vitamins and minerals

	A You need ...	B to ...	C You get it from ...
1	<i>a balanced diet</i>	<i>provide vitamins and minerals</i>	<i>the right amount of protein, carbohydrates and fat, fruit and vegetables</i>
2			
3			
4			

b Complete column C with examples from the text.

Problems and treatments

4 * Put the letters in the correct order to complete the sentences.

- 1 My throat is very sore. EROS
- 2 I've cut my finger and it's _____. GLIBENED
- 3 I can't walk very easily. My knee is _____. LOWSNEL
- 4 I've got a rash on my face. It's very _____. THYIC
- 5 I can't move my leg. I think it's _____. NEKROB
- 6 I've hurt my arm. It's very _____. UNIFLAP
- 7 My ear hurts. The doctor says I've got an _____. NIFOTENIC
- 8 I don't feel well. I've got a _____. TRAMEETPRUE
- 9 I _____ my ankle when we were playing tennis. DEPRASIN

5 a ** Label the pictures.



1 a cast 2 _____ 3 _____



4 _____ 5 _____ 6 _____



7 _____ 8 _____ 9 _____

b Match the pictures in exercise 5a to these problems.

- 8 ☐ a Diana has got a chest infection and needs some antibiotics.
- ☐ b Ben has hurt his knee and needs an X-ray.
- ☐ c Toby has got an itchy rash on his neck.
- ☐ d Natalie has broken her leg.
- ☐ e Ali has got a sore eye.
- ☐ f Vicky is going to a tropical country.
- ☐ g Peter has sprained his ankle.
- ☐ h Jessie has hurt her wrist.
- ☐ i Dylan has cut his hand.

6 ** 1.15 Listen to a conversation at the doctor's. Put the dialogue in the correct order.

- ☐ a I've hurt my finger.
- ☐ b Will I have to go to the hospital for that?
- ☐ c Goodbye.
- ☐ d Hello. What can I do for you?
- ☐ e Yes, but it's very painful.
- 1 ☐ f Hello, doctor.
- ☐ g About three days. I closed a door on it.
- ☐ h Yes, here you are. Take this letter to the hospital and they'll X-ray it for you.
- ☐ i How long has it been like this?
- ☐ j I see. Well, I think you've probably broken it, so you'll need an X-ray.
- ☐ k Yes. It's a bit swollen. Can you bend it?
- ☐ l Thank you, doctor. Goodbye.

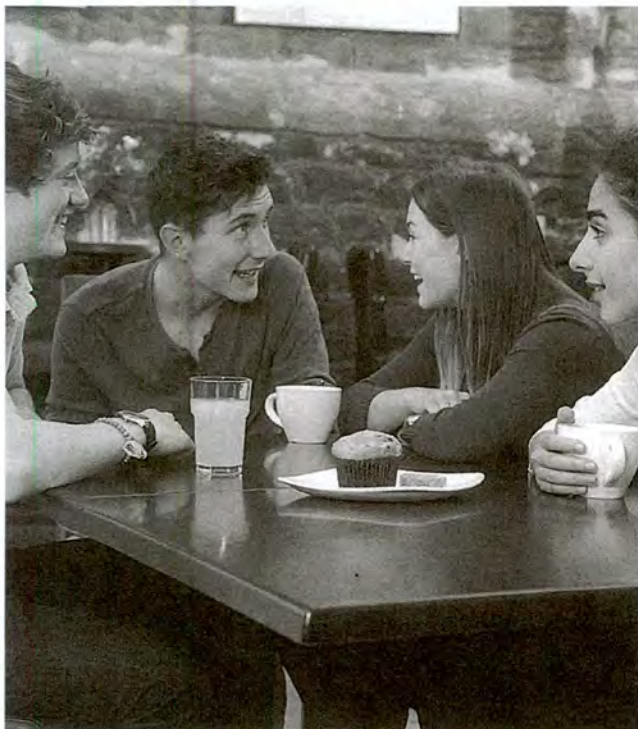
Writing

7 *** Your friend wants to get healthier. What advice can you give him / her? Write 4 things.

- 1 First of all, I think you should eat plenty of ...
- 2 _____
- 3 _____
- 4 _____

The tickets

1 ** Put the sentences in the correct order.



- ☐ a He says that he's won some tickets to Wimbledon.
- ☐ b Mike is feeling great, but Tara and Lily are very tired.
- ☐ c Andy tells them they are for Wednesday.
- ☐ d He tells them that he has some good news.
- ☐ e Tara reminds Andy that Wednesday is a working day for all of them.
- ☐ f He says that he's got four tickets, so he invites the others to go with him.
- ☐ g Lily and Mike feel really disappointed.
- ☒ 7 h Tara, Lily and Mike are talking about their first day of work experience.
- ☐ i At first, they're all very excited as they really want to go to Wimbledon.
- ☐ j Then Mike asks him which day the tickets are for.
- ☐ k Andy arrives and joins them. He looks very happy.

Everyday English

2 * Put the words in the correct order to make expressions.

1 looks He pleased

He looks pleased.

2 disappointed feel really I

3 one That's each

4 you something forgotten Haven't ?

5 best That's part the

6 great got news some I've

7 for are tickets When the ?

3 ** Complete the dialogue.



Paul Here comes Mina!

Katy ¹ She looks _____ pleased.

Mina I'm so excited. ² _____ news! I've won some concert tickets.

Paul Oh, great! Are you going alone?

Mina No, that's ³ _____. I have three tickets, so ⁴ _____ each.

Katy When ⁵ _____?

Mina Next Wednesday.

Paul Haven't ⁶ _____? We've got school.

Katy And a test. So we can't go. I feel ⁷ _____.

Agreeing and disagreeing

4 ** Complete the dialogues with these auxiliaries.

was am (x2) have can
will did (x2) do (x2)

- 1 • I don't like shopping.
◦ Neither do I.
- 2 • I can speak English.
◦ So can we.
- 3 • I've got two brothers.
◦ So do I.
- 4 • We didn't go out at the weekend.
◦ Neither did we.
- 5 • I was very tired after the match.
◦ So was I.
- 6 • I won't be at Jeremy's party.
◦ Neither will we.
- 7 • I'm starving.
◦ So am I.
- 8 • I have sandwiches for lunch every day.
◦ So do I.
- 9 • I went swimming yesterday.
◦ So did I.
- 10 • I'm not going to buy anything.
◦ Neither am I.

5 ** Disagree with the statements.

- 1 Mike doesn't like eating vegetables.
Oh, I do.
- 2 We went to the cinema last week.
I didn't.
- 3 I've been to the USA.
I haven't.
- 4 We aren't going to have a test tomorrow.
We are.
- 5 I can play the trumpet.
I can't.
- 6 I'm not very good at Science.
I am.

6 *** Are you like Josh Lowe? Agree or disagree with his statements.



- 1 I like football.
So do I. / Oh, I don't.
- 2 I can't play the violin.
Neither can I. / Oh, I can.
- 3 I'm very good at sports.
I am.
- 4 I don't live in a big city.
I do.
- 5 I can sing very well.
I can't.
- 6 I went skiing last year.
I haven't.
- 7 I'll be on holiday next week.
I won't.
- 8 I'm wearing red socks today.
I'm not.
- 9 I haven't got a bird.
I have.
- 10 I love pasta.
I don't.

7 ** 1.16 Listen to Bella talking to Josh. Complete the sentences.

I like football.

Oh, I don't.

I can't play the violin.

Neither can I.

- 1 Bella doesn't like football.
- 2 She can't play the violin.
- 3 She isn't very good at sport.
- 4 She doesn't live in a big city.
- 5 She can't sing very well.
- 6 She didn't go skiing last year.
- 7 She won't be on holiday next week.
- 8 She isn't wearing red socks today.
- 9 She hasn't got a bird.
- 10 She doesn't love pasta.

Progress check

- 1 a** Max is showing some photos of his school trip. Put the words in the correct order to make sentences with relative clauses.



- 1 a museum / we visited / that / this is
which
This is a museum that we visited.
- 2 that / the teachers / went with us / these are

- 3 the boat / this is / took us across the lake / that

- 4 we met / these are / that / two Spanish girls

- 5 that / this is / we climbed / a hill

- 6 the man / showed us round the museum /
this is / that

- 7 the two boys / these are / shared a room with
me / that

- 8 that / a café / served great cakes / this is

- b** Change *that* to *who* or *which*.

- 2** Match the advice to the problems.

- 1 ☒ *h* You should get some exercise every day.
 - 2 ☐ You shouldn't leave things on the stairs.
 - 3 ☐ You shouldn't stay in the sun too long.
 - 4 ☐ You shouldn't wear shoes that don't fit properly.
 - 5 ☐ You shouldn't eat junk food.
 - 6 ☐ You should be careful with electricity.
 - 7 ☐ You should be careful when you use a knife.
 - 8 ☐ You shouldn't lift heavy things.
- a You might hurt your back.
 - b You might damage your feet.
 - c You might trip over them.
 - d You might not get your vitamins and minerals.
 - e You might cut your hand.
 - f You might get an electric shock.
 - g You might get sunburnt.
 - h ~~You might have health problems when you're older.~~

- 3** Choose the correct words.

- 1 I've got a rash. It's **bleeding** / **swollen** / itchy.
- 2 Lucas can't walk. His leg is **red** / **broken** / **itchy**.
- 3 You need **protein** / **carbohydrates** / **vitamins** to build muscles.
- 4 Jenny has got a bad headache. It's very **swollen** / **red** / **painful**.
- 5 Vitamin C helps you to fight **smoking** / **headaches** / **infections**.
- 6 You need a(n) **plaster** / **sling** / **X-ray** for that cut.
- 7 Omar's got a **broken** / **bleeding** / **sore** ear and needs some drops.
- 8 The doctor gave me a(n) **injection** / **diet** / **prescription** for some antibiotics.
- 9 Have you got any **cream** / **bandages** / **tablets**? I've got toothache.
- 10 Vegetarians are people who don't eat **meat** / **vegetables** / **cheese**.

4 1.17 Listen and complete the dialogue.

Doctor Hello. What can I do for you?
 Patient I've hurt my ¹ thumb.
 It's ² _____.
 Doctor How did you do it?
 Patient I ³ _____ it on some
 _____ ⁴ _____.
 Doctor When did it happen?
 Patient ⁵ _____ days ago.
 Doctor Hmm. You've got ⁶ _____
 in it. I'll give you ⁷ _____ for
 some ⁸ _____. Take one,
 _____ ⁹ _____ times a day.
 Patient Thank you.
 Doctor And you should put ¹⁰ _____
 on it, too.
 Patient Thank you. Goodbye.

5 Agree with the statements. Use *So* or *Neither*.

- 1

I'm not very good at Maths.

Neither am I.
- 2

I've got a tablet computer.

- 3

I work on Saturday mornings.

- 4

I've never been to a pop concert.

- 5

I had a great weekend.

- 6

I won't have time to go shopping today.

- 7

I'm going to the cinema this evening.

I can ...

Write the answers and tick (✓) the correct box.

- 1 That's the film _____ we saw.
 This is the bike _____ I want.
 Here are the photos _____ Lily took.

I can give simple descriptions using relative clauses.

☐ Yes ☐ I need more practice

- 2 You should / shouldn't / might do more exercise.
 You should / shouldn't / might eat too much. You should / shouldn't / might feel ill.

I can give people advice and say what might happen.

☐ Yes ☐ I need more practice

- 3 Doctor, I think I've broken / I broke my arm.
 I've got / I feel a nasty rash on my stomach.
 My right ankle is swollen / swelled.

I can explain my health problems to a doctor.

☐ Yes ☐ I need more practice

- 4 • I love tennis! ◦ _____ do I.
 • I'm not very hungry. ◦ Oh, I _____.
 • I don't drink milk. ◦ _____ do I.

I can agree and disagree with people.

☐ Yes ☐ I need more practice

- 5 Activities _____ swimming and cycling are good for you.
 Avoid junk food _____ as sweets, crisps and chips.

I can give examples.

☐ Yes ☐ I need more practice

4A King Arthur

Medieval knights

1 * Complete the crossword.

Across

6



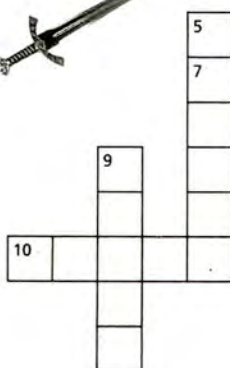
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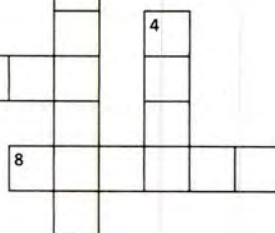


9



1 a
r
m
y

2



Down

1



2



3



2 ** Complete the sentences. Use these verbs.

lasted wounded offered
hid refused survived

- He survived many battles.
- Andy _____ the box behind a tree.
- He _____ to help me with my homework.
- George _____ to eat his dinner.
- The King was _____ in the fight.
- The war _____ three years.

Verb + -ing or infinitive

3 * Choose the correct form of the verbs.

- Grant offered (to lend) / lending me his phone.
- Lewis promised to send / sending me a card.
- I don't mind to wait / waiting a few minutes.
- Can you imagine to live / living by the sea?
- I need to buy / buying some new shoes.
- We stopped to have / having a burger on the way to the park.

4 ** Complete the sentences. Use the correct form of the verbs in brackets. Some verbs can have either the -ing form or an infinitive.

- I forgot ¹ to tell (tell) Helen about the party. I want ² _____ (apologize), and I've tried ³ _____ (talk) to her, but she refuses ⁴ _____ (listen) to me.

- I've finished ⁵ _____ (do) my homework, so I've decided ⁶ _____ (go out). I've agreed ⁷ _____ (meet) Max at the bus stop in half an hour.

- We stopped ⁸ _____ (play) football because it started ⁹ _____ (rain), and I don't enjoy ¹⁰ _____ (play) when it's wet.

- I said, 'I don't mind ¹¹ _____ (get) the tickets for the cinema,' but Josh offered ¹² _____ (get) them. He said he likes ¹³ _____ (do) things like that. But then he forgot ¹⁴ _____ (get) them.

5 ** Read the speech bubbles and write sentences. Use these verbs.

need forgot decided offered stopped
finished agreed doesn't enjoy



- 1 Debs agreed to
have a cup of
coffee



- 2 Steve _____



- 3 The dogs _____



- 4 Mike _____



- 5 Alfie _____



- 6 Sophie _____



- 7 Holly _____



- 8 Charlie _____

6 ** Complete the sentences with your own ideas.

- 1 I enjoy eating ice-cream.
- I enjoy _____.
- 2 I prefer _____ to _____.
- 3 I love _____.
- 4 I always refuse _____.
- 5 I never forget _____.
- 6 I don't mind _____.
- 7 When I'm older, I will stop _____.
- 8 Sometimes I try _____.
- 9 I hate _____.
- 10 I once promised _____.

7 a *** 1.18 Listen and write the numbers with the correct expressions.

- | | |
|--|---|
| ☐ a take the dog for a walk | ☐ e be home by 5.30 |
| ☐ b help with the vacuuming | ☒ 7 f play the guitar |
| ☐ c visit the Tower of London | ☐ g buy an ice-cream |
| ☐ d tidy her room | ☐ h eat chocolate |

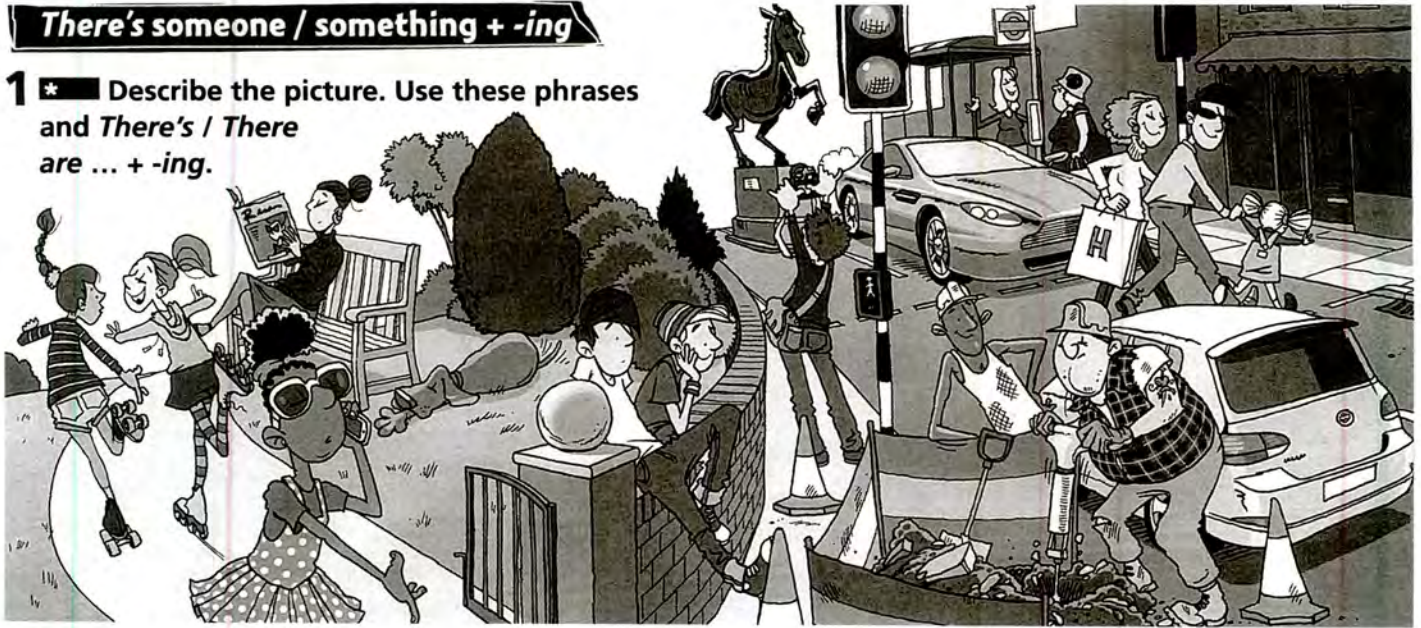
b 1.18 Listen again and complete the sentences with the -ing form or the infinitive.

- 1 I'm going to play the guitar. James decided to play the guitar.
- 2 Meryl enjoyed _____.
- 3 Pete is going to stop _____.
- 4 Penny agreed _____.
- 5 Terry promised _____.
- 6 Jane has finished _____.
- 7 Ryan doesn't mind _____.
- 8 Nina stops _____.

4B The burglar

There's someone / something + -ing

- 1 * Describe the picture. Use these phrases and There's / There are ... + -ing.



talk on a mobile phone read a magazine
dig a hole in the road sit on a wall
take a photograph lie on the grass
wait at the traffic lights roller-blade
stand at the bus stop cross the road

- 1 There are two women standing at the bus stop.
- 2 There's a boy taking a photograph.
- 3 _____ three people _____
- 4 _____ a girl _____
- 5 _____ two boys _____
- 6 _____ two girls _____
- 7 _____ a dog _____
- 8 _____ two cars _____
- 9 _____ two men _____
- 10 _____ a woman _____

- 2 a ** 1.19 Listen to Evan describing the scene from his bedroom window. Match the items in column A to the actions in column B. There are two actions that you do not need.

A	B
1 two boys	a eat ice-creams
2 a woman	b cross the road
3 an old man	c get off the bus
4 three people	d take a dog for a walk
5 a cat	e ride bikes
6 three girls	f buy a newspaper
7 two men	g go jogging
8 a boy	h carry a table
	i repair a window
	j lie in the sun

- b Describe the scene outside Evan's window. Use There's / There are ... + -ing.

- 1 There are two boys riding bikes.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

can see / hear someone / something + -ing

- 3 **** Ellie is at the beach. Write what she says. Use these verbs. Sometimes more than one answer is possible.

see hear feel smell



- 1 a woman / talk
I can hear a woman talking on a mobile.
- 2 two boys / swim

- 3 a child / cry

- 4 the sun / shine / on my back

- 5 someone / play / a guitar

- 6 someone / eat / a hamburger

- 7 a gentle wind / blow

- 8 a young man / sunbathe

- 9 some birds / call

- 10 two children / build a sandcastle

- 4 ***** Complete the text with the correct form of these phrases.

someone / pull Rajit / have him / walk
water / run Rajit and the manager / stand
someone / knock Rajit / try to pull



My brother Rajit and I sleep in the same bedroom. He sometimes walks in his sleep and he does some strange things. One night, I woke up and I could hear ¹ water running. I went to the bathroom and I saw ² _____ a shower – in his pyjamas! Another time, I felt ³ _____ my leg. When I opened my eyes, I saw ⁴ _____ me out of bed. He probably thought I was in his bed! Once, we were staying in a hotel on holiday. In the middle of the night, I heard ⁵ _____ on the door. When I opened it, I saw ⁶ _____ in the corridor. 'We found ⁷ _____ round the garden,' said the manager. Rajit was still fast asleep!

- 5 ***** Imagine these scenes. What can you see and hear happening?

You're looking out of the classroom window.

1 I can see _____

2 I can hear _____

You're in a park.

3 I can see _____

4 I can hear _____

4C Imagination

Adjectives with -ed and -ing

1 * Choose the correct words to complete the sentences.

1 amazing amazed

- Adam's dog can do some amazing things.
- I know. I was _____ when I saw it jump over backwards.

2 boring bored

I'm _____. There's nothing to watch on TV. And school was really _____ today, too.

3 embarrassing embarrassed

I fell asleep in class. It was so _____. Everyone was laughing. I felt really _____.

4 interesting interested

- This book's very _____. Do you want to read it?
- No, thanks. I'm not _____ in science fiction.

5 exciting excited

I'm really _____. We're going on holiday tomorrow. I'm going to do lots of _____ things, like water-skiing and scuba-diving.

6 frightening frightened

- Did you see that programme about ghosts? It was really _____!
- Yes, I was so _____ that I switched it off.

7 tiring tired

- You look _____.
- Yes, I've had a very _____ day.

8 annoying annoyed

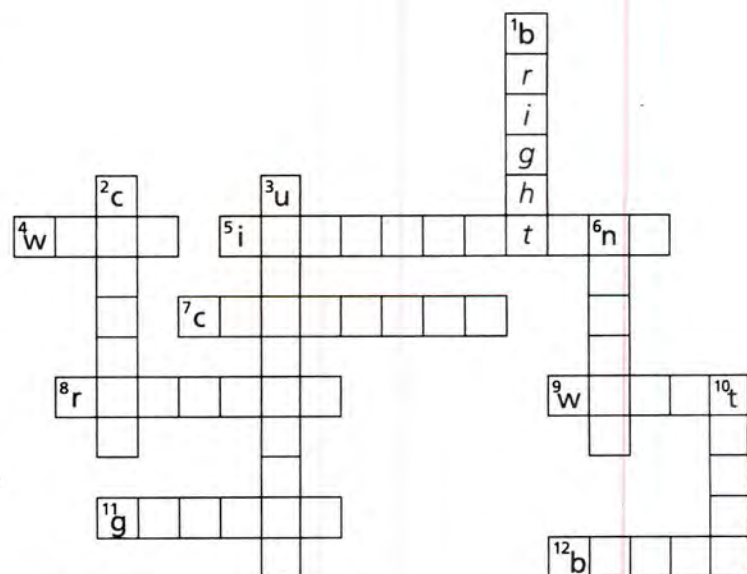
- I was very _____ yesterday, because the computer kept crashing.
- Yes, that's very _____, isn't it?

2 * Complete the sentences with your own ideas.

- I think _____ is boring.
- I love _____. It's really exciting.
- My mum likes _____. She thinks it's interesting.
- I hate _____. It's very embarrassing.
- I never watch _____. They're so frightening.
- I think _____ is very amusing.
- I didn't like _____. It was disappointing!

Adjectives

3 ** Complete the crossword with the opposites of the adjectives.



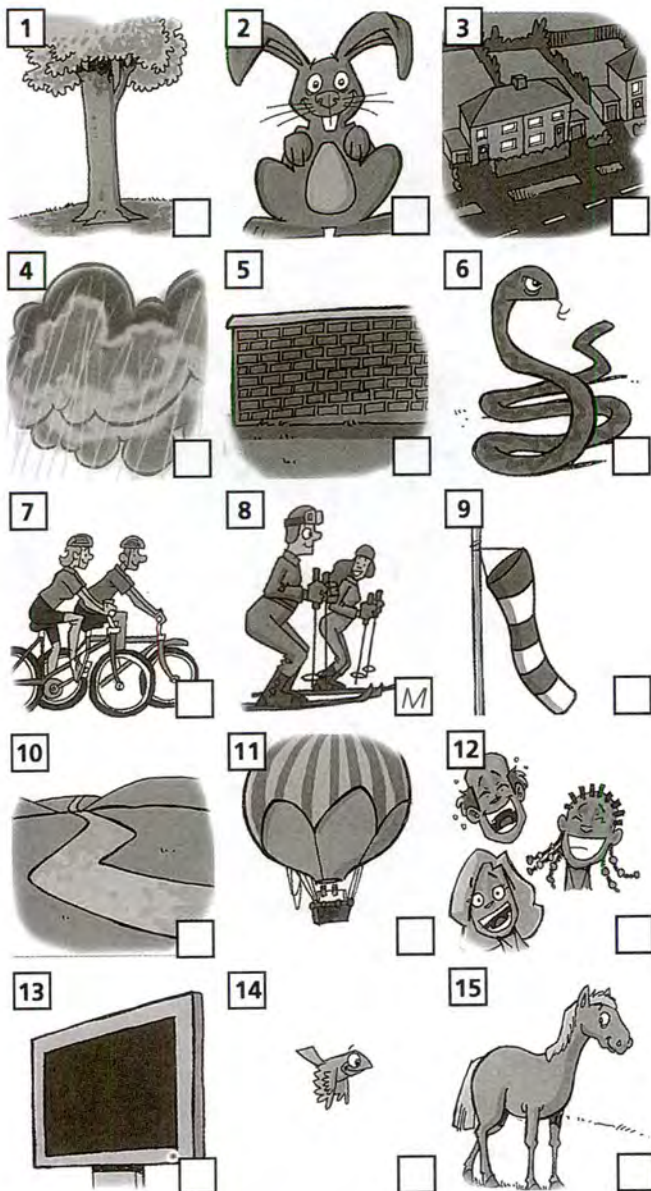
Across

- cold
- boring
- careful
- worried
- best
- strong
- interested

Down

- dark
- straight
- friendly
- wide
- energetic

4 a *** 1.20 Listen to Megan and Zach talking about their dreams. Write Z or M next to the pictures. Three are not needed.



b 1.20 Listen again. Tick (✓) the adjectives that Megan and Zach use.

- | | |
|---|---------------------------------------|
| ☐ boring | ☐ embarrassed |
| ☒ surprised | ☐ amazing |
| ☐ amusing | ☐ excited |
| ☐ interesting | ☐ worrying |
| ☐ worried | ☐ tiring |
| ☐ frightened | ☐ disappointed |
| ☐ annoying | ☐ surprising |
| ☐ relaxed | ☐ frightening |

Adjectives - extension

5 * Complete the chart with these words.

red cold big

	1 size	2 temperature	3 colour	
a		1 _____	dark	night
my	2 _____	warm		bed
	long		3 _____	hair

6 *** Put the words in the correct order. Use the chart in exercise 5 to help you.

1 long road a dark

a long, dark road

2 big the fire warm

3 coffee white hot

4 a cat huge black

5 cold days short

6 ring my big gold

7 *** Complete the sentences with the adjectives in brackets.

- Elizabeth's grandparents lived in a little, white house next to a big, dark forest. (dark / little / big / white)
- We saw a _____ woman in a _____ dress. (pink / blonde / tall / long)
- The man had _____ hair and _____ eyes. (fair / grey / cold / short)
- After a _____ day at work, it was nice to jump into the _____ water of the swimming pool. (long / blue / cool / hot)
- The sun was shining like a _____ ball in the _____ sky. (yellow / blue / big / cold)

4D Kids

The customer

1 ★ Choose the correct words.



It's Tara's last day of ¹exams / work experience. She's working in the restaurant. The ²teacher / manager asks her to take ³a rest / an order. Tara is ⁴surprised / surprising because the ⁵manager / customer is Mr Ross – the head teacher's husband.

Mr Ross orders a chicken salad and a ⁶cup / saucer of tea. He also asks for a ⁷bottle / glass of water.

When Tara brings his ⁸soup / order, Mr Ross says that he was at ⁹Wimbledon / school on Wednesday and he saw her there. Tara is worried and she nearly ¹⁰forgets / drops a cup and saucer. They talk about Wimbledon and Mr Ross says he was there because his ¹¹company / shop supplies strawberries for the ¹²players / tournament. Tara says she didn't buy any strawberries because they were too ¹³expensive / big.

Mr Ross asks Tara to say hello to her ¹⁴parents / brother and then Tara walks away. She thinks it was a big ¹⁵experience / mistake to take the ¹⁶week / afternoon off to go to Wimbledon. She thinks that it's all Andy's ¹⁷problem / fault!

Everyday English

2 ★★ Complete the dialogues with these expressions.



couldn't afford on business all your fault
careful hello to them didn't expect
it was a mistake suppose so Here's

1

- Hello, Mark. I ¹ didn't expect _____ to see you here. How are your parents?
- They're OK. Dad's just been away ² _____.

- Well, say ³ _____ for me, please.

2

- Did you buy those trainers that you liked?
- No, I ⁴ _____ them. They were very expensive.
- Yes, I ⁵ _____.

3

- We're going to miss the train. This is ⁶ _____.
- Don't worry. We've still got five minutes. ⁷ _____ your ticket.

4

- Oh no! There's Carlos. I don't want to speak to him. I knew ⁸ _____ to come here. I'm leaving.
- Be ⁹ _____. You nearly knocked the drinks over.

Asking people to do things

3 a ** Match the halves of the expressions and write the requests.

- | | |
|--------|-------------------|
| 1 take | a the door open |
| 2 lend | b my photo |
| 3 hold | c this letter |
| 4 give | d the volume down |
| 5 turn | e me your phone |
| 6 post | g me a lift |



1 Could you lend me your phone, please?



2 _____



3 _____



4 _____



5 _____



6 _____

b Rewrite the requests. Use *Would you mind ...?*

- 1 Would you mind lending me your phone, please?
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Ordering a meal

4 ** 1.21 Listen and tick (✓) the things that the people order.

Food		
a pepperoni pizza		
roasted vegetables with rice		
a tuna sandwich		
a jacket potato with cheese		
hamburger and fries		
meat and potato pie		
a chicken salad		✓
fish and chips		
Drinks		
a cup of coffee	a glass of cola	
a glass of water	a milkshake	
a cup of tea	a glass of lemonade	
a hot chocolate	a glass of orange juice	

5 ** Complete the dialogue.

- Waiter Are you ¹ ready to order?
- Customer Yes, please.
- Waiter ² _____ get you?
- Customer ³ _____ a cheese and tomato sandwich, please?
- Waiter ⁴ _____ drink?
- Customer ⁵ _____ of water, please.
- Waiter Anything ⁶ _____?
- Customer No, that's all, thank you.
- Waiter So, that's ⁷ _____.
- Customer Yes, ⁸ _____.

Progress check

1 Choose the correct words.

- The soldier was killed / wounded / survived in the fight and died a few days later.
- The Queen always wears a crown / helmet / hat when she opens Parliament.
- My grandfather lived / survived / wounded two world wars and died when he was 95.
- Knights used to wear heavy armour / shields / crowns when they fought. They also carried flags / helmets / shields to protect them.
- There were a lot of armies / battles / fighting before the war ended.
- Soldiers in the past used swords / shields / knights, not guns, to kill the enemy.
- You must wear a crown / helmet / throne when you ride a motorbike.

2 Complete the sentences with the adjectives from these verbs.

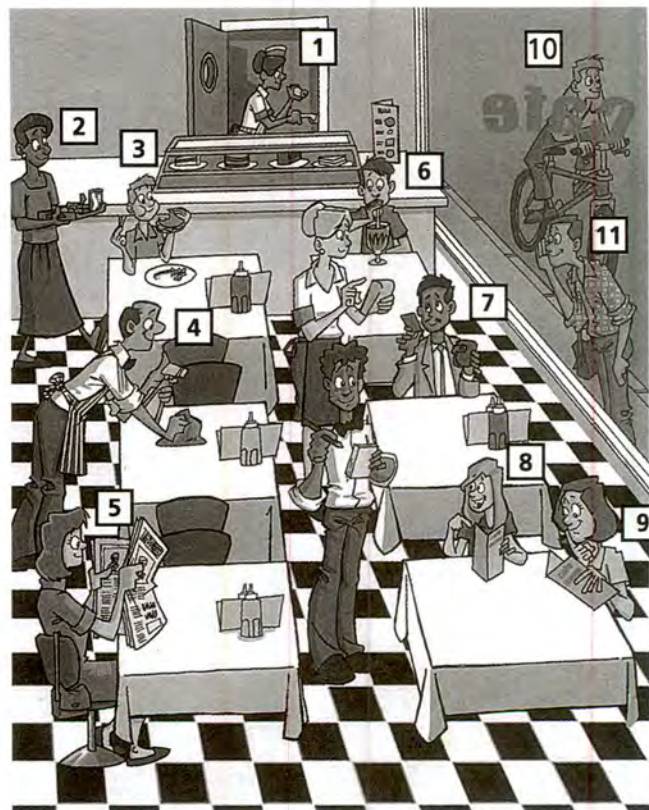
worry disappoint frighten surprise excite
embarrass amuse tire bore amaze

- I enjoyed the film. The special effects were amazing.
- I always laugh a lot when I see this film. It's very _____.
- I was in the school play and I forgot all my lines. I was so _____.
- I always get _____ when I'm in the house on my own at night.
- I was really _____ when I won first prize.
- My parents always get _____ when I'm out late.
- I've had a very busy day. I feel really _____.
- We had a great time at the theme park. There are lots of _____ rides and other things to do there.
- I can't go to New York with my parents. It's so _____.
- I've got nothing to do. I feel really _____.

3 Describe the picture. Use these expressions.

look at the menu
look through the window
order a meal
clean the tables
carry a tray
eat a hamburger

read a newspaper
pay the bill
drink a milkshake
ride a bike
cook meals



- There's a woman cooking meals.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

4 1.22 Listen and complete the stories. Use the expressions in the boxes. There are some expressions that are not needed.

run away jump over a wall cry shout
kick a ball play with a dog break open



Yesterday, while I was walking along a street, I noticed two boys ¹ kicking a ball. As I was walking round the corner, I heard a window ² _____. I looked round and I saw the two boys ³ _____. Then I heard a man ⁴ _____.

stand by the bed eat a bone bark
run downstairs close the window open
touch my face pull my hand

Last weekend, I slept at my friend's house. In the middle of the night, I heard the door ⁵ _____. A few seconds later, I felt something cold ⁶ _____. I didn't know what it was. Then I heard a dog ⁷ _____. I opened my eyes and I saw my friend's dog ⁸ _____.

5 Choose the correct form of the verbs.

- Dad offered 'giving / to give me a lift into town, because it was raining. But then it stopped ² raining / to rain, so I decided ³ walking / to walk.
- We promised ⁴ helping / to help with some jobs. I agreed ⁵ washing / to wash the car. I don't mind ⁶ doing / to do that, but I don't enjoy ⁷ doing / to do housework.
- Don't forget ⁸ locking / to lock the car when you've finished ⁹ taking / to take your things out of the boot.
- We were very tired, so we stopped ¹⁰ having / to have a rest.

I can ...

Write the answers and tick (✓) the correct box.

- Stop to look / looking out of the window and pay attention!
Don't forget locking / to lock the door.

I can use verbs with -ing or an infinitive correctly.

☐ Yes

☐ I need more practice

- There's a girl lie / lying on the grass.
I can see / seeing two men talking at a table.
I can hear someone talk / talking.

I can describe a scene.

☐ Yes

☐ I need more practice

- We had a very _____ (interest) holiday.
That film was very _____ (frighten).
When I forgot the man's name, I was very _____ (embarrass).

I can use adjectives with -ed and -ing.

☐ Yes

☐ I need more practice

- help / with the housework / please

_____?

speak / louder / please

_____?

I can ask people to do things.

☐ Yes

☐ I need more practice

- how are you eva asked james

im fine thanks said eva

I can punctuate sentences.

☐ Yes

☐ I need more practice

Grammar summary

Introduction

0.1 Present simple

I We You They	start	school at 9 am every day.
He She It	starts	

I We You They	do not don't	like basketball. finish lessons at 2.30 pm. go to school on Saturdays.
He She It	does not doesn't	

Do	we you they	live in London or Paris? wear glasses? speak French?
Does	he she it	
When do you have breakfast?		

Yes,	I we you they	do.	No,	I we you they	don't.
	he she it	does.		he she it	doesn't.

Do you play tennis?

Yes, I do.

(NOT Yes, I play.)

Does she speak Italian?

No, she doesn't.

(NOT No, she doesn't speak.)

- a We use the present simple to talk about things that happen regularly.

I go to the gym on Saturdays.

- b We also use the present simple to talk about facts that are generally true.

It rains a lot in the UK.

- c In negatives and questions we use the base form of the verb.

She doesn't watch TV. (NOT *She doesn't watches TV.*)

Does he like music? (NOT *Does he likes music?*)

0.2 Present continuous

I	am 'm	eating. driving a car. listening to music.
He She It	is 's	
We You They	are 're	

I	am not 'm not	using the computer. wearing jeans.
He She It	is not isn't	
We You They	are not aren't	

Am	I	driving too fast? watching a film? playing golf?
Is	he she it	
Are	we you they	
Where are you going?		

Yes,	I	am.	No,	I	'm not.
	he she it	is.		he she it	isn't.
	we you they	are.		we you they	aren't.

Are you going into town?

Yes, I am. (NOT Yes, I'm going.)

Is he reading the newspaper?

No, he isn't. (NOT No, he isn't reading.)

We use the present continuous to talk about something that is happening at the moment we speak.

0.3 Present simple and present continuous

We use the present simple to talk about things that happen regularly.

We use the present continuous to talk about something that is happening at the moment we speak.

Sally **eats** her breakfast at eight o'clock every morning.

It's eight o'clock now. Sally **is eating** her breakfast.

0.4 Stative verbs

With some verbs, we don't normally use the present continuous. These verbs often describe feelings, opinions or possession, e.g. *want*, *need*, *think* (opinions), *like*, *love*, *prefer* (feelings) and *have got* / *have* (possession). They are called stative verbs.

She **wants** to be a photographer. (NOT *She's wanting* ...)

I **think** it's an interesting job. (NOT *I'm thinking* ...)

He **likes** ice-cream. (NOT *He's liking* ...)

They **prefer** shopping to swimming. (NOT *They're preferring* ...)

I **have** a new mobile. (NOT *I'm having* ...)

0.5 will / going to

There are several ways to talk about the future in English.

a We use *will* + infinitive:

1 to talk about facts in the future.

Aaron **will be** 17 on Thursday.

2 to express a spontaneous reaction or agreement to do something.

'The phone's ringing.' 'I'll **answer** it.'

3 to describe predictions about the future.

When I'm older, I **will live** abroad.

b We use *going to* + infinitive:

1 to talk about intentions – things that we have already decided to do in the future.

It's my dad's birthday tomorrow. I'm **going to buy** him a DVD.

2 to make predictions about the future based on the present situation.

Look at those clouds – **it's going to rain**.

1 Past and present

1.1 Past simple

I He She It We You They	lived in London in 2007. visited the museum on Saturday. played football with friends.
---	--

I He She It We You They	did not didn't	answer all the questions. see a shooting star. like the film.
---	-------------------	---

Grammar Summary

Did	I he she it we you they	go to Wimbledon? win the award? eat the strawberries?
Where did you stay?		

Yes,	I he she it we you they	did.	No,	I he she it we you they	didn't.
------	---	------	-----	---	---------

Did you enjoy your holiday?

Yes, I did. (NOT Yes, I enjoyed.)

Did the Romans conquer Scotland?

No, they didn't. (NOT No, they didn't conquer.)

We use the past simple for actions and states that happened at a particular time in the past and are now complete. We often use it with time expressions, such as *yesterday*, *ago*, *last*, *on* (+ day), *in* (+ month / year), and *at* (+ clock time).

I finished my homework at ten o'clock last night.

He travelled to Brazil four years ago.

Regular verbs have the same spelling and pronunciation rules as past participles.

A lot of verbs have an irregular past simple. There are no rules for this. You need to learn the form for each verb. See page 79 for a list of some common irregular verbs.

1.2 Past continuous

I He She It	was	walking along the path. living in France in 2004. cooking dinner at 7.30.
We You They	were	

I He She It	was not wasn't	waiting for the bus watching TV cooking dinner	at seven o'clock yesterday.
We You They	were not weren't		

Was	I he she it	watching TV writing an email eating dinner	at eight o'clock yesterday?
Were	we you they		
What were they trying to do?			

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Were you using your laptop last night?

Yes, I was. (NOT Yes, I was using.)

Were you playing a game?

No, we weren't. (NOT No, we weren't playing.)

We use the past continuous to say that somebody was in the middle of an action or situation at a certain time in the past.

At nine o'clock, I was having a bath.

1.3 Past simple and past continuous

We often use the past continuous and the past simple together when a completed action (past simple) comes in the middle of an uncompleted one (past continuous).

*I was eating a sandwich when the doorbell rang.
He was waiting for a bus when he saw his friend.*

1.4 used to / didn't use to

I He She It We You They	used to didn't use to	build houses.
---	--------------------------	---------------

We use *used to* and *didn't use to* to talk about habits in the past – things that we did or didn't do regularly in the past, but don't do or do now.

I used to play golf every Sunday, but I stopped last year.

I didn't use to go jogging, but I do now.

1.5 too / enough

We use *too* + adjective and *not* + opposite adjective + *enough* to mean the same thing.

The MP3 player's too expensive. It isn't cheap enough.

This house is too small. It isn't big enough.

This test is too easy. It isn't difficult enough.

1.6 Past modals: had to / didn't have to

I He She It We You They	had to didn't have to	revise on Sunday.
---	--------------------------	-------------------

Had to is the past tense of *have to*. We use *had to* to say that something was necessary in the past.

I had to wear sunscreen on holiday last year, because it was very hot.

We use *didn't have to* to say that something wasn't necessary in the past.

The train arrived on time, so I didn't have to wait.

1.7 Past modals: could / couldn't

I He She It We You They	could couldn't	answer the questions.
---	-------------------	-----------------------

Could is the past tense of *can*. We use *could* and *couldn't* to talk about ability in the past.

*When I was four, I couldn't ride a bike, but now I can.
My grandmother could speak seven languages.*

2 Fame and fortune

2.1 Present perfect

I We You They	have 've	jumped out of a car. been to the cinema. bought a jumper.
He She It	has 's	

I We You They	have not haven't	closed the door. studied German.
He She It	has not hasn't	

Have	I we you they	fed the dog? lived in America? invited Mary?
Has	he she it	

Where has he put my course book?

Yes,	I we you they	have.	No,	I we you they	haven't.
	he she it	has.		he she it	hasn't.

a We use the present perfect to talk about:

- 1 experiences up to now.
I've read all of the Harry Potter books.
- 2 recent events (usually with *just* or *recently*).
I've just seen Paul in town.
- 3 a past action with a result in the present.
He's lost his glasses. He can't watch the film.
- 4 an activity that started in the past and continues into the present.
We've been here for half an hour.

b To make the present perfect, we use the present simple of the verb *have* + a past participle.

c To make the past participle:

- 1 with regular verbs, add *-ed*.
jump jumped
- 2 with verbs ending in *-e*, remove the *-e* and add *-ed*.
dare dared
- 3 with verbs ending in a short vowel and one consonant, double the consonant and add *-ed*.
stop stopped
- 4 with verbs ending in *-y* after a consonant, remove *-y* and add *-ied*.
carry carried
BUT
play played

5 A lot of past participles are irregular. There is no rule for making these past participles. You need to learn the form for each verb. See page 79 for a list of some common irregular verbs.

Note these pronunciation rules:

- 1 When the base form ends in *-d* or *-t*, we pronounce *-ed* as /ɪd/, e.g. *wanted* /'wɒntɪd/, *decided* /dɪ'saɪdɪd/.
- 2 When the base form ends in *-p*, *-k*, *-s*, *-sh*, *-ch*, we pronounce *-ed* as /t/, e.g. *jumped* /dʒʌmpt/, *kicked* /kɪkt/.
- 3 In the other cases, we pronounce *-ed* as /d/, e.g. *lived* /lɪvd/.

2.2 Present perfect and past simple

a We use the present perfect:

- 1 to talk about the time that comes up to the present.
I've broken my wrist three times.
- 2 when there is no past time reference – a date or event.
I've met David Beckham!

b We use the past simple:

- 1 to talk about a time that ended in the past.
I broke my wrist last month.
- 2 when there is a past time reference saying when the activity actually took place.
I met David Beckham yesterday!
Last month, I bought a new house. Since then, I've bought a sofa, a bed and a new TV.
The singer has written ten songs. She wrote her first song when she was 17.

2.3 for and since

We use the present perfect with *for* to talk about a length of time which started in the past.

We use the present perfect with *since* to talk about something which started at a point of time in the past.

Sarah has been a hairdresser for five years.
I have worked here since 2004.

2.4 been and gone

To talk about going somewhere, we can use two past participles in the present perfect:

a *Alex has been to India.*

We use *been* to say that he has now come back.

b *Alex has gone to Mexico.*

We use *gone* to say that he is still there.

2.5 Question tags

We use a question tag when we want to check that something is true or to ask for agreement.

'The soup is very good, isn't it?' *'Yes, it is.'*

After an affirmative sentence, we use a negative question tag. After a negative sentence, we use an affirmative question tag.

- a If the main sentence has an auxiliary verb or the verb *be*, we use this in the question tag.
She's pretty, isn't she?
He isn't in your class, is he?
They aren't coming, are they?
You can't swim, can you?
She was there, wasn't she?
They won't listen, will they?
- b If the main sentence has no auxiliary verb, we use *do / does* or *did* in the question tag.
She likes animals, doesn't she?
He came with you, didn't he?
- c When the subject of the main sentence is a noun, we use a pronoun in the question tag.
Sally speaks French, doesn't she?

3 Health and safety

3.1 Relative pronouns

people	things
who	which
that	that

3.2 Relative clauses

When we want to join two sentences together to give more information about people and things, we often use a relative clause.

He enjoyed the book. He read it last week.
*He enjoyed the book **that** he read last week.*
 (main clause) (relative clause)

We use the relative pronouns *that*, *who* and *which* to introduce relative clauses.

- a We can use *that* with people, animals and things.
*He's the boy **that** I really like.*
*The shop **that** I work in closes on Sundays.*
*The jumper **that** I'm wearing today is very warm.*

- b We can use *who* with people.
*The girl **who** I saw in the park goes to my school.*
- c We can use *which* with animals and things.
*There's the cat **which** bit my hand!*
*Here's the poster **which** I bought yesterday.*

3.3 should / shouldn't

I		
He		
She		
It	should	wear a seatbelt in the car.
We		recycle glass bottles.
You		
They		

I		
He		
She		
It	shouldn't	eat too much junk food.
We		run in the corridors.
You		
They		

We use *should* and *shouldn't* to give advice.
*You **should** eat a lot of vegetables.*
*They **shouldn't** watch TV so much.*

3.4 might / might not

I		
He		
She		
It	might	fall over.
We	might not	come to my party.
You		
They		

We use *might* and *might not* to say that something is or isn't possible now or in the future.

*The book **might be** interesting.*
*He **might arrive** tomorrow. I don't know.*
*I **might not go** to the sports centre tonight.*

3.5 Agreeing and disagreeing: So do I / Neither do I

- a To agree with someone, we use:
So / Neither + an auxiliary verb + pronoun
- b We use *So* to agree with an affirmative statement.
'I can swim.' *'So can I.'*
'She's been to Switzerland.' *'So have I.'*
- c We use *Neither* to agree with a negative statement.
'I wasn't at school yesterday.' *'Neither was I.'*
'He hasn't seen that film.' *'Neither have I.'*
- d When there is no auxiliary verb in the statement, we use the present or past form of the verb *do*.
'I love strawberries!' *'So do I.'*
'We saw that film yesterday.' *'So did I.'*

4 Heroes

4.1 Verb + -ing or infinitive

We can use *-ing* forms after verbs and expressions that show feelings.

I hate doing homework.

They don't mind taking the bus.

We use an infinitive after verbs that indicate future intent.

She offered to buy the tickets.

He promised to help.

After *like*, *love*, *hate* and *prefer*, we can use either an *-ing* form or an infinitive. There is no difference in meaning.

They like eating ice-cream.

They like to eat ice-cream.

I love skiing.

I love to ski.

She hates working at weekends.

She hates to work at weekends.

We prefer to walk to school.

We prefer walking to school.

We can use either an *-ing* form or an infinitive after the verb *stop*, but the meaning is different.

I stopped eating.

I was eating and then I stopped.

I stopped to eat.

I was doing something, but I stopped in order to eat.

4.2 There's someone / something + -ing

We use *There's* + one person / thing + an *-ing* form, or *There are* + two or more people / things + an *-ing* form, to describe a scene. The *-ing* form describes what the people are doing.

There's a monkey. It's climbing the tree.

There's a monkey climbing the tree.

There are some people. They are exercising.

There are some people exercising.

There's a man. He's singing a song.

There's a man singing a song.

4.3 can see / hear someone / something + -ing

We can use an *-ing* form after the verbs *see*, *hear*, *feel*, *smell*, *notice* and *hear*. We use it like this:

I heard the phone. The phone was ringing.

I heard the phone ringing.

He saw the detectives. They were following him.

He saw the detectives following him.

I can smell something. The fish is cooking.

I can smell the fish cooking.

5 Our environment

5.1 Passive voice

- a We usually use the passive voice when the action is more important than who or what does it.
- b To make the passive, we use the verb *be* and a past participle.
- c We make the different tenses by using the tenses of *be*:
The paper is recycled. (present)
The paper was recycled. (past)
The paper will be recycled. (future)
- d Active sentences have a subject, a verb and an object. The object of the active sentence becomes the subject of the passive sentence.
Someone cleans the windows.
(subject) (active verb) (object)
The windows are cleaned.
(subject) (passive verb)
- e Passive sentences have a subject, a verb and sometimes an agent.

The subject of the active sentence can become the agent of the passive sentence. We use *by* to introduce the agent.

The police catch thieves.
(subject) (active verb) (object)

Thieves are caught by the police.
(subject) (passive verb) (agent)

5.2 Passive voice: present - affirmative

I	am 'm	woken up at six o'clock. seen on TV.
He She It	is 's	
We You They	are 're	

5.3 Passive voice: present - negative

I	am not 'm not	understood. driven to school.
He She It	is not isn't	
We You They	are not aren't	

5.4 Passive voice: present - questions

Am	I	expected to arrive early? taught by Mr Hunt?
Is	he she it	
Are	we you they	
Where are these jeans made ?		

5.5 Passive voice: present - short answers

Yes,	I	am.	No,	I	'm not.
	he she it	is.		he she it	isn't.
	we you they	are.		we you they	aren't.

5.6 Passive voice: past - affirmative

I He She It	was	chosen for the school play. grounded for two weeks.
We You They	were	

5.7 Passive voice: past - negative

I He She It	was not wasn't	sent to the supermarket. invited to the wedding.
We You They	were not weren't	

5.8 Passive voice: past - questions

Was	I he she it	photographed? arrested?
Were	we you they	
When was the window opened?		

Grammar Summary

5.9 Passive voice: past – short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

5.10 Passive voice: future – affirmative

I He She It We You They	will be	invited to the party. picked for the team.
---	---------	---

5.11 Passive voice: future – negative

I He She It We You They	will not be won't be	picked up from the station. chosen.
---	-------------------------	--

5.12 Passive voice: future – questions

Will	I he she it we you they	be	interviewed on TV? taken to the airport?
When will we be picked up?			

5.13 Passive voice: future – short answers

Yes,	I he she it we you they	will.	No,	I he she it we you they	won't.

6 Relationships

6.1 First conditional

A conditional sentence has got two parts: a main clause and an *if* clause. We use conditional sentences to talk about situations which may or may not happen in the future.

In first conditional sentences, we use the future tense (*will* + the infinitive without *to*) in the main clause and the present simple tense in the *if* clause.

I won't go to Las Vegas if the flight is expensive.
(main clause, future) (if clause, present simple)

If the flight is expensive, I'll stay in England.
(if clause, present simple) (main clause, future)

6.2 Future time clauses

We do not use *will* after: *when*, *while*, *before*, *as soon as* and *after*. We use the present simple instead.

I'll have a game of golf after we check in.

We'll have dinner as soon as I get back.

Wordlist

Introduction

A An unusual day

- * camcorder /'kæmkɔ:də(r)/
- * cookery /'kukəri/
- * fundraising /'fʌndreɪzɪŋ/
- * portrait /'pɔ:treɪt/
- * raise money /,reɪz 'mʌni/
- * twin school /'twɪn ,sku:l/

B Kids

- + definite /'defɪnət/
- + Hang on a minute. /'hæŋ ,ɒn ə ,mɪnɪt/
- * I suppose ... /,aɪ sə'pəʊz/
- * I've got no idea. /,aɪv ,ɡɒt 'nəʊ aɪ,dɪə/
- + make a decision /,meɪk ə dɪ'sɪʒn/
- * tournament /'tuənəmənt/
- * work experience /'wɜ:k ɪk,sprɪəns/

1 Past and present

1A The Iceman

- * archaeologist /ɑ:ki'nɒlədʒɪst/
- * arrow /'ærəʊ/
- * arrowhead /'ærəʊ ,hed/
- * BC /,bi: 'si:/
- * bow (n) /bəʊ/
- * cloak (n) /klaʊk/
- * corn /kɔ:n/
- * freeze /fri:z/
- * in progress /,ɪn 'prɒɡres/
- * material /mə'tɪəriəl/
- * path /pɑ:θ/
- * shoot /ʃu:t/
- * sophisticated /sə'fɪstɪkətɪd/
- * Stone Age /'stəʊn ,eɪdʒ/
- * waterproof (adj) /'wɔ:təpru:f/
- * woollen /'wʊlən/
- * X-ray (v) /'eks ,reɪ/

Materials

- * copper /'kɒpə(r)/
- * cotton /'kɒtn/
- * leather /'leðə(r)/
- * polyester /pɒlɪ'estə(r)/
- * silk /sɪlk/
- * steel /sti:l/
- * wool /wʊl/

1B We used to be rivals

- + builder /'bɪldə(r)/
- + didn't use to /,dɪdnt 'ju:s ,tu:, tə/
- * put away /,pʊt ə'weɪ/
- * used to /'ju:s ,tu:, tə/

1C Clothes

- + business partner /'bɪznəs ,pɑ:tənə(r)/
- * cloth /kloth/
- * comfortable /'kʌmfətbəl/
- * denim /'denɪm/
- * designer (n) /dɪ'zainə(r)/
- * escalator /'eskəleɪtə(r)/
- * fashionable /'fæʃnəbl/
- + fit (v) /fɪt/
- * gold miner /'gəʊld ,maɪnə(r)/
- * goods /ɡʊdz/
- * high-heeled /,haɪ 'hi:ld/
- * immigrant /'ɪmɪgrənt/
- * import (v) /ɪm'pɔ:t/
- + item of clothing /,aɪtəm əv 'kləʊðɪŋ/
- * originally /ə'rɪdʒənəli/
- * patent (n) /'pætn/
- + railway worker /'reɪlweɪ ,wɜ:kə(r)/
- * rivet (n) /'rɪvɪt/

- * style (n) /stɑɪl/
- * try something on /,traɪ ... 'ɒn/
- * underwear /'ʌndəweə(r)/
- * wholesaler /'həʊlseɪlə(r)/

Describing clothes

- baggy /'bæɡi/
- checked (adj) /tʃekt/
- flared (adj) /fleəd/
- flat (adj) /flæt/
- long-sleeved /,lɒŋ 'sli:vɪd/
- loose /lu:s/
- plain (adj) /pleɪn/
- pointed (adj) /'pɔɪntɪd/
- short-sleeved /,ʃɔ:t 'sli:vɪd/
- striped /straɪpt/
- tight /taɪt/

1D Kids

- * Better luck next time. /'betə ,lʌk 'neks ,taɪm/
- + come first, last, etc. /,kʌm 'fɜ:st, 'lɑ:st/
- * Congratulations! /kɒŋgræt'ʃu:leɪʃnz/
- * didn't have to /'dɪdnt ,hæf ,tu:, tə/
- * do quite well /,du:, 'kwɑɪt 'wel/
- + fail /feɪl/
- * had to /'hæd ,tu:, tə/
- * How did it go? /,haʊ ,dɪd ,ɪt 'ɡəʊ/
- * How did you get on? /,haʊ ,dɪd ,ju ,get 'ɒn/
- * I'll keep my fingers crossed for you. /,aɪl ,ki:p ,maɪ 'fɪŋɡəz ,krɒst fə ,ju:/
- * I'm glad to hear that. /,aɪm 'glæd tə ,hɪə ,ðæt/
- * I'm sorry to hear that. /,aɪm 'sɒri tə ,hɪə ,ðæt/
- + mark (n) /mɑ:k/
- * Never mind. /'nevə ,maɪnd/
- + pass (v) /pɑ:s/
- * That's a pity. /'ðæts ə ,pɪti/
- + That's pretty good. /,ðæts ,prɪti 'ɡʊd/

Culture

- * AD /,eɪ 'di:/
- * battle (n) /'bætl/
- * emperor /'empərə(r)/
- + empire /'empəra(r)/
- * gradually /'ɡrædʒuəli/
- + in the end /,ɪn ði: 'end/
- * invade /ɪn'veɪd/
- * invasion /ɪn'veɪʒn/
- * kingdom /'kɪŋdəm/
- * tribe /traɪb/
- * unite /ju'nɑɪt/

English Across the Curriculum

- * aluminium /æljə'mɪniəm/
- * Bakelite /'beɪkəlaɪt/
- * bronze /brɒnz/
- * charcoal /'tʃɑ:kəʊl/
- + chemist /'kemɪst/
- + coal /kəʊl/
- * crust /krʌst/
- + industrial /ɪn'dʌstriəl/
- + in particular /,ɪn pə'tɪkʃələ(r)/
- + instead of /ɪn'sted əv/
- + lead to /'li:d ,tu:, tə/
- * mineral /'mɪnərəl/
- * molecule /'mɒləkjʊ:l/
- * nylon /'naɪlɒn/
- * ore /ɔ:(r)/
- * PVC /,pi:, vi: 'si:/
- + replace /rɪ'pleɪs/
- + revolution /revə'lʊ:ʃn/
- + separate (v) /'sepəreɪt/
- * sharp /ʃɑ:p/
- * steam engine /'sti:m ,endʒɪn/
- * synthetic /sɪn'tetɪk/

- * tin /tɪn/
- * weapon /'wepən/

Revision

- catch fire /,kætʃ 'faɪə(r)/
- heavily /'hevɪli/
- light the gas /,laɪt ðə 'ɡæs/
- trip (v) /trɪp/

Your Project

- although /ɔ:l'ðəʊ/
- foolish /'fu:lɪʃ/
- recall (v) /rɪ'kɔ:l/
- rhyme (v) /raɪm/
- scheme (v) /ski:m/
- while the time away /'waɪl ðə ,taɪm ə ,weɪ/

2 Fame and fortune

2A The movies

- * CGI (Computer Generated Imagery) /,si:, dʒɪ: 'aɪ (kəm,pju:tə ,dʒenəreɪtɪd 'ɪmɪdʒəri)/
- + end up /,end 'ʌp/
- + injury /'ɪndʒəri/
- + motorbike /'məʊtəbaɪk/
- + reference (n) /'refrəns/
- * shooting star /'ʃu:tɪŋ ,stɑ:(r)/
- * stunt /stʌnt/
- * stunt double /'stʌnt ,dʌbl/
- * stuntman /'stʌntmæn/

Verbs + prepositions

- * drive down /,draɪv 'daʊn/
- * dive in(to) /'daɪv ,ɪn(tu:, tə)/
- * drive through /,draɪv 'θru:/
- * fall off /,fɔ:l 'ɒf/
- * fall out of /,fɔ:l 'aʊt əv/
- * fall through /,fɔ:l 'θru:/
- * walk through /,wɔ:k 'θru:/
- * jump out of /,dʒʌmp 'aʊt əv/

2B Smart Alec closes the door

- * criminal (n) /'krɪmɪnəl/
- * fire brigade /'faɪə brɪ'geɪd/
- + rescue (v) /'reskju:/
- + roof /ru:f/
- * workmen /'wɜ:k mən/

2C TV shows

- + after a while /'ɑ:ftə ə ,waɪl/
- * celebrity magazine /sə'lebrəti mæɡə'zi:n/
- * contestant /kən'testənt/
- + desert island /,dezət 'aɪlənd/
- * difficulty /'dɪfɪkəlti/
- * excitement /ɪk'saɪtmənt/
- * freedom /'fri:dəm/
- * gamble (v) /'ɡæmbəl/
- + game show /'geɪm ,ʃəʊ/
- + game show host /'geɪm ,ʃəʊ ,həʊst/
- * good looks /,ɡʊd 'lʊks/
- + journalist /'dʒɜ:nəlist/
- * luck /lʌk/
- * photographer /fə'tɒɡrəfə(r)/
- * round (n) /raʊnd/
- + sign autographs /,saɪn 'ɔ:təɡrə:fz/
- * success /sək'ses/
- + whenever /wen'evə(r)/

2D Kids

- + clearly /'kɪəli/
- * excuse (n) /ɪk'skju:s/
- * form teacher /'fɔ:m ,ti:tʃə(r)/
- + in trouble /,ɪn 'trʌbl/
- + Sorry I'm late. /'sɒri ,aɪm ,leɪt/
- + these days /'ði:z ,deɪz/

Wordlist

Culture

- + according to /ə'kɔ:dɪŋ tə/
- + celebrity (n) /sə'lebrəti/
- + classic novel /'klæsɪk nɒvl/
- + computer game cheat /kəm,pju:tə ,geɪm 'tʃi:t/
- + e-book /'i:bʊk/
- + fiction /'fɪkʃn/
- + general /'dʒenrəl/
- + generally /'dʒenrəli/
- + habit /'hæbɪt/
- + lyrics /'lɪrɪks/
- + make-up /'meɪk ,ʌp/
- + non-fiction /,nɒn 'fɪkʃn/
- + on average /,ɒn 'ævərɪdʒ/

English Across the Curriculum

- + at one time /ət 'wʌn ,taɪm/
- + back up (v) /,bæk 'ʌp/
- + broadband /'brɔ:dbænd/
- + click (v) /kɪk/
- + cloud /klaʊd/
- + computer hardware /kəm,pju:tə 'hɑ:dweə(r)/
- + computer software /kəm,pju:tə 'sɒftweə(r)/
- + connection /kə'nekʃn/
- + cursor /'kɜ:sə(r)/
- + firewall /'faɪəwɔ:l/
- + folder /'fəʊldə(r)/
- + hard drive /'hɑ:d ,draɪv/
- + icon /'aɪkɒn/
- + key (n) /ki:/
- + keyboard /'ki:bɔ:d/
- + laptop /'læptɒp/
- + launch (v) /lɔ:ntʃ/
- + monitor (n) /'mɒnɪtə(r)/
- + mouse mat /'maʊs ,mæt/
- + password /'pɑ:swɜ:d/
- + provide /prə'vaɪd/
- + quit /kwɪt/
- + security /sɪ'kjʊərəti/
- + shut down /,ʃʌt 'daʊn/
- + smart TV /,smɑ:t ,ti: 'vi:/
- + system unit /'sɪstəm ,ju:nɪt/
- + tablet (computer) /'tæblət/
- + taskbar /'tɑ:skbɑ:(r)/
- + username /'ju:zəneɪm/
- + Wi-Fi /'waɪ ,faɪ/

Revision

- + concert tour /'kɒnsət ,tuə(r)/

Your Project

- annoying /ə'noɪɪŋ/
- biography /baɪ'ɒgrəfi/
- flame /fleɪm/
- I couldn't stand it. /,aɪ ,kʊdnt 'stænd ,ɪt/
- pay attention to /,peɪ ə'tenʃn tə/
- set something free /,set ... 'fri:/
- tough /tʌf/

3 Health and safety

3A You and your body

- + as a result /əz ə rɪ'zʌlt/
- + fitter /'fɪtə(r)/
- + give up /,ɡɪv 'ʌp/
- + in the first place /,ɪn ðə 'fɜ:st ,pleɪs/
- + joint (n) /dʒɔɪnt/
- + junk food /'dʒʌŋk ,fu:d/
- + more likely /'mɔ: ,laɪkli/
- + non-smoker /,nɒn 'sməʊkə(r)/
- + portion /'pɔ:ʃn/
- + posture /'pɒstʃə(r)/
- + skin /skɪn/
- + skin cancer /'skɪn ,kænsə(r)/
- + smoking /'sməʊkɪŋ/

- + smoky /'sməʊki/
- + strenuous /'strenjuəs/
- + sunbathe /'sʌnbeɪð/
- + sunscreen /'sʌnskri:n/
- + take exercise /,teɪk 'eksəsaɪz/
- + vitamin /'vɪtəmɪn/

Parts of the body

- + ankle /'æŋkl/
- + bottom (n) /'bɒtəm/
- + calf /kɑ:f/
- + elbow /'elbəʊ/
- + forehead /'fɔ:hed, 'fɒrɪd/
- + heel /hi:l/
- + knee /ni:/
- + lips /lɪps/
- + palm /pɑ:m/
- + shin /ʃɪn/
- + shoulder /'ʃəʊldə(r)/
- + thigh /θaɪ/
- + throat /θrəʊt/
- + thumb /θʌm/
- + tongue /tʌŋ/
- + wrist /rɪst/

3B Sweet Sue has the last laugh

- + bend over /'bend ,əʊvə(r)/
- + boot (n) /bu:t/
- + cable /'keɪbl/
- + electricity /ɪlek'trɪsəti/
- + electric shock /ɪ,lektrɪk 'ʃɒk/
- + give advice /,ɡɪv əd'vaɪs/
- + have the last laugh /,hæv ðə ,lɑ:st 'lɑ:f/
- + headphones /'hedfəʊnz/
- + lift (v) /lɪft/
- + might /maɪt/
- + slip (v) /slɪp/
- + sunburnt /'sʌnbɜ:nt/

3C Looking after yourself

- + avoid /ə'vɔɪd/
- + balanced diet /,bælənst 'daɪət/
- + carbohydrates /kɑ:bəʊ'hɑ:dreɪts/
- + diagnosis /daɪəg'nəʊsɪs/
- + expert (n) /'eksɜ:pɜ:t/
- + fizzy drink /,fɪzi 'drɪŋk/
- + healthy eater /,helθi 'i:tə(r)/
- + healthy eating /,helθi 'i:tɪŋ/
- + jacket potato /,dʒækɪt pə'tetəʊ/
- + nutrition /nju'trɪʃn/
- + protein /'prəʊtɪn/

Problems and treatments

- + bandage (n) /'bændɪdʒ/
- + capsule /'kæpsju:l/
- + cast (n) /kɑ:st/
- + cream /kri:m/
- + drop (n) /drɒp/
- + infection /ɪn'fekʃn/
- + injection /ɪn'dʒekʃn/
- + ointment /'ɔɪntmənt/
- + patient (n) /'peɪʃnt/
- + plaster /'plɑ:stə(r)/
- + prescription /prɪ'skrɪpʃn/
- + sling (n) /slɪŋ/
- + tablet /'tæblət/
- + treatment /'tri:tmənt/
- It hurts. /,ɪt 'hɜ:ts/
- + It's a bit red. /,ɪts ə ,bɪt 'red/
- + It's bleeding. /,ɪts 'bli:dɪŋ/
- + It's broken. /,ɪts 'brəʊkən/
- + It's itchy. /,ɪts 'ɪtʃi/
- + It's painful. /,ɪts 'peɪnfl/
- + It's sore. /,ɪts 'sɔ:(r)/
- + It's swollen. /,ɪts 'swəʊlən/
- + I've got a temperature. /,aɪv ,ɡɒt ə 'temprətʃə(r)/

- + I've sprained my elbow. /,aɪv ,spreɪnd ,maɪ 'elbəʊ/

3D Kids

- + chance of a lifetime /,tʃɑ:ns əv ə 'laɪftaɪm/
- + disappointed /dɪsə'pɔɪntɪd/
- + glad /glæd/
- + pleased /pli:zd/
- + raffle (n) /'ræfl/
- + Thanks a million. /,θæŋks ə 'mɪljən/

Culture

- + association /ə'səʊʃi'eɪʃn, -si-/
- + complete (v) /kəm'pli:t/
- + Cup Final /'kʌp ,faɪnl/
- + join (v) /dʒɔɪn/
- + rower /'rəʊə(r)/
- + take place /,teɪk 'pleɪs/
- + traditionally /trə'dɪʃənəli/

English Across the Curriculum

- + absorb /əb'sɔ:b/
- + blood /blʌd/
- + broccoli /'brɒkəli/
- + calcium /'kælsɪəm/
- + energy /'enədʒi/
- + liver /'lɪvə(r)/
- + lung /lʌŋ/
- + magnesium /mæg'ni:ziəm/
- + muscle /'mʌsl/
- + peach /pi:tʃ/
- + potassium /pə'tæsiəm/
- + pumpkin /'pʌmpkɪn/
- + sardine /sɑ:'di:n/
- + spinach /'spɪnɪʃ/
- + zinc /zɪŋk/

Revision

- follow advice /,fɒləʊ əd'vaɪs/
- nutritionist /nju'trɪʃənɪst/
- pack (of cards) /,pæk (əv 'kɑ:dz)/
- put to one side /,put tə ,wʌn 'saɪd/

Your Project

- audience /'ɔ:diəns/
- fear (n) /fiə(r)/
- leaflet /'li:flət/
- perfume /'pɜ:fju:m/
- schooling /'sku:lɪŋ/
- soul /səʊl/
- sweater /'swetə(r)/
- token /'təʊkən/
- valuable /'væljuəbl/

4 Heroes

4A King Arthur

- + against /ə'genst/
- + armour /'ɑ:mə(r)/
- + bush /bʊʃ/
- + crown (n) /kraʊn/
- + on the way back /,ɒn ðə ,wei 'bæk/
- + receive /rɪ'si:v/
- + shore /ʃɔ:(r)/
- + weak /wi:k/
- + wounded (adj) /'wu:ndɪd/

4B The burglar

- burglar /'bɜ:glə(r)/
- + burglary /'bɜ:gləri/
- + climb out of /,klaɪm 'aʊt əv/
- + climb over /,klaɪm 'əʊvə(r)/
- + guard (v) /gɑ:d/
- + handcuff (v) /'hændkʌf/
- + handcuffs /'hændkʌfs/
- + point at /'pɔɪnt ət/
- + set fire to /,set 'faɪə tə/

4C Imagination

- blow (v) /bləʊ/
- careless /'keələs/
- cough (v) /kɒf/
- crooked /'krʊkɪd/
- expect the best /ɪk'spekt ðə 'best/
- expect the worst /ɪk'spekt ðə 'wɜːst/
- gentle /'dʒentl/
- go wrong /,gəʊ 'rɒŋ/
- imagination /ɪmædʒɪ'neɪʃn/
- join in /,dʒɔɪn 'ɪn/
- knock (v) /nɒk/
- optimist /'ɒptɪmɪst/
- personality /pɜːsə'næləti/
- pessimist /'pesɪmɪst/
- realist /'riːəlɪst/
- unfriendly /ʌn'frendli/
- work out /,wɜːk 'aʊt/

Adjectives with -ed or -ing

- amazed /ə'meɪzd/
- amusing /ə'mjuːzɪŋ/
- disappointing /dɪsə'pɔɪntɪŋ/
- embarrassing /ɪm'bærəsɪŋ/
- frightening /'fraɪtɪŋ/
- relaxed /rɪ'læksɪd/
- surprised /sə'praɪzd/
- worrying /'wɒrɪŋ/

4D Kids

- afford /ə'fɔːd/
- Are you ready to order? /ə ,juː ,redi tuː 'ɔːdə(r)/
- be somebody's fault /,bi ... 'fɔːlt/
- Could you ...? /'kʊd ,juː ,jə/
- expect /ɪk'spekt/
- I suppose so. /,aɪ sə'pəʊz ,səʊ/
- lend /lend/
- miss the bus /,mɪs ðə 'bʌs/
- on business /,ɒn 'bɪznəs/
- order a meal /,ɔːdə ə 'miːl/
- post (v) /pəʊst/
- supply (v) /sə'plaɪ/
- take somebody's order /,teɪk ... 'ɔːdə(r)/
- tradition /trə'dɪʃn/
- What can I get you? /,wɒt kən ,aɪ 'get ,juː/
- Would you mind ...? /,wʊd ,ju 'maɪnd/

Culture

- archer /'ɑːtʃə(r)/
- archery /'ɑːtʃəri/
- bury /'beri/
- corrupt (adj) /kə'rʌpt/
- defend /dɪ'fend/
- disguise (n) /dɪs'gaɪz/
- disguise yourself /dɪs'gaɪz jɔːself/
- dragon /'dræɡən/
- earl /ɜːl/
- fire (v) /'faɪə(r)/
- follower /'fɒləʊə(r)/
- heroine /'herəʊni/
- merry /'meri/
- outlaw (n) /'aʊtlɔː/
- poem /'pəʊɪm/
- sheriff /'ʃerɪf/
- souvenir /suːvə'nɪə(r)/
- spear /spɪə(r)/
- trick (v) /trɪk/

English Across the Curriculum

- breaker's yard /'breɪkəz ,jɑːd/
- come to an end /,kʌm ,tuː ən 'end/
- detail (n) /'diːteɪl/
- era /'ɪərə/
- in reality /,ɪn rɪ'æləti/
- in the background /,ɪn ðə 'bækgraʊnd/
- represent /reprɪ'zent/

- sailing ship /'seɪlɪŋ ,ʃɪp/
- sunset /'sʌnset/
- tugboat /'tʌɡbəʊt/
- vote (v) /vəʊt/

Revision

- build in /,bɪld 'ɪn/
- rollerblade (v) /'rɒləbleɪd/
- spread something over /,spred ... 'əʊvə(r)/
- vibrate /'vaɪbreɪt/

Your Project

- abbreviation /əbriːvi'eɪʃn/
- anchor (n) /'æŋkə(r)/
- angel /'eɪndʒl/
- apostrophe /ə'pɒstrəfi/
- captain (n) /'kæptɪn/
- challenger /'tʃælɪndʒə(r)/
- comma /'kɒmə/
- folks /fəʊks/
- full stop /,fʊl 'stɒp/
- in debt to /,ɪn 'det tə/
- justice /'dʒʌstɪs/
- leader /'liːdə(r)/
- lean on /'liːn ,ɒn/
- legendary /'ledʒəndri/
- long and hard /'lɒŋ ən ,hɑːd/
- mercy /'mɜːsi/
- question mark /'kwɛstʃən ,mɑːk/
- quotation marks /kwəʊ'teɪʃn ,mɑːks/
- search for /'sɜːtʃ ,fɔː(r), fə(r)/
- soldier /'səʊldʒə(r)/
- take through /,teɪk 'θruː/
- time and again /'taɪm ən ə ,gen/

5 Our environment

5A Climate change

- cause (n) /kɔːz/
- cut down /,kʌt 'daʊn/
- environmental campaigner /ɪnvaɪrən'mentl kæm'peɪnə(r)/
- extreme /ɪk'striːm/ *weather*
- fuel /'fjuːəl/
- harmful /'hɑːmfl/
- heat (n) /hiːt/
- in some/many cases /ɪn 'sʌm ,meni ,keɪsɪz/
- release (v) /rɪ'liːs/
- run out /,rʌn 'aʊt/
- save the planet /,seɪv ðə 'plænɪt/
- sea levels /'siː ,levlz/
- square kilometre /,skweə kɪ'lɒmɪtə(r), 'kɪlɒmɪ:tə(r)/
- trap (v) /træp/
- tropical /'trɒpɪkl/

The environment

- biofuel /'baɪəʊfjuːəl/
- carbon dioxide (CO2) /,kɑːbən daɪ'ɒksaɪd/
- climate change /'klaɪmət ,tʃeɪndʒ/
- deforestation /diːfɒrɪ'steɪʃn/
- drought /draʊt/
- fossil fuels /'fɒsl ,fjuːəlz/
- greenhouse gas /'ɡriːnhaʊs ,ɡæs/
- ice cap /'aɪs ,kæp/
- pollution /pə'luːʃn/
- rainforest /'reɪnfɒrɪst/

5B Smart Alec's plan

- affect /ə'fekt/
- detergent /dɪ'tɜːdʒənt/
- fake (n) /feɪk/
- false /'fɔːls/
- gorilla /gə'rɪlə/
- jail (n) /dʒeɪl/
- kidnap (v) /'kɪdnæp/
- ladies and gentlemen /'leɪdɪz ən ,dʒentlmən/
- news bulletin /'njuːz ,bulətɪn/

- oil refinery /'ɔɪl rɪ'faɪnəri/
- oil rig /'ɔɪl ,rɪɡ/
- oil tanker /'ɔɪl ,tæŋkə(r)/
- pelican /'pelɪkən/
- plan (n) /plæn/
- professor /prə'fesə(r)/
- publicity /pʌb'lɪsəti/
- recording /rɪ'kɔːdɪŋ/
- remove /rɪ'muːv/
- sea eagle /'siː ,iːɡl/
- sink (v) /sɪŋk/
- swallow (v) /'swɒləʊ/
- van /væn/
- wonder (v) /'wʌndə(r)/

5C Caring for the environment

- appliance /ə'plaɪəns/
- bear cub /'beə ,kʌb/
- blind (adj) /blaɪnd/
- bullet /'bulɪt/
- care for (v) /'keə ,fɔː(r), fə(r)/
- donation /dɒnə'neɪʃn/
- do tricks /,duː 'trɪks/
- hibernate /'haɪbəneɪt/
- hunt (v) /hʌnt/
- hunter /'hʌntə(r)/
- leave the engine running /,liːv ðiː 'endʒɪn ,rʌnɪŋ/
- nature reserve /'neɪtʃə rɪ'zɜːv/
- on standby /,ɒn 'stændbaɪ/
- orphan (adj) /'ɔːfn/
- orphanage /'ɔːfənɪdʒ/
- recyclable /rɪ'saɪkləbl/
- waste (v) /weɪst/

5D Kids

- filling /'fɪlɪŋ/
- have the chance /,hæv ðə 'tʃɑːns/
- Help yourself. /,help jə'self/
- How do you feel? /'haʊ də jə ,fiːl/
- I can't eat a thing. /,aɪ ,kɑːnt ,iːt ə 'θɪŋ/
- I feel sick. /,aɪ ,fiːl 'sɪk/
- I'm starving. /,aɪm 'stɑːvɪŋ/
- in the first place /,ɪn ðə 'fɜːst ,pleɪs/
- It'll be all right. /,ɪtl 'biː ,ɔːl ,raɪt/
- I've got butterflies in my stomach. /,aɪv ,ɡɒt 'bʌtəflaɪz ,ɪn ,maɪ ,stʌmək/
- My hands are shaking. /,maɪ 'hændz ə ,ʃeɪkɪŋ/
- My heart's pounding. /,maɪ 'hɑːts ,paʊndɪŋ/
- My legs feel like jelly. /,maɪ 'legz ,fiːl ,laɪk 'dʒeli/
- nervous /'nɜːvəs/
- reassure /rɪːə'sʊə(r)/
- secretary /'sekrətəri/
- She won't be long. /,ʃiː 'wəʊnt ,bi ,lɒŋ/
- stay cool /,steɪ 'kuːl/
- What if ...? /'wɒt ,ɪf/
- You'd better ... /,juːd 'betə(r)/

Culture

- Aborigine /æbə'rɪdʒəni/
- cattle /'kætl/
- claim (v) /kleɪm/
- cross from /'krɒs frəm/
- explorer /ɪk'splɔːə(r)/
- fewer /'fjuːə(r)/
- first aid /,fɜːst 'eɪd/
- flying doctor /'flaɪŋ ,dɒktə(r)/
- influence (n) /'ɪnfluəns/
- in recent years /,ɪn rɪːsnt ,jɪəz/
- jellyfish /'dʒelɪfɪʃ/
- koala /kəʊ'ɑːlə/
- link (n) /lɪŋk/
- opera house /'ɒprə ,haʊs/
- outback /'aʊtbæk/
- platypus /'plætɪpəs/
- saltwater crocodile /'sɔːltwɔːtə ,krɒkədɪl/
- service /'sɜːvɪs/

English Across the Curriculum

- blow down /'bləʊ'daʊn/
- cyclone /'saɪklən/
- doughnut /'daʊnʌt/
- + flood barrier /'flʌd,bæriə(r)/
- + form (v) /fɔ:m/
- + in total /,ɪn'təʊtl/
- + power line /'paʊə,lain/
- rotation /rəʊ'teɪʃn/
- typhoon /taɪ'fu:n/

Revision

- * dump (v) /dʌmp/
- + fishing boat /'fɪʃɪŋ,bəʊt/
- + fishing net /'fɪʃɪŋ,net/
- + organization /ɔ:gənə'teɪʃn/
- + pollute /pə'lju:t/
- + pump (v) /pʌmp/
- + rescue team /'reskjʊ:,ti:m/
- + transport (v) /træn'spɔ:t/
- + waste (n) /weɪst/

Your Project

- abuse (n) /ə'bjʊ:s/
- ecology /i'kɒlədʒi/
- harm (n) /hɑ:m/
- mercury /'mɜ:kjəri/
- nearby /nɪə'baɪ/
- overcrowded /əʊvə'kraʊdɪd/
- radiation /reɪdɪ'eɪʃn/
- research (n) /rɪ'sɜ:tʃ, 'ri:sɜ:tʃ/

6 Relationships

6A Friends

- + antelope /'æntɪləp/
- be able to /,bi:'eɪbl,tu:,tə/
- Don't mention it. /,dəʊnt'menʃn,ɪt/
- pretend /prɪ'tend/
- shade (n) /ʃeɪd/
- sniff (v) /snɪf/

Phrasal verbs

- + bend down /,bend'daʊn/
- catch up with /,kætʃ'ʌp,wɪð/
- + hurry up /'hʌrɪ,ʌp/
- jump down /,dʒʌmp'daʊn/
- + leave ... alone /'li:v ə,ləʊn/
- + walk along /'wɔ:k ə,lɒŋ/
- + wear out /,weə'ɔ:t/

6B We need a holiday!

- + book (v) /bʊk/
- check in /,tʃek'ɪn/
- + complete (adj) /kəm'pli:t/
- + go jogging /,gəʊ'dʒɒŋɪŋ/

6C Generation gap

- adviser /əd'vaɪzə(r)/
- + and so on /ænd'səʊ,ɒn/
- calm /kɑ:m/
- + generation gap /dʒenə'reɪʃn,gæp/
- + get on with /,get'ɒn,wɪð/
- + go on a date /,gəʊ,ɒn ə'deɪt/
- go on tour /,gəʊ,ɒn'tʊə(r)/
- + lying /'laɪɪŋ/
- + on your own /,ɒn jɔ:r'əʊn/
- + phone-in programme /'fəʊn,ɪn,prəʊgræm/
- pocket money /'pɒkɪt,məni/
- + problem page /'prɒbləm,peɪdʒ/
- + solution /sə'lu:ʃn/
- + stay in bed /,steɪ,ɪn'bed/
- + stay on /,steɪ'ɒn/
- + tell lies /,tel'laɪz/
- + usual /'ju:ʒuəl/

Verbs and nouns

- + argue /'ɑ:gju:/
- + argument /'ɑ:gjumənt/
- + disagreement /dɪsə'gri:mənt/
- disagree /dɪsə'gri:/
- discuss /dɪs'kʌs/
- + reach an agreement /,ri:tʃ ən ə'gri:mənt/

6D Kids

- + do something wrong /,du:,sʌmθɪŋ'rɒŋ/
- fire safety check /,faɪə'seɪftɪ,tʃek/
- + make an appointment /,meɪk ən ə'pɔɪntmənt/
- take the blame for something /,teɪk ðə 'bleɪm fə/
- upset /ʌp'set/
- + We're all in this together. /,wi:ər,ɔ:l ɪn,ðɪs tə'geðə(r)/

Culture

- go clubbing /,gəʊ'klʌbɪŋ/
- have a lie-in /,hæv ə 'laɪ,ɪn/
- have a nap /,hæv ə 'næp/
- have an early night /,hæv ən,ɜ:li'nait/
- professional /prə'feʃənl/
- roast (adj) /rəʊst/

English Across the Curriculum

- anthem /'ænthəm/
- compose /kəm'pəʊz/
- deal with /'di:l,wɪð/
- economic /i:kə'nɒmɪk/
- + European Union /juərə'pi:ən'ju:niən/
- treaty /'tri:ti/
- + world war /,wɜ:ld'wɔ:(r)/

Revision

- motorway /'məʊtəweɪ/

Your Project

- fool (n) /fu:l/
- grumble (v) /'grʌmbl/
- justify /'dʒʌstɪfaɪ/
- mouthful /'maʊθfʊl/
- pattern /'pætən/
- rage (v) /reɪdʒ/
- savour /'seɪvə(r)/
- take a tumble /,teɪk ə'tʌmbl/
- take something seriously /,teɪk ... 'sɪəriəsli/
- treasure (v) /'treʒə(r)/
- try hard /,traɪ'hɑ:d/

Reading

1 Llewellyn and Gelert

- bony /'bəʊni/
- bring something down /,brɪŋ ... 'daʊn/
- come true /,kʌm'tru:/
- drip (v) /drɪp/
- go hunting /,gəʊ'hʌntɪŋ/
- hut /hʌt/
- lonely /'ləʊnli/
- not take any notice of something /,nɒt'teɪk ,eni'nəʊtɪs əv/
- pay for something /'peɪ fə(r)/
- pile (n) /paɪl/
- sight /saɪt/
- turn something over /,tɜ:n ... 'əʊvə(r)/
- upside down /,ʌpsaɪd'daʊn/

2 The Necklace

- be worth /,bi'wɜ:θ/
- change (v) /tʃeɪndʒ/
- clerk /kɜ:k/
- horror /'hɒrə(r)/
- minister /'mɪnɪstə(r)/
- ministry /'mɪnɪstri/
- money-lenders /'mʌni,lendəz/

- pay back /,peɪ'bæk/
- proudly /'praʊdli/
- rough /rʌf/

3 The Three Strangers

- birth /bɜ:θ/
- clockmaker /'klɒkmeɪkə(r)/
- cottage /'kɒtɪdʒ/
- farm worker /'fɑ:m,wɜ:kə(r)/
- for a bit /fə ə 'bɪt/
- for a while /fə ə 'waɪl/
- for some reason /fə 'sʌm,ri:zn/
- frightened /'fraɪntnd/
- guest /gest/
- hanging post /'hæŋɪŋ,pəʊst/
- hangman /'hæŋmən/
- knock (n) /nɒk/
- not long after /'nɒt,lɒŋ,ɑ:ftə(r)/
- prisoner /'prɪznə(r)/
- shepherd /'ʃepəd/
- suit (n) /su:t/

4 Horatius and the Bridge

- approach (v) /ə'prəʊtʃ/
- cheer (v) /tʃɪə(r)/
- chop (v) /tʃɒp/
- companion /kəm'pæniən/
- crash into /'kræʃ,ɪntə/
- edge /edʒ/
- face (v) /feɪs/
- far end /'fɑ:ɪr,end/
- fortunately /'fɔ:tʃənətli/
- gather /'gæðə(r)/
- get something back /,get ... 'bæk/
- jump in /,dʒʌmp'ɪn/
- march (v) /mɑ:tʃ/
- push somebody back /,pʊʃ ... 'bæk/
- (river) bank /('rɪvə),bæŋk/
- rush back /,rʌʃ'bæk/
- saw (n & v) /sɔ:/
- somebody's heart sinks /... ,hɑ:t'sɪŋks/
- stand a chance /,stænd ə'tʃɑ:ns/
- throne /θrəʊn/
- throw somebody out /,θrəʊ ... 'aʊt/

5 Human Is ...

- be quiet /,bi'kwaiət/
- both of /'bəʊθ əv/
- capture (v) /'kæptʃə(r)/
- come through /,kʌm'θru:/
- illegal /ɪ'li:gl/
- impatiently /ɪm'peɪfntli/
- kind (adj) /kaɪnd/
- lawyer /'lɔ:jə(r)/
- permission /pə'mɪʃn/
- police chief /pə'li:s,tʃi:f/
- private /'praɪvət/
- stay with somebody /'steɪ,wɪð/
- supreme court /su:'pri:m,kɔ:t/

6 How the Tiger Got His Stripes

- claw (n) /klɔ:/
- creep (v) /kri:p/
- get free /,get'fri:/
- intelligence /ɪn'telɪdʒəns/
- look out /,lʊk'aʊt/
- nervously /'nɜ:vəsli/
- plough (n & v) /plau/
- reflection /rɪ'flekʃn/
- strength /streŋθ/
- throw something at somebody /'θrəʊ ... ət/
- tie (v) /taɪ/
- tie somebody up /,taɪ ... 'ʌp/
- tightly /'taɪtli/
- twist (v) /twɪst/
- villager /'vɪlɪdʒə(r)/
- walk over /,wɔ:k'əʊvə(r)/
- water buffalo /'wɔ:tə,bʌfələʊ/

Irregular verbs

Verb	Past simple	Past participle
be	was, were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	few	flown
get	got	got
give	gave	given
go	went	been, gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learnt	learnt
leave	left	left
lie	lay	lain
lose	lost	lost

Verb	Past simple	Past participle
make	made	made
mean	meant	meant
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sing	sang	sung
sink	sank	sunk
sit	sat	sat
smell	smelt	smelt
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

PHONETIC SYMBOLS

i:	as in see /si:/	ʒ	as in vision /'vɪʒn/	dʒ	as in June /dʒu:n/
ɜ:	as in fur /fɜ:(r)/	ɑ:	as in arm /ɑ:m/	ŋ	as in sing /sɪŋ/
p	as in pen /pen/	aɪ	as in five /faɪv/	u:	as in too /tu:/
s	as in so /səʊ/	k	as in cat /kæt/	eə	as in hair /heə(r)/
ɪ	as in sit /sɪt/	h	as in how /haʊ/	f	as in fall /fɔ:l/
i	as in happy /'hæpi/	ɒ	as in got /ɡɒt/	l	as in leg /leg/
ə	as in ago /ə'ɡəʊ/	au	as in now /naʊ/	ʌ	as in cup /kʌp/
b	as in bad /bæd/	g	as in got /ɡɒt/	ʊə	as in pure /pjʊə(r)/
z	as in zoo /zu:/	m	as in man /mæn/	v	as in voice /vɔɪs/
e	as in ten /ten/	ɔ:	as in saw /sɔ:/	r	as in red /red/
eɪ	as in page /peɪdʒ/	ɔɪ	as in join /dʒɔɪn/	θ	as in thin /θɪn/
t	as in tea /ti:/	tʃ	as in chin /tʃɪn/	j	as in yes /jes/
ʃ	as in she /ʃi:/	n	as in no /nəʊ/	ð	as in then /ðen/
æ	as in hat /hæt/	ʊ	as in put /put/	w	as in wet /wet/
əʊ	as in home /həʊm/	ɪə	as in near /nɪə(r)/	d	as in did /dɪd/