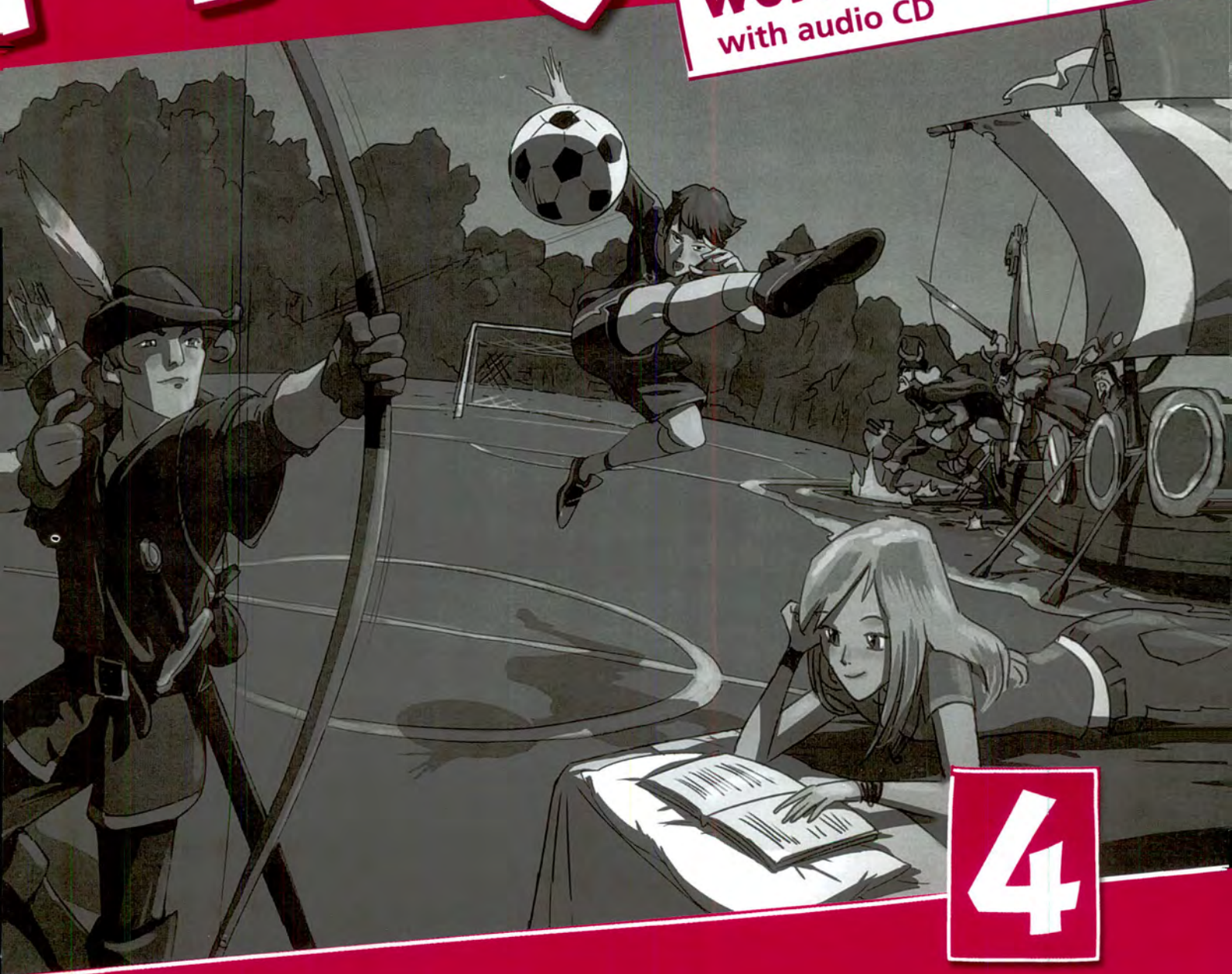


Fourth edition

Project

Workbook
with audio CD



4

OXFORD

Tom Hutchinson

5A Climate change

The environment

1 * Match the halves of the expressions.

- | | |
|-----------------|---------------|
| 1 greenhouse | a fuels |
| 2 climate | b rainforests |
| 3 fossil | c levels |
| 4 power | d problems |
| 5 forest | e caps |
| 6 carbon | f change |
| 7 sea | g stations |
| 8 ice | h dioxide |
| 9 environmental | i gases |
| 10 tropical | j fires |

2 ** Complete the sentences with the words from exercise 1.

- Greenhouse gases trap the heat from the Sun, make the world warmer and cause _____.
- When factories and _____ burn _____, more greenhouse gases are produced.
- Scientists are worried that the _____ will melt.
- There are many _____ today; climate change, pollution and deforestation are some of them.
- Climate change will make _____ rise and some islands might disappear under water.
- _____ is a greenhouse gas.
- The _____ of South America, Africa and South-East Asia are very important for the world's climate.
- Hot, dry weather can cause _____.

Passive voice: present

3 ** What happens in these places? Write sentences in the passive. Use these words.

fuel / sell rubbish / dump electricity / produce
animals / keep paper / recycle cars / wash
computers / repair Christmas trees / grow



1 Animals are kept here.



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

4 * 1.23** Listen to a description of how plastic bottles are recycled. Complete the sentences with these past participles.

melted used chopped dried cut up
washed separated sold taken
collected put cooled heated



- 1 Plastic bottles are collected from homes.
- 2 They are _____ to a recycling centre.
- 3 The bottles are _____.
- 4 The clean bottles are _____ into small pieces.
- 5 The pieces are _____ into a large tank of water, where they are _____ into different kinds of plastic.
- 6 The pieces of plastic are _____ and _____ into a liquid.
- 7 The liquid is _____ into long strings.
- 8 The strings are _____ and then they are _____ into small pellets.
- 9 The pellets are _____ to factories.
- 10 They are _____ to make new products.

5 *** Complete the text with the passive form of the verbs in the boxes.

create recycle use leave
throw away take bury

Plastic bags ¹ are used by millions of people every day to make their lives easier. But a big environmental problem ² _____ by these bags. Every week, an enormous amount of rubbish ³ _____. Some things ⁴ _____, but a lot of rubbish ⁵ _____ to landfill sites and it's ⁶ _____ in big holes in the ground. Here, the rubbish ⁷ _____ to decompose, but plastic bags can take hundreds of years to decompose.

give away blow eat block ban poison

Sometimes plastic bags ⁸ _____ by the wind into rivers, onto beaches and into the sea. Drains and waterways ⁹ _____ by them. Even worse, the bags ¹⁰ _____ by birds and sea animals, because they think they are food. The animals ¹¹ _____ by the plastic. The problem is that most bags ¹² _____ free. So now, in some countries free plastic bags ¹³ _____. It's a start!

6 *** Some people are making a website about the environment. Who does what? Rewrite the sentences in the passive.

- 1 Ryan takes the photographs.
The photographs are taken by Ryan
- 2 Maya and Theo write the blogs.
The blogs _____
- 3 Nigel produces the pictures.

- 4 Donna designs the website pages.

- 5 Hugo and Zara interview people.

- 6 Oscar and Amy make the video clips.

- 7 Olivia checks everything.

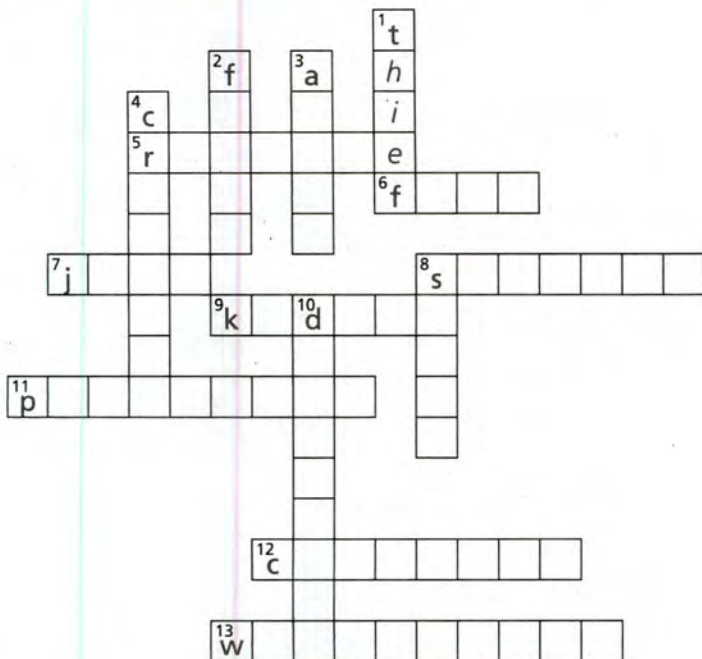
- 8 Lots of people visit the website.

- 9 Many readers send comments.

5B Smart Alec's plan

Vocabulary

1 ** Complete the crossword.



Across

- 5 Let go.
- 6 If something isn't real, it's a _____.
- 7 Another word for prison.
- 8 When you do this, food moves from your mouth to your stomach.
- 9 Take someone and hold them as a prisoner.
- 11 When you get this, people will know about you.
- 12 Where awards are presented.
- 13 Water can't get through something that is _____.

Down

- 1 A person who steals things.
- 2 Not real (adjective).
- 3 A prize for doing good things.
- 4 A person who commits a crime.
- 8 Smart Alec had to park the van in a very small _____.
- 10 This is used to remove oil.

2 * Label the pictures.



1 an oil
tanker



2 an oil



3 an oil



4 a _____



5 a _____



6 a _____



7 a _____



8 a sea



9 a _____

Passive voice: different tenses

3 ** Complete the sentences. Put the passive verbs in sentence 1 into the tense in brackets.

- 1 (present simple)

Every year, billions of trees **are cut down** and large forests **are destroyed**.

- 2 (past simple)

Last year, billions of trees were cut down and large forests _____.

- 3 (future with will)

Next year, billions more trees _____ and more forests _____.

- 4 (present perfect)

So far this year, millions of trees _____ and large areas of forest _____.

4 *** 1.24 Listen to an awards ceremony. Choose the correct answers.

- 1 The ceremony is to present
 - a The Friends of the Environment Awards.
 - b The Eco-Awards.
- 2 The first award was won by
 - a Picardy School.
 - b East York School.
- 3 It was for helping to save
 - a an African rainforest.
 - b a thousand-year-old tree.
- 4 The award was collected by
 - a the head teacher.
 - b four students.
- 5 The winners of the second award were
 - a Tom and Ellie Mason.
 - b Maddie and Bill West.
- 6 It was for helping to protect
 - a frogs.
 - b bats.
- 7 The next award will be presented to
 - a Professor Jane Briggs.
 - b Doctor Marcus Teal.
- 8 It was for work on protecting
 - a sharks.
 - b dolphins.

5 *** Complete the texts with the correct passive form of the verbs in brackets.

1 Rare birds' eggs saved (past simple)

The people of Langholm in Scotland were very happy when a nest ¹ was built (build) by two rare peregrine falcons in their area. However, a week later, the birds' eggs ² _____ (steal) from the nest. Fortunately, the thief ³ _____ (see) by young James MacLeish, and he called the police on his mobile.

A few miles along the road, a man's car ⁴ _____ (stop) by the police. The eggs ⁵ _____ (find) in a box on the back seat. They ⁶ _____ (take)



back to the nest immediately, and the man ⁷ _____ (arrest).

After that, the nest ⁸ _____ (watch) 24 hours a day and a few weeks later, two young falcons

⁹ _____ (see). As for the thief, he ¹⁰ _____ (send) to prison for six months.

2 The future of the Nupika Valley (future with will)

In five years' time, the Nupika Valley will look very different.

A dam ¹¹ will be built (build) across the river and the valley and a huge lake ¹² _____ (create)

behind the dam. The water ¹³ _____ (use) to produce electricity. The whole valley ¹⁴ _____

_____ (flood) by the lake, so all the houses and

farms ¹⁵ _____ (cover) by water. The

government says that a new village ¹⁶ _____

(build), but the local people are very angry. A campaign

¹⁷ _____ (organize) to protest against the plan. The local people hope that the dam

¹⁸ _____

_____ (stop)

and their homes

¹⁹ _____

_____ (save).



3 Oil spill in the North Sea (present perfect)

Last week, a large amount of oil escaped from a pipe on an oil rig in the North Sea. Since then, a lot of the oil

²⁰ has been carried (carry) by the waves onto local beaches. Most of this oil ²¹ _____

(remove) now, but it's too late for many sea birds. Over a

hundred birds ²² _____ (rescue) so

far and they ²³ _____ (take) to a local wildlife centre.

Here, their feathers ²⁴ _____ (clean)

with detergents. The birds ²⁵ _____ (not release) yet. The natural oil on their feathers

²⁶ _____ (remove) by the detergents,

so their feathers are not waterproof. Sadly, many other birds

²⁷ _____ (kill) by the oil.



5C Caring for the environment

Reading

- 1 ** Read and complete the text with the words in the boxes.

about continue biofuels lorries
hundreds months safe tropical
wood nest land destroyed



Kimba is a young orangutan. She was born in a ¹ tropical rainforest on the island of Borneo in Indonesia. She lived in a ² _____ that was built by her mother. It was at the top of a tall tree, and Kimba felt ³ _____ there.

Then, when Kimba was only five ⁴ _____ old, people came with chainsaws and ⁵ _____. All the trees were cut down. Kimba's nest was ⁶ _____ and her mother was killed. Every year, ⁷ _____ of orangutans are killed like this. There are only ⁸ _____ 40,000 orangutans in South-East Asia now, but people will ⁹ _____ to destroy the forests where they live. The ¹⁰ _____ is sold for thousands of dollars and the ¹¹ _____ is used to plant palm trees. The oil from these trees is used to make ¹² _____ for cars.

left protected village orphans
extinct help enough reserve
survive orphanage zoos

Usually the young orangutans are just ¹³ _____ to die, but Kimba was lucky. She was taken to the Orangutan Care Centre in the ¹⁴ _____ of Pasir



Panjang. The centre has an ¹⁵ _____ for young orangutans. Here Kimba will be looked after with the other 339 ¹⁶ _____ that are there. They will be fed and taught how to ¹⁷ _____ in the forest. When they are old ¹⁸ _____, Kimba and her friends will be released in a nature ¹⁹ _____ at Lamandau. Here they will be ²⁰ _____. But scientists are worried that soon orangutans will only survive in nature reserves and ²¹ _____. They will become ²² _____ in the wild. The orangutans need our ²³ _____ to protect the forests that are their homes.

- 2 * Choose the correct words.

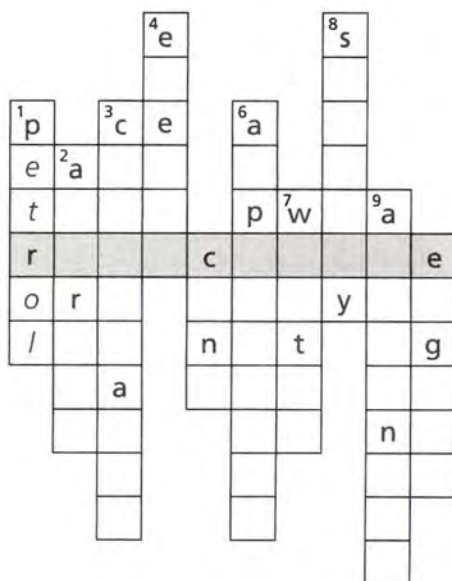
- 1 Orangutans live in South Africa / South-East Asia
- 2 They build **nests** / dens in trees.
- 3 Kimba's mother was **killed** / taken to a zoo.
- 4 When the trees are cut down, the wood is **burnt** / sold.
- 5 The land is used for **farm animals** / palm trees.
- 6 The oil is used to make **biofuels** / detergent.
- 7 Kimba was taken to **an orphanage** / a pet shop.
- 8 Kimba will be taken to a zoo / a nature reserve when she's old enough.
- 9 Orangutans will become **more common** / extinct in the wild soon.

3 ★ Read the text again. Then complete these sentences with the correct numbers.

- 1 Kimba's home was destroyed when she was _____ months old.
- 2 _____ of orangutans are killed every year.
- 3 There are only about _____ orangutans left.
- 4 The wood from the forests is sold for _____ of dollars.
- 5 There are _____ orphans at the Care Centre.

4 ★★ Complete the puzzle. What is the hidden word?

- 1 The fuel that is used in most cars.
- 2 Normal or ordinary.
- 3 This is used in the Maths classroom.
- 4 This is produced when fuel is burnt.
- 5 Drinks are sold in these.
- 6 TVs and computers are electrical _____.
- 7 If something isn't used properly, it's _____.
- 8 Do you switch off your computer or do you leave it on _____?
- 9 This light metal is used to make cans.
- 10 A car is moved by this.



5 a ★★ ① 1.25 Listen to some teenagers talking about the environment. What does each person talk about? Choose from these topics and write them in column B.

electricity transport recycling
heating packaging food waste

A	B	C
 1 Jun	recycling	paper,
 2 Delia		
 3 Henry		
 4 Olivia		

b ① 1.25 Listen again. What examples do they give? Write two examples for each person in column C.

6 ★★★ How do you and your family try to help the environment? Give four examples.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

5D Kids

Tara is worried

1 * Choose the correct words.



It's lunchtime and Tara feels very ¹nervous / happy, because she has to go and see the ²restaurant manager / head teacher. She says she feels sick and can't eat her ³sandwich / chocolate. Andy eats it, because he says he's ⁴thirsty / starving. He tells Tara to stay ⁵at home / cool, but Tara tells him that it's all his ⁶problem / fault.

Tara goes to Mrs Ross's ⁷office / house. When Mrs Ross comes out of her office, she tells ⁸the secretary / Tara that if her ⁹husband / mother phones she should say that Mrs Ross is already ¹⁰creating / dealing with the problem.

Tara thinks that Mr Ross ¹¹has / hasn't told Mrs Ross that he saw Tara at ¹²Wimbledon / the restaurant. She thinks she is in real ¹³difficulty / trouble.

Tara tells Mrs Ross that she's ¹⁴sorry / worried that she took the ¹⁵week / afternoon off to ¹⁶watch / play tennis. Mrs Ross doesn't understand, because Tara was doing ¹⁷work experience / exams that week. She tells Tara to start at the ¹⁸end / beginning and tell her ¹⁹nothing / all about it.

Everyday English

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

1 be she long won't

She won't be long.

2 the at start beginning

3 say easy that's you for to

4 starving I'm

5 worry don't

6 me it tell about all

7 do feel how you ?

8 just phone the on she's

9 cool stay just

10 all be it'll right

3 ** Complete the dialogues with expressions from exercise 2.

- 1 • How ¹do you feel?
 - Terrible. I've got an English test this afternoon and I can't remember anything!
 - ²_____! You'll pass easily.
 - That's ³_____. You're good at tests.
 - So are you! It'll ⁴_____.
- 2 • Where's Millie?
 - She's ⁵_____.
 - But I want to get something to eat before the film. I ⁶_____.
 - It's OK. She ⁷_____.
 - I hope she won't. The bus is in ten minutes.
 - We've got plenty of time. Just ⁸_____.

4 * Complete the words. Use the letter in brackets one or two times.

- | | |
|------------------|---------------------|
| 1 wo__rr__y (r) | 10 begi__ing (n) |
| 2 trou__le (b) | 11 embarra__ing (s) |
| 3 ne__vous (r) | 12 rea__y (l) |
| 4 je__y (l) | 13 st__mach (o) |
| 5 bu__erfies (t) | 14 secreta__y (r) |
| 6 poun__ing (d) | 15 c__l (o) |
| 7 sha__ing (k) | 16 f__l (e) |
| 8 a__ready (l) | 17 mi__take (s) |
| 9 sta__ving (r) | 18 worr__ed (i) |

Expressing worries

5 * Look at the pictures. Complete the dialogues with these expressions.

I feel sick I've got butterflies in my stomach
My heart's pounding My legs feel like jelly
My hands are shaking I feel really nervous



- 1 • Are you looking forward to your meeting with Tim?
◦ No, I feel really nervous.



- 2 • Are you nervous about the exam?
◦ Yes, _____.



- 3 • OK. You're on stage next.
◦ Oh, _____.



- 4 • Are you worried about going to the dentist's?
◦ Yes, _____.



- 5 • Are you going to see the head teacher now?
◦ Yes, _____.



- 6 • You don't look very well. Are you OK?
◦ No, _____.

What if ...?

6 a *** 1.26 Listen. Match the names in column A to the situations and worries in columns B and C. There are some situations and worries that are not needed.



A Name	B Situation	C What if ...
1 Eric	an important match	I can't understand people?
2 Martha	fly to Spain	people don't like it?
	cook the dinner	I don't like the food?
3 Brett	the school play	I fall off?
		I forget my lines?
4 Lucy	France	I can't do it?
	horse-riding	I play really badly?
5 Joe	a meeting	I can't remember anything?
		people laugh at my French?
6 Carrie	a piano exam	I get everything wrong?

b What can you say to reassure the people?

- 1 Don't worry, Eric. You won't forget your lines.
2 _____
3 _____
4 _____
5 _____
6 _____

Progress check

1 Write the words for the definitions.

- 1 If you can't see, you're b blind.
- 2 Cutting down a lot of trees. d _____
- 3 Something that isn't real. a f _____
- 4 Ice does this when it gets warm. m _____
- 5 A greenhouse gas. c _____ d _____
- 6 A ship that carries oil. an o _____ t _____
- 7 An area with a lot of trees in a hot country.
a r _____
- 8 An animal's hair. f _____
- 9 An animal that is gone forever is e _____.
- 10 Baby bears. c _____
- 11 A very big storm. a h _____
- 12 Coal, oil and gas. f _____ f _____
- 13 Black and white birds that live in the Antarctic.
p _____
- 14 When there is no rain for a long time. a d _____
- 15 A child with no parents. an o _____
- 16 Cars and factories produce this. p _____
- 17 I've got b _____ in my stomach.
- 18 If you can recycle something, it's r _____.
- 19 Something used instead of petrol. b _____
- 20 Cans are made of this. a _____

2 Complete the texts. Use the passive form of the verbs in brackets.

Eco Bulletin

1 (present simple)

The world's forests are very important. Billions of tonnes of CO₂ ¹ are absorbed (absorb) by trees. Most of the world's rain ² _____ (produce) by the forests, too. They also provide homes for many animals. When a forest ³ _____ (destroy), a lot of animals ⁴ _____ (kill). Others ⁵ _____ (drive out) by all the noise.

2 (future with will)

In the future, some important minerals on Earth ⁶ will be used up (use up). What will happen then? Some people think that minerals ⁷ _____ (find) on other planets or on asteroids. Spaceships ⁸ _____ (send) into space, the minerals ⁹ _____ (mine) and they ¹⁰ _____ (transport) back to Earth. The work ¹¹ _____ (do) by robots.

3 (present perfect)

The area of Newlands used to be a dirty

industrial site, but in the last few years, it ¹² has been changed (change) into a beautiful natural park. All the old industrial buildings ¹³ _____ (knock down). The land used to be full of dangerous chemicals, but it ¹⁴ _____ (remove) now and a huge lake ¹⁵ _____ (create) for fishing and sailing. Thousands of trees ¹⁶ _____ (plant) so far and more will be planted in the future.

4 (past simple)

Climate change isn't a new thing. The lost city of Caracol is in Central America. The city ¹⁷ was abandoned (abandon) in the 11th century. Soon it ¹⁸ _____ (cover) by the rainforest and it ¹⁹ _____ (not see) again until 1937 – 900 years later. When the trees ²⁰ _____ (clear), temples, palaces and thousands of houses ²¹ _____ (find). Why did the people leave? At first, archaeologists thought that they ²² _____ (drive out) by other people. But now we know that the civilization ²³ _____ (destroy) by a long drought.

3 1.27 Listen to a news bulletin. Choose the correct words.

- 1 The north / east / south coast was hit by a big storm.
- 2 A call was received by the emergency services at 4.30 / 6.30 / 8.30 this evening.
- 3 It was from a fishing boat / an oil tanker / a ferry.
- 4 A lifeboat / helicopter / hovercraft was sent to help.
- 5 Three / Forty / Nine people have been taken off the boat.
- 6 Two / Five / Eighteen more people have been rescued from the water.
- 7 They will be taken to the local police station / hospital / airport.
- 8 Here they will be checked / arrested / released.
- 9 The whole story will be shown in the late night / ten o'clock / midnight news.

4 Complete the expressions for talking about worries.

- 1 I've got butterflies in my stomach.
- 2 My heart's _____.
- 3 I'm really _____.
- 4 My legs feel like _____.
- 5 My hands are _____.
- 6 I feel _____.
- 7 Don't _____!
- 8 What _____ I can't answer any of the questions?

5 Complete the dialogue with your own ideas.

- I'm really nervous, because _____
_____.
- Why are you so worried?
- What if _____?
_____?
- Don't worry. _____
_____.

I can ...

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

- 1 Climate heating / change is already causing lots of problems.
We are using up all the fossil oil / fuels.
Cars and factories cause a lot of pollution / drought.

I can talk about environmental problems.

☐ Yes ☐ I need more practice

- 2 give release make build

Cars _____ in that factory.

This school _____ in 1955.

So far, seventy bears _____ into the nature reserve.

The test results _____ to the students next week.

I can talk about things in the passive.

☐ Yes ☐ I need more practice

- 3 • How do you feel?
◦ I've got butterflies _____!
• Are you worried about the exam?
◦ Yes. My legs _____!

I can express worries.

☐ Yes ☐ I need more practice

- 4 • What if I can't remember anything?
◦ Don't _____. It'll _____ all right.
Just _____ cool.

I can reassure people.

☐ Yes ☐ I need more practice

6A Friends

Phrasal verbs

1 * Choose the correct parts of the phrasal verbs.

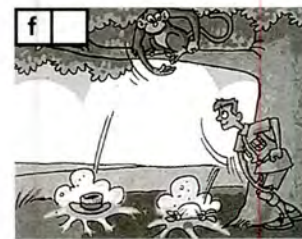
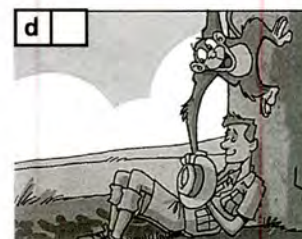
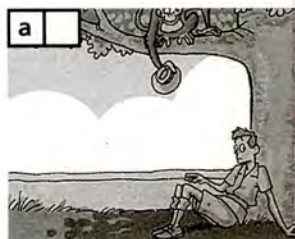
I was on my way home from school yesterday. I was just walking 'down / along' when I heard someone shouting 'Come on. Hurry ²up / out!' I was going past a high wall, so I looked ³after / up, but I couldn't see anything. I walked ⁴up / on, but suddenly a bag landed on the pavement and a man jumped ⁵away / down from the wall. He fell ⁶up / over when he landed, but he stood ⁷down / up, bent ⁸along / down and picked ⁹off / up the bag. Then he ran ¹⁰out / away. I was very surprised, but I soon found ¹¹of / out what was happening. Someone shouted 'Cut!' They were making a film.

2 ** Complete the sentences with these phrasal verbs.

think of find out look after hurry up
walked away ~~sit down~~ gave up
stand up run out of catch up with

- Good morning, Ben. Please sit down.
- _____ or we'll be late.
 - OK. You can go. I'll _____ you.
- I'm just going to get the tickets.
 - OK. I'll _____ the bags.
- Have you and Jane had an argument?
 - Yes. I tried to _____ what was wrong, but she just _____.
- I couldn't _____ an answer to the last question.
 - Neither could I, so I just _____.
- Can you print this for me, please?
 - No, sorry. The printer's _____ ink.
- Can you _____, please? I think you're sitting on my magazine.

3 ** 1.28 Listen to the story. Put the pictures in the correct order.



4 * Look at the pictures again. Which picture is it? Write the letter in the box.

- ☒ d 1 The monkey is picking up the hat.
- ☐ 2 The man is walking away.
- ☐ 3 The man is climbing the tree.
- ☐ 4 The man has an idea.
- ☐ 5 The monkey has put on the hat.
- ☐ 6 The monkey is throwing down the hat.
- ☐ 7 The man is looking for his hat.

First conditional

5 ** Choose the correct form of the verbs.

- 1 • Shall we walk into town?
 - If we get / 'll get the bus, it is / will be quicker.
- 2 • Let's go to the park this afternoon.
 - OK, but if it rains / will rain, we go / 'll go bowling instead.
- 3 • Dad, can I have some money for some new jeans?
 - I give / 'll give you some money if you do / 'll do some jobs for me.
- 4 • I don't want to get up.
 - Come on. You don't have / won't have time for breakfast if you don't get / won't get up now.
- 5 • Are you going to watch the football match on TV this evening?
 - If I finish / 'll finish all my homework, I watch / 'll watch it.
- 6 • Shall we go to the cinema on Friday or Saturday?
 - It is / will be cheaper if we go / 'll go on Friday.

6 ** Complete the sentences. Put the verbs in brackets into the correct tense.

- 1 I 'll phone you if I need help.
(phone / need)
- 2 If I _____ Tania, I _____ her the money that I borrowed. (see / give)
- 3 I _____ those letters for you if I _____ to the shops. (post / go)
- 4 If I _____ well in the next test, the teacher _____ to my parents. (not do / write)
- 5 If it _____ sunny at the weekend, we _____ to the beach. (be / go)
- 6 We _____ something to eat in town if we _____ late. (get / finish)
- 7 You _____ any pocket money if you _____ with the housework. (not get / not help)
- 8 If Ella _____ this match, she _____ out of the tournament. (not win / be)

7 *** Write first conditional sentences.



- 1 I / go to the party / I / see / Jack
If I go to the party, I'll see Jack.
- 2 I / arrive home late / Dad / be / angry

- 3 you / not wear / a coat / you / feel / cold

- 4 you / not have got / any money for the cinema / I / lend / you some

- 5 the bus / not arrive soon / we / be late for school

- 6 you / leave / your mobile there / someone / steal / it

6B We need a holiday!

Vocabulary

1 * Complete the sentences.

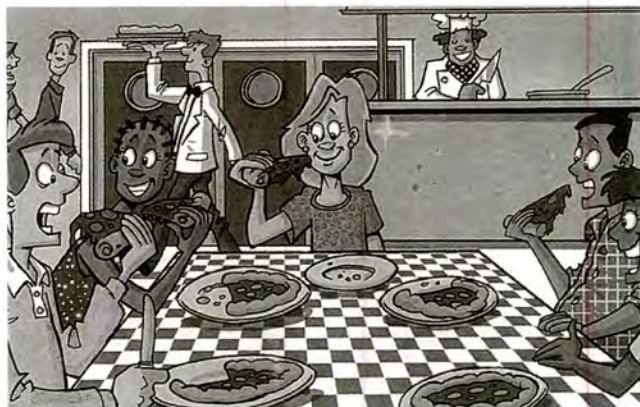
- Welcome to the Bellevue Hotel. You need to check in over there first.
- I've a _____ wanted to go to Australia.
- I'm really looking f _____ to the weekend.
- I need a complete b _____ from exams.
- I always do my homework on Friday evening. Then I can f _____ all about it for two days.
- One t _____ is certain. I'm going to enjoy my holiday.
- We wanted to stay at that hotel, but it was f _____.
- My parents didn't book the holiday at a t _____. They did it online.
- We were lucky. We got the l _____ two tickets for the concert.
- When I'm on holiday, I won't t _____ about school at all.

Future time clauses

2 ** Choose the correct answers.

- When I get home,
a I buy the tickets. b I'll buy the tickets.
- I'll check the prices on the Internet before
a I buy them. b I'll buy them.
- As soon as we finish school,
a I pack my bag. b I'll pack my bag.
- I'll have something to eat after
a I pack my bag. b I'll pack my bag.
- While we're on the train,
a I play a computer game.
b I'll play a computer game.
- I'll phone my parents when
a we get there.
b we'll get there.

3 ** Make sentences. Use the cues.



- we / go / for a pizza / as soon as / the film / end
We'll go for a pizza as soon as the film ends.
- we / text / you / when / we / go / to the sports centre

- I / go / to bed / after / I / check / my emails

- I / go / out / when / I / finish / my homework

- we / have / something to eat / as soon as / we / get / home

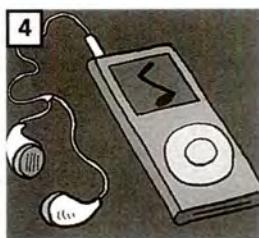
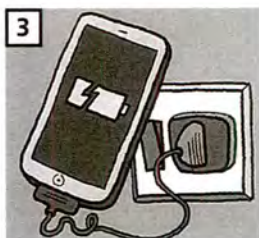
- we / check / the weather forecast / before / we / go camping

- we / watch / a DVD / after / we / have / dinner

- I / play / a computer game / while / I / wait / for / Tim

4 a * 1.29** Listen and match the pictures. There is one picture in column B that is not needed.

A



B



b Look at the pictures again. Write what the people say.

1 I'll check my emails before we have dinner.

2 I _____ before _____.

3 I _____ when _____.

4 I _____ while _____.

5 I _____ as soon as _____.

6 I _____ after _____.

5 *** Complete the dialogues with the correct form of these verbs.

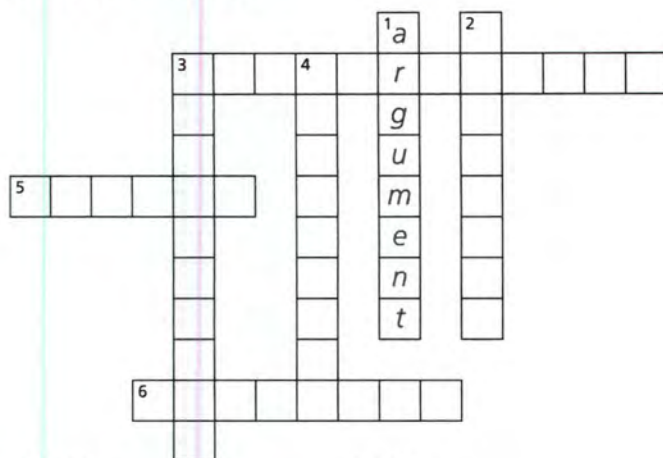
tidy go have arrive ~~come back~~ stop
tell start look after text be finish

- Is Mark having a good time in Spain?
 - Yes. When he comes back, he _____ us all about it.
- Have you tidied your room?
 - No. I _____ it after this programme _____.
- Have you got a lot of homework to do today?
 - Yes, but I think I _____ a break before I _____ it.
- Can you go to the shops for me, please?
 - OK. I _____ as soon as it _____ raining.
- While you _____ away, I _____ your dog for you.
 - That's great. Thanks.
- I posted your birthday present today.
 - Thank you. I _____ you when it _____.

6C Generation gap

Verbs and nouns

- 1 * Complete the crossword with the noun form of the verbs.



Across

- 3 disagree
5 choose
6 solve

Down

- 1 argue
2 decide
3 discuss
4 agree

- 2 ** Complete the sentences. Use the nouns in exercise 1 and these verbs.

make a have a / an reach a / an find a

- 1 (discuss)

Today we're going to have a discussion about teenagers and parents.

- 2 (decide)

Come on. We have to decide. Are we going to the music festival or not?

- 3 (disagree)

I don't really argue with my parents. We sometimes disagree, but that's all.

- 4 (solve)

Well, I think we all agree that we've got a problem. Now we have to solve it.

- 5 (argue)

I often argue with my parents. They just don't understand.

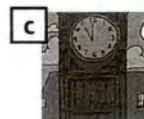
- 6 (choose)

We can argue or we can discuss things calmly. You have to choose.

- 7 (agree)

If you want one thing and your parents want something else, you must try to agree that you're both happy with.

- 3 a *** 1.30 Listen to a radio phone-in programme about parents and teenagers. Match the names to the correct problems. There are two pictures that are not needed.



1 Ned

2 Cass

3 Adam

4 Rita

- b 1.30 Listen again. Complete the sentences with the correct names.

- _____ has been on a date before.
- _____ doesn't go out very much now.
- Ned's parents are worried about drugs.
- _____ wants to go shopping with her friends.
- _____ thinks he should lie to his parents.
- _____ 's parents lost a friend in a road accident.
- _____ is embarrassed when friends suggest going out.
- _____ doesn't want to hurt her mother's feelings.

4 *** Complete the letter with these expressions.

so the revision is going well
so that she can stay at home
I need the energy
she reads my emails
like everyone else in my year
I'm going to take my final school exams
'Who was that?'
She's driving me crazy

Dear Problem Page,

I'm having real problems with my mum at the moment. ¹ I'm going to take my final school exams next month, so I'm at home for three weeks to revise – ² _____. I'm pretty good at organizing my time, ³ _____.

The problem is my mum. She has decided that she wants to help me, because this is such an important time in my life. So, she's stopped working ⁴ _____ and look after me. She cooks a big breakfast for me every morning and then she brings me orange juice and a banana every hour. She says that ⁵ _____!

It's terrible! She's here all the time. She watches everything that I do. If someone phones me, she asks: ⁶ _____. She asks me questions all the time: 'What have you studied today?' and 'What are you going to study tomorrow?' She looks at my computer screen and reads my notes. And I know that ⁷ _____ when I go out. ⁸ _____!

She thinks she's helping me, but she's doing the opposite!

What can I do? Help!

Simon Evans

5 * Answer the questions.

1 Who does Simon have a problem with?

2 What is going to happen next month?

3 Why has his mum stopped working?

6 ** What does Simon's mum do? Tick (✓) the correct answers.

- ☐ a She wakes him up very early every morning.
- ☐ b She cooks food that he doesn't like.
- ☐ c She gives him something to eat every hour.
- ☐ d She is at home all day.
- ☐ e She asks too many questions.
- ☐ f She reads his emails.
- ☐ g She says that he can't go out with his friends.
- ☐ h She watches TV while he's trying to revise.

Writing

7 *** What advice would you give Simon? Complete the reply with your own ideas.

Dear Simon,

Yes, you have a bit of a problem!

However, first of all, you must remember that your mum is trying _____.

So don't _____.

You should _____.

Eventually she'll _____.

6D Kids

Decision time

- 1 ** Complete the texts with the words in the boxes.



all already trouble upset anyone
wrong idea prize ~~home~~ blame

Tara has gone ¹ home, because she doesn't want to talk to ² _____. She told the head teacher about Wimbledon. She thought Mrs Ross ³ _____ knew about it, but she didn't. She wanted to see Tara to tell her she has won the school ⁴ _____. Now Tara might not get the prize and she's very ⁵ _____ about it. Lily and Mike think they should ⁶ _____ go and see Mrs Ross. They say Tara shouldn't take all the ⁷ _____, because it was all Andy's ⁸ _____. However, Andy says that he shouldn't get into ⁹ _____, because he didn't do anything ¹⁰ _____.

rat together off helped
lies out of last see safety

Andy says that he didn't tell ¹¹ _____ to get the afternoon off. The sports centre was closed to do a fire ¹² _____ check, so he had the afternoon ¹³ _____ anyway. Mike and Lily say that he should still help Tara, because she ¹⁴ _____ him with his Geography project and got him ¹⁵ _____ trouble with Mr Hunt. Lily calls him a ¹⁶ _____.

The next day, Lily and Mike tell Tara that they're going to ¹⁷ _____ Mrs Ross with her, because they're all in it ¹⁸ _____. Andy isn't with them. Mike says he hasn't seen him since their ¹⁹ _____ lesson.

Everyday English

- 2 * Correct the expressions.

- 1 She doesn't want to talk to anything.
She doesn't want to talk to anyone.
- 2 She didn't know anything for it.

- 3 We're all at this together.

- 4 It was everything your idea.

- 5 She shouldn't make the blame for everything.

- 6 Hang up a minute.

- 7 What are you mean?

- 8 You're kid!

- 3 ** Complete the dialogue with expressions from exercise 2.

- OK. See you later.
- ¹H_____.
I want to talk to you about Nicola. She's really upset.
- Upset? ²W_____.?
- Well, Mr Post wants to see her about all the noise yesterday when he was out of the room.
- ³Y_____.!
- No, I'm not. Mr Post thinks it's her fault, because she was telling a joke when he came back.
- That's silly. ⁴S_____.
Duncan and Sean told some jokes, too! So ⁵w_____.
Where is Nicola, anyway?
- She's gone home. ⁶S_____.
_____.

Expressing purpose

4 a *** Match the pictures in column A to the pictures in column B.

A



1 go to the library



2 get up early



3 switch on the computer



4 go to the bank



5 stop on the motorway



6 save some money



7 stay up late



8 go to the sports centre

B



a get some money



b play badminton



c buy a computer game



d go jogging



e send some emails



f borrow a book



g have a break



h watch a film

b Write sentences to say what the people did.

- 1 Mark went to the library to borrow a book.
- 2 Sally _____.
- 3 Damian _____.
- 4 Belinda _____.
- 5 We _____.
- 6 My brother _____.
- 7 Alice and Georgia _____.
- 8 Charlie and Jack _____.

5 ** 1.31 Listen and complete the sentences.

- 1 I went to the kitchen to make a sandwich, but there wasn't any bread.
- 2 I made an appointment _____ the doctor, but then I _____ it.
- 3 I sat down _____ TV, but I _____.
- 4 I phoned my grandma _____ Happy Birthday, but she _____.
- 5 I went on the Internet _____ some tickets for a concert, but they _____.
- 6 I went to the park _____ tennis, but it _____.
- 7 I went to the shop _____ some milk, but it _____.

Progress check

1 Complete the sentences with these phrasal verbs.

go out with give up sit down
stand up find out catch up with
look after think of ran out of



- I ran down the road to catch up with Lucy.
- We were late because our car _____ petrol.
- I usually _____ our neighbours' hamster when they go away.
- Did you _____ where Andy was yesterday?
- I can't do this test. I _____!
- We always _____ when the head teacher comes into our classroom.
- Can you _____ anything to get for Dad's birthday?
- My parents think that I'm too young to _____ boys.
- Don't _____! That chair's broken.

2 Ollie and his friends are organizing a party. Put the verbs in brackets into the correct tense.

- We 'll have more fun if there are lots of people there. (have / be)
- If we _____ everyone in Year 10, we _____ a big room. (invite / need)
- If we _____ someone's house, their parents _____ it. (use / not like)
- If we _____ a musician, my brother _____ it for us. (want / do)
- However, it _____ better if we _____ a professional musician. (be / have)
- But it _____ less if my brother _____ it. (cost / do)
- More people _____ if we _____ the party on Saturday night. (come / have)

3 Choose the correct form of the verbs.

- We clean / 'll clean the kitchen while Mum and Dad do / will do the shopping.
- As soon as the teacher arrives / will arrive, we start / 'll start the test.
- Before I go out / 'll go out, I tidy / 'll tidy my room.
- Jack and I load / will load the dishwasher after we have / 'll have dinner.
- Dad gives / will give us a lift when we 're / 'll be ready.
- We wait / 'll wait here while Tom gets / will get the tickets.

4 Complete the sentences with the correct form of these verbs. Some can be used more than once.

make give have find reach

- Karen and Terry had an argument at the party last weekend.
- Yesterday Melanie _____ an agreement with her parents about going out on a date.
- We must _____ a solution to the town's traffic problems.
- My parents and I _____ a disagreement about homework every day.
- Students have to _____ important choices when they leave school.
- At the moment, my parents _____ a discussion about buying a new car.
- The head teacher hasn't _____ a decision about who is going to get the school prize yet.
- There's someone at our school that _____ advice to students about their problems.

5 Delete the extra word in each sentence.

- Hang it on a minute.
- We're all us in this together.
- What do you mean that?
- It was all everything your idea.
- She doesn't not want to talk about it.
- You shouldn't take the blame on for everything.

6 a 1.32 Listen to Ella's problem. Tick (✓) the correct answers.

1 Why has she got a problem?

- ☐ a She had a party when her parents were away.
☐ b She's in trouble at school.
☐ c She's got important exams soon.
☐ d She wants to go on a date.

2 Which of these things does she say she can't do?

- ☐ a listen to music
☐ b play computer games
☐ c use her mobile
☐ d go out with her friends
☐ e send emails
☐ f watch TV
☐ g take the dog for a walk
☐ h stay up late

b Complete the advice with these phrases.

It's never a good idea my advice to you
~~A lot of young people~~ I think you should
 I'm sure you also need a break Try

Dear Ella,

¹ A lot of young people have problems with their parents at this time of year.

² _____ to show your parents that you're going to work hard.

³ _____ make a revision plan and show it to your parents. And tell them that ⁴ _____, so that you can relax. ⁵ _____ they'll agree that you can't spend every night in your room!

⁶ _____ to have an argument immediately before an exam, so

⁷ _____ is to make your plan and discuss it with your parents as soon as possible.

I can ...

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

1 Please sit _____.

Hurry _____. We're late.

I can't buy that. I've run _____ money.

I can use phrasal verbs.

☐ Yes

☐ I need more practice

2 If I see Matt, I say / 'll say hello to him.

If Jane works / will work hard, she'll pass the exam.

As soon as Bill arrives / will arrive, I'll phone you.

I check / 'll check your homework when you finish it.

I can use the first conditional and future time clauses.

☐ Yes

☐ I need more practice

3 I went to the supermarket _____ some food.

I phoned my friends _____ them to my party.

I can express purpose.

☐ Yes

☐ I need more practice

4 I often argue at / with my parents.

I think you should discuss / discussion it with your parents.

Try to have / find a solution to your problem.

I can talk about problems and give advice.

☐ Yes

☐ I need more practice

Revision

1 Choose the odd one out.

- 1 copper steel gold **(wood)**
- 2 striped difficult checked long-sleeved
- 3 fame excitement successful danger
- 4 ankle shoulder elbow wrist
- 5 swollen bleeding itchy ointment
- 6 armour battle shield helmet
- 7 drought pollution deforestation orphan
- 8 choice argue discuss solve

2 Put the verbs in brackets into the past simple or past continuous tense.

Bill and I ¹ were walking (walk) along the street yesterday, when we ² saw (see) our friend Kelly on the other side of the road. When we ³ _____ (see) her, we ⁴ _____ (decide) to go and talk to her. While we ⁵ _____ (wait) to cross the road, my mobile ⁶ _____ (ring). As I ⁷ _____ (take) it out of my pocket, I ⁸ _____ (drop) it. Unfortunately, a car ⁹ _____ (go) past. It ¹⁰ _____ (run over) my mobile and ¹¹ _____ (break) it!

3 Read the information. Then write six sentences about Finlay with *used to* or *didn't use to*.

Then	Now
He lived in a small village.	He lives in a big city.
He played football.	He plays tennis.
He had long hair.	His hair is short.

- 1 Finlay used to live in a small village.
- 2 He didn't use to live ...
- 3 _____
- 4 _____
- 5 _____
- 6 _____

4 Complete the sentences with *could*, *couldn't*, *had to* or *didn't have to*.

- 1 There was a big man in front of me at the cinema, so I ¹ _____ see the screen. I ² _____ move to another seat, so that I ³ _____ watch the film.

- 2 It was Sunday yesterday, so I ⁴ _____ get up early. I ⁵ _____ have a lie-in.

5 Choose the correct verbs.

- 1 I saw / 've seen all the *Star Wars* films. I saw / 've seen the latest one last week.
- 2 • When did you meet / have you met Maria?
• I met / 've met her in 2002.
- 3 • We 've been / were here for fifteen minutes now and the bus hasn't arrived / didn't arrive yet.
• I know. And it's been / was half an hour late yesterday, so we haven't arrived / didn't arrive at school till 9.15.
- 4 Hi. Sorry I'm late. I 've been / gone to the dentist's.
- 5 Tim's been / gone out, but he'll be back soon.
- 6 Lola's tired, so she's been / gone to bed.
- 7 Have you ever been / gone to the USA?

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

- 1 We've lived here _____ last February.
- 2 I've been a student here _____ five years.
- 3 Vera's had a cold _____ Monday.
- 4 I haven't seen Fred _____ three weeks.

7 Tessa and Phil are choosing a DVD to watch. Write the question tags.

- We've seen that film, ¹ haven't we?
- Yes. You didn't like it, ² _____?
- No. We saw it at the cinema, ³ _____?
- Yes. This film looks good, ⁴ _____?
- Yes, but hang on a minute. We can't watch a DVD this afternoon, ⁵ _____?
- Oh yes. We're going out, ⁶ _____?
- But we can watch it later, ⁷ _____?

8 Choose the correct relative pronoun.

- 1 Eat a diet who / which has a lot of vegetables.
- 2 People who / which play sport are healthier.
- 3 The man who / which we saw is our doctor.
- 4 The medicine who / which I took didn't work.

9 Complete the sentences with *should*, *shouldn't*, *might* or *might not*.

- 1 You ¹ _____ leave those books on the floor. Somebody ² _____ trip over them. You ³ _____ put them on the table.
- 2 Joe ⁴ _____ come with us this evening, because he doesn't feel well. He ⁵ _____ just go to bed, so we ⁶ _____ wait for him.
- 3 You ⁷ _____ run down the stairs. You ⁸ _____ fall. You ⁹ _____ walk.

10 Agree or disagree with these statements. Use *So*, *Neither* or *Oh, I ...*

- 1 • I'm fifteen years old. ○ _____
- 2 • I don't like getting up. ○ _____
- 3 • I can play the violin. ○ _____
- 4 • I haven't been to England. ○ _____
- 5 • I enjoy swimming. ○ _____
- 6 • I went to a party on Friday. ○ _____

11 a Write the verbs in the correct box to match the sentence endings.

offered finished decided refused
promised didn't mind forgot
couldn't imagine agreed enjoyed

- 1

<u>offered</u>	_____
_____	_____
_____	_____

 to wash the car.
- 2

_____	_____
_____	_____
_____	_____

 washing the car.

b Tick (✓) the two correct sentence endings.

We were tired, so we stopped _____.

- | | |
|--|-------------------------------------|
| ☐ 1 having a rest. | ☐ 3 running. |
| ☐ 2 to have a rest. | ☐ 4 to run. |

c Choose the correct words.

I'm not very ¹interested / interesting in this film. It's ²bored / boring. I feel ³disappointed / disappointing, because Millie said it was very ⁴excited / exciting and ⁵amused / amusing. I'm ⁶surprised / surprising that she liked it.

12 1.33 Listen to Suzie describing a scene. Tick (✓) the things that she mentions.

- ☐ a a dog barking
- ☐ b the sun shining
- ☐ c two boys playing with a kite
- ☐ d a girl riding a horse
- ☐ e something burning
- ☐ f a man talking on a mobile
- ☐ g someone singing
- ☐ h the wind blowing

13 Put the verbs in brackets into the passive. Use the tenses shown.

Present simple

Every year, our school does a play. The play ¹is chosen (choose) by the teachers. It ²_____ (direct) by our English teacher. All the parts ³_____ (play) by pupils.

Past simple

Last year we did Shakespeare's *Macbeth*. A huge castle ⁴_____ (build) on the stage. One scene ⁵_____ (show) on the local TV news. All the tickets ⁶_____ (sell).

Present perfect

This year's play is the musical *Oliver*. The actors ⁷_____ (choose). Posters ⁸_____ (print), and the director ⁹_____ (interview) on the local radio.

Future with *will*

The play ¹⁰_____ (perform) on 9 March. This year, it ¹¹_____ (record) and it ¹²_____ (upload) onto our website.

14 Make sentences. Use the cues

- 1 if / revise at night / not remember much
If you revise at night, you won't remember much.
- 2 your feet hurt / if / wear those shoes

- 3 if / leave / your money there / someone / steal it

- 4 as soon as / your parcel / arrive / I / text you

- 5 I / go jogging / before / it / get dark

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 We You They	should	wear a seatbelt in the car. recycle glass bottles.
---	--------	---

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

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 We You They	might might not	fall over. come to my party.
---	--------------------	---------------------------------

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 /klɒθ/
- * comfortable /'kʌmfətbəl/
- * denim /'denɪm/
- * designer (n) /dɪ'zʌɪnə(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'tɪkjələ(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 mægə'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:təgrəfs/
- * 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'kɔːdɪŋ 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 /'brɔːdbænd/
- + click (v) /kɪk/
- + cloud /klaʊd/
- + computer hardware /kəm,pju:tə 'hɑːdweə(r)/
- + computer software /kəm,pju:tə 'sɒftweə(r)/
- + connection /kə'nekʃn/
- + cursor /'kɜːsə(r)/
- + firewall /'faɪəwɔːl/
- + folder /'fəʊldə(r)/
- + hard drive /'hɑːd ,draɪv/
- + icon /'aɪkɒn/
- + key (n) /kiː/
- + keyboard /'kiːbɔːd/
- + laptop /'læptɒp/
- + launch (v) /lɔːntʃ/
- + monitor (n) /'mɒnɪtə(r)/
- + mouse mat /'maʊs ,mæt/
- + password /'pɑːswɜːd/
- + provide /prə'vaɪd/
- + quit /kwɪt/
- + security /sɪ'kjʊərəti/
- + shut down /,ʃʌt 'daʊn/
- + smart TV /,smɑːt ,tiː 'viː/
- + system unit /'sɪstəm ,juːnɪt/
- + tablet (computer) /'tæblət/
- + taskbar /'tɑːskbɑː(r)/
- + username /'juːznəmeɪ/
- + 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 ... 'friː/
- 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 'fɜːst ,pleɪs/
- + joint (n) /dʒɔɪnt/
- + junk food /'dʒʌŋk ,fuːd/
- + more likely /'mɔː ,laɪkli/
- + non-smoker /,nɒn 'sməʊkə(r)/
- + portion /'pɔːʃn/
- + posture /'pɒstʃə(r)/
- + skin /skɪn/
- + skin cancer /'skɪn ,kænsə(r)/
- + smoking /'sməʊkɪŋ/

- + smoky /'sməʊki/
- + strenuous /'strenjuəs/
- + sunbathe /'sʌnbeɪð/
- + sunscreen /'sʌnskriːn/
- + take exercise /,teɪk 'eksəsaɪz/
- + vitamin /'vɪtəɪn/

Parts of the body

- + ankle /'æŋkl/
- + bottom (n) /'bɒtəm/
- + calf /kɑːf/
- + elbow /'elbəʊ/
- + forehead /'fɔːhed, 'fɒrɪd/
- + heel /hiːl/
- + knee /niː/
- + lips /lɪps/
- + palm /pɑːm/
- + 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) /buːt/
- + cable /'keɪbl/
- + electricity /ɪlek'trɪsəti/
- + electric shock /ɪ,lektrɪk 'ʃɒk/
- + give advice /,ɡɪv əd'vaɪs/
- + have the last laugh /,hæv ðə ,lɑːst 'lɑːf/
- + headphones /'hedfəʊnz/
- + lift (v) /lɪft/
- + might /maɪt/
- + slip (v) /slɪp/
- + sunburnt /'sʌnbɜːnt/

3C Looking after yourself

- + avoid /ə'vɔɪd/
- + balanced diet /,bælənst 'daɪət/
- + carbohydrates /kɑːbəʊ'hɑːdreɪts/
- + diagnosis /daɪəg'nəʊsɪs/
- + expert (n) /'eksɜːpt/
- + fizzy drink /,fɪzi 'drɪŋk/
- + healthy eater /,helθi 'iːtə(r)/
- + healthy eating /,helθi 'iːtɪŋ/
- + jacket potato /,dʒækɪt pə'tetəʊ/
- + nutrition /nju'trɪʃn/
- + protein /'prəʊtɪn/

Problems and treatments

- + bandage (n) /'bændɪdʒ/
- + capsule /'kæpsjuːl/
- + cast (n) /kɑːst/
- + cream /kriːm/
- + drop (n) /drɒp/
- + infection /ɪn'fekʃn/
- + injection /ɪn'dʒekʃn/
- + ointment /'ɔɪntmənt/
- + patient (n) /'peɪʃnt/
- + plaster /'plɑːstə(r)/
- + prescription /prɪ'skrɪpʃn/
- + sling (n) /slɪŋ/
- + tablet /'tæblət/
- + treatment /'triːtmənt/
- It hurts. /,ɪt 'hɜːts/
- + It's a bit red. /,ɪts ə ,bɪt 'red/
- + It's bleeding. /,ɪts 'bliːdɪŋ/
- + It's broken. /,ɪts 'brəʊkən/
- + It's itchy. /,ɪts 'ɪtʃi/
- + It's painful. /,ɪts 'peɪnfl/
- + It's sore. /,ɪts 'sɔː(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 /,tʃɑːns əv ə 'laɪftaɪm/
- + disappointed /dɪsə'pɔɪntɪd/
- + glad /glæd/
- + pleased /pliːzd/
- + raffle (n) /'ræfl/
- + Thanks a million. /,θæŋks ə 'mɪljən/

Culture

- + association /ə'səʊʃi'eɪʃn, -si-/
- + complete (v) /kəm'pliːt/
- + Cup Final /'kʌp ,faɪnl/
- + join (v) /dʒɔɪn/
- + rower /'rəʊə(r)/
- + take place /,teɪk 'pleɪs/
- + traditionally /trə'dɪʃənəli/

English Across the Curriculum

- + absorb /əb'sɔːb/
- + blood /blʌd/
- + broccoli /'brɒkəli/
- + calcium /'kælsɪəm/
- + energy /'enədʒi/
- + liver /'lɪvə(r)/
- + lung /lʌŋ/
- + magnesium /mæg'niːziəm/
- + muscle /'mʌsl/
- + peach /piːtʃ/
- + potassium /pə'tæsiəm/
- + pumpkin /'pʌmpkɪn/
- + sardine /sɑː'diːn/
- + spinach /'spɪnɪʃ/
- + zinc /zɪŋk/

Revision

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

Your Project

- audience /'ɔːdiəns/
- fear (n) /fiə(r)/
- leaflet /'liːflət/
- perfume /'pɜːfjuːm/
- schooling /'skuːlɪŋ/
- soul /səʊl/
- sweater /'swetə(r)/
- token /'təʊkən/
- valuable /'væljuəbl/

4 Heroes

4A King Arthur

- + against /ə'genst/
- + armour /'ɑːmə(r)/
- + bush /bʊʃ/
- + crown (n) /kraʊn/
- + on the way back /,ɒn ðə ,wei 'bæk/
- + receive /rɪ'siːv/
- + shore /ʃɔː(r)/
- + weak /wiːk/
- + wounded (adj) /'wuːndɪd/

4B The burglar

- burglar /'bɜːglə(r)/
- + burglary /'bɜːgləri/
- + climb out of /,klaɪm 'aʊt əv/
- + climb over /,klaɪm 'əʊvə(r)/
- + guard (v) /gɑːd/
- + 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 ɔ '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 /'tʌgbəʊt/
- 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 /'griːnhaʊs ,gæs/
- 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 ,rɪŋ/
- 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 ,iːgl/
- 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 ,ɪt 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 /'flaɪɪŋ ,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 ,laɪn/
- 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 /'æntɪləʊp/
- 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 ,ləŋ/
- + wear out /,weə 'aʊt/

6B We need a holiday!

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

6C Generation gap

- adviser /əd'vaɪzə(r)/
- + and so on /ənd 'səʊ ,ɒn/
- calm /kɑ:m/
- + generation gap /dʒenə'reɪʃn ,ɡæp/
- + get on with /,get 'ɒn ,wɪð/
- + go on a date /,gəʊ ,ɒn ə 'deɪt/
- go on tour /,gəʊ ,ɒn 'tuə(r)/
- + lying /'laɪɪŋ/
- + on your own /,ɒn jɔ:r 'əʊn/
- + phone-in programme /'fəʊn ,ɪn ,prəʊɡræm/
- pocket money /'pɒkɪt ,mʌni/
- + 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'ɡri:mənt/
- disagree /dɪsə'ɡri:/
- discuss /dɪs'kʌs/
- + reach an agreement /,ri:tʃ ən ə'ɡri: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 'naɪt/
- 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) /'ɡrʌmbl/
- 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 ,ləndəz/

- 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 /ɡest/
- hanging post /'hæŋɪŋ ,pəʊst/
- hangman /'hæŋmən/
- knock (n) /nɒk/
- not long after /'nɒt ,ləŋ ,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:r ,end/
- fortunately /'fɔ:tʃənətli/
- gather /'ɡæðə(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 'kwaɪət/
- 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 /gɒt/	l	as in leg /leg/
ə	as in ago /ə'gəʊ/	au	as in now /naʊ/	ʌ	as in cup /kʌp/
b	as in bad /bæd/	g	as in got /gɒt/	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/