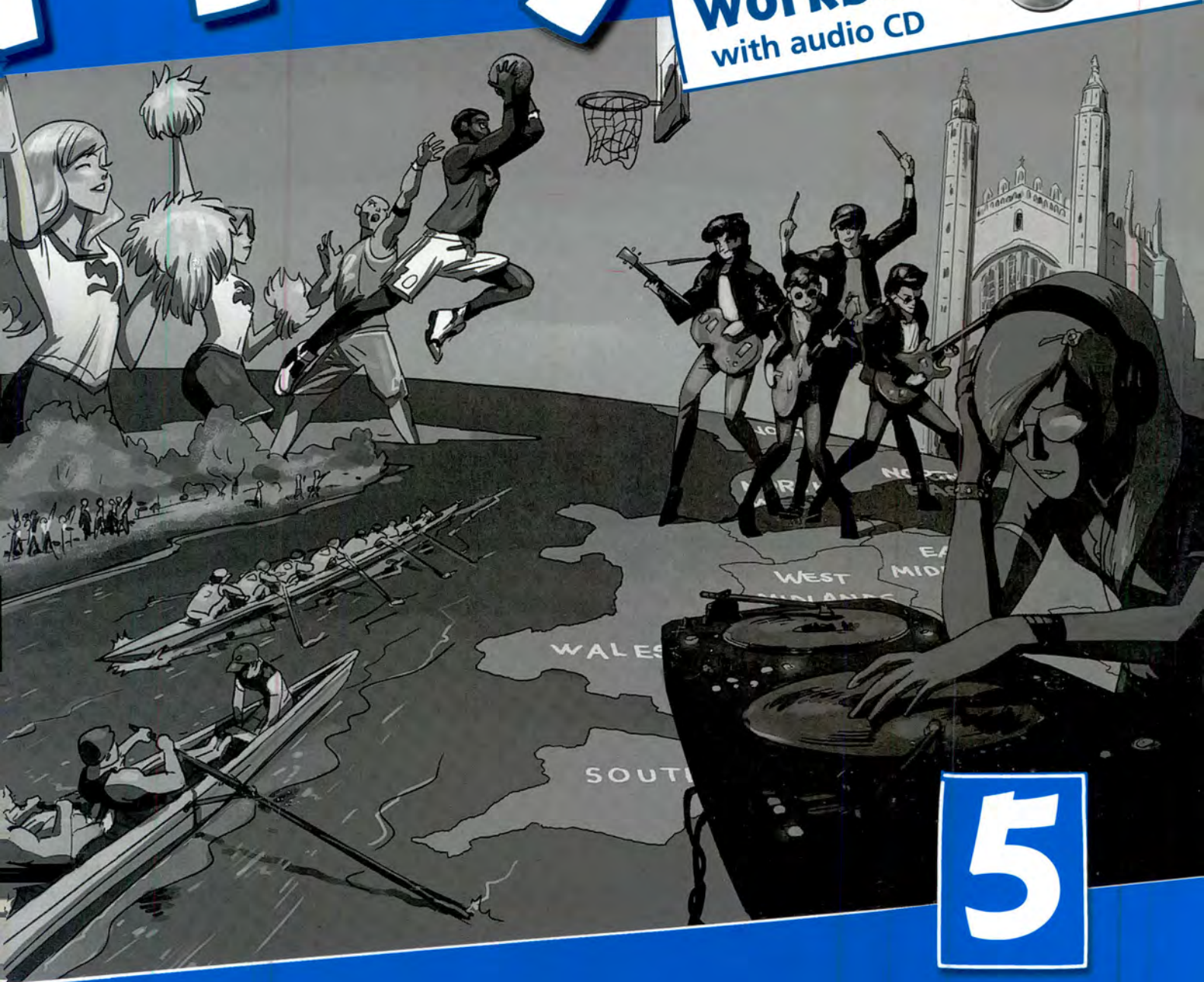


Fourth edition

Project

Workbook
with audio CD



5

OXFORD

Tom Hutchinson

Introduction

Nice to meet you

- 1 * Complete the dialogue with these expressions.

Hi, Alex we went there for a weekend
Whereabouts Nice to meet you, too
I'm from Prague Nice to meet you
from the Czech Republic This is Pavel

Sara ¹ *Hi, Alex* _____
Alex Oh, hi, Sara. ² _____
Sara Hi, Pavel. ³ _____
Pavel ⁴ _____, Sara.
Alex Pavel's ⁵ _____
Sara Really? ⁶ _____?
Pavel ⁷ _____
Sara Oh, ⁸ _____ last year.
It was great!

Everyday English

- 2 ** Put the speech bubbles in the correct order.

☐ It's B-R-A-I-N-Y.

☐ What does 'brainy' mean?

☐ He's very brainy.

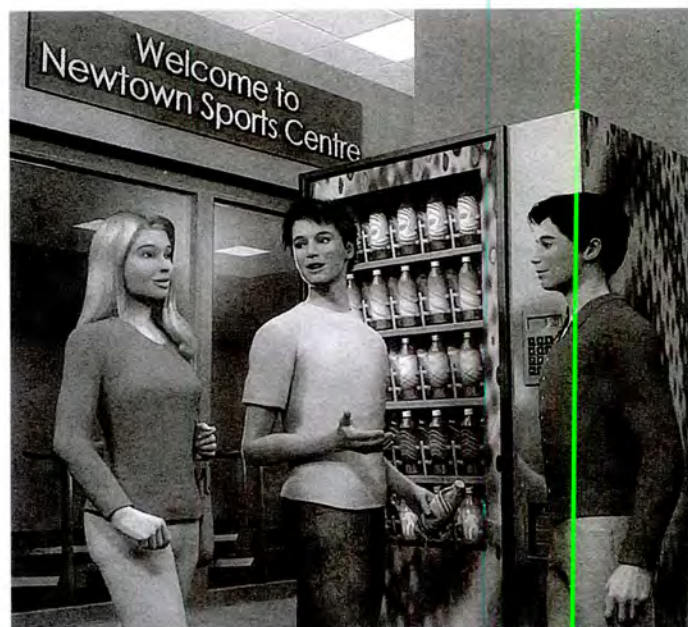
☐ Oh, I see. How do you spell 'brainy'?

☒ 1 That's my friend Peter over there. He's very brainy.

☐ Pardon? Can you repeat that, please?

☐ It means 'very clever'. You know, he's got a big brain.

☐ Thanks.



- 3 *** Alex's friends ask Pavel questions. Choose the correct answers.

- 1 Peter How long have you been here?
Pavel a I've been here three times.
b Three days. I arrived on Thursday.
- 2 Sara Is this your first visit to England?
Pavel a No. I was here two years ago.
b No, I haven't.
- 3 Peter Do you like it here?
Pavel a I think it's great.
b I like playing football.
- 4 Sara How was your journey?
Pavel a I came by plane.
b It was OK, but it was a bit long.
- 5 Peter Did you fly?
Pavel a No, I came by train.
b It was fine, thanks.
- 6 Sara Whereabouts are you from?
Pavel a I live in Prague.
b I'm staying with Alex.
- 7 Peter What would you like to drink?
Pavel a Yes, please. A cola.
b I'll have a glass of cola, please.
- 8 Sara When are you going home?
Pavel a For three weeks.
b Next Friday.

Present simple and present continuous

- 4 *** Complete the text about Mark's weekend. Put the verbs in brackets into the present simple or present continuous tense.**

1 It's seven o'clock on Friday evening, and I ¹ 'm doing (do) my homework. At the moment, I ² _____ (write) about an experiment that we did in Chemistry. In the other room, my sister ³ _____ (watch) a quiz show on TV. We usually ⁴ _____ (watch) it together, but I ⁵ _____ (not watch) it today because I ⁶ _____ (have to) finish this homework. I ⁷ _____ (prefer) to do my homework on Sundays, but I ⁸ _____ (want) to go out with my friends this Sunday.



2 Now it's Saturday morning. It's eleven o'clock and I ¹ _____ (work) at the local supermarket. I ² _____ (work) here every Saturday. My friend, Josh, ³ _____ (work) here on Saturdays, too. Today, I ⁴ _____ (put) things on the shelves. I ⁵ _____ (prefer) it when I ⁶ _____ (have to) take customers' shopping to their cars, because I ⁷ _____ (like) meeting people. But I ⁸ _____ (not want) to do that today, because it ⁹ _____ (rain). Josh ¹⁰ _____ (take) things to the cars today. I ¹¹ _____ (not think) he ¹² _____ (enjoy) it.



Sport: places and equipment

- 5 ** Complete the expressions with the correct name for the place.**

- | | |
|----------------------|----------------------|
| 1 a rugby _____ | 6 a bowling _____ |
| 2 a swimming _____ | 7 a golf _____ |
| 3 an athletics _____ | 8 a boxing _____ |
| 4 a skating _____ | 9 a volleyball _____ |
| 5 a tennis _____ | 10 a football _____ |

- 6 ** Match the definitions to the words.**

- | | |
|--|-----------------|
| 1 You try to put the ball in here in football and hockey. | a a shuttlecock |
| 2 In volleyball you try to hit the ball over this with your hands. | b a bat |
| 3 Ice hockey players hit this. | c a goal |
| 4 You use this in tennis. | d goggles |
| 5 In badminton you don't use a ball. You use this. | e a net |
| 6 Some swimmers wear these to protect their eyes. | f a racket |
| 7 Ice hockey players wear these on their feet. | g a stick |
| 8 You hit a golf ball with these. | h a puck |
| 9 In table tennis you hit the ball with this. | i clubs |
| 10 In hockey and ice hockey you use one of these. | j skates |

Everyday English

- 7 a * 1.2 Listen to Jackie and Ben talking about their likes and dislikes. Tick (✓) the things that they mention.**

- | | |
|---|---|
| ☐ water sports | ☐ roller coasters |
| ☐ music | ☐ watching films |
| ☐ sport | ☐ swimming |
| ☒ reading | ☐ football |
| ☐ computer games | ☐ shopping |
| ☐ animals | ☐ skiing |
| ☐ chatting on the Internet | ☐ taking photographs |

- b ** 1.2 Listen again. Complete the chart with words and phrases from exercise 7a.**

	Jackie	Ben
likes	reading	
doesn't mind		
doesn't like		

1A Jake's party

Working with words

- 1 * Complete Jake's blog about his party. Choose the correct words.



Last Friday, my parents went away ¹for/ on the weekend. They were going ²at / to a wedding. They left me ³on / in the house ⁴on / in my own. But I decided to invite all my friends ⁵at / to the house ⁶with / for a party. However, things didn't go well. First, Ruby knocked a china dog ⁷with / for her hand and broke it. It has been ⁸at / in my family since the 1930s. Then a car stopped ⁹inside / outside. It was my parents! They were driving ¹⁰in / down the motorway when they remembered the wedding present, so they turned ¹¹up / round and came ¹²on / back. I offered to get the present ¹³for / to them, but my mum went to get it and she found all my friends ¹⁴at / in the kitchen. My parents weren't very pleased and they grounded me. I couldn't go ¹⁵to / at the cinema ¹⁶for / with my friends for three weeks!

Past simple and past continuous

- 2 ** Complete the sentences for each pair of pictures. Put the verbs in brackets into the past simple or past continuous tense.



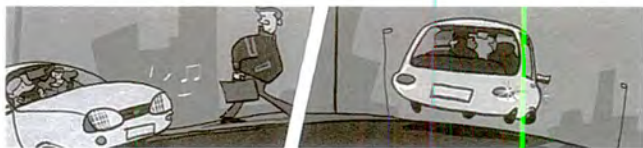
- 1 When mum was cleaning my room, she saw a mouse. (clean, see)
When she saw the mouse, she ran out of the room. (see, run)



- 2 While Graham was doing a test, he fell asleep. (do, fall)
When he was asleep, he fell off his chair. (fall, fall)



- 3 While Andy and his dad were fishing, they caught a boot. (fish, catch)
After they took it out, Andy threw it back in the water. (pull, throw)



- 4 While we were driving into town, we saw Steve. (drive, see)
When we saw him, we stopped and gave him a lift. (see, stop, give)

3 *** Complete the sentences in your own words.

- Last night, I was watching TV when
the doorbell rang.
- Claire was walking home from school when
_____.
- I was doing my homework on the computer when
_____.
- I was reading a book in the park when
_____.
- My dad was driving home when
_____.

Present perfect

4 * Complete the sentences. Put the verbs in brackets into the present perfect tense.

- I 've finished (finish) my homework.
Can I go out now?
◦ OK. As long as you _____ (do) all of it.
- Hurry up. The bus _____ (arrive).
◦ I can't find my purse. I think I _____ (leave) it at home.
- What is Joanna's new Saturday job like?
◦ I don't know. She _____ (not start) it yet.
- _____ you _____ (see) my keys?
I can't find them.
◦ No. Sorry. I haven't.
- _____ Mick _____ (come) yet?
◦ No. He _____ just _____ (phone) to say he'll be late.
- Oh! I _____ (have) this cold for a week.
◦ _____ you _____ (take) any medicine for it?
• Yes, I have, but it _____ (not work).
- Ian _____ (write) a story for the school magazine.
◦ _____ he _____ (send) it to the editor yet?
• No, but I _____ (read) it and it's very good.

5 ** 1.3 Meena is having a party at her house. Tom has just arrived. Listen to the dialogue. Are the statements true (✓) or false (X)?

- ☒ 1 Meena has invited fifteen people to the party.
- ☐ 2 Tom is the first person to arrive at the party.
- ☐ 3 She's never had a party at her house before.
- ☐ 4 Tom has never had a party at his house.
- ☐ 5 Meena hasn't told her parents about the party.
- ☐ 6 They've gone to see her grandparents.
- ☐ 7 Meena doesn't know any of the people in the cars.
- ☐ 8 The people read about the party on the school website.
- ☐ 9 A lot of people have come to the party by bus.
- ☐ 10 Someone has broken a bottle.

6 *** Complete the texts. Put the verbs in brackets into the past simple, past continuous or present perfect tense.

1

Hi. I'm at the hospital, because I think I 've sprained (sprain) my ankle. I ² _____ (do) it while I ³ _____ (play) football after school. I ⁴ _____ (be) here for half an hour, but I ⁵ _____ (not see) the doctor yet. It's very busy here. A lot of people ⁶ _____ (wait) when I ⁷ _____ (arrive).

2

We ¹ _____ (have) lunch in a café when somebody ² _____ (steal) my phone. It was on the table, and I think they ³ _____ (take) it while I ⁴ _____ (not look). I ⁵ _____ (not get) it back yet. It's very annoying. I ⁶ _____ (never lose) my phone before.

1B Bullying

Describing people

1 * Complete the sentences with the correct words.



- Damien's got a lot of friends because he's so handsome and w_____.
- My grandfather's o_____. He's going to go on a diet because he wants to be s_____.
- You need to be c_____ to be a good actor. It helps if you're g_____ - _____, too.
- Marina's very s_____ and q_____. She doesn't like going to parties.
- My aunt is very g_____, but my uncle is a bit m_____. He never gives me anything for my birthday.
- Anthony always does well in tests. He's very i_____.
- Ron is really f_____. He makes everyone laugh, so he's very p_____.
- Sonia is so fr_____ and c_____. She smiles all the time.
- Some people think Hannah is n_____. I think she's h_____, because she's a bully.
- Jim is very h_____. He always tells the truth.

Listening

2 a ** 1.4 Listen to Mel's story. Choose the correct sentence endings.

- Mel bullied Ursula because
 - Ursula was new at the school.
 - Mel was bullied herself.
 - Ursula had red hair.
- Mel called Ursula
 - Red Top.
 - Carrot Head.
 - Ugly Girl.
- Mel stopped bullying Ursula because
 - her parents found out and grounded her.
 - Ursula's mother told the police.
 - a boy refused to go out with her.

b * 1.4 Listen again. Tick (✓) the correct boxes.

- Which of these things did Mel do to Ursula?

☒ call her names	☐ push her
☐ send her texts	☐ punch her
☐ pull her hair	☐ steal her bag
☐ break her glasses	☐ kick her
- Which of these words and expressions does Mel use to describe herself?

☐ intelligent	☐ a design leader
☐ attractive	☐ good at sport
☐ have rich parents	☐ horrible
☐ popular	☐ have got lots of friends

Present perfect and past simple

3 ** Choose the correct words.

- John Hi, Dave. Did you enjoy / Have you enjoyed the football match yesterday?

Dave Yes, I did / have.

John Who did you go / have you been with?

Dave I went / 've been with my dad. Did you ever go / Have you ever been to an international match?

John No, I didn't / haven't. I saw / 've seen them on TV lots of times. How did you get / have you got your tickets?

Dave Somebody at work gave / has given them to my dad last week.
- Clare Hi, Matty. I love your new coat. How long did you have / have you had it?

Matty Thanks. I bought / 've bought it a couple of days ago.

Clare Where did you buy / have you bought it?

Matty It was / has been in the sale at Cool Clothing. Did you go / Have you been there yet?

Clare No, I didn't / haven't.

Matty You must go! The sale didn't finish / hasn't finished yet.

Reading

4 a ** Read the text. What is it about?
Choose the best description.

- a Schoolchildren who wear designer clothes are often bullied.
- b Some schools are choosing international designers to design their school uniforms.
- c Schoolchildren are often bullied because they don't wear designer clothes.
- d Some schoolchildren have been sent home for wearing designer clothes.

b * Complete the sentences with the correct names from the text.

- 1 _____ wears designer clothes so that he won't be bullied.
- 2 _____ doesn't want to go to school because other students called her names.
- 3 _____ had a designer bag, but it was stolen.
- 4 _____ can't afford to buy expensive things for her daughters.
- 5 _____ bought a designer bag for his son.

5 *** Complete the summary of the text.

Designer clothes cause ¹ problems in many schools. Children who don't ² _____ are ³ _____. However, designer clothes and bags ⁴ _____, so a lot of parents can't ⁵ _____. The problem is worst for ⁶ _____ and in schools that ⁷ _____. Designer clothes and bags also cause other ⁸ _____ problems, such as ⁹ _____.

Designer BULLIES

Most kids like to look cool in clothes with designer labels. However, these designer clothes can cause big problems in many schools. Schoolchildren who haven't got the latest styles are victims of both verbal and physical bullying.

A recent study in Scotland showed that children from the poorest families suffer the most. Designer clothes are very expensive and many parents can't afford to buy the most fashionable jeans, trainers and coats. But if they don't buy them, their children are often bullied. Harriet Macdonald has got two teenage daughters: 'My older daughter, Zoe, came home from school last week and she was crying. Some kids at school called her names because her sports trainers weren't the right brand. But I just haven't got the money to buy her the expensive ones. So now, when they have PE, she doesn't want to go to school. It's terrible.'

The problem is worst in schools that haven't got a school uniform. However, even in schools that have got a school uniform, there can still be a problem with things like coats, bags and the trainers that students wear for PE. Kids who haven't got the 'right' labels are bullied.

Unfortunately, the school bullies are often the design leaders in the school. Other students who don't want any trouble copy them. David Marsh wears designer clothes because his parents can afford them, but he understands the problem: 'It's stupid really. We know that designer jeans aren't worth the extra money. You just pay for the name on the label, but we have to wear them so that we aren't bullied.'

Stealing is another big problem.

One of the parents from the report, Colin Saunders, bought his son Tom a designer sports bag. 'You can't win,' he says. 'Tom asked us every day for this bag. Finally we bought it. Then a week later someone stole it.'



1C There's something wrong

Problems

1 * Match the words to the pictures.

1 ☒ f scratched



2 ☐ cracked



3 ☐ not switched on



4 ☐ bent



5 ☐ stuck



6 ☐ burnt



7 ☐ not plugged in



8 ☐ broken



9 ☐ torn



10 ☐ missing



2 ** 1.5 Listen. What's wrong with the items? Complete the sentences.

- 1 The sausages are burnt
- 2 The key _____
- 3 The shirt _____
- 4 The glass _____
- 5 The hairdryer _____
- 6 The coin _____
- 7 The radio _____
- 8 The DVD player _____
- 9 The page _____
- 10 The dishwasher _____

Articles

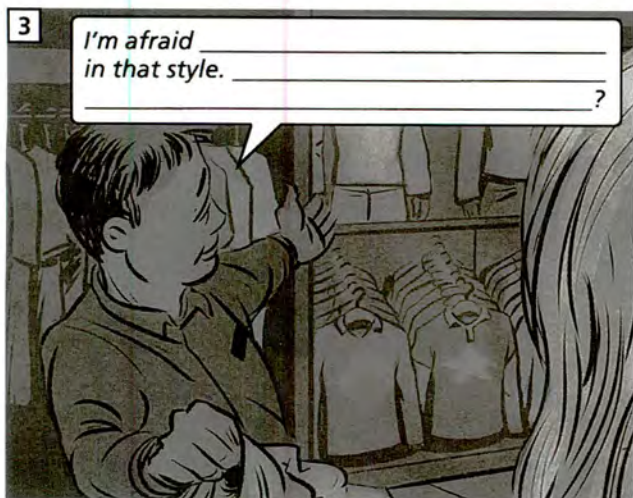
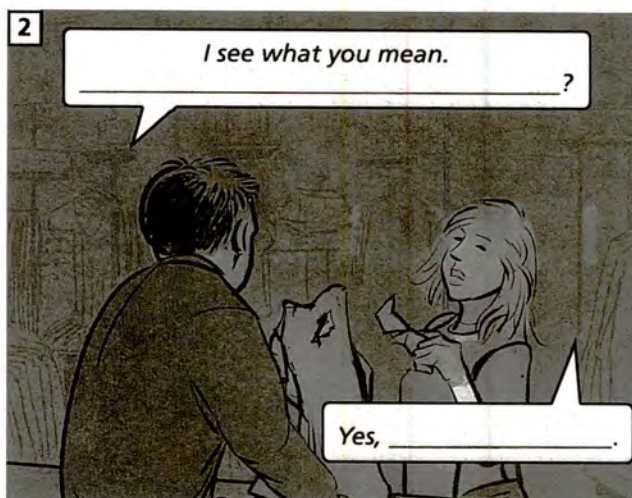
3 ** Complete the dialogues with *a, the, this, my* or *your*.

- 1 • I bought ¹ this camera yesterday, but ² _____ instructions are missing.
 - I'm afraid that's ³ _____ only one in the shop.
 - Oh, well, can I have ⁴ _____ refund then, please?
- 2 • Can I borrow ¹ _____ mobile phone? ² _____ battery in ³ _____ phone is dead and I need to phone ⁴ _____ dad.
 - No, sorry. ⁵ _____ mobile's broken. I need to get ⁶ _____ new one.
- 3 • Is this ¹ _____ coat?
 - No, it isn't. My coat is ² _____ red one on ³ _____ chair over there.
 - Oh, it's probably Hugo's. He's got ⁴ _____ coat like this.
- 4 • Would you like ¹ _____ slice of toast?
 - Yes, but can I have ² _____ slice which isn't burnt, please?
 - OK. Well, ³ _____ slice isn't burnt.
- 5 • Have you seen ¹ _____ remote control for ² _____ TV?
 - There's ³ _____ remote control on ⁴ _____ table.
 - No, that's for the DVD player.

Everyday English

4 ** Complete the bubbles with these expressions.

we haven't got any more T-shirts Thank you very much
 Can I help you I bought this T-shirt here here it is
 Can I have a refund it's torn Have you got the receipt
 Yes, of course Would you like to choose a different one



Writing

5 *** Write the dialogue for this situation.

You bought a DVD as a present for your friend, but he / she has already got it. You would like to exchange it for a different DVD.

1D Culture, English Across the Curriculum and Writing

Culture

- 1 a *** **1.6** Listen to four people talking about the kinds of music that they liked when they were young. Match the names to the kinds of music.

- | | | |
|----------|--|---------------|
| 1 Lorna | | rock and roll |
| 2 John | | Bob Dylan |
| 3 Sheila | | punk |
| 4 Rob | | heavy music |
| | | rap music |
| | | the Beatles |
| | | glam music |
| | | boy bands |

- b **** **1.6** Listen again. Which of these things do the people say? Who says them? Write **L** (Lorna), **J** (John), **S** (Sheila) or **R** (Rob).

- ☐ a I loved all the bright, colourful clothes.
- ☐ b My parents were very angry about it.
- ☐ c They were the greatest band of all time.
- ☐ d They all had really long hair.
- ☐ e I cried all night when they broke up.
- ☐ f Our parents hated it.
- ☐ g The styles were great, too.
- ☐ h They wrote so many great songs.
- ☐ i He was the King.
- ☒ j I loved their nice sing-along songs.
- ☐ k We just wanted to shock people.
- ☐ l I've got all their albums.

- 2 **** Write about your own favourite music. Why do you like it?

My favourite kind of music is _____

The artists that I like best are _____

I like them because _____

and _____

English Across the Curriculum

- 3 **** Read the text on page 11. Are the statements true (✓) or false (X)?

- ☒ 1 The *Mayflower* took people from the Mediterranean to America.
- ☐ 2 The Pilgrim Fathers were looking for religious freedom.
- ☐ 3 The *Mayflower* took fish, fur and wood to America.
- ☐ 4 They all travelled on the *Mayflower* because they couldn't repair the *Speedwell*.
- ☐ 5 The journey to America took six weeks.
- ☐ 6 The Pilgrim Fathers settled in the first place that they saw in America.
- ☐ 7 The settlers didn't build anything during the first winter.
- ☐ 8 All of the passengers on the *Mayflower* survived the first winter.

- 4 **** Find these things in the text.

- 1 three things that the Pilgrim Fathers planned to send back from America

- 2 three things that made the journey difficult

- 3 two reasons why they didn't stay at their first landing place

- 4 two reasons why their first winter was very hard

HISTORY: A famous journey

The *Mayflower* was a very big ship that brought drink to England from the Mediterranean in the early seventeenth century. It then took furs and cloth back to France.

But the *Mayflower* is not famous because of its trading journeys. It's famous because of a group of people who travelled on it to America in 1620. These people didn't agree with the main religion in England at that time. They decided to travel across the ocean to America so that they could practise their religion freely.

They chose the *Mayflower* for this long journey. They planned to send back fish, fur and wood from America when they arrived in the new land.

In fact, two ships left England in August 1620 – the *Mayflower* and the *Speedwell* – but the *Speedwell* developed problems and the ships had to turn back.

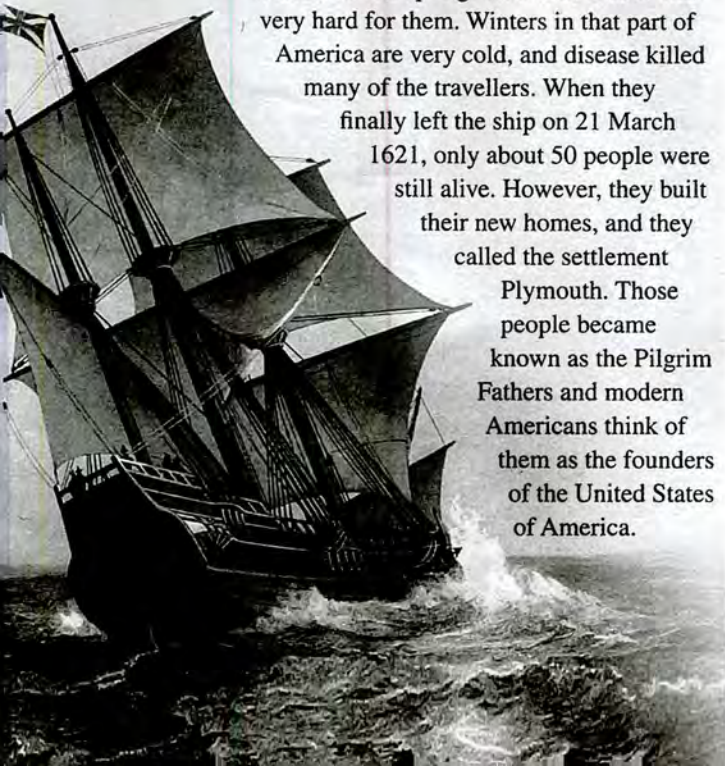
However, they couldn't repair the ship, so in the end all the passengers moved to the *Mayflower*. They finally left Plymouth on 16 September 1620 with 102 passengers, including 31 children. There were also 34 men in the crew. The journey was very difficult. There wasn't much space, and the ship was hit by several very bad storms. In addition, there was disease on board. However, only one passenger and one crew member died.

Finally, on 9 November they saw land, but this first landing place wasn't a very good place for a settlement. There was no fresh water, and the local Native Americans were unfriendly. So they travelled further south and finally they found a place with fresh water and good farmland. However, by now it was winter, so the travellers stayed on the ship and

waited for the spring. That first winter was very hard for them. Winters in that part of America are very cold, and disease killed many of the travellers. When they finally left the ship on 21 March

1621, only about 50 people were still alive. However, they built their new homes, and they

called the settlement Plymouth. Those people became known as the Pilgrim Fathers and modern Americans think of them as the founders of the United States of America.



Giving reasons

5 ** Complete the phrases.

- 1 for a _____ of reasons
- 2 as a _____ of several things
- 3 because of a _____ of things

6 *** Read the sentences. Use them to write a paragraph. Decide which sentence is first, then list the reasons for it. Use *Firstly*, *Secondly* and *Thirdly*.

- 1 Every generation can add something new.
The music has survived for so long.
Each kind of music creates its own fashion.
The electric guitar makes the music loud and exciting.

The music has survived for so long _____ because
of a *number of things*. *Firstly, the electric*
guitar makes ...

- 2 Merchants had to cross mountains and deserts.
It was a very long journey.
The things that came along the Silk Road were very expensive.
Local tribes attacked the caravans.

_____ as a

- 3 There are lots of things to do.
The weather is warm and sunny.
Everybody is very friendly.
We like to spend our holidays in Florida.

_____ for a

Progress check

1 Complete the dialogue. Put the verbs in brackets into the correct tense.

- Gerry Hi Kate. I ¹ haven't seen (not see) you recently. ² _____ (you / be) on holiday?
- Kate Yes. We ³ _____ (get back) last night. It was a complete nightmare!
- Gerry Oh no! Why?
- Kate ⁴ _____ (you / ever / be) camping?
- Gerry Yes, I ⁵ _____ (go) once when I was ten. We ⁶ _____ (have) a great time.
- Kate Well, our holiday was a disaster! First, we ⁷ _____ (pack) everything into the car and we ⁸ _____ (put) the tent on the roof rack.
- Gerry Yes – there's always so much equipment.
- Kate Well, we ⁹ _____ (drive) along the motorway when we suddenly ¹⁰ _____ (hear) a strange noise. We ¹¹ _____ (look), and part of our tent ¹² _____ (bang) against the window.
- Gerry What ¹³ _____ (happen) then?
- Kate We ¹⁴ _____ (hear) another loud noise and the tent ¹⁵ _____ (fly) off the roof of the car!
- Gerry That's scary.
- Kate Of course, Dad ¹⁶ _____ (stop) the car. All our equipment ¹⁷ _____ (lie) on the motorway and the cars ¹⁸ _____ (try) to go round it! We couldn't pick up the things because the cars ¹⁹ _____ (go) too fast. So the police closed the motorway!
- Gerry No!
- Kate Yes. We weren't very popular. And now Mum ²⁰ _____ (decide) that we're never going to go camping again.

2 a 1.7 Listen and underline the words that you hear.

attractive slim confident well-built quiet
shy generous cheerful popular overweight
good-looking mean careful horrible ugly
gorgeous plain intelligent honest pretty
nice friendly funny helpful handsome

b 1.7 Listen again. Describe these people.

- Robert's cousin

- his cousin's friend

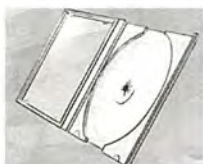
3 Put the dialogue in the correct order.



- ☐ a Yes, it is, isn't it? Would you like to exchange it?
- ☐ b Yes, here you are.
- ☐ c I'm sorry about that. What's the problem?
- ☒ 1 d Can I help you?
- ☐ e No, thank you. Could I have a refund, please?
- ☐ f OK. Thank you. Here's your money.
- ☐ g It's making a funny noise.
- ☐ h Thank you. Goodbye.
- ☐ i Have you got the receipt?
- ☐ j I bought this hairdryer on Saturday, but there's something wrong with it.

4 What's wrong with the items?

1 The CD is missing.



2 The cup _____.



3 The alarm _____.



4 The jeans _____.



5 The nail _____.



6 The tyre _____.



5 Choose the correct words.

Last Saturday, I went to ¹the / my shops with ²the / my friend, Zoe. We went past ³a / that cake shop and we stopped to look in ⁴a / the window. Zoe pointed to ⁵a / the very nice cake at the back of the window. 'I like ⁶this / that cake over there,' she said, so we went into ⁷this / the shop and bought it. ⁸The / That shop assistant put ⁹a / the cake in ¹⁰a / the box.

After we left ¹¹a / the shop, we went to ¹²a / that café for ¹³this / a cup of coffee. 'Let's sit at ¹⁴this / that table here,' said Zoe. I put ¹⁵a / the cake box down on one of ¹⁶the / my chairs and took off ¹⁷the / my coat. Just then ¹⁸that / my mobile rang. As I was answering it, I sat down. But I forgot that ¹⁹a / the cake box was on ²⁰a / the chair and I sat on it!

I can ...

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

1 As I ¹went / was going home, I ²saw / was seeing a wallet. I ³picked / was picking it up and ⁴took / was taking it to the police station. I ⁵was / 've been here for fifteen minutes, but John ⁶didn't arrive / hasn't arrived yet. He ⁷did / 's done the same thing last week and we ⁸missed / 've missed the bus.

I can talk about the past and present.

☐ Yes

☐ I need more practice

2 Maria isn't mean.
She's very _____. SUREEGNO
Justin's fun to be with.
He's always _____. HULEFREC

I can describe people.

☐ Yes

☐ I need more practice

3 jumper / wrong / is / this / size / the

wrong / something / with / there's / DVD / this

please / have / I / can / refund / a
_____?

I can say what's wrong with something.

☐ Yes

☐ I need more practice

4 • What's wrong with _____ remote control for _____ TV?
◦ It needs _____ new battery.
• I'm going to have _____ party at _____ house.
◦ Oh. I think that's _____ great idea!

I can use articles correctly.

☐ Yes

☐ I need more practice

2A Ambitions

Jobs

1 ★ What are their jobs? Complete the bubbles. Don't forget a or an.

- | | |
|--|---|
| 1 <i>I look after people when they're in hospital. I'm a nurse.</i> | 7 <i>I tidy and vacuum offices and houses. I'm _____.</i> |
| 2 <i>I make houses. I'm _____.</i> | 8 <i>I serve meals and drinks to passengers on planes. I'm _____.</i> |
| 3 <i>I deliver things to shops and factories. I'm _____.</i> | 9 <i>I repair lights, switches and things like that. I'm _____.</i> |
| 4 <i>I work in an office. I type letters and emails and answer the phone. I'm _____.</i> | 10 <i>I'm a doctor that looks after animals. I'm _____.</i> |
| 5 <i>I cook meals in a restaurant. I'm _____.</i> | 11 <i>I build and repair machines. I'm _____.</i> |
| 6 <i>I design buildings. I'm _____.</i> | 12 <i>I fly a plane. I'm _____.</i> |

Talking about the future

2 ★★ Complete the dialogues. Use these expressions and will.

just wash my hands set the alarm for 5.30
lend you some ~~ask my dad for a lift~~
get you another one phone Max and tell him
ring it for you switch the light on

- 1 • Oh no. We've missed the bus.
◦ It's OK. *I'll ask my dad for a lift* _____.

- 2 • I haven't got any money.
◦ That's OK. _____.
- 3 • You have to leave early tomorrow morning.
◦ OK. _____.
- 4 • I can't see this photo very well.
◦ Just a minute. _____.
- 5 • I can't find my phone.
◦ Hang on a minute. _____.
- 6 • Dinner's ready!
◦ Thanks. _____.
- 7 • This knife isn't clean.
◦ Sorry about that. _____.
- 8 • We're going to be late.
◦ Yes, I know. _____.

3 ★★ What's happening next week? Look at Carl's diary and complete the sentences. Use the correct form of these verbs.

meet up with have play go
take watch come take part in

M
T
W
T
F
S
S

6 pm piano exam
after school - football for the school team
4.30 pm dentist!
Geography test at school
eve film with Bill
fun run in the park; 7 pm Jess in town
grandparents / for dinner

- 1 At six o'clock on Monday, he's taking a piano exam.
2 After school on Tuesday, he _____.
3 On Wednesday at 4.30, he _____.
4 On Thursday, they _____.
5 On Friday evening, Carl and Bill _____.
6 On Saturday, he _____.
7 In the evening, he _____.
8 On Sunday, his grandparents _____.

- 4 a** ** 1.8 Listen. What are the people going to do in the summer holidays? Complete column A in the chart.



	A What is he / she going to do?	B What will it be like? Why?
Molly	go camping in France	¹ fun ² see interesting places
Nathan		¹ _____ ² _____
Suzie		¹ _____ ² _____
Gary		¹ _____ ² _____
Paula		¹ _____ ² _____
Henry		¹ _____ ² _____

- b** * 1.8 Listen again. What do they think it will be like? Complete column B with these cues.

meet interesting people tiring really fit
fun DVDs some money really boring
new friends hard work have a break
see interesting places learn a lot

- 5** *** Complete the dialogues. Put the verbs in brackets into the most appropriate future form: **will**, **going to** or the **present continuous**.

- What ¹ are you going to do (do) when you leave school? ² _____ you _____ (go) to university?
 - Yes, I am. I ³ _____ (study) Engineering.
 - That ⁴ _____ (be) interesting. I'm sure you ⁵ _____ (enjoy) that. What do you think you ⁶ _____ (do) after that?
 - I don't know. I ⁷ _____ probably _____ (work) for a car company.
- ¹ _____ you _____ (do) anything this evening?
 - Yes, I am. I ² _____ (meet) Sandy at the sports centre at 7.30.
 - ³ _____ you _____ (play) basketball?
 - No, we aren't. We probably ⁴ _____ (not have) enough people for two teams. So I think we ⁵ _____ (go) for a swim.
- I ¹ _____ (go) shopping on Saturday.
 - Oh, what ² _____ you _____ (buy)?
 - I ³ _____ (look for) a new coat. Do you want to come?
 - I'm sorry. I can't. I ⁴ _____ (look after) my little brother till 12.
 - Well, bring him with you. I'm sure he ⁵ _____ (enjoy) it.
 - Maybe. I ⁶ _____ (text) you later.

- 6** *** Write a sentence about something that:

- you think will happen next year

- won't happen next year

- you're going to do at the weekend

- you aren't going to do at the weekend

- you have arranged for this week

2B Make your dreams come true

Working with words

1 * Complete the expressions. Put the letters in the correct order to find the missing words.

- | | |
|--------------------------------|-------------|
| 1 make your dreams come _____ | REUT |
| 2 follow a _____ | NAPL |
| 3 make a _____ | IEHCOC |
| 4 have good _____ | ROMESIME |
| 5 join a _____ | BULC |
| 6 set a time _____ | MITIL |
| 7 write down your _____ | SADIE |
| 8 think about _____ things | CRAPLITAC |
| 9 make an _____ | NAGREENTARM |
| 10 achieve your _____ | LAGO |
| 11 turn your dreams into _____ | TEIRALY |
| 12 don't let your _____ die | MADERS |

First conditional

2 ** 1.9 Listen and delete the extra words.

- I've worked very hard ~~late~~ly. So if I pass all my exams, I'll have a party ~~for all~~ my friends.
- It's Dad's birthday soon. I'll get a card and a present for him if I go shopping on Saturday morning.
- I haven't got any homework to do this evening. I'll go out with my friends if there's nothing good on TV.
- I'm meeting Harry in town at 1.30. If I don't have time for lunch, I'll make a cheese sandwich.
- If the weather's nice and warm at the weekend, we'll go to the park for a game of tennis.
- I've saved some money from my Saturday job at the café, so I'll buy some new trainers if I have enough money next month.

7 If it rains on Sunday, I'll go round to Mary's house and watch a DVD with her.

8 I've got a bad headache. I won't go to school tomorrow if I don't feel better in the morning.

3 *** How is John going to make his dream come true? Complete the sentences. Put the verbs in brackets into the correct form.



- If I get a Saturday job, I 'll earn some money. (get, earn)
- My parents _____ me if I _____ the car every week, too. (pay, wash)
- If my grandparents _____ me some money for my birthday, I _____ it. (give, not spend)
- If I _____ at the weekend, I _____ lots more money. (not go out, save)
- But life _____ a bit boring if I _____ that. (be, do)
- If I _____ half my money, I _____ enough to buy some drums by September. (save, have)
- I _____ some from Mum and Dad if I _____ more. (borrow, need)
- If I _____ for one hour a day, I _____ good enough to join a band in a few months. (practise, be)
- If I _____ a notice on the school website, I _____ some other people to form a band. (post, find)
- We _____ at school discos and things like that if we _____ good enough. (play, get)

Reading

4 ** Read the text. Put the events in the correct order.

- ☐ a Sinbad fired an arrow at an elephant.
- ☐ b The merchant gave Sinbad some gold and he went home.
- ☐ c Sinbad became a slave.
- ☐ d The Caliph sent him on one last voyage.
- ☐ e The elephants showed Sinbad the Elephants' Graveyard.
- ☒ f Sinbad decided to stop travelling.
- ☐ g His ship was attacked by pirates.
- ☐ h Sinbad told the merchant about the Elephants' Graveyard.
- ☐ i His owner told him to kill elephants.
- ☐ j The elephant pulled up the tree.

5 *** Here are some more things that people in the story said. Match two things to each person.

- | | |
|---------------------------------------|---|
| ☒ c | ☐ 1 Sinbad |
| ☐ | ☐ 2 the Caliph |
| ☐ | ☐ 3 the King of Serendib |
| ☐ | ☐ 4 the pirates' leader |
| ☐ | ☐ 5 the merchant |

a Can you use a bow and arrow?

b We'll sell all of them. They'll make good slaves.

c But I've decided that I want to stay here in Baghdad.

d Give the message to the king personally.

e Be careful on your journey home from here. There are pirates.

f How many elephants must I kill?

g I know that you don't want to travel again, but I've got an important job for you.

h You're a free man again and here's a bag of gold for you.

i There's a ship. Get ready to attack it.

j Thank you for bringing the message from my good friend, the Caliph.

Sinbad the Sailor

Long ago, a young man called Sinbad lived in Baghdad. He was a sailor, and he travelled to many countries. But every voyage was difficult. On one voyage, his ship sank. On another, Sinbad was carried away by a huge bird, called a Roc. He was even shipwrecked on the back of a whale. After many adventures, he said to himself: 'I'm not going to travel any more. I'm going to live a quiet life at home.'

However, he had one more job to do, and it was for the Caliph of Baghdad, so he couldn't refuse. 'If you take this message to the King of Serendib for me,' said the Caliph, 'I won't ask you to do anything more.'

So Sinbad sailed to Serendib and delivered the message. But on the way home, his ship was attacked by pirates, and all the sailors were taken as slaves. Sinbad was sold to a rich African merchant.

One day, the merchant took Sinbad to a forest. 'Here's a bow and arrow,' he said. 'Sit in this tree and shoot any elephant that you see. I want the ivory from their huge tusks. If you get enough ivory, I'll set you free.'

Sinbad didn't want to kill the elephants, but he thought: 'If I don't kill them, I'll never see my home again.' So he climbed the tree.

Soon some elephants came towards the tree. Sinbad fired an arrow, but he missed. Then, before he could fire another one, the largest elephant came to the tree and pulled it out of the ground.

'This is the end,' thought Sinbad. 'I'm going to die.' But the elephant didn't kill him. It picked him up with its trunk, put him on its back and walked away. After a long time, they came to a deep valley. Sinbad couldn't believe his eyes. The valley was full with the bones and tusks of dead elephants. It was the legendary Elephants' Graveyard.

'This is where the elephants come to die,' thought Sinbad. 'The elephants are showing me this so that I won't kill them.'

So Sinbad returned to the merchant.

'Will you give me my freedom if I take you to the Elephants' Graveyard, which is full of ivory?' he asked.

'You won't just be free. You'll be very rich, too,' said the merchant.

So, with a bag of gold from the merchant, Sinbad set off home. He didn't go by sea this time, and when he reached Baghdad, he never left there again.



2C Changing an appointment

Time and time prepositions

1 ★ Complete the rules with *in*, *on* or *at*.

1 We use _____ with: Saturday morning
days
dates Wednesday 1 May
parts of a specific day Christmas Day

2 We use _____ with: 10.45
times of the day
festivals twelve o'clock
the weekend Easter
night

3 We use _____ with: the evening
parts of the day
months March 2010
years autumn
seasons the 21st century
centuries

2 ★ Complete the chart.

	We write	We say
1	14 / 5	the fourteenth of May
2	2 / 7	
3	21 / 11	
4	8 / 4	
5	30 / 12	
6	5 / 6	
7	13 / 2	
8	1 / 8	
9	19 / 1	
10	23 / 9	
11	12 / 3	
12	4 / 10	

3 ★★ Complete the phrases with the correct preposition.

- _____ on _____ Wednesday
- _____ Easter
- _____ November
- _____ New Year's Eve
- _____ the 20th century
- _____ the morning
- _____ 1969
- _____ night
- _____ ten o'clock
- _____ Saturday afternoon
- _____ 6 July
- _____ winter
- _____ the weekend
- _____ midday
- _____ Friday

4 ★★ Complete the sentences so that they are true for you. Use the cues in brackets and the correct preposition.

- My birthday is on 12 August . (date)
My birthday is _____ . (date)
- I was born _____ . (year)
- I go to bed _____ . (time)
- My friend's birthday is _____ . (month)
- Our longest school holiday is _____ . (season)
- Our town was founded _____ . (century)
- I feel best _____ . (part of the day)
- We usually have Maths homework _____ . (day)
- We usually have a party _____ . (festival)
- I started school _____ . (year)

Everyday English

5 ** Complete the dialogue with these expressions.

make another appointment Thank you
Can you come at 3.45 that's no good for me
~~I've got an appointment~~ that will be fine
we haven't got anything else Let me see
I'm afraid I can't make it now
we'll see you at 3.45

S = Steven R = Receptionist

R Hello. Clearview Opticians.

S Hello. My name's Steven Harris. ¹ *I've got an appointment* at 4.30 on Wednesday, but ² _____.

I'm doing something after school.

R I see. Would you like to ³ _____?

S Yes, please.

R ⁴ _____. What about three o'clock on Friday?

S No, I'm sorry, but ⁵ _____.
I have a piano lesson after school on Fridays.

R Oh, well, ⁶ _____
this week. ⁷ _____
next Tuesday? That's the third of February.

S Tuesday? Yes, ⁸ _____.

R OK. So ⁹ _____
next Tuesday afternoon.

S Yes. ¹⁰ _____. Goodbye.

R Goodbye.

Time expressions

6 ** Complete the sentences. Change the time of the expression in bold to the time in brackets.

1 My party isn't **this weekend**. It's *next weekend*. (future)

2 I'm not going out **tonight** because I went out _____. (past)

3 My appointment at the optician's wasn't **last Wednesday**. It's _____. (present)

4 I haven't seen Dennis **this morning**, but I saw him _____. (past)

5 Celia isn't coming to my house **tonight**. She's coming _____. (future)

6 I didn't do my Science homework **yesterday evening**, so I'm doing it _____. (present)

7 We haven't got any free appointments **this week**. Can you come one day _____. (future)

8 My birthday isn't **this month**. It was _____. (past)

9 We had a great holiday in Spain **last year**, so we're going again _____. (present)

10 I can't make my appointment **this afternoon**. Can I come _____. (future)

Listening

7 a ** 1.10 Listen to the dialogue. Some of the information is incorrect. Delete the incorrect parts.



this evening

Asha Are you still OK for ~~tomorrow~~ – you know, our tennis game?

Vicky No, I can't make it now. I'm going to the dentist's. I've got toothache.

Asha Ooh. That sounds painful. Well, can we make it another day?

Vicky Yes. What about Saturday morning?

Asha No, Saturday's no good for me. I work at the hairdresser's on Saturdays.

Vicky Oh, yes. I forgot. Well, is Sunday any good?

Asha Yes, that will be fine. About two o'clock?

Vicky OK, see you then in the park. Bye.

b *** 1.10 Listen again. Write the correct information in the dialogue.

2D Culture, English Across the Curriculum and Writing

Culture

1 a * **1.11** Listen to Lisa talking about the best time of her life. Answer the questions.

- 1 Who was Carolyn?
 - a her sister
 - b her neighbour
 - c her best friend
- 2 Who was Matt?
 - a her class matt
 - b her friend at college
 - c her brother
- 3 Which of these kinds of school does Lisa mention?
 - ☐ Grade School
 - ☐ Junior High School
 - ☐ Senior High School
 - ☐ College
- 4 Which of these events does she mention?
 - ☐ her first day at school
 - ☐ the flag-raising ceremony
 - ☐ the Basketball Championship Final
 - ☐ Graduation Day
 - ☐ the High School Prom
 - ☐ her eighteenth birthday

b *** **1.11** Listen again. Are the statements true (✓) or false (X)?

- ☒ 1 Lisa is from Texas.
- ☐ 2 Her school day was from 7 am to 3 pm.
- ☐ 3 She grew up in a big city.
- ☐ 4 She used to play basketball for the school.
- ☐ 5 Matt played the trumpet in the school band.
- ☐ 6 Carolyn was a cheerleader.
- ☐ 7 Lisa was the Prom Queen.
- ☐ 8 Lisa is studying in her home town.
- ☐ 9 Carolyn and Matt aren't studying in Chicago.
- ☐ 10 She works part-time in a supermarket.

English Across the Curriculum

2 ** Read the text on page 21. Match the pictures to the times.



a 07:00

b 10:00

c 12:00

d 14:00

e 18:00

f 19:30



3 ** Read the text again. Answer the questions.

- 1 What are the high and low points for energy levels and stress levels? Circle the two high points and underline the low point.

energy: 7 am 9-11 am 12-1 pm 6 pm 7-8 pm

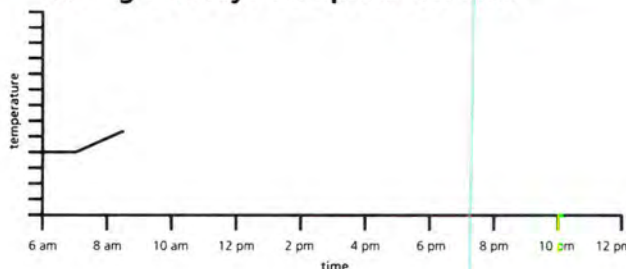
stress: 7 am 9-11 am 12-1 pm 3-6 pm 7-8 pm

- 2 Circle the two best times for studying.

7-9 am 9-11 am 1-2.30 pm 3-6 pm 7-9 pm

- 3 Why do people worry in the evening?
 - a They're very tired at the end of the day.
 - b They think about the next day.
 - c Their adrenaline levels are very high.
 - d They think about problems.

4 ** How does your temperature change during the day? Complete the line.



A day in the life of your body

We know that our body clock controls the production of hormones like melatonin and adrenaline so that we wake up and feel sleepy at different times. Here is a typical day in the life of the average person's body.

- ◆ 7 am: When the sun comes up and it becomes light, your brain switches off the sleep hormone, melatonin. Your temperature starts to rise and you wake up. This is a good time to go jogging. Exercise produces adrenaline, which will make you more alert during the day.
- ◆ 8 am: Breakfast is the most important meal of the day. You probably haven't eaten for about twelve hours. If you don't eat a good breakfast, you won't have enough energy for the morning.
- ◆ From nine to eleven o'clock, your mind is most alert because you have a lot of energy and your stress level is low. This is the best time for mental work.
- ◆ By eleven o'clock, your brain has used about twenty per cent of your body's energy, so it's time for a snack. Good snacks for energy are nuts and fruit, such as an apple or a banana.
- ◆ At midday your temperature starts to fall and your stress level is rising. If you go for a walk or talk to a friend now, it will make you feel brighter and happier.
- ◆ 1 pm: This is the best time for lunch because your energy level is low.
- ◆ 2 pm: You feel sleepy because your brain naturally produces melatonin at this time. This is why people in a lot of countries have a siesta. Unfortunately, this isn't always possible with modern lifestyles.
- ◆ At three o'clock your temperature is rising again. From now till six o'clock, your memory is at its best. You'll remember things better if you revise for exams at this time.
- ◆ 6 pm: Your temperature is at its highest. This is the best time for heavy exercise, like weightlifting or aerobics, because your energy level is high. Stress is high, too, and exercise will reduce stress.
- ◆ The best time to eat dinner is between seven and eight o'clock in the evening. You should always eat an evening meal at least two hours before you go to bed.
- ◆ At nine o'clock your temperature starts to fall again. Many people worry or feel depressed now because they think about the things that they're going to do the next day.
- ◆ 10 pm: Your brain is producing the sleep hormone melatonin now. You start to feel tired and your body gets ready to go to sleep.

Making generalizations

- 5 *** Look at the chart showing how many students study each subject. Complete the sentences. Use these expressions. There is more than one possible answer.

all	almost all	most	a lot of
some	a few	not many	no

Subject	Students (Total 33)	Subject	Students (Total 33)
Maths	33	History	21
English	33	Music	12
ICT	31	Japanese	3
PE	29	German	0
Science	30 (Biology 20, Chemistry 7, Physics 3)		

- 1 All students study Maths and English. However, students study German.
- 2 students do ICT. On the other hand, only study Japanese.
- 3 students study Music.
- 4 students have got Science lessons. of them have got Biology this term, while have got Physics.
- 5 students do PE and students do History, too.

- 6 *** Choose the correct words.

- 1 I know I shouldn't eat too much sugar, however, / but / while I love eating chocolate.
- 2 I wanted to watch the competition on TV. However, / But / On the other hand, I couldn't because I had too much homework.
- 3 Babies wake up naturally at 7 am, however, / on the other hand, / while teenagers don't wake up till 9 am.
- 4 In Britain, most children start school when they are five years old. In many countries, but / on the other hand, / while they don't start till they are six or seven.
- 5 I love adventure films, but / on the other hand, / however, my best friend prefers sci-fi.

Progress check

1 Complete the names of the jobs and match them to the pictures.

- 1 a nu r se
- 2 an a__hi__t
- 3 a c__f
- 4 a b____r
- 5 a p__t
- 6 a l__y d____r
- 7 an e____n__r
- 8 a s____t__y
- 9 a f____t a____d__t
- 10 an e____t____n



2 Complete the dialogues. Choose the correct future form in brackets.

- 1 • I've just bought this DVD, so I 'm going to watch ('ll watch / 'm going to watch) it.
 - Good idea. I _____ ('ll join / 'm going to join) you.
- 2 • _____ (Will you do / Are you doing) anything on Sunday?
 - Yes. My cousins _____ (will come / are coming) to spend the day with us.

- 3 • Do you think people _____ (will live / are going to live) on other planets?
 - Yes, but it _____ (isn't happening / won't happen) in my lifetime.
- 4 • Jack _____ ('ll have / 's going to have) a party for his birthday.
 - Oh good. I hope he _____ ('ll invite / 's inviting) me.
- 5 • I _____ ('ll play / 'm playing) in an important match this weekend.
 - Good luck. I'm sure you _____ ('ll win / 're winning).
- 6 • That's the phone. I _____ ('m going to answer / 'll answer) it.
 - No, don't worry. I _____ ('m going to get / 'll get) it.
- 7 • _____ (Will you spend / Are you spending) your holidays in Spain again this summer?
 - No, my parents have decided that we _____ ('re going to try / 're trying) somewhere new.
- 8 • What _____ (are you doing / are you going to do) when you leave school?
 - I don't know. I think I _____ ('ll take / 'm going to take) a year out first.

3 Complete the sentences. Put the verbs in brackets into the correct tense.

- 1 If you 're busy now, I _____ later. (be, come back)
- 2 We _____ to the cinema if you _____ well. (not go, not feel)
- 3 If you _____ your camera there, someone _____ it. (leave, steal)
- 4 I _____ these old magazines away if you _____ them. (throw, not want)
- 5 David _____ us if the bus _____ late. (text, be)
- 6 We _____ here if you _____ after six o'clock. (not be, arrive)
- 7 If we _____ this match, we _____ the championship. (lose, not win)

4 Choose the correct prepositions.

- 1 I sometimes have a lie-in in / on / at Sunday morning, but then I can't get to sleep in / on / at night.
- 2 My appointment is in / on / at Wednesday in / on / at half past two.
- 3 How much will life change in / on / at the 21st century?
- 4 I was born in / on / at 1995 – in / on / at 18 February.
- 5 We always go skiing in / on / at winter. We usually go in / on / at February, but we sometimes go in / on / at Christmas.
- 6 • Are you doing anything in / on / at the weekend?
◦ Well, I'm going swimming in / on / at Saturday morning, but I'm free in / on / at the afternoon.
- 7 The film starts in / on / at 7.15 in / on / at Mondays and Tuesdays.
- 8 We always have a party in / on / at New Year's Eve.

5 1.12 Listen and complete the sentences.

- Hello. Willow ¹ Tree Medical Centre.
- Oh, ² _____. My name's Molly Freeman. I've got an appointment at ³ _____ o'clock ⁴ _____, but I'm afraid I can't make it now.
- OK. Let me see. Can you come ⁵ _____ at ⁶ _____ instead?
- No. I'm sorry. That's no good for me. I've got a ⁷ _____ exam.
- Oh, well. I'm afraid we haven't got anything else ⁸ _____. What about ⁹ _____ at ¹⁰ _____?
- What date is that?
- It's ¹¹ _____.
- Yes, that will be fine. Thank you. Goodbye.
- Goodbye.

I can ...

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

- 1 I've decided that I _____ (train) as an engineer.
I think I _____ (go) to university when I leave school.
I can't go out this evening. I _____ (babysit).

I can talk about the future.

☐ Yes ☐ I need more practice

- 2 if / I / finish / my homework soon / we / watch / a DVD

you / not win / if / you / not practise

I can talk about what will happen if ...

☐ Yes ☐ I need more practice

- 3 The concert is _____ Friday _____ three o'clock _____ the afternoon.
My birthday isn't _____ October. It's _____ 12 November.

I can talk about time.

☐ Yes ☐ I need more practice

- 4 • I've _____ an appointment at 3.30, but I'm afraid I can't _____ it.
◦ _____ 4.30?
• Sorry, 4.30 is _____ for me.

I can change an appointment.

☐ Yes ☐ I need more practice

Grammar summary

Introduction

0.1 Present simple and present continuous

- a We use the present simple to talk about things that happen regularly. We often use it with adverbs of frequency such as *always, usually, often, sometimes, rarely* and *never*. We can also use time expressions such as *every day / week / month / year, on Mondays, at the weekend, etc.*

I usually walk to school.

She doesn't have bacon and eggs for breakfast every day – just at the weekend.

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

They drive on the left in Britain.

We don't wear school uniforms at my school.

- b We use the present continuous to talk about something that is happening at or around the moment of speaking. We often use it with expressions such as *now, at the moment* and *today*.

I usually walk to school, but today I'm taking the bus.

She always wears her uniform to school, but she isn't wearing it at the moment because it's Sunday.

0.2 Stative verbs

With some verbs, we don't normally use the present continuous. These verbs often describe states rather than actions, e.g. *think, believe, understand, know* (opinions), *like, love, prefer, hate* (feelings), *have got / have* (possession), *want, need, have to* (necessity). They are called stative verbs.

I want to be a teacher. (NOT ~~I'm wanting~~ ...)

He thinks Paris is a beautiful city. (NOT ~~He's thinking~~ ...)

She likes fish and chips. (NOT ~~She's liking~~ ...)

We have to wear uniforms at my school.

(NOT ~~We're having to~~ ...)

They prefer Geography to Biology.

(NOT ~~They're preferring~~ ...)

1 Problems

1.1 Past simple

I	
He	opened the front door.
She	cleaned the house.
It	hid in the kitchen.
We	bought a present.
You	stopped the car.
They	

I		
He		
She		
It		
We	did not	take the bus yesterday.
You	didn't	go to the wedding.
They		

	I	
	he	
	she	
	it	
	we	
	you	
	they	
Did		close the door? buy a car? have a party?

Where did you go on holiday last year?

- a Note these spelling rules:
- 1 With most regular verbs, add *-ed*.
open → *opened*
 - 2 With verbs ending in *-e*, remove *-e* and add *-ed*.
smile → *smiled*
 - 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 verbs have an irregular past simple. There are no rules for them. You need to learn the form for each verb. See page 79 for a list of some irregular verbs.

- b We use the past simple to talk about actions and states which 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).

We saw this film two weeks ago.

She moved to Australia last year.

He broke his arm in June.

I passed my driving test on 3 May.

They arrived here at nine o'clock.

1.2 Past continuous

I He She It	was	driving down the motorway. waiting for the bus. playing football at two o'clock.
We You They	were	

I He She It	was not wasn't	having lunch at one o'clock. watching TV last night. listening to music.
We You They	were not weren't	

Was	I he she it	walking home reading a book doing homework	at eight o'clock yesterday?
Were	we you they		
Why were they hiding in the kitchen?			

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 eating dinner.

1.3 Past simple and past continuous

We often use the past simple and the past continuous together when a shorter, completed action (past simple)

comes in the middle of a longer, uncompleted one (past continuous).

I cut my hand while I was repairing my bike.

He was having dinner when the phone rang.

1.4 Present perfect

I We You They	have 've	joined a tennis club. been to Spain. lost my keys.
He She It	has 's	

I We You They	have not haven't	tried bungee jumping. had a party. won the lottery.
He She It	has not hasn't	

Have	I we you they	invited everyone? seen this film? spoken to the teacher?
Has	he she it	
How long have you known your best friend?		

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

- a To make the present perfect, we use the present simple of the verb *have* + a past participle.
- b With regular verbs, the past participle is the same as the past simple form. However, 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 irregular verbs.

- c We use the present perfect to talk about:
- 1 experiences in someone's life up to now, without saying exactly when something happened. We often use it with *ever* and *never*.
She's travelled all over the world, but she's never been to Paris.
 - 2 an action or event in the past with a result in the present.
He's hurt his foot, so he can't play football this afternoon.
 - 3 something that started in the past and continues into the present.
I've been here for two hours.
He's lived there since 2001.
We use *for* with a period of time and *since* with a point of time.
 - 4 a recent event, often with *just*.
They've just arrived.

1.5 Present perfect and past simple

We use the present perfect for experiences and actions that happened at an unspecified time in the past. The actions could be completed or uncompleted and usually have a connection with the present.

She's lived here for five years.
I've made a cake. Would you like some?

We use the past simple for actions that happened at a specific point in the past. The actions are completed and happened in a period of time that has ended.

He worked here from 2010 until 2013.
They bought this house in 1999.

We usually use the present perfect in questions with *How long* and the past simple in questions with *When*.
How long have you lived here?
When did you go to the USA?

1.6 Articles

- a We usually use *a / an* with singular countable nouns:
- 1 for a general statement.
'What's this?' 'It's a coin.'
 - 2 after *There's ... / Is there ...?*
There's a post office at the end of George Street.
Is there a supermarket near here?

- 3 when we talk about something for the first time.
I bought a car yesterday.
- b We can use *the* with singular and plural countable nouns and with uncountable nouns:
 - 1 when there is only one of an item.
The Earth goes around the Sun.
 - 2 with superlatives and ordinal numbers.
She was the tallest player in the team.
They were the first people to arrive.
 - 3 in some time expressions.
in the afternoon
at the weekend
 - 4 when we talk about a specific thing.
I have done the exercise that I needed to do for homework.
 - 5 when we refer to something that has already been mentioned.
I played two tennis matches last week, on Tuesday and Wednesday. The match on Tuesday was very hard.

2 The future

2.1 Future forms

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

- a We use *will + infinitive*:
- 1 to talk about facts in the future.
It's Clare's birthday next week. She'll be seventeen.
 - 2 to make general predictions about the future.
One day, people will live on the Moon.
 - 3 to express a promise, an offer, or a decision made at the moment of speaking.
'Oh no. It's raining.' 'I'll give you a lift to school.'
- b We use *going to + infinitive*:
- 1 to talk about intentions and plans (things that we have already decided to do in the future).
It's my friend's birthday tomorrow. I'm going to cook dinner for him.
He's decided that he's going to be a teacher when he grows up.

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

Look at the clouds! It's going to rain.

- c We use the present continuous to talk about personal arrangements for the future, usually with time expressions such as *tomorrow, tonight, this afternoon / week / Friday*.

I'm meeting Jane in front of the cinema at six o'clock.

We're having a party on Friday night. Would you like to come?

2.2 will

I He She It We You They	will 'll	live in another country. help you. make lot of money.
---	-------------	---

I He She It We You They	will not won't	wait for them. get married. work abroad.
---	-------------------	--

Will	I he she it we you they	win the competition? find a cure for cancer? be all right?
Where will people live in 2950?		

2.3 going to

I	am 'm	going to be a doctor.
He She It	is 's	
We You They	are 're	

I	am not 'm not	going to study in the USA.
He She It	is not isn't	
We You They	are not aren't	

Am	I	going to come to the concert?
Is	he she it	
Are	we you they	
Where are you going to live when you are 20?		

2.4 First conditional

A conditional sentence has got two parts: an *if* clause and a main clause.

When the *if* clause comes first, we use a comma between the two clauses.

If you study hard, you'll pass your exams.
if clause main clause

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

If you don't hurry, we'll miss the bus.
(present simple) if clause (future) main clause
We'll go to the beach if it's sunny tomorrow.
(future) main clause (present simple) if clause

We use the first conditional to talk about a possible present or future action or situation, and its probable result.

2.5 Time expressions

past	present	future	
yesterday	this	tomorrow	morning afternoon evening
last night	tonight	tomorrow night	
yesterday	today	tomorrow	
last	this	next	Monday week weekend month year

3 Risks

3.1 would

I He She It We You They	would 'd	get henna. learn Chinese. do a bungee jump.
---	-------------	---

I He She It We You They	would not wouldn't	shave my head. tell a lie. eat snails.
---	-----------------------	--

Would	I he she it we you they	tell the truth? run a marathon? sleep in a tent?
-------	---	--

Where would you go on holiday?

Yes,	I he she it we you they	would.
No,		wouldn't.

We use *would* to talk about things that are imaginary or unreal.

I would stay in a five-star hotel on my ideal holiday.
I would have driving lessons, but I'm not old enough.

3.2 Second conditional

A conditional sentence has got two parts: an *if* clause and a main clause.

When the *if* clause comes first, we use a comma between the two clauses.

If I won a lot of money, *I would buy a yacht.*
if clause main clause

In second conditionals, we use the past simple for the *if* clause and *would* + infinitive for the main clause.

If I didn't go to school, I would watch TV all day.
If you lost your job, what would you do?
We would be very unhappy if you left.

We use the second conditional to talk about unlikely, unreal or imaginary situations.

If I saw a ghost, I would run away! (= I don't think I will see a ghost.)
If I won a million pounds, I would buy a boat.
(= I don't think I will win a million pounds.)

3.3 so (+ adjective / adverb) that

We use *so* ... *that* to express a result.

When something happens because of how something else is, we use *so* (+ adjective) *that*.

It was so hot that they couldn't work. (= They couldn't work because it was too hot.)

When something happens because of the way something else happens, we use *so* (+ adverb) *that*.

She spoke so quietly that I didn't hear her. (= I didn't hear her because she spoke very quietly.)

We can also use *so ... that* with *much* (+ uncountable noun) and *many* (+ countable noun).

He ate so much chocolate that he felt sick. (= He felt sick because he ate too much chocolate.)

There were so many people on the train that I couldn't get a seat. (= I couldn't get a seat because there were too many people on the train.)

3.4 Reflexive pronouns

Subject pronoun	Reflexive pronoun
I	myself
you (singular)	yourself
he	himself
she	herself
it	itself
we	ourselves
you (plural)	yourselves
they	themselves

When the subject and object of a sentence are the same person or thing, we must use a reflexive pronoun for the object.

I fell over and hurt myself.

You shouldn't blame yourself for what happened.

The dog looked at itself in the mirror.

4 Can I ask ...?

4.1 Question forms

To make questions:

- a With the verb *be* (present simple, past simple), we invert the subject and the verb.

Statement			Question		
subject	verb		verb	subject	
He	is	happy.	Is	he	happy?
They	were	ill.	Were	they	ill?

- b With verbs with an auxiliary (modal sentences, present perfect, continuous tenses, future with *will* or *going to*, passive sentences), we invert the subject and the auxiliary.

Statement			Question		
subject	auxiliary	verb	auxiliary	subject	verb
I	can	play the piano.	Can	I	play the piano?
He	has	read this book.	Has	he	read this book?
We	were	watching TV.	Were	we	watching TV?
You	will	win the match.	Will	you	win the match?
It	was	built in 1998.	Was	it	built in 1998?

- c With verbs with only one part (present simple, past simple), we use *do / does* or *did* + subject + verb stem.

Statement		Question		
subject	verb	do I does I did	subject	verb stem
He	likes cycling.	Does	he	like cycling?
They	bought a car.	Did	they	buy a car?

4.2 Gerunds

When we talk about an activity, we normally use the gerund (-ing form).

I'm not good at cooking.

She's interested in acting.

Your responsibilities will include answering the phone and replying to emails.

The job involves helping in the kitchen.

The gerund is used like a noun, and can be the subject or object of a sentence.

Sweeping the floors is hard work. (subject)

Duties will include sweeping the floors. (object)

4.3 Phrasal verbs

A phrasal verb consists of two or three words: a verb and at least one particle (a preposition or an adverb).

switch on

throw away

run out of

Some phrasal verbs do not have an object.

Come in and sit down.

What time do you usually get up?

Grammar summary

Some phrasal verbs have an object. They can be separable or inseparable.

a separable verbs

- 1 The verb and the particle can be separated by the object. The object can come between the verb and the particle, or after the particle.

Sam took off his coat when he came in.

OR

Sam took his coat off when he came in.

- 2 If the object is a pronoun, it must go between the verb and the particle.

Sam took it off. (NOT ~~Sam took off it.~~)

b inseparable verbs

The verb and the particle cannot be separated by the object. The object always comes after the particle.

Simon looked after his younger brother for the evening. (NOT ~~Simon looked his younger brother after for the evening.~~)

She looked at the photo. (NOT ~~She looked the photo at.~~)

5 Buying and selling

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 voice, we use the correct form of the verb *be* and a past participle (see 1.4b).
- c Active sentences usually have a subject, a verb and an object. The object of the active sentence becomes the subject of the passive sentence.

Someone delivers our newspaper.
(subject) (active verb) (object)

Our newspaper is delivered.
(subject) (passive verb)

- d 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 arrested three men.
(subject) (active verb) (object)

Three men were arrested by the police.
(subject) (passive verb) (agent)

- e Passive verbs have the same tenses as active verbs. The tense is shown by the verb *be*.

The men were arrested. (past simple)

The men will be arrested. (future)

5.2 Passive voice: present simple

I	am 'm	taken to school by car.
He She It	is 's	
We You They	are 're	

I	am not 'm not	taught by Mr Jones.
He She It	is not isn't	
We You They	are not aren't	

Am	I	needed for the school play?
Is	he she it	
Are	we you they	

Where are pineapples grown?

5.3 Passive voice: past simple

I He She It	was	woken up early.
We You They	were	

I He She It	was not wasn't	chosen for the school team.
We You They	were not weren't	

Was	I he she it	arrested by the police?
Were	we you they	
How was the food transported?		

5.5 Passive voice: future with will

I He She It	will be 'll be	sent into space.
We You They		

I He She It We You They	will not be won't be	interviewed by a reporter.
---	-------------------------	----------------------------

Will	I he she it we you they	be seen on TV?
When will the book be published?		

5.6 Modal verbs with the passive voice

We can use the passive voice with a modal verb. The pattern is modal verb + *be* + past participle.

a present

Stamps can be bought at the post office.

The walls must be painted every year.

b future

It might be finished by Friday.

The parcel can be delivered next Saturday.

5.4 Passive voice: present perfect

I We You They	have been 've been	invited to the party.
He She It	has been 's been	

I We You They	have not been haven't been	forgotten.
He She It	has not been hasn't been	

Have	I we you they	been bitten by a dog?
Has	he she it	
Why has it been studied by scientists?		

6 Protest

6.1 Reported speech

We use reported speech when we want to tell someone about something that another person said. In reported speech, the pronouns and possessive adjectives always change, because the speaker changes. The tense and time expressions also need to change if we use a past reporting verb. N.B. We usually use *that* to introduce reported statements.

a tense changes

- 1 With a present reporting verb, there are no tense changes.

*'My father **doesn't** watch the news and he **doesn't** read newspapers.'* → *Maria says that her father **doesn't** watch the news and he **doesn't** read newspapers.*

- 2 With a past reporting verb, the tense moves back as follows:

present simple → past simple

*'I **live** in London.'* → *He said that he **lived** in London.*

present continuous → past continuous

*'I'm **meeting** Jake at the cinema.'* → *She said that she **was meeting** Jake at the cinema.*

will → *would*

*'People **will** live in space.'* → *He said that people **would** live in space.*

can → *could*

*'My dog **can** swim.'* → *She said that her dog **could** swim.*

would → *would*

*'I **would** tell the truth.'* → *He said that he **would** tell the truth.*

b pronoun and possessive adjective changes

These change to reflect the person who spoke.

'I swim every day,' said Jane. → *Jane said that **she** swam every day.*

'I'm cold,' said Dave. → *Dave said that **he** was cold.*

'We're going to London,' said Anna. → *Anna said that **they** were going to London.*

'Our house is in Oak Street,' said Chris. → *Chris said that **their** house was in Oak Street.*

*'I can't see **myself** in the photo,' said Mark.* → *Mark said he couldn't see **himself** in the photo.*

c time expressions

The time changes according to when the speech is reported.

today → *that day*

tomorrow → *the following / next day*

yesterday → *the day before*

next Saturday → *the following / next Saturday*

6.2 say / tell

We can use *say* and *tell* to introduce reported speech.

- 1 We never use a personal object after *say*.

*Scientists **say** that the climate is changing.*

*Our teacher **said** that everyone had to do a test.*

(NOT *Our teacher **said us** that everyone had to do a test.*)

- 2 *Tell* is always followed by a personal object.

*Richard **told them** that he had a new job.*

*Lucy **told me** that she would come to the party.*

(NOT *Lucy **told that** she would come to the party.*)

Tell is also often used to give orders. In this case, it is followed by the infinitive with *to*.

*Our English teacher **told us to work** harder.*

*My mum **told me to tidy** my room.*

6.3 Indirect questions

We use indirect questions to report a question that someone has asked. They usually start with *X wants to know ...*

In indirect questions we use the statement form of the verb, not the question form, and we use statement word order, not question word order.

- 1 *yes/no* questions

Indirect *yes/no* questions are introduced by *if* or *whether*.

'Does Rosa live in Prague?' → *He wants to know if Rosa lives in Prague*

- 2 *wh-* questions

Indirect *wh-* questions are introduced by the *wh-* word.

'Where are the car keys?' → *Mum wants to know where the car keys are.*

Indirect questions are also used to sound more polite. They can start with expressions such as *I would like to know ...* and *Can I / Could you tell me ...*

I'd like to know what time the film starts.

Could you tell me where the post office is?

Wordlist

(adj) = adjective (n) = noun (v) = verb

Introduction

A Welcome

- + clarification /klærɪfɪ'keɪʃn/
- + croissant /'krwæsn̩/
- + give a talk /gɪv ə 'tɔ:k/
- + Pardon? /'pɑ:dn̩/
- + whereabouts /'weərəbaʊts/

B What do you like?

- a couple (of) /ə 'kʌpl̩ (əv)/
- equipment /ɪ'kwɪpmənt/
- head (v) /hed/
- I adore ... /,aɪ ə'dɔ:(r)/
- I can't stand ... /,aɪ,kɑ:nt 'stænd/
- I don't mind ... /,aɪ 'daʊnt ,maɪnd/
- I'm not interested in ... /,aɪm 'nɒt ,ɪntərəstɪd ,ɪn/
- I'm really into ... /,aɪm 'ri:əli ,ɪntə/
- keep fit /,ki:p 'fɪt/
- player /'pleɪə(r)/
- point (n) /pɔɪnt/
- referee /refə'reɪ/
- roller coaster /'rəʊlə ,kəʊstə(r)/
- score (v) /skɔ:(r)/
- set (n) /set/

Sport: places and equipment

- + alley /'æli/
- + athletics /æθ'letɪks/
- + badminton /'bædmɪntən/
- + basketball /'bɑ:skɪtbɔ:l/
- + bat (n) /bæt/
- + bowling /'bəʊlɪŋ/
- + boxing /'bɒksɪŋ/
- + club /klʌb/
- + course /kɔ:s/
- + court (n) /kɔ:t/
- + cricket /'krɪkɪt/
- + football /'fʊtbɔ:l/
- + goal /gəʊl/
- + goggles /'gɒɡlz/
- + golf /gɒlf/
- + hockey /'hɒki/
- + ice hockey /'aɪs ,hɒki/
- + motor racing /'məʊtə ,reɪsɪŋ/
- + net /net/
- + pitch /pɪtʃ/
- + pool /pu:l/
- + puck /pʌk/
- + racket /'rækɪt/
- + ring (n) /rɪŋ/
- + rink /rɪŋk/
- + rugby /'rʌɡbi/
- + shuttlecock /'ʃʌtlɪkɒk/
- + skates /'skeɪtɪŋ/
- + stick /stɪk/
- + swimming /'swɪmɪŋ/
- + tennis /'tenɪs/
- + track (n) /træk/
- + volleyball /'vɒlibɔ:l/
- + wrestling /'reslɪŋ/

1 Problems

1A Jake's party

- + china (adj) /'tʃaɪnə/
- + ground (v) /graʊnd/
- + Me neither. /,mi: 'naɪðə(r), 'ni:ðə(r)/
- + on my own /,ɒn ,maɪ 'aʊn/
- + tide /taɪd/

1B Bullying

- + appearance /ə'piərəns/
- + expel /ɪk'spel/
- + bully (n, v) /'buli/
- + bullying /'bulɪŋ/
- + call (somebody) names /,kɔ:l ... 'neɪmz/
- + carry on /,kæri 'ɒn/

- + come up to /'kʌm ,ʌp tə/
- + cyber-bullying /'saɪbə ,bulɪŋ/
- + grab /græb/
- + ignore /ɪg'nɔ:(r)/
- + in the end /,ɪn ðɪ 'end/
- + move house /,mu:v 'haus/
- + naturally /'nætʃrəli/
- + personality /pɜ:sə'næləti/
- + punch (v) /pʌntʃ/
- + religion /rɪ'lɪdʒən/
- + verbal /'vɜ:bl/
- + victim /'vɪktɪm/

Describing people

- + angry /'æŋɡri/
- + attractive /ə'træktɪv/
- + careful /'keəfl/
- + cheerful /'tʃɪəfl/
- + confident /'kɒnfɪdənt/
- + friendly /'frendli/
- + funny /'fʌni/
- + generous /'dʒenərəs/
- + gorgeous /'ɡɔ:dʒəs/
- + handsome /'hænsəm/
- + helpful /'helpfl/
- + honest /'ɒnɪst/
- + horrible /'hɒrəbl/
- + mean (adj) /mi:n/
- + nice /naɪs/
- + overweight /əʊvə'weɪt/
- + plain (adj) /pleɪn/
- + popular /'pɒpjələ(r)/
- + pretty /'prɪti/
- + quiet /'kwaɪət/
- + shy /ʃaɪ/
- + slim /slɪm/
- + stupid /'stju:pɪd/
- + ugly /'ʌɡli/
- + well-built /,wel 'bɪlt/

1C There's something wrong

- + calculator /'kælkjuleɪtə(r)/
- + exchange (v) /ɪks'tʃeɪndʒ/
- + refund (n) /'ri:fʌnd/
- + I see what you mean. /,aɪ ,si: ,wɒt ,ju: 'mi:n/
- + Just a moment. /dʒʌst ə ,məʊmənt/
- + order (n, v) /'ɔ:də(r)/
- + receipt /rɪ'si:t/
- + What's wrong with ...? /'wɒts ,rɒŋ wɪð/
- zip /zɪp/

Problems

- + It isn't plugged in. /,ɪt ,ɪznt ,plʌɡd 'ɪn/
- + It isn't switched on. /,ɪt ,ɪznt ,swɪtʃt 'ɒn/
- + It's bent. /,ɪts 'bent/
- + It's broken. /,ɪts 'brʌkən/
- + It's burnt. /,ɪts 'bɜ:nt/
- + It's cracked. /,ɪts 'krækt/
- + It's damaged. /,ɪts 'dæmɪdʒd/
- + It's flat. /,ɪts 'flæt/
- + It's jammed / stuck. /,ɪts 'dʒæmd ,stʌk/
- + It's making a funny noise. /,ɪts ,meɪkɪŋ ə ,fʌni 'nɔɪz/
- + It's missing. /,ɪts 'mɪsɪŋ/
- + It's scratched. /,ɪts 'skrætʃt/
- + It's the wrong size. /,ɪts ðə ,rɒŋ 'saɪz/
- + It's torn. /,ɪts 'tɔ:n/
- + The battery's dead. /ðə 'bætəri:z ,ded/

1D Be careful what you wish for

- blink /blɪŋk/
- hang (something) up /,hæŋ ... 'ʌp/
- I could eat a horse. /,aɪ ,kʊd ,i:t ə 'hɔ:s/
- impatient /ɪm'peɪʃnt/
- starving /'stɑ:vɪŋ/
- in a flash /,ɪn ə 'flæʃ/
- I've had enough. /,aɪv ,hæd ɪ'nʌf/
- mutter /'mʌtə(r)/
- ride (n) /raɪd/
- screech (v) /skri:tʃ/

- squeal (v) /skwi:l/
- startled /'stɑ:tld/
- stereo /'steriəʊ/
- sunshine /'sʌnʃaɪn/
- turn over /,tɜ:n əʊvə(r)/
- tyre /'taɪə/
- weird /waɪd/
- wimp /wɪmp/
- wish (n, v) /wɪʃ/

Culture

- + aggressive /ə'ɡresɪv/
- + amplifier /'æmplɪfaɪə(r)/
- + colourful /'kʌləfl/
- + costume /'kɒstju:m/
- + dye (n, v) /daɪ/
- + evolve /ɪ'vɒlv/
- + firstly /'fɜ:stli/
- + folk music /'fauk ,mju:zɪk/
- + generation /dʒenə'reɪʃn/
- + hippies /'hɪpɪz/
- + in contrast /,ɪn 'kɒntrɑ:st/
- + melody /'melədi/
- + pin (n) /pɪn/
- + rhythm /'rɪðm/
- + secondly /'sekəndli/
- + sing-along /'sɪŋ ə,lɒŋ/
- + slave /sleɪv/
- + speaker /'spi:kə(r)/
- thirdly /'θɜ:ðli/

English Across the Curriculum

- + burning hot /,bɜ:nɪŋ 'hɒt/
- + cinnamon /'sɪnəmən/
- + civilization /sɪvəlaɪ'zeɪʃn/
- + collapse (v) /kə'leɪps/
- + compass /'kæmpəs/
- + eventually /ɪ'ventʃʊəli/
- + fabulous /'fæbjələs/
- + freezing cold /,fri:zɪŋ 'kəʊld/
- + ginger (n) /'dʒɪndʒə(r)/
- + gunpowder /'ɡʌnpaʊdə(r)/
- + invention /ɪn'venʃn/
- + nutmeg /'nʌtmeg/
- + port /pɔ:t/
- + printing /'prɪntɪŋ/
- + spice /'spɑ:s/
- + trade (n) /treɪd/
- + voyage /'vɔɪdʒ/

Revision

- + drag /dræg/
- + kite /kaɪt/
- + mind map /'maɪnd ,mæp/
- + spidergram /'spɪdəgræm/
- + take (something) back /,teɪk ... 'bæk/
- + witness (n) /'wɪtnəs/

Your Project

- as a result of /əz ə rɪ'zʌlt əv/
- bare (adj) /beə(r)/
- crew /kru:/
- tune (n) /tju:n/
- variety /və'reɪəti/

2 The future

2A Ambitions

- + air force /'eə ,fɔ:s/
- + aspect /'æspekt/
- + careers adviser /kə'rɪəz əd ,vaɪzə(r)/
- + earn /ɜ:n/
- + resolution /,rezə'lʊ:ʃn/
- + permanent /'pɜ:mənənt/
- + spontaneous /spɒn'teɪniəs/
- + straightaway /streɪtə'weɪ/
- + yacht /jɒt/

Jobs

- + architect /'ɑ:kɪtekt/
- + builder /'bɪldə(r)/

Wordlist

- chef /ʃef/
- cleaner /'kli:nə(r)/
- electrician /'lek'triʃn/
- engineer /'endʒi'nɪə(r)/
- flight attendant /'flaɪt ə'tendənt/
- lorry driver /'lɒri draɪvə(r)/
- nurse /nɜ:s/
- pilot /'paɪlət/
- secretary /'sekrətri/
- vet /vet/

2B Make your dreams come true

- certain /'sɜ:tɪn/
- choice /tʃɔɪs/
- come true /,kʌm 'tru:/
- everyday /'evrɪdeɪ/
- goal /gəʊl/
- look back /,lʊk 'bæk/
- lottery ticket /'lɒtəri tɪkɪt/
- practical /'præktɪkl/
- psychologist /saɪ'kɒlədʒɪst/
- purse /pɜ:s/
- solve a problem /,sɒlv ə 'prɒbləm/
- specific /spə'sɪfɪk/
- successful /sək'sesfl/
- time limit /'taɪm lɪmɪt/

2C Changing an appointment

- appointment /ə'pɔɪntmənt/
- check-up /'tʃek ʌp/
- confirm /kən'fɜ:m/
- dental surgery /'dentl sɜ:dʒəri/
- I can't make it. /,aɪ kɑ:nt 'meɪk ɪt/
- I'm afraid ... /,aɪm ə'freɪd/
- I'm sorry, but ... /,aɪm 'sɒri bʌt/
- Let me see ... /,let mi: 'si:/
- That's no good for me. /,ðæt s 'nɒʊ 'ɡʊd fɔ mi:/
- What about ...? /'wɒt ə,baut/

Time prepositions

- at /æt,ət/
- in /ɪn/
- on /ɒn/

2D A Christmas Carol

- adapt /ə'dæpt/
- ashamed /ə'seɪmd/
- bless /bles/
- boss /bɒs/
- carol /'kærəl/
- cemetery /'semətri/
- chains /tʃeɪnz/
- change your ways /,tʃeɪndʒ jɔ: 'weɪz/
- cold-hearted /,kəʊld 'hɑ:tɪd/
- enormous /ɪ'nɔ:məs/
- fiancée /fi'ɒnsi/
- for eternity /fɔ: ɪ'tɜ:nəti/
- gentleman (pl. gentlemen) /'dʒentlmən, 'dʒentlmən/
- grave (n) /ɡreɪv/
- heartbroken /'hɑ:tbrəʊkən/
- if you don't mind /,ɪf ju: 'dəʊnt maɪnd/
- instant (adj) /ɪnstənt/
- Merry Christmas! /,meri 'krɪsməs/
- moral (n) /'mɒrəl/
- nephew /'nefju:/
- spirit /'spɪrɪt/
- terrified /'terɪfaɪd/
- wage /weɪdʒ/
- warn /wɔ:n/

Culture

- ceremony /'serəməni/
- cheerleader /'tʃɪəli:də(r)/
- drama /'drɑ:mə/
- gown /gaʊn/
- Grade School /'ɡreɪd sku:l/
- graduate (v) /'ɡrædʒueɪt/
- graduation certificate /'ɡrædʒu'eɪʃn sə,tɪfɪkət/
- Graduation Day /'ɡrædʒu'eɪʃn deɪ/
- High School Prom /,haɪ sku:l 'prom/
- Junior High School /,dʒu:nɪə 'haɪ sku:l/
- part-time job /,pɑ:t taɪm 'dʒɒb/

- petrol station /'petrəl steɪʃn/
- pledge of loyalty /,pledʒ əv 'lɔ:lti/
- private school /'praɪvət sku:l/
- raise /reɪz/
- Senior High School /,si:nɪə 'haɪ sku:l/
- sense of community /,sens əv kə'mju:nəti/
- state education /,steɪt edʒu'keɪʃn/
- state school /'steɪt sku:l/

English Across the Curriculum

- adrenaline /ə'drenəlɪn/
- adult /'ædʌlt/
- body clock /'bɒdi klɒk/
- eyelid /'aɪlɪd/
- hormone /'hɔ:məʊn/
- keep (somebody) awake /,ki:p ... ə'weɪk/
- melatonin /melə'təʊnɪn/

Revision

- ladder /'lædə(r)/
- make sure /,meɪk 'ʃʊə(r)/
- panic (v) /'pænɪk/
- task /tɑ:sk/
- wallpaper /'wɔ:lpeɪpə(r)/

Your Project

- I can't bear to ... /,aɪ kɑ:nt beə tə/
- on the other hand /,ɒn ðɪ 'ʌðə hænd/

3 Risks

3A Would you dare?

- dare (v) /deə(r)/
- eyebrow /'aɪbraʊ/
- haunted house /,hɑ:ntɪd 'haus/
- I dare you! /,aɪ 'deə ju:/
- imaginary /ɪ'mædʒɪnəri/
- raw /rɔ:/
- skydiving /'skaɪdaɪvɪŋ/
- tarantula /tə'ræntʃələ/
- unreal /ʌn'reɪəl/
- Would you ...? /'wʊd ju:/

Body art

- dye your hair (orange) /,daɪ jɔ: 'heə(r) ('ɒrɪndʒ)/
- have an unusual hairstyle /,hæv ən ʌn,ju:ʒuəl 'heəsteɪl/
- have (your tongue) pierced /,hæv (jɔ: 'tʌŋ) pɪəst/
- paint your face in your team's colours /,peɪnt jɔ: 'feɪs ɪn jɔ: tɪmz 'kʌləz/
- shave your head /,ʃeɪv jɔ: 'hed/

3B A dangerous world

- ash /æʃ/
- atomic bomb /ə,təmɪk 'bɒm/
- block out /,blɒk 'aʊt/
- crater /'kreɪtə(r)/
- disease /dɪ'zi:z/
- drought /draʊt/
- dust /dʌst/
- earthquake /'ɜ:θkweɪk/
- famine /'fæmɪn/
- flood (n, v) /flʌd/
- forest fire /'fɒrɪst faɪə(r)/
- hurricane /'hʌrɪkən/
- lava /'lɑ:və/
- magma /'mægmə/
- molten rock /,mɒltən 'rɒk/
- peaceful /'pi:sfl/
- shipwrecked /'ʃɪprekt/
- supervolcano /'su:pəvɒlkeɪnəʊ/
- survivor /sə'vaɪvə(r)/
- tornado /tɔ:'neɪdəʊ/
- tsunami /tsu:'nɑ:mi/
- worldwide /wɜ:ld'waɪd/

Verbs and nouns

- destroy /dɪ'strɔɪ/
- destruction /dɪ'strʌkʃn/
- erupt /ɪ'rʌpt/
- eruption /ɪ'rʌpʃn/
- explode /ɪk'spləʊd/
- explosion /ɪk'spləʊzjən/
- pollute /pə'lu:t/

- pollution /pə'lu:ʃn/
- produce /prə'dju:s/
- production /prə'dʌkʃn/

3C Warnings and advice

- electrocute /ɪ'lektroʊkju:t/
- run (somebody) over /,rʌn ... əʊvə(r)/
- scratch (v) /skrætʃ/
- sting (v) /stɪŋ/
- wave (v) /weɪv/

Warning signs

- Beware of the ... /bi'weə əv ðə/
- Caution! Floor is slippery when wet. /'kɔ:ʃn, flɔ:r ɪz 'slɪpəri wen 'wet/
- Danger! High voltage electricity. /'deɪndʒə, haɪ 'vɔ:ltɪdʒ ɪlek'trɪsəti/
- Do not lean out of the window. /,du: nɒt, li:n ʌʊt əv ðə 'wɪndəʊ/
- Emergency exit. Keep clear. /ɪ,mɜ:dʒənsi 'eksɪt, ki:p 'kleə(r)/
- Fire risk. No camp fires. Dispose of cigarettes and matches safely. /'faɪə rɪsk, 'nɒʊ 'kæmp, faɪəz, dɪspəʊz əv sɪgə'rets ən, mætʃɪz 'seɪfli/
- Not drinking water. /'nɒt 'drɪŋkɪŋ wɔ:tə(r)/
- Poison. For external use only. If swallowed, seek medical attention immediately. /'pɔɪzn, fɔ: ɪk'stɜ:nl jʊ:s 'əʊnlɪ, ɪf 'swɒləʊd, si:k 'medɪkl ə'tenʃn 'mi:diətli/
- Radioactive hazard. Do not enter. Authorized personnel only. /reɪdɪəʊ,æktɪv 'hæzəd, du: 'nɒt ,entə, ɔ:θəraɪzd pɜ:sənel 'əʊnlɪ/
- Warning. Strong currents. /'wɔ:nɪŋ, 'strɒŋ kərənts/
- No swimming. /'nɒʊ 'swɪmɪŋ/

Nouns and adjectives

- anger /'æŋɡə(r)/
- angry /'æŋɡri/
- caution /'kɔ:ʃn/
- cautious /'kɔ:ʃəs/
- danger /'deɪndʒə(r)/
- dangerous /'deɪndʒərəs/
- dirt /dɜ:t/
- dirty /'dɜ:ti/
- ease /i:z/
- easy /'i:zi/
- fame /feɪm/
- famous /'feɪməs/
- health /helθ/
- healthy /'helθi/
- hazard /'hæzəd/
- hazardous /'hæzədəs/
- infection /ɪn'fekʃn/
- infectious /ɪn'fekʃəs/
- luck /lʌk/
- lucky /'lʌki/
- poison /'pɔɪzn/
- poisonous /'pɔɪzənəs/
- risk /rɪsk/
- risky /'rɪski/

3D The skydiver

- airfield /'eəfi:ld/
- backpack /'bækpæk/
- canopy /'kænəpi/
- certainly /'sɜ:tnli/
- cord /kɔ:d/
- hangar /'hæŋɡə(r)/
- hot-air balloon /,hɒt 'eə bə,lʊ:n/
- in any case /ɪn 'eni keɪs/
- injure /ɪndʒə(r)/
- It was no use. /ɪt wəz 'nɒʊ ju:s/
- out of control /,aʊt əv kən'trɒl/
- parachute /'pærəʃu:t/
- reserve (adj) /rɪ'zɜ:v/
- steer /stɪə(r)/
- terrifying /'terɪfaɪɪŋ/
- unconscious /ʌn'kɒnʃəs/
- unfasten /ʌn'fɑ:sn/
- unlucky /ʌn'lʌki/

Culture

- activity centre /æk'tɪvəti,sentə(r)/
- activity holiday /æk'tɪvəti,hɒlədeɪ/
- barrel /'bærəl/

benefit (n) /'benəfɪt/
 confident /'kɒnfɪdənt/
 confidence /'kɒnfɪdəns/
 driving test /'draɪvɪŋ, test/
 In addition, ... /,ɪn ə'dɪʃn/
 opportunity /ɒpə'tjuːnəti/
 quad bike /'kwɒd, baɪk/
 raft-building /'rɔːft, bɪldɪŋ/
 rock climbing /'rɒk, klaɪmɪŋ/
 safety harness /'seɪftɪ, hæːnəs/
 summer camp /'sʌmə, kæmp/
 surfing /'sɜːfɪŋ/

English Across the Curriculum

→ break away /breɪk ə'weɪ/
 → consist of /kən'sɪst əv/
 → float (v) /flaʊt/
 → layer (n) /'leɪə(r)/
 → plate tectonics /pleɪt tek'tɒnɪks/
 → shape (n) /ʃeɪp/
 → the Earth's crust /ði, ːθs 'krʌst/
 → time machine /'taɪm mə'ʃiːn/
 → unique /juː'niːk/

Revision

→ context /'kɒntekst/
 → Don't fuss. /,daʊnt 'fas/
 → footbridge /'fʊtbrɪdʒ/
 → frisbee /'frɪzbi/

Your Project

addition /ə'dɪʃn/
 bonfire /'bɒnfɪə(r)/
 brochure /'brɒʃə(r)/
 chip pan fire /'tʃɪp, pæn, faɪə(r)/
 circular /'sɜːkjələ(r)/
 grizzly bear /,grɪzli 'beə(r)/
 Kung fu fighting /,kʌŋ 'fuː, faɪtɪŋ/
 lair /leə(r)/
 peg (n) /peg/
 roll the dice /,rɒl də 'deɪs/
 scissors /'sɪzəz/
 shell suit /'ʃel, suːt/
 well-known /wel 'nəʊn/

4 Can I ask ...?

4A Using the media

→ desktop (computer) /'deskɒp (kəm,pjuːtə)
 the media /də 'miːdiə/

The media

→ CD /,siː 'diː/
 → cinema /'sɪnəmə/
 → concert /'kɒnsət/
 → film /fɪlm/
 → Internet /'ɪntənət/
 → newspaper /'njuːzpeɪpə(r)/
 → play (n) /pleɪ/
 → programme /'prəʊgræm/
 → radio /'reɪdiəʊ/
 → theatre /'θɪətə(r)/
 → TV /,tiː 'viː/
 → website /'websaɪt/

4B Jobs

→ acting /'æktɪŋ/
 → advert /'ædvɜːt/
 → advertisement /əd'vɜːtɪsmənt/
 → application /æplɪ'keɪʃn/
 → application form /æplɪ'keɪʃn, fɔːm/
 → apply /ə'plai/
 → attach /ə'tætʃ/
 → clear (v) /kliə(r)/
 → comb (n, v) /kəʊm/
 → deliver /dɪ'lɪvə(r)/
 → delivery /dɪ'lɪvəri/
 → duty /'djuːti/
 → female /'fiːmeɪl/
 → film extra /,fɪlm 'ekstrə/
 → fond of /'fɒnd əv/
 → further details /,fɜːðə 'diːteɪls/
 → good at /'ɡʊd ət/
 → involve /ɪn'vɒlv/

→ male /meɪl/
 → minimum wage /,mɪnɪmə 'weɪdʒ/
 → shelf (pl. shelves) /ʃelf, felvz/
 → shop assistant /'ʃɒp ə,sɪstənt/
 → support (v) /sə'pɔːt/
 → sweep (the floor) /,swiːp (də 'floːr)/
 → pressure /'preʃə(r)/

Personality

→ ambitious /æm'bɪʃəs/
 → anxious /'æŋkʃəs/
 → charming /'tʃɑːmɪŋ/
 → cheerful /'tʃiːfəl/
 → disloyal /dɪs'loɪəl/
 → easy-going /,iːzi 'ɡəʊɪŋ/
 → enthusiastic /ɪnθjuː'zɪæstɪk/
 → hard-working /,hɑːd 'wɜːkɪŋ/
 → impatient /ɪm'peɪʃnt/
 → lazy /'leɪzi/
 → loyal /'loɪəl/
 → messy /'mesi/
 → miserable /'mɪzəbl/
 → negative /'negətɪv/
 → patient /'peɪʃnt/
 → polite /pə'laɪt/
 → reliable /rɪ'laɪəbl/
 → rude /ruːd/
 → sensible /'sensəbl/
 → silly /'sɪli/
 → tidy /'taɪdi/
 → unambitious /ʌnæm'bɪʃəs/
 → unpleasant /ʌn'pleznt/
 → unreliable /ʌnrɪ'laɪəbl/

4C Requests

→ give (somebody) a lift /,ɡɪv ... ə 'lɪft/
 → Is it all right if ...? /,ɪz, ɪt əːl raɪt, ɪf/
 → objection /əb'dʒekʃn/
 → propose /prə'pəʊz/
 → request (n, v) /rɪ'kwest/
 → response /rɪ'spɒns/
 → state (v) /steɪt/
 → Would you mind ...? /,wʊd juː 'maɪnd/

Phrasal verbs

→ fill in (a form) /,fɪl ɪn (ə 'fɔːm)/
 → give back /,ɡɪv 'bæk/
 → knock over /,nɒk əʊvə(r)/
 → pick up /,pɪk 'ʌp/
 → put away /,put ə'weɪ/
 → put on /,put 'ɒn/
 → put out (rubbish) /,put, aʊt ('rʌbɪʃ)/
 → switch on /,swɪtʃ 'ɒn/
 → take off (shoes, clothes) /,teɪk, ɒf ('fuːz, 'kleʊdʒ)/
 → throw away /,θrəʊ ə'weɪ/
 → try on (clothes) /,traɪ, ɒn ('kleʊdʒ)/
 → turn down (volume) /,tɜːn, daʊn ('vɒljuːm)/
 → turn up (volume) /,tɜːn, ʌp ('vɒljuːm)/

4D Murder at the theatre

→ as usual /əz 'juːʒuəl/
 → blackmail (v) /'blækmeɪl/
 → blank (adj) /blæŋk/
 → clap (v) /klæp/
 → deserve /dɪ'zɜːv/
 → extract (n) /'ekstrækt/
 → fire (v) /'faɪə(r)/
 → grand /grænd/
 → I didn't mean it. /,aɪ, dɪdnt 'miːn, ɪt/
 → motive /'məʊtɪv/
 → performance /pə'fɔːməns/
 → police constable /pə'liːs, kɒnstəbl/
 → sound equipment /'saʊnd t,kwɪpmənt/
 → stage manager /,steɪdʒ 'mænɪdʒə(r)/
 → You've gone too far. /,juːv, ɡɒn, tuː 'fɑː(r)/

Culture

→ be allowed to /,biː ə'laʊd, tuː, tə/
 → bill /bɪl/
 → building site /'bɪldɪŋ, saɪt/
 → driving lesson /'draɪvɪŋ, lesn/
 → paper round /'peɪpə, raʊnd/
 → restriction /rɪ'strɪkʃn/
 → the whole of /də 'həʊl əv/

English Across the Curriculum

→ advertise /'ædvətaɪz/
 → average /'ævərɪdʒ/
 → ban (v) /bæn/
 → couch potato /'kaʊtʃ pə,teɪtəʊ/
 → developed countries /dɪ'veləpt 'kʌntrɪz/
 → growth /grəʊθ/
 → source /sɔːs/
 → violence /'vaɪələns/
 → violent /'vaɪələnt/

Revision

→ make-up artist /'meɪk, ʌp, ɑːtɪst/
 → part of speech /pɑːt əv 'spiːtʃ/
 → personal assistant /,pɜːsənl ə'sɪstənt/
 → tremendously /trə'mendəsli/

Your Project

→ Best wishes, ... /,best 'wɪʃɪz/
 → Dear ... /diə(r)/
 → haunt /haʊnt/
 → I look forward to hearing from you. /,aɪ, lʊk, fɔːwəd
 tə 'hɪərɪŋ frəm, juː/
 → on hold /,ɒn 'həʊld/
 → See you soon. /,siː, juː 'suːn/
 → Yours sincerely, ... /,jɔːz sɪn'sɪəli/

5 Buying and selling

5A Jake goes shopping

→ ache (v) /eɪk/
 → bus fare /'bʌs, feə(r)/
 → Can I give you a hand? /kən, aɪ, ɡɪv, juː ə 'hænd/
 → country of origin /,kʌntri əv 'brɪdʒɪn/
 → distribution centre /dɪstrɪ'bjuːʃn, sentə(r)/
 → extra (adj) /'ekstrə/
 → food miles /'fuːd, maɪlz/
 → load (v) /ləʊd/
 → packing station /'pækɪŋ, steɪʃn/
 → pineapple /'paɪnæpl/
 → ripe /raɪp/
 → sell-by date /'sel, baɪ, deɪt/

5B An unusual place to stay

→ acrylic /ə'krɪlɪk/
 → airship /'eəʃɪp/
 → backpacker /'bækpækə(r)/
 → cell /sel/
 → chapel /'tʃæpl/
 → convert into /kən'vɜːt, ɪntə/
 → cost (n, v) /kɒst/
 → couple (n) /'kʌpl/
 → double room /'dʌbl, ruːm/
 → either ... or ... /'aɪðə(r), 'iːðə(r) ... ɔː(r)/
 → feature (n) /'fiːtʃə(r)/
 → free-standing /'friː, stændɪŋ/
 → glove /glʌv/
 → hall /hɔːl/
 → height /haɪt/
 → lagoon /lə'guːn/
 → lodge (n) /lɒdʒ/
 → luxury (adj) /'lʌkjəri/
 → per cent /pə'sent/
 → reindeer /'reɪndɪə(r)/
 → resort (n) /rɪ'zɔːt/
 → rope bridge /'rəʊp, brɪdʒ/
 → sandboarding /'sændbɔːdɪŋ/
 → sleeping bag /'sliːpɪŋ, bæɡ/
 → snowboarding /'snəʊbɔːdɪŋ/
 → suite /swiːt/
 → sauna /'səʊnə/
 → underwater /ʌndə'wɔːtə(r)/
 → unforgettable /ʌnfə'getəbl/
 → water slide /'wɔːtə, slaɪd/

5C Buying a ticket

→ arrival /ə'raɪvl/
 → associated with /ə'səʊsiətɪd, wɪð, -ʃi-/
 → depart /dɪ'pɑːt/
 → departure /dɪ'pɑːtʃə(r)/
 → destination /destɪ'neɪʃn/
 → operated by /'ɒpəreɪtɪd, baɪ/
 → ticket clerk /'tɪkɪt, kləːk/

Travel

- direct train /dɪ'rekt, dɪ-, daɪ-, treɪn/
- express / fast train /ɪk'spres, 'fɑ:st, treɪn/
- fare /feə(r)/
- platform /'plætfɔ:m/
- return (ticket) /rɪ'tʃ:n (,tɪkɪt)/
- single (ticket) /'sɪŋgl (,tɪkɪt)/
- slow train /'sləʊ, treɪn/
- timetable /'taɪmteɪbl/

5D The sale of the century

- price /praɪs/
- arm in arm /,ɑ:m ɪn 'ɑ:m/
- cash a cheque /,kæʃ ə 'tʃek/
- casually /'kæʒuəli/
- complete a deal /kəm,pli:t ə 'di:l/
- congratulate /kən'grætʃuleɪt/
- con man /'kɒn, mæn/
- debt /det/
- deposit (n) /dɪ'pɒzɪt/
- gladly /'glædli/
- impressive /ɪm'presɪv/
- in case /ɪn 'keɪs/
- in those days /ɪn 'ðəʊz, deɪz/
- payment /'peɪmənt/
- persuade /pə'sweɪd/
- put in a word for /,pʊt, ɪn ə 'wɜ:d fə/
- salesman /'seɪlzmən/
- shipping company /'ʃɪpɪŋ, kʌmpəni/
- suspicious /sə'spiʃəs/
- try your luck /,traɪ, jɔ: 'lʌk/

Culture

- aristocracy /æri'stɒkrəsi/
- Chinese /tʃaɪ'ni:z/
- Czech /tʃek/
- elevator /'elɪveɪtə(r)/
- gas(oline) /'gæsəli:n/
- Hindi /'hɪndi/
- Hungarian /hʌŋ'geəriən/
- invader /ɪn'veɪdə(r)/
- Italian /ɪ'tæliən/
- lift (n) /lɪft/
- parliament /'pɑ:ləmənt/
- pavement /'peɪvmənt/
- petrol /'petrəl/
- pyjamas /pə'dʒɑ:məz/
- Serbian /'sɜ:biən/
- sidewalk /'saɪdwɔ:k/
- soccer /'sɒkə(r)/
- Spanish /'spæɪnɪʃ/
- Turkish /'tɜ:kɪʃ/
- vacation /və'keɪʃn/
- vampire /'væmpaɪə(r)/

English Across the Curriculum

- baker /'beɪkə(r)/
- fake (adj) /feɪk/
- hologram /'hɒləgræm/
- punish /'pʌnɪʃ/
- shell /ʃel/
- trader /'treɪdə(r)/

Money

- bank card /'bæŋk, kɑ:d/
- barter (n) /'bɑ:tə(r)/
- cash (n) /kæʃ/
- cheque /tʃek/
- coin /kɔɪn/
- counterfeit (v) /'kauntəfɪt/
- counterfeiting /'kauntəfɪtɪŋ/
- credit card /'kredɪt, kɑ:d/
- debit card /'deɪtɪt, kɑ:d/
- exchange /ɪks'tʃeɪndʒ/
- note (n) /nəʊt/

Revision

- booking /'bʊkɪŋ/
- council /'kaʊnsl/
- predict /prɪ'dɪkt/
- proposal /prə'pəʊzl/

Your Project

- celebration /selɪ'breɪʃn/

- complication /kəm'plɪ'keɪʃn/
- hesitation /hezɪ'teɪʃn/
- reputation /repju'teɪʃn/
- reservation /rezə'veɪʃn/

6 Protest

6A Pete's trainers

- exploit /ɪk'splɔɪt/
- fancy (v) /'fænsɪ/
- hand out /,hænd 'aʊt/
- politics /'pɒlətɪks/
- protest (n) /'prəʊtest/
- protest (v) /prə'test/
- shop window /ʃɒp 'wɪndəʊ/
- working conditions /'wɜ:kɪŋ kən,dɪʃnz/

6B Saying 'No'

- appear in court /ə,piə ɪn 'kɔ:t/
- be elected /,bi: 'ɪlektɪd/
- be fined /,bi 'faɪnd/
- break the law /,breɪk ðə 'lɔ:/
- civil rights /,sɪvl 'raɪts/
- development /dɪ'veləpmənt/
- downtown /'daʊntaʊn/
- find (somebody) guilty /,faɪnd ... 'gɪlti/
- in protest /ɪn 'prəʊtest/
- Irish /'aɪrɪʃ/
- mixed race /'mɪkst, reɪs/
- Native American /,neɪtɪv ə'merɪkən/
- preacher /'pri:tʃə(r)/
- public place /,pʌblɪk 'pleɪs/
- under the law /,ʌndə ðə 'lɔ:/

Protest

- boycott /'bɔɪkɒt/
- demonstration /dɪmən'streɪʃn/
- fine (n) /faɪn/
- illegal /ɪ'li:gl/
- refuse (v) /rɪ'fju:z/
- segregate /'segrɪgeɪt/
- shoot /ʃu:t/
- the Supreme Court /ðə su:'pri:m, kɔ:t/

6C Indirect questions

- district /'dɪstrɪkt/
- ink /ɪŋk/
- printer cartridge /'prɪntə, kɑ:trɪdʒ/
- round the corner /,raʊnd ðə 'kɔ:nə(r)/

Places and things in a town

- art gallery /ɑ:t, gæləri/
- bus station /'bʌs, steɪʃn/
- cash machine /'kæʃ mə,ʃi:n/
- Internet café /'ɪntənət, kæfeɪ/
- multiplex cinema /'mʌltɪpleks, sɪnəmə/
- postbox /'pəʊst, bɒks/
- shopping mall /'ʃɒpɪŋ, mɔ:l/
- underground station /'ʌndəgraʊnd, steɪʃn/
- tourist information centre /,tuərɪst ɪnfə'meɪʃn, sentə(r)/
- town hall /,taʊn 'hɔ:l/

6D Romeo and Juliet

- ball /bɔ:l/
- desperate /'despəreɪt/
- go into a coma /,gəʊ, ɪntu: ə 'kəʊmə/
- in disguise /ɪn dɪs'gaɪz/
- messenger /'mesɪndʒə(r)/
- niece /ni:s/
- priest /praɪst/
- related /rɪ'leɪtɪd/
- stab (v) /stæb/
- tomb /tu:m/
- woe /wəʊ/
- wound (v) /wu:nd/

Culture

- degree /dɪ'ɡri:/
- evolution /ɪ'veʊlʃn/
- former /'fɔ:mə(r)/
- gravity /'ɡrævəti/
- punting /'pʌntɪŋ/
- theory /'θiəri/
- townspeople /'taʊnzpi:pl/

English Across the Curriculum

- Congress /'kɒŋɡres/
- donkey /'dɒŋki/
- election /ɪ'lekʃn/
- elephant /'elɪfənt/
- gambling /'ɡæmblɪŋ/
- governor /'ɡʌvənə(r)/
- head of state /,hed əv 'stet/
- legal /'li:gl/
- monarchy /'mɒnəki/
- MP /,em 'pi:/
- pass a law /,pɑ:s ə 'lɔ:/
- political party /pə'lɪtɪkl, pɑ:ti/
- representative /repri'zentətɪv/
- republic /rɪ'pʌblɪk/
- senator /'senətə(r)/
- the House of Commons /ðə, haʊs əv 'kɒmənz/
- the House of Lords /ðə, haʊs əv 'lɔ:dz/
- the House of Representatives /ðə, haʊs əv repri'zentətɪvz/
- the Senate /ðə 'senət/
- veto /'vi:təʊ/

Revision

- topic /'tɒpɪk/

Your Project

- arise /ə'raɪz/
- breed (v) /bri:d/
- devastate /'devəsteɪt/
- helpless /'helpləs/
- scatter /'skætə(r)/
- suffering /'sʌfərɪŋ/
- wealthy /'welθi/

Reading

1 Sally's Phone

- in a hurry /ɪn ə 'hʌrɪ/
- ringtone /'rɪŋtəʊn/

2 The Pearl

- bottom /'bɒtəm/
- fetch /fetʃ/
- good luck /,ɡʊd 'lʌk/
- It's no good. /ɪts 'nəʊ, ɡʊd/
- oyster /'ɔɪstə(r)/
- pearl /pɜ:l/
- pearl diver /'pɜ:l, daɪvə(r)/
- rifle /'raɪfl/
- scorpion /'skɔ:pɪən/
- sooner or later /'su:nə ɔ: ,leɪtə(r)/
- waterfall /'wɔ:təfɔ:l/

3 The King Stands Up

- bow (v) /baʊ/
- hold a competition /,həʊld ə kɒmpə'tɪʃn/
- powerful /'paʊəfl/
- puzzled /'pʌzld/

4 The Model Millionaire

- afterwards /'ɑ:ftəwɜ:dz/
- banker /'bæŋkə(r)/
- beggar /'begə(r)/
- colonel /'kɜ:nl/
- embarrassing /ɪm'bærəsɪŋ/
- envelope /'envələʊp/
- model (adj, n) /'mɒdl/
- platform /'plætfɔ:m/
- To make matters worse, ... /tə, meɪk, mətəz 'wɜ:z/

5 South for the Winter

- carriage /'kærɪdʒ/
- place (v) /pleɪs/
- restaurant car /'restərɒnt, kɑ:(r)/

6 The Mermaid

- fishtail /'fɪʃteɪl/
- jewel /'dʒu:əl/
- mermaid /'mɜ:mɜ:ɪd/
- moonlight /'mu:nlaɪt/
- occasion /ə'keɪʒn/
- pray (for) /'preɪ, fɔ:(r), fə(r)/
- precious stones /,preʃəs 'stəʊnz/
- rocky /'rɒki/
- shore /ʃɔ:(r)/
- villager /'vɪlɪdʒə(r)/

Irregular verbs

Verb	Past simple	Past participle	Verb	Past simple	Past participle
be	was, were	been	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bite	bit	bitten	mean	meant	meant
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burnt	burnt	ride	rode	ridden
buy	bought	bought	ring	rang	rung
catch	caught	caught	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
dig	dug	dug	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	sing	sang	sung
drink	drank	drunk	sink	sank	sunk
drive	drove	driven	sit	sat	sat
eat	ate	eaten	smell	smelt	smelt
fall	fell	fallen	speak	spoke	spoken
feel	felt	felt	spell	spelt	spelt
fight	fought	fought	spend	spent	spent
find	found	found	stand	stood	stood
fly	flew	flown	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sweep	swept	swept
go	went	been, gone	swim	swam	swum
grow	grew	grown	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tear	tore	torn
hide	hid	hidden	tell	told	told
hit	hit	hit	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
learn	learnt	learnt	win	won	won
leave	left	left	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/
ə	as in ago /ə'gəʊ/	ɒ	as in got /gɒt/	l	as in leg /leg/
b	as in bad /bæd/	aʊ	as in now /naʊ/	ʌ	as in cup /kʌp/
z	as in zoo /zu:/	g	as in got /gɒt/	ʊə	as in pure /pjʊə(r)/
e	as in ten /ten/	m	as in man /mæn/	v	as in voice /vɔɪs/
eɪ	as in page /peɪdʒ/	ɔ:	as in saw /sɔ:/	r	as in red /red/
t	as in tea /ti:/	ɔɪ	as in join /dʒɔɪn/	θ	as in thin /θɪn/
ʃ	as in she /ʃi:/	tʃ	as in chin /tʃɪn/	j	as in yes /jes/
æ	as in hat /hæt/	n	as in no /nəʊ/	ð	as in then /ðen/
əʊ	as in home /həʊm/	ʊ	as in put /pʊt/	w	as in wet /wet/
d	as in did /dɪd/	ɪə	as in near /nɪə(r)/	i	as in happy /'hæpi/