

IES GÓMEZ PEREIRA

ENGLISH REVIEW

4ºESO



STARTER UNIT- UNIT 8

MOSAIC 4

Grammar and Vocabulary Starter unit



Grammar

Modals and semi-modals

1 Are the words modals or semi-modals? Write M or S.

- | | |
|-------------------|---------------------|
| ought to <u>S</u> | 5 should ___ |
| 1 could ___ | 6 be allowed to ___ |
| 2 be able to ___ | 7 must ___ |
| 3 need to ___ | 8 have to ___ |
| 4 can ___ | 9 had to ___ |

Past simple and present perfect

2 Read the sentences. What tenses do they use? Write PS (past simple) or PP (present perfect).

- Anna bought new glasses yesterday. PS
- Brian has studied English since 2013. ___
 - Have you been to the USA? ___
 - Did your parents go to the school last night? ___
 - I didn't have to memorize a text last week. ___
 - We haven't won an event for months! ___

Vocabulary

Technology: instruction verbs

3 Complete the words in the sentences.

- I don't know how to switch on the computer.
- First, pr__s the power button on the side.
 - This new app is great; it automatically up__tes when new versions become available.
 - Do you want to brow__ the internet?
 - We stre__ed a film last night.
 - My smartphone isn't working; maybe I should c__rge the battery.

Technology adjectives

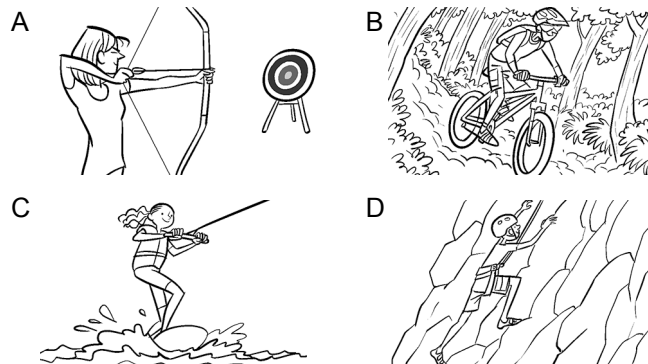
4 Complete the table with the words.

~~convenient~~ impractical inefficient light
reliable useless

Positive	Negative
<u>convenient</u>	_____
_____	_____
_____	_____

Sports

5 Match pictures A–D to sports 1–4.



- rock climbing D
- wakeboarding ___
- trail biking ___
- archery ___

6 Choose the correct option.

- Dad thinks he should take up / out a new sport.
- My team **drew** / **beat** your team 9–2 last week!
 - In gymnastics, your arms and legs have to work together in **stamina** / **coordination**.
 - I think I'd like to try **up** / **out** judo.
 - Tyler has practised a lot. He has definitely **improved** / **competed**.
 - Runners need to have **speed** / **accuracy** to win.

Money verbs

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

- You're able to buy something if you can afford it. T
- When you buy something and you think it's worth it, you're unhappy that you bought it. ___
 - When you borrow money, you have to give it back. ___
 - Banks often lend money to people. ___
 - When you save up money, you spend it. ___
 - Your mum is happy when you waste money. ___

Functional language

8 Put the words in the correct order.

- tomorrow / from / busy / to / 5 / are / 3 / you ?
Are you busy from 3 to 5 tomorrow?
- minute / a / have / got / you ?

 - you / can / spell / me / for / that ?

 - pronounce / you / do / it / how ?

 - mind / would / translating / that / you ?

Grammar and Vocabulary Unit 1



Grammar

Past simple, past continuous and *used to*

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

We use *used to* for a past habit or state. T

- 1 We use the past continuous for a completed action in the past.
- 2 We use *used to* for the action that interrupted another action.
- 3 We use the past continuous for an action that happened immediately after another action.
- 4 We can use *while* before the past continuous.

2 Choose the correct option.

Sophia didn't use to / didn't used to be enthusiastic about studying, but she is now.

- 1 While my brother was watching TV, Dad **phoned** / **was phoning**.
- 2 José **was talking** / **talked** to me when the school bully pushed him over.
- 3 They finished the exam and **left** / **were leaving** the classroom.
- 4 Did you **used** / **use** to have long hair when you were young?
- 5 Evie **was starting** / **started** crying when she read the cruel email.
- 6 I **wasn't knowing** / **didn't know** that cyber bullying was so common.

Present perfect simple and present perfect continuous

3 Name the tense in each sentence. Write PPS (present perfect simple) or PPC (the present perfect continuous).

Alexis and Victoria have been volunteering at the old people's home for a month now. PPC

- 1 Has he been working at the national park since 2014?
- 2 We have been walking for hours, but we haven't seen any wolves!
- 3 I have studied a lot for the English exam, so I'm ready to do it.
- 4 Chloe hasn't been living in Glasgow for long.
- 5 Do you think the campaign has made a difference?
- 6 They've been going to the cinema every Wednesday for about two months.

Vocabulary

Adjectives personality

4 Underline the positive adjectives.

- | | |
|------------------|----------------|
| <u>dedicated</u> | 6 enthusiastic |
| 1 bitter | 7 optimistic |
| 2 responsible | 8 supportive |
| 3 dependable | 9 truthful |
| 4 eager | 10 sympathetic |
| 5 outgoing | 11 cruel |

Collocations *get* and *make*

5 Complete the collocations with *get* or *make*.

- | | |
|-----------------------------|----------------------------|
| <u>get</u> the feeling | 5 <u> </u> an effort |
| 1 <u> </u> a difference | 6 <u> </u> an impression |
| 2 <u> </u> better | 7 <u> </u> permission |
| 3 <u> </u> the most of it | 8 <u> </u> used to |
| 4 <u> </u> involved | 9 <u> </u> things done |

6 Choose the correct option.

We want to get involved / **things done** with your organization.

- 1 Logan wants to get **better** / **the feeling** at football, so he practises every night.
- 2 I've just moved to Greece and I can't get **permission** / **used to** the hot summer.
- 3 I want to make **a difference** / **a good impression** on my teacher, so I'll always do my homework.
- 4 It's a rainy day, but let's make **the most of it** / **an impression** and stay in and watch a good film.

Functional language

7 Are the people requesting information (RI), giving information (GI) or showing admiration (SA)?

Could you explain what sponsoring a well involves? RI

- 1 Good idea!
- 2 Let me explain how our organization works.
- 3 What you do is nominate someone who you think is a really dedicated person.
- 4 Is it possible to pick up a leaflet here?
- 5 That's incredible!



Grammar

Past simple and past perfect simple

1 Choose the correct option.

We use the past simple and the past perfect simple to show the relationship between ____.

a two past actions

b a past action and a present action

- The past perfect simple is used for the action which happened ____.
a first b second
- We use the ____ to describe the more recent action.
a past simple b past perfect simple
- We form the past perfect simple with ____
a was b had
- We use the ____ participle to form the past perfect simple.
a present b past

2 Underline the action which happened first.

After Anna had had breakfast, she left for school.

- Hunter had got his pocket money from his mum before he went to the shops.
- My cousins realized later that they had spent too much money on the computer game.
- Nicole only knew what the matter was because she had heard them arguing.
- I hadn't wanted new trainers until I saw an advert for them in a magazine.
- By the time we got to the supermarket, it had closed.

enough, (a) few, (a) little, lots of, plenty of, too much, too many

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

We use *enough* after countable and uncountable nouns. F

- We use *too much* before countable nouns only. ____
- We use *too many* before uncountable nouns. ____
- We generally use *few* and *little* with a positive meaning. ____
- We use *a few* and *a little* with small amounts. ____
- We use *lots of* and *plenty of* with small amounts. ____

4 Choose the correct option.

There isn't enough / many bread to make sandwiches.

- I can't buy that bike. It costs too **much** / **many**.
- We saved very **little** / **few** money last year, so we can't go on holiday.
- I've got **a few** / **a little** time; let's go out for lunch.
- I'm outgoing and have **lots of** / **few** friends.
- Do teenagers buy **too many** / **plenty** clothes?

Vocabulary

Advertising

5 Complete the words with the endings.

-ast -ate -eal -end -ise -ote

Why don't you advertise your charity online?

- I don't think this book will app____ to Ben.
- They will broadc____ the programme on local TV.
- You haven't got £5,000! Don't exagger____!
- We're making a poster to prom____ our band.
- Can you recomm____ a good hotel?

Shopping

6 Are the underlined words nouns or verbs? Write N or V.

I paid £5 for this cap. It was a real bargain! N

- I haven't got any money, but we can still go to the shops and browse. ____
- That man has just bid £200 for that painting. ____
- There's a small charge of £4 to use the pool. ____
- After she'd made her purchase, Claire left the Viking Store. ____
- I can't refund your money without a receipt. ____

Functional language

7 Write the words in the correct order to make sentences.

surprise / was / a / that !

That was a surprise!

- a / I / lot / travelling / do / of .

- it / believe / don't / I !

- responsible / be / I / to / myself / consider .

- think / to / I'm / like / dedicated / I .

Grammar and Vocabulary Unit 3



Grammar

The passive – past, present and future

1 Are these passive sentences in the past (P), the present (Pr) or the future (F)?

They were heard complaining about me. P

- 1 The dog is walked every morning. ___
- 2 The exams are going to be marked by our teacher. ___
- 3 Are all your clothes washed by your mum? ___
- 4 The doctor wasn't called to Chloe's room. ___
- 5 Will the fridge be repaired soon? ___

2 Correct the mistakes in the sentences.

Are kinetic-powered generators make here?

Are kinetic-powered generators made here?

- 1 Concert tickets are going to be sell at the door.

- 2 The company were bought two years ago.

- 3 What kind of energy are created by the sun?

- 4 The new gym will opened soon.

- 5 Were these gadgets invent in 2001?

Reflexive pronouns, emphatic pronouns, each other, one another

3 Choose the correct option.

I designed the energy-saving device **herself** / **myself**.

- 1 Be careful! You're going to hurt **yourself** / **themselves**.
- 2 They're best friends, so they always help one **other** / **another**.
- 3 Do you think Ariana prepared that meal **herself** / **ourselves**?
- 4 I will give **itself** / **myself** two weeks to do research for the design project.
- 5 You'll have to walk to school by **ourselves** / **yourselves** today.
- 6 Did Josh stay at home by **yourself** / **himself** last night?
- 7 For some reason, my sisters aren't talking to each **another** / **other**.

Vocabulary

Technology adjectives

4 Complete the adjectives in the sentences with -able, -tive, -ed or -cal.

This gadget is very adaptable – you can use it for lots of different things.

- 1 He's very clever and always has innova____ ideas.
- 2 This is a mechani____ device that can cut wood and metal.
- 3 Our home is very efficient because it's solar-power____.
- 4 My granddad uses sustain____ farming methods so that he won't harm the environment.
- 5 Scientists need to find alterna____ forms of transport.
- 6 Do you know how chemi____ energy is produced?
- 7 All of these amazing images were computer-generat_____.

Function verbs

5 Complete the function verbs.

Our brains process thoughts and feelings.

- 1 Drinks containing sugar b_os_ our levels of energy.
- 2 Anyone's computer can c_a_h.
- 3 Our brains a_s_r_ glucose.
- 4 The heart t_a_sp__ts blood to the brain
- 5 The brain re_e_se_ chemicals.
- 6 Our body _e_a_rs itself while we're sleeping.

Functional language

6 Are the people expressing interest (I), disappointment (D), hope (H) or are they giving a presentation (GP)?

'Right, let's move on to kinetic energy.' GP

- 1 'It'd be great if they would use less energy.' ___
- 2 'I've given up trying to help him.' ___
- 3 'I could have done better in the exam.' ___
- 4 'Science really fascinates me.' ___
- 5 'Today we're going to talk to you about how to save energy in the home.' ___
- 6 'I'm not very pleased with my geography project.' ___
- 7 'Studies show that solar panels save money.' ___



Grammar

The first and second conditional

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

The first conditional is formed by:

If / Unless + past simple, will / won't + infinitive. F

- 1 Conditional sentences sometimes contain commas.
- 2 The second conditional is formed by:
If + past simple, will + infinitive.
- 3 *Unless* is the same as *if* + a negative verb.
- 4 The second conditional talks about the result of a possible future situation.
- 5 The first conditional talks about the result of an imaginary situation.

2 Put the words in the correct order. Look carefully at the position of the commas.

open / you'll / unless / get wet / you / your umbrella, .

Unless you open your umbrella, you'll get wet.

- 1 were / for lunch / pay / if / would / here / Jo / she .

- 2 we / if / will / him, / give / some advice / us / the painter / about colours / ask .

- 3 we / if / were / our shirts / win / red / would ?

- 4 wouldn't / choose, / if / buy / I / that hat / could / I .

- 5 doesn't / what / Chloe / her present / do / she / will / like / if ?

The third conditional

3 Read the sentences. Underline the action clause and circle the result clause.

If they had known about the match *they would have come.*

- 1 Emily wouldn't be ill if she hadn't eaten bad food.
- 2 The cat wouldn't be angry if Ray hadn't kicked it!
- 3 If you had heard the news, would you have told me?
- 4 If we had bought tickets for the concert, we would have gone.
- 5 What would your trainer have done if you had won the match?

Vocabulary

Phrasal verbs

4 Choose the correct option.

Stop shouting, Tyler! **Calm** / **Work** down and tell me what's the matter with you.

- 1 Maryam seems sad. Let's have a party to **slow** / **cheer** her up.
- 2 I don't want to go out this weekend. I'm going to stay at home and **chill** / **open** out.
- 3 My weight has been increasing, so I think I'll **cut** / **calm** down on sugar.
- 4 You painted your room black and now you'll have to **chill** / **face** up to the fact that it looks terrible!
- 5 My best friend is having problems with cyber bullying, but I can't get her to **slow** / **open** up and tell me about it.

Aches and pains

5 Complete the words.

- | | |
|-----------------------|---------------------|
| <i>aching</i> muscles | 5 allergic re__tion |
| 1 brok__ leg | 6 bruised kn__ |
| 2 dis__cated shoulder | 7 it__y skin |
| 3 so__ back | 8 sprained __ist |
| 4 stiff ne__ | 9 s__llen ankle |

Functional language

6 What do the sentences show? Write the correct words.

agreeing	asking for advice (x2)
disagreeing (x3)	giving advice (x2)

You believe that the colour red makes people sad, but I don't think that's possible. *disagreeing*

- 1 What do you think I should do about my poor exam results? _____
- 2 I'm in trouble. What would you do if you were me, Benjamin? _____
- 3 Have you thought about asking your parents for their help? _____
- 4 I know what you mean. _____
- 5 That's impossible. _____
- 6 If you paint your room a different colour, it will cheer you up! _____
- 7 I'm not convinced about that. _____



Grammar

Question forms

1 Put the words in the correct order.

read / which / do / blogs / you ?

Which blogs do you read?

1 out / go / who / night / last / they / did / with ?

2 device / this / what / for / is ?

3 with / you / being / you / friends, / don't / enjoy / your ?

4 at / film / what / the / of / end / happened / the ?

5 send / I / you / didn't / did / an email, / I ?

2 Choose the correct option.

He isn't very polite, **is he** / **isn't he**?

1 What is the article **of** / **about**?

2 What **did start** / **started** the argument last night?

3 Who **she did** / **did she** visit at the hospital this morning?

4 Abigail **was** / **wasn't** a member of your sports club, wasn't she?

5 Which of these roads **goes** / **does go** to town?

Verbs with *-ing* and *to*

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

'We remember leaving a comment on her blog' means we remember something we did in the past. T

1 'I regret not going to university after I left school' means I'm sorry that I didn't do something in the past.

2 'Jack stopped to buy some milk on his way home' means Jack doesn't do an action anymore.

3 'I remembered to thank Rachel for the lovely meal' means I remembered that I had to do something and I did it.

4 'I tried not putting sugar in my tea and it was fine, I didn't miss it' means you did an experiment to see if something would work.

5 'The teacher talked about manners and then went on to talk about netiquette' means the teacher didn't continue with an action.

Vocabulary

Technology verbs

4 Choose the correct option.

host **a blog** / people's photos

1 launch **an email** / a website

2 network with **friends** / comments on your posts

3 edit **an online article** / your phone

4 upload **your computer** / a video to the internet

5 register with **friends' videos** / a networking site

6 bookmark **emails on your phone** / a favourite website

Manners nouns

5 Complete the words with the endings.

-ess -ette -tion

I bought you this present to show my appreciation for all the help you've given me.

1 When you are in face-to-face social situations, it's a good idea to follow the rules of etiqu .

2 Most people need social interac with others to be happy.

3 Manners and politen are things that most people are taught when they are very young.

4 Do you believe that people showed more considera for others in the past?

5 Netiqu regulates what is acceptable when you are using the internet to communicate with others.

6 I have tried to like William, but I really can't stand his ruden when he's around my friends.

Functional language

6 Underline the words and phrases that we can use when we need time to think. There are some sentences you do not need to underline.

Well, I'm thinking about hosting a blog.

1 There could be a cake at the party.

2 There are bound to be lots of people there.

3 And, you know, we could offer to plant trees.

4 It's unlikely that people will read my article.

5 That's, like, the best video I've ever seen online.

6 What about asking Kian to edit your story?

7 I mean, it's rude for people not to say 'please' and 'thank you'.



Grammar

Reported speech

1 Read the direct and reported speech. Underline the mistakes in the reported speech.

- 'I'll go to the park,' he said.
He said that he will go to the park.
- 1 'We are going to go on the rides,' Dad said.
Dad said that we are going to go on the rides.
- 2 'I've washed the car,' Anna said.
Anna said that I had washed the car.
- 3 'Diggerland is more fun than Zip 2000,' he said.
He said that Diggerland is more fun than Zip 2000.
- 4 'Alligators can swim,' the zookeeper said.
The zookeeper said that he could swim.
- 5 'I'm eating my breakfast,' Mum said.
Mum said that she was eating my breakfast.
- 6 'They enjoyed themselves yesterday,' she said.
She said that they had enjoyed themselves today.

Reported questions, requests and commands

2 Read the direct speech. Tick (✓) the correct reported speech.

- 'Who's your friend?' Chloe asked me.
- a Chloe asked me who my friend was.
- b Chloe asked me who is my friend.
- 1 'Show me your tickets,' she told us.
- a She told us show me your tickets.
- b She told us to show her our tickets.
- 2 'Have you been abroad?' I asked her.
- a I asked her whether she had been abroad.
- b I asked her whether you have abroad.
- 3 'Don't sit there,' he told me.
- a He told me don't sit there.
- b He told me not to sit there.
- 4 'Please text me tomorrow,' Jo asked me.
- a Jo asked me to text her the following day.
- b Jo asked me to text her tomorrow please.
- 5 'Do you want to go to the cinema with us?' they asked me.
- a They asked me do I want to go to the cinema with them?
- b They asked me if I wanted to go to the cinema with them.

Vocabulary

Reporting verbs

3 Choose the best option.

- He said that he was a singer and **added** / **recommended** that he was an actor too.
- 1 'I'm the best dancer in my school!' Charlotte **complained** / **boasted**.
- 2 'My pizza is cold!' Verity **complained** / **replied**.
- 3 'OK, yes, I took some money from your bag,' Michael **admitted** / **denied**.
- 4 Leah **revealed** / **recommended** that she had a secret.
- 5 Both men have **denied** / **admitted** the accusations and say they are not responsible.
- 6 Rick **agreed** / **complained** that it was the best cake he'd ever eaten.

Entertainment nouns

4 Read the sentences. Do the underlined words describe people or things? Write P or T.

- They said that the park was their favourite venue for a rock concert. I
- 1 My cousin isn't a professional comedian – he's still an amateur.
- 2 I can't believe you dropped the microphone!
- 3 Do scriptwriters earn a lot of money?
- 4 This is Abbey. She's a newcomer to our town.
- 5 All the actors are on the stage.

Functional language

5 Put the words in the correct order to make sentences.

- all / about / did / it / think / what / you ?
What did you all think about it?
- 1 watch / TV / I / never / on / films / almost .

- 2 couple / a / we / week / of / a / times / out / eat .

- 3 far / wrong / as / as / concerned, / you're / I'm .

- 4 couldn't / I / more / agree .

- 5 opinion / your / what's ?



Grammar

Future continuous and future perfect

1 Choose the correct option.

The future continuous is formed by: *will **be** / have + -ing*. We use it to talk about actions that will be (1) **happening / completed** at a certain time in the future. We often introduce time expressions with (2) **for / at, in and this time**.

The future perfect is formed by: *will (3) **have / be + (4) past simple / past participle***. We use it to talk about actions that will be (5) **completed / happening** by a certain time in the future. We often introduce time expressions with *by*.

2 Are these sentences in the future continuous (FC) or the future perfect (FP)?

At this time next summer, I will be travelling around Spain! FC

- 1 Will the students have started writing their exams by this time next month?
- 2 By this time next week, we won't have finished decorating the house.
- 3 What will Chloe be doing at this time next year?
- 4 The council won't be building a new sports centre in June.
- 5 The Rodríguez family will have arrived in London by 2 p.m. tomorrow.

Future tenses

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

We use *will* future for promises. T

- 1 We use *will* future for timetables.
- 2 We use *will* future for spontaneous decisions.
- 3 We use *be going to* for spontaneous decisions.
- 4 We use *be going to* for future intentions.
- 5 We use the present simple for fixed future plans.
- 6 We use the present continuous for fixed future plans.
- 7 We use the present continuous for timetables.

Vocabulary

Travel phrasal verbs

4 Complete the sentences with *off, on or over*.

I want to go to the city centre. Can you tell me when we get there so that I can get off the bus, please?

- 1 My parents and I went to the airport to see _____ my sister last night – it was quite sad.
- 2 We've been waiting for the bus for twenty minutes now – I don't think we're ever going to get _____ it!
- 3 Dad wants to set _____ early tomorrow morning, so we'll have to get up at 5 a.m.
- 4 It's a long drive to Aberdeen, so we're going to stop _____ for the night at a friend's house in Newcastle.
- 5 What time does your flight to Orlando take _____ tomorrow afternoon?

Weather nouns

5 Choose the odd one out.

blizzard hailstorm mist

- 1 breeze shower wind
- 2 hailstorm heatwave high temperatures
- 3 tornado hurricane drizzle
- 4 gale frost breeze
- 5 sleet frost heatwave
- 6 blizzard drizzle shower

Functional language

6 Tick (✓) the sentences that compare or contrast something.

There's never been a better way to travel!

- 1 They are designing virtual reality face visors ... how very interesting!
- 2 There are not as many cars in the town centre now.
- 3 In the summer months, the temperatures get higher and higher.
- 4 You're going to go to university next year ... what exciting news!
- 5 You'll not only learn a new language, but you'll also meet lots of new people.
- 6 You didn't get the job ... how very disappointing for you!



Grammar

Defining and non-defining relative clauses

1 Choose the correct option.

There are a lot of people in the world who / **which** prefer not to eat meat.

- The restaurant, **that** / **which** is in the city centre, is very expensive.
- Zoe, **whose** / **who** sister is having the dinner party, invited us to come.
- Anthony, **who** / **that** loves to cook, wants to become a chef.
- Is 15th December the day **which** / **when** you were born?
- That's the house **that** / **where** I lived when I was younger.
- Dans le Noir is a unique restaurant **where** / **which** is in London.

2 Are the relative clauses defining or non-defining? Write D or ND.

Hannah, who is my best friend, is taking me out to eat this evening. ND

- The day when my sister got married was cold and rainy. ___
- Fast food, which is my favourite kind of food, isn't very healthy but I love it anyway! ___
- The café where we had coffee yesterday was too noisy. ___
- The sauce that was on the food was tasty. ___
- Emma, whose eyes are a light blue, is a very beautiful woman. ___

Determiners

3 Look at the underlined determiners. Are they general or specific? Write G or S.

A fork is a tool that we use to eat with. G

- Can I have another chicken sandwich? ___
- A research study proved that animals feel emotions. ___
- That restaurant is the one we went to for my grandad's birthday. ___
- Which of your five senses do you think is the most important? ___
- Are there any other cave paintings in the area? ___

Vocabulary

Have and take idioms

4 Complete the idioms with *have* or *take*.

- | | |
|-----------------------|--------------------------|
| <u>have</u> a ball | 5 _____ a good nose for |
| 1 _____ it from us | 6 _____ note of |
| 2 _____ an eye for | 7 _____ an open mind |
| 3 _____ no idea | 8 _____ it easy |
| 4 _____ your mind off | 9 _____ your breath away |

Abstract nouns

5 Complete the words in the sentences with the endings. There is one ending you do not need.

-ence -ness (x2) -ship -sion (x3) -tion

- Everyone in the world needs love and kindness to feel happy.
- It's not unusual for students to have feelings of apprehen_____ before an exam.
 - Julia is a cruel person who cannot feel compas_____ for others.
 - Your friend_____ is very important to me – if I didn't have it, I would be very unhappy.
 - It takes a lot of intellig_____ and hard work to become a good doctor.
 - Many older parents have feelings of loneli_____ if their children don't visit them very often.
 - Did you know that some scientists say that computer games may cause aggres_____?

Functional language

6 Write the words in the correct order to make sentences.

- have / I / too !
I have too!
- wash / before / your / begin, / hands / you .

 - it / after / should / you / that, / cook .

 - does / the / researcher / nor .

 - it / last / is / the / paint / step / to .

 - can / neither / I !

 - the / cutting / by / start / vegetables .



Grammar

Revision 1

1 Are the rules true or false? Write T or F.

We use the present simple to talk about present habits. T

- We use the present continuous to talk about actions that carried on for some time but have stopped.
- We use the past simple to talk about an action completed at a certain time in the past.
- We use the past continuous for promises or spontaneous decisions.
- We use *used to* to talk about past habits or situations which are different now.
- We use the present perfect continuous to talk about future intentions.
- We use the past perfect to talk about predictions based on evidence.
- We use *will* future to talk about actions that will be completed by a certain time in the future.

Revision 2

2 Look at the underlined words. What kind of grammar item are they? Choose the correct option.

Tyler complained that his food was cold.

a reported statement b third conditional

- You've benefitted from your month studying abroad, haven't you?
a subject / object question b question tag
- If they hadn't emailed me, I wouldn't have gone on the expedition.
a third conditional b defining relative clause
- Mum asked me if I would walk the dog.
a question tag b reported request
- Olu is going to go to a university in the USA.
a determiners b verb + *-ing* / to
- My new job, which has great promotion possibilities, starts in May.
a defining relative clause
b non-defining relative clause
- How long has this secondary school been open for?
a reported question
b question ending in a preposition
- Who broke the window?
a subject question b object question

Vocabulary

Education verbs and prepositions

3 Cross out the incorrect preposition in the sentences.

I can't hang out with you tonight because my parents don't approve **of** / ~~**on**~~ me going out on school nights.

- Has anybody commented **in** / **on** your blog yet?
- Please turn off the TV – I can't concentrate **on** / **of** my homework.
- Which university did your mother graduate **on** / **from**?
- Ryan is thinking about specializing **in** / **of** medicine next year.
- Which qualities do you feel are important if you want to succeed **from** / **in** life?

Careers adjectives

4 Are the adjectives negative or positive? Write N or P.

challenging P

- | | |
|-------------------------|-------------------------|
| 1 unskilled <u> </u> | 5 repetitive <u> </u> |
| 2 motivating <u> </u> | 6 rewarding <u> </u> |
| 3 unsociable <u> </u> | 7 well-paid <u> </u> |
| 4 varied <u> </u> | |

Functional language

5 Choose the correct option.

A If you're going to travel to the USA, it's essential that you get a passport.

B Hey! / Really? I didn't know that.

- Ouch! / No way!** I just cut myself.
- Always / Never** use your phone while driving.
- Hey! / Hurry!** Is that you Mike?
- Wow! / Ouch!** I've just won some money.
- Make / Do** sure you phone me.
- I can't believe that's true. **No way! / Hey!**
- Don't **book / worry**. Everything will be OK.
- Hurry / Don't hurry** – the sale ends on Saturday. There isn't much time.
- He warned me never to contact him **unless / otherwise** it's an emergency.
- You got married in secret? **Really? / Ouch!**

Grammar Starter unit



Modals and semi-modals

1 Complete the table with the words.

can could don't have to had to mustn't
~~have to~~ should will be able to

Obligation, prohibition and advice	
present obligation	<u>have to</u> , need to, must
past obligation	(1) _____
no obligation in the present	(2) _____
no obligation in the past	didn't have to
prohibition	(3) _____
advice	(4) _____ and ought to
Ability and permission	
in the past	(5) _____
in the present	(6) _____
in the future	(7) _____

2 Choose the correct option.

Hi everyone! Well, today was my first day at my new school. It was OK, but there are a lot of rules! First, we **have to** / **mustn't** ask before we can leave the classroom during a lesson. Also, we (1) **are able to** / **mustn't** eat or drink in the classroom. Two good things: at my old school we (2) **had** / **must** to wear school uniform – we (3) **weren't allowed to** / **needed to** wear our own clothes like I (4) **should** / **can** at my new school. Also at my new school, students (5) **will be able to** / **ought to** choose what sports they do in PE class next term – that will be cool! Are there a lot of rules at your school? Leave a comment!

Past simple and present perfect

3 Complete the sentences with the correct past simple or present perfect form of the verbs in brackets.

Grace watched (watch) a science fiction film yesterday.

- My team _____ (not win) a match for months!
- _____ (you / be) to the new café on Diamond Street?
- _____ (your sister / visit) your grandmother last night?
- I _____ (not sit) an English exam last week.
- Tyler _____ (live) in London, England since 2014.

4 Rewrite the sentences in the affirmative (✓), negative (✗) or question (?) form.

- ✓ Sarah went to the shops at 9 a.m. today.
 ✗ Sarah didn't go to the shops at 9 a.m. today.
 ? Did Sarah go to the shops at 9 a.m. today?
- ✓ Mrs Hollis has worked at this school for years.
 ✗ _____
 ? _____
 - ? Did you and I meet Joseph three years ago?
 ✓ _____
 ✗ _____
 - ? Have you read the article about education?
 ✓ _____
 ✗ _____
 - ✓ I studied every evening last week.
 ✗ _____
 ? _____
 - ✗ We haven't seen his Spanish cousins since 2013.
 ✓ _____
 ? _____
 - ✗ Your friends didn't play tennis on Saturday.
 ✓ _____
 ? _____

Present simple and present continuous

5 Read the sentences. Then write questions and short answers.

It is raining today.

? Is it raining today?

✓ Yes, it is.

- We are learning about modern technology this week.
 ? _____
 ✗ _____
- Our uncle visits us in Spain every year in the summer.
 ? _____
 ✗ _____
- Jack and Brittany are wearing Augmented Reality glasses at the moment.
 ? _____
 ✓ _____
- Millie uses the internet for an hour every night.
 ? _____
 ✗ _____
- You often buy pizza from that Italian restaurant.
 ? _____
 ✓ _____

Vocabulary Starter unit



Technology / instruction verbs

1 Complete the words in the dialogues.

- A** Do you want to *browse* the internet?
B No, I can't right now.
- 1 **A** What did you and Emma do last night?
B We s_____ music videos and played computer games.
- 2 **A** I don't know how to s_____ on this lamp.
B Here, let me show you.
- 3 **A** OK, so what do I do first?
B First, you need to p_____ this little black button.
- 4 **A** This new app is great!
B I know! It automatically u_____ when new versions become available.

Technology adjectives

2 Are these opposites correct or wrong? Tick (✓) the correct ones and correct the wrong ones.

- | | |
|----------------|-----------------------------|
| automatic | inautomatic ✗ <i>manual</i> |
| 1 convenient | inconvenient _____ |
| 2 efficient | inefficient _____ |
| 3 heavy | light _____ |
| 4 high quality | low quality _____ |
| 5 practical | inpractical _____ |
| 6 reliable | unreliable _____ |
| 7 useful | useless _____ |

Sports

3 Complete the words in the sentences.

- Historically, the sport of *archery* was used for hunting animals and combat.
- 1 When you go k_____ you sit in a long, thin boat.
- 2 For r_____ c_____, you need to wear special heavy boots and a helmet.
- 3 While my friends and I were t_____ b_____ in the countryside on Sunday, I fell and cut my leg.
- 4 I don't like w_____; I want to be in the boat, not behind it!
- 5 I run really fast, so I do very well in sports like a_____.

4 Choose the correct option.

Three weeks ago, I decided I would take ____ a new sport. First, I tried (1) ____ judo, but I wasn't really crazy about it. Then my friend asked me to play in his ice hockey team one afternoon. It was great! In ice hockey, you have to be really fast – (2) ____ is very important. You also have to have lots of (3) ____ in your arms and legs so you can hit the puck really hard and move around the ice quickly. Since my friend asked me to play that afternoon, I've practised a lot and I've really (4) _____. Tonight, we have a big match. I really think we will be able to (5) _____ the other team!

- a out b in **c up**
- 1 a up b in c out
 2 a accuracy b speed c flexibility
 3 a coordination b balance c strength
 4 a improved b taken c drawn
 5 a win b beat c compete

Money verbs

5 Match the sentence halves 1–6 to A–F.

- 1 When you can afford something, **B**
 2 If you buy something and you feel it's worth it, ____
 3 When you borrow money, ____
 4 Banks often lend ____
 5 When you save up money, ____
 6 When you've wasted money, ____
- A people and companies money.
 B you are able to buy it if you want.
 C you haven't made the best use of it.
 D you feel you didn't spend too much money on it.
 E you have to give it back.
 F you don't spend it.

Functional language

6 Complete the words in the sentences. Tick (✓) the ones that ask for help with a specific problem.

- Can you *spell* that for me? ✓
- 1 I can help you _n an hour. ____
 2 Hi, Abi. _re you _sy? ____
 3 _uld you _ind ____slating that? ____
 4 I work __om 9 __ 5. ____
 5 H__ you got a __ute? ____

Grammar Unit 1

Past simple, past continuous and *used to*

1 Write the correct tenses.

We use it for a past habit or state. *used to*

- We use it for a completed action in the past.

- We use it for an action that was interrupted by another action. _____
- We use it for an action that happened immediately after another action. _____
- We often use *while* before it. _____

2 Correct the mistakes in the sentences.

Did the film use to start at two o'clock yesterday?

Did the film start at two o'clock yesterday?

- Jordan was lucky he didn't sleep when the fire started.

- We didn't used to care about animals, but we do now.

- Did used you to work in your parents' shop when you were sixteen?

- When the bully tried to hit me, a teacher came and was stopping him.

- While Mariella walked along the street, she fell.

3 Choose the correct option and complete the text with the correct form of the verbs using the past simple, the past continuous or *used to*. Sometimes more than one answer is possible.

When / While I (1) _____ (walk) to school on Monday morning, I (2) _____ (see) a girl, Grace, from my History class sitting on a bench at the bus stop. (3) **When / While** I (4) _____ (get) closer to her, I noticed that she (5) _____ (cry). When I was younger, I (6) _____ (not care) too much about other people's problems, but I do now, so I had to find out why she was so sad. (7) **While / When** I asked her what the matter was, she said that a girl from school (8) _____ (send) her cruel messages on Facebook. I told her that we should tell a teacher about this and stop it. (9) _____ (you / have) problems with bullies when you were at school? I think we all have to make an effort to stop horrible cyber bullies.

Present perfect simple and present perfect continuous

4 Complete the rules.

continuous	finished	for simple	since
	unfinished		

We use the present perfect *continuous* to focus on an action which is (1) _____.
We use the present perfect (2) _____ to focus on the present result of an action which is (3) _____.
We use (4) _____ to talk about how long something has lasted and (5) _____ to talk about when something started.

5 Complete the dialogues with the correct present perfect simple or continuous form of the verbs in brackets.

- A** My friend *has started* (start) writing a blog.
B Really? I *haven't seen* (not see) it.
- A** Where's Fin? I _____ (not have) time to talk to him all evening.
B He's in his room. He _____ (study) since six.
 - A** Meg _____ (plan) the campaign for days.
B I know, but she _____ (not finish) yet.
 - A** We _____ (know) Mrs Rae for five years.
B I don't know her well, but I _____ (meet) her once on a school trip.
 - A** Ethan _____ (repair) his car all morning.
B Yes, and he still _____ (not fix) it.
 - A** _____ (the boys / go) to bed?
B Yes, they _____ (sleep) for hours.

Present perfect with *already, still, yet, just, ever* and *never*

6 Choose the correct option.

- Lauren has ____ had an argument with me.
a never b ever c yet
- Jacob hasn't found any sponsors ____.
a just b ever c yet
 - I ____ haven't made any new friends.
a already b still c yet
 - Have you ____ had to wear a uniform?
a ever b just c still
 - Mum and Dad have ____ left for work.
a just b still c ever
 - Sorry, we've ____ had lunch.
a still b ever c already

Vocabulary Unit 1



Adjectives: personality

1 Find eight adjectives in the wordsearch.

T	D	E	D	I	C	A	T	E	D	E	U
D	I	N	T	Q	H	F	S	Q	U	M	W
E	C	S	Y	L	O	Z	Y	Y	O	Z	B
P	B	I	P	J	U	F	M	U	U	V	I
E	Z	F	T	T	T	M	P	T	H	W	T
N	H	J	A	L	G	F	A	S	L	Z	T
D	S	U	P	P	O	R	T	I	V	E	E
A	B	X	E	O	I	F	H	C	D	K	R
B	C	Z	N	P	N	U	E	A	G	E	R
L	H	I	G	Y	G	A	T	T	Q	I	Y
E	M	O	P	T	I	M	I	S	T	I	C
I	C	R	U	E	L	F	C	H	R	S	K

2 Complete the sentences with the adjectives from exercise 1.

I know you've fallen out with your best friend, but don't be *bitter* about it. You should apologise because you know you were wrong.

- Don't hit the dog, Jonathan! That's horrible! Why are you being so _____?
- Please tell me what I can do here in the old people's home – I'm _____ to help in any way I can.
- I think many teenagers are _____ about the future; they think things will be better in twenty years from now.
- Matt loves parties and having fun with his friends at the weekends. He's a very _____ person.
- When I don't know what to do about a bad situation, I go to my friend, Rajesh. He always helps me and gives me good advice – he's very _____.
- Jasmine always does what she says she'll do when she says she'll do it – she's a really _____ person.
- Hannah lied to her parents about hanging out in the city centre. Now they won't let her go out at weekends, but I don't feel at all _____ because she caused this problem by not telling the truth!
- Dad works ten hours a day, six days a week – he's very _____ to his job.

Collocations: *get* and *make*

3 Complete the sentences with the correct form of *get* or *make*.

Did you *get* the feeling that he's angry with me?

- He _____ a good impression on his teachers because he always did his homework on time.
- She _____ better at chess because she practised.
- We _____ the most of the day by going for a walk.
- I've _____ my decision. I'm going to university.

Extra vocabulary

4 Complete the words in the text.

The New Forest *National* Park in England is the (1) _____ of many species, including the famous New Forest ponies – animals like small horses – that are free to walk around the park. It didn't really have one (2) _____ – several people and organizations worked to (3) _____ change to the area so that it is now one of the largest protected areas in southern England. Over four million tourists visit the park every year, coming to hike, cycle, or simply sit in the (4) _____ of one of the park's many trees and enjoy a day out in the (5) _____ landscape of Hampshire.

used to, be used to, get used to

5 Complete the sentences with the words.

getting used to cleaning is used to cleaning
used to clean

- He _____ his flat. He's been doing it for years.
- He _____ his flat, but now someone else does it.
- He's been living in his flat for two weeks, so he's _____ it.

Functional language

6 Complete the dialogues with the words.

about good how like see what would

- A** Hello. I'd *like* some information _____ your organization.

B Sure. _____ you like me to tell you _____ it works?
- A** Could you explain _____ working at the old people's home involves?

B Have a look on our website to _____ what it's all about.

A OK, _____ idea, thanks!

Grammar Unit 2

Past simple and past perfect simple

1 Complete the rules with the words. There are two words you do not need.

first important main past perfect simple
modal past simple recent relationship

We use the past simple and the past perfect simple to show the relationship between two past actions. The (1) _____ is used for the action which happened (2) _____. We use the (3) _____ to describe the more (4) _____ action. We form the past perfect simple with *had* and the past participle of the (5) _____ verb.

2 Match the beginnings of the sentences 1–6 with the endings A–F.

- 1 We only knew about the website E
- 2 By the time I got to the auction, _____
- 3 I had forgotten to go to the shops after school, _____
- 4 All the shoppers had left the Viking Store _____
- 5 Olivia went to the police station _____
- 6 Muhammad hadn't been to a fundraising event _____

- A so Mum was angry with me.
B until his uncle took him to one.
C they had sold all the paintings.
D after she had lost her bag.
E because a friend had told us about it.
F before it closed for the day.

3 Correct the mistake in each underlined part of the story.

On Friday, Amber got up early to go shopping. She heard the day before that there was a huge sale at the shop, Games Are Us! (1) She set her alarm clock for 6 a.m. the night before because (2) she didn't want to miss the chance to find a special game that she played with a friend at the weekend. (3) After she had had breakfast, Amber had left for the shop. (4) By the time Amber arrived at the shop, it had already opened and had been full of shoppers. Amber had been worried she was too late to get the game that she wanted until she saw one at the back of the shop. (5) It was the last one and Amber didn't get there in time to purchase it! Amber was very happy!

- had heard 3 _____
1 _____ 4 _____
2 _____ 5 _____

enough, (a) few, (a) little, lots of, plenty of, too much, too many

4 Choose the correct option.

- There isn't _____ space in here for another chair.
a plenty b few **c enough**
- 1 My brother spends too _____ money on clothes.
a many b few c much
 - 2 I have very _____ money, so we can't go shopping.
a plenty b enough c little
 - 3 Emily's only got _____ friends, but they're all great!
a enough b a few c a little
 - 4 There were _____ of paintings at the auction, but I didn't really like any of them.
a lots b few c many
 - 5 It was a good party, but there were _____ people there.
a too much b a little c too many
 - 6 There are _____ sandwiches on the table – help yourself!
a plenty of b few c lots

Attitudinal adverbs *certainly, maybe, obviously, simply*

5 The bold adverbs are in the wrong sentences. Write them next to the correct sentence.

- Look at that cool sports car! **Certainly**, it's expensive. Obviously
- 1 The teacher didn't shout at me; she **maybe** told me to leave the classroom. _____
 - 2 **Obviously** I'll go with you, but I'm not sure. _____
 - 3 'Can you help me?' '**Simply!** I'm always eager to help!' _____

Intensifiers

6 Complete the words in the rules.

We use words like really, (1) v_____ and (2) e_____ to make adjectives stronger, or intensify them. With adjectives which are already strong, e.g. *terrified* (= really scared), we use (3) c_____, (4) t_____ or (5) a_____.

Vocabulary Unit 2

Advertising

- 1 Find nine more words connected with advertising in the word snake.

promote recommend advertise
appeal inform exaggerate
appear broadcast
convince claim

- | | |
|----------------|---------|
| <u>promote</u> | 5 _____ |
| 1 _____ | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |

- 2 Complete the text with the correct form of five of the words from exercise 2. Sometimes there is more than one possible answer.

Most people have heard of Greenland, but not many people know how it got its name. People claim that Eric the Red, a famous Viking from Iceland, was sent to Greenland because he had killed someone. He wanted to (1) _____ the country so that people would go there, so he named it in a way that might (2) _____ to people. Of course, by calling it 'Greenland' Eric (3) _____ a little, because Greenland is a land of snow, ice and very cold temperatures – there isn't really anything about it that is green! To be truthful, if you don't like extreme weather, Greenland isn't a place that I'd (4) _____ that you visit, despite what Eric the Red said!

Shopping

- 3 Complete the sentences with the words.

bargain bid charge
purchase refund selection

Let's go into that shop – it's got a huge selection of computer games.

- The advert says that if you _____ one T-shirt, you get another one free!
- The hotel has a gym, but you have to pay a small _____ to use it.
- These boots are too big for me. Can I get a _____, please?
- You liked the painting at the auction, so why didn't you _____ on it?
- In some countries, you can _____ with the sellers in the shops so that you get a discount.

Extra vocabulary

- 4 Match words 1–6 to definitions A–F.

- habitable E
- stunning _____
- old-fashioned _____
- media _____
- ordinary _____
- terraced _____

- A usual, not strange
B TV, newspapers and the internet, for example
C used to describe a house that is one of a row of houses that are joined together on each side
D not modern
E used to describe something that can be lived in
F extremely beautiful

- 5 Complete the words in the sentences.

My family lives in a semi-detached house – it's joined to another house by a wall that we share.

- We have a huge si_____ house, so there is lots of space for all six of us to sleep.
- Unique im_____ of rare animals decorate the walls of the café.
- If you want to buy one of our amazing pr_____, please visit our website.
- Our company sl_____ is 'The customer is always right!'.
- My favourite comedian has a regular sl_____ on Saturday-night TV.

Functional language

- 6 Complete the dialogue with the words.

consider kidding passion shame ~~think~~
unbelievable

- A So, Jordan, tell me a bit about yourself.
B Sure! Firstly, I like to think I'm hard-working and efficient, so I (1) _____ myself to be suitable for the job.
A Have you worked as a chef before?
B Yes, in London. I loved my job, but I had to leave it when I moved here to Leeds.
A That's a (2) _____, but I'm sure you picked up really valuable experience there.
B Oh, yes! And I love food, it's my (3) _____!
A Great! If you want the job, it's yours!
B You're (4) _____? That's (5) _____!
Thank you!

Grammar Unit 3



The passive – past, present and future

1 Write sentences in the correct passive form. Sometimes there is more than one possible answer.

MAN SAVED FROM BEAR ATTACK
YESTERDAY

A man was saved from a bear attack yesterday.

CITY COUNCIL: NO SWIMMING
ALLOWED IN LOCAL POOL AFTER
TRAGIC ACCIDENT

1 _____

TWO THIEVES CAUGHT
BY POLICE LAST NIGHT

2 _____

THREE-DAY MEETING TO BE
HELD BY WORLD'S TOP
SCIENTISTS

3 _____

ALTERNATIVE ENERGY
CONFERENCE VISITED BY
PRINCE CHARLES
YESTERDAY

4 _____

NEW SCHOOLS TO BE OPENED
NEXT YEAR

5 _____

2 Complete the sentences with the correct active or passive form of the verbs in brackets. Sometimes there is more than one possible answer.

A lot of tickets were sold after people saw the advert for the concert. (sell)

- Next month, we _____ to find a more efficient way to heat our home. (try)
- Unfortunately, many rare animals _____ every year. (kill)
- My family _____ the planet by cycling to work and school every day. (help)
- An electronics factory _____ in Newport next year. (close)
- Unfortunately, the company's new computer _____ by many consumers last year. (buy)
- _____ by a mechanic tomorrow? (your car / fix)
- The students _____ the end-of-year party by themselves last year. (organize)

Reflexive pronouns, emphatic pronouns, each other, one another

3 Complete the text with the words.

another herself himself itself myself
other ~~ourselves~~ yourself

My friends and I love to invent things. We have a club that we organized by ourselves, and we meet once a week to talk to each (1) _____ about new ideas for innovative gadgets. Last week, Ibrahim showed us a machine that he had designed (2) _____ – it creates energy from the wind! Then Jasmine asked us to try out a gadget that she had invented (3) _____ – a piece of plastic that you can attach to a knife so that you don't cut (4) _____ when you're preparing meals. I showed everyone what I had made by (5) _____ – a lamp that turns (6) _____ on and off when someone enters or leaves a room. In our club we're all supportive of one (7) _____ and we enjoy discussing what we're going to make next.

have something done

4 Rewrite the sentences with the correct form of **have something done**.

Someone took my photo. *I had my photo taken.*

- A famous chef is preparing a meal for us.

- Someone washes Dad's car every week.

- Uncle Dan isn't going to fix my bike.

- Will the doctor take your temperature?

It is said / thought / well known / believed / accepted that

5 Put the words in the correct order.

he / said / it / a great inventor / is / that / is .

It is said that he is a great inventor.

- that / get / thought / it / will / hotter / the Earth / is .

- must / it / use / is / we / that / less energy / accepted .

- well known / is / that / very clever / Einstein / it was .

Vocabulary Unit 3

Technology adjectives

1 Choose the correct option.

Can you believe that these beautiful images were **computer-generated** / **solar-powered** / **adaptable**?

- This little device is very **wireless** / **mechanical** / **adaptable**; you can use it as a knife, fork or spoon!
- I have a **sustainable** / **wireless** / **chemical** computer mouse.
- It is thought that if we use **sustainable** / **electronic** / **solar-powered** fishing methods, the number of fish will increase.
- If the sun isn't shining, will the inside of a(n) **solar-powered** / **innovative** / **alternative** home be cold?
- Cycling is a popular **wireless** / **electronic** / **alternative** form of transport – it's better than using a car.
- This is a(n) **energy-saving** / **sustainable** / **chemical** lamp – it uses less power than normal lamps.

Function verbs

2 Complete the sentences with the verbs.

absorb boost crash perform
process release repair rest
transport

My grandmother is old and she needs to rest for an hour every afternoon.

- Oh, no! I've knocked my cup over! Quick! Let's use these tissues to try and _____ the coffee.
- Be careful that your computer doesn't get too hot or it might _____.
- You won't _____ well in the exam unless you get plenty of sleep and eat healthy food.
- How long does it take for our brains to _____ new information?
- Most cars _____ pollution into the air while we are driving them.
- When we sleep, our bodies _____ themselves.
- Here, eat this piece of chocolate. It will _____ your energy levels.
- Many companies use huge boats to _____ their products to the USA.

Extra vocabulary

3 Complete the news stories with the correct form of the words in bold at the end of each story.

Today's top stories ...

Inuk, the world-famous polar bear, turned twelve years old today. Lots of visitors came to the zoo for Inuk's birthday **celebration**. It didn't take long for the furry (1) '_____' to eat his cake, which was made from his favourite food – fish! **celebrate**

A local wildlife charity held its yearly sponsored run today. More than one hundred (2) _____ ran ten kilometres to help raise money for endangered animals. Charity organizers want to thank all those involved for their (3) _____ – it made the run a great success. **participate**

And in the world of sport ... West Ham fans were not happy today as they watched their team lose 2–1 to Sheffield United. One of the (4) _____ for the team says that the players will simply have to try harder in next week's match. He also said that the level of (5) _____ needed to be increased. **train**

Functional language

4 Complete the words in the sentences. Tick (✓) the sentences which are suitable for giving a presentation.

- I'd now like to discuss an alternative form of public transport.
- I'm qu___ intere___ in things like science and maths.
 - Ri___, let's mo___ on to our next topic, which is chemical energy.
 - Sports don't app___ to me in the ___h test.
 - I'm very ___sed with myself. I couldn't have done bet___.
 - Let me sum___ what I've just said.
 - I'm a bit ___ppointed wi___ my exam results this year.
 - I'm running in a charity race. It'd be gre___ if you wou___ sponsor me.
 - Today, we're ___ing to talk to you ___out the Dance Warriors of Africa.

Grammar Unit 4

The first and second conditional

1 Choose the correct option.

The first conditional is formed by:

If / Unless + _____, will / won't + infinitive.

a past simple **b present simple**

c past continuous

1 Conditional sentences _____ contain commas.

a always b sometimes c never

2 The second conditional is formed by:

If + past simple, _____ + infinitive.

a *would* b *will* c *be*

3 *Unless* means the same as _____ + a negative verb.

a infinitive b *will* c *if*

4 The second conditional talks about the result of a(n) _____ situation.

a past b possible future c imaginary

5 The first conditional talks about the result of a(n) _____ situation.

a past b possible future c imaginary

2 Complete the sentences with the correct first or second conditional form of the verbs.

We will help (help) you paint your room at the weekend unless we're busy.

1 If they _____ (not work out) at the gym more often, they won't get fit.

2 If we had lots of money, we _____ (buy) a new car.

3 Your parents would give you more pocket money if you _____ (not waste) it on computer games.

4 He _____ (visit) the doctor if he has any aches and pains, but he says he feels OK.

5 If I _____ (not have) a lot of homework, I would invite my friends for a sleepover.

6 _____ (you / send) Megan a text message if you find her keys?

7 Unless I _____ (not catch) the 8 o'clock bus, I will meet you at the sports centre at 9 o'clock.

8 _____ (you / be) a professional actress if you had the opportunity to go to drama school?

9 Julia would go to university and study to be a doctor if she _____ (be) so afraid of blood!

10 If I _____ (be) King for a day, I _____ (give) everyone in Spain more holiday.

11 What _____ (you / do) if it _____ (rain) tomorrow?

The third conditional

3 Rewrite the story in the third conditional.

Nadia moved into the house next to Dylan's. They became friends. Dylan offered to help Nadia paint her kitchen, so they bought some tins of orange paint. Dylan fell over one of the paint tins and sprained his ankle. Nadia took him to hospital. By chance, Dylan met an old friend called Rachel there. He asked Rachel out and they went to the cinema together two weeks later.

If Nadia hadn't moved into the house next to Dylan's, they wouldn't have become friends.

1 If they hadn't b _____

2 If Dylan hadn't o _____

3 If Nadia hadn't b _____

4 If Dylan hadn't s _____

5 If Nadia hadn't t _____

6 If Dylan hadn't m _____

The zero conditional

4 Write zero conditional sentences.

you / get the most points / you win.

If / When you get the most points, you win.

1 meat go bad / you not put it in fridge.

2 you / sit in the sun for hours / you get sunburned.

3 you not get blue / you / mix red and white paint together.

wish / if only

5 Complete the words in the text.

If only and *I wish* mean the same thing. We use *I wish* with the (1) p _____ simple to talk about regrets expressed in the (2) p _____. We use *if only* with the (3) p _____ p _____ simple to talk about (4) p _____ regrets.

Vocabulary Unit 4 ★★

Phrasal verbs

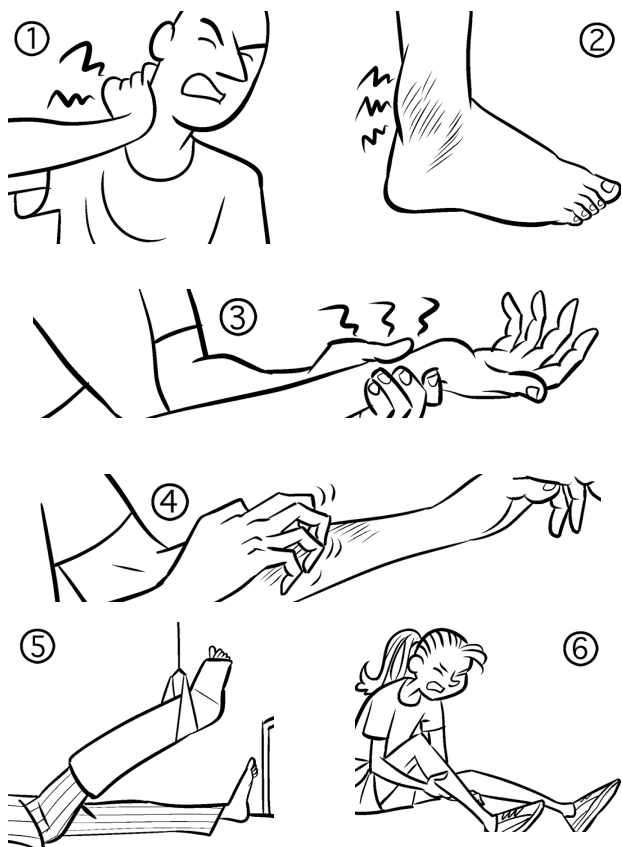
1 Complete the dialogues with *down*, *out* or *up*.

- A I hate going to the dentist!
 B Calm down, and tell me why you don't like it.
- 1 A I painted my room and it looks awful!
 B Cheer _____, Sophia. I'll help you paint your room again.
- 2 A Do you think I'm getting fat?
 B No, but if I were you, I'd cut _____ on chocolate.
- 3 A Do you want to go to the water park?
 B No, I think I'll stay home and chill _____.
- 4 A I have got a lot of problems.
 B Open _____ and tell me about them.
- 5 A Where are you going?
 B To the gym to work _____.

Aches and pains

2 Choose the correct options, then match the labels to the pictures.

- A **broken** / **stiff** neck ___
 B **dislocated** / **broken** leg ___
 C **sprained** / **allergic** wrist ___
 D **aching** / **itchy** skin ___
 E **bruised** / **swollen** ankle ___
 F **aching** / **allergic** muscles ___



Extra vocabulary

3 Match words 1–7 to definitions A–G.

- 1 anxious E
 2 parka ___
 3 dynamic ___
 4 avalanche ___
 5 grumpy ___
 6 cheerful ___
 7 snowshoes ___

- A in a bad mood
 B worn on your feet in winter weather
 C happy and optimistic
 D snow, ice and rock that suddenly falls down the side of a mountain
 E very nervous
 F a long warm jacket with a hood
 G very energetic

4 Complete the text with the endings.

-al -ble -ous

Sledding might not be the national sport of Canada, but it is a very popular one. This is a sport that is done in cold weather and there are (1) vari_____ ways you can stay warm while you're doing it – try a few of them and you'll *really* enjoy flying down the snowy hills! Remember, though, that some hills are not (2) accessi_____ to sledders, so always ask before you go onto someone's land to go sledding. the first time you try sledding, but if you're always (4) cauti_____ and (5) sensi_____, you'll have the time of your life!

Functional language

5 Complete the words in the sentences. Tick (✓) the sentences which show agreement.

- I know what you mean.
- 1 Wh_____ do you think I sho_____ do about my poor exam results?
- 2 What _____uld you do if you w_____ me?
- 3 H_____ you thought _____out asking your teacher?
- 4 You _____ght to wear warm clothes in winter.
- 5 Defin_____!
- 6 That's _____ht.
- 7 I'm not conv_____ about that.

Grammar Unit 5

Question forms

1 Correct the underlined mistakes in the text.

Hi Olivia,
 How are you? Are you enjoying your holiday? You knew that I'm staying at my grandma's house for a week, you did? I'm having a great time – Gran's brilliant. You've met her, (1) hasn't she? Something funny happened last night when I was using my tablet. Gran said to me, 'What (2) for is that little gadget?' She'd never seen a tablet before! I showed her how it works and now she wants to get one! That's cool, (3) it is? So, you said that you had gone to the cinema last week to see Will Smith's new film. Who (4) you go with? Was the film good? I've seen the advert for it, but I haven't actually seen the film. What (5) did happen at the end of it? I'm really excited about meeting you after I get home from Gran's, by the way. Which bus (6) does stop at Riverloo Station? That's where we're meeting, (7) it is? Let me know!
 Miss you,
 Liam

- | | | |
|------------|---|-------|
| didn't you | 4 | _____ |
| 1 _____ | 5 | _____ |
| 2 _____ | 6 | _____ |
| 3 _____ | 7 | _____ |

2 Read the answers in the dialogues. Then complete the questions. Use the same verb as in the answer.

- A Which film are you going to see?
 B I'm going to see the one about pirates.
- 1 A _____ did you _____?
 B I bought some things to make lunch.
- 2 A _____ the car accident?
 B Wet roads caused the car accident.
- 3 A _____ you about the festival?
 B Andrew told me about it.
- 4 A _____ article are you _____?
 B I'm reading the one about manners in the past.
- 5 A _____ the party?
 B Jamie and Sam organized it.
- 6 A _____ was the book _____?
 B It was written for my auntie. There's a dedication to her in the front.
- 7 A _____ did you last _____ a tweet?
 B I last sent a tweet this morning.

Verbs with *-ing* and *to*

3 Choose the correct meanings.

- We remember travelling on a plane for the first time quite well. We were about six years old.
- a We remember something we did in the past.
 b We remember that we have to do something.
- 1 She showed us a video and then went on to discuss it.
 a She continued with an action.
 b She changed her activity.
- 2 I regret not asking my cousins to go with us.
 a I'm sorry about something I didn't do in the past.
 b I'm sorry to say that something is true.
- 3 Nick stopped to visit me on his way home.
 a Nick doesn't do an action anymore.
 b Nick interrupted an action and did something else briefly.
- 4 He remembered to buy a present for Mum.
 a He remembered that he had to do something.
 b He remembers something he did in the past.
- 5 I tried going to the gym and I actually lost weight!
 a You did an experiment to see if something works and it did.
 b You made an effort to do something that was difficult and it failed.

Modals of deduction and possibility

4 What do the underlined modals in the sentences express? Write D (deduction) or P (possibility).

- We might launch a new website. P
- 1 Michelle can't be home – her car is gone. ___
 2 Somebody may comment on your blog. ___
 3 I could upload the photos to the internet. ___
 4 He can't be a student here – he's too old. ___
 5 Simon must be rich – he's got a huge house. ___

Infinitives of purpose

5 Tick (✓) the sentences which contain infinitives of purpose.

- We went to the zoo to see the animals.
- 1 I want to host a website.
 2 She used my phone to send an email.
 3 They waited until noon to eat lunch.
 4 Dad phoned to tell me the news.
 5 I'm looking forward to seeing your new laptop!

Vocabulary Unit 5



Technology verbs

1 Complete the words in the text.

The Internet for Beginners: A Guide for Grandparents

So, you've finally bought yourself a computer – welcome to the digital world!

The first thing you need to do is to turn your computer on and then log on to the internet with two things – a user name and a password.

Once, you've (1) _____ssed the net, the digital world is at your fingertips!

Here are just a few things that you can do while you're online:

- ✓ (2) _____oad your favourite videos to the internet so all your family and friends can see them too.
- ✓ (3) _____nsfer photos from your phone to your computer and email them to other people to enjoy.
- ✓ (4) _____st a blog on a subject that really interests you. You'll enjoy (5) _____onding to the comments that you get on it.
- ✓ (6) _____kmark your favourite sites so that they are always easy to find when you want to look at them.

Manners nouns

2 Answer the questions with the words.

appreciation consideration netiquette
~~politeness~~ rank tradition

English Vocabulary Quiz

What is the opposite of rudeness? *politeness*

- 1 What do we call the set of rules we should follow when we are online? _____
- 2 What's the word for the pleasure we have when we recognize the good qualities of something? _____
- 3 What do we call the quality of being kind to others and thinking about their feelings? _____
- 4 What's another word for a belief, custom or way of doing something? _____
- 5 What's the word for the position somebody has in society? _____

Extra vocabulary

3 Choose the correct option.

Some patients _____ got worse after receiving the medicine!

a current **b actually** c currently

- 1 Sue isn't keen on _____ communication with people – she prefers talking with people online.
a face-to-face b global c multiple
- 2 What do most of the people in your _____ circle do in their free time?
a respectful b face-to-face c social
- 3 Why are you so grumpy today, Nicole? _____ up and let's go for pizza.
a Cheer b Split c Own
- 4 Somebody should help the people in the world who are living in _____.
a circles b poverty c upbringing
- 5 Harry and his girlfriend have been arguing a lot – I think they might _____ up.
a put b bring c split
- 6 The people in the _____ classes were always quite wealthy.
a virtual b upper c multiple
- 7 I didn't get the idea for my new business from a real friend – I got it from a _____ friend on Facebook.
a multiple b virtual c global
- 8 What am I doing these days? _____, I'm at university studying to be a lawyer.
a Actually b Current c Currently

Functional language

4 Complete the sentences with the words. There are two words you do not need.

bound consider doubt great had ~~mean~~
unlikely well

- You shouldn't spend so much time online. I *mean*, you should do other things too.
- 1 I have an idea! We could _____ going to London on the train for a day out. What do you think?
 - 2 We _____ better send a text message to Mum and Dad.
 - 3 I _____ that Ethan has commented on my blog – he never goes online.
 - 4 It's looking _____ that my computer will be fixed by next Friday. I'm so annoyed. I want it fixed!
 - 5 There are _____ to be lots of people you know at the party. Don't be so worried.



Reported speech

1 Read the direct speech and look carefully at the underlined words. Then complete the reported speech with one or two words.

'I will help you with your report,' David said.
David said that he would help me with my report.

1 'His computer game is more entertaining than mine,' Grace said.

Grace said that his computer game was more interesting than _____.

2 'Some animals can bite you,' the zookeeper said to me.

The zookeeper said that some animals _____ bite _____.

3 'Ethan had a good time yesterday,' Lisa said.

Lisa said that Ethan _____ a good time the _____.

4 'Your cousin is sleeping,' my aunt said.

My aunt said that _____ cousin _____ sleeping.

5 'We are going to the theme park,' Mum said.

Mum said that we _____ going to the theme park.

6 'I have bought the Diggerland tickets,' Olivia said.

Olivia said that _____ bought the Diggerland tickets.

2 Rewrite the direct speech in reported speech.

'Tyler is going to take us out,' Alexis said.

Alexis said that Tyler was going to take them out.

1 'You can be a zookeeper for a day,' my parents said to me.

2 'The boys are playing in the garden,' she said.

3 'I'll take them to the theme park,' Josh said.

4 'James has walked the dog,' Sarah said.

5 'Going to the theatre is better than watching TV,' Auntie Liz said.

6 'Lauren visited Zip 2000 yesterday,' he said.

Reported questions, requests, commands, suggestions and offers

3 Read the text. Then complete the reported speech.

Good morning. I want to welcome all of you to the museum. There are a few things I need to tell you before we begin our tour. First, have you bought your tickets? Are they the correct tickets for this tour? Good! So, which exhibit interests you most? May I suggest the Picasso exhibit for the art-buffs? Now, let me give you all a map of the museum. Keep hold of it ... or you might get lost! OK, could you listen to a few rules, please? Please show consideration for the other museum visitors – don't run or make too much noise. Right, let's go to the exhibit on the art of Malta.

I went on a school trip to a museum yesterday. The museum guide discussed a few things with us before we began our tour. First, he asked us (1) _____ we (2) _____ our tickets. Then he asked us (3) _____ they (4) _____ the correct tickets for that tour. Finally, he asked us (5) _____ exhibit (6) _____ us most and suggested (7) _____ art-buffs see the Picasso exhibit. Next, he offered (8) _____ us all a map of the museum and told us (9) _____ it. Then he asked us to listen to a few rules. He asked us (10) _____ consideration for the other museum visitors and told us (11) _____ or make too much noise. Then the tour started.

Prepositions

4 Complete the words in the table.

Location	(2) M _____	Distance	(5) _____ gin
(1) bel _____	away from	(4) aw _____	of
on top of	(3) tow _____	near	from
at	across		

Adverb phrases

5 Complete the adverb phrases with *as*, *at*, *in*, *on* or *very*.

<i>in</i> secret	4 _____ soon as
1 _____ silence	5 _____ bed
2 _____ home	6 _____ a hurry
3 _____ much	7 _____ foot

Vocabulary Unit 6

Reporting verbs

1 Read the direct speech. What are the people doing? Complete the sentences with the words.

admitting agreeing boasting
complaining denying recommending

Yasmine: My friend and I went to see a film at the local cinema last night. It was amazing – if you like adventure films you have to see this one!

Yasmine is recommending something.

Rafael: I play in the school football team. I score at least three goals in every match. My team would never win without me!

1 Rafael is _____ about something.

Emma: I went to a restaurant last night. It was terrible! The food was awful and the waiters were rude. I'll never go there again!

2 Emma is _____ about something.

Leon: My cousin thinks that Beyoncé has a great voice – he believes she's the best singer on the planet! He's right! I think she's amazing too!

3 Leon is _____ with somebody about something.

Eloise: I didn't take any money from your room. I can't believe that you think I would ever do anything like that!

4 Eloise is _____ something.

Sanjay: It was me that broke the mirror on the car door, Dad. I wasn't looking where I was going and I hit a post box.

5 Sanjay is _____ something.

Entertainment nouns

2 Complete the words in the sentences.

Will doesn't earn money singing; he's still an amateur.

- The comedian's a _____ consisted of five humorous s _____ about life as a teenager.
- We couldn't hear the performer because her m _____ hadn't been turned on.
- The actress looked beautiful as she stood alone on s _____ in the s _____.
- Has the v _____ for next week's concert been announced yet?

Extra vocabulary

3 Find seven more words connected to entertainment in the word puzzle.

E	G	A	O	W	I	J	Z	A	P	P	R	D	N	V
X	E	N	E	R	D	H	A	T	O	E	U	N	A	S
H	G	N	K	C	M	H	F	F	R	A	M	E	J	H
A	Q	U	N	F	O	R	G	E	T	T	A	B	L	E
U	Q	A	Z	C	D	S	C	E	N	E	G	C	S	X
S	G	L	D	V	L	Q	Q	F	S	I	Z	T	L	Z
T	B	L	O	C	K	B	U	S	T	E	R	T	N	C
I	R	T	H	P	C	X	Q	F	U	D	N	Y	O	X
N	T	Q	C	N	C	L	O	C	A	T	I	O	N	F
G	D	H	G	X	V	A	B	L	Y	J	W	H	O	X
X	C	A	B	A	C	K	G	R	O	U	N	D	J	M

4 Complete the sentences with the words from exercise 3.

Did you know that this film was shot on location in Australia?

- Glastonbury is a(n) _____ festival – it's held every year.
- Who's that in the _____ of this photo?
- In the final _____ of the film, the star gets married.
- His new film is a(n) _____; it's made lots of money and has been very successful all over the world.
- I'll always remember this wonderful day – it's been a(n) _____ experience!
- It must be _____ being a professional singer – I'd never have the energy to do it.
- A(n) _____ is one of the many pictures that a video is made from.

Functional language

5 Complete the words in the dialogue.

- A** According to this online article, teens watch too much TV. What's your (1) op _____?
- B** In my (2) _____ew, that's not true. I (3) al _____t never watch TV. And most of my friends only watch TV a (4) co _____ of times a week.
- A** I agree with you up to a (5) po _____, but (6) _____r the writer of the article, young people waste a lot of their time in front of the television.
- B** Well, to my (7) m _____, the writer is wrong. As far as I'm (8) con _____, he hasn't done enough research on the subject.

Grammar Unit 7

Future continuous and future perfect

1 Complete the rules with the words.

at ~~be~~ by completed happening have
participle

The future continuous is formed by: *will be* + *-ing*. We use it to talk about actions that will be (1) _____ at a certain time in the future. We often introduce time expressions with (2) _____, *in* and *this time*. The future perfect is formed by: *will* (3) _____ + past (4) _____. We use it to talk about actions that will be (5) _____ by a certain time in the future. We often introduce time expressions with (6) _____.

2 Write the verbs in the correct form of the tense in brackets.

This time next winter, we will be skiing (ski) in the Swiss Alps! (future continuous)

- _____ all the tourists _____ (leave) the city by this time next month? (future perfect)
- Man _____ (not walk) on Mars by this time next year. (future perfect)
- What _____ you and your friends _____ (do) at this time tomorrow night? (future continuous)
- Cyclists _____ (not use) the new cycle path in January. (future continuous)
- Scientists _____ (invent) many alternative means of transport by 2025. (future perfect)

3 Complete the dialogues with the correct future continuous or future perfect form of the verbs in brackets.

- A** What will we be studying (study) this time next week?
B I don't know. Let's ask the teacher.
- A** You look upset, Pernille. What's wrong?
B My flight's been cancelled, so I _____ (not travel) to Denmark today after all.
 - A** Why are you cleaning the house, Bertie?
B Because my relatives _____ (arrive) here in two hours' time!
 - A** By this time next month, I _____ (work) here for ten years.
B Really? That's a long time!
 - A** I'm afraid I _____ (not fix) your car by Friday.
B Oh, no! That's bad news.
 - A** _____ you _____ (finish) cooking by 5 p.m.?
B Yes, I think so.

Future tenses

4 Correct the underlined mistakes in the rules.

- We use be going to for promises. will future
- We use the present continuous for timetables. _____
 - We use the present simple for spontaneous decisions. _____
 - We use be going to for fixed future plans. _____
 - We use will future for future intentions. _____
 - We use the present simple for predictions based on what we believe. _____
 - We use the present continuous for predictions based on external evidence. _____

Comparatives and superlatives

5 Complete the text with the correct comparative or superlative form of the words in brackets. Add words where necessary.

Hi Valeria,
 How are you? Sorry I haven't emailed in a while, but I've been getting ready to move house on the 4th – it's going to be the busiest (busy) day of the year for our family! I hate moving, but our new apartment is (1) _____ (big) our old one and it isn't (2) _____ (expensive) to rent (3) _____ our old one, thankfully. Our new apartment also has all (4) _____ (late) home comforts too, like high-tech air conditioning and lights that switch themselves off if you're not in the room. The past two weeks have been (5) _____ (stressful) of my life – I've been packing like crazy! The boxes seem to get (6) _____ (heavy) and (7) _____ (heavy), but the apartment seems full of stuff! ;-) I'll just keep going!
 Talk soon,
 Mason

Future expressions

6 Complete the text with the words.

about due ~~just~~ likely to (x2)

Mum is just (1) _____ to leave for work. She's got a meeting that is (2) _____ (3) _____ start at 9.30 a.m. She is (4) _____ (5) _____ be on time if there isn't too much traffic on the roads.

Vocabulary Unit 7



Travel phrasal verbs

1 Complete the sentences with the words.

aeress away back off over up

While I was cleaning my room, I came across my keys, which I had lost the week before!

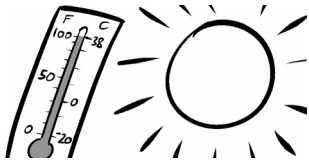
- You've been working too hard; you should try and get _____ for a short holiday.
- Do you want to come to the airport with me? My dad is going to the USA and I want to see him _____.
- Why are you walking so slowly? Speed _____ or we'll be late for school.
- The weather is getting worse. I think we'll have to turn _____ and return to camp.
- On our way to Wales, we stopped _____ for the night at a lovely little B and B.

Weather nouns

2 Complete the words with the vowels a, e, i, o, u. Then label the pictures.

h_ _lst_rm t_rm_d h_rr_c_n_

h_ _tw_v_ sh_w_r bl_zz_rd



1 _____



2 _____



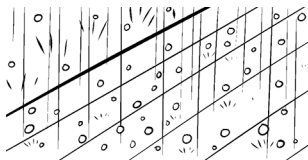
3 _____



4 _____



5 _____



6 _____

3 Complete the text with the words. There is one word you do not need.

battle ~~commuting~~ got line match
opponents pedalled put runner-ups tackle

Until last weekend, when I was a participant in a charity cycling race, the only cycling I had ever really done was commuting to work every day! Because I travelled back and forth to work on my bike, I actually thought I was quite fit and I believed that I could (1) _____ up a good fight against my (2) _____ in the race. I was in for a surprise! I (3) _____ off to a good start and because I (4) _____ as fast as I could, I managed to stay close to the other cyclists. The problem was that I got tired very quickly and it wasn't long before I realized that I was fighting a losing (5) _____. As we got closer and closer to the finish (6) _____, I knew that I was no (7) _____ for the cyclists in front of me. In the end, my friend Janine won the race and her sisters, Nicky and Rebecca, were the (8) _____. I wasn't too disappointed, though – true, I didn't win the race, but I did raise lots of money for charity.

Functional language

4 Complete the words in the sentences. Tick (✓) the sentences that compare or contrast something.

There's never been a better way to get away than with EazyPlane!

- You didn't win a prize for your new invention ... how very dis_____inting fo__ you, Victoria!
- This hotel m_____ be bigger, but it _____n't as nice as the one we stayed in last year.
- Obviously, th_____ are not as m_____ tourists using the beaches during the colder winter months.
- At the moment, scientists are experimenting with trains that will be able to travel at 4,000 km/h ... h_____ very int_____!
- Many experts have pointed out that the planet is g_____ hotter and hotter.
- You and your family are setting off on a holiday to Bermuda next month ... _____at exciting _____ws!
- Michael will not _____y earn lots more money in his new job, but he'll _____so get the chance to do lots of travelling.

Grammar Unit 8

Defining and non-defining relative clauses

1 Read sentences A and B. Are sentences 1–5 true (T) or false (F)?

- A The chef, who has been cooking for years, is from Spain.
 B Any food which I prepare tastes amazing.

In sentence A, the relative pronoun cannot be replaced with *that*. T

- Sentence A contains a defining relative clause.
- In sentence B, the relative pronoun can be replaced with *that*.
- Sentence A contains extra information.
- In sentence B, the clause gives us information necessary to know what we're talking about.
- In sentence B, extra information comes between commas.

2 Match 1–7 to the relative clauses A–G.

- I met a French chef C
- The meal,
- That's the office building
- The nurse,
- Shakespeare,
- Alexander Graham Bell is the man
- 2014 was the year

- A where my dad works.
 B who invented the telephone.
 C whose first name was Jacques.
 D who took my temperature, was very kind.
 E which we had at Dans le Noir, was delicious.
 F whose plays are very well-known, was English.
 G when Amanda finished university.

3 Which of the sentences 1–7 in exercise 2 contain non-defining relative clauses?

Determiners

4 Complete the table with the determiners.

a	another	any	his	no	article	the
the	one	these	this	what		

General	Specific
<u>a</u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>

5 Choose the correct option.

Is this / **the one** / **another** the book you were looking for yesterday?

- Look at **these** / **those** / **any** monkeys over there – I think they're talking to each other!
- Do you believe **what** / **these** / – aggression is a natural feeling?
- I'll give you **her** / **another** / **which** chance to be my friend if you promise to be nicer to me.
- What** / **Which** / **His** is that boy's name?
- Steve has got two dogs; **the ones** / **their** / **the one** he got first is called Leo.
- Could you pass me **that** / **this** / **those** knife?

Indefinite pronouns

6 Complete the words in the dialogue with *any-*, *every-*, *no-* or *some-*.

Alyssa So what's new? Have you been doing anything cool or been out (1) _____ where interesting recently?

Noah No, not really. What about you?

Alyssa Erm ... I went (2) _____ where nice last Friday – Luigi's Pizzeria. It was really good – there was (3) _____ thing I didn't like about it. The food was nice and the music was great – (4) _____ one seemed to be having a good time. I asked (5) _____ body sitting at the table next to me if they'd been there before and they said 'no', but that they'd definitely be back. We should go.

so ... that and such ... that

7 Find and correct the mistakes in the sentences. One sentence is correct.

It was such cold that I turned on the heating.
It was so cold that I turned on the heating.

- The chef is such a good cook the restaurant is always full.

- It was so a cute monkey that I took a photo.

- It's such an easy puzzle that anyone will be able to do it.

- The cave is so dark we can't go into it.

Vocabulary Unit 8



have and take idioms

1 Complete the words in the idioms and add the verbs *have* or *take*.

- | | |
|-----------------------------|------------------------------|
| 1 <i>have</i> a <u>ball</u> | 6 _____ a good n_____ for |
| 2 _____ it fr_____ us | 7 _____ n_____ of |
| 3 _____ an e_____ for | 8 _____ an o_____ mi_____ |
| 4 _____ no id_____ | 9 _____ it e_____ |
| 5 _____ your m_____ off | 10 _____ your b_____ aw_____ |

2 Match six of the idioms from exercise 1 to the meanings A–F.

have good skills in finding things 6

- A enjoy yourself _____
- B accept new ideas _____
- C relax _____
- D help you forget _____
- E really surprise you _____
- F know nothing _____

Abstract nouns

3 Choose the correct option.

Do you believe that there is any stronger feeling than the _____ a mother feels for her child?

a affection b loneliness c bravery

- 1 Why do you always throw things when you're angry, Stella? You must control your _____!
a trust b aggression c sympathy
- 2 The newspaper article said that the firefighter had showed a lot of _____ when he rescued the man from the burning building.
a grief b affection c bravery
- 3 Martin couldn't hide his feeling of _____ when he found out that he had won an award for his new book.
a friendship b joy c compassion
- 4 Daniel is a humorous man with great _____.
These qualities mean that he is great company.
a intelligence b apprehension c trust
- 5 Have you ever experienced feelings of _____? If you have, you should join a club so that you will meet new friends and have people to hang out with.
a friendship b sympathy c loneliness

Extra vocabulary

4 Complete the adjectives in the text.

Hi all! In today's post I'm talking about food – well, actually I'm talking about a *peculiar*, but cool, restaurant I went to with some friends at the weekend. The restaurant has been built to look like a huge cave. When you first walk in the entrance, there's a (1) life-_____ed 'caveman' waiting to greet you! On the walls of the restaurant are (2) p_____tive paintings of wild animals and hunters – amazing! And the food, at least most of it, was really good too. Two of my friends and I had a (3) sa_____y dish made from meat and vegetables ... it was (4) m_____ -watering and delicious! My friend, Jack, decided to try a fish dish. When it arrived at our table, it had a very strong (5) ar_____ic smell and it looked rather strange. After one bite, Jack complained that his food was (6) in_____le. He sent it back to the kitchen and ordered something else. Have you had any interesting restaurant experiences recently?

5 Complete the sentences with the words.

around back flock ~~herd~~ into pride

We've just seen a(n) herd of elephants!

- 1 Experts are looking _____ new forms of energy.
- 2 Looking _____, I realize that I should have gone to university when I was younger.
- 3 What a huge _____ of birds in that field!
- 4 Let's go into that shop and have a look _____.
- 5 A(n) _____ of lions can be very dangerous.

Functional language

6 Complete the words in the sentences. Tick (✓) the sentences that show agreement. Underline the sentences that continue instructions.

Not does the researcher.

- 1 Sta__ b__ taking the pieces out of the box and putting them on the table.
- 2 I ha__ t__o!
- 3 Aft__ that, you __uld cut up the vegetables.
- 4 The la__ ep is to paint the model car the colour that you've chosen.
- 5 Wh__ the meat is cook__, prep__ the sauce.
- 6 Me neit__!



Revision 1

1 Choose the correct option.

We use the present ___ to talk about present habits.

a perfect simple **b simple** c continuous

1 We use the past ___ to talk about an action in progress at a certain time in the past.

a simple b continuous c perfect

2 We use ___ to talk about past habits or situations which are different now.

a *used to* b *will* future c the past perfect

3 We use the ___ simple to talk about an action or situation which started in the past and has continued until now.

a past b present c present perfect

4 We use ___ to talk about an action in the past which happened before another action in the past.

a the past perfect b *be going to* c *used to*

5 We use ___ to talk about future intentions and predictions based on evidence.

a *will* future b future perfect c *be going to*

2 Correct the underlined mistakes in the sentences.

Deborah cooked in the kitchen for hours now, but dinner still isn't ready.

has been cooking

1 Paul had broken his ankle yesterday while he was playing football at the local sports centre.

2 My parents usually had been taking the bus to work, but this morning they've decided to walk.

3 This time next June we will travel around South Africa and I think we'll visit Europe after that.

4 Did your friends used to enjoy reading books about animals when they used to be younger?

5 Angela and I will paint our bedroom by next Saturday and then we are going to paint the living room – that's the plan anyway!

6 Look at that little girl! She has been falling into the swimming pool if she isn't careful!

7 At the moment, the teacher talks about avalanches.

Revision 2

3 Look at the underlined words. What kind of grammar item are they? Choose from the items in the box.

determiner non-defining relative clause
question tag question with a preposition
reported question ~~reported statement~~
subject question third conditional
verb + *-ing / to*

Lizzie pointed out that we would be late for class if we didn't hurry. *reported statement*

1 What is this little black button on the mechanical device for? _____

2 Mr Hollis, who is a famous scientist, specializes in alternative forms of energy. _____

3 We've already watched two films – I don't want to watch another one. _____

4 Zach really has an eye for the latest trends, doesn't he? _____

5 We're out of milk and bread, so don't forget to stop at the shops on your way home from the gym. _____

6 My grandad would have gone into that little shop to look around if he had known that it sold rare silver coins. _____

7 Who is going to organize the annual charity run this year? _____

8 Jake asked us whether we had ever been to the restaurant Dans le Noir. _____

Plural nouns

4 Correct the spelling mistakes in the sentences.

Our company is looking for someone who has the different kinds of abilitys which are needed for working in a busy office. abilities

1 A couple of foxs managed to get into the barn and kill some of the chickens. _____

2 I'm thinking about working in a restaurant – do waitress make very much money? _____

3 The coachs from the two rugby teams are arguing about the last goal. _____

4 At the moment, our planet is facing several crisis, global warming being one of them. _____

5 From my point of view, you shouldn't believe everything that you read in the medias. _____

6 Cut the potatoes into halves and add them to the other vegetables. _____

7 Can you put those forks and knives on the table for me, Grace? _____

Vocabulary Unit 9



Education verbs and prepositions

1 Complete the phrases with prepositions.

for (x2) from in (x4) of on (x2)

- | | |
|-------------------------|---------------------|
| approve <u>of</u> | 5 benefit _____ |
| 1 comment _____ | 6 concentrate _____ |
| 2 graduate from / _____ | 7 participate _____ |
| 3 prepare _____ | 8 search _____ |
| 4 specialize _____ | 9 succeed _____ |

2 Complete the text with the correct form of some of the phrases from exercise 1.

Learning different languages is very important to me. I believe that people *benefit from* speaking several languages for lots of reasons, so at the moment I am (1) _____ my FCE exam, which I will sit in June, by taking English lessons three times a week. If I (2) _____ passing that, I'm going to (3) _____ an exchange programme in London, England next summer. My parents (4) _____ this plan and they are also very excited that after I (5) _____ university I am going to go on to do further studies and (6) _____ modern foreign languages.

Careers adjectives

3 Find eight more careers adjectives in the word puzzle.

Y	X	W	X	A	C	I	U	B	C	X	E
N	R	W	R	C	Z	U	M	T	H	W	L
O	V	E	E	A	P	N	O	F	A	M	U
Z	E	L	P	D	G	S	C	A	L	O	N
G	V	L	E	E	L	O	G	H	L	T	S
S	A	P	T	M	G	C	M	V	E	I	K
Q	R	A	I	I	J	I	R	T	N	V	I
T	I	I	T	C	V	A	H	R	G	A	L
N	E	D	I	Q	P	B	U	T	I	T	L
S	D	A	V	M	J	L	L	N	N	I	E
Q	L	L	E	H	R	E	F	C	G	N	D
R	E	W	A	R	D	I	N	G	Z	G	V

4 Which adjectives from exercise 3 are positive?

academic, _____

Extra vocabulary

5 Complete the words in the text.

Walking on the moon, by Gareth Jones

This *term*, we've been learning about the 'final (1) fro _____' – space. As a science buff, I find the topic really thrilling. During one of my free (2) pe _____ today, I went online and found out about the Apollo 11 space (3) mi _____. Back in 1969, three astronauts, Armstrong, Aldrin and Collins, accepted the (4) ult _____ challenge – they (5) int _____ to walk on the moon! The (6) la _____ took place on 16 July and after travelling for three days, Apollo 11 landed on the moon on 20 July. Six hours later, on 21 July, Armstrong became the first man to ever walk on the moon's (7) su _____. This amazing moment was broadcast live back on earth, so people saw and heard Armstrong as he said the famous words, 'One small step for man, one giant leap for mankind.' I can't imagine how exciting that would have been ... wow!

Functional language

6 Complete the dialogue with the words. There is one word you don't need.

essential hey hurry if might otherwise
 ouch panic really should wow

- A** *Hey*, Amy! Wait for me! I've been looking for you. Have you started studying for half-term exams yet? I haven't, and I need some advice.
- B** Hi, Liam. You know, it's (1) _____ that you concentrate on your exams this week.
 (2) _____ you don't, you won't pass! But don't (3) _____. I'll give you a few hints to help you.
- A** (4) _____? You'd do that for me? Thanks, Amy.
- B** It's OK. You (5) _____ make a timetable of what you are going to study and when, (6) _____ you (7) _____ end up wasting time.
- A** (8) _____! I see what you mean! What else?
- B** We'll talk more later on. We're going to be late for our next class. Come on, Liam.
 (9) _____!

Starter unit Extra practice

Vocabulary

Technology: instruction verbs

1 * Match 1–6 to A–F.

- 1 You plug in A someone a message.
- 2 You text B the internet.
- 3 You press C a battery.
- 4 You charge D a smartphone screen.
- 5 You browse E a power button.
- 6 You tap F a phone charger.

2 ** Complete the sentences with the verbs.

scroll stream swipe switch on tap update

- 1 Press the power button to the phone.
- 2 To close a web page on your tablet, to the left or right.
- 3 the icon lightly to open the message.
- 4 How do you videos from a computer to a TV?
- 5 the app when a later version becomes available.
- 6 Use the cursor to through the document.

3 *** Complete the text with the correct technology verbs.

Live Score app

Are you a football addict? With *Live Score*, you don't need to

- (1) the internet for the latest scores or wait for a friend to
(2) you the news. *Live Score* will (3) you on the
latest goals as soon as they happen by sending an alert to your
smartphone. When that happens, just (4) the *Live Score* icon
to open it and you'll see the latest score. With *Live Score Deluxe*, you can
(5) a live video of any goals, too.

Don't be the last person to find out the football scores. Download *Live Score* and don't forget to (6) your battery when your favourite team is playing!

Starter unit Extra practice

Grammar

Modals and semi-modals

1 * What do the underlined words express? Write *O* (obligation), *N* (no obligation), *P* (prohibition) or *A* (advice).

- 1 We mustn't use our phones in class.
- 2 I have to charge my phone frequently.
- 3 You didn't have to take as many exams as I did.
- 4 You ought to update your phone.
- 5 I need to write a History essay tonight.
- 6 We don't have to have lunch in the canteen.

2 ** Choose the correct option.

- 1 We ... research nineteenth-century schools for homework last night.
A must B have to C had to
- 2 We ... use our own laptops in class if we want to.
A must B can C need to
- 3 Students ... use the interactive whiteboard if a teacher isn't present.
A don't have to B should C mustn't
- 4 Download that app and then you'll ... stream live TV.
A be able to B can C must
- 5 I ... wear school uniform at primary school, but I do at secondary school.
A didn't have to B don't have to C had to
- 6 You ... think about taking a Science degree at university.
A ought B need C should

3 *** Write sentences about these things. Use the correct modals or semi-modals.

- 1 one thing that you're obliged to do every day
.....
.....
- 2 one thing that you aren't obliged to do at weekends
.....
.....
- 3 one thing that is prohibited at school
.....
.....
- 4 one thing that you were obliged to do when you were younger, but you aren't now
.....
.....
- 5 one thing that you didn't have the ability to do when you were younger, but you do now
.....
.....
- 6 one piece of advice for a new student at your school
.....
.....

Starter unit Extra practice

Vocabulary

Technology adjectives

1 * Complete the adjectives in the sentences.

- 1 My phone isn't **h**..... . It only weighs 200 grams.
- 2 Tablets are really **u**..... because they're easier to carry around than laptops.
- 3 You don't need to press a button to open the door. It's **a**..... .
- 4 It must be a **l**..... **q**..... watch. It's really cheap.
- 5 For me, the most **c**..... way to carry textbooks is in a backpack.

2 ** Choose the correct option.

- 1 We need to think of a(n) **practical / light / inconvenient** solution to the problem.
- 2 This watch is **manual / high quality / useless**. It never keeps the right time.
- 3 Browsing shopping websites while you're studying is an **inconvenient / inefficient / unreliable** use of time.
- 4 My car is old, but it's very **manual / impractical / reliable**. I never have any problems with it.
- 5 He must have an expensive camera because his photos are very **high quality / efficient / useful**.
- 6 **Impractical / Manual / Useless** work is work that you do by hand.

3 *** Complete the text with the words.

efficient high quality impractical inconvenient light unreliable

I'm fed up of travelling by bus in our town. The service is completely

(1) – the buses rarely arrive on time, which is really

(2) when it makes you late for school or an appointment.

Considering the price of a ticket, the bus company should provide

a(n) (3) service that people can really rely on.

A neighbour has offered me his bike to get around on, but it would be

(4) for me to use. It's much too big and heavy. I've seen a

(5) aluminium bike for sale in a local shop. It's extremely

(6) , but unfortunately that makes it very expensive.

Starter unit Extra practice

Vocabulary

Sports verbs and nouns

1 * Complete the sports with the letters.

arch athle bik board climb kayak

- 1 _____ tics
- 2 wake _____ ing
- 3 trail ___ ing
- 4 _____ ery
- 5 rock _____ ing
- 6 _____ ing

2 ** The underlined phrasal verbs are in the wrong sentences. Write them next to the correct sentences.

- 1 You're a natural sportsman. You catch up with new sports really quickly.
- 2 Let's take up yoga at the gym tonight. If we like it, we can go regularly.
- 3 I ran really fast to try and miss out on the runners in front of me.
- 4 The government wants teenagers to pick up regular exercise and become fitter.
- 5 I don't want to try out the netball match this Saturday, but unfortunately I'm going away for the weekend.

3 *** Complete the advert with the correct verbs and *out* or *up*.

catch miss pick take try

A NEW YEAR, A NEW YOU!

Do you want to (1) a new sport this January and get fit? Then (2) Boxercise tonight at 7 p.m. at the Zest Fitness Centre to see if you like it. Boxercise is energetic, but the basic skills are easy to (3) You might be a bit slow at first, but you'll (4) with everyone else quickly.

BOXERCISE!

Don't (5) on a lot of fun!

Starter unit Extra practice

Grammar

Past simple and present perfect

1 * Complete the table with the sentence numbers.

Finished periods of time	Unfinished periods of time
Numbers, and	Numbers, and

- 1 My father hasn't done any rock climbing since he was a teenager.
- 2 Eleanor has wanted to take up skiing for years.
- 3 We tried out archery on holiday last summer.
- 4 Our coach didn't expect us to win our match yesterday.
- 5 I saw some of the athletics at the London Olympics in 2012.
- 6 My football team hasn't had much success recently.

2 ** Complete the sentences with the correct past simple or present perfect form of the verbs in brackets.

- 1 I (not take) up any free time activities recently.
- 2 The school hockey team (win) a trophy last month.
- 3 We (not stream) the live final yesterday.
- 4 Philip (not play) in a match since October.
- 5 'How long Leon (be) on the national team?' 'For a year now.'
- 6 Hilary (learn) how to rock climb six months ago.

3 *** Complete the text with the correct past simple or present perfect form of the verbs.

become enjoy have take try win

Wakeboard success

Luca Kidd, a secondary school student from the south of England, is crazy about wakeboarding. He only (1) up the sport three years ago, but he (2) already a wakeboarding star. Luca's energetic parents (3) waterskiing for years and it was at the local waterski club that Luca first (4) out wakeboarding.

Luca is now a member of the UK wakeboarding team and he (5) a lot of success since he joined. After competing in an international competition in Portugal last month, Kidd (6) a bronze medal, but his coach predicts that it'll be gold next time.

1 Making a difference Extra practice

1.1 Vocabulary

Adjectives: personality

1 * Choose the correct option.

- 1 Claire is fun to be with. She's friendly and **bitter** / **outgoing**.
- 2 My parents always listen and give me helpful advice. They're very **optimistic** / **supportive**.
- 3 It's **cruel** / **enthusiastic** to say unkind things about people.
- 4 'Don't be angry about what happened!' 'I can't help it. I feel really **supportive** / **bitter**.'
- 5 I'm really **enthusiastic** / **outgoing** about cooking. I love it!
- 6 John is confident that we'll win the competition. He's very **cruel** / **optimistic**.

2 ** Complete the text with the adjectives.

dedicated dependable eager responsible sympathetic truthful

Bruce is completely (1) to my local football team, the Sharks – he gives up hours of his free time to coach us. He makes football practice fun, but he's (2) and serious when he needs to be. He's also very (3) with us and tells us exactly what he thinks of our abilities, even when it's quite cruel.

We aren't a bad team and we're always (4) to win, especially Harry, our number nine. He's a talented player and a (5) goalscorer – he usually gets at least one goal a week. After every match, we get together and talk for a short time. Bruce always listens to us and is (6) when we lose. Fortunately, that isn't very often!

3 *** Write about you or people you know using the adjectives in brackets. Give reasons for your opinions.

(bitter) I don't usually get bitter about things. I prefer to forget about bad experiences and forgive people for their mistakes.

- 1 (optimistic)
- 2 (outgoing)
- 3 (responsible)
- 4 (dependable)
- 5 (enthusiastic)
- 6 (supportive)

1 Making a difference Extra practice

1.1 Grammar

Past simple, past continuous and *used to*

1 * Match 1–6 to A–F.

- 1 You didn't use to have a phone A you rang me.
- 2 I received a text while B when my phone started to ring.
- 3 Just when I was starting to worry, C when you were young.
- 4 I was walking home D I was writing one to you.
- 5 I received a cruel message E when you were young?
- 6 Did you use to go on Facebook F from a bully last week.

2 ** Complete the texts. Use *while*, *when* and the correct past simple or past continuous form of the verbs in brackets for 1–6. Use the correct form of *used to* for 7–10.

I (1) (look) at Susie's Facebook page (2) I saw some photos of her holiday. (3) I was waiting for the bus to arrive, I (4) (decide) to send her a text. Just when I (5) (search) for her number, my phone suddenly (6) (start) to ring. It was Susie!

Did you (7) know Jason when you were at primary school? I didn't. I only met him six months ago. I (8) think he was unfriendly because he didn't (9) say much. Now I realize that he's actually very shy. I (10) be like that, but now I'm really outgoing.

3 *** Answer the questions with your own ideas.

- 1 What did you use to do when you were younger that you don't do now? Explain why.

.....
.....
.....

- 2 Describe something you like about school now that you didn't use to like in the past. Explain why.

.....
.....
.....

- 3 How were you feeling when you woke up this morning? Why?

.....
.....
.....

- 4 What were you doing at 7 o'clock last night? Imagine that something surprising suddenly happened. Describe the details.

.....
.....
.....

1 Making a difference Extra practice

1.2 Vocabulary

Collocations: *get* and *make*

1 * Complete the expressions with *get* or *make*.

- 1 a difference
- 2 used to
- 3 permission
- 4 an effort
- 5 involved
- 6 an impression

2 ** Complete the dialogue with the expressions.

get permission get the feeling get used to make a difference make an effort make the most of

Jane Have you spoken to the new student in our class yet?

Luke You mean Alex? No, I haven't. I (1) that he isn't very outgoing.

Jane Well, it can take a long time to (2) a new school. I think that we should (3) to include him more. Nobody speaks to him much.

Luke I've got a good idea. It's going to be sunny this weekend. Let's (4) the weather and get together with the class. If Alex meets everyone outside school, it might (5)

Jane You're right. We could have a barbecue at my house.

Luke Are you sure?

Jane Well, I need to (6) from my parents first, but I'm sure they won't mind.

3 *** Complete the text with *get* or *make* and the words.

a difference a good impression an effort better involved things done

Job interview tips

- Think about your appearance. You should (1) to look clean and well-presented.
- Make sure you arrive on time. You won't (2) if you are late.
- You want to appear dependable. Explain that you like to (3) quickly and efficiently.
- You want to appear outgoing and enthusiastic. Explain how you (4) in activities in your local community.
- It will (5) if you appear eager to learn new skills.
- Explain that if you can't do something at first, you never give up. You keep trying until you (6) at it.

1 Making a difference Extra practice

1.2 Grammar

Present perfect simple and present perfect continuous

1 * Choose the correct option. Do the sentences describe an unfinished action or the present result of a finished action? Write *U* (unfinished) or *F* (finished).

- 1 **For / Since** the last lesson, I've written two essays.
- 2 I've been learning English **for / since** years now.
- 3 The charity has been helping children **for / since** 1994.
- 4 We've been watching the news **for / since** six o'clock.
- 5 They're tired. They haven't had a break **for / since** hours.
- 6 You've met some inspirational people **for / since** last year.

2 ** Complete the text with *for*, *since* and the correct present perfect simple or continuous form of the verbs in brackets.

Olly (1) (work) as a paper boy (2) three years now. He does it every day before school. His alarm goes off at 6 a.m., but he doesn't mind. He (3) (get) used to waking up early! It's 6.45 a.m. right now and he (4) (deliver) twenty newspapers (5) he started work this morning. It doesn't take him long!

Olly (6) (not spend) any of his money (7) he started his job – in fact, he (8) (save) over £1000. He's going to use the money to visit his two brothers in Australia. They (9) (travel) around the country (10) the last six months and Olly wants to see them.

3 *** Complete the dialogue with the correct present perfect simple or continuous form of the verbs.

find live look not feel not read raise work

- Emma** I (1) for an inspirational blog for ages and now I (2) one. Look!
- Max** Who is it by?
- Emma** It's by a young English woman called Rachel who (3) in a small village in Tanzania for ten months. She (4) as a teacher and it's about her life there.
- Max** That sounds great!
- Emma** Apparently, they didn't use to have a school in the village, but Rachel's family in the UK (5) enough money to open a small school.
- Max** I'm impressed!
- Emma** I know. She says the children are eager to learn, but they haven't got many books.
- Max** I bet we've all got lots of children's books that we (6) for ages and we don't want any more. Why don't we sell them to raise money for Rachel's school in Africa?
- Emma** Good idea!
- Max** This really is brilliant. I (7) enthusiastic about anything for a long time, but I do now!

2 Making money Extra practice

2.1 Vocabulary

Advertising

1 * Match comments 1–5 to verbs A–E.

- | | | |
|--|-------|--------------|
| 1 The film is about a famous artist. | ..... | A exaggerate |
| 2 Many teenagers like the film. | ..... | B convince |
| 3 It's a great film. You should watch it. | ..... | C appeal |
| 4 'Go on, go and see it.' 'OK, I will.' | ..... | D inform |
| 5 I reckon the star of the film is 3 m tall. | ..... | E recommend |

2 ** Complete the text with the words.

advertise appear broadcast claim promoting

I'm going to (1) in a school play for three nights next week and I'm the star of the show. We've been practising for months, but as the first night gets closer, we're feeling more and more nervous. I know I'll be terrified on the final night because they're going to (2) it live on local TV.

The school's publicity department has done a good job (3) the show and they've sold *all* the tickets. Some art students designed a beautiful poster to (4) the play. On it, they (5) 'It'll be the best show you've ever seen!' – I hope they're right.

3 *** Complete the dialogue with the correct form of an advertising verb.

Lara I really want to buy some of that new toothpaste that they (1) on TV at the moment. It (2) that your teeth will be twice as white in 24 hours.

Nick Well, I don't believe statements like that. How can they prove it? I think that advertisers always (3) the benefits of a product, but it's never as effective in real life. Let's face it – they're just trying to (4) the public to buy their product.

Lara I disagree. There are strict rules about what advertisers can say in adverts. They can only (5) people about facts that are true.

Nick Anyway, your teeth are very white. Which toothpaste do you use?

Lara It's one that my dentist (6) to me at my last check-up. He said it was very effective.

Nick Well, I think you should just listen to your dentist because he's the expert!

2 Making money Extra practice

2.1 Grammar

Past simple and past perfect simple

1 * Look at the bold verbs. Do they describe (A) the action that happened first or (B) the more recent action? Write A or B.

- 1 She **sat down** after she'd switched the TV on.
- 2 The film had started by the time we **arrived**.
- 3 I hadn't finished the exam when the teacher **said** 'Stop!'
- 4 By 1928, the law **had changed** and women could vote.
- 5 Had you eaten before you **went** to the cinema?
- 6 We'd **raised** £50 before we had the charity auction.

2 ** Match sentence halves 1–6 to A–F. Then complete the sentences with the correct past simple or past perfect simple form of the verbs in brackets.

- 1 Dan had appeared on TV A and I (not feel) well.
- 2 I turned off the TV B when the film (finish).
- 3 Had you seen the advert C before he (become) a film star.
- 4 Ana hadn't studied English D after they (leave) university?
- 5 Did they get a job E before you (buy) the product?
- 6 By 3 o'clock, I'd eaten a lot F before she (come) to our school.

3 *** Complete the sentences with your own ideas.

- 1 After I'd woken up this morning, I
- 2 We got to school late yesterday after we
- 3 The lesson didn't begin until the students
- 4 By the time you'd done all your homework, you
- 5 Because he hadn't finished the essay, the teacher
- 6 You'd never learned about the history of advertising before you

2 Making money Extra practice

2.2 Vocabulary

Shopping

1 * Match verbs 1–6 to definitions A–F.

- | | | |
|---------------|-------|---|
| 1 to purchase | ..... | A to use / eat |
| 2 to browse | ..... | B to ask an amount of money for something |
| 3 to consume | ..... | C to choose something carefully |
| 4 to select | ..... | D to buy |
| 5 to refund | ..... | E to pay money back to someone |
| 6 to charge | ..... | F to look at in a relaxed way |

2 ** Choose the correct option.

- 1 This shop is a great place to buy jeans. They always have a big **selection** / **supplier** to choose from.
- 2 Nina only paid £30 for a designer jacket. What a **charge** / **bargain**!
- 3 There isn't any fresh milk in the shop today. Apparently, they've had a problem with their **supplier** / **browser**.
- 4 The highest **refund** / **bid** at the fundraising auction last night was £1200 for a pair of football boots!
- 5 Supermarkets often have offers on products to make **consumers** / **selections** purchase more.
- 6 I'd like to return this shirt I bought last week. Can I get a **bargain** / **refund**, please?

3 *** Complete the text with the correct shopping words.

Shopping habits

Teenagers in England today know that if they want to buy something on a Sunday, they can go into a shop and (1) it. What they don't know is that we have only been able to do that since July 1994 when the law in England changed. Before that, it was illegal to open shops on Sundays.

Nowadays, shops can trade for six hours on Sundays. Many of the larger stores open 30 minutes earlier to allow us to (2) '.....'. As we do so, we can (3) the things we are going to buy and put them into our trolley, but we can't actually purchase anything until 10 a.m.

(4) shopping habits are constantly changing. However, one thing that never changes is our desire to buy at a lower price than normal and get a (5) Shops that (6) less for their goods are always very popular!

2 Making money Extra practice

2.2 Grammar

enough, (a) few, (a) little, lots of, plenty of, too much, too many

1 * Choose the correct option.

- 1 There are **too much** / **too many** people on the boat.
- 2 There was **many** / **plenty of** food for lunch.
- 3 I can't buy it because I haven't got **enough** / **little** money.
- 4 We've eaten **a few** / **lots of** biscuits – a whole packet!
- 5 'Is there any water?' 'Yes, **little** / **a little**.'
- 6 We need **a little** / **a few** things from the supermarket.

2 ** Correct the underlined mistakes.

- 1 The shop wasn't popular. Very little people went there.
- 2 I've packed too much clothes and now I can't close my bag.
- 3 It's 5.58 p.m. and the shop closes at 6 p.m. That isn't few time to buy everything I need.
- 4 Shopping online is quick and easy. A few people do it these days.
- 5 'Would you like sugar in your coffee?' 'Yes, please. Just a few.'
.....
- 6 There's too plenty to see in the museum in one day. We'll have to come back another day.

3 *** Complete the dialogue with the words.

a little enough few little lots of not enough plenty of too many

- Katie** Are you coming to Maya's party on Saturday? (1) people are going. In fact, I think she's invited more than 70!
- Ross** I'd love to, but I'm working.
- Katie** I didn't know you had a Saturday job.
- Ross** (2) people know about it, but I work as a waiter in a food hall. I need the money! I've almost got (3) for a laptop.
- Katie** Really? Do you get stressed out working?
- Ross** Not usually, but I did last Saturday. There were (4) customers for the size of the hall and (5) tables. Some people got angry and left.
- Katie** That's a shame. How much do you earn?
- Ross** I get paid about £5 an hour, but I get (6) extra when customers leave a tip. The best thing about the job is the food. There's usually (7) it left at the end of the evening, so the waiters can have it. I'm always really hungry because we get very (8) time to eat or drink while we're working.

3 Power to the people Extra practice

3.1 Vocabulary

Adjectives: technology

1 * Choose the correct option.

- 1 When you eat sugar, a **mechanical** / **chemical** reaction in your body produces energy.
- 2 The **computer-generated** / **wireless** images in modern films are absolutely incredible.
- 3 I love new technology and I always want to have the latest **chemical** / **high-tech** devices.
- 4 One of the most common forms of **alternative** / **high-tech** energy today is solar power.
- 5 We can send emails when we're travelling because there's a **wireless** / **computer-generated** internet connection on the train.
- 6 Marcus has always been fascinated by machines and his dream is to become a(n) **mechanical** / **alternative** engineer.

2 ** Complete the text with the words.

adaptable electronic energy-saving innovative
solar-powered sustainable

You don't have to be an adult to have amazing, new ideas about science. Here are three teenagers and their (1) designs:

Anna Simpson has invented a plastic robot that can detect toxic chemicals. This clever idea will be (2) to a variety of industrial situations.

Ankush Gupta's invention allows you to control the amount of power used by the (3) devices in your home. This (4) system will certainly save you money.

Electric and (5) cars are examples of (6) transport for the future. However, Jun Bing and Alec Wang's device makes traditional cars cleaner, by collecting carbon dioxide from them. The CO₂ can then be stored or used.

3 *** Complete the adverts with the correct technology adjective.

Save up to 80% on the cost of electricity with our (1) light bulbs.

Download our Wi-fi app and enjoy (2) internet when you're out and about.

Download our latest 3D graphics software and have a go at creating your own (3) images.

Charge your mobile phone for free with our powerful, (4) charger – all you need is sunlight!

Come to the Science Fair this weekend and see all the latest inventions. You'll be amazed at the (5) ideas!

Do you prefer a battery-powered watch or a traditional (6) one? Whatever your taste, come to *BestWatch* for the best selection in town!

3 Power to the people Extra practice

3.1 Grammar

The passive: past, present and future

1 * Write the words in the correct order to make sentences.

- 1 were / Solar panels / last year / installed / .
.....
- 2 in China / made / your smartphone / Was / ?
.....
- 3 today / aren't / Petrol buses / used / in many cities / .
.....
- 4 generated / Kinetic energy / movement / by / is / .
.....
- 5 going to / are / replaced / next year / be / Our computers / .
.....
- 6 be / will / Where / the new car / manufactured / ?
.....

2 ** Write sentences with the correct past, present or future passive form. Use *by* if necessary.

- 1 The competition / win / a 16-year-old girl (past)
.....
- 2 Energy drinks / not sell / in our school (present)
.....
- 3 Millions of lives / change / this small device (future – *will*)
.....
- 4 Energy-saving light bulbs / use / in many houses (present)
.....

- 5 How much energy / produce / in thirty minutes ? (future – *going to*)
.....
- 6 the scenes in that film / generate / a computer ? (past)
.....

3 * Rewrite the text using the past, present and future passive. Use *by* if necessary.**

They don't broadcast music in the normal way at silent discos. So how do people hear the music? Everyone wears wireless headphones. These detect a signal and people hear the music.
People used the term 'silent disco' for the first time in 2005 at Glastonbury Festival in England. They wore headphones then to avoid breaking local noise restrictions. *The Oxford Dictionary Online* officially recognized the term in 2011.
In the future, they will adapt silent disco technology to other forms of entertainment. We are going to see more and more silent events, such as silent theatre and silent opera.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

3 Power to the people Extra practice

3.2 Vocabulary

Verbs: functions

1 * Complete the definitions with the words.

absorb process repair rest transport

- 1 When you , you relax.
- 2 When you something, you take it in.
- 3 When you something, you move it.
- 4 When you something, you take time to think about it.
- 5 When you something, you fix it.

2 ** Complete the sentences with the correct verbs in the correct form.

burn release

- 1 When fuel is , how many gases are into the air?

boost perform

- 2 Ralph well in a test last week, so it's really his confidence.

crash process

- 3 I've got problems with my laptop. When it a lot of information, it

3 *** Answer the questions so that they are true for you. Use the underlined words in your answers.

- 1 Which food do you eat to boost your energy levels?

.....
.....

- 2 What do you do to perform well at sport?

.....
.....

- 3 Where do you usually rest when you get home from school?

.....
.....

- 4 When did a computer last crash when you were using it? What did you do?

.....
.....

- 5 How long does it take you to absorb new words and expressions in English?

.....
.....

3 Power to the people Extra practice

3.2 Grammar

Reflexive pronouns, emphatic pronouns, *each other* and *one another*

1 * Choose the correct option.

- 1 Rebecca made **yourself** / **herself** a new dress.
- 2 My grandparents look after **one another** / **oneself**.
- 3 Michael didn't help me with it. I did it **myself** / **himself**.
- 4 How often do your friends look at **themselves** / **ourselves** in a mirror?
- 5 Our cat washes **oneself** / **itself** several times a day.
- 6 Think of some innovative ideas **each other** / **yourselves**.

2 ** Tick (✓) the sentences with the correct underlined words. Correct the wrong ones.

- 1 It's incredible how the body repairs himself while sleeping.
.....
- 2 Supportive friends help themselves with problems.
- 3 I've invented an energy-saving device myself.
- 4 You should talk to one other more.
- 5 We made the cake ourselves.
- 6 He's just bought yourself the latest wireless headphones.
.....

3 *** Complete the sentences with the correct reflexive or emphatic pronouns or *each other* / *one another*.

My dad has just bought a new car that can park (1) I didn't believe it (2) when he told me, but it's true. Once he presses the parking button, he has to operate the foot pedals (3) , but the car does the rest. It's amazing!

Martha and Rose are really good friends and they hang out together a lot. In fact, they hardly do anything by (4) They have a lot of fun because they're always telling jokes and making (5) laugh. They only have to look at (6) and they burst out laughing.

Drinking water helps us to think and concentrate better, so our English teacher always tells us to keep (7) hydrated. She drinks a bottle of water (8) during the class. She recommends adding lemon juice to it if you don't like drinking it by (9)

4 Live well Extra practice

4.1 Vocabulary

Phrasal verbs

1 * Complete the sentences with **down**, **out** and **up**. Use each word twice.

- 1 Cheer! You look so miserable.
- 2 You're walking too fast. Slow!
- 3 Let's relax and chill this afternoon.
- 4 He's really angry and needs to calm
- 5 I always open to my mum and tell her everything.
- 6 I work at the gym twice a week.

2 ** Choose the correct option.

- 1 You should **slow down** / **cut down** on the amount of sugar you have. It isn't healthy.
- 2 Robbie is very quiet. He never **cheers up** / **opens up** to anyone.
- 3 It isn't good to run around all the time. You should try to **cut down** / **slow down** more.
- 4 When I'm stressed out, I do yoga. It always **faces up** / **calms me down** after a hard day.
- 5 'Why's Jenna unhappy?' 'I'm not sure, but let's do something to **calm her down** / **cheer her up**.'
- 6 It can be difficult to **open up to** / **face up to** your problems and do something about them.

3 *** Complete the dialogue with the phrasal verbs.

calm down cheer up cut down face up to open up work out

Ali Come on, Lucy, (1)! Why are you so unhappy?

Lucy It's my exams. I'm really stressed out about them. I study for hours every day, but I can't remember anything. I need to (2) the fact that I'm not going to do well in them.

Ali It sounds like you're studying too much. I think you need to (3) on the number of hours and try to do some exercise.

Lucy Exercise? How will that help?

Ali It's the best thing to do when you're feeling worried or sad. Why don't you go swimming or (4) at the gym after school? It's a great way to (5) and feel more relaxed.

Lucy But what about my revision?

Ali It'll be easier to concentrate when you're less stressed out.

Lucy OK, I'll try that. Thanks for listening to me, Ali. You're very supportive.

Ali That's what friends are for, Lucy. You can (6) to me and talk about your problems whenever you like.

4 Live well Extra practice

4.1 Grammar

The first and second conditional

1 * Complete the sentences.

do don't 'll unless will won't

- How you feel if you do well your exams?
- If you more exercise, you feel more cheerful.
- I have any money I get a Saturday job.

'd found was were would wouldn't

- If I you, I go to bed.
- What you do if you money in the street?
- I like it if my best friend grumpy in the mornings.

2 ** Complete sentences 1–3 with the correct first conditional form of the verbs and 4–6 with the second conditional.

- What (she / wear) if she (go) to the gym tonight?
- I (be) in a bad mood if they (not win) the match.
- Jess (not know) where we are unless someone (tell) her.
- If I (need) to eat more healthily, I (cut) down on sugar.
- How (you / feel) if your friend (be) famous?
- My parents (not be) angry if I (paint) my bedroom yellow.

3 *** Write first and second conditional sentences. Then write a different result.

(first) feel sleepy at 9 p.m. ⇒ not stay up late

If I feel sleepy at 9 p.m., I won't stay up late. I'll go to bed early.

1 (first) be hungry later ⇒ not eat chocolate

.....
.....

2 (second) not have a good friend ⇒ not be happy

.....
.....

3 (first) get some homework today ⇒ not leave it until next week

.....
.....

4 (second) decorate the classroom tomorrow ⇒ not paint it black

.....
.....

5 (second) be a millionaire ⇒ not spend all the money at once

.....
.....

6 (first) want to chill out tonight ⇒ not go to the gym

.....
.....

4 Live well Extra practice

4.2 Vocabulary

Aches and pains

1 * Match 1–5 to situations A–E.

- | | | | | |
|---|----------------|-------|---|--|
| 1 | aching muscles | ..... | A | after a skiing accident |
| 2 | itchy skin | ..... | B | after sleeping on the floor |
| 3 | bruised knee | ..... | C | after doing lots of exercise |
| 4 | broken leg | ..... | D | after walking into a chair |
| 5 | sore back | | E | after spending a long time
in the sun |

2 ** Complete the adjectives.

- 1 Maria had an a _____ reaction after eating some nuts.
- 2 I always get a s _____ neck when I sleep with two pillows.
- 3 You should have an X-ray on your s _____ ankle – it might be broken.
- 4 Roger can't play tennis today because he's got a s _____ wrist and he can't hold his racket properly.
- 5 Sam has got a d _____ shoulder. He ran into someone in a rugby match.

3 *** Complete the dialogues with the correct aches and pains.

- 1 **A** Stop scratching your arms and legs!
B I can't help it. I used some new soap today and now I've got
- 2 **A** How are you feeling after running the marathon yesterday?
B Not too bad. I've got in my legs, but nothing serious.
- 3 **A** What's Eliza done to her foot? She can't walk properly.
B She hurt it when she was playing netball yesterday and now she's got a It's much bigger than the other one!
- 4 **A** Would you like an egg sandwich?
B No, thanks. I can't eat eggs. If I do, I get an and have to get medical help immediately.
- 5 **A** Have you ever had a serious injury playing football?
B Yes, I have. I had a last year. I had to have an operation to fix the bone. I couldn't walk on it for two months.
- 6 **A** What's wrong with Matthew's arm?
B He's got a after falling over. He said it really hurt when they moved it into the correct position in hospital.

4 Live well Extra practice

4.2 Grammar

The third conditional

1 * Complete the sentences with the words.

- 1 If I **had** / **would have** done some stretching yesterday, I wouldn't have aching muscles today.
- 2 What **would** / **had** you have asked Messi if you had met him after the match?
- 3 You would have finished the marathon if you **hadn't** / **wouldn't have** had a swollen ankle.
- 4 If Bella **would** / **had** opened up to you about her problems, what would you have said?
- 5 How would you **have** / **had** felt if your team had won the tournament?
- 6 If Faisal and Kieran hadn't run into each other, they **wouldn't have** / **hadn't** injured themselves.

2 ** Match 1–6 to A–F then complete the sentences with the correct third conditional form of the verbs.

- | | | |
|---------------------------------------|-------|---|
| 1 If I (have) enough money, | ..... | A if you (break) your leg? |
| 2 What (you / do) | ..... | B we (not hear) them. |
| 3 If Leo (eat) that nut, | ..... | C I (buy) a new pair of trainers. |
| 4 If they (not shout), | ..... | D what (you / wear)? |
| 5 If it (be) raining yesterday, | ..... | E if I (paint) the room. |
| 6 I (not choose) dark blue, | ..... | F he (have) an allergic reaction |

3 *** Complete the sentences with your own ideas so that they are true for you.

- 1 If I hadn't come to this school,
- 2 My parents would have been annoyed if
- 3 If I had asked for help,
- 4 I would have injured myself if
- 5 If I had been born in the UK,
- 6 I wouldn't have found a hobby I love if

5 Community spirit Extra practice

5.1 Vocabulary

Verbs: technology

1 * Complete the table with the verbs. There are two extra verbs.

access comment edit log on register
respond transfer upload

Verbs connected to moving something	Verbs connected to replying to something	Verbs connected to opening something
.....

2 ** Choose the correct option.

- 1 Jacob got a new job via a business ... site.
A logging off B networking C transferring
- 2 I had to ... with the company before I could buy online.
A register B upload C launch
- 3 When I find a really useful website, I always ... it.
A edit B launch C bookmark
- 4 Rachael learned how to ... a blog by watching an online tutorial.
A host B respond C comment

5 A new school website is going to be ... tomorrow.

A networked B responded C launched

6 Always ... what you've written before uploading it.

A host B edit C log on

3 *** Complete the sentences with the correct form of six technology verbs.

1 I a funny video I filmed to YouTube when my computer crashed.

2 'Do you enjoy your own blog?' 'Yes, although it can be time-consuming at times.'

3 Logan emailed the restaurant yesterday to complain about the service, but nobody yet.

4 Your essay needs It's 2,400 words and it mustn't be more than 2,000.

5 Over 50 people on the photo that I posted online last night!

6 She always files from her computer to her tablet using a cable.

5 Community spirit Extra practice

5.1 Grammar

Question forms

1 * Write the words in the correct order to make questions.

- 1 bookmarks / favourite / Who / site / their / ?
.....
- 2 , doesn't / hosts / he / Alfie / a website / ?
.....
- 3 they / do / How / emails / access / their / ?
.....
- 4 she / Isabel / , isn't / friend / is a / virtual / ?
.....
- 5 comment / topics / you / do / on / Which / ?
.....
- 6 to / are / Where / uploaded / the videos / ?
.....

2 ** Complete the dialogue with the words.

did you didn't you does she do you use uses write about writes about

Lily That cake was amazing. You made it, (1)?
Kim Yes!
Lily Which recipe book (2) get the recipe from?

Kim Who (3) recipe books these days? I found it in a blog I sometimes read. It's by a girl who calls herself 'Angelcake'.
Lily She just blogs about cakes then, (4)?
Kim No, she doesn't. She (5) other things, too.
Lily What else does she (6)?
Kim She blogs about life as a student, but she also suggests cheap and easy things to cook.
Lily How often (7) her recipes, then?
Kim Actually, that cake is the first recipe I've tried!

3 *** Tick (✓) the questions that are correct. Correct the wrong ones.

- 1 How many followers has the blogger?
.....
- 2 You met each other face-to-face, didn't you?
.....
- 3 Who responded to the post about tomato soup cake?
.....
- 4 He doesn't actually bake cakes, doesn't he?
.....
- 5 On what did you comment yesterday?
.....
- 6 What does happen in an online community?
.....

5 Community spirit Extra practice

5.2 Vocabulary

Nouns: manners

1 * Choose the correct option.

- 1 Shy people often find **tradition** / **interaction** difficult.
- 2 Turn your mobile off at the cinema to show **consideration** / **appreciation** for others.
- 3 **Diplomacy** / **Etiquette** is essential when dealing with angry customers.
- 4 The **consideration** / **tradition** of business people wearing ties has become less popular in recent years.
- 5 We made a thank-you card for our teacher to show our **appreciation** / **diplomacy** for his hard work.
- 6 I didn't shake hands when I met you because I didn't know the correct **etiquette** / **interaction**.

2 ** Replace the underlined words with the nouns.

appreciation interaction netiquette politeness rank rudeness

- 1 He made a bad impression with his bad manners and a lack of respect and he was asked to leave the group.
- 2 With plenty of practice, communication with people in a foreign language becomes easy.
- 3 They showed their enjoyment of the good service by leaving the waiter a tip.

- 4 Before posting an online comment, read the terms and conditions so that you know the website's rules of acceptable behaviour.
.....
- 5 Do you think the position you have in society makes a difference to your personality?
- 6 Students should show good manners and respect to teachers at all times.

3 *** Complete the text with the correct manners nouns.

Manners on the road

With millions of cars on the UK's roads, it is essential that drivers show (1) for others. At times, drivers have to move onto the opposite side of the road in order to pass obstacles such as parked cars. When a driver on the other side of the road stops to allow you through, the (2) is to thank them by holding up your hand to show your (3)

Unfortunately, people don't always use polite gestures. Some drivers behave badly when they are very angry with another driver. This (4) can sometimes cause 'road rage', where the drivers actually get out of their cars and start arguing with each other. In these situations, it takes a person of (5), such as a police officer, to use their skills of (6) to resolve the problem.

5 Community spirit Extra practice

5.2 Grammar

Verbs with *-ing* and *to*

1 * Complete the sentences with the correct verbs.

reading to read

- 1 My mum stopped newspapers years ago.
- 2 Carl was walking home when he stopped a text message.

to work working

- 3 After leaving university, Simon went on as a teacher.
- 4 My dad doesn't want to go on after he's fifty-five.

to turn turning

- 5 She doesn't remember around and closing the door after her.
 - 6 Remember the lights off when you leave the classroom.
- #### 2 ** Tick (✓) the sentences with the correct underlined verbs. Correct the wrong ones.
- 1 Don't forget to log off the computer when you've finished.
 - 2 He should try getting a Saturday job to earn some money.
 - 3 They regretted to launch their website when they did.
 - 4 Sorry, I'm late. I stopped buying a magazine on the way.
 - 5 I regret posting that comment on the discussion forum.
 - 6 Jamie went on becoming a celebrity chef on TV.

3 *** Complete the text with the correct form of the words.

do download go read tell think watch yawn

Do you remember (1) my post a few days ago about my sleep problems? One of my followers, Ben21, suggested that I tried (2) TV in bed. He promised it would help me fall asleep quickly!

Anyway, I remembered (3) a film from the internet before I went to bed last night. Once in bed, I started to watch it on my laptop. At one point, I stopped (4) downstairs for some water, but otherwise I was completely absorbed by the film.

So, Ben21, I regret (5) you that your suggestion didn't work – I was still wide awake at 3 a.m. and I couldn't stop (6) about all the things that had happened in the film! I also regret (7) the experiment on a Sunday night – I'm so exhausted this morning that I think I'll go on (8) all day!

6 Good times Extra practice

6.1 Vocabulary

Verbs: reporting

1 * Match sentence halves 1–6 to A–F.

If you ...

- | | | |
|------------------------|-------|--|
| 1 agree with someone, | ..... | A you answer their question. |
| 2 recommend something, | ..... | B you have the same opinion. |
| 3 reveal something, | ..... | C you say something extra. |
| 4 confirm something, | ..... | D you say it is true. |
| 5 add something, | ..... | E you say it is very good. |
| 6 reply to someone, | ..... | F you give previously unknown information. |

2 ** Choose the correct option.

- Robin bought the cinema tickets. I tried to pay for mine, but he ...
A confirmed B admitted C insisted
- It ... on the tickets that our seats were F1 and F2.
A revealed B stated C agreed
- We ... to two people that they were in our seats.
A pointed out B boasted C agreed
- They shook their heads and ... that they were in our seats.
A denied B replied C stated
- When they saw our tickets, they ... that they had made a mistake.
A complained B admitted C recommended

- While they were moving seats, the people in the row behind ... that they couldn't see the screen.

A denied B added C complained

3 *** Complete the sentences with the correct form of a reporting verb.

- The doctor told me to rest and **a**..... that I should drink plenty of water, too.
- Everyone was very surprised when Stephen **r**..... that his father had been in a pop group.
- I invited people to my party, but I forgot to **m**..... what time it started.
- After denying that he was involved in the robbery, the man eventually **a**..... stealing the money.
- 'Would you **r**..... that book?' 'Not really. I didn't like many of the characters.'
- I thought it was a brilliant film, but only one of my friends **a**.....
The rest thought it was awful.
- After a terrible night's sleep, I **c**..... to the hotel manager that the bed was very uncomfortable.
- Toby is so arrogant. He **b**..... that he's the best footballer in the team, but he isn't.

6 Good times Extra practice

6.1 Grammar

Reported speech

1 * Complete the reported speech with the words.

could didn't had hadn't was wasn't would

- 1 'I'll make dinner.' ⇒ She said that she make dinner.
- 2 'We've seen this film.' ⇒ They said that they seen that film.
- 3 'I'm going to stay at Sun City.' ⇒ Jordan said that he going to stay at Sun City.
- 4 'I'm not listening.' ⇒ He said that he listening.
- 5 'I don't like reptiles.' ⇒ Nicole said that she like reptiles.
- 6 'We didn't go to the zoo.' ⇒ They said that they been to the zoo.
- 7 'I can drive a digger.' ⇒ She said that she drive a digger.

2 ** Complete the reported speech.

- 1 'I can't swim.'
⇒ Adrian revealed that he
- 2 'We've eaten too much.'
⇒ The children admitted that they
- 3 'I don't enjoy zoos.'
⇒ You said that you
- 4 'We saw an alligator.'
⇒ They stated that they

- 5 'I'm reading a bestseller.'
⇒ She replied that she
- 6 'I'll go on the zip wire.'
⇒ You said that you
- 7 'We're going to be famous.'
⇒ The students said that they

3 *** Choose the correct option and complete the reported speech.

- 1 'I didn't enjoy the meal.' ⇒ The boy **recommended** / **mentioned** that
- 2 'We've lost all the money.' ⇒ The friends **denied** / **revealed** that
- 3 'They'll love the zip wire.' ⇒ The instructor **complained** / **insisted** that
- 4 'I'm going to get the best mark.' ⇒ Natasha **boasted** / **agreed** that
- 5 'We can go to the party.' ⇒ Ellie and Mark **denied** / **confirmed** that
- 6 'The film starts at 8 o'clock.' ⇒ Lucia **pointed out** / **recommended** that
- 7 'I'm not looking forward to the trip.' ⇒ I **admitted** / **boasted** that

6 Good times Extra practice

6.2 Vocabulary

Nouns: entertainment

1 * Choose the correct option.

- 1 The comedian fell over when he walked onto the **stage** / **venue**.
- 2 The next **act** / **microphone** is a dance group.
- 3 The last **professional** / **prop** we need for the school play is a table.
- 4 The Broadway Youth Theatre is the **act** / **venue** for the open-mic event.
- 5 He's got a lot of experience doing stand-up. He's a **stage** / **professional**.
- 6 The comedian didn't have a **prop** / **microphone** so the audience couldn't hear him.

2 ** Complete the sentences with the words.

amateur monologue newcomer scriptwriter sketch spotlight

- 1 You have to be good with words to be a successful
- 2 A follows an actor around the stage.
- 3 I've never acted before. I'm the in the drama club.
- 4 He's a very talented He only acts in his free time.

- 5 The character I'm playing in the school play has a and it's difficult to remember all the words!
- 6 The drama group did a funny about finding an alligator in a pet shop.

3 *** Complete the sentences with the correct entertainment nouns.

- 1 Everyone in the choir was nervous because they had never performed at such a large before.
- 2 *Cats* is a fantastic musical! My favourite part is when the performers climb off the and walk past you in the audience.
- 3 'I've never heard of that comedian before.' 'That's because she's a She only started doing stand-up six weeks ago.'
- 4 Daniel's dream is to become a He spends his free time writing episodes for new TV programmes to send to the BBC.
- 5 The will shine on the actress when she delivers her monologue.
- 6 I think that act is brilliant. It's just two people and one , a walking stick, but they are absolutely hilarious.

6 Good times Extra practice

6.2 Grammar

Reported questions, requests and commands

1 * Write the words in the correct order to complete the reported questions, requests and commands.

- 'Could you hold the microphone?' ⇒ Jake asked me
..... (if / hold / could / the microphone / I)
- 'What's the venue like?' ⇒ Someone asked them
..... (was / the venue / like / what)
- 'Don't sit down!' ⇒ My friend told me
..... (sit / not / down / to)
- 'Was the sketch funny?' ⇒ We asked
..... (the sketch / funny / had / whether / been)
- 'Stop taking photos!' ⇒ The organizer told us
..... (stop / photos / to / taking)
- 'Can you be quiet, please?' ⇒ A lady asked us
..... (could / whether / quiet / be / we)

2 ** Correct the reported questions, requests and commands.

- They asked me I was good at doing impressions.
.....
- He told me go on the stage.
.....
- I asked whether they could move the spotlight?
.....

4 We asked her why she chooses to become a scriptwriter.
.....

5 Someone asked us if could we open a window.
.....

6 My best friend told me to not do it.
.....

3 *** Write five questions, requests and commands. Then rewrite them in reported speech. Use subject pronouns and the verbs *ask* and *tell*.

- (yes / no question)
.....
.....
- (negative command)
.....
.....
- (request)
.....
.....
- (wh- question)
.....
.....
- (affirmative command)
.....
.....

7 In the news Extra practice

7.1 Vocabulary

Phrasal verbs: travel

1 * Choose the correct option.

- 1 Look! This is our station. Let's **get away** / **get off** the train now.
- 2 Max was walking very slowly, so I told him to **speed up** / **take off**.
- 3 The plane couldn't **take off** / **stop over** due to a technical problem.
- 4 Let's **get away** / **get on** from the city and visit the countryside.
- 5 We'll **stop over** / **speed up** in Singapore for a night when we fly to Australia.
- 6 It takes a while for passengers to **get on** / **get off** a plane and find their seats.

2 ** The underlined phrasal verbs are in the wrong sentences. Write them next to the correct sentences.

- 1 We were almost at the top of the mountain when we had to set off because of bad weather.
- 2 I'm going to the airport to come across Jenny's flight. She's going travelling for six months.
- 3 If you see off a good book when you're in the library, will you get it for me, please?
- 4 It's exciting when planes stop over before they take off.

- 5 It takes me an hour to travel to school, so I have to turn back early in the morning.
- 6 We missed the last train home on Saturday night, so we had to speed up at Joe's house.

3 *** Complete the advert with the correct phrasal verbs.

Cruise the Mediterranean with Stylish Cruises

Relax: as soon as you (1) our luxury ship at the start of your trip, you'll feel as if you're on holiday.

Taste: with top international chefs in all our restaurants, you'll (2) exciting new dishes on the menu.

Travel: (3) from one place in the morning and you'll be admiring the sunset in another place by the evening.

Explore: in port, you can (4) the ship and discover the beautiful sights on foot.

Be flexible: when we're in port for more than one night, you can (5) in a hotel if you wish.

(6) from it all with Stylish Cruises – the BEST cruise holidays in the Mediterranean.

7 In the news Extra practice

7.1 Grammar

Future continuous and future perfect

1 * Write the words in the correct order to make sentences.

- 1 earned / Sunday / have / You / £100 / by / will / .
.....
- 2 10 o'clock / She / be / won't / at / working / .
.....
- 3 will / I / tomorrow / sleeping / be / this time / .
.....
- 4 fares / will / increased / then / They / have / by / .
.....
- 5 be / here / we / October / Will / living / in / ?
.....
- 6 you / Will / the weekend / finished / have / by / the essay / ?
.....

2 ** Complete the text with the correct form of the verbs in brackets. Use the future perfect for 1–3 and the future continuous for 4–6.

My dad is writing his first book at the moment. He writes in his free time so he (1) (not finish) it until the end of the year. Hopefully, by the end of the following year, lots of people (2) (buy) the book and it (3) (become) a bestseller.

If my dad's book is successful, it'll change his life. He (4) (not work) in an office in the future. He (5) (plan) his second novel and some scriptwriters (6) (write) the screenplay for his first novel in order to make a film of it.

3 * Complete the pairs of sentences with the correct form of the verbs in brackets. Use the future continuous and the future perfect.**

- 1 '..... (you / finish) your homework by 7 p.m.?'
'No, I won't. I '..... still '..... (do) it then.'
- 2 Zara '..... (not commute) to London next year. She '..... (find) a new job here by the end of the month.'
- 3 I saw my cousins off on their flight to Australia this morning. They '..... (not arrive) in Sydney yet. They '..... (get) off the plane in Kuala Lumpur soon to stop over.'
- 4 '..... your parents '..... (sell) their house by the end of the summer?'
'Yes, they will, but I'm not sure where they '..... (move) to because they haven't found a suitable house yet.'
- 5 'Gabrielle '..... (set) off yet, will she?'
'Yes, she will. Her plane '..... (take) off any moment now!'

7 In the news Extra practice

7.2 Vocabulary

Nouns: weather

1 * Complete the table with the words.

breeze drizzle frost hailstorm shower tornado

Weather involving rain	Weather involving wind	Weather involving ice
.....
.....

2 ** Replace the underlined words with the correct weather word.

blizzard gale heatwave hurricane mist sleet

- 1 The roof on our house was damaged by a very strong wind last year.
.....
- 2 There's a storm with very violent winds moving west across the USA right now.
- 3 They're predicting a period of very hot weather this summer.
.....
- 4 If I were you, I'd take an umbrella. There's going to be a mixture of rain and snow later.
- 5 The walkers had to turn back because of a terrible snowstorm with strong winds.
- 6 The top of the mountain is hidden in thin fog today.

3 *** Complete the dialogue with the correct weather words.

Leah It's been unbelievably hot for ages.

Josh I know. They say this (1) is going to last for another few weeks.

Leah I just wish there was a gentle (2) to cool us down, but there's no wind at all.

Josh I wish it would rain. If there was a short (3), I'd stand in it and get wet!

Leah I read somewhere that if you close your eyes and imagine something cold, it'll cool you down.

Josh OK, let's try it ... I'm imagining that day last winter when it was really icy – there was (4) on the ground – and then we had a terrible (5) and the snow was really deep.

Leah Are you feeling cooler?

Josh Not really! Hey, have you seen that video on the internet of a beach in Russia last July?

Leah No, what happened?

Josh It was over 40°C and people were sunbathing when suddenly the sky went black and a violent (6) started! The balls of ice were huge and people were injured.

Leah That's awful! The weather really is strange at times.

7 In the news Extra practice

7.2 Grammar

Future tenses

1 * Complete the sentences.

is 'll 'll 're going 're going to 's going to won't

- 1 According to the weather forecast, there be a frost tonight.
- 2 That TV programme on at 8 p.m. tomorrow.
- 3 You can sit in my seat. I stand up.
- 4 They to Ibiza in September.
- 5 We be late next time, honestly!
- 6 Today, we learn about hurricanes for the first time.
- 7 I think we have a heatwave this summer.

2 ** Tick (✓) the sentences with the correct form of the underlined verbs. Correct the wrong ones.

- 1 The weather forecast is coming on after the news.
- 2 I'll take you out for dinner on your birthday.
- 3 Climate change experts believe that the situation is getting worse in the future.
- 4 According to the weather forecast, we have blizzards later.
- 5 'I'm really hot.' 'Don't worry, I open the window for you.'
- 6 We're getting the train to London tomorrow. It leaves at 7.10 a.m.
- 7 I'm travelling round the world one day.

3 *** Look at the situation in brackets and write sentences in the correct future tense.

(You have an air ticket to London for today.)

I'm flying to London today.

- 1 (You're one of the speakers at the climate change conference in London next week.)
.....

- 2 (You intend to give a presentation on strange weather phenomena.)
.....

- 3 (The arrival time of your flight is 5.35.)
.....

- 4 (You promise to bring back something nice from London.)
.....

- 5 (The weather forecast for next week in London is for showers.)
.....

- 6 (You suddenly decide to pack an umbrella.)
.....

8 The senses Extra practice

8.1 Vocabulary

Idioms: *have* and *take*

1 * Complete the sentences with *have* or *take*.

- 1 You look tired. You should it easy for a few days.
- 2 The view from the top of the bridge will your breath away.
- 3 Why don't you come to Grace's party with us? We'll a ball!
- 4 Did you choose this stunning picture? You definitely an eye for art.
- 5 It's my dad's birthday soon, but I no idea what to buy him.
- 6 it from me, skydiving is the scariest thing I've ever done.

2 ** Choose the correct option.

- 1 Oscar has a good ... for a bargain. He always manages to get things for a cheap price.
A nose B mind C ball
- 2 Go and see a film tonight and take your ... off your exams.
A mind B breath C eye
- 3 Take it ... us, that new gym is the best one in town.
A off B for C from
- 4 We have no idea what the holiday will be like, but we're going to go with
A an eye B an open mind C a good nose
- 5 Take ... of what your tennis coach tells you because she's very experienced.
A breath B mind C note
- 6 The orchestra played so beautifully. It took my breath
A away B off C of

3 *** Complete the dialogues with the correct form of an idiom with *have* or *take*.

- 1 **A** Did you have a good holiday in Tenerife?
B Yes, thanks. We! In fact, we enjoyed it so much that we're going to go back next year.
- 2 **A** I have no idea what to wear to my cousin's wedding next month.
B You should ask Megan to help you choose an outfit. She fashion.
- 3 **A** How was the film? I'm thinking of going to see it tomorrow.
B, it was rubbish. I'd save your money if I were you.
- 4 **A** Do you usually read a book before you go to sleep?
B Yes, I do. It helps me to things and fall asleep more easily.
- 5 **A** Did you know that Edward's cousin is a famous footballer?
B No! I that Edward had a celebrity in his family.
- 6 **A** Shall we go out tonight?
B I'd rather stay in and I have to get up early tomorrow because I have a busy day.

8 The senses Extra practice

8.1 Grammar

Defining and non-defining relative clauses

1 * Complete the sentences with the words.

where which (x2) who (x2) whose

- 1 The Ultraviolet Restaurant, is in Shanghai, has a very good reputation.
- 2 My friend Giancarlo, parents own this pizzeria, can't speak Italian.
- 3 That's the café my sister used to hang out a lot when she was a student.
- 4 I've never heard of the celebrity chef has just opened a new restaurant in my town.
- 5 I'm trying to avoid eating food contains sugar.
- 6 Giles, was at the party last night, is a food critic.

2 ** Choose the correct option.

- 1 My parents ... are going to learn how to make pasta in Italy.
A who love cooking B , whose love cooking, C , who love cooking,
- 2 Take it from me, the cake ... was inedible.
A , which Eva made B , which Eva made, C which Eva made
- 3 He's the teenager ... is to become a celebrity chef.
A who dreams B whose dream C , who dreams
- 4 Do you know a place near here ... I can get a sandwich?
A , where, B where C , where

- 5 Jessie writes a food blog ... I often read.

A who B , which, C which

- 6 They're the people ... recommended the restaurant to us.

A who B whose C , who

3 *** The sentences have the wrong relative pronouns. Rewrite them with the correct ones. Add commas if necessary.

- 1 An organic café has recently opened in the village which I live.
.....

- 2 The café is in the place which there used to be a flower shop.
.....

- 3 The owner whose is called Kate wants to promote healthy eating.
.....

- 4 Kate who father is a local businessman has got a good nose for business.
.....

- 5 The café where has space for 40 customers is open daily from 8 a.m. until 5 p.m.
.....

- 6 There are plenty of things on the menu where are gluten-free.
.....

- 7 So far, everyone I know whose has eaten there likes it.
.....

- 8 Almond milk who has various health benefits is served there.
.....

8 The senses Extra practice

8.2 Vocabulary

Abstract nouns

1 * Choose the correct option.

- 1 She was filled with **joy** / **bravery** when she heard the happy news.
- 2 There has to be **trust** / **intelligence** between blind people and their guide dogs.
- 3 I always feel **compassion** / **trust** for people who are living in poverty around the world.
- 4 The police officer was given a medal for **friendship** / **bravery**.
- 5 Our dog showed great **intelligence** / **joy** when it found its way home on its own.
- 6 Despite the fact that Lizzy moved away a few years ago, she and Alicia still have a close **compassion** / **friendship**.

2 ** Read the comments and write the correct abstract nouns.

- 1 My parents have always cared a lot about each other.

- 2 They felt very sad when their dog died.

- 3 We were so sorry to hear that you had lost your job.

4 I feel so unhappy when I'm on my own.

5 He started taking boxing lessons because he often felt angry.

6 She's worried about leaving home for the first time.

3 *** Complete the sentences with the correct abstract nouns.

- 1 I've known Amy since primary school. My with her is very important.
- 2 I smiled with when I heard that I had won the cookery competition.
- 3 I hated the feelings of when I changed schools. None of the students would speak to me at first.
- 4 Elephants don't cry, but they show and sadness at the death of another elephant.
- 5 Take it from me, it's normal to have feelings of before you take your driving test.
- 6 Sophia proved her when she got full marks in her English exam.

8 The senses Extra practice

8.2 Grammar

Determiners

1 * Do the underlined words refer to general things (G) or specific things (S)? Write G or S.

(1) Sea lions are very noisy creatures. They express (2) their feelings with a variety of sounds. (3) Recent studies have revealed that sea lions possess (4) the ability to think logically. Apparently, (5) a baby sea lion, called a pup, can select (6) its mother from among (7) hundreds of others, just by (8) the sound she makes.

1 2 3 4 5 6 7 8

2 ** Complete the text with the words.

a an no article our the their these

Most people will only think about squid when they're deciding what to eat in (1) restaurant. However, (2) ordinary squid is actually (3) extremely intelligent invertebrate. Research has revealed that baby squid learn like (4) humans do – through trial and error. As with humans, the early-life experiences of squids can physically change (5) nervous system. Scientists can use (6) research results to better understand learning in humans and how it transforms (7) brains.

3 *** Tick (✓) the sentences with the correct determiners. Correct the wrong ones.

1 Do you have the open mind about food?

.....

2 Doing exercise is best way to take your mind off a problem.

.....

3 How important is art to you?

.....

4 The affection between animals and her young is strong.

.....

5 'Which photo is better?' 'The first one.'

.....

6 I was only seven months old when my parents decided to have any baby – my brother, James.

.....

.....

9 The next steps Extra practice

9.1 Vocabulary

Verbs and prepositions: education

1 * Complete the sentences with the prepositions.

for from in of on (x2)

- 1 I can't concentrate my work when it's noisy in the classroom.
- 2 The university library is open 24 hours a day when students are preparing their exams.
- 3 A lot of my friends participate sporting activities.
- 4 Marcus wants to study art, but his parents don't approve it.
- 5 Exercise is good for you. Everyone benefits it.
- 6 Did anyone comment your exam results?

2 ** Complete the text with the verbs.

benefit concentrate graduate search specialize succeed

The final year at secondary school or college is an extremely busy time for students in the UK. Not only do they have to (1) on their A-levels, but they also have to decide which subject they would like to (2) in at university, (3) for an appropriate degree course and choose which university they would like to (4) from. With 150 universities in the UK alone, this isn't easy. Attending university open days is something that students really (5) from at this time. Some courses require higher A-level grades than others so students must be realistic. If they don't (6) in getting the grades they need, they have to find an alternative course quickly before the first semester begins!

3 *** Complete the sentences with the correct form of the verbs and a preposition.

graduate specialize

- 1 After university, Veronica plans to do a master's degree and Computer Science.

prepare succeed

- 2 Louie spent a long time his interview yesterday. He must have made a good impression because he getting the job.

benefit search

- 3 I something to do during my gap year at the moment. I don't just want to travel the world. I want to do something useful which lots of people

9 The next steps Extra practice

9.1 Grammar

Revision 1

1 * Choose the correct option.

Ed11 **THREAD STARTER: university choice** 10th April 17.45

Hi guys! I (1) **'ve had / had** offers from two universities last week and right now I (2) **'m trying / try** to decide which one to choose – Liverpool or London. The degree sounds great at Liverpool, but I (3) **'ve never been / never went** there so I (4) **'m not knowing / don't know** what the city is actually like. I (5) **was meeting / met** some interesting people when I (6) **was / had been** visiting the university in London, but some people say that it's better to study in a smaller city. I think it (7) **'s / 'll be** much more expensive for me to live in London. Does anyone have any advice?

☺ reply ►

2 ** Complete the dialogue with the correct form of the verbs in brackets.

Zack You look exhausted, Oliver. What on earth (1)
(you / do)?

Oliver I (2) (revise) all day. I (3) (start) at
8 a.m. and I (4) (not finish) one topic yet! I'm so
stressed out.

Zack Well, I think you need to rest. You (5) (not
remember) information if you don't take regular breaks. Come and
watch some TV.

Oliver No, I (6) (study) for a few more hours. In sixteen
hours' time, I (7) (sit) in the exam room.

Zack Well, just think, you (8) (finish) the exam by
lunchtime, so you'll be able to relax then!

3 *** Complete the text with the correct form of the verbs.

decide do know leave look not succeed speak spend

Henry re: degree choice

11th April 22.30

Hi guys! I'm in Year 13 right now so this time next year I (1)
home to go to university. ☺ I (2) for a long time that I wanted
to get a degree so I (3) forward to it. The only problem is
that I have no idea what to study! I (4) some research online
recently and I also (5) to a careers advisor last week, but I
still can't make up my mind! Last year, after I (6) a week in
hospital, I (7) that I wanted to be a doctor. Then I found out
how difficult it is to get onto a course. I'm sure I (8) in getting
an offer! Can anyone give me any advice on what to study?

☺ reply ►

9 The next steps Extra practice

9.2 Vocabulary

Adjectives: careers

1 * Complete the sentences with the adjectives.

repetitive varied

1 Faye never gets bored at work because her job is so As for me, I do the same thing all day long which I find very

badly-paid well-paid

2 As a young actor, my acting jobs are often However, if I become famous in the future, I'll find work a lot more easily.

academic unskilled

3 While I'm studying, I can only get weekend jobs. When I graduate, I'm going to apply for an job at the university.

2 ** The underlined adjectives are in the wrong sentences. Write them next to the correct sentences.

1 Melanie had a vocational day at work today. She had to deal with some difficult situations.

2 As a teacher, it's so unsociable to help students to do well and to achieve their dreams.

3 My cousin is a brilliant veterinary nurse because he's very motivating at looking after animals.

4 My job at a hotel involves working night shifts. I'm used to working challenging hours now, but it was very tiring at first.

5 I'm lucky to have a skilled job because I'm always eager to get out of bed on a Monday morning and go to work.

6 I'd rather do a rewarding job than an unskilled one. It suits me because I love acquiring new knowledge and skills.

3 *** Answer the questions. Give your reasons and use as many career adjectives as possible.

1 Would you rather be an airline pilot or a bank manager?

.....
.....

2 Do you think it's worth spending years studying at university?

.....
.....

3 In order for you to be happy at work, what would your job have to be?

.....
.....

4 How would you feel about working night shifts?

.....
.....

9 The next steps Extra practice

9.2 Grammar

Revision 2

1 * Complete the sentences with the words.

does doesn't for had to where whether which

- 1 Tim works for a large publisher, he?
- 2 We regret tell you that you haven't got the job.
- 3 Madeline wants to go to Imperial College, is a university in London.
- 4 Who lots of revision for the end-of-term exams?
- 5 Leeds is the city Georgina lives.
- 6 If I known about the study forum, I would have read it.
- 7 Who did you buy that book?
- 8 I asked Alan he was well-paid.

2 ** Choose the correct option.

- 1 Teaching is ... vocational job.
A the B this C a
- 2 Mr Cooper went on ... after the lesson had finished.
A talking B to talk C talk
- 3 Who ... you to do the survey?
A did ask B ask C asked
- 4 If Bianca had revised for her exams, she ... done well.
A would B had C would have
- 5 Christopher admitted that he ... been to university.
A hadn't B wouldn't C didn't

- 6 I'd love to be a computer programmer ... is a skilled job.

A , who B , which C which

- 7 You went to Sant Lluís last summer, ... you?

A don't B weren't C didn't

- 8 The man asked ... in the media.

A I worked B if I worked C if worked I

3 *** Complete the second sentence so it means the same as the first.

- 1 I did a lot of revision, so I passed my exams.

If I hadn't

- 2 'I've always wanted to be a singer,' Julia said.

Julia said

- 3 Isn't it true that Craig sings in a band?

Craig sings in a band,?

- 4 DJ Chicha is great. He's a bank manager by day.

DJ Chicha,

- 5 You must have regular breaks.

Don't forget

- 6 'Do you work unsociable hours?' I asked the man.

I asked

- 7 That's Mrs King. Her husband teaches me Maths.

That's

- 8 'What degree are you going to take?' my parents asked me.

My parents

Starter

accuracy (n)	puntería, exactitud	unreliable (adj)	poco fiable
afford (v)	permitirse	update (v)	actualizar
archery (n)	tiro con arco	useful (adj)	útil
athletics (n)	atletismo	useless (adj)	inútil
automatic (adj)	automático	wakeboarding (n)	esquí acuático con tabla
balance (n)	equilibrio	waste (v)	desperdiciar
be worth it (v)	merecer la pena		
beat (v)	ganar/derrotar a		
borrow (v)	tomar prestado		
browse (v)	echar un vistazo en		
catch up with (v)	alcanzar a		
charge (v)	cargar		
compete (v)	competir		
convenient (adj)	práctico, conveniente		
coordination (n)	coordinación		
draw (v)	empatar		
efficient (adj)	eficiente		
flexibility (n)	flexibilidad		
heavy (adj)	pesado		
high quality (adj)	de gran calidad		
impractical (adj)	poco práctico		
improve (v)	mejorar		
inconvenient (adj)	faena		
inefficient (adj)	poco eficiente/útil		
kayaking (n)	hacer kayak		
lend (v)	prestar		
light (adj)	ligero		
low quality (adj)	de baja calidad		
manual (adj)	manual		
miss out on (v)	perder(se)		
pick up (v)	coger, desarrollar		
plug in (v)	enchufar		
practical (adj)	práctico		
press (v)	pulsar		
reliable (adj)	fiable		
rock climbing (n)	escalada		
save up (v)	ahorrar		
scroll (v)	desplazarse		
speed (n)	velocidad		
stamina (n)	resistencia		
stream (v)	transmitir		
strength (n)	fuerza		
swipe (v)	pasar		
switch on (v)	encender, conectar		
take the lead (v)	ponerse en cabeza		
take up (v)	empezar a, probar con		
tap (v)	tocar con el dedo		
text (v)	mandar un mensaje de texto		
trail biking (n)	ciclismo de montaña		
try out (v)	probar		

Unit 1

be used to (v)	estar acostumbrado a
bitter (adj)	resentido
bring change (v)	traer/provocar cambios
bully (n)	matón, matona
cause damage (v)	perjudicar
cruel (adj)	cruel
dedicated (adj)	entregado
dependable (adj)	fiable / de confianza
eager (adj)	deseando
enthusiastic (adj)	entusiasmado
founder (n)	fundador, fundadora
get better (v)	mejorar
get involved (v)	implicarse
get permission (v)	conseguir permiso
get the feeling (v)	tener la impresión
get things done (v)	(acabar de) hacer las cosas
get used to (v)	acostumbrarse a
habitat (n)	hábitat
make a difference (v)	marcar la diferencia
make an effort (v)	hacer un esfuerzo
make an impression (v)	causar buena impresión
make the decision (v)	tomar la decisión
make the most of it (v)	aprovechar al máximo
National Park (n)	parque nacional
optimistic (adj)	optimista
outgoing (adj)	extrovertido
record information (v)	recoger/registrar información
responsible (adj)	responsable
shade (n)	sombra
star (n)	estrella
supportive (adj)	apoyar
sympathetic (adj)	ser comprensivo
the wild (n)	la naturaleza salvaje
truthful (adj)	sincero
used to (v)	solía
victim (n)	víctima

Unit 2

advertise (v)	anunciar
appeal (v)	atraer
appear (v)	aparecer, salir
bargain (n)	ganga, chollo
bargain (v)	regatear
bid (n)	puja, oferta
bid (v)	pujar, ofrecer
broadcast (v)	emitir
browse (v)	echar un vistazo a/en
browser (n)	persona que echa un vistazo
charge (n)	precio, coste
charge (v)	cobrar
claim (v)	asegurar
consume (v)	consumir
consumer (n)	consumidor, consumidora
convince (v)	convencer
exaggerate (v)	exagerar
habitable (adj)	habitable
image (n)	imagen
inform (v)	informar (de)
media (n)	medios de comunicación
old-fashioned (adj)	antiguo, anticuado
ordinary (adj)	normal
potential (adj)	posible, potencial
product (n)	producto
promote (v)	promover
purchase (n)	compra, adquisición
purchase (v)	comprar, adquirir
recommend (v)	recomendar
refund (n)	devolución (de dinero)
refund (v)	devolver (dinero)
select (v)	escoger, seleccionar
selection (n)	selección
semi-detached (adj)	pareado
six-bedroomed (adj)	de seis dormitorios
slogan (n)	eslogan
slot (n)	franja horaria
stunning (adj)	impresionante
supplier (n)	proveedor, proveedora
supply (v)	proporcionar
terraced (adj)	adosado

Unit 3

absorb (v)	absorber
adaptable (adj)	adaptable
alternative (adj)	alternativo
boost (v)	aumentar
burn (v)	quemar
celebrate (v)	celebrar
celebration (n)	celebración
celebrity (n)	famoso, famosa
chemical (adj)	químico
computer-generated (adj)	generado por ordenador
convert (v)	transformar, convertir
crash (v)	bloquearse
develop (v)	desarrollar
developer (n)	programador, programadora
development (n)	desarrollo, diseño
electronic (adj)	electrónico
energy-saving (adj)	de bajo consumo
generate (v)	generar
high-tech (adj)	de alta tecnología
innovative (adj)	innovador
mechanical (adj)	mecánico
participant (n)	participante
participate (v)	participar
participation (n)	participación
perform (v)	funcionar, realizar
process (v)	procesar
release (v)	soltar, emitir
repair (v)	arreglar, reparar
rest (v)	descansar
run (v)	funcionar
solar-powered (adj)	que funciona con energía solar
store (v)	almacenar, guardar
support (v)	apoyar
supporter (n)	seguidor, seguidora
sustainable (adj)	sostenible
train (v)	entrenar
trainer (n)	entrenador, entrenadora
training (n)	entrenamiento
transport (v)	transportar
wireless (adj)	inalámbrico

Unit 4

accessible (adj)	accesible
aching muscles (n)	músculos doloridos
allergic reaction (n)	reacción alérgica
anxious (adj)	nervioso, preocupado
avalanche (n)	alud, avalancha
broken leg (n)	pierna rota
bruised knee (n)	rodilla amoratada
calm (somebody) down (v)	calmar (a alguien)
cautious (adj)	prudente
cheer (somebody) up (v)	animar (a alguien)
cheerful (adj)	alegre, animado
chill out (v)	relajarse
cut down (v)	comer/beber menos
dislocated shoulder (n)	hombro dislocado
dynamic (adj)	dinámico
face up to (v)	hacer frente a
grumpy (adj)	malhumorado
itchy skin (n)	piel con sensación de picor
layer (n)	capa
national (adj)	nacional
normal (adj)	normal
open up (v)	sincerarse, contar
parka (n)	parka
sensible (adj)	sensato
sleepy (adj)	adormilado
slow (something) down (v)	reducir la velocidad (de algo)
snowshoes (n)	calzado para la nieve
sore back (n)	espalda dolorida
sprained wrist (n)	esguince de muñeca
stiff neck (n)	tortícolis
swollen ankle (n)	tobillo hinchado
thermal underwear (n)	ropa interior térmica
thermometer (n)	termómetro
various (adj)	varios, distintos
work out (v)	entrenar

Unit 5

access (v)	acceder a
actually (adv)	realmente, de verdad
appreciation (n)	(no) apreciar
bookmark (v)	marcar
bring up (v)	criar
cheer up (v)	animar
consideration (n)	consideración
currently (adv)	ahora, en este momento
diplomacy (n)	diplomacia
edit (v)	editar
etiquette (n)	(normas de) etiqueta
face-to-face (adj)	cara a cara
global (adj)	global
host (v)	llevar, dirigir
interaction (n)	interacción
launch (v)	lanzar
log off (v)	finalizar sesión
log on (v)	iniciar sesión
multiple (adj)	múltiple
netiquette (n)	normas para las redes sociales
network (v)	contactar a través de la red
own up (v)	reconocer
politeness (n)	educación, modales
poverty (n)	pobreza
put up (v)	construir
rank (n)	rango, nivel
register (v)	subscribirse, registrarse
respectful (adj)	respetuoso
respond (v)	responder
rudeness (n)	mala educación, grosería
social circle (n)	círculo social
split up (v)	separarse, romper
tradition (n)	tradición
transfer (v)	trasladar, transferir
upbringing (n)	educación
upload (v)	cargar
upper classes (n)	clases altas
virtual (adj)	virtual

Unit 6

act (n)	actuación
add (v)	añadir
admit (v)	reconocer
agree (v)	estar de acuerdo
amateur (n)	amateur, aficionado
annual (adj)	anual
blockbuster (n)	superventas
boast (v)	presumir, alardear
complain (v)	quejarse
confirm (v)	confirmar
deny (v)	negar
exhausting (adj)	agotador
extreme (adj)	extremo
film-buff (n)	cinéfilo, cinéfila
frame (n)	fotograma
in a film (exp)	en una película
in a scene (exp)	en una escena
in the background (exp)	al fondo
in the studio (exp)	en el estudio
insist (v)	insistir (en)
mention (v)	mencionar
microphone (n)	micrófono
monologue (n)	monólogo
newcomer (n)	recién llegado, recién llegada
on location (exp)	en escenarios reales
on screen (exp)	en pantalla
on set (exp)	en plató
on stage (exp)	al/sobre el escenario
point out (v)	puntualizar, subrayar
professional (n)	profesional
prop (n)	atrezzo
reply (v)	responder
reveal (v)	revelar
scriptwriter (n)	guionista
set (n)	escenario, plató
sketch (n)	sketch
spotlight (n)	foco
stage (n)	escenario
state (v)	declarar, manifestar
unforgettable (adj)	inolvidable
venue (n)	lugar (de un evento)
zoom out (v)	alejar (la imagen)

Unit 7

be in a league of their own (exp)	estar a otro nivel
be no match for (exp)	no ser rival para
blizzard (n)	ventisca
breeze (n)	brisa
bronze (adj)	de bronce
come across (v)	encontrar
commuting (n)	desplazarse al trabajo
double-decker (n)	autobús de dos pisos
drizzle (n)	llovizna, sirimiri
fare (n)	tarifa
fight a losing battle (exp)	tener la batalla perdida
finish line (n)	línea de llegada
frost (n)	escarcha, hielo
gale (n)	galerna
get away (v)	escapar
get off (v)	bajar (de)
get off to a good start (exp)	empezar bien
get on (v)	subir (a)
hailstorm (n)	granizada
heatwave (n)	ola de calor
hurricane (n)	huracán
mist (n)	neblina
opponent (n)	contrincante
pedal (v)	pedalear
pedestrian (n)	peatón
put up a good fight (exp)	resistir, plantar cara
runner-up (n)	segundo, finalista
rush hour (n)	hora punta
see off (v)	despedir
set off (v)	salir (de viaje)
shower (n)	chaparrón
sleet (n)	aguanieve
speed up (v)	acelerar
stop over (v)	pasar la noche
substitute (n)	suplent; sustituto, sustituta
tackle (n)	entrada
take off (v)	despegar
tornado (n)	tornado
turn back (v)	darse media vuelta

Unit 8

a flock of birds (n)	una bandada de pájaros
a herd of elephants (n)	una manada de elefantes
a pack of dogs (n)	una jauría de perros
a pod of dolphins (n)	un grupo de delfines
a pride of lions (n)	una manada de leones
a troop of monkeys (n)	una tropa de monos
affection (n)	afecto, cariño
aggression (n)	agresividad
apprehension (n)	aprensión, temor
aromatic (adj)	aromático
bravery (n)	valentía
compassion (n)	compasión
complex (adj)	complejo
friendship (n)	amistad
grief (n)	pena, dolor
have a ball (exp)	pasárselo en grande
have a good nose for (exp)	tener olfato para
have an eye for (exp)	tener ojo para
have an open mind (exp)	tener una mente abierta
have no idea (exp)	no tener ni idea
inedible (adj)	incomestible
intelligence (n)	inteligencia
joy (n)	alegría
life-sized (adj)	de tamaño real
loneliness (n)	soledad
look around (v)	echar un vistazo
look back (v)	echar la vista atrás
look down (v)	mirar abajo
look into (v)	estudiar, examinar
look out for (v)	buscar
magnificent (adj)	magnífico, espléndido
mouth-watering (adj)	que hace la boca agua
peculiar (adj)	peculiar
primitive (adj)	primitivo
savoury (adj)	salado
sympathy (n)	compasión
take it easy (exp)	tomárselo con calma
take it from me (exp)	créeme
take note of (exp)	tomar nota de
take your breath away (exp)	dejar sin respiración
take your mind off (exp)	desconectar (de)
trust (n)	confianza

Unit 9

academic (adj)	académico
approve of (v)	estar de acuerdo con
atmosphere (n)	atmósfera
badly-paid (adj)	mal pagado/remunerado
benefit from (v)	beneficiarse de
challenging (adj)	exigente
comment on (v)	comentar
concentrate on (v)	concentrarse en
design (v)	diseñar
emergence (n)	aparición, florecimiento
free period (n)	rato libre
frontier (n)	frontera
graduate from (v)	obtener un grado en
graduate in (v)	licenciarse / tener un grado en
half term (n)	vacaciones a mitad de trimestre
intend (v)	tener la intención de
launch (n)	lanzamiento
mission (n)	misión
motivating (adj)	motivador
orbit (n)	órbita
participate in (v)	participar en
prepare for (v)	preparar(se para)
probe (v)	sondear
repetitive (adj)	repetitivo
rewarding (adj)	gratificante
search for (v)	buscar
semester (n)	semestre
skilled (adj)	cualificado
specialize in (v)	estar especializado en
study leave (n)	licencia/permiso de estudios
succeed in (v)	conseguir, tener éxito en
surface (n)	superficie
term (n)	trimestre, cuatrimestre
ultimate (adj)	definitiva, última
unskilled (adj)	no cualificado
unsociable (adj)	intempestivo
varied (adj)	variado
vocational (adj)	profesional
well-paid (adj)	bien pagado/remunerado

Becky's diary

22nd February

It's half past two on a Tuesday in February and I'm lying in bed, writing my diary. I've got a cold and a headache. I didn't feel very well when I woke up this morning so I decided to stay at home. My friends are all at school. They're doing a history test at the moment. My parents are both working and my older brother, Andy, is a university student in London. He's studying law and he only comes back in the holidays. So I'm on my own in the house.

This morning I watched TV in bed, but there wasn't anything exciting on. There was a travel programme comparing the best hotels in Paris. Boring! Then I made a cup of tea. I'm not very hungry so I didn't have anything to eat. I tried to read my book, but my head hurt too much. I've got my mobile phone, but I can't phone any friends because they're in lessons. I can't send text messages to them either. I want to go on the computer and surf the Internet or write some emails, but the computer is in another room. I know I can write in my diary. The problem is I haven't got any interesting news to write! I hope I feel better tomorrow and can go back to school. Today is the most boring day in my diary – ever! At least I haven't got any homework to do tonight!



1 Read the text. Complete the summary with the correct information.

Summary

Becky is writing her (1) _____ at home on Tuesday (2) _____. She isn't at (3) _____ today because she isn't feeling (4) _____. Becky has got one (5) _____. She is (6) _____ than him. He doesn't live at (7) _____ any more because he's at (8) _____ in London. Becky is really (9) _____ today because she hasn't got (10) _____ interesting to do.

2 Read the text again. Answer the questions.

- 1 What is Becky missing at school this afternoon?
- 2 How often does Becky see Andy?
- 3 Where is the TV? How do you know?
- 4 Why did she turn the TV off?
- 5 What makes Becky happy at the end of her diary?

The power of the Internet



Phil Jones lives in the United States. In January 2007, he was visiting his father in Texas. He was helping him move to a smaller house. Phil was packing some things in boxes for him when he came across an old black leather wallet. Phil's father found the wallet in 1944 while he was fighting in France. When Phil looked inside, he found some French francs and several black and white photos of a good-looking young soldier. He wasn't wearing an American uniform so Phil knew it wasn't his father. The man was wearing an old-fashioned British uniform and he was smiling as he posed for the photos. Phil was fascinated by the pictures and, after noticing a name on the back of one of them, he decided to find the owner of the wallet. He started to search on the Internet as soon as he returned home.

Dan Conway is eighty-nine. He was a British soldier and fought in World War II. While he was fighting in France, he lost his wallet. He and his friends looked for it, but a few weeks later the war finished and they returned to England without the wallet. In February 2007, he received a phone call from Phil Jones and four days later Dan received his wallet by post – sixty-three years after losing it!

1 Read the text. Number events a–j in the correct order 1–10.

- a Phil found the wallet. ____
- b Dan received the wallet. ____
- c World War II ended. ____
- d Phil's dad went to France to fight. ____
- e Phil found out about Dan on the Internet. ____
- f The soldiers returned home. ____
- g Dan Conway lost his wallet. ____
- h Phil went to Texas. ____
- i Phil sent the wallet to England. ____
- j Phil's dad found the wallet. ____

2 Read the text again. Answer the questions.

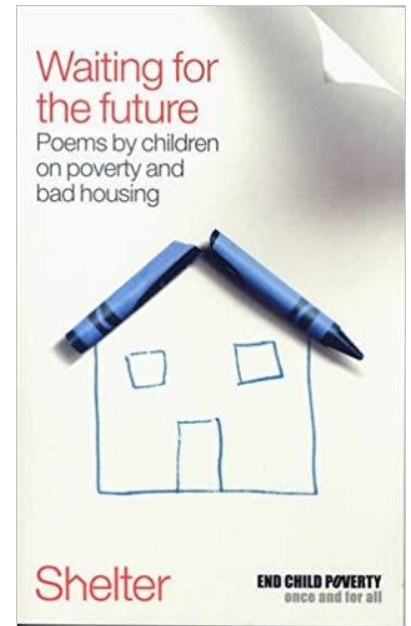
- 1 What was the reason for Phil's visit to Texas?
- 2 What was the wallet like?
- 3 Did Phil think they were photos of his dad? Why? / Why not?
- 4 Did Phil start searching for Dan immediately? How do you know?
- 5 How do you think Dan felt when he received his wallet? Why?

Waiting for the future

1) Hundreds of children from twenty-one primary and secondary schools in England have created an anthology of original poems, called *Waiting for the future*. The poems talk about the problems of child poverty and bad living conditions. Around three and half million children in the UK are living in poverty despite the fact that it is one of the richest countries in the world. These children's families can't afford to buy food or warm clothes. Their homes are so dilapidated that they often become ill. Some children are even homeless.

2) In the book, the children have given their opinions and described their emotions through their poems. Some of the writers have actually experienced the effects of poverty themselves. Others just want to express their feelings about the injustice of poverty. Two charities have collaborated to publish the book. They want to make people aware of the consequences of living in poverty. They also want the government to do more about the problem. The footballer, Rio Ferdinand, has also helped with the project.

3) Yesterday, six of the young poets read out their poems in the Houses of Parliament and politicians discussed the issue. The number of children in the UK living in poverty has risen slightly over the last few years, so there is still a lot to do. The Prime Minister has promised to end child poverty forever. He wants to do this by 2020. You can help the campaign by ordering a book today.



1 Read the text. Find words with the same meaning as 1–5.

- 1 a collection of poetry (*paragraph 1*) _____
- 2 to have enough money to do something (*paragraph 1*) _____
- 3 in very bad condition (*paragraph 1*) _____
- 4 something that is unfair (*paragraph 2*) _____
- 5 has increased (*paragraph 3*) _____

2 Read the text again. Answer the questions.

- 1 Are the children all the same age? How do you know?
- 2 Why is it surprising that there is child poverty in the UK?
- 3 Why are poor children often unwell?
- 4 Why have the charities produced the book?
- 5 Has the government already solved the problem of child poverty? How do you know?

Sleep problems



Sixteen-year-old Dave was studying hard for his exams, but he had a problem – he was constantly worn out. Dave went to bed at eleven o'clock every night but he couldn't fall asleep straight away. He was often still awake in the early hours of the morning. Dave delivered newspapers before school so he had to set his alarm for 6.30 a.m. Naturally, Dave was absolutely exhausted and couldn't get up. His teacher said, 'It

can't be easy for students at exam time, but you must all get plenty of sleep. Your brains can't function properly when you're shattered.'

Doctors believe that teenagers need between eight and a half and nine and a half hours of sleep a night. You don't have to be a genius to work out that if you have to get up at seven o'clock on a school day, you must go to sleep at ten o'clock in the evening. Many teenagers, even though they might feel very weary, can't go to sleep that early. Despairing parents might think that their children are trying to stay up late. There is, however, a scientific explanation: a teenager's internal body-clock is different to the body-clocks of children or adults.

Teenagers can help themselves though. Most people know that the caffeine in coffee can make sleep difficult. But did you know that playing video games or watching TV before bed stops you feeling sleepy?

1 Read the text. Find five synonyms for *tired*.

tired = _____, _____, _____, _____, _____

2 Read the text again. Answer the questions.

- 1 Why did Dave have to get up early in the morning?
- 2 How did he wake up?
- 3 What is the recommended amount of sleep for a teenager?
- 4 Why can't many teenagers go to sleep at 10 p.m.?
- 5 What three things mustn't teenagers do in the evening?

Arctic Monkeys

Arctic Monkeys are an indie rock band from Sheffield in England. Friends and neighbours Alex Turner and Jamie Cook were given electric guitars for Christmas in 2001. After teaching themselves to play, they formed the band in 2002 with two of Turner's school friends, Andy Nicholson and Matt Helders. Turner was lead singer and guitarist, Cook and Nicholson also played the guitar and Helders played the drums and sang. Nicholson left the band in summer 2006 and was replaced by guitarist Nick O'Malley. The lyrics of their songs are typically about working class life in the north of England and they're sung in Turner's strong Yorkshire accent.



Their first two singles went straight to number one in the UK chart. Unusually, Arctic Monkeys weren't marketed or advertised by a record company. They actually became popular because their music was put on the Internet by fans. Record company employees were banned from their concerts. Finally, the band signed a contract with the independent record company Domino Records in 2005 and their first album was released at the beginning of the following year. Over 350,000 copies were sold in the first week, making it the fastest selling first album in UK chart history. The band were awarded major music prizes for the album at the 2006 Brit Awards and the NME Awards. The members of the band are very shy; when they won the Brit Award, a 'fifth member of the band' collected the award. He was later identified as a friend of the band!

Arctic Monkeys have recently announced an unusual collaboration with all-girl pop band Girls Aloud. This single will be released soon.

1 Read the text. Number events a–j in the correct order 1–10.

- a The band was formed. ____
- b Nicholson left the band. ____
- c They released their first album. ____
- d Turner and Cook were given guitars as presents. ____
- e The band signed a recording contract. ____
- f They decided to work with Girls Aloud. ____
- g O'Malley joined the band. ____
- h They had two number one singles. ____
- i A single will be released with Girls Aloud. ____
- j Turner and Cook became friends. ____

2 Read the text again. Answer the questions.

- 1 Did Turner and Cook have guitar lessons? How do you know?
- 2 If you listen to their songs, how can you tell where they come from?
- 3 How did people find out about their first two singles?
- 4 What was unusual about their first album?
- 5 Why do you think it is unusual for Arctic Monkeys to work with Girls Aloud?

Letter to a newspaper

Dear Editor

1) I have read a lot of articles in your newspaper recently about teenagers. One story described a teenager who raised money for charity, but then kept the money. Another story talked about a group of teenagers who borrowed money from their parents and then went to a casino and gambled it all. And of course there are always stories about teenagers who mug old ladies in the street! These stories have one thing in common – they are all negative about teenagers.



2) Last week I went to get some money. I put my card into the cash machine outside the bank and then entered my PIN number. I requested £100. As I was taking my card, I saw a teenage boy next to me. He was wearing a black top with a hood so I couldn't see his face properly, but it felt as if he was staring at me. I thought of all the stories in your newspaper and became very anxious. I put my bank card in my handbag and started to walk away quickly.

3) Suddenly I heard footsteps behind me. It was the teenager. He had something in his hand and he was waving it at me. I

didn't wait to find out what it was. I started to run as fast as possible towards my car. Then he started shouting at the top of his voice, 'Wait! Wait!' I stopped, petrified that something terrible was going to happen. 'You forgot your cash,' the teenager said. I couldn't believe my eyes when he opened his hand and there was my £100!

Yours sincerely

Barbara Brown

1 Read the letter to the newspaper. Find words and phrases 1–5 in the text. Then choose the correct meaning.

1 mug (paragraph 1) means:

A hurt B attack and steal money from C be rude to

2 requested (paragraph 2) means:

A borrowed B asked for C donated

3 a hood (paragraph 2) is something that you wear on your:

A head B hands C feet

4 at the top of his voice (paragraph 3) means:

A silently B quietly C very loudly

5 petrified (paragraph 3) means:

A certain B surprised C terrified

2 Read the text again. Answer the questions.

1 How did some of the teenagers spend the money?

2 What did the boy at the cash machine remind Barbara of?

3 What do you think Barbara thought was in the boy's hand? Why?

4 How do you think she felt when she saw her money?

5 Why do you think Barbara wrote this letter to the newspaper?

The first crisps

1) Everyone knows that Alexander Bell was the man who invented the telephone, but what about other inventions? George Crum was the son of an African American father and a Native American mother. George used to work as a chef in Saratoga Springs, New York. One of the most popular things on the menu was chips. Consequently, George used to make them every day.

2) One day in 1853, a customer complained that the chips were too thick and not salty enough. George made some thinner chips, but the customer wanted to have even thinner chips. Finally, George Crum was so annoyed that he decided to teach the customer a lesson. He made extremely thin chips which were too thin to eat with a fork. Then he covered them in salt. The customer loved them! That was the beginning of the invention of crisps.

3) At first, the crisps were named after the city where they were invented, and called 'Saratoga crisps'. As they became increasingly popular, people dropped the first part of the name. After becoming famous, George Crum opened his own restaurant. He died in 1914, at the age of 92.

4) Today, crisps are the world's number one snack. In Britain, 35 million packets are sold every day. However, a 35g bag of crisps contains over two teaspoons of oil. Producing a crisp which is lower in fat is something which food manufacturers are continually trying to do. The latest alternative to appear on the supermarket shelves is fruit crisps. Completely natural and free of salt, they are much more beneficial than George Crum's original invention!



1 Read the text. Find words with the same meaning as 1–5.

1 as a result (*paragraph 1*) _____

2 angry (*paragraph 2*) _____

3 more and more (*paragraph 3*) _____

4 stopped using (*paragraph 3*) _____

5 better for you (*paragraph 4*) _____

2 Read the text again. Answer the questions.

1 According to one customer, what was the problem with George's chips?

2 Did George mind making more chips for the customer? How do you know?

3 Were the first crisps named after George? Why? / Why not?

4 Are crisps still popular today? How do you know?

5 Are they a healthy food? Why? / Why not?

How to make friends

Tony is sixteen. He'd love to make friends, but he doesn't know how. In his last school, he didn't have any friends and he was bullied. He's recently moved schools and his classmates at the new school seem kinder and more approachable, but Tony is worried. We asked a group of teenagers for advice.



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Q What is a friend like?

A Friends are interested in you. If you had a problem, they'd try to help you. If you tell a joke, they'll laugh. They're good at thinking of interesting things to do. They also offer to help others with work or to carry things. They're kind and they usually have a pleasant expression on their face.

Q OK, so what *isn't* a friend like?

A You won't make friends easily if you're bossy or if you bully people. If you talk about yourself all the time, people will think you're a bore. Don't be too serious and don't be a bighead. If you pretend to be a genius, people will just think you're stupid!

Q So what should Tony do?

A If Tony wants to make new friends, he'll need to practise his 'people skills'. That means looking at people in a nice way to show you're interested. It means listening to what they say and it means thinking of some good lines to start a conversation, for example, 'Did you watch that film on TV last night?'

Q But what if he gets nervous?

A This might sound silly, but if he practises in front of a mirror, he'll have more confidence. He should practise making different comments in a casual way until they sound completely natural. He must be careful though. If anyone saw him talking to himself, they'd think he was a complete eccentric!

1 Read the text. Circle the correct answers.

1 Tony is a ...

A bully B hypocrite C loner D bighead

2 He thinks the students at his new school are ... at his old school.

A a lot worse than B a bit worse than C the same as D better than

3 People will think you're ... if you're only interested in yourself.

A rude B boring C stupid D amusing

4 To make friends, Tony needs to show that he can ... with people.

A get on B flirt C joke D go out

5 Tony mustn't practise speaking ...

A on his own B at home C in front of a mirror D in public

2 Read the text again. Answer the questions.

1 Why do you think Tony changed schools?

2 What sort of person is a good friend?

3 Are you a good friend if you like talking about yourself? Why? / Why not?

4 What are 'people skills'?

5 What difference will it make if Tony practises making comments?

An online friend comes to the rescue

Last week, a teenager called Adrian Hick was chatting online to his friend, Mike Benson, in an Internet chatroom. Adrian and Mike had never met, but they had known each other for several months. They used to talk every week online because they got on well with each other.

Mike lived in an isolated village. That morning he was surprised to hear a loud bang in the street. He had heard a screech of tyres seconds earlier. When he looked out of the window, he saw that there had been a bad accident involving a car and a motorbike. A young woman was lying in the middle of the road and she had injured herself badly. It looked as if the car driver hadn't seen the motorcyclist and had crashed into her. But the car hadn't stopped, instead it had driven away, which is against the law.



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Mike immediately messaged Adrian because he knew that Adrian had trained with the Red Cross. Adrian described exactly what he needed to do and phoned for an ambulance. Mike ran into the street and did everything that Adrian had told him to do. Twenty minutes later, the ambulance arrived and the casualty was taken to hospital.

Mike sent a text message to Adrian the next day to say the woman was recovering well in hospital. The ambulance team said, 'There is no doubt that if Mike hadn't been there at the scene of the crash, this woman would have died.' Mike also knows that if Adrian hadn't been in the chatroom that day, he wouldn't have been able to save the woman's life.

1 Read the news article. Number events a–j in the correct order 1–10.

- a There was a loud noise in the street. ____
- b The ambulance took the woman to hospital. ____
- c Mike went outside. ____
- d Mike and Adrian became friends online. ____
- e Adrian received a text message. ____
- f Mike saved the woman's life. ____
- g Mike and Adrian went online that morning. ____
- h Adrian phoned to get help. ____
- i Mike looked outside and returned to his computer. ____
- j Adrian told him what to do. ____

2 Read the text again. Answer the questions.

- 1 Did Mike and Adrian see each other regularly? How do you know?
- 2 What had the car driver done which was illegal?
- 3 Was Mike or Adrian more experienced to help the injured woman? Why?
- 4 Why do you think it took 20 minutes for the ambulance to arrive?
- 5 Do you think Mike made a big difference to the injured woman? Why? / Why not?

What do children think of the world?

1) A promotional company in the UK has sponsored a National Kids' Day for the last three years. One of the organisers said that they wanted to give children under the age of ten the chance to give their opinions. She explained that that particular age group had definite ideas about how to improve the world, but their thoughts were rarely heard. Children who want to take part fill in a questionnaire online or at school. Almost 1,500 children did that in 2006 and here are some of the findings.



2) When we asked what the best thing in the world was, the top answer was being a celebrity. Being healthy came fourth, after being good-looking and being rich, which were the second and third most popular answers.

3) The survey also asked the children who the most famous person in the world was. Most thought that God was the most famous and that George Bush was the second most famous. Jesus was number four and Father Christmas was number five.

4) When the survey asked them about the worst things in the world, they said that killing and wars were the worst. Also on their list of the worst things were bullies, illness, smoking, stealing, divorce and being fat.

5) The survey asked them what laws they would make if they'd been king or queen. They said that they would ban knives and guns. They also said that they would stop fighting and killing, telling lies, drugs, bullying, too much alcohol and smoking.

6) The survey asked the children which the best day of the week was. Not surprisingly almost everyone answered that it was Saturday. Some things don't change!

1 Read the report. Find words with the same meaning as 1–5.

- 1 not often (*paragraph 1*) _____
- 2 to participate (*paragraph 1*) _____
- 3 results (*paragraph 1*) _____
- 4 a famous person (*paragraph 2*) _____
- 5 rules (*paragraph 5*) _____

2 Read the text again. Answer the questions.

- 1 Can all children in Britain fill in the questionnaire? Why? / Why not?
- 2 Why does the company want their opinions?
- 3 Can the questionnaire be completed at home? How?
- 4 Do children think health is more important than money? Explain your answer.
- 5 Which question did most children give the same answer to? What was it (the answer)?

I love my job!

1) Jo Banks is a well-known and successful TV journalist. She's been married to her husband, Graham, for ten years. In June 2003, she was getting ready for a party to celebrate their tenth wedding anniversary when the phone rang. She found out that her colleague was ill and couldn't attend a fashion show which was taking place in Milan that evening. Without hesitating, Jo agreed to fly to Italy to report on the fashion show.

2) Graham thought about cancelling the party, but he knew that a lot of friends and relatives were already on their way. In the end, they had the party without Jo! All the guests were enjoying themselves when Jo's young nephew switched on the TV to watch a DVD. Imagine his surprise when he saw Jo on the news. She was interviewing the top fashion designers and talking about what was happening at the show.

3) Jo loves her job and says, 'If you're a journalist, you can't say, "No, I'm busy. I can't go to Italy." You have to be unemotional and be able to change your plans at the last minute. You don't have to stay at home waiting for the phone to ring, but you must be flexible. I'm lucky because my friends and family understand when I can't be with them. I've been a journalist since 1990 and they respect my job.' Jo definitely isn't a reliable guest. She has already missed several weddings and other important events. If you invite her to your party, she might not come, but you'll probably see her on TV the next day!



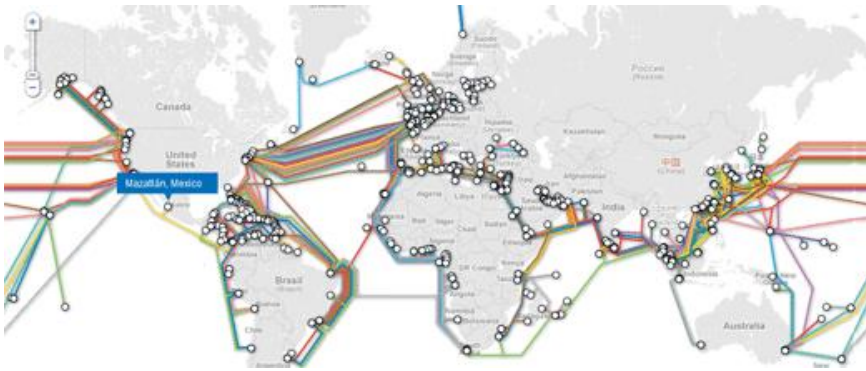
1 Read the text. Find words with the same meaning as 1–5.

- 1 stopping and thinking (*paragraph 1*) _____
- 2 people in your family (*paragraph 2*) _____
- 3 the son of your brother or sister (*paragraph 2*) _____
- 4 the best (*paragraph 2*) _____
- 5 fortunate (*paragraph 3*) _____

2 Read the text again. Answer the questions.

- 1 What was the reason for the party?
- 2 Do you think Jo was feeling emotional when she decided to miss the party? Why? / Why not?
- 3 Why didn't Graham arrange the party for another day?
- 4 What two characteristics does Jo think it's important for journalists to have?
- 5 Is Jo a good person to invite to parties? Why? / Why not?

The history of cables under the sea



1) Satellites didn't use to exist in the early days of telecommunications. Instead, countries used to be connected by telegraph cables. In 1850, the first cable was laid across the English Channel, and it connected France and England. Some companies tried to lay cables across the Atlantic to connect Europe and North America, but it was problematic. The

first transatlantic cable wasn't completed until 1858. To celebrate this historical moment, Queen Victoria sent a telegraph of congratulation to the president of the United States.

2) The message was sent by an operator using Morse code. It was a lengthy process because the reception was very bad. It took two minutes to transmit a single character. That meant that the Queen's 99-word message was transmitted in 18 hours! However, it was much quicker than delivering her message by ship, which was the only way to do it before. That used to take weeks! It wasn't until the 20th century that telegraph messages to and from America were transmitted at speeds of 120 words a minute.

3) During the 20th century, the telegraph cables were replaced by telephone cables which could transmit voices. Whereas telegraph messages often used to suffer from interference, there was no background noise on the telephone cables. Hundreds of thousands of kilometres of cable were laid across the world's oceans, linking the world with speech. Later they were replaced again – this time by fibre-optic cables, which are much faster. No doubt the fibre-optic cables will be replaced, too. But who knows when, and by what?

1 Read the text. Find words or phrases with the same meaning as 1–5.

1 difficult (*paragraph 1*) _____

2 an old way of writing a message using dots (• • •) and dashes (- - -) (*paragraph 2*) _____

3 long (*paragraph 2*) _____

4 to send a message (*paragraph 2*) _____

5 spoken language (*paragraph 3*) _____

2 Read the text again. Answer the questions.

1 Why do you think it was more difficult to lay cables across the Atlantic than the English Channel?

2 How do you think the American president felt when he received the Queen's message? Why?

3 Why did it take so long to transmit messages at first?

4 Do you think the 1858 telegraph cable made a big difference to communication? How?

5 What effect did telephone cables have on the world?

Quake



On Tuesday 17th October 1989, San Francisco suffered the worst earthquake since the one in 1906 which had practically destroyed the city. The earthquake struck at 17:04 local time and lasted 15 seconds. Around 100,000 buildings were damaged and 3,500 people were injured. Sixty-three people died – about a third less than expected. One of the main reasons that so few died is that many people had left work at around four o'clock to watch a baseball match at Candlestick Park in the city. None of the 62,000 spectators inside the stadium was injured. The match, which hadn't started, was

postponed.

Computer geek, Eric Jones, had a different reason for surviving the 1989 earthquake. He thinks that if he hadn't been so interested in computers, he would have died. Eric explained that he'd gone to work as usual that morning and he'd worked on his new computer program. Then he'd gone out to a business meeting at three o'clock that afternoon and had planned to go home afterwards to finish working on the computer program. However, when his meeting ended at 4.40 p.m., he realised that he'd left the program in his office. As he'd planned to do some more work on it that evening at home, he decided to go back to work to get it.

Eric would have been at home at five o'clock, but instead he was just opening the door to his office. At 5.10 p.m. Eric's apartment block was completely destroyed. His office, on the other hand, wasn't badly damaged. Eric is sure that if he hadn't had such a bad memory, sixty-four people would have died that day.

1 Read the report. Number events a–j in the correct order 1–10.

- a There was an earthquake in San Francisco. ____
- b Eric went back to his office. ____
- c He worked on a new computer program. ____
- d Eric went home. ____
- e People left work to watch a match. ____
- f Eric's meeting finished. ____
- g He went to work on the morning of 17th October. ____
- h Eric realised he was lucky to be alive. ____
- i Eric's home fell down. ____
- j He went to an afternoon meeting. ____

2 Read the text again. Answer the questions.

- 1 Had there been an earthquake before 1989 in San Francisco? Explain your answer.
- 2 What was unusual about the number of deaths?
- 3 Why weren't many people at work at five o'clock that afternoon?
- 4 Why didn't Eric go straight home after his meeting that afternoon?
- 5 What do you think would have happened if Eric had been at home? Why?

Eating habits

1) A recent survey said that young children in the UK ate more sweets than in any other country in Europe. It said that on average they spent more than 150 euros a year on sweets. The survey also found that on 90 days of the year, children missed breakfast. Older children and teenagers usually had worse eating habits than younger children.

2) A second report which was written by the government predicts that by 2010, twelve million adults and one million children in the UK will be obese. The government experts said that our diets and fitness were suffering from four important social influences. 'In the past families used to have dinner together in the evening, but different lifestyles mean that this has changed. Also, since the invention of computers and computer games, our lives have become much less active. Another important factor is the influence of models and fashion. Models are too thin and this is such a bad image to give to young people. Over recent years, there has been a steep rise in books on weight-loss diets. However, many of these diets are unhealthy because if you lose weight very quickly, you will also gain weight again very quickly.'



3) Skinny fashion models are often referred to as 'size zero'. However, there has been negative reaction to being unhealthily thin following the death of a size zero model in 2006. Reporters said that the 22-year-old Uruguayan woman had survived on lettuce and diet cola for three months in order to lose weight for a fashion show. In response, size zero models were banned from taking part in the 2006 Madrid fashion week. Top Italian fashion designers are refusing to use very skinny models too.

1 Read the report. Find words and phrases with the same meaning as 1–5.

- 1 to not have, to omit (*paragraph 1*) _____
- 2 extremely fat (*paragraph 2*) _____
- 3 the things which we eat (*paragraph 2*) _____
- 4 an increase (*paragraph 2*) _____
- 5 extremely thin (*paragraph 3*) _____

2 Read the text again. Answer the questions.

- 1 What does the survey tell you about British children?
- 2 What prediction has the British government made?
- 3 What effect has technology had on people's lives?
- 4 Why are many diets unhealthy?
- 5 What effect has the Uruguayan model's death had on the fashion world?

We asked three people if money could buy happiness ...



Dave

You might think I'm unusual but I wouldn't be pleased to win the lottery. I know I won't win it because I never buy a lottery ticket. I've never bought one in my life. In my opinion, winning the lottery would feel false. I enjoy having money to spend, but I want to earn that money myself. I read a survey recently that said that most lottery winners weren't more cheerful after they'd won. It explained that large amounts of prize money often caused arguments in families and in some cases the couples had split up because of it. That proves that money doesn't always buy happiness.

Maria

I was ecstatic when I won the lottery last year. Being rich is great! I can give money away to charity and help people whenever I like. I don't have to check my bank balance. If I see some designer shoes I like, I can just buy them. We didn't tell anyone about our win, and we haven't replaced our car with a sports car or moved into a mansion. I am very content but I was content before I became rich, so I'm not sure if money has bought me happiness.

Debbie

I'd be thrilled if I won some money on the lottery. However, I don't think money can buy you permanent happiness. It can buy temporary happiness though! For example, if you're feeling depressed, it's better to be rich than poor. If you had plenty of money, at least you could do something enjoyable to cheer yourself up. You could buy yourself a new outfit or go on a luxury cruise. If you didn't want to travel anywhere, you could invite lots of friends to eat in a posh restaurant and you could pay the bill!

1 Read the article. Find five synonyms for *happy*.

happy = _____ , _____ , _____ , _____ , _____

2 Read the article again. Answer the questions.

- 1 Is Dave likely to win the lottery? Why? / Why not?
- 2 What effect has lottery money had on family relationships?
- 3 Do you think Maria's friends and neighbours know that she was a lottery winner? Why? / Why not?
- 4 Do you think the money has changed Maria's life?
- 5 What difference does Debbie think money can make if you're feeling sad?

<u>INFINITIVE</u>	<u>PAST</u>	<u>PARTICIPLE</u>	
arise [ə'raiz]	arose [ə'rəuz]	arisen [ə'rizn]	levantarse, elevarse
awake [ə'weik]	awoke [ə'wəuk]	awoken [ə'wəukn]	despertar
be [bi:]	was/were [wɔ: / wə:]	been [bi:n]	ser, estar
bear [bɛə]	bore [bɔ:]	borne [bɔ:n]	aguantar, soportar
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	batir, golpear
become [bi'kʌm]	became [bi'keim]	become [bi'kʌm]	llegar a ser, convertirse
behold [bi'həuld]	beheld [bi'held]	beheld [bi'held]	contemplar, observar
begin [bi'gin]	began [bi'gæŋ]	begun [bi'gʌn]	empezar
bend [bend]	bent [bent]	bent [bent]	doblar, inclinarse
bet [bet]	bet [bet]	bet [bet]	apostar
bind [baind]	bound [baund]	bound [baund]	atar, juntar
bite [bait]	bit [bit]	bitten ['bitn]	morder
bleed [bli:d]	bled [bled]	bled [bled]	sangrar
blow [bləu]	blew [blu:]	blown [bləun]	soplar
break [breik]	broke [brəuk]	broken [brəukən]	romper
breed [bri:d]	bred [bred]	bred [bred]	criar, educar
bring [briŋ]	brought [brɔ:t]	brought [brɔ:t]	traer
build [bild]	built [bilt]	built [bilt]	edificar, construir
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	quemar
burst [bɜ:st]	burst [bɜ:st]	burst [bɜ:st]	estallar
buy [bai]	bought [bɔ:t]	bought [bɔ:t]	comprar
cast [ka:st]	cast [ka:st]	cast [ka:st]	echar, tirar
catch [kætf]	caught [kɔ:t]	caught [kɔ:t]	coger
choose [tʃu:z]	chose [tʃəuz]	chosen [tʃəuzən]	escoger, elegir
cling [kliŋ]	clung [klʌŋ]	clung [klʌŋ]	adherirse, pegarse
come [kʌm]	came [keim]	come [kʌm]	venir
cost [kɔ:st]	cost [kɔ:st]	cost [kɔ:st]	costar
creep [kri:p]	crept [krept]	crept [krept]	arrastrarse, acercarse
cut [kʌt]	cut [kʌt]	cut [kʌt]	cortar
deal [di:l]	dealt [delt]	dealt [delt]	tratar, negociar
dig [dig]	dug [dʌg]	dug [dʌg]	cavar, excavar
do [du:]	did [did]	done [dʌn]	hacer
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	tirar de, dibujar
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	soñar
drink [driŋk]	drank [dræŋk]	drunk [drʌŋk]	beber
drive [draiv]	drove [drəuv]	driven ['drivn]	conducir
dwell [dwel]	dwelt [dwelt]	dwelt [dwelt]	residir, habitar
eat [i:t]	ate [eit]	eaten ['i:tn]	comer
fall [fɔ:l]	fell [fel]	fallen [fɔ:len]	caer
feed [fi:d]	fed [fed]	fed [fed]	alimentar
feel [fi:l]	felt [felt]	felt [felt]	sentir
fight [fait]	fought [fɔ:t]	fought [fɔ:t]	luchar, pelear
find [faɪnd]	found [faund]	found [faund]	encontrar
fling [fliŋ]	flung [flʌŋ]	flung [flʌŋ]	arrojar, lanzar
fly [flai]	flew [flu:]	flown [fləun]	volar
forbid [fə'bid]	forbade [fə'bæd]	forbidden [fə'bidn]	prohibir
forget [fə'get]	forgot [fə'gɔt]	forgotten [fə'gɔtn]	olvidar
forgive [fə'giv]	forgave [fə'geiv]	forgiven [fə'givn]	perdonar
forsake [fə'seik]	forsook [fə'suk]	forsaken [fə'seikən]	abandonar
freeze [fri:z]	froze [frəuz]	frozen ['frəuzn]	helar, congelar

get [get]	got [gɒt]	got [gɒt]	obtener, conseguir
give [giv]	gave [geiv]	given ['givn]	dar
go [gəu]	went [went]	gone [gɔ:n]	ir
grow [grəu]	grew [gru:]	grown [grəun]	crecer, cultivar
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	colgar
have [hæv]	had [hæd]	had [hæd]	haber, tener
hear [hiə]	heard [hə:d]	heard [hə:d]	oir
hide [haid]	hid [hid]	hidden ['hidn]	esconder
hit [hit]	hit [hit]	hit [hit]	golpear, dar en
hold [həuld]	held [held]	held [held]	sostener, mantener
hurt [hə:t]	hurt [hə:t]	hurt [hə:t]	herir, dañar
keep [ki:p]	kept [kept]	kept [kept]	guardar, conservar
kneel [ni:l]	knelt [nelt]	knelt [nelt]	arrodillarse
knit [nit]	knit [nit]	knit [nit]	tricotar, hacer calceta
know [nəu]	knew [nju:]	known [nəun]	saber, conocer
lay [lei]	laid [leid]	laid [leid]	dejar, poner
lead [li:d]	led [led]	led [led]	dirigir, conducir
lean [li:n]	leant [lent]	leant [lent]	apoyarse
leap [li:p]	leapt [lept]	leapt [lept]	saltar, brincar
learn [lə:n]	learnt [lə:nt]	learnt [lə:nt]	aprender
leave [li:v]	left [left]	left [left]	dejar, abandonar, partir
lend [lend]	lent [lent]	lent [lent]	prestar, dejar
let [let]	let [let]	let [let]	dejar, permitir
lie [lai]	lay [lei]	lain [lein]	estar echado, yacer
light [lait]	lit [lit]	lit [lit]	iluminar, encender
lose [lu:z]	lost [lɒst]	lost [lɒst]	perder
make [meik]	made [meid]	made [meid]	hacer, fabricar
mean [mi:n]	meant [ment]	meant [ment]	significar, querer decir
meet [mi:t]	met [met]	met [met]	conocer a, encontrarse
mistake [mis'teik]	mistook [mis'tuk]	mistaken [mis'teikən]	equivocar, confundir
mow [məu]	mowed [məud]	mown [məun]	segar
overcome [əuvəkʌm]	overcame [əuvə'keim]	overcome [əuvəkʌm]	vencer, superar
pay [pei]	paid [peid]	paid [peid]	pagar
put [put]	put [put]	put [put]	poner
read [rid]	read [red]	read [red]	leer
ride [raid]	rode [rəud]	ridden ['ridn]	montar, cabalgar
ring [riŋ]	rang [ræŋ]	rung [rʌŋ]	sonar, tocar
rise [raiz]	rose [rəuz]	risen ['rizn]	levantarse, elevarse
run [rʌn]	ran [ræn]	run [rʌn]	correr
say [sei]	said [sed]	said [sed]	decir
see [si:]	saw [sɔ:]	seen [si:n]	ver
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	buscar, perseguir
sell [sell]	sold [səuld]	sold [səuld]	vender
send [send]	sent [sent]	sent [sent]	enviar
set [set]	set [set]	set [set]	poner, colocar
sew [səu]	sewed [səud]	sewn [səun]	coser
shake [ʃeik]	shook [ʃuk]	shaken ['ʃeikən]	sacudir, temblar
shine [ʃain]	shone [ʃɔn]	shone [ʃɔn]	brillar
shoe [ʃu:]	shod [ʃɒd]	shod [ʃɒd]	calzar
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]	disparar

<i>show</i> [<i>ʃəʊ</i>]	<i>showed</i> [<i>ʃəʊd</i>]	<i>shown</i> [<i>ʃəʊn</i>]	<i>mostrar, enseñar</i>
<i>shrink</i> [<i>ʃriŋk</i>]	<i>shrank</i> [<i>ʃræŋk</i>]	<i>shrunk</i> [<i>ʃrʌŋk</i>]	<i>encogerse</i>
<i>shut</i> [<i>ʃʌt</i>]	<i>shut</i> [<i>ʃʌt</i>]	<i>shut</i> [<i>ʃʌt</i>]	<i>cerrar</i>
<i>sing</i> [<i>siŋ</i>]	<i>sang</i> [<i>sæŋ</i>]	<i>sung</i> [<i>sʌŋ</i>]	<i>cantar</i>
<i>sink</i> [<i>siŋk</i>]	<i>sank</i> [<i>sæŋk</i>]	<i>sunk</i> [<i>sʌŋk</i>]	<i>hundirse</i>
<i>sit</i> [<i>sit</i>]	<i>sat</i> [<i>sæt</i>]	<i>sat</i> [<i>sæt</i>]	<i>sentarse</i>
<i>sleep</i> [<i>sli:p</i>]	<i>slept</i> [<i>slept</i>]	<i>slept</i> [<i>slept</i>]	<i>dormir</i>
<i>slide</i> [<i>slaid</i>]	<i>slid</i> [<i>slid</i>]	<i>slid</i> [<i>slid</i>]	<i>deslizarse, resbalar</i>
<i>smell</i> [<i>smel</i>]	<i>smelt</i> [<i>smelt</i>]	<i>smelt</i> [<i>smelt</i>]	<i>oler</i>
<i>sow</i> [<i>səʊ</i>]	<i>sowed</i> [<i>səʊd</i>]	<i>sown</i> [<i>səʊn</i>]	<i>sembrar</i>
<i>speak</i> [<i>spi:k</i>]	<i>spoke</i> [<i>spəʊk</i>]	<i>spoken</i> [<i>ˈspəʊkn</i>]	<i>hablar</i>
<i>speed</i> [<i>spi:d</i>]	<i>ped</i> [<i>sped</i>]	<i>ped</i> [<i>sped</i>]	<i>ir deprisa, acelerar</i>
<i>spell</i> [<i>spel</i>]	<i>spelt</i> [<i>spelt</i>]	<i>spelt</i> [<i>spelt</i>]	<i>deletrear</i>
<i>spend</i> [<i>spend</i>]	<i>spent</i> [<i>spent</i>]	<i>spent</i> [<i>spent</i>]	<i>gastar(dinero), pasar(tiempo)</i>
<i>spill</i> [<i>spil</i>]	<i>spilt</i> [<i>spilt</i>]	<i>spilt</i> [<i>spilt</i>]	<i>derramar</i>
<i>spin</i> [<i>spin</i>]	<i>spun</i> [<i>spʌn</i>]	<i>spun</i> [<i>spʌn</i>]	<i>hilar, hacer girar</i>
<i>spit</i> [<i>spit</i>]	<i>spat</i> [<i>spæt</i>]	<i>spat</i> [<i>spæt</i>]	<i>escupir</i>
<i>split</i> [<i>split</i>]	<i>split</i> [<i>split</i>]	<i>split</i> [<i>split</i>]	<i>partir(se)</i>
<i>spoil</i> [<i>spɔil</i>]	<i>spoilt</i> [<i>spɔilt</i>]	<i>spoilt</i> [<i>spɔilt</i>]	<i>estropear</i>
<i>spread</i> [<i>spred</i>]	<i>spread</i> [<i>spred</i>]	<i>spread</i> [<i>spred</i>]	<i>extender(se)</i>
<i>spring</i> [<i>spriŋ</i>]	<i>sprang</i> [<i>spræŋ</i>]	<i>sprung</i> [<i>sprʌŋ</i>]	<i>saltar</i>
<i>stand</i> [<i>stænd</i>]	<i>stood</i> [<i>stud</i>]	<i>stood</i> [<i>stud</i>]	<i>estar de pie</i>
<i>steal</i> [<i>sti:l</i>]	<i>stole</i> [<i>stəʊl</i>]	<i>stolen</i> [<i>ˈstəʊləŋ</i>]	<i>robar</i>
<i>stick</i> [<i>stik</i>]	<i>stuck</i> [<i>stʌk</i>]	<i>stuck</i> [<i>stʌk</i>]	<i>enganchar, pegar</i>
<i>sting</i> [<i>stiŋ</i>]	<i>stung</i> [<i>stʌŋ</i>]	<i>stung</i> [<i>stʌŋ</i>]	<i>picar, agujonear</i>
<i>strike</i> [<i>straik</i>]	<i>struck</i> [<i>strʌk</i>]	<i>stricken</i> [<i>ˈstriken</i>]	<i>golpear</i>
<i>swear</i> [<i>sweə</i>]	<i>swore</i> [<i>swɔ:</i>]	<i>sworn</i> [<i>swɔ:n</i>]	<i>jurar</i>
<i>sweat</i> [<i>swet</i>]	<i>sweat</i> [<i>swet</i>]	<i>sweat</i> [<i>swet</i>]	<i>sudar</i>
<i>sweep</i> [<i>swi:p</i>]	<i>swept</i> [<i>swept</i>]	<i>swept</i> [<i>swept</i>]	<i>barrer, arrasar</i>
<i>swim</i> [<i>swim</i>]	<i>swam</i> [<i>swæm</i>]	<i>swum</i> [<i>swʌm</i>]	<i>nadar</i>
<i>swing</i> [<i>swiŋ</i>]	<i>swung</i> [<i>swʌŋ</i>]	<i>swung</i> [<i>swʌŋ</i>]	<i>mecer, balancear</i>
<i>take</i> [<i>teik</i>]	<i>took</i> [<i>tuk</i>]	<i>taken</i> [<i>ˈteikən</i>]	<i>tomar, llevar</i>
<i>teach</i> [<i>ti:tʃ</i>]	<i>taught</i> [<i>tɔ:t</i>]	<i>taught</i> [<i>tɔ:t</i>]	<i>enseñar</i>
<i>tear</i> [<i>teə</i>]	<i>tore</i> [<i>tɔ:</i>]	<i>torn</i> [<i>tɔ:n</i>]	<i>rasgar, desgarrar</i>
<i>tell</i> [<i>tel</i>]	<i>told</i> [<i>təʊld</i>]	<i>told</i> [<i>təʊld</i>]	<i>decir, contar, narrar</i>
<i>think</i> [<i>θiŋk</i>]	<i>thought</i> [<i>θɔ:t</i>]	<i>thought</i> [<i>θɔ:t</i>]	<i>pensar, creer</i>
<i>throw</i> [<i>θrəʊ</i>]	<i>threw</i> [<i>θru:</i>]	<i>thrown</i> [<i>θrəʊn</i>]	<i>lanzar, tirar</i>
<i>thrust</i> [<i>θrʌst</i>]	<i>thrust</i> [<i>θrʌst</i>]	<i>thrust</i> [<i>θrʌst</i>]	<i>empujar, introducir</i>
<i>tread</i> [<i>tred</i>]	<i>trod</i> [<i>trɔd</i>]	<i>trodden</i> [<i>ˈtrɔdn</i>]	<i>pisar</i>
<i>understand</i> [<i>ʌndəˈstænd</i>]	<i>understood</i> [<i>ʌndəˈstud</i>]	<i>understood</i> [<i>ʌndəˈstud</i>]	<i>comprender</i>
<i>undo</i> [<i>ˈʌnˈdu:</i>]	<i>undid</i> [<i>ˈʌnˈdid</i>]	<i>undone</i> [<i>ˈʌnˈdʌn</i>]	<i>deshacer</i>
<i>wake</i> [<i>weik</i>]	<i>woke</i> [<i>wəʊk</i>]	<i>woke(n)</i> [<i>ˈwəʊk(n)</i>]	<i>despertar</i>
<i>wear</i> [<i>weə</i>]	<i>wore</i> [<i>wɔ:</i>]	<i>worn</i> [<i>wɔ:n</i>]	<i>usar, llevar puesto</i>
<i>weave</i> [<i>wi:v</i>]	<i>wove</i> [<i>wəʊv</i>]	<i>woven</i> [<i>ˈwəʊvn</i>]	<i>tejer</i>
<i>weep</i> [<i>wi:p</i>]	<i>wept</i> [<i>wept</i>]	<i>wept</i> [<i>wept</i>]	<i>llorar</i>
<i>win</i> [<i>wiŋ</i>]	<i>won</i> [<i>wʌŋ</i>]	<i>won</i> [<i>wʌŋ</i>]	<i>ganar, vencer</i>
<i>wind</i> [<i>waind</i>]	<i>wound</i> [<i>waund</i>]	<i>wound</i> [<i>waund</i>]	<i>enrollar, dar cuerda</i>
<i>withdraw</i> [<i>wiðˈdrɔ:</i>]	<i>withdrew</i> [<i>wiðˈdru:</i>]	<i>withdrawn</i> [<i>wiðˈdrɔ:n</i>]	<i>retirar(se)</i>
<i>write</i> [<i>rait</i>]	<i>wrote</i> [<i>rəʊt</i>]	<i>written</i> [<i>ˈritn</i>]	<i>escribir</i>