

Against the odds

I can understand a text about inspiring sporting achievements.

Revision: Student's Book page 91

1 Write the nationality adjectives for these countries.

- 1 America *American*
- 2 Australia _____
- 3 Brazil _____
- 4 Britain _____
- 5 Canada _____
- 6 China _____
- 7 France _____
- 8 Germany _____
- 9 Hungary _____
- 10 Italy _____
- 11 Japan _____
- 12 Poland _____
- 13 Russia _____
- 14 Slovakia _____
- 15 Spain _____
- 16 Sweden _____
- 17 Turkey _____

2 Read the texts and answer the questions. Write D (Dara), E (Emil) or B (Bonnie).

Which sportsperson ...

- 1 won three gold medals at one Olympic Games? ___
- 2 competed most recently? ___
- 3 competed in the Winter Olympics? ___
- 4 won the most gold medals? ___
- 5 had the longest Olympic career? ___

AMAZING OLYMPIANS

Dara Torres

Dara Torres was born in Los Angeles in the USA. She was part of a large family, with four older brothers and a younger sister. At school her best sport was swimming.

At the 1984 Olympic Games in Los Angeles, Dara was part of the American team and she won a gold medal in the relay. She also competed at the Olympics in 1988, when she won two medals, and 1992, when she won one gold medal. After a break of seven years without competitions, Dara won five medals at the 2000 Games in Sydney, including two gold. And amazingly, she competed again in Beijing in 2008. She won three silver medals at those games. In total, Dara won twelve Olympic medals, including four gold medals.



Reading Strategy

Make sure you answer every question in a multiple-choice task. If you are not sure of an answer, try to exclude one option and then guess between the other two. You have a 50:50 chance of being correct!

3 Read the Reading Strategy. Then choose the correct answers (a–c).

- 1 Dara Torres was part of a family with
a four children. b five children. c six children.
- 2 Dara Torres did not compete in the Olympic Games in
a 1992. b 2004. c 2008.
- 3 In how many Olympic Games did Emil Zátopek compete?
a one b two c three
- 4 In his first marathon, Emil Zátopek
a came second out of a hundred runners.
b stopped running because of an injury.
c came first and set a new record.
- 5 In how many different events did Bonnie Blair win gold?
a one b two c three
- 6 How many Olympic gold medals did she win in total?
a three b four c five

Emil Zátopek

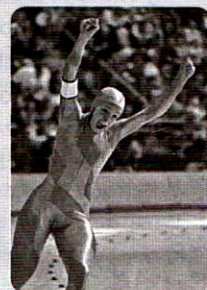
Emil Zátopek was born in Czechoslovakia in 1922, the youngest of six children. At the age of fifteen, Emil started work at a shoe factory. The factory organised an athletics competition and Emil came second out of 100 runners. He started to train seriously, and in 1948, he competed in the London Olympics, where he won the 10,000 metres and came second in the 5,000 metres.

But his greatest achievement was at the next Olympic Games, in Helsinki in 1952. He won gold medals in the 5,000 and 10,000 metres. Then he decided to enter the marathon too. It was his first marathon ever – and he won it. He set new Olympic records in all three of his events. He competed at the 1956 Games, but didn't win any medals because he had a bad leg. He retired in 1957.



Bonnie Blair

Bonnie Blair was born in 1964 in New York, USA, and learned to ice skate when she was only two years old. Her whole family loved speed skating but Bonnie was the most talented. In 1984, Bonnie competed in the Winter Olympics in Sarajevo, but she didn't win any medals. Four years later, however, she won gold in the 500 metres, and in 1992 she won gold medals in the 500 and 1,000 metres. Because of a change in the rules, the next Winter Olympics took place after only two years, in 1994. Bonnie won gold medals in the same two events. She retired from skating in 1995.



Negotiating

I can negotiate when discussing plans.

- 1 Complete the key phrases using the words below. Then match them to group A or B.

fancy good instead not prefer rather would

1 I don't really _____ doing that.

2 I'd _____ to ...

3 I'd rather _____.

4 I'd _____ ...

5 I think ... _____ be better.

6 I don't think that's a _____ idea.

7 Do you fancy ... _____ ?

A: Rejecting a suggestion -

B: Suggesting an alternative -

- 2 **2.15** Listen and complete the dialogue with phrases from exercise 1.

Sam Hi, Kylie. It's Sam. Are you going to the activity camp next week?

Kylie Yes, I am. And I need to choose my activities.

Sam Me too. Why don't we choose the same ones?

Kylie Great idea! Do you fancy playing water polo?

Sam 1 _____ . I'm not very good at swimming.

2 _____ hockey _____.

Kylie 3 _____.

4 _____ do athletics.

Sam OK. I like athletics too. What about our second activity? Would you like to try climbing?

Kylie 5 _____.

I'm scared of heights! 6 _____ doing judo _____ ?

Sam OK. Good idea!

- 3 Which two sports do Sam and Kylie choose to do? Which other sports do they mention?

They choose: _____

They also mention: _____

- 4 **2.16** Listen to two more dialogues. Which two sports does each pair choose? Which other sports do they mention?

1 Lily and Jack choose: _____

2 They also mention: _____

3 Toby and Maya choose: _____

4 They also mention: _____

Speaking Strategy

When you are interacting with another speaker, react to what they say in an appropriate way.

- 5 Read the Speaking Strategy. Then put the words in the correct order to make phrases for reacting.

1 right / you're

You're right.

2 right / that / is / ?

3 so / think / you / do / ?

4 so / I / suppose

5 see / I / mean / you / what

- 6 **2.16** Listen again. Tick the phrases in exercise 5 that the speakers use for reacting.

- 7 Complete the explanations with *too* and one of the adjectives below.

big dark expensive tired untidy young

1 My sister can't come to see that film.

She's _____.

2 I'd rather not go to the party tonight.

I'm _____.

3 I don't want to go to the Italian restaurant.

It's _____.

4 We can't play board games in my bedroom.

It's _____.

5 I can't ride your brother's new bicycle.

It's _____.

6 We can't play tennis outside this evening.

It's _____.

- 8 You are A. Prepare your part of a dialogue like the one in exercise 2.

A Suggest an activity.

B B rejects your suggestion and suggests an alternative.

A Reject B's suggestion. Give a reason.

B B suggests another activity.

A Agree to B's suggestion. Then suggest a second activity.

B B agrees to your suggestion.

- 9 Now act out a dialogue to suggest and agree a plan. Use your notes from exercise 8 and phrases from exercises 1 and 5.

An informal letter

I can write an informal letter.

Preparation

1 Complete the key phrases with the words below.

know that ... ?	tell you that ... / about ... ?
thing, ...	we / you could ...
what!	news!
if you / we could ...	reply sooner.
about (+ -ing form)?	could ...
replying sooner.	don't you / we ... ?
wrote to you.	guess what (happened ...)

A Apologising

- 1 Sorry, it's ages since I _____
- 2 Sorry I didn't _____
- 3 Apologies for not _____

B Giving news

- 4 Listen, did I _____
- 5 Guess _____
- 6 You'll never _____
- 7 Good news! / Bad _____
- 8 By the way, did you _____
- 9 Oh, and another _____

C Making suggestions

- 10 How _____
 - 11 Maybe you / we _____
 - 12 Why _____
 - 13 It would be great _____
 - 14 If you like, _____
- 2 Read the letter. Where do we write these things? Write the correct numbers (1–3).

Extra information Date Writer's address

1

2

Dear Bradley,

Thanks for your letter. Apologies for not replying sooner. I'm very busy at the moment with revision for my exams. I have to study every evening for two or three hours!

Listen, did I tell you that I'm going to see Plymouth play next week? Would you like to come along? The match is on Saturday at 3 p.m. at the stadium in Plymouth. The team are playing really well at the moment and I think that they will win. Tickets are only £8. I'll get one for you if you like. Gemma and Ross are going too, so it will be fun. It would be great if you could come.

That's all for now.

Love,

Alice

3

Writing Guide

Writing Strategy

Spend a few minutes planning and making notes before you start writing your letter.

3 Read the Writing Strategy. Then read the task below and make notes.

Write a letter to a friend. Include the following points:

- Apologise for not writing sooner.
- Describe a sports event that you are going to watch.
- Invite your friend and tell him / her how much the tickets cost.
- Say who else is going to the event.

1 Opening phrases

2 What is the sporting event?
(which sport? teams? where? when?)

3 Phrases to make a suggestion

4 How much are the tickets?

5 Who else is going?

4 Write your letter. Lay out the letter correctly and include phrases from exercise 1.

CHECK YOUR WORK

Have you ...

- included phrases from exercise 1?
- checked the spelling and grammar?
- laid out your letter correctly?
- included all the points in the task?

Vocabulary

1 Read the definitions and write the name of a sport.

- Physical exercises that people do in classes, with music.

- A game for two teams of five players who try to throw a ball into a high net. _____
- A game that you play by hitting a small ball into holes with a long stick. _____
- A sport where two people fight and try to throw each other onto the floor. _____
- The sport of moving down mountains covered in snow using two long flat pieces of metal or plastic that are fixed to your boots. _____
- A game where two teams try to hit a ball over a high net with their hands. _____
- A system of exercises that helps relax both your body and your mind. _____
- The sport of moving over the ground standing on a long piece of wood on wheels. _____

Mark: / 8

2 Complete the text with the future time expressions below.

the day after tomorrow this afternoon tomorrow tonight
next weekend next year

Today is the first day of a big adventure for me. I'm going to walk part of the *Camino de Santiago* in Spain with some friends. I'm having lunch right now, and ¹ _____ I have to pack. We're leaving at 9 p.m. ² _____ on the night train to Sarria. We arrive ³ _____ morning and we're going to start walking straight after breakfast. We're doing the shortest part of the walk, which is only five days. We're spending the first night in Portomarín and ⁴ _____ we'll be in Palas de Rei. Then it's only three more days to Santiago. We're staying there ⁵ _____ to visit the city. We'll probably do a different part of the walk ⁶ _____ if we like it.

Mark: / 6

3 Complete the sentences with nationalities.

- Murat was born in Istanbul. He's _____.
- I'm from Vancouver. I'm _____.
- Yan and Suyin are from Beijing. They're _____.
- We're from Stockholm. We're _____.
- Paola lives in Rio de Janeiro. She's _____.
- Our friends are from Paris. They're _____.

Mark: / 6

4 Match the sentences with the athletics events below.

100 metres long jump marathon pole vault relay
shot put

- You have to run in a team. _____
- You have to throw a heavy metal ball as far as possible.

- You have to run a long way. _____
- You have to go very high. _____
- You have to run very fast. _____
- You have to jump as far as possible. _____

Mark: / 6

5 Complete the dialogues. Write one word in each space.

better fancy prefer rather right suppose

- A Let's go skiing next winter.
B I'd _____ not. It's very dangerous!
- A It's getting late. Shall we go now?
B I _____ so. We need to catch the last bus.
- A Why don't we play football?
B I'd _____ to play basketball if that's OK.
- A Do you fancy going climbing?
B Not really. I think that skateboarding would be
_____.
- A This match is boring.
B You're _____. Shall we watch something else?
- A Shall we watch the swimming?
B I don't really _____ that. Let's go for a walk.

Mark: / 6

Word Skills

6 Complete the sentences with the noun form of the words below. Some of the answers may be plural.

accommodate advertise describe discuss happy inform
organise

- Do you think that money can give you _____?
- I find the _____ on TV really annoying.
- We gave the police a _____ of the man we saw outside the bank.
- Everyone helps with the _____ of our school's Sports Day.
- We had an interesting _____ about positive thinking in class yesterday.
- I need more _____ before I decide what to do when I leave school.
- I always book my flights and holiday _____ on the internet.

Mark: / 7

Grammar

7 Complete the dialogue with the correct form of *going to* and the verbs in brackets.

Ryan Chad, ¹ _____ the football final at the weekend? (you / watch)

Chad No, I ² _____ here at the weekend. (not be)

Ryan Really? Why's that?

Chad I'm going to a music festival with some friends.

Ryan Are you? Who ³ _____? (you / see)

Chad A lot of different bands. The festival is all weekend.

Ryan Right. Where ⁴ _____? (you / stay)

Chad We're camping. There are four of us, so we ⁵ _____ a tent. (take)

Ryan You ⁶ _____ (not sleep) very much if there are four of you in the tent! How ⁷ _____ there? (you / get)

Chad One of my friends has a car, so he ⁸ _____ (drive). I'm really looking forward to it!

Mark: / 8

8 Complete the dialogues with the correct form of *will* and the verbs below.

be not come not get like pass see snow not win

1 A I'm really nervous about tomorrow's exam.

B Don't worry. You _____.

2 A Are you inviting Ruth and Angela to your party?

B Yes, but they _____. They never do.

3 A _____ you _____ your maths teacher today?

B I don't think so. I haven't got maths.

4 A I'm going to give my mum some flowers for her birthday.

B Good idea! I'm sure she _____ them.

5 A Good luck with the ice hockey.

B Thanks, but we _____. The other team is better than us.

6 A I'm going to a sports club meeting tonight.

B Oh, _____ you _____ home late?

7 A Winters are getting colder.

B You're right. I think it _____ this winter.

8 A Ivan has got an interview next week.

B I know, but he _____ the job. He can't speak English.

Mark: / 8

Use of English

9 Complete the text with the correct form of the word in brackets.

When ¹ _____ (Germany) doctor Ludwig Guttmann arrived at Stoke Mandeville hospital in 1944, he was very unpopular. He was not surprised by the ² _____ (rude) of the nurses because his country was at war with theirs. His patients were all ³ _____ (Britain) soldiers so ⁴ _____ (argue) were normal. Dr Guttmann's job was to open a new section of the hospital for the ⁵ _____ (treat) of these men, who all had back injuries. When he arrived, the patients spent all day in bed. They were suffering from depression and ⁶ _____ (homesick). Dr Guttmann wanted to give them hope to live, so he took away their medicine and started to work on their ⁷ _____ (fit). He gave them wheelchairs to move around and then he asked ⁸ _____ (permit) to borrow some sports equipment.

The patients played hockey and basketball together. Then, Dr Guttmann made ⁹ _____ (arrange) for the Stoke Mandeville Games. The competition was held on the same day as the opening ceremony of the 1948 London Olympic Games. Of all Dr Guttmann's ¹⁰ _____ (achieve), this was probably the greatest, because the event later became the Paralympic Games we know today.

Mark: / 10

Total: / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can talk about different sports and activities.			
I can talk about plans.			
I can 'listen ahead' and predict what I'm going to hear.			
I can talk about the future and make predictions.			
I can form nouns with a range of suffixes.			
I can understand a text about inspiring sporting achievements.			
I can negotiate when discussing plans.			
I can write an informal letter.			

9

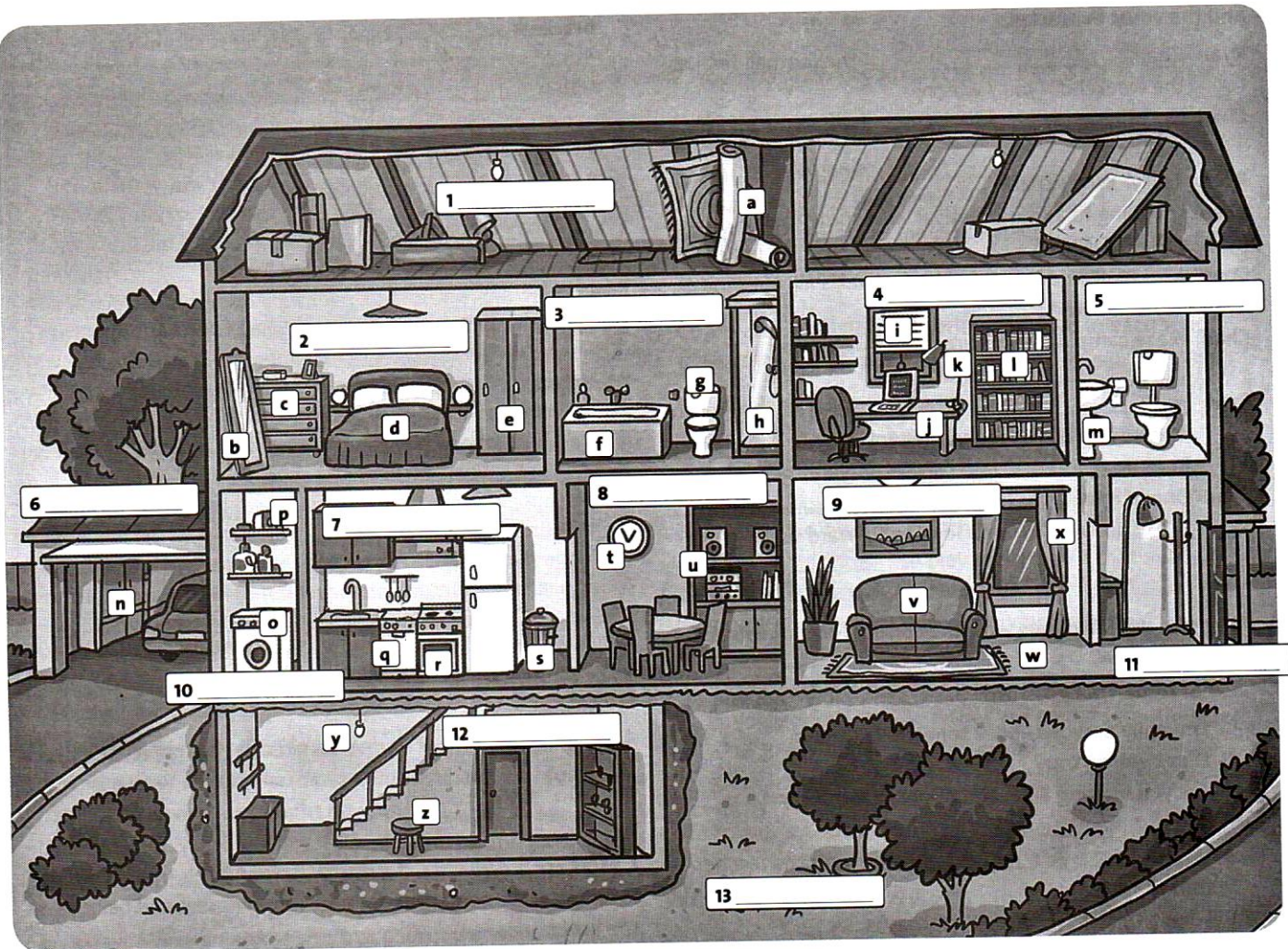
Home sweet home!

Vocabulary

A

My home

I can describe different kinds of furniture.



1 Label the parts of the home (1–13) with the words below.

bathroom basement bedroom dining room garage
garden hall kitchen living room loft study toilet
utility room

2 Match a–z in the picture with the words (1–26) below.

- | | |
|---|---|
| 1 bath <input type="checkbox"/> | 14 hi-fi <input type="checkbox"/> |
| 2 bed <input type="checkbox"/> | 15 lamp <input type="checkbox"/> |
| 3 bin <input type="checkbox"/> | 16 light <input type="checkbox"/> |
| 4 blinds <input type="checkbox"/> | 17 mirror <input type="checkbox"/> |
| 5 bookcase <input type="checkbox"/> | 18 rug <input type="checkbox"/> |
| 6 carpet <input type="checkbox"/> | 19 shelves <input type="checkbox"/> |
| 7 chest of drawers <input type="checkbox"/> | 20 shower <input type="checkbox"/> |
| 8 clock <input type="checkbox"/> | 21 sink <input type="checkbox"/> |
| 9 cooker <input type="checkbox"/> | 22 sofa <input type="checkbox"/> |
| 10 cupboard <input type="checkbox"/> | 23 stool <input type="checkbox"/> |
| 11 curtains <input type="checkbox"/> | 24 toilet <input type="checkbox"/> |
| 12 desk <input type="checkbox"/> | 25 wardrobe <input type="checkbox"/> |
| 13 dishwasher <input type="checkbox"/> | 26 washing machine <input type="checkbox"/> |

3 2.17 Listen to a dialogue about an apartment. In which order do they visit these rooms? Number them from 1 to 6.

- | | |
|--------------------------------------|---------------------------------------|
| bathroom <input type="checkbox"/> | kitchen <input type="checkbox"/> |
| bedroom <input type="checkbox"/> | living room <input type="checkbox"/> |
| dining room <input type="checkbox"/> | utility room <input type="checkbox"/> |

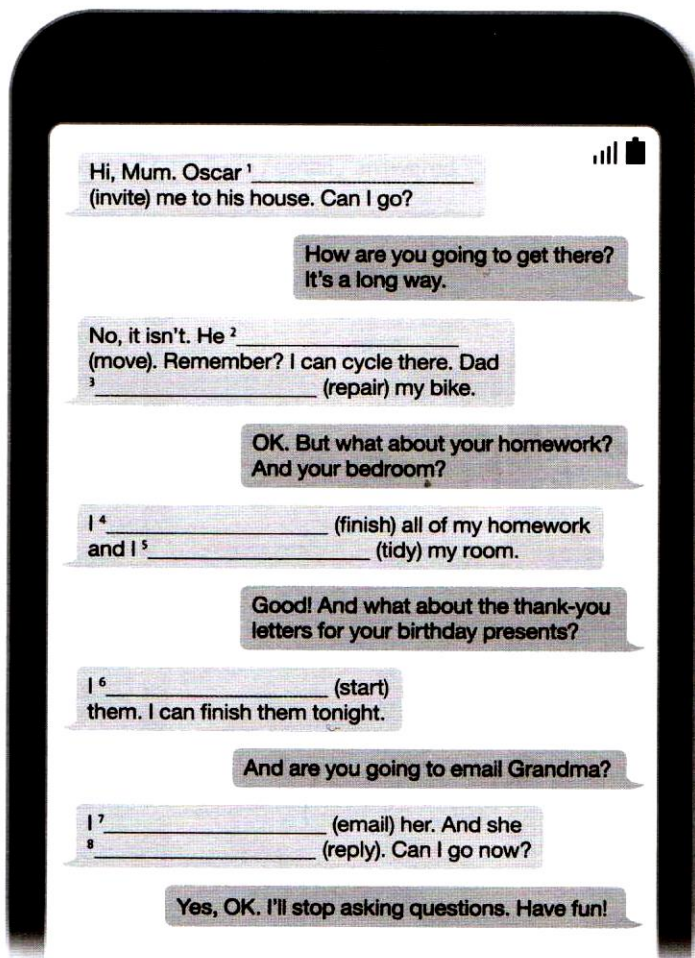
4 2.17 Listen again and complete the sentences from the dialogue. Use words from exercise 2.

- The _____ looks really modern.
- The _____ are electric too.
- That _____ is enormous!
- The _____ on the wall is beautiful.
- The _____ looks very comfortable.
- The _____ are an unusual colour.
- That _____ is very attractive.

Present perfect (affirmative)

I can talk about recent events using the present perfect.

1 Complete the text messages using the present perfect affirmative form of the verbs in brackets. All of the verbs are regular.



2 Add these irregular past simple forms and past participles to the correct column in the table.

ate forgotten gave written come been broke took was/were broken seen spoke done eaten spoken taken came did forgot given saw wrote

Infinitive without to	Past simple	Past participle
be		
break		
come		
do		
eat		
forget		
give		
see		
speak		
take		
write		

3 Complete the sentences. Use the present perfect affirmative form of verbs from exercise 2.

- My sister can't run because she _____ her leg.
- I can't connect to the Wi-Fi network because I _____ my password.
- My brother and sister _____ home from university for the summer.
- We _____ to the hotel manager and he is going to find a better room for us.
- He _____ a really big lunch, and now he just wants to sleep!
- Have we got any homework? I don't know because I _____ ill.
- My parents _____ some amazing photos of our holiday.
- I _____ your phone number on my hand, so I can call you later.

4 Complete the second sentence in each pair. Use *just* and the present perfect affirmative form of the verbs below.

- give make meet see send stop tell
- Matt is definitely at school today. I've *just* seen him.
 - I can't change the email now. I _____ it!
 - We can go outside now. The rain _____.
 - We bought a present for Freya's birthday. We _____ it to her.
 - You should know what to do. The teacher _____ us!
 - Your brother is really nice. I _____ him.
 - Are you hungry? My dad _____ some pasta for lunch.

5 Underline one mistake in each sentence. Rewrite the sentences correctly.

- I written about 20 emails today!

- Our cousins have came to stay with us for the weekend.

- The train just has arrived at the station.

- We're seen that film five times.

- My uncle has spend two weeks in hospital.

University accommodation

I can understand words which sound different in connected speech.

Revision: Student's Book page 99

1 Match the words below with the way they are pronounced in connected speech.

- can you want to lots of going to can I do you don't know are you have to kind of did you there are
- | | | | | | |
|---------|---------|---------|-------|----------|-------|
| 1 kinda | kind of | 5 gunna | _____ | 9 didya | _____ |
| 2 wonna | _____ | 6 cunya | _____ | 10 dya | _____ |
| 3 havta | _____ | 7 dunno | _____ | 11 cuna | _____ |
| 4 lotsa | _____ | 8 ah-ya | _____ | 12 thera | _____ |

Listening Strategy

In connected speech, auxiliary and modal verbs (*have, can, want, do, etc.*), prepositions (*to, for, etc.*) and pronouns (*you, he, etc.*) are usually unstressed, and the sounds sometimes change. It isn't necessary to copy this pronunciation when speaking, but it is important to be able to recognise these words in connected speech.

2 **2.18** Read the Listening Strategy. Then listen and tick the words you hear.

- | | |
|---|-------------------------------------|
| 1 a going to <input type="checkbox"/> | b want to <input type="checkbox"/> |
| 2 a are you <input type="checkbox"/> | b do you <input type="checkbox"/> |
| 3 a do you <input type="checkbox"/> | b did you <input type="checkbox"/> |
| 4 a want to <input type="checkbox"/> | b have to <input type="checkbox"/> |
| 5 a can I <input type="checkbox"/> | b can you <input type="checkbox"/> |
| 6 a don't know <input type="checkbox"/> | b going to <input type="checkbox"/> |

3 **2.19** Listen and complete the sentences.

- What _____ do?
- What _____ car _____ got?
- _____ cups in the cupboard.
- _____ go out this evening?
- Where _____ go this evening?
- I don't _____ do _____ homework at the weekend.
- _____ put your jacket in the wardrobe?
- _____ get up early tomorrow?
- _____ tidy your bedroom?

4 **2.20** Listen to a dialogue. Choose the correct answers.

- She's going to move to York in October. November.
- The girl is looking for a house. a flat.
- She wants to live in the centre. further out.
- She wants to live on her own. with other students.
- They agree to meet again tomorrow at ten o'clock. eleven o'clock.



5 **2.20** Listen again and complete the sentences.

- How _____ help you?
- I'm _____ move to York.
- We've got _____ flats. _____ live in the town centre?
- _____ show me some flats that are further out?
- _____ share or _____ looking for your own flat?
- _____ come to the office at ten?

Present perfect (negative and interrogative)

I can talk about recent events.

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

1 had / breakfast / we / haven't

2 her / Jessica / homework / hasn't / finished

3 that film / and / haven't / Lily / Alfie / seen

4 haven't / my / you / email / answered

5 stopped / it / snowing / hasn't

6 haven't / I / the / done / shopping

2 Write replies using the present perfect affirmative with *already*.

1 Pack your schoolbag, please.

I've already packed it.

2 Do you want to read this book?

3 Jeff needs to email Tamara.

4 When are they going to do their homework?

5 Isabella should phone Edward.

6 Don't forget to set the table.

3 Write sentences using the present perfect affirmative or negative with *already* or *yet*.

1 Jake / tidy his room ✓

Jake has already tidied his room.

2 Martha / Hoover the living room ✗

Martha hasn't hoovered the living room yet.

3 Sophia / buy a new mobile phone ✗

4 I / visit Italy ✗

5 You / eat your breakfast ✓

6 Mia and William / arrive at school ✓

7 We / listen to the news ✗

8 I / phone my friend Sam ✓

9 He / unloaded the dishwasher ✓



4 Write questions with *yet*, and short answers.

1 George / tidy his bedroom ✗

Has George tidied his bedroom yet?

No, he hasn't.

2 Molly and Fred / clean the bathroom ✓

3 you / change the beds ✗

4 Mum / do the washing up ✗

5 David / do the washing ✓

6 Sarah / do the ironing ✓

7 Emily and Joe / cook dinner ✗

5 Write true sentences about your day using the phrases below. Use the present perfect affirmative with *already* or *just* and the present perfect negative with *yet*.

1 have a shower *I've already had a shower. / I haven't had a shower yet.*

2 do my homework _____

3 have a drink _____

4 text a friend _____

5 recharge my mobile _____

do, make, have, take, bring

I can use do, make, have, take and bring.

1 Complete the table. Use the words below.

an argument a bed the bus the cleaning a conversation
a drink friends the hoovering housework
nothing / something a shower somebody's advice

do		have	
1 _____	5 _____		
2 _____	6 _____		
3 _____	7 _____		
4 _____	8 _____		
make		take	
9 _____	11 _____		
10 _____	12 _____		

2 Complete the dialogues. Use the correct form of do, make, have and take.

1

Elvina How are you, Jed?**Jed** Not very well. I've got a bad headache.**Elvina** Lie down. ¹_____ a rest. ²_____ a drink of water and ³_____ some painkillers.**Jed** I've done those things. I'm going to ⁴_____ an appointment to see the doctor.**Elvina** Do you want to borrow my phone to ⁵_____ the phone call?**Jed** Yes, please. And can you ⁶_____ me another favour? Can you give me a lift to the doctor's?**Elvina** Sure. No problem.

2

Amelia Shall we ⁷_____ a game of cards?**Alfie** No, sorry. I haven't got time. I have to ⁸_____ the washing up. Then I have to ⁹_____ the rubbish out and ¹⁰_____ my homework. That will ¹¹_____ ages!**3 Complete the sentences with the words below.**

your best breakfast dinner the exam mistakes a photo
the shopping

- 1 What time did you have _____ this morning?
- 2 When you take _____, don't worry if you make _____. Just do _____.
- 3 I took _____ of the beautiful sunset.
- 4 Mum's doing _____ at the supermarket.
- 5 Dad's in the kitchen. He's making _____ for us.

4 Complete the rules. Use away from and towards.

- 1 We use *bring* when the direction of travel is _____ the speaker. *Please bring me a glass of water.*
- 2 We use *take* when the direction of travel is _____ the speaker. *Don't forget to take your homework to school.*

5 Circle the correct verbs to complete the sentences.

- 1 Don't forget to **bring / take** your passport when you go to the airport.
- 2 I'm hungry. Can you **bring / take** me a sandwich?
- 3 Can I **bring / take** a friend to your party?
- 4 Please **bring / take** this letter to the post office for me.
- 5 **Bring / Take** an umbrella when you go out.
- 6 **Bring / Take** your holiday photos to show me.

VOCAB BOOST!

In dictionary entries for common verbs like *do, make, have* and *take*, you can find useful set phrases and idioms. If you find a useful phrase or idiom, make a note of it. They are often in the example sentences. For example, in this extract from the entry for *take*, we can find the phrases *take medicine* and *take advice*.

take /teɪk/ verb 4 to eat or drink something: *don't forget to take your medicine.* 5 to agree to have something; to accept something: *If you take my advice, you'll forget all about him.*

6 Read the Vocab boost! box. Then look at the dictionary entry for have. Read the examples in points 2, 3 and 4 of the entry, and find 9 nouns that you can use with have / have got.

have² /həv/ verb 1 (also **have got**) to own or keep something: *She has blue eyes • They've got (= have got) a big car • Do you have any brothers and sisters?* 2 a word that you use with many nouns to talk about doing something: *What time do you have breakfast? • Let's have a drink • I had a shower. • Jill and I have had a fight.* 3 a word that you use with many nouns to talk about experiencing something: *Have fun! • He has had an accident. • Did you have a good holiday?* 4 (also **have got**) to be ill with something: *She's got a headache • I have flu.*

Point 2

- a have _____
- b have a _____
- c have a _____
- d have a _____

Point 3

- e have _____
- f have an _____
- g have a _____

Point 4

- h have / have got a _____
- i have / have got _____

In the middle of nowhere

I can understand a text about a remote village.

Revision: Student's Book page 102

- 1 Match the words from box A with words from box B to make collocations. Use the collocations to complete the text below.

A	B
basic daily free	beaches island life
next-door sandy	neighbour supplies
tropical	time

My ¹ _____ went on holiday last summer to a ² _____ in the middle of the ocean. She sent me a photo of the beautiful, long, ³ _____. According to her, ⁴ _____ is not difficult for the people who live on the island. They don't have much to do and have lots of ⁵ _____. They can buy all their ⁶ _____ in a little shop on the island.

- 2 Read the text. What caused the situation in Staylitttle to become worse recently? Circle the correct answer.
- a a satellite dish
b a newspaper article
c a storm

Reading Strategy

To check if a sentence fits a gap, think about any words in the sentence which refer back to people, things, places or situations / events / ideas mentioned in the sentences before the gap. Check that the reference makes sense.

- 3 Read the Reading Strategy. Then match the gaps in the text (1–4) with the sentences below (A–F). Use the underlined words to help you. There are two extra sentences.

- A Their owners can get online and send emails.
B Now they can get online easily using their mobile phones.
C He also complained that the telephone lines in the village did not work well.
D But in fact they have become worse recently.
E That was bad news for the villagers.
F Unfortunately, the company refused to bring it here.

- 4 Look at the sentences you matched with gaps 1–4 in exercise 2. What do the underlined words in those sentences refer to?

- 1 _____ refers to _____
2 _____ refers to _____
3 _____ refers to _____
4 _____ refers to _____

A village without phones



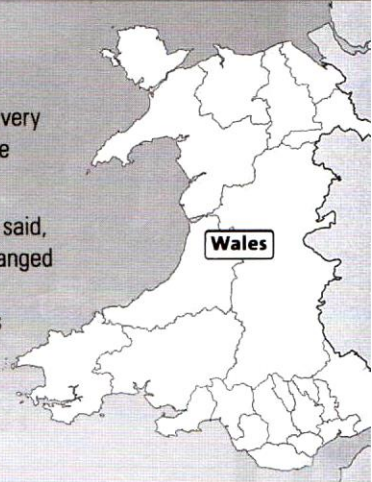
The UK is not a big country, and it certainly is not a poor country. So you probably think communications are very good and everybody can use the internet and mobile phones. But this is not true. In some remote parts of the country, communications are very bad.

Staylitttle is a village in the centre of Wales. In 1965, a journalist wrote about the village in a newspaper. He said, 'it is miles from anywhere'. ¹ _____ That was a long time ago, but communications in the village have not changed very much. You cannot use a mobile phone in Staylitttle because there is no signal. There are also problems with the telephone lines. When the villagers make phone calls, they often hear other people's conversations at the same time!

The people who live there are tired of these problems. 'You need good telephone lines these days,' said one woman. 'Last month I tried to buy something online. ² _____ That was because I couldn't give them a phone number.' Other people have stopped using their phones completely. They've started writing letters to friends and relatives instead, just like in the past.

The British government is spending money to improve internet connections in remote parts of the country. For this reason, most of the people in Staylitttle hope that communications will get better soon. ³ _____ A few days ago, there was a bad storm in the area. Because of this, most of the telephone lines to Staylitttle have stopped working completely. Now the village has only got one telephone, in the post office.

A few houses in the village have internet access. ⁴ _____ However, it isn't a good idea to use email in an emergency. 'Imagine there's a fire,' said one man. 'You can't email the fire station and hope that they read it. You need to phone them!'



PENFFORDDLAS
STAYLITTLE

Photo comparison


I can compare two photos.

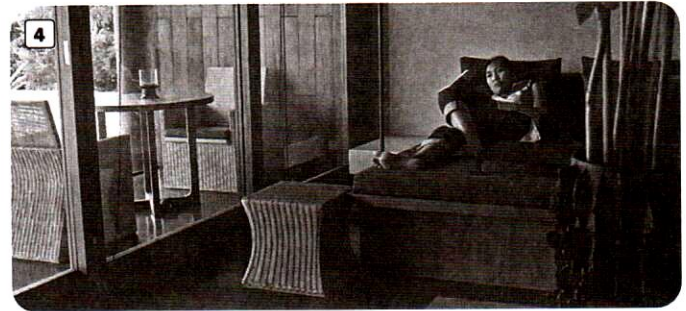
1 Complete the adjectives to describe rooms. Use *a, e, i, o, u* and *y*.

- | | |
|-------------------|----------------------|
| 1 br__ght | 6 r__l__x__ng |
| 2 c__mf__rt__bl__ | 7 sm__ll |
| 3 c__s__ | 8 t__d__ |
| 4 d__rk | 9 __nc__mf__rt__bl__ |
| 5 l__rg__ | 10 __nt__d__ |

2 Which group do these key phrases belong to: comparing and contrasting (c) or speculating (s)? Write the correct letter in the box.

- Both photos show ...
- I think ... probably ...
- I would say that ...
- In the first photo ... , but in the second photo ...
- It looks as if ...
- Perhaps he / she / it / they ...
- The first photo shows ... , whereas the second photo shows ...
- They look (+ adjective). He / She / it looks (+ adjective).
- You can see ... in both photos.

3  2.21 Listen to a student comparing photos 1 and 2. Tick the phrases in exercise 2 that she uses.



Speaking Strategy

In a photo comparison task, remember to:

- compare the photos, pointing out any obvious similarities and differences.
- describe the people in the photos and say what they are doing.
- give your opinion and / or speculate about the people and situation.

4 Read the Speaking Strategy. Then look at photos 3 and 4 above of bedrooms and prepare to compare them. Make notes below.

- 1 Similarities _____

- 2 Differences _____

- 3 What are the people doing / wearing? _____

- 4 Your opinion / Speculation _____

5 Now do the task in exercise 4 using your notes.

A description

I can write a description of a home.

Preparation

1 Read the task and the model text. Which paragraph in the text (1, 2 or 3) tells you about ...

- a the size of the rooms in the apartment?
 b what they sometimes do in the evening?
 c where the apartment is?
 d the other buildings near the apartment?
 e how many rooms there are in the apartment?

A website for students has invited its readers to send in a description of their home. Write a description of your home for the website. In addition to the description, include information about your home's location and about going out in the area.

- 1 I live in a fairly small apartment with my parents and my younger brother. The apartment is in a large block just outside the town. There are two other blocks, a supermarket and a cinema in the same street. There aren't any other shops in the area, although it's very easy to get a bus into town.
- 2 The apartment only has two bedrooms, so I have to share a room with my brother. There are two bathrooms, a kitchen and a living room. The kitchen is not very large, but there's a table. I usually do my homework in the kitchen because it's quieter than the living room.
- 3 We often go to the cinema in the evening, because it's very near our home. It's also pretty cheap. We don't eat in restaurants very often, but we sometimes have a special meal when it's somebody's birthday. There aren't any restaurants nearby, so we have to get a bus into town.

2 Rewrite each pair of sentences as a single sentence. Include the conjunction in the brackets.

- 1 The house is modern. It's very comfortable. (*although*)
 Although the house is modern, it's very comfortable.
- 2 We were tired. We went to bed early. (*because*)

- 3 We stayed at home. It was a cold evening. (*so*)

- 4 The cinema is expensive. Tickets for children are cheaper. (*although*)

- 5 The café closed. It was not very popular. (*because*)

Writing Guide

Writing Strategy

We often use modifiers like *very* or *fairly* before adjectives when we are writing a description. Modifiers make the description sound more natural.

The apartment is *very* / *fairly* modern.

3 Read the Writing Strategy. Then complete the sentences using a modifier and an adjective from the list below. More than one answer is possible.

Modifiers: extremely fairly not very pretty really very
 Adjectives: busy expensive large modern noisy popular

- 1 There's an _____ French restaurant in the next street.
- 2 Our house is in a _____ part of town with lots of shops.
- 3 There's a café opposite our house and it's _____ with teenagers.
- 4 All three bedrooms are _____.
- 5 The streets are _____ during the day, but quiet at night.
- 6 There's a TV and a hi-fi in the living room, but they aren't _____.

4 Add the sentences (1–6) in exercise 3 to the paragraph plan below. Write the numbers in the boxes. Then add two ideas of your own for each paragraph.

Paragraph 1: location of the house

Sentences and from exercise 3.

My ideas: _____

Paragraph 2: inside the house

Sentences and from exercise 3.

My ideas: _____

Paragraph 3: going out near the house

Sentences and from exercise 3.

My ideas: _____

5 Write a description following your plan from exercise 4. Invent more details if necessary.

CHECK YOUR WORK

Have you ...

- used conjunctions correctly?
 included modifiers in your description?
 checked your spelling and grammar?

Vocabulary

1 Circle the item that is not usually in the room.

1 BEDROOM

- a bed
c cooker
b chest of drawers
d curtains

2 BATHROOM

- a bath
c mirror
b desk
d toilet

3 KITCHEN

- a bin
c sofa
b clock
d dishwasher

4 LIVING ROOM

- a carpet
c shelves
b hi-fi
d wardrobe

5 STUDY

- a blinds
c lamp
b chair
d shower

6 UTILITY ROOM

- a bookcase
c sink
b cupboards
d washing machine

Mark: / 6

2 Match the definitions with the parts of a house below.

basement dining room garage garden hall loft
utility room

- a room where people eat _____
- the room in a house that is near the front door

- a room in a part of a building that is under the ground

- a part of a house where you keep your car _____
- the room under the roof of a house _____
- a piece of land by your house where you can grow flowers,
fruit and vegetables _____
- a room where people often keep their washing machine

Mark: / 7

3 Complete the sentences with the words below.

basic daily free next-door sandy tropical

- One of my best friends is my _____ neighbour.
- The shop in the village sells _____ supplies, but you
have to go into the town to find a supermarket.
- The south of Spain is famous for its _____ beaches.
- Curaçao is a _____ island in the Caribbean.
- _____ life in Antarctica is hard because of the
extreme cold.
- What do you enjoy doing in your _____ time?

Mark: / 6

4 Match the sentences (1–6) with the phrases (a–f).

- You can easily get three cars in their garage.
 - You can't stand up in the loft.
 - That room has a lot of windows.
 - Our living room is warm and comfortable.
 - There are a lot of clothes on the floor of your room.
 - You can't see anything in the basement.
- a It's cosy.
b It's uncomfortable.
c It's dark.
d It's large.
e It's untidy.
f It's bright.

Mark: / 6

Word Skills

5 Choose the correct answers.

- Can I borrow your mobile? I need to _____ a phone call.
a do
c make
b have
d take
- Tom and Kiera stop talking to each other every time they
_____ an argument.
a do
c make
b have
d take
- Can you _____ the rubbish out later, please?
a do
c make
b have
d take
- You don't have to win the race; just _____ your best.
a do
c make
b have
d take
- It's too far to walk; let's _____ the bus.
a do
c make
b have
d take
- I always _____ my bed before I go to school.
a do
c make
b have
d take
- I'm going to _____ a party on my birthday.
a do
c make
b have
d take
- We stopped on the way home to _____ some shopping.
a do
c make
b have
d take

Mark: / 8

Review Unit 9

Grammar

6 Complete the sentences with the present perfect affirmative form of the verbs below.

be come eat finish make meet see take

- We _____ this programme. Can we watch something different?
- Do you want to stay for lunch? My sister _____ a lasagne.
- I'm tired. It _____ a long day.
- The film _____. I'm going to bed.
- I can't make a sandwich because you _____ all the bread.
- My mum can't give me a lift to the station because my dad _____ the car.
- It's my birthday, so my grandparents _____ to my house for dinner.
- I know you; I _____ you before.

Mark: / 8

7 Complete the dialogue with the correct present perfect form of the verbs in brackets.

Trisha ¹ _____ you about my sister, Judy? (I / tell)

Judy No, I don't think so.

Trisha She ² _____ a new flat. (buy)

Judy That's great! Is she living there yet?

Trisha No, she ³ _____ in yet. (not move)
But she ⁴ _____ most of her things. (pack)

Judy ⁵ _____ her new flat? (you / see)

Trisha No, I ⁶ _____ time. (not have)

Judy Is she decorating the flat before she moves?

Trisha Yes, Mum and Dad are helping her paint.

Judy ⁷ _____ ? (they / finish)

Trisha No, they ⁸ _____ the living room yet. (not paint)

Judy When is your sister going to move?

Trisha This weekend!

Mark: / 8

8 Circle the correct words to complete the sentences.

- I've **just** / **yet** got home! The traffic was awful.
- Take your time. The match hasn't started **already** / **yet**.
- We aren't hungry. We've **already** / **yet** eaten.
- Dinner's ready. Have you set the table **just** / **yet**?
- It's too late to give me your dirty clothes. I've **already** / **yet** done the washing.
- Don't talk to Laura. She's **just** / **yet** got up.

Mark: / 6

Use of English

9 Complete the text with the words below.

already comfortable do have just large make small take yet

The owner of a house in north London has ¹ _____ finished getting it ready to sell. The house is cheaper than most houses in the capital because it's very ² _____ – only 25 m². There is only one room in the house. The new owners will sleep on a bed on a ³ _____ shelf above the floor. They will ⁴ _____ dinner in the 'kitchen' under the bed. It won't be easy for them to ⁵ _____ a shower, because it's impossible to move in the 'bathroom'. They won't want to spend much time in the house because the 'living room' isn't very ⁶ _____; there are only two stools to sit on. But the good thing is that they won't have to ⁷ _____ much cleaning! The owner decided to ⁸ _____ some photos to advertise the house, and it looks quite cosy. He has ⁹ _____ received a lot of phone calls about it, but he hasn't sold it ¹⁰ _____.

Mark: / 10

Total: / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can describe different kinds of furniture.			
I can talk about recent events using the present perfect.			
I can understand words which sound different in connected speech.			
I can talk about recent events.			
I can use <i>do, make, have, take and bring</i> .			
I can understand a text about a remote island home.			
I can compare two photos.			
I can write a description of a home.			

Reading

Strategy

When you don't know the meaning of a word, look at the words before and after it to see what information they give you about it. This will help you guess the meaning of the word.

1 Read the Strategy above. Then look at the words in bold in the text. Read the sentences containing the words and match the words to the definitions below.

- 1 a young person who is learning a job _____
- 2 a thing that you press to turn something on and off _____
- 3 something that you usually lie on or under when you sleep _____
- 4 a bed made of cloth or rope that you hang up at two ends _____

2 Read the text and choose the correct answer (A–D).

- 1 How do the Primo brothers move around their house?
 - A They take the lift.
 - B They go up the stairs.
 - C They use the climbing wall.
 - D They stand on the bed.
- 2 Why is the house in Abidjan called the Crocodile House?
 - A A crocodile killed the man who built it.
 - B A lot of crocodiles live there.
 - C There's a painting of a crocodile on the walls.
 - D It's in the shape of a crocodile.
- 3 Why did Mr Lhota design a house that turns?
 - A He wanted to build something different.
 - B He didn't like the view from his window.
 - C He had more time when he retired.
 - D He entered an art competition.
- 4 Why does Liu Lingchao carry his house around with him?
 - A He doesn't like being in crowds.
 - B Because it weighs 60 kg.
 - C He prefers to be outside.
 - D He doesn't work in one place.
- 5 What do all of the houses in the text have in common?
 - A They were all built by artists.
 - B They don't look like other houses.
 - C They are all in big cities.
 - D They all move.

Unusual homes

- A Brazilian artists Tiago Primo and his brother Gabriel live on a climbing wall on the side of a building in Rio de Janeiro. There aren't any stairs or a lift, so they have to climb from one 'room' to the next. The 'house' has got a **hammock** to sleep in instead of a bed, but the brothers have to use the bathroom in the art gallery next door.
- B Another artist, Moussa Kalo, designed the Crocodile House in Abidjan, capital of the Ivory Coast. He built it with the help of his **apprentice**, Thierry Atta, who wanted to become an artist like him. The house looks like a large crocodile, but there's enough space inside for a bedroom. Mr Kalo died before it was finished, but Thierry completed it, and then went to live there.
- C Czech builder Bohumil Lhota isn't an artist, but people say that his house is a work of art. The 73-year-old was bored with building ordinary houses, so he designed a new place in a village to the north of Prague. Mr Lhota's house turns around, so that he can choose the view that he wants. He can also move it up and down by pushing a **switch**.
- D Liu Lingchao's house also moves, but that is because he is carrying it. The house is made of bamboo, pieces of plastic and bed **sheets**, and it weighs around 60 kg. Mr Liu collects used water bottles on the road and sells them at the next town he gets to. He travels all over southern China and he carries everything he needs with him.



Listening

Strategy

Before you listen, read the task and look at the gaps. Ask yourself questions about the missing words. This will help you identify the information you need from the recording to complete the gaps.

3 Read the Strategy. Then read the task in exercise 4 and match gaps 1–8 in the summary with questions a–h below.

- a Which other sport can you do in the house? ___
- b What has the house got that is high? ___
- c What is behind the house? ___
- d How much is the house? ___
- e When did the builders finish the house? ___
- f Which company built something? ___
- g What is there in many of the rooms? ___
- h What does the house have? ___

- 4 **2.22** Listen to part of a radio report. Add one or two words or numbers in each gap.

Four houses for sports fans

Summerlin, Nevada

House with indoor basketball court, glass wall and ¹ _____ in many of the rooms.

Price: over \$² _____ million.

Ankara, Turkey

House with a high ³ _____ with the appearance of natural rock, built by an ⁴ _____ company.

Castle Rock, Colorado

House with a ⁵ _____. Surrounded by a fence and with ⁶ _____ behind it.

Updown, near London

\$150 million house completed in ⁷ _____. Has a gym and facilities for bowling, horse-riding, squash and ⁸ _____.

Use of English

Strategy

To complete the gaps, first decide which part of speech you need. If the word is a noun, should it be singular or plural? If it is an adjective, should it be positive or negative, comparative or superlative?

- 5 Read the Strategy. Then complete the text with words formed from the words in brackets.

Living on Mars

Until now, man's greatest ¹ _____ (achieve) in space has been the moment two astronauts walked on the moon. In July 1969, Neil Armstrong and Buzz Aldrin stood on the moon for the first time. Now NASA has said that it wants to send humans to Mars. ² _____ (science) hope that people will live on the planet by the 2030s. But right now, conditions on the planet are very ³ _____ (comfort). Robots have collected ⁴ _____ (inform) that suggests it will be difficult to live there. It is ⁵ _____ (cold) on Mars than it is on Earth because Mars is ⁶ _____ (far) from the sun. There is also a lot of ⁷ _____ (danger) radiation. NASA will have to design the right kind of ⁸ _____ (accommodate) before people can live there. The first humans on Mars will be hundreds of thousands of kilometres away from home, so NASA will also have to find a ⁹ _____ (solve) for ¹⁰ _____ (homesick).

Speaking

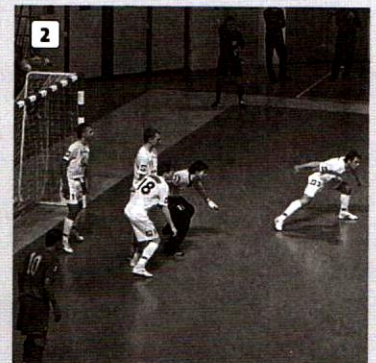
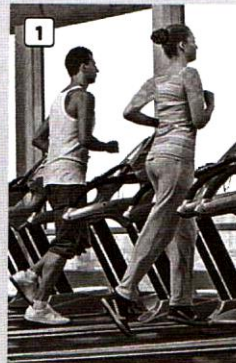
Strategy

When you are comparing and contrasting people in two photos, talk first about the people in general, and then be more specific.

- 6 Read the Strategy. Then read the sentences and decide which two are more general and which two are more specific. Write G or S.

- In the first photo, the people look happy because they're smiling, whereas in the second photo they look hot and tired. ____
- In the first photo, they're skiing, while in the second photo they're playing tennis. ____
- In both photos the people are doing sport. ____
- The people in the first photo are wearing warm jackets and trousers, but in the other photo, they're wearing T-shirts and shorts. ____

- 7 Work in pairs. Compare and contrast the photos.



Writing

Strategy

When you write a description, the sentences should not be too short or too long. Each one should have two or three pieces of information. Remember you can join two ideas with conjunctions such as *and*, *but*, *so* or *because*.

- 8 Read the Strategy. Then use a conjunction to rewrite the two sentences as one.

- It isn't in the city centre. It's quiet and peaceful.

- I'm not lonely. My friends often visit me.

- It's a large flat. It's on the tenth floor.

- It's got a lot of windows. The rooms are very bright.

- 9 Write a description of your ideal home. Include information about:


- the location.
- the rooms.
- your room.

Cumulative Review 1 (Units I–1)

Listening

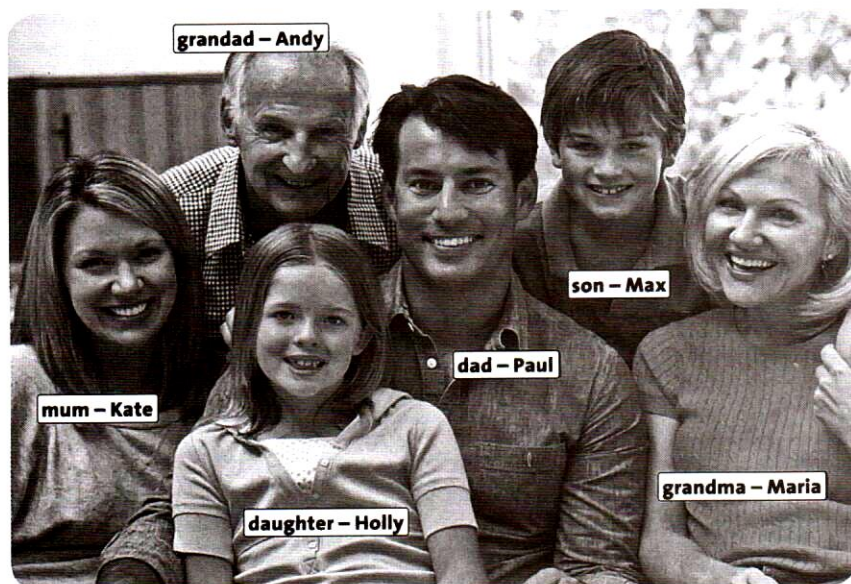
1 Read sentences 1–8. How do you pronounce the words in bold? Choose the correct word to complete each sentence.

- Fatima's **dad** / **did** is German.
- She's got **four** / **far** cousins in Germany.
- She's got **two** / **true** aunts in India.
- Fatima's grandmother is **18** / **80**.
- Her grandmother **leaves** / **lives** in a house alone.
- Fatima's family in India have a party when she's **there** / **them**.
- Her** / **Hair** family in Germany often spends time with friends.
- Fatima doesn't like the **food** / **foot** in India.

2  2.23 Listen to a dialogue between two friends. Are the sentences in exercise 1 true or false? Write T or F next to the sentences.

Speaking

3 Work in pairs. Look at the photo and follow the instructions.



- Student A. Ask Student B to describe Andy, Kate and Max.
- Student B. Ask Student A to describe Maria, Paul and Holly.

Reading

4 Read the article about an unusual family. Match sentences A–G with gaps 1–5 in the article. There are two sentences that you do not need.

- Alexis and Natalie would like to be teachers and Kelsey wants to be a beautician.
- At mealtimes, all the family eat together in their enormous kitchen.
- Their father says they can only have cars when they get a job.
- The couple are very proud of the septuplets because they are now eighteen years old.
- Each one is different, but they all have some things in common.
- Some of them have tablets and three of them have mobile phones.
- She has to do a lot of housework every day while her husband is at work.

5 Look at exercise 4 again. Underline the words in the sentences that help you find the answers. Why are the answers correct?



SEVEN CHILDREN at ONCE!

The McCaughey family of Carlisle, Iowa, in the USA, is very special. Seven of Bobbi and Kenny McCaughey's eight children are septuplets – they were all born on the same day. ¹ _____ Alexis, Kelsey, Natalie, Brandon, Joel, Kenny Junior, Nathan and their older sister Mikayla Marie are all adults, but for now, they still live at home.

For Bobbi, it isn't easy being a mother of eight. ² _____ Her children help by doing their own washing. Bobbi says that the family does the washing between fifteen and seventeen times a week. They have two washing machines to wash their



clothes, two dishwashers to wash the dishes after meals and two microwaves to heat up food.

The thing Bobbi finds most difficult is going to the supermarket. She has to buy a lot of food for the family and this gets very expensive. She also grows vegetables in the family's garden. ³ Bobbi does the cooking, but the children put the food on their plates. After dinner, they all help to load the dishwasher.

While Bobbi is at home, the septuplets are in their final year at school. ⁴ All seven play a musical instrument, and they're all in the school band. They also enjoy sport. Five of them go running, one – Kelsey – plays football, and two of the boys like wrestling, which is a kind of fighting where two people try to throw each other onto the ground.

As for school itself, the septuplets are very hard-working, and they want to go to university next year. ⁵ Kenny Junior and Joel aren't sure what to study, but Brandon wants to go into the army after university and Nathan wants to work in science. After an unusual start, the future of the McCaughey septuplets is looking good.

Grammar and vocabulary

6 Choose the correct answers.

Multilingual FAMILIES

¹ the same language at home and at school? In the UK, nearly one in five pupils use a language at school that is different ² the one they use at home. Usually, this is because their parents are from a different country. ³ children are bilingual because they speak two languages: English and the language their ⁴ speak. Sometimes, their mother and father come from different countries. In this case, their children can ⁵ three languages, so they are trilingual. Fifteen-year-old Hasan Blomgren is one of these children. Hasan ⁶ in the UK with his parents and his younger brother Zack. ⁷ mother was born in Turkey, and his father is from Sweden. His father's Turkish isn't very good and his mother ⁸ Swedish, so the couple speak English together. But they each speak their own language to their ⁹. Hasan and Zack are very good ¹⁰ languages because they both speak Turkish, Swedish and English perfectly.

- | | | |
|---------------|-----------------|----------------|
| 1 a You speak | b Speak you | c Do you speak |
| 2 a from | b of | c with |
| 3 a A | b The | c An |
| 4 a parents | b parent | c fathers |
| 5 a speak | b speaks | c to speak |
| 6 a live | b living | c lives |
| 7 a Hasans | b Hasan's | c Hasans' |
| 8 a not speak | b doesn't speak | c don't speak |
| 9 a brothers | b husbands | c sons |
| 10 a at | b in | c on |

Writing

7 You want to take part in an international language exchange programme. Write a personal profile about yourself to post on the programme's website. Include information about:

- yourself.
- your family.
- the languages you speak.
- two countries you would like to visit and why.

Cumulative Review 2 (Units I–3)

Listening

1 2.24 Listen to a radio programme and complete the notes below.

What to wear to a wedding

Winter wedding

Women: a warm dress in red, blue or green; change ¹ _____ before the ceremony

Men: a dark suit with a ² _____ under the jacket

Summer wedding

Women: a dress in ³ _____ colours

Men: a shirt and jacket; a ⁴ _____ isn't necessary

A casual wedding

Don't wear jeans or ⁵ _____; wear clothes you're happy to wear to ⁶ _____

A formal wedding

Women: a long dress and high-heeled shoes with a ⁷ _____

Men: a black suit and tie with black ⁸ _____

Never wear the colour ⁹ _____; ¹⁰ _____ on your feet

Speaking

2 Work in pairs. Student A has a job interview and needs some help. Prepare a dialogue following the prompts below.

A Greet B. Tell B about your job interview. Say that you need some advice.

B Ask A what the problem is.

A Ask for some advice about what to wear.

B Give one or two pieces of advice.

A Thank B for the advice.

B Suggest buying the new outfit together.

A Agree to B's suggestion. Suggest a particular day.

B Agree to the suggestion. Ask about the time.

A Suggest a time and a place to meet.

B Agree.

Reading

3 Read the article about police uniforms. Match headings A–G with paragraphs 1–5 in the article. There are two headings that you do not need.

A Designer uniform

E Different coats for men and women

B New country, new clothes

F A casual look

C Spell it out

D Changing hats with the seasons

G Wearing a country's colours

4 Look at the extra headings in exercise 3. Explain why they do not match any of the paragraphs.

Same job, different uniform

Find out what the police wear in five European countries

1 _____

For eight months a year, the police in Sweden wear a dark blue cap to go with their dark blue jacket and trousers. But from the end of May to the end of September, they wear their white summer caps. Both caps are easy to carry, so the officers often take them off, especially when they're driving. This makes the uniform more comfortable.

2 _____

In Italy, the police (*Polizia*) wear a blue jacket and grey trousers with a purple stripe, but the military police (*Carabinieri*) have a different uniform. Their uniform, designed by Valentino, is black with a red stripe on the trousers. The *Carabinieri* wear a short-sleeved shirt in summer and they don't wear a coat. They always look very smart.

3 _____

In the UK, the police no longer wear formal jackets with silver buttons. Today, their uniform is more casual and sporty. Both male and female officers wear a dark blue jacket and trousers with either a white or blue shirt and a black tie or scarf. They both wear hats with a black and white pattern, but the men's hats are different from the women's hats.

4 _____

In Portugal, both the police (*polícia*) and the military police (*Guardia Nacional Republicana*) wear blue. The uniform of the ordinary police is quite casual, and officers wear their trousers inside their boots. They wear the red and green national flag on the left shoulder of their uniforms and the symbol of the police, a star, on their caps.

5 _____

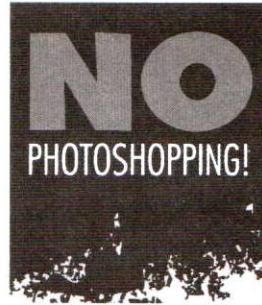
The dark blue jacket of the Latvian police has two letters on the collar: LV. The letters stand for the name of the country. Police officers also wear a dark blue cap with the national symbol of Latvia on it. The symbol is a picture of a sun, and it's by the artist Rihards Zarins. The design is from 1918, but the police only started using it in 1991.

Cumulative Review 2 (Units I–3)



Grammar and vocabulary

5 Choose the correct answers.



APPEARANCE is important for famous people, so they always have ¹ ____ good. When they're in front of a camera, they can't be natural, even if it's late ² ____ night and they're tired and they want to ³ _____. When celebrities get old, internet

websites and magazines ⁴ ____ their photos to make them look young. But there's one Hollywood actress who is angry ⁵ ____ this. Kate Winslet, star of *Titanic*, *The Reader* and *The Dressmaker*, is now in her forties. As well as acting, she sometimes models for beauty companies, such as L'Oréal. Kate isn't embarrassed about her age, so when she's a model, she ⁶ ____ companies to change her photograph. Right now, Kate ⁷ ____ a new perfume for Lancôme. In her contract it ⁸ ____, 'No photoshoping!' ⁹ ____ isn't Kate happy about photoshoping? Because she believes that young people see too many ¹⁰ ____ photos today and this can be dangerous for them.


- | | | |
|------------------|-----------------|------------------|
| 1 a look | b to look | c looking |
| 2 a at | b in | c on |
| 3 a wake up | b get dressed | c go to bed |
| 4 a change often | b often change | c often changes |
| 5 a about | b for | c with |
| 6 a doesn't want | b isn't wanting | c not want |
| 7 a advertises | b advertising | c is advertising |
| 8 a is saying | b say | c says |
| 9 a What | b When | c Why |
| 10 a natural | b fake | c real |

Writing

6 You are organising a competition to design a new uniform for your school. Write an announcement to publicise the competition and encourage people to take part. Include information about:

- what people have to do.
- when the closing date is.
- where people have to hand in their ideas.
- what the prize is.

Listening

- 1 Read questions 1–4. Underline the words which tell you what you need to know to answer the questions.
- What is the speaker's main aim in Conversation 1?
 - To recommend the best places to eat in Brighton.
 - To encourage people to visit Brighton.
 - To give information about the history of Brighton.
 - In Conversation 2, when does the woman make the phone call?
 - The same day as she wants to travel.
 - Two days before she wants to travel.
 - The day before she wants to travel.
 - Which place in Edinburgh does the man in Conversation 3 recommend to visit?
 - A castle.
 - A museum.
 - A park.
 - What is the speaker in Conversation 4 talking about?
 - An important person in history.
 - An important journey in history.
 - An important invention in history.
- 2  2.25 Listen to four conversations and choose the correct answers in exercise 1.

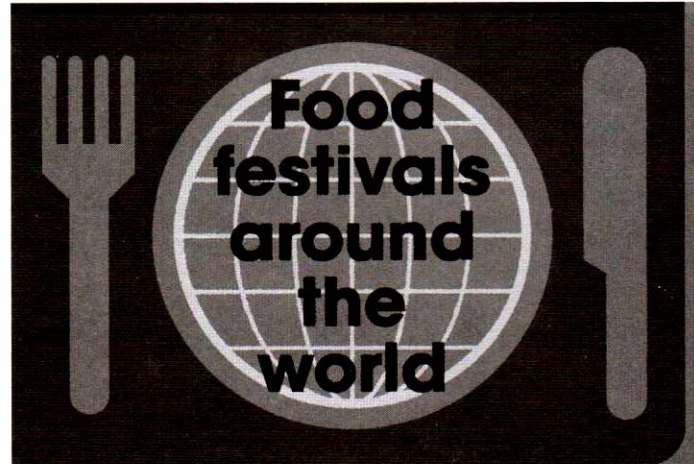
Speaking

- 3 Work in pairs. Take turns asking for and giving directions from where you are now to four of the places below.

the gym the library the nearest bank the nearest hotel
the police station the swimming pool the town hall

Reading

- 4 Read the article about food festivals. Are the sentences true (T) or false (F)?
- The Chinchilla Melon Festival is in February every year.
 - During the festival, there are a lot of things for visitors to see and do.
 - People eat a lot of fruit during the Battle of the Oranges.
 - The festival lasts for three days in February.
 - People use more than one kind of fruit in the Menton Lemon Festival.
 - Visitors have to go to one of Menton's parks to see the fruit figures.
 - The Pahiyas Festival is the shortest of the four festivals in the article.
 - People cook the fruit and vegetables from their decorations the day after the festival.



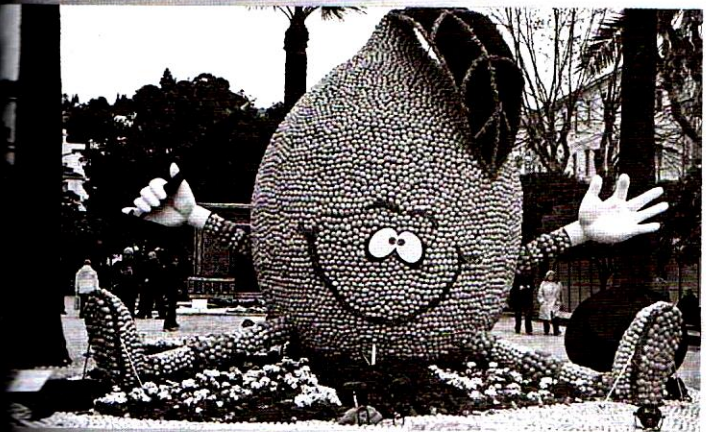
Some of the world's food festivals feature different kinds of fruit and vegetables. Below are four of the most famous.

Chinchilla in Queensland produces a quarter of all of the melons Australians eat. Every two years, there is a four-day melon festival in February. Visitors to the festival take part in a lot of different activities with watermelons. In melon skiing, for example, they have to 'ski' along a special path wearing watermelons on their feet. There are also some markets, some concerts, a street parade and a light show at the Chinchilla Melon Festival.

The city of Iyrea in the north of Italy also has a food festival in February, but theirs is more violent than the melon festival. Every year, the people of the city throw more than 500,000 kg of oranges at each other during the Battle of the Oranges. The festival celebrates a moment in history when the people of the city won a fight with their leader. Nearly 4,000 people take part in the three-day battle, and many visitors go to watch.

Oranges also play an important part in a festival in a town in the south of France. Every year, the people of Menton make large figures of animals and objects out of oranges and lemons to celebrate the end of winter. For the two weeks of the Menton Lemon Festival visitors can see the figures in the Biovés Garden of the town. On Thursdays and Sundays, people take a few of them on a parade through the streets.

It isn't only fruit that forms part of the Pahiyas Festival in Lucban in the Philippines, but also vegetables. On 15 May every year, people decorate their houses with many different products from their farms to celebrate their success. They want to have the most colourful decorations because the best house wins a prize. After a big parade through the streets, people give the products from their decorations to the visitors at the festival.



Grammar and vocabulary

5 Choose the correct answers.

A VILLAGE AND ITS FAMOUS CHEESE

Cheddar is about 26 km from the city of Bristol in the south-west of England. The village is famous ¹ _____ making Cheddar cheese, ² _____ popular cheese in the UK. People ³ _____ Cheddar all over the world, but in the past the cheese only came from here. Today, ⁴ _____ only one cheese-making company in the village, the Cheddar Gorge Cheese Company. The company's cheese is stronger ⁵ _____ other kinds of Cheddar because they use a traditional method to make it. They also leave the cheese for nearly a year before they sell it. ⁶ _____ people visit Cheddar to buy ⁷ _____ Cheddar cheese and to see the village. There are shops, banks and ⁸ _____ historic buildings, as well as cafés and gift shops for tourists. There are also some beautiful walks in the area through the woods and fields surrounding the village. Cheddar no longer has a train station, so the ⁹ _____ way to get there is to go ¹⁰ _____ car.


- | | | |
|----------------|------------|-------------|
| 1 a for | b of | c with |
| 2 a most | b the more | c the most |
| 3 a are making | b make | c making |
| 4 a there are | b there's | c there has |
| 5 a as | b than | c that |
| 6 a Much | b A lot | c Many |
| 7 a a few | b much | c some |
| 8 a a few | b a little | c a lot |
| 9 a best | b better | c good |
| 10 a by | b in | c on |

Writing

6 Write an article about a place where you like to eat. Include information about:

- the location.
- the place.
- the food.
- the service.

Listening

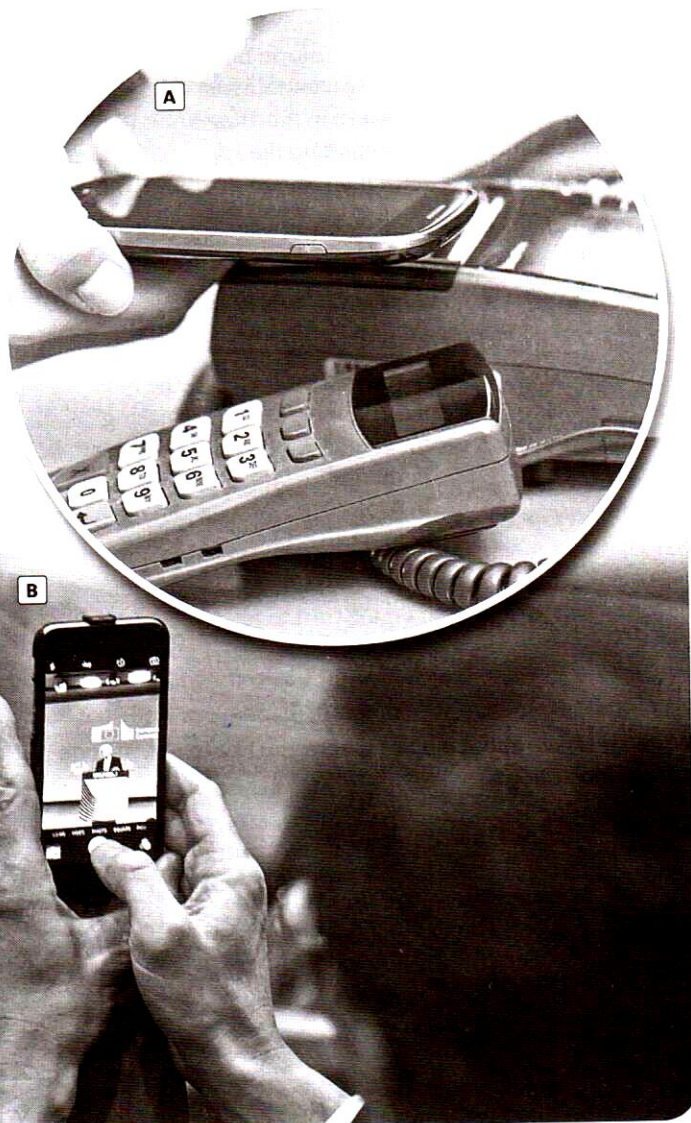
- 1  2.26 Listen to six speakers talking about what they use their smartphones for. Match speakers 1–6 with sentences A–G. There is one extra sentence.

Speaker 1 Speaker 4
 Speaker 2 Speaker 5
 Speaker 3 Speaker 6

- A He/She watches videos.
 B He/She uses it to get directions.
 C He/She makes arrangements to meet friends.
 D He/She reads the news.
 E He/She sends and receives emails.
 F He/She listens to music.
 G He/She makes phone calls.

Speaking

- 2 Work in pairs. Student A describes photo A. Student B describes photo B.



The dangers of losing a smartphone

1 Today's mobile phones are like small computers. They contain important information about your life, your family, your friends and your money. If you lose your smartphone, you are leaving your life story open for other people to read. And not everyone who finds a phone is honest.



Reading

- 3 Read the article. Choose the correct answer. Why are the other answers wrong?

- 1 Why is it worse to lose your mobile phone today than it was in the past?
- Because people are more dishonest.
 - Because smartphones have more information on them.
 - Because people often download books onto their phones.
 - Because smartphones are more expensive.
- 2 The article is about an experiment
- in the USA.
 - using five different smartphones.
 - by some computer experts.
 - in 50 different cities.



2 What exactly happens when someone loses their mobile? IT company Symantec recently did an experiment to find out. They put some invented information on 50 smartphones and left them at different places in five big cities: New York, Washington, Los Angeles and San Francisco in the USA and Ottawa in Canada. They installed a special program to follow the actions of the finders of the phones. Then they sat back and waited.

3 The results of the experiment were quite frightening. The 'lost' smartphones had no security protection so it wasn't necessary to type in a password. 48 of the people who found the phones turned them on and tried to open at least one of the apps on the phone. 36 of these people looked at the photos, and 30 of them logged on to social media or email accounts. But the scariest thing of all was that 21 finders opened the owner's online banking app.

4 The experiment shows how important it is to look after your mobile phone. You should always know where it is. When you're out, keep it in your hand, in your pocket or in your bag, and if you give it to someone, watch it until you get it back. Never leave your smartphone on a table or on the counter of a shop – it is very easy to forget that you put it there.

5 What should you do if you lose your phone? The finders in the experiment took between one and ten hours to open the 'lost' smartphones, so you have to move fast. Change your social media and banking passwords as soon as possible, to stop other people from entering the sites. And then, like the scientists at Symantec, sit back and wait to see if someone returns your phone. Remember that there's a 50% chance of that happening!

- 3** Only two of the people who found the lost smartphones didn't try to
- look for information on the phone.
 - find out how much money the owner had.
 - read emails sent to the owner.
 - look at the owner's photos.
- 4** What advice does the writer give in paragraph four?
- Don't give your phone to other people.
 - Leave your phone at home when you go out.
 - Try to remember where you put your phone.
 - Keep your phone in a safe place.
- 5** The article says that people who find smartphones ...
- always
 - usually
 - hardly ever
 - never

Grammar and vocabulary

4 Choose the correct answers.



1 _____ that you can use your smartphone to find a lost pet?
A few years **2** _____, John Polimeno saw a 'lost dog' poster and _____ remembered the day he lost his own dog. He wanted to design some software to help find lost pets, but he **3** _____ enough about technology. Scientists at the University of Utah helped him make an app called 'Finding Rover', which people can **4** _____ onto their phones. There are **5** _____ other apps like John's, but they all work in a similar way. **6** _____, the owner takes a photo of his or her pet **7** _____ the camera. Then they upload the photo on to the app and **8** _____ their postcode. If the dog goes missing, the app **9** _____ a digital poster on an interactive map. When someone finds a lost dog, they take a photo and upload it with their postcode so that a 'Found Dog' poster appears. Since the app began, hundreds of dog owners have found their lost pets while they were **10** _____ their smartphones.

- | | | |
|-------------------------|-----------------------|-----------------------|
| 1 a Did you know | b You did know | c Did know |
| 2 a last | b ago | c yesterday |
| 3 a didn't knew | b not know | c didn't know |
| 4 a scan | b download | c surf |
| 5 a a little | b a lot | c a few |
| 6 a First of all | b After that | c Secondly |
| 7 a sitting | b standing | c facing |
| 8 a scan in | b type in | c plug in |
| 9 a posts | b follows | c prints |
| 10 a plugged in | b turned on | c connected to |

Writing

5 Write a story about something you lost and found. Include information about:

- where you were and who you were with.
- what you lost and why.
- how you felt when you lost the object.
- how you found the object and how you felt.

5

Cumulative Review 5 (Units 1–9)

Listening

- 1 2.27 Listen to a radio programme about a tour of Buckingham Palace. Choose the correct answers.
- The tour includes
 - all of the rooms except the bathrooms.
 - the nineteen State Rooms in the palace.
 - all of the rooms in the palace.
 - all of the rooms except the State Rooms.
 - Finley's favourite thing on the tour is
 - a piece of furniture.
 - a beautiful carpet.
 - an old staircase.
 - a famous painting.
 - Today, the palace often serves dinners for a lot of people in
 - the Ballroom.
 - the Music Room.
 - one of the drawing rooms.
 - the Throne Room.
 - A photographer took a photo of Prince William in the Throne Room just after
 - he was born.
 - he started school.
 - he finished university.
 - he got married.
 - What did one of the Kings of England do in the garden of the palace?
 - He swam in the lake.
 - He planted a lot of trees and flowers.
 - He played tennis.
 - He drank tea there every afternoon.

Speaking

- 2 Work in pairs. Look at the photos and follow the instructions.



- Student A. Compare and contrast photos A and B.
- Student B. Compare and contrast photos C and D.

Reading

- 3 Read the three texts and choose the best answers.

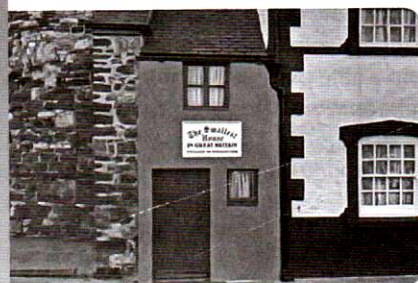
- What is the aim of the first text?
 - To recommend places to visit in Warsaw.
 - To give directions to Keret House.
 - To describe an unusual house.
 - To explain how builders built the house.
- What does the writer like about the house?
 - It has a nice name.
 - It's in a good location.
 - It has the right number of rooms.
 - It's very light inside.
- Where do you think the second text is from?
 - A book about the history of Wales.
 - A tourist information leaflet.
 - An online encyclopedia.
 - A website about decorating small houses.

World's narrowest house

Most people walk straight past Keret House in Warsaw, because it's so narrow. The house measures only 92 cm at its narrowest point and 152 cm at its widest and it fits nicely in the space between the two much larger buildings on either side. Polish architect Jakub Szczęsny designed the house and Israeli writer and filmmaker Etgar Keret gave it its name because he was the first person to live in it. There are two floors with one bedroom, a bathroom, a kitchen and a living area, and there's a ladder to go upstairs. The house has two windows, which are always closed, but what is great is that the glass walls and white interior mean that the rooms are nice and bright.

UK's smallest house

The smallest house in the UK is in the pretty town of Conwy in North Wales. It's easy to find because it's the only red house in a line of white ones by the sea. The house is only 3.1 m high and 1.8 m wide, but it has two floors. A fisherman called Robert Jones was the last person to live there in 1900. He was nearly 2 m tall, so he couldn't stand up inside and he had to move out after a few years. Today the house is part of Conwy's history and it's very popular with tourists. It's too dangerous



for visitors to go upstairs, but they can see everything they need to from the ground. So, if you're in the area this summer, why not come and visit?

5

Cumulative Review 5 (Units I–9)

- 4 Apart from its size, how is the smallest house different from the other houses around it?
- It's got a downstairs and an upstairs.
 - It's a fisherman's house.
 - It's a different colour.
 - It's near the coast.
- 5 What's the writer's aim in the third text?
- To give details about the history of the house.
 - To describe the area around the house.
 - To encourage people to visit the country.
 - To explain what the house looks like.
- 6 What does the house on the rock have in common with the other two houses?
- There's only one floor.
 - It isn't very large.
 - There aren't any neighbours.
 - It has a separate bedroom.

Grammar and vocabulary

- 4 Choose the correct answers.

Tokyo is one of the most crowded cities in the world. Some people say that the population ¹ _____ more than 14 million by 2020. All of these people need some form of ² _____, so the houses are usually very small. Sometimes more than one family lives in the same house, which can be very ³ _____. Recently, ⁴ _____ architect Sou Fujimoto ⁵ _____ a way to build a bigger house in a small space. His latest achievement is the NA House – a thin building, which is ⁶ _____ than normal houses, so there is more space. Fujimoto has ⁷ _____ designed some very unusual houses and the NA House is no different. The house is made of glass, so you can see everything inside. Everybody knows when the couple who live there are ⁸ _____ housework. When they ⁹ _____ have dinner, you can see them cooking in the kitchen. The only time you can't see inside is at night when the couple ¹⁰ _____ the lights and close the curtains.

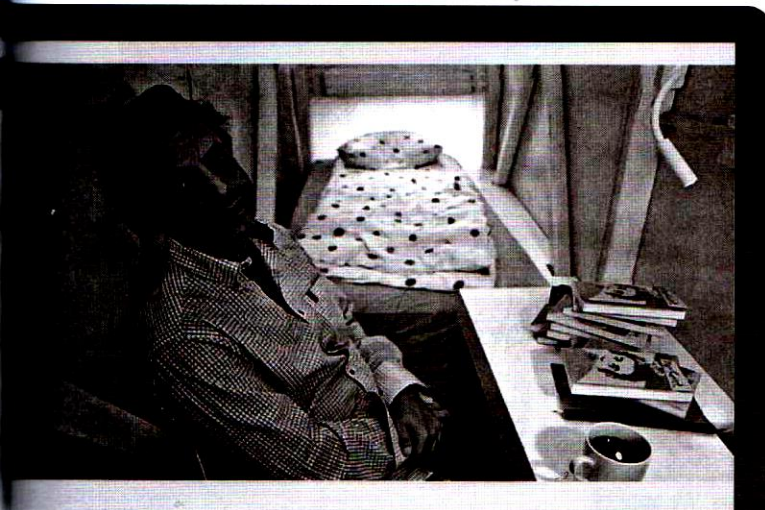
An unusual house

- | | | |
|-------------------|-----------------|------------------|
| 1 a is | b will be | c was |
| 2 a accommodation | b accommodate | c accommodations |
| 3 a remote | b uncomfortable | c untidy |
| 4 a Japan | b Japans | c Japanese |
| 5 a finds | b has found | c have found |
| 6 a taller | b more tall | c tallest |
| 7 a yet | b just | c already |
| 8 a doing | b making | c taking |
| 9 a going to | b will | c are going to |
| 10 a log off | b turn off | c turn up |

Writing

- 5 Imagine that you've just moved house. Write an informal letter to a friend. Include information about:

- how you felt when you got your friend's letter.
- news about your move.
- a description of your new house.
- a suggestion for your friend to visit.



The wettest house

In the middle of the River Drina in Serbia, there's a house that stands on a rock. It's near the village of Bajina Bašta and it's a popular attraction for visitors these days. Back in 1968, a group of young swimmers were in the river when they needed somewhere to rest. They found the rock and went there every day. Soon, they wanted somewhere more comfortable, so they lay some wood on the rock. Next, they started to build some walls to protect themselves from the sun. The following year, they came back to the area with a project to build a small house there. The house has only one room, but it has stood on the rock for around fifty years now.



Personal profile

Your school website has asked students to send in descriptions of themselves. Write a personal profile.

- Give your name, age and school year.
- Describe your home and family.
- Mention one or two hobbies.
- Describe your ambition.

• We can start the profile with a greeting like *Hello!*, *Hi there!* or *Hi!*

• We don't use formal language in this kind of message. We use contractions like *I'm* and *haven't* instead of full forms.

• We use paragraphs when we write a text. Each paragraph contains information about one topic (for example, hobbies).

Hi there! My name is Maya and I'm sixteen years old. I'm in Year 11. My favourite subjects are art and music.

I live near the centre of Manchester with my mum, my two sisters and my stepdad. I haven't got any brothers.

I love sport. I'm not really into football, but I usually play basketball or tennis at the weekend. I like music too. I can play the guitar and I write songs.

My ambition is to be a teacher at a primary school. I'm very creative and I love young children.

Announcement

You want to get new members for a club at school. Write an announcement.

- Give the name and type of club.
- Explain where and when the club meets.
- Describe what the club does.
- Explain how people can join.

• An announcement usually has a title.

• The first sentence should draw attention to the announcement. It shouldn't be too long. Using a question can often get people's interest.

• We often use imperatives in announcements.

Drama Club

**Do you want to be on stage?
Join the drama club and take part in our next show!**

We meet every Wednesday after school from 4 p.m. to 6 p.m. in the music room.

Every term, we put on a different show in the school hall for students and teachers. We also make a video of the show and put it online. Visit our website and watch our old shows!

For more details, email Connor (info@dramaclub.org) or come to a meeting on Wednesday.

Invitation

You are planning a party for your friends. Write an invitation.

- Explain what type of party it is.
- Say where and when the party is taking place.
- Explain what the person needs to do / wear / bring.
- Ask for a reply to the invitation.

• We can start the invitation with *Dear* or *Hi* and the person's name.

• We often use abbreviations like *e.g.*, *etc.*, *St.*, or *Rd.*

• We don't usually divide the text into paragraphs.

• We can finish with *Love* or *Best wishes* and our name.

Hi Alisha,

I'm having a birthday party on Saturday 30 October from 8 p.m. until late. Please come! It's at the village hall in Back St. It's a fancy dress party, so you need to wear a costume. Can you bring a music CD too? Hope you can make it. Please let me know!

*Love,
Adam*

Informal letter / email

An exchange student is planning to visit your school and needs some information about it. Write an informal letter / email.

- Include an introduction.
- Describe the school timetable.
- Explain when and where to have lunch.
- Mention one or two important rules.

• Start the letter with *Dear* and the person's first name.

• We sometimes start a letter by asking how the person is.

• We can end the letter with an expression like *Write soon*, *Best wishes*, or *Take care*, and your first name. If we know the person well, we can use *Love*, *Lots of love* or *With love from*.

• Use *P.S.* to add extra information or ask a question at the end of the letter.

Dear Holly,

How are you? Welcome to Green Hill Secondary School. I hope you enjoy your week with us. Here is some information about our school.

Lessons start at 9.00 in the morning, but you have to be at school by 8.30 for assembly. Morning break is at 10.30. There are two lessons before the break and two after. There are usually three lessons in the afternoon, but on Wednesdays we do sport. You have to bring shorts, a T-shirt and trainers.

Lunch is from 12.00 until 1.00. You can bring sandwiches or buy lunch in the canteen. The food is OK but it isn't brilliant!

I hope this information is helpful!

Best wishes,

Fiona

P.S. You have to switch off your phone in lessons!

Postcard

Imagine you are on holiday. Write a postcard.

- Say where you are.
- Describe the weather.
- Mention one or two things you have done.
- Mention one or two things you are planning to do.

• We can start a postcard with *Dear* or *Hi* and the person's first name.

• Use short forms, e.g. *We're* and *I'll*.

• We don't have to divide the text into paragraphs.

• Finish the postcard with a friendly phrase such as *See you soon*, *Wish you were here*, *Love* or *Bye for now!*

Dear Amelia,

We're on holiday in Italy. We're staying in a nice hotel near the sea. The weather is OK - it isn't sunny at the moment, but it's warm and dry. The people here are very friendly and the food is great. I have pasta every day! Yesterday, we visited a castle. It was really interesting. Tomorrow we're going on a boat trip. I need to buy some souvenirs too. I hope we can find a good shop.

Bye for now,

Zoe

POSTCARD



F

Functions Bank

Giving personal information

I'm in Year ... (1H)
 I watch DVDs with my friends. (1H)
 I listen to music. (1H)
 I walk to school. (1H)
 She's at university. (1H)
 At the weekend ... (1H)

Expressing opinions

I really believe that ... (3F)
 In my view, ... (3F)
 To be honest ... (3F)
 Personally, I think ... (3F)
 In my opinion, ... (3F)

Making suggestions

Do you fancy going...? (3G)
 Shall I come to your house? (3G)
 Why don't you have lunch with us? (3G)
 How about seeing a film? (3G)
 Let's meet at the cinema. (3G)

Agreeing to and declining suggestions

Cool. (3G)
 Great idea. (3G)
 I'm afraid I can't. (3G)
 No, thanks. (3G)
 That sounds fun. (3G)
 Sorry, but I'm busy. (3G)
 Yes, I'd love to. (3G)

Writing an email

Dear ... (3H)
 Hello / Hi ... (3H)
 I hope you're well. (3H)
 Thanks for your email. (3H)
 How are you? / How are things? (3H)
 I hope to see you soon. (3H)
 That's all for now. / That's all from me. (3H)
 Please write soon. (3H)
 Give my love to ... / Say hi to ... (3H)
 Lots of love / Love / Bye for now (3H)
 Best wishes (3H)
 Take care (3H)

Ordering food and drink

Can we have a table for ..., please? (4G)
 Can we see the menu, please? (4G)
 Is everything OK for you? (4G)
 I'd like some water, please. (4G)
 And for you, madam? (4G)
 Would you like a coffee or a tea? (4G)
 Can we have the bill, please? (4G)
 Does it include service? (4G)
 Let's leave a tip. (4G)

Invitations

I'm having a party to celebrate my birthday. (4H)
 I'm having a sleepover. (4H)
 Would you like to join us? (4H)
 Can you bring some food? (4H)
 Put it in your diary! (4H)
 I hope you can come. Let me know. (4H)
 I hope you can make it. (4H)
 RSVP (4H)

Giving directions

Go straight on. (5G)
 Go along ... (5G)
 Take the first left. (5G)
 Go to the end of the road. (5G)
 Go past the bank. (5G)
 Turn right at the crossroads. (5G)
 Cross the road. (5G)
 Go under / over the bridge. (5G)

Location

The ... is next to the ... (5G)
 It's between the ... and the ... (5G)
 It's opposite the ... (5G)
 It's on the corner. (5G)
 Go past the bank. It's on your right / left. (5G)

Describing a photo

In the centre ... (6G)
 In the background / the foreground ... (6G)
 In the distance ... (6G)
 On the left / the right ... (6G)
 At the bottom / the top ... (6G)

F

Functions Bank

Postcards

I'm having a great time in ... (6H)
 This is my third day in ... (6H)
 We've only got ... more days here. (6H)
 Thinking of you! (6H)
 Wish you were here! (6H)
 Say hello to ... (6H)
 Give my love to ... (6H)
 See you soon. (6H)

Computer collocations

Click on a button. (7A)
 Press return. (7A)
 Check your emails. (7A)
 Get an error message. (7A)
 Visit a web page. (7A)

In a shop

How can I help you? (7G)
 I'm just looking, thanks. (7G)
 Next, please! (7G)
 How much is it / are they? (7G)
 That comes to ..., please. (7G)
 How would you like to pay? (7G)
 Can I pay in cash / by debit card / by credit card? (7G)
 Enter your PIN, please. (7G)
 Here's your change and receipt. (7G)
 Could I have a receipt, please? (7G)
 Would you like a bag? (7G)
 Would you like anything else? (7G)

Time expressions for setting the scene

A few weeks / months ago ... (7H)
 Last weekend ... (7H)
 One day last summer ... (7H)
 Recently ... (7H)
 Some time last year ... (7H)

Time expressions for ordering events

A few moments later ... (7H)
 Afterwards ... (7H)
 At that moment ... (7H)
 Then ... (7H)
 Later ... (7H)
 In the end ... (7H)
 The next day ... (7H)

Rejecting a suggestion

I don't really fancy doing that. (8G)
 I'd rather not. (8G)
 I don't think that's a good idea. (8G)

Suggesting an alternative

I'd prefer to ... (8G)
 Do you fancy ... instead? (8G)
 I'd rather ... (8G)
 I think ... would be better. (8G)

Reacting

You're right. (8G)
 I suppose so. (8G)
 I see what you mean. (8G)
 Do you think so? (8G)
 Is that right? (8G)

An informal letter

Sorry I didn't reply sooner. (8H)
 Apologies for not replying sooner. (8H)
 Sorry, it's ages since I wrote to you. (8H)
 Guess what! (8H)
 You'll never guess what happened ... (8H)
 Good news! ... / Bad news! ... (8H)
 By the way, did you know that ...? (8H)
 Listen, did I tell you that / about ...? (8H)
 Oh, and another thing, ... (8H)
 How about ...? (8H)
 Why don't you / we ...? (8H)
 It would be great if you could ... (8H)
 If you like, we / you could ... (8H)
 Maybe you / we could ... (8H)

Comparing and contrasting photos

The first photo shows ..., whereas the second photo shows ... (9G)
 In the first photo ..., but in the second photo ... (9G)
 You can see ... in both photos. (9G)
 Both photos show ... (9G)

Speculating about a photo

It looks as if ... (9G)
 I would say that ... (9G)
 I think ... probably ... (9G)
 Perhaps he / she / it / they ... (9G)
 They look ... He / She / It looks ... (9G)

W

Wordlist

Unit 1

Argentina (n)	/ɑːdʒən'tiːnə/	_____
Australia (n)	/ə'streɪliə/	_____
bin (n)	/bɪn/	_____
blackboard (n)	/'blækbɔːd/	_____
Brazil (n)	/brə'zɪl/	_____
calculator (n)	/'kælkjuleɪtə(r)/	_____
Canada (n)	/'kænədə/	_____
chair (n)	/tʃeə(r)/	_____
China (n)	/'tʃaɪnə/	_____
clarinet (n)	/'klærə'net/	_____
computer (n)	/'kəm'pjʊ:tə(r)/	_____
Croatia (n)	/'krəʊ'eɪʃə/	_____
cupboard (n)	/'kʌbəd/	_____
dance (v)	/dɑːns/	_____
desk (n)	/desk/	_____
drums (n)	/drʌmz/	_____
Egypt (n)	/'iːdʒɪpt/	_____
eraser (n)	/'reɪzə(r)/	_____
exercise book (n)	/'eksəsaɪz buk/	_____
flute (n)	/'fluːt/	_____
France (n)	/'frɑːns/	_____
Germany (n)	/'dʒɜːməni/	_____
Greece (n)	/'griːs/	_____
guitar (n)	/'gɪtɑː(r)/	_____
Hungary (n)	/'hʌŋgəri/	_____
India (n)	/'ɪndiə/	_____
interactive whiteboard (n)	/'ɪntər'æktɪv 'waɪtbɔːd/	_____
Italy (n)	/'ɪtəli/	_____
Japan (n)	/'dʒə'pæn/	_____
keyboard (n)	/'kiːbɔːd/	_____
Mexico (n)	/'meksɪkəʊ/	_____
pen (n)	/'pen/	_____
pencil (n)	/'pensl/	_____
pencil case (n)	/'pensl keɪs/	_____
pencil sharpener (n)	/'pensl ʃɑːpənə(r)/	_____
piano (n)	/'piːnəʊ/	_____
play (basketball) (v)	/'pleɪ/	_____
Poland (n)	/'pəʊlənd/	_____
ride (a bike) (v)	/'raɪd/	_____
ruler (n)	/'ruːlə(r)/	_____
Russia (n)	/'rʌʃə/	_____
saxophone (n)	/'sæksəfəʊn/	_____
schoolbag (n)	/'skuːl bæɡ/	_____
shelf (n)	/'ʃelf/	_____
sing (v)	/'sɪŋ/	_____
skate (v)	/'skeɪt/	_____
skateboard (n)	/'skeɪtbɔːd/	_____
ski (v)	/'skiː/	_____
Spain (n)	/'speɪn/	_____
speak (v)	/'spiːk/	_____
swim (v)	/'swɪm/	_____
the UK (n)	/'ðə ,juː 'keɪ/	_____
the USA (n)	/'ðə ,juː es 'eɪ/	_____
trumpet (n)	/'trʌmpɪt/	_____

Turkey (n)	/'tɜːki/	_____
Ukraine (n)	/'juː'kreɪn/	_____
violin (n)	/'vaɪələɪn/	_____

Unit 1

angry (adj)	/'æŋɡri/	_____
aunt (n)	/'aːnt/	_____
blue (adj)	/'bluː/	_____
brother (n)	/'brʌðə(r)/	_____
child (n)	/'tʃaɪld/	_____
children (n)	/'tʃɪldrən/	_____
clean (the house) (v)	/'kliːn/	_____
cook (dinner) (v)	/'kʊk/	_____
cousin (n)	/'kʌzɪn/	_____
creative (adj)	/'kri'eɪtɪv/	_____
dad (n)	/'dæd/	_____
daughter (n)	/'dɔːtə(r)/	_____
do (the ironing) (v)	/'duː/	_____
father (n)	/'fɑːðə(r)/	_____
friendly (adj)	/'frendli/	_____
glasses (n)	/'glɑːsɪz/	_____
go (to the supermarket) (v)	/'ɡəʊ/	_____
grandad (n)	/'grændæd/	_____
grandchild (n)	/'græntʃaɪld/	_____
grandchildren (n)	/'græntʃɪldrən/	_____
granddaughter (n)	/'grændɔːtə(r)/	_____
grandfather (n)	/'grænfɑːðə(r)/	_____
grandma (n)	/'grænmɑː/	_____
grandmother (n)	/'grænmʌðə(r)/	_____
grandparent (n)	/'grænpərənt/	_____
grandson (n)	/'grænsʌn/	_____
hard-working (adj)	/'hɑːd 'wɜːkɪŋ/	_____
honest (adj)	/'ɒnɪst/	_____
husband (n)	/'hʌzbənd/	_____
interested (adj)	/'ɪntərəstɪd/	_____
keen (adj)	/'kiːn/	_____
load (the dishwasher) (v)	/'ləʊd/	_____
long (adj)	/'lɒŋ/	_____
mother (n)	/'mʌðə(r)/	_____
moustache (n)	/'məʊstaːʃ/	_____
mum (n)	/'mʌm/	_____
nephew (n)	/'nefjuː/	_____
niece (n)	/'niːs/	_____
parent (n)	/'peərənt/	_____
patient (n)	/'peɪʃnt/	_____
polite (adj)	/'pə'laɪt/	_____
proud (adj)	/'praʊd/	_____
sensible (adj)	/'sensəbl/	_____
set (the table) (v)	/'set/	_____
short (adj)	/'ʃɔːt/	_____
sister (n)	/'sɪstə(r)/	_____
son (n)	/'sʌn/	_____
straight (adj)	/'streɪt/	_____
tidy (my bedroom) (v)	/'taɪdi/	_____
uncle (n)	/'ʌŋkl/	_____
wash (the dishes) (v)	/'wɒʃ/	_____

W

Wordlist

wavy (adj)	/ˈweɪvi/	_____
wife (n)	/waɪf/	_____
worried (adj)	/ˈwʌrɪd/	_____

Unit 2

always (adv)	/ˈɔːlweɪz/	_____
arrive (at school) (v)	/əˈraɪv/	_____
art and design (n)	/ɑːt ænd drɪˈzaɪn/	_____
biology (n)	/baɪˈɒlədʒi/	_____
boat (n)	/bəʊt/	_____
bridge (n)	/brɪdʒ/	_____
chemistry (n)	/ˈkemɪstri/	_____
concert (n)	/ˈkɒnsət/	_____
dangerous (adj)	/ˈdeɪndʒərəs/	_____
dry (adj)	/draɪ/	_____
economics (n)	/ˌekəˈnɒmɪks/	_____
embarrassed (adj)	/ɪmˈbærəst/	_____
English (n)	/ˈɪŋɡlɪʃ/	_____
excited (adj)	/ɪkˈsaɪtɪd/	_____
French (n)	/frentʃ/	_____
Friday (n)	/ˈfraɪdi/	_____
geography (n)	/dʒɪˈɒɡrəfi/	_____
German (n)	/ˈdʒɜːmən/	_____
get dressed (phr v)	/get drest/	_____
go to bed (phr v)	/ɡəʊ tə bed/	_____
happy (adj)	/ˈhæpi/	_____
hardly ever (adv)	/ˈhɑːdli ˈevə(r)/	_____
have breakfast (phr v)	/əv ˈbrekfəst/	_____
have dinner (phr v)	/əv ˈdɪnə(r)/	_____
have lunch (phr v)	/əv lʌntʃ/	_____
history (n)	/ˈhɪstri/	_____
I.C.T. [information and communication technology] (n)	/ɪnfəˈmeɪʃn ænd kəˌmjuːnɪˈkeɪʃn tekˈnɒlədʒi/	_____
jungle (n)	/ˈdʒʌŋɡl/	_____
large (adj)	/lɑːdʒ/	_____
leave school (phr v)	/liːv skuːl/	_____
maths (n)	/mæθs/	_____
Monday (n)	/ˈmʌndi/	_____
mountain (n)	/ˈmaʊntən/	_____
music (n)	/ˈmjuːzɪk/	_____
musical play (n)	/ˈmjuːzɪkl pleɪ/	_____
narrow (adj)	/ˈnærəʊ/	_____
never (adv)	/ˈnevə(r)/	_____
often (adv)	/ˈɒfn/	_____
P.E. [physical education] (n)	/ˈfɪzɪkl ˌedʒuˈkeɪʃn/	_____
path (n)	/pɑːθ/	_____
physics (n)	/ˈfɪzɪks/	_____
R.E. [religious education] (n)	/rɪˈlɪdʒəs ˌedʒuˈkeɪʃn/	_____
river (n)	/ˈrɪvə(r)/	_____
rope (n)	/rəʊp/	_____
sad (adj)	/sæd/	_____
safe (adj)	/seɪf/	_____
Saturday (n)	/ˈsætədi/	_____
school camp (n)	/skuːl kæmp/	_____
school club (n)	/skuːl klʌb/	_____

school trip (n)	/skuːl trɪp/	_____
small (adj)	/smɔːl/	_____
sometimes (adv)	/sʌmtaɪmz/	_____
sports day (n)	/ˈspɔːts deɪ/	_____
Sunday (n)	/ˈsʌndi/	_____
Thursday (n)	/ˈθɜːzdi/	_____
tired (adj)	/ˈtaɪəd/	_____
Tuesday (n)	/ˈtjuːzdi/	_____
usually (adv)	/ˈjuːʒuəli/	_____
valley (n)	/ˈvæli/	_____
wake up (phr v)	/weɪk ʌp/	_____
Wednesday (n)	/ˈwenzdi/	_____
wet (adj)	/wet/	_____
wide (adj)	/waɪd/	_____
worried (adj)	/ˈwʌrɪd/	_____

Unit 3

artificial (adj)	/ɑːtrɪˈfɪʃl/	_____
awful (adj)	/ˈɔːfl/	_____
bad (adj)	/bæd/	_____
baggy (adj)	/ˈbægi/	_____
beige (adj)	/beɪʒ/	_____
black (adj)	/blæk/	_____
boots (n)	/buːts/	_____
bracelet (n)	/ˈbreɪslət/	_____
brown (adj)	/braʊn/	_____
cap (n)	/kæp/	_____
cardigan (n)	/ˈkɑːdɪɡən/	_____
casual (adj)	/ˈkæʒuəl/	_____
cheap (adj)	/tʃiːp/	_____
clothes (n)	/klaʊz/	_____
coat (n)	/kəʊt/	_____
cream (adj)	/kriːm/	_____
dark (adj)	/dɑːk/	_____
different (adj)	/ˈdɪfrənt/	_____
difficult (adj)	/ˈdɪfɪkəl/	_____
dress (n)	/dres/	_____
easy (adj)	/iːzi/	_____
expensive (adj)	/ɪkˈspensɪv/	_____
factory (n)	/ˈfæktəri/	_____
fake (adj)	/feɪk/	_____
false (adj)	/fɔːls/	_____
fantastic (adj)	/fænˈtæstɪk/	_____
female (adj)	/ˈfiːmeɪl/	_____
good (adj)	/ɡʊd/	_____
great (adj)	/ɡreɪt/	_____
green (adj)	/ɡriːn/	_____
grey (adj)	/ɡreɪ/	_____
hat (n)	/hæt/	_____
headphones (n)	/ˈhedfəʊnz/	_____
high (adj)	/haɪ/	_____
jacket (n)	/ˈdʒækɪt/	_____
jeans (n)	/dʒiːnz/	_____
jumper (n)	/ˈdʒʌmpə(r)/	_____
leggings (n)	/ˈlegɪŋz/	_____
light (adj)	/laɪt/	_____
long-sleeved (adj)	/lɒŋ sliːvd/	_____

W

Wordlist

low (adj)	/ləʊ/
make (v)	/meɪk/
male (adj)	/meɪl/
natural (adj)	/'nætʃrəl/
new (adj)	/njuː/
old (adj)	/əʊld/
orange (adj)	/'ɒrɪndʒ/
ordinary (adj)	/'ɔːdnəri/
patterned (adj)	/'pætənd/
pink (adj)	/'pɪŋk/
plain (adj)	/'pleɪn/
purple (adj)	/'pɜːpl/
pyjamas (n)	/'pɜːdʒɑːməz/
real (adj)	/'riːəl/
red (adj)	/'red/
right (adj)	/'raɪt/
scarf (n)	/'skɑːf/
sew (v)	/'səʊ/
sewing machine (n)	/'səʊɪŋ məʃiːn/
shirt (n)	/'ʃɜːt/
shoes (n)	/'ʃuːz/
shorts (n)	/'ʃɔːts/
short-sleeved (adj)	/'ʃɔːt sliːvd/
similar (adj)	/'sɪmələ(r)/
sit (v)	/'sɪt/
skirt (n)	/'skɜːt/
smart (adj)	/'smɑːt/
socks (n)	/'sɒks/
special (adj)	/'speʃl/
sunglasses (n)	/'sʌŋɡləsɪz/
sweatshirt (n)	/'swetʃɜːt/
terrible (adj)	/'terəbl/
tie (n) (v)	/'taɪ/
tight (adj)	/'taɪt/
tracksuit (n)	/'træksuːt/
trainers (n)	/'treɪnəz/
trousers (n)	/'traʊəzəz/
true (adj)	/'truː/
T-shirt (n)	/'tiːʃɜːt/
unhappy (adj)	/'ʌn'hæpi/
unkind (adj)	/'ʌn'kaɪnd/
unnecessary (adj)	/'ʌn'nesəsəri/
untidy (adj)	/'ʌn'taɪdi/
violet (adj)	/'vaɪələt/
wallet (n)	/'wɒlɪt/
white (adj)	/'waɪt/
woman (n)	/'wʊmən/
work (v)	/'wɜːk/
worker (n)	/'wɜːkə(r)/
wrong (adj)	/'rɒŋ/
yellow (adj)	/'jeləʊ/

Unit 4

apple (n)	/'æpl/
beef (n)	/'biːf/
bread (n)	/'bred/
carrot (n)	/'kærət/

cheese (n)	/'tʃiːz/
chef (n)	/'ʃef/
chicken (n)	/'tʃɪkɪn/
crisps (n)	/'krɪspz/
cucumber (n)	/'kjuːkʌmbə(r)/
customer (n)	/'kʌstəmə/
egg (n)	/'eg/
fish (n)	/'fɪʃ/
fork (n)	/'fɔːk/
fresh (adj)	/'frefʃ/
fruit (n)	/'fruːt/
green pepper (n)	/'ɡriːn 'pepə(r)/
knife (n)	/'naɪf/
lamb (n)	/'læm/
lemon (n)	/'lemən/
lettuce (n)	/'letɪs/
look at (phr v)	/'lʊk æt/
melon (n)	/'melən/
menu (n)	/'menjuː/
mushroom (n)	/'mʌʃrʊm/
olives (n)	/'ɒlɪvz/
onion (n)	/'ʌnjən/
order (n) (v)	/'ɔːdə(r)/
pasta (n)	/'pæstə/
peas (n)	/'piːz/
pineapple (n)	/'paɪnæpl/
potato (n)	/'pə'tetəʊ/
prawns (n)	/'praʊnz/
red pepper (n)	/'red 'pepə(r)/
restaurant (n)	/'restrɒnt/
rice (n)	/'raɪs/
rubbish bin (n)	/'rʌbɪʃ bɪn/
sandwich (n)	/'sænwɪtʃ/
sausages (n)	/'sɔːsɪdʒɪz/
service (n)	/'sɜːvɪs/
strawberry (n)	/'strɔːbəri/
table (n)	/'teɪbl/
throwaway (adj)	/'θrəʊəweɪ/
tomato (n)	/'təʊmɑːtəʊ/
tray (n)	/'treɪ/
vegetable (n)	/'vedʒtəbl/
waiter (n)	/'weɪtə(r)/
write (v)	/'raɪt/

Unit 5

Africa (n)	/'æfrɪkə/
airport (n)	/'eəpɔːt/
Antarctica (n)	/'æn'tɑːktɪkə/
Asia (n)	/'eɪʒə/
attractive (adj)	/'ætɹæktɪv/
bank (n)	/'bæŋk/
behind (prep)	/'bɪ'hænd/
better (adj)	/'betə(r)/
between (prep)	/'biːtwiːn/
big (adj)	/'bɪɡ/
bigger (adj)	/'bɪɡə(r)/
bus (n)	/'bʌs/

W

Wordlist

bus station (n) /bʌs 'steɪʃn/
 busy (adj) /'bɪzi/
 car (n) /kɑ:(r)/
 car park (n) /'kɑ: pɑ:k/
 church (n) /tʃɜ:tʃ/
 cinema (n) /'sɪnəmə/
 clean (adj) (v) /kli:n/
 cleaner (adj) /'kli:nə(r)/
 close to (prep) /kləʊs tə/
 coach (n) /kəʊtʃ/
 crossroads (n) /'krɒsrəʊdz/
 crowd (n) /kraʊd/
 dirty (adj) /'dɜ:ti/
 easier (adj) /'i:ziə(r)/
 east (n) /i:st/
 Europe (n) /'juərəp/
 exciting (adj) /ɪk'saɪtɪŋ/
 far (adv) /fɑ:(r)/
 farm (n) /fɑ:m/
 field (n) /fi:ld/
 fire station (n) /'faɪə steɪʃn/
 friendlier (adj) /'frendliə(r)/
 gym (n) /dʒɪm/
 hall (n) /hɔ:l/
 hospital (n) /'hɒspɪtl/
 hotel (n) /'həʊtel/
 in (prep) /ɪn/
 inside (prep) /ɪn'saɪd/
 in front of (prep) /ɪn frʌnt ɒv/
 lake (n) /leɪk/
 library (n) /'laɪbrəri/
 more exciting (adj) /mɔ:(r) ɪk'saɪtɪŋ/
 mosque (n) /mɒsk/
 motorbike (n) /'məʊtəbaɪk/
 museum (n) /'mju:ziəm/
 near (prep) /nɪə(r)/
 next to (prep) /'nekst tu:/
 noisy (adj) /'nɔɪzi/
 north (n) /nɔ:θ/
 North America (n) /nɔ:θ ə'merɪkə/
 office block (n) /'ɒfɪs blɒk/
 opposite (prep) /'ɒpəzɪt/
 outside (prep) /,aʊt'saɪd/
 park (n) /pɑ:k/
 plane (n) /pleɪn/
 police station (n) /pə'li:s steɪʃn/
 post office (n) /'pəʊst ,ɒfɪs/
 quieter (n) /'kwɪətiə(r)/
 rainy (adj) /'reɪni/
 roundabout (n) /'raʊndəbaʊt/
 safer (adj) /'seɪfə(r)/
 ship (n) /ʃɪp/
 shopping centre (n) /'ʃɒpɪŋ sentə(r)/
 south (n) /sauθ/
 South America (n) /sauθ ə'merɪkə/
 square (n) (adj) /skweə(r)/
 station (n) /'steɪʃn/

street (n) /stri:t/
 sunny (adj) /'sʌni/
 swimming pool (n) /'swɪmɪŋ pu:l/
 taxi (n) /'tæksi/
 town (n) /taʊn/
 traffic (n) /'træfɪk/
 traffic lights (n) /'træfɪk laɪts/
 train (n) (v) /treɪn/
 ugly (adj) /ʌgli/
 underground (n) /,ʌndə'graʊnd/
 village (n) /'vɪlɪdʒ/
 warm (adj) /wɔ:m/
 west (n) /west/
 wood (n) /wʊd/
 zoo (n) /zu:/

Unit 6

abseil (v) /'æbseɪl/
 across (prep) /ə'krɒs/
 along (prep) /ə'lɒŋ/
 away from (prep) /ə'weɪ frəm/
 beach (n) /bi:tʃ/
 bear (n) /beə(r)/
 bee (n) /bi:/
 butterfly (n) /'bʌtəflaɪ/
 climb (v) /klaɪm/
 cloud (n) /klaʊd/
 crocodile (n) /'krɒkədəɪl/
 cycle (v) /saɪkl/
 dolphin (n) /'dɒlfin/
 down (prep) /daʊn/
 eagle (n) /'i:gl/
 ear (n) /ɪə(r)/
 elephant (n) /'elɪfənt/
 explore (v) /ɪk'splɔ:(r)/
 explorer (n) /ɪk'splɔ:rə(r)/
 eye (n) /aɪ/
 feed (v) /fi:d/
 feet (n) /fi:t/
 fisherman (n) /'fɪʃmən/
 flower (n) /'flaʊə(r)/
 foot (n) /fʊt/
 frog (n) /frɒg/
 from (prep) /frəm/
 giraffe (n) /dʒə'rɑ:f/
 gorilla (n) /gə'rɪlə/
 grass (n) /grɑ:s/
 ground (n) /graʊnd/
 hippo (n) /'hɪpəʊ/
 into (prep) /ɪntə/
 journalist (n) /'dʒɜ:nlɪst/
 kangaroo (n) /,kæŋgə'rʊ:/
 kayak (n) /'kaiæk/
 keep (n) /ki:p/
 last (month) (det) /lɑ:st/
 leg (n) /leg/
 lion (n) /'laɪən/

W

Wordlist

look (v)	/lʊk/	_____	breakdown (v)	/'breɪkdaʊn/	_____
monkey (n)	/'mʌŋki/	_____	built-in webcam (n)	/'bɪlt ɪn 'webkæm/	_____
moon (n)	/muːn/	_____	case (n)	/keɪs/	_____
mouth (n)	/'maʊθ/	_____	charger (n)	/'tʃɑːdʒə(r)/	_____
off (adv)	/ɒf/	_____	computer (n)	/'kəm'pjʊ:tə(r)/	_____
onto (prep)	/'ɒntu/	_____	connect to (phr v)	/'kɒnekt tə/	_____
over (adv)	/'əʊvə(r)/	_____	delete (v)	/'dɪ'li:t/	_____
past (adj)	/'pɑːst/	_____	download (v)	/'daʊnləʊd/	_____
paw (n)	/'pɔː/	_____	enter (v)	/'entə(r)/	_____
pilot (n)	/'paɪlət/	_____	finally (adv)	/'faɪnəli/	_____
politician (n)	/'pɒlə'tɪʃn/	_____	fundraising page (n)	/'fʌnd reɪzɪŋ peɪdʒ/	_____
rely (n)	/'riːlaɪ/	_____	hashtag campaign (n)	/'hæʃtæg kæm'peɪn/	_____
rock (n)	/'rɒk/	_____	internet forum (n)	/'ɪntənət 'fɔːrəm/	_____
round (adj)	/'raʊnd/	_____	laptop (n)	/'læptɒp/	_____
run (v)	/'rʌn/	_____	log off (phr v)	/'lɒg ɒf/	_____
sailor (n)	/'seɪlə(r)/	_____	log on (phr v)	/'lɒg ɒn/	_____
sand (n)	/'sænd/	_____	memory (n)	/'meməri/	_____
scientist (n)	/'saɪəntɪst/	_____	memory card slot (n)	/'meməri kɑːd slɒt/	_____
sea (n)	/'siː/	_____	monitor (n)	/'mɒnɪtə(r)/	_____
shark (n)	/'ʃɑːk/	_____	motion sensor (n)	/'məʊʃn 'sensə(r)/	_____
sky (n)	/'skaɪ/	_____	mouse (n)	/'maʊs/	_____
sleeping bag (n)	/'sliːpɪŋ bæɡ/	_____	next (adv)	/'nekst/	_____
snake (n)	/'sneɪk/	_____	now (adv)	/'naʊ/	_____
snow (n)	/'snəʊ/	_____	plug in (phr v)	/'plʌɡ ɪn/	_____
soldier (n)	/'səʊldʒə(r)/	_____	post (v)	/'pəʊst/	_____
spider (n)	/'spaɪdə(r)/	_____	print (v)	/'prɪnt/	_____
star (n)	/'stɑː(r)/	_____	printer (n)	/'prɪntə(r)/	_____
sunrise (n)	/'sʌnrɪz/	_____	router (n)	/'raʊtə(r)/	_____
sunset (n)	/'sʌnset/	_____	scan (v)	/'skæn/	_____
surf (n) (v)	/'sɜːf/	_____	secondly (adv)	/'sekəndli/	_____
tail (n)	/'teɪl/	_____	shut down (phr v)	/'ʃʌt daʊn/	_____
teeth (n)	/'tiːθ/	_____	SIM card (n)	/'sɪm kɑːd/	_____
(ten years) ago (adv)	/'əʒəʊ/	_____	social media (n)	/'səʊʃl 'miːdiə/	_____
tent (n)	/'tent/	_____	speakers (n)	/'spiːkəz/	_____
through (prep)	/'θruː/	_____	stick (n)	/'stɪk/	_____
tiger (n)	/'taɪɡə(r)/	_____	tablet (n)	/'tæblət/	_____
to (prep)	/'tu/	_____	then (adv)	/'ðen/	_____
tooth (n)	/'tuːθ/	_____	thirdly (adv)	/'θɜːdli/	_____
towards (prep)	/'tə'wɔːdz/	_____	to start off with (adv)	/'tə stɑːt ɒf wɪð/	_____
tree (n)	/'triː/	_____	touch-screen (n)	/'tʌtʃ skriːn/	_____
trek (n) (v)	/'trek/	_____	turn down (phr v)	/'tɜːn daʊn/	_____
under (prep)	/'ʌndə(r)/	_____	turn off (phr v)	/'tɜːn ɒf/	_____
up (prep)	/'ʌp/	_____	turn on (phr v)	/'tɜːn ɒn/	_____
walk (v)	/'wɔːk/	_____	turn up (phr v)	/'tɜːn ʌp/	_____
water (n)	/'wɔːtə(r)/	_____	twitter account (n)	/'twɪtə(r) ə'kaʊnt/	_____
whale (n)	/'weɪl/	_____	type in (phr v)	/'taɪp ɪn/	_____
wing (n)	/'wɪŋ/	_____	upload (v)	/'ʌpləʊd/	_____
wolf (n)	/'wʊlf/	_____	USB port (n)	/'juː es 'biː pɔːt/	_____

Unit 7

after that (prep)	/'ɑːftə(r) ðæt/	_____	breakdown (v)	/'breɪkdaʊn/	_____
an HDMI port (n)	/'æn ,eɪtʃ diː em 'aɪ pɔːt/	_____	built-in webcam (n)	/'bɪlt ɪn 'webkæm/	_____
back up (phr v)	/'bæk ʌp/	_____	case (n)	/keɪs/	_____
battery life (n)	/'bætəri laɪf/	_____	charger (n)	/'tʃɑːdʒə(r)/	_____

Unit 8

aerobics (n)	/ə'raʊbɪks/	_____
athletics (n)	/æθ'letɪks/	_____
Australian (adj)	/ɔ:'streɪliən/	_____
badminton (n)	/'bædmɪntən/	_____
basketball (n)	/'bɑːskɪtbɔːl/	_____
bike (n)	/'baɪk/	_____
Brazilian (adj)	/'bræːzɪliən/	_____
Canadian (adj)	/'kæ'nɛɪdiən/	_____
Chinese (adj)	/'tʃaɪ'nɪz/	_____
climbing (n)	/'klaɪmɪŋ/	_____
cycling (n)	/'saɪklɪŋ/	_____
dancing (n)	/'dɑːnsɪŋ/	_____
football (n)	/'fʊtbɔːl/	_____
German (adj)	/'dʒɜːmən/	_____
goggles (n)	/'gɒɡlz/	_____
golf (n)	/'gɒlf/	_____
gymnastics (n)	/'dʒɪm'næstɪks/	_____
handball (n)	/'hændbɔːl/	_____
helmet (n)	/'helmt/	_____
high jump (n)	/'haɪ dʒʌmp/	_____
Hungarian (adj)	/'hʌŋ'ɡeəriən/	_____
ice hockey (n)	/'aɪs hɒki/	_____
ice skating (n)	/'aɪs skeɪtɪŋ/	_____
in a few days (adv)	/'ɪn ə fjuː deɪz/	_____
Italian (adj)	/'ɪtæliən/	_____
Japanese (adj)	/'dʒæpə'niːz/	_____
judo (n)	/'dʒuːdɔː/	_____
karate (n)	/'kɑːrɑːti/	_____
long jump (n)	/'lɒŋ dʒʌmp/	_____
marathon (n)	/'mærəθən/	_____
next (month) (det)	/'nekst/	_____
pole vault (n)	/'pəʊl vɔːlt/	_____
Polish (adj)	/'pəʊlɪʃ/	_____
relay (n)	/'riːleɪ/	_____
roller skating (n)	/'rəʊlə skeɪtɪŋ/	_____
running (n)	/'rʌnɪŋ/	_____
running shoes (n)	/'rʌnɪŋ ʃuːz/	_____
Russian (adj)	/'rʌʃn/	_____
shot-put (n)	/'ʃɒt pʊt/	_____
skateboarding (n)	/'skeɪtbɔːdɪŋ/	_____
skiing (n)	/'skiːɪŋ/	_____
Slovak (adj)	/'sləʊvæk/	_____
Spanish (adj)	/'spæɪnɪʃ/	_____
surfing (n)	/'sɜːfɪŋ/	_____
Swedish (adj)	/'swɪːdɪʃ/	_____
swimming (n)	/'swɪmɪŋ/	_____
table tennis (n)	/'teɪbl tenɪs/	_____
tennis (n)	/'tenɪs/	_____
this (afternoon) (det)	/'ðɪs/	_____
tomorrow (n)	/'tə'mɒrəʊ/	_____
tonight (n)	/'tə'naɪt/	_____
volleyball (n)	/'vɒləibɔːl/	_____
wetsuit (n)	/'wetsuɪt/	_____
yoga (n)	/'jəʊgə/	_____

Unit 9

a bit (adv)	/ə bɪt/	_____
basement (n)	/'beɪsmənt/	_____
basic supplies (n)	/'beɪsɪk sə'plaɪz/	_____
bath (n)	/'bɑːθ/	_____
bathroom (n)	/'bɑːθruːm/	_____
bed (n)	/'bed/	_____
bedroom (n)	/'bedruːm/	_____
blinds (n)	/'blaɪndz/	_____
bookcase (n)	/'bʊkkeɪs/	_____
bright (adj)	/'braɪt/	_____
carpet (n)	/'kɑːpɪt/	_____
chest of drawers (n)	/'tʃest əv 'drɔːz/	_____
clock (n)	/'klɒk/	_____
comfortable (adj)	/'kʌmfətəbl/	_____
cooker (n)	/'kʊkə(r)/	_____
cosy (adj)	/'kəʊzi/	_____
curtains (n)	/'kɜːtɪnz/	_____
daily (adj)	/'deɪli/	_____
dining room (n)	/'daɪnɪŋ ruːm/	_____
dishwasher (n)	/'dɪʃwɒʃə(r)/	_____
extremely (adv)	/'ɪk'striːmli/	_____
fairly (adv)	/'feəli/	_____
free time (n)	/'friː taɪm/	_____
garage (n)	/'gærɑːʒ/	_____
garden (n)	/'gɑːdn/	_____
hi-fi (n)	/'haɪ faɪ/	_____
kitchen (n)	/'kɪtʃɪn/	_____
lamp (n)	/'læmp/	_____
light (n)	/'laɪt/	_____
living room (n)	/'lɪvɪŋ ruːm/	_____
loft (n)	/'lɒft/	_____
mirror (n)	/'mɪrə(r)/	_____
next-door neighbour (n)	/'nekst dɔː(r) 'neɪbə(r)/	_____
not very (adv)	/'nɒt 'veri/	_____
pretty (adj)	/'prɪti/	_____
quite (adv)	/'kwɑɪt/	_____
really (adv)	/'riːəli/	_____
relaxing (adj)	/'rɪ'læksɪŋ/	_____
rug (n)	/'rʌɡ/	_____
sandy (adj)	/'sændi/	_____
shelves (n)	/'ʃelvz/	_____
shower (n)	/'ʃaʊə(r)/	_____
sink (n)	/'sɪŋk/	_____
sofa (n)	/'səʊfə/	_____
stool (n)	/'stʊl/	_____
study (n)	/'stʌdi/	_____
tidy (adj)	/'taɪdi/	_____
toilet (n)	/'tɔɪlət/	_____
tropical island (n)	/'trɒpɪkl 'aɪlənd/	_____
uncomfortable (adj)	/'ʌn'kʌmfətəbl/	_____
utility room (n)	/'juːtɪləti ruːm/	_____
wardrobe (n)	/'wɔːdrəʊb/	_____
washing machine (n)	/'wɒʃɪŋ məʃɪn/	_____

Irregular verbs

Base form	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought

can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut

do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven

eat	ate	eaten
-----	-----	-------

fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten

get	got	got
give	gave	given
go	went	gone
grow	grew	grown

hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit

keep	kept	kept
know	knew	known

lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left

Base form	Past simple	Past participle
lend	lent	lent
lose	lost	lost

make	made	made
mean	meant	meant
meet	met	met

overcome	overcame	overcome
----------	----------	----------

pay	paid	paid
put	put	put

read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run

say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/-ed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum

take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown

understand	understood	understood
------------	------------	------------

wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Oxford University Press
is the world's authority
on the English language.

As part of the University of
Oxford, we are committed to
furthering English language
learning worldwide.

We continuously bring
together our experience,
expertise and research to
create resources such as
this one, helping millions of
learners of English to achieve
their potential.



OXFORD
UNIVERSITY PRESS

www.oup.com/elt

Third Edition Solutions

Leading the way to success

With **100% new content**, the third edition of Oxford's
best-selling **Secondary course** offers the tried and trusted
Solutions methodology alongside fresh material that will
spark your students' interest and drive them to succeed.

MOTIVATE • ACTIVATE • ACHIEVE

+ The Workbook provides lesson by lesson practice of the
language and skills taught in the Student's Book.

- **Unit Reviews** with **Self-checks** promote learner development
- **Cumulative Reviews** recycle language
- **Exam Skills Trainers** prepare and practise for exams
- **Functions Bank** and **Writing Bank** build confident communicators
- **Wordlist** consolidates language learning

Download the **Workbook Audio**:
www.oup.com/elt/solutions

ISBN 978-0-19-456186-0



9 780194 561860