

oxford
exam
support

2nd edition

Ukraine

Solutions

Intermediate Workbook



with audio CD

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OXFORD

1 Caught on camera

1A

VOCABULARY AND LISTENING

Fashion

I can describe clothes.

- 1 Complete the mindmap with the words in the box. Then add your own ideas.

baggy checked cotton flowery fluffy full-length
high-heeled lacy leather long-sleeved loose
matching nylon plain short smooth spotty
stripy tight velvet woolly

- 2 Complete the adjectives for describing fashion. Use *a, e, i, o* or *u*. Then decide if they are positive (+) or negative (-).

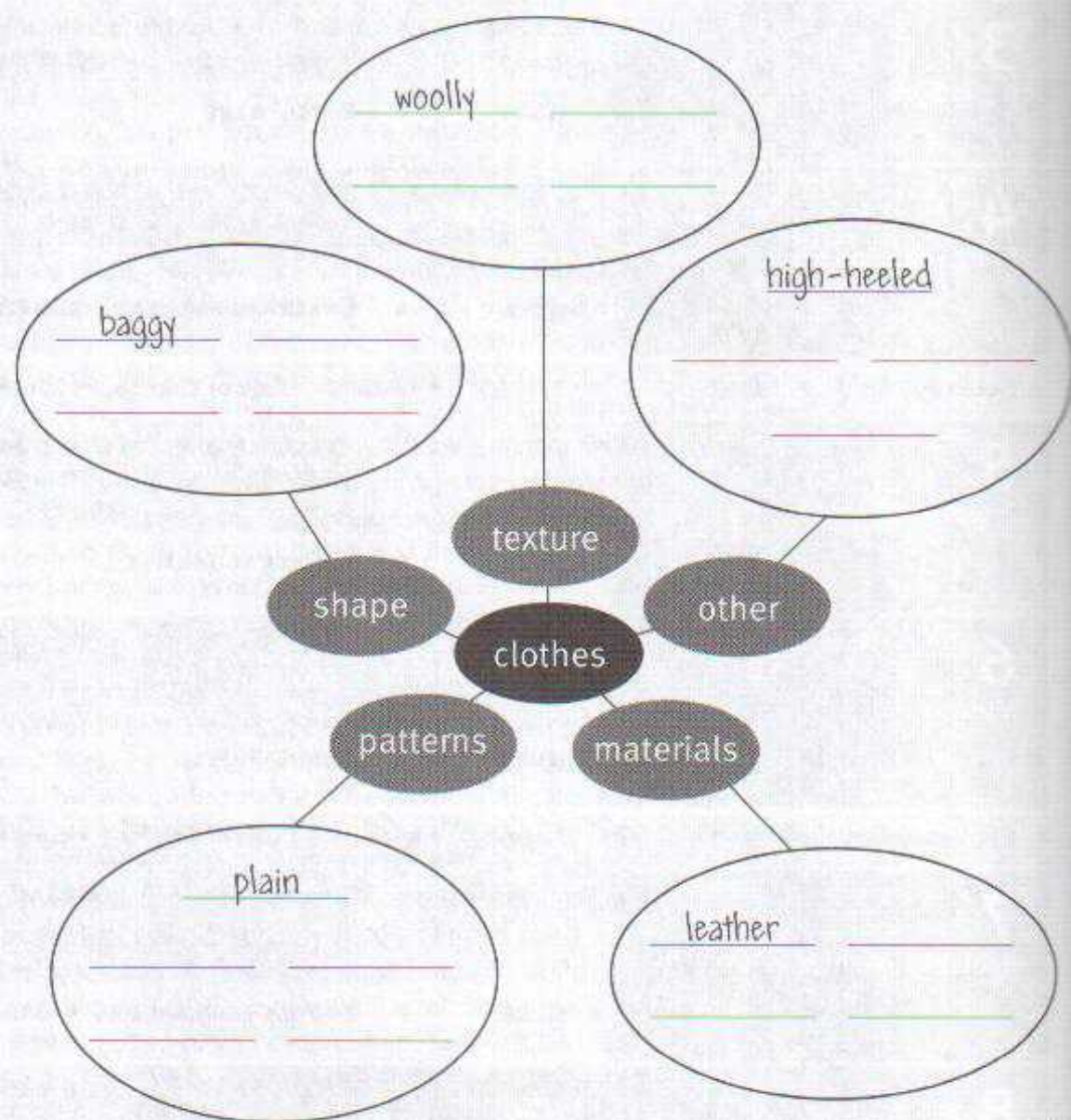
- | | |
|--|--|
| 1 <u>cool</u> <input type="checkbox"/> | 5 gr__t <input type="checkbox"/> |
| 2 _wf_l <input type="checkbox"/> | 6 b__t_f_l <input type="checkbox"/> |
| 3 tr_ndy <input type="checkbox"/> | 7 _ld-f_sh__n_d <input type="checkbox"/> |
| 4 _l_g_nt <input type="checkbox"/> | 8 sm_rt <input type="checkbox"/> |

- 3 Some of the sentences are incorrect. Rewrite the sentences if necessary, putting the adjectives in the correct order.

- | |
|---|
| 1 It's a yellow, gaudy shirt. <input checked="" type="checkbox"/> |
| <u>It's a gaudy, yellow shirt.</u> |
| 2 They're tight, leather trousers. <input type="checkbox"/> |
| _____ |
| 3 It's a baggy, trendy top. <input type="checkbox"/> |
| _____ |
| 4 They're wool, spotty socks. <input type="checkbox"/> |
| _____ |
| 5 They're stripy, stylish trousers. <input type="checkbox"/> |
| _____ |
| 6 They're brown, high-heeled, scruffy boots. <input type="checkbox"/> |
| _____ |
| 7 It's a furry, cute jacket. <input type="checkbox"/> |
| _____ |

- 4 LISTENING 2 Listen to four teenagers showing a friend the clothes they have bought. Complete the chart.

	What did they buy?	Does their friend like it? How do they describe it?
1	a T-shirt	no, it's scruffy
2		
3		
4		



VOCABULARY BUILDER (1.2): COMPOUND ADJECTIVES >>SB PAGE 127<<

- 5 Match a word from A with a word from B to make compound adjectives.

good high long	fashioned fitting
A old tight	B heeled legged looking

- 6 Complete the sentences with the compound adjectives in exercise 5.

- I can't walk in _____ shoes. I fall over!
- She always wears _____ jeans, whereas I wear baggy jeans.
- Leggings don't really suit _____ people.
- I like modern clothes, whereas my mum's clothes are so _____.
- Your brother's so _____. All the girls fancy him!

1B

GRAMMAR Present tense contrast

I can use different tenses to talk about the present and future.

1 Complete the pairs of sentences with the present simple or the present continuous form of the verbs.

- 1 wear
 a People often wear a scarf in the winter.
 b It's hot today, so I'm wearing a T-shirt.
- 2 leave
 a Why is Ruth leaving so early this evening?
 b What time does the last bus leave on Fridays?
- 3 take
 a I never take your things.
 b Why are you taking so many photos?
- 4 not see
 a Merinda doesn't see her boyfriend every day.
 b She isn't seeing him again until next Friday!
- 5 start
 a Hurry up! It is starting to rain.
 b Our first lesson starts at 8.30 a.m.
- 6 work
 a Where do you work your mum usually works?
 b When does she work she works late tonight?

2 Read the text and choose the correct answers.



Today, many teenagers ¹ put on a hoody instead of a coat to keep warm when they're outside. However, some adults ² don't like hoodies. They ³ believe that young people who ⁴ are wearing these sweatshirts are criminals, and that the teenagers ⁵ are using the hood to hide their identity when they ⁶ are doing things they shouldn't be doing. For example, shoplifters often wear hoodies because they ⁷ don't want their faces to appear on security cameras when they ⁸ are stealing things from shops. Nowadays, some shopping centres ⁹ are trying to introduce a ban on hoodies to stop this problem.

- | | | |
|------------------|------------------|----------------|
| 1 a put on | b are putting on | c puts on |
| 2 a doesn't like | b aren't liking | c don't like |
| 3 a believe | b are believing | c believes |
| 4 a are wearing | b is wearing | c wear |
| 5 a is using | b use | c uses |
| 6 a is doing | b are doing | c does |
| 7 a don't want | b aren't wanting | c doesn't want |
| 8 a are stealing | b is stealing | c steals |
| 9 a try | b are trying | c tries |

3 Some of the sentences are incorrect. Rewrite them correctly if necessary.

- 1 I'm tired. I'm wanting to go home now.
I want to go home now
- 2 I'm staying with my aunt while my parents are away.
- 3 We aren't believing in ghosts.
We don't believe
- 4 My sister is into sport. She plays tennis every Saturday.
- 5 Mia is bad-tempered. She's always shouting.
- 6 Your car is very old. You're needing a new one.
You need a new one

4 Complete the dialogue with the correct form of the verbs in the box.

come go meet need not know not want
 understand worry

- Jessica Eve, ¹ are you coming to Wendy's party on Saturday?
 Eve I think so. What about you?
 Jessica Yes, but I ² don't know what to wear.
 Eve Jessica, it's only Monday! Why ³ are you worrying you worrying about the party already?
 Jessica Well, Jamie ⁴ is going, so I ⁵ don't want to look a mess.
 Eve Now I ⁶ need ! In that case, you ⁷ need to buy something special to wear.
 Jessica I know! I'm ⁸ meeting Jane at the shopping centre after school today!
 Eve You're so organised, Jessica!

Challenge!

Write sentences to describe:

- 1 two things you do every morning.

- 2 two annoying things your friends do.

- 3 the time you get up and go to bed.

- 4 two arrangements you've made for this weekend.

1 Look at the photo. Do you like this fashion? Why/Why not?

UKRAINIAN FASHION DESIGNERS

Top fashion designers used to be based in Paris and Milan. Now the fashion industry is worldwide and top designers don't have to go to France or Italy. Ukraine has got a number of designers who are making names for themselves at home and abroad. So who are the names to look out for?

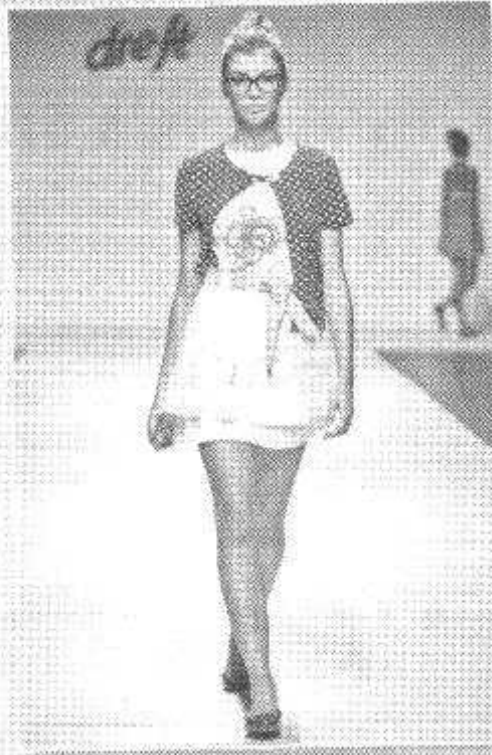
Viktoriia Hres is a designer who is very interested in textiles, particularly antique lace, embroidery and unusual fabrics. These give her work a link to the past, although she uses them in contemporary designs, which she markets under the brand name Victoria Gres. Viktoriia is not only interested in clothes, but also in how people decorate their homes and she now designs products for the home, with the brand name Gres décor.

You can find Iryna Karavai's work with the fashion store Nota Bene under the brand Nota Bene & Karavay. She began working with Nota Bene in 2003 and she produces strikingly individual designs, thanks to her attention to detail. She thinks that Ukrainians have a unique sense of style but that this is now blending with international ideas of fashion. For inspiration she looks to the French post-impressionist painter Paul Gauguin and designer Jean-Paul Gaultier.

Liliia Pustovit, unlike Viktoriia and Iryna, is a designer who first made a name for herself outside Ukraine. During the 1990s she was very successful abroad, particularly in France. She also won the Gold Button Grand Prix at the Vogue Festival in Vilnius. She returned to Ukraine in the 2000s and now designs clothes with a national identity. She believes the source of her ideas lies in her Ukrainian roots and traditions.

Some of the most famous designers internationally have been men, so it should be no surprise to find that some of Ukraine's top designers are also men. Take Serhii Yermakov and Andre Tan, for example. Serhii produces *haute couture*, which are very expensive one-off designs made specifically for particular models or customers. He thinks this part of the fashion industry is like a laboratory producing rare and unusual designs. He chooses to work in *haute couture* because it gives him the freedom to create without worrying about the cost.

Andre Tan, on the other hand, works on ready-to-wear clothes. He has always been interested in fashion and designed his first clothes when he was eleven. At first his aim was not to be a designer but to edit a fashion magazine, but along the way he changed his mind. Becoming a designer involved a lot of hard work and financial struggle. When he first started making dresses for fashion shows, he actually got the models to buy the material. However, he did allow them to keep the dresses.



2 Read the text. Match designer 1–5 with information a–e.

- | | | | |
|---|-------------------|---|-------------------------------|
| a | 1 Viktoriia Hres | a | wanted to be a fashion editor |
| d | 2 Iryna Karavai | b | creates single designs |
| e | 3 Liliia Pustovit | c | uses a variety of materials |
| b | 4 Serhii Yermakov | d | gets ideas from art |
| a | 5 Andre Tan | e | is well-known internationally |

3 Read the text again. Are the sentences true or false?

- Viktoriia Hres's designs mix old-fashioned fabrics with modern designs. True
- Iryna Karavai believes Ukrainians have totally lost their sense of style. False
- Liliia Pustovit designs traditional Ukrainian clothes. True
- Serhii Yermakov thinks of the price when he designs clothes. False
- Andre Tan couldn't afford the fabric for his designs at first. True

4 Match the highlighted words in the text with the meanings below.

- fabric material
- starting point source
- mixing blending
- the way people in a country think of themselves national identity
- modern contemporary
- thought differently from before changed his mind
- becoming famous making a name for himself
- unique one-off

Challenge!

Find a fashion photo or use the photo in exercise 1. Write about it. Use your answers to the questions below to help you.

- Is it a modern or classic design?
- What material is it made from?
- Would you wear it? Why/Why not?
- What type of person would like this design?

Listening Extra: Unit 1: p100

GRAMMAR Verb patterns

I can identify and use verb patterns.

2 Choose the correct answer.

- 1 Do you fancy to go out / going out for a pizza?
- 2 If you happen to see / seeing Kerry, tell her I called.
- 3 Do you want to watch / watching a film tonight?
- 4 We managed to finish / finishing our homework quickly.
- 5 I can't help to laugh / laughing when someone falls over.
- 6 We decided to go / going to the Caribbean this year.
- 7 They refused to help / helping us with the project.
- 8 I couldn't face to do / doing any revision last night.

3 Complete the dialogue with the infinitive or *-ing* form of the verbs in brackets.

Kate: I'm fed up! I spent all last night ¹ _____ (study) for today's exam.
 Jenny: Did you manage ² to _____ (learn) everything?
 Kate: More or less. But I don't feel like ³ _____ (do) the same again tonight.
 Jenny: No, I don't enjoy ⁴ _____ (study) either, but we've nearly finished.
 Kate: I want ⁵ to _____ (go out) for a change. We've been studying for weeks.
 Jenny: Well, there's no way we can avoid ⁶ _____ (take) exams. Let's plan a trip for when we finish.
 Kate: That's a good idea! Where do you suggest ⁷ to _____ (go)?
 Jenny: I fancy ⁸ _____ (lie) on a beach somewhere doing absolutely nothing.
 Kate: Excellent idea. Let's do it!

4 Complete the text with the correct form of the verbs in brackets.



As a child, Naomi Campbell always wanted ¹ to _____ (be) famous, but she never expected ² to _____ (become) a supermodel. She enjoyed ³ ing _____ (appear) in public and joined a drama school at the age of five. When she was fifteen, the head of a modelling agency spotted her and insisted on ⁴ ing _____ (give) her a contract. Despite discrimination in the field, she became an instant success and even magazines like *Vogue* agreed ⁵ to _____ (use) her photo on their front cover. In the 1990s, Naomi decided ⁶ to _____ (launch) her singing career, but she failed ⁷ _____ (impress) the critics. However, she has spent over two decades ⁸ ing _____ (work) as a model and on the catwalk she is still as popular as ever.

4 Complete the sentences with the infinitive or the *-ing* form of the verbs in the box.

buy cycle drink fix post say visit

- 1 I remembered to say 'Happy Birthday' to Sarah. Did you?
- 2 She stopped _____ coffee so she would sleep better.
- 3 I forgot to post that letter. Sorry!
- 4 The TV doesn't work, but he's going to try to fix it.
- 5 I stopped buying petrol on my way to London yesterday.
- 6 Do you remember visiting your grandparents when you were little?
- 7 My sister tried to cycle to work, but she didn't enjoy it so now she gets the bus.

Challenge!

DICTIONARY WORK Look up these verbs in a learner's dictionary and put them in the correct column.

admit carry on offer plan risk threaten

verb + infinitive	verb + <i>-ing</i>
1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

Write sentences using each verb.

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

Revision: Student's Book page 8

- 1 Add prefixes to the adjectives in the box. Then use the words to complete the sentences.

comfortable credible possible reversible
satisfied usual

- That story can't be true. It's completely incredible.
- I've never seen a hat like that before. It's very _____.
- I really can't open this door. It's _____.
- We need to buy a new sofa. This one is very _____.
- You can't change the decision now. It's _____.
- The food was awful and we were _____ with the service.



Camera vision

36-year-old Canadian film-maker Rob Spence doesn't seem unusual. You wouldn't realise it at first, but one of his eyes is false. But this is not the most unusual thing about him. Inside this false eye Spence has a wireless video camera. This camera is not connected to his brain and has not improved his eyesight. Instead it records everything he sees. The camera runs on a very small battery and it has a transmitter, a device which allows Spence to send an image of what he is seeing at any moment to a computer.

Spence damaged his right eye at the age of thirteen while he was playing with his grandfather's gun on a visit to Ireland. After the accident his vision got worse until he became completely blind in that eye. Three years ago, he had an operation to remove this eye and to insert a false one. And it is this false eye that now contains his miniature video camera.

Spence knew that building a camera that was small enough to fit inside the eye would not be easy, so he contacted Dr Steve Mann, a cyborgs scientist at the University of Toronto. Cyborgs are machines that combine natural and artificial systems. Together, Spence and Mann succeeded in building a device which *Time* magazine described as one of the best inventions of the year.

- 2 Read the text quickly. What is different about Rob Spence?

- 3 Read the text again. Choose the correct answer.

- What does Rob Spence's camera do?
 - Helps him see better.
 - Films what he sees.
 - Takes photos of everything.
- The camera is powered by
 - a computer.
 - a transmitter.
 - a tiny battery.
- Why did Spence go blind in one eye?
 - He had an accident with a gun.
 - An operation went wrong.
 - His grandfather accidentally shot him.
- Why did Spence approach Dr Mann for help in building his eye camera?
 - Dr Mann was a specialist in building tiny cameras.
 - Dr Mann had experience in working with eye devices.
 - Dr Mann was an expert in technology which connects humans with man-made devices.
- What does Spence hope people will learn from his project?
 - To question how much they are monitored.
 - To feel comfortable when they are filmed.
 - How to record information.

Challenge!

Would you be happy to be filmed by Rob Spence?
Why? / Why not?

Even though his project is still quite new, Spence says that many people have already told him that they don't like being filmed. He finds this strange as the same people have no problem with the hundreds of surveillance cameras that film them every day at school, in the underground and in shopping centres. He hopes that his project will make people think more about how governments and organisations monitor these cameras and the information they record.

1F

SPEAKING

Photo description

I can describe the people in a photo to someone.

- 1 Look at the photo and choose the correct prepositions in sentences 1–6.



- There's a metal tower in / on the background.
- The woman in / on the baseball cap isn't smiling.
- The man in / to the left of the tower is holding a microphone.
- In / On the bottom right-hand corner, there's a man holding a piece of paper.
- The woman in / with long, blonde hair is also holding something.
- The people in / on the right are wearing headphones.

- 2 Match the sentence halves. Decide which people in the photo each sentence refers to.

- | | |
|-----------------------|----------------------------|
| 1 They look quite | a a paramedic. |
| 2 He looks like | b like he's making a joke. |
| 3 He looks as if | c she's holding a coffee. |
| 4 He looks | d young. |
| 5 She looks as though | e very worried. |
| 6 He doesn't look | f he's hurt himself. |

- 3 Order the words. Make phrases creating time to think.

1 see / let / me

Let me see.

2 thought / about / I've / that / really / never

3 really / difficult / say / it's / to

4 that / me / moment / think / let / a / about / for

5 suppose / I / well

- 4 LISTENING 4 Listen to a student talking about the photo below. In what order does she describe:

- a actions?
- b location?
- c people?

- 5 LISTENING 4 Complete these extracts from the listening using the words in the box. You need to use some words more than once. Then listen again and check.

as doesn't like look looks though

- It _____ very sunny.
- He _____ David Beckham.
- The people in the background _____ journalists.
- The Beckhams _____ calm.
- She isn't smiling, but she _____ worried.
- He _____ he's telling the Beckhams to get in.



- 6 Now write your own description of this photo. Remember to use prepositions from exercise 1 and expressions with *look* from exercise 2.

I can write a letter introducing myself to an exchange student.

Preparation

1 Complete the letter with the expressions in the box.

a group of friends Best wishes Dear Markus
I'm 17 years old Write soon

A Can I introduce myself? I am taking part in the school exchange. My name is David Hazlewood and

I live with my parents and my little sister and I love music. I play the guitar and I've got a band with

B I know your hometown is near Hamburg, but I don't know anything about it. How big is it? What sort of things can you do there? How far is it from the coast?

C In April in my country the weather is quite cold and it rains a lot. What's the weather like in Germany in the spring? What sort of clothes should I bring?

D We arrive in Hamburg on Friday 15th April. How do I get to your place? Could you come and pick me up? I'm really looking forward to meeting you.

David



2 Match the topics (1-4) with the paragraphs (A-D).

- | | |
|------------------------|--------------------------|
| 1 the weather | <input type="checkbox"/> |
| 2 travel arrangements | <input type="checkbox"/> |
| 3 the town | <input type="checkbox"/> |
| 4 personal information | <input type="checkbox"/> |

3 Rewrite the sentences replacing the words in bold with a suitable informal expression.

- I've got a lot of friends.
I've got _____ friends.
- We can collect you from the station.
We can _____ from the station.

3 Write to me soon.

_____ soon.

4 I love sport and I like basketball.

I love sport and _____ basketball.

5 Tell me when your plane arrives.

Tell me when your plane _____.

4 Translate the sentences with informal expressions from exercise 3.

- _____
- _____
- _____
- _____
- _____

5 Order the words to make sentences.

1 north / in / hometown / of England / is / My / the

2 does / your / time / arrive / What / plane /

3 playing / I'm / computer games / into

4 you / town centre / the / Do / in / live

5 the / We / pick / up / can / you / station / from

6 sunny / and / The / cold / weather / is / often

Writing guide

6 Imagine you are Markus. Write a reply to David's letter. Include the information below. Remember to use paragraphs and a variety of grammatical structures.

- Thank him for his letter. Give some information about you, your family and your hobbies.
- Answer David's questions about your hometown.
- Answer David's questions about the weather.
- Ask about his train times and offer to meet him at the station.

CHECK YOUR WORK

Have you:

- included all the information in the task?
- organised your letter into four paragraphs?
- started and finished your letter appropriately?
- included some informal expressions?
- checked your work for mistakes?

1

CULTURE EXTRA

Teenage fashion

I can understand a text about teenagers and fashion.

- 1 Look at the photo on the right. In pairs, describe what she is wearing. Use some of the words in the box. Then describe what students in your class are wearing.

denim casual trendy leather second-hand silk
old-fashioned smart flared wool cotton checked
striped plain short/long-sleeved high-heeled zip
belt buttons tights scarf jewellery pockets

- 2 Read the text. Complete paragraphs 1–5 with sentences a–f. There is one sentence that you do not need.
- a But being fashionable is not just about clothes.
 - b So how does one particular fashion suddenly become very popular?
 - c Everybody rushes out to buy the latest fashion.
 - d Colour, however, is part of fashion, and fashion, of course, constantly shifts.
 - e We all have our own style even if we don't follow fashion.
 - f Teenagers' focus on fashion is part of exploring life.

What's your style?

1 Our clothes tell others who we are and what we think of ourselves. How we dress is influenced by our need to express our individuality and creativity, our body image, and our need to be part of a group. This is true for everyone, but it is especially so for teenagers because they are particularly aware of what their clothes say about them.

2 They experiment with what works for them. This is possible because teenagers often buy clothes when they go shopping without their parents. Teenagers are more experimental with looks and colour than older people. Philosopher Rudolph Steiner looked at the effect of colour on people at different stages of life and found that, for teens, red is popular because it provides energy. A taste for purple develops in older teenagers as they become more socially aware. Black is considered cool, and can give confidence to those who feel unsure about who they are.

3 Styles change slightly, or sometimes completely, from one season to the next. Designers are aware of what is considered attractive, daring or dull. They monitor what is happening across the fashion world and what is being worn by fashionable people in the media.

4 We know that there are trend setters who are attracted to new ideas and will start buying before others. Teenagers are often encouraged to be trend setters by the media: if you see a fashion a few times in a magazine, it becomes acceptable to you and you're more likely to buy it.

- 3 Choose the best answers.

- 1 What we choose to wear
 - A influences people's body image.
 - B is important for creative people.
 - C communicates something about us.
- 2 Teenagers wear black because
 - A their parents don't like it.
 - B it can make them feel more self-assured.
 - C they are depressed.
- 3 Fashion designers
 - A study what people are wearing.
 - B push teenager style in new directions.
 - C create totally new styles every season.
- 4 Trend setters
 - A think of new ideas for fashions.
 - B are the first people to buy new designs.
 - C write about fashion in the media.
- 5 Accessories help you
 - A have a good time.
 - B make all clothes fashionable.
 - C create a personal style.



- 4 Complete the table with adjectives and verbs from the text.

noun	verb	adjective
creativity	1 _____	2 _____
experiment	3 _____	4 _____
attraction	attract	5 _____
fashion	fashion	6 _____
acceptance	accept	7 _____
expression	8 _____	expressive

- 5 Write about a fashionable thing you'd like to have and explain why. It could be clothes, a gadget (mobile phone, laptop, etc.) or an accessory.

5 It's also about bags, jewellery, phones, shoes, hair, make-up and more. It's these items that make fashion fun. They also allow you to create a style of your own. The particular top or jacket someone is wearing may be worn by a lot of people, but it becomes the individual style of the wearer by the way it's combined with other items. So, be creative, express your individuality and have fun.

2 Looking back

2A

VOCABULARY AND LISTENING

How did you feel?

I can describe how I feel.

1 Match the pictures (a–h) with the sentences (1–8).

a I was jealous.

b I was very proud.

c I was really nervous.

d I felt quite ashamed.

e I was very irritated.

f I was delighted.

g I was very shocked.

h I was depressed.

- 1 I was rude to my grandmother yesterday.
- 2 My friends were bullying me and I felt sad and lonely.
- 3 I had my end-of-course exam last week.
- 4 My friend got a better present than me.
- 5 That car nearly ran me over!
- 6 My parents gave me a car for my birthday.
- 7 My brother used my MP3 player and broke it.
- 8 My teacher said my essay was the best in the class.

2 Complete the sentences with the correct prepositions.

- 1 My brother is depressed _____ losing his job.
- 2 Paul was pleased _____ his birthday presents.
- 3 Are you scared _____ spiders?
- 4 The teacher was irritated _____ us.
- 5 Karen's parents are proud _____ her.
- 6 People are angry _____ the rising prices.

3 LISTENING 5 Listen to a radio programme about jealousy. Are the sentences true (T) or false (F)?

- 1 Jealousy can cause anger and depression.
- 2 Eleanor says that it isn't unusual to feel jealous if an attractive person is talking to your girlfriend or boyfriend.
- 3 Eleanor believes situations happening around us often cause our jealous feelings.
- 4 Eleanor believes that we are jealous because we have a negative view of ourselves.
- 5 Eleanor says that we can improve our self-esteem by writing down things which we are afraid of.
- 6 Eleanor advises listeners to talk to their partners about their fears.

VOCABULARY BUILDER (2.1): NOUN FORMATION FROM VERBS AND ADJECTIVES >>SB PAGE 127<<

4 Complete the sentences with the noun form of the words in brackets.

- 1 The man hid his face to cover his embarrassment. (embarrass)
- 2 Ryan accepted the offer without _____. (hesitate)
- 3 The athlete wore his medal with _____. (proud)
- 4 My friend's _____ was due to the death of her grandfather. (sad)
- 5 There seems to be some _____ over the exam dates. (confuse)
- 6 They thanked Ann for her _____. (kind)
- 7 I get _____ out of dancing. (enjoy)
- 8 Some youths commit acts of vandalism out of _____. (bored)

Challenge!

Answer the questions. Use at least two of the adjectives from exercises 1 and 2.

How did you feel the last time you:

- 1 spoke to your grandparents?

- 2 had an argument with a good friend?

- 3 went on holiday?

2B

GRAMMAR Past tense contrast

I can describe a memorable experience using different past tenses.

1 Choose the correct answer.

- It was very late, so my parents were very relieved when I got / had got home last night.
- The teacher was getting irritated because the children didn't listen / weren't listening to her at all.
- We weren't satisfied with our hotel room because it didn't have / wasn't having a bathroom.
- John had answered / was answering all the questions in the exam, so he was feeling really pleased.
- The children were afraid because a big dog was following / had followed them.
- We were very confused when we discovered we were getting / had got lost.
- I went home and was doing / did my homework straight away.
- How did you feel / had you felt when you won the match?

2 Change the sentences from affirmative to negative or from negative to affirmative.

- They were nervous because they had an exam.
They weren't nervous because they didn't have an exam.
- She'd brought her camera so she took a photo.

- We were amused because the film was funny.

- I hadn't read the book so I didn't want to see the film.

- He felt homesick because he was staying with an English family.

- You were feeling guilty because you'd made a mistake.

- We didn't go out because it was raining.

3 Some of the sentences are incorrect. Rewrite them correctly if necessary.

- Did you felt upset after the argument?
- I hadn't breakfast this morning.
- You was looking fed up at the party.
- Was the security camera working when the men took the money?
- They weren't enjoy the music so they went home.

- Had you listened to the album before you bought it?
- She was jealous because he'd saw his ex-girlfriend.
- We taked some great photos at the festival.

4 Complete the story with a suitable past tense form of the verbs in brackets.



One day when I was little, my sister ¹_____ (come) home from school with a pet rabbit in her bag. She ²_____ (find) it by the side of the road and she ³_____ (want) to keep it. That evening, we ⁴_____ (put) the rabbit in the garage and closed the door carefully.

The next day was Saturday, so after breakfast, we ⁵_____ (go) into the garage to look at the rabbit. However, the rabbit wasn't there! It ⁶_____ (escape)! We ⁷_____ (search) for it everywhere; in the garden, in the shed, behind the bins. We ⁸_____ (look) in the front garden when our neighbour appeared. He ⁹_____ (hold) the rabbit! He ¹⁰_____ (discover) it hiding under a bush in his garden. Later on, Dad ¹¹_____ (make) a special house for the rabbit. We ¹²_____ (keep) the rabbit in its new house after that and thankfully it never escaped again.

Challenge!

Write about the last time you lost or found something. Use the questions below to help you.

- Where were you?
- What were you doing?
- What happened?

1 Which of the following natural disasters affect Ukraine?

floods earthquakes forest fires droughts storms
volcanic eruptions tsunamis hurricanes tornadoes

2 Read the text. Which statement is true?

- a Floods only happen every 13 years.
b Floods are not only caused by natural forces.
c Nothing can be done to reduce the effects of the floods.



DANGEROUS FLOODS IN ZAKARPATTIA

The world's weather is changing and becoming less predictable. Extreme events, such as high winds and storms, often result in flooding or droughts. Some regions naturally have more meteorological disasters than others because of their geographical features and position. Zakarpatska oblast in Ukraine is one of the most vulnerable regions in Europe. There are regular storms and flooding because 80 per cent of it is mountainous, with high rainfall and snow in winter. Between 1980 and 2010 there were 13 major floods, affecting hundreds of thousands of people.

In 2008, the floods were the worst for 100 years. Over 40,000 homes and around 34,000 hectares of farm land were flooded, while hundreds of bridges and roads were damaged. More than 20,000 people had to be evacuated. The operations to move and rescue people involved more than 2,700 emergency workers and over 500 vehicles. All in all it was a disaster costing \$600–900 million.

Houses, roads and bridges all need to be rebuilt after floods. People can be away from their homes for long periods and that affects their jobs and education. Because of this, some years ago, the government started to look into ways of reducing the impact of floods.

Apart from the natural geographic factors causing floods, there are also local issues, in particular deforestation. When trees are removed from forests, the water cycle and the local climate are affected: fewer trees mean that when it rains, there is little to slow down the rate at which the water hits the earth. Therefore the water builds up quickly on the bare surfaces and causes flooding. As a result, the government has a reforestation programme. Today about 17 per cent of Ukraine is forest. This is an increase of 4.6 per cent in 1990, and the aim is for this figure to be 20 per cent eventually.

Forests are often used for wood. If large areas of a forest are cut down, there is an increased risk of flooding. To stop this, forest management has also changed in Ukraine. Trees are now selectively felled so the ground is not left bare. As a result, there are enough trees to reduce the impact of heavy rainfall. Flooding will not stop, but as the forests continue to grow, the damage should be a lot less.

3 Read the text again and answer the questions.

- 1 What environmental factors make Zakarpatska oblast likely to flood?

- 2 How many people had to move because of the floods in 2008?

- 3 What human activity increases the risk of floods?

- 4 How much of Ukraine does the government want to be forest in the future?

- 5 How has the way forests are cut for wood changed?

4 Complete the text with the words in the box.

matches develop plants control flames forest
phenomenon

FIRE!! FIRE!!

Summer in Ukraine brings the problem of
1 _____ fires. In 2010, there were around 2,000 forest fires and around 4,000 hectares went up in
2 _____. August was a particularly dangerous month, because vegetation was very dry and the weather was very hot.

Most fires are caused by people being careless with
3 _____, cigarettes and camp fires. There is also a problem with fires started by farmers to clear agricultural land. These fires can get out of
4 _____ and spread quickly to nearby forests and dry peat bogs.

However, forest fires are also a natural 5 _____ when caused by lightning. In fact, some types of
6 _____, particularly coniferous trees, need fires for their seeds to spread and 7 _____. In short, a controlled fire is good, and an out of control one is not.

Challenge!

Write about a natural disaster in Ukraine that you witnessed or know about. Use your answers to the questions below to help you.

- What was it?
- What damage was caused?
- Where was it?
- What has happened since?
- When was it?
- Could it happen again?
- What happened?

2D

GRAMMAR *used to*

I can talk about things that were true in the past, but aren't now.

1 Complete the sentences with the affirmative, negative or interrogative form of *used to* and the verbs in the box.

be like play read share walk wear

- I _____ to school, but now I ride my bike.
- We've got a bedroom each in our new house. We _____ a room in our old house.
- Our team _____ very well, but now we're top of the league!
- _____ your parents _____ you a bedtime story when you were younger?
- I _____ history, but now I love it.
- _____ Rupert _____ your best friend?
- I _____ glasses, but now I can't see without them.

2 Some of the sentences are incorrect. Rewrite them correctly if necessary.

- I use to enjoy watching cartoons.
- Did you used to wear glasses?
- They didn't use to do any homework.
- He uses to have a motorbike.
- We used to play football in the park.
- I didn't used to have a computer.

3 Rewrite these past simple sentences with the correct form of *used to*.

- They got the bus to school.
They used to get the bus to school.
- Did she have long hair?
_____?
- We lived in an apartment.
_____.
- I didn't do any exercise.
_____.
- Were you very shy?
_____?
- We didn't go on holiday.
_____.

4 Read the text. Choose the correct answers.

Until last month, my parents had a farm so I ¹ _____ living in the country. Now we live in the city and I ² _____ the noise. There ³ _____ be so many cars in our village and I can't ⁴ _____ all the traffic. I feel a bit nervous when I'm in the city centre because I ⁵ _____ seeing so many people I don't know. There are always lots of people, so I hope I'll ⁶ _____ the crowds soon. In the country we ⁷ _____ have a vegetable garden so we always had fresh vegetables. My mum ⁸ _____ shopping in a supermarket, and she hates it!



- | | | |
|-------------------|------------------|------------------|
| 1 a get used to | b 'm used to | c 'm not used to |
| 2 a didn't use to | b 'm used to | c 'm not used to |
| 3 a didn't use to | b 's used to | c isn't used to |
| 4 a get used to | b be used to | c used to |
| 5 a didn't use to | b 'm not used to | c isn't used to |
| 6 a 'm used to | b get used to | c 'm not used to |
| 7 a used to | b 're used to | c isn't used to |
| 8 a didn't use to | b get used to | c isn't used to |

5 Complete the sentences with *used to* or the correct form of *be used to*.

- Jenny didn't like her new haircut at first, but now she _____ it.
- I _____ be quite fat, but I lost a lot of weight last year.
- Rob's an important businessman. He _____ wearing suits every day.
- We lived in Kenya for six years so we _____ cold weather.
- You haven't rung me for ages. You _____ call me every day!
- I _____ answering the phone because I'm a receptionist.

Challenge!

INTERNET RESEARCH Find out about what it used to be like in your town 50 years ago. Write five sentences.

Revision: Student's Book page 18

1 Complete the sentences with the verbs in the box.

conclude doubt memorise realise recall
recognise remind solve

- The Government is trying to _____ the problem by introducing a new law.
- I'm not sure if I'll _____ my cousin because I haven't seen her for so long.
- You've listened to all the arguments. What do you _____?
- I _____ that my dad will let me go to the party. It's on a weekday.
- She knew my face, but she couldn't _____ my name.
- Nigel isn't very good at history because he finds it difficult to _____ the important dates.
- They missed the train because they didn't _____ it was so late.
- Please _____ me to call my sister – it's her birthday.

2 Read the text and answer the questions.

- How did Clive lose his memory?
- What is the only thing that Clive remembered when he came out of his coma?
- What happened after Deborah divorced Clive?

THE MAN WITH THE 30 SECOND MEMORY

When British musician, Clive Wearing, woke up on Wednesday 27 March, 1985, he could not answer a simple question or even remember his wife's name. His wife, Deborah, called the doctor. ¹_____ But that evening his wife arrived home from work to an empty flat, and later that night, a taxi-driver found Clive walking around the streets. His wife took him straight to hospital.

When Clive went into a coma, the doctors finally diagnosed a dangerous virus. ²_____ The doctors doubted that he would ever get better. However, they were wrong. Clive got better physically, but unfortunately his mental condition did not improve. His story is thought to be one of the most shocking cases of amnesia ever recorded.

The one thing that Clive did recall when he woke up was that he had a wife, and he knew that he loved her, but Clive now had a short-term memory of less than thirty seconds. ³_____

3 Read the text again. Match the sentences (a–f) with the gaps (1–5) in the text. There is one sentence that you do not need.

- For Deborah this was a difficult time, and in the end she decided to leave Clive.
- Today, Clive and Deborah have a very unusual marriage, but their love is as strong as ever.
- The doctor said it was flu and lack of sleep and sent Clive back to bed.
- Clive couldn't remember things that happened more than 30 seconds ago.
- This made life easier for the couple.
- When he came out of his coma, he couldn't remember a single thing that had ever happened to him.

Challenge!

Write down two things you find easy to remember and two things which you find difficult to remember.



Whenever Deborah left him, even if it was just to go to the bathroom, when she came back Clive talked to her as if it was the first time he had seen her that day.

Clive spent seven years in a psychiatric ward in a hospital, before moving to a special unit for people with brain injuries. Unfortunately, his amnesia did not improve. ⁴_____ She got a divorce and tried to make a new life for herself.

But Deborah still loved Clive. She realised that she couldn't live without him and nine years later, she rang him and asked him if he would like to get married again. Of course, he couldn't remember getting married the first time or getting divorced, but he agreed. ⁵_____

2F

SPEAKING Narrating events

I can describe and react to a story.

1 Write a reaction to the sentences using *What a ... !* or *How ... !* and a word from the box.

exciting lucky mess rude shame shock
strange

- 1 I can't wait! We're going on holiday to Thailand next month. How exciting!
- 2 That shop assistant didn't even say thank you. _____!
- 3 I'm so sad! We didn't qualify for the next round of the football tournament yesterday. _____!
- 4 I dropped the lasagne all over the floor as I was taking it into the dining room. _____!
- 5 Can you believe it? She lost her job after only one week! _____!
- 6 I found some money while I was walking to school yesterday. _____!
- 7 That's odd. She doesn't normally wear a suit. _____!

2 **LISTENING 7** Listen to a story about a wedding. Put the events in the correct order.

- a A very big wave got them wet.
- b The man didn't have his wedding ring.
- c The man found his ring.
- d The couple were standing close to the sea.
- e The couple drove home.
- f They got out of the sea and tried to get dry.
- g An American couple got married.
- h The couple went to the beach for their photos.
- i The man started looking for his ring.



3 You are telling a friend about the situation in exercise 2. Choose the correct answer.

- You ¹Did you hear / Can you describe what happened at Bill's wedding?
- Friend No, I didn't. ²Tell me about it. / Oh no!
- You They were taking some photos on the beach when ³suddenly / in the end they got soaked by a wave!
- Friend ⁴What a nightmare! / How lucky!
- You Even worse, he thought he had also lost his wedding ring! ⁵A few days later / Eventually he found it again.
- Friend ⁶That was a mistake! / That was lucky!

4 Complete the dialogue with suitable phrases. Use exercises 1 and 3 to help you.

- Lily Did you hear ¹_____ to me the other day?
- Rob No, I didn't. Tell me ²_____.
- Lily Well, I'd been shopping with some friends and we were getting the bus home. We were so busy chatting that we didn't notice we'd missed our stop. We only realised when the bus reached the end of the line!
- Rob What a ³_____! So what did you do?
- Lily Well, the bus driver was really helpful and he said that he was going back the way we'd come. It took ages, but ⁴_____ we got back home safely.
- Rob That was ⁵_____!

5 Think of an interesting or disastrous experience to tell a friend and complete the dialogue.

- A Did I ever tell you about _____?
- B No, _____.
- A Well, _____.
- B How _____!
- A And _____.
- B Really? _____?
- A Well, no. _____.
- B How _____! So what did you do?
- A _____.
- B How _____!
- A Yes, but _____.

VOCABULARY BUILDER (2.2): -ed / -ing ADJECTIVES

»SB PAGE 128«

6 Complete the sentences with an adjective formed from the verbs in the box. Use the correct -ed or -ing endings.

annoy bore depress excite please shock

- 1 I'm really excited because we're going to Australia!
- 2 Rainy days are so _____!
- 3 Let's do something different. I get so _____ at weekends!
- 4 We're really _____ with our new car – it's great!
- 5 The pictures of the accident were quite _____.
- 6 It's really _____ when people are late.

Preparation

1 Read the narrative and order the paragraphs.

1 2 3 4



A Suddenly, I felt a pain in my right foot. My grandmother had told us that there were some dangerous fish in the sand. She said that these fish, called weaver fish, had stung several swimmers recently. I felt guilty that I hadn't put my beach shoes on and I started to cry.

B In the end, my foot stopped hurting and I felt very relieved. **Finally**, I went back to sit with my grandparents on the beach. I didn't go into the sea again that day, and it was the last time I ever went walking on a beach with no shoes!

C Last summer, I was in England with my family visiting my grandparents. **One day**, we decided to go to the coast. We drove to the nearest beach, and put on our swimming costumes. 'Don't forget your beach shoes,' said my mum. But I didn't listen and ran straight into the sea.

D At first, my mother thought that I had cut myself on a piece of glass, **but then** I showed her my foot. There were four small holes where the weaver fish had stung me. We went and asked a lifeguard for help. He told me to sit down, and **a few minutes later**, he brought me a bowl of hot water and told me to put my foot in it. Apparently, the hot water brings the poison out of the foot.

2 Complete the chart with the times expressions in bold in the text.

To start a narrative	1 <u>Last summer</u> , 2 _____ ,
To show how a situation changes with time	3 _____ , ... _____
To show a surprise event	4 _____ ,
To move the narrative forward in time	5 _____ ,
To end a narrative	6 _____ , 7 _____ ,

3 Choose the correct time expressions.

¹ **A few years ago** / **After a while**, we decided to drive to Wales for the weekend. ² **Later on** / **At first**, our car was running well, ³ **but then** / **one day**, it started making a strange noise. ⁴ **At first** / **Suddenly**, we began to slow down. My dad managed to stop at the side of the road and we called the rescue service. ⁵ **One day** / **After a while**, a truck arrived and it took our car away. We sat down on the grass with our luggage, and called a taxi. The taxi came and took us back home. ⁶ **A few years ago** / **In the end**, we had a very relaxing weekend playing video games and seeing friends at home.

VOCABULARY BUILDER (2.3): PHRASAL VERBS

>>SB PAGE 128<<

4 Complete the sentences with the correct form of the phrasal verbs in the box.

bring up give away put on take off
take on turn up

- Why do you always _____ late?
- Our plane _____ on time.
- Because of the recession, the company decided not to _____ any new staff.
- His girlfriend always _____ the subject of marriage after she has visited her nieces and nephews.
- I had a big sort-out in my bedroom and I _____ all my old DVDs.
- I don't like the way that she _____ an American accent when she's singing.

Writing guide

5 Write a narrative about an accident you have had or seen. Include the information below. Remember to use paragraphs and narrative time expressions.

- **Set the scene:** When was it? Where were you? Who were you with?
- **Lead up:** What happened just before?
- **Main event:** What happened? How did you feel? What happened next? How did people react?
- **The ending:** What happened in the end? How did you feel afterwards?

CHECK YOUR WORK

Have you:

- included all the information in the task?
- organised your narrative into four paragraphs?
- included some narrative time expressions?
- included some phrasal verbs?
- checked your work for mistakes?

1 Match environmental problems 1–5 with descriptions a–e.

- 1 climate change _____
 2 overpopulation _____
 3 pollution _____
 4 destruction of ecosystems _____
 5 deforestation _____
- a toxic chemicals and gases present in air and water
 b trees are cut down, and not replaced
 c the change in temperature and weather systems as a result of high levels of green-house gases
 d when there are too many people for the environment to support
 e damage done to the way plants and animals interact

2 Read the texts. Write what happened in these years.

- 1 1970 _____
 2 1972 _____
 3 1986 _____
 4 1988 _____
 5 2004 _____
 6 2010 _____

GREENPEACE

Greenpeace is one of the most active international environmental organisations, with groups in over forty different countries. It was founded in Canada in 1970 under a different name – the Don't Make a Wave Committee. In 1972, the Committee renamed itself as Greenpeace. Its founders were first concerned about the US testing nuclear bombs underground in Alaska. Many people thought the tests might cause earthquakes and tsunamis (the reason for the original name), so the Committee decided to protest. Rather than just going on a march, the Committee decided to object to the tests by doing something more explicit. So, they sailed to the test site in Alaska. Although they didn't stop the tests immediately, their actions made people notice what was happening. The public supported the Committee and the US government dropped its plans for more testing. Today Greenpeace continues to use direct action to draw attention to environmental concerns.

Many people, particularly governments, don't approve of the methods Greenpeace uses because they consider them dangerous and aggressive. However, Greenpeace is able to publicise issues and bring them to the attention of ordinary people. As a result, changes have happened. In 2010, for example, Greenpeace ran a campaign to prevent packaging companies from using wood grown in ancient forests. Greenpeace has also protected sea creatures by persuading producers of canned fish products to change their fishing methods.

Zelenyi Svit

The ecological movement Zelenyi Svit (Green World) started in Ukraine in 1988, following the environmental disaster caused by the Chernobyl nuclear reactor in 1986. Today, Zelenyi Svit campaigns on a wide variety of environmental issues and is part of the international network called Friends of the Earth – the largest group of non-governmental organisations in the world.

Zelenyi Svit works on a number of projects, both large and small, at international and national levels. For instance, from 2004 to 2005 it ran a campaign to stop the hunting of migrating birds in spring. Zelenyi Svit has also pushed for better management of Ukraine's forests. More recently, the organisation was involved in a campaign to regulate biotechnology in the food and agriculture industries. It wanted to prevent scientific progress from turning into a giant genetic experiment. Young members held workshops in schools and universities to highlight the issues.

Zelenyi Svit's main aim is to protect the environment, but it is also concerned about human rights. It encourages public participation in decision-making about environmental projects and demands freedom of information about environmental issues. It argues that to preserve the environment for the future, it is important that we all understand the consequences of decisions that are made today.

3 Read the texts again. Answer the questions.

- 1 Which events prompted people to form Greenpeace and Zelenyi Svit?

- 2 What has each group done to protect trees?

- 3 What have they each done to protect wildlife?

- 4 What did Zelenyi Svit do to publicise their concerns about biotechnology?

- 5 Which group tries to improve communication about environmental issues?

4 Choose the correct prepositions. Use the highlighted words in the texts to help you.

- 1 The law prevents factories **from** / **for** polluting the rivers.
 2 Greenpeace approved **of** / **on** the policy.
 3 Many people objected **by** / **to** the road building plans.
 4 We are concerned **on** / **about** climate change.
 5 Zelenyi Svit will work **to** / **on** new campaigns soon.

5 Write about local environmental organisations. What do they do? If you don't have a local organisation, do you need one? What should it focus on?

PREPARATION: Listening

- 1 Read the exam task and underline the key words in each statement.
- 2 Think of synonyms or alternative phrases for each of the key words you have underlined.

EXAM STRATEGY

- All the speakers will talk about the same topic. Try to focus on the key words while you listen to help you identify the differences between them.
- Remember that one of the statements does not match any of the speakers.

EXAM TASK – Listening

LISTENING 8 You are going to hear five people talking about governments. Match the speakers (1–5) with the statements (A–F). There is one statement that you do not need to use.

1 2 3 4 5

This person thinks that:

- A governments are generally quite honest.
- B governments shouldn't control every aspect of people's behaviour.
- C government laws protect people from illegal activities.
- D governments have too much of our personal information.
- E all political parties wish to control people's behaviour to some extent.
- F people don't care how much governments control their behaviour.

PREPARATION: Reading

Read the text quickly to get an idea of what it is about, and answer the following questions:

- 1 When and where did Florence Nightingale start training to become a nurse?
- 2 What were the conditions like in the war hospital where Florence worked?
- 3 What happened in 1865?

EXAM STRATEGY

- Read the multiple-choice questions and options carefully. Underline any key words connected to people, places or events.
- Look for these key words in the text and try to identify which section of the text corresponds to each question.

EXAM TASK – Reading

Read the text below. Choose the right answer, A, B, C or D for questions 1–5.

The Lady of the Lamp

Probably one of the most famous people in the medical profession is the English nurse Florence Nightingale. Florence was born into a wealthy family in 1820, and as she grew up, she developed an interest in helping others. By the age of seventeen, she had decided that she wanted to become a nurse. At first, her parents would not let her, because they believed it was not a suitable profession for a woman. It was not until Florence was 31 that her father eventually gave his permission, and she was able to go to Germany to train as a nurse.

By 1853, Florence was running a women's hospital in London. However, her services were soon needed abroad because of the Crimean War, which started in 1854. She travelled to Scutari in Turkey to help the wounded soldiers, and she was horrified by the hospital conditions she found there. Many of the injured men hadn't washed for weeks, and they were sleeping in dirty, overcrowded rooms. Disease spread quickly in these conditions, so many of the patients died. At that time, only one in six patient deaths were due to actual wounds; other deaths were due to infections and disease.

Florence and her nurses soon went about changing the situation. They set up a kitchen to provide better food for the patients and a laundry to wash their clothes. Florence also reported the conditions to the War Office back home, and forced them to carry out important sanitary reforms in the military hospitals. In February 1855, the death rate of patients was 42%; by June 1855, it had fallen to 2%.

Florence gradually became known by her patients as 'the Lady of the Lamp', because she was the only woman allowed in the hospital after eight o'clock at night, so the soldiers became used to seeing her holding a lantern. She hardly slept, and she was on her feet for twenty hours a day. The wounded men loved and respected her, and she was seen as a hero back home in England.

However, it was not fame that Florence wanted, and when the war finished in 1856, she returned to England in secret. She wrote a book called *Notes on Nursing*, and met Queen Victoria to discuss the future of nursing. The Nightingale School and Home for Nurses opened in 1860, and five years later the first trained Nightingale nurses started work. Florence passed away peacefully in her sleep in her own house on 13th August, 1910, at the age of 90.

- 1 Florence Nightingale's parents
 - A were very poor people.
 - B objected to her career choice.
 - C wanted to move to Germany.
 - D wanted her to be a nurse.
- 2 When the Crimean War started, Florence Nightingale
 - A had travelled abroad and visited Turkey.
 - B was sick and had to go to hospital in London.
 - C thought soldiers' war injuries were horrifying.
 - D found out that fewer soldiers died of war wounds than died of illnesses.

1

Get Ready for your Exam

- 3 While working in a war hospital in Turkey, Florence
- A had to replace some of her nurses.
 - B decided to work for the War Office.
 - C initiated changes in military service.
 - D introduced major improvements.
- 4 Florence was called 'the Lady of the Lamp' because
- A she had special rights in the hospital.
 - B she helped her patients to go to sleep.
 - C she let patients have the lights on at night.
 - D she needed very little sleep.
- 5 After the Crimean War
- A it took Florence five years to return to England.
 - B Florence became famous as a full-time writer.
 - C professional training for nurses began in England.
 - D Queen Victoria met with nurses to discuss their future.

EXAM STRATEGY: Use of English

- Read through the text quickly to get an idea of what it is about. Then read the text more carefully and decide what kind of word you need for each gap, e.g. a noun, a verb, etc.

EXAM TASK – Use of English

Complete the text by writing the correct word in each gap.

The best memory I have is the time I spent volunteering for six weeks in Bristol about two years ago. I ¹ _____ just finished my first year at university and wanted to improve my English during the holidays before applying ² _____ a scholarship abroad. My boyfriend and I stayed on a campsite for volunteers ³ _____ was located near the sea. He ⁴ _____ on the redecoration of an old people's home, while I ⁵ _____ given work in the campsite kitchen. After a while I found ⁶ _____ that everyone thought the meals we were serving were a bit boring, so I offered to prepare traditional dishes from my country instead. Finding the ingredients wasn't a problem, as there was an international food shop nearby that had everything I needed. The change of menu was a great success, and ⁷ _____ much fun! I enjoyed my work, even though I ⁸ _____ never imagined myself as a chef. Everyone at the campsite kept telling me that I ⁹ _____ one of the best cooks they'd ever had. I ¹⁰ _____ never had such a fun job as that one and often dream about going back.

EXAM STRATEGY: Speaking

- Make a list of phrases you can use to describe, compare and contrast the photos.
- Try to add more detail to your description by speculating about what is happening or describing how the people in the pictures are feeling.
- Use adjectives to make your description more interesting.

EXAM TASK – Speaking

These two photographs show two women posing for the camera. Compare and contrast them and say which of the two situations you would prefer to be in and why.



Answer the questions.

- 1 Are clothes important to you? Why? / Why not?
- 2 When you go shopping for clothes, do you prefer to shop on your own or with other people? Talk about your experiences.

PREPARATION: Writing

Read the exam task carefully and answer the following questions.

- 1 Is the style formal or informal?
- 2 How will you begin and end your letter?
- 3 How many paragraphs will you include?
- 4 Can you use contracted forms?

EXAM STRATEGY

- Read the exam task carefully and think about the grammatical tenses you will need to express each of the points that should be included in the letter.
- Remember to read through when you have finished and check for grammar, spelling and punctuation mistakes.

EXAM TASK – Writing

Imagine you were travelling around your country during the summer holidays when a relative of yours introduced you to a famous person. Write a letter about it to your foreign friend (150–200 words). Tell him / her:

- where you were travelling
- who you met and where and when it happened
- what the person was wearing
- what you did when you saw him / her and how the person reacted
- how you felt about the experience.

3 A good job

3A

VOCABULARY AND LISTENING

The world of work

I can talk about jobs and work.

1 Complete the sentences with the words in the box.

in charge of menial on your own salary
shift work skilled supervise well-paid

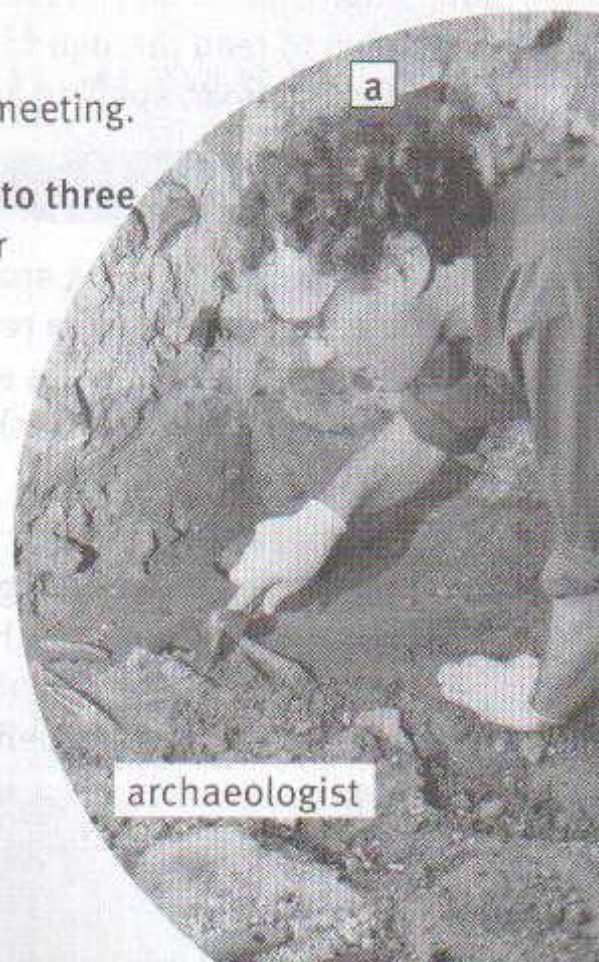
- Your _____ is the money you are paid for doing your job.
- If you're not in a team, you work _____.
- If you do _____, you don't always work at the same times each day.
- A manager is _____ a group of workers.
- A _____ job is often boring and badly-paid.
- She earns a lot of money. Her job is _____.
- If you are a manager, you often have to _____ people.
- You need special training to do a _____ job.

2 Match the sentence halves.

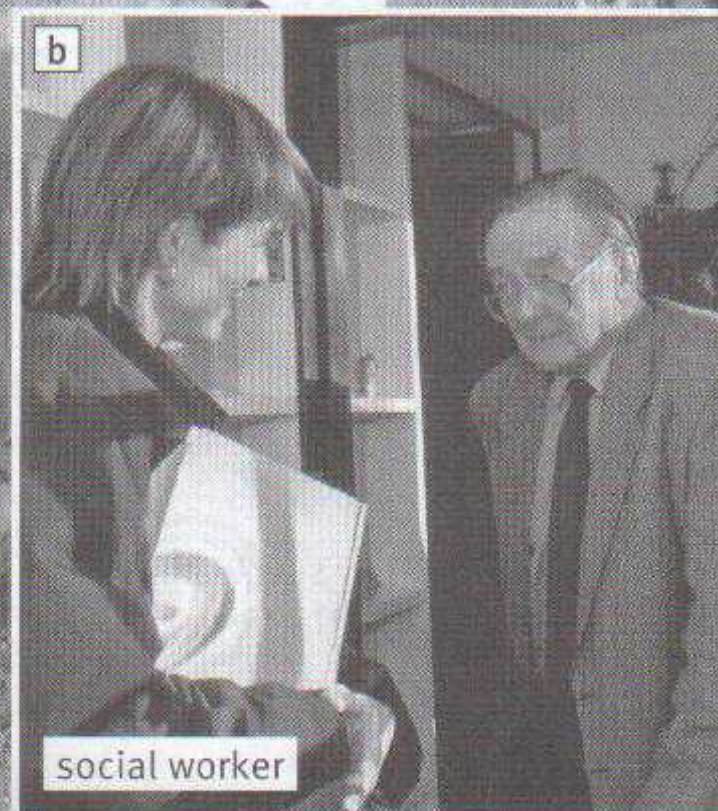
- | | |
|-------------------------------|--------------------------|
| 1 I have to serve | <input type="checkbox"/> |
| 2 Because the work is tedious | <input type="checkbox"/> |
| 3 We have to do | <input type="checkbox"/> |
| 4 You must be able to deal | <input type="checkbox"/> |
| 5 I feel happy because | <input type="checkbox"/> |
| 6 I work nine-to-five | <input type="checkbox"/> |
- a with the public.
b I am often bored.
c the work is rewarding.
d on weekdays.
e customers in the shop.
f paperwork after every meeting.

3 LISTENING 9 Listen to three people talking about their jobs. Match the speakers (1-3) with the jobs in the photos (a-c).

- Speaker 1
Speaker 2
Speaker 3



archaeologist



social worker



software programmer

4 LISTENING 9 Listen again. Match the speakers (1-3) with the descriptions (a-f).

- | | |
|--|--------------------------|
| a He / She is well-paid. | <input type="checkbox"/> |
| b He / She works longer than the official hours. | <input type="checkbox"/> |
| c His / Her job is regarded as being tedious. | <input type="checkbox"/> |
| d He / She often works abroad. | <input type="checkbox"/> |
| e He / She always works in the same place. | <input type="checkbox"/> |
| f His / Her job can be very stressful. | <input type="checkbox"/> |

VOCABULARY BUILDER (3.2): USEFUL PHRASES WITH WORK >> SB PAGE 129 <<

5 Rewrite the sentences using a phrase with work.

- Can you calculate how much I owe you?
Can you work out how much I owe you?
- We've only got a week to finish our project. Let's start it today.
Let's _____ today.
- My brother isn't in the office because he's got flu.
My brother _____ because he's got flu.
- Emily needs to improve her listening skills.
Emily needs to _____ her listening skills.
- The lift is broken so we'll have to take the stairs.
The lift _____ so we'll have to take the stairs.
- Ryan used to have a job, but now he's unemployed.
Ryan used to have a job, but now he's _____.

3B

GRAMMAR Defining relative clauses

I can describe a person, thing or place using defining relative clauses.

1 Choose the correct relative pronoun. If both answers are correct, circle both.

- 1 A telesales operator is a person **who / that** sells things over the phone.
- 2 A studio is the place **where / that** an artist works.
- 3 A salary is the money **which / that** you earn in your job.
- 4 A bank clerk is the person **who / that** serves you in a bank.
- 5 A building site is a place **where / that** construction workers work.
- 6 Unskilled work is work **which / that** doesn't require qualifications.
- 7 A waiter is a person **whose / that** job is to serve meals.
- 8 A fruit-picker is a person **who / that** works on a fruit farm.

2 Complete the text with *who, which, where* or *whose*.



The flight attendant ¹ _____ served us on the plane is a cousin of mine. She works for an airline ² _____ operates between London and New York. She lives in New York in a flat ³ _____ she shares with two friends ⁴ _____ I have never met. The one ⁵ _____ room I usually stay in is often away. The bed ⁶ _____ I sleep in is always very comfortable! My cousin has got a boyfriend ⁷ _____ job is very well-paid. I can't remember the name of the company ⁸ _____ he works, but I'd quite like to work there myself!

3 Some of the sentences are incorrect. Rewrite them correctly if necessary.

- 1 A supervisor is a person who is in charge of a team.
- 2 She's the person who she deals with the public.
- 3 A rewarding job is one which you enjoy.
- 4 That's the lowest salary where you can earn here.
- 5 A factory is a place where cars are made there.
- 6 She's the flight attendant who husband is a pilot.

4 Join the two sentences with a relative clause. Use the pronouns *who, which, where* or *whose*.

- 1 She's the manager. She runs the office.
She's the manager who runs the office.
- 2 That's the man. His job is to do the paperwork.

- 3 That's the office. They deal with the public there.

- 4 That's the computer. I got it for my birthday.

- 5 That's the job. My sister is applying for it.

- 6 That's the girl. I borrowed her phone.

- 7 He's the shop assistant. He served me.

- 8 A laboratory is a place. Scientists do experiments there.

Challenge!

Complete the sentences.

A receptionist is a person who _____

A uniform is something which _____

University is a place where _____

When I leave school, I want to get a job which _____

1 If you could study abroad, which country would you go to and what subject would you study?

2 Read the text. Which paragraph mentions:

- 1 why foreign study can improve job prospects? _____
- 2 why governments give scholarships? _____
- 3 questions a scholarship student might consider? _____
- 4 a programme started to promote international cooperation? _____
- 5 a programme for pre-university students? _____
- 6 the positive points about studying in the USA? _____

3 Read the text again and answer the questions.

- 1 What costs does the scholarship money cover?

- 2 What can you do as a FLEX student?

- 3 Which US programme is for university students?

- 4 What are the advantages of studying in the USA?

- 5 Which European exchange programmes are there?

- 6 Why might a company want to employ someone who has studied abroad?

THE WORLD'S YOUR OYSTER

△ Do you like to travel? Are you interested in life in other countries? Would you like to attend school or university elsewhere? Do you think that experience abroad might help you in the future? If you answered 'yes' to all these questions, then you might want to think about the scholarship programmes open to Ukrainian students who want to study abroad. These programmes pay education fees and provide spending money so you can meet the higher cost of living in foreign countries.

Ⓑ For high school students aged 15–17, there is the US government's Future Leader Exchange Program (FLEX). Students live with host families in the US and study at the local school. There are also events for students to attend. These include meetings with members of government and non-governmental organisations, trips to museums and historic sites, and training for getting involved in community and civic decisions. Exchange students also take part in various school competitions. It is a great opportunity to compare two different educational systems, lifestyles and cultures.

Ⓒ One of the best-known US scholarship programmes is the Fulbright Program. This is for students studying for a first degree or a post-graduate qualification, and it has been operating since the end of the Second World War. It was started by J William Fulbright to create better understanding between the United States and other countries. Each year, the fund gives 8,000 students from 150 countries (including the USA) the chance to study abroad.

Challenge!

Imagine a friend is a FLEX student. Write a letter asking about his/her experience. Include the topics below.

- accommodation • education fee • school activities
- cost of living • host family • free time

Ⓓ For students studying for a degree in the USA, one of the advantages is that you can choose from a wide variety of courses. If you are not sure about what you finally want to specialise in, you can study a number of subjects and see which ones you find most interesting. Another advantage is that there are a lot of universities to choose from – there are around 4,500 offering undergraduate degrees.

Ⓔ Closer to home, there are European Union exchanges such as Erasmus Mundus, where students study part of their course at a partner university. The aim is to promote international cooperation, and increase mobility for university students and teachers in the EU. The British government also offers around eight Chevening scholarships to Ukrainian students each year to give them an education which will help their home country. As with other programmes, the British government hopes that students who receive funding will maintain contact with people in the host country and, in future, might create business links to benefit both countries.

Ⓕ Experience of living abroad is welcomed by employers as it shows an ability to deal with unknown situations. It also means that you have knowledge other people don't have and that might be useful to employers.



GRAMMAR Non-defining relative clauses

I can correctly use non-defining relative clauses.

1 Read the text. Choose the correct answer.



Johnny Depp, ¹who / which / whose / where was born in Kentucky in 1963, is a well-known American actor. He first became famous when he starred in the TV series *21 Jump Street*, in ²who / which / whose / where he played a young police officer. This role, ³who / which / whose / where he played for nearly four years, turned him into a

teen idol. Later, Depp played the title role in the film *Edward Scissorhands*, ⁴who / which / whose / where was directed by Tim Burton, ⁵who / which / whose / where partner is the actress Helena Bonham Carter. Depp has two children with his partner Vanessa Paradis, and they divide their time between their five homes, including a villa in the south of France called *Le Plan de la Tour*, ⁶who / which / whose / where Depp makes his own wine.

3 Join the two sentences with a non-defining relative clause.

1 Crete is popular with British tourists. It's a Greek island.

2 The actress Gwyneth Paltrow also sings country music. She is married to the lead singer of Coldplay.

3 Daniel Craig is afraid of flying. He's the sixth James Bond.

4 Dakar is the capital of Senegal. The famous motor rally ends there.

5 Robert Pattinson was born in London. His films include *Harry Potter* and the *Twilight* series.

6 Halloween is a popular UK festival. It is celebrated in October.

2 Complete the sentences with a name and the correct relative pronoun. Use the photos below to help you.

1 Justin Bieber, who was discovered on YouTube, has become a teen idol.

2 _____, _____ is on the River Seine, is one of the most romantic cities in Europe.

3 _____, _____ husband is David Beckham, usually wears high-heeled designer shoes.

4 _____, _____ The Beatles are from, is on the banks of the River Mersey.

5 _____, _____ is from Colombia, released her first album in 1995.

6 _____, _____ is the capital of Sweden, is located on fourteen islands.

Challenge!

Write some sentences about your favourite singer or group. Use non-defining relative clauses.

Lady Gaga, whose real name is Stefanni Joanne Angelina Germanotta, became famous in 2008.



Liverpool



Justin Bieber



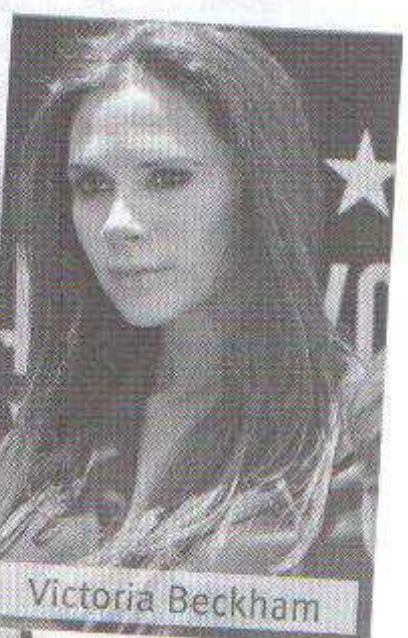
Shakira



Stockholm



Paris



Victoria Beckham

Revision: Student's Book page 28

1 Replace the word in bold with one used for both men and women.

1 The **spokesman** opened the meeting on time.

2 'I'd like to speak to the **manageress**, please.'

3 My cousin wants to be a **policewoman**.

4 Natalie Portman worked as a model before she became an **actress**.

5 I asked the **air hostess** for a bottle of water.

2 Read the text. What are the different tasks Dany performs in her job as firefighter?



People who think firefighting is a job for men would be surprised to learn that there are now over 230 women in the London Fire Brigade. One of these women is Dany Cotton, who has been with the fire service for more than 22 years.

Dany spends a lot of her time trying to change the image of the Fire Brigade. She recently took part in a national campaign promoting firefighting as a career for girls in secondary schools. During the campaign, she explained that women do the same training and assessment as men and they are expected to do the same jobs. Both men and women must be fit and healthy, but as long as they pass the physical tests, height isn't important.

However, Dany's favourite question is this: 'How can a woman carry a man down a ladder from a building which is on fire?' She says that in all her years of firefighting, she has never seen anyone try this, although she was trained to do it. She describes

this as something we only see in films and explains that today's firefighters enter a building as a team to rescue people.

Dany says that saving people from burning buildings is not the only thing that firefighters do. One of the most important jobs they do these days is in the community. Fire officers visit thousands of homes, businesses and schools each year giving advice that can often save lives. Women are often good at doing this because of their ability to communicate well.

Most of Dany's work in the Fire Brigade these days is as a manager in an office, but she still attends emergencies. One of the things she finds most interesting about her job is this combination of using her skills with people and working in real life emergency situations.

3 Read the text again. Choose the correct answer.

- 1 Dany has worked for the fire service
 - a for nearly twenty years.
 - b for over twenty years.
 - c since she was twenty-two years old.
- 2 Dany worked on a campaign aimed at
 - a encouraging girls to train to become firefighters.
 - b explaining the training and assessment needs for firefighters.
 - c inspiring girls at secondary school to be fit and healthy.
- 3 Male firefighters
 - a have the same training as female firefighters.
 - b often carry people down ladders.
 - c have to be taller than female firefighters.
- 4 Female firefighters tend to be good at
 - a saving lives.
 - b office work.
 - c talking to the public.
- 5 Dany enjoys
 - a the danger of emergencies.
 - b the variety in her work.
 - c being a manager.

Challenge!

Order the jobs from the most to the least physically challenging and write a short description of each.

- nurse _____
- air stewardess _____
- secretary _____
- builder _____

SPEAKING A job interview

I can ask and answer questions at a job interview.

1 Complete the words relating to job qualities. Use *a, e, i, o* or *u*.

- 1 A cleaner needs to be h_rd-w_rking and tr_stw_rthy.
- 2 A fitness instructor needs to be _n_rg_t_c and p_s_t_v_.
- 3 A scientist needs to be c_nsc__nt___s and s_lf-m_t_v_t_d.
- 4 A sales representative needs to be c_nf_d_nt and _nth_s__st_c.
- 5 An athlete needs to be f_t and d_t_rm_n_d.
- 6 A chef needs to be cr__t_v_ and r_l__bl_.
- 7 A receptionist needs to be p_l_t_ and th__ghtf_l.

2 LISTENING 11 Listen to a job interview. What job is the interview for? What three qualities does the girl say she has?

Job: _____
 Qualities: _____, _____ and _____

3 LISTENING 11 Order the words to make questions. Listen again and check.

- 1 you / job / out / did / about / How / the / find
 _____?
- 2 in / worked / you / a / You've / before, / haven't / hotel
 _____?
- 3 do / things / kinds of / you / What / do
 _____?
- 4 locally, / don't / You / live / you
 _____?
- 5 the right person / the job / do you think / you're / why / for
 _____?
- 6 you / When / start / could / work
 _____?

4 Add question tags to the statements.

- 1 You saw the advert in a newspaper, didn't you?
- 2 You haven't worked in a hotel before, _____?
- 3 You can make beds, _____?
- 4 You don't live far away, _____?
- 5 You aren't very confident, _____?
- 6 You passed all your exams, _____?
- 7 You were helping your uncle, _____?



5 LISTENING 12 Listen to the sentences. Repeat them and add a question tag.



You worked in a supermarket.

You worked in a supermarket, didn't you?



6 Read the advert and write an interview dialogue for the job. Include the following information:

- where the applicant saw the advert
- the applicant's experience of similar jobs
- the qualities the applicant has that make him / her right for the job.
- when the applicant can start.

Shop assistant required for a new clothes shop opening in the town centre. You will be polite and enthusiastic and good at dealing with customers. Hours 9.00 – 18.00. Saturdays only. **Pay £7 an hour**

Interviewer _____
 Applicant _____
 Interviewer _____
 Applicant _____
 Interviewer _____
 Applicant _____
 Interviewer _____
 Applicant _____
 Interviewer _____

Preparation

1 Where should the writer put these pieces of information? Match A–D with gaps 1–4 in the letter.

- A the date
- B the job he is writing about
- C the address of the person he's writing to
- D his own address

2 Complete gaps A and B with the correct form of address.

1 _____ 2 _____

3 _____

A _____ Mr Wilson,

4 _____

I am writing to apply for the post of part-time sales assistant, which I saw advertised in last Sunday's newspaper.

Last summer I worked in the ticket office of a small independent cinema in Portsmouth. My responsibilities included ticket sales and checking tickets.

I consider myself to be reliable and enthusiastic. If necessary I can supply a reference from the manager of the cinema where I worked last summer.

I would be very grateful for the opportunity to visit you and discuss my application in person. I am available for interview any afternoon after 3 p.m. If my application is successful, I will be available to start work on 15th July when I finish my exams.

I am enclosing my CV.

B _____

Nick Baxter

Nicholas M. Baxter

3 Number the information in the order it appears in the letter.

- a where he saw the advertisement
- b what references he can send
- c what relevant work experience he has
- d when he can start work
- e what his personal qualities are

4 Read the letter in exercise 1 again and complete the formal phrases needed to apply for a job in a hotel.

- 1 I am writing to _____ for the _____ of receptionist.
- 2 My _____ greeting guests and answering calls.
- 3 I _____ to be hard-working and reliable.
- 4 If necessary I can _____ a _____.
- 5 I would be very _____ for the _____ to visit your hotel and _____ my application in _____.
- 6 I will be _____ to _____ work on 2nd January.
- 7 I am _____ my _____.

Writing guide

5 Read the advert below and write a letter of application for the post. Remember to follow the instructions carefully, to lay out your letter appropriately and to use paragraphs and formal phrases.

**YOUTH
WORKER
WANTED**



for Council Summer Camps

Excellent opportunity to gain experience working with children aged 6–14 in beautiful surroundings.

Must be fit and enjoy playing sport. **£1,000 a month**

- Mention the job you are applying for and where you saw the advert.
- Give details of previous work experience and responsibilities. Mention any relevant personal interests.
- Talk about why you are right for the job. List your personal qualities and offer to send a reference.
- Say when you are available for interview and when you could start work.

CHECK YOUR WORK

Have you:

- included the appropriate addresses and the date?
- started and finished your letter appropriately?
- organised the letter into four paragraphs?
- used formal expressions from exercise 4?
- checked your work for mistakes?

JOB OPPORTUNITIES

In the second decade of the twenty-first century, times are tough. There has been a global economic crisis since 2007, and this has meant fewer jobs everywhere, including Europe. In better times, Ukrainians used to find work abroad in a variety of industries: the construction industry, the service industries (including domestic work) and agriculture. Now many of them are coming ¹by / back home to apply their valuable experience to new fields of work. They all dream about perfect jobs for themselves and future generations. So, where will the good jobs be in the future?

One area where more people will be needed is in information technology. This is the age of computers and nearly every company relies on computers in some way: for their accounts, controlling processes, taking orders, design, advertising and marketing. The list is long. So people who can come ²up with / through new software to help businesses run more smoothly will be in demand.

Biotechnology is another area which will expand in the future. Biotechnicians will help reduce global problems, for example, by producing cleaner fuel, growing food for the world's increasing population, fighting diseases, and working ³out / up better ways of making chemical products.

If you think these industries sound a bit technical or scientific, there are other types of work which might attract you. Human Resource (HR) managers look ⁴into / after the people who work in companies – they help find employees, organize training for them, and they make sure people act legally. Today these issues are increasingly complicated so specialists are needed. As the economy grows in the future and more people are employed, companies will certainly need HR specialists.

Finally, if you are creative and are interested in plants, you could become a landscape designer. These people create plans for public spaces, such as parks and town centres, and private spaces, such as around industrial buildings and people's gardens. Attractive outdoor spaces help us relax and make us have pride in our towns. They can also have practical uses. For example, you can reduce noise and create shade by planting trees.

These are just a few of the fields where people will be able to work in the future. Psychologists and ecologists, TV producers, medical technicians and marketing managers, electrical and nano-tech engineers – all these jobs are going to be in high demand. But the best advice is to look ⁵after / for something that interests you. That way you will do a good job and you will enjoy it no matter what it is.



- 1 Which of the jobs in the box do you think are interesting? Why? What job would you like to do when you finish your education?

computer programmer journalist landscape designer
accountant TV producer nurse electrical engineer
teacher psychologist marketing manager

- 2 Read the text. Choose the correct prepositions to complete the phrasal verbs.

- 3 Which jobs does the text mention as important for the future? Tick (✓).

engineers	<input type="checkbox"/>	farmers	<input type="checkbox"/>
cleaners	<input type="checkbox"/>	builders	<input type="checkbox"/>
HR managers	<input type="checkbox"/>	landscape designers	<input type="checkbox"/>
biotechnicians	<input type="checkbox"/>	software programmers	<input type="checkbox"/>

- 4 Read the text again and choose the best answers.

- Since 2007, many Ukrainians have
A worked in Europe. B returned home.
- The text says that companies will need
A new computers. B new software.
- Biotechnology will help us
A improve environmental conditions.
B control population growth.
- Businesses need HR managers because
A employment law is complicated.
B workers are breaking the law.
- Landscape designers work mainly
A in and around towns.
B in the middle of the countryside.

- 5 Imagine you have just started doing one of the jobs mentioned in the text. Write an email to a friend about it. Use your answers to the questions in the box to help you.

- What is the job?
- Why do you like/dislike it?
- What qualifications, experience and skills do you need?
- Do you find it difficult or easy? Why?

4 Body and mind

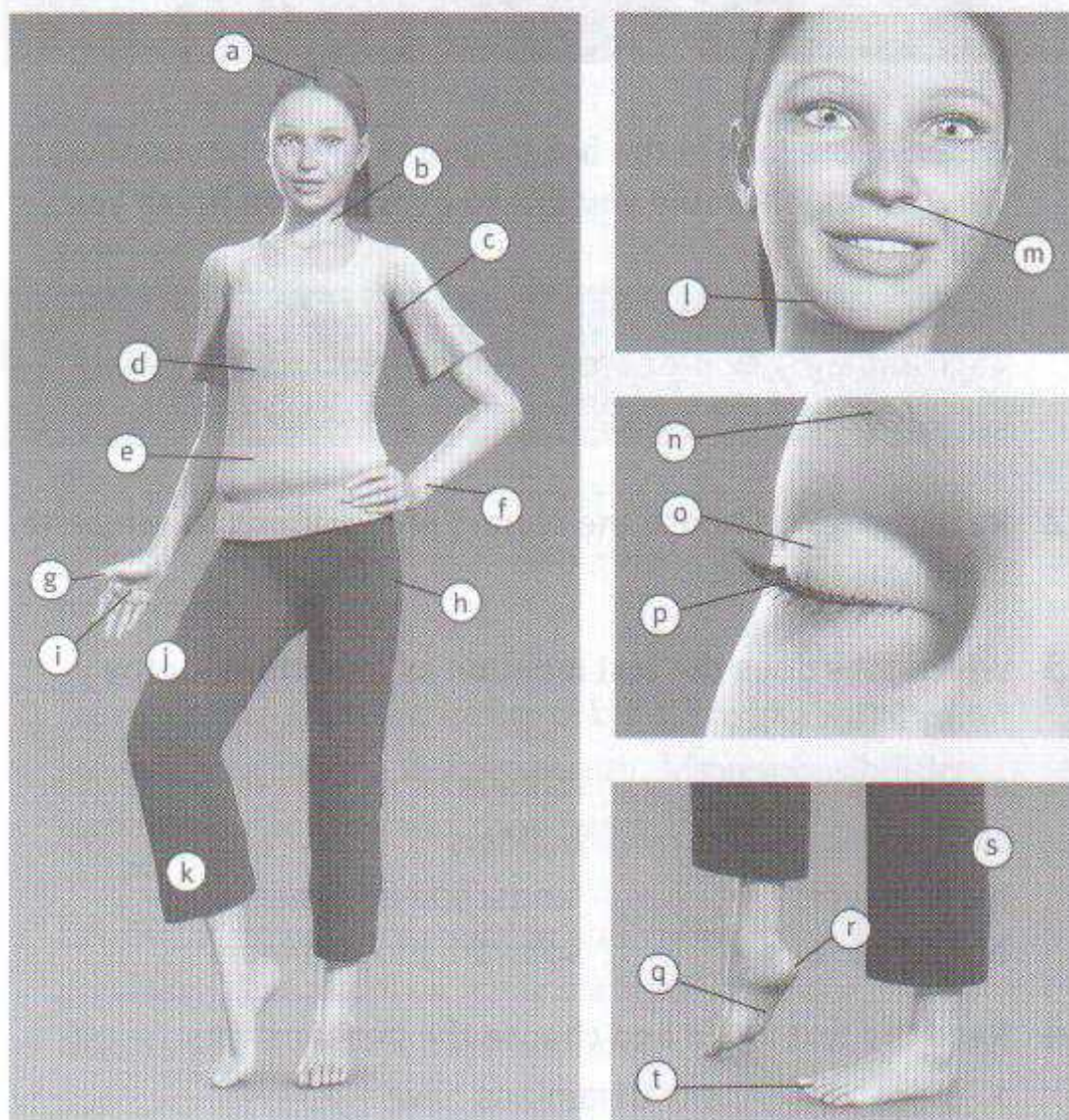
4A

VOCABULARY AND LISTENING

The human body

I can talk about parts of the body and injuries.

- 1 Complete the parts of the body. Use *a, e, i, o, or u*. Then match the words with the pictures (a-t).



- | | | | | | |
|-----------|--------------------------|------------|--------------------------|--------------|--------------------------|
| 1 th_gr | <input type="checkbox"/> | 8 ch_st | <input type="checkbox"/> | 15 _y_l_ds | <input type="checkbox"/> |
| 2 sh_n | <input type="checkbox"/> | 9 p_lm | <input type="checkbox"/> | 16 ch_n | <input type="checkbox"/> |
| 3 h_l | <input type="checkbox"/> | 10 thr_t | <input type="checkbox"/> | 17 wr_st | <input type="checkbox"/> |
| 4 sc_lp | <input type="checkbox"/> | 11 _y_br_w | <input type="checkbox"/> | 18 _rmp_t | <input type="checkbox"/> |
| 5 n_str_l | <input type="checkbox"/> | 12 t_n_l | <input type="checkbox"/> | 19 s_l | <input type="checkbox"/> |
| 6 _y_l_sh | <input type="checkbox"/> | 13 h_p | <input type="checkbox"/> | 20 f_ng_rn_l | <input type="checkbox"/> |
| 7 c_lf | <input type="checkbox"/> | 14 w_st | <input type="checkbox"/> | | |

- 2 **LISTENING 13** Listen to four teenagers talking about injuries. Match each speaker with an adjective from A and a part of the body from B. There is one word in each group that you do not need.

A black bruised cut dislocated sprained

B ankle eye lip shin shoulder

- Speaker 1 a _____
 Speaker 2 a _____
 Speaker 3 a _____
 Speaker 4 a _____

- 3 Complete the idioms with the parts of the body in the box.

arm eyelid hand head leg neck

- Don't be upset – I'm only pulling your _____.
- She stuck her _____ out and said what she really thought at the meeting.
- How did you keep your _____ in such a difficult situation?
- I twisted Anne's _____ and she lent me the money.
- He didn't bat an _____ when I said I was leaving.
- Can you give me a _____ clearing the table?

VOCABULARY BUILDER (4.1): INSIDE THE BODY

>>SB PAGE 130<<

- 4 Complete the sentences with parts of the body.

- The b_____ controls your thoughts, feelings and movements.
- The sp_____ runs down your back.
- The l_____ are used for breathing.
- The sk_____ is the large bone which protects your brain.
- The st_____ is where the food which you eat gets broken down.
- The r_____ are bones which go round your chest.
- V_____ carry the blood around your body.

Challenge!

DICTIONARY WORK Look up these words in a dictionary. Find out where in the body you can find them or which part of the body they connect to.

- cheeks _____
 elbow _____
 gums _____
 instep _____
 knuckles _____

4B

GRAMMAR Past simple and present perfect contrast

I can correctly use the past simple and present perfect simple.

1 Choose the correct answer.

- 1 The coach isn't here. It has already gone / went.
- 2 Rosie broke / has broken her leg three months ago.
- 3 The Olympic Games started / have started last week.
- 4 They're cheering because their best player has just scored / scored just a goal.
- 5 I didn't do / haven't done my homework yet.
- 6 Fernando Alonso has become / became the world motor racing champion when he was aged only 24.
- 7 We have been / were at the top of the league since the start of the season.
- 8 Did the match finish / Has the match finished yet?

2 Some of the sentences are incorrect. Rewrite them correctly if necessary.

- 1 I didn't hear this band before. Who are they?

- 2 Callum's still off school. He was ill for over a week.

- 3 Have you finished your homework last night?

- 4 Hannah got a new laptop for her last birthday.

- 5 I've sprained my wrist so I can't do my exams.

- 6 Did you take your driving test yet?

- 7 Leon has broken his leg while he was playing rugby.

- 8 We're hungry! We didn't eat since breakfast!

3 Complete the sentences with the present perfect form of the verbs in brackets and *just, already* or *yet*.

- 1 It's not a good idea to go swimming when you _____ (eat) dinner.
- 2 Our team _____ (win) twelve matches this season. We could win the league!
- 3 We're going to lose the match. We _____ a point (not score).
- 4 _____ any football boots _____ (buy)? You'll need them for training on Monday.
- 5 We've got a spare ticket now. Kim _____ (call) me to say she's ill.
- 6 I'm not going to the concert. I _____ (see) that band twice.

4 Complete the text with the past simple or the present perfect form of the verbs in brackets.



Jamaican athlete Usain Bolt is one of the fastest men on Earth.

He ¹_____ (break) the world 100m and 200m records several times and he also holds the record for the 4 x 100m relay with his team mates. However, Usain ²_____ (not be) a runner all his life. When he was a child, he ³_____ (spend) his time playing football and cricket in the street with his brother.

It wasn't until the age of 12 that anybody ⁴_____ (realise) how fast he could run. He ⁵_____ (win) his first gold medal at the 2002 World Championships, where he was so nervous that he actually ⁶_____ (put) his running shoes on the wrong feet. Since then, however, he ⁷_____ (learn) to deal with his pre-race nerves and they no longer affect him.

More importantly, Bolt is loyal to his country. A number of American clubs ⁸_____ (offer) him a contract over the years, but so far he ⁹_____ (say) that he doesn't want to leave Jamaica.

Challenge!

INTERNET RESEARCH Find out information about your favourite sportsperson and write five sentences about him / her. Use the past simple and the present perfect.

I can understand a text about the effect weather can have on people's moods.

1 Work in pairs. Ask and answer the questions.

- 1 What weather do you prefer?
- 2 Is there any weather you don't like? Why?
- 3 How do you feel when it is sunny, windy or humid?

2 Quickly read the text and choose the best summary.

- a How to be happy in bad weather
- b The effects of serotonin
- c The weather's influence on us



Do you sing in the rain?

Does your mood change according to the weather? Are you happier when the sun shines? Do you feel healthier, more optimistic, even more generous when it's warm and bright outside, and grumpier when it's cold and wet? If you do, then you are not alone. Researchers have found that people's moods change according to the temperature, number of hours of sunshine, humidity and wind strength. The more sunshine there is, the more optimistic people are likely to be. Conversely, short winter days with few hours of sunshine can lead to a type of depression called SAD (Seasonal Affective Disorder). Part of the reason for this is that sunshine increases the amount of serotonin we produce. Serotonin controls a number of our bodies' activities including appetite, sleep, memory and learning, temperature regulation, mood, and behaviour. Generally speaking, this chemical makes us more alert and happier. At night we stop producing it and instead we turn the serotonin in our bodies into melatonin. Melatonin helps us sleep. It's thought that in winter this serotonin-melatonin mechanism doesn't work in some people and that they produce melatonin during the day. As a result, their body clock no longer works: they are tired during the day and they can't sleep properly at night.

Scientists have experimented with some people suffering from SAD and found that if they are given melatonin at the right time before they sleep, their body clocks return to normal and their moods get better. Some people also improve if they spend a couple of hours a day sitting near special lights to increase their serotonin levels. But our mood is not just affected by sunshine. Humidity is also important. High levels of humidity make it difficult for us to sleep and we also lose concentration particularly when humidity is combined with heat. This is because it is more difficult for us to regulate our body temperature in warm, humid weather as sweat doesn't evaporate and we feel hot and damp.

Windy weather can lead to other problems because wind can produce positive ions. When there are lots of positive ions in the atmosphere, we tend to feel more anxious and nervous. In addition, when the wind hits your head you can find it difficult to think.

Luckily, not everyone is significantly affected by changes in the weather. They may not feel as happy when it's cloudy as they do when it's sunny, but this doesn't necessarily cause a problem. People who are sensitive and prone to changes in mood are probably more likely to be badly affected by weather than others. So, if you are feeling down, and difficult weather is on the way, make sure that you organise your time so you have things to do which cheer you up and keep you busy.

3 Read the text again and answer the questions.

- 1 Which four factors can affect people's mood?

- 2 What chemical determines how much we eat and sleep?

- 3 When do we produce melatonin?

- 4 What treatments are there for sufferers of SAD?

- 5 What can't our bodies do well when it is hot and humid?

- 6 What does the wind do which can then lead to problems?

- 7 Which type of people are more likely to be influenced by the weather?

- 8 What can you do to minimise the effect of the weather?

4 Read the text again. Which conditions are likely to make us feel:

- 1 depressed? _____
- 2 distracted? _____
- 3 worried? _____
- 4 happy? _____

Challenge!

Write a description of an event (real or imaginary) where the weather had an influence. For example, an event was stopped because of snow. What and where was the event? How did the weather affect it and how did people feel?

Listening Extra: Unit 4: p100

4D

GRAMMAR Present perfect continuous

I can correctly use the present perfect continuous.

2 Complete the sentences with the present perfect continuous form of the verbs in brackets.

- _____ football all day. (Jim / play)
- How long _____ for me? (you / wait)
- They're tired because _____ early all this week. (they / get up)
- _____, so his throat hurts. (Jamie / shout)
- _____, so you don't know what to do. (you / not listen)
- _____ since she got home. (Tracy / study)
- How long _____ professionally? (you / cycle)
- Sam isn't very fit because _____ to the gym this year. (he / not go)

2 Watch sentences 1–8 in exercise 1 with the uses of the present perfect continuous a and b.

- An action that began in the past and is still in progress.

- An action that has recently stopped and that explains the present situation.

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

- They've been doing their homework _____ an hour.
- He's been supporting his local football team _____ they were promoted to the premier league.
- She's been playing for England _____ ten years.
- I've been studying German _____ six months.
- We've been skiing _____ we were children.
- I've been sneezing a lot _____ yesterday.

4 Choose the correct answer.

- Simon can't walk because **he's broken** / **he's been breaking** his leg.
- You're late! What **have you done** / **have you been doing**?
- I've read / I've been reading the biography of Rafael Nadal, but I'm only on page 57.
- How often **have they offered** / **have they been offering** to help with the washing up?
- She's liked / She's been liking reggae since she went to Jamaica.
- I've sold / I've been selling five of my DVDs, but I didn't get much money for them.
- How long **have you designed** / **have you been designing** computer programs?
- How many films **has Matt seen** / **has Matt been seeing** this week?

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



My brother is very happy this morning because he ¹_____ (lose) another kilo. He ²_____ (be) on a diet for the last two months, so he ³_____ (stop) eating bread completely. He ⁴_____ (eat) more healthily which means no cakes, biscuits, or fizzy drinks. Instead, my mum ⁵_____ (give) him fresh fruit every day for snacks. Since he started his diet, my parents ⁶_____ (cook) healthy meals all the time, as well. Personally, I would prefer chips!

Challenge!

Write questions with the present perfect simple and the present perfect continuous. Then, answer the questions with a complete sentence.

- How many times / you / visit the doctor this year

_____?
- How long / you / study English

_____?
- How much water / you / drink today

_____?
- How long / you / do homework this evening

_____?

Revision: Student's Book page 38

- 1 Complete each pair of sentences with the same word. Use the words in the box.

matter mind object show state treat trip turn

- 1 a We're studying the properties of _____ .
b It doesn't _____ to me what you do.
- 2 a I bought myself a new dress as a _____ .
b My doctor doesn't know how to _____ this disease.
- 3 a We went out for dinner after the _____ .
b Can you _____ me your holiday photos?
- 4 a Whose _____ is it?
b The wheels of the car began to _____ .
- 5 a The murder weapon was a strange _____ .
b A lot of local people _____ to the plans for the new airport.
- 6 a He was in a _____ of shock after the accident.
b Please _____ clearly how many tickets you require.
- 7 a Did you have a good _____ ?
b Be careful you don't _____ over that cable on the floor.
- 8 a Einstein had a brilliant _____ .
b I don't _____ where we have lunch.

- 2 Read the text. What did Tom Boyle manage to do?

Superhuman strength

One summer evening in Tucson, USA, a man called Tom Boyle performed an amazing act of strength to rescue a cyclist who had been run over by a car.

After shopping at the mall, Boyle and his wife were in their truck at the exit of the car park waiting to drive onto the main road. Suddenly the car in front, a Camaro, drove out and ran straight over an 18-year-old cyclist.¹ _____ But the driver of the Camaro didn't notice and he drove off with the cyclist still underneath!

Boyle and his wife could not believe their eyes and Boyle did not take much time to react.² _____ When the Camaro stopped ten metres up the road, the cyclist started hitting the side of the car, screaming in pain. As Boyle ran towards the car, the driver got out. Without stopping to think, Boyle lifted up the 3,000 kg Camaro so that the driver could pull the cyclist out. About 45 seconds later, Boyle put the car back down onto the road and went to help the cyclist.

- 3 Read the text again. Match the sentences (a–f) with the gaps (1–5) in the text. There is one sentence that you do not need.

- a For weeks after the accident, Boyle was interviewed by newspapers and TV stations.
b Both the cyclist and his bike got trapped under the car.
c This provides extra energy to prepare the body for action.
d He threw open the door of his truck and started running after the car.
e Tom attempted to free the cyclist from under the Camaro.
f Scientists, however, have the perfect explanation.

Challenge!

INTERNET RESEARCH Find out information about a comic superhero. Choose one of the characters in the box, or your own. Write a short description of them and their special powers or abilities.

Batman Catwoman Spider-man



³ _____ He even received an award for his brave actions. But to this day, he cannot understand how he lifted up that car.

⁴ _____ They claim that when the brain detects an extreme situation, it sends more adrenaline and a substance called cortisol into the blood stream.⁵ _____ Our blood pressure rises, our heart starts beating faster and more oxygen is pumped into our muscles. We become, in effect, superhuman.

1 Choose the correct answer.

- 1 He's got a **temperature** / dizzy.
- 2 Kate's rash is **stiff** / itchy.
- 3 My nose is **blocked up** / sick.
- 4 My sister's feeling **swollen** / sick.
- 5 I've got a **headache** / sick.
- 6 My ankle is **stiff** / blocked up.
- 7 My arm's **dizzy** / sore.

2 **LISTENING 15** Order the words to complete the dialogue. Then listen and check.

Doctor Good morning. What can I do for you?

Patient Hello, doctor. ¹ with / got a / I've / problem / my foot

I cut it on a piece of glass and now it's red and very swollen.

Doctor I see. When did the problem first start?

Patient ² ago / days / five / It / four or / was / I think

Doctor Let me have a look at it. Is it painful?

Patient Yes. ³ lot / when / walk / hurts / I / a / It /

Doctor Right. It is quite red, and it feels very hot. Have you had any other symptoms?

Patient Yes. ⁴ got / a bit / of / I've / a temperature

Doctor I think you need antibiotics. You've got an infection. Have you got any allergies?

Patient Yes. ⁵ penicillin / allergic / I'm / to

Doctor Don't worry. I'll prescribe a different antibiotic.

Patient OK. Thanks, doctor.

3 **LISTENING 16** Listen to five patients explaining their symptoms to the doctor. Match the speakers (1-5) with the doctor's advice (a-f). There is one extra piece of advice that you do not need.

1	2	3	4	5

- a 'You must make sure meat is cooked properly.'
- b 'I think you should stay at home and rest for a few days.'
- c 'You need to go straight to hospital. Head injuries are very serious.'
- d 'It would be a good idea to use these eye drops.'
- e 'You must rest your leg for a few days.'
- f 'The best thing would be for me to prescribe you some cream for that.'



4 Put the dialogue in the correct order.

- a Patient No, I don't think so.
- b Doctor Well, I suggest you try this cream. I'll write you a prescription.
- c Patient I've got a problem with my hand. The skin is very dry and sore.
- d Doctor If it doesn't get better, come back and see me again.
- e Doctor Let me have a look at it. Oh yes, that's a nasty rash. When did the problem first start?
- f Doctor Hello. Come in. What can I do for you?
- g Patient Thank you, doctor.
- h Patient It was a week or so ago, I think.
- i Doctor I see. Have you got any allergies?

5 Write a dialogue between a patient and a doctor. Use exercises 2 and 4 to help you.

Doctor What can I do for you?

Patient I've got a problem with _____.

Doctor _____

Patient _____

Doctor _____

Patient _____

Doctor _____

Patient _____

A

Do you want to get fit?

Have you got a bike?

Then come and join our new CYCLING CLUB.

The Chippenham Cycling Club meets every Saturday to explore the beautiful countryside of the area.

Cycling is ideal for people who:

- need to relax
- enjoy meeting new people
- want to get fit

Time: 8.30 a.m.

Place: Andy's Bike Shop

Cost: £5 per session



**Don't stay inside
- come for a ride!**

B

Do you enjoy meeting people?

¹ _____
Then come and join our ENGLISH CLUB!

The FANS OF ENGLISH Club meets every Tuesday and Thursday evening. ² _____

FANS OF ENGLISH is ideal for people who:

- ³ _____
- need to get better marks at school
- love hearing about other cultures
- want to know more about the UK

Time: 6.30 p.m.

Place: ⁴ _____

Cost: £1 per meeting

⁵ _____

Preparation

1 Read the first announcement (A). Answer the questions.

1 What is the activity?

2 What are the benefits of the activity?

3 When and where does the group meet?

4 How much does the activity cost?

2 Match the phrases (a–e) with the gaps (1–5) in the second announcement (B).

- a Judy's café
- b Do you want to improve your English?
- c enjoy speaking English
- d Why don't you come? You'll have a lot of fun!
- e We watch films, listen to the latest bands and have a guest speaker once a month.

3 Match the sentence halves to make strong and memorable final messages.

- | | |
|-----------------------|-----------------------------|
| 1 Great people, great | a local swimming pool! |
| 2 Get active! | b and give it a try! |
| 3 Support your | c You'll love the CineClub! |
| 4 Come along | d food, great fun! |
| 5 Love film? | e Get fit! |

4 Choose an activity you take part in. Answer the questions in exercise 1 about it.

1 _____

2 _____

3 _____

4 _____

Writing guide

5 Write an announcement to publicise the activity that you take part in. Follow the guide below. Remember to use capitals, rhetorical questions and bullet points where possible.

- Inform people what the activity is and describe it briefly.
- Mention the benefits of the activity for the mind and / or the body.
- Inform people of the time, place and cost of sessions.
- End with a strong and memorable final message.

CHECK YOUR WORK

Have you:

- included all the information in the task?
- used capitals for the activity?
- used bullet points for the lists?
- included some rhetorical questions?
- ended with a strong and memorable message?
- checked your work for mistakes?

I can understand a text about the achievements of disabled athletes.

- 2 Complete the table with the sports in the box. Which of the sports are Paralympic sports? What is the difference between Paralympic and Olympic sports?

volleyball football judo archery table tennis
shot put javelin swimming powerlifting
biathlon pentathlon slalom sailing rowing
cross-country skiing

Winter sports	
Athletics	
Ball sports	
Water sports	
Other sports	

- 2 Read the text. How many of the sports in exercise 1 are mentioned?
- 3 Read the text again and complete it with the words in the box.

medals achievement athlete training compete
disabled swimmer winning heroes

OPTIMISM THROUGH SPORT

Today we all know that doing sport is one way to stay healthy. Doing well at sport, even at school level, can also give people a sense of ¹_____. However, being in great physical shape isn't the only thing you need to be an outstanding ²_____. A positive mental attitude is probably more important. We see this every two years at the Paralympic Games, which are held after the summer and winter Olympic Games.

Ukraine's team has been particularly successful in the Paralympics since it first competed in Atlanta in 1996. In 2008, the team came fourth overall in Beijing, ³_____ 24 gold medals. The 125 athletes in the team competed in judo, table tennis, wheelchair volleyball, swimming and powerlifting. They also came fourth in the winter Paralympics of 2010, competing in cross-country skiing and biathlon events, beating many larger, richer countries. The difficulties these athletes have to overcome are huge. For example, Hanna Yelisavetska and Iryna Sotska, who won gold and silver ⁴_____ in 2008 for swimming, can't use their legs. So how do they achieve their success?

- 4 Read the text again. Are the sentences true or false?

- 1 The first year the Ukrainian team performed well was in 2008. _____
- 2 Ukraine won medals in two types of event in the 2010 Winter Paralympic Games. _____
- 3 Valerii Sushkevych is now a Paralympic swimmer. _____
- 4 Paralympic athletes prepare physically and mentally. _____
- 5 All disabled Ukrainians take part in the Paralympic training programme. _____

- 5 Write a short text about the Olympic Games. Include information about its history, the kinds of sport represented in modern Olympics, and the achievements of the Ukrainian team at the last games.



There is an organisation which promotes Paralympic sports in Ukraine called INVASPORT (the Ukrainian Centre of Physical Culture and Sport). It was created in 2002 with the help of Valerii Sushkevych, a politician who was a Paralympic ⁵_____ when he was younger. His involvement means there is support at a very high level.

Today, there are INVASPORT centres in every oblast in Ukraine. In addition, each oblast has a sports school specifically for disabled people. As a consequence, Ukraine's Paralympic athletes receive excellent ⁶_____. They are also supported by doctors and managers. Together this large team helps the athletes to achieve their best. A positive team is also really important because athletes have to be psychologically, as well as physically, ready to ⁷_____.

This team effort not only produces successful athletes, but also successful people. One of the Paralympic Committee's slogans is *From victories in sport to victories in life*. On a personal level this means that sport helps give disabled people the confidence to know they can achieve in other areas. It also means that all ⁸_____ people benefit from the positive attitude created in Ukrainian society by the Paralympic achievements. People see the Paralympic athletes as ⁹_____. They show that you can achieve a great deal even when you seem to have a lot of problems.

PREPARATION: Listening

Match the following expressions with their definitions:

- | | |
|-------------------------|-------------------------|
| 1 to be very overweight | A to work well |
| 2 to be beneficial | B to be obese |
| 3 to be effective | C to bring good results |

EXAM STRATEGY

- Before you listen, read the multiple-choice options carefully.
- Listen for the specific details in the options and try to decide which of the four options is correct.

EXAM TASK – Listening

LISTENING 17 You are going to hear a conversation in which Lucy Chang gives advice about how to sleep well. Choose the correct answer, A, B, C or D for questions 1–4.

- Lucy Chang says that
 - those who don't sleep enough may become overweight.
 - she has experienced some sleeping problems herself.
 - she is very much against using sleeping tablets.
 - a good diet and exercise are more important than sleeping.
- Lucy says that using lavender oil on the pillow
 - works better than adding it to a bath.
 - is a new idea.
 - is more effective for women than for men.
 - may damage your sense of smell.
- Lucy says that people who have problems falling asleep
 - will not find light therapy beneficial.
 - should take a walk before going to bed.
 - should take a walk early in the morning.
 - should walk as much as they can for exercise.
- For muscle relaxation to work, you need to
 - be in a horizontal position.
 - move every part of your body.
 - be lying in bed.
 - hold your breath for as long as you can.

EXAM STRATEGY: Reading

- Underline the evidence in the text which either supports or contradicts each of the True / False statements.
- If you do not understand every word in the text, do not worry. Try to deduce the meaning from the context, or from words that sound similar to words in your own language.

EXAM TASK – Reading

Read the text and decide if the statements (1–6) are true (T) or false (F). Put X in the correct column.

Are you looking for a more interesting alternative to your weekly shop? Why not try one of the many farmers' markets which have sprung up all over the country? With a fine selection of the very freshest fruit and vegetables, as well as bread, cheese, meat and honey, these farmers' markets offer the shopper both variety and superior quality, as well as a pleasant change from a boring trip to the supermarket.

Farmers' markets have been popular in smaller towns for many years, and they also have a long tradition in parts of London. Even though the majority of people prefer shopping in large supermarkets, particularly on weekdays, shopping at local farmers' markets is becoming a more and more popular weekend activity. These markets offer a chance for farmers to sell fresh produce directly to the public. This direct contact with the producers gives customers the opportunity to ask questions about the produce they are buying. This is exactly what appeals to the city shoppers who frequent these markets – they want to know where their food comes from and how it is made. They are looking for fresh, high-quality produce from local suppliers, and an authentic taste of the country. However, it isn't only city folk who are benefiting from this boom in farmers' markets, as tourists are also keen to sample genuine UK produce such as organic sausages and home-made bread.

Edinburgh Farmers' Market is one of the most prestigious markets in the UK and has won many awards for its high-quality produce. It takes place every Saturday from 9 a.m. to 2 p.m., just below the impressive Edinburgh Castle, which provides a rather dramatic setting. Visitors to the market can find a wide variety of local products, including fresh seafood. There are even cookery demonstrations where you can learn how to really make the most of the delicious home-grown produce. Whether you are simply doing your weekly shopping, or looking for something special to buy, a visit to one of these farmers' markets is always an interesting experience.

	T	F
1 Most customers still like to do their shopping at supermarkets.		
2 Farmers' markets are popular because the producer sells straight to the customer.		
3 Farmers' markets give producers and customers a chance to discuss the products.		
4 Most shoppers at the markets don't care about the origin of the produce.		
5 People from overseas also shop at the markets.		
6 Edinburgh has a monthly farmers' market.		

2

Get Ready for your Exam

EXAM STRATEGY: Use of English

- When you have finished completing the gaps, read the text again to check that it makes sense.
- Remember: sometimes you need to use a prefix to create an adjective with negative meaning.

EXAM TASK – Use of English

Complete the text with the correct form of the words in brackets.

Are the inhabitants of an urban area like New York City less healthy than their nearby neighbours in rural Sullivan County?

The results of a university study published ¹_____ (recent) suggest not. We generally think of city lifestyles as being ²_____ (health) because of the problems of noise, pollution, crime, large populations and a very ³_____ (stress) daily routine. Many of us associate big city living with ⁴_____ (ill) and exhaustion, and dream of leaving an urban environment to live in the country. We tend to believe that fresh air and peace and quiet will help us lead a ⁵_____ (calm) and less hectic existence.

But the study into health and lifestyle habits in urban and rural US counties concluded that 84% of the ⁶_____ (healthy) counties were rural. One of the reasons given for this surprising result was that the city populations still had better access to ⁷_____ (educate) and healthcare facilities and more job opportunities. High rates of ⁸_____ (employ) in rural areas mean that the local population is more likely to buy cheaper, less healthy food products, leading to problems such as obesity and heart disease. Also, a lower ⁹_____ (economy) status is often associated with smoking and a more sedentary lifestyle. Meanwhile, there has been investment in the cities to provide more facilities such as gyms, sports centres and open spaces for leisure, and ¹⁰_____ (consequence) there has been an improvement in citizens' health and quality of life.

PREPARATION: Speaking

- 1 Read the exam task carefully. Look at each point and talk about your own lifestyle. Suggest changes you could make.
It might be better to ... It's a good idea to ...
- 2 Finish by summarising what you have said.
To sum up ... In conclusion ...

EXAM STRATEGY

- During preparation, brainstorm vocabulary to go with each point of the exam task.
- Try to extend your answers. Remember to give reasons, and try to justify your opinions.

EXAM TASK – Speaking

You will be asked to talk about young people's lifestyles. Consider the following issues:

- diet (both food and drink)
- exercise
- sleep and rest
- entertainment

Now work in pairs. One of you is the examiner, the other is a student. Discuss the following questions:

- What unhealthy things do young people eat and drink? Why? What do you think constitutes a healthy diet?
- How do you think young people feel about exercising? Should this change? Why? / Why not?
- Do young people generally do healthy activities in their free time? How can they get a good balance between having fun, working and resting?
- What changes would you suggest to make the lives of young people healthier?

When you have finished, swap roles and repeat.

EXAM STRATEGY: Writing

- Plan your letter carefully before you start. This will help you to write the correct number of words for the exam task.
- Then decide how to organise the information you need to include into paragraphs.
- Think about how you will start and finish your letter and what style you need to use.

Check the Writing Bank on page 109 for more help.

EXAM TASK – Writing

Read the advert for a summer job and write a letter of application (150–200 words). In your letter:

- Say which job you are applying for and where you saw the advert.
- Include details about your previous experience of work and any responsibilities you have had.
- Explain why you are the right person for the job. Describe your personal qualities.
- Say when you are available to start work and give your contact details.

Are you into sports and looking for a summer job?

GATEWAY SUMMER CAMP needs you! We are looking for sports coordinators to supervise groups of 10 children aged 6–8 during our summer camps. You should be over 16 years old and be fit and healthy, and you need to have some experience of working with young children or of organising events. We will provide you with accommodation and food.

INTERESTED? Send your CV now to:
jobs@gatewaycamp.org.uk

5 Tomorrow's world

5A

VOCABULARY AND LISTENING

Computing

I can talk about computers and computing.

1 Match a word in A with a word in B to make words and collocations used in computing. Then label the pictures.

A data desktop Internet social-networking USB
user web

B browser cam computer name port site storage



1 data storage



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____

2 Match the sentence halves.

- 1 If you need to use the Internet at the airport,
- 2 You can download the podcast
- 3 If you want your phone to identify songs,
- 4 If you want to tell all your friends your latest news,
- 5 You can use autocomplete to fill in forms
- 6 If any of the links are broken,
- 7 You can bookmark a web page

- a if you like it and want to find it again quickly.
- b you should contact the webmaster.
- c you have to locate a Wi-Fi hotspot.
- d you have to install a new app.
- e if you want to listen to the programme.
- f you could write a blog.
- g if you want to save time.

3 LISTENING 18 Listen to four teenagers talking about how they use computers. Match the speakers (1–4) with the uses (a–e). There is one use that you do not need.

1	2	3	4

- a I used it to publish a blog.
- b I use a social-networking site.
- c I use it to speak to my English teacher.
- d I used it to download television shows.
- e I use the Internet for writing essays.

VOCABULARY BUILDER (5.1): NOUN PREFIXES

»SB PAGE 131«

4 Match the prefixes (1–6) with the words (a–f). Then complete the sentences. Use a dictionary to check if you need to use a hyphen or not.

- 1 mini
- 2 ex
- 3 auto
- 4 multi
- 5 semi
- 6 sub
- a millionaire
- b circle
- c focus
- d girlfriend
- e break
- f titles

- 1 Pete hasn't got time for a long holiday, so he's going to take a _____.
- 2 Mark Zuckerberg, who started Facebook, became a _____ at the age of 23.
- 3 We put the chairs in a _____ so that everyone could see the speaker.
- 4 You don't have to touch the lens because the camera has _____.
- 5 Most English students need to read the _____ when they watch a film in English.
- 6 My brother is hoping to get back together with his _____.

5B

GRAMMAR

Speculating and predicting

I can speculate about the future and make predictions.

1 Watch the sentence halves to make predictions.

- 1 if we don't save energy,
 - 2 if you drive through a red light,
 - 3 if I pass my exams,
 - 4 if my phone battery runs out,
 - 5 if global warming gets worse,
 - 6 if you forget to upload your photos,
 - 7 if you don't look smart,
 - 8 if we put our video on YouTube,
- a many animals will become extinct.
 - b you might lose them.
 - c you won't get the job.
 - d the world's oil will run out.
 - e I'll get a new laptop.
 - f I'll ring you when I get home.
 - g a lot of people will watch it.
 - h you might have an accident.

2 Complete the first conditional sentences with the correct form of the verbs in brackets.

- 1 if the weather _____ (be) nice, we _____ (have) a barbecue.
- 2 My sister _____ (not pass) her exams if she _____ (not study).
- 3 if they _____ (lose) tomorrow, they _____ (not play) in the final.
- 4 if you _____ (drive) to work, you _____ (not be) late.
- 5 I _____ (not get) wet, if I _____ (take) an umbrella.
- 6 Rob _____ (do) a computer course if he _____ (not find) a job.

3 Some of the sentences are incorrect. Rewrite them correctly if necessary.

- 1 I won't probably get an LED TV for my birthday.
- 2 We might not to go to John's party.
- 3 Sam may get a job in the summer.
- 4 I could not have a holiday next year.
- 5 My maths homework could be wrong.
- 6 Lisa might going out tonight.

4 Write the sentences using expressions of speculation and prediction.



In the future:

- 1 all cars / run on solar power (70% chance)

In the future, all cars might run on solar power.

- 2 books / disappear (90% chance)
- _____

- 3 libraries / exist any more (10% chance)
- _____

- 4 people / work from home (100% chance)
- _____

- 5 children / learn at virtual schools (70% chance)
- _____

- 6 students / need notebooks (0% chance)
- _____

- 7 schools / teach foreign languages (40% chance)
- _____

- 8 an asteroid / hit the Earth (0.01% chance)
- _____

Challenge!

Complete the sentences with your own ideas.

If I finish my homework this evening, _____

If it rains at the weekend, _____

If I'm ill tomorrow, _____

If I get good exam results, _____

If I have enough money, _____

- 1** What do you use a computer for? How would you do these things if computers didn't exist? Use the words in the box to help you.

research games console email phone photograph
music homework Internet social-networking

- 2** Read the text. Complete paragraphs 1–6 with sentences a–g. There is one sentence that you do not need.
- The Internet also connects us with our friends.
 - There are even computers helping us when we go on journeys.
 - People have been using computers for over fifty years.
 - Computers have changed the look of classrooms in some schools.
 - Computers store and process information.
 - These are just some of the uses of computers in everyday life.
 - One of the biggest changes to our lives is the way we shop.

- 3** Read the text again and answer the questions.

- How much more of the world's population might use the Internet in 2020 than now?

- How does the Internet cause problems for shops?

- Who benefits from face-to-face satellite links?

- Who were the first users of navigation systems?

- What do some schools use to give students work?

- How might computers help families do their grocery shopping in the future?

Challenge!

How do you think computers will be used in 20 years' time? Do some research on the Internet and write down your predictions.

COMPUTER TECHNOLOGY

1 However, they were not popular with families instantly. It was only in the 1990s after email had become more user-friendly and Tim Berners-Lee had developed the World Wide Web linking digital information via the Internet, that people started using them at home. In 1995, around five per cent of the world's population had access to the Internet. By 2020, this figure may be as much as 70 per cent. Today, around 30 per cent connect to it and more and more information is available there. You can find anything from bus timetables to government reports.

2 We can now buy things over the Internet. This has made shopping easier for a lot of people, although it has also created problems for shops, as items are often cheaper online. Other popular e-commerce services are banking and buying tickets for travel or events, such as concerts.

3 Over the last five years, social-networking sites have grown enormously. Members of these sites can communicate with each other by posting short messages and photos. But computers allow us to communicate in other ways too. In fact today, computers have become phones, and mobile phones have become computers, or smartphones. You can talk to people face to face by using your computer and a webcam to link to satellite services. This is particularly useful for people who have family and friends in different cities or countries. Alternatively, you can use your mobile phone as a computer and send emails or surf the Internet.

4 Satnavs using GPS (Global Positioning System) have replaced paper maps and road atlases for many drivers. These devices, which were developed from military tracking systems, work using tiny computers inside them. They allow users to navigate their journey by bouncing signals off satellites.

5 Interactive whiteboards are replacing traditional blackboards. Activities and information from computer files or the Internet can be projected onto them. Some schools manage learning with virtual learning platforms: students log on to find homework, which they complete and send to their teacher.

6 There are many more. Computers are used almost everywhere and by everyone to make processing information easier. In the future they will no doubt be used more and more to solve problems and create new opportunities at home and work. At home we could have smart fridges which order food when they become empty. Perhaps, rather than using keyboards or touch screens, we will control computers just by moving our hands within a virtual control panel projected by a computer. We will have to wait and see, but probably not for long.



Listening Extra: Unit 5: p100

5D

GRAMMAR

Future perfect and future continuous

I can talk about actions in the future and when they will happen.

1 Read the predictions made by Eloise James, a leading campaigner for environmental change. Choose the correct answer.

What does the future hold?



By 2050:

- 1 many people **will have lived** / **will be living** on the moon.
- 2 the polar ice-caps **will be melting** / **will have melted** completely.
- 3 the temperature on Earth **will be rising** / **will have risen** to 40 °C all year round.
- 4 all marine life **will be dying** / **will have died**.
- 5 We **will be eating** / **will have eaten** only processed food.
- 6 the world population **will have increased** / **will be increasing** to 30 billion.

2 Complete the text about the future with the future perfect or the future continuous form of the verbs in brackets.

Life in 2050

By 2050, technology will have taken over our lives and there will be no reason for us to leave our houses.

We ¹ _____ (do) all our shopping on the Internet and instead of visiting friends we ² _____ (chat) to them via our webcams.

Many people ³ _____ (work) from home in the future too, so cars will no longer be necessary. As for our houses themselves, they ⁴ _____ (grow) in size to incorporate giant solar panels. People ⁵ _____ (throw away) their ovens and kitchen utensils, and robots ⁶ _____ (cook) the family meals.

In 2050, everybody ⁷ _____ (go) to exercise groups in their area to keep fit. The price of beauty treatments ⁸ _____ (fall), so everybody ⁹ _____ (look) good!

3 Find the mistake in each line of the text. Write the correction below.

¹ Fossil fuels ~~will ran out~~ by 2030, so car makers
² will be sold cars that use alternative energy.
³ Motorists will driving battery-operated cars, and
⁴ petrol stations will have install special areas to
⁵ recharge the batteries. More people will using
⁶ public transport, and fares have dropped. Many
⁷ workers will be work from home, so they won't need to
⁸ travel to the office. Some companies will have closing their offices.

- | | | | |
|---|--------------------------|---|-------|
| 1 | <u>will have run out</u> | 5 | _____ |
| 2 | _____ | 6 | _____ |
| 3 | _____ | 7 | _____ |
| 4 | _____ | 8 | _____ |

4 Complete the second sentence with the correct form of the future continuous or the future perfect.

- 1 Today is Friday. I'm doing my driving test next Thursday. This time next week I _____ my driving test.
- 2 You always have dinner at 8 p.m. What about tonight? _____ at 8 p.m. tonight?
- 3 The film starts at 7.30. We haven't arrived yet. _____ by the time we arrive.
- 4 My sister goes to bed at 9 p.m. We arrive home at 10 p.m. My sister _____ by the time we get home.
- 5 We're living in this house now. We're moving in December. Next year, _____ in this house.
- 6 Their exams don't finish until June. They _____ their exams by the end of May.
- 7 Today is Monday. We're flying to Sydney next Monday. This time next week _____ to Sydney.

Challenge!

Complete these sentences about you. Use the future continuous and the future perfect.

- In 2020, _____.
- By 2025, _____.
- In 2040, _____.
- By 2045, _____.
- In 2060, _____.
- By 2065, _____.

Revision: Student's Book page 48

1 Match the sentence halves.

- | | |
|---|--------------------------|
| 1 Climate change will get worse, if factories do not reduce | <input type="checkbox"/> |
| 2 The advances in medicine mean that we can treat | <input type="checkbox"/> |
| 3 If we do not stop global warming, we may suffer | <input type="checkbox"/> |
| 4 By 2050, the human race may have started | <input type="checkbox"/> |
| 5 Genetic engineering may help doctors replace | <input type="checkbox"/> |
| 6 Computers will soon be providing | <input type="checkbox"/> |
| 7 By the year 2100, scientists may have made | <input type="checkbox"/> |
- a us with more than just factual information.
 b important discoveries about immortality.
 c a terrible catastrophe.
 d their carbon emissions.
 e old and damaged parts of the body.
 f illnesses more effectively nowadays.
 g a colony in space.

2 Read the text from *Brave New World*. What type of text is it? Choose a, b or c.

- a a magazine article
 b a newspaper review
 c an extract from a novel

The director led the students into a bare room, very bright and sunny, where a group of identical eight-month-old babies were looking happily at picture books and playing with bowls of flowers. 'Watch carefully,' he said to the students.

¹_____ The children were shocked by the alarm bells and sirens and started crying immediately. 'And now,' the Director shouted, 'we proceed to re-enforce the lesson with a mild electric shock,' and the Head Nurse pressed a second lever. The crying of the babies changed its tone to a desperate scream until the Director signalled for the treatment to stop.

²_____ 'Good,' said the Director. 'These Delta babies now associate books and flowers with pain and terror, so they'll be safe from books and botany all their lives.'

One of the students put up his hand. 'Why make it psychologically impossible

for the Deltas to like flowers? Is that what you wanted to ask?' enquired the Director.

³_____ 'In the past,' the Director explained patiently, 'Gammas, Deltas and even Epsilons were conditioned to go out into the country so that they consumed transport.'

'And they didn't consume transport?' asked the student. 'Quite a lot,' the Director replied. 'But nothing else.'

⁴_____ So it was decided to discontinue the love of nature, but not the tendency to consume transport. We established another reason for the masses to go to the country instead: country sports. We condition them to hate the country, but to love country sports, especially those country sports which require the use of complicated apparatus. ⁵_____ That's the reason for those electric shocks.'

Brave New World by Aldous Huxley

3 Read the text again. Match the sentences (a-f) with the gaps (1-5) in the text. There is one extra sentence you do not need.

- a When the children were shown the books and flowers again they immediately started screaming.
 b Half a dozen nurses in the regulation white linen uniform were bringing in the babies.
 c A love of nature keeps no factories busy.
 d The Head Nurse pulled down a lever and there was a violent explosion of noise.
 e The student nodded.
 f So they consume manufactured articles as well as transport.

Challenge!

INTERNET RESEARCH Complete the information about a futuristic book or film you have read / seen or would like to read / see.

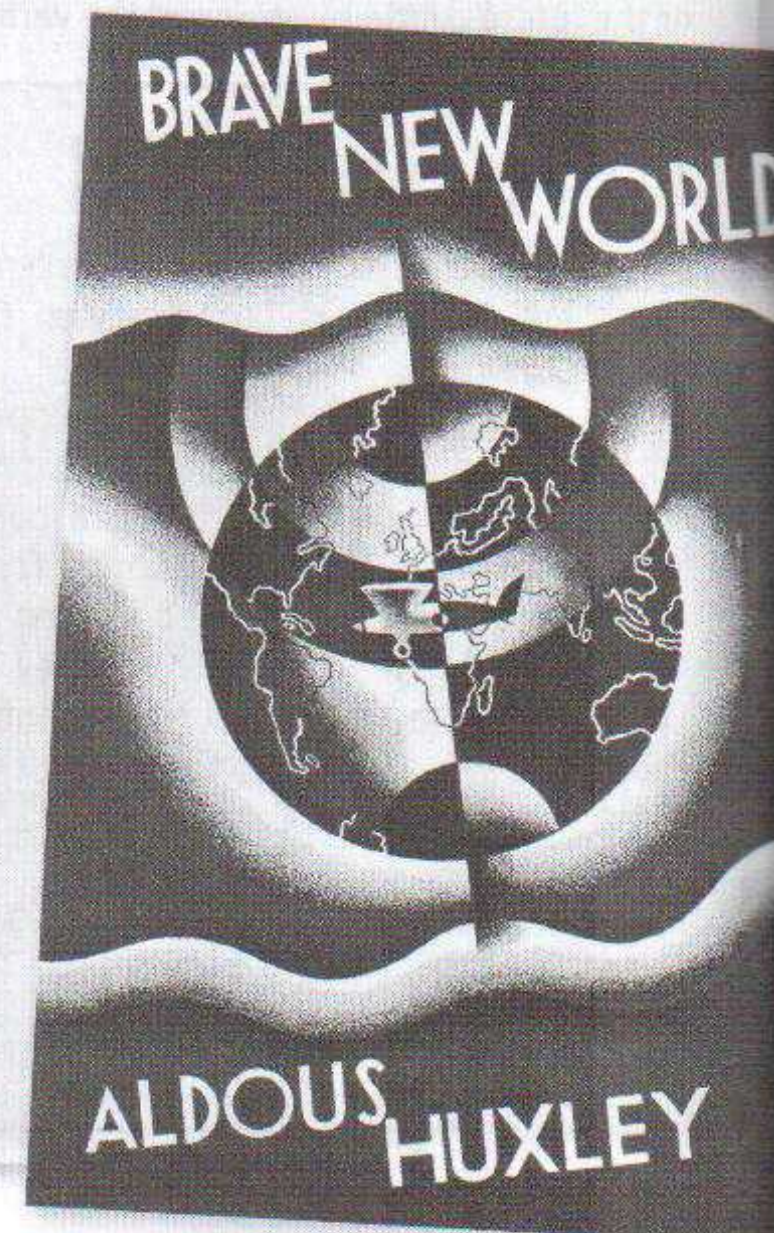
The action happens in the year _____.

The book / film is about _____.

The main character is _____.

I like / don't like the ending of the book / film because _____.

I think / don't think this will happen in the future because _____.



5F

SPEAKING

Talking about plans

I can suggest and agree on plans for the weekend.



2 Complete the responses to the suggestions with the words in the box.

fancy idea keen love plans sorry sounds up

- 1 'Shall we go for a walk?'
'I'd _____ to. It's a beautiful day.'
- 2 'Why don't we go dancing?'
'Sorry, I don't really _____ staying out late.'
- 3 'Let's go out for dinner.' '_____, I can't.'
- 4 'Maybe we could watch a DVD at my house.'
'No, thanks. I'm not very _____ on watching TV.'
- 5 'Do you fancy playing a computer game?'
'Thanks, but I've already got _____ for tonight.'
- 6 'Let's write an email to Karen.' 'Great _____.'
- 7 'Do you fancy going out for a drink?'
'I'm not _____ for it tonight. I'm tired.'
- 8 'Shall we go bowling?' 'Yes, that _____ fun.'

2 Rewrite the sentences with the words in brackets.

- 1 Shall we go to the cinema? (fancy)

- 2 Let's play tennis on Saturday morning. (shall)

- 3 Maybe we could go out for a drink. (what about)

- 4 How about watching a DVD? (why don't)


- 5 Let's go for a walk in the park. (maybe)

- 6 Shall we go out for dinner? (how about)

- 7 Maybe we could have lunch at a restaurant. (let's)

3 Read the dialogue, ignoring the gaps. Choose the correct answer.

- Megan Hi David. What ¹ will you do / are you doing this weekend?
- David Well, ² I'll play / I'm playing basketball on Saturday morning. ³ I'm going to go / I'll go to bed early tonight.
- Megan Have you got any plans for Saturday afternoon?
- David Yes. My parents want to get me some clothes for my birthday so I think ⁴ I'll go shopping / I'm going shopping in the afternoon.
- Megan What about in the evening?
- David In the evening, ⁵ we're having / we'll have dinner with some friends. Are you free on Sunday, Megan?
- Megan ⁶ I'm going swimming / I'll go swimming in the morning, but ⁷ I'm not doing / I won't do anything after that.
- David Shall we ^a _____ ?
- Megan Great idea. Let's meet ^b _____ .
- David OK. ⁸ I'm going to call / I'll call you before to check you can still come.

4  LISTENING 20 Now listen and check your answers to exercise 3. What are David and Megan going to do on Sunday afternoon? When are they going to meet? Complete the gaps in the sentences.

5 Write a dialogue about plans for the weekend. Use the ideas in the chart or your own ideas.

	you	a friend
Saturday a.m.	free	go for a bike ride
Saturday p.m.	free	do schoolwork
Sunday a.m.	meet Jed for coffee	free
Sunday p.m.	free	free

- You _____
- _____
- A friend _____
- _____
- You _____
- _____
- A friend _____
- _____
- You _____
- _____
- A friend _____
- _____

Preparation

1 Read the email. Answer the questions.

- 1 What is the first thing Joanna is planning to do in the holidays?

- 2 When is the best time for Christina to visit?

- 3 What are they going to do during Christina's visit?

Inbox

Dear Christina,

Thanks for your email. It's great that you're planning to visit us in the holidays.

As soon as term finishes next month, I'm going on a basketball course with some friends. I hope to meet some famous players while I'm there and I think I'll be able to get their autographs too! When I get home, I'll be working as a lifeguard at our local swimming pool for a month.

I won't be working at all in the last two weeks of the holiday, so that would be the best time for you to visit. I'll be free to take you sightseeing in the mornings and swimming in the afternoons, when it's too hot to do anything else.

Please let me know as soon as possible when you're coming. I won't make any more plans until I hear from you!

Best wishes,
Joanna

2 Read the letter again and complete the chart with informal expressions.

Formal style	Informal style
1 Thank you for your email.	
2 I am very pleased that ...	
3 I will be attending a course.	
4 I will be available ...	
5 I would be grateful if you could tell me ...	
6 Yours sincerely,	

3 Complete the sentences with the verbs in the box. Use a *will* clause or an infinitive.

buy go have leave sell visit work

- 1 My parents are hoping _____ our house.
- 2 I don't think _____ time to call you tonight.
- 3 My sister wants _____ camping with a friend.
- 4 I think _____ a new mobile with that money.
- 5 I don't reckon I _____ the Tower of London.
- 6 We're planning _____ after breakfast.
- 7 I reckon _____ over the summer. I need the money.

4 Choose the correct answer.

- 1 I'll check my emails **while** / **after** I get home from school at around 4 p.m.
- 2 John will turn off his laptop **until** / **when** he goes to bed.
- 3 You won't be able to make free calls **as soon as** / **until** you get the right app.
- 4 She'll text us **while** / **as soon as** she arrives so that we don't worry.
- 5 I'll listen to the podcast **until** / **when** it's finished downloading.
- 6 Will you write a blog **after** / **while** you're away?
- 7 I'll go on Facebook **before** / **after** I go out.

Writing guide

5 A British friend has suggested going to Scotland together for a week in the summer holidays. Write an email to him / her. Remember to follow the instructions carefully, and to use informal language and future time clauses.

- Say how you feel about the plan.
- Give some information about your plans for the holiday.
- Explain when the best time for the trip would be for you and why.
- Ask your friend to give you more details about the trip.

CHECK YOUR WORK

Have you:

- included all the information in the task?
- started and finished the email appropriately?
- used informal language?
- used the present simple in future time clauses?
- used the correct structure after *hope*, *plan*, *want*, *think* and *reckon*?
- checked your work for mistakes?

I can understand short biographies about famous scientists.

1 Test your knowledge. Match scientists 1–4 to area of work a–d.

- | | |
|--------------------|----------------|
| 1 Mykola Amosov | a space travel |
| 2 Serhii Koroliiov | b the heart |
| 3 Illia Mechnikov | c bridges |
| 4 Yevhen Paton | d disease |

2 Read the texts. Check your answers to exercise 1.

Mykola Mykhailovych Amosov (1913–2002)

is probably best-remembered for his inventions to overcome heart defects. He also introduced lung surgery to Ukraine and his research helped improve the treatment of lung disease. Furthermore, he worked in the field of cybernetics: the study of how actions in one part of a system affect other parts of the same system. This led him to put forward theories on how different parts of the body function, including the brain. His work in this area brought him international recognition. He also managed to find time to be a novelist.



Serhii Pavlovych Koroliiov (1907–1966)

has been called the father of astronautics. He was the leading rocket engineer during the 1950s and 1960s when he worked on the Sputnik and Vostok space projects. Koroliiov's interest in aviation started early and by the time he was eighteen he had designed his own glider. It was not until the 1950s that he became interested in the space industry. He came up with the idea of sending a satellite into space. At the same time, US scientists were beginning to have similar ideas. Koroliiov managed to persuade the Soviet authorities that his team could be the first to do it. Following this, he was able to pull off several firsts in the 'space race'. He was working on plans to send men to the moon when he died in 1962. His association with space continues as there is a crater on the moon named after him.



Illia Illich Mechnikov (1845–1916)

took an interest in natural history from an early age and used to lecture his younger brothers and friends on this subject. He first started working in marine biology. Later, he became interested in immunology and took up the study of how organisms fight disease. This area was of personal interest to Mechnikov because his first wife died of tuberculosis and his second wife almost died of typhoid fever – both common diseases at the time. Through his research, scientists gained a much better understanding of how cells protect organisms. He is most famous for his research on the immune system. He won many awards for his work and in 1908 he received the Nobel Prize for Physiology or Medicine.

Yevhen Oskarovich Paton (1870–1953)

played a major role in developing the way bridges were built and designed. He did this by looking into the ways metals can be welded together. From his research he developed a procedure to work out how strong joints of bridges and other structures would be. In 1934, Paton founded the Electric Welding Institute, later named after him. Then, in 1953 a bridge was built in Kyiv using many different aspects of his technology.



3 Read the texts. Write the correct scientist's name next to each sentence.

- 1 He believed his team were able to beat American scientists. _____
- 2 He discovered how the body protects itself against illness. _____
- 3 He found ways of making structures stronger. _____
- 4 He produced theories on how the brain works. _____
- 5 He wrote books. _____
- 6 He built an aircraft. _____
- 7 He taught his friends when he was a child. _____
- 8 There is an institute with his name. _____

4 Match the highlighted phrasal verbs in the texts with the meanings below.

- 1 thought of _____
- 2 began _____
- 3 calculate _____
- 4 manage successfully _____
- 5 researching _____

5 Write an article about one of the Ukrainian scientists below, or a scientist of your own choice. Do some research on the Internet. Divide your article into three or four paragraphs and focus on the topics below.

Oleksandr Shalimov	Mykola Pyrohov
Vasyl Sukhomlynskyi	Olha Bohomolets
Mykhailo Hrushevskyi	Volodymyr Vernadskyi

- Family and early years
- Early successes
- Greatest achievements
- How he/she has contributed to scientific understanding.
- How he/she has helped people.

6 Mystery

6A

VOCABULARY AND LISTENING

Crime at the manor

I can suggest solutions to a mystery.

1 Match the words (1–8) with the words (a–h) to make compound nouns. Then label the pictures.

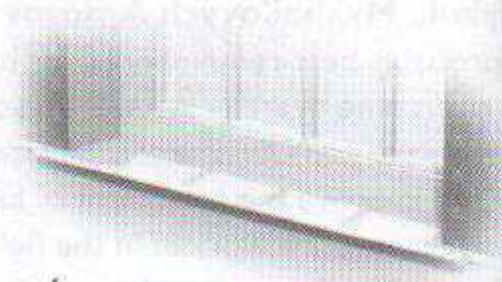
- | | |
|----------|------------|
| 1 side | a stool |
| 2 floor | b light |
| 3 foot | c chair |
| 4 wall | d board |
| 5 oil | e painting |
| 6 arm | f table |
| 7 window | g boards |
| 8 coffee | h sill |



2 _____



3 _____



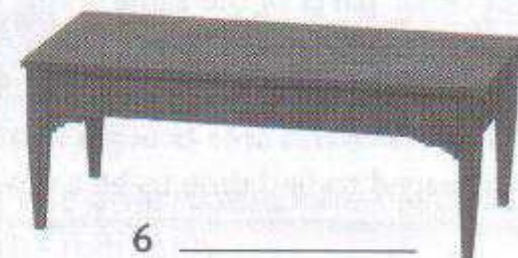
4 _____



1 sideboard



5 _____



6 _____



7 _____



8 _____

2 Complete the sentences with materials.

- The fireplace is made of marble.
- The rocking chair is made of wood.
- The ashtray is made of glass.
- The curtains are made of fabric.
- The plates are made of ceramic.
- The sofa is made of linen.
- The lampshade is made of paper.

3 LISTENING 21 Listen to a detective interviewing a man about a crime. Complete the sentences with compound nouns.

- Mrs Hedges was holding her ¹ _____.
- The ² _____ had a burning cigarette in it.
- The suspect's fingerprints might be on the ³ _____.
- The ⁴ _____ was missing from the ⁵ _____.

4 Match a word from A with a word from B to make compound nouns. Then complete the sentences.

A book chair key light window writing

B hole ledge leg paper shelf shades

- When Emma finished the novel, she put it back on the bookshelf.
- None of the lights had _____ in our new house.
- The plants on my _____ get a lot of sun.
- I fell on the floor when my _____ broke.
- _____ is used less nowadays because people send emails.
- She tried to look through the _____ to see what was happening in the room.

Challenge!

DICTIONARY WORK Look up the word *sun* in a dictionary and make a note of five compound nouns. Then write an example sentence with each.

6B

GRAMMAR

Reported speech (statements)

I can report what other people have said.

2 Choose the correct answer.

- 1 My brother said that he **was** / **is** mending the chair leg.
- 2 They told us they **have** / **had** chosen the new wallpaper.
- 3 She told me that she **bought** / **had bought** an oil painting.
- 4 Dave told me that he **can't** / **couldn't** find the ashtray.
- 5 We said we **will** / **would** tidy the bookcase.
- 6 I told them that I **don't** / **didn't** need a new table lamp.

2 Complete the conversation between two sisters with *said* or *told*. Then rewrite the direct speech as reported speech.

'I can't find my hairbrush,'
Gemma ¹ said.

'I borrowed it this morning,'
Rosie ² _____ her.

'It isn't in the bathroom,'
Gemma ³ _____ to her.

'I left it on your windowsill,'
Rosie ⁴ _____.

'I don't like people taking my
things,' Gemma ⁵ _____
to her.

'I won't use your hairbrush again,' Rosie ⁶ _____ her.

1 Gemma said that she couldn't find her hairbrush.

2 Rosie _____.

3 Gemma _____.

4 Rosie _____.

5 Gemma _____.

6 Rosie _____.

3 Rewrite the sentences as reported speech. Use subject and object pronouns.

1 'I didn't rob the bank last week,' (the suspect / the policewoman).

He told her that he hadn't robbed the bank the week before.

2 'I was on holiday until yesterday,' (the suspect).

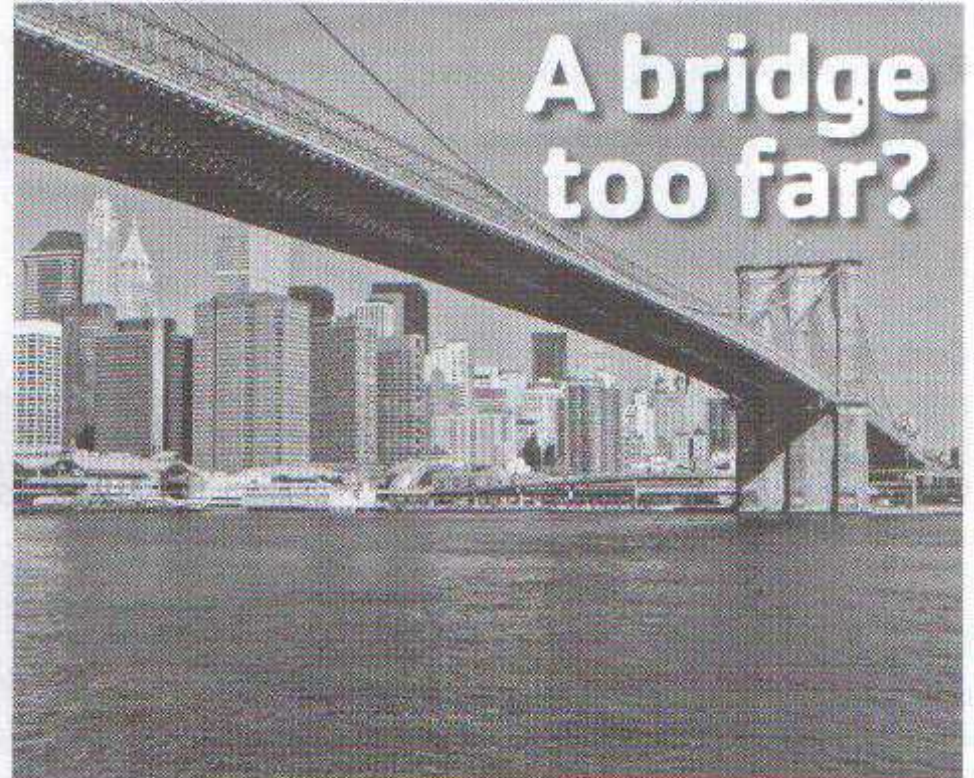
3 'You'll have to stay in jail tonight,' (the policewoman / the suspect).

4 'I want to speak to my lawyer,' (the suspect / the policewoman).

5 'You can see him tomorrow,' (the policewoman).

6 'I'm not staying in jail without seeing my lawyer,' (the suspect).

4 George C. Parker was an American conman who sold the Brooklyn Bridge several times to tourists. Read the reported conversation between Parker and a tourist and write the direct speech.



Parker told the tourist that the Brooklyn Bridge was his. He told him that the people crossing the bridge paid him a fee. He said that he had made a lot of money that year. He told the tourist that he needed to build some new bridges. He said that he could sell him the bridge. He said that visitors would continue to pay to cross. He told him that he was offering him an incredible bargain. He told him that he would reduce the price, if necessary.

- 1 'The Brooklyn Bridge is mine.'
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Challenge!

When was the last time you used your mobile phone? Report part of the conversation you had.

I phoned _____ . I said _____

1 Work in pairs. Ask and answer the questions.

- 1 What do you know about Maryna and Serhii Diachenko?
- 2 Have you read any of their works, or watched any of their documentaries or films? Which ones?
- 3 What is the connection between the Diachenkos and Ruslana?

2 Read the text quickly and answer the questions.

- 1 How many novels have the Diachenkos written? _____
- 2 When was their first novel published? _____
- 3 How many books have they sold? _____

3 Complete the text with the words in the box.

published readable tales singer psychological
creative fantasy writers

4 Read the text again. Are the sentences true or false?

- 1 The Diachenkos only write science-fiction novels. _____
- 2 They are known outside Ukraine. _____
- 3 In 2006 their work was used for the ideas in a pop video. _____
- 4 Maryna has always had a good imagination. _____
- 5 Serhii used to write psychological thrillers. _____
- 6 Serhii wasn't creative before he met Maryna. _____
- 7 Serhii thinks it's his psychological insight that makes the books successful. _____
- 8 Their cat is an important part of the Diachenkos' creativity. _____

Maryna and Serhii Diachenko

Husband and wife team, Serhii and Maryna Diachenko are two of the most successful ¹_____ in Ukraine. They have written more than 35 novels, over 20 short stories and a number of children's books, plus a play. Their first book, *The Gate Keeper*, was ²_____ in 1994, and in 1995 it won an award for the best debut novel at the European Convention of Science Fiction Writers. Since then, their work has regularly won awards and over one million copies of their books have been published.

They write in a number of genres: science fiction, ³_____ and fairy tales, all of which lead the reader into other worlds. One of their best-known works is *Wild Energy. Lana* (2005). This is about a fantasy world in which people work as pixels (the tiny dots that make up images on screens) and respond to commands to produce images for 20 minutes each day. If they work well, they get more energy to last till the next performance. If they don't, they have to use stored energy, if they have it. The idea for the book was inspired by Ruslana, the Ukrainian ⁴_____ and her lifestyle. In turn, the book inspired Ruslana to release a single and a video in 2006.

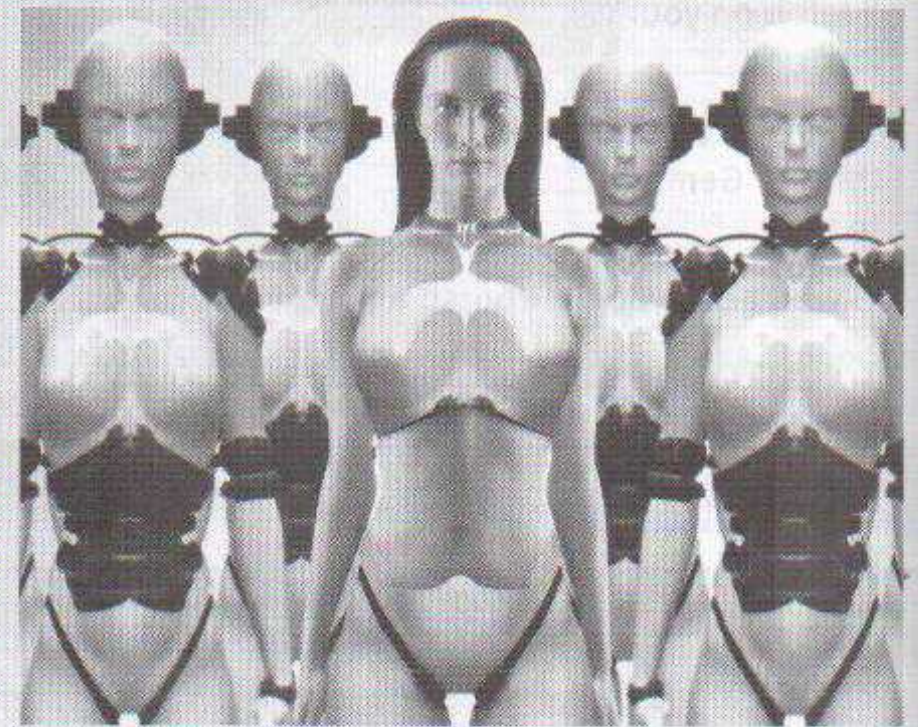
According to Serhii, it was Maryna who introduced him to the world of make believe. Before that he says he was a realist. Maryna, on the other hand, had a long experience of storytelling as she started making up ⁵_____ when she was four, before she could write.

As an adult, Maryna pursued her love of fantasy by becoming an actress, while Serhii, in contrast, was a psychiatrist.

However, even before he met Maryna, he had a desire to be ⁶_____ and this led him to enrol in film school. From there he went on to write screenplays for TV mini-series, documentaries and feature films. Serhii still writes screenplays, but now he works on them with his wife. They are based either on the stories the Diachenkos have written or on those of other sci-fi authors.

In their writing partnership, Serhii uses his professional experience to inform the ⁷_____ background to their work, while Maryna provides the intuition and style. Serhii suggests that it is the style that makes the stories so ⁸_____ and therefore so popular.

There is a third member of the successful team, who should be recognised. He is Diushes, the Diachenkos' cat, who Serhii says contributes to their work by giving them inspiration.

**5** Match the highlighted words in the text with the meanings below.

- 1 styles of play, book or film _____
- 2 a meeting of people with the same interest _____
- 3 the act of telling a tale _____
- 4 a script written for TV or film _____
- 5 an idea based on feeling rather than fact _____
- 6 a play or show, or presentation _____

Challenge!

Write about a writer you admire. Include:

- his/her nationality, date of birth, personal history
- information about books he/she wrote/writes
- any other interesting events and facts

Listening Extra: Unit 6: p101

I can report questions which other people have asked.

1 Put the words in the correct order to make reported questions.

1 me / been / John / had / where / asked / I

_____.

2 they / asked / come / them / if / could / We / for lunch

_____.

3 asked / be / when / my car / I / ready / him / would

_____.

4 I / the way / You / if / asked / knew / me

_____.

5 going / her / asked / she / They / was / where

_____.

6 he / a drink / him / wanted / asked / if / She

_____.

2 Complete the reported questions with the correct pronouns.

1 He asked her if she _____ could call him back.

2 Sally asked us if _____ could send her an email.

3 They asked _____ where I had seen their dog.

4 The teacher asked him if _____ would help her.

5 She asked _____ if I would go with _____ to the police.

6 I asked you what time _____ were picking me up.

7 We asked _____ when they would pay _____.

3 Simon has been away from school for a month. Read his description of his first day back and write the direct questions.

My friends asked me a lot of questions today. First, Chris asked me why I had missed school and Sandra asked me if I had been ill. Next, Emma asked me if I could tell them about my trip. After that, Susan asked me if the head teacher knew I was back. Later, Nigel asked me if I would still take my exams and finally, Elaine asked me if I wanted to borrow her notes.

1 Chris: 'Why did you miss school?'

2 Sandra: '_____?'

3 Emma: '_____?'

4 Susan: '_____?'

5 Nigel: '_____?'

6 Elaine: '_____?'

4 LISTENING 23 Last week Sue went to an interview for a part-time job. Listen to the conversation and complete the direct speech.



- 1 Which school _____?
- 2 How old _____?
- 3 Have _____ a job before?
- 4 _____ your best subject at school?
- 5 _____ pass your last maths exam?
- 6 What do you _____ when you leave school?
- 7 _____ to go to university?
- 8 _____ two evenings during the week?
- 9 _____ next week?

5 Look again at exercise 4. Then complete the reported speech.

First, the interviewer asked me which school I went to and

¹ how old I was. Then she asked me ² _____

_____. Next she asked me ³ _____

_____ and ⁴ _____.

After that she asked me ⁵ _____

and ⁶ _____. Finally, she

asked me ⁷ _____ and

⁸ _____.

Challenge!

Think of three questions you have asked someone today. Write the questions and answers in reported speech.

I asked _____.

He / She said _____.

I asked _____.

He / She said _____.

I asked _____.

He / She said _____.

Revision: Student's Book page 58

- 1 Complete the sentences with the past simple form of the phrasal verbs in the box.

call on come across get over look after look for
look into

- Adèle _____ her neighbour's dog while he was away on holiday.
- The manager _____ our complaint and eventually gave us a new television.
- I _____ some old photos while I was tidying my cupboard.
- She opened her bag and _____ the keys to open the door.
- We _____ some old friends while we were in the area.
- Surprisingly, my grandmother _____ her operation in a very short time.

- 2 Read the text quickly. How many people in the article have seen the *Mande Barung*?

a one b two c three

In Search of the Mande Barung



In Nepal, it is known as the *Yeti*, in the US as *Bigfoot* and in India as *Mande Barung*. But does this creature or animal really exist? Recently, journalists have travelled to the Garo Hills in northern India to look into reports that the *Mande Barung* has been seen.

The first report comes from Nelbison Sangma. He says that he watched the *Mande Barung* for three days while he was working in the area. He reported that the

creature was on the other side of the river near some trees and looking for food. Unfortunately, he hadn't gone home to get his camera because he lived ten days' walk away.

Llewellyn Marak, a writer and environmentalist, has not seen the *Mande Barung* himself, but he knows a lot of people

- 3 Read the text again. Choose the correct answers.

- Journalists have recently visited India
 - to see *Mande Barung* with their own eyes.
 - to investigate observations of the *Mande Barung*.
 - to explore the Garo Hills.
- Nelbison Sangma couldn't take any photos because
 - he had no equipment.
 - the creature was behind some trees.
 - the creature was too far away.
- Llewellyn Marak says the footprints weren't human because
 - they were the wrong shape.
 - they were in the wrong place.
 - they were the wrong size.
- Tengsim Marak said
 - he couldn't remember the creature well.
 - he had watched it for a long time.
 - the creature was very large.
- The writer believes that the *Mande Barung*
 - definitely exists.
 - might exist.
 - definitely does not exist.

Challenge!

Do you think the *Yeti* or *Mande Barung* really exists? Write your opinion here. Explain why / why not.

who have. Marak has been to visit some giant footprints, which he said were made by the animal. He says that it was impossible that they were human footprints, because they were 46 cm long!

11-year-old Tengsim Marak got a much closer look at the creature. Tengsim was walking through the forest when he came across the animal sitting on a rock playing with a stone. He only saw it for a few seconds, but he can describe it perfectly. He says that he is sure that it wasn't an ordinary animal – it was much bigger than a human, but it had the face of a monkey.

Unfortunately, the 8,000 km² area is covered with dense jungle, so it is difficult to know what is out there. Nobody can prove that the *Mande Barung* definitely exists, but nobody can say that it does not exist, either.

1 Rewrite the sentences using *must have*, *could / might have* or *can't have*.

- 1 It's impossible that Rosie went out. She's got flu.
Rosie can't have gone out.
- 2 It was definitely Jake's birthday yesterday. He had a big party and a cake.
It was Jake's birthday.
- 3 It's possible that we made a mistake. We've never done this before.
We could have made a mistake.
- 4 It's impossible that you saw a ghost. They don't exist!
You couldn't have seen a ghost.
- 5 It's possible that they got lost. They haven't got a map.
They could have got lost.
- 6 Oh no! I forgot my keys. They aren't in my bag.
I must have forgotten my keys.
- 7 It's impossible that Jamie lost his phone. He's just sent me a text message.
Jamie couldn't have lost his phone.

2 Complete the phrases to react to speculations with the words in the box.

doubt not possible probably quite so suppose unlikely way

- 1 Yes, that's possible.
- 2 I suppose so.
- 3 Yes, you're probably right.
- 4 I doubt it.
- 5 No way!
- 6 That's unlikely.
- 7 Yes, that's quite likely.
- 8 No, that's not possible.
- 9 I don't think so.

3 **LISTENING 24** Listen and choose the best reply.

- 1 a She must have split up with her boyfriend.
b She can't have split up with her boyfriend.
- 2 a Yes, that's quite likely. I didn't take it off.
b Yes, you're probably right. I remember putting it in my locker before PE.
- 3 a No way! It can't have been stolen!
b I suppose so. It can't have been stolen!
- 4 a Yes, that's possible. Google isn't working, either.
b I doubt it. Google doesn't seem to be working.

4 Read the headline and the start of the newspaper story. Think of three possible explanations for Mr Darwin's behaviour. Write notes using the words below to help you or your own ideas.

Dead canoeist walks into police station

Five years ago John Darwin went canoeing in the North Sea. A few days later his empty canoe was found on a beach several miles away. The police thought he was dead. But last night he walked into a police station. He told the police that he had faked his death and gone home to his wife. For the past five years he has been living at home. When he went out he wore a disguise so that nobody would recognise him.

in debt fake an accident insurance money
in hiding start a new life his wife
didn't like his job someone wanted to kill him

- 1 _____

- 2 _____

- 3 _____

5 Write a dialogue about the events in exercise 4. Use *must have*, *might have*, *can't have* and the phrases in exercise 2 to help you.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Preparation**1** Read the letter quickly. Who is it to?

- a a Scottish restaurant
 b a tour company
 c a newspaper



Dear Sir or Madam,

Having read your advertisement in the Scottish Times, I am very interested in going on your tour of Loch Ness in search of the monster. ¹_____

I will be travelling to Scotland with a large group. ²_____ I'd also be interested in knowing if you offer a discount to groups.

³_____ If necessary, some of us might decide to bring our own cars.

⁴_____ I'd also like to know if the cost of any meals is included in the price of the tour.

⁵_____

Yours faithfully,

Bethany R. Simpson

Ms B. R. Simpson

2 Read the letter again. Complete the gaps (1–5) with the sentences (a–e).

- a Could you please let me know where we will be eating during the tour?
 b I look forward to hearing from you in due course.
 c Could you tell me what type of transport we will be using?
 d I would like to know how many people can go on each tour.
 e I'd be very grateful if you could give me some more information about some of the arrangements.

3 Rewrite the questions as indirect questions.

- 1 Where does the tour start?
 Could you tell me _____?
 2 How much does the tour cost?
 I'd appreciate it if you could tell me _____.
 3 Is the tour suitable for small children?
 Please let me know if _____.
 4 What time does the tour finish?
 Could you please let me know _____?
 5 How long does the tour last?
 I'd be grateful if you could tell me _____.
 6 Which places will we be visiting?
 I'd like to know _____.

4 Put the words in order to make sentences with two objects.

- 1 you / send / a brochure / Can / me

 2 itinerary / her / told / the / He

 3 gave / information / me / They / some

 4 meal / cooked / She / a / him

 5 sent / deposit / them / I / the

 6 offered / The hotel / a single room / him

Writing guide**5** Imagine you are interested in booking a tour of Armley Mills in Yorkshire in search of ghosts. Write a formal letter asking for information about these aspects of the trip:

- meeting time and place at Armley Mills
- suitable clothes for the tour
- food and refreshments provided
- cost of the tour.

CHECK YOUR WORK

Have you:

- started and finished your letter appropriately?
- organised the letter into four paragraphs?
- used formal expressions from exercise 2?
- checked your work for mistakes?

1 What stories by Hohol do you know?

2 Tick (✓) the categories that Hohol's stories fit into.

Ukrainian	<input type="checkbox"/>	crime	<input type="checkbox"/>	satire	<input type="checkbox"/>
Russian	<input type="checkbox"/>	historical	<input type="checkbox"/>	comic	<input type="checkbox"/>
mystery	<input type="checkbox"/>	action	<input type="checkbox"/>	horror	<input type="checkbox"/>
romantic	<input type="checkbox"/>	literary	<input type="checkbox"/>		

3 Read the text and complete it with the words in the box.

St Petersburg religious nineteenth century Ukrainian
satirical Russian *The Government Inspector* devil

Mykola Hohol

Mykola Hohol (known to the world as the great Russian writer, Nikolai Gogol) was one of the most imaginative writers of the nineteenth century. He was born in Sorochynsti, a village in Ukraine. Hohol is surrounded by mystery, both in his books and in the real world. Some facts about him still

remain unclear: even his date of birth has led to questions. Scholars debated whether it was 19 March 1809 or 20 March 1810. Today it is accepted that it was 1 April 1809, using the Gregorian Calendar (New Style Calendar).

Hohol's father was an amateur playwright, who wrote in Ukrainian. As a young boy, Mykola put on plays, also written in Ukrainian. In high school, Hohol became interested in theatre and started to act. According to his school friends, he constantly joked, made fun of friends and their funny features, and performed tricks, for which he was punished.

Hohol had ambitions to be a famous writer, so when he was eighteen he moved to St Petersburg, the literary centre of the Russian Federation.

When he was only 23, he published his first collection of short stories, *Evenings on a farm near Dykanka*. It was instantly popular and he published a second collection the following year.

During these early years, literary critics saw him distinctly as a Ukrainian writer, whose work was quite different from Russian authors. His sense of Ukrainian identity and interest in the history of Ukraine resulted in his story, *Taras Bulba*.

Many of the writer's stories are surreal tales where mysterious things happen. In *The Nose*, for example, a man loses his nose, which tries to live its own life. It changes into a civil servant and then back into a nose. Odd, out-of-the-ordinary things also happen in *The Portrait*, *Vii*, *May Night*, *The Diary of a Madman*, *The Overcoat*, and other works.

In the early days of his career, Hohol had doubts about being a writer. It was not until the performance of his play *The Jew* that he knew he had made the right choice.



4 Read the text again and put the events in order.

- Hohol refuses to eat food.
- He publishes his first collection of short stories.
- Hohol performed for his friends.
- His body is found in a mysterious position.
- Hohol writes about small town bureaucrats.
- He meets Matvey Konstantinovskiy.

5 Read the text again. Are the sentences true or false?

- Hohol began writing in Russian. _____
- His nationality defined him and his work. _____
- He always had a lot of self-confidence. _____
- Konstantinovskiy had a lot of influence over Hohol. _____
- Hohol was found buried upside down. _____

6 Choose the correct word. Is it a noun or an adjective?

- Hohol was known for **mysterious** / **mysteries**, even his death was **mysterious** / **mystery**.
- Matvey Konstantinovskiy was a **fanatical** / **fanatic**.
- The Government Inspector* is an attack on **bureaucracy** / **bureaucratic**. Russia was very **bureaucracy** / **bureaucratic** in the nineteenth century.
- Hohol became famous for his **satire** / **satirical** writing.
- Young Hohol had a lot of **ambition** / **ambitious**. Later in life he had **ambition** / **ambitious** plans to reform Russia.
- Hohol had **doubts** / **doubtful** about his talent.

7 Write a summary of a story you know by Hohol. Write about the type of work it is (short story, play, novel), what happens and why you like it.

This was a satirical play about bureaucracy in a small town and, in the years that followed, he became associated with satire. In 1841 he published another ⁶ _____ novel, *Dead Souls*. Many say this is his best work. Around this time Hohol started to think his gift for writing came from God and also that it was his duty to help correct Russia's wrong-doings. To achieve this he intended to write another two volumes of *Dead Souls*. While writing the second part he became increasingly ⁷ _____ and believed that he was sinful. A fanatical priest, Matvey Konstantinovskiy, encouraged these thoughts and advised Hohol to expel the evil spirits inside him by doing things such as not eating. The result was that Hohol fell into a depression. In 1852, he burned the manuscript of the second part of *Dead Souls*. He told friends that destroying it was a mistake and that the ⁸ _____ had persuaded him to do it. His state of mind was now very disturbed and he stayed in bed, refusing all food. Ten days later, he died in Moscow. In 1931, his grave was opened when the Moscow authorities decided to knock down the monastery where he was buried. His body was lying face down. And so a mystery remains: was he buried dead or alive?

PREPARATION: Listening

Read the True / False statements in the exam task. Match the words and phrases below with similar words or phrases in the statements.

- 1 a visit 3 affecting the world
2 evaluated 4 without anybody else

EXAM STRATEGY

- The first time you listen, try to get a general understanding of the recording and write down any answers you are sure about.
- When you listen for the second time, concentrate on the statements you have not written an answer for yet.
- Only mark statements as *NG* (not given) if they are not mentioned in the recording at all.
- If you do not know the answer to a question, leave it and go on to the next one. You will be given the chance to listen again.

EXAM TASK – Listening

LISTENING 25 You are going to hear some information about an international competition, DigiEd. Decide if the statements (1–6) are true (T), false (F) or not given (NG). Put *X* in the correct column.

	T	F	NG
1 The competition can be entered now.			
2 The competition is for the best website describing a global issue.			
3 Students may enter the competition on their own.			
4 The winners will be judged by the teams' trainers.			
5 Competitors will be charged a fee of £20 to take part in the competition.			
6 One of the prizes is a trip to New York.			

PREPARATION: Reading

- 1 Read the exam task and the sentences carefully.
- 2 Underline the key words in each unfinished sentence.
- 3 Find a section in the text which covers a similar topic to each sentence.

EXAM STRATEGY

- Remember to use words from the text in the correct form to complete each sentence.
- When you have finished, read the sentences again to make sure your answers are grammatically correct.

EXAM TASK – Reading

Read the text below and complete the missing information in sentences 1–7. The sentences are not in the order in which the information appears in the text.

The Girl with the Dragon Tattoo

It was not Lisbeth Salander's lack of emotional involvement, but her appearance that most upset Dragan Armansky, the director of the security company where she worked. Milton Security had an extremely conservative image and this small, anorexic young woman with short hair and piercings did not fit in. She had a wasp tattoo about two centimetres long on her neck, a tattooed ring around the biceps of her left arm and another on her left ankle. In the summer, Armansky saw that she had a dragon tattooed on her left shoulder. Her hair was naturally red, but she dyed it black.

She did not, in fact, have an eating disorder, Armansky was sure of that. On the contrary, she seemed to consume every kind of junk food. She had simply been born thin with small bones that made her look girlish. She was twenty-four, but she sometimes looked fourteen.

Her movements were quick and spidery, and when she was working at the computer, her fingers flew over the keys. She was too thin to ever become a model, but with the right make-up, advertisers all over the world could have used her face. Sometimes, she wore black lipstick.

In spite of the tattoos and the pierced nose and eyebrows, Salander was, in fact, the most competent investigator he had met in all his years in the business. During the four years she had worked for him, she had never once made a mistake or handed in a bad report. Armansky was convinced that she possessed a unique talent. She had imagination and she always came back with something different from what he expected. Sometimes he thought that her ability to collect information was magic. She somehow managed to get under the skin of the person she was investigating. If they had any deep, dark secrets, she would find them immediately.

- 1 Salander had the image of a mythical animal on her _____.
- 2 Salander didn't have the right body shape to be a(n) _____.
- 3 Salander had worked for Armansky for _____.
- 4 Armansky was disturbed by Salander's _____.
- 5 Salander was the best _____ Armansky had ever known.
- 6 Salander's real hair colour was _____.
- 7 Although Salander was thin, Armansky knew she didn't suffer from a(n) _____.

3

Get Ready for your Exam

EXAM STRATEGY: Use of English

- For questions with vocabulary options, make sure the word you choose makes sense in the context.
- Look at the words before and after each gap carefully, as the gap may be part of a common phrase or lexical unit.
- Remember to check grammatical tenses in the rest of the text to help you decide about the right options for tenses.

EXAM TASK – Use of English

Choose the correct word, A, B or C, to complete each gap.

I'm an internet addict. I'm online from the moment I wake up to the moment I go to bed. I¹ _____ at websites, chat to friends² _____ social-networking sites, download music and play games online. Even when I'm away from my computer, I'm online on my phone.

But not any more! ³ _____ tomorrow, I'm going on a digital holiday – I'm having a complete digital detox. I'm going to go without my computer, my MP3 player and my phone for a month. I think I'll probably get very bored in the first ⁴ _____ days and I ⁵ _____ about what people are writing on Facebook. On the other ⁶ _____, I know I ⁷ _____ more time to do things – I could read a book or go out for a walk.

My friends are worried; they've asked me if I ⁸ _____ what I'm doing. I hope that in a month's time I ⁹ _____ that the Internet is not the most important thing in my life. I was going to write a blog to record the experience, but as I can't go online I ¹⁰ _____ the old-fashioned way, with pen and paper!

- | | | |
|-----------------------|-------------------|--------------------|
| 1 A look | B watch | C play |
| 2 A in | B on | C at |
| 3 A From | B Since | C For |
| 4 A little | B some | C few |
| 5 A 'm thinking | B 'll be thinking | C 'll have thought |
| 6 A side | B hand | C thought |
| 7 A 'll be having | B 'll have had | C 'll have |
| 8 A know | B knew | C would know |
| 9 A 'll be learning | B 'll learn | C 'll have learned |
| 10 A 'll have written | B have written | C 'll be writing |

PREPARATION: Speaking

- 1 Read the exam task.
 - 2 Make a list of items for the first and second points.
 - 3 Write down three suggestions for where you could get the items.
 - 4 How do you make suggestions? Write phrases for making a suggestion, accepting a suggestion and declining a suggestion.
- Check the Functions Bank on page 104 for more help.

EXAM STRATEGY

- Listen carefully to what your partner is saying. If you do not understand, ask him / her to repeat and / or explain.
- Before you reach a compromise or a decision, discuss all the options in the exam question in detail. Try to disagree with your partner! This keeps the conversation going. Remember you need to keep talking for about five minutes.

EXAM TASK – Speaking

You and a friend have rented an unfurnished flat in the UK. You would like to furnish it. Talk about the following issues:

- the furniture you need
- electrical equipment you need
- where you could get these items
- your financial situation.

PREPARATION: Writing

- 1 Read the exam task below.
- 2 Think carefully about the style of writing. How do you start and finish a more formal letter or email?
- 3 Rewrite the questions below as indirect questions to make them more formal:
Do I need to buy any special equipment?
How much does the accommodation cost?
Is there a discount for students?

EXAM STRATEGY

- Think about what information you are going to include in the email so that it is relevant.
- When you have finished, make sure that you have included all the required information and check your email for accuracy.

EXAM TASK – Writing

You are interested in the course described in the advert below. Write an email (150–200 words) asking for more information about the course. Ask about:

- the time and place you need to meet on the first day
- any special equipment you will need
- the cost of accommodation and meals
- special discounts for students
- certificates for completing the course.

If you love the sea and enjoy adventure and excitement, our 10-day diving course is perfect for you! Come and dive with us in the spectacular waters off Lanzarote in the Canary Islands. Our intensive course for beginners will teach you all you need to know about a basic dive. We have qualified instructors with years of experience, and we can provide accommodation with local families.
Contact Dan Morrison at islasdivinas@dive.com.

7 Real relationships

7A

VOCABULARY AND LISTENING

Relationships

I can talk about dating and relationships.

- 1 Look at the pictures and complete the sentences with a suitable word.



1 Lily got on well with Ryan at school.



2 They started going _____ together.



3 They split _____ when Lily went to university.



4 A year later, they got _____ together again.



5 They got _____ when Lily finished university.



6 They got _____ after a few years.

- 2 LISTENING 26 Listen to the dialogues (1–6) and match them with the descriptions (a–g).

- a After six months they got engaged.
- b Giles fancied Caitlin.
- c Caitlin fell out with him because of another girl.
- d They made up a few days later.
- e He chatted her up at the school party.
- f She asked him out the next day.

- 3 Rewrite the second sentence so that it has a similar meaning to the first. Use two or three words including the word in brackets.

- 1 Mia has always had a good relationship with my brother. (on)
Mia has always got on well with my brother.
- 2 One day, he invited her to a concert. (asked)
One day, he _____ to a concert.
- 3 I had an argument with Mia about it. (out)
I _____ Mia about it.
- 4 But Mia continued having a romantic relationship with him. (out)
But Mia continued _____ with him.
- 5 After a month, they stopped their relationship. (up)
After a month, they _____.
- 6 I called Mia to finish my disagreement with her. (make)
I called Mia to _____ her.

VOCABULARY BUILDER (7.1): THREE-PART PHRASAL VERBS >>SB PAGE 133<<

- 4 Complete the sentences with the correct three-part phrasal verbs.
- 1 Phil looks _____ his basketball coach because he used to play professionally.
 - 2 I can't put _____ your behaviour any longer!
 - 3 Luke walked _____ her when he found out she was seeing someone else.
 - 4 We carried _____ our work until we had finished.
 - 5 Harriet looks _____ her classmates because they aren't as rich as her.

Challenge!

DICTIONARY WORK Look up the following phrasal verbs and write a sentence with each one.













- come up with _____
- get round to _____
- get up to _____
- go through with _____
- stand up for _____

7B

GRAMMAR Comparison

I can make comparisons.

1 Look at the chart and complete the sentences with the correct form of the adverbs and adjectives in brackets.

	HARRY	MIKE	CHARLIE
Strength			
Intelligence			
Running			
Painting			

- Charlie is _____ (intelligent) than Harry.
- Harry runs _____ (fast) of the three boys.
- Charlie paints _____ (skilful) than Mike.
- Charlie is _____ (strong) than Mike.
- Mike is _____ (intelligent) of the three boys.
- Mike runs _____ (fast) than Charlie.
- Harry is _____ (strong) of the three boys.
- Harry paints _____ (skilful) of the three boys.

2 Complete the sentences with the phrases in the box to make comparisons.

as it was when I bought it. she was as a child.
 than there were five years ago. than he used to be.
 than it used to be. than I was before.

- My boyfriend's more confident than he used to be.
- This watch isn't as accurate _____.
- She's slimmer than _____.
- I'm happier in my new job _____.
- There are fewer cars in the town centre now _____.
- This jacket is less cool _____.

3 Use the words to make superlative sentences with the present perfect.

- She be / interesting / person / I / ever / meet
She's the most interesting person I've ever met.
- That be / exciting / film / I / ever / see

- This be / unreliable / car / we / ever / buy

- He be / funny / man / she / ever / work with

- That be / expensive / present / he / ever / receive

- That be / good / meal / I / ever / eat

4 Complete the sentences with comparative forms of the words in brackets.

- The harder you study, the faster you learn. (hard, fast)
- The _____ he waited, the _____ he became. (long, impatient)
- The _____ the weather, the _____ I feel. (warm, good)
- The _____ we got to the exam room, the _____ we felt. (near, nervous)
- The _____ the music, the _____ the crowd became. (loud, excited)
- The _____ the match, the _____ the players get. (important, aggressive)

5 Complete the sentences with a double comparative. Use the adjectives in the box.

bad big crowded dangerous expensive

- Cities are becoming more and more crowded.
- Your feet are getting _____.
- London is getting _____ because of crime.
- Tom's marks are getting _____.
- Petrol is getting _____.

Challenge!

Write four sentences comparing yourself with your best friend. Use comparative adjectives and adverbs.

I can understand a text about the generation gap.

- 1 Choose the best definition of *generation gap*.**
- Couples have children late in life so there are many years between each generation.
 - Different generations do not understand or tolerate each other.
 - The younger generation feels that the older generation is out-of-touch with young people.
- 2 Read the text. According to the text which factors contribute to a generation gap? Tick (✓) the boxes.**
- People not behaving in the same way as their parents
 - Knowledge of technology
 - Having more friends than your parents
 - Different generations preferring different activities
 - Not having enough money
 - Different generations only being interested in their own concerns
 - Parents working long hours
 - People not talking to each other

THE BIG DIVIDE

**Do you get on with your parents and grandparents?
Or do you think they don't understand
you and your generation?**

There has probably always been conflict between different generations but today perhaps there is more. Some researchers say the generation gap started to grow wider in the 1940s. Changes in employment and education meant people started marrying later. For the first time in history, the majority of people could enjoy their youth without the responsibility of a young family.

Today, young people are generally more interested in technological and cultural innovations than their parents, and there have been huge changes in the world we live in over the last sixty years. Parents of today's teenagers didn't grow up with the Internet, social-networking sites, mp3 players and mobile phones. Instead they grew up with tape recorders, videos and video games, things their own parents probably found new and strange in turn. Technology is changing so fast that some sociologists think there will soon be mini-generation gaps: people who are fifteen now will probably have a different technological experience to those who will be fifteen in five years' time.

But the generation gap is about more than an attitude towards technology. People at various stages in their lives have particular goals. Young people want to explore the world, take chances and push boundaries. As people get older they become more focused on their careers, in finding security and then in bringing up a family.

Teenagers also spend more of their time with other young people and want to be away from the home environment, trying new pursuits and socialising. This is natural and it is the way

- 3 Read the text again. Are the sentences true or false?**
- The generation gap was wider at the beginning of the last century. _____
 - Generation gaps may occur more frequently in the future. _____
 - Some parents spend less time with their families because of work. _____
 - Parents are less intelligent than teenagers because they don't understand new technology. _____
 - Parents should try to be more interested in their children's lives. _____
- 4 Match the highlighted words in the text with the meanings below.**
- hobbies, experiences _____
 - new products or ideas _____
 - caring for children until they are adults _____
 - disagreement _____
 - do things which aren't usually allowed _____
 - in the same way _____

Challenge!

Your friend is unhappy because he/she must spend a week at his/her grandparents' house. Write an email suggesting how he/she might enjoy the holiday. Describe some of the causes of the generation gap and explain how problems could be resolved.

people learn social skills outside the family. But problems can develop when parents don't show an interest in what their children are doing, or if their job means they don't spend much time at home. If each generation focuses on their own interests, there can be a breakdown in communication.

The way to avoid this breakdown is to recognise its causes. Both sides have to treat the other as independent. So, if you want to be understood by your parents then start by talking to them with respect. Explain things. Don't treat them as idiots because they don't understand technology, or don't like your music or fashion sense. If you want independence, show your parents you can behave responsibly. Parents, of course, have to adapt, too. They need to show an interest in you and not shut their eyes and ears to new things. They must respect your growing independence. If both generations take these steps, the gap might not disappear completely, but it will certainly get a lot smaller.



I can talk about imaginary situations and things I would like to change.

1 Choose the correct answer.

- 1 If he **would ask** / asked her out, she would say yes.
- 2 If we **spoke** / would speak Spanish, I would go on holiday to Spain.
- 3 I **would be** / was very rich if I won the lottery.
- 4 If you **said** / would say sorry, she would make up with you.
- 5 He would ask you out if you **would chat** / chatted him up.
- 6 If they worked harder, they **earned** / would earn more money.

2 Rewrite the two sentences as one second conditional sentence.

- 1 You drink a lot of coffee. You sleep badly.
If you didn't drink a lot of coffee, you wouldn't sleep badly.
- 2 You don't put your clothes away. Your room is a mess.

- 3 You don't eat vegetables. You aren't healthy.

- 4 You're always with your friends. You don't have time for me.

- 5 You don't study. You don't pass your exams.

- 6 You never save any money. We can't go on holiday.

- 7 You go to bed late. You're tired.

3 Read what boys say about their girlfriends and what the girls say about their boyfriends. Complete the sentences with the past simple or *would* + base form.

- 1 'I wish she would talk (talk) to my friends.'
- 2 'I wish she _____ (be) more punctual.'
- 3 'If only she _____ (have) more free time.'
- 4 'I wish she _____ (not phone) me all the time.'
- 5 'If only he _____ (not have) that silly haircut.'
- 6 'I wish he _____ (live) nearer to my house.'
- 7 'If only he _____ (not wear) such old clothes.'
- 8 'If only he _____ (remember) my birthday. He forgets every year.'

4 Use the words to make sentences.

- 1 I / rather / you / not borrow / my clothes

- 2 I / wish / we / live / in a bigger house

- 3 If only / we / see / more of each other

- 4 She / rather / stay in tonight

- 5 I / wish / we / can / get married tomorrow

- 6 If only / you / be / ten years younger

5 Complete Jenny's thoughts with the correct form of the verbs in the box.

ask be can fancy get on go out have know live look

'I wish I 'had a boyfriend. I quite like James. If only he ² _____ me. The problem is, I've never spoken to him. If he ³ _____ me better, I'm sure he'd like me. I ⁴ _____ with him if he asked me. We ⁵ _____ go to the cinema together or hang out in the park. If we spent some time together, I'm sure we ⁶ _____ really well. He's really good-looking. If only he ⁷ _____ at me. I wish he ⁸ _____ me to marry him. I'd rather ⁹ _____ with him than with my parents. I'm sure we ¹⁰ _____ very happy together!'



Challenge!

Think about things you'd like to change in your life. Write five sentences using *I wish*, *If only* and *I'd rather*.

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1 Complete the sentences with the prepositions in the box.

for in of of to with

- 1 What are their chances _____ winning this match?
- 2 We didn't take account _____ the traffic so we were late.
- 3 I've got a date _____ a friend of my sister's tonight.
- 4 Paola's big brother takes no interest _____ her at all.
- 5 You seem to have a negative attitude _____ marriage.
- 6 If you feel attraction _____ someone, you should tell them.

2 Read the text quickly. What kind of text is it? Choose a, b, c or d.

- a a blog
- b an email
- c a magazine article
- d a Wikipedia entry

3 Read the text again. Match the sentences (1–8) with the people (A–D). Each person matches two sentences.

This person

- 1 only went on one date.
- 2 has had a child with their partner.
- 3 had very little free time because of their job.
- 4 gave the person some money and lost contact with them soon afterwards.
- 5 discussed the future when they first met their partner.
- 6 moved away from home to be with someone.
- 7 warns other people to learn from their bad experience.
- 8 met someone who lived in another country.

Challenge!

What do you think are the most important qualities to look for in a partner? Explain why you think they are important.

The pros and cons of ONLINE DATING

Is logging on to a dating website really the ideal way to meet your future partner? Read the following stories and decide for yourself.

A Kathy White

My busy working day made it impossible for me to meet new people, so I decided to try a dating site. I knew Craig was special and on our first date we started talking about marriage and children. We moved in together in July and got married in October the following year.

B Paul Brown

I saw Linda's profile on a dating website. She looked really beautiful and I arranged to meet her. When I saw Linda, I realised the photo she had used was from ten years ago. She was much older than in the photo. I felt very deceived and I never used a dating site again. Other people should be careful and remember that photos may give a false impression.

C Sandra Phillips

I met Steve on a dating website. He invited me to go and stay with him in South Africa. We had a romantic week together and when he said that he needed some money to start a new business, I happily gave him £10,000. Of course, I never heard from him again once I returned home.

D Alan Church

I'd moved to Edinburgh to be with my girlfriend, but we soon split up and then I tried online dating. Everything felt very natural when I met Susan. The following December, our son Sam was born.



1 Match the adjectives (1–7) with their opposites (a–g).

- | | |
|---------------|-------------|
| 1 quiet | a trendy |
| 2 bright | b expensive |
| 3 cheap | c lively |
| 4 crowded | d informal |
| 5 formal | e dark |
| 6 boring | f empty |
| 7 traditional | g noisy |

2 Match the sentence halves.

- | | |
|--|--------------------------|
| 1 This restaurant looks very traditional. | <input type="checkbox"/> |
| 2 The food isn't that great, | <input type="checkbox"/> |
| 3 The restaurant in that photo looks quite busy, | <input type="checkbox"/> |
| 4 It's usually very busy, | <input type="checkbox"/> |
| 5 It's very romantic, | <input type="checkbox"/> |
| 6 It looks quite trendy, | <input type="checkbox"/> |

- a although there aren't many customers right now.
- b whereas the one in this photo might be quieter.
- c but it's convenient because it's in the town centre.
- d so you should take your girlfriend there.
- e I prefer restaurants which are more traditional.
- f In contrast, this restaurant looks very modern.

3 LISTENING 28 Look at the photos and read the exam task below. Listen to a student answering the questions. Which restaurant does she choose and why?

You are sightseeing in London with some friends and you want to stop somewhere for lunch. Which of these restaurants would you choose? Why? Why wouldn't you choose the other places?



4 LISTENING 28 Complete the student's answer. Then listen again and check.

I'm going to ¹ _____ the restaurant in photo three. The tables are outside, so I could sit in the sun and rest for a while. I'd only want to eat something light because I wouldn't want to stop for long.

The ² _____ with the restaurant in photo one is that it's too formal and traditional. It ³ _____ expensive and I wouldn't want to stop for a big meal in the middle of the day.

I wouldn't ⁴ _____ for the restaurant in photo two because it looks very crowded. It ⁵ _____ be cheap, but I certainly wouldn't be able to sit down. Eating there would be very stressful because it would be ⁶ _____ noisy. So, ⁷ _____, the restaurant in photo three would be ⁸ _____.

5 Look again at the photos and read the exam task below. Write your answers to the questions. Use the adjectives in exercise 1 and the phrases in exercise 2 to help you.

It is your mother's birthday and you and your family are planning a special meal for her. Which of these restaurants would you choose? Why? Why wouldn't you choose the other places?

Preparation

1 Read the essay. Which is the best title? Choose a, b or c.

- a Friendship is the most important thing in the world.
- b It is better to have a large group of friends than just one close friend.
- c It is hard to make new friends nowadays.

Most young people want to have a best friend who they can do everything with. But is it a good idea to spend all your time with just one person?

It is hard to deny that having a close friend gives you stability. You have somebody at your side who will always help you out when you need it. Some people also argue that it is easier to agree on what to do when you are with only one person. In a big group, you often go to places just because everybody else wants to.

On the other hand, some people believe that having only one close friend can be boring. You always do the same things and you never meet anybody new. It is also true that you are taking a risk if you spend all your time with only one person. If you fall out with them or if they move away, you are left completely on your own and it is quite difficult to make new friends.

To sum up, having a close friend is one of the best things that can happen to a person, but it is a good idea to see other people as well. In my opinion, you should always aim to be part of a group and not spend all your time with just one person.



2 Match 1–8 with a–h to make phrases for presenting arguments.

- | | |
|-------------------------|--------------------------------|
| 1 It is hard | a argue that |
| 2 Some people | b is clear that |
| 3 It is | c true that |
| 4 It can | d be argued that |
| 5 It | e to deny that |
| 6 However, | f other hand |
| 7 Other people take the | g some people argue that |
| 8 On the | h opposite view and claim that |

3 Read the essay title below. Then read the arguments and decide if they are points in favour of Internet relationships or against. Write *F* (for) or *A* (against).

The Internet is bad for friendships and relationships.

- 1 It's difficult to know if people are being honest.
- 2 You can make a lot of friends very easily.
- 3 You make friends with people you wouldn't usually meet.
- 4 You can meet people from all over the world.
- 5 You need a computer and a good Internet connection.
- 6 You have to wait for a reply when you make a comment.
- 7 It's less interesting because you can't go out to different places together.
- 8 It's easier to find people who share the same interests as you.

4 Plan the second and third paragraphs for the essay title in exercise 3. Choose two arguments *for* and two arguments *against* from exercise 3, and think of a supporting statement or an example for each of the arguments.

For:

- 1 _____
- 2 _____

Against:

- 1 _____
- 2 _____

Writing guide

5 Now write the essay following the plan.

- Paragraph 1: Introduce the topic.
- Paragraphs 2 and 3: Use your notes from exercise 4.
- Paragraph 4: Conclusion: sum up with your own opinion.

CHECK YOUR WORK

Have you:

- organised your essay into four paragraphs?
- included two arguments *for* and two *against*, each with an example or supporting statement?
- used phrases for presenting arguments?
- checked your spelling and grammar?

I can understand texts about the aims of youth organisations.

1 Work in pairs. Ask and answer the questions.

- 1 Are you a member of an organisation or club? Which?
- 2 What does it do?
- 3 Why did you join?

2 Read the first text quickly. Answer the questions.

- 1 How many countries have scouting organisations?
- 2 How many countries are represented in the EYP?



INTERNATIONAL YOUTH ORGANISATIONS

Your teenage years are a time when you want to explore life and want more independence. But how do you begin to engage with the big wide world? There are organisations for teenagers which provide opportunities for young people to gain self-confidence and to learn how to play an active part in society.

Some of the best-known groups are scouting organisations, particularly the World Organisation of the Scouting Movement and the World Association of Girl Guides and Girl Scouts. Robert Baden-Powell founded the scouting movement in the early twentieth century in England. Initially, he wrote a book for soldiers about woodcraft and then discovered that youth leaders were using it. So Baden-Powell rewrote it for younger people. Soon scout groups appeared across the UK and the idea quickly spread internationally. Today, international scouting organisations operate in 160 countries.

For teenagers who want to have a say in world affairs, there is the European Youth Parliament (EYP). This brings together people from over 30 European countries to discuss global issues. Each member also belongs to their own national committee. The EYP holds three international sessions a year. Its activities are supported by the European Parliament, which encourages young people to take part in current affairs. Attending the committees and events also helps young people learn about debating and democracy. By engaging in the EYP's activities, members learn about other European countries and cultures, build respect and tolerance, while at the same time have fun and gain a sense of purpose.

3 Read the second text quickly. How many Ukrainian organisations are named?

Youth organisations in Ukraine

International organisations are also found in Ukraine. For example, there are three scouting groups: Ukrainian Scout Youth Public Organisation (*Spilka Pionerskykh Orhanizatsii Kyieva*), *Plast* and *Sich*. Scouting in Ukraine began with *Plast* in 1911. It is uniquely Ukrainian, although it is based on the ideas of Baden-Powell. One of its founders, Dr Oleksandr Tysovskiy, thought that encouraging patriotism in young people was important, so the first duty of a member of *Plast* is to be faithful to God and Ukraine. *Plast* scouts must be helpful to others and obey scout rules, such as being productive, conscientious, courteous and aiming not to waste time.

There is also a Ukrainian National Committee of the European Youth Parliament. This sends delegates to international EYP sessions, but also encourages young people to volunteer in programmes organised in Ukraine by the United Nations and the European Union.

There are other organisations which encourage young people to have greater social awareness. They include the Ukrainian Youth Environmental League, the All-Ukrainian Youth Organisation and the League of Ukrainian Youth, which itself represents a total of 26 organisations.

Members of youth organisations benefit from taking part in a wide variety of different programmes such as cooking, painting, astronomy, first aid, computer science, bicycling, arts and crafts, to name just a few. In addition, lectures and workshops enable young people to find out about Ukrainian geography, literature, history and traditions.

These youth organisations often hold camps where members can spend time with like-minded people. At the camps there are usually activities which help develop skills such as leadership and self-sufficiency. The choice of organisations is wide, so if you'd like to develop skills and learn more, there is probably one for you.

4 Read both texts again. Are the sentences true or false?

- 1 Not many countries were interested in scouting at the beginning. _____
- 2 The EYP meets once annually. _____
- 3 Young people can learn important life skills at the EYP meetings. _____
- 4 *Plast* followed the principles of UK scouting. _____
- 5 Scouting is about how to behave as well as learning how to do things. _____
- 6 The United Nations pays members of the Ukrainian Youth Parliament to do projects. _____

5 Write about a Ukrainian youth organisation. How did it form? How does it make a difference to young people or to Ukraine? What do members do?

I can understand a text about traditional Ukrainian food.

1 Work in pairs. Ask and answer the questions.

- 1 What is your favourite Ukrainian dish?
- 2 Which dishes do you know how to cook?
- 3 How often do you cook at home?
- 4 Do you learn recipes from family members or books?

2 Read the text and complete it with the words in the box.

national century weddings bake pork prepared dish symbolic

Traditional Ukrainian dishes

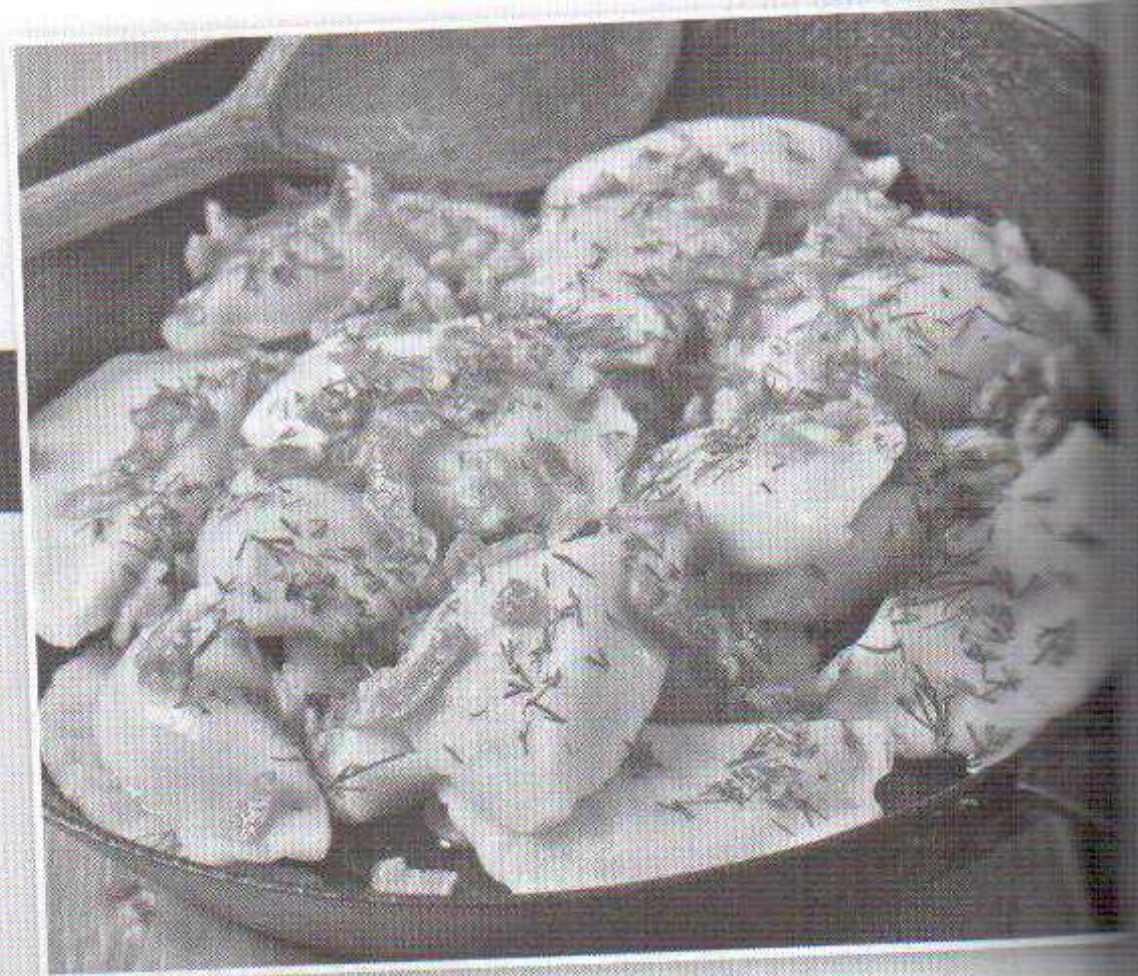
Ukrainian food is hearty and contains a delicious range of flavours. It has a wide variety of culinary influences from across central Europe (Germany and Poland), Turkey, Lithuania and Russia. Many of the savoury dishes contain sour-tasting pickles, sour cream, cabbage, potatoes, buckwheat, beetroot, aubergine, pepper, tomato sauce, and ¹ _____, plus herbs such as dill and parsley.

To some extent Ukrainian cuisine is not one cuisine but many, as there are variations from region to region. However, there are dishes which are found throughout Ukraine. One dish that is both a ² _____ and regional dish is *borshch*. This is a vegetable soup made from beetroot. Other common ingredients in *borshch* are cabbage, carrot, potatoes, onions, tomatoes or tomato sauce, beans, and dill or parsley, which are boiled until everything is tender. *Borshch* is best when topped with sour cream. It can be served hot or cold.

When it comes to meat, pork appears in many hot dishes, although veal, lamb and poultry are quite common too. A favourite pork ³ _____ is *holubtsi*, or cabbage rolls. To make it, boil cabbage leaves and stuff them with rice and meat (minced meat or bacon). Then shape them into rolls and ⁴ _____. *Holubtsi* are served with tomato sauce and sour cream.

Although Ukrainians eat a lot of meat, fish is also used in many dishes. Popular are cod, a type of sea fish, and fresh water fish like perch or carp. Fish is ⁵ _____ by stuffing, frying, baking, or boiling as little fish balls (*touchenyky*).

Countries usually have a preferred side dish and in Ukraine it is potatoes. These have been used in Ukrainian cooking since the



second-half of the eighteenth ⁶ _____. They are often mashed, but potato pancakes or *deruny* are popular too. They are easy to cook and can be eaten hot or cold, which makes them useful for picnics. Another popular carbohydrate dish is porridge. This can be served separately, or with meat or fish.

Ukrainian cuisine includes many pastry products, another carbohydrate. There are *pampushkas* (small buns topped with a mix of garlic, pepper, vinegar and sunflower oil) which are served with *borshch*. No less popular are *varenyky*, which are made from dough and filled with a savoury ingredient (potatoes, meat or cabbage) or sweet filling (blueberries or cherries). Another favourite is a dish called *nalyshky*, which is a serving of stuffed pancakes.

Bread is an important part of Ukrainian cuisine. It not only provides calories and nutrition, but it also has ⁷ _____ significance. There are special holiday breads like *Korovai* for weddings, or *Paska* for Easter. *Pyrohy* are baked for all kinds of events such as ⁸ _____ or funerals, birthdays or religious holidays. They are stuffed with apples, cabbage, poppy seeds, cherries or other seasonal ingredients, and are a treat for everyone.

3 Read the text again. Choose the correct alternatives.

- 1 Ukrainian cuisine is **the same** / **varies** throughout the land.
- 2 *Borshch* is often **served** / **cooked** with sour cream.
- 3 *Holubtsi* is an example of food which is **stuffed** / **minced**.
- 4 Cod comes from **rivers** / **oceans**.
- 5 Pastry is a type of **carbohydrate** / **potato**.
- 6 *Paska* is important for its **symbolism** / **size**.

4 Read the text again and complete the verbs used for cooking methods. What are these words in your language?

- | | |
|---------------|---------------|
| 1 b _ _ _ l | 4 s _ _ _ _ e |
| 2 f _ _ _ _ | 5 s _ _ _ _ f |
| 3 m _ _ _ _ _ | 6 b _ _ _ e |

5 Write a recipe for a Ukrainian dish. Include the ingredients and the cooking method. When do you normally eat this dish? What would you serve with it?

I can understand a text about British cooking.

1 Which of the dishes do you think are often *made* in British homes?

- | | | | |
|---------------------|--------------------------|---------------|--------------------------|
| fish and chips | <input type="checkbox"/> | borshch | <input type="checkbox"/> |
| roast beef | <input type="checkbox"/> | lasagne | <input type="checkbox"/> |
| shepherd's pie | <input type="checkbox"/> | fried chicken | <input type="checkbox"/> |
| spaghetti bolognese | <input type="checkbox"/> | curry | <input type="checkbox"/> |

2 Read the text and check your answers to exercise 1.

Changing traditions in British cooking



British cuisine has changed enormously in the past 30 to 40 years. Before, people from other countries considered British food to be dull and often badly made. Recently however, British people's interest in food has grown and, as a result, their food has become more varied and interesting.

There have been a few reasons for this change. Firstly, in the 1970s an increasing number of British people had more money and started to go abroad on holiday. There they ate different foods and came back home wanting to copy the recipes. In addition, Indian and Chinese restaurants were opening thanks to the large number of immigrants that had arrived in Britain during the 1950s and 1960s. By the early 1970s there were 1,400 Chinese restaurants and 1,200 Indian restaurants. Their popularity keeps growing: today most towns have at least one Indian or Chinese restaurant.

Another factor encouraging people's interest in food has been the number of TV cookery programmes. In the past ten years in particular, these programmes have become extremely popular and influential. Some are hosted by celebrity chefs who have made cooking fun to watch. Other programmes, such as *Masterchef*, focus on cooking competitions.

However, watching TV cooks and going to foreign restaurants doesn't necessarily mean people are cooking restaurant-standard food at home. So what are the British cooking at home? A recent BBC survey asked people what food they could prepare without using a recipe book. The best-known dish was spaghetti bolognese, which over 60 per cent of people said they could cook. This came higher than cooking a traditional Sunday roast (of beef, chicken, pork or lamb), which only 54 per cent could do without consulting a recipe. Other popular dishes in the survey included traditional dishes such as shepherd's pie (a dish made out of minced lamb cooked with onions and carrots, and baked under a topping of mashed potato) and toad in the hole (sausages cooked in a batter of milk, eggs and flour). The non-traditional dishes listed in the survey included lasagne, chilli con carne, stir fry and curry. Looking at the list, minced meat seems to be very popular in everyday meals: it is found in spaghetti bolognese, chilli con carne and lasagne. This is not surprising as minced meat is cheaper than expensive meat joints.

In the future this list of favourite dishes is likely to change with Britain's changing population, as new immigrants arrive and people continue to try out new and tasty recipes.

3 Read the text again. Are the sentences true or false?

- British cuisine has always had a good reputation. _____
- Many people immigrated to the UK in the 1970s. _____
- After mass immigration, eating food from other countries became more common. _____
- Watching cooks on TV has encouraged people to pay more attention to food. _____
- People rely on cook books every day. _____
- People use minced meat because it doesn't cost a lot. _____
- British cuisine will probably change in the future. _____

4 Match the highlighted words in the text with the meanings below.

- cause, circumstance _____
- near past _____
- chopped into small pieces _____
- delicious _____
- different, diverse _____
- people living in a country who were born abroad _____

5 Complete the recipe with the words in the box.

pepper gravy whisk bowl spoon cook batter

Toad in the Hole

Ingredients:

- six sausages
- 75g flour
- 1 large egg
- 75 ml milk
- 55 ml water
- salt and pepper

Put the flour in the centre of a

1 _____.

Make a well in the centre using a wooden 2 _____.

Break the egg into the well and add the salt and 3 _____.

Add the milk.

4 _____ the batter until smooth.

5 _____ the sausages in the oven. When they are done,

take them out of the oven and pour the 6 _____ over them and cook for another

30 minutes. When ready, serve with onion 7 _____.

6 Find another foreign recipe and describe how to make it. Include ingredients and cooking method.

8 Globetrotters

8A

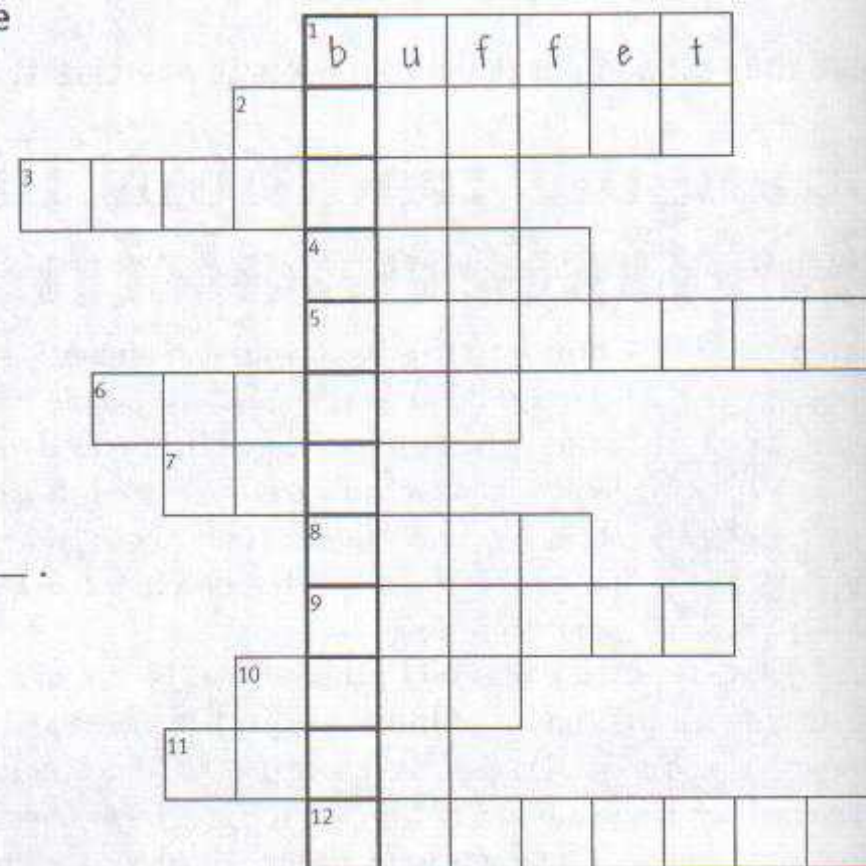
VOCABULARY AND LISTENING

Getting from A to B

I can talk about travel.

1 Complete the compound nouns in the sentences. Write the answers in the puzzle to find the mystery word.

- 1 We went to the buffet car to buy some sandwiches.
- 2 They showed their ID cards at passport _____.
- 3 I went to baggage _____ to pick up my suitcase.
- 4 We sat in the waiting _____ because it was raining.
- 5 Mia bought some perfume in the _____ shop.
- 6 There was a long queue at the ticket _____.
- 7 There weren't any taxis at the taxi _____.
- 8 When our flight was announced, we went to the departure _____.
- 9 We stopped at the _____ station to fill up the car.
- 10 My parents were waiting for me in the arrivals _____.
- 11 When I arrived, I went straight to the check-in _____.
- 12 I stopped on the hard _____ when my car broke down.



2 Complete the sentences with the opposite adjectives.

- 1 Travelling by plane is quite **safe**.
It isn't really _____.
- 2 Business class is very **comfortable**.
Seats in economy class are sometimes _____.
- 3 Public transport is **convenient** if you live near a bus stop.
If you don't, it's quite _____.
- 4 Driving in this city can be quite **stressful**.
It isn't very _____.
- 5 I bought a new car because they're more **reliable**.
Old cars are often _____.
- 6 The buses in the city centre are quite **slow**.
They aren't very _____.

3 **LISTENING 29** Listen to a conversation between Becky and Ian. They are discussing whether to travel by plane or by train. Complete the sentences with *B* (Becky) or *I* (Ian).

- 1 _____ has reserved a hotel room.
- 2 _____ wants to travel by plane.
- 3 _____ thinks that planes are unreliable.
- 4 _____ enjoys shopping in the departure lounge.
- 5 _____ thinks trains are more comfortable.
- 6 _____ thinks people waste a lot of time when they fly.
- 7 _____ changes their mind in the end.

VOCABULARY BUILDER (8.1) TRAVEL AND TRANSPORT: >>SB PAGE 134<<

4 Complete the sentences with appropriate words.

- 1 The captain is in charge of a plane, but the person responsible for a train is the _____.
- 2 On a plane, passengers put their hand luggage in the _____, but on a train they put it on the luggage rack.
- 3 Passengers sit in the cabin of a plane, but on a train they sit in a _____.
- 4 On a plane you ask the _____ for a drink, but on a train you go to the buffet car.
- 5 A plane takes off from a _____, but a train leaves from a platform.
- 6 Trains travel along _____, whereas buses go on the road.
- 7 A plane takes off at the start of the journey, whereas a boat _____.
- 8 You board a plane when you start your journey, whereas you _____ from the plane when you arrive at your destination.

I can identify and use different forms of the passive.

1 Choose the correct answer.

- 1 Drinks and snacks **serve / are served** in the buffet car.
- 2 We **gave / were given** our boarding passes at the check-in desk.
- 3 The passenger **wore / was worn** his seatbelt.
- 4 The flight attendant **has made / has been made** a mistake with my change.
- 5 The waiting room **is cleaning / is being cleaned**.
- 6 They **had arranged / had been arranged** to meet us in the arrivals hall.
- 7 A new airport **has built / has been built** in the city.
- 8 All flights to Scotland **will cancel / will be cancelled** tomorrow.

2 Complete the sentences with the passive form of the verbs in brackets. Use the correct tense.

- 1 Each year, thousands of suitcases _____ (lose) by different airlines.
- 2 Kay is pleased because her favourite perfume _____ (reduce) in the duty-free shop.
- 3 We waited until the departure gate _____ (announce).
- 4 The hard shoulder _____ (close) next week for emergency repairs.
- 5 They _____ (stop) at passport control last night.
- 6 The ticket office _____ (use) by millions of passengers every week.
- 7 George couldn't find his bag because it _____ (steal).
- 8 You _____ (take) to the airport tonight by taxi.

3 Complete the second sentence with the correct form of the passive. Use *by* where necessary.

- 1 Charles Dickens wrote *Oliver Twist*.
Oliver Twist _____.
- 2 Vandals have damaged the petrol station.
The petrol station _____.
- 3 They will add four more carriages to the train at the next station.
Four more carriages _____.
- 4 Someone had left the bag at baggage reclaim.
The bag _____.
- 5 Low-cost airlines sell many cheap flights.
Many cheap flights _____.
- 6 They are repairing the tracks so there aren't any trains.
The tracks _____.

4 Complete the article with the correct passive form of the verbs in brackets.



PHONES

past and future

The first mobile phone call in the UK

1 _____ (make) on 1 January 1985, nearly twelve years after the first mobile phone 2 _____ (demonstrate) in New York by Martin Cooper. Since then, a lot of money 3 _____ (invest) in developing the mobile phone industry and thousands of different models 4 _____ (produce).

Text messaging became popular in the 1990s, and today millions of text messages 5 _____ (send) each day. The first Internet service for mobile phones 6 _____ (introduce) in Japan in 1999. Today, the Internet 7 _____ (use) on smart phones, by all kinds of people, from company directors to students.



Technology is advancing rapidly and new processes 8 _____ (discover) almost daily. Many people think that computers 9 _____ (replace) by mobile phones in the future.

Challenge!

INTERNET RESEARCH Find out information about one of these inventions. Write five sentences about it. Use the passive.

the radio the telephone the television

1 Work in pairs. Ask and answer the questions.

- 1 What is the most beautiful part of Ukraine you have visited?
- 2 What was it like?
- 3 When did you visit it?

2 Read the texts. Match names 1–6 with information a–f.

- | | |
|------------------|-----------------------|
| 1 Chornohora | 4 Friedrich Falz-Fein |
| 2 Leopold Wajgel | 5 Kherson oblast |
| 3 eland | 6 IUCN |
- a an animal in the Askaniia-Nova Biosphere Reserve
 - b the first person to map a route up the mountain
 - c the area the Askaniia-Nova Biosphere Reserve is in
 - d the organisation which keeps lists of endangered species
 - e the founder of the Askaniia-Nova Biosphere Reserve
 - f the range of mountains that includes Hoverla

3 Read the texts again and answer the questions.

- 1 Which activities are possible on Hoverla?

- 2 When did Hoverla become a place of leisure?

- 3 What type of gear is recommended for climbers?

- 4 Why isn't the route to the top easy for everyone?

- 5 What does Askaniia-Nova's wildlife park provide for endangered animals?

- 6 What scientific work is carried out on the reserve?

4 Complete the sentences with the highlighted phrases in the texts.

- 1 Pandas and tigers are _____.
- 2 We _____ some money to pay for a trip to Hoverla.
- 3 My grandfather has seen many changes in his _____.
- 4 The bears' _____ is being destroyed.
- 5 The _____ were very successful and now many species of birds are living there.

Challenge!

Design an information leaflet about either Hoverla or Askaniia-Nova. Include details about what you can see and do, how to get there, and equipment you might need.

Listening Extra: Unit 8: p101

Hoverla

Some say that every Ukrainian should climb Hoverla once in their lifetime. It is the highest and most climbed mountain in the Chornohora range (the highest group of peaks in the Carpathians). Between 15,000 and 17,000 people climb it every year and it's also a location for winter sports. The name Hoverla comes from *hóvár*, the Hungarian word for snowy castle. The name comes because the top of the mountain is covered with snow in late June.

Walking up Hoverla became popular with tourists in the late nineteenth century. The first hiking route was marked out in 1880 by Leopold Wajgel.

Getting to the peak at 2,061 metres doesn't require mountaineering equipment, just good boots and perhaps some walking poles. However, because the trail is long and the final ascent steep, it's still a challenge. It can take 6 hours from the base to complete the 6 km climb. Alternatively there is a longer, easier route from the north. If you don't want to rush, you can camp on the western side of the mountain and so spread the walk over a couple of days.

At the top there is a plateau. From here, you can see for miles across the Chornohora range and look down on the tops of other mountains. Then you realise why Hoverla is so popular.

ASKANIYA-NOVA

Twenty years after Leopold Wajgel marked his route up Hoverla, a German naturalist called Friedrich Falz-Fein decided to purchase part of the land he owned in the Taurida Steppes in Kherson oblast. He set aside over 11,000 hectares to be kept in a natural state. Today, this area forms part of the large Askaniia-Nova Biosphere Reserve. Apart from the natural steppe, the reserve includes a wildlife park, an arboretum and farmland. In the wildlife park, wild animals are kept in an environment as close to their natural habitat as possible. There are sixteen types of animal here which are listed on the International Union for Conservation of Nature's (IUCN) Red List of endangered species.

The reserve is so large that 10,000 people live there – a trip to Askaniia-Nova is not like visiting the city zoo! You can even see a horse ride across the steppe and see herds of exotic animals, such as zebras, elands, bison, antelopes and llamas wandering about and grazing. The rare Przewalski's horse lives in the reserve. In addition, it is home to more than 100 species of birds, plus there are over 200 species of non-native plants which grow there. The reserve is not just the result of one rich man's dream: it also carries out important biological research on plants and takes part in international breeding programmes. It is not surprising that in 2008, Askaniia was named one of the Seven Natural Wonders of Ukraine.



8D

GRAMMAR

Indefinite pronouns: *some-, any-, no-, every-*

I can use indefinite pronouns.

2 Choose the correct indefinite pronoun.

- I didn't have to pay _____ for the tickets. They were free.
a nothing b anything c something
- We didn't like the city. There were tourists _____.
a anywhere b somewhere c everywhere
- I think I've missed the train. There's _____ on the platform.
a anybody b everybody c nobody
- He can't lift his suitcase. There's _____ heavy in it.
a something b everything c anything
- The law says that _____ has to wear a seat belt.
a everybody b anybody c somebody
- The restaurant was full. There was _____ to sit.
a anywhere b nowhere c somewhere

3 The indefinite pronouns in these sentences are incorrect. Rewrite them correctly.

- Has **somebody** seen my passport?
anybody
- I was hungry because there was **anything** to eat.

- There wasn't **nobody** at the check-in desk.

- We didn't have **nowhere** to sleep.

- Can I have **anything** to drink?

- I'll go **somewhere** as long as there's a beach.

- I want to meet **nobody** from London.

- Anybody** says that Paris is amazing in the spring.

3 Complete the dialogue with indefinite pronouns.

- Liz** I've been thinking about the holidays. Let's go _____ different this year.
- Phil** Were you thinking of _____ in particular?
- Liz** Well, _____ at work went to Monte Carlo last year. She said it was great!
- Phil** But _____ in Monte Carlo is so expensive! We can't afford a holiday.
- Liz** You said the same last year and we did _____ all summer. I don't know _____ except us who spends their holidays in their garden!
- Phil** Well, if you can think of _____ cheap to do, I'll agree to it.
- Liz** _____ says that camping is cheap.
- Phil** OK. Let's go and buy a tent.

4 Complete the article with indefinite pronouns.



Low-cost flights may mean you can go away _____ exciting for the same price as it costs to stay at home, but there is another side to the story. Every time _____ takes a return flight from London to New York, about 1.2 tonnes of carbon dioxide is produced. You can't travel _____ by plane without contributing to global warming.

So, can _____ be done to solve the problem? Currently, governments seem to be doing almost _____ to control the carbon emissions from aircraft. _____ has managed to discover an alternative fuel to kerosene yet. Governments need to do _____ to stop the damage airlines are causing. Relying on individuals to limit the flights they take is not the answer. There isn't _____ who would choose a train over a plane when they have to travel over 1,000 km to a business meeting or a family wedding.

One thing is clear. If the issue of aircraft carbon emissions is not addressed, there will soon be _____ attractive to fly to.

Challenge!

Read the questions and use indefinite pronouns to write your answers.

Who would you like to go on holiday with?

What activities would you like to do on your next holiday?

Where would you like to go for your next holiday?

Revision: Student's Book page 78

1 Complete the sentences with the words in the box.

chilled folks grief look out for mate
switched on wobbly

- 1 Harry is _____ about world politics.
- 2 My best _____ came round last night.
- 3 I'm going on holiday with my _____.
- 4 My mum is always giving me _____ about my messy room.
- 5 Good parents always _____ their children.
- 6 We spent a _____ evening walking in the park.
- 7 I felt a bit _____ on the first day of class.

2 Read the travel blog. Which countries did the writer visit?

Summer 2011

9 July

Here at last! We're in our hotel after a scary taxi journey from the airport. Vietnam traffic is crazy – nobody follows any rules and there are bikes and scooters everywhere! Until you've seen whole families on a scooter, you can't imagine it for yourself – it's chaos!



14 July

We spent most of today wandering around the market in Hoi An. The highlight of the day was the evening because it was the Lantern Festival. On the 14th of each month, all of the lights in the Ancient Town are turned off and lanterns are lit in the streets. Floating lanterns are also released into the river as a way to remember lost relatives.

18 July

Today we visited the Forbidden City at Hué. We drove to Hué by car and were then taken up the river to the Ancient Pagoda on a boat. We saw the burial site of one of Vietnam's last Emperors, who spent a fortune on his own tomb. It took 10,000 people over eleven years to complete because the architecture is so complex – incredible.

3 Read the text again. Choose the correct answer.

- 1 How did the writer feel on arrival at his hotel in Vietnam?
 - a pleased
 - b calm
 - c shocked
 - d embarrassed
- 2 How often is the Lantern Festival held in Hoi An?
 - a every Thursday
 - b once a month
 - c once a year
 - d every evening
- 3 What surprised the writer about the burial site?
 - a its size
 - b its age
 - c its design
 - d its location
- 4 How did the writer regard his trip to Maya Bay?
 - a disappointing
 - b exciting
 - c amusing
 - d relaxing
- 5 Who greeted the writer when he arrived home?
 - a his girlfriend
 - b his dog
 - c his mother
 - d his sister

Challenge!

INTERNET RESEARCH Read another travel blog on the Internet and describe the writer's trip.

23 July

We arrived in Thailand on Thursday and today we headed by speedboat for the island of Phi Phi where the movie *The Beach* starring Leonardo DiCaprio was filmed. At Maya Bay, we had a breathtaking view of the green cliffs rising out of the water like skyscrapers – amazing! The effect was spoilt by the hundreds of boats manoeuvring round each other to let their cargo of tourists out onto the beach. Our next stop was Monkey Beach, home to monkeys who are addicted to junk food. In the afternoon we did a bit of snorkelling and saw thousands of colourful fish – at least that part of the day was peaceful.

31 July

Home again after a long, long flight and a great holiday. At least Ella was pleased to see us. She came running up to us wagging her tail furiously when we opened the door! Now it's time to unpack and get ready to face reality again ... and plan our next holiday!



I can complain politely and effectively.

Match the sentence halves to make sentences describing accommodation problems.

- | | |
|---------------------------|-------------------------|
| 1 I can't sleep in | a many mosquitoes. |
| 2 The Wi-Fi isn't | b very unhelpful. |
| 3 There are no | c hasn't been cleaned! |
| 4 My room | d from the disco. |
| 5 There is a lot of noise | e working in my room. |
| 6 There are too | f clean towels! |
| 7 The room is | g an uncomfortable bed. |
| 8 The staff are | h much too small. |

LISTENING 31 Listen to two hotel guests making complaints. Which problems do they complain about?

- 1 _____
2 _____

Order the words to make phrases used in exercise 2 for making and dealing with complaints.

1 A want / room. / to / I / about / complain / my

B make / like / complaint. / to / I'd / a

2 A sorry / problem. / to / a / hear / I'm / there's

B very / hear / sorry / to / I'm / that.

3 A seems / be / problem / What / to / the

B matter / it / What's / with / the

4 A really / afraid. / beyond / control, / That's / our / I'm

B see / I / do. / what / I'll / can

5 A it's / enough. / just / I'm / not / sorry, / good

B really / can / it. / nothing / I / do / There's / about

6 A really / this. / not / happy / I'm / about

B apologise. / I / must



4 LISTENING 32 Listen again to the second complaint. Which phrase from exercise 3 is used in each case? Write A or B.

Guest Excuse me. ¹ _____

Receptionist ² _____ ³ _____

Guest I didn't sleep at all last night. The music from the disco kept me awake.

Receptionist ⁴ _____ The disco doesn't belong to the hotel.

Guest But I can't sleep with all that noise! Can't I have a different room?

Receptionist ⁵ _____ The hotel is completely full.

Guest Well, ⁶ _____

5 Imagine you have just arrived at a hotel and gone to your room. You are not happy with the room because:

- it's dirty
- there aren't any clean towels
- the Wi-Fi isn't working.

Write a dialogue between you and the receptionist. Use phrases from exercise 3.

You _____

Receptionist _____

You _____

Receptionist _____

You _____

Receptionist _____

You _____

Receptionist _____

Preparation

- 1 Read the description of the Gower Peninsula, ignoring the gaps. What attractions does it offer for visitors?



The Gower Peninsula is the ideal place to escape for a relaxing holiday in quiet surroundings.

¹ _____ the south-west of Wales and ² _____ only three and a half hours to drive from London. There are also fast and frequent coaches and trains that go to Swansea Bay, which is nearby.

The Gower Peninsula was the first place in the UK to become an Area of Outstanding Natural Beauty. The southern coast of the peninsula has a selection of small, rocky and sandy bays, but there are also some large, beautiful golden beaches, too.

³ _____ for walkers and surfers to visit and the Gower Surf School is one of the best in the country.

The Gower Peninsula ⁴ _____ its coastline, but there are plenty of other attractions for holidaymakers. The area has many historic sites including six amazing castles and some incredible Bronze Age standing stones, called menhirs.

The region offers day trips ⁵ _____, but for those who like outdoor activities, a trip to Afon Forest Park ⁶ _____. The park has a wide range of excellent mountain-biking trails offering thrilling rides through the trees. From all of the paths, there are breathtaking views of what is known as 'little Switzerland', one of the most beautiful areas in South Wales.

- 2 Complete the description with the phrases in the box.

is a must is famous for It is a great place
It is situated in it takes to suit every taste

- 3 Complete the adjectives in the sentences.

- The tour guide told us some f_____ stories.
- She lives in an i_____ village in the country.
- The w_____ coastline is really dramatic.
- We had a b_____ view from the top of the hill.
- There are many h_____ buildings in the old centre of the town.
- You can find a variety of trees in the w_____ hills.

- 4 Order the words to make sentences with introductory *it*.

- Saturday 21st March / today / It's

- cloudy / 10° / it's / and / only / It's

- doesn't / do / what / matter / It / you

- only / here / a few / from / It's / kilometres

- that / come / a shame / can't / It's / you

- home / to / took / drive / twelve / It / hours

- there / easy / get / It's / to

- midnight / just / It's / after

Writing guide

- 5 A travel magazine has asked you to write a description of the place where you spent your last holiday. Write a description designed to attract tourists and include information about:

- the location
- the landscape
- things to do and see
- an excursion.

CHECK YOUR WORK

Have you:

- written your description in four clear paragraphs?
- used the phrases in exercise 2?
- used some of the words in exercise 3?
- used introductory *it* correctly?
- checked your work for spelling and grammar mistakes?

I can understand a text about sports heroes and their fans.

1 Work in pairs. Ask and answer the questions.

- 1 Do you like watching live sports events? Why/Why not?
- 2 What is the most exciting sports event you've seen?
- 3 Which team or person did you support? Did they win?

2 Read the text and complete it with the words in the box.

heavyweight punches fans world achievement
nationality tickets careers person



A legendary fight

Each year, many people travel to see sports events around the ¹ _____. In the summer of 2011, lots of boxing fans went to Germany to support Volodymyr Klychko in his heavyweight fight against Englishman, David Haye.

At that time, Haye held four world boxing titles as a cruiserweight (between lightweight and heavyweight); he did not become a ² _____ until 2008.

Volodymyr Klychko, on the other hand, was already the holder of five heavyweight world titles. In fact, he has held some of these titles longer than any other boxer and has defeated most other heavyweight boxers.

For Ukrainians, Volodymyr and his older brother, Vitalii, are important role models and are held up as sporting phenomena. Even people who are not boxing ³ _____ like and admire the brothers, and consider them to be good ambassadors of Ukraine. The brothers are proud of their Ukrainian ⁴ _____ and are happy to promote their country abroad.

Volodymyr and his brother were born in Kyrgyzstan. As their father was in the military, living in different towns and countries became normal for them as children. As adults, their boxing ⁵ _____ have meant that their wandering has continued. However, they have always tried to spend a few months of the year in Ukraine, even when they have been based elsewhere.

3 Read the text again. Are the sentences true or false?

- 1 David Haye started his boxing career at a different weight. _____
- 2 Klychko had the same number of titles as Haye. _____
- 3 Klychko spends most of his time in Ukraine. _____
- 4 Haye looked confident when he went into the ring. _____
- 5 Klychko was the best fighter in the match. _____
- 6 Ukrainians felt proud after the match. _____

4 Match the highlighted words in the text with the meanings below.

- 1 really happy and excited _____
- 2 extreme happiness _____
- 3 beat _____
- 4 moving about _____
- 5 army, navy or air force _____
- 6 in a different place _____
- 7 superiority, arrogance _____
- 8 disrespectful _____

5 Write about an important sporting event in Ukraine. Use your answers to the questions in the box to help you.

- What was it?
- Why was it important?
- What happened?
- How did the fans react?
- Who took part?
- Was it for a prize or title?
- Who won?

The Imtech stadium in Hamburg, where the fight against Haye was held, seats 57,000 people. All the ⁶ _____ were sold – thousands of people were going to be either **thrilled** or disappointed.

In the lead up to the fight, David Haye verbally attacked Volodymyr. He showed confidence and **swagger** in TV interviews, which caused Klychko to say that, although he admired Haye as a boxer, he didn't like him as a ⁷ _____. However, on the night itself, Haye seemed surprisingly nervous as he approached the ring. His mask was falling – something that should never happen if you want to win. In spite of his **mocking** words, the match was one sided, with Klychko throwing twice as many ⁸ _____ as Haye.

When a sportsperson or sports team wins an event, there is a sense of fulfilment and **euphoria**. This is not only felt by the individuals taking part, but also by the fans who go to the event, and by those who watch it on TV or listen to it on the radio. But there are some events which go beyond this. A whole country becomes infected with a sense of ⁹ _____ and well-being. The Klychko-Haye fight was one of those occasions.

1 Work in pairs. Ask and answer the questions. Then read the text to check your answers.

- 1 What does the United Nations organisation do?
- 2 Where is it based?

2 Complete paragraphs 1–7 with sentences a–g.

- a The General Assembly is the main policy-making institution and includes representatives from all member states.
- b From an initial 51 countries, membership has grown to 193.
- c The UN has a Court of Justice.
- d The ECOSOC focuses on social and development issues.
- e The United Nations (UN) is the biggest, most important international organisation.
- f There are four main bodies.
- g The Security Council is responsible for maintaining peace.

3 Read the text again. Are the sentences true or false?

- 1 The United Nations was started to prevent wars. _____
- 2 There are 15 members of the Security Council. _____
- 3 The UN is only concerned with international relations. _____
- 4 All the UN bodies meet in the USA. _____
- 5 The Security Council decides what to do if countries act aggressively or break international law. _____

4 Match the highlighted words with the meanings below.

- 1 statements of action _____
- 2 disagreements _____
- 3 smaller groups within larger organisations _____
- 4 country _____
- 5 the state of being male or female _____
- 6 formal groups with official powers _____

5 Complete the table with verbs and nouns. Use a dictionary to help you.

verbs	nouns
develop	development
promote	1 _____
encourage	2 _____
elect	3 _____
adopt	4 _____
assess	5 _____
6 _____	information
7 _____	education
8 _____	organisation

THE UNITED NATIONS

1 It is probably also the best-known. It was started after the end of the Second World War in 1945 to promote peace and encourage friendly relationships between countries, protect and promote human rights and social development, and to encourage countries to act together to reach common goals.

2 In fact, only three states are not members. Because nearly every state in the world is a member, the decisions that it makes are a very strong basis for action.

3 They are the General Assembly, the Security Council, the Economic and Social Council (ECOSOC), and the International Court of Justice. These work with a number of smaller committees, councils and research institutes.

4 It sits in New York from September to December each year (and other times if necessary). A large number of UN committees and research institutes report to the Assembly and provide members with information for decision making.

5 Part of its role is to agree on action against countries which act aggressively. It has five permanent members (the USA, the UK, France, China and Russia) and ten temporary members, who are elected by the General Assembly. They sit on the Council for two years at a time.

6 These include education, human rights and equality. It consults with academics, businesses and non-governmental organisations to develop policies. These are then discussed when the Council meets every July, either in Geneva or New York. During this meeting the ECOSOC focuses on specific topics, such as gender equality in modern society, and at the end of the session it adopts policies and goals. Its other function is to assess the progress that has been made in achieving previous targets.

7 It is the only one of the main bodies not to sit in New York: it is based in The Hague in the Netherlands. The Court rules on disputes between states and it can also give legal advice. If a country is found to have broken international law by the Court, then the Security Council decides what action should be taken against it.

6 Do some internet research about another UN body, for example, UNESCO or UNICEF. Use your answers to the questions below to help you.

- When was it set up?
- What is it responsible for?
- Who works for it?
- What are its most recent projects?

I can understand texts about official European organisations.

1 Look at the map. How many of the countries in the European Union can you name?

2 Read the text. What do the numbers in the box relate to?

1992 1957 7.5 6 27

THE EUROPEAN UNION

The European Union (EU) today contains 27 members. When it was started in 1957 as the European Economic Community (EEC), it only comprised six countries (France, Germany, Italy, Belgium, Luxembourg and the Netherlands). The aim of this trade organisation was for goods and services to move freely between countries, making the group as a whole very competitive. It was also hoped that after two world wars, having the Community would mean peace in Europe.

In the 1970s, the EEC started to expand but it wasn't until 1992 that the European Economic Community became the European Union. The EU is now a powerful overarching body. It covers an area containing about 7.5 per cent of the world's population, and a majority of the countries in it also share a common currency, the euro.



the laws and the Parliament and the Council agree to them. EU law then becomes law in the member states. If countries don't keep these laws, the Court of Justice takes action.

The EU has changed its role since the days of the EEC. It is now interested in foreign policy, particularly in relation to peace-keeping and defence, and it has common policies on crime and terrorism, as well as trade.

The countries within the EU are still individual states, but people more and more see themselves not only as members of a country, but also as Europeans.

3 Read the text below and complete it with the words in the box.

movement speech environment judgements members agreements organisation

THE COUNCIL OF EUROPE

The Council of Europe is a larger and older ¹ _____ than the European Union. It was founded in 1947 with ten members. It has now grown to include forty-seven ² _____. It promotes democracy, human rights and common laws across Europe and is concerned with social and legal issues. These include terrorism, organised crime and corruption, money laundering, human trafficking, education, media freedom, the ³ _____, and health and culture. The headquarters of the Council of Europe are in Strasbourg, France. The Council's two main agreements are the European Convention on Human Rights and the European Social Charter.

The Convention on Human Rights protects people's right to life, freedom, a fair trial, security, family life, free ⁴ _____, and freedom of thought and religion. It was adopted in 1950. The Convention created the European Court of Human Rights, which is the highest European court dealing with human rights. This court has 47 judges and has made ⁵ _____ on over 10,000 cases since it was created in 1959.

The Social Charter relates to housing, health, employment, equality and the ⁶ _____ of people between countries. The Social Charter is monitored by a committee of 15 experts who examine reports from member states on how they are keeping to the Charter's conditions. If states are not adhering to rules, then the Council can ask them to do so.

Using these two main ⁷ _____, plus others, the Council focuses on legal issues which affect the lives of people in Europe and it plays an important role in protecting their rights so they can live life without fear.

4 Read the two texts again and answer the questions.

1 Which is the largest organisation?

2 Which organisation was started to encourage trade?

3 Which institution intervenes if a country is breaking EU law?

4 What are the two main agreements of the Council of Europe?

5 In which court are cases about human rights heard?

6 How does the Social Charter committee check if member states are respecting human rights?

5 Write about the advantages of belonging to international organisations. Choose one of these topics for each paragraph. Include details about how the institutions operate and how they protect citizens. Use the information in the texts and from the Internet.

- peace and security
- social protection
- trade
- human rights

PREPARATION: Listening

Read the exam task. What do you think each TV show could be about? Match the titles of the TV shows with the topics below.

- | | |
|-------------|-------------------|
| a cooking | d weddings |
| b fashion | e interior design |
| c gardening | |

EXAM STRATEGY

- You can try to guess the answers before you listen to the recording. However, you should still listen carefully to check whether your guesses were correct.
- While listening, try to guess the meanings of unknown words from the context, or ignore them if they are not important.
- Remember that the ideas in the recording are expressed in different words from those in the statements.

EXAM TASK – Listening

LISTENING 33 You are going to hear an announcement about TV shows. Match the shows (1–5) with the statements (A–F). There is one extra statement that you do not need to use.

- | | |
|--------------------|------------------------|
| 1 Changing Rooms | 4 Don't Tell The Bride |
| 2 Ground Force | 5 MasterChef |
| 3 What Not To Wear | |

- A A team from this show helps people to plan a surprise for a relative or friend.
- B Participants on this show compete to demonstrate their creativity.
- C On this show, someone's partner organises everything in secret for a very special day.
- D The presenters of this show suggest how someone should change their appearance.
- E Participants on this show judge people's new looks and give a special prize.
- F Participants on this show have to move home temporarily.

PREPARATION: Reading

Read the text quickly and note down the main topic of each paragraph.

EXAM STRATEGY

- Read the sentences carefully and underline the key words.
- Match the key words in the sentences with the topics in the paragraphs.
- Finally, read the text again with the sentences you have chosen to check that it makes sense.

EXAM TASK – Reading

Read the text below. For each gap (1–7) choose the sentence (A–J) that fits best. There are three extra sentences that you do not need to use.

Eco-tourism at its best

This month marks the tenth anniversary of ResponsibleTravel.com, an ethical travel website launched by entrepreneur Justin Francis. When he started the site, Justin was told by many experts that his idea wouldn't work, because people would not be interested in an ethical company. ¹_____

These holidays are aimed at people who want a really authentic experience instead of just ticking off a list of things to see. ²_____ If you enjoy bird-watching, you can stay in a bed and breakfast in the South of England that was built with local materials and provides a healthy breakfast made from local products. ³_____ Here, rainwater is recycled and travellers have the chance to meet the local people.

It is longer journeys that are the most problematic for ethical travel companies because of the pollution caused by the flights. At first, ResponsibleTravel.com supported the idea of carbon offsets. ⁴_____ However, two years ago, Justin stopped offering carbon offsets because he could see that the system was corrupt.

ResponsibleTravel.com is ethical in every way. Right from the start, only companies which showed real interest in the environment were invited to appear on Justin's website. And he doesn't charge them for advertising on his site. ⁵_____ The fact that Justin's business has just reached its first \$100 million in sales shows that this system works.

⁶_____ Customers are asked to rate their holiday from 1 to 5, where 1 is disappointing and 5 is the best holiday ever. The average mark is 4.5, which shows that most travellers are extremely satisfied with their experience. ⁷_____ It's a winning combination.

- A This is a way for people to compensate for the amount of carbon dioxide they have produced by flying abroad.
- B His income is based on an honesty system where travel companies declare how much money they have made by appearing on his website.
- C However, he proved everyone wrong and ResponsibleTravel.com now offers eco-tourists more than 4,000 holiday experiences.
- D The company doesn't only support good practice in alternative tourism.
- E However, he makes sure that each trip is advantageous for local communities.

4

Get Ready for your Exam

- F The choice is enormous.
- G However, ResponsibleTravel.com has not only succeeded financially.
- H Not only that, but through their own enjoyment, they have helped a local community and the environment.
- I After two years in existence, the team developed a new initiative.
- J Alternatively, you can travel to a remote island in the South Pacific.

EXAM STRATEGY: Use of English

- Look carefully at the other verb forms in the sentence before and after each gap. They may help you to identify which tense to use.
- Try to focus on the general meaning of the sentences, as well as on the verb forms.
- Remember that you can only complete each gap with the verb given in the brackets. Do not add modal verbs (*can, could*) unless they are included in the brackets.

EXAM TASK – Use of English

Complete the text using the correct forms of the words in brackets.

If I had to pick my favourite train journey, it ¹_____ (be) a trip on one of the old steam trains of the East Somerset Railway. I wish all train journeys ²_____ (be) as colourful and picturesque as this one. As the train ³_____ (set) off from the station, a guard with a whistle ⁴_____ (wave) a flag and you feel as if you ⁵_____ (go) back in time to another era. The return trip is about five miles long, and the train ⁶_____ (pull) all the way by a beautiful old steam engine. The train meanders along through the wonderful countryside past the Mendip hills. If you feel like stopping off during the journey, Cranmore West Station is the ideal place to take a break and see how these amazing old steam engines ⁷_____ (restore) over the years by expert engineers who have dedicated their time to preserving this traditional way of travelling. If the weather ⁸_____ (be) good, you can also get out at Merryfield Lane Halt and enjoy a picnic before ⁹_____ (continue) your journey through fantastic countryside back to Mendip Vale Station. I ¹⁰_____ (travel) on faster and more comfortable trains, but there's something special about sitting back, relaxing and enjoying this lovely journey into the past.

PREPARATION: Speaking

Look at the points in the exam task. Make a list of possible ideas for the programme. Remember that you have two weeks and it is summer!

EXAM STRATEGY

- Try to initiate the conversation: ask questions, make suggestions, and agree or disagree with your partner.
- Before you come to an agreement, remember to discuss all the options in detail.
- You may include personal experience when discussing the options.
- If you do not know what to say, try speculating.

Check the Functions Bank on page 104 for more help.

EXAM TASK – Speaking

Work in pairs and discuss the following situation:

An American friend studying at your school is going to have some visitors from the US to stay. They are coming for two weeks in the summer and they would like to travel around a bit. Your friend has asked you to help show them around. Together you need to prepare a programme for them. Discuss the following issues:

- Will you stay in hotels or at campsites?
- Will you go hiking? Why? / Why not? Where?
- Will you go sightseeing? Where?
- What activities will you do on rainy days, and where?
- Will you cook your meals yourselves, or eat out?

PREPARATION: Writing

- 1 Read the exam task and answer these questions. Will you need to use formal or informal language? What adjectives can you use to describe the place?
- 2 Make a list of positive points about travelling abroad, e.g. *learning about other cultures ...*

EXAM STRATEGY

Try to use a wide variety of adjectives to improve your description.

EXAM TASK – Writing

You have just come back from a trip to a place abroad which you loved. Write an essay for a school English magazine (150–200 words) in which you recommend the place to all your readers and explain why travelling is a valuable experience for young people. Include the following:

- a short description of the place: the location, environment, atmosphere, etc.
- what you liked about the place and why you would recommend it
- the benefits for young people of travelling to different places.

9 Money, money, money!

9A

VOCABULARY AND LISTENING

Money and payment

I can talk about money and payment.

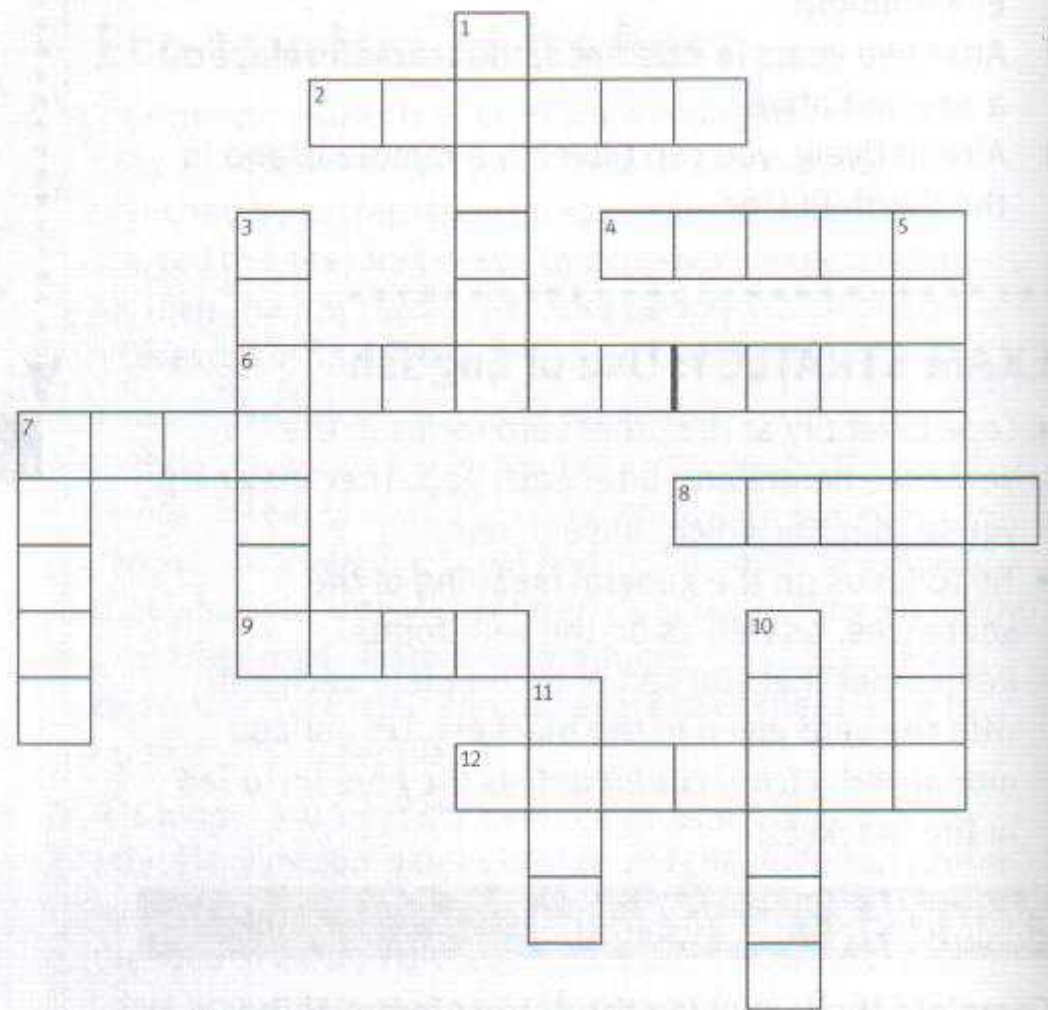
1 Complete the crossword.

ACROSS

- 2 A piece of paper that you sign and use to pay for things.
- 4 A special low price for something in a shop.
- 6 A piece of plastic that you use to pay for things.
- 7 The time when shops sell things at a lower price.
- 8 The amount of money something costs.
- 9 The machine where money is kept in a shop.
- 12 Something that is a lot cheaper than its usual price.

DOWN

- 1 The money you get back if you take back something you have bought.
- 3 The piece of paper which shows you have bought something in a shop.
- 5 The amount by which a price is made lower.
- 7 The supply of things a shop has for sale.
- 10 The money you get back when you give more than the correct amount to pay for something.
- 11 Money in the form of notes and coins.



2 Match the sentence halves.

- 1 How much do you spend
- 2 Thanks for lending me the money. I'll pay you
- 3 It's only Monday and they've sold
- 4 She lent me £10, but I paid
- 5 They can't go on holiday because they're
- 6 Jasmine's saving up
- 7 Let's shop
- 8 My parents think I waste too much money
- 9 This shirt is too tight so I'm going to
- 10 Can I pay

- a for her gap year trip.
- b out of that new mobile phone already!
- c back tomorrow.
- d her back.
- e by credit card, please?
- f on computer games?
- g around to see if we can find a better price.
- h take it back.
- i on sweets.
- j in debt.

3 LISTENING 34 Listen to five speakers talking about their opinion of the sales. Match the speakers (1–5) with the sentences (a–f). There is one sentence that you do not need.

1	2	3	4	5

- a I wasted my money and couldn't get a refund.
- b I find the other customers very rude.
- c I always spend a lot of money.
- d I'm careful about how much money I spend.
- e Looking for cheap clothes is a lot of fun.
- f I always go when not too many other people are there.

Challenge!

DICTIONARY WORK Look up these verbs in a dictionary and make a note of which words they are used with. Then write an example sentence with each verb.

borrow charge invest lend

9B

GRAMMAR *have something done*

I can use the structure 'have something done'.

- 1 Look at the pictures of Jack. Write sentences about what Jack has had done. Use a noun from A and the past participle of a verb from B.



A beard ear glasses hair nose suit teeth

B alter cut dye make pierce repair whiten

- 1 He's had a suit made.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

- 2 Rewrite the sentences about David and Allie's new house with the correct form of *have something done*.

- 1 Some builders repaired the roof last month.
They had the roof repaired last month.
- 2 Some decorators are decorating the house.
They _____.
- 3 An electrician has serviced the central heating.
They _____.
- 4 A gardener is going to cut the grass.
They _____.
- 5 A painter is painting the front door.
They _____.
- 6 A plumber fitted a new shower.
They _____.
- 7 Some cleaners are going to clean the whole house.
They _____.

- 3 Complete the sentences with the correct reflexive pronouns.

- 1 I don't have my bed made. I make it myself.
- 2 We didn't have our house cleaned. We cleaned it _____.
- 3 You aren't going to have your food cooked. You're going to cook it _____.
- 4 He hasn't had his shirts ironed. He's ironed them _____.
- 5 I won't have the TV repaired. I'll repair it _____.
- 6 She isn't going to have her dress made. She's going to make it _____.
- 7 They didn't have the sofa delivered. They took it home _____.

- 4 Complete the sentences with the correct form of the verbs in brackets. One sentence in each pair needs a reflexive pronoun.

- 1 a Did you enjoy the meal? (enjoy)
b Did you enjoy yourself at the party? (enjoy)
- 2 a Lucy _____ her finger while she was peeling the potatoes. (cut)
b Dan _____ while he was shaving. (cut)
- 3 a The children are old enough to _____. (look after)
b Jack and Lisa _____ their little brother until their mother gets home from work. (look after)
- 4 a Mary can't _____ when she gets angry. (control)
b Mr Black can't _____ the class on Friday afternoons. (control)
- 5 a Holly _____ to speak Italian before her holiday. (teach)
b Ben _____ his friend to play tennis last summer. (teach)
- 6 a My friend _____ his leg playing football. (hurt)
b My little sister _____ playing in the park on Sunday. (hurt)

Challenge!

Describe how four people have changed their appearance recently. They can be family, friends, or famous people. Use *have something done*.

- 1 Match the people and places. Which bank note do they appear on?

Lesia Ukrainka Volodymyr the Great Ivan Mazepa
Hryhorii Skovoroda Ivan Franko Yaroslav the Wise
Taras Shevchenko Bohdan Khmelnytskyi
Mykhailo Hrushevskiy

Kyiv Pechersk Lavra cathedral Tsentralna Rada
Kyiv Mohyla Academy Lutsk Castle Lviv Opera
Kyiv Saint Sophia cathedral church in Subotiv
Volodymyr the Great's fortress in Kyiv
the Chernecha landscape

- 2 Read the text. Which of the following are *not* mentioned?

- where the word hryvnia comes from
- how the currency was reintroduced after independence
- what the symbol for the currency is
- what values of notes exist
- souvenir coins for special occasions
- some of the things that make the notes difficult to copy
- what pictures you can see on some of the notes

- 3 Read the text again and choose the correct answer.

- When was money called hryvnia first used?
A 1000s B 1100s C 1200s
- What does the original word *hryvnia* mean?
A the long hair around creatures' heads
B a gold or silver necklace C gold or silver hairs
- When were hryvnias reintroduced?
A 1990 B 1992 C 1996
- How long did it take to replace most karbovanets?
A a week B two weeks C a month
- Why do the notes have a lot of characters which are difficult to see?
A to make them difficult to count
B to make them more attractive
C to make them hard to copy

- 4 Match the highlighted words in the text with the meanings below.

- movement (especially of money, blood and traffic) _____
- parallel to the surface _____
- two or more things put together _____
- illegally copied _____
- put inside something _____
- cannot be seen _____
- the money of a country _____
- the liquid you write and print with _____

THE HRYVNIYA

Although the hryvnia has only been around since 1996 in its current form, its history is much longer. Hryvnias were used in the eleventh century in an area known as Kyiv Rus (land which included parts of present day Ukraine, Belarus and Russia). The word may come from the Slavic word *griva*, meaning *mane*. A mane is the long hair around an animal's face or neck, for example on a horse or a male lion. So it is possible that *hryvnias* were something originally worn around people's necks, maybe in gold or silver.

Following Ukrainian independence, officials decided in the early 1990s to create a currency called the hryvnia. The first notes for 1, 2, 5, 10 and 20 hryvnias were printed in 1992, but the currency wasn't introduced until 1996. The government delayed the transition because of very high inflation. Prices were rising fast and there was a fear that bringing in a new currency would have made the situation worse.

Higher denominations were added in 1994, 2001 and 2006. So, now there are also notes for 50, 100, 200 and 500 hryvnias, plus coins for 1 hryvnia.

It is not easy to replace a currency with a new one because there are so many pieces of the old one in circulation. The way it was done in Ukraine was to have the old currency (karbovanets) side by side with the new currency (hryvnia) for a time. This meant people could pay for things in karbovanets, but they would receive hryvnia as change. After a fortnight, 97 per cent of karbovanets had been taken out of circulation. The small remaining proportion of old notes and coins were then exchanged by banks.

The symbol used to represent the hryvnia is the first letter of its name, in this case, the Ukrainian letter *₴*. The two horizontal lines across it symbolise stability.

With any currency, it is very important that it cannot be forged easily. Apart from using special inks and papers, hryvnias also have many other security features. For example, there is a polymer thread embedded in the notes, which you can see when it is held up to the light. In addition, there are magnetic codes and sections in the notes. Not only that, but there are specific characters and features which can only be seen under a microscope or under certain lights. Some elements of the design become fluorescent in ultraviolet light, while others become visible or invisible under infra-red light.

The artwork on the notes also adds complexity. On one side of the notes are the heads of famous Ukrainians like Volodymyr the Great on the 1 hryvnia, and the young Taras Shevchenko on the 100 hryvnias. On the other side there are places. These places have changed with each new issue and checking the right combination for the right year is another way of knowing you have a genuine note.

Challenge!

Write about the Ukrainian bank note you like the most and explain why. Describe it and provide some history about the person and place on it.

Listening Extra: Unit 9: p101

I can talk about an imaginary event in the past and its consequences.

1 Match the sentence halves.

- | | |
|--|--------------------------|
| 1 I would have been able to get some money out | <input type="checkbox"/> |
| 2 If you hadn't waited until the sales, | <input type="checkbox"/> |
| 3 Wendy wouldn't have lent him the money | <input type="checkbox"/> |
| 4 She would have had a coffee | <input type="checkbox"/> |
| 5 If we'd saved some money, | <input type="checkbox"/> |
| 6 If she hadn't had the receipt, | <input type="checkbox"/> |
- a if she'd had some small change for the machine.
 b if she'd known he wasn't going to pay her back.
 c we'd have been able to afford a new car.
 d if I hadn't forgotten my PIN number.
 e you'd have paid more for your skirt.
 f she wouldn't have got a refund on the trousers.

2 Use the words to make third conditional sentences. Remember to use a comma (,) where necessary.

- 1 If / Beth / not spend / all her pocket money / she / be able to / buy / a new phone

- 2 If / we / go / to the right gate / we / not miss / the flight

- 3 I / run out / of petrol / if / I / not find / a petrol station

- 4 He / buy / the suit / if / it / not be out of stock

- 5 They / not fall out / if / he / pay / her back on time

- 6 If / you / shop around / you / find / a cheaper jacket

3 Rewrite the two sentences as one. Use the third conditional.

- 1 They didn't advertise the concert. It wasn't full.
If they had advertised the concert, it would have been full.
- 2 I wasted my money. I've been in debt all my life.

- 3 She had plastic surgery. She became more confident.

- 4 He didn't remember his credit card. He paid in cash.

- 5 The webcam was broken. I took it back to the shop.

- 6 The shop didn't order enough high-heeled boots. It sold out.

4 Read Becky's regrets and complete the sentences.

I didn't study much at school, so I didn't pass my exams. It was difficult to find a job because I didn't have any qualifications. I got married very young and I made the wrong decision. I had three children so I stayed at home and didn't work. I got divorced when the children were small so I went to live with my mother. I didn't meet another partner because I wasn't able to go out. I never went abroad because I was always broke. I've had a hard life.



- 1 If she _____ more at school, she _____ her exams.
- 2 If she _____ some qualifications, she _____ a job more easily.
- 3 If she _____ so young, she _____ the wrong decision.
- 4 She _____ at home if she _____ three children.
- 5 She _____ to live with her mother if she _____ divorced.
- 6 If she _____ to go out, she _____ another partner.
- 7 She _____ abroad if she _____ broke.

Challenge!

Have you got any regrets about your education, your friends or your family? Write about them here using the third conditional.

Revision: Student's Book page 88

1 Complete the text with suitable prepositions.

I didn't think much of London when I saw it ¹_____ the first time. ²_____ the first place there were too many cars, and I also found it too big. ³_____ fact, it wasn't until I was much older that I fell in love with the city. On that occasion, I had travelled ⁴_____ train to avoid the traffic and I had decided to go exploring ⁵_____ foot. ⁶_____ the end, I got a job there and spent the next five years as a journalist.

2 Read the text quickly. Which is the best title?

Choose a, b or c.

- a Three times lucky c Luck in Las Vegas
b The lucky Texan

When it comes to money, the world's luckiest woman appears to be a 63-year-old American called Joan Ginther. She has managed to win the jackpot four times. ¹_____ Experts say that the chances of winning this much are extremely small.

Mrs Ginther's first win was in 1993 when she won half of the \$11 million first prize of the Texas Lottery. The rest of her money has come from scratch cards. You scratch these cards to reveal if you have a winning code. They are very popular, but not many people who buy them win anything. However, Mrs Ginther won \$2 million from a *Holiday Millionaire* scratch card in 2006 and then she won another \$3 million from a *Millions and Millions* scratch card in 2008. ²_____ She bought the card from the Times Market in Bishop, Texas, the local farming community where she used to live.

As a result of these wins, the Times Market in Bishop where Mrs Ginther bought her card has become very popular. ³_____ The shop also receives calls from people trying to purchase scratch cards over the phone, even though this is illegal.

However, not much is known about Mrs Ginther. ⁴_____ Even her neighbours have very little to say about her. Her answering machine says 'Please do not leave a message'. She is now rarely seen in Bishop because she moved away and she now lives in Las Vegas.

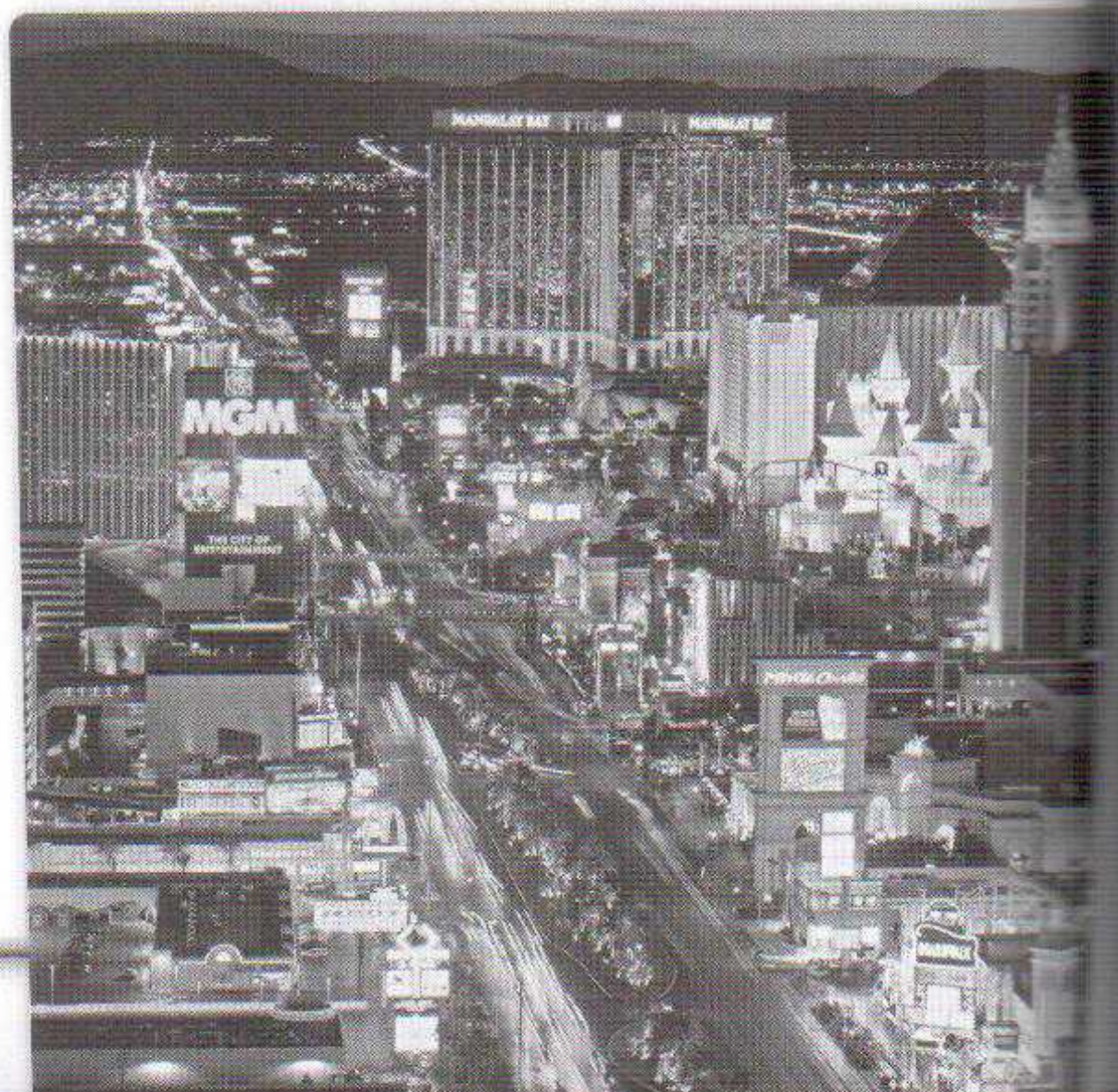
3 Read the text again. Match the sentences (a–f) with the gaps (1–5) in the text. There is one sentence that you do not need.

- a There are often long queues outside the shop and along the road nearby.
b In total she has won over \$20 million!
c That time, the card won \$10 million.
d Apparently, she also bought a van for the church.
e So she is perhaps as lucky with cards as with the lottery.
f Obviously, her private life is very important to her.

Challenge!

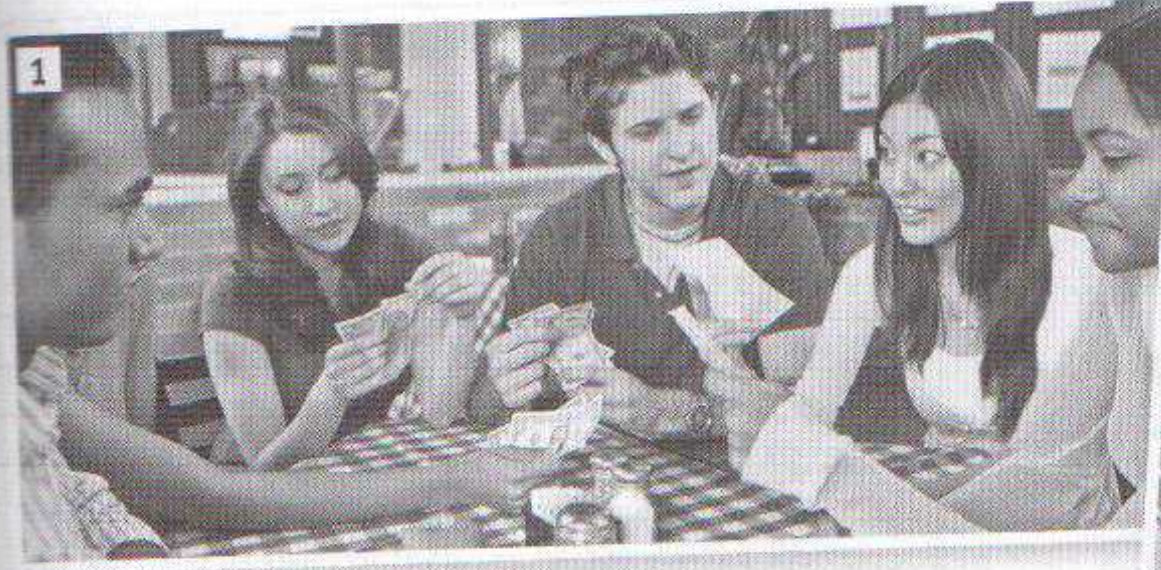
What would you do if you won a lot of money on the lottery? Write your ideas here.

Sun Bae, the owner of Times Market, remembers that Mrs Ginther bought a new car for one of the town residents, even though she herself drives around in an old car. ⁵_____ And when she bought her new home in Las Vegas, she donated her old home in Bishop to charity. 'She's helped so many people,' Mrs Bae said.



SPEAKING Photo description

I can describe and discuss a photo.



1 **LISTENING 36** Listen to a student doing part of the speaking exam. Are the sentences true (T) or false (F)?

- 1 She's talking about photo 1.
- 2 She thinks the girl is borrowing some money.
- 3 She and her friends don't carry a lot of money with them.
- 4 Last weekend she went to a basketball match, then went straight home.

2 **LISTENING 37** Match the sentence halves. Then listen and check.

- 1 I can't be sure,
- 2 It certainly
- 3 I'm pretty sure
- 4 Another possibility
- 5 It could be that she's going to the cinema
- 6 It's difficult
- a or something like that.
- b to say.
- c but I guess the woman is the girl's mother.
- d looks like a €20 note.
- e is that she's giving her the money so that she can go out.
- f she's giving her the note because it's her pocket money.

3 Complete the chart with the phrases in the box.

I'd say that ... Actually, For example,
I doubt that ... I also think that ... For one thing, ...
I wouldn't say that ... For instance, In fact,

Giving an opinion	Emphasising a point or giving extra details
1 I'd say that ...	4 _____
2 _____	5 _____
3 _____	6 _____
Giving examples	
7 _____	
8 _____	
9 _____	

4 **LISTENING 38** Complete the student's answer to the third exam question with the correct form of the verbs in brackets. Then listen again and check.

The last time I ¹ _____ (go out) with my friends was on Saturday. One of the boys in our group, Andy, ² _____ (tell) us about a basketball match in the evening, so we ³ _____ (decide) to go and watch it. I ⁴ _____ (not see) Andy play before so I ⁵ _____ (not know) he was so good – he scored twelve points while we ⁶ _____ (watch)! In the end, Andy's team ⁷ _____ (win), so we all ⁸ _____ (have) dinner together to celebrate. We all had a great time and I ⁹ _____ (get) home at about midnight.

5 Now look at photo 1 in exercise 1 and write your own answers to these questions. Remember to use the phrases in exercises 2 and 3 to help you.

1 What do you think the people are doing?

2 Do you and your friends ever eat out together?

3 Tell me about the last time you had a meal with a friend.

Preparation

1 Read the opinion essay and order the paragraphs.

- 1 2 3 4

Do you agree that the most important thing in a job is the salary?

- A In conclusion, I would say that the money you earn is one important part of a job, but not the only one. In my opinion, the place where you work and the relationship with colleagues are just as important.
- B It is hard to deny that employees who are highly-paid have fewer worries than those who earn less money. It is difficult to enjoy a job when you cannot pay your bills at the end of the month. It is also true that people work better when they feel their employers are positive about their work. Paying an employee a good salary is one way of showing you value their work. It seems clear then, that the money you earn is an important part of a job.
- C There are many reasons why a person may or may not like their job. But how much does the money you earn influence this opinion? This is the question we need to answer.
- D On the other hand, a good salary is not the only important aspect of a job. Where you work can have a big influence on job satisfaction and travelling to work for more than two hours a day can be very boring and tiring. What is more, working with friendly and helpful colleagues can also make work more fun. If the general atmosphere is good, people usually work much better.

2 Complete the sentences with the words in the box.

firmly furthermore mind more moreover only opinion see seems think

- 1 Furthermore, more people are in debt than ever before.
- 2 In my _____, buying CDs is a waste of money.
- 3 I _____ believe that banks should stop lending money.
- 4 What is _____, you may not be able to pay it back.
- 5 To my _____, everyone should have a bank account.
- 6 As I _____ it, credit cards encourage spending.
- 7 Not _____ that, but cash can easily be stolen.
- 8 It _____ to me that the situation can only get worse.
- 9 _____, there are often long queues at the tills.
- 10 I _____ that people should save more money.

3 Complete the chart with the expressions in bold from exercise 2.

Giving an opinion	Introducing an additional point
	_____ furthermore _____

Writing guide

4 Read the essay title. Brainstorm arguments for and arguments against the statement. Write two lists.

All teenagers should earn their own money by doing a part-time job.

Arguments for:

Arguments against:

5 Write the essay following the plan below. Use the phrases for presenting opinions from exercise 2.

Paragraph 1: Introduce the topic.

Paragraph 2: Your opinions with supporting statements and / or examples.

Paragraph 3: Opposing opinions with supporting statements and / or examples.

Paragraph 4: Conclusion. Briefly restate your own opinion and sum up the opposing opinions.

CHECK YOUR WORK

Have you:

- organised your essay into four paragraphs?
- introduced the topic in the first paragraph?
- given your opinion in the final concluding paragraph?
- presented your arguments with suitable phrases?
- linked your ideas with suitable linking words?
- checked your work for spelling and grammar mistakes?

I can understand texts about successful Ukrainian enterprises.

1 Work in pairs. Ask and answer the questions.

- 1 What do you spend money on?
- 2 Do you buy confectionary?
- 3 What are your favourite types of sweets and chocolates?

2 Read the text below. Are the sentences true or false?

- 1 More cakes and biscuits are sold in Ukraine than chocolates. _____
- 2 People don't like a lot of the new chocolate bars. _____
- 3 All the successful confectionary companies are Ukrainian. _____
- 4 A lot of ingredients for sweets are bought from other countries. _____
- 5 The finished products are sold at home and abroad. _____
- 6 People stop eating sweets when the economy is poor. _____

SWEET SUCCESS

Have you got a sweet tooth? If so what do you like to feed it? Chocolate? Sweets? Ice cream? Cakes? Whichever you prefer, it seems that you are not alone. In Ukraine about 1.5 million tons of confectionary products are sold each year. Around 90 per cent of the producers in this industry sector make cakes and biscuits, including waffles. The other ten per cent produce chocolate and sweets. In Ukraine, it is sweets, rather than chocolate, that make up the larger proportion of total sales with approximately 39 per cent of total confectionary sales compared to chocolate, which makes up six per cent. In fact, the amount of chocolate Ukrainians eat, in any form, is relatively low compared to a lot of other countries, but this is an area which is growing thanks to new products. Some of the items that have helped expand the chocolate market are new chocolate bars, waffles, cakes, biscuits and cookies. In fact, there are constantly new treats to tempt customers to buy more.

Altogether there are around 800 businesses in Ukraine involved in confectionary. However, the market is dominated by seven large companies, which together account for 70 per cent of sales. These companies include international manufacturers such as Kraft Foods and local ones such as Kyiv-Konti, Roshen, AVK and Svitoch.

The industry relies on trade with other countries. Confectionary and particularly chocolate products rely on imports from abroad. Chocolate is made from cocoa beans, which come from West Africa. Other ingredients, such as the 600 tons of sugar the industry uses, along with flavourings such as vanilla and other items, are

imported, too. At the end of the process, Ukraine exports its confectionary to Russia, Kazakhstan, Moldova, Georgia, Germany, Bulgaria and other countries. Ukraine's success in exporting is helped by high-quality products – Ukraine's confectionary has won several international awards.

So next time you have something sweet to eat, remember that what you are eating is not just another small sweet or biscuit, but the output of an important industrial sector, that connects countries and continents. It also continues to grow because people like to treat themselves in good times and bad, and if they do, they are keeping an international industry alive.



3 Read the text about the book industry and complete it with the words in the box.

writers managed well-educated foreign
bookshops publishes downloading

BOOMING book sales

During the 2000s, Ukraine enjoyed a boom in book clubs, unlike other countries, such as the USA and those in Western Europe. One club, the Family Leisure Book Club grew 55 per cent in 2006 selling 12 million books. One of the reasons for this success was that Ukraine has a ¹ _____ population that likes to read, but not many can easily get to good ² _____. Today book clubs sell e-books as well as printed ones, so people can choose to receive their books through the post or by ³ _____ them.

Bertelsmann, the company that owns the Family Leisure Book Club, is German, but it promotes young Ukrainian ⁴ _____ such as Ljubko Deresch. Bertelsmann ⁵ _____ its books itself and only sells them through the club. It also promotes ⁶ _____ writers in Ukraine. By being the first into the market and getting exclusive deals, Bertelsmann has ⁷ _____ to build up a good business during difficult times.

4 Write about the confectionary or books you like to buy. How often and where do you buy them? Do you share your sweets or pass your books on to friends?

10A

VOCABULARY AND LISTENING

Performers

I can talk about different types of music.

1 Look at the photos and complete the words for musical performers with the letters *a, e, i, o* or *u*.



1 str_ng q__rt_t



2 b_sk_r



3 r_ck b_nd



4 ch__r



5 f_lk gr__p



6 r_pp_r



7 j_zz b_nd



8 _p_r_ s_ng_r



9 _rch_str_

2 Complete the sentences with the words in the box.

aria beat chords chorus harmony lyrics melody
movement solo symphony

- A _____ is a piece of music performed by only one person.
- The _____ is the part of a song which is repeated at the end of each verse.
- An _____ is a song for one voice in an opera.
- _____ are the words of a song.
- The _____ is the strong rhythm that music has.
- A _____ is a long piece of music written for an orchestra.
- _____ are a number of musical notes played at the same time.
- A _____ is one of the main parts of a long piece of classical music.
- The _____ is the main tune of a piece of music.
- _____ is a pleasant combination of musical sounds.

3 LISTENING 39 Listen to two teenagers discussing the future of rock music. Are the sentences true (T) or false (F)?

- The future of rock music is not looking good.
- Last year, there were only three rock songs in the UK Top Ten.
- The most successful categories of music were hip hop and dance.
- According to the figures, pop music was more successful than dance.
- People prefer to see new rock bands in concert.
- Rock music is more popular with middle-aged people.
- Cathy and Paul are both fans of the same band.

VOCABULARY BUILDER (10.1) ARTISTS AND ARTISTIC ACTIVITIES: >>SB PAGE 136<<

- 4 Complete the sentences with the agent noun of the words in bold.
- Brandon Flowers **sang** in The Killers. He was the lead _____ of the group.
 - Tchaikovsky **composed** *Swan Lake*. He was a Russian _____.
 - John Keats wrote the **poem** *Ode to Autumn*. He was an English _____.
 - Fernando Botero makes huge **sculptures**. He's a Colombian _____.
 - James Cameron **directed** *Avatar*. He's a Canadian film _____.
 - Thomas Hardy wrote many **novels**. He was a 19th century _____.
 - William Shakespeare wrote many **plays**. He was a very talented _____.

Challenge!

Write about the music you like and why you like it.

10B

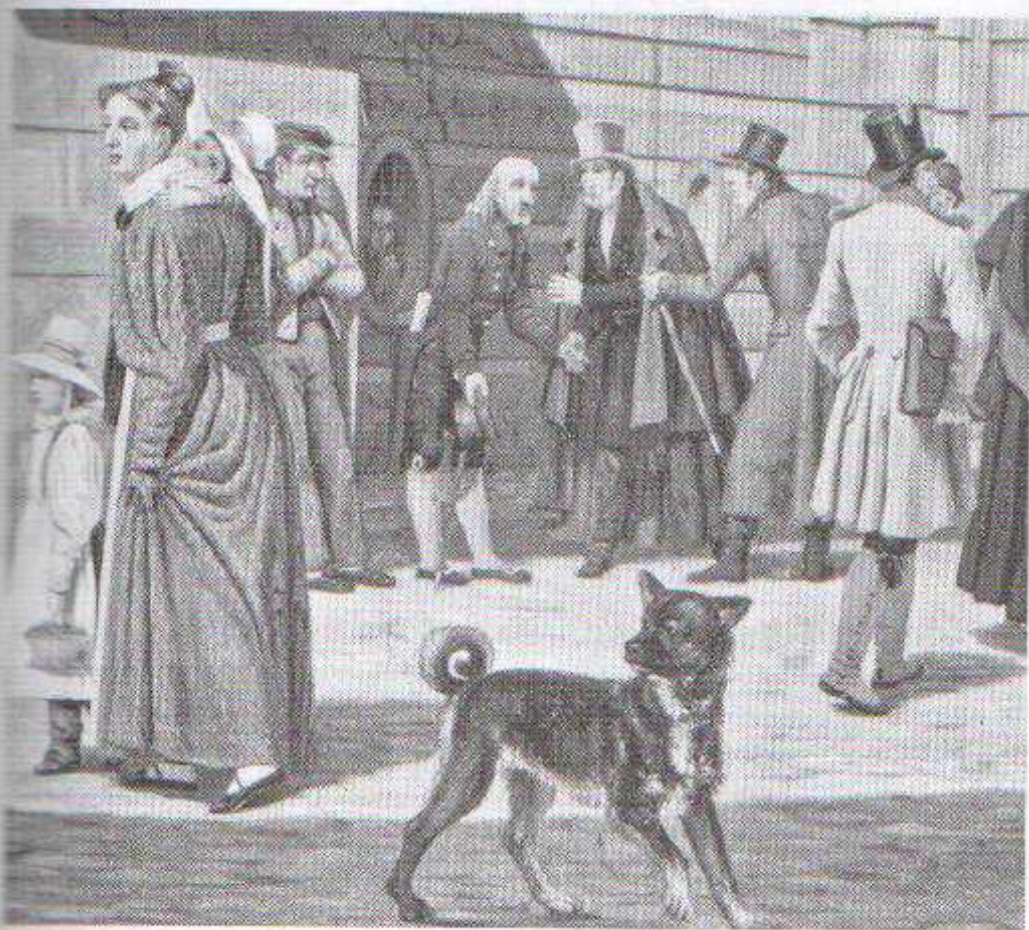
GRAMMAR Participle clauses

I can correctly use participle clauses.

1 Choose the correct answer.

- 1 My sister is a member of the choir **performed** / **performing** tonight.
- 2 The audience **watching** / **watched** the rock band were mainly young people.
- 3 The money **collecting** / **collected** by the buskers will be donated to charity.
- 4 The aria **singing** / **sung** by the opera singer was very moving.
- 5 We received a letter **inviting** / **invited** us to a performance by a string quartet.
- 6 The *New World* symphony, **composed** / **composing** by Dvorak, is one of his best.
- 7 The conductor **led** / **leading** the orchestra is from Moscow.
- 8 The instrument **played** / **playing** by the lead violinist was a Stradivarius.

2 Look at the picture and complete the sentences with the present participle or the past participle form of the verbs in brackets.



- 1 The scene _____ (portray) in the picture is a busy city street.
- 2 None of the people _____ (depict) in the scene is driving a car.
- 3 The clothes _____ (wear) by the people are very old-fashioned.
- 4 The dog _____ (stand) in the foreground looks as if he has just seen something interesting.
- 5 A woman _____ (walk) with her daughter has also stopped to watch the action.
- 6 The three men _____ (talk) in the background look like they are discussing the incident.

3 Rewrite the relative clauses as participle phrases.

- 1 The symphony, which was written in 1869, was played beautifully by the orchestra.
The symphony, written in 1869, was played beautifully by the orchestra.
- 2 On stage there's a folk band which is singing old songs.

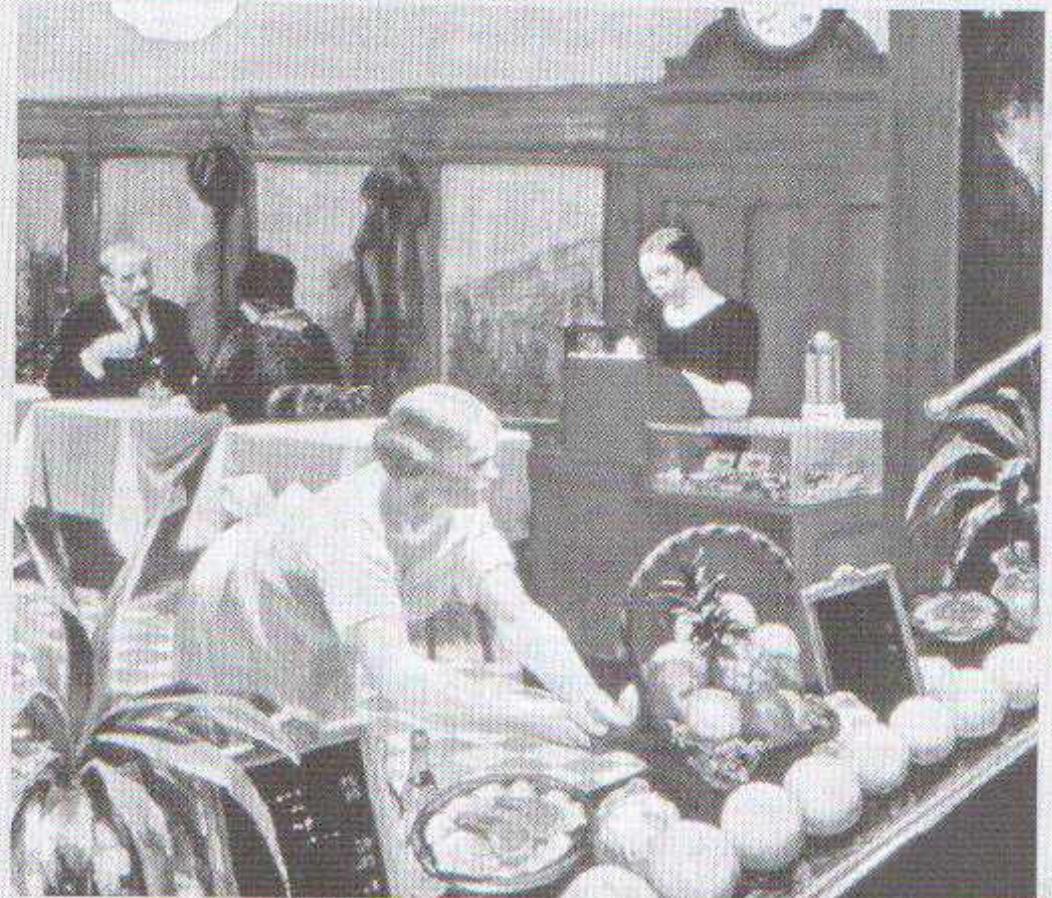
- 3 The musician, who was educated in Rome, will play three songs this evening.

- 4 The cathedral which was used for the ceremony was built in the last century.

- 5 The opera, which stars Elaine Stewart, was an absolute disaster.

- 6 The DJ who is playing the music is very well-known.

Challenge!



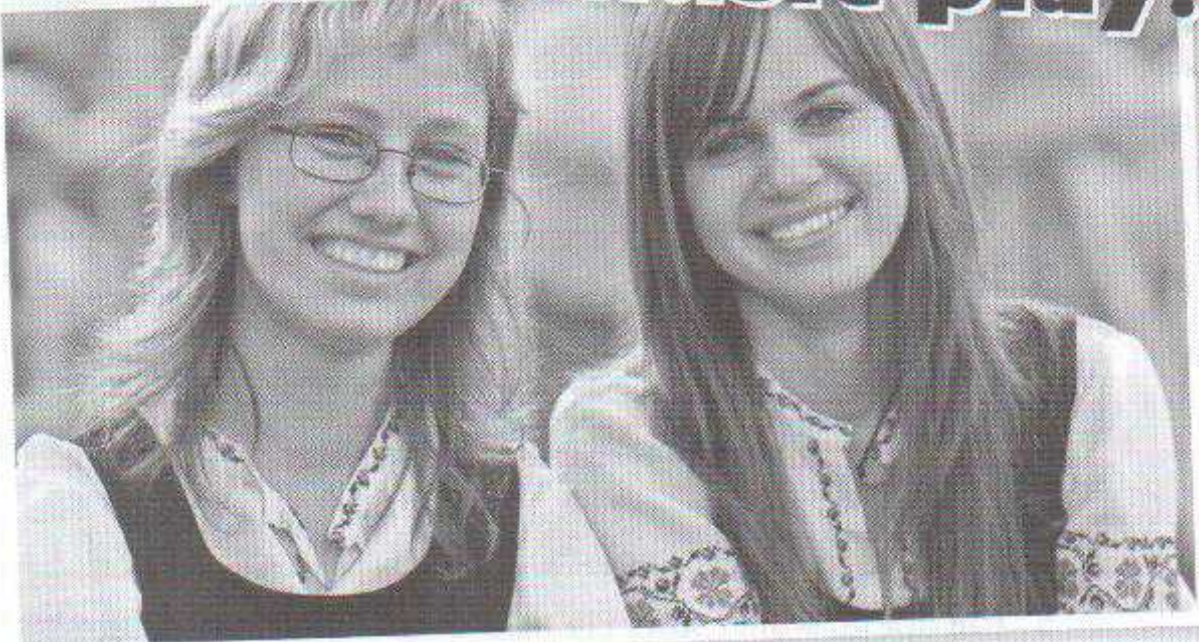
Invent some information about the people in the picture. Look at the questions to help you. Write the information as participle clauses.

What are the people wearing / doing?

Where are they sitting / standing?

Who are they?

Let the music play!



Summer is a time for festivals and music. Ukraine has a number of summer festivals which have developed over recent years. Kazantip, Kraina Mrii and the Koktebel Jazz Festival are among the most popular.

1 Look at the photo and quickly read the text. Which festival do you think it shows?

a Kazantip b Kraina Mrii c Koktebel Jazz

2 Read the text again. Which festivals do the statements describe? Write KZ (Kazantip), KM (Kraina Mrii) or KJ (Koktebel Jazz). There may be more than one answer.

- 1 It's near the coast. _____
- 2 You can't hear live music here. _____
- 3 You can see musicians from other countries. _____
- 4 Its founders believe the festival has a special purpose. _____
- 5 It is based in Kyiv. _____
- 6 It wants to change people's opinions. _____
- 7 Other cultural events take place, as well as music. _____

3 Read the text again and answer the questions.

- 1 Where does the Kazantip festival take place?

- 2 How many DJs perform there?

- 3 Whose idea was Kraina Mrii?

- 4 What was the aim of Kraina Mrii?

- 5 What do the organisers of Koktebel Jazz want people to think about jazz?

Kazantip is the longest and oldest of the three festivals. It started in 1991 on a headland in the Crimea with the same name. It lasts for five weeks from late July till late August and it attracts around 100,000 people. Unlike the other two festivals, musicians don't play here. Instead there are about 300 DJs and fourteen dance floors, which are open around twenty hours a day. Because the music is electronic dance music, it is aimed at an international audience of young people who like to party.

If you like your festivals to have a sense of tradition, the Kraina Mrii Festival might be the one for you. This has taken place in June or July at Spivoche Pole, Kyiv since 2004. The name Kraina Mrii means Land of Dreams. The expression comes from a song by the rock band Vopli Vidopliassova. The festival is the dream of the band's leader, Oleh Skrypka, whose aim was to revive Ukrainian culture and to introduce Ukrainians to music from other national traditions.

As a result, this event includes a celebration of traditional Ukrainian folklore with workshops for music and dance, folk art exhibitions, literature, and food events. In addition, you can hear a variety of international music, particularly from across Europe.

The last of the three festivals, the Koktebel Jazz Festival, is set on the shores of the Black Sea in mid-September. It attracts around 20,000 people who come to see between 150 to 200 musicians. Those who come tend to be mainly Ukrainians and Russians, but there are also Crimean Tatars and Belarusians, and other tourists, who have discovered the relaxed atmosphere of this beach resort.

The musicians are often international stars. In the last few years, musical artists such as Stanley Clarke, the Billy Cobham Culture Mix, the Archie Shepp Quartet, Courtney Pine and Karl Frierson, have all played there. Like Kraina Mrii, the festival organisers have an idealistic philosophy. They believe the festival is part of a movement to make the world a better place, and to transform the image of jazz as old-fashioned and out-of-date. They aim to show how creative jazz is and how enjoyable it is.

4 Complete the table with words from the text.

verb	noun	adjective
—	nation	1 _____
2 _____	introduction	—
3 _____	attraction	attractive
celebrate	4 _____	—
aim	5 _____	—
—	idea	6 _____
—	music	7 _____

Challenge!

A friend has suggested going to a festival. Write an email and tell him/her which festival you want to go to. Mention when it is and why it would be good to go. Suggest what arrangements you need to make.

I can use different determiners with nouns.

1 Choose the correct answer.

- 1 It's not the first time the lead singer has been ill. It's happened **few** / **a few** times before.
- 2 Van Gogh was nearly always poor. He made **a little** / **little** money from his work.
- 3 The interview went well because the artist spoke **few** / **a few** words of English.
- 4 His room was quite bare because he had **a little** / **little** furniture.
- 5 The exhibition wasn't very popular. **Few** / **A few** people went to see it.
- 6 He had **little** / **a little** time, so he took a break before finishing the picture.

2 Answer the questions using the words in brackets.

- 1 Did you watch that concert on TV? (most)

- 2 Which Adèle albums have you listened to? (all)

- 3 Did you like the music at the festival? (some)

- 4 How many art exhibitions have you been to this year? (any)

- 5 Do you know all the words to that song? (most)

- 6 How many films have you seen this year? (a few)

3 Some of the sentences are incorrect. Rewrite them correctly if necessary.

- 1 The DJ didn't take many time to set up his equipment.

- 2 Singers and dancers earn few money at first.

- 3 A lot of performers feel nervous when they start.

- 4 Only a few professional singers go on to sing opera.

- 5 Little string quartets become famous.

- 6 Not much buskers get rich.

- 7 A lot musicians can play more than one instrument.

- 8 My music teacher says that I need to practise every day.

4 Complete the sentences with the words in the box. Remember to use *of* where necessary.

all any each few many most no some

- 1 We enjoyed the Kandinsky exhibition. All of the pictures were painted by the Russian artist.
- 2 There are _____ boys in the school choir, only girls.
- 3 We had _____ dinner before we went out as we would be getting home late.
- 4 They aren't a successful band. _____ people have heard of them.
- 5 I saw _____ the film, but I missed the end because my friend phoned me.
- 6 The teacher read _____ poem carefully before deciding which one should win the poetry competition.
- 7 They didn't go to the festival because they didn't know _____ the bands.
- 8 They didn't sing _____ songs from their new album, only the title track.

Challenge!

Write true sentences about your classmates. Use the phrases in the box and *all, most, many, some, a few, one or none*.

play in a band
are professional dancers
go to concerts
like opera
listen to music
know how to read music

Some of us play in a band.

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1 Complete the sentences with the noun forms of the verbs in brackets.

- 1 I went to see the new Gauguin exhibition (exhibit) at the Tate Gallery.
- 2 I didn't think much of the story, but the _____ (illustrate) are beautiful.
- 3 Pablo Picasso made 42 _____ (sketch) of *Guernica* before he started painting.
- 4 Those _____ (draw) are amazing, although the artist only used a pencil.
- 5 The art gallery has installed a new alarm system to protect all the _____ (paint).
- 6 Michelangelo's *David* is one of the most famous _____ (sculpt) in the world.

2 Read the text quickly. What medical condition do both musicians share?

3 Read the text again. Match sentences a–g with the gaps 1–6 in the text. There is one sentence that you do not need.

- a Later, he moved to Texas to go to university, where he gave away his tapes for free.
- b This project really helped him to understand his problems better.
- c He started writing and illustrating his own comics when he was only eight.
- d His fans loved his colourful costumes and unusual appearance.
- e Over the course of his career, his songs have been recorded by many famous artists.
- f The doctors there managed to help him.
- g The trouble really started when he refused to leave the stage after singing at a party and had to be taken off.

Challenge!

INTERNET RESEARCH Find out about these artists and how a disability affected their lives. Write a short paragraph about one of them.

Agatha Christie Frida Kahlo Christopher Reeve

- 1 Where was he / she from?
- 2 What disability did he / she have?
- 3 What did he / she do?

Adam Ant



Despite being a talented pop star, British singer Stuart Goddard, better known as Adam Ant, was diagnosed with bipolar disorder, something which didn't stop him having nine big hits in the early eighties with his band, The Ants. ¹_____ He was even voted the most attractive man of the year in the USA.

However, Stuart didn't remain famous for a very long time, and his decline was hard for him to accept. ²_____ Then things got worse when a month later he threatened the staff of a London pub with a gun. As a result, he ended up in a psychiatric hospital.

The following year, Stuart worked with a UK TV channel to make a documentary about his illness. ³_____ Since then, he has written his autobiography and has received an important award.

Daniel Johnston

American musician and artist Daniel Johnston has spent most of his life fighting bipolar disorder. This condition makes people suffer from changes in their mood and often causes depression. Although he learned to play the piano at an early age, his first obsession was with drawing. ⁴_____ His favourite storyline was always 'good against bad'.

As a teenager, Daniel used to record his own music on tapes and exchange them with friends. ⁵_____ Eventually, some record shops started selling them. Showing

signs of instability, he refused a recording contract from one company because they had also signed Metallica, a band he considered to be evil. He was later sent to a mental hospital.

⁶_____ They found the right combination of medicines to help him.

In 2006, a film was made about his life, called *The Devil and Daniel Johnston*.



1 Write the expressions in the correct list.

I'm quite into it. It just doesn't appeal to me.
 It's not really my thing. I'd really love to see it.
 I wouldn't say I was a real fan. That sounds more fun.
 It should be really entertaining. I think I'd be bored.
 I'm not very keen on it. I love that kind of thing.

Expressing enthusiasm

I'm quite into it. _____

Expressing lack of enthusiasm

2 **LISTENING 41** Listen and choose the best reply.

- 1 a Great! I love that kind of thing.
- b I'd really love to see it.
- 2 a It's so expensive!
- b I wouldn't say I was a real fan.
- 3 a I'm not very keen on it.
- b No, thanks. It's not really my thing.
- 4 a No, it doesn't really appeal to me.
- b I'm not really a fan of it.
- 5 a That sounds interesting.
- b I'm quite into it.
- 6 a Yes, the acting should be really entertaining.
- b I'm not sure. I'm not very keen on dancing.

3 Complete the sentences with *so* or *such*.

- 1 That aria was _____ beautiful!
- 2 They played _____ well.
- 3 Rap has got _____ a strong beat.
- 4 You listen to _____ loud music.
- 5 The nightclub was _____ full.
- 6 He writes _____ interesting lyrics.

4 **LISTENING 42** Look at the photos and listen to a student answering the exam task below. Answer the questions 1–2.



You are visiting your friend in the UK and she has offered to take you to an exhibition. Which show would you choose and why? Why would you reject the other option?

1 Which exhibition does she choose? Why?

2 Which exhibition does she reject? Why?

5 Look at the photos and read the exam task below. Write your answers to the questions. Use phrases in exercise 1.



You are visiting your friend in the UK and she has offered to take you to a concert. Which concert would you choose and why? Why would you reject the other option?

I'm going to choose _____

Preparation**1** Complete the sentences with the words in the box.

end identified main recommend set twist
written

- I _____ with the main character because he is a teenager.
- It's _____ in Germany during the Second World War.
- The _____ character is a student of art.
- It was _____ by Charles Dickens.
- There's a _____ at the end.
- In the _____, the two lovers get married.
- I would definitely _____ it.

2 Rewrite the sentences with nominal subject clauses starting with *what*.

- all of the characters are looking for / success
What all of the characters are looking for is success.
- really exciting / the setting

- I loved / the way the story was told

- the main character needs / a friend to help them

- I really enjoy / reading on the train

- this author is famous for / creating a twist at the end

3 Read the review. What does the writer like most about the book?

**Writing guide****4** You have been asked by the editors of an English magazine to write a review of a book which has been given an award for the best book of the last decade. Remember to use paragraphs and nominal subject clauses.

Paragraph 1: Describe the author, the genre of the book and the characters.

Paragraph 2: Describe the general topic, main plot, and the setting.

Paragraph 3: Describe negative and positive aspects of the plot, acting, characters, etc.

Paragraph 4: Encourage or discourage the readers of the review to read the book.

CHECK YOUR WORK

Have you:

- written four paragraphs?
- included all the necessary information?
- written in an appropriate style?
- included the appropriate phrases from exercise 1?
- included nominal clauses?
- checked your work for mistakes?

Eragon is a best-selling fantasy novel written by the teenage author

Christopher Paolini. It is the first in a series of four books called *The Inheritance Cycle*. The series tells the story of a farm boy called Eragon.

Eragon is a journey of experience, revenge, romance and betrayal. It is set in a land of mystery and magic called Alagaesia. Eragon is a normal teenager when we first meet him, although both of his parents are dead and he lives with his uncle on a farm. However, his life changes when he finds a dragon's egg on a hunting expedition. When the dragon hatches, Eragon becomes a Dragon Rider and the real adventure begins.

One of the strengths of the novel is the plot which holds the reader's attention from beginning to end. The main character is brave and likeable and he has some fascinating adventures. I loved the twist at the end.

What I liked most about the book was the relationship that *Eragon* has with his dragon, Saphira. The reader sees their friendship developing and by the end of the story they come to trust each other totally. I would definitely recommend *Eragon* to all teenage readers, but especially to those who enjoy fantasy literature.

I can understand short biographies about famous Ukrainian artists.

- 1 Look at the painting by Kateryna Bilokur. Describe it using the words in the box. You don't need to use all the words.

naïve bright primitive colourful attractive
surreal impressionistic realistic unique individual
subdued graphic detailed complex traditional

- 2 Read the text. Write three similarities between the women and two differences.

Similarities	Differences
1 _____	1 _____
2 _____	2 _____
3 _____	

- 3 Read the text again. Are the sentences true or false?

Creative lives

You might expect that Ukraine's many successful artists were taught in one of the country's art schools. But for Mariia Pryimachenko and Kateryna Bilokur, art was their passion. Their need to paint led to their success, not any formal training.

Both women were born around the turn of the twentieth century. Mariia Pryimachenko (1908–1997) was born in Bolotnia in Kyiv oblast. Although she spent most of her life in this village, she became an important artist who is still recognised internationally. Her work has been exhibited in many countries in Europe, North America and Asia. Pablo Picasso was fascinated by her work when he saw it at the World Exhibition in Paris in 1937.

Mariia was lucky to come from a creative family. Both her parents were talented at crafts. Her father was a carpenter and her mother created beautiful pieces of embroidery. In addition to having natural skill, Mariia was influenced by the natural environment and the culture of the area she lived in. These provided the themes for a lot of her work.

Because Mariia suffered from polio as a child she couldn't take part in many of the activities other young people did. This meant she had a lot of time to develop her artistic skills. Her style has often been described as naïve and primitive, but it is also very individual. She used bright colours and created

surrealist compositions inspired by folk songs, fairy tales and her own imagination.

Like Mariia Pryimachenko, Kateryna Bilokur (1900–1961) lived in a village (Bohdanivka) and was influenced by nature. Pablo Picasso also recognised her talent.

However, Kateryna's parents weren't artistic and didn't understand their daughter's interest in art. Kateryna dreamed of being a painter and, in spite of her parents' objections, she studied plants and their structure and taught herself how to paint them.

Her work is very different from Mariia Pryimachenko's. Kateryna's style is more detailed and she painted in a very individualistic way. Her first exhibitions were in Poltava and Kyiv in 1940–41, where she received good reviews. Unfortunately a lot of these paintings were destroyed during the Second World War. Following the war she exhibited in Moscow, where her work was also well received. However, it was not until after she died that she became really famous. There is now a street named after her in Kyiv and a prize in her name for talented, up-and-coming artists.



- Mariia Pryimachenko and Kateryna Bilokur went to art school. _____
- They both grew up in the same village. _____
- Pablo Picasso was aware of Mariia's work. _____
- Mariia's parents were artistic. _____
- Both women looked to nature for inspiration. _____
- Kateryna was encouraged by her parents. _____
- Most people have seen Kateryna's early work. _____
- Kateryna is more famous now than when she was alive. _____

- 4 Complete the sentences with adjectives and prepositions. Use the highlighted examples in the text to help you.

- I am _____ science. I read a lot about it.
- Children are often _____ adverts on TV.
- She has always _____ becoming a writer.
- He was _____ his father, who was also called Paul.
- I was _____ the view and decided to paint a picture.
- My brother is very _____ music. He will probably be a professional musician.

- 5 Write a biography about an artist. Use the words in the boxes in exercise 1 and below. Also use the answers to the questions in the box to help you.

impressionist classical modernist renaissance
original realist modern cubist painting sculpture

- When did he/she live?
- When did he/she start painting?
- What was he/she influenced by?
- What is his/her style?
- What are his/her most famous works?
- Is he/she popular today?
- Was he/she popular in his/her life time?

I can understand a text about the Khanenko Museum.

- 1 Work in pairs. Tell your partner which type of museum you would most like to visit and why.

natural history science and technology castle
fine art applied arts archaeology anthropology
military open-air

- 2 Read the text. Which paragraph contains information about:

- the founders of the museum. _____
- one of the paintings in the collection. _____
- the image of museums. _____
- other activities at the museum. _____
- the extent of the museum's collection. _____

- 3 Read the text again and choose the best answers.

- Bohdan and Varvara Khanenko were
A husband and wife. B father and daughter.
- Varvara Khanenko
A donated the collection. B sold the collection.
- The museum has expanded its collection mostly by
A private donation. B purchasing art works.
- Buying the Velázquez painting made Bohdan feel
A secretive. B proud.
- The museum explains art to children through
A drama. B concerts.

- 4 Put the words in the box in the correct column in the table. Think of other words you could add to each column.

Velázquez paint brushes clay easel
impressionism Rodin potter's wheel canvas
Malevych modernism plasticine Vincent van Gogh
abstract surrealism avant-garde Salvador Dalí
portfolio Tetiana Yablonska frame

Artist	Equipment	Style

- 5 Imagine you have an art collection and describe it using the words from exercise 4. Write about your favourite item in the collection. Describe how you would present your collection to the public.

The Khanenko Museum

A Museums today are doing their best to shake off their images as rather dull places, where you can see endless items which mean nothing to you. Instead they are now trying to bring exhibits alive. The Khanenko Museum in Kyiv is no exception. The museum, which is also known as the Museum of Western and Oriental Arts, started as the personal art collection of Bohdan and Varvara Khanenko. It contains masterpieces of world-famous artists. There are Egyptian statues, Roman and Greek sculptures, icons, Persian ceramics, textiles, jewellery and lots more. There is also a fascinating history behind the museum which its curators want to keep alive.

B Who were Bohdan and Varvara Khanenko? Bohdan was a lawyer and judge. He married Varvara, the daughter of a very wealthy industrialist and the two of them built up a collection over their forty years together. During that time, they dreamed of opening a museum for their collection. However, the museum didn't open until after Bohdan died in 1918. Shortly after, Varvara gave the collection to Kyiv, and in 1919 it became a state museum.

C The collection at that time was large for a private collection and since then, the number of exhibits has increased to thirteen times the original size, mainly thanks to the buying of other collections. Now there are around 25,000 exhibits covering a huge geographical and historical range.

D For lovers of European paintings there are works by Velázquez, Breughel, Rubens and others, many of which have stories behind them. For example, in 1912, Bohdan bought one of Velázquez's many paintings of Infanta Margarita, daughter of King Philip IV of Spain (painted around 1660). Bohdan decided to show off his new painting and organised a banquet without telling the guests what the occasion was. At the start of the dinner the painting was hidden behind a curtain. When the curtain was finally pulled back, the guests were impressed and the portrait became a talking point in Kyiv.



E But how is the museum bringing its collection to life? In particular it tries to make the viewing of the exhibits interactive and interesting. For instance, actors present *The seven voyages of Sinbad the sailor*, which is used to explain the Eastern collection to school children. Also for children, there are painting sessions and, for adults, concerts. Special exhibitions show works from other museums around the world, as well as private collections from within Ukraine. The museum has excellent display techniques, and provides tours and audio guides in Ukrainian, Russian and English. So if you want an up-to-date museum, visit the Khanenko Museum and enter a fascinating world.

I can understand a text about the Pinchuk Art Centre.

- 1 Look at the picture. Work in pairs. Ask and answer the questions.

- 1 Do you like the piece of art? Why/Why not?
- 2 Would you go to an exhibition showing modern art? Why/Why not?
- 3 Which contemporary artists do you know of?



- 2 Read the text. Which information is *not* mentioned?

- a when the centre opened
- b what Victor Pinchuk has done
- c which artists he likes
- d some of the artists whose work has been shown
- e what other things you can do at the gallery

Pinchuk Art Centre

While the Khanenko museum has a collection which spans hundreds of years, the Pinchuk Art Centre is about contemporary art. It was opened in 2006 in Kyiv, and exhibits Ukrainian and international artists' work. Another obvious way the two museums are different is in their interiors. When walking into the Khanenko museum you can imagine that you have entered the nineteenth century, the era when it was built. However, inside the Pinchuk Art centre it is plain and white, so visitors concentrate on the collections, not the building itself.

One similarity between the two exhibition centres is that they are both named after people. Victor Pinchuk is a successful businessman and former politician. When he retired from politics in 2006, he decided to focus on business and on philanthropic projects, using his money to benefit others. Apart from the art centre, he has also been involved in HIV/AIDS charities, a private symphony orchestra, film projects with Steven Spielberg and human rights projects with George Soros, an international financier and philanthropist.

Since the Pinchuk centre opened, it has exhibited works by major international artists like Vik Muniz, Damián Ortega, Antony Gormley, Andreas Gursky, Damian Hurst and Jeff Koons. In addition, it has shown collections owned by famous musical artists such as Elton John and Paul McCartney. It has also put on smaller exhibitions of Ukrainian artists to showcase up-and-coming talent.

The art centre supports new artists in other ways too. In 2008, it started to give an annual prize – the Pinchuk Art Centre Prize – for young Ukrainian artists under 35 years of age. It is popular: in 2011, over 1,000 artists entered the competition. The judges choose a shortlist of twenty. The work of the short-listed artists is usually exhibited for a couple of months and the winner of the prize is announced shortly after the exhibition starts. The prize is 10,000 UAH. The gallery also organises an international prize,

- 3 Read the text again and answer the questions.

- 1 What type of art does the Pinchuk Art Centre exhibit?

- 2 What is the centre's interior design like?

- 3 What other ventures has Victor Pinchuk got involved in?

- 4 What have Paul McCartney and Elton John done for the museum?

- 5 How often is the Pinchuk Art Centre Prize awarded?

- 6 Who can enter the Future Generations Prize competition?

- 7 What educational opportunities are offered for adults?

- 8 How can children learn about art at the centre?

- 4 Choose the correct prepositions. Use the highlighted words in the text to help you.

- 1 I need to concentrate **in / on** my work.
- 2 They are both named **after / for** celebrities.
- 3 She retired **of / from** teaching art last year.
- 4 The centre will focus **in / on** education.
- 5 She's always been involved **in / on** art.
- 6 We've put **out / on** an exhibition about Picasso.
- 7 Would you like to learn **about / for** modernism?
- 8 They're going **in / on** a trip to the gallery.

- 5 Write an email to a friend telling him/her about a visit to an art gallery or museum. Use your answers to the questions to help you.

- What was the museum?
- What did you see there?
- Did you do any other activities?
- Did you enjoy your visit and would you go again?

the Future Generations Prize. This is held every two years at the Venice Biennale. As this is an international prize there are more entrants – over 6,000 in 2010.

Apart from that there are lots of talks and tours you can attend to learn about the art on show. The talks include lectures or discussions, but you can also join a guide who will take you round the gallery explaining some of the exhibits.

Not surprisingly, this is a popular place for art lovers to visit. Since it opened over one million people have visited. These include children who go on school trips, or to the Sunday art classes, and young adults meeting friends and having a drink in the café in what is fast becoming an internationally-famous centre for art.

EXAM STRATEGY: Listening

- Read the instructions and task carefully to find out what the recording is going to be about.
- Remember to try and identify what types of words are missing, e.g. a noun, verb, adjective, number, etc.
- Think of possible answers to fill the gaps.
- Listen carefully and complete the gaps using words from the recording.
- Do not leave any questions unanswered – have a guess if you do not know.

EXAM TASK – Listening

LISTENING 43 You are going to hear an interview with a woman who is talking about her job. Use the information from the listening to complete the sentences (1–7). Use one or two words.

- 1 Caroline Bates works in the _____ industry.
- 2 Personal shoppers may be asked to buy gifts for _____.
- 3 Personal shoppers shouldn't exceed their _____.
- 4 Caroline works in a large _____.
- 5 After choosing their clothes, Caroline takes the client to the _____.
- 6 The best form of advertising for a personal shopper is their own _____.
- 7 A personal shopper needs to have _____ and _____.

EXAM STRATEGY: Reading

- Remember to read the matching statements carefully and think how each one could be expressed in a different way. This will help you to find the section in the text with a similar meaning.
- Find and underline the parts of the text which match each of the sentences.
- If a sentence can be used twice or more, there will be more than one answer space next to it.

EXAM TASK – Reading

Read the text below and for each sentence (1–6) choose the paragraph (A–D) it refers to. Each letter can be used more than once. One statement can be matched with two paragraphs.

The sky is the limit

For years, the Empire State Building in New York was recognised as the tallest building in the world, but in recent decades, many much higher structures have been built. Read on to learn more about four of the tallest skyscrapers existing today.

A Burj Khalifa

Burj Khalifa in Dubai, United Arab Emirates, is currently the tallest building in the world. The tower is part of a new development built on a man-made lake. Burj Khalifa has a distinctive shape so that the windows look out onto the Persian Gulf. A 304-room hotel occupies the lower floors and there is an observation deck on the 124th floor. The top floor is home to a private VIP club, closed to anyone except members.

B Shanghai World Financial Centre

This skyscraper has the highest observation deck in the world, although the building itself is no longer the tallest. Construction stopped between 1998 and 2003 because of the Asian financial crisis, but it was eventually finished in 2008. The most distinctive feature in its design is the geometric opening at the top of the tower.

C International Commerce Centre

This skyscraper in Hong Kong stands on top of Kowloon Station, which gave its name to the original proposal for the building. The tower is not as high as in earlier plans because of regulations that prevented buildings from being taller than the surrounding mountains. A five-star hotel occupies the upper fifteen floors of the building. There is an observation deck on the 100th floor and a number of five-star restaurants on the 101st floor.

D Petronas Towers

These towers in Kuala Lumpur, Malaysia, are the tallest twin buildings in the world. They were built on the site of the city's horseracing track and an exclusive shopping centre is located at the base. The towers are connected by a sky bridge on the 41st and 42nd floors, which is the highest two-storey bridge in the world. It is open to the public, but only a limited number of free tickets are given out each day, and visitors are allowed no more than ten minutes on the bridge.

- 1 This building is situated by the water. ____
- 2 You can book a room in this building. ____ and ____
- 3 This building is shorter than it was designed to be. ____
- 4 Access to the highest floor is restricted. ____
- 5 This building took longer to complete than originally planned. ____
- 6 Visitors can enjoy the view from the building without having to pay. ____

5

Get Ready for your Exam

EXAM STRATEGY: Use of English

- Read the complete text quickly to get a general understanding.
- Think carefully about which words from the box could complete the sentence best.
- When you have finished, remember to read the text again to check it makes sense.

EXAM TASK – Use of English

Complete the text with the words in the box. Each word can only be used once and there are three extra words that you do not need to use.

done every few had have having lot
was were what where which would

Thailand is fast becoming one of the places ¹ _____ people from all over the world come to have corrective surgery. But why do people choose Thailand? Lucy from Wales went to Bangkok to ² _____ her nose done. 'The operation was cheaper in Thailand, and also I could say I was going on holiday and not tell people ³ _____ I was really doing. If I'd had to have the operation in the UK then I ⁴ _____ not have done it,' Lucy explained. 'When I got here I was surprised by how good it was. All of the nurses were lovely and spoke excellent English. Moreover, ⁵ _____ single part of the operation € _____ explained to me in detail. It was fantastic. You have to spend money on flights and pay for your accommodation, but it's still cheaper than ⁷ _____ it done in the UK. I even ⁸ _____ my teeth whitened while I was here,' she added. A ⁹ _____ of people have reported the same thing – good price, good service and getting away from friends and family all make Thailand a great place to have your cosmetic surgery ¹⁰ _____.

PREPARATION: Speaking

Look at the points in the exam task. Make a list of words and expressions you could use for each topic.

EXAM STRATEGY

- Try to use words and expressions for comparing and contrasting photos.
- Try to use a wide range of grammatical structures and vocabulary.
- Remember to express your opinion. You can support your opinions with examples from personal experience. Check the Functions Bank on page 104 for more help.

EXAM TASK - Speaking

Describe one of the two photographs. The following ideas may help you.

- place • people • atmosphere

Now, look at both pictures, and compare and contrast them.



Work in pairs. One of you is the examiner, the other is a student. Discuss the following questions:

- Think of an advert that has made an impression on you. Describe it and say why you found it interesting.
- Have you ever bought something just because you saw an advert for it?
- Some people think adverts sometimes exploit people, especially children. What is your opinion?

PREPARATION: Writing

- 1 Read the exam task carefully. Write down three arguments for and three arguments against the statement.
- 2 Add reasons for each of your points.

EXAM STRATEGY

- Decide which points are the strongest and easiest to argue and include those in your essay.
- Remember to plan the points you want to include in the introductory paragraph, the main paragraphs and in your conclusion.

EXAM TASK – Writing

An English student magazine has started an essay-writing competition. The topic is 'Books are always better than films'. In order to take part in the competition, you need to write an essay of 200–250 words arguing your point of view. In your essay:

- express your opinion on the statement
- support your opinion with arguments
- state counterarguments
- summarise the main points.

Unit 1

- 1** **LISTENING 3** Listen to four people talking about the different uses of Radio Frequency Identification (RFID) tags. These are tiny computer chips which can be attached to something which needs to be tracked, such as expensive items in shops. Match the statements (a–e) with the people (1–4). There is one statement that you do not need.

1	2	3	4

- a I'm in favour of the tags because it would make places more secure.
- b I don't know if the tags would be useful or not.
- c I like this idea. We should all have a RFID tag!
- d My parents would like me to have a tag.
- e Only young children should have them.

Unit 2

- 1** **LISTENING 6** Listen to an interview with Beryl, who was evacuated during the Second World War. How long was she evacuated for?

- 2** **LISTENING 6** Listen again. Choose the correct answer.

- 1 When was Beryl evacuated?
 - a Two years after the war started.
 - b At the end of 1941.
 - c Before the Second World War started.
- 2 Why was Beryl's hometown bombed?
 - a Because it was near the sea.
 - b Because it was in the south-west of England.
 - c Because it was an important port.
- 3 Why weren't Beryl and her sister evacuated together?
 - a Their parents thought that they should be separated.
 - b They didn't get on with each other.
 - c They weren't in the same school.
- 4 What does Beryl remember about the journey?
 - a What she was wearing.
 - b What she was carrying.
 - c What she was thinking.
- 5 Where did Beryl meet Hilda?
 - a At her new home.
 - b At her new school.
 - c At the beach.
- 6 What happened when Beryl returned to Plymouth?
 - a She was hurt when a bomb fell.
 - b The war ended.
 - c Her house was destroyed.

Unit 3

- 1** **LISTENING 10** Listen to an interview with a student who has taken part in the Erasmus Programme. Are the sentences true (T) or false (F)?

- 1 Benjamin studies two main subjects on his course.
- 2 Benjamin spent the whole of his second year in Amsterdam.
- 3 Dutch students talk less in seminars than British students do.
- 4 In Manchester, Benjamin goes to a lot of conferences.
- 5 Benjamin did some voluntary work while he was away.
- 6 Benjamin did some paid work while he was staying in Amsterdam.

Unit 4

- 1** **LISTENING 14** Listen to an interview about the Cornish pasty, a traditional food from Cornwall. Answer the questions.



- 1 Where is Cornwall?

- 2 Apart from swede, what is inside a Cornish pasty?

- 3 Which workers used to eat pasties for lunch?

- 4 Why are pasties easy to eat?

- 5 How much meat should be in a Cornish pasty?

- 6 Why is the pasty important for the economy of Cornwall?

Unit 5

- 1** **LISTENING 19** Listen to two teenagers discussing the Voyager Golden Records. These were records sent into space inside spacecrafts Voyager 1 and 2 in 1977. They contain recordings of sounds on Earth. Complete the sentences with A (Alex) or L (Linda).

- 1 _____ is doing a science project.
- 2 _____ describes what the Voyager Golden Records are.
- 3 _____ thinks there may be a technical problem with the records.
- 4 _____ thinks that sending time capsules into space is too expensive.
- 5 _____ thinks that getting in touch with aliens would be useful for the human race.
- 6 _____ isn't convinced that there is life in outer space.

Listening Extra

Unit 6

- 1 **LISTENING 22** Listen to four people talking about their favourite detectives. Match the speakers (1–4) with the statements (a–e). There is one statement you do not need.

1	2	3	4

- a This character sometimes acts in a funny and stupid way to distract other people.
- b This character doesn't wear unusual clothes.
- c This character became a model for future detective characters.
- d This character is intelligent, sensitive and doesn't always enjoy their work.
- e This character is quite different from how they look.

Unit 7

- 1 **LISTENING 27** Listen to a biography of a modern poet called John Cooper Clarke. Are the sentences true (T) or false (F)?



- 1 People have always admired John Cooper Clarke.
- 2 Clarke studied at The University of Salford.
- 3 Clarke often reads his poems on stage.
- 4 Clarke looks quite unusual.
- 5 His poems normally make people cry and feel sad.
- 6 Clarke doesn't write poetry now.

Unit 8

- 1 **LISTENING 30** Listen to an interview with Rob about his last holiday. Are the sentences true (T) or false (F)?

- 1 Rob went on an adventure cruise this year.
- 2 The island of Tasmania is 1,300 miles from the South Pole.
- 3 Rob's cruise lasted for about three weeks.
- 4 The boat broke down near Macquarie Island.
- 5 Rob's boat was quite luxurious.
- 6 Captain Scott was 43 when he reached Cape Evans.
- 7 Some of Scott's personal belongings can be found in the hut.

Unit 9

- 1 **LISTENING 35** Listen to a radio programme about games consoles and video games. Are the sentences true (T) or false (F)?

- 1 Games consoles reach their real price after 25 days on the market.
- 2 You can save around 50% if you wait for one year to buy a console.
- 3 If a console isn't successful, the company will stop producing games for it.
- 4 Companies pay a lot of money to get the games reviewed.
- 5 You should read what other gamers say about a new game before you buy it.
- 6 You can make the most money if you sell your games after six months.

Unit 10

- 1 **LISTENING 40** Listen to two teenagers talking about a music festival. Choose the correct answer.

- 1 It was **easy** / **difficult** for Callum to get tickets.
- 2 Callum went to the festival by **car** / **train**.
- 3 **A lot of** / **Only a few** people were waiting for the shuttle bus.
- 4 Callum went with a **friend** / **relative**.
- 5 The weather was **good** / **bad**.
- 6 Callum's favourite band **played badly** / **didn't play**.
- 7 Callum **will** / **won't** be going to another music festival.

USE OF ENGLISH

- 1** Complete the text with suitable words. Use one word only in each gap.

Exam time is stressful for most students. There is ¹ _____ worse than looking at an exam paper and thinking you don't know the answers. Usually, when the panic has subsided, you realise that you can actually answer the questions and carry ² _____. But how would you feel ³ _____ you really couldn't answer any of the questions?

Pupils in Britain ⁴ _____ faced with this problem recently when their exam papers included the wrong information. In a biology exam, ⁵ _____ instance, the multiple-choice options didn't match the questions, while in a business studies exam, students were asked to work ⁶ _____ the profit of a company but were not given ⁷ _____ sales figures or overhead costs.

The exam boards have promised ⁸ _____ adjust the marks given to students to make up ⁹ _____ the mistakes, but pupils have complained that they spent a long time worrying about the questions and therefore didn't have ¹⁰ _____ time to complete the exam.

- 2** Complete the text with the correct form of the words in brackets.

Vending machines are usually a quick, convenient and ¹ _____ (rely) way of buying drinks, snacks or train tickets. But now an ² _____ (invent) in the UK has come up with the idea of a vending machine with a ³ _____ (differ): it performs wedding ceremonies! The AutoWed wedding machine offers a ⁴ _____ (select) of wedding ceremonies and costs just \$1 to use. Couples enter their names, press a button to say 'I do' and then the machine gives them a ⁵ _____ (certify) and two plastic rings to take home with them. A voice even congratulates them and then they are ⁶ _____ (tell) to kiss each other.

This invention by Sam Lanyon, the ⁷ _____ (direct) of a company called Concept Shed, has been sold to Marvin's Marvelous Mechanical Museum in Detroit. A video of AutoWed was posted on YouTube and was met with real ⁸ _____ (enthuse) and a very positive ⁹ _____ (respond). Orders from all over the world flooded into Lanyon's office. Some people thought that the AutoWed wedding was official, so he had to make it clear that it was just for fun and the wedding ceremony wasn't ¹⁰ _____ (actual) legal.

READING

Read the text about voluntary work and decide whether the statements (1–8) are true (T) or false (F).

An Invaluable Experience

A Tom

My friend talked me into volunteering on a historical preservation project one summer, and I have to say, I didn't regret my decision to take part at all. In fact, it turned out to be a perfect place to spend my holiday – the countryside was wonderful, there was a lovely town nearby and the castle we were working at was really interesting. It all made for a great working environment with a strong sense of teamwork. I made friends with people from all over the world during my stay, and the local people were extremely friendly – they were very happy to show us around the area and the nearby town. We did a lot of sightseeing thanks to them, and we felt we'd had the chance to really get to know the local community.

B Lucy

I didn't really want to do any voluntary work, but after I finished my degree, I couldn't find a job and I was unemployed until I happened to meet Barbara, one of my mum's friends. She mentioned she was looking for someone to handle all the administrative tasks at the refugee charity where she worked. Needless to say, I've gained invaluable experience while I've been here, which is going to come in very handy when I start job-hunting again. I can now clearly demonstrate on my CV that I've got good interpersonal and organisational skills. I've also found out that this is actually the career I want to pursue. Thanks to the six months I've spent working here, I've got a really good feel for what charity work is like and hope to find a permanent position doing a similar job soon.

C Lucas

I don't really understand some of my friends who aren't interested in volunteering or won't even contemplate doing any voluntary work. I really do believe that as a volunteer you're not only helping the community, but you're also helping yourself. Thanks to my voluntary work, which was mainly to do with restoring the ruins of an ancient castle, I learned new skills and also quite a lot about myself. I found out I'm quite a methodical worker with far more patience than I ever thought I had. This insight has helped me form a better picture of myself. When I came back from my time on the voluntary scheme, I applied to do completely different college courses from those I had previously planned on doing.

D Richard

After reading an article about an archaeological project in my area, I was really interested in the research going on there, and I decided to visit the site to see if I could get involved in some way. I was introduced to the volunteering coordinator, who explained that quite a lot of work had already been done, but there was still quite a lot left to do. We talked about the aims of the archaeological research and the way the work was organised. I loved the level of enthusiasm everyone had for the project so I signed up to help out over the summer. The experience really helped to improve my interpersonal skills and I feel much more self-confident now and ready to deal with any kind of challenge that comes my way in the future.

1

Get Ready for B2 Exams

E Helen

Not everyone decides to do voluntary work for completely selfless reasons. Some people get involved because they want to see new places, meet new people or experience new things. That's fine, but before committing yourself to anything, it's a good idea to do some research on the kinds of projects available and the type of work involved. Volunteering isn't just about having a good time; there is often hard work to be done too, so it's good to have a clear idea of what will be expected of you before you sign up. Going into it with open eyes and realistic expectations will definitely help you get the most out of it.

	T	F
1 I appreciated the social life and enjoyed making new friends.		
2 We did not learn much about the culture of the country.		
3 I hope the experience will improve my chances of finding a job.		
4 All my friends support volunteering.		
5 The volunteer work influenced my choice for my future studies.		
6 I joined the project when the work was nearly completed.		
7 Some volunteers think more about their own needs than about other people's.		
8 If you research the project first, you will know how much work to expect.		

SPEAKING

Task 1 – Picture comparison



These two pictures show people listening to music. Compare and contrast them and say which of these two situations you would prefer to be in and why.

Task 2 – Interview

You will be asked to talk about the importance of education. Consider the following points:

- the advantages and disadvantages of your country's school system
- practical skills or academic knowledge
- education for life
- changes to the system.

Now work in pairs. One of you is the examiner, the other is a student. Discuss the following questions:

- What did you like best about school before the age of 15? Did it prepare you for secondary school? Why? / Why not?
- Has the education you have had so far focused on gaining knowledge or practical skills? Explain why and how. Which of the two do you think is more important for your future? Why?
- Do you think you will have to continue studying when you start your career? Why? / Why not? If yes, what kind of further development do you think you will need?
- If you could change the school system in your country, how would you change it and why?

When you have finished, change roles and practise again.

Task 3 – Role-play

Work in pairs and discuss the following situation:

You and a friend are getting ready to study at a university and you are deciding what to study. Discuss several possibilities (e.g. law, economics, medicine, engineering, sciences, etc.) taking the following issues into consideration:

- your preparation and ability to study for each particular field
- how demanding each area of study is
- fees for studying at university
- job prospects.

When you have finished, change roles and practise again.

WRITING

You want to learn to drive, but your parents won't let you. They want you to wait until you are older. Write a letter (200–220 words) to an American friend in which you:

- complain about your parents' decision
- explain why you think you should learn
- explain why you need to drive
- ask for advice.

USE OF ENGLISH

1 Complete the text with the correct form of the words in brackets.

In March 2011, two talented Australian students, John and Andrew, both aged 15, ¹_____ (win) the national RoboCupJunior competition which ²_____ (hold) in Canberra. The pair ³_____ (construct) robots for over three years, and their combined knowledge meant their project was of an exceptionally high standard. So high, in fact, that none of the other competitors who ⁴_____ (enter) in their age group could match their level. After winning the Australian finals, the boys ⁵_____ (decide) to travel to Istanbul to take part in the international RoboCupJunior competition. However, it soon became clear that they ⁶_____ (not, have) enough money and that they ⁷_____ (not be) able to go without the help of a sponsor. After sending nearly 200 emails to businesses across the world, their efforts ⁸_____ (reward) when they successfully secured a generous sponsorship. The company which decided to support them felt they ⁹_____ (demonstrate) great ambition and ingenuity, as well as determination in finding a sponsor. But perhaps their greatest reward was the success they achieved at those championships by ¹⁰_____ (win) the RoboCupJunior Rescue B category.

2 Complete the text with the correct words (a–d).

The world keeps changing at an unbelievable rate. If you ¹_____ me twenty years ago that I would be buying music online and not on CDs, I wouldn't have believed you. I ²_____ you were crazy. But now, we're buying more music online than in shops, and soon CDs will be as ³_____ as vinyl records. I ⁴_____ if the same thing will happen with books. In the past, if I had gone travelling without a book I ⁵_____ lost. But now, I always take my electronic reader on my trips and I ⁶_____ a paper book for ages. The reader means I can take over a hundred books with me wherever I go, and it's lighter than a single book. I obviously ⁷_____ having the real book in my hand, but for convenience, the electronic reader is great. I don't have to waste time ⁸_____ to the bookshop or waiting for books ⁹_____. I can download new books in seconds and I am ready to go. It makes me ¹⁰_____ that in twenty years' time we might not have paper books at all.

- | | | | |
|---------------------|------------------|-------------------|--------------------|
| 1 a have told | b told | c had told | d had been told |
| 2 a 'd have thought | b had thought | c have thought | d 'd think |
| 3 a ordinary | b rare | c common | d average |
| 4 a notice | b suggest | c believe | d wonder |
| 5 a would have felt | b would feel | c always feel | d was feeling |
| 6 a didn't read | b 'm not reading | c haven't read | d don't read |
| 7 a fail | b neglect | c omit | d miss |
| 8 a going | b to go | c in going | d go |
| 9 a to deliver | b deliver | c to be delivered | d to be delivering |
| 10 a think | b to think | c thought | d thinking |

READING

Read the article about Google Street View. Some parts of the text have been removed. Complete the text by matching the sentences (A–H) with the gaps in the text (1–6). There are two sentences that you do not need.

Many of us have become accustomed to using Google Maps, and nearly everyone has appreciated the service it provides. ¹_____ At first, people were very enthusiastic about it. ²_____ Shortly after Google Street View was launched, many bloggers and other Internet users started to have fun finding unflattering pictures of people in compromising situations and then posting them on blogs and social-networking sites. ³_____ They hadn't given their permission to be photographed. At the time, the company did not make any attempt to blur people's faces or obscure anyone's identity. In addition, the pictures on Google Street View were taken using cameras placed high up on top of cars. ⁴_____ As a result there were a lot of disputes and arguments. Some people insisted that the database should be deleted.

⁵_____ The growing complaints drew the attention of council officials all over Europe. They argued that Google had collected a huge amount of data illegally.

Consequently, Google was forced to respond and they withdrew the service. They said that the company had received very few requests to remove a photo for privacy reasons, but that in future they would blur out faces so that the identities of the people captured in the pictures would be protected. ⁶_____ The company has promised that before it re-launches Street View, it will have solved all of the privacy issues.

- A Authorities began to receive dozens of letters of complaint.
- B Not surprisingly, the people in the photographs weren't happy.
- C This service enables us to view maps of towns and cities as well as rural areas worldwide, just at the click of a button.
- D However, Google's latest venture to provide more information to users has raised a lot of questions.
- E In the end, Google had to withdraw the service.
- F They also said that they would warn people about the camera visits in advance.
- G This meant that some photos even showed the insides of people's homes.
- H In many of these, people expressed their annoyance about having their privacy invaded.

2

Get Ready for B2 Exams

SPEAKING

Task 1 – Picture comparison



These two pictures show people taking part in events that mark important points in their lives. Compare and contrast them, and then say which of these two events you consider to be the most important and why.

Task 2 – Interview

You will be asked to talk about communication between young people. Consider the following issues:

- the importance of communicating with peers and adults
- using electronic media
- slang and colloquial words used by young people
- changes in communication in the future.

Now work in pairs. One of you is the examiner, the other is a student. Discuss the following questions:

- Do you think everyday communication with adults is important for young people? Why? / Why not? Do young people listen to the older generation?
- What forms of electronic media do you use to stay in touch with your friends? How has this changed in the last ten years? What do you think of social networks and blogging sites?
- Do you think the language young people use has been influenced by using the Internet or mobile phones? If so, how?
- Is there anything you would like to change about how you communicate with your friends? How do you think the way we communicate will change in the future?

When you have finished, change roles and practise again.

Task 3 – Role-play

Work in pairs and discuss the following situation:

Student 1

You are going to Britain to study at a college for a year and you want to rent a flat with an English friend studying at the same college. He / She wants to stay on the outskirts of the city, whereas you would prefer to rent a flat as close to the centre as possible. Try to persuade your friend to change his / her mind. Take the following points into consideration:

- travel expenses
- access to entertainment facilities
- opportunities for part-time jobs.

Think about any other points your friend may put forward and try to argue against them.

Student 2

Your penfriend is coming to Britain to study at your college for a year and you are planning to rent a flat together. He / She wants to stay close to the city centre, whereas you would prefer to rent a flat on the outskirts. Try to persuade your friend to change his / her mind. Take the following points into consideration:

- the cost of accommodation
- quiet surroundings for studying
- opportunities for part-time jobs.

Think about any other points your friend may put forward and try to argue against them.

When you have finished, change roles and practise again.

WRITING

Your local authority has announced a competition for the best English essay. The title is *The most attractive place in my region*. The prize is a two-week language course in Britain. Write an entry for the competition (200–220 words).

1 Translate the sentences into your own language.

1 Did you feel homesick when you were living abroad?

2 I think that scruffy old jacket looks awful!

3 They were very disappointed when they heard that they hadn't passed the exam.

4 He managed to find some trendy, checked trousers in the sale.

5 I used to be good friends with Susana but now she doesn't speak to me.

6 Those high-heeled black shoes belong to my sister.

7 She spent hours looking for a skirt with a matching jacket.

8 I was very embarrassed when I fell off my bike.

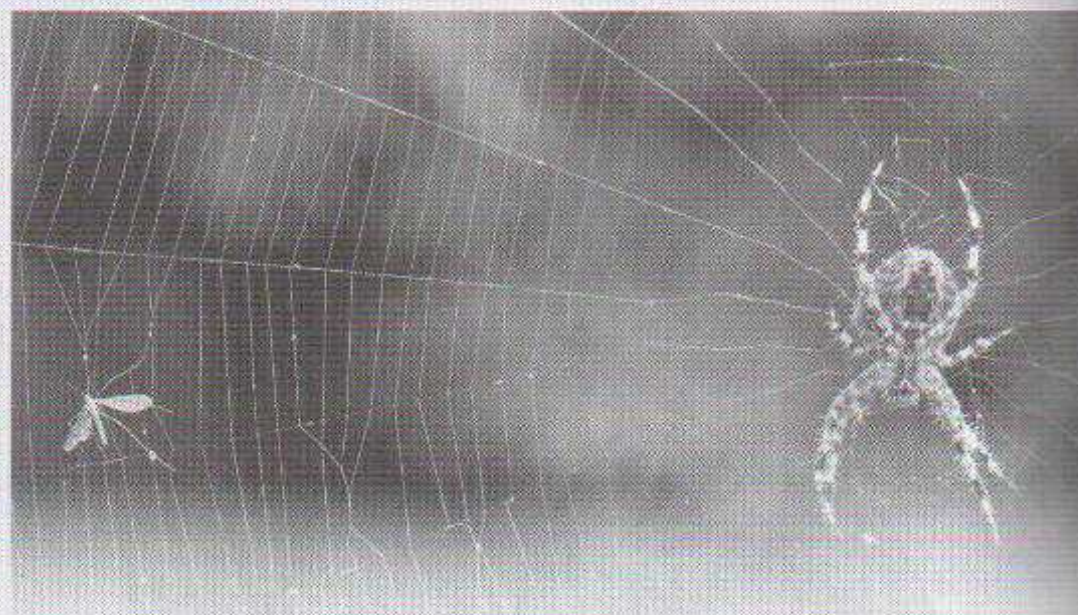
Mark: ____ /8

2 Complete the text with the correct form of the verbs in brackets.

I ¹_____ (walk) home from school yesterday feeling quite bored, when suddenly I noticed this really unusual noise. It ²_____ (sound) like an old aeroplane! There was a tall wall to the right of me and I ³_____ (manage) to climb up and look over. In the middle of the field behind the wall I saw a huge, round object – it looked like a UFO! It was making a strange sound and lights ⁴_____ (shine) all round it. I was quite scared and I put my hands over my eyes. While I was standing there feeling nervous and confused, I suddenly ⁵_____ (hear) someone shout, "Cut!" and I ⁶_____ (realise) that the lights were actually cameras and they ⁷_____ (make) a film! I felt really embarrassed, but I was relieved that nobody ⁸_____ (notice) me.

Mark: ____ /8

3 Complete the text with the correct words a–d.



I can't deny that I'm afraid ¹_____ spiders and it's true that I ²_____ feel comfortable when there's one in the room. As a child, I used ³_____ and scream whenever I saw one, and I could never imagine ⁴_____ it out myself. It was my older sister who ⁵_____ me how to do this. One weekend, I was staying with her because my parents ⁶_____ away. We ⁷_____ up when suddenly we found an enormous spider in her bed. She didn't look ⁸_____, but she certainly wasn't feeling as ⁹_____ as I was. She just ¹⁰_____ a plastic box over the spider, covered the box with a piece of cardboard and took the spider outside.

A few years later, I ¹¹_____ at home alone when I saw a large spider walking across the floor. I remembered ¹²_____ my sister that day and I decided ¹³_____ her trick. When I had removed the spider, I called my sister immediately to tell her what ¹⁴_____ happened.

- | | | | |
|------------------|----------------|----------|----------|
| 1 a about | b with | c of | d in |
| 2 a am not | b doesn't | c isn't | d don't |
| 3 a to crying | b to cry | c cry | d cried |
| 4 a taking | b to take | c take | d took |
| 5 a was teaching | b had taught | c taught | d teach |
| 6 a had gone | b are going | c went | d go |
| 7 a had tidied | b were tidying | c tidy | d tidied |
| 8 a pleased | b relieved | c fed up | d proud |
| 9 a delighted | b nervous | c guilty | d sad |
| 10 a had put | b was putting | c put | d puts |
| 11 a had sat | b was sitting | c sat | d sit |
| 12 a to watch | b watching | c watch | d saw |
| 13 a tried | b trying | c to try | d try |
| 14 a were | b did | c was | d had |

Mark: ____ /14

3-4

Review

1 Translate the sentences into your own language.

- 1 I'd like a job which is challenging but fun.

- 2 The doctor didn't bat an eyelid when he saw my swollen thumb.

- 3 Unskilled work is often tedious and badly-paid.

- 4 Air-traffic controllers need to keep their heads in difficult situations.

- 5 My aunt works as a surgeon at the hospital where I had my operation.

- 6 After the fight my brother had a black eye and a cut lip.

- 7 Some workers don't mind doing shift work, but others find it stressful.

- 8 David has been playing basketball and he's sprained his ankle.

Mark: /8

2 Complete the text with suitable words. Use only one word in each gap.

The workplace ¹_____ changed significantly for many people in recent years. Helen, ²_____ is an IT consultant from Glasgow, is typical of the new generation of 'flexible workers'. "Nobody at the company ³_____ I work does a traditional nine-to-five day," Helen tells us. "We can choose what time we want to start work and nobody bats an ⁴_____ if you don't start until midday. I've ⁵_____ working at home for the past year, which is great as I can pick the kids up from school." Flexible working can be good for employers too, as the Managing Director of Thompson IT explains. "I stuck my ⁶_____ out when I decided to allow employees to work from home, but it's ⁷_____ very successful. We've actually increased productivity and we've managed to cut expenditure as well." One disadvantage of home-working however, is the feeling of isolation. "I do miss working in the office sometimes," comments Helen, "especially when I have a problem and need someone to give me a ⁸_____!"

Mark: /8

3 Correct the mistake in each line of the letter.



Dear Hello Sir or Madam,
¹_____ I am writing to apply for the work as a fruit picker,
²_____ where I saw advertised in the Evening Post.
³_____ I have a lot of experience on this type of work
⁴_____ because I have often been helping my uncle,
⁵_____ whose grows strawberries on a fruit farm.
⁶_____ Last summer, I have worked on his farm,
⁷_____ where I was on charge of a team of fruit pickers.
⁸_____ At the end of the day, I made the paperwork
⁹_____ and also I have served customers in the shop.
¹⁰_____ I have always been loving the countryside and
¹¹_____ this year, I have training to be a gardener.
¹²_____ I can supply references from the people who
¹³_____ gardens I been looking after and also from
¹⁴_____ my uncle, who just has sold his farm.

Mark: /14

1 Translate the sentences into your own language.

- We're going to write a blog while we're travelling around Asia.

- My grandparents have got a beautiful marble fireplace in their living room.

- My friend told me he'd installed a new app on his phone.

- You might fall if you climb out of the window.

- You asked me which Internet browsers I used so I'm going to tell you.

- That rocking chair will get wet if you leave it in the garden.

- My sister told me she was joining a new file-sharing network.

- He won't have finished the oil painting by the end of the week.

Mark: ___ /8

2 Complete the second sentence so that it has a similar meaning to the first. Use between two and four words, including the words in brackets.

- "Are you going to come with us?" asked dad. (go)
Dad asked me if I _____ with them.
- We need to make changes or it's possible the Earth won't survive. (might)
If we don't make changes, the Earth _____.
- If scientists investigate this thoroughly, they might discover the answer. (look)
If scientists _____ this thoroughly, they might discover the answer.
- Mum will have recovered from her cold by next week. (over)
Mum _____ her cold by next week.
- 'I've always wanted to visit New York,' Jacob said. (that)
Jacob said _____ always wanted to visit New York.
- What time does the train leave, please? (train)
Please could you tell me what _____?
- "You'll find some useful information, if you follow the links on the webpage," our teacher said. (if)
Our teacher told us that we would find some useful information _____ the links on the webpage.
- I probably forgot to pack my phone charger. (must)
I _____ to pack my phone charger.

Mark: ___ /8

3 Complete the email with a suitable form of the verbs in brackets. Sometimes there is more than one answer.

Inbox

Hi there Maria,

Thanks for your email and your invitation to visit. When I told my parents that you ¹_____ (invite) me to stay, they were very pleased. They said that they ²_____ (pay) for my flight and they asked me when I ³_____ (want) to visit you. In your email you didn't say when I ⁴_____ (can) come, so I'm writing to organise the dates.

Actually, I ⁵_____ (be) quite busy this summer because I've got a holiday job. I ⁶_____ (look after) my neighbour's children in July and part of August while their parents are at work. Then at the end of August I ⁷_____ (go) on holiday with my family.

Why don't I visit you at the end of June? Term ⁸_____ (finish) on 22nd June, so I ⁹_____ (do) all my exams by then. I'm finding history very difficult this year, so I think I ¹⁰_____ (fail) my history exam. If I ¹¹_____ (not pass) it, I'll have to do it again at the end of the summer, which means I ¹²_____ (study) during the first week of September.

If the last week of June is OK for you, I ¹³_____ (book) a flight and tell you what time I ¹⁴_____ (arrive). Do you think you could pick me up from the airport?

Write soon and tell me what you think.

Best wishes

Katrina

Mark: ___ /14

1 Translate the sentences into your own language.

- 1 Last summer, I split up with my girlfriend, but a few days later, we got back together again.

- 2 What would you do if you couldn't find your suitcase at baggage reclaim?

- 3 If only my brother's best friend fancied me.

- 4 Somebody will be waiting for you in the arrivals hall to take you to your hotel.

- 5 I'd rather marry someone I was in love with than someone my parents chose for me.

- 6 I wish there was a taxi at the taxi rank.

- 7 My cousin got married too young and now she's getting divorced.

- 8 The waiting room is more attractive now because it's been decorated.

Mark: ___ /8

2 Complete the text with the correct words a-d.

All relationships go through difficult times. In the past, when married couples had problems they usually didn't ¹____. They had to either ²____ with each other or continue to live together in an unhappy relationship. Getting divorced wasn't an option for most people due to economic and social reasons. Some people believe that this wasn't such a bad thing. They say that relationships require hard work and commitment. "If a relationship is going to last a lifetime, you have to keep working at it," says Doreen, who is celebrating her fiftieth wedding anniversary this year. "It isn't all roses and romance. ³____ can be perfect all of the time. These days young people give up when there's the slightest argument." Experts agree that communication is key. The ⁴____ important thing is to keep talking. How many times have you heard yourself say to ⁵____, 'if only you'd listen!' or 'I wish you ⁶____ do that!' The truth is, the ⁷____ couples talk, the ⁸____ their relationship will be.

- | | | | |
|--------------|------------|-------------|------------|
| 1 a grow up | b split up | c chat up | d make up |
| 2 a get on | b go out | c get back | d fall out |
| 3 a No one | b Someone | c Anyone | d Anybody |
| 4 a more | b least | c best | d most |
| 5 a anybody | b anyone | c somebody | d nobody |
| 6 a wouldn't | b mustn't | c shouldn't | d can't |
| 7 a more | b most | c less | d least |
| 8 a best | b good | c better | d most |

Mark: ___ /8

3 Complete the essay with suitable words.

Every year, passengers

¹_____ offered more and more destinations by low-cost airlines, despite the fact that air travel is one of the ²_____ significant causes of pollution. The question we need to answer is this: ³_____ the world be a better place if these companies did not exist?

⁴_____ who has taken a low-cost flight in their lives will admit that the experience is ⁵_____ comfortable than flying with a more conventional airline. Passengers often have to wait in long queues at the check-in ⁶_____ and there is always a mad rush at the departure ⁷_____ to be the first on the plane. Although food ⁸_____ served on the plane during the flight, passengers must pay for it and, of course, everything is much ⁹_____ expensive than it ¹⁰_____ be on the ground.

On the other hand, fewer people would be able to travel abroad if there ¹¹_____ any cheap flights. Millions of ordinary people have ¹²_____ given the opportunity to see different parts of the world because of low-cost air travel, and in this way their lives have improved.

To sum up, there are clearly some disadvantages to low-cost airlines, but also some ¹³_____. In my view, these companies should not close, but they do need to make some changes. I hope that the problems they have with the environment will soon ¹⁴_____ solved, as well as those that they have with their customers.

Mark: ___ /14



1 Translate the sentences into your own language.

- 1 Few shops in the UK accept cheques these days.

- 2 Most actors have their make-up done by a professional.

- 3 They would have given you a refund if you'd had the receipt.

- 4 One of my favourite pieces of music is Tchaikovsky's *Fifth Symphony*.

- 5 How much do you usually spend on computer games?

- 6 Some rock bands write songs with controversial lyrics.

- 7 That shop is having a sale and there are some important reductions.

- 8 The opera singer sang a very moving aria at the end.

Mark: ___ /8

2 Complete the text with the words in the box.

bargains exchange many most much offer
receipt refund

Do you enjoy shopping in the sales? Have you ever bought something which is on ¹_____ and then regretted it later? "²_____ times!" says personal shopper, Danielle Fields. "I've had to take hundreds of items back which I've bought on impulse just because they were cheap! Luckily, I usually manage to get a ³_____. Although some shops only allow you to ⁴_____ things, so you need to check the company's policy on this before you buy anything." Danielle now makes a career out of shopping, but she is aware of the dangers of hasty sale-time purchases. "I advise my clients not to spend too ⁵_____ time looking at reduced items. Often people don't find real ⁶_____ during a sale, ⁷_____ people buy things because of the low price, not because the item is the right thing to buy." So, if you can't resist a bargain, remember to keep your ⁸_____ – or get a personal shopper to do your shopping for you!

Mark: ___ /8

3 Complete the book review with the correct form of the verbs in brackets.



The Hunger Games, ¹_____ (write) by Suzanne Collins, is a science fiction novel for young adults. It is the first in a series of three books ²_____ (call) *The Hunger Games Trilogy*, which tells the story of 16-year-old Katniss Everdeen. Katniss lives with her mother and

little sister Prim, ³_____ (hunt) in the forbidden lands outside their town to put food on their table.

The story is set in Panem, a country ⁴_____ (occupy) what used to be North America and now ⁵_____ (rule) by a very strict government. Each year, the twelve districts of Panem have to send a girl and a boy to the central city, the Capitol, to take part in a competition ⁶_____ (know) as the Hunger Games, where the participants fight to be first, ⁷_____ (kill) each other if necessary. Katniss ⁸_____ (not volunteer) for the competition if her sister Prim had not been chosen to take part. ⁹_____ (accompany) by the baker's son, Peeta, Katniss travels to the Capitol, where they are given a new image, ¹⁰_____ (create) for them by their personal stylists. They have their hair ¹¹_____ (cut) and their faces ¹²_____ (paint) in order to look their best at the presentation ceremony.

The novel catches the reader's attention from the very first page, ¹³_____ (make) you anxious about the fate of Katniss and Peeta. The ending answers some of your questions, but leaves others unanswered until the next book.

¹⁴_____ (read) *The Hunger Games*, you feel as if you are watching a reality show. This is what I liked most about the novel and I would definitely recommend it to all teenage readers.

Mark: ___ /14

Functions Bank

DESCRIBING PEOPLE

The man with short blond hair ... (1F)

The woman in the long blue dress ... (1F)

That woman looks just like my sister. (1F)

That man looks nice. (1F)

TALKING ABOUT PHOTOS

There's (a sign) in the top right- / left-hand corner ... (1F)

There's (a boy) at the front of the picture. (1F)

There's (a girl) on the left / on the right. (1F)

There's (a couple) in the foreground / background. (1F)

It looks as though (you're enjoying yourselves). (1F)

It looks as if (they're really bored). (1F)

It looks like (he's having a great time). (1F)

THINKING WHAT TO SAY

Let me see, ... (1F)

Let me think about that for a moment. (1F)

Well, um, I suppose ... (1F)

I've never really thought about that. (1F)

It's difficult to say really. (1F)

NARRATING EVENTS

Guess what happened to ... the other day. (2F)

Did you hear what happened to ... ? (2F)

It was Saturday evening ... (2F)

We were at the cinema. (2F)

So that evening, ... (2F)

A few days later, (a letter arrived). (2F)

The next day, (Tony came to see me). (2F)

Eventually, (they stopped laughing). (2F)

In the end (we got home safely). (2F)

REACTING TO A STORY

That was lucky / unlucky! (2F)

That was a mistake! (2F)

What a laugh! (2F)

What a nightmare! (2F)

What a terrible experience! (2F)

What a surprise! (2F)

How exciting! (2F)

How funny! (2F)

How frightening! (2F)

EXPRESSING AN OPINION

I agree / don't agree that ... (3C)

I think that ... (3C)

To my mind, ... (3C)

In my view, ... (3C)

In my opinion, ... (3C)

AGREEING AND DISAGREEING

Yes, I agree. (3C)

That's right. (3C)

I think so too. (3C)

I don't agree. (3C)

On the other hand, ... (3C)

That may be true, but ... (3C)

I (don't) think that's true. (5B)

I (don't) believe that's right. (5B)

That seems / doesn't seem very likely. (5B)

JOB INTERVIEWS: QUESTIONS

How did you find out about the job? (3F)

Have you worked (in a shop) before? (3F)

What did you do (in the shop)? (3F)

How long did you work there? (3F)

Why do you think you're the right person for the job? (3F)

Thanks for coming in. (3F)

We'll be in touch by the end of next week. (3F)

JOB INTERVIEWS: ANSWERS

I saw your advert (in the local newspaper). (3F)

I saw your notice (on the notice board). (3F)

I've been working (in the local supermarket). (3F)

I used to help out (in my aunt's shop). (3F)

I served customers, I made phone calls, I cleaned. (3F)

I'm hard-working and reliable. (3F)

I enjoy working with the public. (3F)

I'm good at working in a team. (3F)

Functions Bank

GOING TO THE DOCTOR'S: SYMPTOMS

I've got a temperature and a bad cough. (4F)

I haven't been feeling very well recently. (4F)

I've got stomach ache. (4F)

I've got chest pains. (4F)

I'm feeling dizzy. (4F)

My ankle is swollen. (4F)

My thumb is sore. (4F)

GOING TO THE DOCTOR'S: QUESTIONS

What can I do for you? (4F)

How can I help? (4F)

When did it start? (4F)

How long have you been feeling like this? (4F)

Are you allergic to (penicillin)? (4F)

Let me have a look at it. (4F)

Is it painful? (4F)

Have you had any other symptoms? (4F)

GOING TO THE DOCTOR'S: ADVICE

If I were you, I wouldn't (go running for a while). (4F)

In your position, I would (take plenty of rest). (4F)

It would be a good idea to (drink lots of water). (4F)

It's important not to (get stressed). (4F)

The best thing would be to (take plenty of exercise). (4F)

Try to (be more careful when cycling).

I really think you should (eat more fresh fruit). (4F)

TALKING ABOUT PLANS

What are you up to (on Sunday)? (5F)

Have you got any plans (for the afternoon)? (5F)

Are you busy (at the weekend)? (5F)

What are you doing (on Saturday)? (5F)

MAKING AND REACTING TO SUGGESTIONS

Shall we go out for (dinner tonight)? (5F)

Let's try (that new Italian restaurant). (5F)

Do you fancy (eating out)? (5F)

I was wondering if you'd like to (go to the cinema). (5F)

Great idea. (5F)

That's a good idea. (5F)

Sure. (5F)

Yes, that sounds fun. (5F)

Sorry, I can't. (5F)

I don't really fancy (eating out tonight). (5F)

No, thanks. I'm not very keen on (horseriding). (5F)

Thanks, but I've already got plans (for Saturday). (5F)

SPECULATING ABOUT EVENTS

They could have (been attacked by pirates). (6F)

She might have (gone swimming). (6F)

He can't have (left the party without me). (6F)

They must have (had lunch at school). (6F)

No way! (6F)

No, that's not possible. (6F)

I doubt it. (6F)

Yes, that's quite unlikely. (6F)

I suppose so. (6F)

Yes, you're probably right. (6F)

STIMULUS DESCRIPTION

I'm going to choose (the restaurant in photo 1). (7F)

The problem with (London) is that ... (7F)

I wouldn't opt for (Spain) this summer. (7F)

So, overall (a salad) would be better than ... (7F)

In contrast, I think that ... (7F)

Nevertheless, ... (7F)

On the other hand, ... (7F)

This place is clean, whereas the other place looks dirty. (7F)

Functions Bank

TRAVEL PROBLEMS: STARTING A COMPLAINT

I want to complain about ... (8F)

I'd like to make a complaint. (8F)

SYMPATHISING WITH A COMPLAINT

I do understand why you're unhappy about this. (8F)

I'm very sorry to hear that. (8F)

I'm sorry to hear there's a problem. (8F)

I must apologise. (8F)

EMPHASISING YOUR DISCONTENT

Something needs to be done about this. (8F)

I'm sorry, it's just not good enough. (8F)

I'm really not happy about this. (8F)

That's just not acceptable. (8F)

It's a disgrace. (8F)

AGREEING TO ACT

I'll see what I can do. (8F)

I'll do everything I can to sort this out. (8F)

DECLINING TO ACT

That's really beyond our control, I'm afraid. (8F)

There's really nothing I can do about it. (8F)

ANSWERING EXAMINER QUESTIONS:

GIVING OPINIONS

I'd say that ... (9F)

I wouldn't say that ... (9F)

I doubt that ... (9F)

EMPHASISING A POINT

In fact, ... (9F)

Actually, ... (9F)

I also think that ... (9F)

GIVING EXAMPLES

For example, ... (9F)

For instance, ... (9F)

For one thing, ... (9F)

GIVING OPINIONS OF AN EVENT:

EXPRESSING ENTHUSIASM

I'd really love to see it. (10F)

I love that kind of thing. (10F)

I'm quite into it. (10F)

That sounds more fun. (10F)

It should be really entertaining. (10F)

I'm not very keen on it. (10F)

I'm not particularly interested in ... (10F)

It's not really my thing. (10F)

It just doesn't appeal to me. (10F)

I think I'd be bored. (10F)

I wouldn't say I was a real fan. (10F)

Informal letter

- Start the letter with *Dear* and your friend's first name.
- When writing an informal letter you can use informal language.
- You can also use contractions.
- You can use phrasal verbs.
- Use an appropriate phrase to finish the main part of the letter.
- End the letter with *Best wishes* or *All the best*.
- If you want to put extra information or something you have forgotten at the end of the letter, use *PS* (postscript) after your name.

Dear John,

Thanks for your letter. It was great to hear from you and to hear about your skiing trip. I'm glad you had a good time!

I've taken so long to write back because I've been busy studying for my exams. They're over now, and I think I've passed everything, except physics, of course.

How about you? Have you finished your exams yet? Perhaps we can get together when school finishes. If you want to come down to Bristol for a weekend in July, it would be great to see you. Tell me what you think.

The only other news is that my brother Andrew has got a new girlfriend. She's quite nice actually, and I think we're going to get on really well.

Anyway, that's all for now. Please write soon and tell me when you can come and visit.

Best wishes,
Jane

PS If you can't come to Bristol, I don't mind travelling up to Manchester.

Formal letter

Dear Sir or Madam,

I am writing to enquire about the holiday apartments in the Costa Brava advertised in Beach Holidays magazine this month.

In your advertisement you mention that all the apartments are self-catering. Would you mind telling me what cooking facilities are available in the kitchen? Could you also tell me if cooking utensils are provided?

I noticed from your advertisement that the beach is very near. However, I would also like to know if the apartments have a swimming pool as we will be travelling with small children.

I would be very grateful if you could send me a list of apartments and prices with a view to making a reservation in August.

I look forward to hearing from you.

Yours faithfully,

Catherine Coombs

Ms Catherine Coombs

- Start the letter with *Dear Sir* or *Madam* if you do not know the name of the person you are writing to. Use the person's title (*Mr*, *Mrs*, *Ms*) and their surname if you do.
- In the first paragraph explain why you are writing.
- Do not use contractions.
- State your requests using indirect questions.
- Use formal language.
- Use an appropriate phrase to bring your letter to a close.
- End the letter with *Yours faithfully* if you started the letter with *Dear Sir* or *Madam*, or *Yours sincerely* if you have started with the person's title and surname.
- Sign it with your name and print it in full afterwards.

Writing Bank

Announcement

- Begin with the name of the event you want to draw your readers' attention to.
- Specify the exact place and time it takes place.
- Depending on the nature of the event you are writing about, explain what participants need to do.
- Give your contact details, if necessary.

HALLOWEEN PARTY

Thursday 31st October in
Club Goth City
 25 Mesonero Street
 From 10 till late.
 Prizes for the best fancy dress!
What we're looking for is originality, creativity and scariness!
 First prize €200, second prize €150 and third prize €100.
 Free invitations from Janette on 340128.
 Or email me at jan84@hitmail.co.uk



For and against essay

The world is a better place with mobile phones. DISCUSS.

There are few people today who could survive without their mobile phones. Nevertheless the invention of the mobile phone also has its drawbacks that people tend to forget about.

There is no denying that mobile phones have a number of advantages. Parents of teenagers can give their children more freedom if they take their phones with them when they go out. In addition, the mobile is useful for teenagers for getting home as all they have to do is dial their parents' number and the family taxi will arrive at the arranged time free of charge.

However not all people know how to use a mobile phone with sufficient respect and trying to sleep on public transport these days has become impossible. Family visits have also lost out as younger members spend the afternoon texting friends or playing games when before they would have been interacting with the rest of the family.

On balance, it seems that mobile phones have as many disadvantages as positive aspects. However, in some situations they are indispensable. If you have a car accident on a lonely road in the middle of the night, it's clear that the quickest way to solve the problem is by making a phone call. For this reason I, for one, am happier with my mobile phone in my bag than without it, and I would recommend that every driver carries a phone with them at all times.

- Divide your essay into four paragraphs.
- In the introduction show that you understand the topic.
- In the second paragraph present points supporting your argument.
- Use linking expressions (see circled examples) to guide your reader through your essay.
- In the third paragraph present points against your argument.
- The fourth paragraph should be a conclusion summarising the points for and against the argument.

Narrative essay (story)

- Start with an introduction which will encourage people to read on. Specify the place and time of the events you are going to write about.
- Develop your story using sequencing expressions like *first*, *then*, *later*, *next*, *finally*.
- Do not mention too many events. It is better to focus on describing fewer things in more detail.
- Use words and expressions joining sentences and paragraphs, e.g. *however*, *although*, *as*, *instead*, *in spite of*.
- Make sure that your story has a definite conclusion. You can add your own opinion about the described events at the end.

I think one of the worst moments of my life was when I nearly didn't make it to my final German oral exam at university.

Three friends and I had taken advantage of the week between the end of the written exams and our oral to visit some people we knew in Augsburg in Germany. Unfortunately, there was a train strike across the whole of the UK the day we were due to travel home and we, being students, had opted to travel by train.

Our journey by train and ferry back to England went well, but we arrived in London to find that there were no trains back to Manchester that night. Our initial plan was to spend the night in Euston station and catch the first train the next morning, but the taxi driver who took us to Euston refused to let four young girls spend the night in a railway station. Instead he took us to a makeshift hostel for stranded passengers in a gym somewhere in the middle of London, and so we stayed the night there.

The next morning we got up at 6 a.m., grabbed our things, and went back to Euston to catch the train. We arrived in Manchester at 10.30 with just enough time to run home, get showered and get to university in time for our orals at 12.30. I still can't believe we actually made it, and I hate to think what would have happened if we'd spent the night in the station.

Description of a person, place or thing

I will never forget my first teacher at infant school despite the fact I haven't seen her for many years.

Her name was Miss Adcock, and she was quite old even then. She wore the typical clothes that old people wear: a beige skirt with a beige shirt or jumper, and she was quite old-fashioned really. She was not a particularly attractive woman, with her large protruding eyes and short greying hair, but she was one of the kindest people I have ever met. In the year we spent in her class, I don't remember her shouting at us once, and she dealt calmly and patiently with any situation that arose.

I remember once taking a seashell to class and being absolutely heartbroken when one of my classmates accidentally stood on it. Miss Adcock solved the problem by offering me her own bowl of shells and telling me to choose whichever one I wanted. On another occasion she took me home to my house because my hay fever had made my eyes itch and I had rubbed them so much, they had gone bright red.

I remember my early years at school as very happy ones, thanks to teachers like Miss Adcock. Very few teachers are unforgettable, but she is one of them.

- In the introduction state who or what you are going to write about.
- In the second paragraph describe the appearance of the person, place or thing.
- In the third paragraph, describe the person's personality. If you are writing about a place, describe what you can do there. If you are writing about a thing, say what it is used for.
- In the conclusion, express your opinion about the person, place or thing.

Writing Bank

Job application

The Manager
Parkview Hotel
Tufnell Park
NW1 3FG

11 St Hubbins Way
Stepney
E1 1XF

4 June 2012

Dear Sir or Madam,

I am writing to apply for the job of part-time receptionist which I saw advertised in last Monday's *Guardian*.

Earlier this year I worked for a month as a receptionist at the Riverside Hotel. I was responsible for greeting customers, taking reservations and dealing with complaints.

I consider myself to be polite, hard-working and reliable. I am fluent in French and I can also speak some Spanish.

I would be grateful for the opportunity to discuss my application further. I am available to start work on 5th July.

I am enclosing my CV.

I look forward to hearing from you.

Yours faithfully,
Ian Faith

- In a job application the recipient's name and address is put in the top left-hand corner.
- The applicant's name and address is put in the top right-hand corner.
- In the first paragraph state which job you are applying for and where you saw the advertisement.
- In the second paragraph describe your work experience and skills.
- In the third paragraph explain why you are a suitable candidate for this job.
- In the last paragraph specify when you can start the job.

Review

- In the first paragraph, present the title of the film or book and give the name of the director or author.
- In the second paragraph, summarise the plot of the book or film.
- In the third paragraph, write what you liked about it or describe the plot in more detail.
- At the end of the review, express your opinion about the book / film and say whether you recommend it or not.

One of the best books I have ever read is, in fact, the book I am reading at the moment. It's called *The Bookseller of Kabul* and was written by a Norwegian journalist, Åsne Seierstad, who spent several months living in a traditional Afghan family after the fall of the Taliban.

Seierstad's book is a collection of stories told to her by the different members of the family she lived with. First there is the proud bookseller himself, who has spent all his life protecting his books in order to bring the written word to the people of Kabul. Then there are the reflections and recollections of his two wives, his children and his brothers and sisters, which Seierstad reveals in such a sensitive and intimate way, that it is impossible to put the book down.

However, *The Bookseller of Kabul* is not merely the story of one Afghan family. It reflects the fight for survival that most Afghans have had to lead during recent decades and, of course, the repression experienced by Afghan women.

As a work of non-fiction, the book offers an insight into a culture that most Europeans will never have the chance to see. As a story, it is gripping. It is not surprising that this book has become an international bestseller, and I would recommend it to anyone who wants to learn more about life in this part of the world.

Wordlist

This list contains the key words from the units in the Student's Book.

Word	Phonetics	Translation	Word	Phonetics	Translation
Unit 1 Caught on camera			irreversible (adj)	/ɪrɪ'vɜ:səbl/	-----
awful (adj)	/'ɔ:fl/	нашвидкий	kagoul (n)	/kə'gu:l/	-----
baggy (adj)	/'bægi/	міжкуватий	laces (n pl)	/'leɪsɪz/	-----
beanie (n)	/'bi:ni/	бейсет	lacy (adj)	/'leɪsi/	-----
behaviour (n)	/bɪ'heɪvjə/	поведінка	leather (n, adj)	/'ledə(r)/	-----
believable (adj)	/bɪ'li:vəbl/	правдоподібний	lecture (n)	/'lektʃə(r)/	-----
billboard (n)	/'bɪlbɔ:d/	-----	legal (adj)	/'li:gl/	-----
broad (adj)	/brɔ:d/	широкий	leggings (n pl)	/'legɪŋz/	-----
buckle (n)	/'bʌkl/	пояс	literate (adj)	/'lɪtərət/	-----
button (n)	/'bʌtn/	кнопка	long-sleeved (adj)	/,lɒŋ 'sli:vɪd/	-----
can't face (v)	/,kɑ:nt 'feɪs/	-----	loose (adj)	/'lu:s/	-----
can't help (v)	/,kɑ:nt 'help/	не можу не	matching (adj)	/'mætʃɪŋ/	-----
can't stand (v)	/,kɑ:nt 'stænd/	не можу терпіти	mature (adj)	/'mæ'tʃʊə(r)/	-----
cashpoint machine (n)	/'kæʃpɔɪnt mə'ʃi:n/	каса	measure (v)	/'meʒə(r)/	-----
CCTV (Closed-Circuit Television) (n)	/,si: 'si: 'ti: 'vi:, 'kləʊzɪd 'sɜ:kɪt 'telɪvɪʒn/	телебачення	memorise (v)	/'meməraɪz/	-----
checked (adj)	/'tʃekt/	перевірений	miniskirt (n)	/'mɪnɪ'skɜ:t/	-----
citizen (n)	/'sɪtɪzn/	громадянин	misuse (v)	/'mɪs'ju:z/	-----
clutch bag (n)	/'klʌʃ 'bæg/	клатч	monitor (v)	/'mɒnɪtə(r)/	-----
collar (n)	/'kɒlə/	кошмарець	nylon (n)	/'naɪlɒn/	-----
colour-blind (adj)	/'kʌlə 'blaɪnd/	-----	obedient (adj)	/'ə'bi:diənt/	-----
combat trousers (n pl)	/'kɒmbæt 'traʊzəz/	штани солдата	old-fashioned (adj)	/'əʊld 'fæʃnd/	-----
commit (v)	/'kɒmɪt/	зобов'язати	paparazzi (n pl)	/'pæpə'rætsɪ/	-----
condition (n)	/'kɒn'dɪʃn/	умова	plain (adj)	/'pleɪn/	-----
cool (adj)	/'ku:l/	класний	platforms (n pl)	/'plætfɔ:mz/	-----
correspond (v)	/'kɒrɪ'spɒnd/	відповідати	privacy (n)	/'prɪvəsi/	-----
cotton (n)	/'kɒtn/	бавовна	rational (adj)	/'ræʃnəl/	-----
cuff (n)	/'kʌf/	-----	record (v)	/'rɪ'kɔ:d/	-----
cute (adj)	/'kju:t/	роуний, милий	responsible (adj)	/'rɪ'spɒnsəbl/	-----
device (n)	/'di:vɪs/	пристрій	roll-neck (n)	/'rɔ:l 'nek/	-----
dissatisfied (adj)	/'dɪs'sætɪsfaɪd/	незадоволений	sandals (n pl)	/'sændlɪz/	-----
drawstring (n)	/'drɔ:stɪŋ/	-----	scruffy (adj)	/'skrʌfi/	-----
elegant (adj)	/'elɪgənt/	елегантний	security guard (n)	/'sɪ'kjʊərəti 'gɑ:d/	-----
fashionable (adj)	/'fæʃnəbl/	модний	shiny (adj)	/'ʃaɪni/	-----
fed up (adj)	/'fed 'ʌp/	-----	short-sleeved (adj)	/'ʃɔ:t 'sli:vɪd/	-----
fleece (n)	/'fli:s/	шерсть овця	smart (adj)	/'smɑ:t/	-----
flowery (adj)	/'flaʊəri/	кальоровий	smooth (adj)	/'smu:ð/	-----
fluffy (adj)	/'flʌfi/	пухлятий	sparkly (adj)	/'spɑ:kli/	-----
full-length (adj)	/'fʊl 'leŋθ/	довгий	strap (n)	/'stræp/	-----
fur (n)	/'fɜ:(r)/	хутро	stripy (adj)	/'stripi/	-----
furry (adj)	/'fɜ:ri/	хутряний	stylish (adj)	/'stɑɪlɪʃ/	-----
gaudy (adj)	/'gɔ:di/	-----	surveillance (n)	/'sə'veɪləns/	-----
honest (adj)	/'ɒnɪst/	-----	tag (n)	/'tæg/	-----
hoody (n)	/'hʊdi/	-----	tight (adj)	/'taɪt/	-----
illegal (adj)	/'ɪli:gl/	-----	trendy (adj)	/'trendi/	-----
illegible (adj)	/'ɪledʒəbl/	-----	turn-ups (n pl)	/'tɜ:n 'ʌps/	-----
impatient (adj)	/'ɪm'peɪjnt/	-----	velvet (n)	/'velvɪt/	-----
incredible (adj)	/'ɪn'kredəbl/	-----	v-neck (n)	/'vi: 'nek/	-----
insensitive (adj)	/'ɪn'sensətɪv/	-----	wavelength (n)	/'weɪvlɛŋθ/	-----
inseparable (adj)	/'ɪn'seprəbl/	-----	wool (n)	/'wʊl/	-----
investigate (v)	/'ɪn'vestɪgeɪt/	-----	woolly (adj)	/'wʊli/	-----
irregular (adj)	/'ɪ'regjələ(r)/	-----	zip (n)	/'zɪp/	-----

Wordlist

Word	Phonetics	Translation
Get Ready for your Exam 1		
air conditioner unit (n)	/eə(r) kən'diʃənə(r) 'ju:nɪt/	-----
bodybuilder (n)	/'bɒdɪbɪldə(r)/	-----
bone (n)	/bəʊn/	-----
clown (n)	/klaʊn/	-----
feather (n)	/'feðə/	-----
garment (n)	/'gɑ:mənt/	-----
juggle (v)	/'dʒʌgl/	-----
mess about (phr v)	/,mes ə'baʊt/	-----
off-the-peg (adj)	/ɒf ðə peg/	-----
open mike (n)	/,əʊpən 'maɪk/	-----
row (v)	/rəʊ/	-----
stunt (n)	/stʌnt/	-----
sweltering (adj)	/'sweltərɪŋ/	-----
tightrope (n)	/'taɪtrəʊp/	-----
trick (n)	/trɪk/	-----

Unit 2 Looking back

acute (adj)	/ə'kju:t/	-----
afraid (adj)	/ə'freɪd/	-----
ambulance (n)	/'æmbjələns/	-----
amnesia (n)	/æm'ni:ziə/	-----
amused (adj)	/ə'mju:zd/	-----
anniversary (n)	/æni'vɜ:səri/	-----
announcement (n)	/ə'naʊnsmənt/	-----
ashamed (adj)	/ə'feɪmd/	-----
atmosphere (n)	/'ætməsfɪə/	-----
ban (v)	/bæn/	-----
battle (n)	/'bætl/	-----
battlefield (n)	/'bætlfi:ld/	-----
break down (phr v)	/,breɪk 'daʊn/	-----
bring up (phr v)	/,brɪŋ 'ʌp/	-----
casualty (n)	/'kæʒuəlti/	-----
celebration (n)	/selɪ'breɪʃn/	-----
charity (n)	/'tʃærəti/	-----
commemorate (v)	/kə'meməreɪt/	-----
comrade (n)	/'kɒmreɪd/	-----
conclude (v)	/kən'klu:d/	-----
conflict (n)	/'kɒnflɪkt/	-----
damage (v)	/'dæmɪdʒ/	-----
delighted (adj)	/dɪ'laɪtɪd/	-----
depressed (adj)	/dɪ'prest/	-----
despite (prep)	/dɪ'spaɪt/	-----
disappear (v)	/dɪsə'pɪə(r)/	-----
disappointed (adj)	/dɪsə'pɔɪntɪd/	-----
distant (adj)	/'dɪstənt/	-----
doubt (n)	/daʊt/	-----
dramatic (adj)	/drə'mætɪk/	-----
embarrassed (adj)	/ɪm'bærəst/	-----
emergency (n)	/'ɪmə:dʒənsi/	-----
envy (n)	/'envi/	-----

Word	Phonetics	Translation
fortunately (adv)	/'fɔ:tʃənətli/	-----
give away (phr v)	/'gɪv ə'weɪ/	-----
go off (phr v)	/'gəʊ 'ɒf/	-----
guilty (adj)	/'gɪlti/	-----
homesick (adj)	/'həʊmsɪk/	-----
impressed (adj)	/'ɪm'prest/	-----
incident (n)	/'ɪnsɪdənt/	-----
insist (v)	/'ɪn'sɪst/	-----
insult (v)	/'ɪn'sʌlt/	-----
irritated (adj)	/'ɪrɪteɪtɪd/	-----
jealous (adj)	/'dʒeləs/	-----
judge (v)	/'dʒʌdʒ/	-----
nervous (adj)	/'nɜ:vəs/	-----
nightmare (n)	/'naɪtmɛə(r)/	-----
officer (n)	/'ɒfɪsə(r)/	-----
paramedic (n)	/'pærə'medɪk/	-----
pedestrian (n)	/'pɛdɪstriən/	-----
physical (adj)	/'fɪzɪkl/	-----
pick up (phr v)	/'pɪk 'ʌp/	-----
pleased (adj)	/'pli:zd/	-----
poppy (n)	/'pɒpi/	-----
proud (adj)	/'praʊd/	-----
put on (phr v)	/'pʊt 'ɒn/	-----
realise (v)	/'ri:əlaɪz/	-----
recall (v)	/'rɪ'kɔ:l/	-----
recognise (v)	/'rekəɡnaɪz/	-----
recovery (n)	/'ri:kʌvəri/	-----
relationship (n)	/'rɪ'leɪʃnʃɪp/	-----
relieve (v)	/'rɪ'li:v/	-----
Remembrance Day (n)	/'rɪ'membrəns ,deɪ/	-----
remind (v)	/'rɪ'maɪnd/	-----
rescue (v)	/'reskju:/	-----
satisfied (adj)	/'sætɪsfaid/	-----
sense of humour (n)	/,sens əv 'hju:mə/	-----
set (the scene) (v)	/,set (ðə 'si:n)/	-----
shame (n)	/'ʃeɪm/	-----
shock (n, v)	/'ʃɒk/	-----
short-term memory (n)	/,ʃɔ:t ,tɜ:m 'meməri/	-----
soldier (n)	/'səʊldɪə(r)/	-----
solve (v)	/'sɒlv/	-----
stand up (phr v)	/'stænd 'ʌp/	-----
store (v)	/'stɔ:(r)/	-----
suffer (v)	/'sʌfə(r)/	-----
surgery (n)	/'sɜ:dʒəri/	-----
survive (v)	/'sʌvaɪv/	-----
take place (v)	/'teɪk 'pleɪs/	-----
turn up (phr v)	/'tɜ:n 'ʌp/	-----
unconscious (adj)	/'ʌn'kɒnʃəs/	-----
unfair (adj)	/'ʌn'feə(r)/	-----
upset (adj)	/'ʌp'set/	-----
war (n)	/'wɔ:(r)/	-----

Wordlist

Word	Phonetics	Translation
Unit 3 A good job		
accountant (n)	/ə'kaʊntənt/	-----
aircraft pilot (n)	/'eɪkrɑ:ft ,paɪlət/	-----
air hostess (n)	/'eə hɒs,tes/	-----
air-traffic controller (n)	/,eə ,træfɪk kən'trəʊlə(r)/	-----
applicant (n)	/'æplɪkənt/	-----
application (n)	/'æplɪ'keɪʃn/	-----
apply (v)	/'æplai/	-----
archaeologist (n)	/'ɑ:ki'ɒlədʒɪst/	-----
astronaut (n)	/'æstrɒnɔ:t/	-----
athlete (n)	/'æθli:t/	-----
banker (n)	/'bæŋkə(r)/	-----
beauty therapist (n)	/'bjʊ:ti ,θerəpɪst/	-----
builder (n)	/'bɪldə(r)/	-----
building site (n)	/'bɪldɪŋ ,saɪt/	-----
call centre (n)	/'kɔ:l ,sentə(r)/	-----
career (n)	/'kæriə(r)/	-----
caretaker (n)	/'keətəɪkə(r)/	-----
carpenter (n)	/'kɑ:pəntə(r)/	-----
creative (adj)	/'kri'eɪtɪv/	-----
challenging (adj)	/'ʧælɪndʒɪŋ/	-----
chef (n)	/'ʃef/	-----
child minder (n)	/'ʧaɪld ,maɪndə(r)/	-----
civil servant (n)	/,sɪvl 'sɜ:vənt/	-----
coal miner (n)	/'kəʊl ,maɪnə(r)/	-----
colleague (n)	/'kɒli:ɡ/	-----
confident (adj)	/'kɒnfɪdənt/	-----
conscientious (adj)	/'kɒnʃi'ensjəs/	-----
co-operative (adj)	/'kəʊ'ɒpərətɪv/	-----
deal with (phr v)	/'di:l wɪð/	-----
degree (n)	/'di:ɡri:/	-----
dental assistant (n)	/'dentl ə,sɪstənt/	-----
determined (adj)	/'dɪ'tɜ:mɪnd/	-----
earn (v)	/'ɜ:n/	-----
electrician (n)	/'ɪlek'trɪʃn/	-----
employer (n)	/'ɪm'plɔɪə(r)/	-----
energetic (adj)	/'enə'dʒetɪk/	-----
enthusiastic (adj)	/'ɪnθju:zɪ'æstɪk/	-----
fill in (phr v)	/'fɪl 'ɪn/	-----
fit (adj)	/'fɪt/	-----
fitness instructor (n)	/'fɪtnəs ɪn'strʌktə/	-----
flexible (adj)	/'fleksəbl/	-----
flight attendant (n)	/'flaɪt ə,tendənt/	-----
get down (to work) (phr v)	/'get 'daʊn/	-----
give up (phr v)	/'gɪv 'ʌp/	-----
graduate (n)	/'ɡrædʒuət/	-----
hard-working (adj)	/'hɑ:d 'wɜ:kɪŋ/	-----
in charge of (prep phr)	/'ɪn 'ʧɑ:ʒ əv/	-----
income (n)	/'ɪnkʌm/	-----
interview (n)	/'ɪntəvju:/	-----
IT consultant (n)	/'aɪ 'ti: kən,sʌltənt/	-----
laboratory (n)	/'lə'bɒrətɪ/	-----

Word	Phonetics	Translation
labourer (n)	/'leɪbərə(r)/	-----
lay off (phr v)	/'lei 'ɒf/	-----
loan (n)	/'ləʊn/	-----
lorry driver (n)	/'lɒri ,draɪvə(r)/	-----
mechanic (n)	/'mæ'kænɪk/	-----
manual (adj)	/'mænjuəl/	-----
mathematician (n)	/'mæθəmə'tɪʃn/	-----
menial (adj)	/'mi:nɪəl/	-----
minority (n)	/'maɪ'nɒrəti/	-----
nappy (n)	/'næpi/	-----
nursery school teacher (n)	/'nɜ:səri ,sku:l ,ti:ʃə(r)/	-----
off work (adj)	/'ɒf 'wɜ:k/	-----
on your own (adv)	/'ɒn ,jɔ:r 'əʊn/	-----
optician (n)	/'ɒp'tɪʃn/	-----
out of work (adj)	/'aʊt əv 'wɜ:k/	-----
paperwork (n)	/'peɪpəwɜ:k/	-----
part-time (adj)	/'pɑ:t ,taɪm/	-----
pharmacist (n)	/'fɑ:məsɪst/	-----
plasterer (n)	/'plɑ:stərə(r)/	-----
plumber (n)	/'plʌmə(r)/	-----
police officer (n)	/'pə:li:s ,ɒfɪsə(r)/	-----
polite (adj)	/'pə'laɪt/	-----
politician (n)	/'pɒlə'tɪʃn/	-----
positive (adj)	/'pɒzətɪv/	-----
public (n)	/'pʌblɪk/	-----
put away (phr v)	/'pʊt ə'weɪ/	-----
receptionist (n)	/'ri:sepʃənɪst/	-----
recruitment agency (n)	/'rɪ'kru:tment ,eɪdʒənsi/	-----
reference (n)	/'refrəns/	-----
refuse collector (n)	/'refju:s kə'lektə(r)/	-----
reliable (adj)	/'ri'laɪəbl/	-----
research scientist (n)	/'ri:sɜ:ʃ, 'ri:- ,saɪəntɪst/	-----
retire (v)	/'ri'taɪə(r)/	-----
rewarding (adj)	/'ri'wɜ:diŋ/	-----
salary (n)	/'sæləri/	-----
sales representative (n)	/'seɪlz reprɪ,zentətɪv/	-----
self-motivated (adj)	/'self 'məʊtɪveɪtɪd/	-----
set up (phr v)	/'set 'ʌp/	-----
shift (n)	/'ʃɪft/	-----
social worker (n)	/'səʊʃl ,wɜ:kə(r)/	-----
software programmer (n)	/'sɒftweə ,prəʊɡræmə(r)/	-----
spokesperson (n)	/'spəʊkspɜ:sn/	-----
stressful (adj)	/'stresfl/	-----
subsidised (adj)	/'sʌbsɪdaɪzd/	-----
supervise (v)	/'su:pəvaɪz/	-----
surgeon (n)	/'sɜ:ʒən/	-----
suspicion (n)	/'sʌ'spɪʃn/	-----
tedious (adj)	/'ti:diəs/	-----
telesales operator (n)	/'telɪseɪlz ,ɒpəreɪtə/	-----
thoughtful (adj)	/'θɔ:tfl/	-----
trainee (n)	/'treɪ'ni:/	-----
translator (n)	/'træns'leɪtə(r)/	-----

Wordlist

Word	Phonetics	Translation
trustworthy (adj)	/'trʌstwɜ:ði/	-----
unskilled (adj)	/ʌn'ski:ld/	-----
vocational (adj)	/vəʊ'keɪʃnəl/	-----
well-paid (adj)	/'wel'peɪd/	-----
work on (phr v)	/'wɜ:k ,ɒn/	-----
work out (phr v)	/'wɜ:k 'aʊt/	-----

Get Ready for your Exam 2

cot (n)	/kɒt/	-----
damp (adj)	/dæmp/	-----
edge (n)	/edʒ/	-----
fascinated (adj)	/'fæsɪneɪtɪd/	-----
hut (n)	/hʌt/	-----
lingering (adj)	/'lɪŋgərɪŋ/	-----
mug (n)	/mʌg/	-----
narrow (adj)	/'nærəʊ/	-----
tribe (n)	/'traɪb/	-----
tank (n)	/tæŋk/	-----

Unit 4 Body and mind

allergic (adj)	/ə'li:ʒɪk/	-----
ankle (n)	/'æŋkl/	-----
armpit (n)	/'ɑ:mpɪt/	-----
artery (n)	/'ɑ:təri/	-----
backache (n)	/'bækeɪk/	-----
bat an eyelid (v)	/'bæt ən 'aɪlɪd/	-----
black eye (n)	/'blæk 'aɪ/	-----
blink (v)	/blɪŋk/	-----
blocked up (adj)	/'blɒkt 'ʌp/	-----
brainpower (n)	/'breɪnpaʊə(r)/	-----
broken (adj)	/'brəʊkən/	-----
bruised (adj)	/'bru:zd/	-----
bullet point (n)	/'bʊlɪt ,pɔɪnt/	-----
burn (v)	/'bɜ:n/	-----
calf (n)	/kɑ:f/	-----
calorie (n)	/'kæləri/	-----
carbohydrate (n)	/kɑ:bəʊ'hɑɪdreɪt/	-----
chest (n)	/'tʃest/	-----
chin (n)	/'tʃɪn/	-----
claim (n, v)	/'kleɪm/	-----
coal (n)	/'kəʊl/	-----
coastline (n)	/'kəʊstlaɪn/	-----
collarbone (n)	/'kɒləbəʊn/	-----
conduct (v)	/'kɒn'dʌkt/	-----
cut (n)	/'kʌt/	-----
cut down on (phr v)	/'kʌt 'daʊn ,ɒn/	-----
diet (n)	/'daɪət/	-----
dislocated (adj)	/'dɪsləkeɪtɪd/	-----
dizzy (adj)	/'dɪzi/	-----
(eye) drops (n pl)	/'drɒps/	-----
extrovert (n)	/'ekstrəvɜ:t/	-----
eyebrow (n)	/'aɪbraʊ/	-----
eyelash (n)	/'aɪlæʃ/	-----
eyelid (n)	/'aɪlɪd/	-----

Word	Phonetics	Translation
fat (n)	/fæt/	-----
fibre (n)	/'faɪbə(r)/	-----
fingernail (n)	/'fɪŋgənɛɪl/	-----
fizzy (adj)	/'fɪzi/	-----
heart (n)	/'hɑ:t/	-----
heel (n)	/'hi:l/	-----
hip (n)	/'hɪp/	-----
hypnosis (n)	/'hɪp'nəʊsɪs/	-----
hypnotise (v)	/'hɪpnətaɪz/	-----
infection (n)	/'ɪnfekʃn/	-----
issue (n)	/'ɪʃu:/	-----
itchy (adj)	/'ɪtʃi/	-----
justify (v)	/'dʒʌstɪfaɪ/	-----
launch (v)	/'lɔ:ntʃ/	-----
light-headed (adj)	/'laɪt 'hedɪd/	-----
lip (n)	/'lɪp/	-----
liver (n)	/'lɪvə(r)/	-----
lung (n)	/'lʌŋ/	-----
mental (adj)	/'mentl/	-----
muscle (n)	/'mʌsl/	-----
mystical (adj)	/'mɪstɪkl/	-----
neck (n)	/'nek/	-----
nostril (n)	/'nɒstrəl/	-----
numb (adj)	/'nʌm/	-----
nutrition (n)	/'nju:trɪʃn/	-----
palm (n)	/'pɑ:m/	-----
patient (n)	/'peɪʃnt/	-----
penicillin (n)	/'penɪ'sɪlɪn/	-----
performer (n)	/'pɔ:fɔ:mə(r)/	-----
prescribe (v)	/'prɪ'skraɪb/	-----
protein (n)	/'prəʊtɪ:n/	-----
psychic (adj)	/'saɪkɪk/	-----
pull someone's leg (v)	/'pʊl ... 'leg/	-----
purpose (n)	/'pɜ:pəs/	-----
raise (v)	/'reɪz/	-----
rash (n)	/'ræʃ/	-----
red-hot (adj)	/'red ,hɒt/	-----
regime (n)	/'rei'ʒi:m/	-----
rhetorical (adj)	/'rɪ'tɔrɪkl/	-----
rib (n)	/'rɪb/	-----
runny nose (n)	/'rʌni 'nəʊz/	-----
salt (n)	/'sɒlt/	-----
scalp (n)	/'skælp/	-----
sceptical (adj)	/'skeptɪkl/	-----
shin (n)	/'ʃɪn/	-----
shivery (adj)	/'ʃɪvəri/	-----
skin (n)	/'skɪn/	-----
skull (n)	/'skʌl/	-----
sole (n)	/'səʊl/	-----
sore (adj)	/'sɔ:(r)/	-----
spine (n)	/'spaɪn/	-----
sprained (adj)	/'spreɪnd/	-----
stiff (adj)	/'stɪf/	-----

Wordlist

Word	Phonetics	Translation
stomach (n)	/'stʌmək/	-----
sugar (n)	/'ʃʊgə(r)/	-----
swollen (adj)	/'swɒləʊn/	-----
symptom (n)	/'sɪmptəm/	-----
telekinesis (n)	/'telɪki'ni:sis/	-----
thigh (n)	/θaɪ/	-----
throat (n)	/θrəʊt/	-----
thumb (n)	/θʌm/	-----
toenail (n)	/'təʊneɪl/	-----
twisted (adj)	/'twɪstɪd/	-----
undermine (v)	/ʌndə'maɪn/	-----
unwise (adj)	/ʌn'waɪz/	-----
vein (n)	/veɪn/	-----
vitamin (n)	/'vɪtəmiːn/	-----
volunteer (n)	/'vɒləntiə(r)/	-----
waist (n)	/weɪst/	-----
wrist (n)	/rɪst/	-----

Unit 5 Tomorrow's world

alarm clock (n)	/ə'lɑ:m ,klɒk/	-----
app (n)	/æp/	-----
autobiography (n)	/ɔ:təbaɪ'ɒgrəfi/	-----
autocomplete (n)	/ɔ:təʊkəm'pli:t/	-----
bookmark (v)	/'bʊkmɑ:k/	-----
breakthrough (n)	/'breɪkθru:/	-----
browser (n)	/'braʊzə/	-----
built-in (adj)	/,bɪlt 'ɪn/	-----
bump (v)	/bʌmp/	-----
can opener (n)	/'kæn ,əʊpnə/	-----
carbon emission (n)	/'kɑ:bən i,mɪʃn/	-----
case sensitive (adj)	/,keɪs 'sensətɪv/	-----
catastrophe (n)	/'kæ'tæstrəfi/	-----
channel (n)	/'tʃænl/	-----
climate change (n)	/'klaɪmət ,tʃeɪndʒ/	-----
co-founder (n)	/'kəʊ ,faʊndə/	-----
colony (n)	/'kɒləni/	-----
computer chip (n)	/'kəm'pjʊ:tə ,tʃɪp/	-----
contents (n pl)	/'kɒntents/	-----
cure (n, v)	/'kjʊə(r)/	-----
data (n)	/'deɪtə/	-----
defeat (v)	/'di:fi:t/	-----
desktop (n)	/'deskɪtp/	-----
discovery (n)	/'dɪ'skʌvəri/	-----
download (v)	/'daʊn'ləʊd/	-----
DVD writer (n)	/,di: ,vi: 'di: ,raɪtə/	-----
eradicate (v)	/'ɪrædɪkeɪt/	-----
extinct (adj)	/'ɪk'stɪŋkt/	-----
file-sharing (n)	/'faɪl ,ʃeəriŋ/	-----
geek (n)	/'gi:k/	-----
genetic code (n)	/'dʒə.netɪk 'kəʊd/	-----
hard drive (n)	/,hɑ:d 'draɪv/	-----
LED display (n)	/,el ,i: 'di: dɪ ,spleɪ/	-----
life expectancy (n)	/'laɪf ɪk ,spektənsɪ/	-----

Word	Phonetics	Translation
light switch (n)	/'laɪt ,swɪtʃ/	-----
lipstick (n)	/'lɪpstɪk/	-----
MB (megabyte) (n)	/,em 'bi:, 'megəbaɪt/	-----
multivitamin (n)	/'mʌlti'vɪtəmiːn/	-----
network (n)	/'netwɜ:k/	-----
newsreel (n)	/'nju:zri:l/	-----
over-populated (adj)	/,əʊvə 'pɒpjuleɪtɪd/	-----
point (n)	/pɔɪnt/	-----
poverty (n)	/'pɒvəti/	-----
predict (v)	/'pri:dɪkt/	-----
prediction (n)	/'pri:dɪkʃn/	-----
publish (v)	/'pʌblɪʃ/	-----
semi-conductor (n)	/'semikən'dʌktə(r)/	-----
shortage (n)	/'ʃɔ:tɪdʒ/	-----
smartphone (n)	/'smɑ:tfəʊn/	-----
storage (n)	/'stɔ:riɪdʒ/	-----
sub-zero (adj)	/,sʌb 'ziərəʊ/	-----
tape measure (n)	/'teɪp ,meʒə(r)/	-----
time capsule (n)	/'taɪm ,kæpsju:l/	-----
upload (v)	/'ʌp'ləʊd/	-----
USB (n)	/,ju: ,es 'bi:/	-----
username (n)	/'ju:zəneɪm/	-----
virtual world (n)	/'vɜ:ʃuəl ,wɜ:ld/	-----
web page (n)	/'web ,peɪdʒ/	-----
webcam (n)	/'webkæm/	-----
webmaster (n)	/'webmɑ:stə(r)/	-----
Wi-Fi hotspot (n)	/,waɪfaɪ 'hɒtspɒt/	-----
world affairs (n pl)	/,wɜ:ld ə'feəz/	-----
zero-emission (adj)	/'ziərəʊ i,mɪʃn/	-----

Get Ready for your Exam 3

artificial (adj)	/'ɑ:tɪ'fɪʃl/	-----
boil (v)	/bɔɪl/	-----
deep-fry (v)	/'di:p ,fraɪ/	-----
detector (n)	/'dɪ'tektə(r)/	-----
flavour (n)	/'fleɪvə(r)/	-----
highway (n)	/'haɪweɪ/	-----
moist (adj)	/'mɔɪst/	-----
nourishing (adj)	/'nʌrɪʃɪŋ/	-----
nutrient (n)	/'nju:triənt/	-----
operate (v)	/'ɒpəreɪt/	-----
poach (v)	/'pəʊtʃ/	-----
premium (adj)	/'pri:miəm/	-----
processed (adj)	/'prəʊest/	-----
retain (v)	/'ri:teɪn/	-----
seasoning (n)	/'si:zənɪŋ/	-----
simmer (v)	/'sɪmə(r)/	-----
steam (v)	/'sti:m/	-----
stir-fry (v)	/'stɜ: ,fraɪ/	-----
underrated (adj)	/'ʌndə'reɪtɪd/	-----
well-balanced (adj)	/,wel 'bælənst/	-----
wheelchair (n)	/'wi:l'tʃeə(r)/	-----

Wordlist

Word	Phonetics	Translation
Unit 6 Mystery		
account (n)	/ə'kaʊnt/	-----
armchair (n)	/'ɑ:mʃeə(r)/	-----
ashtray (n)	/'æʃtreɪ/	-----
assume (v)	/ə'sju:m/	-----
bare (adj)	/beə(r)/	-----
bookcase (n)	/'bʊkkeɪs/	-----
break into (phr v)	/'breɪk ,ɪntə/	-----
bribe (n)	/braɪb/	-----
burglary (n)	/'bɜ:gləri/	-----
call for (phr v)	/'kɔ:l ,fɔ:(r), fə(r)/	-----
call on (phr v)	/'kɔ:l ,ɒn/	-----
cell (n)	/sel/	-----
china (n)	/'ʃaɪnə/	-----
clue (n)	/klu:/	-----
coffee table (n)	/'kɒfi ,teɪbl/	-----
come across (phr v)	/'kʌm ə ,krɒs/	-----
conman (n)	/'kɒnmæn/	-----
count on (phr v)	/'kaʊnt ,ɒn/	-----
cover (v)	/'kʌvə(r)/	-----
crew (n)	/kru:/	-----
curtain (n)	/'kɜ:tɪn/	-----
deal with (phr v)	/'di:l ,wɪð/	-----
definite (adj)	/'defɪnət/	-----
deserted (adj)	/dɪ'zɜ:tɪd/	-----
do without (phr v)	/,du: wɪ'ðaʊt/	-----
drug-dealer (n)	/'drʌg ,di:lə(r)/	-----
emerge (v)	/ɪ'mɜ:ʒ/	-----
encounter (v)	/ɪn'kaʊntə(r)/	-----
fabric (n)	/'fæbrɪk/	-----
fatal (adj)	/'feɪtl/	-----
fireplace (n)	/'faɪəpleɪs/	-----
floorboard (n)	/'flɔ:bɔ:d/	-----
flour (n)	/'flaʊə(r)/	-----
flowerbed (n)	/'flaʊəbed/	-----
footstool (n)	/'fʊtstʊ:l/	-----
forgery (n)	/'fɔ:ʒəri/	-----
get over (phr v)	/,get 'əʊvə(r)/	-----
glass (n)	/glɑ:s/	-----
indirect (adj)	/ɪndə'rekt ,ɪndɪ-, ɪndaɪ-/	-----
in hiding (adv)	/,ɪn 'haɪdɪŋ/	-----
ironing board (n)	/'aɪənɪŋ ,bɔ:d/	-----
kidnap (v)	/'kɪdnæp/	-----
lamp shade (n)	/'læmp ,ʃeɪd/	-----
look after (phr v)	/'lʊk ,ɑ:ftə(r)/	-----
look for (phr v)	/'lʊk ,fɔ:(r), fə(r)/	-----
look into (phr v)	/,lʊk 'ɪntu:, 'ɪntə/	-----
maintain (v)	/meɪn'teɪn/	-----
marble (n)	/'mɑ:bl/	-----
mysterious (adj)	/mɪ'stɪəriəs/	-----
oil painting (n)	/'ɔɪl ,peɪntɪŋ/	-----

Word	Phonetics	Translation
on the run (adj)	/,ɒn ðə 'rʌn/	-----
prison (n)	/'prɪzn/	-----
release (n)	/rɪ'li:s/	-----
reunite (v)	/ri:ju:'naɪt/	-----
robber (n)	/'rɒbə(r)/	-----
sideboard (n)	/'saɪdbɔ:d/	-----
stick to (phr v)	/'stɪk ,tu:, tə/	-----
wall light (n)	/'wɔ:l ,laɪt/	-----
wallpaper (n)	/'wɔ:lpeɪpə(r)/	-----
wander (v)	/'wɒndə(r)/	-----
windowsill (n)	/'wɪndəʊsɪl/	-----
witness (n)	/'wɪtnəs/	-----
wood (n)	/wʊd/	-----
wound (n)	/wu:nd/	-----
Unit 7 Real relationships		
accusation (n)	/ækju:'zeɪʃn/	-----
amulet (n)	/'æmjʊlət/	-----
appealing (adj)	/ə'pi:lɪŋ/	-----
ask someone out (phr v)	/,ɑ:sk ... 'aʊt/	-----
attraction (n)	/ə'trækʃn/	-----
bright (adj)	/braɪt/	-----
chat someone up (phr v)	/,ʃæt ... 'ʌp/	-----
compatible (adj)	/kəm'pætəbl/	-----
co-operate (v)	/kəʊ'ɒpəreɪt/	-----
dating agency (n)	/'deɪtɪŋ ,eɪdʒənsi/	-----
dew (n)	/dju:/	-----
divorced (adj)	/dɪ'vɔ:st/	-----
engaged (adj)	/ɪn'geɪdʒd/	-----
fall in love (phr v)	/,fɔ:l ,ɪn 'lʌv/	-----
fall out (phr v)	/,fɔ:l 'aʊt/	-----
fancy somebody (v)	/'fænsi/	-----
fragile (adj)	/'frædʒaɪl/	-----
frustration (n)	/'frʌ'streɪʃn/	-----
get back together (phr v)	/,get ,bæk tə'geðə/	-----
get in shape (v phr)	/,get ,ɪn 'ʃeɪp/	-----
get married (v phr)	/,get 'mæɪrɪd/	-----
get on well (v phr)	/,get ,ɒn 'wel/	-----
ghastly (adj)	/'gɑ:stli/	-----
go down (phr v)	/,gəʊ 'daʊn/	-----
go out with (phr v)	/,gəʊ 'aʊt ,wɪð/	-----
gorgeous (adj)	/'gɔ:ʒəs/	-----
invisibly (adv)	/ɪn'vɪzəbli/	-----
isolated (adj)	/'aɪsəleɪtɪd/	-----
lively (adj)	/'laɪvli/	-----
look up to (phr v)	/,lʊk 'ʌp tə/	-----
make up (phr v)	/,meɪk 'ʌp/	-----
match (v)	/mætʃ/	-----
nevertheless (adv)	/nevəðə'les/	-----
opt (v)	/ɒpt/	-----
patriotic (adj)	/pætrɪ'ɒtɪk, pætri-/	-----
pessimistic (adj)	/pesɪ'mɪstɪk/	-----

Wordlist

Word	Phonetics	Translation
psychological (adj)	/saɪkə'lɒdʒɪkl/	-----
psychometric test (n)	/saɪkə'metɪk 'test/	-----
put forward (phr v)	/,pʊt 'fɔ:wəd/	-----
put up with (phr v)	/,pʊt 'ʌp ,wɪð/	-----
recruit (v)	/rɪ'kru:t/	-----
renowned (adj)	/rɪ'naʊnd/	-----
rhyme (v)	/raɪm/	-----
romantic (adj)	/rəʊ'mæntɪk/	-----
run off (phr v)	/,rʌn 'ɒf/	-----
run out (phr v)	/,rʌn 'aʊt/	-----
scented (adj)	/'sentɪd/	-----
soulmate (n)	/'səʊlmeɪt/	-----
spark (n)	/spɑ:k/	-----
split up (phr v)	/,splɪt 'ʌp/	-----
spoilt (adj)	/spɔɪlt/	-----
sum up (phr v)	/,sʌm 'ʌp/	-----
take account of (v phr)	/,teɪk ə'kaʊnt əv/	-----
tenderly (adv)	/'tendəli/	-----
throw out (phr v)	/,θrəʊ 'aʊt/	-----
tremble (v)	/'treɪbl/	-----
verdict (n)	/'vɜ:dɪkt/	-----
walk out (phr v)	/,wɔ:k 'aʊt/	-----
whereas (conj)	/weə'ræz/	-----

Get Ready for your Exam 4

alter (v)	/'ɔ:lteɪ(r)/	-----
conscientious (adj)	/,kɒnʃi'entʃəs/	-----
devote (v)	/dɪ'vəʊt/	-----
diplomatic (adj)	/,dɪplə'mætɪk/	-----
dominant (adj)	/dɒmɪnənt/	-----
entrepreneur (n)	/,ɒntrəprə'naɪ(r)/	-----
heat up (phr v)	/,hi:t 'ʌp/	-----
pane (n)	/peɪn/	-----
scenery (n)	/'si:nəri/	-----
semi-detached (adj)	/,semi dɪ,tætʃt/	-----
sibling (n)	/'sɪblɪŋ/	-----
suburb (n)	/'sʌbɜ:b/	-----
uneven (adj)	/'ʌn'i:vən/	-----

Unit 8 Globetrotters

adventurous (adj)	/əd'ventʃərəs/	-----
aisle (n)	/aɪl/	-----
anaconda (n)	/ə'nə'kɒndə/	-----
arrivals hall (n)	/ə'raɪvlz ,hɔ:l/	-----
ASAP (adv)	/,eɪ ,es ,eɪ 'pi:/	-----
backrest (n)	/'bækrest/	-----
baggage reclaim (n)	/'bæɡɪdʒ rɪ,kleɪm/	-----
boarding pass (n)	/'bɔ:dɪŋ ,pɑ:s/	-----
breathtaking (adj)	/'breθteɪkɪŋ/	-----
buffet car (n)	/'bʊfeɪ , 'bʌfeɪ ,kɑ:(r)/	-----
cabin (n)	/'kæbɪn/	-----

Word	Phonetics	Translation
captain (n)	/'kæptɪn/	-----
carriage (n)	/'kærɪdʒ/	-----
check-in desk (n)	/'tʃek ,ɪn ,desk/	-----
chilled (adj)	/'ʃɪld/	-----
colloquial (adj)	/kə'lɒkwɪəl/	-----
complaint (n)	/kəm'pleɪnt/	-----
cove (n)	/kəʊv/	-----
departure gate (n)	/dɪ'pɑ:ʃə ,geɪt/	-----
discontent (n)	/dɪskən'tent/	-----
disembark (v)	/dɪsɪm'bɑ:k/	-----
disgrace (n)	/dɪs'ɡreɪs/	-----
disqualify (v)	/dɪs'kwɒlɪfaɪ/	-----
DIY (n)	/,di: ,aɪ 'waɪ/	-----
duty-free shop (n)	/,dju:ti 'fri: ,ʃɒp/	-----
economy class (n)	/'kɒnəmi ,klɑ:s/	-----
effort (n)	/'efət/	-----
electric eel (n)	/,ɪlektɪk 'i:l/	-----
end up (phr v)	/,end 'ʌp/	-----
excursion (n)	/'ɪksɜ:ʃn/	-----
exhaustion (n)	/'ɪgzɔ:ʃən/	-----
expedition (n)	/'ekspeɪdɪʃn/	-----
explorer (n)	/'ɪksplɔ:reɪ(r)/	-----
facilities (n pl)	/'fæsɪlɪtɪz/	-----
gap year (n)	/'ɡæp ,jɪə(r)/	-----
get about (phr v)	/,get ə'baʊt/	-----
get along (phr v)	/,get ə'lɒŋ/	-----
grief (n)	/'ɡri:f/	-----
gruelling (adj)	/'ɡru:əlɪŋ/	-----
hand luggage (n)	/'hænd ,lʌɡɪdʒ/	-----
hard shoulder (n)	/'hɑ:d 'ʃəʊldə(r)/	-----
headland (n)	/'hedlənd/	-----
hygiene (n)	/'haɪdʒi:n/	-----
intrepid (adj)	/'ɪntrepɪd/	-----
land (v)	/lənd/	-----
let someone down (phr v)	/,let ... 'daʊn/	-----
lethal (adj)	/'li:θl/	-----
locker (n)	/'lɒkə(r)/	-----
look out for (phr v)	/,lʊk 'aʊt ,fɔ:(r)/	-----
luggage rack (n)	/'lʌɡɪdʒ ,ræk/	-----
manufacture (v)	/'mænju'fæktʃə(r)/	-----
mate (n)	/meɪt/	-----
medical supplies (n pl)	/'medɪkl sə'plaɪz/	-----
mosquito (n)	/'mɒ'ski:təʊ/	-----
notorious (adj)	/'nɒtɔ:riəs/	-----
overhead (adj)	/'əʊvəhed/	-----
passport control (n)	/,pɑ:spɔ:t kən'trəʊl/	-----
pedal (n)	/'pedl/	-----
petrol station (n)	/'petrəl ,steɪʃn/	-----
platform (n)	/'plætfɔ:m/	-----
remote (adj)	/'rɪməʊt/	-----

Wordlist

Word	Phonetics	Translation
restyle (v)	/ri:'stail/	-----
route (n)	/ru:t/	-----
runway (n)	/'rʌnwei/	-----
seat belt (n)	/'si:t ,bɛlt/	-----
self-catering (adj)	/,self 'keɪtərɪŋ/	-----
set off (phr v)	/,set 'ɒf/	-----
set sail (v)	/,set 'seɪl/	-----
sort something out (phr v)	/,sɔ:t ... 'aʊt/	-----
source (n)	/sɔ:s/	-----
switched on (adj)	/,swɪtʃt 'ɒn/	-----
sympathise (v)	/'sɪmpəθaɪz/	-----
take off (phr v)	/,teɪk 'ɒf/	-----
taxi rank (n)	/'tæksɪ ,ræŋk/	-----
think ahead (phr v)	/,θɪŋk ə'hed/	-----
threatening (adj)	/'θreɪtɪŋ/	-----
ticket inspector (n)	/'tɪkɪt ɪn ,spektə(r)/	-----
ticket office (n)	/'tɪkɪt ,ɒfɪs/	-----
tracks (n)	/'træks/	-----
trek (v)	/'trek/	-----
turbulence (n)	/'tɜ:bjələns/	-----
unleaded (adj)	/,ʌn'ledɪd/	-----
unreliable (adj)	/,ʌnrɪ'laɪəbl/	-----
urban (adj)	/'ɜ:bən/	-----
viper (n)	/'vaɪpə(r)/	-----
waiting room (n)	/'weɪtɪŋ ,ru:m/	-----
warn (v)	/'wɔ:n/	-----
wobbly (adj)	/'wɒbli/	-----
wooded (adj)	/'wʊdɪd/	-----

Unit 9 Money, money, money!

aim (v)	/eɪm/	-----
approach (n)	/ə'prəʊtʃ/	-----
banner ad (n)	/'bænər ,æd/	-----
bargain (n)	/'bɑ:gən/	-----
branch (n)	/'brɑ:nʃ/	-----
brand (n)	/'brænd/	-----
broadcast (v)	/'brɔ:dkɑ:st/	-----
broke (adj)	/'brəʊk/	-----
cash machine (n)	/'kæʃ mə'ʃi:n/	-----
change (n)	/'tʃeɪndʒ/	-----
cheque (n)	/'tʃek/	-----
clearance (n)	/'kliərəns/	-----
collision (n)	/'kɒlɪʒn/	-----
consumer (n)	/'kɒn'sju:mə(r)/	-----
credit card (n)	/'kredɪt ,kɑ:d/	-----
current account (n)	/,kʌrənt ə'kaʊnt/	-----
debit card (n)	/'deɪbɪt ,kɑ:d/	-----
debt (n)	/'det/	-----
direct debit (n)	/'daɪ,rekt 'deɪbɪt/	-----
drown (v)	/'draʊn/	-----
explode (v)	/'ɪk'spləʊd/	-----

Word	Phonetics	Translation
flyer (n)	/'flaɪə(r)/	-----
furthermore (adv)	/'fɜ:də'mɔ:(r)/	-----
hand out (phr v)	/,hænd 'aʊt/	-----
haystack (n)	/'heɪstæk/	-----
insurance (n)	/'ɪn'ʃʊərəns/	-----
jingle (n)	/'dʒɪŋɡl/	-----
miraculously (adv)	/'mɪ'rækjələsli/	-----
moreover (adv)	/'mɔ:(r)'əʊvə(r)/	-----
offer (n)	/'ɒfə(r)/	-----
oversleep (v)	/'əʊvə'sli:p/	-----
PIN number (n)	/'pɪn ,nʌmbə(r)/	-----
plastic surgery (n)	/,plæstɪk 'sɜ:dʒəri/	-----
pop-up ad (n)	/'pɒp ,ʌp ,æd/	-----
product placement (n)	/,prɒdʌkt 'pleɪsmənt/	-----
promote (v)	/'prə'məʊt/	-----
purchase (n)	/'pɜ:tʃəs/	-----
receipt (n)	/'ri:si:t/	-----
reduction (n)	/'rɪ'dʌkʃn/	-----
refund (n)	/'ri:fʌnd/	-----
represent (v)	/'reprɪ'zent/	-----
sale (n)	/'seɪl/	-----
savings account (n)	/'seɪvɪŋz ə ,kaʊnt/	-----
slogan (n)	/'sləʊɡən/	-----
sold out (adj)	/,səʊld 'aʊt/	-----
stock (n)	/'stɒk/	-----
till (n)	/'tɪl/	-----
trailer (n)	/'treɪlə(r)/	-----
valuable (adj)	/'væljuəbl/	-----
withdraw (v)	/'wɪð'drɔ:/	-----

Get Ready for your Exam 5

demanding (adj)	/'dɪ'mɑ:ndɪŋ/	-----
ghost (n)	/'ɡəʊst/	-----
haunted (adj)	/'hɔ:ntɪd/	-----
puncture (n)	/'pʌŋktʃə(r)/	-----
spouse (n)	/'spəʊs/	-----
triathlon (n)	/'traɪ'æθlən/	-----

Unit 10 Be creative

accurate (adj)	/'ækjərət/	-----
activist (n)	/'æktɪvɪst/	-----
ambitious (adj)	/'æm'bɪʃəs/	-----
anatomically (adv)	/'ænə'tɒmɪkli/	-----
arena (n)	/'ə:ri:nə/	-----
aria (n)	/'ɑ:riə/	-----
autism (n)	/'ɔ:tizəm/	-----
beat (n)	/'bi:t/	-----
busker (n)	/'bʌskə(r)/	-----
bust (n)	/'bʌst/	-----
calculation (n)	/'kælkju'leɪʃn/	-----
cater (v)	/'keɪtə(r)/	-----

Wordlist

Word	Phonetics	Translation
choir (n)	/'kwaɪə(r)/	-----
chord (n)	/kɔ:d/	-----
chorus (n)	/'kɔ:rəs/	-----
compose (v)	/kəm'pəʊz/	-----
convincing (adj)	/kən'vɪnsɪŋ/	-----
detention centre (n)	/dɪ'tenʃn ,sentə(r)/	-----
developmental (adj)	/dɪveləp'mentl/	-----
direct (v)	/dɪ'rekt, dɪ-, daɪ-/	-----
DJ (n)	/'di: ,dʒeɪ/	-----
exhibit (v)	/ɪg'zɪbɪt/	-----
fast-moving (adj)	/'fɑ:st 'mu:vɪŋ/	-----
fiction (n)	/'fɪkʃn/	-----
folk music (n)	/'fəʊk ,mju:zɪk/	-----
gravity-defying (adj)	/'grævəti dɪ'faɪɪŋ/	-----
gripping (adj)	/'grɪpɪŋ/	-----
harmony (n)	/'hɑ:məni/	-----
headline act (n)	/'hedlɑ:n ,ækt/	-----
identify with (v)	/aɪ'dentɪfaɪ ,wɪð/	-----
illustration (n)	/ɪlə'streɪʃn/	-----
jazz (n)	/dʒæz/	-----
learning difficulty (n)	/'lɜ:nɪŋ ,dɪfɪkəlti/	-----
line-up (n)	/'laɪn ,ʌp/	-----
lyrics (n pl)	/'lɪrɪks/	-----
mainland (n)	/'meɪnlænd/	-----
modelling clay (n)	/'mɒdəlɪŋ ,kleɪ/	-----
movement (n)	/'mu:vmənt/	-----
nightclub (n)	/'naɪtklʌb/	-----
novelist (n)	/'nɒvəlɪst/	-----
orchestra (n)	/'ɔ:kɪstrə/	-----
playwright (n)	/'pleɪraɪt/	-----
puzzling (adj)	/'pʌzəlɪŋ/	-----
recital (n)	/'rɪ'saɪtl/	-----
repetitive (adj)	/'rɪ'petətɪv/	-----
rock (n)	/rɒk/	-----
screenplay (n)	/'skri:npleɪ/	-----
scriptwriter (n)	/'skrɪptraɪtə(r)/	-----
stage (v)	/steɪdʒ/	-----
sculpt (v)	/skʌlpt/	-----
shuttle bus (n)	/'ʃʌtl ,bʌs/	-----
sketch (n, v)	/skeɪʃ/	-----
solo (n)	/'səʊləʊ/	-----
sound effect (n)	/'saʊnd ɪ'fekt/	-----
string quartet (n)	/'strɪŋ kwɔ:'tɛt/	-----
suspend (v)	/sə'spend/	-----
symphony (n)	/'sɪmfəni/	-----
twist (n)	/twɪst/	-----
two-dimensional (adj)	/'tu: daɪ'menʃənl/	-----
veil (n)	/veɪl/	-----
well-suited (adj)	/'wel 'su:tɪd/	-----

Word	Phonetics	Translation
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Get Ready for your Exam extended (1-4)

adapt (v)	/ə'dæpt/	-----
adjust (v)	/ə'dʒʌst/	-----
alarming (adj)	/ə'laɪmɪŋ/	-----
assimilation (n)	/əsɪmə'leɪʃn/	-----
culture shock (n)	/'kʌltʃə ,ʃɒk/	-----
democracy (n)	/dɪ'mɒkrəsi/	-----
dictator (n)	/dɪk'teɪtə(r)/	-----
election (n)	ɪ'lekʃn/	-----
famine (n)	/'fæmɪn/	-----
impact (n)	/'ɪmpækt/	-----
injustice (n)	/'ɪndʒʌstɪs/	-----
installation (n)	/ɪnstə'leɪʃn/	-----
long-term (adj)	/'lɒŋ 'tɜ:m/	-----
obstacle (n)	/'ɒbstəkl/	-----
offensive (adj)	/ə'fensɪv/	-----
phase (n)	/'feɪz/	-----
poverty (n)	/'pɒvəti/	-----
prevent (v)	/'prɪ'vent/	-----
single-handed (adj)	/'sɪŋgl 'hændɪd/	-----
starving (adj)	/'stɑ:vɪŋ/	-----
voyage (n)	/'vɔɪdʒ/	-----

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 / -t	burned / -t
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 / -t	learned / -t
leave	left	left
lend	lent	lent
lose	lost	lost

Base form	Past simple	Past participle
make	made	made
mean	meant	meant
meet	met	met

overcome	overcame	overcome
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pay	paid	paid
put	put	put

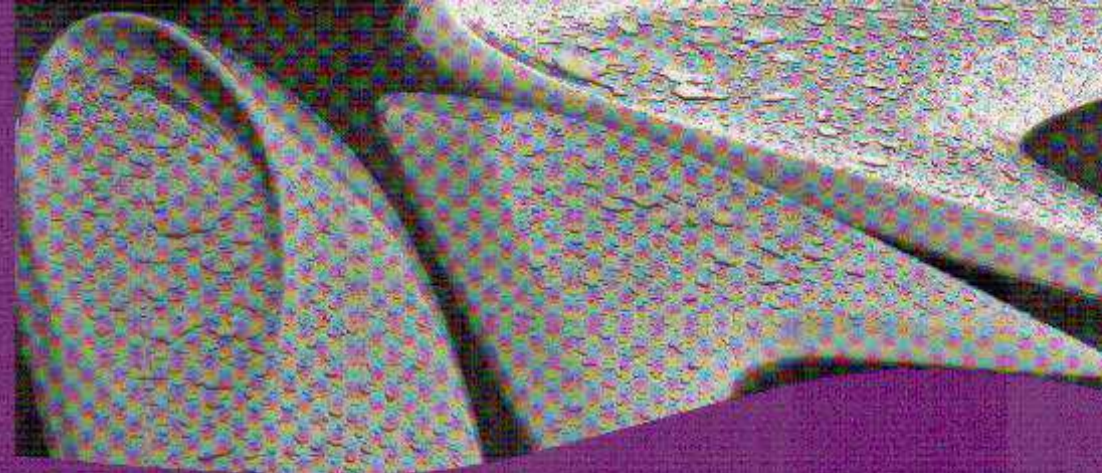
read	read	read
ride	rode	rode
ring	rang	rung
run	ran	run

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 / -t	smelled / -t
speak	spoke	spoken
spell	spelled / -t	spelled / -t
spend	spent	spent
spill	spilled / -t	spilled / -t
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
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wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written



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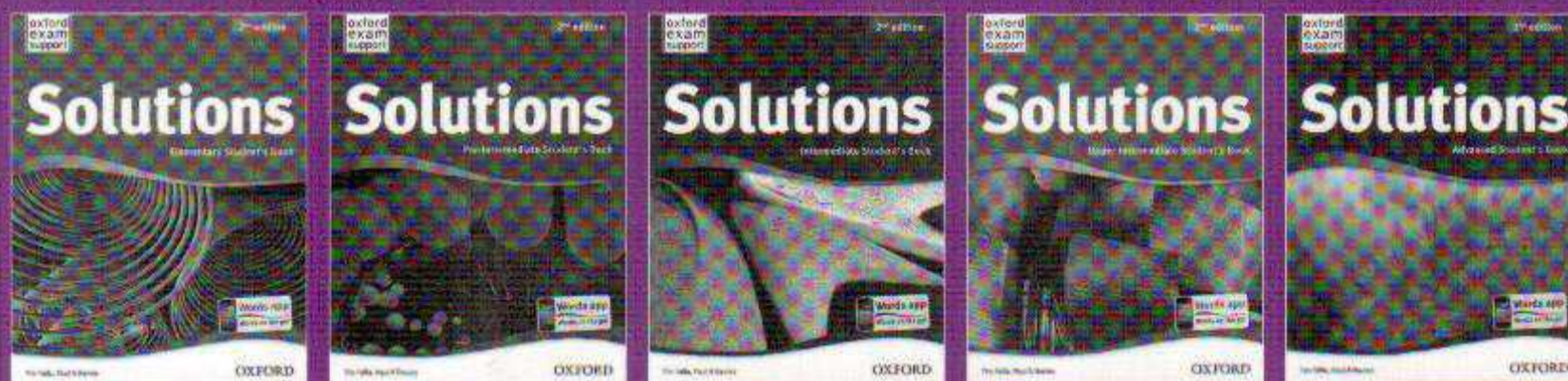
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