

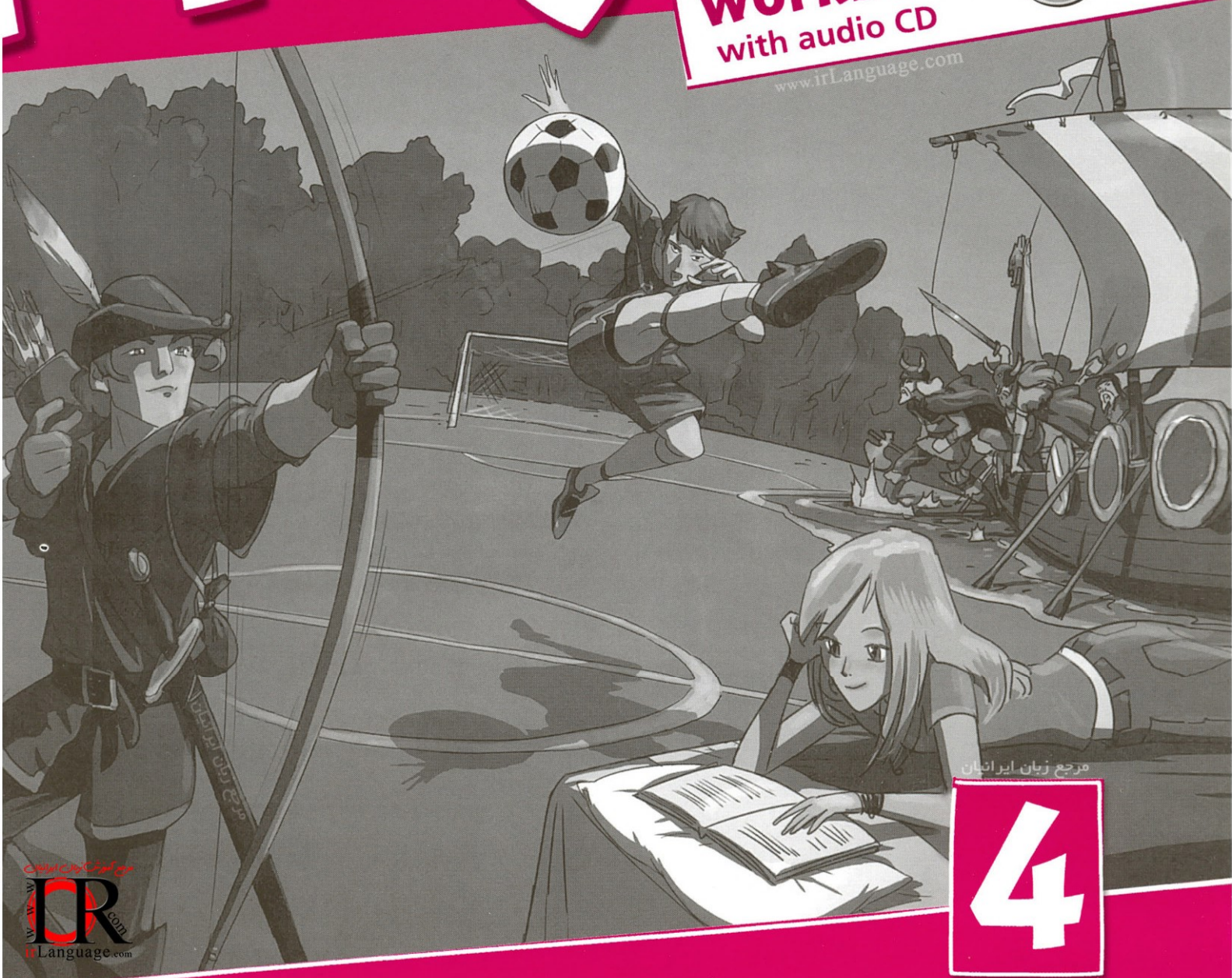
Fourth edition

# Project

**Workbook**  
with audio CD



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**4**



**OXFORD**

**Tom Hutchinson**

مرجع زبان ایرانیان  
Fourth edition

# Project

Workbook  
with audio CD



این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر برخط و حامل به ثبت رسیده است.  
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

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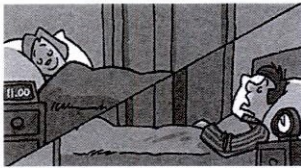
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# Introduction

## Present tenses

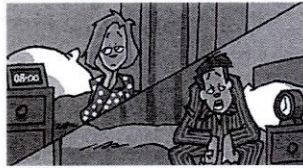
**1 \*** This isn't a normal Saturday for Suzie and Jack. They're doing some jobs at home to raise money for a school in Africa. Look at the pictures. Complete the sentences with the present simple or present continuous tense.

normally

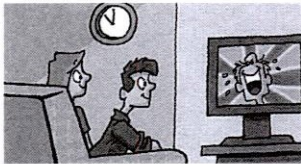


1 stay in bed late

today



get up early.



2 watch TV



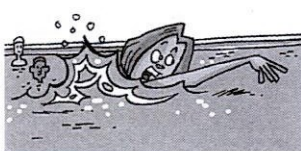
do the shopping



3 play football



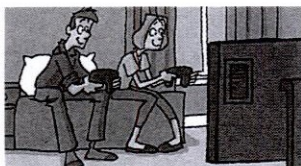
wash the car



4 go swimming



vacuum the floor



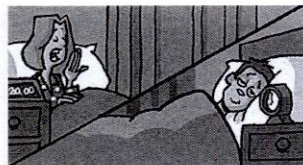
5 play a computer game



cook the dinner



6 stay up late



go to bed early

- 1 They normally *stay in bed* \_\_\_\_\_ late, but they *'re getting up early* \_\_\_\_\_ today.
- 2 They usually \_\_\_\_\_ in the morning, but they \_\_\_\_\_ today.
- 3 Jack normally \_\_\_\_\_ in the afternoon, but he \_\_\_\_\_ today.
- 4 Suzie normally \_\_\_\_\_ in the afternoon, but she \_\_\_\_\_ today.
- 5 They usually \_\_\_\_\_ in the evening, but they \_\_\_\_\_ today.
- 6 They normally \_\_\_\_\_ on Saturday night, but they \_\_\_\_\_ today, because they're very tired.

## Stative verbs

**2 \*\*** Complete the dialogues. Put the verbs in brackets into the present simple or the present continuous tense.

1

- Just a minute. I *'m looking* \_\_\_\_\_ (look) in this shop window.
- What <sup>2</sup> \_\_\_\_\_ (want) to buy?
- I <sup>3</sup> \_\_\_\_\_ (need) some new trainers.
- <sup>4</sup> \_\_\_\_\_ (like) these trainers?
- Yes, I <sup>5</sup> \_\_\_\_\_ (think) they're very nice.
- I <sup>6</sup> \_\_\_\_\_ (have got) some like that, but
- I <sup>7</sup> \_\_\_\_\_ (not wear) them today.

2

- Look. Tina <sup>8</sup> \_\_\_\_\_ (get off) that bus.
- Oh, yes, and she <sup>9</sup> \_\_\_\_\_ (wear) her new coat.
- Mmm. I <sup>10</sup> \_\_\_\_\_ (want) a coat like that.
- <sup>11</sup> \_\_\_\_\_ (like) it?
- Yes. I <sup>12</sup> \_\_\_\_\_ (love) it. It
- <sup>13</sup> \_\_\_\_\_ (look) really cool.
- Oh, I <sup>14</sup> \_\_\_\_\_ (think) she
- <sup>15</sup> \_\_\_\_\_ (come) over here.
- Yes, she is. Hi, Tina. We <sup>16</sup> \_\_\_\_\_ (talk) about your new coat. We <sup>17</sup> \_\_\_\_\_ (love)

**will / going to**

**3 \*\* Choose the correct verbs.**

- Look at those black clouds. It **will / 's going to** rain.
- I'm hungry. I think I **'ll / 'm going to** make a sandwich.
- We haven't got any coffee.
  - OK. I **'ll / 'm going to** get some when I go into town.
- I think that in the future kids **won't / aren't going to** go to school. They **'ll / 're going to** study at home on the Internet.
- I **'ll / 'm going to** get a drink. Do you want one?
  - Yes, please. I **'ll / 'm going to** have a glass of milk, please.
- The phone's ringing. I can't answer it. I **'ll / 'm going to** get ready to go out.
  - OK. I **'ll / 'm going to** answer it.

**4 \*\*\* Complete the dialogue. Use the verbs in brackets and will or going to.**

Sam Hi Nina! What 1 *are you going to do* (do) this evening? Anything nice?  
 Nina I don't know. I think I 2 \_\_\_\_\_ (watch) TV.  
 Sam Bill and I 3 \_\_\_\_\_ (see) the new James Bond film. Do you want to come?  
 Nina What time 4 \_\_\_\_\_ (meet)?  
 Sam 6.30. We 5 \_\_\_\_\_ (have) a pizza before we go to the cinema.  
 Nina That sounds nice. Just a minute. I 6 \_\_\_\_\_ (text) my mum.

later

Nina Yes, that's fine. Where 7 \_\_\_\_\_ (eat)?  
 Sam At the Pizza Palace.  
 Nina OK. I 8 \_\_\_\_\_ (see) you there at 6.30. I must go. I 9 \_\_\_\_\_ (meet) Carla. I 10 \_\_\_\_\_ (ask) her if she wants to come, too.  
 Sam OK. See you later.

**5 a \*\* 1.2 Which of these activities are the people going to do? Listen and match the names to the activities.**

watch his dad in a marathon	watch a rugby match
paint her bedroom	visit a wildlife centre
revise for an exam	be in a show
	go to a wedding

	A	B
Name	Activity	He / She thinks ...
1 Ethan	<i>watch a rugby match</i>	<i>it will be really exciting</i>
2 Martha		
3 Arthur		
4 Daisy		
5 Peter		

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**b 1.2 Listen again. Complete column B.**

**Writing**

**6 \*\*\* Write about each person.**

- Ethan's going to watch a rugby match. He thinks it will be really exciting.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# 1

# Past and present

## 1A The Iceman

### Materials

1 \* What are these materials?

- |            |             |              |       |
|------------|-------------|--------------|-------|
| 1 onri     | <u>iron</u> | 7 lodg       | _____ |
| 2 reppa    | _____       | 8 tonoct     | _____ |
| 3 nesto    | _____       | 9 brebur     | _____ |
| 4 odow     | _____       | 10 slgas     | _____ |
| 5 leset    | _____       | 11 sicpalt   | _____ |
| 6 traaleeh | _____       | 12 treopelys | _____ |

### Compound nouns

2 \* Choose the correct materials and describe the things.

1 paper / leather



leather boots

2 silver / silk



a \_\_\_\_\_

3 wood / stone



a \_\_\_\_\_

4 steel / plastic



a \_\_\_\_\_

5 rubber / glass



a \_\_\_\_\_

6 gold / cotton



\_\_\_\_\_

7 iron / wool



\_\_\_\_\_

8 polyester / copper



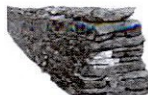
a \_\_\_\_\_

9 paper / wood



a \_\_\_\_\_

10 plastic / stone



a \_\_\_\_\_

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### Vocabulary

3 \*\* Complete the definitions with these words.

path knife boots waterproof  
bow cloak tools axe

- You cut down trees with an axe.
- You fire arrows with a \_\_\_\_\_.
- A coat with no sleeves: \_\_\_\_\_.
- You cut things with a \_\_\_\_\_.
- You wear these on your feet: \_\_\_\_\_.
- You make and repair things with \_\_\_\_\_.
- You won't get wet in \_\_\_\_\_ clothes.
- You walk along this: \_\_\_\_\_.

### Past simple

4 \*\* Complete the dialogues.

1

Did you see (you / see) Tim at school?

- Yes, I \_\_\_\_\_ (see) him in the morning, but I \_\_\_\_\_ (not see) him after that. I think he \_\_\_\_\_ (go) home, because he \_\_\_\_\_ (not be) in class after lunch.

\_\_\_\_\_ (you / hear) the news last night? A prisoner \_\_\_\_\_ (escape) from Walworth Prison yesterday.

- Yes, I \_\_\_\_\_ (hear) it on the six o'clock news. He \_\_\_\_\_ (climb) over the wall, \_\_\_\_\_ (steal) a car and \_\_\_\_\_ (drive away). The police \_\_\_\_\_ (chase) him, but they \_\_\_\_\_ (not catch) him.

Why \_\_\_\_\_ (you / be) late this morning?

- Yes, I \_\_\_\_\_ (forget) my homework. I \_\_\_\_\_ (run) back home and \_\_\_\_\_ (get) it, but then I \_\_\_\_\_ (miss) the bus.

**Past continuous**

**5 \*\*** What was happening at eight o'clock yesterday evening? Write sentences.



1 listen to music / watch a DVD  
Noah was listening to music.  
He wasn't watching a DVD.



2 swim / run  
Sarah and Nick \_\_\_\_\_  
\_\_\_\_\_.  
They \_\_\_\_\_  
\_\_\_\_\_.



3 play basketball / study  
Ava \_\_\_\_\_  
\_\_\_\_\_.  
She \_\_\_\_\_  
\_\_\_\_\_.



4 use the computer / cycle  
Harry and Will \_\_\_\_\_  
\_\_\_\_\_.  
They \_\_\_\_\_  
\_\_\_\_\_.



5 read a newspaper / repair the car  
Mr Turner \_\_\_\_\_  
\_\_\_\_\_.  
He \_\_\_\_\_  
\_\_\_\_\_.



6 take the dog for a walk / have a rest  
Dora \_\_\_\_\_  
\_\_\_\_\_.  
She \_\_\_\_\_  
\_\_\_\_\_.

**Past simple and past continuous**

**6 \* 1.3** Listen to six speakers. Match the verbs in column A to verbs in columns B and C. Four of the verbs in columns B and C are not needed.

A	B	C
1 cycle	put down	escape
2 help	hit	fall out
3 travel	overturn	break
4 play	run out	run away
5 have	drop	fall off
6 stand up	stop	arrest
	eat	take
	kick	fall in

**7 \*\*\*** Complete the text. Put the verbs in brackets into the past simple or past continuous tense.

A few months ago, Chloe Norton, 16, was at the beach with her two young cousins. She <sup>1</sup> was looking after (look after) them for the afternoon. While the two boys <sup>2</sup> \_\_\_\_\_ (play) with a ball, Chloe <sup>3</sup> \_\_\_\_\_ (open) her book and <sup>4</sup> \_\_\_\_\_ (lie down) on the sand. Suddenly, while she <sup>5</sup> \_\_\_\_\_ (read), the ball <sup>6</sup> \_\_\_\_\_ (fly) past her head and <sup>7</sup> \_\_\_\_\_ (land) behind some rocks. 'Be careful!' she <sup>8</sup> \_\_\_\_\_ (shout) to the boys. Then she <sup>9</sup> \_\_\_\_\_ (get up) to find the ball. As she <sup>10</sup> \_\_\_\_\_ (look for) the ball, she <sup>11</sup> \_\_\_\_\_ (see) something behind one of the rocks. She <sup>12</sup> \_\_\_\_\_ (stop) and <sup>13</sup> \_\_\_\_\_ (look) at it closely. It was a very large tooth. She <sup>14</sup> \_\_\_\_\_ (look) at part of a dinosaur over 100 million years old! Later, archaeologists <sup>15</sup> \_\_\_\_\_ (remove) the tooth and <sup>16</sup> \_\_\_\_\_ (take) it to a local museum.

# 1B We used to be rivals

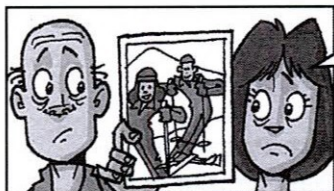
## used to

1 \*\* Write what the people used to do.



I don't wear glasses now. I wear contact lenses.

1 Stephanie used to wear glasses.



We don't go skiing now. We're too old.

2 Mr and Mrs Brown \_\_\_\_\_.



I don't play rugby now. I hurt my knee a few years ago.

3 Rob \_\_\_\_\_.



We don't live in New York now. We live in London.

4 Maria and Lee \_\_\_\_\_.



I don't work in a shop now. I work in an office.

5 Nicola \_\_\_\_\_.



We don't share a bedroom now. We've moved to a bigger house.

6 Will and Mark \_\_\_\_\_.

2 \*\*\* Complete the dialogue with the correct form of *used to* and the verbs in brackets.

Jonathan has won a lot of money in a competition and a reporter is interviewing him. She wants to know how different his life is now.



Reporter Congratulations, Jonathan! You have a lovely house now. Where <sup>1</sup> did you use to live? (live)

Jonathan Oh - I <sup>2</sup> \_\_\_\_\_ (live) in a very small house. I

<sup>3</sup> \_\_\_\_\_ (not have) a garden. Now I've got a really big one!

Reporter And what sort of car <sup>4</sup> \_\_\_\_\_ (have)?

Jonathan I <sup>5</sup> \_\_\_\_\_ (not drive) a car. I <sup>6</sup> \_\_\_\_\_ (ride) a bike! Now I've got a Rolls Royce and a sports car!

Reporter And where <sup>7</sup> \_\_\_\_\_ (go) on holiday?

Jonathan I <sup>8</sup> \_\_\_\_\_ (not go) on holiday very often. I <sup>9</sup> \_\_\_\_\_ (stay) at home. Now I go to lots of wonderful places.

Reporter And what <sup>10</sup> \_\_\_\_\_ (do) in your free time?

Jonathan I <sup>11</sup> \_\_\_\_\_ (meet) my friends. We <sup>12</sup> \_\_\_\_\_ (not do) much, but we <sup>13</sup> \_\_\_\_\_ (have) a good time.

Reporter So, is your life better now?

Jonathan No, not really. I <sup>14</sup> \_\_\_\_\_ (not have) a big house and expensive cars, but I <sup>15</sup> \_\_\_\_\_ (have) a lot of good friends. So I think I <sup>16</sup> \_\_\_\_\_ (be) happier in my old life.

## Reading

- 3 \*\*** Read the text about Mrs Jones. Tick (✓) the things that she used to do.



Most elderly people say this, but it's very true – life is so different now to when I was a young girl. I remember my childhood very well. We weren't rich and we used to live in a small house, on a farm. I really wanted to live in a big town, but I never did. I used to get up at half past five every day. We didn't have a bathroom, so I used to wash in the kitchen. Before I went to school, I used to feed the chickens and collect the eggs. We didn't have a car and we didn't have money for the bus, so my brother and I used to walk to school for about one hour each way. After school and at weekends, I used to help with the housework. We didn't use to watch television then, because we didn't have a TV, so we used to listen to the radio and play games in the evening. We used to go to bed very early, at around seven o'clock.

Mrs Jones used to ...

- 1 get up at half past five every day.  
 2 feed the chickens and collect the eggs.  
 3 wash in the bathroom.  
 4 take the bus to school.  
 5 walk one hour each way to school.  
 6 help with the housework.  
 7 watch television in the evening.  
 8 listen to the radio in the evening.

- 4 \*\*** **1.4** Listen to Mrs Jones. What does she think about life in the past? Choose the correct answers.

- Mrs Jones thinks that some things in the past were  
a more expensive. b worse. c better.
- Children used to play  
a in the street. b indoors. c in the park.
- They can't do that now because, there's too much  
a crime. b traffic. c pollution.
- Most people didn't use to lock their  
a windows. b doors. c cars.
- Which of these things does Mrs Jones say people didn't use to have?  
a televisions d digital cameras  
b cars e MP3 players  
c computers f mobile phones
- How does she describe life in the past? Choose two.  
a more difficult d safer  
b slower e simpler  
c easier f nicer
- What does she think was the best thing about life when she was a girl?  
a People didn't use to travel much.  
b Most people didn't have a car.  
c People used to spend more time together.  
d People used to help each other more.

- 5 a \*\*** Write two things that your grandparents used to do when they were young.

1 \_\_\_\_\_  
 \_\_\_\_\_  
 2 \_\_\_\_\_  
 \_\_\_\_\_

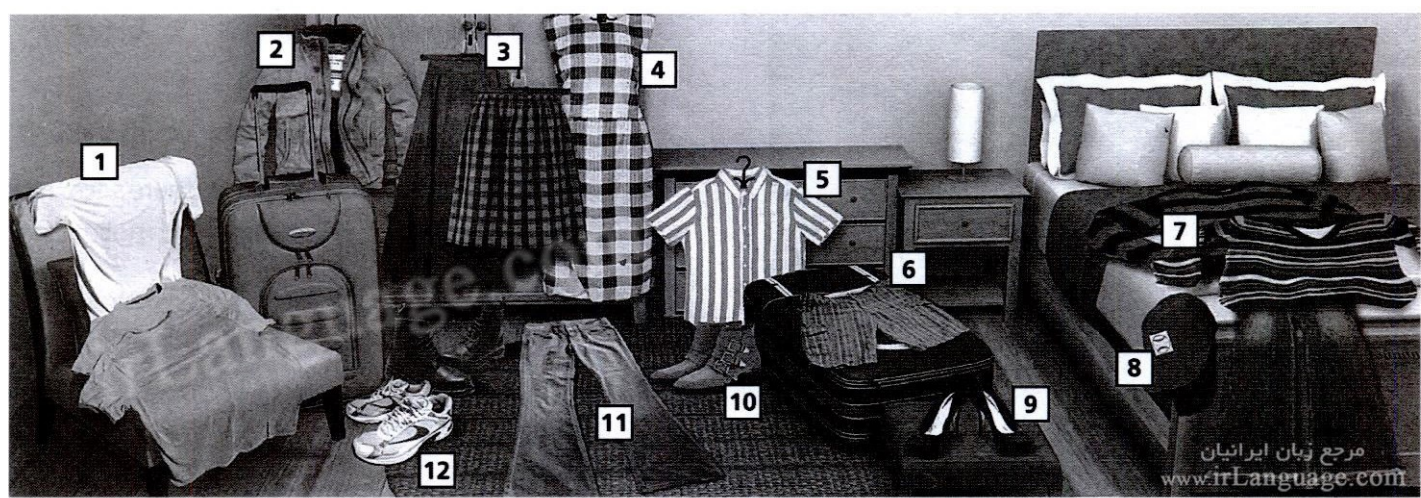
- b** Write two things that they didn't use to do.

1 \_\_\_\_\_  
 \_\_\_\_\_  
 2 \_\_\_\_\_  
 \_\_\_\_\_



# 1C Clothes

1 \* Look at the picture. Write the items of clothing that Steve and Anita are going to take on holiday.



- |                   |         |         |          |
|-------------------|---------|---------|----------|
| 1 <u>T-shirts</u> | 4 _____ | 7 _____ | 10 _____ |
| 2 _____           | 5 _____ | 8 _____ | 11 _____ |
| 3 _____           | 6 _____ | 9 _____ | 12 _____ |

## Describing clothes

2 \*\* Look at the picture again and complete the sentences with the correct words.

- 1 The T-shirts are plain.  
a checked    b flared    c plain
- 2 The trainers are \_\_\_\_\_.  
a flat    b striped    c high-heeled
- 3 The shirt is \_\_\_\_\_.  
a checked    b plain    c short-sleeved
- 4 Anita's boots are \_\_\_\_\_.  
a pointed    b flat    c baggy
- 5 The dress is \_\_\_\_\_.  
a long-sleeved    b checked    c striped
- 6 One skirt is checked. The other one is \_\_\_\_\_.  
a striped    b plain    c pointed
- 7 The jeans are \_\_\_\_\_.  
a tight    b high-heeled    c flared
- 8 The jumpers are \_\_\_\_\_.  
a short-sleeved    b striped    c checked

## The story of jeans

3 \* Match the words to the meanings.

- |                |  |
|----------------|--|
| 1 a wholesaler | a This person makes clothes.   |
| 2 denim        | b in the beginning   |
| 3 a patent     | c the land next to the sea   |
| 4 a tailor     | d You put things in this.  |
| 5 the coast    | e This person comes to live in a country that they were not born in. |
| 6 originally   | f This person sells things to shops and businesses.                  |
| 7 an immigrant | g an official record of a design or invention                        |
| 8 discover     | h be the first to find something                                     |
| 9 a pocket     | i a type of material   |

**too and enough**

**4 \*\*** Complete the sentences. Use the words in brackets and *too* or *not ... enough*.



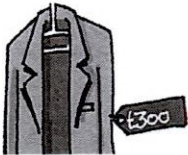
1 (small)  
The box is too small.



2 (strong)  
Kevin isn't strong enough.



3 (tight)  
The trousers \_\_\_\_\_.



4 (expensive)  
The jacket \_\_\_\_\_.



5 (wide)  
The door \_\_\_\_\_.



6 (slow)  
Emma \_\_\_\_\_.



7 (short)  
The sleeves \_\_\_\_\_.



8 (tall)  
The boy \_\_\_\_\_.



9 (big)  
The envelope \_\_\_\_\_.

**In a clothes shop**

**5 \*\*** Put the dialogue in the correct order.



- a How are they?
- b Maybe they've got them in a smaller size.
- c Yes, they're better. I'll try them on.
- d No, they're too light. I want something darker.
- 1 e Do you like these jeans?
- f No, it's OK. I don't want them any more.
- g They're no good. They're too big.
- h What about these?

**6 \*\*** **1.5** Listen and complete the dialogue.

- Do you like <sup>1</sup> this jacket \_\_\_\_\_?
- No, I don't want something <sup>2</sup> \_\_\_\_\_.
- Well, <sup>3</sup> \_\_\_\_\_ this one? It's <sup>4</sup> \_\_\_\_\_.
- Yes, OK. I'll <sup>5</sup> \_\_\_\_\_.
- <sup>6</sup> \_\_\_\_\_?
- It isn't <sup>7</sup> \_\_\_\_\_. The sleeves are <sup>8</sup> \_\_\_\_\_.
- Maybe they've got it <sup>9</sup> \_\_\_\_\_.  
Yes, here you are. <sup>10</sup> \_\_\_\_\_.
- Thanks.
- Does that <sup>11</sup> \_\_\_\_\_ OK?
- Yes, <sup>12</sup> \_\_\_\_\_. I'll <sup>13</sup> \_\_\_\_\_.

# 1D Kids

## The test

- 1 \*** Match the words to the meanings.
- |  |                 |
|--|-----------------|
| 1 Saturday and Sunday                    | a French        |
| 2 happy                                  | b answer        |
| 3 the opposite of bad                    | c revised       |
| 4 You have one every year.               | d third         |
| 5 You _____ a question.                  | e the weekend   |
| 6 the children of aunts and uncles       | f easy          |
| 7 You play against other people in this. | g good          |
| 8 not difficult                          | h cousins       |
| 9 studied for a test                     | i win           |
| 10 the language of France                | j glad          |
| 11 first, second, _____                  | k a birthday    |
| 12 the opposite of lose                  | l a competition |

- 2 \*\*** Complete the text with the words in exercise 1.



Andy and Lily are talking about the <sup>1</sup> weekend. Lily went to her grandma's seventieth <sup>2</sup> \_\_\_\_\_ with her parents. She had a <sup>3</sup> \_\_\_\_\_ time, because she could see all her aunts, uncles and <sup>4</sup> \_\_\_\_\_. Andy played in a tennis <sup>5</sup> \_\_\_\_\_. He didn't <sup>6</sup> \_\_\_\_\_, but he came <sup>7</sup> \_\_\_\_\_. Later at school, Lily and Tara both say that they <sup>8</sup> \_\_\_\_\_ for the <sup>9</sup> \_\_\_\_\_ test at the weekend. Andy says that he didn't revise a lot, because French is <sup>10</sup> \_\_\_\_\_ for him! After the test Tara, Mike and Lily are <sup>11</sup> \_\_\_\_\_ that they revised, because some of the questions were hard. Andy couldn't <sup>12</sup> \_\_\_\_\_ all the questions, but he thinks he's passed!

## Everyday English

- 3 \*\*** Put the words in the correct order to make expressions.
- six hard was Question  
Question six was hard.
  - questions I think right got most I  
\_\_\_\_\_
  - get you test on the How with in did ?  
\_\_\_\_\_
  - you marks get What did ?  
\_\_\_\_\_
  - bad wasn't too It  
\_\_\_\_\_
  - all questions answer didn't the I  
\_\_\_\_\_

## Past modals

- 4 \*** Which of the things in the pictures could you do when you were five years old? Write sentences with these verbs.

ride a bicycle read ski run swim write



- 1 I could read. OR  
I couldn't read.



- 2 \_\_\_\_\_



- 3 \_\_\_\_\_



- 4 \_\_\_\_\_



- 5 \_\_\_\_\_



- 6 \_\_\_\_\_

**5 \*\* Match each situation in column A to two sentences in column B.**

- | A                                     | B   |
|---------------------------------------|---|
| 1 I found my new Saturday job hard.   | a I could see the board properly.                 |
| 2 I did some jobs to earn some money. | b I had to speak English all the time.            |
|                                       | c I had to get up early.                          |
| 3 It was hard when I went to England. | d I couldn't go to my friend's party.             |
|                                       | e I couldn't stay in bed on Saturday morning.     |
| 4 I got some new glasses.             | f I didn't have to sit at the front of the class. |
|                                       | g I could buy a birthday present for my mum.      |
| 5 I was ill last weekend.             | h I had to stay in bed all day.                   |
|                                       | i I didn't have to borrow money from my brother.  |
|                                       | j I couldn't understand a lot of things.          |

**6 \*\*\* Complete the email with *had to / didn't have to or could / couldn't*.**

Hi Jeremy,  
 We had our French test at school today and it was a nightmare! We <sup>1</sup> *had to* \_\_\_\_\_ answer questions on all the tenses. I <sup>2</sup> \_\_\_\_\_ remember anything! Luckily, we <sup>3</sup> \_\_\_\_\_ do a translation, because I'm really bad at that. But I <sup>4</sup> \_\_\_\_\_ do the reading question OK. It was about Paris and I revised that. But the last question was writing an essay and it was really difficult. I <sup>5</sup> \_\_\_\_\_ write more than three sentences. I finished early, but I <sup>6</sup> \_\_\_\_\_ stay until the end of the lesson. Everyone was writing so much. Claire <sup>7</sup> \_\_\_\_\_ do the test, because she wasn't very well and she went home. Next time I'm going to have a headache, too!  
 I hope your Spanish test is easy on Friday!  
 See you soon,  
 Kate

**Responding to news**

**7 \*\*\* 1.6 Listen to four dialogues. Complete the chart.**

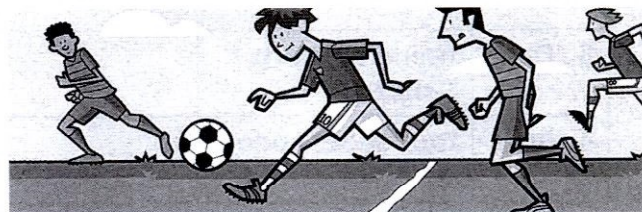
	What?	Result?
Carla	a violin exam	She _____.
Ross		
Maxine		
Jamie		

**8 \*\*\* Complete the dialogues.**



- 1
- I've got a judo exam today.
  - I'll <sup>1</sup> *keep my fingers crossed for you* \_\_\_\_\_.

- Later.
- How <sup>2</sup> \_\_\_\_\_ on?
  - I <sup>3</sup> \_\_\_\_\_.
  - Well <sup>4</sup> \_\_\_\_\_. That's good <sup>5</sup> \_\_\_\_\_.



- 2
- I'm playing for the school team this afternoon.
  - Well, <sup>6</sup>g \_\_\_\_\_ . I hope <sup>7</sup> \_\_\_\_\_.
  - Thanks.

- Later.
- <sup>8</sup> \_\_\_\_\_ go? <sup>9</sup> \_\_\_\_\_ win?
  - No, we <sup>10</sup> \_\_\_\_\_.
  - Oh well, <sup>11</sup>n \_\_\_\_\_.
  - Bet <sup>12</sup> \_\_\_\_\_.

# Progress check

## 1 Complete the missing words.

- 1 My dad made us a lovely wooden seat for the garden.
- 2 We'll have paper cups for the party. They won't break!
- 3 These rings are made of glass, but those are made of silver.
- 4 In our town square there's a silver statue of a famous king.
- 5 Only rich people used to wear silk clothes, because they were very expensive.
- 6 Cotton is the best material to wear when it's really hot.
- 7 Eddie's got a new leather jacket. He looks good on his motorbike!
- 8 Bicycle tyres are usually made of rubber.

## 2 a 1.7 Listen and choose the correct item of clothing in column B for each person.

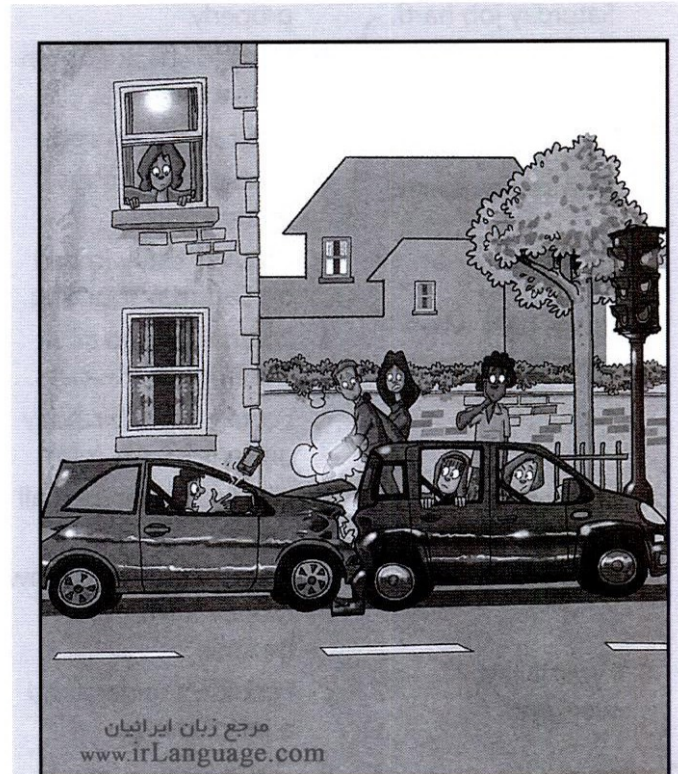
A	B	C
1 John	jumper / trousers / <u>shirt</u>	short-sleeved, striped, red and grey
2 Sally	dress / skirt / jeans	
3 Dan	trainers / shorts / T-shirt	
4 Bella	top / shoes / boots	

## b 1.7 Listen again. Describe the item.

## 3 Describe your four favourite items of clothing.

- 1 *My first favourite item of clothing is ...*
- 2
- 3
- 4

## 4 Complete the text. Put the verbs in brackets into the past simple or past continuous tense.



When my mum and I <sup>1</sup> *were going* (go) to the supermarket yesterday, we <sup>2</sup> \_\_\_\_\_ (have) an accident.

It <sup>3</sup> \_\_\_\_\_ (happen) while we <sup>4</sup> \_\_\_\_\_ (drive) along Station Road. As we <sup>5</sup> \_\_\_\_\_ (come) to the traffic lights near the station, they changed to red, so we <sup>6</sup> \_\_\_\_\_ (stop).

A car <sup>7</sup> \_\_\_\_\_ (follow) us, but the driver <sup>8</sup> \_\_\_\_\_ (not pay) attention, because she <sup>9</sup> \_\_\_\_\_ (talk) on her mobile phone. When we <sup>10</sup> \_\_\_\_\_ (stop), she <sup>11</sup> \_\_\_\_\_ (drive) into the back of our car. Fortunately, she <sup>12</sup> \_\_\_\_\_ (not travel) very fast. Anyway, we <sup>13</sup> \_\_\_\_\_ (get out) of the car and <sup>14</sup> \_\_\_\_\_ (go) to talk to the other driver. Then we <sup>15</sup> \_\_\_\_\_ (get) a big surprise. The other driver was my big sister! Mum was very angry.

## 5 Choose the correct verbs.



**Jake** Hi Max! Did you have a good summer holiday?

**Max** It was OK. I <sup>1</sup>**had to** / **used to** work in my uncle's garage to earn some money. I <sup>2</sup>**didn't have to** / **couldn't** go to the beach very often!

**Jake** What did you have to do at the garage?

**Max** Well, I <sup>3</sup>**couldn't** / **used to** repair the engines, because I don't know how to do that – so I washed cars instead. It was hard work!

**Jake** I bet! I <sup>4</sup>**could** / **had to** wash my parents' car when I was younger to earn some pocket money. I <sup>5</sup>**couldn't** / **used to** do it every Sunday afternoon.

**Max** I <sup>6</sup>**used to** / **didn't use to** wash our neighbour's car every weekend, too. I <sup>7</sup>**could** / **didn't use to** wash it very well, but they still <sup>8</sup>**used to** / **could** give me £5.

**Jake** Oh, I <sup>9</sup>**could** / **had to** wash my parents' car very well, or my dad <sup>10</sup>**use to** / **have to** give me any money.

**Max** But at least you <sup>11</sup>**used to** / **didn't use to** do it in the afternoon, so you <sup>12</sup>**didn't have to** / **couldn't** get up early to do it. This summer I <sup>13</sup>**had to** / **didn't use to** get up at 7.00 every morning! My uncle's garage opens at 8.00! I'll be happy to get back to school!

## I can ...

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

- 1 I **cycled** / **was cycling** home last night when I **was seeing** / **saw** Steve at the bus stop. When I **saw** / **was seeing** him I **stopped** / **was stopping** to talk to him

I can talk about the past.

Yes  I need more practice

- 2 • I \_\_\_\_\_ here when I was younger. (live didn't to use)  
• Oh, where \_\_\_\_\_?  
(use live to you did)  
• I \_\_\_\_\_ near York. (to live used)

I can say what I used to do.

Yes  I need more practice

- 3 When I went to the USA, I **could** / **couldn't** speak my own language. I **had to** / **couldn't** speak English. Soon I **didn't have to** / **could** understand lots of things and I **couldn't** / **didn't have to** use a dictionary all the time.

I can talk about what I could or had to do.

Yes  I need more practice

- 4 • My piano exam is tomorrow.  
• \_\_\_\_\_ luck. I'll keep my fingers \_\_\_\_\_ for you.  
• I passed.  
• Well \_\_\_\_\_. That's \_\_\_\_\_ news!

I can respond to news.

Yes  I need more practice

- 5 I love eggs, \_\_\_\_\_ I hate cheese. \_\_\_\_\_ it was raining, we went out.

I can contrast sentences.

Yes  I need more practice

## 2A The movies

## Verbs and prepositions

1 \* Match the verbs to the expressions. Then write another expression in boxes a-e.

1 fall into

a the ice

2 fall out of

b the stairs

3 fall down

c bed

4 fall through

d your bike

5 fall off

e a river

the sea

2 \*\*\* Complete the sentences with these prepositions.

out of off (x2) through (x2) down into

- I fell off my bike when I was six years old.
- The bank robbers came \_\_\_\_\_ prison last week after ten years.
- 'In this scene you have to jump \_\_\_\_\_ the bridge onto the train,' said the director.
- The stuntman flew \_\_\_\_\_ a tunnel in a small plane. It was amazing!
- The police officer ran \_\_\_\_\_ the stairs as fast as he could.
- Helen jumped \_\_\_\_\_ the cold river and swam to the other side.
- The thieves tried to escape across the frozen lake, but their car fell \_\_\_\_\_ the ice.

## Present perfect

3 \*\*\* What has happened in Polly's life recently? Look at the list and write what she has or hasn't done.

1	play table tennis	✓
2	see a film	X
3	do a project	X
4	buy a CD	✓
5	write an email	✓
6	take a photograph	X
7	visit relatives	✓
8	be ill	X

1 Polly's played table tennis.2 She

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

4 \*\*\* Have you done the things in Polly's list recently? Write sentences.

1 I've played / I haven't played table tennis.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

5 a \*\*\* 1.8 Listen to an interview with adventurer Carl Hunter. Tick (✓) the things that Carl has done. Put a cross (x) for the things that he hasn't done.



1 drive a racing car



2 ride an elephant



3 eat insects



4 see a ghost



5 sail around the world



6 break a leg



7 cycle across the USA



8 fly a helicopter



9 run a marathon

b Write about what Carl has or hasn't done.

- 1 He hasn't driven a racing car.
- 2 He's ridden an elephant.
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_

Present perfect v past simple

6 \*\* Choose the correct form of the verbs.

- 1 I've fallen / fell downstairs last week.
- 2 Did you ever see / Have you ever seen a shooting star?
- 3 John's never driven / never drove a go-kart.
- 4 My mum's been / was on the radio last Monday.
- 5 I've never had / never had toothache.
- 6 We've ridden / rode our bikes to school yesterday.
- 7 Have you taken / Did you take a lot of photos when you were on holiday?
- 8 Carl's done / did lots of interesting things in his life up to now.

7 \*\*\* Write short dialogues. Use the cues.

- 1 • meet / a famous person?
  - David Beckham / 2012

*Have you ever met a famous person?*

*Yes, I have. I met David Beckham in 2012.*

- 2 • write / a book?
  - first novel / last year

\_\_\_\_\_

\_\_\_\_\_

- 3 • climb / a mountain?
  - Mont Blanc / two years ago

\_\_\_\_\_

\_\_\_\_\_

- 4 • be / late for school?
  - be late / last Monday

\_\_\_\_\_

\_\_\_\_\_



# 2B Smart Alec closes the door

## Present perfect

1 \* What have the people done? Write sentences. Use these expressions.

be on holiday win a football match  
clean the room break the window  
cook a meal see a film



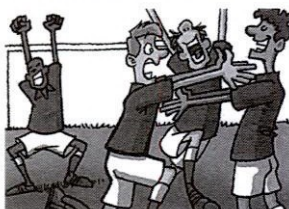
1 They've seen a film.



2 \_\_\_\_\_  
\_\_\_\_\_



3 \_\_\_\_\_  
\_\_\_\_\_



4 \_\_\_\_\_  
\_\_\_\_\_



5 \_\_\_\_\_  
\_\_\_\_\_



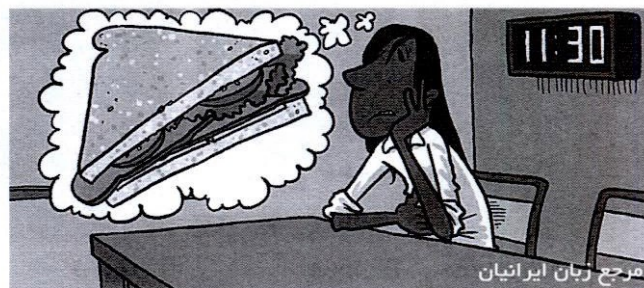
6 \_\_\_\_\_  
\_\_\_\_\_

## for / since

2 \* Complete the sentences with *for* or *since*.

- I've been a pupil at this school for a year.
- My brother has worked in the USA \_\_\_\_\_ six months now.
- We haven't seen Martin \_\_\_\_\_ June.
- I haven't watched TV \_\_\_\_\_ Sunday night.
- Our neighbours have been on holiday \_\_\_\_\_ two weeks.
- We've lived in this house \_\_\_\_\_ 2006.
- I've had this coat \_\_\_\_\_ last September.
- We've been in this traffic jam \_\_\_\_\_ an hour and a half.
- I haven't had anything to eat \_\_\_\_\_ seven o'clock this morning.
- I've had a bad cold \_\_\_\_\_ three days.

3 \*\* Complete the sentences about yourself.



- I haven't eaten anything since eight o'clock.  
I haven't eaten anything since \_\_\_\_\_.
- I've lived in my house for five years.  
I've lived in my house for \_\_\_\_\_.
- I've been a pupil at this school since \_\_\_\_\_.
- I've had my school bag for \_\_\_\_\_.
- I haven't been to the cinema since \_\_\_\_\_.
- We've had our English teacher for \_\_\_\_\_.
- We haven't been on holiday since \_\_\_\_\_.
- I've studied English for \_\_\_\_\_.
- I've known my best friend since \_\_\_\_\_.
- We haven't had an English test for \_\_\_\_\_.

**4 \*\*** Last year, Gina and her family moved to New York. What has or hasn't she done since then? Write sentences with these expressions. Use the present perfect tense.

- visit her friends in Canada
- make a lot of new friends
- see Niagara Falls
- take the ferry to the Statue of Liberty
- have a picnic in Central Park
- start her new school
- walk across Brooklyn Bridge
- watch a baseball game



1 She's made a lot of new friends.



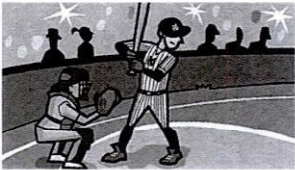
2 \_\_\_\_\_



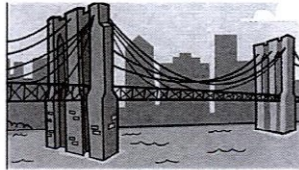
3 \_\_\_\_\_



4 \_\_\_\_\_



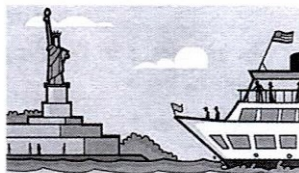
5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

**5 \*\*\*** Write the time expression with the correct sentence.

- 1 two weeks ago  
We've seen that film \_\_\_\_\_.  
We saw that film two weeks ago.
- 2 before dinner  
I did my History homework \_\_\_\_\_.  
I've done all my homework \_\_\_\_\_.
- 3 since 1995  
Samuel Carlos has written five books \_\_\_\_\_.  
Samuel Carlos wrote two books \_\_\_\_\_.
- 4 in *The Hobbit*  
I was a stunt double \_\_\_\_\_.  
I've been a stunt double \_\_\_\_\_.
- 5 since 8 am  
Karen didn't eat anything \_\_\_\_\_.  
Karen hasn't eaten anything \_\_\_\_\_.
- 6 last week  
I've finished this book \_\_\_\_\_.  
I finished this book \_\_\_\_\_.

**6 \*\*\*** 1.9 Listen and tick (✓) the correct pictures.

1  a	2  a	3  a
 b	 b	 b
4  a	5  a	6  a
 b	 b	 b

# 2C TV shows

## Nouns and adjectives

1 \* Complete the crossword with the adjective form of the nouns.

**Across**

- 4 excitement
- 5 success
- 6 fame
- 8 difficulty
- 10 happiness

**Down**

- 1 freedom
- 2 danger
- 3 good looks
- 7 anger
- 9 luck

2 \*\* Read what the celebrities say. Choose the correct words.

1 Everybody wants to be <sup>1</sup>success / **successful**.  
<sup>2</sup>Good looks / Good-looking can make it easier, but there are a lot of <sup>3</sup>good looks / good-looking people out there. They can't all be TV stars. You need talent and a bit of <sup>4</sup>luck / lucky, too. And remember that <sup>5</sup>success / successful doesn't always bring <sup>6</sup>happiness / happy. A lot of <sup>7</sup>success / successful people are not <sup>8</sup>happiness / happy.

2 We all need <sup>9</sup>excitement / exciting in our lives. That's why people like to do <sup>10</sup>danger / dangerous things. <sup>11</sup>Danger / Dangerous is a big part of my life as a stuntman.

3 <sup>12</sup>Fame / Famous can be very <sup>13</sup>excitement / exciting, but it also brings <sup>14</sup>difficulties / difficult. You lose a lot of your <sup>15</sup>freedom / free when you're <sup>16</sup>fame / famous. You aren't really <sup>17</sup>freedom / free if photographers follow you everywhere.

4 I get <sup>18</sup>anger / angry when people say that I've been <sup>19</sup>luck / lucky. I've worked hard for my <sup>20</sup>success / successful, and things have sometimes been very <sup>21</sup>difficulty / difficult. But I try not to show my <sup>22</sup>anger / angry.

## Reading

3 \*\*\* Complete the text with the words in the boxes.

before became autographs interviews parties celebrity excitement game show recognized changed good looks contestant



Angela Wright ' became famous five years ago when she won the TV <sup>2</sup> game show Take a Chance. She was the first <sup>3</sup> celebrity to win £2 million. <sup>4</sup> Before her success on the show, she worked in an office in Birmingham, but after her big win, her whole life <sup>5</sup> changed. With her <sup>6</sup> good looks she soon became a <sup>7</sup> contestant. When she went out, people <sup>8</sup> recognized her and asked her for <sup>9</sup> autographs. She did <sup>10</sup> interviews for magazines, too, and she went to a lot of <sup>11</sup> parties. 'I really loved all the <sup>12</sup> excitement,' she said.

signed future married happy  
fame since works money  
fantastic friend fast for



irLanguage.com

However, she also loved spending money. She bought a <sup>13</sup> \_\_\_\_\_ sports car and a big, expensive house. She also took several <sup>14</sup> \_\_\_\_\_ holidays. It was all very exciting while it lasted, but after two years all the <sup>15</sup> \_\_\_\_\_ was gone.

<sup>16</sup> \_\_\_\_\_ the last three years she's lived with her mother in Birmingham and she now <sup>17</sup> \_\_\_\_\_ in a supermarket. 'Life is very quiet now,' she says. 'I haven't <sup>18</sup> \_\_\_\_\_ an autograph <sup>19</sup> \_\_\_\_\_ last September. But I feel <sup>20</sup> \_\_\_\_\_ about the <sup>21</sup> \_\_\_\_\_. I've got a <sup>22</sup> \_\_\_\_\_ now and we're getting <sup>23</sup> \_\_\_\_\_ next year. I think I was just too young to have so much money and <sup>24</sup> \_\_\_\_\_.'

#### 4 \*\*\* Answer the questions about Angela.

- 1 What TV show did she win?  
\_\_\_\_\_
- 2 How much money did she win?  
\_\_\_\_\_
- 3 What did she do before she became famous?  
\_\_\_\_\_
- 4 What did people ask her for?  
\_\_\_\_\_
- 5 What things did she buy?  
\_\_\_\_\_
- 6 How long did the money last?  
\_\_\_\_\_
- 7 Where does she live now?  
\_\_\_\_\_
- 8 What is she doing next year?  
\_\_\_\_\_

#### 5 \*\*\* 1.10 Listen and choose the correct answers.

- 1 The name of the show is *Family ...*  
a *Fortune*      b *Fun*      c *Favourites*
- 2 What is the host's surname?  
a Melling      b Melinda      c Melton
- 3 Where are the Carpenter family from?  
a Liverpool      b Glasgow      c London
- 4 Where are the Buxton family from?  
a Manchester      b Newcastle      c Birmingham
- 5 How many rounds are there before the final round?  
a 3      b 4      c 5
- 6 Which subjects will there be questions on?  
a food      b film stars      c sport  
d animals      e pop music      f countries
- 7 How many points are there for  
a a correct answer from a member of the family? \_\_\_\_  
b a correct answer from the other family? \_\_\_\_
- 8 What is the star prize?  
a a house      b a holiday      c a car

#### Writing

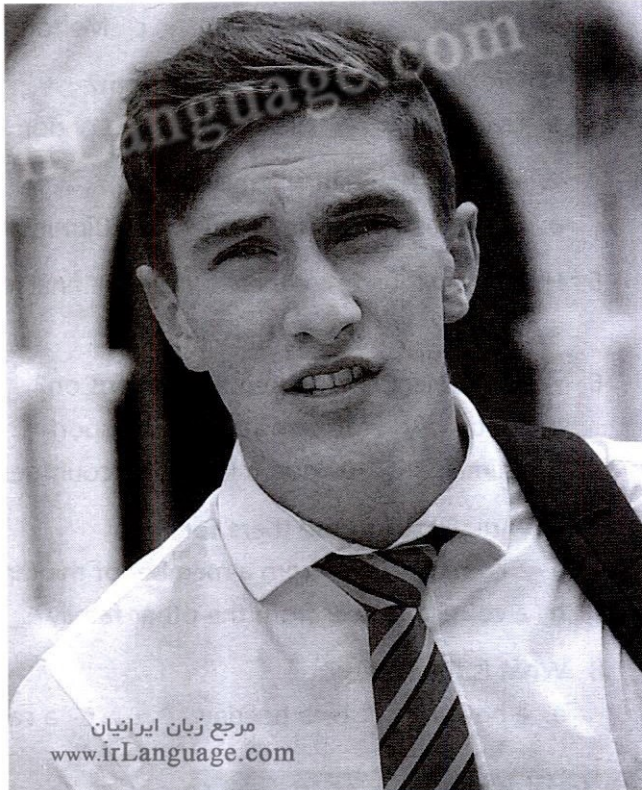
#### 6 \*\*\* Complete the sentences with your own ideas.

- 1 My favourite TV game show is \_\_\_\_\_  
\_\_\_\_\_
- 2 It's on TV at \_\_\_\_\_ on \_\_\_\_\_.
- 3 The host is \_\_\_\_\_.
- 4 There are \_\_\_\_\_ contestants.
- 5 They have to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 6 They can win \_\_\_\_\_  
\_\_\_\_\_
- 7 In the show last week, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2D Kids

### Andy's in trouble

1 \*\* Complete the text with the correct words.



Andy's <sup>1</sup> *orm* teacher, Mr Hunt, wants to see him. He has looked at all of Andy's work for the <sup>2</sup> *y*. He isn't happy with his marks. They're all very <sup>3</sup> *p*. In French, Andy only got fifteen <sup>4</sup> *p* and Mr Hunt is surprised because Andy used to be good at French. He thinks that Andy didn't <sup>5</sup> *r*. Andy tells Mr Hunt that he was in a tennis <sup>6</sup> *c* all weekend, but his teacher doesn't think it's a good <sup>7</sup> *e*.

Mr Hunt tells Andy that he had two weeks to revise. Andy makes another excuse and says that he was working on his Geography <sup>8</sup> *p*. Mr Hunt knows that the students have got until next week to finish it and wants to see Andy's project <sup>9</sup> *t*. If not, he's going to write to Andy's <sup>10</sup> *p*.

Andy is very <sup>11</sup> *w*. He tells Lily, Mike and Tara that he hasn't <sup>12</sup> *s* his project yet.

### Everyday English

2 \*\* 1.11 Listen and complete the dialogue.

- <sup>1</sup> *You wanted to see me, miss?* \_\_\_\_\_
- Yes. Come in.
- <sup>2</sup> \_\_\_\_\_. We had football practice.
- All right. Anyway, <sup>3</sup> \_\_\_\_\_ your essay. It's very good.
- Thank you, miss.
- However, your marks in last Monday's test were <sup>4</sup> \_\_\_\_\_.
- Sorry, miss. I didn't revise enough. I played football at the weekend.
- <sup>5</sup> \_\_\_\_\_. And what about your project? Have you done that?
- No, miss. <sup>6</sup> \_\_\_\_\_!

### been / gone

3 \*\* Answer the questions with Yes or No.

- 1 *They've gone to the sports centre.*  
Are they at the sports centre now?  Yes
- 2 *Jane's been to the post office.*  
Is she at the post office now?
- 3 *Matthew's gone swimming.*  
Is he at the swimming pool now?
- 4 *Our neighbours have been skiing.*  
Are they skiing now?
- 5 *We've been to Paris.*  
Are we in Paris now?
- 6 *I've been to a rugby match.*  
Am I at the rugby match now?
- 7 *Kate and Mike have gone to the park.*  
Are they at the park now?
- 8 *Andy's gone to bed.*  
Is Andy in bed now?

**4 \*\*** Complete the sentences. Use *been* or *gone* and these expressions.

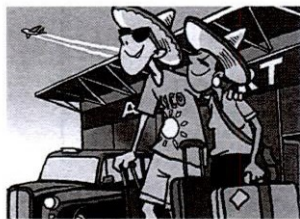
to the hairdresser's on holiday jogging  
to the shops to the cinema



1 She 's gone to the shops



She 's been to the shops



2 They \_\_\_\_\_



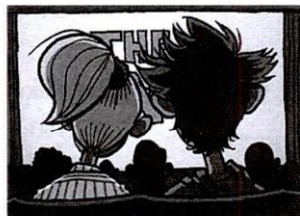
They \_\_\_\_\_



3 He \_\_\_\_\_



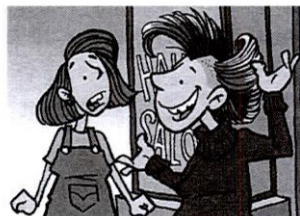
He \_\_\_\_\_



4 They \_\_\_\_\_



They \_\_\_\_\_



5 She \_\_\_\_\_



She \_\_\_\_\_

**Question tags**

**5 \*\*** Add question tags to the sentences.

- Ian hasn't got a Saturday job, has he?
- Heather lives next door to you, \_\_\_\_\_?
- You aren't going out tonight, \_\_\_\_\_?
- You've been to Turkey, \_\_\_\_\_?
- They didn't catch the train, \_\_\_\_\_?
- We were having dinner at six o'clock yesterday, \_\_\_\_\_?
- Mark can't sing, \_\_\_\_\_?
- We'll have a great time, \_\_\_\_\_?
- You don't like fish, \_\_\_\_\_?
- Oliver recorded the TV show, \_\_\_\_\_?

**6 a \*\*\*** Complete the sentences in column A with question tags.

A

B

1 It's the sixteenth today, isn't it?

2 You don't get on with Dave, \_\_\_\_\_?

3 We've seen that film, \_\_\_\_\_?

4 Tim hasn't got a mobile phone, \_\_\_\_\_?

5 You'll be at Nina's party, \_\_\_\_\_?

6 You aren't listening to the radio, \_\_\_\_\_?

7 The film starts at 6.15, \_\_\_\_\_?

8 Josh and Amy went to the pop concert, \_\_\_\_\_?

a Yes, we watched it on DVD.

b Yes, they really enjoyed it.

c No, six o'clock. So don't be late.

d No, I can't stand him.

e No, you can switch it off if you want.

f Yes, he has. He got one last week.

g No, it's the fifteenth.

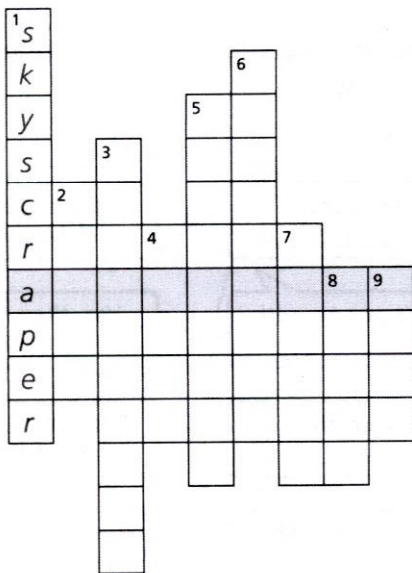
h Yes, I'll be there.

**b** Match the questions in column A to the answers in column B.

# Progress check

## 1 Complete the crossword. What is the hidden word?

- A very tall building.
- A dangerous action in a film.
- This person takes part in a game show.
- In the final \_\_\_\_\_, you can win £1000.
- When you're famous, people \_\_\_\_\_ you in the street.
- A famous person.
- Take a chance.
- You can win this.
- This person asks the questions in a game show.



## 2 Complete the text. Put the verbs in brackets into the present perfect or past simple tense.

Until the beginning of this year, my life <sup>1</sup> was (be) very boring. I <sup>2</sup> \_\_\_\_\_ (not have) many friends, so I <sup>3</sup> \_\_\_\_\_ (not go out) much. I <sup>4</sup> \_\_\_\_\_ (spend) most of my free time in front of the TV. Then, last January I <sup>5</sup> \_\_\_\_\_ (join) a local youth group. Since then, life <sup>6</sup> \_\_\_\_\_ (be) very different. I <sup>7</sup> \_\_\_\_\_ (make) lots of new friends and I <sup>8</sup> \_\_\_\_\_ (do) some really exciting things. In fact, I <sup>9</sup> \_\_\_\_\_ (not watch) TV for the last two weeks, because I <sup>10</sup> \_\_\_\_\_ (be) out every evening.

## 3 a Write the missing words.

	nouns	adjectives
1	difficulty	difficult
2		dangerous
3	fame	
4		successful
5		lucky
6		happy
7	freedom	
8		good-looking
9		exciting
10	anger	

## b Use words from the chart to complete the interview with Chuck Benn.



**Interviewer** You've been very <sup>1</sup> successful, but has your <sup>2</sup> difficulty brought you <sup>3</sup> happiness?

**Chuck** Well, yes and no. I love all the <sup>4</sup> freedom – parties, travel and things like that, but I miss my <sup>5</sup> family. That's what happens when you're <sup>6</sup> famous, because people recognize you.

**Interviewer** Does that make things <sup>7</sup> difficult?

**Chuck** Sometimes. I get <sup>8</sup> angry when I'm in a restaurant with friends and people ask me for autographs. But I mustn't complain. I've had a lot of <sup>9</sup> luck.

**Interviewer** Has your <sup>10</sup> life ever put your life in <sup>11</sup> danger?

**Chuck** Yes, it can be <sup>12</sup> dangerous. A man tried to attack me once. But I was <sup>13</sup> protected. My bodyguard stopped him.

**4 Complete the sentences. Put the verbs in brackets into the present perfect tense and write for or since.**

- 1 We *'ve been* \_\_\_\_\_ (be) here *since* 10.30.
- 2 Bill \_\_\_\_\_ (work) in this café \_\_\_\_\_ six months.
- 3 I \_\_\_\_\_ (not see) Lulu \_\_\_\_\_ lunchtime.
- 4 Terry \_\_\_\_\_ (have) toothache \_\_\_\_\_ Sunday.
- 5 I \_\_\_\_\_ (play) the clarinet \_\_\_\_\_ four years.
- 6 Jane \_\_\_\_\_ (not eat) any meat \_\_\_\_\_ last September.
- 7 We \_\_\_\_\_ (live) here \_\_\_\_\_ 2010.
- 8 I \_\_\_\_\_ (not do) judo \_\_\_\_\_ three weeks.

**5 1.12 Listen and complete the sentences with been or gone.**

*Kelly went skating this morning, but she's in her bedroom now.*

- 1 Kelly has *been* skating today.
- 2 Joe has \_\_\_\_\_ home.
- 3 Poppy's parents have \_\_\_\_\_ to France.
- 4 Luke's sister has \_\_\_\_\_ to the USA.
- 5 Fred and Jane have \_\_\_\_\_ shopping.
- 6 Michael has \_\_\_\_\_ upstairs.
- 7 Vera has \_\_\_\_\_ out.
- 8 My friends have \_\_\_\_\_ to the park.

**6 Write the question tags.**

- 1 You don't like fish, *do you* ?
- 2 You weren't at the lesson, \_\_\_\_\_?
- 3 We had a good time, \_\_\_\_\_?
- 4 You can speak Spanish, \_\_\_\_\_?
- 5 You haven't met Anita, \_\_\_\_\_?
- 6 Your mum works in this shop, \_\_\_\_\_?
- 7 Jack will get the tickets, \_\_\_\_\_?

**I can ...**

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

- 1 I \_\_\_\_\_ two films recently. (see)  
I \_\_\_\_\_ three tests this week. (take)  
I \_\_\_\_\_ all the Harry Potter books. (read)

I can talk about recent events and experiences up to now.

- Yes  I need more practice

- 2 live have be

Ian \_\_\_\_\_ his bike **for / since** three years.  
My parents \_\_\_\_\_ in this town **for / since** a long time.  
I \_\_\_\_\_ at this school **for / since** January.

I can talk about events that started in the past and continue in the present.

- Yes  I need more practice

- 3 You're going to the party tonight, \_\_\_\_\_?  
You didn't enjoy the film, \_\_\_\_\_?  
Maya likes chocolate, \_\_\_\_\_?

I can use question tags to confirm information.

- Yes  I need more practice

- 4 after a while before whenever

\_\_\_\_\_ we moved to Rome, we lived in Paris.  
The celebrity was recognized \_\_\_\_\_ he went out.  
I waited for Sara outside the café. \_\_\_\_\_ I got bored and went home.

I can write simple sentences and connect them with time expressions.

- Yes  I need more practice



# 3

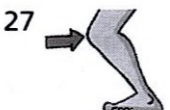
# Health and safety

## 3A You and your body

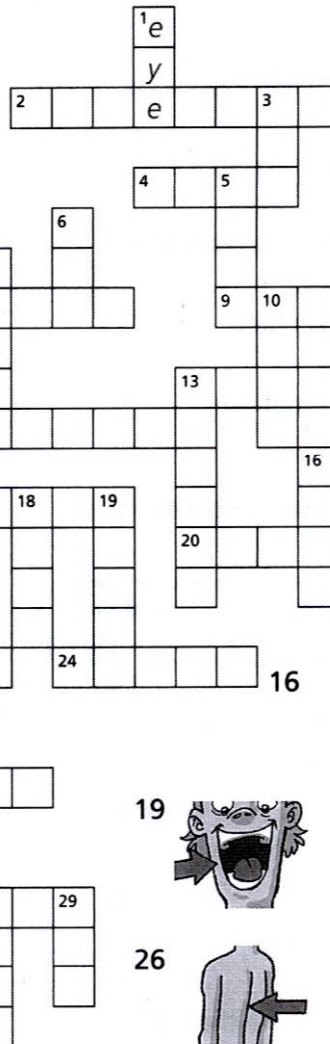
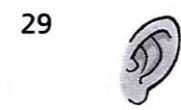
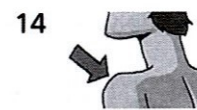
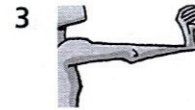
### Parts of the body

1 a \* Complete the crossword.

Across



Down



b Write the parts of the body. Use the words in exercise 1a.

- three parts of your hand  
fingers, t\_\_\_\_\_, p\_\_\_\_\_
- two parts of your foot  
t\_\_\_\_\_, h\_\_\_\_\_
- two things that are in your mouth  
t\_\_\_\_\_, t\_\_\_\_\_

- five parts that are joints  
e\_\_\_\_\_, k\_\_\_\_\_, w\_\_\_\_\_,  
s\_\_\_\_\_, a\_\_\_\_\_
- two things that are above your eyes  
f\_\_\_\_\_, h\_\_\_\_\_
- four parts of your leg  
k\_\_\_\_\_, t\_\_\_\_\_, s\_\_\_\_\_,  
c\_\_\_\_\_

**Relative pronouns**

**2 \* Complete the sentences with *who* or *which*.**

- 1 Don't wear shoes which are too tight.
- 2 People \_\_\_\_\_ don't smoke live longer.
- 3 Avoid food \_\_\_\_\_ contains a lot of sugar.
- 4 People \_\_\_\_\_ walk every day are healthier.
- 5 A diet \_\_\_\_\_ contains a lot of fruit and vegetables is best.
- 6 There are some boys and girls in my class \_\_\_\_\_ spend too much time watching TV.
- 7 The man \_\_\_\_\_ lives in the flat upstairs goes jogging every day.
- 8 Exercise \_\_\_\_\_ is too strenuous can damage your joints.
- 9 If you go jogging, you must wear shoes \_\_\_\_\_ fit properly.
- 10 Skin cancer can be a problem for people \_\_\_\_\_ sunbathe a lot.

**3 a \*\* 1.13 Look at the picture. Listen and write the names of the girls.**

Beth Lily Gina Ellie Daniela Fran Carla



- 1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_ 7 \_\_\_\_\_
- 2 \_\_\_\_\_ 4 \_\_\_\_\_ 6 \_\_\_\_\_

**b Write a sentence about each girl.**

- 1 Lily is the girl who's talking to Fran
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

**4 \*\* Complete the sentences about Ryan's life. Use relative clauses with *that* and these expressions. Two of the expressions are not needed.**

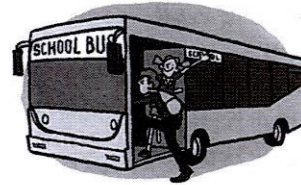
sells really nice cakes   always barks at me  
~~lives next door~~   came to my party  
 works in our local shop   scratched me  
 takes me to school   works in my dad's office



1 This is the girl that lives next door



2 These are the friends \_\_\_\_\_



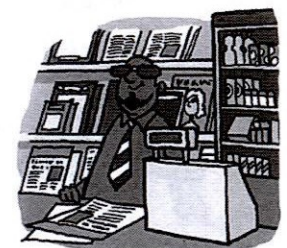
3 This is the bus \_\_\_\_\_



4 This is the cat \_\_\_\_\_



5 This is the shop \_\_\_\_\_



6 This is the man \_\_\_\_\_

# 3B Sweet Sue has the last laugh

## should / shouldn't

1 \* Complete the sentences with *should* or *shouldn't*.

- 1 Everyone should try to eat a healthy diet.
- 2 Teenagers \_\_\_\_\_ eat a lot of junk food.
- 3 Your diet \_\_\_\_\_ contain more than 20% fat.
- 4 The largest part of your diet \_\_\_\_\_ be fruit and vegetables.
- 5 You \_\_\_\_\_ take 30 minutes exercise a day.
- 6 You \_\_\_\_\_ start smoking.
- 7 You \_\_\_\_\_ watch TV all the time.
- 8 You \_\_\_\_\_ be careful in the sun.

## might

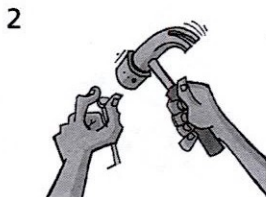
2 \*\* What might happen? Give the people some advice. Use these expressions and *might*.

trip  
hurt  
hit  
burn  
cut  
fall  
bite

your finger  
off the wall  
you  
over the rug  
your hand  
your back  
your arm



Careful. You might burn your arm.



\_\_\_\_\_



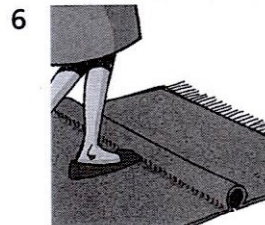
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3 \*\*\* Complete the text with *should*, *shouldn't*, *might* or *might not*.

There's a lot of different advice at the moment about what we<sup>1</sup> should eat to stay healthy. It's very confusing! Some doctors tell us that we<sup>2</sup> \_\_\_\_\_ eat red meat, because it's bad for your heart, but other doctors tell us that we<sup>3</sup> \_\_\_\_\_ eat it, because it's good for your brain! Chocolate is a problem, too! Some people think that we<sup>4</sup> \_\_\_\_\_ eat a lot of chocolate, because we<sup>5</sup> \_\_\_\_\_ get bad skin or it<sup>6</sup> \_\_\_\_\_ be good for our teeth, because it contains a lot of sugar. But some experts say that dark chocolate<sup>7</sup> \_\_\_\_\_ be bad for us at all. They say it<sup>8</sup> \_\_\_\_\_ be good for your heart and we<sup>9</sup> \_\_\_\_\_ eat more of it! In general, I think my gran's advice is the best that I've heard on this subject. We<sup>10</sup> \_\_\_\_\_ eat what we enjoy - but we<sup>11</sup> \_\_\_\_\_ eat too much of it!

**Relative clauses**

**4 \*\*** Write the words for the definitions. Choose from these words.

an axe a cable a dentist revision  
junk food an office a doctor a teenager  
sunscreen headphones the boot  
a celebrity the seat a helmet

- Someone that you go to when you are ill.  
a doctor
- Something that you put on your skin when it's sunny. \_\_\_\_\_
- Something that you put on your ears to listen to music. \_\_\_\_\_
- Something that you wear to protect your head.  
\_\_\_\_\_
- Something that carries electricity. \_\_\_\_\_
- Someone who is 13–19 years old. \_\_\_\_\_
- The thing that you sit on in a car. \_\_\_\_\_
- Food that isn't good for you. \_\_\_\_\_
- Someone who checks your teeth. \_\_\_\_\_

**5 \*\*** Complete the sentences. Use these expressions.

a person who	you can win
the part of your body that	you wear in summer
the part of a car that	jewellery is made of
a material which	you sit on
people who	you put luggage in
something which	don't smoke
an item of clothing that	steals things

- The boot is the part of a car that you put luggage in.
- A thief is \_\_\_\_\_.
- Non-smokers are \_\_\_\_\_.
- A prize is \_\_\_\_\_.
- Gold is \_\_\_\_\_.
- Your bottom is \_\_\_\_\_.
- A T-shirt is \_\_\_\_\_.

**6 a \*\*\*** 1.14 Listen to the story and answer the questions.

- Where is the tree?  
\_\_\_\_\_
- Who was with Tom?  
\_\_\_\_\_
- Why did Tom fall?  
\_\_\_\_\_
- Where did he land?  
\_\_\_\_\_
- Where did he go after that?  
\_\_\_\_\_
- How did he get there?  
\_\_\_\_\_
- What did the doctor do?  
\_\_\_\_\_
- Who has come to visit Tom?  
\_\_\_\_\_
- What has Tom done since his accident?  
\_\_\_\_\_

**b** Describe the pictures. Use relative clauses.



1 This is the tree that Tom was climbing.



2 This is the boy \_\_\_\_\_.



3 This is \_\_\_\_\_.



4 This is \_\_\_\_\_.



5 This is \_\_\_\_\_.



6 This is \_\_\_\_\_.



7 This is \_\_\_\_\_.



8 These are \_\_\_\_\_.

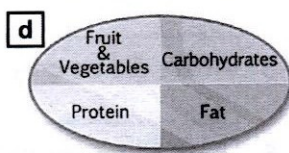


9 These are \_\_\_\_\_.

# 3C Looking after yourself

## Reading

1 \* Read the texts. Match sections 1–4 to pictures a–d.



## Healthy eating habits!

Healthy eating habits mean a longer, happier life. Here are a few tips on what we should eat, and why.

1 \_\_\_\_\_  
Some people take tablets every day to get vitamins and minerals, but nutrition experts say that this isn't necessary. You can get all the vitamins and minerals that you need from a good balanced diet. This should have the right amount of protein, carbohydrates and fat, and a lot of fresh fruit and vegetables. And avoid junk food. That's food which contains a lot of fat and sugar. It will fill you up, but won't give you all the vitamins and minerals that you need.

2 \_\_\_\_\_  
Are you fed up with getting colds? Then you should eat plenty of food that contains vitamin C. Fruit, like oranges, lemons and grapefruits, is full of vitamin C and will help to protect you against colds and flu. The body can't store vitamin C, so you have to eat these every day! Dark and brightly-coloured vegetables, like yellow peppers and broccoli, will also help. They contain a lot of vitamins A, B and C.

3 \_\_\_\_\_  
We often forget that our skin, bones and hair need help to be strong and look good! Calcium is one thing that we need for this, and we can find it in a lot of food that we have every day, such as milk and fish. It is also important to eat nuts, seeds and fresh vegetables. These are high in vitamins and minerals. Fish oils are good for our skin and hair, too.

4 \_\_\_\_\_  
Exercise is good for building muscle, but we also need to feed our bodies with the right things. Protein is essential for building muscle and we can find it in meat. People often think that you need to eat a lot of red meat, such as steak, to build muscle, but chicken is good for this, too. You can also find protein in fish, eggs, milk and nuts.

2 \*\* Read the texts again and write these headings in sections 1–4. There are two headings that you do not need.

Say goodbye to colds and flu    Muscle power  
A vegetarian diet    A balanced diet  
Food for your brain    Healthy skin and bones

3 a \*\* Complete columns A and B of the chart with these expressions.

strengthen skin, hair and bones    protein  
vitamin C    build muscles    ~~a balanced diet~~  
protect you against infections    calcium  
provide vitamins and minerals

	A You need ...	B to ...	C You get it from ...
1	<i>a balanced diet</i>	<i>provide vitamins and minerals</i>	<i>the right amount of protein, carbohydrates and fat, fruit and vegetables</i>
2			
3			
4			

b Complete column C with examples from the text.

**Problems and treatments**

**4 \*** Put the letters in the correct order to complete the sentences.

- 1 My throat is very sore. EROS
- 2 I've cut my finger and it's                     . GLIBENED
- 3 I can't walk very easily. My knee is                     . LOWSNEL
- 4 I've got a rash on my face. It's very                     . THYIC
- 5 I can't move my leg. I think it's                     . NEKROB
- 6 I've hurt my arm. It's very                     . UNIFLAP
- 7 My ear hurts. The doctor says I've got an                     . NIFOTENIC
- 8 I don't feel well. I've got a                     . TRAMEETPRUE
- 9 I                      my ankle when we were playing tennis. DEPRASIN

**5 a \*\*** Label the pictures.



1 a cast      2                           3                     



4                           5                           6                     



7                           8                           9                     

**b Match the pictures in exercise 5a to these problems.**

- 8 a Diana has got a chest infection and needs some antibiotics.
- b Ben has hurt his knee and needs an X-ray.
- c Toby has got an itchy rash on his neck.
- d Natalie has broken her leg.
- e Ali has got a sore eye.
- f Vicky is going to a tropical country.
- g Peter has sprained his ankle.
- h Jessie has hurt her wrist.
- i Dylan has cut his hand.

**6 \*\*** 1.15 Listen to a conversation at the doctor's. Put the dialogue in the correct order.

- a I've hurt my finger.
- b Will I have to go to the hospital for that?
- c Goodbye.
- d Hello. What can I do for you?
- e Yes, but it's very painful.
- 1 f Hello, doctor.
- g About three days. I closed a door on it.
- h Yes, here you are. Take this letter to the hospital and they'll X-ray it for you.
- i How long has it been like this?
- j I see. Well, I think you've probably broken it, so you'll need an X-ray.
- k Yes. It's a bit swollen. Can you bend it?
- l Thank you, doctor. Goodbye.

**Writing**

**7 \*\*\*** Your friend wants to get healthier. What advice can you give him / her? Write 4 things.

- 1 First of all, I think you should eat plenty of ...
- \_\_\_\_\_
- 2 \_\_\_\_\_
- \_\_\_\_\_
- 3 \_\_\_\_\_
- \_\_\_\_\_
- 4 \_\_\_\_\_
- \_\_\_\_\_

# 3D Kids

## The tickets

1 \*\* Put the sentences in the correct order.



مرجع زبان ایرانیان

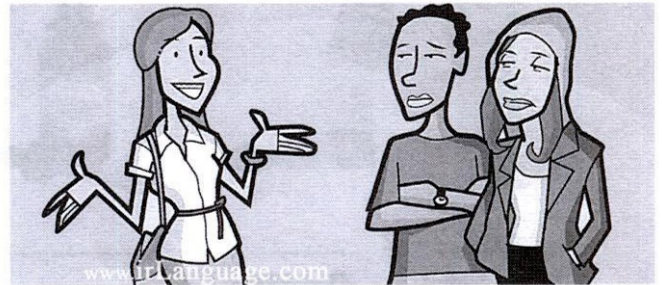
- a He says that he's won some tickets to Wimbledon.
- b Mike is feeling great, but Tara and Lily are very tired.
- c Andy tells them they are for Wednesday.
- d He tells them that he has some good news.
- e Tara reminds Andy that Wednesday is a working day for all of them.
- f He says that he's got four tickets, so he invites the others to go with him.
- g Lily and Mike feel really disappointed.
- h Tara, Lily and Mike are talking about their first day of work experience.
- i At first, they're all very excited as they really want to go to Wimbledon.
- j Then Mike asks him which day the tickets are for.
- k Andy arrives and joins them. He looks very happy.

## Everyday English

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

- 1 looks He pleased  
*He looks pleased.* \_\_\_\_\_
- 2 disappointed feel really I  
 \_\_\_\_\_
- 3 one That's each  
 \_\_\_\_\_
- 4 you something forgotten Haven't ?  
 \_\_\_\_\_
- 5 best That's part the  
 \_\_\_\_\_
- 6 great got news some I've  
 \_\_\_\_\_
- 7 for are tickets When the ?  
 \_\_\_\_\_

3 \*\* Complete the dialogue.



- Paul Here comes Mina!  
 Katy <sup>1</sup> *She looks* \_\_\_\_\_ pleased.  
 Mina I'm so excited. <sup>2</sup> \_\_\_\_\_ news! I've won some concert tickets.  
 Paul Oh, great! Are you going alone?  
 Mina No, that's <sup>3</sup> \_\_\_\_\_. I have three tickets, so <sup>4</sup> \_\_\_\_\_ each.  
 Katy When <sup>5</sup> \_\_\_\_\_?  
 Mina Next Wednesday.  
 Paul Haven't <sup>6</sup> \_\_\_\_\_? We've got school.  
 Katy And a test. So we can't go. I feel <sup>7</sup> \_\_\_\_\_.

**Agreeing and disagreeing**

**4 \*\*** Complete the dialogues with these auxiliaries.

was am (x2) have can  
will did (x2) do (x2)

- 1 • I don't like shopping.  
◦ Neither do I.
- 2 • I can speak English.  
◦ So \_\_\_\_\_ we.
- 3 • I've got two brothers.  
◦ So \_\_\_\_\_ I.
- 4 • We didn't go out at the weekend.  
◦ Neither \_\_\_\_\_ we.
- 5 • I was very tired after the match.  
◦ So \_\_\_\_\_ I.
- 6 • I won't be at Jeremy's party.  
◦ Neither \_\_\_\_\_ we.
- 7 • I'm starving.  
◦ So \_\_\_\_\_ I.
- 8 • I have sandwiches for lunch every day.  
◦ So \_\_\_\_\_ I.
- 9 • I went swimming yesterday.  
◦ So \_\_\_\_\_ I.
- 10 • I'm not going to buy anything.  
◦ Neither \_\_\_\_\_ I.

**5 \*\*** Disagree with the statements.

- 1 Mike doesn't like eating vegetables.  
Oh, I do.
- 2 We went to the cinema last week.  
\_\_\_\_\_
- 3 I've been to the USA.  
\_\_\_\_\_
- 4 We aren't going to have a test tomorrow.  
\_\_\_\_\_
- 5 I can play the trumpet.  
\_\_\_\_\_
- 6 I'm not very good at Science.  
\_\_\_\_\_

**6 \*\*\*** Are you like Josh Lowe? Agree or disagree with his statements.



- 1 I like football.  
So do I. / Oh, I don't.
- 2 I can't play the violin.  
Neither can I. / Oh, I can.
- 3 I'm very good at sports.  
\_\_\_\_\_
- 4 I don't live in a big city.  
\_\_\_\_\_
- 5 I can sing very well.  
\_\_\_\_\_
- 6 I went skiing last year.  
\_\_\_\_\_
- 7 I'll be on holiday next week.  
\_\_\_\_\_
- 8 I'm wearing red socks today.  
\_\_\_\_\_
- 9 I haven't got a bird.  
\_\_\_\_\_
- 10 I love pasta.  
\_\_\_\_\_

**7 \*\*** 1.16 Listen to Bella talking to Josh. Complete the sentences.

*I like football.*      *Oh, I don't.*

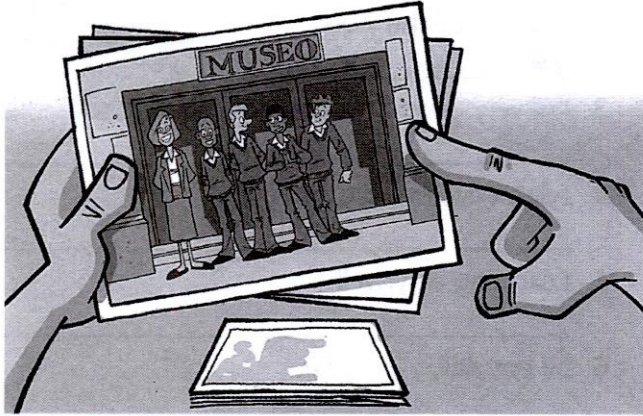
*I can't play the violin.*      *Neither can I.*

- 1 Bella doesn't like football.
- 2 She can't play the violin.
- 3 She \_\_\_\_\_ very good at sport.
- 4 She \_\_\_\_\_ in a big city.
- 5 She \_\_\_\_\_ very well.
- 6 She \_\_\_\_\_ skiing last year.
- 7 She \_\_\_\_\_ on holiday next week.
- 8 She \_\_\_\_\_ red socks today.
- 9 She \_\_\_\_\_ a bird.
- 10 She \_\_\_\_\_ pasta.



## Progress check

- 1 a** Max is showing some photos of his school trip. Put the words in the correct order to make sentences with relative clauses.



- 1 a museum / we visited / that / this is  
which  
This is a museum that we visited.
- 2 that / the teachers / went with us / these are  
\_\_\_\_\_
- 3 the boat / this is / took us across the lake / that  
\_\_\_\_\_
- 4 we met / these are / that / two Spanish girls  
\_\_\_\_\_
- 5 that / this is / we climbed / a hill  
\_\_\_\_\_
- 6 the man / showed us round the museum /  
this is / that  
\_\_\_\_\_
- 7 the two boys / these are / shared a room with  
me / that  
\_\_\_\_\_
- 8 that / a café / served great cakes / this is  
\_\_\_\_\_

- b** Change *that* to *who* or *which*.

- 2** Match the advice to the problems.

- 1  *h* You should get some exercise every day.
  - 2  You shouldn't leave things on the stairs.
  - 3  You shouldn't stay in the sun too long.
  - 4  You shouldn't wear shoes that don't fit properly.
  - 5  You shouldn't eat junk food.
  - 6  You should be careful with electricity.
  - 7  You should be careful when you use a knife.
  - 8  You shouldn't lift heavy things.
- a You might hurt your back.
  - b You might damage your feet.
  - c You might trip over them.
  - d You might not get your vitamins and minerals.
  - e You might cut your hand.
  - f You might get an electric shock.
  - g You might get sunburnt.
  - h ~~You might have health problems when you're older.~~

- 3** Choose the correct words.

- 1 I've got a rash. It's **bleeding** / **swollen** / **itchy**.
- 2 Lucas can't walk. His leg is **red** / **broken** / **itchy**.
- 3 You need **protein** / **carbohydrates** / **vitamins** to build muscles.
- 4 Jenny has got a bad headache. It's very **swollen** / **red** / **painful**.
- 5 Vitamin C helps you to fight **smoking** / **headaches** / **infections**.
- 6 You need a(n) **plaster** / **sling** / **X-ray** for that cut.
- 7 Omar's got a **broken** / **bleeding** / **sore** ear and needs some drops.
- 8 The doctor gave me a(n) **injection** / **diet** / **prescription** for some antibiotics.
- 9 Have you got any **cream** / **bandages** / **tablets**? I've got toothache.
- 10 Vegetarians are people who don't eat **meat** / **vegetables** / **cheese**.

**4** 1.17 Listen and complete the dialogue.

Doctor Hello. What can I do for you?  
 Patient I've hurt my <sup>1</sup> thumb.  
 It's <sup>2</sup> \_\_\_\_\_.  
 Doctor How did you do it?  
 Patient I <sup>3</sup> \_\_\_\_\_ it on some  
<sup>4</sup> \_\_\_\_\_.  
 Doctor When did it happen?  
 Patient <sup>5</sup> \_\_\_\_\_ days ago.  
 Doctor Hmm. You've got <sup>6</sup> \_\_\_\_\_  
 in it. I'll give you <sup>7</sup> \_\_\_\_\_ for  
 some <sup>8</sup> \_\_\_\_\_. Take one,  
<sup>9</sup> \_\_\_\_\_ times a day.  
 Patient Thank you.  
 Doctor And you should put <sup>10</sup> \_\_\_\_\_  
 on it, too.  
 Patient Thank you. Goodbye.

**5** Agree with the statements. Use *So* or *Neither*.

- 1 I'm not very good at Maths. Neither am I.
- 2 I've got a tablet computer. \_\_\_\_\_
- 3 I work on Saturday mornings. \_\_\_\_\_
- 4 I've never been to a pop concert. \_\_\_\_\_
- 5 I had a great weekend. \_\_\_\_\_
- 6 I won't have time to go shopping today. \_\_\_\_\_
- 7 I'm going to the cinema this evening. \_\_\_\_\_

**I can ...**

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

1 That's the film \_\_\_\_\_ we saw.  
 This is the bike \_\_\_\_\_ I want.  
 Here are the photos \_\_\_\_\_ Lily took.

I can give simple descriptions using relative clauses.

Yes  I need more practice

2 You should / shouldn't / might do more exercise.  
 You should / shouldn't / might eat too much. You should / shouldn't / might feel ill.

I can give people advice and say what might happen.

Yes  I need more practice

3 Doctor, I think I've broken / I broke my arm.  
 I've got / I feel a nasty rash on my stomach.  
 My right ankle is swollen / swelled.

I can explain my health problems to a doctor.

Yes  I need more practice

4 • I love tennis!                      ◦ \_\_\_\_\_ do I.  
 • I'm not very hungry.            ◦ Oh, I \_\_\_\_\_.  
 • I don't drink milk.                ◦ \_\_\_\_\_ do I.

I can agree and disagree with people.

Yes  I need more practice

5 Activities \_\_\_\_\_ swimming and cycling are good for you.  
 Avoid junk food: \_\_\_\_\_ as sweets, crisps and chips.

I can give examples.

Yes  I need more practice

## 4A King Arthur

### Medieval knights

1 \* Complete the crossword.

Across

6



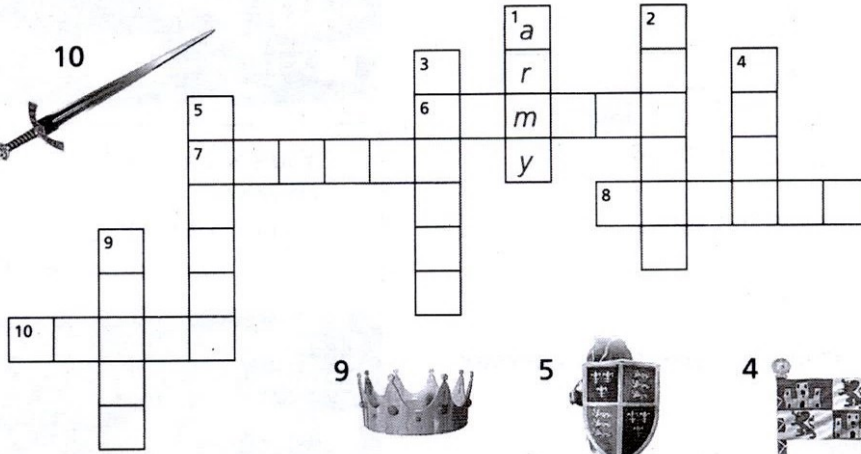
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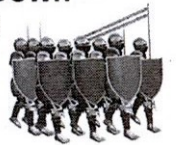


8



Down

1



2



3



2 \*\* Complete the sentences. Use these verbs.

lasted wounded offered  
hid refused survived

- He survived many battles.
- Andy \_\_\_\_\_ the box behind a tree.
- He \_\_\_\_\_ to help me with my homework.
- George \_\_\_\_\_ to eat his dinner.
- The King was \_\_\_\_\_ in the fight.
- The war \_\_\_\_\_ three years.

### Verb + -ing or infinitive

3 \* Choose the correct form of the verbs.

- Grant offered (to lend) / lending me his phone.
- Lewis promised to send / sending me a card.
- I don't mind to wait / waiting a few minutes.
- Can you imagine to live / living by the sea?
- I need to buy / buying some new shoes.
- We stopped to have / having a burger on the way to the park.

4 \*\* Complete the sentences. Use the correct form of the verbs in brackets. Some verbs can have either the -ing form or an infinitive.

1

I forgot <sup>1</sup> \_\_\_\_\_ to tell \_\_\_\_\_ (tell) Helen about the party. I want <sup>2</sup> \_\_\_\_\_ (apologize), and I've tried <sup>3</sup> \_\_\_\_\_ (talk) to her, but she refuses <sup>4</sup> \_\_\_\_\_ (listen) to me.

2

I've finished <sup>5</sup> \_\_\_\_\_ (do) my homework, so I've decided <sup>6</sup> \_\_\_\_\_ (go out). I've agreed <sup>7</sup> \_\_\_\_\_ (meet) Max at the bus stop in half an hour.

3

We stopped <sup>8</sup> \_\_\_\_\_ (play) football because it started <sup>9</sup> \_\_\_\_\_ (rain), and I don't enjoy <sup>10</sup> \_\_\_\_\_ (play) when it's wet.

4

I said, 'I don't mind <sup>11</sup> \_\_\_\_\_ (get) the tickets for the cinema,' but Josh offered <sup>12</sup> \_\_\_\_\_ (get) them. He said he likes <sup>13</sup> \_\_\_\_\_ (do) things like that. But then he forgot <sup>14</sup> \_\_\_\_\_ (get) them.

**5 \*\*\*** Read the speech bubbles and write sentences. Use these verbs.

need forgot decided offered stopped finished ~~agreed~~ doesn't enjoy



1 Debs agreed to  
have a cup of  
coffee



2 Steve \_\_\_\_\_  
\_\_\_\_\_



3 The dogs \_\_\_\_\_  
\_\_\_\_\_



4 Mike \_\_\_\_\_  
\_\_\_\_\_



5 Alfie \_\_\_\_\_  
\_\_\_\_\_



6 Sophie \_\_\_\_\_  
\_\_\_\_\_



7 Holly \_\_\_\_\_  
\_\_\_\_\_



8 Charlie \_\_\_\_\_  
\_\_\_\_\_

**6 \*\*\*** Complete the sentences with your own ideas.

- 1 I enjoy eating ice-cream  
I enjoy \_\_\_\_\_
- 2 I prefer \_\_\_\_\_ to \_\_\_\_\_
- 3 I love \_\_\_\_\_
- 4 I always refuse \_\_\_\_\_
- 5 I never forget \_\_\_\_\_
- 6 I don't mind \_\_\_\_\_
- 7 When I'm older, I will stop \_\_\_\_\_
- 8 Sometimes I try \_\_\_\_\_
- 9 I hate \_\_\_\_\_
- 10 I once promised \_\_\_\_\_

**7 a \*\*\*** 1.18 Listen and write the numbers with the correct expressions.

- |  |   |
|--|---|
| <input type="checkbox"/> a take the dog for a walk   | <input type="checkbox"/> e be home by 5.30            |
| <input type="checkbox"/> b help with the vacuuming   | <input checked="" type="checkbox"/> f play the guitar |
| <input type="checkbox"/> c visit the Tower of London | <input type="checkbox"/> g buy an ice-cream           |
| <input type="checkbox"/> d tidy her room             | <input type="checkbox"/> h eat chocolate              |

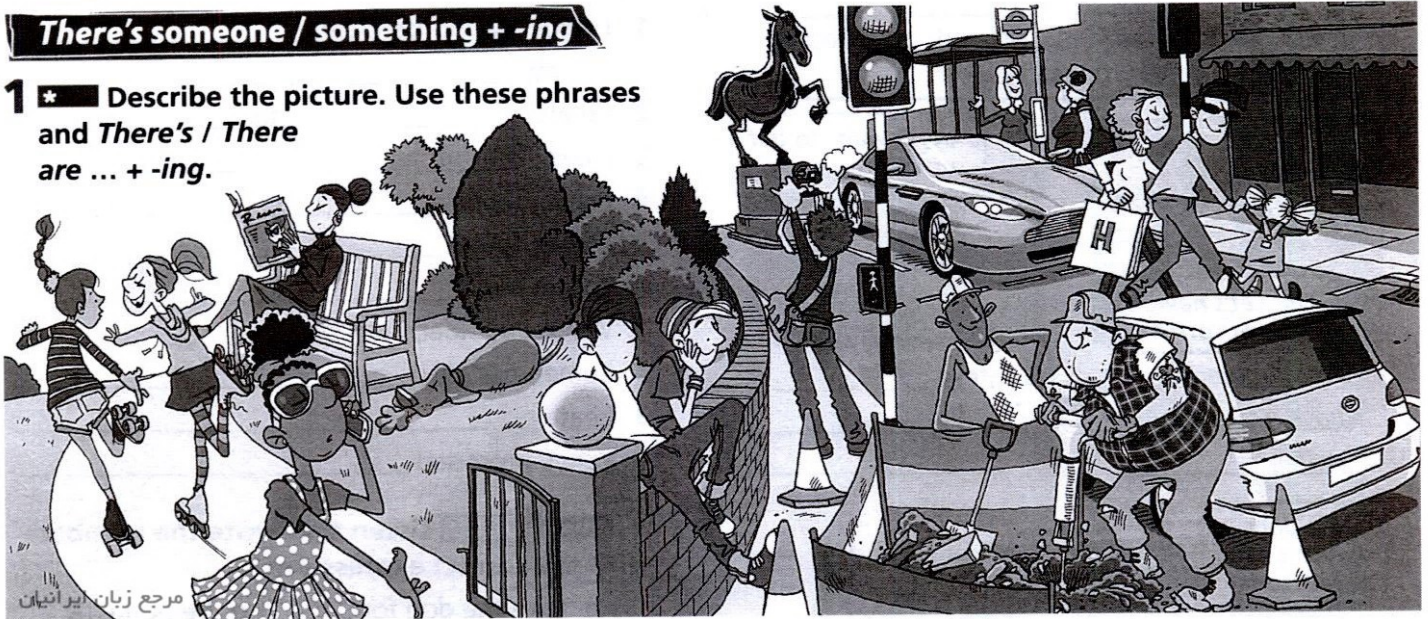
**b** 1.18 Listen again and complete the sentences with the *-ing* form or the infinitive.

- 1 James decided to play the guitar.
- 2 Meryl enjoyed \_\_\_\_\_
- 3 Pete is going to stop \_\_\_\_\_
- 4 Penny agreed \_\_\_\_\_
- 5 Terry promised \_\_\_\_\_
- 6 Jane has finished \_\_\_\_\_
- 7 Ryan doesn't mind \_\_\_\_\_
- 8 Nina stops \_\_\_\_\_

# 4B The burglar

## There's someone / something + -ing

1 \* Describe the picture. Use these phrases and *There's / There are ... + -ing*.



- |                            |                  |
|----------------------------|------------------|
| talk on a mobile phone     | read a magazine  |
| dig a hole in the road     | sit on a wall    |
| take a photograph          | lie on the grass |
| wait at the traffic lights | roller-blade     |
| stand at the bus stop      | cross the road   |

- 1 *There are* two women *standing at the bus stop*.
- 2 *There's* \_\_\_\_\_ a boy *taking a photograph*.
- 3 \_\_\_\_\_ three people \_\_\_\_\_
- 4 \_\_\_\_\_ a girl \_\_\_\_\_
- 5 \_\_\_\_\_ two boys \_\_\_\_\_
- 6 \_\_\_\_\_ two girls \_\_\_\_\_
- 7 \_\_\_\_\_ a dog \_\_\_\_\_
- 8 \_\_\_\_\_ two cars \_\_\_\_\_
- 9 \_\_\_\_\_ two men \_\_\_\_\_
- 10 \_\_\_\_\_ a woman \_\_\_\_\_

2 a \*\*\* 1.19 Listen to Evan describing the scene from his bedroom window. Match the items in column A to the actions in column B. There are two actions that you do not need.

- | A              | B                       |
|----------------|-------------------------|
| 1 two boys     | a eat ice-creams        |
| 2 a woman      | b cross the road        |
| 3 an old man   | c get off the bus       |
| 4 three people | d take a dog for a walk |
| 5 a cat        | e ride bikes            |
| 6 three girls  | f buy a newspaper       |
| 7 two men      | g go jogging            |
| 8 a boy        | h carry a table         |
|                | i repair a window       |
|                | j lie in the sun        |

b Describe the scene outside Evan's window. Use *There's / There are ... + -ing*.

- 1 *There are two boys riding bikes.* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

**can see / hear someone / something + -ing**

**3 \*\*** Ellie is at the beach. Write what she says. Use these verbs. Sometimes more than one answer is possible.

see hear feel smell



- 1 a woman / talk  
I can hear a woman talking on a mobile.
- 2 two boys / swim  
\_\_\_\_\_
- 3 a child / cry  
\_\_\_\_\_
- 4 the sun / shine / on my back  
\_\_\_\_\_
- 5 someone / play / a guitar  
\_\_\_\_\_
- 6 someone / eat / a hamburger  
\_\_\_\_\_
- 7 a gentle wind / blow  
\_\_\_\_\_
- 8 a young man / sunbathe  
\_\_\_\_\_
- 9 some birds / call  
\_\_\_\_\_
- 10 two children / build a sandcastle  
\_\_\_\_\_

**4 \*\*\*** Complete the text with the correct form of these phrases.

someone / pull Rajit / have him / walk  
water / run Rajit and the manager / stand  
someone / knock Rajit / try to pull



My brother Rajit and I sleep in the same bedroom. He sometimes walks in his sleep and he does some strange things. One night, I woke up and I could hear <sup>1</sup> water running. I went to the bathroom and I saw <sup>2</sup> \_\_\_\_\_ a shower – in his pyjamas! Another time, I felt <sup>3</sup> \_\_\_\_\_ my leg. When I opened my eyes, I saw <sup>4</sup> \_\_\_\_\_ me out of bed. He probably thought I was in his bed! Once, we were staying in a hotel on holiday. In the middle of the night, I heard <sup>5</sup> \_\_\_\_\_ on the door. When I opened it, I saw <sup>6</sup> \_\_\_\_\_ in the corridor. 'We found <sup>7</sup> \_\_\_\_\_ round the garden,' said the manager. Rajit was still fast asleep!

**5 \*\*\*** Imagine these scenes. What can you see and hear happening?

You're looking out of the classroom window.

- 1 I can see \_\_\_\_\_
- 2 I can hear \_\_\_\_\_

You're in a park.

- 3 I can see \_\_\_\_\_
- 4 I can hear \_\_\_\_\_

# 4C Imagination

## Adjectives with -ed and -ing

1 \* Choose the correct words to complete the sentences.

1 amazing amazed

- Adam's dog can do some amazing things.
- I know. I was \_\_\_\_\_ when I saw it jump over backwards.

2 boring bored

I'm \_\_\_\_\_. There's nothing to watch on TV. And school was really \_\_\_\_\_ today, too.

3 embarrassing embarrassed

I fell asleep in class. It was so \_\_\_\_\_. Everyone was laughing. I felt really \_\_\_\_\_.

4 interesting interested

- This book's very \_\_\_\_\_. Do you want to read it?
- No, thanks. I'm not \_\_\_\_\_ in science fiction.

5 exciting excited

I'm really \_\_\_\_\_. We're going on holiday tomorrow. I'm going to do lots of \_\_\_\_\_ things, like water-skiing and scuba-diving.

6 frightening frightened

- Did you see that programme about ghosts? It was really \_\_\_\_\_!
- Yes, I was so \_\_\_\_\_ that I switched it off.

7 tiring tired

- You look \_\_\_\_\_.
- Yes, I've had a very \_\_\_\_\_ day.

8 annoying annoyed

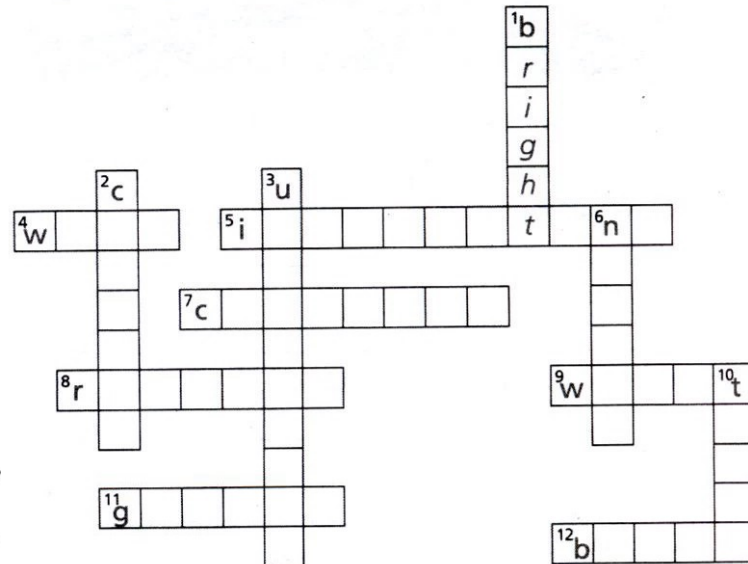
- I was very \_\_\_\_\_ yesterday, because the computer kept crashing.
- Yes, that's very \_\_\_\_\_, isn't it?

2 \* Complete the sentences with your own ideas.

- 1 I think \_\_\_\_\_ is boring.
- 2 I love \_\_\_\_\_. It's really exciting.
- 3 My mum likes \_\_\_\_\_. She thinks it's interesting.
- 4 I hate \_\_\_\_\_. It's very embarrassing.
- 5 I never watch \_\_\_\_\_. They're so frightening.
- 6 I think \_\_\_\_\_ is very amusing.
- 7 I didn't like \_\_\_\_\_. It was disappointing!

## Adjectives

3 \*\* Complete the crossword with the opposites of the adjectives.




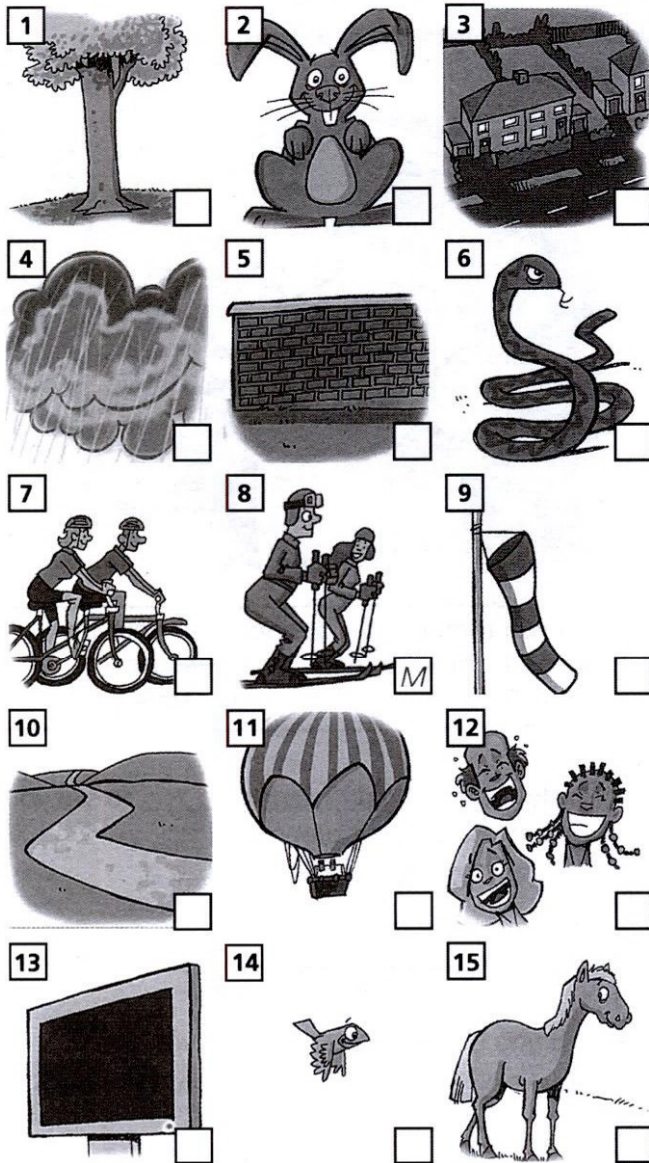
### Across


- 4 cold
- 5 boring
- 7 careful
- 8 worried
- 9 best
- 11 strong
- 12 interested

### Down

- 1 dark
- 2 straight
- 3 friendly
- 6 wide
- 10 energetic

**4 a \*\***  **1.20** Listen to Megan and Zach talking about their dreams. Write Z or M next to the pictures. Three are not needed.



**b**  **1.20** Listen again. Tick (✓) the adjectives that Megan and Zach use.

- |   |                                       |
|---|---------------------------------------|
| <input type="checkbox"/> boring               | <input type="checkbox"/> embarrassed  |
| <input checked="" type="checkbox"/> surprised | <input type="checkbox"/> amazing      |
| <input type="checkbox"/> amusing              | <input type="checkbox"/> excited      |
| <input type="checkbox"/> interesting          | <input type="checkbox"/> worrying     |
| <input type="checkbox"/> worried              | <input type="checkbox"/> tiring       |
| <input type="checkbox"/> frightened           | <input type="checkbox"/> disappointed |
| <input type="checkbox"/> annoying             | <input type="checkbox"/> surprising   |
| <input type="checkbox"/> relaxed              | <input type="checkbox"/> frightening  |

**Adjectives - extension**

**5 \*** Complete the chart with these words.

red cold big

مرجع زبان ایرانیان

	1 size	2 temperature	3 colour	
a		1 _____	dark	night
my	2 _____	warm		bed
	long		3 _____	hair

**6 \*\*** Put the words in the correct order. Use the chart in exercise 5 to help you.

- long road a dark  
a long, dark road
- big the fire warm  
\_\_\_\_\_
- coffee white hot  
\_\_\_\_\_
- a cat huge black  
\_\_\_\_\_
- cold days short  
\_\_\_\_\_
- ring my big gold  
\_\_\_\_\_

**7 \*\*\*** Complete the sentences with the adjectives in brackets.

- Elizabeth's grandparents lived in a little, white house next to a big, dark forest. (dark / little / big / white)
- We saw a \_\_\_\_\_ woman in a \_\_\_\_\_ dress. (pink / blonde / tall / long)
- The man had \_\_\_\_\_ hair and \_\_\_\_\_ eyes. (fair / grey / cold / short)
- After a \_\_\_\_\_ day at work, it was nice to jump into the \_\_\_\_\_ water of the swimming pool. (long / blue / cool / hot)
- The sun was shining like a \_\_\_\_\_ ball in the \_\_\_\_\_ sky. (yellow / blue / big / cold)



## 4D Kids

### The customer

1 \* Choose the correct words.



It's Tara's last day of <sup>1</sup>exams / work experience. She's working in the restaurant. The <sup>2</sup>teacher / manager asks her to take <sup>3</sup>a rest / an order. Tara is <sup>4</sup>surprised / surprising because the <sup>5</sup>manager / customer is Mr Ross – the head teacher's husband.

Mr Ross orders a chicken salad and a <sup>6</sup>cup / saucer of tea. He also asks for a <sup>7</sup>bottle / glass of water.

When Tara brings his <sup>8</sup>soup / order, Mr Ross says that he was at <sup>9</sup>Wimbledon / school on Wednesday and he saw her there. Tara is worried and she nearly <sup>10</sup>forgets / drops a cup and saucer. They talk about Wimbledon and Mr Ross says he was there because his <sup>11</sup>company / shop supplies strawberries for the <sup>12</sup>players / tournament. Tara says she didn't buy any strawberries because they were too <sup>13</sup>expensive / big.

Mr Ross asks Tara to say hello to her <sup>14</sup>parents / brother and then Tara walks away. She thinks it was a big <sup>15</sup>experience / mistake to take the <sup>16</sup>week / afternoon off to go to Wimbledon. She thinks that it's all Andy's <sup>17</sup>problem / fault!

### Everyday English

2 \*\* Complete the dialogues with these expressions.



couldn't afford on business all your fault  
careful hello to them didn't expect  
it was a mistake suppose so Here's

1

• Hello, Mark. I <sup>1</sup> didn't expect to see you here. How are your parents?

◦ They're OK. Dad's just been away <sup>2</sup> \_\_\_\_\_.

• Well, say <sup>3</sup> \_\_\_\_\_ for me, please.

2

• Did you buy those trainers that you liked?

◦ No, I <sup>4</sup> \_\_\_\_\_ them. They were very expensive.

• Yes, I <sup>5</sup> \_\_\_\_\_.

3

• We're going to miss the train. This is <sup>6</sup> \_\_\_\_\_.

◦ Don't worry. We've still got five minutes. <sup>7</sup> \_\_\_\_\_ your ticket.

4

• Oh no! There's Carlos. I don't want to speak to him. I knew <sup>8</sup> \_\_\_\_\_ to come here. I'm leaving.

◦ Be <sup>9</sup> \_\_\_\_\_. You nearly knocked the drinks over.

**Asking people to do things**

**3 a \*\*** Match the halves of the expressions and write the requests.

- |        |                   |
|--------|-------------------|
| 1 take | a the door open   |
| 2 lend | b my photo        |
| 3 hold | c this letter     |
| 4 give | d the volume down |
| 5 turn | e me your phone   |
| 6 post | g me a lift       |



1 Could you lend me your phone, please?



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

**b Rewrite the requests. Use *Would you mind ...?***

- Would you mind lending me your phone, please?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Ordering a meal**

**4 \*\*** 1.21 Listen and tick (✓) the things that the people order.

Food		
a pepperoni pizza		
roasted vegetables with rice		
a tuna sandwich		
a jacket potato with cheese		
hamburger and fries		
meat and potato pie		
a chicken salad		✓
fish and chips		
Drinks		
a cup of coffee	a glass of cola	
a glass of water	a milkshake	
a cup of tea	a glass of lemonade	
a hot chocolate	a glass of orange juice	

**5 \*\*** Complete the dialogue.

Waiter Are you <sup>1</sup> ready to \_\_\_\_\_ order?  
 Customer Yes, please.  
 Waiter <sup>2</sup> \_\_\_\_\_ get you?  
 Customer <sup>3</sup> \_\_\_\_\_ a cheese and tomato sandwich, please?  
 Waiter <sup>4</sup> \_\_\_\_\_ drink?  
 Customer <sup>5</sup> \_\_\_\_\_ of water, please.  
 Waiter Anything <sup>6</sup> \_\_\_\_\_?  
 Customer No, that's all, thank you.  
 Waiter So, that's <sup>7</sup> \_\_\_\_\_  
 \_\_\_\_\_  
 Customer Yes, <sup>8</sup> \_\_\_\_\_.

# Progress check

## 1 Choose the correct words.

- The soldier was killed / wounded / survived in the fight and died a few days later.
- The Queen always wears a crown / helmet / hat when she opens Parliament.
- My grandfather lived / survived / wounded two world wars and died when he was 95.
- Knights used to wear heavy armour / shields / crowns when they fought. They also carried flags / helmets / shields to protect them.
- There were a lot of armies / battles / fighting before the war ended.
- Soldiers in the past used swords / shields / knights, not guns, to kill the enemy.
- You must wear a crown / helmet / throne when you ride a motorbike.

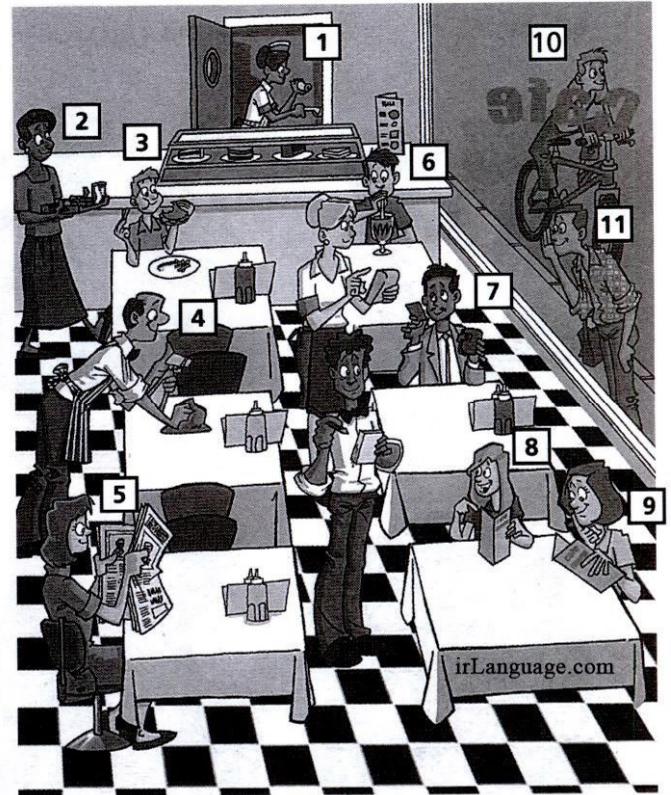
## 2 Complete the sentences with the adjectives from these verbs.

worry disappoint frighten surprise excite  
embarrass amuse tire bore amaze

- I enjoyed the film. The special effects were amazing.
- I always laugh a lot when I see this film. It's very \_\_\_\_\_.
- I was in the school play and I forgot all my lines. I was so \_\_\_\_\_.
- I always get \_\_\_\_\_ when I'm in the house on my own at night.
- I was really \_\_\_\_\_ when I won first prize.
- My parents always get \_\_\_\_\_ when I'm out late.
- I've had a very busy day. I feel really \_\_\_\_\_.
- We had a great time at the theme park. There are lots of \_\_\_\_\_ rides and other things to do there.
- I can't go to New York with my parents. It's so \_\_\_\_\_.
- I've got nothing to do. I feel really \_\_\_\_\_.

## 3 Describe the picture. Use these expressions.

look at the menu	read a newspaper
look through the window	pay the bill
order a meal	drink a milkshake
clean the tables	ride a bike
carry a tray	cook meals
eat a hamburger	



- There's a woman cooking meals.* \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**4** 1.22 Listen and complete the stories. Use the expressions in the boxes. There are some expressions that are not needed.

run away jump over a wall cry shout  
kick a ball play with a dog break open



Yesterday, while I was walking along a street, I noticed two boys <sup>1</sup> kicking a ball. As I was walking round the corner, I heard a window <sup>2</sup> \_\_\_\_\_. I looked round and I saw the two boys <sup>3</sup> \_\_\_\_\_. Then I heard a man <sup>4</sup> \_\_\_\_\_.

stand by the bed eat a bone bark  
run downstairs close the window open  
touch my face pull my hand

Last weekend, I slept at my friend's house. In the middle of the night, I heard the door <sup>5</sup> \_\_\_\_\_. A few seconds later, I felt something cold <sup>6</sup> \_\_\_\_\_. I didn't know what it was. Then I heard a dog <sup>7</sup> \_\_\_\_\_. I opened my eyes and I saw my friend's dog <sup>8</sup> \_\_\_\_\_.

**5** Choose the correct form of the verbs.

- Dad offered <sup>1</sup>giving / **(to give)** me a lift into town, because it was raining. But then it stopped <sup>2</sup>raining / to rain, so I decided <sup>3</sup>walking / to walk.
- We promised <sup>4</sup>helping / to help with some jobs. I agreed <sup>5</sup>washing / to wash the car. I don't mind <sup>6</sup>doing / to do that, but I don't enjoy <sup>7</sup>doing / to do housework.
- Don't forget <sup>8</sup>locking / to lock the car when you've finished <sup>9</sup>taking / to take your things out of the boot.
- We were very tired, so we stopped <sup>10</sup>having / to have a rest.

**I can ...**

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

- 1 Stop to look / looking out of the window and pay attention!  
Don't forget locking / to lock the door.

I can use verbs with *-ing* or an infinitive correctly.

Yes  I need more practice

- 2 There's a girl lie / lying on the grass.  
I can see / seeing two men talking at a table.  
I can hear someone talk / talking.

I can describe a scene.

Yes  I need more practice

- 3 We had a very \_\_\_\_\_ (interest) holiday.  
That film was very \_\_\_\_\_ (frighten).  
When I forgot the man's name, I was very \_\_\_\_\_ (embarrass).

I can use adjectives with *-ed* and *-ing*.

Yes  I need more practice

- 4 help / with the housework / please  
\_\_\_\_\_  
\_\_\_\_\_  
speak / louder / please  
\_\_\_\_\_?

I can ask people to do things.

Yes  I need more practice

- 5 how are you eva asked james  
\_\_\_\_\_  
im fine thanks said eva  
\_\_\_\_\_

I can punctuate sentences.

Yes  I need more practice

## 5A Climate change

### The environment

#### 1 \* Match the halves of the expressions.

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

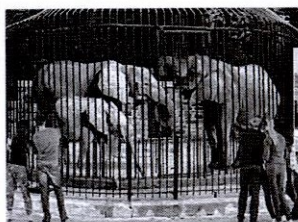
#### 2 \*\* Complete the sentences with the words from exercise 1.

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

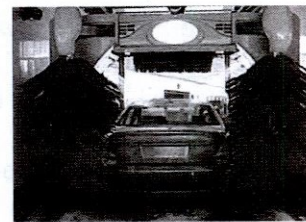
### Passive voice: present

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

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



1 Animals are kept here.



2 \_\_\_\_\_



3 \_\_\_\_\_



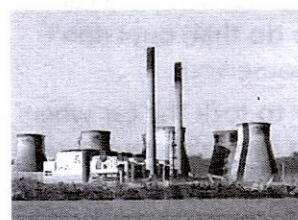
4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



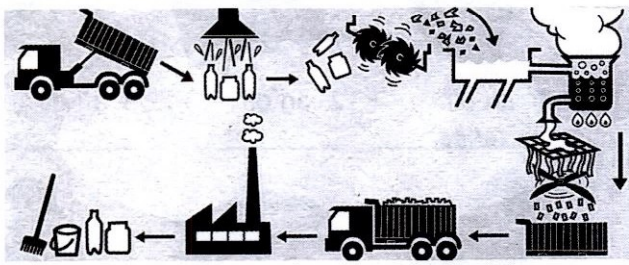
7 \_\_\_\_\_



8 \_\_\_\_\_

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

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



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

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

create recycle use leave  
throw away take bury

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

give away blow eat block ban poison

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

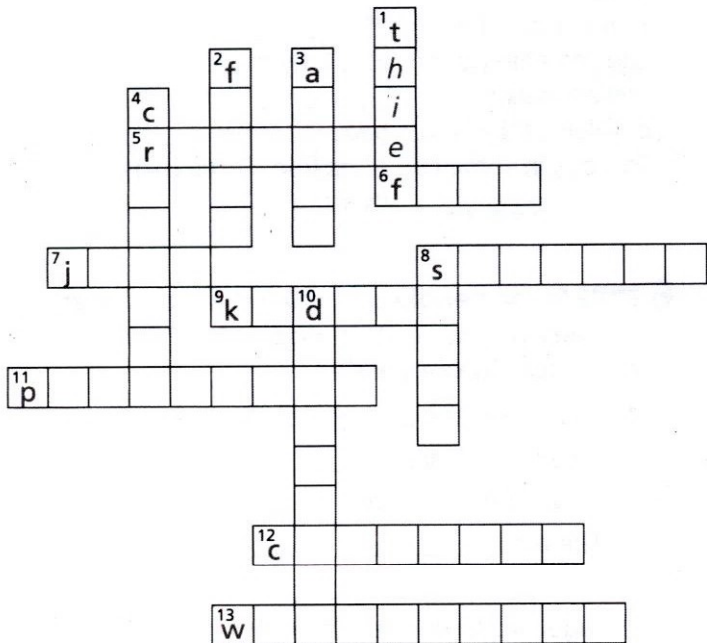
**6 \*\*\*** Some people are making a website about the environment. Who does what? Rewrite the sentences in the passive.

- 1 Ryan takes the photographs.  
The photographs are taken by Ryan
- 2 Maya and Theo write the blogs.  
The blogs \_\_\_\_\_
- 3 Nigel produces the pictures.  
\_\_\_\_\_
- 4 Donna designs the website pages.  
\_\_\_\_\_
- 5 Hugo and Zara interview people.  
\_\_\_\_\_
- 6 Oscar and Amy make the video clips.  
\_\_\_\_\_
- 7 Olivia checks everything.  
\_\_\_\_\_
- 8 Lots of people visit the website.  
\_\_\_\_\_
- 9 Many readers send comments.  
\_\_\_\_\_

# 5B Smart Alec's plan

## Vocabulary

### 1 \*\* Complete the crossword.



#### Across

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

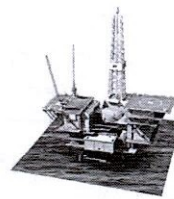
#### Down

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

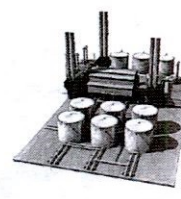
### 2 \* Label the pictures.



1 an oil  
tanker



2 an oil \_\_\_\_\_



3 an oil \_\_\_\_\_



4 a \_\_\_\_\_



5 a \_\_\_\_\_



6 a \_\_\_\_\_



7 a \_\_\_\_\_



8 a sea \_\_\_\_\_



9 a \_\_\_\_\_

## Passive voice: different tenses

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

- 1 (present simple)

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

- 2 (past simple)

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

- 3 (future with will)

Next year, billions more trees \_\_\_\_\_ and more forests \_\_\_\_\_.

- 4 (present perfect)

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

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

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

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

irLanguage.com

##### 1 Rare birds' eggs saved (past simple)

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

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



back to the nest immediately, and the man <sup>7</sup> \_\_\_\_\_ (arrest). After that, the nest <sup>8</sup> \_\_\_\_\_ (watch) 24 hours a day and a few weeks later, two young falcons <sup>9</sup> \_\_\_\_\_ (see). As for the thief, he <sup>10</sup> \_\_\_\_\_ (send) to prison for six months.

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

In five years' time, the Nupika Valley will look very different. A dam <sup>11</sup> will be built (build) across the river and the valley and a huge lake <sup>12</sup> \_\_\_\_\_ (create) behind the dam. The water <sup>13</sup> \_\_\_\_\_ (use) to produce electricity. The whole valley <sup>14</sup> \_\_\_\_\_ (flood) by the lake, so all the houses and farms <sup>15</sup> \_\_\_\_\_ (cover) by water. The government says that a new village <sup>16</sup> \_\_\_\_\_ (build), but the local people are very angry. A campaign <sup>17</sup> \_\_\_\_\_ (organize) to protest against the plan. The local people hope that the dam

<sup>18</sup> \_\_\_\_\_ (stop) and their homes <sup>19</sup> \_\_\_\_\_ (save).



##### 3 Oil spill in the North Sea (present perfect)

Last week, a large amount of oil escaped from a pipe on an oil rig in the North Sea. Since then, a lot of the oil <sup>20</sup> has been carried (carry) by the waves onto local beaches. Most of this oil <sup>21</sup> \_\_\_\_\_ (remove) now, but it's too late for many sea birds. Over a hundred birds <sup>22</sup> \_\_\_\_\_ (rescue) so far and they <sup>23</sup> \_\_\_\_\_ (take) to a local wildlife centre.

Here, their feathers <sup>24</sup> \_\_\_\_\_ (clean)

with detergents. The birds <sup>25</sup> \_\_\_\_\_ (not release) yet. The natural oil on their feathers <sup>26</sup> \_\_\_\_\_ (remove) by the detergents, so their feathers are not waterproof. Sadly, many other birds <sup>27</sup> \_\_\_\_\_ (kill) by the oil.





## 5C Caring for the environment

### Reading

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

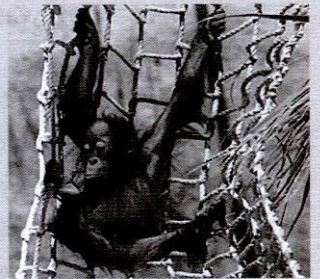
about continue biofuels lorries  
hundreds months safe tropical  
wood nest land destroyed



Kimba is a young orangutan. She was born in a <sup>1</sup> tropical rainforest on the island of Borneo in Indonesia. She lived in a <sup>2</sup> \_\_\_\_\_ that was built by her mother. It was at the top of a tall tree, and Kimba felt <sup>3</sup> \_\_\_\_\_ there. Then, when Kimba was only five <sup>4</sup> \_\_\_\_\_ old, people came with chainsaws and <sup>5</sup> \_\_\_\_\_. All the trees were cut down. Kimba's nest was <sup>6</sup> \_\_\_\_\_ and her mother was killed. Every year, <sup>7</sup> \_\_\_\_\_ of orangutans are killed like this. There are only <sup>8</sup> \_\_\_\_\_ 40,000 orangutans in South-East Asia now, but people will <sup>9</sup> \_\_\_\_\_ to destroy the forests where they live. The <sup>10</sup> \_\_\_\_\_ is sold for thousands of dollars and the <sup>11</sup> \_\_\_\_\_ is used to plant palm trees. The oil from these trees is used to make <sup>12</sup> \_\_\_\_\_ for cars.

left protected village orphans  
extinct help enough reserve  
survive orphanage zoos

Usually the young orangutans are just <sup>13</sup> \_\_\_\_\_ to die, but Kimba was lucky. She was taken to the Orangutan Care Centre in the <sup>14</sup> \_\_\_\_\_ of Pasir



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

2 \* Choose the correct words.

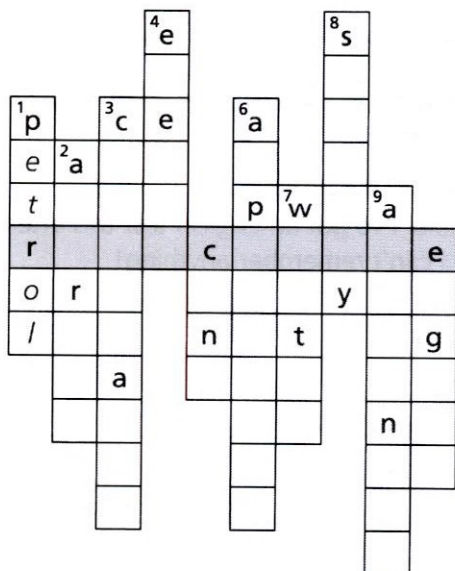
- 1 Orangutans live in South Africa / South-East Asia
- 2 They build nests / dens in trees.
- 3 Kimba's mother was killed / taken to a zoo.
- 4 When the trees are cut down, the wood is burnt / sold.
- 5 The land is used for farm animals / palm trees.
- 6 The oil is used to make biofuels / detergent.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

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

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



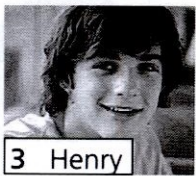
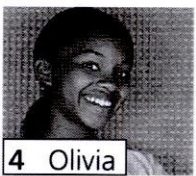
**4** **\*\*** Complete the puzzle. What is the hidden word?

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



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

electricity transport recycling  
heating packaging food waste

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

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

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

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

## 5D Kids

## Tara is worried

## 1 \* Choose the correct words.



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

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

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

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

## Everyday English

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

1 be she long won't

*She won't be long.* \_\_\_\_\_

2 the at start beginning

\_\_\_\_\_

3 say easy that's you for to

\_\_\_\_\_

4 starving I'm

\_\_\_\_\_

5 worry don't

\_\_\_\_\_

6 me it tell about all

\_\_\_\_\_

7 do feel how you ?

\_\_\_\_\_

8 just phone the on she's

\_\_\_\_\_

9 cool stay just

\_\_\_\_\_

10 all be it'll right

\_\_\_\_\_

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

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

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

- |                    |                       |
|--------------------|-----------------------|
| 1 wo__rr__y (r)    | 10 begi____ing (n)    |
| 2 trou____le (b)   | 11 embarra____ing (s) |
| 3 ne____vous (r)   | 12 rea____y (l)       |
| 4 je____y (l)      | 13 st____mach (o)     |
| 5 bu____erfies (t) | 14 secreta____y (r)   |
| 6 poun____ing (d)  | 15 c____l (o)         |
| 7 sha____ing (k)   | 16 f____l (e)         |
| 8 a____ready (l)   | 17 mi____take (s)     |
| 9 sta____ving (r)  | 18 worr____ed (i)     |

**Expressing worries**

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

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



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



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



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



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



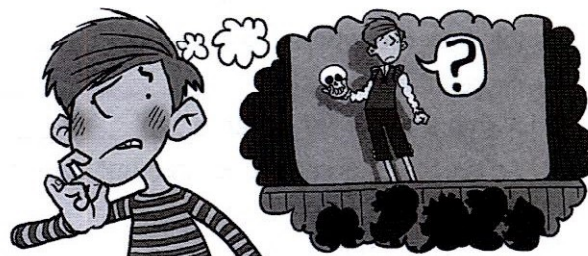
- 5 • Are you going to see the head teacher now?  
 ◦ Yes, \_\_\_\_\_.



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

**What if ...?**

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



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

**b What can you say to reassure the people?**

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

## Progress check

### 1 Write the words for the definitions.

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

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

## Eco Bulletin

**1 (present simple)**  
The world's forests are very important. Billions of tonnes of CO<sub>2</sub> <sup>1</sup> are absorbed \_\_\_\_\_ (absorb) by trees. Most of the world's rain <sup>2</sup> \_\_\_\_\_ (produce) by the forests, too. They also provide homes for many animals. When a forest <sup>3</sup> \_\_\_\_\_ (destroy), a lot of animals <sup>4</sup> \_\_\_\_\_ (kill). Others <sup>5</sup> \_\_\_\_\_ (drive out) by all the noise.

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

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

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

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

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

**4** Complete the expressions for talking about worries.

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

**5** Complete the dialogue with your own ideas.

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

**I can ...**

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

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

I can talk about environmental problems.

- Yes  I need more practice

- 2 **give release make build**

Cars \_\_\_\_\_ in that factory.

This school \_\_\_\_\_ in 1955.

So far, seventy bears \_\_\_\_\_ into the nature reserve.

The test results \_\_\_\_\_ to the students next week.

I can talk about things in the passive.

- Yes  I need more practice

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

I can express worries.

- Yes  I need more practice

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

I can reassure people.

- Yes  I need more practice

## 6A Friends

## Phrasal verbs

## 1 \* Choose the correct parts of the phrasal verbs.

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

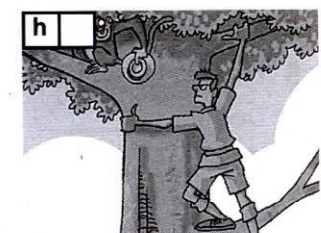
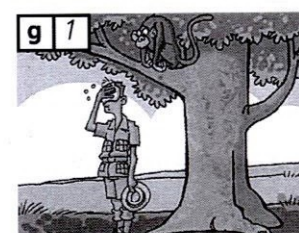
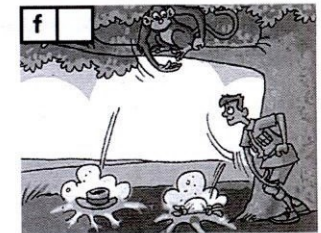
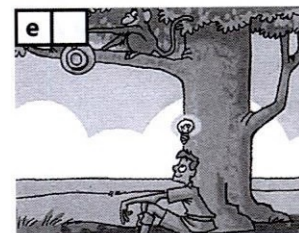
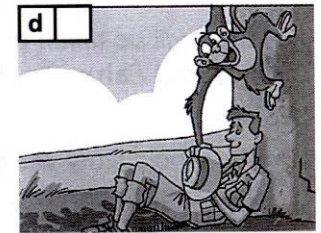
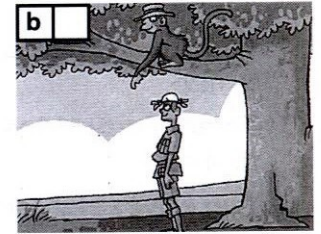
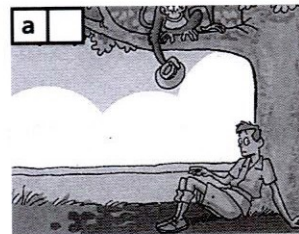
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## 2 \*\* Complete the sentences with these phrasal verbs.

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

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

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



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

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

## First conditional

### 5 \*\* Choose the correct form of the verbs.

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

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

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

### 7 \*\*\* Write first conditional sentences.



- I / go to the party / I / see / Jack  
*If I go to the party, I'll see Jack.*
- I / arrive home late / Dad / be / angry  
\_\_\_\_\_
- you / not wear / a coat / you / feel / cold  
\_\_\_\_\_
- you / not have got / any money for the cinema / I / lend / you some  
\_\_\_\_\_
- the bus / not arrive soon / we / be late for school  
\_\_\_\_\_
- you / leave / your mobile there / someone / steal / it  
\_\_\_\_\_



# 6B We need a holiday!

## Vocabulary

### 1 \* Complete the sentences.

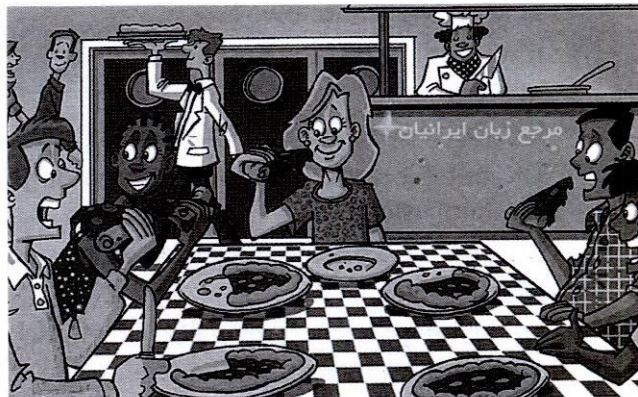
- Welcome to the Bellevue Hotel. You need to check in over there first.
- I've a \_\_\_\_\_ wanted to go to Australia.
- I'm really looking f\_\_\_\_\_ to the weekend.
- I need a complete b\_\_\_\_\_ from exams.
- I always do my homework on Friday evening. Then I can f\_\_\_\_\_ all about it for two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

## Future time clauses

### 2 \*\* Choose the correct answers.

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

### 3 \*\* Make sentences. Use the cues.

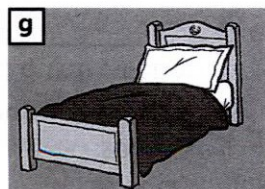
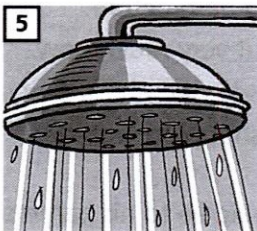
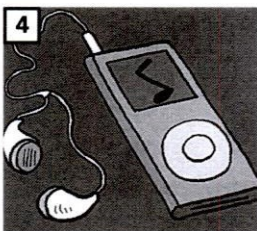
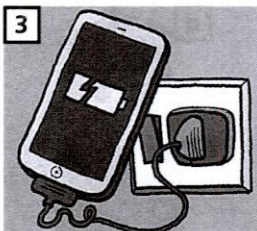
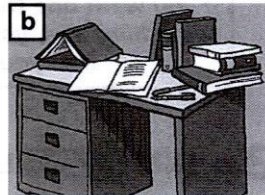
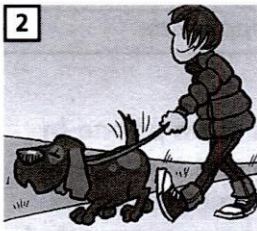
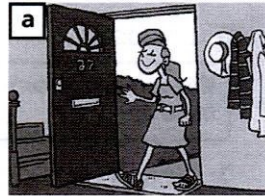
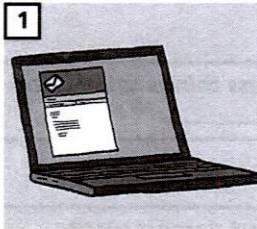


- we / go / for a pizza / as soon as / the film / end  
We'll go for a pizza as soon as the film ends.
- we / text / you / when / we / go / to the sports centre  
\_\_\_\_\_
- I / go / to bed / after / I / check / my emails  
\_\_\_\_\_
- I / go / out / when / I / finish / my homework  
\_\_\_\_\_
- we / have / something to eat / as soon as / we / get / home  
\_\_\_\_\_
- we / check / the weather forecast / before / we / go camping  
\_\_\_\_\_
- we / watch / a DVD / after / we / have / dinner  
\_\_\_\_\_
- I / play / a computer game / while / I / wait / for / Tim  
\_\_\_\_\_

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

A

B



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

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

2 I \_\_\_\_\_ before \_\_\_\_\_.

3 I \_\_\_\_\_ when \_\_\_\_\_.

4 I \_\_\_\_\_ while \_\_\_\_\_.

5 I \_\_\_\_\_ as soon as \_\_\_\_\_.

6 I \_\_\_\_\_ after \_\_\_\_\_.

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

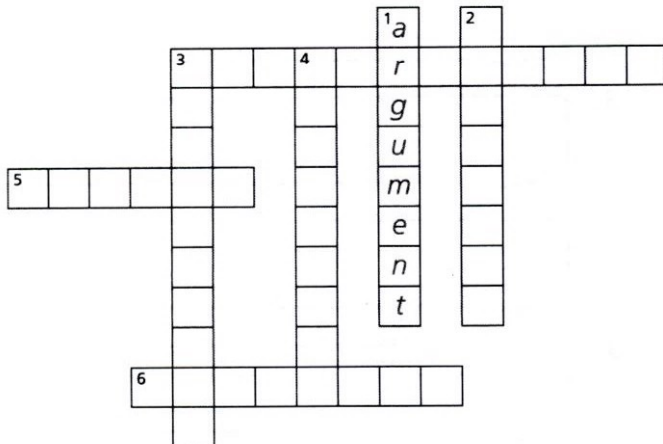
tidy go have arrive come back stop  
tell start look after text be finish

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

# 6C Generation gap

## Verbs and nouns

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



Across

- 3 disagree
- 5 choose
- 6 solve

Down

- 1 argue
- 2 decide
- 3 discuss
- 4 agree

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

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

1 (discuss)

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

2 (decide)

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

3 (disagree)

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

4 (solve)

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

5 (argue)

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

6 (choose)

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

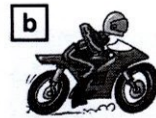
7 (agree)

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

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

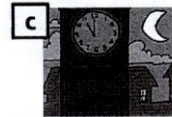


1 Ned



2 Cass

3 Adam



4 Rita

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

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

**4 \*\*\* Complete the letter with these expressions.**

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

Dear Problem Page,

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

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

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

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

What can I do? Help!

Simon Evans

**5 \* Answer the questions.**

1 Who does Simon have a problem with?

\_\_\_\_\_

2 What is going to happen next month?

\_\_\_\_\_

3 Why has his mum stopped working?

\_\_\_\_\_

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

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

**Writing**

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

Dear Simon,

Yes, you have a bit of a problem!

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

So don't \_\_\_\_\_  
 \_\_\_\_\_.

You should \_\_\_\_\_  
 \_\_\_\_\_.

Eventually she'll \_\_\_\_\_  
 \_\_\_\_\_.

Decision time

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



all already trouble upset anyone  
wrong idea prize home blame

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

rat together off helped  
lies out of last see safety

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

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

Everyday English

2 \* Correct the expressions.

- 1 She doesn't want to talk to anything.  
She doesn't want to talk to anyone.
- 2 She didn't know anything for it.  
\_\_\_\_\_
- 3 We're all at this together.  
\_\_\_\_\_
- 4 It was everything your idea.  
\_\_\_\_\_
- 5 She shouldn't make the blame for everything.  
\_\_\_\_\_
- 6 Hang up a minute.  
\_\_\_\_\_
- 7 What are you mean?  
\_\_\_\_\_
- 8 You're kid!  
\_\_\_\_\_

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

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

**Expressing purpose**

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

A



1 go to the library



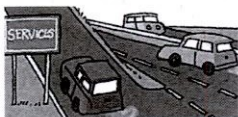
2 get up early



3 switch on the computer



4 go to the bank



5 stop on the motorway



6 save some money



7 stay up late



8 go to the sports centre

B



a get some money



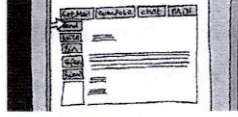
b play badminton



c buy a computer game



d go jogging



e send some emails



f borrow a book



g have a break



h watch a film

**b Write sentences to say what the people did.**

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

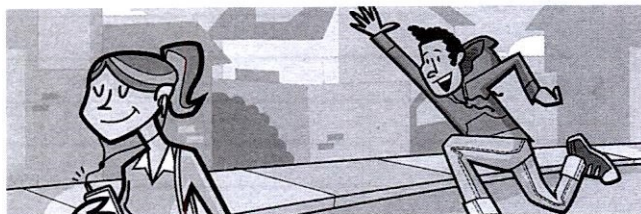
**5 \*\* 1.31 Listen and complete the sentences.**

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

## Progress check

### 1 Complete the sentences with these phrasal verbs.

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



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

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

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

### 3 Choose the correct form of the verbs.

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

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

make   give   have   find   reach

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

### 5 Delete the extra word in each sentence.

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

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

- 1 Why has she got a problem?
- a She had a party when her parents were away.
  - b She's in trouble at school.
  - c She's got important exams soon.
  - d She wants to go on a date.
- 2 Which of these things does she say she can't do?
- a listen to music
  - b play computer games
  - c use her mobile
  - d go out with her friends
  - e send emails
  - f watch TV
  - g take the dog for a walk
  - h stay up late

**b Complete the advice with these phrases.**

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

Dear Ella,

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

<sup>2</sup> \_\_\_\_\_ to show your parents that you're going to work hard.

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

<sup>6</sup> \_\_\_\_\_ to have an argument immediately before an exam, so

<sup>7</sup> \_\_\_\_\_ is to make your plan and discuss it with your parents as soon as possible.

**I can ...**

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

1 Please sit \_\_\_\_\_.  
 Hurry \_\_\_\_\_. We're late.  
 I can't buy that. I've run \_\_\_\_\_ money.

I can use phrasal verbs.

Yes       I need more practice

2 If I see Matt, I say / 'll say hello to him.  
 If Jane works / will work hard, she'll pass the exam.  
 As soon as Bill arrives / will arrive, I'll phone you.  
 I check / 'll check your homework when you finish it.

I can use the first conditional and future time clauses.

Yes       I need more practice

3 I went to the supermarket \_\_\_\_\_ some food.  
 I phoned my friends \_\_\_\_\_ them to my party.

I can express purpose.

Yes       I need more practice

4 I often argue at / with my parents.  
 I think you should discuss / discussion it with your parents.  
 Try to have / find a solution to your problem.

I can talk about problems and give advice.

Yes       I need more practice



# Revision

## 1 Choose the odd one out.

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

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

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

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

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

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

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

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

- 2 It was Sunday yesterday, so I <sup>4</sup> \_\_\_\_\_ get up early. I <sup>5</sup> \_\_\_\_\_ have a lie-in.

## 5 Choose the correct verbs.

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

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

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

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

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

## 8 Choose the correct relative pronoun.

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

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

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

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

- I'm fifteen years old. ○ \_\_\_\_\_
- I don't like getting up. ○ \_\_\_\_\_
- I can play the violin. ○ \_\_\_\_\_
- I haven't been to England. ○ \_\_\_\_\_
- I enjoy swimming. ○ \_\_\_\_\_
- I went to a party on Friday. ○ \_\_\_\_\_

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

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

- |                |       |                  |
|----------------|-------|------------------|
| <u>offered</u> | _____ | to wash the car. |
| _____          | _____ |                  |
| _____          | _____ |                  |
- |       |       |                  |
|-------|-------|------------------|
| _____ | _____ | washing the car. |
| _____ | _____ |                  |
| _____ | _____ |                  |

**b Tick (✓) the two correct sentence endings.**

We were tired, so we stopped \_\_\_\_\_.

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> 1 having a rest.  | <input type="checkbox"/> 3 running. |
| <input type="checkbox"/> 2 to have a rest. | <input type="checkbox"/> 4 to run.  |

**c Choose the correct words.**

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

**12 1.33 Listen to Suzie describing a scene.**

Tick (✓) the things that she mentions.

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

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

**Present simple**

Every year, our school does a play. The play <sup>1</sup>*is chosen* \_\_\_\_\_ (choose) by the teachers. It <sup>2</sup>\_\_\_\_\_ (direct) by our English teacher. All the parts <sup>3</sup>\_\_\_\_\_ (play) by pupils.

**Past simple**

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

**Present perfect**

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

**Future with will**

The play <sup>10</sup>\_\_\_\_\_ (perform) on 9 March. This year, it <sup>11</sup>\_\_\_\_\_ (record) and it <sup>12</sup>\_\_\_\_\_ (upload) onto our website.

**14 Make sentences. Use the cues**

- if / revise at night / not remember much  
If you revise at night, you won't remember much.
- your feet hurt / if / wear those shoes  
\_\_\_\_\_
- if / leave / your money there / someone / steal it  
\_\_\_\_\_
- as soon as / your parcel / arrive / I / text you  
\_\_\_\_\_
- I / go jogging / before / it / get dark  
\_\_\_\_\_

# Grammar summary

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## Introduction

### 0.1 Present simple

I We You They	<b>start</b>	school at 9 am every day.
He She It	<b>starts</b>	

I We You They	<b>do not don't</b>	like basketball. finish lessons at 2.30 pm. go to school on Saturdays.
He She It	<b>does not doesn't</b>	

<b>Do</b>	we you they	live in London or Paris? wear glasses? speak French?
<b>Does</b>	he she it	
When do you have breakfast?		

<b>Yes,</b>	I we you they	<b>do.</b>	<b>No,</b>	I we you they	<b>don't.</b>
	he she it	<b>does.</b>		he she it	<b>doesn't.</b>

Do you play tennis?

Yes, I do. (NOT Yes, I play.)

Does she speak Italian?

No, she doesn't. (NOT No, she doesn't speak.)

a We use the present simple to talk about things that happen regularly.

*I go to the gym on Saturdays.*

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

*It rains a lot in the UK.*

c In negatives and questions we use the base form of the verb.

*She doesn't watch TV.* (NOT *She doesn't watches TV.*)

*Does he like music?* (NOT *Does he likes music?*)

### 0.2 Present continuous

I	<b>am 'm</b>	eating. driving a car. listening to music.
He She It	<b>is 's</b>	
We You They	<b>are 're</b>	

I	<b>am not 'm not</b>	using the computer. wearing jeans.
He She It	<b>is not isn't</b>	
We You They	<b>are not aren't</b>	

Am	I	driving too fast? watching a film? playing golf?
Is	he she it	
Are	we you they	
Where are you going?		

Yes,	I	am.	No,	I	'm not.
	he she it	is.		he she it	isn't.
	we you they	are.		we you they	aren't.

Are you going into town?

Yes, I am. (NOT Yes, I'm going.)

Is he reading the newspaper?

No, he isn't. (NOT No, he isn't reading.)

We use the present continuous to talk about something that is happening at the moment we speak.

### 0.3 Present simple and present continuous

We use the present simple to talk about things that happen regularly.

We use the present continuous to talk about something that is happening at the moment we speak.

Sally **eats** her breakfast at eight o'clock every morning.

It's eight o'clock now. Sally **is eating** her breakfast.

### 0.4 Stative verbs

With some verbs, we don't normally use the present continuous. These verbs often describe feelings, opinions or possession, e.g. *want, need, think* (opinions), *like, love, prefer* (feelings) and *have got / have* (possession). They are called stative verbs.

She **wants to be** a photographer. (NOT *She's wanting* ...)

I **think it's** an interesting job. (NOT *I'm thinking* ...)

He **likes** ice-cream. (NOT *He's liking* ...)

They **prefer shopping to** swimming. (NOT *They're preferring* ...)

I **have** a new mobile. (NOT *I'm having* ...)

### 0.5 will / going to

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

a We use *will* + infinitive:

1 to talk about facts in the future.

Aaron **will be** 17 on Thursday.

2 to express a spontaneous reaction or agreement to do something.

'The phone's ringing.' 'I'll answer it.'

3 to describe predictions about the future.

When I'm older, I **will live** abroad.

b We use *going to* + infinitive:

1 to talk about intentions – things that we have already decided to do in the future.

It's my dad's birthday tomorrow. I'm **going to buy him** a DVD.

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

Look at those clouds – it's **going to rain**.

## 1 Past and present

### 1.1 Past simple

I	lived in London in 2007. visited the museum on Saturday. played football with friends.
He	
She	
It	
We	
You They	

I	did not didn't	answer all the questions. see a shooting star. like the film.
He		
She		
It		
We		
You They		

Did	I he she it we you they	go to Wimbledon? win the award? eat the strawberries?
	Where did you stay?	

Yes,	I he she it we you they	did.	No,	I he she it we you they	didn't.

Did you enjoy your holiday?

Yes, I did. (NOT Yes, I enjoyed.)

Did the Romans conquer Scotland?

No, they didn't. (NOT No, they didn't conquer.)

We use the past simple for actions and states that happened at a particular time in the past and are now complete. We often use it with time expressions, such as *yesterday*, *ago*, *last*, *on* (+ day), *in* (+ month / year), and *at* (+ clock time).

*I finished my homework at ten o'clock last night.*

*He travelled to Brazil four years ago.*

Regular verbs have the same spelling and pronunciation rules as past participles.

A lot of verbs have an irregular past simple. There are no rules for this. You need to learn the form for each verb. See page 79 for a list of some common irregular verbs.

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## 1.2 Past continuous

I He She It	was	walking along the path. living in France in 2004. cooking dinner at 7.30.
We You They	were	

I He She It	was not wasn't	waiting for the bus watching TV cooking dinner	at seven o'clock yesterday.
We You They	were not weren't		

Was	I he she it	watching TV writing an email eating dinner	at eight o'clock yesterday?
Were	we you they		
What were they trying to do?			

Yes,	I he she it	was.	No,	I he she it	wasn't.
		were.			weren't.

Were you using your laptop last night?

Yes, I was. (NOT Yes, I was using.)

Were you playing a game?

No, we weren't. (NOT No, we weren't playing.)

We use the past continuous to say that somebody was in the middle of an action or situation at a certain time in the past.

*At nine o'clock, I was having a bath.*

### 1.3 Past simple and past continuous

We often use the past continuous and the past simple together when a completed action (past simple) comes in the middle of an uncompleted one (past continuous).

*I was eating a sandwich when the doorbell rang.  
He was waiting for a bus when he saw his friend.*

### 1.4 used to / didn't use to

I He She It We You They	used to didn't use to	build houses.
---	--------------------------	---------------

We use *used to* and *didn't use to* to talk about habits in the past – things that we did or didn't do regularly in the past, but don't do or do now.

*I used to play golf every Sunday, but I stopped last year.*

*I didn't use to go jogging, but I do now.*

### 1.5 too / enough

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We use *too* + adjective and *not* + opposite adjective + *enough* to mean the same thing.

*The MP3 player's too expensive. It isn't cheap enough.*

*This house is too small. It isn't big enough.*

*This test is too easy. It isn't difficult enough.*

### 1.6 Past modals: had to / didn't have to

I He She It We You They	had to didn't have to	revise on Sunday.
---	--------------------------	-------------------

*Had to* is the past tense of *have to*. We use *had to* to say that something was necessary in the past.

*I had to wear sunscreen on holiday last year, because it was very hot.*

We use *didn't have to* to say that something wasn't necessary in the past.

*The train arrived on time, so I didn't have to wait.*

### 1.7 Past modals: could / couldn't

I He She It We You They	could couldn't	answer the questions.
---	-------------------	-----------------------

*Could* is the past tense of *can*. We use *could* and *couldn't* to talk about ability in the past.

*When I was four, I couldn't ride a bike, but now I can.  
My grandmother could speak seven languages.*

## 2 Fame and fortune

### 2.1 Present perfect [www.irLanguage.com](http://www.irLanguage.com)

I We You They	have 've	jumped out of a car. been to the cinema. bought a jumper.
He She It	has 's	

I We You They	have not haven't	closed the door. studied German.
He She It	has not hasn't	

Have	I we you they	fed the dog? lived in America? invited Mary?
Has	he she it	
Where has he put my course book?		

# Grammar Summary

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

- a We use the present perfect to talk about:
- experiences up to now.  
*I've read all of the Harry Potter books.*
  - recent events (usually with *just* or *recently*).  
*I've just seen Paul in town.*
  - a past action with a result in the present.  
*He's lost his glasses. He can't watch the film.*
  - an activity that started in the past and continues into the present.  
*We've been here for half an hour.*
- b To make the present perfect, we use the present simple of the verb *have* + a past participle.
- c To make the past participle:
- with regular verbs, add *-ed*.  
*jump*                      *jumped*
  - with verbs ending in *-e*, remove the *-e* and add *-ed*.  
*dare*                      *dared*
  - with verbs ending in a short vowel and one consonant, double the consonant and add *-ed*.  
*stop*                      *stopped*
  - with verbs ending in *-y* after a consonant, remove *-y* and add *-ied*.  
*carry*                      *carried*  
BUT  
*play*                      *played*
- 5 A lot of past participles are irregular. There is no rule for making these past participles. You need to learn the form for each verb. See page 79 for a list of some common irregular verbs.

Note these pronunciation rules:

- When the base form ends in *-d* or *-t*, we pronounce *-ed* as /ɪd/, e.g. *wanted* /'wɒntɪd/, *decided* /dɪ'saɪdɪd/.
- When the base form ends in *-p*, *-k*, *-s*, *-sh*, *-ch*, we pronounce *-ed* as /t/, e.g. *jumped* /dʒʌmpɪt/, *kicked* /kɪkt/.
- In the other cases, we pronounce *-ed* as /d/, e.g. *lived* /lɪvd/.

## 2.2 Present perfect and past simple

- a We use the present perfect:
- to talk about the time that comes up to the present.  
*I've broken my wrist three times.*
  - when there is no past time reference – a date or event.  
*I've met David Beckham!*
- b We use the past simple:
- to talk about a time that ended in the past.  
*I broke my wrist last month.*
  - when there is a past time reference saying when the activity actually took place.  
*I met David Beckham yesterday!*  
*Last month, I bought a new house. Since then, I've bought a sofa, a bed and a new TV.*  
*The singer has written ten songs. She wrote her first song when she was 17.* irLanguage.com

## 2.3 for and since

We use the present perfect with *for* to talk about a length of time which started in the past.

We use the present perfect with *since* to talk about something which started at a point of time in the past.

*Sarah has been a hairdresser for five years.*  
*I have worked here since 2004.*

## 2.4 been and gone

To talk about going somewhere, we can use two past participles in the present perfect:

- a *Alex has been to India.*  
We use *been* to say that he has now come back.
- b *Alex has gone to Mexico.*  
We use *gone* to say that he is still there.

## 2.5 Question tags

We use a question tag when we want to check that something is true or to ask for agreement.

'The soup is very good, **isn't it?**'      'Yes, it is.'

After an affirmative sentence, we use a negative question tag. After a negative sentence, we use an affirmative question tag.

- a If the main sentence has an auxiliary verb or the verb *be*, we use this in the question tag.

*She's pretty, **isn't she?***

*He **isn't** in your class, **is he?***

*They **aren't** coming, **are they?***

*You **can't** swim, **can you?***

*She **was** there, **wasn't she?***

*They **won't** listen, **will they?***

- b If the main sentence has no auxiliary verb, we use *do / does* or *did* in the question tag.

*She **likes** animals, **doesn't she?***

*He **came** with you, **didn't he?***

- c When the subject of the main sentence is a noun, we use a pronoun in the question tag.

*Sally speaks French, **doesn't she?***

## 3 Health and safety

### 3.1 Relative pronouns

people	things
<b>who</b>	<b>which</b>
<b>that</b>	<b>that</b>

### 3.2 Relative clauses

When we want to join two sentences together to give more information about people and things, we often use a relative clause.

*He enjoyed the book. He read it last week.*

*He enjoyed the book **that** he read last week.*

(main clause)                      (relative clause)

We use the relative pronouns *that*, *who* and *which* to introduce relative clauses.

- a We can use *that* with people, animals and things.

*He's the boy **that** I really like.*

*The shop **that** I work in closes on Sundays.*

*The jumper **that** I'm wearing today is very warm.*

- b We can use *who* with people.

*The girl **who** I saw in the park goes to my school.*

- c We can use *which* with animals and things.

*There's the cat **which** bit my hand!*

*Here's the poster **which** I bought yesterday.*

### 3.3 should / shouldn't

I	<b>should</b>	<b>wear</b> a seatbelt in the car. <b>recycle</b> glass bottles.
He		
She		
It		
We		
You		
You		
They		

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

We use *should* and *shouldn't* to give advice.

*You **should** eat a lot of vegetables.*

*They **shouldn't** watch TV so much.*

### 3.4 might / might not

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I	<b>might</b> <b>might not</b>	<b>fall</b> over. <b>come</b> to my party.
He		
She		
It		
We		
You		
You		
They		

We use *might* and *might not* to say that something is or isn't possible now or in the future.

*The book **might be** interesting.*

*He **might arrive** tomorrow. I don't know.*

*I **might not go** to the sports centre tonight.*



## 3.5 Agreeing and disagreeing: So do I / Neither do I

- a To agree with someone, we use:  
*So / Neither + an auxiliary verb + pronoun*
- b We use *So* to agree with an affirmative statement.  
*'I can swim.'*                      *'So can I.'*  
*'She's been to Switzerland.'*      *'So have I.'*
- c We use *Neither* to agree with a negative statement.  
*'I wasn't at school yesterday.'*      *'Neither was I.'*  
*'He hasn't seen that film.'*      *'Neither have I.'*
- d When there is no auxiliary verb in the statement, we use the present or past form of the verb *do*.  
*'I love strawberries!'*                      *'So do I.'*  
*'We saw that film yesterday.'*      *'So did I.'*

## 4 Heroes

### 4.1 Verb + -ing or infinitive

We can use *-ing* forms after verbs and expressions that show feelings.

*I hate doing homework.*

*They don't mind taking the bus.*

We use an infinitive after verbs that indicate future intent.

*She offered to buy the tickets.*

*He promised to help.*

After *like*, *love*, *hate* and *prefer*, we can use either an *-ing* form or an infinitive. There is no difference in meaning.

*They like eating ice-cream.*

*They like to eat ice-cream.*

*I love skiing.*

*I love to ski.*

*She hates working at weekends.*

*She hates to work at weekends.*

*We prefer to walk to school.*

*We prefer walking to school.*

We can use either an *-ing* form or an infinitive after the verb *stop*, but the meaning is different.

*I stopped eating.*

*I was eating and then I stopped.*

*I stopped to eat.*

*I was doing something, but I stopped in order to eat.*

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### 4.2 There's someone / something + -ing

We use *There's + one person / thing + an -ing* form, or *There are + two or more people / things + an -ing* form, to describe a scene. The *-ing* form describes what the people are doing.

*There's a monkey. It's climbing the tree.*

*There's a monkey climbing the tree.*

*There are some people. They are exercising.*

*There are some people exercising.*

*There's a man. He's singing a song.*

*There's a man singing a song.*

### 4.3 can see / hear someone / something + -ing

We can use an *-ing* form after the verbs *see*, *hear*, *feel*, *smell*, *notice* and *hear*. We use it like this:

*I heard the phone. The phone was ringing.*

*I heard the phone ringing.*

*He saw the detectives. They were following him.*

*He saw the detectives following him.*

*I can smell something. The fish is cooking.*

*I can smell the fish cooking.*

## 5 Our environment

### 5.1 Passive voice

- a We usually use the passive voice when the action is more important than who or what does it.
- b To make the passive, we use the verb *be* and a past participle.
- c We make the different tenses by using the tenses of *be*:
- The paper is recycled.* (present)  
*The paper was recycled.* (past)  
*The paper will be recycled.* (future)
- d Active sentences have a subject, a verb and an object. The object of the active sentence becomes the subject of the passive sentence.
- Someone cleans the windows.*  
(subject) (active verb) (object)  
*The windows are cleaned.*  
(subject) (passive verb)
- e Passive sentences have a subject, a verb and sometimes an agent.

The subject of the active sentence can become the agent of the passive sentence. We use *by* to introduce the agent.

*The police catch thieves.*  
 (subject) (active verb) (object)

*Thieves are caught by the police.*  
 (subject) (passive verb) (agent)

### 5.2 Passive voice: present - affirmative

I	am 'm	woken up at six o'clock. seen on TV.
He She It	is 's	
We You They	are 're	

### 5.3 Passive voice: present - negative

I	am not 'm not	understood. driven to school.
He She It	is not isn't	
We You They	are not aren't	

### 5.4 Passive voice: present - questions

Am	I	expected to arrive early? taught by Mr Hunt?
Is	he she it	
Are	we you they	
Where are these jeans made?		

### 5.5 Passive voice: present - short answers

Yes,	I	am.	No,	I	'm not.
	he she it	is.		he she it	isn't.
	we you they	are.		we you they	aren't.

### 5.6 Passive voice: past - affirmative

I He She It	was	chosen for the school play. grounded for two weeks.
We You They	were	

### 5.7 Passive voice: past - negative

I He She It	was not wasn't	sent to the supermarket. invited to the wedding.
We You They	were not weren't	

### 5.8 Passive voice: past - questions

Was	I he she it	photographed? arrested?
Were	we you they	
When was the window opened?		

## 5.9 Passive voice: past – short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

## 5.10 Passive voice: future – affirmative

I He She It We You They	will be	invited to the party. picked for the team.
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## 5.11 Passive voice: future – negative

I He She It We You They	will not be won't be	picked up from the station. chosen.
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## 5.12 Passive voice: future – questions

Will	I he she it we you they	be	interviewed on TV? taken to the airport?
When will we be picked up?			

## 5.13 Passive voice: future – short answers

Yes,	I he she it we you they	will.	No,	I he she it we you they	won't.
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## 6 Relationships

### 6.1 First conditional

A conditional sentence has got two parts: a main clause and an *if* clause. We use conditional sentences to talk about situations which may or may not happen in the future.

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

*I won't go to Las Vegas if the flight is expensive.*  
(main clause, future) (if clause, present simple)

*If the flight is expensive, I'll stay in England.*  
(if clause, present simple) (main clause, future)

### 6.2 Future time clauses

We do not use *will* after: *when*, *while*, *before*, *as soon as* and *after*. We use the present simple instead.

*I'll have a game of golf after we check in.*

*We'll have dinner as soon as I get back.*

## Introduction

### A An unusual day

camcorder /'kæmkə:də(r)/  
cookery /'kʊkəri/  
fundraising /'fʌndreɪzɪŋ/  
portrait /'pɔ:treɪt/  
raise money /,reɪz 'mʌni/  
twin school /'twɪn ,sku:l/

### B Kids

definite /'defɪnət/  
Hang on a minute. /'hæŋ ,ɒn ə ,mɪnɪt/  
I suppose ... /,aɪ sə'pəʊz/  
I've got no idea. /,aɪv ,gɒt 'nəʊ aɪ,dɪə/  
make a decision /,meɪk ə drɪ'sɪʒn/  
tournament /'tuənəmənt/  
work experience /'wɜ:k ɪk ,spɪəriəns/

## 1 Past and present

### 1A The Iceman

archaeologist /ɑ:kɪ'blədʒɪst/  
arrow /'ærəʊ/  
arrowhead /'ærəʊ ,hed/  
BC /,bi: 'si:/  
bow (n) /bəʊ/  
cloak (n) /kləʊk/  
corn /kɔ:n/  
freeze /fri:z/  
in progress /,ɪn 'prɒɡres/  
material /mə'tɪəriəl/  
path /pɑ:θ/  
shoot /ʃu:t/  
sophisticated /sə'fɪstɪkətɪd/  
Stone Age /'stəʊn ,eɪdʒ/  
waterproof (adj) /'wɔ:təpru:f/  
woollen /'wʊlən/  
X-ray (v) /'eks ,reɪ/

### Materials

copper /'kɒpə(r)/  
cotton /'kɒtn/  
leather /'leðə(r)/  
polyester /pɒli'estə(r)/  
silk /sɪlk/  
steel /sti:l/  
wool /wʊl/

### 1B We used to be rivals

builder /'bɪldə(r)/  
didn't use to /,dɪdnt 'ju:s ,tu:, tə/  
put away /,pʊt ə'weɪ/  
used to /'ju:s ,tu:, tə/

### 1C Clothes

business partner /'bɪznəs ,pɑ:tnə(r)/  
cloth /klɒθ/  
comfortable /'kʌmfətbəl/  
denim /'denɪm/  
designer (n) /drɪ'zænə(r)/  
escalator /'eskəleɪtə(r)/  
fashionable /'fæʃnəbl/  
fit (v) /fɪt/  
gold miner /'gəʊld ,maɪnə(r)/  
goods /gʊdz/  
high-heeled /,haɪ 'hi:lɪd/  
immigrant /'ɪmɪgrənt/  
import (v) /ɪm'pɔ:t/  
item of clothing /,aɪtəm əv 'kləʊðɪŋ/  
originally /ə'ɪrɪdʒənəli/  
patent (n) /'pætnt/  
railway worker /'reɪlweɪ ,wɜ:kə(r)/  
rivet (n) /'rɪvɪt/

style (n) /stɑɪl/  
try something on /,traɪ ... 'ɒn/  
underwear /'ʌndəweə(r)/  
wholesaler /'həʊlseɪlə(r)/

### Describing clothes

baggy /'bæɡi/  
checked (adj) /tʃekt/  
flared (adj) /fleəd/  
flat (adj) /flæt/  
long-sleeved /,lɒŋ 'sli:vɪd/  
loose /lu:s/  
plain (adj) /pleɪn/  
pointed (adj) /'pɔɪntɪd/  
short-sleeved /,ʃɔ:t 'sli:vɪd/  
striped /straɪpt/  
tight /taɪt/

### 1D Kids

Better luck next time. /'betə ,lʌk 'neks ,taɪm/  
come first, last, etc. /,kʌm 'fɜ:st ,lɑ:st/  
Congratulations! /kɒŋgrætʃu'leɪʃnz/  
didn't have to /'dɪdnt ,hæf ,tu:, tə/  
do quite well /,du:, ,kwɑɪt 'wel/  
fail /feɪl/  
had to /'hæd ,tu:, tə/  
How did it go? /,haʊ ,dɪd ,ɪt 'gəʊ/  
How did you get on? /,haʊ ,dɪd ,ju ,get 'ɒn/  
I'll keep my fingers crossed for you. /,aɪl ,ki:p  
'maɪ 'fɪŋgəz ,krɒst fɔ ,ju:  
I'm glad to hear that. /,aɪm 'glæd tə ,hɪə ,ðæt/  
I'm sorry to hear that. /,aɪm 'sɒri tə ,hɪə ,ðæt/  
mark (n) /mɑ:k/  
Never mind. /'nevə ,maɪnd/  
pass (v) /pɑ:s/  
That's a pity. /'ðæts ə ,pɪti/  
That's pretty good. /,ðæts ,prɪti 'ɡʊd/

### Culture

AD /,eɪ 'di:/  
battle (n) /'bætl/  
emperor /'empərə(r)/  
empire /'empaɪə(r)/  
gradually /'ɡrædʒuəli/  
in the end /,ɪn ði: 'end/  
invade /ɪn'veɪd/  
invasion /ɪn'veɪʒn/  
kingdom /'kɪŋdəm/  
tribe /traɪb/  
unite /ju'naɪt/

### English Across the Curriculum

aluminium /æljə'mɪniəm/  
Bakelite /'beɪkəlaɪt/  
bronze /brɒnz/  
charcoal /'tʃɑ:kəʊl/  
chemist /'kemɪst/  
coal /kəʊl/  
crust /krʌst/  
industrial /ɪn'dʌstriəl/  
in particular /,ɪn pə'tɪkjələ(r)/  
instead of /ɪn'sted əv/  
lead to /'li:d ,tu:, tə/  
mineral /'mɪnərəl/  
molecule /'mɒlɪkjʊ:l/  
nylon /'naɪlɒn/  
ore /ɔ:(r)/  
PVC /,pi:,vi: 'si:/  
replace /ri'pleɪs/  
revolution /revə'lju:ʃn/  
separate (v) /'sepəreɪt/  
sharp /ʃɑ:p/  
steam engine /'sti:m ,endʒɪn/  
synthetic /sɪn'tetɪk/

tin /tɪn/  
weapon /'wepən/

### Revision

catch fire /,kætʃ 'faɪə(r)/  
heavily /'hevɪli/  
light the gas /,laɪt ðə 'ɡæs/  
trip (v) /trɪp/

### Your Project

although /ɔ:l'ðəʊ/  
foolish /'fu:lɪʃ/  
recall (v) /rɪ'kɔ:l/  
rhyme (v) /raɪm/  
scheme (v) /ski:m/  
while the time away /'waɪl ðə ,taɪm ə ,weɪ/

## 2 Fame and fortune

### 2A The movies

CGI (Computer Generated Imagery) /,si:, dʒi:  
'aɪ (kəm ,pjʊ:tə ,dʒenəreɪtɪd 'ɪmɪdʒəri/  
end up /,end 'ʌp/  
injury /'ɪndʒəri/  
motorbike /'məʊtəbaɪk/  
reference (n) /'refrəns/  
shooting star /'ʃu:tɪŋ ,stɑ:(r)/  
stunt /stʌnt/  
stunt double /'stʌnt ,dʌbl/  
stuntman /'stʌntmæn/

### Verbs + prepositions

drive down /,draɪv 'daʊn/  
dive in(to) /'daɪv ,ɪn(tu:, tə)/  
drive through /,draɪv 'θru:/  
fall off /,fɔ:l 'ɒf/  
fall out of /,fɔ:l 'aʊt əv/  
fall through /,fɔ:l 'θru:/  
walk through /,wɔ:k 'θru:/  
jump out of /,dʒʌmp 'aʊt əv/

### 2B Smart Alec closes the door

criminal (n) /'krɪmɪnəl/  
fire brigade /'faɪə brɪ'geɪd/  
rescue (v) /'reskjʊ:/  
roof /ru:f/  
workmen /'wɜ:k mən/

### 2C TV shows

after a while /'ɑ:ftə ə ,waɪl/  
celebrity magazine /sə ,lebrətɪ mə'ɡæʒɪ:zɪn/  
contestant /kɒn'testənt/  
desert island /,dezət 'aɪlənd/  
difficulty /'dɪfɪkəlti/  
excitement /ɪk'saɪtmənt/  
freedom /'fri:dəm/  
gamble (v) /'ɡæmbəl/  
game show /'geɪm ,ʃəʊ/  
game show host /'geɪm ,ʃəʊ ,həʊst/  
good looks /,ɡʊd 'lʊks/  
journalist /'dʒɜ:nəlɪst/  
luck /lʌk/  
photographer /fə'tɒgrəfə(r)/  
round (n) /raʊnd/  
sign autographs /,saɪn 'ɔ:təgrɑ:fs/  
success /sək'ses/  
whenever /wen'evə(r)/

### 2D Kids

clearly /'klɪəli/  
excuse (n) /ɪk'skju:s/  
form teacher /'fɔ:m ,ti:tʃə(r)/  
in trouble /,ɪn 'trʌbl/  
Sorry I'm late. /'sɒri ,aɪm ,leɪt/  
these days /'ði:z ,deɪz/

**Culture**

according to /ə'kɔ:diŋ tə/  
 celebrity (n) /sə'lebrəti/  
 classic novel /'klæsɪk ,nɒvl/  
 computer game cheat /kəm,pju:tə ,geɪm 'tʃi:t/  
 e-book /i:'bʊk/  
 fiction /'fɪkʃn/  
 general /'dʒenrəl/  
 generally /'dʒenrəli/  
 habit /'hæbɪt/  
 lyrics /'lɪrɪks/  
 make-up /'meɪk ,ʌp/  
 non-fiction /,nɒn 'fɪkʃn/  
 on average /,ɒn 'ævərɪdʒ/

**English Across the Curriculum**

at one time /ət 'wʌn ,taɪm/  
 back up (v) /,bæk 'ʌp/  
 broadband /'brɔ:dbænd/  
 click (v) /kɪk/  
 cloud /klaʊd/  
 computer hardware /kəm,pju:tə 'hɑ:dweə(r)/  
 computer software /kəm,pju:tə 'sɒftweə(r)/  
 connection /kə'nekʃn/  
 cursor /'kɜ:sə(r)/  
 firewall /'faɪəwɔ:l/  
 folder /'fəʊldə(r)/  
 hard drive /'hɑ:d ,draɪv/  
 icon /'aɪkɒn/  
 key (n) /ki:/  
 keyboard /'ki:bɔ:d/  
 laptop /'læptɒp/  
 launch (v) /lɔ:ntʃ/  
 monitor (n) /'mɒnɪtə(r)/  
 mouse mat /'maʊs ,mæt/  
 password /'pɑ:swɜ:d/  
 provide /prə'vaɪd/  
 quit /kwɪt/  
 security /sɪ'kjʊərəti/  
 shut down /,ʃʌt 'daʊn/  
 smart TV /,smɑ:t ,ti: 'vi:/  
 system unit /'sɪstəm ,ju:nɪt/  
 tablet (computer) /'tæblət/  
 taskbar /'tɑ:skbɑ:(r)/  
 username /'ju:zəneɪm/  
 Wi-Fi /'waɪ ,faɪ/

**Revision**

concert tour /'kɒnsət ,tuə(r)/

**Your Project**

annoying /ə'noɪɪŋ/  
 biography /baɪ'ɒgrəfi/  
 flame /fleɪm/  
 I couldn't stand it. /,aɪ ,kʊdnt 'stænd ,ɪt/  
 pay attention to /,peɪ ə'tenʃn tə/  
 set something free /,set ... 'fri:/  
 tough /tʌf/

**3 Health and safety**

**3A You and your body**

as a result /əz ə rɪ'zʌlt/  
 fitter /'fɪtə(r)/  
 give up /,gɪv 'ʌp/  
 in the first place /,ɪn ðə 'fɜ:st ,pleɪs/  
 joint (n) /dʒɔɪnt/  
 junk food /'dʒʌŋk ,fu:d/  
 more likely /'mɔ: ,laɪkli/  
 non-smoker /,nɒn 'sməʊkə(r)/  
 portion /'pɔ:ʃn/  
 posture /'pɒstʃə(r)/  
 skin /skɪn/  
 skin cancer /'skɪn ,kænsə(r)/  
 smoking /'sməʊkɪŋ/

smoky /'sməʊki/  
 strenuous /'strenjuəs/  
 sunbathe /'sʌnbəɪð/  
 sunscreen /'sʌnskri:n/  
 take exercise /,teɪk 'eksəsaɪz/  
 vitamin /'vɪtəɪn/

**Parts of the body**

ankle /'æŋkl/  
 bottom (n) /'bɒtəm/  
 calf /kɑ:f/  
 elbow /'elbəʊ/  
 forehead /'fɔ:hed, 'fɒrɪd/  
 heel /hi:l/  
 knee /ni:/  
 lips /lɪps/  
 palm /pɑ:m/  
 shin /ʃɪn/  
 shoulder /'ʃəʊldə(r)/  
 thigh /θaɪ/  
 throat /θrəʊt/  
 thumb /θʌm/  
 tongue /tʌŋ/  
 wrist /rɪst/

**3B Sweet Sue has the last laugh**

bend over /'bend ,əʊvə(r)/  
 boot (n) /bu:t/  
 cable /'keɪbl/  
 electricity /ɪlek'trɪsəti/  
 electric shock /ɪ,lektrɪk 'ʃɒk/  
 give advice /,gɪv əd'vaɪs/  
 have the last laugh /,hæv ðə ,lɑ:st 'lɑ:f/  
 headphones /'hedfəʊnz/  
 lift (v) /lɪft/  
 might /maɪt/  
 slip (v) /slɪp/  
 sunburnt /'sʌnbɜ:nt/

**3C Looking after yourself**

avoid /ə'vɔɪd/  
 balanced diet /,bælənst 'daɪət/  
 carbohydrates /kɑ:bəʊ'haidreɪts/  
 diagnosis /daɪəg'nəʊsɪs/  
 expert (n) /'ekspɜ:t/  
 fizzy drink /,fɪzi 'drɪŋk/  
 healthy eater /,helθi 'i:tə(r)/  
 healthy eating /,helθi 'i:tɪŋ/  
 jacket potato /,dʒækɪt pə'tetəʊ/  
 nutrition /nju'trɪʃn/  
 protein /'prəʊti:n/

**Problems and treatments**

bandage (n) /'bændɪdʒ/  
 capsule /'kæpsju:l/  
 cast (n) /kɑ:st/  
 cream /kri:m/  
 drop (n) /drɒp/  
 infection /ɪn'fekʃn/  
 injection /ɪn'dʒekʃn/  
 ointment /'ɔɪntmənt/  
 patient (n) /'peɪʃnt/  
 plaster /'plɑ:stə(r)/  
 prescription /prɪ'skrɪpʃn/  
 sling (n) /slɪŋ/  
 tablet /'tæblət/  
 treatment /'tri:tmənt/  
 It hurts. /,ɪt 'hɜ:ts/  
 It's a bit red. /,ɪts ə ,bɪt 'red/  
 It's bleeding. /,ɪts 'bli:diŋ/  
 It's broken. /,ɪts 'brəʊkən/  
 It's itchy. /,ɪts 'ɪtʃi/  
 It's painful. /,ɪts 'peɪnfl/  
 It's sore. /,ɪts 'sɔ:(r)/  
 It's swollen. /,ɪts 'swəʊlən/  
 I've got a temperature. /,aɪv ,gɒt ə  
 'temprətʃə(r)/

I've sprained my elbow. /,aɪv ,spreɪnd ,maɪ  
 'elbəʊ/

**3D Kids**

chance of a lifetime /,tʃɑ:ns əv ə 'laɪftaɪm/  
 disappointed /dɪsə'pɔɪntɪd/  
 glad /glæd/  
 pleased /pli:zd/  
 raffle (n) /'ræfl/  
 Thanks a million. /,θæŋks ə 'mɪljən/

**Culture**

association /ə'səʊʃi'eɪʃn, -si-/  
 complete (v) /kəm'pli:t/  
 Cup Final /'kʌp ,faɪnl/  
 join (v) /dʒɔɪn/  
 rower /'rəʊə(r)/  
 take place /,teɪk 'pleɪs/  
 traditionally /trə'dɪʃənəli/

**English Across the Curriculum**

absorb /əb'sɔ:b/  
 blood /blʌd/  
 broccoli /'brɒkəli/  
 calcium /'kælsiəm/  
 energy /'enədʒi/  
 liver /'lɪvə(r)/  
 lung /lʌŋ/  
 magnesium /mæg'ni:ziəm/  
 muscle /'mʌsl/  
 peach /pi:tʃ/  
 potassium /pə'tæsiəm/  
 pumpkin /'pʌmpkɪn/  
 sardine /sɑ:'di:n/  
 spinach /'spɪnɪʃ/  
 zinc /zɪŋk/

**Revision**

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

**Your Project**

audience /'ɔ:diəns/  
 fear (n) /fɪə(r)/  
 leaflet /'li:flet/  
 perfume /'pɜ:fju:m/  
 schooling /'sku:lɪŋ/  
 soul /səʊl/  
 sweater /'swetə(r)/  
 token /'təʊkən/  
 valuable /'væljuəbl/

**4 Heroes**

**4A King Arthur**

against /ə'genst/  
 armour /'ɑ:mə(r)/  
 bush /bʊʃ/  
 crown (n) /kraʊn/  
 on the way back /,ɒn ðə ,wei 'bæk/  
 receive /rɪ'si:v/  
 shore /ʃɔ:(r)/  
 weak /wi:k/  
 wounded (adj) /'wu:ndɪd/

**4B The burglar**

burglar /'bɜ:glə(r)/  
 burglary /'bɜ:gləri/  
 climb out of /,klaɪm 'aʊt əv/  
 climb over /,klaɪm 'əʊvə(r)/  
 guard (v) /gɑ:d/  
 handcuff (v) /'hændkʌf/  
 handcuffs /'hændkʌfs/  
 point at /'pɔɪnt ət/  
 set fire to /,set 'faɪə tə/

**4C Imagination**

blow (v) /bləʊ/  
 careless /'keələs/  
 cough (v) /kɒf/  
 crooked /'krʊkɪd/  
 expect the best /ɪk,spekt ðə 'best/  
 expect the worst /ɪk,spekt ðə 'wɜːst/  
 gentle /'dʒentl/  
 go wrong /,gəʊ 'rɒŋ/  
 imagination /ɪmædʒɪ'neɪʃn/  
 join in /,dʒɔɪn 'ɪn/  
 knock (v) /nɒk/  
 optimist /'ɒptɪmɪst/  
 personality /pɜːsə'næləti/  
 pessimist /'pesɪmɪst/  
 realist /'riːəlɪst/  
 unfriendly /ʌn'frendli/  
 work out /,wɜːk 'aʊt/

**Adjectives with -ed or -ing**

amazed /ə'meɪzd/  
 amusing /ə'mjuːzɪŋ/  
 disappointing /dɪsə'pɔɪntɪŋ/  
 embarrassing /ɪm'bærəsɪŋ/  
 frightening /'fraɪntɪŋ/  
 relaxed /rɪ'læks/  
 surprised /sə'praɪzd/  
 worrying /'wʌrɪŋ/

**4D Kids**

afford /ə'fɔːd/  
 Are you ready to order? /ə ,juː ,redi tuː  
 'ɔːdə(r)/  
 be somebody's fault /,bi ... 'fɔːlt/  
 Could you ...? /'kʊd ,juː ,jə/  
 expect /ɪk'spekt/  
 I suppose so. /,aɪ sə'pəʊz ,səʊ/  
 lend /lend/  
 miss the bus /,mɪs ðə 'bʌs/  
 on business /,ɒn 'bɪznəs/  
 order a meal /,ɔːdə ə 'miːl/  
 post (v) /pəʊst/  
 supply (v) /sə'plaɪ/  
 take somebody's order /,teɪk ... 'ɔːdə(r)/  
 tradition /trə'dɪʃn/  
 What can I get you? /,wɒt kən ,aɪ 'get ,juː/  
 Would you mind ...? /,wʊd ,ju 'maɪnd/

**Culture**

archer /'ɑːtʃə(r)/  
 archery /'ɑːtʃəri/  
 bury /'beri/  
 corrupt (adj) /kə'rʌpt/  
 defend /dɪ'fend/  
 disguise (n) /dɪs'gaɪz/  
 disguise yourself /dɪs'gaɪz jɔːself/  
 dragon /'dræɡən/  
 earl /ɜːl/  
 fire (v) /'faɪə(r)/  
 follower /'fɒləʊə(r)/  
 heroine /'herəʊɪn/  
 merry /'meri/  
 outlaw (n) /'aʊtlɔː/  
 poem /'pəʊɪm/  
 sheriff /'ʃerɪf/  
 souvenir /suːvə'nɪə(r)/  
 spear /spiə(r)/  
 trick (v) /trɪk/

**English Across the Curriculum**

breaker's yard /'breɪkəz ,jɑːd/  
 come to an end /,kʌm ,tuː ən 'end/  
 detail (n) /'diːteɪl/  
 era /'ɪərə/  
 in reality /,ɪn rɪ'æləti/  
 in the background /,ɪn ðə 'bækgraʊnd/  
 represent /reprɪ'zent/

sailing ship /'seɪlɪŋ ,ʃɪp/  
 sunset /'sʌnset/  
 tugboat /'tʌgbɔːt/  
 vote (v) /vəʊt/

**Revision**

build in /,bɪld 'ɪn/  
 rollerblade (v) /'rɒləbleɪd/  
 spread something over /,sprɛd ... 'əʊvə(r)/  
 vibrate /vaɪ'breɪt/

**Your Project**

abbreviation /əbrɪ'viːeɪʃn/  
 anchor (n) /'æŋkə(r)/  
 angel /'eɪndʒl/  
 apostrophe /ə'pɒstrəfi/  
 captain (n) /'kæptɪn/  
 challenger /'tʃælɪndʒə(r)/  
 comma /'kɒmə/  
 folks /fəʊks/  
 full stop /,fʊl 'stɒp/  
 in debt to /,ɪn 'det tə/  
 justice /'dʒʌstɪs/  
 leader /'liːdə(r)/  
 lean on /'liːn ,ɒn/  
 legendary /'ledʒəndri/  
 long and hard /'lɒŋ ən ,hɑːd/  
 mercy /'mɜːsi/  
 question mark /'kwɛstʃən ,mɑːk/  
 quotation marks /kwəʊ'teɪʃn ,mɑːks/  
 search for /'sɜːtʃ ,fɔː(r), fə(r)/  
 soldier /'səʊldʒə(r)/  
 take through /,teɪk 'θruː/  
 time and again /'taɪm ən ə ,gen/

**5 Our environment****5A Climate change**

cause (n) /kɔːz/  
 cut down /,kʌt 'daʊn/  
 environmental campaigner /ɪnvaɪrən,mɛntl  
 kəm'peɪnə(r)/  
 extreme /ɪk'striːm/  
 fuel /'fjuːəl/  
 harmful /'hɑːmfl/  
 heat (n) /hiːt/  
 in some/many cases /ɪn 'sʌm , 'meni ,keɪsɪz/  
 release (v) /rɪ'liːs/  
 run out /,rʌn 'aʊt/  
 save the planet /,seɪv ðə 'plænɪt/  
 sea levels /'siː ,levlz/  
 square kilometre /,skweə kɪ'lɒmɪtə(r),  
 'kɪlɒmɪtə(r)/  
 trap (v) /træp/  
 tropical /'trɒpɪkl/

**The environment**

biofuel /'baɪəʊfjuːəl/  
 carbon dioxide (CO2) /,kɑːbən daɪ'ɒksaɪd/  
 climate change /'klaɪmət ,tʃeɪndʒ/  
 deforestation /dɪ'fɒrɪ'steɪʃn/  
 drought /draʊt/  
 fossil fuels /'fɒsl ,fjuːəlz/  
 greenhouse gas /'ɡriːnhaʊs ,gæs/  
 ice cap /'aɪs ,kæp/  
 pollution /pə'luːʃn/  
 rainforest /'reɪnfɒrɪst/

**5B Smart Alec's plan**

affect /ə'fekt/  
 detergent /dɪ'tɜːdʒənt/  
 fake (n) /feɪk/  
 false /fɔːls/  
 gorilla /gə'rɪlə/  
 jail (n) /dʒeɪl/  
 kidnap (v) /'kɪdnæp/  
 ladies and gentlemen /'leɪdɪz ən ,dʒentlmən/  
 news bulletin /'njuːz ,bulɪtɪn/

oil refinery /'ɔɪl rɪ,faməri/  
 oil rig /'ɔɪl ,rɪɡ/  
 oil tanker /'ɔɪl ,tæŋkə(r)/  
 pelican /'pelɪkən/  
 plan (n) /plæn/  
 professor /prə'fesə(r)/  
 publicity /pʌb'lɪsəti/  
 recording /rɪ'kɔːdɪŋ/  
 remove /rɪ'muːv/  
 sea eagle /'siː ,iːɡl/  
 sink (v) /sɪŋk/  
 swallow (v) /'swɒləʊ/  
 van /væn/  
 wonder (v) /'wʌndə(r)/

**5C Caring for the environment**

appliance /ə'plaɪəns/  
 bear cub /'beə ,kʌb/  
 blind (adj) /blaɪnd/  
 bullet /'bʊlɪt/  
 care for (v) /'keə ,fɔː(r), fə(r)/  
 donation /dəʊ'neɪʃn/  
 do tricks /,duː 'trɪks/  
 hibernate /'haɪbəneɪt/  
 hunt (v) /hʌnt/  
 hunter /'hʌntə(r)/  
 leave the engine running /,liːv ðɪ 'endʒɪn  
 ,rʌnɪŋ/  
 nature reserve /'neɪtʃə rɪ,zɜːv/  
 on standby /,ɒn 'stændbaɪ/  
 orphan (adj) /'ɔːfn/  
 orphanage /'ɔːfənɪdʒ/  
 recyclable /rɪ:'saɪkləbl/  
 waste (v) /weɪst/

**5D Kids**

filling /'fɪlɪŋ/  
 have the chance /,hæv ðə 'tʃɑːns/  
 Help yourself. /,help jə'self/  
 How do you feel? /'hau ðə jə ,fiːl/  
 I can't eat a thing. /,aɪ ,kɑːnt ,ɪt ə 'θɪŋ/  
 I feel sick. /,aɪ ,fiːl 'sɪk/  
 I'm starving. /,aɪm 'stɑːvɪŋ/  
 in the first place /,ɪn ðə 'fɜːst ,pleɪs/  
 It'll be all right. /,ɪt'l 'biː ,ɔːl ,raɪt/  
 I've got butterflies in my stomach. /,aɪv ,ɡɒt  
 'bʌtəflaɪz ,ɪn ,maɪ ,stʌmək/  
 My hands are shaking. /,maɪ 'hændz ə ,ʃeɪkɪŋ/  
 My heart's pounding. /,maɪ 'hɑːts ,paʊndɪŋ/  
 My legs feel like jelly. /,maɪ 'legz ,fiːl ,laɪk 'dʒeli/  
 nervous /'nɜːvəs/  
 reassure /rɪ:'ʃʊə(r)/  
 secretary /'sekɪrətɪ/  
 She won't be long. /,ʃiː 'wəʊnt ,bi ,lɒŋ/  
 stay cool /,steɪ 'kuːl/  
 What if ...? /'wɒt ,ɪf/  
 You'd better ... /,juːd 'betə(r)/

**Culture**

Aborigine /æbərɪdʒəni/  
 cattle /'kætl/  
 claim (v) /kleɪm/  
 cross from /'krɒs frəm/  
 explorer /ɪk'splɔːrə(r)/  
 fewer /'fjuːə(r)/  
 first aid /,fɜːst 'eɪd/  
 flying doctor /'flaɪɪŋ ,dɒktə(r)/  
 influence (n) /'ɪnfluəns/  
 in recent years /,ɪn 'riːsnt ,jɪəz/  
 jellyfish /'dʒelɪfɪʃ/  
 koala /kəʊ'ɑːlə/  
 link (n) /lɪŋk/  
 opera house /'ɒprə ,haʊs/  
 outback /'aʊtbæk/  
 platypus /'plætɪpəs/  
 saltwater crocodile /'sɔːltwɔːtə ,krɒkədəɪl/  
 service /'sɜːvɪs/

## English Across the Curriculum

blow down /bləʊ 'daʊn/  
cyclone /'saɪkləʊn/  
doughnut /'dəʊnʌt/  
flood barrier /'flʌd ,bæriə(r)/  
form (v) /fɔ:m/  
in total /,ɪn 'təʊtl/  
power line /'paʊə ,laɪn/  
rotation /rəʊ'teɪʃn/  
typhoon /taɪ'fu:n/

## Revision

dump (v) /dʌmp/  
fishing boat /'fɪʃɪŋ ,bəʊt/  
fishing net /'fɪʃɪŋ ,net/  
organization /ɔ:ɡənə'zeɪʃn/  
pollute /pə'lu:t/  
pump (v) /pʌmp/  
rescue team /'reskjʊ: ,ti:m/  
transport (v) /træn'spɔ:t/  
waste (n) /weɪst/

## Your Project

abuse (n) /ə'bjʊ:s/  
ecology /i'kɒlədʒi/  
harm (n) /hɑ:m/  
mercury /'mɜ:kjəri/  
nearby /nɪə'baɪ/  
overcrowded /əʊvə'kraʊdɪd/  
radiation /reɪ'di'eɪʃn/  
research (n) /rɪ'sɜ:tʃ, 'ri:sɜ:tʃ/

## 6 Relationships

### 6A Friends

antelope /'æntɪləʊp/  
be able to /,bi: 'eɪbl ,tu:, tə/  
Don't mention it. /,dəʊnt 'menʃn ,ɪt/  
pretend /pri'tend/  
shade (n) /ʃeɪd/  
sniff (v) /snɪf/

### Phrasal verbs

bend down /,bend 'daʊn/  
catch up with /,kætʃ 'ʌp ,wɪð/  
hurry up /'hʌrɪ ,ʌp/  
jump down /,dʒʌmp 'daʊn/  
leave ... alone /'li:v ə ,ləʊn/  
walk along /'wɔ:k ə ,ləŋ/  
wear out /,weər 'aʊt/

### 6B We need a holiday!

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

### 6C Generation gap

adviser /əd'vaɪzə(r)/  
and so on /ənd 'səʊ ,ɒn/  
calm /kɑ:m/  
generation gap /dʒenə'reɪʃn ,ɡæp/  
get on with /,get 'ɒn ,wɪð/  
go on a date /,gəʊ ,ɒn ə 'deɪt/  
go on tour /,gəʊ ,ɒn 'tuə(r)/  
lying /'laɪɪŋ/  
on your own /,ɒn jɔ:r 'əʊn/  
phone-in programme /'fəʊn ,ɪn ,prəʊgræm/  
pocket money /'pɒkɪt ,mʌni/  
problem page /'prɒbləm ,peɪdʒ/  
solution /sə'lu:ʃn/  
stay in bed /,steɪ ,ɪn 'bed/  
stay on /,steɪ 'ɒn/  
tell lies /,tel 'laɪz/  
usual /'ju:ʒuəl/

## Verbs and nouns

argue /'ɑ:gju:/  
argument /'ɑ:gjumənt/  
disagreement /dɪsə'ɡri:mənt/  
disagree /dɪsə'ɡri:/  
discuss /dɪs'kʌs/  
reach an agreement /,ri:tʃ ən ə'ɡri:mənt/

## 6D Kids

do something wrong /,du: ,sʌmθɪŋ 'rɒŋ/  
fire safety check /,faɪə 'seɪftɪ ,tʃek/  
make an appointment /,meɪk ən  
ə'pɔɪntmənt/  
take the blame for something /,teɪk ðə 'bleɪm fə/  
upset /ʌp'set/  
We're all in this together. /,wiə ,ɔ:l ɪn ,ðɪs  
tə'geðə(r)/

## Culture

go clubbing /,gəʊ 'klʌbɪŋ/  
have a lie-in /,hæv ə 'laɪ ,ɪn/  
have a nap /,hæv ə 'næp/  
have an early night /,hæv ən ,ɜ:lɪ 'naɪt/  
professional /prə'feʃənl/  
roast (adj) /rəʊst/

## English Across the Curriculum

anthem /'ænthəm/  
compose /kəm'pəʊz/  
deal with /'di:l ,wɪð/  
economic /i:kə'nɒmɪk/  
European Union /jʊərə'pi:ən 'ju:niən/  
treaty /'tri:tɪ/  
world war /,wɜ:lɪd 'wɔ:(r)/

## Revision

motorway /'məʊtəweɪ/

## Your Project

fool (n) /fu:l/  
grumble (v) /'ɡrʌmbl/  
justify /'dʒʌstɪfaɪ/  
mouthful /'maʊθfʊl/  
pattern /'pætɪn/  
rage (v) /reɪdʒ/  
savour /'seɪvə(r)/  
take a tumble /,teɪk ə 'tʌmbl/  
take something seriously /,teɪk ... 'sɪəriəsli/  
treasure (v) /'treʒə(r)/  
try hard /,traɪ 'hɑ:d/

## Reading

### 1 Llewellyn and Gelert

bony /'bəʊni/  
bring something down /,brɪŋ ... 'daʊn/  
come true /,kʌm 'tru:/  
drip (v) /drɪp/  
go hunting /,gəʊ 'hʌntɪŋ/  
hut /hʌt/  
lonely /'ləʊnli/  
not take any notice of something /,nɒt ,teɪk  
'eni 'nəʊtɪs əv/  
pay for something /'peɪ fə(r)/  
pile (n) /paɪl/  
sight /saɪt/  
turn something over /,tɜ:n ... 'əʊvə(r)/  
upside down /,ʌpsaɪd 'daʊn/

### 2 The Necklace

be worth /,bi 'wɜ:θ/  
change (v) /tʃeɪndʒ/  
clerk /kɜ:k/  
horror /'hɒrə(r)/  
minister /'mɪnɪstə(r)/  
ministry /'mɪnɪstri/  
money-lenders /'mʌni ,ləndəz/

pay back /,peɪ 'bæk/  
proudly /'praʊdli/  
rough /rʌf/

## 3 The Three Strangers

birth /bɜ:θ/  
clockmaker /'klɒkmeɪkə(r)/  
cottage /'kɒtɪdʒ/  
farm worker /'fɑ:m ,wɜ:kə(r)/  
for a bit /fə ə 'bɪt/  
for a while /fə ə 'waɪl/  
for some reason /fə 'sʌm ,ri:zn/  
frightened /'fraɪtnd/  
guest /ɡest/  
hanging post /'hæŋɪŋ ,pəʊst/  
hangman /'hæŋmən/  
knock (n) /nɒk/  
not long after /'nɒt ,ləŋ ,ɑ:ftə(r)/  
prisoner /'prɪznə(r)/  
shepherd /'ʃepəd/  
suit (n) /su:t/

## 4 Horatius and the Bridge

approach (v) /ə'prəʊtʃ/  
cheer (v) /tʃɪə(r)/  
chop (v) /tʃɒp/  
companion /kəm'pæniən/  
crash into /'kræʃ ,ɪntə/  
edge /edʒ/  
face (v) /feɪs/  
far end /'fɑ: ,end/  
fortunately /'fɔ:tʃənətli/  
gather /'ɡæðə(r)/  
get something back /,get ... 'bæk/  
jump in /,dʒʌmp 'ɪn/  
march (v) /mɑ:tʃ/  
push somebody back /,puʃ ... 'bæk/  
(river) bank /('rɪvə) ,bæŋk/  
rush back /,rʌʃ 'bæk/  
saw (n & v) /sɔ:/  
somebody's heart sinks /... ,hɑ:t 'sɪŋks/  
stand a chance /,stænd ə 'tʃɑ:ns/  
throne /θrəʊn/  
throw somebody out /,θrəʊ ... 'aʊt/

## 5 Human Is ...

be quiet /,bi 'kwaɪət/  
both of /'bəʊθ əv/  
capture (v) /'kæptʃə(r)/  
come through /,kʌm 'θru:/  
illegal /ɪ'li:gl/  
impatiently /ɪm'peɪfntli/  
kind (adj) /kaɪnd/  
lawyer /'lɔ: ,jə(r)/  
permission /pə'mɪʃn/  
police chief /pə'li:s ,tʃi:f/  
private /'praɪvət/  
stay with somebody /'steɪ ,wɪð/  
supreme court /su:'pri:m ,kɔ:t/

## 6 How the Tiger Got His Stripes

claw (n) /klɔ:/  
creep (v) /kri:p/  
get free /,get 'fri:/  
intelligence /ɪn'telɪdʒəns/  
look out /,lʊk 'aʊt/  
nervously /'nɜ:vəsli/  
plough (n & v) /pləʊ/  
reflection /rɪ'fleksjən/  
strength /streŋθ/  
throw something at somebody /'θrəʊ ... ət/  
tie (v) /taɪ/  
tie somebody up /,taɪ ... 'ʌp/  
tightly /'taɪtli/  
twist (v) /twɪst/  
villager /'vɪlɪdʒə(r)/  
walk over /,wɔ:k ə'ʊvə(r)/  
water buffalo /'wɔ:tə ,bʌfələʊ/

## Irregular verbs

Verb	Past simple	Past participle
be	was, were	been
become	became	become
begin	began	begun
bite	bitten	bitten
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	few	flown
get	got	got
give	gave	given
go	went	been, gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learnt	learnt
leave	left	left
lie	lay	lain
lose	lost	lost

Verb	Past simple	Past participle
make	made	made
mean	meant	meant
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sing	sang	sung
sink	sank	sunk
sit	sat	sat
smell	smelt	smelt
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## PHONETIC SYMBOLS

i:	as in see /si:/	ʒ	as in vision /'viʒn/	dʒ	as in June /dʒu:n/
ɜ:	as in fur /fɜ:(r)/	ɑ:	as in arm /ɑ:m/	ŋ	as in sing /sɪŋ/
p	as in pen /pen/	aɪ	as in five /faɪv/	u:	as in too /tu:/
s	as in so /səʊ/	k	as in cat /kæt/	eə	as in hair /heə(r)/
ɪ	as in sit /sɪt/	h	as in how /haʊ/	f	as in fall /fɔ:l/
i	as in happy /'hæpi/	ɒ	as in got /gɒt/	l	as in leg /leg/
ə	as in ago /ə'gəʊ/	au	as in now /naʊ/	ʌ	as in cup /kʌp/
b	as in bad /bæd/	g	as in got /gɒt/	ʊə	as in pure /pjʊə(r)/
z	as in zoo /zu:/	m	as in man /mæn/	v	as in voice /vɔɪs/
e	as in ten /ten/	ɔ:	as in saw /sɔ:/	r	as in red /red/
eɪ	as in page /peɪdʒ/	ɔɪ	as in join /dʒɔɪn/	θ	as in thin /θɪn/
t	as in tea /ti:/	tʃ	as in chin /tʃɪn/	j	as in yes /jes/
ʃ	as in she /ʃi:/	n	as in no /nəʊ/	ð	as in then /ðen/
æ	as in hat /hæt/	ʊ	as in put /put/	w	as in wet /wet/
əʊ	as in home /həʊm/	ɪə	as in near /nɪə(r)/	d	as in did /dɪd/



## Workbook audio CD tracklisting

Section	Track		
Title	1.1	4A Ex 7a	1.18
Introduction Ex 5a	1.2	4B Ex 2a	1.19
1A Ex 6	1.3	4C Ex 4a	1.20
1B Ex 4	1.4	4D Ex 4	1.21
1C Ex 6	1.5	Progress check Ex 4	1.22
1D Ex 7	1.6	5A Ex 4	1.23
Progress check Ex 2a	1.7	5B Ex 4	1.24
2A Ex 5a	1.8	5C Ex 5a	1.25
2B Ex 6	1.9	5D Ex 6a	1.26
2C Ex 5	1.10	Progress check Ex 3	1.27
2D Ex 2	1.11	6A Ex 3	1.28
Progress check Ex 5	1.12	6B Ex 4a	1.29
3A Ex 3a	1.13	6C Ex 3a	1.30
3B Ex 6a	1.14	6D Ex 5	1.31
3C Ex 6	1.15	Progress check Ex 6a	1.32
3D Ex 7	1.16	Revision Ex 12	1.33
Progress check Ex 4	1.17		

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