

المملكة العربية السعودية  
Kingdom of Saudi Arabia



وزارة التعليم  
Ministry of Education



Workbook

# Flying High

## for Saudi Arabia

Simon Brewster Paul Davies Mickey Rogers



Level 2

# Contents

UNIT	PAGE	LESSONS
<b>1</b> <b>Seeing the world</b>	4	<b>1</b> Armchair travel
	6	<b>2</b> The real thing
	8	<b>3</b> Visitors from abroad
<b>2</b> <b>Progress</b>	10	<b>1</b> Early breakthroughs
	12	<b>2</b> Important inventions
	14	<b>3</b> Unexpected outcomes
<b>3</b> <b>Consumerism</b>	16	<b>1</b> Patterns of buying
	18	<b>2</b> The hard sell
	20	<b>3</b> Spotlight on a corporation
<b>4</b> <b>Relationships and communication</b>	22	<b>1</b> Parents and children
	24	<b>2</b> In the workplace
	26	<b>3</b> Between friends
<b>5</b> <b>Work and money</b>	28	<b>1</b> Working to live, or living to work?
	30	<b>2</b> Making and spending money
	32	<b>3</b> Entrepreneurs

UNIT	PAGE	LESSONS
<b>6</b> <b>Keeping up with technology</b>	34 36 38	<b>1</b> Developing the car <b>2</b> Communications systems <b>3</b> Using technology
<b>7</b> <b>House and home</b>	40 42 44	<b>1</b> Home away from home <b>2</b> Decoration <b>3</b> Street scenes
<b>8</b> <b>Crime and law</b>	46 48 50	<b>1</b> Unsolved crimes <b>2</b> Crime and punishment <b>3</b> Crime knows no borders

# Unit 1 Seeing the world

## 1 Armchair travel

### 1 Reading

Terry is consulting a travel agent. Put the conversation in the correct order.

- 1 I have my holiday next month and I can't decide where I want to go.
- 2 No problem. I'm sure we can help you. First of all, what do you enjoy doing?
- 3 Jordan? What can I do in Jordan?
- 4 The Middle East? Have you thought about going to Jordan?
- 5 That's good. I like adventures, too. Are you interested in travelling out of the country?
- 6 I like visiting exotic places and having a little adventure, too.
- 7 Wow! That sounds great!
- 8 Yes, I'd love to go to the Middle East.
- 9 So many things – you can visit the ruins at Petra, go to the Dead Sea, and there are water sports at Aqaba on the Red Sea, and hang-gliding if you feel adventurous.

### 2 Reading and writing

a Guess what the abbreviations associated with holiday advertisements mean. Choose from the box.

one night	room only
bed and breakfast	single (ticket)
self-catering	return (ticket)

- S/C     self-catering \_\_\_\_\_ .
- 1 Sgl     \_\_\_\_\_ .
- 2 R/O     \_\_\_\_\_ .
- 3 Rtn     \_\_\_\_\_ .
- 4 B&B     \_\_\_\_\_ .
- 5 1 Nt     \_\_\_\_\_ .

b Complete the sentences with the words from exercise 2a.

- On a self-catering \_\_\_\_\_ holiday, you cook for yourself, usually in an apartment.
- 1 A \_\_\_\_\_ ticket is in one direction only.
  - 2 With a \_\_\_\_\_ ticket, you can go and come back.
  - 3 \_\_\_\_\_ is a good idea if you like eating out at lunch and in the evening.
  - 4 \_\_\_\_\_ is a good idea if you want to eat all your meals outside the hotel.
  - 5 I'm only staying there for \_\_\_\_\_ .



c Match the advertisements with the people.

1 Mohammed Abdullah, 26  
I'd like to take a holiday in Europe, somewhere a little bit special – I've visited Paris before. I like visiting museums. Maybe England?



2 Marty Reed, 47  
I'd like to visit Asia and travel independently. I like travelling around by myself. Maybe Saudi Arabia or Jordan. Certainly more than a week – it will be a very long flight!

3 Jo Corren, 25  
I'd like somewhere really different, but not too expensive – I'm not very good at managing money! I love swimming, water sports and eating good food.



4 Zahra Hadi, 36  
It would be great to have a break in the sun. I love relaxing by the sea. I don't mind cooking for myself because it's easier with the children. I can get away for a week maximum.

**SPECIAL OFFERS**

Jordan – \$1500      7 nts ALL INCLUSIVE  
Saudi Arabia – \$2000      12 nts R/O  
Kenya – \$400      14 nts R/O

A

**Euro Breaks**

Paris 3★ fr. \$400 xtra nt \$20  
London 5★ fr. \$600 xtra nt \$30  
Istanbul 4★ fr. \$700 xtra nt \$30  
Including return flights and Bed & Breakfast  
Prices are for one week  
Quality hotels in central locations

B

**CUBA**

The best value in the Caribbean \$500  
2 weeks all inclusive  
includes meals • drinks • sports

C

**Booking now**   
**Self-catering packages**

	TO	FROM
D	Dammam	7 nts \$500
	Jizan	14 nts \$650
	Jeddah	7 nts \$780

D

**Glossary**

**a break:** a short holiday

d Choose a holiday for yourself. Say why you'd like to go there.

---



---



---



---



---

# 2 The real thing

## 1 Word builder: say / tell and other reporting verbs

Complete the paragraph with the words in the box in the correct form. More than one may be possible.

believe	claim	say	tell	think
---------	-------	-----	------	-------

The Secretary of Tourism gave his yearly report yesterday. He (1) \_\_\_\_\_ tourism has increased 10% in the last year. He said, 'Last year I (2) \_\_\_\_\_ you tourism was going to improve and today I can (3) \_\_\_\_\_ that we are entering a tourism boom. I (4) \_\_\_\_\_ more and more people are interested in visiting our country. I (5) \_\_\_\_\_ next year we will see a 20% increase in visitors.' He also (6) \_\_\_\_\_ the annual Tourism Fair would be in Acapulco in April.

## Grammar builder: reporting statements and opinions

### Form:

Tell is followed by a direct object, the other reporting verbs are not.

He **tells me** that Paris is interesting.

They **tell us** that Buenos Aires is very beautiful.

She **claims** that Paris is interesting.

We **believe** that Buenos Aires is very beautiful.

They **say** that New York is very noisy.

## 2 Grammar

a Complete the sentences with a reporting verb in the correct form. There may be more than one possibility.

Everybody says that Americans are very friendly.

- Abdullah \_\_\_\_\_ me that you're a lawyer.
- My mother \_\_\_\_\_ that we work hard.
- The café \_\_\_\_\_ that their coffee is the best in town.
- Faruq \_\_\_\_\_ me that he's never travelled by plane.
- People \_\_\_\_\_ the English drink a lot of tea.

b Complete the sentences about your town or an important town in Saudi Arabia.

- Everybody says that \_\_\_\_\_ is \_\_\_\_\_ . (adjective)
- People claim that \_\_\_\_\_ is the most important building.
- Most people believe that the architecture is \_\_\_\_\_ . (adjective)
- My friends think the best café / restaurant is \_\_\_\_\_ .
- They tell me that everybody should visit \_\_\_\_\_ .

### 3 Reading and writing

**a Read the text.**

The ruined city of Petra is located in the south of Jordan, about 260 km from Amman. It is one of the most spectacular ancient cities in the world. You can reach Petra by bus, minibus or taxi. In nearby Wadi Mosa you can find a good range of guest houses and hotels, as well as restaurants. It is advisable to hire one of the very knowledgeable local guides when you visit the site.



**b Complete the conversation with information from the text in exercise 3a.**

- A: Tell me about Petra. Where (1) \_\_\_\_\_ ?
- B: (2) \_\_\_\_\_ .
- A: And what (3) \_\_\_\_\_ ?
- B: (4) \_\_\_\_\_ .
- A: What do you think (5) \_\_\_\_\_ ?
- B: (6) \_\_\_\_\_ .
- A: How can (7) \_\_\_\_\_ ?
- B: (8) \_\_\_\_\_ .
- A: Are there (9) \_\_\_\_\_ ?
- B: Sure. (10) \_\_\_\_\_ .
- A: And are (11) \_\_\_\_\_ ?
- B: Yes, they (12) \_\_\_\_\_ .



# 3 Visitors from abroad

## Grammar builder: requesting and stating information using direct and indirect questions

**Form:**

*Can you tell me where the museum is?*

*Do you know where the museum is?*

- Direct questions use an auxiliary verb before the subject – *be / do / can*, etc.

*Is it open today?*

**Can** he swim?

- Indirect questions maintain the word order of a statement. They are usually considered more polite.

*Do you know if it's open today?*

*Do you know if he can swim?*



### 1 Grammar

**a Circle the correct question form.**

- a) Do he can swim?
  - b) Can he swim?
- 1 a) Can you tell me what is the time?  
b) Can you tell me what time it is?
  - 2 a) Are you Brazilian?  
b) You are Brazilian?
  - 3 a) What means 'incredible'?  
b) What does 'incredible' mean?
  - 4 a) Do you know if there's a café near here?  
b) Do you know the café is near here?
  - 5 a) What time it closes?  
b) What time does it close?

**b Put the words in the correct order to form questions.**

- is / Can / tell / me / you / where / market / the / ?  
Can you tell me where the market is?
- 1 finishes / time / tell / you / me / Can / what / it / ?  
\_\_\_\_\_
- 2 here / near / there / Is / restaurant / a / ?  
\_\_\_\_\_
- 3 know / you / much / postcard / how / Do / is / this / ?  
\_\_\_\_\_
- 4 close / What / time / the / does / bank / ?  
\_\_\_\_\_
- 5 tell / me / Can / museum / when / the / you / opens / ?  
\_\_\_\_\_

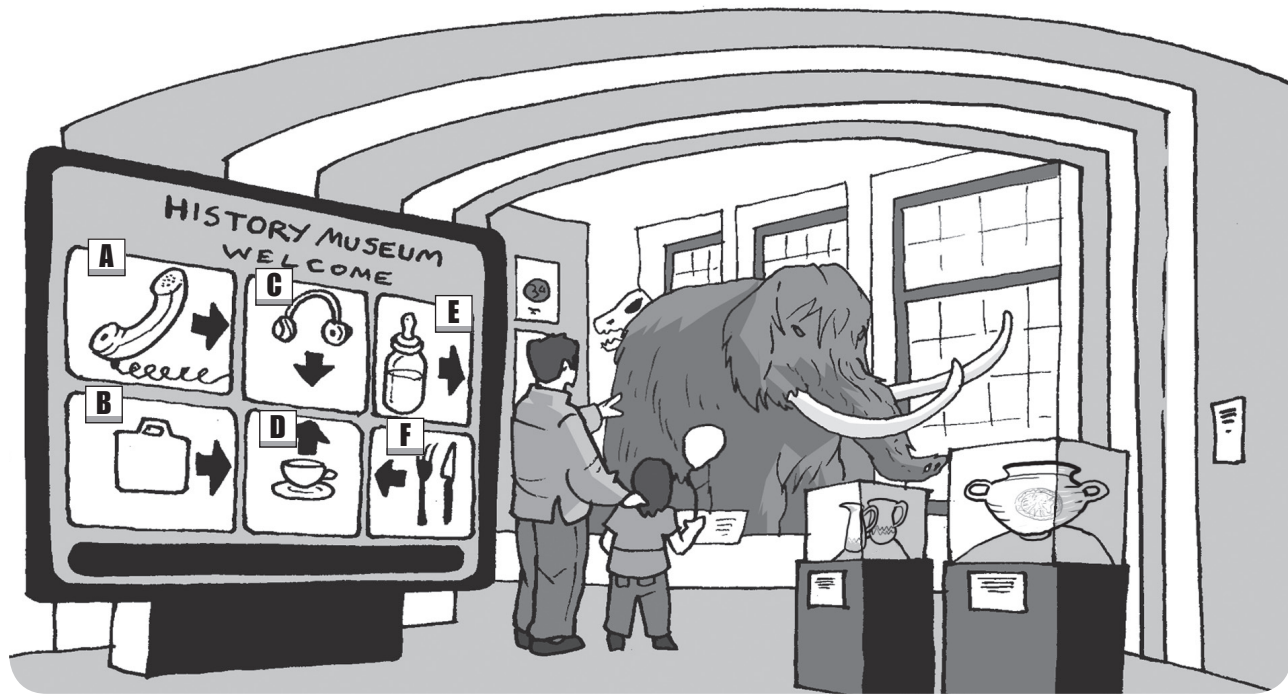
## 2 Reading and writing

a Match the pictures with the words.

- 1 rent an audio guide          C
- 2 feed the baby
- 3 find a telephone
- 4 have coffee
- 5 have something to eat
- 6 leave bags

### Language assistant

*On the first / second floor.  
At the main entrance.*



b Make questions.

Can you tell me where I can feed the baby?

There are baby care rooms in all toilets.

1 \_\_\_\_\_

There are public telephones on the ground floor.

2 \_\_\_\_\_

Luggage can be left at the main entrance.

3 \_\_\_\_\_

Audio guides in various languages may be rented from the desk at the main entrance.

4 \_\_\_\_\_

There's a café on the second floor.

5 \_\_\_\_\_

There's a restaurant on the first floor.

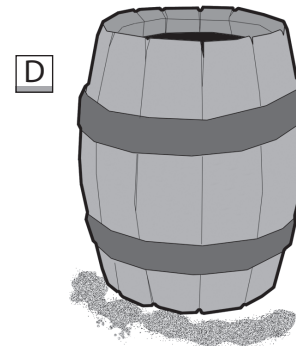
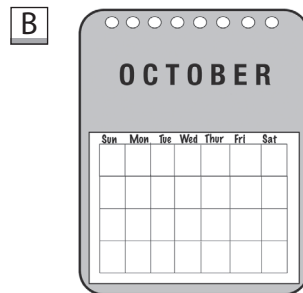
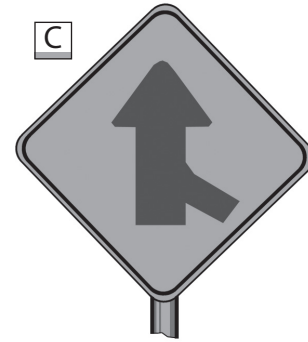
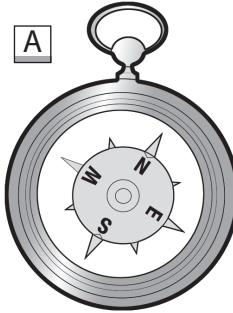
# Unit 2 Progress

## 1 Early breakthroughs

### 1 Word builder: inventions

a Match the words with the pictures.

- a compass                      A
- 1 gunpowder
- 2 a road sign
- 3 toiletries
- 4 a calendar



b Complete the sentences with a word from exercise 1a.

- You find out where north is with a compass.
- 1 You find out the date with \_\_\_\_\_.
- 2 You use \_\_\_\_\_ to cause an explosion.
- 3 You use \_\_\_\_\_ to wash your hair.
- 4 You use \_\_\_\_\_ to find your way on the road.

c Complete the table with the words in the box. Some words may be used more than once.

brushes	dictionary
paper	detergent
pens	bucket
pencils	cloth
paint	water

A painter	A writer	A cleaner
paper	paper	

## 2 Reading

How much do you know about when common things were invented?  
Do this quiz and find out.

**1** When was the windmill invented?

- a) 200 B.C.E. in Greece.      b) 634 C.E. in Persia.      c) 856 C.E. in Italy.

**2** When and where were scissors first used?

- a) In Europe in the 15th century.      b) In Rome in the 2nd century.      c) In Egypt around 1,500 B.C.E.

**3** When and where were glasses invented?

- a) In Japan in the 7th century.      b) In England in the 18th century.      c) In Italy and China in the 13th century.

**4** Where and when was paper first used?

- a) In China around 2,000 years ago.      b) In France in the 15th century.      c) In Mesopotamia around 2000 B.C.E.

**5** When and where was the pencil invented?

- a) In China around 500 years ago.      b) In the United States in 1864.      c) In England in 1564.

**6** Who invented chemistry?

- a) Alfred Nobel.      b) Copernicus.      c) Jabir ibn Hayyan.

**7** What civilization first used the fork?

- a) The Egyptians.      b) The Romans.      c) The Greeks.

**8** When and where was toothpaste invented?

- a) In 1925 in France      b) Over 5,000 years ago in Egypt.      c) around 250 B.C.E. in Rome.

Answers  
1 b, 2 c, 3 c, 4 a, 5 c, 6 c, 7 c, 8 b

# 2 Important inventions

## 1 Grammar

a Complete the sentences with the correct passive forms of the verbs in brackets.

- 1 Chocolate \_\_\_\_\_ (*invent*) in Mexico.
- 2 The tenth planet \_\_\_\_\_ (*discover*) in 2004.
- 3 Petra, Jordan, \_\_\_\_\_ (*construct*) around 100 B.C.E.
- 4 America \_\_\_\_\_ (*name*) by Amerigo Vespucci.
- 5 The Eiffel Tower \_\_\_\_\_ (*build*) in 1889.
- 6 The World Wide Web (WWW) \_\_\_\_\_ first \_\_\_\_\_ (*use*) in 1991.

b Make sentences with the words in the table.

The compass	was were	invented discovered	by / in	an American.
The polio vaccine				the Chinese.
Compact discs				Egypt.
Textiles				the 19th century.
The sewing machine				Jonas Salk.
Vulcanized rubber				1982.

*The compass was invented by the Chinese.*

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

c Change these sentences from passive to active.

Dynamite was invented by Alfred Nobel in 1866. *Alfred Nobel invented dynamite in 1866.*

- 1 America was discovered by Columbus in 1492. \_\_\_\_\_
- 2 The artificial heart was invented by Willem Kolff. \_\_\_\_\_
- 3 Colour television was developed by a Mexican inventor. \_\_\_\_\_
- 4 The satellite was launched last Monday by the Russians. \_\_\_\_\_
- 5 The first sandwich was made by the Earl of Sandwich. \_\_\_\_\_
- 6 Abraham Lincoln was assassinated by John Wilkes Booth. \_\_\_\_\_

### Grammar builder: past passive

**Use:**

To describe situations when the object is more significant than the subject, or when the agent is not known.

*Paper **was invented** in China.*

**Form:**

subject + *was / were* + past participle (+ *by* + agent)

*Paper **was invented** by the Chinese.*



## 2 Reading and writing

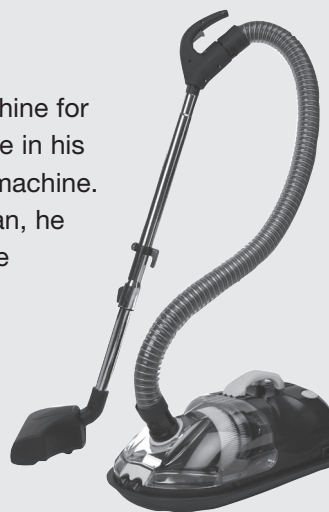
### a Match the words with similar meanings.

- |                    |                               |
|--------------------|-------------------------------|
| 1 a vacuum cleaner | a) to manufacture             |
| 2 to make          | b) a Hoover (British English) |
| 3 a carpet         | c) a company                  |
| 4 a business       | d) a rug                      |

### b Read the text.

### The Vacuum Cleaner

In 1907, James Murray Spangler, from Ohio, built a machine for cleaning carpets. He was a cleaner in a department store in his town and he realised it would be easier to clean with a machine. His machine worked! Because he was not a businessman, he was not sure how to develop and sell his machine, so he went to a childhood friend. That friend was William H. Hoover. Hoover quickly realized that the machine was a great idea and he formed a company to manufacture it in 1908. Spangler worked for the company until his death seven years later, but it isn't his name that we are all familiar with today.



### c Complete the notes.

- Original inventor: \_\_\_\_\_
- What he invented: \_\_\_\_\_
- Developed by: \_\_\_\_\_
- What happened: \_\_\_\_\_

### d Make sentences. They may be active or passive.

The vacuum cleaner / invent / James Murray Spangler / 1907

The vacuum cleaner was invented by James Murray Spangler in 1907.

- 1 He / work / as a cleaner. \_\_\_\_\_
- 2 The idea / develop / William H. Hoover. \_\_\_\_\_
- 3 William Hoover / form / a company in 1908. \_\_\_\_\_
- 4 James Spangler / employ / the company. \_\_\_\_\_
- 5 James Spangler / die / 1915. \_\_\_\_\_

# 3 Unexpected outcomes

## 1 Grammar

a Complete the conversation with the correct forms of the verbs in brackets: simple past or **was / were going to**.

A: How was your weekend?

B: Awful. I didn't do anything I'd planned to do.

A: Really?

B: Yes. I (1) \_\_\_\_\_ (study) for our maths exam, but my cousin (2) \_\_\_\_\_ (invite) me for a picnic. It (3) \_\_\_\_\_ (be) a great picnic. On Sunday my uncle (4) \_\_\_\_\_ (come) over and he (5) \_\_\_\_\_ (drive) us to the mountains, but he (6) \_\_\_\_\_ (get) sick and (7) \_\_\_\_\_ (stay) home.

### Grammar builder: using **was / were going to**

**Use:**

To talk about the future in the past.  
*Last time we met, you **were going to** leave your job. (I don't know if you did or not, but that was the intention.)*

Often the event did not happen.

*I **was going to** offer you a drink. (But then I saw that you had one.)*

**Form:**

subject + **was / were going to** + verb  
*You **were going to** leave.*

b Make logical sentences.

He was going to study French,  
 I was going to apply for a new job,  
 I was going to move to Amman,  
 I was going to buy a new car,  
 We were going to stay at home,

but

we decided to go out to a restaurant.  
 I couldn't find an apartment there.  
 I missed the closing date.  
 I didn't have enough money.  
 he decided that English was more useful.

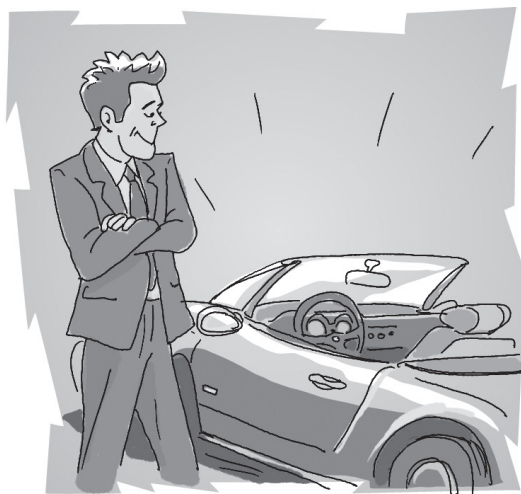
He was going to study French, but he decided that English was more useful.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_



**c Two old friends meet. Imagine and complete their conversation.**

**Friend 1:** Hi, I haven't seen you in years. What have you been doing? I remember you were going to (1) \_\_\_\_\_.

**Friend 2:** Hi. No, I didn't (2) \_\_\_\_\_ because (3) \_\_\_\_\_. Then I decided to (4) \_\_\_\_\_.

**Friend 1:** And how are your family?

**Friend 2:** Fine thanks. Do you remember my cousin, (5) \_\_\_\_\_? You met him once.

**Friend 1:** Of course. Is he still (6) \_\_\_\_\_?

**Friend 2:** No. He was going to (7) \_\_\_\_\_ but (8) \_\_\_\_\_ instead.



**d Write three sentences about your own change of plans.**

*I was going to study engineering, but I decided to study mathematics.* \_\_\_\_\_

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

**2 Word builder: negative and opposite prefixes**

Write the prefixes on these words and then write a definition of each one.

- im possible *something that won't happen* \_\_\_\_\_
- 1 \_\_\_ convenient \_\_\_\_\_
- 2 \_\_\_ replaceable \_\_\_\_\_
- 3 \_\_\_ formal \_\_\_\_\_
- 4 \_\_\_ responsible \_\_\_\_\_
- 5 \_\_\_ reasonable \_\_\_\_\_
- 6 \_\_\_ polite \_\_\_\_\_
- 7 \_\_\_ happy \_\_\_\_\_
- 8 \_\_\_ measurable \_\_\_\_\_

# Unit 3 Consumerism

## 1 Patterns of buying

### 1 Word builder: clothes

a Find the words in the word puzzle to match the pictures.



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

b Complete the email message with some of the words in exercise 1a in the correct form.

COMPOSE EMAIL

Send Send Later Save to Inbox Link Tools Library

To Wilma Subject packing

Hi Wilma,

I'm packing for the trip and I want to be sure I have the most logical clothes. I'm packing an evening (1) \_\_\_\_\_ and a nice (2) \_\_\_\_\_ in case we go somewhere formal. Everything else is casual. I'm taking two blue (3) \_\_\_\_\_, and a lot of comfortable (4) \_\_\_\_\_. For my feet, I've packed two pairs of black (5) \_\_\_\_\_, my favourite (6) \_\_\_\_\_ and some rain (7) \_\_\_\_\_. Oh, and in case it gets cold, I've packed a wool (8) \_\_\_\_\_, a denim (9) \_\_\_\_\_, and a pair of woolly (10) \_\_\_\_\_.

Do I need anything else?

Candy

**c Complete the conversation with the words in brackets.**

**A:** Do you like my new blouse? (1) \_\_\_\_\_ (*very fashionable*).

**B:** I think (2) \_\_\_\_\_ (*out of fashion*). (3) \_\_\_\_\_ (*my blouse / 'in'*).

**A:** You're kidding! (4) \_\_\_\_\_ (*last year*) and besides, (5) \_\_\_\_\_ (*not fit*).  
It's too small.

**B:** Well, your top (6) \_\_\_\_\_ (*not match / jeans*).

**2 Reading and writing**

**a Read this article about fashion in food.**

**A food of fashion**

In the 19<sup>th</sup> century, in Southern Italy, pizza was a flat round bread eaten only by poor people because it was cheap and nutritious. One day, in 1889, King Umberto I was travelling around his kingdom with his wife, Queen Margherita. The queen was fascinated to see so many people eating these flat loaves and sent one of her guards to fetch her one. She tried the bread ... and found that she enjoyed it very much.

It was not socially acceptable for a queen to eat the food of poor people, but Margherita was not going to give up her pizzas because

of the customs of fashion. She sent for a famous chef, Raffaele Esposito, and ordered him to make her a special pizza. Esposito thought about this and, after he had baked the bread, he topped it with tomatoes, cheese and basil – red, white and green, the colours of the Italian flag. What was good enough for the queen was good enough for everyone and pizza became very fashionable throughout Italy. From there it spread to the rest of Europe, and then to just about every country in the world, changing as it travelled to fit in with local customs and ingredients.



**b Answer the questions in your own words.**

- 1 Why was pizza eaten by poor people?  
\_\_\_\_\_
- 2 Why didn't people like the queen eating pizza at first?  
\_\_\_\_\_
- 3 What was special about the choice of tomatoes, cheese and basil as a topping?  
\_\_\_\_\_
- 4 Why did pizza become popular in Italy?  
\_\_\_\_\_

**c Write an example of each of the following:**

- 1 A dish that people sometimes eat in Saudi Arabia which probably didn't exist 50 years ago.
- 2 A dish that you like now, but didn't when you were younger.

# 2 The hard sell

## 1 Grammar

### a Match the sentences that go together.

- |   |                                 |
|---|---------------------------------|
| 1 We've known each other for a long time. | a) He looks dirty.              |
| 2 You've been by the fire.                | b) I'm tired.                   |
| 3 I've been working very hard.            | c) He's going to pass the exam. |
| 4 He's been studying hard.                | d) We met a long time ago.      |
| 5 He's been fixing his motorcycle.        | e) We can leave now.            |
| 6 They've fixed the car.                  | f) I can't pay.                 |
| 7 I've lost my purse.                     | g) Your clothes smell of smoke. |

### b Put the words in the correct order to form sentences.

- |   |  |
|---|--|
| 1 been / feeling / have / How / you / ?<br>_____                        | 4 your / you / verbs / memorising / Have / been / ?<br>_____                             |
| 2 was / since / I / living / I've / here / been / baby / a / .<br>_____ | 5 Acme Chemicals / been / distributing / for / has / product / that / years / .<br>_____ |
| 3 been / George / hasn't / recently / sleeping / well / .<br>_____      |  |

### c Complete the sentences with the correct form of the verbs in brackets. Use the present perfect continuous.

- I \_\_\_\_\_ (work) here for two years and I'm very happy to leave today.
- Paul Ford \_\_\_\_\_ (write) constantly for 25 years.
- She \_\_\_\_\_ (cook) all day today.
- We \_\_\_\_\_ (study) here for three years.
- He's hot because he \_\_\_\_\_ (run).
- My parents \_\_\_\_\_ (drive) the same car for 15 years.



## 2 Reading

a What colours do you expect the containers of these products to be?

laundry detergent	blue <input type="checkbox"/>	brown <input type="checkbox"/>	red <input type="checkbox"/>
cola	red <input type="checkbox"/>	yellow <input type="checkbox"/>	blue <input type="checkbox"/>
tuna fish	blue <input type="checkbox"/>	green <input type="checkbox"/>	pink <input type="checkbox"/>
sour cream and onion crisps	blue <input type="checkbox"/>	green <input type="checkbox"/>	white <input type="checkbox"/>

b Read the text and check your answers.

# Shoppers Buy into Colour Code

Laundry detergent would not sell in brown boxes but cola cans are best in red, shoppers declared yesterday. A survey discovered 80% of consumers like their cans of tuna in blue or green, which is also the preferred colour for bags of sour cream and onion crisps.

It concluded that between a half and two-thirds of shoppers buy items on the basis of the attractiveness of their packaging, rather than the quality of their contents. Researcher Jan Walsh said: 'Packaging seems to be more important than the product inside.'

The findings were the result of a survey of 400 shoppers.



### Glossary

a **survey**: questions to the public, often for consumer research purposes

c Tick (✓) the sentences T (true) or F (false).

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1 Most people like to buy tuna in the same colour packages as they do for sour cream and onion crisps. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 People prefer to buy detergent in brown boxes.   | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 Less than half of shoppers are influenced by packaging.  | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 The majority of shoppers buy products based on their quality.  | T <input type="checkbox"/> | F <input type="checkbox"/> |

# 3 Spotlight on a corporation

## 1 Word builder: work

Complete the text with the words in the box.

\$5,000	a meeting place	a waiter	attracted	his new business	a <i>Young Entrepreneur</i> award
invest	launched	set up	won	worked as	over 200 regular customers

Tom Bates (1) \_\_\_\_\_  
 (2) \_\_\_\_\_ in a small café in Los Angeles  
 when he got his first great idea. He quit his job and  
 convinced his uncle John to (3) \_\_\_\_\_  
 (4) \_\_\_\_\_ in his project. Tom wanted to  
 (5) \_\_\_\_\_ (6) \_\_\_\_\_ for  
 young professionals. He noticed that young  
 businessmen came into his café, usually by  
 themselves, and did not seem to know each other.  
 He thought it would be a good idea if there was  
 somewhere they could go for a coffee and a  
 sandwich, talk about their jobs, give each other tips  
 and pass on information about opportunities in  
 business. In 1999, Tom (7) \_\_\_\_\_  
 (8) \_\_\_\_\_, *Talk Café*, and within a year he  
 (9) \_\_\_\_\_ (10) \_\_\_\_\_. Last  
 year he (11) \_\_\_\_\_  
 (12) \_\_\_\_\_.



## Grammar builder: present perfect continuous vs. present perfect simple

### Use:

- To describe actions or situations that continue to the present.  
*I've studied / I've been studying here for two years.* (I still work here.)
- To emphasise that an activity has not finished, use the continuous form.  
*I've been reading a novel.* (I'm still reading it.)
- To emphasise completion, use the simple form.  
*I've read War and Peace.* (I've finished it.)

### Form:

- Present perfect simple  
 subject + *has / have* + past participle      *I have read that book.*
- Present perfect continuous  
 subject + *have / has* + *been* + *ing* verb      *I have been reading that book.*



## 2 Grammar

### a Circle the correct verb forms.

Heather (1) *has read* / *has been reading* for six hours.  
 She (2) *has read* / *has been reading* five books this month.

Robert feels very tired.  
 He (3) *has work* / *has been working* overtime every day this week.  
 He (4) *has worked* / *has been working* two extra hours today.

I (5) *have written* / *have been writing* my thesis recently.  
 I (6) *have written* / *have been writing* five pages today.

The president of our club (7) *has been* / *has been being* in office for five years.  
 He (8) *has worked* / *has been working* a lot recently.

### b Complete the email message with the present perfect simple or present perfect continuous form of the verbs in brackets.

COMPOSE EMAIL

Send Send Later Save to Inbox | Link Tools Library

To Pete Subject call me!

Dear Pete,

Where (1) \_\_\_\_\_ you \_\_\_\_\_ (be)? I (2) \_\_\_\_\_  
 (call) you all day. (3) \_\_\_\_\_ you \_\_\_\_\_ (work) or  
 (4) \_\_\_\_\_ you \_\_\_\_\_ (play)? This is urgent.  
 I (5) \_\_\_\_\_ (hear) something really important and I want to tell you.  
 I (6) \_\_\_\_\_ (work) in Ed's office and he  
 (7) \_\_\_\_\_ (tell) me some great news! I can't write it so call me.  
 James

### c Match the sentences that go together.

- |   |   |
|---|---|
| <p>1 I've been doing my homework.</p> <p>2 I've been swimming in the pool.</p> <p>3 What experience do you have?</p> <p>4 I've swum in the pool.</p> <p>5 I've done my homework.</p> <p>6 What have you been doing?</p> | <p>a) I've studied computer science.</p> <p>b) Now I'm going home.</p> <p>c) I've been studying computer science.</p> <p>d) That's why I'm still wet.</p> <p>e) I still haven't finished.</p> <p>f) I finished it last night.</p> |
|---|---|

# Unit 4 Relationships and communication

## 1 Parents and children

### 1 Word builder: collocation

a Match the verbs on the left and the phrases on the right. One example has been done for you.

- |                |                  |                         |
|----------------|------------------|-------------------------|
| 1 take care of | a) television    | _____                   |
| 2 get home     | b) early         | _____                   |
| 3 do           | c) yourself      | <u>your grandfather</u> |
| 4 clean        | d) your homework | _____                   |
| 5 spend        | e) your bedroom  | _____                   |
| 6 watch        | f) money         | _____                   |

b Now, add alternative answers to complete the phrases. One example has been done for you.

### 2 Reading and writing

a Read the letter.

Dear Uncle Alan,

I'm writing to you to let you know my good news. My exam results have just come through and, guess what? I didn't just pass them all – I got the best grades in the whole school!

I know you'll be pleased for me. You've always taken such an interest in my education, ever since I first started primary school.

And now I know I can go to university and take a degree in languages. As you know, I want to study Arabic because I'm so fascinated by the Middle East. But I've got a problem. I don't know whether to go straight to college in September or take a gap year. I know it would be sensible to start my degree as soon as possible. But taking a year out would also make sense. I could work for six months – maybe in a restaurant or a store – and save some money, and then spend a few months travelling in the area. I would get to improve my language skills and find out more about the culture. It would be so interesting.

What do you think I should do? I always value your advice. With much love,  
Robert



b Write short answers.

Why is Robert so happy?

Because he passed his exams with good grades.

1 Why will his uncle be pleased?

\_\_\_\_\_

2 Why does he want to study his chosen subject?

\_\_\_\_\_

3 Where would he like to go next year?

\_\_\_\_\_

4 What advice would you give to Robert?

\_\_\_\_\_

- c Imagine that Robert decides to go to the Middle East for a few months. Give him three pieces of advice before he sets out on his travels and explain why.

---



---



---

### 3 Grammar

Match the parents' requests with the logical answer from their son or daughter. One example has been done for you.

- |  |  |
|--|--|
| <p>1 Could I have the phone? I need to call your father.</p>     | <p>a) No, I will finish it in half an hour.</p>                            |
| <p>2 Look at your room! It's a mess!</p>                         | <p>b) Sorry, but the bus was late.</p>                                     |
| <p>3 Could you turn the TV down? I've got a headache.</p>        | <p>c) OK. I'm just finishing.</p>  |
| <p>4 Have you finished your homework?</p>                        | <p>d) Yes. I sent her a card yesterday.</p>                                |
| <p>5 Look at the time! Where have you been?</p>                  | <p>e) Sorry, Mum. I'll turn it off.</p>                                    |
| <p>6 Have you thanked Aunt Gill for your graduation present?</p> | <p>f) Oh, can't I stay up just a little bit longer?</p>                    |
| <p>7 Turn off that TV and start your homework.</p>               | <p>g) I know. I'm just about to tidy it up.</p>                            |
| <p>8 Isn't it time you went to bed?</p>                          | <p>h) It's OK. I did it straight after supper before the show started.</p> |



# 2 In the workplace

## 1 Word builder: compounds and paired words.

Choose one word from each box to form compounds that mean the same as the sentences.

greeting	down	Internet
home	laptop	self

card	side	café
work	computer	control

- You send this to a friend to congratulate them. greeting card
- Good students do this after their lessons. \_\_\_\_\_
  - Working from home can be lonely. This is the negative thing about it. \_\_\_\_\_
  - When away from home, you can go there to receive email messages. \_\_\_\_\_
  - You need this to avoid eating too much. \_\_\_\_\_
  - With this, you can work anywhere – even on the bus! \_\_\_\_\_

## Grammar builder: reported statements, questions, commands and requests and requests

**Statement** – ‘Khaled is from Jordan.’

**Question** – ‘Where is Khaled from?’

**Command** – ‘Take this letter to Mr Smith.’

**Requests** – ‘Can you help me?’

We can make the sentences above into reported speech sentences like this. Imagine John said all of these things.

John said Khaled was from Jordan.

tense and word order change

John asked where Khaled was from.

tense and word order change

John told Robert to take the letter to Mr Smith.

tell someone to do something

John asked Robert to help him.

ask someone to do something

Note the tense usage (no auxiliary verbs) and word order in the following examples:

She asked *what time it started*. He asked *how many people there were*.

He asked *how much it cost*. She asked *where he had been*.

## 2 Grammar

a Put the words in the correct order to form reported statements, questions, commands and requests.

*Example* me / go / to / The / told / teacher / home The teacher told me to go home.

- coffee / Hiba / sister / to / cup / asked / her / make / a / of \_\_\_\_\_
- friend / policeman / was / Karim / a / said / his \_\_\_\_\_
- liked / me / asked / food / I / what / Reeta \_\_\_\_\_
- so / driving / friend / my / fast / I / stop / told / to \_\_\_\_\_
- to she / been / museum / the / said / She / had \_\_\_\_\_
- I / me / would / He / home / when / asked / get \_\_\_\_\_

**b Write the following as reported speech sentences.**

*Example 'I can speak three languages' she said.*

She said she could speak three languages.

- 1 'I will be there at 8pm' he said.  
\_\_\_\_\_
- 2 'How much does it cost?' asked Musa.  
\_\_\_\_\_
- 3 'What are you doing this evening, John?' she asked.  
\_\_\_\_\_
- 4 'Which cities have you been to Lutfi?' asked Hamid.  
\_\_\_\_\_
- 5 'Jalal, where do you like going at the weekend?' asked Tariq.  
\_\_\_\_\_



**3 Reading and writing**

**a Read the text.**

**SALE SALE SALE SALE**  
**BURTON'S HOME STORE**

- Sale starts **Monday 2nd January**
- Open **9 am to 6 pm**
- **Hundreds of bargains**
- **All kitchen equipment reduced by 50%**
- **Cafeteria open all day for meals and snacks**
- **Free cup of tea or coffee for all shoppers**
- **Free crèche with qualified childminders**
- **Free parking**

**Glossary**

**crèche:** a special area where you can safely leave young children

**b Write polite requests for the following answers, based on the text.**

Can you tell me when Burton's sale starts?

On 2nd January.

1 \_\_\_\_\_

At nine o'clock.

2 \_\_\_\_\_

Yes you can. It's all half price!

3 \_\_\_\_\_

Yes. They've got a cafeteria open all day.

4 \_\_\_\_\_

Yes, you can. And you can leave them in the crèche while you go shopping.

5 \_\_\_\_\_

Yes, they do. And it's free.

# 3 Between friends

## 1 Word builder: personal qualities

- a Match a word / phrase from the box with a sentence.  
One word / phrase is not used.

fun	sociable	a loner	intelligent
honest	reliable	patient	

- When we are together, we laugh a lot. fun \_\_\_\_\_
- 1 He never tells lies. \_\_\_\_\_
  - 2 If you ask him to do something, you can be sure he will do it. \_\_\_\_\_
  - 3 If I'm late, he doesn't mind waiting for me. \_\_\_\_\_
  - 4 He loves meeting new people. \_\_\_\_\_
  - 5 He prefers being by himself. \_\_\_\_\_

- b Write a definition sentence for the remaining word.

\_\_\_\_\_

\_\_\_\_\_

- c Tick (✓) the personal qualities in the box in exercise 1a that you value.

## Grammar builder: review of past tenses and present perfect

### Use:

Past simple: to talk about finished actions and events in the past.

### Form:

regular verb + *ed*

He **walked** into town.

### Use:

Present perfect: to talk about past events that have a relationship with present time – a complex tense which may at first seem like your language but works differently!

### Form:

Have / has + past participle

I've **cleaned** my room. (and now you can see it)

I've **studied** English for five years. (and I continue to study it)

### Language assistant

The present perfect is not used with a given past time.  
I've been there yesterday. ✗

## 2 Grammar

### a Circle the correct words.

I know / have known / knew Sandra for years and she's still my best friend. We (1) meet / have met / met the first day of kindergarten. We (2) always go / have always gone / always went to the same schools and now we study the same things at college. She (3) always is / has always been / always was like a sister to me. For example, when we (4) are / have been / were in high school, my grandmother (5) die / has died / died. I (6) never feel / have never felt / never felt so sad in my life. Sandra (7) is / has been / was there and she (8) convince / has convinced / convinced me that it wasn't the end of the world. I (9) also comfort / have also comforted / also comforted her many times in our long friendship.

### b Complete the sentences with the words in the box. The speakers are at a large family gathering.

yet	since	since	never	just	for	ever	already
-----	-------	-------	-------	------	-----	------	---------

**Bob:** Have you seen Henry yet \_\_\_\_\_ ?

**Jim:** No, has he arrived?

**Bob:** I don't think so. I've been here (1) \_\_\_\_\_ 7.30 and I haven't seen him.

**Jim:** Really? It doesn't surprise me. I've (2) \_\_\_\_\_ met anyone as impolite as Henry. Have you (3) \_\_\_\_\_ been let down by someone you thought was your friend? Well, I have. I've known Henry (4) \_\_\_\_\_ years. In fact I've invited him to our family gathering (5) \_\_\_\_\_ we were in primary school and he never comes. He says he has (6) \_\_\_\_\_ made plans.

**Henry:** Jim, so good to see you! I was looking for you. I've enjoyed meeting your family! I brought you this present from Rome.

**Bob:** Hi, Henry, thanks. Jim and I were (7) \_\_\_\_\_ talking about you.

### c Complete the text with the verbs in brackets: past simple or present perfect.

I first went (go) to Yemen when I (1) \_\_\_\_\_ (be) 25. I (2) \_\_\_\_\_ (study) Arabic when I was at university and I (3) \_\_\_\_\_ (want) to practise on my holiday. I (4) \_\_\_\_\_ (stay) in a hotel in Sana'a, and (5) \_\_\_\_\_ (travel) all over the country. It (6) \_\_\_\_\_ (be) beautiful and the people (7) \_\_\_\_\_ (be) really hospitable. I (8) \_\_\_\_\_ (fall) in love with the country during my short stay. I (9) \_\_\_\_\_ (spend) my holiday there every year since. This year will be the tenth time I (10) \_\_\_\_\_ (visit) the country, and I (11) \_\_\_\_\_ (never be) bored in all that time. I'm always finding new places, having new experiences.

### d Complete the conversation.

**A:** Have you ever been to Africa?

**You:** (1) \_\_\_\_\_ .

**A:** I was there last year.

**You:** (2) \_\_\_\_\_ ?

**A:** Egypt and Morocco.

**You:** (3) \_\_\_\_\_ .

**A:** A month.

**You:** (4) \_\_\_\_\_ ?

**A:** Yes, I did. I thought it was an amazing place.

**You:** (5) \_\_\_\_\_ ?

**A:** I guess the people. They were so friendly.



# Unit 5 Work and money

## 1 Working to live, or living to work?

### 1 Word builder: jobs

a Match each word on the left with an example on the right.  
One example has been done for you.

- |                            |   |                                    |
|----------------------------|---|------------------------------------|
| 1 salary                   | → | d) 150,000 SAR                     |
| 2 work hours               |   | a) pension plan, medical insurance |
| 3 benefits                 |   | b) two weeks a year                |
| 4 nature of work           |   | c) 9.00 am – 5.00 pm               |
| 5 holiday                  |   | e) learn IT skills, languages      |
| 6 training and development |   | f) accounting                      |

b Complete the sentences with a word in the box.  
One word is not used.

boring	varied	flexible	well-paid
satisfying	<del>tiring</del>	stressful	

- When I finish work, I need to sleep immediately. My work is so tiring \_\_\_\_\_.
- 1 I do lots of different things every day. My work is so \_\_\_\_\_.
- 2 I can come in and leave when I want. The hours are very \_\_\_\_\_.
- 3 I feel really good after a day at the hospital. My job is very \_\_\_\_\_.
- 4 I hate my job. There's nothing to do. It's \_\_\_\_\_.
- 5 I receive a very good salary. It's a \_\_\_\_\_ job.

c Write a definition sentence for the remaining word.

\_\_\_\_\_

\_\_\_\_\_

d Match pairs of words below that have a similar or related meaning.  
One example has been done for you.

- |               |   |                |
|---------------|---|----------------|
| 1 satisfying  | → | d) rewarding   |
| 2 stimulating |   | a) pressured   |
| 3 stressful   |   | b) challenging |
| 4 demanding   |   | c) interesting |



e Complete the table.

(account-)

I'm an accountant . I work in accounts . I'm in the accounting department.

1 (dentist-)

I'm \_\_\_\_\_ . I work in \_\_\_\_\_ . I'm in the \_\_\_\_\_ department.

2 (law)

I'm \_\_\_\_\_ . I work in \_\_\_\_\_ . I'm in the \_\_\_\_\_ department.

3 (architect-)

I'm \_\_\_\_\_ . I work in \_\_\_\_\_ . I'm in the \_\_\_\_\_ department.

4 (chemist-)

I'm \_\_\_\_\_ . I work in \_\_\_\_\_ . I'm in the \_\_\_\_\_ department.

5 (administer)

I'm \_\_\_\_\_ . I work in \_\_\_\_\_ . I'm in the \_\_\_\_\_ department.

6 (doctor)

I'm \_\_\_\_\_ . I work in \_\_\_\_\_ . I'm in the \_\_\_\_\_ department.

7 (engineer-)

I'm \_\_\_\_\_ . I work in \_\_\_\_\_ . I'm in the \_\_\_\_\_ department.

2 Reading

Read the text. Match the correct title to each section.

- Analyse this    Learn, learn, learn    Above all, be happy!    ~~Come early, stay late~~    Network

**Get Noticed, Get Promoted**

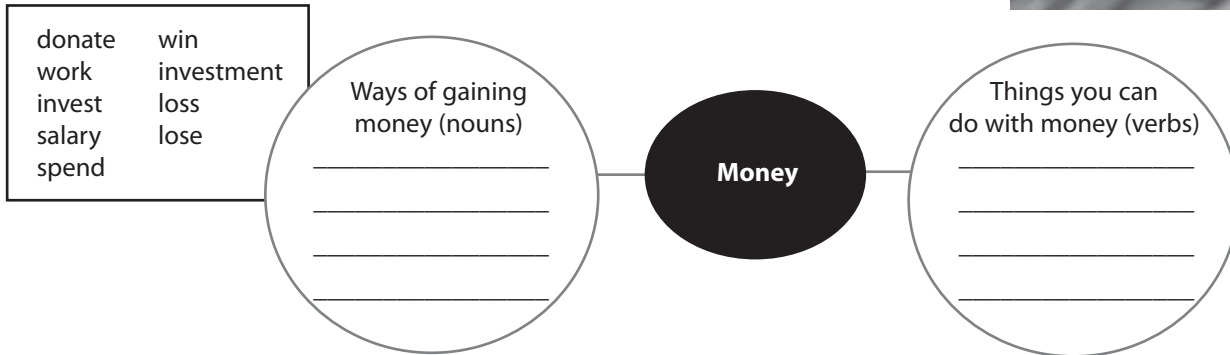
- 1 Come early, stay late  
Look at the working hours your colleagues keep. If you're in an office where working longer is the currency, you'd better start doing it, too.
- 2 \_\_\_\_\_  
Get to know the 'right' people in your department, and in other useful areas. Make sure you join any after-work get-togethers with important people.
- 3 \_\_\_\_\_  
Work to improve your skills all the time. Let your boss know you're doing so.
- 4 \_\_\_\_\_  
Figure out what really matters to your boss and put your creative energies to work on those particular projects or problems.
- 5 \_\_\_\_\_  
Keep complaints to yourself or to a very few people you trust. Try spending time working on positive new ideas and plans.



# 2 Making and spending money

## 1 Word builder: finances

Complete the spidergram with the words in the box. One of the words does not fit either category.



## Grammar builder: passives – present, past, future and modal

**Form:**

verb *to be* + past participle

**Use:**

Use the passive to focus on the 'receiver' rather than the 'doer' of an action. This is often when the 'doer' (or subject) is not important or not known.

*Thousands of riyals **are won** in competitions. ✓*

*People win thousands of riyals in competitions. ✗*

*Corn **is grown** in Nebraska. Gold **was discovered** in California in 1849.*

*A fortune **will be made** with this new invention. That might **be discussed** at the next meeting.*

## 2 Grammar

**a Put the words in the correct order to form sentences.**

1 was / the / Spanish / Mexico City / in / conquered / by / 1520 / . \_\_\_\_\_

2 1810 / begun / in / independence / process / The / was / . \_\_\_\_\_

3 was / the / Revolution / Modern / Mexico / Mexican / born / after / . \_\_\_\_\_

4 A / and / Europe / from / in / invested / is / lot / Mexico / money / of / the / United States / . \_\_\_\_\_

5 will / the / More / money / invested / improves / if / economy / be / . \_\_\_\_\_

**b Circle the correct answers.**

In the 16th century, many new lands and civilizations *discovered* / *were discovered*. One of the most impressive discoveries (1) *made* / *was made* by Vasco Nuñez de Balboa. He was from Spain, but he (2) *forced* / *was forced* to leave his native lands since he (3) *lost* / *was lost* his house and farm in a war. In 1510, Balboa (4) *arrived* / *was arrived* in the Caribbean and his next eight years (5) *dedicated* / *were dedicated* to exploring, fighting and looking for gold. His greatest achievement was in 1513 when the Pacific Ocean (6) *discovered* / *was discovered* by an expedition under his command. He (7) *executed* / *was executed* in 1519.

**c Rewrite the sentences using a passive construction.**

- People give presents on special occasions. Presents are given on special occasions.
- 1 People often take holidays in the summer. \_\_\_\_\_
- 2 People are spending more money on IT equipment. \_\_\_\_\_
- 3 Someone designed the teapot in China. \_\_\_\_\_
- 4 Someone will open the supermarket on 5th January. \_\_\_\_\_
- 5 People have translated this book into many languages. \_\_\_\_\_

**d Complete the article with the verbs in brackets.**



## Graduate of the Week

Pensioner Stuart Baldwin (1) \_\_\_\_\_ (*name*) the world's slowest student after taking 28 years to complete a degree. The 70-year-old bookshop owner, who (2) \_\_\_\_\_ (*award*) his Open University science degree earlier this year, (3) \_\_\_\_\_ (*just enter*) in the *Guinness Book of Records*. He now (4) \_\_\_\_\_ (*plan*) to embark on a PhD.

### 3 Grammar

Match the questions and answers about one of the world's tallest buildings.

- |  |                         |
|--|-------------------------|
| 1 How tall is it? _____                        | a) 1999.                |
| 2 When was construction begun? _____           | b) 509 metres high.     |
| 3 What is it called? _____                     | c) A Chinese pagoda.    |
| 4 What is it made of? _____                    | d) C. Y. Lee & Partner. |
| 5 When was it finished? _____                  | e) 2003.                |
| 6 Where is the world's tallest building? _____ | f) In Taipei, Taiwan.   |
| 7 What does it look like? _____                | g) Steel and glass.     |
| 8 Who was it designed by? _____                | h) Taipei 101.          |

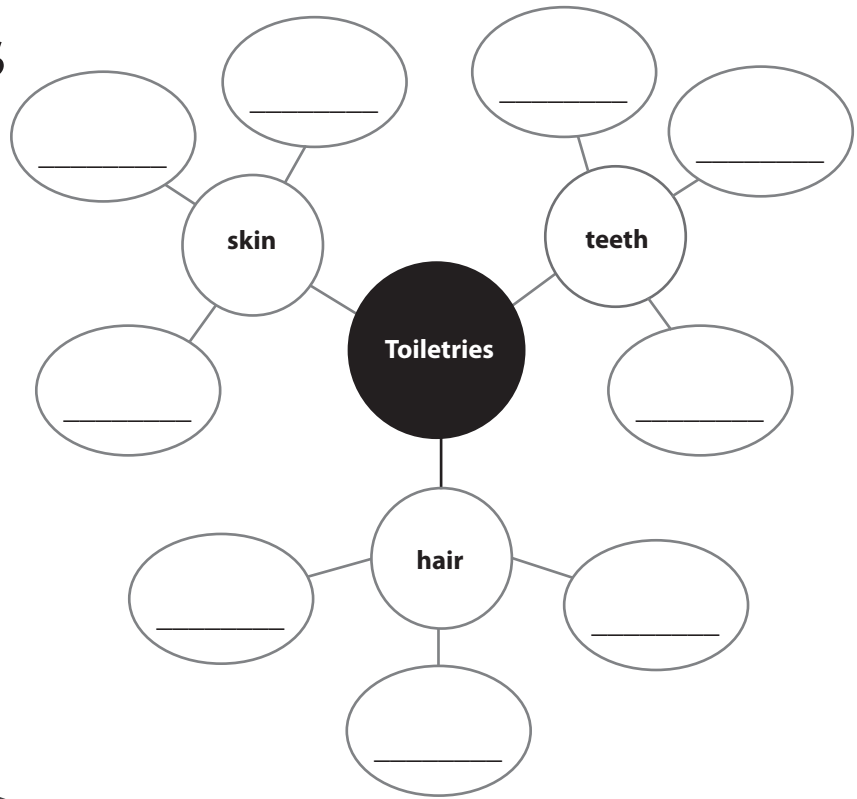
# 3 Entrepreneurs

## 1 Word builder: toiletries

a Complete the spidergram with the words in the box.

toothpaste	shampoo
dental floss	soap
conditioner	moisturizer

b Add more words to the spidergram.



c Match each word on the left with one on the right to form collocations. All the words appear in the text about Anita Roddick on page 46 in the Student's Book.

- |                   |                |
|-------------------|----------------|
| 1 environmentally | a) substances  |
| 2 synthetic       | b) testing     |
| 3 haircare        | c) products    |
| 4 animal          | d) packaging   |
| 5 natural         | e) friendly    |
| 6 wasteful        | f) ingredients |

d Complete the text with the phrases from exercise 1c.

If you go to the pharmacy today, you will find a much wider variety of (1) \_\_\_\_\_, such as shampoo or conditioner, than 20 years ago. In the past, there was a choice of perhaps two or three products. Nowadays, we can choose environmentally friendly products, with a minimum of (2) \_\_\_\_\_. Most people who are concerned about (3) \_\_\_\_\_ can relax when they buy 'cruelty free' products. In addition, increased world knowledge and globalisation has meant a move away from (4) \_\_\_\_\_ and a preference for (5) \_\_\_\_\_, such as cocoa butter. It is quite possible that in the future we will return to the original practice of making our own toiletries at home!

**Grammar builder: relative clauses, including contact clauses**

**Use:**

Use **who** for people, **which** / **that** for things.

*He's the man **who** works with me.*

*I like the car **which** / **that** he bought.*

Language assistant

The pronoun can be omitted if it is the object of the verb in the relative clause.

This is also common in conversation.

*This is the hat I like.*

*This is the hat **which** / **that** I like.*

*That* can replace other relative pronouns, especially in conversation.

*What* cannot be used in this way.

*She's the woman **who** lives next door. ✓*

*She's the woman **that** lives next door. ✓*

*She's the woman **what** lives next door. ✗*

**2 Grammar**

**a Match the beginnings with the ends of the sentences.**

- |  |                         |
|--|-------------------------|
| 1 A thing that you use to take photographs                 | is called a computer.   |
| 2 A person who represents you in court                     | is called a dentist.    |
| 3 A thing that you use to wash your skin                   | is called an architect. |
| 4 A person who takes care of your teeth                    | is called a camera.     |
| 5 A thing which is sent to someone on their graduation day | is called soap.         |
| 6 A person who designs buildings                           | is called a lawyer.     |
| 7 A thing that you use to write emails                     | is called a present.    |

**b Write the word that is being defined in each sentence.**

**c Join the two sentences to make one sentence using a relative pronoun.**

He's an English teacher. He speaks French. He's an English teacher who speaks French.

- 1 He's an accountant. He works in the legal department. \_\_\_\_\_
- 2 We sometimes use soaps. They are tested on animals. \_\_\_\_\_
- 3 George enjoys tea. Tea is grown in India. \_\_\_\_\_
- 4 Paul is a manager. He works in the city. \_\_\_\_\_
- 5 This shampoo is made from cocoa butter. It comes from Belize. \_\_\_\_\_
- 6 I love stores. They sell elegant clothes. \_\_\_\_\_
- 7 I think that is the woman. She visited my aunt last month. \_\_\_\_\_
- 8 The company buys buildings. They are environmentally safe. \_\_\_\_\_



# Unit 6 Keeping up with technology

## 1 Developing the car

### 1 Word builder: cars

a Match the adjectives with their opposites. One example has been done for you.

- |               |                  |
|---------------|------------------|
| 1 fast        | a) dirty         |
| 2 comfortable | b) expensive     |
| 3 safe        | c) unreliable    |
| 4 reliable    | d) old           |
| 5 cheap       | e) uncomfortable |
| 6 clean       | f) slow          |
| 7 quiet       | g) dangerous     |
| 8 new         | h) noisy         |

b Write two adjectives for each form of transportation.

- a bus cheap, unreliable
- 1 a sports car \_\_\_\_\_
- 2 a bicycle \_\_\_\_\_
- 3 a helicopter \_\_\_\_\_
- 4 a rocket \_\_\_\_\_
- 5 a balloon \_\_\_\_\_



### 2 Reading

a Read the advertisement at the top of page 35 and circle the correct answers.

- The magazine is about ...  
a) pollution    b) fishing    c) world news.
- It is produced ...  
a) weekly    b) monthly    c) every three months.
- Subscribers will receive ...  
a) a free map    b) a free book  
c) colour projection photographs.
- The Cree are probably ...  
a) politicians    b) economists  
c) native people.
- Each month the magazine discusses ...  
a) an environmental issue    b) one subject in depth  
c) one part of the world.

## The New Environmentalist Magazine

*Only when the last tree has died and the last river been poisoned and the last fish been caught will we realize that we cannot eat money.*

– Cree comment on the environment and materialism

The *New Environmentalist* is the best guide to today's major issues. Each month the magazine tackles one subject in depth – it could be ORGANIC FARMING or GREEN CITIES, CLIMATE CHANGE or ALTERNATIVE ENERGY SOURCES.

We provide the facts and arguments supported by full-colour charts and maps – so you have a

really clear understanding. It's an instant monthly briefing, much quicker to read than a book.

Take our no-risk trial offer. Fill in the form below and we will send you the next issue free plus a special Peters' projection colour map of the world (58 cm x 84 cm) which shows the accurate relative size of countries.

Name \_\_\_\_\_

Address \_\_\_\_\_

Postcode \_\_\_\_\_

Country \_\_\_\_\_

### b Which of the following articles would you expect to find in the *New Environmentalist*?

- |  |  |
|--|--|
| 1 Fifteen ways to renovate your kitchen        | 5 Ozone depletion: The real story  |
| 2 Are ZEVs really environmentally friendly?    | 6 Scientists discover new planet in a three star system                    |
| 3 A day in the life of a businessman in Riyadh | 7 Dubai – the new Hong Kong?   |
| 4 Real Madrid: The best team in Europe today   | 8 Are organic products better for you, or only better for the environment? |

### Glossary

**to poison:** to pollute

**a briefing:** a meeting to give key information. Company teams often have a briefing before meeting new clients.

## 3 Writing

a Are ZEVs possible in your city? Complete the table with the advantages and disadvantages about changing to ZEVs in your city.

Advantages	Disadvantages

b Now write a paragraph about the advantages and disadvantages of having ZEVs in your city. Use the information from your table.

There are both advantages and disadvantages to having ZEVs in my city.

---



---



---



---



---



---



---

# 2 Communications systems

## Grammar builder: gerunds

A gerund is the *-ing* form of a verb, used, for example, as the subject of a sentence or after a preposition.

*I enjoy **learning** English.*

### Language assistant

Do not use the infinitive form of the verb here.  
*I enjoy to learn English. ✗*

## 1 Grammar

### a Match the phrases to make sentences.

- |  |  |
|--|--|
| 1 Living in the country is better than ... | a) for borrowing books.                  |
| 2 Watching TV ...                          | b) keeps you in shape.                   |
| 3 Playing sports ...                       | c) is much faster than writing a letter. |
| 4 Sending an email message ...             | d) living in a city.                     |
| 5 Libraries are useful ...                 | e) learning foreign languages.           |
| 6 I've always had an interest in ...       | f) is a common evening pastime.          |

### b Complete the paragraph. Use one word / phrase from box A and one from box B in each blank. One word / phrase in each box is not used.

**A** accused depends interested  
is aimed useful

**B** on of in for at

There will be a meeting of all students who are (1) \_\_\_\_\_ learning more about contemporary international politics. Don't be (2) \_\_\_\_\_ being ignorant or out of date. It is (3) \_\_\_\_\_ improving your knowledge of the world and is (4) \_\_\_\_\_ preventing general ignorance. Come to the meeting at 4.00 pm in Room 201 of Jackson Hall.

### c Complete the sentences.

- Smoking is very bad for your health \_\_\_\_\_.
- 1 Living in a small apartment can be \_\_\_\_\_.
- 2 Travelling by bus is \_\_\_\_\_.
- 3 I think working in another country could be \_\_\_\_\_.
- 4 Spending a lot of money on \_\_\_\_\_.
- 5 Learning English \_\_\_\_\_.



## 2 Reading

Read the article and answer the questions.

**Internet users are spending time online instead of watching television, according to recent research. A survey by Nielson / Netratings shows that 50% of regular Internet users are logging on between the hours of 6.00 pm and 9.00 pm.— traditionally primetime television viewing hours. The second most popular time for people to go online is when they're eating their cornflakes, with 32% of net users going for an early morning surf.**



### Glossary

**to log on / to be online / to surf:** to use the Internet

**a survey:** written or spoken questions posed to many people, usually to find out information for research

- 1 When do most people use the Internet? \_\_\_\_\_
- 2 What are most other people doing at those times? \_\_\_\_\_
- 3 What other time is popular? \_\_\_\_\_
- 4 Why do you think people like to surf at this time? \_\_\_\_\_
- 5 Nielson usually conducts ratings of TV viewing. Why do you think they are interested in computer use?  
\_\_\_\_\_

## 3 Grammar

Match the phrases to make sentences.

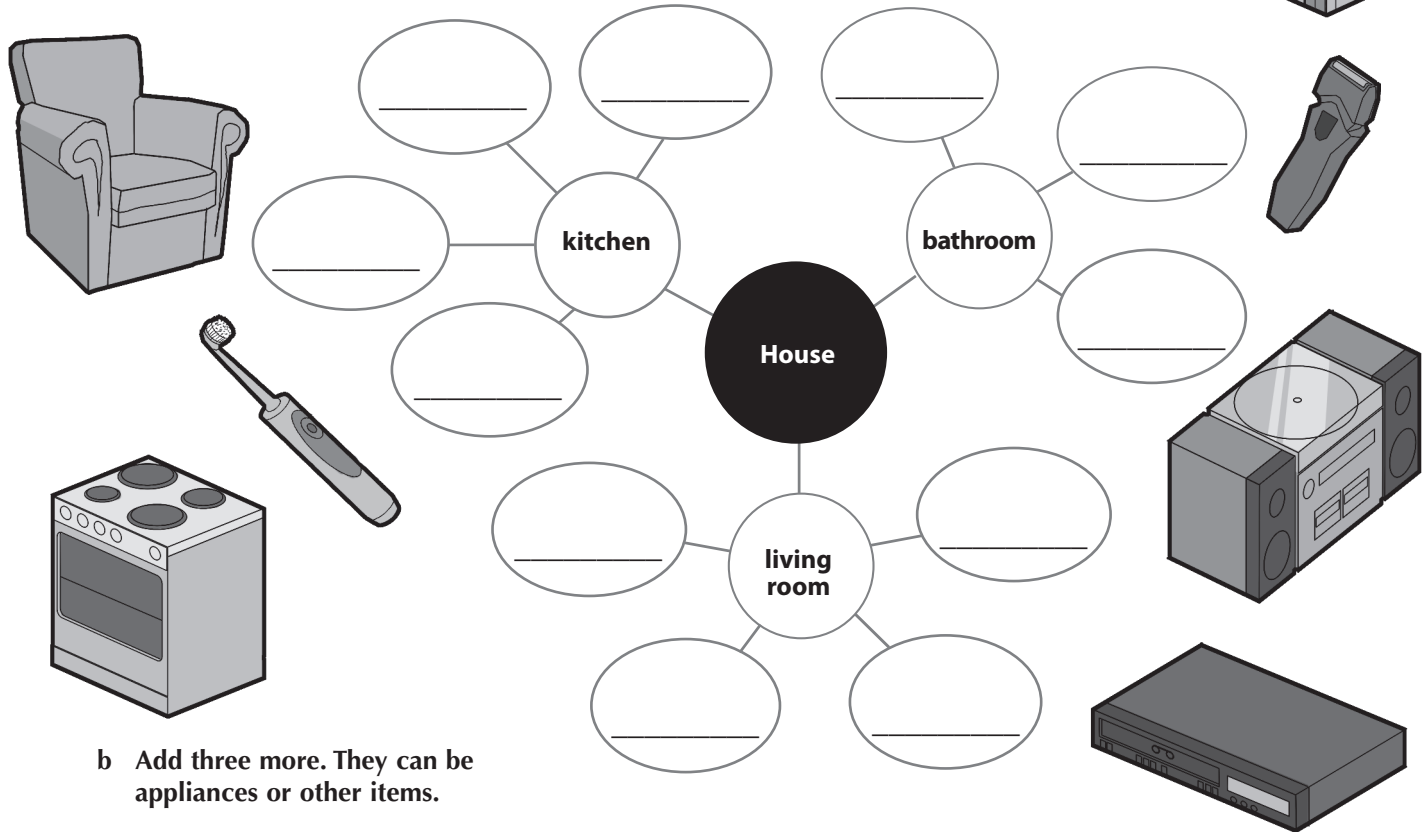
- |                                   |  |
|-----------------------------------|--|
| 1 Working a night shift ...       | a) can be stressful.                         |
| 2 Living in a large city ...      | b) is the best way to solve a problem.       |
| 3 Using the computer too much ... | c) can hurt your eyes.                       |
| 4 Thinking creatively ...         | d) is very common in Europe.                 |
| 5 Travelling by train ...         | e) keeps children from doing their homework. |
| 6 Playing video games ...         | f) is very difficult to get used to.         |

# 3 Using technology

## 1 Word builder: compound nouns

a Complete the spidergram with the words in the box.

dishwasher	microwave oven	electric toothbrush	armchair
stereo	stove	electric razor	DVD player



b Add three more. They can be appliances or other items.

## Grammar builder: zero, first and second conditionals

Different forms are used according to the 'reality' of a situation.

**Use:** A general truth – what usually happens.

*If you **don't feel** well, you **stay** at home.*

**Form:** *If + present + present (zero conditional)*

**Use:** A possible future result of a probable future action.

*If I **see** him tomorrow, I'll **ask** him.*

**Form:** *If + present + will (first conditional)*

**Use:** A hypothetical (unreal) present or future action / situation.

*If I **had** the money, I'd **come** with you.*

(I don't have the money, but if I imagine myself in that situation I would come.)

**Form:** *If + past simple + would + simple infinitive (second conditional)*

## 2 Grammar

### a Circle the correct words.

- 1 It's easy. If you *push / pushed* that button, the microwave oven *turns / turned off*.
- 2 If I *am / were* you, I *will / would* speak to your boss.
- 3 I know why the sound is bad. It *will / would* be better if you *turn / turned* on both of the speakers.
- 4 If it *rains / rained* this afternoon, we *won't / wouldn't* go on the picnic.
- 5 If you *meet / met* my parents, I know you *will / would* like them.
- 6 If the lights *go / went* out, just *change / changed* the fuse in this box.

### b Complete the letter with the correct forms of the verbs in brackets.

Dear Ned,

Your father and I really miss you. If you (1) \_\_\_\_\_ (*not be*) so far away, we (2) \_\_\_\_\_ (*not have*) all these technological problems here at home. The CD and the DVD aren't working. I know a little about the equipment. I know that if you (3) \_\_\_\_\_ (*not plug*) them in, they (4) \_\_\_\_\_ (*not work*) ... so I checked the plugs. They are OK. If you (5) \_\_\_\_\_ (*call*) us tonight and tell us what to do, we (6) \_\_\_\_\_ (*record*) the football game for you this weekend.

Mum

### c Choose some words from the box to complete the conversation.

**A:** Does your grandmother understand all this new technology?

**B:** Well, not really. This is what she told me yesterday: 'It's easy to use the DVD. You turn it on and put a DVD in there and if it doesn't work, you (1) \_\_\_\_\_ . And the computer is easier. You turn it on and (2) \_\_\_\_\_ ! I asked her how she used the mobile phone I gave her. 'That's difficult. If I used it to make calls, I'd (3) \_\_\_\_\_ , but I don't I just use it (4) \_\_\_\_\_ !

for fun  
it works  
take it out  
know

## 3 Reading

Read the text and answer the questions.

### How to Keep Up With Technology

The People's Choice Toy of the Year 2005 at New York's International Toy Fair wasn't a doll or a train set. It was a 'Leap-Pad' – a laptop computer designed for two-year-olds. Other contenders were bright plastic kiddie versions of palm personal organizers, mobile phones, and 'pre-computers.' 'The trend in toys for babies and toddlers is more and more technology-focused, as well as toys that can be upgraded by downloading software from the Internet as the child gets older,' says the *Washington Post*. Never mind the kids programming the VCR for you: in another few years they'll be building their own.

- 1 The People's Choice Toy of the Year 2005 was  
a) a doll                                      b) a train                                      c) a computer.
- 2 The Leap-Pad is  
a) a personal organizer    b) a laptop                                      c) a mobile phone.
- 3 It is intended for  
a) adults    b) babies                                      c) toddlers.
- 4 According to the *Washington Post*, technological toys are  
a) becoming more popular    b) becoming less popular  
c) being designed by children.

### Glossary

**a toy:** something for a child to play with

**a kid / kiddie** (colloquial): a child

**a toddler:** a child who is just walking, between two and three years old

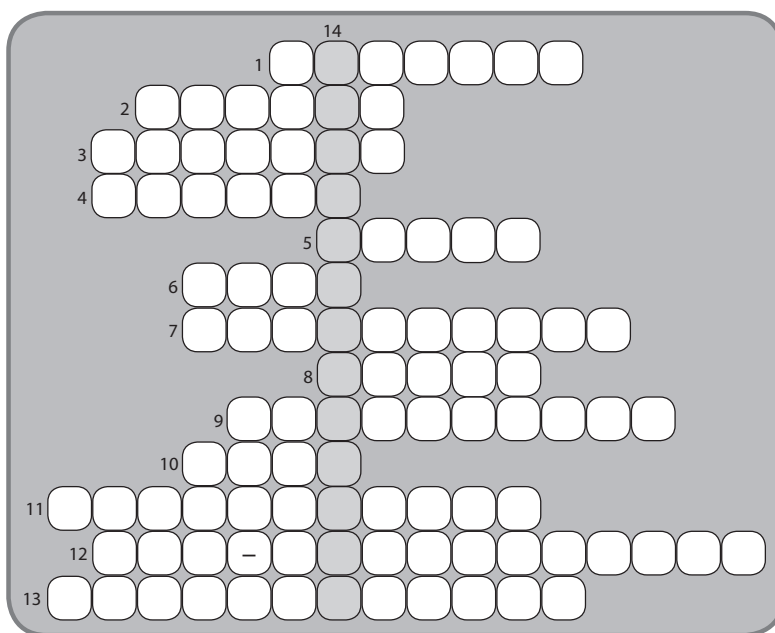
# Unit 7 House and home

## 1 Home away from home

### 1 Word builder: college living

Complete the crossword puzzle.  
What is the mystery word?

- 1 The dorm has a \_\_\_\_\_ room with three washers.
- 2 I don't like living in a dorm. The rules are too \_\_\_\_\_.
- 3 I need my \_\_\_\_\_ . I hate sharing an apartment with others.
- 4 I wanted a one-bedroom apartment, but they were too expensive so I got a small \_\_\_\_\_.
- 5 I prefer dorms because all the \_\_\_\_\_ are included.
- 6 A \_\_\_\_\_ can be fun but there isn't any freedom.
- 7 I prefer living at home. I need a family \_\_\_\_\_.
- 8 The apartment was great! There was a washer and a \_\_\_\_\_.
- 9 The college provides small \_\_\_\_\_ off campus.
- 10 I have taken a holiday job to pay the \_\_\_\_\_.
- 11 They rented the apartment \_\_\_\_\_ so I had to buy a bed.
- 12 I hope I'll be able to find an \_\_\_\_\_ (-) apartment.
- 13 I like my \_\_\_\_\_. I prefer deciding when and what I am going to eat.



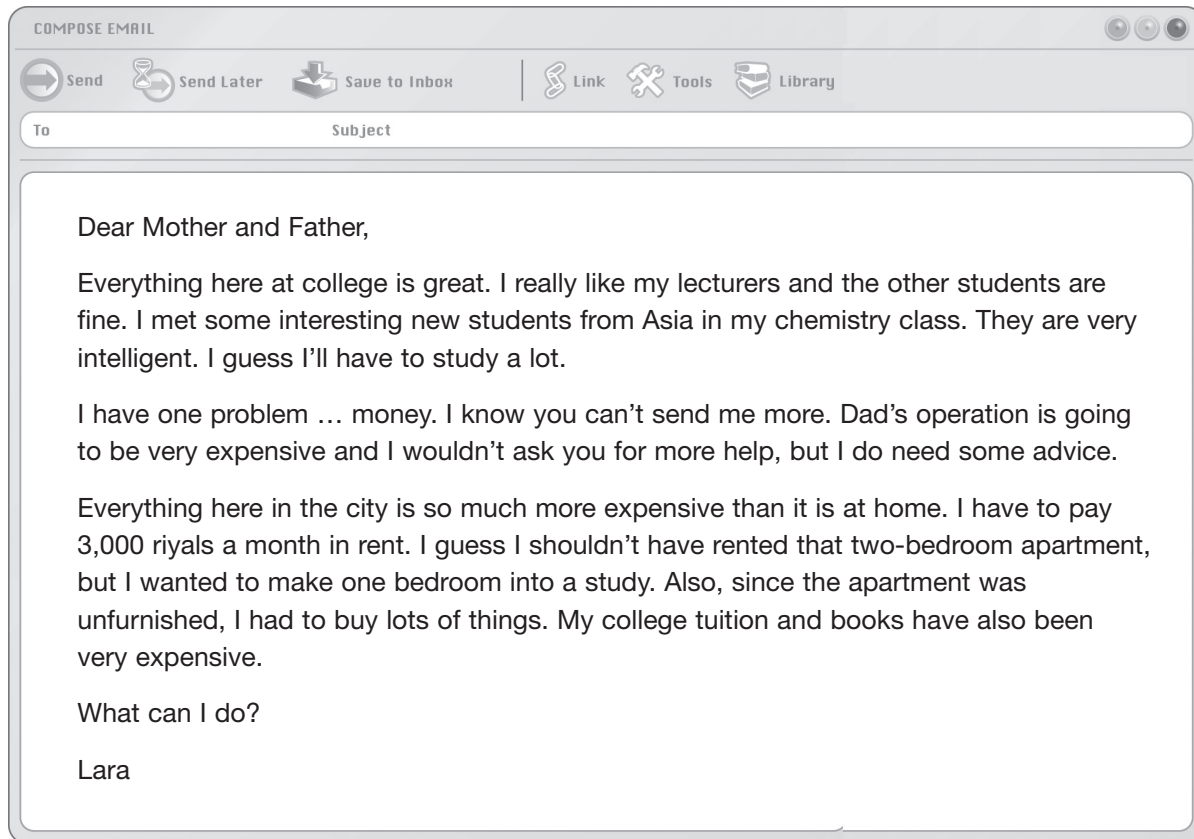
### 2 Writing

Complete the letter home. Use your imagination or the words in brackets.

Dear Mum and Dad,  
Here I am at college. The course in (1) \_\_\_\_\_ (*dentistry / accounting*) is very (2) \_\_\_\_\_ (*boring / interesting*). I (3) \_\_\_\_\_ (*love / hate*) it. I'm renting (4) \_\_\_\_\_ (*an apartment / a house*) near campus. I'm sharing with a (5) \_\_\_\_\_ (*fun / miserable*) (6) \_\_\_\_\_ (*guy / girl*) named (7) \_\_\_\_\_. Last weekend we went for a (8) \_\_\_\_\_ (*picnic / meal in a restaurant*) with some other students. We had a (9) \_\_\_\_\_ (*great / terrible*) time because it (10) \_\_\_\_\_ (*was sunny / rained*) all day. Write to me soon, lots of love, \_\_\_\_\_

### 3 Reading and writing

a Read the email message.



b Tick (✓) the statements T (true) or F (false).

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1 Lara lives in a dorm.                  | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 She needs more money.                  | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 She has an Asian roommate.             | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 The apartment was furnished.           | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 There is one bedroom in the apartment. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 6 She wants to live in a dorm.           | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 7 She lives near her parents' home.      | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 8 Her father isn't well.                 | T <input type="checkbox"/> | F <input type="checkbox"/> |

c What do you think Lara should do? Write her an email message giving her advice.

---



---



---



---



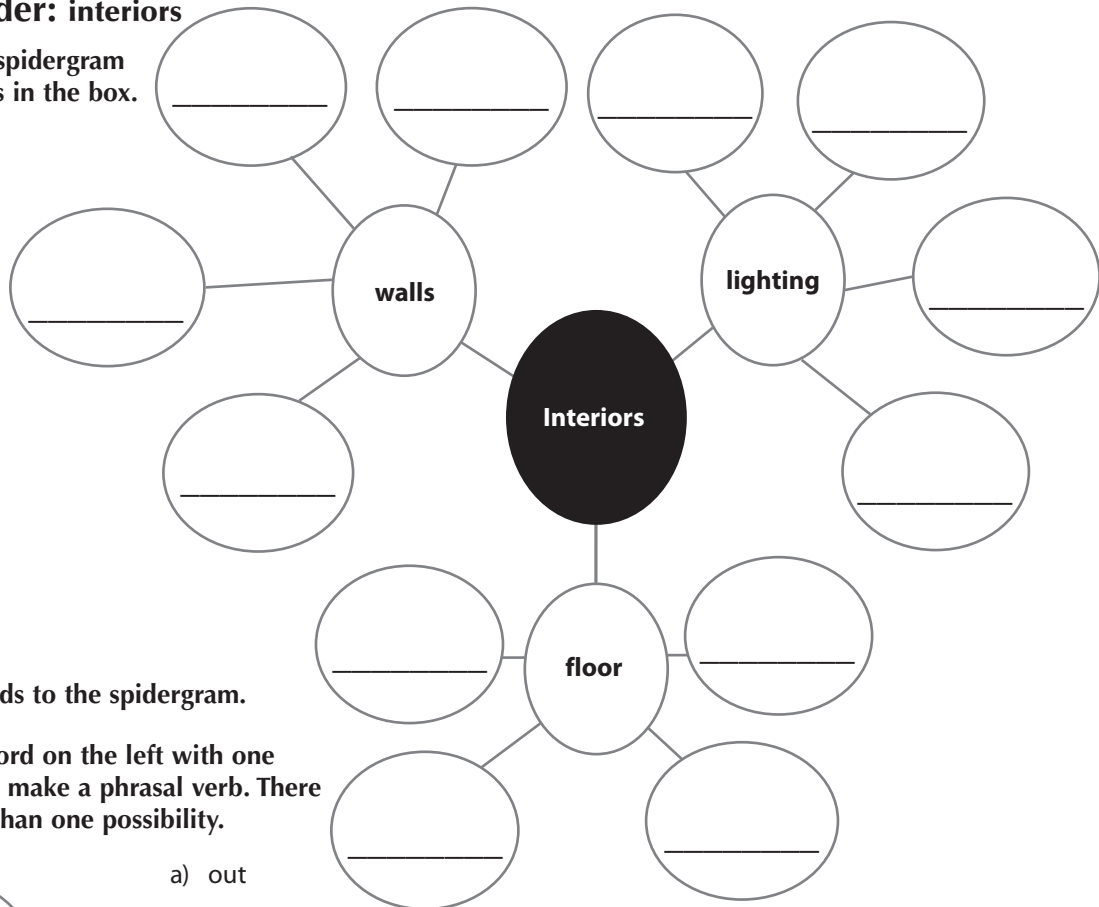
---

# 2 Decoration

## 1 Word builder: interiors

a Complete the spidergram with the words in the box.

- paint
- poster
- mat
- picture
- lamp
- wood
- carpet
- candles
- lampshade



b Add more words to the spidergram.

c Match each word on the left with one on the right to make a phrasal verb. There may be more than one possibility.

- |         |            |
|---------|------------|
| 1 break | a) out     |
| 2 give  | b) out     |
| 3 go    | c) off     |
| 4 move  | d) out     |
| 5 take  | e) down    |
| 6 throw | f) care of |
| 7 turn  | g) away    |

d Complete the paragraph with the correct form of the words in exercise 1c.

I'm glad you could go to Egypt on holiday. Don't worry about anything. I'll (1) \_\_\_\_\_ your apartment and (2) \_\_\_\_\_ the rubbish. Did you remember to (3) \_\_\_\_\_ the water? I have some news too. I'm going to have a horse again. I had one when I was young, but my father (4) \_\_\_\_\_ it \_\_\_\_\_ when we (5) \_\_\_\_\_ of our house in the countryside and back to the city. My TV (6) \_\_\_\_\_ last night so I won't be able to watch the game tonight. I guess I'll have to (7) \_\_\_\_\_ and have coffee at the café and watch it there.



**Grammar builder: phrasal verbs**

**Use:**

These verbs are commonly used, especially in colloquial or informal English. They are less common in written or formal English (e.g. business letters).

**Form:**

Phrasal verbs are made of a base verb and a particle (or particles).

I'll **take care of** the apartment.

Some verbs can separate around objects. These verbs have to separate when a pronoun is used.

They took down the mirror. or They took the mirror down.

They took it down. ✓ They took down it. ✗

**2 Grammar**

**a Put the words in the correct order. In some sentences more than one word order is possible. If there is more than one possible order, write both.**

- 1 down / Petrol / go / prices / sometimes / . \_\_\_\_\_
- 2 down / the / Turn / radio / . \_\_\_\_\_
- 3 away / give / going / He's / laptop / the / to / . \_\_\_\_\_
- 4 the / brother's / out / of / My / moved / family / apartment / . \_\_\_\_\_
- 5 I / old / out / sofa / that / throw / to / want / . \_\_\_\_\_
- 6 your / you / toys / to / Put / play / out / go / before / away / . \_\_\_\_\_

**b Complete the sentences with the correct form of a suitable phrasal verb.**

I love that jacket but it's too expensive. Maybe the price will go down \_\_\_\_\_ when they have a sale.

- 1 Before you connect the sink, make sure you \_\_\_\_\_ the water \_\_\_\_\_ .
- 2 I don't like this sofa but it's in good condition. I could \_\_\_\_\_ it \_\_\_\_\_ to someone who needs it.
- 3 Ahmed is very messy. He never \_\_\_\_\_ anything \_\_\_\_\_ .
- 4 Before I move into this room, I want to \_\_\_\_\_ those horrible posters.
- 5 The children are trying to sleep, so please \_\_\_\_\_ the TV \_\_\_\_\_ .
- 6 Salim says he won't \_\_\_\_\_ with his secretary being late any more.

**c Complete the conversation. Use the picture for ideas.**

**A:** How's your new apartment?

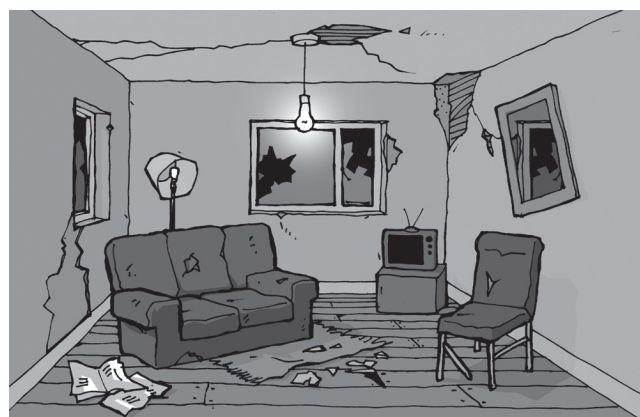
**B:** It's horrible.

**A:** Tell me about it.

**B:** Well, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**A:** So, what are you planning to do?

**B:** \_\_\_\_\_  
 \_\_\_\_\_



# 3 Street scenes

## Grammar builder: *used to* and *would*

**Use:**

These forms are both used to talk about past habits.

*Used to* can refer to states and situations as well as actions.

*Would* can only be used for actions.

We **used to / would** go riding in summer.

We **used to** have a big car.

But not

We **would** have a big car.

These forms cannot say how often things happened in terms of number.

We **used to / would** go there every summer.

We **used to / would** go there three times.

**Form:**

Notice how questions are formed differently.

<i>I used / didn't use to</i>	<i>see him.</i>
<i>Did you use to</i>	<i>see him?</i>
<i>I'd (I would) / I wouldn't</i>	<i>see him.</i>
<i>Would you</i>	<i>see him?</i>

### Language assistant

These are past forms.  
To refer to present habit, use the present simple.

## 1 Grammar

**a Match the sentences that go together.**

- |  |   |
|--|---|
| 1 Joe has a car now.                                 | a) At college he would drink tea or coffee. |
| 2 Ali's a professor now.                             | b) We'd go for a walk there every Sunday.   |
| 3 The children play together nicely now.             | c) He used to be a school teacher.          |
| 4 Alan only drinks orange juice or water these days. | d) He used to go everywhere by bus.         |
| 5 They closed the park down last month.              | e) He used to eat a lot of fried food.      |
| 6 Peter is very slim these days.                     | f) At first they would fight a lot.         |

**b Tick (✓) the correct sentences.**

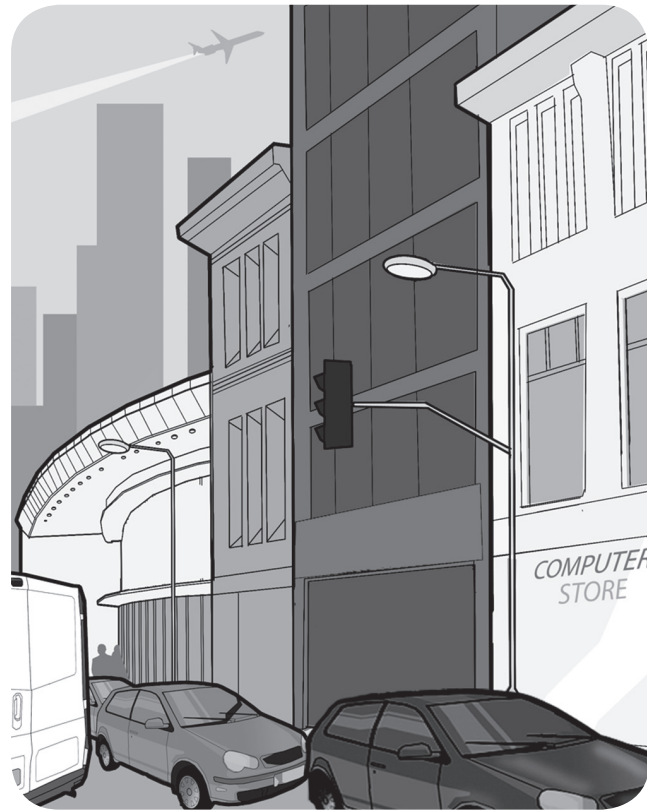
- |  |   |
|--|---|
| 1 a) We would have long hair when we were kids. <input type="checkbox"/>         | b) We used to have long hair when we were kids. <input type="checkbox"/>        |
| 2 a) I wouldn't like eggs, but I do now. <input type="checkbox"/>                | b) I didn't like eggs, but I do now. <input type="checkbox"/>                   |
| 3 a) People use to wear coats in the winter in my city. <input type="checkbox"/> | b) People usually wear coats in the winter in my city. <input type="checkbox"/> |
| 4 a) I didn't use to swim when I was a child. <input type="checkbox"/>           | b) I didn't would swim when I was a child. <input type="checkbox"/>             |
| 5 a) Ziad used to live in Oman when he was younger. <input type="checkbox"/>     | b) Ziad would live in Oman when he was younger. <input type="checkbox"/>        |
| 6 a) We'd see him three times. <input type="checkbox"/>                          | b) We'd see him every Sunday. <input type="checkbox"/>                          |



**c Complete the text with the correct form of the verbs in brackets. Use *used to* or *would* when possible.**

I (1) \_\_\_\_\_ (*have*) a wonderful childhood. We (2) \_\_\_\_\_ (*live*) in a small town in the north of the country. It (3) \_\_\_\_\_ (*be*) very cold in the winter and we (4) \_\_\_\_\_ (*have*) snow on the ground from October until April. I (5) \_\_\_\_\_ (*love*) going cross-country skiing. My brothers (6) \_\_\_\_\_ (*go*) with me and we (7) \_\_\_\_\_ (*spend*) the entire day outside. My mother (8) \_\_\_\_\_ (*call*) us to come in before it (9) \_\_\_\_\_ (*get*) dark. She always (10) \_\_\_\_\_ (*have*) hot chocolate waiting for us.

**d Look at the drawings of the same street 50 years ago and today. Write sentences about the changes.**



There used to be a chemist on the corner.

---



---



---



---



---



---

# Unit 8 Crime and law

## 1 Unsolved crimes

### 1 Word builder: crime

a Complete the table.

Noun	Person	Verb
(1) _____ an assassination	a murderer	to murder
a crime	(2) _____	to assassinate
(4) _____	a criminal	(3) _____
(5) _____	a police officer	to arrest
	(6) _____	to rob someone / steal something



#### Language assistant

Notice that *steal* and *rob* have the same meaning but a different object.

*He stole the book.* ✓

*He robbed me.* ✓

*He stole me.* ✗

b Complete the sentences with words from exercise 1a. You may need to change the form of the word to fit the context.

If you drive too fast and the police officer sees you, he might *arrest* \_\_\_\_\_ you.

1 Don't carry a lot of money around on holiday – someone could \_\_\_\_\_ you.

2 There was a bank \_\_\_\_\_ today in town. The police will certainly want to interview the customers who were in the bank at the time and who \_\_\_\_\_ the crime.

3 **A:** Do you remember that there was an attempted \_\_\_\_\_ of a Russian leader, some years back?

**B:** Oh yes, and one of his bodyguards was wounded, wasn't he?

4 \_\_\_\_\_ is probably the most serious crime.

5 That car is too cheap – it must be \_\_\_\_\_.

6 The \_\_\_\_\_ arrested the \_\_\_\_\_ who stole the painting.

7 The police said it was a difficult \_\_\_\_\_ to solve, but they caught the \_\_\_\_\_ in the end.

8 The prisoner was a \_\_\_\_\_. He \_\_\_\_\_ his business partner with a gun.

## 2 Grammar

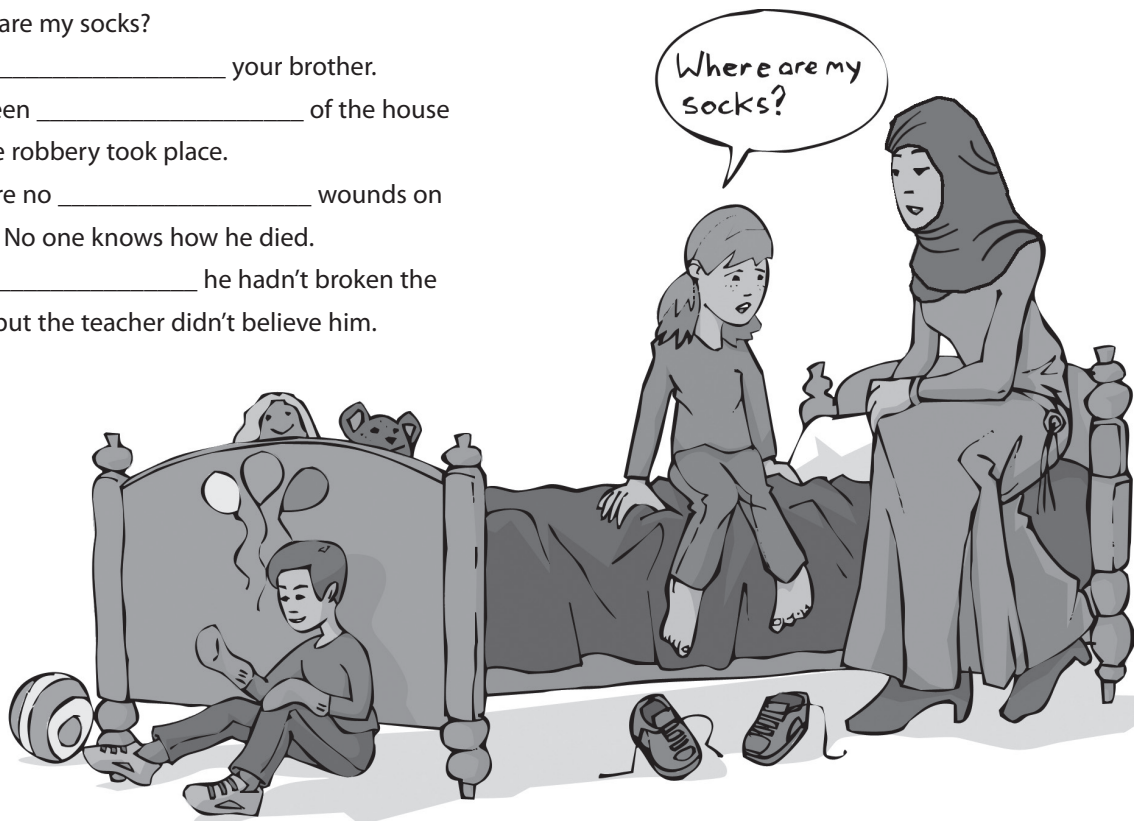
a Match each more formal (written) term on the left with a less formal term on the right.

- |                   |                |
|-------------------|----------------|
| 1 in the vicinity | a) after       |
| 2 a number of     | b) to ask      |
| 3 to interrogate  | c) can be seen |
| 4 to declare      | d) to say      |
| 5 visible         | e) some        |
| 6 following       | f) near        |

b Decide on the most appropriate word or phrase from exercise 2a to complete each sentence. You may need to change the form of the word in context.

The bank is near the post office.

- 1 \_\_\_\_\_ watching the news, we went to bed.
- 2 \_\_\_\_\_ the recent cut in tax rates, the average household income has increased.
- 3 Police \_\_\_\_\_ several suspects at disturbances in the city centre.
- 4 \_\_\_\_\_ people were seen running from the scene of the crime.
- 5 **A:** Where are my socks?  
**B:** \_\_\_\_\_ your brother.
- 6 He was seen \_\_\_\_\_ of the house where the robbery took place.
- 7 There were no \_\_\_\_\_ wounds on the body. No one knows how he died.
- 8 Bobby \_\_\_\_\_ he hadn't broken the window, but the teacher didn't believe him.



# 2 Crime and punishment

## Grammar builder: past perfect

**Use:**

This tense is used when speaking of the past, to refer back to an earlier past. The earlier past is not necessarily historic. It may be a short time ago, but before the events we are talking about.

**Form:**

*had* + past participle

When I arrived home, I realized I **had lost** my bag.

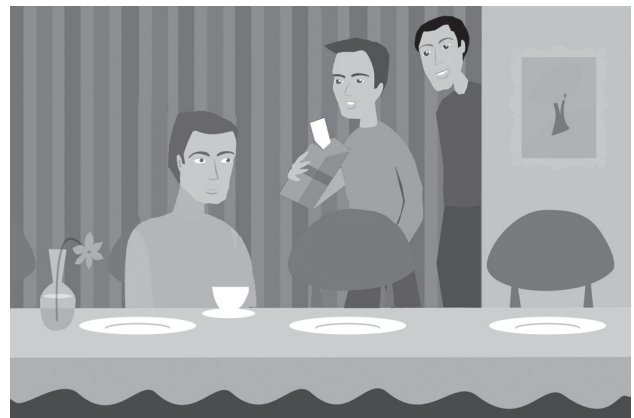
### 1 Grammar

**a Match the sentences that go together. One example has been done for you.**

- |   |   |  |
|---|---|--|
| 1 Ahmed has a cold.                     | → | a) He had overslept.                     |
| 2 Bassam was going to be late for work. |   | b) He had lost his chequebook.           |
| 3 Henry couldn't pay his rent.          |   | c) He had never had an interview before. |
| 4 Noor felt sad.                        | → | d) He had got very wet in the rain.      |
| 5 Jeremy was nervous.                   |   | e) He had passed the exam.               |
| 6 James was very happy.                 |   | f) Her friend had moved to another town. |

**b Complete the text with the verbs in brackets in the correct forms: past simple or past perfect.**

When my dad retired from his job, he decided to have dinner with the guys from work at a special restaurant. He called everybody and *invited* \_\_\_\_\_ (*invite*) them to come. Some people (1) \_\_\_\_\_ (*say*) yes, but a number of others (2) \_\_\_\_\_ (*make*) other plans for that evening, which was a pity. I arrived at the restaurant at 8.00 pm. I (3) \_\_\_\_\_ (*reserve*) a table weeks in advance because it's a popular place. When I went in, nobody (4) \_\_\_\_\_ (*be*) there. Feeling a bit depressed, I (5) \_\_\_\_\_ (*sit*) at the table and (6) \_\_\_\_\_ (*wait*). A few minutes later, everyone arrived with a card and a leaving present. They (7) \_\_\_\_\_ (*hide*) around the corner as a joke! We all (8) \_\_\_\_\_ (*have*) a wonderful evening in the end.





c *Great Expectations* was written in 1860 and is one of the most famous books by the great English novelist, Charles Dickens. Read the text.

One dark evening, a small boy called Pip met a frightening man, a convict called Magwitch. Magwitch had escaped from a prison ship on its way to Australia, and he terrified Pip into stealing some food for him. Magwitch was caught (though he did not tell the police that Pip had stolen food for him), and continued to his exile in Australia.



Pip and Joe

Pip's parents were dead and he lived with his older sister and her husband, a blacksmith called Joe. They were poor, and Pip's only opportunity in life was to become a blacksmith like Joe. But one day, while Pip was learning his new job, a lawyer from London visited him. The lawyer told Pip that he had inherited a lot of money from an anonymous benefactor. The only rich person Pip had ever known was an old lady called Miss Havisham, who had been friendly to him when he was a child.

The lawyer told Pip that he must go to London immediately where he would have enough money to study and become a gentleman. Some time later, Pip discovered the true identity of his benefactor – it was not Miss Havisham, but Magwitch, the convict he had helped all those years ago and who had just arrived back in London. In Australia, Magwitch had become a rich farmer and had decided to help the boy he had terrified so long ago. However, the police were hunting Magwitch because he had escaped from his Australian exile. Pip tried to help the convict escape, but finally Magwitch was caught and died in prison.

d Put these events in the correct order based on the story.

- |  |                          |                                     |                          |
|--|--------------------------|-------------------------------------|--------------------------|
| 1 Pip started training to become a blacksmith. | <input type="checkbox"/> | 6 Magwitch escaped from a ship.     | <input type="checkbox"/> |
| 2 Magwitch escaped from Australia.             | <input type="checkbox"/> | 7 Pip went to live with his sister. | <input type="checkbox"/> |
| 3 Pip's parents died.                          | <input type="checkbox"/> | 8 Magwitch died.                    | <input type="checkbox"/> |
| 4 Magwitch arrived in London.                  | <input type="checkbox"/> | 9 Pip met a convict.                | <input type="checkbox"/> |
| 5 Pip went to London to study.                 | <input type="checkbox"/> | 10 A lawyer visited Pip.            | <input type="checkbox"/> |

# 3 Crime knows no borders

## Grammar builder: review of past tenses

Match the correct explanations with the forms of the verbs. One example has been done for you.

- |                                       |   |
|---------------------------------------|---|
| 1 <i>have / has + been + v + -ing</i> | a) past experiences at an indefinite time in the past         |
| 2 <i>was / were + v + -ing</i>        | b) an action in progress at a particular time in the past     |
| 3 <i>used to + v</i>                  | c) a past action that is no longer true                       |
| 4 <i>had + past participle</i>        | d) an action that happened before another action in the past  |
| 5 <i>have / had + past participle</i> | e) an action that started in the past and continues until now |
| 6 <i>v + -ed</i>                      | f) a past action at a definite time                           |

### 1 Grammar

**a Circle the correct words.**

My life (1) *was / has been / used to be* simple. In 1988, I (2) *have been living / was living / had lived* in a nice apartment in New York City. I (3) *was having / have had / had* a good job at a small publishing company and a lot of friends. Everything changed in 1989. That year I (4) *had had / have had / was having* an early holiday and I (5) *had just got / was just getting / have just got* back to work when my boss (6) *had asked / asked / was asking* me to do an interview with a young painter in Greenwich Village. Well, to make a long story short, the young man I (7) *met / had met / have met* that day was a forger of famous old paintings when he wasn't doing his own work – and I discovered this in the interview. He was sent to prison and I (8) *was / have been / had been* a famous journalist ever since. My life isn't so simple any more, but I love it!

**b Complete the paragraph with the correct forms of the verbs in the box. You can use one verb more than once.**

work	quit	move	meet	live	have	die	be	decide
------	------	------	------	------	------	-----	----	--------

Ted (1) \_\_\_\_\_ with his father for 40 years when I (2) \_\_\_\_\_ him.  
 He (3) \_\_\_\_\_ married, but I think he (4) \_\_\_\_\_ a wife years before. He never spoke about it, but someone told me she had died in an accident. When I met him, he (5) \_\_\_\_\_ in a factory, eight hours a day, six days a week and never complained. Then his father (6) \_\_\_\_\_.  
 Ted (7) \_\_\_\_\_ to change his life completely. He (8) \_\_\_\_\_ his job and (9) \_\_\_\_\_ out. Since then he (10) \_\_\_\_\_ happily on a small farm in Maine.



**c These are the questions a reporter asked Ted. Match the questions and his answers.**

- |   |   |
|---|---|
| 1 Before you came here, where did you work?               | a) When I decided to move here.             |
| 2 Do you have any regrets?                                | b) That's none of your business, young man. |
| 3 Have you ever played baseball?                          | c) No, I don't like sports.                 |
| 4 How long have you lived here?                           | d) After my father died.                    |
| 5 What was the happiest moment in your life?              | e) None at all.                             |
| 6 When was the first time you thought of moving to Maine? | f) In a factory.                            |
| 7 Have you ever been married?                             | g) For 10 years.                            |

**2 Writing**

**a A reporter is interviewing Eric Jones, a senior policeman. Complete the reporter's questions. Use the words to help you.**

- Reporter:** (1) How long / policeman? \_\_\_\_\_
- Jones:** Nearly 30 years now.
- Reporter:** (2) How old / join the police force? \_\_\_\_\_
- Jones:** I was 20.
- Reporter:** (3) Always want / be / policeman? \_\_\_\_\_
- Jones:** No, I didn't. When I was at school I wanted to be a doctor.
- Reporter:** (4) Why / change / mind? \_\_\_\_\_
- Jones:** I wasn't very good at science!
- Reporter:** (5) Ever / think / change / job? \_\_\_\_\_
- Jones:** No, never. I've always loved the job, and I still do.
- Reporter:** (6) What / greatest achievement? \_\_\_\_\_
- Jones:** Probably when I tracked down and arrested the famous Diamond Robbers in 1996.

**b Now write up your interview as a newspaper report.**

---

---

---

---

---

---

---

---

---

---

# Unit 1

## Travel

active (adj) ★★★	/ˈæktɪv/
adventure (n) ★★	/əd'ventʃə(r)/
amazing (adj) ★★	/ə'meɪzɪŋ/
ashore (adv) (to come) ★	/ə'ʃɔ:(r)/
base (n) ★★★	/beɪs/
bay (n) ★★★	/beɪ/
break (n) ★★★	/breɪk/
canyon (n)	/ˈkænjən/
choice (n) ★★★	/tʃɔɪs/
countryside (n) ★★★	/ˈkʌntri,sɑɪd/
destination (n) ★★	/ˌdestɪ'neɪʃ(ə)n/
exotic (adj) ★	/ɪg'zɒtɪk/
explore (v) ★★★	/ɪk'splɔ:(r)/
fantastic (adj) ★★	/fæn'tæstɪk/
hire (v) ★★	/ˈhaɪə(r)/
historic (adj) ★★	/hɪ'stɔ:rɪk/
hospitality (n) ★	/ˌhɒspɪ'tæləti/
knowledgeable (adj)	/ˈnɒlɪdʒəb(ə)l/
map (n) ★★★	/mæp/
mountain (n) ★★★	/ˈmaʊntɪn/
nature (n) ★★★	/ˈneɪtʃə(r)/
nest (n) ★★	/nest/
perfect (adj) ★★★	/ˈpɜ:(r)fɪkt/
profile (n) ★★	/ˈprəʊfaɪl/
range (n) ★★★	/reɪndʒ/
reach (v) ★★★	/ri:tʃ/
relax (v) ★★★	/rɪ'læks/
renowned (adj)	/rɪ'naʊnd/
rugged (adj)	/ˈrʌɡɪd/
shady (adj)	/ˈʃeɪdi/
sightseeing (n)	/ˈsaɪt,sɪ:ɪŋ/
souvenir (n) ★	/ˌsu:və'nɪə(r)/
spectacular (adj) ★★	/spek'tækjʊlə(r)/
stunning (adj) ★	/ˈstʌnɪŋ/
tourist boom (n) ★★★	/ˈtʊərɪst/ /bu:m/
travel (v) ★★★	/ˈtræv(ə)l/
unspoiled (adj)	/ʌn'spɔɪld/

## Architecture

accommodation (n) ★★	/əˌkɒmə'deɪʃ(ə)n/
ancient (adj) ★★★	/ˈeɪnʃ(ə)nt/
architecture (n) ★★	/ˈɑ:(r)kɪˌtektʃə(r)/
entrance (main) (n) ★★★	/ˈentrəns/
floor (first) (n) ★★★	/flɔ:(r)/
ruins (n) ★	/ru:ɪn/
site (n) ★★	/saɪt/
terrace (n) ★★	/ˈterəs/

## Holidays

airline (n) ★★	/ˈeə(r),laɪn/
broaden (v) (the mind) ★	/ˈbrɔ:d(ə)n/
claim (v) ★★★	/kleɪm/
continent (n) ★★	/ˈkɒntɪnənt/
domestic (adj) ★★★	/də'mestɪk/
enormous (adj) ★★★	/ɪ'nɔ:(r)məs/
flight (n) ★★★	/flaɪt/
holiday (n) ★★★	/ˈhɒlɪdeɪ/
impression (n) ★★★	/ɪm'preʃ(ə)n/
introduce (v) ★★★	/ˌɪntrə'dju:s/

jet (plane) (n) ★★	/dʒet/
jumbo (jet) (adj)	/ˈdʒʌmbəʊ/
luggage (n) ★	/ˈlʌɡɪdʒ/
management (n) ★★★	/ˈmænɪdʒmənt/
mass (n) ★★★	/mæs/
passenger (n) ★★★	/ˈpæsɪndʒə(r)/
provide (v) ★★★	/prə'vaɪd/
relatively (adv) ★★★	/ˈrelətɪvli/
say (v) ★★★	/seɪ/
tell (v) ★★★	/tel/
transport (n) ★★★	/ˈtrænspɔ:(r)t/

## Visitors from abroad

ahead (adv) ★★★	/ə'hed/
anatomical (adj)	/ˌænə'tɒmɪk(ə)l/
audio guide (n)	/ˈɔ:diəʊ/ /ɡaɪd/
bank (n) ★★★	/bæŋk/
block (n) ★★★	/blɒk/
breakfast (n) ★★★	/ˈbrekfəst/
celebrity (n) ★	/sə'lebrəti/
create (v) ★★★	/kri'eɪt/
decline (n) (to be in) ★★★	/dɪ'klaɪn/
expert (n) ★★★	/ˈeksɜ:p(ə)t/
know (v) ★★★	/nəʊ/
model (n) ★★★	/ˈmɒd(ə)l/
prejudice (n) ★★	/ˈpredʒʊdɪs/
represent (v) ★★★	/ˌreprɪ'zent/
rent (v) ★★★	/rent/
rude (adj) ★★	/ru:d/
talented (adj) ★	/ˈtæləntɪd/
wax (n)	/wæks/

## Hajj

adult (n) ★★★	/ˈædʌlt/
annual (adj) ★★★	/ˈænjʊəl/
associate (v) ★★★	/ə'səʊsi,eɪt/
book (n) ★★★	/bʊk/
calendar (n) ★★	/ˈkælɪndə(r)/
define (v) ★★★	/dɪ'faɪn/
duty (n) ★★★	/ˈdju:ti/
essential (adj) ★★★	/ɪ'senʃ(ə)l/
feast (n)	/fi:st/
fulfil (v) ★★	/fʊl'fɪl/
gather (v) ★★★	/ˈgæðə(r)/
knife (n) ★★★	/naɪf/
lunar (adj)	/ˈlu:nə(r)/
mark (v) ★★★	/mɑ:(r)k/
oblige (v) ★★	/ə'blaɪdʒ/
perform (v) ★★★	/pə(r)'fɔ:(r)m/
physically ★★	/ˈfɪzɪkli/
pillar (n)	/ˈpɪlə(r)/
pilgrimage (n)	/ˈpɪlgrɪmɪdʒ/
plain (n) ★★	/pleɪn/
prayer (n) ★★	/preə(r)/
rite (n)	/raɪt/
yearn (v)	/jɜ:(r)n/

## Other words and phrases

advantage (n) ★★★	/əd'vɑ:ntɪdʒ/
advisable (to be) (adj)	/əd'vaɪzəb(ə)l/
all inclusive (adj)	/ɔ:l/ /ɪn'klu:sɪv/
allow (v) ★★★	/ə'laʊ/

armchair (n) (travel) ★★  
 blame (v) ★★★  
 closely (adv) ★★★  
 competition (n) ★★★  
 congratulations (n) ★  
 financially (adv) ★★★  
 hang gliding (n)  
 hurt (v) ★★★  
 improve (v) ★★★  
 keen (adj) ★★★  
 kind (of) (n) ★★★  
 means (of) (n) ★★★  
 omit (v) ★★  
 prize winner (n) ★★★  
 virtual (adj) (virtual trip)  
 win (v) ★★★

## Unit 2

### Discoveries

breakthrough (n) ★  
 bucket (n) ★★  
 childhood (n) ★★  
 cloth (n) ★★  
 compass (n) ★  
 darkroom (n)  
 democracy (n) ★★★  
 detergent (n)  
 devise (v)★★  
 discovery (n) ★★★  
 distillation (n)  
 familiar (adj) ★★★  
 famous (adj) ★★★  
 found (v) ★★★  
 gunpowder (n)  
 invention (n) ★★  
 moisturizer (n)  
 original (adj)  
 perfect (v)  
 physicist (n)  
 process (n) (to develop) ★★★  
 prolific (adj)  
 pyramid (n) ★  
 rug (n) ★★  
 scientist (n) ★★★  
 skin (n) ★★★  
 scented (adj)  
 textile (n) ★★  
 toiletries (n)  
 vitally (adv)  
 windmill (n)

### Important inventions

apply (v) ★★★  
 artificial (adj) ★★  
 camera (n) ★★★  
 cement (n) ★  
 commercialize (v)  
 construct (v) ★★★  
 digital (adj) ★★  
 dynamite (n)

/ˈɑː(r)m,tʃeə(r)/  
 /ˈbleɪm/  
 /ˈkləʊsli/  
 /ˌkɒmpəˈtɪʃ(ə)n/  
 /ˌkɒŋgrætʃʊˈleɪʃ(ə)n/  
 /ˌfaɪˈnænsj(ə)li/  
 /ˈhæŋ/ /ˈɡlaɪdɪŋ/  
 /hɜː(r)t/  
 /ɪmˈpruːv/  
 /kiːn/  
 /kaɪnd/ /əv/  
 /miːnz/ /əv/  
 /əʊˈmɪt/  
 /praɪz/ /ˈwɪnə(r)/  
 /ˈvɜː(r)tʃʊəl/  
 /wɪn/

/ˈbreɪkθruː/  
 /ˈbʌkɪt/  
 /ˈtʃaɪldˌhʊd/  
 /ˌklɒθ/  
 /ˈkʌmpəs/  
 /ˈdɑː(r)kruːm/  
 /dɪˈmɒkrəsi/  
 /dɪˈtɜː(r)dʒ(ə)nt/  
 /dɪˈvaɪz/  
 /dɪˈskʌv(ə)ri/  
 /ˌdɪstɪˈleɪʃ(ə)n/  
 /fəˈmɪliə(r)/  
 /ˈfeɪməs/  
 /faʊnd/  
 /ˈɡʌnˌpaʊdə(r)/  
 /ɪnˈvenʃ(ə)n/  
 /ˈmɔɪstʃəˌraɪzə(r)/  
 /əˈrɪdʒ(ə)nəl/  
 /ˈpɜː(r)fikt/  
 /ˈfɪzɪsɪst/  
 /ˈprəʊses/  
 /ˌprɒˈlɪfɪk/  
 /ˈpɪrəˌmɪd/  
 /rʌɡ/  
 /ˈsaɪəntɪst/  
 /skɪn/  
 /ˈsentɪd/  
 /ˈtekstsaɪl/  
 /ˈtɔɪlətrɪz/  
 /ˈvaɪt(ə)li/  
 /ˈwɪn(d)ˌmɪl/

/əˈplai/  
 /ɑː(r)tɪˈfɪʃ(ə)l/  
 /ˈkæm(ə)rə/  
 /səˈment/  
 /kəˈmɜː(r)ʃəlaɪz/  
 /kənˈstrʌkt/  
 /ˈdɪdʒɪt(ə)l/  
 /ˈdaɪnəmaɪt/

hoover (v)  
 imitation (n) ★  
 ink (n) ★  
 lacquer (n)  
 leading (adj) ★★★  
 patent (n) ★  
 pearl (n) ★  
 planet (n) ★★  
 polio (n)  
 research (n) ★★★  
 sandwich (n) ★★  
 scholar (n) ★★  
 solder (v)  
 solution (n) ★★★  
 sticky (adj) ★  
 sulphur (n)  
 tyre (n) ★★  
 vaccine (n)  
 vacuum cleaner (n) ★  
 vulcanized (adj)  
 waterproof (adj) ★  
 weatherproof (adj)

/ˈhuːvə(r)/  
 /ˌɪmɪˈteɪʃ(ə)n/  
 /ɪŋk/  
 /ˈlækə(r)/  
 /ˈliːdɪŋ/  
 /ˈpeɪt(ə)nt/  
 /pɜː(r)l/  
 /ˈplænɪt/  
 /ˈpəʊliəʊ/  
 /rɪˈsɜː(r)tʃ/  
 /ˈsæn(d)wɪdʒ/  
 /rɪˈsɜː(r)tʃ/  
 /ˈsɒldə(r)/  
 /səˈluːʃ(ə)n/  
 /ˈstɪki/  
 /ˈsʌlfə(r)/  
 /ˈtaɪə(r)/  
 /ˈvæksɪn/  
 /ˈvækjʊəm/ /ˈkliːnə(r)/  
 /ˈvʌlkənaɪzɪd/  
 /ˈwɔːtə(r)ˌpruːf/  
 /ˈweðə(r)ˌpruːf/

### Other words and phrases

assassinate (v) /əˈsæsnɪt/  
 carpet (n) ★★ /ˈkɑː(r)pɪt/  
 debt (n) ★★★ /det/  
 fuel (v) /ˈfjuːəl/  
 honour (n) ★★ /ˈɒnə(r)/  
 launch (v) ★★★ /lɔːntʃ/  
 practical (adj) ★★★ /ˈpræktɪk(ə)l/  
 recognize (v) ★★★ /ˈrekəɡnaɪz/  
 thriving (adj) /ˈθraɪvɪŋ/  
 tomb (n) ★ /tuːm/  
 variety (n) ★★★ /vəˈraɪəti/  
 weak (adj) ★★★ /wiːk/

### Modern products

adhesive (n) /ədˈhɪːsɪv/  
 banking (n) ★★ /ˈbæŋkɪŋ/  
 cable (n) (TV) ★★ /ˈkeɪb(ə)l/  
 colleague (n) ★★★ /ˈkɒliːg/  
 contact lens (n) ★★ /ˈkɒntækt/ /lenz/  
 disposable (adj) ★ /dɪˈspəʊzəb(ə)l/  
 electronic (adj) ★★★ /ˌelekˈtrɒnɪk/  
 instant messaging (n) /ɪnˈstənt/ /ˈmesɪdʒɪŋ/  
 Internet (n) ★★★ /ˈɪntə(r)ˌnet/  
 iPod (n) /ˈaɪˌpɒd/  
 laptop computer (n) ★★★ /ˈlæpˌtɒp/ /kəmˈpjʊːtə(r)/  
 manufacture (v) ★★ /ˌmænjʊˈfæktʃə(r)/  
 microwave (n) ★ /ˈmaɪkrəˌweɪv/  
 mobile phone (n) ★★ /ˈməʊbaɪl/ /fəʊn/  
 organizer (n) ★★ /ˈɔː(r)ɡəˌnaɪzə(r)/  
 personal (adj) ★★★ /ˈpɜː(r)s(ə)nəl/  
 reliable (adj) ★★ /rɪˈlaɪəb(ə)l/  
 replaceable (adj) ★★ /rɪˈpleɪsəbəl/  
 satellite (n) (TV) ★★ /ˈsætələɪt/

### Prefixes

immoral (adj) ★ /ɪˈmɒrəl/  
 improbable (adj) /ɪmˈprɒbəb(ə)l/  
 inconvenient (adj) /ɪnkənˈviːniənt/

incredible (adj) ★ /ɪn'kredəb(ə)l/  
 irrational (adj) /ɪ'ræʃ(ə)nəl/  
 irrelevant (adj) ★★ /ɪ'reləvənt/  
 unreasonable (adj) ★ /ʌn'rɪ:z(ə)nəb(ə)l/  
 unsuccessful (adj) ★ /ʌnsək'sesf(ə)l/

**Other words and phrases**

choir (n) ★ /kwaɪə(r)/  
 comprehensible (adj) /kəmprɪ'hensəb(ə)l/  
 damage (n) ★★★ /'dæmɪdʒ/  
 decent (adj) ★★ /'di:s(ə)nt/  
 dependent (adj) ★★★ /dɪ'pendənt/  
 eventually (adv) ★★★ /ɪ'ventʃuəli/  
 formal (adj) ★★★ /'fɔ:(r)m(ə)l/  
 instead (adv) ★★★ /ɪn'sted/  
 long-term (adj) ★★★ /lɒŋ/ /tɜ:(r)m/  
 major (v) /'meɪdʒə(r)/  
 measurable (adj) /'meɜ:(r)əb(ə)l/  
 medicine (n) ★★ /'med(ə)s(ə)n/  
 outcome (n) ★★★ /'aʊt,kʌm/  
 picnic (n) ★ /'pɪknɪk/  
 trial (n) (by jury) ★★★ /'traɪəl/  
 vacancy (n) ★ /'veɪkənsi/  
 veterinary (adj) /'vet(ə)nəri/

**Economic cities**

aim (v) ★★★ /eɪm/  
 city (n) ★★★ /'sɪti/  
 club (n) ★★★ /klʌb/  
 diversify (v) /daɪ'vɜ:(r)sɪfaɪ/  
 economic (adj) ★★★ /i:kə'nɒmɪk/  
 employee (n) ★★★ /ɪm'plɔɪi/  
 equestrian (adj) /ɪ'kwɛstriən/  
 facility (n) ★★★ /fə'sɪləti/  
 huge (adj) ★★★ /hju:dʒ/  
 industrial (adj) ★★★ /ɪn'dʌstriəl/  
 moreover (adv) ★★★ /mɔ:ɹ'əʊvə(r)/  
 opportunity (n) ★★★ /'ɒpə(r)'tju:nəti/  
 project (n) ★★★ /'prɒdʒekt/  
 provide (v) ★★★ /prə'vaɪd/  
 recreational (adj) /rɪ'kri'eɪʃ(ə)n(ə)l/  
 resident (n) ★★★ /'rezɪd(ə)nt/  
 residential (adj) ★★ /rɪ'zɪd(ə)nt/  
 resort (n) ★ /rɪ'zɔ:(r)t/  
 suite (n) ★★ /swi:t/  
 yacht (n) ★ /jɒt/  
 zone (n) ★★ /zəʊn/

**Unit 3**

**Consumerism**

acceptable (adj) ★★ /ək'septəb(ə)l/  
 advertise (v) ★★ /'ædvə(r)taɪz/  
 besides (adv, prep) ★★ /bɪ'saɪdz/  
 chef (n) ★ /ʃef/  
 consumerism (n) /kɒn'sju:mə,rɪz(ə)m/  
 convenience (n) ★ /kən'vi:niəns/  
 custom (n) ★★ /'kʌstəm/  
 endorse (v) ★★ /ɪn'dɔ:(r)s/  
 equipment (n) ★★★ /ɪ'kwɪpmənt/  
 exist (v) ★★★ /ɪg'zɪst/  
 factor (n) ★★★ /'fæktə(r)/

fascinate (v) ★ /'fæsɪneɪt/  
 fetch (v) ★★ /fetʃ/  
 influence (n) ★★★ /ɪnfluəns/  
 ingredient (n) ★★ /ɪn'gri:diənt/  
 loaf (n) ★ /ləʊf/  
 logical (adj) ★★ /'lɒdʒɪk(ə)l/  
 nutritious (adj) /nju:'triʃəs/  
 sponsor (v) ★★ /'spɒnsə(r)/  
 spread (v) ★★★ /sprɛd/

**Clothes**

bargain (n) ★★ /'bɑ:(r)ɡɪn/  
 brand (n) ★★ /brænd/  
 casual (adj) ★★ /'kæʒuəl/  
 cool (adj) ★★★ /ku:l/  
 design (n) ★★★ /dɪ'zain/  
 fashionable (adj) ★★ /'fæʃ(ə)nəb(ə)l/  
 fit (v) ★★★ /fɪt/  
 'in' (adj) ★★★ /ɪn/  
 jeans (n) ★ /dʒi:nz/  
 match (v) ★★★ /mætʃ/  
 out (adv) (of fashion) ★★★ /aʊt/  
 pattern (n) ★★★ /'pætə(r)n/  
 popular (adj) ★★★ /'pɒpjʊlə(r)/  
 price (n) ★★★ /praɪs/  
 promotion (n) ★★★ /prə'məʊʃ(ə)n/  
 quality (n) ★★★ /'kwɒləti/  
 shoe (n) (running shoes) ★★★ /ʃu:/  
 soap (n) ★★ /səʊp/  
 suit (v) ★★★ /su:t/  
 trend (n) ★★★ /trend/  
 woolly (adj) /'wʊli/

**The hard sell**

advertisement (n) (ad) ★★ /əd'vɜ:(r)tɪsmənt/  
 anxiety (n) ★★ /æŋ'zaɪəti/  
 attractiveness (n) ★★★ /ə'træktɪvnis/  
 appropriate (adj) ★★ /ə'prəʊpriət/  
 based (on) (v) /beɪst/  
 billboard (n) /'bɪl,bɔ:(r)d/  
 bombard (v) /bɒm'bɑ:(r)d/  
 burger (n) ★ /'bɜ:(r)ɡə(r)/  
 computer (n) ★★★ /kəm'pjʊ:tə(r)/  
 conclude (v) ★★★ /kən'klu:d/  
 content (n) ★★★ /'kɒntent/  
 convince (v) ★★★ /kən'vɪns/  
 declare (v) ★★★ /dɪ'kleə(r)/  
 distribute (v) ★★ /dɪ'strɪbjʊ:t/  
 documentary (n) ★ /,dɒkjʊ'ment(ə)ri/  
 effective (adj) ★★★ /ɪ'fektɪv/  
 findings (n, pl) ★★ /'faɪndɪŋz/  
 hard sell (n) /hɑ:(r)d/ /sel/  
 improve (v) ★★★ /ɪm'pru:v/  
 key (adj) ★★★ /ki:/  
 majority (n) ★★★ /mə'dʒɜ:prəti/  
 marketing (n) ★★★ /'mɑ:(r)kɪtɪŋ/  
 memorable (adj) /'mem(ə)rəb(ə)l/  
 memorize (v) ★ /'meməraɪz/  
 packaging (n) ★ /'pækɪdʒɪŋ/  
 program (n) ★★ /'prəʊgræm/  
 promote (v) ★★★ /prə'məʊt/  
 quality (n) ★★★ /'kwɒləti/

realize (v) ★★★  
 recently (adv) ★★★  
 recognizable (adj)  
 sector (n) ★★★  
 skill (n) ★★★  
 strategy (n) ★★★  
 survey (n) ★★★  
 target (v) ★★  
 technique (n) ★★★  
 thesis (n) ★★  
 toothpaste (n)  
 trademark (n)  
 slogan (n) ★  
 video game (n) ★★★

/ˈrɪəlaɪz/  
 /ˈriːs(ə)ntli/  
 /ˈrekəg,nəɪzəb(ə)l/  
 /ˈsektə(r)/  
 /skɪl/  
 /ˈstrætədʒi/  
 /ˈsɜː(r)vɛɪ/  
 /ˈtɑː(r)ɡɪt/  
 /tekˈniːk/  
 /ˈθiːsɪs/  
 /ˈtuːθpeɪst/  
 /ˈtreɪd,mɑː(r)k/  
 /ˈsləʊɡən/  
 /ˈvɪdɪəʊ /geɪm/

### Other words and phrases

burglar alarm (n)  
 cereal (n) ★  
 dandruff (n)  
 laundry (n) (detergent)\*  
 purse (n) ★  
 soda (n)  
 sour (adj) ★  
 tennis racquet (n) ★  
 tuna (n)

/ˈbɜː(r)ɡlə(r) /əˈlɑː(r)m/  
 /ˈsɪəriəl/  
 /ˈdændrəf/  
 /ˈləʊndri/  
 /pɜː(r)s/  
 /ˈsəʊdə/  
 /ˈsauə(r)/  
 /ˈtenɪs/ /ˈrækiːt/  
 /ˈtjuːnə/

### Walt Disney®

agriculture (n) ★★  
 animated (adj)  
 award (n) ★★★  
 cartoonist (n)  
 client (n) ★★★  
 cruise line (n)  
 earn (v) ★★★  
 exhausted (adj) ★  
 experience (n) ★★★  
 franchise (n) ★  
 full-length (adj) ★★★  
 invest (v) ★★★  
 notice (v) ★★★  
 office (n) (to be in)  
 opportunity (n) ★★★  
 overtime (n) ★  
 professional (adj) ★★★  
 publishing (n) ★★  
 quit (v) ★  
 set (v) (set up) ★★★  
 spotlight (n)  
 theme park (n) ★★★  
 tip (n) ★★

/ˈæɡrɪ,kʌltʃə(r)/  
 /ˈæni,məntɪd/  
 /əˈwɔː(r)d/  
 /kɑː(r)tuːnɪst/  
 /ˈklaɪənt/  
 /kruːz /lɑɪn/  
 /ɜː(r)n/  
 /ɪɡˈzɔːstɪd/  
 /ɪkˈspɪəriəns/  
 /ˈfræntʃaɪz/  
 /fʊl /leŋθ/  
 /ɪnˈvest/  
 /ˈnəʊtɪs/  
 /ˈɒfɪs/  
 /ɒpə(r)ˈtjuːnəti/  
 /ˈəʊvə(r),taɪm/  
 /prəˈfeʃ(ə)nəl/  
 /ˈpʌblɪʃɪŋ/  
 /kwɪt/  
 /set/  
 /ˈspɒt,lɑɪt/  
 /θiːm /pɑː(r)k/  
 /tɪp/

### Markets

antique (n) ★  
 attraction (n)  
 atmosphere (n) ★★  
 change (n) ★★★  
 commercial (adj) ★★★  
 communication (n) ★★★  
 considerably (adv) ★★  
 denomination (n)  
 ensure (v) ★★★  
 incense burner (n)

/ænˈtiːk/  
 /əˈtrækʃ(ə)n/  
 /ˈætməs,fɪə(r)/  
 /tʃeɪndʒ/  
 /kəˈmɜː(r)ʃ(ə)l/  
 /kə,mjuːnɪˈkeɪʃ(ə)n/  
 /kənˈsɪd(ə)rəbli/  
 /dɪ,nəməˈneɪʃ(ə)n/  
 /ɪnˈʃʊː(r)/  
 /ˈɪnsens /ˈbɜː(r)nə(r)/

inhabit (v) ★  
 late (adj) ★★★  
 minimum (adj) ★★  
 one (pron) ★★★  
 shopping mall (n)  
 silverware (n)  
 that (det)  
 this (det) ★★★  
 trader (n) ★★  
 vendor (n)

/ɪnˈhæbɪt/  
 /leɪt/  
 /ˈmɪnɪməm/  
 /wʌn/  
 /ˈʃɒpɪŋ /mɔːl/  
 /ˈsɪlvə(r),weə(r)/  
 /ðæt/  
 /ðɪs/  
 /ˈt্রেɪdə(r)/  
 /ˈvendə(r)/

## Unit 4

### Parents and children

afford (v) ★★★  
 alike (adv) ★  
 allowance (n) ★★  
 appreciate (v) ★★  
 attend (v) ★★★  
 behave (v) ★★  
 bedroom (n) ★★★  
 carry (v) (out) ★★★  
 consequence (n) ★★★  
 consistent (adj) ★★  
 cry (v) ★★★  
 degree (n) ★★★  
 dream (n) ★★★  
 discipline (n) ★★★  
 education (n) ★★★  
 effective (adj) ★★★  
 expectation (n) ★★★  
 explanation (n) ★★★  
 follow (v) (through) ★★★  
 goods (n) ★★★  
 graduation (n)  
 identical (adj) ★★  
 joke (v) ★★  
 mark (n) ★★★  
 motive (n) ★★  
 opportunity (n) ★★★  
 parent (n) ★★★  
 participate (v) ★★  
 pet (n) ★★  
 pressure (n) ★★★  
 relationship (n) ★★★  
 refuse (v) ★★★  
 rudeness (n)  
 rule (n) ★★★  
 scholarship (n) ★  
 self-control (n)  
 set (v) (a rule) ★★★  
 share (v) ★★★  
 teens (n)  
 tidy (v) ★  
 toy (n) ★★  
 twin (n) (identical twins) ★★  
 value (n) ★★★  
 year (n) (gap year) ★★★

/əˈfɔː(r)d/  
 /əˈlaɪk/  
 /əˈlaʊəns/  
 /əˈpriːʃiːt/  
 /əˈtend/  
 /brˈheɪv/  
 /ˈbedru:m/  
 /ˈkæri/  
 /ˈkɒnsɪkwəns/  
 /kənˈsɪstənt/  
 /kraɪ/  
 /driˈɡriː/  
 /dri:m/  
 /ˈdɪsəplɪn/  
 /ˌedʒuˈkeɪʃ(ə)n/  
 /ɪˈfektɪv/  
 /ˌekspekˈteɪʃ(ə)n/  
 /ˌekspləˈneɪʃ(ə)n/  
 /ˈfɒləʊ/  
 /ɡudz/  
 /ˌɡrædʒuˈeɪʃ(ə)n/  
 /aɪˈdentɪk(ə)l/  
 /dʒɔːk/  
 /mɑː(r)k/  
 /ˈməʊtɪv/  
 /ɒpə(r)ˈtjuːnəti/  
 /ˈpeərənt/  
 /pɑː(r)ˈtɪsɪpət/  
 /pet/  
 /ˈpreʃə(r)/  
 /rɪˈleɪʃ(ə)nʃɪp/  
 /rɪˈfjuːz/  
 /ruːdnəs/  
 /ruːl/  
 /ˈskɒlə(r)ʃɪp/  
 /self /kənˈtrəʊl/  
 /ˈsensəb(ə)l/  
 /ʃeə(r)/  
 /tiːnz/  
 /ˈtaɪdi/  
 /tɔɪ/  
 /twɪn/  
 /ˈvæljuː/  
 /jɪə(r)/

### The workplace

access (v) /ˈækses/

account (n) (charge account) ★★★ /ə'kaʊnt/  
 accumulate (v) ★ /ə'kju:mjuleɪt/  
 attach (v) ★★ /ə'tætʃ/  
 avoid (v) ★★★ /ə'vɔɪd/  
 café (n) ★★ /'kæfeɪ/  
 cafeteria (n) /,kæfə'tɪəriə/  
 common (adj) ★★★ /'kɒmən/  
 document (n) ★★★ /'dɒkjumənt/  
 email (n) ★★★ /'i:meɪl/  
 escape (v) ★★★ /ɪ'skeɪp/  
 exceed (v) ★★ /ɪk'si:d/  
 downside (n) /'daʊn,sɑɪd/  
 figure (n) ★★★ /'fɪgə(r)/  
 greeting (adj) (card) /'gri:tɪŋ/  
 home (n) ★★★ /həʊm/  
 letter (n) ★★★ /'letə(r)/  
 post office (n) ★★ /pəʊst/ /'ɒfɪs/  
 rapidly (adj) ★★ /'ræpɪdli/  
 receive (v) ★★★ /rɪ'si:v/  
 space (n) ★★★ /speɪs/  
 stick (v) ★★★ /stɪk/  
 supplier (n) ★★ /sə'plɑɪə(r)/  
 telephone (n) ★★★ /'telɪ,fəʊn/  
 tiny (adj) ★★★ /'taɪni/  
 transform (v) ★★ /træns'fɔ:(r)m/  
 versatile (adj) ★ /'vɜ:(r)sətəɪl/  
 waste (v) (time) ★★ /weɪst/

**Friendship**

argument (n) ★★★ /'ɑ:(r)gju:mənt/  
 celebrate (v) ★★★ /'selə,breɪt/  
 classmate (n) /'klɑ:s,meɪt/  
 comfort (v) ★ /kʌmfə(r)t/  
 depend (v) (on) ★★★ /dɪ'pend/  
 excuse (n) ★★ /ɪk'skju:s/  
 fun (n) ★★ /fʌn/  
 gathering (n) ★ /'gæðərɪŋ/  
 interpretation (n) ★★★ /ɪn'tɜ:(r)prɪ'teɪʃ(ə)n/  
 invitation (n) ★★ /ɪnvɪ'teɪʃ(ə)n/  
 laugh (v) ★★ /lɑ:f/  
 lie (n) ★★ /laɪ/  
 loner (n) /'ləʊnə(r)/  
 mind (v) ★★★ /maɪnd/  
 persuade (v) ★★★ /pə(r)'sweɪd/  
 take (v) (a side) ★★★ /teɪk/  
 questionnaire (n) ★★ /,kwɛstʃə'neə(r)/  
 wedding (n) ★★★ /'wedɪŋ/

**Learning English**

advice (n) ★★★ /əd'vaɪs/  
 beyond (prep) ★★★ /brɪ'jɒnd/  
 chat (v) ★★ /tʃæt/  
 conduct (v) (a survey) ★★★ /kən'dʌkt/  
 essential (adj) ★★★ /ɪ'senʃ(ə)l/  
 foreigner (n) ★★ /'fɔrɪnə(r)/  
 interact (v) ★ /ɪntər'ækt/  
 pursue (v) ★★ /pə(r)'sju:z/  
 recite (v) /rɪ'saɪt/  
 stranger (n) ★★ /'streɪndʒə(r)/  
 translation (n) ★★ /træns'leɪʃ(ə)n/

**Personal characteristics**

angry (adj) ★★★ /'æŋɡri/  
 anxious (adj) ★★ /'æŋkʃəs/  
 bored (adj) ★★ /bɔ:(r)d/  
 fascinating (adj) ★★ /'fæsɪneɪtɪŋ/  
 honest (adj) ★★ /'ɒnɪst/  
 horrible (adj) ★★ /'hɒrəb(ə)l/  
 kind (adj) ★★★ /kaɪnd/  
 lonely (adj) ★★ /'ləʊnli/  
 loyal (adj) ★★ /'ləɪəl/  
 messy (adj) /'mesi/  
 negative (adj) ★★★ /'negətɪv/  
 patient (adj) (to be) ★★ /'peɪʃ(ə)nt/  
 polite (adj) ★ /pə'laɪt/  
 pretty (adj) ★★★ /'prɪti/  
 proud (adj) ★★ /praʊd/  
 responsible (adj) ★★★ /rɪ'spɒnsəb(ə)l/  
 sad (adj) ★★★ /sæd/  
 sociable (adj) /'səʊʃəb(ə)l/  
 sensible (adj) ★★ /'sensəb(ə)l/

**Other words and phrases**

already (adv) ★★★ /ɔ:l'reɪdi/  
 available (adj) ★★★ /ə'veɪləb(ə)l/  
 average (n) ★★★ /'æv(ə)rɪdʒ/  
 cashier (n) /kæ'ʃɪə(r)/  
 ceremony (n) ★★ /'serəməni/  
 crêche (n) /kreʃ/  
 ever (adv) ★★★ /'evə(r)/  
 final (n) (cup final) ★★ /'faɪn(ə)l/  
 headache (n) ★ /'hedɪk/  
 highly (adj) ★★★ /'haɪli/  
 insure (v) ★ /ɪn'ʃʊə(r)/  
 just (adv) ★★★ /dʒʌst/  
 kindergarten (n) /'kɪndə(r),ɡɑ:(r)t(ə)n/  
 level (n) ★★★ /'lev(ə)l/  
 necklace (n) ★ /'nekləs/  
 never (adv) ★★★ /'nevə(r)/  
 poet (n) ★★★ /'pəʊɪt/  
 priority (n) ★★★ /praɪ'ɒrɪti/  
 qualified (adj) ★★★ /'kwɒlɪfaɪd/  
 reduce (v) ★★★ /rɪ'dju:s/  
 request (n) ★★★ /rɪ'kwest/  
 sale (n) ★★★ /seɪl/  
 since (adv) ★★★ /sɪns/  
 snack (n) ★ /snæk/  
 stay (v) (stay up) ★★★ /steɪ/  
 turn (v) (turn off) ★★★ /tɜ:(r)n/  
 worth (adj) ★★★ /wɜ:(r)θ/  
 yet (adv) ★★★ /jet/

**Unit 5**

**Having a job**

accident (n) ★★★ /'æksɪd(ə)nt/  
 account (n) ★★★ /ə'kaʊnt/  
 accuse (v) ★★★ /ə'kju:z/  
 administrator (n) ★ /əd'mɪnɪ'streɪtə(r)/  
 adrenaline (n) /ə'drenəlɪn/  
 analyse (v) ★★ /'ænləɪz/  
 benefit (n) ★★★ /'benɪfɪt/



boss (n) ★★★	/bɒs/
central (adj) ★★★	/'sentrəl/
complaint (n) ★★★	/kəm'pleɪnt/
creative (adj) ★★	/'kri:etɪv/
crime (n) ★★★	/'kraɪm/
deal (v) (with) ★★	/di:l/
define (v) ★★★	/'di'faɪn/
dentist (n) ★	/'dentɪst/
depressed (adj) ★★	/'di'prest/
dominate (v) ★★	/'dɒmɪneɪt/
experiment (n) ★★★	/'ɪk'sperɪmənt/
figure (v) (figure out) ★★	/'fɪgə(r)/
fit (v) ★★★	/fɪt/
get-together (v) ★★	/get/ /tə'geðə(r)/
innocent (adj) ★★	/'ɪnəs(ə)nt/
IT (n) ★	/'aɪ 'ti:/
matter (n) ★★★	/'aɪ 'ti:/
nature (n) ★★★	/'neɪtʃə(r)/
network (n) ★★★	/'net,wɜ:(r)k/
opportunity (n) ★★★	/'ɒpə(r)'tju:nəti/
organized (adj) ★	/'ɔ:(r)gənaɪzɪd/
pension (n) ★★★	/'penʃ(ə)n/
pleasant (adj) ★★	/'plez(ə)nt/
programme (n) ★★★	/'prəʊgræm/
promotion (n) ★★★	/'prə'məʊʃ(ə)n/
psychology (n) ★★	/'saɪ'kɒlədʒi/
salary (n) ★★	/'sæləri/
satisfying (adj) ★	/'sætɪs,faɪɪŋ/
sore (adj) ★	/sɔ:(r)/
throat (n) ★★★	/'θrəʊt/
training (n) ★★★	/'treɪnɪŋ/
trust (n) ★★★	/'trʌst/
victim (n) ★★★	/'vɪktɪm/
workaholic (n)	/'wɜ:(r)kə'hɒlɪk/

### Adjectives to describe jobs

boring (adj) ★★	/'bɔ:ɪŋ/
challenging (adj)	/'tʃælɪndʒɪŋ/
demanding (adj) ★★	/'demɑ:ndɪŋ/
flexible (adj) ★★	/'fleksəb(ə)l/
frustrating (adj) ★	/'frʌ,streɪtɪŋ/
interesting (adj) ★★★	/'ɪntrəstɪŋ/
pressured (adj)	/'preʃə(r)d/
rewarding (adj)	/'rɪ'wɔ:(r)dɪŋ/
satisfying (adj) ★	/'sætɪs,faɪɪŋ/
stimulating (adj)	/'stɪmjʊ,leɪtɪŋ/
stressful (adj)	/'stresf(ə)l/
tiring (adj)	/'taɪəɪŋ/
varied (adj) ★	/'veəriəd/
well-paid (adj) ★★	/'wel/ /'peɪd/
worthwhile (adj)	/'wɜ:(r)θ'waɪl/

### Making money

advice (n) ★★★	/əd'vaɪs/
bankrupt (n) (to go) ★	/'bæŋkrʌpt/
bonus (n) ★★	/'bɒnəs/
capital (n) ★★★	/'kæpɪt(ə)l/
currency (n) ★★★	/'kʌrənsi/
deduct (v)	/'dɪ'dʌkt/
deposit (n) ★★	/'dɪ'pɒzɪt/
donate (v)	/'dɒʊ'neɪt/
earn (v) ★★★	/'ɜ:(r)n/

ethical (adj) ★	/'eθɪk(ə)l/
element (n) ★★★	/'elɪmənt/
expenses (n) ★★★	/'ɪk'spens/
finance (n) ★★★	/'faɪnəns/
fortune (n) ★★	/'fɔ:(r)tʃʌn/
immediately (adv) ★★★	/'ɪmi:diətli/
invest (v) ★★★	/'ɪn'vest/
investment (n) ★★★	/'ɪn'ves(t)mənt/
loss (n) ★★★	/'lɒs/
profit (n) ★★★	/'prɒfɪt/
regulate (v) ★★	/'regjuleɪt/
risk (n) ★★★	/'rɪsk/
safe (adj) ★★★	/'seɪf/
save (v) ★★★	/'seɪv/
sensible (adj) ★★	/'sensəb(ə)l/
successful (adj) ★★★	/'sʌk'sesf(ə)l/
sum (n) ★★★	/'sʌm/

### Other words and phrases

approximately (adv) ★★	/ə'prɒksɪmətli/
century (n) ★★★	/'sentʃəri/
charity (n) ★★★	/'tʃærəti/
command (n) ★★★	/'kɒmənd/
concept (n) ★★★	/'kɒnsept/
construction (n) ★★★	/'kɒn'strʌkʃ(ə)n/
conquer (v) ★	/'kɒŋkə(r)/
culture (n) ★★★	/'kʌltʃə(r)/
discover (v) ★★★	/'dɪ'skʌvə(r)/
donate (v) ★	/'dɒʊ'neɪt/
embark (v) ★★	/'ɪm'bɑ:(r)k/
enable (v) ★★★	/'ɪn'əɪb(ə)l/
elegant (adj) ★★	/'elɪgənt/
execute (v) ★★	/'eksɪ,kju:t/
expedition (n) ★★	/'ekspeɪ'dɪʃ(ə)n/
faith (n) ★★★	/'feɪθ/
focus (v) ★★★	/'fəʊkəs/
force (v) ★★★	/'fɔ:(r)s/
freedom (n) ★★★	/'fri:dəm/
gain (v) ★★★	/'geɪn/
global (adj) ★★★	/'glɔ:b(ə)l/
justice (n) ★★★	/'dʒʌstɪs/
magnificent (adj) ★★	/'mæg'nɪfɪs(ə)nt/
proposal (n) ★★★	/'prə'pəʊz(ə)l/
relevant (adj) ★★★	/'reləv(ə)nt/
rivet (n)	/'rɪvɪt/
service (n) ★★★	/'sɜ:(r)vɪs/
showcase (n)	/'ʃəʊ,keɪs/
steel (n) ★★	/'sti:l/
symbol (n) ★★	/'sɪmb(ə)l/
ton (n) ★★	/'tʌn/
tower (n) ★★	/'taʊə(r)/
view (n) ★★★	/'vju:/
weigh (v)	/'weɪ/

### Entrepreneurs

care (v) (to care for) ★★★	/'keə(r)/
conflict (n) (in) ★★★	/'kɒnflɪkt/
court (n) ★★★	/'kɔ:(r)t/
cruel (adj) ★★	/'kru:əl/
deal (v) ★★★	/'di:l/
entrepreneur (n)	/'ɒntrəprə'nɜ:(r)/
ethic (n)	/'eθɪk/

humane (adj)  
 local (adj) ★★★  
 natural (adj) ★★★  
 operate (v) ★★★  
 outlet (n) ★★  
 principle (n) ★★★  
 set (v) (set an example) ★★★  
 store (n) ★★★  
 substance (n) ★★★  
 wasteful (adj)  
 who (pron) ★★★  
 which (pron) ★★★

/hju:'meɪn/  
 /'ləʊk(ə)l/  
 /'nætʃ(ə)rəl/  
 /'ɒpəreɪt/  
 /'aʊtˌlet/  
 /'prɪnsəp(ə)l/  
 /set/  
 /stɔ:(r)/  
 /'sʌbstəns/  
 /'weɪs(t)ɪf(ə)l/  
 /huː/  
 /wɪtʃ/

**Toiletries**

conditioner (n)  
 dental floss (n)  
 environmentally (adv) ★  
 shampoo (n)  
 synthetic (adj)

/kən'dɪʃ(ə)nə(r)/  
 /'dent(ə)l /floʊs/  
 /ɪnˌvaɪrən'ment(ə)li/  
 /ʃæm'puː/  
 /sɪn'tetɪk/

**International prizes**

calligraphy (n)  
 catch (v) ★★★  
 certificate (n) ★★  
 contribution (n) ★★★  
 exactly (adv) ★★★  
 foundation (n) ★★★  
 humanitarian (adj)  
 include (v) ★★★  
 medal (n) ★★  
 outstanding (adj) ★★  
 positive (adj) ★★★  
 present (v) ★★★  
 prestige (n)  
 receive (v) ★★★  
 unique (adj) ★★★

/kə'lɪgrəfi/  
 /kætʃ/  
 /sə(r)'tɪfɪkət/  
 /ˌkɒntrɪ'bjuːʃ(ə)n/  
 /ɪg'zækt(ə)li/  
 /faʊn'deɪʃ(ə)n/  
 /hjuːˌmæni'teəriən/  
 /ɪn'kluːd/  
 /'med(ə)l/  
 /aʊt'stændɪŋ/  
 /'pɒzətɪv/  
 /prɪ'zent/  
 /pre'stɪːʒ/  
 /rɪ'siːv/  
 /ju:'niːk/

**Unit 6**

**Developing the car**

afford (v) ★★★  
 alternative (n) ★★★  
 balloon (n) ★  
 battery (n) ★★  
 car (n) ★★★  
 come (v) ★★★  
 conventional (adj) ★★★  
 cruise (n) ★  
 current (adj) ★★★  
 cylinder (n) ★  
 decade (n) ★★★  
 diesel (n) ★  
 disaster (n) ★★  
 ecological (adj) ★  
 economical (adj)  
 emission (n) ★★  
 engine (n) ★★★  
 fundamental (adj) ★★★  
 health (n) ★★★  
 helicopter (n) ★★  
 hobby (n) ★  
 impact (n) ★★★

/ə'fɔ:(r)d/  
 /ɔ:l'tɜ:(r)nətɪv/  
 /bə'lʊn/  
 /'bæt(ə)ri/  
 /kɑ:(r)/  
 /kʌm/  
 /kən'venʃ(ə)nəl/  
 /kruːz/  
 /'kʌrənt/  
 /'sɪlɪndə(r)/  
 /'dekeɪd/  
 /'diːz(ə)l/  
 /dɪ'zɑ:stə(r)/  
 /ˌi:kə'lɒdʒɪk(ə)l/  
 /ˌi:kə'nɒmɪk(ə)l/  
 /ɪ'mɪʃ(ə)n/  
 /'endʒɪn/  
 /ˌfʌndə'ment(ə)l/  
 /helθ/  
 /'helɪkɒptə(r)/  
 /'hɒbi/  
 /'ɪmpækt/

injection (n) ★★  
 keep (v) (keep up with) ★★★  
 lead (n) ★★★  
 multi-value (n) ★  
 noise (n) ★★★  
 performance (n) ★★★  
 petrol (n) ★★  
 pollutant (n)  
 pollution (n) ★★★  
 practical (adj) ★★★  
 production (n) ★★★  
 quota (n) ★★  
 rate (n) ★★★  
 reduce (v) ★★★  
 refuel (v)  
 reliable (adj) ★★  
 rocket (n) ★  
 secondhand (adj) ★  
 satisfactory (adj) ★★  
 technical (adj) ★★★  
 technology (n) ★★★  
 vehicle (n) ★★★

/ɪn'dʒekʃ(ə)n/  
 /ki:p/  
 /li:d/  
 /mʌlti/ /'væljuː/  
 /nɔɪz/  
 /pə(r)'fɔ:(r)məns/  
 /'petrəl/  
 /pə'lʊt(ə)nt/  
 /pə'ljuːʃ(ə)n/  
 /'præktɪk(ə)l/  
 /prə'dʌkʃ(ə)n/  
 /'kwɒtə/  
 /reɪt/  
 /rɪ'dju:s/  
 /rɪ'fju:əl/  
 /rɪ'laɪəb(ə)l/  
 /'rɒkɪt/  
 /'sekənd/ /hænd/  
 /sætɪs'fækt(ə)ri/  
 /'teknɪk(ə)l/  
 /tek'nɒlədʒi/  
 /'vi:ɪk(ə)l/

**Other words and phrases**

attack (v) ★★★  
 cause (v) ★★★  
 contender (n)  
 cornflakes (n)  
 depend (v) ★★★  
 depth (n) ★★★  
 doll (n) ★  
 economist (n) ★  
 granddaughter (n) ★  
 issue (n) ★★★  
 limited (adj) ★★★  
 measure (n) ★★★  
 native (adj) ★★  
 ocean (n) ★★  
 politician (n) ★★★  
 shift (n) ★★  
 source (n) ★★★  
 train (n) (train set) ★★★  
 useful (adj) ★★★  
 version (n) ★★★  
 vote (v) ★★★

/ə'tæk/  
 /kɔ:z/  
 /kən'tendə(r)/  
 /'kɔ:(r)nˌfleɪks/  
 /dɪ'pend/  
 /depθ/  
 /dɒl/  
 /ɪ'kɒnəmɪst/  
 /'græn(d)ˌdɔ:tə(r)/  
 /'ɪʃuː/  
 /'lɪmɪtɪd/  
 /'meʒə(r)/  
 /'neɪtɪv/  
 /'əʊʃ(ə)n/  
 /pəlɪ'tɪʃ(ə)n/  
 /ʃɪft/  
 /sɔ:(r)s/  
 /treɪn/  
 /'ju:sf(ə)l/  
 /'vɜ:(r)ʃ(ə)n/  
 /vəʊt/

**Modern communications**

ability (n) ★★★  
 achievement (n) ★★★  
 addition (in) ★★  
 appeal (v) ★★★  
 clip (n) ★  
 combine (v) ★★★  
 condition (n) ★★★  
 connect (v) ★★★  
 contemporary (adj)  
 date (be out of) (n) ★★★  
 device (n) ★★★  
 effect (n) ★★★  
 exaggerate (v) ★  
 excitement (n) ★★  
 generation (n) ★★★

/ə'bɪləti/  
 /ə'tʃi:vmənt/  
 /ə'dɪʃ(ə)n/  
 /ə'pi:l/  
 /klɪp/  
 /kəm'baɪn/  
 /kən'dɪʃ(ə)n/  
 /kə'nekt/  
 /kən'temp(ə)r(ə)ri/  
 /deɪt/  
 /dɪ'vaɪs/  
 /ɪ'fekt/  
 /ɪg'zædʒəreɪt/  
 /ɪk'saɪtmənt/  
 /dʒenə'reɪʃ(ə)n/

genius (n) ★  
 household (n) ★★★  
 hyperactive (adj)  
 ignorant (adj)  
 ignore (v) ★★  
 integrate (v) ★★  
 least (at) (adj) ★★★  
 log on (v) ★★  
 major (adj) ★★★  
 media (n) (plural medium) ★★  
 mode (n) ★★  
 pastime (n)  
 portable (adj) ★  
 reality (adj) ★★★  
 shape (in) (n) ★★★  
 store (v) (storing) ★★  
 surf (v) (surfing) ★  
 worldwide (adj) ★

### Using technology

accord (v) (according to)  
 alarm (n) ★★  
 arrow (n) ★★  
 automatic (adj) ★★  
 button (n) ★★  
 CD (n) ★★  
 clear (v) ★★★  
 complicated (adj) ★★  
 console (n)  
 control (n) ★★★  
 copy (v) ★★  
 distant (adj) ★★  
 dryer (n)  
 DVD (n) ★★  
 feature (n) ★★★  
 function (n)  
 fuse (n)  
 hypothetical (adj) ★  
 impersonal (adj) ★  
 mode (n) ★★  
 net (n) ★★★  
 oven (n) ★★  
 palm (n) ★★  
 plug (n) ★  
 predict (v) ★★★  
 press (v) ★★★  
 preview (n)  
 prime time (n) ★  
 procedure (n) ★★★  
 razor (n) ★  
 remote (adj) ★★  
 reprint (n)  
 screen (n) ★★★  
 select (v) ★★★  
 sequence (n) ★★★  
 speaker (n) ★★★  
 stereo (n) ★  
 stove (n) ★  
 unit (n) ★★★  
 washer (n)

/ˈdʒiːniəs/  
 /ˈhaʊs.həʊld/  
 /ˌhaɪpəˈæktɪv/  
 /ˈɪgnərənt/  
 /ɪgˈnɔː(r)/  
 /ˈɪntɪɡreɪt/  
 /liːst/  
 /lɒɡ/ /ɒn/  
 /ˈmeɪdʒə(r)/  
 /ˈmiːdiə/  
 /məʊd/  
 /ˈpɑːs.taɪm/  
 /ˈpɔː(r)təb(ə)l/  
 /rɪˈæləti/  
 /ʃeɪp/  
 /stɔː(r)/  
 /sɜː(r)f/  
 /ˌwɜː(r)ldˈwaɪd/

/əˈkɔː(r)d/  
 /əˈlɑː(r)m/  
 /ˈærəʊ/  
 /ˌɔːtəˈmætɪk/  
 /ˈbʌt(ə)n/  
 /ˌsiːˈdiː/  
 /kliə(r)/  
 /ˈkɒmpliˌkeɪtɪd/  
 /ˈkɒnsəʊl/  
 /kənˈtrəʊl/  
 /ˈkɒpi/  
 /ˈdɪstənt/  
 /ˈdraɪə(r)/  
 /ˌdiː viːˈdiː/  
 /ˈfiːtʃə(r)/  
 /ˈfʌŋkʃ(ə)n/  
 /ˈfjuːz/  
 /ˌhaɪpəˈθetɪk(ə)l/  
 /ɪmˈpɜː(r)s(ə)nəl/  
 /məʊd/  
 /net/  
 /ˈʌv(ə)n/  
 /pɑːm/  
 /plʌɡ/  
 /prɪˈdɪkt/  
 /pres/  
 /ˈpriːvjʊː/  
 /praɪm/ /tʌm/  
 /prəˈsiːdʒə(r)/  
 /ˈreɪzə(r)/  
 /rɪˈməʊt/  
 /ˈriːprɪnt/  
 /skriːn/  
 /sɪˈlekt/  
 /ˈsiːkwəns/  
 /ˈspiːkə(r)/  
 /ˈsteriəʊ/  
 /stəʊv/  
 /ˈjuːnɪt/  
 /ˈwɒʃə(r)/

### New technology

banknote (n) /ˈbæŋk.nəʊt/  
 chip (n) ★★ /tʃɪp/  
 consist (v) ★★★ /kənˈsɪst/  
 contender (n) /kənˈtendə(r)/  
 illegal (adj) ★★ /ɪˈliːɡ(ə)l/  
 memory (n) ★★★ /ˈmem(ə)ri/  
 polymer (n) /ˈpɒlɪmə(r)/  
 postdoctoral (adj) /ˌpɔːstˈdɒkt(ə)rəl/  
 rewarding (adj) /rɪˈwɔː(r)dɪŋ/  
 security (n) /sɪˈkjʊərəti/  
 tag (n) ★ /tæg/  
 theory (n) (in theory) ★★★ /ˈθɪəri/  
 trace (v) ★★ /treɪs/  
 track (v) ★★★ /træk/  
 upgrade (v) ★ /ʌpˈɡreɪd/  
 weapon (n) ★★★ /ˈwepən/

### The environment

accurate (adj) ★★ /ˈækjʊrət/  
 briefing (n) /ˈbriːfɪŋ/  
 chart (n) ★★ /tʃɑː(r)t/  
 climate (n) /ˈklaɪmət/  
 depletion (n) /dɪˈpliːʃn/  
 depth (in depth) (n) ★★★ /depθ/  
 energy (n) ★★★ /ˈenə(r)dʒi/  
 farming (n) ★ /ˈfɑː(r)mɪŋ/  
 green (adj) ★★★ /ɡriːn/  
 instant (adj) ★★ /ɪnstənt/  
 issue (n) ★★★ /ɪʃuː/  
 materialism (n) /məˈtɪəriə,lɪz(ə)m/  
 oil (oil field) (n) /ɔɪl/  
 organic (adj) ★ /ɔː(r)ˈɡænik/  
 poison (n) ★ /ˈpɔɪz(ə)n/  
 relative (adj) ★★★ /ˈrelətɪv/  
 renovate (v) /ˈrenəveɪt/  
 specific (adj) ★★★ /spəˈsɪfɪk/  
 tackle (v) ★★ /ˈtæk(ə)l/  
 trial (n) ★★★ /ˈtraɪəl/

## Unit 7

### Places to live

academic (adj) ★★★ /ˌækəˈdemɪk/  
 apartment (n) ★ /əˈpɑː(r)tmənt/  
 application (n) ★★★ /ˌæplɪˈkeɪʃ(ə)n/  
 brochure (n) ★ /ˈbrɔːʃə(r)/  
 campus (n) ★ /ˈkæmpəs/  
 complex (n) ★★ /ˈkɒmpleks/  
 contract (n) ★★★ /ˈkɒntrækt/  
 dorm (n) /dɔː(r)m/  
 elevator (n) /ˈeləveɪtə(r)/  
 facilities (n) ★★★ /fəˈsɪləti/  
 faculty (n) ★★ /ˈfæk(ə)lti/  
 furnished (adj) /ˈfɜː(r)nɪʃt/  
 graffiti (n) /ɡrəˈfiːti/  
 laboratory (n) ★★ /læˈbɒrət(ə)ri/  
 laundry (n) /ˈlɔːndri/  
 lecturer (n) ★★ /ˈlektʃərə(r)/  
 lounge (n) ★ /laʊndʒ/  
 male (n) ★★★ /meɪl/

member (n) ★★★  
 neighbourhood (n) ★★  
 privacy (n) ★  
 professor (n) ★★  
 reception (n) ★★  
 regulate (v) ★★  
 scene (n) (scenery) ★★★  
 share (v) (sharing) ★★★  
 smart (adj) ★★★  
 strict (adj) ★★  
 studio (n) ★★★  
 tuition (n) ★  
 villa (n) ★  
 yard (n) ★★★  
 year (n) ★★★

/ˈmembə(r)/  
 /ˈneɪbə(r)hʊd/  
 /ˈpraɪvəsi/  
 /prəˈfesə(r)/  
 /rɪˈsepʃ(ə)n/  
 /ˈregjuleɪt/  
 /si:n/  
 /ʃeə(r)/  
 /sma:(r)t/  
 /strikt/  
 /ˈstju:diəʊ/  
 /tju:ˈtʃ(ə)n/  
 /ˈvɪlə/  
 /jɑ:(r)d/  
 /jɪə(r)/

**House decoration**

candle (n) ★★  
 carpet (n) ★★  
 ceramic (adj)  
 consideration (n) ★★★  
 conventional (adj) ★★★  
 decorate (v) ★★  
 display (v) ★★★  
 idiosyncratic (adj)  
 impress (v) ★★  
 lampshade (n)  
 mat (n) ★★★  
 paint (n) ★★★  
 picture (n) ★★★  
 poster (n) ★★  
 rubbish (n) ★★  
 shelf (n) (shelves) ★  
 significance (n) ★★  
 tool (n) ★★★  
 wood (n) ★★★

/'kænd(ə)l/  
 /'kɑ:(r)pɪt/  
 /sə'reɪmɪk/  
 /kən,sɪdə'reɪʃ(ə)n/  
 /kən'venʃ(ə)nəl/  
 /'dekəreɪt/  
 /dɪ'spleɪ/  
 /ɪ'diəʊsɪŋ'krætɪk/  
 /ɪm'pres/  
 /'læmp,ʃeɪd/  
 /mæt/  
 /peɪnt/  
 /'pɪktʃə(r)/  
 /'pəʊstə(r)/  
 /'rʌbɪʃ/  
 /ʃelf/  
 /sɪg'nɪfɪkəns/  
 /tu:l/  
 /wʊd/

**Other words and phrases**

activity (n) ★★★  
 brainstorm (n)  
 cosmopolitan (adj)  
 cross-country (adj) ★  
 denominator (n)  
 despise (v)  
 entire (adj) ★★★  
 extreme (adj) ★★  
 miserable (adj) ★  
 must (n) (a must)  
 neat (adj) ★★  
 operation (n) ★★★  
 purely (adj) ★★  
 rickshaw (n)  
 skiing (n)  
 slim (adj) ★★  
 spice (n)  
 stand (v) ★★★  
 traditional (adj) ★★★

/æk'tɪvəti/  
 /'breɪn,stɔ:(r)m/  
 /kɒzmə'pɒlɪt(ə)n/  
 /krɒs/ /'kʌntri/  
 /dɪ'nɒmɪ,neɪtə(r)/  
 /dɪ'spaɪz/  
 /ɪn'taɪə(r)/  
 /ɪk'stri:m/  
 /'mɪz(ə)rəb(ə)l/  
 /məst/  
 /ni:t/  
 /ɒpə'reɪʃ(ə)n/  
 /'pɜ:pə'reɪʃ(ə)n/  
 /'rɪk,ʃɔ:/  
 /'ski:ɪŋ/  
 /slɪm/  
 /spɑ:s/  
 /stænd/  
 /trə'dɪʃ(ə)nəl/

**Phrasal verbs**

block (v) (block out)  
 break (v) (break down) ★★★  
 check-in (v) ★★★

/blɒk/ /aʊt/  
 /breɪk/ /daʊn/  
 /tʃek/ /ɪn/

check-out (v)  
 close (v) (close down) ★★★  
 give (v) (give away) ★★★  
 go (v) (go down) ★★★  
 go (v) (go out)  
 move (v) (move out) ★★★  
 put (v) (put away) ★★★  
 put (v) (put up with)  
 take (v) (take care of) ★★★  
 take (v) (take down)  
 throw (v) (throw out) ★★★  
 turn (v) (turn down) ★★★  
 turn (v) (turn off)

/tʃek/ /aʊt/  
 /kləʊz/ /daʊn/  
 /gɪv/ /ə'weɪ/  
 /gəʊ/ /daʊn/  
 /gəʊ/ /aʊt/  
 /mu:v/ /aʊt/  
 /pʊt/ /ə'weɪ/  
 /pʊt/ /ʌp/ /wɪθ/  
 /teɪk/ /keə(r)/ /əv/  
 /teɪk/ /daʊn/  
 /θrəʊ/ /aʊt/  
 /tɜ:(r)n/ /daʊn/  
 /tɜ:(r)n/ /ɒf/

**Holidays**

browse (v) ★  
 conserve (v)  
 corniche (n)  
 heritage (n) ★★  
 holy (adj) ★★  
 monument (n) ★★  
 receptionist (n) ★  
 scenery (n) ★  
 shrine (n)  
 spectacular (adj) ★★  
 stunning (adj) ★  
 transfer (v) ★★★  
 temperate (adj)

/braʊz/  
 /kən'sɜ:(r)v/  
 /kɔ:(r)nɪʃ/  
 /'herɪtɪdʒ/  
 /'həʊli/  
 /'mɒnjumənt/  
 /rɪ'sepʃ(ə)nɪst/  
 /'si:nəri/  
 /ʃraɪn/  
 /spek'tækjʊlə(r)/  
 /'stʌnɪŋ/  
 /træns'fɜ:(r)/  
 /'temp(ə)rət/

**Unit 8**

**Unsolved crimes**

accuse (v) ★★★  
 arrest (v) ★★  
 assassin (n)  
 assassination (n) ★  
 attempt (n) ★★★  
 bodyguard (n) ★  
 bullet (n) ★★  
 charge (n) ★★★  
 connect (v) ★★★  
 conspiracy (n) ★  
 cover-up (n)  
 crime (n) ★★★  
 declare (v) ★★★  
 downtown (adj)  
 gunshot (n)  
 inauguration (n)  
 inequality (n) ★  
 interrogate (v)  
 investigator (n) ★  
 karate (n) (karate chop)  
 limousine (n)  
 motorcade (n)  
 murder (n) ★★★  
 poverty (n) ★★  
 prison (n) ★★★  
 responsible (adj) ★★★  
 rifle (n) ( )  
 rob (v) ★★  
 scream (n) ★

/ə'kju:z/  
 /ə'rest/  
 /ə'sæsɪn/  
 /ə'sæsɪn'eɪʃ(ə)n/  
 /ə'tempt/  
 /'bɒdɪ,gɑ:(r)d/  
 /'bʊlɪt/  
 /tʃɑ:(r)dʒ/  
 /kə'nekt/  
 /kən'spɪrəsi/  
 /'kʌvə(r)/ /ʌp/  
 /kraɪm/  
 /dɪ'kleə(r)/  
 /daʊn'taʊn/  
 /'gʌn,ʃɒt/  
 /ɪ,nə:ɡju'reɪʃ(ə)n/  
 /ɪnɪ'kwɒləti/  
 /ɪn'terəgeɪt/  
 /ɪn'vestɪgətə(r)/  
 /kə'reɪti/ /tʃɒp/  
 /lɪmə'zi:n/  
 /'məʊtə(r),keɪd/  
 /'mɜ:(r)də(r)/  
 /'pɒvə(r)ti/  
 /'prɪz(ə)n/  
 /rɪ'spɒnsəb(ə)l/  
 /'raɪf(ə)l/  
 /rɒb/  
 /skri:m/

serve (v)	/sɜ:(r)v/
solve (v) ★★★	/sɒlv/
steal (v) ★★★	/sti:l/
suicide (n) ★★	/'su:ɪsaɪd/
suspect (v) ★★★	/sə'spekt/
tension (n) ★★★	/'tenʃ(ə)n/
theft (art theft) (n) ★★	/θeft/
threat (n) ★★★	/θret/
unidentified (adj)	/ˌʌnaɪ'dentɪfaɪd/
unsolved (adj)	/ʌn'sɒlvd/
version (n) ★★★	/'vɜ:(r)ʃ(ə)n/
vicinity (n)	/və'sɪnəti/
visible (adj) ★★	/'vɪzəb(ə)l/
witness (n) ★★	/'wɪtnəs/
wound (n) ★★	/wu:nd/

### Crime and punishment

colonize (v)	/'kɒlənaɪz/
commit (v) ★★★	/kə'mɪt/
condemn (v) ★★	/kən'dem/
deport (v)	/dɪ'pɔ:(r)t/
practice (n) ★★★	/'præktɪs/
proclamation (n)	/'prɒklə'meɪʃ(ə)n/
punishment (n) ★★	/'pʌnɪʃmənt/
recognition (n) ★★★	/'rekəg'nɪʃ(ə)n/
sentence (n) ★★★	/'sentəns/
settle (v) ★★★	/'set(ə)l/
settlement (n) ★★	/'set(ə)lmənt/
trace (v) ★★	/treɪs/

### Other words and phrases

depressed (adj) ★★	/dɪ'prest/
disturbance (n) ★★	/dɪ'stɜ:(r)bəns/
elect (v) ★★★	/ɪ'lekt/
end (n) (end of the road) ★★★	/end/
fence (n) ★★	/fens/
income (n) ★★★	/'ɪnkʌm/
influx (n)	/'ɪnflʌks/
navy (n) ★★	/'neɪvi/
origin (n) ★★★	/'ɒrɪdʒɪn/
oversleep (v)	/'əʊvə(r)'sli:p/
painting (n) ★★★	/'peɪntɪŋ/
pity (n) (a pity) ★★	/'pɪti/
pose (v) ★★	/pəʊz/
post (n) ★★★	/pəʊst/
rate (n) ★★★	/reɪt/
silence (n) ★★★	/'saɪləns/

### International crime

access (n) ★★★	/'ækses/
archive (n) ★	/'ɑ:(r)'kaɪv/
border (n) ★★★	/'bɔ:(r)də(r)/
case (n) ★★★	/keɪs/
coordinate (v) ★	/kəʊ'ɔ:(r)dɪneɪt/
cooperation (n) ★★	/kəʊ'ɒpə'reɪʃ(ə)n/
conduct (v) ★★★	/kən'dʌkt/
enforcement (n) ★★	/'ɪn'fɔ:(r)smənt/
exist (v) ★★★	/'ɪg'zɪst/
file (n) ★★★	/faɪl/
gang (n) ★★	/gæŋ/
headquarters (n) ★★	/'hed'kwɔ:(r)tə(r)z/

keyboard (n) ★	/'ki:bɔ:(r)d/
manual (n) ★★	/'mænjuəl/
penthouse (n)	/'pent'haʊs/
police force (n) ★★★	/'pɔ:li:s/ /'fɔ:(r)s/
query (n) ★	/'kwɪəri/
rare (adj) ★★★	/reə(r)/
respectable (adj) ★	/'rɪ'spektəb(ə)l/
senior (adj) ★★★	/'si:nɪə(r)/
store (v) ★★	/stɔ:(r)/
swindle (v) (swindler)	/'swɪnd(ə)l/
track (v) ★	/'træk/
trick (v) ★	/'trɪk/
ultimate (adj) ★★	/'ʌltɪmət/
vital (adj) ★★★	/'vaɪt(ə)l/

### Other words and phrases

anonymous (adj) ★	/'ɒnɒnɪməs/
benefactor (n)	/'benɪ'fæktə(r)/
blacksmith (n)	/'blæk'smɪθ/
exile (n) ★	/'eksɪl/
forgery (n)	/'fɔ:(r)dʒə(r)/
gentleman (n) ★★★	/'dʒent(ə)lmən/
identity (n) ★★★	/'aɪ'dentɪti/
regret (v) ★★	/'rɪ'ɡret/
terrify (v)	/'terəfaɪ/

### Choosing a job

concern (v) (to be concerned) ★★	/'kɒn'sɜ:(r)n/
control ★★★	/'kɒn'trəʊl/
light (n) (traffic lights) ★★★	/laɪt/
protect (v) ★★★	/'prɒ'tekt/
uphold (v) ★	/'ʌp'həʊld/

### Progress test Units 5–8

ant (n) ★	/ænt/
antennae (n)	/'æn'tenə/
archer (n)	/'ɑ:(r)tʃə(r)/
arrow (n) ★★	/'ærəʊ/
bamboo (n)	/'bæm'bu:/
bow (n)	/'bəʊ/
dolphin (n) ★	/'dɒlfɪn/
elderly (adj) ★★★	/'eldə(r)li/
model (n) ★★★	/'mɒd(ə)l/
parrot (n) ★	/'pærət/
sew (v) ★	/seʊ/

# Macmillan Education

4 Crinan Street, London N1 9XW  
A division of Macmillan Publishers Limited  
Companies and representatives throughout the world

ISBN: 978-0-230-46295-3

Text © Simon Brewster, Paul Davies and Mickey Rogers (additional material for Workbook by JoAnn Miller) 2013  
Additional text for this edition by Nick McIver and Terry Cook  
Design and illustration © Macmillan Publishers Limited 2013

Published under licence from Editorial Macmillan de Mexico, S.A. de C.V.

The authors have asserted their rights to be identified as the authors of this work  
in accordance with the Copyright, Designs and Patents Act 1988.

First published 2009  
Updated in 2016

All rights reserved; no part of this publication may be  
reproduced, stored in a retrieval system, transmitted in any  
form or by any means, electronic, mechanical, photocopying,  
recording, or otherwise, without the prior written permission  
of the publishers.

Original page layout by ZED  
This edition page layout by Alex Tucker  
Original cover design by Oliver Design

The author and publishers would like to thank the following for permission to reproduce their photographs:  
**Alamy**/Acestock Ltd p5(d), Alamy/Alvey & Towers Picture library p34(b), Alamy/Buzzshotz p15, Alamy/  
Nial McDiarmid p19, Alamy/Radius Images cover; Alamy/Stock Connection Blue p46; **Bananastock** p5(b);  
**Brand X** p34(a); **Comstock** p37; **Corbis** p34(e), Corbis/David Aubrey p30, Corbis/Sean De Burca p22, Corbis/  
FoodPhotography E./the food passionates p17, Corbis/Les and Dave Jacobs/cultura p8, Corbis/Turba p20;  
**Getty Images** pp 32, 34(c); **Gulf Images**/Hi Brow Arabia p5(a); **Grapheast** p7; **Imagesource** pp 5(c), 34(d);  
**Mary Evans Picture Library** p49; **Rex Features** p13.

Printed and bound in the Kingdom of Saudi Arabia  
2020 2019 2018 2017 2016  
11 10 9 8 7 6 5 4 3 2