



Workbook
كتاب النشاط ★



Flying High

REVISED
EDITION

for Saudi Arabia

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6

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1 Study plans

- Grammar** ▶ Present simple, Past simple, Present continuous, Past continuous
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Studying at university

1 Write the words in the correct column. Write *n* (noun), *v* (verb) or *n/v*.

assignment become independent continuous assessment
 course extra-curricular activity fail hall of residence lecture
 notes pass research resit revise student student facilities
 student loan term tutor tutorial undergraduate



Studying at university	Living at university	People	Exams
<i>course (n)</i>	<i>student facilities (n)</i>	<i>student (n)</i>	<i>pass (n/v)</i>

2 Use the word given in CAPITALS to form a word that fits in the gap.

- You learn to be when you stop living with your parents. **DEPEND**
- One way of checking a student's progress at university is by assessment. **CONTINUE**
- Students have to do for each of the subjects they study at university. **ASSIGN**
- A is a type of class at university. **TUTOR**
- When they are not at lectures, students can choose to do extra-curricular **ACTIVE**

Life at university

3 Choose the correct alternative, a, b, or c.

- I have to be more **b** now that I'm studying away from home.
 a friendly b independent c abroad
- Our history starts at 2.30 and finishes at 4.00 this afternoon.
 a tutor b term c lecture
- Salman can't come out with us for dinner tonight because he's for a test tomorrow.
 a marking b re-sitting c revising
- My brother is studying for a in Physics at university in Canada.
 a graduate b degree c research
- When I read the that I took in my tutorial, I couldn't understand them!
 a course b activities c notes
- I've got to hand in my tomorrow.
 a assignment b grade c tutor



4 Complete the answers using words from 1.

- MAJID:** You enjoy university, don't you, Freddie?
FOUAD: It's great!
MAJID: Where do you live when you are at university?
FOUAD: In a **(1)**
MAJID: And how do you pay for everything? You haven't got a job, have you?
FOUAD: No. I get a **(2)**
MAJID: What do you do in your spare time?
FOUAD: There are lots of clubs which arrange **(3)**
MAJID: What are the teachers called there?
FOUAD: They're called lecturers or **(4)**
MAJID: What's that paper you're reading?
FOUAD: An article on the latest **(5)** into anti-viral drugs.
MAJID: How do you think you'll do in your end-of-term exams?
FOUAD: I hope I'll **(6)** them all!

1 You are going to read an interview with Fahd, who studied at the University of Auckland in New Zealand on the King Abdullah Scholarship Programme. First, read the questions and predict the answers to questions 1 and 2.

- 1 What was the greatest challenge you had to overcome?
.....
- 2 Why should students study abroad?
.....
- 3 Was the style of teaching different?
- 4 How was your accommodation?
- 5 What was your favourite attraction in Auckland?
- 6 What is your best memory of New Zealand?

2 Now read the interview and match the questions with the paragraphs.

A
The experiences gained during an extended time abroad are absolutely invaluable. Now that I have spent a semester away from my home country, I am more aware of the huge variety of cultures around the world. I am also more aware of the similarities amongst people. With Auckland being such an international centre, I especially enjoyed the excitement of sharing laughter and making memories with new friends from around the world.

B
I chose to do a homestay. I would definitely recommend the homestay experience if you are looking for a taste of the real New Zealand lifestyle. I suppose I would have met more of my fellow students more quickly if I'd stayed in a hall of residence, but the overall experience was entirely worthwhile.

C
Mount Eden was fantastic for a great view of the city and an exhilarating walk to the top of its crater. I also enjoyed being able to jog along the northern edge of the city towards Mission Bay. Though Mission Bay itself was just beyond a comfortable jogging distance, I could spend about NZ\$1.60 and get there in five minutes on the bus.

D
I thought that the style of teaching for each of my classes was a nice contrast to what I've experienced in Saudi Arabia. For each major lecture, there would be a professor brought in who specialised in that field. In my Biopsychology course, we had three different professors, each with a different specialty. Lectures were also more interactive as we were encouraged to take part and be a part of the lecture instead of just listening to somebody talking.

E
I always enjoyed the spontaneity of my life in Auckland. One week near the end of my stay, a friend and I decided that we should visit Australia while we were still so near (1,000 miles versus 8,000!). Four days before departing for Sydney and Tasmania, we began our preparations, purchased our flights and booked our hostels. We had a complete blast and I definitely learned to enjoy planning on the spur of the moment! It was a time that I think will always really stand out in my mind as very special.

F
It was a bit difficult to initiate conversation with the locals at the university to begin with. But I found that once I attended several on-campus activities, this challenge became less of a concern. I decided to become a member of a sailing club. The friends that I met through the club proved to be of great assistance during my adjustment to living abroad, and we are still in contact today.



3 Are these sentences true (T) or false (F)?

- | | |
|--|------|
| 1 Fahd met people of many nationalities in Auckland. | T/F. |
| 2 Fahd wishes he had stayed in a hall of residence. | T/F. |
| 3 Fahd used to enjoy jogging to Mission Bay when he lived in Auckland. | T/F. |
| 4 Fahd found subjects were taught in a similar way to the way they are taught in Saudi Arabia. | T/F. |
| 5 According to Fahd, many New Zealand citizens live outside New Zealand. | T/F. |
| 6 Fahd decided to take a trip to Australia without much time to prepare. | T/F. |
| 7 At first, Fahd found it hard to communicate with New Zealanders. | T/F. |

4 Find these words in the text and work out which definition is correct.

- | | |
|------------------------------|--|
| 1 invaluable (paragraph A) | without value/ <u>very useful</u> |
| 2 taste (paragraph B) | sample/style |
| 3 exhilarating (paragraph C) | exciting/dangerous |
| 4 interactive (paragraph D) | when everyone takes part/when computers are used |
| 5 spontaneity (paragraph E) | behaving strangely/behaving without planning |
| 6 blast (paragraph E) | great time/disaster |
| 7 adjustment (paragraph F) | time of getting used to something/time of travelling |

5 Consider the following questions and make notes. You will use your notes on page 8.

- 1 If you were going to study abroad, where would you choose to go? Why?
.....
.....
- 2 What advantages do students have who study abroad?
.....
.....
- 3 What advantages do universities gain from having lots of foreign students?
.....
.....

Present simple, present continuous, past simple and past continuous

1 Write the tense that is used when we talk about the following situations. Then write your own example for each.

- 1 actions that are happening now *present continuous*
Everyone's sitting down now so we can start the lecture.
- 2 actions that happen very often and are annoying or irritating
.....
- 3 present routines or habits
.....
- 4 changing situations in the present
.....
- 5 activities in progress in the past
.....
- 6 temporary actions in the present
.....
- 7 present states
.....
- 8 finished actions in the past
.....
- 9 things that are always or generally true
.....

2 Read about Hassan's night out. Then complete the sentences with the correct past tense forms of the verbs given.

It's the night of the book launch ...

- 7.30: Hassan arrives at the venue. He stands outside the main entrance.
- 7.40: Hassan's friend Ahmed arrives. They go inside.
- 7.45: Hassan and Ahmed start to look for their other friends.
- 8.15: The main speaker begins to talk.
- 8.20: Hassan and Ahmed find their friends.
- 9.30: The author signs copies of their books.
- 9.35: Hassan and Ahmed take the bus home.



At the book launch last night ...

- 1 Hassan (stand) outside when Ahmed (arrive).
- 2 Hassan and Ahmed (go) inside as soon as Ahmed (arrive).
- 3 Hassan and Ahmed (look for) their friends when the main speaker (begin) to talk.
- 4 The author (talk) when Ahmed and Hassan (find) their friends at 8.20.
- 5 After the author (sign) their books, Ahmed and Hassan (take) the bus home.

3 Look at the information about a university library. Describe the library using the correct present tense of these verbs.

close construct contain extend open run

HARELOW UNIVERSITY LIBRARY

Opening hours
Term-time: 24-hour access all week
Vacation: Weekdays, 9 am–5.25 pm

Number of books
 50,000 books

Current building work
 basement storage area: extension
 new exhibition area: construction

Librarians
 Dr Maria Gurther, Felicity Johnson

The library contains 50,000 books.

Present perfect and present perfect continuous

4 Complete the text about George with present perfect simple or continuous form of the verbs given.

George **(1)** just (start) his second year as a university student. He **(2)** (study) psychology up until now, but recently he **(3)** (decide) that he wants to study something else. His tutors **(4)** (tell) him to think very carefully before changing his course. For now, George **(5)** (follow) his tutor's advice. He **(6)** (go) to all his Psychology lectures and he **(7)** (think) more about what he wants to do.

Grammar extension

5 Write about your studies, your leisure time activities, any job you do and where you live. Use the present perfect and the present perfect continuous, and these words.

always for just never since yet

.....

▶ Developing vocabulary

do and make

1 Write these words under the correct heading to make expressions.

a course an assignment breakfast a decision
~~an exam~~ an excuse friends the housework
 a mistake a noise a promise the shopping
 sport a suggestion well

do	make
<i>do an exam</i>	

2 Read what the people did and write short sentences using some of the expressions above.

- The exam room was all quiet, then Suraya dropped her pencil case on the floor.
Suraya made a noise.
- Taja went to the wrong place for her lecture.
- Bayan spent all day cleaning her sitting room, kitchen and bedrooms.
- Hawa finished her Spanish classes last week.
- Laila won the second prize in a poetry-writing competition.
- Kalil said he couldn't go out because he had a headache.
- Fouad wrote 2000 words and handed it in to his tutor.

3 Write sentences about the following.

- how often you make dinner

- when you last made a phone call

- someone you've done a favour for recently

- an important decision you made recently

- who does the shopping in your household

- if you do sport, what sports you do



Vocabulary extension: phrasal verbs with do and make

4 Match the verbs in *italics* (1–6) with their definitions (a–f).

- I think they need to *do up* the old parts of the university. *d.*
 - I take my mobile phone everywhere. I couldn't *do without* it.
 - Can you *make out* who that is in the photo? It's not clear.
 - I'm going to *make* this part of my bedroom *into* an office.
 - I'm going to take Helen some flowers to *make up for* missing our family celebration when she was ill.
 - I like *making up* stories to tell my nieces and nephews.
- a be able to see, hear or understand something, but with difficulty
 b say or write something that is not true
 c make something bad become good, or reduce the effect of something bad
 d repair or decorate a building so that it looks attractive
 e change one thing so it becomes another thing
 f manage, despite not having something

Gerunds and infinitives 1

1 Complete the sentences with the gerund or infinitive form of the verbs given.

Preparing for life at university or college

- 1 (sort out) your finances is vital.
- 2 It is important (set up) a bank account before you start university.
- 3 (check) the suitability of your accommodation is essential.
- 4 Find out how often it is necessary (make) accommodation payments.
- 5 Set up an email account (help) you keep in contact with your family and friends.
- 6 Find out about local transport; although (walk) may save you money, you may be safer at night if you use public transport or drive.
- 7 Learn (cook) some simple, cheap meals.
- 8 If your accommodation involves (share) costs with others, decide how bills will be divided amongst you.
- 9 Write a list of things you want (take) well in advance to avoid (forget) anything.
- 10 Check whether there is anything you need (do) before attending your first lecture.

2 Look at 1 again. Which of the sentences follow these rules?

- 1 The infinitive is used after certain verbs.
- 2 The infinitive is used immediately after an adjective.
- 3 The infinitive is used to give a reason or purpose for doing something.
- 4 The gerund is used after certain verbs.
- 5 The gerund is used as the subject of a sentence.

3 Match the two parts of the sentences.

- | | | | |
|--------------------------|-------|---|------------------------------|
| 1 I'm qualified | | a | the weather to warm up soon. |
| 2 I am not interested in | | b | to buy a car. |
| 3 I would never risk | | c | to give first aid. |
| 4 I've recently decided | | d | leaving my bike unlocked. |
| 5 I'm expecting | | e | becoming a bank manager |

4 Correct the error in each sentence. Underline the wrong word(s) and write the correct word(s) on the line.

- 1 Jamal cycles to school for keep fit.
- 2 My friends tried to encourage me going on the roller coaster but I couldn't.
- 3 The book shop owner suggested buy this new thriller – do you know it?
- 4 Make sure your password is something you'll find easy to remembered.
- 5 Salman promised text his parents as soon as he found out his test results.
- 6 None of my friends can standing eating the food in the school canteen.
- 7 Yasmin is always the first person at finishing her work in class.
- 8 Have you ever considered to become a police officer?



Grammar extension

5 Write sentences that are true for you, using these gerunds and infinitives.

cycling playing researching to revise to pass
to study to be writing

- 1 *I don't like cycling when it's raining.*
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Giving personal information

1 Read the answers and write the questions.

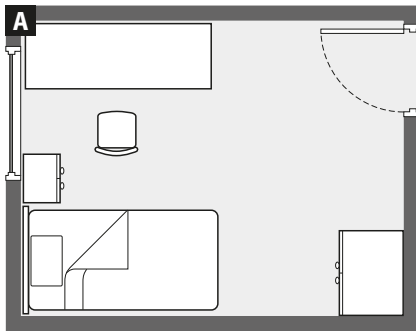
Future study plans

- | | |
|---|--|
| <p>1 <i>What would you like to do after you've finished school?</i>
I'd like to go to university after I've finished school.</p> <p>2
I'm not sure which one. I need to go and look at some of them first and then decide which place would be the best for me to study in.</p> <p>3
I enjoy maths and biology, but I think I'd prefer to do biology at university.</p> | <p>4
I think I'd prefer to go to university away from home. If I lived at home, I wouldn't be so independent.</p> <p>5
I don't know if I'd want to. I've never been abroad before, so it might be difficult for me to go and study in a different country. I think I'd prefer to study in my own country.</p> <p>6
In the first year, I'd rather live in a hall of residence. Maybe after that, I'd live in a house with some friends.</p> |
|---|--|

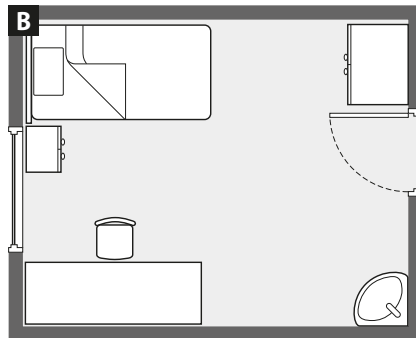
2 Look at the questions you've written for 1. Give your own answers. If you don't want to go to university, answer the questions for a job.

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

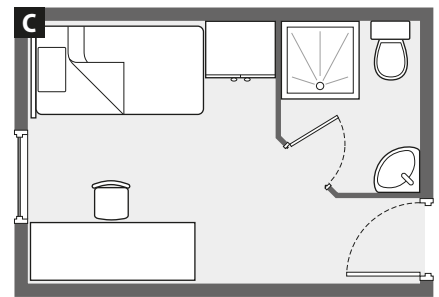
3 Look at the floor layouts of three student's rooms in university halls of residence and match them to the room descriptions.



Ensuite room: single study bedrooms with ensuite facilities comprising shower, washbasin and toilet. Kitchens are usually shared by no more than 5 residents.



Standard room: single study bedrooms without a washbasin. Bathrooms and kitchens are normally shared between 8 or more residents



Standard plus room: larger single study bedrooms with a washbasin and large single beds. Bathrooms and kitchens are shared by no more than 5 residents.

4 Answer the questions about the rooms. 5 Read the completed form and write about Khaled's preferences.

- 1 What are the main differences between the three rooms?
.....
.....
- 2 Which one would you prefer to live in and why?
.....
.....
.....

North Richmond University Halls of Residence

Name:

Choosing your hall. Step one. Please tick your preferences.

- | | |
|--|---|
| 1 share a room with one other person <input type="radio"/> | have your own room <input checked="" type="radio"/> |
| 2 cook for yourself <input checked="" type="radio"/> | eat in university restaurants <input type="radio"/> |
| 3 live in a flat <input checked="" type="radio"/> | live in a room on a corridor <input type="radio"/> |
| 4 stay in the hall for vacations <input type="radio"/> | go away for vacations <input checked="" type="radio"/> |
| 5 live in the city centre <input type="radio"/> | live outside the city centre <input checked="" type="radio"/> |

- 1 (rather) *He'd rather have his own room than share a room.*
 2 (prefer)
 3 (rather)
 4 (prefer)
 5 (rather)

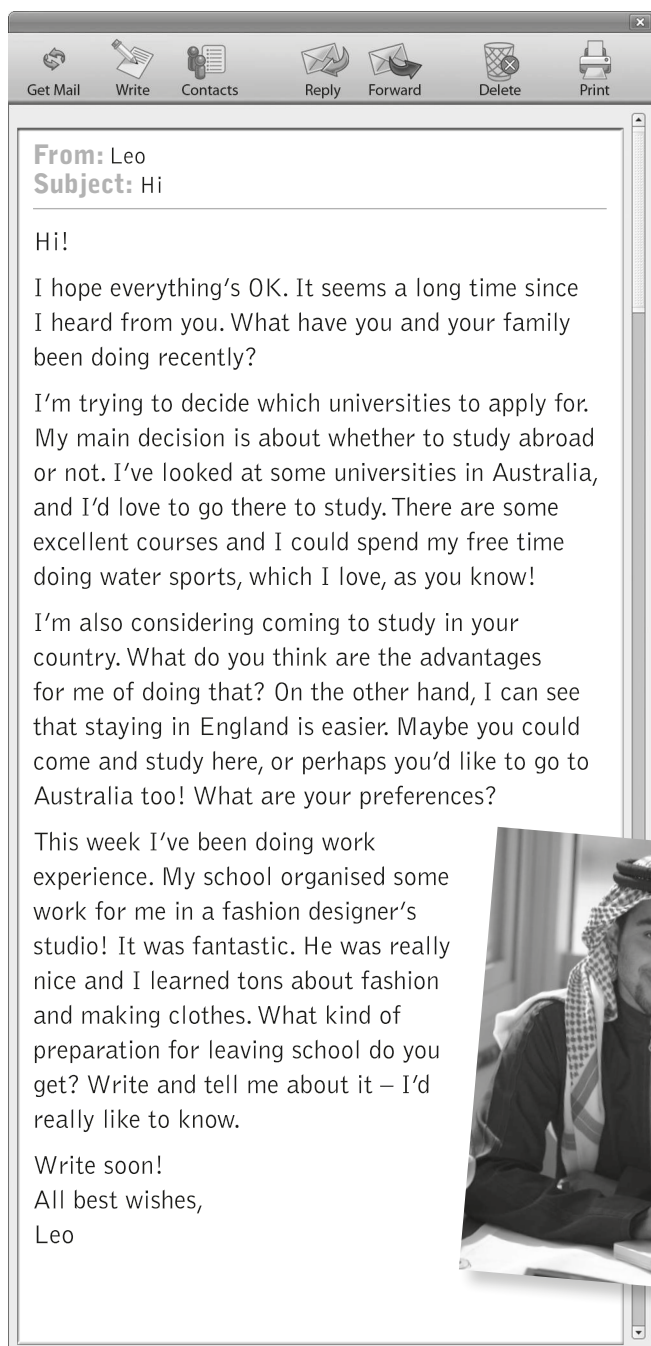
An informal email replying to a request for information

1 Read the expressions and write *formal* or *informal*.

- 1 Hi Ali! *informal*.....
- 2 Dear Mr Sulaiman
- 3 It was great to hear from you.
- 4 All the best
- 5 Yours sincerely
- 6 Thanks
- 7 I am writing to complain about one of your products.
.....
- 8 I would be grateful if you could send me a copy of the photograph.
- 9 I'd love a copy of that photo – can you send me one?
.....

2 Read the email from an English friend called Leo. Underline the points that Leo wants you to answer.

3 Write a reply to Leo in an informal email.



2 Work experience

- Grammar** ▶ Past perfect simple and continuous
 ▶ Past and present habits ▶ Gerunds and infinitives 2
- Vocabulary** ▶ Work and jobs – conditions, stages, phrasal verbs, etc.
- Speaking** ▶ Stimulus-based discussions 1
- Writing** ▶ An opinion essay 1

▶ Vocabulary

Work conditions and responsibilities

1 What kind of work do these people do? Place a tick (✓) in each box that you think applies to each job.

	Farmers	Nurses	PAs	Firefighters
usually work long hours	✓			
usually do shift work				
usually work from 9–5				
are usually very well-paid				
are skilled				
usually work indoors				
often work outdoors				
are often self-employed				
are usually employees				
work in dangerous conditions				
mainly do paperwork				
mainly do manual work				
deal with lots of different people				



Stages of a job

2 Are these stages of a job usually positive or negative?

Circle the correct face.

- | | | |
|-------------------------|---|---|
| 1 I was offered a job. | ☺ | ☹ |
| 2 I was fired. | ☺ | ☹ |
| 3 I got promotion. | ☺ | ☹ |
| 4 I was made redundant. | ☺ | ☹ |
| 5 I retired. | ☺ | ☹ |

3 Complete the job advertisement with the words from the box. What job do you think this advertisement is for?

deal with experience get promotion responsible
 stressful training

You will be (1) for the day-to-day operation of the restaurant and for the level of service our establishment provides. You will have to (2) management, kitchen staff and customer services personnel in sometimes (3) conditions. It will be possible to (4) when you have gained further (5) of supervising staff in our organisation. Relevant (6) will be provided through Al-Hokair Institute.

4 Fahd's dad wants Fahd to be a doctor. But Fahd wants to be a firefighter. Match Fahd's responses to his dad's points.

- | | |
|---|---|
| 1 DAD: Doctors are very well-paid. | |
| FAHD: | c |
| 2 DAD: Firefighters have to work in very dangerous conditions. | |
| FAHD: | |
| 3 DAD: Firefighters usually have to do night shifts. | |
| FAHD: | |
| 4 DAD: Firefighters have to work outdoors, which must be hard in winter. | |
| FAHD: | |
| 5 DAD: What about the qualifications you've got from school that you won't need if you become a firefighter? | |
| FAHD: | |
- a But that suits me. I don't want to work indoors all the time.
 b And so do doctors. They often have to work long hours, too.
 c But firefighters can earn a good salary and they get an excellent pension when they retire.
 d But I won't be a firefighter forever. I might want to go to university later in my life.
 e Yes, but doctors' work can be very stressful and difficult.

1 Before you read, look at the photos and make notes on the following:

- 1 the conditions the people are working in
- 2 how you think the workers might feel
- 3 what aspects of each job make it dangerous



Oil driller Drillers can take home between 130,000 SAR and 170,000 SAR on average annually. Drilling is dangerous because of gas leaks that can lead to explosions. An average oil driller works 12 hours a day with only a handful of breaks.

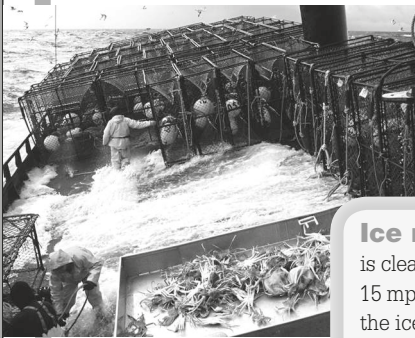
America's Toughest Jobs is a reality television show that was broadcast on American television. Thirteen contestants competed to win the prize which was the sum of all the salaries that employees would earn in the first year of doing these jobs.

Logger Loggers earn an average salary of 165,000 SAR. It's not only the danger posed by falling trees that makes logging so hazardous: the cutting machinery and other equipment make it an extremely dangerous occupation.

King-crab fisherman A crew member's annual salary averages 150,000–187,000 SAR, depending on how successful the season is. The dangers they face are fairly obvious: working with difficult-to-manage equipment in an extremely harsh environment, surrounded by freezing sea waters.

In each episode, the contestants left their safe and comfortable careers to attempt some of the most challenging and dangerous jobs on earth. They were supervised and evaluated by actual workers or employers in those jobs. The supervisors selected the best-performing contestants for praise, and also judged which contestants performed the worst. One of the worst had to leave each week's show.

Gold miner A gold miner can get 7,500–15,000 SAR per ounce of gold. Gold miners in Alaska live and work in the mountains, standing in icy cold rivers, sometimes working 24 hours a day.



The series showed the contestants suffering sea-sickness on board ship in the Bering sea, narrowly avoiding falling tree trunks, performing mountain rescues and connecting oil pipes in 43°C heat. They also had to do maintenance work on a bridge 60 metres above a harbour, perform jumps in a monster truck, stand in an icy river all day, search for gold and drive a truck across frozen Alaska.

Bridge crew worker A bridge crew member requires most of the same skills as any other construction job. The workers are at risk of being injured in accidents and falling from dangerous heights. A typical salary is 170,000 SAR.

Ice road trucker Ice roads are created when snow is cleared from frozen lakes. Truckers can't drive faster than 15 mph, in order to prevent waves from occurring under the ice's surface. One of the greatest hazards for a trucker is when ice contracts and expands, causing it to crack. A trucker can make around 2,800 SAR a load.

Mountain rescuer Freezing temperatures and high altitude make this a particularly dangerous job. Other major risks are avalanches and falls. Hurricane-force winds add to the danger. Salaries start at around 190,000 SAR.

2 Write one-word answers.

- 1 What type of TV show is *America's Toughest Jobs*?
a _____ show
- 2 What was the prize?
the _____ of several salaries added together
- 3 Who judged the contestants?
_____ or others who worked in the jobs
- 4 Which job involved working in hot conditions?
the _____ industry job
- 5 Where did contestants have to stand in an icy river?
In _____

3 According to the texts, which workers ...

- 1 work very long hours?
_____ and _____
- 2 have to use especially dangerous tools?
_____ and _____
- 3 are paid each time they work rather than a salary?

4 Which of the underlined words in the texts mean the same as the following words:

- 1 dangers _____
- 2 dangerous _____
- 3 job _____
- 4 building _____
- 5 managed _____
- 6 team _____
- 7 earn _____

5 Answer the following questions about the jobs in the text.

- 1 Would you like to be a contestant in a show like *America's Toughest Jobs*? Why/Why not?

- 2 Which of the jobs do you think is the toughest and why?

- 3 Do you think the amount of money paid to these workers is fair? Why/Why not?

Past perfect simple and past perfect continuous

- 1 Read the rules and write them in the correct column. One of the sentences should be written in both columns.
 - 1 This gives more importance to the duration of actions.
 - 2 This is formed with *had + been + -ing* form of the main verb.
 - 3 This gives more importance to completed actions.
 - 4 This is used to talk about actions that occurred before another action.
 - 5 This is formed with *had +* the past participle of the main verb.

Past perfect simple	Past perfect continuous

- 2 Read the sentences and complete the sentences with *Kamal, Khalifa* or *Yousef*.

At the bus stop
10.00: Kamal arrived
10.05: Khalifa arrived
10.10: the bus arrived and left
10.15: Yousef arrived

- 1 When Khalifa arrived at the bus stop,
had been waiting for five minutes.
- 2 When Khalifa arrived at the bus stop,
hadn't arrived yet.

- 3 When arrived at the bus stop, the bus had already gone.
- 4 When the bus arrived at the bus stop,
had been waiting for five minutes.

- 3 Complete the text with the correct past simple or past perfect form of the verbs from the box.

decide host see work get graduate

Josh Temple

Josh Temple was the host of *America's Toughest Jobs*. The most useful experience he brought to the show was seven years in construction and travelling, which he did after he (1) from the University of California with a degree in history.



Temple (2) to take TV journalism classes after he (3) an advert in the press in the late 1990s. He quickly became a company member of the California Broadcasters Union. Before he became a TV programme host, Temple (4) on a regional newspaper. Then, in 2003, he (5) his first hosting job on *Dude Room* for the Discovery Channel. He started his job on *America's Toughest Jobs* after making the *The Clubhouse*, a show about golf which he (6) for three years.

Past habits

- 4 Rewrite the sentences using the tense or structure given.
 - 1 Ahmed's a teacher now, but he was a construction worker before. (used to)
.....
 - 2 Reema ate the chocolate then she put the wrapper in the bin. (past perfect simple + after)
.....
 - 3 When she was a young child, Sawsan ate ketchup with every meal. (would)
.....
 - 4 Mr Taher talked for half an hour then Kamal started to get bored. (past perfect continuous + after)
.....
 - 5 Yasser had no car at one time. (not use to)
.....

Grammar extension

- 5 Look at the information about the contestants in another reality show called *Top Jobs*. Write about their job histories using the past perfect simple and continuous.

Fahd

Job when he joined the show: 2 years as investment banker
Past jobs: garbage man, car salesman
Job after the show: police officer

When he joined the show, Fahd had been working as an investment banker for two years. Before that, he had been a garbage man and a salesman. He became a police officer after he had taken part in the show.

Omar

Job when he joined the show: 1 year as a mechanic
Past jobs: construction worker, machine operator
Job after the show: monster truck driver

Waheed

Job when he joined the show: 5 years as computer programmer
Past jobs: journalist
Job after the show: owner of a computer software company

Saleh

Job when he joined the show: 3 years as an administrative assistant
Past jobs: classroom assistant
Job after the show: national parks officer

Azzam

Job when he joined the show: 4 years as a personal trainer
Past jobs: waiter, shop assistant
Job after the show: gym manager

Phrasal verbs connected with work

1 Match the comments (a-f) to the people (1-6).

- 1 Majed wants to get ahead.c....
- 2 Bilal wants to keep at a task.
- 3 Fawzan wants to work on a project.
- 4 Fida wants to fill in a form.
- 5 Jack wants to turn a job down.
- 6 Tahira wants to take over from someone.

a I need to do some research and then start writing it up.

b I'm not going to go home until I've finished writing this report.

c I'm going to work really hard so that I can progress quickly in the company.

d I'd like to work in this shop, so when Bayan leaves, I'll apply for her job.

e To apply, I've got to put my details in the boxes on this page.

f I don't think this company is right for me so I'm not going to accept their job offer.

2 Invent endings for these sentences using the phrasal verb given.

- 1 The company's range of kitchen tools is out of date now, so their designers (work on)
- 2 Although it's nearly dark outside, Jihad needs to finish painting the house. He says he'll (keep at)
- 3 I had an interview at a fantastic place today. If they offer me the job, (not turn down)
- 4 Mike Stefano, the head teacher at Yedster School, has retired and Leo Tyler (take over)
- 5 My dad owns a business which (set up)

3 Answer these questions.

- 1 What was the last form that you filled in?
.....
- 2 What would make you turn down a job that you had been offered?
.....
- 3 What subject or skill do you most need to work on at school or in your job?
.....

Vocabulary extension: the world of work

4 Look at the picture. Write notes about the following.

- 1 What could the people be discussing?
.....
- 2 What usually happens at a meeting?
.....



5 Match the phrasal verbs with their meanings. Use your dictionary.

- | | |
|--------------|--------------------------------|
| 1 drag on | a make arrangements for |
| 2 stick to | b record |
| 3 draw up | c write down in a list |
| 4 set up | d take too much time |
| 5 carry out | e distribute to several people |
| 6 follow up | f do something about |
| 7 send out | g complete |
| 8 write down | h stay with |

6 Read the tips about holding meetings. Write the correct phrasal verb from 5 in each gap.

How to (1) and run a meeting

- > **(2)** an agenda which includes topics for discussion, timings and details of participants.
- > **(3)** the agenda to all participants well before the meeting.
- > Start the meeting on time.
- > **(4)** the agenda as closely as possible.
- > Don't let a discussion **(5)** too long; there needs to be enough time for all the topics on the agenda.
- > **(6)** all the decisions made at the meeting.
- > Appoint someone to **(7)** each action agreed at the meeting.
- > At the end of the meeting, review how effective it was and **(8)** any suggested improvements at the next meeting.

Gerunds and infinitives 2

1 Choose the correct alternative.

- 1 Mohammed forgot to go to the dentist's.
Mohammed didn't go to the dentist's when he should have / can't remember being at the dentist's.
- 2 George remembers seeing Paul at the lecture.
George needed to see Paul and saw him/saw Paul and can now remember it.
- 3 Hamza forgot to wear his cycle helmet.
Hamza couldn't remember whether he had worn his helmet/didn't remember to put his helmet on.
- 4 Salman stopped to take off his glasses and clean them.
Salman stopped when he wanted to clean his glasses/he was taking off his glasses.
- 5 Khalil likes to cook dinner on Wednesdays because both his parents work late.
Khalil cooks on Wednesdays because it's a good idea/he enjoys it.



2 Complete the sentences with the correct form of the verbs given.

- 1 My grandma her clothes in the river when she was a girl. (remember/wash)
- 2 I've got to clothes – my wardrobe is full! (stop/buy)
- 3 No one a cake for Jamila's graduation so I made one for her. (remember/buy)
- 4 Haider had to his shoelace when he was out running. (stop/tie up)
- 5 Tarek more than any other activity. (like/windsurf)
- 6 Don't me when you get back – I want to hear all about your trip. (forget/ring)
- 7 Raad his falcon twice a day. (like/feed)
- 8 Saleh says he will never the TV star. (forget/meet)

Present habits

3 Answer the questions about present habits and write an example.

- 1 Which tense do we use most often to talk about present habits and routines?
Example:
- 2 Which tense do we use with *always, continually, forever* or *constantly* to talk about present habits that are annoying or unusual in some way?
Example:
- 3 Which future form do we use to talk about present repeated or habitual behaviour which we find annoying or unusual in some way?
Example:

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- 1 My brother borrows my camera a lot. It's very annoying.
FOREVER
My brother my camera.
- 2 At weekends, Darren usually meets up with his brother in town.
WILL
Most weekends, Darren his brother in town.
- 3 Harry's funny – he often talks to himself!
ALWAYS
Harry
- 4 Sultan has an annoying habit of texting when you're trying to speak to him.
WILL
Sultan when you're trying to speak to him – it's such an annoying habit!

Grammar extension

5 Find the mistakes and rewrite the sentences correctly.

- 1 Salwa is constantly texts me about silly things.
.....
- 2 Some birds are always building their nests in the same place each year.
.....
- 3 On Thursdays, Kamal will often spend the whole day reading.
.....
- 4 Faisal and Bassam constantly are taking photos of each other.
.....
- 5 Our sports teacher does forever tell us that we can be stars if we want to be.
.....

Stimulus-based discussions 1

A Country: United States Average salaries

Job	National Salary Data	\$0	\$30K	\$60K	\$90K
Attorney / Lawyer	\$77,292				
Registered Nurse	\$55,069				
Executive Assistant	\$46,218				
Staff Accountant	\$43,903				
Office Manager	\$40,628				
Administrative / Office Manager	\$39,643				
Administrative Assistant	\$33,762				

Country: United States | Currency: USD | Updated: 18 Mar 2011 | Individuals Reporting: 634,010

D *I'm a great believer in luck, and I find the harder I work, the more I have of it.*
Thomas Jefferson



C **3,000 bank staff earned over £1 million last year, says Financial Services Authority**

E Top 10 Highest-Earning Footballers 2012

- 1 Lionel Messi (Barcelona) £27.5m.
- 2 David Beckham (LA Galaxy) £26.2m.
- 3 Cristiano Ronaldo (Real Madrid) £24.3m.
- 4 Samuel Eto'o (Anzhi Makhachkala) £19.4m.
- 5 Wayne Rooney (Manchester United) £17.2m.
- 6 Sergio Aguero (Manchester City) £15.7m.
- 7 Yaya Toure (Manchester City) £14.7m.
- 8 Fernando Torres (Chelsea) £13.9m.
- 9 Ricardo Kaka (Real Madrid) £12.9m.
- 10 Philip Lahm (Bayern Munich) £11.9m.

1 Find the following elements on this page:

- 1 a quotation
- 2 a headline
- 3 a table
- 4 a bar chart
- 5 a photo

2 Look at each piece of stimulus again. What is each one about? Use the phrases from the Speaking Bank on page 22 of the Student's Book.

- 1
- 2
- 3
- 4
- 5

3 What topic connects all the different elements?

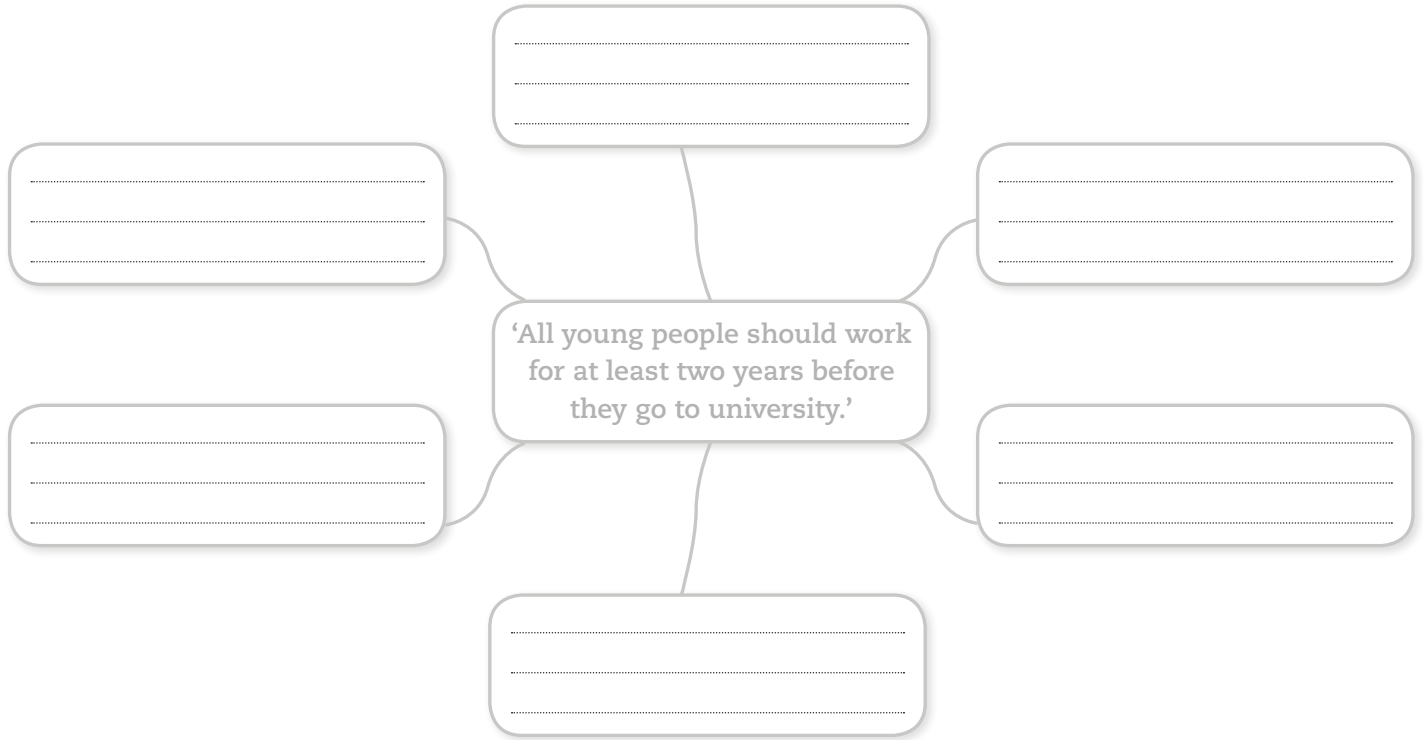
.....

4 Give your opinions on the topics raised on this page.

.....

An opinion essay

- 1** Read this statement, which is an essay title. Do you agree or disagree with it? Write your ideas in the form of short notes or a mind map here:



- 2** Organise your ideas in notes in this essay plan.

Paragraph 1: Introduction. General statement on the topic and your opinion.

.....

Paragraph 2: First, most important reason for your opinion.

.....

Paragraph 3: One or two other reasons for your opinion or another person's opinion and why you disagree with it.

.....

Paragraph 4: Summary and conclusion. Re-state your opinion.

.....

- 3** Write your essay using your plan.

.....

Revision: Units 1–2

Grammar

1 Choose the correct alternative.

- 1 Dolphins (*always live/are always living*) in social groups.
- 2 My aunt and uncle (*get on/are getting on*) their plane to Hong Kong as we speak.
- 3 (*Did you walk/Were you walking*) down Madinah Street at about 10 o'clock? I think I saw you.
- 4 Sue is (*always/often*) using my stuff. I wish she wouldn't.
- 5 Ali (*didn't start/wasn't starting*) speaking until he was two.
- 6 She woke up and felt great: the birds (*were singing/sang*) and it was a bright, sunny day.

/ 6 points

2 Write the present perfect simple or continuous form of the verb.

- 1 I (walk) 20 kilometres today and now I want a bath and an early night!
- 2 Nader is fed up because he (wait) for his package to arrive for two weeks now.
- 3 you (finish) your breakfast yet? We need to go.
- 4 My eyes are feeling really tired because I (look) at a computer screen all afternoon.

/ 4 points

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between one and five words.

- 1 First, Rafik went to the library, then he went to meet his cousin in the café.
HAD
After Rafik the library, he met his cousin in the café.
- 2 Henry was the shortest boy in the class but now he's the tallest.
USED
Henry the shortest boy in the class but now he's the tallest.
- 3 Azzam studied the theory for three hours but still didn't understand it.
BEEN
Azzam didn't understand the theory even after he it for three hours.
- 4 Saif had tea with his grandma every Monday until she moved.
WOULD
Every Monday until she moved, Saif with his grandma.
- 5 Dina didn't feel well for about a month before her operation.
BEEN
Before her operation, Dina well for about a month.

- 6 Jafar didn't do much sport when he was younger.

USE

Jafar much sport when he was younger.

- 7 Freddie didn't revise before the exam and then it seemed hard.

HAD

The exam seemed hard to Freddie because he before it.

/ 7 points

4 Gerunds and infinitives. Write the correct form of the verb.

- 1 I only enjoy (sail) in the summer when it's hot.
- 2 I mustn't forget (do) my homework this evening.
- 3 Sometimes, I get nervous about (talk) to people I don't know.
- 4 Faisal remembered (meet) Hakim but he couldn't remember where.
- 5 Do you like (go) to museums?
- 6 It's too late (study) now. Why don't you go to bed?
- 7 Stop (write) now please. That's the end of the exam.

/ 7 points

Total

/ 24 points

Vocabulary

1 Write the correct word from the box. There is one extra word that you do not need.

assignment facilities lecture loan residence
term tutor tutorial undergraduate

- 1 You can live in a hall of at university.
- 2 The marks a university student's work.
- 3 When you study for your first degree, you are an
- 4 The at universities often include sports centres, restaurants and IT centres.
- 5 An is a piece of work you do at university.
- 6 You might need a student to pay your living costs while at university.
- 7 A is a division of an academic year.
- 8 There are usually not many students in a

/ 8 points

2 Complete the opposites.

- | | |
|------------------|-----------------|
| 1 work indoors | work |
| 2 do shift work | work from |
| 3 be an employee | be an |
| 4 work part-time | work |
| 5 unskilled work | work |

/ 5 points

3 Complete the text with a suitable verb in each gap.

Getting a job

First, you have to **(1)** for a job in newspapers or online. If you see an advertisement for a job that you want, you ask for a form or send in your CV to **(2)** for it. If this is successful, you are **(3)** a job and then you can decide whether you want to take it or not.

/ 3 points

4 Write do or make.

- How often do you dinner?
- Just your best and you'll be fine.
- Can I a suggestion?
- If you a promise, you should keep it.
- Can you me a favour?

/ 5 points

Reading

1 Read the text about shop work for teenagers in the UK and complete the sentences below with between one and three words.

Shop work for teenagers

The best way for you, a teenager, to find work in a retail store is to identify the type of store you'd like to work in and simply pay a visit to the store and ask the manager whether he or she has any part-time vacancies. If you have special interests or hobbies you could work in a store which matches your interest, like a book shop, cycle store or clothing store. Of course you could also look for something near your house like a local supermarket or newsagents. You can find job advertisements in your local newspaper, but most teenagers get their first job by just asking what's available.

Most shop jobs will be in sales and, although you'll be expected to have a decent standard of education, all tills are computerised these days so you don't have to be a genius at maths. In fact, nearly all store

5 Phrasal verbs. Write a word from each box in each gap. There are two extra words in each box that you do not need.

fill get keep set take turn work

ahead at down in on over up

- You need to this form before you see the doctor.
- I don't want to work at night so I will the job.
- There is only one school in our town but some parents are planning to a new one.
- Some students have worked all weekend so they can with their exam preparation.
- My dad's firm is going to another firm because its owner wants to retire.

/ 5 points

Total / 26 points

- Teenagers are advised to go and ask the manager of the store they want to work in whether there are any at their store.
- A cycle store is an example of a store which might match your
- According to the text, most store managers will want an employee to be educated, to have and confidence.
- As well as wages, employees may get on goods in the store they work in.
- You cannot work in a shop in the UK until you are

/ 5 points

Writing

2 Read the writing task. Write notes on this topic, organising your ideas into different paragraphs. Then write an essay.

'Schools and universities should give young people help in choosing and getting jobs.' What is your opinion?

/ 10 points

Total / 15 points

3 Space and time

- Grammar** ▶ Future forms ▶ future activities in the past, future continuous, future perfect, future perfect continuous
- Vocabulary** ▶ Space and space travel ▶ *Travel/trip/journey/voyage*
▶ Prefixes
- Speaking** ▶ Stimulus-based discussions 2
- Writing** ▶ A story

▶ Vocabulary

1 Look at the pictures and write the word. Use the word in the shaded column to complete 13.

1 T

2 S

3 A

4 L

5 M

6 M

7 A

8 G

9 A

10 A

11 O

12 U

13

13

2 Answer the questions. If you have forgotten, the words in 1 and 2 on page 36 of the Student's Book will help you.

- 1 What was Vostok 1?
- 2 What was Sputnik 1?
- 3 What is the telescope in space called?
- 4 What events happen at the Kennedy Space Centre?
- 5 When does a spacecraft's temperature rise dramatically?
- 6 What was called Columbia?
- 7 What are Neil Armstrong, Michael Collins and Buzz Aldrin famous for?
- 8 Who was the first Arab astronaut?

3 *Travel, journey, trip or voyage?* Write the most appropriate word after each sentence.

- 1 I flew across the Atlantic from London to Boston and then took the train across four states.
.....
- 2 I work on a yacht and I sailed all the way around the world. It took three years!
.....
- 3 I took the plane from Riyadh to Dubai early yesterday morning and came back in the evening.
.....
- 4 My aunts and uncles live in lots of different countries so we're always taking flights and getting on trains.
.....

▶ Reading

1 Before you read the text about the International Space Station, write notes about what you already know.

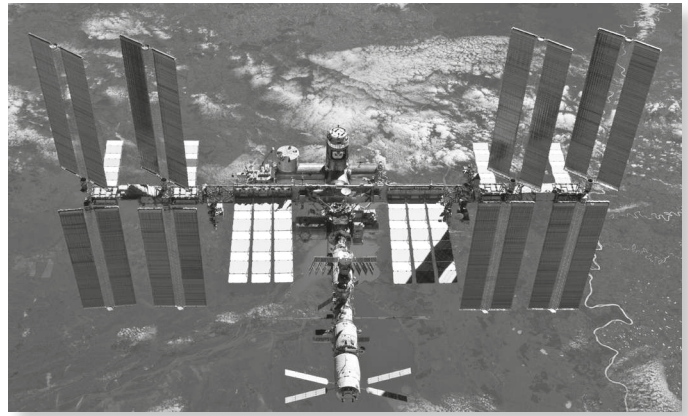
1 what it is and where it is

2 how you think it got into space

3 what you think will happen to it eventually

2 Read the text. Choose from sentences a–f the one that fits the gap. There is one extra sentence which you do not need to use.

- a The 'ISS End-of-Life Disposal Plan' was prepared by Michael Suffredini, NASA's manager for the ISS program.
- b Jones also says that NASA is well aware of the space station's weakest and strongest features after its long years in service.
- c In February, NASA's shuttle Endeavour delivered a new set of windows to the ISS during the STS-130 shuttle mission.
- d ISS will be in operation until at least 2020, but eventually it will have to be decommissioned without adding to the amount of space junk already in orbit around the Earth.
- e For former shuttle astronaut and space station visitor Tom Jones, the end of the ISS is a valuable opportunity.
- f In November 2010, the second decade of human occupation of the International Space Station (ISS) station began, setting a record for being the longest continuously-inhabited spacecraft.



3 Look at **2** again. Underline the words in the text which helped you match the missing sentences.

4 Find the following words in the texts and guess their meaning. Use your dictionary.

- 1 space tourists (paragraph 1)
- 2 modules (paragraph 1)
- 3 de-orbit (paragraph 3)
- 4 a watery grave (paragraph 3)
- 5 deep space (paragraph 4)
- 6 stepping stone (paragraph 4)

5 Consider the following arguments and write your opinion below.

How do you dispose of a space station?

(1) About 15 nations have contributed funding, personnel, knowledge, modules and other hardware, with 200 astronauts and space tourists visiting the station over that time.

(2) NASA planners are looking into how to bring down the space station and drop it into remote ocean waters with the least damage to the environment. Meanwhile, other experts are arguing that pieces of the station's hardware should be recycled for other duties in space.

(3) According to this document, NASA (the National Aeronautics and Space Administration, the U.S. space agency) has had discussions with the European Space Agency and the Russian Space Program about a de-orbit craft for use to help drive the space station into its ultimate watery grave.

(4) He is excited about the possibility of re-using parts of the space station in future space missions, such as the plan to travel to an asteroid. He believes that the space station could be used as a 'knowledge stepping stone' to lead us towards the goal of exploring deep space. 'I know NASA's plans to send its explorers into deep space include power systems, living areas, life support systems, laboratories and so on. I think NASA is wise to look into how practical it might be to choose still valuable ISS components and either build them into a deep-space vehicle, or even move some of the station to a place where it becomes even more useful to future exploration efforts,' Jones said.

(5) 'After another 10 or more years, the station partners will have a very good idea what parts have a lot more life and usefulness left, or could live on as part of a new vehicle,' Jones said. 'I think our station partners will do the smartest thing, which is to make the fullest use of the ISS in its present or future form.'



Is the International Space Station a waste of money?
Yes ...

The little useful science it has provided could have been discovered more cheaply using robot (unmanned) spacecraft.

It has given science a bad name by involving commercial elements such as space tourism.

Low-earth orbit is less exciting than the exploration of the Moon and planets.

No ...

It formed a bond of scientific collaboration between nearly 20 nations involved in the space station.

It is a brilliant scientific and technological achievement that will be useful for further space missions.

It caused technological advancements such as medical imaging, which produces pictures of the inside of bodies. Medical imaging was developed from NASA's use of signal processing to provide clearer imaging from the space station.

I think that the ISS (is/is not) a waste of money. The main reason I think this is ...

.....

.....

.....

.....

Future forms

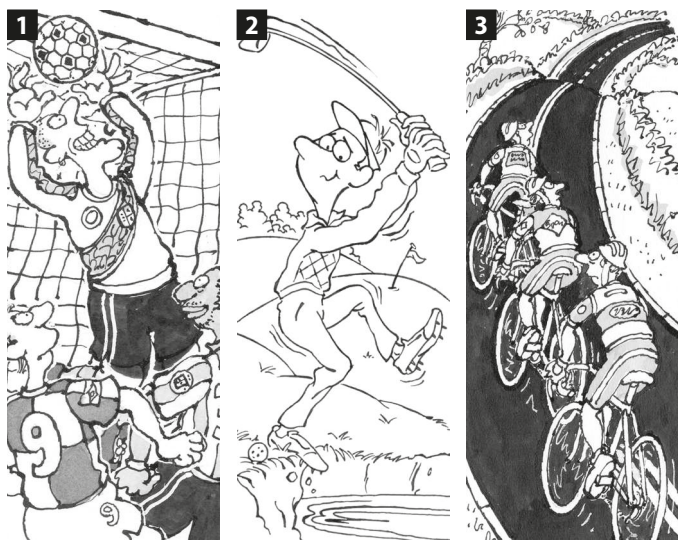
1 Match the two parts of the rules about verb forms we use to talk about the future.

- | | |
|-------------------------------------|---|
| 1 We use the present simple after | a predictions based on evidence. |
| 2 We use <i>going to</i> for | b predictions based on thoughts, opinions and expectations. |
| 3 We use <i>going to</i> for | c plans and intentions. |
| 4 We use the present continuous for | d confirmed plans and arrangements. |
| 5 We use <i>will</i> for | e expressions of time such as <i>when, before, as soon as, etc.</i> |

2 Decide whether each statement is an intention (I) or a prediction based on evidence (P).

- My little brother is growing so quickly. He's going to be taller than me soon. P
- Tawfik has slowed down a lot. He's never going to win the race now.
- Rafik says he is going to give up eating chocolate in the New Year.
- My headache has gone now so I'm going to go out today after all.
- What are you going to do if you don't get into university?

3 Look at the pictures and write what you think will happen next.



I think the goalie will

4 Choose the correct alternative.

- He is going to study maths when he is going/goes to university.
- Hamza plays/is playing tennis at the leisure centre later.
- Saif should get some new trainers before he starts/is starting his athletics training.
- I meet/'m meeting Bilal at the Space Centre tomorrow.

Future activities in the past

5 Tick (✓) the sentences which talk about the future in the past.

- I went to bed early because I had an early start the next day.
- If I could choose any job, I would be an astronaut
- The International Space Station was to close next year but its life has been extended.
- Hamza was about to eat an apple when he saw a caterpillar in it.
- Fida saw a meteorite when she was looking through her telescope on Tuesday.

6 Complete the text with the words in the box. One word is used twice.

about going was were would

Sky show

This week, despite the bitter cold, many of us have gone out into our gardens thinking we **(1) were** to see amazing events in the sky above us. Astronomers had told us that we **(2) would** see a solar eclipse on Monday. But in my part of the country, it was too cloudy to see the sun with or without an eclipse. On Tuesday, my plan was that I was **(3) going** to look for Venus, Uranus and Jupiter, all of which are closer to us than usual. Unfortunately, just as I was **(4) about** to go outside to search the sky for these planets, it began to snow, so once again we couldn't witness anything but the reality of life on earth. Yesterday, I tried again. The astronomers promised there **(5) would** be a meteor shower and the weather forecasters promised that we **(6) would** have clear skies. They were both right and I don't know which event was more exciting: having clear skies here or the spectacular meteor shower!

Grammar extension

7 Write about the following.

- your plans for staying fit and healthy in the coming year
- your predictions for world events in the coming year
- your predictions for technology for the next decade
- events or activities you have arranged for the year ahead

.....

▶ Developing vocabulary

1 Which words can have these prefixes? Some words may go in two or more rows. Use your dictionary to check.

able appeared booked calculate consider
 cosmonaut estimate graduate historic national
 paid pilot populated possible president operate
 regular stoppable understood write 1990

co-	
dis-	
ex-	
im-	
inter-	
ir-	
mis-	
over-	
post-	
pre-	
re-	
un-	
under-	

2 Answer the questions.

- Which prefixes give a word a negative or opposite meaning?
.....
- Which prefix means 'after'?
- Which prefix means 'not enough'?
- Which prefix means 'together'?
- Which prefix is added to a verb to mean 'do again'?
.....
- Which prefix means 'was, but is not now'?
- Which prefix is added to a verb to mean 'do wrongly or badly'?
- Which prefix means 'between or amongst'?
.....
- Which prefix means 'too much'?
- Which prefix means 'before'?

3 Choose eight of the words from the box in **1** and write definitions of them. Use your dictionary if necessary.

.....

4 Write a short exclamation in response to each of these statements using one of these adjectives with a prefix.

believable logical ~~likely~~ possible responsible usual

- I'm going to be an astronaut one day!
That's unlikely!
- My brother and a friend went on his boat without lifejackets.
That was
- Look! I've got us tickets for the football match tomorrow!
.....
- When I want to sleep well, I drink lots of coffee.
.....
- I want to learn to fly like a bird.
.....
- Julian eats salad with tomato ketchup.
.....

Vocabulary extension: more words with prefixes

5 Write the word beside each definition and use it in an example sentence.

- not necessary = *unnecessary*
It's so cloudy and cool today that wearing sun cream's unnecessary.
- not patient =
- not capable =
- not successful =
- not possible =
- don't agree =
- not visible =

Future continuous, future perfect simple and future perfect continuous

1 Match the verb forms with the tenses and their uses.

Verb form	Tense	We use it to talk about ...
will have done	future continuous	how long an activity has been in progress at a particular future point
will be doing	future perfect continuous	activities in progress at a particular point in the future
will have been doing	future perfect	activities/states that will be finished before a particular point in the future

3 Match the pictures to each pair of sentences 1–5. Then complete the sentences with the future continuous, perfect or perfect continuous.

- 1 Picture:
 - a In 10 years' time, he (start school).
 - b In 10 years' time, he (study lots of different school subjects).
- 2 Picture:
 - a In 10 years' time, he (still work in a shop) .
 - b In 10 years' time, he (become a shop manager).
- 3 Picture:
 - a In 10 years' time, he (manage a restaurant for about 2 years) .
 - b In 10 years' time, he (qualify as a chef).
- 4 Picture:
 - a In 10 years' time, he (win his first big race).
 - b In 10 years' time, he (train for the next Olympics).
- 5 Picture:
 - a In 10 years' time, he (retire).
 - b In 10 years' time, he (travel around the world for six months).

2 Read the sentences and choose the correct alternative.

- 1 Miryam will have arrived home by six o'clock.
At 6 o'clock, Miryam will be already at home/going into her home.
- 2 Bilal will be running in his first marathon on March 23rd next year.
Bilal first marathon will be before March 23rd /during March 23rd.
- 3 Saad will have been coaching our team for five years in May.
In May, Saad will become the team coach for 5 years/complete 5 years as team coach.



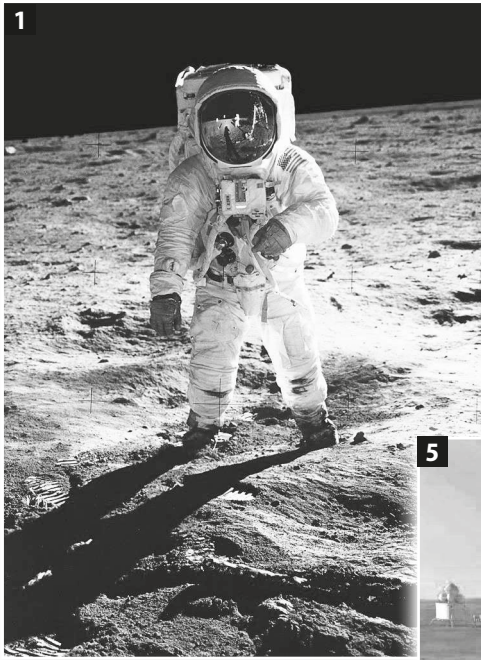
Grammar extension

4 Answer the questions. Use full sentences.

- 1 What important exams will you have done by 2030?
.....
- 2 Do you think you will you have grown any taller by 2030?
.....
- 3 Will you still be studying in 2030?
.....
- 4 How well will you be speaking English in 2030?
.....
- 5 What new thing will you have learned to do by 2030?
.....

- 6 Do you think you will have bought a house by 2030?
.....
- 7 Which country will you be living in in 2030?
.....
- 8 In what other ways do you think you and your life will have changed by 2030?
.....
.....
.....

Stimulus-based discussions 2



4 *For our generation and many that will follow, Mars is the New World.*
Robert Zubrin

2 **Mars for life!**
NASA's proposed mission will send a group of astronauts to Mars who will become permanent settlers. They will receive regular supplies from Earth, but will not themselves return.

3 *By the mid-2030s, I believe we'll be able to send humans to orbit Mars and return them safely to Earth. And a landing on Mars will follow.*
NASA spokesperson, 2012



- 1 What topic connects all the different elements?
- 2 Look at 1–5 in 1 again. Describe and explain each one. Use these phrases and others from the Speaking Bank on Page 34.

To express certainty:	To express your interpretation:
He is saying that ...	I think this one means ...
It's an artist's impression of ...	This/He seems to be saying that ...
	I assume that this is ...

- 3 Look at the pieces of stimulus again and answer the questions.

- 1 What do you think the person is feeling?
.....
.....
- 2 Do you think this is a real headline? Why/Why not?
.....
.....
- 3 What advantage do political leaders gain when large space missions are announced?
.....
.....
- 4 America was once the 'New World' to Europeans. What are the similarities between America as the New World and Mars as the New World?
.....
.....
- 5 Would you like to visit this place?
.....
.....

- 4 Read more information about the headline in 1. Make notes below to prepare to speak about the following. Use the expressions in the Speaking Bank on page 34 of the Student's Book.

Do you think such missions are a good idea? Give your reasons. Why do you think people have volunteered to go on such a mission?

NASA is actively investigating the possibility of humans colonising other worlds in one-way missions.

One-way missions bring planet colonisation within technological and financial possibility.

Mars is the most likely planet to have substantial quantities of water.

Astronauts would be sent supplies from Earth but they would become self-sufficient as soon as possible.

Such a mission would require not only major international cooperation, but a return to the spirit of exploration and risk-taking ethos of Columbus and Ibn Battuta.

.....

.....

.....

.....

.....

4 Extraordinary behaviour

Grammar ▶ Making comparisons ▶ Articles
▶ So/such/too/enough

Vocabulary ▶ Personality adjectives ▶ Noun suffixes

Speaking ▶ Presentations 1

Writing ▶ A description

▶ Vocabulary

Personality

- 1 Choose a word from the box that each person *must* and *must not be* in order to do their job. Use each word at least once.

assertive bossy determined insecure
narrow-minded nervous patient polite quiet
reserved tactful tactless

	must be	must NOT be
a surgeon	<i>patient</i>	<i>nervous</i>
a teacher		
a pilot		
a tour guide		
a diplomat		
a taxi driver		
an ice-road trucker		
a zoo keeper		



- 2 Match each adjective 1–6 with a word from the box to make a compound adjective, and then match it to the description of a person.

confident fisted going headed ~~mind~~ working

- broad-*headed*
 - tight-.....
 - easy-.....
 - big-.....
 - self-.....
 - hard-.....
- Some people don't like Faris because he's just so in love with himself.
 - Laila's very open and will try to see everyone's point of view. *1*
 - Omar's always calm – I've never seen him upset or angry.
 - Jamal never spends much when he goes out – he lets his friends pay.
 - Haifa does about four hours revision every night after school.
 - Ahmed never gets nervous about talking in front of lots of other people or to people he doesn't know.

- 3 Find another word that can go with the words below to make compound adjectives. Use your dictionary. Add any other adjectives you know that are formed from two words.

adjective	definition
tight-.....
big-.....
hard-.....
well-.....

- 4 Choose five of the adjectives from page 38 in the Student's Book to describe someone you like. Write a sentence explaining why you chose the adjective.

Person: *My friend Nadia*

1 generous: She often gives me lovely presents.

Person:

-
-
-
-
-

1 Look at the cartoon. Imagine this was your child. How do you think you would feel? Why?

- proud?
- worried?
- amused?
- something else?

2 Why might the following happen to child geniuses when they grow up? Why?

- 1 They find it hard to fit in socially.
- 2 They have problems finding a job.
- 3 They stop doing the thing that they did so well when they were children.

Jeremy Roberts

At three he was so brainy that staff at his nursery asked him to help when their computer went wrong! Jeremy, from Watford, said: 'I can remember one of the staff who was new looking for a member of staff called Jeremy to help sort out a problem with their computer and then she realised it was me.' He attended ordinary state schools and became increasingly frustrated. 'I used to get so bored because I was ahead of everyone,' said Jeremy. But when he went abroad at the age of 17 to study for an International Baccalaureate he was inspired and ended up with one of the best marks possible. Now he's studying Legal Studies at a study centre in Florida. 'I'm happy with how my life's turned out,' says Jeremy.

Adam Dent

At 14 Adam was studying chemistry at Oxford but a year later he left. He did an Open University degree while stacking shelves in a supermarket and then went back to Oxford and graduated with a first class honours degree in chemistry in 2002. Adam, from Aylesbury, Bucks, now an IT consultant, said, 'Being a child genius is a double-edged sword. It can be as much a curse as a gift.'

Ganesh Sittampalam

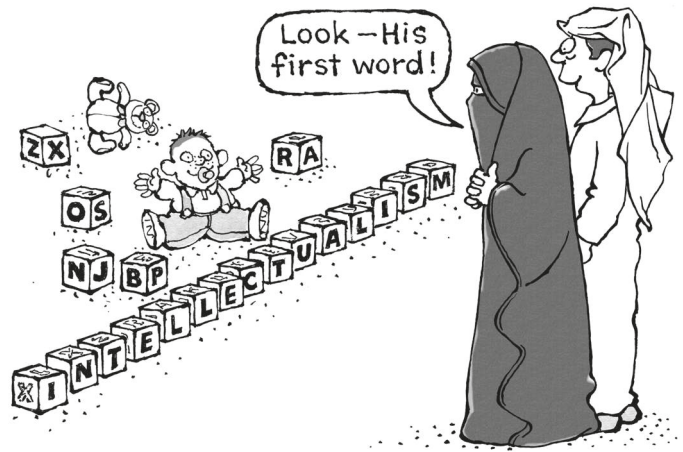
Ganesh Sittampalam graduated from Oxford University with a first in maths when he was 16. On hearing about his degree, he said: 'I yelled "Yippee!" I'm quite proud. I'm happy because I've done it, not because of my age. I'd have felt the same if I was 20.' By his 20s, he had a masters in computing and a doctorate in Intentional Programming. Now 30, he's an associate at Credit Suisse and lives in Oxford with his wife and son.

Malek Fakhouri

He has been interested in language since he was very young, and was completing difficult word puzzles at an age when most children haven't even learnt to read. By the time he was nine, he had won the national junior crossword championship twice, and six years later he started a degree in modern languages. He now speaks or writes six languages apart from his native Arabic and is Professor of Linguistics at his country's most important university. As a hobby, he invents famously difficult word puzzles for newspapers and websites.

Ruth Lawrence

Ruth got a first in maths from Oxford when she was 13. Ruth moved abroad in 1998. She now works at a university and is married with two children and says she is determined to allow them to 'develop in a natural way'.



3 Read about some child geniuses, then fill in the table.

Name	Area of genius	Present situation
Jeremy Roberts	IT/computers	Legal Studies student in Florida

4 Look at the quotations from the text. Write in your own words what you think each one means. Use your dictionary.

- 1 'I used to get so bored because I was ahead of everyone.'
He got fed up because everyone else was slower than he was.
- 2 'I'm happy with how my life's turned out.'
.....
- 3 'Being a child genius is a double-edged sword. It can be as much a curse as a gift.'
.....
- 4 'I yelled "Yippee!" I'm quite proud. I'm happy because I've done it, not because of my age. I'd have felt the same if I was 20.'
.....
- 5 'develop in a natural way'
.....

5 Write notes about what you think.

What advantages and disadvantages do child geniuses have while growing up? Overall, do you think it's a 'curse' or a 'gift'?

.....

.....

.....

.....

.....

.....

1 Which structures are used to express the following?

- 1 How are regular, one-syllable comparative adjectives formed?
adjective + -er + than
- 2 How are regular, one-syllable superlative adjectives formed?
.....
- 3 How are comparative adjectives of two or more syllables usually formed?
- 4 How are superlative adjectives of two or more syllables usually formed?
- 5 How are regular comparative adverbs formed?
.....
- 6 How are regular superlative adverbs formed?
.....
- 7 To which words do you add *-er* and *-est* to make comparative and superlative adverbs?
- 8 Which words do not use *more*, *the most* or *-er*, *-est* forms to form comparative or superlative adverbs?

2 Write the correct comparative or superlative (adjective or adverb) form of the word given.

- 1 Child geniuses learn much *more quickly than* most children. (quick)
- 2 Fawzan is basketball player in our school. (good)
- 3 Of all the 20th century inventions, computers have changed our world (dramatic)
- 4 Fouad goes jogging in the summer than in the winter. (often)
- 5 Khaled rode his bike usual and he crashed it. (careless)
- 6 Hassan finished he had expected to so he'll be here soon. (early)
- 7 The teacher said Steve needed to research the topic he had done. (wide)
- 9 Hamza does the exercises Jamal does. (energetic)
- 10 The you stay, the your children will behave. (calm, good)

3 Write sentences 1, 4, 5, 6, 9 from 2 again using *not as ... as*.

- 1 Other *children don't learn as quickly as child geniuses.*
- 4 Fouad
- 5 Khaled
- 6 Hassan
- 9 Jamal

4 Write an appropriate response using one of the expressions in the box. One of the expressions is not used.

Better late than never! Better safe than sorry!
Easier said than done! The sooner the better!
This is going from bad to worse!

- 1 When would you like me to fix your computer?
.....
- 2 Sorry you had to wait so long – I missed my bus and had to walk.
.....
- 3 Do we really need to wear helmets and a harness for climbing?
.....
- 4 Our walk is a disaster! Not only has it rained all day but now we're lost!
.....

Grammar extension

5 Write sentences using the prompts below.



World records at Rubik's Cube championships

Contestant	Time in seconds
<i>Yu Nakajima (Japan)</i>	<i>8.72 seconds</i>
<i>Erik Akkersdijk (Netherlands)</i>	<i>7.08 seconds</i>
<i>Feliks Zemdegs (Australia)</i>	<i>6.77 seconds</i>

- 1 Yu/Erik/slow: comparative adverb
Yu solved the cube more slowly than Erik.
- 2 Yu/slow: superlative adjective
Yu was the slowest contestant.
- 3 Feliks/Erik/quick: comparative adverb
.....
- 4 Feliks/fast: superlative adjective
.....
- 5 Yu/slow: superlative adverb
.....
- 6 Erik/Feliks/slow: comparative adjective
.....

► Developing vocabulary

Noun suffixes

1 Complete the table with forms of the words in the first column.

Adjectives	Nouns: things/ subjects/ideas	Nouns: people
inventive	<i>invention</i>	<i>inventor</i>
electrical		
political		
scientific		
Verbs		
direct		
employ		
compete		
educate		
profess		
operate		
investigate		
perform		

2 Choose five words from different columns of the table in 1 and write a sentence with each one.

- I think having a good education is very important.*
-
-
-
-

3 Which noun suffix can all the words in each of the following groups take?

- great, lazy, polite, soft, weak
- journal, science, cycle, psychology
- improve, develop, enjoy, argue
- intelligent, different, independent, patient

4 Write a sentence with one word from 1–4 in 3.

-
-
-
-



5 Complete the text with the correct form of the words given.

Child care and intelligence

A new study by (1) has shown RESEARCH that the amount of care and attention received by babies from their parents can have a dramatic effect on a child's brain (2) The study, conducted DEVELOP by (3) at Central University, SCIENCE confirms something that teachers have often observed, namely that the academic (4) of PERFORM children who are well cared for is usually far better than those who have been neglected. There is in fact a widespread belief that baby care may be linked to (5), and there is now evidence INTELLIGENT that it makes a (6) to the size of DIFFER school-age children's brains.

However, Professor Gordon McAllister, who published the study, avoids the (7) that nothing SUGGEST can be done after a certain age. 'With enough (8), ' he says, 'children who ENCOURAGE have been neglected can reverse the damage done previously. There is still a lot of (9) CONFUSE about this subject. Our work is continuing, and meanwhile it is important to avoid the danger of over- (10) SIMPLIFY

Vocabulary extension: two more suffixes which form nouns

-ship: often used in words which describe connections between people
-hood: often used in words to describe a state, stage, condition or a group of people who share something

6 Add *ship* or *hood* to form other nouns and write a definition. Check in your dictionary.

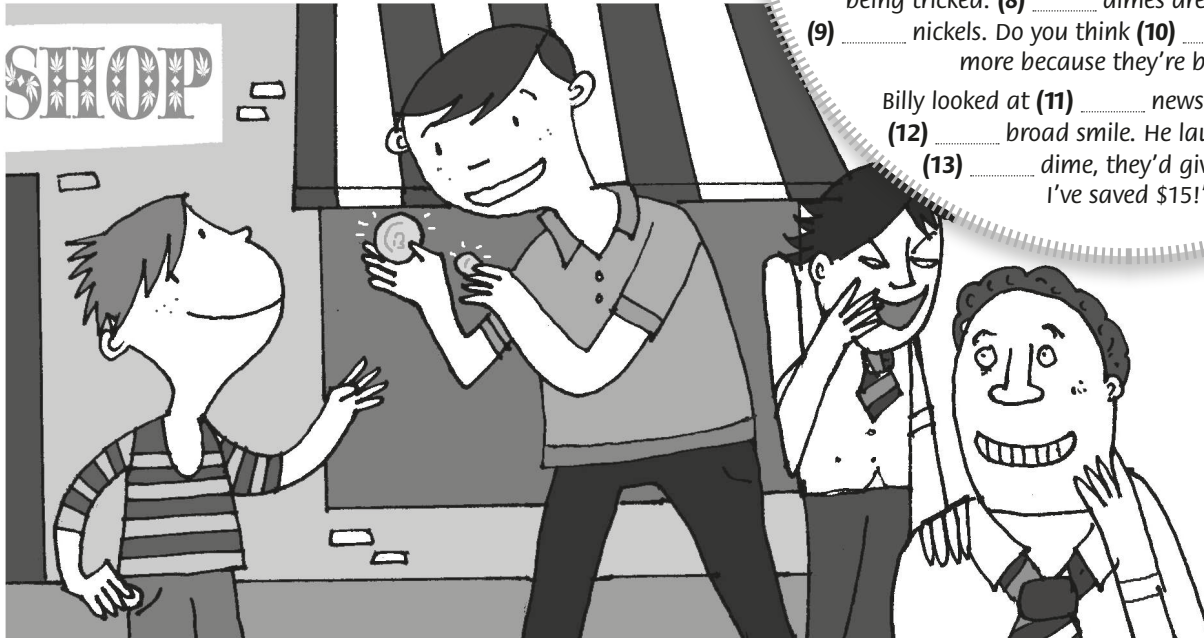
- child *hood* = *the stage in life when you are a child*
- friend =
- mother =
- neighbour =
- partner =
- member =

Articles

1 Complete the rules about using articles with *a/an, the* or – (no article).

- 1 Use a/an with the first mention of a singular, countable noun.
- 2 Use _____ with a thing/person that is one of a number of things.
- 3 Use _____ with someone/something that is unique.
- 4 Use _____ when things in general, in plural are talked about.
- 5 Use _____ with superlative adjectives/adverbs.
- 6 Use _____ with a specific person or thing that was mentioned already.

2 Read the joke and write *a, the* or – (no article).



Nickel or dime?

There was (1) _____ little boy called Billy who was often seen around the local newsagent's. Some other boys who regularly used (2) _____ shop made fun of him and called him names. They kept playing a trick on him, offering him money. He had to choose between a nickel (5 cents) and (3) _____ dime (10 cents). Billy always took (4) _____ nickel. Nickel coins are larger than (5) _____ dime coins so (6) _____ boys were tricking him into taking the less valuable coin.

One day after Billy had once again taken (7) _____ nickel, the newsagent decided to talk to him. He said, 'Billy, you're being tricked. (8) _____ dimes are worth more than (9) _____ nickels. Do you think (10) _____ nickels are worth more because they're bigger?'

Billy looked at (11) _____ newsagent and gave (12) _____ broad smile. He laughed, 'If I took (13) _____ dime, they'd give up. So far I've saved \$15!'

So, such, too, enough

3 Match the parts of the sentences. Try to do this from memory, then check on page 43 of the Student's Book.

- | | |
|---|-------------------------------------|
| 1 We use <i>such</i> to | a <i>too</i> and <i>enough</i> . |
| 2 We use <i>so</i> to | b say something is sufficient. |
| 3 We use <i>too</i> to | c <i>such</i> and <i>so</i> . |
| 4 We use <i>enough</i> to | d intensify an adjective or adverb. |
| 5 We can use <i>that</i> after | e intensify a noun. |
| 6 We can use <i>to</i> + infinitive after | f say something is excessive. |

4 Choose the correct alternative.

- 1 Laila had six sandwiches for lunch because she was so/ such hungry.
- 2 I spent three hours revising but I don't think that was long too/enough.
- 3 The sun was so/such hot that it felt like summer.
- 4 I found the coffee too strong to drink/drinking.
- 5 The match was so boring that/then I fell asleep in the second half.
- 6 It's a long time since I've read such/so a great book.

Grammar extension

5 Write sentences using the prompts given.

- 1 so/ambitious
Mouna was so ambitious that she was a company director before she was 30.
- 2 walk fast/enough
.....
- 3 such/good mood
.....
- 4 too/shallow
.....
- 5 so/polite
.....
- 6 not too/far
.....
- 7 not wide/enough
.....
- 8 so/often
.....

Presentations 1

1 Look at this presentation topic and decide how much you agree or disagree with the topic. Make notes to explain your ideas.

All children can be geniuses if their parents give them the right opportunities.

Do you agree with any part of the statement?

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

Do you disagree with any part of the statement?

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

Your conclusion about the statement:

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

2 Practise giving a presentation on the topic in **1**. Read again the advice given in Exam Success and use the expressions in the Speaking Bank on page 44 of the Student's Book.

3 Review your performance.

1 Did you find making the presentation easy? Why/Why not?

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

2 Were there any things you'd like to do better? If so, what? How can you improve these aspects of your performance?

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

3 Do you need any help with anything you don't understand or find difficult? If so, what, and where can you get help?

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



4 Prepare a presentation in the same way as in **1–3** on this topic.

Children who have a very high IQ need special education at schools that are specifically designed for people like them.

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▶ Developing writing

A description

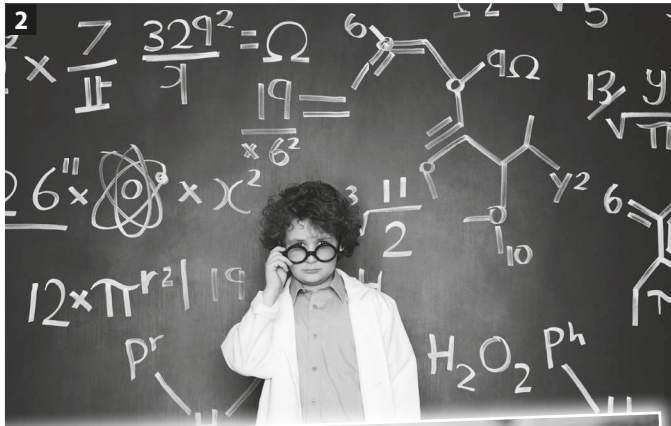
1 Write notes about the people in the photos.

1 What are they doing?

2 How do you think they are feeling?

3 What kind of characters are they?

4 What do you think connects them?



3 Write about Kevin for the task below. Make notes first.

Write a description of someone who has an unusual life. It can be a famous person or someone in your life, for example a friend or relative. Explain why you think it is an unusual life.

Notes

Paragraph 1: brief, basic information about Kevin

Paragraph 2: more detailed information about Kevin, what he looks like, type of person he is, hobbies and interests, family

Paragraph 3: what makes his life unusual and not unusual

2 Look at Picture 1 and read the newspaper article below about the boy.

Literary genius Kevin Fairley, aged 9, has attracted media attention around the world after his first collection of poetry was published last week by a major international publishing company. Kevin and his family, from Manchester, have appeared on international news channels, in most of the UK's newspapers and on several TV shows.

At his book launch in London, Kevin told me he was quite pleased with all the attention, but was keen to point out that he is really just an ordinary boy who goes to school, has lots of friends and enjoys playing football. 'When they meet me, some people expect me to be a bit strange,' he explained, 'and they're surprised to find I'm quite normal.'

Kevin's parents have tried hard to make sure Kevin has a normal life ever since discovering that he was a brilliant poet and writer. 'Growing up as a gifted child can be difficult,' says his father, a lecturer in Literature, 'so we want to make sure he keeps his feet on the ground.' He adds that his professional interest in literature had nothing to do with Kevin's talent. 'It was clear from a very early age that he loved words, stories and poems. He definitely didn't need anyone to push him into it.'

Revision: Units 3–4

Grammar

1 Future forms. Choose a, b or c.

- We _____ a celebration on the last day of term.
a are going to have b will have had c have
- I hope that when I'm twenty five I _____ as a vet.
a am going to work b will be working
c am working
- As soon as I _____ from university, I will buy a house.
a will graduate b will have been graduating
c graduate
- Most scientists think that global warming _____ until we change the way we live.
a will have continued b will continue c continues
- By the time the space probe returns to Earth, it _____ millions of kilometres.
a will have travelled b is going to travel
c will travel
- I can't see you tomorrow because I _____ my grandmother.
a will visit b visit c am visiting
- When I get to the half-way point, I _____ for about two hours.
a will have been running b will be running
c will run

/ 7 points

2 Future in the past. Choose the correct alternative.

- From a young age, Tarek's parents thought he would be/ was to be a scientific genius when he was older.
- Nader was going to/would go to university in September but he changed his plans.
- Abdullah wasn't about to/wasn't going to stay to the end of the lecture so he sat at the back.
- When Aisha was about to/was to pay for her things, she realised she didn't have her purse!

/ 4 points

3 Making comparisons. Complete the sentences with the correct form of the adjectives and adverbs.

- They are all awful photos of Sami and this one is the _____ (bad).
- I like Mrs Taher because, of all the teachers, she explains things _____ (clear).
- Lions do not run _____ (fast) as cheetahs.
- Bill Gates is one of the _____ (successful) businessmen in the world.
- How can we measure the results of the experiment _____ (accurate) than we did last time?
- Do you think dolphins are _____ (intelligent) than whales?
- The _____ (far) you walk each day, the fitter you will get.

/ 7 points

4 Complete the sentences with *so, such, too* or *enough*.

- I had _____ a rough trip across the sea that I never want to go in a boat again!
- Rafik is _____ narrow-minded to understand anything about me.
- I'm not assertive _____ to be a manager.
- Suha should win the prize because she works _____ hard.

/ 4 points

5 Write *a, –* (no article) or *the*.

- I don't know why _____ elephants have trunks, do you?
- My uncle's just started working as _____ trucker.
- I'm going to buy _____ jacket I told you about.

/ 3 points

Total

/ 25 points

Vocabulary

1 Match the definitions (1–8) with the words (a–j). There are two extra words.

- | | |
|--|----------------------|
| 1 a re-usable spacecraft for people or goods | a astronaut |
| 2 the mixture of gases that surrounds something, eg the Earth | b meteorite |
| 3 a long journey, especially by sea or through space | c voyage |
| 4 someone who studies space | d launch |
| 5 a piece of equipment that makes distant objects appear nearer and larger | e telescope |
| 6 someone who is trained to travel in space | f space shuttle |
| 7 a communications device that orbits the Earth | g trip |
| 8 to send an object into the air or into space | h man-made satellite |
| | i astronomer |
| | j atmosphere |

/ 8 points

2 Complete the sentences with the correct word using a prefix and the word given.

- The main _____ (advantage) of being a student is having very little money.
- It is highly _____ (likely) that a human will reach Mars before 2020.
- It is _____ (responsible) to ride a bike without lights at night.
- Our team has had an incredibly _____ (successful) season, losing all but two matches.
- If your answers are _____ (complete), you will lose marks.

/ 5 points

3 Write the word from the box that is the opposite of the following words. There is one extra word in the box.

ambitious broad-minded gifted immature
modest outgoing tactful tight-fisted

- 1 generous
- 2 reserved
- 3 narrow-minded
- 4 big-headed
- 5 mature
- 6 tactless
- 7 unexceptional

/ 7 points

4 Complete the text. Use the words in capitals to form a noun that fits in the gap.

What kind of job would suit your personality?
If you want to be a (1) you **LECTURE**
need to be a communicative sort of person, and have
plenty of (2) so you will feel **CONFIDENT**
comfortable in front of a class. If you want to
be a (3), you need a logical **SCIENCE**
mind and you need to enjoy working on small,
detailed tasks. Whatever you decide you want to do,
it is important to get a good (4) **EDUCATE**
and to do something that you think will bring you
(5) in your working life. **HAPPY**

/ 5 points

Reading

1 Read the text. What is it about?

Total

/ 25 points

Back Forward Stop Reload Home Favourites History Print

Clever creatures!

Animal communication has been a subject of great fascination to experts and non-experts alike. Obviously most (perhaps even all) animals have ways of passing information to one another, but there are doubts about whether even the most complicated systems, such as those used by dolphins and chimpanzees, can really be called languages.

Recently, the work of psychologist Klaus Zuberbühler has given us a new insight into the way monkeys communicate. While working in the rainforests of West Africa, he and his team recorded the sounds made by a very small Diana monkey while it was attacking an eagle. They thought they recognised the noises, but when they analysed the recording, they realised that this was a different call from normal, one that was only heard when the monkeys were attacking eagles.

Rainforests are full of monkey shouts and screams, but the importance of this discovery is that this is a different sound from the normal signals for raising alarm or defending territory, and something much more interesting. It was passing on complicated information about a specific danger and its location. As the team continued recording and studying monkey calls over the next few months, they gradually began to form an idea of what information the communication system was conveying, and how it worked.

They decided that some species of monkeys were able to add suffixes to their calls in order to vary the meaning and be more specific. For example, when they were repeating calls from other monkeys, they would add an extra "oo" sound to the call normally used for warning of approaching leopards; similarly, an extra long "ooo" could be added to a normal cry to indicate a falling tree or branch.

Zuberbühler eventually concluded that there were six basic types of call, and three of these sometimes had suffixes added, creating a complex communication system that is capable of being combined in various ways to express a large number of meanings. The most interesting discovery, though, was that the meanings weren't understood by just one species, even just by other types of monkey, but also by other animals in the rainforest, including birds like the hornbill. What this seems to demonstrate is that we are talking about a system that communicates meaning between species.

2 What do the following words mean in the text? Choose a, b or c.

- 1 insight (line 12)
 - a ability to understand
 - b sympathetic personality
 - c self-awareness
- 2 analysed (line 20)
 - a examined the psychology of
 - b divided up
 - c studied carefully
- 3 territory (line 28)
 - a field of knowledge
 - b area belonging to a country
 - c area an animal considers its own
- 4 suffixes (line 43)
 - a some letters added to a word
 - b a sound added to a call
 - c a thought added to an explanation
- 5 hornbill (line 61)
 - a a species of jungle animal
 - b a species of bird
 - c a species of monkey

/ 5 points

Writing

3 Read the writing task.

You have decided to write a story for a competition in an international students' magazine. The story should start with the following words.

Samir knew that tomorrow's journey was going to be difficult. He set his alarm clock and checked his bags one last time. Everything was ready.

Before writing, plan your story.

Character(s):
Setting:
Beginning:
Middle:
End:

/ 10 points

Total

/ 15 points

5 Money talks

- Grammar** ▶ Modal verbs of obligation, prohibition and advice – present and past
 ▶ Modal verbs of speculation and deduction – present, past and future
- Vocabulary** ▶ Buying and selling ▶ Money and banking
 ▶ Phrasal verbs connected with money and shopping
- Speaking** ▶ Talking about photos
- Writing** ▶ A formal letter

▶ Vocabulary

Buying and selling

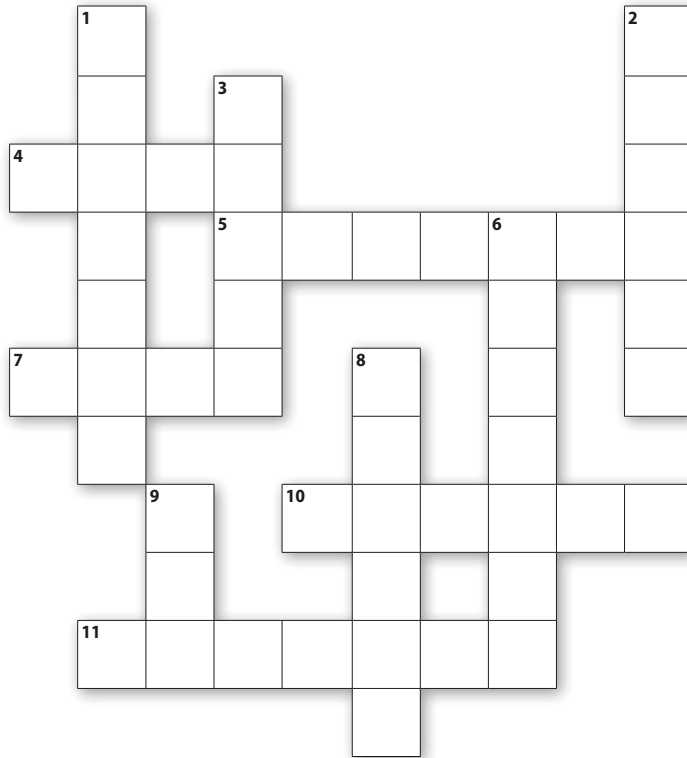
1 Read the clues and complete the crossword.

Across

- 4 an event in a shop when prices are discounted
 5 a cheap purchase
 7 money you owe
 10 money given back when you return something
 11 a piece of paper you get when you buy something

Down

- 1 payment for service from the bank
 2 money you get back if you give a seller too much
 3 amount of money taken out of an account
 6 savings or current
 8 to put money in your bank account
 9 payment for a service



2 In which order might these things happen? Number them in order.

- You receive a bill for 210 SAR.
 You pay the money back.
 You open a current account. 1.....
 You go overdrawn.
 You arrange an overdraft with the bank.
 You pay the bill.
 You credit the account with 200 SAR.
 You withdraw 210 SAR.

3 Think about the last time you paid for something in a shop. Write a description of exactly what you did when you came to pay, using these words.

change pay with cash/a card receipt

I took the that I had chosen to the cashier to pay.

.....

4 Do the quiz. Time yourself. Can you answer all the questions in three minutes?

- 1 What do people usually carry cash in?
- 2 Is a 10% discount better than a 20% discount?
- 3 Where can you go to withdraw money from your account when the banks are shut?
- 4 Why is it better to put your money in a current account than keep it at home?
- 5 Who pays bank charges – the customer or the bank?
- 6 What four things are usually written on a shop receipt?

- 7 Why do shops have sales?
- 8 If you buy a chocolate bar for 6 SAR and you give the shop assistant a 10 SAR note, how much change will you get?

▶ Reading

- 1 Look at the picture. What kind of business does the man run? What kind of help do you think he might need to run his business?

.....

- 2 Match the words and definitions.

- | | |
|----------------|---|
| 1 micro- | a money that a business makes |
| 2 enterprise | b money used to run a business |
| 3 entrepreneur | c extremely small |
| 4 profit | d business project |
| 5 finance | e money that someone borrows from a bank or other institution |
| 6 insurance | f someone who uses money to start a business |
| 7 loan | g money paid to a company which then pays you if your property is damaged |

Microfinance

The majority of the world's population is poor, living on \$2–3 US per day. Over 500 million of these people are involved in business. They are self-employed or work in microenterprises, small businesses which employ up to five people. Microentrepreneurs make a wide range of goods such as pots, pans and furniture in small workshops or they take part in small trading activities such as selling food or repairing cars. Yet they are often unable to develop their businesses because they do not have access to financial services such as loans or a safe place to keep savings, such as a bank account. Over 80% of all households in developing countries do not have access to banking services.

Microfinance is a growing industry providing financial services. Until recently, it focused on providing 'microcredit' (small loans of about \$50–500) for microenterprises. Now, however, it is recognised that poor people need a variety of financial services, not just credit. Microfinance organisations have therefore started to provide a wider range of financial services, including savings accounts and insurance to low-income enterprises and households.

Most microfinance initiatives were started by not-for-profit 'non-governmental organisations' (NGOs). These often developed into formal microfinance institutions (MFIs) which are regulated by the relevant national banking or microfinance authorities. An increasing number of local MFIs have become for-profit organisations. For-profit MFIs may be non-bank financial institutions, such as companies which are set up to offer credit or loans only, specialist

- 3 Find examples in the text of the following terms.

- 1 microentrepreneurs (*paragraph 1*): makers of furniture, pots and pans
 2 microenterprises (*paragraph 1*):
 3 financial services (*paragraph 2*):
 4 social services (*paragraph 3*):
 5 diversified activities (*paragraph 5*):

- 4 Answer the questions.

- 1 Why do microentrepreneurs often fail to expand their businesses? (*paragraph 1*)
 2 What change have microfinance organisations recently made to their services? (*paragraph 2*)
 3 What change have MFIs recently made to their services? (*paragraph 3*)
 4 Why is Kamal not selling his mats now? (*paragraph 5*)



commercial microfinance banks, or microfinance departments of larger commercial banks. In addition to insurance and money transfer services, some MFIs have also begun providing social services, such as basic healthcare and education for their customers and their families.

One of the most important advantages of credit is that it enables the poor to expand their sources of income. Most poor households are involved in a variety of activities, depending on the season, prices, their health and other factors. This may include growing their own food, working for others, running small businesses and accessing loans.

Kamal Rani is an excellent example of this. He has taken loans three times. He invested his first small loan in his brother's bamboo business. Kamal also works making bamboo mats. He used his second loan to make large containers for storing crops and other products, which he sells from home to wholesalers and villagers. Next he borrowed another 4,000 taka, the local currency, to buy a cow. He can repay his loan from his profits from selling milk and from his investment in his brother's business. He still makes bamboo products, which he will sell at the end of the year, when the price of the mats goes up. He can take advantage of this increase in the price of the mats because he has other sources of income to make his weekly loan instalment payments. Like other low-income clients, Kamal Rani's diversified activities enable him to maximise returns from investment.

- 5 Read about the man in the photo. Would you give money to a microfinance organisation so that he could have a loan? Why/Why not? How much would you give? Write your reasons in the space below.

Eugene Brown

Eugene is 43 and has four children. He has been trading in goods for many years and now sells fruit and vegetables. He would like a loan to help him widen the range of products he sells to include items such as cooking gas. This would also help him with household expenses, such as food and education.

.....

Modal verbs of obligation, prohibition and advice – present

1 Choose the correct alternative.

- 1 They don't accept cards or cheques in that shop: you ought to/have to pay with cash.
- 2 When you have a job, you must/should open a current account.
- 3 Amina and her mother take it in turns to cook and Amina ought to/has to cook on Mondays.
- 4 Saif's parents say he doesn't have/isn't allowed to go out this week because he was really late home on Saturday.
- 5 Martin works as a waiter on Saturdays and he has to/should wear a black jacket and trousers.
- 6 If you haven't arranged an overdraft with your bank, you 'd better not/mustn't spend more than you have in your account.
- 7 When someone takes a photo of you, you shouldn't/needn't close your eyes.
- 8 If you travel within your own country, you don't have to/mustn't carry your passport.

Modal verbs of obligation, prohibition and advice – past

2 Complete the first column of the table with the present modal verbs in the box. Then give the past form in the second column. Some forms are used more than once.

not be allowed to can't ~~have to~~ need to
 needn't not have to not need to ought to
 ought not to should should not

modal verb	past form	function of the past form
<i>have to</i>	<i>had to</i>	express obligation and necessity in the past
		say that something happened but was not necessary
		say something didn't happen because it was not necessary
		criticise a past action or say that it was a mistake
		say something was prohibited or not possible

3 Complete the second sentence so that it has a similar meaning to the first, using the verb given.

- 1 Ali tried to open a bank account but couldn't because he didn't take his passport. (should)
 Ali should have taken his passport.
- 2 Nura felt sick because she ate four cakes and an ice cream. (should not)
 Nura four cakes and an ice cream.
- 3 The wind was so strong that the ferry didn't go to the island for three days. (could not)
 The ferry so windy.
- 4 'I'm sorry the museum is full – you can't go in,' the man said to Hassan. (not allowed)
 Hassan because it was full.
- 5 The horse escaped from the field because the trainer didn't close the gate. (ought to)
 The trainer the gate.
- 6 'Thanks for handing in your homework today, Mounir! It's a day early!' (not need to)
 Mounir homework.

Grammar extension

4 Read the text and then say what Simon should have done differently yesterday. Use *ought to/should/shouldn't + have done*.

Simon ought to have set his alarm clock.

Simon had a bad morning before school yesterday. Everything went wrong. First of all, he forgot to set his alarm clock so he woke up late. Then he rushed into the kitchen to make some breakfast. He put an egg in a saucepan and it started to cook. Then he went to get his school bag ready. When he came back, the egg was burnt. He threw it away and just had some coffee and toast. Then he went to get his coat. He put it on and realised that it was still wet from the day before. He looked at his watch. Oh no! It had stopped. It needed a new battery. He looked at the kitchen clock and saw that he had to leave in five minutes. So he switched on the TV and there was a funny programme on. He watched it and then he was late for the bus. He started to run but tripped over because he hadn't remembered to tie his shoelaces. He missed the bus.



► Developing vocabulary

Phrasal verbs connected with money and shopping

1 Match each sentence (1–6) with the sentence which means the same (a–h). There are two extra sentences in a–h that you do not need to use.

- 1 I'm spending less money than usual.
 - 2 I'm spending lots of money on these things.
 - 3 I'm keeping my money until I have enough to buy something I want.
 - 4 I let my sister have my old books and she didn't pay me any money for them.
 - 5 I bought these things on the way home.
 - 6 I gave Waleed the money that I borrowed last week.
- a I picked up a few things.
 - b I gave away some things.
 - c I'm saving up.
 - d I paid back some money.
 - e I couldn't get them because the shop had sold out.
 - f I'm cutting back on my spending.
 - g I bought some things which came to 7 SAR.
 - h I'm splashing out.

2 Choose the correct answers.

- 1 Hamid hasn't got enough money in his account to buy a printer. What should he do?
 - a save up
 - b splash out
- 2 Samir spends a lot more money than he earns. What had he better do?
 - a pay it back
 - b cut back
- 3 Samira wants to buy three things in a shop but she only has a little money. What does she need to know?
 - a how much the three things come to
 - b how many things to give away
- 4 Ahmed needs some new socks. What must he do?
 - a give them away
 - b pick some up
- 5 Faisal needn't have rushed to the camera sale in the photography store. Why not?
 - a They'd cut back.
 - b They'd already sold out.
- 6 Paul borrowed some money from his dad but now his dad says he can keep it. What needn't Paul do?
 - a save up his money
 - b pay the money back

3 Now write sentences in answer to the questions in 2.

- 1 *Hamid should save up to buy a printer.*
- 2
- 3
- 4
- 5
- 6

4 Complete the text by writing a verb in each gap.



At the moment, I'm trying to **(1)** up some money to buy a computer. So I'm having to **(2)** back on all my spending. However, last week I heard that there was going to be a sale in a clothes shop that I love. I don't often **(3)** out on clothes from there because it's not a cheap shop. Anyway, I just had to go to the sale. There were massive discounts and they were **(4)** away free scarves with every purchase. I got there an hour after the sale had started but they had nearly **(5)** out of the abayas that I wanted. Luckily, they still had one in my size, so I bought it. I also **(6)** up a lovely hijab in the sale. Unfortunately, I spent most of the money for my computer.

Vocabulary extension: more phrasal verbs connected to money

5 Look at the phrasal verbs in *italic* in sentences 1–6 and match them to their definitions a–f.

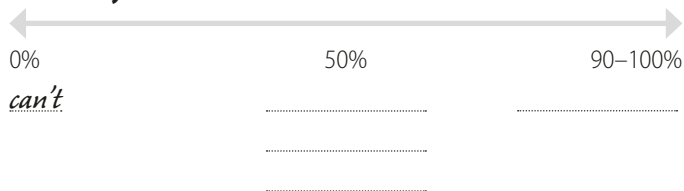
- 1 If you buy online, it's quick and easy to *shop around* on lots of different sites.
 - 2 My mum says you should *put* some money *away* every month rather than spending it all.
 - 3 Many students *run up* large debts when they are at university.
 - 4 It will take me many years to *pay off* my student debts.
 - 5 Both my parents have good jobs so we never have to *go without*.
 - 6 My brother doesn't earn much. He has enough to *get by* but he can't buy any luxuries.
- a save money for the future
 - b not have something you need
 - c add money to be paid as a debt or on a bill
 - d finish paying back a debt completely
 - e just manage to survive
 - f look around for the best buy

Modal verbs of speculation and deduction – present and future

1 Complete the chart with the words in the box.

can't could may might must

Possibility



2 Complete the sentences with *could*, *can't* or *must*.

- That food has got meat in it. It be for vegetarians.
- I don't know where Fadi is. He be in the kitchen or he be in his bedroom.
- I've lost my mobile. It be at home because I used it on the bus on my way to school.
- Hussain didn't come to football practice today. He be ill because he wouldn't miss it otherwise.
- I'm not sure which teacher we've got this morning. It be Mr Hasson if he's not teaching the other class.
- The match finish soon: they've already played an extra 10 minutes.

3 Complete the sentences with *might not* or *can't*.

- I come to the library – it depends on what time my basketball match finishes.
- Khalil definitely be in the race because he's twisted his ankle.
- My dad is going out with his uncle today so he give us a lift.
- We've only got a few minutes before the train leaves, but if we run, we miss it.
- Mr Jamal be the new School Director – he's too young!
- This tree be an oak tree because its leaves are the wrong shape.

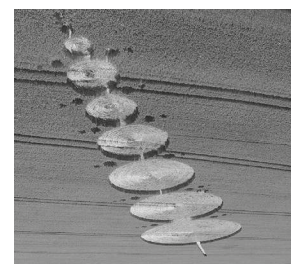
4 Complete the table with the correct past modal forms. Then match each past form to its function 1–4.

Use this form when there is:

- 90–100% certainty that something was true.
- 50% certainty that something was true
- 50% certainty that something wasn't true
- 90–100% certainty that something was not true

present modal	past modal	Use this form when there is ...
must		1
mustn't	—	
could		
couldn't/can't		
may		
may not		
might		
might not		

5 Look at the photo. What could have caused this? Complete the sentences with *must/could/might/may/can't* + *have been* and explain your answer.



- It made by an animal running around the field because
- It made by someone in an aeroplane because
- It made by an artist because
- It made by a tractor because

Grammar extension

6 Answer each question with a short paragraph using *may/might/couldn't* + *have been*.

A Who made the stone circle?

.....

 Why did they make it?



B What kind of animal made this footprint?

.....

 Where was the footprint found?



Talking about photos

1 Read the speaking task. What are the two parts of the task?

Compare the photographs and say what you think about machines providing customer services instead of people.

First part of the task:

Second part of the task:

2 Look at the photos. Write the similarities and differences between the two photos using expressions from the Speaking Bank on page 56 of the Student's Book.



Similarities	Differences
<i>Both photos show people at a bank.</i>	<i>The people in Picture 1 are inside the bank. In Picture 2 they're outside.</i>

Expressing and asking for opinions

3 Complete the dialogue with the phrases a–h. There are two extra phrases you do not need.

SAMIR: I'm considering opening a new current account, but I don't know which bank to choose. Which bank are you with?

NASIR: WRF Central.

SAMIR: (1)

NASIR: (2) that they're OK. They gave me some great vouchers to spend in shops when I opened the account!

SAMIR: (3) getting an overdraft and things like that?

NASIR: (4) if other banks charge less, but WRF Central are always very helpful about arranging overdrafts.

SAMIR: That's good.

NASIR: (5) they were the only bank not to increase their charges this month. I was pleased about that!

(6) me, you should go down to your nearest branch and speak to them.

- a What about
- b In my view
- c Personally, I think
- d What do you think of them?
- e If you ask
- f Don't you think so?
- g I don't know
- h Don't forget that

4 Write statements that you might say in a discussion about the advantages and disadvantages of machines providing customer services instead of people. Use the Speaking Bank of useful expressions to express opinions on page 80 of the Student's Book.

In my view, machines are much more efficient than people.

.....

.....

.....

.....

.....

A formal letter

1 Read the situation below. What is the problem? You can add your own ideas.

You were in London last week and you bought an item of clothing in a shop in Oxford Street. You have returned to your home and now find the item has a hole in it. You have not worn the item yet. You did not notice this in the shop. You cannot go back to the shop because you live too far away. You are returning the item in a package with a note.

2 Rearrange the following parts of a letter of complaint in the right order.

- a Explain what solution you require: paragraph
- b Describe what you bought, where and when, how much you paid, whether you tried it on, how you didn't notice the hole. Give as many details as possible (you can add your own ideas here): paragraph
- c Describe what happened when you returned home and discovered the hole in your item of clothing (you can add your own ideas here): paragraph
- d Explain why you are writing: paragraph

3 Using the paragraph structure above, write notes for each paragraph.

Paragraph 1: Explain why you are writing
to return shirt/jacket/thobe/coat

Paragraph 2:

Paragraph 3:

Paragraph 4:



4 Can you remember the advice given in the Writing Bank on page 67 of the Student's Book? Complete the tips.

- 1 For a formal letter, start with *Dear* if you don't know the name of the person who will receive it.
- 2 Don't use many or or
- 3 Use words which are more and
- 4 End the letter with *Yours* if you don't know the name of the person who will receive it.

5 Now write your letter of complaint.

.....

6 Healthy habits

Grammar ▶ Conditionals ▶ *Unless/in case/as long as/ provided (that)* ▶ *I wish/If only*

Vocabulary ▶ The body ▶ Health
▶ Idioms connected with health

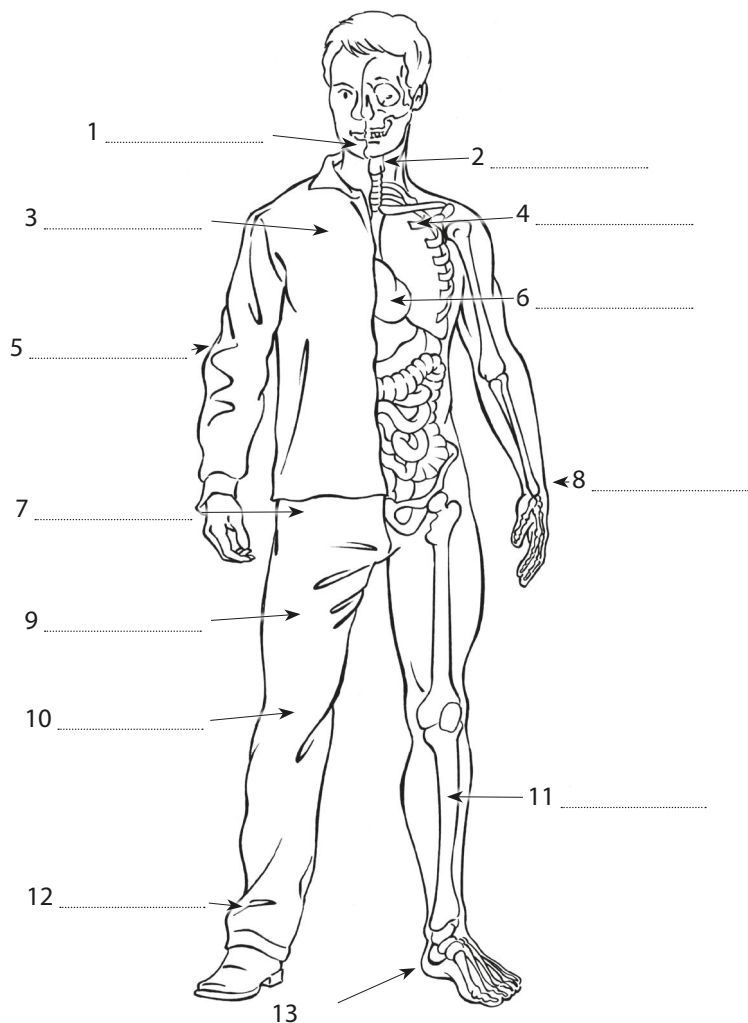
Speaking ▶ Negotiating and collaborating

Writing ▶ A for-and-against essay

▶ Vocabulary

Parts of the body

1 Label the diagram with parts of the body.



2 Complete the table with the words in the box.

addiction allergy ~~break~~ check up dislocate feel dizzy
fracture have a temperature heart disease
~~infection~~ injection medicine obesity operation
prescription ~~shiver~~ sprain take someone's blood pressure
take someone's temperature twist

forms of treatment	injuries to arms and legs	other health problems	symptoms
<i>take someone's temperature</i>	<i>break</i>	<i>infection</i>	<i>shiver</i>

3 Place the events in the correct order.

- I made an appointment with my doctor.
- I soon got over my illness.
- 1..... One morning, I woke up feeling awful.
- The doctor gave me a prescription.
- I took the medicine every day for a week.
- The doctor took my temperature and my blood pressure and asked me some questions.
- I went to the chemist's to get my medicine.

4 Answer the questions about health and treatment. Use a dictionary if necessary.

- 1 What does a doctor usually do at a health check-up?
.....
- 2 What can a doctor give you to prevent some illnesses?
.....
- 3 What are the symptoms of a throat infection?
.....
- 4 How can you injure an ankle or other joint if you fall badly?
.....
- 5 How long does it usually take you to get over a cold?
.....
- 6 Where do doctors usually perform operations?
.....

5 How do you think you could avoid the following health problems?

- 1 a broken leg
You could avoid doing dangerous sports......
- 2 heart disease
.....
- 3 an allergic reaction to pollen ('hay fever')
.....
- 4 being obese
.....
- 5 getting a cold or flu
.....
- 6 high blood pressure
.....

1 Before reading the text, answer the questions.

- 1 How many hours do you usually sleep at night?
.....
- 2 Do you think you get enough sleep?
- 3 How do you feel if you don't get enough sleep at night?
.....

2 Read the text and find the bad effects of a lack of sleep for each age group.

How much sleep do we need?

Research can't say exactly how much sleep we need, but experts agree that we need different amounts at different ages. The following description of a family shows the typical effects when different age groups do not get enough sleep.

The teenage son is lively in the evenings, chatting with his family during dinner, talking on the phone with friends, playing on his computer and watching TV. When it's time to go to bed, he doesn't feel tired. But when his alarm goes off at 6.30 am, he is not fun to be around. He goes to school feeling irritable, tired and unhappy and often has difficulty staying awake in his classes. His biology and age play a large role in his sleep habits. As a teenager, his body is programmed to stay up later in the evening and to wake later in the morning. As a result, a 10 o'clock bedtime feels too early, and a 6.30 wake-up time doesn't fit his current sleep needs. But the biggest problem is that adolescents still need lots of sleep – at least eight and a half hours every night – and it's hard to get enough when your body says 'stay up late' and school says 'start early.'

The four-year-old daughter needs more sleep than adolescents or adults to be well rested. She often stays up with her family and doesn't usually take naps – in fact, if she falls asleep in the car, it's because it's past her bedtime or it's the day after getting too little sleep at night. The lack of sleep affects her behaviour badly: she starts to whine and sometimes has tantrums.

The mother's sleeping habits have changed a lot throughout her life as a mother. She is used to losing sleep to look after the needs of her family. She has a busy day at work and at home. By the end of the day she feels exhausted, but hasn't had time to herself and doesn't want to sleep.

The father often spends early mornings and late nights working. When he's not working he's thinking about work problems, and this leads to many nights of sleeplessness. This affects his daily life. He can't enjoy time with his family and doesn't exercise as he used to. The less he sleeps, the more likely he is to want food. Research has found links between appetite increase and lack of sleep due to hormones that are produced when you're short on sleep.

The grandfather spends very little time in deep sleep and is more easily woken, although his average total sleep time has increased slightly since the age of 65. Like many adults of this age, he divides his sleep between afternoon naps and night-time sleep. Taking naps, though, may decrease the need to sleep at night and some older people complain of difficulty falling asleep or staying asleep. Lack of exercise may also affect their ability to sleep.



3 Find the meanings of the underlined words from the text in your dictionary. Write the words in the correct gap.

- 1 How and when you grow is controlled by chemicals in your body called
- 2 Some children have when they don't get what they want.
- 3 People often feel when they are tired or stressed.
- 4 Most still live at home with their parents.
- 5 Drinking a lot of coffee or stress can lead to
- 6 Young children often when they are ill or tired.

4 Read the text and write which family member the sentences refer to.

- 1 finds it especially difficult to get up in the morning.
- 2 often takes short sleeps during the day.
- 3 is developing problems with eating habits.
- 4 feels more energetic in the evening than in the day.
- 5 should have more sleep than any of the other family members.
- 6 can't sleep because of worrying at night.
- 7 is very tired but wants to stay awake at bedtime.
- 8 sleeps longer now than previously.
- 9 finds it hard to be with the family.

5 Have you or anyone you know ever suffered from sleeplessness? Write about when this happened and what the effects were.

I couldn't sleep at night when I was excited about a holiday. I didn't want to eat breakfast the next day and I fell asleep when I was watching TV.
.....
.....
.....
.....
.....

Zero, first and second conditionals

1 Complete the table with A–G and write an example for each conditional form.

A an improbable or imaginary situation in the present or future and its consequence

B present simple

C *would (not) + infinitive*

D a possible situation in the present or future and its consequence

E past simple

F something generally true

G *will/won't + infinitive*

Conditional	Used for describing ...	Part of sentence with <i>If</i> +	Other part of sentence	Examples
Zero	F	B	B	<i>If I watch a lot of TV, I get a headache.</i>
First				
Second				

2 Write the correct pair of verbs and decide if each sentence is true (T) or false (F).

doesn't burn rub | ~~get~~ walk | avoid eat
sleep snore | eat make | damage sit | put stops

- You only get hay fever if you walk through long grass. T/F
- If you _____ green potatoes, they _____ you ill. T/F
- Your skin _____ in the sun if you _____ olive oil into it. T/F
- If you _____ a spider web on a cut, the cut _____ bleeding. T/F
- You _____ getting colds if you _____ lots of garlic. T/F
- You _____ your eyesight if you _____ too close to the TV. T/F
- If you _____ on your back, you _____ more. T/F

3 Complete the sentences with the correct form of the verbs given.

- (be/play) If the weather was better today, we would play football in the park. But it's pouring!
- (have/fall asleep) If you _____ a hot bath before you go to bed each night, you _____ more easily.
- (go/feel) If Samir _____ to bed earlier tonight, he _____ more energetic tomorrow.
- (sleep/have) Fatima _____ better if she _____ a more comfortable bed, but she can't afford one.
- (sleep/do) I usually _____ well at night if I _____ some exercise in the day.
- (get/not have) Ahmed _____ more sleep if he _____ a TV in his bedroom.

Unless, as long as, provided/providing (that), in case

4 Complete the sentences with *as long as/providing/provided that, or unless or in case*.

- I will join the basketball team _____ we don't have to practise on Fridays.
- I like reading stories _____ they're funny ones.
- I drink coffee _____ it's the evening: I only drink tea in the evening.
- I go out most afternoons _____ there's a programme on TV that I want to watch.
- I'm taking a sleeping bag _____ I need to sleep over at my cousin's house.
- I keep a notebook next to my bed _____ I want to write something down in the night.

5 Now rewrite sentences 1 and 2 from 4, using *unless*. Then rewrite sentences 3 and 4, using *as long as*.

- I will join the basketball team _____.
- I like reading stories _____.
- I drink coffee _____.
- I go out most afternoons _____.

Grammar extension

6 Read about Miriam, then answer the questions about each situation. Explain your answers.

Miriam was normally a good student but she had done very badly in a history exam because she hadn't revised enough. She was upset about this so she hadn't said anything about it to her parents. But when her school report came, her parents were very pleased. Miriam's history teacher had given her a good mark by mistake.

- How would you feel if this happened to you?
- What would you do if this happened to you?

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

Idioms connected with health and fitness

1 Complete the idioms from page 63 of the Student's Book from memory and decide whether the idioms are positive (P) or negative (N).



- 1 Ali's throat infection has been making him feeling really *under the weather* for a couple of days. **N**
- 2 I go cycling and swimming to *keep*
- 3 Once, I *blacked* after a football game because I hadn't eaten any breakfast.
- 4 Hello Atif! Nice to see you *back* again!
- 5 Jamila had a virus but she's *as fit* now.
- 6 I used to suffer from bad headaches but now I'm *as right*
- 7 The football match is cancelled because half the team is ill with the flu. They've been *dropping* this week.
- 8 I'm not surprised Reem isn't at school today. She was *on her* yesterday.

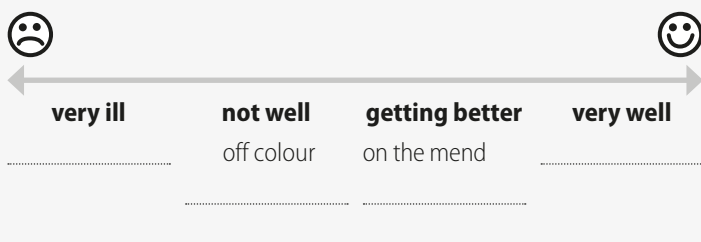
2 Use one of the idioms to rewrite each sentence so that it has a similar meaning to the first sentence.

- 1 Sana has recovered and will soon be going back to school.
Sana is back on her feet again and will soon be going back to school.
- 2 Laila was really ill yesterday so she left school early and went straight to bed.
Laila so she left school early and went straight to bed.
- 3 I hate the sight of blood – if I see it I feel really dizzy and sometimes even faint!
I hate the sight of blood –
- 4 Haider goes horse riding to stay fit.
Haider goes horse riding
- 5 I had flu and felt awful last week, but now I'm completely recovered.
I had flu and felt awful last week but now I'm
- 6 My aunt had a long illness but now, a year later, she's completely well again.
My aunt had a long illness
- 7 The team members are all getting ill so they may not be able to play the match.
The team members
- 8 Hassan thinks he's getting a cold because he's not feeling great.
Hassan thinks

Vocabulary extension: more idioms about health

3 Write the italic idioms in the correct place on the scale.

- He's got some medicine and is *on the road to recovery* now.
- I've been feeling a little *off colour* since I ate some seafood for lunch.
- My grandad was *in a bad way* before his operation.
- My grandma's over the flu now and she's *up and about again*.
- I felt very *run down* after my exams but after a few good nights' sleep I'm fine.
- His leg is *on the mend* now that it's in plaster.
- I've had a bad chest infection but the doctor gave me *a clean bill of health* yesterday.



4 Complete the sentences with the correct idiom, a or b.

- 1 Although it's only 7 o'clock, Hamza gone to bed because he's feeling a little
- a on the mend b off colour
- 2 Muhab was young and fit so he was soon after his operation.
- a run down b up and about again
- 3 Having spent three months in and out of hospital, Mrs Raad has at last from the doctor.
- a had a clean bill of health b been in a bad way
- 4 Nour is so glad now to be after the kidney infection that had made her feel so unwell.
- a on the road to recovery b run down
- 5 Stay in bed, take this medicine and drink lots of liquids and you'll soon be
- a in a bad way b on the mend

Third conditional

1 Complete the sentences about the third conditional.

- 1 To form the third conditional, we use *If* + in one clause and *would* + in the other clause.
- 2 We use the third conditional for situations in the

2 Match the two parts of the sentences.

- | | |
|--|---|
| 1 If I hadn't added so much chilli, | a I would have done better in the race. |
| 2 If I hadn't added some sugar to the pudding recipe, | b it wouldn't have been sweet enough. |
| 3 If I hadn't eaten so many sweets when I was younger, | c I wouldn't have had so many problems with my teeth. |
| 4 If I had followed my training programme, | d the dish would have been nicer. |
| 5 If Dad had given me more help, | e I wouldn't have broken my phone. |
| 6 If I had read the instructions properly, | f I would have finished painting my room by now. |

3 Write endings for these sentence beginnings using the third conditional.

- | | |
|---|--|
| 1 If electric lights hadn't been invented, | 4 I wouldn't have chosen to come to this school if |
| 2 We would still be using horses for transport if | 5 Doctors wouldn't be able to cure bacterial infections so easily if |
| 3 Spain wouldn't have won the football World Cup in 2010 if | 6 If the Titanic had had more lifeboats, |

Mixed conditionals

4 Complete the column headings in the table. Then write the parts of the sentences in the table.

- | | |
|--|--|
| 1 If Fareed had listened to the dentist when he was a child, he would have better teeth now. | 4 Ahmed wouldn't have taken the job if he had known how hard the work was. |
| 2 If Suha liked maths more, she would have paid more attention when she was at school. | 5 If Atif hadn't eaten that second ice cream, he wouldn't feel so sick. |
| 3 If Hani had learned to sail before he came, he would have had a better time on this holiday. | 6 The coach thinks we wouldn't have lost so many games last season if we had practised more. |

	imaginary past (third conditional)	present consequences (..... conditional)	imaginary present (..... conditional)	past consequences (..... conditional)
1	<i>If Fareed had listened to the dentist when he was a child</i>	<i>he would have better teeth now.</i>		
2			<i>If Suha liked maths more,</i>	<i>she would have paid more attention when she was at school.</i>
3				
4				
5				
6				

Grammar extension

5 Complete the sentences.

- | | |
|---|--|
| 1 You bought that blue jacket. (But now you don't like it.)
<i>If only I hadn't bought that blue jacket.</i> | 4 You are tired. (You want to go out.)
If only |
| 2 You are wearing a thick jumper. (But now it's hot.)
I wish | 5 You haven't done any English practice this week. (But now you have your lesson.)
I wish |
| 3 You lent your maths book to Faris. (But now he's lost it.)
If only I | 6 Your sister always phones you at dinner time. (And it's annoying you.)
I wish |

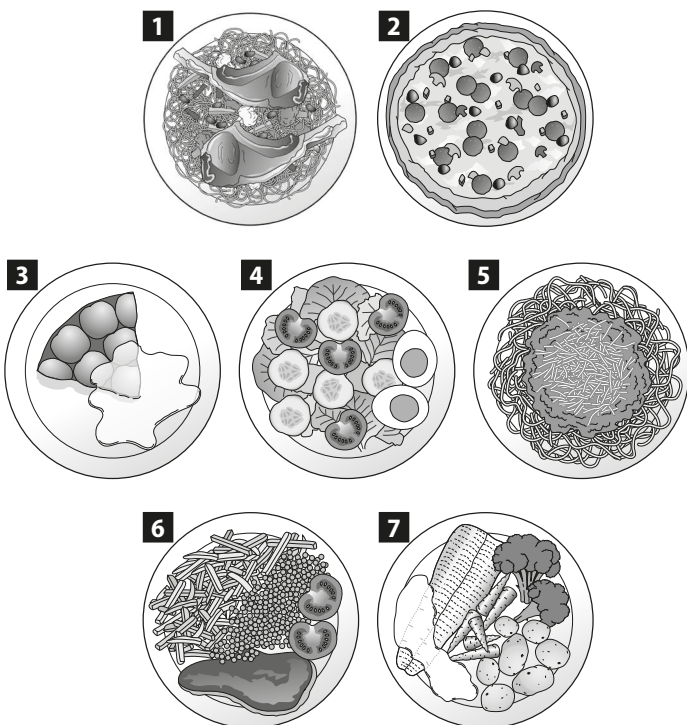
Negotiating and collaborating

1 Choose a, b, or c to complete the dialogue between a husband and wife.

FAISAL: What shall I buy at the supermarket for dinner tonight?
REEM: (1) Well, we had a lot of oily food yesterday, so we should have something lighter and healthier tonight, (2)?
FAISAL: (3) I'm playing football all afternoon so I'll need a big meal.
REEM: (4) What about having soup first and then a rice dish?
FAISAL: (5) So what kind of soup and rice (6) we have?
REEM: I've got some lamb and you can get some vegetables and rice from the supermarket. It's best to buy whatever is freshest, (7)?
FAISAL: Yes, (8)

- | | |
|-------------------------|--------------------------|
| 1 a Maybe, but... | 5 a I see what you mean. |
| b Let me think... | b I agree with you. |
| c It looks like... | c That's a good idea. |
| 2 a shall we | 6 a shall |
| b don't you agree | b must |
| c what about you | c ought |
| 3 a I suppose so, but | 7 a do you mean |
| b I think so, | b don't you think |
| c I see what you mean, | c did you understand |
| 4 a That's a good idea. | 8 a you see |
| b I'm not sure. | b you're right |
| c That's true. | c you know |

2 Look at the pictures of different dishes. What food do they show? Use your dictionary if necessary.



3 Write notes about each dish. Say:
 • if you would like to eat it and why/why not
 • how healthy you think each dish is.

1

2

3

4

5

6

7

4 Your friend Nasir is trying to follow a healthy diet. Look at the different dishes in 2.

1 First, say which dishes you think are the nicest to eat.

2 Decide which two dishes are the healthiest for Nasir to eat.

5 Using the Speaking Bank on page 78 of the Student's Book, prepare a discussion on the task in 4. Prepare both sides of the discussion: questions/suggestions and responses.

	Question/Suggestion	Response
Nicest dishes	<i>I think the apple tart looks really nice to eat.</i>	<i>I agree. And what about the spaghetti?</i>
Healthiest dishes	<i>Do you think the salad looks the healthiest dish for Nasir?</i>	<i>Maybe, but he would need to eat other food with it.</i>

6 Now review your questions and answers.

- 1 Did you answer both parts of the task?
- 2 Did you come to a conclusion?
- 3 Did you use 'fillers' that were English?
- 4 Did you take into account what the other person says?

A for-and-against essay

1 Look at the pictures and tick (✓) the opinions you agree with. Then add an opinion of your own about each picture.



- 1 The boy who is playing a computer game looks really happy so it's good for him.
- 2 Eating a burger is fine as long as he doesn't do it every day.
- 3 The boy watching television should be outside playing football.
- 4 The boy playing a video game looks really healthy, so it obviously doesn't do any harm.
- 5 Children should play in their homes rather than in parks and public places because it's safer.
- 6 Playing computer games and watching TV don't involve much movement, so these activities are bad for a young person's health.

2 Read the essay task and make notes about your ideas and your opinion.

'In life, being happy is much more important than being healthy.'
Write an essay giving arguments for and against this statement.

Ideas for:

.....

.....

.....

.....

Ideas against:

.....

.....

.....

Your opinion:

.....

.....

.....

3 Write your essay using the Writing Bank on page 67 of the Student's Book and the following format.

Paragraph 1: short introduction to the topic, e.g. reasons why we might have to choose between health and happiness
Paragraph 2: arguments for the statement
Paragraph 3: arguments against the statement
Paragraph 4: your opinion and conclusion

.....

.....

.....

.....

.....

.....

.....

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.....

Revision: Units 5–6

Grammar

1 Modals of advice, prohibition and obligation. Choose a, b, or c.

- You _____ open a bank account before you start university.
a need b should c ought
- You _____ to be 17 before you can apply for a driving licence.
a had better b are allowed c have
- At home, I _____ to eat my meals in my bedroom.
a am not allowed b can't c don't have
- We _____ to the beach yesterday; the weather was much better than today.
a needed to go b should have gone
c could have gone
- They _____ to the station because the train was 10 minutes late.
a weren't allowed to rush b couldn't rush
c needn't have rushed
- Do you think we _____ our neighbours about the celebration?
a had to tell b could tell c ought to have told

/ 6 points

2 Modals of speculation and deduction. Choose the correct alternative.

- My phone must/could be out of charge because it won't allow me to make calls.
- That house with all the plants in front of it can't/may not be Saad's house: he hasn't got a garden.
- Yousef said he might/must go to the match but it depends on whether he can get a ticket.
- The clock must/can't have got broken when the shelf fell down.
- Laila can't/might not have knocked the vase over because she was somewhere else when it happened.
- Adel may/must have been the one who sent me the card, but I'm not sure.

/ 6 points

3 Conditionals. Write the correct form of the verb given.

- If Ali doesn't feel any better tomorrow, he _____ (have to) go to the doctor's.
- Their house _____ (look) nicer if they painted it.
- The book wouldn't be so bad if it _____ (have) better characters in it.
- People _____ (have) better career choices if they go to university.
- If Ahmed had won another race this season, he _____ (be) the champion now.
- Khaled would have enjoyed the picnic more if the weather _____ (be) better yesterday.
- If whales _____ (not come) up to the surface of the sea, they can't breathe.
- If Omar wasn't so honest, he _____ (keep) the money that he found in the classroom yesterday.

/ 8 points

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- Yousef is a teacher but he'd like to be a doctor.

WISHES

Yousef _____ a doctor rather than a teacher.

- If the café hasn't closed, we can have a meal there.

PROVIDED

We can have a meal in the café _____ still open.

- I will only go skiing if Tarek goes too.

UNLESS

I _____ Tarek goes too.

- I've got a torch – we might have to walk home in the dark.

CASE

I've got a torch _____ walk home in the dark.

- Rayan won't join the tennis club if he doesn't get a student discount.

LONG

Rayan will join the tennis club _____ a student discount.

/ 5 points

Total

/ 25 points

Vocabulary

1 Complete the text with words from the box. There are two extra words that you do not need to use.

Banking

bank fees bill cashpoint
current account debit overdraft pay withdraw

When you decide you want to open a **(1)** _____ at a bank, there are several things to consider when choosing your bank. Firstly, find out what their **(2)** _____ are for the services that they provide. Different banks make you pay for different things. Secondly, if you think you may sometimes spend more money than you have got, you will need to arrange an **(3)** _____. Find out what the bank will charge while you **(4)** _____ back the money. Another consideration is if you can't always get to a bank while it is open. In this case, you will need to use a **(5)** _____. Make sure the bank you choose has plenty of them in places that are convenient for you so you can easily **(6)** _____ money when you need to.

/ 6 points

2 Choose the correct alternatives.

Money and shopping

- 1 Clothes shops often have refunds/sales at the end of a season when they give discounts/bargains on the goods that they sell.
- 2 If you pay for an item in a shop with cash, don't forget to count the refund/change that the cashier gives you back.
- 3 You can save money up more quickly if you cut back/give away on some of the unnecessary things that you buy.
- 4 When you buy something you want to keep for a long time, you should buy the best quality that you can afford/value.

/ 5 points

3 Match the idioms and their meanings.

Health

- | | |
|--------------------------------------|--------------------------|
| 1 be fully recovered from an illness | a be on the mend |
| 2 stay healthy and fit | b feel under the weather |
| 3 be getting better | c black out |
| 4 get very dizzy and faint | d be as right as rain |
| 5 be slightly unwell | e keep in shape |

/ 5 points

4 Choose a, b, c or d.

- 1 When you breathe in, your _____ fill with air.
a kidneys b livers c veins d lungs
- 2 The best way of keeping your body healthy is to eat a _____ diet.
a processed b balanced c fatty d fit
- 3 Someone who is _____ is dangerously overweight.
a fatty b obese c addicted d allergic
- 4 If you _____ your wrist, it isn't as serious as fracturing it.
a sprain b shiver c break d relieve
- 5 A doctor may take your _____ at a check up.
a weight b prescription c blood pressure d symptoms
- 6 If someone _____ from heart disease, they need to eat carefully.
a treats b gets c suffers d catches
- 7 Eating fatty foods _____ the risk of heart disease.
a improves b grows c puts on d increases
- 8 If you have a cut, you have to make sure it's clean so it doesn't get an _____ in it.
a injection b illness c injury d infection

/ 8 points

Reading

1 Read the text about opening a bank account, and choose a, b or c.

More and more young people aged 11–18 are opening a bank account. It seems that there is a growing need, driven particularly by Internet shopping, for under-18s to have access to a bank account that provides a plastic payment card.

Banks realised long ago that it is important to catch their customers early. Once a customer becomes familiar with a bank and has maybe a savings account and a current account, plus a handful of monthly automatic payments for power, water, house rent and so on, it becomes awkward and time-consuming to change to a different bank. Statistics show that very few adults choose to change their bank when they have been with one for a few years.

It is possible for children younger than 11 to have a bank account in their name, with a

bank book that is supervised by their parents, but to young people aged 11 and over, some banks offer a simple current account with a card which can be used to pay for things in shops and online. The card can also be used to withdraw cash. Many of these accounts can be managed online. Getting into debt is not allowed so overdrafts and loans are not offered until a customer reaches 18. Each time the card is used, the account is checked to make sure there is enough money in the account.

Hassan, 16 years old, who has had a Firstline Bank Account since he was 14, summarises the benefits of having a young person's account. 'My mum got tired of me asking to use her card,' she says. 'I had pocket money, but I couldn't use it online to download games. Having my own card is a lot better than having to carry around a

load of cash, and if I lost it, I'd just cancel it and I'd still have my money.' There are other benefits, too. Zaki, 15, says, 'I opened one at first because I saw an advert on TV for Delta Bank. They were offering all these free gifts if you opened an account that month, so I did! I got some vouchers for a sports shop, and bought some trainers I'd wanted for ages!'

This may seem a rather light-hearted approach to opening an account, but as the youth bank account market gets more competitive, banks spend increasingly large amounts on offers to get their young customers' attention. As a result, now is a great time to open an account if you are between 11 and 18, especially if you spend some time searching for the best deal.

- 1 The first paragraph refers to an increase in
a the places that accept a young person's bank card.
b the number of banks that offer young people bank cards.
c the reasons for under-18s to want a bank card.
- 2 What point is made in paragraph 2?
a Banks try many ways to keep their customers.
b Customers prefer to stay with one bank.
c Banks provide better services now than in the past.
- 3 According to paragraph 3, banks do not allow under-18s to
a borrow money from them.
b use all of their cashpoint machines.
c manage their accounts by computer.
- 4 Hassan says that he
a prefers using cash to using cards.
b worries about the security of his card.
c finds his card convenient.

- 5 What would be the best title for this text?
a Banks for young people: which accounts are best
b Bank accounts: young people design their own
c Bank accounts for young people: why you should open one now

/ 5 points

Writing

2 Read this writing task.

'Buying things online is far better than going to the shops.'

- 3 Write an essay giving arguments for and against this statement.

/ 10 points

Total

/ 24 points

▶ Wordlists

(adj) = adjective
 (adv) = adverb
 (conj) = conjunction
 (det) = determiner
 (n) = noun
 = phrase
 (prep) = preposition
 (pron) = pronoun
 (v) = verb

The most common and useful words in English are marked according to the Macmillan Dictionary 'star rating'. This is so that you can easily recognise the vocabulary you need to know especially well.

*** = very common words ** = common words * = fairly common words

If there is no star next to the word, this means that it is not very common.

Unit 1

Studying at university

assignment (n) **	/ə'saɪnmənt/
cheat (v) *	/tʃi:t/
continuous assessment (n)	/kən'tɪnjuəs ə'sesmənt/
course (n) ***	/kɔ:s/
degree (n) ***	/di'grɪ:/
fail (v) ***	/feɪl/
grade (n) **	/greɪd/
graduate (v) *	/'grædʒueɪt/
lecture (n) **	/'lektʃə/
mark (n) ***	/mɑ:k/
notes (n) ***	/nəʊts/
pass (v) ***	/pɑ:s/
research (n) ***	/'ri:sɜ:tʃ, 'ri:sɜ:tʃ/
resit (v)	/'ri:sɪt, 'ri:sɪt/
revise (v) *	/'ri:vəɪz/
term (n) ***	/tɜ:m/
tutor (n) **	/'tju:tə/
tutorial (n)	/'tju:tə:riəl/
undergraduate (n)	/'ʌndə'grædʒuət/

Life at university

become independent	/'bɪ,kʌm ɪndə'pendənt/
extra-curricular activities	/'ekstrə kə'rɪkjʊlə(r) æk'tɪvətɪz/
hall of residence	/'hɔ:l əv 'rezɪd(ə)ns/
make new friends	/'meɪk nju: 'frendz/
student facilities	/'stju:d(ə)nt fə'sɪlətɪz/
student loan	/'stju:d(ə)nt 'ləʊn/
study abroad	/'stʌdi ə'brɔ:d/

Other words and phrases

accuracy (n) **	/'ækjʊrəsi/
ages (n)	/'eɪdʒɪz/
already (adv) ***	/'ɔ:l'redi/
annoy (v) **	/'ə'nɔɪ/
anyway (adv) ***	/'eni,wei/
arrange (v) ***	/'ə'reɪndʒ/
attempt (v) ***	/'ə'tempt/
avoid (v) ***	/'ə'vɔɪd/
balance (n) ***	/'bæləns/
base (v) ***	/'beɪs/
be like (somebody) (v)	/'bi: 'laɪk (sʌmbədi)/
brave (adj) **	/'breɪv/
break (n) ***	/'breɪk/

bus fare (n)	/'bʌs ,feə/
by the way	/'baɪ ðə 'wei/
can't stand	/'kɑ:nt 'stænd/
career (n) ***	/'kæriə/
choice (n) ***	/'tʃɔɪs/
chore (n)	/'tʃɔ:/
come up (=appear) (v)	/'kʌm 'ʌp/
concentration (n) ***	/'kɒns(ə)n'treɪʃ(ə)n/
details (n) ***	/'di:teɪlz/
discuss (v) ***	/'dɪ'skʌs/
dive (v) **	/'daɪv/
don't mind	/'dʌʊnt 'maɪnd/
duration (n) **	/'djʊ'reɪʃ(ə)n/
earth (n) ***	/'ɜ:θ/
encourage (v) ***	/'ɪn'kʌrɪdʒ/
environmental (adj) ***	/'ɪn,vairə'nment(ə)l/
ever (adv) ***	/'evə/
exclamation mark (n)	/'eksklə'meɪʃ(ə)n mɑ:k/
expect (v) ***	/'ɪk'spekt/
experience (v) ***	/'ɪk'spiəriəns/
find out about	/'faɪnd 'aʊt əbaʊt/
flight (n) ***	/'flaɪt/
fluency (n)	/'flu:ənsi/
for (prep) ***	/'fɔ:, fə/
force (v) ***	/'fɔ:s/
forum (n) **	/'fɔ:rəm/
gap year (n)	/'gæp jɪə/
grateful (adj) **	/'ɡreɪtʃ(ə)l/
hand something in	/'hænd sʌmθɪŋ 'ɪn/
helpline (n)	/'help,lain/
highlight (n) *	/'haɪ,lait/
humanitarian (adj)	/'hju:,mæni'teəriən/
improve (v) ***	/'ɪm'pru:v/
in theory	/'ɪn 'θiəri/
instead of	/'ɪn'sted əv/
interrupt (v) **	/'ɪntə'rʌpt/
irritate (v) *	/'ɪrɪteɪt/
issues (n) ***	/'ɪʃu:z/
just (adv) ***	/'dʒʌst/
look forward to (v)	/'lʊk 'fɔ:wəd tu:/
look up (v)	/'lʊk 'ʌp/
manage (v) ***	/'mænɪdʒ/
motivate (v) **	/'mɔ:tɪveɪt/
nerves (n) **	/'nɜ:vz/
never (adv) ***	/'nevə/
noise (n) ***	/'nɔɪz/
occasion (n) ***	/'ə'keɪʒ(ə)n/
option (n) ***	/'ɒpʃ(ə)n/

orphaned (adj)	/'ɔ:f(ə)nd/
practical (adj) ***	/'præktɪk(ə)l/
quiet (adj) ***	/'kwaɪət/
realize (v) ***	/'riələɪz/
relationship (n) ***	/'ri:leɪʃ(ə)nʃɪp/
risk (v) **	/'rɪsk/
route (n) ***	/'ru:t/
save up (v)	/'seɪv 'ʌp/
sensible (adj) **	/'sensəb(ə)l/
since (adv) ***	/'sɪns/
specific (adj) ***	/'spesɪfɪk/
stand on one's own two feet	/'stænd ɒn wʌnz ,əʊn tu: 'fi:t/
straight away (adv)	/'streɪt ə'wei/
take one's mind off something	/'teɪk wʌnz 'maɪnd ɒf ,sʌmθɪŋ/
topic (n) ***	/'tɒpɪk/
uni (n)	/'ju:ni/
unspecified (adj)	/'ʌn'spesɪfaɪd/
valid (adj) **	/'vælɪd/
volunteer (n) **	/'vɒləntɪə/
wallet (n)	/'wɒlɪt/
wet (adj) ***	/'wet/
would rather	/'wʊd 'rɑ:ðə/
yet (adv) ***	/'jet/

Unit 2

Work conditions and responsibilities

be on flexi-time	/'bi ɒn 'fleksi taɪm/
be responsible for	/'bi rɪ'spɒnsɪbl fə/
deal with (v)	/'di:l ,wɪð/
do shift work	/'du: 'ʃɪft wɜ:k/
earn (v) ***	/'ɜ:n/
employee (n) ***	/'ɪm'plɔɪi:, ,em'plɔɪ'i:/
experience (n) ***	/'ɪk'spiəriəns/
from nine to five	/'frɒm ,naɪn tə 'faɪv/
full-time (adj) **	/'fʊl 'taɪm/
good/bad/dangerous conditions	/'ɡʊd/bæd/'deɪndʒərəs kən'dɪʃ(ə)nz/
indoors (adv) *	/'ɪn'dɔ:z/
long hours	/'lɒŋ 'aʊəz/
manual (adj) *	/'mænʃjʊəl/
outdoors (adv)	/'aʊt'dɔ:z/
overtime (adv)	/'əʊvə'taɪm/
paperwork (n) *	/'peɪpə,wɜ:k/
part-time (adj) **	/'pɑ:t 'taɪm/

qualification (n) ★★★ /ˌkwɒlɪfɪˈkeɪʃ(ə)n/
 salary (n) ★★ /ˈsæləri/
 self-employed (adj) /ˌself ɪmˈplɔɪd/
 skilled (adj) ★★ /skɪld/
 stressful (adj) /ˈstresf(ə)l/
 training (n) ★★★ /ˈtreɪnɪŋ/
 well-paid (adj) /ˌwel ˈpeɪd/

Stages of a job

apply for a job /əˈplai fər ə ˈdʒɒb/
 be fired/sacked/
 dismissed (v) /bi ˈfəɪəd, ˈsækt,
 dɪsˈmɪst/
 be made redundant /bi ˌmeɪd rɪˈdʌndənt/
 be offered a job /bi ˌɒfəd ə ˈdʒɒb/
 become unemployed /bi ˌkʌm ˌʌnɪmˈplɔɪd/
 get promotion /get prəˈmɔʊʃn/
 look for a job /ˌlʊk fər ə ˈdʒɒb/
 resign (v) ★★★ /rɪˈzaɪn/
 retire (v) ★★ /rɪˈtaɪə/

Phrasal verbs: work

fill in (v) /fɪl ˈɪn/
 get ahead (v) /get əˈhed/
 keep at (v) /ˌki:p ˈæt/
 set up (v) /ˌset ˈʌp/
 take over (v) /ˌteɪk ˈəʊvə/
 turn down (v) /ˌtɜ:n ˈdaʊn/
 work on (v) /ˈwɜ:k ɒn/

Other words and phrases

accommodation (n) ★★ /əˌkɒməˈdeɪʃ(ə)n/
 afford (v) ★★★ /əˈfɔ:d/
 all things considered /ˌɔ:l θɪŋz kənˈsɪdəd/
 apply to (v) /əˈplai tu/
 as well as /əz ˈwel əz/
 bar graph (n) /ˈbɑ: grɑ:f/
 behave (v) ★★ /bɪˈheɪv/
 bite (v) ★★ /baɪt/
 border (n) ★★★ /ˈbɔ:də/
 boss (n) ★★★ /bɒs/
 candidate (n) ★★★ /ˈkændɪdət, ˈkændɪdət/
 caretaker (n) /ˈkeəˌteɪkə/
 channel (n) ★★★ /ˈtʃæn(ə)l/
 complain (v) ★★★ /kəmˈpleɪn/
 criticism (n) ★★★ /ˈkrɪtɪˌsɪz(ə)m/
 crowd (n) ★★★ /kraʊd/
 decent (adj) ★★ /ˈdi:s(ə)nt/
 demonstrate (v) ★★★ /ˈdemənˌstreɪt/
 distraction (n) ★ /dɪˈstrækʃ(ə)n/
 diversify (v) /daɪˈvɜ:sɪfaɪ/
 driving licence (n) /ˈdraɪvɪŋ ˌlaɪs(ə)ns/
 economic recession /ˌi:kəˌnɒmɪk rɪˈseɪʃ(ə)n/
 educated (adj) /ˈedʒuˌkeɪtɪd/
 equal (adj) ★★★ /ˈi:kwəl/
 firefighter (n) /ˈfaɪəˌfaɪtə/
 flexible (adj) ★★ /ˈfleksəb(ə)l/
 food processing (n) /ˈfu:d ˌprəʊsesɪŋ/
 for instance /fər ˈɪnstəns/
 furthermore (adv) ★★ /ˈfɜ:ðəˌmɔ:/
 get ahead (v) /get əˈhed/
 get on somebody's
 nerves /get ɒn ˌsʌmbədɪz
 ˈnɜ:vz/
 golf buggy (n) /ˈgɒlf ˌbʌɡi/
 ground (n) ★★★ /graʊnd/
 grow (v) ★★★ /grəʊ/

headline (n) ★★ /ˈhedˌlaɪn/
 however (conj) ★★★ /haʊˈevə/
 hurry (n) ★ /ˈhʌri/
 idealistic (adj) /aɪˌdɪəˈlɪstɪk/
 in addition /ɪn əˈdɪʃ(ə)n/
 incident (n) ★★★ /ˈɪnɪd(ə)nt/
 jargon (n) /ˈdʒɑ:gən/
 jellyfish (n) /ˈdʒeliˌfɪʃ/
 job seeker (n) /ˈdʒɒbsi:kə/
 last (v) ★★★ /lɑ:st/
 line graph (n) /ˈlaɪn grɑ:f/
 location (n) ★★★ /ləʊˈkeɪʃ(ə)n/
 luxury (n) ★ /ˈlʌkʃəri/
 majority (n) ★★★ /məˈdʒɔrəti/
 miner (n) ★ /ˈmaɪnə/
 model (adj) ★ /ˈmɒd(ə)l/
 nevertheless (adv) ★★★ /ˌnevəðəˈles/
 on the basis of /ɒn ðə ˈbeɪsɪs əv/
 ostrich (n) /ˈɒstrɪtʃ/
 passenger (n) ★★★ /ˈpæsɪndʒə/
 personal assistant (n) /ˌpɜ:s(ə)nəl əˈsɪst(ə)nt/
 pie chart (n) /ˈpaɪ tʃɑ:t/
 press conference (n) ★ /ˈpres ˌkɒnf(ə)rəns/
 promote (v) ★★★ /prəˈməʊt/
 promotional (adj) /prəˈmɔʊʃ(ə)nəl/
 properly (adv) ★★★ /ˈprɒpəli/
 quote (n) ★ /kwəʊt/
 raise (v) ★★★ /reɪz/
 rubbish (n) ★★ /ˈrʌbɪʃ/
 scheme (n) ★★★ /ski:m/
 share (v) ★★★ /ʃeə/
 single (adj) ★★★ /ˈsɪŋɡ(ə)l/
 soaking wet /ˌsəʊkɪŋ ˈwet/
 sociologist (n) /ˌsəʊʃiˈɒlədʒɪst/
 software designer (n) /ˈsɒf(t)ˌweə dɪˌzɑɪnə/
 solve (v) ★★★ /sɒlv/
 spare (adj) ★★ /speə/
 sting (n, v) /stɪŋ/
 sum up (v) /sʌm ˈʌp/
 surgeon (n) ★★ /ˈsɜ:dʒ(ə)n/
 tie (n) ★★ /taɪ/
 tour (v) ★★ /tuə/
 trek (v) /trek/
 turn down (v) /ˌtɜ:n ˈdaʊn/
 unlock (v) ★ /ʌnˈlɒk/
 upload (v) /ˈʌpˌləʊd/
 villa (n) ★ /ˈvɪlə/
 wealthy (adj) ★★ /ˈwelθi/
 weapon (n) ★★★ /ˈwepən/
 well-off (adj) /wel ˈɒf/
 what is more /wɒt ɪz ˈmɔ:/

Progress test

Units 1–2

academic (adj) ★★★ /ˌækəˈdemɪk/
 campus (n) ★ /ˈkæmpəs/
 constructively (adv) /kənˈstrʌktɪvli/
 cultural perspective /ˌkʌltʃərəl pəˈspektɪv/
 Erasmus project (n) /ˈɪræzˌməs ˌprɒdʒekt/
 exchange (n) ★★★ /ɪksˈtʃeɪndʒ/
 frustrating (adj) ★ /ˈfrʌˌstreɪtɪŋ/
 fulfil (v) ★★ /fʊlˈfɪl/
 gradual (adj) ★ /ˈɡrædʒuəl/

lucky charm (n) /ˌlʌki ˈtʃɑ:m/
 memorable (adj) /ˈmem(ə)rəb(ə)l/
 open one's eyes /əʊpən ɒnz ˈaɪz/
 painful (adj) ★★ /ˈpeɪnfl(ə)l/
 passionate (adj) ★ /ˈpæʃ(ə)nət/
 stimulating (adj) /ˈstɪmjʊˌleɪtɪŋ/
 linguistic (adj) ★ /lɪŋˈɡwɪstɪk/

Unit 3

Space and space travel

asteroid (n) /ˈæstəˌrɔɪd/
 astronaut (n) ★ /ˈæstrənɔ:t/
 astronomer (n) /əˈstrɒnəmə/
 atmosphere (n) ★★ /ˈætˌmɒsˌfɪə/
 cosmos (n) /ˈkɒzmɒs/
 crew (n) ★★★ /kru:/
 gravity (n) ★ /ˈɡrævəti/
 land (v) ★★★ /lænd/
 landing (n) ★★ /ˈlændɪŋ/
 launch (n, v) ★★ /lɔ:ntʃ/
 man-made satellite (n) /ˌmæn meɪd ˈsætələɪt/
 meteorite (n) /ˈmi:tɪərɪt/
 mission (n) ★★ /ˈmɪʃ(ə)n/
 natural satellite (n) /ˌnætʃrəl ˈsætələɪt/
 orbit (n, v) ★ /ˈɔ:bɪt/
 re-enter (v) /riːˈentə/
 re-entry (n) /riːˈentri/
 space shuttle (n) /ˈspeɪs ˌʃʌt(ə)l/
 space station (n) /ˈspeɪs ˌsteɪʃ(ə)n/
 spacecraft (n) /ˈspeɪsˌkrɑ:ft/
 telescope (n) ★ /ˈtelɪˌskəʊp/
 universe (n) ★★ /ˈju:nɪˌvɜ:s/

Prefixes

cooperate (v) ★ /kəʊˈɒpəreɪt/
 co-pilot (n) /ˈkəʊ paɪlət/
 disable (v) /dɪsˈeɪb(ə)l/
 disadvantage (n) ★★ /dɪsədˈvɑ:ntɪdʒ/
 disagree (v) ★★ /dɪsəˈɡri:/
 disappear (v) ★★★ /dɪsəˈpiə/
 disobey (v) /dɪsəˈbeɪ/
 ex-cosmonaut (n) /eks ˈkɒzmənɔ:t/
 ex-president (n) /eks ˈprezɪdnt/
 illogical (adj) /ɪˈlɒdʒɪk(ə)l/
 impatient (adj) ★ /ɪmˈpeɪʃ(ə)nt/
 impossible (adj) ★★★ /ɪmˈpɒsəb(ə)l/
 improbable (adj) /ɪmˈprɒbəb(ə)l/
 incapable (adj) /ɪnˈkeɪpəb(ə)l/
 incomplete (adj) /ɪnkəmˈpli:t/
 international (adj) ★★★ /ɪntəˈnæʃ(ə)nəl/
 invisible (adj) ★★ /ɪnˈvɪzəb(ə)l/
 irregular (adj) ★ /ɪˈregjʊlə/
 irresponsible (adj) /ɪrɪˈspɒnsəb(ə)l/
 miscalculate (v) /mɪsˈkælkjʊleɪt/
 misunderstand (v) /ˌmɪsʌndəˈstænd/
 overbooked (adj) /əʊvəˈbʊkt/
 overpopulated (adj) /əʊvəˈpɒpjʊˌleɪtɪd/
 postgraduate (n) /ˌpəʊs(t)ˌɡrædʒuət/
 post-1990 (adj) /ˌpəʊst naɪntiːn
 ˈnaɪnti/
 prehistoric (adj) /ˌpri:hiˈstɔrɪk/
 reconsider (v) /ˌri:kənˈsɪdə/
 rewrite (v) ★ /riːˈraɪt/

unbelievable (adj) /ˌʌnbɪ'li:vəb(ə)l/
 underestimate (v) ★ /ˌʌndə'restɪ'ment/
 underpaid (adj) /ˌʌndə'peɪd/
 unexpected (adj) ★★★ /ˌʌnɪk'spektɪd/
 unlikely (adj) ★★★ /ˌʌn'laɪkli/
 unnecessary (adj) ★★ /ˌʌn'nɛsəs(ə)ri/
 unstoppable (adj) /ˌʌn'stɒpəb(ə)l/
 unsuccessful (adj) ★ /ˌʌnsək'sesf(ə)l/
 unusual (adj) ★★★ /ˌʌn'ju:ʒʊəl/

Other words and phrases

adaptation (n) ★ /ˌædæp'teɪʃ(ə)n/
 adversary (n) /'ædvəs(ə)ri/
 appointment (n) ★★★ /ə'pɔɪntmənt/
 assumption (n) ★★ /ə'sʌmpʃ(ə)n/
 at close range /ət ˌkləʊs 'reɪndʒ/
 be in a hurry /bi ˌɪn ə 'hʌri/
 breakup (n) /'breɪkʌp/
 cable (n) ★★ /'keɪb(ə)l/
 chain reaction (n) /tʃeɪn ri'ækʃ(ə)n/
 clogged with (v) /'klɒgd wɪð/
 collide (v) ★ /kə'laɪd/
 colonize (v) /'kɒlənaɪz/
 confront (v) ★★ /kən'frʌnt/
 consecrated to (v) /'kɒnsəkreɪtɪd tu/
 cope with (v) /'kəʊp wɪð/
 crater (n) /'kreɪtə/
 crush (v) ★★ /krʌʃ/
 damage (v) ★★★ /'dæmɪdʒ/
 debris (n) /'deɪbrɪ:, 'deɪbri:/
 defeat (v) ★★ /dɪ'fi:t/
 destroy (v) ★★★ /dɪ'strɔɪ/
 discontinue (v) /ˌdɪskən'tɪnju:/
 flee (v) ★★ /fli:/
 flight (n) ★★★ /flaɪt/
 fooled (adj) /fu:ld/
 fragment (n) ★ /'frægmənt/
 frantic (adj) ★ /'fræntɪk/
 fuel tank (n) /'fju:əl tæŋk/
 fugitive (n) /'fju:dʒətɪv/
 gadget (n) /'gædʒɪt/
 general (n) ★★ /'dʒen(ə)rəl/
 grave (adj) ★ /greɪv/
 gravity (n) ★ /'grævəti/
 impact (n) ★★★ /'ɪmpækt/
 inescapable (adj) /ˌɪn'skeɪpəb(ə)l/
 junk (n) ★ /dʒʌŋk/
 manned (adj) /mænd/
 one fifth (n) /wʌn 'fɪfθ/
 one sixth (n) /wʌn 'sɪksθ/
 outburst (n) /'aʊt,bɜ:st/
 pile up (v) /paɪl 'ʌp/
 positive (adj) ★★★ /'pɒzətɪv/
 purpose (n) ★★★ /'pɜ:pəs/
 put on weight /pʊt ɒn 'weɪt/
 railroad track (n) /'reɪl,rəʊd træk/
 reinforce (v) ★★ /ˌri:ɪn'fɔ:ɪs/
 relatively (adv) ★★★ /'relətɪvli/
 reputation (n) ★★★ /ˌrepjʊ'teɪʃ(ə)n/
 rise (n) ★★★ /raɪz/
 route (v) /ru:t/
 ruin (v) ★★ /'ru:ɪn/
 scout (v) /skaʊt/
 sensation (n) ★★ /sen'seɪʃ(ə)n/

simulated (adj) /'sɪmjʊleɪtɪd/
 split up with /splɪt 'ʌp wɪð/
 startling (adj) /'stɑ:t(ə)lɪŋ/
 supremacy (n) /sʊ'preməsi/
 surface (n) ★★★ /'sɜ:fɪs/
 swell (v) ★ /swel/
 tear (v) ★★ /teə/
 theoretical (adj) ★★ /θɪə'retɪk(ə)l/
 to my mind /tu 'maɪ ,maɪnd/
 track (v) ★ /træk/
 trample (v) /'træmp(ə)l/
 trivial (adj) ★ /'trɪvɪəl/
 uproot (v) /ʌp'ru:t/
 vanguard (n) /'væŋɡɑ:d/
 vivid (adj) ★ /'vɪvɪd/
 weather forecast (n) ★ /'weðə fɔ: ,kɑ:st/

employment (n) ★★★ /ɪm'plɔɪmənt/
 happiness (n) ★★ /'hæpɪnəs/
 importance (n) ★★★ /ɪm'pɔ:t(ə)ns/
 improvement (n) ★★★ /ɪm'pru:vmənt/
 invention (n) ★★ /ɪn'venʃ(ə)n/
 inventor (n) ★ /ɪn'ventə/
 investigation (n) ★★★ /ɪn'vestɪ'geɪʃ(ə)n/
 journalist (n) /'dʒɜ:(r)nəlɪst/
 madness (n) ★ /'mædnəs/
 mathematician (n) /ˌmæθ(ə)mə'tɪʃ(ə)n/
 neurologist (n) /ˌnjʊ'rɒlədʒɪst/
 performer (n) ★ /pə'fɔ:mə/
 physicist (n) /'fɪzɪsɪst/
 professor (n) ★★ /prə'fesə/
 relevance (n) ★★ /'reləv(ə)ns/
 scientist (n) ★★★ /'saɪəntɪst/

Unit 4

Personality adjectives

ambitious (adj) ★★ /æm'bɪʃəs/
 arrogant (adj) ★ /'ærəɡənt/
 assertive (adj) /ə'sɜ:tvɪv/
 big-headed (adj) /bɪɡ 'hedɪd/
 bossy (adj) /'bɒsi/
 broad-minded (adj) /ˌbrɔ:d 'maɪndɪd/
 brusque (adj) /bru:sk, brʊsk/
 determined (adj) ★★ /dɪ'tɜ:mɪnd/
 easy-going (adj) /ˌi:zi 'ɡəʊɪŋ/
 flexible (adj) /'fleksəb(ə)l/
 frank (adj) ★ /fræŋk/
 frugal (adj) /'fru:g(ə)l/
 generous (adj) ★★ /'dʒenərəs/
 gifted (adj) /'ɡɪftɪd/
 immature (adj) /ˌɪmə'tʃʊə/
 insecure (adj) /ˌɪnsɪ'kʊə/
 mature (adj) ★★ /mə'tʃʊə/
 modest (adj) ★★ /'mɒdɪst/
 narrow-minded (adj) /ˌnærəʊ 'maɪndɪd/
 nervous (adj) ★★ /'nɜ:vəs/
 outgoing (adj) /ˌaʊt'ɡəʊɪŋ/
 pushy (adj) /'pʊʃi/
 reserved (adj) /rɪ'zɜ:vd/
 self-confident (adj) /self 'kɒnfɪd(ə)nt/
 slow (adj) ★★★ /sləʊ/
 stubborn (adj) ★ /'stʌbən/
 tactful (adj) /'tæktɪf(ə)l/
 tactless (adj) /'tæktɪləs/
 tight-fisted (adj) /ˌtaɪt 'fɪstɪd/

Noun suffixes

ability (n) ★★★ /ə'bɪləti/
 action (n) ★★★ /'ækj(ə)n/
 activity (n) ★★★ /æk'tɪvəti/
 appearance (n) ★★★ /ə'piərəns/
 confidence (n) ★★★ /'kɒnfɪd(ə)ns/
 darkness (n) ★★ /'dɑ:kənəs/
 difference (n) ★★★ /'dɪfrəns/
 education (n) ★★★ /ˌedʒʊ'keɪʃ(ə)n/
 educator (n) /'edʒʊ'keɪtə/
 electrician (n) /ɪ'lek'trɪʃ(ə)n/
 electricity (n) ★★★ /ɪ'lek'trɪsəti/
 employer (n) ★★★ /ɪm'plɔɪə/

Other words and phrases

acquire (v) ★★ /ə'kwəɪə/
 authority (n) ★★★ /ɔ:'θɒrəti/
 bottom (adj) ★★ /'bɒtəm/
 bushy (adj) /'bʊʃi/
 collaboration (n) ★★ /kə,læbərə'reɪʃ(ə)n/
 courage (n) ★★ /'kʌrɪdʒ/
 distinguish (v) ★★★ /dɪ'stɪŋɡwɪʃ/
 drop out of (v) /ˌdrɒp 'aʊt əv/
 effortlessly (adv) /'efətəlsli/
 elite (adj) /ɪ'li:t/
 encouraging (adj) ★★ /ɪn'kʌrɪdʒɪŋ/
 equation (n) ★★ /ɪ'kweɪʒ(ə)n/
 expertise (n) ★★ /ˌekspə'tɪz/
 flow (n) ★★★ /fləʊ/
 fortune (n) ★★ /'fɔ:tʃən/
 hardly (adv) ★★★ /'hɑ:di/
 intelligences (n) /ɪn'telɪdʒ(ə)nsɪz/
 kinaesthetic (adj) /ˌkɪnɪs'tetɪk/
 light bulb (n) /laɪt bʌlb/
 make a point /ˌmeɪk ə 'pɔɪnt/
 measure (v) ★★★ /'meʒə/
 merry (adj) /'meri/
 myth (n) ★★ /mɪθ/
 navigate (v) /'nævɪɡeɪt/
 opportunity (n) ★★★ /ˌɒpə'tju:nəti/
 outstanding (adj) ★★ /aʊt'stændɪŋ/
 paw (n) ★ /pɔ:/
 potential (n) ★★★ /pə'tenʃ(ə)l/
 prejudice (n) ★★ /'predʒʊdɪs/
 prestigious (adj) /pre'stɪdʒəs/
 prodigy (n) /'prɒdʒɪ/
 prove (v) ★★★ /pru:v/
 rebellious (adj) /rɪ'beljəs/
 roughly (adv) ★★ /'rʌfli/
 run up (v) /ˌrʌn 'ʌp/
 sensitive (adj) ★★★ /'sensətɪv/
 shock (v) ★★ /ʃɒk/
 spatial (adj) /'speɪʃ(ə)l/
 spectacular (adj) ★★ /spek'tækjʊlə/
 stick one's tongue out /stɪk wʌnz 'tʌŋ aʊt/
 stream (n) ★★ /stri:m/
 supportive (adj) /sə'pɔ:tɪv/
 talented (adj) ★ /'tæləntɪd/
 touch (n) ★★★ /tʌtʃ/

Progress test

Units 3–4

abundance (n)	/ə'bʌndəns/
achievement (n) ★★★	/ə'tʃi:vmənt/
adaptability (n)	/ə,dæptə'bɪləti/
alumni (n)	/ə'lʌmnaɪ/
ancient (adj) ★★★	/'eɪnʃ(ə)nt/
ascendancy (n)	/ə'sendənsi/
aspire to (v)	/ə'spaɪə tu:/
beneficiary (n) ★	/'benɪ'fɪʃəri/
conventional (adj) ★★★	/'kɒn'venʃ(ə)nəl/
diminish (v) ★★	/'dɪ'mɪnɪʃ/
disdain (n)	/'dɪs'deɪn/
duel (v)	/'dju:əl/
elevate (v)	/'eləveɪt/
excel (v)	/'ɪk'sel/
house (v) ★★★	/'haʊz/
luxurious (adj)	/'lʌg'zjuəriəs/
marvel (v)	/'mɑ:v(ə)l/
meritocracy (n)	/'merɪ'tɒkrəsi/
nurture (v)	/'nɜ:tʃə/
odyssey (n)	/'ɒdəsi/
on closer inspection	/'ɒn ,kləʊsə(r) 'ɪn'spekʃ(ə)n/
outgrow (v)	/'aʊt'grəʊ/
sensation (n) ★★	/'sen'seɪʃ(ə)n/
time capsule (n)	/'taɪm kæpsju:l/
transform (v) ★★	/'træns'fɔ:m/
youngster (n) ★★	/'jʌŋstə/

Unit 5

Buying and selling

afford (v) ★★★	/ə'fɔ:d/
bargain (n) ★★	/'bɑ:gɪn/
cash (n) ★★★	/'kæʃ/
change (n) ★★★	/'tʃeɪndʒ/
discount (n) ★★	/'dɪs,kɑʊnt/
receipt (n) ★★	/'ri:si:t/
refund (n)	/'ri:fʌnd/
sale (n) ★★★	/'seɪl/
value for money	/'vælju: fa 'mʌni/
waste (v) ★★	/'weɪst/

Money and banking

bank charges/fees (n)	/'bæŋk ,tʃɑ:dʒɪz/
bill (n) ★★★	/'bɪl/
cashpoint (n)	/'kæʃ,pɔɪnt/
credit (n) ★★★	/'kredɪt/
current account (n)	/'kʌrənt ə,kɑʊnt/
debit (n)	/'deɪbɪt/
get into debt	/'get ɪntə 'det/
lend money/give somebody a loan	/'lend 'mʌni, 'gɪv sʌmbədi ə 'ləʊn/
overdraft (n)	/'əʊvə,dɾɑ:ft/
savings account (n)	/'seɪvɪŋz ə,kɑʊnt/
withdraw money	/'wɪð,dɾɔ: 'mʌni/

Phrasal verbs: money and shopping

come to (v)	/'kʌm 'tu/
cut back (v)	/'kʌt 'bæk/
give away (v)	/'gɪv ə'weɪ/
pay back (v)	/'peɪ 'bæk/

pick up (v)	/'pɪk 'ʌp/
save up (v)	/'seɪv 'ʌp/
sell out (v)	/'sel 'aʊt/
splash out (v)	/'splæʃ 'aʊt/

Other words and phrases

a great deal of	/ə ,greɪt 'di:l əv/
abbreviation (n) ★	/'æbrɪ:vɪ'eɪʃ(ə)n/
amusing (adj) ★	/'æmjuzɪŋ/
apology (n) ★	/'ɒpələdʒi/
applause (n)	/'ɒpləʊz/
argue (v) ★★★	/'ɑ:gju:/
assurance (n) ★★	/'ɜ:rəns/
astounded (adj)	/'ɒstəʊndɪd/
be worth	/'bi 'wɜ:θ/
bid goodbye	/'bɪd ,gʊd'baɪ/
bleep (v)	/'bli:p/
branch (n) ★★★	/'brɑ:ntʃ/
brink (n) ★	/'brɪŋk/
civil servant (n)	/'sɪv(ə)l 'sɜ:v(ə)nt/
clap (v) ★	/'klæp/
coin (n) ★★	/'kɔɪn/
confer with (v)	/'kɒn'fɜ: wɪð/
contestant (n)	/'kɒn'testənt/
demand (v) ★★★	/'demɑ:nd/
designer (n) ★★	/'dɪ'zɑɪnə/
doubt (n) ★★★	/'daʊt/
driving licence (n)	/'draɪvɪŋ ,laɪs(ə)ns/
empty-handed (adj)	/'emptɪ 'hændɪd/
finances (n) ★★★	/'fɪnænsɪz/
handwriting (n) ★	/'hænd,rɑɪtɪŋ/
headquarters (n) ★★	/'hed'kwɔ:təz/
ID (n)	/'aɪ'di:/
incentive (n) ★★	/'ɪn'sentɪv/
insert (v) ★★★	/'ɪn'sɜ:t/
issue (v) ★★★	/'ɪʃu:, 'ɪsju:/
MA (n)	/'em 'eɪ/
massive (adj) ★★★	/'mæsɪv/
note (n) ★★★	/'nəʊt/
optional (adj) ★	/'ɒpʃ(ə)nəl/
owe (v) ★★★	/'əʊ/
posterity (n)	/'pɒ'sterəti/
preserve (v) ★★★	/'prɪ'zɜ:v/
proof (n) ★★	/'pru:f/
provided that	/'prə'vaɪdɪd ðæt/
ration (n)	/'ræʃ(ə)n/
reach (v) ★★★	/'ri:tʃ/
reduce (v) ★★★	/'ri:dju:s/
resume (v) ★★	/'ri:zju:m/
retain (v) ★★	/'ri:teɪn/
reveal (v) ★★★	/'ri:vi:l/
scan (n) ★	/'skæn/
sign (v) ★★★	/'saɪn/
sinister (adj)	/'sɪnɪstə/
skim (v)	/'skɪm/
stunned (adj)	/'stʌnd/
sum (n) ★★★	/'sʌm/
swallow (v) ★★	/'swɒləʊ/
terminal illness	/'tɜ:mɪn(ə)l 'ɪlnəs/
terms and conditions	/'tɜ:mz æn(d) kən'dɪʃənz/
trace (n) ★★	/'treɪs/
transaction (n) ★★	/'træn'zækʃ(ə)n/
unattended (adj)	/'ʌnətendɪd/

unpleasant (adj) ★★	/'ʌn'plez(ə)nt/
vending machine (n)	/'vendɪŋ mə,'fɪn/
whereas (conj) ★★★	/'weə'æz/

Unit 6

Parts of the body

ankle (n) ★★	/'æŋk(ə)l/
artery (n)	/'ɑ:təri/
bone (n) ★★★	/'bəʊn/
chest (n) ★★★	/'tʃest/
chin (n) ★★	/'tʃɪn/
heart (n) ★★★	/'hɑ:t/
heel (n) ★★	/'hi:l/
hip (n) ★★	/'hɪp/
kidney (n) ★	/'kɪdni/
liver (n) ★★	/'lɪvə/
lung (n) ★★	/'lʌŋ/
skin (n) ★★★	/'skɪn/
thigh (n) ★★	/'θaɪ/
throat (n) ★★★	/'θrəʊt/
tongue (n) ★★	/'tʌŋ/
vein (n) ★★	/'veɪn/
wrist (n) ★★	/'rɪst/

Words connected with health

be allergic to	/'bi ə'lɜ:dʒɪk tu/
be in danger of	/'bi ɪn 'deɪndʒə əv/
be painful	/'bi 'peɪnfl(ə)l/
be/become addicted to	/'bi, bɪ,kʌm ə'dɪktɪd tu/
be/become obese	/'bi, bɪ,kʌm ə'bi:əs/
break (v) ★★★	/'breɪk/
dislocate (v)	/'dɪsləkeɪt/
fatty food	/'fæti 'fu:d/
feel dizzy	/'fi:l 'dɪzi/
fracture (v)	/'fræktʃə/
get over an illness	/'get ,əʊvər ən 'ɪlnəs/
get/catch an infection	/'get, ,kætʃ ən ɪn'fekʃ(ə)n/
get/give a prescription	/'get, ,gɪv ə prɪ'skrɪpʃ(ə)n/
go for check-up	/'gəʊ fə(r) ə 'tʃekʌp/
have a balanced diet	/'hæv ə,bælənst 'daɪət/
have a temperature	/'hæv ə 'tempərɪtʃə(r)/
have an operation	/'hæv ən ,ɒpə'reɪʃ(ə)n/
have/give an injection	/'hæv, ,gɪv ən ɪn'dʒekʃ(ə)n/
increase the risk of	/'ɪn,kri:s ðə 'rɪsk əv/
injure yourself	/'ɪndʒə jɔ:,self/
processed food	/'prəʊsesɪt 'fu:d/
put on/lose weight	/'pʊt ɒn, ,lu:z 'weɪt/
relieve symptoms	/'ri:li:v 'sɪmptəmz/
shiver (v) ★	/'ʃɪvə/
sprain (v)	/'spreɪn/
suffer from heart disease	/'sʌfə frəm 'hɑ:t dɪ,zɪz/
take your blood pressure	/'teɪk jɔ: 'blʌd preʃə/
treat somebody (for) (v)	/'tri:t ,sʌmbədi fɔ:(r)/
twist (v) ★★	/'twɪst/
work out (v)	/'wɜ:k 'aʊt/

Idioms: health and illness

be as right as rain	/'bi əz 'raɪt əz ,reɪn/
be back on your feet	/'bi ,bæk ɒn jə 'fɪt/

be as fit as a fiddle /bi əz ,fɪt əz ə 'fɪd(ə)l/
 be on your last legs /bi ,ɒn jə 'lɑːst legz/
 be/feel under the weather /bi ,fi:l ʌndə ðə 'weðə/
 drop like flies /,drɒp laɪk 'flaɪz/
 keep in shape /,ki:p ɪn 'ʃeɪp/

Other words and phrases

as long as /əz 'lɒŋ əz/
 aspect (n) ★★★ /'æspekt/
 availability (n) ★★ /ə'veɪlə'bɪləti/
 available (adj) ★★★ /ə'veɪləb(ə)l/
 avoidance (n) /ə'vɔɪd(ə)ns/
 ban (v) ★★ /bæn/
 beat (v) ★★★ /bi:t/
 black out (v) /,blæk 'aʊt/
 body (n) ★★★ /'bɒdi/
 boil (v) ★ /bɔɪl/
 brain cell (n) /'breɪn sel/
 calcium (n) ★ /'kælsiəm/
 chronic (adj) ★ /'krɒnɪk/
 computer file (n) /kəm'pjʊ:tə ,faɪl/
 convulsion (n) /kən'vʌlʃ(ə)n/
 deadly (adj) ★ /'dedli/
 deficiency (n) ★ /dɪ'fɪʃ(ə)nsi/
 deprivation (n) /,deprɪ'veɪʃ(ə)n/
 despite (prep) ★★★ /dɪ'spaɪt/
 dessert (n) ★ /dɪ'zɜ:t/
 dietary (adj) /'daɪət(ə)ri/
 disabled (adj) ★★ /dɪs'eɪb(ə)ld/
 encourage (v) ★★★ /ɪn'kʌrɪdʒ/
 ensure (v) ★★★ /ɪn'ʃʊ:
 equipment (n) ★★★ /'kwɪpmənt/
 exceed (v) ★★ /ɪk'si:d/
 exclude (v) ★★★ /ɪk'sklud/
 eye chart (n) /'aɪ tʃɑ:(r)t/
 fibre (n) ★★ /'faɪbə/
 flexibility (n) ★★ /fleksə'bɪləti/
 frying pan (n) /'fraɪŋ ,pæn/
 gluten (n) /'glu:t(ə)n/
 go blank (v) /,gəʊ 'blæŋk/
 governmental (adj) /,gʌvən'ment(ə)l/
 hay fever (n) /'heɪ ,fi:və/
 heavy industry (n) /,hevi 'ɪndəstri/
 in case /ɪn 'keɪs/
 in spite of /ɪn 'spaɪt əv/
 injure oneself (v) /'ɪndʒə wʌn,selv/
 inner-city (adj) /'ɪnə ,sɪti/
 intake (n) ★ /'ɪnteɪk/
 iron (n) ★★ /'aɪən/
 keep in shape /,ki:p ɪn 'ʃeɪp/
 lack (n) ★★★ /læk/
 main course (n) /,meɪn 'kɔ:s/
 multiply (v) ★ /'mʌltɪplaɪ/
 neighbourhood (n) ★★ /'neɪbə,hʊd/
 nutrient (n) /'nju:triənt/
 oily (adj) /'ɔɪli/
 operation (n) ★★★ /,ɒpə'reɪʃ(ə)n/
 organic (adj) ★ /ɔ:'gænɪk/
 overall (adv) ★★ /,əʊvər'ɔ:l/
 packed lunch (n) /,pækt 'lʌntʃ/
 persistently (adv) /pə'sɪstəntli/
 pollen (n) /'pɒlən/
 portion (n) ★★ /'pɔ:ʃ(ə)n/

poverty (n) ★★ /'pɒvəti/
 prawn (n) /praʊn/
 proud (adj) ★★ /praʊd/
 provided/providing (that) /prə'vaɪdɪd, prə'vaɪdɪŋ (dæt)/
 push to the limits /,pʊʃ tə ðə 'lɪmɪts/
 reduce (v) ★★★ /rɪ'dju:s/
 regret (v) ★★ /rɪ'ɡret/
 remove (v) ★★★ /rɪ'mu:v/
 requirement (n) ★★★ /rɪ'kwəɪmənt/
 researcher (n) /rɪ'sɜ:tʃə, 'ri:sɜ:tʃə/
 restrict (v) ★★ /rɪ'strɪkt/
 saturated (adj) /'sætʃə'reɪtɪd/
 screen (n) ★★★ /skri:n/
 semi-skimmed (adj) /'semi skɪmd/
 skimmed (adj) /skɪmd/
 source (n) ★★★ /sɔ:s/
 spot (v) ★★ /spɒt/
 standard (n) ★★★ /'stændəd/
 stir (v) ★★ /stɜ:t/
 strength (n) ★★★ /streŋθ/
 takeaway (n) /'teɪkəweɪ/
 teaspoon (n) /'ti:spu:n/
 therefore (adv) ★★★ /'ðeəfɔ:/
 tolerance (n) ★ /'tɒlərəns/
 trust (n) ★★★ /trʌst/
 unless (conj) ★★★ /ən'les/
 varied (adj) ★ /'veəriəd/
 vomit (v) ★ /'vɒmɪt/
 wok (n) /wɒk/
 woodland (n) ★★ /'wʊdlənd/

Progress test

Units 5–6

caffeine (n) /'kæfi:n/
 amino acid (n) /ə'mi:nəʊ 'æsɪd/
 energy drink (n) /'enədʒɪ ,drɪŋk/

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