

Workbook
كتاب النشاط



Flying High

REVISED
EDITION

for Saudi Arabia

David Spencer

5

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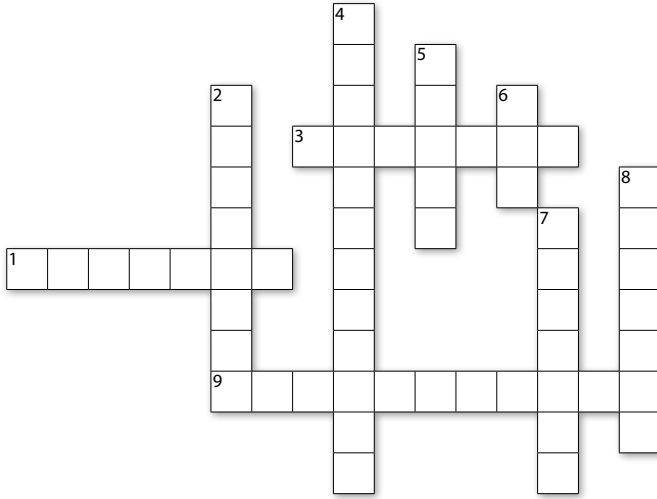
1 Learning for life

- Grammar** ▶ Modal verbs of obligation, prohibition, advice and permission
 ▶ First and second conditional
- Vocabulary** ▶ School and university subjects
 ▶ Words connected with school and university
 ▶ Noun suffixes *-ist, -er, -or, -ian, -ee*
- Speaking** ▶ Describing photos 1
- Writing** ▶ A formal letter applying for a scholarship

▶ Vocabulary

School and university subjects

1 Complete the crossword with the missing words.



- 1 We studied magnets today in our lesson.
- 2 To become a doctor, you have to study for five years.
- 3 They went on a trip to the ancient castle as part of their project last year.
- 4 looks at the effect of advertising, newspapers and TV.
- 5 I find very easy, because I've always been more interested in numbers than in words.
- 6 Their mother used to teach but now she just works on her own paintings.
- 7 Gabi wants to study in the USA, so she needs to speak good
- 8 We cut open a fish in yesterday.
- 9 My course is mostly about designing roads and bridges.

2 Change one word in each sentence so that it makes sense.

- 1 She loves doing chemical experiments, so she should study art.

- 2 Ahmed doesn't like reading so he should study literature.

- 3 I dislike talking about money, so I'm going to study economics.

- 4 He needs to do medicine if he wants to become a great painter.

- 5 We learnt a lot about the first world war on our geography field trip.

3 Underline the odd one out and explain your choice.

1 cheat exam fail pass
exam is the odd one out: the other words are verbs which can go with 'exam'

2 essay exam term test

3 college school timetable university

4 grade mark resit result

5 degree grant money scholarship

6 certificate coursework degree diploma

4 Write your own definitions of these words. Use your dictionary to help you.

continuous assessment coursework ICT PE biology law

Continuous assessment means your teachers judge you by looking at the work you do during the year. They do not only look at your exam results.

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-
-

- 1 Look at the newspaper headline. The author mentions 'soft' A-level subjects. A-levels are the exams students take to get into university. What do you think 'soft' A-level subjects are? Can you think of examples?
- 2 Read the newspaper extract and the letter to the editor. Check your answers to 1.

British universities say no to 'soft' A-level subjects



Britain's top universities and colleges are no longer accepting sixth-formers who have taken non-academic subjects at A-level. They say schools should not teach the easier subjects because they do not prepare students for the academic difficulty of university life.

Some schools advise students to take 'easy' A-levels, such as drama or PE because students have a better chance of getting higher grades than if they take maths or physics. However, top institutions like Oxford and Cambridge University and the London School of Economics have now said they cannot accept these subjects because they are not good preparation for degrees.

LETTER TO THE EDITOR

I have worked in education for 30 years, so I feel I can speak with some authority on yesterday's article about 'soft' subjects.

In my opinion, there is no such thing as a 'soft' A-level subject. When I was in the sixth form 40 years ago, I had to take two three-hour exams in each of my subjects – English, French and German. I did not have to do any coursework at all. Pupils studying today have to sit several exams after the first and the second years of the sixth form.

On top of that, they have to complete demanding coursework. This can often take more time in subjects like art or textiles, as pupils have to spend hours of their own time preparing their work to show. Young people have many different skills and talents, and the A-levels of today make it possible for them to concentrate on what they enjoy and are good at. We should not think less of students who choose media studies or art rather than geography or physics.

Today's students are not less hard-working than we were. People who say students don't work as hard today should try taking a psychology or ICT examination. I would actually prefer my exams to what students have to do today, which leaves them little time for extracurricular activities. We should congratulate students on what they achieve.

3 Match the words with the definitions.

- | | |
|------------------|---|
| 1 academic | a succeed in doing something that is not easy |
| 2 achieve | b difficult to do but interesting |
| 3 authority | c students in their last two years of school |
| 4 challenging | d takes a long time to do |
| 5 sixth-formers | e somebody who is an expert in a certain subject |
| 6 time-consuming | f relating to education, especially in college and university |

4 Choose the correct alternative using information from the text.

- 1 Subjects like media studies and travel and tourism are called 'soft' because
 - a students who study them are too kind.
 - b you cannot pass them easily.
 - c some people say they are too easy.
- 2 To prepare for university studies, A-level exams must be
 - a easy.
 - b academic.
 - c less demanding.
- 3 The writer of the letter
 - a sat two exams and did coursework.
 - b did no coursework but wishes she had done.
 - c had fewer exams than students today.
- 4 In the writer's opinion, today's A-level students
 - a should study what they are interested in.
 - b would be different if they had coursework.
 - c expect to specialise in 'soft' subjects.
- 5 The writer thinks students today
 - a have lots of time for other things.
 - b never have time for extracurricular activities.
 - c have less time for extracurricular activities than she did.

5 Answer the questions in your own words.

- 1 Which top institutions are mentioned in the text, and what do you think makes them 'top'?

.....

.....

.....
- 2 Write down the 'soft' subjects you can find in the text and add any more that you think might be soft.

.....

.....

.....

6 What about you?

Do you study any 'soft' subjects? Do you agree with the professors about soft subjects, or do you agree with the writer of the letter? Give reasons for your answer.

Modal verbs of obligation, prohibition, advice and permission

1 Complete the rules with these verbs of obligation and prohibition.

don't have to have to must mustn't

We use **(a)** to talk about things which are obligatory or necessary. They are often rules decided by other people. To talk about things which are not obligatory or necessary, we use the negative **(b)**

We use **(c)** to talk about rules, regulations and obligations. They are often rules we have decided ourselves. To talk about prohibitions, we use the negative **(d)**

2 Complete the sentences with the correct verbs from 1.

- 1 You do the extra project. It's optional.
- 2 You talk after the exam has started.
- 3 You forget to read all the questions before you start writing.
- 4 You answer all the questions in this exam so don't miss any.
- 5 You remember to check all your answers carefully.
- 6 You stay in the exam room: leave quietly when you've finished.

3 Choose the correct alternative.

We use *can* to **(a)** *give/refuse* permission and *can't* to **(b)** *give/refuse* permission.

We use *should*, *shouldn't*, *ought to* and *had better* to give and ask for **(c)** *advice/permission* and **(d)** *regulations/recommendations*.

4 Read the letters from the problem page of a magazine. Complete the gaps with the correct verbs.

can't have had better mustn't ought should

Dear Marge

My teacher says I (1) study the subjects I want because my grades aren't very good. I know I (2) spend longer on my homework but it's hard. I (3) to help a lot at home. I've got a younger sister and she (4) to help too, but she doesn't. My mum says we (5) talk about family problems to strangers. But I think I (6) tell my teachers. What do you think?

Nancy

can don't have must

Dear Nancy

I think your sister really (7) help in the house – it's unfair if she doesn't. And in my opinion, you (8) explain the situation to your teachers. You (9) to talk about anything private, just tell them why you don't have much time. I'm sure they will be very understanding.

Marge

5 Complete the sentences by matching 1–8 with a–h.

- | | |
|--------------------------------------|------------------------------|
| 1 In Britain, you can't leave school | a because I passed! |
| 2 You have to be 17 | b but I'm not tired. |
| 3 You shouldn't go to school | c until you're 16. |
| 4 You ought to go to bed early | d or he'll be late. |
| 5 I don't have to resit the exam | e the night before an exam. |
| 6 He'd better hurry | f in the classroom. |
| 7 They mustn't use their mobiles | g when you're very ill. |
| 8 I should really go to bed now | h to drive a car in Britain. |

Grammar extension

6 Read the text and choose the correct alternative.



How old do you have to be?

There are a lot of differences between countries about the age when you are old enough to do certain things. In many countries, for example, you **(a)** *can/should* leave school when you are quite young, but in Germany you **(b)** *have to/should* do at least part-time education until you are 18. What about getting a job? In many places you **(c)** *mustn't/have to* be 16, but in Sri Lanka you **(d)** *can/must* work when you're only ten. When it comes to driving, in some states of the USA you **(e)** *can/should* get a driving licence when you're as young as ten, whereas in most countries you **(f)** *have to/has to* be 18. But if you really want to learn to drive something at a young age in the USA, you **(g)** *d better/shouldn't* start training to be a pilot, because there's no official limit – in theory at least, you **(h)** *can/can't* learn at any age.

Noun suffixes: -er, -or, -ist, -ian, -ee

1 Match the jobs to the pictures.

instructor journalist photographer scientist



1



2



3



4

2 Add the correct suffixes to make job titles.

-ee -er -ian -ist -or

- 1 lectur
- 2 employ (x2)
- 3 train (x2)
- 4 physic (x2)
- 5 technic
- 6 profess

3 Write your own definitions for four of the words in 2.

- 1 *A lecturer is somebody who teaches at a university.*
- 2
- 3
- 4
- 5

Vocabulary extension: more words with suffixes -er, -or, -ee, -ist, -ian

4 Add one of the suffixes to make words. Then write the words in the correct columns. Use your dictionary to check your answers.

- act..... auth..... chem..... comed..... edit.....
- hairdress..... lead..... librar..... optic.....
- paint..... pay..... econom..... politic.....
- reception..... sail..... solicit..... teach.....
- telephon..... translat.....

-er	-or	-ee	-ist	-ian

5 Choose two jobs that you would like and two that you would hate from 4. Write sentences to explain why.

I think I would enjoy being a librarian because I love reading and I hate working in noisy places.

- 1
- 2
- 3
- 4

First and second conditional

1 Complete the rules with these words.

if infinitive past simple present simple won't would

The first conditional is formed with the word **(a)**
 + and will / **(b)** + infinitive.

If you work hard, you will pass all your exams.

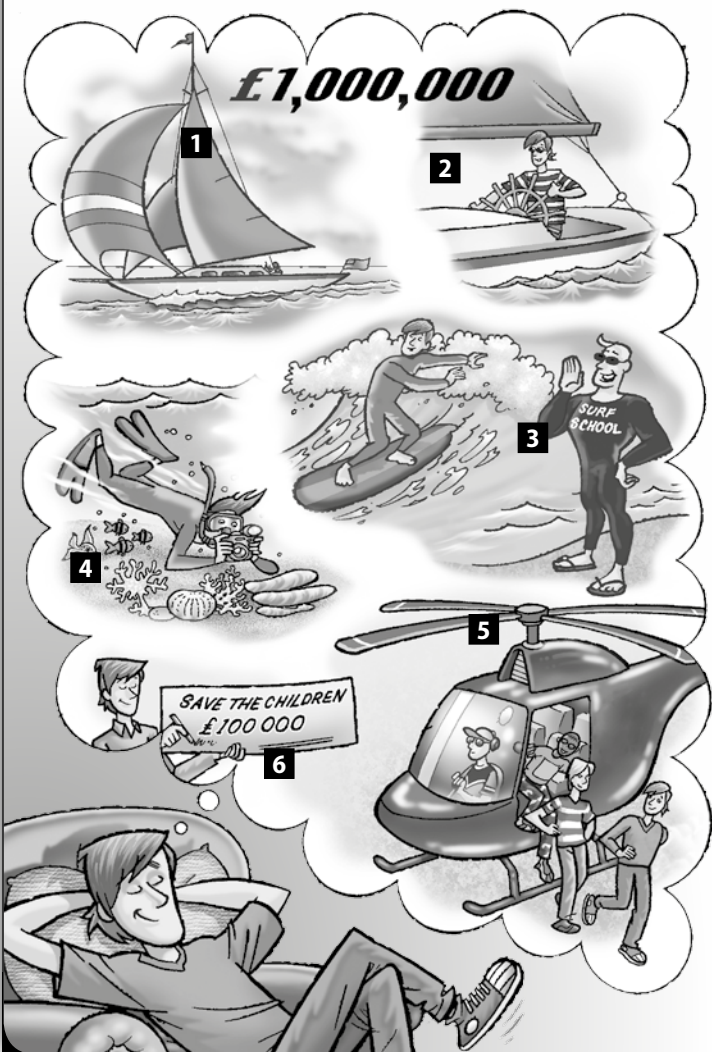
The second conditional is formed with the word if
 + **(c)** and **(d)** wouldn't +
(e)

If I had a lot of money, I would study in the USA.

2 Choose the correct alternative to make first conditional sentences.

- 1 If you join our sailing club, you will have/have really good fun.
- 2 She won't have time to enjoy herself if she studies/will study too hard.
- 3 If you arrive/will arrive late, the lecturer will not let you in.
- 4 I help//ll help you with your application if you want me to.
- 5 If she ll go/goes to a summer school in London, she'll improve her English.
- 6 He ll learn/learns to ski if he goes to university in Canada.

3 Look at the pictures and make sentences in the second conditional.



1 win / million pounds / buy / luxury yacht
If I won a million pounds, I would buy a luxury yacht.

2 have / yacht / sail / around the world

3 hire / surfing instructor / become / expert surfer

4 have / expensive camera / take / great photos

5 buy / private helicopter / employ pilot

6 be / really good person / give / lots of money to charity

4 Write sentences in the second conditional about these situations.

1 I want to have tennis lessons but I haven't got enough time.
 If I had enough time, I would have tennis lessons.

2 She drinks coffee all day and she gets terrible headaches.
 She wouldn't

3 He can't buy more books because he spends all his money on magazines.
 If he

4 My sister wants to come to the wedding but she feels ill.
 If my sister

5 He won't arrive on time because his train is late.
 If his

Grammar extension

5 Successful interviewees say that you have to show the college interviewer that you've got something extra to offer. Write three true sentences to describe what you would bring to a college if they gave you a place.

I would be an active member of the debating club if I came to your college.

1

2

3

Describing photos

1 Look at the photo on the right of a scene in Cambridge. Complete five of the expressions to describe the picture.

Expressions to talk about pictures:

In the picture, I can see ...

The picture shows ...

In the foreground ...

In the background ...

At the top/bottom of the picture ...

In the middle of the picture ...

On the right/left ...

In the top/bottom right/left corner ...

It looks/doesn't look like ...



.....

.....

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.....

2 Now look at the photo below of students on the river in Cambridge. Use the expressions that you didn't use in 1 to talk about this picture.



.....

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.....

.....

3 Compare the two photos of Cambridge. Use your sentences and any new ideas. Who is having more fun? What do you think the people are doing in the pictures and why? Would you like to do what they are doing? Make notes and then practise orally. If you are not 100% sure of something, use *I think* and/or *I imagine*.

.....

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A formal letter applying for a scholarship

1 Read the sentences. Are they formal or informal? Write F or I.

- 1 Give us a ring soon.
- 2 It'd be great if you could help me.
- 3 I look forward to hearing from you.
- 4 I am writing to ask for some information.
- 5 I'd really like to do your course.

2 Re-write the sentences in 1. Change the formal to informal and vice versa.

- 1
- 2
- 3
- 4
- 5

3 Read Harry's letter of application for the Central College Society Scholarship. Underline three inappropriate phrases or sentences. Why are they inappropriate?

Dear Sir or Madam,

I am writing to apply for the Central College Society Scholarship.

I believe I'd be perfect for this scholarship and I'll tell you why. Firstly, I have had very good grades this year in all my subjects but especially in media studies. Also, I would very much like to improve my English, because I hope to study further in the UK.

I'm really into writing and journalism and I've been helping to produce the school literary magazine. As assistant editor, I am responsible for choosing the content, getting advertising money and advising on the layout.

I would be very grateful for the chance to study with a Central College Society Scholarship.

I can't wait to hear from you.

Yours faithfully
Harry Brown

4 Replace the phrases or sentences you have underlined with more formal expressions.

- 1
- 2
- 3

5 Read this information about a scholarship for the City University summer school. What two things does the perfect candidate need?

- 1
- 2

CITY UNIVERSITY is based in the heart of the capital, close to the historic City of London. We run a range of undergraduate and postgraduate courses as well as eight-week summer courses. We welcome applicants whose first language is not English, but you will need a good level of both spoken and written English.

The following classes are offered on our summer courses:

- British Architecture
- Creative Writing in London
- Museums and Galleries
- Shakespeare's London

We are able to offer a limited number of scholarships to students who demonstrate a special interest in any of the class topics. Please send a letter of application to the Admissions Tutor at the address given.

6 Decide which of the summer course classes you would like to join, and write a letter of application for a scholarship. Include information to convince the Admissions Tutor that you are an ideal candidate for the scholarship. Write between 100 and 150 words. Make sure you use the appropriate language from 1–4.

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2 Appliance of science

- Grammar** ▶ The passive ▶ *Have something done*
Vocabulary ▶ Everyday inventions ▶ Operating technology
 ▶ Prepositional phrases with adjectives
Speaking ▶ A debate
Writing ▶ A *for and against* essay

▶ Vocabulary

Everyday inventions



1 Match 1–8 with a–h to make everyday inventions.

- | | |
|-------------|-----------|
| 1 digital | a machine |
| 2 mobile | b camera |
| 3 microwave | c control |
| 4 dish | d oven |
| 5 vacuum | e phone |
| 6 remote | f washer |
| 7 DVD | g cleaner |
| 8 washing | h player |

2 Which inventions from 1 are described in these definitions?

You use it to:

- control something such as a television from a short distance away.
.....
- cook food very quickly without using heat.
.....
- wash plates, cups, knives and forks.
.....
- take photos.
.....

3 Choose four of these words and write your own definitions. Then use a dictionary to check your answers.

camcorder laptop mobile phone satnav
vacuum cleaner washing machine

-
.....
-
.....
-
.....
-
.....

4 Choose the correct alternative.

- It's never a good idea to plug in/select a machine with wet hands.
- Select/Insert the long wash if your clothes are really dirty.
- I usually plug in/charge my mobile overnight.
- How do you connect/insert the camera to the laptop?
- Press fast forward/play if you don't want to see the adverts at the beginning.

1 What is a 'myth'?

- a something that you don't understand.
- b something that people believe is true but isn't.
- c an extremely large number of people.

2 Read the text and check your answer.



The five-second rule

Although there may be more germs on the floor, people can still eat food after it has been dropped. Just remove any dust! Any germs can help to strengthen the system our bodies use to protect us against diseases.

Brain cells can't grow again

For a long time, scientists said that brain cells can't regenerate – if you kill a brain cell, it is never replaced. New cell growth was thought to be impossible, and this was the reason for memory loss and confusion in illnesses like Alzheimer's or in old age. However, scientists in California discovered that the part of the brain which controls memory and learning can, after all, create new cells.

Danger money

Many people believe that if you are hit on the head by a coin that is dropped from the top of a skyscraper, you will be killed by the impact. This is quite believable, but it is not true. A study of the aerodynamics of a coin will show that it will not drop fast enough to be dangerous. The person who was hit would probably feel something like an insect bite but they certainly wouldn't die as a result.

Lightning never strikes twice

It is often said that lightning never strikes the same place twice. But lightning can and does strike the same place more than once. Indeed, research has shown that it happens very frequently. Because lightning strikes tall structures or buildings, the highest place in an area is often struck several times in a few seconds. The Empire State Building in New York, the Hancock Building in Chicago and the CN Tower in Toronto are all hit many times every year.



3 Find words in the text which mean:

- 1 forms of bacteria that spread disease (*paragraph 1*)
.....
- 2 to develop or make something again (*paragraph 2*)
.....
- 3 the organ inside your head that controls your body (*paragraph 2*)
.....
- 4 the force of one object hitting another (*paragraph 3*)
.....
- 5 the science of how things move through the air (*paragraph 3*)
.....
- 6 attack or hit (*paragraph 4*)
.....

4 Choose the correct alternative.

- 1 Food that is dropped on the floor/used to protect us can still be eaten.
- 2 Adult brain cells can be/used to be replaced by new ones.
- 3 An illness like Alzheimer's probably damages memory/creates new cells.
- 4 It is commonly believed that picking up/being hit by a falling coin will kill you.
- 5 If a falling coin hit you, you would be OK/never survive it.
- 6 The tallest buildings in the world are unlikely to be/regularly struck by lightning.

5 Answer the questions.

- 1 In line 6, what is *them* in: '... as soon as it touches them?'
.....
- 2 In line 11, what does *it* refer to in: '... it is never replaced?'
.....
- 3 What does *it* refer to in line 21: '... it will not drop fast enough?'
.....
- 4 In line 31, what does *it* refer to in: '... it happens very frequently?'
.....

6 What about you?

Which of these myths have you heard of before? Do you know any others?
.....
.....
.....
.....
.....
.....
.....

The passive

1 Choose the alternative to make the rule correct.

We form the passive with the verb **(a) to be/to have** + the **(b) past simple/past participle** form of the main verb. We use it when we are more interested in the **(c) agent/action** than in the **(d) agent/action**, that is, the person or thing which does the action. We use the preposition **(e) by/from** to talk about the agent. We also use the passive when we **(f) know/do not know** exactly who the agent is, or when it is **(g) obvious/not obvious** who the agent is.

2 Complete these passive sentences with the correct form of the verb to be and the verbs given.

- (sell) This wonderful gadget *was* first *sold* in 1897.
- (publish) This journal still twice a year.
- (do) Some very interesting research already on Alzheimer's.
- (win) Do you think the prize by the same person again next year?
- (invent) The first automatic dishwasher by a woman.
- (use) Look! Plant extracts to make these cosmetics.

3 Choose the correct alternative.

- If food *dropped/is dropped* on the floor, it will not be unsafe to eat.
- The first prize was *gave/given* to Chris McCarroll.
- Languages *are/have been* learned this way for hundreds of years.
- We *taught/were taught* by university graduates.
- These myths *have been/are* believed for a long time now.
- How many times has that man *been stung/stung* by a bee?

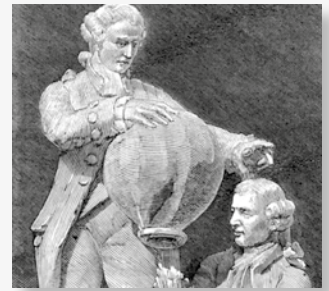
4 Rewrite these sentences in the passive.

- An undercover policeman arrested the criminal.
The criminal was arrested by an undercover policeman.
- Anna Williams is reading the news tonight.
The news
- The Japanese team has already published the best research.
The best research
- A student will meet the visiting professors at the station.
The visiting professors
- A British journalist wrote a book called *Bad Science*.
A book

Grammar extension

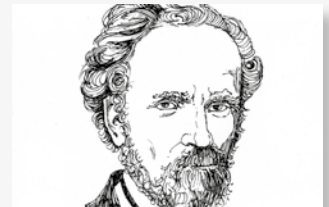
5 What do you know? Match the invention to the inventor. Then write sentences in the passive about them.

dynamite



Montgolfier brothers, France, 1783

locks



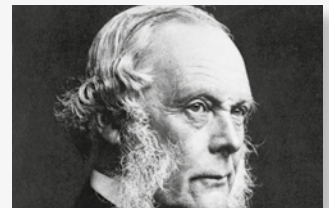
Linus Yale, USA, 1851

antiseptic



John B Dunlop, Northern Ireland, 1888

the first hot air balloon



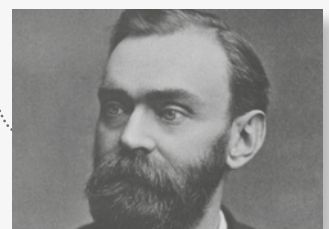
Joseph Lister, England, 1867

reading system for the blind



Louis Braille, France, 1829

bicycle tyre



Alfred Nobel, Sweden, 1866

1 *Dynamite was invented by Alfred Nobel from Sweden in 1866.*

-
-
-
-
-
-

Prepositional phrases with adjectives

1 Complete the sentences with an adjective from box 1 and a preposition from box 2.

afraid aware bored different good interested
pleased ready responsible similar tired worried

about at for from in of to with

- 1 Khalid was not very literature.
- 2 Are you the dangers of cycling without lights?
- 3 Kitchens today are very kitchens a hundred years ago.
- 4 This dishwasher's getting things clean, but it's noisy.
- 5 The children were not at all the science museum's new exhibition.
- 6 See a doctor if you're that pain in your leg.
- 7 I'm cooking – let's eat out tonight.
- 8 She is walking alone at night.
- 9 Air travel is a lot of carbon emissions.
- 10 Their research was ours, but theirs was shorter.
- 11 I'm not lunch. I only had breakfast an hour ago.
- 12 They were very their new camcorder.

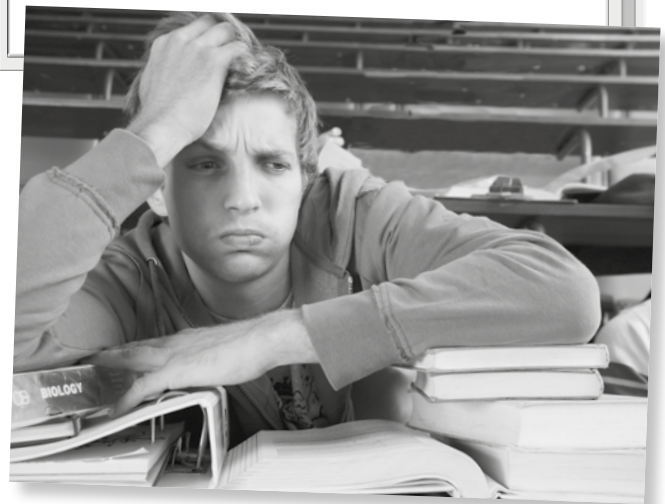
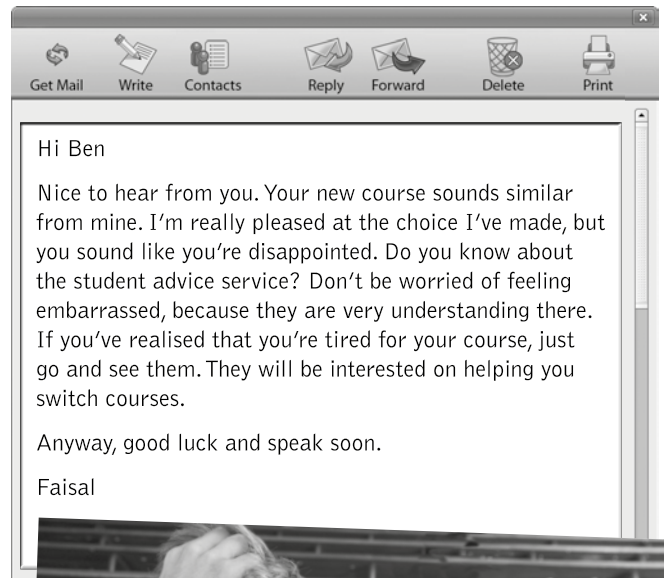
2 Write a sentence about ...

- 1 something you are interested in
.....
.....
- 2 something you are responsible for
.....
.....
- 3 something you've been pleased with
.....
.....

3 Complete the sentences with the correct adjective from 1.

- 1 The sisters have always been extremely at maths.
- 2 He is usually out of bed and for school by 7 am.
- 3 At home, my brother is for loading the dishwasher.
- 4 My dad is of spiders.
- 5 I'm very from the rest of my family.

4 Read the email. Find and correct five mistakes.



Vocabulary extension

5 Match 1–9 with a–i to make sentences.

- | | |
|---------------------------------------|--|
| 1 My uncle was very fond | a for you all at this sad time. |
| 2 I'm not very keen | b for walking in the rain. |
| 3 Hilary was amused | c of their children's achievements. |
| 4 The teacher wasn't very impressed | d with the student's poor exam results. |
| 5 The old woman was shocked | e on their parents until they're 18. |
| 6 Most parents are proud | f on eating out at restaurants. |
| 7 We feel sorry | g of eating chocolate when he was a child. |
| 8 I don't think my shoes are suitable | h by that funny story you told her. |
| 9 Children are dependent | i by the price of the latest mobile phone. |

Have something done

1 Complete the grammar rule with these words.

does don't formal *have or get* object
past participle preposition subject

We form *have/get something done* with the **(a)**
+ *have or get* + the **(b)** + the
(c) We make different tenses by changing the
tense of **(d)** We use this structure to talk about
actions which we **(e)** do ourselves. Somebody
or something **(f)** them for us. *Get* is a little less
(g) than *have*. Both can be used with the
(h) *by* if we want to refer to the person or thing
which does the action.

3 Look at the pictures and complete the questions with the correct form of *have* or *get*.



1 When did you last
.....?



2 Where did you last
.....?



3 When did you last
.....?



4 How often do you
.....?

4 Now write full answers to the questions in 3 so they are true for you.

- 1
- 2
- 3
- 4

2 Match 1–6 with a–f to make sentences.

- | | |
|----------------------------------|--|
| 1 He can't read the small print | a so we're going to have it serviced. |
| 2 The car won't start | b because she's not very good at baking. |
| 3 Our house is too small | c by the same guy that cleans ours. |
| 4 You can't wash this shirt | d so we're getting an extension built. |
| 5 She had the cake made | e so he's getting his glasses changed. |
| 6 They get their windows cleaned | f so you'll have to have it dry cleaned. |

Grammar extension

5 Imagine that you have a robot that works for you. Write five sentences to describe what you are going to have/get done.

I'm going to get my car cleaned by the robot.

- 1
- 2
- 3
- 4
- 5

A debate

1 Match 1–5 with a–e to make expressions for agreeing.

- | | |
|--------------|------------------|
| 1 That's | a what you mean. |
| 2 You're | b true. |
| 3 You've got | c your point. |
| 4 I take | d right. |
| 5 I see | e a point. |

2 Read the statements 1–5 and match each with one of the responses a–e.

- 1 I can see nothing wrong with modern medicine. Recent advances have only made life better for everyone.
 - 2 Tennis is the greatest sport in the world. There's no other sport that compares to its excitement.
 - 3 Everything has already been invented. There's nothing more for us to do.
 - 4 Mobile phones are fantastic. Nobody could live without one these days.
 - 5 Cycling is a waste of time. Everyone should learn to drive a car.
- a I see what you mean, but I think there *are* more things we can do. What about finding a cure for cancer, for example?
- b That's true, a driver's licence can be very useful, but I don't think it *is* a waste of time to have a cheaper, greener way of getting around.
- c I take your point, but what about Formula One? That's just as exciting in my opinion.
- d You've got a point, but it is wrong that only the rich countries can afford the best drugs, don't you think?
- e You're right and I wouldn't like to live without mine. But, actually, about 40% of the world hasn't got a mobile phone.

3 Complete the dialogue with these expressions.

I mean I see what you mean, but ...
 you've got a point I totally disagree with you That's true

ALI: I've just read this amazing book that will change your life – it's about superfoods!

SAM: Oh yeah? Like tuna and olive oil? I don't believe in superfoods. Food's food, isn't it?

ALI: No. **(a)** It's obvious that some food is better for you than other food.
(b), fruit's better for you than chocolate, isn't it?

SAM: **(c)**, but why not eat a bit of both? I think a mixed diet is a healthy diet.

ALI: Yes, **(d)** But it's been proven that school children who drink fizzy chemical drinks concentrate less in class than kids who drink milk.

SAM: **(e)** you can't say that any particular kind of food is the best, only that too much of some food isn't good for you.

Describing photos



4 Look at the photo and answer the questions. If you are not sure of something, say I think or I imagine.

- 1 What people or things can you see in the photo?

- 2 What is the person doing?

- 3 How does the person feel?

- 4 What is the problem?

- 5 What technology is he using?

5 Look at the statement and say if you agree or disagree. Write three reasons for your opinion.

'It's impossible to avoid modern technology, even in traditional communities.'

A for and against essay

1 Look at these notes about television, and put them into two columns, for and against.

stops people reading, talking to each other
 fascinating programmes e.g. nature, culture
 company for lonely people
 advertising – bad influence
 unsuitable programmes for children
 educational e.g. language learning
 relaxing e.g. makes people laugh

For	Against

2 Read this essay about television and indicate the correct order for the four paragraphs A–D.

A 3
 However, television has disadvantages, too. People no longer read or talk to each other because the TV is always on. What's more, there are hundreds of channels available and many of them are unsuitable for children. In addition, television advertising can be bad because it encourages viewers to want lots of things they don't really need. Personally, I think this can be very dangerous, for example, during children's television when they advertise expensive toys or gadgets.

B
 In the early 1950s, very few people had a television. By the end of the century, almost every household in the western world had one television set, and many had several. Is this a good or a bad thing?

C
 In conclusion, television is not necessarily a bad thing but parents should be careful how much their children watch. In my opinion, good programmes that are well made are fantastic but, on the other hand, they do prevent people from taking part in other activities and some of the output is unsuitable.

D
 Television can be interesting and useful in a number of ways. Firstly, nature or cultural programmes are fascinating, and viewers can experience places and events they might never see in real life. Furthermore, soaps or comedy programmes can make people laugh and allow them to relax after a day at work. What's more, many programmes are educational and can help students of foreign languages, for example. Finally, television is a comfort to old people or those who live on their own.

3 Which statement do you think was given to the writer of this essay?

- a Children today watch too much television.
- b Television advertising is more important than the programmes.
- c The advantages and disadvantages of television.

4 Underline the linkers that introduce and order the arguments the writer used.

5 Find two expressions the writer uses to express opinions.

- 1
- 2

6 Plan an essay on this statement.

'The invention of the Internet is the best thing that has ever happened.'

Make notes for and against, and organise your ideas into the paragraphs below.

For	Against

Paragraph plan

Paragraph 1: introduce your essay
Paragraph 2: two arguments for the Internet
Paragraph 3: two arguments against the Internet
Paragraph 4: conclude your essay

Write the essay using linkers and other expressions from this unit. Don't forget to say if you agree or disagree with the statement and give your reasons.

Revision: Units 1–2

Grammar

1 Complete the sentences with these words.

can can't don't have to have to must mustn't

- There's no school tomorrow so I do any homework tonight.
- You copy your answers straight off the Internet – it's not allowed.
- I come today but I can tomorrow.
- I finish this homework tonight for the class tomorrow.
- She write more clearly or the examiner won't mark her paper.
- The teacher said I have an extra week to finish the essay.

/ 6 points

2 Choose the correct alternative.

- Fatima should talk/to talk to her teacher about her results.
- I think you ought work/to work a bit harder next term.
- We would/had better not be late for the interview.
- The boy who cheated shouldn't/hadn't better win a prize.

/ 4 points

3 Complete the sentences with the verbs given in the first or second conditional.

- The examiner (not be) pleased if you started texting in your exam.
- If you (not go) to university, what will you do?
- Bill (learn) to fly if he had time.
- What would they say if we (tell) them to be quiet?
- I (help) you with your homework if you want me to.

/ 5 points

4 Rewrite these sentences in the passive.

- They sell thousands of illegal copies of DVDs every day.
.....
- They will hold the next Olympics® in my own country.
.....
- Someone bought that satnav for our grandfather to use.
.....
- Somebody finally fixed my computer.
.....
- They don't often teach Latin in schools these days.
.....

/ 10 points

Total

/ 25 points

Vocabulary

5 Complete the words with the missing vowels (a, e, i, o, u) to make the names of school and university subjects.

- b _ _ l _ _ gy
- l _ _ t _ _ r _ _ t _ _ r _ _
- _ _ ng _ _ n _ _ r _ _ ng
- m _ _ d _ _ c _ _ n _ _
- g _ _ _ gr _ _ phy
- h _ _ st _ _ ry

/ 6 points

6 Choose the correct alternative.

- I'm afraid you got 34% so you'll have to cheat/re-sit.
- She studied hard, so she'll get a good mark/fail.
- Look at your timetable/continuous assessment and see what lesson is next.
- When he gets a grant/certificate, he hangs it on the wall.
- They prefer to do coursework/scholarships because they don't like exams.

/ 5 points

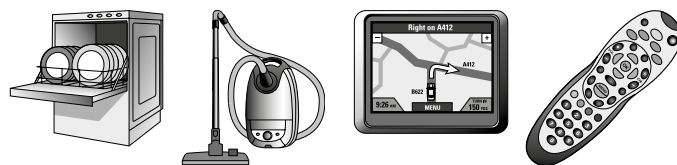
7 Add the suffixes *-er*, *-or*, *-ist*, *-ian* and *-ee* to these roots to make jobs. Two roots can be used twice.

employ- histor- instruct- journal- lectur-
photograph- profess- scient- train- technic-

-er	-or	-ee	-ist	-ian

/ 5 points

8 Label these pictures.



/ 4 points

9 Complete the sentences with the correct preposition.

- She is responsible taking care of the kids.
- How we find information is different the way you used to do it.
- Are you aware the phrase 'lightning never strikes twice'?
- I'm tired this programme. What's on the other channels?
- She's worried breaking her MP3 player.

/ 5 points

Total

/ 25 points

Reading

1 Read this text. What might happen to drivers if roads didn't have cat's eyes?



What are cat's eyes?

Cat's eyes are a cheap and effective invention that mark roads without lights. They are fixed to the middle of roads and help drivers see the road when there are no streetlights. Cat's eyes reflect cars' lights, so they make it easier for drivers to see in bad weather or at night. You can see the cat's eyes 90 metres away, which makes driving much less dangerous.

Who invented cat's eyes?

Percy Shaw invented cat's eyes in the 1930s. He lived in Halifax, England, where fog was common. Like many inventions, there are several stories about how Shaw had his brilliant idea. One romantic story is that Shaw invented the cat's eyes when he saw a cat sitting beside the road. Shaw was driving in the fog, and his headlights reflected from the eyes of the cat and saved him from an accident. That, they say, is how the invention got its name.

How do cat's eyes work?

Cat's eyes are made from two glass spheres, which go down into a metal box in the road when a car drives over them.

These spheres do not break because they push against soft white rubber. But they do make a sound as a car drives over them. This is useful because it warns drivers that they are driving into the middle of the road.

Colour codes

Cat's eyes in the centre of the road are white. On motorways in the UK, red cat's eyes mark the inside lane. Green cat's eyes show where a smaller road leaves or joins the motorway. Blue cat's eyes mark the places on the motorway that only the police can use. These colour codes are more recent inventions, but the original idea is still the same as Shaw designed all those years ago.

2 Choose a, b or c.

- Cat's eyes reflect the light from cars
 - because they are safe.
 - where there are no street lights.
 - in the daylight or bad weather.
- Cat's eyes are fixed in the middle of a road
 - so drivers can see other cars.
 - every 90 metres.
 - to make the roads safer.
- Some people believe Shaw's invention is called cat's eyes because
 - he heard a story about a cat in the fog.
 - it looks like a cat
 - his invention reflects light like a real cat's eyes.
- Cat's eyes are made of
 - metal and glass.
 - rubber and metal.
 - rubber, metal and glass.
- If you drive over cat's eyes,
 - they produce a warning light.
 - there is a warning sound.
 - you simply kill the cat.
- Cat's eyes on motorways are
 - blue and red.
 - green and blue.
 - blue, red and green.

/ 7 points

Writing

- 3 Write a short essay giving arguments for or against the statement. Remember to give your own opinion. Use these questions and your own ideas.

'The car is the most important invention ever.'

Why do you agree (or disagree) with the statement?

What is the best (or worst) thing about cars?

What would be better (or worse) today if cars had never been invented?

What good (or bad) future events will happen because of cars?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

/ 8 points

Total

/ 15 points

3 Game on!

Grammar ▶ Defining relative clauses ▶ Non-defining relative clauses

Vocabulary ▶ Sports ▶ Sports venues and equipment
▶ Phrasal verbs connected with sport

Speaking ▶ Giving a presentation

Writing ▶ A book review

▶ Vocabulary

Sports

1 Look at the pictures and write the name of the sport. Use the word in the shaded column to complete sport number 14.

The crossword puzzle grid consists of 14 numbered squares. The shaded column contains the following words: 1. SKI, 2. SKI, 3. SKI, 4. SKI, 5. SKI, 6. SKI, 7. SKI, 8. SKI, 9. SKI, 10. SKI, 11. SKI, 12. SKI, 13. SKI.

The numbered icons are: 1. Diving, 2. Basketball, 3. Skiing, 4. Tennis, 5. Skiing, 6. Tennis, 7. Volleyball, 8. Swimming, 9. Football, 10. Table Tennis, 11. Basketball, 12. Sailing, 13. Camping.

2 Put the sports from 1 in the correct column. Some sports can go in both.

Indoor sports	Outdoor sports

3 Complete the questions with the verbs *do*, *go* or *play*. Then write the answers.

- Where do you swimming? In a
- Where do you ice hockey? On a
- Where can you golf? On a golf
- Where do professionals football? On a
- Where's the best place to tennis? On a
- Where can I skiing? Down a of course.

4 Complete the sentences with the correct piece of equipment.

boots goal goggles net rackets skis trainers

- He was so hopeless at tennis, he couldn't get the ball over the
- If you want to ski safely, your must fit onto your securely.
- You should wear to protect your eyes in the water.
- Top tennis players have several in case one gets broken.
- The ball hit the post and bounced in.
- Don't run a marathon in new or your feet will hurt.

1 Look at the title of the article. Tick the information you expect to read.

- 1 How and when the frisbee was invented.
- 2 How many frisbees are sold every year.
- 3 How to play frisbee in a team.
- 4 The rules of a frisbee game.
- 5 The advice of a champion frisbee player.

ULTIMATE: the team game with a Frisbee®

In the late 1800s, a man called William Russell Frisbie had a pie shop in Bridgeport, Connecticut. This grew into a successful family business, producing over 80,000 pies a day by the mid 1950s. Hungry students from Yale University used to buy the pies and when they were finished, toss the metal pie tins around the campus for fun. And so, a simple game was born! It was an inventor called Walter Morrison who made the plastic version, which was easier to catch. And it was two young guys fresh from the University of Southern California who bought his design for their toy company, Wham-O. For their product, they used the name Frisbie (which they spelled Frisbee) from the Yale students who called their game 'Frisbie-ing'.

Ultimate is a team game for two teams of seven frisbee players. Like in American football, there are two 'endzones' at

both ends of the large rectangular pitch. This is where goals are scored. In Ultimate, the frisbee is called the disc. To score a goal, a player has to catch the disc while he or she is standing in or running into their endzone.

The rules are simple. In Ultimate, like in netball, you cannot run with the disc. When you catch it, you must stop running and throw it to another player. Players pass the disc towards their endzone. If the disc is dropped or knocked down by the opposition, they take the disc (like in American football). The opposition also gets the disc if a player is outside the pitch when he or she catches it.

Ultimate is also similar in many ways to football and basketball. The defending team tries to stop the opposing team by

marking them. If you mark a player well, they will not be able to receive the disc from one of their teammates.

Ultimate is basically a non-contact sport – you are not allowed to touch your opponent and if you do, this can be called a foul. What makes Ultimate different from all other team sports is that there is no referee, even at the highest level. Instead, there is a code of conduct, which is called 'the Spirit of the Game'. This means that the players referee themselves and trust each other to play fair. Amazingly, Ultimate's unique code of conduct works perfectly.



2 Now read the article and check your answers.

3 Find words in the text which have similar meanings to these explanations.

- 1 throw in a gentle or careless way (*paragraph 1*)
- 2 win a point in a game or sport (*paragraph 2*)
- 3 person or team that someone is competing against (*paragraph 3*)
- 4 stay close to a member of the other team to stop them getting the disc or ball (*paragraph 4*)
- 5 something that a player does in a game that is against the rules (*paragraph 5*)
- 6 person whose job it is to make sure players obey the rules (*paragraph 5*)

4 Choose the correct answers.

- 1 The first flying discs were made of
 - a pies.
 - b metal.
 - c plastic.
- 2 Wham-O was the name of
 - a one of the Yale students.
 - b a toy company.
 - c the inventor of frisbees.

3 Players of Ultimate are not allowed to

- a knock the frisbee down.
- b run with the frisbee.
- c catch the frisbee in the endzone.

4 'The Spirit of the Game' is used

- a in every Ultimate game.
- b in international level Ultimate only.
- c by Ultimate referees.

5 Four other sports are mentioned in the text. Write down what they are and why they are mentioned.

- 1
- 2
- 3
- 4

6 What about you?

- 1 What do you think of the game of Ultimate?
- 2 Would you like to play a team game without a referee? Why/Why not?

Defining relative clauses

1 Complete the rules with these words.

person, thing, place or time *when where*
which and that who and that who, which or that whose

In defining relative clauses, we use **(a)**

for people, **(b)** for things,

(c) for possessions,

(d) for places and

(e) for times.

In defining relative clauses we can omit

(f) when a noun or pronoun comes immediately after it. We use defining relative clauses to give essential information about the **(g)** in the first half of the sentence.

2 Circle the relative pronouns. Then tick the sentences where the pronoun can be omitted.

- The referee is the only person who can send a player off.
- Skiing and snowboarding are winter sports that are very popular in Canada.
- Many sports people that I know have a favourite piece of equipment.
- The trainers that he wore for the Wimbledon Final were sold for £5,000.
- The spectators who are wearing orange are from the Netherlands.
- A puck is a round flat disc that you hit in ice hockey.
- Both players have favourite shoes that they wear for every match.
- Is he the person who invented judo?

3 Complete the sentences with *where, when* or *whose*.

- The endzones are the areas goals are scored.
- William Frisbie was a baker name became famous.
- Wimbledon is the place the grass court tennis championships are held.
- Saturday is the day football teams play most of their games.
- Can you remember the year Usain Bolt set a new 100m record?
- These days, it is hard to find a pool you are allowed to dive in.
- He's the jockey horse won the King's Cup.
- I've got a friend brother is a jockey.

4 Choose the correct alternative. Choose both if both are possible.

- A golf club is the thing *which/who* you use to hit a golf ball.
- They used a plastic disc *that/which* was easier to catch.
- 'Turnover' is the time *where/when* the other team gets possession of the ball.
- Do you know anybody *who/-* has played professionally?
- The goggles *which/-* I wore were completely useless.
- This is the place *which/where* he fell through the thin ice.
- Saturday is the day *when/which* Jack plays for the local football team.
- Ultimate is a game *that/which* I played at university.

5 Match the columns to make sentences. Use a relative pronoun in the middle.

- | | |
|-------------------------------|-------------------------------------|
| 1 Ultimate is a game | a the points are scored. |
| 2 The winner was the swimmer | b the Olympics were in London. |
| 3 A caddy is a person | c is played without a referee. |
| 4 2012 was the year | d I first played table football. |
| 5 The endzones are the places | e ankle was broken in the marathon. |
| 6 Spring is the time | f carries a player's golf clubs. |
| 7 He's the athlete | g start was the fastest. |
| 8 That beach café is | h most people take up jogging. |

Grammar extension

6 Read this short newspaper article. Find and correct five mistakes with the relative pronouns.

Tens of thousands of Brazilians have held celebrations to mark Rio de Janeiro winning its bid to host the 2016 Olympics. A special event was held at the famous Copacabana beach whose fifty thousand people turned up to celebrate the win. Brazil's President said that Rio was ready for these Games who he promised would be 'unforgettable'.

Brazil is the first South American country where has ever been picked to host the Games.

Lord Sebastian Coe is the former athlete who led London's bid for the 2012 Games. He said it was a good decision. 'We're really happy to hand over to a country whose that puts young people at the heart of its bid, and to a continent who has never before hosted the Games,' he said.

Phrasal verbs connected with sport

1 Complete the sentences with *for, in, out or up*.

- 1 He was knocked of the tournament in the quarterfinals.
- 2 He really wanted to join but he didn't have his swimming costume with him.
- 3 Rob goes to the gym every morning to work
- 4 My father took hill walking when he was over 70.
- 5 It was a real challenge but he decided to go it.
- 6 You're more likely to have an injury if you don't warm properly.

2 Make sentences with words from each column.

- | | | |
|--------------------------------------|-----|---------------------|
| 1 He was tired and hungry so he gave | | gold! |
| 2 That shy girl never joins | in | with the others. |
| 3 Professional athletes always warm | out | in the first round. |
| 4 He's a confident diver who's going | up | before a race. |
| 5 The smaller boxer was knocked | for | and went home. |

1 He was tired and hungry so he gave up and went home.

2

.....

3

.....

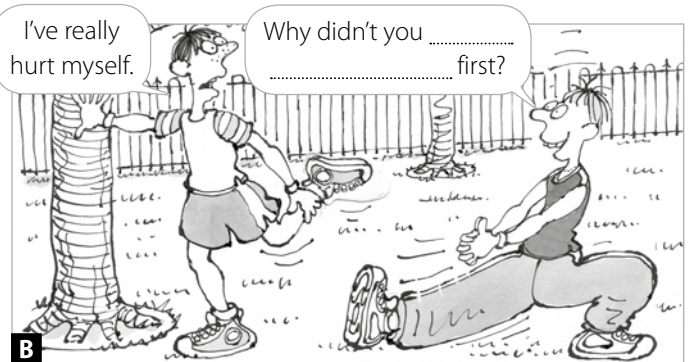
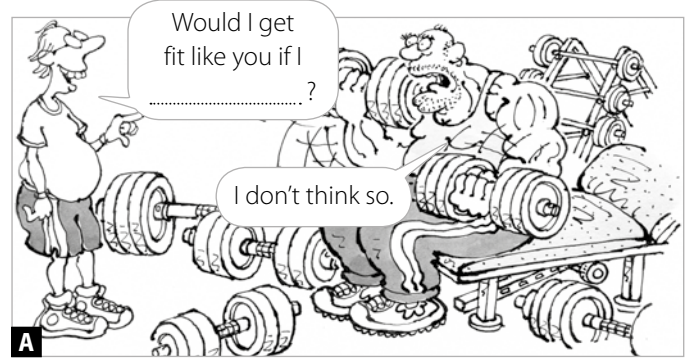
4

.....

5

.....

3 Look at the pictures. Complete the questions and answers with a phrasal verb from 1.



Vocabulary extension

4 Match these phrasal verbs with their definitions. Use your dictionary to check your answers.

- | | | |
|------------|---|---|
| 1 catch up | a | leave something before the end |
| 2 carry on | b | reach someone or something after being behind |
| 3 drop out | c | continue doing something |
| 4 keep up | d | start doing a new activity |
| 5 send off | e | do something at the same speed as somebody or something |
| 6 take up | f | tell a player to leave the game |

5 Finish the sentences with ideas of your own.

- 1 If you are behind with your studies, the best way to catch up is
- 2 When I finish school, I'm going to carry on

Non-defining relative clauses

1 Choose the alternative to make the rule correct.

In non-defining relative clauses, we use **who** for (a) *people/things*, **which** for (b) *people/things*, **whose** for possessions, **where** for (c) *places/times* and **when** for (d) *places/times*. We (e) *can/cannot* use **that** in non-defining relative clauses. We (f) *can/cannot* omit the relative pronoun and we (g) *always/never* use commas in non-defining clauses.

2 Complete the sentences with the correct relative pronoun.

- 1 The Indian boy, was only four, was running very long distances.
- 2 That young diver goes to an Olympic-size pool, he practises for hours.
- 3 The game, is played without a referee, is called Ultimate.
- 4 Running, is his favourite activity, is not an expensive sport.
- 5 Uncle Khaled, racket I borrowed, used to play squash professionally.
- 6 Last year, they went skiing together, he broke his leg.
- 7 The boys, names I forget, are both talented rowers.

3 Use a non-defining relative clause to change the two sentences into one.

- 1 Usain Bolt is a great sprinter.
He comes from Jamaica.
Usain Bolt, who comes from Jamaica, is a great sprinter.
- 2 The university sports centre is brand new.
My son works out there.
.....
.....
- 3 Ahmed Al-Bahri looks just like my uncle.
Ahmed is a Saudi tennis player.
.....
.....
- 4 In 2008 they were already building an Olympic® village in London.
We moved to London in 2008.
.....
.....
- 5 The French runner surprised us all by coming first.
His family were sitting next to us.
.....
.....

4 Do these sentences have defining (D) or non-defining (ND) relative clauses?

- 1 Saudi Arabia is the country where the King's Cup is held.
- 2 That's the game I've been telling you about.
- 3 New Zealand, where rugby is really popular, has more sheep than people.
- 4 Is your uncle the swimmer whose picture I keep seeing?
- 5 In the 1970s, when I was your age, I used to play Ultimate.

Grammar extension

5 Use the sentence in brackets to add information to the main sentence with a relative clause. Then decide if the sentences are true or false. Check at the bottom of the page.

- 1 Baseball is played on a diamond-shaped field.
(Baseball is a national sport in Japan and Cuba, as well as the United States.)
Baseball, which is a national sport in Japan and Cuba, as well as the United States, is played on a diamond-shaped field.
.....
.....
- 2 In badminton, the shuttlecock is usually made from feathers from a goose or duck, using only the right wing of the bird.
(The shuttlecock is the thing that players hit instead of a ball.)
.....
.....
- 3 In England, football was once prohibited by law and anyone found playing it could be sent to prison for a week.
(Football used to be a very violent game.)
.....
.....
- 4 In basketball, a team scores 2 points every time they manage to get the ball into their opponents' hoop (or basket).
(Basketball was invented in 1891.)
.....
.....
- 5 In netball, players are allowed to run with the ball.
(Netball was first played in England in 1895.)
.....
.....

Answers: 1 True 2 False: feathers are taken only from the left wing of the goose or duck. 3 True 4 False: 3 points are scored if the ball is thrown from the other side of the three point line, and 1 point is awarded for penalty free throws. 5 False: players can only take one and a half steps while holding the ball, and are not allowed to hold it for more than three seconds.

Giving a presentation

1 Put these expressions in the correct column.

Finally I'd like to begin by saying
 I'm going to talk about In short Last but not least
 The point I'd like to make is To sum up

Beginning a presentation	Concluding a presentation

2 Complete the presentation with these expressions.

Firstly For example It's also true
 Look at the case of Secondly To sum up

I'm going to talk about sports in schools and why I think they are a good idea.

I think all schools should offer sports lessons for two main reasons. **(a)** _____, sports are good for teenagers in many ways. **(b)** _____, teenagers who are active are fitter and healthier, and they don't get fat. Sport can also be a good way to relax after academic work. **(c)** _____ that if teenagers play sports, they are less likely to get bored and spend time on the streets.

(d) _____, I believe we would produce more top-class athletes and sportspeople if we had better facilities at school. **(e)** _____ Russian gymnasts who get professional coaching from a very young age. They have a lot more stars than we do.

(f) _____, I feel it is important for the happiness and success of our teenagers, and for the future of our professional sports that we do more sport in our schools.

3 What about you?

What sport or leisure activities do you do? Why do you enjoy it/them?

Describing photos



4 Look at the first photo and answer the questions. If you are not sure of something, say *I think* and/or *I imagine*.

- Who can you see in the photo?

- Where are they?

- What are they doing?

- When do you think this photo was taken?

5 Now use the questions in 4 to compare the two photos. For each question, use expressions from 2 to give at least two examples of how they are different. Which photo shows people more like you and your friends?

6 You have to do a short presentation on the subject of young people who do sport and young people who do not. Divide these notes into two logical paragraphs and prepare your talk.

spend time in front of TV / get fitter / make friends / get fatter / enjoy being a team / learn a new skill

A book review

1 Match the words with the definitions.

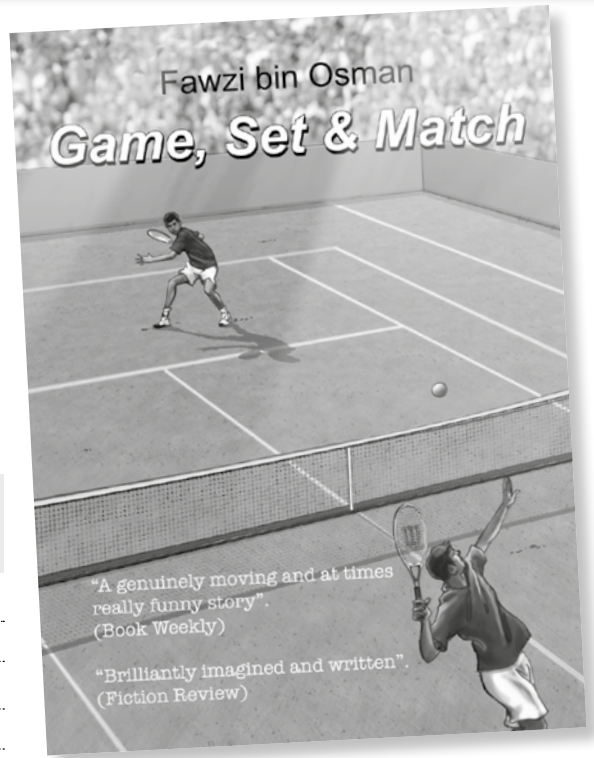
- | | |
|-------------|--|
| 1 plot | a where and/or when the action takes place |
| 2 style | b a way of showing what happened before the main story |
| 3 setting | c how characters talk to each other |
| 4 flashback | d a surprise at the end of a book |
| 5 dialogue | e the main story in a book |
| 6 twist | f the way the author writes |

2 Look at the cover of a book. What type of book is it? Choose one or more types from the list, and write two sentences, giving reasons for your choice.

- action comedy science fiction suspense
 human drama adventure historical novel reference

1 I think it is a because

2



3 Read this review of the book *Game, Set and Match* and check your answers.

Game, Set and Match is a fascinating story about a young tennis player from North Africa. It is about family ties, the sacrifices needed for success and whether they are worth making. It is also very moving and, in places, very funny.

The plot is quite simple. Young Samir is the son of a successful businessman, who wants Samir to follow in his footsteps and eventually take over his import-export business. As he grows up though, Samir discovers a love for tennis and shows he has an unusual talent for the sport. He practises whenever he can and becomes the regional champion when he is only 14. A problem quickly emerges, though: if he wants to get to the very top, he can't stay at home. Sooner or later, he will need to go abroad to train, and this of course will cost a lot of money. Can he really expect his father to pay for him to achieve his dreams, and is he really as good as everyone says he is?

The way the story is managed by the writer is different from a straightforward narrative. The setting for the action is a training camp in the USA, where Samir is playing the biggest match of his life, and the family story that leads up to it is told in a series of flashbacks between games. The big question, of course, is whether he will win. I won't reveal the answer, but I can say there is an interesting twist in the final chapter.

The writer, Fawzi bin Osman, has a brilliant writing style: the descriptive passages are quite poetic, while the dialogue is natural and humorous. Even the minor characters are very believable. To sum up, I think most young people would love this book (and you don't need to know anything about tennis to enjoy it). They could also learn something about life, family relationships and the meaning of success.

5 There are four main sections to the review. Write 1–4 to show the order in which they occur.

- | | |
|-------------------------------|--------------------------------|
| a how the plot develops | c why you should read it |
| b what book it is | d what the plot is |

6 In your own words, write three things that the reviewer likes about the book.

1

2

3

7 Write a short review of the best TV programme you've seen recently. Use words and expressions from 1 and 2, and ideas from 3. Don't forget to say why you liked the programme so much.

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4 Underline four useful book review words or expressions in the text.

4 Culture, old and new

- Grammar** ▶ Reported speech – statements
▶ Reported speech – questions and commands
- Vocabulary** ▶ Art and design, crafts, poetry ▶ Artists
▶ Adjectives ending in *-ing* and *-ed*
- Speaking** ▶ Describing a past event
- Writing** ▶ An announcement

▶ Vocabulary

Art and design, crafts, poetry

1 Can you find these words in the word search?

lyrics craftsman architect poetry design
writer stage lighting verse

a	w	p	o	t	t	h	w	r	i	v
r	r	l	i	s	c	i	r	y	l	e
t	i	i	c	t	e	v	i	r	y	r
r	t	g	y	r	t	e	o	p	n	d
r	e	h	r	c	i	r	s	t	g	e
s	r	t	a	s	h	c	t	a	i	s
t	r	i	f	y	c	h	o	g	s	r
e	n	n	e	s	r	e	v	m	e	v
o	i	g	h	g	a	r	c	a	d	a
g	n	i	c	v	s	t	a	g	e	r
e	g	n	a	m	s	t	f	a	r	c

2 Add the missing vowels (a, e, i, o, u) to form words connected with art.

- c__ll__gr__phy
- sk__tch
- m__t__r__ls
- __bstr__ct
- t__xt__l__s
- dr__w__ng
- st__d__
- __xh__b__t__n

3 Now match the words in 2 with the definitions.

- place where a painter works
- general word for things used for making crafts or artworks
- picture made with a pen or pencil
- public show of art that people can go to look at
- writing in a decorative style
- types of cloth often used in craft work
- art that expresses ideas or feelings, not exact appearances.
- drawing done quickly without many details



4 Who does what? Put these names in the correct columns. Then add two more of your own in each column.

Ibn Arabi William Shakespeare Jackson Pollock
Abdulrahman Munif Charles Dickens Adrian Smith

Writer	Artist	Poet	Architect

1 Look at the picture and the title of the text. What type of text do you think this is?

- a a review of a famous exhibition
- b a scientific report on creativity
- c an autobiography
- d a guide to using brains in modern art

2 Now read the text and check your answer.

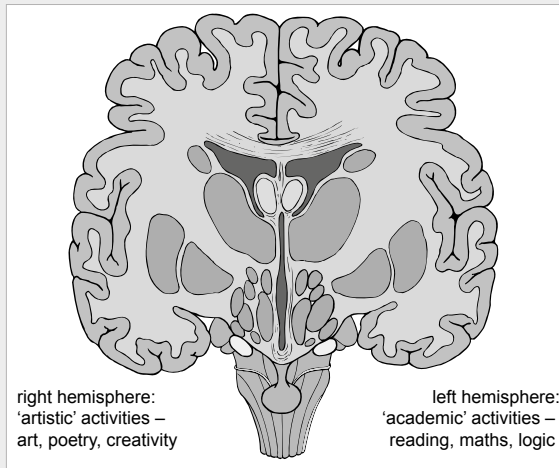
Advanced brain activity in creative people

Many people who are not artistic believe that trained artists and other creative people think differently from them – and they are right. Psychologists have discovered that professionally trained artists use both the left and the right sides of their brain more than the average person.

People whose left hemisphere is well developed are known to be strong in academic areas such as reading, maths and logic. More creative people often have better developed right hemispheres, so they are talented in creative areas like art. Experiments to discover how different types of people solve different types of problems have shown that artistic people use both sides of the brain more often than those who are not creative.

Those of us who are not creative are often convinced that artists and poets see the world in a different way from us and research seems to show that there is some truth in this. Apparently, children up to a certain age (generally around seven) tend to use both sides of their brains. This can be seen from the vivid imagination they show when writing stories, for example. After that, in most people, the logical left-hand side starts to dominate, telling them that certain things are impossible in 'real life'. The theory is that in great poets, for example, this process doesn't happen.

Great poetry, therefore, is the result of right hemisphere activity or, to put it less technically, an



imaginative and emotional freedom that 'ordinary' people have lost. How exactly this brain activity marks some people out as being creative is still the subject of a lot of research.

Researchers wanted to see how creative people solved problems by thinking 'outside the box'. To compare the thinking processes of creative and non-creative people, a group of students were shown some everyday objects and

asked to invent new uses for them. They were then given a word test. The artistic people showed more advanced language skills in the word test, and they also had more original ideas for alternative uses for the objects.

What the research does not prove is whether artistic skill is something that you are born with, or whether it can be learnt. A child who starts to draw or write poetry at a very early age and continues doing so for many years may be changing his or her brain activity by doing so. This suggests that the differences in a creative brain are caused as much by training as by genetics.

3 Find words in the text which mean:

- 1 people who study how the human mind works (paragraph 1)
- 2 very good at something (paragraph 2)
- 3 scientific tests (paragraph 2)
- 4 related (paragraph 4)
- 5 at the same time (paragraph 3)

4 Choose the correct alternative.

- 1 Creative people use both sides of the brain more artistically/often than average.
- 2 The researchers say that creative thinking is normal for psychologists/artists.
- 3 Children tend to be more logical/imaginative than adults.
- 4 The research showed that artistic people were better with words/thinking processes than non-artistic people.
- 5 Non-creative people had more/fewer original ideas for uses of common objects.

5 Answer the questions with information from the text.

- 1 Who have always believed that artistic people don't think in the same way as people with no artistic talent?
.....
- 2 The psychologists concentrated on problems that could be solved by thinking 'outside the box'. What do you think this expression means?
a logically b creatively c emotionally
- 3 Find a sentence in the text which gives an example of what the right side of the brain does, and what the left side of the brain does.
.....
.....

6 What about you?

Are people you know who are creative or artistic good at other things? If so, what?

Reported speech – statements

1 Complete the table with the reported speech.

Direct speech	Reported speech
'I listen to the CD a lot.'	He said he <i>listened to the CD a lot.</i>
'I'm listening to the CD.'	He said he
'I have listened to the CD.'	He said he
'I listened to the CD.'	He said he
'I had listened to the CD.'	He said he
'I will listen to the CD.'	He said he
'I can listen to the CD.'	He said he
'I may listen to the CD.'	He said he
'I must/have to listen to the CD.'	He said he

2 Complete the sentences in reported speech.

- 'You have to be careful!'
The museum guide told us that we *had to be* careful.
- 'I don't know anything about modern art.'
Grandad said that he
anything about modern art.
- 'It may take a while for the paint to dry.'
The artist told him that it
a while for the paint to dry.
- 'I can get you cheap tickets for the exhibition.'
My friend said that he
us cheap tickets for the exhibition.
- 'Non-creative people did not do so well on the tests.'
The researcher told us that non-creative people
so well on the tests.

3 Complete the reported sentences.

- 'I'll be here at ten.'
She said she'd be *there* at ten.
- 'We saw the exhibition yesterday.'
They said they'd seen the exhibition
- 'I'll never forget tonight's performance.'
She said she'd never forget performance.
- 'I may go to the gallery next month.'
She said she might go to the gallery
- 'We went to the same gallery a week ago.'
They told me they'd been to the same gallery

6 'I'm having a new front door carved next week.'
He said he was having a new front door carved

7 'We had a much friendlier audience last year.'
They said they'd had a much friendlier audience

4 Rewrite the direct sentences in reported speech.

- 'I've always hated modern art.'
She told me (that)
- 'We are going to the old castle next week.'
They said (that)
- 'I'm painting a picture just for you.'
He told me (that)
- 'I'm hoping to write a new book this year.'
The author said (that)
- 'I can't write any more tonight, I'm too tired.'
She said (that)

Grammar extension

5 Rewrite the sentences in reported speech. Use the reporting verbs given.

advise invite ~~offer~~ refuse remind suggest

- Don said to me: 'I'll carry your suitcases.'
Don offered to carry my suitcases.
- Faisal asked us: 'Would you like to come to my poetry reading?'
Faisal
- Salima said: 'I won't wear a coat!'
Salima
- Ali said to me: 'Why don't we learn calligraphy together?'
Ali
- The doctor told me: 'You should rest your leg for two weeks.'
The doctor
- She said to her son: 'Don't forget to tidy your room.'
She

Adjectives ending in *-ing* and *-ed*

1 Choose the correct alternative.

- 1 She was amazed/amazing when her poem won the poetry prize.
- 2 The lecture wasn't very interested/interesting, but the show was.
- 3 The success of his first book was really surprised/surprising.
- 4 I'm afraid I was rather uninspired/uninspiring by the works of art I saw.
- 5 The horror story I read last night wasn't very frightened/frightening.
- 6 The poet wasn't very relaxed/relaxing at the start of his reading.
- 7 The kids got bored/boring waiting for the show to open.
- 8 They had the best seats in the hall, but the performance itself was disappointed/disappointing.

2 Look at the pictures and make two sentences for each with the words given.



- 1 embarrassed
I get very embarrassed when I talk to the class.
embarrassing
Talking to the class is always so embarrassing.
- 2 confused
.....
.....
confusing
.....
.....
- 3 disappointed
.....
.....
disappointing
.....
.....
- 4 excited
.....
.....
exciting
.....
.....

3 Look at the example, then complete the six sentences so that they are true for you.

satisfy

- 1 The most satisfying experience I've had *is winning a poetry prize.*
- 2 I was most satisfied when *I won a poetry prize.*

terrify

- 1 The most terrifying book I've ever read is
- 2 I was terrified the other day when

horrify

- 1 The most horrifying news I've heard recently is
- 2 I was horrified when

worry

- 1 The most worrying thing about school for me is
- 2 The last time I got really worried about something was

Vocabulary extension

4 Here are more adjectives ending in *-ing* and *-ed*. Check you know the meaning of each one, then complete the sentences.

amusing annoyed exhausted
fascinated pleased thrilling

- 1 The last book he ever wrote was really
- 2 I was absolutely by the way he used rhyme.
- 3 She was totally after her visit to the museum, but still couldn't sleep.
- 4 The architect was very with the finished building.
- 5 The security guard in the art gallery gets if you touch anything.
- 6 Some people find her work but personally, I don't find it funny at all.

5 Write four sentences about yourself using adjectives from 4 and your own ideas.

- 1
- 2
- 3
- 4

Reported speech – questions and commands

1 Complete the grammar rules with these words.

do not same statements subject whether

- Tenses and pronouns in reported questions change in the way as with reported
- There is no inversion of and verb as in direct questions, and question marks are needed.
- We do not use the auxiliary verb in reported questions.
- If there is no question word, we use *if* or

2 Complete the reported questions.

- 'Did you see the royal palace?'
He asked him
- 'Why are you putting your book in your bag?'
The teacher wanted to know
- 'Who is your favourite writer?'
He wanted to know
- 'Do you often go to poetry readings?'
He asked him
- 'Where are the paintings by Jackson Pollock?'
They wanted to know
- 'Will you be able to clean the marks off the painting?'
He wanted to know



3 Look at the grammar rule and choose the correct alternative.

For reported commands we use *asked to* or *not to* + **(a)** *auxiliary/infinitive*. If **(b)** *necessary/possible*, we change pronouns and other words in the same way as in reported statements. We use **(c)** *asked/told* to report stronger commands and **(d)** *asked/told* for more polite commands.

4 Rewrite the sentences in direct speech.

- The teacher asked her to stand still.
'Please stand still.'
- He told the driver to shut the door.
- The teacher told the kids not to go near the water.
- He asked her to wait for him.
- He told them not to take photos.
- Her mother told her to turn the TV down.
- Their mother asked them to tidy their bedroom.
- She asked the cleaners not to touch the carving.

Grammar extension

5 Complete Ali's email using these new reporting verbs.

accuse apologise congratulate insist promise warn

Get Mail Write Contacts Reply Forward Delete Print

Hi Hassan

Well, my first wood-carving lesson didn't go very well at the beginning. First, the teacher **(a)** *insisted* on showing us all the different tools. He **(b)** us not to leave them uncovered or they could get damaged. Then he **(c)** me of looking bored (which I was, a bit). He **(d)** that we could actually do some carving soon, but then went on talking for another half an hour. I started to get impatient, but then he **(e)** to us for talking so long and let us start. It wasn't all bad though: in the end he **(f)** me on what I'd done! So maybe I'll keep going.

See you soon,
Ali

Describing a past event

1 Put these useful words and expressions into the correct column.

a few minutes later after a while after that
at first finally first in the end next then

at the beginning of a description	in the middle of a description	at the end of a description

2 Read this dialogue and choose the correct alternative.

JAKE: What's the most embarrassing thing that's happened to you?
SAM: That's easy! It was when my mum asked me to go to a poetry reading with her.
JAKE: So what happened?
SAM: (a) *At first/Next*, I said I didn't want to go, but she was disappointed so I went and it was awful. (b) *After a while/First*, we missed the bus and were nearly late. (c) *In the end/Next*, we realised that everybody was wearing smart clothes – I was in jeans and trainers! Then, the curtain went up and nothing happened for ages. (d) *After a while/After that*, I asked Mum what was going on, and people behind me told me to be quiet and I started laughing. I know it was bad but I couldn't stop. (e) *First/Finally*, Mum got so angry that she said we had to leave. (f) *In the end/A few minutes later*, we stayed until the interval but she's never forgotten that evening. And she'll never take me to a poetry reading again ...

3 Write some notes about an embarrassing event that happened to you. Remember to use the words and expressions from 1.

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Describing photos

4 Look at this photo and answer the questions. If you are not sure of something, say *I think* and/or *I imagine*.



- Who is in the photo?
.....
- Where is he?
.....
- What is he doing?
.....
- How do you think the artist is feeling?
.....

5 Now look at this photo and answer the same questions.



6 **What about you?**
 What are your reactions to the two artists' work? Write two questions that you would like to ask each artist.

-
-

-
-

An announcement

1 Look at these tips for writing announcements and correct the mistakes.

1 Use long complicated sentences.

Use short, clear sentences.

2 Don't have a slogan.

3 Remember that a title that attracts attention is not usually necessary.

4 Give as much information as possible.

3 Look at these notes about another event in the school calendar. Make a poster announcing this event, using the space below.

talent competition

organisers want artists / wood carvers / crafts people

names in by Dec 3rd

chance to appear on local TV for winner

event on Dec 17th

over-16s only

talk to Mr Rashid for more info

2 Complete the announcement with these words.

categories contact December 1st
December 10th read shy

A GREAT poetry competition!

Saturday **(a)** in the school hall.

Have you got a talent for writing poetry? Could you **(b)** it at our poetry competition?

Don't be **(c)**! We need poems for the competition, and people to read them!

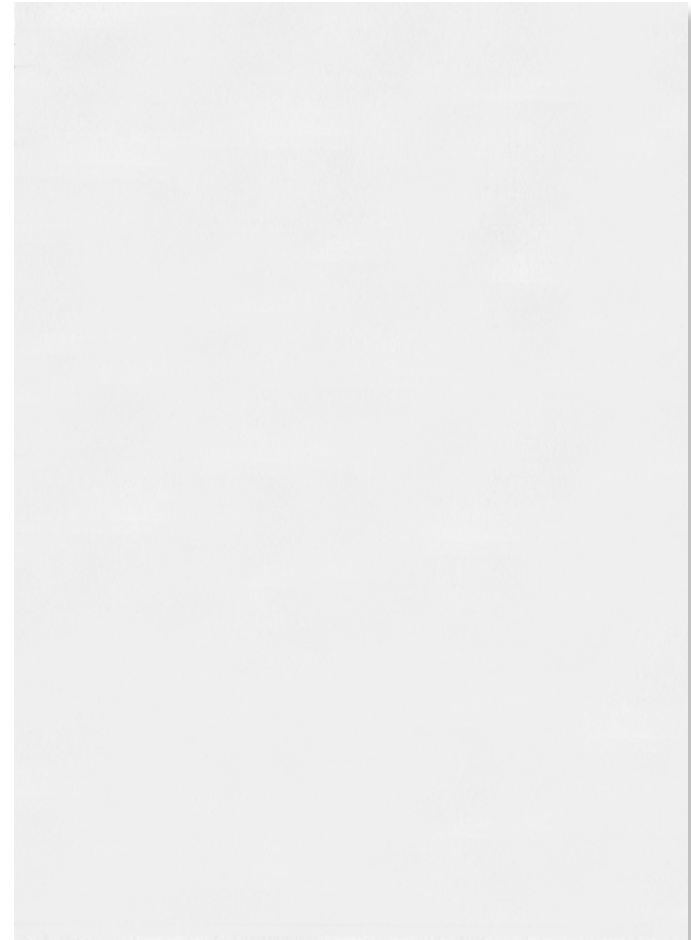
There are three **(d)**: History, Religion and The Natural World.

Send us examples of your original work by **(e)**

There will be prizes for the best poems in each category.

For more information, **(f)** Munir on

056 5483005



4 Think of an event of your own – funny or serious. Write an announcement in which you give all the necessary information and try to get all your friends to participate.

.....
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Revision: Units 3–4

Grammar

1 Complete the defining relative clauses with these words.

that when where who whose

- A rink is a place you go to ice-skate.
- Clubs are things golfers use to hit balls.
- The goalkeeper is the person job it is to stop goals.
- Summer is the season most people play tennis.
- He is the athlete won the most medals last year.

/ 5 points

2 Choose the correct alternative.

- The player *that/who* lost the game threw down his racket.
- In the 1950s, *where/when* television was black and white, snooker wasn't so popular.
- Golf started in Scotland, *which/where* many people still play today.
- My neighbour, *who/-* is over eighty, walks to the town every day.
- Road bikes, *which/whose* have very thin tyres, go very fast.

/ 5 points

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

- if visited He gallery wanted I the to had know
.....
- he him They born asked was where
.....
- we asked us teacher if touched The had it
.....
- there wanted how to She long had know been we
.....
- planning owner buy asked The if were us we to anything
.....

/ 5 points

4 Report the commands.

- 'Don't touch the exhibits!' the man told the boys.
The man
- 'Please don't talk in the library,' the librarian asked us.
The librarian
- 'Don't mix all the colours at the same time,' the teacher told me.
The teacher
- 'Get your tickets from me, please,' the receptionist told the visitors.
The receptionist
- 'Don't use flash photography in the Vermeer room,' the guide told the photographer.
The guide

/ 10 points

Total

/ 25 points

Vocabulary

5 Complete the sports with the missing vowels.

- ...c...h...ck...y
- f...t...b...ll
- s...l...ng
- ...thl...t...cs
- sn...wb...rd...ng

/ 5 points

6 Complete the sentences with these words.

boots club course court goggles
net pitch rink slope skates

- You play football on a wearing
- You ski down a with on your eyes.
- You skate on a wearing
- You play golf on a golf with a
- You hit a tennis ball over a on a

/ 5 points

7 Match the words and definitions.

- | | |
|----------------|--|
| 1 abstract art | a a way of designing buildings |
| 2 crafts | b a decorative style of writing |
| 3 architecture | c public place where you can look at paintings or works of art |
| 4 calligraphy | d art that expresses ideas rather than exact appearances |
| 5 gallery | e creating artistic objects |

/ 5 points

8 Complete the sentences with suitable words from the units.

- My teacher is also a skilled who makes model boats.
- The are the people who watch the performance.
- Charles Dickens was the of *Great Expectations*.
- He is a who invented a new style of verse.
- He designed several smaller buildings before he became a famous

/ 5 points

9 Choose the correct alternative.

- The performance was *bored/boring* but luckily not very long.
- The author was *disappointed/disappointing* by the critics' reviews.
- I was totally *uninspired/uninspiring* by the works in the new gallery.
- Our team played badly and the result was *embarrassed/embarrassing*.
- Her father finds swimming very *relaxed/relaxing* after a day's work.

/ 5 points

Total

/ 25 points

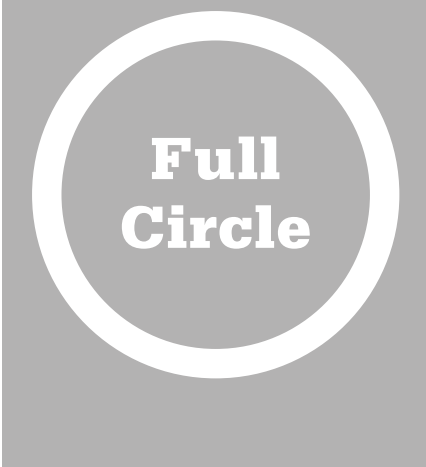
Reading

1 Read the book review.

When he was growing up, it often seemed to Hamad Mansour that he would never be able to escape from his background. His mother died when he was young and he and his older brother Kareem were brought up by their father, in a poor area of Doha. His father worked as a builder whenever he could find a job, but there was never enough money for anything more than basic survival.

This heartwarming novel by Nasser Sulaiman follows Hamad's story. He soon proves himself to be a clever boy, with a special talent for all things electrical. With financial help from Faoud Asker, his father's employer who seems to like him, Hamad goes to college and gets a good degree, followed by a technician's job at a TV studio. Within a year, his hard work, technical knowledge and a new-found skill at organisation earn him promotion to a responsible position

Nasser Sulaiman



on a hugely popular cultural review show, where he is befriended by the show's star presenter, Ramzi Houssam.

For a time, Hamad lives in the glamorous world he used to dream of. One day, though, he hears that

his brother has been in an accident and is seriously ill in hospital. Almost overnight, he starts to look at life differently and see his rich and famous friends in a new light. They, and the life they lead, suddenly seem empty and meaningless. He returns home to look after his father and rediscovers the values he thought he had lost. He has, as the title says, turned 'full circle'.

If you've read the famous Charles Dickens novel *Great Expectations*, you will probably recognise the outline of this story, and in fact Demir admits that his book owes a debt to the 19th century classic. *Full Circle*, though, is a great novel in itself, full of social observation and psychological insight. I strongly recommend it.

2 Decide if the statements are true (T) or false (F).

- 1 Hamad's father is a builder who has lost his wife T/F.
- 2 Hamad had to finish his education early because his family were poor. T/F.
- 3 It takes Hamad a long time to be promoted. T/F.
- 4 Hamad always knew the lives of famous people were empty. T/F.
- 5 The reviewer compares this book with an earlier novel. T/F.

/ 5 points

3 Fill in the person from the list.

Hamad	Faoud Asker	Nasser Sulaiman
	Ramzi Houssam	Hamad's father

- 1 finds it hard to earn enough money.
- 2 helps to pay for Hamad's education.
- 3 is a famous TV presenter.
- 4 wrote the novel.
- 5 is a good electrician and organiser.

/ 5 points

4 Match the definitions with words from the text.

- 1 get away
- 2 staying alive
- 3 making you feel happy
- 4 skill or ability
- 5 a rise in position at work
- 6 well-liked by a lot of people
- 7 luxurious and attractive
- 8 finds again
- 9 find something familiar
- 10 deep understanding

/ 5 points

Writing

5 Write a short review of a book you have read recently. Use these questions and your own ideas.

What is the book?	What did you like or not like about it?
What is it about?	Would you recommend it to a friend?
Who are the main characters?	

.....

.....

.....

.....

.....

.....

/ 10 points

Total

/ 25 points

5 History's mysteries

Grammar ▶ Modal verbs of speculation and deduction – present and past
▶ Third conditional

Vocabulary ▶ Nations ▶ State and politics ▶ Adjective suffixes

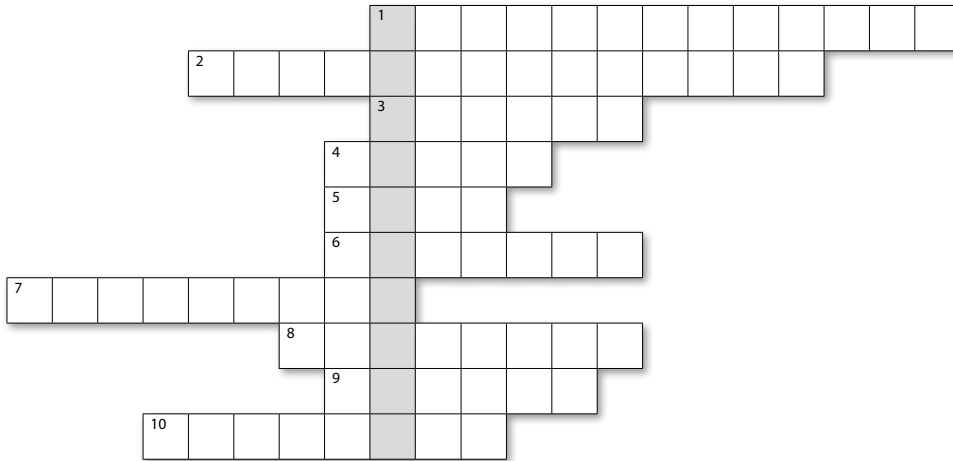
Speaking ▶ Describing photos 2

Writing ▶ A story

▶ Vocabulary

Nations

1 Read the clues and complete the puzzle. Then complete clue 11 for the word in the shaded column.



- 1 leader of the government (e.g. in Greece, UK)
- 2 country's song
- 3 son of the head of the monarchy
- 4 woman who is head of the monarchy
- 5 piece of material with a design that represents a nation
- 6 city where a country usually has its government
- 7 leader of a government that does not have a monarchy (e.g. Poland, USA)
- 8 daughter of the head of the monarchy
- 9 city where you will find the British Houses of Parliament
- 10 the type of money used in a particular country
- 11

2 Match these countries to the facts.

Argentina India Spain Wales England USA

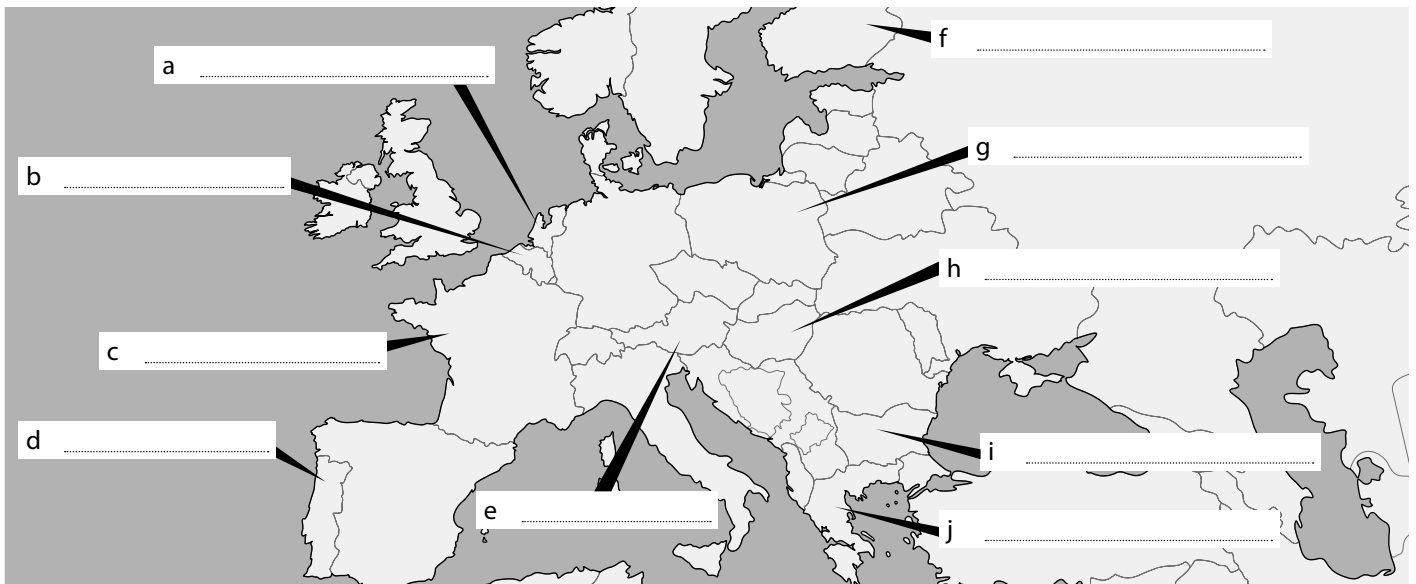
- 1 Its flag has 50 stars and 13 stripes.
- 2 The currency of this country is the peso.
- 3 The king of this country has a son called Felipe.
- 4 This country has a princess who was an Olympic horsewoman.
- 5 The city with the highest population in the world is here.
- 6 Its national anthem is called 'Land of Our Fathers'.

3 Match 1–4 with a–d to complete the definitions.

- 1 A democracy is where
 - 2 A constitutional monarchy is where
 - 3 A republic is a country ruled by
 - 4 A monarchy is where
- a the king or queen has limited powers.
b people vote for their leader in elections.
c a president or leader, not a king or queen.
d the king or queen rules the country.

4 Complete the names of these countries and write them in the map below.

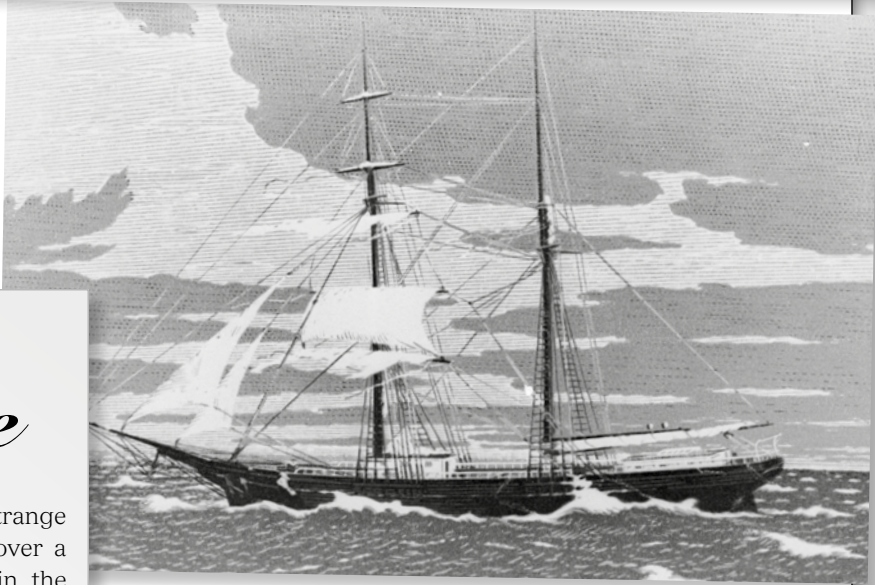
- | | | | |
|------------------|-----------------|-----------------------|------------------------|
| 1 Au.....ia | 4 Fi.....a..... | 7 G.....ee.....e | 10 Po.....u.....a..... |
| 2 Be.....iu..... | 5 F.....a.....e | 8 Po.....a..... | |
| 3 Bu.....ia | 6 Hu.....a..... | 9 Ne.....e.....a..... | |



1 Look at the picture and the title of the article.
What do you think you will learn?

- a What happened to the Mary Celeste
- b When it happened
- c What is mysterious about it

2 Read the text and check your answers.



THE MYSTERY OF THE *Mary Celeste*

One of the best-known historical mysteries is the strange story of a ship called the Mary Celeste. It was over a century ago that this ship was found floating in the Atlantic Ocean without her crew. The ship herself did not appear to be damaged in any way, but the fate of the sailors and passengers has never been known.

The Mary Celeste started life in Canada in the 1860s as a ship called Amazon. After an accident, she was repaired and given a new name. In November 1872, she left for Europe with a full cargo. There were seven seamen on board as well as the ship's captain, Benjamin Briggs, Briggs' wife Sarah and their little daughter Sophia Matilda.

Nobody knows what happened between that day in November and December 4, when another ship discovered the Mary Celeste floating towards Gibraltar. The captain's log was found, undamaged, and the last thing he had written in it was dated November 24. Nothing in the log suggested that anything awful had happened, but Captain Briggs, his family and the whole crew had disappeared.

At first, it was thought that there might have been a pirate attack. However, this can't have happened, because the pirates would have taken the ship's cargo, which remained untouched. Another mystery was the fact that the single lifeboat had not been used. Wouldn't Briggs have put his wife and daughter into a lifeboat if they had been in danger?

In a famous short story based on this event, the writer Arthur Conan Doyle changed the name of the ship to the Marie Celeste. He called the story 'J. Habakuk Jephson's Statement' and added many fictional details. He made it more colourful by describing half-eaten breakfasts on the table and tea still warm in the cups.

Fact has been mixed with fiction and the legend was born. People have even suggested that creatures from outer space must have visited the ship. We do not know, and perhaps we never will.

3 Match the words and definitions.

- | | |
|------------|--|
| 1 cargo | a written record of what happens on a ship |
| 2 fate | b small boat on a ship that is used in emergencies |
| 3 lifeboat | c someone who steals things from ships at sea |
| 4 log | d things sent by ship, plane, train or truck |
| 5 pirate | e the things that will happen to someone in their life |

4 Choose the correct alternative.

- 1 We know/do not know for sure what happened to the crew of the Mary Celeste.
- 2 The writer tells/does not tell us what cargo the ship was carrying.
- 3 We definitely know/do not know that the captain's log was found.
- 4 We know/do not know for sure that people had been hurt on the ship.
- 5 We definitely know that the ship's cargo was/wasn't stolen.
- 6 The writer tells/does not tell us what happened to the Mary Celeste.

5 Explain the following names in your own words. What or who were they?

- 1 Amazon, Mary Celeste and Marie Celeste
- 2 Benjamin Briggs, Sarah and Sophia Matilda
- 3 Arthur Conan Doyle and J. Habakuk Jephson

6 What about you?

What do you think could have happened to the crew of the Mary Celeste?

.....

.....

.....

.....

.....

.....

.....

Modals of speculation and deduction – present and past

1 Complete the rule with these words.

100% 50% *can't* *must* without

After modal verbs of speculation and deduction, we use an infinitive **(a)** *to*.

We use **(b)** when we are 90% sure that something is true.

We use *may, might, could, may not, mightn't* when there is a **(c)** possibility that something is (or is not) true.

We use **(d)** when we are 90% sure that something is not true.

When we are **(e)** sure about something, we do not use these modal verbs at all.

2 Choose the correct alternative.

- 1 These days, DNA evidence can't/can be used to solve crimes.
- 2 Charles must/might be a prince because his mother is a queen.
- 3 Some of the stories people tell might/mustn't be true.
- 4 The history book on the table can't/must be yours because I've got mine.
- 5 This can't/must be Swiss chocolate – look, there's a Swiss flag on it.
- 6 That may/must be their national anthem but I don't know for sure.
- 7 It must/can't be snowing, it's summer!
- 8 The capital of Greenland could/can't be Riga but I'll have to check.

3 Match 1–4 with a–d to make sentences about the Mary Celeste story.

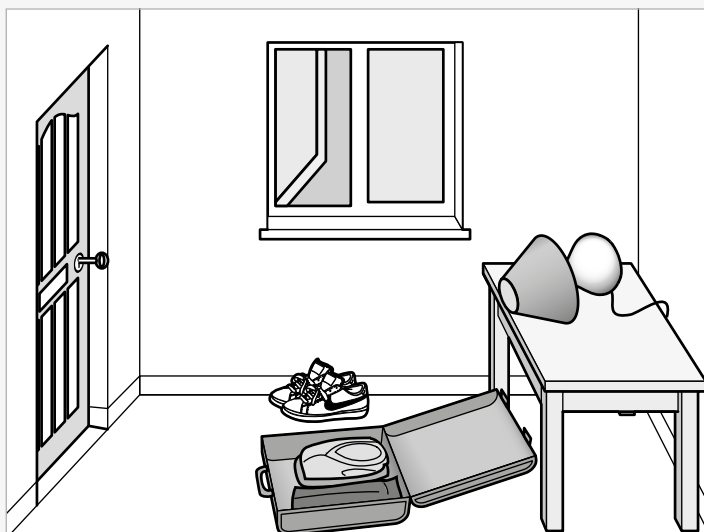
- | | |
|---------------------------------|---|
| 1 The family may have | a kidnapped the family but I don't think so. |
| 2 Conan Doyle's story must have | b been attacked by pirates because the cargo was still there. |
| 3 The crew might have | c made the people's disappearance even more mysterious. |
| 4 The ship can't have | d fallen into the sea, but what about the crew? |

4 Answer the questions with the words given. Use the modals *may, might, must, can, etc.*

- 1 Who do you think lives here?
somebody young / lots of children's toys
It must be somebody young because there are lots of children's toys.
- 2 Where do you think this photo was taken?
not in England / signs all in Russian
- 3 Which port did the Mary Celeste sail from?
not Plymouth / not in England
- 4 When did the family disappear?
After November 24th / entry in log to prove it
- 5 Do you think Victor Emmanuel II was really the son of Charles Albert?
his true son / never know for sure

Grammar extension

5 A man has disappeared from his house. Look at the picture of his room. Write five sentences to deduce what happened.



- 1 *The man must have ...*
- 2
- 3
- 4
- 5

Adjective suffixes -y, -ous, -able, -ible, -ful, -less, -al, -ic

1 Look at the words in **bold**. Circle the nouns and underline the adjectives in the sentences (**bold** words only).

- 1 I've just read an interesting book about the **aristocracy** of Spain.
- 2 The king was in great **danger** and had to escape quickly.
- 3 The **official** story couldn't have been true.
- 4 The weather has been very **changeable** this month.
- 5 He returned to his **native** country after living abroad for years.
- 6 If she's got any **sense**, she'll leave before there's trouble.
- 7 Don't hesitate to ask for **help**.
- 8 Under his rule, the people lived in **peace**.

2 Choose the correct alternative.

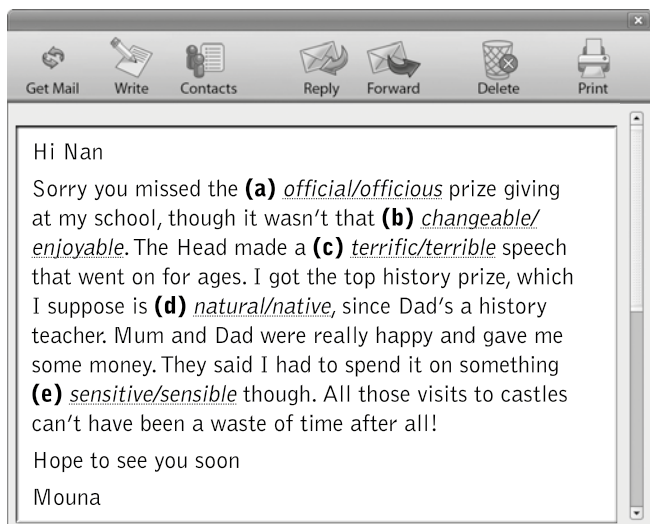
- 1 The baby animals were blind and helpful/helpless when they were first born.
- 2 You have been very helpful/helpless, thank you very much.
- 3 Please be careless/careful when you cross that busy road.
- 4 My printer doesn't work any more. It's quite useful/useless.
- 5 It was careless/careful of him to throw a lighted cigarette end into the bin.
- 6 A dictionary is useless/useful if you don't know the meaning of a word.

3 Add a suffix to these nouns to make adjectives and make any necessary spelling changes. Then use them to complete the sentences.

comfort danger fame hunger mystery thirst

- 1 The poor guests must have been because they weren't given water.
- 2 The boys can't have disappeared into thin air – that's so
- 3 Lee Harvey Oswald was for shooting JFK.
- 4 Being a builder can be quite a job.
- 5 Sleeping on a yacht can't be very but I've never done it.
- 6 They might have been because there was no evidence of any food in the house.

4 Read the email and choose the correct alternative.



Vocabulary extension

5 Make adjectives from these nouns with the suffix *-ic*. Then write a sentence with one of the adjectives in each.

democracy drama hero poet economy

- 1 *The political system in the UK is democratic.*
- 2
- 3
- 4
- 5

6 Which of these nouns can be changed into adjectives with the suffixes *-ful* and *-less*? Put the adjectives into the correct column. Some words may go in both. Use your dictionary if necessary.

beauty fear home hope meaning
peace thought wonder worth

-ful	-less
<i>beauty</i>	

7 Now choose three adjectives from 6 to use in three sentences of your own.

- 1
- 2
- 3

Third conditional

1 Look at the grammar rules and choose the correct answers.

- 1 We use the third conditional to talk about situations in the past.
a actual b imaginary
- 2 We form the third conditional with and *would/wouldn't have* + past participle.
a *If* + present perfect b *If* + past perfect
- 3 When the part of the sentence with *if* goes at the start of the sentence, we use a comma.
a must b must not

3 Choose the correct alternative.

- 1 He wouldn't have had an accident if he has/had been more careful.
- 2 If she hadn't called the ambulance immediately, it wouldn't have/had come in time.
- 3 There wouldn't have been so much damage if the Titanic wouldn't have/hadn't been going so fast.
- 4 If you d/would lent me your history book, I would have passed the test.
- 5 We would have/have understood the lesson if Mr Crook had explained it more clearly.

2 Match 1–6 with a–f to make conditional sentences.

- | | |
|--|--|
| 1 If you had studied harder, | a he would have met my family. |
| 2 If he had come to my house last night, | b you would have sold it quicker. |
| 3 If the house had been tidy, | c it wouldn't have sunk. |
| 4 If he had run a bit faster, | d more passengers would have been saved. |
| 5 If the <i>Titanic</i> hadn't hit an iceberg, | e he would have won the race. |
| 6 If there had been more lifeboats, | f you would have passed the test. |

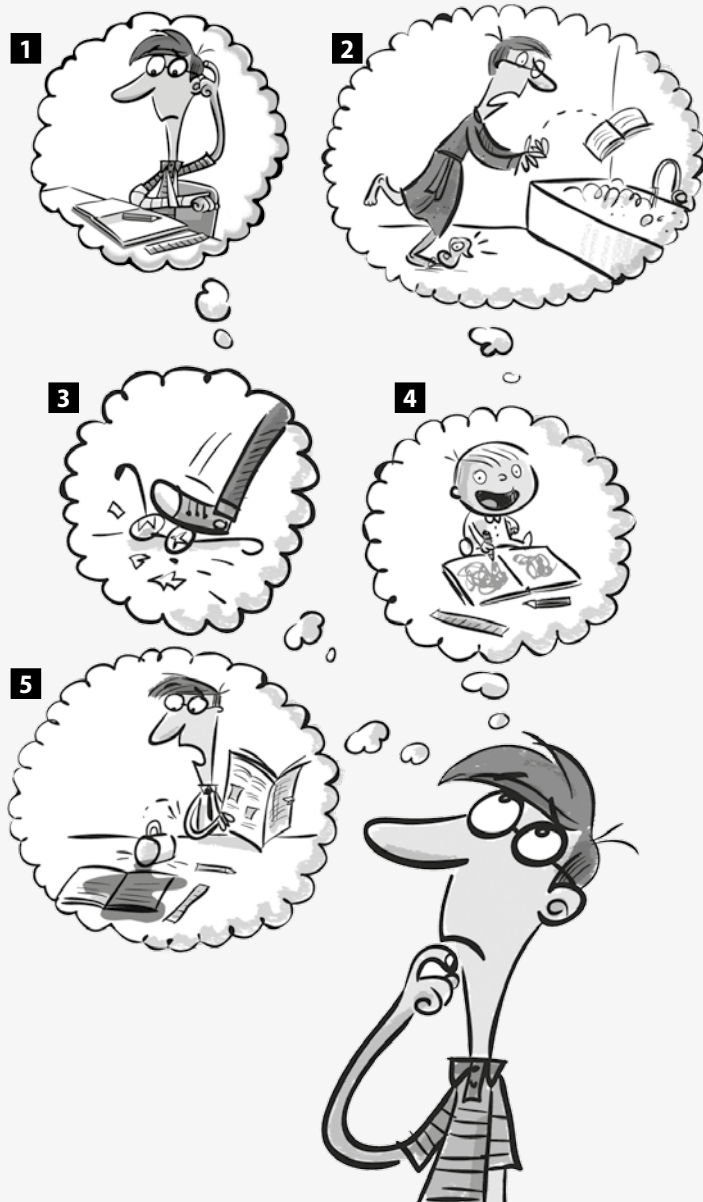
Grammar extension

4 Look at the pictures and write five excuses to explain why you haven't done your homework.

- 1 I would have done my homework if ... I hadn't broken my arm.
- 2
- 3
- 4
- 5

5 Complete the sentences with your own ideas.

- If I had seen a space ship on my way to school, I
- If the teacher had told me there was no homework last weekend, I
- If you had gone to bed earlier last night, you



Describing photos 2

1 Put these expressions of deduction into the correct columns.

it might be it looked as if it probably is it may be
 it probably isn't it may have been it must have been
 it might have been it seems that it couldn't have been

You are:

90% sure it is ...	90% sure it isn't ...	90% sure it was ...	90% sure it wasn't ...
<i>it must be</i>	<i>it can't be</i>		<i>it can't have been</i>

You are:

50% sure it is ...	50% sure it was ...
<i>it could be</i>	<i>it could have been</i>

2 Use the expressions of deduction to write sentences about these situations.

- You can see an animal lying in the road.
A car must have hit the animal.
- Two people are shouting at each other on the train.

- A man is pushing a car down the road.

- A friend comes into school with a new haircut.

- Your father comes home with a present for your mother.

- You studied hard for a test but you still did badly.

3 Write sentences to explain what the speakers could be describing.

- 'Wow! It must have been snowing all night!'
There is thick snow on the ground.
- 'She looks as if she's had an argument with her best friend.'

- 'They must have been hungry. It's all gone!'

- 'The bus must have been early.'

- 'It could be a wedding celebration.'



4 Look at the first photo and answer these questions. If you are not sure of something, say *I think* and/or *I imagine*.

- Where could the people in the photo be?

- Who must they be?

- What might they be doing?

- What can you see in the centre of the photo?

- What can you say about the way people are dressed?

5 Now look at the second photo and answer the same questions.

A story

1 What grammar do we use to tell a story? Complete the rules with these words.

modals past continuous
past perfect past simple *used to*

- 1 We use the _____ to talk about actions that happened before other actions in the past.
- 2 For the main events and actions in the story, we use the _____.
- 3 To describe scenes or say what was in progress at a particular time, we use the _____.
- 4 We use _____ to talk about past habits.
- 5 We use the _____ *must/may/might/can't have* to make speculations or deductions about what happened.

2 Read the four parts of the story and put them in the correct order.

A 3

Later, when we were cycling back, I invited Mahmoud to come to my place and play some computer games. But he smiled and said that he had to get home. I was feeling tired anyway, so we said goodbye and left each other at the end of my road.

B _____

Mahmoud had made some sandwiches and had packed fruit and drinks for us. The sun was shining, so it was a perfect day to be in the park. As we cycled to the park, I began to feel happier, light-hearted, more the way I used to feel. The game was fun and we played for hours. After that, we had our picnic. Mahmoud was nice. He didn't talk much, but I just thought he might be shy.

C _____

When I was walking up to my front door I started to feel that something was wrong again. The door was wide open. I might have forgotten to lock it, but I can't have left it open. My heart was beating quickly as I walked slowly inside. I said 'hello!' but nobody answered. When I went into the kitchen, I saw that the microwave was on. Somebody must be in the house. I called out again, and that's when ...

D _____

If I had known what was going to happen, I would never have left the house. My parents were away for the weekend. A new boy in my class had asked me to go and play football with him. I used to love football, but something made me uncertain. I don't know why. I could have said no, but I didn't want to be unfriendly so I agreed.

3 What narrative tenses are used in the story? Read the story again and find the words or expressions that tell you when and in what order the events happened.

past simple

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

past continuous

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

past perfect

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

used to

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

modals

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

4 How do you think this story might end? Write a final paragraph to end the story in any way you choose. What must have happened? What can't have happened? Use your imagination!

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

5 Now write your own story with this opening sentence. Use narrative tenses where possible and don't forget words and expressions that tell your reader when and in what order the events happened.

If I had known what was going to happen, I wouldn't have gone ...

6 Shop until you drop

Grammar ▶ Indeterminate pronouns: *some-, any-, no-, every-*
▶ *So and such* ▶ *I wish and If only*

Vocabulary ▶ Shops and shopping ▶ Collocations with *money*

Speaking ▶ At a clothes shop

Writing ▶ A formal letter of complaint

▶ Vocabulary

Shops and shopping



1 Where can you buy these things? Match the things 1–10 with the shops a–j.

- | | |
|-----------------|--------------------------|
| 1 shampoo | a greengrocer's |
| 2 newspaper | b jeweller's |
| 3 headphones | c clothes shop |
| 4 chicken | d electrical goods store |
| 5 T-shirt | e butcher's |
| 6 bananas | f baker's |
| 7 cake | g sports shop |
| 8 tennis racket | h stationery shop |
| 9 necklace | i chemist's |
| 10 pens | j newsagent's |

2 Choose six shops from 1 and write two more things that you could buy there.

- 1 In a chemist's, you could also buy some toothpaste and a hairbrush.
- 2
- 3
- 4
- 5
- 6
- 7

3 Choose the correct alternative.

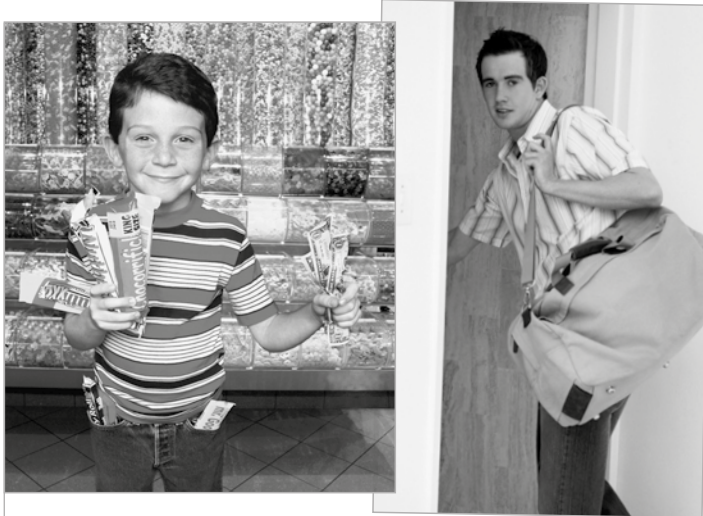
- I can't buy any more, my trolley/shelves is completely full.
- That shop will only give you a receipt/refund if you take back your receipt/refund.
- You don't normally have to afford/queue in expensive shops.
- Just go into the changing room/checkout to try the dress on, Madam.
- They were offering a huge discount/bargain on digital cameras, which made them a great discount/bargain.
- I think you have to be 21 to have a gift/debit card, don't you?
- There's no need to pay now by cash/cashier, we'll send you a bill/receipt at the end of the month.

4 Write full sentences to answer these questions.

- What is one difference between a post office and a bank?
.....
.....
- In what ways are a supermarket and a department store similar? How are they different?
.....
.....
.....
.....

1 Look at the photos and read the title of the article. Which photo do you think illustrates 'pester power' and which illustrates 'buzz marketing'?

2 Now read the article and check your answers.



Pester power and buzz marketing

Advertisers now spend billions of dollars every year on advertisements that just target children. Children are extremely important to advertisers for three reasons: they influence what their parents buy, they have their own money to spend and they are tomorrow's adult shoppers.

Advertisers know how important it is for buyers to recognise brand names and logos. They also know that brand recognition in very young children will lead to lifetime shopping habits. A child may not buy anything now, but that does not stop aggressive marketing to children. It has been found that six-month-old babies can already recognise company logos. Loyalty to brands can start when children are still only babies, and by the time they go to school, most children can recognise many brand names.

Here are two of the marketing methods advertisers use to attract children:

Pester power

Advertisers know that children will often pester their parents to buy a toy or some sweets, so the advertisements are aimed at them, and not at the adult with the money. 'Pester power' is the term used to describe how children ask for something repeatedly until they get what they want. A small child who really wants something will nag until the parent finally gets tired of saying no. Advertisers also know that guilt can influence buying, as parents want to provide the best for their families. Stressed parents who don't have any time to spend with their children will often spend more money on them instead.

Buzz marketing

The huge teenage market is a challenge for advertisers who want to be recognised among all the other brands in young people's lives. Marketing companies often use 'buzz marketing' to target this age group. They want their product to appear trendy and cool, so they get the coolest teenagers to wear or carry it for them. This type of advertising is seen more and more on the Internet, where social networking sites can be used to create a buzz about fashion and games among teenagers. A big advantage of the Internet for advertisers is that they can reach a wide range of shoppers and push their products much harder.

3 Complete the sentences with the underlined words from the text.

- The shop had sold out of the leading of breakfast cereal.
- Do you think that the weather can people's behaviour?
- Which big sports company has a that looks like a tick?
- Cheating on my diet has only left me with feelings of

4 Find words or expressions in the text that mean:

- using certain methods to persuade somebody to buy something (*paragraph 1*)
- frequently ask someone to do something they do not want to do (*paragraph 3*)
- many times (*paragraph 3*)

5 Are the following statements true (T) or false (F)?

- Money spent on advertising in the last 20 years has increased children's buying power. T/F
- Children who are too young to buy anything themselves are important to advertisers. T/F
- School children will certainly be loyal to brands they recognised as babies. T/F
- A child often asks for a certain product when he or she is getting tired. T/F
- Parents who feel guilty can sometimes spend money rather than time on their children. T/F
- Teenagers see so much advertising that they are a difficult market for the advertisers. T/F
- Only the coolest kids on the street are interesting for people in marketing. T/F
- Today's teens use the Internet to find out about the latest fashions. T/F

6 What about you?

- Have you ever pestered your parents to buy anything for you?
- Name three places where you have seen good advertisements that have influenced you to buy something. What did you buy?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Indeterminate pronouns: *some-, any-, no-, every-*

1 Complete the table.

some-	any-	no-	every-
	anything		
somebody/ someone			
		nowhere	

2 Complete the sentences with words from the table.

- My mother never buys that she can't afford.
- A shopaholic is who enjoys going to shops and buying things.
- smells as good as newly baked bread.
- She waited at the checkout for ages but came to serve her.
- Cigarettes are bad for you and a waste of money. knows that!
- He couldn't find the trainers he wanted in the department store.
- Hassan was sure he'd put his wallet down near the cash desk.
- I never know what to choose. I like

3 Choose the correct alternative.

- That child is always pestering me for *anything/something*.
- I can't go *anywhere/nowhere* without seeing that stupid advertisement.
- She's looked *everywhere/somewhere* for the brand of face cream she likes.
- I spent two hours looking around the shops without buying *nothing/anything*.
- Have you ever seen *somebody/anybody* wearing trainers with lights on the back?
- Not *everybody/somebody* noticed he was wearing new shoes.
- Sorry, *someone/no one* has just bought the last signed copy.
- You don't get *anything/nothing* for *anything/nothing* these days!

Concession, result and purpose

4 Complete each of these rules with one of the following words:

contrast *result* *purpose*

- 'so' is used to show
- 'even though' is used to show
- 'Therefore' is used to show
- 'so that' is used to show
- 'However' is used to show
- 'In order to' is used to show

5 Put the following words in the correct order. The words beginning with capital letters are important!

- baker's / She / to / bread / went / the / to / some / buy.



- saving / car / was / money / to / a / He / get.



- traffic / were / in / They / so / flight / they / missed / caught / their.
- the / went / interview / she / job / didn't / well / get / the / Although.
- sleep / He / even / was / he / couldn't / tired / though.
- Write some sentences about yourself using the connectives below. Use your imagination.

- in order to
- However,
- so that
- Therefore
- so
- although

Collocations with money

1 Match these words with the definitions below.

earn win spend save waste
donate lend borrow

- 1 give money to somebody but they pay you back later
- 2 use money in a stupid way
- 3 get money in a competition
- 4 give money to a charity
- 5 get money for the job you do
- 6 use money to buy something
- 7 take money from somebody but pay them back later
- 8 keep money

2 Choose the correct alternative.

- 1 It was a complete saving/waste of money to buy those skis when you never go skiing.
- 2 I've never won/donated any money in a competition.
- 3 You wouldn't believe how much everybody spent/borrowed in London last weekend.
- 4 They opened a special bank account to save/spend money for their wedding.
- 5 She could make/lend some money by designing and selling jewellery.
- 6 Jihad's father wastes/lends him money when he needs it sometimes, but he always pays his father back.
- 7 We decided to donate/make some money to a charity for the blind.
- 8 Don't forget that if you borrow/win money you have to pay it back.

Vocabulary extension

3 Match these money idioms 1–8 with the definitions a–h. Use a dictionary to help you if necessary.

- | | |
|--------------------------|---|
| 1 spend money like water | a an amount of money you have saved |
| 2 have money to burn | b be very expensive |
| 3 a nest egg | c not be too expensive |
| 4 get your money's worth | d a rich or powerful person in business |
| 5 cost the earth | e have a lot of money |
| 6 not break the bank | f spend a lot of money very quickly |
| 7 a fat cat | g pay a fair price for something |

4 Write the number of the idiom in 3 that you could use to describe these situations.

- 1 My grandfather isn't worried about his old age. He's worked hard all his life and has saved enough money to cover anything he might need.
- 2 Our neighbours, Mr and Mrs Jenkins, are so rich that they have three Jaguars: one for him, one for her and one for visitors!
- 3 The cost of the meal was 100 SAR, but it was really good value because we could eat all we wanted. Marek went back for more at least four times.
- 4 Kim was careful with her money, but she decided that she really needed a new pair of winter shoes, and that she could afford to buy some.
- 5 The world cruise was the most expensive holiday he's ever had – it cost 40,000 SAR!
- 6 They don't care how much their electricity costs. They still leave the heating on all day and all through the night.
- 7 The most important business person in our town lives in a luxury apartment where he has meals with other important people.

5 Complete the sentences so that they are true for you.

- 1 If I had money to burn, I would
.....
.....
- 2 The last thing I bought which cost the earth was
.....
.....
- 3 I really didn't feel I got my money's worth when
.....
.....
- 4 I don't think it would break the bank if I
.....
.....



I wish and If only

1 Match the rules 1–3 with the sentences a–c.

- 1 We use *I wish/If only* + the past to talk about imaginary situations in the present. It expresses wishes for things to be different in the present.
- 2 We use *I wish/If only* + the past perfect to talk about past situations that we would have liked to be different. It expresses regret.
- 3 We use *I wish/If only* with *would/wouldn't* + infinitive to talk about somebody's habitual behaviour that we want to criticise or change.

- a If only it was a sunny day. Rule
- b I wish my brother wouldn't talk so loudly in the morning. Rule
- c I wish my parents had made me study harder when I was young.. Rule

2 Look at the photo. What do you think Felipe wishes was different? Write four sentences.



- 1 He wishes he hadn't... ..
- 2
- 3
- 4

3 Choose the correct alternative.

- 1 I wish I hadn't/had bought such an expensive pair of shoes yesterday.
- 2 If only we had knew/known the restaurant was so awful.
- 3 I wish he wouldn't/hadn't speak to the customers so rudely.
- 4 If only I learned/had learned more about finance when I was at school.
- 5 I wish I had/hadn't heard about the sale earlier.
- 6 If only you had told/telled me that you were going to the shopping mall.
- 7 If only he had listened to me about borrowing/lending people money.

4 Bryan's brother annoys him. Use the information to write five sentences with 'He wishes he would/wouldn't ...'



- 1 he uses my computer without asking
.....
.....
- 2 he is always asking me to lend him money
.....
.....
- 3 he doesn't keep his room tidy
.....
.....
- 4 he makes noise when I'm studying
.....
.....
- 5 he doesn't like my friends
.....
.....

Grammar extension

5 Complete the sentences so that they are true for you.

- 1 I wish I hadn't
last week.
- 2 If only I had
- 3 I wish my brother/sister/friend wouldn't
- 4 I wish my brother/sister/friend would

At a clothes shop

1 Complete the dialogue with these expressions.

Have you got anything in _____ can I bring them back
I'm looking for _____ I'm just looking _____ I'll take these

SHOP ASSISTANT: Hello, can I help you?
KHALID: No, thanks. **(a)**
SHOP ASSISTANT: OK. Call me if you need anything.
KHALID: Oh! Actually, yes, **(b)**
 some sports socks.
SHOP ASSISTANT: What size are you?
KHALID: They're for my dad, so ... size 45, 46 maybe?
SHOP ASSISTANT: What about these?
KHALID: **(c)** white?
SHOP ASSISTANT: Of course. We have them in a pack of four.
KHALID: That's great, thanks. **(d)**
 But **(e)**
 if they're the wrong size?
SHOP ASSISTANT: Yes, we can replace them if you bring your receipt.

2 Choose the best response.

- 1 I'd like to make a complaint.
 - a I'm afraid that's your problem.
 - b What seems to be the problem?
- 2 I washed it and all the colours have run.
 - a If only you hadn't washed it.
 - b I am sorry about that.
- 3 It's the wrong size, I'm afraid.
 - a You can choose another one.
 - b OK, we've got some in blue or grey.
- 4 It makes a funny noise. I think it must be damaged.
 - a Oh dear, we haven't had anybody else with that problem.
 - b I wish you'd never bought it.
- 5 Please can I have a refund?
 - a Which would you prefer?
 - b Of course. Have you got the receipt?

3 Write a short dialogue for the following situation. Use the expressions from 1 and 2.

Our aunt bought you a great T-shirt, but it's too big. You'd like to replace it but you don't have the receipt.

YOU:

SHOP ASSISTANT:

YOU:

SHOP ASSISTANT:

Describing photos



4 Look at the first photo and answer the questions. If you are not sure of something, say *I think* and/or *I imagine*.

- 1 What kind of place do you think this is?

- 2 Who can you see in the photo?

- 3 Do you think this is an expensive place? Give reasons for your answer.

- 4 Do you think there is anything unusual about this place?

- 5 Have you ever been to a place like this?

5 Now look at the second photo and answer the same questions.

6 What about you?

Where do you buy your clothes from? Give reasons for your answer.

A formal letter of complaint

1 Read this letter of complaint. What was the problem?

Dear Sir,

I am writing to complain about the goods and service in your shop.

I went into your Marina Mall branch in Dammam on June 25th and bought a double CD of short stories. However, when I got home, I discovered that there was only one CD in the box and the other one was missing. As a result, I had to go back to the shop the next day. What is more, when I showed the assistant, he refused to believe that the CD was missing and said that I had taken it out.

He was very unhelpful and so **I asked to see the manager**. Although I could see there was another member of staff in the back of the shop, the assistant told me the manager was not

there. Next he told me that he was there but was busy. In the end, I left and that is why I am writing to you now.

The box had not been opened when I bought it, and there was only one CD in it when I opened it. Therefore, there must have been a fault with the production or packing company. **I will never use your shop again**, since I am not used to being called a liar. Furthermore, **I demand a full refund immediately**. In addition, **I would appreciate an apology** from the assistant because he was both unhelpful and rude.

If I do not hear from you soon I will take my complaint to your Head Office.

I look forward to hearing from you soon.

Yours faithfully

Dabir Farish

2 Are the statements true (T) or false (F)? If you can't find the information in the text, write not mentioned (NM).

- | | | | |
|---|---------------|--|---------------|
| 1 Dabir enjoys reading short stories. | <u>T/F/NM</u> | 4 Somebody had opened the CD before Dabir got it home. | <u>T/F/NM</u> |
| 2 Dabir went back to the shop the following day because one CD was missing. | <u>T/F/NM</u> | 5 Dabir used to be a liar but he isn't now. | <u>T/F/NM</u> |
| 3 The manager was no help because he wasn't in the shop. | <u>T/F/NM</u> | 6 Dabir wants the shop to do two things. | <u>T/F/NM</u> |

3 Read the letter again and underline eight different types of linkers that Dabir uses. Put them into the correct column.

Addition	Contrast	Reason	Consequence	Time and sequence
<i>what is more</i>	<i>however</i>	<i>since</i>	<i>as a result</i>	<i>next</i>

4 Look at these pictures of some faulty goods. Match the words with the pictures.

- two different sizes
- back pocket torn
- one side not working



5 Choose one of the faulty goods from 4 and write a letter of complaint about it. Use some of the phrases in bold from Dabir's letter, and as many linking expressions as you can from 3. Remember, write in a logical order, saying:

- when and where you bought the item
- what the problem is
- what you want to happen
- what you will do if it doesn't happen

Be firm but stay polite. Good luck!

Revision: Units 5–6

Grammar

1 Complete the sentences with *must*, *may* or *can't*.

- Nour and Dima be twins, they look identical.
- That man be a policeman, he's not tall enough.
- They be rich. They live in a hotel and own a yacht.
- He be our new history teacher but I'm not sure.
- It be our national flag, not with those colours.

/ 5 points

2 Choose the correct alternative.

- We would *have sent/send* you a card if we'd known it was your wedding day.
- The damage would have been less serious if the ship *hadn't/wouldn't have* gone so fast.
- He wouldn't have gone to the park if the museum *had/has* been open.
- If she *would have/hadn't* spent all her money, she would have stayed longer.
- If the jeans hadn't been on special offer, they *would/wouldn't* have bought them.

/ 5 points

3 Complete the sentences using words with indeterminate pronouns: *some-*, *any-*, *no-*, or *every-*.

- My father never goes without his debit card.
- Look! There's interesting in that shop window.
- The queue was enormous and was angry.
- is more boring than maths homework.
- There can't be at home. I've been ringing for ages.

/ 5 points

4 Complete the sentences using a participle clause and the verb given.

- (fall) from the ladder, he hurt himself badly.
- (clean) his teeth, Faris went to bed.
- (find) in Africa, giraffes are very tall animals.
- (drive) along the motorway, Waleed was listening to the news on the radio.
- (spend) several years in Spain, she now had a job as an interpreter.

/ 5 points

5 Complete the sentences with these verbs.

- If only we (not listen) to their terrible advice.
- I wish I (buy) those shoes yesterday.
- She took her son to the mall but she wished she (not agree) to do it.
- If only you (arrive) in time to have lunch.
- I wish I (not waste) all that money on a car.

/ 5 points

Total

/ 25 points

Vocabulary

6 Complete the sentences with suitable words from the units.

Facts about Turkey:

- The is Ankara.
- The is called 'Independence March'.
- The has a red background.
- The is nearly 73 million.
- The is the Turkish lire.

/ 5 points

7 Complete the sentences with these words plus the correct suffix.

care comfort help nature sense

-less -al -able -ible -ful

- It was really of me to sit on your glasses – I'm so sorry.
- He's a very young man and won't do anything stupid.
- Welcome! We hope you will be very here.
- Suraya only eats foods and never buys sugary drinks.
- It would be most if you could write your address here for me.

/ 5 points

8 Where would you buy the following things?

- pens, notebooks, cards
- bread, cakes, pies
- lamb, chicken, beefburgers
- rings, necklaces, watches
- TV, DVD player, laptop

/ 5 points

9 Match the words and definitions.

- | | |
|--|-----------------|
| 1 notes and coins | a changing room |
| 2 small plastic card used to buy things | b gift |
| 3 present | c cashier |
| 4 person who takes your money in a shop | d cash |
| 5 place in a shop where you try on clothes | e debit card |

/ 5 points

10 Choose the correct alternative.

- She never enters competitions so she'll never *earn/win*.
- Please can you *borrow/lend* me some cash until tomorrow?
- I'm *saving/wasting* some money for next year's holiday.
- Mr Kassam *donates/makes* hundreds of riyals to charity.
- Do you *earn/spend* more per hour when you work in the evening?

/ 5 points

Total

/ 25 points

Reading

1 Read the European Youth Parliament web page and answer the questions.

The screenshot shows a web browser interface with navigation buttons: Back, Forward, Stop, Reload, Home, Favourites, History, and Print. The main content area has the title "What is the EYP?". Below the title is a paragraph of text describing the European Youth Parliament (EYP) as an educational foundation designed to build on the potential of young people by improving skills such as communication, understanding, team building and working with people from many different backgrounds. It mentions that the EYP was founded in 1987 in a school in France and is now active in over 32 countries across Europe. It encourages young people to become active citizens and join in with the many events. Another paragraph states that the EYP aims to bring countries together by promoting independent thinking and political awareness in young people. Over the years, many thousands of young people have met to talk about issues that affect all of the countries involved. Debates are on issues as varied as Public Healthcare Systems, Climate Change and Piracy at Sea. A third paragraph describes the sessions held by the EYP as stimulating and fun, mentioning intercultural meetings and the exchange of ideas among young people from different countries who work towards a greater awareness of similarities and differences. This then promotes a wider understanding and tolerance. The final paragraph states that the EYP is represented by national committees in countries across Europe, and not only EU member states. You can get involved by contacting your national committee. If you are currently a young student in Europe and have an interest in politics and society, you may find this is an organisation for you. To the right of the text is a black and white photograph of a group of young people sitting at desks in a parliament-like setting. Each person has a nameplate in front of them with a number, such as 320, 394, 395, 321, 251, 252, 190, 191, 139, 140, 96, 59, and 60.

- 1 The EYP was started
 - a by an educational designer.
 - b in a French school.
 - c by a young European.
- 2 The EYP has debates on
 - a the three most important issues.
 - b the differences between various countries.
 - c a variety of different subjects.
- 3 The EYP helps young people to
 - a think of new sessions.
 - b take part in funny professions.
 - c make social contacts with other nationalities.
- 4 The EYP events are organised
 - a nationally.
 - b internationally.
 - c in EU countries only.
- 5 To be involved in the EYP, you have to be
 - a in contact.
 - b interesting and sociable.
 - c young and interested.

/ 5 points

Writing

- 2 You bought an expensive item of clothing last week but it was damaged so you tried to take it back to the shop. The shop assistant was unhelpful and did not believe you. Write a letter of complaint to the shop manager. Use these questions and your own ideas.

What did you buy?
 When and where did you buy it/them?
 What happened when you took it/them back to the shop?
 What do you want to happen now?
 What will happen if you are still not satisfied?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

/ 10 points

Total

/ 15 points

(adj) = adjective (adv) = adverb (conj) = conjunction (n) = noun (pron) = pronoun (v) = verb	The most common and useful words in English are marked according to the Macmillan Essential 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.
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Unit 1

School and university subjects

art (n) ★★★	/ɑ:t/
biology (n)	/baɪ'ɒlədʒi/
business studies (n)	/'bɪznɪs stʌdiz/
chemistry (n)	/'kemɪstri/
drama (n) *	/'drɑ:mə/
engineering (n) *	/'endʒɪ'nɪərɪŋ/
English (n)	/'ɪŋɡlɪʃ/
geography (n)	/'dʒɪ:'ɒɡrəfi/
history (n) ★★★	/'hɪst(ə)ri/
information and communication technology (ICT) (n)	/'aɪ sɪ: 'ti: /
law (n) ★★★	/'lɔ:/
literature (n) **	/'lɪtrətʃə/
maths (n)	/'mæθs/
media studies (n)	/'mi:diə ,stʌdiz/
medicine (n) **	/'med(ə)s(ə)n/
physical education (PE) (n)	/'pi: 'i:/
physics (n) *	/'fɪzɪks/
psychology (n) *	/'saɪ'kɒlədʒi/
religious instruction (n) ★★★	/'relɪdʒəs ɪn'strʌkʃ(ə)n/

Words connected with school and university

certificate (n) **	/'sə'tɪfɪkət/
cheat (v) *	/'tʃi:t/
coursework (n)	/'kɔ:s,wɜ:k/
essay (n) *	/'eseɪ/
fail (v) ★★★	/'feɪl/
grade (n) *	/'ɡreɪd/
mark (n) ★★★	/'mɑ:k/
pass (v) ★★★	/'pɑ:s/
resit (v)	/'ri:'sɪt/
term (n) ★★★	/'tɜ:m/
timetable (n)	/'taɪm,teɪb(ə)l/

Noun suffixes -er, -or, -ist, -ian, -ee

director (n) ★★★	/'dɪ'rektə, daɪ'rektə/
electrician (n)	/'ɪ,lek'trɪʃ(ə)n/
employee (n) **	/'ɪm'plɔɪ:, ,emplɔɪ'i:/
employer (n) **	/'ɪm'plɔɪə/
historian (n)	/'hɪ'stɔ:riən/
instructor (n)	/'ɪn'strʌktə/
journalist (n) **	/'dʒɜ:nəlɪst/
lecturer (n)	/'lektʃərə/
photographer (n)	/'fə'tɒɡrəfə/
physicist (n)	/'fɪzɪsɪst/
professor (n) *	/'prɒ'fesə/
scientist (n) **	/'saɪəntɪst/
technician (n)	/'tek'nɪʃ(ə)n/
trainee (n)	/'treɪ'nɪ:/

Other words and phrases

according to (prep) ★★★	/ə'kɔ:dn̩ ,tu:/
applicant (n)	/'æplɪkənt/
application (n) **	/'æplɪ'keɪʃ(ə)n/
assessment (n) **	/'æsəsmənt/
attend (v) **	/'ətend/
available (adj) **	/'ə'veɪləb(ə)l/
average (adj) **	/'æv(ə)rɪdʒ/
candidate (n) *	/'kændɪ'deɪt, 'kændɪdət/
career (n) **	/'kɛəriə/
childcare (n)	/'tʃaɪld,keə/
come up (= arise) (v)	/'kʌm 'ʌp/
course (n) ★★★	/'kɔ:s/
dedicated to (adj)	/'dedɪkeɪtɪd tə/
disability (n)	/'dɪsə'bɪləti/
discrimination (n) *	/'dɪ,skrɪmɪ'neɪʃ(ə)n/
emphasis (n) **	/'emfəsɪs/
empty (adj) ★★★	/'empti/
evaluate (v)	/'vælju:et/
extracurricular activities (n)	/'ekstrəkʌrɪkjələ(r) æk'tɪvətɪz/
finances (n)	/'faɪnənsɪz/
foreground (n)	/'fɔ:graʊnd/
freedom (n) ★★★	/'fri:dəm/
graduation (n)	/'ɡrædʒu'eɪʃ(ə)n/
grateful (adj) *	/'ɡreɪtʃ(ə)l/
hand in (v)	/'hænd 'ɪn/
health care (n)	/'helθ ,keə(r)/
ID (n)	/'aɪ'di:/
increase (v) ★★★	/'ɪŋkri:z/
independence (n) **	/'ɪndɪ'pendəns/
leader (n) ★★★	/'li:də/
lesson (n) ★★★	/'les(ə)n/
look after (v)	/'lʊk 'ɑ:ftə/
maturity (n)	/'mætʃʊərəti/
moped (n)	/'məʊ,ped/
nervous (adj) **	/'nɜ:vəs/
nursery school (n)	/'nɜ:s(ə)ri ,sku:l/
participate (v)	/'pɑ:'tɪsɪ,peɪt/
previous (adj) ★★★	/'pri:vɪəs/
primary school (n) *	/'praɪ'məri ,sku:l/
priority (n) **	/'praɪ'ɒrəti/
raise (= money) (v)	/'reɪz/
reasonable (adj) **	/'ri:z(ə)nəb(ə)l/
regulation (n) **	/'regjʊ'leɪʃ(ə)n/
responsibility (n) ★★★	/'rɪ,sponsə'bɪləti/
scholarship (n)	/'skɒləʃɪp/
seat belt (n)	/'si:tbel/
secondary school (n)	/'sekənd(ə)ri ,sku:l/
self-motivation (n)	/'selfməʊtə'veɪʃ(ə)n/
sensible (adj) *	/'sensəb(ə)l/
spare time (n) *	/'speə(r) 'taɪm/
speed limit (n)	/'spi:d ,lɪmɪt/
staff (n) ★★★	/'stɑ:f/

stand on your own two feet (v)	/ˌstænd ɒn ʒɔ:(r) əʊn tu: 'fi:t/
starting point (n)	/'stɑ:tiŋ ,pɔɪnt/
successfully (adv)	/ˌsək'sesfʊli/
time management (n)	/'taɪm ,mænɪdʒmənt/
unfair (adj) ★	/ʌn'feə/
unfit (adj)	/ʌn'fɪt/
uniform (n) ★★	/'ju:nɪ,fɔ:m/
visually impaired (adj)	/ˌvɪʒʊəli ɪm'peəd/

Unit 2

Everyday inventions

camcorder (n)	/'kæm,kɔ:də/
digital camera (n)	/ˌdɪdʒɪtl 'kæmrə/
dishwasher (n)	/'dɪʃ,wɒʃə/
DVD player (n)	/ˌdi:vɪ'di: pleɪə/
laptop (n)	/'læp,tɒp/
microwave oven (n)	/'maɪkrəweɪv ʌvən/
mobile phone (n) ★★	/'məʊbaɪl 'fəʊn/
MP3 player (n)	/'em pi: 'θri: pleɪə/
remote control (n) ★	/'ri:məʊt kən'trəʊl/
satnav (n)	/'sæt,næv/
vacuum cleaner (n)	/'vækju:m ,kli:nə/
washing machine (n) ★	/'wɒʃɪŋ mə'ʃi:n/

Operating technology

charge/recharge (a battery) (v)	/tʃɑ:dʒ, ri:'tʃɑ:dʒ/
connect (v) ★★	/'kənekt/
insert (v)	/'ɪn'sɜ:t/
plug in (v)	/'plʌg 'ɪn/
press (a button) (v) ★★	/'pres/
select (v) ★	/'sɪlekt/
(a programme/a track/a function)	
switch/turn on (v)	/'swɪtʃ, tʒ:n 'ɒn/
switch/turn off (v)	/'swɪtʃ, tʒ:n 'ɒf/

Prepositional phrases with adjectives

afraid of (adj)	/ə'freɪd əv/
aware of (adj)	/ə'weə(r) əv/
bored with (adj)	/'bɔ:d wɪð/
different from (adj)	/'dɪfrənt frəm/
good at (adj)	/'gʊd ət/
interested in (adj)	/'ɪntrəstɪd ɪn/
pleased with (adj)	/'pli:zd wɪð/
ready for (adj)	/'redi fə/
responsible for (adj)	/'rɪs'pɒnsəbl fə/
similar to (adj)	/'sɪmɪlə tə/
tired of (adj)	/'taɪəd əv/
worried about (adj)	/'wʌrɪd ə,baut/

Other words and phrases

acquire (v)	/ə'kwɪə/
addicted to (adj)	/ə'dɪktɪd tu/
amateur (n)	/'æmətə, 'æmətʃʊə/
antibiotics (n)	/'æntɪbɑ:'ɒtɪks/
argue (v) ★★	/'ɑ:gju:/
backwards (adv) ★★	/'bækwɔ:(r)dz/
bin (n)	/'bɪn/
bowl (n) ★★	/'bəʊl/
bug (= computer) (n)	/'bʌg/
carpet (n) ★★	/'kɑ:pɪt/
coin (n) ★★	/'kɔɪn/
correction fluid/tape (n)	/'kɔ'rekʃ(ə)n ,flu:ɪd, ,teɪp/
cosmetics (n)	/'kɒz'metɪks/
crash (= of a computer) (v) ★	/'kræʃ/
decorate (v) ★	/'dekeɪreɪt/

dynamite (n)	/'daɪnə,mart/
error (n) ★★	/'erə/
excrement (n)	/'ekskrɪmənt/
eyesight (n)	/'aɪsaɪt/
fatal (adj) ★	/'feɪt(ə)l/
file (= of a computer) (n) ★★	/'faɪl/
fingernail (n)	/'fɪŋgə,neɪl/
fixed (adj) ★	/'fɪkst/
force (n) ★★	/'fɔ:s/
fragrance (n)	/'freɪgrəns/
get rid of (v)	/'get 'rɪd əv/
global warming (n)	/'gləʊb(ə)l 'wɔ:mɪŋ/
guy (n) ★★	/'gɑɪ/
hairdresser's (n)	/'heə,dresəz/
journalist (n) ★★	/'dʒɜ:nəlist/
malfunction (v)	/'mæl'fʌŋkʃ(ə)n/
messy (adj)	/'mesi/
never-ending (adj)	/'nevə(r),endɪŋ/
nuclear reactor (n)	/'nju:kliə ri'æktə/
oil tanker (n)	/'ɔɪl ,tæŋkə/
operating system (n) ★	/'ɒpəreɪtɪŋ ,sɪstəm/
pigment (n)	/'pɪgmənt/
portable stereo (n)	/'pɔ:təb(ə)l 'steriəʊ/
process (n) ★★	/'prəuses/
publish (v) ★★	/'pʌblɪʃ/
rage (n)	/'reɪdʒ/
reckon (v) ★	/'rekən/
reinstall (v)	/'ri:ɪn'stɔ:l/
scientific (adj) ★★	/'saɪəntɪfɪk/
service (v)	/'sɜ:vɪs/
shape (n) ★★	/'ʃeɪp/
shock (n) ★★	/'ʃɒk/
sore throat (n)	/'sɔ: 'θrəʊt/
swallow (v) ★	/'swɒləʊ/
sword (n)	/'sɔ:d/
X-ray machine (n)	/'eksreɪ mə'si:n/

Progress test Units 1–2

affairs (= global affairs) (n)	/ə'feəz/
blind (adj) ★★	/'blaɪnd/
bow tie (n)	/'bəʊ 'taɪ/
dark (adj) ★★	/'dɑ:k/
descend (v) ★★	/'drɪsend/
device (n) ★★	/'dɪvaɪs/
disability (m) ★★	/'dɪsə'bɪləti/
disabled (adj) ★★	/'dɪs'ɛb(ə)ld/
electronic circuit (n)	/'elek'trɒnɪk 'sɜ:(r)kɪt/
exclusive (adj) ★★	/'ɪk'skluzɪv/
generate (v) ★★	/'dʒenəreɪt/
gown (n)	/'gaʊn/
humanity (n) ★★	/'hju:mənəti/
industrial (adj) ★★	/'ɪn'dʌstriəl/
investment (n) ★★	/'ɪn'vest(t)mənt/
mortarboard (n)	/'mɔ:(r)tə(r),bɔ:(r)d/
motivation (n) ★★	/'məʊtɪ'veɪʃ(ə)n/
obtain (v) ★★	/'əb'teɪn/
patent (n) ★	/'peɪt(ə)nt/
raw (adj) ★★	/'rɔ:/
stationery (n)	/'steɪʃ(ə)n(ə)ri/
submarine (n) ★	/'sʌbməri:n/
succeed (v) ★★	/'sək'sɪd/
unpasteurized (adj)	/'ʌn 'pɑ:stʃəraɪzd/
vibrant (adj)	/'vaɪbrənt/
visually-impaired (adj)	/'vɪʒʊəli ɪm'peə(r)d/

Unit 3

Sports

athletics (n)	/æθ'letɪks/
basketball (n)	/'bɑːskɪt,bɔːl/
boxing (n)	/'bɒksɪŋ/
diving (n)	/'daɪvɪŋ/
football (n) ★★	/'fʊtbɔːl/
golf (n) ★	/gɒlf/
gymnastics (n)	/dʒɪm'næstɪks/
ice hockey (n)	/'aɪs ,hɒki/
judo (n)	/'dʒuːdɔː/
sailing (n)	/'seɪlɪŋ/
skiing (n)	/'skiːŋ/
snowboarding (n)	/'snəʊ,bɔːdɪŋ/
swimming (n) ★	/'swɪmɪŋ/
table tennis (n)	/'teɪbl ,tenɪs/
volleyball (n)	/'vɒli,bɔːl/
water polo (n)	/'wɔːtə(r) 'pəʊləʊ/
weightlifting (n)	/'weɪt,lɪftɪŋ/

Sports venues and equipment

boots (n)	/'buːts/
club (n) ★★★	/klʌb/
course (n) ★★★	/kɔːs/
court (n) ★★★	/kɔːt/
goal (n) ★★★	/gəʊl/
goggles (n)	/'gɒg(ə)lz/
gym (n)	/dʒɪm/
net (n) ★★	/'net/
pitch (n) ★	/'pɪtʃ/
pool (n) ★★	/'puːl/
racket (n)	/'rækɪt/
rink (n)	/'rɪŋk/
skates (n)	/'skeɪts/
skis (n)	/'skiːz/
slope (n) ★	/'sləʊp/
surfboard (n)	/'sɜː(r)f,bɔː(r)d/
track (n) ★★★	/'træk/
trainers (n)	/'treɪnəz/

Phrasal verbs connected with sport

give in (v)	/'gɪv 'ɪn/
go for (v)	/'gəʊ fə/
join in (v)	/'dʒɔɪn 'ɪn/
knock out (v)	/'nɒk 'aʊt/
take up (v)	/'teɪk 'ʌp/
warm up (v)	/'wɔːm 'ʌp/
work out (v)	/'wɜːk 'aʊt/

Other words and phrases

championship (n) ★	/'tʃæmpɪənʃɪp/
characteristic (adj) ★★	/'kærɪktə'rɪstɪk/
coast (n) ★★★	/'kəʊst/
compete (v) ★★★	/'kəm'piːt/
demanding (adj) ★★	/'dɪ'mɑːndɪŋ/
eliminate (v)	/'ɪlɪmɪ'neɪt/
emotional (adj) ★★	/'ɪməʊʃ(ə)nəl/
fit (adj) ★	/'fɪt/
fit (v) ★★★	/'fɪt/
(= fit something to something else)	
goalkeeper (n)	/'gəʊl,ki:pə/
handle (v) ★★★	/'hænd(ə)l/
happy ending (n)	/'hæpi 'endɪŋ/
heart (n) ★★★	/'hɑːt/
hilarious (adj)	/'hɪ'leəriəs/

immense (adj)	/'ɪmens/
injury (n) ★★★	/'ɪndʒəri/
jockey (n)	/'dʒɒki/
love (= 0 in tennis) (n) ★★★	/'lʌv/
main character (n)	/'meɪn 'kærɪktə/
martial arts (n)	/'mɑːʃ(ə)l 'ɑːts/
medallist (n)	/'med(ə)lɪst/
mission (n) ★★	/'mɪʃ(ə)n/
modesty (n)	/'mɒdɪsti/
opposing (adj)	/'əpəʊzɪŋ/
(=opposing team)	
plot (n) ★	/'plɒt/
puck (n)	/'pʌk/
referee (n)	/'refə'riː/
round (n) ★★	/'raʊnd/
(= in a boxing match)	
servant (n)	/'sɜːv(ə)nt/
serve (= in tennis) (v) ★★★	/'sɜːv/
spectator (n)	/'spek'teɪtə/
star (v) ★★	/'stɑː/
straight away (adv)	/'streɪt ə'weɪ/
starvation (n)	/'stɑː(r)'veɪʃ(ə)n/
surrender (v)	/'sə'rendə/
talent (n) ★★	/'tælənt/
twist (v) ★	/'twɪst/
unconscious (adj)	/'ʌn'kɒŋʃəs/
uninspiring (adj)	/'ʌnɪn'spaɪərɪŋ/
visibility (n)	/'vɪzə'bɪləti/
wealthy (adj) ★★	/'welθi/
whenever (conj) ★★	/'wen'evə(r)/
wonder (v) ★★★	/'wʌndə/

Unit 4

Art and design, crafts, poetry

abstract painting (n)	/'æbstrækt 'peɪntɪŋ/
architecture (n) ★★	/'ɑː(r)kɪ'tektʃə(r)/
audience (n) ★★★	/'ɔːdiəns/
calligraphy (n)	/'kælɪgrəfi/
carving (n) ★	/'kɑː(r)vɪŋ/
(= a wood carving)	
drawing (n) ★★	/'drɔʊŋ/
exhibition (n) ★★	/'eksɪ'bɪʃ(ə)n/
gallery (n)	/'gæləri/
jewellery (n) ★★	/'dʒuːələri/
lettering (n)	/'letərɪŋ/
lighting (n)	/'laɪtɪŋ/
lyrics (n)	/'lɪrɪks/
performance (n) ★★★	/'pɜːfɔːməns/
poetry (n) ★★	/'pəʊtri/
rhyme (v) ★	/'raɪm/
sketch (n & v)	/'sketʃ/
textile (n) ★★	/'tekstail/
verse (n) ★★	/'vɜː(r)s/
(= of a poem)	
wooden (adj) ★★★	/'wʊd(ə)n/

Arts and craftspeople

architect (n) ★★	/'ɑː(r)kɪ'tekt/
artist (n) ★★	/'ɑːtɪst/
calligrapher (n)	/'kælɪgrəfə(r)/
craftsman (n)	/'krɑːftsmən/
painter (n)	/'peɪntə/
performer (n)	/'pɜːfɔːmə/
poet (n) ★★	/'pəʊt/
storyteller (n)	/'stɔːri,telə(r)/

Adjectives ending in *-ing* and *-ed*

amazed (adj)	/ə'meɪzd/
amazing (adj) *	/ə'meɪzɪŋ/
bored (adj) **	/bɔ:d/
boring (adj) **	/'bɔ:ɪŋ/
confused (adj) *	/kən'fju:zd/
confusing (adj) *	/kən'fju:zɪŋ/
disappointed (adj) *	/,dɪsə'pɔɪntɪd/
disappointing (adj)	/,dɪsə'pɔɪntɪŋ/
embarrassed (adj)	/ɪm'bærəst/
embarrassing (adj) *	/ɪm'bærəsɪŋ/
excited (adj) **	/ɪk'saɪtɪd/
exciting (adj) **	/ɪk'saɪtɪŋ/
frightened (adj) *	/'fraɪt(ə)nd/
frightening (adj) *	/'fraɪt(ə)nɪŋ/
inspired (adj)	/ɪn'spaɪəd/
inspiring (adj)	/ɪn'spaɪərɪŋ/
interested (adj) ***	/'ɪntrəstɪd/
interesting (adj) ***	/'ɪntrəstɪŋ/
relaxed (adj) *	/rɪ'læksɪd/
relaxing (adj)	/rɪ'læksɪŋ/
surprised (adj) **	/sə'praɪzd/
surprising (adj) **	/sə'praɪzɪŋ/
tired (adj) ***	/'taɪəd/
tiring (adj)	/'taɪərɪŋ/
uninspired (adj)	/,ʌnɪn'spaɪəd/
uninspiring (adj)	/,ʌnɪn'spaɪərɪŋ/

Other words and phrases

apologise (v) **	/ə'pɒlə,dʒaɪz/
behave (v) **	/bɪ'heɪv/
bottomless (adj)	/'bɒtəmləs/
brush (n) **	/brʌʃ/
coastal (adj) **	/'kəʊst(ə)l/
crack (n) *	/kræk/
creep, crept (v)	/kri:p, krept/
deep (n) ***	/di:p/
delicate (adj)	/'delɪkət/
dimension (n) **	/,daɪ'menʃ(ə)n/
fibreglass (n)	/'faɪbə(r),glɑ:s/
guard (n) **	/gɑ:d/
inspire (v) **	/ɪn'spaɪə(r)/
installation (n)	/,ɪnstə'leɪʃ(ə)n/
intricate (adj)	/'ɪntrɪkət/
panic (v)	/'pænɪk/
pile (n) *	/paɪl/
record (v) ***	/'rɪ:kɔ:(r)d/
reputation (n) ***	/,repju'teɪʃ(ə)n/
restore (v) **	/'ri:stɔ:/
rubbish (n) *	/'rʌbɪʃ/
satellite dish (n)	/'sætələt dɪʃ/
slogan (n)	/'sləʊgən/
stage (n & v) ***	/steɪdʒ/
studio (n) **	/'stju:diəʊ/
valuable (adj) **	/'væljuəb(ə)l/
waste (n) **	/weɪst/
wide (adj) ***	/waɪd/
worth (adj) ***	/wɜ:θ/

(= it's worth X pounds)

Progress test Units 3–4

message (n) ***	/'mesɪdʒ/
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Unit 5

Nations

capital city (n)	/,kæpɪt(ə)l 'sɪti/
currency (n) **	/'kʌrənsi/
flag (n)	/flæg/
king (n) ***	/kɪŋ/
national anthem (n)	/'næʃ(ə)nəl 'ænthəm/
president (n) ***	/'prezɪdənt/
prime minister (n) ***	/'praɪm 'mɪnɪstə/
prince (n)	/'prɪns/
queen (n) ***	/'kwi:n/

State and politics

constitutional monarchy (n)	/'kɒnstɪtju:ʃən(ə)l 'mɒnəki/
democracy (n) **	/'dɪ'mɒkrəsi/
foreign affairs (n)	/'fɔ:rən ə'feəz/
general election (n)	/'dʒenr(ə)l ɪ'lekʃən/
in the centre (adj)	/ɪn ðə 'sentə/
left-wing (adj) *	/'left ,wɪŋ/
member (n) ***	/'membə/
minister (n) **	/'mɪnɪstə/
monarchy (n)	/'mɒnəki/
political party (n)	/'pɒlɪtɪk(ə)l ,pɑ:ti/
republic (n) *	/'rɪ'pʌblɪk/
right-wing (adj) *	/'raɪt ,wɪŋ/
run a country (v)	/'rʌn ə 'kʌntri/

Adjective suffixes *-ic*, *-ful*, *-less*, *-able*, *-ous*, *-y*, *-ious*, *-al*, *-ible*

aristocratic (adj)	/'æɪstə'krætɪk/
careful (adj) ***	/'keəf(ə)l/
careless (adj) *	/'keələs/
comfortable (adj) ***	/'kʌmfətəb(ə)l/
dangerous (adj) ***	/'deɪndʒərəs/
enjoyable (adj)	/'ɪn'dʒɔɪəb(ə)l/
famous (adj) ***	/'feɪməs/
helpful (adj) *	/'helpf(ə)l/
helpless (adj)	/'helpləs/
hungry (adj) *	/'hʌŋgri/
mysterious (adj)	/'mɪ'stɪəriəs/
natural (adj) ***	/'nætʃ(ə)rəl/
official (adj) ***	/'ə'fɪʃ(ə)l/
sensible (adj) *	/'sensəb(ə)l/
terrible (adj) **	/'terəb(ə)l/
thirsty (adj) *	/'θɜ:sti/
uncomfortable (adj) *	/'ʌn'kʌmfətəb(ə)l/
useful (adj) ***	/'ju:sf(ə)l/
useless (adj)	/'ju:sləs/

Other words and phrases

assassin (n)	/ə'sæsɪn/
assassination (n)	/'æsəsɪ'neɪʃ(ə)n/
asteroid (n)	/'æstə'rɔɪd/
belong to (adj)	/'bɪ'lɒŋ tə/
bullet (n) *	/'bʊlɪt/
circulate (v) **	/'sɜ:(r)kjʊleɪt/
conspiracy (n)	/'kɒn'spɪrəsi/
constellation (n)	/'kɒnstə'leɪʃ(ə)n/
convince (v) **	/'kɒn'vɪns/
empire (n) *	/'empaɪə/
escape (v) **	/'ɪskeɪp/

evidence (n) ★★★	/ˈeɪd(ə)ns/
evolve (v)	/ɪˈvɒlv/
govern (v) ★	/ˈgʌv(ə)n/
gravity (n)	/ˈgrævəti/
head of state (n)	/ˌhed əv ˈsteɪt/
hire (v) ★	ˈhaɪə/
hit (v) ★★★	/hɪt/
hunger (n)	ˈhʌŋgə/
incident (n) ★★★	/ˈɪnsɪd(ə)nt/
influential (adj)	/ˌɪnfluˈenʃ(ə)l/
lifeboat (n)	ˈlaɪf,bəʊt/
knee (n) ★★★	/niː/
mansion (n)	ˈmænj(ə)n/
obedient (adj) ★	/əˈbiːdiənt/
operation (n) ★★★	/ˌɒpəˈreɪʃ(ə)n/
passenger (n) ★★	ˈpæsɪndʒə/
power (n) ★★★	ˈpaʊə/
powerful (adj) ★★★	ˈpaʊəf(ə)l/
preserve (v) ★	ˈprɪˈzɜːv/
princess (n)	ˌprɪnˈses/
rule (v) ★★	/ruːl/
rumour (n)	ˈruːmə/
senior (adj) ★	ˈsiːniə/
set (= a set of rules) (n) ★★★	/set/
sign (= road sign) (n) ★★★	/saɪn/
single (= just one) (adj) ★★★	ˈsɪŋɡ(ə)l/
sink, sank (v) ★★	/sɪŋk, sæŋk/
substitute (v) ★★	ˈsʌbstɪˌtjuːt/
suspicion (n) ★★	/səˈspɪʃ(ə)n/
theory (n) ★★	ˈθiəri/
union (n) ★★	ˈjuːnjən/

Unit 6

Shops

bakery (n)	ˈbeɪkəri/
bank (n)	/bæŋk/
butcher's (n)	ˈbʊtʃəz/
chemist's (n)	ˈkemɪsts/
clothes shop (n)	ˈkləʊðz ˌʃɒp/
department store (n) ★★	/dɪˈpɑːtmənt ˌstɔː/
electrical goods store (n)	ɪˈlektɹɪkl ɡʊdz ˌstɔː/
greengrocer's (n)	ˈɡriːŋgrəʊsəz/
jeweller's (n)	ˈdʒuːələz/
newsagent's (n)	ˈnjuːzɛɪdʒənts/
post office (n) ★★	ˈpəʊst ˌɒfɪs/
shoe shop (n)	ˈʃuː ˌʃɒp/
sports shop (n)	ˈspɔːts ˌʃɒp/
stationery shop (n)	ˈsteɪʃən(ə)ri ˌʃɒp/
supermarket (n) ★	ˈsuːpəˌmɑːkɪt/

Shopping

afford (v) ★★★	əˈfɔːd/
bargain (n)	ˈbɑːɡɪn/
cashier (n)	/kæʃiə/
changing room (n)	ˈtʃeɪndʒɪŋ ˌruːm/
checkout (n)	ˈtʃekəʊt/
debit card (n)	ˈdeɪbɪt ˌkɑːd/
discount (n)	ˈdɪsˌkaʊnt/
gift (n) ★★	/ɡɪft/
queue (n) ★	/kjuː/
receipt (n) ★	ˈriːsɪt/
refund (n)	ˈriːfʌnd/
shelf (n) ★★	/ʃelf/
trolley (n)	ˈtrɒli/

Collocations with money

borrow (v) ★★	ˈbɒrəʊ/
donate (v)	/dəʊˈneɪt/
earn (v) ★★	/ɜːn/
lend (v) ★★★	/lend/
make (v) ★★★	/meɪk/
save (v) ★★★	/seɪv/
spend (v) ★★★	/spend/
waste (v) ★★	/weɪst/
win (v) ★★★	/wɪn/

Other words and phrases

accuse (v) ★★	əˈkjuːz/
advertising campaign (n)	ˈædvətaɪzɪŋ kæmˌpeɪn/
apology (n)	əˈpɒlədʒi/
bake (v) ★	/beɪk/
balance (n) ★★	ˈbæləns/
blank (n)	/blæŋk/
charity (n) ★★	ˈtʃærəti/
circumstances (n) ★★	ˈsɜːkəmstənsɪz/
colleague (n) ★★	ˈkɒliːg/
complain (v) ★★★	/kəmˈpleɪn/
complaint (n) ★★	/kəmˈpleɪnt/
container (n) ★★	/kənˈteɪnə/
demand (n) ★★★	/dɪˈmɑːnd/
estate agent (n)	ɪˈsteɪt ˌeɪdʒ(ə)nt/
explorer (n)	ɪkˈsplɔːrə(r)/
faulty (adj)	ˈfɔːlti/
fit (v) ★★★	/fɪt/
further (adv & v) ★★★	ˈfɜːðə/
hoodie (n)	ˈhudi/
instantaneously (adv)	ɪnˈstəntˌeɪniəsli/
launch (v) ★★	/lɔːntʃ/
let (= a flat) (v) ★★★	/let/
loud (adj) ★★	/laʊd/
meanwhile (adv) ★	ˈmiːnwaɪl/
packaging (n)	ˈpækɪdʒɪŋ/
reduction (n) ★★	ˌrɪˈdʌkʃ(ə)n/
remove (v) ★★★	ˌrɪˈmuːv/
rude (adj) ★	/ruːd/
scent (n)	/sent/
shopper (n)	ˈʃɒpə/
size (n) ★★★	/saɪz/
smell (n) ★★	/smel/
spray (v)	/spreɪ/
subconsciously (adv)	ˌsʌbˈkɒŋʃəsli/
unfurnished (adj)	ˌʌnˈfɜːnɪʃt/

Progress test Units 5–6

amnesia (n)	æmˈniːziə/
arrest (v) ★★	əˈrest/
canoe (n)	/kəˈnuː/
canoeist (n)	/kəˈnuːɪst/
expire (v)	ɪkˈspaɪə/
grow a beard (v)	ˌgrəʊ ə ˈbiəd/
holiday resort (n)	ˈhɒlɪdeɪ ˌrɪˌzɔːt/
insurance (n) ★★★	ɪnˈʃʊərəns/
insurance policy (n)	ɪnˈʃʊərəns ˌpɒləsi/
limbo (n)	ˈlɪmbəʊ/
pretend (v) ★	ˌpriːtend/

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