www.majazionline.ir

OXFORD

oxford exam support

www.MajaziOnline.ir

Third Edition Solutions

Intermediate Plus

Workbook

Tim Falla Paul A Davies

Ebook interactive features

www.majazionline.ir

Third Edition
Solutions

Intermediate Plus

Workbook

Tim Falla Paul A Davies

OXFORD
UNIVERSITY PRESS

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2017

The moral rights of the author have been asserted

e-Book Edition

ISBN: 978 0 19 452391 2

First published in 2017

No copying or file sharing

This digital publication is protected by international copyright laws. No part of this digital publication may be reproduced, modified, adapted, stored in a retrieval system, or transmitted, in any form or by any means, to any other person or company without the prior permission in writing of Oxford University Press, or as expressly permitted by law. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not modify, adapt, copy, store, transfer or circulate the contents of this publication under any other branding or as part of any other product. You may not print out material for any commercial purpose or resale

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims all and any responsibility for the content of such websites

ACKNOWLEDGEMENTS

Back cover photograph: Oxford University Press building/David Fisher

Unit Review pages written by: Kathryn Aldridge-Morris

Cumulative Review pages written by: Janet Hardy-Gould

Exam Skills Trainer pages adapted by: Daniela Clarke

Illustration commissioning and picture research by: Helen Reilly/Arnos Design Ltd

Illustrations by: David Oakley/Arnos Design Ltd pp.4, 10; Andy Parker pp.45, 74. Martin Shovel pp.33, 55, 85

We would like to thank the following for their permission to reproduce photographs: 123RF pp.6 (cottage/Jennifer Barrow), 22 (trees/Ekaterina Arkhangelskaia), 24 (shopping online/Ivan Kruk), 36 (protesters/Michael Spring), 40 (bald eagle/Teri Virbickis), 63 (survey/Andres Rodriguez), 67 (cat/K4025), 80 (fountain/Timothy Holle), (double glazing/stocksolutions), 84 (plumber/Andriy Popov), 90 (interview/racorn), 108 (river basin/ammit), (canoeing/Elena Elisseeva); AFLO pp.35 (Teiichi Igarashi/Yomiuri Newspaper); Alamy Stock Photo pp.10 (Gordon Laing/Pictorial Press), 14 (biology lab/MBI), (field trip/Cultura Creative), 20 (whale/Steffen Binke), 23 (Orwell/Everett Collection), 35 (Minoru Saito/REUTERS), 37 (teenagers/Purestock), 40 (lion/life on white), 44 (RSPCA/Shaun Higson Colour), 56 (wolf spider/Domiciano Pablo Romero Franco), 63 (UFO/World History Archive), 65 (mum and son/Ian Allenden), 67 (woman on phone/Gallo Images), 75 (Trailfinders/Justin Kase z12z), 77 (aquazorbing/Agencia Fotograficzna Caro), 80 (compost/Graham Corney), 81 (recycling/Maskot), 84 (nurse/OJO Images), 89 (Russell Simmons/Allstar Picture Library), 96 (spacecraft/Konstantin Shaklein), 99 (alien/Luc Novovitch), 103 (alien planet/Rstudio), 107 (Cape Canaveral/Linda Moon), 108 (Isabel Godin des Odonias/FLAKENSTEINFOTO), 110 (teen with dog/MITO images), (old man/MBI), 115 (food packaging/Victor de Schwanberg); Cartoonstock pp.65 (skittles/Mike Williams), 78 (cartoon/Harley Schwadron); Getty Images pp.9 (Argentina/Education Images), 14 (student sleeping/skynesher), 15 (swimming/jhillphotography), 32 (girls/asiseeit), 35 (Hariette Thompson/Jerod Harris), 37 (boys/Mike Harrington), 43 (polar bear/Image Source), 57 (Chrysler building/Margaret Bourke-White/Time Life Pictures), (billboard/Margaret Bourke-White), 66 (Beyoncé/Carlo Allegri) 67 (Queen/Chris Jackson), 68 (students/Hero Images), 69 (control tower/Daniel Reiter/STOCK 4B), (Maasai/Ryan Heffernan), 79 (dustbin/Peter Dazeley), 88 (NASA/Danita Delimont), 89 (Bill Gates/Chesnot), (Uma Thurman/Taylor Hill), 100 (Elon Musk/Bloomberg), 101 (Isaac Azimov/Peter Jones), 108 (cruise ship/Bruno Vincent), 110 (teens/Bloom Productions), 114 (nuclear power/johnwoodcock), (Prof. Veena Sahajwalla/Fairfax media); Istockphoto pp.84 (astronomer/lucentius); David Kneale p.109 (longboat); MEGA pp.98 (pod and sign/John Chapple); NASA pp.97 (Venus/JPL), (Beagle 2), 117 (space debris/NASA Orbital Debris Program); Oxford University Press DAM p.12 (runner), 80(wind turbine), (recycling bins); REX pp.13 (Titanic/20th Century Fox/Paramount/Shutterstock), 59 (Friends/Warner Bros TV/Bright/Kauffman/Crane Pro), 88 (BBC/Matt Cetti-Roberts/LNP), 111 (people jogging/Dimendra Haria), 114 (Tom Szaky/Mel Evans/AP); Science Photo Library pp.102 (moon/Chris Butler); Shutterstock pp.11 (Everest/Olga Danylenko), 14 (preschool/Robert Kneschke), 21 (lottery/Golubchenko Marina), 22 (people icon/Liubou Yasiukovich), (red arrow graph/Vlad Valinurov), (pie chart/tmedia), (car icons/etraveler), (dolphins/Cjwhitewine), (crowd/hobbit), (cats and dogs/Hein Nouwens), 34 (family/Monkey Business Images), 40 (salmon/azure1), (red deer/Eric Isselee), (brown bear/BURDE photography), 41 (horse/Jim Noetzel), 46 (white mice/Kampol Taepanich), 47 (Everglades/Stefanie Grewel), 51 (budgie/Vyaseleva Elena), (horse riding/Patryk Kosmider), 52 (NY/foto-select), 53 (students/Syda productions), 53 (police/1000 words), 54 (newspaper/Tupungato), 56 (house/Artazum), 64 (shock/Srdjan Fot), 67 (Ramsey/FOX), 80 (solar panels/Smileus), (bikes/Pat Tuson), 80 (wood burning stove/Alex Tibonovs), (bulb/urfin), 84 (carpentry/Syda Productions), 86 (teenager/Antonio Guillem), (lecture/Matej Kastelic), 87 (Park Guell/Luciano Mortula), 88 (phd/Andrey Kuzmin/adjusted by Dave Oakley), 95 (tourists/funkyfrogstock), 112 (firefighter/Mc Carthy's PhotoWorks), (hunter/Billion Photos), (paparazzi/bikeriderlondon), (flash bag/Victoria Chudinova/adjusted by Dave Oakley), 115 (vinyl record/eranicle), (coffee grinds/Andre S), 116 (lecture/ESB Professional), (astronaut on space station/Marc Ward)

Unit		A Vocabulary	B Grammar	C Grammar	D Grammar				
I Introduction	p4	My home	Present tense contrast	Articles and quantifiers	First and second conditional				
Unit		**A Vocabulary**	**B Grammar**	**C Listening**	**D Grammar**	**E Word Skills**	**F Reading**	**G Speaking**	**H Writing**
1 Against the odds	p8	Talking about people	Past and perfect tenses	A Victorian adventure	Past simple and past perfect	Word formation	Survival at sea	Talking about photos	A magazine article
Review 1	p16								
2 For what it's worth	p18	Value and price	Relative clauses	Can money buy happiness?	Verb patterns	Talking about facts and figures	Down and out	Discussing pros and cons	A for and against essay
Review 2	p26								
Exam Skills Trainer 1	p28	**Reading:** True / false **Listening:** Multiple matching **Use of English:** Multiple-choice cloze **Speaking:** Topic discussion **Writing:** A for and against essay							
3 From cradle to grave	p30	Stages of life	Future plans and schedules	Getting on with siblings	Future continuous and future perfect	Extreme adjectives and intensifying adverbs	You're never too old!	Presenting arguments	A description of a person
Review 3	p38								
4 Man and beast	p40	Animals	Talking about ability	How do you feel?	Nominal clauses	Prepositions	Half human, half beast	Topic presentation	A descriptive essay
Review 4	p48								
Exam Skills Trainer 2	p50	**Reading:** Multiple choice **Listening:** Sentence completion **Use of English:** Word formation **Speaking:** Photo description and presentation **Writing:** A description							
5 In the news	p52	Headlines	Reported speech: statements and questions	Bad news!	Reporting verbs	Prefixes	Photojournalism	Talking about statistics	A review
Review 5	p60								
6 Points of view	p62	Opinion and belief	Question forms	Misunderstandings	Question tags	Word families	TV scandals	Expressing opinions	An opinion essay
Review 6	p70								
Exam Skills Trainer 3	p72	**Reading:** Missing sentences **Listening:** True / false **Use of English:** Multiple-choice cloze **Speaking:** Opinion presentation **Writing:** An opinion-based essay							
7 Putting the world to rights	p74	Global warming	Advice, obligation and prohibition	Indigenous peoples	Speculating: present and past	Homographs and homophones	Waste not, want not	Role-play	A for and against essay
Review 7	p82								
8 A step on the ladder	p84	Working life	Habitual behaviour (present and past)	Listening genres	Future in the past	Abbreviations	Making a name for yourself	A job interview	A letter of application
Review 8	p92								
Exam Skills Trainer 4	p94	**Reading:** Matching paragraph headings **Listening:** Multiple choice **Use of English:** Open cloze **Speaking:** Photo description and role-play **Writing:** A letter of application							
9 Out of this world	p96	Space	Passive	Falling to Earth	Passive: advanced structures	Phrasal verbs	Science fiction	Presentation	A narrative
Review 9	p104								
Exam Skills Trainer 5	p106	**Reading:** True / false **Listening:** Multiple choice **Use of English:** Open cloze **Speaking:** Photo description and topic discussion **Writing:** A descriptive story							
Cumulative Review 1	p108	(Units 1–1)							
Cumulative Review 2	p110	(Units 1–3)							
Cumulative Review 3	p112	(Units 1–5)							
Cumulative Review 4	p114	(Units 1–7)							
Cumulative Review 5	p116	(Units 1–9)							

Writing Bank p118 **Functions Bank** p120 **Wordlist** p122 **Irregular verbs**

I Introduction

Vocabulary

A My home

I can talk about where I live.

www.majazionline.ir

1 **Complete the words (1–22) with *a, e, i, o, u* and *y*. Then match the parts of the house (a–k) with the correct words.**

1 __ tt __ c
2 b __ lc __ n __
3 b __ s __ m __ nt
4 c __ ns __ rv __ t __ r __
5 dr __ v __ *a*
6 __ xt __ ns __ __ n
7 f __ nc __
8 fl __ w __ rb __ d
9 g __ r __ g __
10 g __ t __
11 h __ ll
12 h __ dg __
13 l __ nd __ ng
14 l __ wn
15 p __ th
16 p __ t __ __
17 p __ nd
18 p __ rch
19 sh __ tt __ rs
20 sl __ d __ ng d __ __ rs
21 st __ __ rs
22 sw __ mm __ ng p __ __ l

2 **Label the pictures with the words below.**

bungalow cottage detached house farmhouse flat houseboat mansion mobile home semi-detached house terraced house villa

1 _____

2 _____

3 _____

4 _____

7 _____

5 _____

6 _____

8 _____

9 _____

10 _____

11 _____

3 **Write a short description of your home. Use words from exercises 1 and 2 to help you.**

- Type of home? Where is it? (town / village / country / outskirts / centre) _____
- Describe the outside and inside. _____

4 **Look at the table below and complete sentences 1–8 with the correct information. Use the comparative or superlative form of the adjective in brackets. Add *than* where necessary.**

	Geneva	Paris	London
large	16 km²	105 km²	1,572 km²
hot	23°C	24°C	21°C
wet	904 mm	619 mm	594 mm
expensive	•••••	•••	••••
crowded	••••	•••••	•••

London is *more expensive* than Paris. (expensive)

1 Paris is _____ London. (hot)
2 Paris is _____ Geneva. (large)
3 Geneva is _____ Paris. (crowded)
4 Paris is _____ Geneva. (dry)
5 Geneva is _____. (expensive)
6 Paris is _____. (hot)
7 Paris is _____ London. (expensive)
8 Geneva is _____. (wet)

1B Grammar

Present tense contrast

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

1 Complete the rules with the present continuous or present simple.

We use the

a _____ for describing annoying behaviour (with *always*).
b _____ in future time clauses (starting with *after, as soon as, if, once*, etc.).
c _____ for future arrangements.
d _____ for timetables and schedules (e.g. school timetables).
e _____ for habits and routines.
f _____ for something happening now or about now.
g _____ for a permanent situation or fact.

2 Complete the sentences with the verbs below. Use the present simple or present continuous.

arrive become borrow catch drive finish get go sing speak visit

1 Listen! Martin _____ a Robbie Williams song.
2 When _____ your plane _____ in New York?
3 My dad always _____ to work, but my mum _____ the bus.
4 About 33% of the people in Belgium _____ French.
5 My brother _____ always _____ my clothes without asking. It's so irritating!
6 I'll go out as soon as I _____ my homework.
7 I won't phone you until I _____ home.
8 Houses _____ more and more expensive.
9 This Friday, I _____ to the cinema with my girlfriend.
10 I've just bought a Paris travel guide because I _____ the city next week.

3 Match each sentence in exercise 2 (1–10) with a rule from exercise 1 (a–g). Some rules match with more than one sentence.

4 Circle the correct answer.

1 Oh, no! **It rains! / It's raining!**
2 Everyone **knows / is knowing** that cats **like / are liking** milk.
3 Emily **phones / is phoning** her boyfriend every evening.
4 **Do you go out / Are you going out** tonight?
5 Afternoon lessons **start / are starting** at 2 o'clock.

5 Tick the sentences that are correct. Correct the incorrect verbs in the sentences.

Are you believing in ghosts? ✗
Do you believe in ghosts?

1 I'm liking playing volleyball on the beach in the summer. ☐
_____
2 Do you understand what I'm saying? ☐
_____
3 Jason is preferring pasta to pizza. ☐
_____
4 Are you hating wet and windy weather? ☐
_____
5 This coffee is tasting awful! ☐
_____
6 I'm considering changing jobs. ☐
_____
7 If you're seeing Maisie this evening, can you ask her to phone me? ☐
_____

6 Complete the dialogue with the correct form of the verbs in brackets.

Amy Hi, Henry. What [1]_____ you _____ (do)?
Henry I [2]_____ (tidy) my room.
Amy Listen. George and I [3]_____ (go) dancing this evening. [4]_____ you _____ (want) to come along?
Henry I'd love to, but my dad [5]_____ (come) home this evening after a long trip away.
Amy Can you come out later?
Henry No, his plane [6]_____ (not arrive) until eight o'clock, so there won't be time.
Amy OK. Text me if your plans [7]_____ (change).
Henry Will do. Bye!

7 Use the present simple or present continuous to describe these things.

1 something you do every morning before school
_____
2 an arrangement you have for the coming weekend
_____
3 something a friend or family member does that annoys you
_____
4 something you won't do until a certain time in the future (e.g. tomorrow, next weekend, next year)
_____
5 your school's start and finish times
_____
_____

1C Grammar

Articles and quantifiers

I can use articles and quantifiers correctly.

1 Complete the gaps in the text with *a*, *an*, *the*, or – (no article).

I live in [1]_____ small village about 10 km outside Cambridge. Most people in [2]_____ village work in Cambridge, many of them at [3]_____ university, but I work at [4]_____ home. I've got [5]_____ office in the garden. I'm [6]_____ IT consultant and I mostly work for [7]_____ charity that raises money to help [8]_____ homeless, but I also have a few other clients.

It's [9]_____ quiet village. There's [10]_____ small supermarket, [11]_____ butcher's and [12]_____ baker's. There isn't [13]_____ café, but [14]_____ baker's sells takeaway sandwiches and drinks.

I go into Cambridge about once [15]_____ week. I always go by [16]_____ bus, but I sometimes take [17]_____ taxi home if it's late at [18]_____ night.

It isn't [19]_____ most exciting place in the world, but I enjoy living there. However, my son, who's [20]_____ teenager, would rather live in [21]_____ big city like London. He's really into [22]_____ music, but there aren't any venues nearby.

2 Look at the list of proper nouns and write the definite article (*the*) where needed.

a _____ Alps
b _____ Atlantic
c _____ Bahamas
d _____ Danube
e _____ Himalayas
f _____ North Korea
g _____ United Kingdom
h _____ Arctic
i _____ Australia
j _____ Belgium
k _____ Great Britain
l _____ Mount Everest
m _____ south of France
n _____ Western Europe

3 Underline the mistake in each sentence. Then write the sentence correctly.

1 We asked our friends to help and most of they did.
_____

2 All of students in my class study history.
_____

3 I planted lots of seeds, but only few grew.
_____

4 He gave some money to every of his children.
_____

5 Not much people came to the party.
_____

6 I offered them both a drink, but either wanted one.
_____

7 Everyone of the students passed the exam.
_____

8 Many pop stars are rich, but not all them.
_____

9 Unfortunately, there's a little hope of finding it.
_____

10 I emailed fifty MPs, but hardly many of them replied.
_____

4 Choose the best option to complete the sentences.

1 Could you put ___ sugar in my coffee?
a little **b** a little

2 Neither of us lives at home, but we ___ visit quite often.
a all **b** both

3 He spends ___ his money on clothes.
a all **b** most

4 We ate nearly all of the curry, but we threw away ___ .
a much of it **b** a little of it

5 They closed the library because ___ people used it.
a few **b** a few

6 She left her job and moved to ___ company.
a another **b** other

7 I don't think ___ of you is right!
a either **b** neither

8 He gave ___ student in his class a gift.
a all **b** every

5 Complete the sentences with the words below.

a lot of both either every few little much neither none

1 I invited _____ my cousins to the meal, but _____ could come.

2 He got quite _____ money for his birthday, but _____ from _____ of his parents.

3 Very _____ of his friends spend _____ time exercising.

4 To be honest, there's very _____ chance you've got _____ question correct!

ID Grammar

First and second conditional

I can make predictions and talk about hypothetical situations.

1 Complete the first conditional sentences. Use the present simple and *will* + infinitive without *to*.

1 If they _____ (not hurry), they _____ (be) late.
2 She _____ (not help) you unless you _____ (ask) her.
3 I _____ (see) your sister this evening if she _____ (go) to Dance Club.
4 If we _____ (win) our next two matches, we _____ (be) top of the league.
5 If my new passport _____ (not arrive) tomorrow, I _____ (not be able) to go on holiday.
6 She _____ (not notice) if we _____ (eat) just a little of her chocolate.
7 They _____ (have) lunch outside unless it _____ (rain).
8 Unless she _____ (go) home soon, her parents _____ (start) to worry.

2 Write second conditional sentences using the prompts.

if / my mum / earn more / buy / Ferrari
If my mum earned more, she'd buy a Ferrari.

1 if / I / go / to New York / visit / Ellis Island
_____
2 if / we / live closer / meet up / more often
_____
3 I / not get / a dog / unless / move house
_____
4 I / be / so happy / if / have / World Cup tickets
_____
5 our roads / be / safer / if / people / drive / more slowly
_____
6 this phone / stop working / if / get wet
_____
7 she / do well / if / work harder
_____
8 if / I / be / you / not send / that email
_____

3 Rewrite the sentences using the second conditional.

I can't go camping because I haven't got a tent.
If I had a tent, I could go camping.

1 He can't join that netball team because he's a boy.
_____
2 I'm annoyed because there's no Wi-Fi here.
_____
3 She's bored because her friends are on holiday.
_____
4 You need a coat because it's cold!
_____
5 We can't give you a lift because there's no room in the car.
_____

4 Complete the email with the correct form of the verbs in brackets. Use *will* or *would* + infinitive without *to*, the present simple or the past simple.

To: kyle@email.com

Dear Kyle

I was really excited to hear that you and your parents are coming to visit us in New York. There's so much to do here! If I [1]_____ (have) more money, I could have an amazing time, but everything is quite expensive. When are you coming? If you wait until June, the weather [2]_____ (be) better.

Unless you can afford a hotel, you [3]_____ (need) to book an apartment. It would be great if you [4]_____ (find) an apartment in the same block as ours, or at least very nearby. I'm sure there [5]_____ (be) something if you look on the internet. If we [6]_____ (have) a bigger apartment, you could all stay here, but it's tiny!

Let me know how long you're going to stay. If we have time, I [7]_____ (take) you to a baseball game. They're really exciting – although if I had the choice, I [8]_____ (prefer) to watch soccer.

Write soon!

Ollie

5 Complete these first and second conditional sentences using the verbs below in the correct form: *will* or *would* + infinitive without *to*, present simple or past simple.

be give have look take text

1 If you give me your number, I _____ you this evening.
2 I'm sure you'll find your bag if you _____ for it.
3 My brother never helps at home unless my mum _____ him money.
4 I wouldn't want to cycle to school if it _____ more than half an hour.
5 Your grades _____ better if you spent a little more time studying.
6 I'd buy you a ticket for the concert if I _____ enough money.

6 Complete these first and second conditional sentences with your own ideas.

1 If I won a lot of money on the lottery, _____ _____.
2 If the weather is really good this weekend, _____ _____.
3 If I didn't have to go to school, _____ _____.
4 If I get excellent grades in my exams, _____ _____.

1 Against the odds

Vocabulary

A Talking about people

I can describe someone's personality.

1 Write the opposites of these personality adjectives.

2 Complete the sentences with the words below.

considerate moody open-minded reserved self-confident tight-fisted

1 My neighbours are so noisy at night. I wish they'd be more _____!
2 I can say anything I like in front of my grandmother. She's very _____ for her age.
3 He never offers to buy anyone a drink. He's _____.
4 He doesn't like to talk about his feelings. You can't tell what he's thinking or feeling – he's very _____.
5 My sister is so _____ – she's quite happy to sing in front of a room full of people.
6 Teenagers are sometimes quite _____ – their emotions change from one minute to the next!

3 1.02 **Listen to five dialogues. Which of the adjectives below best describes each person?**

compliant complimentary critical generous insecure moody outgoing stubborn unreliable

1 Tom is being _____.
2 Hannah is being _____.
3 Harriet is being _____.
4 Liam is _____.
5 Chloe is _____.

4 Complete these sentences with your own ideas so that they show the meaning of the adjectives.

Grace is so argumentative. Last night, *for example, she started an argument with a complete stranger in a café.*

1 Martin is very critical. He often _____.
2 I wish you weren't so narrow-minded. You never _____.
3 My mum is a very generous person. She always _____.
4 Ruth is so unreliable. She never _____.

5 Complete the sentences with the correct words.

1 The children were as good as _____ all day.
2 Finally, after ten years in prison, Rodney found himself as free as a _____.
3 He's great in a crisis. He's as cool as a _____.
4 Shh! You have to be as quiet as a _____.
5 Our dog looks fierce, but he's as gentle as a _____.
6 You'll never persuade her to change her mind. She's as stubborn as a _____.
7 Julie has been as busy as a _____ getting everything ready for the conference.
8 Don't let Ben trick you – he's as sly as a _____!

1B Grammar

Past and perfect tenses

I can use a variety of past and perfect tenses.

www.majazionline.ir

1 Complete the sentences with the past simple or present perfect simple form of the verbs in brackets.

1 You can't be hungry. You _____ (eat) a bowl of pasta ten minutes ago!
2 Lauren is probably the most intelligent person I _____ (meet).
3 We _____ (catch) four fish already and we've only been here an hour!
4 When he was a child, his family _____ (live) in India.
5 Don't put the laptop away; I _____ (not finish) using it yet.
6 I _____ (know) her for years and I think she's very level-headed.
7 Gail picked up her coat and _____ (walk) out of the restaurant.
8 How many times _____ (you / phone) your boyfriend so far today?

2 Choose the best tense to complete the emails.

To: kyle@email.com

Dear Kyle

I'm sorry I haven't [1]**written / been writing** to you for so long. I've [2]**meant / been meaning** to send you an email ever since I [3]**got / was getting** back from my trip around Chile and Argentina with my boyfriend, Gino. The trip was great, but unfortunately Gino and I [4]**fell / was falling** out. I won't go into details. Anyway, we've only [5]**seen / been seeing** each other once since then.

Lisa

To: kyle@email.com

Dear Kyle

OK, if you insist! One day, about halfway through the trip, we [6]**waited / were waiting** for a train at the station when I noticed that a man [7]**looked / was looking** at me, as if he [8]**tried / was trying** to remember something. After a while, he [9]**came / was coming** up to me and asked if my name was Lisa. To cut a long story short, it turns out that we both [10]**grew / were growing** up in the same village in Wales! While we [11]**chatted / were chatting**, Gino suddenly [12]**walked / was walking** off. He [13]**didn't admit / wasn't admitting** it, but he was jealous! Can you believe it?

Lisa

3 Complete each sentence with the past simple and past continuous form of the verbs in brackets.

1 It _____ (get) dark by the time we _____ (arrive) at the holiday chalet.
2 As I _____ (prepare) lunch, I _____ (cut) my hand.
3 They _____ (discover) some ancient ruins when they _____ (build) the new supermarket.
4 You _____ (interrupt) me while I _____ (talk)!
5 We _____ (just / leave) when the policeman _____ (knock) on the door.
6 When they _____ (find) Lewis, he _____ (live) in New York under a false name.

4 Complete the dialogue. Use the past simple, past continuous, present perfect simple, or present perfect continuous form of the verbs in brackets.

Kyle I saw Lisa this morning. She [1]_____ (just / arrived) back from a year in Latin America.
Alyssa Really? What [2]_____ (she / do) there?
Kyle She [3]_____ (work) as an English teacher in Peru for three months. Then she [4]_____ (travel) around Chile and Argentina.
Alyssa And [5]_____ (she / change) as a result of the experience? She was quite naive before she [6]_____ (go), in my opinion.
Kyle She looks different. She [7]_____ (not have) her hair cut since before she left!
Alyssa [8]_____ (she / meet) anybody while she [9]_____ (travel)? A boyfriend, I mean.
Kyle Yes. While she [10]_____ (work) at the school in Peru, she [11]_____ (start) going out with Gino, one of the other young teachers.
Alyssa And is she still in touch with him?
Kyle No, she isn't. Something weird [12]_____ (happen) in Argentina. She [13]_____ (not want) to tell me about it, but I [14]_____ (insist)!
Alyssa What? Tell me!

5 Continue the dialogue. Write another four exchanges, two for each speaker. Use the information in exercise 2 to help you.

Kyle _____

Alyssa _____

Kyle _____

Alyssa _____

1C Listening

A Victorian adventure

I can understand a recorded text about an expedition.

ACROSS *the desert*

A The city had always excited the imagination of explorers, but no European had seen it before. It was the 'lost city', hidden somewhere in the vast unexplored Sahara desert, and was believed to be full of gold and precious jewels.

B But Laing was confident that he would not fail. He wrote an account of his incredible journey, but his journal was lost. His story only survives because of letters he wrote to Emma Warrington, the woman he married two days before setting off.

C For this reason, the British were desperate to find it before the French. Laing decided he was the man for the job. He was also motivated by the 10,000 franc reward offered by France's Geographical Society to the first person to reach Timbuktu – and return alive.

D Almost 200 years ago, a British army officer called Alexander Gordon Laing set off from Tripoli, on the north coast of Africa, in an attempt to reach Timbuktu.

E His chances of doing so were not good. Dozens of young Europeans had headed off into Africa's vast unknown interior in a search of wealth and glory. Most had never come back.

1 Read the text. Put the paragraphs (A–E) in the correct order.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

2 1.03 **Look at the map and listen to the story of Alexander Gordon Laing. Write the month in which these events happened.**

1 Left Tripoli: _____ 1825
2 Reached Ghadames: _____ 1825
3 Left Ghadames: _____ 1825
4 Reached In Salah: _____ 1825
5 Left In Salah: _____ 1826
6 Attacked at Wadi Ahmet Oasis: _____ 1826
7 Reached Timbuktu: _____ 1826
8 Left Timbuktu: _____ 1826

Listening Strategy

Some incorrect options in a task may contain words used by the speakers. The correct option will often say exactly the same thing as the speakers, but in different words.

3 1.03 **Read the Listening Strategy. Then listen again and choose the correct answers.**

1 Laing travelled to Africa with the aim of
   a meeting a young woman in Tripoli.
   b visiting Timbuktu and finding the place where a river started.
   c discovering the location of Timbuktu.
2 They stopped in Ghadames
   a to wait for a letter from Laing's wife.
   b because Laing was thinking about giving up the expedition.
   c to rest and recover from the journey.
3 In the town of In Salah
   a people tried to persuade Laing to delay his departure.
   b some merchants persuaded Laing to join their party.
   c Laing was attacked by bandits.
4 Laing's injuries were caused by
   a people who wanted to rob him and his men.
   b the merchant Babani.
   c the other merchants in his party.
5 Laing finally arrived in Timbuktu
   a over 50 weeks late.
   b with two very sick companions.
   c with one other member of the original party.
6 According to Laing's servant Bongola
   a Timbuktu was too dangerous to stay in.
   b Laing was killed shortly after leaving the city.
   c Laing reached Morocco before he was murdered.

1D Grammar

Past simple and past perfect

I can talk about actions and events and their consequences in the past.

1 Choose the best ending for each sentence: a or b.

1 The pavement was wet because it
 a rained again. **b** had rained again.
2 When the doorbell rang, Liam
 a answered it. **b** had answered it.
3 I didn't have any money for the cinema so I
 a stayed at home. **b** had stayed at home.
4 I had to use my sister's tablet because I
 a broke mine. **b** had broken mine.
5 My grandfather didn't want to move, because for all his life he
 a lived in the same house. **b** had lived in the same house.
6 I couldn't go out with my friends because I
 a didn't do my homework. **b** hadn't done my homework.

2 Complete the sentences with the past simple and past perfect form of the verbs in brackets.

1 As soon as Kate _____ (finish) her homework, she _____ (take) the dog for a walk.
2 By the time Harry _____ (arrive) at the theatre, the play _____ (start).
3 Dad _____ (shout) at me because I _____ (not text) him to say where I was.
4 Joe _____ (run) all the way to school, so he _____ (feel) exhausted.
5 By midnight, Zoe still _____ (not phone), so I _____ (go) to bed.
6 My guitar teacher _____ (get) angry because I _____ (not practise).
7 I _____ (not / can) phone you because the battery _____ (die).

3 Yesterday, Ava began an expedition to climb Mount Everest. Had she completed her preparation schedule? Write sentences in the past perfect simple, affirmative or negative.

She had gained 6 kg in weight.

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

gain 6 kg in weight ✓

1 complete a physical training regime ✓
2 study basic Nepalese ✗
3 obtain long-term weather forecasts ✓
4 plan a route to the summit ✓
5 get to know the other climbers in the group ✗
6 spend a week at high altitude ✓

4 Complete the sentences. Use the past perfect form of the verbs in brackets and *for* or *since*.

1 We _____ (have) the same washing machine _____ 30 years before it finally broke down.
2 Nothing Tara did surprised him because he _____ (know) her well _____ childhood.
3 Kate was upset because her boyfriend _____ (not call) _____ last Saturday.
4 He _____ (not be) home _____ long before he went out again.
5 We _____ (live) in the same apartment _____ we moved to London in 2001.
6 Jason _____ (own) the car _____ fifteen years before he sold it.
7 My parents _____ (work) in the same company _____ a long time before they met.
8 I was happy to watch the film as I _____ (not see) it _____ many years.

5 Complete the sentences with the past perfect simple form of the verbs below. Where there is an adverb, put it in the correct place.

previously belong not enjoy forget not imagine
never like not realise only understand

1 I wanted to introduce you to him, but I _____ his name. It was so embarrassing.
2 We were relieved when the concert ended because we _____ it very much.
3 I would have apologised, but I _____ that you were upset with me.
4 When he finished speaking, I realised that I _____ a fraction of what he'd said.
5 The bracelet was particularly precious to her because it _____ to her grandmother.
6 I was a little disappointed when I saw the hotel room because I _____ it would be so small.
7 Her parents weren't upset when she split up with her boyfriend because they _____ him.

Word formation

I can recognise and use words from the same family.

www.majazionline.ir

1 Complete the chart. Form adjectives using the nouns and verbs, and the endings. Sometimes the spelling changes.

	Noun / Verb	Ending	Adjective
1	fame	-ous	
2	luck	-y	
3	pain	-ful	
4	fear	-less	
5	exception	-al	
6	compete	-ive	
7	achieve	-able	
8	demand	-ing	

2 Complete the text with adjectives formed from the verbs and nouns below. Use each word only once.

act (v) breath (n) comfort (n) danger (n) peace (n) person (n) thirst (n) tire (v)

TRAINING TIPS FOR RUNNERS

- Unless you are already quite fit and [1]_____, you should take it easy at first.
- If you can afford it, find a [2]_____ trainer or fitness instructor. He or she will help you plan your training and increase motivation.
- Make sure your shoes fit well and are [3]_____.
- Eat well.
- Running makes you [4]_____ because your body loses a lot of water, especially if you run in hot weather. It's [5]_____ to get dehydrated, so make sure you drink lots of water.
- Training is of course very [6]_____, so get plenty of sleep, especially the night before a race.
- If you feel dizzy or [7]_____, stop running and see your doctor as soon as possible.

3 Complete the sentences with nouns made from the words in A and the suffixes in B. Sometimes the spelling changes.

A ambitious celebrate citizen employ greet ill jealous

B -ation -ing -ition -ment -ness -ship -y

1 My grandparents had a big _____ on their 50th wedding anniversary.
2 After living in Britain for 20 years, Mario applied for British _____.
3 Young people in our country find it difficult to find _____. Lots of them are out of work.
4 He felt sick with _____ when his former girlfriend started going out with another boy.
5 My grandfather died last year after a long _____.
6 'How do you do?' is a very formal and old-fashioned _____.
7 Joe's _____ is to study medicine when he leaves school.

VOCAB BOOST!

When you learn words that belong to the same word family, make a note of where the stress falls, as the stress pattern sometimes varies within the same word family.

● • • • ● • • • • ● •

photograph photography photographic

You can record the stress patterns with blobs or circles (as above), or by underlining the stressed syllable, or with a stress mark just before the stressed syllable.

photograph photography photographic

'photograph pho'tography photo'graphic

Remember that the stress pattern does not always change in a word family.

•● • ● • • ● •

direct director direction

4 Read the *Vocab boost!* box. Mark the stress on these sets of words using one of the methods in the box. Use a dictionary to help you.

1 democrat democratic democracy
2 Japan Japanese
3 history historical historian
4 rebel (n) rebel (v) rebellious rebellion
5 compete competitive competitor competition
6 survive survival survivor

1F Reading

Survival at sea

I can understand and react to a survival story.

Revision: Student's Book pages 14–15

1 Complete the table of related nouns and adjectives.

Noun	Adjective
horror	[1] _____
[2] _____	relieved
obstinacy	[3] _____
[4] _____	determined
resignation	[5] _____
[6] _____	miserable

2 Read the text quickly. In what way could you describe Violet Jessop as both very unlucky and very lucky?

She was unlucky because _____

_____.

She was lucky because _____

_____.

Reading Strategy

Read the whole text quickly to get the general idea. Then read the sentences in the task and look for connections with the topic, grammar and vocabulary near the gaps. Fill the easiest gaps first. When you have finished, check your work by trying the extra sentence in every gap to make sure it does not fit.

3 Read the Reading Strategy. Match sentences A–G with gaps 1–6. There is one extra sentence.

A Initially, she worked for the same company as her mother, but later moved to a company called White Star Line.

B Violet wrote that she was lying in bed but not quite asleep when the collision occurred.

C That is why she decided not to accept another job on a large passenger ship.

D But even at this early age, Violet was a survivor and recovered fully from her illness.

E She was sucked under the ship and hit her head on the keel, but she survived.

F Both ships were badly damaged, but managed to struggle back to port.

G It was so badly damaged that it sank, with the loss of 30 members of the crew.

VIOLET JESSOP was born in Argentina, the daughter of Irish emigrants, William and Katherine Jessop. As a child, Violet became very ill with tuberculosis, and her doctor told her parents that she would die. [1]___

After the death of her father, the family returned to Britain. Her mother found a job as a stewardess for a shipping company, while Violet and her brothers and sisters went to live at a convent school. When her mother had to stop work because of poor health, Violet gave up school to became a stewardess herself. [2]___ Violet didn't want to work for White Star because their ships sailed across the North Atlantic and often encountered bad weather. Nevertheless, Violet became a stewardess for the White Star Line working 17 hours a day for less than £3 a month. She was serving on board the *Olympic* when it collided with HMS *Hawke* in 1911. [3]___

Violet was quite happy working on the *Olympic* and didn't really want to join the *Titanic*, another ship owned by the same company. However, her friends persuaded her that working on the largest passenger ship in the world would be a wonderful experience. According to Violet's own account of the *Titanic*'s maiden voyage, she was relaxing in her cabin only hours before the *Titanic* sank. [4]___ Immediately, she was ordered to go on deck. As water poured into the ship and it began to sink, she helped a group of women into a lifeboat, and after eight hours in the boat, Violet and the others were rescued by another ship. About 1,500 other passengers were not so lucky: they died in the tragedy.

When the First World War broke out in 1914, Violet served as a nurse with the British Red Cross on board a ship called the *Britannic*. As a medical ship, the *Britannic* was safe from enemy attack because of an international agreement. However, towards the end of 1916, the ship collided with a mine in the Aegean Sea. [5]___ At the time of the explosion, Violet herself was on deck and was thrown over the side of the ship into the sea by the force of the blast. [6]___ She was picked up out of the water and taken to safety. Years later, a doctor told her that she had actually fractured her skull in the accident.

Despite these three separate incidents, Violet Jessop continued to work at sea for another 34 years. She retired in 1950 and enjoyed many years of retirement before her death in 1971 at the age of 84.

1G Speaking

Talking about photos

I can talk about a given topic illustrated by photos.

Speaking Strategy
When describing photos, start by giving a general description of the scene before you speculate and make deductions about what is happening.

1 1.04 **Read the Speaking Strategy. Then complete the extract from a speaking exam. Listen and check.**

as though connected could hard judging presumably say show would

'The photos are [1]_____ with the topic of learning and education. Both photos [2]_____ students in lessons. In the first photo, I [3]_____ guess that they're about 15 years old. [4]_____ it's a science lesson, and [5]_____ by the students' expressions, I'd [6]_____ that they are enjoying their lesson. They look interested and it looks [7]_____ they are working hard. Most of them are looking at the experiment and working together. It might be a chemistry lesson or a biology lesson, it's [8]_____ to say. It seems like quite a modern science lab and they are all wearing lab coats. They don't seem to be wearing a school uniform underneath their lab coats so it [9]_____ be that it's a state school.'

2 1.05 **Put the words in order to make sentences about the second photo. Then listen to the speaker and check your answers.**

1 they / I / are / years / 18 / reckon / old / about

2 mixed / of / girls / it's / and / class / a / boys

3 to / tell / what / it's / of / difficult / lesson / in / they're / kind

4 it / they're / be / lesson / in / that / history / could / a

5 as / is / one / if / looks / them / it / asleep / of

6 clear / none / the / that / interested / it's / students / of / are

3 **Write notes about the photos below, comparing and contrasting them. Use phrases from exercises 1 and 2.**

4 **Compare and contrast the photos in exercise 3 using the notes you made.**

1H

Writing

A magazine article

I can write a magazine article giving an account of an event.

Preparation

1 Read the jumbled paragraphs (A-D) of the article. Then match the paragraphs to the paragraph plan below.

A I was staying with my aunt and uncle at their house near the sea. The weather had been fantastic, and I had been to the beach every day for a swim. There was a large, flat rock about five hundred metres out to sea, and I enjoyed swimming out to it. I'd even started timing myself to see how quickly I could get there.

B When I finally reached safety, I was incredibly relieved. 'Are you OK?' a passer-by asked. 'I've never been so exhausted in my life!' I replied. It felt as if I'd been swimming for ever. If the distance had been 20 metres further, I wouldn't have made it. After that day, I always checked the times of the tides before I went swimming.

C The events that I'm going to tell you about happened about three years ago. At the time, I wasn't really frightened, but looking back, it was quite a dangerous incident. In fact, in some ways, I was lucky to survive.

D One afternoon, I swam to the rock as usual and climbed onto it for a rest, as it was a warm and sunny day. I was so tired that I fell asleep. When I woke up, I realised that the tide was coming in – and fast! The rock was now more than a kilometre out to sea! Could I swim that far? I wasn't sure, but I had no choice. I dived into the sea and started swimming.

Paragraph 1: Introduction _____
Paragraph 2: Background information _____
Paragraph 3: Main events _____
Paragraph 4: Conclusion _____

Writing Strategy

Use the following to make your article more interesting:

1 sequencing words
2 direct speech (quotes)
3 extreme or emphatic adjectives

2 Read the Writing Strategy. Then find at least one example in the article of:

1 a sequencing word or phrase _____

2 direct speech _____

3 an extreme adjective _____

Writing Guide

You have been asked to write an article for your school magazine about something that happened to you which was dangerous or frightening. Write your article giving your account of the event and how it has affected you.

Paragraph 1: Write a brief introduction saying when and where the event happened.
Paragraph 2: Explain the background to the event saying why you were there and what you had been doing.
Paragraph 3: Describe what happened.
Paragraph 4: Write a brief conclusion including what you learned from the event and how it affected you.

3 Read the task and make notes.

Where were you? _____

What happened? _____

When did it happen? _____

Who was involved? _____

How did you feel? _____

4 Now write your article using your notes from exercise 3.

CHECK YOUR WORK

Have you ...

- ☐ followed the paragraph plan?
- ☐ used appropriate tenses for each part of the article?
- ☐ used features from exercise 2?
- ☐ checked the spelling and grammar?

1 Review Unit 1

Vocabulary

1 Complete the sentences with a compound personality adjective formed from a word from A and a word from B.

A hot- ill- narrow- self-(x2) tight-
B confident fisted headed important mannered minded

1 Some people are very _____ on public transport and won't give up their seat for others.
2 You're so _____ ! Why don't you pay for once?
3 My grandfather's very _____ and never understands my point of view.
4 Charlotte is extremely _____ and takes herself so seriously.
5 He might lose his temper when you tell him – he's very _____.
6 You need to be quite _____ to speak in public.

Mark: / 6

2 Complete the definitions with the personality adjectives below.

argumentative complimentary generous insecure modest moody unreliable

1 Someone who is constantly asking if they look OK is _____ .
2 Someone who says nice things about you is _____ .
3 Someone who buys you expensive presents is _____ .
4 Someone who always disagrees with you is _____ .
5 Someone who arrives late, misses deadlines and forgets appointments is _____ .
6 Someone who is often happy one minute then angry the next is _____ .
7 Someone who never talks about their achievements is _____ .

Mark: / 7

3 Match the sentence halves.

1 The children are as good	a as a cucumber.
2 My dad's as stubborn	b as an owl.
3 You're as cool	c as a bird.
4 Sue's as busy	d as a mouse.
5 He's as quiet	e as a mule.
6 She's as wise	f as a bee.
7 I feel as free	g as gold.

Mark: / 7

4 Circle the correct words to complete the sentences.

1 The photos relate ___ the damage we are doing to the environment.
a with b at
c to d for
2 The photos ___ different aspects of life in Mexico.
a showing b show
c shows d shown
3 It ___ be that the people are taking part in a celebration.
a could b would
c can d should
4 It's hard ___ whether she's happy or not.
a saying b tell
c to say d telling
5 They look ___ they are fishing.
a as b though
c whether d as if
6 Judging ___ her expression, I'd say she felt proud.
a of b by
c with d for
7 I ___ guess that they are on holiday.
a can b could
c will d would

Mark: / 7

Word Skills

5 Complete the sentences with the correct form of the words in brackets.

1 We have to take a lot of _____ (equip) on the trip.
2 Congratulations! That's an amazing _____ (achieve)!
3 I'm _____ (determination) to hand my homework in on time!
4 Many celebrities hate _____ (famous).
5 My sister prefers _____ (competition) sports.
6 I hate injections – I find them really _____ (pain).
7 You need to be more _____ (ambition).
8 There are a lot of _____ animals in Australia (poison).

Mark: / 8

1 Review Unit 1

Grammar

6 Complete the email with the correct past tense form of the verbs in brackets.

To: kyle@email.com

Hi Marco

I [1]_____ (see) you a few days ago when I [2]_____ (come) home from school on the bus! We [3]_____ (not / see) each other for ages. How are you? I think you [4]_____ (carry) a tennis racquet. [5]_____ (you / join) that new club? I [6]_____ (join) last summer, but I [7]_____ (not / play) for about six months. Anyway, if you want to have a game some time, give me a call. It would be great to catch up with you again!

Cheers

Mitch

Mark: ___ / 7

7 Complete the sentences with the past simple and / or the past perfect form of the verbs in brackets. Put the adverbs in the correct place.

1 When I _____ (phone) to tell her, she _____ (already / hear) the news.
2 I _____ (be) angry because he _____ (forgot) to wait for me.
3 First I _____ (take) a photo of everyone, then I _____ (upload) it to my Facebook page, and finally I _____ (share) it with the whole class.
4 We _____ (not / be able to) get a seat because we _____ (not / book) in advance.
5 I _____ (know) her for only a month when I _____ (realise) that she was completely unreliable.
6 She _____ (just / finish) the exam when the teacher _____ (tell) the students to stop writing.

Mark: ___ / 13

Use of English

8 Choose the correct answers.

When James O'Shea was 20, he [1]___ under a train while he [2]___ New Year's Eve. Tragically, James [3]___ both of his legs in the accident and now uses a wheelchair. However, thanks to his [4]___ personality and his [5]___ , he has been able to become an [6]___ for others. Six years ago, he [7]___ the Olympic swimmer Mark Foster, who was really impressed with James's [8]___ in a wheelchair. He suggested that he start training to be a swimmer for the Paralympics. When James was 34, he [9]___ in the 2012 London Paralympics and finished fourth. Since then, James [10]___ to stop the use of chlorine in swimming pools, which he believes can cause asthma in children.

1	a fell	b was falling	c has fallen
2	a celebrated	b has celebrated	c was celebrating
3	a has lost	b lost	c was losing
4	a compliant	b outgoing	c insecure
5	a determine	b determined	c determination
6	a inspire	b inspiration	c inspiring
7	a met	b was meeting	c has met
8	a self-importance	b self-confidence	c self-critical
9	a competition	b competitive	c competed
10	a campaigned	b has been campaigning	c was campaigning

Mark: ___ / 10

Total: ___ / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice. ★★★ = No problem!

★★ = I sometimes find this difficult.

	★	★★	★★★
I can describe someone's personality.			
I can use a variety of past and perfect tenses.			
I can understand a story about an expedition.			
I can talk about actions and events and their consequences in the past.			
I can recognise and use words from the same family.			
I can understand and react to a survival story.			
I can talk about a given topic illustrated by photos.			
I can write a magazine article giving an account of an event.			

2 For what it's worth

Vocabulary

A Value and price

I can talk about money and finance.

www.majazionline.ir

1 Complete the crossword with words that have a similar meaning to the underlined words in sentences 1–6.

1 This ring is very valuable.
2 Penniless students cannot afford to rent in London.
3 Did you get a reduction when you bought that phone?
4 My dad's new laptop cost a packet.
5 My grandfather's family were quite rich.
6 She asked her boss for an increase in her earnings.

2 What is the hidden adjective in the crossword in exercise 1? Write another adjective with a similar meaning.

The hidden adjective is _____ . The adjective _____ has a similar meaning.

3 Find adjectives in exercises 1 and 2 which are the opposites of the adjectives below.

1 The opposite of 'worthless' is _____ .
2 The opposite of 'cheap' is _____ .
3 The opposite of 'poor' is _____ .

4 1.06 Listen to four different speakers in the same location. Where are they? Choose the correct answer (a–d).

a a coffee shop
b a railway station
c a police station
d a jewellery shop

5 1.06 Listen again. Which speaker (1–4) is

a describing something precious? Speaker _____
b complaining that something is expensive? Speaker _____
c talking about somebody who must be rich? Speaker _____
d asking for a discount? Speaker _____

6 Choose the correct verb.

1 When they won the lottery, they spent half of the money and **invested** / **sponsored** the rest.
2 If we **economise** / **subsidise** between now and June, we'll be able to afford a summer holiday.
3 If you take the keyboard back to the shop, I'm sure they'll **haggle** / **reimburse** you.
4 His grandparents agreed to **inherit** / **support** him while he spent a year studying art in Paris.
5 The company **economised** / **went bankrupt** because customers stopped buying their products.
6 My dad **inherited** / **sponsored** some money from his uncle and took us all on holiday.
7 We managed to get a £500 discount on our new car by **haggling** / **investing**.
8 They **fined** / **reimbursed** the company for lying in their advertisements.
9 He can only afford to live in London because his college **invests** / **subsidises** his accommodation.
10 All of his school friends **reimbursed** / **sponsored** him when he cycled across France for a local charity.

7 Complete the sentences using a noun or adjective from exercises 1 and 2 or a verb from exercise 6 in the correct form.

1 One way to _____ is to buy a smaller car.
2 Longer hours don't always mean a higher _____ .
3 Not buying holiday insurance was a _____ mistake.
4 The government has _____ a lot of money in its new scheme to help unemployed young people.
5 The hotel is beautiful, but it costs a _____ to stay there.
6 The restaurant _____ because it didn't attract enough customers.
7 We _____ with the salesman and got a 15% discount on our new carpets.
8 The council _____ us £1,000 for building a tree house without permission.

8 Write sentences using the words in brackets. You can change the form if necessary.

1 (penniless) _____
2 (well-off) _____
3 (subsidise) _____
4 (inherit) _____
5 (reimburse) _____

2B Grammar

Relative clauses

I can use defining and non-defining relative clauses.

1 Complete the text with the correct relative pronouns: *who*, *whose*, *which* or *where*. You need to use one of the pronouns twice.

Scientists in Sweden have studied hundreds of newspaper articles and recorded the words [1]_____ appear most often with the word 'happiness'. The results are interesting. Words for family members often appear with 'happiness'. But in articles [2]_____ you find words like 'smartphone' and 'millions', happiness is almost never mentioned. The research, [3]_____ is the work of psychologists at Lund University, suggests relationships are the key to happiness, not money. People [4]_____ friendships and family relations are strong are more likely to be happy than people with a lot of possessions, but few friends. According to Dr Danilo Garcia, [5]_____ co-wrote the report, the results are similar to other studies into happiness.

2 Decide which relative clauses in exercise 1 are defining and which are non-defining. Write the numbers (1–5).

Defining relative clauses: ___ , ___ , ___

Non-defining relative clauses: ___ , ___

3 Complete sentences 1–6 with the relative clauses a–f.

1 The family ___ are moving to our town.
2 My aunt and uncle, ___ , have just booked a trip to Australia.
3 The phone ___ has stopped working.
4 The café ___ is closing for three months.
5 Our old house, ___ , was very cold in the winter.
6 My mum has got a watch ___ .

a who have never been abroad
b which was near the sea
c my sister bought in a street market
d where we often meet after school
e that can receive text messages.
f we met on holiday last year

4 Read the sentences below. Cross out the pronouns that can be omitted.

1 This is the town where my parents met.
2 Our neighbour, who we know quite well, is in hospital.
3 I need a phone that takes good photos.
4 He's texting a boy that he met on the train.
5 The hotel that we stayed in was very modern.
6 We visited the house where Shakespeare lived.

5 Rewrite the sentences in a more informal style. Put the preposition at the end of the relative clause. Omit the relative pronoun where possible.

The house in which they lived was on a steep hill.
The house they lived in was on a steep hill.

1 The family with whom she stayed were very friendly.
_____
2 They grow wheat, from which they make pasta.
_____
3 Is this the table at which we sat last time?
_____
4 The town in which I grew up was near the sea.
_____
5 Harvard University, to which he applied last year, has finally offered him a place.
_____
6 The judo club to which I belong meets on Sundays.
_____

6 Combine each pair of facts into a single sentence with a non-defining relative clause.

Beyoncé used to be in Destiny's Child. She's married to Jay Z.
Beyoncé, who used to be in Destiny's Child, is married to Jay Z.
OR
Beyoncé, who is married to Jay Z, used to be in Destiny's Child.

1 Dolphins are mammals. They're very intelligent.
_____
_____
2 Shakespeare wrote *Hamlet*. He was born in 1564.
_____
_____
3 Jupiter is the largest planet. It's made of gas.
_____
_____
4 Tigers live in Asia. They're an endangered species.
_____
_____

2C Listening

Can money buy happiness?

I can recognise paraphrases in a recording.

Listening Strategy
Remember that the same ideas and information can be expressed in different ways. Thinking about possible paraphrases before you listen can help you spot the information you need when you hear it.

1 Read the Listening Strategy. Complete the second sentence in each pair so that it means the same as the first. Include a phrase from below and add extra words if necessary.

doesn't regret is a big fan of is addicted to
is looking forward to isn't keen on is on a low income

1 My sister is still happy that she spent all her money on a round-the-world trip.
My sister _____ all her money on a round-the-world trip.
2 Sophie can't see the appeal of spending a fortune on possessions.
Sophie _____ possessions.
3 My brother can't live without his smartphone.
My brother _____ his smartphone.
4 Although my brother doesn't earn very much, he always buys expensive presents.
Although my brother _____, he always buys expensive presents.
5 Sam loves trekking in spectacular places.
Sam _____ in spectacular places.
6 Ella is excited about seeing the Northern Lights next month.
Ella _____ the Northern Lights next month.

2 1.07 Listen and choose the option that means the same as the sentence you hear.

1 I'd heard about swimming with dolphins and was ___
a very keen to try it. **b** frightened of trying it.
2 I ___ a lot of money to stay in a hotel.
a don't mind paying **b** refuse to pay
3 ___ why I decided not to return home after university.
a I'm not sure **b** I refuse to tell anyone
4 I often go skiing but I ___ rock-climbing, abseiling and so on.
a am very bad at **b** really don't like
5 When I inherited some money last year, I ___ to spend it on one really memorable experience.
a made a decision **b** was not sure whether

3 1.07 Listen again. What word or phrase does the speaker use to express these meanings?

try it: *have a go at it*
1 a lot of money: _____
2 return home: _____
3 etc.: _____
4 really memorable: _____

4 1.08 Listen to Emily talking about a trip of a lifetime. Number the countries in the order she visited them. In which country did she do the activity in the photo?

Australia _____
India _____
Indonesia _____
Vietnam _____

Emily went diving in _____.

5 1.08 Listen again. Complete the sentences below with a word or phrase. The words you write are all in the recording.

1 Emily earned a lot at the bank, but she _____ the work.
2 She decided to leave her job after _____ years.
3 She bought a special air ticket because she did not want to fly to Australia _____.
4 Her friend Maria decided to go with her after losing her job at a _____.
5 Emily wasn't too lonely after Maria left because she had some Australian _____.
6 In Queensland, she spent _____ diving.
7 Emily was pleased to get home in spite of the _____.

6 Imagine you are planning the trip of a lifetime. Choose two countries you would like to visit and say why.

I'd like to visit _____ because _____
_____.
I'd also like to visit _____ because _____
_____.

2D Grammar

Verb patterns

I can identify and use a variety of verb patterns.

1 Complete the text with the infinitive or *-ing* form of the verbs in brackets.

I can't bear [1]_____ (listen) to lottery winners who insist that they will carry on [2]_____ (live) in exactly the same way as they did before. Although they may really hope [3]_____ (continue) their lives unchanged, I admit to [4]_____ (have) a serious problem believing them. If they hadn't intended [5]_____ (change) their lives at all, then why on earth did they want [6]_____ (buy) a lottery ticket in the first place? Suddenly receiving a lot of money, when you had none before, can't fail [7]_____ (have) a huge effect on anybody's life. Lottery winners who propose [8]_____ (give away) ALL of their winnings are very rare indeed. And once you decide [9]_____ (spend) a lot of money on something – a big new house, for example – you will become a different person. It's unavoidable, no matter who you are. But if there are any lottery winners who are having difficulty [10]_____ (deal with) their new riches, then they are welcome to give some of their money to me!

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

1 a I remember _____ (send) Jim a birthday card, though he says he didn't receive it.
  b Please remember _____ (lock) the door when you leave the house.
2 a I regret _____ (tell) you that you've lost your place in the volleyball team.
  b I regretted _____ (tell) my parents that I'd decided not to study medicine.
3 a We drove all day, stopping only _____ (have) lunch at a service station.
  b Will you please stop _____ (criticise) me?
4 a Despite breaking a finger, Fred went on _____ (play) until the end of the match.
  b George studied languages and went on _____ (teach) French.
5 a I tried _____ (take) the bus to work, but it was always overcrowded.
  b The thief tried _____ (take) my credit card, but I stopped him.

3 Complete the sentences with the correct form of both verbs in brackets.

1 I know we arranged to go to the cinema, but I don't remember (agree / pay) _____.
2 Your phone has never worked properly. Have you considered (try / get) _____ your money back?
3 We thought we were probably quite close to a village, so we decided (carry on / walk) _____.
4 Athens is an interesting city, but I can't imagine (want / live) _____ there.
5 After I leave school, I hope (spend time / travel) _____ around Asia.
6 The tour guide reminded us (stop / take) _____ photos of the amazing scenery as we crossed the mountains.

4 Rewrite the sentences using the correct form of the verbs in brackets.

I told Mike that he should get an early night. (advise)
I advised Mike to get an early night.

1 I said I would give Jenny a lift into town. (agree)
_____
_____
2 It was easy for me to fix the broken vase. (have difficulty)
_____
_____
3 Dad told me I couldn't stay out late. (let)
_____
_____
4 We're thinking about selling our car. (consider)
_____
_____
5 I think it's really nice to relax in front of the TV in the evening. (enjoy)
_____
_____
6 I finally succeeded in solving the crossword. (manage)
_____
_____
7 I told Millie not to forget to bring some CDs. (remind)
_____
_____

5 Write true sentences using the verbs below followed by another verb in the correct form.

can't stand fail fancy hope let keep on

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

2E Word Skills

Talking about facts and figures

I can use language related to numbers and statistics.

1 Match the diagrams below (a–h) with phrases 1–8.

1 a tiny fraction _____
2 a fourfold increase _____
3 five times as many _____
4 roughly half _____
5 one in four _____
6 the vast majority _____
7 a sharp rise _____
8 a 50% reduction _____

2 Complete the sentences with phrases from exercise 1.

1 There has been _____ in students taking Chemistry this year, down from 48 to 24.
2 There are 32 people in my karate club and _____ – 15 or 16, I think are girls.
3 There has been _____ in shark attacks, with nearly twice as many this year as last year.
4 There are over 100 species of spider in these forests and _____ are not dangerous, but there are a few exceptions.
5 They've expanded their online store massively, with _____ products on sale as last year.

3 Complete the sentences with the words below. Some of the words are used more than once.

as by in of than to

1 One in four _____ the websites requires a password.
2 In our school, female teachers outnumber male teachers three _____ one.
3 There has been a very sharp fall _____ sales since January.
4 Applications to this university have risen _____ a third.
5 We're selling 20% more phones _____ last year.
6 This year, I've played twice _____ many matches _____ last year.
7 We've seen a sixfold increase _____ cyberbullying.
8 About one _____ five families uses this product.

4 USE OF ENGLISH Complete the second sentence so that it means the same as the first. Write no more than six words in each sentence, including the word in brackets.

1 Roughly one in three of all computers has a virus. (third)
Roughly _____ all computers have a virus.
2 There's been a 40% reduction in the number of students. (gone down)
The number of students _____ 40%.
3 The vast majority of mechanics are men. (tiny fraction)
Only _____ are women.
4 There's been a threefold increase in the number of female applicants. (trebled)
The number of female applicants _____.
5 In my dance class, girls outnumber boys by three to one. (three times)
In my dance class, there are _____ _____ boys.

VOCAB BOOST!

When you read a text with numbers in English, try to pronounce the numbers correctly in your head. Don't say them to yourself in your own language! Remember to include the little words like *and* and *a* where necessary.

33½ = *thirty-three and a third*
2,673.8 = *two thousand, six hundred and seventy-three point eight*
30–35% = *thirty to thirty-five per cent*

5 Read the *Vocab boost!* box. Then write the numbers and measurements below in words.

1 1,586 _____
2 12¼ _____
3 17.5% _____
4 3,978.11 _____
5 €38,000,000 _____

2F Reading

Down and out

I can understand an article about an author and his work.

Revision: Student's Book pages 26–27

1 Complete the words for jobs.

1 A t_____ sells tobacco.
2 A l_____ washes clothes.
3 A b_____ makes and / or sells bread.
4 A b_____ cuts men's hair.
5 A g_____ sells fruit and vegetables.

2 Read the text, ignoring the gaps. Answer the questions.

1 Which other two famous works by Orwell are mentioned in the text?

_____

2 In which city did Orwell work in a hotel?

_____

3 Why couldn't he start work in London at first?

_____

Reading Strategy
When you have to complete gaps in a text, look carefully at the sentences before and after each gap. Find expressions or ideas that are similar to the missing sentences to help you decide which sentence belongs in which gap.

3 Read the Reading Strategy. Then look for similarities between the underlined words in the text and key words in sentences A–F in exercise 4.

4 Match sentences A–F with gaps 1–5. There is one sentence that you do not need.

A He recounts how this lifestyle had a severe effect on his humanity.
B Having found a job and started to earn some money, life improved dramatically for him.
C However, when his work dried up, he had to start selling his possessions while he tried to search for more work.
D Until his boss returned, he found himself sleeping on the streets of the city with the other poor and unemployed.
E In fact, Orwell was completely against totalitarianism in any form.
F Still I can point to one or two things I have definitely learned by being hard up.

5 Are the sentences true or false? Write T or F.

1 *Down and Out in Paris and London* is an exact account of Orwell's experiences in the two cities. ___
2 Orwell took a job in a hotel because he wanted to try something different. ___
3 He earned very little money working in the hotel. ___
4 One night Orwell couldn't sleep because someone was killed near his room. ___
5 Orwell's experiences gave him a better understanding of beggars and the unemployed. ___
6 Orwell thought that socialism was good as long as it didn't turn into totalitarianism. ___

Down and Out in Paris and London is George Orwell's semi-autobiographical account of living in poverty in both cities. The narrative begins in Paris, where Orwell lived and worked for two years. [1]___ After days without food, he finally found a hotel job with his Russian friend Boris. There he ended up working long hours for very low pay as a dishwasher and kitchen assistant.

He describes his life as one of the working poor in Paris as 'slaving then sleeping, slaving then sleeping'. [2]___ For example, his reaction to a murder which happened just outside his window was to be asleep within minutes. 'We were working people and where was the sense of wasting sleep over murder?'

Orwell travelled to London having been promised that a job was waiting for him. However, he couldn't start work because his new employer had gone on holiday. [3]___

At the end of the book, Orwell sums up what he has learned from his experience of living in poverty: 'At present I do not feel that I have seen more than the fringe of poverty. [4]___ I shall never again expect a beggar to be grateful when I give him a penny, nor be surprised if men out of work lack energy.'

These experiences strengthened Orwell's socialist beliefs. However, he did not support communism. [5]___ His subsequent novels, *Animal Farm* and *Nineteen Eighty-Four*, depict worlds where people in authority have gone horribly out of control. He showed us how difficult it is to make a fair and just society, but he didn't want the human race to stop trying.

2G Speaking

Discussing pros and cons

I can present the pros and cons of a statement in a discussion.

Speaking Strategy

When you are expressing opinions, you can use certain phrases to make them more persuasive. For example, compare these two ways of expressing the same opinion:

It's important to spend money on schools.

Surely you can see how important it is to spend money on schools.

1 Read the Speaking Strategy. Then put the words in the correct order to make phrases for trying to persuade another person. Add punctuation.

1 admit / you / to / have / that

_____

2 agree / but / wouldn't / that / you

_____

3 at / look / it / way / well / this

_____

4 think / just / about

_____

5 with / there's / but / nothing / surely / wrong

_____

6 that / you / deny / can't

_____

2 Complete the phrases for discussing pros and cons with the words below.

benefit disadvantages drawback for good other positive thing

Pros

The main [1]_____ of ... is ...

... is generally a good [2]_____ because ...

One [3]_____ aspect of ... is (that) ...

Cons

On the [4]_____ hand, ...

As [5]_____ the [6]_____ , ...

Another [7]_____ is (that) ....

... is not a [8]_____ idea because ...

3 1.09 **Listen. Which question from 1–4 below are the students discussing?**

1 What are the pros and cons of shopping in shops? ☐
2 What are the advantages of online shopping? ☐
3 What personal experience, if any, do you have of online shopping? ☐
4 What are the pros and cons of online shopping? ☐

4 1.09 **The following phrases can be used to introduce both pros and cons. Listen again and tick the ones that the students used.**

Introducing the first argument

One advantage / disadvantage of ... is (that) ... ☐
The most obvious advantage / disadvantage of ... is (that) ... ☐
One positive / negative aspect of ... is (that) ... ☐
... is / isn't a good idea because ... ☐

Introducing subsequent arguments

Another advantage / disadvantage is (that) ... ☐
Not only that, but ... ☐
Another important point is that ... ☐
An even stronger argument for / against ... is (that) ... ☐

Talk about the pros and cons of shopping in shops.

5 Read the task above. Think of three advantages and three disadvantages and write them using phrases from exercises 2 and 4 to introduce them.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

6 Now do the task using your notes from exercise 5.

2H Writing

A for and against essay

I can present arguments for and against a topic in an essay.

www.majazionline.ir

Preparation

1 Match 1–6 with a–f. Underline the words and phrases that express contrast.

1 I don't believe that money makes you happy. _____
2 Much as I would like to be rich, _____
3 Having money can remove everyday worries. _____
4 Many people are happy, _____
5 The love of money is the root of much evil, _____
6 The love of money makes people commit crimes. _____

a Nevertheless, it would be unfair to argue that money is the sole cause of crime.
b in spite of the fact that they haven't got much money.
c On the contrary, I think that money is often the cause of great unhappiness.
d it wouldn't necessarily make me happier.
e However, it can't solve all our problems.
f whereas money itself is not.

Write an essay discussing the arguments for and against the following statement: *Money is the root of all evil.*

Writing Strategy
When you write an essay, use the introduction to show that you understand the main issue. Do not copy the statement from the task; use your own words.

2 Read the task and the Writing Strategy above. Then make notes for an introduction. Use these ideas to help you, or think of your own.

- It's a very old saying.
- How does money cause evil?
- Fair to blame money for all evil? One of many causes?

_____
_____
_____
_____

3 Order the words to make key phrases. Complete the sentences.

1 (deny / hard / to / that / it's) _____ money is important.
2 (extent / that / true / it's / some / to), _____ _____ we all need money.
3 (seems / that / clear / it) _____ a lot of crime is related to money.
4 (hand / on / other / the), _____ money can be used for good purposes too.
5 (more / what / is) _____, most people think friends are worth more than money.

Writing Guide

4 Think of points that you could include, and write at least three under each of these headings.

Pros

Money makes people commit crime.

_____
_____
_____
_____
_____
_____

Cons

_____
_____
_____
_____
_____
_____

5 Decide whether, in your opinion, the pros or the cons are stronger arguments, and why. You will express this opinion in the final paragraph. Use the phrases below to help you.

On balance, ...
To sum up, I would say that ...
While it's true that ... , I firmly believe that ...
Some people feel strongly that ... . However, I believe ...
It can be argued that ...
It's true to say that ... . Nevertheless, ...

6 Write your essay using your notes from exercises 2 and 4. Follow the paragraph plan below.

Paragraph 1
Introduction. Some background information.
Paragraph 2
Two or three arguments for, with examples.
Paragraph 3
Two or three arguments against, with examples.
Paragraph 4
Summary and your opinion.

CHECK YOUR WORK
Have you ...
- ☐ followed the writing guide?
- ☐ included phrases for introducing arguments?
- ☐ checked the spelling and grammar?

2 Review Unit 2

Vocabulary

1 Replace the underlined words with the words below that have a similar meaning.

costly earnings fortune penniless precious reduction well-off

1 Can I have a discount, please? The cover of the book is damaged. _____
2 This phone costs a packet and it doesn't even take selfies! _____
3 Refugees are often very poor and rely on charities for basic things like food. _____
4 The photograph I have of my grandmother is my most valuable possession. _____
5 It is extremely expensive to travel by train in the UK. _____
6 Even though my parents are rich, they say they won't buy me a car for my birthday! _____
7 Average salaries for graduates are still slightly higher than for workers who didn't go to university. _____

Mark: ___ / 7

2 Complete the sentences with the verbs below.

fine economise go bankrupt haggle inherit invest reimburse sponsor subsidise

1 Some colleges _____ students from poor families and pay part of their course fees.
2 I don't have the confidence to _____ over prices at the market.
3 We need to _____ and stop spending so much money each week.
4 Will you _____ me, please? I'm taking part in the marathon to raise money for charity.
5 The police will _____ any drivers caught using their mobile phones behind the wheel.
6 The shop won't _____ me because I don't have a receipt.
7 I think we should _____ more in green energy for the future.
8 Did you hear about Tony? His grandmother died recently and he's going to _____ her house.
9 If they don't start to make a profit soon, they'll _____ .

Mark: ___ / 9

3 Complete the key phrases in the dialogue.

A Surely there's nothing [1]_____ with buying cheap clothes?
B Just think [2]_____ the real cost of cheap clothing.
A What do you mean?
B Well, [3]_____ at it this way: those companies can only keep the prices low by paying their workers next to nothing. You have to [4]_____ that most people don't care where their clothes are made.
A But wouldn't you [5]_____ that it's better to have some work than none at all?
B Yes, I do agree. But on the other [6]_____, I'm sure consumers would prefer to pay more than to support companies that use child labour.
A I guess you're right. But you can't [7]_____ that half of the clothes you are wearing were probably made cheaply!

Mark: ___ / 7

Word Skills

4 Circle the correct word in the second sentence so that it has a similar meaning to the first.

1 The number of Paralympians has trebled.
There has been a **twofold** / **threefold** / **sixfold** increase in the number of Paralympians.
2 Eighty-nine per cent of teenagers say they want to vote in elections.
The **vast** / **tiny** / **fourfold** majority of teenagers say they want to vote in elections.
3 Female teachers outnumber male teachers by three to one in my school.
There are **threefold** / **third** / **three** times as many female teachers as there are male teachers in my school.
4 There's been a 20% rise in sales.
There's been a 20% **reduction** / **increase** / **decrease** in sales.
5 Around 48% of my classmates play a musical instrument.
Roughly half / **Twice as many** / **Nearly a third** of my classmates play a musical instrument.
6 Eighty per cent more teachers are using mobile technologies in schools this year.
There's been **a tiny** / **a sharp** / **an outnumbered** rise in teachers using mobile technologies in schools this year.
7 The number of A grades has gone down by nearly 50% this year.
The number of A grades has **doubled** / **halved** / **trebled** this year.
8 Only 5% of cyclists said they felt safe on big roads.
Only a **vast** / **tiny** / **sharp** fraction of cyclists said they felt safe on big roads.

Mark: ___ / 8

2 Review Unit 2

Grammar

5 Match the sentence halves.

1 The woman
2 The school gave me a laptop
3 This is the place
4 My neighbour,
5 I saw the boy
6 The homework,
7 That was the day
8 The cinema

a where we have to go if there's a fire.
b when you lost your sunglasses.
c who broke your car window.
d which we got yesterday, has to be handed in on Friday.
e who is a teacher, is going to help me with my exams.
f that I can take home.
g where my parents met has just closed down.
h whose phone I found called me earlier.

Mark: ___ / 8

6 Complete the sentences with the infinitive with *to*, the infinitive without *to*, or the *ing* form of the verbs in brackets. If there is an object, put it in the correct place.

1 I managed _____ (finish) my homework on time.
2 I always avoid _____ (sit) next to Calum in class because he talks so much.
3 My science teacher inspired _____ (Clara / study) biology at university.
4 He stopped _____ (play) on his phone when the teacher walked in.
5 You should consider _____ (run) the marathon next year.
6 She stopped _____ (pick up) some money that she saw on the pavement.
7 My brother helped _____ (me / tidy up) after the party.
8 They decided _____ (stay) for a few more days.
9 My parents persuaded _____ (the new neighbour / come) for dinner.

Mark: ___ / 9

7 Complete the sentences with the correct form of *make*, *get*, *let* or *allow*.

1 Our teacher _____ us use our mobile phones in class.
2 My sister's teacher doesn't _____ her to use a mobile phone in class.
3 When I was younger my grandmother always _____ me eat my vegetables, even though I hated them.
4 I _____ my laptop repaired at the weekend.
5 My parents won't _____ me stay out late.
6 You can't _____ me to tell you what the surprise is!
7 Sue _____ her hair cut yesterday.

Mark: ___ / 7

Use of English

8 Choose the correct answers.

How much money you earn after leaving university will depend on many things. A recent report suggests that graduates from [1]___ families will receive higher [2]___ in their lifetimes than students from poor families. If you [3]___ to study at university after school, bear in mind that the course you decide [4]___ will have an influence on your future [5]___ too. Medicine, economics, engineering and law lead to well-paid jobs, but these are [6]___ courses. That's not such a problem for students [7]___ parents are rich and can afford to [8]___ them. However, if we want to have a society [9]___ is more equal, we need to make sure universities continue to [10]___ students from poorer backgrounds.

1	a expensive	b valuable	c well-off
2	a packets	b salaries	c fortunes
3	a go on	b to go on	c going on
4	a take	b to take	c taking
5	a earn	b earns	c earnings
6	a precious	b costly	c valuable
7	a that	b who	c whose
8	a support	b reimburse	c inherit
9	a which	b what	c where
10	a fine	b subsidise	c economise

Mark: ___ / 10

Total: ___ / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice. ★★★ = No problem!
★★ = I sometimes find this difficult.

	★	★★	★★★
I can talk about money.			
I can use defining and non-defining relative clauses.			
I can recognise paraphrases in a recording.			
I can identify and use a variety of verb patterns.			
I can use language related to numbers and statistics.			
I can understand and react to a literary extract about poverty.			
I can present the pros and cons of a statement in a discussion.			
I can present the arguments for and against in an essay.			

1 Exam Skills Trainer 1

Reading

Exam Strategy
In true or false reading activities, look for quantifiers that are used with nouns, such as *all, some, much, many, a lot of, a few, the majority* etc., both in the text and the True and False statements. Quantifiers can help you decide if the statements are true or false.

1 Match the words (1–6) with a similar word (a–f).

1 a lot of	**a** a few
2 majority	**b** too much
3 too many	**c** fewer
4 less	**d** very few
5 not many	**e** many
6 hardly any	**f** most

2 Read the text and decide if the statements (1–7) are true (T) or false (F).

New Homes in the US

US estate agents Henry's Homes bought over 20 old-style houses in northern Virginia's Plum Hills for around $450,000 each, and all they are planning to do with the properties is to knock them down. Why, you may ask? Well, it's an investment. They will build new and improved homes three times larger than the original ones, fetching prices of up to $1 million.

According to economists, the number of houses being knocked down is on the increase throughout the US. In 2013, about 47% of homes in the US were over 40 years old, but many of these have now been replaced by brand new luxury homes, a few of which sell for up to $4 million each. Last year around 34,000 old homes were destroyed and replaced with new, larger homes.

So, why is this trend on the rise? It seems that building companies have turned their attentions to transforming old housing in outer suburban areas because well-located vacant areas, such as those in or close to the city centre, are increasingly difficult to find. Land with old homes on it has a lot of potential and, as long as building companies can sell the new homes for more than double the price they pay for the old ones, they can make a profit.

The outer suburbs are often popular with families as there is more space and it's cheaper to live there compared to the city centre. However, with a price rise of 200% on homes in these locations, most first-time buyer families are being pushed to locations even further from the city centre. Even so, there are still plenty of people who can and will pay these prices as there is a large housing shortage.

The worry is that this is increasing America's housing crisis. Mike Young from the US Cheaper Housing Campaign says 'What we need is more housing, not the same amount of housing that costs more. Without enough homes, prices will stay high and homelessness will increase.' However, although city councils can restrict the number of old houses to be knocked down, the majority of them follow the trend to allow the modernisation of suburban areas.

1 Henry's Homes are improving old houses. ___
2 A lot of new homes in the US cost $4 million to buy in 2013. ___
3 There is still a lot of land available in good locations on which houses can be built. ___
4 According to the article, most young families are forced to live a long way from the city centre. ___
5 No one can afford the new homes in the outer suburbs. ___
6 Mike Young says that there aren't enough houses to meet demand in the US. ___
7 Hardly any city officials are trying to reduce the number of old houses that are knocked down. ___

Listening

Exam Strategy
When matching speakers to statements, listen for the main idea of what each speaker says, rather than the detail. Trying to understand every word may distract you from the overall message.

3 Read the Strategy above and the text and statements A–C below. Choose which statement A–C matches the text.

People find it strange when I say that everything about my job inspires me. Most of my friends complain about going to work on Monday, while I can't wait to get to the lab. I feel lucky that I do professionally what I love most. Actually, I never imagined that I'd become a scientist. When I was at primary school, I hated physics and chemistry.

A 'My colleagues are the reason I love my job.'
B 'I'm very enthusiastic about my job.'
C 'I always wanted to be a scientist.'

4 1.10 **You will hear five teenagers talking about their achievements. Read the statements. Then listen and match the speakers (1–5) to sentences A–F. There is one extra sentence.**

A 'A dramatic experience changed everything and started me on this path.' ___
B 'I was lucky to meet people who helped and motivated me.' ___
C 'I've been doing it for ages, but for a long time my profession was simply a hobby.' ___
D 'Talent is important, but I wouldn't be here if not for my ambition and hard work.' ___
E 'My profession consumes me and I like it that way.' ___
F 'I wanted to make a difference for teens at school.' ___

1 Exam Skills Trainer 1

Use of English

Exam Strategy
When you are completing a Use of English exercise, if you are not sure of an answer, look at all the options and try to eliminate the options you are sure are wrong. Selecting your answers from the remaining choices increases your chances of getting the answer right.

5 Read the text and choose the correct form of the verbs.

One day, after school, one of the girls in my class said she [1]_____ me a new way to get home. Her name was Pat. She wasn't a nice girl ... and to tell the truth, I was a little afraid of her because she was a bully. Anyway, she [2]_____ me away from our normal route into the residential streets around the school. A few twists and turns, and ... I [3]_____ . At that point, Pat said 'I'm going to leave you here, you [4]_____ home.' And then she ran off.

Of course I tried to follow her, but she must [5]_____ herself because when I turned the corner, she wasn't there. Being the brave, adventurous type of child, I only cried a little before trying [6]_____ my way back. Naturally enough, nothing was familiar. At some point Pat appeared again – she must [7]_____ me, watching to see what I [8]_____ . I distinctly remember [9]_____ her 'I don't like you!' and then I marched off without looking back.

Luckily for me I eventually recognised a street that I passed on my usual way home – that was a huge relief. Perhaps Pat was just being mischievous and she [10]_____ me there and gone home herself. This is what I'll never know. But I'm giving her the benefit of doubt because I'm a nice person.

1	**a** will show	**b** would show	**c** would have shown
2	**a** led	**b** has been leading	**c** would lead
3	**a** was losing	**b** would lose	**c** was lost
4	**a** will never get	**b** are never getting	**c** have never got
5	**a** hide	**b** have hidden	**c** be hiding
6	**a** find	**b** finding	**c** to find
7	**a** be following	**b** followed	**c** have been following
8	**a** would do	**b** had done	**c** did
9	**a** telling	**b** to tell	**c** have told
10	**a** hadn't left	**b** wouldn't have left	**c** didn't leave

Speaking

Exam Strategy
When you are discussing pros and cons, use a variety of expressions to give your opinions. The more variety you use, the more fluent your English will sound.

6 Read the Strategy above and match phrases 1–4 below to the underlined expressions in sentences a–d which have the same meaning.

1 the main benefit
2 the most negative aspect
3 on the contrary
4 a great idea

a By far the most important advantage of having a credit card is that people don't need to borrow cash.
b On the other hand, having access to money on a credit card makes us buy more expensive products.
c Saving money is generally a good thing because we don't know what we'll need money for in the future.
d The biggest disadvantage is that many people fall into debt that they cannot pay off.

7 Discuss the following statement:

What are the pros and cons of buying things on credit?

Writing

Exam Strategy
When you are writing a for and against essay, use connecting words to express contrast, such as *but, although* or *despite*, and purpose, for example *to, in order to* and *so that*.

8 Read the Strategy above and choose the correct connecting word in the sentences below.

1 **Despite** / **Even though** not having much money, they are happy.
2 Being healthy is far more important than being rich. **In contrast** / **On the other hand**, life is difficult with little money.
3 Young people should earn their own pocket money **so that** / **for** they appreciate the value of it.
4 Money opens doors to more opportunities. **Although** / **However**, some people need very little to be happy.
5 Our grandparents lived happily with very little money. **On the contrary,** / **In spite of** today's generations are more demanding.
6 I need a well-paid job **so that** / **in order to** buy a house.

9 Write an essay discussing the arguments for and against the following statement:

Having a low-paid job you enjoy is better than having a stressful highly paid job.

3 From cradle to grave

Vocabulary

A Stages of life

I can talk about the different stages of someone's life.

1 Match the stages of life below with a–f in the diagram. Then write the years each stage begins and ends, in your opinion.

adolescence adulthood childhood infancy middle age old age

a _____ from ____ to ____
b _____ from ____ to ____
c _____ from ____ to ____
d _____ from ____ to ____
e _____ from ____ to ____
f _____ from ____ to ____

2 Solve the anagrams to make words with similar meanings.

1 a baby (an) nnifat _____
2 a young child (a) etdlord _____
3 a teenager (an) esdotcanle _____
4 children disk _____
5 old people (the) yellerd _____

3 Use the prepositions to complete the phrasal verbs about family and relationships. There is only one set of correct answers. (*sb* = somebody)

away down in out up (x2)

1 ask sb ____
2 bring sb ____
3 fall ____ love (with sb)
4 look ____ to sb
5 pass ____
6 settle ____

after (x2) on up (x2)

7 get ____ (with sb)
8 grow ____
9 name somebody ____ sb
10 split ____
11 take ____ sb

4 Rewrite the sentences replacing the underlined words with phrasal verbs from exercise 3.

1 I don't <u>have a good relationship with</u> my cousin.
_____
2 My mum and dad <u>separated</u> when I was four.
_____
3 My great-grandad <u>died</u> last year.
_____
4 I really <u>admire</u> my elder brother.
_____
5 Little Josh <u>is very like</u> his dad.
_____
6 In 2010, they moved to London and <u>made their home</u> there.
_____
7 Kate <u>has the same name as</u> her mum.
_____

5 Complete the idioms with the nouns below.

baby cat chalk family footsteps image mother sheep son

1 be the _____ of the family
2 be like _____ and cheese
3 be the black _____ of the family
4 be the spitting _____ of
5 fight like _____ and dog
6 follow in somebody's _____
7 like father, like _____ / like _____ , like daughter
8 something runs in the _____

6 Write six sentences about your family using phrasal verbs and idioms from exercises 3 and 5.

My sister Lucy is the baby of the family.
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

7 1.11 Listen to a conversation between Jade and her grandfather, George. Are the sentences true (T) or false (F)?

1 George looks like his dad. ___
2 George's grandfather was called Walter. ___
3 George's father died before George had children. ___
4 George met his wife after he'd completed his studies. ___
5 George, his wife and his father were all doctors. ___
6 George's wife didn't return to work after having children. ___

8 Write six sentences about yourself at the six different stages of life from exercise 1. Use the past, present or future, as appropriate.

During infancy, I learned to walk and talk.
As a child, _____
During adolescence, _____
As an adult, _____
In middle age, _____
In old age, _____

3B Grammar

Future plans and schedules

I can talk about arrangements, timetables and schedules.

1 Choose the correct tense.

1 Hurry up! Our bus **leaves / is leaving** in five minutes!
2 **We go / We're going** to France next week. **We spend / We're spending** a week in the mountains and a week by the sea.
3 **I have / I'm having** a dentist's appointment tomorrow morning, but I'm free in the afternoon.
4 'Can you pick me up at the airport?'
'Sure. What time **does your flight arrive / is your flight arriving**?'
5 'What time **do we having / are we having** dinner this evening?'
'As soon as Dad **gets back / is getting back**.'

2 Complete the conversations with the verbs. Use the present simple or present continuous.

1

do not go go out start

Mary What time [1]_____ the gig _____ this evening?
Harry I don't know. I [2]_____ .
Mary Why not?
Harry I don't like the band.
Mary What [3]_____ you _____ instead?
Harry I [4]_____ with Sally.

2

be do get have (x2) not have to stay in

Zoe What [5]_____ you _____ this evening?
Ryan I [2]_____ and [3]_____ an early night. We [4]_____ an exam tomorrow, remember?
Zoe Yes, but the exam [5]_____ at eleven and we [6]_____ be at school until ten o'clock. Come out with Josh and me.
Ryan No way. If I come out with you, it'll be midnight before I [7]_____ to bed!

3 Complete the sentences with the phrases below. Use each phrase once.

as soon as by the time in case unless until when

1 Please wait here _____ I get back.
2 I think you should pay back this money _____ you can.
3 It will be dark _____ we've found the campsite and put our tent up.
4 I'll be relieved _____ I've finished all my exams and the summer holidays have started.
5 I won't help him with his school project _____ he asks really nicely.
6 Take a credit card with you _____ you run out of money.

4 Complete the future time clauses in these sentences. Use the present simple or the present perfect.

1 You can go out as soon as you _____ (finish) your homework.
2 Quick! Let's find shelter before it _____ (start) raining.
3 I'll help you with your homework after you _____ (tidy) your room.
4 We won't go until everyone _____ (be) ready.
5 Would you like something to eat before you _____ (go)?
6 We'll start watching the DVD when you _____ (phone) your grandmother.
7 I'll make a sandwich for you in case you _____ (feel) hungry later on.
8 I can't use my computer until I _____ (have) it repaired.
9 If I were you, I'd put the rubbish out now in case you _____ (forget) to do it later.

5 Improve the email by making five changes to future forms.

To: holly@email.com

Hi Holly!
_____ How are you? Thanks for your text. I'm
_____ going to London on Saturday, but we can meet
_____ in the morning before I'll go. My train will leave
_____ at 11.45. Shall we meet at the coffee shop at
_____ 10.30? I don't mind if you'll be a
_____ bit late.
_____ I'm coming back from London on Sunday
_____ morning. Have you got any plans for Sunday
_____ evening? We could go and see the new James
_____ Bond film if you like. It's starting at
_____ seven o'clock.
_____ Anyway, drop me a line when you're having a
_____ spare moment.
love Ruth

6 Imagine you are Holly. Write an email replying to Ruth. Mention the arrangements for Saturday and Sunday.

_____
_____
_____
_____
_____
_____

3C Listening

Getting on with siblings

I can follow a discussion about relationships between siblings.

TOP TIPS How to get along with your brothers and sisters

1 Try not to [1]_____ yourself with your siblings. We all have different talents.

2 [2]_____ your siblings on their achievements and share their happiness. If you do this for them, it's more likely they'll [3]_____ the same for you.

3 When a sibling does something that [4]_____ or angers you, tell them how you feel rather than accusing and [5]_____ them.

4 Learn to give and [6]_____ apologies.

5 Be generous and [7]_____ your possessions.

6 Respect your siblings' possessions. Ask before you [8]_____ anything and make sure you return it.

7 Think before you [9]_____ . If you feel yourself getting angry, take a deep breath and [10]_____ to ten.

1 Complete the tips with the verbs below.

accept blaming borrow compare congratulate count do share speak upsets

2 Match 1–6 with a–f to make phrases for moving the conversation along.

1 What do you think	**a** agree with me?
2 What's your	**b** comment?
3 Would you	**c** mean?
4 How do you	**d** see it?
5 Would anyone like to	**e** about that?
6 What do you	**f** view on that?

> **Listening Strategy**
> In a discussion, listen out for questions. They can help you to follow the development of the topic, and point to key pieces of information.

3 1.12 **Read the Listening Strategy. Then listen to four teenagers discussing the tips in exercise 1. In which order do they discuss the tips?**

1, 2, ___, ___, ___, ___

4 1.12 **Listen again and choose the correct answers.**

1 Sam feels jealous because
- **a** he isn't as good at sport as his brother.
- **b** his brother gets better marks at school.
- **c** his brother is more popular than he is.

2 Lauren and her brother
- **a** feel competitive but support each other.
- **b** are of a similar age.
- **c** often congratulate each other on their achievements.

3 Helena says the arguments she has with her sister
- **a** don't last very long.
- **b** are her sister's fault.
- **c** are very bad but not very frequent.

4 It isn't easy for Lauren
- **a** to stop her sister borrowing her clothes.
- **b** to tell her sister not to borrow her clothes.
- **c** to say nothing when she feels angry.

5 Helena and her sister agree that
- **a** there are some possessions that they won't share.
- **b** they can borrow each other's possessions without asking.
- **c** they both need to take a deep breath and count to ten.

6 Sam gets annoyed
- **a** when people don't apologise.
- **b** because his brother doesn't say sorry when he forgets to return things.
- **c** when his brother forgets to return things he's borrowed.

3D Grammar

Future continuous and future perfect

I can talk about actions at different times in the future.

www.majazionline.ir

1 Look at Ricky's plan for when he finishes his education. Then complete the sentences using the future perfect simple, affirmative or negative.

2022	Get a job at an IT firm.
2023	Become a manager at the firm.
2024	Leave the firm and start a company.
2025	Sell the company and retire.
2026	Move to the Caribbean.
2027	Get married.
2028	Start a family.

If everything goes according to plan for Ricky:

1 By 2025, he _____ (start / company).
2 By 2023, he _____ (leave / IT firm).
3 By 2025, he _____ (move / Caribbean).
4 By 2028, he _____ (get married).
5 By 2029, he _____ (start a family).

2 This time next month, Zoe will be on holiday. What will she be doing? Look at the pictures and write sentences in the future continuous.

This time next month, ...

she'll be having dinner in a restaurant.

1 _____
2 _____
3 _____
4 _____

3 Complete the sentences with the future continuous (*will be doing*) or future perfect (*will have done*) form of the verbs below.

finish learn sit tidy wear work

1 Let's plan a party for next week. We _____ our exams by then.
2 The house is a mess now, but we _____ it before our parents get home.
3 What outfit do you think she _____ when she arrives?
4 I'm afraid I can't come to your wedding next month because I _____ abroad.
5 The first night of the play is next Saturday. I hope you _____ your lines by then!
6 At dinner, you _____ next to me.

4 Complete the text messages. Use the future continuous or future perfect form of the verbs in brackets.

I [1] _____ (drive) around Switzerland next year. Can I come and visit you in Zurich?

I [2] _____ (not be) in Zurich! I [3] _____ (move) to Geneva. But you can come and see me there. What time of year?

I [4] _____ (arrive) in Geneva around March, I reckon.

OK, fine. I [5] _____ (not be) in Geneva for very long by then, so I won't know it very well.

That's OK. We can explore together. Hopefully, I [6] _____ (learn) some German by then.

Good! Although you [7] _____ (not speak) much German in Geneva. They mostly speak French.

5 Write one sentence saying what you probably will have done and one saying what you probably will be doing in five years' time.

1 I'll probably _____
_____
2 _____
_____

3E Word Skills

Extreme adjectives and intensifying adverbs

I can use extreme adjectives and intensifying adverbs.

1 Match the adverbs below that collocate most strongly with the adjectives (1–7).

absolutely blissfully fiendishly highly patently thoroughly tremendously

1 _____ respected
2 _____ starving
3 _____ excited
4 _____ obvious
5 _____ difficult
6 _____ happy
7 _____ enjoyable

2 Use the collocations in exercise 1 to complete the sentences.

1 I was _____ after a very long walk so I made myself an enormous bowl of spaghetti bolognese.
2 Simon and Kelly have just got married and are _____ in their new house.
3 Jonah and Sally are _____ about opening all their presents on Christmas Day.
4 There was one _____ question in the exam which I just couldn't answer.
5 The evening at the theatre was _____. I'll definitely go again.
6 Anyone could see that he wasn't telling the truth. It was _____.
7 Everyone admires him and is courteous towards him because he is _____ in the community.

3 Choose the correct adverbs. Then use the collocations to complete the text.

1 **deeply** / **highly** unlikely
2 **perfectly** / **deeply** grateful
3 **perfectly** / **patently** capable
4 **incredibly** / **thoroughly** high
5 **utterly** / **incredibly** unacceptable

VOCAB BOOST!

When you look up an intensifying adverb in the dictionary, look at the examples and make a note of adjectives or verbs that they commonly collocate with.

4 Read the *Vocab boost!* box. Then look at the dictionary entries and complete the sentences with the correct intensifying adverb.

excruciatingly *adv.: excruciatingly uncomfortable ◊ excruciatingly painful/boring/embarrassing*

supremely *adv.* extremely: *supremely confident ◊ They managed it all supremely well.*

abundantly *adv.* ~ **clear** very clear: *She made her wishes abundantly clear.*

immensely *adv.* extremely; very much: *immensely popular/difficult/grateful ◊ We enjoyed ourselves immensely.*

1 The children enjoyed themselves _____ at the zoo.
2 The Prime Minister is _____ confident of winning the next election.
3 It's _____ clear that you dislike him intensely!
4 It was _____ embarrassing when my dad started dancing at my birthday party.

Respect for the elderly

In East Asia, it used to be [1]_____ not to care for elderly parents. That's because people in those societies place an [2]_____ value on duty and on respect for older people. Young people are taught to feel [3]_____ to their parents. However, in recent years, this tradition has begun to break down in large, modern cities. While some middle-aged people are [4]_____ of having their parents live in their home and looking after them, they want more privacy and so choose instead to pay for someone else to care for their parents. Such people are, however, in a minority and the norm is still for the elderly to be looked after by their grown-up children. It is [5]_____ that you will come across many elderly people in East Asia who are not being cared for, even if they are not living with their children.

3F Reading

You're never too old!

I can understand texts about elderly people who achieve extraordinary things.

Revision: Student's Book page 36

1 Complete the compound nouns with the words below.

box campaign ceremony Championships department finishing jockey masters play radio

1 advertising _____
2 _____ store
3 cardboard _____
4 _____ line
5 World _____
6 _____ degree
7 graduation _____
8 _____ station
9 disc _____
10 _____ list

2 Read the texts. In which country did each person complete their challenges?

A _____ B _____ C _____

Reading Strategy

In multiple matching tasks, you need to be able to scan and skim the texts quickly to find specific pieces of information. Once you have located a possible answer, check carefully that the information in the text matches the answer exactly. Take care not to choose an answer based on similarity of vocabulary alone.

A Minoru Saito

Seventy-seven-year-old sailor Minoru Saito had already sailed around the world single-handed seven times. But when he arrived in Yokohama harbour in Japan in 2011, after 1,080 days at sea, he became the oldest person to sail around the world from east to west – against the winds and currents! He had hoped to complete the journey in under 300 days, but he was delayed by repairs, tsunamis, icebergs, bad weather and an emergency hip operation in Chile, halfway through his journey. Saito took up sailing at the age of 39, having given up his previous hobby of mountaineering. On his journey, he took with him a photo of his fiancée, who tragically died in a sailing accident before their wedding, and the tail of a rattlesnake, which brings him good luck!

3 Read the Reading Strategy. For questions 1–8, choose from people A–C. Each person may match with more than one question.

Which person ...

1 was accompanied by a son or daughter? ___ ___
2 took longer than expected to complete the challenge? ___
3 was over 100 when he / she completed the challenge? ___
4 has climbed mountains during his / her life? ___ ___
5 has completed the same challenge on previous occasions? ___ ___
6 needed hospital treatment before his / her challenge? ___
7 took up his / her new hobby in their thirties? ___
8 carried a picture of someone he / she loved? ___ ___

B Harriette Thompson

In 2015, Harriette Thompson became the oldest women to complete a marathon, at the age of 92 years and 93 days, when she crossed the finishing line of the San Diego Rock 'n' Roll marathon. The previous record holder was Gladys Burrill, who was 92 and 19 days old when she finished the Honolulu marathon four years earlier. This was not Harriette's first marathon. She took up the sport when she was 76, and raised over $100,000 for cancer charities. The year leading up to the San Diego marathon was not easy for Harriette. She couldn't train because her husband was ill, and he sadly died six months before the race. Then she needed an operation on her leg. But despite these setbacks, she was able to complete the marathon, accompanied by her 56-year-old son, in 7 hours, 24 minutes and 36 seconds!

C Teiichi Igarashi

The oldest person to climb Mt Fuji in Japan is Teiichi Igarashi. The centenarian climbed the 3,750 m mountain in three days, spending two nights in mountain huts on the way up. During his climb Igarashi wore thick socks, but no shoes! His 50-year-old daughter walked with him, supporting him when necessary. This was the twelfth time he'd conquered Mt Fuji, having climbed it every year since the age of 89 in memory of his late wife, whose photo he carried with him. Many people attempt to climb Mt Fuji once in their life because the mountain has sacred and symbolic significance – but few are as old as Teiichi Igarashi!

3G Speaking

Presenting arguments

I can present arguments to support my opinions effectively.

1 Choose the correct words in the useful phrases.

a I'd like to begin by **telling** / **saying** that ...
b First of **everything** / **all**, ...
c In my **sight** / **view**, ...
d For **instance** / **instant**, ...
e I don't **accept** / **allow** that.

2 Read the extract from a debate, ignoring the gaps. Which statement are the students debating? Choose from a, b or c below.

a Your teenage years are the most difficult of your life. Do you agree? Why? / Why not?
b The government should spend more money on providing free leisure facilities for teenagers. Do you agree? Why? / Why not?
c In today's society, teenagers have more power and influence than ever before. Do you agree? Why? / Why not?

Tom I don't think adults really listen to teenagers' opinions. For [1]_____, governments often make changes to the education system without even asking students what they think. What's [2]_____, issues which teenagers really care about, [3]_____, the environment, only become important when adults start caring about them too.

Megan I don't really [4]_____ with that. In my [5]_____, teenagers have a lot of different ways of saying what they think – chat rooms, for example.

Tom But I don't [6]_____ that anyone in authority really listens to those opinions. They don't have any effect.

3 1.13 **Complete the extract in exercise 2 with the words below. Then listen and check.**

agree believe example more opinion say

4 1.14 **Listen to a student debating one of the other statements in exercise 2 with her teacher.**

Which proposition is it? ___

5 1.14 **Complete the extracts from the debate in exercise 4 with the words below. Then listen again and check.**

cash generalise independence permission pressure stages

1 It's impossible to _____ about people's lives.
2 Because of the _____ of exams, many students never really get a chance to relax.
3 Teenagers often have very little _____ to spend.
4 Teenagers do not have _____.
5 If I want to go and stay with a friend, I have to ask _____ first.
6 Teenage years are more difficult than other _____ in life.

6 Imagine you are preparing to debate statement b from exercise 2. Tick the sentences below that support the statement. Then add one more idea on each side of the argument.

a Boredom is a cause of crime. ☐
b Private gyms are expensive. ☐
c Politicians don't know what teenagers enjoy. ☐
d Parents should pay for their own children's leisure. ☐
e Sports improve health and fitness. ☐
f Free facilities help poor but talented sportspeople. ☐
g It's better to spend the money on education. ☐
h Work experience is more useful than leisure. ☐

- _____
- _____

Speaking Strategy
When you make notes, you do not need to write complete sentences. Just record the main ideas.

7 Read the Speaking Strategy. Then choose two ideas from exercise 6 that you agree with. Use them to make notes for your debate. Include some phrases from exercises 1 and 3.

(first idea + example) _____

(second idea + example) _____

8 Decide whether you are going to debate for or against the proposition in exercise 6. Then present your ideas using the notes you made in exercise 7.

3H Writing

A description of a person

I can write a detailed description of a person I admire.

Preparation

1 Read the paragraphs. Which girl and boy in the photos are they describing?

☐ **JASMINE** is medium height and quite slim. She's got long dark hair, which she usually has down. But when she plays sport, she wears it in a ponytail. She's usually well-dressed and likes to wear quite trendy clothes. I wouldn't describe her as beautiful, but she's good-looking, and she has a very attractive smile.

☐ **ANTHONY** is quite tall, with broad shoulders. He's got straight, brown hair which he usually keeps very short. He got a crew cut a few weeks ago but it's already started growing out! He's got brown eyes and quite a thin face. He doesn't pay a lot of attention to his clothes, and often looks a bit scruffy. Once he grew a moustache, but his friends just laughed at him until he shaved it off.

2 Complete the words and phrases for describing people. Use *a, e, i, o, u* and *y*.

1 __ttr__ct__v__
2 sp__rt__
3 sk__nn__
4 pl__mp
5 wr__nkl__s
6 fr__ckl__s
7 pr__tt__
8 r__s__-ch__ __k__d
9 c__rl__ h__ __r
10 b__ld

3 Describe yourself using words and phrases from exercises 1 and 2.

_____
_____
_____
_____

Writing Strategy

When using personality adjectives to describe people, use more complex phrases such as *I always find him ...* rather than the verb *be* (*He is always ...*).

4 Read the Writing Strategy. Then complete the phrases with the words below.

always can find side tends

a He / She _____ to be ...
b People often _____ him / her ...
c He / She has a ... _____.
d He / She _____ be ...
e He / She _____ seems to be ...

5 Put the words in the correct order to make phrases for summing up a description.

1 all / then / all / in _____
2 up / sum / to _____
3 conclusion / in / then _____
4 conclude / to _____
5 all / for / reasons / these _____

Writing Guide

Write a description of one of your classmates. Include information about their physical appearance and personality and say why you like / admire them.

6 Read the task. Choose somebody in your English class who you know and like. Make notes in the paragraph plan below.

1 Personal details (name, age, how long you have known them, etc.):
_____
_____

2 Appearance:
_____
_____

3 Personality:
_____
_____

4 What I like most about him / her:
_____
_____

7 Use your notes from exercise 6 to write a description of your classmate.

CHECK YOUR WORK

Have you ...

- ☐ followed the paragraph plan?
- ☐ provided enough detail in the physical description?
- ☐ used appropriate phrases from exercise 4 for describing personality?
- ☐ included an example in paragraph 4?
- ☐ checked the spelling and grammar?

3 Review Unit 3

Vocabulary

1 Complete the sentences with the words below.

adolescents baby childhood middle age OAP toddler

1 My grandmother loves being a(n) _____ because she gets a free bus pass.
2 Depression is increasing among _____ because of the pressures of social media.
3 I had a happy _____ which I mostly spent playing outdoors.
4 Many people have a crisis in _____ and look for a career change.
5 My sister is pregnant – she's going to have a(n) _____ .
6 I hurt my back when I picked up my neighbour's _____ , who actually weighs around 15 kg!

Mark: ___ / 6

2 Circle the correct word to complete the phrasal verbs in the sentences.

1 I don't get **in** / **on** / **by** with the boy who lives next door.
2 She's crying because her grandfather passed **by** / **through** / **away** last night.
3 I admire single mothers who bring **up** / **out** / **in** their children on their own.
4 He'll never settle **up** / **down** / **out** and have children because he loves travelling too much.
5 She takes **away** / **by** / **after** her mother and is brilliant at maths.
6 My parents split **out** / **up** / **away** when I was very small.
7 She named her daughter Taylor **after** / **by** / **with** Taylor Swift.

Mark: ___ / 7

3 Match the sentence halves.

1 Wow! You're the spitting
2 The neighbours fight
3 Red hair runs
4 My cousin is the black
5 We are like chalk
6 You keep interrupting like your dad does! Like father,
7 I want to follow

a and cheese.
b sheep of the family.
c image of your brother.
d like son.
e in our family.
f in my aunt's footsteps.
g like cat and dog.

Mark: ___ / 7

4 Rewrite the phrases using the words in brackets.

1 I believe ... (opinion)
_____
2 I'd like to begin by saying that ... (first)
The _____
3 Furthermore, ... (more)
_____
4 I disagree. (accept)
_____
5 I don't believe that ... (sure)
_____ that's true.
6 The way I look at it, ... (view)
_____
7 To give an example of ... (instance)
_____

Mark: ___ / 7

Word Skills

5 Replace the underlined words with the word below that has a similar meaning.

bitterly blissfully deeply highly patently ravenously thoroughly

1 Everyone in my family is <u>very</u> educated.
2 I'm <u>completely</u> exhausted.
3 They're in love and <u>really</u> happy.
4 It was <u>completely</u> obvious I was the best candidate!
5 It's <u>very</u> cold out here.
6 The film about refugees was <u>so</u> moving.
7 I'm <u>very</u> hungry – I could eat a horse!

Mark: ___ / 7

Grammar

6 Complete the sentences with the present continuous or present simple form of the verbs below.

finish get (×2) leave meet pass see start

1 I _____ my hair cut this afternoon.
2 I'll recognise him as soon as I _____ him.
3 The bus _____ at 6 a.m., so you'll need to get up early.
4 We _____ the others outside the cinema.
5 Molly's new job _____ next week.
6 Take some water in case you _____ thirsty.
7 He won't be able to study engineering unless he _____ his maths exam.
8 I _____ work early today so that we can go out later.

Mark: ___ / 8

www.majazionline.ir

7 Circle the correct words to complete the sentences.

1 Let's play tennis **when** / **in case** / **until** it's stopped raining.
2 I'll share the photos **by the time** / **once** / **unless** I've uploaded them.
3 The shop won't reimburse you **before** / **in case** / **if** you've lost your receipt.
4 I can't help you **unless** / **as soon as** / **by the time** you've already logged on.
5 You can't open the window **in case** / **until** / **by the time** the train has stopped.
6 I don't want to eat that **in case** / **unless** / **before** it's been on the floor.

Mark: ___ / 6

8 Match the sentence halves.

1 At eight o'clock next Tuesday,
2 The plane will be landing
3 I'll have been at university for five years
4 Will you be staying
5 Next time you see me,
6 Will she have left
7 Call me in the morning

a for two nights?
b by the time we get home?
c I'll be singing in front of two hundred people.
d when I've had time to think about it.
e I'll probably have grown a beard.
f by the time I finish the course.
g in twenty minutes.

Mark: ___ / 7

Use of English

9 Read the dialogue and choose the correct answers.

Iris Do you want to see these photos? Look at this! I'm a [1]___ in this one – it's my third birthday.
Eve Oh my goodness! You're really cute! You're so round and [2]___ !
Iris I know! I'm going to share it on Facebook as soon as I [3]___ home.
Eve Everyone will love it! And look at your dad with long hair in a [4]___ !
Iris I know! He started to get a receding [5]___ when he was in his twenties, though. I bet he'll be completely [6]___ by the time he [7]___ fifty.
Eve And who's this?
Iris Oh, that's my great-aunt Iris. I was named [8]___ her. She [9]___ my mum up after my grandparents passed [10]___ .

1	a youth	b baby	c toddler
2	a skinny	b plump	c curly
3	a get	b am getting	c will get
4	a beard	b moustache	c ponytail
5	a hair	b hairline	c hairs
6	a bald	b scruffy	c straight
7	a will be	b is	c has been
8	a from	b for	c after
9	a took	b brought	c got
10	a off	b out	c away

Mark: ___ / 10

Total: ___ / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.
★★ = I sometimes find this difficult.
★★★ = No problem!

	★	★★	★★★
I can talk about the different stages of someone's life.			
I can talk about arrangements, timetables and schedules.			
I can follow a discussion about relationships between teens and their parents.			
I can talk about actions at different times in the future.			
I can use extreme adjectives and intensifying adverbs.			
I can understand texts about elderly people who achieve extraordinary things.			
I can present arguments to support my opinions effectively.			
I can write a detailed description of a person I admire.			

4 Man and beast

Vocabulary

A Animals

I can identify the different parts of an animal.

1 **Label the parts of the animals. The first letter of each part has been given.**

1 f_____ 9 f_____
2 w_____ 10 m_____
3 b_____ 11 p_____
4 c_____ 12 f_____
5 f_____ 13 a_____
6 s_____ 14 f_____
7 g_____ 15 h_____
8 w_____ 16 h_____

2 1.15 **Listen and identify the animal that is being described. Choose from the animals below.**

armadillo cheetah crocodile deer dolphin eagle gorilla lion penguin rhino salmon whale

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

3 **Complete the animal idioms and match them with the meanings.**

1 If you are in the _____house, ☐
2 If you kill two _____ with one stone, ☐
3 If you are having a _____ of a time, ☐
4 If you let the _____ out of the bag, ☐
5 If you talk about something until the _____ come home, ☐
6 If you escape the _____ race, ☐

a you give away a secret.
b you do one thing that solves two separate problems.
c you move out of the city and find a way of life that is less competitive and aggressive.
d you are really enjoying yourself.
e somebody is annoyed with you.
f you talk about it incessantly.

4 **Choose one of the idioms below. Explain its meaning in your own words and give an example.**

to cry wolf to drop like flies to open a can of worms
to hear something straight from the horse's mouth

_____
_____
_____
_____
_____

4B Grammar

Talking about ability

I can describe ability in the past, present and future.

1 Complete the rules with the phrases below. You will need to use some phrases more than once.

be able to being able to can / can't could couldn't
managed to do succeeded in doing will be able to

a We normally use _____ to talk about ability in the present.

b We normally use _____ to talk about ability in the future. However, we often use _____ to talk about future arrangements.

c We use _____ when we need an infinitive and _____ when we need an *-ing* form.

d We only use _____ for general ability in the past. When we're talking about one occasion, we use a different expression, such as _____ or _____.

e However, we use the negative _____ , whether we are talking about general ability or one occasion.

f We use _____ with verbs of perception, like *see*, *smell*, *hear*, *taste* and *feel*, even if it is one occasion.

2 Choose the correct form.

1 I **can't** / **don't manage** swim very well.
2 Fran **couldn't** / **succeeded in** finding her mobile phone.
3 The police **managed to** / **could** finally catch the gang of shoplifters.
4 David didn't **manage to** / **succeed in** finish his homework on time.
5 I **could** / **have been able to** swim since I was six.
6 I got a pay rise last month so I **could** / **was able to** buy a new car.
7 We need to leave right now. **Can you** / **Will you be able to** take the bags out to the car?
8 Jon **didn't succeed in reading** / **couldn't read** very well when he was little.
9 I don't like **not being able to** / **not managing to** drive.

3 Complete the text with the correct form of *can*, *could*, *be able to*, *manage* or *succeed*. Sometimes more than one answer is possible.

I [1] _____ ride since I was about six. My parents [2] _____ afford to buy a horse, but there was a riding school nearby where I [3] _____ learn. At first, I [4] _____ control the horse by myself, but I soon learned how to make it do what I wanted. Last month, I entered a show-jumping competition. Unfortunately, I [5] _____ to win any prizes, but at least I [6] _____ finishing the course without falling off. In a few weeks, we're moving to a different part of the country, but I hope [7] _____ carry on riding, and if I'm lucky, one day I might [8] _____ have my own horse.

4 Complete the second sentence so that it has a similar meaning to the first, using the words in brackets.

1 Julian isn't a very good swimmer. (can)
Julian _____ very well.

2 Do you know where I can possibly find a chemist's that is open? (able)
Do you know where I might _____ a chemist's that is open?

3 Jenny wasn't able to find a job until she moved to Manchester. (succeed)
Jenny _____ a job until she moved to Manchester.

4 Will you manage to find the way to my house without a map? (able)
_____ the way to my house without a map?

5 I'm much better than my brother at tennis, but he succeeded in beating me yesterday. (manage)
I'm much better than my brother at tennis, but he _____ me yesterday.

6 Harry couldn't find his passport so he missed his flight. (able)
Harry missed his flight because he _____ his passport.

7 How were you able to afford such an expensive television? (manage)
How _____ such an expensive television?

8 I wasn't able to go to school yesterday as I was ill. (could)
I was ill yesterday so I _____ to school.

4C Listening

How do you feel?

I can use key words and other clues to deduce feelings.

1 Complete the adjectives for feelings and reactions using the letters *a, e, i, o, u* and *y*.

1 __st__n__sh__d
2 h__m__l__t__d
3 __ppr__c__t__v__
4 c__t__s
5 d__s__pp__nt__d
6 n__rv__s
7 r__l__v__d
8 __m__s__d
9 fr__str__t__d
10 g__lt__

> **Listening Strategy**
> Speakers' opinions are sometimes not stated directly, but need to be deduced from what they say. Listen for words and phrases which indicate their feelings and attitude.

2 1.16 **Read the Listening Strategy. Then listen to six short extracts and match each speaker to an adjective from exercise 1.**

Speaker 1 is _____ Speaker 4 is _____
Speaker 2 is _____ Speaker 5 is _____
Speaker 3 is _____ Speaker 6 is _____

3 1.16 **Listen again. Complete one phrase from each speaker that gives a clue to his / her feelings.**

1 _____ watch!
2 _____, I've got them.
3 This bit is _____!
4 _____ so much!
5 Oh, what _____!
6 Oh dear, I feel _____!

4 Read the sentences below. How do you think each speaker is feeling? Use the other four adjectives from exercise 1.

1 'I'm not sure it's a good idea. I might do it, but I might not.'
_____
2 'I've never been so embarrassed in my life!'
_____
3 'I've been trying to call her all day. She never answers her phone! It's so annoying.'
_____
4 'I don't believe it! I got 98% in my maths exam!'
_____

5 Choose any three adjectives from exercise 1. Write the adjective in the first gap, then continue the sentence with your own ideas.

1 I'm feeling really _____ because
_____
_____
2 I'm feeling really _____ because
_____
_____
3 I'm feeling really _____ because
_____
_____

6 1.17 **Listen to six short extracts and choose the correct answers.**

1 You hear a man talking about a safari holiday. What was his overall feeling about the trip?
a appreciative **b** disappointed **c** guilty
2 You hear a customer talking to a sales assistant in a pet shop. The sales assistant thinks the customer should
a try offering the cat a different kind of cat food.
b wait until the cat is hungry before feeding it.
c stop offering the cat food from her own dinner.
3 You hear a man booking a horse-riding trip. How does he feel about the horse he is offered?
a nervous **b** frustrated **c** disappointed
4 You hear a voicemail message. Why does the woman feel guilty?
a Because her dog has not been for a walk.
b Because her father is alone and unwell.
c Because she forgot to pay Sarah for taking her dog for a walk.
5 You hear a zookeeper talking about an armadillo. How does he feel about the animal's behaviour?
a nervous **b** amused **c** frustrated
6 You hear a girl talking about her dog. What is she mainly worried about?
a Whether her dog is unwell.
b Whether her dog will behave well at the vet's.
c Whether she will remember her appointment.

7 1.17 **Listen again. Decide whether these sentences are true (T), false (F), or the recording does not say (DNS) if there is not enough information to decide.**

1 The man did not have to pay for his safari holiday. _____
2 The woman's cat prefers cheap cat food to expensive cat food. _____
3 This is the man's first experience of horse-riding. _____
4 The woman's father usually takes the dog for walks. _____
5 Armadillos spend most of the day eating. _____
6 The woman's dog is not usually aggressive. _____

8 Rewrite the false sentences from exercise 7 to make them true.

_____
_____
_____
_____
_____
_____

4D Grammar

Nominal clauses

I can recognise and use nominal clauses in written and spoken English.

1 Complete the second sentence so that it has a similar meaning to the first.

Keith isn't answering his phone. That's strange.
It's strange that Keith isn't answering his phone.

1 You are here now. That's the important thing.
The _____

2 Chelsea scored five goals. That was amazing.
It _____

3 Philip couldn't come to my party. That was a shame.
It _____

4 The man was seen at the scene of the crime. This fact proves nothing.
The fact _____

5 A man won the lottery on two separate occasions. That's almost beyond belief.
It _____

2 Underline pairs of sentences in the text below and rewrite them as single sentences.

The fact that animals are kept in unnatural conditions is one of the biggest criticisms of zoos.

1 That the animals _____

2 Another criticism is _____

3 It is beyond doubt _____

4 That zoos _____

5 It is encouraging _____

3 Rewrite the sentences using *all*.

I just need a bit more money.
All I need is a bit more money.

1 I just need a bit of peace and quiet.
_____

2 I've only got £5 on me.
_____

3 You just need to say sorry.
_____

4 Tom just wants a good night's sleep.
_____

5 I just need a little more time.
_____

4 Rewrite the sentences with *what* to give more emphasis.

I intend to get really fit.
What I intend to do is get really fit.

1 Ice on the road probably caused the accident.
_____

2 Education is really important.
_____

3 I'd really like to travel round the world.
_____

4 Frank's laziness worries me.
_____

5 The ending of the film surprised me.
_____

6 I need to work faster.
_____

ARE ZOOS A GOOD THING OR A BAD THING?

The animals are kept in unnatural conditions. This is one of the biggest criticisms of zoos. The animals are not free to roam. However, this does not mean that they suffer. Zoos are only there to attract visitors and generate profit. This is another criticism.

Zoos also do a lot of good work. That is beyond doubt. Zoos have helped to save endangered wildlife from extinction. That is one of their greatest achievements. The number of people who visit zoos and learn about animal conservation is increasing. That is encouraging.

4E Word Skills

Prepositions

I can use nouns with the correct prepositions.

1 Choose the correct prepositions to complete the sentences.

1 My request **of** / **for** a new membership card was refused.
2 You can take the booklet home and read it **at** / **in** leisure.
3 We couldn't decide which hotel to stay at, so in the end we chose one **at** / **by** random.
4 We didn't go bowling last night because there was a change **of** / **to** plan at the last minute.
5 My cousin has a real talent **for** / **in** songwriting.
6 What was your mum's reaction **at** / **to** your decision?
7 I first discovered this website completely **at** / **by** chance.
8 Did you delete my contact details **at** / **by** mistake?
9 We arrived at the match just **in** / **on** time to see United score.

2 Complete the text about the RSPCA with the correct prepositions.

The RSPCA (Royal Society for the Prevention of Cruelty to Animals) was formed in 1824 by a group of men with an interest [1]_____ animal welfare. The main reason [2]_____ its creation was concern over the condition of working animals like horses, who were often [3]_____ distress. The society's attempts [4]_____ protecting these animals were successful and led to a new law being introduced in 1835.

The RSPCA has always opposed the hunting of animals [5]_____ fun, and with some success. [6]_____ instance, in 2004, fox hunting became illegal in the UK. Current campaigns include a demand [7]_____ a new law to prohibit keeping monkeys as pets.

An increase [8]_____ pet ownership means that domestic animals now account for a lot of the society's work. The society employs approximately 340 inspectors who, [9]_____ first glance, resemble police officers because of their uniforms. These inspectors investigate about 140,000 complaints a year [10]_____ average.

3 Complete the second sentence so that it means the same as the first. Use the noun form of the underlined verb and the correct preposition.

Kyle chose to leave school at sixteen.
Kyle left school at sixteen by choice.

1 Frogs prefer cool, damp ground.
Frogs have _____ cool, damp ground.
2 The coffee shop offers several different types of cake.
The coffee shop has several different types of cake _____ .
3 Everyone knows that my brother loves heavy metal.
Everyone knows about my brother's _____ heavy metal.
4 My dad knows an impressive amount about old cars.
My dad's _____ old cars is impressive.
5 They stopping searching for the missing teenagers when it got dark.
When it got dark, the _____ the missing teenagers was stopped.
6 It's a big responsibility, but I trust you.
It's a big responsibility, but I have _____ you.
7 When they found the horses, they needed food and water.
When they found the horses, they were _____ of food and water.
8 Nobody knows what caused the explosion.
Nobody knows what the _____ the explosion was.

VOCAB BOOST!
When you are learning new nouns, check in a dictionary to see which prepositions go before or after. Write example sentences to remind you of the prepositions.
They're doing research into animal behaviour.

4 Read the *Vocab boost!* box. Then write example sentences for the nouns and prepositions.

1 respect for _____
2 the trouble with _____
3 fear of _____
4 by accident _____
5 in advance _____
6 on request _____
7 reputation for _____
8 in charge _____

4F Reading

Half human, half beast

I can talk about creatures from Greek mythology.

Revision: Student's Book page 48

1 Write the name of at least one animal that makes these noises.

1 bark _____
2 buzz _____
3 chatter _____
4 hiss _____
5 miaow _____
6 roar _____
7 squawk _____
8 squeak _____
9 whistle _____

Reading Strategy

For multiple matching tasks, look quickly through the texts to get a general idea of what they are about. Then read the questions you have to match with them. Finally, read each text carefully and try to match the questions with them as you go.

2 Read the Reading Strategy. Then look quickly through the text and match the pictures with the mythical creatures.

3 Read the texts. Which mythical creature ...

1 was particularly dangerous for women? ___
2 lived near a city? ___
3 represented people's basic instincts? ___
4 killed itself? ___
5 lived deep under a palace? ___
6 ate people? ___
7 was killed by somebody from Athens? ___
8 was particularly dangerous for travellers? ___
9 had to be imprisoned? ___
10 was used by the gods to hurt people? ___
11 changes character and appearance from myth to myth? ___
12 had the head of a woman and the body of a bird? ___

MYTHICAL CREATURES

(A) THE SPHINX

In Greek mythology, the Sphinx was a monster with the head of a woman, the body of a lion and the wings of an eagle. According to the stories, it sat on a tall rock near Thebes and stopped travellers on their way to and from the city. It would then ask a riddle. If they answered incorrectly, they were killed by the Sphinx. One day, a young man called Oedipus managed to solve the riddle. On hearing the correct answer, the Sphinx threw itself from the rock and died.

(B) THE CENTAURS

According to Greek myths, centaurs were a tribe of creatures that had the head, chest and arms of a man, and the body, tail and legs of a horse. The Greeks believed that they were savage and cruel, and a particular danger to women, who they attacked and carried off. For the Greeks, centaurs symbolised our dark, primitive natural instincts, and the battles between humans and centaurs mirrored the struggle between civilisation and barbarism. However, one centaur, called Chiron, was a great teacher and became tutor to Achilles, Jason and other heroes of Greek mythology.

(C) THE MINOTAUR

In Greek mythology, the Minotaur had the body of a man and the head of a bull. Minos, King of Crete, ordered his architect, Daedalus, to construct a gigantic labyrinth under the royal palace to hold the Minotaur. Every year, King Minos sent seven boys and girls from Athens into the tunnels of the labyrinth to face the Minotaur, which ate only human flesh. They were never seen again. Then, one year, Theseus, son of the King of Athens, volunteered to go into the labyrinth. Theseus found the Minotaur and killed it.

(D) THE HARPIES

Harpies were first described by Homer in *The Odyssey* as beautiful fair-haired spirits, but in later myths they were ugly, noisy, foul-smelling birds. They had sharp claws and wings, and the faces of ugly old women. When they were born, they were so hideous that their parents hid them away. However, the Greek gods used them to punish people. For example. they put King Phineas on an island with the harpies. Every time he was about to eat, the harpies arrived and stole the food from his hands. Phineas was eventually rescued by Jason and the Argonauts.

4G Speaking

Topic presentation

I can give a presentation on a set topic with confidence.

Speaking Strategy
One effective way to start a presentation is to make a contrast between the past and present: *Fifty years ago, ... However, these days ...* . You can use a variety of different phrases to make this contrast.

1 Read the Speaking Strategy. Then write the words in the correct order to make phrases for contrasting past and present.

1 days / but / these _____
2 decades / a / ago / few _____
3 grandparents' / my / era / in _____
4 modern / however, / times / in _____
5 century / a / ago _____
6 nowadays / but _____
7 on / the / today, / hand / other _____
8 our / throughout / history _____
9 those / in / days _____
10 times / ancient / in _____

2 Which phrases (1–10) in exercise 1 refer to the past?

☐, ☐, ☐, ☐, ☐, ☐

Many people develop a love of animals from visiting zoos as a child. But is it wrong to keep animals in zoos, in your opinion?

3 1.18 **Read the task above. Then listen to the presentation. Does the speaker believe it is wrong to keep animals in zoos?**

4 1.18 **Listen again and complete the phrases the speaker uses.**

Introduction
1 Zoos have been a popular form of entertainment for a very _____ ...
2 it is only in _____ years that ...

Main part
3 My _____ is that ...
4 Some people _____ that ...
5 They also _____ that ...
6 There may once have been some _____ in this _____ ...
7 Nowadays, it is _____ to say that ...

Conclusion
8 So, _____, I disagree that ...
9 While it is _____ that in an _____ world ...
10 I _____ believe that ...

Should we allow scientists to experiment on living animals in order to further scientific knowledge and to find cures for human diseases?

5 Look at the exam question above. Make notes for a brief introduction that makes a contrast between past and present. Use phrases from exercises 1 and 4 to help you.

_____
_____
_____
_____

6 Now make notes for the main part of your presentation. Use phrases from exercise 4 and the ideas below to help you, or use your own ideas.

Why we should allow experiments:
- find cures for human diseases
- test drugs on animals before giving to humans
- regulations – animals in laboratories don't suffer unnecessarily

Why we shouldn't allow experiments:
- no right to inflict suffering on animals
- other ways of testing drugs (e.g. computer simulations)
- animals – same rights as humans

_____
_____
_____
_____
_____
_____
_____
_____
_____

7 Make notes for your conclusion. Sum up your opinions using phrases from exercise 4 to help you.

_____
_____
_____
_____

8 Now do the task using your notes from exercises 5–7.

4H Writing

A descriptive essay

I can write a detailed descriptive essay.

Preparation

Write a description of a national park in which you a) describe the natural features of the landscape, b) explain how the park is protected, c) say where the park is located and d) mention the wildlife you can see there.

1 Read the task above. Then complete the text with the words below. Use a dictionary to help you.

appearance comprises covers course designated endangered explore located protected size spectacular varieties variety

THE EVERGLADES National Park

1 The Everglades National park is [1]_____ on the southern tip of Florida, USA, and [2]_____ a vast wetland quite unlike any other in the world. It has been [3]_____ a World Heritage Site.

2 The Everglades is basically a huge area of shallow, slow-moving water that [4]_____ an enormous area – over 6,000 km². Visitors can therefore easily [5]_____ the Everglades by boat, kayak or canoe, but it is easy to get lost or ground the boat in shallow water, so great care needs to be taken. There is a huge [6]_____ of plants, including the famous mangrove trees that grow out of the water and many [7]_____ of rare orchid.

3 The area boasts many rare and [8]_____ species, such as the American crocodile, Florida panther and West Indian manatee. The Everglades are most famous for alligators, which, despite their fearsome [9]_____, are normally wary of people. It is also possible to see [10]_____ flocks of water birds feeding in the shallows and on mudflats.

4 The Everglades used to cover an area twice the [11]_____ of the present national park, but in the [12]_____ of the twentieth century, much of the original land was drained and given over to agriculture. In 1934, the area was designated a national park and is now [13]_____ from further development.

Writing Strategy
When you write a description, make sure you cover all of the points mentioned in the task. It is often a good idea to deal with each point in a separate paragraph.

2 Read the Writing Strategy. Which of the points (a–d) in the task does the text cover in each paragraph?

Paragraph 1: point ___
Paragraph 2: point ___
Paragraph 3: point ___
Paragraph 4: point ___

Writing Guide

3 You are going to do the task in exercise 1. Make notes about a national park in your country. Use the questions below to help you.

1 What is the name of the national park?

2 Where is it? (centre, north, etc.)

3 What is the landscape like? What are the main geographical features? (mountains, forests, lakes, rivers, etc.)

4 What animals can you find there? (mammals, birds, etc.)

5 What rules are there to protect the park?

4 Organise your notes from exercise 3 into paragraphs. You can follow the paragraph plan from exercise 2.

Paragraph 1 (introduction)

Paragraph 2

Paragraph 3

Paragraph 4

5 In your notebook, write a description following your plan from exercise 4.

CHECK YOUR WORK

Have you ...

- ☐ followed the paragraph plan?
- ☐ covered all of the points in the task?
- ☐ checked the spelling and grammar?

Review Unit 4

www.majazionline.ir

Vocabulary

1 Complete the sentences with the animal parts below.

beak claws fangs fin hooves knuckles shell whiskers

1 I didn't know that ostriches ate snakes, but that ostrich has one in its _____ !
2 That horse has walked across some glass and now it's stuck in its _____ .
3 His moustache looks like a cat's _____ !
4 Gorillas use the _____ on their hands to walk.
5 The lion dug its _____ into the dead deer.
6 Armadillos use their hard outer _____ for defence.
7 A surfer saw a shark's _____ in the sea and shouted for help.
8 I don't like my two front teeth – I think they look like _____ .

Mark: ___ / 8

2 Match the definitions with the animal parts below.

antennae antlers gills mane tentacles

1 Long, thin feelers on the heads of insects: _____
2 Fish use these to extract oxygen from water: _____
3 The long hair on a horse's neck: _____
4 Used by some sea animals for moving and feeling: _____
5 Horns made of bone that look like branches of a tree: _____

Mark: ___ / 5

3 Circle the correct words to complete the idioms in the sentences.

1 Trust me! I heard it straight from the **horse's** / **cat's** / **camel's** mouth.
2 If you keep crying **lion** / **wolf** / **shark**, nobody will believe you when something really serious happens.
3 Florida was amazing; we had a **whale** / **giraffe** / **rhino** of a time.
4 I'm in the **pighouse** / **bearhouse** / **doghouse**. Tania's furious that I forgot her birthday.
5 Ed let the **fish** / **cat** / **worm** out of the bag and told Lola about the surprise party.
6 She decided to escape the **leopard** / **rat** / **horse** race and start her own business.
7 You look like a **dolphin** / **shark** / **fish** out of water wearing those smart clothes here!
8 That blog post about bullying opened a can of **worms** / **birds** / **flies** and caused a lot of arguments.

Mark: ___ / 8

4 Rewrite the phrases using the words in brackets.

1 Around thirty years ago, ... (a few)
_____
2 It's different nowadays, though. (current)
The _____ is different, though.
3 One hundred years ago, ... (ago)
_____
4 In contrast, today ... (hand)
Today, _____
5 However, in modern times, ... (days)
_____
6 Thousands of years ago, ... (times)
_____

Mark: ___ / 6

Word Skills

5 Complete the sentences with a preposition from A and a noun from B.

A at (×2) by for in (×2) on
B accident advance a change offer pain random risk

1 You can't buy tickets at the door; you have to get them _____ .
2 I'm bored with beach holidays. I'd like to go to the mountains _____ .
3 These jeans are _____ on their website.
4 He's _____ and can't walk without help after the accident.
5 If you don't get vaccinated, you'll be _____ of malaria in some countries.
6 She hit him with her tennis racket _____ .
7 Doctors chose patients for the experiment _____.

Mark: ___ / 7

6 Complete the sentences with the correct prepositions.

1 I'm doing some research _____ how dolphins communicate.
2 What's the matter _____ him?
3 My science teacher has an incredible knowledge _____ birds.
4 My friends have no interest _____ politics.
5 My mum says she's addicted _____ chocolate!
6 Poppy has an amazing talent _____ music.

Mark: ___ / 6

4 Review Unit 4

Grammar

7 Match the sentence halves.

1 She couldn't say much
2 I finally managed
3 Yes, I can
4 Tim's been able to
5 He can't
6 They succeeded in

a to speak to the shop manager.
b play the piano since he was four.
c come tomorrow.
d winning six gold medals.
e when she was a toddler.
f speak any Arabic.

Mark: ___ / 6

8 Rewrite the sentences using the words in brackets so that they have a similar meaning.

1 He asked Jane to marry him and I'm shocked. (that)
_____

2 He gave me everything that he had. (all)
_____

3 Rhinos are nearly extinct. This is terrible. (fact)
_____

4 He can't swim and that's the real problem. (main)
_____

5 He only needs some support from the teachers. (all)
_____

6 You should practise every night. (what)
_____

7 She just wants some help. (all)
_____

8 You finished the marathon. It's surprising. (that)
_____

9 He really loves pizza. (what)
_____

Mark: ___ / 9

Use of English

9 Complete the text with a suitable word in each gap.

In the summer of 2016, an American girl went [1]_____ a hunting safari with her father to South Africa. She then posted photos of herself with a dead zebra and a dead giraffe on her Facebook page. The fact [2]_____ they had killed animals [3]_____ risk of extinction was extremely shocking. However, [4]_____ was more shocking was that she was only twelve years old. The following morning, she had more than 24,000 comments on her Facebook page, written by people who were angry that these beautiful animals had been killed just [5]_____ fun. There has been a big increase [6]_____ the number of hunters posting photos on social media and there is always an angry reaction. A 19-year-old Texan woman posted photos of her African hunting trip as well. This led [7]_____ more than 40,000 people signing an online petition demanding [8]_____ her posts to be removed. The petition also called [9]_____ a change to hunting laws to protect animals [10]_____ danger of extinction.

Mark: ___ / 10

Total: ___ / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.
★★ = I sometimes find this difficult.
★★★ = No problem!

	★	★★	★★★
I can describe animals.			
I can describe ability in the past, present and future.			
I can use key words and other clues to deduce feelings.			
I can recognise and use nominal clauses in written and spoken English.			
I can use nouns with the correct prepositions.			
I can understand a text about mythical creatures.			
I can give a presentation on a set topic with confidence.			
I can write a detailed descriptive essay.			

2 Exam Skills Trainer 2

Reading

Exam Strategy
Questions in reading tasks often ask you to think about different things. Carefully read the questions and the options, and decide if the question is asking about the gist (what the text is generally about), specific information (details from the text) or the intentions of the writer (what he / she wants to say).

1 Read the Strategy above and look at questions 1–3 in the task below. Which of the questions asks about gist, which asks about specific information and which asks about the intentions of the writer?

2 Read the texts, where three people give their opinion on family issues. Choose the correct answers.

Three People, Three Views

'Many young people prefer to live with their parents into their 30s and put off buying a house, marrying or having children until their late 30s or early 40s. In 1970, the average age for a man to get married was 24 and for a woman it was 22. Nowadays, the average age for marriage is 32 for men and 30 for women, and many young people decide not to get married at all. Why are all these changes taking place? Some say it is because of the economy, as it is harder than ever to buy a house. Others claim that education and establishing a career has become more important these days. But could the real reason be that, although young people appear convinced this delay gives them freedom, they are in fact scared to settle down and make commitments?'

John Tracer

1 John believes that today's young people
- **a** should get more financial support.
- **b** are well educated.
- **c** don't need to make commitments.
- **d** fear responsibility.

'In today's material world, where the more important aspects of life often lose out to a love of possessions, it is crucial that parents instil into their children real values, like the importance of family, how to look after one another and care about others. Living in a loving family which provides a safe, stable environment for children sets a good example and helps children understand why these values are important. This way, they are more likely to appreciate their family and pass on family values to the next generation.'

Mary Forbes

2 According to the text, real values are in
- **a** some of our possessions.
- **b** having children.
- **c** our family.
- **d** feeling protected.

'Although most young people do need their parents' help, support and advice, it is not always easy to talk to parents. Even when teenagers get on with their parents, they tend to talk more to their friends. There are times when teenagers need to break bad news to a parent, like when they are in trouble or have failed an exam, or to express their feelings such as happiness, worry or stress. Maybe they really want to talk to their parents about their new boyfriend or girlfriend. They want their parents simply to listen, without offering advice, criticising or making them feel uncomfortable.
What helps young people build a bond with their parents is frequently talking about everyday things. This creates a good relationship and makes talking about serious things much easier.'

Alice Wilkinson

3 Alice claims that teenagers should
- **a** become more independent.
- **b** build communication with their parents.
- **c** trust their parents.
- **d** ask adults for help.

Listening

Exam Strategy
When you are completing sentences in a listening exercise, read the gapped sentences carefully before you listen and predict the missing words, or type of words.

3 Look at questions 1–8 in exercise 4. Write down in 1–8 below possible words or phrases that could fit into the gaps. If you can't predict a word, decide what type of word is missing.

1 _____ 5 _____
2 _____ 6 _____
3 _____ 7 _____
4 _____ 8 _____

4 1.19 **You will hear part of a radio programme about life in a monastery in Thailand. Read sentences 1–8 and complete them with one or two words according to the information you hear.**

1 The first animal was brought to the monastery by the _____ .
2 In the winter of 1999, the first _____ arrived in the monastery.
3 Before it appeared there, its owner wanted to have it _____ .
4 In July 1999, this animal _____ .
5 One animal can be worth up to _____ .
6 When they started looking after the animals, the monks had had no _____ in how to treat them.
7 The monastery has turned into _____ .
8 The monks are constructing _____ for some of the animals.

2 Exam Skills Trainer 2

Use of English

Exam Strategy
When you are completing a word formation Use of English exercise, once you have completed all the gaps, read the text again to check if the words you have filled in sound correct and make grammatical sense. Some words may be grammatically correct, but do not make sense in context. For example, in the sentence '*It was a terribly* _____ *(pain) experience*' it would be grammatically correct to say '*painless*', but only the word '*painful*' makes sense in this context.

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

The Brosno Dragon

The Brosno Dragon is a lake monster that people believe inhabits Lake Brosno in western Russia. The legend, [1]_____ (DATE) back to the 13th century, describes the monster as a dragon, which is why it is also referred to as the Brosno Dragon. Although many people living in villages around the lake today believe in the [2]_____ (EXIST) of the dragon, those who are [3]_____ (SCEPTIC) say that the sightings of the dragon are merely those of large animals. Wild boars and elks [4]_____ (OCCASION) cross the lake, and catching a glimpse of a boar's long tusks or an elk's antlers may lead some to believe that they are seeing a dragon. [5]_____ (SCIENCE) have a different explanation. They claim that there is a volcano buried in the bed of Lake Brosno and that its [6]_____ (ERUPT) force water and gases such as hydrogen sulphide to rise up to the surface. The bubbles [7]_____ (FORM) by these gases create structures above the water's surface that some might compare to a dragon's head. Another explanation could be linked to the fact that lakes in hot weather can create a [8]_____ (HARM) mist or fog, which could look like a dragon to people who have a good [9]_____ (IMAGE). [10]_____ (INTEREST), no one has ever managed to take a photograph of the Brosno Dragon. Perhaps it will just remain a mystery in the same way as the Loch Ness Monster.

Speaking

Exam Strategy
When you are giving a presentation on a topic, order your ideas and use examples to support your opinions and strengthen your arguments. These can be either known facts or examples from your personal experience.

6 Read the Strategy above. Then look at the two spoken extracts below. Which one is better and why?

Student A:
I think people treated animals much worse in the past than they do nowadays. I think more people today have pets, while in the past animals were mostly kept outdoors. In my opinion, people should treat animals well.

Student B:
Throughout history, animals have played a functional role in our lives, but I don't think they had as much respect as they do now. For example, in recent years a number of animal rights laws have been passed and many people now keep pets at home and look after them well.

7 Describe the photos above. Then read the question below and decide what your opinions are. Make notes first, then give your presentation on the topic.

The way we treat animals has changed over centuries. In your opinion, are animals treated better today than in the past?

Writing

Exam Strategy
When you are writing a description, you need to cover all the points mentioned in the task. Organise your writing in paragraphs, where each paragraph covers one point from the task.

8 Read the Strategy above and the task in exercise 7. Write a paragraph plan including an introduction.

9 Write a description of an animal species that helps humans. Describe the animal's appearance, behaviour, explain how it helps us and how our relationship with this animal may change in the future.

5 In the news

Vocabulary

A Headlines

I can understand the language of newspaper headlines.

www.majazionline.ir

1 **Look at the photo. Choose the best headline for this news story.**

a Pre-Christmas sales boost retail profits
b Blaze at shop sparks police probe
c Shop chief to quit as job losses loom

2 **Complete the headline words (1–19) using *a, e, i, o* and *u*. Then match them with the definitions (a–s).**

Nouns

1 c __ sh	**a** an attempt
2 pl __ nt	**b** a fire
3 b __ d	**c** bad news
4 ch __ __ f	**d** money
5 bl __ z __	**e** a manager / head
6 pr __ b __	**f** an agreement
7 bl __ w	**g** money to persuade someone to help you
8 d __ __ l	**h** an action towards a goal
9 br __ b __	**i** a factory
10 m __ v __	**j** investigation

Verbs

11 h __ nt	**k** to make illegal
12 __ __ st	**l** to look for
13 b __ n	**m** (of something bad) to be about to happen or start
14 sl __ sh	**n** to cause to increase
15 b __ __ st	**o** to force someone to resign
16 qu __ t	**p** to promise
17 l __ __ m	**q** to resign
18 sp __ rk	**r** to cut
19 pl __ dg __	**s** to cause or set off

3 **Write out the abbreviations and acronyms in full.**

MEP *Member of the European Parliament*

1 EU _____	**6** FIFA _____
2 UN _____	**7** UNICEF _____
3 PIN _____	**8** WHO _____
4 PM _____	**9** VIP _____
5 FAQs _____	

4 **Complete the headlines with words from exercise 2.**

1 PM _____s to boost education spending

2 Agreement deadline _____s in CO_2 talks

3 Workers die in factory _____

4 Workers and bosses agree _____ to end strike

5 TV CHIEF TO _____ AFTER CORRUPTION SCANDAL

6 Price rises _____ riots

5 **Complete these explanations of the headlines in exercise 4. Use the words below.**

an agreement a fire caused died getting close head
increase managers promised reaching resign

1 The Prime Minister has _____ to _____ spending on education.
2 The deadline for _____ an agreement in the CO_2 talks is _____.
3 Some workers have _____ in _____ at a factory.
4 Workers and _____ have reached _____ to end the strike.
5 The _____ of a TV station is going to _____ following a corruption scandal.
6 The increase in prices has _____ riots.

6 1.20 **Listen and match the news reports with the headlines in exercise 4. There are two extra headlines.**

Report A: headline __
Report B: headline __
Report C: headline __
Report D: headline __

7 **Find some interesting headlines on British newspaper websites. Write them here along with explanations.**

1 _____
_____
_____

2 _____
_____
_____

3 _____
_____
_____

5B Grammar

Reported speech: statements and questions

I can report what people have said and asked.

1 Change the direct speech to reported speech.

1 'I hate reading newspapers.'
Toby says _____.

2 'I'd like to listen to the news on the radio.'
Sue said _____.

3 'You haven't been listening to me.'
Sam complained _____.

4 'I'll be working at home tomorrow.'
My dad said _____.

5 'You shouldn't be so sensitive.'
Chris says _____.

6 'I hadn't expected Tom to arrive so soon.'
Jeff explained _____.

2 Read the dialogue and complete Mandy's report of the conversation.

Mandy What are you doing?
Kevin I'm writing a letter to the newspaper.
Mandy What's the letter about?
Kevin It's about crime rates in our town. There should be more police!
Mandy You should mention that recent bank robbery.
Kevin I will, if I can find the name of the bank.
Mandy Have you looked online?
Kevin I can't. Somebody has stolen my laptop!

I asked Kevin what [1] _____.
He explained that [2] _____.
I asked [3] _____, and Kevin replied [4] _____. He said that [5] _____.
I said [6] _____ and Kevin said [7] _____ if
[8] _____. I asked
[9] _____. He said
[10] _____
because [11] _____ !

3 Imagine you are a journalist preparing an article about a bank robbery. Report the questions you asked one of the members of staff.

1 How long have you worked at the bank?
I asked him _____

2 What is your job title?
I asked him _____

3 Did you see the robbery?
I asked him _____

4 How much money did the robbers steal?
I asked him _____

5 Was it a frightening experience?
I asked him _____

6 Is it the first robbery at the bank?
I asked him _____

4 Match the questions in exercise 3 with the answers below (a–f).

a I'm not sure, but probably £20,000 or more. ☐
b I'm the assistant manager. ☐
c Yes, I did. I was serving a customer. ☐
d No. It happened four years ago too. ☐
e For six years. ☐
f Yes, it was, but everybody stayed calm. ☐

5 Now complete the article with the information from exercises 3 and 4.

Yesterday, there was a robbery at the ABC Bank on the High Street. I spoke to Sam Wilson, the assistant manager, who told me that he [1] _____ at the time of the robbery. He wasn't sure exactly [2] _____ but estimated that [3] _____ or more. He said that [4] _____ experience, but he insisted that everyone [5] _____.
Mr Wilson informed me that another robbery [6] _____ at the same bank.

5C Listening

Bad news!

I can understand people talking about news.

1 Read the text. Choose the correct sentence (A–F) to complete gaps 1–5. There are two extra sentences.

A They were told that it didn't matter which they chose.
B However, bad news stories are far more interesting.
C Researchers at McGill university carried out experiments to find out.
D This makes bad news stories both more surprising and more important.
E Is it because journalists are only interested in bad news?
F They preferred these to neutral or positive stories.
G The experiment was a failure.

NO NEWS IS GOOD NEWS

Have you noticed when you watch the news on TV how the only things reported are disasters or other depressing stories? [1]___ Some people complain that there aren't more 'good news' stories, but could it be that the vast majority of viewers actually prefer bad news? [2]___ The participants in the experiment were asked to read some news stories from a large selection. [3]___ What the researchers found was that the participants favoured stories with a negative tone – stories of political corruption, scandal and problems. [4]___ The researchers concluded not that we take pleasure in hearing about others' misfortunes but that we pay attention to bad news because we think the world is better than it actually is. [5]___

2 1.21 **Listen to four teenagers giving their opinion on the question 'How important is it to take an interest in the news?' Match sentences A–F with speakers 1–4. There are two extra sentences.**

This person

A has an interest in one particular type of news story. ☐
B has a news app, but doesn't use it. ☐
C is too busy to keep up with the news. ☐
D gets the news from YouTube. ☐
E believes technology makes it easy to keep up with the news. ☐
F relies on other people to find out what's going on in the world. ☐

Listening Strategy

In some tasks, you may need to distinguish between a fact (something that is supported by evidence) and an opinion (something based on feelings or beliefs). Opinions often include words and phrases connected with thoughts and beliefs, such as *I think* ...

3 Read the Listening Strategy then complete the phrases with the words below. Are they used to discuss facts or give opinions?

can fact guarantee seems think undeniable view

1 in my _____ ...
2 I _____ that ...
3 I can _____ that ...
4 As far as I _____ see, ...
5 It's _____ that ...
6 That's a _____, for sure.

4 1.21 **Listen again. For each statement below, decide**
1 who says it. Write the number of the speaker: 1, 2, 3 or 4.
2 whether it is presented by the speaker as a fact or an opinion. Write F or O.

a There is no good reason for not keeping up with the news. ☐☐
b The news gives us vital information before elections. ☐☐
c The news generally isn't interesting and is too serious. ☐☐
d News gives us an insight into other countries and cultures. ☐☐
e Everybody will find something to interest them in the news. ☐☐

5 Complete the sentence in your own words.

It is / isn't important to take an interest in the news because

_____
_____
_____
_____.

5D Grammar

Reporting verbs

I can report what people have said in a variety of ways.

1 Change the sentences into reported speech. Use the reporting verbs in the box and a *that* clause.

admit announce boast ~~complain~~ explain insist promise

'It's not fair!'
He complained that it wasn't fair.

1 'It was my fault.'
I _____.
2 'I won't stay out late tonight.'
She _____.
3 'I went to bed early because I was feeling tired.'
I _____.
4 'I'm going to take early retirement.'
He _____.
5 'I am top of the class in maths!'
She _____
6 'No, I won't lend you my phone!'
She _____

2 Write the words in the correct order. Then match three of the sentences with the pictures. Write the numbers in the speech bubbles.

1 you / to / the / I / near / not / sit / edge / warned
_____
2 I / me / another / that / tell / insisted / should / she / joke
_____
3 I / now / this / T-shirt / against / understand / why / advised / you / me / wearing
_____
_____
4 I / messy / being / can't / you / of / accuse / well
_____
5 admit / she / your / doesn't / him / number / giving / to
_____

a

b

3 Complete the sentences with a preposition if necessary and the infinitive or *-ing* form of the verbs below.

get give help pay revise steal swim use

1 The police accused him _____ Toby's mobile.
2 Tania offered _____ me a lift to the station.
3 I congratulated Daniel _____ a new job.
4 Fred agreed _____ me with the housework.
5 Harry's dad encouraged him _____ well before the exam.
6 My dad forbade me _____ his computer.
7 The lifeguard warned us not _____ from that particular beach.
8 Joanna insisted _____ for the meal, even though she was short of money.

4 Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.

'You must come home before midnight,' said Mr Jones to his son. (insisted)
Mr Jones insisted that his son should come home before midnight.

1 'I'm not going to buy you a new DVD player,' said Kate. (refused)
Kate _____ her a new DVD player.
2 'I think you should apply for a place at university,' my dad said to me. (encouraged)
My dad _____ for a place at university.
3 'Why don't we go out for a meal?' said Fred. (suggested)
Fred _____ for a meal.
4 'I'm really sorry I broke the vase,' said Millie. (apologised)
Millie _____ the vase.
5 'Eat fruit every day,' Dr Jones said to her. (recommended)
Dr Jones _____ fruit every day.
6 'Well done for passing your driving test,' said my dad to me. (congratulate)
My dad _____ my driving test.
7 'I didn't break the window,' said Jonty. (denied)
Jonty _____ the window.
8 'I'll look after your cat while you're away,' said Mandy. (offered)
Mandy _____ my cat while I was away.

c

5E Word Skills

Prefixes

I can understand and use a variety of prefixes.

1 Match the prefixes below with the meanings.

anti auto co ex micro mis multi over re semi sub super under

before *pre*

1 again _____
2 of or by oneself _____
3 many _____
4 very small _____
5 against _____
6 not enough _____
7 badly or wrongly _____
8 under _____
9 former _____
10 too much _____
11 extremely / over _____
12 half _____
13 together with _____

2 Rewrite the sentences, replacing the underlined words with a word or phrase that includes one of the prefixes below.

anti auto co ex mis (x2) over re ~~semi~~ under (x2)

Please arrange the desks in a half-circle.
Please arrange the desks in a semicircle.

1 I failed to understand what you said.
_____

2 Last weekend, we took part in a demonstration against the war.
_____
_____

3 He used to be a policeman.
_____

4 You shouldn't eat too much.
_____

5 This meat hasn't been cooked enough.
_____

6 I bumped into an old friend at the conference and she was wearing the same dress as me! It was such a strange surprise!
_____
_____

7 The health service isn't funded well enough.
_____

8 If you didn't understand the first time, read it again.
_____

9 The children are behaving badly.
_____

10 He wrote his own biography.
_____

3 Add negative prefixes to these words. Use *un*, *in*, *im*, *il*, *ir*, *dis* and *non*.

1 __do
2 __-refundable
3 __patient
4 __obey
5 __accurate
6 __possible
7 __resistible
8 __legible
9 __-alcoholic
10 __wisely
11 __legal
12 __regular

4 Complete the sentences with words from exercise 3. Use the correct tenses.

1 _____ your shoelaces before taking off your shoes.
2 Your chocolate cake is absolutely _____ . I just have to try some.
3 If I _____ my parents, they'll stop me going out.
4 Wait for me! Don't be so _____ !
5 We are only serving _____ drinks at the party.
6 It's _____ to drive faster than 70 mph on motorways in Britain.

5 Complete the words in the text with the prefixes below.

in micro over re super un (x2) under

GIANT SPIDER

Reports on the internet of [1] _____naturally large animals are usually [2] _____accurate or simply [3] _____true, and this was the case with a photo of a spider that photographer, Paul Santa Maria, uploaded to his Facebook page in 2011.

Spiders range in size from the [4] _____scopic (0.3 mm across) to about the size of a human hand. None, however, are as big as the [5] _____sized spider in Paul's photo. So, how did he do it? He took a photo of a small wolf spider, then used Photoshop to [6] _____impose it onto a picture of his house, with the caption 'Sure you want to move to Florida?' Within hours, the image had been [7] _____ posted on thousands of Facebook pages and other websites.

VOCAB BOOST!
When you record a new verb, adjective or noun, make a note of antonyms that are formed by adding a negative prefix.

6 Read the *Vocab boost!* box. Then write the antonym of words 1–6 by adding the correct negative prefix. Use a dictionary to help you.

1 _____ belief
2 _____ decisive
3 _____ wrap (v)
4 _____ negotiable
5 _____ approve
6 _____ logical

5F Reading

Photojournalism

I can understand an article about a photojournalist.

Revision: Student's Book pages 58–59

1 Complete the collocations with the nouns below.

breaking point a complaint a law a misery press privacy a reaction

1 reach _____
2 provoke _____
3 make someone's life _____
4 have _____ against
5 breach _____
6 invite _____ attention
7 invade someone's _____

2 Read the text. Choose the correct answers to complete the sentences.

1 The main aim of a photojournalist is to **make money / report current affairs**.
2 Margaret Bourke-White was a **paparazzi photographer / photojournalist**.
3 Bourke-White was more interested in photographing **rich people / poor people**.

Reading Strategy
In true / false tasks, underline the part of the text where you find evidence for the answer. This will make it much easier to check all your answers once you have completed the task.

Pictures

that tell a story

Press photographers are often criticised for the way they chase after celebrities. They have a reputation for being ruthless and insensitive. However, not all press photographers can be labelled paparazzi. Some photographers use their skill to show the truth about current events and to bring important issues to the attention of the public.

These photographers are called photojournalists, because their pictures tell a story. They may be just as ruthless as the paparazzi in their attempts to get the right shot, but their aim is not primarily to make money – it is to make sense of the world.

Margaret Bourke-White was born in 1904 in The Bronx in New York. Her father, Joseph, who originally came from Poland, was an engineer. Unusually for that time, he believed that girls and boys should receive an equal education, and ensured that his daughter Margaret continued her education through school and university. He was also a keen amateur photographer and Margaret inherited his love of cameras.

3 Read the Reading Strategy. Then read the text and decide if the sentences below are true (T) or false (F). Underline the part of the text where you find evidence for your decision.

1 Photojournalists are no less ruthless than paparazzi. ___
2 Margaret Bourke-White's father was born in The Bronx in New York. ___
3 When Margaret was growing up, it was not common for women to study at university. ___
4 When Margaret was an industrial photographer, she was surrounded by men who refused to accept that a woman could do her job. ___
5 During the 1930s, her most famous photographs showed people enjoying the 'American dream'. ___
6 Margaret spent a lot of time in dangerous situations during her career. ___

4 Check your answers against the parts of the text that you underlined.

In the 1920s, Margaret became the first woman to be employed as a photojournalist. She photographed steel factories, bridges, dams and skyscrapers. It was a man's world, but Margaret earned respect wherever she went because of her intelligence, her personality and, above all, the quality of her pictures.

In the 1930s, she documented the suffering of poor people during the Great Depression and published them in a book called *You Have Seen Their Faces*. One of her most famous pictures from that decade shows a line of poor black Americans queuing for food in front of a poster advertising the American way of life. The message is clear: 'Look at the difference between the dream and the reality!'

Her career as a photojournalist brought excitement and danger. She took photos of fighting in World War II, she was in Moscow during bombing raids, and she was rescued from a river after her helicopter crashed!

Margaret Bourke-White was a skilful photographer and somehow always managed to be in the right place at the right time.

5G Speaking

Talking about statistics

I can interpret graphs and tables, and describe trends.

Speaking Strategy
Make sure you know how numbers, fractions, percentages and decimals are pronounced so that you can understand and use them fluently in conversations.

1 1.22 **Read the Speaking Strategy. Then listen and write down the decimals, fractions and percentages that you hear.**

1 _____ 3 _____ 5 _____ 7 _____ 9 _____
2 _____ 4 _____ 6 _____ 8 _____ 10 _____

2 Match the fractions (1–6) with their equivalents (a–f).

1 half	**a** 25%
2 a quarter	**b** one in three
3 nine tenths	**c** 20%
4 a fifth	**d** 0.5
5 three quarters	**e** nine out of ten
6 a third	**f** 0.75

3 Write these numbers and fractions as words.

$^1/_4$ = *a quarter*
1 $^4/_5$ = _____
2 $^1/_{10}$ = _____
3 $^2/_3$ = _____
4 $1\,^3/_4$ = _____
5 $2\,^1/_2$ = _____

4 Complete the sentences about the statistics in the table. Use the phrases below.

fewer people just over half no change in one per cent
rose by rose only slightly

How did people travel to work?		
	2001	2011
Car	62.5%	57.5%
Bus	7.3%	7.3%
Train	7.1%	9.1%
Bicycle	2.8%	2.9%
On foot	10%	11%

1 In 2011, 5% _____ travelled to work by car than in 2001.
2 Between 2001 and 2011, the number of people travelling to work by bicycle _____ .
3 The number of people walking to work rose by _____ .
4 There was _____ the number of people travelling to work by bus.
5 The number of people travelling by train _____ 2%.
6 _____ of all people travelled to work by car in 2011.

5 Look at the sales charts. Which chart shows sales ...

1 fluctuating? ☐
2 staying the same? ☐
3 rising steadily? ☐
4 falling sharply? ☐
5 rising sharply? ☐
6 falling steadily? ☐

6 1.23 **Listen to the manager of a language school talking about the number of students attending classes from April to September. Draw a graph that matches the statistics.**

7 Look at the graph below showing the number of students attending classes from October to March. Write the months where these things happened.

1 Numbers fell steadily between _____ and _____ .
2 Numbers fluctuated during _____ .
3 Numbers stayed the same during _____ .
4 Numbers rose sharply in _____ .
5 Numbers fell sharply in _____ .

8 Now present the information in the graph in exercise 7 using the information you completed.

5H Writing

A review

I can write a review of a TV series.

Preparation

1 Complete the review with the words and phrases below.

character comedian favourite furthermore little memorable originally personalities reason recommend revolves set short sitcom

My favourite TV show of all time is *Friends*

It's an American [1]_____ about a group of friends who live in New York. It was [2]_____ broadcast between 1994 and 2004, but it is still often shown on TV.

The story is mainly [3]_____ in the coffee shop below the apartment block where most of the characters live, and it [4]_____ around the frequently complicated lives of the six friends. There are three guys and three girls, all with clearly defined [5]_____ . In the early series of the show, Monica and Rachel share an apartment. Monica is the bossy, organised one, while Rachel is fashion-conscious and a [6]_____ spoiled. Phoebe is a bit of a hippy and rather strange. Across the hall from the girls' apartment is where Joey and Chandler live. Joey gets all the girls, and Chandler gets none! Chandler is the group's [7]_____ , although everyone is really funny. The final [8]_____ is Ross, Monica's brother, who is a professor of palaeontology.

The [9]_____ I like *Friends* so much is that it always makes me laugh. The script is really clever, the storylines are great and every episode is packed with hilarious jokes. [10]_____, the cast is really strong, although I think my absolute [11]_____ character has to be the weird and wonderful Phoebe. However, they are all [12]_____ and they interact really well together.

In [13]_____ , it's a clever sitcom that hasn't dated at all. I can watch the episodes again and again and still find them funny. I would [14]_____ *Friends* to anyone who needs cheering up.

2 Find the words below in the review and match them with the definitions (1–8).

be broadcast cast date (v) episode of all time packed with script storyline

1 all the actors in a film, play, etc. _____
2 a single TV show that is part of a series _____
3 to become old-fashioned and out of date _____
4 ever _____
5 full of _____
6 the written text of a TV programme or play _____
7 be shown on TV _____
8 plot _____

Writing Guide

Writing Strategy
Divide your review into paragraphs, each with its own topic.

Write a review of a TV sitcom or drama series that you really like.

3 Read the task above. Then complete the paragraph plan with the words and phrases below. Write notes for your review under each paragraph.

background information like about it opinion story

Paragraph 1 Name and type of programme, _____

Paragraph 2 The _____ and the characters

Paragraph 3 What you _____

Paragraph 4 Overall _____ and recommendation

4 Write your review.

CHECK YOUR WORK

Have you ...

- ☐ followed the paragraph plan?
- ☐ used the present simple to talk about the characters and the story?
- ☐ checked the spelling and grammar?

5 Review Unit 5

Vocabulary

1 Read the newspaper headlines and circle the correct definition of the underlined words.

1 New Japanese plant for Wales **agreement / factory**
2 Blow to plans for new school **money / bad news**
3 Dog dies in blaze **fire / hunt**
4 Top teacher quits **resigns / wins award**
5 Government pledges free school meals **stops / promises**
6 Number of hospital beds slashed **increased / cut**
7 Probe into basketball results **investigation / celebration**
8 Football chief in restaurant fight **manager / cook**
9 Train ban for mobile phones **made illegal / given away free**
10 More cash for local libraries **books / money**

Mark: ___ / 10

2 Match the abbreviations (1–6) with the categories (a–f).

1 PIN	a children
2 VAT	b jobs
3 UN	c football
4 CV	d banking
5 UNICEF	e buying and selling
6 FIFA	f politics

Mark: ___ / 6

3 Complete the sentences with the words and phrases below.

fell sharply fell steadily fluctuated rose sharply
rose steadily stayed the same

1 The temperature _____ from 18°C to 4°C in just two days.
2 The number of tourists _____ as the previous year, despite the bad weather.
3 The percentage of people using the website _____ last year, with an increase of around 5% each month.
4 The results _____ from year to year. In 2014, they were very low; in 2015, they were higher, but they fell again in 2016.
5 Shops were happy to report that ice cream sales _____ by almost 80% in August.
6 The number of complaints _____ last year, with a 20% decrease overall.

Mark: ___ / 6

Word Skills

4 Complete the sentences with words made from a prefix in A and a verb, noun or adjective in B. Use the correct form of the verbs.

A dis im mis multi non over (×2) re semi un
B agree comfortable cook cultural patient read skimmed sleep spell stop

1 I _____ this morning and didn't wake up until nine o'clock.
2 You're so _____ ! Just wait a minute, please.
3 I'm getting the _____ train from Glasgow to London.
4 It's a _____ exhibition, with artworks from around the world.
5 You need to go back and _____ your essay to find the spelling mistakes.
6 You've _____ my name – it's with a K, not a C.
7 He always _____ his vegetables so they don't taste of anything.
8 Half-fat milk is called _____ .
9 My hotel bed was really _____ – I couldn't sleep.
10 I'm afraid I completely _____ with you on that point.

Mark: ___ / 10

Grammar

5 Complete the reported speech in the sentences below.

1 'It's too difficult.'
She complained _____ .
2 'I hadn't realised it was Tom's bag.'
She said _____ .
3 'The weather was amazing.'
They said _____ .
4 'I'll pay next time.'
He said _____ .
5 'Is this your newspaper?'
He asked me if _____ .
6 'I watched the film with subtitles.'
Mitch said _____ .
7 'I could come tomorrow.'
He said _____ .
8 ' I don't eat meat.'
She says that _____ .

Mark: ___ / 8

www.majazionline.ir

Review Unit 5

6 Complete the sentences with the verbs below.

added admitted announced asked insisted offered reminded warned

1 I _____ cheating in the test.
2 Lisa _____ to help her move house.
3 The lifeguards _____ the swimmers not to go into the sea that day.
4 My parents _____ on driving me to the party.
5 She said she was pregnant and _____ that the baby was due in May.
6 The teacher _____ the results last Friday.
7 Clare _____ me that the library wasn't open on Mondays.
8 The bus driver _____ me how old I was.

Mark: ___ / 8

7 Circle the correct words to complete the sentences.

1 He's always boasting **of** / **to** his maths ability.
2 I apologised **to arrive** / **for arriving** late.
3 The guide recommended **that we should book** / **us to book** tickets online.
4 The rules forbid people **using** / **to use** their mobile phones while driving.
5 I congratulated my sister **in** / **on** her success.
6 The university proposed **me to** / **that I should** apply for a scholarship.
7 He refused **giving** / **to give** me a refund.

Mark: ___ / 7

Use of English

8 Choose the correct answers.

According [1]___ a recent report, the number of passengers [2]___ on planes has [3]___ sharply in the past few years, with four [4]___ as many problem passengers in 2015 as in 2013. The vast [5]___ of crimes on planes involve passengers who are drunk and get into fights or try to open the emergency exit doors. Some airlines [6]___ passengers to buy alcohol on board the plane. Other airlines simply [7]___ to let aggressive or drunk passengers get onto the plane. Overall, there are [8]___ problems on planes that are flying long distances, and most complaints are against groups of passengers, not individuals. Some campaigners have [9]___ that alcohol should be [10]___ at airports. However, the government and the airline industry have still not reached any agreement about how to deal with the problem.

1	**a** from	**b** to	**c** by
2	**a** ill-behaving	**b** disbehaving	**c** misbehaving
3	**a** risen	**b** fluctuated	**c** fallen
4	**a** times	**b** more	**c** amounts
5	**a** percentage	**b** number	**c** majority
6	**a** warn	**b** forbid	**c** boast
7	**a** refuse	**b** insist	**c** ordered
8	**a** lesser	**b** lower	**c** fewer
9	**a** admitted	**b** proposed	**c** congratulated
10	**a** pledged	**b** boosted	**c** banned

Mark: ___ / 10

Total: ___ / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.
★★ = I sometimes find this difficult.
★★★ = No problem!

	★	★★	★★★
I can understand the language of newspaper headlines.			
I can report what people have said and asked.			
I can understand people talking about how they get news.			
I can report what people have said in a variety of ways.			
I can understand and use a variety of prefixes.			
I can understand an article about a photojournalist.			
I can interpret graphs and tables, and describe trends.			
I can write a review of a TV show.			

6 Points of view

Vocabulary

A Opinion and belief

I can use the language of opinions and beliefs.

1 Read the sentences and complete the puzzle.

1 ___ it! You made a mistake!
2 I ___ that you borrow my phone. It's no trouble.
3 The teacher ___ on my good use of reported speech.
4 Everyone ___ that the plane had crashed in the jungle, but nobody knew for sure.
5 I ___ that we'll find life on other planets in the solar system.
6 Where's Jack? I want to ___ him about those messages he sent me.
7 The minister firmly ___ the suggestion that she had behaved illegally.
8 When are you going to ___ how important these exams are?

2 Circle the correct verbs to complete the sentences.

1 When are you going to **admit** / **persuade** that you were wrong?
2 As I read the email, I suddenly **insisted** / **realised** that Georgia had been lying to me.
3 I tried to **convince** / **insist** my parents to buy me a laptop.
4 When the CEO was asked about job losses, she refused to **comment** / **reject**.
5 The police have **doubted** / **quizzed** two men and a woman about the robbery.
6 Don't **admit** / **assume** that I'll be able to help you with your revision.
7 My brother **insists** / **persuades** that he's the fastest swimmer in the family.
8 I've invited Darren to the party, but I **doubt** / **reject** he'll be able to come.

3 Rewrite the sentences using the words in brackets.

1 I am absolutely sure that Tom is lying. (convinced)

_____

_____

2 I don't think the present government will win the election. (doubt)

_____

_____

3 Samantha immediately thought that I had taken her phone. (assumed)

_____

_____

4 Jason made me feel certain that I was wrong. (persuade)

_____

_____

5 David doesn't accept the idea that money is more important than friendship. (reject)

_____

_____

6 Kate reluctantly agreed that the accident was her fault. (admit)

_____

_____

7 Harry became aware that Joe wasn't listening to him. (realise)

_____

_____

8 The teacher asked the students lots of questions about their plans for the holidays. (quiz)

_____

_____

4 2.02 **Listen and match speakers 1–5 with the sentences below (A–F). There is one extra sentence.**

A He / She is dead set against an idea.
B He / She has jumped to a conclusion.
C He / She has decided to come clean about something.
D He / She is in two minds about whether to do something.
E He / She has got his / her wires crossed with a friend.
F He / She has had second thoughts about doing something.

5 2.02 **Listen again. Which speaker**

1 doubts whether she explained her plans clearly? ☐
2 assumes that she knows who gave her flowers? ☐
3 insists that she needs a break? ☐
4 realises he has made a bad decision? ☐
5 rejects a suggestion from his children? ☐

6B Grammar

Question forms

I can write indirect questions.

1 Write subject or object questions.

Something is moving in that tree.
What's moving in that tree?
One of the girls started crying.
Which girl started crying?

1 James met somebody in town.

2 Somebody came into the room.

3 Celia gave him something to read.

4 Something is missing from the drawer.

5 I'd like one of those sandwiches.

6 Henry has got something in his pocket.

7 Somebody fell off their chair.

8 Sarah ran over something in her car.

2 Put the words in the correct order to make indirect questions about the photo.

1 is / any / it / Have / what / you / idea / ?

2 where / know / came / you / it / from / Do / ?

3 it's / an / know / if / really / alien spacecraft / like to / I'd

4 photo / you / tell / the / Could / who / took / me / ?

5 genuine / wonder / is / the / I / if / photo

3 Rewrite the questions, making them less formal.

1 With whom did you discuss your plans?

2 Whom did you meet at the party?

3 To whom did Tom give the money?

4 With whom did you stay?

5 To whom did you speak?

4 Write indirect questions with the phrases below. Use each phrase once.

I wonder ... I'd like to know ... Could you tell me ... ?
Can you tell me ... ? Have you any idea ... ? Do you know ... ?
Would you mind telling me ... ?

1 Where do you live?

2 What time do you plan to leave?

3 When does the next train from Brighton arrive?

4 What happened?

5 Would you be willing to donate some money to charity?

6 Why are you smiling?

7 Will you need a taxi?

6C Listening

Misunderstandings

I can recognise emphatic stress and understand its meaning.

1 2.03 **Listen to the sentences. Which version, a or b, matches the stress that you hear?**

1 **a** They had the best girls' football team in town.
  b They had the best girls' football team in town.
2 **a** We didn't walk to the beach.
  b We didn't walk to the beach.
3 **a** Some of my friends started doing yoga.
  b Some of my friends started doing yoga.
4 **a** He was very polite when we asked him for directions.
  b He was very polite when we asked him for directions.
5 **a** My tennis lesson started on time.
  b My tennis lesson started on time.
6 **a** The train to Liverpool is very expensive.
  b The train to Liverpool is very expensive.
7 **a** She enjoyed the new *Star Wars* film.
  b She enjoyed the new *Star Wars* film.

Listening Strategy
Speakers sometimes convey meaning by emphasising particular words in a sentence. Often, the stress implies a contrast or a correction, particularly when the word is not normally stressed.

2 Read the Listening Strategy. Then look at your answers to exercise 1 and decide what the implication is. Cross out the incorrect answer in the sentences below.

1 ~~But their boys' team was not so good.~~ / But their girls' team is not so good now.
2 We walked to the harbour. / We cycled to the beach.
3 But they didn't do it for long. / But most of them didn't.
4 But he was rude to our friends. / But he wasn't very helpful.
5 But it finished late. / But my guitar lesson started late.
6 The train to Manchester is much cheaper. / The bus to Liverpool is much cheaper.
7 But her friends didn't like it. / But she didn't like some of the previous ones.

3 Read each pair of sentences. Circle the word that should be stressed in the first sentence.

1 You let my sister's dog escape. It wasn't an accident!
2 I couldn't see my brother. But I saw his friend.
3 The start of the film was good. But the rest was boring.
4 It takes ten minutes to walk to school. You can't walk there in five.
5 I admire my cousin Kyle. But I don't get on with him that well.
6 I tried to get home by 6 p.m. In the end, I was home by 7 p.m.

4 2.04 **Listen to six sentences. Underline the word with the most stress in each sentence.**

1 We had two courses each from the special menu.
2 I got your voicemail messages.
3 This is the Victoria Palace Hotel.
4 You need to buy a ticket for the show.
5 Has your library card got your photo on it?
6 I said I would bring the main course.

5 2.05 **Listen to six short extracts. For each question, circle a, b or c. Use your answers in exercise 4 to help you.**

1 You hear a conversation in a restaurant. Why is the woman questioning the bill?
  a They have been charged for food they did not order.
  b The food they ordered did not arrive.
  c They are being charged extra for drinks.
2 You hear a phone conversation. Why is the woman confused?
  a She expected the man to visit her but he didn't.
  b She didn't realise the man's messages were for her.
  c She couldn't understand the man's messages.
3 You hear a woman asking about a job. What mistake has she made?
  a She's looked at an out-of-date job advertisement.
  b She's asked to see the wrong person.
  c She's come to the wrong place.
4 You hear a conversation at a theatre. Why is the woman surprised?
  a She was expecting to get a reduction on the ticket price.
  b She did not know she needed to buy a ticket.
  c She didn't expect to receive an invitation.
5 You hear a conversation in a bank. Why can't the woman give the customer his money?
  a He's forgotten his bank card.
  b He's hasn't got any ID with him.
  c He doesn't have any money in his bank account.
6 You hear a conversation about a meal. Why are they going to eat two main courses?
  a Because the man is particularly hungry.
  b Because the man made a mistake.
  c Because the woman made a mistake.

6D Grammar

Question tags

I can use question tags and tag questions.

1 Complete the sentences with the question tags below.

can he? can't he? did he? didn't he? does he? doesn't he? has he? isn't he? wasn't he? will he? won't he? wouldn't he?

1 Harry was driving too fast, _____
2 This time tomorrow John will be arriving in New York, _____
3 Fred didn't say anything stupid, _____
4 John can swim, _____
5 Peter lives in Liverpool, _____
6 Steve hasn't been to the States, _____
7 He'd prefer to stay at home this evening, _____
8 Your dad used to be a firefighter, _____
9 Mark doesn't have to work this weekend, _____
10 Your brother won't mind if we use his phone, _____
11 Alexander is your cousin, _____
12 Dad can't be home from work so early, _____

2 Complete the sentences with question tags.

1 You don't like bananas, _____
2 Don't be late, _____
3 There isn't any bread, _____
4 Kate and George had to go to London, _____
5 Everyone loves cartoons, _____
6 I didn't step on your toe, _____
7 Nothing really happens in the film, _____
8 We must leave now, _____
9 You never help with the housework, _____
10 You won't mind if I bring my sister to the party, _____
11 Let's get a takeaway, _____
12 Everything in the garden looks beautiful, _____
13 You hadn't realised I was here, _____
14 Nobody wants to go out, _____
15 Pass me the dictionary, _____
16 Do help yourself to more coffee, _____

3 Add question tags to the dialogue.

Mum Come on, Joe. Let's go. You're ready, [1] _____

Boy Yes, Mum. It's only eight o'clock, [2] _____

Mum No, it's ten past. You've got your schoolbag, [3] _____

Boy Yes, Mum.

Mum And don't forget your football kit, [4] _____

Boy No, Mum.

Mum You'll come straight home after school, [5] _____

Boy No, I'm going to Mandy's. I told you, [6] _____

Mum No, you didn't, but that's OK.

4 Write tag questions.

A I'm not keen on grapes.
B Aren't you? Would you like an apple, then?

1 **A** The boss wants to speak to you immediately.
B _____ I wonder what she wants.

2 **A** I must leave soon.
B _____ I'll get your coat, then.

3 **A** Ben won't do his homework.
B _____ I'll have a word with him.

4 **A** Everyone has gone home.
B _____ They forgot to turn out the lights.

5 **A** I might buy a new car next week.
B _____ Have you sold your old one?

6 **A** It's started to snow.
B _____ We'd better wrap up warm.

7 **A** Nobody replied to my letter of complaint.
B _____ That's shocking.

8 **A** Mark crashed his car yesterday.
B _____ Is he OK?

9 **A** Liam is planning to row across the Atlantic.
B _____ He must be mad.

10 **A** Fiona hadn't locked the car.
B _____ No wonder it was stolen!

11 **A** Everything is fine.
B _____ I'll leave you to it, then.

Word families

I can recognise parts of speech and use related words.

www.majazionline.ir

1 Add the words below to the correct part of the table.

acknowledged acknowledgement conspirator conspiratorially denial deny destroy destruction official officially science scientist

verb	noun	adjective	adverb

2 Complete the sentences using words from exercise 1.

1 I sent him an expensive birthday present and didn't even receive an _____ !
2 It was impossible to sleep while her brothers were whispering _____ in the next room.
3 The film begins with the complete _____ of the Earth by aliens.
4 When the newspaper accused the minister of breaking the rules, she replied with a strong _____ .
5 Although he _____ retired last year, he still works two or three days a week.
6 I've always been very interested in _____ , especially astronomy.
7 His grandfather worked as a _____ on the Apollo space mission.
8 An increasing number of people are beginning to doubt the _____ version of events.
9 His first full-length film was an _____ disaster and made very little money at the box office.
10 The government is refusing to confirm or _____ the report in today's newspapers.

3 Complete the sentences. Use a word from A together with a prefix or suffix from B.

A formal fortunate harm legal organised studious
B dis- -ful il- -ly semi- un-

1 She _____ revised for the geography exam, but still only got 50%.
2 Many common plants and flowers are very _____ to dogs and cats.
3 I didn't mean to unfriend you – it was an _____ mistake.
4 It is _____ to watch BBC television without a licence.
5 I forgot my mother's birthday because I'm so _____ !
6 The invitation to the end-of-year party asked for _____ dress.

4 Complete the text with words related to the words in brackets.

Conspiracy theories usually involve governments and other powerful [1]_____ (organise). However, some conspiracy [2]_____ (theory) claim that there are also secrets to uncover about celebrities – dead or alive. There are two main types: either a [3]_____ (believe) that the death of a celebrity did not really happen, or a suggestion that a living celebrity in fact died and was replaced.

After Elvis Presley's death in 1977, stories began to emerge which claimed he was actually still alive. His death was a clever [4]_____ (deceive), they said: Elvis had faked his death to escape the pressures of being a star.

An even older conspiracy theory is the suggestion that Paul McCartney, one of the Beatles, died in the 1960s. The band was so successful that the record company could not [5]_____ (public) admit his death and instead replaced him with a lookalike. Since the [6]_____ (invent) of the internet, it has become easier to promote this kind of theory. One website, for example, claims to have [7]_____ (prove) that Beyoncé died in around 2000 and was replaced by a clone!

VOCAB BOOST!

To help you learn the difference between nouns from the same word family, write sentences which exemplify their meanings.

The circus performers gave a great performance last night.

5 Read the *Vocab boost!* box. Then write sentences to show the meaning of each pair of nouns.

1 economy / economist
_____

2 photograph / photographer
_____

3 athlete / athletics
_____

4 beginning / beginner
_____

5 friends / friendship
_____

6 believer / belief
_____

6F Reading

TV scandals

I can understand an article about TV scandals.

Revision: Student's Book pages 70–71

1 Complete each sentence with two of the words below.

cash prize contestants episodes lawyers producers ratings sponsor studio audience TV crew viewers

1 The _____ increased by more than two million when the show suddenly became a hit with younger _____ .
2 The _____ of the show decided to increase the _____ to £1 million.
3 The _____ refused to film in such dangerous conditions and, in the end, the dispute was handled by _____ .
4 After only three _____ , the main _____ decided to stop supporting the show.
5 In *Who Wants To Be A Millionaire?*, the _____ can ask for help from the _____ .

Reading Strategy

When you read several texts on the same topic, try to keep in mind the important differences between them. This will help you when you need to find the answers to more detailed questions.

2 Read the Reading Strategy. Then read the text quickly. Which two programmes apologised to the viewers?

3 For questions 1–10, choose the correct TV programme, A, B, C or D. Which TV programme

1 showed a sequence of events in the wrong order? ☐
2 is particularly popular with children? ☐
3 made a lot of money from the viewers? ☐
4 invited viewers to enter competitions? ☐
5 invited viewers to name a pet animal? ☐
6 implied that the presenter did something which in fact he didn't do? ☐
7 appeared to show somebody getting angry? ☐
8 had to pay a large fine? ☐
9 accepted the viewers' decision in the end? ☐
10 wasn't created by the broadcaster that aired it? ☐

IT MUST BE TRUE – I SAW IT ON TV

In 2007, a string of scandals in which British TV programmes misled their viewers led to a loss of confidence among viewers. Here are four of the most notorious cases …

A BLUE PETER

Blue Peter is one of the UK's most famous and popular children's TV programmes. So when viewers were invited to choose a name for a pet kitten, thousands of children took part online. The most popular name was Cookie. However, the programme-makers ignored the voters' wishes and named the cat Socks. When the deception was discovered, the editor of the programme was sacked. The presenters made a public apology on air, and Socks was joined by a second kitten – this time called Cookie.

B A YEAR WITH THE QUEEN

Peter Fincham, the head of the TV channel BBC1, was forced to resign after misleading the public when extracts were shown from a documentary about Queen Elizabeth II. The extracts suggested that the monarch angrily walked out of a photoshoot with photographer Annie Leibovitz. However, the footage was in fact filmed as she arrived for the photoshoot, and was then edited to make it look as if she was angry. The BBC apologised to the Queen, who was 'extremely angry' about the incident.

C GMTV

An investigation revealed that *GMTV* ('Good Morning Television') cheated viewers out of about £40 million. Over a four-year period, viewers were invited to take part in phone-in quizzes using premium-rate phone lines. However, the winners were chosen before the phone lines closed, and about 25 million viewers spent up to £1.80 each on calls which gave them absolutely no chance of winning. The company admitted full responsibility, and was fined £2 million.

D CELEBRITY CHEF

Channel 4 admitted that a scene which appeared to show TV chef Gordon Ramsay catching fish off the south coast of Britain had in fact been faked. Viewers saw Ramsay dive into the water armed with a spear-gun. He was then shown returning to the beach holding several large fish. However, a spear-fishing expert had in fact caught the fish, which Ramsay then barbecued on the beach. Channel 4 apologised to viewers, but blamed the independent television company that had made the programme.

6G Speaking

Expressing opinions

I can express my opinions about a variety of subjects.

1 Complete the phrases for emphasising a point. Use the words below.

bear believe convinced deny doubt forget remember think

1 We must _____ that ...
2 There's no _____ in my mind that ...
3 Let's not _____ that ...
4 I _____ very strongly that ...
5 It's important to _____ in mind that ...
6 I'm absolutely _____ that ...
7 Nobody can _____ that ...
8 I really do _____ that ...

Speaking Strategy

When you express an opinion, it is a good idea to support it with some evidence. Give examples to make your point more convincing.

2 Read the Speaking Strategy. Which of these sentences are opinions (O) and which are examples that support opinions (E)?

1 Babies and toddlers should be looked after at home and not sent to nurseries. ☐
2 The air in city centres where cars are banned is much cleaner. ☐
3 Some countries have benefitted greatly from membership of the EU. ☐
4 The UK government doesn't spend enough money researching alternative energy sources. ☐
5 It's been shown that children who are cared for at home when they are very young do better at school. ☐
6 People should use public transport rather than their cars. ☐
7 Only 5% of electricity in the UK is generated from renewable sources. ☐
8 Wales has received millions to support business and education. ☐

3 Match each opinion in exercise 2 with an example.

Opinion ☐ Example ☐
Opinion ☐ Example ☐
Opinion ☐ Example ☐
Opinion ☐ Example ☐

4 2.06 Listen to two students. Which of these three questions is each student answering? Is the student's opinion 'yes', 'no' or 'undecided'?

1 Should we encourage more girls to do science at school? Why? / Why not?
2 Should the law prevent people under the age of 21 from buying cigarettes? Why? / Why not?
3 Should we ban cars from all city centres? Why? / Why not?

Student A
Question ☐ : Yes ☐ No ☐ Undecided ☐
Student B
Question ☐ : Yes ☐ No ☐ Undecided ☐

5 Look at the sentences from the listening below. Find a word or phrase that

a introduces a personal opinion. _____
b accepts an argument. _____
c means 'without doubt'. _____
d means 'generally speaking'. _____

Personally, I really enjoy physics, but it seems, on the whole, that boys enjoy science subjects more than girls.
Admittedly, cars cause a lot of pollution, and the air would undoubtedly be much cleaner if we didn't drive so much.

Should teenagers aged 16–17 have the right to vote in elections? Why? / Why not?

6 Read the task above and prepare to give your opinion. Write notes and think of at least one example to support your opinion.

_____
_____
_____
_____
_____
_____

7 Now do the task using your notes from exercise 6. Try to include words and phrases from exercises 1 and 5.

6H Writing

An opinion essay

I can write an opinion-based essay.

Preparation

1 Read the exam task and the essay. Why is the essay not a very good model? Tick two of the statements below.

a The introduction is too short. ☐
b The writer's opinion isn't clear. ☐
c The essay is too short. ☐
d There are a lot of grammar and spelling mistakes. ☐
e The writer only states his / her opinion and doesn't give arguments supporting the opposite opinion. ☐
f The style is too informal. ☐
g The conclusion is too short. ☐

'We have become too reliant on computers.' Do you agree? Why? / Why not?

Nowadays, almost every aspect of our lives is affected by computers. Some people think that computers can solve almost any problem, but I believe that we rely too much on them.

Firstly, if a computer that controls vital equipment in a large organisation breaks down, the consequences can be very serious. For example, if the computers in hospitals or air traffic control crash, then many lives could be lost.

Secondly, in the modern world, too many decisions are taken by computers and not by people. We will eventually lose our ability to make judgements for ourselves. What is more, computers are replacing people and taking their jobs. For example, online shops will eventually replace real shops and lots of people will lose their jobs.

Thirdly, computers are changing the way we live. Children rely too much on computers for entertainment. They spend hours playing games on the computer and forget how to play with other children or amuse themselves. They do not learn how to be creative – they just have to click the mouse and press keys.

To sum up, I believe that we have become too reliant on computers.

Writing Strategy
Learn a few different phrases for introducing additional and contrasting points. Try to avoid using the same phrase all the time.

2 Read the Writing Strategy. Are the statements below for introducing contrasting opinions (C) or additional points (A)?

a And yet, ... ☐
b Furthermore, ... ☐
c Having said that, ... ☐
d However, ... ☐
e Moreover, ... ☐
f On the other hand, ... ☐
g Similarly, ... ☐
h We should also remember that ... ☐
i What is more, ... ☐

Writing Guide

'Computers have made the world a better and safer place.' Do you agree? Why? / Why not?

3 Read the task above. What is your initial reaction? Do you agree or disagree?

4 Make a paragraph plan. Think of two points that support your opinion and two points that support the opposite opinion. Add them to the plan below.

Paragraph 1
Introduction. Explain the title and give your initial opinion.
Paragraph 2
First argument in support of your opinion

Paragraph 3
Second argument in support of your opinion

Paragraph 4
Arguments supporting the opposite opinion

Paragraph 5
Summary, including a re-statement of your opinion

5 In your notebook, write your essay following your plan from exercise 4. Include examples to support your opinions. Use phrases from exercise 2.

CHECK YOUR WORK
Have you ...
☐ followed the writing plan?
☐ included examples that support your arguments?
☐ checked the spelling and grammar?

6 Review Unit 6

Vocabulary

1 Complete the sentences with the correct form of the verbs below.

admit assume convince doubt insist quiz realise reject

1 I _____ that they will ban mobile phones from schools because so many teachers use them for learning.
2 His parents _____ him about where he'd been.
3 My teacher always _____ on us handing our homework in on time.
4 The government _____ the idea of higher taxes.
5 Why do people _____ that because I'm a girl I won't be interested in engineering?
6 He'll never _____ to me that he was wrong and apologise.
7 My parents _____ me to study chemistry, even though I thought it was boring.
8 I've just _____ that this book was written by my favourite author.

Mark: / 8

2 Circle the correct words to complete the sentences.

1 My sister had second **misgivings** / **thoughts** / **minds** about doing the bungee jump and turned back.
2 The public have **got** / **run** / **jumped** to the wrong conclusion without reading all of the facts.
3 Felix is dead set **against** / **on** / **with** taking the train because it's so expensive.
4 I'm in **two** / **three** / **crossed** minds about going to the party.
5 It **came** / **dawned** / **jumped** on us that it would be cheaper to swap clothes instead of buying new ones.
6 You've got your **legs** / **arms** / **wires** crossed. That's not what I meant at all.
7 If you have any **misgoings** / **misgivings** / **misthinkings**, you should not continue.
8 He needs to come **clear** / **clean** / **across** and tell her he's got a girlfriend.

Mark: / 8

3 Match the sentence halves.

1 I'm absolutely
2 Let's not
3 I believe
4 It's important to bear
5 We must
6 Nobody could

a forget that bees are very important insects.
b remember that sleep is also important for your health.
c deny that the Earth is getting hotter.
d convinced that playing an instrument improves your maths.
e in mind that we've only got one week before the deadline.
f very strongly that sixteen-year-olds should be able to vote.

Mark: / 6

Word Skills

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

1 John Maynard Keynes is one of the most important _____ of the 20th century. (economy)
2 Who is the _____ around here? (organise)
3 Greenpeace campaigns against the _____ of rainforests. (destroy)
4 The police don't have any _____ that they vandalised the school. (prove)
5 I love novels that challenge our _____ about the world. (believe)
6 _____, we had a satnav to help us find our way. (fortunate)
7 What do you think is the most exciting _____ of the 21st century? (invent)
8 The company didn't want any bad _____. (public)
9 My best friend is more _____ than me. (study)
10 The scientists made an exciting _____ on their research trip. (discover)

Mark: / 10

Grammar

5 Rewrite the direct questions as indirect questions. Use the words in brackets.

1 Does she teach English?
Could you tell me _____

2 How far is the station from here?
Have you any idea _____

3 Is it better to wait outside or inside?
I wonder _____

4 Who is your favourite writer?
I'd like to know _____

5 Where can I get my hair cut?
Would you mind telling me _____

6 Where did you buy those shoes?
Can you tell me _____

7 Who is the manager?
Do you know _____

8 How many people live in your city?
Have you any idea _____

Mark: / 8

6 Review Unit 6

6 Complete the questions with the correct question tags.

1 Everybody's here now, _____ ?
2 Don't make me laugh, _____ ?
3 Mia works at the library, _____ ?
4 Let's apologise, _____ ?
5 You told me that yesterday, _____ ?
6 She's been ill, _____ ?
7 Pass me that book, _____ ?
8 Nothing's for sale, _____ ?
9 He can't hear you, _____ ?

Mark: ___ / 9

7 Match the tag questions below with statements 1–6.

Aren't they? Did they? Didn't she? Has she? Is she? Won't they?

1 'Someone phoned you earlier.' '_____'
2 'Kelly didn't answer the question.' '_____'
3 'She's the chief scientist at NASA.' '_____'
4 'She's won!' '_____'
5 'They're not staying late.' '_____'
6 'They won't let me exchange it.' '_____'

Mark: ___ / 6

Use of English

8 Read the dialogue and choose the correct answers.

Sofia It's just [1]___ on me that I can't go camping next weekend. I've got my driving test.
Coco [2]___ you? Oh no!
Sofia I'm so annoyed. I got my wires [3]___ about the dates and organised the test for Saturday morning.
Coco Well, if it's in the morning, you can join us afterwards, [4]___ you?
Sofia Not really – it's at 11.30. Anyway, the weather's supposed to be terrible.
Coco [5]___ it? To be honest, I'm in two [6]___ about going myself. I actually hate camping!
Sofia [7]___ you?
Coco Yes, but Jonny [8]___ me into going because it's his birthday. He's [9]___ set on this trip, so I can't really say no. But he didn't even talk to me first before arranging everything!
Sofia [10]___ he? I suppose he assumed that you'd want to go ...
Coco Yeah, well, he assumed wrongly!

1	**a** realised	**b** known	**c** dawned
2	**a** Do	**b** Have	**c** Will
3	**a** mixed	**b** broken	**c** crossed
4	**a** can't	**b** won't	**c** can
5	**a** Does	**b** Is	**c** Isn't
6	**a** minds	**b** heads	**c** opinions
7	**a** Have	**b** Do	**c** Don't
8	**a** told	**b** talked	**c** persuaded
9	**a** deadly	**b** death	**c** dead
10	**a** Didn't	**b** Hadn't	**c** Did

Mark: ___ / 10

Total: ___ / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.
★★ = I sometimes find this difficult.
★★★ = No problem!

	★	★★	★★★
I can talk about beliefs and opinions.			
I can write indirect questions.			
I can recognise emphatic stress and understand its meaning.			
I can use question tags and tag questions.			
I can recognise parts of speech and use related words.			
I can understand an article about TV scandals.			
I can express my opinions about a variety of subjects.			
I can write an opinion-based essay.			

Exam Skills Trainer 3

www.majazionline.ir

Reading

Exam Strategy
In a reading activity where you have to match sentences with gaps in a text, first fill the easiest gaps. This will help you to eliminate some of the answers, then you can complete the rest of the gaps. When you have filled all the gaps, try the extra sentences in each gap again to make sure they don't fit. Then read the whole text once more and check your answers.

1 Read the Strategy above and the text below. Two sentences have been removed from the text. Look at sentences A–D and decide which options match the gaps. Think about why the other options don't match.

[1]___ Test reliability refers to the test giving consistent results over time. [2]___ If they are, this indicates that the test is reliable. This is because we assume that our intelligence is stable. If the results of the second IQ test are very different, then the data and therefore the test are unreliable.

A Most tests conducted at state universities are reliable.
B The results of tests are often added to existing data storage systems.
C If we take an IQ test twice, the results should be very similar on the two occasions.
D A good test or survey must be reliable.

2 Read the following article about online survey websites. Some parts of the text have been removed. Complete the text by matching the sentences (A–G) to the gaps in the text (1–6). There is one extra sentence.

You must have seen those online survey websites. They have neat interfaces that let you create your own survey and invite others to participate; they can make you look really talented and impress others. [1]___ It certainly sounds like the results of these surveys provide real information that can be used in the decision-making process.

[2]___ There's no guarantee that the survey you create is reliable. And if it can't be proven reliable, you can't prove that its results are valid.

Without being reliable and valid, any survey is worthless. In simple terms, reliability means the results would look the same if you repeated the survey with the same people the next day. Validity means your instrument measures what you say it measures and not something else. [3]___ At least with the latter, you know when it stops working. A questionnaire, on the other hand, will always produce results, even if they're meaningless. [4]___

For as long as questionnaires and surveys have existed, it has been known that you can't just throw a bunch of statements together with some agree / disagree scales, and come up with accurate comprehensive data. [5]___ And many scientists, who ought to know better, are sponsoring these sites and promoting their use.

The same IT industry did amazing things with the automobile engine, with internal computers that monitor engine functioning. [6]___ But the same sophistication has not been built into the typical online questionnaire. Just because the survey provider doesn't talk about it does not mean it is all being taken care of somewhere inside the computer.

So if you are considering a serious project and need to base it on reliable survey data, remember that a quick, 'cost-effective' online survey may actually cost you much more.

A However, the internet has allowed some IT people to turn the process of designing and implementing surveys into a 'do-it-yourself' activity.
B We do have to be aware of the difference between a 'do-it-yourself' survey and one with reliability and validity.
C Some have catchy tag lines like 'The easiest way to ask, the fastest way to know', or 'Because knowledge is everything'.
D We're now able to drive 100,000 miles without thinking about when we need to 'tune' the engine.
E But there's that 'dirty little secret' they don't want you to know about, the surveys and questionnaires produced by non-specialists.
F An unreliable questionnaire is worse than an unreliable car.
G As a result, you could be making serious decisions based on survey results that don't mean anything.

Listening

Exam Strategy
In a true or false listening exercise, underline the key words in the statements and think about how they might be expressed differently.
I **hated** the book. – There was **nothing I liked about** the book.
He is **quite boring**. – He's **not a very interesting person**.

3 Read the Strategy above and statements 1–7 in exercise 4. Underline the key information in the statements. How could it be expressed differently?

4 2.07 **You will hear part of an interview with a famous literary critic. Read statements 1–7. Then listen and decide if each statement is true (T) or false (F) according to the information you hear.**

1 The author of the book did not like science at school. ___
2 Bill Bryson is a popular guidebook writer. ___
3 To write the book, Bryson interviewed many scientists. ___
4 The book discusses historical events. ___
5 The book contains anecdotes about various scientists. ___
6 Marcus believes the only problem with the book is that the language is too scientific. ___
7 The interviewer has already read the book. ___

3 Exam Skills Trainer 3

Use of English

Exam Strategy
In a multiple-choice exercise, if you are not sure which is the correct option, first delete the ones you know are not correct. Then choose from the remaining options.

5 Complete the text with the correct words.

A noisy parrot called Peanut, who likes to imitate sounds, helped save Kenny Donovan and his four-year-old son from a house fire by copying the [1]___ of a smoke alarm. The two had [2]___ asleep on the sofa in the living room of their semi-detached house in Birmingham [3]___ watching a movie. After hearing Peanut [4]___ the fire alarm, they awoke to find their home on fire. 'He was really screaming his head off,' Kenny said. The smoke alarm had gone [5]___ , but it was the bird's call that caught Kenny's attention. Grabbing his son and the bird, he safely got them out of the house. The fire, [6]___ destroyed the kitchen and bedroom, [7]___ under investigation. [8]___ Peanut, it was the fact that they fell asleep downstairs on the sofa that helped save them. They may not [9]___ the alarm or the bird if they [10]___ asleep in their bedrooms, where an air conditioner drowns out noise around the house.

1	**a** sound	**b** noise	**c** shout	**d** call
2	**a** fall	**b** felt	**c** fallen	**d** feel
3	**a** during	**b** from	**c** while	**d** as
4	**a** imitating	**b** to imitate	**c** imitated	**d** has imitated
5	**a** on	**b** out	**c** up	**d** off
6	**a** what	**b** which	**c** however	**d** that
7	**a** stays	**b** remains	**c** stands	**d** returns
8	**a** Beside	**b** Aside from	**c** Out of	**d** Next to
9	**a** heard	**b** hear	**c** had heard	**d** have heard
10	**a** were	**b** would be	**c** had been	**d** have been

Speaking

Exam Strategy
When you are expressing your opinions, you need to add information to justify or extend your responses. Use a variety of phrases that link the justifications to the opinions.

6 Read the Strategy and match the opinions (1–4) with their justifications (A–D).

1 **Obviously**, the internet is essential these days ___
2 **Surprisingly**, schools are banning tablets ___
3 **Predictably**, problems with traffic are now occurring ___
4 **Personally**, I think young people understand the importance of recycling ___

A **due to the fact that** students fail to concentrate in lessons.
B **because** many schools successfully run environmental projects.
C **as** it is a key method of communication and a number of businesses rely on it.
D **since** the government has banned the use of bicycles in the city centre.

7 Look at the statements below. Choose one of the statements and give your opinion on it.

- The internet plays an important role in today's society.
- The biggest disadvantage of the internet is that people don't socialise any more.

Writing

Exam Strategy
When you are writing an opinion-based essay, you need to make it clear if you agree, disagree or partially agree with the statement. Using a variety of phrases to introduce additional and contrasting points can help the reader understand your point of view.

8 Read the Strategy above and write the phrases from the box under the right heading.

In the same way likewise I cannot accept similarly
In my view Having said that Moreover However
It seems to me that As well as Despite What is more

Giving your opinion	Addition
1 ___	7 ___
2 ___	8 ___
3 ___	9 ___
Contrast	**Comparison**
4 ___	10 ___
5 ___	11 ___
6 ___	12 ___

9 Write an opinion-based essay, in which you discuss the following statement:

Relationships between people would be better if social media did not exist. Do you agree? Why? / Why not?

7 Putting the world to rights

Vocabulary

A Global warming

I can talk about the reasons for and consequences of global warming.

1 Complete the facts with the words below.

atmosphere caps carbon dioxide Earth energy footprint industrialised sea solar standby warming

CLIMATE FACTS

Fact!

Each year, humans add about 30 billion tonnes of carbon [1] _____ into the [2] _____ – but half of it is absorbed by the forests and oceans.

Fact!

It will one day be possible to collect [3] _____ power from space and send it back wirelessly to [4] _____ .

Fact!

Global [5] _____ is causing the ice [6] _____ to melt and [7] _____ levels to rise – and they're rising faster over time because water expands as it gets warmer.

Fact!

Just twenty [8] _____ countries are responsible for 80% of total CO_2 emissions. The other 176 countries create just 20% of the harmful greenhouse gases.

Fact!

Leaving your DVD player on [9] _____ produces the same [10] _____ emissions each year as the average citizen of Burundi.

Fact!

Being a vegan reduces your carbon [11] _____ (the amount of emissions caused by one person's lifestyle) because the production of meat and dairy products uses a lot of [12] _____ .

2 Choose the correct words to complete the collocations in sentences 1–7. Some of the sentences are factually incorrect.

1 Wind power is a type of fossil **fuel** / **power**.
2 Trees and plants help to increase the greenhouse **warming** / **gases** in the atmosphere.
3 Petrol is a form of **recyclable** / **renewable** energy.
4 The destruction of forests has led to an increase in the number of **dangerous** / **endangered** species.
5 Climate **change** / **warming** will create more extreme weather conditions.
6 Solar **waves** / **panels** generate electricity.
7 People think that **organic** / **hybrid** food is better for you.

3 Are the sentences in exercise 2 true or false? Write T or F.

1 ___ 5 ___
2 ___ 6 ___
3 ___ 7 ___
4 ___

4 2.08 Listen to four people talking about climate change. Match speakers 1–4 with opinions A–E. There is one extra opinion.

A We have to learn to live with climate change. ☐
B Industrialised countries should take responsibility. ☐
C Industrialised countries should help developing countries to combat climate change. ☐
D Developing countries need to do more to combat climate change. ☐
E Individual responsibility is more important than government action. ☐

5 Explain how each of these things is good or bad for our planet. Include the word in brackets.

energy-saving light bulbs (electricity)
They are good because they use less electricity than normal light bulbs.

1 wind turbines (clean)
They are _____ because _____
_____ .

2 tumble dryers (electricity)
They are _____ because _____
_____ .

3 recyclable packaging (household waste)
It is _____ because _____
_____ .

4 international air travel (carbon emissions)
It is _____ because _____
_____ .

7B Grammar

Advice, obligation and prohibition

I can give advice and talk about obligation and prohibition.

1 Choose the option (a or b) that means the same as the underlined part of the sentence.

1 You really must try these biscuits – I made them myself.
   a It's absolutely necessary that you try ...
   b I really think you should try ...
2 You don't have to eat your sandwiches in the canteen at our school.
   a It isn't necessary to eat your sandwiches ...
   b It's against the rules to eat your sandwiches ...
3 You mustn't wear boots in the house.
   a It isn't necessary to wear boots ...
   b It's against the rules to wear boots ...
4 We ought to spend less on phone calls.
   a It's very important to spend less ...
   b It would be a good idea to spend less ...
5 They have to move house before the end of the year.
   a It's obligatory for them to move house ...
   b It's a good idea for them to move house ...
6 You needn't get up early tomorrow morning because there's no school.
   a It wouldn't be a good idea to get up early ...
   b You don't have to get up early ...

2 Complete the advice with a suitable modal verb.

1 'You _____ tell Holly about passing your driving test. She might ask for lifts all the time.'
2 'You really _____ remember to switch the lights off at night, otherwise you waste electricity.'
3 'I don't think you _____ walk home alone – it's too dangerous.'
4 'If you're in Barcelona, you simply _____ see the Gaudi buildings.'
5 'No wonder you're sleepy. You _____ stay up so late!'
6 'You _____ do the washing up this evening. I've asked your sister to do it.'
7 In Britain, you _____ drive on the left. You certainly _____ drive on the right!

3 Give an example of something that you:

1 have to do, but hate doing.
_____

2 don't have to do, but enjoy doing.
_____

3 ought to do often, but only do occasionally.
_____

4 should do less.
_____

5 mustn't do at home.
_____

6 must do by the end of the week.
_____

4 Complete the dialogue with the words below. Use each word only once.

don't have have to must mustn't need needn't should shouldn't

Jake Let's pick up some holiday brochures.
Cathy Holiday brochures? Why?
Jake We [1]_____ to book our summer holiday soon or all the good deals will have been taken.
Cathy OK, but we [2]_____ to get brochures – they're a waste of paper. We [3]_____ search online. It's better for the environment.
Jake If you're so worried about the environment, we [4]_____ go on holiday at all. Flying produces lots of CO_2!
Cathy Who said anything about flying? We [5]_____ fly anywhere. I'm thinking of a walking holiday in Belgium. I've already found a company online that organises tours.
Jake Look, you [6]_____ book anything without discussing with me first. Do you understand?
Cathy Actually ... it's already booked. Sorry!
Jake Well, phone up and cancel it! Even if you [7]_____ pay a fine, cancel it!
Cathy Calm down! I was joking. You really [8]_____ try to develop a sense of humour.

5 Complete the sentences with your own ideas. Use suitable modal verbs.

1 If you want to learn Mandarin, you _____
_____.
2 No wonder you can't sleep. You _____
_____.
3 Don't just sit there looking miserable. You _____
_____.
4 If the girl / boy of your dreams won't pay you any attention, you _____
_____.
5 If you want to lead a long and healthy life, you _____
_____.

7C Listening

Indigenous peoples

I can anticipate the type of information needed by reading the task carefully.

Revision: Student's Book page 77

1 Complete the sentences with the collocations below. Use the correct tense.

clear the ground fell trees graze cattle grow crops
raise public awareness struggle for survival

1 The government has used television and radio advertisements to _____ about a tribe which faces a _____ .
2 The farmers have _____ and _____ because they want to use the land to _____ and _____ .

2 Complete the compound nouns in the sentences with the adjectives below.

endangered natural precious protective public

1 We must take care not to use up the Earth's _____ resources too quickly.
2 There was a _____ outcry when the indigenous people were driven from their land.
3 Large mining companies are looking for _____ metals in the mountains.
4 Trees in the rainforest form a _____ covering over the land.
5 There are many _____ species which need our protection if they are not to become extinct.

Listening Strategy

The instructions and task should give you an idea of the topic and context of the listening. Sometimes you can also predict the type of information you need to listen for.

3 Read the Listening Strategy. Then look at the sentences below. Decide if the missing word or phrase functions as a verb, an adjective, a noun or an adverb. Write your answer.

1 The home of the Maasai people is in two countries in _____ .
The missing word / phrase is a / an _____ .
2 All the Maasai can share the _____ for their cattle.
The missing word / phrase is a / an _____ .
3 Traditionally, they _____ not only the milk, but also, from time to time, the blood of the cattle.
The missing word / phrase is a / an _____ .
4 The traditional Maasai lifestyle survived _____ for hundreds of years.
The missing word / phrase is a / an _____ .
5 The British people who ruled those countries moved the Maasai to make space for _____ .
The missing word / phrase is a / an _____ .
6 Some people from rich countries come and _____ wildlife on land that used to belong to the Maasai.
The missing word / phrase is a / an _____ .
7 The Maasai have often been left with the _____ land.
The missing word / phrase is a / an _____ .
8 Some Maasai have been forced to find _____ in towns.
The missing word / phrase is a / an _____ .

4 2.09 **Listen to an excerpt from a radio programme about the Maasai people. Complete each sentence in exercise 3 with one word from the recording.**

5 2.09 **Listen again and answer the questions.**

1 Why do the Maasai keep moving their cattle?
_____
2 What animals besides cattle do the Maasai keep?
_____
3 What do they use the animal skins for?
_____
4 What have some governments used Maasai land to create?
_____
5 What crops do the Maasai grow on their plots?
_____

7D Grammar

Speculating: present and past

I can speculate about events.

1 Underline the modal verb in each sentence and decide whether it refers to the past or present.

The pavement is wet. It <u>must have</u> rained in the night. past

1 Where does Connor live? Grace may know – I'll ask her. _____

2 She can't have a brother – she told me she was an only child. _____

3 Ask at reception. They might have found your passport. _____

4 Fred hasn't replied to my text. He can't have received it. _____

5 Jason isn't at home. He could be at the swimming pool. _____

6 There's £10 on the floor. Someone must have dropped it. _____

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

1 She _____ go to this school. I've never seen her before.
2 Look, it's already dark outside. It _____ be later than we realised.
3 This _____ be my phone – it's red. Mine has a green case.
4 £3.75 for a coffee? You _____ be serious!
5 You _____ be exhausted. You've been working for nearly six hours without a break.
6 I'm not sure whose laptop this is. It _____ belong to my aunt.
7 Dan and Ali haven't arrived yet. They _____ be lost, or perhaps they are running late.
8 Look! Emily's driving that car. She _____ have passed her driving test!
9 Sarah _____ be poor. Look at the enormous house she lives in.
10 You think politicians never tell lies! You _____ be joking!

3 Continue each sentence in your own words.

1 Bella's crying. Somebody must have _____ _____.

2 You got less than 10% in your exam. You can't have _____.

3 I'm not sure where Tilly is. She may have _____ _____.

4 Judy hasn't phoned me for weeks. She must have _____.

5 The restaurant has gone out of business. They can't have _____.

6 Witnesses saw strange lights in the sky. They might have _____.

7 Look at his dirty hands. He must have _____ _____.

8 Joe is very late. His train might have _____ _____.

4 Complete the dialogue with *must* (*have*), *might* / *may* / *could* (*have*) and *can't* (*have*), and the verbs below.

be (×2) break into go leave need open

Jake That's strange. My mum isn't here, but the window's open.

Cathy She [1]_____ it for some fresh air and then gone out, I suppose.

Jake She's usually really careful about things like that. She [2]_____ the house in a real hurry.

Cathy I hope everything's OK. Look at those muddy footprints on the floor!

Jake I'll phone my mum. Hmm. Her phone's switched off.

Cathy Have you any idea where she [3]_____?

Jake She's often out at this time. She [4]_____ to work – or to the gym.

Cathy I think she [5]_____ to come home right now.

Jake Why?

Cathy Well, there's only one explanation for the open window and the footprints. A burglar [6]_____ your house!

Jake You're right. Actually, look at these footprints. They [7]_____ mine or my mum's; they're too big.

Cathy If I were you, I'd call the police.

5 Write three sentences about this photo. Use *might* (*have*), *must* (*have*) and *can't* (*have*).

_____

_____

_____

Homographs and homophones

www.majazionline.ir

I can identify homographs and homophones and use them correctly.

1 Think of two meanings for these homographs (words with the same spelling, but with different meanings and sometimes a different pronunciation). Use a dictionary to help you. Then make up sentences to show the different meanings.

park
Please don't park the car in front of the house.
Let's go for a walk in the park.

1 second
_____
_____

2 well
_____
_____

3 live
_____
_____

4 wind
_____
_____

5 close
_____
_____

2 Write homophones of these words (words with the same pronunciation, but with different spellings and different meanings).

buy by

1 meet _____
2 waist _____
3 it's _____
4 threw _____
5 passed _____
6 our _____
7 one _____

3 Now write example sentences to illustrate the meaning of each word in exercise 2.

I'm going to buy a new bike.
John is sitting by the window.

1 _____
_____
2 _____
_____
3 _____
_____
4 _____
_____
5 _____
_____
6 _____
_____
7 _____
_____

4 Complete the sentences with the words below. Use each word twice.

back change minute nail

1 What time did you get _____ last night?
2 It only took me a _____ to complete the exercise.
3 I'm going to _____ into some smarter clothes for the party.
4 I broke my finger_____ when I caught the ball.
5 I've got a pain right in the middle of my _____ .
6 The table is broken. I need a _____ and a hammer to fix it.
7 The bathroom is _____ : much too small for a family home.
8 The sales assistant didn't give me the right _____ . It was £1 short.

VOCAB BOOST!
When you learn homographs that have different pronunciations, make a note of the pronunciations and other information that will help you to distinguish them, e.g. the part of speech and a translation.

5 Read the *Vocab boost!* box. Then complete the information about the pairs of homographs below. Use a dictionary to help you.

A lead
1 Part of speech: noun Pronunciation: _____
Translation: _____
2 Part of speech: _____ Pronunciation: /liːd/
Translation: _____

B row
1 Part of speech: verb Pronunciation: _____
Translation: _____
2 Part of speech: _____ Pronunciation: _____
Translation: _____

C tear
1 Part of speech: _____ Pronunciation: /tɪe/
Translation: _____
2 Part of speech: _____ Pronunciation: _____
Translation: _____

7F Reading

Waste not, want not

I can understand an article about food waste.

Revision: Student's Book pages 80–81

1 Choose the correct prepositions to complete the sentences.

1 Is the government to blame **of** / **for** the amount of traffic on our roads?
2 At university, I specialised **at** / **in** environmental studies.
3 The Soil Association is committed **in** / **to** promoting organic food in the UK.
4 I beckoned **for** / **to** the waiter, but he ignored me.
5 The government does not allow journalists to have access **in** / **to** their plans for nuclear power.
6 She found it hard to cope **for** / **with** three young children while her husband was out at work.
7 The UK's annual CO_2 emissions from aviation are about 37 million tonnes, which amounts **in** / **to** 7% of its total emissions.
8 We should deal **at** / **with** the problem of climate change before it gets out of hand.

2 Read the text ignoring the gaps. What is the main purpose of the article?

a To raise money for a campaign.
b To encourage shops to waste less food.
c To inform individual people about how they can waste less food.
d To stop people wasting money.

Reading Strategy

In a gapped-sentence task:

1 Read the whole text first, ignoring the gaps.
2 Read the missing sentences.
3 Complete the easiest gaps first.
4 When you have completed all the gaps, try the extra sentences in each gap again to make sure they don't fit.
5 Read the whole text again, checking your answers.

3 Read the Reading Strategy. Then match sentences A–G with gaps 1–6 in the text. There is one extra sentence.

A Tinned fish – such as salmon and sardines – is good for you, and cheaper than fresh fish.
B We throw away seven million tonnes of food and drink from our homes every year in the UK.
C This amount of food would fill 23 million wheelie bins!
D By simply making extra portions for the freezer, you can relax knowing that there's a meal for another time.
E Despite this, we are throwing away more and more food.
F Milk goes off much quicker if the fridge is just a few degrees too warm.
G There are two main reasons why we throw away good food.

WAR ON WASTE

According to the website of the campaigning organisation Love Food Hate Waste, almost 50% of the total amount of food thrown away in the UK comes from our homes. [1]___ And more than half of this is food and drink that we could have eaten. Wasting this food costs the average household £470 a year, rising to £700 for a family with children, the equivalent of around £60 a month. If we all stopped wasting food that could have been eaten, the benefit to the planet would be the equivalent of taking one in four cars off the road!

[2]___ We either cook or prepare too much, or we don't use it in time. The foods we waste the most are fresh vegetables and salad, drinks, fresh fruit, and bakery items such as bread and cakes.

In the past few years, avoidable food waste has reduced by 21% – that is, over one million tonnes. [3]___ But we could do much more to avoid wasting food. The Love Food Hate Waste website offers lots of advice. Here is a selection of tips from their website.

- Cook once, eat twice. [4]___ This saves energy, time and money, and ensures that you always have a hearty meal at your fingertips.
- Make a shopping list. It can keep you from overspending and buying lots of food 'just in case'. If you think you need additional food, go for things that can be stored in the freezer, or that have a long shelf life.
- Fresh, or tinned and frozen? Frozen fruit and vegetables can be cheaper than fresh and you will only take what you need out of the freezer. [5]___
- Remember to keep your fridge temperature below 5°C. Research shows that up to 70% of the UK's fridges are not cold enough, meaning food won't last as long as it could. [6]___
- Finally, if you aren't going to eat it, remember you can always freeze food before the 'use by' date. Defrost when you need it and use within 24 hours.

7G Speaking

Role-play

I can use paraphrasing to describe various options and discuss and make decisions.

1 Complete the labels with the words in the box.

compost double drinking energy panels rack recycling stove turbines

1 _____ bin

2 solar _____

3 cycle _____

4 wind _____

5 _____ bins

6 _____ fountain

7 low-_____ lights

8 _____ glazing

9 wood-burning _____

Think of three different things which could help to make your school 'greener'. Discuss how they would help.

2 2.10 **Listen to two students doing the task above. Which three items from exercise 1 do they describe?**

1 _____ 2 _____ 3 _____

3 2.10 **Listen again and complete the extracts with the correct words.**

1 What about those things that you put on the _____?
2 You know, for _____ electricity.
3 Wood is a renewable _____.
4 We can use those metal _____ for burning wood in.
5 That way, we'd send less waste to _____ sites.

Speaking Strategy

Learn phrases for paraphrasing so that if you can't remember or don't know how to say something in English, you can describe it using other words.

4 Read the Speaking Strategy. Then complete the phrases for paraphrasing with the words below.

bit look shaped similar things (×2)

1 those _____ that you ...
2 those _____ for ... (+ *-ing* form)
3 not ... exactly, but _____ ...
4 they are a _____ like ...
5 they are _____ like ...
6 they _____ a bit like ...

5 How might you describe the things in exercise 1 if you couldn't remember the correct term? Choose six of them and make notes. Use phrases from exercises 3 and 4 to help you.

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

6 Use your notes to practise describing the items in exercise 5. (Remember not to say the name itself!)

7 Make notes about how three of the things in exercise 1 could help to make your school greener. (Do not choose the items in exercise 2.) Think about the points below.

- cost to install
- benefit to the school
- any disadvantages

1 _____
2 _____
3 _____

8 Now talk about the three things you chose. Use the notes you made in exercise 7.

7H Writing

A for and against essay

I can write a for and against essay.

Preparation

1 Read the task. Decide whether you agree or disagree with the statement.

'Making personal lifestyle changes will never stop global warming.' Do you agree or disagree?

2 Read the eight jumbled parts of the essay (A–H). Then write them in the correct part of the paragraph plan.

A Moreover, most 'green' choices have negative consequences as well as positive ones. For example, energy-saving light bulbs contain mercury, a poisonous metal that can pollute the environment when the bulbs are thrown away.

B However, others maintain that carbon emissions are increasing so quickly in developing countries, like China and India, that there is nothing we can do to prevent climate change.

C On the other hand, environmental campaigners argue that individual choices can make a big difference if millions of people act together. If everybody in the UK switched off their TVs at night, it would reduce the amount of CO_2 released into the atmosphere by a significant amount.

D And while it's true that governments can do more than individuals, I feel that individuals definitely have an important role to play.

E Some people believe that we can reduce global warming if we all do our best to live a 'greener' lifestyle.

F Another argument in favour of changing your lifestyle is that we can't expect developing countries to care about their emissions unless the West sets a good example.

G It is argued that personal lifestyle choices can only make a tiny difference to a country's carbon emissions. For instance, using energy-saving light bulbs in your home makes an insignificant difference compared to the electricity that is used by, say, a factory.

H On balance, I believe that individuals should do everything they can to reduce carbon emissions.

Paragraph plan

Paragraph 1 (Introduction): [1]E [2]___

Paragraph 2 – arguments supporting the opposite view from your own: [3]___ [4]___

Paragraph 3 – arguments supporting your own view: [5]C [6]___

Paragraph 4 (conclusion) – a summary of the issue and clear statement of your own view: [7]___ [8]___

Writing Strategy

You can start a for and against essay with either

a a general statement about the topic, giving some background information; or

b a brief introduction to both sides of the argument.

3 Read the Writing Strategy. How did the writer start the essay: a or b?

4 Match the highlighted phrases in the essay with a phrase that has a similar meaning (1–6).

1 In contrast, ... _____

2 Furthermore, ... _____

3 All in all, ... _____

4 My view is that ... _____

5 Some people claim that ... _____

6 For example, ... _____

5 Read the task. Decide whether you agree or disagree. Then make notes following the same paragraph plan as the one in exercise 2.

'To help prevent climate change, governments should ban individuals from flying more than once a year.' Do you agree or disagree?

6 Use your notes from exercise 5 to write an essay. Use the writing guide below to help you.

Writing Guide

1 Use phrases from exercise 4 to help structure each paragraph.

2 Follow the advice in the Writing Strategy for the introduction.

3 Make sure the conclusion clearly states your own opinion, even if it mentions the opposite view.

CHECK YOUR WORK

Have you ...

- ☐ followed the paragraph plan?
- ☐ included examples to support some of the points?
- ☐ checked the spelling and grammar?

7 Review Unit 7

Vocabulary

1 Circle the correct words to complete the sentences.

1 There are several endangered **habitats** / **species** in Madagascar, including many birds.
2 Wind power is a **developing** / **renewable** source of energy.
3 **Fossil** / **Carbon** fuels are formed from dead animals and plants over millions of years.
4 The melting ice **panels** / **caps** mean that animals such as polar bears are under threat.
5 Greenhouse **gases** / **fuels** trap heat in the atmosphere.
6 Driving less can help reduce the amount of carbon **dioxide** / **gases** in the atmosphere.
7 Some people still deny that climate **effect** / **change** is the result of human activity.
8 **Industrialised** / **Industry** countries such as the UK and the USA need to do more to combat climate change.
9 Global warming is leading to a rise in sea **waves** / **levels**.
10 Deforestation not only destroys natural habitats, but also contributes to carbon **warming** / **emissions**.

Mark: ___ / 10

2 Match the sentence halves.

1 Some people say locally produced organic
2 We only use energy-
3 Reduce your carbon
4 More people are buying cars with hybrid
5 Moving air is used by wind
6 I never leave the TV on
7 We heat our home using the electricity that our solar
8 Glass, card and paper can be used to make recyclable

a turbines to produce electricity.
b panels create from the sun.
c standby any more.
d food is better for the environment.
e packaging for food.
f saving light bulbs at home.
g footprint by car-sharing.
h engines, despite the cost.

Mark: ___ / 8

3 Complete the short dialogues with the words below.

compost exactly for panels racks shaped similar stove things turbines

1 A Have you emptied that bin _____ putting leftover food in?
B Oh, you mean the _____ bin? Yes, I did it yesterday.
2 A What are those things that are _____ like rectangles and go on top of the house?
B Solar _____ . A lot of the people who live near me use them to save energy.
3 A Excuse me. I'm looking for one of those _____ that you park your bike in.
B Oh, yes – there's a row of bike _____ over there.
4 A It's not a fireplace _____ , but it heats up the house.
B I think you mean a wood-burning _____ .
5 A They're not windmills, but they're _____ .
B They're wind _____ . We've got lots on the mountains surrounding our city.

Mark: ___ / 10

Word Skills

4 Complete both sentences in each pair with the same word.

1 My teacher's extremely _____ and helpful.
It's a _____ of renewable energy.
2 Please can you wait a _____ ?
He came _____ in the race.
3 She's just _____ ! She'll be back in five minutes.
It's the first house on the _____ .
4 I prefer cycling on _____ roads, not up hills.
We live in a _____ in the centre of town.
5 These shoes don't _____ this jacket.
Are you coming to the basketball _____ ?
6 He wants to buy a _____ for her.
At _____ , there are no spaces left on the course.
7 Who _____ help me?
There's a _____ of cola in the fridge.
8 That's not _____ . You've already had a go!
I've got _____ hair and blue eyes.
9 Do I need to _____ my clothes for the party?
Excuse me, I think you've given me the wrong _____ .
10 Where's the nearest _____ ? I need to get some cash.
The art gallery is on the _____ of the River Thames.

Mark: ___ / 10

www.majazionline.ir

Grammar

5 Replace the underlined phrases with the phrases below.

It is necessary It's obligatory It isn't recommended to must mustn't We needn't You don't have to You ought You should

1 You <u>are forbidden to</u> ride a motorbike without a helmet in the UK. _____

2 <u>It doesn't matter if you don't</u> get me a present, but you can if you want! _____

3 <u>It would be good to</u> ring the school later. _____

4 <u>I'd love to</u> get tickets for that concert. _____

5 <u>We have</u> to pay full price to get in. _____

6 <u>They need</u> to wait outside before the test. _____

7 <u>I'd advise you</u> to stay silent until a lawyer arrives. _____

8 <u>It isn't necessary for us to</u> get vaccinated to travel to Europe because there isn't any risk of disease. _____

9 <u>You shouldn't</u> drink a lot of fizzy drinks. _____

Mark: ___ / 9

6 Complete the sentences with the words below.

be can't be can't have have might be might have must be must have

1 I don't know what to do. It _____ better to wait until tomorrow.

2 That noise upstairs _____ Zoe because she left half an hour ago.

3 They _____ arrived at the airport by now – it depends on the traffic.

4 She _____ practised her violin much – that sounded terrible!

5 Someone must _____ called the police – I can hear the siren.

6 You _____ pleased that you got the last tickets for the show.

7 He can't _____ here for the job interview – he's not wearing a suit.

8 Someone _____ told Jack about the party because he didn't look at all surprised.

Mark: ___ / 8

Use of English

7 Read the letter to a tourist staying in an Airbnb home. Complete it with one word in each gap. A contraction counts as one word.

Dear Guest,

Welcome to my flat! I've written some advice and instructions for your stay. The flat is in a beautiful area and we try to encourage our guests to help us protect the environment.

First, guests [1] _____ to put food waste in the [2] _____ bin at the end of the garden and all [3] _____ food packaging, such as card and plastic, in the green bin next to the front door. There isn't a tumble [4] _____, but you can use the clothes line in the garden. Please turn the central heating [5] _____ down if it's not too cold. You [6] _____ ever leave the TV on standby, and please remember to turn off lights when you go out. We only use [7] _____-saving light bulbs so you shouldn't need to replace these.

Finally, you [8] _____ clean the floors before you leave, but you do have to make sure the flat is tidy. If you have time, you really [9] _____ visit the local market, where you can buy delicious organic food. Before you go, you [10] _____ not forget to leave the key in the flower pot.

All the best,

Emily

Mark: ___ / 10

Total: ___ / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice. ★★★ = No problem!

★★ = I sometimes find this difficult.

	★	★★	★★★
I can talk about the reasons for, and the consequences of, global warming.			
I can give advice and talk about obligation and prohibition.			
I can anticipate the type of information needed by reading the task carefully.			
I can speculate about events.			
I can identify homographs and homophones and use them correctly.			
I can understand a text about food waste.			
I can use paraphrasing to describe various options and discuss and make decisions.			
I can write a for and against essay.			

8 A step on the ladder

Vocabulary

A Working life

I can talk about my working life.

1 **Label the photos with four of the jobs below.**

bricklayer cashier joiner lecturer nurse plumber surgeon

2 **Look at the table. Complete the gaps (1–3) with the other three jobs from exercise 1.**

Job	1 _____	2 _____	3 _____
It's usually well paid.		✓	✓
You often have to wear a uniform.			✓
You deal with the general public.			✓
You do a lot of paperwork.		✓	✓
You often work outdoors.	✓		
You work with your hands.	✓		✓

3 **In your own words, explain the difference between these terms.**

1 to be made redundant / to get the sack

_____

_____

_____

2 to hand in your notice / to retire

_____

_____

_____

3 to do shift work / to work part-time

_____

_____

_____

4 to work full-time / to work overtime

_____

_____

_____

4 2.11 **Listen. Match speakers 1–5 with jobs A–F below. There is one extra job.**

A electrician ☐
B director of studies ☐
C paramedic ☐
D software developer ☐
E store manager ☐
F web designer ☐

5 **Match three of the general fields below (a–e) with job adverts 1–3. Then name one other job in each field.**

a retail _____
b construction _____
c education _____
d health _____
e IT _____

1 Senior web designer ___
Must have proven track record working with successful, high profile companies. Apply with CV. Salary in the region of £50,000 + benefits.

2 Cosmetic surgery nurse ___
Must be fully qualified and well organised, with relevant experience. Salary: £25,000 p.a.

3 Showroom assistant ___
Must have good people skills as well as the ability to perform under pressure. Send CV and covering letter. Salary £20,000 plus bonus.

6 **Write a job advertisement for the post of English teacher at your school. What general field does it belong to?**

_____

_____

_____

8B Grammar

Habitual behaviour (present and past)

I can talk about past and present habits.

www.majazionline.ir

1 Complete the text with *would* or *used to* and the verbs below. Use *used to* only when *would* is not correct.

get out hate leave live push walk work

Alex [1]_____ on the twelfth floor of a block of flats. Every morning, he [2]_____ his flat at around eight o'clock and take the lift down to the ground floor. Then, he [3]_____ to the bus stop and catch the bus to work. Because Alex [4]_____ as a waiter in a busy restaurant, he was always tired when he finished work in the evening. But in spite of that, on arriving back at his block of flats and getting into the lift, Alex [5]_____ the button to go only as far as the ninth floor.

He [6]_____ of the lift and walk slowly up the stairs to his flat on the twelfth floor.

He [7]_____ those stairs. So why did he do it?

2 Read the text in exercise 1. Can you explain Alex's behaviour? (Answer at the bottom of the page.)

_____

_____

3 Complete the description of what you normally do on Saturdays. Use *will* (or *won't*) for habitual behaviour.

On Saturdays, I'll usually get up at _____ .

Then _____

_____ .

After that, _____

_____ .

Later, _____ .

_____ .

4 Complete sentences 1–6 with the present continuous for habits. Then match the sentences with a–f.

1 _____ how great he is. (constantly / say)
2 _____ important decisions without thinking first. (always / make)
3 He's always being rude to people. (always / be)
4 _____ other people pay for her, just to save money. (continually / let)
5 _____ appointments. (forever / miss)
6 _____ people who turn out not to be trustworthy. (constantly / trust)

a He's really ill-mannered. 1
b She's very unreliable. ☐
c He's incredibly hot-headed. ☐
d She's very naive. ☐
e He's really big-headed. ☐
f She's extremely tight-fisted. ☐

5 Write second sentences in a similar way to exercise 4. Use your own ideas.

1 He's very insecure. _____

_____

2 She's very argumentative. _____

_____

3 He's very grumpy. _____

_____

4 She's totally thoughtless. _____

_____

6 Match the sentences that go together. Complete them with *will* or *would*.

1 'I got the sack from my last job.' ☐
2 'My next-door neighbour thinks I fancy her.' ☐
3 'Jack's trainers smell awful.' ☐
4 'Lucy gave my guitar to a charity shop.' ☐
5 'My uncle's had another accident.' ☐

a 'Well, you _____ keep calling round to see her.'
b 'Well, you _____ play it until two in the morning.'
c 'Well, he _____ ride his motorbike too fast.'
d 'Well, you _____ turn up late every day.'
e 'Well, he _____ wear them every day.'

7 Complete the sentences in your own words.

1 I used to _____
but now _____ .
2 I didn't use to _____
but now _____ .

Answer to exercise 2: Alex is too short to reach the button for the twelfth floor!

8C Listening

Listening genres

I can use genres to help deduce speakers' intentions.

1 Complete the genres using the letters *a, e, i, o, u* and *y*.

a a v___ ___ c___ m___ ___ l m___ ss___ g___
b a r___ d___ ___ ___ dv___ rt___ s___ m___ nt
c a sp___ ___ ch (for example, at a party or wedding)
d an ___ nn___ ___ nc___ m___ nt (for example, at an airport)
e a n___ ws b___ ll___ t___ n
f a l___ ct___ r___ (for example, at a university)
g an ___ n___ cd___ t___
h an ___ nt___ rv___ ___ w

> **Listening Strategy**
> When you listen, you sometimes need to deduce what the speaker's main purpose or intention is, even when this is not stated directly. In addition to the speaker's choice of words, it may help to focus on the genre (advertisement, announcement, voicemail message, etc.).

2 Read the Listening Strategy. Then complete the sentences with the genres from exercise 1.

1 In a(n) _____, the speaker narrates a story about an interesting or funny event.
2 In a(n) _____, the speaker wants to welcome guests to a special event and share some thoughts and feelings appropriate to that event.
3 In a(n) _____, the speaker wants to persuade listeners to pay for a particular product, service, etc.
4 In a(n) _____, the speaker is giving listeners information related to an academic subject.
5 In a(n) _____, a speaker asks questions about a subject or event and another speaker answers those questions.
6 In a(n) _____, the speaker is informing listeners about recent events that are nationally or globally important.
7 In a(n) _____, the speaker records a few sentences for somebody to listen to later.
8 In a(n) _____, the speaker needs to give important information about safety, travel, etc.

3 2.12 Listen to six short extracts. Match each extract with a genre from exercise 1. Use your answers to exercise 2 to help you.

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

4 Read sentences 1–5. Match each one with the speaker's intention (a–e).

1 'I really am truly grateful to you all for coming today.' ☐
2 'That's why we're making a very special offer.' ☐
3 'This is the key to understanding the works of these great composers.' ☐
4 'For more on this story, we go now to our North America correspondent in Washington.' ☐
5 'We advise passengers to consult the information screens for updates.' ☐

The speaker's intention is to ...

a inform listeners about a recent event which happened abroad.
b persuade the listeners to try a new product.
c notify listeners of a situation that may change.
d teach the listeners how to approach a certain type of academic study.
e thank the listeners for attending the event.

5 2.13 Listen. Match the sentences below (A–F) with speakers 1–5. There is one extra sentence.

Which speaker

A apologises for a situation which may cause problems for the listeners? ☐
B explains important differences between two periods of history? ☐
C only gives the most important points, not the details? ☐
D advises the listeners to act quickly? ☐
E tries to persuade the listeners that they should visit a particular place? ☐
F reassures the listeners that they will not have to listen for long? ☐

6 2.13 Listen again. Match each speaker in exercise 5 with a genre from exercise 1.

1 _____ 4 _____
2 _____ 5 _____
3 _____

8D Grammar

Future in the past

I can use different structures to talk about the future in the past.

1 Choose the best future in the past expression in these sentences.

1 She **was to have started** / **would start** her new job last Monday, but she was ill.
2 Some of the fans started to leave because the match **was about to end** / **would end**.
3 Even though it was a brief trip, she **was remembering** / **would remember** it forever.
4 She **was being** / **would be** in town later that afternoon because she **was taking** / **would take** her dog to the vet's.
5 When he met Claire, he had no idea how important she **was being** / **was to be** in his life.
6 They met in 1987 and **were to remain** / **were going to remain** friends for more than twenty years.

2 Complete the sentences using future in the past expressions from exercise 1.

'I can't go to the cinema. I'm going out for dinner.'
She couldn't go to the cinema because she was going out for dinner.

1 'There's no time to argue. The train leaves in five minutes!'
There was no time to argue because _____ .
2 'I'm excited. I'm going to meet Prince William.'
She was excited because _____ .
3 'We must find our seats. The show starts in two minutes.'
They had to find their seats because _____ .
4 'I'm looking for a job. I'll have to pay my university fees.'
She was looking for a job because _____ .
5 'She's nervous. She's taking her driving test soon.'
She was nervous because _____ .
6 'I know I'll never forget this wonderful day.'
He knew _____ .
7 'We're going to win the league for the first time ever. I'm delighted!'
He was delighted because _____ .
8 'I'm spending a few days with my cousins in Scotland, so I can't come to the next meeting.'
She couldn't come to the next meeting because _____ .
9 'Our train leaves in less than five minutes. We have to run!'
They had to run because _____ .

3 Rewrite the email as part of a narrative in the past. Include future in the past where necessary.

To: laura@email.com

3 July 2016

Hi Laura

It's the first day of my gap year. I'm about to leave on a six-month trip around Europe. I'm going to spend the first month in Spain working at a holiday camp and the second month in France on a language course. After that, I'll decide where to go next! I won't get another chance to go travelling for a while, so I'm really going to make the most of the experience.

I'll definitely have some interesting stories to tell at the end of it!

Connor

It was 3 July, and the first day of Connor's gap year. He was about to _____

4 Invent excuses to complete these sentences.

1 I was about to invite you to my birthday party, but _____ .
2 I was going to hand in my homework on time, but _____ .
3 I was planning to work harder this year, but _____ .

Abbreviations

I can write and pronounce abbreviations correctly.

www.majazionline.ir

1 Write the abbreviations in the correct group.

BBC EU I.C.T. MBA NASA NATO P.E. PhD

Group A: Large organisations

_____

Group B: School subjects

_____

Group C: Academic qualifications

_____

2 Which two abbreviations from exercise 1 are pronounced as words, not letters?

_____ and _____

3 Rewrite the following sentences, changing as many words as possible into abbreviations.

1 I saw your advertisement in the Do-It-Yourself shop window.

_____

2 According to his curriculum vitae, Doctor Smith moved to the United Kingdom in 2015.

_____

3 This new situation comedy stars Robert Downey Junior from the United States of America.

_____

4 Can you play compact discs on your new personal computer?

_____

5 Mister Wilson, who lives in Victoria Avenue, used to work for the European Union.

_____

4 Write this name and address in full, without abbreviations.

Dr Joanna Clark
136 West Brompton Ave.
London
UK

_____
_____
_____
_____
_____

5 Complete the text messages with the short forms below.

2nite asap bday c u gr8 imo r u ur

Hi there! How [1]_____ ?

Good, thanks. How was [2]_____ [3]_____ party?

It was [4]_____ . But it wasn't a party – just a meal with family.

You should celebrate with friends too, [5]_____ !

OK. But when?

[6]_____ . How about [7]_____ ?

I can't. But 2moro is good for me. I'll text some friends.

OK. [8]_____ soon!

VOCAB BOOST!

When you use a dictionary, pay attention to the abbreviations because they contain a lot of useful information. If necessary, check the meaning of the abbreviations by looking in the key.

6 Read the *Vocab boost!* box. Then look at the dictionary entry and answer the questions.

caretaker /keəteɪkə(r)/ ***noun*** (BrE) (NAmE, ScotE **janitor**) (NAmE also **custodian**) a person whose job is to take care of a building such as a school or a block of flats ***adj.*** [only before noun] in charge for a short time, until a new leader or government is chosen: a **caretaker manager / government**

1 What two words for *caretaker* are used in North America?

_____

2 Which of those two words is also used in another country? What country?

_____

3 Which two parts of speech can *caretaker* be?

_____

4 Write one example sentence for each part of speech.

_____
_____
_____
_____

8F Reading

Making a name for yourself

I can understand an article about famous school dropouts.

Revision: Student's Book pages 92–93

1 Complete the text with the words below.

debut demo gigs record companies recording artist recording contract release tour West End

Brad did not become a well-known [1]_____ until he was nearly 30 years old, but he had always loved music. As a teenager, he performed [2]_____ for free at his local town hall. He even sent a [3]_____ of his songs to major [4]_____, but they did not reply. However, in his twenties, he got a part in a rock musical in London's [5]_____. A music industry boss heard him and offered him a [6]_____. His [7]_____ album, *Living the Dream*, sold over a million copies, and the first [8]_____ from the album reached number one in twelve countries. Brad is currently planning a worldwide [9]_____.

Reading Strategy

When you do a gapped-sentence task, look for connections between the missing sentences and the sentences on either side of the gaps. Certain words refer back to other words, or imply a logical connection like contrast, addition, reason, etc.

2 Read the Reading Strategy. Then look at the underlined words in the sentences before and after gap 1 in the text. Which of the words below do they connect with?

arts charities code exams face teacher

3 Match sentences A–G with gaps 1–6. There is one extra sentence. Use your answer to exercise 2 to help you complete gap 1.

A It is estimated that he has donated more than half his fortune to charities.

B She was unusually tall, with a sharp, angular face, big ears and very large feet.

C His father was a teacher and his mother was a recreation director.

D In fact, it was a lie: they hadn't written a single line of code.

E However, she returned to education later in order to take her exams.

F This is a special school for children who are already pursuing a career in the performing arts.

G Just like that, I saw how I could turn my life in another, better way.

SCHOOL DROPOUTS

BILL GATES

Bill Gates was a good student who managed to get a place at Harvard University. However, he did not finish his degree because his childhood friend, Paul Allen, persuaded him to leave. Allen and Gates wrote to a company called MITS, who made one of the first PCs, and claimed they had written a new programming language. [1]___ When the company asked for a demonstration, Gates and Allen worked fast, and wrote the software in just eight weeks. Soon, they were working full-time and formed their own company, Microsoft. Today, Bill Gates is one of the richest people in the world and is widely considered to be the world's most generous humanitarian. [2]___

RUSSELL SIMMONS

Russell Simmons was born into a respectable, middle-class family. [3]___ But Simmons rebelled. He abandoned school, joined a notorious gang, and started selling drugs on the street.

However, everything changed one night in 1977 when he saw a man called Eddie Cheeba performing a new kind of music: hip-hop. In his autobiography, Simmons describes the moment like this: '[4]___ I decided to put [everything] into promoting music.' Simmons started a record label, Def Jam, which grew into a huge business empire. It includes a fashion label (Phat Farm), TV shows, a soft drink (DefCon3 soda), a credit card and many other projects. In total, his assets are valued at $500 million.

UMA THURMAN

Uma Thurman, glamorous star of several Quentin Tarantino films, was not always a beauty. In fact, she was an odd-looking child. [5]___ At school, other children teased her, and when she was ten years old, a friend's mother even suggested cosmetic surgery to alter her nose. (Luckily, she ignored the advice.) By the age of fifteen, Thurman had left her regular school to find work as an actor. For a while, she continued her education at the Professional Children's High School. [6]___ However, she dropped out before graduating because her acting career was beginning to take off. She appeared in many films throughout the 1990s, and today she continues to be a respected and successful actor and model.

8G Speaking

A job interview

I can ask and answer questions in a job interview.

1 Complete the extract from an interview with questions a–f.

a How long have you been in your current job?
b So why do you want to come and work here?
c What would you say your main qualities are as an employee?
d Would you be interested in going full-time at a later date?
e What do you enjoy most about your work?
f Do you realise that this is a part-time position?

Interviewer [1]___
Alice I'm honest, hardworking – and I'm a self-starter too.
Interviewer Good! We like self-starters in this company. [2]___
Alice I'll have been there three years exactly next month.
Interviewer [3]___
Alice Loads of stuff, really. But I suppose the best thing is working as part of a team. And also, dealing with the public – I really like that.
Interviewer [4]___
Alice I just think it's the right time in my career for a new challenge.
Interviewer I see. [5]___
Alice Yes, I do. I'm planning to start a degree course with the Open University, so I need time for that.
Interviewer I understand. [6]___
Alice Perhaps. I hadn't really thought about it.

Speaking Strategy
In some situations, like job interviews, it is important to avoid informal language. You do not have to use very formal language, but you should not use colloquial words or expressions.

2 Read the Speaking Strategy. Circle one expression in exercise 1 that is too colloquial for an interview. How could you express it more formally?

_____

3 2.14 **Listen to the whole interview and check your answers to exercise 1. What other two questions does the interviewer ask?**

1 _____
_____
2 _____
_____

4 2.14 **Listen again. Complete the phrases used at the beginning and end of the interview. Who says them: Alice (A) or the interviewer (I)?**

1 I'd like to _____ myself. ☐
2 Pleased to _____ you. ☐
3 I'd like to start by talking about your _____. ☐
4 Well, thanks for _____ in. ☐
5 We'll be in _____ very soon. ☐
6 I look forward to _____ from you. ☐

5 Read the job adverts. Which job was Alice being interviewed for? How do you know?

The National Portrait Gallery
is looking for a part-time marketing executive to join their busy promotional team. Experience of similar work is essential, as is a positive attitude. Salary negotiable, depending on qualifications.

THE BBC is looking for a trainee producer to work in its Manchester studios. No experience required, but candidates must demonstrate enthusiasm and the ability to learn. An interest in current affairs and / or the arts is essential. Starting salary: £24,500 for a 35-hour week.

It must have been _____
because _____.

6 Read the job advert below. What is the interviewer likely to ask? Write four questions.

HERMÈS is looking for a senior retail assistant to join a friendly and effective team at its internationally renowned store in Knightsbridge, London. Great people skills are essential, and knowledge of other languages would be a distinct advantage. Salary dependent on experience.

Questions:
_____
_____
_____
_____

7 Think of answers to the questions in exercise 6 and make notes. Avoid colloquial words and expressions.

_____
_____
_____
_____
_____

8 Imagine you are being interviewed for the job in exercise 6. Answer the four questions you wrote. Use your notes from exercise 7 to help you.

A letter of application

I can write a letter applying for a place on a course.

www.majazionline.ir

Preparation

Writing Strategy

- Start and end your letter appropriately.
  Dear Sir or Madam → Yours faithfully
  Dear (name) → Yours sincerely
- Avoid informal language, contractions, direct questions and exclamation marks.
- At the end, sign your full name and print your name underneath.

1 Read the Writing Strategy. Then complete the gaps (1–3) in the letter to the admissions tutor at Trinity College Oxford.

1 _____

I am writing to apply for a place on your summer school course entitled 'The Great Romantic Poets', which I saw advertised online.

I am 19 years old and a first-year English student at the University of Buckingham. I am a Canadian national and have a two-year visa allowing me to study in the UK. I am particularly interested in your summer school for two reasons. Firstly, I intend to specialise in the Romantic Period next academic year; secondly, I am keen to attend as many courses as possible during my relatively short time in this country.

I have two queries about the course. Firstly, could you tell me whether non-residential places are available? I have friends in Oxford with whom I could stay. Also, I would be grateful if you could let me know whether you envisage running a similar course at any other time of year.

I enclose my CV which includes details of my academic qualifications to date, as well as a personal profile. I look forward to hearing from you at your earliest convenience.

2 _____

Jeff Mayhew

3 _____

2 Which eight of the highlighted words and phrases in the letter are quite formal English?

_____, _____,
_____, _____,
_____, _____,
_____, _____

3 Complete the paragraph plan for the letter in exercise 1. Use the phrases below.

Personal information Questions Reason for writing
Request for a reply

Paragraph 1: _____
Paragraph 2: _____
Paragraph 3: _____
Paragraph 4: _____

Writing Guide

4 Read the advertisement and the task below. Decide what two questions to ask.

You have seen this advertisement online. Write a letter applying for a place on the course.

BRIT SCHOOL
Summer Course

We are offering two three-week courses during the summer holidays to allow students from all the over the world to sample the unique 'BRIT School' experience. Find out why the school has produced some of the best-known and successful pop acts of the last ten years. Places are strictly limited, so apply early with full CV and covering letter explaining why you should be accepted onto the course.

Write to: Henry Grouse, Summer School Co-ordinator, The BRIT School, PO Box 455, London

5 Plan your letter following the same plan as the one in exercise 3. Make notes.

Paragraph 1: _____
_____
Paragraph 2: _____
_____
Paragraph 3: _____
_____
Paragraph 4: _____
_____

6 In you notebook, write your letter using your notes from exercise 5. Remember to avoid colloquial words and expressions, and try to sound as enthusiastic as possible about the course you are applying for!

CHECK YOUR WORK

Have you ...

- ☐ followed the paragraph plan?
- ☐ included two queries in your letter?
- ☐ avoided using colloquial language?
- ☐ checked the spelling and grammar?

8 Review Unit 8

Vocabulary

1 Match the jobs with the definitions.

bricklayer cashier electrician lecturer nurse plumber surgeon web designer

1 A person who installs and repairs electrical equipment: _____
2 A highly qualified medical professional who performs operations: _____
3 A person who creates websites: _____
4 A person who repairs things such as heating, pipes and taps: _____
5 A university teacher: _____
6 A person who deals with the money in a shop: _____
7 A person who cares for sick people in hospital or in the community: _____
8 A person who builds the walls of houses: _____

Mark: ___ / 8

2 Complete the sentences with the words below.

attend desk full-time go on notice overtime poorly paid poorly-paid promoted redundant retire wage

1 Although I am _____, I love the flexibility of my job.
2 Tube workers regularly _____ strike over poor working conditions.
3 The minimum _____ in the UK is currently higher if you are over 25 years old.
4 My sister hates her job and is going to hand in her _____ at the end of the month.
5 If my brother gets _____, he'll be responsible for the whole team.
6 I don't believe you should ever work _____ without being paid for it.
7 A _____ job is usually around 35 hours per week.
8 The teachers have to _____ a meeting every Friday morning.
9 My aunt was made _____ recently and needs to find a new job.
10 Despite having a _____ job, my dad is always really generous with us.
11 I think a _____ job is so unhealthy – I'd rather work outdoors.
12 It's important for older people to find something to keep them busy when they _____.

Mark: ___ / 12

3 Circle the correct words to complete the extract from a job interview.

Interviewer So you're applying for the [1]**post** / **contract** of teaching assistant.
Interviewee Yes, that's right.
Interviewer Can I just check that I have your correct [2]**duties** / **details**? Is your date of birth 3 August 1999?
Interviewee Yes, it is.
Interviewer Great. Can I confirm what [3]**courses** / **qualifications** you have?
Interviewee I have a Level 2 certificate in childcare.
Interviewer And you say that you have some previous [4]**work** / **job** experience ... ?
Interviewee Yes, I worked at my old school last summer. I learned lots of useful [5]**skills** / **qualities** there.
Interviewer That's really good. Do you realise that it's only a part-time [6]**position** / **cover** ?
Interviewee Yes, that's what I'm looking for at the moment.

Mark: ___ / 6

Word Skills

4 Replace the underlined words with an abbreviation.

1 I want to study computing science at university. _____
2 You can earn a lot more money if you get a post-graduate business qualification. _____
3 Sports education is compulsory in UK schools. _____
4 I have a desktop computer at home which is much more powerful than my laptop. _____
5 I have an appointment with Doctor Adams. _____
6 I saw an advertisement for a great new tablet. _____
7 Can you reply as quickly as you can? _____
8 You usually need a doctorate to teach at university. _____

Mark: ___ / 8

Grammar

5 Choose the best form to complete the sentences.

1 She **would** / **will** read to us every day when we were small.
2 I **used to teach** / **taught** in Greece for three years.
3 I'm annoyed that Mike **is constantly commenting** / **constantly comments** on my Facebook page – I hate it.
4 Drivers **will** / **would** refuse to give cyclists enough space, but it's so dangerous.
5 My parents **will** / **won't** ever listen to my point of view.
6 My dad **would** / **used to** have a beard.
7 How wonderful that the sports club **always donates** / **is always donating** money to children's charities.
8 **You're forever leaving your bike** / **You leave your bike forever** in front of the door.

Mark: ___ / 8

8 Review Unit 8

6 Match the sentence halves.

1 He was about to ask her out
2 The band were to have played at the festival,
3 It was a terrible decision
4 I was going to invite you,
5 The plane was to have taken off at 8 a.m.,
6 The train was leaving in an hour
7 My parents were going to take me to school,

a but I couldn't find your email address.
b but it was delayed for four hours.
c but the car wouldn't start.
d that she would regret for a long time.
e but they got lost on the way.
f when he saw her wedding ring.
g and we still hadn't left the house.

Mark: ___ / 7

7 Complete the sentences with the phrases below.

was going to call was to have started were going to share
were to have would change would stop

1 I _____ you, but I didn't have time last night.
2 Her poetry _____ the way people viewed mental illness forever.
3 The new teacher _____ on Monday, but he was ill.
4 We _____ our food with the others, but we didn't have enough.
5 The pain from the accident _____ him from cycling for many years to come.
6 The new classrooms _____ had interactive whiteboards, but there wasn't enough money in the end.

Mark: ___ / 6

Use of English

8 Choose the correct answers.

1 A strike at the Irish company SportsWearPlus ___ place yesterday.
a would take b was to have taken c had taken
2 Jonny was ___ yesterday for constantly arriving at work late.
a fired b promoted c retired
3 I like having responsibility – I want to ___ in charge of a team.
a work b be c do
4 Junior doctors in the UK went on strike to complain about working long ___ .
a time b hours c jobs
5 We are ___ commission, so we need to make sure we always sell as much as possible.
a at b in c on
6 The workers ___ that the company pay them overtime, but the strike was stopped at 11 a.m.
a was to have demanded b would demand c were to have demanded
7 Angry workers were also demanding to be paid the ___ wage.
a maximum b minimum c commission
8 We ___ complain, when the manager told us we'd all been promoted!
a were about to b were about c would about to
9 Union leaders warned that the decision ___ serious consequences in the future.
a was having b would having c would have
10 She's very unhappy at work and has decided to ___ in her notice.
a take b hand c deliver

Mark: ___ / 10

Total: ___ / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.
★★ = I sometimes find this difficult.
★★★ = No problem!

	★	★★	★★★
I can talk about my working life.			
I can talk about past and present habits.			
I can use genres to help deduce speakers' intentions.			
I can use different structures to talk about the future in the past.			
I can write and pronounce abbreviations correctly.			
I can understand a magazine article about a school for musicians.			
I can ask and answer questions in a job interview.			
I can write a letter applying for a course.			

4 Exam Skills Trainer 4

Reading

Exam Strategy
When you find evidence in the text that helps you match a heading, underline it and also note which heading it refers to. If you do that, you can find it again easily when you are checking all your answers at the end.

1 Read the Strategy above. Look at statements 1–4 and decide whether they match heading A or B. Then underline the words in 1–4 which helped you to match them.

A Alternative energy warnings
B Effects of temperature on solar panels

1 Photovoltaic cells work based on light and don't function well when they're too hot.
2 Studies have shown that industrial wind turbines may impact negatively on your health.
3 Sunnier climates won't necessarily give better energy outputs.
4 There may be some harmful effects of nuclear energy.

2 Read the text. Match the headings (A–E) to paragraphs 1–4. There is one extra heading.

1 _____ The number of countries switching to more environmentally friendly energy alternatives, such as solar energy, is growing. The use of solar energy instead of fossil fuel energy is generally viewed as a positive step towards reducing emissions and the greenhouse effect. However, scientists suggest that we should study the effects of solar energy on climate change more carefully as there may be some negative effects which we aren't fully aware of yet.

2 _____ Climate change research scientists at the National Center for Atmospheric Research in the US are doing studies to predict the effects of using solar energy on climate change in the future. Their research is based on different simulations, in which large groups of solar panels wired together – called solar arrays – are placed in various deserts and urban areas around the world. The research also estimates that there will be a decline in global greenhouse gas emissions in the near future, when a greater amount of energy will be produced from renewable sources.

3 _____ According to one study, solar arrays have surprising effects on the local climate. It shows that they can have a cooling effect in the regions where they are widely used. Solar panels change the way sunlight is reflected and this affects how much gets absorbed into the ground. In other words, what the solar panels absorb does not get absorbed by the Earth. This difference in the amount of solar energy absorbed by the Earth can cause airflow changes, consequently decreasing average temperatures and rainfall. The results of the study show that in areas where solar panels would be installed in deserts and urban areas, there would be a 2-degree Celsius regional cooling and a 20% decrease in rainfall in deserts.

4 _____ These may seem like small effects on a global scale, as the global drop in temperature would only be 0.04 degrees Celsius, but researchers say they should still be taken into account. They have concluded that the use of solar energy should not be reduced in the future, but its effects should continue to be looked at closely in areas where it is used as the only alternative energy source.

A How solar panels change climate
B The increase in use of solar energy
C Investigating the effects for the next generation
D The problems with solar panels in hot regions
E Alternative energy is still the way forward

Listening

Exam Strategy
When you do a multiple-choice listening task, don't choose the correct answer according to only one or two words. Incorrect options often have some connection with what you hear. Making sure you understand the questions before you listen will help you choose the correct options.

3 Read the Strategy above. Read the questions in exercise 4 and underline the key words.

4 2.15 **You will hear four volunteers talking about their work. Choose the best answer (a–d) according to the information you hear.**

1 According to Juliette, the advantage of online volunteering is
a getting to know lots of teenagers.
b you can work the number of hours you want to.
c being your own boss.
d zero travelling time.

2 Bill helps people who
a can't go out.
b are searching for their relatives online.
c have been in trouble with the police.
d have just retired.

3 Evelyn's volunteering involves
a cooking for homeless people.
b travelling to the north.
c helping mothers of babies.
d making blankets.

4 James started volunteering when
a he finished his assignments.
b a friend asked him for help.
c he lost his job.
d he was at home due to an illness.

www.majazionline.ir

Use of English

Exam Strategy
When completing an open cloze gap-fill exercise, make sure you read the whole text quickly first and then read the sentences with gaps more carefully. The word missing in the gap depends on words or information before or after the gap.

5 Complete the text with the correct words. Write one word for each gap.

Seung-hoon [1]_____ on a pair of plastic gloves and unlocks a large appliance that looks like a machine from a science fiction film. The appliance is loaded with an inner container, which is half-filled [2]_____ old bits of fruit, vegetables and other pieces of food. Seung-hoon lives in a district in Seoul [3]_____ a high-tech food waste management programme is being piloted [4]_____ a number of households. Each family is given a card with a microchip, and when any kind of food is thrown [5]_____, they have to use the card to open the lid of the special waste appliance and throw in the remains of their breakfast or lunch, or spoilt food from the fridge. The appliance has scales installed inside, and all food waste is weighed, giving them a numerical reading of the weight and disposal cost. Households receive a bill at the end [6]_____ each month, where they are charged per kilo of waste. The bills are [7]_____ too high, as services like this are much less expensive compared [8]_____ Western countries, although prices of waste disposal will go up next year. With a population of over 50 million in South Korea, handling waste is extremely important, which is [9]_____ the Ministry of Environment has put this programme in place. Their aim is gradually to reduce national food waste [10]_____ 20%.

Speaking

Exam Strategy
When you know what you might be asked in a task, prepare your answers in note form beforehand. This will prepare you to give a fuller and more organised answer and will also increase your confidence.

6 Describe the photo.

7 Read the Strategy and the job advert below. Write notes on your answers to questions 1–5.

City Tour Guide Vacancy
City tour guide required to take tourists around city.
Experience not required. Training given prior to start.
The successful applicant will be sociable, friendly, flexible and physically fit. History degree would be an advantage. Able to speak English and German.

1 Why are you applying for this job?
2 What skills do you have?
3 Describe your personality.
4 Tell me about your qualifications.
5 Tell me about your previous work experience.

8 Answer the interview questions in exercise 7.

Writing

Exam Strategy
In a letter of application, we use a number of formal constructions, to which we add specific information. Learning how to use these constructions will make your letter more appropriate.

9 Read the Strategy above. Then look at the sentences below and choose the more formal expressions.

a I **am writing to apply for** / **want** the position of Junior Assistant which **was advertised** / **I saw** in the *Youth Jobs* magazine.
b **Please tell me** / **I would be grateful if you could let me know** the hours of work.
c I would **welcome the opportunity** / **like** to work in this environment.
d I **can come** / **am available** for an interview **whenever you like** / **at your convenience**.

10 A British travel agency has published an advertisement in *Travel Times* and is looking for people to work as restaurant staff on their cruise ships in Scandinavia. Write a letter of application to the manager of the travel agency.

In your letter include:
- personal information.
- why you would like to work for them.
- useful personal qualities.
- relevant work experience.

9 Out of this world

Vocabulary

A Space

I can talk about space exploration.

1 Read the clues and do the crossword.

Down

1 a group of stars that forms a shape in the sky
2 a tiny planet
3 the part of a rocket that the astronauts travel in
5 a large hole in the ground (e.g. caused by a meteorite, a bomb or a volcano)
8 a large rock from space that makes a bright line in the sky as it enters the Earth's atmosphere

Across

4 a scientist who studies the planets, stars, etc.
5 a huge piece of ice that orbits the sun, and looks like a bright star with a tail
6 an enormous system of stars in outer space
7 a very bright, exploding star
9 the force that pulls things towards large objects like planets and the sun

2 Complete the text with the correct form of the words below.

astronauts atmosphere crew launch (v) mission mission control orbit (n) orbit (v) re-enter satellite space shuttle (×2) Space Station

SPACE DISASTERS

1986 On 28 January 1986, the [1]_____ *Challenger* was [2]_____ with a [3]_____ of seven on board. Its [4]_____ was to carry a [5]_____ that would [6]_____ the Earth. But just 73 seconds after blast-off, it lost contact with [7]_____ and exploded, killing all seven [8]_____ .

2003 On 1 February 2003, the [9]_____ *Columbia* disintegrated as it [10]_____ the Earth's [11]_____ . It was returning from the International [12]_____ , which is in [13]_____ around the Earth.

3 Complete the compound nouns with the words below. (Some are two-word compounds and some are single-word compounds.)

craft down giant hole star system Way year

a light _____
b black _____
c solar _____
d shooting _____
e red _____
f the Milky _____
g space _____
h touch _____

4 2.16 **Listen to some information about the solar system. Complete the sentences with the correct numbers.**

1 The solar system is about _____ years old.
2 The sun contains _____ of the matter in the solar system.
3 The _____ planets nearest to the sun are made of rock and metal.
4 The 'ice giants' are the _____ planets furthest from the sun.
5 A year on Neptune is nearly _____ Earth years.
6 A day on Venus lasts _____ Earth days.

5 INTERNET RESEARCH **Choose one of the planets below and find out three interesting facts about it.**

Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune

1 _____
_____
2 _____
_____
3 _____
_____

9B Grammar

Passive

I can identify and use different forms of the passive.

1 Choose the passive infinitive or passive *-ing* form to complete the sentences.

1 Jason doesn't mind **to be teased** / **being teased**.
2 I would like **to be invited** / **being invited** to Sue's party.
3 Imagine **to be followed** / **being followed** everywhere by the paparazzi.
4 I'll never forget **to be blamed** / **being blamed** at school for something I didn't do.
5 Harry begged **to be allowed** / **being allowed** to stay out late.
6 I didn't expect **to be made** / **being made** to wait for days for a doctor's appointment.
7 You risk **to be mugged** / **being mugged** if you walk home late at night in that part of town.
8 I remember **to be surprised** / **being surprised** by the news.

2 Complete the sentences with an appropriate passive form of the verbs in brackets.

1 By next Friday, all the invitations _____ (send out).
2 The joyriders who _____ (arrest) by the police this morning were in a car that _____ (report) missing last night.
3 I had a feeling that I _____ (follow).
4 '_____ these windows _____ (clean)?' 'No, not yet.'
5 The church _____ (renovate) right now, so you can't go inside.
6 At the end of the training course, the astronauts _____ (choose) for the next space mission.

3 Make the active sentences passive.

1 You can find the address on our website.
_____

2 They shouldn't send shoplifters to prison.
_____

3 They must have lost my letter in the post.
_____

4 They might have built this church in the 10th century.
_____
_____

5 They need to update the database.
_____

6 They can't have locked the door because someone had stolen the key.
_____
_____

7 They will release all the exam results on 15th August.
_____
_____

8 They might find water on Mars.
_____

4 Complete the texts with an appropriate passive form. Sometimes more than one answer is correct.

The planet Venus [1]_____ (name) after a Greek goddess. Venus is approximately the same size as Earth and [2]_____ (often call) Earth's sister planet. Because Venus is the only planet [3]_____ (give) a female name, it [4]_____ (decide) that most of the features on Venus should [5]_____ (name) after women.

Beagle 2 [6]_____ (build) by the European Space Agency in 2003 to explore the surface of Mars. Having [7]_____ (launch) from Kazakhstan, it reached Mars on Christmas Day 2003, but a few hours later, contact [8]_____ (lose). It might [9]_____ (damage) during its descent through the Martian atmosphere, but its exact fate may never [10]_____ (know).

9C Listening

Falling to Earth

I can understand the overall structure of a longer listening text.

Listening Strategy
When you listen to a longer text, try to form an idea of the overall structure. This will help you to follow the text and to find the information you need. Remember that texts do not always follow chronological order (i.e. in sequence, starting with the earliest).

1 2.17 **Read the Listening Strategy. Then listen to the radio programme about the Mars Experiment. Number events A–E in the order you hear about them.**

A 1993: A scientist spends many days underground ☐
B 2010: A Russian experiment begins in Moscow ☐
C August 2015: The experiment in Hawaii begins ☐
D August 2015–August 2016: Life inside the dome ☐
E August 2016: The experiment in Hawaii ends ☐

2 Choose the best description of the Mars Experiment: a, b or c.

a ☐
The Mars Experiment, which took place in Hawaii, involved six scientists living in a specially built dome for twelve months. The aim of the experiment was to simulate what it would be like for humans to live on the planet Mars for a year. They had very limited contact with the outside world during the experiment.

b ☐
The scientists who took part in the Mars Experiment had been born in different countries, but all lived in Hawaii. They spent a year in an area with no animals or vegetation, and had to wear spacesuits at all times as if they were on Mars.

c ☐
Six scientists – including three from Russia – took part in a twelve-month experiment in Hawaii. Their accommodation was a small dome on the side of a volcano, where the landscape was similar to the planet Mars. They did not see or speak to many other people during the twelve months.

3 2.17 **Listen again. For questions 1–6, choose the correct answer: a, b, c or d.**

1 What did the six people in the experiment have in common?
a They were all American. **c** They were all biologists.
b There were all scientists. **d** They were all doctors.

2 What was their view of the experiment after it had finished?
a The conditions had been too difficult for humans.
b The conditions had not really been an accurate simulation of conditions on Mars.
c The experiment had shown that becoming ill on another planet would be difficult to survive.
d The experiment had shown that it was possible to live in this kind of accommodation for a year.

3 Why was this particular location in Hawaii chosen for the experiment?
a Because it was a long way from any towns or villages.
b Because it was close to a large volcano.
c Because there were no dangerous animals in the area.
d Because it was similar in many ways to the surface of Mars.

4 Why did they not have showers very often?
a Because there was no bathroom inside the dome.
b Because they had to wear their spacesuits at all times.
c Because they were not allowed to use much water.
d Because they were never on their own.

5 Which of these things were the people allowed to do in both the Russian and the Hawaiian experiments?
a send and receive emails **c** watch television
b go outside **d** cook and eat fresh food

6 How long did Maurizio Montalbini spend underground?
a 93 days **b** 219 days **c** 366 days **d** 520 days

4 Imagine you are a scientist taking part in a similar experiment. What would be the three best and three worst things about the experience, in your opinion?

Best things:
1 _____
2 _____
3 _____

Worst things:
1 _____
2 _____
3 _____

9D Grammar

Passive: advanced structures

I can use advanced passive structures.

1 Complete the text with passive forms.

Hundreds of UFO sightings [1]_____ (report) every year, but the most famous UFO story is probably the 'Roswell incident', which took place in 1947. It [2]_____ (allege) at the time that an alien spacecraft had crashed in the desert in New Mexico. Shortly after, a number of alien bodies [3]_____ (rumour) to have been removed from the wreckage by US soldiers. It [4]_____ (not know) where the bodies [5]_____ (take). For many years, these reports [6]_____ (deny) by military sources, who maintained that what [7]_____ (recover) was a top-secret research balloon that had crashed. Finally, in 1997, the military admitted that bodies [8]_____ indeed _____ (take) from the wreckage, but that they were test-flight dummies that [9]_____ (drop) from high altitude as part of an experiment. However, many people dismiss this version of events. Since 1947, numerous books [10]_____ (write) on the incident, but the truth still remains shrouded in mystery.

2 Rewrite the sentences so that they have the same meaning. Use a different passive construction.

1 It is thought that the satellite burned up in the atmosphere.
The satellite is _____

2 It is alleged that he murdered his wife.
He _____

3 It is said that he moved to the USA.
_____

4 It is believed that terrorists planted the bomb.
_____

5 It is now known that five people died in the accident.
_____

6 It is reported that the car was stolen last night.
_____

3 Rewrite the sentences so that they have the same meaning. Use the passive and start with the word(s) given.

1 They gave the teacher a present at the end of the year.
The teacher _____.

2 They don't serve alcohol to people under eighteen.
Alcohol _____.

3 Nobody has taught him good manners.
He _____.

4 My boss promised me a big pay rise.
I _____.

5 They gave me ten minutes to make up my mind.
I _____.

6 They didn't offer the job to Martin.
The job _____.

7 They gave a prize to the cleverest student.
A prize _____.

8 £100 is owed to Harry by the bank.
Harry _____.

9 They taught us English in primary school.
We _____.

10 They've offered me a promotion.
I _____.

11 They often bring her breakfast in bed.
She _____.

4 Rewrite each sentence in two ways: a) using *it* + passive, b) passive + *to do* / *to have done*.

People say that prices go up before Christmas.
a It is said that prices go up before Christmas.
b Prices are said to go up before Christmas.

1 People once thought that the Earth was flat.
a _____
b _____

2 They say that a storm is approaching.
a _____
b _____

3 They believe the thief stole all the paintings.
a _____
b _____

4 People suspected that the woman was a witch.
a _____
b _____

5 People think he lost a lot of money on the stock market.
a _____
b _____

6 People know that regular exercise keeps you fit and healthy.
a _____
b _____

9E Word Skills

Phrasal verbs

I can use phrasal verbs correctly.

1 Complete the text. Use the correct form of the phrasal verbs below.

call on carry out cut back on end up set out set up turn into work out

In September 2016, Elon Musk, the founder and CEO of SpaceX, made an announcement that amazed the world. In front of a room full of journalists in Mexico, he [1]_____ his vision of a colony on Mars. Starting with a small number of pioneers, he believes it will [2]_____ a settlement of 1 million people in the next 40–100 years.

As one of the founders of PayPal, Elon Musk became a billionaire at a young age. He then [3]_____ SpaceX, a private company which [4]_____ space missions.

In his presentation, Musk described a new kind of space transporter for taking passengers to Mars at a cost of $200,000 a ticket. He said that most passengers would probably [5]_____ staying on Mars, but if people changed their minds, the return journey would be free. He also talked about money, and had [6]_____ that the project would need financial support. He [7]_____ governments around the world to help. This may be a problem at a time when many governments are [8]_____ investing in these kinds of projects.

2 Rewrite the sentences. Replace the underlined verbs with phrasal verbs from exercise 1. Make any other changes necessary.

1 I'm not sure how much I owe you. Let's <u>calculate</u> it.

_____

2 The police have <u>asked</u> the public to be careful.

_____

3 I'm thinking of <u>starting</u> a chess club at school.

_____

4 It's a good plan – but can we <u>do</u> it?

_____

5 A small disagreement <u>became</u> a huge argument.

_____

3 Circle the correct options to complete the sentences. Sometimes both are correct.

1 They called ... because of the snow.
  a off the match **b** the match off
2 I came ... in a charity shop.
  a across this book **b** this book across
3 It's difficult to sum ... of this film.
  a up the plot **b** the plot up
4 Did you remember to hand ... ?
  a in your homework **b** your homework in
5 I find it easier to get ... early in the morning.
  a on with revision **b** revision on with
6 I think you made ... !
  a up the whole story **b** the whole story up
7 I didn't get the chance to put ... .
  a forward my ideas **b** my ideas forward
8 I'm really looking ... this weekend.
  a forward to your party **b** your party forward to

4 Complete the sentences with the correct form of the verbs below.

break down come up with die out go up rule out wipe out

1 Dinosaurs _____ millions of years before humans appeared on Earth.
2 She managed to _____ a great new name for our school magazine.
3 My mum's car _____ on her way to work yesterday.
4 The police have already _____ murder.
5 The Black Death _____ about half the population of Europe.
6 The price of gold has _____ sharply.

VOCAB BOOST!

When you learn transitive phrasal verbs, show if they are separable or inseparable by writing *something* or *somebody* before the particle or after it.

5 Read the *Vocab boost!* box. Then write all the two-part transitive phrasal verbs from this lesson in the correct column.

Separable	Inseparable
to carry something out	to call on somebody
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

9F Reading

Science fiction

I can understand an article about a famous writer.

Revision: Student's Book pages 102–103

1 Complete the sentences with the correct form of the phrasal verbs below.

check over creep up go through head out keep out
put on slow down start up take in

1 The car _____ as it approached the traffic lights.
2 Last year house prices dropped, but they are gradually _____ again.
3 Can I _____ my lines with you before the dress rehearsal of the play?
4 There was a huge roar as the engines of the rocket _____ .
5 The ship left the harbour and _____ to sea.
6 We stopped at the top of the hill to _____ the wonderful views.
7 When you have finished your essay, _____ it _____ for mistakes.
8 The astronaut _____ her spacesuit before climbing into the capsule.
9 I don't want the cats in here. Can you close the door to _____ them _____ ?

2 Read the text about Isaac Asimov, ignoring the gaps. Which of these two jobs did Asimov do in his lifetime?

robotics engineer ☐ translator ☐ publisher ☐
lecturer ☐ writer ☐

Reading Strategy

Look for connections between the sentences in the task and the text. Pronouns and possessive adjectives often refer back to something in a previous sentence: a person, a place, an idea, etc.

3 Read the Reading Strategy. Then look at the underlined word (*these*) in line 3 of the text. What does it refer back to?

☐ 500 books ☐ 'laws' of robotics
☐ the Robot novels ☐ the most famous

4 Match sentences A–F with gaps 1–5. There is one extra sentence.

A But it was with his 32nd story, written in 1941, that Asimov really became famous.
B His fame as a writer spread around the world as his books were translated into different languages.
C His parents owned a series of sweet shops and the whole family was expected to work in them.
D In 1964, an organisation called the Science Fiction Writers of America voted *Nightfall* the best science fiction story ever written.
E These talk about the importance of obeying orders and not harming humans.
F Ten years later, his wife revealed that his death had been caused by the HIV virus.

ISAAC ASIMOV

was one of the most successful and prolific writers of the 20th century. He wrote or edited more than 500 books, the most famous of which are the probably the Robot novels. In these, he presented three 'laws' of robotics, now known as 'Asimov's laws'. [1]___ They are still regarded as relevant in the modern field of artificial intelligence.

Asimov was born Isaak Judah Ozimov in 1920, near Smolensk in Russia. In 1923, the family emigrated to the USA, settled in Brooklyn, New York, and changed the family name to Asimov. Asimov spoke Yiddish and English at home with his family and so never learned more than a little Russian. By the age of five, he was a keen reader. [2]___ Asimov became fascinated with the science fiction magazines that were sold there, and began reading them. When he was eleven, he began to write his own stories, and by the age of nineteen, he was selling them to science fiction magazines. His first publication was *Marooned Off Vesta*, which was printed in the *Amazing Stories* magazine. [3]___ It is called *Nightfall* and is set on a planet called Lagash where night falls only once every 2049 years. Because it is nearly always light, the inhabitants never see the night sky, or any stars outside their solar system. [4]___ Many science fiction fans would still agree with this verdict.

After leaving school, Asimov studied chemistry at Columbia University and went on to become a professor at the Boston University School of Medicine. However, in the 1950s, he became a full-time writer. Asimov died on 6 April 1992. [5]___ This had been contracted from a blood transfusion received during a heart bypass operation in December 1983.

9G Speaking

Presentation

I can present my opinions effectively.

1 Complete the phrases with the words below.

accept alter deny far having maintain nevertheless opinion own people personally true way would

1 As _____ as I'm concerned, ... ☐
2 But _____ said that, I still think that ... ☐
3 But I _____ still say that ... ☐
4 However, this doesn't _____ my view that ... ☐
5 I wouldn't _____ that ... ☐
6 In my _____, ... ☐
7 It is _____ that ... ☐
8 My _____ view is that ... ☐
9 _____, I still believe that ... ☐
10 Of course, we have to _____ that ... ☐
11 Others _____ that ... ☐
12 _____, I believe that ... ☐
13 Some _____ think that ... ☐
14 The _____ I look at it, ... ☐

2 Put the phrases in exercise 1 into four groups. Write a, b, c or d next to the phrases.

a outlining the issue
b making a point
c acknowledging an opposing point
d re-stating your original point

3 2.18 Read the task below and listen to the presentations. Are the sentences true (T) or false (F)?

Give a brief presentation of your opinions on the following questions. Do you think that life exists on other planets in our galaxy? Do you think we will ever make contact with alien life forms?

1 Both speakers believe that life must exist on other planets. ___
2 Neither speaker believes that it is likely that we will make contact with alien life forms. ___

4 2.18 Listen again. Number the sentences in the order that you hear them.

a Personally, I believe that ... ☐
b In my view, ... ☐
c However, this doesn't alter my view that ... ☐
d Of course, we have to accept that ... ☐
e Some people argue that ... ☐
f I would say that ... ☐
g Let's be honest ... ☐
h On balance, if you ask me, I'd say that ... ☐

Speaking Strategy

When you are presenting opinions, it is often a good idea to acknowledge an opposing view; this shows that you have considered the issue carefully. Once you have acknowledged the other side of the argument, you can re-state your own view.

5 Read the Speaking Strategy. Then read the task below and decide what your overall opinion is for each question. Write *yes* or *no* in the gaps.

Give a brief presentation of your opinions on the following questions. Do you think it might one day be necessary to colonise the moon or other planets in our solar system? ___ Do you think it would be possible ___ or desirable ___ ?

6 Now make notes for your presentation. Use phrases from exercise 1 and the ideas below to help you, or use your own ideas. Remember to acknowledge the opposing side of the argument.

Why it might be necessary / desirable

- Earth's population is rapidly increasing
- global warming and climate change
- space tourism
- mankind's drive to explore and seek adventure

Why it might not be possible / desirable

- we should solve the problems on Earth
- inhospitable environment on other planets
- breathable atmosphere
- gravity
- the danger of accidents
- quality of life?

7 Now do the task using your notes from exercise 6.

9H Writing

A narrative

I can write a descriptive story.

Preparation

1 Read the task and the paragraph below. Is this a complete answer to the task or only the start? How do you know?

Write a story about a crew that has just landed on a strange planet. Describe what they can see from their spacecraft and an unexpected danger they have to deal with.

The crew could see very little as their spacecraft approached the planet because the main window was automatically covered to protect it from damage. However, having made a successful touchdown, the chief engineer pressed a button and the cover slid away. They looked out at the planet's surface for the first time. It was night, but the two moons, which were both low in the sky, gave off a pale, white light. In front of the spacecraft lay a wide desert with a dry riverbed in the centre. Beyond the desert stood a volcano. They could just make out a narrow stream of smoke rising from the summit. And then the sun came up and the crew saw the landscape in detail for the first time. It was the most beautiful sight they had ever experienced.

Writing Strategy

When you are describing a place, use a variety of expressions instead of repeating *There is / are*.

a Near the city centre stands a palace / skyscraper.
b Beyond the town lies the desert / a lake.
c The cliff / mountains are visible from the beach.
d You can make out the Alps in the distance.

2 Read the Writing Strategy. Underline the sentences in the text which include three of the four verbs or expressions underlined in the Strategy (a–d).

3 Rewrite the sentences without using *There was / were*. Include the verb or expression in brackets.

1 There were dark red rocks on the ground. (lie)

2 There was a huge tree near the river. (stand)

3 There were some mountains in the distance. (be visible)

4 There was a small, blue moon on the horizon. (make out)

Writing Guide

4 Plan the next three paragraphs of the text in exercise 1. Use the questions below to help you.

Paragraph 2

What did they see when the sun came up? Why was the landscape so beautiful? Think about colours, vegetation, wildlife, etc.

Paragraph 3

What danger did they have to deal with? Was it a natural danger (e.g. a storm, a volcano)? Was it a creature of some kind? Was it another spacecraft?

Paragraph 4

How did they deal with the danger? Did they fight or did they try to escape? What happened?

5 In your notebook, write the next three paragraphs using your notes from exercise 4.

CHECK YOUR WORK

Have you ...

- ☐ followed the writing guide?
- ☐ used a variety of expressions to make your descriptions more interesting?
- ☐ checked the spelling and grammar?

Review Unit 9

www.majazionline.ir

Vocabulary

1 Circle the correct words to complete the sentences.

1 Space **stations** / **shuttles** are forms of space transportation.
2 My sister wants to be **an astronomer** / **a cosmonaut** and study space full-time.
3 **Gravity** / **Touchdown** makes things fall back down to Earth.
4 Every member of a space **crew** / **capsule** has different roles and responsibilities.
5 A rocket may sometimes explode after it has been **orbited** / **launched**.
6 The gases surrounding the Earth are known as the **cosmos** / **atmosphere**.
7 Some scientists believe that the Earth will be hit by a giant **crater** / **asteroid** that will destroy the planet.
8 **Supernovas** / **Constellations** are patterns of stars in the sky that we can recognise.

Mark: ___ / 8

2 Complete the sentences with compound nouns made from a word in A and a word in B.

A black light Milky mission shooting solar space
B control hole star station system Way years

1 Space flights are managed by _____ .
2 The _____ looks like a glowing white band in the night sky.
3 Jupiter is the biggest planet in our _____ .
4 I thought I saw a _____ , but it was just a plane.
5 Distance in space is measured in _____ .
6 According to NASA, a _____ has so much gravity that not even light can escape from it.
7 The Russian cosmonaut Valeri Polyakov spent over fourteen months on a _____ .

Mark: ___ / 7

3 Replace the underlined words with the correct form of the words or phrases below.

alter deny maintain nevertheless opinion such as

1 Despite this, I still believe that we shouldn't send animals into space.
2 In my view, we should invest in space exploration.
3 Some cosmonauts, for example Tim Peake, have broken records in space.
4 I wouldn't disagree that we should invest more in curing diseases.
5 However, this doesn't change my view that it's a waste of money.
6 Some scientists say that we will find life on other planets in our lifetime.

Mark: ___ / 6

Word Skills

4 Match the sentence halves.

1 We have come up
2 Nobody put
3 An asteroid could wipe
4 We need to cut back
5 Scientists haven't ruled
6 Many experiments were carried
7 The planet will one day run

a on our use of fossil fuels.
b out life on Earth.
c out of important natural resources.
d forward an alternative plan.
e with a solution.
f out finding life on other planets.
g out on the space station.

Mark: ___ / 7

5 Complete the phrasal verbs in the sentences with the correct particles.

1 They called _____ the festival because of bad weather.
2 Did you make that _____ , or did it really happen?
3 I can't get _____ with my work because it's too noisy in here.
4 This holiday is turning _____ a nightmare!
5 We ended _____ doing our presentation on Friday instead.
6 He comes _____ as self-confident, but he's actually quite shy.

Mark: ___ / 6

Grammar

6 Complete the sentences with the passive form of the verbs in brackets.

1 We _____ an extra half hour to finish the exam yesterday. (give)
2 Tickets for the concert _____ online from tomorrow. (sell)
3 This exit _____ for emergencies only. (use)
4 Don't sit down! The bench _____ . (just / paint)
5 Over €1,000 _____ by the charity last month. (raise)
6 In my view, older people _____ free yoga classes. (should / offer)
7 By the time we arrived, the food _____ . (already / eat)
8 The students _____ by a different teacher this week. (teach)

Mark: ___ / 8

9 Review Unit 9

7 Choose the correct words to complete the sentences.

1 In the past, breaking a mirror **is** / **was** believed to bring bad luck.
2 An Italian was thought to **win** / **have won** the race.
3 It is **known** / **being known** that carbon emissions contribute to global warming.
4 It **has** / **is** claimed that some large companies didn't pay enough tax last year.
5 Languages are said to **be** / **have** learned more quickly at an early age.
6 Tommy was believed to **have stolen** / **steal** the bike from school.

Mark: ___ / 6

8 Rewrite the sentences with a different subject.

1 The correct equipment wasn't given to the workers.
_____
_____

2 Letters were sent to all the voters in the country.
_____
_____

3 Evidence was shown to the police during the trial.
_____
_____

4 Gold medals were awarded to the British swimmers.
_____
_____

5 The truth had been told to us at last.
_____
_____

6 A better phone contract has been offered to Jenny.
_____
_____

7 Water was given to all the marathon runners.
_____
_____

Mark: ___ / 7

Use of English

9 Complete the text with the words below. Use the correct form of the verbs.

capsule carry crew down forward land make orbit Station workout

In 2016, history was [1]_____ by UK astronaut Major Tim Peake after he spent six months on the International Space [2]_____. The *Soyuz* [3]_____ that was carrying Major Peake touched [4]_____ in Kazakhstan on 18 June, after he'd spent 186 days in space. During this time, he had [5]_____ the Earth 3,000 times and broken numerous records. He was the first British astronaut to [6]_____ out a spacewalk and the first to run the London marathon in space! Exercise was essential for all of the [7]_____ members, to protect them against dangerous changes to their bodies, such as thinning bones. Peake had to spend two hours every day doing a strenuous [8]_____ in 23°C heat. In fact, one of the first things that he said when he [9]_____ was that he was looking [10]_____ to some cool rain back on Earth.

Mark: ___ / 10

Total: ___ / 65

I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can talk about space exploration.			
I can identify and use different forms of the passive.			
I can understand the overall structure of a longer listening text.			
I can use advanced passive structures.			
I can use phrasal verbs correctly.			
I can understand an article about a famous writer.			
I can present my opinions effectively.			
I can write a descriptive story.			

5 Exam Skills Trainer 5

Reading

Exam Strategy
In true or false reading activities, make sure you understand what the statements mean as a whole, rather than just focusing on key words. This will help you to decide if the statement is true or false.

1 Read the Strategy above. Check that you understand statements 1 and 2. Then read the text and decide whether the statements are true (T) or false (F).

'In 2042, astronomers will know for sure if the asteroid will pose a threat in 2046. If the worst-case scenarios turn out to be true and the Earth is not prepared, it will be too late. We need to start thinking about a plan of action before 2030 in order to be prepared for the worst,' said Prof Fitzwilliam.

1 In 2042 it will be clear to astronomers if there is any asteroid danger in the future. ___
2 A plan of action needs to be started in 2042. ___

2 Read the text and decide if the statements (1–8) are true (T) or false (F).

The first man in space

Yuri Gagarin was born in 1934 in a village, now renamed Gagarin, near Smolensk in Russia. His parents worked on a farm, and his father was also a skilled carpenter. Yuri was the third of four children, and his elder sister helped to raise him while his parents worked. As a teenager he started work in a steelworks, at the same time continuing his studies at the technical high school in Saratov.

While there, he joined the 'Aeroclub' and learned to fly in his spare time. He soon preferred flying to working in the steelworks, and on leaving college in 1955, he joined the air force and learned to fly fighter planes. In 1960, Gagarin was chosen as one of 20 pilots for the Soviet space programme. All the candidates underwent a series of experiments to test their physical and psychological ability. His daring and skill then led to his being singled out for training in the Soviet space programme, and he went through training for the upcoming flight. Gagarin was only 1.57 metres tall. His small size was an advantage, as the spacecraft he had to fly in, *Vostok*, did not have enough room inside for large people. *Vostok* was launched from the Baykonur site in the Kazakh desert on 12 April 1961. Although his flight around the Earth lasted only one hour and 45 minutes, Gagarin became the first person to travel into space and orbit the Earth.

After the flight, Gagarin became an instant celebrity, and made appearances all over the world to promote the Soviet achievement. With his broad smile, he easily gained the attention of crowds. Later, he returned to his former job, flying fighter planes. Soviet officials tried to stop him from flying, as they were worried that they would lose their hero in an accident. On 27 March 1968, while on a training flight, he died when he lost control of his plane and crashed. He was buried with honours in the wall of the Kremlin in Moscow's Red Square.

1 Gagarin's sister helped to bring him up. ___
2 He became a steel worker when he was a student ___
3 Gagarin joined the space programme in 1955. ___
4 Being short was inconvenient in space. ___
5 Gagarin's first flight in space lasted less than two hours. ___
6 After his flight, authorities did not want Gagarin to continue to fly planes. ___
7 Gagarin died during a space flight. ___
8 Gagarin became famous after his death. ___

Listening

Exam Strategy
In multiple-choice listening activities, you might hear the speaker mention all the options. Do not choose an option just because it is mentioned – make sure it is the correct option.

3 Read the Strategy above and the text below. Choose the correct option.

Studies show that in Western societies around 60% of the population would welcome the opportunity to travel to space if they had the chance. This is a substantial number of people who could potentially put millions into the space industry. The funds raised from such space trips may then be used for scientific and technical exploration which is currently funded by governments.

Money raised from space tourism could
A allow 60% of westerners to travel into space.
B put millions into Western societies.
C be used for scientific exploration.
D fund governments.

4 2.19 **Listen to an interview with an astronaut. Choose the correct answer.**

1 Dan Barry
   a first went into space in January 1992.
   b repeated an earlier voyage into space in 1996.
   c took part in a space flight that lasted nine days.
   d spent a few weeks in space mission FTS 72.
2 Astronaut training at Johnson Space Center
   a is individual for each candidate.
   b includes flying an aeroplane.
   c lasts about one year in total for everybody.
   d develops the candidates' imagination.
3 Dan Barry says
   a weightlessness was difficult to get used to.
   b it was nice to float while sleeping.
   c he had to work with his feet fixed to the floor.
   d sleeping on Earth is less comfortable than in space.

5 Exam Skills Trainer 5

4 What does Dan Barry say about food in space?
   a He was allowed to take M&M's.
   b What he missed most was vegetables.
   c The astronauts mostly ate frozen food.
   d There were a hundred types of food on the flight.
5 After returning from space, Dan
   a had problems regaining his balance.
   b engaged in his daughter's science project.
   c couldn't walk straight for three weeks.
   d took up running to return to normal.

Use of English

Exam Strategy
In an open cloze Use of English exercise, read the text through quickly and fill in any gaps you can. Then read the text more carefully to fill in the ones you didn't get the first time.

5 Complete the text with the correct words. Write one word for each gap.

During a long space flight, astronauts can gain over four centimetres in height. Although growing taller might seem like [1]_____ attractive option to some people, [2]_____ reality is that the adjustments to the spine during extended space travel and living in a zero gravity environment also cause severe back pain or muscle weakness. When the spine is [3]_____ compressed by the pull of gravity any more, [4]_____ straightens out. This can make the muscles surrounding the spine weak and leads to a decrease in muscle mass. [5]_____ average, these muscles can decrease in size by 19% after just four months in space. According to doctors who do thorough check-ups of astronauts [6]_____ they fly to space and upon their return, about 70% of astronauts [7]_____ from back pain during the first few days in space, and about half return with serious back problems. NASA scientists [8]_____ concerned that this could cause major problems on long-distance missions to Mars in the future. The solution to this problem may [9]_____ as simple as implementing a personalised exercise programme for all astronauts travelling to space for long periods of time. [10]_____ they also keep to a regular exercise routine after their return, a month or two later about two thirds of the muscle loss will be restored.

Speaking

Exam Strategy
When you are presenting opinions, use expressions of varying degrees of agreement and disagreement. This shows that you can use a range of language to express yourself more accurately.

6 Look at phrases a–g below. Do they present a strong or a neutral opinion? Write S or N.

a I strongly believe that ... ____
b In my opinion, ... ____
c I totally disagree with ... ____
d In my view, ... ____
e Personally, I think that ... ____
f I have no doubt that ... ____
g I'm convinced that ... ____

7 Describe the photo above. Then read the statement below and express your opinion on it.

These ideas may help you.
- Do you agree or disagree with the statement? Why?
- Support your opinion with an example.

Money spent on space exploration is money wasted.
It would help the world more if we invested what is spent on space travel into helping reduce poverty.

Writing

Exam Strategy
To make your descriptive story more interesting for the reader, use a range of adjectives and adverbs.

8 Read the Strategy above and put the adjectives and adverbs from the box into the sentences below.

angrily bare deep freezing giant instinctively loud pale safe slowly

1 Her face looked _____ in the moonlight.
2 Tina stopped and shouted _____.
3 Suddenly, there was a _____ noise from the dark.
4 I _____ run away from danger.
5 I saw a _____ rock, almost as big as a mountain.
6 The ground felt wonderfully soft under my _____ feet.
7 I was looking down a _____ hole.
8 The temperature dropped and I was _____ cold.
9 I _____ closed the door behind me.
10 Finally, I reached a _____ place.

9 Write a story that starts:

Having checked that I had everything I needed for my first day at my new school, I left the house and ...

1 Cumulative Review 1 (Units 1–1)

Listening

1 2.20 **Listen to the radio programme about the South American adventurer Isabel Godin des Odonais and her journey in the 18th century.**

1 Isabel Godin des Odonais set off on a journey to
   a meet her husband again after many years.
   b try to find her ill husband in France.
   c make a map of the Amazon with her husband.
2 Isabel started her journey with
   a a small group of Frenchmen and local Indians.
   b a group of fourteen relatives and close friends.
   c a group of servants, family, Indians and Frenchmen.
3 Initially, they couldn't find any canoes in the village because
   a the villagers had left and taken them.
   b they had been destroyed in a terrible fire.
   c everyone in Isabel's group was too sick to look for them.
4 Isabel survived in the jungle
   a with her servant Joachim for nine days.
   b lost and alone for nine weeks.
   c on her own for nine days.
5 In the end, Isabel
   a met her husband again after years of separation.
   b died just before she was reunited with her husband.
   c saved her ill husband with the help of a doctor.

Speaking

2 **Work in pairs. Look at the photo below on the topic of 'Exploration and adventure'. Discuss the questions.**

- How is the photo connected to the topic?
- Speculate about the photo. Think about the time, place and purpose of the activity.
- What could you deduce about the people? Think about body language.

Reading

3 **Read the article. Match sentences A–H with gaps 1–7 in the article. There is one extra sentence.**

A When Ms Fan had fallen earlier, she had called out for help in the water, but nobody had heard her.
B However, he refused to believe that his daughter had survived until he heard her speak on the phone.
C She stopped to look down at the sea from the balcony there.

AN EXTRAORDINARY TALE OF SURVIVAL

Once in a while, there are stories of people who have survived exceptional hardship. The ordeal of a 31-year-old Chinese woman known as Ms Fan, is just one of those true tales.

Ms Fan was enjoying a five-day cruise with her parents on a Royal Caribbean ship from Shanghai in China to Fukuoka in Japan and the South Korean island of Jeju. One evening, she was taking a walk alone around the fourth deck of the ship. [1]____. She leaned too far over and fell an estimated 20 metres into the water far below – the same height as from a seven-storey building.

Her family didn't realise that she had disappeared until some hours later when she didn't return from her walk. They immediately told a member of the ship's crew and soon after, the captain made six emergency announcements in English and Mandarin in order to alert passengers of Ms Fan's disappearance. The crew also knocked on the door of every cabin with a photo of the young woman in order to try and locate her.

[2]____ They looked on all the decks and in every cabin, but

1 Cumulative Review 1 (Units 1–1)

D These two factors may account for her extraordinary feat of endurance at sea.
E A passenger saw her fall and jumped in to rescue her.
F These include high barriers and large numbers of cameras to monitor passenger security.
G She was found to be in a stable condition.
H More than one hundred volunteers then helped the family to search the ship.

found no sign of her. In the end, a police officer told the family that there was little hope of their daughter's survival if she had fallen the 20 metres overboard into the water.

[3]____ She began to drift alone at sea, without a life jacket or anything to hold on to, and became exhausted. Nevertheless, she managed to tread water and stay afloat, while sleeping at the same time. She endured 38 hours at sea without food or drink, until she suddenly saw a fishing boat in the waters south of Shanghai.

After being hauled onto the boat by the fishermen, Ms Fan was too weak to eat and she was soon taken to hospital. [4]____ Her only injuries were painful blisters on her arms from jellyfish stings.

Nearly two days after his daughter's fall, her father received a call saying that she had been seen alive in coastal waters. [5]____ He said, 'Only after I heard my daughter's voice did I believe she was still alive. It's a miracle.'

Her father went on to add that his daughter was a strong swimmer. In addition to being very independent in the water, she had a university degree in sport. [6]____

Incidents of passengers falling into the sea from cruise ships aren't as unusual as people might think. It's worth remembering, though, that all modern cruise ships have a large number of safety features. [7]____

Grammar and vocabulary

4 Choose the correct answers.

an unusual race

If you [1]____ the Isle of Man in July, you'll see an amazing sight. Every year, on this small island off the west coast of Britain, around 700 people [2]____ in boat races. However, they [3]____ ordinary boats, they race in Viking longboats – similar to those first built in ancient Scandinavia. The different races throughout the day feature teams made up of men or women, as well as mixed teams.

This unusual event happens in the beautiful harbour in the town of Peel, surrounded by tiny fishermens' [4]____ and other old buildings. The races [5]____ place every year since 1963 and they are a hugely popular tradition on the island, with thousands of spectators attending every summer. Large crowds of people watch the event from the harbourside and cheer on their favourite team.

The 70 teams are extremely [6]____ and the races require months of training to achieve the level of [7]____ required. In order to have a chance of winning, the competitors need to stay calm and [8]____ too, so they can move their oars at exactly [9]____ same moment. If any person gets out of time, the team is in danger of slowing down or losing their direction in the water.

In spite of the demanding nature of the race, [10]____ the teams wear fancy dress and elaborate costumes. What do they wear? Viking helmets and costumes. of course!

1	a visit	b visits	c had visited
2	a take over	b take off	c take part
3	a aren't using	b don't use	c didn't use
4	a cottages	b mansions	c villas
5	a took	b had taken	c have been taking
6	a competition	b competitive	c competing
7	a fitness	b fit	c fitfulness
8	a hot-headed	b level-headed	c tight-fisted
9	a the	b this	c a
10	a little of	b most	c many of

Writing

5 Use your imagination and write a magazine article giving an account of an event which happens at sea, similar to the story in exercise 3.

- Introduce the article with a paragraph which draws the reader in to the story.
- Explain what happened, when it happened and who was involved. Give details and background information.
- Explain what happened in the end. How did the person manage to survive?

Cumulative Review 2 (Units 1–3)

www.majazionline.ir

Listening

1 2.21 **Listen to five teenagers talking about spending time with people of a different generation. Match speakers 1–5 with sentences A–F. There is one extra sentence.**

Speaker 1 ☐ Speaker 3 ☐ Speaker 5 ☐
Speaker 2 ☐ Speaker 4 ☐

A He / She has learned to take himself / herself less seriously.
B He / She has been able to see how people's personalities start to develop.
C He / She has acquired skills that will be helpful in the future.
D He / She has had the satisfaction of helping another person.
E He / She has understood the importance of listening carefully to everybody.
F He / She has learned to look at things from different perspectives.

Speaking

2 **Work in pairs. Read the statement below and have a debate. Use the following points to help you.**

- Think about how you're going to start the debate. One person should agree with the statement and one should disagree.
- Give your opinions, supported by examples.
- Listen and respond to what your partner says. Also, disagree where necessary.

"Life is too easy for teenagers today compared to their parents' and grandparents' generation. Young people would benefit from more challenges."

Reading

3 **Read the article and choose the correct answers.**

1 Michael Mulcahy is an older person who
a no longer receives a home visit from anyone.
b can no longer go out.
c isn't interested in chatting to people.
d has started to visit younger people.

2 The GoodGym wants younger people to
a visit their local gym and do weekly exercise.
b visit their elderly neighbours on foot once a week.
c jog to an elderly relative's house regularly.
d run to the home of an older person every week.

3 One reason Ivo Gormley started the GoodGym was that
a people weren't joining gyms any more.
b he wanted people to put their energy to better use.
c younger people in cities weren't exercising.
d old people couldn't meet their elderly neighbours.

4 The elderly people also help the younger people by
a supporting their running and fitness regime.
b encouraging them to attend the gym regularly.
c having a dialogue with them about their career plans.
d giving them a small financial gift.

5 The GoodGym idea
a is only in London at the present time.
b has become popular across the UK and all of the US.
c has spread to different urban areas outside London.
d has moved from other UK cities to London.

MEETING ACROSS THE GENERATIONS

Older people in urban areas can really benefit from home visits

It's Wednesday evening and Michael Mulcahy is watching TV alone in his favourite chair at home in east London. He's elderly and housebound, so the chances are that in twenty-four hours he'll be sitting in exactly the same place. However, life isn't all bad. By this time tomorrow, he'll have had a visit from a young woman called Harriet Cawley who will sit and chat with him.

Harriet is a member of an organisation which encourages younger people to visit the elderly once a week in their own homes. They never walk, drive or take the bus to the person's house, they always run there and back.

The organisation is called the GoodGym and it was first started by 29-year-old Ivo Gormley. He began running to the home of a housebound friend once a week and he found that the visits gave him the motivation to continue doing this regular run. He then started to think about how exercise could be used for a good purpose in modern society.

2 Cumulative Review 2 (Units 1–3)

He noticed that many people say they don't have the time to help others or volunteer and that they often join overpriced gyms to exercise. He wondered whether people could do their exercise in a more purposeful way. In addition, he also realised that there was little contact between younger working people and retired people – particularly in cities. And so he came up with the simple idea behind the GoodGym.

With the GoodGym, people who are interested in regular exercise run to the house of an elderly person and take a newspaper or a small gift with them. They stay with them and chat for between ten minutes to an hour. The elderly man or woman has usually been chosen by the local health authorities as someone who would benefit from home visits.

These home visits are often precious to older members of society because they sometimes have little contact with the local community. In the UK, more than a million people over the age of 65 admit to feeling lonely and 17% of those older people see their family or friends less than once a week.

However, the GoodGym isn't just about younger people assisting the elderly. On the visits, the older person also helps to motivate the young runners and encourage them to achieve their fitness goals. This two-way dialogue means that the two people get to know each other and they usually end up getting on very well.

Overall, the GoodGym allows people from different generations to help each other in a positive way. The initiative has been a huge success in London and it has moved to other cities across the UK. A GoodGym programme has even started in the US city of Chicago. Who knows? There might be schemes like this in cities across the world in the not too distant future.

Grammar and vocabulary

4 Complete the text with a word formed from the words in brackets.

REUNIONS: *Meeting friends from across the years*

What do you think you would do in twenty years' time if you [1]_____ (receive) an invitation to a school reunion? Would you agree to meet up with classmates from your [2]_____ (adolescent)? Or would you avoid [3]_____ (see) people from school because you will have moved on with your life?

Reunions are more common in some countries than others. High school reunions are extremely popular in the United States and are an important part of [4]_____ (adult). The [5]_____ (major) of American adults have attended some form of party with old classmates. It's not only schools that have these events either, it's also clubs, offices and universities. Organising these reunions can be a [6]_____ (profit) business too. For example, there are companies which help with organising the transport, accommodation and food for reunions – all for a high price!

Some students only meet in the years directly after they leave school. However, some institutions have reunions every year until the participants are [7]_____ (retire) and well into old age. One elderly man in the US state of Michigan attended his 80th high school reunion at the age of 98. There were some former students who were younger than him at the reunion, although sadly [8]_____ (no) of the other people from his particular school year were still alive.

Some US commentators have complained that social media sites like Facebook have ruined reunions. Many people are staying in touch with [9]_____ (near) all of their former friends and they know what everybody is doing – who has got a new job or who has got [10]_____ (marry) recently. So, perhaps reunions will become a thing of the past – who knows?

Writing

5 Imagine that you went to a reunion and you met a good friend who you hadn't seen since you were younger. Write a description of the person.

- Introduce the person.
- Describe what they looked like when they were younger and what they look like now.
- Describe their personality in the past, if they have changed at all and what they're like now.
- Explain why you still like them and why you would like to see them again.

3 Cumulative Review 3 (Units 1–5)

Listening

1 2.22 **Listen to the radio news stories. Match stories 1–5 with headlines A–G. There are two extra headlines.**

News story 1 ☐ News story 3 ☐ News story 5 ☐
News story 2 ☐ News story 4 ☐

A Top football figure quits after corruption probe
B RIDDLE OF FIRE AT FOOTBALLER'S HOME
C Celebrity in renewed plea for privacy
D Investigation after city centre blaze
E MASSIVE SURVEY SPARKS CONCERN
F PLEDGE TO CUT POLLUTION
G Zoo probe after elephant death

Speaking

2 **Work in pairs. Look at the graph and answer the questions.**

- Describe the trends in the African elephant population. What do you think are the causes of the trends?
- Express the statistics in a number of different ways.
- What do you think will happen to the number of African elephants in the future? Why? What could be done to improve the situation?

Reading

3 **Read the article. Are the sentences true (T) or false (F)?**

1 The police discovered the complete body of a tiger. ___
2 The Thai police had put the cameras in the Western Forest Complex conservation area. ___
3 Every tiger has its own unique pattern of stripes. ___
4 The police identified the dead tiger using photos from the conservation area. ___
5 At the beginning of the 20th century there were an estimated 100,000 Indochinese tigers. ___
6 The suspected poacher is currently in prison. ___
7 The trade in illegally killed animal parts around the world is worth about £13 billion every year. ___
8 Thailand is one of only two countries using surveillance technology to stop poachers. ___

SURVEILLANCE DEVICES HELP WAR AGAINST POACHERS

Police in western Thailand have confiscated tiger fur and other body parts from a suspected poacher. In a bid to stop the trade in illegal goods, officers were conducting searches at a police checkpoint when they discovered the partial remains of the tiger in the man's belongings.

The animal parts came from a tiger previously living in the Western Forest Complex conservation area of Thailand. The area is monitored by special cameras which take regular photos of the wildlife. This surveillance technology was put in place by the Wildlife Conservation Society in order to monitor various species in danger of extinction, including tigers.

Each tiger has a special stripe pattern in its fur which makes it uniquely identifiable. The police were able to compare the tiger fur that was confiscated to a large number of photos of tigers from the conservation area and they managed to identify the exact tiger that had been killed. It was a large female tiger photographed alive in the conservation area last year. As the killing of tigers is illegal in Thailand, proving the origin of tiger parts is essential for prosecuting poachers.

3 Cumulative Review 3 (Units 1–5)

Grammar and vocabulary

4 Read the text and choose the correct answers.

Fighting back against intrusion and surveillance

When famous celebrities are out in public, paparazzi photographers and journalists can be a huge problem. For example, well-known actors can't stop [1]___ a coffee at their favourite café without a group of photographers surrounding them.

One of the main problems is [2]___ celebrities can't prevent photographers from taking photos in a public place. They can ask the paparazzi [3]___ photos, but they can't force them to stop. Of course, the photographers are very keen to get the best pictures of the top celebrities. A photo of an A-list celebrity with their new boyfriend or girlfriend can be worth a [4]___ to a photographer and it can [5]___ their earnings enormously.

However, a New York designer, Adam Harvey, has created a new invention which might [6]___ help celebrities with this problem. In a [7]___ to stop people becoming victims of the paparazzi, he has designed a handbag with a special device inside.

[8]___ device detects the flash from a camera and it immediately responds with a very powerful flash of its own. The flash ruins the photographer's picture by making it too light and over-exposed. Of course, the photographer then [9]___ sell the photo to the newspapers.

Harvey [10]___ that he created the new device because he was very concerned about intrusion and surveillance in modern society. He has since invented a range of other devices to stop intrusion, which may help to give celebrities and others the privacy that they often need.

An estimated 250 tigers remain in the remote forests of western Thailand at the present time. They are part of the critically endangered Indochinese tiger population which is now estimated to be down to between 350 and 700 and is facing extinction due to poaching and habitat loss. The species has already disappeared from neighbouring Cambodia with the last tiger seen there in 2007. The worldwide number of tigers is at a critically low point and wildlife organisations estimate that the global tiger population is now under 5,000, down from 100,000 tigers at the beginning of the 20th century.

The alleged poacher of the tiger in question is currently in prison awaiting trial in Thailand and he will be sentenced in the near future. The wildlife charity involved in the case is optimistic of a conviction. A spokesman for the Wildlife Conservation Society said, 'WCS is confident that the poacher will be fully prosecuted, which will send a strong message to wildlife traffickers that Thailand takes wildlife crime extremely seriously'.

The worldwide trade in illegally killed animals and their body parts, such as these tigers in Thailand, is thought to be worth around £13 billion annually. The arrests by the Thai police are part of an increasingly sophisticated approach to catching animal poachers in many different countries. Wildlife charities and governments around the world are now using a range of the latest surveillance technology, such as cameras, drones and tracking devices. The hope in the future is to stop the relentless decline in animal numbers caused by widespread poaching.

1	**a** having	**b** to have	**c** have
2	**a** what	**b** which	**c** that
3	**a** not take	**b** not to take	**c** not taking
4	**a** fortune	**b** credit	**c** cost
5	**a** boost	**b** surge	**c** spark
6	**a** able to	**b** be able to	**c** be able
7	**a** clash	**b** loom	**c** bid
8	**a** The	**b** An	**c** A
9	**a** don't	**b** could	**c** can't
10	**a** said	**b** told	**c** recommended

Writing

5 Write a for and against essay called 'Celebrities have the right to live without the invasion of their privacy'.

Include the following:

- The background to the issue and how celebrities have their privacy invaded.
- Why celebrities should have the right to privacy.
- Why sometimes there is a good reason for people to know about celebrities' private lives because it is in the public interest.

4 Cumulative Review 4 (Units I–7)

Listening

1 2.23 **Listen to four teenagers answering the question: Should more nuclear power stations be built around the world to satisfy the increasing demand for energy? Choose the correct answers.**

Speaker 1

1 This young person believes that nuclear power stations
   - **a** have lots of disadvantages, but we need to use them.
   - **b** are worse than other reliable ways of making energy.
   - **c** are a good thing and we should build more of them.
   - **d** cost a lot so we should only build a few of them.

Speaker 2

2 This teenager responds by commenting that they
   - **a** haven't really considered the question before.
   - **b** have already got strong opinions on the issue.
   - **c** are for nuclear power, but they need to find out more.
   - **d** don't know about the topic and aren't interested.

Speaker 3

3 This young person replies by saying that they
   - **a** can see the arguments for and against nuclear power.
   - **b** think nuclear power is the solution to the issue.
   - **c** think solar energy isn't the answer to the problem.
   - **d** are against further nuclear power stations in future.

Speaker 4

4 This teenager thinks that the most important thing is
   - **a** to build more power stations in response to demand.
   - **b** to reduce the energy that everybody uses.
   - **c** to cut carbon emissions by using nuclear power.
   - **d** to think about other sources of energy.

Speaking

2 **Work in pairs. Answer the question: Should more nuclear power stations be built around the world to satisfy the increasing demand for energy?**

- Give examples to make your ideas more convincing.
- Use suitable phrases to emphasise your points.

Reading

3 **Read the questions and match them with texts A–D. Which text**

1 describes the recycling of waste from hot drinks into a different material? ☐
2 looks at a business producing things which can be used when you eat? ☐
3 is about a company which has greatly expanded since its creation? ☐
4 is about someone who has been passionate about rubbish for most of their life? ☐

A Rubbish as a resource

Professor Veena Sahajwalla from the University of South Wales in Australia has committed her life to studying waste. Even as a child in the city of Mumbai she was fascinated by the rubbish produced by local factories.

One of her main interests is how complex items such as computers can be effectively recycled. In particular, she has been helping communities in developing countries to safely recycle electronic products. She is assisting companies in extracting precious materials from electronic waste without causing dangerous pollution.

Sahajwalla strongly believes that we need to change our attitude to rubbish and see it as a resource. 'Instead of mining below the ground for our resources, we should look above the ground,' she says.

B Putting waste to good use

TerraCycle started in 2002 when Tom Szaky dropped out of university in the US and opened his own recycling business. The company began in a basement, but has grown to a profitable business employing 115 people in 21 countries.

The idea behind TerraCycle is to collect waste and turn it into something useful, for a profit. The company takes things that are put into landfill, such as biscuit wrappers, and finds a use for them. The waste is processed into basic material such as plastic or fertiliser which is sold to manufacturers.

The company has a $20 million annual revenue. Szaky firmly believes that it is possible to help the environment and make a profit – he maintains that you don't have to choose one or the other.

Cumulative Review 4 (Units 1–7)

5 features the idea that it's possible to make money and do something positive about cutting waste? ☐
6 describes a business which aims to make a profit and help with educational training? ☐
7 mentions the idea that people have to change how they look at waste? ☐
8 introduces a person who isn't particularly worried about making money? ☐

C Coffee recycling

British designer and recycling expert, Adam Fairweather, was considering ways to make new products over a decade ago when there was a sudden surge in the number of coffee shops. He investigated how used coffee grounds could be recycled and set up a company called Re-worked. Re-worked is a not-for-profit company that has helped several companies and organisations in the UK and abroad to set up coffee-recycling programmes. An example of this can be seen at Greencup, a coffee company that supplies and then recycles all of its coffee waste. Re-worked also partnered with Smile Plastics, a British manufacturing company specialising in upcycling, which now produces items made from recycled coffee waste.

D Preparing for a future business

A group of secondary school students has come up with an unusual idea for recycling products. The team of students from Manchester have turned vinyl music records into household objects.

The 17-year-olds created the products for the UK Young Enterprise scheme which helps young people to find out what it's like to organise their own business.

The students set up their own small company which was led by their managing director, 17-year-old Matthew Wakeham. He explained, 'We had the idea of using old vinyl albums to make place mats that people can use at their dining tables.'

Under the scheme, students sell their products to make a profit and in the process learn skills for the job market.

Grammar and vocabulary

4 Complete the text with suitable words. Use only one word in each gap.

HOW FAR HAS YOUR FOOD TRAVELLED?

If you listen [1]_____ any conversation in the UK about how to be more environmentally friendly, you will probably hear the expression 'food miles'.

The phrase was introduced in [2]_____ 1990s and it describes how far food travels from the place where it is first produced to the dinner table. For example, the green beans on a British person's plate might [3]_____ come to the UK by plane from an African country, travelling up to around 8,000 miles.

A lot of food in the UK is imported. For instance, nearly all [4]_____ the fruit sold – around 95% – comes from other countries. In addition, consumers no longer accept that some fruit and vegetables are only available in certain seasons. Supermarkets therefore import crops like strawberries all year round [5]_____ order to supply the demand for them.

Environmentalists are concerned about food miles because the transport involved often uses large amounts of fossil fuels. This creates carbon emissions which are believed to contribute heavily towards [6]_____ warming.

However, some academics are convinced [7]_____ the issue is very complex and there are different factors which have to [8]_____ taken into consideration. For example, it might actually be better for the environment to import fruit and vegetables from countries [9]_____ they are easy to produce. For instance, growing vegetables in greenhouses in the UK may use more energy than transporting them from warmer countries.

All in [10]_____, the question of food miles isn't straightforward and it will continue to generate debate in the future.

Writing

5 Write an opinion essay on the topic 'People should try to buy products which are produced locally in order to help the environment.' Do you agree? Why? / Why not? Include arguments both for and against the statement.

5 Cumulative Review 5 (Units I–9)

مجاز آنلاین
www.MajaziOnline.ir

Listening

1 2.24 **Listen to part of a radio programme with a woman giving an audio diary about her day at work. In the audio diary she describes the things that she is doing at different times of the day. Are the sentences true (T) or false (F)?**

1 Jessica Clark is in charge of education at a space museum. ___
2 The audio diary starts with the beginning of her day. ___
3 She regularly works extra hours in her job. ___
4 Showing groups of school children around the exhibitions is one of her duties. ___
5 She studied astronomy at university. ___
6 She had always planned to do a job like this. ___
7 The subject of her talk in the afternoon is the atmosphere on Mars. ___
8 She is pleased about a question that a student asked her after the talk. ___

Speaking

2 **Work in pairs and prepare a role-play. Student A has applied for the job below at a space / modern art / archaeological museum (choose one). Student B is the head of education at the museum and is going to interview Student A to be their assistant.**

- Student A needs to invent their interests, qualifications and work experience.
- Student B needs to prepare interview questions.

Assistant to the Head of Education required at our internationally famous museum

- **Duties include helping to take groups of school children around the museum.**
- **Other responsibilities include working on the information desk and answering queries.**
- **Ability to speak different languages would be an advantage.**

Reading

3 **Read the article. Match sentences A–H with gaps 1–7 in the article. There is one extra sentence.**

A In the end, he managed to climb back in through the entrance.
B All in all, although astronauts have always returned safely from spacewalks, there have been some near misses over the years.
C Or do they just exist in the imagination of film directors?
D If he hadn't taken immediate action, he could have drowned in his own spacesuit.
E This safety feature is essential because it stops astronauts from drifting off into space.
F It was also an important element in the 'space race' between the Soviet Union and the United States.
G Would the fire stop him from climbing back into the spacecraft?
H Working as part of a pair or a team is important in space and expeditions outside the spacecraft are no exception.

THE REALITY OF SPACEWALKS

SPACEWALKS have been the subject of a number of exciting scenes in Hollywood films. Typically, a serious accident occurs on the spacewalk and one of the astronauts ends up in terrible trouble – perhaps stranded alone and unable to get back to the spacecraft. Yet, have accidents like this ever happened in real life? [1]___

The first spacewalk ever was carried out by cosmonaut Alexey Leonov in March 1965. It was a key moment in the history of space exploration in the 20th century. [2]___ In June of the same year, only a few months later, the astronaut Ed White became the first American to do a spacewalk, and follow in Leonov's footsteps.

Leonov's spacewalk was only for twelve minutes and nine seconds, but it nearly ended in complete disaster. The space engineers on the Earth hadn't considered the effect of the zero-pressure conditions in space on Leonov's spacesuit. He was about to go back into his spacecraft, when he realised that he wouldn't be able to fit through

www.majazionline.ir

Grammar and vocabulary

4 Read the text and choose the correct answers.

AN INCREASING THREAT IN SPACE

Space scientists at the University of Surrey in the UK have been trying to come up [1]___ an answer to a problem facing our planet – space junk. This is the name given to pieces of man-made rubbish [2]___ are orbiting the Earth.

Space junk consists of larger items such as old satellites or parts of old spacecraft, and also much smaller fragments such as tiny pieces of paint. It [3]___ by NASA that there are over 500,000 pieces of space junk the size of a marble or larger orbiting the Earth.

Space junk travels at up to 27,000 km an hour and even a small piece can cause damage [4]___ it hits a spacecraft or a satellite. A space station typically [5]___ to change its orbit several times a year in order to avoid dangerous pieces of junk.

The space scientists at the University of Surrey have put [6]___ a number of ideas for removing rubbish from space. One system uses a huge net to catch the pieces of space junk. Once inside the net, they would be pulled down to the Earth behind a spacecraft. The heat of re-entry would burn up most of the junk as it comes down through the Earth's [7]___ and any big pieces would fall into the Pacific Ocean.

In the early days of space exploration, there [8]___ to be a small amount of space junk, however the situation has become worse in recent years. If scientists don't [9]___ the solution to the problem, there [10]___ be a serious threat to space missions and satellites which are used for TV, mobile phones and GPS systems on the Earth.

the door. His spacesuit had become much bigger during the spacewalk and he knew at once that this was a major problem. Fortunately, the level-headed astronaut succeeded in cutting the pressure in the spacesuit and reducing it in size by releasing a special valve. [3]___

Leonov and White both went out into space alone, however, most later spacewalks have involved two people. [4]___ Both astronauts are responsible for each other's safety on these occasions and they are in constant communication with each other.

Before starting a spacewalk, the astronauts wait in the airlock – this is the area between the spacecraft and the outside. Here they are joined together with a tether – a very strong metal rope. After leaving the airlock and going into space they also attach themselves to the spacecraft with the tether.

[5]___ For example, in 1973, the astronauts Pete Conrad and Joe Kerwen were repairing a solar panel on their space station when it suddenly moved and knocked them out into space. Luckily, their tethers didn't break, and the astronauts returned to their space station laughing about what had happened and thankful that the equipment had saved them.

However, there have been a number of problems with equipment over the years. Recently, an Italian astronaut, Luca Parmitano, had a narrow escape involving his helmet on a spacewalk from the International Space Station. He suddenly found that his helmet was filling with water because his ventilation system wasn't working correctly. Zero-gravity meant that the water began to block his nose, eyes and ears. Using his hands, he managed to feel his way back to the door of the space station and return to the safety of the airlock. [6]___

[7]___ It's important to remember that extreme danger is not just in the mind of Hollywood film directors – it is part of the reality of life in space.

1	a for	b to	c with
2	a what	b which	c where
3	a is estimated	b is estimating	c have estimated
4	a unless	b whether	c if
5	a need	b has	c were
6	a forward	b off	c away
7	a cosmos	b universe	c atmosphere
8	a ought	b used	c would
9	a work out	b set up	c rule out
10	a can't	b should	c could

Writing

5 Write a short story, starting with the paragraph below. Describe what happens next and how the situation ends.

'Are you OK, Alex?' I asked nervously, speaking into the small microphone inside my helmet.

'No … not really,' he replied. 'I'm not feeling great.'

I carefully moved along the solar panel which we were repairing, and came next to him.

'Come on. Let's go back inside the spacecraft. We can finish this tomorrow,' I said, but there was no reply. I moved nearer and looked in through Alex's helmet. His eyes were closed, his face pale and at that moment his hands fell by his side.

'Hey guys,' I said to my colleagues, trying to sound calm. 'I think we have an emergency out here.'

W Writing Bank

A magazine article

Write an article for your school magazine about an important or memorable event in your life.

A JOURNEY I NEVER WANT TO REPEAT

Have you ever been in a situation where you thought you might die? That's what happened to me while I was on holiday in Greece two years ago.

We had been staying at a holiday resort on the mainland for nearly a week when we decided to visit one of the nearby islands. First, we booked the trip at our hotel, then we walked down to the harbour and found our boat. The captain welcomed us on board and we sat down near the front.

At first, the weather was good and the sea was calm. However, after about fifteen minutes, the wind became much stronger. Then dark clouds filled the sky, and it was clear that a storm was about to start. Ten minutes later, it was pouring with rain and the sea was extremely rough. It was absolutely terrifying!

The captain's voice came over the tannoy: 'We can't approach the island. I'm worried that we might hit the rocks if we go too close.' All we could do was wait for the storm to pass. Meanwhile, the boat was rocking violently from side to side and all of the passengers were feeling very ill, as well as frightened. Finally, after about 45 minutes, when the storm passed and the sea became calm once more, we were able to finish our journey.

Being at sea during a storm isn't an experience I want to repeat. In future, I'll certainly check the weather forecasts before booking a boat trip!

- Think of a good title for the article (if one hasn't been specified in the exam task).
- Start your account with an introduction that will encourage your reader to continue reading. You can address the reader directly, especially with questions.
- Divide your article into paragraphs.
- Use an informal, lively style to maintain the reader's attention. You can use direct speech, exclamation marks and extreme adjectives.
- You can use sequencing expressions like 'Meanwhile' and 'However' to order events or opinions.
- Finish your article with a definite conclusion, or a summary of what you have said. If appropriate, give your opinion, or say how it affects your life now.

A for and against essay

Students shouldn't have to pay to study at university as it discriminates against the poorer people in society. Write an essay to discuss the points for and against this statement.

- Divide your essay into four paragraphs.
- Write an interesting introduction to your essay that will encourage your reader to continue reading.
- In the second paragraph include points in favour of the statement.
- In the third paragraph include points against the statement.
- The fourth paragraph should be a conclusion balancing the arguments for and against the statement and offering your own opinion.
- Use linking expressions such as *As a result, On the other hand, Furthermore, On balance* to guide your reader through your essay.

In the UK, although the government gives money to universities, students still have to pay for their university education. They pay tuition fees and also need money to live on while they are studying. This is often done using a student loan and students leave university with a huge amount of debt to pay off. However, some people argue that education should be free, including university education.

It is hard to deny that poorer people in our society sometimes miss the chance to study at university because they cannot afford to pay the student loan debt. As a result, they have fewer opportunities when they apply for jobs, and often remain at a disadvantage throughout their lives. This is unfair. Free university education would ensure that everybody has an equal chance to study at a higher level. In addition, it would mean that universities could attract the most able students and not the wealthiest.

On the other hand, free university education would cost the government a lot of money and they would have to raise this money through taxation. Some people maintain that it is unfair to tax ordinary working people so that a minority can study at university. Furthermore, they question how useful university education really is for the country as a whole, and argue that vocational training would be more beneficial.

On balance, I believe that the advantages of providing free university education outweigh the disadvantages. While free education costs everybody a little more in taxes, it creates a fairer system and more opportunities for poorer people to do well.

W Writing Bank

An opinion essay

Large, powerful cars are a danger to everyone and should be banned. Do you agree? Why? / Why not?

Few people would deny that global warming is a serious problem, and that reducing carbon emissions is the main way to tackle it. Large, powerful cars produce far more carbon emissions than cars with small engines, and for this reason, I believe they should be banned.

First and foremost, large cars with very powerful engines are completely unnecessary in today's world. Our city streets are full of these vehicles, crawling along at ten kilometres per hour and creating huge amounts of pollution. An electric car would be just as fast in a busy city and would produce no carbon emissions at all.

Moreover, large cars are more dangerous for pedestrians and cyclists because they are heavier and more likely to cause serious injury or death if there is a collision. At a time when we are encouraging people to walk or cycle instead of driving, we should aim to make our streets as safe as possible, and that includes banning unnecessarily large cars.

Of course, not everybody would agree with this position. Some people maintain that they have a genuine need for a very large car. For example, families with a lot of children may claim that only large vehicles, or 'people carriers' as they are sometimes known, provide enough room.

All things considered, I really do think that large, powerful cars should be made illegal. While it's true that they are useful for some families, they create an unacceptable amount of pollution and cause irreversible damage to the environment.

- Divide your essay into five paragraphs.
- Write an interesting introduction to your essay that will encourage your reader to continue reading. Include your own opinion.
- In the second paragraph, include the main point in support of your opinion.
- In the third paragraph, include another point in support of your opinion.
- In the fourth paragraph, include points in support of the opposite opinion.
- The fifth paragraph should be a conclusion. Restate your opinion, but briefly mention the opposite side of the argument as well.
- Use linking expressions such as *First and foremost*, *Moreover*, *For example*, *All things considered* to guide your reader through your essay.

A book review

- Include information about the title of the book and the author in the first paragraph.
- Outline the plot in the second paragraph.
- Outline one or two of the characters in the third paragraph.
- Say what you liked and did not like about it in the fourth paragraph.
- In the final paragraph, say who you would recommend the book to and why.

One of the best books that I have read in the past year is called *Holes*. It's by an American writer called Louis Sachar and is his best-known novel.

Holes tells the story of a boy called Stanley Yelnats, who is wrongly convicted of a crime and sent to an institution for young offenders in the middle of the Texan desert called Camp Green Lake. There he and the other offenders spend their days digging holes in the sand as punishment. The camp's motto is: 'If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy'. The plot really comes alive when Stanley and his friend, Zero, decide to escape from the camp and set off across the desert.

The central character is Stanley. At the start, he is self-conscious, but as the story progresses he becomes stronger and more confident. The other main character is Zero, who can't read but is very intelligent. The development of their friendship is one of the central themes of the story.

The main strengths of the book are its exciting plot and well-developed characterisation. None of the inmates at Camp Green Lake is a stereotype; they are all believable characters. The novel is quite complex, mixing the story of Stanley with two other stories set in the past. At the end of the book, these stories come together in a series of coincidences. It's a clever ending, but perhaps a little too neat to be totally convincing.

Although this entertaining and thought-provoking novel is aimed at teenagers, I would recommend it for adults too. It is certainly a book I will remember for a long time.

F Functions Bank

Establishing the topic
The photos are connected with (the topic of) ... (1G)
... are to do with ... (1G)
... are linked by ... (1G)
... relate to ... (1G)
... show different aspects of ... (1G)

Speculating
It could be that ... or ... (1G)
It's hard to say whether ... or ... (1G)
Presumably, ... (1G)
I would guess that ... (1G)

Making deductions
Judging by her expression, I'd say that ... (1G)
It's clear from their expressions that ... (1G)
They (look very happy), so clearly ... (1G)
They look as if they ... / as though they ... (1G)
It looks as if ... / as though ... (1G)
The fact that (they're smiling) would suggest that ... (1G)

Talking about exams
get excellent / good / poor / terrible grades (1G)
pass an exam with flying colours / to sail through an exam (1G)
perform well / badly under exam conditions (1G)
sit / take / re-sit an exam (1G)
scrape through an exam (1G)

Introducing an article
Last week something happened that ... (1H)
I would never have dreamed that ... (1H)
The most wonderful thing happened. (1H)
It was an experience that has changed my life. (1H)
If you'd told me that ... , I wouldn't have believed you. (1H)
It isn't often that I have been so pleasantly surprised. (1H)

Persuading
But wouldn't you agree that ... ? (2G)
But surely, there's nothing wrong with ... (2G)
You have to admit that ... (2G)
Well, look at it this way: (2G)
You can't deny that ... (2G)
Just think about ... (2G)

Presenting pros
One positive aspect of ... is (that) ... (2G)
The main benefit of ... is ... (2G)
... is generally a good thing because ... (2G)
By far the most important advantage is ... (2G)

Presenting cons
As for the disadvantages, ... (2G)
One disadvantage of ... is (that) ... (2G)
Another drawback is (that) ... (2G)
... is not a good idea because ... (2G)

Presenting arguments
To that extent, it's true that ... (2H)
It seems clear that ... (2H)
What is more, ... (2H)
To sum up, I would say that ... (2H)

Eliciting opinions
What do you think about that? (3C)
What's your view on that? (3C)
Would you agree with me? (3C)
How do you see it? (3C)
Would anyone like to comment? (3C)
What do you mean? (3C)

Beginning the debate
I'd like to begin by saying ... (3G)
The first thing I'd like to say is that ... (3G)
First of all, I'd like to say ... (3G)

Giving opinions
I believe / I don't believe ... (3G)
In my view / opinion, ... / The way I look at it, ... (3G)
I agree / disagree with ... (3G)

Giving examples
For example. ... / For instance, ... (3G)
To give an example of ... , ... (3G)

Disagreeing
I don't really agree with that. (3G)
I'm not sure that's true. (3G)
I don't accept that. (3G)
That isn't how I see it at all. (3G)

Describing personality
He / She always seems to be ... (3H)
I find him / her ... (3H)
He / She can be ... / He / She tends to be ... (3H)
He / She has a ... side. (3H)

Summing up a description
All in all, then, ... / In conclusion, then, ... (3H)
To sum up, ... / To conclude, ... (3H)
For all these reasons, I really like him / her. (3H)

F Functions Bank

Contrasting past and present
A century ago, ... (4G)
In ancient times, ... (4G)
In my grandparents' era, ... (4G)
A few decades ago, ... (4G)
Throughout our history, ... (4G)
In those days, ... (4G)
Today, on the other hand, ... (4G)
But nowadays , ... (4G)
However, in modern times, ... (4G)
But these days, ... (4G)
The current situation is different, though. (4G)

Describing graphs
fall sharply, fall steadily (5G)
fluctuate (5G)
rise sharply, rise steadily (5G)
stay the same (5G)

Writing a book review
Another fascinating character is ... (5H)
I was also very impressed with the characterisation. (5H)
The most important character is ... (5H)
It's one of the most famous books in English literature ... (5H)
It was written in ... (5H)
The story is set ... (5H)
By the end of the book, ... (5H)
I would recommend this book ... (5H)
I enjoyed this story because ... (5H)
It really makes you think ... (5H)
The best bit was ... (5H)
In the course of the story, ... (5H)
The plot revolves around ... (5H)

Emphasising a point
We must remember that ... (6G)
There's no doubt in my mind that ... (6G)
Let's not forget that ... (6G)
I really do think that ... (6G)
It's important to bear in mind that ... (6G)
I believe very strongly that ... (6G)
I'm absolutely convinced that ... (6G)
Nobody could deny that ... (6G)

Introducing additional points
Furthermore, ... Moreover, ... (6H)
Similarly, ... (6H)
We should also remember (that) ... (6H)

Introducing contrasting points
On the other hand, ... However, ... (6H)
Having said that, ... And yet ... (6H)

Introducing the topic
Some people believe / claim that ... However, others maintain / think that ... (7H)
First of all, I'd like to present some arguments in favour of ... (7H)
I'd like to start by ... (7H)

Job interview questions
Can you tell me about your previous work experience? (8G)
Are you applying for the post of hotel receptionist? (8G)
What skills did you develop while you were there? (8G)
Can I check that I have your correct details? (8G)
Can I just confirm what qualifications you have? (8G)
Do you have any queries at this stage? (8G)
Do you realise that it's only a short-term contract to cover someone's maternity leave? (8G)
What course do you hope to do at university? (8G)
And what is the main attraction of the job here? (8G)
What were your main duties at the hotel? (8G)

Formal letters
I am writing to apply for ... (8H)
I am writing in response to the advertisement in / on ... (8H)
I would like to start ... (8H)
I am interested in ... (8H)
I should very much like to ... (8H)
I would welcome the opportunity to ... (8H)
I am eager / keen to ... (8H)

Making a point
As far as I'm concerned, ... (9G)
Personally, I believe that ... (9G)
My view is that ... (9G)

Acknowledging an opposing point
It is true that ... (9G)
I wouldn't deny that ... (9G)
Of course, we have to accept that ... (9G)
Admittedly, ... (9G)

Re-stating your original point
However, this doesn't alter my view that ... (9G)
But I would still say that ... (9G)
But having said that, I still think ... (9G)
Nevertheless, I still believe that ... (9G)

Unit I

attic (n)	/ˈætɪk/	
balcony (n)	/ˈbælkəni/	
basement (n)	/ˈbeɪsmənt/	
bungalow (n)	/ˈbʌŋgələʊ/	
business district (n)	/ˈbɪznəs ˌdɪstrɪkt/	
city, town centre (n)	/ˌsɪti, ˌtaʊn ˈsentə(r)/	
conservatory (n)	/kənˈsɜːvətri/	
cottage (n)	/ˈkɒtɪdʒ/	
detached house (n)	/dɪˈtætʃt ˌhaʊs/	
drive (n)	/draɪv/	
extension (n)	/ɪkˈstenʃn/	
farmhouse (n)	/ˈfɑːmhaʊs/	
fence (n)	/fens/	
flat (n)	/flæt/	
flowerbed (n)	/ˈflaʊəbed/	
garage (n)	/ˈgærɑːʒ, ˈgærɪdʒ/	
gate (n)	/geɪt/	
hall (n)	/hɔːl/	
hedge (n)	/hedʒ/	
houseboat (n)	/ˈhaʊsbəʊt/	
housing estate (n)	/ˈhaʊzɪŋ ɪˌsteɪt/	
industrial estate (n)	/ɪnˌdʌstrɪəl ɪˈsteɪt/	
landing (n)	/ˈlændɪŋ/	
lawn (n)	/lɔːn/	
mansion (n)	/ˈmænʃn/	
mobile home (n)	/ˌməʊbaɪl ˈhəʊm/	
old town (n)	/ˈəʊld ˌtaʊn/	
outskirts (n)	/ˈaʊtskɜːts/	
path (n)	/pɑːθ/	
patio (n)	/ˈpætɪəʊ/	
pedestrian precinct (n)	/pəˌdestriən ˈpriːsɪŋkt/	
pond (n)	/pɒnd/	
porch (n)	/pɔːtʃ/	
semi-detached house (n)	/ˈsemi dɪˌtætʃt ˌhaʊs/	
shopping district (n)	/ˈʃɒpɪŋ ˌdɪstrɪkt/	
shutters (n)	/ˈʃʌtəz/	
sliding doors (n)	/ˌslaɪdɪŋ ˈdɔːz/	
stairs (n)	/steəz/	
suburb (n)	/ˈsʌbɜːb/	
swimming pool (n)	/ˈswɪmɪŋ ˌpuːl/	
terraced house (n)	/ˈterəst ˌhaʊs/	
villa (n)	/ˈvɪlə/	

Unit 1

100-kilometre run	/ˌhʌndrəd ˌkɪləmiːtə, kɪˌlɒmɪtə ˈrʌn/	
achievable (adj)	/əˈtʃiːvəbl/	
argumentative (adj)	/ˌɑːgjuˈmentətɪv/	
as brave as a lion	/əz ˌbreɪv əz ə ˈlaɪən/	
as busy as a bee	/əz ˌbɪzi əz ə ˈbiː/	
as cool as a cucumber	/əz ˌkuːl əz ə ˈkjuːkʌmbə(r)/	
as free as a bird	/əz ˌfriː əz ə ˈbɜːd/	
as gentle as a lamb	/əz ˌdʒentl əz ə ˈlæm/	
as good as gold	/əz ˌgʊd əz ˈgəʊld/	
as quiet as a mouse	/əz ˌkwaɪət əz ə ˈmaʊs/	
as sly as a fox	/əz ˌslaɪ əz ə ˈfɒks/	
as stubborn as a mule	/əz ˌstʌbən əz ə ˈmjuːl/	
as wise as an owl	/əz ˌwaɪz əz ən ˈaʊl/	
astonishing (adj)	/əˈstɒnɪʃɪŋ/	
card game (n)	/ˈkɑːd ˌgeɪm/	
cheerful (adj)	/ˈtʃɪəfl/	
competition (n)	/ˌkɒmpəˈtɪʃn/	
competitive (adj)	/kəmˈpetətɪv/	
compliant (adj)	/kəmˈplaɪənt/	
complimentary (adj)	/ˌkɒmplɪˈmentri/	
considerate (adj)	/kənˈsɪdərət/	
courteous (adj)	/ˈkɜːtiəs/	
critical (adj)	/ˈkrɪtɪkl/	
demanding (adj)	/dɪˈmɑːndɪŋ/	
dependable (adj)	/dɪˈpendəbl/	
determination (n)	/dɪˌtɜːmɪˈneɪʃn/	
difficulty (n)	/ˈdɪfɪkəlti/	
equipment (n)	/ɪˈkwɪpmənt/	
exceptional (adj)	/ɪkˈsepʃənl/	
exhausted (adj)	/ɪgˈzɔːstɪd/	
fascinating (adj)	/ˈfæsɪneɪtɪŋ/	
fearless (adj)	/ˈfɪələs/	
filthy (adj)	/ˈfɪlθi/	
fishing boat (n)	/ˈfɪʃɪŋ ˌbəʊt/	
fitness (n)	/ˈfɪtnəs/	
furious (adj)	/ˈfjʊəriəs/	
generous (adj)	/ˈdʒenərəs/	
hardness (n)	/ˈhɑːdnəs/	
hideous (adj)	/ˈhɪdiəs/	
hilarious (adj)	/hɪˈleəriəs/	
horrified (adj)	/ˈhɒrɪfaɪd/	
horror (n)	/ˈhɒrə(r)/	
hot-headed (adj)	/ˌhɒt ˈhedɪd/	
ill-mannered (adj)	/ˌɪl ˈmænəd/	
insecure (adj)	/ˌɪnsɪˈkjʊə(r)/	
level-headed (adj)	/ˌlevl ˈhedɪd/	
long-distance cycle race	/ˌlɒŋ ˌdɪstəns ˈsaɪkl ˌreɪs/	
lucky (adj)	/ˈlʌki/	
manage (v)	/ˈmænɪdʒ/	
marathon (n)	/ˈmærəθən/	
misery (n)	/ˈmɪzəri/	
modest (adj)	/ˈmɒdɪst/	
moody (adj)	/ˈmuːdi/	
narrow-minded (adj)	/ˌnærəʊ ˈmaɪndɪd/	
notebook (n)	/ˈnəʊtbʊk/	
obstinacy (n)	/ˈɒbstɪnəsi/	
obstinate (adj)	/ˈɒbstɪnət/	
oil burner (n)	/ˈɔɪl ˌbɜːnə(r)/	
open-minded (adj)	/ˌəʊpən ˈmaɪndɪd/	
open-water swimming	/ˈəʊpən ˌwɔːtə ˌswɪmɪŋ/	
outgoing (adj)	/ˈaʊtgəʊɪŋ/	
painful (adj)	/ˈpeɪnfl/	
poisonous (adj)	/ˈpɔɪzənəs/	
rainwater (n)	/ˈreɪnwɔːtə(r)/	
reach (v)	/riːtʃ/	
relief (n)	/rɪˈliːf/	
relieved (adj)	/rɪˈliːvd/	
reserved (adj)	/rɪˈzɜːvd/	
resignation (n)	/ˌrezɪgˈneɪʃn/	
resigned (adj)	/rɪˈzaɪnd/	
row across the Atlantic	/ˌrəʊ əˌkrɒs ðiː ətˈlæntɪk/	
safety pin (n)	/ˈseɪfti ˌpɪn/	
sail around the world	/ˌseɪl əˌraʊnd ðə ˈwɜːld/	

W Wordlist

self-confident (adj)	/ˌself ˈkɒnfɪdənt/	
self-important (adj)	/ˌself ɪmˈpɔːtnt/	
succeed (v)	/səkˈsiːd/	
thoughtless (adj)	/ˈθɔːtləs/	
tight-fisted (adj)	/ˌtaɪt ˈfɪstɪd/	
training (n)	/ˈtreɪnɪŋ/	
triathlon (n)	/traɪˈæθlən/	
unreliable (adj)	/ˌʌnrɪˈlaɪəbl/	
water container (n)	/ˈwɔːtə kənˌteɪnə(r)/	

Unit 2

(about) one in four	/ə(ˌbaʊt) ˌwʌn ɪn ˈfɔː(r)/	
(more than) doubled, trebled, halved	/ˌ(mɔː ðən) ˈdʌbld, ˈtrebld, ˈhɑːvd/	
(roughly) half, a third of, 35% of (all)	/ˌ(rɒfli) ˈhɑːf, ə ˈθɜːd əv, ˈθɜːti ˌfaɪv pə ˌsent əv (ˈɔːl)/	
a 75% increase, reduction	/ə ˈsevntɪ ˌfaɪv pə ˌsent ˌɪŋkriːs, rɪˌdʌkʃn/	
a factor of four	/ə ˌfæktər əv ˈfɔː(r)/	
a fortune (n)	/ə ˈfɔːtʃuːn/	
a packet (n)	/ə ˈpækɪt/	
a sharp rise, fall	/ə ˈʃɑːp ˌraɪz, ˌfɔːl/	
a third, 40% more ... than	/ə ˈθɜːd, ˈfɔːti pə ˌsent ˌmɔː ... ðən/	
a tiny fraction of	/ə ˈtaɪnɪ ˌfrækʃn əv/	
about (fifty)	/əˌbaʊt (ˈfɪfti)/	
advertising (n)	/ˈædvətaɪzɪŋ/	
although (conj)	/ɔːlˈðəʊ/	
angry (adj)	/ˈæŋgri/	
ashamed (adj)	/əˈʃeɪmd/	
baker (n)	/ˈbeɪkə(r)/	
barber (n)	/ˈbɑːbə(r)/	
but (conj)	/bʌt, bət/	
confused (adj)	/kənˈfjuːzd/	
costly (adj)	/ˈkɒstli/	
crime rates (n)	/ˈkraɪm ˌreɪts/	
debt (n)	/det/	
despite (conj)	/dɪˈspaɪt/	
discount (n)	/ˈdɪskaʊnt/	
drawback (n)	/ˈdrɔːbæk/	
earnings (n)	/ˈɜːnɪŋz/	
economise (v)	/ɪˈkɒnəmaɪz/	
enterprising spirit (n)	/ˌentəpraɪzɪŋ ˈspɪrɪt/	
even (conj)	/ˈiːvn/	
even though (conj)	/ˈiːvn ˌðəʊ/	
expensive (adj)	/ɪkˈspensɪv/	
exploitation (n)	/ˌeksplɔɪˈteɪʃn/	
feet (n)	/fiːt/	
fine (v)	/faɪn/	
fourfold	/ˈfɔːfəʊld/	
frightened (adj)	/ˈfraɪtnd/	
gallon (n)	/ˈgælən/	
go bankrupt (v)	/ˌgəʊ ˈbæŋkrʌpt/	
greed (n)	/griːd/	
greengrocer (n)	/ˈgriːngrəʊsə(r)/	
haggle (v)	/ˈhægl/	
however (conj)	/haʊˈevə(r)/	
in contrast	/ɪn ˈkɒntrɑːst/	
in spite of	/ɪn ˈspaɪt əv/	
inch (n)	/ɪntʃ/	
inherit (v)	/ɪnˈherɪt/	
invest (v)	/ɪnˈvest/	
laundress (n)	/ˈlɔːndrəs/	
living standards (n)	/ˈlɪvɪŋ ˌstændədz/	
mile (n)	/maɪl/	
much as	/ˈmʌtʃ əz/	
nevertheless (conj)	/ˌnevəðəˈles/	
on the contrary	/ˌɒn ðə ˈkɒntrəri/	
on the other hand	/ˌɒn ðiː ˈʌðə ˌhænd/	
ounce (n)	/aʊns/	
outnumber (v)	/ˌaʊtˈnʌmbə(r)/	
penniless (adj)	/ˈpenɪləs/	
pint (n)	/paɪnt/	
pollution (n)	/pəˈluːʃn/	
poor (adj)	/pʊə(r)/	
pound (n)	/paʊnd/	
precious (adj)	/ˈpreʃəs/	
range of products (n)	/ˌreɪndʒ əv ˈprɒdʌkts/	
recreation (n)	/ˌrekriˈeɪʃn/	
reduction (n)	/rɪˈdʌkʃn/	
reimburse (v)	/ˌriːɪmˈbɜːs/	
rich (adj)	/rɪtʃ/	
rich-poor divide (n)	/ˌrɪtʃ ˌpʊə dɪˈvaɪd/	
salary (n)	/ˈsælərɪ/	
sponsor (v)	/ˈspɒnsə(r)/	
subsidise (v)	/ˈsʌbsɪdaɪz/	
support (v)	/səˈpɔːt/	
the vast majority of	/ðə ˈvɑːst məˌdʒɒrəti əv/	
though (conj)	/ðəʊ/	
three to one	/ˌθriː tə ˈwʌn/	
tobacconist (n)	/təˈbækənɪst/	
tonne (n)	/tʌn/	
twice, four times as many ... as	/ˈtwaɪs, ˈfɔː ˌtaɪmz əz ˌmeni ... əz/	
unattractive (adj)	/ˌʌnəˈtræktɪv/	
valuable (adj)	/ˈvæljuəbl/	
waste (n)	/weɪst/	
well-off (adj)	/ˌwel ˈɒf/	
whereas (conj)	/ˌweərˈæz/	

Unit 3

a bob (n)	/ə ˈbɒb/	
a crew cut (n)	/ə ˈkruː ˌkʌt/	
a ponytail (n)	/ə ˈpəʊnɪteɪl/	
absolutely (adv)	/ˈæbsəluːtli/	
accidental (adj)	/ˌæksɪˈdentl/	
active (adj)	/ˈæktɪv/	
adolescent (n)	/ˌædəˈlesnt/	
advertising campaign (n)	/ˈædvətaɪzɪŋ kæmˌpeɪn/	
artistic (adj)	/ɑːˈtɪstɪk/	
ask somebody out (phr v)	/ˌɑːsk ... ˈaʊt/	
attractive (adj)	/əˈtræktɪv/	
avoidable (adj)	/əˈvɔɪdəbl/	
baby (n)	/ˈbeɪbi/	
bald (adj)	/bɔːld/	
be like chalk and cheese	/ˌbi ˌlaɪk ˌtʃɔːk ən ˈtʃiːz/	
be the baby of the family	/ˌbi ðə ˈbeɪbi əv ðə ˌfæməli/	
be the black sheep of the family	/ˌbi ðə ˌblæk ˌʃiːp əv ðə ˈfæməli/	
be the spitting image of somebody	/ˌbi ðə ˈspɪtɪŋ ˌɪmɪdʒ əv/	

W Wordlist

beard (n) /bɪəd/
beautiful (adj) /ˈbjuːtɪfl/
bitterly (adv) /ˈbɪtəli/
blissfully (adv) /ˈblɪsfəli/
bossy (adj) /ˈbɒsi/
bring somebody up (phr v) /ˌbrɪŋ ... ˈʌp/
capable (adj) /ˈkeɪpəbl/
cardboard box (n) /ˌkɑːdbɔːd ˈbɒks/
child (n) /tʃaɪld/
childish (adj) /ˈtʃaɪldɪʃ/
comfortable (adj) /ˈkʌmftəbl/
curly (adj) /ˈkɜːli/
dangerous (adj) /ˈdeɪndʒərəs/
dark-skinned (adj) /ˈdɑːk ˌskɪnd/
dead (adv) /ded/
decisive (adj) /dɪˈsaɪsɪv/
deeply (adv) /ˈdiːpli/
department store (n) /dɪˈpɑːtmənt ˌstɔː(r)/
desperately (adv) /ˈdespərətli/
disc jockey (n) /ˈdɪsk ˌdʒɒki/
educated (adj) /ˈedʒukeɪtɪd/
emotional (adj) /ɪˈməʊʃənl/
enjoyable (adj) /ɪnˈdʒɔɪəbl/
fair (adj) /feə(r)/
fall in love with somebody (phr v) /ˌfɔːl ˌɪn ˈlʌv ˌwɪð/
fiendishly (adv) /ˈfiːndɪʃli/
fight like cat and dog /ˌfaɪt ˌlaɪk ˌkæt ən ˈdɒg/
finishing line (n) /ˈfɪnɪʃɪŋ ˌlaɪn/
follow in somebody's footsteps /ˌfɒləʊ ˌɪn ... ˈfʊtsteps/
frank (adj) /fræŋk/
freckles (n) /ˈfreklz/
get on with somebody (phr v) /ˌget ˈɒn ˌwɪð/
good-looking (adj) /ˌgʊd ˈlʊkɪŋ/
graduation ceremony (n) /ˌgrædʒuˈeɪʃn ˌserəməni/
grow up (phr v) /ˌgrəʊ ˈʌp/
happy (adj) /ˈhæpi/
healthy (adj) /ˈhelθi/
hopeless (adj) /ˈhəʊpləs/
imaginative (adj) /ɪˈmædʒɪnətɪv/
incredibly (adv) /ɪnˈkredəbli/
kid (n) /kɪd/
like father, like son /ˌlaɪk ˌfɑːðə ˌlaɪk ˈsʌn/
like mother, like daughter /ˌlaɪk ˌmʌðə ˌlaɪk ˈdɔːtə(r)/
likely (adj) /ˈlaɪkli/
look up to somebody (phr v) /ˌlʊk ˈʌp tə/
master's degree (n) /ˈmɑːstəz dɪˌgriː/
medium-height (adj) /ˈmiːdiəm ˌhaɪt/
moustache (n) /məˈstɑːʃ/
mysterious (adj) /mɪˈstɪərɪəs/
name somebody after somebody (phr v) /ˈneɪm ... ˌɑːftə(r)/
nervous (adj) /ˈnɜːvəs/
OAP (n) /ˌəʊ ˌeɪ ˈpiː/
obvious (adj) /ˈɒbvɪəs/
pale-skinned (adj) /ˈpeɪl ˌskɪnd/
pass away (phr v) /ˌpɑːs əˈweɪ/
patently (adv) /ˈpeɪtəntli/
peaceful (adj) /ˈpiːsfl/
perfectionist (adj) /pəˈfekʃənɪst/
perfectly (adv) /ˈpɜːfɪktli/
personal (adj) /ˈpɜːsənl/
plain (adj) /pleɪn/
playlist (n) /ˈpleɪlɪst/
plump (adj) /plʌmp/
professional (adj) /prəˈfeʃənl/
quick-tempered (adj) /ˌkwɪk ˈtempəd/
radio station (n) /ˈreɪdiəʊ ˌsteɪʃn/
rainy (adj) /ˈreɪni/
ravenously (adv) /ˈrævənəsli/
receding hairline (n) /rɪˌsiːdɪŋ ˈheəlaɪn/
ridiculously (adv) /rɪˈdɪkjələsli/
right (adj) /raɪt/
rosy-cheeked (adj) /ˈrəʊzi ˌtʃiːkt/
round-faced (adj) /ˈraʊnd ˌfeɪst/
runs in the family /ˌrʌnz ˌɪn ðə ˈfæməli/
scruffy (adj) /ˈskrʌfi/
sensitive (adj) /ˈsensətɪv/
settle down (phr v) /ˌsetl ˈdaʊn/
skinny (adj) /ˈskɪni/
slim (adj) /slɪm/
split up (phr v) /ˌsplɪt ˈʌp/
sporty (adj) /ˈspɔːti/
staggeringly (adv) /ˈstægərɪŋli/
starving (adj) /ˈstɑːvɪŋ/
straight (adj) /streɪt/
stubborn (adj) /ˈstʌbən/
stylish (adj) /ˈstaɪlɪʃ/
take after somebody (phr v) /ˈteɪk ˌɑːftə(r)/
teenager (n) /ˈtiːneɪdʒə(r)/
the elderly (n) /ðiː ˈeldəli/
thoroughly (adv) /ˈθʌrəli/
thoughtful (adj) /ˈθɔːtfl/
timeless (adj) /ˈtaɪmləs/
toddler (n) /ˈtɒdlə(r)/
tolerant (adj) /ˈtɒlərənt/
tremendously (adv) /trəˈmendəsli/
unbelievably (adv) /ˌʌnbɪˈliːvəbli/
useless (adj) /ˈjuːsləs/
wavy (adj) /ˈweɪvi/
well-dressed (adj) /ˌwel ˈdrest/
witty (adj) /ˈwɪti/
World Championships (n) /ˌwɜːld tʃæmpiənʃɪps/
wrinkles (n) /ˈrɪŋklz/
young man, woman (n) /ˌjʌŋ ˈmæn, ˈwʊmən/
youth (n) /juːθ/

Unit 4

amused (adj) /əˈmjuːzd/
antennae (n) /ænˈteniː, -naɪ/
antlers (n) /ˈæntləz/
appreciative (adj) /əˈpriːʃətɪv/
astonished (adj) /əˈstɒnɪst/
bark (n/v) /bɑːk/
beak (n) /biːk/
bear (n) /beə(r)/

W Wordlist

because of /bɪˈkɒz, -ˈkʌz əv/
boar (n) /bɔː(r)/
bull (n) /bʊl/
buzz (n/v) /bʌz/
calf (n) /kɑːf/
camel (n) /ˈkæml/
cattle (n) /ˈkætl/
cautious (adj) /ˈkɔːʃəs/
chatter (n/v) /ˈtʃætə(r)/
cheetah (n) /ˈtʃiːtə/
chick (n) /tʃɪk/
claws (n) /klɔːz/
cockerel (n) /ˈkɒkərəl/
cry wolf /ˌkraɪ ˈwʊlf/
cub (n) /kʌb/
cygnet (n) /ˈsɪɡnət/
disappointed (adj) /ˌdɪsəˈpɔɪntɪd/
drop like flies /ˌdrɒp ˌlaɪk ˈflaɪz/
duckling (n) /ˈdʌklɪŋ/
due to /ˈdjuː tə/
escape the rat race /ɪˌskeɪp ðə ˈræt ˌreɪs/
ewe (n) /juː/
fangs (n) /fæŋz/
feathers (n) /ˈfeðəz/
fins (n) /fɪnz/
foal (n) /fəʊl/
front legs (n) /ˈfrʌnt ˌleɡz/
frustrated (adj) /frʌˈstreɪtɪd/
fur (n) /fɜː(r)/
gills (n) /ɡɪlz/
giraffe (n) /dʒəˈrɑːf/
guilty (adj) /ˈɡɪlti/
have a whale of a time /ˌhæv ə ˈweɪl əv ə ˌtaɪm/
hen (n) /hen/
hind legs (n) /ˈhaɪnd ˌleɡz/
hiss (n/v) /hɪs/
hooves (n) /huːvz/
horn (n) /hɔːn/
horse (n) /hɔːs/
humiliated (adj) /hjuːˈmɪlieɪtɪd/
in order to /ɪn ˈɔːdə tə/
in the doghouse /ɪn ðə ˈdɒɡhaʊs/
kill two birds with one stone /ˌkɪl ˈtuː ˌbɜːdz ˌwɪð ˌwʌn ˈstəʊn/
kitten (n) /ˈkɪtn/
knuckles (n) /ˈnʌklz/
lamb (n) /læm/
leopard (n) /ˈlepəd/
let the cat out of the bag /ˌlet ðə ˈkæt ˌaʊt əv ðə ˌbæɡ/
like a fish out of water /ˌlaɪk ə ˌfɪʃ ˌaʊt əv ˈwɔːtə(r)/
lion (n) /ˈlaɪən/
mane (n) /meɪn/
mare (n) /meə(r)/
miaow (n/v) /miˈaʊ/
open a can of worms /ˌəʊpən ə ˌkæn əv ˈwɜːmz/
ostrich (n) /ˈɒstrɪtʃ/
palms (n) /pɑːmz/
paws (n) /pɔːz/
piglet (n) /ˈpɪɡlət/
ram (n) /ræm/
roar (n/v) /rɔː(r)/
scales (n) /skeɪlz/
shell (n) /ʃel/
since /sɪns/
sow (n) /saʊ/
squawk (n/v) /skwɔːk/
squeak (n/v) /skwiːk/
stallion (n) /ˈstæliən/
straight from the horse's mouth /ˌstreɪt frəm ðə ˌhɔːsɪz ˈmaʊθ/
tadpole (n) /ˈtædpəʊl/
tail (n) /teɪl/
tentacles (n) /ˈtentəklz/
tusks (n) /tʌsks/
until the cows come home /ənˌtɪl ðə ˈkaʊz ˌkʌm ˌhəʊm/
whiskers (n) /ˈwɪskəz/
whistle (n/v) /ˈwɪsl/
wings (n) /wɪŋz/
wolf (n) /wʊlf/

Unit 5

against the law /əˌɡenst ðə ˈlɔː/
anti-war (adj) /ˌæntɪ ˈwɔː(r)/
at high speed /ət ˌhaɪ ˈspiːd/
autobiography (n) /ˌɔːtəbaɪˈɒɡrəfi/
ban (v) /bæn/
bid (n) /bɪd/
blaze (n) /bleɪz/
blow (n) /bləʊ/
boost (v) /buːst/
breach a law /ˌbriːtʃ ə ˈlɔː/
bribe (n) /braɪb/
by accident /ˌbaɪ ˈæksɪdənt/
by myself /ˌbaɪ maɪˈself/
cash (n) /kæʃ/
characters (n) /ˈkærəktəz/
chief (n) /tʃiːf/
coincidence (n) /kəʊˈɪnsɪdəns/
deal (n) /diːl/
descriptions (n) /dɪˈskrɪpʃnz/
dialogue (n) /ˈdaɪəlɒɡ/
disloyal (adj) /dɪsˈlɔɪəl/
disobey (v) /ˌdɪsəˈbeɪ/
ending (n) /ˈendɪŋ/
EU (n) /ˌiː ˈjuː/
ex-girlfriend (n) /ˌeks ˈɡɜːlfrend/
FIFA (n) /ˈfiːfə/
have a complaint against /ˌhæv ə kəmˈpleɪnt əˌɡenst/
hunt (v) /hʌnt/
illegible (adj) /ɪˈledʒəbl/
imperfect (adj) /ɪmˈpɜːfɪkt/
in general /ɪn ˈdʒenrəl/
in the end /ɪn ðiː ˈend/
in the hope of /ɪn ðə ˈhəʊp əv/
incapable (adj) /ɪnˈkeɪpəbl/
invade someone's privacy /ɪnˌveɪd ... ˈprɪvəsi/

W Wordlist

invite press attention /ɪnˌvaɪt ˈpres əˌtenʃn/
irresistable (adj) /ˌɪrɪˈzɪstəbl/
loom (v) /luːm/
make someone's life a misery /ˌmeɪk ... ˌlaɪf ə ˈmɪzəri/
MEP (n) /ˌem ˌiː ˈpiː/
microwave (n) /ˈmaɪkrəweɪv/
misbehave (v) /ˌmɪsbɪˈheɪv/
move (n) /muːv/
multicultural (adj) /ˌmʌltiˈkʌltʃərəl/
non-refundable (adj) /ˌnɒn rɪˈfʌndəbl/
non-smoker (n) /ˌnɒn ˈsməʊkə(r)/
on account of /ˌɒn əˈkaʊnt əv/
on strike /ˌɒn ˈstraɪk/
on the double /ˌɒn ðə ˈdʌbl/
oust (v) /aʊst/
out of the ordinary /ˌaʊt əv ðiː ˈɔːdnri/
oversleep (v) /ˌəʊvəˈsliːp/
PIN (n) /pɪn/
plant (n) /plɑːnt/
pledge (v) /pledʒ/
plot (n) /plɒt/
PM (n) /ˌpiː ˈem/
prefix (n) /ˈpriːfɪks/
probe (n) /prəʊb/
provoke a reaction /prəˌvəʊk ə riˈækʃn/
quit (v) /kwɪt/
reach breaking point /ˌriːtʃ ˈbreɪkɪŋ ˌpɔɪnt/
semi-skimmed (adj) /ˈsemi ˌskɪmd/
setting (n) /ˈsetɪŋ/
slash (v) /slæʃ/
spark (v) /spɑːk/
subatomic (adj) /ˌsʌbəˈtɒmɪk/
superhuman (adj) /ˌsuːpəˈhjuːmən/
to someone's advantage /tə ... ədˈvɑːntɪdʒ/
twists (n) /twɪsts/
UN (n) /ˌjuː ˈen/
uncertain (adj) /ʌnˈsɜːtn/
under threat /ˌʌndə ˈθret/
underage (adj) /ˈʌndəreɪdʒ/
UNICEF (n) /ˈjuːnɪsef/
unwisely (adv) /ˌʌnˈwaɪzli/
VAT (n) /ˌviː ˌeɪ ˈtiː/
VIP (n) /ˌviː ˌaɪ ˈpiː/
WHO (n) /ˌdʌbl ˌjuː ˌeɪtʃ ˈəʊ/

Unit 6

admit (v) /ədˈmɪt/
advice (n) /ədˈvaɪs/
advisable (adj) /ədˈvaɪzəbl/
advise (v) /ədˈvaɪz/
advisor (n) /ədˈvaɪzə(r)/
assume (v) /əˈsjuːm/
be dead set (against, on something) /ˌbi ˈded ˌset (əˌgenst, ˌɒn)/
be in favour of something /ˌbiː ˌɪn ˈfeɪvər əv/
be in two minds (about something) /ˌbiː ˌɪn ˈtuː ˌmaɪndz (əˌbaʊt)/
believe in something /bɪˈliːv ˌɪn/
come clean (about something) /ˌkʌm ˈkliːn (əˌbaʊt)/
competitor (n) /kəmˈpetɪtə(r)/
contestants (n) /kənˈtestənts/
convince (v) /kənˈvɪns/
dawn on somebody (that) /ˈdɔːn ˌɒn ... (ðət)/
denial (n) /dɪˈnaɪəl/
deny (v) /dɪˈnaɪ/
doubt (v) /daʊt/
entertain (v) /ˌentəˈteɪn/
entertainer (n) /ˌentəˈteɪnə(r)/
entertaining (adj) /ˌentəˈteɪnɪŋ/
entertainment (n) /ˌentəˈteɪnmənt/
episodes (n) /ˈepɪsəʊdz/
get your wires crossed /ˌget ˌjɔː ˈwaɪəz ˌkrɒst/
go along with the view /ˌgəʊ əˌlɒŋ wɪð ðə ˈvjuː/
have doubts about something /ˌhæv ˈdaʊts əˌbaʊt/
have misgivings (about something) /ˌhæv mɪsˈgɪvɪŋz (əˌbaʊt)/
have second thoughts (about something) /ˌhæv ˈsekənd ˌθɔːts (əˌbaʊt)/
have views on something /ˌhæv ˈvjuːz ˌɒn/
in my view /ˌɪn ˈmaɪ ˌvjuː/
insist (v) /ɪnˈsɪst/
jump to a conclusion /ˌdʒʌmp tuː ə kənˈkluːʒn/
lawyers (n) /ˈlɔːjəz/
offence (n) /əˈfens/
offend (v) /əˈfend/
offender (n) /əˈfendə(r)/
offensive (adj) /əˈfensɪv/
organisation (n) /ˌɔːɡənaɪˈzeɪʃn/
organised (adj) /ˈɔːɡənaɪzd/
organiser (n) /ˈɔːɡənaɪzə(r)/
persuade (v) /pəˈsweɪd/
persuade somebody to do something /pəˌsweɪd ... tə ˈduː/
photographer (n) /fəˈtɒɡrəfə(r)/
photographic (adj) /ˌfəʊtəˈɡræfɪk/
photography (n) /fəˈtɒɡrəfi/
producers (n) /prəˈdjuːsəz/
publicise (v) /ˈpʌblɪsaɪz/
publicly (adv) /ˈpʌblɪkli/
quiz (v) /kwɪz/
ratings (n) /ˈreɪtɪŋz/
realise (v) /ˈriːəlaɪz/
reject (v) /rɪˈdʒekt/
reside (v) /rɪˈzaɪd/
residence (n) /ˈrezɪdəns/
resident (n) /ˈrezɪdənt/
residential (adj) /ˌrezɪˈdenʃl/
secrecy (n) /ˈsiːkrəsi/
secretive (adj) /ˈsiːkrətɪv/
secretively (adv) /ˈsiːkrətɪvli/
secretly (adv) /ˈsiːkrətli/
sponsors (n) /ˈspɒnsəz/
studio audience (n) /ˈstjuːdiəʊ ˌɔːdiəns/
suggest (v) /səˈdʒest/
suggested (adj) /səˈdʒestɪd/
suggestion (n) /səˈdʒestʃən/

talk somebody into (doing) something /ˌtɔːk ... ˈɪntə, ˌɪntə ˈdʌɪŋ/
think about something /ˈθɪŋk əˌbaʊt/
to my mind /tə ˈmaɪ ˌmaɪnd/
TV crew (n) /ˌtiː ˈviː ˌkruː/
undeniable (adj) /ˌʌndɪˈnaɪəbl/
viewer (n) /ˈvjuːə(r)/

Unit 7

amount to /əˈmaʊnt tə/
balanced (adj) /ˈbælənst/
be committed to /ˌbi kəˈmɪtɪd tə/
beckon to /ˈbekən tə/
bike racks (n) /ˈbaɪk ˌræks/
bulb (n) /bʌlb/
carbon dioxide (n) /ˌkɑːbən daɪˈɒksaɪd/
carbon emissions (n) /ˈkɑːbən iˌmɪʃnz/
carbon footprint (n) /ˌkɑːbən ˈfʊtprɪnt/
claim (v) /kleɪm/
climate change (n) /ˈklaɪmət ˌtʃeɪndʒ/
compost bin (n) /ˈkɒmpost ˌbɪn/
cope with /ˈkəʊp ˌwɪð/
crops (n) /krɒps/
dairy-free (adj) /ˈdeəri ˌfriː/
deal with /ˈdiːl ˌwɪð/
developing countries (n) /diˈveləpɪŋ ˌkʌntriz/
double glazing (n) /ˌdʌbl ˈgleɪzɪŋ/
drinking fountains (n) /ˈdrɪŋkɪŋ ˌfaʊntənz/
endangered species (n) /ɪnˌdeɪndʒəd ˈspiːʃiːz/
energy consumption (n) /ˈenədʒi kənˌsʌmpʃn/
energy-saving bulb (n) /ˈenədʒi ˌseɪvɪŋ ˌbʌlb/
fell (v) /fel/
food waste (n) /ˈfuːd ˌweɪst/
fossil fuels (n) /ˈfɒsl ˌfjuːəlz/
global warming (n) /ˌgləʊbl ˈwɔːmɪŋ/
graze (v) /greɪz/
greenhouse effect (n) /ˈgriːnhaʊs ɪˌfekt/
greenhouse gases (n) /ˈgriːnhaʊs ˌgæsɪz/
halal (adj) /ˈhælæl/
have access to /ˌhæv ˈækses tə/
heat waves (n) /ˈhiːt ˌweɪvz/
high-fibre (adj) /ˈhaɪ ˌfaɪbə(r)/
hybrid engine (n) /ˈhaɪbrɪd ˌendʒɪn/
ice caps (n) /ˈaɪs ˌkæps/
industrialised countries (n) /ɪnˈdʌstriəlaɪzd ˌkʌntriz/
kosher (adj) /ˈkəʊʃə(r)/
low-calorie (adj) /ˈləʊ ˌkæləri/
low-carb (adj) /ˈləʊ ˌkɑːb/
low-energy lighting (n) /ˌləʊ ˌenədʒi ˈlaɪtɪŋ/
low-sodium (adj) /ˈləʊ ˌsəʊdiəm/
maintain (v) /meɪnˈteɪn/
natural habitats (n) /ˌnætʃrəl ˈhæbɪtæts/
nuclear power (n) /ˈnjuːkliə ˌpaʊə(r)/
on balance /ˌɒn ˈbæləns/
organic (n) /ɔːˈgænɪk/
outcry (n) /ˈaʊtkraɪ/
protective (adj) /prəˈtektɪv/
recyclable (adj) /ˌriːˈsaɪkləbl/
recycling (n) /ˌriːˈsaɪklɪŋ/
renewable energy (n) /rɪˌnjuːəbl ˈenədʒi/

sea levels (n) /ˈsiː ˌlevlz/
solar panels (n) /ˈsəʊlə ˌpænlz/
solar power (n) /ˈsəʊlə ˌpaʊə(r)/
specialise in /ˈspeʃəlaɪz ɪn/
species (n) /ˈspiːʃiːz/
standby (n) /ˈstændbaɪ/
struggle (v) /ˈstrʌgl/
thermostat (n) /ˈθɜːməstæt/
tumble dryer (n) /ˌtʌmbl ˈdraɪə(r)/
vegan (adj) /ˈviːgən/
vegetarian (adj) /ˌvedʒəˈteəriən/
wind turbine (n) /ˈwɪnd ˌtɜːbaɪn/
wood-burning stove (n) /ˈwʊd ˌbɜːnɪŋ ˌstəʊv/

Unit 8

a.m. /ˌeɪ ˈem/
academic year (n) /ˌækəˌdemɪk ˈjɪə(r)/
ad (n) /æd/
AD, CE /ˌeɪ ˈdiː, ˌsiː ˈiː/
AIDS (n) /eɪdz/
anecdote (n) /ˈænɪkdəʊt/
announcement (n) /əˈnaʊnsmənt/
apply (for a job) (v) /əˌplaɪ (fər ə ˈdʒɒb)/
asap (adj) /ˌeɪ ˌes ˌeɪ ˈpiː/
BC, BCE /ˌbiː ˈsiː, ˌbiː ˌsiː ˈiː/
be fired (v) /ˌbi ˈfaɪəd/
be promoted (v) /ˌbi prəˈməʊtɪd/
be unemployed (v) /ˌbiː ˌʌnɪmˈplɔɪd/
bricklayer (n) /ˈbrɪkleɪə(r)/
bulletin (n) /ˈbʊlətɪn/
c., ca. /ˈsɜːkə/
cashier (n) /kæˈʃɪə(r)/
class teacher (n) /ˈklɑːs ˌtiːtʃə(r)/
degree (n) /dɪˈgriː/
demo (n) /ˈdeməʊ/
desk job (n) /ˈdesk ˌdʒɒb/
director of studies (n) /dəˌrektər, dɪ-, daɪ-, əv ˈstʌdiz/
DIY (n) /ˌdiː ˌaɪ ˈwaɪ/
e.g. /ˈiː ˌdʒiː/
electrician (n) /ɪˌlekˈtrɪʃn/
eta (n) /ˌiː ˌtiː ˈeɪ/
exams (n) /ɪgˈzæmz/
full-time (adj) /ˈfʊl ˌtaɪm/
get the sack (v) /ˌget ðə ˈsæk/
gigs (n) /gɪgz/
graduates (n) /ˈgrædʒuəts/
hand in your notice (v) /ˌhænd ˌɪn ˌjɔː ˈnəʊtɪs/
higher education (n) /ˌhaɪər ˌedʒuˈkeɪʃn/
i.e. /ˈaɪ ˌiː/
ID (n) /ˌaɪ ˈdiː/
independently (adv) /ˌɪndɪˈpendəntli/
joiner (n) /ˈdʒɔɪnə(r)/
lecturer (n) /ˈlektʃərə(r)/
Mrs (n) /ˈmɪsɪz/
N.B. /ˌen ˈbiː/
NATO (n) /ˈneɪtəʊ/
nine-to-five (adj) /ˈnaɪn tə ˌfaɪv/
nurse (n) /nɜːs/
overtime (n) /ˈəʊvətaɪm/
p.m. /ˌpiː ˈem/

W Wordlist

paperwork (n) /ˈpeɪpəwɜːk/
paramedic (n) /ˌpærəˈmedɪk/
part-time (adj) /ˈpɑːt ˌtaɪm/
plumber (n) /ˈplʌmə(r)/
primary school (n) /ˈpraɪməri ˌskuːl/
queries (n) /ˈkwɪəriz/
RAM (n) /ræm/
record company (n) /ˈrekɔːd ˌkʌmpəni/
recording artist (n) /rɪˈkɔːdɪŋ ˌɑːtɪst/
recording contract (n) /rɪˈkɔːdɪŋ ˌkɒntrækt/
release (n) /rɪˈliːs/
RSVP (v) /ˌɑːr ˌes ˌviː ˈpiː/
shift work (n) /ˈʃɪft ˌwɜːk/
sitcom (n) /ˈsɪtkɒm/
sixth form (n) /ˈsɪksθ ˌfɔːm/
software developer (n) /ˈsɒftweə dɪˌveləpə(r)/
store manager (n) /ˈstɔː ˌmænɪdʒə(r)/
surgeon (n) /ˈsɜːdʒən/
tour (n) /tʊə(r)/
undergraduates (n) /ˌʌndəˈgrædʒuəts/
vocational qualifications (n) /vəʊˈkeɪʃənl ˌkwɒlɪfɪˌkeɪʃnz/
web designer (n) /ˈweb dɪˌzaɪnə(r)/
West End (adj) /ˈwest ˌend/
work nights (v) /ˌwɜːk ˈnaɪts/

Unit 9

asteroid (n) /ˈæstərɔɪd/
astronomer (n) /əˈstrɒnəmə(r)/
atmosphere (n) /ˈætməsfɪə(r)/
blood-red (adj) /ˈblʌd ˌred/
break down (phr v) /ˌbreɪk ˈdaʊn/
call on (phr v) /ˈkɔːl ˌɒn/
capsule (n) /ˈkæpsjuːl/
carry it out (phr v) /ˌkæri ˌɪt ˈaʊt/
check over (phr v) /ˈtʃek ˌəʊvə(r)/
come across (phr v) /ˈkʌm əˌkrɒs/
come up with (phr v) /ˌkʌm ˈʌp ˌwɪð/
comet (n) /ˈkɒmɪt/
conical (adj) /ˈkɒnɪkl/
constellation (n) /ˌkɒnstəˈleɪʃn/
cosmonaut (n) /ˈkɒzmənɔːt/
cosmos (n) /ˈkɒzmɒs/
crater (n) /ˈkreɪtə(r)/
creep up (phr v) /ˌkriːp ˈʌp/
crew (n) /ˈkruː/
cut back on (phr v) /ˌkʌt ˈbæk ˌɒn/
die out (phr v) /ˌdaɪ ˈaʊt/
dusty (adj) /ˈdʌsti/
end up (phr v) /ˌend ˈʌp/
galaxy (n) /ˈgæləksi/
get back (phr v) /ˌget ˈbæk/
get back at somebody (phr v) /ˌget ˈbæk ət/
get back in (phr v) /ˌget ˌbæk ˈɪn/
get back to somebody (phr v) /ˌget ˈbæk tə/
get back to something (phr v) /ˌget ˈbæk tə/
get behind (with something) (phr v) /ˌget bɪˈhaɪnd (ˌwɪð)/
get by (on, in, with something) (phr v) /ˌget ˈbaɪ (ˌɒn, ˌɪn ˌwɪð)/
get something back (phr v) /ˌget ... ˈbæk/
go through (phr v) /ˌgəʊ ˈθruː/
go up (phr v) /ˌgəʊ ˈʌp/
gravity (n) /ˈgrævəti/
head out (phr v) /ˌhed ˈaʊt/
immense (adj) /ɪˈmens/
jagged (adj) /ˈdʒægɪd/
launch (v) /ˈlɔːntʃ/
man-made (adj) /ˌmæn ˈmeɪd/
metallic (adj) /məˈtælɪk/
meteor (n) /ˈmiːtiə(r)/
mission (n) /ˈmɪʃn/
mission control (n) /ˌmɪʃn kənˈtrəʊl/
narrow (adj) /ˈnærəʊ/
oblong (adj) /ˈɒblɒŋ/
orbit (n/v) /ˈɔːbɪt/
pitch-black (adj) /ˈpɪtʃ ˌblæk/
planet (n) /ˈplænɪt/
pointed (adj) /ˈpɔɪntɪd/
put forward (phr v) /ˌpʊt ˈfɔːwəd/
put on (phr v) /ˈpʊt ˌɒn/
re-enter (v) /ˌriː ˈentə(r)/
rule out (phr v) /ˌruːl ˈaʊt/
run out of (phr v) /ˌrʌn ˈaʊt əv/
satellite (n) /ˈsætəlaɪt/
sea-green (adj) /ˈsiː ˌgriːn/
set out (phr v) /ˌset ˈaʊt/
set up (phr v) /ˌset ˈʌp/
shallow (adj) /ˈʃæləʊ/
shiny (adj) /ˈʃaɪni/
sky-blue (adj) /ˈskaɪ ˌbluː/
slippery (adj) /ˈslɪpəri/
slow down (phr v) /ˌsləʊ ˈdaʊn/
solar system (n) /ˈsəʊlə ˌsɪstəm/
space shuttle (n) /ˈspeɪs ˌʃʌtl/
space station (n) /ˈspeɪs ˌsteɪʃn/
spacecraft (n) /ˈspeɪskrɑːft/
start up (phr v) /ˌstɑːt ˈʌp/
sum up (phr v) /ˌsʌm ˈʌp/
supernova (n) /ˌsuːpəˈnəʊvə/
take in (phr v) /ˌteɪk ˈɪn/
touchdown (n) /ˈtʌtʃdaʊn/
turn into (phr v) /ˈtɜːn ˌɪntə/
twisted (adj) /ˈtwɪstɪd/
vegetation (n) /ˌvedʒəˈteɪʃn/
wipe us out (phr v) /ˌwaɪp ˌʌs ˈaʊt/
work out (phr v) /ˌwɜːk ˈaʊt/

Irregular verbs

www.majazionline.ir

Base form	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought

can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut

do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven

eat	ate	eaten

fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten

get	got	got
give	gave	given
go	went	gone
grow	grew	grown

hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit

keep	kept	kept
know	knew	known

lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left

Base form	Past simple	Past participle
lend	lent	lent
lose	lost	lost

make	made	made
mean	meant	meant
meet	met	met

overcome	overcame	overcome

pay	paid	paid
put	put	put

read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run

say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown / showed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum

take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown

understand	understood	understood

wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written