

Elizabeth Walter
Kate Woodford

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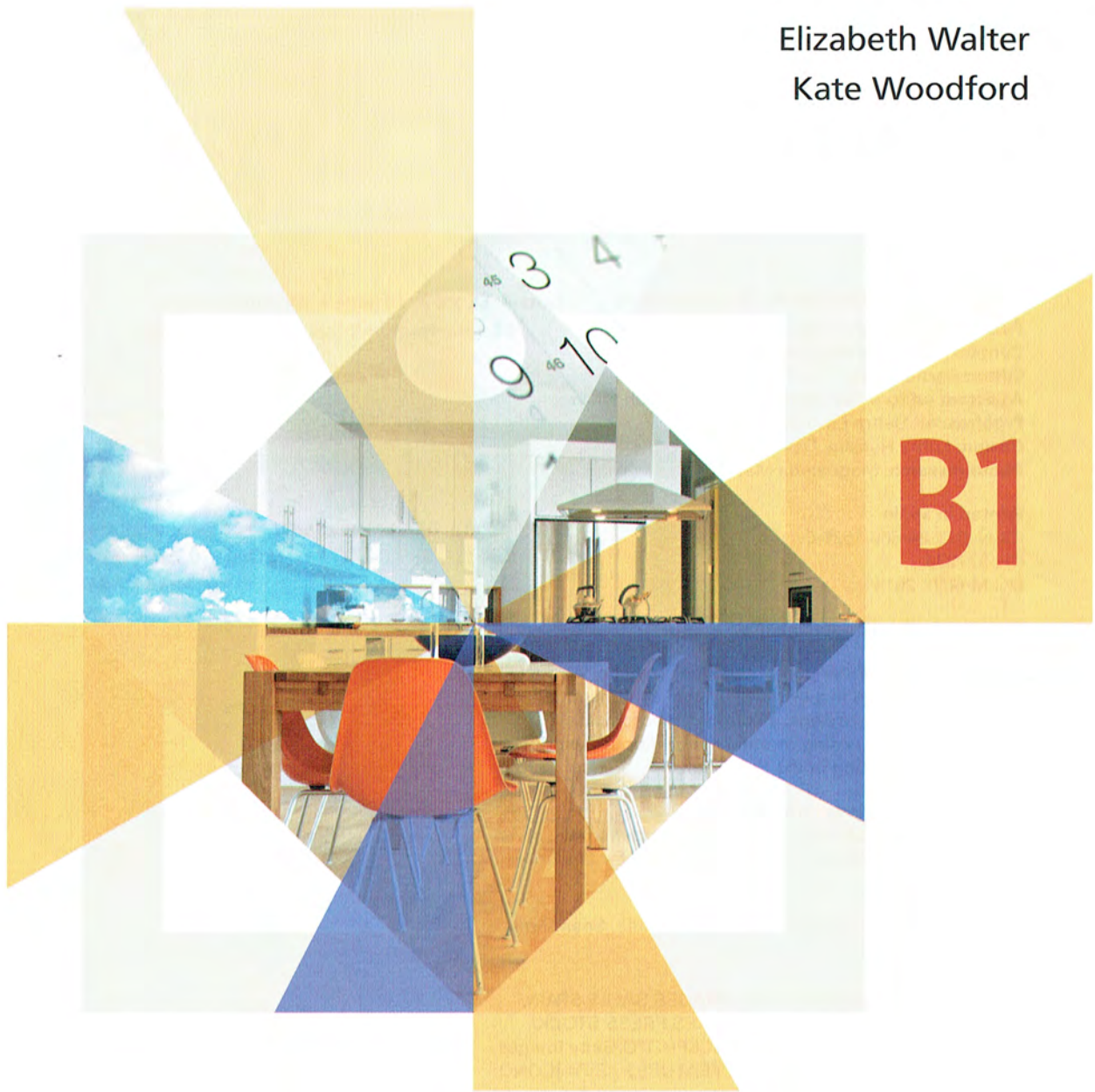
Richmond
**VOCABULARY
BUILDER**

Vocabulary usage and practice for self-study

includes access to the
Richmond Learning Platform



Elizabeth Walter
Kate Woodford



Richmond

VOCABULARY BUILDER

Vocabulary usage and practice for self-study





58 St Aldates
Oxford
OX1 1ST
United Kingdom

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Introduction

How this book will help you with your English

The promise of this book is very simple. If you learn the words and phrases in it, you will *really* improve your English.

With these words and phrases, you will be able to speak, write and understand English in many different situations. You will also have a better chance of succeeding in your English exams.

How the book works

Words you need...

Each unit has two pages, and will teach you around 20 words or phrases related to the topic. A group of single words is explained in the 'Words you need' box, either with a definition or with a picture. These words are followed by exercises to help you learn the meaning and use of these words.

British and US English

British and American English are very similar, with just a few differences in spelling and vocabulary.

We have used British English spelling but point out any important differences in the UK/US boxes.

Review sections

There are 6 Review sections with exercises based on the preceding group of units.

The unit topics

There are 50 units in the book. Each one covers a different topic. Some are subjects, for example 'Sport' or 'Clothes'. Some are things we need to do with language, such as 'Giving opinions' or 'Arranging to do things', and a few are connected with special types of language, for example 'Using numbers' or 'Phrasal verbs'.

08/Health

Words you need...



► to sneeze



► to cough



► a headache



► a stomach ache



► (a) toothache



► to examine (someone)



► an operation



► medicine

► **cancer** a serious disease that happens when cells grow in a way that is not normal
► **a cold** a common illness that makes you sneeze and cough

► **a cough** an illness that makes you cough
► **flu** an illness like a very bad cold
► **a pain** an unpleasant feeling in a part of your body, usually caused by illness or an injury

UK/US

If someone is not healthy, they are **ill** or **sick**.

ill is used more often in UK English and **sick** is used more often in US English.

To be sick often means **to vomit** in UK English.

Exercise 1

Complete the sentences.

- 1 I ate too many green apples and I had a stomach ache afterwards.
- 2 My husband has a bad _____, and the noise kept me awake all night.
- 2 When he arrived at the hospital, a doctor _____ him.
- 3 His mother is suffering from skin _____.
- 4 Philip went to the dentist because he had _____.
- 6 If you are _____, you should see a doctor.
- 7 The room was dusty, and I started to _____.
- 8 It's annoying when people _____ during a concert.

Exercise 2

Choose the correct word to complete each sentence.

- 1 Amanda can't come to the movies with us - she's in bed [for/because/with] flu.
- 2 The doctor says I need to [have/do/make] an operation on my knee.
- 3 When I bend my arm, I have a pain [on/in/at] my elbow.
- 4 If you go out with wet hair, you will [find/catch/make] a cold.
- 5 This loud music is [making/causing/giving] me a headache.
- 6 The doctor says I must [eat/take/get] this medicine for two weeks.

20/UNIT 08

The exercises

The exercises are designed to be clear and simple. Some exercises are based on single questions and some on texts such as emails or dialogues. All of them use situations that are relevant to life today. If you do all the exercises, you will practise every word in the unit at least once.

There is an answer key on pages 137–144.

Putting words together

The second page of each unit usually has a box called 'Putting words together'. This is where we move on from learning single words to learning how to put them together with other words to make useful expressions.

Putting words together...

- If your throat hurts, you can say you have a **sore throat**.
- If someone **breaks their arm/leg**, etc., they break a bone in that part of their body. If someone has a **heart attack**, they have a pain in their heart and it suddenly stops working.
- If you arrange to see a doctor, you **make an appointment**.
- When your illness goes, you **get better**.
- If you think you are going to **be sick**, you feel as though food will come up from your stomach through your mouth.
- If you **have a temperature**, your body is too hot because you are ill. If someone **takes your temperature**, they use a piece of equipment to find out how hot you are.

Saying what is wrong with you

To tell someone what is wrong with you, you can use phrases like these:

- To talk about how you feel, you can say:
► **I feel sick/ill.**

- To talk about a particular problem, you can say:
► **I have a headache./He has cancer.**

In UK English, we often use **have got**:

- **I've got a headache./He's got cancer.**
If you have a pain in a particular part of your body, you can say:
► **My head/stomach/arm, etc. hurts.**
If it is a dull, continuous pain, you can say
► **My head/stomach/arm, etc. aches.**

Exercise 3

Match what these people did (1-6) with what was wrong with them afterwards (a-f).

- | | |
|--|----------------------------|
| 1 'I tried to climb over the wall, but I fell off.' | a José had a heart attack. |
| 2 'I had to carry my shopping for miles.' | b Gustavo caught a cold. |
| 3 'I ate five bars of chocolate.' | c Pedro's arms ached. |
| 4 'I worked 14 hours a day, smoked, and never did any exercise.' | d Matt broke his leg. |
| 5 'I walked all day in the rain.' | e Fatima was sick. |
| 6 'I walked all the way from London to Scotland.' | f Lucy's feet hurt. |

Exercise 4

Listen to and read the two dialogues. Are the following sentences (1-6) true (T) or false (F)?

- | | |
|---|---|
| Doctor: Good morning, Mrs Silva, how are you? | Doctor: Come in, Mr Palmer. How are you? |
| Mrs Silva: Not too good. I have a sore throat, and I feel really sick. | Mr Palmer: I feel OK, but sometimes I have pains in my chest. I had a heart attack three months ago. |
| Doctor: Do you have a cough? | Doctor: OK. I think you should rest for a few days. I will make an appointment for you to see someone at the hospital. |
| Mrs Silva: Yes, and I keep sneezing. I took my temperature this morning, and it was very high. | Mr Palmer: Will I need an operation? |
| Doctor: I think you have flu. You need to rest and drink plenty of water. I think you will get better in about a week. | Doctor: I don't think so, but you might have to take some medicine. |

- Mrs Silva's leg hurts.
- The doctor took Mrs Silva's temperature.
- The doctor gave Mrs Silva some medicine.
- Mr Palmer's chest sometimes hurts.
- The doctor is sending Mr Palmer to the hospital.
- Mr Palmer will have an operation.

F

Use the words you've learned...

Imagine you are ill. Describe how you feel to the doctor.

UNIT 08/21

Speaking and listening

Throughout the book, the emphasis is on natural language, and on speaking as well as writing. Many units have boxes that give information about phrases that are used in conversation.

You will see that many of the exercises are based on people speaking, and they have been recorded so that you can listen to them. Exercises with recordings are marked with this symbol .

You can use these recordings in several ways: for example, you can listen and repeat in order to improve your pronunciation, or you can say the answer yourself first and then listen to check that you are right. Listening to the recordings will help you to learn the words.

Usage information

There are boxes with information on how to use the new words and phrases in natural contexts. Other boxes explain things such as how to use phrasal verbs, or how to make new words using suffixes.

The Richmond Learning Platform

The *Richmond Vocabulary Builder* online Learning Platform is designed for both teachers and students. Students will find a variety of extra practice activities and the audio MP3s, while teachers can track their students' progress or use Test Studio to generate vocabulary tests.

Good luck!

You can use this book in whatever way seems best to you. You don't have to start at number 1 and work to the end – you can start with the units that interest you most.

Good luck with building your vocabulary!

Use the words you've learned

At the end of each unit there is a task which asks you to use the words you've learned in an everyday personal context.

01/ Describing people's appearance

Words you need...



- ▶ **attractive** An attractive man or woman is pleasant to look at.
- ▶ **middle-aged** between the ages of 45 and 65
- ▶ **pretty** pleasant to look at, usually said about girls or women
- ▶ **short** A short person is low.
- ▶ **slim** having little fat on the body
- ▶ **tall** A tall person is high.
- ▶ **a teenager** a person between the ages of 13 and 19

Describing people's age



If you do not know someone's exact age, you can say:

- ▶ *He's **about/around** 30.*

If you only have a general idea of how old someone is, you can say:

- ▶ *She's **in her twenties/fifties/seventies**, etc.*

Exercise 1

Match the sentences (1–6) with the people they describe (a–f).

- | | |
|---|---------------------------|
| 1 He's an international basketball player. | a Brian is bald. |
| 2 She's a model and she works at all the international fashion shows. | b Adam is slim. |
| 3 He wears a hat because he has no hair. | c Carlos is very tall. |
| 4 She will be 14 next week. | d Nadia is a teenager. |
| 5 He doesn't eat things like chocolate and cakes so he doesn't get fat. | e Layla is middle-aged. |
| 6 She's nearly 50. | f Camilla is very pretty. |

Exercise 2

Complete the sentences.

- 1 He grew a beard and a _____ to make himself look older.
- 2 She needs _____ for reading.
- 3 She had to stand on a chair to reach the shelf because she's so _____.
- 4 All the girls like him because he's very _____.
- 5 She doesn't eat cakes and chocolate because she likes to be _____.
- 6 The main character is a _____ (in his fifties), married accountant from Chicago.

Exercise 3

Put the words in the correct order to make sentences.

- 1 she's probably in/I would say/her forties
I would say she's probably in her forties.
- 2 he's already bald/thirty but/he's only

- 3 most of/around 30/his friends are

- 4 was a model because/I thought he/he was so attractive

- 5 the cinema/there was a group/of teenagers outside

Putting words together...



- ▶ If you have **blonde hair**, your hair is a pale brown or yellow colour and if you have **dark hair**, your hair is brown or black.
- ▶ If you have **curly hair**, your hair forms lots of little curves and if you have **straight hair** your hair has no curves or bends.
- ▶ When a person **goes grey** (UK)/**gray** (US), their hair starts to turn grey because they are getting older.
- ▶ If you **wear glasses**, you always or often have a pair of glasses on your face.
- ▶ If you have **dark skin**, your skin is brown and if you have **pale skin**, your skin is light.
- ▶ If you **look nice/ill/Spanish/intelligent, etc.**, your face makes you seem nice/ill/Spanish/intelligent, etc.

Exercise 4

Match the questions (1–6) with the replies (a–f).

- | | |
|--------------------------------------|--|
| 1 How tall is she? | a It's dark and curly. |
| 2 What colour is his hair? | b No, she has dark skin. |
| 3 How old is she? | c He has blonde hair and he wears glasses. |
| 4 What's her hair like? | d She's quite short, actually. |
| 5 Is your sister pale, like you? | e She's probably in her thirties. |
| 6 What does her boyfriend look like? | f It's blonde. |

Asking about someone's appearance



To ask people to describe someone's appearance generally you say:

▶ **What does she look like?**

You can also ask particular questions such as:

▶ *How tall/old is he? What colour's his hair?*

Pronunciation



Exercise 5

Which of these words contain the sound /eɪ/? Listen and check.

straight bald pale beard grey middle-aged

Exercise 6



Match each paragraph with a picture. Then complete the sentences with words from the box. Listen and check.

grey bald middle-aged ~~glasses~~ pale moustache
in his look blonde straight curly attractive

1 He's about 20. He wears glasses, which make him _____ intelligent. He has _____ hair.

2 He's quite old – I think he must be _____ seventies. He had dark hair when he was younger, but now he's _____. He has a big _____.

3 She's a teenager. She has long _____ hair, and _____ skin. She's very _____.

4 She's _____ – probably in her fifties. She had dark hair, but she's going _____ now. Her hair is still very _____.



Use the words you've learned...

Describe someone you know.

02/Clothes

Words you need...

2.1



- ▶ **a suit** a smart jacket and trousers, or a jacket and a skirt, made from the same material
- ▶ **underwear** clothes that you wear under your other clothes, for example a pair of underpants or a bra
- ▶ **a uniform** a set of clothes that you wear to show that you do a particular job or go to a particular school

Useful adjectives for describing clothes

2.2

- ▶ **fashionable** in a style that a lot of people like now
- ▶ **light** made of a thin material, for wearing when it is hot
- ▶ **loose** large and not fitting close to the body
- ▶ **old-fashioned** in a style that people liked in the past but do not like now
- ▶ **smart** clean and tidy, suitable for formal occasions
- ▶ **tight-fitting** close to the body, sometimes in a way that is not comfortable
- ▶ **warm** thick and made of a material that keeps the body warm

Exercise 1

Match the definitions with words from the 'Words you need' box.

- 1 a thin piece of material, part of a shirt, that a man wears around his neck collar
- 2 a thin piece of leather that you wear around the middle of your body _____
- 3 shoes that also cover part of your leg _____
- 4 high part of some shoes that makes the person wearing them seem taller _____
- 5 light shoes that do not cover your toes, for wearing in hot weather _____
- 6 a round object that fastens clothes _____

Exercise 2

Match the descriptions (1–5) with the clothes (a–e).

- 1 with low heels, warm a a jacket
- 2 loose, with belt and pockets, warm b boots
- 3 has buttons, collar and sleeves c ladies' sandals
- 4 with straps and high heels d a T-shirt
- 5 has short sleeves and no collar e a shirt

Exercise 3

Match the first part of each sentence (1–6) with the second (a–f).

- 1 She was still wearing her school _____ a changed my underwear.
- 2 He was on his way to work so he was _____ b uniform.
- 3 I wore the same jeans and sweater but _____ c some smart clothes.
- 4 These jeans are too loose – I need _____ d tie.
- 5 I was going to a wedding so I needed _____ e a belt.
- 6 He looked very smart in his shirt and _____ f wearing a suit.



Putting words together...



- ▶ If you **get dressed**, you put clothes on your body and if you **get undressed**, you take clothes off your body.
- ▶ If you **put on** clothes or shoes, you put them on your body and if you **take off** clothes, you take them off your body.
- ▶ If you **have** a dress, jacket, hat, etc. **on**, you are wearing it.
- ▶ If clothes **don't fit** or **don't fit very well**, they are too big or too small for your body.

Describing clothes



If you want to say something nice to someone about the clothes that they are wearing, you can say:

- ▶ *That jacket looks really nice on you.*
- ▶ *You look really nice in that dress.*
- ▶ *That coat really suits you.*

Exercise 4 2.5

Lucas and Tom are talking about the clothes they like to wear. Complete what they say. Listen and check.

Lucas

I have absolutely no interest in clothes. When I ¹ get dressed in the morning, I usually ² put on the same clothes that I wore yesterday. It's really cold where I live so I need a ³ thick jacket with ⁴ a pocket to put my money and cellphone in. Apart from that, I really don't care what I wear.

Tom

I'm quite interested in clothes. I generally wear jeans and a shirt but I have a lot of shirts. I have one ⁵ new today that I really like. My girlfriend bought it for me – it's a good colour – light blue. My girlfriend tells me that blue really ⁶ suits me! It's also quite ⁷ comfortable which is great when the weather is hot, like it is now.

Exercise 5 2.6

Listen to and read the conversation. Are the following sentences (1–6) true (T) or false (F)?

- Sara:** You look really nice in that dress, Emily. It really suits you.
- Emily:** Thanks. It's new – I bought it at the weekend. In fact, I bought two dresses.
- Sara:** You're lucky – dresses look really nice on you. What's the other one like?
- Emily:** It's red with a little collar and short sleeves – I'm really pleased with it. There was a gorgeous black dress in the shop that I liked too, but when I put it on, I found that it didn't fit very well – it was a bit tight. I also bought a pair of sandals that I'm very pleased with. They're black with thin straps and high heels.
- Sara:** Don't you already have some black sandals?
- Emily:** I do, but I wanted some more fashionable ones. My other pair look a bit old-fashioned now.
- Sara:** You have a lot of clothes, Emily!

- 1 Sara likes what Emily is wearing. T
- 2 Emily's red dress has no sleeves and nothing at the neck.
- 3 The black dress was the perfect size for Emily.
- 4 Emily's new sandals have thick straps.
- 5 Emily's new sandals will make her seem taller.
- 6 Emily now has two pairs of black sandals that she likes.

Use the words you've learned...

Describe a favourite piece of clothing or a favourite pair of shoes. Then describe the clothes you are wearing now, or clothes you like to wear.

03/Personality

Words you need...



- ▶ **cheerful** Cheerful people are usually happy.
- ▶ **friendly** Friendly people are pleasant and easy to talk to.
- ▶ **helpful** Helpful people are always willing to help others.
- ▶ **kind** Kind people help others and care about other people.
- ▶ **lazy** Lazy people do not like working or making an effort.
- ▶ **lively** Lively people have a lot of energy and like to do a lot of things.
- ▶ **polite** Polite people are careful to be pleasant, say nice things, and not upset people.
- ▶ **quiet** Quiet people do not say much.
- ▶ **rude** Rude people do not care about other people's feelings and often do or say things that upset them.
- ▶ **serious** Serious people do not laugh much.
- ▶ **shy** Shy people find it difficult to talk to people and make friends.
- ▶ **sporty** Sporty people are good at sport.
- ▶ **strict** Strict people want everyone to follow rules.
- ▶ **unfriendly** not friendly
- ▶ **unkind** not kind

Exercise 1

Choose a word from the box to describe how each person behaves.

rude shy kind lazy strict sporty friendly cheerful

- 1 He never gets up before midday, and he spends hours every day sitting watching TV. lazy
- 2 My friend is always smiling. Even if she has problems, she doesn't let them make her sad. _____
- 3 While her neighbour was in hospital, she visited him every day and took him things to eat. _____
- 4 She loves meeting people. She will talk to anyone! _____
- 5 When I gave him the present, he didn't even say thank you! _____
- 6 Eva's dad makes her do two hours of homework every day, and she has to be home by nine o'clock. _____
- 7 He plays baseball for his college team, and swims several times a week. _____
- 8 She finds it very difficult to talk to people she doesn't know very well. _____

Exercise 2 3.2

Laura and Rick have had very different experiences of starting a new job. Use the words from the box to complete what they say. Listen and check.

shy unkind serious unfriendly

'I'm finding it very difficult to make friends here. My new colleagues are really ¹ unfriendly – nobody ever speaks to me. Sometimes I think that I should try to start a conversation, but I'm too ² _____. On my first day, I was late because I didn't know which bus to get. My boss shouted at me, which I thought was really ³ _____. He's so ⁴ _____ all the time – he spends all day checking everyone's work, and he never seems to smile.'



quiet helpful lively polite

'I started my new job last week, and I'm loving it. Everyone has been really ⁵ _____, showing me what to do and helping me learn the systems. One thing I've noticed is how ⁶ _____ everyone is – people always speak to each other in a very pleasant way. At first, I thought that my colleagues were quite ⁷ _____, because they don't chat much. Then they invited me out one evening, and I discovered that when they're not in the office, they're much more ⁸ _____!'

Putting words together...



- ▶ People who like to say and hear funny things have a **good sense of humour** (UK)/**humor** (US). If you enjoy being with someone like this, you can say that they are **good fun**. If you **make a joke**, you say something to make people laugh.
- ▶ If people are happy to do things, you can say that they are **willing to** do them.
- ▶ If someone has a lot of energy, you can say that they are **full of energy**.

Exercise 3

Complete the second sentence so it has the opposite meaning to the first.

- 1 Max has a good sense of humour.
Max is always very serious.
- 2 Her students were sometimes rude to her.
Her students were always _____.
- 3 My sister likes making jokes.
My sister doesn't have _____.
- 4 My neighbours were always very helpful.
My neighbours were never _____ help.

Describing people's personality



To ask about someone's personality, you can say:

- ▶ **What's he/she like?**

To describe someone's personality, you can say:

- ▶ **He's quite a friendly/lazy person.**

To talk about something bad in someone's personality, you can say:

- ▶ **She can be a bit rude/unfriendly.**

He's/She's always ... is used for describing what someone often does, often something bad:

- ▶ **He's always late! She's always complaining!**

He/She never ... is used for complaining about things that people do not do:

- ▶ **He never listens. She never stops talking.**

Exercise 4



Listen to and read what Bella and Anna say about their university friends. Are the following sentences (1–5) true (T) or false (F)?

Bella

'I met Adam on my first day at university. He helped me carry my bags to my room, and we became friends straight away, although he's quite a shy person and didn't say much. He's always kind to me, and now I know him better, I know that he has a good sense of humour. If I feel upset about something, I always call him.'



Anna

'I love spending time with Lisa because she's such good fun. She's a very lively person, really full of energy – she loves parties and she never stops talking! Our teachers don't like her much though, and she can be a bit lazy about work. We have a strict English teacher who gets very angry because Lisa never does her homework, but it doesn't make any difference!'



- 1 On the day they met, Adam was very lively, and talked a lot to Bella. F
- 2 Adam is always very serious. —
- 3 Lisa is a rather boring person. —
- 4 Lisa makes a lot of effort with her university work. —
- 5 Lisa's English teacher is not happy with her work. —

Use the words you've learned...

Describe the personality of some of your friends or family.

04/ Emotions

Words you need...



- ▶ **amazed** very surprised
- ▶ **annoyed** angry
- ▶ **calm** not feeling strong emotions, especially not angry or nervous
- ▶ **to cry** to have water coming from your eyes because you are sad
- ▶ **disappointed** not happy because something was not as good as you hoped it would be
- ▶ **excited** very happy, often about something good that is going to happen
- ▶ **furious** very angry
- ▶ **to laugh** to smile and make sounds because something is funny
- ▶ **nervous** worried, often about something that is going to happen
- ▶ **pleased** happy about something that has happened
- ▶ **scared** frightened
- ▶ **to scream** to make a loud, high sound with your voice, usually because you are frightened
- ▶ **shocked** very surprised that something has happened that you did not expect, usually something bad
- ▶ **to smile** to turn the corners of your mouth up because you are happy
- ▶ **surprised** happy that something has happened that you did not expect
- ▶ **upset** sad

absolutely + amazed/furious

With most adjectives, you use **very** to make them stronger:

- ▶ *I was very nervous.*

If you use a strong adjective to describe someone's emotion, such as **amazed** or **furious** and you want to make it even stronger, use the word **absolutely** before

it, not **very**:

- ✓ *I was absolutely furious with him.*

- ✗ *I was very furious with him.*

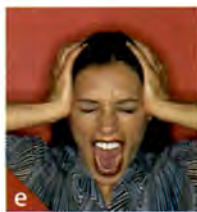
You can also use **really** with all adjectives:

- ▶ *I was really furious.*



Exercise 1

Match the pictures (a-f) with the words (1-6).



- 1 surprised a 2 scared ____ 3 smiling ____ 4 annoyed ____ 5 screaming ____ 6 upset ____

Pronunciation



Exercise 2

Which of these words contain the sound /aɪ/? Listen and check.

scared excited furious calm smile cry nervous surprised

Exercise 3

Match the first part of each sentence (1-6) with the second (a-f).

- | | |
|---|---------------------------------|
| 1 She smiled when he arrived and seemed | a when Kate said he was dead. |
| 2 I was so shocked | b saw a large spider. |
| 3 I'm so excited | c about the party tonight! |
| 4 Liam was upset so I | d all the funny things he said. |
| 5 I laughed at | e pleased to see him. |
| 6 She screamed when she | f put my arm around him. |

Putting words together...



- ▶ If you are **in a good mood**, you are feeling happy and if you are **in a bad mood**, you are feeling angry.
- ▶ If you **start crying**, you begin to cry and if you **start laughing**, you begin to laugh.
- ▶ If you **look happy/sad**, etc. or **seem happy/sad**, etc., your face or your actions make other people think you are happy/sad, etc.
- ▶ If you **feel excited/angry**, etc. you are excited/angry, etc.
- ▶ If someone or something **makes you happy/angry/furious**, etc., they cause you to feel that way.
- ▶ If you **show your feelings**, you let other people know what emotions you are feeling and if you **hide your feelings**, you do not.

Exercise 4

Listen and read, then use the words from the box to complete the dialogues.

show mood makes disappointed good excited seem okay

Alex: Are you ¹ okay, John?

John: Yeah, I'm all right. Why do you ask?

Alex: Well, you ² _____ a bit upset. Are you in a bad ³ _____ after losing the football match yesterday?

John: I guess I am. I'm really ⁴ _____ that we lost because I really wanted to win that match and I thought we played well.



Suzi: It was nice to see your sister looking so happy this morning, Megan. Why was she in such a ⁵ _____ mood?

Megan: She had an email from her boyfriend. That always ⁶ _____ her happy.

Suzi: Is she upset that he decided to study in London?

Megan: Well, she doesn't ⁷ _____ her feelings much, but it must be hard for her. He's coming home for the summer, though, and she's very ⁸ _____ about that.

Asking about someone's mood

To ask someone if they are upset, say:

- ▶ Are you okay? or Are you all right?

To reply that you are not upset, say:

- ▶ Yes, I'm okay, thanks. or Yes, I'm all right, thanks.

Exercise 5

Match the things that have happened (1–6) with the emotions (a–f).

- | | |
|--|---|
| 1 Last year I won \$20,000 in a competition. | a I seemed calm, but I felt really nervous inside. |
| 2 I remember that day last summer. It was the day before my holiday. | b I was so disappointed that I started crying. |
| 3 It was the day before my final exam. | c I felt so excited, thinking about the next day, that I couldn't sleep. |
| 4 My friend sent me a really funny email. | d I was absolutely amazed – I couldn't stop smiling. |
| 5 I failed my driving test. | e I was absolutely furious with him and I didn't try to hide my feelings. |
| 6 My boyfriend forgot my birthday. | f I started laughing when I read it. |

Use the words you've learned...

Describe a situation in which you showed or hid your feelings.

05/ Body parts and functions

Words you need...



- **your brain** the part inside your head that controls how you think, feel and move
- **blood** the red liquid inside your body
- **a bone** one of many hard, white parts inside your body

- **your heart** the part inside your chest that makes blood move around your body
- **your tongue** the soft part inside your mouth that you move when you are eating and speaking

Exercise 1

Match the definitions with words from the 'Words you need' box.

- 1 the hard part of your face between your eyes and your hair forehead
- 2 one of two parts that are next to your neck, where your arm and body meet _____
- 3 one of the five parts at the end of each foot _____
- 4 the front part of your body, above your stomach _____
- 5 one of the hard parts at the end of each finger _____
- 6 the bottom part of your face, under your mouth _____
- 7 one of the hard parts at the end of each toe _____
- 8 the part between your leg and foot _____

Exercise 2

Match the first part of each sentence (1–8) with the second (a–h).

- 1 My sister is lucky because she has big eyes and long _____
- 2 Jack was carrying his little girl on his _____
- 3 Amy's baby has lovely round _____
- 4 The coffee was too hot and it burned my _____
- 5 I've had lots of accidents but luckily, I've never broken a _____
- 6 Everything that the body does is controlled by the _____
- 7 The ball hit Omar's nose and his face was covered in _____
- 8 The movement of blood around the body is controlled by the _____

- a back.
- b bone.
- c heart.
- d cheeks.
- e blood.
- f tongue.
- g eyelashes.
- h brain.

More words you need...



- ▶ **to beat** When your heart beats, it moves in a regular way.
- ▶ **to bend (something)** If you bend a part of the body, or it bends, it moves so that it is not straight.
- ▶ **to feel something** 1 to have a physical feeling in your body, such as pain or cold
2 to touch something with your hand to discover if it is warm, cold, soft, etc.
- ▶ **to flow** When blood flows, it moves around your body.
- ▶ **to protect something/someone** to stop something or someone from being hurt or damaged
- ▶ **to smell (of something)** If something smells, it has a particular quality that you notice by breathing in through your nose.
- ▶ **to smell something** If you smell something, you notice something by breathing in through your nose.
- ▶ **to support something** to hold something up so that it does not fall
- ▶ **to taste something** If you taste food or drink, you put it in your mouth to find out if it is good.
- ▶ **to touch something** to put your hand or another part of your body on something

Exercise 3

Choose the correct verb to complete each sentence.

- 1 Don't [support/touch/taste] the kettle – it's hot!
- 2 Always wear a helmet when you are cycling to [protect/support/touch] your head.
- 3 I [smelled/tasted/felt] her cheek and it was hot.
- 4 The flowers [touched/smelled/felt] of honey.
- 5 [Feel/Taste/Touch] this soup – it's delicious!
- 6 Can you hear the baby's heart [flow/beat/bend]?

Exercise 5

Choose the correct body part from the box to match each description.

chin elbow chest stomach
toes thumb wrist fingernails

- 1 This body part joins the upper and lower halves of the arm. elbow
- 2 These small parts are at the end of your feet. _____
- 3 These grow all the time and you need to cut them. _____
- 4 This is where your food goes after your mouth. _____

Exercise 4

Complete the sentences.

- 1 Bones protect important parts of the body such as the brain.
- 2 When the heart _____, it makes the blood flow around the body.
- 3 You _____ with your nose.
- 4 You _____ with your tongue.
- 5 You feel or _____ things with your fingers.
- 6 _____ and eyelashes stop things from getting in the eyes.
- 7 The _____ allows your arm to bend.
- 8 The _____ supports the head.

- 5 Your heart is inside this part of the body. _____
- 6 On a man's face, hair grows above his mouth and on this place. _____
- 7 This body part is between your hand and arm. _____
- 8 This special finger helps you to hold things with the other fingers. _____

Use the words you've learned...

Try to remember the parts of the body and describe what they do.

06/ Body and hand actions

Words you need...



► to stand up



► to sit down



► to lie down



► to fall over



► to turn around



► to balance



► to climb



► to hug



► to jump

Phrasal verbs



Five of the verbs in the pictures above are phrasal verbs. Phrasal verbs are formed from a verb and a particle but have a single meaning. Unit 49 of this book will help you learn some more common phrasal verbs.

Exercise 1

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|------------------|---|
| 1 I sat down | a and hurt my knee. |
| 2 I fell over | b at the table. |
| 3 I lay down | c to go and talk to her. |
| 4 I turned round | d to see what had made the noise behind me. |
| 5 I stood up | e on my hand. |
| 6 I balanced | f on the bed. |

Exercise 2

Use verbs to complete the sentences. Make sure that you use the correct form of the verbs.

- 1 She was balancing on one leg.
- 2 One of the boys was _____ up the wall.
- 3 The children _____ when the teacher walked into the room.
- 4 She seemed really upset so I _____ her.
- 5 The children were _____ up and down, shouting with excitement.
- 6 There's a chair there. Why don't you _____ ?

More words you need...



- ▶ **to carry something/someone** to have something or someone in your hands, arms or on your back and take it or them somewhere
- ▶ **to catch something** to stop something that is moving through the air by taking it in your hands
- ▶ **to drop something** to let something in your hand fall to the ground
- ▶ **to hold something or someone** to have something or someone in your hands or arms
- ▶ **to pick up something/someone** to lift something or someone in your hands
- ▶ **to press something** to put your finger or a part of your body against something with some force
- ▶ **to pull (something/someone)** to take hold of something or someone with your hands and move it towards you
- ▶ **to push (something/someone)** to move something or someone away from you by pressing with your hands
- ▶ **to put something/someone down** to put something or someone on the floor or another surface
- ▶ **to throw something** to make something in your hand move quickly through the air

Exercise 3

Use the words from the box to complete the sentences.

door glass stones bag ball button

- 1 The goalkeeper jumped up and caught the ball.
- 2 Press the red _____.
- 3 I had to stop the children throwing _____ at the window.
- 4 I pushed him through the _____.
- 5 I dropped a _____ and it broke.
- 6 I put my _____ down for a moment because it was so heavy.

Exercise 4 6.3

Read three descriptions of strange sporting activities that people do in different countries. Complete the sentences with words from the box. Use the pictures to help you. Listen and check.

drop hold throw pull pick up carry

In this strange competition, you

- 1 pick up a toilet seat and
- 2 _____ it as far as you can.



In this event, two teams of six people
3 _____ a piece of rope. Each team
must try to 4 _____ the other team
over a line that is on the ground.



In this unusual event, a man has to
5 _____ his wife and run a race,
some of it through water. The man
must not 6 _____ his wife!

have to/must

To describe the rules of a game or competition, we often use the words **have to** and **must**:

- ▶ *You have to run as quickly as you can.*
- ▶ *Each team has to answer 12 questions.*
- ▶ *Each team must pick a leader.*

Use the words you've learned...

Describe the actions in a sport that you know.

07/ The mind

Words you need...



- ▶ **to consider something** to think carefully about something
- ▶ **to decide (something)** to choose something after thinking about it
- ▶ **a decision** a choice you make after thinking about possible things
- ▶ **to guess (something)** to say what you think is true when you do not know all the facts
- ▶ **imagination** the ability to make pictures or ideas in your mind that are not real
- ▶ **to imagine something** to make a picture of something in your mind
- ▶ **a memory** something that you can remember
- ▶ **your memory** the part of your mind that remembers things

remember, forget and remind



Remember, forget and remind are common and useful words, which all have several related meanings.

If you **remember someone or something** you still have them in your mind, and if you **forget someone or something**, you do not have them in your mind:

- ▶ *Do you remember my cousin? I forgot his name.*

You can say that you **remember something** if you intend to bring it and you do. If you do not bring it, you **forget it**.

- ▶ *Did you remember your passport? I forgot my keys.*

If you **remember to do something**, you do what you intended to do, and if you **forget to do something**, you do not do it.

- ▶ *You must remember to call her. I forgot to buy some bread.*

If you **remind someone to do something**, you say something to help them to remember to do it.

- ▶ *Can you remind me to call Julie later?*

Exercise 1

Complete the second sentence so that it summarizes the first.

- 1 He said he thought the boy was about ten.
He guessed the boy's age.
- 2 When I want to get to sleep, I think about lying on a beach.
I _____ that I am on a beach.
- 3 She remembers all her friends' birthdays.
She has a very good _____.
- 4 My sister wanted us to start a business together, and I thought about it a lot.
I _____ her suggestion carefully.
- 5 To write successful stories, you need to be able to think of good ideas.
You need to have a good _____ to write successful stories.
- 6 I have to decide what I am going to study at college.
I need to make a _____ about what to study at college.

Exercise 2

Choose the correct word to complete each sentence.

- 1 Did you remember [send/to send] Dad a birthday card?
- 2 My sister always forgets her keys if I don't remind [she/her] to take them.
- 3 She wrote a book about her memories [of/from] life in the army.
- 4 We made the difficult decision [closing/to close] the business.
- 5 Dan asked us to give him some money. We agreed to consider [it/him].
- 6 Don't forget [to bring/bring] some money for drinks.

Exercise 3



Complete what Maria says about visiting her great-grandmother. Listen and check.

Today I ¹ decided to visit my great-grandmother. I enjoy listening to her ² _____ of growing up in a mountain village. She ³ _____ so much about the past, but she is not so clear about the present. My mother has to call her every day to ⁴ _____ her to take her medicine. Once, she ⁵ _____ and she became ill. My mother says she should come and live with us. She promised to ⁶ _____ it, but I don't think she will – she loves where she lives.



Putting words together...



- ▶ If you **change your mind**, you change your decision or opinion about something.
- ▶ If you make a decision, you can say that you **take a decision**, **come to a decision** or **reach a decision**.
- ▶ The first things you remember in your life are your **earliest memories**. You may have **happy memories** or **painful memories**.
- ▶ If you **solve a problem**, you find an answer for it.

Exercise 4

Match the people (a–f) with what they say (1–6).

- | | |
|---|--|
| <p>1 'When I was a child, my family was very poor and life was very difficult.'</p> <p>2 'I don't know if I want to marry my boyfriend or not. I can't decide.'</p> <p>3 'I wanted to go to university in Mexico City, but then I decided to go to the US instead.'</p> <p>4 'The first thing I remember in my life is listening to my father playing the violin.'</p> <p>5 'As children, we all had a lot of fun, and my parents were very loving.'</p> <p>6 'My computer wasn't working correctly, but I called my friend and she told me what to do about it.'</p> | <p>a Laura managed to solve her problem.</p> <p>b James changed his mind.</p> <p>c Rachel has happy memories of when she was a child.</p> <p>d Leo has some painful memories.</p> <p>e Alice is finding it difficult to come to a decision.</p> <p>f Yusuf's earliest memories are to do with music.</p> |
|---|--|



Exercise 5

Match the statements and questions (1–6) with the replies (a–f).

- | | |
|--|---|
| <p>1 I've decided to go to the gym this evening.</p> <p>2 Thank you for your suggestion. I'd like a couple of days to consider it.</p> <p>3 I'm worried that I'll forget my friend's birthday.</p> <p>4 Can you guess what I've got in this bag?</p> <p>5 What is the very first thing that you can remember?</p> <p>6 My memory is terrible – I'm always forgetting to do things.</p> | <p>a I'll call you in the morning and remind you.</p> <p>b If you change your mind, you can come to the movies with us.</p> <p>c I think it's a present for Billy.</p> <p>d I solve that problem by making a list of things I need to do every day.</p> <p>e That's fine. Let me know when you've reached a decision.</p> <p>f My first memory is of my mother cooking.</p> |
|--|---|

Use the words you've learned...

What is your earliest memory? How good is your memory?
When was the last time you changed your mind?

08/Health

Words you need...



► **to sneeze**



► **to cough**



► **a headache**



► **(a) stomach ache**



► **(a) toothache**



► **to examine (someone)**



► **an operation**



► **medicine**

- **cancer** a serious disease that happens when cells grow in a way that is not normal
- **a cold** a common illness that makes you sneeze and cough

- **a cough** an illness that makes you cough
- **flu** an illness like a very bad cold
- **a pain** an unpleasant feeling in a part of your body, usually caused by illness or an injury

UK / US  

If someone is not healthy, they are **ill** or **sick**.

Ill is used more often in UK English and **sick** is used more often in US English.

To be sick often means **to vomit** in UK English.

Exercise 1

Complete the sentences.

- 1 I ate too many green apples and I had a stomach ache afterwards.
- 2 My husband has a bad _____, and the noise kept me awake all night.
- 3 When he arrived at the hospital, a doctor _____ him.
- 4 His mother is suffering from skin _____.
- 5 Philip went to the dentist because he had _____.
- 6 If you are _____, you should see a doctor.
- 7 The room was dusty, and I started to _____.
- 8 It's annoying when people _____ during a concert.

Exercise 2

Choose the correct word to complete each sentence.

- 1 Amanda can't come to the movies with us – she's in bed [for/because/with] flu.
- 2 The doctor says I need to [have/do/make] an operation on my knee.
- 3 When I bend my arm, I have a pain [on/in/at] my elbow.
- 4 If you go out with wet hair, you will [find/catch/make] a cold.
- 5 This loud music is [making/causing/giving] me a headache.
- 6 The doctor says I must [eat/take/get] this medicine for two weeks.

Putting words together...



- ▶ If your throat hurts, you can say you have a **sore throat**.
- ▶ If someone **breaks their arm/leg**, etc., they break a bone in that part of their body. If someone **has a heart attack**, they have a pain in their heart and it suddenly stops working.
- ▶ If you arrange to see a doctor, you **make an appointment**.
- ▶ When your illness goes, you **get better**.
- ▶ If you think you are going to **be sick**, you feel as though food will come up from your stomach through your mouth.
- ▶ If you **have a temperature**, your body is too hot because you are ill. If someone **takes your temperature**, they use a piece of equipment to find out how hot you are.

Saying what is wrong with you



To tell someone what is wrong with you, you can use phrases like these:

To talk about how you feel, you can say:

- ▶ *I feel sick/ill.*

To talk about a particular problem, you can say:

- ▶ *I have a headache./He has cancer.*

In UK English, we often use **have got**:

- ▶ *I've got a headache./He's got cancer.*

If you have a pain in a particular part of your body, you can say:

- ▶ *My head/stomach/arm, etc. hurts.*

If it is a dull, continuous pain, you can say

- ▶ *My head/stomach/arm, etc. aches.*

Exercise 3

Match what these people did (1–6) with what was wrong with them afterwards (a–f).

- | | |
|--|----------------------------|
| 1 'I tried to climb over the wall, but I fell off.' | a José had a heart attack. |
| 2 'I had to carry my shopping for miles.' | b Gustavo caught a cold. |
| 3 'I ate five bars of chocolate.' | c Pedro's arms ached. |
| 4 'I worked 14 hours a day, smoked, and never did any exercise.' | d Matt broke his leg. |
| 5 'I walked all day in the rain.' | e Fatima was sick. |
| 6 'I walked all the way from London to Scotland.' | f Lucy's feet hurt. |

Exercise 4



Listen to and read the two dialogues. Are the following sentences (1–6) true (T) or false (F)?

Doctor: Good morning, Mrs Silva, how are you?

Mrs Silva: Not too good. I have a sore throat, and I feel really sick.

Doctor: Do you have a cough?

Mrs Silva: Yes, and I keep sneezing. I took my temperature this morning, and it was very high.

Doctor: I think you have flu. You need to rest and drink plenty of water. I think you will get better in about a week.

Doctor: Come in, Mr Palmer. How are you?

Mr Palmer: I feel OK, but sometimes I have pains in my chest. I had a heart attack three months ago.

Doctor: OK. I think you should rest for a few days. I will make an appointment for you to see someone at the hospital.

Mr Palmer: Will I need an operation?

Doctor: I don't think so, but you might have to take some medicine.

- 1 Mrs Silva's leg hurts.
- 2 The doctor took Mrs Silva's temperature.
- 3 The doctor gave Mrs Silva some medicine.
- 4 Mr Palmer's chest sometimes hurts.
- 5 The doctor is sending Mr Palmer to the hospital.
- 6 Mr Palmer will have an operation.

F

Use the words you've learned...

Imagine you are ill. Describe how you feel to the doctor.

09/ Families and friends

Words you need...



- ▶ **a relation/relative** someone who is in your family, including people such as aunts, uncles, grandparents, etc.
- ▶ **your uncle** the brother of your mother or father, or the husband of your aunt
- ▶ **your aunt** the sister of your mother or father, or the wife of your uncle
- ▶ **your cousin** the child of your aunt or uncle
- ▶ **your nephew** the son of your sister or brother
- ▶ **your niece** the daughter of your sister or brother

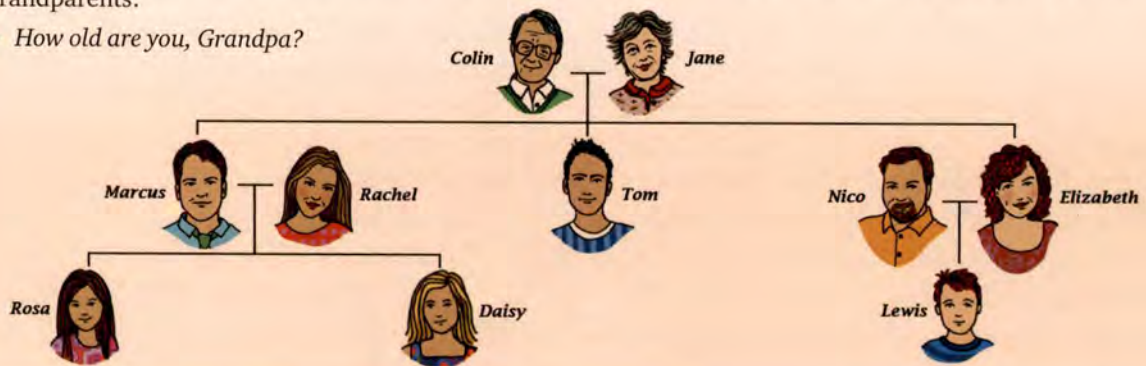
- ▶ **a grandparent** a parent of your parent
- ▶ **a grandfather** the father of your mother or father
- ▶ **a grandmother** the mother of your mother or father
- ▶ **a grandson** the son of your child
- ▶ **a granddaughter** the daughter of your child
- ▶ **to get married** If two people get married, they become husband and wife.
- ▶ **married** having a husband or wife
- ▶ **a wedding** an occasion when people come together to see two people get married

Grandparents



People often use the word **grandma** or **gran** instead of 'grandmother' and the words **granddad** or **grandpa** instead of 'grandfather'. These words sound less formal. Children use them especially when talking to their grandparents:

- ▶ How old are you, Grandpa?



Exercise 1

Use the information in the picture above to complete the sentences.

- Rosa is Jane's granddaughter.
- Jane is Lewis's _____.
- Marcus is Lewis's _____.
- Daisy is Elizabeth's _____.
- Lewis is Tom's _____.
- Elizabeth is Daisy's _____.
- Lewis is Colin's _____.
- Colin is Rosa's _____.

Exercise 2



Listen to and read what Kristen says about her family. Are the following sentences (1–6) true (T) or false (F)?

I have a small family. My mother only has one sister. My father had a brother but he died when he was young. It was very sad – he got married when he was 25 and died two years later. He didn't have any children. So I only have one aunt and my uncle who is married to my aunt. My aunt and uncle have three children – two boys and a girl. The oldest of my cousins is married. She had a big wedding last year, which was a lot of fun.

My mother's parents are both dead but my father's father is alive and he lives near us.

- Kristen has a lot of relatives. F
- Two of Kristen's grandparents are alive. _____
- Kristen has one grandfather who is still alive. _____
- Kristen has three cousins. _____
- Kristen saw one of her cousins get married. _____
- Kristen's uncle who died had a wife. _____



More words you need...



- ▶ **your best friend** is the friend that you see the most and like the most
- ▶ **a colleague** a person that you work with
- ▶ **a family friend** a person that all of your family knows
- ▶ **a mate** (informal) a friend
- ▶ **a neighbour** (UK)/ **neighbor** (US) a person who lives very near to you
- ▶ **an old friend** a friend that you have known for a long time

Exercise 3

Match the first part of each sentence (1-6) with the second (a-f).

- | | |
|---|--|
| 1 Sasha likes spending time | a while I was working there. |
| 2 She has a lot of friends but Sara is her | b who I've known for 20 years or more. |
| 3 I made friends with one or two colleagues | c neighbours for six years now. |
| 4 I've known Tony all my life – he's a | d with her mates. |
| 5 Jack is an old friend | e family friend. |
| 6 Lisa lives in the apartment next to us – we've been | f best friend. |

Talking about relationships



To ask someone how they know a person, say:

- ▶ **How do you know Maria?**

To ask someone where they first met someone, say:

- ▶ **How did you meet Jenny?**

To ask someone how long they have known someone, say:

- ▶ **How long have you known Carol?**

To say that you have known a person for a long time, say:

- ▶ **I've known her for years.**

If you want to say that you don't know someone well, say:

- ▶ **I don't know Mike very well.**

Exercise 4



Use the words from the box to complete the dialogues. Listen and check.

married neighbours relatives meet nephews colleagues old friends

Karl: My mother has three sisters and they all live in different countries so I have ¹ relatives all over the world.

Lucy: Lucky you – you can go and visit them!

Karl: Yes, I suppose so. My sister lives abroad too.

Lucy: Is she ² _____ ?

Karl: Yes, she has a really nice husband, and they have two boys.

Lucy: So you have two ³ _____ ?

Karl: Yes, I do, although I don't see them very often.

Isabel: How do you know Ian?

Maria: I don't know him very well but he lives near me so we chat now and then when we see each other in the street.

Isabel: Ah, I didn't realize you were ⁴ _____ !

Maria: Yes, he lives two houses away. How did you ⁵ _____ him?

Isabel: We were ⁶ _____ when I worked at the university 15 years ago.

Maria: So you've known him for years?

Isabel: Yes, we're ⁷ _____ .



Use the words you've learned...

Practise talking about your family or friends.

Review A/ People

01 Describing people's appearance

These four pairs of pictures show words that mean the opposite. Write the correct words under the pictures.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____ skin



8 _____ skin

02 Clothes

Write the correct words under the pictures.



1 _____



2 _____



3 _____



4 _____

5 _____



6 _____

7 _____



8 _____

03 Personality

Use the words from the box to complete the sentences.

helpful humour lazy polite serious strict

- 1 He's a very funny guy – he's got a great sense of _____.
- 2 Pat never did any work – he was quite a _____ person.
- 3 Hazel and Emma always remember to say 'please' and 'thank you' – they're very _____ children.
- 4 I don't think I've ever heard Neil laugh – he's quite a _____ person.
- 5 My parents had a lot of rules – they were very _____.
- 6 Jo is always offering to do things for other people – she's very _____.

04 Emotions

Choose words from the two boxes and write them under the pictures.

furious amazed upset scared



1 _____



2 _____



3 _____



4 _____

laugh cry scream smile



5 _____



6 _____



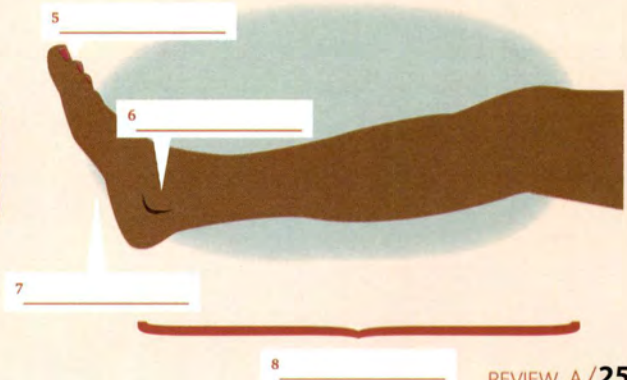
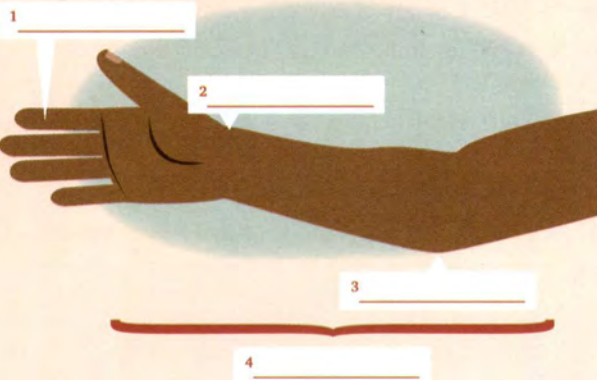
7 _____



8 _____

05 Body parts and functions

Write the correct words for these parts of the body.



06 Body and hand actions

Choose the correct words from the box and write them under the pictures.

jump carry hug pull climb catch throw drop



1 _____



2 _____



3 _____



4 _____



1 _____



2 _____



3 _____



4 _____

07 The mind

Match the first part of each sentence (1–6) with the second (a–f).

- 1 Please remind me
- 2 Do you remember
- 3 Have you made
- 4 I don't know for sure how old she is but
- 5 I've forgotten what
- 6 He was going to come out but then

- a a decision about which course you're going to do?
- b time we're meeting Jack this evening.
- c to call Jenny this evening. I'm worried that I'll forget.
- d that girl who used to go to our salsa class called Kelly?
- e I'd guess she's about thirty.
- f he changed his mind and stayed at home instead.

08 Health

Match the words (1–8) with the definitions (a–h).

- | | |
|------------------|---|
| 1 a cold | a a common illness that makes you sneeze and cough |
| 2 a pain | b when a doctor cuts into the body in order to repair something that is not working well or to remove something |
| 3 a heart attack | c when the heart suddenly stops working in the correct way |
| 4 an operation | d an unpleasant feeling in a part of your body often caused by illness or an injury |
| 5 cancer | e something that you swallow when you are ill to make you get better |
| 6 medicine | f a serious disease that happens when cells grow in a way that is not normal |
| 7 flu | g an illness which feels like a bad cold |
| 8 an appointment | h when you arrange to go and see a doctor or a nurse because you are ill |



09 Families and friends

Put the words in the correct order to make sentences.

- 1 is married/my daughter/with two young children

- 2 good friends/have a best friend/Beth has three or four/but she doesn't

- 3 know her/but I don't/very well/she's a colleague

- 4 my sister/nieces or nephews/didn't have children/so I don't have any

- 5 my cousins/next month/one of/is getting married

- 6 Molly's relatives/a lot of/I met/at her wedding



10/Going out

Words you need...



- **an audience** the big group of people who watch a band, movie, etc.
- **a concert** an event at which people listen to music
- **to eat out** to eat in a restaurant
- **to get together** to meet other people so that you can do something together
- **to go out** to go somewhere in order to do something that you enjoy
- **live** Live music is performed with a group of people watching.
- **a nightclub** a place where you can go at night to dance
- **nightlife** entertainment and activities that you can do at night
- **to perform** to act, sing, dance, etc. for a group of people to enjoy
- **a performance** acting, singing, dancing, etc. for a group of people to enjoy
- **a play** a story that actors perform in a theatre
- **a show** an event at which people act and sometimes sing
- **a stage** the part of a theatre where the actors or people playing music stand
- **to stay in** to stay in your home in the evening
- **a theatre** (UK)/**a theater** (US) a building where people perform plays

Exercise 1

Choose the best night out (1–6) for the following people (a–f).

- | | |
|---|---|
| 1 a meal in a smart new restaurant | a Lucy is very tired and doesn't want to go out. |
| 2 go to see a concert by a famous band | b Sam wants to go out and dance. |
| 3 the first performance of a new play | c Vicky loves live music. |
| 4 stay in and watch TV, bed at 10.00 p.m. | d Claudia likes eating out and trying places she hasn't been to. |
| 5 get together with friends in a bar for a drink and a chat | e Ryan likes going to the theatre. |
| 6 a night out at Honey's nightclub | f Sophie wants to see some friends she hasn't seen for a long time. |

Exercise 2

Complete the sentences.

- 1 The band performed in front of an audience of 7,000 people.
- 2 It was a great play. I was sitting next to the _____ so I could see all the actors.
- 3 I really enjoyed the _____ in Barcelona – the nightclubs and bars are really good.
- 4 We went to see a really good _____ at that new theatre on Market Street.
- 5 I can't decide whether to go out or _____ tonight.
- 6 I saw him in a show last year – he's a brilliant _____.

Word families



perform ► performance ► performer

To **perform** is to act, sing, dance, etc. for a group of people to enjoy. A **performance** is the act of acting, singing or dancing and a **performer** is someone who does this, usually as a job.

Putting words together...



- ▶ If you **go to a concert** or **go to the theatre**, you visit a theatre or other building in order to listen to music or see a show.

- ▶ If you **see a band**, you watch them play and listen to their music.
- ▶ You can also say that you see a band **in concert**, meaning that you watch them playing in a concert.

Exercise 3

Put the words in the correct order to make sentences.

- pop concerts/she goes to/a lot of
She goes to a lot of pop concerts.
- a great/I saw/ band last night

- she's one of/I've ever seen/the best performers

- the first performance/of the play/it was

- in concert/I saw them/and they were brilliant

- we like to/the theatre/go to

Exercise 4 10.3

Put the sentences in the correct order to make a dialogue. Listen and check.

- ___ No, what's it like?
- ___ Yes, I went to *Sun* with Tom and Jacob last Saturday. It's a new club – have you heard of it?
- ___ It sounds good. I might go there on Friday.
- 1 Have you been to any good nightclubs recently?
- ___ It's really good. The music is fantastic and it's open until four o'clock.

Jack

At the weekend I like to ¹ get together with a few friends and go and do something. We really like ² _____ music so we often go to concerts. I've ³ _____ about ten bands this year, in fact.

Asking about going out 10.4

To ask someone if they have seen a band, etc. or been to a nightclub/restaurant, etc. that they liked in the last few weeks, say:

- ▶ *Have you seen any good bands recently?/Have you been to any good nightclubs recently?*

To ask if someone knows about a band, etc. or a nightclub/restaurant, etc., say:

- ▶ *Have you heard of them?/Have you heard of it?*

To ask someone to describe a band, etc. or a nightclub/restaurant, etc., say:

- ▶ *What is it like?/What are they like?*

Exercise 5 10.5

Jack and Lisa are talking about going out at the weekend. Use the words from the box to complete what they say. Listen and check.

nightlife seen eat out live
nightclub get together

Lisa

Saturday night is when I go out with my friends. Sometimes we just go to a bar for a drink and a chat or, if we feel like dancing, we might go to a ⁴ _____. The ⁵ _____ here is great – there are so many clubs to choose from. We don't always go dancing though. Sometimes we ⁶ _____ in one of the restaurants in town.

Use the words you've learned...

What do you enjoy doing in the evenings? Have you been to any shows or concerts recently? Talk or write about your ideal evening

11/Movies

Words you need...



- ▶ **an action movie** a movie about exciting adventures
- ▶ **a comedy** a funny movie or play that makes you laugh
- ▶ **a director** someone who tells the actors and other people making a movie what to do
- ▶ **the ending** the last part of a movie or play
- ▶ **a horror movie** a movie that makes you feel afraid
- ▶ **a role** the character that an actor pretends to be in a movie or play
- ▶ **a romance** a movie about two people who fall in love
- ▶ **a scene** a part of a movie or book that happens in one place
- ▶ **a science-fiction movie** a movie about life in the future or on other planets
- ▶ **special effects** special images or sounds in a movie that are made by computers or other equipment
- ▶ **a star** a famous actor or singer
- ▶ **to star someone** If a movie stars an actor or actress, they are one of the main people in that movie.
- ▶ **a thriller** a movie or book with an exciting story, in which people do bad things

UK/US

In US English, the word **movie** is always used. In UK English, people use the word *movie* but also say **film**. In US English, the building where you go to watch movies is called a **movie theater** and in UK English, this place is a **cinema**.

Exercise 1

Complete the sentences.

- 1 The director of the movie must decide which bits to cut.
- 2 This new movie _____ Mel Jackson as a young dancer from New York.
- 3 Most _____ are now created by computers.
- 4 It's quite a sad movie but at least it has a happy _____.
- 5 She loves the big Hollywood _____ of the 1950s, such as Marilyn Monroe and James Dean.
- 6 The young Australian actor has a big _____ in the latest Bond movie.

Exercise 2

Listen and read. Match the plot descriptions (1–5) with a type of movie from the box.

romance thriller science fiction comedy horror

- 1 Someone is sending emails to police officer Judd Moss saying they will kill him. Moss uses all his skills to try to find the person. As he gets close to finding the sender of these emails, he realizes that his wife's life is in danger too, and he only has two hours left to save her. thriller
- 2 Eva moves into an old house on a hill. Strange noises keep her awake at night, and who – or what – keeps leaving dead cats in the garden? _____
- 3 Laura is a rich banker. In her lunch breaks, she buys her sandwiches from a friendly young guy who works in the local store. They start talking and Laura soon realizes that she is falling in love. But is love really possible between two such different people? _____
- 4 Humans have built robots that can do everything for them, from cleaning their homes to curing their illnesses. But what happens if the robots become too clever? _____
- 5 Anna's old aunt Olga comes to visit. Their efforts to understand each other lead to one problem after another. This film will make you laugh so much, you'll fall off your seats! _____



Putting words together...



11.3

- ▶ Someone's **latest movie** is the newest movie they made or star in.
- ▶ If someone **plays the role of** someone in a movie or play, they are that character in the movie or play.
- ▶ If you **catch a movie**, you see a movie at the cinema.



Exercise 3

Match the questions (1–6) with the replies (a–f).

- | | |
|---|--|
| 1 What role does John Barlow play in the movie? | a No, no-one I've ever heard of. |
| 2 Have you seen Harper Smith's latest movie? | b They're fantastic! |
| 3 What do you want to do tonight? | c No, but I'm going to see it this weekend. |
| 4 Are there any famous stars in the movie? | d No, I hate being scared! |
| 5 What are the special effects like? | e He's the boy's teacher. |
| 6 Do you like horror movies? | f We could go out for dinner or catch a movie. |

Exercise 4

Are the sentences (1–6) true (T) or false (F)?

- | | |
|--|-------------|
| 1 Horror movies should make you laugh. | <u>F</u> |
| 2 Action movies often have scenes in which people fight and go after each other in cars, boats, etc. | <u> </u> |
| 3 If an actor has a big role in a movie, he or she is an important part of the film. | <u> </u> |
| 4 Thrillers should be exciting. | <u> </u> |
| 5 Science-fiction movies are always about scientists. | <u> </u> |
| 6 Science-fiction movies often have lots of special effects. | <u> </u> |

Talking about movies



11.4

To ask someone if they have seen a movie etc. that they liked in the last few weeks, say:

- ▶ **Have you seen any good movies recently?**

To ask if someone knows about a movie, say:

- ▶ **Have you heard of it?**

To ask which actors are in a movie, say:

- ▶ **Who's in the movie?**

To ask what the subject of a movie is, ask:

- ▶ **What's the movie about?**

Exercise 5



11.5

Use the replies (a–e) to complete the dialogue. Listen and check.

Rachel: Have you seen any good movies recently?

Ali: 1 d

Rachel: No. What's it about?

Ali: 2

Rachel: Is it a comedy?

Ali: 3

Rachel: Who's in it?

Ali: 4

Rachel: Does it have a happy ending?

Ali: 5

- | | |
|---|--|
| a | No, it isn't. It's actually quite a sad film, although it has one or two very funny scenes. |
| b | Well, nobody famous – there are no big stars in it. A really good actor called Mark Trimarco plays the role of the father. |
| c | Yes, it ends well. I think you'd like it. |
| d | Actually, I saw a really good movie last week – <i>Old Friends</i> . Have you heard of it? |
| e | It's about a father and a son and the relationship between them. |

Use the words you've learned...

Describe a movie you know or have seen recently.

12/Books

Words you need...



- ▶ **an atlas** a book of maps
- ▶ **an author** a person who has written a book
- ▶ **a chapter** one of the many numbered sections in a book
- ▶ **a character** a person in a book
- ▶ **a cookbook** a book which tells you how to cook different dishes
- ▶ **a dictionary** a book which tells you the meanings of words
- ▶ **an encyclopedia** a book or set of books that contains information about many different subjects
- ▶ **fiction** stories about people and things that are imagined
- ▶ **non-fiction** writing about real people and events
- ▶ **a novel** a book that tells a story about people and things that the author has imagined
- ▶ **a play** a story that actors perform in a theatre
- ▶ **a poem** A poem is a piece of writing, often with short lines, that uses language in a special way. It often has lines that end in the same sound.
- ▶ **a textbook** a book about a particular subject that people use to study
- ▶ **a title** the name of a book



Exercise 1

Which books do these people need? Choose the correct books from the box.

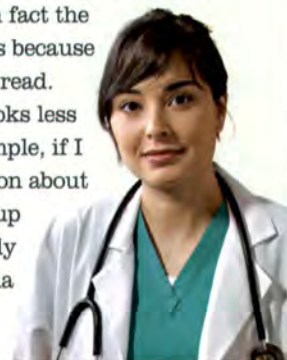
a cookbook a novel a dictionary
an atlas a textbook

- 1 I need to find out what some words mean. a dictionary
- 2 I want to see where Honduras is on the map. _____
- 3 I'd like to make something special for dinner tonight. _____
- 4 I need a book for a course that I'm starting. _____
- 5 I'd like an interesting book to read while I'm on vacation. _____

Exercise 2 12.2

Listen to and read what Sara says about books. Are the following sentences (1–4) true (T) or false (F)?

I'm studying to be a doctor so most of the reading I do is non-fiction – medical textbooks and so on. I would like to read more fiction but I don't have enough time. In fact the only fiction I read is poems because they're short and quick to read. Generally, I think I use books less than my parents. For example, if I want to find out information about something, I often look it up online. My parents probably still look in an encyclopedia for information.



- 1 Sara reads a lot of fiction. F
- 2 Sara uses encyclopedias to find out information. _____
- 3 Sara reads a lot of novels. _____
- 4 Sara finds time to read poems. _____

Exercise 3

Use the words from the box to complete the sentences.

author plays fiction chapter character title

- 1 The main character in the novel is a young woman called Rosa Smith.
- 2 The _____ of the book is *The Secret*.
- 3 The _____ of the book has written 12 novels.
- 4 I don't read much _____. I prefer books based on fact, such as history books.
- 5 I often read a _____ of my novel before bed.
- 6 She's written six novels and also a number of _____ for the theatre.



Word families



poem ► poet ► poetry

A **poet** is a person who writes poems and **poetry** is poems in general.

novel ► novelist

A **novelist** is a person who writes novels.

Exercise 4

Use the words from the box to complete the phrases.

main Spanish-English love world

- 1 love poems
- 2 a _____ atlas
- 3 the _____ character
- 4 a _____ dictionary

Exercise 5

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|---|--------------|
| 1 I'm afraid I don't read much | a performed. |
| 2 Her mother was a famous | b women. |
| 3 Two hundred years later, the play is still often | c poetry. |
| 4 The main characters in her books are always | d poets. |
| 5 There are some really good recipes in this | e cookbook. |
| 6 It's a beautiful poem, written by one of my favourite | f novelist. |

Talking about books



To ask someone if they have read a book that they liked in the last few weeks, say:

► **Have you read any good books recently?**

To ask what the subject of a book is, say:

► **What's the book about?**

To give someone a general idea of what happens in a novel, say:

► **It tells the story of a young person growing up in a big city.**

To say where the action in a novel happens, say:

► **It's set in Wellington, New Zealand.**

Exercise 6



Put the sentences in the correct order to make a dialogue. Listen and check.

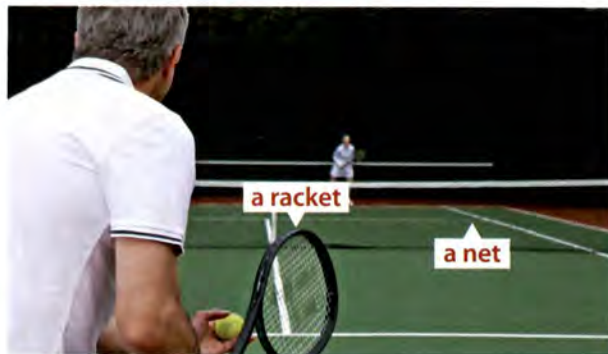
- It's set in New York. It tells the story of a child growing up in a very poor family in the 1920s. The best thing about the book is the main character – a child called Arthur – who is very funny and clever.
- Yes, I've just finished a really good book by Emily Connor, called *Winter*.
- 1 Have you read any good books recently?
- It sounds great. Can I borrow it?
- What's it about?

Use the words you've learned...

Talk or write about a book that you know or have read recently.

13/Sport

Words you need...



► **a tennis court**

- **to beat someone** to be better than someone else in a sports competition
- **the captain** the leader of a sports team
- **a fan** someone who likes a particular sport or supports a person or team in a sport
- **a goal** 1 a point scored in a sport such as football
2 the place where the ball has to go to score a point
- **to lose (something)** to not win



► **a stadium**

- **a match (UK)/a game (US)** a sports competition in which two players or teams play against each other
- **a race** a competition in which people try to run/ride/drive, etc., faster than everyone else
- **the score** the number of points that each person or team has
- **a team** a group of people who play a sport together against another group

Exercise 1 13.2

Use the words from the boxes to complete the newspaper reports. Listen and check.

score match stadium ~~fans~~ goal

Another win for Barça

Tens of thousands of ¹ fans enjoyed an exciting afternoon at Real Madrid's Bernabeu ² _____ yesterday. At first, the Barcelona team seemed tired, but when Real Madrid got their first ³ _____ after 15 minutes, they woke up and the ⁴ _____ at the end of the ⁵ _____ was Barcelona 3, Real Madrid 1.

court team captain racket beat

Harris the champion!

Mark Harris, ⁶ _____ of the British tennis ⁷ _____ today won his match against Frenchman Giles Dubost. At first, Harris seemed to be having trouble with his ⁸ _____, but when he changed to another one, his game improved, and he eventually ⁹ _____ Dubost after nearly five hours on the ¹⁰ _____.

People who do sports



With many sports, we make the name of someone who does them by adding **-er** to the name of the sport or to a verb connected to it:

football ► **footballer** golf ► **golfer**
swim ► **swimmer** run ► **runner**

For sports where this does not happen, the word **player** is often used:

► *a tennis player, a rugby player, a hockey player*

Exercise 2

Match each sentence with a person from the box.

tennis player golfer ~~runner~~
footballer rugby player swimmer

- 1 He won the race by 0.3 of a second. runner
- 2 She ran up to the net and hit the ball. _____
- 3 He kicked the ball into the goal. _____
- 4 She moved quickly through the water. _____
- 5 He managed to carry the ball over the line. _____
- 6 She hit the ball into a group of trees. _____

Putting words together...



- ▶ If you get a goal or a point, you **score a goal/point**.
- ▶ If you are winning, you are **in the lead**.
- ▶ We say that someone **wins by/loses by**, or **beats someone by** a particular number of points, amount of time, etc.:
Juventus won by two goals to one. He won the race by nearly three seconds.

- ▶ The **final score** is the score at the end of a game or match.
- ▶ If you are in a team, you are **a member of a team** or **a team member**.
- ▶ If nobody wins or loses, or both sides have the same number of points, we say it is **a draw**.

Exercise 3

Put the words in the correct order to make sentences.

- 1 a member of/my uncle was/the Japanese judo team
My uncle was a member of the Japanese judo team.
- 2 were in the lead by/after ten minutes Liverpool/
two goals to one

- 3 he won/by five points/the first game

- 4 her last two matches/five goals in/she has scored

- 5 the team captain/for their support/thanked the fans

- 6 well and the final/ they played/score was a draw

Exercise 4 13.5

Use the sentences (a–f) to complete the dialogues. Listen and check.

Adam: Did you see the basketball on TV last night?
It was really exciting.

Jon: 1 e

Adam: Chicago Blues against Miami Heat.

Jon: 2 _____

Adam: Chicago Blues won 63–53.

Jon: 3 _____

Clare: Hi Isabel, I'm sorry you lost your volleyball match.

Isabel: 4 _____

Clare: Oh dear, what happened?

Isabel: 5 _____

Clare: You need a lot of energy for volleyball, don't you?

Isabel: 6 _____

Talking about football scores 13.4

If Liverpool scores two goals and Manchester United scores one, we can say:

- ▶ The score was **two one**. or The score was **two one to Liverpool**. or Liverpool beat Manchester United **two one**.

When a team does not score any goals, we say 0 as **nil**:

- ▶ We won three nil. It was one nil to Juventus.



- a And who won the game?
- b Oh yes. I was really tired too by the time we came off the court.
- c I'm not surprised. They've got some fantastic players in their team at the moment.
- d Thanks, Clare. I'm disappointed, because we were in the lead for most of the time.
- e No, I didn't. Who was playing?
- f Well, I think some of our team members got tired by the end.

Use the words you've learned...

Talk or write about a sports game that you have played or watched recently.

14/ Going on holiday/vacation

Words you need...



- ▶ **to arrive** to get to a place
- ▶ **to book (something)** to arrange to do something or have something such as tickets or a hotel room
- ▶ **to check in** to go to a place at an airport where you show your ticket to someone before you travel
- ▶ **a flight** a journey in an aircraft
- ▶ **to fly (somewhere)** to go on a journey in an aircraft
- ▶ **to get back** to return to your home at the end of a journey
- ▶ **a journey** a period of time when you travel from one place to another
- ▶ **to leave (somewhere)** to go away from a place
- ▶ **to stay (somewhere)** to live somewhere such as a hotel when you are away from home
- ▶ **a visa** an official document that allows you to enter a country



▶ **baggage**



▶ **an airport**



▶ **a passport**



▶ **a ticket**

UK / US

In UK English, the word **holiday** is used. In US English the word **vacation** is used.

Exercise 1

Choose the correct word to complete each sentence.

- 1 When we arrived, we had to [see/show/look] our passports.
- 2 Our flight [leaves/starts/goes up] at 12.20.
- 3 People from the UK [use/have/need] a visa to go to Russia.
- 4 It is best to [hold/buy/pay] your tickets online.
- 5 We left [home/house/apartment] in the morning.
- 6 You must be tired after such a [far/big/long] journey.
- 7 We have already booked our [journeys/passports/flights].
- 8 He helped me [have/carry/hold] my baggage.

Using prepositions to talk about travel

After **go** and **get**, we use **to** before a place name or a building:

- ▶ *I'm going to Ecuador/the airport.*
- ▶ *We got to Istanbul/the station at three.*

After **arrive**, we use **in** before a place name, and **at** before a building:

- ▶ *We arrived in Mexico/Denver at 3 p.m.*
- ▶ *We arrived at the station/the airport at nine.*

Exercise 2 14.2

Write one word in each gap to complete the email. Listen and check.

Hi Laura,

Thanks for your message, but I can't come to the movies tomorrow, because I'm going ¹ to São Paulo for a meeting, and I won't get ² back until nearly midnight. It's crazy – I have to leave my house at 5 in the morning. We're flying ³ to Galeão airport at 10, but it takes a long time to get there from where I live, and we have to check ⁴ in at 8. We arrive ⁵ in São Paulo at 11, and the meeting lasts all day. I will be so tired :(I wish we could stay ⁶ at a hotel in São Paulo tomorrow night.

See you soon, I hope!

Jo x

Putting words together...



- ▶ A room for two people is a **double room** and a room for one person is a **single room**.
- ▶ If a train, bus or aircraft leaves or arrives when it should, it is **on time**.

- ▶ We use **go by** to say how we travel:
 - ▶ *We went by car. He's going by train.*
- ▶ If we are having a holiday, we say we are **on holiday (UK)/on vacation (US)**.

Exercise 3 14.4

Put the sentences in the correct order to make three postcards. Listen and check.

a

Dear Mum and Dad,

— Unfortunately, there was a problem with my visa, so I was at the airport for hours!

1 We arrived in Moscow last Friday.

— But it's all OK now, and we have tickets for the Bolshoi ballet tonight!

Lots of love, Gloria

b

Dear Alice,

— I'm having a terrible time here - first my baggage got lost at the airport.

— And worst of all, it has rained every day since we arrived.

— Then the hotel said I had to pay an extra \$30 a night for a single room!

Love, Marina

c

Hi Pedro,

— We've booked a flight home next Sunday - see you then!

— Carlos is here too - we decided to go by bus, which was a big mistake!

— I'm on vacation in Acapulco at the moment.

All the best, Rafa

Exercise 4 14.5

Use the words from the box to complete the conversations. Make sure you use the correct form of any verbs. Listen and check.

stay check in flight time
on time book arrive get back

Rob: Hi, Felipe, did you have a good
1 time in London?

Felipe: Great, thanks. We 2 _____ in a really nice hotel near the Tower of London. It was only £90 a night for a double room.

Rob: That sounds good. And how was the journey?

Felipe: Well, it's a long 3 _____ - nearly 12 hours - and you have to 4 _____ two hours before that.

Zainab: Are you going anywhere this year, Maria?

Maria: Yes, we've 5 _____ a hotel in Cape Town for a week.

Zainab: How wonderful! When are you going?

Maria: On Saturday. We should 6 _____ in the early evening, if our flight is 7 _____.

Zainab: Have a great time. Let's meet for coffee when you 8 _____.

Asking about someone's holiday/vacation



You can use questions like these to ask people about their vacation.

- ▶ *Did you have a good time?*
- ▶ *Are you going away this year?*
- ▶ *Are you having a holiday/taking a vacation this summer?*

Use the words you've learned...

Have you ever been on holiday/vacation? If so, describe a holiday you have been on. How did you travel? Where did you stay? If you have not had a holiday, describe one you would like to have.

15/ Sightseeing

Words you need...



► **a carnival**



► **a castle**



► **a cathedral**



► **a map**

- **an excursion** a short journey to see an interesting place
- **famous** known about by many people
- **a festival** a series of performances, e.g. of music, movies or dancing
- **a guidebook** a book that gives visitors information about a place
- **historic** Historic buildings are very old.
- **local** from the area where you are
- **to look round (somewhere)** to go to a place and look at things there
- **a palace** a large house where a king, queen, or very important person lives or used to live
- **sightseeing** the activity of visiting interesting places
- **a tourist** someone who visits a place for enjoyment

Exercise 1

Use words from the 'Words you need' box to complete the sentences.

- 1 Sydney Opera House is one of the most famous buildings in the world.
- 2 In July, there is a jazz _____ in San Francisco.
- 3 If you go walking in the mountains, you need a good _____.
- 4 We visited some of the amazing Indian _____ where the royal families used to live.
- 5 We ate at restaurants that our _____ recommended.
- 6 There are always a lot of _____ in Venice.
- 7 We visited some of the _____ buildings in the old part of the city.
- 8 We spent the afternoon _____ the museum.

Exercise 2 15.2

Listen to and read these two descriptions of places. Are the following sentences (1–6) true (T) or false (F)?



If you enjoy sightseeing, then **Venice** is the place for you! Come and see our beautiful canals and historic buildings, which you can see from the water or the land. No trip would be complete without a visit to St Mark's Basilica, the city's cathedral. If you prefer a lively time, our carnival lasts for two weeks each year – come and have fun with us!



Come to **Buenos Aires**, the city of football and dancing! Stay in a hotel, apartment, or even a castle. Explore our city and try the delicious local food, especially our famous meat! If you want to get away, go on an excursion around the beautiful islands nearby, where you can relax on the beach.

- 1 Venice has mostly modern buildings. F
- 2 Venice does not have a cathedral.
- 3 The carnival in Venice happens every year.
- 4 In Buenos Aires, you can stay in a castle.
- 5 Many people say the meat in Argentina is good.
- 6 There are no beaches near Buenos Aires.

Putting words together...



- ▶ We say that we **go sightseeing** or **do some sightseeing**.
- ▶ If a place is **famous for** something, a lot of people know that that thing is found there or happened there.
- ▶ If you go on a tour with a guide, you can say you **go on a guided tour** of a place.

- ▶ The things that tourists like to visit in an area are called **tourist attractions**. People you can pay to show you a place are called **tour guides**, and the place you go to for information is a **tourist information office**.
- ▶ The time that a place is open for visitors or customers is its **opening hours**.

Exercise 3

Put the words in the correct order to make sentences.

- 1 check/before you go/the opening hours
Check the opening hours before you go.
- 2 Germany is famous for/along the river Rhein/the amazing castles

- 3 tourist attractions are usually/restaurants near the big/expensive

- 4 if you go sightseeing in London/of Buckingham Palace/you should go on a guided tour

Pronunciation



Exercise 4

Two of the words in the box contain the sound /aɪ/, three contain the sound /ɪ/ and one contains both sounds. Write each word on the correct line. Listen and check.

tourist guidebook festival
historic sightseeing

- /aɪ/ guidebook
/ɪ/ _____
/aɪ/ and /ɪ/ _____

Exercise 5



Lars has been to England and Ellie has been to Brazil. Complete what they say about their trips. Listen and check.



Lars

While I was in the UK, I went on an ¹ excursion to Cambridge. This historic city is ² _____ for its great university. Our tour ³ _____ told us all about the history of the university, which was very interesting. He also told us that in the past, students would often fight with the ⁴ _____ people!

Ellie

When we arrived in Rio de Janeiro, we went to the tourist ⁵ _____ office. They told us about all the main tourist ⁶ _____. We saw the ⁷ _____, which was fantastic – lots of dancing and music and colourful costumes. We also went on a guided ⁸ _____ of the Santa Teresa area, which was lovely.

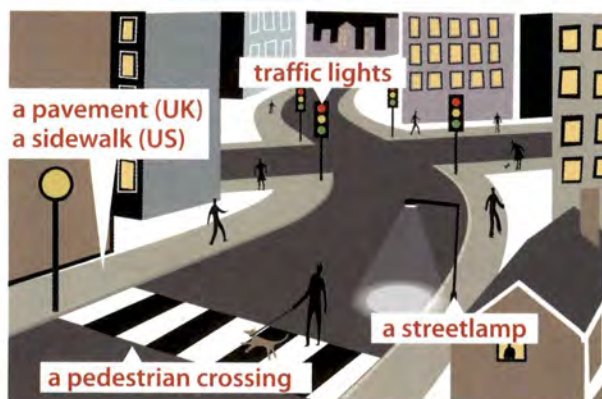
Use the words you've learned...

Tell someone about a place where you have done some sightseeing or where you can do some sightseeing near where you live.

16/Towns, cities and buildings

Words you need...

16.1



- **busy** A busy place has a lot of people or traffic in it.
- **crowded** A crowded place has a lot of people in it.
- **downtown** in or towards the main, central part of a city
- **a library** a place with a lot of books that you can borrow
- **a mall** a covered area with a lot of shops

- **a market** a place, often outside, where people sell things on long tables
- **noisy** making a lot of noise
- **a square** an open, square area in a town or city, with buildings around the sides
- **a town hall** a building that has the offices of local officials

Exercise 1

Are the sentences (1–6) true (T) or false (F)?

- 1 Streetlamps help people to see when it is dark. T
- 2 You shouldn't stop when a traffic light is red. —
- 3 Cars usually drive on the pavement. —
- 4 If you have a hole in your roof, the rain can come in. —
- 5 It is always dangerous to stand on a balcony. —
- 6 If you want to cross a busy road, you should never use a pedestrian crossing. —

Exercise 2

Use the words from the box to complete Katy's description of where she works. Listen and check.

mall noisy library town hall crowded downtown

Exercise 3

Complete the sentences.

- 1 The museum has huge iron gates that are closed every night.
- 2 I like to sit on the balcony outside my bedroom in the evening and watch the sun go down.
- 3 You can't go into the park at night – there's a fence all around it.
- 4 On Saturday evenings, all the cafés in the downtown area are very crowded.
- 5 Every Saturday, there is a market in the square, where farmers come to sell food.
- 6 Sometimes I take my friend's little boy to the town hall and read with him.

I work in the ¹ downtown area of the city. I travel to work by metro. It's always very ² crowded in the morning. I work at the ³ town hall in the roads department. There are 20 people in my office, and it gets very ⁴ noisy when everyone is on the phone, so I like to go out by myself in my lunch break. I love clothes, and there is a huge ⁵ mall very near where I work, but I try not to go too often because I don't want to spend all my money! Instead, I often go to the ⁶ library and borrow books to read on my journey.

Putting words together...



- ▶ The centre of a town or city, where most of the shops and offices are, is the **town/city centre** (UK)/**town/city center** (US). A place with a lot of shops is a **shopping centre** (UK)/**a shopping center** (US).
- ▶ A **main road** is a big, important road, and in the UK, the large road in a town with the most shops is the **high street**.

- ▶ A large building with a lot of offices is an **office block** and a large building with a lot of apartments is an **apartment block**.
- ▶ The time in the morning and evening when a lot of people are coming to or leaving the town is the **rush hour**. We talk about **rush-hour traffic**.

Exercise 4

Put the words in the correct order to make sentences.

- second floor of/I live on the/an apartment block
I live on the second floor of an apartment block.
- centre during the rush hour/very bad in the city/
traffic is always

- it's best to use/get across the main road/
a pedestrian crossing to

- a new shopping centre in/the downtown area/
they are building

- onto their balconies to/people came out/
watch the carnival

- queue of rush-hour/the high street/traffic along/
there was a

Exercise 5



Use the sentences (a–f) to complete the dialogues. Listen and check.

Vicki: Do you live in a city, Jess?

Jess: ¹ b

Vicki: What's your street like?

Jess: ² _____

Vicki: Do you like living there?

Jess: ³ _____

Max: Where do you work, Stefan?

Stefan: ⁴ _____

Max: Oh yes, I know where you mean. Which building is your office in?

Stefan: ⁵ _____

Max: Is it a good place to work?

Stefan: ⁶ _____

- Yes, I prefer it to the downtown areas because it's much less busy.
- I live on the edge of a city, in one of those large apartment blocks with balconies.
- It's not a main road, so it's quiet all the time, even during the rush hour.
- It's a modern building with a glass roof and a tall black fence at the front.
- In the city centre, on the fourth floor of those big office blocks on the main road in town.
- It's rather noisy because of all the traffic, but it's great to be near places like the shopping mall and the library.

UK/US



In UK English, the level of a building that is the same level as the ground outside is the **ground floor**. In US English, it is the **first floor**. In UK English, the next level up is the **first floor**. In US English, it is the **second floor**, etc.



Use the words you've learned...

Describe a place in a town or city that you know well.

17/Getting around

Words you need...



- ▶ **a car park** a place where you can leave your car
- ▶ **to change** to get off one train, bus, etc. and get onto another
- ▶ **direct** going straight from one place to another
- ▶ **a driver** someone who drives a vehicle
- ▶ **to get off (something)** to leave a bus, train, etc.
- ▶ **to get on (something)** to go onto a bus, train, etc.
- ▶ **to park (your car)** to stop your car and leave it somewhere
- ▶ **a passenger** someone who is travelling in a car but is not the driver
- ▶ **a route** the roads or paths you go on to get from one place to another
- ▶ **a seat** the thing you sit on in a bus, train, etc.
- ▶ **a seat belt** a strap that goes across your body when you are in a car, aircraft, etc.
- ▶ **traffic** the cars and other vehicles that are on a road

Exercise 1

Miriam likes to travel by train, while Guy prefers to drive. Read the statements. Write M after the ones you think Miriam made, and G after the ones you think Guy made.

- 1 When you are a passenger, you have time to read or listen to music. M
- 2 You can usually park close to the place where you are going.
- 3 Trains usually take the most direct route, so they are quick.
- 4 You have to pay a lot to leave your car in a car park.
- 5 Drivers can make all their own decisions about what time to leave, who to travel with – everything!
- 6 When you get off the train, it may still be a long way to the place where you are going.



Exercise 2



Listen to and read what Tina says about a journey with her boss. Are the following sentences (1–6) true (T) or false (F)?

- 1 Tina loves driving. F
- 2 There were not many other cars on the road.
- 3 Her boss was happy with the route she had chosen.
- 4 Her boss would not wear his seat belt.
- 5 She hoped they would see a police car.
- 6 She hated taking her boss with her.



I had to go to a meeting in Leeds with my boss, and he asked me to drive. It was terrible! I'm quite a nervous driver, and having him in the car made it worse. The traffic was awful, so I was worried we would be late. When I told my boss the route I planned to take, he said we should go a different way. I had to do what he said, but we got lost, and then he was angry with me! To make things worse, he refused to wear his seat belt because he said it was uncomfortable, so I was really worried that the police would see us. He really was the worst passenger I've ever had!

Putting words together...



- ▶ If you travel to a place and then back again, you go **there and back**.
- ▶ If you take someone somewhere in your car, you **give them a lift** (UK)/**give them a ride** (US), and they **get a lift** (UK)/**get a ride** (US) somewhere.
- ▶ If you want a ticket for one direction, you need a **single ticket** or a **one-way ticket**, and for both directions, you need a **return ticket**. If you want to make sure you can sit down on your journey, you can **reserve a seat**.
- ▶ When you want to sit next to someone else, you can say **'Is this seat free?'** or **'Is this seat taken?'**.

Exercise 3

Match the questions (1–4) with the replies (a–d).

- | | |
|--|--|
| 1 Excuse me, is this seat taken? | a Yes, it's too far to go there and back in a day. |
| 2 Are you staying in Paris tonight? | b I'm sorry, I have to go straight home. |
| 3 Could you give me a lift to the station? | c No, you can sit there if you like. |
| 4 Can I reserve a seat on this train? | d Yes, it will cost an extra £3. |

Exercise 4



Use the map below to complete the directions to the Swan Hotel. Listen and check.

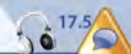


When you get to Newtown, drive along the High Street. At the church, ¹ turn right into Green Street.

Take the ² _____ turning on the right into Market Street. The stadium is on the left.

Go ³ _____ for another 200 metres. The Swan Hotel is on the ⁴ _____.

Giving directions



When you are telling someone the way to a place, you can say:

- ▶ **Turn right/left at the end of the road. Take the next turning on the right/left.**

If you want them to continue in the same direction, say:

- ▶ **Keep straight on. Go straight on for two miles.**

To tell someone how far it is to a place, you can say:

- ▶ **It's (quite) a long way. It's not far from here. It's only a short distance.**

Exercise 5



Yusuf is in Cambridge, UK, but he wants to visit Edinburgh Castle. He asks his English friend Peter for advice. Use words from the box to complete the dialogue. Listen and check.

route get off single change reserve return

Yusuf: What's the best way to get to Edinburgh?

Peter: Probably by train. You have to ¹ change at Peterborough, but it's a pleasant ² _____.

Yusuf: Do you know how much it will cost?

Peter: No. It's best to look online. Be careful, sometimes two ³ _____ tickets can be cheaper than a ⁴ _____ ticket. And it's a good idea to ⁵ _____ a seat, because the trains can be busy.

Yusuf: OK. And how far is the castle from Edinburgh station?

Peter: It's not far. When you ⁶ _____ the train, walk up the steps out of the station. You will be able to see the castle at the top of the hill.

Use the words you've learned...

Think of three places you know, and describe the best way to get to them from where you live.

Review B/ Free time

10 Going out

Use the words from the box to complete the sentences.

nightclub performer see stay in get together

- 1 I'm too tired to go out tonight – I'm going to _____ and watch TV.
- 2 I saw her live at the Arena – she's a brilliant _____.
- 3 I went to _____ a really good band at the weekend.
- 4 If you want to dance, there's a really cool _____ just next to the restaurant.
- 5 I haven't seen Sophie and Rick for ages. It would be nice to _____ sometime and go for a drink.



11 Movies

Use the words from the box to replace the underlined part of the sentences.

scene comedy role special effects ending romance

- 1 The Italian director's latest work is a movie about two people who fall in love.
- 2 Rebecca Taylor stars in a funny movie that makes you laugh by the same director.
- 3 The last part of the movie will make you cry.
- 4 There's a part of a movie that happens towards the end that will really make you laugh.
- 5 Walker plays the character of the teacher in the movie.
- 6 There are some amazing images or sounds made by computers in the movie.

12 Books

Match the first part of each sentence (1–5) with the second (a–e).

- | | |
|---------------------------------------|---|
| 1 I've only read | a in the novel is a young boy called Joshua Reeves. |
| 2 The novel tells the story of | b the first chapter of the novel. |
| 3 The main character | c in the dictionary. |
| 4 I looked up the meaning of the word | d good books recently? |
| 5 Have you read any | e a brilliant young musician, growing up in a very poor family. |

13 Sport

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

- | | |
|-------------|--|
| 1 a fan | a a point scored in a sport such as football |
| 2 a game | b the number of points that each person or team has |
| 3 a goal | c a sports competition in which two players or teams play against each other |
| 4 a race | d a competition in which people try to run, ride, drive, etc. faster than other people |
| 5 the score | e a group of people who play a sport together against another group |
| 6 a team | f someone who likes a particular sport or supports a person or team in a sport |

14 Going on holiday/vacation

Put the words in the correct order to make sentences.

- 1 a vacation/taking/this summer/are you
_____?
- 2 our long/very tired after/we were/flight

- 3 two weeks later/on the 12th/we leave here/and we get back

- 4 a double room/I've booked/for David and me

- 5 at the airport/got lost/our baggage

- 6 an extra \$40 a night/for a/you have to pay/single room

15 Sightseeing

Use the words from the box to complete the sentences.

famous round attractions festival opening guided

- 1 I must visit the tourist information office and find out the _____ hours of the museum.
- 2 We did a lot of sightseeing and saw all the main tourist _____ in the region.
- 3 I went on a very interesting _____ tour of the historic old city.
- 4 We spent the morning looking _____ the town centre.
- 5 It says in my guidebook that the whole area is _____ for its beautiful old castles.
- 6 There's a famous jazz _____ in the first two weeks of July.

16 Towns, cities and buildings

Use the words from the box to replace the underlined part of the sentences.

mall balcony library the rush hour

- 1 I didn't want to travel into the town centre during the time in the morning and evening when a lot of people are coming in to or leaving the town.

- 2 We spent the afternoon shopping in the covered area with a lot of shops.



- 3 His apartment has a small area on the outside of the building with a view of the city.

- 4 There's an excellent place with a lot of books to borrow just next to the school.

17 Getting around

Match the first part of the sentence (1–6) with the second (a–f).

- 1 I can give
 - 2 He got on the
 - 3 Excuse me, is this seat
 - 4 That's the most direct
 - 5 There was so much traffic
 - 6 The coast is so near, you can drive there and
- a route through the city.
 - b you a lift to the station, if you like?
 - c on the road this morning.
 - d free?
 - e back in under an hour.
 - f bus to Chicago.

18/ Natural world

Words you need...



Exercise 1

Match the definitions with words from the 'Words you need' box.

- 1 a small rock a stone
- 2 a stream of water that drops suddenly from a high place to a low place _____
- 3 an area of land that is used for plants or animals _____
- 4 an area of land with water all around it _____
- 5 an area next to the sea that is made of sand or stones _____
- 6 an area of water with land all around it _____
- 7 a small river _____
- 8 a big hill _____

The suffix -y



-y often changes a noun into an adjective meaning 'having a lot of something', e.g.

stone ► stony rock ► rocky sand ► sandy

Exercise 2



Use the words from the box to complete the paragraph. Listen and check.

rocks river hills sand sandy beach

When I was a child, my parents used to take us for walks through the ¹ hills near our house. We usually followed the ² _____ until it ran down to the sea, then we played on the ³ _____ beach. We built castles from the ⁴ _____, and when we were bored with that, we went to an area of ⁵ _____ at the end of the ⁶ _____, where we searched for tiny fish.

Pronunciation



Exercise 3

Which three words in the box contain the sound /i:/? Which word has a silent letter? Listen and check.

stream hill mountain lake island beach field

/i:/ stream

Silent letter _____

Putting words together...



- ▶ A **calm sea** is when the water is flat, because there is not much wind, and a **rough sea** is when there are big waves.
- ▶ To talk about the way the water in a river moves, we say a **river flows**.
- ▶ **The sun rises** when it comes up in the morning, and **the sun sets** when it goes down at night.
- ▶ When a piece of land goes up quickly we talk about a **steep slope** and when it goes up slowly, we say a **gentle slope**.
- ▶ We say that people **climb a hill** or **climb a mountain** when they go up it.

Exercise 4

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|--|--|
| 1 My town is so far north that in summer | a you can see a long way in every direction. |
| 2 I felt ill on the boat | b to cross the stream. |
| 3 If you climb that hill | c the sun only sets for about an hour. |
| 4 I'll have to push my bike | d up this steep slope. |
| 5 We were lucky to have | e a calm sea when we went sailing. |
| 6 We took our shoes off | f because the sea was so rough. |

Exercise 5 18.5

Listen to and read what Harry says about where his parents live. Are the following sentences (1–6) true (T) or false (F)?



My parents have a farm. They have many fields on the gentle slopes of the hills and they keep horses and sheep, but the ground is very stony, so it is difficult to grow much. My brother and I love to climb the mountains near their farm. Often we go early so that we can watch the sun rise – that is really beautiful! The mountains are so high that there is always snow on them, but in summer it is hot enough to swim in the lakes. A huge river flows down from the mountains, but it is too dangerous to swim in it because it flows so fast.

- | | |
|--|------------|
| 1 The farm is in the middle of high mountains. | <u>F</u> |
| 2 Harry's parents grow a lot of crops. | <u> </u> |
| 3 Harry and his brother like to climb mountains. | <u> </u> |
| 4 They often go climbing in the evening. | <u> </u> |
| 5 There is snow on the mountains in summer. | <u> </u> |
| 6 Harry and his brother often swim in the river. | <u> </u> |

Use the words you've learned...

Describe an area of countryside that you know.

19/Weather

Words you need...



- ▶ **dry** describes the weather when it is not raining
- ▶ **a storm** bad weather with a lot of wind, rain and sometimes lightning
- ▶ **sun cream** a soft substance that you put on your skin to stop it burning in the sun

- ▶ **thunder** a loud, low noise in the sky that sometimes happens during a storm
- ▶ **waterproof** not allowing water in
- ▶ **wet** describes the weather when it is raining



Exercise 1

Match the pictures (a–h) with the words (1–8).

- | | | | |
|-------------------------|-------------------|-------------|---------------------|
| 1 It's pouring <u>e</u> | 3 lightning _____ | 5 fog _____ | 7 sunglasses _____ |
| 2 It's snowing _____ | 4 clouds _____ | 6 ice _____ | 8 an umbrella _____ |

Exercise 2

Match the definitions with the words from Exercise 1.

- 1 dark glasses that protect your eyes from bright sun sunglasses
- 2 If it is doing this, a lot of rain is falling from the sky. _____
- 3 something that you hold above your head to stop the rain falling on you _____
- 4 white or grey masses of very small water drops in the sky _____
- 5 a sudden bright light that appears in the sky during a storm _____
- 6 If it is doing this, white pieces of frozen water are falling from the sky. _____
- 7 frozen water that is solid and forms on the surface of things _____
- 8 thick white cloud that is close to the ground, making it difficult to see _____

Exercise 3 19.2

Use the words from the box to complete the email. Listen and check.

~~sun cream~~ storm thunder umbrella waterproof

The weather here changes all the time. It can be very hot so make sure you bring your ¹ sun cream. Sometimes it's rainy too so bring a ² _____ jacket and an ³ _____. Yesterday, it rained all day, and in the night, there was a massive ⁴ _____. The ⁵ _____ was so loud, it woke me up.

The suffix -y



Remember that -y often changes a noun into an adjective meaning 'having a lot of something', e.g.

cloud ▶ cloudy fog ▶ foggy
rain ▶ rainy snow ▶ snowy
sun ▶ sunny wind ▶ windy

Putting words together...



- ▶ When there is a lot of bright light, we say the **sun is shining**, and when you feel the air around you move, we say the **wind is blowing**.
- ▶ A **clear sky** or a **blue sky** is a sky with no clouds.
- ▶ The **weather improves** when it stops raining or gets warmer and when it starts raining or gets colder, we say the weather **gets worse**.
- ▶ **Heavy rain** or **heavy snow** is when a lot of rain or snow falls at the same time, and **light rain** or **light snow** is when only a little rain or snow falls.
- ▶ In certain parts of the world, **the rainy season** is the part of the year when it rains a lot, and **the dry season** is the part of the year when there is no rain.

Describing the weather



To describe the weather at a later time, say:

- ▶ **It's going to rain this afternoon.**
- ▶ **The weather is going to improve later this week.**

To ask someone to describe the weather, say:

- ▶ **What's the weather like?**
- ▶ **What was the weather like when you were there?**

Exercise 4

Match the statements and questions (1–7) with the replies (a–g).

- | | |
|--|--|
| 1 What's the weather like today? | a No, it's going to be dry all day. |
| 2 What's the weather like in your part of the country? | b Yes, I know. Did you see the lightning? |
| 3 Will I need my warm coat? | c It's very wet for three months of the year and dry the rest of the year. |
| 4 Is it going to rain this afternoon? | d Only if the weather improves. |
| 5 We could go out for a walk later. | e Yes, there's a very cold wind blowing. |
| 6 There was an incredible storm last night. | f No, it's going to get worse. There's going to be heavy rain all week. |
| 7 Is the weather going to improve soon? | g The sun is shining and there's a beautiful clear sky. |

Exercise 5



These people are describing the weather in their country. Complete the sentences. Listen and check.

- | | |
|--|---|
| 1 The <u>rainy season</u> lasts for four months and during that time it rains all the time, day and night. | 6 It's very _____ in the winter so we do a lot of skiing. Sometimes, the snow is so _____ that it is difficult to get out of the house. |
| 2 We get a lot of storms during the summer months – the thunder and _____ can be incredible. | |
| 3 In the summer, the sky is completely clear – there are no _____ at all. | |
| 4 It gets cold in the winter. When you get up in the morning, there's _____ all over the car. | |
| 5 It's quite cold in the winter and sometimes we get some _____ snow, but only one or two centimetres. | |



Use the words you've learned...

Describe the weather today. Then describe the weather in the place where you live or a place that you have visited.

20/Environment

Words you need...



- ▶ **a chemical** a substance used in chemistry
- ▶ **the climate** the weather conditions in an area or in the world
- ▶ **energy** power that comes from fuel such as electricity or gas
- ▶ **the environment** the air, land, water and plants of the world
- ▶ **a flood** a large amount of water that covers an area that should be dry
- ▶ **fuel** a substance that we burn to provide energy or heat

- ▶ **pollution** harmful substances that cause damage to the environment
- ▶ **the population** the number of people in a country or area
- ▶ **to recycle (something)** to take used materials such as glass and paper and change them so that they can be used again
- ▶ **a scientist** someone who studies science
- ▶ **transport** (UK)/**transportation** (US) the system of vehicles that gets people or goods from one place to another

Uncountable nouns



These names for types of fuel are all uncountable nouns. This means that you do not put **a** or **an** in front of them, and you cannot make them plural by adding **s**. To talk about amounts, you can put **some**, **any**, **much** and **a lot of** in front of them.

- ▶ **coal** a black substance that we dig from the ground and use as fuel

- ▶ **electricity** a form of energy that we use for things like lights, TVs or heating
- ▶ **gas** a substance like air that we use as fuel
- ▶ **oil** a thick liquid that comes from under the ground and we use as fuel

Energy, fuel, pollution and **transport** are also uncountable nouns.

Exercise 1

Use the words from the box to complete the sentences.

fuel environment coal chemicals
oil flood recycle transport

- 1 The train is my favourite method of transport.
- 2 Air travel is bad for the _____.
- 3 It is important to store dangerous _____ safely.
- 4 Large vehicles use a lot of _____.
- 5 _____ is often found under the sea.
- 6 In a _____, houses are often spoiled.
- 7 We always _____ our bottles and boxes.
- 8 Workers dig _____ from under the ground.

Pronunciation



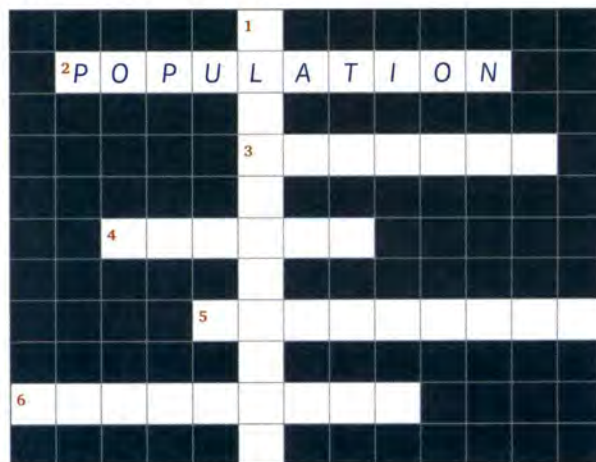
Exercise 2

Underline the stressed syllable in each word. Listen and check.

- | | |
|------------------------|----------------------|
| 1 elect <u>ric</u> ity | 4 trans <u>port</u> |
| 2 environ <u>ment</u> | 5 chem <u>ical</u> |
| 3 sci <u>ent</u> ist | 6 poll <u>u</u> tion |

Exercise 3

Complete the crossword.



Down

- 1 We use this to make our computers and TVs work.

Across

- 2 If this keeps growing, we must produce more food.
- 3 Human activities are changing this.
- 4 We can get this from sun and wind as well as fuel.
- 5 A person with this job is trying to find out facts about how our environment is changing.
- 6 When fuel is burned, this is produced.

Putting words together...



- If people or things **damage the environment**, they cause harm to it, and if they try to **protect the environment**, they try to make sure it is not harmed. We can also say that people try to **save the planet**.
- If people **save energy**, they use less of it, and if they **reduce pollution**, they cause levels of it to fall. If they **waste energy**, they use more than they need to.

- **The temperature of something** is how hot or cold it is, and if **the temperature rises**, it gets hotter.
- We say that **ice melts** when it turns into water, and this can **make sea levels rise**.

Exercise 4

Match the first part of each sentence (1–6) with the second (a–f).

- 1 Photographs from the air show
- 2 Many people worry that it is already too late
- 3 If the temperature of the sea rises,
- 4 If sea levels rise, there will be
- 5 We should use the sun and wind
- 6 I think that in the future people will build

- a terrible floods in many countries.
- b to produce more of the electricity we need.
- c cars that produce less pollution.
- d that large areas of ice are melting.
- e to save the planet.
- f there may be problems for the fish that live there.



Suzi does not believe the climate is really changing, and she doesn't want to make any changes in her life.



Daniel is very worried about the environment and does everything he can to save energy.

Exercise 5



Look at the profiles above. Listen to and read the following sentences, then decide which person said each of them.

- 1 *People would use their cars less if we had a better, cheaper transport system.*

Suzi

- 2 *I grow all my own vegetables, and I don't put any chemicals on them.*

- 3 *People say that air travel damages the environment, but holidays are important.*

- 4 *We need better laws to reduce pollution from factories and farms.*

- 5 *I know my car uses a lot of fuel, but who wants to drive around in a silly little electric car?*

- 6 *I never leave lights on because I hate to waste electricity, and I recycle all the bottles I use.*

Use the words you've learned...

Do you try to protect the environment? In what ways?

21/ Animals

Words you need...



► a cat



► a bird



► a horse

- **to feed an animal** to give food to an animal
- **a pet** an animal that someone keeps in their home
- **to stroke** to move your hand gently over an animal's fur

- **tame** friendly and happy to be near people
- **a vet** someone whose job is to treat sick animals

Exercise 1

Match the descriptions (1–8) with the words (a–h).

- | | |
|--|------------|
| 1 a bird uses this for eating | a claws |
| 2 a horse has this on its neck | b paws |
| 3 a lion uses these to tear meat | c hooves |
| 4 a bird makes this to lay its eggs in | d whiskers |
| 5 these are a cat's feet | e beak |
| 6 a deer or a horse has these at the end of each leg | f wings |
| 7 a bird uses these to fly | g nest |
| 8 cats have these at the sides of their noses | h mane |



Exercise 2

Complete the sentences.

- When I watch TV, my cat climbs on my knee and I stroke her.
- Carlos loves animals. He is training to be a _____.
- These birds are so _____ that they will eat from your hand.
- My dog's _____ becomes very thick in winter.
- Cows use their _____ to keep away flies.
- It's good for children to look after a _____.
- We _____ the birds with nuts and seeds.
- A bird's _____ help to keep it dry when it rains.

Pronunciation



Exercise 3

Which of these words contain the sound /e/ and which contain the sound /i:/? Listen and check.

beak nest pet feather feed vet

/e/ nest _____

/i:/ _____

Putting words together...



- ▶ When people have animals, either as pets or for meat, etc., we say they **keep animals**.
- ▶ If your animal is ill, you might **take it to the vet**, or – if it is a large animal – **call the vet**.
- ▶ When you take a dog out for exercise, you **take it for a walk**.
- ▶ When animals are free and in their natural home, we say they are **in the wild**. We call animals such as lions, foxes or elephants that are not kept as pets **wild animals**. Animals like cows and sheep are called **farm animals**.

Exercise 4 21.4

Alice and Mary are talking about animals they have seen. Complete the paragraphs. Listen and check.

Last year we went to Kenya for two weeks. We saw lots of ¹ wild animals, including lions, zebras, and giraffes. It was very exciting going to look for them every day and being able to see them ² in the wild. It's just not the same when you see these animals in cages ³ at the zoo.



I took some of the kids from the school where I teach to a farm. Many of them had never seen any ⁴ new animals before. They helped to ⁵ feed the chickens and they were allowed to stroke the lambs. One of the cows was sick, but the farmer said he would take it to the ⁶ hospital the next day.



Exercise 5 21.5

Use the sentences (a–h) to complete the dialogues. Listen and check.

Lara: Do you have a pet, Bruno?

Bruno: ¹ C

Lara: What's she like?

Bruno: ² She's black and white.

Lara: Does she need a lot of exercise?

Bruno: ³ No, but my parents keep horses, and I ride them when I visit.

Lara: And how often do you feed her?

Bruno: ⁴ Once in the morning and once in the evening.

Ali: Do you have any pets, Frank?

Frank: ⁵ Yes, I have a dog called Bella.

Ali: Lucky you! Are they quite tame?

Frank: ⁶ Yes, he's called Mister Tom – he's black and white, with a long mane.

Ali: Is it expensive to keep horses?

Frank: ⁷ No, but my parents keep horses, and I ride them when I visit.

Ali: And do you have a favourite horse?

Frank: ⁸ It costs a lot if you have to call the vet, but the rest of the time it's not too bad.

in or on?



We say that animals are kept **in** a zoo but **on** a farm.

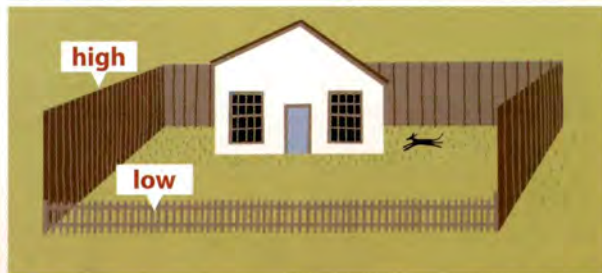
Use the words you've learned...

Describe the animals that are found in your country. Do people in your country keep animals as pets? What kind? Have you ever had a pet?

22/ Describing things

Words you need...

22.1



- ▶ **the bottom** the lowest part of something
- ▶ **to describe something** to say what something is like
- ▶ **an edge** the part of something that is furthest from the centre
- ▶ **enormous** very big

- ▶ **rough** not smooth
- ▶ **smooth** with no bumps
- ▶ **tiny** very small
- ▶ **the top** the highest part of something

Exercise 1

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|--|---|
| 1 He uses a special tool with a sharp edge | a from the top of the mountain. |
| 2 We sat on a low wall to eat our lunch | b down the building's narrow stairs. |
| 3 This poem describes the view | c was made from very thick glass. |
| 4 There are tiny jewels | d but it wasn't very comfortable because the stones were too rough. |
| 5 They could not get his enormous bed | e to make the surface of the wood completely smooth. |
| 6 The bottom of the vase | f all around the edges of the clock. |

Exercise 2

Choose the correct word to complete each sentence.

- 1 Just a [narrow/thin] piece of cake for me, please.
- 2 He built a [wide/high] wall around his home so that people could not see in.
- 3 The ground was covered with a [wide/thick] layer of snow.
- 4 I hate driving on these [narrow/thin] country roads.
- 5 The room feels small because the ceiling is very [thick/low].
- 6 The castle was next to a [high/wide] river.

Pronunciation

22.2

Exercise 3

Write the word next to its pronunciation.

Listen and check.

- | | |
|----------------------|-----------------|
| 1 /rʌf/ <u>rough</u> | 3 /smu:ð/ _____ |
| 2 /waɪd/ _____ | 4 /haɪ/ _____ |

Putting words together...



- ▶ If one thing looks almost the same as another, we say that it is **similar to** that thing, and if it is not the same at all, we say that it is **completely different from** it.
- ▶ We can say that one thing **looks like** another:
 - ▶ *It looks like a small stone.*
- ▶ We can also say that something is **the same shape as** another thing:
 - ▶ *It's the same shape as an apple.*

Exercise 4

Match each sentence with the thing from the box that it describes.

a fox a laptop the Moon a cake a ring an apple

- 1 It is a narrow gold band with a diamond. a ring
- 2 It is pale green with a smooth skin. _____
- 3 Sometimes it looks like a white ball. _____
- 4 It has a thick layer of cream on top. _____
- 5 It is similar to a dog, but it lives in the wild. _____
- 6 It is the same shape as a large book. _____

Exercise 5 22.5

Use the words from the boxes to complete the dialogues. Listen and check.

similar like dark different looks low

Harry: Have you seen Paula's new car?

Tom: No, what's it ¹ like ?

Harry: It ² _____ like a sports car. It has very ³ _____ seats.

Tom: What colour is it?

Harry: It's ⁴ _____ red.

Tom: Is it ⁵ _____ to Maria's car?

Harry: No, it's completely ⁶ _____ from hers.



Describing things



To ask someone to describe something, you can say:

- ▶ **What does it look like? What's it like?**

To ask about the size of something, and to answer, say:

- ▶ **How long/high/wide is it?**
- ▶ **It's five metres long/high/wide.**

To ask about the colour of something, say:

- ▶ **What colour is it?**

When we are describing things, we often say **It has ...** (UK/US) or **It's got ...** (UK):

- ▶ *It has black sides. It's got a tiny hole at the top.*

look thick pale long how edge

Katie: I bought a new rug yesterday.

Melissa: What does it ⁷ _____ like?

Katie: It's ⁸ _____ green with a brown stripe around the ⁹ _____, and it's lovely and ¹⁰ _____.

Melissa: ¹¹ _____ big is it?

Katie: It's about a metre wide and two metres ¹² _____.

Use the words you've learned...

Describe two or three things that you can see at the moment.

23/ How things are made

Words you need...

23.1



- ▶ **to build something** to make something by putting parts together
- ▶ **to decorate something** to make something look attractive by putting something on it
- ▶ **to fix something** to join one thing to another thing
- ▶ **paint** a liquid that you put on something to make it a particular colour
- ▶ **to paint (something)** to cover something with paint
- ▶ **to sew (something)** to join pieces of material together with thread or to make things such as clothes like this
- ▶ **to tie something** to fasten something with something like string or to fold the ends of something together to fasten them

Exercise 1

Complete the sentences.

- 1 We used blue paint in the living room.
- 2 Use a pair of _____ to cut the paper.
- 3 I used a _____ to cut the wood.
- 4 I used a hammer and some _____ to fix the pieces of wood together.
- 5 We _____ one end of the string to a tree.

Exercise 2

23.3

Listen to and read Eva's description of the lives of her great-grandparents.

Are the following sentences (1–6) true (T) or false (F)?



- 1 Eva's great grandparents bought their clothes in the town. F
- 2 They built their house themselves.
- 3 They used stones to build their house.
- 4 Their neighbour gave them some nails.
- 5 They made chair covers from material.
- 6 They bought plastic chairs.

Exercise 3

23.4

Listen and read, then use the words from the box to complete what Penny says. Remember to use the correct form of any verbs.

material ~~fix~~ cardboard decorate paint

When I was young, my dad made me a doll's house. He cut pieces of wood and ¹ fixed them together to make the walls and the roof. He ² the outside of the house white, and ³ the inside of the walls with coloured paper. I cut up some old ⁴ to make curtains. I also made beds and cupboards using small ⁵ boxes.

Putting words together...



- ▶ We say that something is **made of** a particular material:
 - ▶ *shoes made of leather*
- ▶ You can also say that one thing is **made out of**, or **made from** something else:
 - ▶ *a table made out of an old box.*



b



d



e



Exercise 4

What is being made? Match the pictures (a–f) with the instructions (1–6).

- 1 Make sure that the ground where you are going to build it is completely level.
- 2 Finally, sew the buttons on.
- 3 Make sure the pieces of material are the right size for the window.
- 4 Use a pair of scissors to cut shapes out of paper.
- 5 Fix the pieces of wood together with nails.
- 6 Tie the top and bottom parts of one side of the material to the stick.

 e

Exercise 5



Use the sentences (a–f) to complete the dialogues. Listen and check.

Helen: 1 e

Tina: Thanks! I bought them in Malaysia.

Helen: 2

Tina: They're made of shells, with flowers painted on them.

Helen: 3

Tina: Through a tiny hole in the top of each shell.

Paul: 4

Liam: Yes, I did. It's made out of wood from old railway tracks.

Paul: 5

Liam: Yes, the women sew them, using material they make themselves.

Paul: 6

Liam: They do, especially ones like this one, which they decorate with hundreds of tiny glass beads.

- a What are they made of?
- b That's amazing! And the cushions on the chairs are beautiful.
- c They must take a long time to make.
- d And how is the metal part fixed on?
- e I love your earrings, Tina.
- f You have some very unusual furniture, Liam. Did you bring it with you from India?

Pronunciation



Exercise 6

Which four of these words contain the sound /ɪ/? Which one also has a silent letter? Listen and check.

string build paint scissors tie plastic

/ɪ/ string

Silent letter t

Use the words you've learned...

Think of something you like. Describe how it is made.

Review C/ The world around us

18 Natural world

Use the words from the box to complete the sentences.

steep fields river island sandy hill

- 1 There are lovely _____ beaches for sunbathing.
- 2 We climbed up the _____ and back down again.
- 3 There's an _____ in the middle of the ocean.
- 4 Sheep were living in the _____.
- 5 There are many fish in the _____.
- 6 Some of the slopes are easy to climb but others are very _____.

19 Weather

Match the words (1–8) with the definitions (a–h).

- | | |
|-------------|---|
| 1 storm | a describes the weather when it is not raining |
| 2 wet | b a white or grey mass of very small water drops in the sky |
| 3 umbrella | c a sudden bright light that appears in the sky during a storm |
| 4 heavy | d something that you hold above your head to stop the rain falling on you |
| 5 dry | e bad weather with a lot of wind, rain and sometimes bright lights in the sky |
| 6 clear | f describes a sky with no clouds |
| 7 lightning | g describes rain or snow when there is a lot of it |
| 8 cloud | h describes the weather when it is raining |



20 Environment

Use the words from the box to replace the underlined part of the sentences.

population pollution energy recycle floods environment

- | | |
|---|--|
| 1 We must all try to protect the <u>air, land, water, plants and animals of the world</u> . | 4 We are trying to reduce the amount of <u>power that comes from fuel such as electricity or gas</u> that we use. |
| 2 The <u>number of people</u> of this region is growing rapidly. | 5 When sea levels rise, this causes <u>large amounts of water on areas that should be dry</u> in low areas of the world. |
| 3 You can <u>change and use again</u> glass and paper in most major cities. | 6 We are trying to reduce the <u>harmful substances that cause damage</u> in our oceans and rivers. |

21 Animals

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|---|-----------------|
| 1 Our dog was sick so we had to take it | a twice a day. |
| 2 Our cat has very soft | b fur. |
| 3 She leant over to stroke | c farm animals. |
| 4 We feed the dog | d in the wild. |
| 5 I don't think people should keep animals. Animals should be | e the dog. |
| 6 There were sheep and cows and other | f to the vet. |



22 Describing things

Choose the correct word to complete each sentence.

- 1 There is a [wide/fat] bridge over the river for cars to use.
- 2 That slice of cake is too [wide/thick] for me.
- 3 The stairs were so [thin/narrow] that only the children could go up.
- 4 This coat is too [thin/narrow] for winter.
- 5 There was a [low/short] table in his office with lots of magazines on it.
- 6 The building with the [high/wide] walls is the town's prison.

23 How things are made

Use the words from the box to complete the sentences.

scissors sew tied saw fixed built paint (x2)

- 1 We used white _____ for the kitchen walls.
- 2 Using a pair of _____ she cut a heart shape out of the paper.
- 3 He _____ his own house.
- 4 He cut up the wood for the fire using a _____.
- 5 We _____ the pieces of wood together with a few nails.
- 6 If you get me a needle and thread, I'll _____ that button back on your shirt.
- 7 She found a piece of string and _____ the sticks together.
- 8 You can put paper on the walls or you can _____ them.

24/ Daily life

Words you need...

24.1



- ▶ **a dishwasher** a machine for washing dishes
- ▶ **the heating** the system of equipment that keeps a building warm
- ▶ **to invite someone over** to ask someone to spend time at your home
- ▶ **an iron** an object that is made of metal and is heated and pressed onto clothes to make them smooth
- ▶ **to iron (something)** to make a piece of clothing smooth with an iron
- ▶ **(a) mess** an untidy or dirty state
- ▶ **to prepare** If you prepare a meal, you make it.
- ▶ **to put something away** to put something in the place where you usually keep it
- ▶ **to put something on** to make a machine, e.g. a dishwasher or a washing machine start working
- ▶ **to shave** to cut the hair off your face
- ▶ **tidy** with everything in the correct place or arranged so that it looks nice
- ▶ **to tidy (up)** to make a place tidy
- ▶ **to turn something off** to make a piece of equipment stop working
- ▶ **to turn something on** to make a piece of equipment start working
- ▶ **untidy** not tidy
- ▶ **a washing machine** a machine for washing clothes

Exercise 1

24.2

Use words from the box to complete Daniel's description of his day. Listen and check.

prepare invite shave put tidy iron

I usually get up at 7 a.m. I have a shower, ¹ shave, and get dressed. I have to get a train at 7.30, so I don't have time to ² _____ my apartment before I leave, although I usually manage to ³ _____ the dishwasher on. When I get home from work, I ⁴ _____ dinner, and sometimes I ⁵ _____ some friends over. Before I go to bed, I always ⁶ _____ a shirt ready for the next day.

Exercise 2

Match the problems (1–6) with the solutions offered (a–f).

- | | |
|--|--|
| 1 My clothes have been in a suitcase for days. | a Don't worry – I'll put it all away later. |
| 2 It's rather cold in here. | b Be firm. Tell her she has to tidy up afterwards. |
| 3 I've emptied the dishwasher, but I don't know where you keep everything. | c It can go in the washing machine with some of my things. |
| 4 I just have one shirt that is dirty. | d Would you like to borrow an iron? |
| 5 My sister always leaves the kitchen in a mess when she cooks. | e Just a moment – I'll turn the TV off. |
| 6 It's so noisy in here. | f I can turn the heating on if you like. |



Putting words together...

24.3

- ▶ When you wash, you can say that you **have a wash**, and when you make your hair tidy with a brush, you **brush your hair**.
- ▶ When you clean your home, you **do the housework**. We use the word **do** before many jobs in the home. If you make clothes smooth with an iron, you **do the ironing**, and if you wash clothes, you **do the laundry**.

- ▶ When you clean the floor with a vacuum cleaner, you **do the vacuuming**.
- ▶ When you put knives, forks, etc. on the table before a meal, you **lay the table** (UK)/**set the table** (US).
- ▶ When you make your bed tidy, you **make the bed**.
- ▶ At the end of the day, when you want to sleep, you **go to bed**.

Talking about daily life

24.4

We often use adverbs such as **sometimes**, **often**, **usually** and **always** to talk about how often we do things:

- ▶ *I usually do the housework on Saturday.*
- ▶ *He always makes the bed in the morning.*

Exercise 3

Complete the description of each picture.



1 Anna is laying the table.



2 Charlie is _____.



3 Ben is _____.



4 Lily is _____.



5 Olivia is _____.



6 Jamie is _____.



7 Mollie is _____.



8 David has _____.

Exercise 4

Match the first part of each sentence (1–6) with the second (a–f) to see what people say about their daily lives.

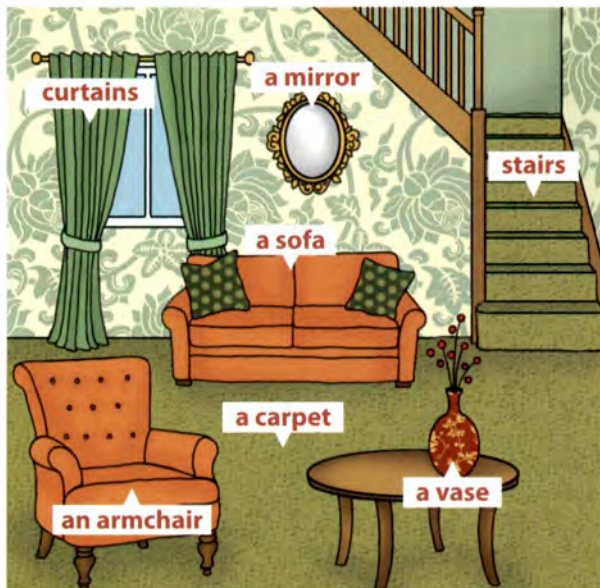
- | | |
|---|--|
| 1 I like my apartment to be tidy when I come home, so | a I set the table and wash the dishes afterwards. |
| 2 I don't have a washing machine, but | b I spend half an hour putting their toys away each evening. |
| 3 Marie is good at cooking, so she usually prepares dinner, and | c I don't really care if the apartment is untidy. |
| 4 I have two children who make a lot of mess, so | d there is a room where we can do our laundry. |
| 5 My wife tells me I should do more housework, but | e put all the clothes away ready for the next week. |
| 6 On Sunday evenings, I do the ironing and | f I make my bed as soon as I get up and I do the rest of the housework before I leave. |

Use the words you've learned...

Describe your daily life.

25/Our homes

Words you need...



► the living room



► the study

upstairs and downstairs

If you are **upstairs**, you are in a higher room in a building. If you are **downstairs**, you are in a lower room.

Exercise 1

Match the descriptions with words from the 'Words you need' box.

- | | |
|--|---|
| 1 This covers the floor and makes it soft. <u>carpet</u> | 4 You can look at your face in this. _____ |
| 2 This is comfortable for one person to sit in. _____ | 5 These can cover the window. _____ |
| 3 This is a room where you can work. _____ | 6 You go up these to get to other rooms which are higher. _____ |

Exercise 2 25.2

Use the words from the box to complete Will's description of his day. Listen and check.

lamp bookshelves armchair ~~upstairs~~ study blinds

I am a writer and I work at home. Every day after breakfast, I go ¹ upstairs to start work. I love my ² _____ but it can get very hot at this time of year, so I usually pull down the ³ _____ to stop the sun coming in. Then I switch my ⁴ _____ on. The walls of my study are covered with ⁵ _____ because I have hundreds of books. I work most of the day, but for half an hour after lunch, I sit in my favourite ⁶ _____ and relax by reading the newspaper.





► the bedroom

Exercise 3

Use the picture on the left to complete the sentences.

- 1 The bed with the duvet is nearer the door than the bed with the sheets and blanket.
- 2 The _____ is under the window.
- 3 The bed with the duvet has two _____ and the other bed has one.
- 4 One _____ is open.
- 5 The _____ has a mirror on it.
- 6 The _____ is on the wall next to the door.

Exercise 4

Emma is talking about her bedroom. Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|---|---|
| 1 I have a bad back, so | a I usually keep my light on quite late. |
| 2 I have a lot of clothes, so | b I keep an extra blanket under my bed. |
| 3 I love to read in bed, so | c I wash the sheets every week. |
| 4 I sometimes feel cold in the night, so | d I prefer to sleep on a hard mattress. |
| 5 I sometimes need a drink in the night, so | e I have a glass of water on my chest of drawers. |
| 6 I love my bed to be really clean, so | f I have a very big wardrobe. |

Exercise 5

25.4

Listen to and read Clara and Neil's descriptions of their homes. Are the following sentences (1–8) true (T) or false (F)?

Clara

I live in a small apartment in the city. I like to be comfortable, so I have thick carpets, and a big, soft sofa. There are also lots of big cushions on the floor, because my friends often visit me. I have about six vases because people often bring me flowers. In my bedroom, I have a huge wardrobe – I'm crazy about fashion, so I have a lot of clothes, and a mirror in every room!

Neil

My house does not have much furniture. I don't even have a real bed – just a mattress on the floor. There is a chest of drawers in the bedroom, but most of the drawers are empty – I'm not interested in clothes, only books. I have hundreds of books, and my study is full of bookshelves. In my living room, I have four wooden chairs. I don't have any armchairs, because I don't want visitors to stay too long!

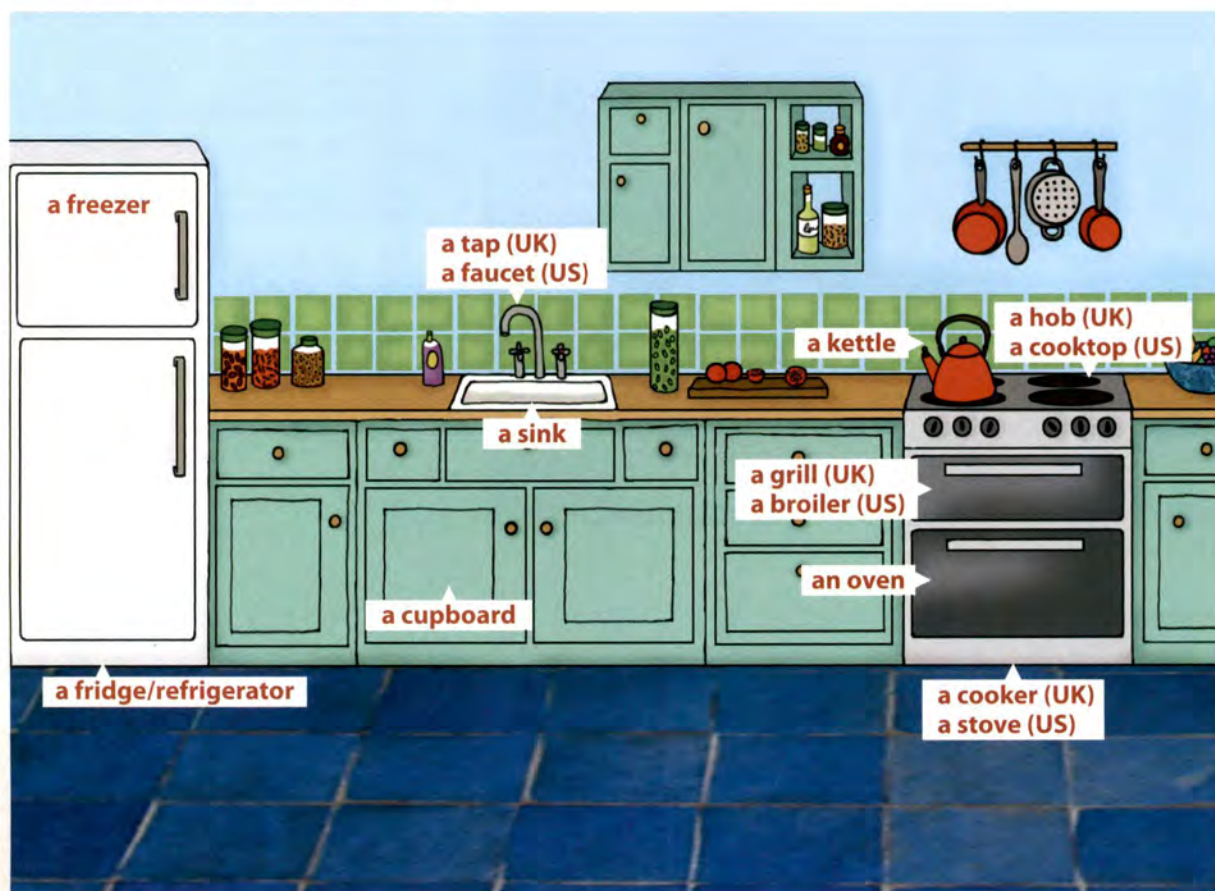
- | | | | |
|---|----------|----------------------------------|-------|
| 1 Clara often has visitors. | <u>T</u> | 6 Neil owns a lot of clothes. | _____ |
| 2 Clara has a lot of vases. | _____ | 7 Neil keeps his books in boxes. | _____ |
| 3 Clara needs a large wardrobe for all her clothes. | _____ | 8 Neil is a friendly person. | _____ |
| 4 Clara does not care what she looks like. | _____ | | |
| 5 Neil's house is quite empty. | _____ | | |

Use the words you've learned...

Describe your home and the things in it.

26/ Kitchen

Words you need...



Phrasal verbs



You **turn a cooker/a stove on** to make it hot and you **turn it off** when you have finished using it. You can also **switch it on** and **switch it off**.

You **turn a tap/a faucet on** to make water come out of it and you **turn it off** to stop the water coming out.

Exercise 1

Match the descriptions with words from the 'Words you need' box.

- You put food such as butter and milk in this to keep it cool. fridge/refrigerator
- Water comes out of this. _____
- You can wash things in this. _____
- You make water hot in this to make a drink. _____
- This is where you cook things which take a long time to cook, like cake. _____
- You put pans on this surface to make food hot. _____

Exercise 2

Match the first part of each sentence (1–8) with the second (a–h).

- | | |
|-------------------------------------|------------------------------------|
| 1 Put the slices of bread under the | a the cooker on, please? |
| 2 Could you get some ice-cream | b on the hob. |
| 3 Could you switch | c grill for two minutes each side. |
| 4 Heat the soup | d off, please. |
| 5 There are some biscuits | e out of the freezer? |
| 6 Put the cake in | f in the cupboard. |
| 7 I prefer electric cookers | g to gas cookers. |
| 8 Turn the tap | h the oven for 20 minutes. |

More words you need...

26.3



Exercise 3

Use words from the 'More words you need' box to complete the sentences.

- 1 Luke usually eats everything that is on his plate.
- 2 I need a knife to cut the cheese.
- 3 She poured some milk out of a jug.
- 4 In a large bowl, mix together the eggs and the flour.
- 5 I poured the coffee into a cup.
- 6 She put some sugar in her coffee and stirred it with a spoon.

Exercise 4

Choose the correct word to complete each sentence.

- 1 She put a bowl of [rice/wine/butter] on the table.
- 2 He had a mug of [coffee/wine/water] in his hand.
- 3 Would you like a glass of [milk/coffee/cream]?
- 4 Add two spoons of [sugar/butter/bread].
- 5 He gave me a plate of [food/sugar/wine].
- 6 There was a jug of [milk/tea/sugar] on the table.
- 7 To eat most meals, you need a knife and [spoon/fork/glass].

Putting words together...

26.4

- ▶ If you say that someone **does** some **cooking**, you mean that they prepare some food.
- ▶ When you **put the kettle on**, you turn it on to make the water in the kettle hot.
- ▶ You **put** food **in** an oven to cook and you **take it out** of an oven when it is cooked.
- ▶ If you **wash up** or **do the dishes**, you clean plates, bowls, knives, etc. in water, and if you **dry up**, you make them dry using a piece of cloth. (**Dishes** in this content means plates, bowls, pans, etc. that need washing.)

Exercise 5

26.5

Read what Jason does in his kitchen and complete the paragraph. Listen to check.

I have a nice kitchen but, to be honest, I don't ¹ do much cooking in it! We have a good canteen at work so I eat lunch there. At home in the evenings, I sometimes ² cook a pizza in the oven and eat that. (Last night, I forgot to take it ³ out and I burned the pizza!) Other times, I just have a sandwich. I ⁴ put the kettle on in the morning to make my coffee. I use the ⁵ knife to make toast for breakfast too, but I don't use my cooker much for anything else. I love ice cream, so I keep some of that in the ⁶ freezer and I get it out when friends visit.



Use the words you've learned...

Describe your kitchen and the things you do in it.

27/ Cooking

Words you need...

27.1



▶ a frying pan



▶ a saucepan



▶ a wooden spoon

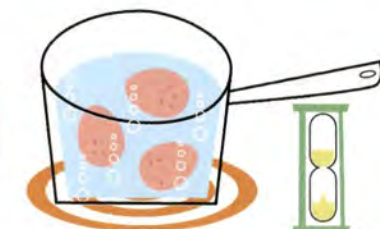


a knife

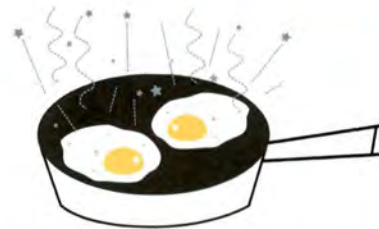
▶ a chopping board



▶ to stir



▶ to boil



▶ to fry



▶ to chop



▶ to slice



▶ to peel

- ▶ **to add something** to put one food with another food
- ▶ **to bake (something)** to cook bread or cake in an oven
- ▶ **a dish** food cooked in a particular way
- ▶ **to heat something** to make something warm
- ▶ **to melt** If food melts, it changes from a solid into a liquid because it is warm.

- ▶ **to mix something** to put different foods together using a spoon to change them into one substance
- ▶ **a mixture** two or more different foods that have been put together and changed into one substance
- ▶ **a recipe** the instructions for cooking a dish

Exercise 1

Use the words from the box to complete the instructions.

eggs knife onion cake chocolate sausages

- 1 Chop the onion on a chopping board.
- 2 Heat the _____ over a saucepan of hot water until it melts.
- 3 Fry the _____ in a frying pan for 10 minutes.
- 4 Boil the _____ in a pan of water.
- 5 Bake the _____ in a hot oven for 30 minutes.
- 6 Use a sharp _____ to slice the vegetables.

Exercise 2

Match the first half of each sentence (1–6) with the second (a–f).

- | | |
|--|--------------------------|
| 1 Add the eggs | a until it melts. |
| 2 Put the butter and sugar in a large bowl and | b it from burning. |
| 3 Slice the tomato | c to the mixture slowly. |
| 4 Heat the butter | d the vegetables. |
| 5 Stir the sauce with a wooden spoon to stop | e mix them together. |
| 6 Peel and chop | f into thin pieces. |

Exercise 3 27.2

Put the sentences in the correct order (a–d) to make two recipes. Listen and check.

Sponge cake

1

- ___ Add two eggs to the mixture and stir well.
- ___ Now put the mixture in the oven and bake for 30 minutes.
- a Put the butter and sugar into a big bowl and mix together with a wooden spoon.
- ___ Add the flour last, stirring it into the mixture.

Pasta sauce

2

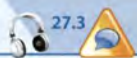
- ___ Peel the carrot and slice it into thin pieces, then fry it with the onions.
- ___ Now add a tin of tomatoes to the vegetables and leave to cook for 30 minutes, stirring from time to time.
- ___ Slice the mushrooms and add them to the onion and carrot mixture.
- ___ Chop the onions and fry them slowly for ten minutes.

Exercise 4

Here are some instructions from different recipes. What things from the 'Words you need' box do you need to follow them?

- | | |
|--|-------------------|
| 1 Now chop the vegetables.
(two things) | <u>knife, ...</u> |
| 2 Heat the sauce. | _____ |
| 3 Stir the sauce. | _____ |
| 4 Fry the vegetables in a little oil. | _____ |
| 5 Boil the potatoes until they are soft. | _____ |
| 6 Slice the apple into thin pieces. | _____ |

Talking about cooking



To ask what foods are in a particular dish, say:

► **What's in this dish?**

If you want to know how to make a dish that you are eating, ask the person who made it:

► **How do you make this cake?/ Could I have the recipe for this cake, please?**



Exercise 5 27.4

Use the words from the box to complete the dialogue. Listen and check.

heat mix recipe stir add slice

- Erik:** This is delicious, Gemma. How do you make it?
- Gemma:** It's quite easy. You ¹ slice three or four big potatoes into very thin pieces and you ² _____ some oil in a frying pan. When the oil is hot, put the potatoes in the pan and ³ _____ them with a wooden spoon. Fry the potatoes for about 30 minutes until they are soft. (I usually ⁴ _____ a little garlic too because I love it.) In a separate bowl, put six eggs and a little salt, and ⁵ _____ them together. When the potatoes are soft, add them to the eggs in the bowl and put the mixture back in the frying pan. Fry the potato and egg mixture for about five minutes and then turn it over and fry the other side. Simple!
- Erik:** It doesn't sound simple to me! Can I have the ⁶ _____ for it, please?

Use the words you've learned...

Choose a dish that you like to make and describe how you make it.

28/Eating out

Words you need...

28.1

a chicken



a fish



cereal / breakfast cereal



chicken



pasta



fish



a cow



beef



a lamb



lamb

cream



a dessert



soup

- ▶ **a dressing** a sauce for putting on a salad
- ▶ **a flavour** (UK)/**flavor** (US) the taste of a particular food or drink
- ▶ **fresh** describes food that has been grown or made recently
- ▶ **frozen** describes food that has been kept very cold so that it is good to eat for a long time
- ▶ **oil** a thick liquid that you use to cook things in
- ▶ **a portion** an amount of food that is for one person
- ▶ **a salad** cold, fresh vegetables that you eat without cooking
- ▶ **a sauce** a liquid that you eat with other food to add flavour to that food
- ▶ **vinegar** a sour liquid that is often used in dressings

Exercise 1

Complete the words (1–7) and match them with the definitions (a–h).

- | | |
|--|--|
| 1 p <u>a</u> <u>s</u> <u>t</u> a | a meat from a cow |
| 2 s <u>o</u> <u>p</u> | b you eat this in the morning, with milk |
| 3 l <u>a</u> <u>m</u> <u>b</u> | c food that is originally from Italy |
| 4 c <u>o</u> <u>u</u> <u>e</u> <u>a</u> <u>m</u> <u>n</u> | d meat from a young sheep |
| 5 c <u>r</u> <u>e</u> <u>a</u> <u>m</u> <u>i</u> <u>n</u> | e sweet food that you eat as the last part of a meal |
| 6 b <u>e</u> <u>e</u> <u>f</u> | f hot, liquid food with meat, fish or vegetables in it |
| 7 d <u>r</u> <u>e</u> <u>s</u> <u>s</u> <u>i</u> <u>n</u> <u>g</u> | g meat from a chicken |

Exercise 2

Use the words from the box to complete the sentences.

oil portions flavour frozen cream vinegar salad ~~dressing~~

- | | |
|---|--|
| 1 Is there a <u>dressing</u> to go on this salad? | 5 Fry the onion in a little <u>oil</u> . |
| 2 Fresh vegetables are better than <u>salad</u> vegetables. | 6 I ordered a green <u>portion</u> to go with my lunch. |
| 3 She put some <u>cream</u> on her dessert. | 7 The <u>portions</u> are so small in that restaurant. I'm always still hungry at the end of a meal! |
| 4 I like oil and <u>vinegar</u> on my salad. | 8 Have you tried this sauce? It has a very strange <u>flavour</u> . |

More words you need...



- ▶ **a course** a part of a meal
- ▶ **a main course** the biggest part of a meal

- ▶ **a side order** a small amount of a particular food that you order with a main course. It comes on a separate plate.
- ▶ **a starter** a small amount of food that you eat at the start of a meal

Useful adjectives for describing food



creamy with cream in, or tasting like cream:

- ▶ *a nice, creamy dessert*

delicious very good to eat:

- ▶ *That was a delicious meal.*

hot containing spices which make the mouth burn:

- ▶ *a hot sauce*

salty containing a lot of salt:

- ▶ *The food was too salty.*

spicy containing a lot of spices:

- ▶ *a spicy sauce*

Exercise 3



Use the sentences (a–h) to complete the dialogues. Listen and check.

Lucy: What did you have for dinner?

Philip: 1 c

Lucy: Was it good?

Philip: 2

Lucy: What was your dessert?

Philip: 3

Lucy: Did you have a starter?

Philip: 4

- a It was delicious!
- b No, two courses is enough for me!
- c I had chicken in a creamy sauce with a side order of fresh vegetables.
- d I had chocolate ice cream.

Kelly: Did you eat out with Erika?

Jacob: 5

Kelly: What was the food like?

Jacob: 6

Kelly: That's a shame. What was your main course?

Jacob: 7

Kelly: Did you manage to eat it?

Jacob: 8

- e Beef in a very spicy sauce.
- f I didn't like it especially. I found it a bit too salty.
- g Yes, we went to that new restaurant on Elm Street.
- h Only half of it. The portions were so big.

In a restaurant



To tell the person you are eating with which dish you have chosen, say:

- ▶ *I'm having the fish. I'm having the lamb.*

If you do not know what to have, say:

- ▶ *I haven't decided yet.*

To ask someone what they have chosen to eat, say:

- ▶ *What are you having?*

If you like the way a menu describes a particular dish, say:

- ▶ *The pizza sounds good./The desserts sound good here!*

To ask someone about the food they are eating, say:

- ▶ *What's the soup like?*

Exercise 4

Match the sentences (1–6) with the replies (a–f).

- | | |
|---|---|
| 1 This sauce is very hot! | a It's delicious! |
| 2 What are you having, Kim? | b Usually, just a bowl of cereal. |
| 3 What's the soup like, Chris? | c Oh, I haven't decided yet. |
| 4 What do you have for breakfast? | d Would you like a side order of chips? |
| 5 The fish in a white wine sauce sounds good. | e I know – my mouth is burning! |
| 6 I'm having the lamb! | f Yes, it does. I think I'll have that! |

Use the words you've learned...

Imagine you are eating out in a restaurant. Think about the food you are eating. Then practise talking about it.

29/ Shopping

Words you need...



a chocolate bar



a can



a carton



a packet (UK)/
a package (US)



a packet (UK)/
a bag (US)



a box/packet



a bottle



a jar



a pack (UK)/
a packet (US)



a pot



a piece of fish



In UK English, the word **packet** is used for many different types of bag or plastic box that food is sold in. In US English the word used here is **package**.

Exercise 1

Match the shopping lists (1–4) with the people who wrote them (a–d).

- | | | | |
|--|---|---|--|
| <p>1 <u>d</u></p> <p>1 large bag of potato chips</p> <p>2 cartons of juice</p> <p>bread</p> <p>1 piece of cheese</p> <p>1 package of cookies</p> | <p>2 —</p> <p>1 bottle of wine</p> <p>5 pieces of fish</p> <p>1 package of rice</p> <p>1 large pot of cream</p> <p>2 chocolate bars</p> | <p>3 —</p> <p>2 bars of chocolate</p> <p>1 packet of butter</p> <p>eggs</p> | <p>4 —</p> <p>1 carton of milk</p> <p>1 box of cereal</p> <p>1 jar of jam</p> <p>bread</p> <p>1 packet of butter</p> |
|--|---|---|--|

- a Jack is going to cook dinner for four of his friends.
b Michael wants to make a chocolate cake.
c Eva needs to buy some things for breakfast.
d Stella needs to prepare a picnic for herself and some friends.

Exercise 2

Use the words from the box to complete the shopping list.

jam yoghurt milk soap tomatoes ~~chocolates~~

- | | | |
|----------------------------|----------------------|-------------------|
| 1 box of <u>chocolates</u> | 3 can of _____ | 5 bar of _____ |
| 2 jar of _____ | 4 2 cartons of _____ | 6 2 pots of _____ |

More words you need...



- ▶ **an aisle** in a supermarket, the place where you can walk between the long lines of food
- ▶ **a bakery** a shop or part of a shop where you can buy bread and cakes
- ▶ **a basket** a container with a handle that you put the things you want to buy in when you are in a shop
- ▶ **the checkout** (UK&US)/**checkout counter** (US) the part of a large shop where you pay for the things that you are buying
- ▶ **a counter** a long surface in a shop, often with a particular type of food on it, like fish. People who work in the shop serve customers here.
- ▶ **a customer** a person who is buying something in a shop

- ▶ **half** 50 percent
- ▶ **a kilo** a unit of weight, equal to 1,000 grams
- ▶ **a pound** a unit of weight, equal to 16 ounces (0.45kg)
- ▶ **a receipt** a small piece of paper that shows you have bought something
- ▶ **to serve someone** to help someone in a shop and sell things to them
- ▶ **a shop assistant** (UK)/**a sales clerk** (US) someone whose job is helping you when you are in a shop
- ▶ **a trolley** (UK)/**a (shopping) cart** (US) in a shop, a large container with wheels that you put things in and push

Exercise 3

Complete the sentences. Two have two possible answers.

- 1 When I've finished shopping, I always put the receipt in my wallet.
- 2 I went to the _____ to get some bread.
- 3 I need a _____ of apples.
- 4 The sales clerk was _____ another customer.
- 5 I put three bottles in my _____.
- 6 I was just paying for the food at the _____.

Exercise 4 29.4

Use the sentences (a–f) to complete the dialogues. Listen and check.

Edward: I'm calling from the supermarket. Is there anything you'd like me to get for dinner?

Abi: 1 c

Edward: Sure. Where do I find fish in this place?

Abi: 2 _____

Edward: Okay. Is there anything else?

Abi: 3 _____

- a It's on the fresh food counter at the back of the shop.
- b Just one other thing – a can of tomatoes, please.
- c Oh yes, thanks. Could you get two or three pieces of white fish – about half a kilo will be enough.

Louise: Excuse me, where do I find eggs?

Sales clerk: 4 _____

Louise: Thanks. Oh, and what about sugar – where do I find that?

Sales clerk: 5 _____

Louise: That's great. Thanks very much.

Sales clerk: 6 _____

- d It's in aisle ten, opposite the tea and coffee.
- e They're in aisle seven – next to the milk and juice.
- f Not at all. Can I help you with anything else?

Finding things in the supermarket

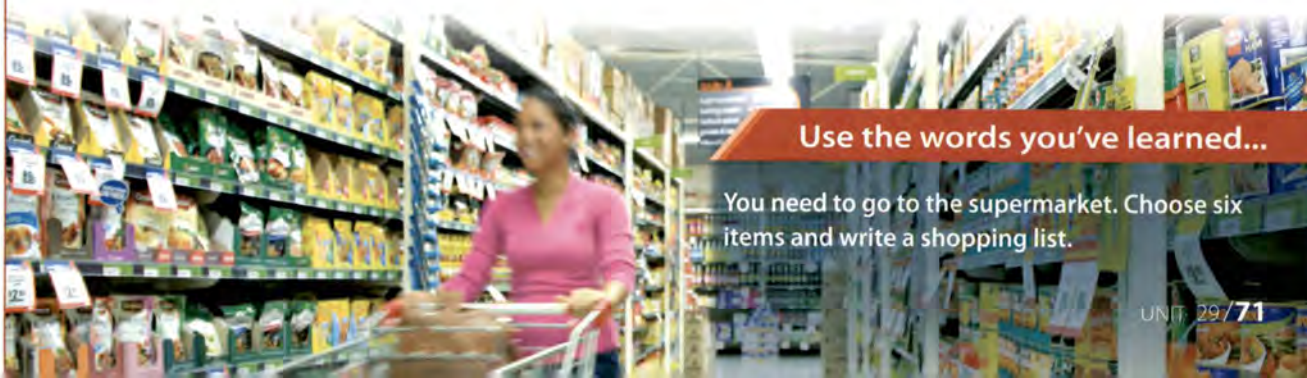


To ask a sales clerk in a supermarket where a particular thing is, say:

- ▶ **Where do I find pasta?/Where would I find pasta?**

A sales clerk will answer:

- ▶ **It's in the next aisle./It's in aisle 11./It's next to the rice./It's opposite the rice.**



Use the words you've learned...

You need to go to the supermarket. Choose six items and write a shopping list.

30/Computers and the internet

Words you need...



- ▶ **a document** a piece of text produced on a computer
- ▶ **a file** a set of information on a computer, with its own name
- ▶ **a folder** a place on a computer where files can be put together
- ▶ **an icon** a small picture on a computer screen that you choose in order to do something
- ▶ **a laptop** a small computer that you can carry around
- ▶ **a link** a connection that takes you to another document or website
- ▶ **online** on the internet
- ▶ **a password** a secret word that allows you to use software, a particular website, etc.
- ▶ **a PC** a computer that is used by one person
- ▶ **software** instructions that make a computer work



Exercise 1

Complete the sentences to do the crossword.



Across

- 1 I could not go onto the website because I forgot my password.
- 4 The _____ needs some more paper.
- 6 I do most of my shopping _____.
- 8 His _____ is Italian, so some of the letters are in different places from mine.

Down

- 2 I need to be able to see both documents on the _____ at once.
- 3 When I travel for work, I always take my _____.
- 5 I have put all the files in a _____ called 'Work'.
- 7 His website has lots of useful _____ to other websites.

Exercise 2

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|---|--|
| 1 If I use the mouse too much, | a are in this folder. |
| 2 You can use this icon | b my PC wasn't working. |
| 3 All the documents to do with the contract | c my arm starts to hurt. |
| 4 She sent me several | d I use to make my photos look better. |
| 5 I couldn't email you because | e files by email. |
| 6 This is the software | f to get onto the internet. |

Putting words together...



- ▶ You press a button on your mouse to **click on** something such as an icon, a link, a word or a picture. If you **double click**, you click twice, and you can **right click** or **left click** by pressing the right or left button on the mouse.
- ▶ When you **enter your password**, you write it in the correct place, and you **key in information** when you use your keyboard to write words or numbers on your document.
- ▶ If you **create a file/document**, you make it, and if you **open a file/document**, you make it appear on your screen. If you **close a file/document** you make it go away. You can **save your file/document** to make sure your work is not lost, or you can **print a document** on your printer. When you have finished working, you **shut down your computer**.

Exercise 3 30.3

Joe's grandfather wants to write a book, but he has never used a computer before. Joe is explaining what he needs to do. Use the words from the box to complete what he says. Listen and check.

create close folder shut down open

Before you start writing, you need to ¹ create a new document, like this. It's probably best to make each chapter a new file. I can put them all in a ² _____ called 'Grandpa's book'. Then you just have to double click on the one you want to ³ _____. You need to left click to get to the place in the document where you want to write. If you want to ⁴ _____ a document, click on the cross in the top corner. Remember to ⁵ _____ the computer when you have finished working.

On the computer

We use the word **on** when we are talking about computers:

- ▶ I always write letters **on** the computer.
- ▶ I found the address **on** their website.
- ▶ Have you tried looking **on** the internet?

Exercise 4 30.4

Ben and Christina are talking about how they use their computers. Listen and read. Are the following sentences (1–4) true (T) or false (F)?

I always write my essays on the laptop. One of the great things about it is that you can right click on a word to check its spelling. When I've finished, I print out my essay and read it carefully. Then I key in any changes I want to make.

Ben



I have just bought some new software that helps me plan. I have to enter my password, then I can click on this icon to see all my meetings for the day. I can double click on any of the meetings to add notes or see what I've already written.

Christina



- 1 Ben writes his essays on his laptop. T
- 2 He makes all his corrections on paper.
- 3 Christina does not need a password to use her new software.
- 4 It is easy for her to see all her meetings.

Use the words you've learned...

Do you use computers at home, for study, or for work? Talk or write about how you use them.

31/Education

Words you need...



- ▶ **a classmate** someone who is in the same class as you at school or college
- ▶ **a degree** 1 a course of study at a university or college
2 the document that you get when you finish the course
- ▶ **an essay** a piece of writing about a subject, done by a student
- ▶ **an exam** an official test of how good you are at a subject
- ▶ **an exercise** a piece of written work that helps you to practice and learn something
- ▶ **a grade** 1 a number or letter that shows how good a piece of work is 2 (US) a level in school that lasts for one year
- ▶ **a lecture** a talk about a subject to a group of people, usually at a college or university
- ▶ **a professor** 1 (UK) the most important teacher in one part of a university 2 (US) an important teacher in a college or university
- ▶ **a pupil** a child at a school
- ▶ **research** when you study a subject in order to find out new facts
- ▶ **a school** 1 a place where children go to learn
2 (US) a college or university
- ▶ **your studies** the work that you do at a school, university or college

UK/US



There are some important differences between UK and US English in the area of education. One important difference is that in UK English, **school** only means 'the place where children go to learn'. In US English, **school** means this too, but is also used informally to mean 'a college or university':

- ▶ (US) *At 18, I left home and went to school in Texas.*

Exercise 1

Use the words from the box to complete the sentences.

~~pupils~~ professor exam studies classmates lecture school (x2)

- 1 There are over 500 pupils in the school.
- 2 Cassie left _____ when she was 16.
- 3 I went to an interesting _____ on French art.
- 4 Ben and Tyler were in _____ together at the University of Pennsylvania.
- 5 Will you leave school or continue your _____?
- 6 I'm having a party on Saturday. I've invited all my _____.
- 7 Ellie's father is a university _____.
- 8 I need to do some work because I have an _____ on Friday.

Exercise 2

Choose the correct word to complete each sentence.

- 1 For homework, please (do) [do/make/write] Exercises 9 and 10 on page 4.
- 2 He wrote an essay [in/on/for] the environment.
- 3 She got a degree [on/for/in] Chemistry from Stanford University.
- 4 Brendan is [at/on/in] the fifth grade.
- 5 She's [making/doing/taking] research into the way that children learn to speak.
- 6 Professor Carter is [making/speaking/giving] the lecture this afternoon.

Putting words together...



- ▶ If you **take** an **exam**, you do an exam. If you **pass** an **exam**, you have a good result and have reached the necessary standard and if you **fail** an **exam**, you do badly and have not reached the standard.
- ▶ If a child **goes to** a particular **school**, that is the school where they go every day.
- ▶ If you **do a course in** a particular subject (UK) or **take a course in** a subject (US), you do a set of classes in that subject.
- ▶ If you **get good grades**, teachers write numbers or marks on your work that show that the work is good.
- ▶ If you **are good at** a subject, you know a lot about it or can do it well.
- ▶ If you **do your homework**, you do the work that your teacher gives you to do at home.

Exercise 3

Complete the sentences.

- 1 If she doesn't work a bit harder, she'll fail her exams.
- 2 I'm interested in taking a _____ in English.
- 3 My younger sister still _____ to school.
- 4 Mark is going to study Spanish at university – he's really _____ at languages.
- 5 Lisa is doing _____ into the effects of the drug.
- 6 At the end of the course, you _____ an exam.

Asking about someone's education



To ask about when someone was a child, you can say:

- ▶ *Where did you go to school? Did you work hard? Were you a good pupil? What subjects were you good at? What subjects did you like?*

To ask about someone's university education, you can say:

- ▶ *What's your degree in?*

To ask about someone's plans for the future, you can say:

- ▶ *What do you plan to study? Where will you go to college?*

Exercise 4



Listen to and read the following dialogues. Are the following sentences (1–6) true (T) or false (F)?

Paul: Where did you go to school, Daniel?

Daniel: I went to my local school in Sydney.

Paul: Were you a good pupil?

Daniel: Not really – I was quite lazy. I was often in trouble for not writing essays or doing my homework.

Paul: What subjects were you good at?

Daniel: Well, I got good grades in Art. I really liked Art. In fact, it was the only class I worked hard in!

Emma: You want to go to university, don't you, Rosa? What do you plan to study?

Rosa: I'm hoping to study History, if I pass my exams.

Emma: I'm sure you will – you work so hard! Where will you study?

Rosa: Probably in my home town in Oregon, so I can live with my parents. What's your degree in, Emma?

Emma: I studied French and Russian at Cornell University.

- 1 Daniel went to a school that was a long way from his home. F
- 2 Daniel always did the work that his teacher gave him to do.
- 3 Daniel was good at Art.
- 4 Rosa has passed her exams and is going to university.

- 5 Rosa wants to go to university in Oregon.
- 6 Emma has a degree in French and Spanish.

Use the words you've learned...

Talk or write about the courses you have done or the exams you have taken, or talk or write about what you plan to study in the future.

32/ Learning English

Words you need...



- ▶ **formal** used in serious or official situations
- ▶ **informal** used in situations that are not serious, for example between friends
- ▶ **to mean something** to have a particular meaning
- ▶ **the meaning (of something)** what something expresses
- ▶ **to pronounce something** to make the sound of a word
- ▶ **pronunciation** the way you say words
- ▶ **to spell something** to know or to tell someone the correct letters to make a word
- ▶ **to translate something** to change something from one language into another language

a capital letter

The teacher asked me to open a window.

a comma

If you are late, he will be very angry!

an exclamation mark

quotation marks

'Are you ready?' he asked.

a question mark

a full stop (UK) a period (US)

Types of words



All words have a name according to what sort of word they are. These names are called 'parts of speech'.

- ▶ **an adjective** a word (e.g. *happy, small*) that is used to describe things
- ▶ **an adverb** a word (e.g. *slowly, badly*) that is used to say how things are done
- ▶ **an article** one of the words **a, an** and **the**
- ▶ **a conjunction** a word (e.g. *and, although*) that joins parts of a sentence
- ▶ **a noun** a word (e.g. *table, man*) for a thing, substance, feeling, etc.
- ▶ **a preposition** a word (e.g. *in, behind*) that says where things are
- ▶ **a pronoun** a word (e.g. *he, she, it*) that is used instead of a noun
- ▶ **a verb** a word (e.g. *talk, arrive*) that is used to talk about things people do or things that happen



Exercise 1

Use words from the 'Words you need' box to complete the sentences.

- 1 You use this at the beginning of someone's name. capital letter
- 2 You use this at the end of a sentence. _____
- 3 You use this when you write a question. _____
- 4 You use this to divide two parts of a sentence. _____
- 5 You use these when you write what someone has said. _____
- 6 You often use this when you write something surprising. _____

Exercise 2

Write the correct part of speech next to each group of words.

- 1 hat, air, lion noun
- 2 go, eat, see _____
- 3 an, the, a _____
- 4 you, I, them _____
- 5 under, on, through _____
- 6 hot, cold, old _____
- 7 angrily, well, quickly _____
- 8 but, because, while _____

Exercise 3

Use the words in the box to complete the sentences. Match each statement or question (1–6) with a reply (a–f).

informal spell formal translate meaning pronunciation

- | | |
|---|---|
| 1 'What does 'obtain' mean?' _____ | a 'It's a more _____ word for 'get'.' |
| 2 'Can you <u>translate</u> this document into French?' _____ | b 'It's a bit too _____.' |
| 3 'My name's Julie.' _____ | c 'They show you the _____ of the word.' |
| 4 'Do you know the _____ of the word 'vase'?' _____ | d 'I'll ask my friend Marie if she can help you.' |
| 5 'What are these symbols in the dictionary?' _____ | e 'How do you _____ that? With a J or a G?' |
| 6 'Why can't I use 'OK' in my essay?' _____ | f 'Yes, it's the thing you put flowers in.' |

Things a teacher might say



- | | |
|---|---|
| ▶ Read the article/your essay, etc. out loud, please.
(= speak the words) | ▶ Get into groups of four. (= make a group with three other people) |
| ▶ Turn to page 31. (= find page 31 in your book) | ▶ Swap places. (= move to where someone is while they move to where you are) |
| ▶ Work in pairs/Work with a partner. (= work with one other person) | ▶ Make a note of the word/your homework.
(= write something down) |

Exercise 4

Match the sentences (1–4) with the explanations (a–d).

- | | |
|---|---|
| 1 For this activity I'd like you to get into groups of 3. | a These two students should move. |
| 2 I'd like Rachel to swap places with Orla for this exercise. | b Work with one other person. |
| 3 Would you read this poem out loud, please? | c Say it so that everyone can hear you. |
| 4 For this activity, you should work with a partner. | d Find two other students to work with. |

Exercise 5 32.4

Listen to and read what this teacher says. Are the following sentences (1–4) true (T) or false (F)?

*H*ello, everyone. Can you all turn to page 31 in your books, please? Peter, would you read the first article out loud? Don't worry if you don't know what all the words mean or if you're not sure how to pronounce them – just do your best. As Peter reads, make a note of any useful words in the article. Afterwards, answer the questions below the article. You can work with a partner if you like.

- | | |
|---|----------|
| 1 The students have to read the article to themselves. | <u>F</u> |
| 2 If Peter does not know how to pronounce a word, he should stop and ask the teacher. | _____ |
| 3 The other students should not do anything except listen while Peter reads. | _____ |
| 4 The students are allowed to work in pairs. | _____ |

Use the words you've learned...

While I was waiting in line, a guy came up to me and said, 'Hey, that's a cool sweater! Where did you buy it?'

Read the sentence on the left out loud. Do you know what all the words mean? Make a note of words that are difficult to pronounce. Are any of the words formal or informal? Describe the punctuation.

33/Work

Words you need...



- ▶ **a boss** someone who is in charge of people at work
- ▶ **a career** a job or series of jobs, usually gradually becoming more important
- ▶ **to employ someone** to give someone a job
- ▶ **experience** knowledge that you get from doing a job
- ▶ **a factory** a large building where things are made
- ▶ **to fire someone** to tell someone they must leave their job
- ▶ **a meeting** a time when people come together to discuss something
- ▶ **an office** a room where people in an organization work at desks
- ▶ **a salary** an amount of money that someone is paid each month for their work
- ▶ **staff** the people who work for a company or organization
- ▶ **a team** a group of people who work together
- ▶ **wages** an amount of money that someone is paid each week for their work

Exercise 1

Complete the sentences (1–4) and match them with the pictures (a–d).



- 1 c My boss told me that I should wear more formal clothes for work. I said no, and he _____ me.
- 2 _____ I work in a _____ where we make car parts. It's hard work, but the _____ are good.
- 3 _____ Once a week we have a _____ where everyone in the sales _____ has an opportunity to talk about their work.
- 4 _____ I'm hoping to have a _____ in TV, so I'm working for a TV company over the summer to get some _____.

salary or wages?



The word **wages** is used for money that is paid to people once a week, usually for jobs with low pay, especially jobs that use physical effort.

A **salary** is paid once a month, and is used more for people in offices or higher paid jobs.

Exercise 2



Complete Ted's description of his job. Listen and check.

I have spent most of my ¹ career working in the travel business. I now have my own travel company, and I ² _____ more than 20 people. Most of the ³ _____ have had a lot of ⁴ _____ of travelling themselves. I can't pay them much, but the work is interesting, and I hope I'm a good ⁵ _____ – I haven't had to ⁶ _____ anyone yet!



Exercise 3

Choose the correct word to complete each sentence.

- 1 I changed jobs to get a [taller/rising/higher] salary.
- 2 I worked for them without wages in order to [catch/get/produce] some experience.
- 3 My brother says he will help me [catch/get/have] a job in his office.
- 4 I'm [starting/employing/getting to] my new job on Monday.
- 5 The wages here are very [small/low/little].
- 6 She hasn't decided whether to [get/take/hold] the job yet.

Putting words together...



- ▶ If you send a letter or a form to say that you want a job, you **apply for a job**. If someone **offers you a job** they tell you that you can have a job, and if you **lose your job**, your job is taken away, either because you are fired or because the job no longer exists.
- ▶ People who work fewer than the normal number of hours **work part-time** or have a **part-time job**. People who work the normal number of hours **work full-time** or **have a full-time job**.
- ▶ Someone who is **out of work** does not have a job. If they want a job, they will have to **look for work** or **look for a job**.
- ▶ If you **get paid** for doing something, you get money for it.
- ▶ The time when you stop to eat in the middle of the day is your **lunch break**. At that time, we say that people are **on their lunch break**.

Exercise 4

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|---|--|
| 1 He lost his job last May when the factory shut, | a but she didn't get it. |
| 2 She applied for a job at the hospital | b a company that develops websites. |
| 3 I've been working in a school, but | c as a driver for a rich businessman. |
| 4 He works part-time for | d most firms only employ people who already have experience. |
| 5 I was offered a job | e and he's been out of work since then. |
| 6 I'm looking for a job in advertising but | f I don't get paid for it. |

Asking about your job



To ask someone what sort of job they do, you can say:

- ▶ *What do you do?*
- ▶ *What sort of work/job do you do?*

If someone asks you what you do, you can say something like:

- ▶ *I work in a bank/office/factory.*
- ▶ *I'm a teacher/doctor.*
- ▶ *I'm working as a nurse/a journalist.*
- ▶ *I work for a company that makes medical equipment/runs language courses.*

Exercise 5



Complete the dialogues. Listen and check.

David: Pleased to meet you, Rose. What sort of ¹ job/work do you do?

Rose: I'm ² _____ as a journalist on a sports magazine at the moment.

David: Do you enjoy it?

Rose: The work is interesting, but my ³ _____ is low, and my boss is a very unpleasant woman.

David: What's wrong with her?

Rose: She arranges meetings at seven o'clock in the morning, and she doesn't even let us have a ⁴ _____ break.

Beth: It's lovely to see you, Isabel. What do you ⁵ _____ now?

Isabel: I'm a teacher at the moment, but I'm looking for something different.

Beth: Why is that?

Isabel: I have two small children, and I'd really like a ⁶ _____ job, so that I can spend more time with them.

Beth: Yes, I see. Working ⁷ _____ is difficult when you have children, isn't it? A lot of the ⁸ _____ in my company work part-time for the same reason.

Use the words you've learned...

Describe the job you do or the job you hope to do in the future.

34/Money

Words you need...

34.1



► a coin



► a note (UK)/a bill (US)



► a wallet



► an ATM

- **to borrow something (from someone)** to take money from a person or bank, having agreed to give it back to them after a time
- **cash** money in the form of bills or coins
- **change** 1 the money that someone gives you in a shop when you pay for something with too much money
2 coins and not bills
- **to charge someone** to ask for money for something
- **to cost something** If something costs an amount of money, you need that amount to buy it.
- **to earn something** to get money for work
- **to lend someone something** to give money to someone, having agreed that they will give it back to you after a certain period of time
- **to owe someone something** to have to give someone an amount of money because they gave you that amount before or they bought something for you
- **to pay someone** to give someone money for work
- **to pay something back** to give someone the money that you borrowed from them
- **to save/save up** to keep money and not spend it so that you can buy something with it in the future
- **to spend something** to use a certain amount of money
- **to be worth something** If something is worth an amount of money, that is the amount that someone would pay to buy it.

Exercise 1

Match the first part of each sentence (1–8) with the second (a–h).

- | | |
|--|----------------------------------|
| 1 Is there an ATM near here? I need to | a sixty thousand dollars a year. |
| 2 She earns over | b hasn't paid me back. |
| 3 How much does it cost | c it's worth? |
| 4 I lent Robert some money last year and he still | d get some money out. |
| 5 Did you see her beautiful watch? How much do you think | e cash. |
| 6 I have my credit card with me but no | f for my holiday. |
| 7 We spent over \$80 | g to send a letter to the US? |
| 8 I've saved \$500 | h on food. |

Exercise 2

Match the problems (1–6) with the solutions offered (a–f).

- | | |
|---|---|
| 1 I have notes but no change for the parking meter. | a Do you want me to put it in my bag? |
| 2 I don't earn enough money to do all the things I want to do. | b Tell him you'll lend him half that amount. |
| 3 I don't have a pocket to put my wallet in. | c Tell the waiter. |
| 4 Andrew wants to borrow \$500, but I think that's too much. | d I have plenty of coins. Here, take these. |
| 5 Robert still hasn't paid me back the money that he owes me. | e Why don't you find a job that pays more? |
| 6 They charged me \$5 for two cups of coffee, but I only had one. | f Tell him you'll never lend him any money again. |

Putting words together...



- ▶ If something that you buy is **good value** you think the money you paid was quite little when you consider how good the thing is or how much of it you have got.
- ▶ If something is a **waste of money**, it is a bad use of money because it does not give you any advantages.
- ▶ To **earn a living** is to work to get the money you need to live.
- ▶ If you **have cash on you** or **have money on you**, you are carrying money with you in a wallet, pocket, etc.
- ▶ If you are **short of money** or **short of cash**, you have very little money.
- ▶ You can say that you **lend someone something** or that you **lend something to someone**:
 ▶ *I lent Kelly £20 / I lent £20 to Kelly.*

Exercise 3

Complete the sentences.

- 1 Could I borrow ten dollars, please? I don't have much cash on me.
- 2 I learned nothing on the course. It was a complete _____ of money.
- 3 She didn't sell many paintings so she earned a _____ by teaching art.
- 4 They serve good food and lots of it – it's really good _____.
- 5 Now that I'm only working 20 hours a week, I'm a little _____ of cash.

Exercise 5

The questions below are from a magazine about people's attitudes to money. Use the words from the box to complete the questions.

earn good value back spend short of cash lend

Exercise 4

Use the correct prepositions from the box to complete the sentences. One of the prepositions is used three times.

from for to on

- 1 Brendan has just spent \$90 on a shirt!
- 2 I'm saving up _____ a new laptop.
- 3 They charged us \$20 _____ three cups of coffee!
- 4 I had to borrow some money _____ my dad to pay for it.
- 5 Banks lend money _____ people so they can start their own businesses.
- 6 I still owe Ruth \$30 _____ the tickets.

How **careful** are you with **money**?



- 1 Do you spend all of your money, or do you save some of it?
- 2 How important is it for you to _____ a lot of money from your job?
- 3 If you find that you are _____ do you spend less money or borrow money?
- 4 Are you happy to _____ money to friends?
- 5 Do you eat in expensive restaurants, or go to places that are _____?
- 6 If someone lends you money, do you always pay it _____?

Use the words you've learned...

Answer the questions in Exercise 5.

35/ Problems and accidents

Words you need...

35.1



- ▶ **an accident** something bad that someone does without wanting to do it, hurting someone or damaging something
- ▶ **to delay someone/something** to cause someone or something to be late
- ▶ **to leave something** to forget to take something with you when you go away from a place

- ▶ **to miss something** to not catch the train, bus or plane that you want because you are too late
- ▶ **a mistake** something bad that you do that you did not want to do
- ▶ **trouble** problems; difficulties

Exercise 1

Match the pictures (a–f) with the sentences (1–6).

- 1 Brad burned the pizza. c 3 She lost her car key. _____ 5 William spilled his drink. _____
2 Katy dropped her ice cream. _____ 4 He broke his glasses. _____ 6 He tore his shirt. _____

Exercise 2

Match the definitions with the verbs from Exercise 1.

- 1 to not be able to find something lose
2 to make food or drink black or bad to eat by cooking it for too long _____
3 to let a liquid come out of a cup, glass, etc. when you do not want to do this _____
4 to let something fall from your hand _____
5 to make a hole in something, for example a piece of clothing or paper, often when you do not want to do this _____
6 to make something separate into pieces _____

Exercise 3

Use the words from the box to complete the sentences.

delayed trouble mistake miss accident left

- 1 I had an accident in the kitchen and broke a plate.
2 I _____ my wallet at home and couldn't pay for the drinks.
3 I was _____ by all the traffic on the road.
4 Be quick or you'll _____ your train!
5 I made a _____ and gave him the wrong package.
6 Did you have any _____ finding the house?

Putting words together...



- ▶ If you do something bad **by accident** or **by mistake**, you do it without wanting to do it.
- ▶ If you **get confused**, you understand something in the wrong way.
- ▶ When a machine **goes wrong**, it stops working.
- ▶ If a machine, especially one in a public place, is **out of order**, you cannot use it because it has stopped working.

Exercise 4 35.3

Complete the paragraph. Listen and check.

I had a bad day yesterday. At breakfast, I ¹ spilled coffee all down my shirt. Then I was late leaving my apartment and ² _____ my train. I had to wait half an hour for the next one! On the train, I accidentally sat on my new glasses and ³ _____ them.

At work, it was no better! First, I sent an email to the wrong person by ⁴ _____. Then, the printer kept going ⁵ _____ and I couldn't print a document that I needed. Finally, on the way home, I ⁶ _____ my book on the train.

Exercise 5

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|--|------------------------------|
| 1 My plane was delayed | a finding her address. |
| 2 I had trouble | b by mistake. |
| 3 I got confused and | c burned it. |
| 4 I opened your letter | d called her the wrong name. |
| 5 I got to the station late and missed | e by five hours. |
| 6 I left the cake in the oven too long and | f the train! |

Asking about problems



To ask why an object is broken or damaged, say:

- ▶ *What happened to the plate?*
- ▶ *How did you do that?*

To ask why a machine is not working, say:

- ▶ *What's the matter with the printer?*
- ▶ *What's wrong with the printer?*

Exercise 6

Match each sentence (1–6) with a reply (a–f).

- | | |
|--|---|
| 1 I've lost my umbrella. | a I had an accident yesterday – I fell off my bike and hurt it. |
| 2 What happened to your watch? | b Oh, I dropped it yesterday and the glass broke! |
| 3 All three toilets are out of order. | c Here, borrow mine. You'll need it – it's raining. |
| 4 What happened to your skirt? | d I tore it while I was cycling. |
| 5 Your leg looks bad! How did you do that? | e You're pressing the wrong button! |
| 6 What's wrong with the TV?
I can't turn it on. | f Oh no, we'll have to go somewhere else! |

Use the words you've learned...

Talk or write about any problems or accidents you have had recently.

36/Crime

Words you need...

36.1



- ▶ **to arrest someone** If the police arrest someone, they take them to ask them questions about a crime.
- ▶ **crime** 1 when people do things that are not allowed by the law
2 A crime is an act that is not allowed by the law.
- ▶ **a criminal** someone who commits a crime
- ▶ **to damage something** to break something
- ▶ **a fine** an amount of money that you have to pay if you have done something that is not allowed by the law
- ▶ **guilty** Someone who is guilty has committed a crime.
- ▶ **a gun** a weapon that uses bullets
- ▶ **honest** An honest person does not lie or commit crimes.
- ▶ **to hurt someone** to cause pain to someone
- ▶ **murder** the crime of killing someone
- ▶ **to murder someone** to kill someone
- ▶ **the police** the people whose job is to catch criminals and keep people safe
- ▶ **a prison** a building where criminals are kept
- ▶ **to punish someone** to make someone suffer because they have done something bad or something that is not allowed by the law
- ▶ **to steal something** to take something that is not yours without permission

Exercise 1

Use the words from the box to complete the sentences. Make sure you use the correct form of the words.

hurt crime honest arrest
damage guilty punish steal

- 1 There's been an increase in crime this year.
- 2 The police have arrested my husband, but I know that he's not _____.
- 3 A gang of young men ran through the city centre, and _____ several shops.
- 4 What is the best way to _____ people who carry guns?
- 5 If you don't lock your bike, someone might _____ it.
- 6 My sister would never steal anything – she's a very _____ woman.
- 7 The criminals tied her to a chair, but they did not _____ her.
- 8 The police _____ three people after a fight at a football match.

Exercise 2

Choose the correct word to complete each sentence.

- 1 His brother [entered into/went to/started] prison for murder.
- 2 The job of the police is to [catch/hold/take] criminals.
- 3 He said that he was not guilty [from/for/of] the crime.
- 4 If you drive too fast, you may have to [give/pay/spend] a fine.
- 5 The police arrested her [from/because/for] stealing a pair of shoes.
- 6 He was arrested because he was [taking/carrying/owning] a gun.

Pronunciation

36.2

Exercise 3

Which of these words contain the sound /ə/?
Which one has a silent letter at the beginning?
Listen and check.

criminal police guilty crime honest prison

/ə/: criminal

Silent letter: _____

Putting words together...

36.3

- ▶ We say that people **commit a crime**. It is not correct to say that they 'do a crime'. We also use the word **commit** with names of crimes, e.g. **commit murder**.
- ▶ If something is not allowed by law, it is **against the law**, and if you do something that is against the law, you **break the law**.
- ▶ If people are guilty of a serious crime, they **go to prison** or are **sent to prison**. If the police have to deal with someone who has done something wrong, especially someone young, we say that person is **in trouble with the police**.
- ▶ If you see someone committing a crime, you could **call the police**.

Exercise 4

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|---|--|
| 1 I think it should be against the law | a you should call the police and tell them. |
| 2 Anyone who commits murder | b who drive too fast to pay a fine. |
| 3 I think it's right for people | c all people who commit crimes. |
| 4 I think society should punish | d for parents to hit their children. |
| 5 If your friend steals something from a shop | e than to steal something. |
| 6 It is a much worse crime to hurt someone | f should be sent to prison for the rest of their life. |

Exercise 5

36.4

Stuart and Emma have very different opinions about crime. Use the words from the box to complete what they say. Listen and check.

trouble steals ~~commit~~ criminals send honest against go break damages

There is a lot of crime in our city, but in order to stop it, we need to think carefully about why people ¹ commit crimes. Why are some people ² _____ while others are prepared to ³ _____ the law to get what they want? I think that when young people get into ⁴ _____ with the police, it is better to offer them help than to punish them. We shouldn't ⁵ _____ them to prison; we should give them more education and a better chance in life.

Stuart



I think we need to build more prisons. It's quite simple. If people do something that is ⁶ _____ the law, they should be punished. Why should we feel sorry for ⁷ _____? If someone ⁸ _____ my money or ⁹ _____ my car, I don't see why they should get help. If you commit a crime, you should ¹⁰ _____ to prison for a long time. It's the only way the rest of us can be safe.

Emma



Use the words you've learned...

Talk or write about crime. What are the most common crimes where you live? What is the best way to stop them? What should happen to criminals?

Review D/ Everyday life

24 Daily life

Use the words from the box to replace the underlined parts of the sentences.

over tidies up having a wash dishwasher housework shaves untidy iron

- 1 Rebecca makes such a mess in the kitchen and she never puts things in the correct place afterwards.

- 2 I always make smooth with a heavy object my shirts on a Sunday night, ready for work.

- 3 I was in the bathroom, washing my face.

- 4 Jim showers and cuts the hair off his chin every morning.

- 5 This bedroom is so with things not in the correct place!

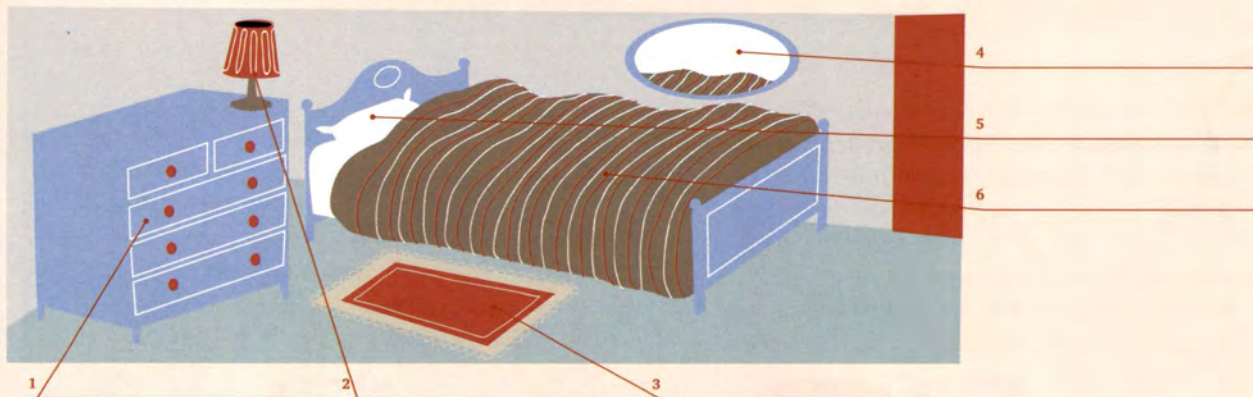
- 6 Could you put these plates in the machine for washing dishes?

- 7 I invited Anna and James to my house for dinner.

- 8 I'm so busy with work – I never get enough time to do the cleaning of the home.

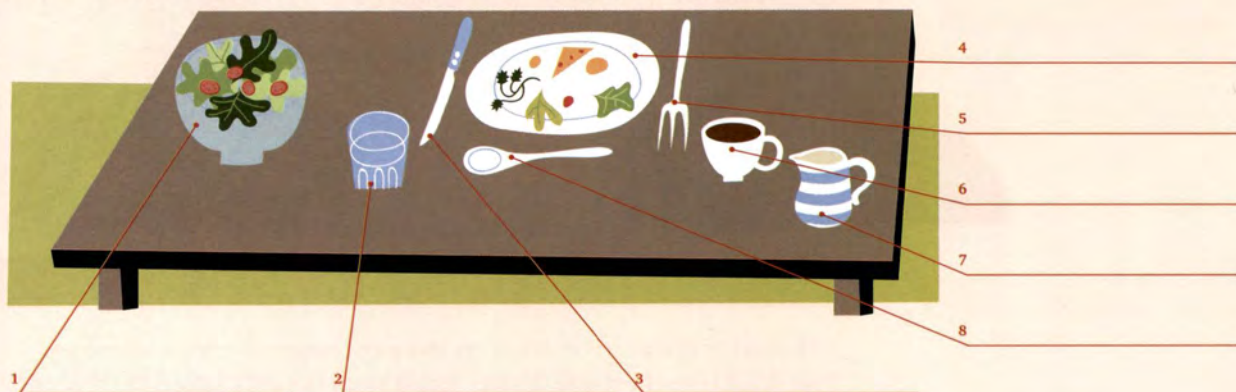
25 Our homes

Write the correct words for these things that you find in the home.



26 Kitchen

Write the correct words for these things that you find in the kitchen.



27 Cooking

Match the verbs (1–8) with the definitions (a–h).

- | | |
|------------|---|
| 1 to melt | a to make something warmer |
| 2 to bake | b to put different foods together |
| 3 to heat | c if food does this, it changes from a solid to a liquid because it is warm |
| 4 to fry | d to cut food into small pieces |
| 5 to peel | e to cook bread or a cake in an oven |
| 6 to mix | f to remove the outside layer of fruit or vegetables using something sharp |
| 7 to chop | g to cut food into smaller, flat pieces |
| 8 to slice | h to cook food in hot oil |

28 Eating out

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|--|--------------------------|
| 1 Fry the vegetables in | a can't eat all of this! |
| 2 The portions here are so big – I | b a little oil. |
| 3 The fish was nice but the sauce didn't have much | c for breakfast. |
| 4 I usually have a bowl of cereal | d for dessert. |
| 5 I had ice cream | e flavour. |
| 6 Are you having a starter before your | f main course? |

29 Shopping

Use the pictures on the right to complete the phrases.

- 1 a _____ of beans
- 2 a _____ of chocolate
- 3 a _____ of butter
- 4 a _____ of milk
- 5 a _____ of cereal
- 6 a _____ of jam



30 Computers and the internet

Put the words in the correct order to make sentences.

- | | |
|--|--|
| 1 useful websites/has links/their website/to other | 4 at the top of/the icon/click on/the screen |
| 2 are in/'money'/all the documents/a folder called | 5 to save/my document/I forgot |
| 3 I tried/password/ the wrong/to enter | 6 laptop/of my work/I do most/on my |

Review D/Everyday life

31 Education

Use the words from the box to complete the sentences.

professor exams lecture homework degree studies grades pupils

- 1 If Amy passes all her exams, she'll continue her _____ at university next year.
- 2 Tanya is doing really well at school and is getting good _____ in all her subjects.
- 3 Jane's mother is a _____ at the university.
- 4 He gave a fascinating _____ on the way that children learn language.
- 5 Nick got a _____ in physics from York University.
- 6 Kate has to do three hours of _____ every evening, just to keep up with the course.
- 7 How many _____ are there at that school?
- 8 Joe didn't do so well and failed three of his _____.



32 Learning English

Match the parts of speech (1–8) with the correct group of words (a–h).

- | | |
|-----------------|------------------------|
| 1 a pronoun | a come, like, take |
| 2 a verb | b quickly, well, very |
| 3 an adjective | c you, they, him |
| 4 a conjunction | d because, and, but |
| 5 a noun | e the, a, an |
| 6 an adverb | f happy, young, bright |
| 7 an article | g on, under, through |
| 8 a preposition | h dog, idea, beauty |

33 Work

Use the words from the box to replace the underlined part of the sentences.

full-time boss career staff experience meeting applied for part-time

- 1 I've sent a letter in order to ask for a teaching job.
- 2 Most people have to work the normal number of hours in order to earn enough money to live on.
- 3 We usually have a time when we come together to discuss things on Wednesday morning.
- 4 I had a less than the normal number of hours job while I was studying.
- 5 Liz has a lot of teaching knowledge from doing a job.
- 6 The company has 300 people who work for them.
- 7 Our person in charge of us at work won't let us have any time off this month.
- 8 He had a very successful series of jobs, becoming gradually more important in sales.

34 Money

Match the verbs (1–8) with the definitions (a–h).

- | | |
|----------------|--|
| 1 to earn | a to give money to someone, having agreed that they will give it back to you |
| 2 to borrow | b to get money for work |
| 3 to charge | c to give someone money for work |
| 4 to lend | d to use money to pay for something |
| 5 to owe | e to have to give someone an amount of money because they gave you that amount before or they bought something for you |
| 6 to save (up) | f to ask for money for something |
| 7 to pay | g to keep money and not spend it so that you can buy something with it in the future |
| 8 to spend | h to take money from a person or bank, having agreed to give it back to them after a time |



35 Problems and accidents

Match the first part of each sentence (1–8) with the second (a–h).

- | | |
|--|--|
| 1 Oh no! I've just realized I left my umbrella | a my shirt at lunch. |
| 2 I was late and | b plate and it broke. |
| 3 I spilled some soup down | c on the train. |
| 4 Melanie dropped her | d the printer and it's not working properly. |
| 5 I'm going to have to buy another cell phone for Emma | e missed the train. |
| 6 I got confused and gave Eve | f the wrong letter. |
| 7 Something has gone wrong with | g your glasses? They're broken! |
| 8 What happened to | h because she's lost hers. |

36 Crime

Use the words and phrases from the box to replace the underlined part of the sentences.

stealing criminal gun prison police fine committed against the law

- | | |
|--|--|
| 1 He was caught by the police and had to pay a <u>sum of money that you pay because you have done something that is not allowed by the law</u> . | 5 I was afraid and called the <u>people whose job is to catch criminals and keep people safe</u> . |
| 2 It's <u>not allowed by the law</u> to have a gun. | 6 He was carrying a <u>weapon that uses bullets</u> at the time. |
| 3 He <u>did</u> a crime and was punished for it. | 7 Both men were sent to a <u>building where criminals are kept</u> . |
| 4 He got into trouble with the police over <u>taking other people's cars</u> . | 8 Eventually, the police caught the <u>person who committed the crime</u> . |

37/Communicating

Words you need...



- ▶ **a code** a group of numbers that are used at the start of the telephone numbers in a particular country or area
- ▶ **an international call** a telephone call that you make to another country
- ▶ **a local call** a telephone call that you make to someone who lives in the same town or area as you
- ▶ **a message** a piece of spoken or written information that one person gives or sends to another
- ▶ **to post something** (UK)/**to mail something** (US) to send a letter or parcel to someone
- ▶ **a reply** an answer that you say or write
- ▶ **to reply** to say or write something as an answer
- ▶ **a text** a message that you send from one mobile (UK)/cell (US) phone to another
- ▶ **to text (someone)** to send a message to someone's mobile (UK)/cell (US) phone



▶ **a card**



▶ **a birthday card**



▶ **an envelope**



a stamp

an address

▶ **a postcard**

UK / US



Look at these differences between UK and US English.

UK

Amy **wrote to me** last week.
I'll **email** you with the dates.
Did you **post** the parcel?
I have a new **mobile/mobile phone**.
I'll give you a **ring** later.

US

Amy **wrote me** last week.
I'll **mail** you with the dates.
Did you **mail** the parcel?
I have a new **cell phone**.
I'll give you a **call**.* (= I'll phone you)

* Note that **call** is used in both UK and US English.

Exercise 1

Match the descriptions with words from the 'Words you need' box.

- 1 You put your letter in this before you mail it. envelope
- 2 You stick one of these on an envelope or parcel before you mail it. _____
- 3 People send you these paper things on your birthday and you open and read them. _____
- 4 People often send these to their friends when they are on holiday. _____
- 5 People send these for many reasons, such as birthdays, special days, or when someone passes an exam. _____
- 6 This information on an envelope says where the envelope must go. _____

Exercise 2

Match the first part of each sentence (1–8) with the second (a–h).

- | | |
|----------------------------|--------------------------|
| 1 Could you post | a say we arrived safely. |
| 2 I texted my dad to | b from Bill. |
| 3 What's the code | c for Spain? |
| 4 Did you get | d my text? |
| 5 I emailed her but she | e international calls. |
| 6 I don't make many | f the documents to me? |
| 7 Did you mail my | g letter? |
| 8 I have a message for you | h didn't reply. |

Pronunciation



Exercise 3

Which of these words contain the sound /əʊ/? Listen and check.

stamp postcard international code reply envelope local

/əʊ/: code

Putting words together...



- ▶ If you **give** someone a **message**, you tell them information that someone else wants you to tell them.
- ▶ If you **leave a message** when you are speaking on the telephone, you tell someone information so that they can tell it to someone else, or you speak to a machine that records your voice.
- ▶ If you **take a message**, you remember or write down information that someone tells you so that you can tell it to someone else.

- ▶ If someone is speaking into a telephone, you can say that they are **on the phone**.
- ▶ If you **check** your **email** you look to see what emails people have sent you.
- ▶ If you **send** someone a **text** or **email**, you write a text message or an email to them. (You can also simply say that you **text** them or **email** them.)

Exercise 4

Complete the sentences.

- 1 Dad is busy at the moment – he's on the phone.
- 2 Rebecca called an hour ago but she didn't _____ a message.
- 3 I'll _____ my email and see if there's a message from Carol.
- 4 James isn't here at the moment. Can I take a _____ for you?
- 5 I _____ her a text with Tamara's phone number.
- 6 Daisy sent me an email on Monday, but I forgot to _____.

On the phone



If the person you want to speak to answers the phone, say:

- ▶ **Hello, it's Tanya! / Hi, it's Tanya!**

If you call someone, but a different person answers the phone, ask to speak to someone else by saying:

- ▶ **Could I speak to Rachel, please? / Can I speak to Rachel, please?**

To answer a phone when you are not at work you can say: **Hello?**

If the person calling asks to speak to someone else, and they are there, say:

- ▶ **I'll just get her for you.**

You may then say: **'Who's calling, please?'**

If they ask to speak to someone who is not there, say:

- ▶ **I'm afraid Susannah isn't here at the moment.**

You may then say **Can I take a message?** or **Can I tell her who called?**

Exercise 5 37.5

Put the sentences in the correct order to make two telephone conversations. Listen and check.

- 1 _____ I'm afraid he isn't here at the moment.
Can I take a message, Katherine?
_____ Hi, it's Katherine.
_____ Good, thanks. Could I speak to Lucas, please?
_____ a Hello?
_____ Oh, it's nothing important, thanks.
Just tell him I called.
_____ Hi, Katherine, how are you doing?
- 2 _____ Sure. Who's calling, please?
_____ OK, I'll get him for you.
_____ Hello, could I speak to William, please?
_____ It's Steve Walsh, a colleague of William's.
_____ Hello?

Use the words you've learned...

Practise what you can say in these situations on the phone.

- a) You make a phone call. Ask to speak to someone or leave a message.
- b) You answer the phone. Explain that someone is out. Take a message.

38/ Ways of speaking

Words you need...



- ▶ **to argue** to speak in an angry way with someone, saying that you do not agree with them
- ▶ **an argument** when people speak to each other in an angry way because they do not agree about something
- ▶ **a chat** an informal conversation, usually between friends
- ▶ **to chat** to talk with someone in an informal way
- ▶ **to complain** to say that you are not happy about something or that something is wrong
- ▶ **to discuss something** to talk about a subject with someone, giving your opinions
- ▶ **a discussion** a serious conversation about a subject in which you give your opinions
- ▶ **a joke** a short story that you say to make someone laugh
- ▶ **a lie** something that you say that you know is not true
- ▶ **a promise** something that you tell someone you will certainly do
- ▶ **to promise (someone) something** to tell someone that you will certainly do something
- ▶ **to refuse** to say that you will not do or accept something
- ▶ **to shout** to say something in a loud voice
- ▶ **to suggest something (to someone)** to give someone an idea about what they could do
- ▶ **a suggestion** an idea of something that someone could do

Exercise 1

Complete the sentences.

- 1 I had a nice chat with Annie at the party, all about her new boyfriend.
- 2 Ali told me he makes \$80,000 a year and it's not true. It was a _____!
- 3 We had a useful _____ in the meeting today and decided a lot of important things.
- 4 Emma and Paul had an _____ because Emma said Paul was being stupid and Paul got very angry.
- 5 That was a very funny _____ about the elephant and the bucket. It made me really laugh!
- 6 I know I told you I would take you swimming, Molly. I won't forget my _____.

Exercise 2

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|---------------------------|--------------------------------|
| 1 I suggest that we | a the problem with Janet? |
| 2 'Watch out!' | b meet here at three o'clock. |
| 3 Have you discussed | c every day while you're away. |
| 4 I promise to email you | d about money. |
| 5 They are always arguing | e he shouted. |
| 6 We were just | f chatting. |

Exercise 3

Use the words from the box to complete the email.

Make sure you use the correct form of the words.

Listen and check.

refuse suggestions chat complain
argument promise

Hi Mia,
Hope you're okay. Just wanted to say hi.

Hey, guess what? I saw Josh Lewis in town yesterday. He ¹ complained that he never sees you anymore. He's always liked you! Poor Josh – he was a bit sad. He had a big ² _____ with his girlfriend two weeks ago and now she ³ _____ to see him! 😞

I felt sorry for him so I ⁴ _____ to arrange a night out together. (I *must* remember!!!)

Call me at the weekend and we'll have a ⁵ _____.

Love, Amy xxx

P.S. It's Mum's birthday next week. Any ⁶ _____ for a present? I have absolutely no ideas!

Putting words together...



- ▶ If you **make a promise**, you tell someone you will definitely do something. If you **keep your promise**, you do what you have told someone you will do, and if you **break your promise**, you do not do what you have promised.
- ▶ If you **make a suggestion**, you give someone an idea about what they could do.
- ▶ If you start to argue with someone, you can say that you **get into an argument with** them.
- ▶ If you **tell a lie**, you say something that you know is not true.
- ▶ If you **tell a joke**, you tell a short, funny story to make people laugh.

Exercise 4 38.4

Complete the dialogues. Listen and check.

- 1 **A:** Did you speak to anyone interesting at the party?
B: I had a chat with Anders – he's a nice guy.
- 2 **A:** What did Polly say to the waiter?
B: She _____ that the food was cold.
- 3 **A:** I told Aidan I would take him to the cinema this weekend.
B: Then you mustn't _____ your promise!
- 4 **A:** Why did he _____ at Mike?
B: He was angry with him because he was late again.



Exercise 5

Match the sentences (1–4) with the explanations (a–d).

- | | |
|--|-----------------------------|
| 1 She said she would buy me a new coat if I passed my exams.
I passed my exams and she bought the coat. | a She made a suggestion. |
| 2 She told a short story that was funny, to make everyone laugh. | b She got into an argument. |
| 3 She started shouting at a man on the train. | c She kept her promise. |
| 4 She had an idea about what we could do and told us about it. | d She told a joke. |

Exercise 6

Match the questions (1–5) with the replies (a–e).

- | | |
|---|--|
| 1 When was the last time you complained about something? | a Yes. I remember when I was little, my dad once said he would take me swimming, but then he didn't. |
| 2 Have you ever told a lie? | b Last week in a restaurant. The food was terrible! |
| 3 Has anyone ever made a promise to you and then broken that promise? | c Yes. When I was 12, I told my teacher that the dog ate my homework. It wasn't true! |
| 4 Do you ever get into arguments with people? | d No, I always did what they told me to do. |
| 5 As a child, did you ever refuse to do what your parents told you to do? | e Sometimes with my brother, but in general, I try to talk about problems in a calm way and not shout at people. |

Use the words you've learned...

Answer the questions in Exercise 6, either on your own or in pairs.

39/Conversation

Words you need...



- ▶ **How are you doing?**
 - ▶ **How's it going (with you)?**
 - ▶ **How are things (with you)?**
 - ▶ **Nice to meet you.**
 - ▶ **Pleased to meet you.**
- used after saying hello to someone you know to be friendly
- used when you meet someone for the first time
- ▶ **It was (really) good to see you.**
 - ▶ **Have a nice weekend/ great holiday, etc.**
 - ▶ **Enjoy your weekend/ holiday, etc.**
 - ▶ **Take care.**
 - ▶ **Have a safe journey.**
- used when saying goodbye to a friend
- used when saying goodbye to someone who is going to travel a long way



a



b



c



d

Exercise 1 39.2

Complete the dialogues (1–4) and match them with the pictures (a–d). Listen and check.

1 a

A: It was really ¹ good to ² _____ you again, Laura.

B: You too! ³ _____ your weekend in New York.

A: Thanks! Have a ⁴ _____ holiday in London.

B: Will do. Bye!

2 _____

A: Anna, I'd like you to meet Rose Wilson.

B: ⁵ _____ to ⁶ _____ you, Rose. I'm Anna Taylor.

3 _____

A: Bye, Sara. ⁷ _____ care!

B: Bye, Tom, have a ⁸ _____ journey.

4 _____

A: Hi, Owen, how ⁹ _____ doing?

B: Good, thanks! How's it ¹⁰ _____ with you?

More words you need...



- ▶ **Cool** (informal) used to say that you agree to something that has been arranged or are happy about something
- ▶ **Of course** used to say 'yes' in a polite way when someone asks for something
- ▶ **Sure** used to say 'yes' in a way that is slightly more informal when someone asks for something
- ▶ **Wow!** used to show that you are very surprised, usually in a good way
- ▶ **Really?** used to show that you are surprised at what someone has said
- ▶ **That's fantastic/great/terrible, etc.** } used to show how you feel about what someone has just said
- ▶ **How exciting/terrible, etc.** }
- ▶ **Oh no!** used when you suddenly understand that something bad has happened
- ▶ **What a nuisance!** } used to show that you are disappointed about something
- ▶ **What a shame!** } or feel disappointed for someone else
- ▶ **Poor you!** used to be kind when someone says they have a small problem, such as a slight illness or too much work
- ▶ **Oh well** used to say that a problem is not serious

of course



Do not use **of course** to accept an offer as this use can sound rude.

- ▶ **A:** *Would you like some coffee?*
- ▶ **B:** *Of course! Yes, please.*

Exercise 2

Match the statements (1–6) with the best responses (a–f).

- | | |
|---|---|
| 1 He was only 22 when he died. | a That's fantastic. Well done! |
| 2 Hey, I passed my English exam! | b Really? Do you believe her? |
| 3 Could you give this to Sam when you see him next, please? | c Oh well, you can speak to him tomorrow. |
| 4 She told me she earns a hundred thousand dollars. | d Oh poor you! |
| 5 It's a bit late to call Hussein now. | e How terrible. |
| 6 I woke up with a headache. | f Of course – no problem. |

Exercise 3 39.4

Complete the dialogues. Sometimes more than one answer is possible. Listen and check.

Holly: This is my new dress, Melissa. What do you think?

Melissa: ¹ Wow ! You look amazing. Are you wearing it to Ian's party?

Holly: Yes. What time are you going to the party, by the way?

Melissa: About eight o'clock. Shall we go together?

Holly: ² _____ ! I'll call for you at 7.45.

Hannah: ³ _____ ! I've just realized I've left the key to my apartment at school.

Linda: Oh, what a ⁴ _____ !

Hannah: Do you think I could come to your place this afternoon till my mum gets home?

Linda: ⁵ _____ – no problem.

Use the words you've learned...

Practise telling someone a piece of news, then practise responding to someone else's news.

40/ Polite language

Words you need...



- ▶ **Can I ..., please? / Could I ..., please?** used to ask for something. 'Could' is more polite than 'Can'.
- ▶ **Do you mind if I take/use, etc.?** used to politely ask if you can have or do something
- ▶ **Would you mind helping/putting/taking, etc., please?** used to politely ask someone to do something for you
- ▶ **Thank you very much.** } used to thank someone strongly
- ▶ **Thank you so much.** }
- ▶ **That's really nice/kind of you.** } used after you have said 'thank you' to make the 'thank you' stronger
- ▶ **I appreciate it.** }
- ▶ **Of course** used to say 'yes' to someone in a polite way
- ▶ **Of course not** } used to reply to 'Do you mind' and 'Would you mind' questions
- ▶ **Not at all** }
- ▶ **Sure** } used to say 'yes' to someone in a polite way that is less formal
- ▶ **No problem** }
- ▶ **Not at all.** } used as a polite reply when someone has said 'thank you'
- ▶ **You're welcome.** }
- ▶ **No problem.** used as a polite but more informal reply when someone has said 'thank you'
- ▶ **Let me open/take/carry, etc.** used when you are offering to do something for someone

Exercise 1

Complete the conversations between Sophie and other people. Sometimes more than one answer is possible.

1
Sophie: Can I use this pen, please?

Rachel: Sure.

2
Sophie: Do you _____ if I sit here?

Man on train: Of course not.

3
Sophie: It's cold! _____ I wear your jacket, please?

Dan (boyfriend): No problem.

4
Sophie: _____ you mind explaining that again, please?

Teacher: Not at all.

Exercise 2

Put these sentences in the correct order to make four dialogues, then match them with the pictures on the right. Listen and check.

- 1 d _____ You're welcome.
_____ Of course not.
1 _____ Excuse me, would you mind putting my bag on the luggage rack for me?
_____ Thank you very much.
-
- 2 _____ Thank you so much – I appreciate it.
_____ Not at all.
_____ Here, let me hold the door open for you.
-
- 3 _____ Thanks very much.
_____ No problem.
_____ Do you mind if I take this chair?
-
- 4 _____ Not at all.
_____ Let me carry one of those for you.
_____ Thank you very much. That's very kind of you!



More words you need...



- ▶ **I'm really/so/very sorry.** used to say 'sorry' in a strong way
- ▶ **I'm sorry to trouble you/to disturb you, etc.** used to say that you are sorry to stop what someone is doing to ask them something
- ▶ **I'm sorry about (the mess/the noise), etc.** used to say you are sorry about something you have done
- ▶ **I'm afraid ...** used before you tell someone something bad
- ▶ **That's okay.** used when someone says sorry to you, to make them feel less worried
- ▶ **Don't worry (about it).**
- ▶ **It's fine.**
- ▶ **It doesn't matter.**

Exercise 3

Match the sentences (1–6) with the replies (a–f).

- | | |
|--|--|
| 1 I'm sorry to disturb you. Could I have a word, please? | a Oh, it doesn't matter! I had plenty of cards on the day. |
| 2 I'm afraid we've eaten all the food and there's nothing left. | b That's OK. I've already had dinner. |
| 3 I'm so sorry I forgot your birthday! | c Don't worry. I've only just got here myself. |
| 4 I'm sorry we're so late! | d Oh, that's OK. I know you'll tidy it up. |
| 5 I'm sorry about the mess in the living room. | e Don't worry – I'm sure Carol can take me. |
| 6 I'm afraid I won't be able to take you to the game tonight – I don't have the car. | f Of course. I'll be with you in just a second. |

Responding to sorry



When someone says sorry, it is normal to use two expressions to respond:

- ▶ **A:** *I'm so sorry we're late.*
- ▶ **B:** *Don't worry – it doesn't matter. People are only just arriving!*

Exercise 4



In the following dialogues, someone is saying sorry and someone else is responding. Complete the dialogues (1–4) and match them with the pictures (a–d). Listen and check.



1 b

A: I'm sorry to disturb you. Rebecca is on the phone – she says it's important.

B: It's . We've just finished the meeting anyway.

2

A: about the mess. I'll clean it up, I promise.

B: Don't . I'll help you after dinner.

3

A: I've broken a mug.

B: Don't – it doesn't . I have loads of mugs!

4

A: I'm going to be late home this evening.

B: That's – don't . We can have dinner later.

Use the words you've learned...

Imagine different situations in which you have to ask for something, thank someone and say sorry for something. Write three dialogues and practise them.

41/Giving opinions

Words you need...



- ▶ **to be against something** to not agree with a plan or idea
- ▶ **to agree** to think that someone is right in what they believe
- ▶ **to disagree** to think that someone is wrong in what they believe
- ▶ **to be for something** to agree with a plan or idea
- ▶ **an opinion** something that someone thinks or believes about a subject
- ▶ **to support something** to agree with a plan

Adverbs for giving opinions



If you want to say that you strongly agree with someone, use the words **totally**, **completely** or **definitely** before the word **agree**:

- ▶ *I totally agree with you there, Nick.*
- ▶ *I completely agree with what you said.*
- ▶ *I definitely agree with Karl.*

To express an opinion that you are very sure about, use the words **definitely** or **certainly**:

- ▶ *The pizzas are definitely better in this restaurant.*
- ▶ *That's definitely true, Andy.*
- ▶ *She's certainly nicer than her brother!*

Exercise 1

Complete the sentences.

- 1 'What does Donna think about the problem?'
'She didn't give an opinion on it.'
- 2 Tom thinks their first album is their best, but I _____. I think their second album is better.
- 3 David thinks we should have party, and I _____ - I think it's a great idea.
- 4 I'm _____ the idea of having a nightclub in this part of town because it will be too noisy.
- 5 Do you _____ the plans for the new shopping mall?
- 6 Gene doesn't want them to build a new shopping mall, but I'm _____ it. I think this area needs more shops.

Exercise 2



Complete the dialogue. Listen and check.



- Rick:** The government wants more people from poor families to go to university. Do you ¹ agree with that?
- Dan:** Oh, I'm definitely ² _____ that. I think it's a great idea and I ³ _____ it.
- Rick:** Well, I ⁴ _____. I don't think it's a good idea at all.
- Dan:** Really? Why are you ⁵ _____ it?
- Rick:** I don't think students should get into university just because they are poor. I think people should go to university because they are clever and they pass their exams. That's my ⁶ _____ on the subject.

Giving an opinion



To say what you think about something, use phrases such as:

- ▶ ***I think*** you're right. ***In my opinion***, our last teacher was better.

To give an opinion that you think someone may not agree with, say:

- ▶ ***To be honest***, I don't like her voice.

Asking for someone's opinion: Use phrases such as:

- ▶ ***What's your opinion*** of the film?
- ▶ ***What do you think*** about her new book?

Agreeing

To tell someone that you understand their opinion, say:

- ▶ ***I see what you mean***.

To agree strongly, say:

- ▶ ***Absolutely***.

Disagreeing

To disagree in a way that is slightly less strong, start your sentence with:

- ▶ ***Actually***, I disagree.
- ▶ ***I'm afraid*** I don't agree with you there.

Exercise 3

Put the words in the correct order to make sentences.

- the best runner/he's definitely/in our school
He's definitely the best runner in our school.
- opinion her/in my/was better/last film

- agree with you/I completely/about the course

- think about/the plans/what do you/for the new library

Exercise 4 41.4

Put the sentences in the correct order to make two dialogues. Listen and check.

- _____ I'm afraid I don't agree with you. I think the internet stops people from talking to each other.
 a I think the internet helps people to communicate.
 _____ But people still talk to each other. The internet just gives them another way of communicating.
- _____ Amy Carter is definitely the best female singer of the last ten years.
 _____ Well, in my opinion, neither of those two is as good as Carter.
 _____ I disagree with you. To be honest, I can think of two or three female singers around today who are better, for example Molly Klein and Lara Morgan.

Pronunciation



Exercise 5

Underline the stressed syllable in each word. Listen and check.

- 1 actually 2 absolutely 3 definitely 4 opinion 5 certainly 6 disagree

Exercise 6

Match the statements (1–4) with the replies (a–d).

- 1 It's certainly her best book. _____
 - 2 In my opinion, it's the best restaurant in town. _____
 - 3 Modern apartments will look wrong in the old part of town. That's why I'm against them. _____
 - 4 What's your opinion of their manager? _____
- a To be honest, I don't think he's very good.
 - b Absolutely! We go there most weeks.
 - c Actually, I disagree. I think it's awful!
 - d I see what you mean, but we need more houses.

Use the words you've learned...

Give your own responses to these people's opinions.

- 1 In my opinion, people under 18 should never go to prison.
- 2 I think women are generally better drivers than men.
- 3 People in warm countries have more fun than people in cold countries.

42/ Saying what you like and dislike

Words you need...



- ▶ **awful** very bad
- ▶ **cool** (slightly informal) good, fashionable or enjoyable
- ▶ **disgusting** extremely unpleasant
- ▶ **to dislike something/someone** (slightly formal) to not like something/someone
- ▶ **dull** boring
- ▶ **enjoyable** An experience that is enjoyable is fun.
- ▶ **to hate something/someone** to strongly dislike something/someone
- ▶ **lovely** pleasant, enjoyable or attractive
- ▶ **pleasant** enjoyable or attractive
- ▶ **terrible** very bad
- ▶ **unpleasant** not enjoyable or attractive
- ▶ **wonderful** very good

Exercise 1

Match the questions (1–5) with the replies (a–e).

- | | |
|---------------------------------------|--|
| 1 How's your soup? Is it nice? | a Yes, but I never cook it because it leaves an unpleasant smell in the house. |
| 2 What do you think of this painting? | b It's wonderful – I love the way he shows the light on her dress. |
| 3 Are you pleased with your builders? | c It's lovely, and I have a great view of the city. |
| 4 Do you like fish? | d No, they're awful. They make a lot of mess and the work isn't very good. |
| 5 How's your new apartment? | e No, I really dislike the taste of garlic. |

Exercise 2

Choose the correct word to complete each sentence.

- 1 His lectures are [really/absolutely] dull.
- 2 Our visit to Paris was [absolutely/very] enjoyable.
- 3 Mmm, this food is [very/absolutely] wonderful!
- 4 The weather here is [very/absolutely] terrible at the moment.
- 5 His sister is [absolutely/really] pleasant.
- 6 The smell in here is [really/very] disgusting.

Exercise 3



Use words from the box to complete the Facebook posts. For each post there is one word you do not need. Listen and check.

really ~~hate~~ cool absolutely



Alice Dixon

Went to my first yoga class last night. I usually ¹ hate doing exercise, but it was ² _____ enjoyable. And the teacher is really ³ _____ - she's nearly 70, but she can still put her legs around her neck!

posted at 10:20 • Like | Comment

Making adjectives stronger



To make most adjectives stronger, use **very** or **really**:

- ▶ *We had a really pleasant day. The film was very dull.*

Adjectives such as **awful**, **disgusting** and **wonderful** have a strong meaning. We use **really** with these adjectives, but not **very**. To make them even stronger, we use **absolutely**:

- ▶ *The food was absolutely disgusting. Her book is absolutely wonderful.*

absolutely dull very terrible



Malik Darzi

Just did my Maths exam. It was ⁴ _____ awful! I'm really ⁵ _____ at Maths, and the lessons are always so ⁶ _____, I never seem to learn anything.

posted at 11:06 • Like | Comment

very lovely absolutely pleasant



Erica Langley

Very ⁷ _____ evening at the new pizzeria last night. Peter was there with his new girlfriend - she's really ⁸ _____! ⁹ _____ wonderful to see Peter so happy!

posted at 15:40 • Like | Comment

Talking about things you like or dislike



To talk about whether you like or dislike something, you can say:

► **I find it** very pleasant. **I find them** a bit boring.

To say that someone likes something, you can say:

► She's quite **keen on** Chinese food. He's very **keen on** football.

If you like something, but do not have strong feelings about it, you can say:

► **I don't mind** swimming. She **doesn't mind** staying in sometimes.

If you like something a lot, you can say:

► **I really like** your new coat.

If you strongly dislike something, you can say:

► **I can't stand** fish. **I can't bear** their music.

If you like one thing more than another, you can say:

► **I prefer** pasta. **I prefer** fish to meat. **I prefer** to study on my own.

Asking about what people like or dislike

To ask about what someone likes or dislikes, you can say:

► **What do you think** of the book? **What's** her house like? **How's** your meal? **Are you pleased with** your language course?

Exercise 4

Match the first part of each sentence (1–6) with the second (a–f).

1 I'd like to go running before work

2 Helen liked the movie

3 Our hotel was terrible

4 I really like her jeans

5 I don't mind swimming,

6 My friends like going to clubs

but

a I prefer playing volleyball.

b the weather was pleasant.

c that jacket is awful!

d I can't bear getting up early.

e I can't stand the loud music.

f I found it a bit boring.

Exercise 5



Use the words from the box to complete the dialogues. Listen and check.

prefer absolutely stand keen think find mind like pleased cool

Elisabeth: What do you ¹ think of the clothes in the stores at the moment?

Leila: I've seen some really ² _____ jackets and some great shirts, but I don't like those very narrow trousers that everyone is wearing.

Elisabeth: I agree. I think they look ³ _____ awful unless you're very tall.

Leila: Are you ⁴ _____ with the coat you bought?

Elisabeth: I love it! It's so bright – wearing it makes me feel happy!

Leila: I know what you mean – I can't ⁵ _____ dark colours.

Jan: What sort of food do you like, Otto?

Otto: I'm quite ⁶ _____ on Asian food, especially Indian food. Do you like Indian food?

Jan: I don't ⁷ _____ it, but I ⁸ _____ Italian food.

Otto: What's your favourite Italian food?

Jan: Well, I really ⁹ _____ pizza – I could eat it every day.

Otto: Really? I ¹⁰ _____ pizza a bit boring.



Use the words you've learned...

Choose a subject (e.g. food, sport, books, clothes) and describe things you like and dislike.

43/ Arranging to do things

Words you need...



- ▶ **an appointment** a time that you have arranged to see someone, such as a doctor
- ▶ **to arrange something** to make plans with other people to do something
- ▶ **busy** If you are busy at a particular time, you have already planned to do something then.
- ▶ **to cancel something** to say that something that has been planned will now not happen
- ▶ **a diary** (UK)/**a datebook** (US) a book with the days of the year in it. You write things that you must remember to do in it.
- ▶ **to fix something** to decide a date or time to do something
- ▶ **free** If you are free at a particular time, you have not planned to do anything then.
- ▶ **an invitation** an offer to go somewhere with someone or do something with them
- ▶ **to meet up** to meet someone else so you can do something with them
- ▶ **a plan** something that you have arranged to do
- ▶ **to postpone** to decide that something will happen at a later time

Exercise 1

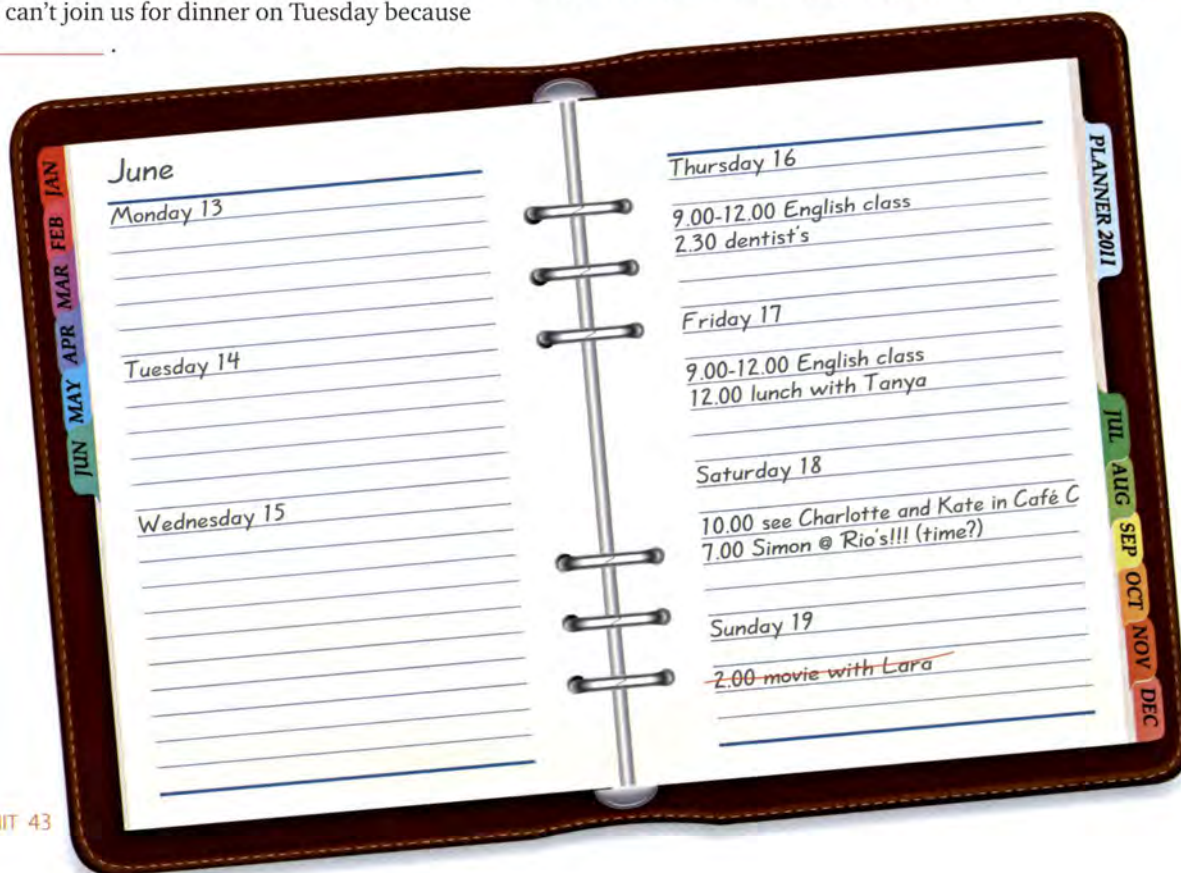
Complete the sentences. Make sure you use the correct form of the words.

- 1 Danny can't come to the meeting this Thursday so we're going to postpone it till next Thursday.
- 2 I'll just look in my _____ and see if I'm free that afternoon.
- 3 We arranged to have a picnic in the park but it rained so we _____ it.
- 4 I got an _____ to Paul's birthday party this morning!
- 5 Do you have any _____ for the weekend?
- 6 Philip can't join us for dinner on Tuesday because he's _____.

Exercise 2

According to Rachel's diary, are the sentences (1–6) true (T) or false (F)?

- 1 Rachel is meeting up with friends on Saturday morning. T
- 2 Rachel is busy on the morning of June 19th. —
- 3 Rachel has an appointment on Friday afternoon. —
- 4 Rachel is free on Saturday afternoon. —
- 5 Rachel has fixed a time to see Simon on Saturday. —
- 6 Rachel's plans for Sunday have been cancelled. —



Making arrangements



Inviting someone

To invite someone to do something with you, say:

- **Would you like to meet up for a drink? Would you like to join us at Café Brazil on Saturday?**

Suggesting a place/time

To suggest a place/an activity/a time, etc., use phrases such as:

- **How about going out for dinner? How about six o'clock after class?**

To ask if someone can do something at a particular time, use phrases such as:

- **Are you free on Friday evening? Are you doing anything on Friday evening?**

To ask if a time/place, etc. is possible for someone, say:

- **Is Monday evening any good for you? Does Saturday suit you better?**

To say the time or place that you have decided, use phrases such as:

- **Let's make it seven o'clock. Let's say seven o'clock.**

Saying yes

To accept an offer, use phrases such as:

- **That would be great. I'd love to.**

To agree with a time or place, say:

- **Eight o'clock is fine for me. Mario's is fine for me.**

Saying no

To say that you cannot do something, use phrases such as:

- **I'm afraid I can't do Saturday night. I'm afraid I'm busy that evening.**

Exercise 3 43.3

Use the words from the box to complete the three dialogues. Listen and check.

do date make good meet up about

- 1 **A:** How about Monday afternoon for the meeting?

B: I'm afraid I can't _____ the 17th. I'm busy all day.

A: OK, no problem. How about Tuesday afternoon? Is that any _____ for you?

- 2 **A:** Have you fixed a _____ to see Susannah and Joe?

B: Yes, we've arranged to _____ on June the 5th.

- 3 **A:** 7.30 is a little early for me.

B: Let's _____ it eight o'clock at the restaurant then.

Exercise 4 43.4

Use the sentences (a–g) to complete the dialogues. Listen and check.

Emma: Sally, are you doing anything on Saturday afternoon?

Sally: 1 b

Emma: Well, would you like to join Mia and me for a picnic in Green Park?

Sally: 2 _____

Emma: Around 1p.m.?

Sally: 3 _____

Emma: OK, let's say 2p.m. in Green Park.

Sally: 4 _____

a I'd love to, thanks. What time?

b No, I'm free then.

c Actually, a bit later would suit me better.

d Perfect!

e Wednesday is fine for me!

f That would be great. Which night?

g I'm afraid I can't do Thursday. I'm busy that evening.

Lucas: Would you like to go to the movies next week?

Simon: 5 _____

Lucas: How about Thursday?

Simon: 6 _____

Lucas: Does Wednesday suit you better?

Simon: 7 _____

Use the words you've learned...

Imagine you are arranging to do something with a friend. Write a dialogue in which you arrange a time and a place.

44/ Advice and information

Words you need...



- ▶ **advice** suggestions about what someone could or should do
- ▶ **to explain (something to someone)** to make something easy to understand
- ▶ **an explanation** a description of the facts of something or of how to do something
- ▶ **to find out (something)** to get information about something
- ▶ **information** facts about something
- ▶ **instructions** information about how to do something or use something
- ▶ **a list** short pieces of information written with each one on a new line
- ▶ **to suggest (something)** to give someone an idea about what they could do
- ▶ **a suggestion** an idea or a plan that someone could do
- ▶ **a timetable** a list of times when things will happen
- ▶ **a tip** a useful piece of information

Useful adjectives for describing advice and information



- ▶ **accurate** with no mistakes
- ▶ **basic** relating to the most simple and important facts about something
- ▶ **clear** easy to understand
- ▶ **helpful** useful
- ▶ **practical** useful and relating to real situations
- ▶ **up-to-date** with the most recent information

Exercise 1

Choose the correct word to complete each sentence.



- 1 He gave [gave/brought/sent] me some advice about finding a job.
- 2 This website should [write/provide/explain] all the information you need.
- 3 He [gave/made/showed] me a quick explanation of how to use the software.
- 4 Make sure you [read/see/show] the instructions before you take this medicine.
- 5 Amanda [made/did/said] some suggestions about how to improve our website.
- 6 Can you [provide/show/give] me any tips about travel in India?
- 7 She said I should ask Mary, but I decided not to [have/take/keep] her advice.
- 8 Every morning, I [do/give/make] a list of jobs for the day.

Exercise 2

Complete the second sentence so that it has a similar meaning to the first. Use a word from the box.

clear accurate basic suggested explained
timetable up-to-date find out

- 1 We change the information on our travel website every day.
The information is up-to-date.
- 2 I'm looking for information about education in the US.
I want to _____ how the education system works.
- 3 She told us to lie on the floor and raise each leg in turn.
She _____ how to do the exercises.
- 4 All the figures have been checked very carefully.
We are sure that all the information is _____.
- 5 He gave us a piece of paper which told us when the trains arrive and leave.
He gave us a _____.
- 6 She said it might be a good idea to ask my friends for help.
She _____ asking my friends for help.
- 7 The instructions were easy to understand.
The instructions were very _____.
- 8 She told us the most important things we need to know about safety.
She gave us some _____ advice about safety.

Asking for and giving advice



To ask for advice, use phrases such as:

- ▶ *Do you think I should see a doctor? I need some advice about healthy eating.*

To ask for information, use phrases such as:

- ▶ *Can/Could you tell me where the railway station is? I'd like some information about English classes. Where can I find some information about hotels? Can you show me how to use this camera?*

To make a suggestion, use:

- ▶ *You could try asking Petra. Why don't you talk to him about it? Why not look for a better job?*

To give stronger advice, use:

- ▶ *It's a good idea to wash the fruit before you eat it. You should try to improve your English. You really should ask him to leave.*

To give very strong advice, use:

- ▶ *You must always lock the door. You mustn't go out after dark.*

Exercise 3 44.4

Put these sentences in order to make two dialogues.



- 1 _____ OK, here's a timetable.
_____ It's a good idea to look on the internet, to get the best prices.
_____ Thanks. Can you tell me where to buy the tickets?
1 _____ I'd like some information about trains from London to Edinburgh, please.



- 2 _____ Why don't we meet in the park later and I can show you how to do it?
1 _____ Anna and I are going camping next month, but I've never been before, so I need some practical advice.
_____ I can email you a list of the things you'll need if you like.
_____ That would be great, thanks. I really need some clear instructions about how to put up the tent.

Exercise 4

Match each question (1-6) with the advice given (a-f).

- | | |
|--|---|
| 1 Where can I find out about guitar lessons? | a I'm not sure – let's check the timetable. |
| 2 I've bought a coffee machine, but I can't understand the instructions. | b This website has lots of tips to help you spend less. |
| 3 Do you think we should go to the station now? | c You could try asking Larissa – she knows a lot about photography. |
| 4 I need some practical advice on saving money. | d Why not try the new restaurant in the old town? |
| 5 Could you suggest somewhere nice to eat? | e I'll come over later and show you how to use it. |
| 6 Where can I find some information about cameras? | f I have a list of teachers, but it's not up-to-date. |

Use the words you've learned...

- 1 You have just arrived at a hotel in a new city. Ask for information about the hotel and the city.
- 2 Invent a problem that you have. Describe your problem and ask a friend for advice.
- 3 Invent a problem that a friend has. Give your friend some advice.

Review E/Communicating

37 Communicating

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

- | | |
|---------------|--|
| 1 a code | a a piece of spoken or written information that one person gives or sends to another |
| 2 a message | b a message that you send from one cell phone to another |
| 3 a reply | c a small piece of paper that you stick on a letter to pay for the cost of sending that letter |
| 4 a text | d a paper container that you put a letter in before you send it |
| 5 a stamp | e an answer that you say or write |
| 6 an envelope | f a group of numbers that are used at the start of the telephone numbers in a particular country or area |



38 Ways of speaking

Use the words from the box to complete the sentences.

lie suggestion argument promise joke chat

- 1 I saw Josh in the street and had a nice _____ with him about the party.
- 2 He told me a _____ because he said he was at Philip's apartment that evening and I know he wasn't.
- 3 I told Amy I would definitely pay for her course and I don't want to break my _____.
- 4 Do you want to hear a really funny _____?
- 5 Dan got into an _____ with Mike over politics and they started really shouting at each other.
- 6 Bill made an interesting _____ about how we might pay for the project.

39 Conversation

Match the statements and questions (1–6) with the best replies (a–f).

- | | |
|---|---------------------------------------|
| 1 Hey, I've got a place at university! | a Oh, poor you! That's horrible. |
| 2 I've got a really sore throat. | b How terrible. |
| 3 Her husband left her with two small children. | c That's fantastic, Carla. Well done! |
| 4 How about meeting at seven o'clock outside the movie theatre? | d Oh well. We'll manage without you. |
| 5 I'm afraid I won't be able to help out tomorrow. | e Of course! Help yourself. |
| 6 Could I take one of these cakes, please? | f Cool. See you there. |

40 Polite language

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|-----------------------------|--|
| 1 Let me help you | a helping me move this table, please? |
| 2 I'm sorry to disturb you, | b sit here? |
| 3 Would you mind | c with those heavy boxes. |
| 4 Do you mind if I | d your phone, please, Matt? |
| 5 Could I use | e but could I have a quick word, please? |
| 6 That's really kind | f of you. |

41 Giving opinions

Put the words in the correct order to make questions or sentences.

- 1 you think/what do/about the course

- 2 the government's/agree with/do you/latest plans

- 3 agree with you/of teaching here/I totally/about the standard

- 4 is certainly/this supermarket/the food/cheaper in

- 5 your opinion/what's/latest novel/of her

- 6 disagree with/actually, I/the quality of the service/you about



42 Saying what you like and dislike

Choose the correct word to complete each sentence.

- 1 We spent a [very/absolutely] pleasant afternoon on the beach.
- 2 Our holiday was [very/absolutely] wonderful.
- 3 The service in the restaurant was [absolutely/very] terrible.
- 4 The food, when it came, looked [really/very] disgusting.
- 5 I went to Sue's party, which was [absolutely/really] dull.
- 6 The whole day was [absolutely/very] enjoyable.



43 Arranging to do things

Use the words from the box to complete the sentences.

suit doing postpone cancel fixed do

- 1 I'd love to see that movie with you but I'm afraid I can't _____ Saturday evening.
- 2 If Wednesday evening is no good for you, would Thursday morning _____ you better?
- 3 Have Paul and Ingrid _____ a date for the wedding yet?
- 4 If Helen and Mark can't come to the meeting, we may have to _____ it till next week.
- 5 They had to _____ the event because so few people bought tickets for it.
- 6 Are you _____ anything next Wednesday evening?

44 Advice and information

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

- | | |
|------------|---|
| 1 advice | a one useful piece of information |
| 2 find out | b suggestions about what someone could or should do |
| 3 suggest | c to give someone an idea about what they could do |
| 4 tip | d to make something easy to understand |
| 5 list | e to get information about something |
| 6 explain | f short pieces of information written with each one on a new line |

45/ Filling in forms

Words you need...



- ▶ **to apply for something** to ask for something, for example a passport, in an official way
- ▶ **a copy** a single document
- ▶ **a document** a piece of paper with official information on it
- ▶ **to fill in something/to fill out something** If you fill in a form or fill out a form, you write all the information on it that you need to.
- ▶ **a form** a printed document that you have to write information on
- ▶ **your nationality** your legal membership of a country
- ▶ **original** An original document is the first one that was made, and not a copy of it.
- ▶ **a photocopy** a copy of a document made with a machine that takes photographs of documents
- ▶ **to sign (something)** to write your name on something
- ▶ **your signature** your name, written in the way you usually write it

What sort of certificate?



These are some certificates that are often needed when you fill in a form.

- ▶ **A birth certificate** is made when someone is born.
- ▶ **A marriage certificate** is made when someone gets married.
- ▶ **A divorce certificate** is made when someone gets divorced (= stops being married).
- ▶ **A death certificate** is made when someone dies.

Exercise 1



Use the words from the box to complete the dialogues.

Make sure you use the correct form of the words. Listen and check.

sign form apply for nationality

original certificate fill out photocopy

Pat: I want to
1 apply for a library
card, please.

Library assistant: OK,
here's the 2 _____
you need. Remember
to write your name and
3 _____ here, and
4 _____ it in the
box here.

Pat: OK, thanks.



Katie: I need a visa for my
visit in June.

Visa assistant: Have you
5 _____ all the
forms?

Katie: Yes, here they are.

Visa assistant: And do
you have your birth
6 _____ ?

Katie: I've brought a 7 _____. Is that OK?

Visa assistant: No, I'm sorry. We need the
8 _____ document.



Exercise 2

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|--|--|
| 1 Before you send the form, | a because the original document was destroyed in a fire. |
| 2 The doctor refused | b go straight to question 9. |
| 3 If you are under 18, | c and I helped her fill in the forms. |
| 4 I had to get a new birth certificate | d make a photocopy to keep yourself. |
| 5 My friend applied for a work visa | e to sign her death certificate. |
| 6 If your nationality is British, | f we will need a signature from one of your parents. |

Putting words together...



- ▶ Your **date of birth** is the date when you were born, and your **place of birth** is the place where you were born.
- ▶ If you are asked for your **full name**, you must write all your names, including your middle names, and if you have to write in **capital letters**, you should use letters LIKE THIS.
- ▶ If you are told to **leave** part of a form **blank**, you should not write anything there.
- ▶ Your **current address** is the address where you live now, and your **previous address** is the place where you lived before.
- ▶ A **recent photograph** is one that was not taken a long time ago.
- ▶ You may be asked to send the form **in the envelope provided**, which is the envelope you have been given. If you are asked to send a **stamped, addressed envelope**, you should send an envelope with your address and stamps on it.
- ▶ If you are asked for a **form of identification**, you need something, for example your passport, that proves who you are.

Exercise 3

Complete the sentences.

- 1 Sign your name at the bottom, and then write it in capital letters on the next line down.
- 2 Please send a _____ so that we can return the documents to you.
- 3 If you have lived at your current address for less than three years, please provide your _____ too.
- 4 If you do not have any children, _____ the next section _____.
- 5 We will need some _____, such as your driving licence.
- 6 Please return the form to us in the _____.

Exercise 4

Match the items (a–g) with the correct spaces on the form (1–7).

Please write clearly in black ink in CAPITAL LETTERS, and give full details.

1. Full name
b
2. Date of birth
DD MM YYYY
3. Place of birth

4. Nationality

5. Current address

6. Photograph
Please attach a recent photograph here
7. Signature

a 14, ROSE STREET
NEWTOWN
NT9 3AL

b SONIA JANE CARTER

c Sonia Carter

d 19 06 1991

f BRITISH

g SOUTHAMPTON, UK



Use the words you've learned...

Fill in the form in Exercise 4 with your own details.

46/ Using numbers

Words you need...



Words for numbers ...

- ▶ **a hundred** 100 ▶ **a thousand** 1,000 ▶ **a million** 1,000,000 ▶ **a billion** 1,000,000,000
- ▶ When you are talking about numbers in order, use: **first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, twentieth, twenty first, thirtieth**, etc.



half



quarter



third



fifth

Exercise 1



Listen and read. Find five numbers in this article and write them as figures.



Sunspot festival

Last weekend was the nineteenth Sunspot festival. Over sixteen thousand people came to listen to bands from around the world and to dance all day and night. Most of the people there were under twenty one, so the atmosphere was very lively. The weather was very hot, and organizers say that almost a hundred and fifty thousand bottles of water were sold over the weekend, as well as fifty thousand ice creams!

1 19th 2 _____ 3 _____ 4 _____ 5 _____

Saying numbers



0	▶ zero (UK/US). In maths, nought is also used in UK English.	157	▶ one hundred and fifty seven or a hundred and fifty seven
3.7	▶ three point seven	315	▶ three hundred and fifteen
4½	▶ four and a half	1,402	▶ one thousand, four hundred and two
5¾	▶ five and three quarters	1,000,000	▶ one million or a million
19.24	▶ nineteen point two four		

Remember not to put an 's' on the words **hundred, thousand, million** and **billion** even if the number they start with is more than 1. We say:

- ▶ two hundred and twenty not ~~two hundreds and twenty~~

However, we do say: *hundreds of people* or *billions of dollars*.

Exercise 2

Match the written numbers (1–6) with the figures (a–f).

- | | |
|--------------------------|-------------------|
| 1 six and a half | a $16\frac{1}{4}$ |
| 2 sixteen and a quarter | b $6\frac{3}{4}$ |
| 3 four and two-thirds | c $4\frac{2}{3}$ |
| 4 three-fifths | d $\frac{3}{5}$ |
| 5 nine and a third | e $6\frac{1}{2}$ |
| 6 six and three-quarters | f $9\frac{1}{3}$ |

Saying dates



Dates are written and said differently in UK and US English. In UK English, we write:

- ▶ 13 June, 2012 or 13th June, 2012.
- ▶ We say: *the thirteenth of June, twenty-twelve* or *June the thirteenth, twenty-twelve.*

In US English, we write:

- ▶ June 13, 2012
- ▶ We say: *June thirteenth, twenty-twelve.*

When we write a date as numbers, note the difference between UK and US English:

- ▶ June 13 2012 = 13/6/2012 in UK English and 6/13/2012 in US English.

If it is clear which century they mean, people often just write the last two numbers of the year, e.g.

- ▶ 6/4/12

Exercise 4



Write these dates in words. Listen and check.

- 3/19/1993 (US English)
March nineteenth, nineteen ninety-three
- 1/6/2011 (UK English)

- 9/5/1719 (US English)

- 19/7/1824 (UK English)

Words for maths ...



- | | |
|-------------------|--|
| $2 + 3 = 5$ | ▶ two plus three equals five or two and three is five |
| $3 - 2 = 1$ | ▶ three minus two equals one or three take away two is one |
| $3 \times 5 = 15$ | ▶ three times five equals/is fifteen or three multiplied by five equals/is fifteen |
| $15 \div 3 = 5$ | ▶ fifteen divided by three equals/is five |

Exercise 3



Write these numbers in words. Listen and check.

- 326 three hundred and twenty-six
- 1,430 _____
- 5.56 _____
- 3,457,000 _____

Saying phone numbers

We usually say each number in a phone number separately:

- ▶ 531 784 = *five three one, seven eight four*

When a phone number has 0 in it, we use **zero** in UK and US English, and **oh** in UK English:

- ▶ 532 609 = *five three two, six zero nine* (UK/US) or *five three two, six oh nine* (UK English)

When a phone number has the same number twice together, we can either say the number twice, or say **double**:

- ▶ 377 956 = *three seven seven, nine five six* or *three double seven, nine five six.*

Exercise 5

Write the phone numbers these people say in figures.

- My phone number's oh one six oh four, double two seven, nine double three. 01604 227933
- To phone from Germany, it's oh oh four four, one double two three, five one two, nine double seven. _____
- Carl's number is five seven three, six nine six. _____
- If you need a taxi, call Cambridge six double two, six double three. _____

Use the words you've learned...

Write some numbers and practise saying them.
Practise saying your date of birth and phone number.
Write some sums and practise reading them aloud.

47/ Countable and uncountable nouns

Words you need...



a chair

► furniture



a coin

► money



a necklace

► jewellery (UK) jewelry (US)



a car

► traffic



toothpaste

► a toothbrush



lightning

► a storm

Countable and uncountable nouns



Countable nouns can have **a**, **an** or **the** in front of them:

- a dog, a house

Uncountable nouns (sometimes called **mass nouns**) cannot have **a** or **an** in front of them.

- sugar, milk

Countable nouns can be made plural:

- dogs, houses

Uncountable nouns cannot be made plural.

Exercise 1

Look at each pair of sentences. Write **U** after the sentence where the underlined word is uncountable, and **C** where it is countable.

- I need to buy some more toothpaste. U
I forgot to bring a toothbrush with me. _____
- There was a lot of traffic on the roads today. _____
There are a lot of cars on the road today. _____
- I need a few coins for this drinks machine. _____
I need some money to buy lunch. _____
- There was a terrible storm in the night. _____
The roof of our house was hit by lightning. _____
- Could you get a chair for Ed, please? _____
We made most of the furniture ourselves. _____
- I don't usually wear much jewellery. _____
My boyfriend gave me a necklace for my birthday. _____

Exercise 2

Correct the following sentences.

- He has a lot of nice furnitures in his apartment.
He has a lot of nice furniture in his apartment.
- I get very frightened when there is storm.

- How much moneys did he give you?

- That is beautiful necklace!

- I don't often wear a jewellery.

- I'm sorry I'm late – there was a lot of traffics this morning.

The exercises on this page use countable and uncountable nouns that you have learned in other units.

some and any



We use **some** and **any** with uncountable nouns and plural, countable nouns:

- ▶ *I would like some milk. I bought some apples. They don't have any animals.*

We use **a/an** with singular countable nouns:

- ▶ *Would you like a biscuit? She doesn't have a bike.*

Exercise 3

Use **some, any, a or an** to complete the sentences.

- 1 I need to find some information about train times.
- 2 We don't have _____ electricity here.
- 3 There's _____ nice beach near here.
- 4 There was _____ blood on his clothes.
- 5 We don't have _____ computer.
- 6 I bought _____ software for my laptop.

Exercise 5 47.2

This email has six mistakes. Circle the mistakes and correct them below. Listen and check.

- 1 advice 2 _____ 3 _____ 4 _____ 5 _____ 6 _____



much, many, a few and a lot of



Many and **a few** can be used with plural, countable nouns:

- ▶ *I don't have many friends. I ate a few sandwiches.*

Much can be used with uncountable nouns:

- ▶ *I don't need much money. Is there much food left?*

A lot of can be used with plural, countable nouns and with uncountable nouns:

- ▶ *I bought a lot of presents. There was a lot of traffic on the roads.*

Exercise 4

Choose the correct words to complete each sentence.

- 1 There isn't much/many crime in this area.
- 2 I only saw [a few/not many] people there.
- 3 I have [a lot of/many] experience in the travel business.
- 4 We don't eat [many/much] meat.
- 5 How [many/much] pairs of shoes do you own?
- 6 I don't have too [many/much] work to do.

Dear Keith,

I'm hoping you can give me some advices about travelling in Australia. I've looked online, but there's just so many information, I don't know where to start, and I know you've been there several times. From what you've said, it sounds like fantastic country! Do you know of any cheap but good hotel in Brisbane? And will I need car, or is there plenty of public transports?

Please reply soon!

Oscar

Use the words you've learned...

Find examples of countable and uncountable nouns in other units of this book and put them into sentences.

48/ Collocations

Collocations you need...

48.1



- ▶ **to make an arrangement** to plan what you are going to do and how you will do it
- ▶ **to make a decision** to decide something after thinking about it
- ▶ **to make an excuse** to explain why you have done something bad or explain why you have not done something
- ▶ **to make a mess** to cause somewhere to be untidy
- ▶ **to make a mistake** to do something wrong
- ▶ **to make a (telephone) call** to use the telephone to speak to someone
- ▶ **to do the cleaning/cooking/shopping/washing, etc.** to perform the activity of cleaning/cooking/shopping/washing, etc.
- ▶ **to do yoga/judo, etc.** to perform the activity of yoga/judo, etc.
- ▶ **to do your homework** to complete the work that your teacher gives you to do at home

What is a collocation?

A collocation is *two words that are often used together*, such as the words **make** and **mistake** in 'Collocations you need' above. To a person who speaks English as their first language, these two-word combinations *sound right and natural together*.

Native speakers use collocations naturally, without having to learn them. Learners of English have to make an effort to remember these word combinations, or 'collocations'.

Exercise 1

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|---|-------------------------------------|
| 1 Our teacher gets very cross if we don't do | a an excuse about not feeling well. |
| 2 I didn't want to go out with Tom so I made | b cleaning. |
| 3 I'm not sure if I'm going to the party but I'll let you know when I've made | c our homework. |
| 4 Chris does most of the cooking so I do most of the | d such a mess! |
| 5 The only problem is that when Joe cooks he makes | e any arrangements yet. |
| 6 I don't know when we're meeting or where – we haven't made | f a decision. |

Exercise 2

Use the verbs **make** or **do** to complete the sentences. Remember to use the correct form of the verbs.

- 1 If you'll excuse me, I just need to make a phone call.
- 2 She _____ one or two spelling mistakes in her essay.
- 3 Isabel _____ judo every Thursday evening.
- 4 Make sure you _____ your homework, Jason.
- 5 My little brother _____ such a mess when he's painting.
- 6 Have you _____ any arrangements for the weekend yet?
- 7 I didn't want to go to the party so I _____ an excuse about having to work.
- 8 I have to _____ the shopping for the party this morning.



Putting collocations together...

48.2

- ▶ **to have a baby** to produce a child
- ▶ **to have a party** to arrange an event where a group of people enjoy themselves by talking, dancing, eating, etc.
- ▶ **to have fun** to enjoy yourself
- ▶ **to have/take a shower** to stand under falling water to wash yourself
- ▶ **to make an effort** to try hard to do something
- ▶ **to make friends** to start to know and like someone
- ▶ **to take/have a look** to look at something
- ▶ **to take a photograph** to make a picture of something with a camera

Collocations in this book



There is a lot of helpful information on collocations in the 'Putting words together' sections of this book. For example, the unit 'Crime' tells you that people **commit a crime** or **commit murder**. (They do not 'do a crime' or 'do murder'.) The same unit also tells you that an action that is not allowed by law is **against the law**. You will also find useful collocation information in some exercises, for example, in the unit 'Computers':

- ▶ *Before you go onto the website, you need to [open/enter] a password.*
(**Enter a password** is the correct collocation.)

Note that collocations have other names. For example, some people call them 'word partners' or 'word pairs'.

Exercise 3



48.3

Four incorrect collocations are used in each of the following emails. Circle and correct them below. Listen and check.

My aunt and uncle made a party last Saturday to celebrate the birth of their first child. My aunt got a baby girl a month ago. Most of my family were there, including my favourite cousins, so we all had a lot of fun. I made a lot of photos of the baby (she's very pretty!) I'll bring them with me when we meet up so you can do a look at them.

College is really fun. I'm doing an effort to get to know the people on my course. Most of them are really nice and I'm finding a lot of friends. Anyway, I must go. I have to make a shower before our guests arrive. It's Jenny's birthday so we're doing a party for her.

- 1 had a party 3 _____
2 _____ 4 _____

- 5 _____ 7 _____
6 _____ 8 _____

Exercise 4

Choose the correct collocation to complete each sentence. You will find the collocations for this exercise in other units of the book.

- 1 He [got/turned/went] dressed and went downstairs.
- 2 [Strong/Big/Heavy] snow is causing problems for travellers.
- 3 I [scored/won/made] three goals!
- 4 Helena Lewis [does/makes/plays] the part of the young ballet dancer in her latest movie.
- 5 I [made/took/had] your advice, Lucy, and bought the red dress.
- 6 If you're looking for a nice restaurant to go to, could I [make/do/say] a suggestion?
- 7 You know Emma – she's tall and blonde and she [wears/holds/takes] glasses.
- 8 The [end/final/ultimate] score was 4–1.

Use the words you've learned...

Find examples of collocations in other units of this book and put them into sentences.

49/ Phrasal verbs: relationships and work

Words you need...



- ▶ **to bring someone up/bring up someone** to take care of a child until it is an adult
- ▶ **to fall out** to stop being friends
- ▶ **to get on** If people get on, they like each other.
- ▶ **to get over something** to stop being upset about something
- ▶ **to get together** to meet in order to spend time together
- ▶ **to go out with someone** to be someone's boyfriend or girlfriend
- ▶ **to look after someone** to make sure that someone stays safe
- ▶ **to look forward to something** to feel happy about something that is going to happen
- ▶ **to rely on someone** to be able to trust someone
- ▶ **to split up** to end a relationship

What are phrasal verbs?



Phrasal verbs are single units of meaning, formed with a verb and a particle (a preposition or adverb such as **in, up, around, off**). A few phrasal verbs (e.g. **look forward to**) have two particles.

It is often impossible to guess the meaning of a phrasal verb from knowing the meaning of the verb and the particle. For instance 'fall out' means to

stop being friends with someone – it doesn't mean 'falling'. You need to learn phrasal verbs as a single unit, just like any other verb.

Phrasal verbs may seem difficult, but they are used very often, and your English will sound more natural if you use them. You probably know several already (e.g. **wake up, sit down, fall over**).

Exercise 1



Use the correct phrasal verbs to complete what each person says about their friends and families. Make sure you use the correct form of the verbs. Listen and check.

rely on bring up look after ~~go out with~~ get over split up

I started ¹ going out with Joe when we were both still at school. He was the first boy I really loved, and when we ² _____ I cried for about a week! Of course, I ³ _____ it eventually, and now I'm married to Elliot.



My parents ⁴ _____ us _____ on a farm. I was the eldest child, with three brothers. Mum and Dad were always working, so I had to ⁵ _____ the boys quite a lot. We're still very close, and I can always ⁶ _____ them to help me if I need it.



Exercise 2

Put the words in the correct order to make sentences.

- 1 my parents split/still very young/up when I was
My parents split up when I was still very young.
- 2 to spending/I'm looking forward/time with you

- 3 out with/has fallen/his colleagues/my brother

- 4 mum don't really/my sister and my/get on very well

More words you need...



- ▶ **to call someone back** to phone someone who has phoned you earlier
- ▶ **to carry out something/carry something out** to do something such as a piece of work
- ▶ **to close down something/close something down** to end a business
- ▶ **to deal with something/someone** to do what needs to be done with someone or something
- ▶ **to give something away/give away something** to give something to someone without asking for money
- ▶ **to run out of something** to have used all of something so that there is none left
- ▶ **to set up something/set something up** to start an organization or a business
- ▶ **to take on someone/take someone on** to give someone a job
- ▶ **to turn down something/turn something down** to refuse to accept something

Separating phrasal verbs



Some phrasal verbs can be used with the two parts separated. For instance, you can say:

- ▶ *She set up the business.* or *She set the business up.*

If you use a pronoun (a word like **it**, **her**, **us**) with a phrasal verb that can be separated, it must always go before the particle:

- ▶ *She set it up.* NOT *She set up it.*

Other phrasal verbs are never separated:

- ▶ *I deal with all the email.* NOT *I deal all the email with.*

The 'Words you need' boxes show you the patterns that are possible for each phrasal verb in this unit.

Exercise 3

Use phrasal verbs to complete the sentences. Remember to use the correct form of the verbs.

- It was a difficult decision, but we are going to close down our factory in Ireland.
- We're planning to _____ to celebrate Jim's birthday.
- When I lost my job in the bank, I decided to _____ my own business.
- We are _____ free tickets to a London show with every TV we sell.
- The office printer has _____ paper – we need to order some more.

Exercise 4

Rewrite the sentences including the words in brackets in the correct places. For two of the sentences, there are two possible answers.

- They offered me the job, but I turned down. [it]

- My sister set up in 2009. [her business]

- Amy called, so I said you'd call back later. [her]

- Could you deal with from a customer? [this letter]

- I'm planning to take on. [another sales person]

Exercise 5



Use phrasal verbs in the box to complete this dialogue. Listen and check.

carry out set up turn down

- Heidi:** You have your own firm, don't you, Leah?
- Leah:** Yes, I ¹ set up the business in 2008.
- Heidi:** And what does your firm do?
- Leah:** We ² _____ research for drugs companies.
- Heidi:** And is your firm successful?
- Leah:** Oh, yes. In fact, we're so busy, we often have to ³ _____ work.

Use the words you've learned...

Find examples of phrasal verbs in other units of this book and put them into sentences.

50/Idioms

Words you need...



What is an idiom?



An idiom is a group of words that together have a meaning that is different from the meanings of the separate words. Idioms are used a lot in English, often as a more interesting or stronger way of saying a particular thing. For example, if you want to say

that someone is very pleased about something, you might use the idiom **over the moon**:

- **A:** I bet Jamie is pleased with himself for winning the competition.
- **B:** Oh, he's absolutely over the moon!

Exercise 1

Match the pictures above (a–h) with the idioms in **bold** below (1–8).

- | | |
|--|--|
| 1 Eliza broke his heart when she left him. _____ g | 5 Karl and I don't really see eye to eye . _____ |
| 2 Adam gave/lent me a hand moving the boxes. _____ | 6 Susie's son is behaving very badly and I think she needs to put her foot down . _____ |
| 3 Charlie needs my help. I can't turn my back on him . _____ | 7 I wanted to tell him how angry I was and I really had to bite my tongue . _____ |
| 4 You have a problem. You can't just bury your head in the sand . _____ | 8 Nick might take you to the game if you twist his arm . _____ |

Exercise 2

Match the idioms (1–8) with the explanations (a–h).

- | | |
|---------------------------------|---|
| 1 to break someone's heart | a to refuse to help someone |
| 2 to give/lend someone a hand | b to make someone very sad |
| 3 to turn your back on someone | c to help someone |
| 4 to bury your head in the sand | d to tell someone in a strong way to stop what they are doing |
| 5 to see eye to eye | e to stop yourself from saying something that would upset someone |
| 6 to put your foot down | f to pretend that there is no problem |
| 7 to bite your tongue | g to agree on a subject |
| 8 to twist someone's arm | h to talk to someone and persuade them |

Exercise 3

Fill the gaps with parts of the body to complete the idioms in these sentences.

- 1 She knows there's a problem but she chooses to bury her head in the sand.
- 2 Sometimes you have to bite your _____ to avoid upsetting someone.
- 3 When it's someone in the family who is in trouble, you can't turn your _____ on them.
- 4 It broke his _____ when his wife died.
- 5 I don't see _____ to _____ with Michael on a lot of different subjects.
- 6 Your dad will drive you there if you twist his _____.
- 7 Your boss has been treating you badly. It's time to put your _____ down!
- 8 Could you give me a _____ moving these chairs, please?

Exercise 4 50.2

Match the pictures on the right (a-h) with the idioms relating to food or eating below (1-8). Listen and check.

- | | |
|---|-------------------------------------|
| 1 to bite off more than you can chew <u>b</u> | 5 to eat like a horse _____ |
| 2 the icing on the cake _____ | 6 to spill the beans _____ |
| 3 a couch potato _____ | 7 to have a lot on your plate _____ |
| 4 to cry over spilt milk _____ | 8 to not be your cup of tea _____ |

Exercise 5

Now read these sentences containing the same idioms and try to match them (1-8) with their meanings (a-h).

- | | |
|---|--|
| 1 I didn't want to tell anybody our news but then Ed spilled the beans! | a eats a lot |
| 2 Come and play soccer with me – don't be a couch potato! | b not something that you like |
| 3 My brother eats like a horse! | c told people information that was a secret |
| 4 She wants me to do a salsa class with her, but dancing is really not my cup of tea. | d has a lot of things she must do |
| 5 With her job and her studies, Emma already has a lot on her plate. | e tried to do too much or tried to do something that is too hard |
| 6 I was happy just to be part of the team, but winning the game today, well, that was the icing on the cake. | f a lazy person who spends too much time sitting and watching television |
| 7 I just don't think I can do this job. This time I've bitten off more than I can chew. | g feeling sad about something bad that you cannot change |
| 8 Yes, you made a mistake but now you have to get on with your life. It's no use crying over spilt milk. | h an extra good thing in a situation that is already good |



Use the words you've learned...

Use four or five of the idioms in this unit to describe people that you know or to describe something that happened to you.

Review F/ Language

45 Filling in forms

Use the words and phrases from the box to replace the underlined part of the sentences.

photocopy filling in signature sign form of identification document

- 1 You will need to show your passport or another thing that proves who you are.
- 2 This is an important piece of paper with official information on it. Keep it somewhere safe.
- 3 Did you write your name on the document?
- 4 Is this the original document or a copy of a document made with a machine that takes photographs?
- 5 She needed some help with writing all the information on the form.
- 6 Where do I write my name, written in the way I usually write it?



46 Using numbers

Match the written numbers (1–6) with the figures (a–f).

- | | |
|--|---------|
| 1 nine and three quarters | a 8 ½ |
| 2 four fifths | b 0 |
| 3 one thousand, three hundred and eighty-two | c 9 ¾ |
| 4 twelve and a quarter | d 12 ¼ |
| 5 one hundred and thirty-six | e 4/5 |
| 6 five point seven | f 136 |
| 7 eight and a half | g 5.7 |
| 8 zero | h 1,382 |

47 Countable and uncountable nouns

Look at each pair of sentences. Write U after the sentence where the underlined word is uncountable, and C after the sentence where the underlined word is countable.

- | | |
|--|--|
| 1 Remember to take your <u>baggage</u> with you. _____ | 4 There's very little <u>accommodation</u> in the town centre. _____ |
| She put her <u>bag</u> down on the floor. _____ | There are some very nice <u>apartments</u> by the water. _____ |
| 2 We bought a <u>table</u> at the weekend. _____ | 5 She was brushing her <u>hair</u> . _____ |
| We don't have much <u>furniture</u> . _____ | Yuck! There's a <u>hair</u> in my soup! _____ |
| 3 Louisa made an interesting <u>suggestion</u> . _____ | 6 Ann baked some <u>cakes</u> . _____ |
| Do you have any <u>advice</u> to give me? _____ | I've eaten so much <u>cake</u> this afternoon! _____ |

48 Collocations

Use the verbs from the box to complete the sentences.

make (x3) do (x2) have (x2) take (x1)

- 1 I can't come out tonight – I have to _____ my homework.
- 2 I have to _____ a decision about which course to take.
- 3 I went outside to _____ a telephone call.
- 4 Did you _____ many photographs while you were in New York?
- 5 Are you going to _____ a party to celebrate your birthday?
- 6 She's quite shy and finds it hard to _____ friends.
- 7 I _____ the cleaning and Peter cooks the meals.
- 8 I'm sure you'll _____ fun at the party.



49 Phrasal verbs: relationships and work

Match the first part of each sentence (1–6) with the second (a–f).

- | | |
|---|--|
| 1 Jayden and Bryce fell out over a year ago | a a bit later? |
| 2 How long has Molly been going out with | b my children two mornings a week while I'm at work. |
| 3 I'm really looking forward to | c and they haven't spoken to each other since. |
| 4 My mum looks after | d what time the film starts? |
| 5 Can I call you back | e my holiday. |
| 6 Did you find out | f her boyfriend? |

50 Idioms

Match the idioms (1–6) with the situations (a–f).

- | | |
|--|---|
| 1 I gave him a hand with his homework. | a I told him we were in trouble, but he didn't deal with it! |
| 2 The goal was the icing on the cake. | b I didn't like it but she's a friend so I didn't say anything. |
| 3 Sarah broke my heart. | c I don't understand the question! Can you help me? |
| 4 I bit my tongue. | d I really loved her but she didn't love me, so we split up. |
| 5 He buried his head in the sand. | e I was excited about my first match, and then I scored the winning goal too! |
| 6 I asked Jenny to spill the beans. | f Go on, tell me what they were doing! |

Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	lay	laid	laid
beat	beat	beaten	learn	learnt/learned	learnt/learned
become	became	become	leave	left	left
begin	began	begun	let	let	let
bite	bit	bitten	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	pay	paid	paid
catch	caught	caught	put	put	put
choose	chose	chosen	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
cut	cut	cut	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamt/dreamed	dreamt/dreamed	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	shoot	shot	shot
eat	ate	eaten	show	showed	shown
fall	fell	fallen	shut	shut	shut
feed	fed	fed	sing	sang	sung
feel	felt	felt	sink	sank	sunk
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelt/smelled	smelt/smelled
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	understand	understood	understood
hold	held	held	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written

Phrasal verbs

All of the phrasal verbs in this list are used in this book. The unit number where you will find each verb is written beside each verb. If you are not sure how to use this verb, you can turn to that unit and do the exercises on that page.

Phrasal verb	Unit	Phrasal verb	Unit
to apply for a job to send a letter or a form to say that you want a job	33	to key in information to use a keyboard to write words or numbers on the computer	30
to bring someone up/bring up someone to take care of a child until it is an adult	49	to look after someone to make sure that someone stays safe	49
to call someone back to phone someone who has phoned you earlier	49	to look forward to something to feel happy about something that is going to happen	49
to carry out something/carry something out to do something such as a piece of work	49	to look something up to search for information in a book or on the internet	44
to check in to go to a place at an airport where you show your ticket to someone before you travel	14	to meet up to meet someone else so you can do something with them	43
to click on something to press a button on your mouse to select something such as an icon, a link or a picture.	30	to pay something back to give someone the money that you borrowed from them	34
to close down something/close something down to end a business	49	to pick up something to lift something or someone with your hands	06
to deal with something/someone to do what needs to be done with someone or something	49	to put something away to put something in the place where you usually keep it	24
to dry up to make plates, bowls, knives, etc. dry using a piece of cloth	26	to put someone/something down to put something or someone on the floor or another surface	04
to eat out to eat in a restaurant	10	to put something on to make a piece of equipment start working	24
to fall out to stop being friends	49	to put on clothes or shoes to put clothes or shoes on your body or feet so you are wearing them	02
to find something out/find out something to discover a fact	44	to rely on someone to be able to trust someone	49
to fill in something to write all the information that you need to on a form	45	to run out of something to have used all of something so that there is none left	49
to fill out something to write all the information that you need to on a form	45	to set up something/set something up to start an organization or a business	49
to get back to return to your home at the end of a journey	14	to shut down a computer to turn off a computer	30
to get off something to leave a bus, train, etc.	17	to sit down to go from standing to sitting	06
to get on something to go onto a bus, train, etc.	17	to split up to end a relationship	49
to get on if people get on, they like each other	49	to stand up to go from sitting or lying down to standing	06
to get over something to stop being upset about something	49	to stay in to stay in your home in the evening	10
to get together to meet in order to spend time together	49	to take off clothes or shoes to take clothes or shoes off your body or feet so you are not wearing them any more	03
to give something away/give away something to give something to people without asking them for money	49	to take on someone/take someone on to give someone a job	49
to go out to go somewhere in order to do something that you enjoy	10	to turn around to change position so you are facing the other way	06
to go out with someone to be someone's boyfriend or girlfriend	49	to turn down something/turn something down to refuse to accept something	49
to have something on to be wearing something on your body	02	to turn something off to make a piece of equipment stop working	24
to invite someone over to ask someone to spend time at your home	24	to wash up to clean plates, bowls, knives, etc. in water	26

Track listing

CD Track Number	Track name	CD Track Number	Track name	CD Track Number	Track name	CD Track Number	Track name
1	Introduction	56	Unit 13 – 13.1	111	23.5	166	36.4
2	Unit 1 – 1.1	57	13.2	112	23.6	167	Unit 37 – 37.1
3	1.2	58	13.3	113	23.7	168	37.2
4	1.3	59	13.4	114	Unit 24 – 24.1	169	37.3
5	1.4	60	13.5	115	24.2	170	37.4
6	1.5	61	Unit 14 – 14.1	116	24.3	171	37.5
7	1.6	62	14.2	117	24.4	172	Unit 38 – 38.1
8	Unit 2 – 2.1	63	14.3	118	Unit 25 – 25.1	173	38.2
9	2.2	64	14.4	119	25.2	174	38.3
10	2.3	65	14.5	120	25.3	175	38.4
11	2.4	66	14.6	121	25.4	176	Unit 39 – 39.1
12	2.5	67	Unit 15 – 15.1	122	Unit 26 – 26.1	177	39.2
13	2.6	68	15.2	123	26.2	178	39.3
14	Unit 3 – 3.1	69	15.3	124	26.3	179	39.4
15	3.2	70	15.4	125	26.4	180	Unit 40 – 40.1
16	3.3	71	15.5	126	26.5	181	40.2
17	3.4	72	Unit 16 – 16.1	127	Unit 27 – 27.1	182	40.3
18	3.5	73	16.2	128	27.2	183	40.4
19	Unit 4 – 4.1	74	16.3	129	27.3	184	40.5
20	4.2	75	16.4	130	27.4	185	Unit 41 – 41.1
21	4.3	76	Unit 17 – 17.1	131	Unit 28 – 28.1	186	41.2
22	4.4	77	17.2	132	28.2	187	41.3
23	4.5	78	17.3	133	28.3	188	41.4
24	Unit 5 – 5.1	79	17.4	134	28.4	189	41.5
25	5.2	80	17.5	135	28.5	190	Unit 42 – 42.1
26	Unit 6 – 6.1	81	17.6	136	Unit 29 – 29.1	191	42.2
27	6.2	82	Unit 18 – 18.1	137	29.2	192	42.3
28	6.3	83	18.2	138	29.3	193	42.4
29	Unit 7 – 7.1	84	18.3	139	29.4	194	Unit 43 – 43.1
30	7.2	85	18.4	140	Unit 30 – 30.1	195	43.2
31	7.3	86	18.5	141	30.2	196	43.3
32	7.4	87	Unit 19 – 19.1	142	30.3	197	43.4
33	Unit 8 – 8.1	88	19.2	143	30.4	198	Unit 44 – 44.1
34	8.2	89	19.3	144	Unit 31 – 31.1	199	44.2
35	8.3	90	19.4	145	31.2	200	44.3
36	8.4	91	19.5	146	31.3	201	Unit 45 – 45.1
37	Unit 9 – 9.1	92	Unit 20 – 20.1	147	31.4	202	45.2
38	9.2	93	20.2	148	Unit 32 – 32.1	203	45.3
39	9.3	94	20.3	149	32.2	204	45.4
40	9.4	95	20.4	150	32.3	205	Unit 46 – 46.1
41	9.5	96	20.5	151	32.4	206	46.2
42	Unit 10 – 10.1	97	Unit 21 – 21.1	152	Unit 33 – 33.1	207	46.3
43	10.2	98	21.2	153	33.2	208	46.4
44	10.3	99	21.3	154	33.3	209	46.5
45	10.4	100	21.4	155	33.4	210	46.6
46	10.5	101	21.5	156	33.5	211	Unit 47 – 47.1
47	Unit 11 – 11.1	102	Unit 22 – 22.1	157	Unit 34 – 34.1	212	47.2
48	11.2	103	22.2	158	34.2	213	Unit 48 – 48.1
49	11.3	104	22.3	159	Unit 35 – 35.1	214	48.2
50	11.4	105	22.4	160	35.2	215	48.3
51	11.5	106	22.5	161	35.3	216	Unit 49 – 49.1
52	Unit 12 – 12.1	107	Unit 23 – 23.1	162	35.4	217	49.2
53	12.2	108	23.2	163	Unit 36 – 36.1	218	49.3
54	12.3	109	23.3	164	36.2	219	49.4
55	12.4	110	23.4	165	36.3	220	Unit 50 – 50.1
						221	50.2

Word list

Note: the numbers in this word list refer to **units**, not pages.

a–b

about 12 ► **(He's) about (thirty)** 1 ► **I'm sorry about the mess** 40 /ə'baʊt/
absolutely 41, 42 /'æbsəlu:tli/
accident 35 /'æksɪdənt/
accurate 44 /'ækjərət/
ache 8 /eɪk/
action movie 11 /'ækʃn ,mu:vi/
actually 41 /'æktʃəli/
add 27 /æd/
address 37 /ə'dres/
adjective 32 /'ædʒɪktɪv/
adverb 32 /'ædvɜ:b/
advice 44 /əd'vaɪs/
afraid ► **I'm afraid** 40, 41 /ə'freɪd/
against ► **against the law** 36 ► **to be against something** 41 /ə'genst/
agree 41 /ə'ɡri:/br/>
airport 14 /'eəpɔ:t/
aisle 29 /aɪl/
amazed 4 /ə'meɪzd/
ankle 5 /'æŋkl/
annoyed 4 /ə'nɔɪd/
apartment block 16 /ə'pɑ:tmənt ,blɒk/
apply 33, 45 /ə'plai/
appointment 8, 43 /ə'pɔɪntmənt/
appreciate 40 /ə'pri:ʃiət/
argue 38 /'ɑ:gju:/br/>
argument 38 /'ɑ:gjəmənt/
arm 5 ► **twist (someone's) arm** 50 /ɑ:m/
armchair 25 /'ɑ:mʃeə(r)/br/>
around ► **(She's) around (fifty)** 1 /ə'raʊnd/
arrange 43 /ə'reɪndʒ/
arrest 36 /ə'rest/
arrive 14 /ə'raɪv/
article 32 /'ɑ:tɪkl/
atlas 12 /'ætləs/
ATM 34 /,eɪ ,ti: 'em/
attractive 1 /ə'træktɪv/
audience 10 /'ɑ:diəns/
aunt 9 /ɑ:nt/
author 12 /'ɔ:θə(r)/br/>
awful 42 /'ɔ:fl/
baby 48 /'beɪbi/
back 5 ► **turn (your) back on someone** 50 /bæk/
bad ► **in a bad mood** 4 /bæd/
bag 29 /bæg/
baggage 14 /'bæɡɪdʒ/
bake 27 /beɪk/
bakery 29 /'beɪkəri/
balance 6 /'bæləns/

balcony 16 /'bælkəni/
bald 1 /bɔ:ld/
band 10 /bænd/
bar 29 /bɑ:(r)/br/>
basic 44 /'beɪsɪk/
basket 29 /'bɑ:skɪt/
beach 18 /bi:tʃ/
beak 21 /bi:k/
bean ► **spill the beans** 50 /bi:nz/
bear ► **can't bear something** 42 /beə(r)/br/>
beard 1 /biəd/
beat 5, 13 /bi:t/
bed ► **go to bed** 24 ► **make the bed** 24 /bed/
bedroom 25 /'bedru:m/
beef 28 /bi:f/
belt 2 /belt/
bend 5 /bend/
best ► **best friend** 9 /best/
better ► **get better** 8 /'betə(r)/br/>
bill 34 /bɪl/
billion 46 /'bɪljən/
birth ► **place of birth** 45 /'bɜ:θ/
birth certificate 45 /'bɜ:θ sətɪfɪkət/
birthday card 37 /'bɜ:θdeɪ ,kɑ:d/
bite ► **bite (your) tongue** 50 ► **bite off more than (you) can chew** 50 /baɪt/
blank 45 /blæŋk/
blanket 25 /'blæŋkɪt/
blind 25 /blaɪnd/
blonde 1 /blɒnd/
blood 5 /blʌd/
blow ► **the wind is blowing** 19 /bləʊ/
blue ► **blue sky** 19 /blu:/br/>
boil 26, 27 /bɔɪl/
bone 5 /bəʊn/
book arrange 14 /bʊk/
bookshelf 25 /'bʊkʃelf/
boot 2 /bu:t/
borrow 34 /'bɒrəʊ/
boss 33 /bɒs/
bottle 29 /'bɒtl/
bottom 22 /'bɒtəm/
bowl 26 /bəʊl/
box 29 /bɒks/
brain 5 /breɪn/
break damage 35 ► **break (your) leg / arm** 8
 ► **break the law** 36 ► **break (your) (promise)** 38
 ► **break (someone's) heart** 50 /breɪk/
breakfast cereal 28 /'brekfəst ,sɪəriəl/
bring up 49 /,brɪŋ 'ʌp/

- broiler** 26 /'brɔɪlə(r)/
brush ► **brush (your) hair** 24 /brʌʃ/
build 23 /bɪld/
burn 35 /bɜːn/
bury ► **bury (your) head in the sand** 50 /beri/
busy 16, 43 /'bɪzi/
button 2 /'bʌtn/
call *verb* 21, 36, 37 /kɔːl/
call *noun* ► **international/local call** 37 ► **make a (telephone) call** 48 /kɔːl/
call back 49 /,kɔːl 'bæk/
calm 4, 18 /kɑːm/
can 29 /kæn/
cancel 43 /'kænsəl/
cancer 8 /'kænsə(r)/
capital letter 32, 45 /,kæpɪtl 'letə(r)/
captain 13 /'kæptɪn/
car 47 /kɑː(r)/
car park 17 /'kɑː,pɑːk/
card 37 /kɑːd/
cardboard 23 /'kɑːdbɔːd/
career 33 /kə'riə(r)/
carnival 15 /'kɑːnɪvl/
carpet 25 /'kɑːpɪt/
carry 6 /'kæri/
carry out 49 /,kæri 'aʊt/
cart 29 /kɑːt/
carton 29 /'kɑːtn/
cash 34 /kæʃ/
castle 15 /'kɑːsl/
catch in hands 6 ► **catch a movie** 11 /kæʃ/
cathedral 15 /kə'thiːdrəl/
cell phone 37 /'sel ,fəʊn/
cereal 28 /'sɪəriəl/
certainly 41 /'sɜː(r)tnli/
certificate 45 /sə(r)'tɪfɪkət/
chair 47 /tʃeə(r)/
change train 17; **money** 34 ► **change (your) mind** 7 /tʃeɪndʒ/
chapter 12 /'tʃæptə(r)/
character 12 /'kærəktə(r)/
charge 34 /tʃɑːdʒ/
chat 38 /tʃæt/
check 37 /tʃek/
check in 14 /,tʃek 'ɪn/
checkout 29 /'tʃekaʊt/
checkout counter 29 /'tʃekaʊt ,kaʊntə(r)/
cheek 5 /tʃiːk/
cheerful 3 /'tʃiːfʊl/
chemical 20 /'kemɪkl/
chest 5 /tʃest/
chest of drawers 25 /,tʃest əv 'drɔːz/
chicken 28 /'tʃɪkɪn/
chin 5 /tʃɪn/
chocolate 29 /'tʃɒklət/
chop 27 /tʃɒp/
chopping board 27 /'tʃɒpɪŋ ,bɔːd/
cinema 11 /'sɪnəmə/
city centre/center 16 /,sɪti 'sentə(r)/
classmate 31 /'klaːsmet/
claw 21 /kloː/
clear *adj* 44 ► **clear sky** 19 /kliə(r)/
click 30 /kɪk/
climate 20 /'klaɪmət/
climb 6, 18 /klaɪm/
close ► **close a document/file** 30 /kloʊz/
close down 49 /,kloʊz 'daʊn/
coal 20 /kəʊl/
code 37 /kəʊd/
coin 34 /kɔɪn/
cold 8 /kəʊld/
collar 2 /'kɒlə(r)/
colleague 9 /'kɒliːg/
come ► **come to a decision** 7 /kʌm/
comedy 11 /'kɒmədi/
comma 32 /'kɒmə/
commit 36 /kə'mɪt/
complain 38 /kəm'pleɪn/
completely 41 /kəm'pliːtli/
concert 10 /'kɒnsə(r)t/
confused 35 /kən'fjuːzd/
conjunction 32 /kən'dʒʌŋkʃn/
consider 7 /kən'sɪdə(r)/
cookbook 12 /'kʊkbʊk/
cooker 26 /'kʊkə(r)/
cool *exclamation* 39; **good** 42 /kuːl/
copy 45 /'kɒpi/
cost 34 /kɒst/
couch potato 50 /'kaʊtʃ pə'tetəʊ/
cough 8 /kɒf/
counter 28 /'kaʊntə(r)/
course *meal* 28; *education* 31 ► **of course** 39 /kɔː(r)s/
cousin 9 /'kʌzn/
cream 28 /kriːm/
creamy 28 /'kriːmi/
create 30 /kri'eɪt/
crime 36 /kraɪm/
criminal 36 /'krɪmɪnl/
crowded 16 /'kraʊdɪd/
cry 4 ► **cry over spilt milk** 50 /kraɪ/
cup 26 ► **not be (your) cup of tea** 50 /kʌp/

Word list

c-f

- cupboard** 26 /'kʌbəd/
curly 1 /'kɜ:(r)li/
current 45 /'kʌrənt/
curtain 25 /'kɜ:tn/
cushion 25 /'kʊʃn/
customer 29 /'kʌstəmə(r)/
damage 20, 36 /'dæmɪdʒ/
dark 1, 22 /dɑ:k/
date ▶ **date of birth** 45 /deɪt/
datebook 43 /'deɪtbʊk/
deal with 49 /'di:l ˌwɪð/
death certificate 45 /'deθ səˌtɪfɪkət/
decide 7, 28 /dɪ'saɪd/
decision 7 /dɪ'sɪʒn/
decorate 23 /'dekəreɪt/
deep ▶ **deep blue/red** 22 /di:p/
definitely 41 /'defɪnətli/
degree 31 /dɪ'ɡri:/
delay 35 /dɪ'leɪ/
delicious 28 /dɪ'lɪʃəs/
describe 22 /dɪ'skraɪb/
desk 25 /desk/
dessert 28 /də'zɜ:t/
diary 43 /'daɪəri/
dictionary 12 /'dɪkʃnəri/
different 22 /'dɪfrənt/
direct 17 /də'rekt, dɪ-, daɪ-/
director 11 /də'rektə(r), dɪ-, daɪ-/
disagree 41 /dɪsə'ɡri:/
disappointed 4 /dɪsə'pɔɪntɪd/
discuss 38 /dɪ'skʌs/
discussion 38 /dɪ'skʌʃn/
disgusting 42 /dɪs'ɡʌstɪŋ/
dish 27 /dɪʃ/
dishcloth 26 /'dɪʃklɒθ/
dishes ▶ **wash the dishes** 24 /'dɪʃɪz/
dishwasher 24, 26 /'dɪʃwɒʃə(r)/
dislike 42 /dɪs'laɪk/
disturb 40 /dɪs'tɜ:b/
divided by 46 /dɪ'vaɪdɪd ˌbaɪ/
divorce certificate 45 /dɪ'vɔ:s səˌtɪfɪkət/
do ▶ **do the housework** 24 ▶ **do a course** 31 ▶ **do (your) homework** 31 /du:/
document 30, 45 /'dɒkjəmənt/
double 46 ▶ **double room** 14 /'dʌbl/
double click 30 /'dʌbl ˌklɪk/
downstairs 25 /daʊn'steəz/
downtown 16 /'daʊntaʊn/
draw 13 /drɔ:/
drawer 25 /drɔ:(r)/
dressed ▶ **get dressed** 2 /drest/
dressing 28 /'dresɪŋ/
driver 17 /'draɪvə(r)/
drop 6, 35 /drɒp/
dry weather 19 ▶ **dry season** 19 ▶ **dry the dishes** 26 /draɪ/
dry up 26 /ˌdraɪ ˈʌp/
dull 42 /dʌl/
duvet 25 /'du:veɪ/
earliest ▶ **earliest memories** 7 /ˌɜ:liəst/
earn ▶ **earn a living** 34 /ɜ:n/
eat ▶ **eat like a horse** 50 /i:t/
eat out 10, 28 /i:t ˈaʊt/
edge 22 /edʒ/
eighth 46 /eɪtθ/
elbow 5 /'elbəʊ/
electricity 20 /ɪlek'trɪsəti/
email 37 /'i:meɪl/
employ 33 /ɪm'plɔɪ/
encyclopedia 12 /ɪnsaɪklə'pi:diə/
ending 11 /'endɪŋ/
energy fuel 20 ▶ **full of energy** 3 /'enədʒi/
enjoyable 42 /ɪn'dʒɔɪəbl/
enormous 22 /ɪ'nɔ:məs/
enter ▶ **enter a password** 30 /'entə(r)/
envelope 37 /'envələʊp/
environment 20 /ɪn'vaɪrənmənt/
equals 46 /'i:kwəlz/
essay 31 /'eseɪ/
exam 31 /ɪg'zæm/
examine 8 /ɪg'zæmɪn/
excited 4 /ɪk'saɪtɪd/
exciting 39 /ɪk'saɪtɪŋ/
exclamation mark 32 /ɪksklə'meɪʃn ˌmɑ:k/
excursion 15 /ɪk'skɜ:ʃn/
excuse 48 /ɪk'skju:s/
exercise 31 /'eksəsaɪz/
experience 33 /ɪk'spɪəriəns/
explain 44 /ɪk'spleɪn/
explanation 44 /ˌeksplə'neɪʃən/
eye ▶ **see eye to eye** 50 /aɪ/
eyebrow 5 /'aɪbrəʊ/
eyelash 5 /'aɪlæʃ/
face 5 /feɪs/
factory 33 /'fæktəri/
fail ▶ **fail an exam** 31 /feɪl/
fall out 49 /ˌfɔ:l ˈaʊt/
fall over 6 /ˌfɔ:l ˈəʊvə(r)/
family ▶ **family friend** 9 /'fæməli/
famous 15 /'feɪməs/
fan 13 /fæn/
fantastic 39 /fæn'tæstɪk/

f-h

- far** 17 /fɑ:(r)/
farm ▶ **farm animal** 21 /fɑ:m/
fashionable 2 /'fæʃnəbl/
faucet 26 /'fəʊsɪt/
feather 21 /'feðə(r)/
feed 21 /fi:d/
feel *emotion* 4; *physical* 5, 8 /fi:l/
feeling ▶ **hide/show (your) feelings** 4 /'fi:lɪŋ/
fence 16 /fens/
festival 15 /'festɪvl/
fiction 12 /'fɪkʃn/
field 18 /fi:ld/
fifth 46 /fɪfθ/
file 30 /faɪl/
fill in 45 /,fɪl 'ɪn/
fill out 45 /,fɪl 'aʊt/
film 11 /fɪlm/
final ▶ **final score** 13 /'faɪnl/
find 29, 42 /faɪnd/
find out 44, 49 /,faɪnd 'aʊt/
fine *punishment* 36; *agreement* 40 /faɪn/
finger 5 /'fɪŋɡə(r)/
fingernail 5 /'fɪŋɡəneɪl/
fire ▶ **fire someone** 33 /'faɪə(r)/
first 46 /fɜ:st/
fit 2 /fɪt/
fix *attach* 23; *arrange* 43 /fɪks/
flavour/ flavor 28 /'fleɪvə(r)/
flight 14 /flaɪt/
flood 20 /flʌd/
flow 5, 18 /fləʊ/
flu 8 /flu:/
fly 14 /flaɪ/
fog 19 /fɒɡ/
foggy 19 /'fɒɡi/
folder 30 /'fəʊldə(r)/
foot 5 ▶ **put (your) foot down** 50 /fʊt/
for 41 /fɔ:(r), fə(r)/
forehead 5 /'fɔ:hed, 'fɒrɪd/
forget 7 /fə'get/
fork 26 /fɔ:k/
form 45 /fɔ:m/
formal 32 /'fɔ:ml/
fourth 46 /fɔ:θ/
free 17, 43 /fri:/
freezer 26 /'fri:zə(r)/
fresh 28 /fref/
fridge 26 /frɪdʒ/
friend 9 /frend/
friendly 3 /'frendli/
frozen 28 /'frəʊzn/
fry 27 /fraɪ/
frying pan 27 /'fraɪŋ ,pæn/
fuel 20 /'fju:əl/
full ▶ **full of energy** 3 ▶ **full name** 45 /fʊl/
full stop 32 /,fʊl 'stɒp/
full-time 33 /'fʊl ,taɪm/
fun ▶ **good fun** 3 /fʌn/
fur 21 /fɜ:(r)/
furious 4 /'fjʊəriəs/
furniture 47 /'fɜ:nɪʃə(r)/
game 13 /geɪm/
gas 20 /ɡæs/
gate 16 /geɪt/
gentle ▶ **a gentle slope** 18 /'dʒentl/
get ▶ **get dressed/undressed** 2 ▶ **get better** 8
 ▶ **get married** 9 ▶ **get together** 10, 49 ▶ **get worse** 19
 ▶ **get confused** 35 /get/
get back 14 /,get 'bæk/
get into ▶ **get into groups of (four)** 32
 ▶ **get into an argument** 38 /,get 'ɪntu/
get off 17 /,get 'ɒf/
get on *become friends* 49 ▶ **get on (something)** 17 /,get 'ɒn/
get over 49 /,get 'əʊvə(r)/
give ▶ **give someone a hand** 50 /ɡɪv/
give away 49 /,ɡɪv ə'weɪ/
glass 26 /ɡlɑ:s/
glasses 1 /'ɡlɑ:sɪz/
go ▶ **go grey/gray** 1 ▶ **go to a concert/the theatre** 10
 ▶ **go by car/train** 14 ▶ **go on a guided tour of** 15
 ▶ **go to bed** 24 ▶ **go wrong** 35 /ɡəʊ/
go out 10 /,ɡəʊ 'aʊt/
go out with 49 /,ɡəʊ 'aʊt ,wɪð/
goal 13 /ɡəʊl/
good ▶ **good sense of humour** 3 ▶ **good fun** 3 ▶ **in a**
 good mood 4 ▶ **be good at** 31 ▶ **good value** 34 /ɡʊd/
grade 31 /ɡreɪd/
granddaughter 9 /'ɡrændɔ:tə(r)/
grandfather 9 /'ɡrænfɑ:ðə(r)/
grandmother 9 /'ɡrænmʌðə(r)/
grandparent 9 /'ɡrænpɛərənt/
grandson 9 /'ɡrænsʌn/
grey/gray 1 /ɡrei/
grill 26 /ɡrɪl/
ground floor 16 /,ɡraʊnd 'flɔ:(r)/
group 32 /ɡru:p/
guess 7 /ges/
guidebook 15 /'ɡaɪdbʊk/
guided tour 15 /,ɡaɪdɪd 'tuə(r)/
guilty 36 /'ɡɪlti/
gun 36 /ɡʌn/
hair 1 /heə(r)/

Word list

h-l

- half** 29, 46 /hɑ:f/
hammer 23 /'hæmə(r)/
hand ▶ **give/lend someone a hand** 50 /hænd/
happen ▶ **What happened?** 35 /'hæpən/
happy 4 ▶ **happy memories** 7 /'hæpi/
hate 42 /heit/
have ▶ **have a temperature** 8 ▶ **have a holiday** 14
 ▶ **I'm having the (fish)** 28 ▶ **have a baby** 48
 ▶ **have a look** 48 ▶ **have a party** 48
 ▶ **have a shower** 48 ▶ **have fun** 48 /hæv/
head ▶ **bury (your) head in the sand** 50 /hed/
headache 8 /'hedə:k/
hear 10, 11 /hɪə(r)/
heart 5 ▶ **break (someone's) heart** 50 /hɑ:t/
heart attack 8 /'hɑ:t ə,tæk/
heat 27 /hi:t/
heating 24 /'hi:tiŋ/
heavy ▶ **heavy rain/snow** 19 /'hevi/
heel 2 /hi:l/
help 40 /help/
helpful 3, 44 /'helpfl/
hide ▶ **hide (your) feelings** 4 /haɪd/
high 22 /haɪ/
high street 16 /'haɪ ,stri:t/
hill 18 /hɪl/
historic 15 /hɪ'stɔ:rɪk/
hob 26 /hɒb/
hold 6 /həʊld/
holiday 14 /'hɒlədeɪ/
homework 31, 48 /'həʊmwɜ:k/
honest 36 ▶ **to be honest** 41 /'ɒnɪst/
hoof 21 /hu:f/
horror movie 11 /'hɒrə ,mu:vi/
horse ▶ **eat like a horse** 50 /hɔ:s/
hot 28 /hɒt/
housework 24 /'haʊswɜ:k/
hug 6 /hʌg/
humour/humor ▶ **good sense of humour** 3 /'hju:mə(r)/
hundred 46 /'hʌndrəd/
hurt 8, 36 /hɜ:t/
ice 19, 20 /aɪs/
icing ▶ **the icing on the cake** 50 /'aɪsɪŋ/
icon 30 /'aɪkɒn/
ill 8 /ɪl/
imagination 7 /ɪmə'dʒɪ'neɪʃn/
imagine 7 /ɪ'mædʒɪn/
improve 19 /ɪm'pru:v/
informal 32 /ɪn'fɔ:ml/
information 30, 44 /ɪnfə'meɪʃn/
instructions 44 /ɪn'strʌkʃnz/
international 37 /ɪntə'næʃnəl/
invitation 43 /ɪnvɪ'teɪʃn/
invite 24 /ɪn'vaɪt/
iron 24 /'aɪən/
ironing 24 /'aɪənɪŋ/
island 18 /'aɪlənd/
jar 29 /dʒɑ:(r)/
jewellery/jewelry 47 /'dʒu:əlri/
joke 38 /dʒəʊk/
journey 14, 39 /'dʒɜ:ni/
judo 48 /'dʒu:dəʊ/
jug 26 /dʒʌg/
jump 6 /dʒʌmp/
keen 42 /ki:n/
keep ▶ **keep animals** 21 ▶ **keep a promise** 38 /ki:p/
kettle 26 /'ketl/
keyboard 30 /'ki:bɔ:d/
key in 30 /,ki: 'ɪn/
kilo 29 /'ki:ləʊ/
kind 3, 40 /kaɪnd/
knife 26, 27 /naɪf/
know 9 /nəʊ/
lake 18 /leɪk/
lamb 28 /læm/
lamp 25 /læmp/
laptop 30 /'læptɒp/
latest 11 /'leɪtɪst/
laugh 4 /lɑ:f/
laundry 24 /'ləʊndri/
law 36 /lɔ:/
lay ▶ **lay the table** 24 /leɪ/
lazy 3 /'leɪzi/
lead ▶ **in the lead** 13 /li:d/
leather 23 /'ledə(r)/
leave go away 14; forget to take 35 ▶ **leave a message** 37 /li:v/
lecture 31 /'lektʃə(r)/
left click 30 /'left ,klɪk/
leg 5 /leg/
lend money 34 ▶ **lend someone a hand** 50 /lend/
let 40 /let/
library 16 /'laɪbrəri/
lie 38 /laɪ/
lie down 6 /,laɪ 'daʊn/
lift ▶ **give someone/get a lift** 17 /lɪft/
light adjective 2, 19, 22 /laɪt/
light noun 25 /laɪt/
light switch 25 /'laɪt ,swɪtʃ/
lightning 19, 47 /'laɪtnɪŋ/
like ▶ **What's (someone/something) like?** 3, 10, 22, 42 /laɪk/
link 30 /lɪŋk/

I-n

- list** 44 /lɪst/
live music 10 /laɪv/
lively 3 /'laɪvli/
living ▶ **earn a living** 34 /'lɪvɪŋ/
living room 25 /'lɪvɪŋ ,ru:m/
local 15, 37 /'ləʊkl/
look ▶ **look ill/nice** 1 ▶ **look like (something)** 22 /lʊk/
look after 49 /,lʊk 'ɑ:ftə(r)/
look around 15 /,lʊk ə'raʊnd/
look for 33 /'lʊk ,fɔ:(r)/
look forward to 49 /,lʊk 'fɔ:wəd tə/
loose 2 /lu:s/
lose *not win* 13; *not find* 35
 ▶ **lose your job** 33 /lu:z/
loud ▶ **out loud** 32 /laʊd/
lovely 42 /'lʌvli/
low 22 /ləʊ/
lunch break 33 /'lʌntʃ ,breɪk/
made ▶ **made from** 23 ▶ **made(out) of** 23 /meɪd/
mail 37 /meɪl/
main course 28 /'meɪn ,kɔ:s/
main road 16 /,meɪn 'rəʊd/
make ▶ **make a joke** 3 ▶ **make someone happy/angry** 4
 ▶ **make an appointment** 8 ▶ **make sure** 23
 ▶ **make the bed** 24 ▶ **make a note** 32 ▶ **make a**
promise/suggestion 38 ▶ **make a call/decision/mess/**
mistake 48 ▶ **make an arrangement/effort/excuse** 48 ▶
make friends 48 /meɪk/
mall 16 /mɔ:l/
manage 43 /'mænɪdʒ/
mane 21 /meɪn/
map 15 /mæp/
market 16 /'mɑ:kɪt/
marriage certificate 45 /'mæɪrɪdʒ sə,tɪfɪkət/
married 9 /'mæɪrɪd/
match 13 /mætʃ/
mate 9 /meɪt/
material 23 /mə'tɪəriəl/
matter ▶ **What's the matter?** 35 ▶ **It doesn't matter** 40
 /'mætə(r)/
mattress 25 /'mætrəs/
mean 32 /mi:n/
meaning 32 /'mi:nɪŋ/
medicine 8 /'medsn/
meet 9, 39 /mi:t/
meet up 43 /,mi:t 'ʌp/
meeting 33 /'mi:tɪŋ/
melt 20, 27 /melt/
member 13 /'membə(r)/
memory 7 /'meməri/
mess 24, 48 /mes/
message 37 /'mesɪdʒ/
metal 23 /'metl/
middle-aged 1 /'mɪdl ,eɪdʒd/
milk ▶ **cry over spilt milk** 50 /mɪlk/
million 46 /'mɪljən/
mind ▶ **change (your) mind** 7 ▶ **Do you mind...?** 40
 ▶ **don't mind something** 42 /maɪnd/
minus 46 /'maɪnəs/
mirror 25 /'mɪrə(r)/
miss ▶ **miss something** 35 /mɪs/
mistake 35, 48 /mɪ'steɪk/
mix 27 /mɪks/
mixture 27 /'mɪkstʃə(r)/
mobile phone 37 /,məʊbaɪl 'fəʊn/
money 47 /'mʌni/
mood ▶ **in a good/bad mood** 4 /mu:d/
moon ▶ **over the moon** 50 /mu:n/
mountain 18 /'maʊntən/
mouse 30 /maʊs/
moustache 1 /mə'stu:ʃ/
movie 11 /'mu:vi/
movie theater 11 /'mu:vi ,θɪətər/
mug 26 /mʌg/
multiplied by 46 /'mʌltɪplaɪd ,baɪ/
murder 36 /'mɜ:də(r)/
nail 23 /neɪl/
narrow 22 /'nærəʊ/
nationality 45 /næ'ʃənəli/
neck 5 /nek/
necklace 47 /'nekləs/
neighbour/neighbor 9 /'neɪbə(r)/
nephew 9 /'nefju:/
nervous 4 /'nɜ:vəs/
nest 21 /nest/
net 13 /net/
nice 39 /naɪs/
niece 9 /ni:s/
nightclub 10 /'naɪtklʌb/
nightlife 10 /'naɪtlaɪf/
nil 13 /nɪl/
ninth 46 /naɪnθ/
noise 40 /nɔɪz/
noisy 16 /'nɔɪzi/
non-fiction 12 /,nɒn 'fɪkʃn/
not ▶ **not at all** 40 /nɒt/
note money 34 ▶ **make a note** 32 /nəʊt/
nought 46 /nɔ:t/
noun 32 /naʊn/
novel 12 /'nɒvl/
novelist 12 /'nɒvlɪst/
nuisance 39 /'nju:sns/

Word list

o-p

- of course** 39 /əv 'kɔ:s/
offer ▶ **offer someone a job** 33 /'ɒfə(r)/
office 33 /'ɒfɪs/
office block 16 /'ɒfɪs ,blɒk/
oil *fuel* 20; *cooking* 28 /ɔɪl/
okay 40 /əʊ'keɪ/
old ▶ **old friend** 9 /əʊld/
old-fashioned 2 /,əʊld 'fæʃnd/
on ▶ **have something on** 2 ▶ **on time** 14 ▶ **on (your)**
lunch break 33 ▶ **on the phone** 37 /ɒn/
online 30 /ɒn'laɪn/
open ▶ **open a file/document** 30 /'əʊpən/
opening hours 15 /'əʊpənɪŋ ,aʊəz/
operation 8 /ɒpə'reɪʃn/
opinion 41 /ə'pɪnjən/
order ▶ **out of order** 35 /'ɔ:də(r)/
original 45 /ə'rɪdʒənəl/
out ▶ **out loud** 32 ▶ **out of work** 33 ▶ **out of order** 35 /aʊt/
oven 26 /'ʌvən/
over ▶ **over the moon** 50 /əʊvə(r)/
owe 34 /əʊ/
pack 29 /pæk/
package 29 /'pækɪdʒ/
packet 29 /'pækɪt/
paid ▶ **get paid** 33 /peɪd/
pain 8 /peɪn/
painful ▶ **painful memories** 7 /'peɪnfl/
paint 23 /peɪnt/
pair ▶ **a pair of scissors** 23 ▶ **in pairs** 32 /peə(r)/
palace 15 /'pæləs/
pale 1, 22 /peɪl/
park ▶ **park (your) car** 17 /pɑ:k/
partner 32 /'pɑ:tnə(r)/
part-time 33 /'pɑ:t ,taɪm/
pass ▶ **pass an exam** 31 /pɑ:s/
passenger 17 /'pæsɪndʒə(r)/
passport 14 /'pɑ:spɔ:t/
password 30 /'pɑ:swɜ:d/
pasta 28 /'pæstə/
pavement 16 /'peɪvmənt/
paw 21 /pɔ:/
pay 34 /peɪ/
pay back 34 /,peɪ 'bæk/
PC 30 /,pi: 'si:/
pedestrian crossing 16 /pə,destriən 'krɒsɪŋ/
peel 27 /pi:l/
perform 10 /pə'fɔ:m/
performance 10 /pə'fɔ:məns/
period 32 /'pɪəriəd/
pet 21 /pet/
phone 37 /fəʊn/
photocopy 45 /'fəʊtəʊkɒpi/
pick up 6 /,pɪk 'ʌp/
piece ▶ **piece of fish** 29 ▶ **piece of advice** 44 /pi:s/
pillow 25 /'pɪləʊ/
pitch 13 /pɪtʃ/
place ▶ **swap places** 32 /pleɪs/
plan 43 /plæn/
planet ▶ **save the planet** 20 /'plænɪt/
plastic 23 /'plæstɪk/
plate 26 ▶ **have a lot on (your) plate** 50 /pleɪt/
play 10, 12 ▶ **play the role of** 11 /pleɪ/
player 13 /'pleɪjə(r)/
pleasant 42 /'pleznt/
please 40 /pli:z/
pleased 4 /pli:zd/
plus 46 /plʌs/
pocket 2 /'pɒkɪt/
poem 12 /'pəʊɪm/
poet 12 /'pəʊɪt/
poetry 12 /'pəʊɪtri/
point 46 /pɔɪnt/
police 36 /pə'li:s/
polite 3 /pə'laɪt/
pollution 20 /pə'lju:ʃn/
poor ▶ **Poor (you)!** 39 /pɔ:/
population 20 /pɒpjə'leɪʃn/
pork 28 /pɔ:k/
portion 28 /'pɔ:ʃn/
post 37 /pəʊst/
postcard 37 /'pəʊstkɑ:d/
postpone 43 /pəʊst'pəʊn/
pot 29 /pɒt/
pound 29 /paʊnd/
pour 19 /pɔ:(r)/
practical 44 /'præktɪkl/
prefer 42 /prɪ'fɜ:(r)/
prepare 24 /prɪ'peə(r)/
preposition 32 /prepə'zɪʃn/
press 6 /pres/
pretty 1 /'prɪti/
previous 45 /'pri:vɪəs/
print 30 /prɪnt/
printer 30 /'prɪntə(r)/
prison 36 /'prɪzn/
problem ▶ **no problem** 40 /'prɒbləm/
professor 31 /prə'fesə(r)/
promise 38 /'prɒmɪs/
pronoun 32 /'prəʊnaʊn/
pronounce 32 /prə'naʊns/
pronunciation 32 /prənʌnsi'eɪʃn/
protect 5, 20 /prə'tekt/

- pull** 6 /pʊl/
punish 36 /'pʌnɪʃ/
pupil 31 /'pjuːpl/
push 6 /pʊʃ/
put ▶ **put (your) foot down** 50 /pʊt/
put away 24 /,pʊt ə'weɪ/
put down 6 /,pʊt 'daʊn/
put on *clothes* 2; *machine* 24 /,pʊt 'ɒn/
quarter 46 /'kwɔːtə(r)/
question mark 32 /'kwɛstʃən ,mɑːk/
quiet 3 /'kwaɪət/
quotation marks 32 /kwəʊ'teɪʃn ,mɑːks/
race 13 /reɪs/
racket 13 /'rækɪt/
rainy ▶ **rainy season** 19 /'reɪni/
reach ▶ **reach a decision** 7 /riːtʃ/
really *surprise* 39; *emphasis* 42 /'riːəli/
receipt 29 /rɪ'siːt/
recent 45 /'riːsnt/
recently 12 /'riːsntli/
recipe 27 /'resəpi/
recycle 20 /riː'saɪkl/
reduce 20 /rɪ'djuːs/
refuse 38 /rɪ'fjuːz/
relation 9 /rɪ'leɪʃn/
relative 9 /'relatɪv/
rely on 49 /rɪ'laɪ ,ɒn/
remember 7 /rɪ'membə(r)/
remind 7 /rɪ'maɪnd/
reply 37 /rɪ'plai/
research 31 /rɪ'sɜːtʃ, 'riː-/
reserve 17 /rɪ'zɜːv/
return ▶ **return ticket** 17 /rɪ'tɜːn/
ride ▶ **give (someone)/get a ride** 17 /raɪd/
right ▶ **the right size** 23 ▶ **right click** 30 /raɪt/
rise ▶ **the sun rises** 18 ▶ **the temperature rises** 20 /raɪz/
river 18 /'rɪvə(r)/
rock 18 /rɒk/
role 11 /rəʊl/
romance 11 /rəʊ'mæns/
roof 16 /ruːf/
rough *sea* 18 *not smooth* 22 /rʌf/
route 17 /ruːt/
rude 3 /ruːd/
rug 25 /rʌg/
run out of 49 /,rʌn 'aʊt əv/
rush-hour ▶ **rush-hour traffic** 16 /'rʌʃ ,aʊə/
rush hour *noun* 16 /'rʌʃ ,aʊə/
salad 28 /'sæləd/
salary 33 /'sæləri/
sales clerk 29 /'seɪlz ,klaːk/
salty 28 /'sɔːlti, 'sɒlti/
sand *on beach* 18 ▶ **bury (your) head in the sand** 50 /sænd/
sandal 2 /'sændl/
sauce 28 /sɔːs/
saucepan 27 /'sɔːspən/
save *money* 34 ▶ **save the planet** 20 ▶ **save energy** 20
 ▶ **save a document/file** 30 /seɪv/
save up 34 /,seɪv 'ʌp/
saw 23 /sɔː/
scared 4 /skeəd/
scene 11 /siːn/
school 31 /skuːl/
science fiction 11 /,saɪəns 'fɪkʃn/
scientist 20 /'saɪəntɪst/
scissors 23 /'sɪzəz/
score 13 /skɔː(r)/
scream 4 /skriːm/
screen 4 /skriːn/
sea levels 20 /'siː ,levlz/
seat 17 /siːt/
seat belt 17 /'siːt ,belt/
second 46 /'sekənd/
see ▶ **see a band** 10 ▶ **see eye to eye** 50 /siː/
seem 4 /siːm/
send 37 /send/
sense ▶ **good sense of humour** 3 /sens/
serious 3 /'sɪəriəs/
serve 29 /sɜːv/
set ▶ **set in** 12 ▶ **the sun sets** 18 ▶ **set the table** 24 /set/
set up 49 /,set 'ʌp/
seventh 46 /'sevntʃ/
sew 23 /səʊ/
shame ▶ **What a shame!** 39 /ʃeɪm/
shape 22 /ʃeɪp/
sharp 22 /ʃɑːp/
shave 24 /ʃeɪv/
sheet 25 /ʃiːt/
shine ▶ **the sun is shining** 19 /ʃaɪn/
shocked 4 /ʃɒkt/
shop assistant 29 /'ʃɒp ə,sɪstənt/
shopping cart 29 /'ʃɒpɪŋ ,kɑːt/
shopping centre/center 16 /'ʃɒpɪŋ ,sentə(r)/
short 1 ▶ **be short of (something)** 34 /ʃɔːt/
shoulder 5 /'ʃəʊldə(r)/
shout 38 /ʃaʊt/
show *verb* 44 ▶ **show (your) feelings** 4 /ʃəʊ/
show *noun* 10 /ʃəʊ/
shower 48 /'ʃaʊə(r)/
shut down 30 /,ʃʌt 'daʊn/
shy 3 /ʃaɪ/
sick 8 /sɪk/

Word list

s-t

- side order** 28 /'saɪd ˌɔː(r)də(r)/
sidewalk 16 /'saɪdwɔːk/
sightseeing 15 /'saɪtsiːɪŋ/
sign 45 /saɪn/
signature 45 /'sɪɡnətʃə(r)/
similar 22 /'sɪmələ(r)/
single ▶ **single ticket** 17 ▶ **single room** 14 /'sɪŋɡl/
sink 26 /sɪŋk/
sit down 6 /,sɪt 'daʊn/
sixth 46 /sɪksθ/
skin 1 /skɪn/
sky 19 /skaɪ/
sleeve 2 /sliːv/
slice 27 /slaɪs/
slim 1 /slɪm/
slope 18 /sləʊp/
smart 2 /smɑːt/
smell 5 /smel/
smile 4 /smaɪl/
smooth 22 /smuːð/
snow 19 /snəʊ/
snowy 19 /'snəʊi/
sofa 25 /'səʊfə/
software 30 /'sɒftweə(r)/
solve 7 /sɒlv/
sound 28 /saʊnd/
sore ▶ **sore throat** 8 /sɔː/
sorry 40 /'sɒri/
soup 28 /suːp/
special effects 11 /,speʃl ɪ'fekts/
spell 32 /spel/
spend 34 /spend/
spicy 28 /'spɪsi/
spill make fall 35 ▶ **cry over spilt milk** 50 ▶ **spill the beans** 50 /spɪl/
split up 49 /,splɪt 'ʌp/
spoon 26 /spuːn/
sporty 3 /'spɔːti/
square 16 /skweə(r)/
stadium 13 /'steɪdiəm/
staff 33 /stɑːf/
stage 10 /steɪdʒ/
stairs 25 /steəz/
stamp 37 /stæmp/
stand ▶ **can't stand (something)** 42 /stænd/
stand up 6 /,stænd 'ʌp/
star 11 /stɑː(r)/
starter 28 /'stɑːtə(r)/
stay 14 /steɪ/
stay in 10 /,steɪ 'ɪn/
steal 36 /stiːl/
steep 18 /stiːp/
stir 27 /stɜː(r)/
stomach 5 /'stʌmək/
stomach ache 8 /'stʌmək ˌeɪk/
stone 18 /stəʊn/
storm 19, 47 /stɔːm/
story 12 /stɔːri/
stove 26 /stəʊv/
straight 1, 17 /streɪt/
strap 2 /stræp/
stream 18 /striːm/
streetlamp 16 /'striːtlæmp/
strict 3 /strikt/
string 23 /strɪŋ/
stroke 21 /strəʊk/
studies 31 /'stʌdiz/
study 25 /'stʌdi/
suggest 38, 44 /sə'dʒest/
suggestion 38, 44 /sə'dʒestʃən/
suit clothes 2 ▶ **Does (Friday) suit (you)?** 43 /suːt/
sun 19 /sʌn/
sun cream 19 /'sʌn ˌkriːm/
sunglasses 19 /'sʌŋɡləːsɪz/
sunny 19 /'sʌni/
support 5, 41 /sə'pɔːt/
sure 39, 40 /ʃʊə(r)/
surprised 4 /sə'praɪzd/
swap ▶ **swap places** 32 /swɒp/
switch off 26 /,swɪtʃ 'ɒf/
switch on 26 /,swɪtʃ 'ɒn/
tail 21 /teɪl/
take ▶ **take a decision** 7 ▶ **take (someone's) temperature** 8
 ▶ **take the dog for a walk** 21 ▶ **take an exam** 31
 ▶ **take a course in something** 31 ▶ **take a message** 37
 ▶ **take care** 39 ▶ **take a look** 48
 ▶ **take a photograph** 48 /teɪk/
take away 46 /,teɪk ə'weɪ/
take off 2 /,teɪk 'ɒf/
take on 49 /,teɪk 'ɒn/
taken ▶ **Is this seat taken?** 17 /'teɪkn/
tall 1 /tɔːl/
tame 21 /teɪm/
tap 26 /tæp/
taste 5 /teɪst/
tea ▶ **not be (your) cup of tea** 50 /tiː/
tea towel 26 /'tiː ˌtaʊəl/
team 13, 33 ▶ **team member** 13 /tiːm/
tear 35 /teə(r)/
teenager 1 /'tiːneɪdʒə(r)/
tell ▶ **tell the story of** 38 ▶ **tell a lie/joke** 38 /tel/
telephone 48 /'teləfəʊn/

t-w

temperature *weather* 20 ▶ **have a temperature** 8
▶ **take (someone's) temperature** 8 /'temprətʃə(r)/

tennis court 13 /'tenɪs ,kɔ:t/

tenth 46 /tenθ/

terrible 39, 42 /'terəbl/

text 37 /tekst/

textbook 12 /'tekstbʊk/

theatre/theater 10 /'θiətə(r)/

there ▶ **there and back** 17 /ðeə(r)/

thick 22 /θɪk/

thin 22 /θɪn/

third 46 /θɜ:d/

thousand 46 /'θaʊznd/

thriller 11 /'θrɪlə(r)/

throw 6 /θrəʊ/

thumb 5 /θʌm/

thunder 19 /'θʌndə(r)/

ticket 14, 17 /'tɪkɪt/

tidy up 24 /'taɪdi/

tie *clothes* 2; *fasten* 23 /taɪ/

tight-fitting 2 /,taɪt 'fɪtɪŋ/

time ▶ **on time** 14 /taɪm/

times 46 /taɪmz/

timetable 44 /'taɪmteɪbl/

tiny 22 /'taɪni/

tip 44 /tɪp/

title 12 /'taɪtl/

toe 5 /təʊ/

toenail 5 /'təʊneɪl/

tongue 5 ▶ **bite (your) tongue** 50 /tʌŋ/

toothache 8 /'tu:θeɪk/

toothbrush 47 /'tu:θbrʌʃ/

toothpaste 47 /'tu:θpeɪst/

top 22 /tɒp/

touch 5, 6 /tʌʃ/

tour guide 15 /'tʊə ,gaɪd/

tourist 15 /'tʊərɪst/

tourist attraction 15 /'tʊərɪst ə, trækʃn/

tourist information office 15
/ ,tʊərɪst ɪnfə'meɪʃn ,ɒfɪs/

town centre/center 16 / ,taʊn 'sentə(r)/

town hall 16 / ,taʊn 'hɔ:l/

traffic 17, 47 /'træfɪk/

traffic lights 16 /'træfɪk ,laɪts/

translate 32 /træns'leɪt/

transport 20 /'træns'pɔ:t/

transportation 20 /træns'pɔ: 'teɪʃn/

trolley 29 /'trɒli/

trouble *problems* 35 ▶ **in trouble** 36 /'trʌbl/

turn *road* 17; *page* 32 ▶ **turn (your) back on (someone)**
50 /tɜ:n/

turn around 6 / ,tɜ:n ə'raʊnd/

turn down 49 / ,tɜ:n 'daʊn/

turn off 24, 26 / ,tɜ:n 'ɒf/

turning 17 /'tɜ:nɪŋ/

turn on 26 / ,tɜ:n 'ɒn/

twist ▶ **twist (someone's) arm** 50 /twɪst/

umbrella 19 /ʌm'brelə/

uncle 9 /'ʌŋkl/

underwear 2 /'ʌndəweə(r)/

undressed ▶ **get undressed** 2 /ʌn'drest/

unfriendly 3 /ʌn'frendli/

uniform 2 /'ju:nɪfɔ:m/

unkind 3 /ʌn'kaɪnd/

unpleasant 42 /ʌn'pleznt/

untidy 24 /ʌn'taɪdi/

upset 4 /ʌp'set/

upstairs 25 /ʌp'steəz/

usually 24 /'ju:ʒəli/

up-to-date 44 / ,ʌptə'deɪt/

vacation 14 /və'keɪʃn/

vacuuming 24 /'vækju:mɪŋ/

value 34 /'vælju:/

vase 25 /vɑ:z/

verb 32 /vɜ:b/

vet 21 /vet/

vinegar 28 /'vɪnɪgə(r)/

visa 14 /'vi:zə/

vomit 8 /'vɒmɪt/

wages 33 /'weɪdʒɪz/

walk ▶ **take the dog for a walk** 21 /wɔ:k/

wallet 34 /'wɒlɪt/

wardrobe 25 /'wɔ:drəʊb/

warm 2 /wɔ:m/

wash ▶ **have a wash** 24 ▶ **wash the dishes** 24

▶ **wash up** 26 /wɒʃ/

washing machine 24 /'wɒʃɪŋ mə'ʃi:n/

waste ▶ **a waste of money** 20 ▶ **waste energy** 20 /weɪst/

waterfall 18 /'wɔ:təfɔ:l/

waterproof 19 /'wɔ:təpru:f/

way 17 /wei/

wear 1 /weə(r)/

wedding 9 /'wedɪŋ/

weather 19 /'weðə(r)/

welcome 40 /'welkəm/

wet 19 /wet/

whisker 21 /'wɪskə(r)/

wide 22 /waɪd/

wild ▶ **in the wild** 21 ▶ **wild animal** 21 /waɪld/

willing 3 /wɪlɪŋ/

win 13 /wɪn/

wind 19 /wɪnd/

Word list

W-Z

wing 21 /wɪŋ/

wonderful 42 /'wʌndəfl/

wood 23 /wʊd/

wooden spoon 27 /,wʊdn 'spu:n/

work 32, 33 ► **out of work** 33 ► **look for work** 33 ► **work**

as 33 ► **work for** 33 ► **work full-time/part-time** 33

/wɜ:(r)k/

worry 40 /'wʌri/

worse ► **get worse** 19 /,get 'wɜ:(r)s/

worth 34 /wɜ:(r)θ/

wow 39 /waʊ/

wrist 5 /rɪst/

wrong ► **go wrong** 35 ► **What's wrong?** 35 /rɒŋ/

year ► **for years** 9 /'jɪə(r)/

yoga 48 /'jʊgə/

zero 46 /'ziərəʊ/

Phonetic chart

Consonants

Symbol	Examples
/p/	<u>p</u> en, <u>p</u> lease, <u>s</u> top
/b/	<u>b</u> us, <u>b</u> ike, <u>w</u> eb
/t/	<u>t</u> ime, <u>c</u> at, <u>T</u> hames
/d/	<u>d</u> ay, <u>r</u> ead, <u>r</u> ained
/k/	<u>c</u> an, <u>bl</u> ack, <u>ch</u> emist
/g/	<u>g</u> o, <u>g</u> et, <u>b</u> ig
/tʃ/	<u>ch</u> ease, <u>n</u> ature, <u>w</u> atch
/dʒ/	<u>j</u> ob, <u>j</u> uice, <u>f</u> ridge
/f/	<u>f</u> our, <u>F</u> rench, <u>ph</u> oto
/v/	<u>v</u> ery, <u>o</u> f, <u>l</u> ive
/θ/	<u>th</u> ink, <u>th</u> ree, <u>th</u> anks
/ð/	<u>this</u> , <u>clo</u> thes, <u>f</u> ather
/s/	<u>s</u> ome, <u>pass</u> , <u>peace</u>
/z/	<u>z</u> oo, <u>c</u> ousin, <u>plays</u>
/ʃ/	<u>sh</u> e, <u>s</u> ugar, <u>mach</u> ine
/ʒ/	dec <u>ision</u> , telev <u>ision</u> , <u>usu</u> ally
/h/	<u>h</u> e, <u>h</u> ere, <u>h</u> ot
/m/	<u>m</u> y, <u>m</u> any, <u>sum</u> mer
/n/	<u>n</u> o, <u>n</u> ight, <u>run</u>
/ŋ/	<u>son</u> g, <u>thin</u> k, <u>go</u> ing
/l/	<u>l</u> emon, <u>cl</u> ock, <u>sell</u>
/r/	<u>r</u> ain, <u>r</u> eal, <u>sor</u> ry
/j/	<u>y</u> es, <u>u</u> nit, <u>E</u> urope
/w/	<u>w</u> ork, <u>w</u> hite, <u>qu</u> ick

Vowels

Symbol	Examples
/i:/	<u>see</u> , <u>he</u> , <u>tea</u> cher
/ɪ/	<u>in</u> , <u>w</u> omen, <u>bu</u> sy
/i/	<u>happ</u> y, <u>reall</u> y, <u>ver</u> y
/e/	<u>ten</u> , <u>fr</u> ie <u>nd</u> , <u>sai</u> d
/æ/	<u>hat</u> , <u>bad</u> , <u>exa</u> m
/ɑ:/	<u>car</u> , <u>hea</u> rt, <u>la</u> ugh
/ɒ/	<u>on</u> , <u>wa</u> tch, <u>cough</u>
/ɔ:/	<u>door</u> , <u>walk</u> , <u>law</u>
/ʊ/	<u>put</u> , <u>book</u> , <u>foot</u>
/u:/	<u>food</u> , <u>rule</u> , <u>blue</u>
/ʌ/	<u>up</u> , <u>mon</u> ey, <u>coup</u> le
/ɜ:/	<u>girl</u> , <u>hea</u> rd <u>prefer</u>
/ə/	<u>about</u> , <u>colou</u> r, <u>cultu</u> re

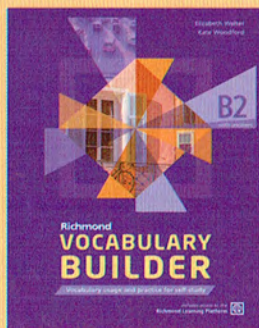
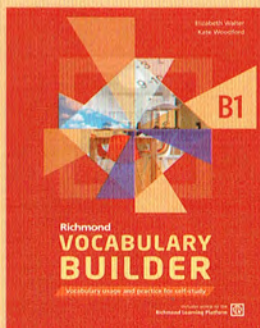
Diphthongs

Symbol	Examples
/eɪ/	<u>name</u> , <u>eight</u> , <u>age</u>
/əʊ/	<u>home</u> , <u>know</u> , <u>potato</u>
/aɪ/	<u>time</u> , <u>sky</u> , <u>buy</u>
/aʊ/	<u>house</u> , <u>town</u> , <u>shout</u>
/ɔɪ/	<u>oil</u> , <u>toy</u> , <u>voice</u>
/ɪə/	<u>ear</u> , <u>here</u> , <u>year</u>
/eə/	<u>air</u> , <u>care</u> , <u>parents</u>
/ʊə/	<u>poor</u> , <u>sure</u> , <u>pure</u>

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