

المملكة العربية السعودية

Kingdom of Saudi Arabia



وزارة التعليم

Ministry of Education

Workbook

كتاب النشاط



Flying High

REVISED
EDITION

for Saudi Arabia

Simon Brewster Paul Davies Mickey Rogers

1



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Contents

	UNIT	PAGE	LESSONS		UNIT	PAGE	LESSONS
1	Family, friends and colleagues	4 6 8	1 A tale of two lives 2 Unforgettable memories 3 Now and then	6	Living culture	34 36 38	1 Celebrations and festivals 2 Culture on the table 3 Culture at home
2	Work and play	10 12 14	1 Modern careers 2 Do you study enough? 3 Leisure and relaxation	7	Good health	40 42 44	1 You and your body 2 Dangerous practices 3 The best remedies
3	Towards the future	16 18 20	1 Energy sources 2 Predicting the future 3 What if ...?	8	Imagination	46 48 50	1 Dreams 2 Wishes and hopes 3 Stories of the imagination
4	A place to live	22 24 26	1 The Farasan Islands 2 Cultural differences 3 City versus country				
5	The world of money	28 30 32	1 Saving money 2 Born to shop? 3 Money, money, money				

Unit 1 Family, friends and colleagues

1 A tale of two lives

1 Grammar

a Put the words in the correct order to form questions.

- name / your / is / what / ? What is your name? _____ .
- 1 English / you / are / why / studying / ? _____ .
- 2 sports / favourite / your / are / what / ? _____ .
- 3 doing / do / you / what / like / free / time / your / in / ? _____ .
- 4 live / you / do / where / ? _____ .
- 5 work / student / you / do / or / you / a / are / ? _____ .

b Answer the questions in exercise 1a with information about yourself.

- 1 _____ .
- 2 _____ .
- 3 _____ .
- 4 _____ .
- 5 _____ .

2 Writing

a Rashed is spending the summer in the USA. He wants to find a job there.

Write the questions to complete the interview.

- | | |
|--|---|
| Interviewer: <u>What is your full name</u> _____ ? | Rashed: Rashed Daoud |
| Interviewer: (1) _____ ? | Rashed: I'm Saudi Arabian. |
| Interviewer: (2) _____ ? | Rashed: 4 May, 1990. |
| Interviewer: (3) _____ ? | Rashed: I was born in Dammam. |
| Interviewer: (4) _____ ? | Rashed: No, I'm single. |
| Interviewer: (5) _____ ? | Rashed: I went to high school in Dammam. |
| Interviewer: (6) _____ ? | Rashed: Yes, I'm at university right now. I'm studying history. |
| Interviewer: (7) _____ ? | Rashed: Yes, I speak some English. I suppose I'm at intermediate level. |

b Now complete Rashed's form using the information from the interview.

1 Full name: Rashed Daoud

2 Nationality: _____

3 Date of birth: _____

4 Place of birth: _____

5 Marital status: _____

6 High school: _____

7 University: _____

8 English level: _____



c What kind of job would be suitable for him?

- working as a waiter
- working in a library
- working as a teacher

d Now complete the form for yourself. What kind of holiday job would be suitable for you?

1 Full name: _____

2 Nationality: _____

3 Date of birth: _____

4 Place of birth: _____

5 Marital status: _____

6 High school: _____

7 University: _____

8 English level: _____

e Write a paragraph about yourself. Say why you think you are qualified for the job you have chosen.

My name is _____

2 Unforgettable memories

Grammar builder: review of past continuous vs past simple

Use:

Past continuous: to describe continuous activities in the past.

*The sun **was shining**.*

Form:

subject +	was / were +	verb + <i>ing</i>
I / He / She	was	walking down the street.
You / We	were	

Use:

Past simple: to describe events that interrupted longer activities or a series of past events in sequence.

*The sun was shining when I **left** the house.*

*I **walked** down the road and **got** into my car.*

1 Grammar

a Circle the correct form: past simple or past continuous.

I was (studying / studied) in New York when I (met / was meeting) my best friend.

- 1 She (studied / was studying) in the same class when I (saw / was seeing) her for the first time.
- 2 I (spoke / was speaking) to her and (asked / was asking) her where she came from.
- 3 I (introduced / was introducing) myself and (asked / was asking) her if I could sit at her table.
- 4 She (was saying / said) "Poland" – the same as me!

b Complete the paragraph with the correct forms of the verbs in brackets.

It was Saturday morning and Ali (1) _____ (*feel*) rather nervous. It was the day of the tennis final. His parents and Ali (2) _____ (*have*) breakfast when his phone (3) _____ (*ring*). It was his grandmother. 'Play well,' she said. He (4) _____ (*finish*) getting ready and his father (5) _____ (*drive*) him to the tennis court. His opponent (6) _____ (*practise*) already. He (7) _____ (*serve*) to his coach. He (8) _____ (*look*) very good. Ali (9) _____ (*walk*) onto the court in his new white shorts and T-shirt and the match (10) _____ (*begin*). One and a half hours later, it was all over. Ali had won his first tennis tournament. He was ten years old.

c Write about when you first met a friend.

I was _____ (what?) when I met _____ (who?).

We met in _____ (where / when?). He / She

_____ and I _____ (clothes).

I _____ (how the conversation started).

2 Word builder: *so* and *neither*

a Read the information about Paul and Steven. Complete the sentences using *so* or *neither*.

Paul and Steven are twin brothers. They are identical in every way.

Paul can't swim and neither can Stephen.

1 Steven works as a waiter

2 Paul doesn't like fish

3 Steven has a car

4 Paul wasn't wearing jeans yesterday

5 Steven would like to be an engineer

b Correct the sentences. There is one mistake in each sentence.

Birds can sing and people can sing either.

Birds can sing and so can people.

1 I'm an only child and is my friend, too.

2 I play tennis every day and so do Peter.

3 I like going to the shopping centre and neither does my mother.

4 George can't drive and Tom can't, too.

5 We'd like to play football and neither would our brothers.

c Make sentences with *so*, *neither*, *either*, or *too* and the words in brackets.

Saudis speak Arabic and so do Egyptians. / and Egyptians do, too. (Egyptians)

1 Australians speak English _____ (Canadians)

2 Policemen wear uniforms _____ (soldiers)

3 I don't like cold weather _____ (my sister)

4 Whales live in the ocean _____ (sharks)

5 Andy can't play tennis _____ (Roger)

3 Now and then

Grammar builder: *used to*

Use:

To describe repeated past habits or states that are now different.

I **used to ride a bike**. (I rode a bike in the past, more than once, but now I don't.)

I **didn't use to like** cheese. (Now I like it.)

Form:

positive

I										
You	used to	live	eat	in an apartment	but now					
He / She						work	chicken	you live in a house.		
We									in the city	he's / she's a vegetarian.
They										

negative

I	did not (didn't) use to ...
You	
He / She	
We	
They	

interrogative

Did	I	use to ...?
	you	
	he / she	
	we	
	they	

Language assistant

Remember, if the event was just once, use the past simple.

I used to go there on holiday. (several times) ✓

I used to go there on holiday in 1998. ✗

I went there on holiday. (in 1998) ✓

1 Grammar

a Circle the correct form: past simple or *used to*. Sometimes both forms are possible.

- I *used to visit* / visited my grandmother last week.
- 1 I *used to go* / *went* to Italy last year.
- 2 I *didn't use to like* / *didn't like* cheese and now I like it.
- 3 When I was young, my parents *used to live* / *lived* in an apartment in Dubai and they still live there now.
- 4 John *used to have* / *had* a beard when he was younger.
- 5 That shop *used to sell* / *sold* shoes.
- 6 She *didn't use to like* / *didn't like* computers but now she does.

b Correct the sentences. There is one mistake in each sentence.

- I usen't to have a car. I didn't use to have a car.
- 1 George and Michael didn't used to be friends. _____
- 2 Did you used to live in the USA? _____
- 3 She didn't used to work here. _____
- 4 What are you use to do when you were a child? _____
- 5 Jeff used play tennis but now he doesn't. _____

c Say how things have changed. Use *used to* and the words in brackets.

- He's very rich now. (poor)
He used to be poor.
- 1 The climate is much warmer now. (cooler)

- 2 He plays golf really well now. (badly)

- 3 The restaurant is so expensive now. (reasonable)

- 4 Kareem doesn't eat very much now. (more)

- 5 Studying is so interesting now that I'm older. (boring)



d Complete the conversation with the words in brackets.

- A: (1) _____ (do) when you were a child?
- B: (2) _____ (play / garden). What about you?
- A: (3) _____ (not play / garden).
- (4) _____ (play / park).

Unit 2 Work and play

1 Modern careers

1 Reading and writing

a Read the text.

Family legends

All families have their stories. Grandparents tell their grandchildren how they lived, what they did, and what they remember about their ancestors. Besides being interesting, these stories give us insight into the customs of the past.

My father told me stories about his childhood. He grew up on a farm in the Rocky Mountains. In the winter it snowed so much that he and his brothers often went to school on a gigantic farm horse. His ancestors came from the state of Missouri and the county they lived in was named for them, Miller County. His great-grandfather made friends with the local Native Americans and the famous pioneer Daniel Boone was their neighbour. He even remembered that one ancestor was the first white child born in the area.

Later, when I was an adult, I began investigating his family and I found out many of the stories he told me were a little bit exaggerated. For example, I found out he lived part of his life in the mountains so the story about riding a horse to school could be true, but many of the other stories were either untraceable or embroidered. I couldn't find out anything about his great-grandfather and the Native Americans, but I was able to discover that Daniel Boone didn't live in the area. However, it is possible one of his ancestors was the first white child born there and I did find an interesting ancestor. Pinckney Story Miller, my father's great-grandfather's brother, lost his hunting dog one day when he was a child. Young Pinckney went off looking for it. He never found the hunting dog, but he did find a baby bear that he tied up and brought home with him to the surprise of his parents.



b Answer the questions.

- 1 Where did the writer's father say he grew up? _____
- 2 How did he get to school? _____
- 3 What other stories did he tell about his ancestors? _____
- 4 Which family legends might be true? _____
- 5 Which ones were not true? _____
- 6 Who was Pinckney Story Miller? _____
- 7 What happened to him? _____

c Does your family have any legends or stories about your ancestors? Write a paragraph about them.

d Make a timeline about your family like the one on page 15 of your Student's Book. Label it with important events in your family's history (the years people were born, when they graduated, etc.).

e Write a short biography of a member of your family using the timeline for ideas. Include a paragraph about what you think will happen to this person in the future.

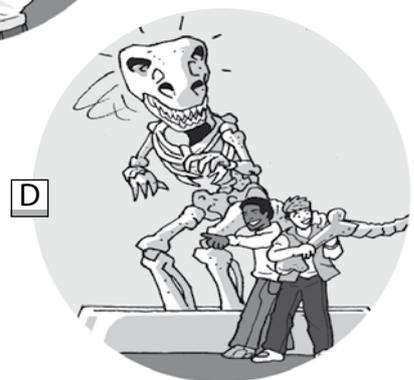
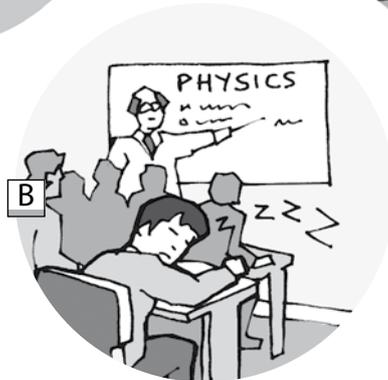
2 Do you study enough?

1 Word builder: participle adjectives

a Match the sentences with the pictures.

- 1 He's frightened of spiders. A
 2 He's excited about going to the circus.

- 3 He finds physics boring.
 4 They think dinosaurs are interesting.



b Look at exercise 1a. Notice how different prepositions are used after participle adjectives. Make correct sentences from the table.

My teacher's		interested		tai kwon do.
I'm		bored	in	mice.
Cats are	not	amused	by	arguing in public.
English people are		embarrassed	about	tea.
People in my country are		frightened	of	snakes.
		excited		soccer.

Cats are interested in mice.

c Complete the sentences with an appropriate participle adjective. There is sometimes more than one possible answer.

Most people find snakes frightening.

- | | |
|---|---------------------------------------|
| 1 Many people are _____ of mice. | 4 TV documentaries can be very _____. |
| 2 A lot of young men are _____ in football. | 5 Learning English is usually _____. |
| 3 Many women are _____ by football. | 6 The book wasn't very _____. |

Grammar builder: talking about the future

We usually use the simple present tense when we use verbs that do not describe actions. These verbs describe states, feelings, senses, thoughts and appearances.

- *I am a student at London University.*
- *She felt happy after taking the exam.*
- *He looks very smart in his new suit.*
- *Fahad thinks Riyadh is a wonderful city.*
- *This food smells and tastes great.*
- *She likes fruit and vegetables.*

2 Grammar

a Complete these sentences using a verb from the box below.

like	sound	taste	be	feel	think
------	-------	-------	----	------	-------

- 1 Samira _____ very happy when she sees her friend.
- 2 Deema _____ ice cream very much.
- 3 Adel _____ books are better than television.
- 4 Those people _____ lecturers at the city university.
- 5 This coffee _____ great. Thank you!
- 6 The car engine _____ terrible. Listen to it.

b The sentences below all contain a mistake. Write the sentence correctly.

- 1 Khaled is loving his new bicycle.
- 2 Majed goes not to work by bus.
- 3 She is in her room – she does her homework.
- 4 Musa works in the USA but only for a short time.
- 5 Tariq and his brother plays football after school.
- 6 Maryam is thinking Riyadh is an interesting city.

c Now write some sentences about yourself using some present continuous and some simple present forms.

I am doing my homework now.

3 Leisure and Relaxation

1 Word builder: activities

Find seven activities in the grid to match the pictures.

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



Grammar builder: comparatives and superlatives

comparatives

Use:

To compare two things / people.

Form:

- one-syllable adjectives: + (e)r than
He's nicer than you.
- two-syllable adjectives ending in y: change y to i, then + er than
She's busier than him.
- longer adjectives: use more ... than
He's more interesting than her.

superlatives

Use:

To compare and express extremes.

Form:

- one-syllable adjectives: use the + (e)st
He's the nicest person I know.
- two-syllable adjectives ending in y: change y to i, then use the + est
She's the busiest person in the office.
- longer adjectives: use the most ...
He's the most interesting person we know.

Language assistant

- In comparative and superlatives, consonants are doubled when words end in a single vowel and then a single consonant.
fat – fatter – fattest hot – hotter – hottest
- *Good* and *bad* are irregular.
good – better – best bad – worse – worst

2 Grammar

a Write the comparative and superlative forms.

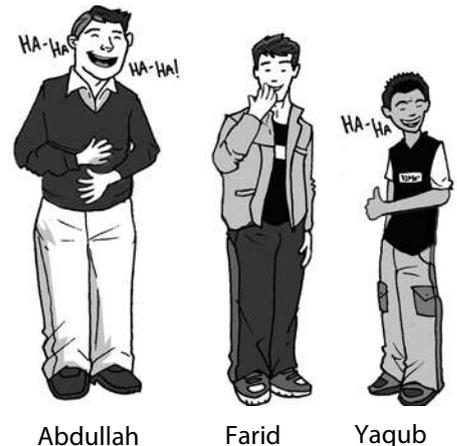
- | | | |
|-----------|---------|-------------|
| 1 happy | happier | _____ |
| 2 big | _____ | the biggest |
| 3 short | _____ | _____ |
| 4 relaxed | _____ | _____ |
| 5 _____ | better | _____ |
| 6 bad | _____ | _____ |

b Correct the sentences.

- Jack is the more interesting. Jack is the most interesting.
- 1 Mark is more busier than Tarik. _____
- 2 Football is excitinger than reading. _____
- 3 New York is the more bigger city in the USA. _____
- 4 Elephants are bigger that camels. _____

c Write sentences about the people in the pictures. Use the correct comparative or superlative forms of the words in brackets.

- (happy) Abdullah is happier than Yaqub. Yaqub is happier than Farid. Abdullah is the happiest of all of them.
- 1 (tall) _____
- 2 (heavy) _____
- 3 (thin) _____
- 4 (short) _____
- 5 (old) _____
- 6 (young) _____



3 Reading

Put the conversation in the correct order, A–G.

- | | |
|---|--|
| 1 Do you think so? <input type="checkbox"/> | 5 That's true. Hang gliding is one of the most expensive sports I know. <input type="checkbox"/> |
| 2 I don't know what to do on my holiday. <input checked="" type="checkbox"/> | 6 Isn't skydiving dangerous? <input type="checkbox"/> |
| 3 Why don't you go skydiving? <input type="checkbox"/> | 7 Well, yes, but you enjoy hang gliding and that's more dangerous. <input type="checkbox"/> |
| 4 I'm sure, and hang gliding is more expensive, too. <input type="checkbox"/> | |

Unit 3 Towards the future

1 Energy sources

1 Word builder: forms of energy

a Match the words to make phrases connected with energy and sources of power.

- | | |
|---------------|--------------|
| 1 fossil | a) pollution |
| 2 energy | b) power |
| 3 air / water | c) waves |
| 4 nuclear | d) turbine |
| 5 ocean | e) sources |
| 6 steam | f) fuels |



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

Steam turbines produce electricity as a result of nuclear fission.

- Oil and coal are both _____.
- Wind and solar power are both renewable _____.
- Oil and coal burning produce _____.
- _____ produces radioactive waste, which is dangerous.
- Hydro-electric power can come from _____.

c Circle the odd word and explain why it doesn't fit.

river / sea / ocean / swim

swim is a verb - the others are all forms of water

- mountain / hill / high / slope _____
- spring / holiday / summer / autumn _____
- windy / tree / sunny / cloudy _____
- oil / windmill / gas / coal _____
- warm / cold / cloud / hot _____

2 Predicting the future

Grammar builder: *will* and *going to* for predictions

will / won't

Use:

To predict future events in a speculative way. It is often preceded by *I think ...*

Form:

will / won't

subject + *will / will (not) / won't* + infinitive

(*I think*) **he'll** win the competition.

going to

Use:

To predict more immediate future events with evidence in the present.

Form:

subject + *to be* + *going to* + infinitive

He's going to score a goal. (He has the ball and is kicking it towards the goal.)

It's going to rain. (I can see the clouds.)

1 Grammar

a Make a sentence about each of the pictures using *going to* and the words in brackets.



(he / fall)

He's going to fall.



2 (it / rain)



4 (he / score a goal)



1 (she / do an exam)



3 (she / cry)



5 (we / be late)

b Circle the correct future form.

Take your umbrella. I think it *will / is going to* rain.

- 1 I'm sure he *will / is going to* be able to help us.
- 2 Fossil fuels *won't / aren't going to* be used in 50 years.
- 3 John *will / is going to* have to take the bus today.
- 4 I think the environment *will / is going to* improve in the next ten years.
- 5 Stop at that petrol station. *We will / are going to* run out of petrol.

c Complete the conversation.

A: What do you think will happen to the environment in 20 years?

B: I'm not sure.

A: Well, what kind of energy sources do you think we'll be using?

B: (1) _____.

A: Why?

B: (2) _____.

A: And what kind of transport?

B: (3) _____.

A: Where do you think you'll go on holiday in the future?

B: (4) _____.

A: That sounds like fun. What will you do there?

B: (5) _____.

2 Reading

Read the text and tick (✓) the sentences T (true) or F (false).

The metros and trains into central London, Tokyo and New York still carry millions of commuters. But things are changing. About 20% of the workforce now works from home part of the time, and this trend is continuing in the 21st century with the growth of home technology like computers and fast internet connections. We'll be able to have conferences with colleagues from other countries without leaving our homes. We'll still get dressed for work though, as video links will be increasingly common. Some people will miss the conversation around the water cooler and for them, we'll see the rise of shared office space, where they can rent a desk and meet colleagues. House prices will fall in the cities as people will be able to live in the country and continue working. For employers, it will mean a reduction in costs like office space, and for workers it will mean greater flexibility and reduction in costs like childcare, travel and clothing. It's a win-win situation!

Glossary

to commute: to travel a long distance between work and home (noun / person: a commuter)

a colleague: someone you work with

the workforce: working people

rise: opposite of fall

increase: to become greater (in size, quantity or intensity)

In the future, we'll work from home more.

T F

1 Some people will share offices with others.

T F

2 The number of people working from home will fall.

T F

3 Employers will save money.

T F

4 Workers will need to live in city centres.

T F

5 People will continue dressing for work.

T F

6 More people will probably use the metro system.

T F

3 What if ...?

Grammar builder: the first conditional

Use:

To express cause (or condition) and effect.

Form:

if + present simple + will / won't

If you eat too much, you'll gain weight.

Will is not usual in the condition clause.

If you will eat too much, you'll gain weight. ✗

The clauses can be reversed.

You'll gain weight (result) if you eat too much (condition).

If the result clause is first, a comma is not necessary.



1 Grammar

a Match the sentence beginnings on the left with the endings on right.

- | | |
|------------------------------|-----------------------------------|
| 1 If he stays out late, | a) he'll feel good tomorrow. |
| 2 If he goes to bed early, | b) he'll feel tired tomorrow. |
| 3 If he goes out for dinner, | c) he'll spend too much money. |
| 4 If he has a snack at home, | d) he'll fall asleep on the sofa. |
| 5 If he reads his book, | e) he'll feel hungry later. |



b Complete the sentences with a logical result or condition clause.

- If I study very hard, I'll pass the exam.
- 1 I'll get married _____.
 - 2 If I go to university, _____.
 - 3 I'll visit Australia _____.
 - 4 I won't get a good job _____.
 - 5 If I have enough time, _____.

c Read the text about what will happen in the future with underwater exploration and answer the questions.

Did you know there are vast areas of the oceans that are undiscovered? In fact, only ten per cent of them have been mapped. People know nothing about what really exists down there. But now, new technology means that it is possible to send vehicles with cameras down to the bottom of the oceans. You can control them from a ship on the surface of the water. This makes underwater exploration much less dangerous.

These vehicles can explore underwater mountain ranges and hydrothermal vents, which are similar to underwater volcanoes. They have discovered plants and minerals that only grow in the deep sea, which could be used for new anti-cancer drugs. Excitingly, they have also found minerals that may be an energy source twice as large as all the global reserves of coal, oil and natural gas combined.

- | | T | F |
|---|--------------------------|--------------------------|
| 1 There is nothing to be discovered in the oceans. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 You can now send unmanned vehicles to the bottom of the very deep oceans. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 You can control the vehicles from a ship. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Hydrothermal vents are like underwater volcanoes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 They have found minerals which are rich energy sources. | <input type="checkbox"/> | <input type="checkbox"/> |

d Put the conversation in the correct order.

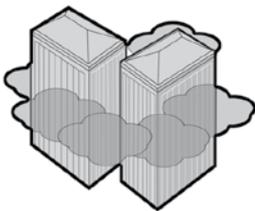
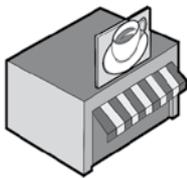
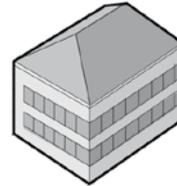
- 1 Why are you so sad? A
- 2 And if you don't play on Sunday, we'll lose the game.
- 3 No, he won't be angry, but he says if we don't do our homework, we have to stay after class to finish it.
- 4 That's right. If I don't play, Jeff will play and he can't play at all.
- 5 I know and if I don't go to practice today, I won't play on Sunday.
- 6 Your teacher won't be angry, will he?
- 7 I've got a problem. I didn't do my English homework.
- 8 That isn't fair. You've got football practice this afternoon.

Unit 4 A place to live

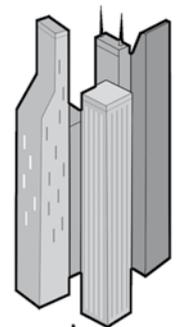
1 The Farasan Islands

1 Word builder: cities

a Find ten words in the word puzzle. Use the pictures to help you. → ↓ ↗ ↘



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



b Complete the paragraph with the words from exercise 1a.

I live in a great city. There are lots of tall (1) _____ and some (2) _____, too. My house is in the city centre, across the street from the public (3) _____. There's a little (4) _____ on the corner where I have coffee in the morning. I like living in the centre, but there are some disadvantages. The (5) _____ is pretty bad some days and there are (6) _____ of (7) _____ on the streets in the morning. There are lots of advantages, though. There's a lot of (8) _____ all week – restaurants and shopping centres, and the apartments are a (9) _____. The rent is really cheap. The worst thing, I suppose, is the (10) _____. People don't care and throw it everywhere.

2 Writing

a You are going to write a paragraph describing your city. To organize your thoughts, complete this table. Think about transport, city services, entertainment, the people and the buildings.

	Advantages	Disadvantages
Transport		
City services		
Entertainment		
People		
Buildings		

b Write your paragraph. Where do you live? What are the advantages and disadvantages of living there?

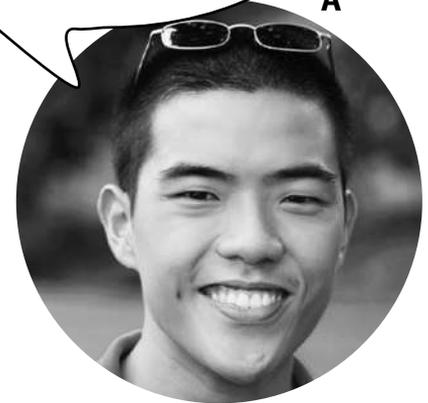
3 Reading and writing

a Three immigrants living in the USA talk about the main differences between their language and English. Match the texts with the people.

- Diego is a doctor from Mexico. _____
- Hans is a student from Germany. _____
- Kiyoshi is a Japanese teacher. _____

Our languages are completely different. We use a different alphabet. Some new words are the same, like "Internet" and "computer" but most of the time I can't guess anything. It's very hard for me, but I love English.

A



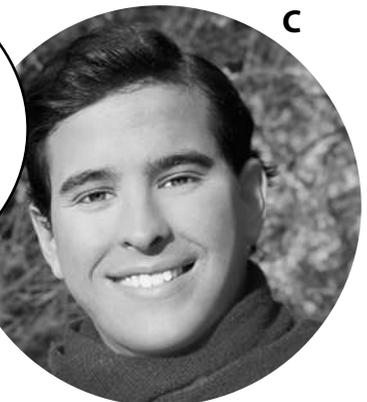
There are a lot of similarities. We also have phrasal verbs like "clean up" and the pronunciation is not so different. Some of the grammar seems the same, but means different things. "I will" means "I want" in my language. These things can be quite confusing. Also, all nouns have capital letters in my language, but not in English!

B



Many of the long words are written the same. That makes reading a medical textbook very easy. But it's not so easy to understand people at conferences. They speak so fast and the pronunciation is very different. English spelling is so strange! In my language you spell it like you say it.

C



b Answer the questions.

- Who finds English the most difficult?

- Who finds English pronunciation the easiest?

- Who finds reading English the easiest?

c What do you find difficult about English?

2 Cultural differences

Grammar builder: present perfect vs past simple

Use:

Present perfect: to talk about activities that began in the past and continue now.

I've lived in Dammam for six months. (I still live there.)

Present perfect: to talk about events that happened in the past when the time is not important.

I've been to Abha. **Have you been** to Jubail? Yes, I have. / No, I haven't.

Form:

subject	to have	+ past participle	
I / You / We / They	have	been	to London.
He / She	has	seen	the exhibition.
		lived	here for six months.

Use:

Past simple: when dates and details are given, use the past simple.

I went to Abha last summer

1 Grammar

Circle the correct form: past simple or present perfect.

I've been / I went to Cairo on holiday last year.

- 1 He's lived / He lived in Boston for four years and then he went back to Buenos Aires.
- 2 John has lived / lived in Madrid for six months. He loves it there!
- 3 Did you visit / Have you visited Henry when you were in New York?
- 4 I've studied / I studied English since I was ten and it's still not easy for me.
- 5 When I was a child, I've spent / I spent a year in Jeddah. It was amazing.

Grammar builder: time expressions

For, since, yet, and already are all used with the present perfect.

For is used with a period of time.

I've lived here **for six months**.

Since is used to indicate a point at which the period began.

I've lived here **since January**.

Yet and already mean "before now." Use *already* between the auxiliary and past participle of the verb in affirmative sentences and *yet* at the end of negative sentences. You can use either one in questions, but *already* is used to state that something has happened before expected.

I've **already** finished dinner.

I haven't finished dinner **yet**.

Have you **already** eaten? I wanted to invite you out to dinner.

Have you eaten **yet**?

Ago is used with the past simple tense and it is used to refer to a time in the past.

I met him six years **ago**.

I had dinner an hour **ago**.

2 Grammar

a Complete the sentences with *for* or *since*.

I've been here for six years.

- 1 I haven't seen you _____ my graduation. 3 You haven't called me _____ two weeks.
2 You haven't called me _____ last weekend. 4 He has studied French _____ six months.

b Write the sentences in the correct order.

done / Has / he / his / homework / yet / ? Has he done his homework yet?

- 1 yet / me / Sami / hasn't / called / . _____
2 already / been / Have / park / the / to / you / ? _____
3 to / school / Amani / has / gone / already / . _____
4 begun / Has / meeting / the / yet / ? _____

3 Word builder: past participles

a Write the past participles of these verbs.

- 1 see _____ 4 make _____
2 sell _____ 5 be _____
3 take _____ 6 get _____

b Complete the sentences with one of the past participles from exercise 3a.

We've been to Australia on vacation.

- 1 The Opera House is the most beautiful building I've ever _____ .
2 I've _____ lots of pictures of it.
3 We've also _____ to some excellent restaurants in Sydney.
4 We've _____ a promise to go there again one day.

4 Grammar

Complete the conversation with the correct forms of the verbs in brackets.

A: How long (1) _____ you _____ (*study*) English?

B: Well, I (2) _____ (*study*) here for six months, but I (3) _____ (*live*) in London last year.

A: Really? Where (4) _____ you _____ (*live*) there?

B: In Greenwich. It's a nice area. (5) _____ you _____ (*be*) to London?

A: Yes, my sister (6) _____ (*live*) there for two months when she was in college.

3 City versus country

Grammar builder: *too* and *enough*; *too much* / *too many*

Use:

Enough: to indicate that something is sufficient.

Form:

Enough follows adjectives but goes before nouns:

He isn't tall enough.

I've got enough money.

Use:

Too, too much, too many: to indicate that something is excessive.

Form:

Too goes before adjectives:

He's too tall.

Use *too much* with uncountable nouns.

I've got too much money.

There's too much pollution.

Use *too many* with countable nouns.

There are too many cars.

1 Grammar

a Circle the correct words.

My apartment really isn't big (1) *enough* / *too*. I need to look for a bigger one. There aren't (2) *too* / *enough* cupboards and there are (3) *too much* / *too many* insects, especially mosquitoes. And I don't like the neighbourhood. There is (4) *too much* / *too many* traffic and there aren't (5) *too* / *enough* shops in the area. I always have to use the car to go shopping. I'm just (6) *too* / *enough* tired after work to have to drive to a shop to buy milk.

b Change the sentences so that they mean the same. Use an opposite adjective and *not ... enough*.

He's too short. He's not tall enough.

1 The air is too polluted. _____

2 She's too sad. _____

3 It's too dark. _____

4 He's too tall. _____

5 Our house is too small. _____

Unit 5 The world of money

1 Saving money

1 Word builder: words with similar meanings

Complete the paragraph with the words in the box.

-earn-	gained	lose	miss	waste	won
--------	--------	------	------	-------	-----

I need a new job. I don't earn enough money. My boss gives bonuses to workers who never (1) _____ work or aren't late, but I have two kids and I can't get to work on time every day. For example, my son Oliver (2) _____ a prize at his school last week and I had to go and see him get his prize. I also have to go to the doctor every Wednesday morning. I'm on a special diet to (3) _____ weight. Unfortunately, I (4) _____ three kilos last month and I'm just too fat. Some people say I (5) _____ my money when I buy special diet drinks and food, but I think it's worth it.

2 Reading and writing

- a Imagine you want to save some money and open a bank account where you can put your savings. Complete the form for a savings account with the bank.

Monthly Deposit Savings Account Application Form

Mr Mrs Miss Name: _____

Sex: male female

Address: _____

Contact tel no: _____ Email: _____

Date of birth: _____ National identity card/passport no: _____

Reason for saving: _____

Monthly savings aim/amount: _____

How you intend to earn money: _____



b Imagine you are shopping with your friend. You see a pair of shoes you really want but they are 350 SAR. You want to buy them but your friend is better with money and has a few questions. Read and then complete the conversation with your own ideas.

You: Look at these shoes. They are really soft leather. They fit beautifully. Oh, but they are 350 SAR.

Your friend: Well, they are formal shoes. Do you think you will use them much?

You: _____

Your friend: Well, they do cost 350 SAR. How much money do you have with you?

You: _____

Your friend: OK, so you have enough money now, but can you afford them?

You: _____

Your friend: So, if you need to buy a new coat, can you still afford them?

You: _____

Your friend: Why don't we look round the other shops to see if you can find them for a better price?

You: _____

c Complete the sentences with words from the box.

not worth	mortgage	discount	100 SAR off	good value	refund
-----------	----------	----------	-------------	------------	--------

- 1 Shahad bought her rice more cheaply because she bought in bulk and got a _____.
- 2 If you take out a loan to buy a house, it is called a _____.
- 3 If you buy something below the usual price, it is _____.
- 4 If you buy this radio now, you'll get _____.
- 5 If you return something to a shop because it does not work, you can get a _____.
- 6 It was _____ buying those shoes. I only wore them once.

2 Born to shop?

Grammar builder: verb + complement

Form:

You	make let help	someone	do something.
You	allow advise encourage tell	someone	to do something.
You	prevent stop	someone	from doing something.

1 Grammar

a Circle the correct verb.

- We let / allow our children to stay up until 9 pm.
- We *let* / *prevent* them choose their own clothes.
 - We *allow* / *make* them to play computer games.
 - We *stop* / *encourage* them from going out on weeknights.
 - We *allow* / *let* them have pocket money.
 - We *help* / *advise* them do their homework.

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

- advised / English / Mr Jones / study / to / us / .

- to / the / father / join / His / him / encouraged / club / .

- boss / early / His / him / leave / let / work / .

- We / to / that / swim / shouldn't / river / people / in / allow / .

c Make correct sentences from the table.

Advertising	advise prevent makes tell	people	buy things they don't need.
Doctors			not to smoke.
Speed limits			from driving too fast.
Politicians			to pay their taxes.
Non-smoking restaurants			from smoking.
Seatbelts			from being hurt in car accidents.

Advertising makes people buy things they don't need.

- 1 Doctors _____
- 2 Speed limits _____
- 3 Politicians _____
- 4 Non-smoking restaurants _____
- 5 Seatbelts _____

2 Reading and writing

a Gino is from New York. He's on a student exchange to Rome and he is staying with an Italian family. Read his letter to his friend George.

Is he having a good time? Yes No

use first names
with friends

start a letter
with *Dear*

Dear George,

Here I am in Rome! I'm having a great time and the family I'm staying with is wonderful. They let me use their computer and they encourage me to go out and meet people - I'm taking an Italian class here. The father is very kind - he corrects any mistakes I make in English and helps me understand my homework. The children are usually in bed by 8 pm. I like the kids, but I think they are much freer than at home. They have TVs in their rooms and the parents let them watch all the time! They allow them to eat sweets all the time and don't make them eat good food. When I have children I won't let them behave like these children. They are cute though, which is the most important thing. I hope to come home in the autumn - I'll call you soon to make plans.

Looking forward to seeing you then.

finish an informal
letter with *Your
friend*

Your friend,

Gino

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

- 1 The family makes Gino work evenings during the week.
- 2 The children are allowed to stay up late.
- 3 The family makes Gino study Italian.
- 4 Gino thinks the children have too much freedom.

- T F
- T F
- T F
- T F

c Write a letter like Gino's to a friend. Describe your home or work situation. Use the notes around the letter to help you.

3 Money, money, money

1 Word builder: money

Complete the paragraph with the words in the box.

notes	coins	mint	worth
money	pay	salary	

Joe works in a bank. It's a good job and they pay him a good (1) _____. He doesn't really enjoy his job. He doesn't like to count (2) _____. The new (3) _____ that come directly from the (4) _____ are already counted into packages, but it's very difficult to count the (5) _____ and put them into bags. He says it just isn't (6) _____ all the time he has to spend. He wants the bank to buy machines to do the counting.



Grammar builder: *so* and *because*

Use:

To express reason and result.

Form:

*I put a sweater on **because** I was cold.*

*I was cold, **so** I put a sweater on.*

Language assistant

So and because are usually in mid-position, between two clauses.

2 Grammar

Make sentences with *so* or *because* and the words in brackets.

I was hungry. (ate a sandwich) I was hungry so I ate a sandwich.

1 He missed his class. (he was late)

2 I opened the window. (hot)

3 I went to bed. (tired)

4 My company opened a new factory. (produce more cars)

5 He lost his briefcase. (went to the police station)

6 They were lost. (asked someone for directions)

Grammar builder: so that and to

Use:

To express purpose.

Form:

The *to* infinitive is used to express purpose. *In order to* can also be used.

I came to the USA to study English.

So that can also be used. It is often followed by *could / can* or *would*.

I came to the USA so that I could study English.

Language assistant

Note this common error:
I came to the USA for
studying English. ✘

3 Grammar

a Complete the sentences with an infinitive of purpose.

We need a fridge to keep food fresh.

- 1 People travel _____.
- 2 I'm studying English _____.
- 3 Everybody works _____.
- 4 We save money _____.

b Match the sentence beginnings on the left with the endings on the right.

- | | |
|-----------------------------------|--|
| 1 Ali went to the USA | a) so they spoke French together. |
| 2 He got a job in a restaurant | b) so that he could pay for his course. |
| 3 The restaurant owner was French | c) so that he didn't need to buy food. |
| 4 He ate at the restaurant | d) so he went home to Dubai. |
| 5 He found an American friend | e) so that he could study English. |
| 6 His English improved a lot | f) so that he would have someone to talk to. |

c Complete the paragraph with the words in the box. You might use some of the words or phrases more than once.

because	so	to	so that
---------	----	----	---------

Mohammed decided to go back to university (1) _____ get a degree in economics. He left school 20 years ago (2) _____ he had to get a job to help support his family. He also got married and had five children (3) _____ he didn't have time to finish his studies. Now his children all have jobs (4) _____ he felt he now had the opportunity to study again. He will only study in the mornings (5) _____ he can be at work, or with his family in the evenings. His wife and family are very pleased that he is studying again (6) _____ they know how much he enjoys learning.

Unit 6 Living culture

1 Celebrations and festivals

1 Word builder: festivals and celebrations

a Match the verbs with the nouns to make phrases.

Verb

- 1 you wear
- 2 you eat
- 3 you give
- 4 you say
- 5 you visit
- 6 you compete for

Noun

- a) special foods
- b) special clothes
- c) family, friends
- d) prizes
- e) presents, money
- f) prayers



b Find eight words in the word puzzle related to celebrations. One is done for you. → ↓ ↘

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

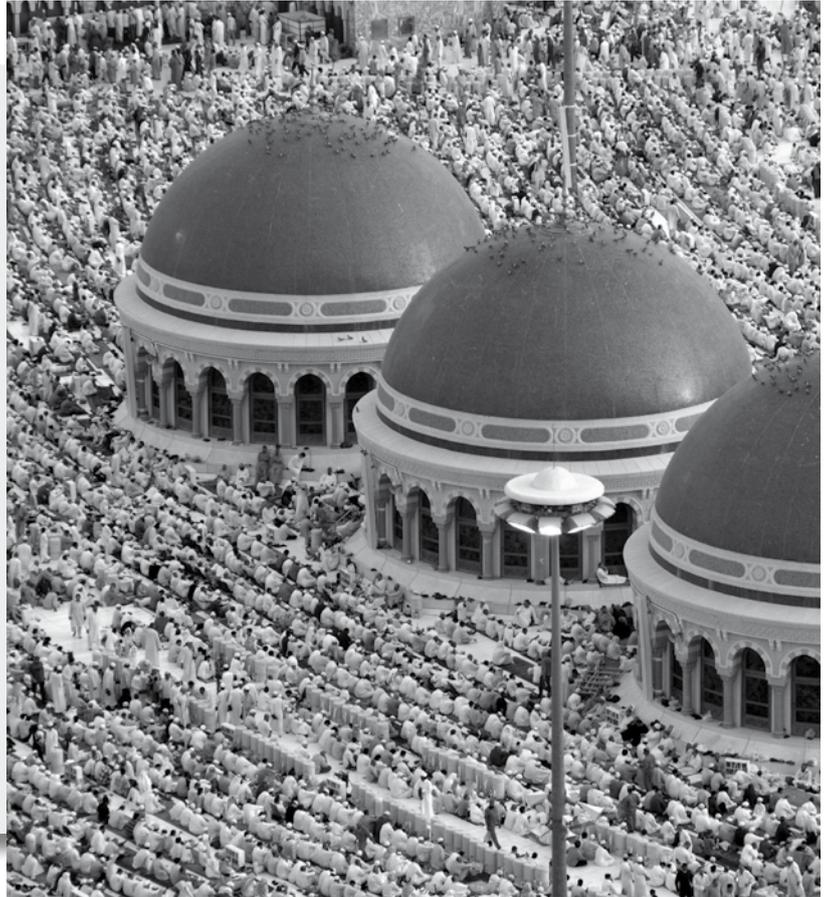
2 Reading and writing

a Look at the photograph. What festival is the text about?

b Read the text.

All over the world, in Islamic and non-Islamic countries, Muslims celebrate Eid al-Adha on or around the tenth day of the month of Dhull Hijja. In English, Eid al-Adha means 'Festival of Sacrifice'. It is held to commemorate the Prophet Ibrahim's willingness to sacrifice his son Ismael.

On the first day of Eid al-Adha, people dress in their best clothes before they go to the Mosque or a large open area to pray and listen to a sermon. It is usual in Islamic countries for those who can afford it to sacrifice an animal – a sheep, cow, camel or goat – on this day. Traditionally, one third of the meat is eaten by the family, one third given to friends and other relatives, and one third given to the poor.



Glossary

to sacrifice: to kill an animal for religious reasons

to commemorate: to remember an important event

a sermon: a speech about a religious topic

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

1 Only people living in Islamic countries celebrate Eid al-Adha.

T F

2 Eid al-Adha is celebrated on exactly the same day every year

T F

3 Muslims dress as smartly as possible for the festival.

T F

4 All Muslims sacrifice an animal.

T F

5 Meat is shared equally between family, friends and poor people.

T F

2 Culture on the table

Grammar builder: present passive

Use:

- To describe processes.
- To describe situations where the object is more important than the subject.

Form:

active

subject + verb + object

McDonald's® produces burgers.

passive

subject + *is / are* + past participle (+ by agent)

*Burgers **are eaten** everywhere.*

*Cheese **is produced** in France.*

By is used when we want to mention the "agent" – the person or thing that does the action.

These burgers are made by McDonald's®.

1 Grammar

a Match the verbs with their meanings.

- | | |
|-----------|--|
| 1 produce | a) consume – for liquids |
| 2 grow | b) salt and dry meat to preserve it |
| 3 eat | c) cultivate – grapes, carrots, potatoes, etc. |
| 4 make | d) to make something naturally |
| 5 drink | e) create from a selection of materials |
| 6 cure | f) consume – for food |

b Make sentences from the table.

Subject	is / are	participle
Sushi	is	grown in several Asian countries.
Tea		eaten all over the world.
Pasta	are	made in Germany.
Volkswagen cars		eaten in Switzerland.
Fondue		produced in many countries, including Chile.
Rice		worn in Scotland.
Kilts		usually eaten in Japan.

- Sushi is usually eaten in Japan. _____
- _____ .
- _____ .
- _____ .
- _____ .
- _____ .
- _____ .

c Complete the conversation with the correct forms of the verbs in brackets.

Ibrahim: Yaser, I'm writing a paper about your country, Saudi Arabia, for my history class. Can you help me?

Yaser: Sure.

Ibrahim: What traditional food (1) _____ (*eat*) in Saudi Arabia.

Yaser: Oh, there are lots of different dishes. I suppose kabsah (2) _____ (*consider*) the most typical food.

Ibrahim: What language (3) _____ (*speak*) in Saudi Arabia?

Yaser: Arabic (4) _____ (*use*) by most people, but many indigenous languages (5) _____ (*speak*).

Ibrahim: What soft drinks (6) _____ (*drink*) in Saudi Arabia?

Yaser: The same ones as in most countries: Coca-Cola® and Pepsi, but many local soft drinks (7) _____ (*sell*), too.

Ibrahim: (8) _____ burgers _____ (*eat*) in Saudi Arabia?

Yaser: Of course. Thousands of burgers (9) _____ (*sell*) by Herfy and Al Baik every year.

2 Reading

a Read the text quickly and answer the questions:

- 1 Complete the list: Pakistan, India, Nepal, Sri Lanka, _____.
- 2 Are most South Asian dishes very hot and spicy? _____
- 3 Is South Asian food the same in all parts of the subcontinent? _____

Some like it hot

The South Asian subcontinent – that is, Pakistan, India, Bangladesh, Nepal and Sri Lanka – is famous for its curries. Strangely, though, the word ‘curry’ has little meaning in the region. It is best translated as ‘stew’, and covers a whole range of different vegetable and meat dishes.

Another common, but false, belief is that all South Asian curries are very hot and spicy. True, a few of them are - but many South Asian dishes are quite mild.

Each country, and every region, has its own particular religious dietary rules and styles of cooking. The one

thing that unites them all, however, is that only the freshest herbs and spices are used.

Almost as appetizing as the main dishes are the accompaniments. There is an incredible range of rice dishes, different types of bread, pickles and chutneys.

The presentation of the meal is as important as the cooking. A well-served meal is a feast of different colours, from the white of the yoghurt to the deep reds and oranges of the spiced meat and the rainbow colours of the vegetables.

And don't eat too much. Remember to leave some room for the desserts. They are perhaps some of the sweetest-tasting desserts in the world!

b Read the text again and circle the best options to summarize the text.

The South Asian subcontinent is isn't made up of six countries.

- 1 Curry *is / isn't* a particular South Asian dish.
- 2 South Asians *use / don't use* fresh spices.
- 3 The 'look' of a meal is *as important as / less important than* the taste.
- 4 South Asians like to *leave room / leave the room* to eat dessert.

3 Culture at home

Grammar builder: *be / get used to*

Use:

To talk about how familiar or accustomed you are with things / situations.

Form:

to be / get + used to + noun / ing form of verb

These constructions can exist in various tenses.

Language assistant

I can't get used to ... (This is not usual.)

I'm used to living in London. (It's my home and not strange to me.)

I'll get used to working in this office. (At the moment it's new but I think I'll become accustomed to it.)

1 Grammar

a Match the situations in the pictures with the descriptive sentences.

- | | |
|--------------------------------------|------------------------------------|
| 1 He works in a busy city.
_____ | 4 He feels uncomfortable.
_____ |
| 2 He's on holiday in China.
_____ | 5 He's very smart.
_____ |
| 3 He lives in Japan.
_____ | 6 They are miners.
_____ |



1 He isn't used to eating with chopsticks.



3 He's used to eating sushi.



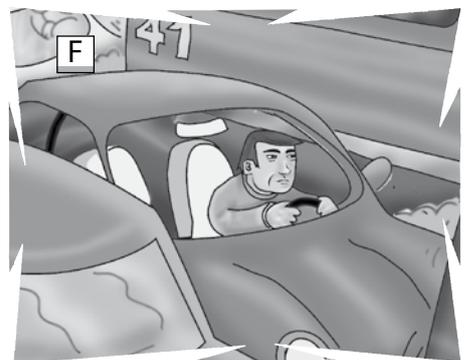
5 He isn't used to wearing a suit.



2 He'll soon get used to his new job.



4 They're used to working underground.



6 He's getting used to driving to work.

b Complete the sentences with the words in the box.

~~-am used to~~ will never get used to got used to am not used to am getting used to

- I've worked with John for a long time so I am used to his way of doing things.
- 1 I've just passed my driving test so I _____ driving on my own.
 - 2 I've lived in England for a year but I _____ driving on the left. It's so difficult!
 - 3 I've had this car for a few months and I _____ driving it now.
 - 4 When I was on holiday, I soon _____ lying on the beach doing nothing!

2 Grammar

a Look at these lists.

- | | | | | | | |
|--------------|------------------|-------|------------|--------------|-----------------|------|
| + to | decide | want | would like | forget | | |
| + ing | be / get used to | enjoy | finish | have trouble | look forward to | stop |

b Complete the paragraph with the correct forms of the verbs in brackets.

I am looking forward to visiting (look forward / visit) you next month. I (1) _____ (enjoy / travel) and I (2) _____ (would like / learn) all about your city. I remember my trip last year when you lived in Chicago. I (3) _____ (have trouble / visit) all the museums. Since that trip, I (4) _____ (decide / limit) myself to one museum a day, but I'm sure I'll (5) _____ (enjoy / look) at things more if I'm not in a hurry. Well, I have to (6) _____ (finish / write) this letter now. I (7) _____ (want / do) the dishes before I go to bed. I'll never (8) _____ (get used to / live) alone.

c Match the sentence beginnings on the left with the endings on the right.

- | | |
|--|---------------------------------------|
| 1 I'm studying tourism. I'd like _____ | a) cleaning up in here. |
| 2 After three years in Spain, I finally got used _____ | b) remembering grammar rules. |
| 3 I love English but I have trouble _____ | c) to having a siesta after lunch. |
| 4 When I finish my Bachelor's degree, I've decided _____ | d) to study for a Master's. |
| 5 It's Wednesday – I'm looking forward to _____ | f) to work as a travel agent one day. |
| 6 I'll come and have dinner when I finish _____ | g) going to the tennis club. |

d Complete the sentences about yourself with an appropriate verb form.

- After this course, I'd like to take more English courses.
- 1 I really enjoy _____ .
 - 2 I have trouble _____ .
 - 3 I often forget _____ .
 - 4 I'm looking forward to _____ .
 - 5 I'm getting used to _____ .

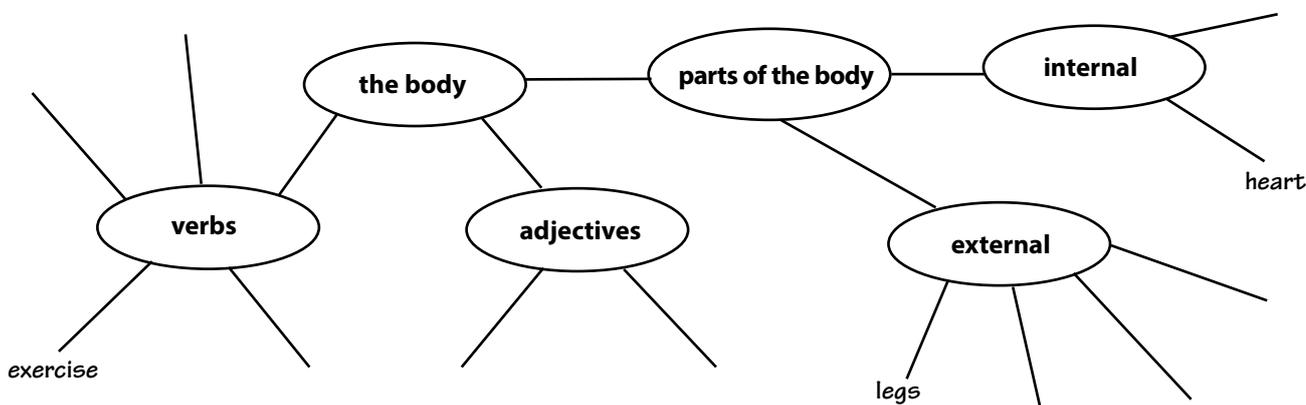
Unit 7 Good health

1 You and your body

1 Word builder: parts of the body

a Complete the spidergram with the words in the box.

heart	foot	rest	move	healthy	skin
legs	brain	toe	exercise	walk	physical



b Add more words to the spidergram. Choose words from this unit or other useful words.

c Complete the paragraph with some of the words from exercise 1a.

Your grandfather is very (1) _____ for a 90 year old. I know he ran a lot when he was younger, so he has very strong (2) _____, but he needs to do a lot more (3) _____ (4) _____ so his (5) _____ will stay strong. Remember he has had problems with his circulation. At his age, he should (6) _____ for half an hour a day.

d Complete the table with the words in the box.

ears	elbow	eyes	fingers	foot	shin
hips	knee	lower back	mouth	nose	
shoulders	toes	upper back	wrist	hand	

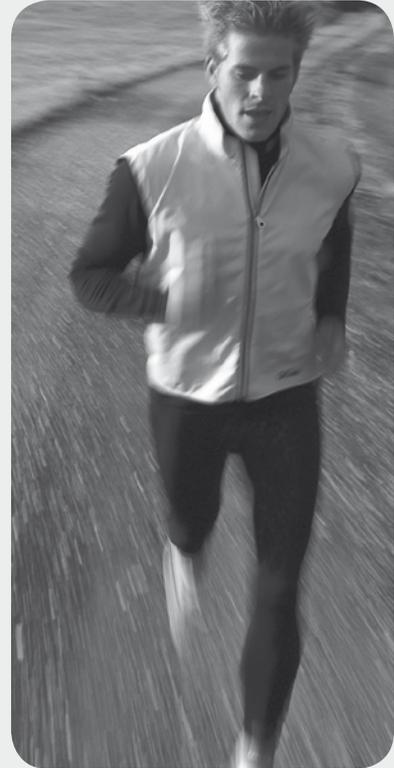
Head	Arms	Upper body	Lower body	Legs

2 Reading and writing

a Read the text.

Physical activity can help you feel physically fit and give you a positive mental attitude. Regular exercise can assure you a longer, healthier life. If you haven't done much regular exercise in the past, here are a few suggestions on where to start.

- 1 Visit your doctor. It's a good idea to check with your doctor before beginning any new activity, especially if you are over 40, have ever smoked, or if someone in your family has had heart disease, high blood pressure or diabetes.
- 2 Choose the correct activity. Be sure you have fun while you exercise. You will keep doing an activity longer if you are enjoying yourself.
- 3 Start slowly. Don't think you'll be an expert the first time you try a new activity.
- 4 Set clear goals. Be sure you decide on reasonable goals before you begin. You are more likely to stick to an activity if you set goals in small steps. If you want to lose weight, set goals of losing a few kilos at a time.
- 5 Give yourself rewards. When you reach a goal, buy yourself a present.
- 6 Stick with it. If you don't exercise regularly, you won't get fit. You need at least 30 minutes a day to improve.



b Write short answers about the text.

- 1 What benefits can you get from doing exercise? _____

- 2 Who should visit the doctor before starting an exercise programme? _____

- 3 Why is it important to choose the right activity? _____

- 4 What kinds of goals should you set yourself? _____

- 5 How long should you exercise every day to get fit? _____

c Do you do regular exercise? If you do, what exercise do you do? Do you follow the programme outlined above? If you don't do regular exercise, do you think you could follow the programme? What activity would you like to do?

2 Dangerous practices

Grammar builder: causatives – have / get something done

Use:

To express services performed for us by somebody else.

Form:

subject +	have / get +	object		+ past participle
I	have	my	hair	cut at the hairdresser's.
You	get	your	hair	
We		our		

This language can be used in various tenses. To indicate tense, change *have* and *get* only.
*I'm **having** / **getting** my hair cut **tomorrow**.*
*I **had** / **got** my hair cut **yesterday**.*

1 Grammar

a Make sentences.

- I / have / my hair / cut / next week I am going to have my hair cut next week.
- 1 He / get / his car / wash / every week _____
- 2 We / get / our house / paint / last summer _____
- 3 George / have / his arm / x-ray / tomorrow _____
- 4 You should / have / your teeth / check / every six months _____
- 5 Peter / get / his car / fix / right now _____

b Make sentences with the words in the table.

You have / get your	car	cut	at the	hospital.
	hair	tested		hairdresser's.
	eyes	checked		optician's.
	arm	x-rayed		garage.
	teeth	repaired		dentist's.

You have your eyes tested at the optician's.

c Write three sentences about things you have / get done.

I have my teeth checked every six months.

2 Reading and writing

a Match each problem with the most logical piece of advice.

- | | |
|---|---|
| 1 The window is broken. | a) We need to have it mended. |
| 2 Our house needs painting. | b) Why don't you get your chest x-rayed? |
| 3 My hair is too long. | c) We need to phone a painter. |
| 4 My car broke down. | d) You should get it cut. |
| 5 I have a bad cough. | e) Why don't you get your eyes tested by an optician? |
| 6 I can't see traffic signs when I'm driving. | f) You should get it checked by a mechanic. |

b Look at the drawings and give advice for each problem. Use the causative in your sentences. You can use some of the words in the box if you want.

computer	dentist	tap
gardener	grass	plumber
technician	wash	

You should get a dentist to check your teeth. /

Why don't you get a dentist to check your teeth? /

You need to get your teeth checked.



3 The best remedies

1 Word builder: health problems

a Match the health problems with logical treatments.

- | | |
|------------------|-------------------------|
| 1 a cold | a) don't talk too much |
| 2 a sore throat | b) take a hot bath |
| 3 appendicitis | c) have some herbal tea |
| 4 a stomach ache | d) take a decongestant |
| 5 a headache | e) have surgery |
| 6 aching muscles | f) take an aspirin |

b Use the words in the box to make phrases. Label the pictures with the phrases.

food	muscles-	aching-
problems	sore	pains
abdominal	throat	vision
tea	poisoning	herbal

c Complete the sentences with a phrase from exercise 1b.

When you have a sore throat, _____ it's a good idea to drink plenty of fluids.

- If you feel sick, drink _____.
- _____ and a fever are common symptoms of the flu.
- Appendicitis can begin with _____.



A aching muscles



D



B



E



C



F

- He has _____ and is very sensitive to light – he must have a migraine.
- He has a terrible stomach ache and feels tired – it must be _____.

Grammar builder: *must, might / may, can't* for deductions

Use:

To express possibility and probability of situations and events.

Form:

	subject +	modal +	infinitive without to
Where's Sue?	She	might may must can't	be at the surgery. have a headache. feel sick

Language assistant

He *may* be at the surgery. ✓
 He *can't* be at the surgery. ✓
 Can is not used for this function:
 He *can* be at the surgery. ✗

2 Grammar

a Choose the best verb to complete the sentences.

She's twelve years old.

He *must / might / can't* be at university.

- 1 He's lived in Spain for ten years. He *must / may / can't* speak Spanish.
- 2 She's not answering the phone. She *must / may / can't* be in the garden.
- 3 He wears a white coat for work. He *must / may / can't* be a doctor.
- 4 He's using an Italian phrasebook. He *must / may / can't* be Italian.
- 5 He passed his driving test. He *must / may / can't* be very happy.

b Complete the conversations with *might / may, must or can't*.

A: I have a headache.

B: It (1) _____ be the weather. I always get headaches when it rains.

A: I don't think so. I (2) _____ be getting a cold. I think my throat is a little sore.

C: Where's Ken? I'm getting worried.

D: I don't know. There (3) _____ be a lot of traffic.

C: No, I'm sure it's something horrible. He (4) _____ be in hospital. He's surely had an accident.

E: Someone is knocking at the door.

F: It (5) _____ be Alan. He said he would be here at around 5 pm.

E: It (6) _____ be him. He just called me and told me he'd be late.

c Complete the conversation with the words in brackets.

Reema: I feel terrible.

Leen: (1) _____ ?

Reema: (2) _____. (headache)

Leen: (3) _____ ? (any other symptoms)

Reema: (4) _____. (sore throat)

Leen: (5) _____. (I think / cold)

Reema: (6) _____ ? (what / do)

Leen: (7) _____. (rest)

Unit 8 Imagination

1 Dreams

1 Word builder: words with similar meaning – *wish / hope / expect / wait*

a Choose the best verb forms to complete the paragraph.



I'm waiting / *wishing* for the bus to come. I've been here 20 minutes. I (1) *expect* / *wait* it will come soon. It will certainly be very crowded. I (2) *expect* / *hope* I'll get a seat. I (3) *expect* / *hope* I'll be late for work again and I (4) *hope* / *wish* my boss won't be too angry. I (5) *wish* / *hope* I had a car! Going to work would be much easier!

b Complete the sentences with the correct form of *expect*, *hope*, *wait* or *wish*.

- Nasser worked very hard this term. I expect he'll pass the exam.
- 1 We're meeting them at the airport. I _____ they are on time.
 - 2 Please _____ for me at the door – I'm coming soon.
 - 3 John is so poor and _____ he had more money.
 - 4 I _____ he gets the new job – the salary is much better than his current job.
 - 5 Sue is always late. I usually _____ at least 15 minutes for her.

2 Reading and writing

a Read the text and choose the correct answer.

Pelé scored 1,352 / 1,280 goals in his career.

Edson Arantes do Nascimento, known throughout the world as Pelé, was born in the Brazilian town of Três Corações. When he was playing football with his friends in the streets of his hometown, no one ever imagined he would become a world renowned football player. He dreamed of becoming a professional football player and scoring a goal for his country in a World Cup, but he never expected to be so famous. He began his professional career when he was 15, earning about \$60 a month for playing with the Santos football team. The people who discovered him no doubt hoped he would be a good player, but no one could have imagined that he would score 1,280 goals in 1,352 games.



b Answer the questions about the text.

1 Where did Pelé begin playing football?

2 What was his dream?

3 What does "world renowned" mean?

4 How old was he when he started playing professionally?

5 What was Pelé's hometown?

c What are your dreams for the future? What do you hope to do in ten years? What do you expect will happen in your life? Write a paragraph about your dreams.

2 Wishes and hopes

Grammar builder: expressing present wishes, future hopes

wishes

Use:

To express desire for a present situation to be different, but to know that it is almost certainly not going to change.

Form:

subject + *wish* + past simple

I wish I had a big car.

You wish it wasn't raining.

He / she wishes he was rich.

Wish is followed by the past simple but in fact refers to a possible change in the present / future.

hopes

Use:

To express a desire for a future situation.

Form:

subject + *hope* + *will* + verb

I hope he will say "yes"!

subject + *hope* + *can* + verb

I hope you can come to my party.

subject + *hope* + present simple verb

I hope you get the job.

1 Grammar

a Complete the sentences. Write the correct forms of the verbs in brackets.

- | | |
|--|---|
| 1 I wish I _____ (<i>live</i>) in the country. | 4 I wish I _____ (<i>speak</i>) German. |
| 2 He wishes he _____ (<i>can come</i>) to our house. | 5 He hopes you _____ (<i>feel</i>) better. |
| 3 I hope they _____ (<i>buy</i>) my house. | 6 Jack wishes the weather _____ (<i>be</i>) better. |

b Match the sentences with the wishes or hopes.

- | | |
|---|--|
| 1 We work every weekend. | a) He hopes to learn Japanese. |
| 2 I want to buy a car. | b) I hope I get a raise. |
| 3 George is planning to go to Japan. | c) I hope you'll write soon. |
| 4 I don't know how to cook. | d) I wish I knew how. |
| 5 I miss you. | e) He hopes to get a good job. |
| 6 Ali is going to study computer science. | f) We wish we didn't have to work so much. |

c Make sentences with *wish* or *hope*.

- | | |
|---|--|
| <p>It's raining. I don't have an umbrella.
I wish <u>I had an umbrella.</u></p> <p>1 It's nice weather today. I have to work.
I wish _____.</p> <p>2 Tomorrow is our picnic and it's raining today.
I hope _____.</p> <p>3 My eyes are blue. I prefer brown eyes.
I wish _____.</p> | <p>4 You have a bad cold and your graduation is on Saturday.
I hope _____.</p> <p>5 His car is at the garage. He wants to use it.
He wishes _____.</p> <p>6 They want to buy some food. They don't have any money.
They wish _____.</p> <p>7 She can't speak English. She would like to.
She wishes _____.</p> |
|---|--|

d Write sentences about your own present situation, wishes and hopes.

Present situation	Wish / hope
<u>My eyes are brown.</u>	<u>I wish they were blue.</u>
_____	_____
_____	_____
_____	_____

2 Reading and writing

a Put the conversation in the correct order.

- | | |
|--|-------------------------------------|
| 1 I hope you invite me over soon. Well, after you buy the heater. | <input type="checkbox"/> |
| 2 It's too cold. I wish it were warmer. | <input type="checkbox"/> |
| 3 That's a good idea. | <input type="checkbox"/> |
| 4 What's wrong with it? | <input type="checkbox"/> |
| 5 You don't look too happy. | <input checked="" type="checkbox"/> |
| 6 I'm not. I hate my new apartment. | <input type="checkbox"/> |
| 7 That's easy. Buy a heater. | <input type="checkbox"/> |
| 8 Well firstly, it's too noisy. I wish there was less traffic. | <input type="checkbox"/> |
| 9 You can't do anything about that. What other problems are there? | <input type="checkbox"/> |

b Read this joke about wishes.

Albert, Bob and Chuck are on a desert island. Albert finds a magic lantern. He rubs it and a genie appears. "You have one wish each. What do you wish for?" the genie asked. Albert immediately responded, "I wish I were home with my family." And poof, he disappeared. Then Bob said, "I wish I were in Paris." Poof, he was gone, too. Chuck looked around and his friends were gone. He said, "I wish my friends Albert and Bob were here." And poof, Albert and George returned at the same time the genie disappeared.

c Have you ever heard a joke about three wishes? Write it here or invent one of your own.

3 Stories of the imagination

Grammar builder: the second conditional

Use:

To talk about imaginary situations.

Form:

if + past simple + would + simple infinitive

If I had a car, I'd (would) drive you there. (but I don't have a car.)

Language assistant

The two clauses can be reversed with no change in meaning.
I'd drive you there if I had a car.

1 Grammar

a Match the sentence beginnings on the left with the endings on the right.

- | | |
|--------------------------|----------------------------------|
| 1 If I had enough money, | a) I'd give him a lift home. |
| 2 If he had enough time, | b) I'd give him some money. |
| 3 If I were a writer, | c) he'd come and visit you. |
| 4 If he lived near me, | d) I'd buy a new car. |
| 5 If he needed it, | e) I'd write children's stories. |
| 6 If he were here, | f) he wouldn't like it. |

b Circle the correct sentence.

- a) If I would go to London, I visit my English teacher.
 b) If I went to London, I'd visit my English teacher.
- 1 a) What do you do if you meet the Queen of England?
 b) What would you do if you met the Queen of England?
- 2 a) I hope I met her next time I visit.
 b) I hope I'll meet her next time I visit.
- 3 a) I wish I could go to the USA one day.
 b) I wish I went to the USA one day.
- 4 a) He'd be really happy if he got the job.
 b) He'd be really happy if he'd get the job.
- 5 a) If you would to come to my house, it would be very nice.
 b) If you came to my house, it would be very nice.



c Complete the sentences about yourself.

- 1 I'd travel to the USA _____ .
- 2 If I had more money, _____ .
- 3 If I had my own private plane, _____ .
- 4 I'd study more _____ .
- 5 I'd take my family to _____ .

d Complete the paragraph with the verbs in brackets. They are present simple or second conditional.

George Pope lives (live) in New York City. He has (have) a stressful job as an international banker. He (1) _____ (live) with his wife, Petra, and two children in a penthouse apartment in a noisy part of Manhattan. George's office is a long way from his apartment and he (2) _____ (spend) a lot of time traveling to work. If they (3) _____ (live) in the country, they'd have a very different life. George usually (4) _____ (drive) to his bank in heavy traffic. If they (5) _____ (leave) New York, he (6) _____ (sell) the car and buy a bicycle. He (7) _____ (work) from home and (8) _____ (spend) more time with his family. They (9) _____ (not live) in an apartment but (10) _____ (buy) a big house with a garden.

e Answer the questions about George and Petra. Use a short answer.

If they lived in the country ...

Would they live in an apartment?

No, they wouldn't.

1 Would George live a long way from his office?

2 Would George spend more time with his family?

3 Would George drive to work?

4 Would he get a small car?

2 Writing

Complete the conversation.

Rinad: Leena, I need some advice.

Leena: Sure. What's your problem?

Rinad: I think my brother's got problems at work. But he's not telling me.

Leena: If I were you, I'd (1) _____ .

Rinad: Yes, but if I did that, he'd probably (2) _____ .

Leena: I'm sure he wouldn't. If (3) _____ . I'm sure he'd tell you. You're his sister.

Rinad: That's the problem. If I weren't his sister, (4) _____ . He doesn't want to worry me.

Unit 1

Travel Personal information

be born (v) ★★★	/bɔ:(r)n/
childhood (n) ★★	/'tʃaɪld,hʊd/
college (n) ★★★	/'kɒlɪdʒ/
exam (n) ★★	/ɪg'zæm/
fail (an exam) (v) ★★★	/feɪl/
faith (n) ★★★	/feɪθ/
graduate (v) ★★	/'grædʒuət/
marital status (n)	/'mæɪrɪt(ə)l 'stɜ:təs/
nationality (n) ★	/'næʃə'næləti/
neighbourhood (n) ★★	/'neɪbə(r),hʊd/
qualified (adj) ★★	/'kwɒlɪfaɪd/
university (n) ★★★	/'ju:nɪ'vɜ:(r)səti/

Work

academic (n) ★★★	/ækə'demɪk/
architect (n) ★★	/'ɑ:(r)kɪ'tekt/
business (n) ★★★	/'bɪznəs/
café (n) ★★	/'kæfeɪ/
chain (n) ★★★	/'tʃeɪn/
coach (n) ★★	/'kəʊtʃ/
earn (v) ★★★	/ɜ:(r)n/
engineer (n) ★★★	/'endʒɪ'nɪə(r)/
job (n) ★★★	/'dʒɒb/
manage (v) ★★★	/'mænɪdʒ/
manager (n) ★★★	/'mænɪdʒə(r)/
policeman (n) ★★	/'pɒ'lɪ:smən/
product (n) ★★★	/'prɒdʌkt/
range (n) ★★★	/'reɪndʒ/
restaurant (n) ★★★	/'rest(ə)rɒnt/
shepherd (n)	/'ʃepə(r)d/
soldier (n) ★★★	/'səʊldʒə(r)/
uniform (n) ★★	/'ju:nɪfɔ:(r)m/
waiter (n) ★	/'weɪtə(r)/

Animals

camel (n)	/'kæm(ə)l/
goat (n) ★	/'gəʊt/
shark (n) ★	/'ʃɑ:(r)k/
whale (n) ★★	/'weɪl/

Words describing people

amazing (adj) ★★	/'əmeɪzɪŋ/
dependent (adj) ★★★	/'dɪ'pendənt/
extraordinary (adj) ★★	/'ɪk'strɔ:(r)d(ə)n(ə)rɪ/
fierce (adj) ★★	/'fɪə(r)s/
frightened (adj) ★	/'fraɪt(ə)nd/
healthy (adj) ★★★	/'helθi/
nervous (adj) ★★	/'nɜ:(r)vəs/
proud (adj) ★★	/'praʊd/
unsuccessful (adj) ★	/'ʌnsək'sesf(ə)l/

Family

aunt (n) ★★★	/'a:nt/
grandparent (n) ★	/'græn(d),peərənt/
parent (n) ★★★	/'peərənt/
uncle (n) ★★	/'ʌŋk(ə)l/
relative (n) ★★★	/'relətɪv/

Other

accident (n) ★★★	/'æksɪd(ə)nt/
amazement (n)	/'ə'meɪzmənt/
apartment (n) ★	/'ə'pɑ:(r)tmənt/
band (n) ★★★	/'bænd/
beard (n) ★	/'bɪə(r)d/
claim (v) ★★★	/'kleɪm/
contact (v) ★★★	/'kɒntækt/
convert (v) ★★	/'kɒn'vɜ:(r)t/
cookery (n) ★	/'kʊk(ə)rɪ/
court (n) ★★★	/'kɔ:(r)t/
crown (of a tree) (n)	/'kraʊn/
cutlass (n)	/'kʌtləs/
date (n)	/'deɪt/
discover (v) ★★★	/'dɪ'skʌvə(r)/
dismount (v)	/'dɪs'maʊnt/
except (prep) ★★★	/'ɪk'sept/
gallop (v) ★	/'gæləp/
golf (n) ★★★	/'gɒlf/
guy (n) ★★	/'gɑɪ/
history (n) ★★★	/'hɪst(ə)rɪ/
imagine (v) ★★★	/'ɪ'mædʒɪn/
introduce (v) ★★★	/'ɪntrə'dju:s/
kitchen (n) ★★★	/'kɪtʃɪn/
lead (v) ★★★	/'li:d/
lifestyle (n) ★★	/'laɪf'staɪl/
millionaire (n) ★	/'mɪljə'neə(r)/
mosque (n) ★	/'mɒsq/
motorcycle (n)	/'məʊtə(r),sɑ:k(ə)l/
mountain (n) ★★★	/'maʊntɪn/
newspaper report (n)	/'nju:z,peɪpə(r) rɪ'pɔ:(r)t/
opponent (n) ★★	/'ə'pəʊnənt/
path (n) ★★★	/'pɑ:θ/
play around (v)	/'pleɪ ə'raʊnd/
poem (n) ★★★	/'pəʊɪm/
poetry (n) ★★	/'pəʊɪtri/
practise (v) ★★	/'præktɪs/
pray (v) ★★	/'preɪ/
prefer (v) ★★★	/'prɪ'fɜ:(r)/
proclaim (v) ★	/'prə'kleɪm/
reasonable (adj) ★★★	/'ri:z(ə)nəb(ə)l/
recently (adv) ★★★	/'ri:s(ə)ntli/
recite (v)	/'ri'saɪt/
repair (v) ★★	/'rɪ'peə(r)/
science (n) ★★★	/'saɪəns/
shake (v) ★★★	/'ʃeɪk/
spot (v) ★★★	/'spɒt/
stony (adj)	/'stəʊni/
survive (v) ★★★	/'sʌvə'vaɪv/
tale (n) ★★	/'teɪl/
tend (v) ★★★	/'tend/
thief (n) ★★	/'θi:f/
tournament (n) ★★	/'tuə(r)nəmənt/
traditional (adj) ★★★	/'trə'dɪʃ(ə)nəl/
transport (n) ★★★	/'træns'pɔ:(r)t/
TV show (n)	/'ti: 'vi: ʃəʊ/
valley (n) ★★★	/'væli/
vegetarian (n)	/'vedʒə'teərɪən/
worry about (v)	/'wɒrɪ ə'baʊt/

Unit 2

Free time

cooking (n) ★★	/ˈkʊkɪŋ/
embroider (v)	/ɪmˈbrɔɪdə(r)/
gardening (n)	/ˈgɑː(r)d(ə)nɪŋ/
hang-gliding (n)	/ˈhæŋ glɑɪdɪŋ/
hobby (n) ★	/ˈhɒbi/
horse racing (n)	/ˈhɔː(r)s reɪsɪŋ/
jogging (n) ★	/ˈdʒɒɡɪŋ/
photography (n) ★	/fəˈtɒɡrəfi/
running (n) ★	/ˈrʌnɪŋ/
skydiving (n)	/ˈskaɪˌdaɪvɪŋ/
yoga (n)	/ˈjəʊgə/

Relations

ancestor (n) ★★	/ˈænsəstə(r)/
daughter (n) ★★★	/ˈdɔːtə(r)/
generation (n) ★★★	/ˌdʒenəˈreɪʃ(ə)n/
great-grandfather (n)	/ɡreɪt ˈgræn(d),faːðə(r)/
son (n) ★★★	/sʌn/

Animals

bear (n) ★★	/beə(r)/
dinosaur (n) ★	/ˈdaɪnəsɔː(r)/
graze (v)	/ɡreɪz/
herd (v) ★	/hɜː(r)d/
mice (n)	/maɪs/
sheep (n) ★★★	/ʃiːp/

World of work

builder (n) ★★	/ˈbɪldə(r)/
clothes designer (n)	/kləʊðz dɪˈzaɪnə(r)/
email (n) ★★★	/ˈiːmeɪl/
IT (n) ★	/aɪ ˈtiː/
Master's Degree (n)	/ˈmɑːstə(r)z dɪˈɡriː/
meeting (n) ★★★	/ˈmiːtɪŋ/
pastoralist (n)	/ˈpɑːst(ə)rəlɪst/
photographer (n) ★★	/fəˈtɒɡrəfə(r)/
retire (v) ★★	/rɪˈtaɪə(r)/
seminar (n) ★★	/ˈsemiˌnɑː(r)/
shopkeeper (n) ★	/ˈʃɒpˌkiːpə(r)/
taxi driver (n)	/ˈtæksi ˈdraɪvə(r)/
vet (n)	/vet/
workaholic (n)	/ˈwɜː(r)kəˈhɒlɪk/

Words describing people

beautiful (adj) ★★★	/ˈbjʊːtəf(ə)l/
Bedouin (n)	/ˈbeduɪn/
crazy (adj) ★★	/ˈkreɪzi/
creative (adj) ★★	/kriˈeɪtɪv/
impatient (adj) ★	/ɪmˈpeɪʃ(ə)nt/
intelligent (adj) ★★	/ɪnˈtelɪdʒ(ə)nt/
interesting (adj) ★★★	/ˈɪntrəstɪŋ/
Nomadic (adj)	/nəʊˈmædɪk/
pioneer (n) ★	/ˌpaɪəˈniə(r)/

Other words

access (n) ★★★	/ˈækses/
annoy (v) ★★	/əˈnɔɪ/
antique (n) ★	/ænˈtiːk/
balance (n) ★★★	/ˈbæləns/
biography (n) ★	/baɪˈɒɡrəfi/

bore (v) ★	/bɔː(r)/
break (n) ★★★	/breɪk/
circus (n)	/ˈsɜː(r)kəs/
communication (n) ★★★	/kəˌmjuːnɪˈkeɪʃ(ə)n/
computer (n) ★★★	/kəmˈpjʊːtə(r)/
custom (n) ★★	/ˈkʌstəm/
dangerous (adj) ★★★	/ˈdeɪndʒərəs/
delicious (adj) ★	/dɪˈlɪʃəs/
dirty (adj) ★★	/ˈdɜː(r)tɪ/
doctorate (n)	/ˈdɒkt(ə)rət/
drill (v)	/drɪl/
embarrassed (adj) ★	/ɪmˈbærəst/
exaggerated (adj)	/ɪɡˈzædʒəˌreɪtɪd/
excite (v) ★	/ɪkˈsaɪt/
frighten (v) ★★	/ˈfraɪt(ə)n/
gigantic (adj)	/dʒaɪˈɡæntɪk/
great (adj) ★★★	/ɡreɪt/
homework (n) ★	/ˈhəʊmˌwɜː(r)k/
insight (n) ★★	/ˈɪnsaɪt/
interest (v) ★★	/ˈɪntrəst/
interrupt (v) ★★	/ɪntəˈrʌpt/
investigate (v) ★★★	/ɪnˈvestɪɡet/
irritate (v) ★	/ˈɪrɪteɪt/
legend (n) ★★	/ˈledʒ(ə)nd/
library (n) ★★★	/ˈlaɪbrəri/
look forward to (v)	/lʊk ˈfɔː(r)wəd(r)d tə/
migrate (v) ★	/maɪˈɡreɪt/
nearby (adv) ★★	/ˌniə(r)ˈbaɪ/
obligation (n) ★★★	/ˌɒblɪˈɡeɪʃ(ə)n/
offer (v) ★★★	/ˈɒfə(r)/
petrochemical (adj/n)	/ˌpetrəʊˈkemɪk(ə)l/
physics (n) ★★	/ˈfɪzɪks/
relaxing (adj)	/rɪˈlæksɪŋ/
settle (v) ★★★	/ˈset(ə)l/
stressful (adj)	/ˈstresf(ə)l/
take care of (v)	/teɪk keə(r) əv/
terrible (adj) ★★★	/ˈterəb(ə)l/
topic (n) ★★★	/ˈtɒpɪk/
untraceable (adj)	/ˌʌnˈtreɪsəb(ə)l/
wonderful (adj) ★★★	/ˈwʌndə(r)f(ə)l/

Unit 3

Energy sources

animal matter	/ˈænɪm(ə)l ˈmætə(r)/
atom (n) ★★	/ˈætəm/
decayed(adj) ★	/dɪˈkeɪd/
electricity (n) ★★★	/ɪˌlekˈtrɪsɪti/
energy (n) ★★★	/ˈenə(r)dʒɪ/
environment (n) ★★★	/ɪnˈvaɪrənmənt/
environmentally (adv) ★	/ɪnˌvaɪrənˈment(ə)li/
essential (adj) ★★★	/ɪˈsenʃ(ə)l/
exploration (n) ★★	/ˌekspləˈreɪʃ(ə)n/
fission (n)	/ˈfɪʃ(ə)n/
fossil fuel (n)	/ˈfɒs(ə)l ˈfjuːəl/
fusion (n) ★	/ˈfjuːʒ(ə)n/
generator (n) ★	/ˈdʒenəˌreɪtə(r)/
geology (n) ★	/dʒiːˈɒlədʒɪ/
geo-thermal	/dʒiːəʊ ˈθɜː(r)m(ə)l/
hydro-electric (adj)	/ˌhaɪdrəʊˈɪlektɪk/
hydrothermal vent (n)	/ˌhaɪdrəʊˈθɜː(r)m(ə)l vent/

mineral (n) ★
 nuclear (adj) ★★★
 ocean (n) ★★
 petrol (n) ★★
 phosphorous (n)
 photo-voltaic cell (n)
 pollution (n) ★★★
 power (n) ★★★
 pressure (n) ★★★
 pump (v) ★
 radioactive (adj)
 renewable (adj)
 reserve (n) ★★
 solar (adj) ★★
 source (n) ★★★
 steam (n) ★★
 sunlight (n) ★★
 tide (n) ★★
 turbine (n)
 volcano (n) ★
 waste (n) ★★★
 wave (n) ★★★
 wind (n) ★★★
 windmill (n)

/ˈmɪn(ə)rəl/
 /ˈnjuːklɪə(r)/
 /ˈəʊʃ(ə)n/
 /ˈpetrəl/
 /ˈfɒsfərəs/
 ˌfəʊtəʊvɒlɪteɪk ˈsel/
 /pəˈluːʃ(ə)n/
 /ˈpaʊə(r)/
 /ˈpreʃə(r)/
 /pʌmp/
 /ˈreɪdɪəʊˈæktɪv/
 /rɪˈnjuːəb(ə)l/
 /rɪˈzɜː(r)v/
 /ˈsəʊlə(r)/
 /sɔː(r)s/
 /stiːm/
 /ˈsʌnˌlaɪt/
 /taɪd/
 /ˈtɜː(r)baɪn/
 /vɒlˈkeɪnəʊ/
 /weɪst/
 /weɪv/
 /wɪnd/
 /ˈwɪn(d)mɪl/

Health and fitness

aerobics (n)
 cancer (n) ★★★
 body composition
 body function
 brain (n) ★★★
 burn calories (v) ★★★
 carbohydrate (n)
 diet (n) ★★★
 digest (v) ★
 disease (n) ★★★
 drug (n) ★★★
 exercise (v) ★★★
 fat (adj) ★★
 fitness (n) ★★
 fracture (n)
 heart (n) ★★★
 lose weight
 marathon (n) ★
 muscle tissue (n)
 nutritionist (n)
 organ (n) ★★
 over-train (v)
 overweight (adj)
 recreation (n) ★
 snack (n) ★
 starve (v) ★
 shape (stay in good shape) ★★★
 underweight (adj)
 vitamin (n) ★★

/əəˈrəʊbɪks/
 /ˈkænsə(r)/
 /ˈbɒdi ˌkɒmpəˈzɪʃ(ə)n/
 /ˈbɒdi ˈfʌŋkʃ(ə)n/
 /breɪn/
 /bɜː(r)n ˈkælərɪz/
 /ˌkɑː(r)bəʊˈhaɪdrɪt/
 /ˈdaɪət/
 /daɪˈdʒest/
 /dɪˈziːz/
 /drʌg/
 /ˈeksə(r)saɪz/
 /fæt/
 /ˈfɪtnəs/
 /ˈfræktʃə(r)/
 /hɑː(r)t/
 /luːz weɪt/
 /ˈmærəθ(ə)n/
 /ˈmʌs(ə)l ˈtɪʃuː/
 /njuːˈtrɪʃ(ə)nɪst/
 /ˈɔː(r)gən/
 /əʊvə(r)ˈtreɪn/
 /əʊvə(r)ˈweɪt/
 /ˌrekriˈeɪʃ(ə)n/
 /snæk/
 /staː(r)v/
 /ʃeɪp/
 /ˌʌndə(r)ˈweɪt/
 /ˈvɪtəɪn/

World of work

childcare (n)
 colleague (n) ★★★
 commercially (adv)
 communication (n) ★★★
 commuter (n) ★

/ˈtʃaɪldˌkeə(r)/
 /ˈkɒliːg/
 /kəˈmɜː(r)ʃ(ə)li/
 /kəˌmjʊːnɪˈkeɪʃ(ə)n/
 /kəˈmjʊːtə(r)/

conference (n) ★★★
 crash (computers) (v) ★★
 export (v) ★★
 financial (adj) ★★
 flexibility (n) ★★
 global (adj) ★★★
 goal (n) ★★★
 goods (n) ★★★
 import (v) ★★
 investment (n) ★★★
 workforce (n) ★

/ˈkɒnf(ə)rəns/
 /kræʃ/
 /ɪkˈspɔː(r)t/
 /faɪˈnænʃ(ə)l/
 /ˌfleksəˈbɪləti/
 /ˈgləʊb(ə)l/
 /gəʊl/
 /gʊdz/
 /ˈɪmpɔː(r)t/
 /ɪnˈves(t)mənt/
 /ˈwɜː(r)kˌfɔː(r)s/

Other words

alternate (adj)
 basketball (n) ★
 blade (n) ★★
 boil (v) ★
 combination (n) ★★★
 convert (v) ★★
 craze (n)
 dependence (n) ★★
 drastic (adj)
 eliminate (v) ★★
 enormous (adj) ★★★
 fast-flowing (adj)
 feasible (adj) ★
 fluid (n) ★
 grind (v) ★★
 grain (n) ★★
 hovercraft (n)
 install (v) ★★
 intensity (n)
 limestone (n)
 mechanical (adj) ★★
 metro (n)
 option (n) ★★★
 overpopulation (n)
 panel (n) ★★★
 percentage (n) ★★
 physical (adj) ★★★
 planet (n) ★★
 primary (adj) ★★★
 principally (adv) ★
 propel (v)
 rent (n) ★★★
 repair (n) ★★
 tissue (n) ★★
 reserve (v) ★★
 rural (adj) ★★★
 serving (n) ★
 space (n) ★★★
 surface (n) ★★★
 technically (adv) ★
 theoretically (adv)
 trend (n) ★★★
 vehicle (n) ★★★

/ɔːlˈtɜː(r)nət/
 /ˈbɑːskɪtbɔːl/
 /bleɪd/
 /bɔɪl/
 /ˌkɒmbɪˈneɪʃ(ə)n/
 /kənˈvɜː(r)t/
 /kreɪz/
 /dɪˈpendəns/
 /ˈdræstɪk/
 /ɪˈlɪmɪneɪt/
 /ɪˈnɔː(r)məs/
 /fɑːst ˈfləʊɪŋ/
 /ˈfiːzəb(ə)l/
 /ˈfluɪd/
 /graɪnd/
 /greɪn/
 /ˈhɒvə(r)ˌkrɑːft/
 /ɪnˈstɔːl/
 /ɪnˈtensɪti/
 /ˈlaɪmˌstəʊn/
 /mɪˈkæɪnɪk(ə)l/
 /ˈmetrəʊ/
 /ˈɒpʃ(ə)n/
 /əʊvə(r)ˌpɒpjʊˈleɪʃ(ə)n/
 /ˈpæn(ə)l/
 /pə(r)ˈsentɪdʒ/
 /ˈfɪzɪk(ə)l/
 /ˈplæɪnɪt/
 /ˈpraɪməri/
 /ˈprɪnsəp(ə)li/
 /prəˈpel/
 /rent/
 /rɪˈpeə(r)/
 /ˈtɪʃuː/
 /rɪˈzɜː(r)v/
 /ˈrʊərəl/
 /ˈsɜː(r)vɪŋ/
 /speɪs/
 /ˈsɜː(r)fɪs/
 /ˈteknɪkli/
 /θɪəˈretɪkli/
 /trend/
 /ˈviːɪk(ə)l/

Unit 4

Amenities in a town or city

airport (n) ★★★	/ˈeə(r),pɔː(r)t/
art gallery (n)	/ɑː(r)t ˈgæləri/
bus (n) ★★★	/bʌs/
department store (n) ★★	/dɪˈpɑː(r)tmənt stɔː(r)/
food court (n)	/ˈfuːd kɔː(r)t/
hospital (n) ★★★	/ˈhɒspɪt(ə)l/
metro (n)	/ˈmetrəʊ/
museum (n) ★★★	/ˈmjuːzi:əm/
parking (n) ★	/ˈpɑː(r)kɪŋ/
public transport (n)	/ˈpʌblɪk ˈtrænspɔː(r)t/
restaurant (n) ★★★	/ˈrest(ə)rɒnt/
taxi (n) ★★★	/ˈtæksi/

Different environments

city centre (n)	/ˈsɪti ˈsentə(r)/
coast (n) ★★★	/kəʊst/
coral reef (n)	/ˈkɒrəl ri:f/
island (n) ★★★	/ˈaɪlənd/
location (n) ★★★	/ləʊˈkeɪʃ(ə)n/
mainland (n)	/ˈmeɪn.lænd/
paradise (n) ★	/ˈpærədaɪs/

Adjectives describing places

boring (adj) ★★	/ˈbɔːrɪŋ/
bustling (adj)	/ˈbʌs(ə)lɪŋ/
calm (adj) ★★	/kɑ:m/
crowded (adj) ★	/ˈkraʊdɪd/
deserted (adj)	/dɪˈzɜː(r)tɪd/
dull (adj) ★★	/dʌl/
entertaining (adj) ★	/ˈentə(r)ˈteɪnɪŋ/
extensive (adj) ★★★	/ɪkˈstensɪv/
hectic (adj)	/ˈhektɪk/
historic (adj) ★★	/hɪˈstɒrɪk/
industrial (adj) ★★★	/ɪnˈdʌstriəl/
inhospitable (adj)	/ɪnhəˈspɪtəb(ə)l/
isolated (adj) ★	/aɪsəˈleɪtɪd/
noisy (adj) ★	/ˈnɔɪzi/
peaceful (adj) ★★	/ˈpiːsf(ə)l/
polluted (adj) ★	/pəˈluːtɪd/
secluded (adj)	/sɪˈkluːdɪd/
unspoiled (adj)	/ʌnˈspɔɪld/

Home

bathroom (n) ★★	/ˈbɑːθru:m/
drawing room (n)	/ˈdrɔːɪŋ ru:m/
floor (n) ★★★	/flɔː(r)/
fridge (n) ★	/frɪdʒ/
furnished (adj)	/ˈfɜː(r)nɪʃt/
furniture (n) ★★★	/ˈfɜː(r)nɪʃə(r)/
garden (n) ★★★	/ˈgɑː(r)d(ə)n/
kitchen (n) ★★★	/ˈkɪtʃən/
lift (n) ★★	/lɪft/
rent (out) (v) ★★★	/rent/
skyscraper (n)	/ˈskaɪskreɪpə(r)/
villa (n) ★	/ˈvɪlə/

The sea

anchovy (n)	/ˈæntʃəvi/
diver (n)	/ˈdaɪvə(r)/

diving (n)	/ˈdaɪvɪŋ/
dolphin (n) ★	/ˈdɒlfɪn/
eel (n)	/i:l/
manta ray (n)	/ˈmæntə reɪ/
sealife (n)	/ˈsi:lɑɪf/
shallow (adj) ★★	/ˈʃæləʊ/
shrimp (n)	/ʃrɪmp/

Other words

appointment (n) ★★★	/əˈpɔɪntmənt/
available (adj) ★★★	/əˈveɪləb(ə)l/
boredom (n) ★	/ˈbɔː(r)dəm/
building (n) ★★★	/ˈbɪldɪŋ/
conservation (n) ★★★	/ˌkɒnsə(r)ˈveɪʃ(ə)n/
crowd (n) ★★★	/kraʊd/
culture shock (n)	/ˈkʌltʃə(r) ʃɒk/
holiday (n) ★★★	/ˈhɒlɪdeɪ/
Europe (n)	/ˈjʊərəp/
executive (n) ★★	/ɪɡˈzɛkjʊtɪv/
expedition (n) ★★	/ˌɛkspəˈdɪʃ(ə)n/
eye contact (n)	/ˈaɪ ˈkɒntækt/
facility (n) ★★★	/fəˈsɪləti/
foundation (n) ★★★	/faʊnˈdeɪʃ(ə)n/
gift (n) ★★★	/ɡɪft/
host (n) ★★	/həʊst/
internet connection (n)	/ˈɪntə(r)net kəˈnekʃ(ə)n/
lack (n) ★★★	/læk/
lifestyle (n) ★★	/ˈlaɪfˈstɑɪl/
migratory (adj)	/ˈmaɪgrət(ə)ri/
move (v) ★★★	/mu:v/
plant (n) ★★★	/plɑ:nt/
protected status (n)	/prəˈtektɪd ˈsteɪtəs/
publicity (n) ★★	/pʌbˈlɪsəti/
push in (v)	/pʊʃ ɪn/
quality (n) ★★★	/ˈkwɒləti/
queue (n) ★	/kju:/
refreshment (n)	/rɪˈfreʃmənt/
rubbish (n) ★★	/ˈrʌbɪʃ/
scholarship (n) ★	/ˈskɒlə(r)ʃɪp/
scientific (adj) ★★★	/ˌsaɪəntɪfɪk/
survey (n) ★★★	/ˈsɜː(r)veɪ/
silence (n) ★★★	/ˈsaɪləns/
smog (n)	/smɒɡ/
species (n) ★★★	/ˈspiːʃi:z/
thrive (v) ★	/θraɪv/
unacceptable (adj) ★★	/ˌʌnəkˈseptəb(ə)l/
verbal (adj) ★	/ˈvɜː(r)b(ə)l/
complaint (n) ★★★	/kəmˈpleɪnt/

Unit 5

Shopping

advertisement (n) ★★	/ədˈvɜː(r)tɪsmənt/
addiction (n) ★	/əˈdɪkʃ(ə)n/
afford (v) ★★★	/əˈfɔː(r)d/
assistant (n) ★★★	/əˈsɪst(ə)nt/
automatic (adj) ★★	/ˌɔːtəˈmætɪk/
basket (n) ★★	/ˈbɑːskɪt/
bar code (n)	/ˈbɑː(r) kəʊd/
bulk (n) ★★	/bʌlk/
buying (n)	/ˈbaɪɪŋ/
check-out (n)	/ˈtʃek aʊt/

compulsive shopper
discount (n) ★★
price (n) ★★★
quantity (n) ★★
receipt (n) ★★
refund (n)
scanner (n) ★
shopaholic (n)
shopping (n) ★★
value (n) ★★★
vending machine (n)

/kəm'pʌlsɪv 'ʃɒpə(r)/
/'dɪs,kaʊnt/
/'praɪs/
/'kwɒntəti/
/rɪ'si:t/
/'ri:fʌnd/
/'skænə(r)/
/ʃɒpə'hɒlɪk/
/'ʃɒpɪŋ/
/'vælju:/
/'vendɪŋ mə'ʃi:n/

Money

account (n) ★★★
bank card (n)
bonus (n) ★★
borrow (v) ★★
coin (n) ★★
earn (v) ★★★
economics (n) ★★
finance (n) ★★★
gold (n) ★★★
inflation (n) ★★★
metal (n) ★★★
mint (n)
money (n) ★★★
mortgage (n) ★★
note (n) ★★★
salary (n) ★★
save (v) ★★★
savings (n) ★★★
silver (n) ★★
spend (v) ★★★
tax (n) ★★★
tip (n) ★★
pay (v) ★★★
waste (n, v) ★★★
worth (adj) ★★★

/ə'kaʊnt/
/'bæŋk kɑ:(r)d/
/'bɒnəs/
/'bɒrəʊ/
/kɔɪn/
/z:(r)n/
/i:kə'nɒmɪks/
/'fainæns/
/gəʊld/
/ɪn'fleɪʃ(ə)n/
/'met(ə)l/
/mɪnt/
/'mʌni/
/'mɔ:(r)ɡɪdʒ/
/nəʊt/
/'sæləri/
/seɪv/
/'seɪvɪŋz/
/'sɪlvə(r)/
/spend/
/tæks/
/tɪp/
/peɪ/
/'weɪst/
/wɜ:(r)θ/

Applications

application form (n)
approve (v) ★★★
eligibility (n)
employment (n) ★★★
ID (n)
online (adj) ★★
passport (n) ★
valid (adj) ★★

/æplɪ'keɪʃ(ə)n fɔ:(r)m/
/ə'pru:v/
/elɪdʒə'bɪləti/
/ɪm'plɔɪmənt/
/ɪd/
/'ɒnlaɪn/
/'pɑ:spɔ:(r)t/
/'vælɪd/

Illness

analyse (v) ★★
anti-depressant (adj)
diet (n) ★★★
drug (n) ★★★
habit (n) ★★★
illness (n) ★★★
impulsive (adj)
psychiatrist (n) ★
psychological (adj) ★★
self-esteem (n)
therapy (n) ★★
treatment (n) ★★★

/'ænəlaɪz/
/æntɪdɪ'pres(ə)nt/
/'daɪət/
/'drʌg/
/'hæbɪt/
/'ɪlnəs/
/ɪm'pʌlsɪv/
/saɪ'kɪətrɪst/
/saɪkə'lɒdʒɪk(ə)l/
/'self ɪ'sti:m/
/'θerəpi/
/'tri:tmənt/

Driving

rush-hour (adj)
traffic (n) ★★
seatbelt (n)
speed limit (n)

/'rʌʃ əʊə(r)/
/'træfɪk/
/'si:tbel't/
/'spi:d 'lɪmɪt/

Other words

appreciate (v) ★★
bead (n)
compliant (adj)
degree (n) ★★★
formal (adj) ★★★
fur (n) ★
gain (v) ★★★
government (n) ★★★
knives (n)
leather (n) ★★
miss (v) ★★★
non-smoking (adj)
obvious (adj) ★★★
period (n) ★★★
phenomenon (n) ★★
politician (n) ★★★
private (adj) ★★★
prize (n) ★★★
request (n) ★★★
rice (n) ★★
screen (n) ★★★
sector (n) ★★★
special (adj) ★★★
support (v) ★★★
sweater (n) ★
temptation (n) ★★
trade (n) ★★★

/ə'pri:ʃi,ert/
/bi:d/
/kəm'plaɪənt/
/dɪ'ɡri:/
/'fɔ:(r)m(ə)l/
/fɜ:(r)/
/ɡeɪn/
/'gʌvə(r)nɪmənt/
/'naɪvz/
/'leðə(r)/
/mɪs/
/nɒn 'sməʊkɪŋ/
/'ɒbvɪəs/
/'pɪəriəd/
/fə'nɒmɪnən/
/ˌpɒlə'tɪʃ(ə)n/
/'praɪvət/
/'praɪz/
/'rɪ'kwest/
/'raɪs/
/'skri:n/
/'sektə(r)/
/'speʃ(ə)l/
/sə'pɔ:(r)t/
/'swetə(r)/
/temp'teɪʃ(ə)n/
/treɪd/

Unit 6

Food and cooking

appetizing (adj)
beef (n) ★★
bread (n) ★★★
bun (n) ★
burger (n) ★
carrot (n) ★
cheese (n) ★★
chicken (n) ★★
chocolate (n) ★★
cholesterol (n) ★
chopsticks (n)
chutney (n)
coffee (n) ★★★
cook [v] ★★★
cooking (n) ★★
cure (v) ★
curry (n)
dessert (n) ★
dish (n) ★★
dough (n)
fast food (n)
feast (n)
fish (n) ★★★

/'æpə'taɪzɪŋ/
/bi:f/
/'bred/
/bʌn/
/'bɜ:(r)gə(r)/
/'kærət/
/tʃi:z/
/'tʃɪkɪn/
/'tʃɒklət/
/kə'lestərɒl/
/'tʃɒp'stɪks/
/'tʃʌtni/
/'kɒfi/
/kʊk/
/'kʊkɪŋ/
/kjuə(r)/
/'kʌri/
/dɪ'zɜ:(r)t/
/dɪʃ/
/dəʊ/
/fɑ:st fu:d/
/fi:st/
/fɪʃ/

fondue (n)	/ˈfɒndjuː/
French fries (n)	/ˈfrentʃ ˈfraɪz /
grape (n) ★	/ɡreɪp/
grill (v) ★	/ɡrɪl/
halal (adj)	/həˈlɑ:l/
healthy (adj) ★★★	/ˈhelθi/
herb (n) ★	/hɜ:(r)b/
spicy (adj)	/ˈspaɪsi/
ice cream (n) ★	/ˈaɪs kri:m/
kebab (n)	/kiˈbæb/
main dish (n)	/meɪn ˈdɪʃ/
mayonnaise (n)	/ˌmeɪəˈneɪz/
mild (adj) ★★	/maɪld/
milk (n) ★★★	/mɪlk/
milkshake (n)	/ˈmɪlk ʃeɪk/
mozzarella cheese (n)	/ˌmɒtsəˈrelə tʃi:z/
pasta (n) ★	/ˈpæstə/
pastry (n) ★	/ˈpeɪstri/
pickle (n)	/ˈpɪk(ə)l/
pizza (n) ★	/ˈpi:tə/
potato (n) ★★	/pəˈteɪtəʊ/
rice (n) ★★	/raɪs/
roast (adj)	/rəʊst/
salt (n) ★★	/sɔ:lt/
sauce (n) ★★	/sɔ:s/
shrimp (n)	/ʃrɪmp/
serve (v) ★★★	/sɜ:(r)v/
sushi (n)	/ˈsu:ʃi/
sweet (adj) ★★★	/swi:t/
taco (n)	/ˈtækəʊ/
taste (n) ★★★	/teɪst/
tasty (adj) ★	/ˈteɪsti/
tea (n) ★★★	/ti:/
tomato sauce (n)	/təˈmɑ:təʊ sɔ:s/
vegetable (n) ★★★	/ˈvedʒtəb(ə)l/
yoghurt (n)	/ˈjɒgə(r)t/

Celebrations and festivals

attend (v) ★★★	/əˈtend/
celebration (n) ★★	/ˌseləˈbreɪʃ(ə)n/
charity (n) ★★★	/ˈtʃærəti/
commemorate (v) ★	/kəˈmeməreɪt/
compete (v) ★★★	/kəmˈpi:t/
competitive (adj) ★★	/kəmˈpetətɪv/
competitor (n) ★★	/kəmˈpetɪtə(r)/
craft (n) ★★	/kra:ft/
cultural (adj) ★★★	/ˈkʌltʃ(ə)rəl/
entertainer (n) ★	/ˌentə(r)ˈteɪnə(r)/
exhibition (n) ★★★	/ˌeksɪˈbɪʃ(ə)n/
exhibitor (n)	/ɪgˈzɪbɪtə(r)/
festival (n) ★★★	/ˈfestɪv(ə)l/
game (n) ★★★	/ɡeɪm/
hold (a festival) (n) ★★★	/həʊld/
photograph (n) ★★★	/ˈfəʊtəˌɡrɑ:f/
pray (v) ★★	/preɪ/
present (n) ★★★	/ˈprez(ə)nt/
presentation (n) ★★★	/ˌprez(ə)nˈteɪʃ(ə)n/
prize (n) ★★★	/praɪz/
sacrifice (n) ★	/ˈsækrɪfajs/
sword (n) ★★	/sɔ:(r)d/

Other words

adopt (v) ★★★	/ədɒpt/
architecture (n) ★★	/ˈɑ:(r)kiˌtektʃə(r)/
arts (n)	/ɑ:(r)ts/
bachelor's degree ★★★	/ˈbætʃələ(r)z dɪˈɡri:/
chain (n) ★★★	/tʃeɪn/
clothes (n) ★★★	/kləʊðz/
conduct (v) ★★★	/kənˈdʌkt/
driving test (n)	/ˈdraɪvɪŋ test/
experience (n) ★★★	/ɪkˈspɪəriəns/
grammar (n) ★★	/ˈɡræmə(r)/
guided tour (n)	/ɡaɪdɪd tuə(r)/
indigenous (adj)	/ɪnˈdɪdʒənəs/
kilt (n)	/kɪlt/
language (n) ★★★	/ˈlæŋɡwɪdʒ/
literature (n) ★★★	/ˈlɪtrətʃə(r)/
Master's (n)	/ˈmɑ:stə(r)z/
range (n) ★★★	/reɪndʒ/
receptionist (n) ★	/rɪˈsepʃ(ə)nɪst/
scary (adj) ★	/ˈskeəri/
sermon (n)	/ˈsɜ:(r)mən/
service (n) ★★★	/ˈsɜ:(r)vɪs/
siesta (n)	/siˈestə/
specialization (n)	/ˌspeʃəlaɪˈzeɪʃ(ə)n/
strange (adj) ★★★	/streɪndʒ/
subcontinent (n)	/ˌsʌbˈkɒntɪnənt/
Welsh (adj)	/welʃ/

Unit 7

Body parts

big toe (n)	/bɪɡ təʊ/
brain (n) ★★★	/breɪn/
ear (n) ★★★	/ɪə(r)/
elbow (n) ★★	/ˈelbəʊ/
eye (n) ★★★	/aɪ/
feet (n)	/fi:t/
finger (n)	/ˈfɪŋɡə(r)/
foot (n) ★★★	/fʊt/
hand (n) ★★★	/hænd/
heart (n) ★★★	/hɑ:(r)t/ hip (n)
knee (n) ★★★	/ni:/
lower back (n)	/ˈləʊə(r) bæk/
mouth (n) ★★	/maʊθ/
nose (n) ★★	/nəʊz/
shin (n)	/ʃɪn/
shoulder (n) ★★★	/ˈʃəʊldə(r)/
skin (n) ★★★	/skɪn/
upper back (n)	/ˈʌpə(r) bæk/
wrist (n) ★★	/rɪst/

Health and illness

abdominal pain (n)	/æbˈdɒmɪn(ə)l peɪn/
aching muscles (n)	/eɪkɪŋ ˈmʌs(ə)lz/
acupuncture (n)	/ˈækjʊˌpʌŋktʃə(r)/
antibiotic (n)	/ˌæntɪbaɪˈɒtɪk/
appendicitis (n)	/əˌpendɪˈsaɪtɪs/
aspirin (n) ★	/ˈæsprɪn/
blood pressure (n)	/ˈblʌd preʃə(r)/
blood vessel (n)	/ˈblʌd ves(ə)l/
calorie (n) ★	/ˈkæləri/

campaign (n) ★
 cardiovascular (adj)
 cold (n) ★★★
 cough (n) ★
 decongestant (n)
 dentist (n) ★
 diabetes (n)
 diarrhoea (n)
 disease (n) ★★★
 exercise (v) ★★★
 eye test (n)
 fever (n) ★
 flu (n) ★
 headache (n) ★
 health (n) ★★★
 health care (n) ★★
 heartbeat (n)
 herbal tea (n)
 hospital (n) ★★★
 illness (n) ★★★
 indigestion (n)
 glasses (n) ★
 lung cancer (n)
 maternity (adj)
 medicine (n) ★★
 mental (adj)
 migraine (n)
 Ministry (n) ★★★
 operation (n) ★★★
 optician (n)
 poisoning (n)
 prescribe (v) ★★
 rash (n)
 rest (n) ★★★
 sense (n) ★
 sensitive (adj) ★★★
 severe (adj) ★★★
 shorten (v)
 self-inflicted (adj)
 smoke (v) ★★
 smoking (n)
 sneeze (v)
 sore throat (n)
 stomachache (n)
 sunburn (n)
 surgery (n) ★★
 symptom (n) ★★
 temperature (n) ★★★
 tired (adj) ★★★
 tobacco (n) ★★
 toothache (n)
 transplant (n) ★
 treatment (n) ★★★
 virus (n) ★★★
 vision (adj) ★★★
 x-ray (n) ★

Other words

advertising (n) ★★
 appointment (n) ★★★
 bar (n) ★★★

/kæm'peɪn/
 /kɑ:(r)diəu'væskjələ(r)/
 /kəʊld/
 /kɒf/
 /di:kən'dʒestənt/
 /'dentɪst/
 /daɪə'bi:tɪz/
 /daɪə'ri:ə/
 /dɪ'zi:z/
 /'eksə(r)saɪz/
 /aɪ test/
 /'fi:və(r)/
 /flu:/
 /'hedɪk/
 /helθ/
 /'helθ keə(r)/
 /'hɑ:(r)t'bi:t/
 /'hɜ:(r)b(ə)l ti:/
 /'hɒspɪt(ə)l/
 /'ɪlnəs/
 /ɪndɪ'dʒestʃ(ə)n/
 /'glɑ:sɪz/
 /'lʌŋ kænsə(r)/
 /mæ'tɜ:(r)nəti/
 /'med(ə)s(ə)n/
 /'ment(ə)l/
 /'mi:greɪn/
 /'mɪnɪstri/
 /ɒpə'reɪʃ(ə)n/
 /ɒp'tɪʃ(ə)n/
 /'pɔɪz(ə)nɪŋ/
 /prɪ'skraɪb/
 /ræʃ/
 /rest/
 /sens/
 /'sensətɪv/
 /sɪ'vɪə(r)/
 /'ʃɔ:(r)t(ə)n/
 /self ɪn'flɪktɪd/
 /sməʊk/
 /sməʊkɪŋ/
 /sni:z/
 /sɔ:(r) 'θrəʊt/
 /'stʌmək eɪk/
 /'sʌn'bɜ:(r)n/
 /'sɜ:(r)dʒəri/
 /'sɪmptəm/
 /'temprɪtʃə(r)/
 /'təɪə(r)d/
 /tə'bækəʊ/
 /'tu:θeɪk/
 /'trænsplɑ:nt/
 /'tri:tmənt/
 /'vaɪrəs/
 /'vɪʒ(ə)n/
 /'eks reɪ/

/ædvə(r),taɪzɪŋ/
 /ə'pɔɪntmənt/
 /bɑ:(r)/

campaigner (n)
 cancellation (n)
 catering (n) ★
 chocolate (n) ★★
 company (n) ★★★
 contact (adj)
 control (v) ★★★
 flow (v) ★★★
 gardener (n) ★★
 goal (n) ★★★
 government department (n)
 layer (n) ★★★
 leaflet (n) ★★
 located (adj) ★★
 move (v,n) ★★★
 phone number (n) ★
 physical (adj) ★★★
 plumber (n) ★
 promote (v) ★★★
 public building (n)
 schedule (n) ★★
 sophisticated (adj) ★★
 tap (n) ★★
 technician (n) ★

/kæm'peɪnə(r)/
 /kænsə'leɪʃ(ə)n/
 /'keɪtərɪŋ/
 /'tʃɒklət/
 /'kʌmp(ə)nɪ/
 /'kɒntækt/
 /kən'trəʊl/
 /fləʊ/
 /gɑ:(r)d(ə)nə(r)/
 /gəʊl/
 /'gʌvə(r)nɪmənt dɪ'pɑ:(r)tmənt/
 /'leɪə(r)/
 /'li:flət/
 /ləʊ'keɪtɪd/
 /mu:v/
 /'fəʊn nʌmbə(r)/
 /'fɪzɪk(ə)l/
 /'plʌmə(r)/
 /prə'məʊt/
 /'pʌblɪk 'bɪldɪŋ/
 /'ʃedju:l/
 /sə'fɪstɪkeɪtɪd/
 /tæp/
 /tek'nɪʃ(ə)n/

Unit 8

Education

algebra (n)
 branch (n) ★★★
 calculate (v) ★★
 divide (v) ★★★
 education (n) ★★★
 mathematics (n) ★★
 multiply (v) ★
 operation (n) ★★★
 pass (an exam) (v) ★★★
 PhD (n)
 physics (n) ★★
 postgraduate (n)
 research (n) ★★★
 Roman numerals (n)
 scholarship (n) ★
 scientific (adj) ★★★
 student (n) ★★★
 technology (n) ★★★
 theory (n) ★★★
 trigonometry (n)
 undergraduate (n)

/ældʒɪbrə/
 /brɑ:ntʃ/
 /'kælkjuleɪt/
 /dɪ'vaɪd/
 /edʒu'keɪʃ(ə)n/
 /mæθə'mæɪtɪks/
 /'mʌltɪplɪə/
 /ɒpə'reɪʃ(ə)n/
 /pɑ:s/
 /pi: eɪtʃ 'di:/
 /'fɪzɪks/
 /pəʊs(t)'grædʒuət/
 /rɪ'sɜ:(r)tʃ/
 /'rəʊmə'n 'nju:mərəlz/
 /'skɒlə(r)ʃɪp/
 /saɪən'tɪfɪk/
 /'stju:d(ə)nt/
 /tek'nɒlədʒi/
 /'θɪəri/
 /trɪgə'nɒmətri/
 /ˌʌndə(r)'grædʒuət/

Folk tales

adventure (n)
 crew (n) ★★★
 desert island (n)
 disappear (v) ★★★
 dream (n) ★★★
 exaggerated (adj)
 folk tale (n)
 fortune (n) ★★
 genie (n)
 giant (n) ★★
 imaginary (adj) ★

/əd'ventʃə(r)/
 /kru:/
 /dezə(r)t 'aɪlənd/
 /dɪsə'piə(r)/
 /dri:m/
 /ɪg'zædʒə'reɪtɪd/
 /'fəʊk teɪl/
 /'fɔ:(r)tʃən/
 /'dʒɪ:ni/
 /'dʒaɪənt/
 /ɪ'mædʒɪnəri/

magic lantern (n)	/ˈmædʒɪk ˈlæntə(r)n/
monster (n) ★★	/ˈmɒnstə(r)/
poof (interjection)	/pʊf/
snake (n) ★	/sneɪk/
unbelievable (adj)	/ˌʌnbɪˈli:vəb(ə)l/
underground cave (n)	/ˌʌndə(r)graʊnd ˈkeɪv/
voyage (n) ★	/ˈvɔɪdʒ/

Religion

dialogue (n) ★★	/ˈdaɪəlɒɡ/
holy (adj)	/ˈhəʊli/
interfaith (adj)	/ˌɪntə(r)ˈfeɪθ/
religion (n) ★★★	/rɪˈlɪdʒ(ə)n/
sincere (adj) ★	/sɪnˈsɪə(r)/

Other words

accurate (adj) ★★	/ˈækjʊrət/
article (n) ★★★	/ˈɑ:(r)tɪk(ə)l/
bath tub (n)	/ˈbɑ:θ tʌb/
calendar (n) ★★	/ˈkælɪndə(r)/
capture (v) ★★	/ˈkæptʃə(r)/
century (n) ★★★	/ˈsentʃəri/
chemist (n) ★★	/ˈkemɪst/
conference (n) ★★★	/ˈkɒnf(ə)rəns/
confident (adj) ★★	/ˈkɒnfɪd(ə)nt/
donate (v) ★	/dəʊˈneɪt/
eliminate (v) ★★	/ɪˈlɪmɪneɪt/
endowment fund (n)	/ɪnˈdaʊmənt fʌnd/
enormous (adj) ★★★	/ɪˈnɔ:(r)məs/
found (v) ★★★	/faʊnd/
Greek (n/adj)	/gri:k/
guide (n) ★★★	/ɡaɪd/
hometown (n)	/ˈhəʊmtaʊn/
inheritance (n) ★★	/ɪnˈherɪt(ə)ns/
laser (n) ★★	/ˈleɪzə(r)/
mankind (n) ★	/mænˈkaɪnd/
molecule (n) ★★	/ˈmɒlɪkju:l/
Nobel Prize (n)	/ˈnəʊbəl ˈpraɪz/
ocean (n) ★★	/ˈəʊʃ(ə)n/
penthouse (n)	/ˈpentˌhaʊs/
poverty (n) ★★	/ˈpɒvə(r)tɪ/
professional (adj) ★★★	/prəˈfeʃ(ə)nəl/
raise (n)	/reɪz/
reform (v) ★★★	/rɪˈfɔ:(r)m/
renowned (adj)	/rɪˈnaʊnd/
ritual (n) ★★	/ˈrɪtʃuəl/
score (n/v) ★★★	/skɔ:(r)/
solar (adj) ★★	/ˈsəʊlə(r)/
spend (v) ★★★	/spend/
stone (n) ★★★	/stəʊn/
wish (n) ★★	/wɪʃ/

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