

حقيبة إنجاز الطالب والطالبة إعداد الأستاذ/ بندر الحازمي

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**Flying High**  
**Level 1**  
**Workbook**  
**First grade**  
**Secondary**

Haqebat Al-Enjaz (Organized by \ Bandar Al-Hazmy)

حقيبة إنجاز الطالب والطالبة إعداد الأستاذ/ بندر الحازمي

# Family, friends and colleagues

## Unit 1

### 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 / ? Why are you studying English?

2 sports / favourite / your / are / what / ? What are your favourite sports?

3 doing / do / you / what / like / free / time / your / in / ? What do you like doing in your free time?

4 live / you / do / where / ? Where do you live?

5 work / student / you / do / or / you / a / are / ? Are you a student or do you work?

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

1 (Students write personal information).

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: What is your full name ?

Rashed: Rashed Daoud

Interviewer: (1) What's your nationality ?

Rashed: I'm Saudi Arabian.

Interviewer: (2) When were you born ?

Rashed: 4 May, 1990.

Interviewer: (3) Where were you born ?

Rashed: I was born in Dammam.

Interviewer: (4) Are you married ?

Rashed: No, I'm single.

Interviewer: (5) Where did you go to high school ?

Rashed: I went to high school in Dammam.

Interviewer: (6) Are you at university ?

Rashed: Yes, I'm at university right now. I'm studying history.

Interviewer: (7) Do you speak English ?

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: Saudi Arabian
- 3 Date of birth: 4 May, 1990
- 4 Place of birth: Dammam
- 5 Marital status: Single
- 6 High school: Dammam
- 7 University: Yes, studying history
- 8 English level: Intermediate 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 Hana. I want to be a doctor. I like science and medical  
Information. I am study hard to achieve this goal. I'm also  
witty, flexible, cooperative and hard-working person.



## 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 + ing
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) **was feeling** (feel) rather nervous. It was the day of the tennis final. His parents and Ali (2) **were having** (have) breakfast when his phone (3) **rang** (ring). It was his grandmother. 'Play well,' she said. He (4) **finished** (finish) getting ready and his father (5) **drove** (drive) him to the tennis court. His opponent (6) **was practicing** (practise) already. He (7) **was serving** (serve) to his coach. He (8) **looked** (look) very good. Ali (9) **walked** (walk) onto the court in his new white shorts and T-shirt and the match (10) **began** (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 **feeling happy** (what?) when I met **Fatima** (who?).  
We met in **a cafe shop at 3 pm** (where / when?). He / She  
**She** and I **were wearing similar clothes** (clothes).  
I (how the conversation started).

**introduce myself and asked her if I could sit at her table.**



## 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 Steven.

1 Steven works as a waiter

...and so does Paul.

2 Paul doesn't like fish

...and neither does Steven.

3 Steven has a car

...and so does Paul.

4 Paul wasn't wearing jeans yesterday

...and neither was Steven.

5 Steven would like to be an engineer

...and so would Paul.

### 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.

I'm an only child and so is my friend.

2 I play tennis every day and so do Peter.

I play tennis every day and so does Peter.

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

I like going to the shopping Centre and so does my mother.

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

George can't drive and Tom can't either.

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

We'd like to play football and so 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 ...and so do Canadians. /and Canadians do, too. (Canadians)

2 Policemen wear uniforms ...and so do soldiers. /and soldiers do, too. (soldiers)

3 I don't like cold weather ...and neither does my sister. /and my sister doesn't either. (my sister)

4 Whales live in the ocean ...and so do sharks. / and sharks do, too. (sharks)

5 Andy can't play tennis ...and neither can Roger. /and Roger can't either. (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					you live in a house.
He / She	used to	live	in an apartment	but now	he's / she's a vegetarian.
We		eat	chicken		
They		work	in the city		we work in the country.

##### negative

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

- 1 I used to visit / visited my grandmother last week.
- 2 I used to go / went to Italy last year.
- 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. George and Michael didn't used to be friends.
  - 2 Did you used to live in the USA? Did you used to live in the USA?
  - 3 She didn't used to work here. She didn't used to work here.
  - 4 What are you use to do when you were a child? What did you use to do when you were a child?
  - 5 Jeff used play tennis but now he doesn't. Jeff used to 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)  
The climate used to be cooler.
  - 2 He plays golf really well now. (badly)  
He used to play golf badly.
  - 3 The restaurant is so expensive now. (reasonable)  
The restaurant used to be reasonable.
  - 4 Kareem doesn't eat very much now. (more)  
Kareem used to eat more.
  - 5 Studying is so interesting now that I'm older. (boring)  
Studying used to be boring.



- d Complete the conversation with the words in brackets.

- A: (1) What did you use to do (do) when you were a child?  
B: (2) I used to play in the garden. (play / garden). What about you?  
A: (3) I didn't use to play in the garden. (not play / garden).  
(4) I used to play in the park. (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?

1. On a farm in the Rocky Mountains.
2. On a gigantic farm horse.
3. His great-grandfather made friends with Indians, Daniel Boone was their neighbour, and an ancestor was the first white child born in the area.
4. Riding the horse, the first white child born in the area.
5. Great-grandfather making friends with Indians, Daniel Boone didn't live in the area.
6. His father's great-grandfather's brother.
7. He brought home a baby bear.

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

(Students write personal information).

- 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.).

((Students write personal information)).

- 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.

((Students write personal information)).



## 2 Do you study enough?

### 1 Word builder: participle adjectives

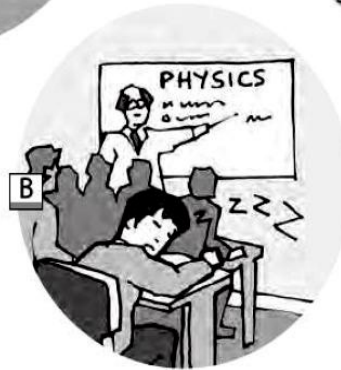
#### a Match the sentences with the pictures.

1 He's frightened of spiders. A

2 He's excited about going to the circus. C

3 He finds physics boring. B

4 They think dinosaurs are interesting. D



#### 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		mice.
Cats are	not	amused	in	arguing in public.
English people are		embarrassed	by	tea.
People in my country are		frightened	about	snakes.
		excited	of	soccer.

Cats are interested in mice.

I'm embarrassed by arguing in public.

My teacher's not amused by soccer.

English people are not excited with Tai kwon do.

People in my country are frightened of snakes.

- 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 <u>frightened</u> of mice.            | 4 TV documentaries can be very <u>interesting</u> . |
| 2 A lot of young men are <u>interested</u> in football. | 5 Learning English is usually <u>interesting</u> .  |
| 3 Many women are <u>bored</u> by football.              | 6 The book wasn't very <u>exciting</u> .            |

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

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

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

I'm listening to Qur'an at the moment.

I'm a student in Al-Majd Secondary school.

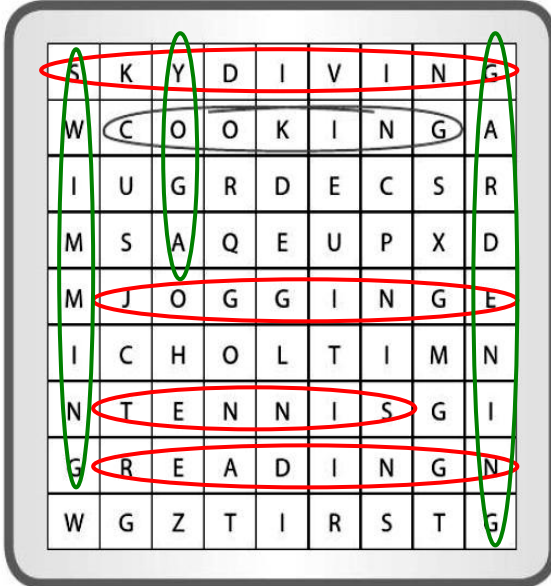
I live in Riyadh.



### 3 Leisure and Relaxation

#### 1 Word builder: activities

Find eight activities in the grid to match the pictures.



#### 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	<u>the happiest</u>
2 big	<u>bigger</u>	the biggest
3 short	<u>shorter</u>	<u>the shortest</u>
4 relaxed	<u>more relaxed</u>	<u>the most relaxed</u>
5 <u>good</u>	better	<u>the best</u>
6 bad	<u>worse</u>	<u>the worst</u>

### b Correct the sentences.

Jack is the more interesting.	<u>Jack is the most interesting.</u>
1 Mark is more busier than Tarik.	<u>Mark is busier than Tarik.</u>
2 Football is excitinger than reading.	<u>Football is more exciting than reading.</u>
3 New York is the more bigger city in the USA.	<u>New York is the biggest city in the USA.</u>
4 Elephants are bigger that camels.	<u>Elephants are bigger than camels.</u>

### 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.

- (tall)
- (heavy)
- (thin)
- (short)
- (old)
- (young)



1. Abdullah is taller than Farid. Farid is taller than Yakubu. Abdullah is the tallest of all of them.
2. Abdullah is heavier than Farid. Farid is heavier than Yakubu. Abdullah is the heaviest of all of them.
3. Yakubu is thinner than Farid. Farid is thinner than Abdullah. Yakubu is the thinnest of all of them.
4. Yakubu is shorter than Farid. Farid is shorter than Abdullah. Yakubu is the shortest of all of them.
5. Abdullah is older than Farid. Farid is older than Yakubu. Abdullah is the oldest of all of them.
6. Yakubu is younger than Farid. Farid is younger than Abdullah. Yakubu is the youngest of all of them.

## 3 Reading

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

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

# 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 fossil fuels.
- Wind and solar power are both renewable energy sources.
- Oil and coal burning produce air / water pollution.
- Nuclear power produces radioactive waste, which is dangerous.
- Hydro-electric power can come from ocean waves.

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

1 mountain / hill / high / slope

high is an adjective – the others are all nouns.

2 spring / holiday / summer / autumn

holiday – the others are seasons.

3 windy / tree / sunny / cloudy

tree – the others are all weather.

4 oil / windmill / gas / coal

windmill – the others are all fossil fuels.

5 warm / cold / cloud / hot

cloud – the others are all temperatures and adjectives.



## 2 Reading

a What do you think were the traditional uses of wind power?

grinding grain



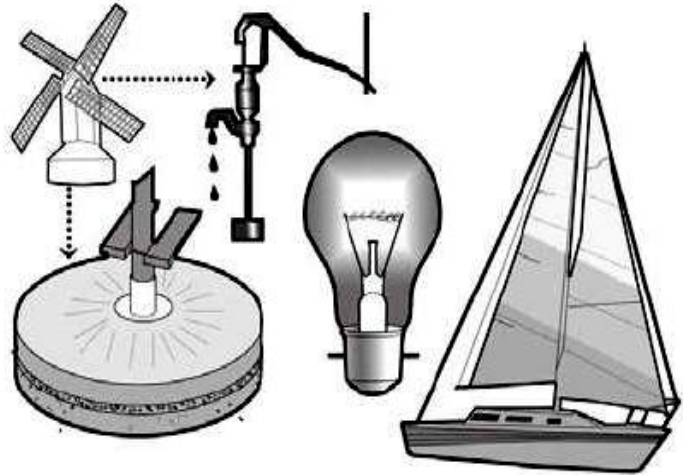
moving ships



pumping water



producing electricity



b Read the text below carefully. Which questions a-d should start paragraph 1-4?.

a) What are the problems of wind power?

c) What are the advantages of wind power?

b) When was wind power first used?

d) Why did we stop using wind power?

c Now check your answers to exercise 2a.

(1) **b** Wind power has been used all over the world for a very long time. Moving ships, grinding grain and pumping water were the traditional uses. There is evidence that wind power was used to pump water in China many centuries ago and to propel boats along the River Nile as early as 7,000 years ago! In the 19th century, millions of windmills were used by farmers to pump water in the American West.

(2) **d** Electrical grid power was developed and extended to rural areas. People came to depend on that form of power and forgot about traditional ways. These days we are looking at these methods again because they are good for the environment.

(3) **c** Wind power is free, renewable and non-polluting. The mechanical power of the past can now be converted to electricity by a generator to power homes, businesses and so on.

(4) **a** The cost. The technology requires a much higher investment than fossil-fueled generators. However, wind power is easy to operate and there is no fuel to buy. The true cost is not very much and the cost to the environment is a very important consideration.

d Answer the questions.

1 When was wind power first used? **7,000 years ago.**

2 Where was it used? **China, Egypt.**

3 What are the advantages of wind power? **free, renewable and non-polluting.**

4 Why did we stop using wind power? **people forgot about traditional ways.**

## 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)

**It's going to rain.**



4 (he / score a goal)

**He's going to score a goal.**



1 (she / do an exam)

**She's going to do an exam.**



3 (she / cry)

**She's going to cry.**



5 (we / be late)

**We're going to be late.**



### b Circle the correct future form.

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

- I'm sure he will / is going to be able to help us.
- Fossil fuels won't / aren't going to be used in 50 years.
- John will / is going to have to take the bus today.
- I think the environment will / is going to improve in the next ten years.
- 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) I think we'll be using the power of wind and energy from the sun.

A: Why?

B: (2) Because it's available and cheap.

A: And what kind of transport?

B: (3) We'll use the same transport we have today.

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

B: (4) Canada.

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

B: (5) View landscape.

## 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.
- I'll get married **If I buy a house.**
  - If I go to university, **I'll study hard.**
  - I'll visit Australia **If I save a lot of money.**
  - I won't get a good job **If I be a careless student.**
  - If I have enough time, **I'll travel to Europe.**

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 it has 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 checked="" type="checkbox"/> |
| 2 You can now send unmanned vehicles to the bottom of the very deep oceans. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3 You can control the vehicles from a ship.                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4 Hydrothermal vents are like underwater volcanoes.                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 5 They have found minerals which are rich energy sources.                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

d Put the conversation in the correct order.

- Why are you so sad? **A**
- And if you don't play on Sunday, we'll lose the game. **7**
- 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. **6**
- That's right. If I don't play, Jeff will play and he can't play at all. **3**
- I know and if I don't go to practice today, I won't play on Sunday. **8**
- Your teacher won't be angry, will he? **5**
- I've got a problem. I didn't do my English homework. **2**
- That isn't fair. You've got football practice this afternoon. **4**

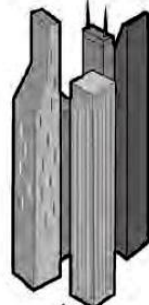
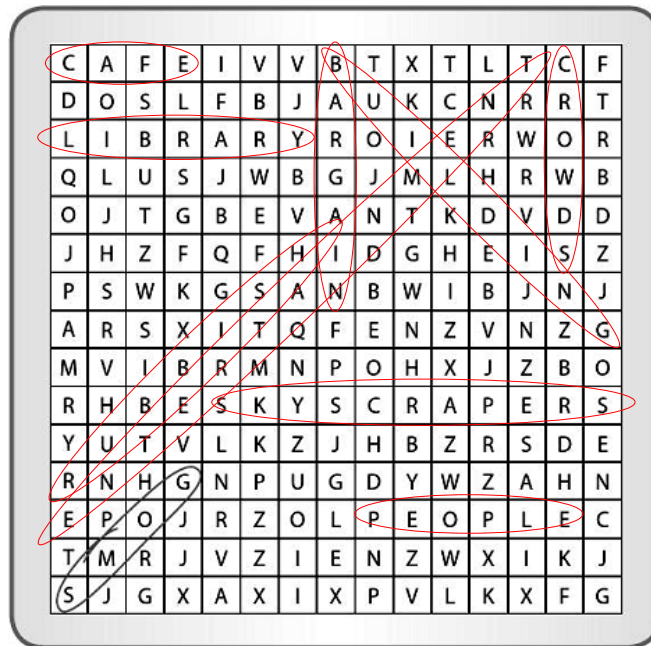
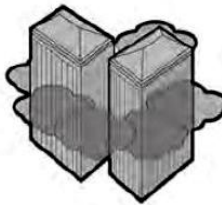


# Unit 4 A place to live

## 1 The Farasan Islands – a paradise

### 1 Word builder: cities

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



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

I live in a great city. There are lots of tall (1) **buildings** and some (2) **skyscrapers**, too. My house is in the city centre, across the street from the public (3) **library**. There's a little (4) **café** on the corner where I have coffee in the morning. I like living in the centre, but there are some disadvantages. The (5) **smog** is pretty bad some days and there are (6) **crowds** of (7) **people** on the streets in the morning. There are lots of advantages, though. There's a lot of (8) **entertainment** all week – restaurants and shopping centres, and the apartments are a (9) **bargain**. The rent is really cheap. The worst thing, I suppose, is the (10) **rubbish**. 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	Transport
City services	Entertainment	People
Entertainment	Buildings	
People		
Buildings		

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

**I live in a big city. There are a lot of advantages in my city. The city services are available. There is a lot of entertainment like Malls shopping centers and restaurants. There are a lot of beautiful buildings and views. But, there are some disadvantages. The streets are crowded with cars. Some people throw rubbish everywhere.**

## 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.

- 1 Diego is a doctor from Mexico. **C**
- 2 Hans is a student from Germany. **B**
- 3 Kiyoshi is a Japanese teacher. **A**

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.

- 1 Who finds English the most difficult?  
**Kiyoshi**
- 2 Who finds English pronunciation the easiest?  
**Hans**
- 3 Who finds reading English the easiest?  
**Diego**

- c What do you find difficult about English?

**I can't understand native speakers because they speak so fast. The use of tenses in grammar sometimes is confused.**

## 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 since my graduation.
- 2 You haven't called me since last weekend.
- 3 You haven't called me for two weeks.
- 4 He has studied French for 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 / . Sami hasn't called me yet.
- 2 already / been / Have / park / the / to / you / ? Have you been to the park already?
- 3 to / school / Amani / has / gone / already / . Amani has already gone to school.
- 4 begun / Has / meeting / the / yet / ? Has the meeting begun yet?

## 3 Word builder: past participles

### a Write the past participles of these verbs.

- |                     |                    |
|---------------------|--------------------|
| 1 see <u>seen</u>   | 4 make <u>made</u> |
| 2 sell <u>sold</u>  | 5 be <u>been</u>   |
| 3 take <u>taken</u> | 6 get <u>got</u>   |

### 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 seen.
- 2 I've taken lots of pictures of it.
- 3 We've also been to some excellent restaurants in Sydney.
- 4 We've made 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) have you studied (study) English?

B: Well, I (2) 've studied (study) here for six months, but I (3) lived (live) in London last year.

A: Really? Where (4) did you live (live) there?

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

A: Yes, my sister (6) Lived (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.

- The air is too polluted. It's not clean enough.
- She's too sad. She's not happy enough.
- It's too dark. It's not light enough.
- He's too tall. He's not short enough.
- Our house is too small. Our house isn't big enough.

## 2 Writing

- a Complete the conversation with *too* or *enough* and the words in brackets.

A: Do you like your school?

B: Not really. I don't like the classrooms. They're (1) too (small) and (2) too (crowded).

A: What about the hall?

B: It's (3) too (dark) and there aren't (4) enough (chairs).

A: And the sports facilities?

B: They're (5) too (old) and there aren't (6) enough (refreshments) for the players.

- b Do you like your school? What improvements would you make? Write a short paragraph about your school. Think about the classrooms, sports facilities, hall, etc. Are they big enough? Are they attractive enough? How could you change them to make them better?

I like my school but I have some observations. I don't like the chairs in the classroom because they aren't comfortable. The sports facilities are old and aren't enough for the players. I like the hall because it's very wide but there aren't any chairs for the students. The school isn't attractive enough for the students. If the administrators solve the previous problems and interested in increasing the students' activities, it will be a better place.

- c Look at the photo. Write down five adjectives you would use to describe the scene. Now write four sentences to describe the scene. Add a last sentence saying whether you would like to live there and why.

1-Tall

2-Wide

3-clean

4-crowded

5-beautiful

- 1- The scene in the picture is nice.
- 2- There are tall buildings.
- 3- The streets are wide and clean.
- 4- The traffic isn't crowded.
- 5- I would like to live there because it's a beautiful place.





# 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) miss 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) won 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) lose weight. Unfortunately, I (4) gained three kilos last month and I'm just too fat. Some people say I (5) waste 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.

(Students write information about themselves).

**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: \_\_\_\_\_

**Real Bank**



- 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: **I think I'll use them in occasions.**

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

You: **I have 500 SAR. I can pay in cash.**

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

You: **That's right. Actually, I need to buy a new coat.**

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

You: **I can't decide. I liked the shoes.**

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

You: **It's a good idea. Let's go.**

- 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 **discount**.
- 2 If you take out a loan to buy a house, it is called a **mortgage**.
- 3 If you buy something below the usual price, it is **good value**.
- 4 If you buy this radio now, you'll get **100 SAR off**.
- 5 If you return something to a shop because it does not work, you can get a **refund**.
- 6 It was **not worth** 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.

1 We let / prevent them choose their own clothes.

2 We allow / make them to play computer games.

3 We stop / encourage them from going out on weeknights.

4 We allow / let them have pocket money.

5 We help / advise them do their homework.

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

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

Mr. Jones advised us to study English.

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

His father encouraged him to join the club.

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

His boss let him leave work early.

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

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

#### c Make correct sentences from the table.

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



Advertising makes people buy things they don't need.

- 1 Doctors Doctors tell people not to smoke.
- 2 Speed limits Speed limits prevent people from driving too fast.
- 3 Politicians Politicians advise people to pay their taxes.
- 4 Non-smoking restaurants Non-smoking restaurants prevent people from smoking.
- 5 Seatbelts Seatbelts prevent people from being hurt in car accidents.

### 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.

finish an informal  
letter with Your  
friend

Looking forward to seeing you then.

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	<input type="checkbox"/>	F	<input checked="" type="checkbox"/>
T	<input type="checkbox"/>	F	<input checked="" type="checkbox"/>
T	<input type="checkbox"/>	F	<input checked="" type="checkbox"/>
T	<input checked="" type="checkbox"/>	F	<input type="checkbox"/>

- 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.

Dear Mona,

I'm having a great time with my family in our new house. I like this house very much. The living-room is comfortable. There are good chairs for sitting and relaxing while watching T.V. There is a good lightening in the room. We put a soft carpet on the floor and a beautiful coffee table on it.

My room is very nice. Its walls are painted in light blue. There is a bed, two bedside tables, a mirror and a wardrobe in the room. They all painted in dark blue. I'll invite you to see the new house as soon as possible.

I'm looking forward to seeing you.

Yours,

Nora



# 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) salary. He doesn't really enjoy his job. He doesn't like to count (2) money. The new (3) bills that come directly from the (4) mint are already counted into packages, but it's very difficult to count the (5) coins and put them into bags. He says it just isn't (6) worth 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)

He missed his class because he was late.

2 I opened the window. (hot)

I opened the window because it was hot.

3 I went to bed. (tired)

I went to bed because I was tired.

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

My company opened a new factory so it could produce more cars.

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

He lost his briefcase so he went to the police station.

6 They were lost. (asked someone for directions)

They were lost so they 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 ...to have fun.
- 2 I'm studying English ...to superior more than colleagues.
- 3 Everybody works ...to earn money.
- 4 We save money ...to achieve our dreams.

#### 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) to get a degree in economics. He left school 20 years ago (2) because he had to get a job to help support his family. He also got married and had five children (3) so he didn't have time to finish his studies. Now his children all have jobs (4) so he felt he now had the opportunity to study again. He will only study in the mornings (5) so that 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) because they know how much he enjoys learning.



## Unit 6 Living culture

### 1 Celebrations and festivals

#### 1 Word builder: festivals and celebrations

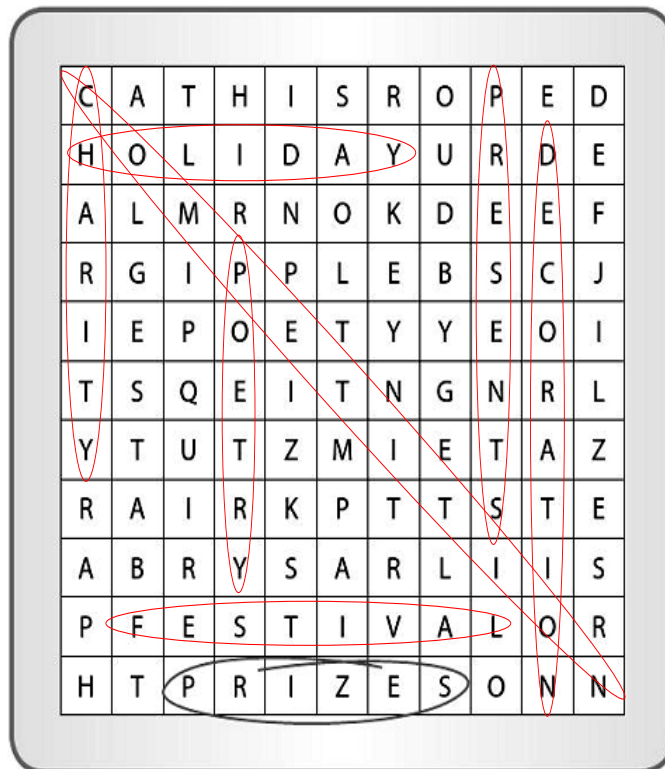
a Match the verbs with the nouns to make phrases.

Verb

Noun

- |                   |   |                    |
|-------------------|---|--------------------|
| 1 you wear        | → | a) special foods   |
| 2 you eat         | → | b) special clothes |
| 3 you give        | → | c) family, friends |
| 4 you say         | → | d) prizes          |
| 5 you visit       | → | e) presents, money |
| 6 you compete for | → | f) prayers         |

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



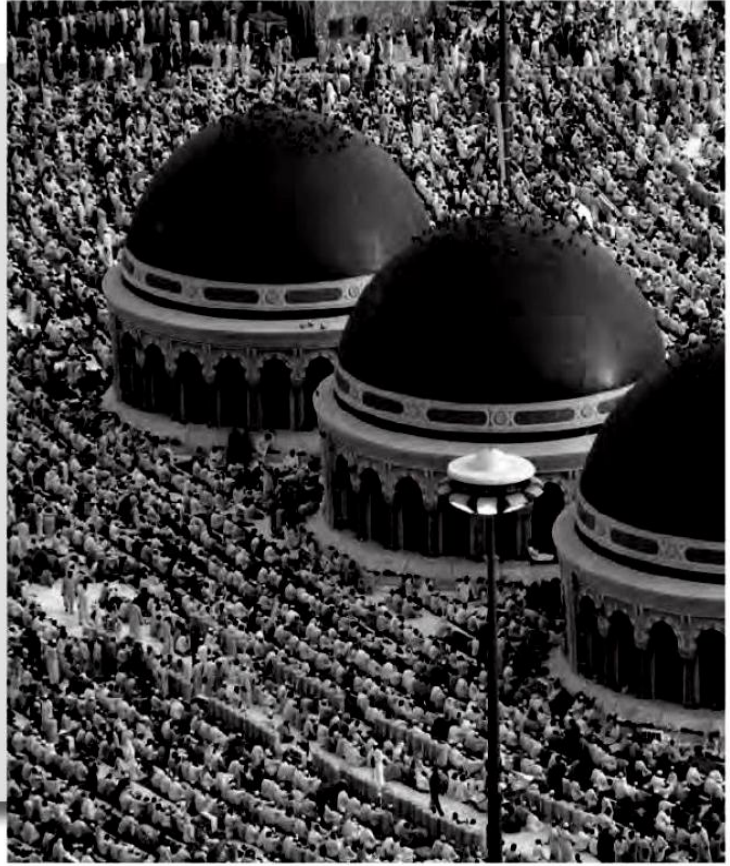
## 2 Reading and writing

a Look at the photograph. What festival is the text about? **Eid al-Adha**

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 Dhul 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		grown in several Asian countries.
Tea		eaten all over the world.
Pasta	is	made in Germany.
Volkswagen cars	are	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.*

**Tea is grown in several Asian countries.**

**Pasta is produced in many countries, including Chile.**

**Volkswagen cars are made in Germany.**

**Fondue is eaten in Switzerland.**

**Rice is eaten all over the world.**

**Kilts are worn in Scotland.**

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) is eaten (eat) in Saudi Arabia.

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

Ibrahim: What language (3) is spoken (speak) in Saudi Arabia?

Yaser: Arabic (4) is used (use) by most people, but many indigenous languages (5) are spoken (speak).

Ibrahim: What soft drinks (6) are drunk (drink) in Saudi Arabia?

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

Ibrahim: (8) Are burgers eaten (eat) in Saudi Arabia?

Yaser: Of course. Thousands of burgers (9) are sold (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, Bangladesh
- 2 Are most South Asian dishes very hot and spicy? No
- 3 Is South Asian food the same in all parts of the subcontinent? No

### 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 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.

F

2 He's on holiday in China.

A

3 He lives in Japan.

C

4 He feels uncomfortable.

E

5 He's very smart.

B

6 They are miners.

D



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 am not used to driving on my own.
- 2 I've lived in England for a year but will never get used to driving on the left. It's so difficult!
- 3 I've had this car for a few months and I am getting used to driving it now.
- 4 When I was on holiday, I soon got used to 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 travelling (enjoy / travel) and I (2) would like to learn (would like / learn) all about your city. I remember my trip last year when you lived in Chicago. I (3) had trouble visiting (have trouble / visit) all the museums. Since that trip, I (4) have decided to limit (decide / limit) myself to one museum a day, but I'm sure I'll (5) enjoy looking at (enjoy / look) at things more if I'm not in a hurry. Well, I have to (6) finish writing (finish / write) this letter now. I (7) want to do (want / do) the dishes before I go to bed. I'll never (8) get used to living (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 reading books.
- 2 I have trouble in speaking as native English speakers.
- 3 I often forget to adjust my alarm o'clock.
- 4 I'm looking forward to seeing you.
- 5 I'm getting used to playing football.



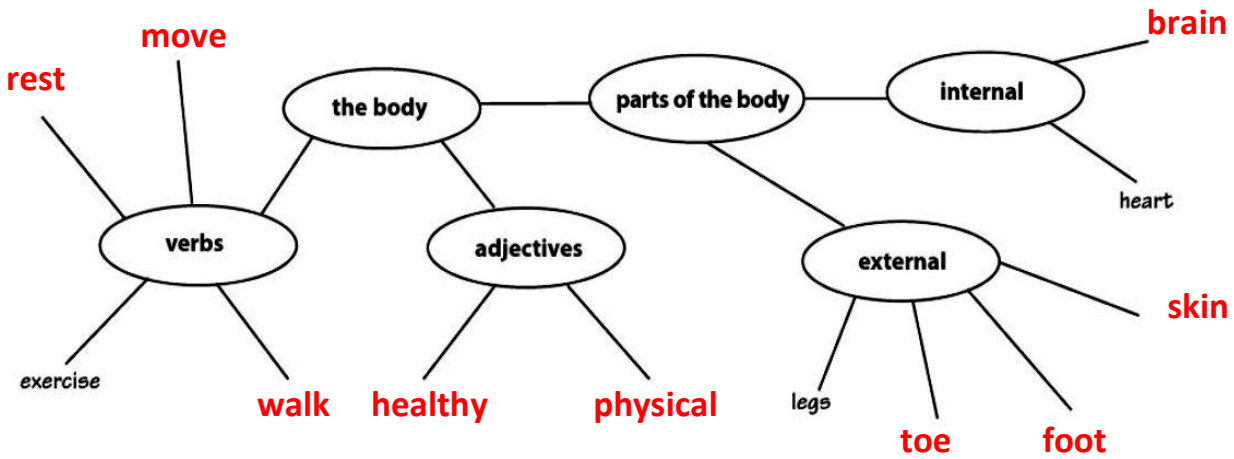
# Unit 7 Good health

## 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.

**Verbs:** run, climb, exercise

**Adjectives:** normally

**External:** hand, hair, finger

**Internal:** heart, lungs

## Unit 7 Good health

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

Your grandfather is very (1) **healthy** for a 90 year old. I know he ran a lot when he was younger, so he has very strong (2) **legs**, but he needs to do a lot more (3) **physical** (4) **exercise** so his (5) **heart** will stay strong. Remember he has had problems with his circulation. At his age, he should (6) **walk** 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
<b>Ears</b>	<b>hand</b>	<b>Shoulders</b>	<b>Hips</b>	<b>Shin</b>
<b>Eyes</b>	<b>elbow</b>	<b>upper back</b>	<b>lower back</b>	<b>Knee</b>
<b>mouth</b>	<b>fingers</b>			<b>Toes</b>
<b>nose</b>	<b>wrist</b>			<b>foot</b>



## 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? You can feel physically fit and have a positive mental attitude.
- 2 Who should visit the doctor before starting an exercise programme? People over 40, who have smoked, or if someone in their family has had heart disease, high blood pressure or diabetes.
- 3 Why is it important to choose the right activity? People keep doing an activity longer if they are enjoying themselves.
- 4 What kinds of goals should you set yourself? Clear and reasonable goals.
- 5 How long should you exercise every day to get fit? At least 30 minutes a day

- 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?

(Students write personal information).

## 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		my		
You	have	your	hair	cut at the hairdresser's.
We	get	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

1. He gets his car washed every week.
2. We got our house painted last summer.
3. George is having his arm x-rayed tomorrow.
4. You should have your teeth checked every six months.
5. Peter is getting his car fixed right now.



## Lesson 2 Good health

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.

1. You get your car repaired at the garage.
2. You have your hair cut at the hairdresser's.
3. You have your arm x-rayed at the hospital.
4. You get your teeth checked at the dentist's.

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

I have my teeth checked every six months.

- I have a new hair cut every year.
- I have my lungs x-rayed last summer.
- I get my computer fixed at the computer repair shop.

## 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.

- You should get a technician to fix your computer. / Why don't you get a technician to fix your computer? / You need to get a technician to fix your computer.
- You should get a gardener to cut your grass. / Why don't you get a gardener to cut your grass? / You need to get a gardener to cut your grass.
- You should have your car washed. / Why don't you get your car washed? / You need to have your car washed.
- You should get a plumber to fix your tap. / Why don't you get a plumber to fix your tap? / You need to get a plumber to fix your tap.





# 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 herbal tea.
- Aching muscles and a fever are common symptoms of the flu.
- Appendicitis can begin with abdominal pains.



A aching muscles



D herbal tea



B food poisoning



E abdominal pains



C vision problems



F sore throat

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

## 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 <i>must</i> / <i>may</i> / <i>can't</i> speak Spanish.     |
| 2 She's not answering the phone.     | She <i>must</i> / <i>may</i> / <i>can't</i> be in the garden. |
| 3 He wears a white coat for work.    | He <i>must</i> / <i>may</i> / <i>can't</i> be a doctor.       |
| 4 He's using an Italian phrasebook.  | He <i>must</i> / <i>may</i> / <i>can't</i> be Italian.        |
| 5 He passed his driving test.        | He <i>must</i> / <i>may</i> / <i>can't</i> be very happy.     |

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

A: I have a headache.

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

A: I don't think so. I (2) *may* 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) *might* be a lot of traffic.

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

E: Someone is knocking at the door.

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

E: It (6) *can't* 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) *What's happened* ?

Reema: (2) *I have a headache* . (headache)

Leen: (3) *Have you got any other symptoms* ? (any other symptoms)

Reema: (4) *I have a sore throat* . (sore throat)

Leen: (5) *I think you may be getting a cold* . (I think / cold)

Reema: (6) *What should I do* ? (what / do)

Leen: (7) *You should rest in bed* . (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 hope they are on time.

2 Please wait for me at the door – I'm coming soon.

3 John is so poor and wishes he had more money.

4 I hope he gets the new job – the salary is much better than his current job.

5 Sue is always late. I usually wait 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. **1,280**

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?

**In the streets of his hometown.**

2 What was his dream?

**To become a professional football player and score a goal for Brazil in the World Cup.**

3 What does "world renowned" mean?

**World famous**

4 How old was he when he started playing professionally?

**15**

5 What was Pelé's hometown?

**Três Corações**

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.

**In the future I want to do so many things. In my dreams I want to become a Civil Engineer. I will have to study more than ever. After that I want to get a well-paid job as an Engineer, doing all kind of projects to improve the infrastructure of different cities. I also want to create an organization for the poor people in my country. There are also other hops that I would like to do. I want to travel around the world. I have always been curious about other cultures and the differences between people in other countries. It would be amazing to travel the whole world. I can work hard to make my dreams come true.**



## 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 lived (live) in the country.

4 I wish I spoke (speak) German.

2 He wishes he could come (can come) to our house.

5 He hopes you feel (feel) better.

3 I hope they buy (buy) my house.

6 Jack wishes the weather were (be) 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*.

It's raining. I don't have an umbrella.

I wish I had an umbrella.

1 It's nice weather today. I have to work.

I wish I didn't have to work

2 Tomorrow is our picnic and it's raining today.

I hope it doesn't rain tomorrow

3 My eyes are blue. I prefer brown eyes.

I wish I had brown eyes

4 You have a bad cold and your graduation is on Saturday.

I hope my cold is better by Saturday.

5 His car is at the garage. He wants to use it.

He wishes his car wasn't at the garage.

6 They want to buy some food. They don't have any money.

They wish they had some money

7 She can't speak English. She would like to.

She wishes she could speak English

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

**Present situation**

My eyes are brown.

My house is narrow.

My hair is yellow.

My car is blue.

**Wish / hope**

I wish they were blue.

I wish it were wide.

I wish it were brown.

I wish it were black.

## 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.

**I**

2 It's too cold. I wish it were warmer.

**F**

3 That's a good idea.

**H**

4 What's wrong with it?

**C**

5 You don't look too happy.

**A**

6 I'm not. I hate my new apartment.

**B**

7 That's easy. Buy a heater.

**G**

8 Well firstly, it's too noisy. I wish there was less traffic.

**D**

9 You can't do anything about that. What other problems are there?

**E**

### 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.

The protagonist of the joke makes their first two wishes and finds that all is well. Often, the third wish is either misinterpreted, or intentionally granted in an awkwardly literal fashion, and cannot be reversed because it is the final wish, resulting in the punch line of the joke.



# 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 If I had the price of tickets
- 2 If I had more money, I'd buy a big house
- 3 If I had my own private plane, I'd travel to isolated island
- 4 I'd study more If I had another chance
- 5 I'd take my family to a cruise, if I had a yacht

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) lives (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) spends (spend)

a lot of time traveling to work. If they (3) lived (live) in the country, they'd have a very

different life. George usually (4) drives (drive) to his bank in heavy traffic. If they

(5) left (leave) New York, he (6) would sell (sell) the car and buy a bicycle.

He (7) would work (work) from home and (8) would spend (spend) more time with

his family. They (9) wouldn't live (not live) in an apartment but (10) would buy (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?

No, he wouldn't.

2 Would George spend more time with his family?

Yes, he would.

3 Would George drive to work?

No, he wouldn't.

4 Would he get a small car?

No, he wouldn't.



## 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) ask him to tell me the problem.

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

Leena: I'm sure he wouldn't. If (3) serious problems, he would talk to you.

I'm sure he'd tell you. You're his sister.

Rinad: That's the problem. If I weren't his sister, (4) he would tell me.

He doesn't want to worry me.

### Unit 1

#### Travel Personal information

be born (v) ***	/bɔ:(r)n/
childhood (n) **	/'tʃaɪld.hud/
college (n) ***	/'kɒlɪdʒ/
exam (n) **	/ɪg'zæm/
fail (an exam) (v) ***	/feɪl/
faith (n) ***	/feɪθ/
graduate (v) **	/'grædʒuət/
marital status (n)	/'mærit(ə)l 'steɪtəs/
nationality (n) *	/'næʃə'næləti/
neighbourhood (n) **	/'neɪbə(r).hud/
qualified (adj) **	/'kwɒlɪfaɪd/
university (n) ***	/'ju:nɪ'vɜ:(r)səti/

#### Work

academic (n) ***	/'ækəd'mɪk/
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) ***	/'mæneɪdʒ/
manager (n) ***	/'mæneɪdʒə(r)/
policeman (n) **	/'pɒ'lɪsmən/
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) **	/'ə'meɪzɪŋ/
dependent (adj) ***	/'dɪ'pendənt/
extraordinary (adj) **	/'ɪk'strɔ:(r)d(ə)n(ə)ri/
fierce (adj) **	/'fiə(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) ***	/'relatɪv/

#### Other

accident (n) ***	/'æksɪd(ə)nt/
amazement (n)	/'ə'meɪzmənt/
apartment (n) *	/'ə:pɑ:(r)tment/
band (n) ***	/'bænd/
beard (n) *	/'bɪə(r)d/
claim (v) ***	/'kleɪm/
contact (v) ***	/'kɒntækt/
convert (v) **	/'kɒn'vɜ:(r)t/
cooking (n) *	/'kʊk(ə)ri/
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) **	/'gʌi/
history (n) ***	/'hɪst(ə)ri/
imagine (v) ***	/'ɪ'mædʒɪn/
introduce (v) ***	/'ɪntrə'dju:s/
kitchen (n) ***	/'kɪtʃən/
lead (v) ***	/'li:d/
lifestyle (n) **	/'laɪf'staɪl/
millionaire (n) *	/'mɪljə'neə(r)/
mosque (n) *	/'mɒsk/
motorcycle (n)	/'məʊtə(r),saɪk(ə)l/
mountain (n) ***	/'maʊntɪn/
newspaper report (n)	/'nju:z,peɪpə(r) ri'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:z(ə)ntli/
recite (v)	/'rɪ'saɪt/
repair (v) **	/'rɪ'peə(r)/
science (n) ***	/'saɪəns/
shake (v) ***	/'ʃeɪk/
spot (v) ***	/'spɒt/
stony (adj)	/'stəʊni/
survive (v) ***	/'sʌ(r)'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'teəriən/
worry about (v)	/'wʌri ə'baʊt/



### Unit 2

#### Free time

cooking (n) ★★  
embroider (v)  
gardening (n)  
hang-gliding (n)  
hobby (n) ★  
horse racing (n)  
jogging (n) ★  
photography (n) ★  
running (n) ★  
skydiving (n)  
yoga (n)

/ˈkʊkɪŋ/  
/ɪmˈbrɔɪdʒ(r)/  
/ˈɡɑː(r)d(ə)nɪŋ/  
/ˈhæŋ ɡlaɪdɪŋ/  
/ˈhɒbi/  
/ˈhɔː(r)s reɪsɪŋ/  
/ˈdʒɒŋɪŋ/  
/fəˈtɒɡrəfi/  
/ˈrʌnɪŋ/  
/ˈskaɪdaɪvɪŋ/  
/ˈjɒɡə/

#### Relations

ancestor (n) ★★  
daughter (n) ★★★  
generation (n) ★★★  
great-grandfather (n)  
son (n) ★★★

/ˈænsəstə(r)/  
/ˈdɔːtə(r)/  
/ˌdʒenəˈreɪʃ(ə)n/  
/ɡreɪt ˈɡræn(d)ˌfɑːðə(r)/  
/sʌn/

#### Animals

bear (n) ★★  
dinosaur (n) ★  
graze (v)  
herd (v) ★  
mice (n)  
sheep (n) ★★★

/beə(r)/  
/ˈdaɪnəsɔː(r)/  
/ɡreɪz/  
/hɜː(r)d/  
/maɪs/  
/ʃiːp/

#### World of work

builder (n) ★★  
clothes designer (n)  
email (n) ★★★  
IT (n) ★  
Master's Degree (n)  
meeting (n) ★★★  
pastoralist (n)  
photographer (n) ★★  
retire (v) ★★  
seminar (n) ★★  
shopkeeper (n) ★  
taxi driver (n)  
vet (n)  
workaholic (n)

/ˈbɪldə(r)/  
/ˈklaʊðz dɪˈzaɪnə(r)/  
/ˈiːmeɪl/  
/aɪ ˈtiː/  
/ˈmɑːstə(r)z dɪˈɡriː/  
/ˈmiːtɪŋ/  
/ˈpɑːst(ə)rəlɪst/  
/fəˈtɒɡrəfə(r)/  
/ˈrɪtaɪə(r)/  
/ˈsemlɪnə(r)/  
/ˈʃɒpkiːpə(r)/  
/ˈtæksi ˈdraɪvə(r)/  
/vet/  
/ˈwɜː(r)kəˈhɒlɪk/

#### Words describing people

beautiful (adj) ★★★  
Bedouin (n)  
crazy (adj) ★★  
creative (adj) ★★  
impatient (adj) ★  
intelligent (adj) ★★  
interesting (adj) ★★★  
Nomadic (adj)  
pioneer (n) ★

/ˈbjʊːtəf(ə)l/  
/ˈbeduɪn/  
/ˈkreɪzi/  
/kriˈeɪtɪv/  
/ɪmˈpeɪʃ(ə)nt/  
/ɪnˈtelɪdʒ(ə)nt/  
/ˈɪntrəstɪŋ/  
/nəʊˈmædɪk/  
/ˈpiəˈniə(r)/

#### Other words

access (n) ★★★  
annoy (v) ★★  
antique (n) ★  
balance (n) ★★★  
biography (n) ★

/ˈækses/  
/əˈnɔɪ/  
/ænˈtiːk/  
/ˈbæləns/  
/baɪˈɒɡrəfi/

bore (v) ★  
break (n) ★★★  
circus (n)  
communication (n) ★★★  
computer (n) ★★★  
custom (n) ★★  
dangerous (adj) ★★★  
delicious (adj) ★  
dirty (adj) ★★  
doctorate (n)  
drill (v)  
embarrassed (adj) ★  
exaggerated (adj)  
excite (v) ★  
frighten (v) ★★  
gigantic (adj)  
great (adj) ★★★  
homework (n) ★  
insight (n) ★★  
interest (v) ★★  
interrupt (v) ★★  
investigate (v) ★★★  
irritate (v) ★  
legend (n) ★★  
library (n) ★★★  
look forward to (v)  
migrate (v) ★  
nearby (adv) ★★  
obligation (n) ★★★  
offer (v) ★★★  
petrochemical (adj/n)  
physics (n) ★★  
relaxing (adj)  
settle (v) ★★★  
stressful (adj)  
take care of (v)  
terrible (adj) ★★★  
topic (n) ★★★  
untraceable (adj)  
wonderful (adj) ★★★

/bɔː(r)/  
/breɪk/  
/ˈsɜː(r)kəs/  
/kəˌmjuːnɪˈkeɪʃ(ə)n/  
/kəmˈpjʊːtə(r)/  
/ˈkʌstəm/  
/ˈdeɪndʒərəs/  
/dɪˈlɪʃəs/  
/ˈdɜː(r)tɪ/  
/ˈdɒkt(ə)rət/  
/drɪl/  
/ɪmˈbærəst/  
/ɪɡˈzædʒəˈreɪtɪd/  
/ɪkˈsaɪt/  
/ˈfraɪt(ə)n/  
/dʒaɪˈɡæntɪk/  
/ɡreɪt/  
/ˈhəʊmˌwɜː(r)k/  
/ˈɪnsaɪt/  
/ˈɪntrəst/  
/ɪntəˈrʌpt/  
/ɪnˈvestɪɡeɪt/  
/ˈɪrɪteɪt/  
/ˈledʒ(ə)nd/  
/ˈlaɪbrəri/  
/lʊk ˈfɔː(r)wəd(r) tə/  
/maɪˈɡreɪt/  
/ˈniːə(r)ˈbaɪ/  
/ɒblɪˈɡeɪʃ(ə)n/  
/ˈɒfə(r)/  
/ˈpetrəʊˈkemɪk(ə)l/  
/ˈfɪzɪks/  
/rɪˈlæksɪŋ/  
/ˈset(ə)l/  
/ˈstresf(ə)l/  
/teɪk keə(r) əv/  
/ˈterəb(ə)l/  
/ˈtɒpɪk/  
/ʌnˈtreɪsəb(ə)l/  
/ˈwʌndə(r)f(ə)l/

### Unit 3

#### Energy sources

animal matter  
atom (n) ★★  
decayed (adj) ★  
electricity (n) ★★★  
energy (n) ★★★  
environment (n) ★★★  
environmentally (adv) ★  
essential (adj) ★★★  
exploration (n) ★★  
fission (n)  
fossil fuel (n)  
fusion (n) ★  
generator (n) ★  
geology (n) ★  
geo-thermal  
hydro-electric (adj)  
hydrothermal vent (n)

/ˈænɪm(ə)l ˈmætə(r)/  
/ˈætəm/  
/dɪˈkeɪd/  
/ɪˌlekˈtrɪsɪti/  
/ˈenə(r)dʒi/  
/ɪnˈvaɪrənmənt/  
/ɪnˈvaɪrənmənt(ə)li/  
/ɪˈsenʃ(ə)l/  
/ɪkspləˈreɪʃ(ə)n/  
/ˈfɪʃ(ə)n/  
/ˈfɒs(ə)l ˈfjuːəl/  
/ˈfjuːʒ(ə)n/  
/ˈdʒenəˈreɪtə(r)/  
/dʒiˈɒlədʒi/  
/dʒiːəʊ ˈθɜː(r)m(ə)l/  
/ˈhaɪdrəʊˈɪlektɪk/  
/ˈhaɪdrəʊˈθɜː(r)m(ə)l vent/

## Wordlists Unit 3

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)

### 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) ★★

### World of work

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

/ˈmɪn(ə)rəl/  
/ˈnjuːkliə(r)/  
/ˈoʊʃ(ə)n/  
/ˈpetrəl/  
/ˈfɒsfərəs/  
ˈfəʊtəvɒltaɪk ˈsel/  
/pəˈluːʃ(ə)n/  
/ˈpaʊə(r)/  
/ˈpreʃə(r)/  
/pʌmp/  
/ˈreɪdɪəʊˈæktɪv/  
/rɪˈnjuːəb(ə)l/  
/rɪˈzɜː(r)v/  
/ˈsəʊlə(r)/  
/sɔː(r)s/  
/ˈstɪm/  
/ˈsʌnˌlaɪt/  
/taɪd/  
/ˈtɜː(r)bəm/  
/vɒlˈkeɪnəʊ/  
/weɪst/  
/weɪv/  
/wɪnd/  
/wɪnd(m)ˌmɪl/

/əˈɛrəʊbɪks/  
/ˈkænsə(r)/  
/ˈbɒdi ˌkɒmpəʊzɪʃ(ə)n/  
/ˈbɒdi ˈfʌŋkʃ(ə)n/  
/breɪn/  
/bɜː(r)n ˈkælərɪz/  
/kɑː(r)bəʊˈhaɪdreɪt/  
/ˈdaɪət/  
/daɪˈdʒest/  
/dɪˈziːz/  
/drʌɡ/  
/ˈeksə(r)saɪz/  
/fæt/  
/ˈfɪtnəs/  
/ˈfræktʃə(r)/  
/ˈhɑː(r)t/  
/ˈhʊz weɪt/  
/ˈmæɪəθ(ə)n/  
/ˈmʌs(ə)l ˈtɪʃuː/  
/ˈnjuːˈtrɪʃ(ə)nɪst/  
/ˈɔː(r)ɡən/  
/ˌəʊvə(r)ˈtreɪn/  
/ˌəʊvə(r)ˈweɪt/  
/ˌrekriˈeɪʃ(ə)n/  
/ˈsnæk/  
/stɑː(r)v/  
/ʃeɪp/  
/ˌʌndə(r)ˈweɪt/  
/ˈvɪtəmm/

/ˈtʃaɪldˌkeə(r)/  
/ˈkɒliːɡ/  
/kəˈmɜː(r)ʃ(ə)li/  
/kəˌmjuːnɪˈkeɪʃ(ə)n/  
/kəˈmjuːtə(r)/

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

### 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) ★★★

/ˈkɒnf(ə)rəns/  
/kraʃ/  
/ɪkˈspɔː(r)t/  
/faɪˈnæns(ə)l/  
/ˈfleksəˈbɪləti/  
/ˈɡləʊb(ə)l/  
/ɡəʊl/  
/ɡʊdz/  
/ɪmpɔː(r)t/  
/ɪnˈves(t)mənt/  
/ˈwɜː(r)kˌfɔː(r)s/

/ɔːlˈtɜː(r)nət/  
/ˈbɑːskɪtˌbɔːl/  
/ˈbleɪd/  
/bɔɪl/  
/ˌkɒmbɪˈneɪʃ(ə)n/  
/kənˈvɜː(r)t/  
/kreɪz/  
/dɪˈpendəns/  
/ˈdræstɪk/  
/ɪˈlɪmɪneɪt/  
/ɪˈnɔː(r)məs/  
/fɑːst ˈfləʊɪŋ/  
/ˈfiːzəb(ə)l/  
/ˈfluːɪd/  
/ɡrænd/  
/ɡreɪn/  
/ˈhɒvə(r)ˌkraʃt/  
/ɪnˈstɔːl/  
/ɪnˈtensɪti/  
/ˈlaɪmˌstəʊn/  
/mɪˈkænɪk(ə)l/  
/ˈmetrəʊ/  
/ˈɒpʃ(ə)n/  
/ˌəʊvə(r)ˌpɒpjʊˈleɪʃ(ə)n/  
/ˈpæn(ə)l/  
/pə(r)ˈsentɪdʒ/  
/ˈfɪzɪk(ə)l/  
/ˈplænɪt/  
/ˈpraɪməri/  
/ˈprɪnsɪp(ə)li/  
/prəˈpel/  
/rent/  
/rɪˈpeə(r)/  
/ˈtɪʃuː/  
/rɪˈzɜː(r)v/  
/ˈruərəl/  
/ˈsɜː(r)vɪŋ/  
/speɪs/  
/ˈsɜː(r)fɪs/  
/ˈteknɪkli/  
/θɪəˈretɪkli/  
/trend/  
/ˈviːɪk(ə)l/



## Unit 4

### Amenities in a town or city

airport (n) ★★★	/ˈeɪəˌpɔː(r)t/
art gallery (n)	/ɑː(r)t ˈgæləri/
bus (n) ★★★	/bʌs/
department store (n) ★★	/dɪˈpɑː(r)tment stɔː(r)/
food court (n)	/ˈfuːd kɔː(r)t/
hospital (n) ★★★	/ˈhɒspɪt(ə)l/
metro (n)	/ˈmetrəʊ/
museum (n) ★★★	/mjuːˈziːəm/
parking (n) ★	/ˈpɑː(r)kɪŋ/
public transport (n)	/ˈpʌblɪk ˈtrænsˌpɔː(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 riːf/
island (n) ★★★	/ˈaɪlənd/
location (n) ★★★	/ləʊˈkeɪʃ(ə)n/
mainland (n)	/ˈmem.lænd/
paradise (n) ★	/ˈpærəˈdaɪs/

### Adjectives describing places

boring (adj) ★★	/ˈbɔːrɪŋ/
bustling (adj)	/ˈbʌs(ə)lɪŋ/
calm (adj) ★★	/kɑːm/
crowded (adj) ★	/ˈkraʊdɪd/
deserted (adj)	/dɪˈzɜː(r)tɪd/
dull (adj) ★★	/dʌl/
entertaining (adj) ★	/ˌentə(r)ˈteɪnɪŋ/
extensive (adj) ★★★	/ɪkˈstensɪv/
hectic (adj)	/ˈhektɪk/
historic (adj) ★★	/hɪˈstɒrɪk/
industrial (adj) ★★★	/mɪˈdʌstriəl/
inhospitable (adj)	/ˌmhoʊˈspɪtəb(ə)l/
isolated (adj) ★	/ˈaɪsəˌleɪtɪd/
noisy (adj) ★	/ˈnɔɪzi/
peaceful (adj) ★★	/ˈpiːsf(ə)l/
polluted (adj) ★	/pəˈluːtɪd/
secluded (adj)	/sɪˈkluːdɪd/
unspoiled (adj)	/ʌnˈspɔɪld/

### Home

bathroom (n) ★★	/ˈbɑːθ.ru:m/
drawing room (n)	/ˈdruːɪŋ ru:m/
floor (n) ★★★	/flɔː(r)/
fridge (n) ★	/frɪdʒ/
furnished (adj)	/ˈfɜː(r)nɪʃt/
furniture (n) ★★★	/ˈfɜː(r)nɪtʃə(r)/
garden (n) ★★★	/ˈgɑː(r)d(ə)n/
kitchen (n) ★★★	/ˈkɪtʃən/
lift (n) ★★	/lɪft/
rent (out) (v) ★★★	/rent/
skyscraper (n)	/ˈskaɪˌskreɪpə(r)/
villa (n) ★	/ˈvɪlə/

### The sea

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

diving (n)	/ˈdaɪvɪŋ/
dolphin (n) ★	/ˈdɒlfɪn/
eel (n)	/iːl/
manta ray (n)	/ˈməntə reɪ/
sealife (n)	/ˈsiːlaɪf/
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) ★★★	/kənsə(ɪ)ˈveɪʃ(ə)n/
crowd (n) ★★★	/kraʊd/
culture shock (n)	/ˈkʌltʃə(r) ʃɒk/
holiday (n) ★★★	/ˈhɒlɪdeɪ/
Europe (n)	/ˈjuərəp/
executive (n) ★★	/ɪɡˈzekjʊtɪv/
expedition (n) ★★	/ˌeksˌpɛˈdɪʃ(ə)n/
eye contact (n)	/aɪ ˈkɒntækt/
facility (n) ★★★	/fəˈsɪlɪti/
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) ★★	/ˈlaɪfˌstɑɪl/
migratory (adj)	/ˈmaɪɡrət(ə)rɪ/
move (v) ★★★	/muːv/
plant (n) ★★★	/plɑːnt/
protected status (n)	/prəˈtektɪd ˈsteɪtəs/
publicity (n) ★★	/pʌbˈlɪsɪti/
push in (v)	/puʃ ɪn/
quality (n) ★★★	/ˈkwɒləti/
queue (n) ★	/kjuː/
refreshment (n)	/rɪˈfreʃmənt/
rubbish (n) ★★	/ˈrʌbɪʃ/
scholarship (n) ★	/ˈskɒlə(r)ʃɪp/
scientific (adj) ★★★	/ˌsaɪənˈtɪfɪk/
survey (n) ★★★	/ˈsɜː(r)veɪ/
silence (n) ★★★	/ˈsaɪləns/
smog (n)	/smɒɡ/
species (n) ★★★	/ˈspiːʃiːz/
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) ★	/ədɪkʃ(ə)n/
afford (v) ★★★	/əˈfɔː(r)d/
assistant (n) ★★★	/əˈsɪst(ə)nt/
automatic (adj) ★★	/ˌɔtəˈmætɪk/
basket (n) ★★	/ˈbɑːskɪt/
bar code (n)	/ˈbɑː(r) kəʊd/
bulk (n) ★★	/bʌlk/
buying (n)	/ˈbaɪɪŋ/
check-out (n)	/ˈtʃek aʊt/

## Wordlists Unit 6

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

### Applications

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

### 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) ★★★

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

/ə'kaʊnt/  
/'bæŋk kɑ:(r)d/  
/'bɒnəs/  
/'bɒrəʊ/  
/'kɔɪn/  
/ɜ:(r)n/  
/'i:kə'nɒmɪks/  
/'famaɪns/  
/'gəʊld/  
/'m'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/

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

/'ænəlaɪz/  
/'æntɪ'dɪpres(ə)nt/  
/'daɪət/  
/'drʌɡ/  
/'hæbɪt/  
/'ɪlnəs/  
/'ɪm'pʌlsɪv/  
/'saɪ'kaɪətrɪst/  
/'saɪkə'lɒdʒɪk(ə)l/  
/'self 'ɪstɪm/  
/'θerəpi/  
/'trɪtmənt/

### Driving

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

### 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) ★★★

/'rʌʃ aʊə(r)/  
/'træfɪk/  
/'si:tbelɪt/  
/'spi:d 'lɪmɪt/

/'ə'pri:ʃi:et/  
/'bi:d/  
/'kəm'plaiənt/  
/'di'ɡri:/  
/'fɔ:(r)m(ə)l/  
/'fɜ:(r)/  
/'ɡem/  
/'ɡʌvə(r)nmənt/  
/'naɪvz/  
/'leðə(r)/  
/'mɪs/  
/'nɒn 'sməʊkɪŋ/  
/'ɒbvɪəs/  
/'piəriəd/  
/'fə'nɒmɪnən/  
/'pɒlə'tɪʃ(ə)n/  
/'praɪvət/  
/'praɪz/  
/'rɪ'kwɛst/  
/'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)ɡə(r)/  
/'kærət/  
/'tʃi:z/  
/'tʃɪkɪn/  
/'tʃɒklət/  
/'kɒ'lestərɒl/  
/'tʃɒp'stɪks/  
/'tʃʌtni/  
/'kɒfi/  
/'kʊk/  
/'kʊkɪŋ/  
/'kjʊə(r)/  
/'kʌri/  
/'dɪ'zɜ:(r)t/  
/'dɪʃ/  
/'daʊ/  
/'fɑ:st fu:d/  
/'fi:t/  
/'fɪʃ/



fondue (n)  
French fries (n)  
grape (n) ★  
grill (v) ★  
halal (adj)  
healthy (adj) ★★★  
herb (n) ★  
spicy (adj)  
ice cream (n) ★  
kebab (n)  
main dish (n)  
mayonnaise (n)  
mild (adj) ★★  
milk (n) ★★★  
milkshake (n)  
mozzarella cheese (n)  
pasta (n) ★  
pastry (n) ★  
pickle (n)  
pizza (n) ★  
potato (n) ★★  
rice (n) ★★  
roast (adj)  
salt (n) ★★  
sauce (n) ★★  
shrimp (n)  
serve (v) ★★★  
sushi (n)  
sweet (adj) ★★★  
taco (n)  
taste (n) ★★★  
tasty (adj) ★  
tea (n) ★★★  
tomato sauce (n)  
vegetable (n) ★★★  
yoghurt (n)

/ˈfɒndjuː/  
/ˈfrentʃ ˈfraɪz /  
/ɡreɪp/  
/ɡrɪl/  
/həˈlɑːl/  
/ˈhelθi/  
/hɜː(r)b/  
/ˈspaɪsi/  
/ˈaɪs ˈkriːm/  
/kɪˈbæb/  
/ˈmeɪn ˈdɪʃ/  
/ˈmeɪəˈneɪz/  
/ˈmaɪld/  
/ˈmɪlk/  
/ˈmɪlk ˈʃeɪk/  
/ˈmɒtʃəˈrelə ˈtʃiːz/  
/ˈpæstə/  
/ˈpeɪstri/  
/ˈpɪk(ə)l/  
/ˈpiːtsə/  
/pəˈteɪtəʊ/  
/raɪs/  
/rəʊst/  
/sɔːlt/  
/sɔːs/  
/ˈʃrɪmp/  
/sɜː(r)v/  
/ˈsuːʃi/  
/swiːt/  
/ˈtækəʊ/  
/teɪst/  
/ˈteɪsti/  
/tiː/  
/təˈmɑːtəʊ ˈsɔːs/  
/ˈvedʒtəb(ə)l/  
/ˈjɒɡə(r)t/

### Celebrations and festivals

attend (v) ★★  
celebration (n) ★★  
charity (n) ★★  
commemorate (v) ★  
compete (v) ★★  
competitive (adj) ★★  
competitor (n) ★★  
craft (n) ★★  
cultural (adj) ★★★  
entertainer (n) ★  
exhibition (n) ★★★  
exhibitor (n)  
festival (n) ★★★  
game (n) ★★★  
hold (a festival) (n) ★★★  
photograph (n) ★★★  
pray (v) ★★  
present (n) ★★★  
presentation (n) ★★★  
prize (n) ★★★  
sacrifice (n) ★  
sword (n) ★★

/əˈtend/  
/ˌseləˈbreɪʃ(ə)n/  
/ˈtʃærəti/  
/kəˈmeməreɪt/  
/kəmˈpiːt/  
/kəmˈpetətɪv/  
/kəmˈpetɪtə(r)/  
/ˈkraːft/  
/ˈkʌltʃ(ə)rəl/  
/ˌentə(r)ˈteɪnə(r)/  
/ˌeksɪˈbɪʃ(ə)n/  
/ɪɡˈzɪbɪtə(r)/  
/ˈfestɪv(ə)l/  
/ɡeɪm/  
/həʊld/  
/ˈfəʊtəˈɡraːf/  
/preɪ/  
/ˈprez(ə)nt/  
/ˌprez(ə)nˈteɪʃ(ə)n/  
/praɪz/  
/ˈsækrɪfaɪs/  
/sɔː(r)d/

### Other words

adopt (v) ★★★  
architecture (n) ★★  
arts (n)  
bachelor's degree ★★★  
chain (n) ★★★  
clothes (n) ★★★  
conduct (v) ★★★  
driving test (n)  
experience (n) ★★★  
grammar (n) ★★  
guided tour (n)  
indigenous (adj)  
kilt (n)  
language (n) ★★★  
literature (n) ★★★  
Master's (n)  
range (n) ★★★  
receptionist (n) ★  
scary (adj) ★  
sermon (n)  
service (n) ★★★  
siesta (n)  
specialization (n)  
strange (adj) ★★★  
subcontinent (n)  
Welsh (adj)

/əˈdɒpt/  
/ˈɑː(r)kɪˈtektʃə(r)/  
/ɑː(r)ts/  
/ˈbætʃələ(r)z dɪˈɡriː/  
/tʃeɪn/  
/ˈkləʊðz/  
/kənˈdʌkt/  
/ˈdraɪvɪŋ test/  
/ɪkˈspɪəriəns/  
/ˈɡræmə(r)/  
/ɡaɪdɪd tuə(r)/  
/ɪnˈdɪdʒənəs/  
/kɪlt/  
/ˈlæŋɡwɪdʒ/  
/ˈlɪtrətʃə(r)/  
/ˈmɑːstə(r)z/  
/ˈreɪndʒ/  
/rɪˈsepʃ(ə)nɪst/  
/ˈskeəri/  
/ˈsɜː(r)mən/  
/ˈsɜː(r)vɪs/  
/siˈesta/  
/ˌspeʃəlaɪˈzeɪʃ(ə)n/  
/ˈstreɪndʒ/  
/ˌsʌbˈkɒntɪnənt/  
/welʃ/

## Unit 7

### Body parts

big toe (n)  
brain (n) ★★★  
ear (n) ★★★  
elbow (n) ★★  
eye (n) ★★★  
feet (n)  
finger (n)  
foot (n) ★★★  
hand (n) ★★★  
heart (n) ★★★  
knee (n) ★★★  
lower back (n)  
mouth (n) ★★★  
nose (n) ★★★  
shin (n)  
shoulder (n) ★★★  
skin (n) ★★★  
upper back (n)  
wrist (n) ★★

/bɪɡ təʊ/  
/breɪn/  
/ɪə(r)/  
/ˈelbəʊ/  
/aɪ/  
/fiːt/  
/ˈfɪŋɡə(r)/  
/fʊt/  
/hænd/  
/hɑː(r)t/ hip (n)  
/niː/  
/ˈləʊə(r) bæk/  
/maʊθ/  
/nəʊz/  
/ʃɪn/  
/ˈʃəʊldə(r)/  
/skɪn/  
/ˈʌpə(r) bæk/  
/rɪst/

### Health and illness

abdominal pain (n)  
aching muscles (n)  
acupuncture (n)  
antibiotic (n)  
appendicitis (n)  
aspirin (n) ★  
blood pressure (n)  
blood vessel (n)  
calorie (n) ★

/æbˈdɒmɪn(ə)l peɪn/  
/eɪkɪŋ ˈmʌs(ə)lz/  
/ˈækjuːpʌŋktʃə(r)/  
/ˌæntɪbaɪˈɒtɪk/  
/əˈpendɪˈsaɪtɪs/  
/ˈæsprɪn/  
/ˈblʌd preʃə(r)/  
/ˈblʌd ves(ə)l/  
/ˈkæləri/

## Wordlists Unit 8

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)diəv'væskjələ(r)/  
/kəʊld/  
/kɒf/  
/di:kən'dʒestənt/  
/'dentɪst/  
/daɪə'bɪtɪz/  
/daɪə'ri:ə/  
/dɪ'zi:z/  
/'eksə(r)saɪz/  
/aɪ test/  
/'fi:və(r)/  
/'flu:/  
/'hedeɪk/  
/'helθ/  
/'helθ keə(r)/  
/'hɑ:(r)bi:t/  
/'hɜ:(r)b(ə)l ti:/  
/'hɒspɪt(ə)l/  
/'ɪlnəs/  
/ɪn'dɪdʒestʃ(ə)n/  
/'glɑ:sɪz/  
/'lʌŋ kænsə(r)/  
/mɑ'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/  
/'stɪvɪə(r)/  
/'ʃɔ:(r)t(ə)n/  
/'self m'flɪktɪd/  
/'sməʊk/  
/'sməʊkɪŋ/  
/'smi:z/  
/'sɔ:(r) 'θrəʊt/  
/'stʌmək eɪk/  
/'sʌn,bɜ:(r)n/  
/'sɜ:(r)dʒəri/  
/'sɪmptəm/  
/'tempɪrɪʃə(r)/  
/'taɪə(r)d/  
/'tə'bækəʊ/  
/'tu:θeɪk/  
/'træns'plɑ:nt/  
/'trɪtmənt/  
/'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)/  
/kænsəl'eɪʃ(ə)n/  
/'keɪtərɪŋ/  
/'tʃɒklət/  
/'kʌmp(ə)nɪ/  
/'kɒntækt/  
/kən'trəʊl/  
/'fləʊ/  
/'gɑ:(r)dənə(r)/  
/'gəʊl/  
/'gʌvə(r)nmənt dɪ'pɑ:(r)tment/  
/'leɪə(r)/  
/'li:flet/  
/'ləʊ'keɪtɪd/  
/'mu:v/  
/'fəʊn 'nʌmbə(r)/  
/'fɪzɪk(ə)l/  
/'plʌmə(r)/  
/'prə'məʊt/  
/'pʌblɪk 'bɪldɪŋ/  
/'ʃedju:l/  
/'sɒ'fɪstɪ'keɪtɪd/  
/'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/  
/'brʌntʃ/  
/'kælkjuleɪt/  
/dɪ'vaɪd/  
/'edʒu'keɪʃ(ə)n/  
/'mæθə'mæɪtɪks/  
/'mʌltɪplai/  
/ɒpə'reɪʃ(ə)n/  
/'pɑ:s/  
/'pi: eɪtʃ 'di:/  
/'fɪzɪks/  
/'pɔs(t)'grædʒuət/  
/'ri'sɜ:(r)tʃ/  
/'rəʊmən 'nju:mərəlz/  
/'skɒlə(r)ʃɪp/  
/'saɪən'tɪfɪk/  
/'stju:d(ə)nt/  
/'tek'nɒlədʒi/  
/'θɪəri/  
/'trɪgə'nɒmətri/  
/ˌʌndə'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'pɪə(r)/  
/'dri:m/  
/'ɪg'zædʒə'reɪtɪd/  
/'fəʊk teɪl/  
/'fɔ:(r)tʃən/  
/'dʒɪni/  
/'dʒaɪənt/  
/'ɪmædʒɪməri/



magic lantern (n) /<sup>1</sup>mædʒɪk 'læntə(r)n/  
 monster (n) ★★ /<sup>1</sup>mɒnstə(r)/  
 poof (interjection) /pʊf/  
 snake (n) ★ /sneɪk/  
 unbelievable (adj) /ˌʌnbɪ'li:vəb(ə)l/  
 underground cave (n) /<sup>1</sup>ʌndə(r)graʊnd 'keɪv/  
 voyage (n) ★ /'vɔɪdʒ/

### Religion

dialogue (n) ★★ /<sup>1</sup>daɪələʒ/  
 holy (adj) /<sup>1</sup>həʊli/  
 interfaith (adj) /<sup>1</sup>ɪntə(r)'feɪθ/  
 religion (n) ★★★ /rɪ'lɪdʒ(ə)n/  
 sincere (adj) ★ /sɪn'sɪə(r)/

### Other words

accurate (adj) ★★ /<sup>1</sup>ækjʊrət/  
 article (n) ★★★ /<sup>1</sup>ɑ:(r)tɪk(ə)l/  
 bath tub (n) /<sup>1</sup>bɑ:θ tʌb/  
 calendar (n) ★★ /<sup>1</sup>kælɪndə(r)/  
 capture (v) ★★ /<sup>1</sup>kæptʃə(r)/  
 century (n) ★★★ /<sup>1</sup>sentʃəri/  
 chemist (n) ★★ /<sup>1</sup>keɪmɪst/  
 conference (n) ★★★ /<sup>1</sup>kɒnf(ə)rəns/  
 confident (adj) ★★ /<sup>1</sup>kɒnfɪd(ə)nt/  
 donate (v) ★ /dəʊ'neɪt/  
 eliminate (v) ★★ /ɪ'lɪmeɪt/  
 endowment fund (n) /ɪn'dəʊmənt fʌnd/  
 enormous (adj) ★★★ /ɪ'nɔ:(r)məs/  
 found (v) ★★★ /faʊnd/  
 Greek (n/adj) /gri:k/  
 guide (n) ★★★ /gaɪd/  
 hometown (n) /<sup>1</sup>həʊmtaʊn/  
 inheritance (n) ★★ /ɪn'hɛrɪt(ə)ns/  
 laser (n) ★★ /<sup>1</sup>leɪzə(r)/  
 mankind (n) ★ /mæn'kaɪnd/  
 molecule (n) ★★ /<sup>1</sup>mɒlɪkju:l/  
 Nobel Prize (n) /nəʊ'bel 'praɪz/  
 ocean (n) ★★ /<sup>1</sup>əʊʃ(ə)n/  
 penthouse (n) /<sup>1</sup>pent'haʊs/  
 poverty (n) ★★ /<sup>1</sup>pɒvə(r)tɪ/  
 professional (adj) ★★★ /prə'feʃ(ə)nəl/  
 raise (n) /reɪz/  
 reform (v) ★★★ /rɪ'fɔ:(r)m/  
 renowned (adj) /rɪ'naʊnd/  
 ritual (n) ★★ /<sup>1</sup>rɪtʃuəl/  
 score (n/v) ★★★ /skɔ:(r)/  
 solar (adj) ★★ /<sup>1</sup>səʊlə(r)/  
 spend (v) ★★★ /spend/  
 stone (n) ★★★ /stəʊn/  
 wish (n) ★★ /wɪʃ/