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Starter unit

Vocabulary

Adjectives

1 ★ Match adjectives 1–6 with their opposites from the box.

common dangerous difficult exciting
expensive powerful unhealthy

cheap *expensive*

- 1 weak
- 2 rare
- 3 easy
- 4 healthy
- 5 safe
- 6 boring

2 ★★ Complete the sentences with the adjectives in the box.

easy dirty far heavy rare noisy useful weak

Pesetas are *rare* now because we use euros.

- 1 Wash your hands! They're
- 2 This box is Can you help me?
- 3 Is your school? No, it's only three minutes from here.
- 4 This dictionary isn't very I can't find 'platinum'.
- 5 I got 97% in the test. It was
- 6 Our dog is ill. Its legs are and it can't walk.
- 7 Don't shout! You're very



3 ★★ Choose the correct words.

Tokyo

Tokyo is a huge city of more than 13 million people. It's **light** / **exciting** / **powerful**, but the shops and restaurants are (1) **near** / **expensive** / **rare**. The streets are busy and (2) **weak** / **noisy** / **heavy**, but they're always very (3) **clean** / **difficult** / **useful**. There isn't much crime in Tokyo. It's a really (4) **far** / **common** / **safe** city.

Japanese is a (5) **difficult** / **useless** / **safe** language for Europeans to read and speak. Visitors to Tokyo often get lost because they can't read the signs. The railway is the most (6) **boring** / **common** / **powerful** form of public transport in Tokyo. The underground is also very busy and workers sometimes push passengers onto the trains! There are a lot of cars as well. The pollution from Tokyo's traffic sometimes makes the air quite (7) **difficult** / **quiet** / **unhealthy**.



4 ★★★ Write examples for the adjectives.

expensive *a rare painting, a sports car*

- 1 quiet
- 2 dangerous
- 3 powerful
- 4 unhealthy
- 5 difficult
- 6 useful
- 7 noisy

Grammar

be and have got

1 ★ Order the words to make sentences.

got / your mum / has / a car / ?
Has your mum got a car?

1 you / are / Spanish / ?

.....

2 haven't / we / got / any money

.....

3 years / she's / old / sixteen

.....

4 they / cars / Japanese / aren't

.....

5 you / have / a sister / got / ?

.....

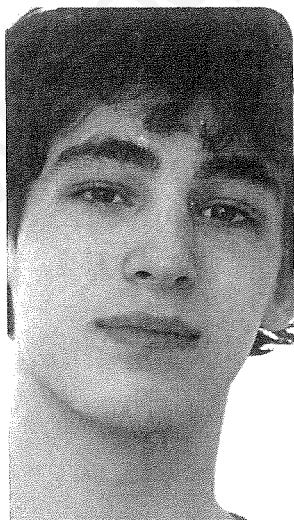
6 has / my dad / got / a new job

.....

2 ★★★ Complete the text with the words in the box.

am aren't are have got is
 haven't got is has got is have got

My name *is* Guy and
 I (1) fifteen.
 I (2) two
 sisters, but I
 (3) a
 brother. My sisters
 (4) older than me.
 Lucy (5) nineteen
 and Georgia (6)
 twenty. They (7)
 students at my school. We
 (8) two dogs
 and Lucy (9) a
 rabbit.



Comparative and superlative adjectives

3 ★★ Read the table and write comparative sentences about the DVDs.

New DVD reviews

Tom met Sally	Dog Police	The Scientists
€12.99	€8.99	€15.49
😊	😊😊😊	😊
112 minutes	121 minutes	134 minutes



'The Scientists' / good / 'Dog Police'
'The Scientists' isn't as good as 'Dog Police'.

1 'The Scientists' / expensive / 'Tom met Sally'

.....

.....

2 'Tom met Sally' / long / 'The Scientists'

.....

3 'Tom met Sally' / cheap / 'The Scientists'

.....

4 'Tom met Sally' / short / 'Dog Police'

.....

5 'Dog Police' / good / 'Tom met Sally'

.....

4 ★★★ Write superlative sentences about the DVDs.

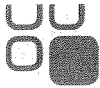
(expensive) *'The Scientists' is the most expensive DVD.*

1 (cheap)

2 (short)

3 (long)

4 (good)



Vocabulary

Routines

1 ★ Find and write the routines.

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

goes to work

- 1 g..... t..... b..... 5 s..... s.....
 2 r..... 6 w..... u.....
 3 s..... f..... 7 t..... y..... r.....
 4 c.....

2 ★★ Complete the sentences with the verbs in the box.

get ge do get go have watch go

My uncle doesn't *go* to work on Sundays.

- I up at seven o'clock.
- What time do you to bed?
- He wants to TV.
- I my homework after school.
- I want to to sleep. I'm tired.
- Do you usually breakfast?
- We home late on Mondays.

3 ★★ Complete the text with routines from exercises 1–2.

My sister and I *get up* at about seven o'clock in the morning. We
 (1)
 with Mum before she
 (2)
 (3)
 at eight o'clock, so we
 (4)
 to school at seven thirty.
 My favourite class is art.



(5) at three o'clock in the
 afternoon. After school, we (6) with
 our friends in a café. We usually (7)
 at four o'clock.

4 ★★★ Complete the text about your routine on a school day. Use the text in exercise 3 to help you.

I *get up* at about (1)
 in the morning. I (2)
 breakfast with (3)
 School (4) at
 (5), so we
 (6) to school at
 (7) My favourite
 class is (8) School
 finishes at (9) in
 the afternoon. After school, I
 (10) I usually get
 home at (11)



Grammar

Pronouns and possessive adjectives

1 ★ Choose the correct words.



This is me / my skateboard.

- 1 Their / They dog doesn't like the rain.
- 2 Show the DVD to his / him.
- 3 Our / Us flat is small.
- 4 My mum drives me / my to school.
- 5 That isn't you / your watch.
- 6 The teacher tells us / our to study.

2 ★★ Complete the sentences using object pronouns or possessive adjectives.

That isn't my CD. It's *my* sister's CD.

- 1 Sara lives in this apartment. Have you met
- 2 That's my book. Give it to
- 3 Look at that cat. It's very pretty! What's name?
- 4 We haven't got football practice today. coach is ill.
- 5 I've got three dogs. I love
- 6 names are Marc and Tony.

Present simple

3 ★★ Complete the sentences using the present simple form of the verbs in brackets.

He *goes* to my school. (go)

- 1 They their room every day. (not tidy)
- 2 Gina every evening. (wash up)
- 3 I for eight hours every night. (not sleep)
- 4 Harry his homework once a week. (do)
- 5 Mr Hill to work every morning. (drive)
- 6 School at two o'clock. (not finish)
- 7 (you / have) breakfast every day?
- 8 (your brother / go) to work?

4 ★★★ Answer the questions about you. Write complete sentences.

What time does school start?
School starts at eight o'clock.

- 1 Do you get the bus to school?
.....
- 2 Where does your mum / dad work?
.....
- 3 How often do you watch TV?
.....
- 4 What time do you have breakfast?
.....
- 5 Do you tidy your room every week?
.....
- 6 How do you relax?
.....

unit 1 Face to face

Vocabulary

Adjectives: personality

1 ★ Match the words in the box with definitions 1–7.

intelligent ~~practical~~ generous cheerful sensitive
shy serious active

A person who likes making or repairing things.
practical

- 1 A person who's always happy.
- 2 A person who thinks about other people's feelings.
.....
- 3 A person who doesn't laugh or smile very much.
.....
- 4 A person who feels nervous about meeting people.
.....
- 5 A person who's often busy or does sport.
- 6 A person who's clever and can think quickly.
.....
- 7 A person who likes giving things to their friends and family.

2 ★★ Complete the words.

Jordi always thinks carefully and does the right thing.
He's *sensible*.

- 1 Adrian wants to do well at school and get a good job.
He's a.....
- 2 Carmen doesn't listen to or accept other people's ideas. She's i.....
- 3 Juan is sure that he can do things well. He's c.....
- 4 Ralph likes investigating things. He's c.....
- 5 Nuria doesn't like giving money or presents to people.
She's m.....
- 6 Mike hasn't got a lot of experience of the world.
He's i.....
- 7 Maria always says hello to people. She's f.....

3 ★★ Choose the correct answer to complete the sentences.

My sister is very *shy* and she doesn't like meeting new people.

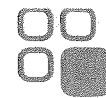
a ambitious b practical c shy d cheerful

- 1 Our teacher is because she listens to and accepts everybody's ideas.
a active b mean c intolerant d tolerant
- 2 My dad is He likes making things with his hands.
a practical b cheerful c innocent d shy
- 3 I'm a very person. I always try hard and do my best.
a friendly b determined c generous d sensitive
- 4 She's very She thinks very carefully before she does things.
a curious b mean c active d sensible
- 5 My cousin is always She laughs and smiles all the time.
a intolerant b serious c cheerful d determined

4 ★★★ Complete the sentences. Use your ideas and personality adjectives.

A perfect friend is *cheerful, friendly and not very serious*.

- 1 A good teacher is
- 2 A perfect pop star is
- 3 A successful student is
- 4 I'm



Grammar

Adverbs of degree

1 ★ Order the words to make sentences.

sister / confident / isn't / my / very
My sister isn't very confident.

1 useful / these / very / books / are / history

2 really / I / up / get / early

3 difficult / homework / that / incredibly / is

4 go / we / to / bed / late / quite

5 CD / expensive / this / is / bit / a

2 ★★ Complete the dialogue with adverbs of degree.



Ben Is your new video game *really* exciting?

Max No. It's (1) i..... difficult and I can't do it!

Ben But my cousin has got it. He thinks it's
(2) q..... easy and he's only four years old!

Max Four! That's (3) a b..... strange! Is he
(4) v..... intelligent?

Ben No, not really.

Max Oh, dear. Perhaps I'm (5) n.....
v..... good at video games!

Adverbs of frequency

3 ★★ Complete the adverbs of frequency. Then use them to rewrite the sentences.

He's generous. (n o t o f t e n)
He isn't often generous.

1 Cheerful people are happy. (.....s.....lly)

2 She tidies her room. (.....a r d l yv e r)

3 I can understand my maths homework. (n.....v.....r)

4 We get the bus to school. (.....f t.....n)

5 He's quiet in the mornings. (.....l w.....y s)

6 They play tennis at school. (.....c c a s.....n a l l y)

7 Intolerant people are dangerous. (s.....m.....t.....m.....s)

4 ★★★ What do these people do every weekend? Write sentences with adverbs of frequency.

My sister is always very active and she *usually goes swimming every weekend.*

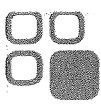
1 His best friend is very practical and he / she

2 Their friends are incredibly shy and they

3 Her parents are really friendly and they

4 His cousin is very curious and he / she

5 Her teacher is quite serious and he / she

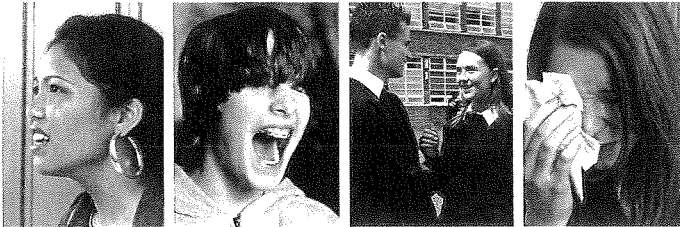


Vocabulary

Verbs: communication and attitude

1 ★ Look at the photos and complete the sentences with the words in the box.

chatting smiling hugging laughing complaining
sulking shouting crying



May is *complaining*.
1 Josh is
2 Kate and Isaac are



4 Emily is
5 Lisa is
6 Peter is
7 Amy and Karina are

2 ★★ Write words for the definitions.

When you say funny things to make people laugh. *joke*

- When you don't speak because you're angry about something.
- When you tell everybody that you're very good at something.
- When you put your arms around somebody to show that you like them.
- When you say unkind things to somebody because you think it's funny.
- When you look at somebody or something for a long time.
- When you say that you're unhappy or angry about something.

3 ★★ Complete the sentences with the words in the box.

joke shout tease smile cry boast stare

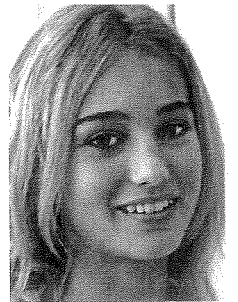
'I want to take a photo of you. Please *smile!*'

- The end of that film is very sad and I always when I watch it.
- Our uncle's hat is very funny. We often laugh and about it.
- Carla is very good at painting, but she never talks about it. She doesn't want to
- 'It's OK. I can hear you. Please don't!'
- We laugh at my sister because she's always late. But my mum always says, 'Don't her.'
- 'Stop looking at me! It isn't good to at people.'

4 ★★★ Complete the text with communication and attitude verbs.

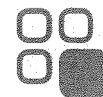
My family

My mum is really friendly and she always *smiles* when she meets people. When I come home from school, she usually gives me a kiss and (1) me. The only problem is that she likes talking and she (2) to her sister for hours on the phone! I complain because I sometimes want to use the phone.



My little brother is very active! He often plays with his friends. They never talk quietly – they (3) all the time. It's terrible! Also, when I say that he can't go on my computer, he (4) and he doesn't speak to me for hours.

My dad has got a problem with his leg and he can't walk very well. But he's very cheerful and he never (5) about his leg. We often watch funny TV programmes together and he always (6) at them.



Grammar

Present continuous

1 ★ Complete the sentences with the affirmative or negative form of *be*.

It's the weekend and we're relaxing.

- 1 That film is boring – they enjoying it.
- 2 What he laughing at?
- 3 It's very late – I doing my homework now.
- 4 Paula isn't very happy – she sulking.
- 5 Why you shouting?
- 6 It's OK. He crying – he's very happy.
- 7 they complaining again?

2 ★★ Correct the sentences.

I'm watch a very good film on TV.
I'm watching a very good film on TV.

- 1 Tom are joking about the homework.
.....
- 2 You teasing me again!
.....
- 3 He's runing very fast in this direction.
.....
- 4 We not worrying about the exam.
.....
- 5 I'm not stareing at you.
.....
- 6 Where you are going now?
.....
- 7 Is it rains at the moment?
.....

Present simple and present continuous

3 ★★ Complete the phone conversation. Use the present simple or the present continuous.

Mum Hi, Ollie. It's Mum. *I'm coming* (come) home now.

Ollie OK, Mum.

Mum (1) (you / study) for your important exam?

Ollie No. I (2) (chat) to my friends. We (3) (talk) about the exam.

Mum But you (4) (chat) to them every day.

Ollie But we (5) (not speak) in class. We (6) (listen) to our teacher.

Mum Are you sure? What (7) (your sister / do) now? (8) (she / practise) her violin?

Ollie No, of course not, Mum. She never (9) (play) it!

4 ★★★ Write about a famous person. Write two sentences about their daily routine, and one sentence about what they're doing at the moment.

Lionel Messi always gets up early and runs for an hour. At the moment, he's having dinner in an expensive restaurant.

.....

.....

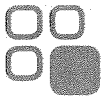
.....

.....

Dictation

5 ★★ 4.02 Listen and write.

- Georgia
- Megan
- Georgia
- Megan
-
- Georgia



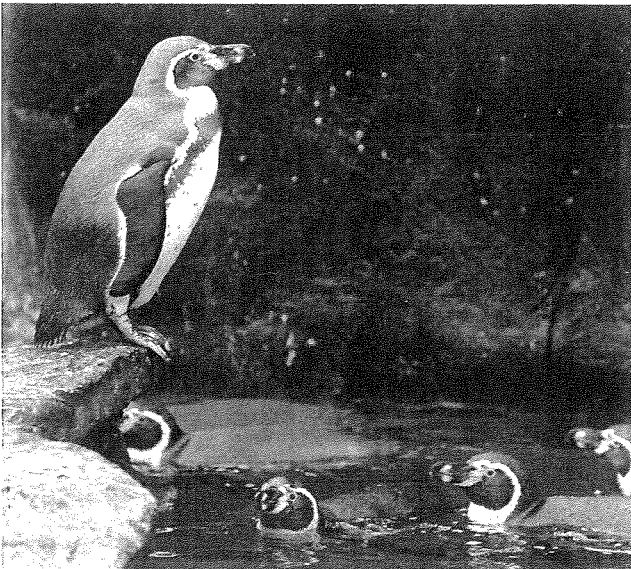
Reading

1 Read the text. Tick (✓) the box.

Kentucky is different from other penguins because he doesn't like ...

- a rocks.
- b water.
- c people.

A penguin with a difference



Most of the penguins at the Blackbrook Zoological Park in Staffordshire are swimming in the water. In contrast, one small penguin is standing on a rock and he's staring into the pool.

Eleven-year-old Kentucky is afraid of cold water. He's smaller than the other twenty-three Humboldt penguins and he's got a problem with his feathers. He's very sensitive to cold temperatures and he never swims.

'It's a bit too cold for him in the water, so he spends all his time on the rocks,' says Adam Stevenson, the assistant bird keeper at the park. Many of the zookeepers say that Kentucky is quite shy and very determined not to go in the pool. So the keepers put water over his head in the mornings and evenings to keep his feathers clean.

The Zoological Park has got the biggest bird collection in the UK, with hundreds of rare and interesting species. But Kentucky is the most popular bird. Visitors are very curious and people take a lot of photos of him every day. He's now really famous. 'It's quite unusual for penguins not to like water!' says Adam.

2 Read the text again. Write *true* or *false*.

Kentucky lives at Blackbrook Zoological Park. *true*

- 1 Kentucky is the biggest Humboldt penguin.
- 2 Kentucky occasionally swims.
- 3 Kentucky stays on the rocks all the time.
- 4 Blackbrook Zoological Park has got the biggest bird collection in the world.
- 5 Visitors to the Zoological Park like Kentucky a lot.

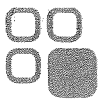
3 Read the text again. Find the words in the text and match them to the definitions.

- | | | |
|---------------|---|--|
| 1 feathers | — | a not dirty |
| 2 temperature | — | b things that birds have on their bodies |
| 3 keeper | | c group of animals or plants |
| 4 clean | | d how hot or cold something is |
| 5 species | | e something different from normal |
| 6 unusual | | f someone who works in a zoo |

4 Answer the questions. Write complete sentences.

What are the other penguins doing?
They're swimming in the water.

- 1 What is Kentucky doing instead of swimming?
.....
- 2 How old is Kentucky?
.....
- 3 Why doesn't Kentucky swim?
.....
- 4 How do the keepers clean Kentucky?
.....
- 5 Why are visitors interested in Kentucky?
.....



Writing

Language point: order of adjectives

1 ★ Put the adjectives in the correct place.

He lives in a nice house. (big)

He lives in a nice big house.

1 I've got dark hair. (short)

.....

2 You're wearing a long T-shirt. (black)

.....

3 Miley Cyrus is in a new film. (strange)

.....

4 It's an interesting story. (old)

.....

Task

3 ★★ Read the notes about Zac Efron. Then complete the description.

Name	Zac Efron
Nationality	American
Job	Actor / 'High School Musical' / 'Hairspray'
Home	Arroyo Grande near sea / California Live with parents / younger brother, Dylan
Animals	Two long-haired dogs, Dreamer and Puppy One cat, Simon
Description	Quite tall / hair: brown / eyes: blue, big
Personality	Cheerful / generous / funny Quite serious
Hobbies	Very active - golf / skiing / rock climbing Also like baseball - often watch the San Francisco Giants

2 ★★ Order the words to make sentences.

at / dress / looking / long / she's / a / beautiful

She's looking at a beautiful long dress.

1 eyes / got / you've / green / big / wonderful

.....

2 watching / excellent / DVD / old / he's / an

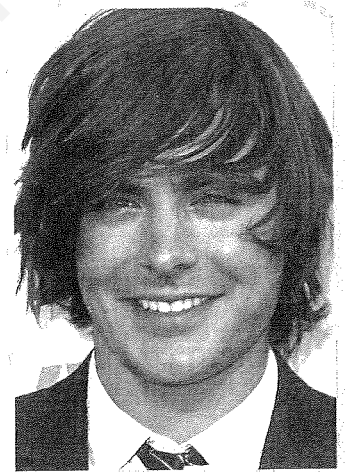
.....

3 brown / got / small / Alba's / a / dog

.....

4 painting / it's / modern / good / a

.....



Zac Efron is an American actor. He's in the films

(1)

and (2)

He lives (3)

..... near the sea

(4)

He lives with (5)

..... At home, his pets are

(6)

Zac is quite (7) and he's got (8)

..... The good thing about

him is that he's (9)

although he can also be (10)

He's very (11) He likes (12)

..... He also likes

(13) and he often (14)

.....

4 ★★★ Write a description of a famous sports star, actor or singer. Use the text in exercise 3 to help you.

unit 2 TV

Vocabulary

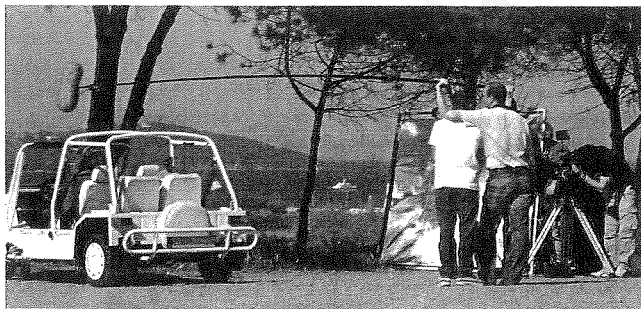
Television

1 ★ Complete the table using the words in the box.

advert audience broadcast camera channel
 character episode participant presenter
 programme remote control screen show viewer

TV: things	TV: people
<i>advert</i>	
.....
.....
.....
.....
.....
.....
.....
.....

2 ★★ Write words for the definitions.



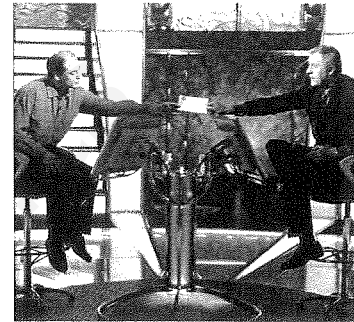
A thing which records TV shows. *camera*

- 1 A person who appears on a show.
- 2 A person who watches a show.
- 3 This turns the TV on and off.
- 4 One of several parts of a story on TV.
- 5 A person represented in a film.
- 6 A very short film to sell a product.

3 ★★ Complete the dialogue using the words in the box.

presenter adverts audience show channels
 participants cameras

Ana What do you think is the best thing on TV?



Carlos I love *Who Wants to Be a Millionaire?* It's my favourite *show*. I always watch it! I was in the (1) two years ago. While the (2) were recording, the (3) was really funny.

Ana Why do you love it?

Carlos I love the tension! I get really nervous when the (4) are near a million euros.

Ana What do you think is the worst thing on TV?

Carlos I hate the (5)! I prefer (6) without them.

4 ★★★ Answer the questions. Write complete sentences.

How many channels are there on your TV at home?
There are eight channels on my TV at home.

- 1 What was your favourite TV show last year? Why?

- 2 What programmes do you never watch? Why?

- 3 Do you like the adverts? Why / Why not?

- 4 Who uses the remote control a lot in your house?



Grammar

was, were, there was, there were

1 ★ Choose the correct words.

Who was / were the main characters in *Doctor Mateo*?

- 1 We was / were lucky. There was / There were two more episodes on the DVD.
- 2 Where was / were your camera?
- 3 Marc was / were tired, so he didn't watch the end of the show.
- 4 Was / Were there any good programmes on TV last night?
- 5 The first episode weren't / wasn't in 2007. It was / were in 2008.
- 6 The presenters weren't / wasn't on yesterday's programme.
- 7 How old was / were the participants?

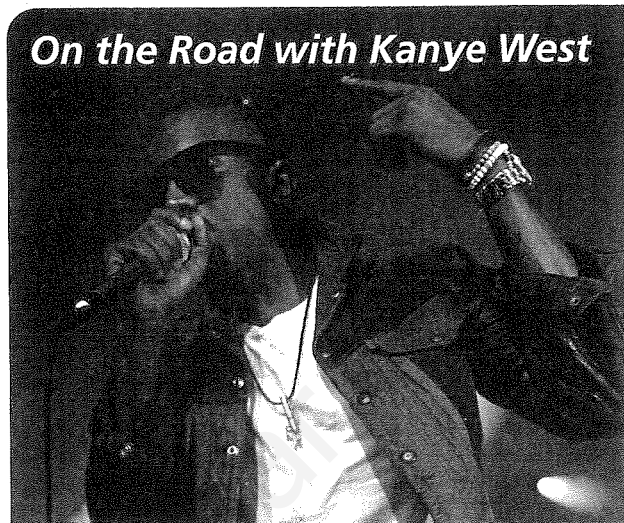
2 ★★ Write sentences. Use the affirmative (✓), negative (X) or question (?) forms of was / were and there was / there were.

I / at school this morning (X)
I wasn't at school this morning.

- 1 there / two adverts for cars (✓)
.....
- 2 there / a new character this week (?)
.....
- 3 what / the problem (?)
.....
- 4 you / in the audience (X)
.....
- 5 there / a new presenter in this series (X)
.....
- 6 where / the participants (?)
.....

Past simple

3 ★★ Complete the text. Use the past simple form of the verbs in brackets.



On the Road with Stars is a new programme that follows bands on tour. On the first show, the TV company *travelled* (travel) to Los Angeles to meet Kanye West. They (1) (produce) the programme very cheaply because they (2) (not have) a lot of money. They (3) (record) it with only one camera and they (4) (be) very lucky because the presenters (5) (work) for free. They (6) (not stay) in a hotel. Instead, they (7) (sleep) in a caravan. Kanye (8) (fly) in a private plane from city to city and the TV company (9) (follow) him in their caravan!

4 ★★★ Write questions for the answers.

Did you meet Kanye West?

Yes, we did. We met Kanye West.

- 1
We met him last month.
- 2
Yes, we did. We liked him very much.
- 3
First, we went to Las Vegas and then to San Francisco.
- 4
No, we didn't fly. We drove.
- 5
We drove because the flights were expensive.



Vocabulary

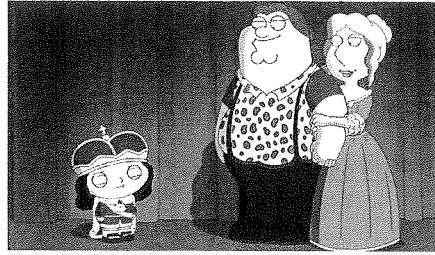
Television programmes

1 ★ Make eight words or phrases and write them below.

- | | |
|----------|----------|
| 1 cart | -com |
| 2 docu | -how |
| 3 drama | -nt show |
| 4 game s | opera |
| 5 realit | -mentary |
| 6 sit | -oon |
| 7 soap | -y show |
| 8 tale | series |

- 1 *cartoon*
- 2
- 3
- 4
- 5
- 6
- 7
- 8

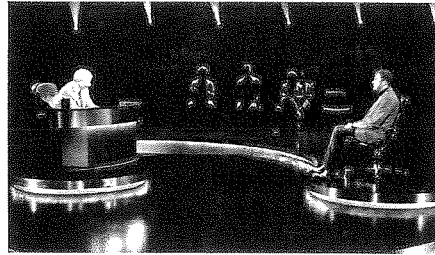
2 ★★ Label the photos.



cartoon



1



2



3



4



5

3 ★★ Read the TV guide and label the programmes.

Channel 9	19:45 <i>Sitcom</i> At the Office More laughs with Harry's 'friends' at work. Harry does a funny dance at the office party.	20:30 (1) Birds of Panama Can birds predict the weather? Join Monty Jones and the team in Panama.	21:15 (2) Big Brother Carol is cooking, but will the other participants like the meal?	22:00 (3) Dance-O-Rama There are only three teams on the show now. Which team will leave tonight?
	TV U2	19:45 (4) West Street In today's episode, Sonia loses her job and Ali has problems with the police.	20:15 (5) Don Quixote A fantastic version of this classic story set in La Mancha. Episode 1 of 4.	21:15 (6) Open the Box! Will this week's participants open the right boxes and win €100,000?
				22:00 (7) The World At Ten Thirty minutes of opinion and comment. Plus the national and regional weather.

4 ★★★ What are your favourite television programmes? What type of programme is each one?

I love 'Match of the Day'. It's a sports programme.

- 1
- 2
- 3
- 4



Grammar

Past continuous

1 ★ Order the words to make sentences.

you / last night / what / were / reading / ?
What were you reading last night?

1 were / tennis at the sports centre / they / playing
.....

2 watching / were / you / TV last night / ?
.....

3 talking / to us / wasn't / she
.....

4 that song / was / who / singing / ?
.....

5 breakfast / having / were / my mum and dad
.....

6 her homework / at seven o'clock / your sister /
was / doing / ?
.....
.....

2 ★★ Complete the sentences. Use the affirmative, negative or question form of the verbs.

'What *was* the actor *doing* in York?' 'He *was riding* a horse.' (do, ride)

1 The actress She
.....! (not cry, laugh)

2 They in Los Angeles, but they
..... the film there. (film, not edit)

3 She make-up. She
..... a uniform. (wear, not wear)

4 '..... you again?'
'No, I you!' (boast, tease)

5 We after dinner. We
.....! (chat, not shout)

3 ★★★ Write questions. Think about what you were doing at eight o'clock yesterday evening and write your answers.

what / you / do / ?

What were you doing? I was watching TV.

1 your mum / cook / ?
.....

2 you / read / ?
.....

3 what / your friends / do / ?
.....

4 what / you / wear / ?
.....

Past simple and past continuous

4 ★★ Complete the sentences. Use the past simple or past continuous form of the verbs.

Silvia *was running* when she *fell over*. (run, fall over)

1 While Steve, he asleep.
(read, fall)

2 you TV when I
.....? (watch, call)

3 They when you the
question. (not listen, ask)

4 you anything while you
.....? (eat, study)

Dictation

5 ★★ 4.03 Listen and write.

Seb

Penny

Seb

Penny

Seb

Penny

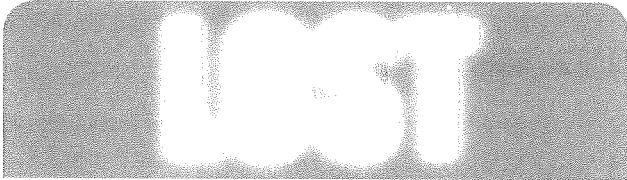


Reading

1 ★ Read the text. Tick (✓) the box.

Lost is a ...

- a drama series.
- b reality show.
- c sitcom.



Series 1 (24 episodes)

The series started with a plane which was flying from Sydney, Australia, to Los Angeles, USA. Suddenly, it crashed into the Pacific Ocean. There were 324 passengers on the plane and everybody thought all the passengers died. But in the mysterious world of *Lost*, 71 passengers survived.

The survivors landed on a tropical island and they worked together to survive. An American doctor, Jack, became the group's leader. Every day, the survivors waited for a ship or a plane to rescue them, but every day they were unlucky.

There were some unusual things on the island. In one episode, the survivors were walking in the jungle when they saw a huge polar bear. The survivors realized that there were also other people on the island, but 'the Others' weren't very friendly.

In the end, some of the survivors decided to escape from the island. But while they were building a boat, somebody destroyed it. The survivors thought that 'the Others' were attacking them.

Each episode included a 'flashback'. This showed what the characters were doing before the plane crashed. The flashbacks were helpful because they explained a lot about the characters.



2 ★★ Read the text again. Find the words in the text and match them to the definitions.

- | | |
|--------------|---|
| 1 passengers | a a person who is in control of a group |
| 2 survivors | b people travelling in a plane, car or train |
| 3 tropical | c a scene that shows an earlier part of a story |
| 4 leader | d hot and near the equator |
| 5 flashback | e people who are alive after an accident |

3 ★★ Read the text again. Complete the summary with the words in the box.

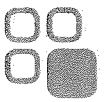
Jack Los Angeles a plane crash Others
Pacific Ocean Sydney USA

Lost is the story of the survivors of a *plane crash* in the (1) The flight started in (2) The plane was flying to (3) The leader was (4), a doctor from the (5) He led the survivors in their fight with 'the (6)

4 ★★★ Answer the questions. Write complete sentences.

How many passengers survived?
71 passengers survived.

- 1 How many passengers died?
.....
- 2 Where did the survivors wait for rescue?
.....
- 3 What were the survivors doing when they saw something strange?
.....
.....
- 4 How did viewers learn more about the characters?
.....
.....



Writing

Language point: apostrophe 's

1 ★ Correct the sentences with an apostrophe 's.

She likes Zoes brother.
She likes Zoe's brother.

1 Where are your mothers books?
.....

2 These aren't last years tests.
.....

3 Are those your fathers sunglasses?
.....

4 Do you know yesterdays football results?
.....

2 ★★ Complete the sentences. Include an apostrophe 's.

This is the winner from last night.
This is last *night's* winner.

1 I've borrowed this CD from your sister.

This is your

2 Let's watch the episode from yesterday again.

Let's watch

3 Does this car belong to your uncle?

Is this your

4 Have you done the homework for next week?

Have you done next

5 Did you see the news last night?

Did you see last

Task

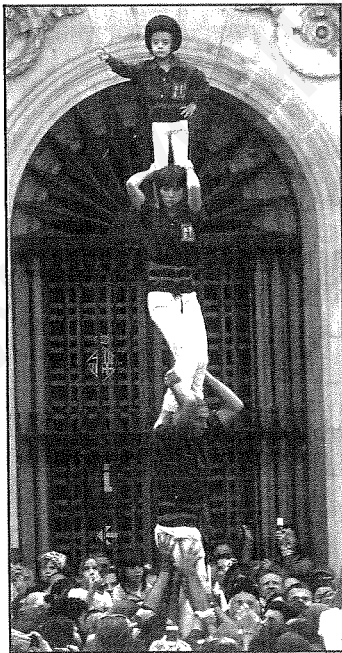
3 ★★ Read the notes. Then complete the reviews.

THIS WEEK'S TV

Film: Hanoi
John Killmer - best
action film -
motorbike crash -
helicopter chase him

Documentary: Castles
Human castles in
Spain
boy at top - wave
castle fall

Sitcom: You and Me
Reece Walter - best
performance - work
as a waitress - meet
the love of her life,
Bill Smith



This week's TV

The highlight of this week's films was 'Hanoi'.

I think it was (1)

At the beginning, his motorbike (2)
while a helicopter was chasing him. Dramatic stuff!

Something which also caught my eye was 'Castles',
(3)

..... It was quite exciting. There
was a little boy at the top of a 'castle' of people.

(4) He
was OK, luckily.

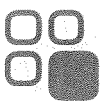
I enjoyed the (5)

It was (6)

She (7) as a (8)

when (9)
Romantic stuff!

4 ★★★ Make notes about a film that you enjoyed. Then write a review.



Progress review

My evaluation

How much do you know? Do the exercises and then circle your own evaluation.

- I need to try this again.
 I could do this better.
 I am happy with this.
 I can do this very well.

Grammar

was, were, there was, there were

1 Write the negative or question forms of the sentences.

- 1 They were in the new drama series. (?)
.....
- 2 He was the presenter. (X)
.....
- 3 There was a funny participant this week. (?)
.....
- 4 There were 20,000 viewers. (X)
.....

Past simple

2 Rewrite the sentences using the past simple.

- 1 He knows the presenter.
.....
- 2 We don't send emails to our parents.
.....
- 3 Where do you live?
.....
- 4 Who complains about boring adverts?
.....

Past continuous

3 Complete the sentences using the past continuous.

- 1 They breakfast. (not have)
- 2 They at six thirty. (sleep)
- 3 Phil at seven fifteen. (get up)
- 4 I at seven fifteen. (not run)

Past simple and past continuous

4 Complete the sentences. Use the past simple and past continuous forms of the verbs.

- 1 You when that romantic film! (cry, finish)
- 2 We while it (leave, rain)
- 3 I my banana while I lunch. (drop, have)
- 4 She when the teacher in. (laugh, come)

My evaluation:

Translation

5 Translate the sentences.

- 1 Where was the remote control?
.....
- 2 There were three screens.
.....
- 3 We recorded four programmes.
.....
- 4 What did the viewers think?
.....
- 5 They were watching an old drama series.
.....
- 6 My mum was listening to the news when I got home.
.....

My evaluation:



Vocabulary

6 Translate the words.

Television

- advert
- audience
- broadcast
- camera
- channel
- character
- episode
- participant
- presenter
- programme
- remote control
- screen
- show
- viewer

Television programmes

- cartoon
- documentary
- drama series
- film
- game show
- quiz show
- reality show
- sitcom
- soap opera
- sports programme
- talent show
- the news

My evaluation:

Communication

7 Rewrite the dialogue in the correct order.

- Alf I think that *Star Trek* was better than *X-Men*.
- Alf Really? In my opinion, *Star Trek* was a bit boring.
- Alf What did you think about *Star Trek*?
- Bess I feel the same. I fell asleep while I was watching *X-Men*!
- Bess I reckon *Star Trek* was the best film on TV last week.
- Bess Oh. What did you think about *X-Men*?
- Alf
- Bess
- Alf
- Bess
- Alf
- Bess

8 Match sentences 1–6 to a–f.

- 1 Did you go out last night?
 - 2 What was on?
 - 3 Did you see *X-Men*?
 - 4 What do you think about documentaries?
 - 5 Was it any good?
 - 6 What did you think about *Star Trek*?
- a In my opinion, it was the most interesting of last week's films.
 - b They're boring. I never watch them.
 - c No, I stayed in.
 - d *17 Again* was on at eight o'clock.
 - e Yes, it was. I reckon John Killmer is a brilliant actor.
 - f No, I missed it.

My evaluation:

unit 3 Disposable world

Vocabulary

Household goods

1 ★ Match 1–7 with a–g.

- | | |
|---------------|------------------|
| 1 a bar of | a toothpaste |
| 2 a carton of | b chocolate |
| 3 a tube of | c washing powder |
| 4 a roll of | d apples |
| 5 a box of | e juice |
| 6 a bag of | f fizzy drink |
| 7 a can of | g toilet paper |

2 ★★ Correct the sentences.

He's got a bar of fizzy drink.
He's got a can of fizzy drink.

- We're eating a carton of crisps.
.....
- She needs a new bag of shampoo.
.....
- I've got a big roll of apples from the market.
.....
- Is there a tube of coffee in the cupboard?
.....
- This bottle of chocolate is very good.
.....
- How much is this can of washing powder?
.....
- Martin is buying a big packet of orange juice.
.....
- This jar of toilet paper is expensive.
.....

3 ★★ Complete the sentences with the words in the box.

toothpaste fizzy drink peach juice toilet paper
 washing powder shampoo crisps

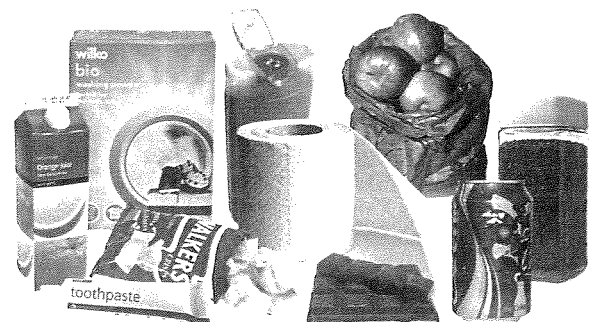
Are you thirsty? Would you like this carton of *peach juice*?

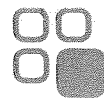
- I want to wash my hair, but I can't find that bottle of
- Can we open the big packet of? We're very hungry.
- This can of is very cold.
- Where's my tube of? I can't see in the bathroom.
- We need to buy some more rolls of We haven't got any!
- My T-shirt is very dirty. Have we got a new box of

4 ★★★ Write sentences about the things that you have or haven't got at home.

In our fridge, *we've got two cans of fizzy drink, but we haven't got any cartons of juice.*

- In our fridge,
- In our kitchen cupboard,
- In our bathroom cupboard,





Grammar

much, many, a lot of

1 Are the nouns countable or uncountable? Write *c* or *u* next to the words.

water *u*

- 1 bag
- 2 bottle
- 3 food
- 4 money
- 5 apple
- 6 people
- 7 time
- 8 packet
- 9 shampoo
- 10 juice
- 11 box

2 Order the words to make sentences. Omit one word from each sentence.



of / always / we / many / a / drink / coffee / lot
We always drink a lot of coffee.

- 1 isn't / there / milk / much / in / fridge / the / lot
.....
- 2 much / fruit / eat / how / he / many / does / ?
.....
- 3 hasn't / lot / many / CDs / got / hip hop / she
.....
- 4 much / your / has / brother / a / got / DVDs / of / lot / ?
.....
- 5 bag / apples / many / in / how / there / are / this / of / ?
.....

Relative pronouns

3 Connect the sentences with *who*, *which* or *where*.

We visited a market. We bought some oranges there.
We visited a market where we bought some oranges.

- 1 Rafa read a blog. It was about the life of a family in New York.
.....
.....
- 2 Al Gore is an American. He made a famous film about the environment.
.....
.....
- 3 We went to Carmen's house. I played with her dog there.
.....
.....
- 4 I heard some music. It made me feel happy.
.....
- 5 His mother is a doctor. She works at the hospital in town.
.....
.....

4 Complete the sentences using relative pronouns and your ideas.

My mum is a person *who is very kind*.

- 1 Football is a sport
- 2 Brad Pitt is an actor
- 3 Spain is the country
- 4 My best friend is a person



Vocabulary

Pollution and the environment

1 ★ Label the photos with the words in the box.

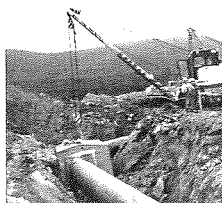
pollute burn destroy throw away bury recycle



destroy



1



2



3

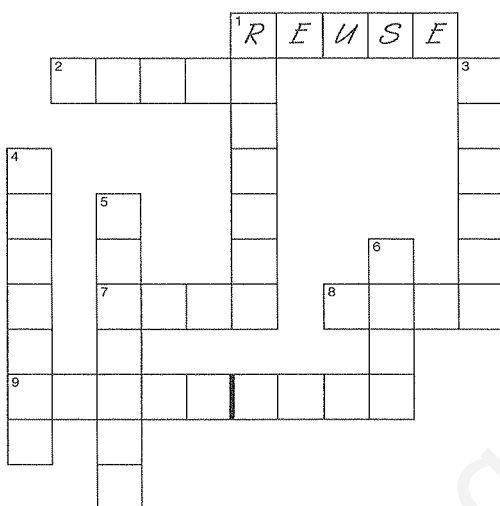


4



5

2 ★★ Complete the crossword.



Across

- 1 use something again
- 2 use too much of something or use it in a bad way
- 7 make something safe from danger or extinction
- 8 put something on a fire
- 9 put something in the bin because you don't want it

Down

- 1 do something with paper or glass so that it can be used again
- 3 kill or hurt a person or animal with dangerous chemicals
- 4 make the air, sea or land very dirty
- 5 break something completely
- 6 put something in the ground

3 ★★ Complete the sentences.

It's bad for the environment to **burn** plastic bags.

- 1 It's important for everybody to r..... more paper and glass.
- 2 Rubbish in the river can p..... the fish.
- 3 People must s..... the tigers in India.
- 4 Some families buy a lot of food and don't eat it. They w..... it.
- 5 We sometimes r..... plastic cartons. We put small plants in them.
- 6 When people burn rubbish, they p..... the atmosphere.

4 ★★★ Complete the text with pollution and environment verbs.

WHAT CAN YOU DO TO *save* THE PLANET?

Don't (1) your old clothes and put them in the bin. You can (2) them. Take them to the special recycling centre in Church Road.

Also, you can write to your local council. Ask them not to (3) rubbish because the smoke (4) the atmosphere. It isn't a good idea to (5) plastic bags in the ground either.

When you get a plastic bag, don't forget to (6) it several times.

Make sure that you eat all the food in your fridge – don't throw it in the bin and (7) it!



Grammar

too, too much, too many, enough, not enough

1 Choose the correct words.

There isn't too many / enough cola.

- 1 There's too / too much pollution in this city.
- 2 I'm too / too much tired to play football tonight.
- 3 I've got enough / too food, thank you.
- 4 There are too much / too many people in the restaurant.
- 5 This exam is too / too much difficult.

2 Correct the sentences.

He can't watch this film. He isn't too much old.
He can't watch this film. He isn't old enough.

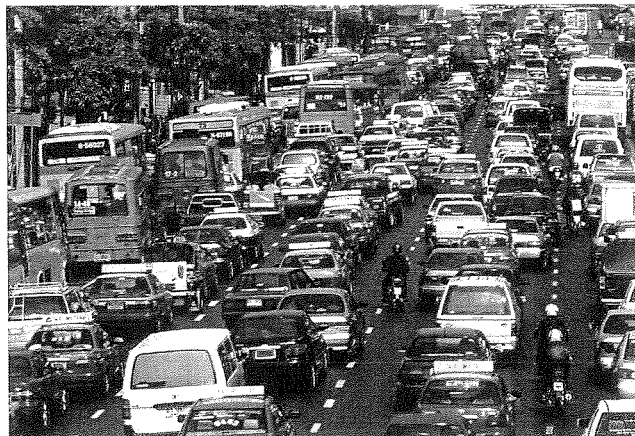
- 1 This computer is too much old. It's very slow.
.....
- 2 People don't walk too many.
.....
- 3 There are too much players on the football team.
.....
- 4 I haven't got too money to buy that.
.....

3 Complete the sentences with *too, too much, too many* or *enough*.

He played football this afternoon and now he's *too* tired to walk home.

- 1 Our dog is incredibly fat. I think we give him food every day.
- 2 I can't do my geography homework. It's difficult!
- 3 I can't go to the cinema. I've only got two euros and that isn't
- 4 I'm really hot. I think I'm wearing clothes!
- 5 Is your brother old to go on holiday without your parents?

4 Write sentences about your street or your town with some of the words in the box. Use *too, too much, too many, enough* or *not enough*.



cars motorbikes buses cinemas discos
noise traffic rubbish entertainment rain sun
hot cold wet dry windy dirty boring

*There are too many cars in the centre of town.
There isn't enough rain in the summer.*

- 1
- 2
- 3
- 4
- 5

Dictation

5 4.04 Listen and write.

- Mum
- Rachel
- Mum
- Rachel
- Mum
- Rachel



Reading

1 Read the text. Tick (✓) the box.

The designers use ... materials to make the clothes.

- a expensive
- b old
- c new

RECYCLED STYLE

A People from all over the world come to London Fashion Week. But this year, one fashion show at the Science Museum is different. Models walk down the catwalk to loud music and photographers take hundreds of pictures. What's so different? The answer is, of course, the clothes.



B All the models are wearing things which come from second-hand shops, rubbish bins or even old cars. A lot of the cloth for the jackets and coats is from cars, firemen's trousers and tea bags. For example, one model is wearing a pair of shoes created from car seats. Another is wearing a hat and jewellery made from old CDs.

C The show is from five 'eco-designers' who all have new collections. They want to make clothes, but not create waste. These designers recycle and reuse old materials to create their new styles.

D The designers are all worried about the impact of clothes on the environment. 'We are seeing a culture where people are buying clothes, then throwing them away,' says one of the designers. 'We need to recycle much more.'

E Every year in the UK, people throw away two billion kilograms of clothes which often come from cheap fashion shops. This creates too much rubbish for councils and it's sometimes difficult to recycle textiles.

2 Read the text again. Match headings 1-5 with paragraphs A-E.

- 1 The problem of throw-away clothes. *E*
- 2 Designers who recycle.
- 3 Clothes from seats and tea bags.
- 4 One designer's opinion.
- 5 A new type of fashion show.

3 Read the text again. Write true or false.

Only people from the UK come to London Fashion Week. *false*

- 1 Photographers take a lot of pictures at the show.
.....
- 2 All the models wear firemen's trousers.
.....
- 3 A designer made jewellery from old CDs.
.....
- 4 People always recycle clothes from cheap fashion shops.
.....
- 5 Recycling textiles is sometimes difficult.
.....

4 Answer the questions. Write complete sentences.

What did the designers use for cloth for the jackets and coats?
They used cars, firemen's trousers and tea bags.

- 1 What did the designers use car seats for?
.....
.....
- 2 How many designers created the clothes?
.....
- 3 What worries the designers?
.....
.....
- 4 What does one designer think that we need to do?
.....
.....
- 5 How many clothes do British people throw away every year?
.....
.....

Writing

Language point: so and because

1 ★ Choose the correct words.

- The beach is dirty so / **because** everybody leaves rubbish on it.
- 1 He was unhappy about the problem, so / because he wrote a letter to the council.
 - 2 We're worried about plastic bags so / because they're bad for the environment.
 - 3 I've got a cloth bag, so / because I don't need to use plastic bags.
 - 4 It's bad to bury plastic so / because it doesn't decompose.
 - 5 They were very hungry, so / because they ate a packet of biscuits.
 - 6 I feel cheerful today so / because it's my birthday.
 - 7 The film was incredibly boring, so / because we stopped watching it.

2 ★★ Match 1–6 with a–f.

- | | |
|-----------------------------------|--|
| 1 Marc was very hungry, | a so they got up early. |
| 2 Tim was feeling ill | b so she went to hospital. |
| 3 Laura broke her leg, | c because he ate too much chocolate. |
| 4 My mum came home late | d so he ate three packets of crisps. |
| 5 They were very tired | e because she spent an hour at the doctor's. |
| 6 They wanted to catch the train, | f because they always went to bed late. |



Task

3 ★★ Read the notes and complete Ben's letter to the council.

Problem	not enough things for teenagers / do / in our town
Photo	show / local park no tennis or basketball courts / one small football pitch no café / can't buy drinks / ice creams
Reasons	1 council spends all its money / things for babies / young children 2 council not want teenagers / go to park / with friends / evening
Conclusion	must do something / situation maybe / not got a lot of money / but must do something to help bored teenagers we need / place / go

Dear Sir or Madam,

I'm writing because there *aren't enough things for teenagers to do* in our town. I'm sending you a photo which (1) There are no (2) and there's only (3) Also, there isn't a (4)

I think there are two reasons for this problem. Firstly, the council (5) Secondly, the council doesn't want (6)

We must (7) Maybe the council (8), but we (9)

Yours faithfully,
Ben Wolf

4 ★★★ Write a letter to your council. Imagine there isn't enough for teenagers to do where you live. Describe the causes of the problems and suggest solutions.

My evaluation

How much do you know? Do the exercises and then circle your own evaluation.

- I need to try this again.
 I could do this better.
 I am happy with this.
 I can do this very well.

Grammar

much, many, a lot of

1 Choose the correct word.

- We don't throw away **much / many** rubbish.
- There are **a lot of / much** children in the room.
- The council doesn't recycle **much / many** plastic bags.
- I haven't got **much / many** good DVDs.
- Claudia doesn't drink **much / many** coffee.
- They use **much / a lot of** electricity.

Relative pronouns

2 Complete the sentences.

- We use (1) when we talk about things.
- We use (2) when we talk about people.
- We use (3) when we talk about places.

3 Complete the sentences with *who, which* or *where*.

- Cristiano Ronaldo is a famous footballer plays for Portugal.
- There's a good shop near here you can buy local food.
- I like films have cool music and songs.
- Miley Cyrus is an actress and singer comes from the USA.
- Pablo and Marta went to a new school they started to learn French.
- We've got a bar of chocolate is from Brazil.

too, too much, too many, enough, not enough

4 Use the words in brackets to write sentences with *too, too much, too many, enough* or *not enough*.

- I can't go out tonight.
(I / have got / homework)
- Alejandro doesn't want to swim in the sea.
..... (it / is / cold)
- We're late. We can't have breakfast.
..... (we / have got / time)
- It's very difficult to find a seat on this train.
..... (there / are / people)
- Buy that nice T-shirt.
(you / have got / money)

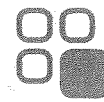
My evaluation:

Translation

5 Translate the sentences.

- How many cartons of juice have we got?
.....
- We haven't got enough shampoo.
.....
- Do you throw away a lot of rubbish?
.....
- They buy food which comes from a local market.
.....
- That tube of toothpaste is too expensive.
.....
- Johnny Depp is an actor who I like.
.....

My evaluation:



Vocabulary

6 Translate the words.

Household goods

bag of apples

bar of chocolate

bottle of shampoo

box of washing powder

can of fizzy drink

carton of juice

jar of coffee

packet of crisps

roll of toilet paper

tube of toothpaste

Pollution and the environment

burn

bury

destroy

poison

pollute

recycle

reuse

save

throw away

waste

My evaluation:

Communication

7 Write the words for these numbers.

1 0

2 1.6

3 25

4 738

5 4,902

6 7,000,000

8 Rewrite the dialogue in the correct order.

Olivia OK, no problem. I'll see what they've got.

Olivia No, that's fine. I know a good shop which sells drinks.

Olivia Hi, Harry! Have we got everything for the party?

Olivia Shall I buy some more drinks?

Harry Thanks. Could you get five cartons of juice and ten cans of fizzy drink?

Harry We've got enough food, but there isn't much to drink.

Harry Would you mind?

Olivia

Harry

Olivia

Harry

Olivia

Harry

Olivia

My evaluation:

unit 4 Life online

Vocabulary

Nouns and verbs: the internet

1 ★ Complete the nouns with the correct letters.

blog

1 ...nst...nt m...ss...g...ng

2 p...rs...n...l w...bp...g...

3 ...m...l

4 f...l... sh...r...ng

5 ch...t r...m

6 m...ss...g... b...rd

7 ...nl...n... g...m...

8 d...wnl...d

9 s...rch ...ng...n...

2 ★★ Write nouns for the definitions.

You play this on your computer with other people.

online game

1 A place where you can speak to your friends online.

2 This is like an online letter.

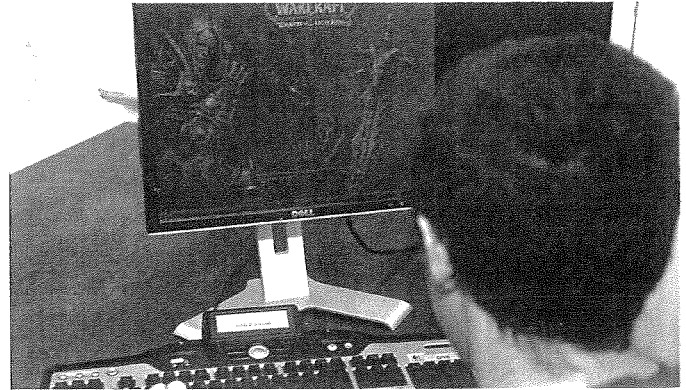
3 You can leave online notes for your friends here.

4 This helps you to look for information.

5 This is like an online diary.

6 Something you take from a website, for example, music or films.

3 ★★ Correct the sentences.



He searches games online every day.

He plays games online every day.

1 I created you some photos yesterday.

2 Do you like messaging personal webpages?

3 I only post files legally.

4 I'm sharing with a friend in our favourite chat room.

4 ★★★ Answer the questions. Write complete sentences.

Do you play games online? What online games do you play?
I play 'World of Warcraft' with my cousin.

1 Do you prefer calling friends on your mobile, texting or chatting online? Why?

2 What type of things do you download?

3 What do you think of instant messaging?

4 Do you know anybody who's got a personal webpage? What is it about?



Grammar

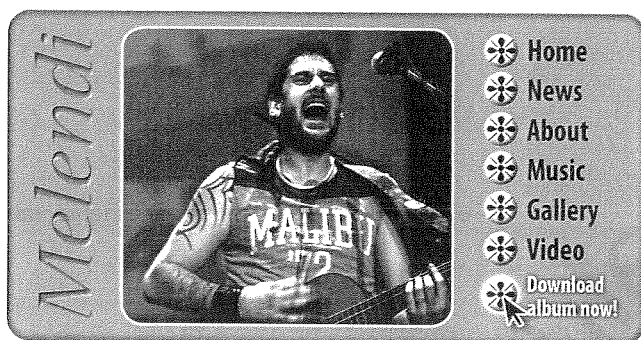
Present perfect: affirmative and negative

1 ★ Choose the correct words.

(I've) / 's created a webpage for my parents.

- 1 You hasn't / haven't emailed me before.
- 2 My teacher has / have visited my webpage.
- 3 Viv and I have / has shared a lot of files.
- 4 She haven't / hasn't posted a message here.
- 5 I haven't / hasn't chatted online before.
- 6 He 've / 's blogged about his football team.
- 7 My grandad hasn't / haven't used the internet.

2 ★★ Write sentences using the present perfect.



we / download / the new Melendi album
We've downloaded the new Melendi album.

- 1 Tom / not create / a personal webpage
.....
- 2 I / play / some new games online
.....
- 3 she / join / an online chess club
.....
- 4 fifty people / log on / to our website
.....
- 5 I / not message / my friends today
.....
- 6 your mum / not use / this search engine
.....

Present perfect: regular and irregular verbs

3 ★★ Rewrite the sentences using the present perfect.

We don't spend much time online.
We haven't spent much time online.

- 1 I don't play games online.
.....
- 2 He emails his cousins in the USA.
.....
- 3 You sell things online.
.....
- 4 She doesn't visit educational websites.
.....
- 5 They put a lot of information online.
.....
- 6 I don't download music files.
.....

4 ★★★ Write sentences about you, your family and your friends. Use the verbs in the box and the present perfect.

create a personal webpage play games online
email friends use a search engine blog share files

My friends and I have created a personal webpage.
My parents haven't played games online.

- 1
- 2
- 3
- 4
- 5
- 6



Vocabulary

Website contents: interests

1 ★ Find eight more words. Write the words below.

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



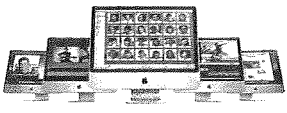

horoscopes

.....

.....

.....

2 ★★ Complete the headings on the website.

Website contents	
<i>Film reviews</i> <ul style="list-style-type: none"> • <i>Twilight</i> on DVD • New Pedro Almodóvar movie 	(1) <ul style="list-style-type: none"> • New Top 40 albums • Madonna concert in Madrid
	(2) <ul style="list-style-type: none"> • Interview with Paris Hilton
(3) <ul style="list-style-type: none"> • Win a holiday for two in Ibiza! 	(4) <ul style="list-style-type: none"> • Paris, Milan, New York 
(5) <ul style="list-style-type: none"> • WAS £1,299 NOW £999! 	
(6) <ul style="list-style-type: none"> • You and your friends 	

3 ★★ Write words for the definitions.

Small and useful tools which are often electronic.

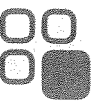
gadgets

- 1 Something that people with problems need.
.....
- 2 Star signs, for example *Scorpio* and *Capricorn*.
.....
- 3 Friendships, often romantic.
.....
- 4 Stories which make you laugh.
.....
- 5 New and popular styles of clothes.
.....
- 6 Famous people.
.....
- 7 Opinions about new DVDs.
.....
- 8 Informal writing about people and social events.
.....

4 ★★★ Answer the questions. Write complete sentences.

Where do you read music reviews?
I read music reviews in magazines.

- 1 What are your favourite games and who do you play them with?
.....
- 2 When do you go shopping and what do you usually buy?
.....
- 3 Have you ever done a quiz? When? What kind of quiz was it?
.....
- 4 Do you know any good jokes?
.....



Grammar

Present perfect: questions

1 ★ Order the words to make questions.

have / where / this evening / you / been / ?
Where have you been this evening?

1 you / this book / ever / read / have / ?

2 computers / you / which / used / have / ?

3 has / brought / Cristina / any money / ?

4 has / what / cooked / he / ?

5 they / visited / have / ever / your personal webpage / ?

2 ★★ Complete the dialogue using the present perfect form of the verbs in brackets.

Hugh Welcome to London! *Have you ever visited* Europe before? (visit)

Kelly Yes, I have. Twice.

Hugh Which cities (1) you in? (stay)

Kelly Valencia and Berlin.

Hugh (2) your husband ever Europe with you? (visit)

Kelly Yes, he has. He came to Valencia with me.

Hugh What (3) the best thing about Europe? (be)

Kelly The culture and the languages.

Hugh Who (4) you on this visit? (see)

Kelly I've seen Lady Gaga. She's on tour here.

Hugh (5) you fun? (have)

Kelly Yes, a lot of fun! But it's hard work. I'm tired!

3 ★★ Write questions using the present perfect.

Charlie / make / what / ?

What has Charlie made?

1 my sister / see / they / ?

2 you / why / give / me this card / ?

3 he / read / which / blog / ?

4 they / the teacher / email / ?

4 ★★★ Read the answers. Then complete the questions. Use the present perfect form of the bold verbs.

Have you visited John's website?

Yes, I have. I visited John's website this morning.

1 Who?
I don't know. I haven't seen anyone **take** your laptop.

2 Has?
No, he hasn't. My dad's going to **create** his new webpage next week.

3 Where?
I'm not sure. Maybe they've **gone** to the library.

4 Have?
Yes, they have. They **downloaded** the film this morning.

Dictation

5 ★★ 4.05 Listen and write.

Anna

Chris

Anna

Chris

Anna

Chris



Reading

1 ★ Read the text. What can you do on the British Council's island in Teen Second Life? Tick (✓) the box.

- a homework
- b learn about problems in other countries
- c play games in English



Jaime Ramírez has never scored under eight or nine points in an English test and his spoken English is amazing. But Jaime has never spent more than fifteen minutes doing his English homework. In fact, Jaime spends at least three hours a day online. So why is Jaime so good at English? His secret is TSL – Teen Second Life.

TSL is a virtual world for thirteen to seventeen-year-olds and it's free to join. In TSL, teenagers from around the world have their own avatar. Avatars can go shopping and spend money – 'Linden dollars' – in the shops. They can make friends and play sports. They can even join a band and play music!

How has TSL helped Jaime Ramírez to improve his English? 'There are a lot of places in TSL where you can improve your English,' explains Jaime. 'The British Council has a special island in TSL and I spend most of my time there. They don't give English lessons, but there are games and competitions in English. I also like the Global Kids Island, where I've learnt a lot about social and world problems, all in English. The best thing about TSL is simply chatting to players from other countries. I think anyone who wants to practise their English should log on to TSL!'

2 ★★ Read the text again. Write true or false.

Jaime Ramírez is good at English. *true*

- 1 Jaime has got problems with pronunciation.
- 2 He spends more time online than doing homework.
- 3 TSL is only for teenagers.
- 4 Jaime's avatar spends euros in TSL.
- 5 Jaime plays games on the British Council's island.
- 6 Jaime's favourite thing about TSL is the games.

3 ★★★ Read the text again. Find the words in the text and choose the correct definitions.

score	remember a fact / <u>get points in a test</u>
-------	---

- | | |
|-----------|--|
| 1 virtual | not real / nearly |
| 2 avatar | online character / money |
| 3 improve | lose something / get better at something |
| 4 social | connected with people / connected with animals and avatars |

4 ★★★ Answer the questions. Write complete sentences.

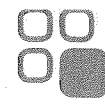
Does Jaime spend a long time online?
Yes. He spends at least three hours a day online.

- 1 How much does it cost to join TSL?

- 2 What can avatars do in TSL?

- 3 Why does Jaime like the Global Kids Island?

- 4 What does Jaime like best about TSL?



Writing

Language point: comparisons

1 ★ Choose the correct words.

My friends aren't (as interesting as) / more interesting as celebrities!

- Eating at home is less expensive / like expensive than going to a restaurant.
- Picasso is as famous as / more famous than my art teacher.
- An email is like / less than an online letter.
- Emailing is faster than / as fast as sending a letter.
- The UK is warmer than / isn't as warm as Spain.

Task

3 ★★ Read the notes about the people's opinions. Then complete the comments.

James007

not downloaded music

other people download music / not pay for it = problem

bands need money to practise / record / work hard

Illegal downloading = stealing

PopLife444

not agree with James007

record companies get most of the money

musicians / not get much money

not steal a CD

share files with friends

2 ★★ Complete the sentences with the words in the box.

as less more than like

Maths is *more* difficult than geography.

- My laptop was more expensive your computer.
- London isn't as beautiful Seville.
- My mobile phone is yours.
- Gossip is interesting than horoscopes.



Are illegal downloads killing music?

Post a comment

Report to moderator

James007

I've never *downloaded music*, but from what I've seen, (1) and don't (2) I think this is (3) Bands need (4) They (5) to make music. Illegal downloading is as bad (6) stealing.

PopLife444

I disagree (7) Record companies (8) when people buy music. The (9) the record companies. (10) a CD of course, but I (11) with my friends all the time. I don't think that's a problem.

4 ★★ Do you agree or disagree with the opinion below? Write your own comment for an internet forum.

Chatting online is better than talking on the phone.



Progress review

My evaluation

How much do you know? Do the exercises and then circle your own evaluation.

- I need to try this again.
 I could do this better.
 I am happy with this.
 I can do this very well.

Grammar

Present perfect: affirmative and negative

1 Complete the sentences using the present perfect form of the verbs in brackets.

- 1 She to the website. (not log on)
- 2 We the new chat room. (visit)
- 3 I my email address. (not change)
- 4 You some new messages. (post)
- 5 He the internet today. (use)
- 6 Harry any films. (not download)

Present perfect: regular and irregular verbs

2 Complete the table with the verbs in the box.

eat begin create write drink chat put
 spend visit blog

Regular verbs		
Infinitive	Past simple	Past participle
.....
.....
.....
.....
Irregular verbs		
Infinitive	Past simple	Past participle
.....
.....
.....
.....
.....
.....

Present perfect: questions

3 Rewrite the sentences as questions.

- 1 Sally has created a personal webpage.
.....
- 2 They haven't shared any files.
.....
- 3 You've sent me the same file twice.
.....
- 4 He hasn't sold the business.
.....
- 5 We've used that laptop.
.....

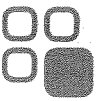
My evaluation:

Translation

4 Translate the sentences.

- 1 I've never created a personal webpage.
.....
- 2 Who has done this quiz?
.....
- 3 Have you ever used this gadget?
.....
- 4 He's never seen a celebrity.
.....
- 5 Which horoscopes have you read?
.....
- 6 She hasn't posted a message here.
.....

My evaluation:



Vocabulary

5 Translate the words.

Nouns and verbs: the internet

Nouns

- blog
- chat room
- download
- email
- file sharing
- instant messaging (IM)
- message board
- online game
- personal webpage
- search engine

Verbs

- blog
- chat
- create a personal webpage
- download
- email
- message people
- play games online
- post a message
- search
- share files

Website contents: interests

- advice
- celebrities
- competitions
- fashion
- film reviews
- gadgets
- gossip
- homework
- horoscopes
- jokes
- music reviews
- quizzes
- relationships
- shopping

My evaluation:

Communication

6 Look at the table and answer the questions with the words in the box.

No, never. No, never. Yes, once. Yes, twice.
Yes, a few times. Yes, a lot of times.

	message	blog
Alba	no	x 2
Pilar	x 50	x 5
Toni	no	x 1

- 1 Has Alba ever messaged anyone?
.....
- 2 Has Alba ever blogged?
.....
- 3 Has Pilar ever messaged anyone?
.....
- 4 Has Pilar ever blogged?
.....
- 5 Has Toni ever messaged anyone?
.....
- 6 Has Toni ever blogged?
.....

7 Complete the dialogues.

- Jack What's the (1)
- Anna You've given my seat to Carlos!
- Jack I'm really (2) I didn't (3) that it was yours.
- Kate Have you (4) chatted online?
- Max No, (5) What (6) you?
- Kate Yes, I have, a (7) times.
- Tom I didn't (8) to post that message. Sorry.
- Sam You must remember to read before you post!
- Tom Don't (9) It won't (10) again.

My evaluation:

unit 5 You're a star

Vocabulary

Show business

1 ★ Match 1–7 to a–g.

- | | |
|-------------------------------------|---|
| 1 The singer has done | a a new album. |
| 2 Jennifer Lopez has appeared | b an interview on Spanish TV. |
| 3 His concerts always get | c her manager. |
| 4 My favourite band are shooting | d very good reviews in the newspaper. |
| 5 Beyoncé has released | e in a number of different films. |
| 6 My favourite pop star has sacked | f a contract with a big record company. |
| 7 The American guitarist has signed | g a video in the centre of London. |

2 ★★ Choose the correct answer to complete the sentences.

He's a very successful musician. He's *had* five hits this year.

a appeared b shot c done d had

- The singer was unhappy about the concerts, so she's her terrible guitarist.
a broken b sacked c signed d got
- That actor has his first interview with a newspaper.
a sacked b appeared c done d shot
- She's for a small part in a Hollywood film.
a auditioned b signed c released d appeared
- The people in the band wanted to do different things, so they've up.
a had b got c broken d done

3 ★★ A journalist is interviewing a singer. Complete the questions with the words in the box.

hit video review TV single contract interview

When did you release your first *single*?

- Have you had a number one
- Who did you sign a with?
- When did you do your first big on the radio?
- Have you appeared on French
- Where do you want to shoot your next
- Did your last album get a good

4 ★★★ Complete the text with verbs from exercises 1–3. Use the past simple.

The Welsh pop star Duffy started singing when she was only six years old and she often performed as a child. She first *appeared* on TV in 2003 in a talent show. She only finished in second place, but she was very determined to become a star. She continued to write songs and do concerts and in November 2007, she (1) a contract with a big record company.

Duffy (2) her first album, 'Rockferry', in March 2008. The album went to number one in the charts and it (3) good reviews in the newspapers. Duffy suddenly became very popular and (4) interviews on the radio. She (5) hits with singles from the album, including 'Mercy' and 'Warwick Avenue'. She (6) her first big video in Wales.





Grammar

Present perfect + *just*

1 ★ Order the words to make sentences.

manager / the / just / signed / the / has / contract
The manager has just signed the contract.

1 friends / a / have / appeared / just / film / in / our
.....

2 have / I / seen / just / favourite / star / my / pop
.....

3 band / sister / has / my / just / auditioned / for / a
.....

4 you / have / bought / that / new / just / album / ?
.....

5 just / band / the / broken / has / up / ?
.....

6 done / interview / the / has / actor / just / an
.....

7 album / my / has / an / released / favourite / just / singer
.....

2 ★★ Complete the sentences. Use the present perfect with *just* and the words in the box.

have lunch ~~go to the shops~~ ask the teacher
have an accident play tennis win a competition
come out of the sea

My brother isn't at home. He's *just gone to the shops*.

1 They aren't very hungry. They

2 You know the answer. You

3 I'm really excited. I

4 The dog is wet. It

5 We're very tired. We

6 She's at the hospital. She

Present perfect + *still*, *yet* and *already*

3 ★★ Complete the mini dialogues with *still*, *yet* or *already*.

Joe Have you seen that new Brad Pitt film *yet*?

May Yes. I've *already* seen it three times.

Dan I'm feeling very happy. I've (1) done my homework for this week.

Kay I (2) haven't started my homework.

Andy Has your brother's band signed a contract (3)?

Mo You're joking! They (4) haven't learnt to play their instruments.

Josh I've (5) chosen my career. I want to manage pop singers. What about you?

Sue I haven't decided (6), but I'm very good at singing. Would you like to be my manager?

Jude Dad, you haven't given me my pocket money (7)

Dad That's because you (8) haven't tidied your bedroom.

4 ★★★ Write sentences with *still*, *yet* or *already*. Use the words in the box and your own ideas.

visit: the Alhambra the Sagrada Familia
my local art gallery my local museum

try: Chinese food French food
Mexican food Indian food

learn to: make paella make a good cup of coffee
iron my clothes use the washing machine

I still haven't visited the Alhambra. I haven't tried Chinese food yet. I've already learnt to make paella.

- 1
- 2
- 3
- 4



Vocabulary

Nouns and adjectives: star qualities

1 ★ Choose the correct words.

You need a lot of (skill) / skilful to be a professional footballer.

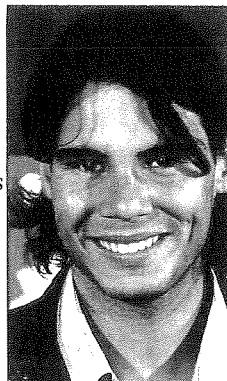
- It's important for a children's writer to be creativity / creative.
- Nicole Kidman has got a lot of style / stylish.
- The actor in the film is very good looks / good-looking.
- Some people think that you don't need much talent / talented to be a model.
- When you leave school, you need to be more independence / independent.
- Wrestlers are always very strength / strong.
- That singer is difficult to work with. He's got a very big ego / egotistical.
- You usually need a lot of luck / lucky to become a film star.

2 ★★ Complete the text with the correct nouns and adjectives.

Penélope Cruz is a *talented* actress who was born in Alcobendas, Madrid, in 1974. She's (1) f..... for her (2) g..... and also her (3) s..... clothes. Penélope is (4) i..... and she speaks four languages – Spanish, Italian, French and English. Her (5) f..... has helped her to appear in adverts on TV and in magazines.



Rafael Nadal was born in Manacor, Majorca, in 1986. As a young boy, he was a (6) s..... tennis player and footballer, but in his teenage years he decided to play professional tennis. Rafael is an exciting player to watch. He's got a lot of (7) s..... in his arms and can hit the ball very hard. He also thinks carefully on the tennis court and uses his (8) i..... and (9) c..... to win.



3 ★★ Complete the sentences with the words in the box.

independence style lucky skill creative egotistical

The film star in this magazine looks terrible. He hasn't got a lot of *style*.

- It's good for politicians to have their own opinions. They must have some
- People think it's easy to play football. But you need a lot of to play well.
- Our team wasn't very good today. I think we were to win.
- That woman thinks she's incredibly important. She's very
- You're really – you're always thinking of new ideas.

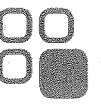
4 ★★★ Write sentences about famous people. Use nouns and adjectives from exercises 1–3.

He's / She's quite / very / not exactly ...

He / She / has / hasn't got (a lot of) ...

Fernando Alonso is a racing driver. He's very skilful and he's got a lot of talent.

-
-
-
-
-
-



Grammar

for and since

1 ★ Put the words in the box into the table.

this morning ~~three weeks~~ one o'clock ten years 1995
a few minutes eight months Friday a short time last night

for	since
<i>three weeks</i>
.....
.....
.....
.....

2 ★★ Write sentences using *for* and *since*.

I / be / in this band (three years)
I've been in this band for three years.

1 he / play / the drums (he was six)

.....

2 we / have / that piano (four months)

.....

3 they / study / music (many years)

.....

4 Maria / work / with the band (last year)

.....

Present perfect and past simple

3 ★★ Complete the sentences with the verbs in the box.
Use the present perfect or the past simple.

not see have finish play not listen live

My favourite singer *has had* three hits this summer.

1 I that book on Wednesday. The ending was very good.

2 She loves her flat. She there for five years.

3 Daniel isn't at school. We him for a few days.

4 They to that concert on the radio yesterday.

5 you ever rugby or basketball?

4 ★★★ Complete the letter with the correct verbs in brackets. Use the present perfect or the past simple.

Hi Jake,

We've *been* (be / wait) in London for four days and I don't want to go home! We (1) (arrive / leave) here on Tuesday and since then we (2) (play / do) a lot of things. I (3) (go / see) a number of different places - shops, art galleries and museums. And guess what? My brother (4) (be / say) nice all the time and he (5) (not listen / not say) anything horrible yet!

Yesterday we (6) (go / visit) to see a Coldplay concert at Wembley Arena. It (7) (become / start) at eight o'clock and the band (8) (play / be) for three hours.

We still (9) (not visit / not like) the British Museum and we (10) (not want / not take) a boat trip on the river yet, but I think we're going to do that tomorrow.

Chloe

Dictation

5 ★★ 4.06 Listen and write.

Max

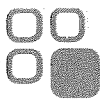
Luke

Max

Luke

Max

Luke



Reading

1 ★ Read the text. Tick (✓) the box.

People need to be between ... years old to go to the Underage Festival.

- a twelve and fourteen
- b fourteen and eighteen
- c twelve and eighteen

A new type of festival

For most teenagers under the age of eighteen in the UK, it's difficult and expensive to get into pop festivals. The shows finish very late and the tickets sometimes cost more than £100. But now things have started to change and that's because of the Underage Festival.



The festival was the idea of Sam Kilcoyne. Sam first started the Underage Club when he was fourteen because teenagers couldn't get into normal clubs to see live music. His club in London was a big success, so he decided to have an Underage Festival too.

This one-day festival for young people began in 2007 and it's become bigger every year since then. Talented bands and singers like Dizzee Rascal, Foals and Mystery Jets have appeared on the main stage.

The event takes place every August in Victoria Park in London. There's usually a long queue of excited teenagers waiting for the gates to open at eleven o'clock. Ticket prices are much cheaper than for normal festivals.

Perhaps the most surprising thing about the festival is that adults can't go in at all. The event is only open to teenagers between the ages of fourteen and eighteen. Parents need to leave their teenagers at the gate and come back at eight o'clock when it's finished!

2 ★★ Read the text again. Write *true* or *false*.

It's easy for teenagers to get into pop festivals. *false*

- 1 Sam Kilcoyne had the idea for the Underage Festival.
- 2 He started the festival fourteen years ago.
- 3 Every year the festival has become bigger.
- 4 The festival is in a park in London.
- 5 The tickets are more expensive than for most festivals.
- 6 Parents can go into the festival.

3 ★★ Read the text again. Find the words in the text and match them to the definitions.

- | | |
|---------------|---|
| 1 live music | a a line of people |
| 2 success | b a type of door where you go into a garden or park |
| 3 stage | c music you can listen to at the same time that it's played |
| 4 takes place | d happens |
| 5 queue | e something which is popular and does well |
| 6 gate | f the thing musicians stand on when they play |

4 ★★★ Answer the questions. Write complete sentences.

How old was Sam Kilcoyne when he started the Underage Club?

He was fourteen when he started the Underage Club.

1 Why did Sam start the Underage Club?

.....
.....

2 Where was the first Underage Club?

.....

3 In which month does the festival happen?

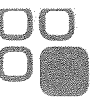
.....

4 What time does the festival start and finish?

.....
.....

5 Why can't parents go to the festival with their children?

.....
.....



Writing

Language point: ordering events

1 ★ Choose the correct words.

My cousin was born (in) / later the 1980s.

- 1 At the age of / In nineteen, he signed a contract with a band.
- 2 Two months later / since then, the band broke up.
- 3 At the age of / In 2009, he began a solo career.
- 4 Later / After two months, he shot a video.
- 5 After / Since then, he's had two hits and a popular album.

2 ★★ Complete the text with the words in the box.

After Since then in at the age of In later

Leona Lewis was born in 1985. First, she went to a theatre school and some years (1), she attended the famous BRIT School. (2) 2006, (3) twenty-one, she won the talent show *The X Factor*. (4) that, she signed a big recording contract. (5), she's been a very successful singer in countries all over the world.

Task

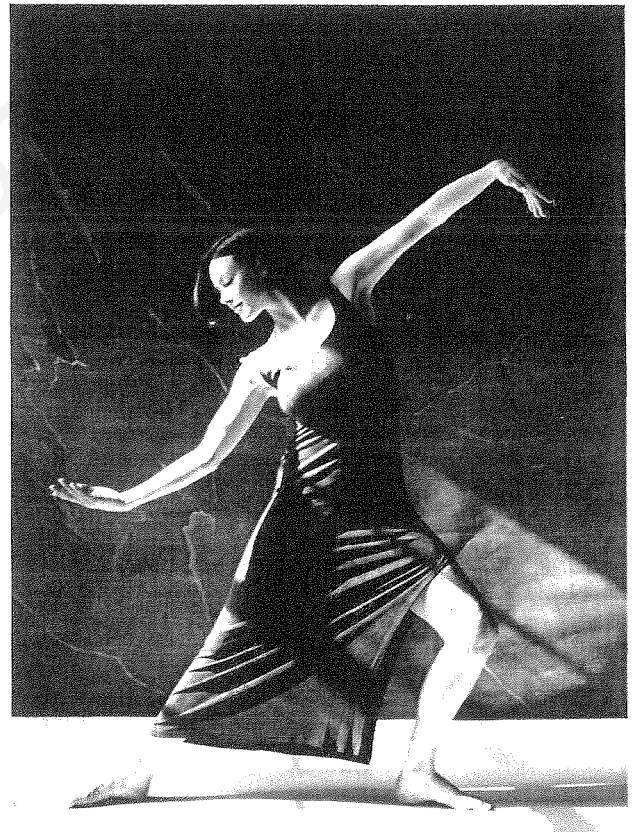
3 ★★★ Read the notes about Aunt Millie, then complete the biography.

Paragraph 1	<i>dance teacher / Ireland / born in small town near Dublin in the 1970s</i>
Paragraph 2	<i>be in the world of dance / since be / little girl first study modern dance at four / start to appear in shows soon after that</i>
Paragraph 3	<i>at eighteen move to Manchester / study dance at the Royal Northern College of Music live in Manchester since then / teach hip hop dance to teenagers at local school</i>

My Aunt Millie is *a dance teacher*. She comes (1) and she (2) in the 1970s.

Aunt Millie (3) since (4) She (5) at the age of four and she (6) soon after that.

At the age of eighteen, she (7) and she (8) She (9) She (10) at a local school.



4 ★★★ Write about a friend or relative who has had changes in their life. Use the text in exercise 3 to help you.



Progress review

My evaluation

How much do you know? Do the exercises and then circle your own evaluation.

- I need to try this again.
 I could do this better.
 I am happy with this.
 I can do this very well.

Grammar

Present perfect + *just*

1 Write sentences with *just* and the present perfect.

1 Is that singer very creative? (yes / she / write / a new song)

.....

2 Is the band happy? (yes / they / sign / a contract)

.....

3 Is it raining? (no / it / stop)

.....

4 Would you like a drink? (no / I / have / a carton of juice)

.....

Present perfect + *still, yet* and *already*

2 Complete the sentences with *still, yet* or *already*.

We use (1) to describe an action which hasn't happened, but which we think will happen. It's used in questions and negative sentences. It comes at the end of the phrase.

We use (2) when an action has happened. It's used in affirmative sentences and comes after *have / has*.

We use (3) to say that an action hasn't happened. We use it in negative sentences. It goes before *hasn't / haven't*.

for and *since*

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

1 They've lived in Hollywood three years.

2 She's played the guitar since she was young.

3 I've worked for this music magazine 2007.

4 Jordi has been in the band for a long time.

Present perfect and past simple

4 Choose the correct words.

1 She's lived / She lived in that house since last September.

2 We've moved / We moved to this town in 2008.

3 I've met / I met my friend Paula three years ago.

4 They haven't released / didn't release an album yet.

5 Have you ever eaten / Did you ever eat Japanese food?

6 Has he played / Did he play in that match last week?

My evaluation:

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Translation

5 Translate the sentences.

1 We've just auditioned for a band.

.....

2 Have they done the interview yet?

.....

3 He's worked at the school since 2006.

.....

4 Have you ever appeared on TV?

.....

5 I haven't seen you for a while.

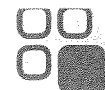
.....

6 That singer has been popular for two years.

.....

My evaluation:

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Vocabulary

6 Translate the words

Show business

appear on TV / in a film

audition

break up

do an interview

get a good / bad review

have a hit

release a single / album

sack someone

shoot a video

sign a contract

Nouns and adjectives: star qualities

creative

creativity

ego

egotistical

fame

famous

good-looking

good looks

independence

independent

intelligence

intelligent

luck

lucky

skilful

skill

strength

strong

style

stylish

talent

talented

My evaluation:

Communication

7 Correct the sentences.

1 He isn't exact good-looking.

.....

2 She doesn't got a lot of talent.

.....

3 That footballer hasn't got many skill.

.....

4 You don't need much strong to be an actor.

.....

5 It's important of a songwriter to be creative.

.....

6 A sports star not need to be stylish.

.....

8 Rewrite the dialogue in the correct order.

Tom Yes, I've just won a singing competition.

Tom I won first prize out of thirty people.

Tom Thanks. And what about you, Alex? How have you been?

Alex Hello, Tom. I haven't seen you for a while. You look happy.

Alex Really? Tell me about it. What happened?

Alex OK. No news, really. See you around.

Alex First prize! That's brilliant! Congratulations.

Alex

Tom

Alex

Tom

Alex

Tom

Alex

My evaluation:

unit 6 School life

Vocabulary

School life: verbs

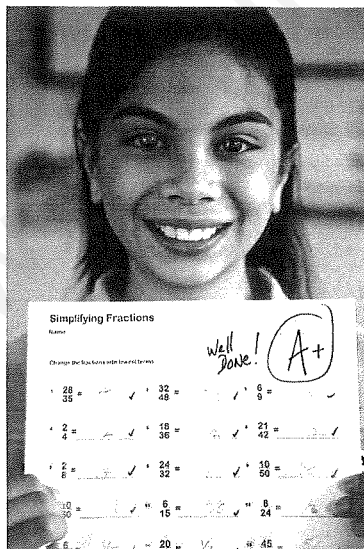
1 ★ Match 1–10 with a–j.

- | | |
|---------------------------|--------------------------------------|
| 1 copy | a an exam |
| 2 bully / expel / suspend | b in exams |
| 3 cheat | c a friend's work |
| 4 do | d school |
| 5 revise | e truant |
| 6 fail / pass | f someone |
| 7 get | g for an exam |
| 8 leave | h friends |
| 9 make | i your homework |
| 10 play | j bad / good marks / a qualification |

2 ★★ Complete the sentences using the past simple form of the words.

She *passed* the exam. She got 100%!

- They b..... younger children.
- They r..... for the exam every evening.
- He m..... some new friends at the football club.
- He f..... the exam. He got 20%.
- She c..... in the maths exam, so the teacher suspended her.
- He p..... truant and the teacher told his parents.



3 ★★ Complete the dialogue with the words in the box.

cheated copied expel got good marks
passed the exam play truant suspended

Toni Where's Enrique?

Nando The head teacher *suspended* him yesterday.

Toni Why? Did he (1) again?

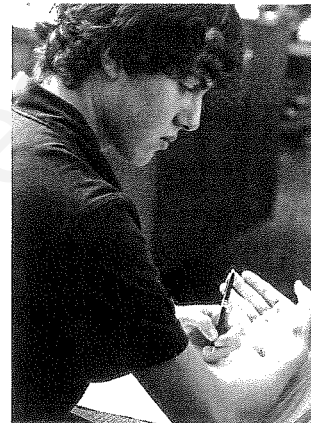
Nando No, he (2) Ana's homework.

Toni Why did he do that? He (3) in the exam last month.

Nando Enrique (4), but only because he (5)

Toni Really? Will the school (6) him?

Nando Maybe. I'm not sure.



4 ★★★ Answer the questions. Write complete sentences.

What marks do you usually get in English?
I usually get good marks in English.

- When do you revise for exams?
.....
- Have you ever failed an exam?
.....
- Where do you usually do your homework?
.....
- At what age can people leave school in your country?
.....



Grammar

have to and don't have to

should and must

1 ★ Choose the correct words.

How mustn't / should I answer this question?

- 1 I must to / mustn't wear trainers at school.
- 2 We should / mustn't revise before the English test.
- 3 We should / shouldn't go home before it gets dark.
- 4 You must / should pass all your exams. It's very important.
- 5 Your dad shouldn't / doesn't should smoke. It's unhealthy.
- 6 They should / mustn't shout in the library.
- 7 You must / should have a special ticket for the school bus.

3 ★★ Complete the sentences with the correct forms of *have to* and the verbs in the box.

be complete not go work start get wear

My dad *has to work* on Saturdays.

- 1 I this form?
- 2 We a uniform, but we can wear jeans on Fridays.
- 3 She good marks to go to college.
- 4 Alan school at 8.00?
- 5 What time we at the sports centre?
- 6 They to school today. It's a public holiday.

2 ★★ Correct the sentences.

Boys at my school don't must have long hair.
Boys at my school mustn't have long hair.

1 Students at our school must to study English and maths.

.....
.....

2 Where I should buy my school books?

.....

3 You not should walk that way to school. It's dangerous.

.....
.....

4 She shouldn't to go to bed so late.

.....

5 You've passed all your exams! You shouldn't celebrate!

.....
.....

6 Students must are polite to the teachers.

.....

4 ★★★ Write sentences about you and people in your family. Use the words in the box or your own ideas.

wash the car clean the windows study
visit my grandparents cook go shopping
look after my brother / sister tidy my room

1 Write three things that you / they have to do this weekend.

I have to tidy my room.
My brother has to wash the car.

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

2 Write three things that you / they don't have to do this weekend.

I don't have to study.
My dad doesn't have to go shopping.

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



Vocabulary

School life: nouns

1 ★ Order the letters and write the words.

- | | |
|---------------|-----------------|
| driabong | boarding school |
| 1 dixem | school |
| 2 marryip | school |
| 3 vaprite | school |
| 4 halidyos | school |
| 5 legavin gea | school- |
| 6 urle | school |
| 7 butjecs | school |
| 8 munirof | school |
| 9 drayecons | school |
| 10 iglens-exs | school |
| 11 tates | school |

2 ★★ Write words for the definitions.



A school, usually private, where students live.
boarding school

- A school for both boys and girls.
.....
- Clothes which students have to wear at school.
.....
- A school for only boys or only girls.
.....
- Something that students study at school, for example, maths or science.
.....

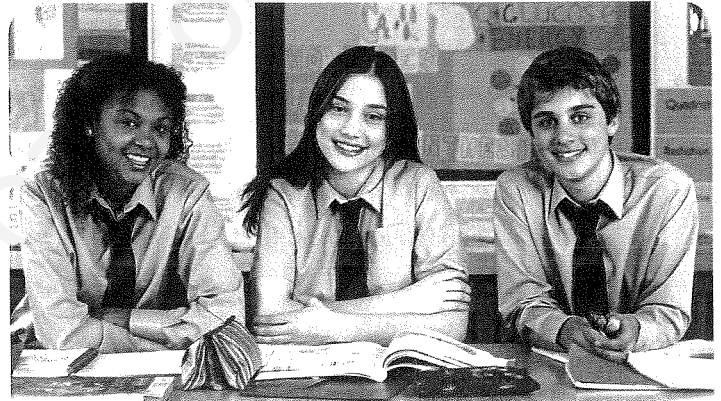
3 ★★ Complete the sentences with the words in the box.

school rules primary school mixed-school
school-leaving age school holidays school uniform

Do you go to a *mixed school* or a single-sex school?

- Do you have to wear a at your school?
- I don't have to go to classes next week. It's the
- When I was five years old, I went to a nice
- The is eighteen in some countries.
- You mustn't use your mobile in class. It's against the

4 ★★★ Complete the text with words from exercises 1-3.



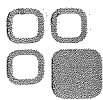
Schools in England

Children in England start *primary school* when they're five years old. Their parents can choose between a (1), which is free, or a (2), which they have to pay for. At the age of eleven, students start (3)

Students have to study English, maths and science. Other (4) include modern foreign languages, history, geography, art and design.

The (5) is sixteen, but many students continue for two extra years and take 'A-levels' before they go to university.

The school year starts in September and the main (6) are at Christmas, Easter and in the summer. A lot of schools have a (7), but some schools allow students to wear their own clothes.

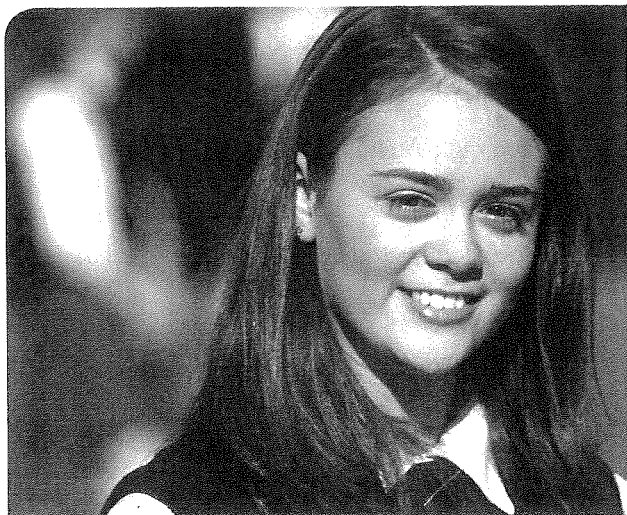


Reading

1 ★ Read the interview. Tick (✓) the box.

How many subjects is Anwen studying?

- a seven b nine c eleven



Boarding School

Mr Lee Why do you go to a boarding school?

Anwen My parents are musicians. They work in a different country every month. That makes it difficult for me to go to a normal school, so I go to a boarding school in Swansea.

Mr Lee Describe a typical school day.

Anwen We have to get up at seven o'clock. We have classes and activities all day. In the evenings, we don't have to do anything. We can use the internet or chat to friends. We must be in bed by ten thirty and 'lights out' is at eleven o'clock.

Mr Lee What subjects do you have to study?

Anwen Private schools don't have to follow the National Curriculum, but everyone at my school must study English, maths, science and also Welsh, because our school is in Wales.

Mr Lee Do you have to study any other subjects?

Anwen Well, the other subjects aren't compulsory. I'm studying citizenship, ICT, history, music, PE and Spanish. Also, there's Personal, Social and Health Education. In PSHE, we learn about health and friends. It's the only school subject without any exams, but I hate it. We have to talk about relationships. It's boring!

Mr Lee Do you like your boarding school?

Anwen Absolutely. The teachers are good. But we have to wear a school uniform.

Mr Lee Are there any disadvantages?

Anwen We have to study harder than students in some state schools and we can't say, 'I've left my homework at home' because we live at school!

2 ★★ Read the text again. Answer the questions.

Are Anwen's parents teachers? *No, they aren't.*

1 At what time does Anwen get up?

2 Does Anwen have classes in the evenings?
.....

3 How many compulsory subjects are there at Anwen's school?

4 Does Anwen like her boarding school?
.....

3 ★★★ Read the text again. Correct the sentences.

Swansea is in England.

Swansea is in Wales.

1 Anwen must study citizenship.
.....

2 Anwen studies two languages.
.....

3 There aren't any Spanish exams.
.....

4 They don't have to wear a school uniform.
.....

4 ★★★ Answer the questions. Write complete sentences.

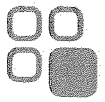
Why does Anwen go to a boarding school?

Her parents work in a different country every month, so it's difficult for her to go to a normal school.

1 What time does she have to be in bed?
.....

2 Why does Anwen have to study Welsh?
.....
.....

3 Why doesn't Anwen like PSHE?
.....
.....



Writing

Language point: ordering information

1 ★ Order the letters to write words.

1 flylina

2 censoldy

3 rifytIs

2 ★★ Write sentences a-c in the correct order using the anagrams in brackets to help you. Start each sentence with the anagrams.

a it's better for the environment (flylina)

b it's quicker than a letter (rifytIs)

c it's easier to type than to write (censoldy)

Why email is a good idea

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

Task

3 ★★ Read the essay title and the notes. Complete the opinion essay.

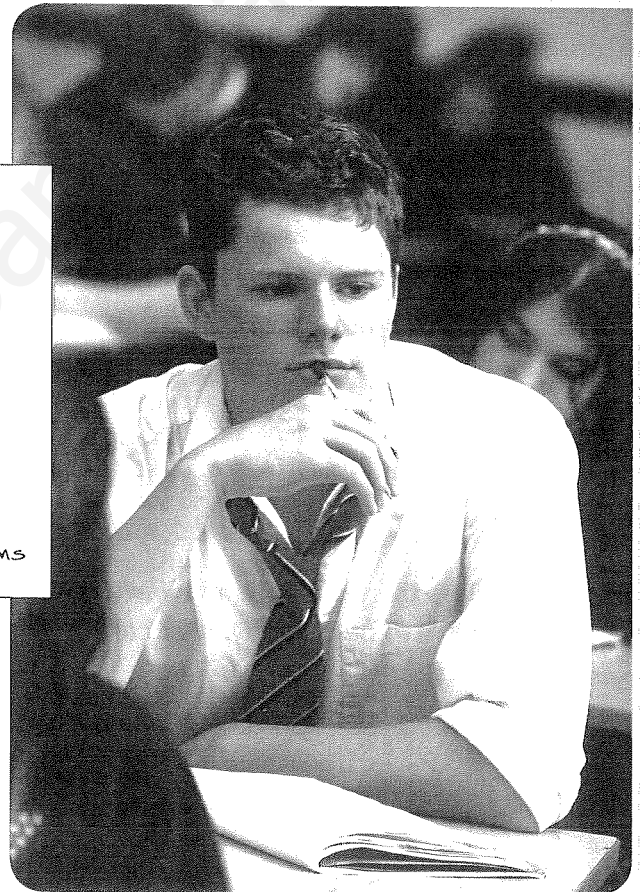
Are you in favour of exams or against them?

Notes:

schools use exams to check students' progress
not in favour of exams - several reasons:

- 1 some students get nervous about exams - don't get good marks (although they're good in class)
- 2 students have to remember facts for a short while - they don't have to understand the subject
- 3 exams should be realistic - outside school, people can use dictionaries / calculators

Conclusion: essays and project work are better than exams



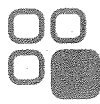
4 ★★★ Read the essay question. Make notes. Then write an opinion essay.

Are you in favour of compulsory school for students under the age of sixteen or against it?

Most schools use *EXAMS* to check (1),
but I'm (2) of exams for (3)

In my opinion, there are three reasons why schools shouldn't use exams. Firstly, some students (4),
so they never (5), although
(6) Secondly, I think it's a bad thing to train students to remember (7) Students who get good marks in exams are good at exams, but they don't have to (8) Finally, I think that (9) In most exams, you can't use a dictionary or a calculator. But in the real world, people can (10) all the time.

So all in all, I think that (11) are more effective tests than exams.



Progress review

My evaluation

How much do you know? Do the exercises and then circle your own evaluation.

I need to try this again. I could do this better. I am happy with this. I can do this very well.

Grammar

should and must

1 Complete 1–6 with phrases a–f.

- 1 Students mustn't
- 2 Professional footballers should
- 3 Teachers should
- 4 Drivers mustn't
- 5 Cooks should
- 6 Students must

- a drive too quickly.
- b do their homework.
- c practise every day.
- d use the best ingredients.
- e be patient.
- f talk in exams.

have to and don't have to

2 Complete the sentences with *have to*, *has to*, *don't have to* or *doesn't have to* and the verbs in brackets.

- 1 You Just text me. (call)
- 2 Mum to work. It's Sunday. (go)
- 3 Zack early on Saturdays. His Saturday job starts at seven thirty. (get up)
- 4 She her hair. She's already washed it. (wash)
- 5 We Tim a present. It's his birthday tomorrow. (buy)

should, must and have to

3 Choose the correct words.

- 1 I've already paid for both of us. You should / don't have to pay.
- 2 We have to / shouldn't be quiet in the library.
- 3 You don't have to / mustn't cheat in exams.
- 4 He was unlucky. I think he should / must take the exam again.
- 5 She can win this time. She doesn't have to / shouldn't give up.

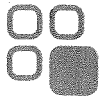
My evaluation:

Translation

4 Translate the sentences.

- 1 He should get some qualifications.
.....
- 2 We don't have to revise tonight.
.....
- 3 Do you have to leave school when you're sixteen?
.....
- 4 You mustn't cheat.
.....
- 5 She should go to a private school.
.....
- 6 I must finish my homework tonight.
.....

My evaluation:



Vocabulary

5 Translate the words.

School life: verbs

- bully someone
- cheat in exams
- copy a friend's work
- do your homework
- expel someone
- fail an exam
- get a bad mark
- get a qualification
- get good marks
- leave school
- make friends
- pass exams
- play truant
- revise for an exam
- suspend someone

School life: nouns

- boarding school
- mixed school
- primary school
- private school
- school holidays
- school-leaving age
- school rule
- school subject
- school uniform
- secondary school
- single-sex school
- state school

My evaluation:

Communication

6 Order the words to make sentences for agreeing and disagreeing.

- 1 agree / that / I / with
.....
- 2 I'm / about / sure / not / that
.....
- 3 so / I / think
.....
- 4 that / I / with / disagree
.....
- 5 don't / I / so / think
.....

7 Complete the dialogue.

- Bob Why are you crying? (1) W..... the m.....?
- Sheila I've lost my mum's watch. (2) W..... s.....
I d.....?
- Bob (3) I t..... you s..... look for it.
- Sheila I suppose so. Will you help me?
- Bob Of course. Where did you lose it?
- Sheila I'm not sure. Maybe it was when I was at Kit's house.
- Bob (4) W..... y..... do, d..... tell your
mum that you were at Kit's house. (5) T..... for
s.....
- Sheila Don't worry. She knows I went to Kit's house
yesterday.
- Bob Well, I'm sure everything will (6) b..... OK.

My evaluation:

unit 7 **Take action**

Vocabulary

Action and protest

1 ★ Complete the words in the sentences.

We needed *pub/icity*, so we talked to journalists.

- The workers want more money. On Saturday, they're going to m... r... h through the streets.
- We decided to p... o... e... t in front of the university.
- A lot of people wrote their names on the p... t... t... o... .
- He doesn't get any money for his charity work. He's a v... l... n... e... r.
- We want to c... l... e... t a lot of money for a new park.
- Some people don't like violent computer games. They want to b... n them.
- We organized an email c... m... a... g... to support the new charity.
- There was a big public m... e... i... g. Two hundred people came to it.

2 ★★ Write words for the definitions.

The help that you give to an organization or charity.
support

- A person or company that gives money so that an event can happen. s.....
- A type of protest where people stop buying a product. b.....
- A rule which says that people can't do something. b.....
- To go to a place at a certain time to see and talk to other people. m.....
- A group of people who walk through a town to protest about something. m.....
- To plan things to fight against something you don't agree with. c.....

3 ★★ Complete the sentences with the words in the box.

protest support organize petition boycott
collection sponsor

People plan to *petition* the government about the terrible roads.

- The company has decided to the football team and pay for their new shirts.
- I'm angry about the new shopping centre. I'm joining a about it on Saturday.
- They want to plan and a big march through the centre of town.
- He's got a big of books.
- That supermarket isn't paying enough to the coffee farmers. We're going to it.
- The charity asks teenagers to help and older people by doing their shopping.

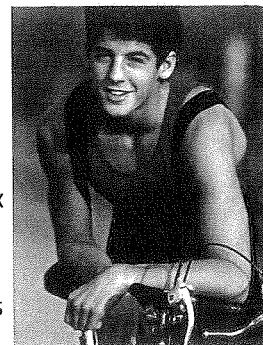
4 ★★★ Complete the text with the correct nouns and verbs.

African Adventure

18-year-old Ben White has *organized* a trip to Africa this summer. He wants to work as a (1) there for six months.

Last year, Ben heard about an (2) called Bikes for Africa. He was interested in their campaign to (3) bikes and take them to children in South Africa. Bikes for Africa also helps children to learn all about the bikes.

At the moment, Ben needs money for his trip and he's looking for people to (4) him. If you're interested, you can (5) Ben at the library this Friday at five o'clock. You can also see him on the local TV news this Thursday. He's doing an interview to (6) the trip.





Grammar

will and might

1 ★ Choose the correct words.

He **mights** / **might** come on the march, but he isn't sure.

- 1 I definitely want to watch that DVD today. **Will** / **Do** you give it to me later?
- 2 Sophia **will** / **wills** give us the money. She's already agreed.
- 3 I **might to buy** / **buy** the new Girls Aloud CD, but it's quite expensive.
- 4 Adrian isn't sure if he can come to the party. He **might see** / **sees** you there.
- 5 I **might will watch** / **watch** the film.
- 6 I'm not sure about the tennis match. I **might not** / **not might** play.

2 ★★ Complete the sentences with *might* (✓), *will* (✓✓), *might not* (X), *won't* (XX) and the verbs in brackets.

We *might start* (✓) a petition to ban cars from our town centre. (start)

- 1 In the future, I think I (✓✓) for a children's charity. (volunteer)
- 2 He isn't interested in the new campaign, so he (XX) to the meeting. (come)
- 3 You (✓) this computer game. It's quite good. (like)
- 4 She doesn't usually like big concerts. She (X) a ticket. (get)
- 5 You must run for the bus. It definitely (XX) for you. (wait)
- 6 When the new sports centre is open, we (✓✓) swimming there. (go)
- 7 It sounds like a good cause. I (✓✓) some money. (donate)

First conditional

3 ★★ Complete the sentences with the first conditional form of the verbs in the box.

not read start sign publicize do come talk go collect ask not understand feel

If she *publicizes* the protest, everybody will *come*.

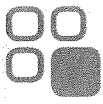
- 1 You a lot of money if you all the students in the class.
- 2 If he to the teachers, they the petition too.
- 3 You the question if you the instructions carefully.
- 4 you worried if she on the march?
- 5 If it to rain later, what they?

4 ★★★ Complete the sentences with your own ideas.

If I have any free time in the future, *I'll work as a volunteer and clean up our town.*

- 1 If we don't protect the environment,
- 2 The students at our school will protest if
- 3 If the government opens a new park,
- 4 My mum will be worried if
- 5 If I tell my best friend a secret,
- 6 We'll come to the meeting if





Vocabulary

Phrasal verbs: a campaign

1 ★ Complete the phrases.



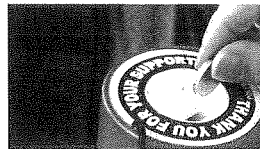
join in a protest



1 f..... o..... information



2 s..... u..... for something



3 c..... o..... collecting money



4 l..... a..... endangered plants



5 s..... u..... a new animal hospital

2 ★★ Choose the correct answer to complete the sentences.

I want to *sign up* for this monthly magazine about the environment.

- a end up b set up c sign up d find out

1 People might tigers completely if they don't stop killing them.

- a carry on b look after c find out d wipe out

2 Don't stop running. You must

- a sign up b carry on c join in d set up

3 If we build shopping centres and houses everywhere, we'll with no forests at all.

- a end up b sign up c set up d find out

4 Can you our dog next week? You need to give him food every day.

- a wipe out b find out c carry on d look after

3 ★★ Correct the sentences.

In the next ten years, we might set up more endangered species.

In the next ten years, we might wipe out more endangered species.

1 Why don't you look after the dancing? You'll enjoy it!

2 If we sign up running fast, we'll get very tired.

3 My friend is going to wipe out a new organization for young people in our town.

4 We need to end up the answer to that question for homework.

4 ★★★ Complete the text with phrasal verbs from exercises 1–3.

Interested in the environment? Then come and join us!

We are a group of teenagers who have *set up* a new organization to protect and (1) the environment in our area.

We think that if people (2) building new roads and houses, they could (3) many of the interesting birds, insects and animals which live in the countryside around our town. We could (4) with only a small number of different species.

We are looking for new members to (5) our weekend activities and conservation projects.

If you want to (6) more about our organization or (7) for our monthly newsletter, please phone 14275 483282.



Grammar

be going to

1 ★ Order the words to make sentences.

going / we're / to / a / club / new / set up
We're going to set up a new club.

1 aren't / support / us / going / you / to
.....

2 sign / I'm / to / going / petition / the
.....

3 find out / you / the / are / to / answer / going / ?
.....

4 going / a / to / organize / he's / meeting
.....

5 isn't / going / boycott / she / supermarket / to / that
.....

6 collect / what / they / going / are / to / ?
.....

will and be going to

2 ★★ Complete the sentences with *will* or *be going to* and the verbs in brackets.

I can't come on the march tomorrow. *I'm going to look after* my sister. (look after)

1 In the future, I think humans many different species. (wipe out)

2 He's buying some butter and eggs because he a cake later. (make)

3 This homework is easy. I know we it very quickly. (do)

4 'Why are you making sandwiches?'
'I a picnic with my friends later.'
(have)

5 Don't go on holiday to that island. You any nice beaches there. (not find)

6 She wants to get her dad a birthday present. But she it today. (not buy)

3 ★★★ Complete the sentences using *will* or *be going to* and your own ideas.

In five years' time, *I'll be at university.*

1 At the weekend, I

2 When I'm twenty-five, I

3 This evening, my mum

4 Tomorrow, my school friends

5 In ten years' time, my best friend

Present continuous for future arrangements

4 ★★ Complete the sentences using the present continuous and the verbs in the box.

watch cook visit play meet have

On Friday evening, Jodie and Cara *are meeting* Jane outside the cinema.

1 On Friday evening, Ben football for the school team.

2 On Saturday afternoon, Jodie and Cara with friends. They're making pasta.

3 On Saturday afternoon, Ben a pizza.

4 On Sunday morning, Jodie and Cara a DVD.

5 On Sunday morning, Ben friends.

Dictation

5 ★★ 4.08 Listen and write.

James

Mrs Burton

James

Mrs Burton

James

Mrs Burton



Reading

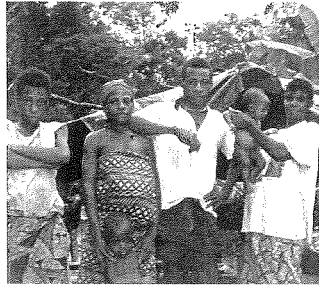
1 ★ ○ Read the text. Tick (✓) the box.

The Rainforest Foundation works with ... in the rainforests.

- a indigenous people
- b farmers
- c pop musicians

The Rainforest Foundation UK

The Rainforest Foundation is a charity in Britain. It campaigns for the preservation of the world's rainforests and the rights of the people who live there. There are other Rainforest Foundations in the USA and Norway.



The musician Sting and his wife set up the charity in 1989 after they saw the unacceptable destruction of the Amazon rainforest. Some farmers were wiping out large parts of the forest, which is the home of indigenous people.

The Rainforest Foundation has grown over the last twenty years and it now supports projects in different countries including Brazil, Peru, Cameroon and Uganda. The Rainforest Foundation thinks that indigenous people are very important to the rainforests, and the charity is going to carry on its work with them in the future.

Every year, supporters of the charity join in a number of big events to collect money. This year, they're going to run the London Marathon again. If you look at the Rainforest Foundation webpage, you'll find information about their latest events and campaigns. You can also sign up for an email newsletter.

2 ★★ ○ Read the text again. Write *true* or *false*.

The Rainforest Foundation only campaigns to save the Amazon rainforest. *false*

- 1 The charity started in 1989.
- 2 The charity supports projects in France.
- 3 The charity is going to stop working with indigenous people.
- 4 Supporters of the charity are going to run the London Marathon.

3 ★★ ○ Read the text again. Find the words in the text and match them to the definitions.

- | | |
|---------------------|---|
| 1 charity | a keeping something safe |
| 2 preservation | b an organization which collects money and uses it to help people |
| 3 musician | c a race of about 42 kilometres |
| 4 indigenous people | d a person who plays a musical instrument for their job |
| 5 marathon | e people who are born in and live in a particular place |

4 ★★★ Answer the questions. Write complete sentences.

What does the Rainforest Foundation UK campaign for?

It campaigns for the preservation of the world's rainforests and the rights of the people who live there.

1 Why did Sting and his wife start the charity?

.....
.....

2 In which continents does the Rainforest Foundation support projects?

.....

3 Who are very important to the rainforests?

.....
.....

4 How can you find out more about the Rainforest Foundation?

.....
.....



Writing

Language point: explaining

1 ★ Choose the correct words.

We don't agree with your campaign. We have **because** / **therefore** decided not to sign the petition.

- 1 She's going to sit down **as** / **therefore** she's very tired.
- 2 **As** / **For this reason**, we should all support the charity.
- 3 I didn't buy that comic **because** / **therefore** I didn't have enough money.
- 4 **As** / **Therefore** it was raining, we decided to stay at home.
- 5 He isn't going to join in the march **for this reason** / **because** he's playing football tomorrow.
- 6 You won't enjoy this meal **as** / **for this reason** you don't really like pasta.
- 7 We're unhappy about the situation and we have **as** / **therefore** decided to protest.

2 ★★ Match 1-4 with a-d. Then write sentences with *as*, *because* or *for this reason*.

- | | |
|--------------------------------------|-------------------------------------|
| 1 The letter is important | a the water is very cold. |
| 2 I'm going to see the doctor today | b we didn't pass the exam. |
| 3 We didn't study very much | c we're going to read it carefully. |
| 4 She isn't going to swim in the sea | d I'm feeling very ill. |

1 *The letter is important. For this reason, we're going to read it carefully.*

- 2
- 3
- 4

Task

3 ★★ Read the notes for Hannah's email. Then complete the email.

Notes:

Paragraph 1 I / email / you / because / I / just / join a group

Paragraph 2 we / be / concerned / the open-air swimming pool in town / if / it / close / there / be / nowhere / for teenagers to go

Paragraph 3 we / therefore / decide / to set up / campaign / save the pool / we / be going to / sell cakes / collect money

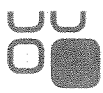
Paragraph 4 you know / a lot of people there

Hi Nathan,

How are you? *I'm emailing you because I've just joined* a group called 'Save Our Pool' and I thought you might be interested in it. It's a group of young people and (1) The local council is going to shut it soon. (2) for teenagers to go. (3) We're going to have a party at my house at four o'clock on Saturday afternoon and (4) I hope you can come to the party as it will be good fun. (5)

Love,
Hannah

4 ★★★ Imagine that you've just joined a campaign. Write an email and invite a friend to a party or disco to raise money. Use the text in exercise 3 to help you.



Progress review

My evaluation

How much do you know? Do the exercises and then circle your own evaluation.

- I need to try this again.
 I could do this better.
 I am happy with this.
 I can do this very well.

Grammar

will and might

1 Complete the sentences with *will* or *might* and the verbs in brackets.

- We're pleased you can come to our party.
We you later. (see)
- He football with us, but he needs to ask his parents first. (play)
- I'm sure you the exam. (pass)

First conditional

2 Order the words to make sentences.

- late / bed / if / to / go / be / you'll / tired / you
If
- catch / we'll / if / bus / the / walk / we / quickly
We'll
- cold / it's / if / won't / I / the / park / go / to
If

be going to

3 Write sentences using *be going to*.

- we / find out / about wild elephants
.....
- you / join in / the game / ?
.....
- they / not sponsor / the football team
.....
- I / not organize / the campaign
.....

will and be going to

4 Choose the correct words.

- 'Why are you buying that racket?' 'I'll / I'm going to learn to play tennis.'
- Don't break his computer. He'll / He's going to be very angry with you.
- I'll / I'm going to meet Anna later.

Present continuous for future arrangements

5 Complete the sentences using the present continuous.

- What at the weekend? (you / do)
- This evening, I Kate. (meet)
- On Sunday, my mum my hair. (cut)

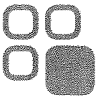
My evaluation:

Translation

6 Translate the sentences.

- I might sign the petition.
- He'll definitely come on the march.
.....
- If we run fast, we'll catch the bus.
.....
- What are you going to do later?
.....
- They're going to set up a new campaign.
.....

My evaluation:



Vocabulary

7 Translate the words.

Action and protest

- ban (noun)
- ban (verb)
- boycott (noun)
- boycott (verb)
- campaign (noun)
- campaign (verb)
- collect
- collection
- donate
- donation
- march (noun)
- march (verb)
- meet
- meeting
- organize
- organization
- petition (noun)
- petition (verb)
- protest (noun)
- protest (verb)
- publicity
- publicize
- sponsor (noun)
- sponsor (verb)
- support
- supporter
- volunteer (noun)
- volunteer (verb)

Phrasal verbs: a campaign

- carry on
- end up
- find out
- join in
- look after
- set up
- sign up
- wipe out

My evaluation:

Communication

8 Match 1–6 with a–f.

- 1 Have you got a minute, David?
 - 2 What can I do for you?
 - 3 What's it for?
 - 4 Why don't we ask Sara too?
 - 5 Shall we email our friends about it?
 - 6 How about writing to the local newspaper?
- a Yes, definitely. I'm sure they'll all reply.
 - b Yes, of course. I'm not busy at the moment.
 - c That's a good idea. She'll give us some money.
 - d Yes, OK. That will give us more publicity.
 - e It's for the people of the rainforest. We're hoping to raise about £1,000.
 - f I wanted to talk to you about our new charity campaign.

9 Correct the mistakes in the dialogue.

- Gemma** I'm very worried about the plans for that new airport.
- Daniel** (1) Yes, me too. Why not we start a campaign about it?
.....
- Gemma** (2) Good idea! Let organize a protest.
.....
- Daniel** (3) Yes. Shall we having a meeting on Thursday?
.....
- Gemma** (4) I'm busy then. How around meeting on Friday?
.....
- Daniel** (5) Great. Let's to put up some posters for it.
.....
- Gemma** (6) That hears like a good idea.
.....

My evaluation:

unit 8 Film and fiction



5 a d.....

Vocabulary

Books and films: genres

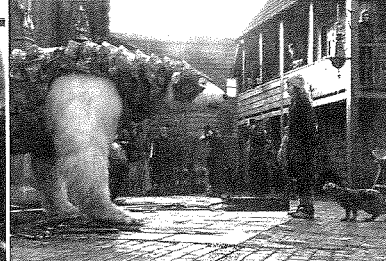
1 ★ Label the photos.



a spy film



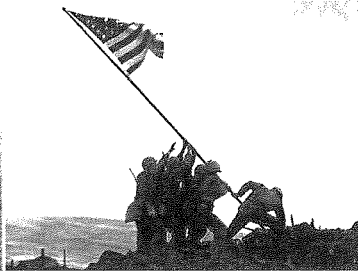
3 at.....



4 a f.....



1 a w.....



2 a w..... f.....

3 ★★ Write words for the definitions.

An exciting novel with a fast-moving story.
a thriller

1 A book about love and relationships.

.....

2 A story in which people visit other planets.

.....

3 A very scary film that makes people scream.

.....

4 A film with a lot of singing and dancing.

.....

5 A crime story in which you don't know who did the crime until the ending.

.....

2 ★★ Complete the sentences with the words in the box.

adventure film comedies detective stories
science fiction story spy story westerns

They film a lot of *westerns* in Alicante because it looks like the American Wild West.

1 I love Eddie Murphy really makes me laugh.

2 *Raiders of the Lost Ark* is a classic with Harrison Ford.

3 Isaac Asimov is one of the most famous writers. He wrote *I, Robot*.

4 He likes really old like Sherlock Holmes.

5 Did you see the about the Russians and the Americans in Cuba?

4 ★★★ Answer the questions. Write complete sentences.

What's your favourite film genre?
My favourite film genre is comedy.

1 What's your favourite comedy?

.....

2 What's your favourite book genre?

.....

3 Are there any book or film genres that you don't like?

.....



Grammar

Verbs + -ing / to

1 ★ Order the words to make sentences.

doesn't / my mum / shopping / like
My mum doesn't like shopping.

1 like / to / you / would / watch / this film / ?

.....

2 in restaurants / love / eating / we

.....

3 prefer / I'd / to / a novel / read

.....

4 like / appearing / she / does / on TV / ?

.....

5 wouldn't / we / to / a test every day / like / have

.....

2 ★★ Complete the dialogue with the *-ing* or *to* forms of the verbs.



Molly Would you like *to come* (come) to the shops?

Sue No, thanks. I don't like (1) (shop).

Molly What would you prefer (2) (do)?

Sue I'd prefer (3) (do) something outside. I love (4) (be) in the sun.

Molly Do you like (5) (play) tennis?

Sue Yes, I do! Would you like (6) (play) tennis?

Molly OK. But I'm going to go to the shops first!

could, can, will be able to

3 ★★ Look at the table. Complete the sentences with *could*, *couldn't*, *can*, *can't* or *will be able to*.

	swim	speak English	drive
Pam (age 15)	6 years old	12 years old	one day
Kate (age 16)	9 years old	15 years old	one day
Simon (age 21)	12 years old	one day	17 years old

Pam *can* swim. She *could* swim when she was six.

1 Pam swim when she was five.

2 Kate and Simon swim. Kate swim when she was nine.

3 Kate and Pam drive. They drive one day.

4 Kate speak English when she was ten. She speak English now.

5 Simon drive, but he speak English.

6 Simon speak English one day.

4 ★★★ Complete the table about you and a person in your family. Then write five sentences.

	swim	speak English	drive
me	12 years old
.....
.....

I could speak English when I was twelve.

1

2

3

4

5



Vocabulary

Books and films: features

1 ★ Complete the words with the correct letters.

special effects

1 b...g...n...n...ng

2 ...nd...ng

3 f...lm d...r...ct...r

4 th...m...

5 b...sts...ll...r

6 pl...t

7 n...v...l...st

2 ★★ Write words for the definitions.

The person who makes a film and tells the actors what to do.

film director

1 A person who writes novels.

.....

2 When a book / film starts.

.....

3 When a book / film finishes.

.....

4 The subject of a book / film, for example crime, love or honesty.

.....

5 Computer-generated images for films.

.....

6 A book that is very popular.

.....

7 The story in a book / film.

.....

3 ★★ Complete the film review with the words in the box.

blockbusters character director plot setting scenes special-effects

One of my favourite films is *Spider-Man 3*. It's got some amazing *special effects* and the (1) with Venom and the Sandman are brilliant. As with the first two *Spider-Man* films, the (2) is New York City. Tobey Maguire plays the main (3), Peter Parker (*Spider-Man*), and the (4) of the film is Sam Raimi. The (5) is fast-moving, so it's never boring. It was one of the biggest (6) of the year.



4 ★★★ Answer the questions.

Which novelists do you like? What have they written? *I like J.K. Rowling. She wrote the Harry Potter books.*

1 Do you prefer reading best-sellers or books that aren't famous? Why?

.....

2 Do you prefer books or films with a happy ending, or a sad ending? Give an example.

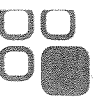
.....

3 Who's your favourite character from a book or a film? What's he / she in?

.....

4 What are the best special effects you've seen in a film?

.....



Grammar

Second conditional

1 ★ Choose the correct words.

If I watched a horror film, (I'd) / I'll be really scared.

- 1 Where would you go if we wouldn't be / weren't at school today?
- 2 He wouldn't sulk if you didn't / wouldn't tease him.
- 3 They'd got / get good marks if they revised.
- 4 If she found out, she was / 'd be very annoyed.
- 5 If you'd have / had a lot of money, would you buy a boat?

2 ★★ Correct the sentences.

I've got the bus if I had enough money.
I'd get the bus if I had enough money.

- 1 Would she cook dinner if she be at home?
.....
- 2 We'll watch the western if this thriller wasn't on.
.....
- 3 He'd be angry if you send him this email.
.....
- 4 Where would you go on holiday if you can choose?
.....

3 ★★ Complete the sentences with the second conditional.

If you *Painted* your bedroom, what colour *would* you *choose*? (paint, choose)

- 1 We the protest if we the boycott. (not join in, not support)
- 2 If they *Spider-Man 2*, they *Spider-Man 3*. (enjoy, love)
- 3 you Mum if I home late? (tell, come)
- 4 She you if you (not expel, apologize)

4 ★★★ Write questions with the second conditional. Then write answers.

you / complain / if / somebody / copy / your homework / ?

Would you complain if somebody copied your homework?

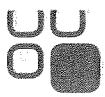
Yes, I'd tell the teacher if somebody copied my homework.

- 1 what / you / buy / if / you / have / €1,000 / ?
.....
.....
- 2 if / you / be / a professional footballer / who / you / play / for?
.....
.....
- 3 if / you / be / the president / what / you / ban / ?
.....
.....
- 4 what / you / do / if / your phone / ring in the cinema / ?
.....
.....

Dictation

5 ★★ 4.09 Listen and write.

- Rob
Valerie
Rob
Valerie
Rob
Valerie
Rob
Valerie
Rob

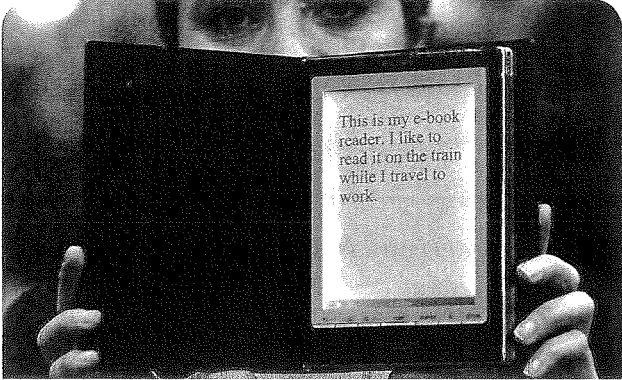


Reading

1 ★ Read the text. Tick (✓) the box.

What kind of text is this?

- a a chat room conversation
- b an instant message c a blog



The digital revolution and you

Books first appeared 2,000 years ago. People wrote by hand, so no two books looked the same. Books were big, heavy and expensive and not many people could read.

The first revolution was Gutenberg's invention of the printing press in 1440. Printing presses could print thousands of books quickly and cheaply. More and more people learnt to read.

The second revolution was more recent. Publishers started to use computers to produce books about fifteen years ago. Traditional presses started to disappear and people began to produce books electronically. People also started to read newspapers and magazines online and some people thought that paper books would disappear one day.

Now the digital revolution is here and 'e-book readers' have arrived! Personal webpages and blogs have also become more popular. Did you know that 31% of people between the ages of fourteen and twenty-one have got their own blog or webpage? I don't like reading books, but I love reading and writing online!

'Print on demand' is another part of the digital revolution. Soon, you'll be able to choose a book from a selection of millions in any bookshop. A machine will print your book while you wait! You'll be able to print books that you've written too.

This is my 100th blog! I hope you've enjoyed reading it. It would take you hours if you read the rest of my blogs now, so why not 'print on demand' and read them later?

2 ★★ Read the text again. Put the sentences in order.

- a 'Print on demand' became possible.
- b Books were handwritten. 1
- c Gutenberg invented the printing press.
- d Book production was computerized.
- e E-book readers appeared.
- f Traditional printing presses started to disappear.

3 ★★ Read the text again. Write true or false.

Gutenberg invented handwriting. *false*

- 1 Traditional printing presses weren't computerized.
- 2 Everyone could read in the fifteenth century.
- 3 Most people between fourteen and twenty-one haven't got a blog.
- 4 You can print your own book with 'print on demand'.

4 ★★★ Answer the questions. Write complete sentences.

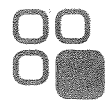
Why did books look different 2,000 years ago?
They looked different because people wrote each one by hand.

1 What adjectives does the writer use to describe these books?
.....
.....

2 What were the advantages of printing presses?
.....
.....

3 Why did some people think that books would disappear?
.....
.....

4 How can people read the blogs later?
.....
.....



Writing

Language point: paragraphs

1 ★ Order the paragraphs.

- a Conclusion
- b Details
- c 1 Introduction
- d Opinions

2 ★★ Label the sentences. Write *introduction*, *details*, *opinions* or *conclusion*.

The thing I liked most about the book was how it's serious, but funny at the same time. *opinions*

- 1 I'd like to recommend *The Curious Incident of the Dog in the Night-Time* by Mark Haddon.
- 2 All in all, it's a brilliant book. You'll be able to read it in two days.
- 3 The main character is a boy called Christopher. He's fifteen and he's very clever, but he can't make friends easily.

Task

3 ★★ Read the notes about the film and complete the review.

FILM WATCHED RECENTLY: *Friends Forever?* (drama)
SETTING: Preston, England
MAIN CHARACTERS: Daisy Jennings, Layla Evans
DETAILS:
Daisy moves to Preston
Layla becomes Daisy's friend
Layla: very popular
Layla starts to bully Daisy
Daisy feels very sad
Film is very realistic - shows how relationships change
OPINION:
Really liked the story
Ending not happy, but I wouldn't change it

I'd like to recommend *a film* that I watched (1) called (2)

The film is a (3) and (4) Preston, England.

The main (5) In the book, Daisy moves (6) and Layla (7) her friend. (8) popular at school. Soon, Layla starts to (9) Daisy. Daisy feels (10)

The thing I liked most about the film is that (11) because it shows how (12)

All in all, I (13) The ending (14), but (15)



4 ★★★ Write a review of a TV programme which you enjoyed.



Progress review

My evaluation

How much do you know? Do the exercises and then circle your own evaluation.

- I need to try this again.
 I could do this better.
 I am happy with this.
 I can do this very well.

Grammar

Verbs + -ing / to

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

- Would you like this DVD? (borrow)
- I don't like (cook)
- Do they prefer or? (walk, cycle)
- I'd love Penélope Cruz. (meet)
- We'd prefer tomorrow morning. (go)
- My sister loves in the shower. (sing)

could, can, will be able to

2 Correct the sentences.

- My parents don't can speak English.
.....
- Did you can ride a bike when you were young?
.....
- Laura will able to get a job one day.
.....
- They won't be able to swim five years ago.
.....
- Martin couldn't swim now.
.....
- He can to go to university one day.
.....
- My aunt didn't can drive last year.
.....
- He cans ride a moped.
.....

Second conditional

3 Write sentences using the second conditional.

- if / you / have / a moped / you / take / me to the café / ?
.....
.....
- I / not enjoy / the film / if / it / be / a musical
.....
- if / we / bring / a friend / Mum / not mind
.....
- he / help / us / if / we / pay / him / ?
.....

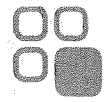
My evaluation:

Translation

4 Translate the sentences.

- Would you prefer to watch a spy film or a romance?
.....
- If this film had a better plot, would you like it?
.....
- He likes reading detective stories and mysteries.
.....
- I'll be able to watch horror films when I'm sixteen.
.....
- Film directors couldn't use special effects.
.....
- Could the audience see the screen?
.....

My evaluation:



Vocabulary

5 Translate the words.

Books and films: genres

Nouns

- comedy
- drama
- fantasy
- musical
- mystery
- romance
- thriller
- western

Compound nouns

- adventure story / film
- detective story / film
- horror story / film
- science fiction story / film
- spy story / film
- war story / film

Books and films: features

- beginning
- best-seller
- blockbuster
- character
- ending
- film director
- novelist
- plot
- scene
- setting
- special effects
- theme

My evaluation:

Communication

6 Answer the questions about you.

- 1 Would you like to be a film director one day?
.....
- 2 Do you like watching westerns?
.....
- 3 Do you like romances?
.....
- 4 Do you like films with special effects?
.....
- 5 Would you like to go to the cinema this weekend?
.....
- 6 Would you like to be a novelist?
.....

7 Complete the dialogue.

Freddie Would (1) to watch a war film?
 Charles No, I'm (2) fan of war films.
 Freddie Do (3) adventure films?
 Charles I (4) mind them.
 Freddie What (5) this one? The director is Steven Spielberg.
 Charles No, I (6) fancy that. Is this one any good?
 Freddie I'd only (7) that if you like comedies.
 Charles Oh.
 Freddie You (8) prefer a Spanish film. Try this one.
 Charles OK, I'll try it. Thanks.

My evaluation:

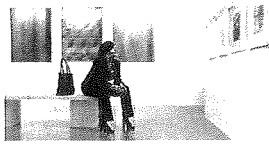
unit 9 Art

Vocabulary

Nouns: art

1 ★ Match the photos with the words in the box.

sculpture landscape museum gallery
 auction painting



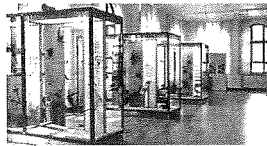
gallery



1



2



3



4



5

2 ★★ Complete the mini dialogues with the words in the box.

exhibition critic collector masterpiece portrait
 sculptures

Karl The *critic* in the newspaper says this painting is terrible. What do you think?

Emma I don't agree with him at all. I think it's a (1)

Jack What did you think of that (2) of paintings at the new gallery?

Kate It was OK. But I didn't like the (3) of Angelina Jolie. It didn't look like her at all.

Deb If you were an art (4), what sort of things would you buy?

Alfie I think I'd get a lot of big (5) for my garden.

3 ★★ Correct the sentences.

The artist painted the landscape of the actor.
The artist painted the portrait of the actor.

1 The collectors wrote articles about the new exhibition

2 There's a new critic of modern paintings at the art gallery this month.

3 We went to an exhibition to watch the collectors buy and sell paintings.

4 The students studied some of the painters from the Cubist art portrait.

4 ★★★ Complete the email with words from exercises 1-3.

Hi, Rafa!

You wanted to know more about the art world in London. Here are some suggestions.

There are a lot of wonderful *galleries* to visit in London. One of the most famous is Tate Britain. You can see many different types of (1) by famous artists here. There are (2) of kings and queens. There are also beautiful (3) which show the hills, trees and rivers of the British countryside.

If you want to watch people buy and sell art, you can also go to an (4) A lot of international art (5) come to buy paintings.

If you're interested in things from ancient Egypt or Rome then go to the British (6) You can see old coins, statues and clothes.

Write soon,
 Amy



Grammar

Present and past passive: affirmative and negative

1 ★ Order the words to make sentences.

seen / that / is / picture / six / by / year / every / people / million
That picture is seen by six million people every year.

1 art / isn't / the / visited / people / gallery / many / by
.....

2 sold / paintings / are / for / some / lot / a / money / of
.....

3 money / wasn't / the / night / at / stolen
.....

4 Goya / masterpiece / this / by / painted / was
.....

5 museum / given / to / these / portraits / were / the
.....

2 ★★ Write sentences using the present passive.

sushi / eat / in Japan
Sushi is eaten in Japan.

1 French and English / speak / in Canada
.....

2 the actor's clothes / not design / by Giorgio Armani
.....
.....

3 computers / use / in a lot of classrooms these days
.....
.....

4 tea / grow / in different parts of India
.....

5 this wall / not make / of stone
.....

Active to passive

3 ★★ Rewrite each sentence in the passive. Start each sentence with the words in bold.

They built the new art gallery in 2009.
The new art gallery was built in 2009.

1 Somebody found the pictures in an old house.
.....

2 Carmen and Diego won the first prize.
.....

3 People play baseball in the United States.
.....

4 They sell English football shirts in this shop.
.....

4 ★★★ Rewrite the text using the passive when possible.

The Scream

The Scream is one of the world's most famous images. The Norwegian artist Edvard Munch painted it. He produced several versions of the painting. In 2004, criminals stole one version of the painting. Fortunately, a tourist with a camera photographed the thieves and in the end, the police found the painting.



'The Scream' is one of the world's most famous images. It was painted by the Norwegian artist Edvard Munch.
.....
.....
.....
.....



Vocabulary

Adjectives: describing art

1 ★ Complete the words.

This artist is very different from other artists. He's very *original*.

- I thought that exhibition was really d...l... and boring.
- She always uses her imagination and her sculptures are very i...a...i...a...i...e.
- The woman in the painting had long blonde hair. She was very b...a...t...f...l.
- The masterpiece is very c...l...u...f...l. The artist used green, yellow, blue, red and orange.
- Some painters make people upset or angry with their p...o...o...a...i...e pictures.
- All the critics discussed the new portrait. It was very c...n...r...v...r...i...l.
- His style of painting comes from the eighteenth century. It's very t...a...i...i...n...l.
- We all laughed at the portrait. It was incredibly a...u...i...g.
- We don't really like that unusual sculpture made from rubbish. It's s...r...n...e.

2 ★★ Write the words for the definitions.

A work of art which has got a lot of different colours.
colourful

- A picture which isn't very interesting. d.....
- A painting which makes you feel angry and surprised. s.....
- Something which is so silly or stupid that it makes you laugh. r.....
- Something or someone who's funny. a.....
- A person who makes something that is completely new and different. o.....
- Something which people don't agree on because it's different or unusual. c.....

3 ★★ Complete the sentences with the words in the box.

shocking imaginative traditional beautiful
strange provocative

I think that artist is very *provocative*. She always upsets people.

- We couldn't look at the photographs of the war for long. They were too
- The building was designed in a Roman style. It isn't modern. It's very
- These sculptures are very nice to look at. They're really
- She thought that the exhibition was a bit because there were only two pictures.
- 'Do you like painting?' 'Yes, but I'm not very I can't think of creative ideas.'

4 ★★★ Complete the sentences with your ideas. Say why you like or don't like the different things.



A CD cover that I like is *Dig Out Your Soul* by Oasis because *it's imaginative and original*.

- A book cover that I like is because
- A painting that I don't like is because
- A poster that I like is because
- A building that I don't like is because



Grammar

Present and past passive: questions

1 ★ Choose the correct words.

When was / were the tower built?

- 1 Who is the film directed / direct by?
- 2 Which school was selected / selected for the competition?
- 3 How was the goal scored / scored the goal?
- 4 Where is / are bananas grown?
- 5 When did / was the film made?

2 ★★ Complete the questions with the past passive forms of the verbs in brackets.

Who *was* America *discovered* by? (discover)

- 1 Who these plays by? (write)
- 2 Which artist *Guernica* by? (paint)
- 3 Who the Harry Potter characters by? (create)
- 4 Which football club David Beckham and Roberto Carlos by? (buy)
- 5 Who *Volver* by? (direct)

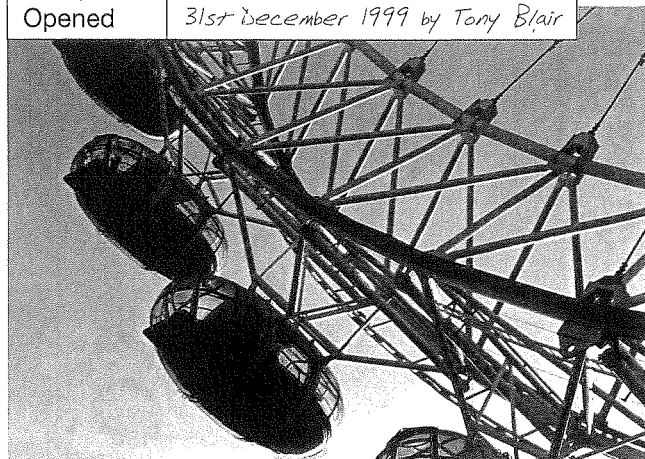
3 ★★ Write the questions using the present or past passive.

who / *Jurassic Park* / direct / by / ?
Who was Jurassic Park directed by?

- 1 where / the dish / 'feijoada' / eat / ?
.....
- 2 what / mayonnaise / make from / ?
.....
- 3 when / the Olympic Games / hold in Athens / ?
.....
- 4 where / the Dutch language / speak / ?
.....

4 ★★★ Complete the questions using the present or past passive. Then look at the notes and answer them.

Famous visitor attractions	
Name	<i>The London Eye</i>
Location	<i>Central London</i>
Architects	<i>David Marks and Julia Barfield</i>
Completed	<i>1999</i>
Opened	<i>31st December 1999 by Tony Blair</i>



What *is it called*? (call) *It's called the London Eye.*

- 1 Where? (locate)
- 2 Who? (design by)
- 3 When? (finish)
- 4 When? (open)
- 5? (open by David Beckham).....

Dictation

5 ★★ 4.10 Listen and write.

- Karen
- Freddie
- Karen
- Freddie
- Karen
- Freddie

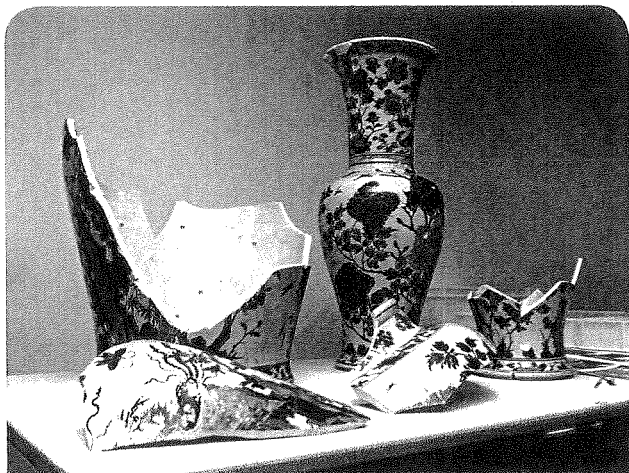


Reading

- 1 ★ Read the text. Tick (✓) the box.

At the Fitzwilliam Museum in Cambridge, Nick Flynn ...

- a tried to steal some vases.
- b fell over and broke some vases.
- c walked into some vases and broke them.



Disaster at Museum!

- A** The Fitzwilliam Museum in Cambridge was founded in 1816 and has a large number of world-famous paintings and fine ceramics. Wednesday 25th January 2006 was another ordinary day in the museum. Visitors were walking quietly around the galleries and looking at the museum's collection of masterpieces.
- B** Suddenly, the staff heard a very loud noise and they ran to the museum's staircase. On the floor, they found a man who was surrounded by broken vases.
- C** The staff soon learnt the whole story. The visitor, Nick Flynn, was tying his shoelaces when he fell down the stairs. He hit a large jar and two vases which were standing on a big windowsill next to the staircase. They immediately fell over and broke into hundreds of pieces.
- D** The jar and vases are extremely valuable and were given to the museum by Anthony de Rothschild in 1948. They were made in China in the late seventeenth century and are very large. The jar is eighty centimetres high and weighs around forty-five kilograms. Two people are needed to carry it.
- E** Fortunately, the story has a happy ending. Nick Flynn was unhurt and the museum accepted that it was an accident. The jar and the two vases were carefully restored. It took seven months to put them back together. They are now on display again at the museum – but this time they are in strong glass cases.

- 2 ★★ Read the text again. Match headings 1–5 with paragraphs A–E.

- 1 A fall which ended in disaster. C
- 2 The vases return.
- 3 The staff arrive quickly.
- 4 A quiet day at the Fitzwilliam.
- 5 Huge vases with a long history.

- 3 ★★ Read the text again. Match words 1–7 with definitions a–g.

- | | |
|--------------|--|
| 1 founded | a a string that you use to fasten a shoe |
| 2 ordinary | b normal; not unusual |
| 3 staff | c started; set up |
| 4 shoelace | d a shelf under a window |
| 5 windowsill | e people who work in an organization |
| 6 restored | f in a place where everybody can see something |
| 7 on display | g made as good as before |

- 4 ★★★ Answer the questions. Write complete sentences.

When was the museum founded?

The museum was founded in 1816.

- 1 When did the accident happen?

.....

- 2 Why did the staff run to the staircase?

.....

.....

- 3 What was Nick Flynn doing when he fell?

.....

- 4 How many things did Nick Flynn break?

.....

- 5 Where were the jar and vases made?

.....

Writing

Language point: using synonyms

1 Are the words in brackets synonyms for the words in bold? Write *yes* or *no*.

The man in the portrait was very handsome.
(good-looking) *yes*

- 1 We **enquired** about the price of the painting. (asked)
- 2 There was a **massive** sculpture outside the art gallery. (tiny)
- 3 He was upset by his friend's **remarks**. (comments)
- 4 Examples of the artist's work are very **rare**. (common)
- 5 She's **frightened** of big dogs. (afraid)
- 6 I can't find the answer to this **problem**. (question)

Task

3 Read the notes and complete the text.

Paragraph 1: *it / paint / by my grandfather
it / give to me / by my
grandmother a few years ago*

Paragraph 2: *they / make / from blue glass
they / produce / in the south of
Italy (?)
they / bring back / from holiday
/ by my cousin Emma / last year*

Paragraph 3: *they / send to me / by my family
and school friends
some of them / write / a long
time ago*

4 Write about three of your favourite things. Use the text in exercise 3 to help you.

2 Match the synonyms in the box with the bold words in the text.

gave back **yearly** a fortnight clever frequently
errors close to annoyed

We had our **annual** maths exam at school (1) **two weeks** ago. But when my teacher (2) **returned** my exam paper, I felt a bit (3) **angry** with myself. I knew most of the answers, but I made some silly (4) **mistakes**.

My teacher (5) **often** says that I'm very (6) **intelligent**, but that I need to listen more in class! It's true – I usually sit (7) **near** the window and sometimes look outside.

- | | |
|---------------|---------|
| <i>yearly</i> | 4 |
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |

My favourite things

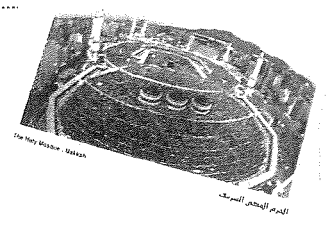
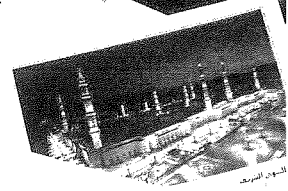
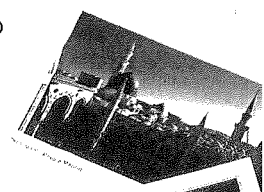
In my bedroom, I've got a little collection of my favourite things. On the wall, there's a small portrait of my mum when she was four. It was *Painted by my grandfather* and (1)

On the table near my bed, there are two small bowls – (2) I think (3) but I'm not sure. (4)

..... I usually put all my pens and pencils in them.

The best things in my room are the postcards. I've got hundreds of them. (5)

Some of them (6) But I still keep them above my bed and I look at them every night.





Progress review

My evaluation

How much do you know? Do the exercises and then circle your own evaluation.

I need to try this again. I could do this better. I am happy with this. I can do this very well.

Grammar

Present and past passive: affirmative and negative

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

- 1 These two masterpieces three hundred years ago. (paint)
- 2 A lot of rice every year in China. (grow)
- 3 I a book about the new exhibition. (give)
- 4 You to the party last week. (invite)
- 5 They the sculpture when they visited the gallery. (not show)
- 6 Italian at our school at the moment. (not teach)
- 7 He that important email yesterday. (not send)
- 8 Tigers in Africa. (not find)

Active to passive

2 Make the active sentences passive.

- 1 Somebody stole the portraits last night.
.....
- 2 People grow coffee in Brazil.
.....
- 3 A person took my bag on Friday afternoon.
.....
- 4 They don't speak Spanish in Singapore.
.....
- 5 They didn't close the front door this morning.
.....

Present and past passive: questions

3 Write questions using the present or past passive.

- 1 '..... (the pictures / keep) in Paris these days?' 'Yes, they're in the Louvre.'
- 2 '..... (the artist / pay) a lot?' 'Yes, he was paid €50,000.'
- 3 'When (the sculpture / make)?' 'In 1785.'
- 4 'How often (the museum / clean)?' 'Every day.'
- 5 'Why (those paintings / sell)?' 'Because nobody liked them.'

My evaluation:

Translation

4 Translate the sentences.

- 1 The paintings were taken at the weekend.
.....
- 2 The men weren't seen by the police.
.....
- 3 These CDs aren't sold in shops.
.....
- 4 Is gold found in South Africa?
.....
- 5 Who was this sculpture made by?
.....
- 6 I think the answer's *Don Quixote*.
.....

My evaluation:



Vocabulary

5 Translate the words.

Art

- art movement
- auction
- collector
- critic
- exhibition
- gallery
- landscape
- masterpiece
- museum
- painting
- portrait
- sculpture

Adjectives: describing art

- amusing
- beautiful
- colourful
- controversial
- dull
- imaginative
- original
- provocative
- ridiculous
- shocking
- strange
- traditional

My evaluation:

Communication

6 Rewrite the dialogue in the correct order.

Harry No, I'm not. OK, it isn't Dickens ... it's Shakespeare!

Harry OK. It's your turn now, David.

Harry What's the first question in the quiz?

Harry I think the answer's Charles Dickens.

David Charles Dickens. Are you sure?

David The first question is: 'Who was *Hamlet* written by?'

David Yes, Shakespeare! That's right. Well done.

Harry

David

Harry

David

Harry

David

Harry

7 Correct the mistakes in the dialogue.

Lily (1) Hey, Mum, what of earth is that?
.....

Mum (2) It's a new mirror for the hall. What does you think?
.....

Lily (3) I don't convinced. It's a bit big.
.....

Mum (4) Oh, come down! Don't you think it's original?
.....

Lily (5) Sort of, but I'm not sure on the colour.
.....

Mum (6) It'll grow up you!
.....

Lily (7) I suppose so. We see.
.....

My evaluation:

Grammar reference Starter unit

be and have got

Afirmativa	Negativa	Interrogativa
I'm fifteen.	I'm not sixteen.	Am I ... ?
He's quiet. She's sixteen. It's near.	He isn't noisy. She isn't fifteen. It isn't far.	Is he ... ? Is she ... ? Is it ... ?
We're clean. You're well. They're ten.	We aren't dirty. You aren't ill. They aren't nine.	Are we ... ? Are you ... ? Are they ... ?

Afirmativa	Negativa	Interrogativa
I've got a bike.	I haven't got a motorbike.	Have I got ... ?
He's got my book. She's got your pen. It's got a blue door.	He hasn't got your book. She hasn't got my pen. It hasn't got a red door.	Has he got ... ? Has she got ... ? Has it got ... ?
We've got a phone. You've got a dog. They've got a CD.	We haven't got a laptop. You haven't got a cat. They haven't got a DVD.	Have we got ... ? Have you got ... ? Have they got ... ?

En afirmativa, *be* y *have got* van detrás del sujeto.

They've got a book. = Tienen un libro.

La negativa se forma colocando *not* o *n't* detrás del verbo.

En interrogativa, *be* y *have* van delante del sujeto.

Comparative and superlative adjectives

- Con adjetivos monosílabos, se añade *-er* o *the + -est*.
weak – weaker – the weakest
- Con adjetivos acabados en *-e*, se añade *-r* o *the + -st*.
rare – rarer – the rarest
- Con adjetivos acabados en vocal + consonante, esta se duplica y se añade *-er* o *the + -est*.
big – bigger – the biggest
- Con adjetivos acabados en *-y*, esta se elimina y se añade *-ier* o *the + -iest*.
healthy – healthier – the healthiest
- Con adjetivos de dos o más sílabas, se añade *more* o *the most* delante del adjetivo.
dangerous – more dangerous – the most dangerous
Recuerda: algunos adjetivos tienen formas irregulares.
good – better – the best bad – worse – the worst

Pronouns and possessive adjectives

Pronombres sujeto	Pronombres objeto	Adjetivos posesivos
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
you	you	your
they	them	their

Los pronombres sujeto van delante del verbo. Nunca se omiten.

Los pronombres objeto se colocan detrás del verbo.

Los adjetivos posesivos van delante del sustantivo.

Usos

Los pronombres sustituyen a sustantivos y nombres propios.

Los adjetivos posesivos indican que algo o alguien pertenece a alguien o está vinculado a otro objeto o a otra persona.

Present simple

Afirmativa	Negativa
I / You live in Spain.	I / You don't live in Spain.
He / She / It lives in Spain.	He / She / It doesn't live in Spain.
We / They live in Spain.	We / They don't live in Spain.
Interrogativa	
Do I / you live in Spain?	
Does he / she / it live in Spain?	
Do we / they live in Spain?	

Quando la pregunta incluye una partícula interrogativa (*where, who, what, why, when, how*), esta encabeza la frase.

En el *present simple* siempre se añade *-s/-es* a *he/she/it*.

En negativa e interrogativa, se utiliza *does* con la tercera persona del singular *he/she/it*. El verbo principal no cambia.

Ortografía: tercera persona del singular (*he/she/it*).

- Con la mayoría de los verbos, se añade *-s* al infinitivo.
to walk – walks to think – thinks
- Con verbos acabados en consonante + *-y*, esta desaparece y se añade *-ies* al infinitivo sin *to*.
to study – studies to copy – copies
- Con verbos acabados en *-s, -z, -ch, -x, -o*, se añade *-e*.
to miss – misses to watch – watches to go – goes

Grammar practice Starter unit

be and have got

- 1 Write sentences using the present simple affirmative (✓), negative (x) or question forms (?) of *be* or *have got*.

what / your name (?)

What's your name?

- 1 she / three brothers (✓)

.....

- 2 I / eighteen (x)

.....

- 3 they / a DVD player (x)

.....

- 4 you / from Malaga (?)

.....

- 5 we / some money (✓)

.....

- 6 she / your sister (?)

.....

- 7 it / Tuesday today (x)

.....

- 8 he / twenty-five (✓)

.....

Comparative and superlative adjectives

- 2 Complete the sentences using the comparative or superlative forms of the adjectives.

Maths is *easier* (easy) than science.

- Who's (good) tennis player in this class?
- Penélope Cruz is (famous) than me.
- Madrid is (large) city in Spain.
- What's (dangerous) sport?
- This is (rare) animal in the forest.
- Your watch was (cheap) than mine.
- The station is (near) as the bus stop.

Pronouns and possessive adjectives

- 3 Complete the sentences using pronouns or possessive adjectives.

I love Kanye West. Have you got *his* new album?

- We never argue with mother.
- They can't find their homework. Can you help ?
- Don't lend your laptop. He always breaks things.
- I like your bike. Can ride it sometime?
- We're English, but live in Valencia. house is near the beach.
- I invited, but they were busy.
- Where do you live? What's address?

Present simple

- 4 Complete the sentences using the present simple affirmative, negative or question forms of the verbs in brackets.

Where *does* Juan *live*? (live)

- I the cinema. (not like)
- Jorge every evening. (wash up)
- She French. (not study)
- you ? (cook)
- We lunch at home. (not have)
- My parents on Saturdays. (not work)
- When he his room? (tidy)
- Susana TV after school. (watch)
- your mum to you? (chat)
- What time your dad to work? (go)
- He his homework every day. (do)

Grammar reference unit 1

Adverbs of degree

Los adverbios de grado (*a bit, incredibly, not very, quite, really, very*) se colocan delante de los adjetivos y de otros adverbios para indicar "en qué cantidad o medida".

That CD is a bit expensive. = Ese CD es un poco caro.

I'm incredibly hungry. = Tengo un hambre increíble.

He isn't very tolerant. = Él no es muy tolerante.

Recuerda que estos adverbios solo se utilizan con adjetivos en los que se pueden distinguir grados: *interesting* se puede graduar (los libros pueden ser más o menos interesantes), pero *impossible* (imposible) y *dead* (muerto) no admiten grados.

Adverbs of frequency

Los adverbios de frecuencia indican con qué periodicidad suceden las cosas. He aquí los más utilizados: *always, hardly ever, never, not often, occasionally, often, sometimes, usually*. Estos adverbios suelen ir delante del verbo principal, a excepción de *can* y *be*, con los cuales se colocan detrás.

She always smiles. = Ella siempre sonríe.

He's usually cheerful. = Él suele estar alegre.

People can sometimes say cruel things. =

A veces la gente puede decir cosas crueles.

Present continuous

Afirmativa	Negativa
I'm laughing. You're laughing.	I'm not laughing. You aren't laughing.
He's laughing. She's laughing. It's laughing.	He isn't laughing. She isn't laughing. It isn't laughing.
We're laughing. You're laughing. They're laughing.	We aren't laughing. You aren't laughing. They aren't laughing.

La afirmativa del *present continuous* se construye con el sujeto seguido de *am, is* o *are* y la forma en *-ing* del verbo principal.

La negativa se forma colocando *not* detrás de *am, is* o *are*, y delante de la forma en *-ing* del verbo principal.

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Am I joking? Are you joking?	Yes, I am. Yes, you are.	No, I'm not. No, you aren't.
Is he joking? Is she joking? Is it joking?	Yes, he is. Yes, she is. Yes, it is.	No, he isn't. No, she isn't. No, it isn't.
Are we joking? Are you joking? Are they joking?	Yes, we are. Yes, you are. Yes, they are.	No, we aren't. No, you aren't. No, they aren't.

La interrogativa se construye colocando *am, is* o *are* delante del sujeto, al comienzo de la frase.

Las respuestas breves se forman con el sujeto y el verbo *be*, sin la forma en *-ing* del verbo principal.

'Are you chatting on the phone?' 'Yes, I am.' =

"¿Estás charlando por teléfono?" "Sí."

Los pronombres interrogativos encabezan las preguntas con *be*.

What are you sulking about? = ¿Por qué estás enfurruñado?

Why is she crying? = ¿Por qué está llorando?

Present simple and present continuous

Usos

El *present continuous* describe acciones que se están desarrollando mientras se habla.

They're staring out of the car window at the moment. =

En este momento están mirando por la ventanilla del coche.

El *present continuous* también puede hacer referencia al futuro inmediato.

I'm having dinner with my friend this evening. =

Esta noche voy a cenar con mi amiga.

El *present simple* describe rutinas y acciones que se repiten con regularidad.

She hugs her mum every morning. =

Ella abraza a su madre todas las mañanas.

Recuerda que algunos verbos no se utilizan en *present continuous*: *believe, belong, hate, imagine, know, like, love, prefer, remember, think, understand, want*.

I love your new mp3 player. =

Me encanta tu nuevo reproductor de MP3.

Grammar practice unit 1

Adverbs of degree

- 1 Rewrite the first sentence using one of the adverbs in brackets.

We're tired. But we can play two more games of tennis. (very / a bit)
We're a bit tired.

- 1 She goes to bed late. Usually at two o'clock in the morning. (really / not very)

- 2 This exam is difficult. I can't do any of the questions. (a bit / incredibly)

- 3 The tickets for the concert are expensive. They're €200. (quite / very)

- 4 He's tall. But a lot of people are taller than him. (quite / incredibly)

- 5 This film is interesting. I don't want to watch it. (not very / really)

Adverbs of frequency

- 2 Put the words in the correct order.

never / friends / my / play / football
My friends never play football.

- 1 cheerful / Anna and Kate / usually / very / are

- 2 teacher / always / can / understand / my / I

- 3 hardly / you / films / watch / ever

- 4 occasionally / James / intolerant / is

- 5 things / people / funny / sometimes / say / can

Present continuous

- 3 Write affirmative and negative sentences in the present continuous.

They (not do their homework) (chat on the phone)
They aren't doing their homework. They're chatting on the phone.

- 1 Enrique (stare out of the window) (not do the exercises)

- 2 You (not listen to the radio) (joke)

- 3 We (laugh at the film) (not cry)

- 4 I (not sulk) (read my book)

- 4 Complete the questions and answers using the present continuous.

What *are you doing* (you / do)?

I (1) (wait) for my friend William. I think he (2) (get) off the bus now.

(3) (they / shout) at that football match on TV?

No, (4) (they / not).

They (5) (laugh) at *Big Brother*.

(6) (she / listen) to me?

No, (7) (she / not). (8) (play) her new game.

Present simple and present continuous

- 5 Complete the sentences using the present simple or the present continuous.

Stop talking! *I'm doing* my homework. (do)

- 1 They never the train home. (get)

- 2 Look at Rachel. She her little brother. (tease)

- 3 We dinner now. (not have)

- 4 I early in the holidays. (not wake up)

Grammar reference unit 2

was, were, there was, there were

Afirmativa	Negativa
I was in the show.	I wasn't in the show.
You were in the show.	You weren't in the show.
He / She / It was in the show.	He / She / It wasn't in the show.
We / You / They were in the show.	We / You / They weren't in the show.
Interrogativa	
Was I in the show?	Was he / she / it in the show?
Were you in the show?	Were we / you / they in the show?

	Afirmativa	Negativa
Singular	There was an advert.	There wasn't an advert.
Plural	There were some adverts.	There weren't any adverts.

Usos

Was y were son las formas de *past simple* del verbo *be*. (There) was y (there) were describen hechos del pasado y opiniones sobre ellos.

Past simple

Afirmativa	Negativa
I watched TV.	I didn't watch TV.
You watched TV.	You didn't watch TV.
He / She / It watched TV.	He / She / It didn't watch TV.
We / You / They watched TV.	We / You / They didn't watch TV.
Interrogativa	
Did I watch TV?	Did he / she / it watch TV?
Did you watch TV?	Did we / you / they watch TV?

Con la mayoría de los verbos regulares, se añade *-ed*.
film → *filmed*

Con los verbos regulares acabados en *-e*, se añade *-d*.
smile → *smiled*

Con los verbos regulares acabados en vocal + consonante, esta se duplica antes de añadir *-ed*.
travel → *travelled*

Con los verbos regulares acabados en consonante + *-y*, esta desaparece y se añade *-ied*.
study → *studied*

No hay normas para la formación de los verbos irregulares. Hay que aprendérselos de memoria. Consulta la lista de la página 128.

Usos

El *past simple* de los verbos regulares e irregulares se utiliza para describir o preguntar acerca de acciones que se completaron en el pasado.

El *past simple* se utiliza para hacer referencia a acciones que sabemos cuándo sucedieron.

Past continuous

Afirmativa	Negativa
I was walking.	I wasn't walking.
You were walking.	You weren't walking.
He / She / It was walking.	He / She / It wasn't walking.
We / You / They were walking.	We / You / They weren't walking.
Interrogativa	
Was I walking?	
Were you walking?	
Was he / she / it walking?	
Were we / you / they walking?	

Usos

El *past continuous* describe acciones que se estaban desarrollando en un momento del pasado.

Past simple and past continuous

Usos

El *past simple* describe acciones que se completaron en el pasado.

I recorded 'Friends' last Friday. =
 El viernes pasado grabé "Friends".

El *past continuous* hace referencia a acciones que se estaban desarrollando en el pasado.

What were you doing at eight o'clock? =
 ¿Qué estabas haciendo a las ocho?

El *past continuous* y el *past simple* se utilizan juntos para indicar que una acción interrumpió otra. *While* suele acompañar al *past continuous*, y *when* al *past simple*.

While I was watching the new quiz show, my brother turned off the TV. = Mientras estaba viendo el nuevo concurso, mi hermano apagó la tele.

Grammar practice unit 2

was, were, there was, there were

1 Complete the dialogue using the verbs in the box.

there were there weren't was there there was
there wasn't ~~was~~ wasn't were there

Tim What did you think about 1, 2, 3: *You Pay Me!* on TV1? Did you like it?

Paul Yes, it *was* quite good, but the presenter (1) as funny as Dale Summers.

Tim (2) a lot of participants?

Paul No, (3) many. In fact, (4) only three.

Tim (5) a good prize?

Paul Yes, (6) a first prize of £25,000, but (7) a second prize.

Past simple

2 Write sentences using the affirmative (✓), negative (x) or question forms (?) of the past simple.

you / record / the cartoons (?)

Did you record the cartoons?

1 he / see / the first broadcast from the moon (✓)

.....

2 you / know / the presenter (x)

.....

3 we / laugh / at the sitcom (✓)

.....

4 I / record / the right programme (?)

.....

5 Lucy / sulk / after the film (?)

.....

6 they / chat / about the news (✓)

.....

7 I / take / the remote control (x)

.....

Past continuous

3 Complete the sentences. Use the past continuous form of the verbs in brackets.

John *was getting up* at six o'clock. (get up)

1 You yesterday afternoon. (study)

2 I my book at ten o'clock last night. (not read)

3 I saw you at four o'clock. Where you ? (go)

4 I at you. (not stare)

5 Who a noise last night? (make)

6 We TV at five thirty. (not watch)

7 she to us? (talk)

Past simple and past continuous

4 Write sentences using the past simple or past continuous.

while / I / read / the phone / ring

While I was reading, the phone rang.

1 we / lose the ball / while / we / play football

.....

2 when / I / see / your sister / she / walk to school

.....

3 while / Henry / do his homework / his sister / tease him

.....

4 they / come in / while / Sara / complain

.....

5 you / cook / when / I / get home

.....

6 I / dance / when / I / fall

.....

7 she / meet / a new friend / while / she / travel

.....

Grammar reference unit 3

much, many, a lot of

	Sustantivos contables	Sustantivos incontables
Afirmativa	There are a lot of apples.	There's a lot of juice.
Negativa	There aren't many apples.	There isn't much juice.
Interrogativa	How many apples are there?	How much juice is there?

Usos

En la forma afirmativa, *a lot of* se utiliza con sustantivos contables e incontables.

There are a lot of plastic bags in the world. =

Hay un montón de bolsas de plástico en el mundo.

There's a lot of rubbish too. =

También hay un montón de basura.

En las formas negativa e interrogativa, *many* se utiliza con los sustantivos contables.

There aren't many cans for the party. =

No hay muchas latas para la fiesta.

Are there many cans for the party? =

¿Hay muchas latas para la fiesta?

En interrogativa, *much* se utiliza con los sustantivos incontables.

There isn't much milk for breakfast. =

No hay mucha leche para el desayuno.

How much milk is there? = ¿Cuánta leche hay?

Relative pronouns

Pronombres relativos	Referidos a
who	personas
which	objetos / ideas
where	lugares

Usos

Los pronombres relativos hacen referencia a la persona, el objeto, la idea o el lugar sobre el que estamos hablando. Aportan información sin la cual la frase quedaría incompleta.

The man who lives next door recycles all his rubbish. =

El hombre que vive en la casa de al lado recicla toda su basura.

Did you see that film which was about the environment? =

¿Visteis aquella película que trataba del medio ambiente?

That's the shop where we buy a lot of our food. =

Esa es la tienda en la compramos mucha de nuestra comida.

too, too much, too many, enough, not enough

Adjetivos	Sustantivos contables	Sustantivos incontables
The music is too quiet.	There are too many people.	There's too much rubbish.
Is it loud enough? It is(n't) loud enough.	Are there enough packets of crisps? There are(n't) enough packets of crisps.	Is there enough cola? There is(n't) enough cola.

Usos

too many / too much = más de lo necesario

enough = la cantidad necesaria

not enough = no lo suficiente

Too se coloca delante del adjetivo.

The music is too quiet. = La música está demasiado suave.

Too many va delante de los sustantivos contables en plural.

There are too many big supermarkets in our town. =

En nuestra ciudad hay demasiados supermercados grandes.

Too much se utiliza delante de los sustantivos incontables.

They drink too much coffee. = Toman demasiado café.

(Not) enough se coloca detrás del adjetivo.

That box isn't big enough. =

Esa caja no es lo suficientemente grande.

This box is big enough. =

Esta caja es lo suficientemente grande.

(Not) enough va delante de los sustantivos incontables y los sustantivos contables en plural.

I eat enough fish. = Como suficiente pescado.

I don't eat enough fish. = No como suficiente pescado.

(Not) enough va detrás del verbo.

He doesn't study enough. = No estudia lo suficiente.

Grammar practice unit 3

much, many, a lot of

1 Complete the table with the words in the box.

sandwich juice carton rubbish tea film
washing powder packet jar music coffee
food car book

Countable	Uncountable
<i>sandwich,</i>	

2 Complete the sentences with *much, many* or *a lot of*.

I've got *a lot of* cool posters in my bedroom.

- How tubes of toothpaste do we need?
- How water do you drink every day?
- There are computers at your school.
- How newspapers do people buy every week?
- They buy magazines.
- How homework do your teachers give you?
- How people live in your home town?

3 Correct the sentences.

We don't have many warm weather in April.

We don't have much warm weather in April.

- He puts much salt on his food.
.....
- Our town hasn't got much big buildings.
.....
- I can't buy that mp3 player because I haven't got many money.
.....
.....
- We bought much cans of fizzy drink for the disco.
.....
.....
- There were a lot apples at the market today.
.....

Relative pronouns

4 Write new sentences with one of the bold words in brackets.

You're the doctor. You helped us at the hospital.

(where / who)

You're the doctor who helped us at the hospital.

- This is the Tom Cruise film. It was on TV last night.
(who / which)
.....
.....
- That's the hotel. We stayed there last year.
(which / where)
.....
- She's the teacher. She gave us a lot of homework.
(who / where)
.....
.....
- This is the shop. I bought the bottle of shampoo there. (where / which)
.....
.....
- This is my little sister. She's learning to read and write. (which / who)
.....
.....

too, too much, too many, enough, not enough

5 Put the words in the correct order.

of / is / coffee / expensive / that / too / jar

That jar of coffee is too expensive.

- throw / people / too / away / rubbish / much
.....
- bags / waste / too / you / many / plastic
.....
- brother / enough / my / drink / doesn't / water
.....
- that / is / soup / enough / hot / ?
.....

Grammar reference unit 4

Present perfect: affirmative and negative

Afirmativa	Negativa
I've searched. You've searched.	I haven't searched. You haven't searched.
He's searched. She's searched. It's searched.	He hasn't searched. She hasn't searched. It hasn't searched.
We've searched. You've searched. They've searched.	We haven't searched. You haven't searched. They haven't searched.

En la forma afirmativa, las formas contractas 's/'ve siguen al pronombre sujeto en la lengua oral. Las formas completas (*have/has*) se utilizan en los textos formales.

En la forma negativa, las formas contractas *haven't/hasn't* se utilizan tanto en la lengua oral como en la lengua escrita. Las formas completas (*have not / has not*) se utilizan en los textos formales.

No hay que confundir la forma contracta de *has* ('s) con la de *is* (también 's).

Usos

El *present perfect* se utiliza para hablar de experiencias que hemos vivido (o no hemos vivido) en el pasado.

I've created a website. = He creado una página web.

I haven't visited that chat room. = No he visitado esa zona de chateo.

El *present perfect* nunca se utiliza para describir algo que sucedió en un momento concreto del pasado, sino para referirse a hechos que no sabemos cuándo sucedieron, o bien ese dato no tiene importancia.

Present perfect: regular and irregular verbs

En los verbos regulares, la forma del participio pasado coincide con la del *past simple*. Consulta las reglas de formación (*-ed past simple*) de la página 84.

En el caso de los verbos irregulares, no hay normas fijas: a veces, las formas del participio pasado coinciden con las del *past simple*, pero otras veces no. Por eso hay que aprendérselos de memoria.

Infinitivo	Past simple	Participio pasado
El <i>past simple</i> y el participio pasado coinciden		
have	had	had
Todas las formas coinciden		
put	put	put
Las vocales varían: <i>i → a → u</i>		
begin	began	begun
El participio acaba en <i>-n</i> o <i>-en</i>		
break	broke	broken

Excepciones

Consulta la lista de verbos irregulares de la página 128.

Present perfect: questions

Interrogativa	
Have I / you chatted to him?	Where have I / you been?
Has he / she / it chatted to us?	Who has he / she / it seen?
Have we / you / they chatted?	Why have we / you / they stopped?

Usos

El *present perfect* se puede utilizar para preguntar acerca de experiencias pasadas. Las preguntas pueden incluir *ever*, que significa "en algún momento de tu vida hasta este preciso momento".

Have you ever played a game online? =

¿Alguna vez has practicado un juego online?

Grammar practice unit 4

Present perfect: affirmative and negative

1 Write sentences using the present perfect.

I / not email / you
I haven't emailed you.

1 she / create / a great webpage
.....

2 we / not cycle / to school
.....

3 he / not study / French
.....

4 it / not save / the files
.....

5 I / use / that gadget
.....

6 they / not log on / to your webpage
.....

7 you / join / the club
.....

Present perfect: regular and irregular verbs

2 Complete the sentences using the present perfect.

He *hasn't felt* well. (not feel)

1 You all my chocolates! (eat)

2 They a lot of DVDs. (sell)

3 I to the USA. (not travel)

4 She Kylie Minogue. (meet)

5 We an essay. (not write)

6 It two hundred files. (copy)

7 You any money. (not make)

8 James on a plane. (fly)

9 We five kilometres. (run)

10 Laura mango juice. (drink)

11 My cousins on the internet.
(not chat)

12 I all my money. (spend)

Present perfect: questions

3 Write questions using the present perfect.

where / they / travel to / ?
Where have they travelled to?

1 who / take / my box / ?
.....

2 which / films / you / see / ?
.....

3 what / you / buy / ?
.....

4 where / she / live / ?
.....

5 which / books / you / read / ?
.....

6 why / Tim / sell / his laptop / ?
.....

4 Write questions using the present perfect and *have you ever*. Then answer the questions.

fly in a plane?
Have you ever flown in a plane?
Yes, I've flown in a plane once or twice. / No, I've never flown in a plane.

1 blog?
.....

2 chat online?
.....

3 buy a laptop?
.....

4 download music?
.....

5 create a personal webpage?
.....

Grammar reference unit 5

Present perfect + *just*

Las frases en *present perfect* a menudo incluyen *just*, que subraya el hecho de que una acción se ha completado muy recientemente. Se utiliza en la forma afirmativa, entre el auxiliar *has/have* y el participio pasado.

She's just auditioned for a TV advert. =

Acaba de hacer un casting para un anuncio de televisión.

We've just met that film star. =

Acabamos de conocer a esa estrella de cine.

Present perfect + *still, yet* and *already*

Still, yet y *already* se utilizan con el *present perfect*.

Still subraya el hecho de que una situación no ha cambiado.

Se utiliza en la forma negativa, delante de *hasn't/haven't*.

It's very late but you still haven't done your homework. =

Es muy tarde, pero aún no has hecho los deberes.

I still haven't bought that new CD. =

Aún no he comprado ese CD nuevo.

for and *since*

For se utiliza con el *present perfect* y con el *past simple*.

Con el *present perfect*, *for* describe la duración de una acción o un hecho que comenzó en el pasado y sigue en la actualidad. Le sigue una expresión que indica un periodo de tiempo: *for three months, for five days, etc.*

She's worked here for five years. =

Lleva trabajando aquí cinco años. (Todavía trabaja aquí.)

Carlos has been in the band for two years. = Carlos lleva dos años en el grupo. (Sigue en él.)

She worked here for five years. =

Trabajó aquí durante cinco años. (Ya no trabaja aquí.)

Adrian was in the band for six months. =

Adrian estuvo en el grupo seis meses. (Ya no está.)

Since se utiliza con el *present perfect* para indicar cuándo comenzó una acción. Encabeza la expresión de tiempo.

He's lived in this town since 2006. =

Vive en esta ciudad desde 2006.

We've known Ricardo since May. =

Conocemos a Ricardo desde mayo.

Present perfect and past simple

El *past simple* describe una acción o un periodo de tiempo que se completó en el pasado.

We watched the video this morning. =

Hemos visto el vídeo esta mañana. (Estamos hablando esta tarde.)

He played tennis at two o'clock. =

Ha jugado al tenis a las dos. (Ya no está jugando.)

El *present perfect* describe hechos que comenzaron en el pasado y siguen en este momento.

We've had this car for three years. =

Hace tres años que tenemos este coche. (Todavía lo tenemos.)

You've studied at this school since 2008. =

Has estudiado en este instituto desde 2008. (Aún estudias aquí.)

Cada forma verbal va acompañada de distintas expresiones de tiempo.

En el *past simple* se utilizan expresiones que indican un momento concreto del pasado: *yesterday, last night, last week, last year, at six o'clock, etc.*

He bought a new DVD yesterday. =

Ayer se compró un DVD nuevo.

I visited my aunt last Sunday. =

El domingo pasado visité a mi tía.

El *present perfect* va acompañado de expresiones que describen el momento en el que se inició una acción, o bien un periodo de tiempo.

We've been friends since 2006. =

Somos amigos desde 2006.

She's played basketball for three years. =

Lleva tres años jugando al baloncesto.

Grammar practice unit 5

Present perfect + just

1 Write sentences using the present perfect with *just*.

that singer / release / a fantastic album
That singer has just released a fantastic album.

1 my favourite actor / appear / in a new film
.....
.....

2 my dad / get home / from work
.....

3 you / throw away / that plastic bag
.....

4 I / email / you / about / the party
.....

5 Mohammed / win / a big competition
.....

6 we / see / a famous singer
.....

Present perfect + still, yet and already

2 Order the words to make sentences.

comic / have / you / finished / yet / this / ?
Have you finished this comic yet?

1 to / still / bed / hasn't / Sofia / gone
.....

2 already / auditioned / I've
.....

3 haven't / to / been / we / yet / Paris
.....

4 tidied / the / still / they / haven't / classroom
.....

5 show / already / started / the / has
.....

6 hasn't / my / yet / woken up / brother
.....

for and since

3 Complete the phrases with *for* or *since*.

for three months 4 1998
1 last August 5 about six years
2 a few weeks 6 I was ten
3 yesterday 7 a long time

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

not see live not do play not appear work

She's lived in Santander *for* five years.

- The singers on TV 2008.
- You in that restaurant five months.
- He for the same team he was twelve.
- I my cousins October.
- We any homework two weeks.

Present perfect and past simple

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

She hasn't had a hit for six months. (not have)

- I in that hotel when I was a child. (stay)
- He's very intelligent. He all his exams last year. (pass)
- We at this school since we were little. (be)
- I that Brad Pitt film at Christmas. (see)
- Japanese food? (you / try)
- Portugal last July? (they / visit)

Grammar reference unit 6

should and must

Should y *must* tienen una única forma para todas las personas.

I should, you shouldn't, he must, she mustn't, etc.

Should y *must* se utilizan con el infinitivo del verbo sin *to*.

You should get good qualifications. =

Deberíais obtener buenas calificaciones.

They mustn't cheat in the exam. =

No deben copiar en el examen.

Usos

Should se utiliza para dar consejos y hacer recomendaciones.

You should study harder. = Deberías estudiar más.

You shouldn't stay up so late. = No deberías quedarte levantada hasta tan tarde.

Must hace referencia a cosas importantes tales como una regla o una ley.

You must wear a motorbike helmet. =

Debes llevar un casco de moto.

You mustn't write in pen. = No debes escribir con bolígrafo.

have to and don't have to

Afirmativa	Negativa
I / You have to work.	I / You don't have to work.
He / She / It has to work.	He / She / It doesn't have to work.
We / You / They have to work.	We / You / They don't have to work.

Have to va seguido del infinitivo del verbo sin *to*.

Usos

Have to describe algo que es necesario hacer siguiendo una norma o debido a las circunstancias.

At my school, we have to wear a uniform. =

En mi instituto tenemos que llevar uniforme.

She has to catch a bus to school. It's too far to walk. =

Ella tiene que coger el autobús para ir al instituto. Está demasiado lejos para ir andando.

Don't have to indica que no es necesario hacer algo.

We don't have to walk far to school because we live close to

school. = No tenemos que andar mucho para ir al instituto, porque vivimos cerca.

should, must and have to

Recomendación
You should revise for the exam.
You shouldn't go to bed late.
Ausencia de obligación
You don't have to wear a tie.
Obligación
You must arrive at nine o'clock.
You mustn't be late.
We have to wear a uniform.

Usos

Must y *have to* significan casi lo mismo.

I must do my homework tonight. =

Esta noche tengo que hacer los deberes.

Must se utiliza para describir algo que el hablante considera necesario.

You must do your homework now. =

Debes hacer los deberes ahora.

Have to indica que son las circunstancias las que obligan a hacer algo.

I have to go to the library because I need some books. =

Tengo que ir a la biblioteca porque necesito unos libros.

Don't have to indica que no es necesario hacer algo.

We don't have to clean the house because it's already clean. =

No tenemos que limpiar la casa porque ya está limpia.

Lo contrario de *must* y *have to* es *mustn't*. *Don't have to* NO es lo contrario de *must* y *have to*.

You mustn't be late. = No debes llegar tarde.

Grammar practice unit 6

should and must

- 1 Complete the sentences with *must*, *mustn't*, *should* or *shouldn't* and the verbs in brackets.

We *mustn't* copy our homework from the internet.
(copy)

- You the new Will Smith film. It's great. (watch)
- They sports clothes in the gym. (wear)
- You your keys. (lose)
- She too much money. (borrow)
- He The exams have finished. (relax)
- You people. (bully)
- You a ticket before you go into the cinema. (buy)

have to and don't have to

- 2 Complete the sentences. Use the affirmative, negative, or question form of *have to* and the verbs in brackets.

Simon *doesn't have to* sign a new contract.
(not sign)

- you your essay today? (finish)
- They a uniform. (wear)
- You school when you're sixteen. (not leave)
- Lily her parents this weekend. (help)
- You 70% to pass the exam. (get)
- The essays long. (not be)
- the dog here? (sleep)
- I early tomorrow. (not get up)

should, must and have to

- 3 Order the words to make sentences.

to / you / have / to school at seven o'clock / do / go / ?

Do you have to go to school at seven o'clock?

- to bed earlier / go / she / should
.....
- mustn't / inside the school / run / you
.....
- go / doesn't / have / she / to / to work yet
.....
- I / to walk the dog / must / remember
.....
- revise / for / the exam / has / he / to
.....

- 4 Complete the sentences. Use the correct form of *should*, *must* or *have to*.

We *don't have to* walk to school. We go by car.

- We wear jeans at school. We've got a uniform.
- We speak English in the maths class. We can speak Spanish.
- You copy your friend's homework. It isn't fair.
- You take things that aren't yours.
- He looks ill. He see a doctor.
- We get the bus at three thirty. It's the last bus.
- You pay me now. You can pay me tomorrow.
- Juan go to school. He's seventeen.
- The team practise more. There's an important match next week.

Grammar reference unit 7

will and might

Afirmativa	Negativa	Interrogativa
I / You / He / She / It / We / You / They will help.	I / You / He / She / It / We / You / They won't help.	Will I / you / he / she / it / we / you / they help?

Afirmativa	Negativa
I / You / He / She / It / We / You / They might help.	I / You / He / She / It / We / You / They might not help.

Will y *might* se utilizan con el infinitivo del verbo sin *to*.

We'll join the protest next week. =

La semana que viene nos uniremos a la protesta.

I might bring Anna. = Puede que traiga conmigo a Anna.

La negativa se forma colocando *not* detrás de *will* o *might*.

Will not tiene una forma contracta, *won't*. *Might not* no se suele contraer.

I won't be at the meeting tomorrow. =

Mañana no estaré en la reunión.

Jake might not come because he's ill. =

Puede que Jake no venga, porque está enfermo.

Usos

Will y *won't* se utilizan para hacer predicciones o expresar opiniones sobre el futuro. Indican que estamos seguros de lo que va a ocurrir, o bien que la opinión que expresamos es muy firme.

Might y *might not* describen hechos que es posible que sucedan, y también opiniones sobre las que no estamos muy seguros.

First conditional

El condicional de primer grado se construye con *if* + sujeto + *present simple*, + *will/won't* + infinitivo. Se suelen utilizar las formas contractas.

La proposición encabezada por *if* también puede aparecer en la segunda parte de la frase.

Usos

El condicional de primer grado describe el posible resultado de una acción.

If it rains, we won't play tennis. =

Si llueve, no jugaremos al tenis.

be going to

Afirmativa	Negativa
I'm going to protest.	I'm not going to protest.
You're going to protest.	You aren't going to protest.
He's / She's / It's going to protest.	He / She / It isn't going to protest.
We're / You're / They're going to protest.	We / You / They aren't going to protest.

La afirmativa se forma con el sujeto + *be* + *going to* + el infinitivo.

La negativa se construye con el sujeto + *be* + *not going to* + el infinitivo.

Interrogativa
Am I going to study?
Are you going to study?
Is he / she / it going to study?
Are we / you / they going to study?

Usos

Be going / not be going to describe intenciones y planes para el futuro.

will and be going to

Will y *be going to* se utilizan para referirse al futuro.

Will se utiliza para hacer predicciones o expresar opiniones sobre el futuro.

The meeting will be interesting. =

La reunión será interesante.

Be going to describe planes e intenciones para el futuro.

She's going to collect money for animals in danger. =

Va a recaudar dinero para los animales en peligro.

Present continuous for future arrangements

El *present continuous* puede describir hechos que alguien ha organizado para una fecha o un día concreto.

I'm playing tennis on Friday afternoon. =

El viernes por la tarde voy a jugar al tenis.

Grammar practice unit 7

will and might

- 1 Rewrite the sentences using *will*, *won't*, *might* and *might not*.

Karl (collect) a lot of money today. (maybe not)
Karl might not collect a lot of money today.

- 1 Lucy (support) your new campaign. (definitely)

- 2 They (boycott) that supermarket. (maybe)

- 3 I (sign) your petition. (definitely not)

- 4 He (volunteer) to help us. (maybe not)

First conditional

- 2 Choose the correct words.

They'll / They listen to us if we'll / we protest.

- 1 If it will rain / rains on Sunday, we won't / don't go on the march.
2 You won't / don't save the rainforest if you'll / you sit and do nothing.
3 If she'll work / she works hard, she'll do / she does well at school.
4 Will / Do you support my campaign if I'll / I tell you about it?

be going to

- 3 Complete the sentences using *be going to* and the verbs in brackets.

The weather forecast is good for the next few days.
It's going to be very sunny. (be)

- 1 Mark has broken his leg. He basketball this weekend. (not play)

- 2 My parents are in New York.
They the Empire State Building. (visit)

- 3 You've had all your pocket money for this month.
We you any more. (not give)

- 4 I've got a place at university next year.
I medicine. (study)

will and be going to

- 4 Complete the sentences. Use the affirmative of *will* or *be going to* and the verbs in brackets.

When we get home, *we're going to have* dinner. (have)

- 1 I know they very happy if they win the match. (feel)

- 2 They've already decided on their next holiday.
They a tour of Canada. (do)

- 3 She thinks that the Sugababes concert really exciting. (be)

- 4 'What are your plans for this evening?'
'I Clara and then go to a party.' (meet)

- 5 If you revise for the exam, I'm sure you a good result. (get)

Present continuous for future arrangements

- 5 Write questions and answers using the present continuous.

'what / you / do / this evening / ?' 'I / watch / TV'
'What are you doing this evening?'
'I'm watching TV.'

- 1 'your dad / work / tomorrow / ?' 'no / he / stay / at home'

- 2 'what / they / cook / on Sunday / ?' 'they / make / paella'

- 3 'who / you / see / tonight / ?' 'I / meet / Paula and Anna'

- 4 'where / we / go / at the weekend / ?' 'we / visit / Aunt Sarah'

Grammar reference unit 8

Verb + -ing / to

Verbo			+ -ing
I / You We / You / They	like / don't like love prefer		walking. reading. living here.
He / She / It	likes / doesn't like loves prefers		
Do Does Do	I / you he / she / it we / you / they	like love prefer	walking? reading? living here?
Verbo			+ to
I / You He / She / It We / You / They	would / 'd wouldn't	like love prefer	to walk. to read. to live here.
Would	I / you he / she / it we / you / they	like love prefer	to walk? to read? to live here?

Usos

Like/love/prefer + -ing se utilizan para hablar o preguntar acerca de gustos y preferencias.

I love riding my bike. = Me encanta andar en bici.

En la forma negativa se utiliza *like*.

She doesn't like watching films. =

A ella no le gusta ver películas.

La estructura *would* + verbo + *to* + verbo se utiliza para formular deseos.

Would you like to come with me? = ¿Te gustaría venir conmigo?

could, can, will be able to

Afirmativa		
Pasado	Presente	Futuro
I could speak Italian.	I can speak Italian.	I will be able to speak Italian.
Negativa		
Pasado	Presente	Futuro
I couldn't speak Italian.	I can't speak Italian.	I won't be able to speak Italian.
Interrogativa		
Pasado	Presente	Futuro
Could you speak Italian?	Can you speak Italian?	Will you be able to speak Italian?

Could, can y *will be able to* tienen una única forma para todas las personas.

Could y *can* se utilizan con el infinitivo del verbo sin *to*.

Usos

Could, can y *will be able to* se utilizan para describir la capacidad de algo o alguien para hacer cosas. También pueden referirse a cosas que son posibles en una situación concreta.

Pasado: *I couldn't speak English when I was very young.* = Cuando era jovencita no sabía hablar inglés.

Presente: *I can speak English because I'm from the UK.* = Sé hablar inglés porque soy del Reino Unido.

Futuro: *I won't be able to go cycling because I've lost my bike.* = No podré ir a andar en bici porque la he perdido.

Second conditional

El condicional de segundo grado se construye con *if* + sujeto + *past simple*, + *would/wouldn't* + infinitivo.

Se suelen utilizar las formas contractas.

La proposición encabezada por *if* también puede aparecer en la segunda parte de la frase, sin que cambie el significado.

I'd be on time if I got up earlier. = Habría llegado a tiempo si me hubiera levantado más temprano.

If he posted a message, I'd reply. = Si él enviara un mensaje, yo respondería.

En las preguntas informativas, la partícula interrogativa se coloca al comienzo de la proposición con *would*.

What files would you share if you were online? =

¿Qué ficheros compartirías si trabajarías online?

If you were online, what files would you share? =

Si trabajarías online, ¿qué ficheros compartirías?

Usos

El condicional de segundo grado se utiliza para referirse a las posibles consecuencias de una acción.

If I had €200, I'd buy a mobile phone. = Si tuviera 200 €, me compraría un teléfono móvil. (No tengo 200 €, así es que no me lo voy a poder comprar.)

Grammar practice unit 8

Verb + -ing / to

- 1 Complete the dialogues using the *to* or *-ing* forms of the verbs in brackets.

Fiona Do you like *dancing* (dance)?
Graham No, I prefer (1) (listen) to music.
Fiona Would you like (2) (listen) to some music now?
Graham Sure, I'd love to.
Sue I'd like (3) (go) out tonight.
Mary I'd prefer (4) (stay) at home. I don't like (5) (go) out on school nights.
Sue But you like (6) (watch) Oxford United matches!
Mary Is there a match tonight? I've changed my mind! I'd love (7) (come) to the match with you!

could, can, will be able to

- 2 Complete the sentences. Use the correct affirmative or negative forms of *could*, *can* or *will be able to*.

My mum grew up in France. She *could* speak French when she was very young.

- You drive a car until you're seventeen.
- It's June. We go to the beach soon.
- I cycle when I was five, but now I cycle every day.
- Where are you? I see you.
- I call you last night because I've lost your phone number.
- I create personal webpages. I've created one for my dad.
- You make some new friends when you start at your new school.
- I run faster than my sister when we were younger, but she's faster than me now.

Second conditional

- 3 Complete the sentences with the words in the box.

didn't do if save went would

What would you *do* if I told you a secret?

- She wouldn't sulk if you tease her.
- If we to Paris, what museums would you visit?
- Sam complained, we'd say sorry.
- they tidy their rooms if you paid them?
- You'd paper if you printed on both sides.

- 4 Write sentences using the second conditional.

your mum / lend / you money / if / you / ask / her / ?

Would your mum lend you money if you asked her?

- if / we / pass / all the exams / the teacher / be / really happy

.....
.....

- I / give / you the money / if / I / have / it

.....
.....

- what / they / do / if / we / offer / them a choice / ?

.....
.....

- if / John / finish / first / he / win / a prize

.....
.....

- if / you / get / the job / you / be / happy / ?

.....
.....

- I / come / to your party / if / I / not have / an exam

.....
.....

Grammar reference unit 9

Present and past passive: affirmative and negative

Voz pasiva: presente

Afirmativa	Negativa
I'm woken up by the music.	I'm not woken up by the music.
You're woken up by the music.	You aren't woken up by the music.
He's / She's / It's woken up by the music.	He / She / It isn't woken up by the music.
We're / You're / They're woken up by the music.	We / You / They aren't woken up by the music.

La forma afirmativa de la voz pasiva se construye en presente con el sujeto + el *present simple* de *be* + el participio pasado.

La negativa se forma con el sujeto + el *present simple* de *be* + *not* + el participio pasado.

Voz pasiva: pasado

Afirmativa	Negativa
I was woken up by the music.	I wasn't woken up by the music.
You were woken up by the music.	You weren't woken up by the music.
He / She / It was woken up by the music.	He / She / It wasn't woken up by the music.
We / You / They were woken up by the music.	We / You / They weren't woken up by the music.

La forma afirmativa de la voz pasiva se construye en pasado con el sujeto + el *past simple* de *be* + el participio pasado.

La negativa se forma con el sujeto + el *past simple* de *be* + *not* + el participio pasado.

Usos

La voz pasiva se utiliza para hacer referencia a hechos que afectan al sujeto de la frase. Subraya la acción, que en este caso es más importante que la persona que la realiza.

They're invited to exhibitions by their friends. =

Sus amigos los invitan a exposiciones.

The TV programme about Picasso was made in France. =

El programa de televisión sobre Picasso fue realizado en Francia.

Active to passive

El objeto de la activa es el sujeto de la pasiva.

People paint these pictures in Japan. →

These pictures are painted in Japan.

La gente pinta estos cuadros en Japón. →

Estos cuadros se pintan en Japón.

Emma invited Susie to the new art gallery. →

Susie was invited to the new art gallery.

Emma invitó a Susie a la nueva galería de arte. →

Invitaron a Susie a la nueva galería de arte.

En pasiva es frecuente no decir quién realiza la acción. Si queremos hacerlo, colocamos *by* delante del agente.

Susie was invited to the new art gallery by Emma. =

Emma invitó a Susie a la nueva galería de arte.

Present and past passive: questions

Voz pasiva: presente

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Am I liked by them?	Yes, I am.	No, I'm not.
Are you liked by them?	Yes, you are.	No, you aren't.
Is he / she / it liked by them?	Yes, he / she / it is.	No, he / she / it isn't.
Are we / you / they liked by them?	Yes, we / you / they are.	No, we / you / they aren't.

La forma interrogativa se construye en presente con el *present simple* de *be* + sujeto + participio pasado.

Voz pasiva: pasado

Interrogativa	Respuestas breves	
	Afirmativa	Negativa
Was I woken up by the music?	Yes, I was.	No, I wasn't.
Were you woken up by the music?	Yes, you were.	No, you weren't.
Was he / she / it woken up by the music?	Yes, he / she / it was.	No, he / she / it wasn't.
Were we / you / they woken up by the music?	Yes, we / you / they were.	No, we / you / they weren't.

La forma interrogativa se construye en pasado con el *past simple* de *be* + sujeto + participio pasado.

Grammar practice unit 9

Present and past passive: affirmative and negative

1 Complete the sentences with *is / are* and the past participles of the verbs in the box.

eat invite make use find play

Gold *is found* in South Africa.

- 1 Mobile phones by a lot of people nowadays.
- 2 Football in different countries around the world.
- 3 Millions of pizzas every week in the United States.
- 4 Paper from trees.
- 5 A lot of people to parties at Christmas.

2 Correct the sentences.

A lot of things are buyed on the internet.
A lot of things are bought on the internet.

- 1 Tea aren't produced in Europe.
.....
- 2 The Harry Potter books are read from children all over the world.
.....
.....
- 3 The camera was lose in the park.
.....
- 4 My parents was born in Australia.
.....

3 Complete the sentences with the past passive form of the verbs in brackets.

The art movement *was started* by a famous French artist. (start)

- 1 These paintings to me by my grandfather. (give)
- 2 This book by our teacher. (translate)
- 3 You the answer. (tell)
- 4 I by my friend. (not help)

Active to passive

4 Complete the second sentence so that it has the same meaning as the first sentence. Use the passive.

Millions of British tourists visit Spain every year.
Spain is visited by millions of British tourists every year.

- 1 People around the world watch these TV adverts.
These
.....
- 2 They don't sell this new magazine in the UK.
This
- 3 Gaudí designed this building.
This building
- 4 Nobody cleaned our hotel rooms this morning.
Our hotel rooms
- 5 Somebody asked me about the latest art exhibition.
I

Present and past passive: questions

5 Write questions using the present or past passive. Then write short answers.

these CDs / advertise on the internet / ?
Are these CDs advertised on the internet?
Yes, *they are*.

- 1 Mandarin / teach / at your school / now / ?
.....
No,
- 2 these windows / open / every morning / ?
.....
No,
- 3 those portraits / paint / by Renoir / ?
.....
Yes,
- 4 the picture / buy / by a famous collector / ?
.....
Yes,

Pronunciation bank

Unit 1: Diphthongs /əʊ/ /eə/ /aɪ/ /aʊ/

1 1.05 Listen and repeat the diphthongs and the words.

- 1 /əʊ/ joke
- 2 /eə/ stare
- 3 /aɪ/ cry
- 4 /aʊ/ shout

2 1.06 Listen and repeat the words in the box. Then complete the table.

knew like shy down boast wear quite
rare about hair don't house

/əʊ/	/eə/	/aɪ/	/aʊ/
<i>knew</i>
.....
.....

3 1.07 Listen and check your answers.

Unit 2: Past tense -ed endings

1 1.20 Listen and repeat.

- 1 /d/ played
- 2 /t/ laughed
- 3 /ɪd/ chatted

2 1.21 Complete the table with the verbs in the box. Listen and check your answers. Then listen and repeat.

argued boasted finished complained cried
hugged introduced joked recorded respected
shouted stayed stopped sulked teased
visited wanted watched

/d/	/t/	/ɪd/
<i>argued</i>	<i>finished</i>	<i>boasted</i>
.....
.....
.....
.....
.....

3 1.22 Listen and tick the word that you hear.

- 1 cry cried
- 2 finish finished
- 3 shout shouted
- 4 respect respected
- 5 sulk sulked
- 6 laugh laughed
- 7 joke joked
- 8 boast boasted

Unit 3: Word stress in compound nouns

1 1.36 Listen and repeat.

- 1 shopping bag
- 2 science exam
- 3 athletics tournament
- 4 phone call

2 1.37 Listen and underline the stress in the words.

- 1 football shirt
- 2 washing powder
- 3 computer game
- 4 tourist office
- 5 Christmas present
- 6 magazine cover
- 7 maths book
- 8 basketball match
- 9 birthday card
- 10 documentary series

Pronunciation bank

Unit 4: Vowels

1 2.03 Listen and repeat.

/æ/	/ʌ/
drank	drunk
began	begun
ran	run
rang	rung
sang	sung
swam	swum

2 2.04 Listen and circle the word you hear.

- 1 rung / rang
- 2 ran / run
- 3 swum / swam
- 4 drank / drunk
- 5 sang / sung
- 6 begun / began

Unit 5: Nouns ending in *-tion*

1 2.19 Listen and repeat.

- 1 audition
- 2 situation
- 3 competition
- 4 congratulations

2 2.20 Listen and underline the stressed syllable. Then listen again and repeat.

- 1 sensation
- 2 description
- 3 action
- 4 conversation
- 5 destruction
- 6 organization
- 7 nation
- 8 repetition

Unit 6: Weak forms

1 2.31 Listen and repeat. Notice the weak forms /tə/ and /ðə/.

- 1 You shouldn't go to the sports centre today. /ə/ /ə/
- 2 The new students have to wear the green uniform. /ə/ /ə/ /ə/
- 3 I must go to the library. /ə/ /ə/
- 4 She has to do the homework later. /ə/ /ə/

2 2.32 Circle the weak forms /tə/ and /ðə/. Listen and check.

Some parents want to send their children to single-sex schools, but the majority of British teenagers go to mixed schools. Students have to stay at school until the school-leaving age, which is sixteen.

Pronunciation bank

Unit 7: Linking

1 3.05 Listen and repeat. Pay attention to the linking sounds.

- 1 Let's organize a protest.
- 2 They must ban all violent games.
- 3 That's a good idea.
- 4 Shall we have a meeting for an hour?
- 5 How about starting the boycott on Saturday?

2 3.06 Listen and draw the linking sounds in the sentences.

We've got a new petition.

- 1 Come on this march with us!
- 2 Let's send an email now.
- 3 There's a lot of litter here.
- 4 Shall we meet at ten o'clock?
- 5 You can ask your brother or sister.

Unit 8: Silent letters

1 3.20 We don't pronounce every consonant in some words. Listen and repeat.

- | | |
|--------------------|----------------------|
| 1 colum <u>n</u> | 5 ch <u>a</u> racter |
| 2 sch <u>h</u> ool | 6 sign |
| 3 list <u>l</u> en | 7 wou <u>l</u> d |
| 4 might | |

2 3.21 Cross out the consonants that we don't pronounce. Then listen and check.

- | | |
|-----------|----------|
| 1 thumb | 6 ghost |
| 2 receipt | 7 scent |
| 3 design | 8 autumn |
| 4 island | 9 talk |
| 5 know | 10 wrist |

Unit 9: Word stress

1 3.27 Listen and match the words with the stress patterns. Then listen again and repeat.

- | | | |
|-----------------|---|--|
| 1 painting | a | |
| 2 gallery | b | |
| 3 museum | c | |
| 4 exhibition | d | |
| 5 collect | e | |
| 6 impressionist | f | |

2 Complete the table with the words in the box.

*p*ortrait collector education support
 masterpiece landscape photography president
 definition important accept intelligent

<i>portrait</i>
.....
.....
.....

3 3.28 Listen and check your answers. Then listen and repeat.

Vocabulary bank unit 1

Build your vocabulary: compound adjectives

1 Match phrases 1–5 to the compound adjectives a–e.

- | | |
|---|------------------|
| 1 Marc is always generous.
He's very | a short-sighted. |
| 2 Carla can't see very well.
She's really | b heart-shaped. |
| 3 Pablo plays tennis
differently to me. He's | c kind-hearted. |
| 4 Claudia and Alba never go
in the sun. They're very | d pale-skinned. |
| 5 Carla has got a beautiful
new ring. It's | e left-handed. |

2 Complete the sentences with the words in the box.

curly cold long round blue diamond

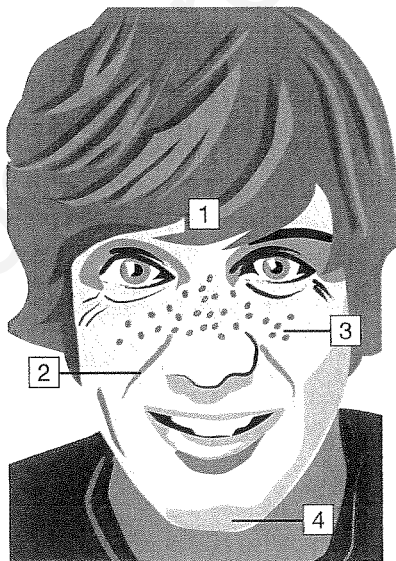
'Why does your brother wear glasses?'
'Because he's *long*-sighted.'

- Our neighbour isn't a kind person. He's very unfriendly and-hearted.
- One of my sisters is-haired and the other has got straight dark hair.
- Their favourite footballer is that tall-eyed man. He plays for Chelsea.
- 'What does your new mirror look like?' 'It's-shaped.'
- That actor hasn't got a long face. He's really-faced.

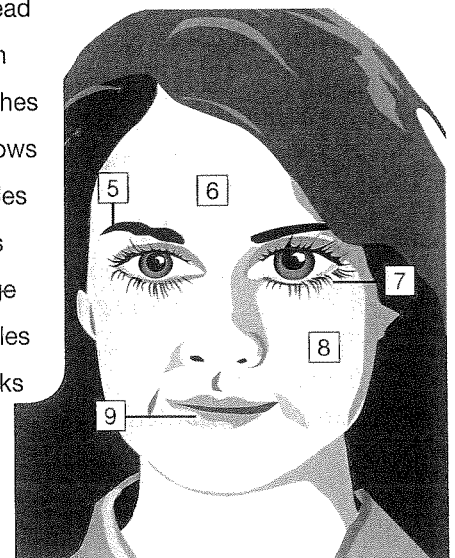
Extend your vocabulary: faces

3 Match the words in the box with the pictures. Then translate.

- fringe
-
-
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-
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forehead
chin
eyelashes
eyebrows
freckles
lips
fringe
wrinkles
cheeks



Vocabulary bank unit 2

Build your vocabulary: regular and irregular verbs

1 Find the past simple forms. Complete the table.

wrote argued had drove cried shouted recorded felt
 t complained thought went hid heard knew bought f
 ound did became spoke sulked laughed spent lived

Regular verbs	Irregular verbs	
argue <i>argued</i>	write <i>wrote</i>	8 know
1 cry	1 have	9 buy
2 shout	2 drive	10 find
3 record	3 feel	11 do
4 complain	4 think	12 become
5 sulk	5 go	13 speak
6 laugh	6 hide	14 spend
7 live	7 hear	

2 Complete the story. Use some of the past simple verbs from the table in exercise 1.

Love u 4ever

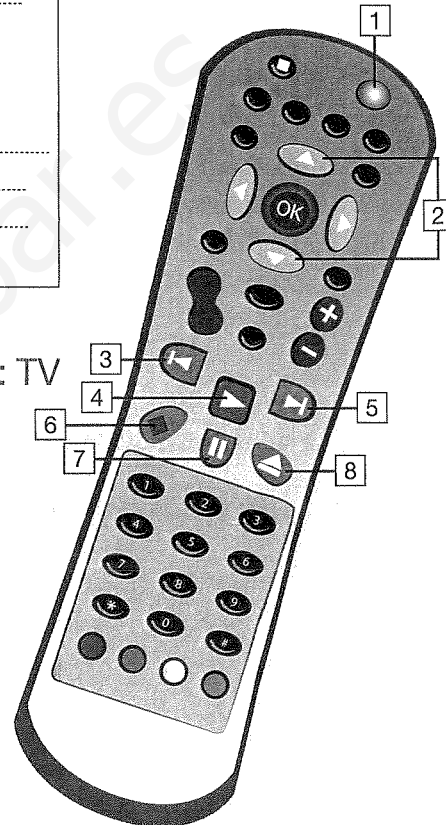
I recorded an American sitcom on TV1 last week. It was really funny. I *laughed* so much that I cried! It was called *Love u 4ever* and it was about a lazy husband and his intolerant wife. They (1) a..... about everything all the time. He (2) s..... all day watching TV and she (3) c..... that he never went out. One day, he (4) d..... to the shops and he (5) b..... a portable TV. He (6) w..... home and he (7) h..... in the garden with the TV. The wife (8) h..... the TV and she (9) f..... her husband in the garden.

Extend your vocabulary: TV

3 Match the verbs in the box with the buttons on the remote control. Then translate.

- change channel
- eject fast forward
- pause play
- record rewind
- turn-on / turn-off

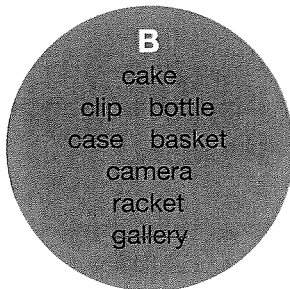
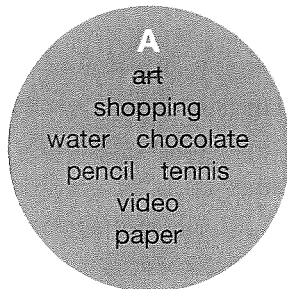
- 1 *turn on / turn off*
- 2
- 3
- 4
- 5
- 6
- 7
- 8



Vocabulary bank unit 3

Build your vocabulary: compound nouns

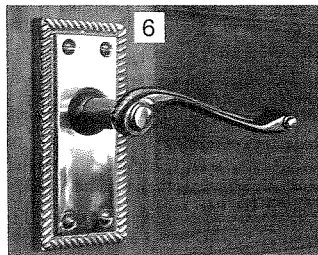
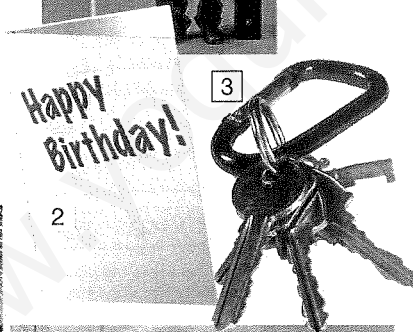
1 Make compound nouns with words from A and B.



- art gallery* 4
- 1 5
- 2 6
- 3 7

2 Label the photos. Use compound nouns.

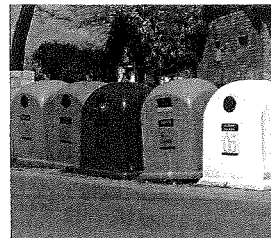
- 1 *bus stop*
- 2
- 3
- 4
- 5
- 6
- 7



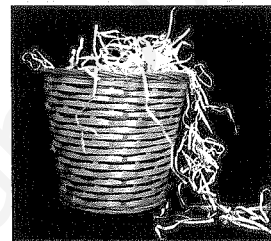
Extend your vocabulary: waste

3 Label the photos with the words in the box. Then translate.

litter bin waste-paper basket bottle-bank
landfill tip dustbins skip recycling centre
refuse sack



- bottle bank* 1
-



- 2
- 3



- 4
- 5



- 6
- 7

Vocabulary bank unit 4

Build your vocabulary: verb and noun collocations

1 Match verbs 1-5 to the nouns a-e.

- | | |
|-----------|----------------------|
| 1 score | a shopping |
| 2 make | b a band |
| 3 go | c points (in a test) |
| 4 join | d your English |
| 5 improve | e friends |

2 Complete the text with the words in the box.

friends hours ~~laptop~~ points rock group shopping English

Like most people, I turn on my *laptop* to play as well as to study. At weekends, I go to my favourite chat rooms and I chat. Sometimes I spend (1) online and I often make new (2) My mum goes (3) online and my sister has joined a (4) which she found on a webpage at her university! When I want to improve my (5), there are a lot of great websites with vocabulary games and practice exercises. I usually score more (6) than my sister!

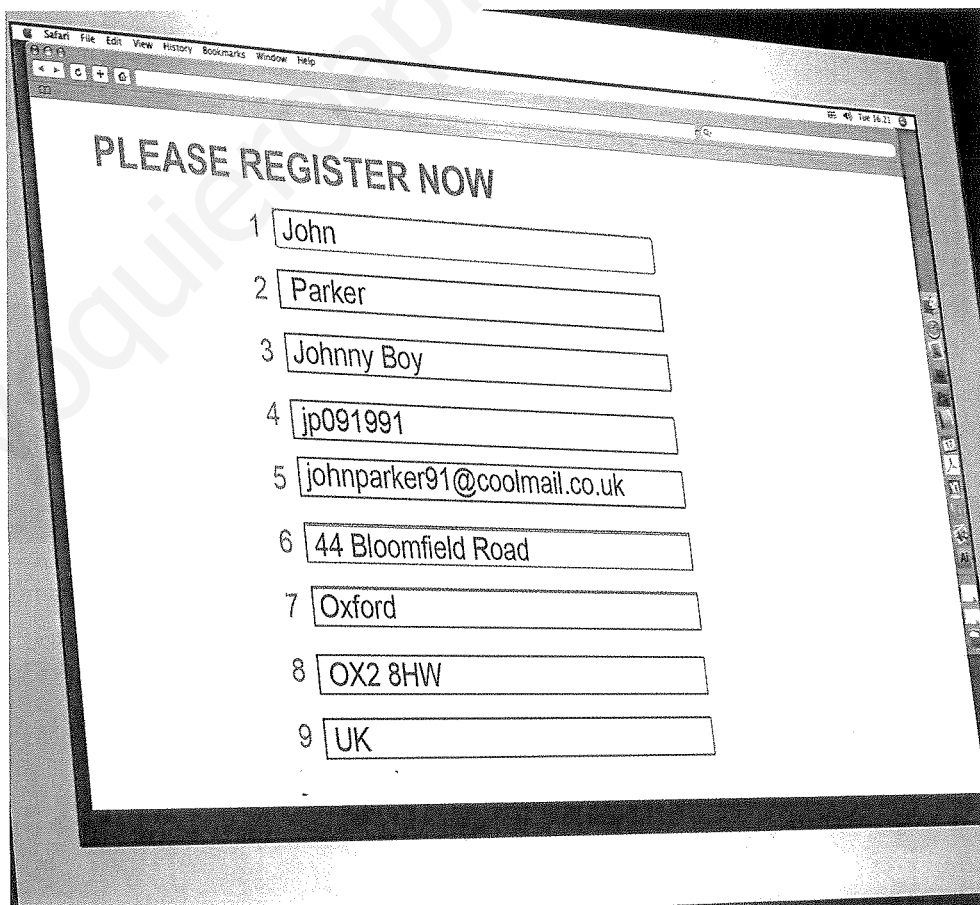
Extend your vocabulary: personal details

3 Match the words in the box with the pictures. Then translate.

country nickname password first name(s) postcode
email address surname(s) town / city address / street

1 *first name(s)*

-
- 2
.....
- 3
.....
- 4
.....
- 5
.....
- 6
.....
- 7
.....
- 8
.....
- 9
.....



Vocabulary bank unit 5

Build your vocabulary: idiomatic expressions

1 Match the bold phrases in 1–6 with a–f.

- | | |
|---|-------------------------------------|
| 1 The guitarist is shy and he doesn't like being in the spotlight . | a becoming more and more successful |
| 2 The people in the pop group don't see eye to eye any more. | b doing very badly |
| 3 The drummer pulls the strings in the band. | c have the same opinion |
| 4 The manager is happy because his new singer is on the up . | d getting special attention |
| 5 She's the front runner in the latest talent show. | e favourite to win |
| 6 The record company is on its knees . It hasn't made any money for years. | f makes the decisions |

2 Choose the correct words.

Don't worry. I'm listening carefully to you. I'm all eyes / ears.

- He isn't very happy at the moment. He's looking very down in the mouth / hand.
- I was very nervous when I sang at the concert. I knew that all eyes / faces were on me.
- The party at Adrian's house was terrible. It got out of hand / foot and his parents were angry.
- We all laughed when our teacher fell over. We couldn't keep a straight face / hand.
- She knows all the words to that song. She knows it by head / heart.

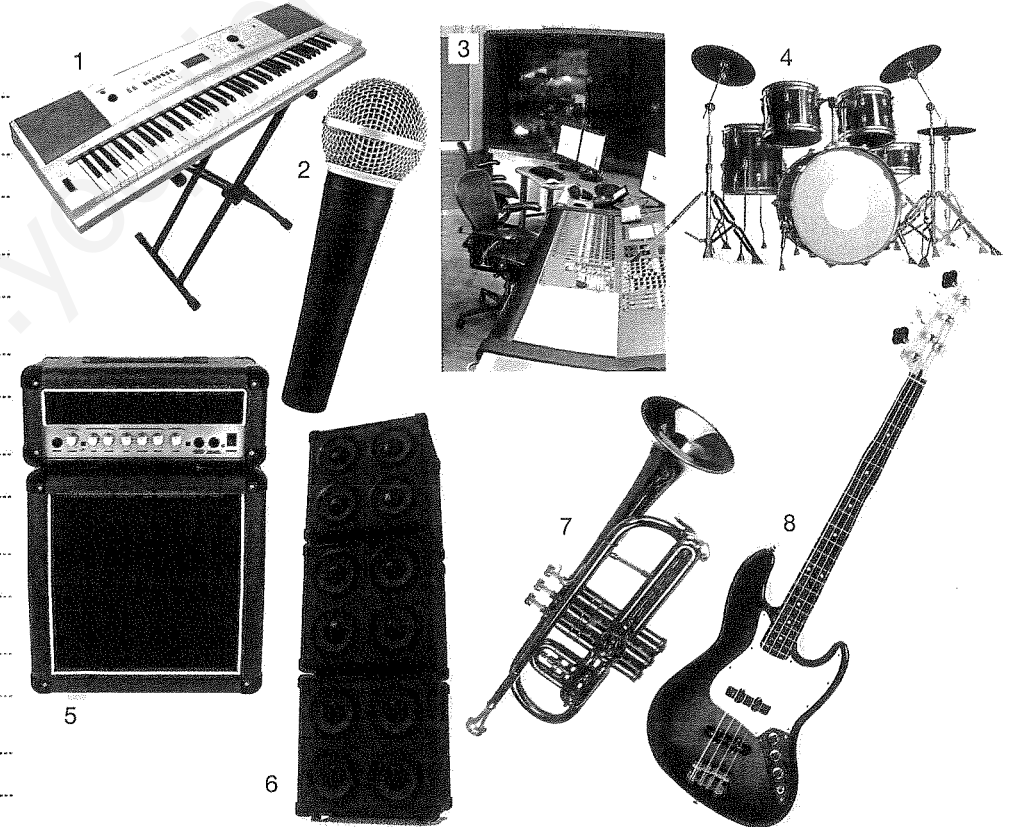
Extend your vocabulary: music

3 Match the words in the box with the photos. Then translate.

keyboard recording studio amplifier bass guitar drums microphone speakers trumpet

1 *keyboard*

-
-
-
-
-
-
-
-



Vocabulary bank unit 6

Build your vocabulary: American English

1 Complete the text with the American English words in the box.

gasoline cell phone garbage pants
high-school freeway principal

I had a terrible day yesterday! First, I was late for *high school*. I was riding along the (1) when my moped ran out of (2) I started to walk with my moped. I didn't have my (3) with me, so I couldn't call the (4) After ten minutes, I found a café and I parked the moped. I decided to run because I was so late. When I was nearly there, I fell over. I was OK, but there was a lot of (5) in the street. My (6) were covered with food and dirt. It was horrible!

2 Read the sentences. Complete the table with the British English words in the box.

biscuit crisps film football sweet trainers

A candy is something with a lot of sugar that you can eat.

- You fry potatoes in oil to make chips.
- A cookie is like a small dry cake.
- You can watch a movie on a DVD.
- We play soccer after school.
- I'm wearing sneakers today.

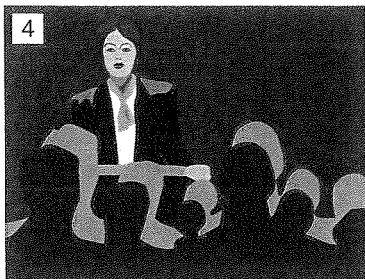
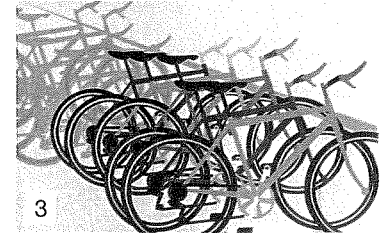
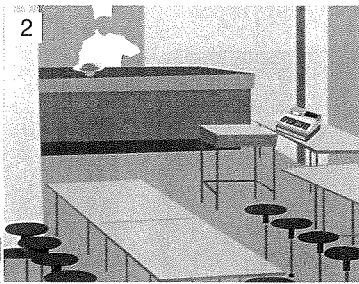
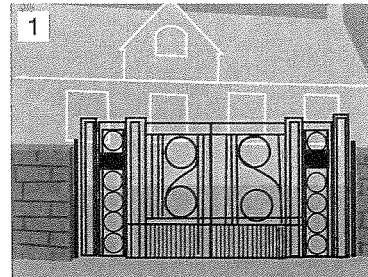
American English	British English	American English	British English
candy	<i>sweet</i>	movie	(3)
chips	(1)	soccer	(4)
cookie	(2)	sneakers	(5)

Extend your vocabulary: school

3 Match the words in the box with the pictures. Then translate.

- school gates*
-
-
-
-
-

bike racks
playground
school-gates
lockers
assembly
canteen



Vocabulary bank unit 7

Build your vocabulary: negative prefixes *un-*, *in-* and *im-*

1 Correct the words.

That woman is horrible. She's really ~~friendly~~. *unfriendly*

- 1 This map of my hometown isn't correct. It's very unaccurate.
- 2 They're very undependent. They always work well on their own.
- 3 It isn't a good idea to have elephants in the circus. It's inmoral.
- 4 You don't see many white tigers in the wild. They're quite inusual.
- 5 He's very unpolite. He never says thank you to people.

2 Match the prefixes to the words. Then use the words to complete the sentences.

un- in- im- un- in- im- un- in- im-

mature expensive safe modest visible
common patient tolerant friendly

Don't climb the walls of that old building! They're *unsafe*.

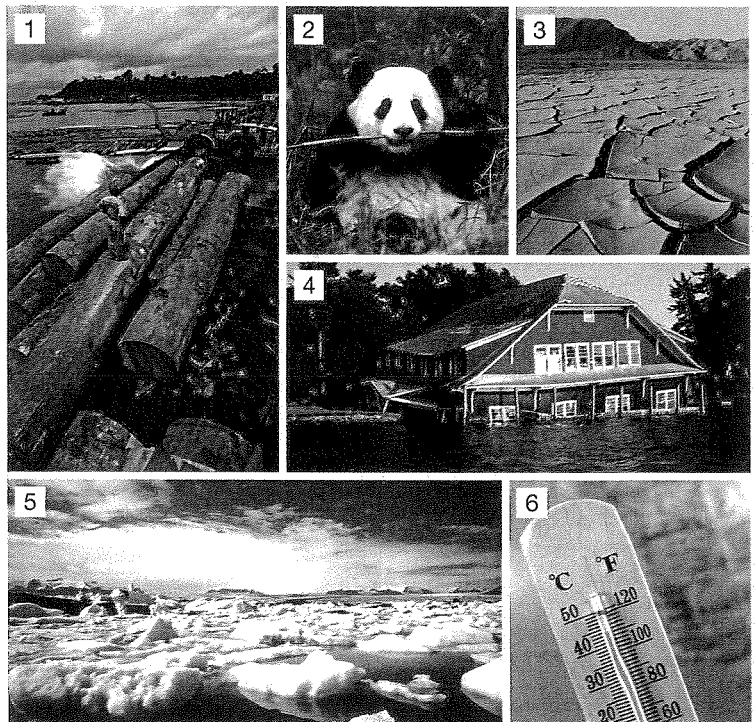
- 1 Adrian is in class. He always behaves like a small child.
- 2 Those mp3 players don't cost very much. They're quite
- 3 I'm a very person. I hate waiting a long time for the bus.
- 4 You don't see many of those birds here. They're quite
- 5 Alba always says that she's really good at tennis. She's very
- 6 We can't see those very small creatures. They're to the human eye.
- 7 He's very He never listens to or accepts other people's ideas.
- 8 They're incredibly Why don't they smile and say hello?

Extend your vocabulary: the environment

3 Match the words in the box with the photos. Then translate.

deforestation global warming flood drought
endangered species ice caps

- 1 *deforestation*
- 2
- 3
- 4
- 5
- 6



Vocabulary bank unit 8

Build your vocabulary: suffixes -er and -or

1 Write the verbs in the box in the correct list.

act speak view conduct edit paint
create direct sell produce

-er	-or
.....	actor
.....
.....
.....
.....

2 Complete the sentences with nouns from exercise 1.

Where can I buy tickets?

The ticket *sellers* are next door.

1 How many people watched the new drama on TV?

There were 2.3 million

2 Who wrote the first episode of *The Simpsons*?

Matt Groening was the of *The Simpsons*.

3 This picture is beautiful.

I think the was Italian.

4 How can we connect these two scenes?

The will add some special effects.

5 Is John in the orchestra?

No, he leads the orchestra. He's the

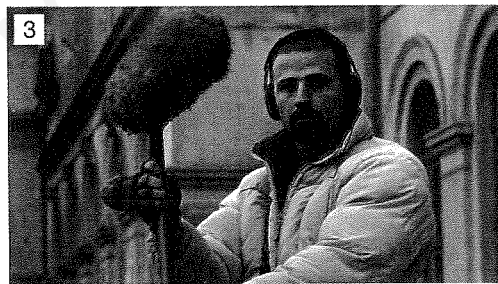
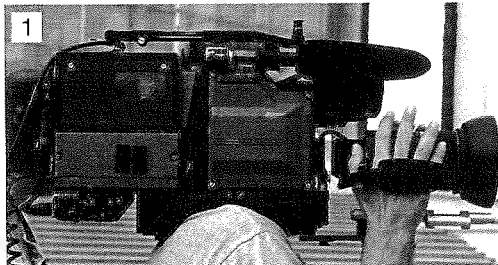
Extend your vocabulary: film-making

3 Match the words in the box with the photos. Then translate.

camera operator costume designer extras make-up artist film producer sound engineer

1 camera operator

-
- 2
-
- 3
-
- 4
-
- 5
-
- 6
-



Vocabulary bank unit 9

Build your vocabulary: synonyms

1 Match words 1–8 to the synonyms a–h.

- | | |
|---------------|------------|
| 1 rich | a assist |
| 2 buy | b huge |
| 3 students | c wealthy |
| 4 try | d pupils |
| 5 living room | e attempt |
| 6 help | f glad |
| 7 enormous | g purchase |
| 8 happy | h lounge |

2 Use words a–h from exercise 1 to complete the sentences.

That artist earns a lot of money and she's very *wealthy*.

- Did you see that big tiger at the zoo? It was
- There are at least thirty in every class.
- I know the last question is difficult, but please to answer it.
- They were very when they bought the beautiful painting at the auction.
- We often tickets for exhibitions on the internet. It's much easier.
- My glasses aren't in the kitchen. Perhaps they're in the
- I sometimes my father with his work.

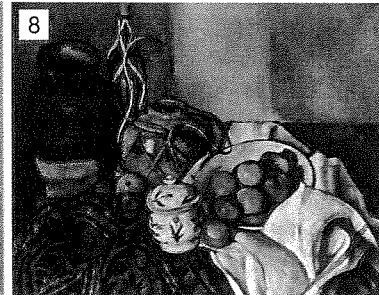
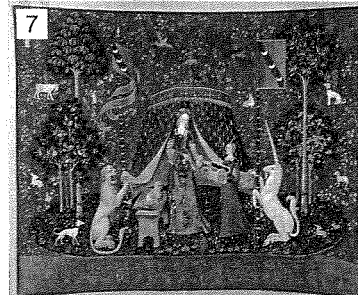
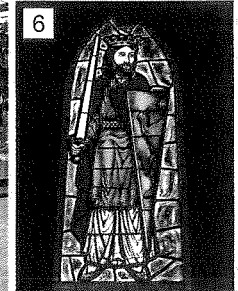
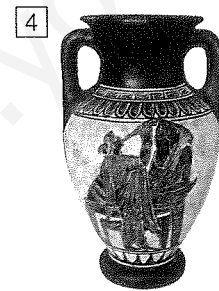
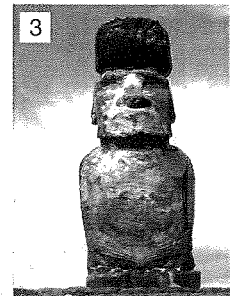
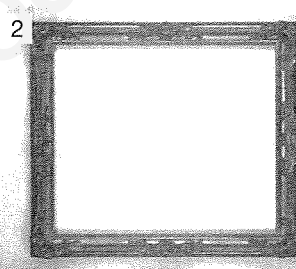
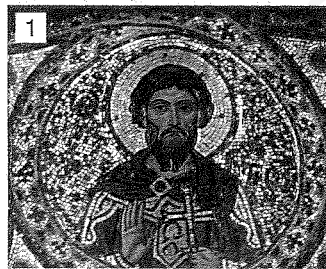
Extend your vocabulary: works of art

3 Match the words in the box with the photos. Then translate.

statue vase mosaic mural still life stained-glass window frame tapestry

1 *mosaic*

-
- 2
-
- 3
-
- 4
-
- 5
-
- 6
-
- 7
-
- 8
-



Wordlist

Phonetic symbols

Vowels

/i/	happy
/ɪ/	it
/i:/	he
/æ/	flag
/ɑ:/	art
/e/	egg
/ɜ:/	her
/ɒ/	not
/ɔ:/	four
/ʊ/	look
/u:/	you
/ə/	sugar
/ʌ/	mum
/eɪ/	day
/aɪ/	why
/ɔɪ/	noisy
/aʊ/	how
/əʊ/	go
/ɪə/	here
/eə/	wear
/ʊə/	tourist

Consonants

/p/	pen
/b/	big
/t/	two
/d/	dog
/k/	can
/g/	good
/tʃ/	beach
/dʒ/	job
/f/	food
/v/	very
/θ/	think
/ð/	then
/s/	speak
/z/	zoo
/ʃ/	she
/ʒ/	television
/h/	house
/m/	meat
/n/	now
/ŋ/	sing
/l/	late
/r/	radio
/j/	yes
/w/	we

A

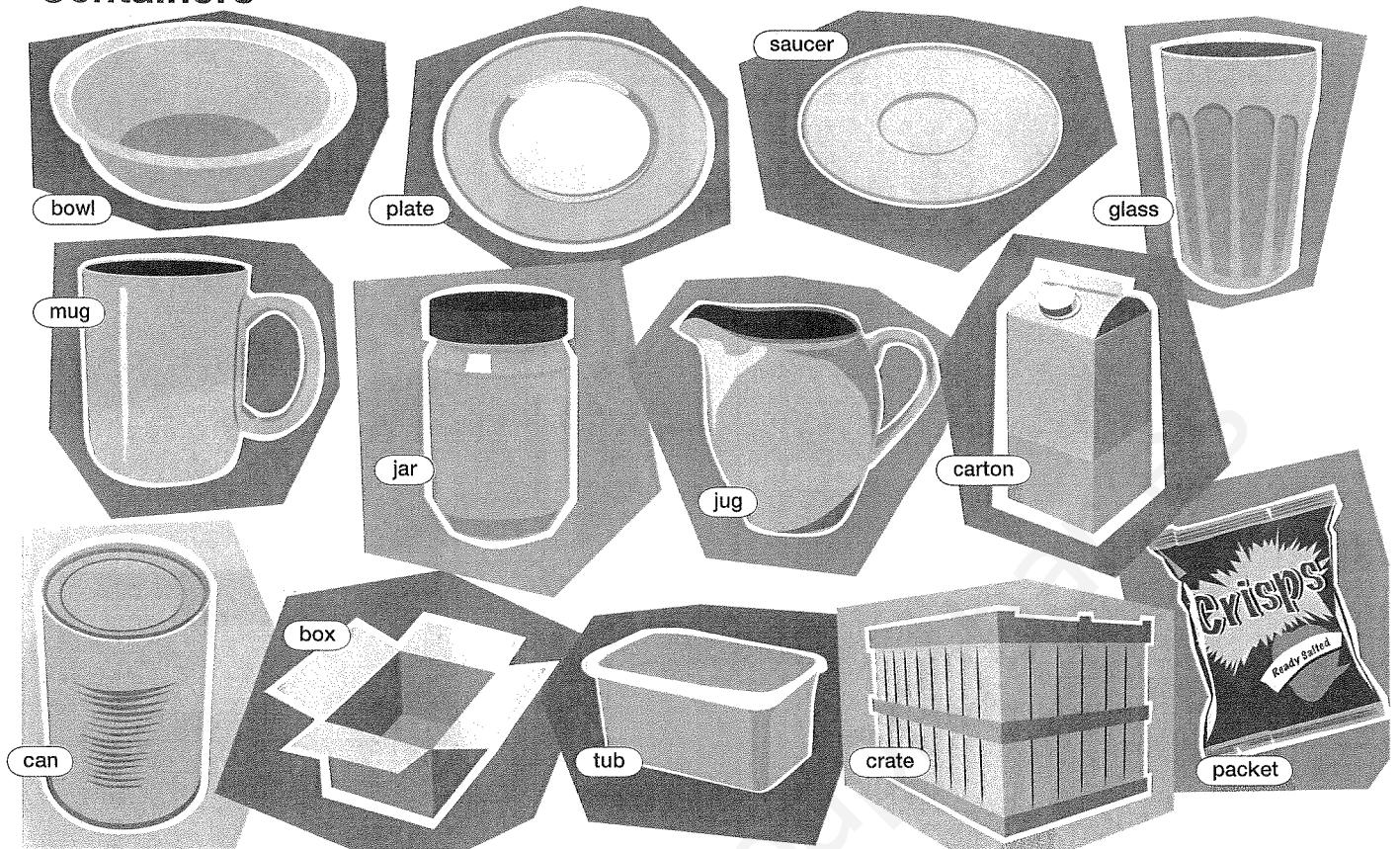
a few	/ə'fju:/	varios, unos pocos
a good example	/ə'gʊd ɪg'zɑ:mpəl/	un buen ejemplo
abandon	/ə'bændən/	abandonar
abstract	'æbstrækt/	abstracto
academic	'ækə'demɪk/	académico
accept	'æksəpt/	aceptar
accessible	'æksesəbl/	accesible
act	'ækt/	número, actuación
action	'ækʃn/	acción
active	'æktɪv/	activo
activity	'æktɪvətɪ/	actividad
actor	'æktə(r)/	actor
actress	'æktres/	actriz
actual	'æktʃuəl/	real
addict	'ædɪkt/	adicto
advance	'ædvɑ:ns/	avance
advantage	'ædvɑ:ntɪdʒ/	ventaja
adventure story / film	'æd'ventʃə'stɔ:ri, 'fɪlm/	historia / película de aventuras
adventurous	'æd'ventʃərəs/	atrevido
advert	'ædvɜ:t/	anuncio publicitario
advertise	'ædvətəɪz/	promocionar
advice	'ædvɑ:ɪs/	consejo(s)
aerial	'eəriəl/	antena
affect	'ə'fekt/	afectar
afterwards	'ɑ:ftəwɜ:dz/	después
agenda	'ædʒendə/	agenda, programa de actividades
agree	'ə'gri:/	estar de acuerdo
aim	eɪm/	objetivo
air	eə(r)/	aire
albino	'ælbɪnəʊ/	albino
album	'ælbəm/	álbum, disco
alien	'eɪlɪən/	alienígena
all-boys	'ɔ:l'boɪz/	solo para chicos
allow	'ə'laʊ/	permitir
alternative	'ɔ:l'tɜ:nətɪv, ɒl-/	alternativa
amazing	'ə'meɪzɪŋ/	increíble
ambitious	'æm'bɪʃəs/	ambicioso
ambulance	'æmbjələns/	ambulancia
amount	'ə'maʊnt/	cantidad
amuse	'ə'mju:z/	divertir
amusing	'ə'mju:zɪŋ/	divertido
analogue	'ænələg/	analógico
angel	'eɪndʒl/	ángel
angry	'æŋgrɪ/	enfadado
animal rights	'ænɪml'rɑ:ts/	derechos de los animales
animation	'ænɪ'meɪʃn/	animación
annoy	'ə'nɔɪ/	molestar
ant	'ænt/	hormiga
anti(-art)	'æntɪ'(-ɑ:t)/	anti(-arte)
antisocial	'æntɪ'səʊʃl/	antisocial
apart	'ə'pɑ:t/	separado

apart from	'ə'pɑ:t frəm/	aparte de
apartment	'ə'pɑ:tmənt/	apartamento
apparently	'ə'pærəntli/	por lo visto
appear on TV	'ə'pɪər ɒn 'ti:vɪz/	salir en la tele
appearance	'ə'pɪərəns/	aspecto
apple	'æpl/	manzana
appropriate	'ə'prəʊpɪət/	apropiado
architect	'ɑ:kɪtekt/	arquitecto, arquitecta
area	'eəriə/	zona
argue	'ɑ:ɡju:/	discutir
argument	'ɑ:ɡjʊmənt/	discusión
around	'ə'raʊnd/	alrededor de
arrive	'ə'raɪv/	llegar
art movement	'ɑ:t'mu:vmənt/	movimiento artístico
article	'ɑ:tɪkl/	artículo
artist	'ɑ:tɪst/	artista
aspirin	'æsprɪn/	aspirina
at once	'ət'wʌns/	inmediatamente, en seguida
athletics	'æθ'letɪks/	atletismo
atmosphere	'ætməsfɪə(r)/	atmósfera
attitude	'ætɪtju:d/	actitud
attractive	'ə'træktɪv/	atractivo
auction	'ɔ:kʃn/	subasta
audience	'ɔ:diəns/	público
audio clip	'ɔ:diəʊ 'klɪp/	audioclip, fragmento grabado
audition	'ɔ:diʃn/	acudir a un casting
author	'ɔ:θə(r)/	autor, autora
avatar	'ævətɑ:(r)/	avatar
average	'ævərɪdʒ/	normal, media
avoid	'ə'vɔɪd/	evitar

B

baby	'beɪbi/	bebé
background	'bækgraʊnd/	fondo
bad	'bæd/	malo
bad for you	'bæd fə 'ju:/	malo para la salud
bad mark	'bæd'mɑ:k/	mala nota
bag	'bæg/	bolsa
ban	'bæn/	prohibir
band	'bænd/	grupo (de música)
bar	'bɑ:(r)/	tableta
bar of chocolate	'bɑ:r əv'tʃɒklət/	chocolatina
barbecue	'bɑ:bəkju:/	barbacoa
basket	'bɑ:skɪt/	cesta
bathroom	'bɑ:θru:m/	cuarto de baño
batteries	'bætərɪz/	pilas
battle	'bætl/	batalla
beach	'bi:tʃ/	playa
beans	'bi:nz/	judías

Containers



beat /bi:t/ *ganar*
 beautiful /'bjʊ:tɪfl/ *precioso*
 become /br'kʌm/ *hacerse*
 before /br'fɔ:(r)/ *antes (de)*
 begin /br'gɪn/ *empezar*
 beginning /br'gɪnɪŋ/ *comienzo*
 behaviour /br'hervjə(r)/
comportamiento
 believable /br'li:vəbl/ *creíble*
 below /br'ləʊ/ *debajo (de)*
 benefit /'benəfɪt/ *beneficio, provecho*
 best-seller /,best'selə(r)/
superventas
 best-selling /'best ,selɪŋ/
récord de ventas
 bicycle (bike) /'baɪsɪkl/
bicicleta (bici)
 bicycle lane /'baɪsɪkl ,leɪn/
carril bici
 big break /,bɪg'breɪk/ *gran éxito,*
oportunidad
 bill /bɪl/ *cuenta*
 bin /bɪn/ *cubo de basura*
 binary code /'bɑ:məri ,kəʊd/
código binario
 bird /bɜ:d/ *pájaro*
 birthplace /'bɜ:θpleɪs/
lugar de nacimiento

bizarre /br'zɑ:(r)/ *extraño*
 black and white (of TV)
 /,blæk ən'waɪt/
(televisión) en blanco y negro
 blazer /'bleɪzə(r)/ *chaqueta*
 block /blɒk/ *bloque*
 blockbuster /'blɒkbʌstə(r)/
superventas
 blog /blɒg/ *blog*
 blond /blɒnd/ *rubio*
 blue-eyed /,blu:'aɪd/ *de ojos azules*
 boarding schools /'bɔ:ɪdɪŋ ,sku:lz/
internados
 boast /bəʊst/ *alardear, presumir*
 boat /bəʊt/ *barca*
 bold /bəʊld/ *llamativo*
 Bollywood /'bɒliwɒd/ *Bollywood*
 boring /'bɔ:ɪŋ/ *aburrido,*
que aburre
 (be) born /,bi'bo:ɪn/ *nacer*
 both /bəʊθ/ *tanto...como*
 bottle /'bɒtl/ *botella*
 bowl /'bəʊl/ *cuenco*
 box /bɒks/ *caja*
 boycott /'bɔɪkɒt/ *boicotear*
 boyfriend /'bɔɪfrend/ *novio*
 bracelet /'breɪslət/ *pulsera*
 brain /breɪn/ *cerebro*

brand name /'brænd ,neɪm/ *marca*
 bread /bred/ *pan*
 break /breɪk/ *romper*
 break up /,breɪk'ʌp/ *separarse*
 bright /braɪt/ *brillante, intenso*
 broad /brɔ:d/ *amplio, grande*
 broadband /'brɔ:dbænd/
banda ancha
 broadcast /'brɔ:dkɑ:st/ *emisión*
 bronze /brɒnz/ *bronce*
 building /'bɪldɪŋ/ *edificio*
 bully /'bʊli/ *acosar en la escuela*
 burn /bɜ:n/ *quemar*
 bury /'beri/ *enterrar*
 bus /bʌs/ *autobús*
 business /'bɪznəs/ *negocio*
 busy /'bɪzi/ *ocupado*
 buy /baɪ/ *comprar*

Cinema



C

cabbage /'kæbɪdʒ/ *col*
 cable /'keɪbl/ *cable*
 cage /keɪdʒ/ *jaula*
 call /kɔ:l/ *llamar*
 camera /'kæməɹə/ *cámara*
 campaign /kæm'peɪn/ *campaña*
 camping trip /'kæmpɪŋ ,trɪp/ *viaje de cámping*
 can /kæn/ *lata*
 canopy /'kænəpi/ *dosel*
 canteen /kæn'ti:n/ *cafetería del instituto*
 canvas /'kænvəs/ *lienzo*
 car /kɑ:(r)/ *coche*
 career /kə'riə(r)/ *trayectoria profesional*
 care for /'keə ,fɔ:(r), fə(r)/ *importar*
 carry /'kæri/ *llevar*
 carry on /,kæri'ɒn/ *seguir*
 carton /'kɑ:tn/ *cartón*
 cartoon /kɑ:'tu:n/ *dibujos animados*
 cause /kɔ:z/ *causar*
 caviar /'kæviɑ:(r)/ *caviar*
 celebrate /'selɪbreɪt/ *celebrar*
 celebrity /sə'lebrəti/ *famoso, famosa*

centre /'sentə(r)/ *centro*
 century /'sentʃəri/ *siglo*
 cereal /'siəriəl/ *cereal(es)*
 chain /tʃeɪn/ *cadena*
 chair /tʃeə(r)/ *silla*
 championship /'tʃæmpɪənʃɪp/ *campeonato*
 change /tʃeɪndʒ/ *cambiar*
 channel /'tʃænl/ *canal*
 chaotic /keɪ'ɒtɪk/ *caótico*
 character /'kærəktə(r)/ *personaje*
 characteristic /kærəktə'rɪstɪk/ *característica*
 charity /'tʃærəti/ *asociación benéfica*
 charming /'tʃɑ:mɪŋ/ *encantador*
 chat /tʃæt/ *charlar*
 chat room /'tʃæt ,ru:m/ *zona de chateo*
 cheap /tʃi:p/ *barato*
 cheat /tʃi:t/ *copiar*
 check /tʃek/ *comprobar*
 cheerful /'tʃi:fl/ *alegre*
 cheese /tʃi:z/ *queso*
 chewing gum /'tʃu:ɪŋ ,gʌm/ *chicle*
 chicken /'tʃɪkɪn/ *pollo*

chin /tʃɪn/ *barbilla*
 chocolate /'tʃɒklət/ *chocolate*
 choose /tʃu:z/ *escoger*
 Christmas /'krɪsməs/ *Navidad*
 cigarette /sɪgə'ret/ *cigarrillo*
 cinema /'sɪnəmə/ *cine*
 circus /'sɜ:kəs/ *circo*
 citizenship /'sɪtɪzɪnʃɪp/ *ciudadanía*
 city /'sɪti/ *ciudad*
 class /klɑ:s/ *clase*
 classic /'klæsɪk/ *clásico*
 classy /'klɑ:si/ *con clase*
 clean /kli:n/ *limpio*
 clear /kliə(r)/ *claro*
 clear /kliə(r)/ *transparente*
 clever /'klevə(r)/ *listo*
 cliff /klɪf/ *acantilado*
 clinic /'klɪnɪk/ *clínica*
 close /kləʊs/ *cerca, muy*
 cloth /klɒθ/ *tela*
 clothes /kləʊðz/ *ropa*
 club /klʌb/ *club*
 coal /kəʊl/ *carbón*
 coast /kəʊst/ *costa*
 coffee /'kɒfi/ *café*
 cold /kəʊld/ *frío*

collect /kə'lekt/ recaudar
collection /kə'lektʃn/ colecta,
recogida de dinero
collective /kə'lektiv/ colectivo
collector /kə'lektə(r)/
coleccionista
colloquial /kə'ləʊkwɪəl/ colloquial
colour films /,kʌlə'fɪlmz/
películas en color
colourful /'kʌləfʌl/ lleno de color
combine /kəm'baɪn/ combinar
comedian /kə'mi:diən/ cómico,
cómica
comedy /'kɒmədi/ comedia
comedy sketch /'kɒmədi ,sketʃ/
pasaje cómico
comic strip /'kɒmɪk ,stri:p/
tira cómica
comment /'kɒment/ comentario
common /'kɒmən/ común
communicate /kə'mju:nikeɪt/
comunicarse
community /kə'mju:nəti/
comunidad
competition /kɒmpə'tɪʃn/
concurso
complain /kəm'pleɪn/ quejarse
complete /kəm'pli:t/ completo
completed /kəm'pli:tɪd/
completado
compulsory /kəm'pʌlsəri/ obligatorio
computer-generated images
/kəm'pjʊ:tə ,dʒenəreɪtɪd 'ɪmɪdʒɪz/
imágenes generadas por ordenador
concentrate /'kɒnsəntreɪt/
centrarse
concentration camp
/kɒnsən'treɪʃn ,kæmp/
campo de concentración
concern /kən'sɜ:n/ preocupar
concert /'kɒnsət/ concierto
condition /kən'dɪʃn/ condición
conduct /kən'dʌkt/
dirigir una orquesta
conductor /kən'dʌktə(r)/ director,
directora de orquesta
conference /'kɒnfərəns/
congreso, conferencia
confess /kən'fes/ confesar
confident /'kɒnfɪdənt/
seguro de sí mismo
confront /kən'frʌnt/ enfrentarse a
congratulations
/kəngrætʃu'leiʃnz/ enhorabuena
connect /kə'nekt/ conectar
conservative /kən'sɜ:vətɪv/
conservador
consider /kən'sɪdə(r)/ considerar
consist /kən'sɪst/ consistir

constantly /'kɒnstəntli/
constantemente
consume /kən'sju:m/ consumir
consumerism /kən'sju:məɪzəm/
consumismo
contain /kən'teɪn/ contener
container /kən'teɪnə(r)/ envase
content /'kɒntent/ contenido
contestant /kən'testənt/
concurante
continent /'kɒntɪnənt/ continente
continue /kən'tɪnju:/ continuar
contrast /'kɒntrɑ:st/ contraste
controversial /kɒntrə'vɜ:ʃl/
controvertido, polémico
convenient /kən'vi:nɪənt/
conveniente
convert /kən'vɜ:t/ convertir
convince /kən'vɪns/ convencer
cook /kʊk/ cocinar
cool /ku:l/ guay
co-operate /kəʊ'pəreɪt/ cooperar
co-ordinator /kəʊ'ɔ:dɪneɪtə(r)/
coordinador, coordinadora
cop /kɒp/ poli
copy /'kɒpi/ ejemplar, copia
correct /kə'rekt/ correcto
cost /kɒst/ costar
council /'kaʊnsəl/ ayuntamiento
country /'kʌntri/ país
country house /,kʌntri'haʊs/
casa de campo
cow /kaʊ/ vaca
create /kri'eɪt/ crear
creative /kri'eɪtɪv/ creativo
creativity /kri'eɪtɪvəti/ creatividad
crime /kraɪm/ crimen, delito
crisps /krisps/ patatas fritas de bolsa
critic /'krɪtɪk/ crítico, crítica
critical /'krɪtɪkl/ crítico
cruel /'kru:əl/ cruel
cry /kraɪ/ llorar
cube /kju:b/ cubo
cubism /'kju:bɪzəm/ cubismo
cultivate /'kʌltɪveɪt/ cultivar
culture /'kʌltʃə(r)/ cultura
cup /kʌp/ taza
cure /kjʊə(r)/ cura, remedio
curious /'kjʊəriəs/ curioso
curved /kɜ:vɪd/ curvo

D

danger /'deɪndʒə(r)/ peligro
dangerous /'deɪndʒərəs/ peligroso
dark /dɑ:k/ oscuro
dark-skinned /,dɑ:k'skɪnd/
de piel oscura
dead /ded/ muerto

dead-end /,ded'end/
callejón sin salida
deal /di:l/ trato, enfrentarse
decade /'dekeɪd/ década
decide /dɪ'saɪd/ decidir
decision /dɪ'sɪʒn/ decisión
decoder /dɪ:'kəʊdə(r)/
descodificador
decompose /dɪ:kəm'pəʊz/
descomponerse
definite /'defɪnət/ definitivo, seguro
definitely /'defɪnətli/ sin duda
delete /dɪ'li:t/ borrar
delight /dɪ'laɪt/ deleitar
dense /dens/ denso
deodorant /dɪ'əʊdərənt/
desodorante
depend /dɪ'pend/ depender
depict /dɪ'pɪkt/ mostrar
depress /dɪ'pres/ deprimir
deputy /'depjuti/ delegado
describe /dɪ'skraɪb/ describir
design /dɪ'zaɪn/ diseñar
designer /dɪ'zaɪnə(r)/ diseñador,
diseñadora
destroy /dɪ'strɔɪ/ destruir
detect /dɪ'tekt/ detectar
detective story / film /dɪ'tektɪv ,stɔ:ri,
film/ historia / película de detective
detention /dɪ'tenʃn/ castigo(s)
determined /dɪ'tɜ:mɪnd/ decidido
detox /'dɪ:tɒks/ desintoxicación
die /daɪ/ morir
difference /'dɪfrəns/ diferencia
different /'dɪfrənt/ diferente
difficult /'dɪfɪkəlt/ difícil
digital /'dɪdʒɪtl/ digital
digital projectors
/,dɪdʒɪtl prə'dʒektəz/
proyectores digitales
direct /də'rekt, dɪ-, daɪ-/ dirigir
director /də'rektə(r), dɪ-, daɪ-/
director, directora
dirty /'dɜ:ti/ sucio
disagree /dɪsə'gri:/
no estar de acuerdo
discipline /'dɪsəplɪn/ disciplina
disco /'dɪskəʊ/ discoteca
disconnect /dɪskə'nekt/
desconectar
discover /dɪ'skʌvə(r)/ descubrir
disposable /dɪ'spəʊzəbl/
desechable
disruptive /dɪs'rʌptɪv/ molesto,
problemático
distance /'dɪstəns/ distancia
distract /dɪ'strækt/ distraer
diverse /daɪ'vɜ:s/ diverso
do an interview /,du: ,ən 'ɪntəvjʊ:/
hacer una entrevista

Wordlist

do my homework /,du: ,maɪ 'həʊmwɜ:k/
hacer los deberes
 doctor /'dɒktə(r)/ *doctor, doctora*
 document /'dɒkjʊmənt/ *documento*
 documentary /dɒkjʊ'mentri/
documental
 dollar /'dɒlə(r)/ *dólar*
 donate /dəʊ'neɪt/ *donar*
 donation /dəʊ'neɪʃn/ *donación*
 double-check /,dʌbl'tʃek/
comprobar
 down (the street) /,daʊn (ðə'stri:t)/
(calle) abajo
 download /daʊn'ləʊd/ *descargar*
 drama /'drɑ:mə/ *drama, teatro*
 drama series /'drɑ:mə ,sɪəri:z/
serie dramática
 dramatic /drə'mætɪk/ *dramático*
 dream /dri:m/ *sueño*
 drip /dri:p/ *gotear*
 drive /draɪv/ *conducir*
 drop /drɒp/ *dejar caer*
 dull /dʌl/ *soso*
 duration /dju'reɪʃn/ *duración*
 during /'dʒʊəriŋ/ *durante*

E

early /'ɜ:li/ *temprano*
 Earth /ɜ:θ/ *Tierra*
 easy /'i:zi/ *fácil*
 eat out /,i:t'aʊt/ *comer fuera*
 economic /i:kə'nɒmɪk/ *económico*
 economics /i:kə'nɒmɪks, ekə-/
economía
 economy /i'kɒnəmi/ *economía*
 edit /'edit/ *editar*
 editor /'editə(r)/ *editor, editora*
 effect /i'fekt/ *efecto*
 effective /i'fektɪv/ *efectivo*
 egg /eg/ *huevo*
 ego /'i:gəʊ/ *ego*
 egotistical /egə'tɪstɪkəl/ *presumido*
 election /i'lekʃn/ *elecciones*
 electric /i'lektrɪk/ *eléctrico*
 electricity /i'lek'trɪsəti/ *electricidad*
 elegant /'elɪgənt/ *elegante*
 eliminate /i'lɪmɪneɪt/ *eliminar*
 email /'i:meɪl/ *email*
 embarrassing /ɪm'bærəsɪŋ/
embarazoso
 emergency /i'mɜ:dʒənsi/
emergencia
 emergent /i'mɜ:dʒənt/ *emergente*
 emotion /i'məʊʃn/ *emoción*
 emotional /i'məʊʃənəl/ *emocional*
 encourage /ɪn'kʌrɪdʒ/ *animar*

encyclopaedia /ɪnsaɪklə'pi:diə/
enciclopedia
 end up /,end'ʌp/ *acabar*
 ending /'endɪŋ/ *final*
 enjoy /ɪn'dʒɔɪ/ *disfrutar*
 enormous /ɪ'nɔ:məs/ *enorme*
 entertainment /entə'teɪnmənt/
entretenimiento
 entire /ɪn'taɪə(r)/ *todo*
 entry /'entri/ *obra, artículo*
 environment /ɪn'vaɪrənmənt/
medio ambiente
 episode /'epɪsəʊd/ *episodio*
 equipment /ɪ'kwɪpmənt/ *material*
 essential /ɪ'senʃl/ *esencial, básico*
 event /ɪ'vent/ *hecho, acontecimiento*
 everyday /'evrɪdeɪ/ *común, cotidiano*
 evil /'i:vl/ *malvado*
 exam /ɪg'zæm/ *examen*
 exciting /ɪk'saɪtɪŋ/ *entretenido*
 exercise /'eksəsaɪz/ *hacer ejercicio*
 exhibition /eksɪ'brɪʃn/ *exposición*
 exist /ɪg'zɪst/ *existir*
 expect /ɪk'spekt/ *esperar*
 expel /ɪk'spel/ *expulsar*
 expensive /ɪk'spensɪv/ *caro*
 experience (of the world)
 /ɪk'sprɪəriəns/
experiencia (del mundo)

experiment /ɪk'sperɪmənt/
experimento
 explain /ɪk'spleɪn/ *explicar*
 explosion /ɪk'spləʊʒn/ *explosión*
 expression /ɪk'spreʃn/ *expresión*
 expressionism /ɪk'spreʃənɪzəm/
expresionismo
 extreme /ɪk'stri:m/ *extremo*
 eyebrow /'aɪbrəʊ/ *ceja*

F

face /feɪs/ *cara*
 facility /fə'sɪləti/ *instalación*
 factory /'fæktəri/ *fábrica*
 fade /feɪd/ *apagarse*
 fail an exam /,feɪl ən ɪg'zæm/
suspender un examen
 fair /feə(r)/ *claro, rubio*
 fair /feə(r)/ *justo*
 (yours) faithfully /('jɔ:z)'feɪθfəli/
atentamente
 fame /feɪm/ *fama*
 family /'fæməli/ *familia*
 famous /'feɪməs/ *famoso*
 fan /fæn/ *aficionado, aficionada, fan*
 fantastic /fæn'tæstɪk/ *fantástico*
 fantasy /'fæntəsi/ *(película de) fantasía*
 far /fɑ:(r)/ *lejos*
 far apart /,fɑ:(r) ə'pɑ:t/
muy separados

farm /fɑ:m/ *granja*
 fashion /'fæʃn/ *moda*
 fashion model /'fæʃn ,mɒdl/
modelo de moda
 favourite /'feɪvərɪt/ *favorito*
 feature /'fi:tʃə(r)/ *apartado*
 feel /fi:l/ *sentirse*
 female /'fi:meɪl/ *femenino*
 fight /faɪt/ *luchar*
 fight a battle /,faɪt ə'bætəl/
librar una batalla
 figurative /'fɪgərətɪv/ *figurativo*
 figure /'fɪgə(r)/ *figura*
 file /faɪl/ *archivo*
 file sharing /'faɪl ,ʃeərɪŋ/
compartir archivos
 film /fɪlm/ *película*
 film director
 /'fɪlm də'rektə(r), dɪ-, daɪ-/
director, directora de cine
 finally /'faɪnəli/ *al final*
 find /faɪnd/ *encontrar*
 find out /,faɪnd'aʊt/ *descubrir*
 finish /'fɪnɪʃ/ *terminar*
 first /fɜ:st/ *primer*
 fishing village /'fɪʃɪŋ ,vɪlɪdʒ/
pueblo de pescadores
 fitness /'fɪtnəs/ *forma física*
 fizzy drink /,fɪzi'drɪŋk/ *refresco*
 flat /flæt/ *piso*
 flat /flæt/ *llano, plano*
 floor /flɔ:(r)/ *suelo*
 food /fu:d/ *comida*
 fool /fu:l/ *tonto*
 football /'fʊtbɔ:l/ *fútbol*
 footballers' wives /,fʊtbɔ:ləz'waɪvz/
mujeres de futbolistas
 force /fɔ:s/ *obligar*
 foreground /'fɔ:graʊnd/
primer plano
 foreign /'fɒrən/ *extranjero*
 forest /'fɒrɪst/ *bosque*
 formal /'fɔ:məl/ *formal*
 forward /'fɔ:wəd/ *hacia adelante*
 fountain /'faʊntən/ *fuenta*
 free /fri:/ *gratis*
 free time /,fri:'taɪm/ *tiempo libre*
 freebie /'fri:bi/ *obsequio*
 freedom /'fri:dəm/ *libertad*
 freeway /'fri:weɪ/ *autopista*
 freezing /'fri:zɪŋ/ *helado*
 frequent /'fri:kwənt/ *frecuente*
 friend /frend/ *amigo, amiga*
 friendly /'frendli/ *amable*
 front page /,frʌnt'peɪdʒ/ *portada*
 frost /frɒst/ *hielo*
 fruit /fru:t/ *fruta*
 fuel /'fju:əl/ *combustible*
 full of /'fʊl əv/ *lleno de*
 fun /fʌn/ *diversión, divertido*

Gadgets and household items



funny /'fʌni/ gracioso
 fur /fɜ:(r)/ piel, pelo
 furniture /'fɜ:nɪʃə(r)/ muebles
 future /'fju:tʃə(r)/ futuro

G

gadget /'gædʒɪt/ aparato, chisme
 gallery /'gæləri/ galería
 game /geɪm/ juego
 game show /'gem ʃəʊ/
 programa concurso
 gang /gæŋ/ banda
 garden /'gɑ:dn/ jardín
 gasoline /'gæsəli:n/ gasolina
 generally /'dʒenrəli/ en general
 generation /dʒenə'reɪʃn/
 generación
 generous /'dʒenərəs/ generoso
 genetic /dʒə'netɪk/ genético
 genius /'dʒi:niəs/ genio
 genre /'ʒɒnrə/ género
 geometric /dʒi:ə'metɪk/ geométrico
 get a good / bad review
 /,get ə ,gʊd, ,bəd rɪ'vju:/
 recibir una buena/mala crítica
 get a qualification
 /,get ə kwɒlɪfɪ'keɪʃn/
 obtener un título
 get good marks /,get ,gʊd'mɑ:ks/
 sacar buenas notas
 get home /,get'həʊm/ llegar a casa
 get the bus /,get ðə'bʌs/
 coger el autobús
 get up /,get'ʌp/ levantarse
 girlfriend /'gɜ:lfrend/ novia

give /gɪv/ dar
 glasses /'glɑ:sɪz/ gafas
 global /'glɔ:bl/ global
 go live /,gəʊ'laɪv/ incorporarse
 go on the computer
 /,gəʊ ,ɒn ðə kəm'pjʊtə(r)/
 ponerse delante del ordenador
 go to bed /,gəʊ tə'bed/ acostarse
 go to sleep /,gəʊ tə'sli:p/
 irse a dormir, dormirse
 go to work /,gəʊ tə'wɜ:k/
 irse a trabajar
 gold /gəʊld/ oro
 good cause /,gʊd'kɔ:z/
 buena causa
 good idea /,gʊd aɪ'diə/ buena idea
 good looking /,gʊd'lʊkɪŋ/ guapo
 good looks /,gʊd'lʊks/
 buen aspecto
 good marks /,gʊd'mɑ:ks/
 buenas notas
 goods /gʊdz/ productos
 gossip /'gɒsɪp/ cotilleo
 government /'gʌvnmənt/ gobierno
 grade /greɪd/ nota
 grandmother /'grænməðə(r)/
 abuela
 great /greɪt/ genial
 grey /greɪ/ gris
 group /gru:p/ grupo
 grow /grəʊ/ crecer
 guess /ges/ adivinar
 guide /gaɪd/ guía
 guitar /gɪ'tɑ:(r)/ guitarra
 guitarist /gɪ'tɑ:rɪst/ guitarrista

H

hair /heə(r)/ pelo
 half /hɑ:f/ mitad
 happy /'hæpi/ contento, feliz
 happy ending /,hæpi'endɪŋ/
 final feliz
 hate /heɪt/ odiar
 have a hit /,hæv ə'hɪt/
 lograr un gran éxito
 have breakfast /,hæv'brekfəst/
 desayunar
 headline /'hedlɪn/ titular
 headteacher /hed'ti:tʃə(r)/ director,
 directora de escuela
 healthy /'helθi/ sano, saludable
 heart /hɑ:t/ corazón
 heavy /'hevi/ pesado
 help /help/ ayudar
 here /hɪə(r)/ aquí
 hero /'hɪərəʊ/ héroe
 hide /haɪd/ esconder
 high definition TV
 /,haɪ defɪ'nɪʃn ,tɪ'vi:
 televisión de alta definición
 high school /'haɪ ,sku:l/ instituto
 (the) highlight /,(ðə)'haɪlaɪt/
 (lo) más destacado
 hippo /'hɪpəʊ/ hipopótamo
 historic /hɪ'stɔ:rɪk/ histórico,
 memorable
 historical /hɪ'stɔ:rɪkl/ histórico
 history /'hɪstri/ historia
 hockey /'hɒki/ hockey
 holiday /'hɒlədeɪ/ vacaciones
 home schooling /,həʊm'sku:lɪŋ/
 educación en casa
 homework /'həʊmwɜ:k/ deberes
 hope /həʊp/ esperar
 hopeful /'həʊpfl/ esperanzado
 horoscope /'hɒrəskəʊp/ horóscopo
 horror story / film /'hɒrə ,stɔ:ri, ,fɪlm/
 historia / película de terror
 horse /hɔ:s/ caballo
 host /həʊst/ anfitrión, anfitriona
 house /haʊs/ casa
 household /'haʊshəʊld/
 casa, familia
 how was /'haʊ wəz/ en qué era
 hug /hʌg/ abrazar
 huge /hju:ʒ/ enorme
 human /'hju:mən/ humano
 human interest /,hju:mən'ɪntrəst/
 interés humano
 hundred /'hʌndrəd/ cien
 (be) hungry /,bi'hʌŋgri/
 (tener) hambre
 hunt /'hʌnt/ cazar

Wordlist

I

ice /aɪs/ *hielo*
ice cream /ˌaɪsˈkri:m/ *helado*
idea /aɪˈdɪə/ *idea*
identify /aɪˈdentɪtɪ/ *identificar*
illegal /ɪˈlɪ:ɡl/ *ilegal*
illness /ˈɪlnəs/ *enfermedad*
image /ˈɪmɪdʒ/ *imagen*
imaginative /ɪˈmædʒɪnətɪv/ *imaginativo*
imagine /ɪˈmædʒɪn/ *imaginar(se)*
immediate /ɪˈmɪdiət/ *inmediato*
immediately /ɪˈmɪdi:ətli/ *inmediatamente*
immune /ɪˈmju:n/ *inmune*
impact /ˈɪmpækt/ *impacto*
impossible /ɪmˈpɒsəbl/ *imposible*
impractical /ɪmˈpræktɪkl/ *poco práctico*
impressionist /ɪmˈpreʃənɪst/ *impresionista*
improve /ɪmˈpru:v/ *mejorar*
in favour of /ɪnˈfeɪvər əv/ *a favor de*
in progress /ɪnˈprəʊɡres/ *que estaban sucediendo*
in the end /ɪn ðiˈend/ *al final*
in the past /ɪn ðəˈpɑ:st/ *en el pasado*
include /ɪnˈklu:d/ *incluir*
incredible /ɪnˈkredəbl/ *increíble*
incredibly /ɪnˈkredəbli/ *increíblemente*

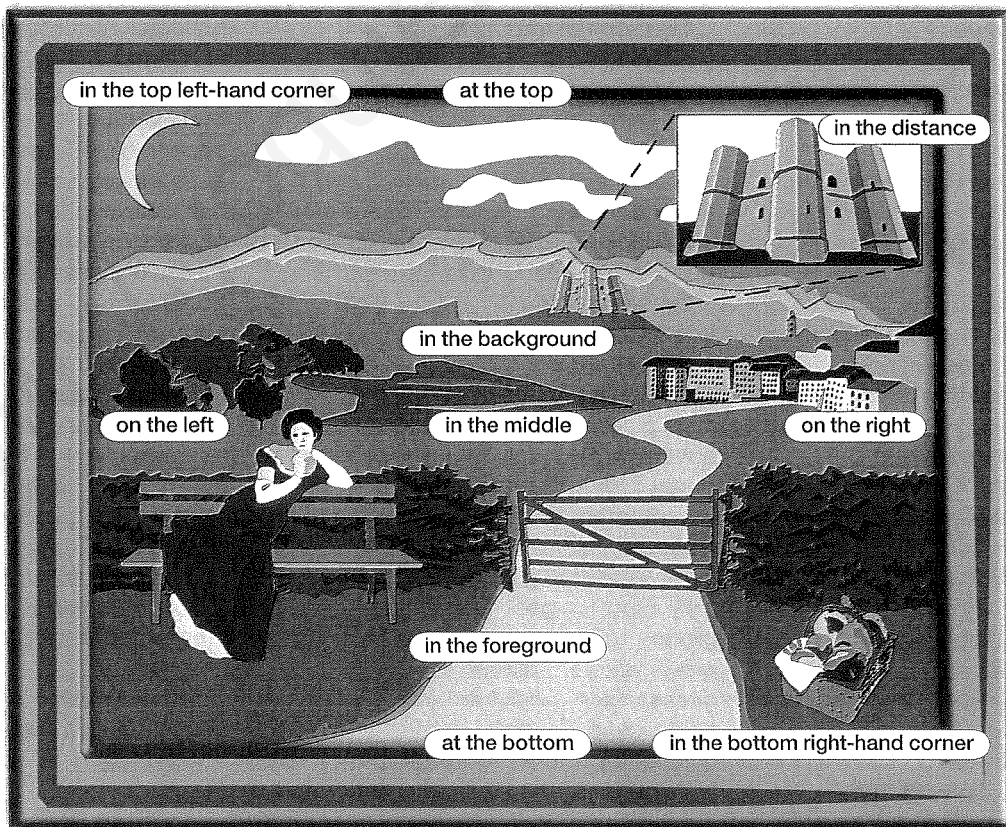
independence /ɪndɪˈpendəns/ *independencia*
independent /ɪndɪˈpendənt/ *independiente*
industry /ˈɪndəstri/ *industria*
influence /ˈɪnfluəns/ *influnciar*
influential /ɪnfluˈenʃl/ *influyente*
innocent /ɪˈnəsənt/ *inocente*
innovation /ɪnəˈveɪʃn/ *innovación*
insect /ˈɪnsekt/ *insecto*
insensitive /ɪmˈsensətɪv/ *insensible*
inspector /ɪmˈspektə(r)/ *inspector, inspectora*
instant /ɪˈɪnstənt/ *instantáneo*
instant messaging /ɪnstənt ˈmesɪdʒɪŋ/ *envío de mensajes instantáneos*
insult /ɪmˈsʌlt/ *insultar*
intelligence /ɪnˈtelədʒəns/ *inteligencia*
intelligent /ɪnˈtelɪdʒənt/ *inteligente*
intense /ɪnˈtens/ *intenso*
interest /ˈɪntrəst/ *interés*
interests /ˈɪntrəsts/ *aficiones*
interference /ɪntəˈfɪərəns/ *interferencia(s)*
international /ɪntəˈnæʃnəl/ *internacional*
internet /ˈɪntənət/ *Internet*
interrogate /ɪnˈterəgeɪt/ *interrogar*
intimidation /ɪntɪmɪˈdeɪʃn/ *intimidación*
into /ɪnˈtu:, ɪntə/ *en, hacia dentro*
intolerant /ɪnˈtɒlərənt/ *intolerante*

introduce /ɪntrəˈdju:s/ *introducir*
introduction /ɪntrəˈdʌkʃn/ *introducción*
invent /ɪnˈvent/ *inventar*
invention /ɪnˈvenʃn/ *invento*
inventor /ɪnˈventə(r)/ *inventor, inventora*
invert /ɪnˈvɜ:t/ *invertir*
investigate /ɪnˈvestɪgeɪt/ *investigar*
invisible /ɪnˈvɪzəbl/ *invisible*
invite /ɪnˈvaɪt/ *invitar*
involve /ɪnˈvɒlv/ *implicar*
isolate /ˈaɪsəleɪt/ *aislar*

J

jacket /ˈdʒækt/ *chaqueta*
jaguar /ˈdʒæɡjuə(r)/ *jaguar*
jar /dʒɑ:(r)/ *tarro, frasco*
jazz /dʒæz/ *jazz*
jewellery /ˈdʒu:əlri/ *joyas*
join /dʒɔɪn/ *unirse a*
join in /dʒɔɪn ɪn/ *participar*
joke /dʒəʊk/ *bromear*
journalist /ˈdʒɜ:nəlɪst/ *periodista*
judge /dʒʌdʒ/ *miembro del jurado*
juice /dʒu:s/ *zumo*

Landscape



K

kid /kɪd/ *chaval, chavala*
 killer /'kɪlə(r)/ *asesino, asesina*
 kilo /'ki:ləʊ/ *kilo*
 kilometres /'kɪləmi:təz, kɪ'ləmɪtəz/
kilómetros
 kind /kaɪnd/ *bueno, amable*
 kind of /'kaɪnd əv/ *tipo de*
 king /kɪŋ/ *rey*
 kingdom /'kɪŋdəm/ *reino*
 kitchen /'kɪtʃɪn/ *cocina*
 kiwi fruit /'ki:wi:,fru:t/ *kiwi*
 knight /naɪt/ *caballero*
 know /nəʊ/ *conocer*
 knowledge /'nɒlɪdʒ/ *conocimiento(s)*

L

lack /læk/ *falta*
 lake /leɪk/ *lago*
 land /lænd/ *tierra*
 landscape /'lændskeɪp/ *paisaje*
 language /'læŋgwɪdʒ/ *lengua, idioma*
 laptop /'læptɒp/ *ordenador portátil*
 large /lɑ:dʒ/ *grande*
 last /lɑ:st/ *último*
 last night /,lɑ:st'naɪt/ *anoche*
 last year's model /,lɑ:st'jɪəz'mɒdl/
la modelo del año pasado
 latest /'leɪtɪst/ *más reciente*
 laugh /lɑ:f/ *reírse*
 layer /'leɪə(r)/ *capa*
 leader /'li:də(r)/ *líder*
 leave /li:v/ *dejar, abandonar*
 leave school /,li:v'sku:l/
dejar el instituto
 leg /leg/ *pierna*
 leopard /'lepəd/ *leopardo*
 less /les/ *menos*
 lesson /'lesn/ *lección*
 letter /'letə(r)/ *letra*
 level /'levl/ *nivel*
 library /'laɪbrəri/ *biblioteca*
 lie /laɪ/ *mentir*
 life /laɪf/ *vida*
 lifetime /'laɪftaɪm/ *toda la vida*
 light (adjective) /laɪt/ *ligero*
 light (noun) /laɪt/ *luz*
 light bulb /'laɪt'bulb/ *bombilla*
 like /laɪk/ *gustar*
 lines of resolution
 /,laɪnz əv rezə'lú:ʃn/
líneas de resolución
 list /lɪst/ *lista*
 listen /'lɪsn/ *escuchar*
 literature /'lɪtrətʃə(r)/ *literatura*
 litter /'lɪtə(r)/ *basura*
 local /'ləʊkl/ *local*
 locate /ləʊ'keɪt/ *situar, ubicar*
 log on /,lɒg'ɒn/ *conectarse*

lonely /'ləʊnli/ *solo*
 long /lɒŋ/ *largo*
 long-haired /,lɒŋ'head/
de pelo largo
 look /lʊk/ *mirar*
 look after /,lʊk'ɑ:ftə(r)/
cuidar a/de
 low /ləʊ/ *bajo*
 luck /lʌk/ *suerte*
 lucky /'lʌki/ *afortunado*
 lunch /lʌntʃ/ *comida (a mediodía)*
 luxury /'lʌkʃəri/ *lujo*

M

machine /mə'ʃi:n/ *máquina*
 Madam /'mædəm/ *Señora*
 magazine /mægə'zi:n/ *revista*
 magician /mə'dʒɪʃn/ *mago, maga*
 main /meɪn/ *principal*
 make a sandwich /,meɪk ə'sænwɪtʃ/
preparar un sandwich
 make friends /,meɪk'frendz/
hacer amigos
 make your meals /,meɪk jɔ:'mi:lz/
preparar tus comidas
 make-up /'meɪk'ʌp/ *maquillaje*
 malaria /mə'leəriə/ *malaria*
 mammal /'mæml/ *mamífero*
 manager /'mænɪdʒə(r)/
representante
 Mandarin /'mændərɪn/ *mandarín*
 marathon /'mærəθən/ *maratón*
 marble /'mɑ:bl/ *mármol*
 march /mɑ:tʃ/ *marcha*
 market /'mɑ:kit/ *mercado*
 massive /'mæsɪv/ *enorme*
 masterpiece /'mɑ:stəpi:s/
obra maestra
 match /mætʃ/ *relacionar*
 material /mə'tɪəriəl/ *material*
 materialism /mə'tɪəriəlɪzəm/
materialismo
 matter /'mætə(r)/ *importar*
 maybe /'meɪbi/ *quizá*
 meal /mi:l/ *comida*
 mean /mi:n/ *tacaño, mezquino*
 media /'mi:diə/
medios de comunicación
 medicinal /mə'dɪsɪnl/ *medicinal*
 meet /mi:t/ *conocer*
 meeting /'mi:tiŋ/ *reunión*
 melt /melt/ *fundir(se)*
 member /'membə(r)/ *miembro*
 memorable /'memərəbl/
memorable
 memory /'meməri/ *memoria*
 mention /'menʃn/ *mencionar*
 Mercury /'mɜ:kjəri/ *Mercurio*
 message /'mesɪdʒ/ *enviar mensajes*

message board /'mesɪdʒ'bo:rd/
tablón de anuncios
 metal /'metl/ *metal*
 metaphor /'metəfɔ:(r)/ *metáfora*
 method /'meθəd/ *método*
 metre /'mi:tə(r)/ *metro*
 mid /mɪd/ *mediados de*
 middle /'mɪdl/ *medio*
 mile /maɪl/ *milla*
 million /'mɪljən/ *millón*
 millionaire /mɪljə'neə(r)/ *millonario,*
millonaria
 minute /'mɪnɪt/ *minuto*
 mission /'mɪʃn/ *misión*
 mix /mɪks/ *mezclar, combinar*
 mixed school /'mɪkst'sku:l/
colegio mixto
 mobile phone /,məʊbaɪl'fəʊn/
teléfono móvil
 modern /'mɒdn/ *moderno*
 moment /'məʊmənt/ *momento*
 money /'mʌni/ *dinero*
 month /mʌnθ/ *mes*
 moon /mu:n/ *luna*
 moped /'məʊpəd/ *motocicleta*
 more /mɔ:(r)/ *más*
 morning /'mɔ:niŋ/ *mañana*
 (the) most /((ðə)'mɔ:st/ (el) más
 motorbike /'məʊtəbaɪk/ *moto*
 motorway /'məʊtəweɪ/ *autopista*
 mountain /'maʊntən/ *montaña*
 mouse /maʊs/ *ratón*
 moustache /mə'sta:ʃ/ *bigote*
 movement /'mu:vmənt/
movimiento
 movie /'mu:vi/ *película*
 mp3 player /,em'pi:'θri:,pleɪə(r)/
reproductor de mp3
 multiculturalism /mʌlti'kʌltʃərəlɪzəm/
multiculturalismo
 museum /mju:'zi:əm/ *museo*
 music /'mju:zɪk/ *música*
 musical /'mju:zɪkl/ *musical*
 (to) myself /((tə)mar'self/
(a) mí mismo
 mystery /'mɪstri/
(película) de misterio

Wordlist

N

name /neɪm/ *nombre*
 narrate /nə'reɪt/ *narrar*
 narrow /'nærəʊ/ *estrecho*
 nasty /'nɑ:sti/ *desagradable*
 nation /'neɪʃn/ *nación*
 national anthem /,næʃnəl'ænthəm/
himno nacional
 nationality /næʃə'næləti/
nacionalidad
 natural /'nætʃrəl/ *natural*
 natural disaster /,nætʃrəl dɪ'zɑ:stə(r)/
desastre natural
 near /nɪə(r)/ *cerca de*
 nearly /'ni:li/ *casi*
 necessary /'nesəsəri/ *necesario*
 neck /nek/ *cuello*
 need /ni:d/ *necesitar*
 neighbour /'neɪbə(r)/ *vecino, vecina*
 never mind /'nevə ,maɪnd/
no importa
 new /nju:/ *nuevo*
 New York apartment
 /,nju: ,jɔ:k ə'pɑ:tmənt/
apartamento de Nueva York
 news topics /'nju:z ,tɒpɪks/
temas del telediario
 newsagent /'nju:zeɪdʒənt/ *kiosco*
 newsletter /'nju:zletə(r)/
boletín informativo
 newspaper /'nju:zpeɪpə(r)/
periódico
 next /nekst/ *siguiente*
 nice /naɪs/ *agradable*
 no way /'nəʊ ,weɪ/ *ni hablar*
 nobody /'nəʊbədi/ *nadie*
 noisy /'nɔ:zi/ *ruidoso*
 nominate /'nɒmɪneɪt/ *nominar*
 none /nʌn/ *ninguno*
 non-stop /'nɒn ,stɒp/ *sin parar,*
ininterrumpidamente
 normal /'nɔ:ml/ *normal*
 north /nɔ:θ/ *norte*
 nose /nəʊz/ *nariz*
 nothing /'nʌθɪŋ/ *nada*
 novelist /'nɒvəlɪst/ *novelista*
 nuclear energy /,nju:kliə'ɛnədʒi/
energía nuclear
 nut /nʌt/ *fruto seco*

O

objective /əb'dʒektɪv/ *objetivo*
 obsession /əb'seɪʃn/ *obsesión*
 obsessive /əb'sesɪv/ *obsesivo*
 ocean /'əʊʃn/ *océano*
 oddball /'ɒdbɔ:l/ *bicho raro*
 of course /əv'kɔ:s/ *por supuesto*
 offensive /ə'fensɪv/ *ofensivo*

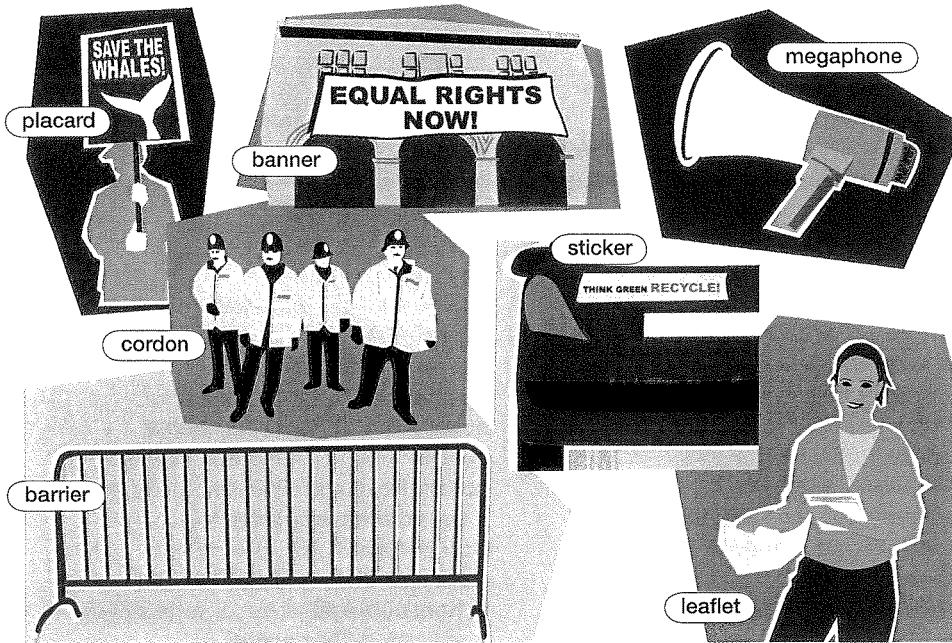
office /'ɒfɪs/ *oficina*
 office block /'ɒfɪs ,blɒk/
bloque de oficinas
 offline /ɒf'laɪn/ *fuera de Internet*
 ogre /'əʊgə(r)/ *ogro*
 oil paint /'ɔɪl ,peɪnt/ *pintura al óleo*
 old /əʊld/ *viejo, antiguo*
 omelette /'ɒmlət/ *tortilla*
 once /wʌns/ *una vez*
 one or two /,wʌn ɔ:tuz/ *uno o dos*
 one-hit-wonder /,wʌn ,hɪt 'wʌndə(r)/
flor de un día
 online game /,ɒnlaɪn'geɪm/
juego online
 only /'əʊnli/ *solo*
 open a shop /,əʊpən ə'ʃɒp/
abrir una tienda
 open mind /,əʊpən'maɪnd/
mentalidad abierta
 open-minded /,əʊpən'maɪndɪd/
de mentalidad abierta
 opera /'ɒprə/ *ópera*
 opinion /ə'pɪnɪən/ *opinión*
 opposite /'ɒpəzɪt/ *(de significado)*
contrario
 optic /'ɒptɪk/ *óptico*
 orchestra /'ɔ:kɪstrə/ *orquesta*
 ordinary /'ɔ:dɪnri/ *normal*
 organize /'ɔ:gənəɪz/ *organizar*
 organization /'ɔ:gənəɪ'zeɪʃn/
organización
 origin /'ɒrɪdʒɪn/ *origen*
 original /ə'ɪdʒənəl/ *original*
 other /'ʌðə(r)/ *otros*
 oval /'əʊvl/ *ovalado*
 overnight sensation
 /,əʊvənəɪt sen'seɪʃn/
sensación del momento
 own /əʊn/ *tener, poseer*

P

pack /pæk/ *paquete*
 packet /'pækɪt/ *paquete*
 painter /'peɪntə(r)/ *pintor, pintora*
 painting /'peɪntɪŋ/ *cuadro*
 pale /peɪl/ *pálido*
 pants /pænts/ *pantalones*
 paper /'peɪpə(r)/ *papel*
 Paralympics /pærə'lɪmpɪks/
Olimpiadas Paralímpicas
 parents /'peərənts/ *padres*
 park /pɑ:k/ *parque*
 part /pɑ:t/ *parte*
 participant /pɑ:'tɪsɪpənt/
participante
 participate /pɑ:'tɪsɪpeɪt/ *participar*
 particular /pə'tɪkjələ(r)/ *concreto*
 particularly /pə'tɪkjələli/ *sobre todo*

parties /'pɑ:ti:z/ *fiestas*
 pass exams /,pɑ:s ɪg'zæmz/
aprobar exámenes
 passion /'pæʃn/ *pasión*
 patrol /pə'trəʊl/ *patrullar, vigilar*
 pencil case /'pensl ,keɪs/ *estuche*
 people /'pi:pl/ *gente*
 perfect /'pɜ:fɪkt/ *perfecto*
 perhaps /pə'hæps/ *quizá*
 permanent /'pɜ:mənənt/
permanente, estable
 permit /'pɜ:mɪt/ *permiso*
 persist /pə'sɪst/ *persistir*
 person /'pɜ:sn/ *persona*
 personal webpage /,pɜ:snl'webpeɪdʒ/
página web personal
 personality /pɜ:sə'næləti/
personalidad
 perspective /pə'spektɪv/
perspectiva
 petition /pə'tɪʃn/ *petición,*
recogida de firmas
 petrol /'petrəl/ *gasolina*
 photo /'fəʊtəʊ/ *foto*
 photographer /fə'tɒgrəfə(r)/
fotógrafo, fotógrafa
 physical /'fɪzɪkl/ *físico*
 pianist /'piənɪst/ *pianista*
 picture quality /'pɪktʃə ,kwɒləti/
calidad de imagen
 (a) piece (of) /(ə)'pi:s (əv)/ *un, una*
 pigsty /'pɪgstɑɪ/ *pocilga*
 pink /pɪŋk/ *rosa*
 piranha /pɪ'rɑ:nə/ *piraña*
 pity /'pɪti/ *pena*
 pizza /'pɪtsə/ *pizza*
 placard /'plækɑ:d/ *letrero*
 place /pleɪs/ *casa*
 plane /pleɪn/ *avión*
 planet /'plænɪt/ *planeta*
 plant /plɑ:nt/ *planta*
 plastic /'plæstɪk/ *plástico*
 play /pleɪ/ *jugar (a)*
 play games online
 /,pleɪ 'geɪmz ɒn ,laɪn/
practicar juegos online
 play truant /,pleɪ'tru:ənt/
hacer novillos
 player /'pleɪə(r)/ *jugador, jugadora*
 plot /plɒt/ *argumento*
 podcast /'pɒdkɑ:st/ *podcast, emisión*
vía Ipod
 point /pɔɪnt/ *punto*
 point /pɔɪnt/ *apuntar, señalar*
 poison /'pɔɪzn/ *veneno*
 police /pə'li:s/ *policía*
 policy /'pɒləsi/ *política*
 polite /pə'laɪt/ *educado*
 politics /'pɒlətɪks/ *política*

Protest



pollute /pə'lu:t/ *contaminar*
 pollution /pə'lu:ʃn/ *contaminación*
 pop /pɒp/ *pop*
 pop art /'pɒp ,ɑ:t/ *arte pop*
 popular /'pɒpjələ(r)/ *popular, de éxito*
 population /pɒpjə'leɪʃn/ *población*
 portrait /'pɔ:treɪt/ *retrato*
 portray /pɔ:'treɪ/ *retratar*
 positive /'pɒzətɪv/ *positivo*
 positive incentive /,pɒzətɪv ɪn'sentɪv/ *incentivo positivo*
 post a message /,pəʊst ə'mesɪdʒ/ *mandar un mensaje*
 poster /'pəʊstə(r)/ *póster*
 post-war /,pəʊst'wɔ:/ *de la posguerra*
 potato /pə'teɪtəʊ/ *patata*
 poverty /'pɒvəti/ *pobreza*
 powder /'paʊdə(r)/ *detergente*
 (nuclear) power station /,(nju:kliə)'paʊə ,steɪʃn/ *central nuclear*
 powerful /'paʊəfl/ *fuerte*
 practical /'præktɪkl/ *práctico*
 preferred /prɪ'fɜ:d/ *preferido*
 prepare /prɪ'peə(r)/ *preparar*
 present /'preznt/ *regalo*
 presenter /prɪ'zentə(r)/ *presentador, presentadora*
 president /'prezɪdnt/ *presidente, presidenta*
 pressure /'preʃə(r)/ *presión*
 pretentious /prɪ'tenʃəs/ *pretencioso*

pretty /'prɪti/ *bonito*
 prevention /prɪ'venʃn/ *prevención*
 prevention is better than cure /prɪ'venʃn ɪz ,betə ðən'kjʊə(r)/ *más vale prevenir que curar*
 primary school /'praɪməri ,sku:l/ *educación primaria*
 Prime Minister /,praɪm'mɪnɪstə(r)/ *Primer Ministro, Primera Ministra*
 prince /prɪns/ *príncipe*
 principal /'prɪnsɪpl/ *director, directora de escuela*
 privacy /'prɪvəsi/ *intimidad*
 private school /'praɪvət ,sku:l/ *colegio privado*
 prize /praɪz/ *premio*
 problem /'prɒbləm/ *problema*
 problem page /'prɒbləm ,peɪdʒ/ *sección de consultas*
 produce /prə'dju:s/ *producir*
 producer /prə'dju:sə(r)/ *productor, productora*
 product /'prɒdʌkt/ *producto*
 production /prə'dʌkʃn/ *producción*
 profound /prə'faʊnd/ *profundo*
 programme /'prəʊgræm/ *programa*
 project /'prɒdʒekt/ *proyecto*
 projector /prə'dʒektə(r)/ *proyector*
 promise /'prɒmɪs/ *prometer*
 protect /prə'tekt/ *proteger*
 protest /'prəʊtest/ *protesta*
 provide /prə'vaɪd/ *proporcionar*
 provocative /prə'vɒkətɪv/ *provocador*

psychologist /saɪ'kɒlədʒɪst/ *psicólogo, psicóloga*
 public transport /,pʌblɪk'trænspɔ:t/ *transporte público*
 publicity /pʌb'lɪsəti/ *publicidad*
 publicize /'pʌblɪsaɪz/ *hacer publicidad*
 purple /'pɜ:pl/ *morado*
 purse /pɜ:s/ *cartera*
 put /pʊt/ *poner*
 pyjamas /pə'dʒɑ:məz/ *pijama*

Q
 qualification /kwɒlɪfɪ'keɪʃn/ *título*
 quality /'kwɒləti/ *calidad*
 queue /kju:z/ *cola, fila*
 quick /kwɪk/ *rápido*
 quiet /'kwaɪət/ *silencioso*
 quiz /kwɪz/ *juego de preguntas y respuestas*
 quiz show /'kwɪz ,ʃəʊ/ *programa concurso*

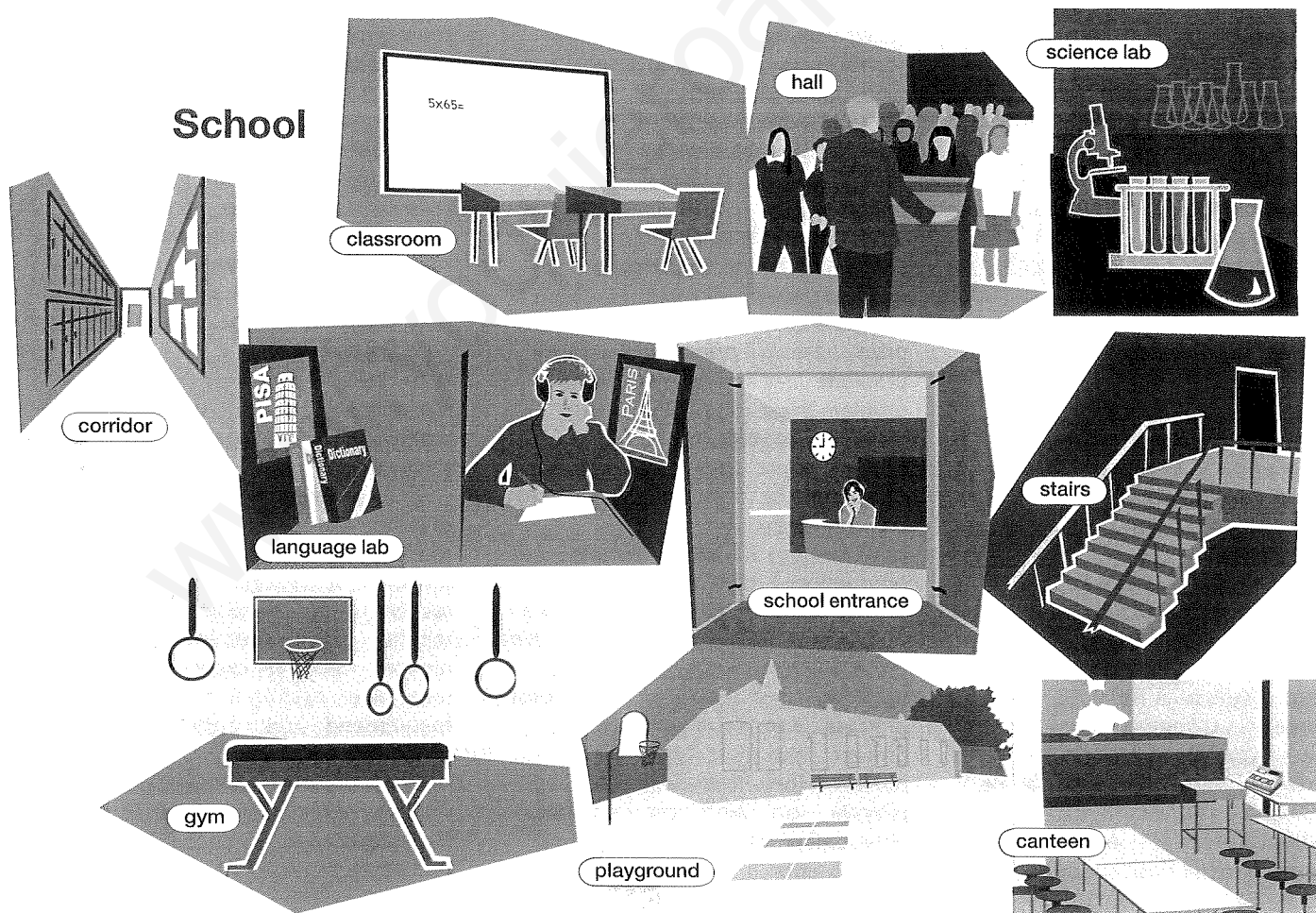
R
 race /reɪs/ *raza*
 race /reɪs/ *carrera*
 radio /'reɪdiəʊ/ *radio*
 radio waves /'reɪdiəʊ ,weɪvz/ *ondas de radio*
 raft /rɑ:ft/ *balsa*
 rain /reɪn/ *lluvia*
 rainforest /'reɪmfɒrɪst/ *selva tropical*
 raise /reɪz/ *recaudar*
 rake /reɪk/ *rastrillo*
 rare /reə(r)/ *poco frecuente*
 reach /ri:tʃ/ *alcanzar*
 react /ri'ækt/ *reaccionar*
 readymade /'redɪmeɪd/ *confeccionado*
 real /'ri:əl/ *real*
 realistic /rɪ'ælɪstɪk/ *realista*
 reality /rɪ'æləti/ *realidad*
 reality show /rɪ'æləti ,ʃəʊ/ *reality (show)*
 real-life /'ri:əl ,laɪf/ *de la vida real*
 really /rɪ'æli/ *realmente, muy*
 reason /'ri:zn/ *razón*
 receive /rɪ'si:v/ *recibir*
 recent /'ri:snt/ *reciente*
 reckon /'rekən/ *creer*
 recognize /'rekənaɪz/ *reconocer*
 recommend /rekə'mend/ *recomendar*
 record /rɪ'kɔ:d/ *grabar*
 recycle /rɪ'saɪkl/ *reciclar*
 Red Cross /,red'krɒs/ *Cruz Roja*
 reduce /rɪ'dju:s/ *reducir*

Wordlist

regularly /'regjələli/ *habitualmente*
 reject /rɪ'dʒekt/ *rechazar*
 relationship /rɪ'leɪʃnʃɪp/ *relación*
 relative /'relətɪv/ *familiar*
 relax /rɪ'læks/ *relajarse*
 release a single /rɪ'li:s ə'sɪŋgl/
publicar un disco sencillo
 religion /rɪ'lɪdʒən/ *religión*
 remember /rɪ'membə(r)/ *recordar*
 remote control /rɪ'məʊt kən'trəʊl/
mando de la tele
 renewable energy /rɪ'nju:əbl'ənədʒi/
energía renovable
 replace /rɪ'pleɪs/ *sustituir*
 reporter /rɪ'pɔ:tə(r)/ *periodista*
 represent /reprɪ'zent/ *representar*
 representative /reprɪ'zentətɪv/
representativo
 reptile /'reptal/ *reptil*
 reputation /repju'teɪʃn/ *reputación*
 rescue /'reskjʊ:/ *rescatar*
 resource /rɪ'zɔ:s/ *medio*
 respect /rɪ'spekt/ *respetar*
 responsibility /rɪ'spɒnsə'bɪləti/
responsabilidad
 responsible /rɪ'spɒnsəbl/
responsable

restaurant /'restɒrənt/ *restaurante*
 retire /rɪ'taɪə(r)/ *retirarse, jubilarse*
 reuse /rɪ:'ju:z/ *reutilizar*
 review /rɪ'vju:/ *crítica, reseña*
 revise for an exam / test
 /rɪ'vaɪz fər ən ɪg'zæm, ə'test/
repasar para un examen
 revolution /revə'lju:ʃn/ *revolución*
 reward /rɪ'wɔ:d/ *premio, recompensa*
 rich /rɪtʃ/ *rico*
 ridiculous /rɪ'dɪkjələs/ *ridículo*
 rights /raɪts/ *derechos*
 ring /rɪŋ/ *anillo*
 river /'rɪvə(r)/ *río*
 rock star /'rɒk ,stɑ:(r)/
estrella del rock
 roll /rəʊl/ *rollo*
 romance /rəʊ'mæns/
película romántica
 room /ru:m/ *habitación*
 round /raʊnd/ *redondo*
 routine /ru:'ti:n/ *hábito, rutina*
 rubbish /'rʌbɪʃ/ *basura*
 ruin /'ru:ɪn/ *arruinar*

S
 sack someone /sæk 'sɑ:mwʌn/
 echar/despedir a alguien
 sad /sæd/ *triste*
 safe /seɪf/ *seguro*
 sanction /'sæŋkʃn/ *sanción*
 sandwich /'sænwɪtʃ/ *sandwich*
 sardine /sɑ:'dɪn/ *sardina*
 satellite dish /'sætələɪt ,dɪʃ/
antena parabólica
 save /seɪv/ *salvar*
 say /seɪ/ *decir*
 scarf /skɑ:f/ *bufanda*
 scary /'skeəri/ *de miedo*
 scene /si:n/ *escena*
 scenery /'sɪnəri/ *paisaje*
 scent /sent/ *esencia, aroma*
 school /sku:l/ *escuela, instituto*
 school holidays /,sku:l' hɒlədeɪz/
vacaciones escolares
 school rules /,sku:l'ru:lz/
normas de la escuela
 school subjects /,sku:l' sʌbdʒekts/
asignaturas escolares
 school uniform /,sku:l'ju:nɪfɔ:m/
uniforme escolar



school-leaving age /sku:l'li:vɪŋ ,eɪdʒ/ <i>edad para dejar la escuela</i>	shout /ʃaʊt/ <i>gritar</i>	sound effect /'saʊnd ɪ,fekt/ <i>efecto de sonido</i>
science fiction story / film /ˌsaɪəns 'fɪkʃn ,stɔ:ri, ,fɪlm/ <i>historia / película de ciencia ficción</i>	show /ʃəʊ/ <i>programa</i>	soup /su:p/ <i>sopa</i>
scientific /saɪən'tɪfɪk/ <i>científico</i>	show business /'ʃəʊ ,bɪznəs/ <i>mundo del espectáculo</i>	south /saʊθ/ <i>sur</i>
screen /skri:n/ <i>pantalla</i>	shower /'ʃaʊə(r)/ <i>ducha</i>	space /speɪs/ <i>espacio</i>
screen-time awareness /'skri:n ,taɪm ə ,weənəs/ <i>conciencia del tiempo de pantalla</i>	shrub /ʃrʌb/ <i>arbusto</i>	Spanish omelette /ˌspæɪnɪʃ 'ɒmlət/ <i>tortillas de patata</i>
sculpture /'skʌlptʃə(r)/ <i>escultura</i>	shy /ʃaɪ/ <i>tímido</i>	speak /spi:k/ <i>hablar</i>
sea /si:/ <i>mar</i>	sick /sɪk/ <i>mareado</i>	speaker /'spi:kə(r)/ <i>orador, oradora</i>
search /sɜ:tʃ/ <i>buscar</i>	sick /sɪk/ <i>enfermizo</i>	special /'speʃl/ <i>especial</i>
search engine /'sɜ:tʃ ,endʒɪn/ <i>buscador</i>	sign /saɪn/ <i>señal, letrero</i>	special effects /ˌspeʃl ɪ'fektz/ <i>efectos especiales</i>
season /'si:zən/ <i>temporada</i>	sign a contract /ˌsaɪn ə'kɒntrækt/ <i>firmar un contrato</i>	special power /ˌspeʃl'paʊə(r)/ <i>poder especial</i>
secondary school /'sekəndri ,sku:l/ <i>educación secundaria</i>	sign up /ˌsaɪn'ʌp/ <i>apuntarse, inscribirse</i>	species /'spi:ʃi:z/ <i>especie(s)</i>
second-hand /ˌsekənd'hænd/ <i>de segunda mano</i>	silent /'saɪlənt/ <i>mudo</i>	spectrum /'spektrəm/ <i>espectro</i>
secret /'si:kri:t/ <i>secreto</i>	silly /'sɪli/ <i>tonto</i>	spend /spend/ <i>pasar</i>
secretive /'si:kri:tɪv/ <i>reservado</i>	silver /'sɪlvə(r)/ <i>plata</i>	spend time /ˌspend'taɪm/ <i>pasar tiempo</i>
section /'sekʃn/ <i>sección</i>	similar /'sɪmələ(r)/ <i>parecido</i>	spoil /spɔɪl/ <i>estropear</i>
seem /si:m/ <i>parecer</i>	simile /'sɪməli/ <i>comparación</i>	sponsor /'spɒnsə(r)/ <i>empresa patrocinadora</i>
sell /sel/ <i>vender</i>	simple /'sɪmpl/ <i>sencillo</i>	sport /spɔ:t/ <i>deporte</i>
sensation /sen'seɪʃn/ <i>sensación</i>	singer /'sɪŋə(r)/ <i>cantante</i>	sports centre /'spɔ:ts ,sentə(r)/ <i>polideportivo</i>
sensationalist /sen'seɪʃənəlɪst/ <i>sensacionalista</i>	single-sex school /'sɪŋgl ,seks ,sku:l/ <i>colegio solo para chicos/chicas</i>	sports programme /'spɔ:ts ,prəʊgræm/ <i>programa de deportes</i>
sensible /'sensəbl/ <i>sensato</i>	sister /'sɪstə(r)/ <i>hermana</i>	sportsperson /'spɔ:ts pɜ:sn/ <i>deportista</i>
sensitive /'sensətɪv/ <i>sensible</i>	sitcom /'sɪtkɒm/ <i>comedia de situación</i>	spread a rumour /ˌspred ə'ru:mə(r)/ <i>difundir un rumor</i>
sentence /'sentəns/ <i>frase</i>	situation /sɪ'tʃu:eiʃn/ <i>situación</i>	spy story / film /'spaɪ ,stɔ:ri, ,fɪlm/ <i>historia / película de espionaje</i>
separate /'seprət/ <i>aparte</i>	sixteen /sɪks'ti:n/ <i>dieciséis</i>	square /skweə(r)/ <i>cuadrado, anguloso</i>
series /'sɪəri:z/ <i>serie(s)</i>	skiing /'ski:ŋ/ <i>esquí</i>	square-faced /'skweə ,feɪst/ <i>de rostro anguloso</i>
serious /'sɪəriəs/ <i>serio</i>	skilful /'skɪfl/ <i>habilitado</i>	stage /steɪdʒ/ <i>escenario</i>
set up /ˌset'ʌp/ <i>poner en marcha</i>	skill /skɪl/ <i>habilidad</i>	stand /stænd/ <i>estar (de pie)</i>
setting /'setɪŋ/ <i>escenario de la acción</i>	skin /skɪn/ <i>piel</i>	standard /'stændəd/ <i>estándar</i>
several /'sevrəl/ <i>varios</i>	sleep /sli:p/ <i>dormir</i>	stare /steə(r)/ <i>mirar fijamente</i>
shampoo /ʃæm'pu: / <i>champú</i>	slow /sləʊ/ <i>lento</i>	start /stɑ:t/ <i>empezar</i>
share files /ʃeə(r) faɪlz/ <i>compartir archivos</i>	small /smɔ:l/ <i>pequeño</i>	state school /'steɪt ,sku:l/ <i>escuela pública</i>
sharp /ʃɑ:p/ <i>brusco</i>	smell /smel/ <i>olor</i>	stay away /ˌsteɪ ə'weɪ/ <i>estar fuera</i>
shed /ʃed/ <i>caseta</i>	smile /smaɪl/ <i>sonreír</i>	steal /sti:l/ <i>robar</i>
sheep /ʃi:p/ <i>oveja(s)</i>	smoke /sməʊk/ <i>fumar</i>	stimulate /'stɪmjuleɪt/ <i>estimular</i>
shipwreck /'ʃɪprek/ <i>naufragio</i>	smoking /'sməʊkɪŋ/ <i>fumar</i>	stolen /'stəʊlən/ <i>robado</i>
shocked /ʃɒkt/ <i>horrorizados, estupefactos</i>	snack /snæk/ <i>tentempié</i>	store /stɔ:(r)/ <i>tienda</i>
shocking /'ʃɒkɪŋ/ <i>sorprendente</i>	sneeze /sni:z/ <i>estornudar</i>	story /'stɔ:ri/ <i>historia</i>
shoot a video /ˌʃu:t ə'vɪdiəʊ/ <i>grabar un vídeo</i>	soap /səʊp/ <i>jabón</i>	straight /streɪt/ <i>directamente</i>
shop /ʃɒp/ <i>tienda</i>	soap opera /'səʊp ,ɒprə/ <i>culebrón</i>	straight /streɪt/ <i>recto</i>
shopping /'ʃɒpɪŋ/ <i>ir de tiendas</i>	social /'səʊʃl/ <i>social</i>	strange /streɪndʒ/ <i>raro</i>
shopping bag /'ʃɒpɪŋ ,bæg/ <i>bolsa de la compra</i>	social networking site /ˌsəʊʃl'netwɜ:kɪŋ ,saɪt/ <i>sitio web de una red social</i>	strategy /'strætədʒi/ <i>estrategia</i>
shopping centre /'ʃɒpɪŋ ,sentə(r)/ <i>centro comercial</i>	soft /sɒft/ <i>suave</i>	strawberry /'strɔ:bəri/ <i>fresa</i>
short /ʃɔ:t/ <i>corto</i>	software /'sɒftweə(r)/ <i>software</i>	strength /streŋθ/ <i>fuerza</i>
short-sighted /ˌʃɔ:t'saɪtɪd/ <i>miope</i>	soldier /'səʊldʒə(r)/ <i>soldado</i>	stressful /'stresfl/ <i>estresante</i>
shoulder /'ʃəʊldə(r)/ <i>espalda</i>	solo /'səʊləʊ/ <i>en solitario</i>	strict /strɪkt/ <i>estricto</i>
	solution /sə'lu:ʃn/ <i>solución</i>	
	sombre /'sɒmbə(r)/ <i>sombrío</i>	
	some /səm, səm/ <i>unos</i>	
	someone /'səʊmwʌn/ <i>alguien</i>	
	something /'səʊθɪŋ/ <i>algo</i>	
	son /sʌn/ <i>hijo</i>	
	song /sɒŋ/ <i>canción</i>	
	sound /saʊnd/ <i>sonido</i>	

Wordlist

stripe /straɪp/ *raya*
 stroke /strəʊk/ *pincelada, trazo*
 strong /strɒŋ/ *fuerte*
 stubborn /'stʌbən/ *testarudo*
 stud earrings /,stʌd'ɪəriŋz/ *pendientes de bolita*
 study /'stʌdi/ *estudiar*
 stuff /stʌf/ *asunto*
 stupid /'stju:pid/ *tonto*
 style /stɑɪl/ *estilo*
 stylish /'stɑɪlɪʃ/ *estiloso, con estilo*
 subject /'sʌbdʒɪkt/ *sujeto*
 subscribe /səb'skraɪb/ *suscribirse*
 succeed /sək'si:d/ *tener éxito*
 success /sək'ses/ *éxito*
 successful /sək'sesfl/ *de éxito*
 sudden /'sʌdn/ *repentino*
 sulk /sʌlk/ *estar enfurruñado*
 summit /'sʌmɪt/ *cumbre*
 Sun /sʌn/ *Sol*
 sunlight /'sʌnlɑɪt/ *luz solar*
 superhero /'su:pəhɪərəʊ/ *superhéroe*
 supermarket /'su:pəmɑ:kɪt/ *supermercado*
 support /sə'pɔ:t/ *apoyar*
 supporters /sə'pɔ:təz/ *aficionados, aficionadas*
 surfing /'sɜ:fɪŋ/ *surf*
 surrealism /sə'ri:əlɪzəm/ *surrealismo*
 surround-sound /sə'raʊnd ,saʊnd/ *sonido envolvente*
 survey /'sɜ:veɪ/ *encuesta*
 suspend /sə'spend/ *expulsar temporalmente*
 sustainable development /sə'steɪnəbl dɪ'veləpmənt/ *desarrollo sostenible*
 sweet /swi:t/ *dulce*
 swimming /'swɪmɪŋ/ *natación*
 symbolize /'sɪmbəlaɪz/ *simbolizar*
 system /'sɪstəm/ *sistema*

T

take-away /'teɪk ə'weɪ/ *para llevar*
 talent /'tælənt/ *talento*
 talent show /'tælənt ,ʃəʊ/ *programa de talentos*
 talented /'tæləntɪd/ *con talento*
 tall /tɔ:l/ *alto*
 tank /tæŋk/ *tanque*
 tapir /'teɪpə(r)/ *tapir*
 target /'tɑ:ɡɪt/ *objetivo*
 tea /ti:/ *té*
 teacher /'ti:tʃə(r)/ *profesor, profesora*
 team /ti:m/ *equipo*
 tease /ti:z/ *tomar el pelo*

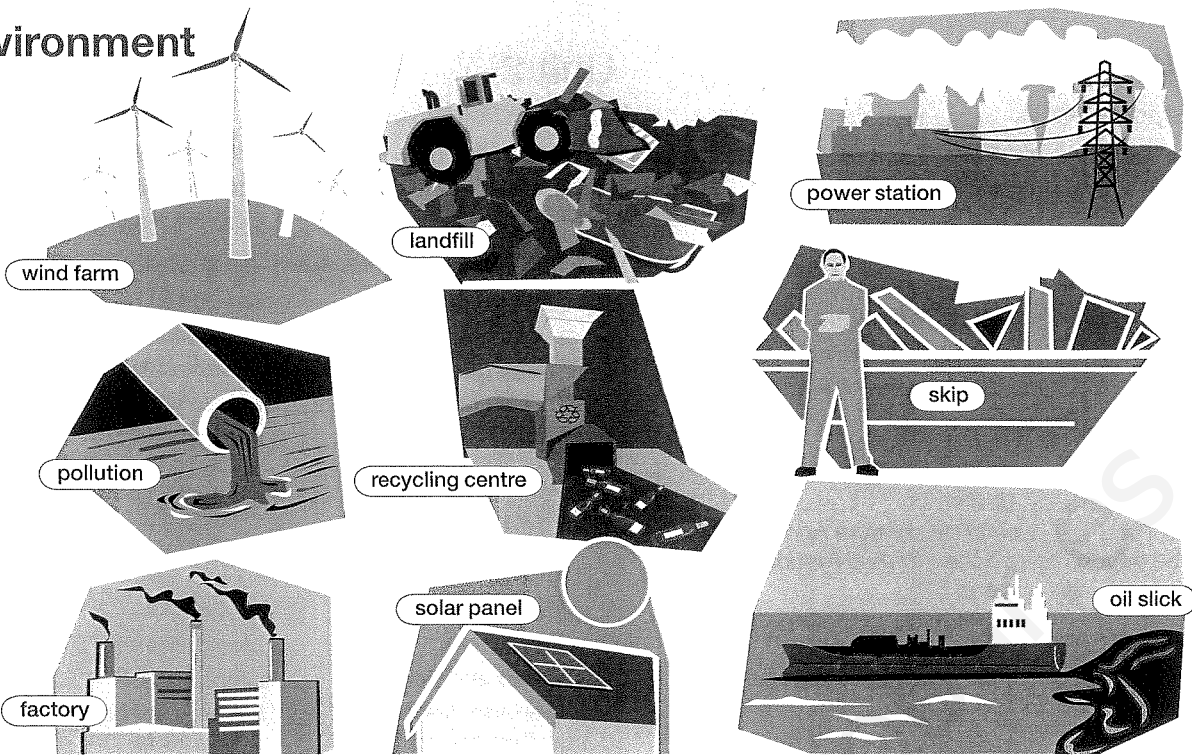
technical vocabulary /,teknɪkl və'kæbjələri/ *vocabulario técnico*
 technology /tek'nɒlədʒi/ *tecnología*
 teen/teenager /ti:n, 'ti:neɪdʒə(r)/ *adolescente*
 television /'telɪvɪzən/ *televisión*
 temperature /'temprətʃə(r)/ *temperatura*
 tennis /'tenɪs/ *tenis*
 tense /tens/ *tenso*
 tent /tent/ *tienda de campaña*
 test /test/ *examen*
 text message /'tekst ,mesɪdʒ/ *mensaje de texto*
 the news /ðə'nju:z/ *las noticias*
 the past /ðə'pɑ:st/ *el pasado*
 the rest /ðə'rest/ *el resto*
 the same /ðə'seɪm/ *el mismo*
 theatre /'θiətə(r)/ *teatro*
 theme /θi:m/ *tema*
 then /ðen/ *entonces*
 theory /'θiəri/ *teoría*
 these days /'ði:z ,deɪz/ *en la actualidad*
 thin /θɪn/ *delgado*
 think /θɪŋk/ *pensar*
 third /θɜ:d/ *tercero*
 thousand /'θaʊzənd/ *mil*
 thriller /'θrɪlə(r)/ *thriller, película de suspense*
 throw /θrəʊ/ *lanzar*
 throw away /θrəʊ ə'weɪ/ *tirar*
 thunder /'θʌndə(r)/ *trueno*
 thunderstorm /'θʌndəstɔ:m/ *tormenta (de rayos y truenos)*
 ticket /'tɪkɪt/ *entrada*
 tidy your room /,taɪdi jɔ:'ru:m/ *ordenar tu habitación*
 time /taɪm/ *tiempo*
 (be) time-consuming /,bi'taɪm kən,sju:mɪŋ/ *llevar mucho tiempo*
 tired /'taɪəd/ *cansado*
 title /'taɪtl/ *título*
 toast /təʊst/ *tostada*
 together /tə'geðə(r)/ *juntos*
 toilet paper /'tɔɪlət ,peɪpə(r)/ *papel higiénico*
 tolerant /'tɒlərənt/ *tolerante*
 ton /tʌn/ *tonelada*
 toothpaste /'tu:θpeɪst/ *pasta de dientes*
 tourist /'tʊərɪst/ *turista*
 town /taʊn/ *ciudad*
 toy /tɔɪ/ *juguete*
 trade /treɪd/ *comercio*
 tradition /trə'dɪʃn/ *tradición*
 traditional /trə'dɪʃnəl/ *tradicional*

train /treɪn/ *entrenar*
 transform /træns'fɔ:m/ *transformar*
 transmit /træns'mɪt/ *transmitir*
 transport /'trænspɔ:t/ *transporte*
 trash /træʃ/ *basura*
 travel /'trævl/ *viajar*
 tree /tri:/ *árbol*
 triangular /traɪ'æŋɡjələ(r)/ *triangular*
 triathlon /traɪ'æθlən/ *triatlón*
 tropical /'trɒpɪkl/ *tropical*
 trousers /'traʊzəz/ *pantalones*
 truck /trʌk/ *camión*
 true /tru:/ *verdadero*
 trust /trʌst/ *confiar en*
 try /traɪ/ *intentar*
 tube /tju:b/ *tubo*
 turn /tɜ:n/ *turno*
 turn on a laptop /tɜ:n ,ɒn ə'læptɒp/ *encender el portátil*
 tutor /'tju:tə(r)/ *tutor, tutora*
 TV /ti:'vi:/ *tele*
 TV channel /,ti:'vi:,tʃænl/ *canal de televisión*
 TV guide /,ti:'vi:,gaɪd/ *guía de televisión*
 TV set /,ti:'vi:,set/ *aparato de televisión*
 two /tu:/ *dos*
 type /taɪp/ *tipo*
 typical /'tɪpɪkl/ *típico*

U

unacceptable /ʌnək'septəbl/ *inaceptable*
 unbelievable /ʌnbɪ'li:vəbl/ *increíble*
 understand /ʌndə'stænd/ *entender*
 understory /'ʌndəstɔ:ri/ *sotobosque*
 underwater /'ʌndəwɔ:tə(r)/ *bajo el agua, subacuático*
 unhealthy /ʌn'helθi/ *nada saludable*
 uniform /'ju:nɪfɔ:m/ *uniforme*
 unique /ju:'ni:k/ *único*
 United Nations /ju,nartɪd 'neɪʃnz/ *Naciones Unidas*
 universal /ju:nɪ'vɜ:sl/ *universal*
 university /ju:nɪ'vɜ:səti/ *universidad*
 unnatural /ʌn'nætʃrəl/ *antinatural*
 unnecessary /ʌn'nesəsəri/ *innecesario*
 update /ʌp'deɪt/ *actualizar*
 (be) upset /,bi ʌp'set/ *estar disgustado*
 urinal /juə'raɪnəl/ *urinario*
 use /ju:z/ *utilizar*
 useful /'ju:sfl/ *útil*
 useless /'ju:sləs/ *inútil*
 user /'ju:zə(r)/ *usuario, usuaria*

Environment



V
 vampire /'væmpaɪə(r)/ vampiro,
 vampira
 vandalism /'vændəlɪzəm/ vandalismo
 various /'veəriəs/ diversos
 vegetarian /vedʒɪ'teəriən/ vegetariano
 vegetation /vedʒɪ'teɪʃn/ vegetación
 verbal /'vɜːbəl/ verbal
 victim /'vɪktɪm/ víctima
 video /'vɪdiəʊ/ vídeo
 viewer /'vjʊə(r)/ espectador,
 espectadora
 violence /'vaɪələns/ violencia
 violent /'vaɪələnt/ violento
 violet /'vaɪələt/ violeta
 viral video /,vaɪrəl'vɪdiəʊ/ vídeo vírico
 virtual /'vɜːtʃuəl/ virtual
 virus /'vaɪrəs/ virus
 vision /'vɪʒn/ visión
 visit /'vɪzɪt/ visitar
 volunteer /vɒlən'tɪə(r)/ voluntario,
 voluntaria
 vote /vəʊt/ votar

W
 wake /weɪk/ despertar
 walk /wɔːk/ andar, pasear
 wall /wɔːl/ pared, muro
 want /wɒnt/ querer

war story / film /'wɔː.stɔːri, ,fɪlm/ historia / película de guerra
 warcraft /'wɔːkrɑːft/ artes de guerra
 warm-hearted /,wɔːm'hɑːtɪd/ de buen corazón
 wars /wɔːz/ guerras
 washing machine /'wɒʃɪŋ mə'ʃiːn/ lavadora
 washing powder /'wɒʃɪŋ ,paʊdə(r)/ jabón de lavadora
 washing-up liquid /,wɒʃɪŋ'ʌp ,lɪkwɪd/ líquido lavavajillas
 waste /weɪst/ desperdiciar
 watch /wɒtʃ/ ver
 watch TV /,wɒtʃ ,tɪ'viː/ ver la tele
 water /'wɔːtə(r)/ agua
 watt /wɒt/ vatio
 wavy /'weɪvi/ ondulado
 weak /wiːk/ débil
 weather /'weðə(r)/ tiempo meteorológico
 weather forecast /'weðə ,fɔːkɑːst/ pronóstico del tiempo
 website /'websaɪt/ sitio web
 week /wiːk/ semana
 weekend /wiːk'end/ fin de semana
 well connected /,wel kə'nektɪd/ bien conectado, relacionado
 western /'westən/ película de vaqueros
 white /waɪt/ blanco
 whole /həʊl/ todo el
 wide /waɪd/ ancho

wild /waɪld/ salvaje
 wildlife /'waɪldlaɪf/ naturaleza (flora y fauna)
 wind /wɪnd/ viento
 wind farm /'wɪnd fɑːm/ parque eólico
 wine /waɪn/ vino
 winter /'wɪntə(r)/ invierno
 wipe out /,waɪp'aʊt/ acabar con
 wire /'waɪə(r)/ cable
 with /wɪð/ con
 without /wɪ'ðaʊt/ sin
 wood /wʊd/ madera
 work /wɜːk/ trabajar
 world /wɜːld/ mundo
 worry /'wʌri/ preocupar(se)
 (be) worth /,bi'wɜːθ/ merecer la pena
 write /raɪt/ escribir

Y
 yacht /jɒt/ yate
 year /jɪə(r)/ año
 yesterday /'jestədeɪ/ ayer
 young /jʌŋ/ joven
 youngster /'jʌŋstə(r)/ jovencito,
 jovencita
 your /jɔː(r)/ tu, tus

Z
 zero /'ziərəʊ/ cero

Starter unit

Hacer comparaciones

much	<i>mucho</i>
a bit / a lot	<i>un poco / mucho</i>
not	<i>no</i>
twice / three times	<i>dos / tres veces</i>
better than ...	<i>mejor que...</i>
more interesting than ...	<i>más interesante que...</i>
as interesting as ...	<i>tan interesante como...</i>
as good as ...	<i>tan bueno como / mejor que...</i>

Decir cuándo hacemos las cosas

... on Thursdays / Thursday evenings.	<i>...los jueves / los jueves por la tarde.</i>
... at the weekend / at night / at (about) seven o'clock.	<i>...el fin de semana / por la noche / (más o menos) a las siete.</i>
... in the morning / afternoon / evening.	<i>...por la mañana / por la tarde / al atardecer.</i>
... once or twice a day / week.	<i>...una o dos veces al día / por semana.</i>
... every Friday.	<i>...todos los viernes.</i>

Unit 1

Describir la personalidad de la gente

She tends to be quite ...	<i>Ella suele ser bastante...</i>
He can be very ...	<i>Él puede ser muy...</i>
He's sometimes a bit ...	<i>Él a veces es un poco...</i>

Expresar frecuencia

How often do you ... ?	<i>¿Con qué frecuencia...?</i>
Do you often / ever ... ?	<i>¿A menudo / Alguna vez...?</i>
Yes.	<i>Sí.</i>
All the time.	<i>Constantemente.</i>
Usually.	<i>Generalmente sí.</i>
Sometimes.	<i>A veces.</i>
Occasionally.	<i>Alguna vez.</i>
No.	<i>No.</i>
Never.	<i>Nunca.</i>
Not usually.	<i>Generalmente no.</i>
Not very often.	<i>No muy a menudo.</i>
Hardly ever.	<i>Casi nunca.</i>

Identificar a las personas y descubrir cosas sobre ellas

Who's that guy / girl over there?	<i>¿Quién es ese tío / esa chica de ahí?</i>
That guy / girl with the ...	<i>El tío / La chica del...</i>
What about him / her?	<i>¿Qué pasa con él / ella?</i>
He / She looks ...	<i>Él / Ella parece...</i>
You aren't his / her type.	<i>No eres su tipo (de él / ella).</i>

Unit 2

Contrastar opiniones

In my opinion, ...	<i>En mi opinión, ...</i>
I reckon ...	<i>Yo creo que...</i>
I feel the same.	<i>Yo opino lo mismo.</i>

Hablar de los programas de la tele

I stayed in.	<i>Me quedé en casa.</i>
What was on?	<i>¿Qué daban por la tele?</i>
Was it any good?	<i>¿Estuvo bien?</i>
Didn't you see it?	<i>¿No lo viste?</i>
I missed it.	<i>Me lo perdí.</i>

Unit 3

Expresar los números

Nought.	<i>Cero.</i>
One point three.	<i>Uno coma tres.</i>
A hundred and one.	<i>Ciento uno.</i>
Fourteen thousand, five hundred and forty.	<i>Catorce mil quinientos cuarenta.</i>
A hundred and twenty-five thousand.	<i>Ciento veinticinco mil.</i>
Two million.	<i>Dos millones.</i>

Ofrecer y pedir ayuda

Shall I ... ?	<i>¿Quieres que yo...?</i>
Would you mind?	<i>¿Te importaría?</i>
Could you ... ?	<i>¿Podrías...?</i>
OK, no problem. I'll ...	<i>Ningún problema. Yo...</i>

Unit 4

Describir experiencias

Have you ever ... ?	<i>¿Alguna vez has...?</i>
No, never.	<i>No, nunca.</i>
Yes, once (or twice).	<i>Sí, una vez (o dos).</i>
... occasionally.	<i>...alguna vez.</i>
... a few times.	<i>...varias veces.</i>
... a lot of times.	<i>...un montón de veces.</i>
What about you?	<i>¿Y tú?</i>

Disculparse y dar explicaciones

What's the matter?	<i>¿Qué pasa?</i>
I didn't mean to.	<i>No quería hacer eso.</i>
I didn't realize that ...	<i>No me he dado cuenta de que...</i>
I'm really sorry.	<i>Lo siento de verdad.</i>
Don't worry.	<i>No te preocupes.</i>
It won't happen again.	<i>No volverá a suceder.</i>

Unit 5

Describir cualidades

He's / She's quite / very / not exactly ...	Él / Ella es bastante / muy / no es exactamente...
He / She has / hasn't got (a lot of) ...	Él / Ella tiene / no tiene (un montón de)...
You need (a lot of)...	Necesitas (un montón de)...
You don't need (much) ... to be a singer.	No necesitas (mucho) ... para ser cantante.
It's important for a footballer to be ...	Para un futbolista es importante...
A sports star needs / doesn't need to be ...	Una estrella del deporte necesita / no necesita ser...

Contar las cosas que nos pasan

I haven't seen you for a while.	Hace bastante tiempo que no te veo.
You (don't) look happy.	(No) Pareces contento.
Tell me about it.	Cuéntamelo.
What happened?	¿Qué pasó?
No news, really.	En realidad, no hay ninguna novedad.

Unit 6

Mostrar acuerdo y desacuerdo

I (don't) think that ...	Creo (No creo) que...
I agree / disagree with that.	Estoy / No estoy de acuerdo con eso.
That's right.	Eso es.
I (don't) think so.	Creo que sí / no.
I'm not sure about that.	No estoy seguro de eso.

Pedir y dar consejos

What's the matter?	¿Qué pasa?
What should I do?	¿Qué debería hacer?
Whatever you do, don't ...	Hagas lo que hagas, no...
That's for sure.	Eso está claro.
I think you should ...	Yo creo que deberías...

Unit 7

Hacer sugerencias

Let's (organize a meeting).	Vamos a (organizar una reunión).
How about (starting an email campaign)?	¿Qué tal si (ponemos en marcha una campaña de email)?
Why don't we (boycott the shops)?	¿Por qué no (boicoteamos las tiendas)?
Shall we (protest about the decision)?	¿Y si (protestamos acerca de la decisión)?

Describir planes e intenciones

Have you got a minute?	¿Tienes un minuto?
What can I do for you?	¿En qué te puedo ayudar?
What's it for?	¿Para qué es?
I'm hoping to raise about ...	Espero recaudar alrededor de...
It sounds like a good cause.	Parece una buena causa.

Unit 8

Expresar deseos y gustos

Would you like to ... ?	¿Te gustaría...?
Yes, I would.	Sí.
No, I wouldn't.	No.
I'd love / hate it.	Me encantaría / espantaría.
I wouldn't mind.	No me importaría.
Do you like ... ?	¿Te gusta(n)...?
Yes, I do.	Sí.
No, I don't.	No.
I love / hate it.	Me encanta(n) / espanta(n).
I don't mind.	No me molesta(n).

Hacer recomendaciones y expresar preferencias

What about this one?	¿Qué tal está esta?
I'd only recommend that if ...	Solo la recomendaría si...
I don't fancy that.	Eso no me apetece.
You might prefer ...	A lo mejor prefieres...
I'm not a big fan of ...	No me vuelven loco...
Try this one.	Prueba con esta.

Unit 9

Hacer un test

What's your next question?	¿Cuál es tu siguiente pregunta?
I think the answer's ...	Yo creo que la respuesta es...
That's right. Well done.	Correcto. Muy bien.
No, sorry. Bad luck.	Lo siento, no es correcto. Mala suerte.
OK. It's your turn.	Vale. Ahora te toca a ti.

Expresar dudas y convencer a alguien de algo

What on earth is that?	¿Qué diablos es eso?
Don't you think ... ?	¿No crees que...?
Sort of, but ...	Puede ser, pero...
I'm not sure about ...	No me convence...
Oh, come on!	¡Venga, hombre!
It'll grow on you.	Cada vez te gustará más.

Irregular verbs list

Infinitive

be /bi:/, /bɪ/
 beat /bi:t/
 become /bɪ'kʌm/
 begin /bɪ'gɪn/
 bite /baɪt/
 break /breɪk/
 bring /brɪŋ/
 build /bɪld/
 burn /bɜ:n/
 buy /baɪ/
 can /kæn/
 catch /kætʃ/
 choose /tʃu:z/
 come /kʌm/
 cost /kɒst/
 cut /kʌt/
 do /du:/
 drink /drɪŋk/
 drive /draɪv/
 eat /i:t/
 fall /fɔ:l/
 feel /fi:l/
 fight /faɪt/
 find /faɪnd/
 fly /flaɪ/
 forget /fə'get/
 get /get/
 get up /,get 'ʌp/
 give /gɪv/
 go /gəʊ/
 grow up /,grəʊ 'ʌp/
 have /hæv/
 hide /haɪd/
 keep /ki:p/
 know /nəʊ/
 learn /lɜ:n/
 leave /li:v/
 lose /lu:z/
 make /meɪk/
 meet /mi:t/
 put /pʊt/
 read /ri:d/
 run /rʌn/
 say /seɪ/
 see /si:/
 sell /sel/
 send /send/
 set up /,set 'ʌp/
 sing /sɪŋ/
 sit /sɪt/
 sleep /sli:p/
 speak /spi:k/
 speed up /,spi:d 'ʌp/
 spend /spend/
 stand /stænd/
 steal /sti:l/
 swim /swɪm/
 take /teɪk/
 teach /ti:tʃ/
 tell /tel/
 think /θɪŋk/
 throw /θrəʊ/
 understand /,ʌndə'stænd/
 wake up /,weɪk 'ʌp/
 wear /weə(r)/
 win /wɪn/
 write /raɪt/

Past simple

was /wɒz, wəz/,
 were /wɜ:(r), wə(r)/
 beat /bi:t/
 became /br'keɪm/
 began /bɪ'gæn/
 bit /bɪt/
 broke /brəʊk/
 brought /brɔ:t/
 built /bɪlt/
 burnt /burned /bɜ:nt, bɜ:nd/
 bought /bɔ:t/
 could /kʊd/
 caught /kɔ:t/
 chose /tʃəʊz/
 came /keɪm/
 cost /kɒst/
 cut /kʌt/
 did /dɪd/
 drank /dræŋk/
 drove /draʊv/
 ate /et, eɪ/
 fell /fel/
 felt /felt/
 fought /fɔ:t/
 found /faʊnd/
 flew /flu:/
 forgot /fə'gɒt/
 got /gɒt/
 got up /,gɒt 'ʌp/
 gave /geɪv/
 went /went/
 grew up /,gru: 'ʌp/
 had /hæd/
 hid /hɪd/
 kept /kept/
 knew /nju:/
 learnt /learned /lɜ:nt, lɜ:nd/
 left /left/
 lost /lɒst/
 made /meɪd/
 met /met/
 put /pʊt/
 read /red/
 ran /ræn/
 said /sed/
 saw /sɔ:/
 sold /səʊld/
 sent /sent/
 set up /,set 'ʌp/
 sang /sæŋ/
 sat /sæt/
 slept /slept/
 spoke /spəʊk/
 sped up /,sped 'ʌp/
 spent /spent/
 stood /stʊd/
 stole /stəʊl/
 swam /swæm/
 took /tʊk/
 taught /tɔ:t/
 told /təʊld/
 thought /θɔ:t/
 threw /θru:/
 understood /,ʌndə'stʊd/
 woke up /,wəʊk 'ʌp/
 wore /wɜ:(r)/
 won /wɒn/
 wrote /rəʊt/

Past participle

been /bi:n/
 beaten /'bi:tɪn/
 become /br'kʌm/
 begun /bɪ'gʌn/
 bitten /'bɪtɪn/
 broken /'brəʊkən/
 brought /brɔ:t/
 built /bɪlt/
 burnt /burned /bɜ:nt, bɜ:nd/
 bought /bɔ:t/
 caught /kɔ:t/
 chosen /'tʃəʊzn/
 come /kʌm/
 cost /kɒst/
 cut /kʌt/
 done /dʌn/
 drunk /dræŋk/
 driven /'drɪvn/
 eaten /'i:tɪn/
 fallen /'fɔ:lən/
 felt /felt/
 fought /fɔ:t/
 found /faʊnd/
 flown /fləʊn/
 forgotten /fə'gɒtn/
 got /gɒt/
 got up /,gɒt 'ʌp/
 given /'gɪvn/
 gone /gɒn/
 grown up /,grəʊn 'ʌp/
 had /hæd/
 hidden /'hɪdn/
 kept /kept/
 known /nəʊn/
 learnt /learned /lɜ:nt, lɜ:nd/
 left /left/
 lost /lɒst/
 made /meɪd/
 met /met/
 put /pʊt/
 read /red/
 run /rʌn/
 said /sed/
 seen /si:n/
 sold /səʊld/
 sent /sent/
 set up /,set 'ʌp/
 sung /sʌŋ/
 sat /sæt/
 slept /slept/
 spoken /'spəʊkən/
 sped up /,sped 'ʌp/
 spent /spent/
 stood /stʊd/
 stolen /'stəʊlən/
 swum /swʌm/
 taken /'teɪkən/
 taught /tɔ:t/
 told /təʊld/
 thought /θɔ:t/
 thrown /θrəʊn/
 understood /,ʌndə'stʊd/
 woken up /,wəʊkən 'ʌp/
 worn /wɜ:n/
 won /wɒn/
 written /'rɪtɪn/

Translation

ser, estar
 ganar
 hacerse
 empezar
 morder, picar
 romper
 traer
 construir
 quemar
 comprar
 saber, poder
 coger
 escoger
 venir
 costar
 cortar
 hacer
 beber
 conducir
 comer
 caer(se)
 sentirse
 luchar
 encontrar
 volar
 olvidar
 recibir, sacar, ganar, llegar a, obtener
 levantarse
 dar
 ir
 crecer
 haber, tener
 esconder
 conservar, guardar
 conocer
 aprender
 dejar, abandonar
 perder
 hacer
 conocer
 poner
 leer
 correr
 decir
 ver
 vender
 enviar
 poner en marcha
 cantar
 sentarse
 dormir
 hablar
 acelerar
 pasar
 estar (de pie)
 robar
 nadar
 tomar, coger
 enseñar
 decir, contar
 pensar
 lanzar
 entender
 despertar
 vestir
 ganar
 escribir