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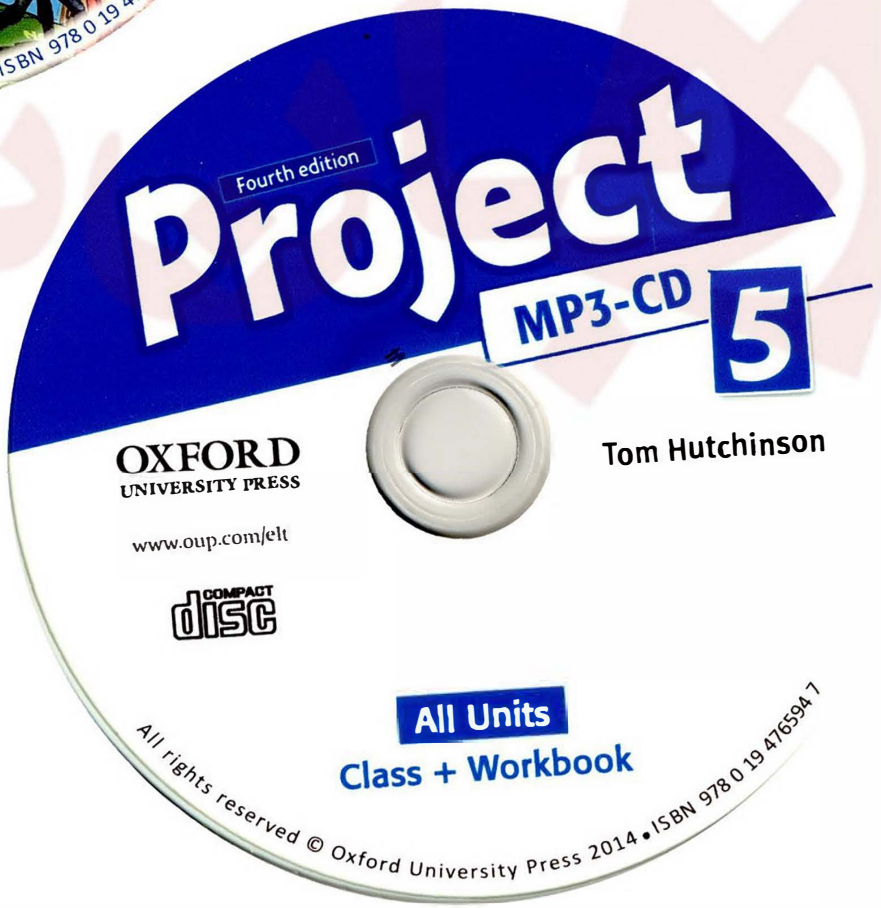

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این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

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Introduction

A Welcome

Listening

1 a **Look at the photo. What do you think is happening?**

b 1.2 **Listen and choose the correct answers.**

1 Who are the people in the photo?

Carlos Alicia Marie Dora Pete Ella

2 Where is the visitor from?

Spain the USA France Slovakia

2 1.2 **Listen again and answer the questions.**

1 How long is the visitor going to be in England?
2 Where is she staying?
3 Where does she live?
4 How long has she been in England?
5 Did she have a good journey?
6 How did she travel?

Everyday English

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Asking for clarification

3 a **What does Marie say when she doesn't understand? Complete the expressions.**

1 P_____?
2 What _____ 'whereabouts' _____?
3 How do you _____ that word?
4 I'm _____. I don't _____.
5 Can you _____ that, please?

b 1.2 **Listen again and check.**

4 **When someone doesn't understand, you can try to say things in a different way. Match the questions with similar meanings.**

1	*How long have you been here?*	a	*When are you going home?*
2	*Did you fly?*	b	*Have you been to … before?*
3	*How long are you going to stay?*	c	*When did you arrive?*
4	*What do you think of …?*	d	*Where do you live?*
5	*Is this your first visit to …?*	e	*How was your journey?*
6	*Did you have a good journey?*	f	*Do you like it here?*
7	*Whereabouts are you from?*	g	*Did you come by plane?*

5 a **Work with a partner. Student A: you meet an English-speaking visitor to your country. Student B: you are the English-speaking visitor. Make the dialogue. Use the expressions in exercises 3 and 4.**

- *Hi, I'm … Nice to meet you.*
- *Hi, … My name is … Nice to meet you, too.*
- *Is this your first visit to …?*

b **Change roles and make a new dialogue. Try to use different expressions from exercise 4.**

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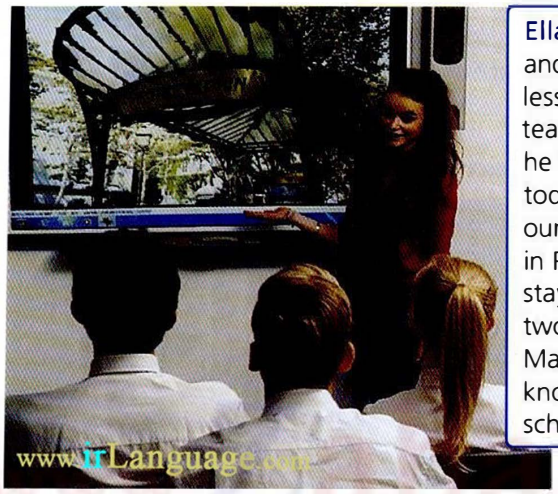
Comprehension

6 a Look at the photos. What are the girls doing?

b 1.3 Read and listen to the texts. Find the missing information.



Ella It's Tuesday afternoon and we're having a [1]_____ lesson. Mr Simons usually teaches us at this time, but he isn't teaching the lesson today. Marie is giving a talk to our class instead. Marie lives in Paris, in France, but she's staying with me in [2]_____ for two weeks. My friends think Marie is great. They want to know about her country, her school and her home.

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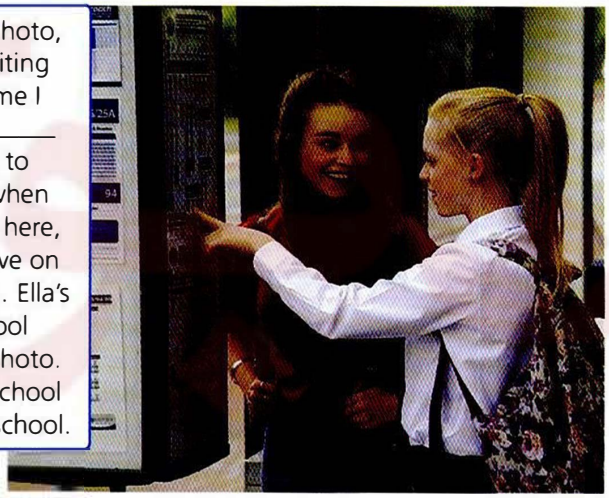
Marie In this photo, Ella and I are waiting for a bus. At home I usually take a [3]_____ to school. I have to be very careful when I cross the street here, because they drive on the left in Britain. Ella's wearing her school uniform in this photo. We don't wear school uniforms at my school.



Marie In this photo, I'm sitting in Ella's kitchen. It's [4]_____ morning and we're having a traditional English breakfast of chicken and eggs with fried mushrooms and [5]_____. Ella says that she doesn't have a big, cooked breakfast every day – just at the weekend. I never have one in France. At home I always eat [6]_____, yoghurt and croissants with jam for breakfast. I like chicken and eggs, but I prefer my normal breakfast.

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Grammar

Present simple and present continuous

7 a Look at the sentence. What are the two tenses? Why is each tense used?

Mr Simons usually teaches us at this time, but he isn't teaching the lesson today.

b Find examples of these verbs in the texts. What tense are they in? Why?

like want prefer think have to

8 a What questions do you think Ella's friends ask Marie? Use these verbs.

live stay travel wear eat like prefer

Where do you live?
Are you staying in a hotel?

b Work with a partner. Make the dialogue with Marie. Use your questions and the information in exercise 6.

- *Where do you live?*
- *I live in …*

9 1.4 Listen. What are Marie, Ella and her friends doing? irLanguage.com

1 *They're watching a soap opera on TV.*

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B What do you like?

Vocabulary

Sport: places and equipment

1 a Match the sports to the places.

1 football hockey rugby cricket
2 boxing wrestling
3 athletics motor racing
4 tennis badminton basketball volleyball
5 swimming
6 bowling
7 golf
8 ice hockey skating

a court
a pool
a track
a rink
a pitch
a course
an alley
a ring

b Check your ideas in a dictionary.

c Which sports use this equipment?

1 a goal

2 a net

3 a racket

4 clubs

5 bats

6 a stick

7 a shuttlecock

8 a puck

9 skates

10 goggles

d Work with a partner. Student A: describe a place or thing from exercise 1. Don't mention the sport itself. Student B: try to guess what it is.

- *This is long and you hit a ball with it.*
- *It's a hockey stick.*
- *No, they play the sport a lot in the USA.*
- *Is it a baseball bat?*
- *Yes, it is.*

2 a Complete the text with the words in the boxes.

referee teams net ball sport players badminton

Sepaktakraw is a popular [1]_____ in South East Asia. You play it with a small, hard [2]_____ on a large court like a [3]_____ court. Across the middle of the court there's a high [4]_____. There are two [5]_____, and there are three [6]_____ in each team. A [7]_____ sits next to the net.

hands scores two over match kick racket

Each team tries to put the ball [8]_____ the net, as in volleyball. Players don't use a [9]_____ or a bat. They have to [10]_____ the ball or head it, as in football. They mustn't touch the ball with their [11]_____ or arms. There are three sets in a [12]_____. When a team [13]_____ fifteen points, they win the set. The team that wins [14]_____ sets wins the match.

b 1.5 **Listen and check.**

Writing

3 Describe a sport that you know. Use the questions to help you.

- Where do you play it?
- What equipment do you need?
- How many players are there?
- How do you play the game?
- What can't you do in the game?
- How long does a game last?
- How do you win?

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Reading and listening

4 **What sports do you play or watch? Do you enjoy them? What other things do you do in your free time?**

5 a 1.6 **Read and listen to what these people say about sport. Complete the speech bubbles.**

b **Which opinion do you agree with most?**

Sport? Well, I love playing _____. I play two or three times a week in summer. It's great fun. I enjoy _____, too. But I'm not interested in other sports very much.

1 Ruby

I'm really into sport. I play _____ for the school team on Saturday mornings. I do _____ in summer, too. I like to keep fit, so I go _____ a couple of times a week.

2 Pete

I can't stand sport. I think it's boring. I hate playing _____ at school. It's always cold and muddy, but we have to do it. In my free time, I like going _____. I adore looking at all the clothes and trying them on.

3 Ella

I don't mind sport. I like playing _____ with my mates, but I'm not very good at it. I prefer watching it on TV. I know it isn't really a sport, but I really like playing _____.

4 Jake

Everyday English

Likes and dislikes

6 a **Find all the expressions in the speech bubbles for expressing likes and dislikes. Put them in a chart like this.**

☺	*I love playing tennis.*
😐	
☹	

b **Choose two expressions from each part of the chart. Write sentences about yourself.**

I love chatting on the Internet.

Speaking

7 **How do you feel about these things? Ask and answer with a partner. Use the expressions in exercise 6.**

- *Do you like shopping?*
- *Yes, I love it. It's fun. / No, I can't stand it.*

1 shopping

2 computer games

3 winter sports

4 music

5 reading books

6 animals

7 water sports

8 roller coasters

8 a **Work in a group. Do a survey about your free-time activities. Discuss these questions and note down the answers.**

1 What are your favourite free-time activities? Why do you like them? How often do you do them?
2 What activities don't you like? Why not?

b **Tell the class about your group's ideas. What are the most / least popular free-time activities in your class? Why?**

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4 Culture

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1 3.11 **Read and listen to the text. Which of the topics does it mention?**

- ☐ shopping
- ☐ part-time jobs
- ☐ housework
- ☐ homework
- ☐ saving money
- ☐ school
- ☐ watching TV
- ☐ sports
- ☐ pocket money

2 Are the statements true or false, or doesn't it say?

1 Not all British teenagers get pocket money from their parents.
2 All teenagers have to make their own bed.
3 Teenagers buy a lot of things online.
4 Most teenagers save about a quarter of their pocket money.
5 Teenagers aren't allowed to work outdoors.
6 You can't do a part-time job when you are twelve years old.
7 If you deliver newspapers, you have to start at 6.30 am.
8 You can't work for more than two hours on Wednesdays.
9 You can work for the whole of the summer holidays.

3 a 3.12 **Listen to some teenagers talking about their jobs. Copy and complete the chart.**

	Wesley	Mel	Bernie	Linda
Where do they work?				
When do they work?				
What exactly do they do?				

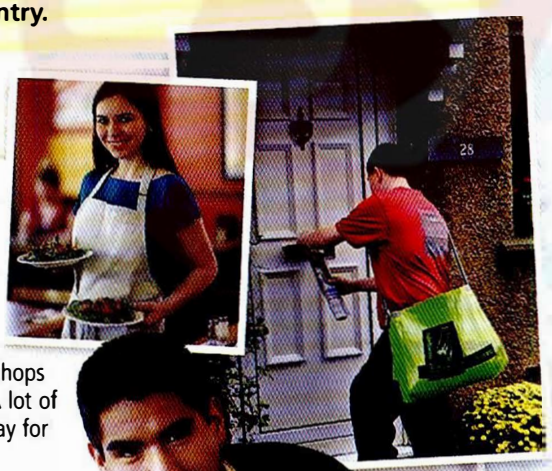
b 3.12 **Listen again. How does each person feel about their job?**

c Which people:

1 work during the week?
2 sell things?
3 work outdoors?
4 work with other people?
5 have to get up early?
6 work after school?
7 work on Saturdays?
8 do something with trolleys?

4 Compare what British teenagers do with teenagers in your country.

Teenagers and money



Most British teenagers get pocket money from their parents. In some families, teenagers have to help with jobs around the house to earn their pocket money. They help with the housework – vacuuming the floor, loading the dishwasher, setting the table and so on – or they do things outside, such as washing the car and cutting the grass in the garden.

They spend most of their money on going out, clothes, trainers, music, computer games and mobile phone bills. Not many teenagers shop online, because they enjoy going to the shops with their friends. However, they buy things online if they can get them cheaper that way. A lot of teenagers try to save some money in a bank, too. Older teenagers usually save money to pay for driving lessons. (You can drive a car in the UK when you are seventeen years old.)

Some teenagers do part-time jobs to get some money. They usually work in shops, supermarkets and cafés at the weekend, but some teenagers do jobs during the week. One of the most popular jobs is having a paper round (delivering newspapers to houses and flats). You can do a part-time job when you are thirteen. However, there are lots of restrictions on places and hours of work.

- You can't work in any dangerous places, like building sites or factories, or work in places that sell dangerous drinks or on ships.
- You can't drive or ride on any vehicles, except your own bicycle for a newspaper round.
- You can only work for a maximum of two hours on a weekday, and you aren't allowed to work before seven o'clock in the morning or after seven o'clock in the evening.

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Unit 4

1 a 4.39 **Read and listen to the story. Who is 'the model millionaire'?**

b Find these people in the pictures.

Hughie Erskine Laura Merton Colonel Merton
Baron Hausberg Alan Trevor

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The Model Millionaire

Hughie Erskine wasn't the cleverest person in the world, but he was very good-looking and had a charming, easy-going personality. Everybody liked him. Hughie, however, had one big problem. He wasn't very good at making money. He tried lots of different jobs, but he didn't do very well in any of them.

To make matters worse, he was in love. Her name was Laura Merton and she lived with her father, a retired colonel. They were both very fond of Hughie, but they didn't have much money. So, when one day Hughie said to the colonel, 'Can I marry your daughter?' the colonel said, 'My daughter needs a husband who can support her. Have you got ten thousand pounds?'

'No, I haven't,' replied Hughie.

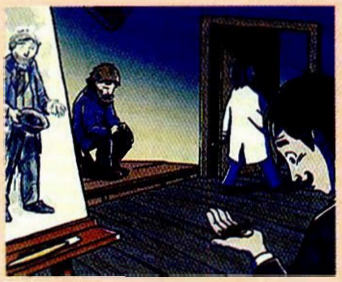
'Well, ask me again when you have,' said the colonel.

A few weeks later, Hughie visited his friend, Alan Trevor. Alan was a well-known painter and that day he was painting a portrait of an old beggar. The model was standing on a platform in the corner of the room. He looked very sad. His clothes were old and torn, and he was holding out a hat for people to put money in.

'Why does he look so miserable?' said Hughie.

'Well, you don't want a cheerful beggar, do you?' smiled Alan.

A servant came in with a message.



'Just a minute, Hughie,' said Alan, and he left the room.

The old beggar sat down. Hughie looked at him. Then he put his hand in his pocket and took out some money. He only had a pound and some smaller coins.

'It isn't much,' he thought, 'but this old man needs it more than I do.' And he gave the pound to the beggar.

The beggar looked very surprised. 'Thank you, sir,' he said.

When Alan returned, Hughie said goodbye and went to spend the day with Laura. Afterwards he had to walk home, because he had no money for a taxi.

The next day Hughie was having a cup of tea in a café when Alan came in.

2 a Put the events in the correct order.

- [ ] a Hughie gives the beggar a pound.
- [ ] b Hughie and Laura get married.
- [ ] c The colonel says he needs £10,000 first.
- [1] d Hughie asks the colonel if he can marry Laura.
- [ ] e Alan tells Hughie that the beggar is really a rich banker.
- [ ] f Hughie receives an envelope with a cheque for £10,000.
- [ ] g Hughie sees Alan painting the portrait of an old beggar.
- [ ] h The model asks Alan some questions about Hughie.

b Find words and expressions in the story to describe:

- Hughie
- the model

'Hello,' said Hughie. 'Did you finish your painting?'

'Yes, I did,' said Alan. 'My model asked me lots of questions about you after you left: Are you married? What do you do? Where do you live?'

'What did you tell him?' said Hughie.

'I told him all about Laura, the colonel, the ten thousand pounds and so on.'

'What?' cried Hughie. 'Why did you give all my private details to an old beggar?'

Alan laughed. 'That old beggar, as you call him,' he said, 'is Baron Hausberg, the international banker. He buys lots of my paintings.'

'But why was he wearing those old clothes?'

'He wanted a portrait of himself as a beggar – as a kind of joke.'

'Oh no!' said Hughie. 'Do you mean that I gave a pound to one of the richest men in the world?'

Alan laughed even louder. 'What on earth did you do that for?' he said.

'He just looked so poor,' said Hughie. 'Why didn't you tell me who he was?'

'I didn't know if Baron Hausberg would like it.'

'Oh, how embarrassing,' said Hughie.

The next morning Hughie was having breakfast when a visitor arrived.

'I've come from Baron Hausberg,' he said.

'Oh, yes,' said Hughie, 'I'm very sorry. I didn't know ...'

The visitor smiled and he gave Hughie an envelope. On the outside was written: 'A wedding present for Hughie Erskine and Laura Merton from an old beggar.' Inside there was a cheque for £10,000.

Adapted extract from *The Model Millionaire* by Oscar Wilde.

Unit 6

1 a 4.41 **Read and listen to the story. Who or what are these?**

Llyr Zennor Morveren Matthew Ruth

b Answer the questions.

1 Why did Morveren want to go onto the land?
2 How did her father help her?
3 What happened when Matthew and Morveren saw each other?
4 How did Matthew's singing continue to help the villagers?

The Mermaid

Zennor is a small village on Cornwall's rocky northern coast. Long ago, a handsome young man called Matthew lived there. Like most of the local men, he was a fisherman. It was a hard and dangerous job. At the end of each day, the villagers walked to their little old church to pray for good weather and good fishing the next day. The people sang, too, and everyone agreed that Matthew had the most beautiful voice in the world.

The church was very close to the shore, and out in the cold, dark sea someone else heard Matthew singing. Her name was Morveren, but she wasn't one of the villagers. She was a mermaid, the daughter of Llyr, King of the Ocean. 'What is that beautiful sound?' she wondered, as she sat upon a rock and combed her long blonde hair. Every night after that, she came a little closer to the shore and listened.

One night, when she returned to her home at the bottom of the sea, she asked her father if she could go and see who the singer with the wonderful voice was. Llyr replied that it was too dangerous for a mermaid to go onto the land, but Morveren refused to listen. She asked again and again. So finally the old king agreed. He gave her a net to cover her hair and a long dress to hide her fishtail. The dress was decorated with shells and jewels from the bottom of the ocean.

The next night, the mermaid dragged herself and the heavy dress out of the water and up the path to the old church. She looked through the half-open door at all the people inside. When she saw Matthew, she fell instantly in love with him. She watched and listened, but when the people finished singing, Morveren dragged herself back to the shore. Night after night she came, but she always left before anyone noticed her.

2 a Look at the picture. Find the paragraph in the story that it illustrates. irLanguage.com

b What are these people doing in the picture? Why?

Matthew Morveren the villagers Ruth

Then one night, while he was singing, Matthew looked at the door and he saw Morveren's face outside in the moonlight. He too fell in love. He stopped singing and rushed to the door. Morveren was already trying to escape, but she couldn't move very fast and Matthew caught her easily. 'Stop,' he cried. 'Don't leave. Who are you?' She told him that she was a mermaid and that she had to go back to the sea where she lived. Matthew said that he would go with her.

By this time, the villagers were chasing after them. Matthew picked the mermaid up in his strong arms and ran down to the shore. The villagers were getting closer, so Morveren pulled some of the jewels from her dress and threw them on the ground. When they saw the precious stones, the people stopped to pick them up, and the two young lovers reached the sea. Only Matthew's mother, Ruth, continued to run after them. 'Stop, Matthew! Stop!' she cried, but she was too late. She could only watch sadly from the shore, as Matthew and Morveren disappeared into the dark waves. They were never seen again.

Time passed, but the people of Zennor didn't forget Matthew. They often said that they could still hear his beautiful voice, as he sang to Morveren deep below the waves. He was singing to them, too, they said. Sometimes his songs told the fishermen that it was all right to go out in their boats, and at other times the songs warned them that it was too dangerous. On those occasions the fishermen said, 'Thank you, Matthew.' Then they tied up their boats and stayed safely on the shore.

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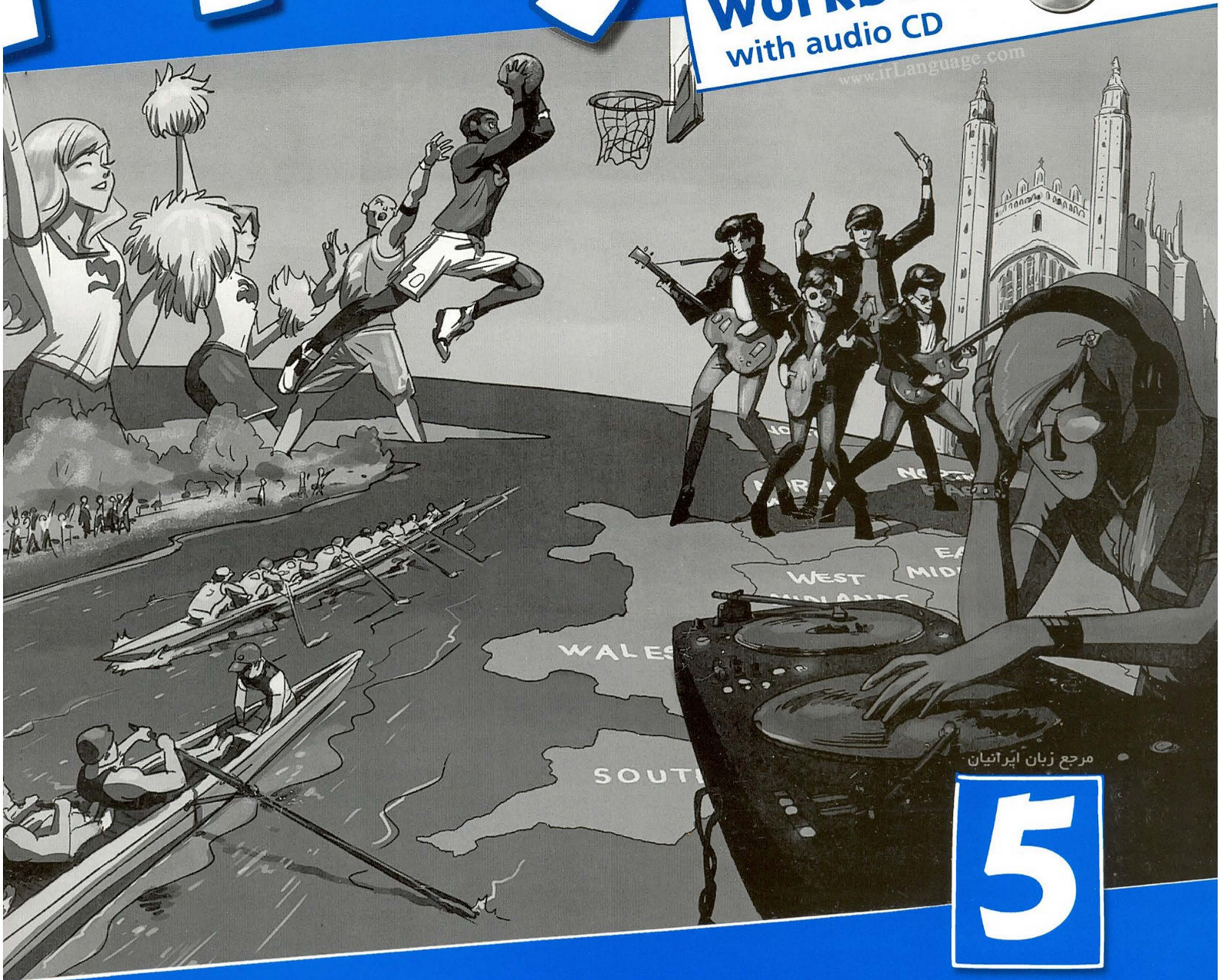

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Introduction

Nice to meet you

1 ★ **Complete the dialogue with these expressions.**

~~Hi, Alex~~ we went there for a weekend
Whereabouts Nice to meet you, too
I'm from Prague Nice to meet you
from the Czech Republic This is Pavel

Sara [1] *Hi, Alex*.
Alex Oh, hi, Sara. [2] _____.
Sara Hi, Pavel. [3] _____.
Pavel [4] _____, Sara.
Alex Pavel's [5] _____.
Sara Really? [6] _____?
Pavel [7] _____.
Sara Oh, [8] _____ last year. It was great!

Everyday English

2 ★★ **Put the speech bubbles in the correct order.**

☐ *It's B-R-A-I-N-Y.*

☐ *What does 'brainy' mean?*

☐ *He's very brainy.*

☐ *Oh, I see. How do you spell 'brainy'?*

1 *That's my friend Peter over there. He's very brainy.*

☐ *Pardon? Can you repeat that, please?*

☐ *It means 'very clever'. You know, he's got a big brain.*

☐ *Thanks.*

3 ★★ **Alex's friends ask Pavel questions. Choose the correct answers.**

1 Peter How long have you been here?
Pavel a I've been here three times.
b Three days. I arrived on Thursday.

2 Sara Is this your first visit to England?
Pavel a No. I was here two years ago.
b No, I haven't.

3 Peter Do you like it here?
Pavel a I think it's great.
b I like playing football.

4 Sara How was your journey?
Pavel a I came by plane.
b It was OK, but it was a bit long.

5 Peter Did you fly?
Pavel a No, I came by train.
b It was fine, thanks.

6 Sara Whereabouts are you from?
Pavel a I live in Prague.
b I'm staying with Alex.

7 Peter What would you like to drink?
Pavel a Yes, please. A cola.
b I'll have a glass of cola, please.

8 Sara When are you going home?
Pavel a For three weeks.
b Next Friday.

Present simple and present continuous

4 ★★★ **Complete the text about Mark's weekend. Put the verbs in brackets into the present simple or present continuous tense.**

1 It's seven o'clock on Friday evening, and I [1] *'m doing* (do) my homework. At the moment, I [2] _____ (write) about an experiment that we did in Chemistry. In the other room, my sister [3] _____ (watch) a quiz show on TV. We usually [4] _____ (watch) it together, but I [5] _____ (not watch) it today because I [6] _____ (have to) finish this homework. I [7] _____ (prefer) to do my homework on Sundays, but I [8] _____ (want) to go out with my friends this Sunday.

2 Now it's Saturday morning. It's eleven o'clock and I [1] _____ (work) at the local supermarket. I [2] _____ (work) here every Saturday. My friend, Josh, [3] _____ (work) here on Saturdays, too. Today, I [4] _____ (put) things on the shelves. I [5] _____ (prefer) it when I [6] _____ (have to) take customers' shopping to their cars, because I [7] _____ (like) meeting people. But I [8] _____ (not want) to do that today, because it [9] _____ (rain). Josh [10] _____ (take) things to the cars today. I [11] _____ (not think) he [12] _____ (enjoy) it.

Sport: places and equipment

5 ★★ **Complete the expressions with the correct name for the place.**

1 a rugby	*pitch*	6 a bowling	_____
2 a swimming	_____	7 a golf	_____
3 an athletics	_____	8 a boxing	_____
4 a skating	_____	9 a volleyball	_____
5 a tennis	_____	10 a football	_____

6 ★★ **Match the definitions to the words.**

1 You try to put the ball in here in football and hockey.	a a shuttlecock
2 In volleyball you try to hit the ball over this with your hands.	b a bat
3 Ice hockey players hit this.	c a goal
4 You use this in tennis.	d goggles
5 In badminton you don't use a ball. You use this.	e a net
6 Some swimmers wear these to protect their eyes.	f a racket
7 Ice hockey players wear these on their feet.	g a stick
8 You hit a golf ball with these.	h a puck
9 In table tennis you hit the ball with this.	i clubs
10 In hockey and ice hockey you use one of these.	j skates

Everyday English

7 a ★ 1.2 **Listen to Jackie and Ben talking about their likes and dislikes. Tick (✓) the things that they mention.**

☐ water sports	☐ roller coasters
☐ music	☐ watching films
☐ sport	☐ swimming
☑ reading	☐ football
☐ computer games	☐ shopping
☐ animals	☐ skiing
☐ chatting on the Internet	☐ taking photographs

b ★★ 1.2 **Listen again. Complete the chart with words and phrases from exercise 7a.**

	Jackie	Ben
likes	*reading*	
doesn't mind		
doesn't like		

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1 Problems

1A Jake's party

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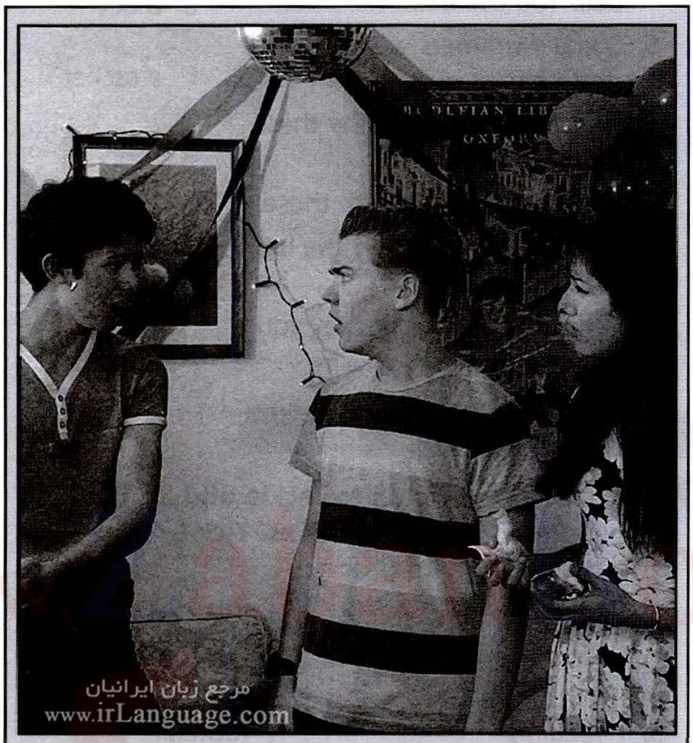
Working with words

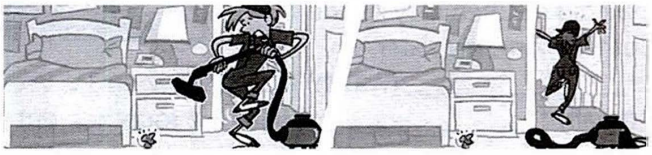
1 ★ **Complete Jake's blog about his party. Choose the correct words.**



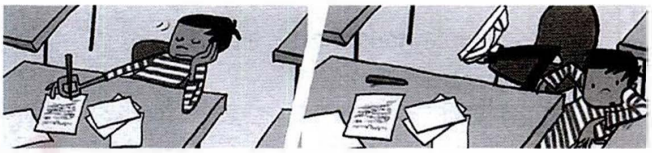
Last Friday, my parents went away [1]**for / on** the weekend. They were going [2]**at / to** a wedding. They left me [3]**on / in** the house [4]**on / in** my own. But I decided to invite all my friends [5]**at / to** the house [6]**with / for** a party. However, things didn't go well. First, Ruby knocked a china dog [7]**with / for** her hand and broke it. It has been [8]**at / in** my family since the 1930s. Then a car stopped [9]**inside / outside**. It was my parents! They were driving [10]**in / down** the motorway when they remembered the wedding present, so they turned [11]**up / round** and came [12]**on / back**. I offered to get the present [13]**for / to** them, but my mum went to get it and she found all my friends [14]**at / in** the kitchen. My parents weren't very pleased and they grounded me. I couldn't go [15]**to / at** the cinema [16]**for / with** my friends for three weeks!

Past simple and past continuous

2 ★★ **Complete the sentences for each pair of pictures. Put the verbs in brackets into the past simple or past continuous tense.**

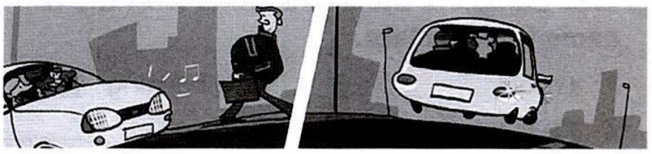


1 When mum *was cleaning* my room, she *saw* a mouse. (clean, see)
When she *saw* the mouse, she *ran* out of the room. (see, run)



2 While Graham _____ a test, he _____ asleep. (do, fall)
When he _____ asleep, he _____ off his chair. (fall, fall)

3 While Andy and his dad _____, they _____ a boot. (fish, catch)
After they _____ it out, Andy _____ it back in the water. (pull, throw)



4 While we _____ into town, we _____ Steve. (drive, see)
When we _____ him, we _____ and _____ him a lift. (see, stop, give)

Travel
direct train /də'rekt, dɪ-, daɪ- ˌtreɪn/
express / fast train /ɪk'spres,'fɑ:st ˌtreɪn/
fare /feə(r)/
platform /'plætfɔ:m/
return (ticket) /rɪ'tɜ:n (ˌtɪkɪt)/
single (ticket) /'sɪŋgl (ˌtɪkɪt)/
slow train /'sləʊ ˌtreɪn/
timetable /'taɪmteɪbl/

5D The sale of the century
price /praɪs/
arm in arm /ˌɑ:m ɪn 'ɑ:m/
cash a cheque /ˌkæʃ ə 'tʃek/
casually /'kæʒuəli/
complete a deal /kəm,pli:t ə 'di:l/
congratulate /kən'grætʃuleɪt/
con man /'kɒn ˌmæn/
debt /det/
deposit (n) /dɪ'pɒzɪt/
gladly /'glædli/
impressive /ɪm'presɪv/
in case /ɪn 'keɪs/
in those days /ˌɪn 'ðəʊz ˌdeɪz/
payment /'peɪmənt/
persuade /pə'sweɪd/
put in a word for /ˌpʊt ˌɪn ə 'wɜ:d fə/
salesman /'seɪlzmən/
shipping company /'ʃɪpɪŋ ˌkʌmpəni/
suspicious /sə'spɪʃəs/
try your luck /ˌtraɪ ˌjɔ: 'lʌk/

Culture
aristocracy /ærɪ'stɒkrəsi/
Chinese /tʃaɪ'ni:z/
Czech /tʃek/
elevator /'elɪveɪtə(r)/
gas(oline) /'gæsəli:n/
Hindi /'hɪndi/
Hungarian /hʌŋ'geəriən/
invader /ɪn'veɪdə(r)/
Italian /ɪ'tæliən/
lift (n) /lɪft/
parliament /'pɑ:ləmənt/
pavement /'peɪvmənt/
petrol /'petrəl/
pyjamas /pə'dʒɑ:məz/
Serbian /'sɜ:biən/
sidewalk /'saɪdwɔ:k/
soccer /'sɒkə(r)/
Spanish /'spænɪʃ/
Turkish /'tɜ:kɪʃ/
vacation /və'keɪʃn/
vampire /'væmpaɪə(r)/

English Across the Curriculum
baker /'beɪkə(r)/
fake (adj) /feɪk/
hologram /'hɒləgræm/
punish /'pʌnɪʃ/
shell /ʃel/
trader /'treɪdə(r)/

Money
bank card /'bæŋk ˌkɑ:d/
barter (n) /'bɑ:tə(r)/
cash (n) /kæʃ/
cheque /tʃek/
coin /kɔɪn/
counterfeit (v) /'kaʊntəfɪt/
counterfeiting /'kaʊntəfɪtɪŋ/
credit card /'kredɪt ˌkɑ:d/
debit card /'debɪt ˌkɑ:d/
exchange /ɪks'tʃeɪndʒ/
note (n) /nəʊt/

Revision
booking /'bʊkɪŋ/
council /'kaʊnsl/
predict /prɪ'dɪkt/
proposal /prə'pəʊzl/

Your Project
celebration /selɪ'breɪʃn/
complication /kɒmplɪ'keɪʃn/
hesitation /hezɪ'teɪʃn/
reputation /repju'teɪʃn/
reservation /rezə'veɪʃn/

6 Protest

6A Pete's trainers
exploit /ɪk'splɔɪt/
fancy (v) /'fænsi/
hand out /ˌhænd 'aʊt/
politics /'pɒlətɪks/
protest (n) /'prəʊtest/
protest (v) /prə'test/
shop window /ʃɒp 'wɪndəʊ/
working conditions /'wɜ:kɪŋ kən,dɪʃnz/

6B Saying 'No'
appear in court /ə,pɪər ɪn 'kɔ:t/
be elected /ˌbi: ɪ'lektɪd/
be fined /ˌbi 'faɪnd/
break the law /ˌbreɪk ðə 'lɔ:/
civil rights /ˌsɪvl 'raɪts/
development /dɪ'veləpmənt/
downtown /'daʊntaʊn/
find (somebody) guilty /ˌfaɪnd ... 'gɪlti/
in protest /ɪn 'prəʊtest/
Irish /'aɪrɪʃ/
mixed race /'mɪkst ˌreɪs/
Native American /ˌneɪtɪv ə'merɪkən/
preacher /'pri:tʃə(r)/
public place /ˌpʌblɪk 'pleɪs/
under the law /ˌʌndə ðə 'lɔ:/

Protest
boycott /'bɔɪkɒt/
demonstration /demən'streɪʃn/
fine (n) /faɪn/
illegal /ɪ'li:gl/
refuse (v) /rɪ'fju:z/
segregate /'segrɪgeɪt/
shoot /ʃu:t/
the Supreme Court /ðə su:'pri:m ˌkɔ:t/

6C Indirect questions
district /'dɪstrɪkt/
ink /ɪŋk/
printer cartridge /'prɪntə ˌkɑ:trɪdʒ/
round the corner /ˌraʊnd ðə 'kɔ:nə(r)/

Places and things in a town
art gallery /'ɑ:t ˌgæləri/
bus station /'bʌs ˌsteɪʃn/
cash machine /'kæʃ mə,ʃi:n/
Internet café /'ɪntənet ˌkæfeɪ/
multiplex cinema /'mʌltɪpleks ˌsɪnəmə/
postbox /'pəʊst ˌbɒks/
shopping mall /'ʃɒpɪŋ ˌmɔ:l/
underground station /'ʌndəgraʊnd ˌsteɪʃn/
tourist information centre /ˌtʊərɪst ɪnfə'meɪʃn ˌsentə(r)/
town hall /ˌtaʊn 'hɔ:l/

6D Romeo and Juliet
ball /bɔ:l/
desperate /'despərət/
go into a coma /ˌgəʊ ˌɪntu: ə 'kəʊmə/
in disguise /ˌɪn dɪs'gaɪz/
messenger /'mesɪndʒə(r)/
niece /ni:s/
priest /pri:st/
related /rɪ'leɪtɪd/
stab (v) /stæb/
tomb /tu:m/
woe /wəʊ/
wound (v) /wu:nd/

Culture
degree /dɪ'gri:/
evolution /i:və'lu:ʃn/
former /'fɔ:mə(r)/
gravity /'grævəti/
punting /'pʌntɪŋ/
theory /'θɪəri/
townspeople /'taʊnzpi:pl/

English Across the Curriculum
Congress /'kɒŋgres/
donkey /'dɒŋki/
election /ɪ'lekʃn/
elephant /'elɪfənt/
gambling /'gæmblɪŋ/
governor /'gʌvənə(r)/
head of state /ˌhed əv 'steɪt/
legal /'li:gl/
monarchy /'mɒnəki/
MP /ˌem 'pi:/
pass a law /ˌpɑ:s ə 'lɔ:/
political party /pə'lɪtɪkl ˌpɑ:ti/
representative /reprɪ'zentətɪv/
republic /rɪ'pʌblɪk/
senator /'senətə(r)/
the House of Commons /ðə ˌhaʊs əv 'kɒmənz/
the House of Lords /ðə ˌhaʊs əv 'lɔ:dz/
the House of Representatives /ðə ˌhaʊs əv reprɪ'zentətɪvz/
the Senate /ðə 'senət/
veto /'vi:təʊ/

Revision
topic /'tɒpɪk/

Your Project
arise /ə'raɪz/
breed (v) /bri:d/
devastate /'devəsteɪt/
helpless /'helpləs/
scatter /'skætə(r)/
suffering /'sʌfərɪŋ/
wealthy /'welθi/

Reading

1 Sally's Phone
in a hurry /ˌɪn ə 'hʌri/
ringtone /'rɪŋtəʊn/

2 The Pearl
bottom /'bɒtəm/
fetch /fetʃ/
good luck /ˌgʊd 'lʌk/
It's no good. /ˌɪts 'nəʊ ˌgʊd/
oyster /'ɔɪstə(r)/
pearl /pɜ:l/
pearl diver /'pɜ:l ˌdaɪvə(r)/
rifle /'raɪfl/
scorpion /'skɔ:piən/
sooner or later /'su:nər ɔ: ˌleɪtə(r)/
waterfall /'wɔ:təfɔ:l/

3 The King Stands Up
bow (v) /baʊ/
hold a competition /ˌhəʊld ə kɒmpə'tɪʃn/
powerful /'paʊəfl/
puzzled /'pʌzld/

4 The Model Millionaire
afterwards /'ɑ:ftəwədz/
banker /'bæŋkə(r)/
beggar /'begə(r)/
colonel /'kɜ:nl/
embarrassing /ɪm'bærəsɪŋ/
envelope /'envələʊp/
model (adj, n) /'mɒdl/
platform /'plætfɔ:m/
To make matters worse, .. /tə ˌmeɪk ˌmætəz 'wɜ:s/

5 South for the Winter
carriage /'kærɪdʒ/
place (v) /pleɪs/
restaurant car /'restrɒnt ˌkɑ:(r)/

6 The Mermaid
fishtail /'fɪʃteɪl/
jewel /'dʒu:əl/
mermaid /'mɜ:meɪd/
moonlight /'mu:nlaɪt/
occasion /ə'keɪʒn/
pray (for) /'preɪ ˌfɔ:(r), fə(r)/
precious stones /ˌpreʃəs 'stəʊnz/
rocky /'rɒki/
shore /ʃɔ:(r)/
villager /'vɪlɪdʒə(r)/

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2B Ex 2	1.9
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3B Ex 4	1.14
3C Ex 4a	1.15
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5C Ex 5a	1.25
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Progress check Ex 3a	1.27
6A Ex 3	1.28
6B Ex 3a	1.29
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